



EUROPEAN STUDENTS' PRESS INITIATIVE

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1. New technologies in the field of education



Nowadays learners face significantly different and more complex challenges and opportunities than previous generations. They have to learn in a rapidly changing environment, and build knowledge from numerous sources and different perspectives. They need to become citizens who think critically and strategically and are able to solve problems. They must understand systems in diverse contexts, and collaborate locally and around the globe. Technology seems to offer the solution.....

However, technology is only the tool and not the key issue. The focus should be on how learners use technology to extend their intellectual capabilities and better understand the world around them. The positive learning effects of these powerful tools are dependent on the context of their use.

One of the advantages of new technologies is that they enable "learning in context". Research developments in the field of learning and pedagogy emphasize the effectiveness of "learning in context". Cognitive psychologists argue that if knowledge and skills are to be learned, these should be set in a relevant or "authentic" context. Advocates of constructivism also argue for a pedagogic approach according to which students are more active learners, and are guided by their teacher in such a way that they "construct" knowledge themselves.

"Learning" does not mean how well students perform on standardised tests. There's a dynamic shift as we move from traditional definitions of learning and course design to models of engaged learning that involve more student interaction, connections among schools, collaboration among teachers and students, teachers acting as facilitators, and more emphasis on technology as a tool for learning. It is in this context that EUROSPIN operates; it is this type of engaged learning that technology supports.

Within this framework, EUROSPIN tries to build collaborative classrooms which encourage all students to ask questions, define problems, take charge of the conversation when appropriate, have work-related conversations with people in and outside school. Collaborative work can be most powerful when it involves flexible, learner-centered investigations that encourage students to work with practicing professionals and community members.

The curriculum is seen as a cosmos of questions to be asked, not a compendium of lessons to be learned. Teachers have the essential role of posing meaningful questions and setting problems that promote productive inquiry. Learning activities involve problem - solving and encourage students to look for input and answers beyond the classroom.



2. Rationale of the project

The formation of a European identity is one of the main goals to be achieved within the society of tomorrow. The attempts to develop a European identity, i.e. a European political and economic consciousness etc., involved so far the production of educational and informative material. It is widely accepted, though, that the understanding and assimilation of concepts increases when students are actively involved in the learning process. Consequently the development of European awareness cannot be restricted to such methods that treat the subject matter through an "observer's" perspective. The formation of a European political consciousness should be merely seen as the result of active exchange and co-operation between tomorrow's citizens. Therefore, a number of actions must be undertaken so as to enable pupils to discover the similarities, differences and outline the common perspectives and problems on a European level.

The EUROSPIN programme focuses on this aspect. EUROSPIN gives students the opportunity to approach such issues in a hands-on manner, and enables them to discover similarities and differences through a research and investigation process, and most importantly through co-operation. Students become active researchers and gain i) better understanding of the issues under examination, ii) substantial experience with tele-working and collaboration on a European level, and iii) well founded knowledge of the methodological approaches of both social science and journalistic investigation.

In order to achieve these, the contribution of press is of great importance. Until now, there has been limited co-operation between the press and educational institutions throughout Europe. EUROSPIN is one of the first attempts to provide a model of "bi-directional" student - press interaction. Until now two major categories of actions were attempted that were in essence unidirectional: either research was carried out by journalists, leaving the pedagogical aspects aside, or it was students that published school newspapers that were, in most cases, amateur in nature and without pedagogical aims and guidance. In contrast to those attempts the EUROSPIN programme is set to achieve a high rate of interaction between professional journalists and students, providing thus an integrative approach.

3. Aims and Objectives

The EUROSPIN project aims at the development of a model of co-operation between the media and the schools throughout Europe. The project also aims at developing a model of active civic education that allows students to participate in research efforts. Within the program, students conduct a thorough research into the



attitudes, political beliefs and ideological dispositions of European youth, under the supervision of experts. In contrast to most comparative studies, which are conducted by experts, EUROSPIN develops a model of active cooperation between students, teachers, experts and the press, giving thus emphasis on the pedagogical value of the activities. The results of this research are disseminated through printed (in the form of a book, and articles in the newspapers) and electronic media (interactive Web pages on the Internet).

The implementation of the aforementioned models is through advanced Web enabled technology so as to familiarize students with the practical aspects of tele-working and European collaboration. The program makes use of the Internet, both as a communication tool, and as an interactive Web based environment, which facilitates the access to the raw data of the research.

4. Research within the EUROSPIN project

The research is a central part of the EUROSPIN project. The intention is to involve students in research activities in which they study the views of young people from each of the four participating European countries on current issues.

