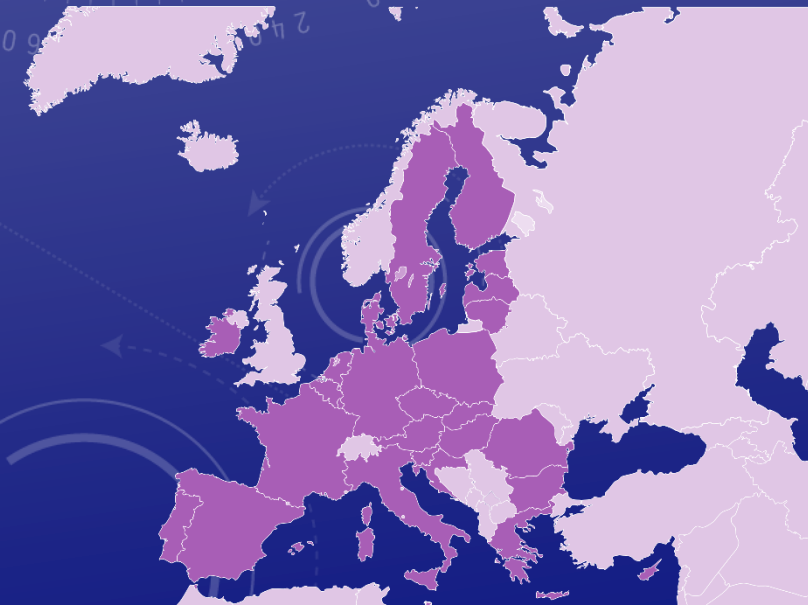


European Values: knowledge transfer and cultural sharing

EUROPEAN UNION



European Citizenship Project

LTTA Brussels

22/08/2022 – 26/08/2022

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European Values: knowledge transfer and cultural sharing



Agenda

- European modernity: history, development and challenges
- European values: past, present and future
- Youth and European values
- Iscte as a case study
- Education for European values and mobility: students' point of view



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Europe in the world today: contemporary challenges

- Peace
- Social Justice (economic, environmental, political)
- Reduction of inequalities (wealth, income, class, gender, in labour markets, political participation) (Nunes, 2013; Costa et al., 2018)
- Sustainable development (SDGs – 2030 UN Agenda)
- Well-Being and Prosperity (Boetlho et al., 2018)
 - Authoritarianism, Populism or Advanced Democracies?
 - The Future of Work
 - The Directions of the Digital Society
 - Weaker Welfare States (Mauritti et al., 2021); The European Pillar of Social Rights
 - Neoliberalism, Social Market Economy or a Well-Being Economy?
 - Migration and human rights



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Building valued European societies: why it matters?

- Specific cultural, religious and social traditions (Mau and Verwiebe, 2010).
- Building blocks of inclusive and cohesive societies, linking citizens with their institutions.
- Common values supports the European project, that needs trust, solidarity and active involvement by its citizens.
- Mobility interactions, cultural exchange and a better collective future.



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European modernity: history and development

- Historical commonalities.
- Modernisation, industrialisation and secularism (Eisenstadt, 2002).
- Development of Europe as a result of conflicts around economic, political, social and cultural values (Nunes, 2013).
- Social, ideational and political European history; a common reservoir of cultural and intellectual history (Mau and Verwiebe, 2010).
- Different cultural and religious traditions (Delanty, 2009).
- European modern values: human equality, rationality, legitimacy of political rule, recognition of individual rights and the separation of the public and private spheres (Outhwaite, 2008).



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What are the European Union values?

- The EU values are common to the EU countries in a society in which inclusion, tolerance, justice, solidarity and non-discrimination prevail.
- **Human dignity:** respected, protected, the real basis of fundamental rights.
- **Freedom:** private life, freedom of thought, religion, assembly, expression and information.
- **Democracy:** representative democracy; enjoying political rights.
- **Equality:** equality between women and men; equal pay for equal work.
- **Rule of law:** treaties, voluntarily and democratically agreed by its EU countries.
- **Human rights:** free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.
- (<https://ec.europa.eu/component-library/eu/about/eu-values/>)



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The role of young for European values

- Europe is consolidating itself as a persistent **accessory to national identities**: multiple identification (Striessnig and Lutz, 2016).
- **Greater inclination of younger cohorts to think of themselves as European** (Rechi et al., 2019).
- **The younger the respondents, the greater the support for equality of citizens of different nations** (Mau and Verwiebe, 2010).



