



# Young Citizens' Views and Engagement in a Changing Europe

## IEA International Civic and Citizenship Education Study 2022 European Report

Valeria Damiani  
Bruno Losito  
Gabriella Agrusti  
Wolfram Schulz





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Gabriella Agrusti • Wolfram Schulz

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Education Study 2022 European Report

Jointly prepared by:

Australian Council for Educational Research (ACER – Melbourne, Australia)  
Libera Università Maria Santissima Assunta (LUMSA Università – Rome, Italy)  
International Association for the Evaluation of Educational Achievement  
(IEA – Amsterdam, The Netherlands, and Hamburg, Germany)

Central contact: [iccs@acer.org](mailto:iccs@acer.org)



**Valeria Damiani**  
*Lumsa Università*  
Rome, Italy

**Bruno Losito**  
*Lumsa Università*  
Rome, Italy

**Gabriella Agrusti**  
*Lumsa Università*  
Rome, Italy

**Wolfram Schulz**

*The Australian Council for  
Educational Research*  
Camberwell, Victoria  
Australia

**IEA Secretariat**

Keizersgracht 311  
1016 EE Amsterdam  
The Netherlands  
Tel.: +31 (0)20 625 3625  
Fax: +31 20 420 7136  
secretariat@iea.nl



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# Foreword

In order to support and propel educational progress, there is a need for high-quality large-scale comparative studies as indispensable tools for gaining insights into the policies and practices that impact countries and students around the world. These studies play a pivotal role in aiding nations to develop their knowledge and research capacity. For over six decades, the International Association for the Evaluation of Educational Achievement (IEA) has been at the center of this mission in conducting comprehensive research studies with the overarching goal of enhancing learning for all.

In recognizing the significance of education beyond foundational skills in subjects such as mathematics, science, and literacy, IEA remains steadfast in its commitment to research that addresses the holistic goals of education. Civic and citizenship education, epitomized by the International Civic and Citizenship Education Study (ICCS) and its predecessors, underscores IEA's enduring dedication to understanding the multifaceted aspects of education and how prepared children are for life beyond the early years of education.

As we reflect on the global landscape of the past six years amidst many challenges and unpredictable events, the release of the results from the second cycle of ICCS in 2022 presents an opportunity to begin investigating how these matters are perceived by students as well as their views of the increasingly globalized world. In providing the data from this new cycle of ICCS, IEA reaffirms its commitment to delve into the ways education systems prepare young people for their current and future roles as citizens. While foundational skills are acknowledged, the study recognizes their insufficiency in being the sole aspect to help young people truly thrive. It is imperative to capture data on how much citizenship education they receive, how well they understand it, and what this means for them when interacting with different cultures, especially in respect to how open they are, their thoughts on the morality of human rights or social justice, and their expected political participation. Covering 24 education systems, ICCS 2022 provides valuable data, evidence, and research on students' knowledge and understanding of civics and citizenship, examining differences both among and within countries.

In the spirit of continuity from the 2009 and 2016 cycles, ICCS 2022 offered participating countries the option of supplementing the core assessment with regional student questionnaire components for countries in Europe. These questionnaires measured civic and citizenship education-related aspects relevant to each region. In the European report, aspects such as European identity, recent political and social events, and economic conditions were explored, linking them fundamentally to the development of students' citizenship competencies. Eighteen countries and two benchmarking entities comprise the participants in this important supplemental assessment. While this European report stands independently, its additional topics and findings serve as a valuable supplement to the international survey and report, which is why the consultation of both resources is recommended for the most comprehensive analysis of this cycle's data.

The success of ICCS 2022 is indebted to the critical engagement, perseverance, and enthusiasm of NRCs (national research coordinators) and their teams from the 20 education systems participating in the European option. Their collaboration, from scoping and developing the European questionnaire component to the study's execution at the national level, has been instrumental in ensuring a successful venture. My appreciation extends to the important collaboration and contributions added by the NRCs and supportive research teams, whose passion, intellectual acumen, and dedication breathed life into this comprehensive report. Gratitude also extends to the European Commission's Directorate-General for Education, Youth, Sport and Culture (EAC) and European Education and Culture Executive Agency for EU funding toward Erasmus+ countries. The grant support from the European Commission for the European component has been vital to the study's international and regional success.

For the realization of ICCS 2022, IEA brought together a consortium of distinguished research organizations, accomplished scholars, and technical experts. I would like to thank the dedication and work undertaken by the study's international consortium with ACER (the Australian Council for Educational

Research) and Università di Roma LUMSA, which served as the organizations responsible for crafting this insightful report. A special acknowledgment is due to the outstanding contributions of Gabriella Agrusti, Valeria Damiani, and Bruno Losito from Lumsa Università, as well as Wolfram Schulz from ACER, whose collective efforts were pivotal to the success of this undertaking. I also express gratitude to the broader ICCS research team, including John Ainley and Tim Friedman from ACER, for their meticulous analytical work, invaluable critical reviews, and support during the many study stages. Special thanks are also extended to the Project Advisory Committee, sampling referee Marc Joncas, and Christian Monseur for their valuable contributions.

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Finally, heartfelt gratitude is extended to the thousands of students, teachers, and school principals whose willingness, time, and efforts have provided the foundation for this European report. Without their invaluable contributions, this study would not have been possible. Anticipating the wealth of publications, research papers, and conference contributions inspired by the data, we look forward to the continued impact of this important study.

Dirk Hastedt  
EXECUTIVE DIRECTOR, IEA



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## Chapter 1:

# General Overview

Since its first cycle in 2009, the International Civic and Citizenship Education Study (ICCS), conducted by the International Association for the Evaluation of Educational Achievement (IEA), has examined the ways in which education systems across different countries prepare young people to become citizens. ICCS 2022, as with the previous cycles of the study, collected data on student achievement through a test of conceptual knowledge and understanding concerning civic and citizenship-related issues. It also gathered and analyzed data about students' attitudes and engagement relevant to the area of civic and citizenship education (Schulz et al., 2008; 2016; 2023). The European student questionnaire was first introduced in ICCS 2009, and represented, together with the other regional instruments, an innovative feature of the study. In ICCS 2022, it was administered after the international student questionnaire and took roughly 15 minutes to be completed.

The European student questionnaire was developed to measure aspects of civic and citizenship education that were deemed important for the European context by considering social and political issues that European countries viewed as relevant in the region at the outset of the study. Political participation, climate change, sustainable economic growth, migration, terrorism, conflicts, social inequalities, the rise of populism, the impact of COVID-19 on democracy and cooperation at the European level, and the economic systems of European countries have been highlighted as among the most crucial issues European countries are facing in recent years (Gaub, 2019; Grogan, 2022; Kelbel et al., 2020).

The European student questionnaire collected information on students' attitudes and behaviors in relation to contemporary issues as well as on specific aspects included in the previous cycles of the study (such as students' sense of their European identity, for instance), which allowed for measuring changes over time. The conceptual underpinning of all constructs that were included in the European student questionnaire is described in the ICCS 2022 assessment framework (Schulz, et al., 2023), specifically in relation to affective-behavioral areas 1 (*attitudes*) and 2 (*engagement*).

The data gathered through this questionnaire should be considered as supplementary to the international questionnaire results and provide further region-specific information. We recommend reading this report in reference to the ICCS 2022 assessment framework and the international report on ICCS 2022 (Schulz et al., 2023a; 2023b). It is important to note that the European student questionnaire measures aspects related to the European regional context in general while it also encompasses questions that are more specifically concerned with European Union (EU) policies and practices.

Eighteen countries and two benchmarking participants (the German states of North Rhine-Westphalia and Schleswig-Holstein) administered the ICCS 2022 European student questionnaire (Figure 1.1). Eleven of the countries (Bulgaria, Denmark, Estonia, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Slovenia, and Sweden) participated in all three cycles of the study since 2009, while one country (Croatia) and one benchmarking participant (North Rhine-Westphalia) participated only in the second and third cycle of the study.<sup>1</sup> Cyprus, Poland, the Slovak Republic, and Spain took part in ICCS 2009 but not in ICCS 2016. France, Romania and the German benchmarking participant Schleswig-Holstein participated for the first time in ICCS 2022.

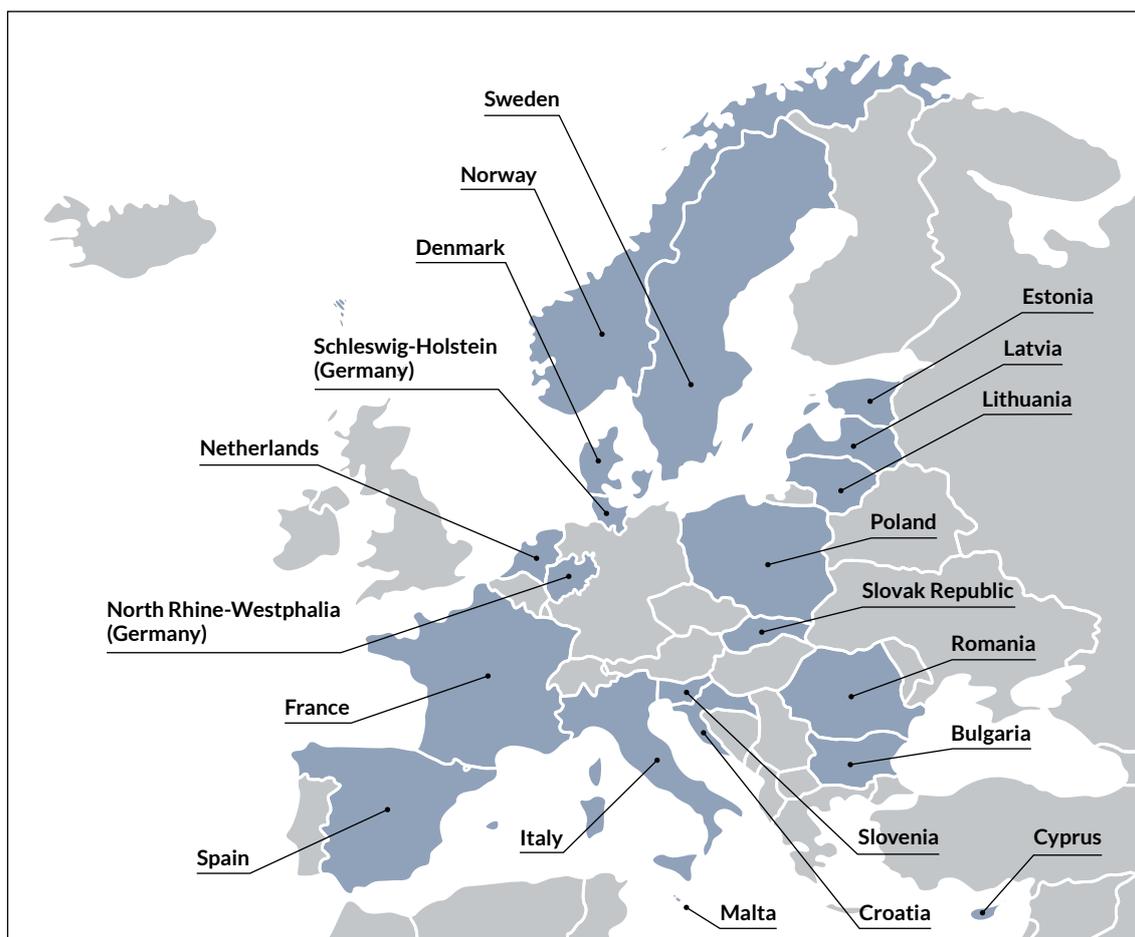
The definition and sampling methods of the student population for ICCS 2022 followed those used in previous cycles. The ICCS student population is defined as all students in Grade 8 (students approximately 14 years of age), provided that the average age of students in that grade was 13.5 years or above at the time

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<sup>1</sup> Norway did not administer the European regional questionnaire in ICCS 2009, while the Netherlands failed to meet IEA sample participation guidelines so that their results from ICCS 2009 are not reported when reviewing changes over time. The benchmarking participant North Rhine-Westphalia had very low sample participation rates in ICCS 2016 so that this report also does not include over-time comparisons for this entity.

of the assessment. If the average age of students in Grade 8 was less than 13.5 years, Grade 9 became the target population. For the first time, the ICCS 2022 student survey was administered using a computer-based assessment in 13 European countries as well as the two German benchmarking participants (North Rhine-Westphalia and Schleswig-Holstein), while six countries surveyed European ICCS students using paper-based instruments. More than 66,000 students and about 33,000 teachers from about 2800 schools participated in ICCS 2022 in these European countries.

Figure 1.1: Countries that administered the ICCS 2022 European student questionnaire



The development of the European student questionnaire was guided by the ICCS 2022 assessment framework and carried out in reference to the development of the other ICCS 2022 instruments (the international student, school, and teacher questionnaires as well as the national context survey). The development process started with reviews of potential new European-related issues that could be relevant to include in the instrument, and of the previous ICCS 2016 European survey. Subsequently, those issues that were identified as relevant were mapped against the ICCS 2022 assessment framework, and the European questionnaire was revised to include new aspects identified in the initial development stage. European national research coordinators have closely participated in every stage of the development process, suggesting new issues to include, reviewing item material, and providing valuable feedback during the national research coordinators' meetings. The European main survey instrument was finalized based on the outcomes of the ICCS field trial.

### 1.1 Previous Findings from the European Regional Module (ICCS 2009) and the European Student Questionnaire (ICCS 2016)

The ICCS 2009 *European regional module* was administered to students in 21 European countries and included two parts. The first part sought to measure students' knowledge about EU laws, policies and

institutions, the Euro currency, and some basic facts about the EU. The second part encompassed questionnaire items aimed at collecting data on a wide range of European-related issues such as students' attitudes toward learning European languages and toward migration within Europe and European integration, and students' self-reported knowledge about the EU.

Results from the ICCS 2009 European regional module showed widespread knowledge of the basic facts about the EU, although great variation across countries was found in relation to the knowledge of EU laws and policies. They also highlighted that majorities among students held a strong sense of European identity and had positive attitudes toward European language learning and freedom of movement of citizens within Europe and showed considerable variations in these measures across countries (Kerr et al., 2010).

In ICCS 2016, the European student questionnaire did not include a cognitive test and was focused on affective and behavioral domains related to students' sense of European identity; students' opportunities to learn about Europe at school; students' attitudes toward freedom of movement within Europe, equal rights for immigrants, and cooperation among European countries; and students' perceptions of the future of Europe, the EU, and their life in the future (Schulz et al., 2016). Fourteen countries and one benchmarking participant (the German state of North Rhine-Westphalia) administered the European survey in ICCS 2016.

Findings from the European survey in ICCS 2016 revealed that most students viewed themselves as Europeans, and that their sense of European identity had increased between ICCS 2009 and 2016. They also showed a widespread support for freedom for European citizens to move within Europe for working reasons and a strong endorsement toward equal rights for immigrants and toward cooperation among European countries to adopt common policies on a range of areas. Moreover, most students also expressed favorable attitudes about the EU and positive views of their own individual future and the future of Europe, as well as concerns about economic crises, increasing poverty, unemployment, pollution, and terrorism (Losito et al., 2018).

## 1.2 The ICCS 2022 European Student Questionnaire Contents and Report's Structure

Similar to the scope of the corresponding instruments in the previous survey cycle, the ICCS 2022 European student questionnaire was mainly concerned with collecting data related to students' attitudes and engagement, as conceptualized in the ICCS 2022 assessment framework. It included 12 questions (with Likert-type response categories) examining students' attitudes, perceptions and behaviors on the following European-specific civic and citizenship-related issues:

- *Students' sense of European identity*: This question was included in ICCS 2009 and 2016 and was retained unchanged for this cycle.
- *Students' reports on opportunities for learning about Europe at school*: This question was included in ICCS 2009 and was modified for ICCS 2016 and ICCS 2022.
- *Students' attitudes toward freedom of movement within Europe*: This question was included in ICCS 2009 and was modified for ICCS 2016. In ICCS 2022 the first three items remained unchanged from the previous cycle.
- *Students' attitudes toward cooperation among European countries*: This question was new for ICCS 2016 and was modified for its inclusion in ICCS 2022.
- *Students' endorsement of environmental cooperation in Europe*: This was introduced as a new question for ICCS 2022.
- *Students' perceptions of discrimination in their own countries*: This was introduced as a new question for ICCS 2022 but adapted from a question developed for the ICCS 2016 Latin American student questionnaire.
- *Students' expectations for the future of Europe*: This question was new for ICCS 2016 and was modified for its inclusion in ICCS 2022.
- *Students' expectations for their own individual future*: This question was introduced in ICCS 2016 and was retained unchanged for ICCS 2022.
- *Students' perceptions of the importance of some aspects of their life in the future*: This question was introduced as a new question for ICCS 2022.

- *Students' reports on political consumerism behaviors*: This question was introduced in ICCS 2016 and was modified for ICCS 2022.
- *Students' reports on their sustainable behaviors*: This was developed as a new question for ICCS 2022.
- *Students' attitudes toward the EU*: This question was developed in ICCS 2016 and was modified for inclusion in ICCS 2022.

The European report also includes findings from the international instruments (namely, the European options included in the student questionnaire and the optional items for member countries of the EU in the teacher questionnaire) that are relevant to the European regional context and contribute to the understanding of the contexts for civic and citizenship education at the school level across the different participating countries.

All scales presented in this report are described in the item maps included in Appendix A.3. The maps map scale scores to expected item responses under the ICCS scaling model, which is also set out in Appendix A.3. The ICCS 2022 technical report will provide additional information on the scaling and equating procedures for questionnaire items (Schulz et al., forthcoming).

This report consists of seven chapters. Chapter 2 is focused on students' sense of European identity and their perceptions of opportunities to learn about Europe at school. This chapter includes additional results from the teacher questionnaire. Chapter 3 reports on students' attitudes toward freedom of movement for European citizens within Europe and students' perceptions of discrimination. Chapter 4 focuses on sustainability, a new focus area in ICCS 2022, and covers students' endorsement of environmental cooperation and students' reports on their political consumerism and their sustainable behaviors. Chapter 5 is concerned with students' attitudes toward cooperation among European countries and toward the EU, and their expectations for the future of Europe. Chapter 5 also includes optional items for European students from the international student questionnaire on their expected electoral participation and their trust in European institutions. Chapter 6 focuses on students' perceptions of their individual future and their views of the importance of different aspects of their future life. Finally, Chapter 7 discusses possible implications for educational policies and schools.

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## Chapter 2:

# European Identity and Opportunities for Learning About Europe at School

## Chapter Highlights

European lower-secondary students reported a strong sense of European identity.

- Majorities among the students across participating countries reported seeing themselves as European, being proud to live in Europe and feeling part of Europe. (Table 2.1)
- When comparing the findings with those from previous ICCS cycles, students' sense of European identity has increased over time. (Table 2.2)
- In most participating countries, male students and students coming from a non-immigrant background showed a higher sense of European identity. (Table 2.3)
- In all participating countries, students with higher levels of trust in civic institutions expressed a stronger sense of European identity. (Table 2.3)

Most of the students reported that they had opportunities to learn about Europe at school.

- Most of the students reported that they had opportunities to learn about the history of Europe. (Table 2.4)
- Across participating countries, there were considerable variations in the percentages of students who reported having opportunities to learn about Europe's political and economic systems, cooperation between European countries, political and social issues at the European level, and the European Union. (Table 2.4)
- On average, less than half of the teachers in European participating countries reported having attended professional development courses on the European Union. (Table 2.6)
- Most of the European teachers felt prepared to teach about the European Union. (Table 2.7)

This chapter examines students' sense of their European identity and their opportunities to learn about Europe at school. Students' European identity is a construct related to affective-behavioral area 1 (*attitudes*; for example, judgments in relation to ideas, people, objects, events or situations) of the International Civic and Citizenship Education Study (ICCS) 2022 assessment framework (Schulz, et al., 2023).

The chapter also includes results from European participating countries about three questions included in the ICCS 2022 teacher questionnaire: teachers' participation in professional development courses about civic and citizenship education topics and skills; teachers' preparedness to teach civic and citizenship topics and skills; and teachers' perceptions of students' opportunities to learn about civic topics and skills. These findings provide additional insights on school contexts for civic and citizenship education in Europe and should be considered in conjunction with student data presented in this report and in the ICCS 2022 international report (Schulz, et al., 2023).

## 2.1 Students' Sense of their European Identity

Over recent decades, the study of European identity has received increasing scholarly attention in different fields, from social to political sciences (Kaina, 2013; Voicu & Ramia, 2020; Westle & Segatti, 2016). The concept of European identity is strongly intertwined with the idea of Europe as a polity and as a community characterized by a common European culture. This idea can also ultimately be seen in the context of the legitimation of the political structures and organization of the European Union (EU) (Risse, 2010). Despite the extensive number of attempts to conceptualize European identity, this construct remains contested and ambiguous, and several definitions have been provided by researchers from diverse academic backgrounds (Carey, 2002; del Carmen Méndez García et al., 2021; Kaina et al., 2015).

