Citizenship Education in Multicultural Society: Example of Latvia and Estonia

ECER,
Cadiz, 18 - 21 September, 2012

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Contents

- Features of multiculturalism in the society of Estonia and Latvia
- Explanation of the terms civic and citizenship education and multicultural society
- Awareness of belonging to Europe
- ICCS 2009 research results in Estonia and Latvia:
  - methods
  - results
  - conclusions
Ethnic structure in Estonia and Latvia (%)

Estonia, 1989: 61.5
Estonia, 2011: 69.0
Latvia, 1989: 51.4
Latvia, 2011: 62.1

Other ethnic nationalities
Romany
Germans
Lithuanians
Jews
Poles
Tatars
Finns
Belorussians
Ukrainians
Russians
Latvians
Estonians
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
What is the view of Estonia’s and Latvia’s students about multiculturalism?
Civic and citizenship education model

Values and dilemmas

Skills and abilities

Knowledge and understanding

according to Korsgaard; 2001,12
Components forming European identity:

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

Students achievements are researched depending on their view about issues of:

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

Hungtington, 1991; Dahl, 1989
Methodology

- Secondary data from International Civic and Citizenship education study ICCS 2009
- Sample: certified multistep selection
- Target group: students form 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).

Schulz, Ainley, Kerr, Losito, 2010
<table>
<thead>
<tr>
<th>Issue</th>
<th>Agree, fully agree (%)</th>
<th>Disagree, fully disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EST</td>
<td>LVA</td>
</tr>
<tr>
<td>Freedom of mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European citizens must be free and live in any place of Europe</td>
<td>96↑</td>
<td>91↑</td>
</tr>
<tr>
<td>Distractions of travel of European citizens will not divert terrorism</td>
<td>47</td>
<td>46↓</td>
</tr>
<tr>
<td>Free flow of workers among European countries is the influencing factor of immigrant inflow in separate countries</td>
<td>61</td>
<td>69↓</td>
</tr>
<tr>
<td>Values of multiculturalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europeans living in my country do not stimulate intolerance between different nationalities</td>
<td>62</td>
<td>57↓</td>
</tr>
<tr>
<td>Citizens of my country will not feel safer if borders will be closed for immigrants of other European countries</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>I support the idea that other Europeans live in my country because they bring with them traditions of different cultures</td>
<td>84↑</td>
<td>75</td>
</tr>
<tr>
<td>Restriction of travelling in Europe discourages citizens of European countries to get acquainted with European states</td>
<td>80↑</td>
<td>74↓</td>
</tr>
<tr>
<td>Free travel in Europe would create a better understanding of the culture of other European countries</td>
<td>93↑</td>
<td>86</td>
</tr>
<tr>
<td>Free market economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permission to the citizens of other European countries to work in my country improves the economy of my country</td>
<td>74</td>
<td>58↓</td>
</tr>
<tr>
<td>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</td>
<td>35</td>
<td>35↓</td>
</tr>
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<td>Issue</td>
<td>Agree, fully agree (mean, s.e.)</td>
<td>Disagree, fully disagree (mean, s.e.)</td>
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<td>Freedom of mobility</td>
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<td></td>
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<tr>
<td>European citizens must be free and live in any place of Europe</td>
<td>527 (4,5)</td>
<td>484 (4,14)</td>
</tr>
<tr>
<td>Restrictions of travel of European citizens will not divert terrorism</td>
<td>501 (4,4)</td>
<td>470 (4,3)</td>
</tr>
<tr>
<td>Free flow of workers among European countries is the influencing factor of imigrant inflow in separate countries</td>
<td>515 (4,7)</td>
<td>482 (4,3)</td>
</tr>
<tr>
<td>Values of multiculturalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europeans living in my country do not stimulate intolerance between different nationalities</td>
<td>493 (4,7)</td>
<td>462 (4,3)</td>
</tr>
<tr>
<td>Citizens of my country will not feel safer if borders will be closed for imigrants of other European countries</td>
<td>491 (5,2)</td>
<td>458 (4,4)</td>
</tr>
<tr>
<td>I support the idea that other Europeans live in my country because they bring with them traditions of different cultures</td>
<td>529 (4,4)</td>
<td>485 (4,5)</td>
</tr>
<tr>
<td>Restriction of travelling in Europe discourages citizens of European countries to get acquainted with European states</td>
<td>529 (4,4)</td>
<td>489 (5,1)</td>
</tr>
<tr>
<td>Free travel in Europe would create a better understanding of the culture of other European countries</td>
<td>531 (4,4)</td>
<td>456 (10,1)</td>
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<td>Free market economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permission to the citizens of other European countries to work in my country improves the economy of my country</td>
<td>523 (4,9)</td>
<td>472 (4,5)</td>
</tr>
<tr>
<td>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</td>
<td>518 (4,5)</td>
<td>540 (5,6)</td>
</tr>
</tbody>
</table>
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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