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Does educational mobility matters? Why?

- Cultural exchange: student mobility, networks of scholars and scientists, the dissemination of publications.
- Students and teacher mobility - the culture of the European university.
- Cross-border and virtual mobility is a bottom-up worldwide trend that has blossomed nowhere as it has in Europe (Recchi et al., 2019).



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About Iscte



—
10 500
students

—
400
teaching staff

♀ 52% ♂ 48%

—
415
resident
researchers



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About Iscte

iscte UNIVERSITY
INSTITUTE
OF LISBON

23%
international
students enrolled

96
nationalities

450
agreements with
universities
from other countries



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Giving voice to Iscte students: mixed methods

- Pioneer university students survey (2022)
- European focus groups (2022)



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90% of national students



62% female



**Characterisation of
Iscte-IUL sample of
students**

52% less than 25 years old

39% Bachelor



46% Full time student

43% Master



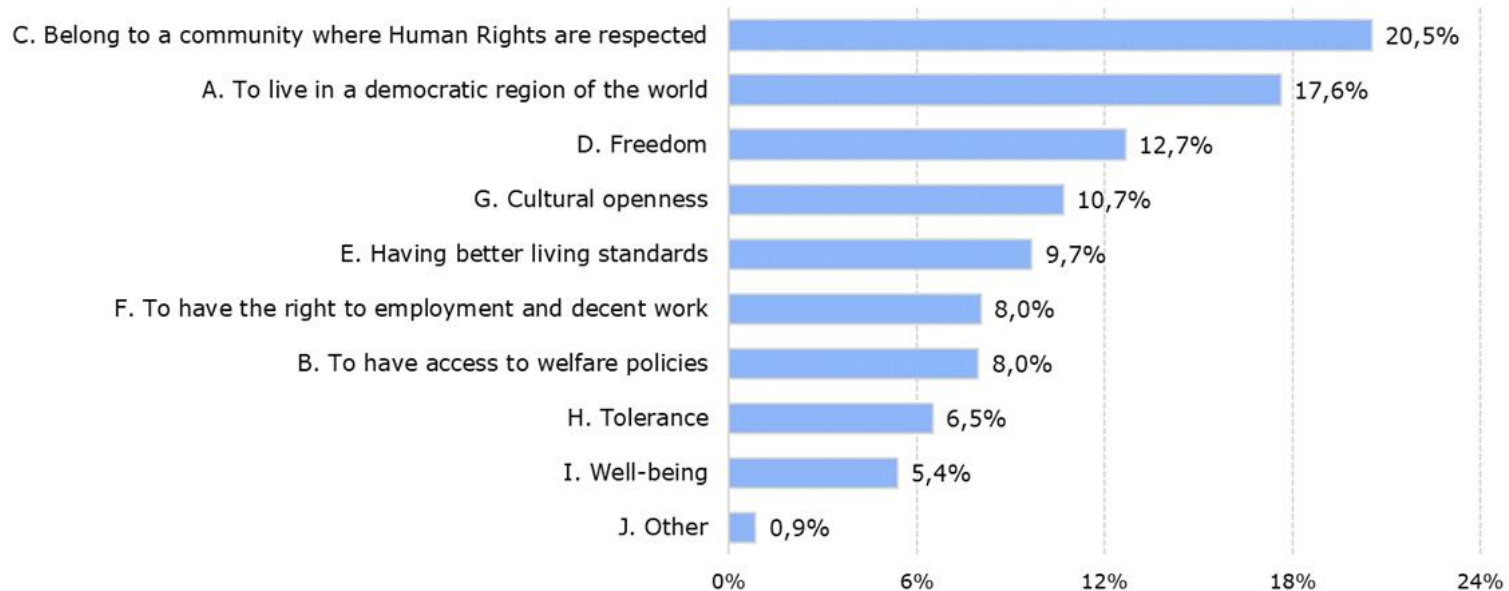
25% Full time employed

Source: Pioneer university students survey, 2022



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Fig.1 - European citizen's means ... (total of responses=1060, n=412)



Other:

