Abstract:
This presentation explores how data from the 2009 ICCS and its European Regional Module can be used to examine the relationship between schooling practices and youth attitudes towards European citizenship. This analysis shows some education policies are associated with more positive youth attitudes, but warns that the relationship is still limited and that schools are not a panacea for the democratic deficit between European institutions and their citizens. To conclude, the presentation also highlights some of the limitations of this dataset and considers how ICCS, and citizenship studies more generally, could be developed and strengthened in the future.