European identity is defined by researchers either in terms of political or social and cultural identity, depending on whether it is analyzed with a focus on the perception of it as a political entity (namely, the EU) or on the individual sense of belonging to a common social group sharing a common European history and collective European values (Bergbauer, 2018; Bruter, 2003, 2005). Some researchers investigating European identity among adolescents have highlighted generally positive associations between national and European identity as well as the relevance of individual differences and sociodemographic factors in shaping it, with females and young people from immigrant backgrounds reporting to identify to a lesser extent with Europe (Agirdag et al., 2012; Boehnke & Fuss, 2008; Keating 2016; Verhaegen et al., 2013). Other studies on European adolescents found that social contexts can be moderators of the relationship between national and European identity, with lower levels of this relationship found in countries where the levels of trust in EU institutions are weaker and where gender, income inequalities and restrictive immigration policies are stronger (Jugert et al., 2019).

Data from the Eurobarometer opinion survey have repeatedly shown that younger people are more likely to express multiple identities beyond their national identity, including, among others, European identity (Lutz et al., 2006; Ross, 2020). The Standard Eurobarometer 97 survey (European Commission, 2022)<sup>1</sup> revealed that almost three quarters of Europeans identify as citizens of the EU. This result, which was also reported in the winter round of the survey in 2020–2021, represents the highest level of sense of European citizenship reported by respondents since the introduction of this kind of question in the Eurobarometer surveys 12 years ago. Among the ICCS 2022 European countries participating in the survey, Malta and Spain recorded the highest percentages of respondents who reported that they identified as citizens of the EU, while Bulgaria and France recorded the lowest percentages. When reviewing associations between feelings of identity and sociodemographic factors, results showed that the feeling of

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<sup>1</sup> As in the ICCS 2016 European report (Losito et al., 2018), results from the Eurobarometer surveys are often included in the background sections of the chapters as a relevant reference over time concerning various issues at the European level. Eurobarometer survey results should be viewed as additional information about the topics addressed in the European regional questionnaire and are not to be compared with ICCS 2022 data. In addition to this, it should be noted that: 1) the Eurobarometer survey results are, wherever possible, referred to in relation to the year of the administration of the European student questionnaire; 2) Eurobarometer surveys are conducted in Norway but results are not included in the reports; and 3) Eurobarometer survey respondents are older than the ICCS 2022 target population.

being an EU citizen was more prominent (on average 80%) among young respondents aged 15–24. This result highlights once again that younger people tend to be more positive about being European citizens.

The ICCS 2009 European questionnaire included a question that asked students, on a four-point Likert response scale, about their agreement or disagreement with statements regarding their European identity. Five items from this question were used to derive a scale measuring students' sense of European identity (Kerr et al., 2010). The ICCS 2016 European questionnaire encompassed a set of four items from the questionnaire of the previous cycle, with Likert scale response categories ranging from "strongly agree" to "strongly disagree." As in ICCS 2009, a scale on students' sense of European identity was derived from these items (Losito et al., 2018).

To gauge students' sense of European identity, the ICCS 2022 European questionnaire included the same set of four items that were adopted to measure this construct in ICCS 2016. Students were again asked to give their level of agreement with a series of statements: (a) "I see myself as European"; (b) "I am proud to live in Europe"; (c) "I feel part of Europe"; and (d) "I see myself first as a citizen of Europe and then as a citizen of the world." These items formed a scale with a satisfactory average reliability (Cronbach's alpha = 0.81) on average across participating countries, with higher scores indicating a stronger sense of European identity (see the item map in [Figure A.2](#), Appendix A.3).

As in previous cycles, the question on students' sense of European identity encompassed two optional items for member countries of the EU that remained unchanged since ICCS 2009. This set of items aimed at measuring students' sense of their identity in relation to the EU through the following statements: (a) "I feel part of the European Union"; and (b) "I am proud that my country is a member of the European Union."

The majority of students saw themselves as European (95% on average, across participating countries), were proud to live in Europe (94%) and felt part of Europe (89%) ([Table 2.1](#)). Croatia, Estonia and Slovenia recorded percentages significantly above the European ICCS 2022 average for these three items; Bulgaria, Cyprus and North Rhine-Westphalia showed percentages significantly below the European ICCS 2022 average for these items.

Across participating countries, on average 78 percent of students saw themselves first as a citizen of Europe and then as a citizen of the world. The highest percentages were found in Croatia for this item (91%, more than 10 percentage points above the European ICCS 2022 average) and the lowest in Cyprus (67%). High percentages of students agreeing or strongly agreeing were also found for the statements related to the EU, with an average of 81 percent of the students who felt to be part of the EU. National percentages ranged from 63 percent in the Netherlands to 90 percent in Spain for this item. The percentages in Bulgaria and the Netherlands were more than 10 points below the European ICCS 2022 average. Ninety-one percent of students across European countries were proud that their country was a member of the EU, with average country percentages ranging from 95 percent in Croatia, Lithuania and Spain to 83 percent in Bulgaria.

The highest national average scale scores for students' sense of their European identity (more than three score points above the European ICCS 2022 average) were found in Croatia and Spain, while Cyprus, Latvia and Poland recorded scale scores that were more than three points below average ([Table 2.2](#)). A comparison of the scores for this scale between ICCS 2009 and 2016 and between ICCS 2016 and 2022 for common countries shows a statistically significant increase across cycles that was stronger for countries who participated in the 2009 and 2022 cycles (3.6 score points difference on average) compared to the countries who took part in the 2016 and 2022 cycles (1.4 score points difference on average) ([Table 2.2](#)).

When reviewing the association between the scale scores for students' sense of European identity and gender, immigrant background<sup>2</sup> and trust in civic institutions,<sup>3</sup> the results show that, in all but five countries,

<sup>2</sup> Data on students with immigrant/non-immigrant background for Bulgaria and Romania were not included due to the low numbers of students with an immigrant background that took part in ICCS 2022 in these two countries.

<sup>3</sup> ICCS 2022 used six items (national government, parliament/congress, courts of justice, traditional media, political parties, and police) to derive a scale reflecting students' trust in civic institutions; see Chapter 5 of the ICCS 2022 international report (Schulz, et al., 2023). Chapter 5 of the current report includes results for students' trust in EU institutions (see [Table 5.9](#)).

male students tended to have a stronger sense of European identity than female students (Table 2.3). The difference was, on average, two score points. Among the 15 countries with sufficient data for this comparison, in all except two countries (Croatia and the Slovak Republic) students from an immigrant background showed a weaker sense of European identity compared to students coming from a non-immigrant background. We found an average difference of about five score points. In all European participating countries we noted positive and significant associations between students' sense of European identity and their trust in civic institutions. Those students who expressed trust at or above the country average showed a higher sense of European identity. On average, we recorded a difference of about four scale points.

## 2.2 Students' Reports on Opportunities for Learning About Europe at School

Over the years, civic and citizenship education has become a key theme within education systems in Europe. The EU has identified the promotion of active citizenship (Eurydice, 2012) as one of the pivotal objectives of its educational policy, as it provides students with the knowledge, attitudes and skills for them to be active and responsible citizens in democratic societies (Council of the European Union, 2018, 2021; Eurydice, 2017). Despite its relevance, civic and citizenship education in Europe is characterized by gaps between policy aims, implementation measures and school practices (Bírzéa et al., 2004; Veugelers et al., 2017; Zygierewicz & Veugelers, 2021).

In the Paris Declaration (Council of the European Union, 2015), drafted in the aftermath of the terrorist attacks in France and Denmark in 2015, ministers of education and members of the European Commission identified a number of priorities to be achieved through increased cooperation at the European level: the promotion of core values for European societies, such as human dignity, democracy, equality, and freedom; the implementation of participatory learning environments; the improvement of training for teachers on citizenship and diversity; and the strengthening of media literacy and critical thinking skills of students.

Several actions have been undertaken by the European Commission in recent years which confirm the relevance of civic and citizenship education in the EU political agenda in the field of education. These include the Council Recommendation of 22 May 2018 "on the promotion of common values, inclusive education and the European dimension of education" (Council of the European Union, 2018), the Education and Training Monitor's in-depth study on citizenship education and civic competences (European Commission, 2018), and the 2020 EU Citizenship Report (European Commission, 2020a).

A recent report promoted by the EU on learning about the EU at school showed that the formal inclusion of EU-related issues at the curriculum level has improved in the last decade. However, in those educational systems characterized by schools' and teachers' autonomy, the study highlighted a lack of consistency in their actual teaching and learning, with some countries concerned about the political implications in addressing topics such as European citizenship (European Commission, 2020b).

Civic and citizenship education curricula in Europe are characterized by the inclusion of a multiplicity of topics and skills, with a major focus on personal development and interpersonal interactions in primary education (ISCED level 1) and on critical thinking, active citizenship and democratic participation in secondary education (ISCED levels 2 and 3) (Eurydice, 2017). Findings from the ICCS 2022 national context survey showed that the learning objectives for civic and citizenship education are widely shared among the European education systems, with "understanding key values and attitudes," "communicating through discussion and debate," and "understanding decision-making and active participation" found as the most common objectives across participating countries (Schulz, et al., 2023).

Studies have pointed out that civic and citizenship education is delivered through different approaches, namely:

- 1) Taught as a separate subject
- 2) Integrated into subjects related to human/social sciences
- 3) Integrated into all subjects taught at school
- 4) Considered as an extra-curricular activity (Eurydice, 2017).

Table 2.1: Students' perceptions of their European identity

Country	Percentages of students who agreed or strongly agreed with the following statements:					
	I see myself as European	I am proud to live in Europe	I feel part of Europe	I see myself first as a citizen of Europe and then as a citizen of the world	I feel part of the European Union	I am proud that my country is a member of the European Union
Bulgaria	91 (0.6) ▽	90 (0.6) ▽	85 (0.8) ▽	79 (0.9)	69 (0.9) ▼	83 (0.7) ▽
Croatia <sup>1</sup>	99 (0.3) △	96 (0.5) △	95 (0.5) △	91 (0.7) ▲	89 (0.7) △	95 (0.5) △
Cyprus	87 (0.6) ▽	90 (0.6) ▽	83 (0.8) ▽	67 (1.0) ▼	74 (0.8) ▽	85 (0.7) ▽
Estonia	96 (0.4) △	95 (0.6) △	92 (0.5) △	82 (0.7) △	88 (0.8) △	93 (0.7) △
France	96 (0.4) △	94 (0.5)	90 (0.6) △	84 (0.8) △	83 (0.8)	91 (0.7)
Italy	96 (0.4) △	94 (0.9)	94 (0.5) △	74 (0.9) ▽	88 (0.8) △	92 (0.6) △
Latvia <sup>1</sup>	94 (0.6)	90 (0.8) ▽	81 (0.9) ▽	73 (1.1) ▽	76 (1.0) ▽	88 (0.9) ▽
Lithuania	97 (0.3) △	95 (0.5)	90 (0.7)	79 (0.8)	83 (0.9) △	95 (0.5) △
Malta	94 (0.7)	94 (0.6)	90 (0.8)	79 (1.5)	80 (0.9)	91 (1.0)
Netherlands†	91 (0.8) ▽	94 (0.6)	81 (0.9) ▽	69 (0.9) ▽	63 (1.2) ▼	86 (0.8) ▽
Norway (9) <sup>1</sup>	91 (0.4) ▽	97 (0.2) △	92 (0.5) △	82 (0.6) △	-	-
Poland	96 (0.4) △	93 (0.5)	85 (0.7) ▽	73 (0.9) ▽	78 (0.7) ▽	93 (0.6) △
Romania	97 (0.9) △	95 (0.8)	91 (1.2)	72 (1.6) ▽	89 (0.9) △	94 (1.1) △
Slovak Republic	97 (0.5) △	92 (0.7) ▽	91 (0.6) △	71 (1.0) ▽	84 (0.8) △	90 (0.7)
Slovenia	97 (0.3) △	95 (0.4) △	90 (0.6) △	85 (0.6) △	87 (0.7) △	93 (0.5) △
Spain	95 (0.5)	97 (0.3) △	94 (0.5) △	87 (0.7) △	90 (0.6) △	95 (0.5) △
Sweden <sup>1</sup>	91 (0.8) ▽	96 (0.4) △	91 (0.5) △	85 (0.6) △	83 (0.8) △	93 (0.5) △
<b>European ICCS 2022 average</b>	95 (0.1)	94 (0.1)	89 (0.2)	78 (0.2)	81 (0.2)	91 (0.2)
<b>Countries not meeting sample participation requirements</b>						
Denmark	95 (0.6)	96 (0.4)	95 (0.5)	78 (0.8)	87 (0.9)	93 (0.6)
<b>German benchmarking participant meeting sample participation requirements</b>						
North Rhine-Westphalia	89 (0.7) ▽	92 (0.5) ▽	85 (0.6) ▽	69 (1.0) ▽	77 (0.8) ▽	87 (0.7) ▽
<b>German benchmarking participant not meeting sample participation requirements</b>						
Schleswig-Holstein	93 (0.8)	93 (0.8)	85 (1.2)	71 (1.4)	77 (1.3)	88 (1.1)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.2: National average scale scores indicating students' sense of European identity

Country	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	40	45	50	55	60
Bulgaria	52 (0.3) ▽	52 (0.3)	50 (0.2)	<b>-0.4</b> (0.4)	<b>1.7</b> (0.8)					
Croatia <sup>1</sup>	58 (0.2) ▲	55 (0.3)	-	<b>2.3</b> (0.4)	-					
Cyprus	50 (0.2) ▼	-	49 (0.2)	-	<b>1.0</b> (0.8)					
Estonia	57 (0.2) △	53 (0.3)	50 (0.3)	<b>3.4</b> (0.4)	<b>6.5</b> (0.8)					
France	56 (0.3) △	-	-	-	-					
Italy	54 (0.2)	54 (0.2)	54 (0.2)	0.2 (0.4)	0.5 (0.8)					
Latvia <sup>1</sup>	51 (0.3) ▼	48 (0.2)	45 (0.3)	<b>2.8</b> (0.4)	<b>5.9</b> (0.8)					
Lithuania	54 (0.3)	54 (0.3)	49 (0.2)	0.6 (0.4)	<b>5.0</b> (0.8)					
Malta	54 (0.3)	54 (0.2)	48 (0.3)	0.2 (0.4)	<b>6.0</b> (0.9)					
Netherlands†	52 (0.3) ▽	52 (0.3)	-	<b>0.5</b> (0.5)	-					
Norway (9) <sup>1</sup>	57 (0.2) △	55 (0.2)	-	<b>1.9</b> (0.4)	-					
Poland	51 (0.2) ▼	-	49 (0.2)	-	<b>2.4</b> (0.8)					
Romania	54 (0.3)	-	-	-	-					
Slovak Republic	52 (0.2) ▽	-	52 (0.3)	-	0.0 (0.8)					
Slovenia	56 (0.2) △	55 (0.2)	53 (0.3)	<b>0.9</b> (0.3)	<b>2.3</b> (0.8)					
Spain	57 (0.3) ▲	-	53 (0.3)	-	<b>5.0</b> (0.8)					
Sweden <sup>1</sup>	56 (0.2) △	53 (0.3)	50 (0.2)	<b>3.0</b> (0.4)	<b>7.0</b> (0.8)					
<b>European ICCS 2022 average</b>	54 (0.1)									
<b>European ICCS 2022/2016 average</b>	55 (0.1)	53 (0.1)		<b>1.4</b> (0.1)						
<b>European ICCS 2022/2009 average</b>	54 (0.1)		50 (0.1)		<b>3.6</b> (0.2)					

Countries not meeting sample participation requirements										
Denmark	55 (0.3)	-	-	-	-					
German benchmarking participant meeting sample participation requirements										
North Rhine-Westphalia	51 (0.2) ▽	-	-	-	-					
German benchmarking participant not meeting sample participation requirements										
Schleswig-Holstein	52 (0.3)	-	-	-	-					

**Notes:**

- Statistically significant changes ( $p < 0.05$ ) since 2009 and 2016 are displayed in **bold**.
- Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.
- ( ) Standard errors appear in parentheses.
- (9) Country deviated from international defined population and surveyed adjacent upper grade.
- † Nearly met guidelines for sampling participation rates only after replacement schools were included.
- <sup>1</sup> National defined population covers 90% to 95% of national target population.
- No comparable data available.

**National ICCS 2022 results are:**

- ▲ More than 3 score points above European ICCS 2022 average
- △ Significantly above European ICCS 2022 average
- ▽ Significantly below European ICCS 2022 average
- ▼ More than 3 score points below European ICCS 2022 average

- 2022 average score +/- confidence interval
- 2016 average score +/- confidence interval
- 2009 average score +/- confidence interval

On average across items, students with a score in the range with this color have more than 50% probability to indicate:

	Disagreement with positive statements
	Agreement with positive statements

Table 2.3: National average scale scores indicating students' sense of European identity by gender, immigrant background and trust in civic institutions

Country	Scale score average by gender group						Scale score by immigrant background						Scale score average by trust in institutions									
	Male students			Female students			No immigrant background			Immigrant background			Below country average			At or above country average						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	52 (0.4)						51 (0.4)	^						^	50 (0.4)							53 (0.4)
Croatia <sup>1</sup>	58 (0.4)						58 (0.3)	58 (0.3)						56 (0.9)	57 (0.3)							59 (0.3)
Cyprus	<b>51</b> (0.3)						49 (0.3)	<b>50</b> (0.2)						49 (0.4)	48 (0.4)							<b>51</b> (0.3)
Estonia	<b>57</b> (0.3)						56 (0.4)	<b>57</b> (0.3)						50 (1.1)	54 (0.4)							<b>59</b> (0.3)
France	<b>58</b> (0.3)						55 (0.3)	<b>57</b> (0.3)						52 (0.6)	54 (0.4)							<b>59</b> (0.3)
Italy	<b>56</b> (0.3)						53 (0.3)	<b>55</b> (0.3)						49 (0.7)	52 (0.4)							<b>57</b> (0.3)
Latvia <sup>1</sup>	<b>52</b> (0.4)						50 (0.3)	<b>51</b> (0.3)						45 (1.3)	49 (0.4)							<b>53</b> (0.4)
Lithuania	54 (0.3)						54 (0.4)	<b>54</b> (0.3)						51 (1.1)	52 (0.3)							<b>56</b> (0.3)
Malta	<b>55</b> (0.3)						53 (0.4)	<b>55</b> (0.3)						52 (0.6)	52 (0.5)							<b>56</b> (0.4)
Netherlands <sup>†</sup>	<b>54</b> (0.4)						51 (0.6)	<b>54</b> (0.3)						44 (0.8)	50 (0.5)							<b>55</b> (0.4)
Norway (9) <sup>1</sup>	57 (0.3)						57 (0.3)	<b>58</b> (0.2)						51 (0.6)	55 (0.3)							<b>60</b> (0.3)
Poland	<b>52</b> (0.3)						50 (0.2)	<b>51</b> (0.2)						47 (2.0)	49 (0.3)							<b>53</b> (0.3)
Romania	54 (0.4)						53 (0.4)	^						^	52 (0.5)							<b>56</b> (0.5)
Slovak Republic	<b>54</b> (0.3)						51 (0.3)	53 (0.2)						50 (1.1)	51 (0.3)							<b>54</b> (0.3)
Slovenia	<b>57</b> (0.3)						55 (0.3)	<b>56</b> (0.2)						54 (0.5)	54 (0.3)							<b>58</b> (0.3)
Spain	<b>59</b> (0.3)						56 (0.4)	<b>59</b> (0.3)						52 (0.7)	56 (0.4)							<b>59</b> (0.3)
Sweden <sup>1</sup>	<b>57</b> (0.3)						56 (0.4)	<b>58</b> (0.3)						51 (0.5)	54 (0.4)							<b>58</b> (0.3)
<b>European ICCS 2022 average</b>	<b>55</b> (0.1)						53 (0.1)	<b>55</b> (0.1)						50 (0.2)	52 (0.1)							<b>56</b> (0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	<b>56</b> (0.4)						55 (0.3)	<b>56</b> (0.3)						50 (0.6)	53 (0.4)							<b>57</b> (0.3)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	<b>53</b> (0.3)						50 (0.4)	<b>53</b> (0.3)						48 (0.5)	49 (0.3)							<b>54</b> (0.3)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	<b>53</b> (0.6)						50 (0.5)	<b>53</b> (0.3)						49 (0.9)	50 (0.5)							<b>54</b> (0.5)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

^ Number of students too small to report group average scores.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Results from the three cycles of ICCS confirm the diversity of approaches for civic and citizenship education adopted by schools in participating countries, and illustrate how they are often implemented in combination (Schulz et al., 2010, 2018; Schulz, et al., 2023).<sup>4</sup> The ICCS 2016 European student questionnaire included four items designed to record students' reports on the opportunities they had to learn about topics related to Europe at school. A scale was derived from this item set reflecting students' opportunities for learning about Europe at school. The 2016 results showed that these opportunities varied considerably across countries, with higher percentages found for learning about the history of Europe (Losito et al., 2018).