Research within the EUROSPIN project addresses different aspects and tasks. Interesting results are achieved by students who do most parts of the research work themselves with support from the teachers involved. Moreover, it aims at raising awareness, through the dissemination of the results to a wider public followed by further discussions.

Restrictions within the EUROSPIN project are related to time, financial and organizational aspects. The preconditions and requirements of a research conducted by pupils are obviously different from the ones of a professional scientific study. Still the scientific procedures and methods should be considered. Therefore, research in the framework of the EUROSPIN project has been adapted as follows: On the one side, we set certain research-rules, and on the other side we kept the research design as simple as possible in order to enable students to carry it out on their own.



4.1 Questionnaire

Within the framework of the EUROSPIN project priority has been given to a questionnaire that is easy to handle and interpret. Therefore, a limited number of questions has been developed. There are only closed questions, involving:

- a decision between two alternatives (yes and no)
- a decision between a range of alternatives
- a "single-pole four-stage scale" (e.g. question "Do you agree to the following statement?" and possible answers such as "Yes, I absolutely agree" / "I agree" / "I do not really agree" / "No, I don't agree at all").

The questionnaire deals with four topics: *Identity, Lifestyle, Life after school, European Integration*, which are further interpreted by the pupils from each of the four participating European countries.

A simple form of sociodemography is used: age, country, sex. Later on, within the data analysis and interpretation process, these will form the subgroups.

Interviewees are between 14-16 years old. Effort has been made to involve the same number of boys and girls as interviewees.

The analysis is based on the percentages, in relation to the total sample and the subgroups of the interviewees.

4.2 Working with students

From our experience, there should be a preparation in class before starting the interviews. First of all, students have to be introduced to the EUROSPIN project and its different phases. The next step should involve the introduction of the students to the research design and the research questionnaire. Students need to know about the rules of interviewing and about their reasoning, i.e. the background of these rules.

A small set of rules should cover two aspects: practice / realizing the interviews ("how to do it") and confidence / data protection. These topics have to be discussed in class in order to ensure student commitment. Badges with the names of the pupils - journalists and the "golden rules" for interviewing should also be designed.



Everybody has to interpret the questions in the same way. Thus, the teacher should discuss the questions of the research questionnaire in order to make sure that all pupils understand all the questions. A good way to prevent misinterpretations and to prepare students for the interviews is to let them interview each other in class.

In case some students do not wish to participate, this is acceptable even if their refusal doesn't seem to make sense. Still it is better not to suggest this option in advance. Certain aspects of the project should be made attractive to the students. Arguments for participating in the project could involve: gaining experience, having fun and the opportunity to meet other people of their age, familiarizing themselves with a profession. After completion of the interviews and data entry in the electronic tool, the interviewers will get a "Certificate of a trainee Journalist".

It is better not to tell the students about the subject they will deal with later on in order to make sure they pay the same attention to every subject during the interview.

Please remember: Check the legal conditions for interviewing young people in your country. There may be some restrictions!

4.3 Guidelines for interviewing

Anonymity of the interviewee has to be strictly kept during and after the interview. This means that interviewers:

- Interview without audience.
- Do not take down any names.
- Do not interview friends or neighbours.
- Do not talk to anyone about the information given by the interviewee.

The process to be followed should be the same; this means:

- The interviewer should fill in the questionnaire himself.
- Everyone has to read the same text and avoid any additional comments!
- The interviewer only uses the given answers and the given categories. He/She does not add any new ones. If there are supplements, statements, commentaries, the interviewer takes them down at the end of the questionnaire or on an extra sheet of paper.



- If there are inquiries concerning the meaning of a question, the interviewer can give an explanation, but not an interpretation!

The interviewer should encourage the interviewee to make decisions and prevent the “I don’t know” answer.

In addition, the interviewer should ask for explanations when the interviewee refuses to answer (e.g. “I respect your refusal, just one request, could you please explain it?”) and write them in a separate sheet.

If the interviewees have difficulties in answering certain questions, the interviewer should encourage them as follows:

- Should I repeat the question?
- Take your time to answer.
- Give the closest answer to your ideas.
- Do not worry, anonymity is kept in the interview.

The interviews fall into the category of social interviews. They should not be considered as journalistic. The main difference is that the social interview is based on specific questionnaires, i.e. on questionnaires having a modular structure, being very concrete and prepared well in advance, aiming at measuring and describing the attitudes and beliefs of the interviewees. On the other hand, the journalistic interview can be more “free”. Even if the interviewer starts with specific questions, there is always time for comments, and discussion on topics which are not directly related to the interview.

