

EUROPEAN FORUM

Ευρωπαϊκό Βήμα



GREECE AND THE FUTURE OF EUROPE

AFTER RATIFICATION OF THE TREATY OF MAASTRICHT

(Mr. Th. Koutsoubas, Ph. D. in European Law, stresses some european problematics)



In our days, European Community is undoubtedly going through a serious crisis, which raises questions on its very existence.

European Community had been based on.

Throughout the last years, Community officials, the social and political leaders of Europe but nevertheless isolated from the average european citizen, have been building a system without keeping in mind that, by nature, legal structure, and aims, the system ought to be firmly founded upon real trust and belief by the average European in its existence and evolution.

Today, after having realized that it is only popular support that can only guarantee

important hope. The risk of any kind of rupture in the system may inflict unforeseen consequences upon our national issues.

However, while going through these grave moments, there is hope that member-states realize the need the solidarity that may save these issues from failure.

Today's crisis ought to have taught us that we should focus on constructively convincing other Europeans of the soundness of our positions. It is not to be taken for granted that

THERMOPYLAE OR MAASTRICHT?

Dr. V. Petropoulos, vice-president of FIME, gives an analysis



According to the treaty of Maastricht, the economic union of Europe will in a few years become a reality, and the European Parliament will be called upon to play an even more important role, while, what we have so far been calling a democratic deficit in the development of European Communities will be thus diminished.

The theory of Maastricht makes special provisions for the non-developed financially member-states of the Community, giving extra loans and support (2nd Delors package), so that all

members in the European Community can reach the same level of development and financial status.

This political form of the unification of Europe has nothing in common with the idea of Confederation, as it is nowadays applied in countries like Switzerland or the USA.

THE CONCEPT OF EUROPE IN SCHOOL

*AN EXPERIMENTAL ATTEMPT TO INTRODUCE A NEW SUBJECT (by Mr. L. Dellasoudas,
Lecturer in the Univ. of Athens, Dept. of Philosophy/ Education/ Psychology)*



In the prospect of a «Europe with no boundaries», it has been made clear to all that continuing and more integral information on the elements constituting the «new state», with all its consequences, will contribute to diminish the problems inflicted upon the free circulation of people, ideas, goods, services and funds, and in particular, to facilitate the human relations.

The single internal market of the greatest economic and social convergence anticipated, which is provided in the Single European Act (February 1986), passes necessarily through the promotion of the european dimension and awareness among peoples of Europe - as it has already been pointed out, especially in the Summit of Fontainebleau (June 1984).

Taking the adoption of such a view for granted, and having in mind the accelerated steps the Community is taking towards activating European dimension in Education¹⁾, we believe that school plays a fundamental role in reaching the aims of such an effort. Because we consider school as an essential factor for the dissemination of cultural and intercultural learning, as

well as for the moulding of young people's personality through educational process.

Moreover, the educational process can satisfy one more prerequisite, namely that of continuing and integral information, which we consider a fundamental element for the existence of a «Europe with no boundaries».

Continuous information can be acquired both through the unity at all levels and orientations of Education and training, and through all kinds of school, in the framework of a «lifetime learning» process.

On the other hand, integral knowledge can be acquired not only through the independent existence and application of specific subjects of instruction (i.e. under the title: European citizens of United Europe, or Europe with no boundaries, or European Community Education... etc.), but also through the other school subjects to which relevant information, incentive, etc. will be integrated, aiming at getting familiar with the new idea.

This, of course, does not necessarily mean that we disregard the role and value of other factors involved in social conduct (i.e.: family, church, state, bonds of friendship, libraries, climate, etc.), with which school keeps an unbreakable link through interaction.

It is only that in this particular article we are focusing on the area of school education.

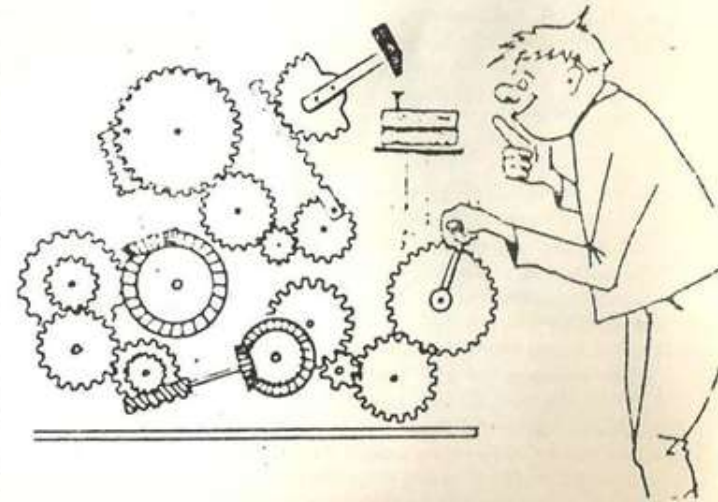
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Athenian democracy, a fact that Spartans did not look upon favourably.

Therefore, the two cities confronted one another in two wars, the so-called Peloponnesian, ending up by disbanding the Athenian alliance and destruction of the city of Athens.

Thus one may wonder nowadays, if the «conflict» of politics between powers such as Great Britain and Germany inside the European Community continues, what will the results mean for Europe's unification?

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Technical impediments for European integration

THE CONCEPT OF EUROPE IN SCHOOL

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Limiting, therefore, our focus on the role of the school and, in particular, on the role of teachers, we would like to point out a priori that the subject of "student awareness of the european idea and dimension" should not be entrusted to teachers with no previous training or integral approach on the subject.

Moreover we would like to emphasise the prerequisite of a single axis of action on all levels of education, in order to succeed in our approach of the subject of promotion of the european idea and awareness in schools.

Therefore, all aspects of an integral programme of information on the subject ought to focus:

- a) on education, training and graduate studies of teachers on all levels and orientations;
- b) on preparation of teaching material divided into autonomous parts that can be easily introduced as integral subjects in the different levels and orientations of education;
- c) on the way other subjects of instruction can contribute to promote the motion of the «european citizen»;
- d) on information on the role and influences of the other factors involved in social conduct.

As a result, the designing, the content, and the realization of such a programme should be based:

- i) on the spirit of the initial goal, namely, the information of teachers on all aspects of Community ideas and policies, so that they can answer all relevant questions raised by the students,
- ii) on the idea of reaching the ultimate goal - preparation of «european citizens», and
- iii) on the necessity, as we believe, to introduce a subject of instruction with common content for all United Europe peoples in the future.

Having this approach in mind, the Dept. of Philosophy, Education and Psychology have gladly adopted our proposal for the realization of a relevant experimental programme of information of teachers, initially, hopefully to start in 1992-93 right after completion of the necessary technical and financial requirements

And it is with great pleasure that we have been offered the opportunity to announce the above mentioned experimental programme through a new paper in circulation, whose goal of developing a european awareness among young people is common with ours.

Looking forward to giving more detailed information on the programme in future issues, we welcome this newspaper and wish it every success!

(1). s. relative article by the President of AEDE in «CONTEXT - Magazine européen de l' Education», issue 1 (1991/92) pp. 29-30.

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