The ICCS 2022 European student questionnaire contained a question that measured students' reports on the opportunities they had to learn about topics related to Europe at school, with the first three items retained unchanged from the previous cycle of the study (with response categories "to a large extent," "to a moderate extent," "to a small extent," and "not at all"): (a) "Political and economic systems of other European countries"; (b) "The history of Europe"; (c) "Political and social issues in other European countries"; (d) "Political and economic cooperation between European countries"; (e) "The European Union." This question also included an optional item: (f) "Role and functions of the European Union institutions (e.g., European Parliament, European Council, European Commission)." The scale derived from this item set had a satisfactory average reliability across participating countries (Cronbach's alpha = 0.82) (see the item map in [Figure A.3](#), Appendix A.3).

Results based on data from this question show large variations across countries. On average, majorities of students reported having the opportunity to learn about the history of Europe (European ICCS 2022 average: 84%) ([Table 2.4](#)). For this item, values in Malta, Cyprus and North Rhine-Westphalia were more than 10 percentage points below the European ICCS 2022 average. About 75 percent of the students, on average, reported having the opportunity to learn about the EU, with five countries (Cyprus, France, Malta, the Netherlands, and Spain) and one benchmarking participant (North Rhine-Westphalia) showing percentages more than 10 points below the European ICCS 2022 average. Percentages of more than 10 points above the European ICCS 2022 average were observed in Italy, Lithuania and Slovenia.

On average, 63 percent of respondents reported that they had the opportunity to learn about political and economic systems of other European countries, with higher percentages recorded in Italy, Lithuania, Norway, and Slovenia for this item. Across countries, about 60 percent of students reported having the opportunity to learn about political and social issues in other European countries and about political and economic cooperation between European countries. For both items, the lowest country percentages were found in Cyprus and Spain, while the percentages in Italy, Lithuania, and Norway were more than 10 points above the European ICCS 2022 average. The lowest percentages were found for students' opportunity to learn about the roles and functions of EU institutions (European ICCS 2022 average: 56%), with percentages more than 10 points below the European ICCS 2022 in Cyprus, France, the Netherlands, and Spain.

When reviewing the country averages for the scale on students' opportunities for learning about Europe at school. Seven countries (Croatia, Italy, Lithuania, Poland, Norway, Slovenia, and Sweden) recorded scores significantly above the European ICCS 2022 average, while the lowest scores were found in Cyprus and Spain ([Table 2.4](#)).

### **2.3 Teachers' Participation in Training Activities On, Preparedness to Teach About, and Perceptions of Opportunities for their Students to Learn About the European Union**

This chapter includes ICCS 2022 teacher questionnaire data to provide additional understanding about the contexts of civic and citizenship education at school in European countries. The international option of the ICCS 2022 teacher questionnaire<sup>5</sup> included three questions on teachers' participation in professional

<sup>4</sup> For additional findings on the European school contexts for civic and citizenship education, see Chapters 2 and 6 of the ICCS 2022 international report (Schulz, et al., 2023).

<sup>5</sup> Only teachers teaching the subject related to civic and citizenship education (as identified by the national research centers) answered the international option included in the teacher questionnaire.

development courses on civic and citizenship education topics and skills during pre-service or in-service training, or both; teachers' preparedness to teach civic and citizenship education topics and skills; and teachers' perceptions of target grade students' opportunities to learn about civic topics and skills (Schulz, et al., 2023). All three questions included an optional item on teachers' participation in training activities on the EU, teachers' preparedness to teach about the EU, and teachers' perceptions of opportunities for their students to learn about the EU.<sup>6</sup>

On average, most teachers from ICCS 2022 European participating countries reported that their students had the opportunity to learn to a large and to a moderate extent about topics and skills related to responsible internet use (European ICCS 2022 average: 90%), the environment and environmental sustainability and human rights (88% on average for both items), citizens' rights and responsibilities and critical and independent thinking (87% on average for both items) (Table 2.5). About 70 percent of teachers reported that their students had opportunities to learn about the EU (European ICCS 2022 average: 74%). Croatia, Malta and Spain recorded percentages 10 points below the European ICCS 2022 average, while the highest proportions were found in Poland.

Across countries, less than half of the teachers (European ICCS 2022 average: 43%) reported that they had attended professional development courses in teaching about the EU during pre-service or in-service training, or both (Table 2.6). For this optional item, we observed percentages more than 10 points above the European ICCS 2022 average in five countries (Bulgaria, Lithuania, Poland, Romania, and Slovenia). Responsible internet use was reported by most teachers as a topic of their pre- and/or in-service training (European ICCS 2022 average: 65%), followed by conflict resolution (63%), and critical and independent thinking (56%).

More than 70 percent of teachers in European participating countries felt quite well or very well prepared to teach about the EU (European ICCS 2022 average: 74%) (Table 2.7). Percentages ranged from 97 percent in Poland to 58 percent in Croatia and Spain. The topics and skills related to civic and citizenship education, for which we observed the largest proportions among European teachers who felt prepared to teach were related to critical and independent thinking (European ICCS 2022 average: 90%), citizens' rights and responsibilities (89%), and human rights (88%).

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<sup>6</sup> For additional findings on the European school contexts for civic and citizenship education, see Chapters 2 and 6 of the ICCS 2022 international report (Schulz, et al., 2023).

Table 2.4: Students' reports on their opportunities for learning about Europe at school

Country	Percentages of students who have had the opportunity to learn to a large or to a moderate extent about the following topics:						Average scale scores indicating student reports on opportunities for learning about Europe at school
	Political and economic systems of other European countries (%)	The history of Europe (%)	Political and social issues in other European countries (%)	Political and economic cooperation between European countries (%)	The European Union (%)	Role and functions of the European Union institutions (e.g., European Parliament, European Council, European Commission) (%)	
Bulgaria	57 (1.2) ▽	78 (1.1) ▽	55 (1.2) ▽	55 (1.2) ▽	71 (1.1) ▽	56 (1.2)	49 (0.3) ▽
Croatia <sup>1</sup>	56 (1.4) ▽	93 (0.7) △	61 (1.4)	58 (1.4)	82 (1.0) △	56 (1.2)	51 (0.3) △
Cyprus	52 (1.2) ▼	68 (0.9) ▼	50 (1.2) ▼	49 (1.1) ▼	64 (1.2) ▼	45 (1.2) ▼	46 (0.3) ▼
Estonia	55 (1.7) ▽	90 (0.7) △	54 (1.5) ▽	52 (1.6) ▽	70 (1.5) ▽	48 (2.0) ▽	49 (0.3) ▽
France	65 (0.9) △	78 (0.9) ▽	58 (1.0)	58 (0.9) ▽	61 (1.0) ▼	46 (1.1) ▼	49 (0.2) ▽
Italy	79 (1.0) ▲	88 (0.8) △	78 (1.0) ▲	71 (1.3) ▲	91 (0.6) ▲	76 (1.1) ▲	54 (0.3) △
Latvia <sup>1</sup>	56 (1.3) ▽	81 (1.0) ▽	53 (1.2) ▽	55 (1.1) ▽	73 (1.1)	48 (1.2) ▽	48 (0.3) ▽
Lithuania	80 (1.2) ▲	94 (0.5) △	76 (1.2) ▲	77 (1.2) ▲	90 (0.8) ▲	67 (1.1) ▲	55 (0.3) △
Malta	56 (1.4) ▽	71 (1.2) ▼	51 (1.5) ▽	50 (1.6) ▼	62 (1.8) ▼	52 (2.4)	47 (0.4) ▽
Netherlands†	53 (1.6) ▽	84 (1.1)	57 (1.5) ▽	58 (1.4)	64 (1.6) ▼	44 (1.5) ▼	48 (0.3) ▽
Norway (9) <sup>1</sup>	77 (0.8) ▲	93 (0.4) △	77 (0.7) ▲	76 (0.7) ▲	72 (0.8) ▽	56 (0.9)	53 (0.2) △
Poland	67 (1.1) △	87 (0.7) △	64 (1.1) △	66 (1.1) △	80 (1.0) △	63 (1.1) △	51 (0.3) △
Romania	63 (1.6)	88 (1.1) △	51 (1.8) ▽	56 (1.9) ▽	82 (1.1) △	61 (1.7) △	50 (0.3)
Slovak Republic	60 (1.3)	85 (0.9)	56 (1.5) ▽	56 (1.4) ▽	79 (0.9) △	63 (1.2) △	49 (0.3) ▽
Slovenia	73 (0.8) ▲	83 (0.7)	66 (1.0) △	73 (0.9) ▲	87 (0.8) ▲	75 (1.0) ▲	52 (0.2) △
Spain	46 (1.3) ▼	79 (0.8) ▽	45 (1.1) ▼	45 (1.1) ▼	63 (1.2) ▼	38 (2.1) ▼	47 (0.2) ▼
Sweden <sup>1</sup>	70 (0.9) △	88 (0.6) △	66 (1.1) △	71 (0.9) ▲	78 (1.1) △	59 (1.6) △	52 (0.3) △
<b>European ICCS 2022 average</b>	63 (0.3)	84 (0.2)	60 (0.3)	60 (0.3)	75 (0.3)	56 (0.4)	50 (0.1)
<b>Countries not meeting sample participation requirements</b>							
Denmark	67 (1.3)	79 (1.1)	64 (1.2)	64 (1.2)	60 (1.6)	43 (1.6)	49 (0.3)
<b>German benchmarking participant meeting sample participation requirements</b>							
North Rhine-Westphalia	67 (1.0) △	65 (1.4) ▼	67 (1.1) △	66 (1.2) △	60 (1.6) ▼	54 (1.6)	48 (0.3) ▽
<b>German benchmarking participant not meeting sample participation requirements</b>							
Schleswig-Holstein	59 (1.7)	70 (1.7)	60 (1.4)	60 (1.6)	53 (1.4)	43 (1.5)	47 (0.3)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.5: Teachers' reports on students' opportunities to learn about civic topics and skills

Country	Percentages of teachers of civic-related subjects who reported students having opportunities to learn about the following civic topics and skills to a large or moderate extent:						
	Human rights	Voting and elections	The global community and international organizations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities
Bulgaria†	75 (5.1) ▼	61 (5.4)	71 (4.8)	81 (3.1) ▽	67 (4.4)	74 (4.5)	79 (4.2) ▽
Croatia	76 (1.3) ▼	47 (1.5) ▼	50 (1.7) ▼	83 (1.4) ▽	51 (1.3) ▼	69 (1.4) ▽	69 (1.4) ▼
Italy	95 (0.6) △	54 (1.8) ▼	74 (1.2)	98 (0.4) △	84 (1.2) △	89 (0.8) ▲	94 (0.7) △
Lithuania	78 (2.2) ▽	63 (2.7) ▽	75 (2.1)	91 (1.1) △	82 (1.7) △	71 (1.9) ▽	87 (1.5)
Malta	75 (4.9) ▼	55 (9.7)	56 (7.9) ▼	80 (4.6) ▽	62 (8.4)	77 (4.0)	80 (4.5)
Norway (9)	99 (0.5) ▲	99 (0.4) ▲	92 (1.5) ▲	98 (0.6) ▲	90 (1.8) ▲	95 (1.3) ▲	94 (1.4) △
Poland	100 (0.3) ▲	95 (2.6) ▲	95 (1.9) ▲	85 (3.5)	89 (3.4) ▲	83 (3.8)	99 (0.7) ▲
Romania	92 (1.9) △	69 (4.0)	71 (3.8)	85 (3.5)	73 (3.7)	79 (3.2)	88 (2.8)
Slovak Republic	95 (1.2) △	84 (3.0) ▲	73 (2.8)	91 (1.5) △	71 (2.6)	75 (2.7)	92 (1.4) △
Slovenia	92 (1.1) △	78 (2.3) △	76 (1.9)	92 (1.1) △	74 (1.6)	77 (1.6)	90 (1.2)
Spain	87 (2.1)	64 (3.2) ▽	63 (3.1) ▼	88 (1.6)	81 (2.8) △	93 (1.5) ▲	83 (2.1)
<b>European ICCS 2022 average</b>	88 (0.8)	70 (1.2)	72 (1.1)	88 (0.7)	75 (1.1)	80 (0.8)	87 (0.7)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	80 (2.2)	42 (3.0)	52 (2.7)	89 (1.4)	69 (2.2)	75 (2.5)	77 (2.3)
Denmark	99 (1.3)	97 (3.3)	96 (2.1)	90 (3.1)	83 (5.0)	94 (2.7)	95 (2.6)
Estonia	80 (2.8)	74 (3.1)	65 (3.4)	84 (2.7)	62 (3.6)	74 (3.1)	84 (2.4)
France	85 (3.1)	82 (3.2)	61 (4.4)	86 (3.4)	84 (2.7)	84 (3.0)	84 (3.3)
Latvia	86 (3.8)	71 (3.5)	75 (3.4)	86 (3.5)	68 (4.0)	70 (4.0)	87 (3.3)
Netherlands	58 (5.5)	57 (5.7)	52 (5.1)	73 (4.9)	62 (3.6)	64 (2.9)	56 (3.7)
Sweden	98 (1.2)	97 (1.2)	93 (1.7)	98 (1.1)	93 (2.0)	95 (1.6)	97 (1.5)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	81 (1.7)	87 (1.6)	64 (1.6)	86 (1.5)	68 (1.9)	77 (1.8)	75 (1.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.5: Teachers' reports on students' opportunities to learn about civic topics and skills (continued)

Country	Percentages of teachers of civic-related subjects who reported students having opportunities to learn about the following civic topics and skills to a large or moderate extent:						
	The constitution and political systems	Responsible internet use (e.g., privacy, source reliability, social media)	Critical and independent thinking	Conflict resolution	Global issues (such as world poverty, international conflicts, child labour, social justice)	Diversity and inclusiveness	The European Union
Bulgaria†	71 (4.7)	86 (3.3)	84 (3.6)	85 (3.4)	76 (4.2)	67 (5.5) ▼	73 (4.6)
Croatia	46 (2.0) ▼	86 (1.1) ▽	79 (1.4) ▽	82 (1.4)	70 (1.4) ▼	68 (1.4) ▼	55 (1.7) ▼
Italy	82 (1.1) △	95 (0.8) △	83 (1.5) ▽	76 (1.3) ▽	90 (1.0) △	94 (0.7) ▲	82 (1.1) △
Lithuania	77 (2.1)	87 (1.6) ▽	84 (1.6)	85 (1.5)	79 (2.1)	69 (2.3) ▼	83 (1.6) △
Malta	54 (6.7) ▼	83 (5.0)	79 (5.5)	71 (4.3) ▼	71 (5.8) ▼	85 (4.3)	52 (3.8) ▼
Norway (9)	98 (0.9) ▲	98 (0.7) △	98 (0.7) ▲	90 (2.0) △	96 (1.3) ▲	95 (1.5) ▲	76 (3.1)
Poland	97 (1.1) ▲	99 (0.8) △	94 (1.9) △	94 (2.6) △	94 (1.9) ▲	80 (4.0)	96 (1.3) ▲
Romania	70 (4.2)	88 (3.6)	87 (3.4)	89 (3.5)	78 (4.8)	76 (3.8)	77 (4.0)
Slovak Republic	83 (2.5) △	92 (1.6)	88 (2.3)	86 (3.1)	85 (1.9)	74 (2.7) ▽	79 (2.3)
Slovenia	77 (1.8)	95 (0.7) △	93 (1.0) △	93 (0.9) △	82 (1.7)	85 (1.4) △	86 (1.3) △
Spain	64 (2.6) ▼	85 (1.9) ▽	85 (2.3)	84 (2.1)	77 (2.6)	83 (2.9)	55 (3.6) ▼
<b>European ICCS 2022 average</b>	74 (1.0)	90 (0.7)	87 (0.8)	85 (0.8)	82 (0.9)	80 (0.9)	74 (0.9)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	41 (2.5)	86 (1.8)	88 (1.5)	80 (2.0)	77 (2.0)	76 (2.3)	55 (2.7)
Denmark	99 (1.4)	91 (3.9)	98 (1.1)	85 (3.9)	82 (6.1)	81 (6.3)	86 (4.9)
Estonia	74 (2.9)	86 (2.2)	88 (1.9)	83 (2.7)	73 (3.2)	68 (3.2)	62 (3.1)
France	61 (4.2)	81 (3.6)	76 (4.3)	57 (3.8)	72 (4.0)	64 (4.2)	52 (3.7)
Latvia	80 (3.9)	90 (2.6)	93 (2.0)	89 (2.3)	78 (3.4)	77 (4.1)	85 (2.8)
Netherlands	54 (2.4)	77 (4.8)	89 (2.4)	55 (2.6)	76 (5.0)	54 (3.9)	48 (5.5)
Sweden	97 (1.2)	95 (1.3)	97 (1.0)	71 (3.4)	93 (1.7)	85 (2.6)	73 (3.0)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	78 (1.8)	85 (1.1)	91 (1.0)	89 (1.1)	77 (1.4)	66 (2.0)	69 (1.8)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent  
 () Standard errors appear in parentheses.  
 (9) Country deviated from international defined population and surveyed adjacent upper grade.  
 † Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average  
 △ Significantly above European ICCS 2022 average  
 ▽ Significantly below European ICCS 2022 average  
 ▼ More than 10 percentage points below European ICCS 2022 average

Table 2.6: Teachers' participation in training courses on topics related to civic and citizenship education

Country	Percentages of teachers who reported having participated in training courses on civic-related topics during pre-service and/or in-service training that address:						
	Human rights	Voting and elections	The global community and international organizations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities
Bulgaria†	54 (4.3)	37 (4.0)	52 (3.8) ▲	58 (3.7) ▲	44 (4.6)	38 (4.1)	60 (4.5) △
Croatia	32 (1.3) ▼	18 (1.2) ▼	18 (1.2) ▼	30 (1.7) ▼	17 (1.2) ▼	21 (1.3) ▼	26 (1.2) ▼
Italy	33 (1.3) ▼	11 (0.9) ▼	21 (1.1) ▼	54 (1.2) △	26 (1.0) ▼	30 (1.3) ▼	37 (1.1) ▼
Lithuania	59 (2.8) △	36 (2.5)	50 (2.6) △	53 (3.4)	47 (2.7) △	42 (2.7)	62 (2.7) ▲
Malta	45 (4.7)	12 (2.6) ▼	33 (5.7)	48 (4.3)	41 (3.7)	54 (3.6) ▲	49 (4.7)
Norway (9)	30 (3.2) ▼	26 (2.8) ▽	30 (3.0) ▼	28 (3.1) ▼	27 (3.1) ▼	27 (2.8) ▼	25 (2.6) ▼
Poland	84 (3.8) ▲	76 (3.6) ▲	75 (4.3) ▲	57 (4.9)	68 (4.8) ▲	62 (5.1) ▲	83 (4.0) ▲
Romania	57 (4.1)	46 (3.8) ▲	47 (3.9)	52 (3.3)	47 (3.9) △	51 (4.3) ▲	61 (3.8) △
Slovak Republic	57 (3.3)	30 (2.8)	37 (3.3)	47 (2.4)	29 (2.4) ▼	31 (2.9) ▽	46 (3.1)
Slovenia	66 (2.0) ▲	49 (2.7) ▲	48 (2.1) △	55 (2.1) △	50 (1.7) ▲	48 (2.1) △	62 (2.2) ▲
Spain	42 (3.7) ▼	21 (2.8) ▼	27 (2.9) ▼	46 (3.3)	32 (3.5) ▽	50 (3.8) ▲	33 (3.1) ▼
<b>European ICCS 2022 average</b>	51 (1.0)	33 (0.9)	40 (1.0)	48 (1.0)	39 (1.0)	41 (1.0)	49 (1.0)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	50 (2.5)	16 (2.0)	29 (2.4)	53 (2.7)	36 (2.6)	52 (2.5)	43 (2.5)
Denmark	74 (5.6)	73 (6.7)	70 (6.4)	38 (5.8)	58 (6.1)	53 (7.0)	76 (5.1)
Estonia	62 (3.6)	42 (3.1)	46 (3.3)	57 (3.2)	36 (3.4)	47 (3.1)	55 (3.3)
France	34 (4.4)	29 (3.7)	34 (3.8)	43 (4.0)	35 (3.9)	33 (3.3)	37 (4.1)
Latvia	74 (4.7)	52 (4.6)	63 (4.5)	61 (5.0)	50 (4.9)	50 (5.2)	72 (4.4)
Netherlands	61 (6.6)	69 (7.7)	82 (3.8)	79 (3.8)	75 (4.5)	66 (4.9)	69 (3.7)
Sweden	78 (2.4)	63 (2.8)	75 (3.7)	72 (4.1)	77 (3.1)	78 (3.7)	78 (3.0)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	40 (1.6)	31 (1.4)	30 (1.9)	36 (1.9)	31 (1.4)	40 (1.5)	32 (1.5)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.6: Teachers' participation in training courses on topics related to civic and citizenship education (continued)