In both cases, though, the aim is to achieve a degree of familiarity, and the responsible person for that is the interviewer. Within a friendly and comfortable atmosphere, there are more chances that the interviewee answers the questions spontaneously and honestly. It will be useful to keep notes on the conditions of the interview, because they could be helpful in the interpretation of the questionnaires.



Key factors for successful interviews

- *Politeness*
- *Interest:* the best motive to involve someone in an interview is to make him/her feel that he/she is contributing to the solution of important issues.
- *Understanding:* one is convinced to participate in a research as long as he/she understands the subject matter and communication with other people is established.

The interviewer, thus, should be:

- Polite
- Inspiring
- Sympathetic
- Friendly
- Calming

Common types of interviewees

The interviewees vary in their behavior. They could be:

- *Reserved:* the person who is afraid of not knowing much or of giving the wrong answers.
- *Timid:* this type of interviewee is afraid to express his/her view on certain issues, especially on politics or sex. This type usually discourages young reporters, who prefer communicative people.
- *Talkative:* with this type of interviewees the interviewer risks being distracted as they usually go from one topic to the other, or tell irrelevant stories.
- *Persuasive:* the person who tries to convince the interviewer.
- *Punster:* joking and making comments on the questionnaire.
- *Self-confident:* effective collaboration with the interviewer, since he/she talks without difficulty and expresses himself/herself effectively.



5. Interpretation of data

The answers of the interviews are submitted to the e-tool or a tool with similar functionalities. The e-tool provides automatically pupils with the statistical data-analysis. The students can see the answers to every question in percentages:

- of the total sample
- of the subgroups, according to nationality, age and sex.

The interpretation and discussion can be initiated as follows:

- Study the frequency of every answer in the total sample.
- Distinguish between high, low results.
- Did the students expect the given answers or are they surprised? Why?
- Sometimes, people doing research are annoyed by the results. It is important to name these feelings. Otherwise the interpretation can be highly emotionally influenced - people are influenced by their feelings and disregard the figures. Naming the problem is also a way of preventing or limiting it.

Students are called to compare the results of the different subgroups, in order to find similarities and differences. Then, they try to explain these differences and similarities, as well as to examine the results of one topic in relation to other topics. Other studies could be useful as a point of reference and could provide pupils with ideas for the interpretation of the results.

In case there's enough time, the comparison can be made in cooperation with other countries. Students could compare e.g. the differences between the subgroups: Are they dependent on the topic?



5.1 Statistics and the treatment of experimental data

Statistics play an essential part in all sciences, as it is a tool that allows the researcher to treat the uncertainties inherent in all measured data and to draw conclusions from the results. Measurements of any kind are always subject to these uncertainties or errors, as they are more often called.

First of all it is necessary to distinguish between two types of errors: systematic and random. Systematic errors are uncertainties in the bias of the data. If an instrument is not correctly zeroed before use, then all values measured by it will be biased, i.e. offset by constant amount of factor. These errors also include the accidental errors due to inaccurate human judgement, which in the case of EUROSPIN are mistakes in the entry of data in the electronic tool. In contrast to systematic errors, random errors may be handled by the theory of statistics. These uncertainties may arise from the inherent statistical nature of the phenomena observed. The arithmetic mean ($\bar{m}$, also called population mean) of N observations (population size) has a probable error that is $\div N$ times the probable error of a single observation (According to Gaussian theory of errors, the fundamental theory that is the limit of all cases at large samples). In the case of EUROSPIN we can consider this probable error of a single observation as 1, so the error in a sample of $N = 200$ answers is $\div 200 @ 14$.

Experimental results are often quoted in scientific literature as $(c \pm d)$, d being a small quantity that may be (a) the probable error, (b) the standard deviation, (c) the error intelligently guessed. In the above example the result will be (200 ± 14)

6. Classroom activities

In EUROSPIN, the curriculum becomes a cosmos of questions to be asked, not a compendium of lessons to be learned. *Students*, by virtue of making continuous selections about how to direct their attention and activity, take responsibility as the primary agent shaping their own education. *Teachers* have essential role since they guide their students' inquiries. They serve less as the font of knowledge and more as the source of questions. Educators ask meaningful questions to students, thereby activating and directing their curiosity, and become a powerful force in helping students learn to form and trust their own opinion.

Our schools, thus, have the opportunity to serve as community - learning centers, "shared resources" and prepare students for their life in the European Union.



In the four countries, teachers introduced in different ways the EUROSPIN activities in the core curriculum.