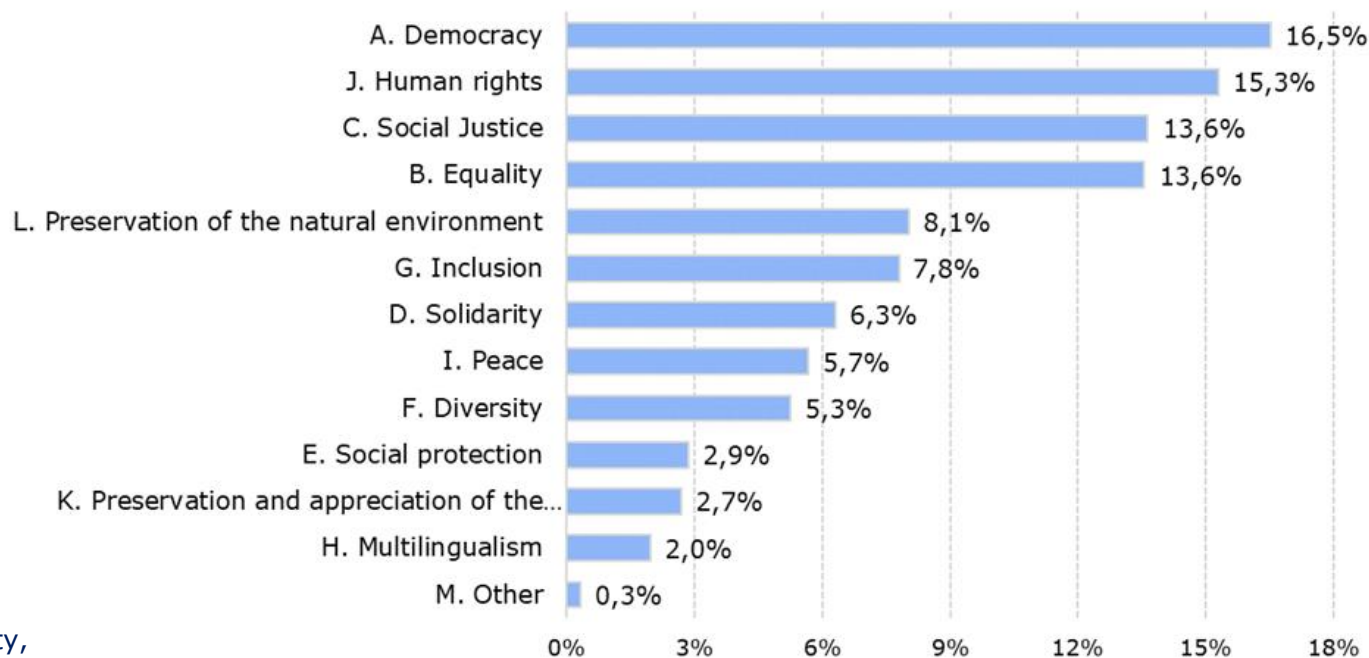
- Peace, democracy, social justice, solidarity
- Preservation of the natural environment
- I'm not European. But Freedom to move and good living standards is everything that any citizen wants.
- Being privileged compared to developing countries
- It is more a sense of belonging to something bigger than just us, knowing that we are not alone. But that does not mean equality within the group, nor, unfortunately, does it guarantee the values listed above to all individuals in all countries, although that is what the ambition is.

Source: Pioneer university students survey, 2022



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Fig.2 - Most important European values (total of responses=1217, n=412)



Other:

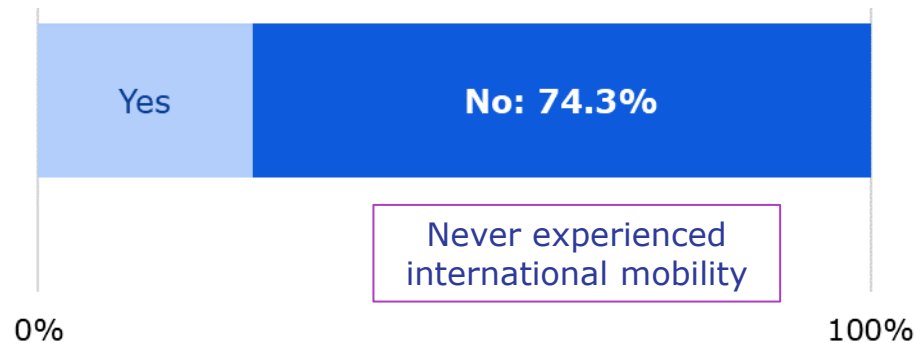
- Equity,
- Liberty
- All of them

Source: Pioneer university students survey, 2022



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Fig.3 - Have you ever experienced international mobility during your higher education studies? (excluding personal or family leisure trips) (n=412)