Country	Percentages of teachers who reported having participated in training courses on civic-related topics during pre-service and/or in-service training that address:						
	The constitution and political systems	Responsible internet use (e.g., privacy, source reliability, social media)	Critical and independent thinking	Conflict resolution	Global issues (such as world poverty, international conflicts, child labour, social justice)	Diversity and inclusiveness	The European Union
Bulgaria†	58 (4.7) ▲	60 (4.5)	61 (3.7)	73 (3.9) ▲	53 (4.1)	56 (4.3)	58 (5.2) ▲
Croatia	19 (1.1) ▼	46 (1.7) ▼	35 (1.7) ▼	43 (1.9) ▼	25 (1.7) ▼	34 (1.7) ▼	21 (1.6) ▼
Italy	24 (0.9) ▼	73 (1.2) △	36 (1.2) ▼	44 (1.4) ▼	28 (1.2) ▼	79 (1.1) ▲	23 (1.0) ▼
Lithuania	44 (2.3)	75 (2.6) △	75 (2.7) ▲	86 (2.4) ▲	54 (3.8)	52 (2.7)	54 (3.2) △
Malta	23 (4.7) ▼	67 (6.3)	49 (5.2)	44 (5.7) ▼	42 (4.6)	64 (6.1)	28 (3.4) ▼
Norway (9)	29 (2.8) ▼	40 (3.4) ▼	36 (3.2) ▼	36 (3.4) ▼	37 (3.6) ▼	29 (2.9) ▼	26 (2.9) ▼
Poland	82 (3.9) ▲	90 (2.3) ▲	77 (3.4) ▲	89 (2.5) ▲	77 (4.0) ▲	59 (4.8)	82 (3.8) ▲
Romania	48 (3.6)	65 (3.5)	62 (3.1)	67 (3.1)	51 (3.7)	58 (2.8)	56 (4.0) ▲
Slovak Republic	39 (3.2)	55 (3.4) ▼	60 (3.5)	65 (3.3)	49 (2.8)	55 (2.8)	42 (2.3)
Slovenia	65 (2.1) ▲	82 (1.4) ▲	77 (2.1) ▲	81 (1.5) ▲	58 (2.0) ▲	66 (2.1) ▲	63 (2.3) ▲
Spain	25 (3.1) ▼	57 (3.7) ▽	45 (3.1) ▼	65 (3.1)	33 (3.1) ▼	59 (3.3)	24 (2.7) ▼
<b>European ICCS 2022 average</b>	41 (1.0)	65 (1.0)	56 (1.0)	63 (1.0)	46 (1.0)	55 (1.0)	43 (1.0)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	16 (1.9)	61 (2.6)	64 (2.5)	63 (2.5)	45 (2.5)	60 (2.5)	32 (2.6)
Denmark	74 (5.5)	48 (6.6)	65 (7.6)	61 (6.8)	64 (6.8)	49 (6.3)	62 (6.4)
Estonia	45 (3.0)	64 (3.2)	66 (3.1)	73 (2.9)	52 (3.1)	52 (3.5)	47 (3.0)
France	40 (4.1)	41 (3.6)	35 (3.9)	36 (4.2)	41 (4.5)	40 (4.3)	43 (4.0)
Latvia	60 (5.1)	82 (3.2)	92 (2.1)	85 (3.3)	58 (4.7)	63 (4.8)	65 (4.7)
Netherlands	73 (5.0)	81 (5.2)	90 (2.6)	79 (3.0)	81 (3.9)	76 (2.9)	80 (3.0)
Sweden	73 (3.3)	67 (3.5)	82 (2.7)	67 (4.1)	81 (3.3)	76 (2.7)	62 (3.7)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	40 (1.6)	51 (1.5)	54 (1.6)	62 (1.7)	44 (1.7)	49 (1.8)	30 (1.5)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

( ) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.7: Teachers' preparedness for teaching civic and citizenship education topics and skills

Country	Percentages of teachers who felt very well or quite well prepared to teach the following topics and skills:						
	Human rights	Voting and elections	The global community and international organizations	The environment and environmental sustainability	Emigration and immigration	Equal opportunities for men and women	Citizens' rights and responsibilities
Bulgaria†	87 (3.3)	88 (3.2) ▲	86 (4.6) ▲	85 (4.9)	84 (5.0)	83 (4.5)	87 (3.9)
Croatia	82 (1.3) ▽	65 (1.5) ▼	50 (1.6) ▼	81 (1.2) ▽	54 (1.8) ▼	80 (1.1) ▽	78 (1.2) ▼
Italy	85 (1.1) ▽	61 (1.5) ▼	61 (1.6) ▽	91 (1.1) △	74 (1.2)	89 (0.8) △	91 (0.8) △
Lithuania	81 (2.2) ▽	76 (2.0)	73 (2.2)	80 (1.7) ▽	84 (1.6) △	78 (2.1) ▽	90 (1.3)
Malta	88 (3.3)	78 (4.1)	66 (4.1)	91 (3.7) △	71 (4.4)	90 (2.7)	89 (3.6)
Norway (9)	96 (1.4) △	96 (1.2) ▲	85 (2.3) ▲	89 (2.1) △	92 (2.0) ▲	96 (1.3) ▲	89 (2.1)
Poland	98 (1.0) ▲	99 (0.6) ▲	90 (3.0) ▲	81 (3.7)	96 (1.5) ▲	93 (1.9) △	99 (0.6) ▲
Romania	88 (2.0)	69 (3.7) ▽	64 (3.4)	72 (2.9) ▼	70 (3.0) ▽	83 (3.2)	86 (3.6)
Slovak Republic	89 (1.6)	80 (2.6)	68 (2.9)	87 (1.5) △	72 (2.7)	82 (2.2)	91 (1.5)
Slovenia	85 (1.5)	74 (1.8) ▽	57 (2.0) ▼	77 (1.8) ▽	66 (1.6) ▼	78 (1.7) ▽	88 (1.1)
Spain	88 (2.1)	69 (3.3) ▽	62 (3.3) ▽	84 (2.3)	79 (2.5)	92 (1.6) △	88 (2.1)
<b>European ICCS 2022 average</b>	88 (0.6)	78 (0.8)	69 (0.9)	83 (0.8)	76 (0.8)	86 (0.7)	89 (0.7)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	84 (1.7)	51 (2.5)	55 (2.5)	80 (2.0)	71 (2.4)	90 (1.6)	85 (1.5)
Denmark	94 (3.7)	96 (3.0)	82 (5.0)	77 (4.8)	87 (3.9)	88 (5.4)	95 (2.6)
Estonia	83 (2.4)	76 (2.7)	56 (3.2)	79 (3.0)	51 (3.2)	85 (2.4)	91 (2.0)
France	91 (2.0)	94 (1.6)	84 (3.3)	87 (2.2)	89 (2.6)	92 (2.4)	94 (1.8)
Latvia	96 (1.4)	90 (2.4)	82 (3.8)	85 (2.9)	80 (4.0)	91 (3.3)	98 (0.8)
Netherlands	65 (4.6)	77 (3.2)	71 (4.1)	81 (2.5)	69 (5.0)	85 (4.7)	71 (3.2)
Sweden	99 (0.6)	96 (1.4)	94 (1.6)	92 (2.2)	96 (1.8)	97 (1.8)	99 (0.7)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	84 (1.4)	73 (1.8)	57 (2.0)	83 (1.4)	63 (1.8)	85 (1.3)	77 (1.7)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 2.7: Teachers' preparedness for teaching civic and citizenship education topics and skills (continued)

Country	Percentages of teachers who felt very well or quite well prepared to teach the following topics and skills:						
	The constitution and political systems	Responsible internet use (e.g., privacy, source reliability, social media)	Critical and independent thinking	Conflict resolution	Global issues (such as world poverty, international conflicts, child labour, social justice)	Diversity and inclusiveness	The European Union
Bulgaria†	85 (4.3) ▲	83 (3.4)	90 (3.0)	87 (3.2)	87 (4.1)	78 (5.8)	88 (4.3) ▲
Croatia	50 (1.5) ▼	87 (1.2)	87 (1.2) ▽	89 (0.8) △	78 (1.1) ▽	76 (1.5) ▽	58 (1.9) ▼
Italy	68 (1.6) ▽	86 (0.7)	90 (0.8)	73 (1.3) ▼	82 (1.2)	91 (1.0) △	73 (1.4)
Lithuania	68 (2.4)	85 (1.4)	88 (1.8)	91 (1.2) △	83 (1.9)	71 (2.4) ▼	81 (1.9) △
Malta	53 (7.4) ▼	89 (5.7)	91 (3.2)	74 (4.4) ▼	82 (3.9)	91 (3.4) ▲	63 (4.7) ▼
Norway (9)	90 (1.7) ▲	96 (1.0) ▲	96 (1.6) △	88 (2.2)	95 (1.3) ▲	94 (1.5) ▲	69 (3.2)
Poland	98 (1.1) ▲	97 (1.3) ▲	97 (1.3) △	97 (1.3) ▲	95 (1.9) ▲	84 (2.9)	97 (1.1) ▲
Romania	62 (4.0) ▽	76 (3.5) ▽	83 (3.1) ▽	87 (3.6)	77 (3.4) ▽	73 (2.6) ▽	78 (2.7)
Slovak Republic	72 (2.5)	87 (1.8)	87 (1.6) ▽	89 (2.7)	87 (1.8)	73 (2.1) ▽	78 (2.7)
Slovenia	69 (1.7)	84 (1.5)	92 (1.0)	87 (1.4)	79 (1.5) ▽	79 (1.5)	72 (2.1)
Spain	69 (3.3)	72 (2.6) ▼	93 (1.6) △	82 (2.2)	81 (2.3)	80 (2.9)	58 (3.1) ▼
<b>European ICCS 2022 average</b>	71 (1.0)	86 (0.8)	90 (0.6)	86 (0.7)	84 (0.7)	81 (0.8)	74 (0.9)
<b>Countries not meeting sample participation requirements</b>							
Cyprus	42 (2.3)	76 (1.8)	91 (1.6)	87 (1.6)	84 (1.3)	84 (1.9)	60 (2.7)
Denmark	97 (2.1)	85 (5.1)	94 (2.7)	83 (5.7)	90 (4.7)	71 (7.5)	77 (5.6)
Estonia	70 (2.7)	88 (1.9)	93 (1.6)	83 (2.2)	74 (2.7)	75 (3.3)	65 (3.0)
France	88 (2.3)	76 (3.4)	82 (2.6)	59 (3.6)	88 (2.7)	65 (4.0)	83 (3.1)
Latvia	90 (2.3)	89 (3.0)	95 (1.8)	91 (3.6)	82 (3.2)	85 (3.8)	93 (2.4)
Netherlands	64 (4.6)	84 (2.8)	95 (1.5)	79 (2.5)	85 (2.9)	69 (6.3)	68 (3.4)
Sweden	94 (1.7)	96 (1.0)	97 (1.7)	82 (2.5)	97 (1.0)	89 (2.2)	80 (3.4)
<b>German benchmarking participant not meeting sample participation requirements</b>							
North Rhine-Westphalia	68 (1.4)	79 (1.7)	93 (1.3)	89 (1.2)	84 (1.3)	63 (1.8)	67 (1.9)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

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### Chapter 3:

## Students' Attitudes Toward Free Movement Within Europe and Students' Perceptions of Discrimination

### Chapter Highlights

Surveyed students supported freedom of movement within Europe for European citizens for work reasons.

- Nearly all students were strongly in favor of freedom of movement within Europe for European citizens. Students' endorsement of freedom of movement within Europe showed no significant variation between ICCS 2016 and 2022. ([Tables 3.1](#) and [3.2](#))
- There were larger variations across participating countries for students' agreement with restrictions of free movement. In several participating countries, students expressed their agreement with additional regulations to the movement of European citizens within Europe. ([Table 3.1](#))
- Across countries, students' attitudes toward freedom of movement were positively associated with students' higher socioeconomic backgrounds and with higher levels of civic knowledge. ([Table 3.3](#))

Students' perceptions of discrimination in their countries varied considerably across participating European countries.

- On average, most of the surveyed students perceived members of the LGBT community as the group most discriminated against in their own countries, followed by immigrants and poor people. ([Table 3.5](#))

This chapter examines students' attitudes toward freedom of movement for European citizens to work and live in Europe. It also analyses students' perceptions of discrimination toward various groups. These constructs reflect the subarea "civic principles" included in affective-behavioral area 1 (*attitudes*) of the International Civic and Citizenship Education Study (ICCS) 2022 assessment framework (Schulz et al., 2023).

### 3.1 Students' Attitudes Toward Freedom and Restriction of Movement Within Europe

Since its establishment, the free movement of workers has been one of the founding principles of the European Union (EU), supplementing the free movement of goods, capital, and services within the European single market. Freedom of movement within the EU includes not only the rights of movement and residence for workers, but also the right of residence for family members and the right to work in another member state and to be treated as equal with nationals of a specific member state. These rights, in turn, imply the fair treatment of workers, independently from their nationality, concerning salary, working and employment conditions (European Parliament, 2023).

The annual report on intra-EU labor mobility (European Commission, 2023) showed a declining trend of actual labor mobility since 2020, mainly due to the restrictions caused by the COVID-19 pandemic. Between 2020 and 2021, 10 million EU citizens of working age (20–64 years old) moved to an EU country other than that of their citizenship. Germany represented the main destination country for EU citizens in 2021 (with 3.4 million EU citizens of working age moving to this country in that year). The main nationalities of EU citizens who move between member countries have remained unchanged since 2016, with Romania representing the country with the highest proportion (27%), followed by Poland (12%) and Italy (10%).

Data from the Special Eurobarometer 528 on European citizens' attitudes towards labor mobility (European Commission, 2022a) showed that almost 60 percent of Europeans consider freedom of movement within the EU as good for the labor market. Among European countries participating in ICCS 2022, the highest percentages were observed in Lithuania and Latvia (79% and 70%, respectively), while the lowest proportions were registered in France and the Slovak Republic (with 49% of respondents considering free movement as good for the labor market for both countries). Thirty-five percent of respondents understood fair mobility as the right to move and work within the EU without asking for a work permit.

The results of the Standard Eurobarometer 97 (European Commission, 2022b) also showed positive opinions among Europeans about the freedom of movement of people, goods, and services within Europe, which were considered by half of the respondents as the most positive result of the EU. Among the ICCS 2022 European countries participating in the survey, the highest proportions of about 70 percent of respondents were observed in Estonia and Latvia.

The ICCS 2016 European questionnaire encompassed six items designed to capture students' attitudes toward freedom and restriction of movement for citizens of European countries within Europe for work reasons. A four-point Likert-type scale was used for these items, with response categories ranging from "strongly agree" to "strongly disagree." A similar question was included in ICCS 2009 but was considerably modified for the second cycle of the study. In the ICCS 2016 European questionnaire, three of the six items focused on students' attitudes toward freedom of movement and three items were related to students' attitudes toward restriction of movement. Results showed that majorities among surveyed students endorsed freedom of movement for citizens of European countries across Europe (Losito et al., 2018).

The ICCS 2022 European questionnaire included the same question, asking students about their agreement or disagreement with a series of statements concerning freedom and restriction of movement within Europe for European citizens (with response categories "strongly agree," "agree," "disagree," and "strongly disagree"). The set of three items on students' attitudes toward freedom of movement remained unchanged from the previous cycle: (a) "Allowing citizens of European countries to work anywhere in Europe is good for the European economy"; (b) "Citizens of European countries should be allowed to work anywhere in Europe"; and (c) "Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment."

The items designed to gauge students' attitudes toward restriction of movement were modified from ICCS 2016: (d) "The freedom for citizens of European countries to work anywhere in Europe should be limited"; (e) "The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries"; and (f) "Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe."

The scales derived from these item sets, one reflecting students' attitudes toward freedom of movement and the other reflecting students' attitudes toward restriction of movement, had average reliability (Cronbach's alpha) of 0.77 and 0.68, respectively (see the item maps in [Figures A.4](#) and [A.5](#), Appendix A.3).

Cross-nationally, majorities among the surveyed European students agreed or strongly agreed with the statements regarding freedom of movement within Europe ([Table 3.1](#)). On average, more than 90 percent of surveyed students believed that allowing citizens of European countries to work anywhere in Europe is good for the European economy (95%) and that citizens of European countries should be allowed to work anywhere in Europe (93%). Most of the students also thought that allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment (90%).

The country average percentages for the three-item set regarding students' attitudes toward restrictions of movement showed lower levels of students' agreement and larger variation across countries. Forty-one percent of students across European countries believed that the freedom for citizens of European countries to work anywhere in Europe should be limited. The percentages of students agreeing with this statement ranged from 27 percent to 56 percent, with values more than 10 percentage points above the European ICCS 2022 average found in Cyprus, Malta, Norway and Slovenia and values below 10 percentage points found in Italy, Poland, and Romania.

On average, more than 60 percent of surveyed students agreed or strongly agreed with the statement that the freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries (69%). The country averages for percentages of students agreeing with this statement ranged from 55 percent to 84 percent. The highest percentages were found in France and Slovenia, while we recorded the lowest percentages in Italy and Romania at more than 10 percentage points below the European ICCS 2022 average. Students' agreement with the statement that citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe ranged from 51 percent (in Italy) to 80 percent (in Norway) (European ICCS average: 70%).

These results show a general endorsement among surveyed students toward freedom of movement for citizens of European countries across Europe. However, the higher values of country average percentages for agreement with the last two items regarding students' attitudes toward restriction of movement suggest a tendency among participating students to support additional regulations regarding the movement of European citizens within Europe. It is important to note that, in comparison with the statements about freedom of movement, we observed larger variations across countries for the three-item set about students' attitudes toward restriction of movement. Students from some countries (for example, Norway, Malta and Slovenia) showed higher levels of agreement, thus expressing stronger support for additional forms of restriction to the movement of people within Europe for work reasons; contrary to students from other countries (for example, Italy and Poland) where lower degrees of agreement were recorded.

Given the modifications for the item set measuring students' attitudes toward restrictions of movement, we only equated the scale reflecting their attitudes toward freedom of movement ([Table 3.2](#)). The average student in the European countries participating in ICCS 2022 expressed strong support for freedom of movement for European citizens within Europe, however, we also recorded noticeable variations across countries. When comparing country averages for this scale between ICCS 2022 and 2016 for common countries, there was no significant change on average across countries, while in three countries (Bulgaria, Croatia, and Slovenia) we recorded a significant decrease, and in five countries (Italy, Latvia, the Netherlands, Norway, and Sweden) there was a significant increase across cycles.

When reviewing the average scale scores for students' endorsement of freedom of movement and their support for restrictions of movement by gender, socioeconomic background, and level of civic knowledge, in some countries, we found only weak associations between gender groups with the scale on students' attitudes toward freedom of movement within Europe (Table 3.3). Students having a socioeconomic background at or above the country average tended to endorse freedom of movement more strongly than students with a socioeconomic background below the country average in all but four countries (Croatia, France, Spain, and Sweden). On average, a difference of about two score points was observed. In all countries students at or above Level B on the civic knowledge scale were more in favor of freedom of movement compared to students with a lower level of civic knowledge (below Level B). On average, the difference was about four scale points.

When analyzing the association between students' attitudes toward restriction of movement within Europe and students' gender, we observed significant differences between male and female students in all countries, with male students being more in favor of restriction of movement than their female counterparts (Table 3.4). On average, this difference was about two scale score points. In most of the European participating countries, students with a socioeconomic background below the country average were significantly more likely to agree with statements on restriction of movement than students with a socioeconomic background at or above country average (with an approximate two-point scale score difference on average). In all countries, students with a lower level of civic knowledge (below Level B) tended to be more in favor of restriction of movement than students at or above Level B on the civic knowledge scale. On average, the difference was about four scale points.

### 3.2 Students' Perceptions of Discrimination in Europe

In its broader sense, discrimination can be understood as the unfair or prejudicial treatment of different groups of people, especially based on ethnicity, age, sex, or disability (Harnois, 2023).

For a long time, the Council of Europe and the EU have been committed to addressing and eliminating discrimination in all its forms. The Council of Europe has carried out different programs aimed at fostering inclusion, that address issues such as hate speech and prejudice, equal rights for LGBT<sup>1</sup> people, and inclusive societies for migrants and minorities (Council of Europe, 2023).

The principle of non-discrimination lies at the heart of EU values and its foundation, and it is included in several documents that represent the cornerstones of the EU, such as the Treaty on the EU (2012), the Treaty on the Functioning of the EU (2016), and the EU Charter of Fundamental Rights (2000).

Although the EU has adopted an extensive body of anti-discrimination legislation such as the Racial Equality Directive (Council Directive 2000/78/EC), the Employment Equality Directive (Council Directive 2000/78/EC) and the Gender Recast Directive (Directive 2006/54/EC), research results indicate that these measures have not been effective enough. Results from the EU-MIDIS II study<sup>2</sup> (2016), based on data from more than 20,000 respondents with different ethnic minority and immigrant backgrounds across all EU member states, showed that discrimination continues to affect considerable proportions of ethnic minorities and immigrants in the EU. More specifically, the findings highlighted that high proportions of respondents perceive considerable levels of discrimination due to their ethnic or immigrant background, as well as their potential related characteristics, such as skin color and religion. This kind of discrimination was reported to be faced mainly by respondents with a Roma or Sub-Saharan African background (European Union Agency for Fundamental Rights, 2017).

The Special Eurobarometer 493 on *Discrimination in the European Union* (European Commission, 2019) gathered respondents' perceptions of discrimination against various social and demographic groups in their countries. Findings highlighted that perceptions of discrimination across all categories included

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<sup>1</sup> Lesbian, gay, bisexual, and transgender.