- Ellinogermaniki Agogi (Greece) introduced EUROSPIN activities in Informatics, Elements of Democratic Regime, and Civic Economics.
- In BG und BRG Schwechat (Austria) it has been decided that German will be the main subject of the curriculum where EUROSPIN activities will be introduced. They were mainly concerned with the technique of interviewing and the edition of newspapers, as well as the use of new technologies for communication and learning purposes.
- In Gymnasium Philipinum (Germany) EUROSPIN has been introduced in the context of formation and acceptance of the European movement, its history and enlargement towards the history of Europe. It has been further connected to the democratical deficiencies within the European Union.
- In College Alphonse Daudet (France) it has been decided that French as well as History, Geography and Informatics will be the subjects of the curriculum where the project activities will be introduced. In College Jean Moulin (France) EUROSPIN has been introduced in Bibliographic research, French and Informatics.



An example of the activities in the classroom....

TITLE

Political Culture in Germany and the European Union.

OBJECTIVES

- Raise European Awareness
- Create interest in European unification
- Familiarize students with field work

CONNECTION TO THE CURRICULUM

This activity has been undertaken within the framework of the social studies curriculum.

PROCEDURE

TEACHERS' PREPARATION

Press articles have been collected by the teacher and then given to pupils as reflection papers.

STUDENTS' PREPARATION

Pupils have been asked to read the relevant chapters from their books, as well as the press articles distributed by the teacher in advance in order to choose something that is intriguing. They then searched in the Internet to collect relevant data.

DESCRIPTION OF ACTIVITIES IN THE CLASSROOM

The teacher asks the pupils to express their thoughts (questions, comments) as regards the material they have received, as well as to announce the topic that have chosen to investigate and explain the reasons for their choice. The pupils are then grouped in teams according to the topics selected. They are asked to prepare short presentations on the following topics: acceptance of the process of European integration, Germany's position towards countries in Eastern Europe, immigration, attitudes towards foreigners, the right wing extremism in Germany and other European countries.

DURATION

These activities are estimated to last four hours.

TOOLS & RESOURCES

- The textbook "Politics in Germany"
- Internet resources
- Shell Studie 2000
- Press articles

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ANNEXES

ANNEX 1: RESEARCH QUESTIONNAIRE

A remplir par le journaliste avant l'entretien:

☐ Garçon

☐ Fille

Dans quel pays la personne interviewée vit-elle ?

☐ Allemagne

☐ France

☐ Grèce

☐ Autriche

Introduction

Je travaille pour le programme EUROSPIN. Nous sommes des jeunes gens de quatre pays européens qui interrogent des élèves d'Allemagne, France, Grèce et Autriche sur un certain nombre de sujets. Notre but est de comparer et évaluer les réponses des élèves de ces différents pays, et écrire une série d'articles sur ces sujets dans les journaux. C'est pourquoi j'aimerais que tu m'aides en me donnant ton opinion sur diverses questions. Le questionnaire est anonyme.

1. Quel est ton âge ?

☐ 14

☐ 15

☐ 16

J'aimerais commencer par les vacances et le temps libre.

2. Combien de fois es-tu allé en vacances l'année dernière (1999) ?

(une seule réponse)

☐ Aucune (va à la question 4)

☐ Une

☐ Deux

☐ Trois ou plus



3. Avec qui a-tu passé tes vacances ? (plusieurs réponses possibles)

- ☐ Avec mes parents (et mes frères et sœurs)
- ☐ Avec d'autres membres de ma famille
- ☐ Avec des ami(e)s
- ☐ Avec un groupe organisé
- ☐ Seul(e)
- ☐ Autres réponses (cocher sans commentaire)

4. Où passes-tu généralement tes vacances ? (une seule réponse)

- ☐ Dans mon pays
- ☐ Dans un autre pays européen
- ☐ Dans un autre pays non européen

5. Maintenant j'aimerais savoir comment tu passes ton temps libre. S'il te plaît décris-moi une de tes semaines (du lundi au vendredi) et dis-moi à quelle fréquence tu pratiques les activités suivantes:

	très souvent	souvent	rarement	jamais
a. je fais du sport				
b. j'écoute de la musique				
c. je regarde la télévision/vidéo				
d. je reste en famille				
e. je rencontre des ami(e)s				
f. je vais aux restaurants/bars				
g. je ne fais rien				
h. je travaille pour l'école				
i. je vais au cinéma				
j. je travaille ou joue à l'ordinateur				
k. je fais les magasins				
l. je joue de la musique /instrument musical/dans un groupe				
m. je parle au téléphone				
n. je me promène				
o. je lis des livres				
p. je m'occupe de mes animaux domestiques				



6. Pour différentes raisons, beaucoup de jeunes ont des contraintes pour leurs sorties du soir ou de week-end. Je vais te lire quelques opinions, de jeunes concernant leurs situations. S'il te plaît dis-moi combien chaque déclaration est vraie pour toi:

a. J' ai des problèmes avec mes parents, parce que je dois rentrer très tôt à la maison.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

b. Les week-ends je sors le soir avec mes amis(es) (booms, clubs, concerts etc.).