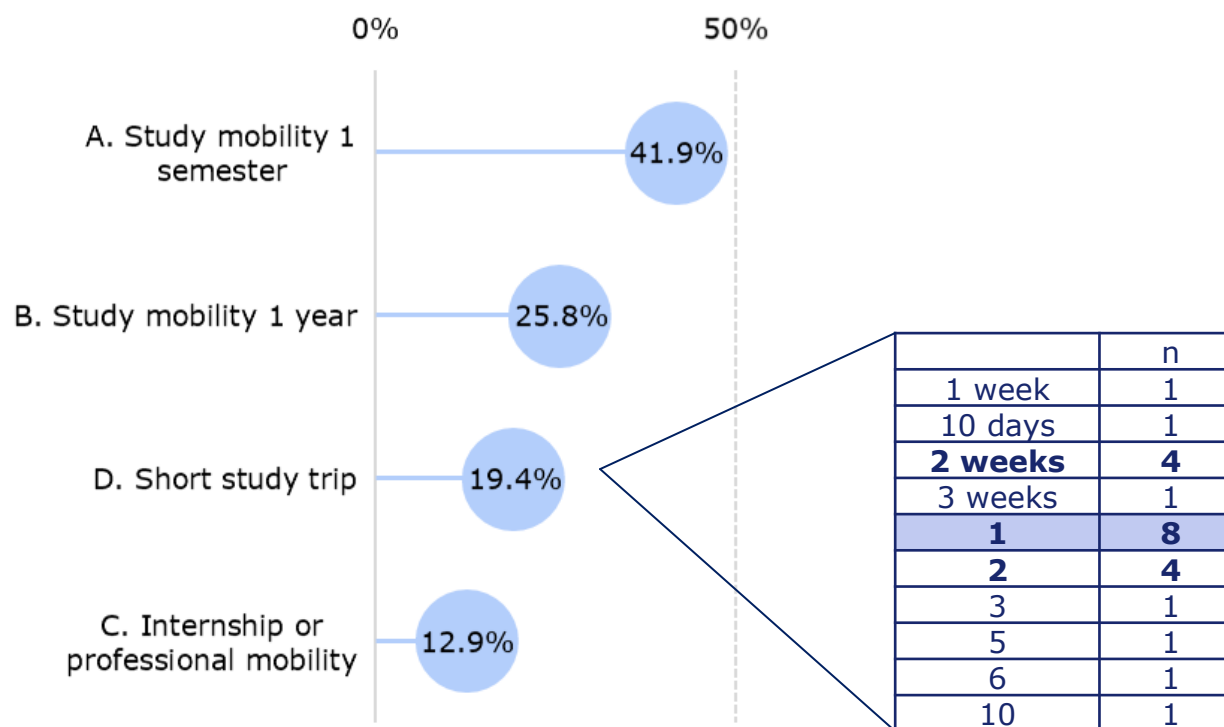


Source: Pioneer university students survey, 2022



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If Yes: **Fig. 4 - Experienced mobilities** (several possibilities)
(Total responses: 124; n=106)



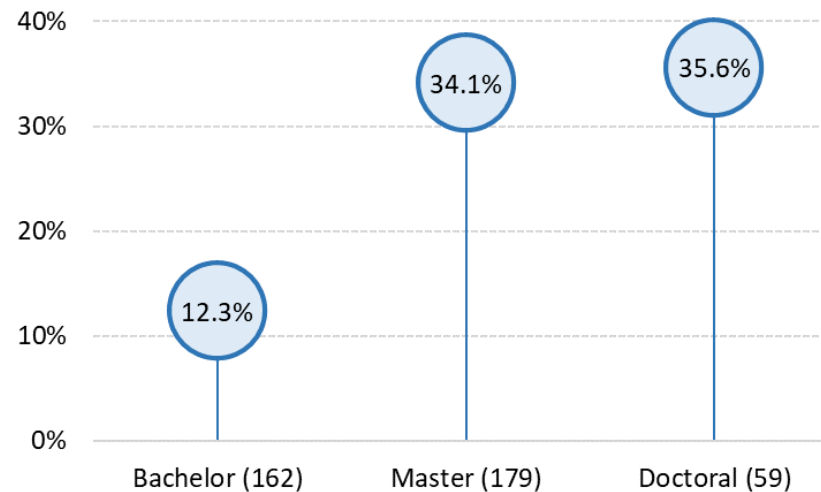
Source: Pioneer university students survey, 2022



