Education for citizenship in Europe: European policies, national adaptations, and young people’s attitudes

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Lessons Learned Workshop, Rome, December 2013
European institutions have long sought to influence citizenship education and encourage its ‘European dimension’

Recent EU initiatives:
- Measuring and benchmarking citizenship
- Civic competences framework (2006)

Recent Council of Europe initiatives:
- EDC/ HRE project
- 2010 Charter
- Tool kits for schools and teachers
Policy ≠ power

- Complex governance arrangements
- Subsidiarity
- Member states still control school curriculum and structure
- European institutions usually reliant on soft power rather than hard powers
- Leaves scope for ‘re-interpretation’ at national level
National adaptations

- All countries report teaching about Europe
- Common themes: European institutions, history, culture, identities

**But in practice...** Curriculum content is
  - Variable across countries
  - Highly nationalised
In short, national, sub-national and European institutions all seeking to influence citizenship-formation, all working under the assumption that schools can influence civic outcomes.

However, until ICCS 2009, there has not been sufficient data to conduct cross-national, multi-level analysis of the relationship between education policies and European citizenship. ICCS and ERM data has helped us to *start* looking at this question:

- *(How) do education policies and schooling practices in member states influence young people’s attitudes towards European citizenship?*

- Multi-level and inter-disciplinary approach to address this question, theoretically and empirically
H1. Access to education about Europe

- Drawing on cognitive engagement theory:
  - more education = more (European) citizenship

- Young people are more likely to report positive attitudes towards European citizenship in member states that place greater emphasis on teaching about the EU and European integration.
H2. Messages encoded in the curriculum

- Sociology of European/ global education

- Cosmopolitan citizenship (+)
  - young people are more likely to report positive attitudes towards European citizenship in member states that place greater emphasis on cosmopolitan themes in their citizenship education programmes

- National identity (-)
  - young people are less likely to report positive attitudes towards European citizenship in member states that place greater emphasis in their national curriculum on developing national identity and allegiance
H3. Peer attitudes

- Not just policy but also school context
- Drawing on Soc of Ed and European public opinion literature
- Young people are more likely to report positive attitudes towards European citizenship if, on average, their peers at school report positive attitudes towards
  - Europe,
  - the nation-state, and
  - ‘Others’
Data and analysis

- MLM using ICCS, ERM and NCS data from 20 countries
- Statistical significance
- Effect size (using normalised coefficients)
- Proportion of variance explained
Dependent variables

To reflect the multi-faceted nature of citizenship

1. European identity (EUIDENT)
2. Attitudes towards freedom of movement in Europe (EUMOVE)
3. Intentions to vote in EP elections (single item)
4. European knowledge (simple summary scale)
H1. Access to education about Europe

A) EUROPP - More opportunities for learning about Europe = more likely to report European identity and more likely to support freedom of movement within Europe
- Negligible effects on intentions to vote

B) National policy towards teaching about regional organisations - not significant
- But it is associated with EUROPPP
- Government policy encourages schools to provide more opportunities?
H2a: Cosmopolitan citizenship

- Not associated with any of the outcomes of interest

- But some relationship between cosmopolitan resources, such as foreign language competence, school exchanges
H2b: National identity in policy

- National identity – not anathema to European citizenship
- In fact, positively associated with European identity and no relationship with the other outcomes
- Echoed at the individual level and in recent European studies
- Why? European identity = nested; not just asking about the EU; reframing of European citizenship in national policy
H3: Peer attitudes

- Significant relationships, but no clear pattern
- Effect sizes = very small (2-4% of a S.D.)
Discussion and conclusions

- Education about Europe = associated with European identity and EUMOVE
- But effects are relative small
- Schooling = only one element
- No relationship with knowledge or voting intentions
To find out more about this research

- Keating, A. (in press) Education for citizenship in Europe: European policies, national adaptations, and young people’s attitudes (Palgrave; Expected Spring 2014)

- Special issue of Journal of Curriculum Studies (2009; Vol.41 (2)) – country case studies of education about Europe in national curricula and textbooks

- Keating, A. (in progress) Cosmopolitan citizenship and contemporary youth – a cross-national comparison of rival theories
Lessons for the future: P1

- Policies towards Education about Europe?
  - Improving knowledge and political literacy
  - Increasing voting intentions and civic participation

- More broadly…
  - Raise status of CCE in policy and in schools
Future research on European citizenship

- Better measures of European knowledge
- Better measures of school policy and teacher practice
- Increase participation by European countries
- In an ideal world, independent measures of national policy
  - NCS to include curricula as well as assessment materials?
- Analysis of those who report distrust or exclusive national identities/ low European identity
The future of citizenship (education) studies

- More indicators of cosmopolitan and digital citizenship

- More interactive data

- More longitudinal research – life-course and long-term implications of education and youth socialisation

- Extended transition to adulthood + high youth unemployment – what are the implication for citizenship during the life-course?

- More qual research/ less top-down research
  - What does citizenship mean for H2R young people? (and not just ethnic minorities)