<sup>2</sup> Second EU Minorities and Discrimination Survey.

Table 3.1: Students' attitudes toward freedom and restriction of movement within Europe

Country	Percentages of students who agreed or strongly agreed with the following statements:					
	Allowing citizens of European countries to work anywhere in Europe is good for the European economy	Citizens of European countries should be allowed to work anywhere in Europe	Allowing citizens of European countries to work anywhere in Europe helps to reduce unemployment	The freedom for citizens of European countries to work anywhere in Europe should be limited	The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries	Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe
Bulgaria	90 (0.8) ▽	89 (0.8) ▽	84 (0.9) ▽	49 (1.5) △	66 (1.0) ▽	66 (1.1) ▽
Croatia <sup>1</sup>	96 (0.5) △	96 (0.5) △	93 (0.6) △	31 (1.1) ▽	70 (1.2)	77 (1.0) △
Cyprus	92 (0.5) ▽	88 (0.6) ▽	86 (0.7) ▽	55 (1.0) ▲	71 (1.1)	73 (0.8) △
Estonia	96 (0.4) △	95 (0.5) △	93 (0.6) △	36 (1.5) ▽	73 (1.0) △	65 (1.2) ▽
France	97 (0.3) △	95 (0.4) △	91 (0.5) △	48 (1.1) △	80 (0.8) ▲	68 (0.8) ▽
Italy	98 (0.3) △	97 (0.3) △	92 (0.5) △	27 (1.2) ▼	56 (1.4) ▼	51 (1.0) ▼
Latvia <sup>1</sup>	91 (0.7) ▽	90 (0.7) ▽	85 (0.8) ▽	37 (1.4) ▽	66 (1.1) ▽	73 (0.9) △
Lithuania	96 (0.4) △	95 (0.4) △	89 (0.7)	37 (1.2) ▽	70 (0.9)	70 (0.9)
Malta	94 (1.0)	92 (1.3)	89 (2.0)	54 (1.4) ▲	78 (1.2) △	76 (1.1) △
Netherlands†	93 (0.7)	89 (0.8) ▽	91 (0.7)	41 (1.5)	68 (1.1)	67 (1.0) ▽
Norway (9) <sup>1</sup>	95 (0.4)	91 (0.4) ▽	91 (0.4) △	56 (0.9) ▲	78 (0.7) △	80 (0.6) ▲
Poland	95 (0.4)	96 (0.3) △	93 (0.4) △	25 (0.9) ▼	65 (0.8) ▽	62 (1.0) ▽
Romania	96 (0.7) △	95 (0.8) △	90 (1.4)	30 (2.8) ▼	55 (1.9) ▼	71 (1.2)
Slovak Republic	94 (0.7)	94 (0.6) △	87 (0.7) ▽	33 (1.3) ▽	70 (1.0)	74 (0.9) △
Slovenia	95 (0.4)	93 (0.4)	90 (0.7)	52 (1.1) ▲	84 (0.7) ▲	75 (0.8) △
Spain	97 (0.3) △	96 (0.4) △	90 (0.6)	39 (1.3)	68 (1.0)	67 (0.9) ▽
Sweden <sup>1</sup>	94 (0.6)	92 (0.6) ▽	92 (0.6) △	40 (1.2)	59 (1.2) ▽	68 (1.2)
<b>European ICCS 2022 average</b>	95 (0.1)	93 (0.2)	90 (0.2)	41 (0.3)	69 (0.3)	70 (0.2)

Countries not meeting sample participation requirements						
Denmark	97 (0.3)	92 (0.5)	91 (0.5)	51 (1.3)	71 (0.9)	74 (0.9)
German benchmarking participant meeting sample participation requirements						
North Rhine-Westphalia	96 (0.4) △	95 (0.5) △	89 (0.7)	27 (1.0) ▼	74 (0.9) △	70 (0.9)
German benchmarking participant not meeting sample participation requirements						
Schleswig-Holstein	96 (0.5)	95 (0.6)	91 (0.8)	24 (1.3)	72 (1.5)	66 (1.6)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 3.2: National average scale scores indicating students' attitudes toward freedom of movement within Europe

Country	2022			2016			Difference (2022-2016)			40	45	50	55	60
Bulgaria	49	(0.3)	▽	51	(0.3)		<b>-2.1</b>	(0.4)						
Croatia <sup>1</sup>	53	(0.3)	△	54	(0.2)		<b>-1.1</b>	(0.3)						
Cyprus	49	(0.3)	▽	-			-							
Estonia	51	(0.3)		51	(0.2)		0.0	(0.4)						
France	53	(0.2)	△	-			-							
Italy	53	(0.2)	△	53	(0.2)		<b>0.6</b>	(0.3)						
Latvia <sup>1</sup>	48	(0.2)	▽	47	(0.2)		<b>0.7</b>	(0.3)						
Lithuania	52	(0.3)	△	52	(0.2)		0.1	(0.4)						
Malta	51	(0.5)		50	(0.2)		0.5	(0.5)						
Netherlands†	49	(0.3)	▽	47	(0.3)		<b>2.0</b>	(0.5)						
Norway (9) <sup>1</sup>	50	(0.2)	▽	49	(0.2)		<b>0.8</b>	(0.3)						
Poland	50	(0.2)	▽	-			-							
Romania	52	(0.4)	△	-			-							
Slovak Republic	49	(0.2)	▽	-			-							
Slovenia	50	(0.2)	▽	51	(0.2)		<b>-1.4</b>	(0.3)						
Spain	53	(0.2)	△	-			-							
Sweden <sup>1</sup>	50	(0.3)	▽	49	(0.2)		<b>1.4</b>	(0.3)						
<b>European ICCS 2022 average</b>	51	(0.1)												
<b>European ICCS 2022/2016 average</b>	50	(0.1)		50	(0.1)		0.2	(0.1)						
<b>Countries not meeting sample participation requirements</b>														
Denmark	49	(0.2)		-			-							
<b>German benchmarking participant meeting sample participation requirements</b>														
North Rhine-Westphalia	51	(0.3)		-			-							
<b>German benchmarking participant not meeting sample participation requirements</b>														
Schleswig-Holstein	51	(0.3)		-			-							

**Notes:**

Statistically significant changes ( $p < 0.05$ ) are displayed in **bold**. Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

( ) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 3 score points below European ICCS 2022 average

 2022 average score +/- confidence interval

 2016 average score +/- confidence interval

On average across items, students with a score in the range with this color have more than 50% probability to indicate:

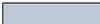
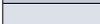
	Disagreement with positive statements
	Agreement with positive statements

Table 3.3: National average scale scores indicating students' attitudes toward freedom of movement within Europe by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge									
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	48	(0.4)					<b>49</b>	(0.4)	47	(0.3)				<b>50</b>	(0.4)	46	(0.4)				<b>52</b>	(0.3)
Croatia <sup>1</sup>	52	(0.3)					<b>53</b>	(0.3)	52	(0.3)				53	(0.4)	50	(0.5)				<b>53</b>	(0.2)
Cyprus	48	(0.4)					<b>49</b>	(0.3)	47	(0.3)				<b>50</b>	(0.3)	47	(0.3)				<b>52</b>	(0.3)
Estonia	51	(0.4)					51	(0.4)	50	(0.4)				<b>52</b>	(0.4)	47	(0.5)				<b>52</b>	(0.3)
France	53	(0.3)					53	(0.3)	53	(0.3)				53	(0.3)	52	(0.3)				<b>54</b>	(0.3)
Italy	54	(0.3)					53	(0.3)	52	(0.3)				<b>54</b>	(0.3)	51	(0.5)				<b>54</b>	(0.3)
Latvia <sup>1</sup>	48	(0.3)					48	(0.3)	47	(0.4)				<b>49</b>	(0.3)	46	(0.4)				<b>49</b>	(0.3)
Lithuania	51	(0.3)					52	(0.3)	50	(0.3)				<b>53</b>	(0.4)	48	(0.4)				<b>54</b>	(0.3)
Malta	51	(0.5)					50	(0.5)	49	(0.7)				<b>52</b>	(0.4)	48	(0.7)				<b>53</b>	(0.2)
Netherlands†	<b>50</b>	(0.5)					49	(0.4)	48	(0.5)				<b>51</b>	(0.3)	48	(0.6)				<b>51</b>	(0.4)
Norway (9) <sup>1</sup>	<b>50</b>	(0.3)					50	(0.2)	49	(0.3)				<b>51</b>	(0.2)	48	(0.4)				<b>51</b>	(0.2)
Poland	50	(0.3)					50	(0.3)	49	(0.3)				<b>51</b>	(0.2)	47	(0.4)				<b>50</b>	(0.2)
Romania	52	(0.7)					52	(0.4)	51	(0.5)				<b>54</b>	(0.5)	50	(0.5)				<b>55</b>	(0.4)
Slovak Republic	<b>50</b>	(0.4)					48	(0.3)	48	(0.3)				<b>50</b>	(0.3)	47	(0.4)				<b>50</b>	(0.3)
Slovenia	50	(0.3)					50	(0.3)	49	(0.3)				<b>50</b>	(0.3)	48	(0.4)				<b>51</b>	(0.3)
Spain	53	(0.3)					52	(0.3)	52	(0.3)				53	(0.3)	51	(0.4)				<b>54</b>	(0.2)
Sweden <sup>1</sup>	<b>51</b>	(0.5)					50	(0.3)	50	(0.4)				50	(0.3)	48	(0.8)				<b>51</b>	(0.3)
<b>European ICCS 2022 average</b>	<b>51</b>	(0.1)					<b>51</b>	(0.1)	<b>50</b>	(0.1)				<b>52</b>	(0.1)	<b>48</b>	(0.1)				<b>52</b>	(0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	49	(0.3)					49	(0.3)	48	(0.3)				<b>50</b>	(0.2)	47	(0.5)				<b>49</b>	(0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	51	(0.3)					51	(0.3)	50	(0.3)				<b>51</b>	(0.4)	48	(0.4)				<b>51</b>	(0.3)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	51	(0.4)					51	(0.4)	50	(0.4)				<b>51</b>	(0.4)	49	(0.7)				<b>52</b>	(0.3)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Table 3.4: National average scale scores indicating students' attitudes toward restrictions of movement in Europe by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge									
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	<b>51</b> (0.4)						48 (0.4)	<b>51</b> (0.4)						49 (0.4)	<b>52</b> (0.4)							47 (0.4)
Croatia <sup>1</sup>	<b>51</b> (0.3)						49 (0.3)	<b>50</b> (0.3)						49 (0.3)	<b>52</b> (0.5)							49 (0.2)
Cyprus	<b>53</b> (0.3)						51 (0.3)	52 (0.3)						52 (0.3)	<b>53</b> (0.3)							50 (0.3)
Estonia	<b>50</b> (0.4)						48 (0.3)	50 (0.3)						49 (0.4)	<b>53</b> (0.5)							48 (0.3)
France	<b>53</b> (0.3)						51 (0.3)	<b>53</b> (0.3)						51 (0.3)	<b>54</b> (0.3)							51 (0.2)
Italy	<b>48</b> (0.4)						45 (0.3)	<b>47</b> (0.3)						46 (0.5)	<b>51</b> (0.5)							44 (0.3)
Latvia <sup>1</sup>	<b>50</b> (0.3)						48 (0.3)	50 (0.3)						49 (0.3)	<b>51</b> (0.4)							48 (0.3)
Lithuania	<b>51</b> (0.3)						48 (0.3)	<b>50</b> (0.3)						49 (0.3)	<b>52</b> (0.4)							48 (0.3)
Malta	<b>54</b> (0.4)						51 (0.3)	53 (0.4)						52 (0.3)	<b>54</b> (0.6)							51 (0.3)
Netherlands†	<b>50</b> (0.4)						49 (0.3)	<b>51</b> (0.4)						48 (0.4)	<b>52</b> (0.5)							48 (0.3)
Norway (9) <sup>1</sup>	<b>54</b> (0.3)						52 (0.2)	<b>54</b> (0.3)						52 (0.2)	<b>56</b> (0.4)							52 (0.2)
Poland	<b>49</b> (0.2)						46 (0.2)	<b>48</b> (0.2)						47 (0.2)	<b>51</b> (0.4)							47 (0.2)
Romania	<b>49</b> (0.5)						47 (0.6)	<b>49</b> (0.4)						47 (0.5)	<b>51</b> (0.5)							45 (0.4)
Slovak Republic	<b>50</b> (0.3)						48 (0.2)	<b>50</b> (0.3)						49 (0.3)	<b>52</b> (0.3)							48 (0.2)
Slovenia	<b>54</b> (0.3)						52 (0.2)	53 (0.3)						53 (0.3)	<b>54</b> (0.3)							52 (0.3)
Spain	<b>51</b> (0.3)						49 (0.3)	<b>51</b> (0.3)						49 (0.3)	<b>53</b> (0.4)							48 (0.3)
Sweden <sup>1</sup>	<b>51</b> (0.5)						48 (0.3)	<b>52</b> (0.4)						48 (0.3)	<b>54</b> (0.8)							48 (0.3)
<b>European ICCS 2022 average</b>	<b>51</b> (0.1)						49 (0.1)	<b>51</b> (0.1)						49 (0.1)	<b>53</b> (0.1)							49 (0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	<b>51</b> (0.3)						50 (0.3)	<b>51</b> (0.2)						50 (0.3)	<b>53</b> (0.4)							50 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	<b>49</b> (0.3)						48 (0.2)	<b>50</b> (0.3)						48 (0.3)	<b>52</b> (0.4)							47 (0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	48 (0.4)						48 (0.3)	<b>49</b> (0.4)						47 (0.3)	<b>52</b> (0.5)							47 (0.3)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .  
 Difference between comparison groups not statistically significant at  $p < 0.05$ .

in the study were less widespread compared to the previous wave of this special survey in 2015. Discrimination based on being Roma was considered as the most widespread form of discrimination (with 61% of respondents reporting it as prevalent in their own country), followed by discrimination based on ethnic origin and skin color (59% for both), and on the basis of sexual orientation (53%). Among European ICCS 2022 countries participating in the survey, high percentages of respondents from the Netherlands, France and Sweden perceived discrimination based on ethnic origin as common in their country (70% and above, on average), while lower percentages were recorded among respondents in Lithuania, the Slovak Republic, and Latvia. High percentages of respondents in France and the Netherlands also perceived that discrimination on the basis of skin color was widespread (70% and above), whereas lower percentages were found in Latvia, Lithuania and Bulgaria. Less than half of the respondents perceived higher levels of discrimination on the basis of being transgender (48%), religion or beliefs (47%), disability (44%) and age (40%) in their own countries.

The ICCS 2022 European student questionnaire contained a question aiming at capturing students' perceptions of discrimination against different groups (for example, immigrants, women, poor or young people). More specifically, students were asked to report their opinion on the extent to which the following groups of people are discriminated against ("a lot," "to some extent," "a little," or "not at all") in their own country: (a) "Women"; (b) "Young people"; (c) "Poor people"; (d) "Religious minorities"; (e) "People with disabilities"; (f) "Older people"; (g) "Immigrants"; (h) "People with political opinions different from those of the majority"; (i) "Members of the LGBT community"; and (j) "People of African descent." This question also included an optional item: (k) "People from ethnic minority groups."<sup>3</sup>

The groups that students perceived as the most discriminated against in their own countries were, on average across countries, members of the LGBT community (European ICCS 2022 average: 80%), followed by immigrants (73%), poor people (73%) and people of African descent (70%) (Table 3.5). Cross-nationally, 66 percent of the European students participating in ICCS 2022 felt that people with disabilities were discriminated against in their country. About three out of five students perceived that women (61%), people from ethnic minority groups (61%) and religious minorities (60%) were subject to discrimination in their own countries. More than half of students perceived discrimination against people with different opinions from those of the majority, while less than half of students thought this was the case for young people (49%) or older people (38%).

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<sup>3</sup> Estonia did not administer this optional item.

Table 3.5: Students' perception of discrimination against social groups in their country

Country	Percentages of students who perceived a lot or a certain extent of discrimination against:						
	Women	Young people	Poor people	Religious minorities	People with disabilities	Older people	Immigrants
Bulgaria	63 (1.2)	56 (1.1) △	74 (0.9)	60 (1.0)	66 (1.0)	57 (1.2) ▲	69 (0.9) ▽
Croatia <sup>1</sup>	52 (1.2) ▽	38 (1.1) ▼	72 (1.0)	59 (1.1)	49 (1.1) ▼	33 (1.1) ▽	71 (1.0) ▽
Cyprus	69 (0.9) △	58 (0.9) △	70 (0.9) ▽	64 (0.8) △	66 (0.8)	52 (0.9) ▲	71 (0.9) ▽
Estonia	58 (1.2) ▽	52 (1.2) △	70 (1.0) ▽	56 (1.2) ▽	63 (1.4)	38 (1.7)	70 (1.2) ▽
France	84 (0.7) ▲	59 (1.1) △	85 (0.7) ▲	76 (0.8) ▲	84 (0.7) ▲	42 (1.1) △	84 (0.6) ▲
Italy	68 (1.1) △	44 (1.4) ▽	81 (0.8) △	61 (1.1)	73 (0.8) △	30 (1.1) ▽	90 (0.6) ▲
Latvia <sup>1</sup>	51 (1.2) ▼	48 (1.2)	66 (1.0) ▽	43 (1.1) ▼	57 (1.0) ▽	39 (1.1)	62 (1.0) ▼
Lithuania	62 (1.2)	54 (1.4) △	70 (1.2) ▽	55 (1.1) ▽	62 (1.2) ▽	44 (1.4) △	71 (1.1) ▽
Malta	65 (1.9) △	54 (2.1) △	65 (0.8) ▽	62 (1.3)	64 (1.1)	45 (1.7) △	79 (0.6) △
Netherlands†	61 (1.4)	33 (1.2) ▼	72 (1.4)	77 (1.1) ▲	79 (1.0) ▲	29 (1.1) ▽	78 (1.1) △
Norway (9) <sup>1</sup>	47 (0.8) ▼	42 (0.9) ▽	67 (0.8) ▽	63 (0.8) △	65 (0.8)	22 (0.7) ▼	75 (0.8) △
Poland	62 (1.0)	56 (0.8) △	77 (0.8) △	56 (1.0) ▽	59 (0.6) ▽	30 (0.8) ▽	65 (0.9) ▽
Romania	70 (1.6) △	63 (2.4) ▲	86 (1.0) ▲	66 (1.4) △	76 (1.4) ▲	53 (2.2) ▲	70 (2.0)
Slovak Republic	59 (1.0) ▽	52 (1.1) △	74 (0.9)	57 (1.1) ▽	67 (1.0)	41 (1.2)	70 (1.1) ▽
Slovenia	55 (1.2) ▽	51 (1.2)	71 (0.9)	60 (1.0)	56 (1.0) ▽	45 (1.0) △	68 (0.9) ▽
Spain	61 (1.1)	38 (1.1) ▼	74 (0.8)	48 (1.0) ▼	61 (1.0) ▽	29 (1.0) ▽	80 (0.8) △
Sweden <sup>1</sup>	58 (1.1) ▽	41 (1.2) ▽	64 (1.1) ▽	57 (1.0) ▽	68 (1.1) △	26 (1.0) ▼	75 (1.1)
<b>European ICCS 2022 average</b>	61 (0.3)	49 (0.3)	73 (0.2)	60 (0.3)	66 (0.2)	38 (0.3)	73 (0.2)
<b>Countries not meeting sample participation requirements</b>							
Denmark	62 (1.1)	44 (1.0)	62 (1.0)	57 (0.9)	64 (1.0)	20 (1.0)	75 (1.0)
<b>German benchmarking participant meeting sample participation requirements</b>							
North Rhine-Westphalia	75 (1.2) ▲	50 (1.2)	85 (0.7) ▲	77 (0.9) ▲	82 (0.8) ▲	31 (1.1) ▽	80 (0.9) △
<b>German benchmarking participant not meeting sample participation requirements</b>							
Schleswig-Holstein	75 (1.0)	48 (1.7)	86 (0.9)	77 (1.3)	86 (0.9)	32 (1.4)	80 (1.1)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 3.5: Students' perception of discrimination against social groups in their country (continued)

Country	Percentages of students who perceived a lot or a certain extent of discrimination against:			
	People with political opinions different from those of the majority	Members of the LGBT community	People of African descent	People from ethnic minority groups
Bulgaria	58 (1.0) △	77 (1.1) ▽	72 (1.1)	66 (1.1) △
Croatia <sup>1</sup>	49 (1.2) ▽	84 (0.8) △	58 (1.1) ▼	54 (1.1) ▽
Cyprus	60 (1.0) △	72 (0.9) ▽	71 (0.8)	64 (0.9) △
Estonia	57 (1.3)	81 (1.2)	73 (1.4) △	-
France	55 (1.0)	86 (0.6) △	79 (0.7) △	64 (0.9) △
Italy	54 (0.9) ▽	89 (0.5) △	84 (0.7) ▲	71 (1.0) △
Latvia <sup>1</sup>	55 (1.0)	76 (1.0) ▽	61 (1.2) ▽	53 (1.2) △
Lithuania	65 (1.1) △	85 (0.7) △	71 (1.0)	60 (1.2)
Malta	65 (1.3) △	74 (1.0) ▽	71 (0.9)	64 (1.0) △
Netherlands†	45 (1.1) ▼	88 (0.9) △	84 (1.0) ▲	73 (1.0) ▲
Norway (9) <sup>1</sup>	53 (0.8) ▽	71 (0.7) ▽	63 (0.9) ▽	53 (1.0) ▽
Poland	60 (0.9) △	78 (0.7)	75 (0.8) △	54 (0.9) ▽
Romania	63 (1.4) △	85 (1.5) △	73 (1.5) △	71 (1.6) ▲
Slovak Republic	59 (1.1) △	82 (0.9) △	73 (1.0) △	59 (1.1)
Slovenia	58 (1.1) △	75 (0.8) ▽	66 (0.9) ▽	56 (1.1) ▽
Spain	55 (1.0)	79 (0.7)	61 (1.1) ▽	58 (1.5) ▽
Sweden <sup>1</sup>	41 (1.1) ▼	71 (1.0) ▽	53 (1.2) ▼	52 (1.2) ▽
<b>European ICCS 2022 average</b>	56 (0.3)	80 (0.2)	70 (0.3)	61 (0.3)
<b>Countries not meeting sample participation requirements</b>				
Denmark	42 (1.0)	76 (0.8)	75 (0.8)	-
<b>German benchmarking participant meeting sample participation requirements</b>				
North Rhine-Westphalia	61 (1.1) △	87 (0.7) △	83 (1.0) ▲	65 (1.1) △
<b>German benchmarking participant not meeting sample participation requirements</b>				
Schleswig-Holstein	63 (1.5)	88 (1.0)	84 (1.2)	67 (1.3)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

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## Chapter 4:

# Students' Endorsement of Environmental Cooperation in Europe and Students' Sustainable Behaviors

## Chapter Highlights

Lower-secondary European students endorsed environmental cooperation in Europe.