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

c. Il n'y a rien dans la région, on n'a nulle part où aller le soir.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

d. Les jeunes de mon âge ne sont pas facilement acceptés dans les pubs et les clubs.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

e. Je ne connais pas des gens ad hoc pour sortir le soir.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

f. A mon âge on ne peut pas entrer dans les endroits à la mode.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

g. Généralement mes ami(e)s et moi nous traînons dans les rues.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

h. Ma situation financière ne me permet pas de faire quelque chose de spécial.

☐ tout à fait vrai ☐ souvent vrai ☐ quelquefois vrai ☐ pas du tout vrai

7. Pendant ton temps libre es-tu en contact avec des jeunes de ton âge des pays étrangers ?

☐ jamais ☐ rarement ☐ des fois ☐ souvent



8. Je vais énumérer des styles de musique. Dis-moi si tu les aimes ou non:

	J' aime beaucoup	J'aime assez	J'aime un peu	Je n'aime pas du tout
a. Pop				
b. Rock				
c. Techno/Rave				
d.Rap/ Hip hop				
e.Classique				
f. Gruntz				
g.Heavy Metal/ Hard Rock				
h.Soul				
i. Punk				
j. Folklore				

9. En quelle langue sont les paroles de la musique que tu écoutes ?

- ☐ en anglais
- ☐ en français
- ☐ j'écoute de la musique instrumentale

10. Je vais maintenant énumérer quelques sports. Dis-moi si tu en pratiques.

	je pratique très souvent	je pratique souvent	je pratique occasionnellement	je ne pratique jamais
a. Skateboard				
b. Snowboard				
c. Rollers				
d. Footbal				
e. Tennis				
f. Ski				
g. Volley - ball				
h. Basket - ball				
i. Handball				
j. Equitation				
k. Vélo				
l. Natation				
m.Planche à voile				
n. Ski nautique				
o. Plongée sous-marine				



J'aimerais parler maintenant de certaines questions sociales.

11. J'énumère quelques pays. Dis-moi si à ton avis chaque pays appartient à l'Union Européenne, devrait appartenir ou ne devrait pas appartenir.

	Appartient déjà à l'U.E	Devrait appartenir à l'U.E	Ne devrait pas appartenir à l'U.E
a. Allemagne			
b. Lichtenstein			
c. Lituanie			
d. Estonie			
e. Finlande			
f. France			
g. Grèce			
h. Royaume Uni			
i. Yougoslavie			
j. Monaco			
k. Norvège			
l. Autriche			
m Pologne			
n. Portugal			
o. Suisse			
p. Tchéquie			
q. Turquie			

12. A ton avis le nombre d'immigrés en France est trop grand, normal ou trop petit:

☐ trop grand ☐ normal ☐ trop petit



13. Voilà quelques réponses possibles à savoir comment les gens s’identifient eux-mêmes.

Dis-moi comment tu te sens en tant que:

	beaucoup	assez	un peu	pas du tout
a. Français(e), Allemand(e) etc.				
b. Européen(ne)				
c. Chrétien(ne)				
d. Cosmopolite				
e. Nationaliste / Régional(e)				

14. Penses-tu que les jeunes français et les jeunes d’autres pays peuvent apprendre les uns des autres
(une seule réponse)

- ☐ Oui, les Français peuvent apprendre plus des étrangers
- ☐ Oui, les étrangers peuvent apprendre plus des Français
- ☐ Oui, ils peuvent apprendre mutuellement les uns des autres
- ☐ Non, ils ne peuvent rien apprendre les uns des autres

15. Penses-tu à ton avenir où cela ne te préoccupe pas?

- J’y pense
- ☐ Très souvent
 - ☐ Souvent
 - ☐ Rarement
 - ☐ Jamais

16. Peux-tu imaginer comment va se dérouler ta vie ?

- ☐ Je peux imaginer très clairement
- ☐ Je peux imaginer clairement
- ☐ Je peux imaginer à peu près
- ☐ Je ne peux pas imaginer du tout



17. Penses-tu être suffisamment préparé(e) pour les transformations de la société ?

- ☐ Je suis bien préparé(e)
- ☐ Je suis moyennement préparé(e)
- ☐ Je suis insuffisamment préparé(e)
- ☐ Je ne sais pas

18. Admettons que tu reçoives une proposition intéressante concernant ton travail ou tes études.
Serais-tu d'accord pour déménager:

	tout à fait d' accord	probablement d' accord	probablement pas d' accord	certainement pas d' accord
a. A l'intérieur de ton pays				
b. A l'intérieur de l'Union Européenne				
c. Dans un pays de l'Europe de l'Est				
d. En Amérique du Nord (Etats Unis, Canada)				
e. Dans un autre pays du monde				

19. Je vais te lire quelques déclarations des jeunes sur l'Europe. Dis-moi, si à ton avis elles sont totalement justes, justes, pas très justes ou pas du tout justes.

a. Il sera difficile pour moi de trouver du travail à l'intérieur de l'Union Européenne à cause de la compétition croissante ?

