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Citizenship Education in Multicultural Society: Example of Latvia and Estonia

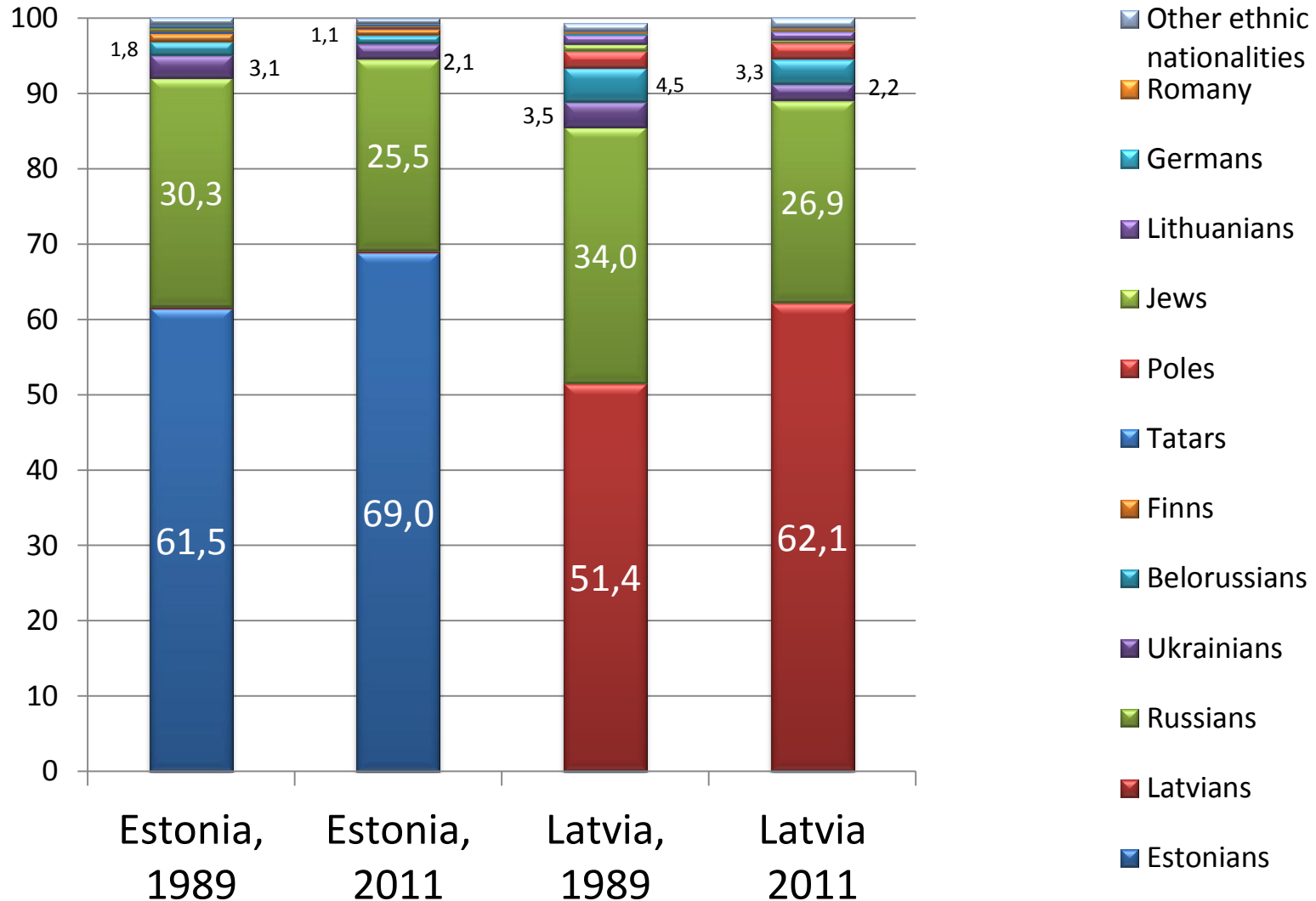
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- Features of multiculturalism in the society of Estonia and Latvia
- Explanation of the terms civic and citizenship education and multicultural society
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 - conclusions

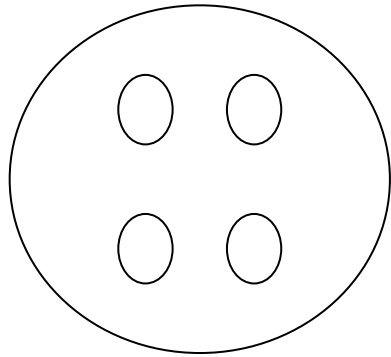
Ethnic structure in Estonia and Latvia (%)



Why societies of Estonia and Latvia can be called multicultural?