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If Yes:

Fig. 5 - Mobility according to the type of programme

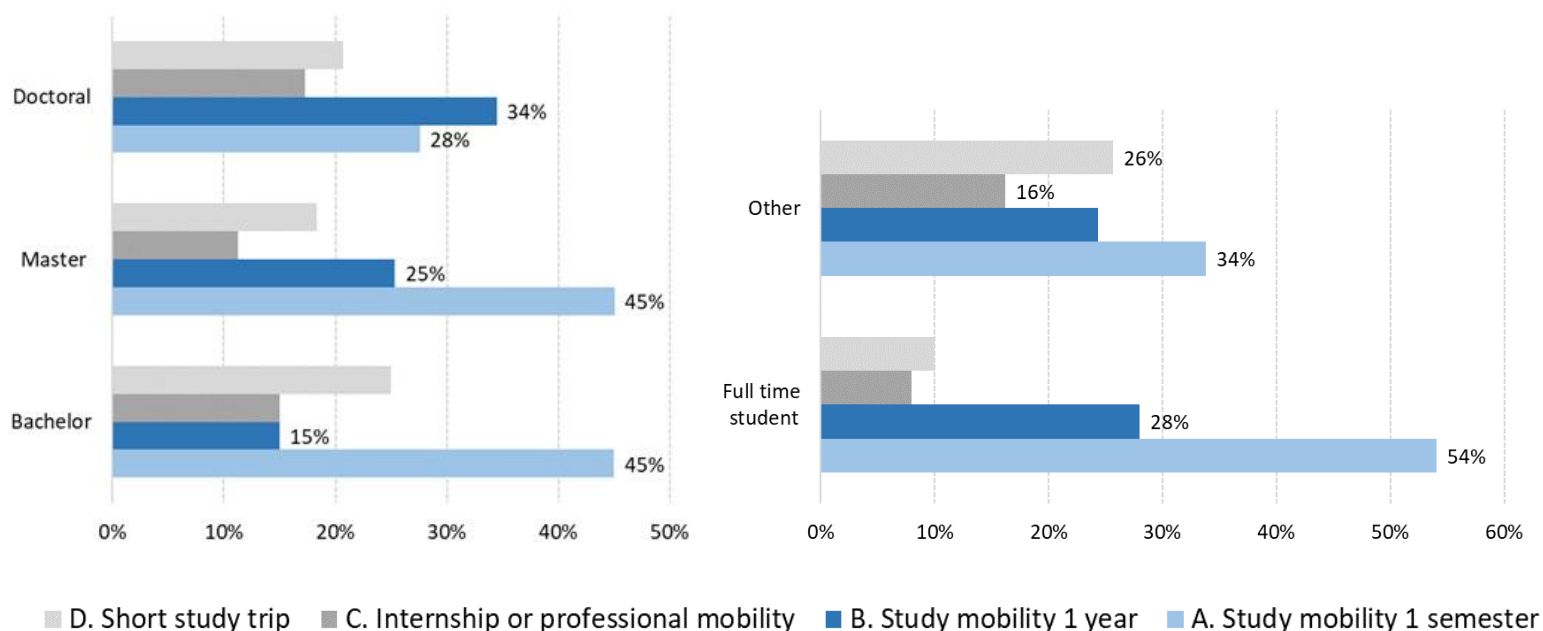


Source: Pioneer university students survey, 2022



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Fig.6 - Type of mobility actions by course programme and by employment status



