

**Education on All Levels:
Canterbury Christ Church's Pilgrimage
From Jean Monnet Junior to Graduate Degree**

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Our **2015 Jean Monnet Conference** focused upon 'A Union of shared – values – the role of education and civic society'. How do we, as educators, best teach values? How do we teach students about the intrinsic *value of these values*, and demonstrate the role of these values in anchoring the *EU Charter of Fundamental Rights*?

This proposal, assembled for the 2015 Jean Monnet Conference illustrates how many of the activities undertaken within the 2014 Jean Monnet Chair (Canterbury Pilgrims), and the 2015 Jean Monnet Centre of Excellence (CEFEUS) at Canterbury Christ Church University lends focus to the goal of inspired teaching and learning on European values, by teaching to a range of audiences. It aims to provide 'education on all levels', and provide additional surface area to the challenge of exploring current understandings of European values.

Introduction: A Reciprocal Structure

Education is indispensable. University communities have been part of the development of European progress for more than 1000 years, advancing ideas and discoveries to scholars, students and citizens (Hadfield and Summerby-Murray 2015; Collini 2013). Canterbury Christ Church University capitalizes on this understanding in a **reciprocal way**.

The first step is to appreciate that a **university is itself a community**. It exists as a nucleus of knowledge and research to both registered students, but actively reaches beyond the confines of the academic structure (and calendar) to engage with (1) its **university counterparts** (fostering knowledge networks and exchange) and with (2) society itself.

The second step is establishing a **reciprocal structure** that encourages both sides to see the benefit of reaching out to, and engaging with the other. Research outputs and exchanges established **between, and within universities** continue to intensify teaching and learning on European integration, both in terms of new disciplinary perspectives and in terms of methods of teaching.

But that is only half of the story. Local, regional and national communities constitute a very different audience, and inevitably widen perspectives on European

integration, and in particular the centrality of European values. Because this **extra-university audience** is so varied in composition, identifying three key social groups within it refines our ability to engage suitably, sustainably, and above all, viably. These include high school students and staff, engaged members of civil society, and local policy-makers. We suggest that **education on all levels means breaking down the message of shared values, and examining it in an audience-specific way.**

Two-Step Approach

Within and across the university this means **deconstructing the EU's normative identity against the broader spectrum of European studies.** Internally, our Jean Monnet Chair and Centre projects present the following activities and support structures. Here, the 'levels' we seek to educate are threefold.

First, **undergraduate** students taking a B.Sc. in European Politics, or Politics, or IR/Governance for whom we provide two separate modules in **EU foreign policy and strategic culture**, where normative identity, civilian actorness and the role of European values in civil society are examined. In addition to cutting edge **web-based seminars, simulation games** where we deconstruct the meanings in key values, and a **field trip to Brussels**, students write briefing notes on these core issues, blog and tweet on them as part of their formal assessment, as well as presenting their insights individually and in groups. In addition to our two Jean Monnet modules on **historical integration** and **European political economy**, we operate **Jean Monnet Mini Classes** in which students across 3 years and 3 separate subjects get a 'bite-sized' intro into the themes of these four separate modules, allowing them to fill out their knowledge of the EU, and its values, from a genuinely interdisciplinary perspective.

Second, **postgraduate** students who receive **Jean Monnet Masterclasses** termly if they take a Masters in Research in any discipline, acting as a basic introduction for graduate students of key aspects of European values and policies. In 2016, a brand new **MSc in European Politics** will offer new modules on European integration, including advanced classes on normative identity and value-based policies. Finally, we target CCCU's own **Faculty of Education** which has an enviable track record of national excellence in training primary and secondary teachers, and to whom we provide two seminars getting them acquainted with EU basics, including key documents like the *EU Charter of Fundamental Rights*, and an overview of the values it contains. More information on both our Jean Monnet Modules, and the Jean Monnet Chair can be found here: <http://www.canterbury.ac.uk/social-and-applied-sciences/psychology-politics-and-sociology/cefeus/jean-monnet/jean-monnet-award.aspx>.

- **Undergraduate:** *Quo Vadis* modules & Jean Monnet Mini Classes (interactive, inter-module teaching);
- **Postgraduate:** Jean Monnet Master Classes; MSc in European Politics, *Quo Vadis* PG module, CEFÉUS graduate scholarships;
- **CCCU Faculty of Education:** teaching EU integration in the classroom, teaching our teachers.

Externally, we are dedicated to engaging with the university community; assisting the promotion of understanding about values in general, and European values in particular.