- Nearly all students were in favor of different forms of cooperation among European countries to protect the environment. (Table 4.1)
- Across countries, students' endorsement of environmental cooperation was positively associated with higher socioeconomic backgrounds and higher levels of civic knowledge. (Table 4.2)

Students' political consumerism behaviors and their sustainable behaviors differed widely across countries.

- On average, more than half of the students reported having bought green products in the last 12 months or having asked their parents or guardians to do so. (Table 4.3)
- Across countries, most of the students reported that they have reduced the use of electricity, have reduced food waste, and have repaired rather than replaced items they owned in the last 12 months. (Table 4.4)
- In almost all countries, female students, students from above average socioeconomic backgrounds and students with higher levels of civic knowledge reported more frequent sustainable behaviors. (Table 4.5)

This chapter is focused on sustainability, one of the new focus areas of the International Civic and Citizenship Education Study (ICCS) 2022. It examines students' attitudes related to environmental sustainability (i.e., their endorsement of environmental cooperation in Europe), and students' behaviors related to sustainability (i.e., their reports on political consumerism behaviors and sustainable behaviors). It refers to constructs related to affective-behavioral areas 1 (*attitudes*) and 2 (*engagement*) in the ICCS 2022 assessment framework (Schulz et al., 2023) regarding students' behaviors.

#### 4.1 Students' Endorsement of Environmental Cooperation in Europe

For a long time, the increasing importance and the cross-national nature of environmental issues have prompted countries to implement joint actions to solve problems concerning the environment, while environmental cooperation at the international level has remained difficult to implement (Rietig et al., 2023). The European Union (EU) is actively committed to the protection of the environment and to implementing countermeasures to the effects of climate change through the development of specific environmental legislation and the setting out of EU environmental priorities.

In 2019, the EU launched the European Green Deal, a long-term strategy for the EU to become climate-neutral in 2050. The Green Deal includes a series of actions for a sustainable shifting of the European economy, involving a wide range of sectors such as transport, agriculture, energy, buildings, and industries (European Commission, 2019a). The EU has also set out targets and policy objectives for 2030 through the climate and energy framework (European Parliament and the Council of the European Union, 2018). Given the global features of climate change and environmental issues, the EU is further committed to act beyond its borders, through "climate diplomacy" as well as actions to address climate change and environmental degradation at the international level (Council of the European Union, 2023; European Commission, 2019b).

Research on European youth showed that young Europeans consider the environment as one of the three main concerns the EU is facing and climate change as one of the main issues for their country (European Parliament, 2021). Data from the Standard Eurobarometer Survey 97 (European Commission, 2022) showed that for half of the respondents (53%) the development of renewable energy should be one of the priorities of the European Green Deal. The survey's findings also pointed out that 75 percent of respondents supported a common energy policy among EU member states. Among ICCS 2022 countries participating in the survey, the highest percentages were found in Denmark (71%) and Germany (61%).

To measure students' attitudes toward sustainability, the ICCS 2022 European student questionnaire contained a question designed to measure students' views on cooperation among European countries about issues related to environmental sustainability. It asked students to express their agreement ("strongly agree," "agree," "disagree," "strongly disagree") with the following statements: (a) "European countries should have the same rules to protect the environment"; (b) "European countries should adopt common protocols and rules to reduce climate change"; (c) "European countries should promote an economic growth sustainable for the environment"; (d) "European countries should promote the use of renewable energy sources"; and (e) "European countries should encourage the use of [clean technologies] in countries outside Europe."

These five items were used to derive a scale with satisfactory reliability across participating countries (average Cronbach's alpha = 0.83), where higher scores on the scale reflected greater endorsement of environmental cooperation in Europe (see the item map in [Figure A.6](#), Appendix A.3).

On average, students strongly endorsed cooperation among European countries on environmental issues, although we observed high variation across countries ([Table 4.1](#)). Cross-nationally, majorities among students agreed or strongly agreed that European countries should promote an economic growth sustainable for the environment and that they should promote the use of renewable energy sources (European ICCS 2022 average for both items: 92%). Students' agreement with the statement that European countries should adopt common protocols and rules to reduce climate change ranged from averages of 96 percent in Italy and Spain to 85 percent in Bulgaria (European ICCS 2022 average: 91%).

Large majorities among students also agreed with the statement that European countries should have the same rules to protect the environment (European ICCS 2022 average: 90%, with national average percentages ranging from 97% in France to 83% in Estonia and Poland) and that European countries should encourage the use of clean technologies in countries outside Europe (89%). For the latter item, we found the highest percentages in Norway (94%) and the lowest percentages in the Netherlands (81%).

When reviewing the national averages for participating countries on this scale (*students' endorsement of environmental cooperation in Europe*), the lowest national average scores were found among students from Latvia and the Netherlands with 47 score points, while eight countries (Croatia, France, Italy, Malta, Norway, Romania, Spain, and Sweden) recorded scale scores significantly above the European ICCS 2022 average (Table 4.1).

We examined the associations between students' endorsement of environmental cooperation in Europe and dichotomous variables reflecting students' gender (male or female), socioeconomic background (below and above country average) and civic knowledge (students at or above Level B versus others) (Table 4.2). In about half of the European ICCS 2022 countries, small but statistically significant gender differences were noted, with female students scoring higher than male students. Conversely, among students from the Netherlands, male students had slightly higher scores.

We observed positive and statistically significant associations between students' endorsement of environmental cooperation in Europe and their socioeconomic background with an average two-point difference between students with socioeconomic backgrounds below and above country average. Consistent and significant positive associations were also found between students' endorsement of environmental cooperation and students' level of civic knowledge, where students with higher levels of civic knowledge showed significantly higher scale scores than students with lower levels in all countries; on average, we observed a difference of more than four score points.

## 4.2 Students' Reports on Political Consumerism Behaviors

*Political consumerism* refers to a form of civic participation in which individuals decide to purchase or not purchase (*buycotting* or *boycotting*) a product based on ethical or political considerations (Stolle & Micheletti, 2013; Ward, 2008; Yates, 2011). Political consumerism is considered as a new form of political involvement as it ultimately entails influencing politics and companies through lifestyle choices made by consumers (Boström et al., 2019; Stolle et al., 2005; Strømsnes, 2009).

Research has noted that political consumerist behaviors can be triggered by various underlying motivations that often reflect sustainable or ethical concerns beyond the purchasing (or not purchasing) of goods. Such behaviors can also include the expression of opinions about companies' practices and policies through different communicative channels and the integration of environmentally, ethically, and politically responsible actions consistently into individuals' lifestyles (Kyroglou & Henn, 2022; Micheletti et al., 2012).

Studies have also shown the wide range of approaches to political consumerism (Zorell, 2018) and its diverse forms across countries (Kyroglou & Henn, 2020). Research suggests that political consumerism attracts young people as it represents an innovative form of participation rather than traditional ones such as voting (Kyroglou & Henn, 2022; Stolle et al., 2005), although education and not age has been recognized as one of the stronger predictors for political consumerism behaviors (Nonomura, 2017).

The ICCS 2022 European questionnaire included a set of six items designed to investigate students' political consumerism behaviors. More specifically, the question asked students how often, in the last 12 months, they have done or have asked their parents or guardians to do a series of actions, using a four-point Likert scale ("often," "sometimes," "rarely," "never"): (a) "Refuse to buy goods produced by companies using child labor"; (b) "Refuse to buy goods whose production has a negative impact on the environment"; (c) "Refuse to buy goods produced by a company violating social rights of their employees"; (d) "Buy only goods that can be recycled afterwards"; (e) "Buy [green products]"; and (f) "Get information whether companies are [socially responsible] before buying their products." We derived a six-item scale with

satisfactory average reliability (Cronbach's  $\alpha = 0.87$ ) across participating countries, with positive scale scores reflecting stronger political consumerism behaviors (see the item map in [Figure A.7](#), Appendix A.3).

Across European ICCS 2022 countries, more than half of the students reported to have bought or to have asked their parents or guardians to buy green products (European ICCS 2022 average: 61%) ([Table 4.3](#)). Percentages of more than 10 percentage points above the European ICCS 2022 average were observed in Cyprus, Lithuania, and Malta, while the lowest percentages were found among students from Latvia and the Netherlands.

More than 50 percent of the students reported that they had often or sometimes bought or asked to buy goods that can be recycled afterwards (European ICCS 2022 average: 54%), and that they had refused to buy goods whose production has a negative impact on the environment (European ICCS 2022 average: 52%). Considering the first statement, the highest percentages were found in Cyprus, Italy, and Malta. In Croatia, the Netherlands and Norway we found proportions that were 10 percentage points below the European ICCS 2022 average. The highest percentages of students refusing to buy those products whose production impacts negatively on the environment, were recorded in Bulgaria, Cyprus, Malta and Romania, while the lowest were found in the Netherlands and Norway.

We found lower average agreement for other items, with 44 percent for the item related to not purchasing goods produced by companies using child labor and 45 percent for the item related to refusal to buy goods produced by a company violating social rights of their employees. The lowest average was recorded for the item on getting information about companies' socially responsible behaviors before buying their products (European ICCS 2022 average: 39%). For this item, the Netherlands recorded percentages that were more than 10 points below the European ICCS 2022 average (24%), while the highest proportions were observed in Bulgaria, Cyprus and Malta.

These results illustrate that many students from European participating countries were conscious of their purchasing habits in terms of their environmental impact. On the other hand, the social implications related to the buying of goods (i.e., the issue of child labor and the violation of employees' social rights) seem to condition students' behaviors as consumers to a lesser extent.

Regarding country average scale scores for students' reports on their political consumerism behaviors, scale scores significantly above the European ICCS 2022 average were recorded for Bulgaria, Italy, Lithuania, Malta, Romania, and Spain ([Table 4.3](#)). Cyprus had values of more than three scores points above the European ICCS 2022 average. The scale scores for Croatia, Latvia, Norway, Poland, and Sweden were significantly below the European ICCS 2022 average, while students in the Netherlands had scores of more than three points below the European ICCS 2022 average.

### 4.3 Students' Reports on Their Sustainable Behaviors

The environmental challenges contemporary societies are facing today require individual and collective actions to reach sustainability targets. Changes within human behavior and habits can represent one of the possible solutions for sustainable development (Linder et al., 2022). Low-impact and frequent sustainable behaviors (such as recycling or turning off lights) have been widely investigated in the academic research (Bratt et al., 2015; Trudel, 2018). Studies have also shown that although sustainable concerns and values are increasingly spread across people of all ages, consistent shifts towards sustainable lifestyles have not yet been observed (Bouman & Steg, 2019; Manfredo et al., 2020).

Sustainable development and sustainable lifestyles lie at the heart of EU policies. In the past years, the EU has been strongly committed in making progress towards the United Nations' Sustainable Development Goals (European Commission, 2019c). In the Special Eurobarometer 513 on climate change (European Commission, 2021) almost all surveyed Europeans (96%) reported to have implemented at least one of the 15 possible actions to address climate change. The action most reported by respondents was waste reduction and recycling (75% on average) and, among ICCS 2022 countries participating in the survey, the highest percentages were recorded in the Netherlands (87%) and Sweden (86%). Lower percentages were

found in Romania (38%) and Bulgaria (31%). Other frequently taken actions to address climate change were related to the reducing of disposable items (for example, plastic bags from the supermarket) (59% on average) and to the purchasing of new household appliances with lower energy consumption (for example, refrigerators or televisions) (42%). Around a third of respondents (32%) reported using environmentally-friendly transportation alternatives to their private car (for example, walking or cycling). Comparisons with previous surveys show that the percentages of respondents who reported personal actions to address climate change increased over time, reaching their highest levels in the latest implementation of the survey in 2021.

The ICCS 2022 European student questionnaire included a question investigating students' behaviors in relation to sustainable actions that they can carry out in their daily life. It asked students on a four-point Likert scale to report how often ("often," "sometimes," "rarely," "never"), in the last 12 months, they had taken different types of sustainable actions: (a) "Purchase used instead of new clothing"; (b) "Reduce water use (e.g., when brushing your teeth, having a shower, washing dishes)"; (c) "Reduce the use of electricity (e.g., switching off the lights when leaving a room, turning down the heat when it is not too cold)"; (d) "Avoid buying products with plastic packaging (e.g., school supplies, groceries)"; (e) "Reuse old items in good condition instead of buying new ones"; (f) "Limit the use of plastic items (e.g., disposable plastic glasses, water bottles, plastic shopping bags)"; (g) "Reduce food waste (e.g., avoiding buying more food than necessary, eating leftovers)"; and (h) "Repair rather than replacing items you have (e.g., fix your bike instead of buying a new one, mending a backpack instead of buying a new one)." The resulting scale had a satisfactory average reliability (Cronbach's alpha = 0.84) across participating countries, with higher scores indicating a higher frequency in carrying out sustainable actions (see the item map in [Figure A.8](#), Appendix A.3).

On average, more than half of the European students participating in ICCS 2022 reported that they had done most of these actions, however, we observed considerable variation across countries ([Table 4.4](#)). A percentage lower than 50 percent was recorded only for the item regarding the purchase of used instead of new clothing (European ICCS 2022 average: 38%). Across the ICCS 2022 European countries, on average, 73 percent of students reported that they had reduced the use of electricity in the last 12 months. Percentages for this item ranged from 59 percent in the Netherlands to 85 percent in Spain. Most of the students also reported to have reduced food waste and to have repaired rather than replaced items they possessed (European ICCS 2022 average: 72% and 70%, respectively).

The percentages of students' that said they reused old items in good condition instead of buying new ones ranged from 58 percent in the Netherlands to 77 percent in Lithuania (European ICCS 2022 average: 68%). Similar average percentages were found for the items on reducing water use (63%) and on the limited use of plastic items (61%). The highest percentages of students reporting to have reduced water use often or sometimes in the last 12 months were found in Italy, Malta, and Spain. The lowest percentages were observed for Estonia, Latvia, the Netherlands, Sweden, and North Rhine-Westphalia. Italy and Malta also recorded percentages of more than 10 points above the European ICCS 2022 average for the item reflecting reduced use of plastic.

Average scale scores for students' reports on their sustainable behaviors showed that eight countries (Cyprus, France, Italy, Lithuania, Malta, Poland, Slovak Republic, and Spain) reported scale scores significantly above the European ICCS 2022 average ([Table 4.4](#)). The Netherlands is the only country with average scale scores that were more than three score points below the European average.

When reviewing the associations of students' reports on their sustainable behaviors and students' gender, socioeconomic background, and level of civic knowledge, we found strong and significant differences in most participating countries ([Table 4.5](#)). Female students, students with higher levels of socioeconomic background and students with a higher level of civic knowledge (at or above Level B) tended to report sustainable actions with a higher frequency than those in the comparison groups. On average, we found a two-score points difference for the association between students' reports on their sustainable behaviors and students' gender and socioeconomic background. The average difference between students with lower and higher levels of civic knowledge was three score points.

Table 4.1: Students' endorsement of environmental cooperation in Europe

Country	Percentages of students who agreed or strongly agreed with the following statements:					Average scale scores indicating students' endorsement of environmental cooperation in Europe
	European countries should have the same rules to protect the environment	European countries should adopt common protocols and rules to reduce climate change	European countries should promote an economic growth sustainable for the environment	European countries should promote the use of renewable energy sources	European countries should encourage the use of [clean technologies] in countries outside Europe	
	(%)	(%)	(%)	(%)	(%)	
Bulgaria	87 (0.8) ▽	85 (0.9) ▽	87 (1.0) ▽	83 (1.0) ▽	84 (1.0) ▽	48 (0.3) ▽
Croatia <sup>1</sup>	93 (0.6) △	95 (0.5) △	95 (0.6) △	96 (0.4) △	92 (0.5) △	51 (0.2) △
Cyprus	88 (0.6) ▽	88 (0.6) ▽	88 (0.6) ▽	88 (0.6) ▽	87 (0.6) ▽	49 (0.2) ▽
Estonia	83 (0.9) ▽	90 (1.0)	93 (0.7)	93 (0.6)	90 (0.8)	48 (0.4) ▽
France	97 (0.4) △	95 (0.4) △	94 (0.5) △	93 (0.5)	87 (0.6) ▽	53 (0.2) △
Italy	95 (0.4) △	96 (0.6) △	96 (0.4) △	94 (0.7) △	93 (0.5) △	53 (0.3) △
Latvia <sup>1</sup>	86 (0.8) ▽	87 (0.8) ▽	89 (0.8) ▽	90 (0.8) ▽	87 (0.9) ▽	47 (0.2) ▽
Lithuania	88 (0.7) ▽	92 (0.6) △	95 (0.6) △	93 (0.7)	91 (0.6) △	50 (0.2)
Malta	90 (0.9)	93 (0.8) △	93 (1.3)	92 (1.0)	91 (1.3)	52 (0.4) △
Netherlands†	87 (0.7) ▽	87 (0.8) ▽	88 (0.7) ▽	87 (0.9) ▽	81 (0.9) ▽	47 (0.3) ▼
Norway (9) <sup>1</sup>	85 (0.6) ▽	93 (0.4) △	95 (0.4) △	95 (0.4) △	94 (0.5) △	51 (0.2) △
Poland	83 (0.8) ▽	86 (0.7) ▽	93 (0.5)	95 (0.4) △	92 (0.6) △	48 (0.2) ▽
Romania	94 (1.1) △	91 (1.4)	93 (1.0)	92 (1.2)	89 (1.3)	51 (0.5) △
Slovak Republic	92 (0.8) △	93 (0.6) △	94 (0.6) △	93 (0.7)	88 (0.7)	49 (0.3) ▽
Slovenia	93 (0.5) △	91 (0.5)	92 (0.5)	92 (0.6)	89 (0.6)	50 (0.2) ▽
Spain	95 (0.4) △	96 (0.4) △	96 (0.4) △	96 (0.5) △	92 (0.5) △	53 (0.2) △
Sweden <sup>1</sup>	92 (0.5) △	93 (0.5) △	94 (0.5) △	94 (0.5) △	92 (0.5) △	51 (0.2) △
<b>European ICCS 2022 average</b>	90 (0.2)	91 (0.2)	92 (0.2)	92 (0.2)	89 (0.2)	50 (0.1)
<b>Countries not meeting sample participation requirements</b>						
Denmark	85 (0.8)	88 (0.8)	89 (0.6)	90 (0.7)	89 (0.6)	47 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>						
North Rhine-Westphalia	90 (0.5)	92 (0.6)	91 (0.6) ▽	92 (0.6)	87 (0.8) ▽	49 (0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>						
Schleswig-Holstein	89 (0.7)	91 (0.7)	94 (0.6)	95 (0.8)	89 (0.8)	50 (0.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 4.2: National average scale scores indicating students' endorsement of environmental cooperation in Europe by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge											
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)								
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12			
Bulgaria	47	(0.5)					<b>48</b>	(0.3)	46	(0.4)					<b>49</b>	(0.3)	45	(0.4)					<b>51</b>	(0.3)
Croatia <sup>1</sup>	51	(0.3)					<b>52</b>	(0.2)	51	(0.3)					<b>52</b>	(0.4)	49	(0.5)					<b>52</b>	(0.3)
Cyprus	48	(0.3)					<b>50</b>	(0.3)	47	(0.3)					<b>51</b>	(0.3)	47	(0.3)					<b>53</b>	(0.3)
Estonia	48	(0.4)					48	(0.4)	47	(0.3)					<b>49</b>	(0.5)	45	(0.5)					<b>49</b>	(0.4)
France	53	(0.3)					53	(0.2)	52	(0.3)					<b>54</b>	(0.3)	51	(0.4)					<b>54</b>	(0.2)
Italy	53	(0.2)					52	(0.4)	51	(0.3)					<b>54</b>	(0.3)	50	(0.4)					<b>54</b>	(0.3)
Latvia <sup>1</sup>	46	(0.3)					<b>48</b>	(0.3)	46	(0.3)					<b>48</b>	(0.3)	44	(0.4)					<b>49</b>	(0.3)
Lithuania	50	(0.3)					<b>51</b>	(0.3)	49	(0.3)					<b>51</b>	(0.3)	47	(0.3)					<b>52</b>	(0.3)
Malta	52	(0.4)					51	(0.5)	50	(0.6)					<b>53</b>	(0.3)	48	(0.7)					<b>54</b>	(0.3)
Netherlands†	<b>47</b>	(0.4)					46	(0.3)	45	(0.4)					<b>48</b>	(0.3)	45	(0.4)					<b>48</b>	(0.3)
Norway (9) <sup>1</sup>	50	(0.3)					<b>51</b>	(0.3)	49	(0.3)					<b>52</b>	(0.3)	48	(0.3)					<b>51</b>	(0.2)
Poland	48	(0.2)					<b>49</b>	(0.2)	47	(0.2)					<b>49</b>	(0.2)	46	(0.4)					<b>49</b>	(0.2)
Romania	51	(0.7)					51	(0.4)	50	(0.5)					<b>53</b>	(0.5)	49	(0.6)					<b>54</b>	(0.4)
Slovak Republic	49	(0.4)					49	(0.3)	49	(0.4)					<b>50</b>	(0.3)	47	(0.4)					<b>51</b>	(0.3)
Slovenia	49	(0.3)					<b>50</b>	(0.2)	49	(0.3)					<b>50</b>	(0.3)	47	(0.3)					<b>51</b>	(0.2)
Spain	52	(0.3)					53	(0.3)	52	(0.3)					<b>53</b>	(0.3)	50	(0.3)					<b>54</b>	(0.2)
Sweden <sup>1</sup>	51	(0.4)					<b>52</b>	(0.3)	50	(0.3)					<b>53</b>	(0.3)	47	(0.6)					<b>52</b>	(0.3)
<b>European ICCS 2022 average</b>	<b>50</b>	(0.1)					<b>50</b>	(0.1)	49	(0.1)					<b>51</b>	(0.1)	47	(0.1)					<b>52</b>	(0.1)
<b>Countries not meeting sample participation requirements</b>																								
Denmark	47	(0.3)					48	(0.3)	46	(0.3)					<b>49</b>	(0.3)	45	(0.5)					<b>48</b>	(0.3)
<b>German benchmarking participant meeting sample participation requirements</b>																								
North Rhine-Westphalia	49	(0.3)					49	(0.3)	48	(0.2)					<b>50</b>	(0.4)	47	(0.4)					<b>50</b>	(0.3)
<b>German benchmarking participant not meeting sample participation requirements</b>																								
Schleswig-Holstein	50	(0.4)					50	(0.3)	49	(0.3)					<b>51</b>	(0.4)	47	(0.6)					<b>51</b>	(0.3)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Table 4.3: Students' reports on political consumerism behaviors