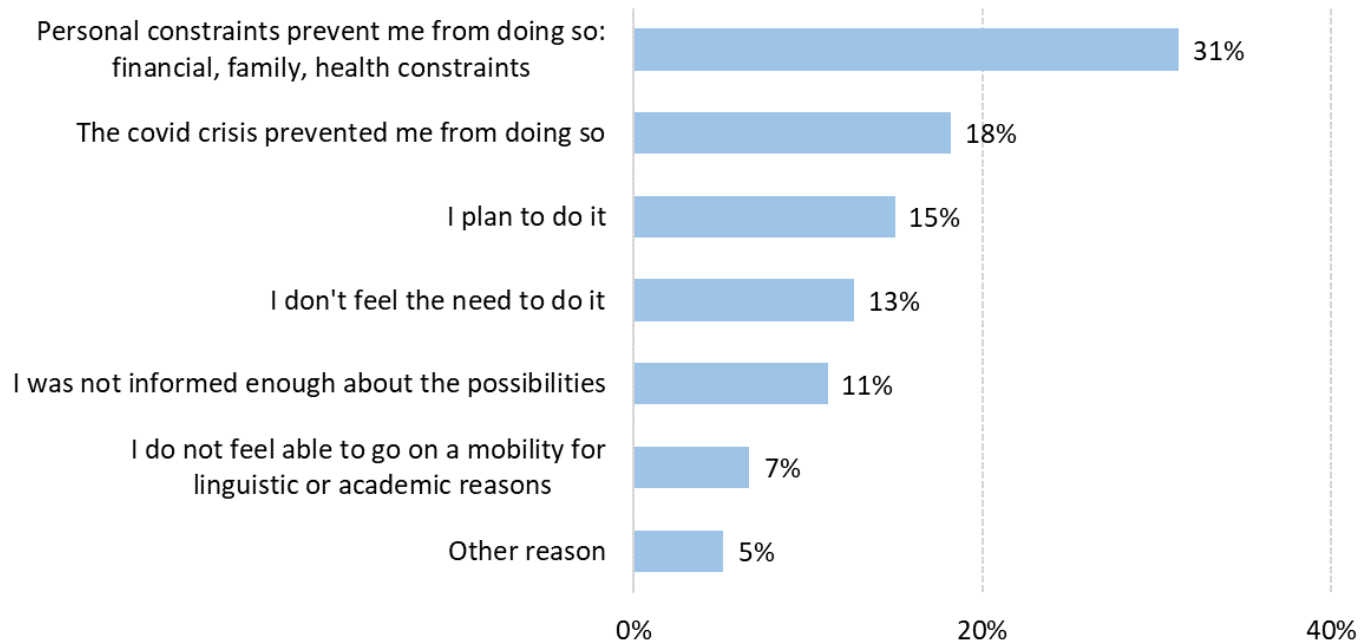
Source: Pioneer university students survey, 2022



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If No:

Fig. 7 – Barriers to mobility



Source: Pioneer university students survey, 2022



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If No: G. Other reasons (Total responses: 21)

Professional	Family	Personal
<ul style="list-style-type: none"> • My professional activity makes it very difficult for me to do so • Yes, I am not able to work and so is my family. • I am a working student • I am a working student and when I started university in 1997 there was not much talk about Erasmus programmes and now with a permanent job it doesn't make sense to do it • Student-worker, being military by profession 	<ul style="list-style-type: none"> • Family life implies my accompanying a family member with special educational needs • For family reasons • For family and personal reasons I did not have the opportunity to do it. 	<ul style="list-style-type: none"> • Indecision about the issue • Factors connected with issues related to intimate dimensions • I have social anxiety, agoraphobia and panic attacks. • Shyness

Source: Pioneer university students survey, 2022



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Fig.8 - Benefits of mobility by students nationality