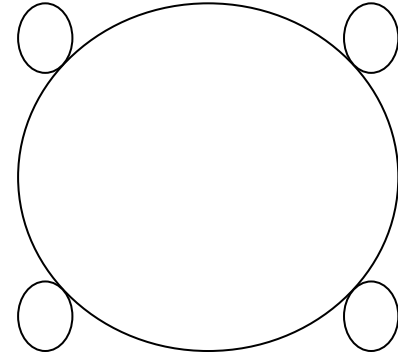
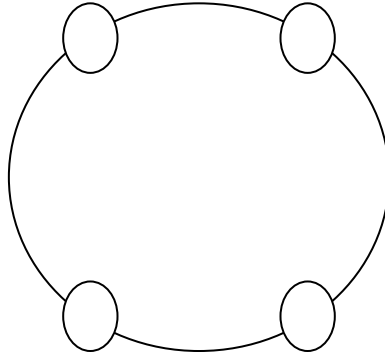
- Ethnic context
- Policy of civic education
 - Reforms in national minorities schools
 - Place of civic education in the curriculum

Models of multicultural society



cultural assimilation
model

cultural confluence model



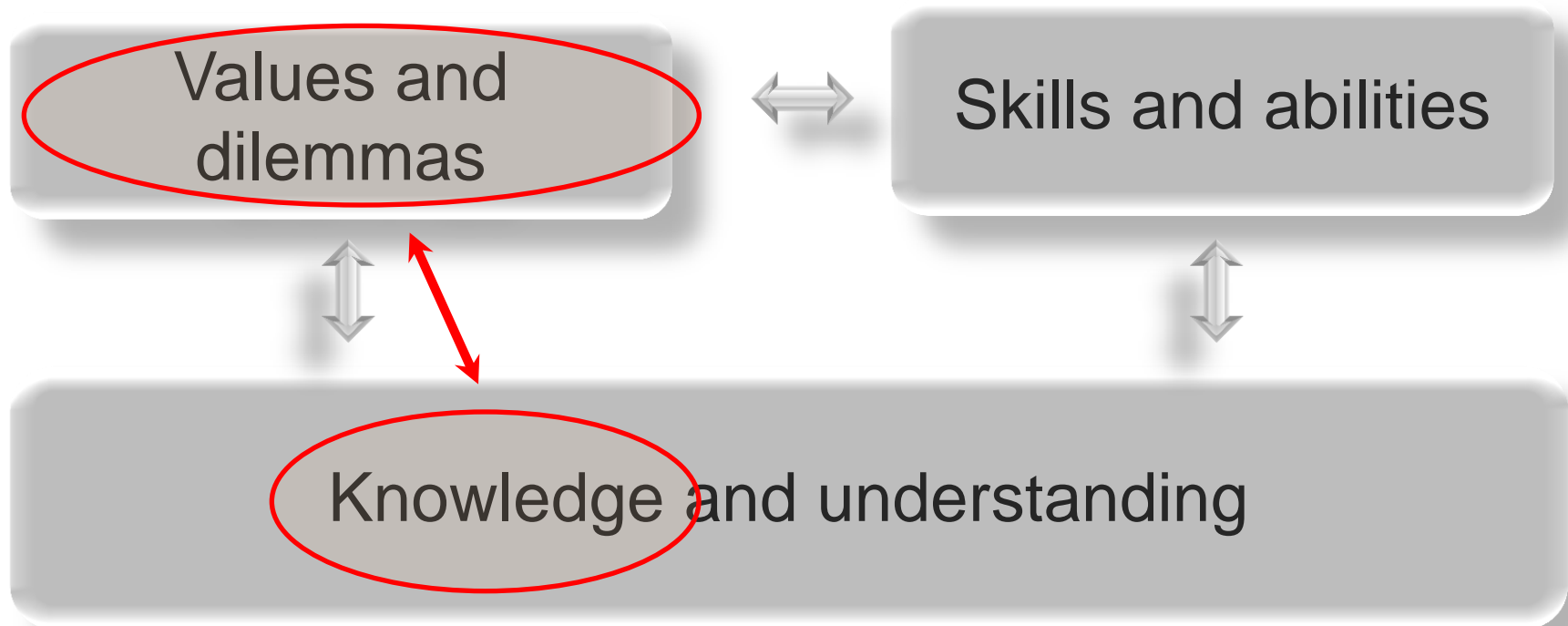
culture co-existence
model

Hanberger, 2010

Research question

What is the view of Estonia's and Latvia's students about multiculturalism?

Civic and citizenship education model



according to Korsgaard; 2001,12

Students achievements are researched depending on their view about issues of

- free market economy
- freedom of mobility
- values of multiculturalism

Components forming European identity:

- democracy
- rights and freedoms (including human rights, freedom of speech, freedom of mobility etc.)
- duties
- free market economy

Hungtington, 1991; Dahl, 1989

Methodology

- Secondary data from International Civic and Citizenship education study ICCS 2009
- Sample: certified multistep selection
- Target group: students from Grade 8
- Number of respondents:
 - in Latvia: 2 761 students
 - in Estonia: 3 902 students
- Instruments: Students' European module questionnaire and students' tests
- Stratification:
 - State: Estonia (EST); Latvia (LVA)
 - Language of instruction:
 - schools of Estonia with Estonian language of instruction (EST EST)
 - schools of Estonia with Russian language of instruction (EST RUS)
 - schools of Latvia with Latvian language of instruction (LVA LVA)
 - schools of Latvia with Russian language of instruction (LVA RUS)