Country	Percentages of students' who have done or have asked their [parents or guardians] to do the following often or sometimes during the last 12 months:						Average scale scores indicating students' reports on political consumerism behaviors
	Refuse to buy goods produced by companies using child labor (%)	Refuse to buy goods whose production has a negative impact on the environment (%)	Refuse to buy goods produced by a company violating social rights of their employees (%)	Buy only goods that can be recycled afterwards (%)	Buy [green products] (%)	Get information whether companies are [socially responsible] before buying their products (%)	
Bulgaria	54 (1.4) △	63 (1.2) ▲	55 (1.1) ▲	58 (1.2) △	63 (1.3)	49 (1.3) ▲	52 (0.2) △
Croatia <sup>1</sup>	33 (1.1) ▼	44 (1.3) ▽	36 (1.2) ▽	43 (1.1) ▼	54 (1.0) ▽	30 (1.0) ▽	48 (0.2) ▽
Cyprus	60 (1.0) ▲	65 (1.0) ▲	60 (1.0) ▲	69 (1.0) ▲	75 (0.9) ▲	60 (0.8) ▲	54 (0.2) ▲
Estonia	41 (1.2) ▽	48 (1.4) ▽	42 (1.3) ▽	55 (1.6)	68 (1.4) △	34 (1.0) ▽	50 (0.3)
France	46 (1.1)	50 (1.0) ▽	43 (1.1)	56 (1.0)	57 (1.1) ▽	39 (1.0)	50 (0.2)
Italy	48 (1.4) △	60 (1.1) △	50 (1.4) △	66 (1.0) ▲	68 (1.1) △	42 (1.1) △	52 (0.3) △
Latvia <sup>1</sup>	35 (1.2) ▽	47 (1.1) ▽	38 (1.2) ▽	47 (1.1) ▽	50 (1.1) ▼	31 (1.2) ▽	47 (0.3) ▽
Lithuania	43 (1.2)	57 (1.1) △	51 (1.1) △	62 (1.2) △	73 (1.0) ▲	41 (1.1) △	51 (0.2) △
Malta	53 (1.4) △	63 (0.8) ▲	57 (0.9) ▲	66 (1.1) ▲	73 (1.4) ▲	51 (1.3) ▲	53 (0.2) △
Netherlands†	30 (1.1) ▼	34 (1.1) ▼	27 (1.0) ▼	33 (1.1) ▼	34 (1.0) ▼	24 (1.0) ▼	44 (0.3) ▼
Norway (9) <sup>1</sup>	38 (0.8) ▽	41 (0.8) ▼	36 (0.9) ▽	41 (0.8) ▼	57 (0.9) ▽	30 (0.9) ▽	48 (0.2) ▽
Poland	31 (0.7) ▼	44 (0.8) ▽	34 (0.9) ▼	45 (0.9) ▽	65 (0.9) △	32 (0.8) ▽	48 (0.2) ▽
Romania	60 (1.6) ▲	65 (1.4) ▲	56 (1.3) ▲	58 (1.2) △	65 (1.4) △	43 (2.2) △	53 (0.3) △
Slovak Republic	45 (1.3)	51 (1.2)	44 (1.3)	64 (1.1) △	57 (1.2) ▽	46 (1.3) △	50 (0.3)
Slovenia	45 (1.1)	53 (1.0)	46 (1.0)	54 (1.0)	57 (1.0) ▽	44 (1.1) △	50 (0.2)
Spain	44 (1.2)	52 (1.0)	46 (1.1)	59 (1.0) △	62 (0.9)	41 (1.0) △	51 (0.2) △
Sweden <sup>1</sup>	42 (0.9)	52 (1.1)	43 (1.1)	46 (1.0) ▽	64 (1.0) △	30 (1.3) ▽	49 (0.2) ▽
<b>European ICCS 2022 average</b>	44 (0.3)	52 (0.3)	45 (0.3)	54 (0.3)	61 (0.3)	39 (0.3)	50 (0.1)
<b>Countries not meeting sample participation requirements</b>							
Denmark	40 (1.1)	45 (1.4)	34 (1.1)	45 (1.0)	55 (1.1)	26 (1.2)	48 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>							
North Rhine-Westphalia	48 (1.3) △	52 (1.2)	43 (1.1)	51 (1.0) ▽	52 (1.1) ▽	35 (1.1) ▽	49 (0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>							
Schleswig-Holstein	50 (1.4)	57 (1.5)	47 (1.4)	53 (1.5)	57 (1.7)	34 (1.7)	50 (0.3)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 4.4: Students' reports on their sustainable behaviors

Country	Percentages of students who report to have done the following actions often or sometimes during the last 12 months:								Average scale scores indicating students' reports on their sustainable behaviors
	Purchase used instead of new clothing (%)	Reduce water use (e.g., when brushing your teeth, having a shower, washing dishes) (%)	Reduce the use of electricity (e.g., switching off the lights when leaving a room, turning down the heat when it is not too cold) (%)	Avoid buying products with plastic packaging (e.g., school supplies, groceries) (%)	Reuse old items in good condition instead of buying new ones (%)	Limit the use of plastic items (e.g., disposable plastic glasses, water bottles, plastic shopping bags) (%)	Reduce food waste (e.g., avoiding buying more food than necessary, eating leftovers) (%)	Repair rather than replacing items you have (e.g., fix your bike instead of buying a new one, mending a backpack instead of buying a new one) (%)	
Bulgaria	44 (1.3) △	57 (1.2) ▽	62 (0.9) ▼	49 (1.0)	64 (0.9) ▽	58 (1.2) ▽	63 (1.1) ▽	66 (1.0) ▽	49 (0.2) ▽
Croatia <sup>1</sup>	19 (0.9) ▼	69 (1.2) △	76 (1.1) △	40 (1.2) ▼	67 (1.0)	50 (1.2) ▼	62 (1.2) ▽	73 (1.1) △	49 (0.2) ▽
Cyprus	37 (1.2)	69 (1.0) △	75 (1.0)	63 (1.1) ▲	70 (0.9)	69 (1.1) △	71 (1.1)	67 (1.1) ▽	50 (0.2) △
Estonia	47 (1.3) △	51 (1.5) ▼	70 (1.2) ▽	43 (1.1) ▽	66 (1.3) ▽	55 (1.4) ▽	69 (1.4) ▽	69 (1.1)	49 (0.3) ▽
France	45 (1.1) △	59 (0.9) ▽	76 (0.9) △	52 (1.1)	68 (0.9)	61 (1.0)	81 (0.8) △	72 (0.8) △	51 (0.2) △
Italy	28 (1.1) ▽	79 (1.0) ▲	84 (0.8) ▲	59 (1.2) △	73 (1.0) △	75 (1.3) ▲	82 (1.3) △	73 (1.2) △	52 (0.2) △
Latvia <sup>1</sup>	43 (1.5) △	51 (1.1) ▼	67 (0.9) ▽	47 (1.2) ▽	68 (1.1)	56 (1.4) ▽	65 (1.1) ▽	67 (1.0) ▽	49 (0.2) ▽
Lithuania	53 (1.3) ▲	64 (1.1)	75 (0.9) △	55 (1.0) △	77 (0.9) △	65 (1.1) △	77 (0.9) △	78 (0.8) △	52 (0.2) △
Malta	38 (1.5)	75 (1.1) ▲	77 (1.7) △	65 (1.4) ▲	74 (1.2) △	74 (1.2) ▲	81 (1.2) △	75 (1.4) △	52 (0.3) △
Netherlands†	28 (1.1) ▽	51 (1.5) ▼	59 (1.2) ▼	42 (1.3) ▽	58 (1.2) ▼	51 (1.3) ▽	65 (1.2) ▽	62 (1.2) ▽	46 (0.3) ▼
Norway (9) <sup>1</sup>	36 (1.0)	56 (0.7) ▽	75 (0.8) △	39 (0.9) ▼	60 (0.8) ▽	53 (1.0) ▽	69 (0.8) ▽	61 (0.9) ▽	48 (0.2) ▽
Poland	40 (0.9) △	72 (1.0) △	80 (0.9) △	51 (0.9)	74 (0.9) △	60 (1.0)	77 (0.7) △	75 (0.8) △	52 (0.2) △
Romania	44 (2.2) △	56 (2.0) ▽	68 (1.5) ▽	44 (1.4) ▽	71 (1.6)	57 (1.1) ▽	71 (1.9)	73 (1.2) △	50 (0.3)
Slovak Republic	43 (1.1) △	72 (1.1) △	75 (1.2)	56 (1.3) △	68 (1.0)	62 (1.2)	71 (1.0)	73 (1.1) △	51 (0.3) △
Slovenia	30 (1.1) ▽	67 (0.9) △	71 (0.8) ▽	56 (0.9) △	67 (0.8) ▽	64 (0.9) △	71 (1.0)	69 (1.0)	49 (0.2) ▽
Spain	30 (1.0) ▽	76 (1.0) ▲	85 (0.8) ▲	60 (1.1) △	75 (0.9) △	67 (1.0) △	80 (0.8) △	78 (0.7) △	52 (0.2) △
Sweden <sup>1</sup>	38 (1.0)	50 (1.0) ▼	65 (0.9) ▽	44 (1.0) ▽	61 (1.0) ▽	59 (1.2)	73 (1.0)	67 (1.0) ▽	48 (0.2) ▽
<b>European ICCS 2022 average</b>	<b>38 (0.3)</b>	<b>63 (0.3)</b>	<b>73 (0.3)</b>	<b>51 (0.3)</b>	<b>68 (0.3)</b>	<b>61 (0.3)</b>	<b>72 (0.3)</b>	<b>70 (0.3)</b>	<b>50 (0.1)</b>
<b>Countries not meeting sample participation requirements</b>									
Denmark	41 (1.2)	62 (1.0)	76 (0.9)	34 (1.1)	61 (1.0)	57 (1.2)	75 (0.8)	71 (1.0)	49 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>									
North Rhine-Westphalia	30 (1.0) ▽	52 (1.3) ▼	67 (1.3) ▽	52 (1.3)	66 (1.0)	59 (1.2)	74 (1.0)	69 (1.2)	49 (0.2) ▽
<b>German benchmarking participant not meeting sample participation requirements</b>									
Schleswig-Holstein	32 (1.6)	54 (1.8)	67 (1.6)	56 (1.5)	70 (1.3)	64 (1.7)	73 (1.3)	69 (1.5)	50 (0.3)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 4.5: National average scale scores indicating students' reports on their sustainable behaviors by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge									
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	48 (0.3)						<b>50</b> (0.4)	48 (0.4)						49 (0.3)	48 (0.4)							<b>50</b> (0.3)
Croatia <sup>1</sup>	47 (0.3)						<b>50</b> (0.3)	48 (0.3)						49 (0.3)	47 (0.5)							<b>49</b> (0.2)
Cyprus	50 (0.4)						<b>51</b> (0.2)	50 (0.3)						<b>51</b> (0.3)	50 (0.3)							<b>51</b> (0.4)
Estonia	47 (0.4)						<b>52</b> (0.3)	48 (0.4)						<b>51</b> (0.4)	46 (0.5)							<b>50</b> (0.3)
France	51 (0.3)						<b>52</b> (0.3)	50 (0.3)						<b>53</b> (0.3)	50 (0.4)							<b>52</b> (0.2)
Italy	51 (0.3)						<b>53</b> (0.3)	51 (0.3)						<b>53</b> (0.3)	51 (0.4)							<b>53</b> (0.3)
Latvia <sup>1</sup>	47 (0.3)						<b>51</b> (0.3)	48 (0.3)						<b>50</b> (0.3)	47 (0.4)							<b>50</b> (0.3)
Lithuania	50 (0.3)						<b>54</b> (0.3)	51 (0.3)						<b>53</b> (0.3)	50 (0.3)							<b>53</b> (0.3)
Malta	52 (0.3)						<b>53</b> (0.5)	51 (0.5)						<b>53</b> (0.3)	51 (0.5)							<b>53</b> (0.3)
Netherlands†	45 (0.5)						<b>47</b> (0.5)	44 (0.4)						<b>49</b> (0.4)	43 (0.5)							<b>48</b> (0.3)
Norway (9) <sup>1</sup>	46 (0.2)						<b>50</b> (0.2)	47 (0.3)						<b>49</b> (0.2)	48 (0.4)							<b>48</b> (0.2)
Poland	49 (0.2)						<b>54</b> (0.2)	51 (0.3)						<b>52</b> (0.2)	49 (0.4)							<b>52</b> (0.2)
Romania	48 (0.5)						<b>51</b> (0.4)	49 (0.4)						50 (0.3)	49 (0.4)							<b>50</b> (0.4)
Slovak Republic	50 (0.4)						<b>53</b> (0.3)	51 (0.3)						<b>52</b> (0.3)	50 (0.4)							<b>52</b> (0.3)
Slovenia	49 (0.3)						<b>50</b> (0.2)	49 (0.3)						<b>50</b> (0.3)	48 (0.4)							<b>50</b> (0.2)
Spain	51 (0.3)						<b>53</b> (0.3)	51 (0.3)						<b>52</b> (0.2)	51 (0.4)							<b>52</b> (0.2)
Sweden <sup>1</sup>	47 (0.3)						<b>50</b> (0.2)	48 (0.3)						<b>49</b> (0.3)	47 (0.6)							<b>49</b> (0.2)
<b>European ICCS 2022 average</b>	49 (0.1)						<b>51</b> (0.1)	49 (0.1)						<b>51</b> (0.1)	48 (0.1)							<b>51</b> (0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	47 (0.3)						<b>52</b> (0.3)	48 (0.3)						<b>51</b> (0.2)	47 (0.5)							<b>50</b> (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	48 (0.3)						<b>50</b> (0.3)	47 (0.3)						<b>50</b> (0.3)	47 (0.4)							<b>49</b> (0.3)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	48 (0.4)						<b>52</b> (0.4)	48 (0.4)						<b>51</b> (0.4)	47 (0.7)							<b>50</b> (0.4)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

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## Chapter 5:

# Students' Attitudes Toward Europe and the Future of Europe

## Chapter Highlights

Majorities among students endorsed cooperation among European countries.

- Nearly all students agreed or strongly agreed with the adoption of common rules to prevent and combat terrorism and the recognition of educational qualifications achieved in another European country. (Table 5.1)
- Students from above average socioeconomic backgrounds and with higher levels of civic knowledge tended to more strongly support cooperation among European countries. (Table 5.2)

Positive and negative expectations toward the future of Europe varied greatly across countries.

- Most students indicated that stronger cooperation among European countries, strengthening of democracy, improved access to healthcare for poor people, and increased numbers of women among political leaders were the positive scenarios most likely to happen in Europe. (Table 5.3)
- Negative scenarios viewed by students as most likely to happen were related to increased economic differences between rich and poor countries and the influence of limited groups of rich people in politics. (Table 5.4)

European lower-secondary students held positive perceptions about the European Union (EU).

- Majorities among students across countries agreed or strongly agreed with statements regarding the role of the EU in protecting human rights and the freedom of speech, in the sharing of common rules and laws within the EU, in providing a feeling of safety, and in the positive effects on the economies of single countries. (Table 5.5)
- The large influence of the richest member countries on EU policies was considered as one of the most negative aspects about the EU by majorities of the students. (Table 5.6)
- On average across countries, male students, students from above average socioeconomic backgrounds, and students with higher levels of civic knowledge tended to indicate more positive attitudes toward the EU. (Table 5.7).
- In almost all countries, students' negative attitudes toward the EU were positively associated with below-average socioeconomic backgrounds and lower levels of civic knowledge. (Table 5.8)

About half of the students expressed trust in European institutions and were expecting to vote in European elections.

- Students' trust in the European Commission and in the European Parliament and their expectations to vote in European elections decreased between ICCS 2016 and 2022. (Tables 5.9 and 5.10)
- Cross-nationally, students' trust in European institutions recorded a small increase across ICCS 2009 and 2022 for common countries. (Table 5.9)
- On average, target grade students showed higher levels of trust in European institutions than in their national governments, however, there were also higher levels of expectations to vote in national elections than in European ones. (Tables 5.9 and 5.10)

This chapter examines students' attitudes toward cooperation among European countries, students' positive and negative expectations for the European future and their attitudes toward the European Union (EU). These constructs reflect the subarea "attitudes toward civic issues and institutions" included in affective-behavioral area 1 (*attitudes*) of the International Civic and Citizenship Education Study (ICCS) 2022 assessment framework (Schulz, et al., 2023). It also includes findings from the international student questionnaire on students' trust in European institutions and students' expected participation in European elections (Schulz, et al., 2023).

### 5.1 Students' Attitudes Toward Cooperation Among European Countries

Environmental, social and economic challenges have prompted European countries to work cooperatively despite a proper balance between national and supranational interests remaining a difficult issue (Ciornei & Ross, 2021). According to the Special Eurobarometer 517, *Future of Europe*, the majority of respondents (76%) believed that to tackle global challenges, EU member states should work and find solutions together rather than prioritizing national policies in individual countries (European Commission, 2021a). Results from the survey also showed public support for the notion that, among a series of policy areas, migration and refugees, environment and climate change, fighting terrorism, security and defense policy, foreign policy, energy policy, economy and growth, should be dealt with only or mainly at EU level rather than equally at the EU and the national level, or only or mainly at a national level (European Commission, 2021a).