- ☐ totalement juste ☐ juste ☐ pas très juste ☐ pas du tout juste

b. Beaucoup de ce que j'ai appris à l'école seront dépassés dans le cadre de l'Union Européenne.

- ☐ totalement juste ☐ juste ☐ pas très juste ☐ pas du tout juste



c. L'unification de l'Europe offrira beaucoup d'opportunités, spécialement pour les jeunes.

☐ totalement juste ☐ juste ☐ pas très juste ☐ pas du tout juste

d. Je ne crois pas que l'unification de l'Europe aura beaucoup d'impact sur moi.

☐ totalement juste ☐ juste ☐ pas très juste ☐ pas du tout juste

20. J'aimerais avoir ton opinion sur la déclaration suivante: "Dans une Europe unifiée les cultures seront tellement mélangées qu'il sera difficile de distinguer la provenance de chaque citoyen".

☐ absolument vrai ☐ vrai ☐ partiellement vrai ☐ jamais vrai

21.a. Es-tu informé(e) sur l'EURO ?

☐ très ☐ assez ☐ un peu ☐ pas du tout

b. La monnaie européenne renforcera le sentiment de notre appartenance à la communauté européenne.

☐ absolument vrai ☐ assez vrai ☐ partiellement vrai ☐ pas vrai du tout

c. L'EURO favorisera l'égalité des prix dans les pays européens ; Les mêmes produits auront les mêmes prix partout en Europe.

☐ absolument vrai ☐ assez vrai ☐ partiellement vrai ☐ pas vrai du tout

22. Que penses-tu de l'introduction de l'EURO en remplacement de la monnaie nationale ?

☐ plutôt positive ☐ plutôt négative

23. Avec l'entrée de l'EURO, attends-tu plus de stabilité ou plus d'instabilité ?

☐ plus de stabilité ☐ plus d'instabilité



24. Dans beaucoup de pays européens il y a des discussions sur les compétences du Parlement Européen. Je vais te nommer quelques secteurs politiques. Dis-moi quel Parlement, l'Européen ou le National, devrait être le plus adapté pour décider dans chaque secteur.

	probablement le Parlement Européen	probablement le Parlement Européen	je ne sais pas
a. Finances			
b. Economie			
c. Environnement			
d. Défense			
e. Education			
f. Affaires étrangères			

25. A ton avis quels critères doit remplir un pays pour rentrer à l'Union Européenne ?

	très important	assez important	pas spécialement important	pas du tout important
a. Respect des droits de l'homme				
b. Stabilité économique				
c. Démocratie				
d. Etat de justice				
e. Institution parlementaire				
f. Chrétienté comme religion principale				

On est arrivé à la fin du questionnaire. Merci beaucoup pour ta collaboration. Tu peux trouver des informations supplémentaires sur le projet et les résultats de l'enquête à l'adresse électronique :

<http://www.eurospin.ellinogermaniki.gr>



ANNEX 2: ARTICLES

A U S T R I A

SAMSTAGABEND IST'S? NA, RAUS VON ZU HAUS!

JUNGE GRIECHINNEN GEHEN AM HAEUFIGSTEN REGELMAESSIG WEG

Fuer viele Heranwachsende kann das Wochenende gar nicht schnell genug kommen. Endlich wieder einen Abend nach einer langen und stressigen Schulwoche mit Freundinnen verbringen und richtig abtanzen!

In Frankreich gehen 44% regelmaessig fort, in Griechenland tun dies drei von vier (76%), knapp weniger in Deutschland (70%) und in Oesterreich treibt's jede/n Zweite/n regelmaessig raus von zu Haus.

"Ich habe Stress mit meinen Eltern, weil ich so frueh zu Hause sein muss!" Wer kennt das nicht? Wie diese internationale Statistik beweist, trifft das angeblich nur auf wenige Jugendliche zu. Laut EUROSPIN-Erhebung kommt das in Deutschland, Frankreich, Oesterreich eher selten vor. Gerade mal in Griechenland machen einige Eltern Aerger in Sachen allzu fruehes Nachhausekommen.