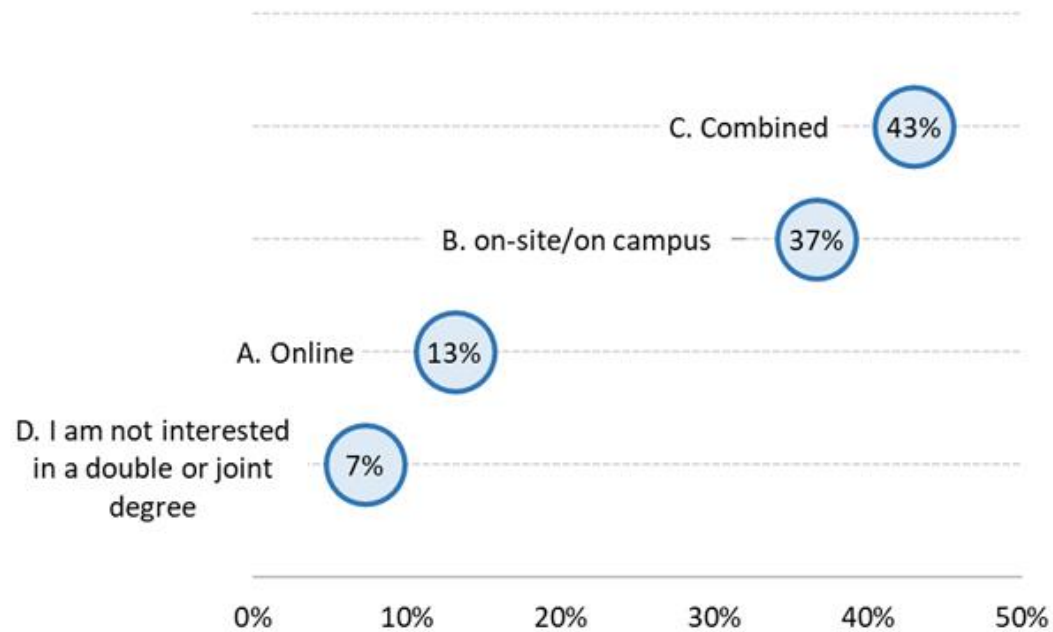


Source: Pioneer university students survey, 2022



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Fig. 9 - Way to study additional degree (double and joint degrees)



Source: Pioneer university students survey, 2022



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Table 1 - Way to study the additional degree (double and joint degrees) in the future by gender, course programme and employment status

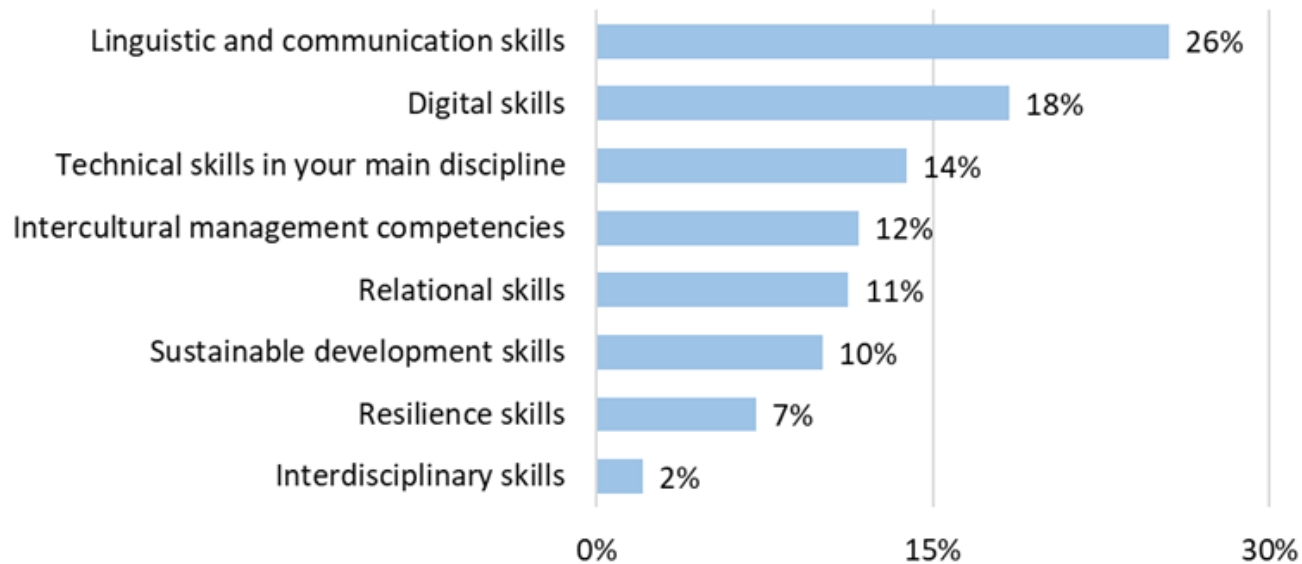
Way to study additional degree	Gender				Programme						Employment status			
	Male		Female		Bachelor		Master		Doctoral		Full time student		Other	
A. Online	23	16.0%	30	11.7%	16	9.9%	23	12.8%	11	18.6%	12	6.3%	42	19.0%
B. on-site/on campus	54	37.5%	93	36.2%	73	45.1%	68	38.0%	6	10.2%	89	46.6%	62	28.1%
C. Combined	52	36.1%	119	46.3%	63	38.9%	72	40.2%	38	64.4%	78	40.8%	99	44.8%
D. I am not interested in a double or joint degree	15	10.4%	15	5.8%	10	6.2%	16	8.9%	4	6.8%	12	6.3%	18	8.1%
Total of responses	144	100.0%	257	100.0%	162	100.0%	179	100.0%	59	100.0%	191	100.0%	221	100.0%