Students' achievements in ICCS 2009 test: international comparison

- ICCS 2009 test between the Baltic sea region countries (Sweden, Finland, Denmark, Poland, Estonia, Lithuania) average scale score 482 (s.e.4,0) is lower in Latvia
- Scale score of Latvia's pupils is statistically significantly lower than ICCS 2009 average
- Average scale score 525 (s.e.4,5) of Estonia's students is statistically significantly higher than ICCS 2009 average. Only five countries are statistically higher than Estonia.
- Estonia's students with state teaching language have higher scale score. Their scale score statistically differs from the scale score of other students (LVA LVA, LVA RUS, EST RUS).

Students' attitudes:

■ rights
 ■ multiculturalism
 ■ free market economy (%)

Issue		Agree, fully agree (%)		Disagree, fully disagree (%)	
		EST	LVA	EST	LVA
Freedom of mobility	European citizens must be free and live in any place of Europe	96↑	91↑	4	8
	Distractions of travel of European citizens will not divert terrorism	47	46↓	52↑	53
	Free flow of workers among European countries is the influencing factor of immigrant inflow in separate countries	61	69↓	38↑	31
Values of multiculturalism	Europeans living in my country do not stimulate intolerance between different nationalities	62	57↓	37↑	42
	Citizens of my country will not feel safer if borders will be closed for imigrants of other European countries	60	60	39↓	39↑
	I support the idea that other Europeans live in my country because they bring with them traditions of different cultures	84↑	75	15	24↓
	Restriction of travelling in Europe discourages citizens of European countries to get acquainted with European states	80↑	74↓	20	26↓
	Free travel in Europe would create a better understanding of the culture of other European countries	93↑	86	6	13↓
Free market economy	Permission to the citizens of other European countries to work in my country improves the economy of my country	74	58↓	25	42
	Permission to the citizens of other European countries to live and work in my country will not increase the level of unemployment in my country	35	35↓	65↑	65

Students' achievements:

■ rights
 ■ multiculturalism
 ■ free market economy (% , mean, s.e)

Issue		Agree, fully agree (mean, s.e.)		Disagree, fully disagree (mean, s.e.)	
		EST	LVA	EST	LVA
Freedom of mobility	European citizens must be free and live in any place of Europe	527 (4,5)	484 (4,14)	499 (12,2)	470 (8,5)
	Restriction of travel of European citizens will not divert terrorism	501 (4,4)	470 (4,3)	554 (5,3)	498 (4,9)
	Free flow of workers among European countries is the influencing factor of immigrant inflow in separate countries	515 (4,7)	482 (4,3)	543 (5,48)	485 (6,0)
Values of multiculturalism	Europeans living in my country do not stimulate intolerance between different nationalities	493 (4,7)	462 (4,3)	546 (4,87)	499 (4,6)
	Citizens of my country will not feel safer if borders will be closed for immigrants of other European countries	491 (5,2)	458 (4,4)	549 (4,5)	499 (4,5)
	I support the idea that other Europeans live in my country because they bring with them traditions of different cultures	529 (4,4)	485 (4,5)	508 (7,4)	477 (5,1)
	Restriction of travelling in Europe discourages citizens of European countries to get acquainted with European states	529 (4,4)	489 (5,1)	513 (7,0)	466 (5,4)
	Free travel in Europe would create a better understanding of the culture of other European countries	531 (4,4)	456 (10,1)	487 (4,1)	456 (6,5)
Free market economy	Permission to the citizens of other European countries to work in my country improves the economy of my country	523 (4,9)	472 (4,5)	536 (5,6)	498 (4,7)
	Permission to the citizens of other European countries to live and work in my country will not increase the level of unemployment in my country	518 (4,5)	540 (5,6)	481 (4,4)	485 (5,2)

The stratification of language of instruction: students' opinion and achievements

- Positive attitude towards features of multiculturalism in their country is demonstrated by the students of Estonia and Latvia with state teaching language, whose achievements is higher than of those students who express negative attitude in this issue;
- Estonia's and Latvia's students with Russian teaching language who are positively inclined towards multiculturalism features in their country show higher achievements than students who express a negative attitude in this issue.

Conclusions

- The tendency shows that students who support European values (free market economy, free mobility and multiculturalism) show higher achievements in ICCS 2009 test.
- Among Estonia's students dominating is openness and tolerance towards the different. Comparatively more expressive is the awareness of European values, including multiculturalism awareness, is demonstrated by Estonia's students whereas Latvia's pupils are more nationalistically inclined.
- The comparative analysis of Estonia and Latvia testifies that the decisive factor in the formation of students understanding of European values, among them its important component multiculturalism, is the environment - definite country (experience, economy, openness etc.) but not the ethnicity and teaching language at school.

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Thank you for your attention!

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