(Mangelnde) Verkehrsverbindungen koennen Jugendlichen einen Strich durch die Rechnung machen. Taxis sind zu teuer, Busse fahren un diese Zeit nicht, mit Freunden mitfahren wird von den Eltern verboten, da es zu gefaehrlich sei, und wer will schon von seinen Eltern bis vor die Tuer der Disco gebracht werden?

Weiters koennte es auch Schwierigkeiten geben, weil man noch zu jung ist, um in die gewuenschten Clubs reinzukommen. Das trifft jedoch eher auf eine Minderheit zu, da die Alterskontrollen nicht so oft durchgefuehrt werden oder man sowieso schon alt genug ist, um in Diskotheken hineinzuduerfen. In Deutschland muessen rund 40% draussen bleiben, in Frankrein 30%, in Oesterreich jeder vierte Befragte und in Griechenland haben nur 14% Probleme mit Tuerstehern. (...)

Carina Dampf, Patrick Geibel, Andrea Fleischmann, Christoph Korherr, Thomas Liesbauer, Thomas Tretzmueller.
KURIER, APRIL 2001



F R A N C E

A VOS MARQUES, PRETS, PARTEZ EN EUROPE

A l'heure de l'Europe, notre génération se sent-elle prête à déménager dans un pays de l'Union pour son avenir professionnel? Le marché du travail est en pleine expansion en Europe et les jeunes semblent plus rassurés à l'idée d'étudier ou de travailler dans un pays membre.

Le développement de nouvelles technologies et de secteurs économiques incitent les jeunes à quitter leur pays natal pour un autre. Selon l'étude Eurospin, près de 70 % des ados européens seraient prêts à s'expatrier si une proposition intéressante s'offrait à eux. Toutefois une différence subsiste. Les jeunes filles semblent plus décidées que les garçons à quitter leur pays si l'occasion se présente. L'image de la jeune fille délaissant ses études ou son travail au profit d'une vie de famille semble bien révolue.

Cependant, peu de jeunes Européens sont totalement surs de prendre ultérieurement une pareille décision. La majorité précise que tout dépendra des conditions de travail et de la destination proposée.

L'image médiatique de l'Union Européenne tranquillise la nouvelle génération. Grâce aux programmes européens, les étudiants ont eu l'occasion de découvrir d'autres pays de l'Union à la fin de leur scolarité. De plus, l'accès entre les pays est grandement facilité par de nouveaux moyens de transport (Thalys, Eurostar, ...) ce qui favorise le départ des jeunes. L'arrivée de la monnaie unique est aussi un facteur déterminant. La nouvelle génération ne paraît pas inquiète à l'idée de partir en U.E. construire son avenir.

Audrey, P-David, J-Marc, Clément, Yann, Sydney, et Mathieu Sevaudio
Europe et Liberté, March 2001



GERMANY

DEUTSCHE SEHR WENIG "DEUTSCH"

Wir haben uns auch damit befasst, wie Jugendliche dieser vier Laender zu ihrer eigenen Nationalitaet, zu Europa und der Welt eingestellt sind.

Waehred sich Franzosen (53,3%), Griechen (67,3%) und Oesterreicher (51,9%) sehr stark mit ihrer Nation identifizieren, ist dies in Deutschland weniger ausgepraegt - nur 22,7%. Jedoch identifizieren sich die Deutschen noch stark (49%) mit ihrem Land. 31,3% sehen sich allerdings weniger als Deutsche, dies sind im fast ein Drittel mehr als in Griechenland und ca. doppelt so viel als in den beiden anderen Laendern.

Wir denken, dass es gerechtfertigt ist, von einem mangelnden Nationalbewusstsein der Deutschen zu sprechen. Vermutlich sind die Schueler durch den speziellen historischen Hintergrund in Bezug auf die Nazi-Diktatur gepraeagt.

In allen Laendern ist die Identifikation mit Europa recht gross. Sie liegt ueberall, wenn man strak und sehr stark zusammenrechnet, bei ca. 75%.

In Frankreich und Griechenland liegt der Anteil derer, die sich wenig als Europaeer fuehlen, mit um die 25% deutlich hoeher als beim Nationalgefuehl, waehrend dieser Anteil in Deutschland und Oesterreich geringer ist.

Fuer die recht unterschiedlichen Ergebnisse im Bereich der Identifikation als Weltbuerger haben wir keine Erklaerung, da sich kein nationaler Trend ableiten laesst.

Jana, Tobi, und Bene.