Source: Pioneer university students survey, 2022



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Fig.10 - Skills to develop further to increase employment possibilities



Source: Pioneer university students survey, 2022



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European students focus group about learning European values

- **More participation and democracy:** “inviting experts, organise small events or workshops with small students’ groups to talk about democracy and European values”.
- “Students are informed about politics; they have opinion (smartphones, access to information in 2 minutes): need to give them a space to debate so their opinion feels valued and valuable”.
- “Give spaces such as a network or an app to students to express and exchange their opinion so that it makes it them valuable and then, have students’ representatives within the governance that could express what are the main students concerns nowadays and what they need”.



European Values: knowledge transfer and cultural sharing

European students focus group about learning European values

- **Project-based learning:** “Promote values, not only talk about them but make students involved in the initiatives, have students to students’ projects; more hands-on, learning by doing experiences.
- **Multiculturalism:** “create groups of students from different countries to learn about their culture, languages (small events); to have access to new culture/point of views.



European Values: knowledge transfer and cultural sharing

European students focus group about mobility

- Mobility seen more as an opportunity to travel, to immerse oneself in another culture than one's own, to meet new people, to develop one's curiosity and to obtain privileged access to certain infrastructures, equipment and methodologies.
- Short projects (for instance within 2 weeks mobility) on European values. Learn about cultural habits, get open-minded during the mobility.
- **Sustainability:** Find a healthy balance between virtual/physical mobility for environmental issue. Virtual mobility could be used for projects introduction of small meetings but physical mobility remains important for students at some point because that is the real-life experience that educate them to the European values.
- Sustainability: more projects about sustainability, exchange of practices and learn from experiences to upgrade. Have practical cases on for example recycling → more appealing.



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European students focus group about mobility

- **Inclusion and diversity:** important to encourage European mobility to raise awareness on inclusion and diversity values; educate students about what is behind inclusion; encourage mobility and education about inclusion. Volunteering experience with minorities, people with disabilities to better understand their challenges. Propose activities such as sign language or other to increase tolerance and multiculturalism.
- **Virtual mobility?** Mix both; find a healthy balance.
- **Multilinguism.**



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European students focus group: obstacles regarding mobility in higher education

- **Money as an obstacle.**
- **Students are not well informed about scholarships.**
- Simplify/ digitalize
- No role models, no (positive) peer pressure.
- More advertising/ more testimonials.



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European students focus group: How to convince more students to go study abroad

- Encourage travels earlier than at university/ already in High School.
- Arrange/ align schedules (exam times).
- Apart from good grades → more focus on personality and openness (scholarships).
- Educate to be more open minded, address fears.
- Additional financial support by government.
- Housing is a problem → more support by universities
- Student communities helping before you arrive → easier to ask students your age about lifestyle.



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Conclusion

- Most students in higher education have not undertaken any mobility action during their higher education, mainly for financial, family and academic reasons, besides the pandemic, but a part of the students intend to undertake mobility in the future.
- Several benefits associated with new experiences, adaptability or the development of language and social skills are recognized.
- Dissemination of the necessary information.
- Combined education, exclusively on-site or online.
- Online education was preferred by an audience associated with higher academic degrees, and professionals.
- It is possible to have different educational offerings to meet the training needs of specific segments of students.



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THANK YOU



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Table A1 – Characterisation of Iscte-IUL sample of students

Characterisation of students		n	%
Nationality	National	372	90.3%
	International	40	9.7%
Total		412	100.0%
Gender	Female	257	62.4%
	Male	144	35.0%
	Other/not said	11	2.7%
Total		412	100.0%
Age	< 25	215	52.2%
	25 -< 35	91	22.1%
	35 -< 45	52	12.6%
	>= 45	54	13.1%
Total		412	100.0%
Programme	Bachelor	162	39.3%
	Master	179	43.4%
	Doctoral	59	14.3%
	Other	12	2.9%
Total		412	100.0%
Employment status	Full time employed	101	24.5%
	Part-time employed	36	8.7%
	Self-employed	30	7.3%
	Unemployed	54	13.1%
	Full time student	191	46.4%
Total		412	100.0%

Source: Pioneer university students survey, 2022