Starting with the vast cohort of youth that make up the students (and staff) of the dozens of high schools in and beyond the Canterbury municipality, we have instituted a popular annual activity in the form of our **Jean Monnet Junior Day** (now a firm favorite of the high school teachers themselves). In addition to providing all students with **EU info packs** that encourage them to use the EU's myriad information points (including info about Erasmus), the point of the day is to use **mini-lectures, quizzes, and a specialized simulation game** to introduce students to the key institutions, policies and values of the EU. From foreign policy issues, to migration to economic governance, high school students prove remarkably adept at getting involved in areas that are both new and challenging. The theme for this year's **Jean Monnet Junior Day** (9 October) is "**Workshopping European Values**": challenging students to define, debate and apply their knowledge of European values to key policy areas. Frequently, CCCU Politics/IR staff are invited back to these schools throughout the year to present a follow-up lecture, which we take as a sign of real, and sustainable impact. Find out more on this successful event here: <https://canterburypolitics.wordpress.com/2015/10/19/european-outreach-cccu-centre-for-european-studies-runs-its-first-jean-monnet-junior-day-for-50-local-sixth-form-students/#more-1487>.

Broadening our impact to **civil society** in general, I'm delighted that our range of interactive, engaging and publicly available **Jean Monnet webpages** continue to inform a range of local audiences about the academic and more general Jean Monnet activities that we undertake. Here you can find blogs and tweets about our teaching, as well as specific insights by the Jean Monnet Chair, and cutting-edge insights (e.g. our 4-part Brexit Series) by our current Jean Monnet Guest Scholar. The **Jean Monnet Chair 'Pilgrim Podcasts'** for 2015 are nearing completion, and provide engaging and easy methods of disseminating basic information about specific EU policies, and broader European value-sets.

These snapshots are now developed into full-fledged public debates under the aegis of our **Centre's Annual Lecture Series**, which will be open the public, with portions recorded as webpage podcasts, featuring discussions on contemporary topics

presented by academics, policy-makers, journalists, students and local personalities. Our 13 November 2015 launch represented this first of this series, and was a great success. Moderated by Stephen Fidler, the Brussels Bureau Chief of the Wall Street Journal, we incorporated the viewpoints of leading academics including Professor Neill Nugent, Professor David Phinnemore, Dr Mary Murphy, and myself, as well as James Flanagan of the local Liberal Democratic party, to explore the implications for 'Britain's European Vocation'. Opened by our Vice Chancellor, the presentations were punchy and focused, and the packed auditorium was soon filled with a lively and interactive dynamic that firmly set CEFÉUS on the road to becoming a vital hub of regional expertise on European issues, at a much needed time in contemporary British political history. Further information on all the activities encompassed under CEFÉUS can be found here:

<http://www.canterbury.ac.uk/social-and-applied-sciences/psychology-politics-and-sociology/cefeus/about-us.aspx>.

Lastly, we aim to showcase our inhouse expertise by running two different forms of engagement. First (in conjunction with the Department of Education) a series of **one-day classes open to the general public**, in which we simply and briefly workshop one or two newsworthy topics, encouraging attendees to think 'beyond the broadsheets' about the issues. The point here is to provide information for attendees and gaining additional civil society insights as the instructors. Second, an annual **intensive two-day workshop** for a select cohort of policy-makers from across Kent County, affording them a crash-course in current EU legislation and insights into areas of their own interest and expertise.

- **Local High School Students:** Jean Monnet Junior Day and follow-up lectures;
- **Local Civil Society:** Jean Monnet webpages (blogs, series, guest Jean Monnet scholar, tweets, Pilgrims Podcasts, speaker series podcasts), one-day general public workshop;
- **Local Policy-Makers:** Intensive 2-day workshop on EU legislation

Balancing the dissemination of myriad ideas across multiple audiences, as well as communicating the sheer complexity of the EU itself is a challenge. Perhaps that's why Jean Monnet projects, whatever their type, need a minimum of three years to become fully established.

At CCCU, we're determined to ensure that while **each year** of our various activities provides a **specific and replicable focus** as per the guidelines of each of our awards, we want to ensure that each year is also **reflective** of the moving target of the EU, and the shifting understandings and expectations of our various audiences. European studies is itself an intense and fast-paced area; the political, economic and social changes shaping Europe are no less fluctuating. As such, we need to ensure that our various audiences appreciate that they are a core part of these shifts: both

in the *form* of civil society which they represent, and the *content* of the European values which support that structure, both implicitly and explicitly. It is a challenge; but it is our privilege to tackle it.