KURIER, APRIL 2001



G R E E C E

THE EURO IN OUR LIFE

Most European students have adequate knowledge as regards the new currency. Most of them (41%) have a limited knowledge and some (38.3%) a wider. Only few are not at all informed about Euro. French students seem to be the most informed compared to the other European students (43.3% of students stated that they are well informed), whereas in all countries boys seem to be more "involved" in current affairs compared to girls. In Greece both boys and girls - girls to a greater extent - believe that they are not provided with adequate information related to Euro.

Nevertheless most students in all countries (France, Germany, Austria and Greece) consider that the new currency will strengthen the feeling that we all belong to Europe. Especially Greek (50%) and French students (43,3%) strongly support this opinion with no significant differences observed between boys and girls.

The students are not certain whether product prices will be equal in European countries due to the new currency. Students in Austria and Greece seem to hold this belief to a greater extent than students in other countries. Whether the transition to euro is positive or negative is an issue that has divided students. However, Greek students differentiate, since 63.5% of them consider that the forthcoming transition to the new currency will have a positive effect.

Views also diverge as regards the issue whether euro promotes stability or not. Six out of ten German students think that it will probably de-stabilize their economy, while French and Greek students are more optimistic once more. Note should be made of the fact that boys' attitude towards Euro is negative almost in all countries, whereas girls show a more positive attitude to it (they strongly believe that it promotes stability).

Maria Kabanelli, Anthi Xydi, Constantinos Scalkos, Natasha Photinakopoulou

TA NEA, 20 March 2001



ANNEX 3: COMMENTS OF PUPILS

DO YOU WANT TO KNOW WHAT THE STUDENTS THINK OF EUROSPIN?

"The work with younger students was interesting and we sometimes discussed about the project, the questions and even about future expectations. That way I learned a lot about the girls I questioned. Especially the oldest girl I interviewed seemed to be very interested and when I meet her in bus she asks me about the progress of the project and is eager to get results.

All together my interviews went well. Sometimes the students were losing confidence especially with the political questions and I had to encourage them. Nevertheless all my interviewees tried to answer the questions diligently.

I noticed that the older girls were even more diligent than the younger ones. It seemed to me that the fourteen years old girl was sometimes losing confidence but did not want to show it. She answered quickly and I was not sure if she had really understood the meaning of the question. I think the questionnaire is pretty well developed and there are a lot of interesting questions in it. When I looked at it for the first time I felt like answering it myself."

"In the end I have to say that the most difficult thing with doing the questionnaires was to find interviewees and to fix a date for the interview. After all I enjoyed doing the interviews which were interesting and which even made me learn a bit more about the EU - I would have liked to be the interviewee myself. I also think that the interviewees enjoyed doing it because they already asked me about the results of the interviews and they wanted to know the internet address. Another question I would have liked to ask the students is how much they like the different countries and what it depends on. That would have given an interesting view of what a country has to be like to make foreigners think positively about it."



"The first difficulty was to find pupils for questioning.

The second was to find a date for the meetings because we weren't allowed to question the pupils during their lessons and the pupils were not very pleased to be questioned during a big break because in this time they wanted to talk to their friends or to play basketball or to do something else. So I was very happy when I found out that three of them had a free period in my social studies lesson, in which we did the project. Another difficulty our whole group had to face developed while we were entering the data into the computer. The pages on the homepage of Eurospin were loaded too slowly hence it took three lessons to enter the data into the computer."

"I think, some answers the students answered were very interesting. And I was happy that there was the possibility to discuss with the students after the interview. I was so very surprised that the students were so open-minded to discuss with me although I am about four years older! I guess, in the beginning of the interview, they all looked at me as an adult or an authority (as I am older) but later they became more relaxed.

I am proud to have contributed to "Eurospin" as it is a project that has to do with Europe. I think, it is very important (and even interesting) to know how youths in Europe think. Anyway, they are the future of Europe!

To summarize, I have made very good experiences with "Eurospin" and I am sure I would do it again any time. But now I am looking forward to the results of "Eurospin!"

"First of all the project was a good experience for me to look behind the scenes and to find out how such an inquiry works. At the beginning you have to find students to ask your questions which contains a lot of work for you. You must take your time to ask the people seriously to get good results. Later on we'll have to evaluate the collected data from questionnaires.



The work with the students was no problem. They accepted me as a neutral person who doesn't want to check their knowledge. They put great effort in their part to answer the questions very serious. They had no problems with the questions concerning their life or lifestyle but weren't interested that much in questions about politics. Some students told me that they don't know much about the EU but gave their personal opinion about who should or shouldn't belong to the EU. Specially the countries in east Europe were mentioned that they should not belong to the EU. Also the students refused to go to any country in the easter part of Europe for a job.”



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