Results from the Special Eurobarometer 531 on *Key Challenges in Europe* (European Commission, 2022a) showed that immigration and health are considered as two main concerns in member states, right after the rising of prices/inflation/cost of living, energy supply, the environment and climate change. Immigration and the refugee crisis represent one of the most relevant challenges that the EU is facing in the last decades. Although the massive numbers of migrants coming to Europe in the years 2015 and 2016 decreased in the following years, the continuous arrival of migrants and asylum seekers, especially across the Mediterranean and the Western Balkans routes, pushes Europe to set fairer and more effective asylum and migration policies (European Commission, 2020, 2023). Furthermore, Russia's war against Ukraine caused the largest number of people fleeing conflict since World War II. While in 2010, less than 10 percent of world refugees were living in the EU, in 2022, due to the war in Ukraine, the share of refugees living in the EU increased to more than 20 percent (European Commission, 2022b). After the terrorist attack in Madrid in 2004, the EU recognized the need for greater cooperation against terrorism and has undertaken several actions to support member states and to collaborate with international organizations and non-EU countries to share key information (European Council, 2022).

Promoting equality is one of the founding principles of the EU, as reflected for instance in the European Pillar of Social Rights (European Commission, 2021b). The EU addresses the issue of inequality across different sectors and policy areas, including empowering women, enhancing social services, creating opportunities for youth and disadvantaged people, and facilitating mobility. The fight against inequality is also connected to the EU strategy to achieve the United Nations' 2030 Sustainable Development Goals and to the wider EU commitment of promoting and protecting human rights (European Commission, 2022c).

During the COVID-19 pandemic, the EU cooperated with the member states to safeguard the health of EU citizens and activated extensive actions in response to the emergency that aimed at ensuring the provision of medical equipment, promoting research for vaccines, and supporting the economy. The coordinated efforts at the European level were mainly related to cross-border contact tracing, quarantine regulations, vaccination certificates, testing strategies and the development of COVID-19 vaccines (Forman & Mossialos, 2021). However, according to a public opinion survey commissioned by the European Parliament, around half of respondents (52%) were not satisfied with the measures taken at the EU level against the COVID-19 pandemic. Across European countries participating in ICCS 2022, satisfaction was highest in the Netherlands (61%) and Denmark (57%). Lower levels of satisfaction were recorded in Italy (23%) and Spain (26%). On average, about 69 percent of the respondents agreed that the EU should have more responsibilities to deal with crises such as the COVID-19 pandemic, with higher percentages found in Romania (79%), Bulgaria (78%) and Italy (77%) (European Parliament, 2020).

The ICCS 2022 European student questionnaire included a question that sought to capture students' attitudes toward cooperation among European countries. This question examined students' views on the adoption of shared policies in Europe (for example, policies to reduce social and economic inequalities) or on collaboration in specific areas (for example, strategies to combat terrorism and to deal with migration). The item set, with response categories using a four-point Likert scale ("strongly agree," "agree," "disagree," "strongly disagree"), included the following statements: (a) "European countries should recognize all educational qualifications achieved in any other European country"; (b) "European countries should have a European army for international missions"; (c) "European countries should adopt common rules to prevent and combat terrorism"; (d) "European countries should adopt the same regulations to combat illegal entry from non-European countries"; (e) "European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions"; (f) "European countries should adopt common rules to reduce social and economic inequalities between rich and poor people"; and (g) "European countries should have common rules to combat infectious diseases (e.g., [measles, COVID-19])." A similar question was included in the ICCS 2016 European student questionnaire and was modified for this cycle of the study (Losito et al., 2018). The resulting scale had satisfactory reliability (Cronbach's Alpha = 0.78) across participating countries, with higher scores on the scale indicating stronger endorsement toward cooperation among European countries (see item map in [Figure A.9](#), Appendix A.3).

Most lower-secondary European students endorsed cooperation among European countries. About 90 percent of respondents were in favor of the adoption of common rules among European countries to prevent and combat terrorism, and of the recognition of all educational qualifications achieved in any other European country (European ICCS 2022 averages for these two items: 92% and 91%, respectively) ([Table 5.1](#)). High levels of agreement were also observed for the remaining items, with average percentages ranging from 88 percent for endorsing the adoption of common rules to reduce social and economic inequalities between rich and poor people to 86 percent for supporting the implementation of the same set of regulations to accept refugees and the creation of a European army for international missions.

The national averages for participating countries on the scale derived from these items (*students' attitudes toward cooperation among European countries*) are presented ([Table 5.1](#)). The highest average scores were recorded in Croatia, France, Italy, Lithuania, Malta, Romania, and Spain. In the Netherlands we registered the lowest national average of more than three score points below the European ICCS 2022 average.

When we examined the association of students' attitudes toward cooperation among European countries with students' gender, socioeconomic background and level of civic knowledge, we observed statistically weak significant differences between female and male students only in a few countries ([Table 5.2](#)). We found that in most countries there were consistent positive associations between students' views on cooperation among European countries and their socioeconomic background. Across countries, the difference between the two comparison groups (students with a socioeconomic background below and at or above country average) was, on average, more than one scale point. In all but one country, students at Level A or B on the civic knowledge scale had significantly higher scale scores (with a difference of almost three points on average) than the students in the comparison group (below Level B on the civic knowledge scale).

## 5.2 Students' Expectations for the Future of Europe

A youth consultation process promoted by the European Parliament within the framework of the Conference on the Future of Europe and the EYE2021 (the fourth edition of the European Youth Event) led to the collection of a wide array of ideas from young Europeans about the future of Europe. Climate change and the environment, health, a stronger economy, social justice and jobs, digital transformation, values, rights and the rule of law, migration, and education were the most relevant areas on which European youth made proposals to improve current European legislation (European Parliament, 2021).

Results from the Special Eurobarometer 517, *Future of Europe*, showed that 68 percent of respondents thought that the EU was a place of stability in the world and 67 percent believed that the EU project offered

a future perspective for Europe's youth. In relation to this last question, across ICCS 2022 participating countries, high percentages were found in Malta (84%) and Croatia (81%), while lower percentages of respondents were recorded in France (54%) and Spain (56%) (European Commission, 2021a).

The ICCS 2022 European student questionnaire contained a question asking students about their positive and negative expectations ("very likely," "likely," "unlikely," "very unlikely") for the future of Europe. Using a four-point Likert scale, we examined how students in European participating countries rated their expectations regarding the future of Europe when considering the following positive scenarios (items a, c, f, h, i, k) and negative scenarios (items b, d, e, g, j, l, m) in 10 years: (a) "There will be stronger cooperation among European countries"; (b) "There will be a rise in racism"; (c) "There will be peace across Europe"; (d) "Terrorism will be more of a threat all across Europe"; (e) "There will be larger economic differences between rich and poor countries in Europe"; (f) "There will be less air and water pollution in Europe"; (g) "There will be a rise in poverty and unemployment in Europe"; (h) "Democracy will be strengthened across Europe"; (i) "Poor people will have more access to healthcare"; (j) "Politics will be increasingly influenced by small groups of rich people"; (k) "There will be more women among political leaders"; (l) "There will be a rise in religious intolerance"; and (m) "There will be more infectious diseases (e.g., [measles, COVID-19])." A similar question was included in the ICCS 2016 European student questionnaire and was modified for this cycle of the study (Losito et al., 2018). On average across countries, the resulting scales had satisfactory reliabilities (Cronbach's alpha) with 0.70 for students' positive expectations for the European future, and 0.76 for students' negative expectations (see the item maps in [Figures A.10 and A.11](#), Appendix A.3).

Stronger cooperation among European countries was the scenario that more than 80 percent of surveyed students expected was likely or very likely to happen in Europe in the future (European ICCS 2022 average: 86%). For students in the Slovak Republic, we recorded percentages that were more than 10 points below the European ICCS 2022 average for this item ([Table 5.3](#)). Across countries, majorities of students held positive expectations concerning the strengthening of democracy (European ICCS 2022 average: 78%), improved access to healthcare for poor people, and increased numbers of women among political leaders (77% on average for both items).

On average, 57 percent of the students believed that there would be peace across Europe in the future. The highest percentages were found in Estonia, the Netherlands, and Romania, while for students in France, Norway, the Slovak Republic, Spain, and North Rhine-Westphalia we recorded percentages more than 10 points below the European ICCS 2022 average. Across the European ICCS 2022 countries, only half of the students felt that there would be less air and water pollution in the future (European ICCS 2022 average: 54%). Croatia, France and Poland recorded the lowest percentages for this item. The national average scale scores indicating students' positive expectations for the future of Europe are presented ([Table 5.3](#)). Eight countries (Cyprus, Estonia, Italy, Lithuania, Malta, the Netherlands, Romania, and Sweden) showed scale scores significantly above the European ICCS 2022 average.

Results reflecting students' negative expectations about the future of Europe showed considerable variation across countries. The highest average percentages of students were found for the increase of economic differences between rich and poor countries (European ICCS 2022 average: 73%) and the increase of the influence of limited groups of rich people in politics (66%) ([Table 5.4](#)). On average, 59 percent of students felt that there would be more infectious diseases and that there would be increased poverty and unemployment in Europe. For this latter item, we found percentages of more than 10 points above the European ICCS 2022 average in Bulgaria, Cyprus, France, and Slovenia. For Lithuania, the Netherlands, and Sweden we recorded the lowest percentages.

Fifty-one percent of respondents believed that terrorism would be a greater threat (Cyprus, France and Slovenia had percentages of more than 10 points above the European ICCS 2022 average for this statement), and 47 percent, on average, expected a rise in racism. For this latter item we recorded the highest percentages in Bulgaria, Cyprus, France, and Slovenia.

The national average scale scores indicating students' negative expectations for the future of Europe are presented (Table 5.4). We found scale scores significantly above the European ICCS 2022 average in eight countries (Bulgaria, Cyprus, France, Italy, Malta, the Slovak Republic, Slovenia, and Spain). Among these countries, Cyprus recorded the highest national average of more than three points above the average.

### 5.3 Students' Attitudes Toward the European Union

Findings from previous research suggests that young people in Europe tend to hold positive attitudes toward the EU (Down & Wilson, 2017; Fligstein, 2008; Keating, 2014). Higher educational attainment and personal experiences with an increasingly integrated Europe were among the most relevant factors that studies have most often associated with more favorable opinions about the EU, although specific events at the European level can influence and shape EU support (Lauterbach & De Vries, 2020).

Results from the Special Eurobarometer 517, *Future of Europe*, showed that 62 percent of the respondents believed that their country's membership to the EU is a positive thing. Among the ICCS 2022 countries participating in the survey, the Netherlands and Sweden recorded the highest percentages of respondents (79% and 76%, respectively), while lower percentages were found in the Slovak Republic (39%) and Romania (47%) (European Commission, 2021a). Analysis of these results by sociodemographic data highlighted that men and younger respondents (aged 15–24) were more likely to think about their country's membership of the EU as a positive thing.

Special Eurobarometer 517 results also showed that 27 percent of respondents were in favor of the EU and of how it works at present, 46 percent reported that they were in favor of the EU but not of the way it was working at present, while 21 percent said they were rather skeptical of the EU but might change their opinion if changes occurred regarding how the EU works. When asked about the three main benefits of an EU membership, respondents indicated the EU's respect for democracy, human rights, and the rule of law (27%); the economic, industrial, and trading power of the EU (25%); and the good relationships and solidarity between member states (22%). In addition, the findings further revealed that European citizens considered voting in elections the best way to ensure their voice was heard (68%), and that voting in European elections was considered as the best way to ensure that citizens' voices are heard by decision-makers at the level of the EU (European Commission, 2021a).

The ICCS 2016 European student questionnaire contained a five-item set gauging students' perceptions about the EU in relation to different topics and issues, including the environment, human rights, and politics. These items were used to derive a scale measuring students' attitudes toward the EU. Results showed that majorities among the students expressed positive perceptions about the EU (Losito et al., 2018).

The ICCS 2022 European questionnaire also included a question investigating students' attitudes toward the EU on a wide range of topics. Differently from the previous cycle, it measured students' positive attitudes (items a, c, d, f, g, i) and negative attitudes (items b, e, h, j) on a series of statements, using answer categories "strongly agree," "agree," "disagree," and "strongly disagree": (a) "[EU] promotes respect for human rights all over Europe"; (b) "[EU] institutions cost too much money"; (c) "[EU] takes care of the environment"; (d) "[EU] is good for the economy of individual countries"; (e) "[EU] policies are too strongly influenced by the richest member states"; (f) "[EU] makes Europe a safe place to live"; (g) "[EU] is good because countries share a common set of rules and laws"; (h) "[EU] is run mainly by unelected bureaucrats"; (i) "[EU] promotes freedom of speech"; and (j) "The adoption of [EU] policies takes too long to be effective."

These items were used to derive two scales, one reflecting students' positive attitudes about the EU (average Cronbach's alpha = 0.82) and the other reflecting students' negative attitudes about the EU (average Cronbach's alpha = 0.68) (see the item maps in Figures A.12 and A.13, Appendix A.3).

The percentages and the scale scores for students' positive attitudes about the EU are presented (Table 5.5). On average across countries, students hold positive perceptions about the EU: 89 percent agreed or strongly agreed that the EU protects human rights, and 85 percent agreed or strongly agreed

Table 5.1: Students' attitudes toward cooperation among European countries

Country	Percentages of students who agreed or strongly agreed with the following statements:							Average scale scores indicating students' attitudes toward cooperation among European countries
	European countries should recognize all educational qualifications achieved in any other European country	European countries should have a European army for international missions	European countries should adopt common rules to prevent and combat terrorism	European countries should adopt the same regulations to combat illegal entry from non-European countries	European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions	European countries should adopt common rules to reduce social and economic inequalities between rich and poor people	European countries should have common rules to combat infectious diseases (e.g., [measles, COVID-19])	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
Bulgaria	89 (0.8) ▽	83 (0.9) ▽	86 (1.0) ▽	82 (1.0)	80 (1.0) ▽	82 (1.1) ▽	78 (0.9) ▽	48 (0.3) ▽
Croatia <sup>1</sup>	96 (0.4) △	89 (0.7) △	96 (0.5) △	91 (0.6) △	92 (0.8) △	93 (0.6) △	85 (0.9) △	52 (0.3) △
Cyprus	89 (0.6) ▽	85 (0.7)	84 (0.8) ▽	75 (0.9) ▽	78 (0.9) ▽	82 (0.8) ▽	77 (0.9) ▽	48 (0.2) ▽
Estonia	93 (0.6) △	78 (1.2) ▽	93 (0.6) △	90 (0.8) △	90 (0.6) △	89 (0.7)	81 (0.9)	50 (0.2)
France	94 (0.4) △	91 (0.6) △	95 (0.4) △	81 (0.7)	84 (0.7) ▽	91 (0.5) △	88 (0.5) △	53 (0.2) △
Italy	95 (0.6) △	88 (0.7) △	94 (0.6) △	75 (1.1) ▽	90 (0.6) △	92 (0.5) △	87 (0.7) △	51 (0.2) △
Latvia <sup>1</sup>	91 (0.7)	81 (0.7) ▽	91 (0.7)	83 (0.9)	83 (0.8) ▽	85 (0.9) ▽	81 (0.9)	48 (0.2) ▽
Lithuania	96 (0.4) △	90 (0.6) △	94 (0.5) △	86 (0.7) △	87 (0.7)	91 (0.6) △	87 (0.7) △	52 (0.3) △
Malta	95 (1.0) △	90 (1.0) △	91 (1.4)	79 (1.1) ▽	82 (1.5) ▽	88 (1.1)	88 (0.8) △	51 (0.4) △
Netherlands†	76 (1.2) ▼	80 (0.9) ▽	88 (1.0) ▽	75 (1.3) ▽	83 (0.9) ▽	84 (0.9) ▽	81 (0.9)	47 (0.3) ▼
Norway (9) <sup>1</sup>	77 (0.7) ▼	76 (0.7) ▼	96 (0.4) △	82 (0.7)	94 (0.4) △	88 (0.5)	77 (0.7) ▽	50 (0.2)
Poland	91 (0.5)	89 (0.6) △	94 (0.5) △	83 (0.7)	84 (0.8) ▽	84 (0.7) ▽	76 (0.9) ▽	48 (0.1) ▽
Romania	96 (0.5) △	91 (1.1) △	91 (1.4)	74 (1.6) ▽	85 (1.2)	88 (1.0)	86 (1.5) △	51 (0.4) △
Slovak Republic	95 (0.5) △	90 (0.9) △	90 (0.7) ▽	84 (1.0)	86 (0.7)	88 (0.8)	76 (0.9) ▽	49 (0.2) ▽
Slovenia	93 (0.5) △	87 (0.6) △	92 (0.5)	87 (0.6) △	87 (0.6) △	88 (0.5)	81 (0.7)	50 (0.2)
Spain	94 (0.4) △	91 (0.5) △	95 (0.5) △	81 (0.7)	86 (0.6)	92 (0.5) △	90 (0.6) △	52 (0.2) △
Sweden <sup>1</sup>	90 (0.7) ▽	81 (0.8) ▽	93 (0.5) △	85 (0.8) △	87 (0.6)	86 (0.6) ▽	82 (0.8)	50 (0.3)
<b>European ICCS 2022 average</b>	<b>91 (0.2)</b>	<b>86 (0.2)</b>	<b>92 (0.2)</b>	<b>82 (0.2)</b>	<b>86 (0.2)</b>	<b>88 (0.2)</b>	<b>82 (0.2)</b>	<b>50 (0.1)</b>
<b>Countries not meeting sample participation requirements</b>								
Denmark	90 (0.6)	72 (1.1)	81 (0.8)	74 (0.9)	78 (0.9)	75 (1.1)	65 (1.1)	45 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>								
North Rhine-Westphalia	92 (0.6)	79 (1.0) ▽	93 (0.5) △	79 (1.0) ▽	86 (0.8)	87 (0.8)	81 (0.9)	49 (0.2) ▽
<b>German benchmarking participant not meeting sample participation requirements</b>								
Schleswig-Holstein	95 (0.7)	78 (1.3)	93 (0.8)	78 (1.1)	85 (1.3)	88 (1.0)	82 (1.0)	49 (0.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

( ) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 5.2: National average scale scores indicating students' endorsement of cooperation among European countries by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge												
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)									
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12				
Bulgaria	48	(0.4)					<b>49</b>	(0.4)	47	(0.4)					<b>49</b>	(0.4)	46	(0.5)						<b>51</b>	(0.3)
Croatia <sup>1</sup>	52	(0.4)					<b>53</b>	(0.3)	52	(0.3)					53	(0.3)	50	(0.5)						<b>53</b>	(0.3)
Cyprus	47	(0.4)					48	(0.2)	46	(0.3)					<b>49</b>	(0.3)	46	(0.3)						<b>50</b>	(0.3)
Estonia	50	(0.3)					50	(0.3)	49	(0.3)					<b>51</b>	(0.4)	48	(0.5)						<b>51</b>	(0.3)
France	53	(0.3)					53	(0.2)	53	(0.2)					53	(0.3)	52	(0.3)						<b>54</b>	(0.2)
Italy	51	(0.3)					51	(0.2)	51	(0.3)					<b>52</b>	(0.2)	50	(0.4)						<b>52</b>	(0.3)
Latvia <sup>1</sup>	48	(0.3)					48	(0.3)	47	(0.3)					<b>49</b>	(0.2)	46	(0.3)						<b>50</b>	(0.3)
Lithuania	52	(0.3)					52	(0.4)	51	(0.4)					<b>53</b>	(0.3)	49	(0.4)						<b>54</b>	(0.3)
Malta	<b>52</b>	(0.5)					51	(0.3)	50	(0.6)					<b>52</b>	(0.3)	49	(0.6)						<b>53</b>	(0.3)
Netherlands†	<b>47</b>	(0.3)					46	(0.4)	46	(0.4)					47	(0.3)	45	(0.5)						<b>48</b>	(0.3)
Norway (9) <sup>1</sup>	50	(0.3)					49	(0.2)	50	(0.3)					50	(0.3)	50	(0.4)						50	(0.2)
Poland	48	(0.2)					48	(0.2)	48	(0.2)					48	(0.2)	47	(0.4)						<b>48</b>	(0.2)
Romania	51	(0.6)					51	(0.4)	50	(0.4)					<b>52</b>	(0.3)	49	(0.4)						<b>53</b>	(0.4)
Slovak Republic	49	(0.3)					49	(0.2)	48	(0.3)					<b>49</b>	(0.3)	48	(0.3)						<b>50</b>	(0.3)
Slovenia	50	(0.3)					50	(0.2)	49	(0.3)					<b>50</b>	(0.2)	48	(0.3)						<b>51</b>	(0.2)
Spain	<b>53</b>	(0.2)					52	(0.3)	52	(0.3)					52	(0.3)	51	(0.3)						<b>53</b>	(0.2)
Sweden <sup>1</sup>	<b>50</b>	(0.4)					49	(0.3)	50	(0.4)					50	(0.3)	49	(0.6)						50	(0.3)
<b>European ICCS 2022 average</b>	50	(0.1)					50	(0.1)	49	(0.1)					<b>51</b>	(0.1)	48	(0.1)						<b>51</b>	(0.1)
<b>Countries not meeting sample participation requirements</b>																									
Denmark	<b>46</b>	(0.3)					45	(0.2)	45	(0.2)					45	(0.3)	45	(0.4)						45	(0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																									
North Rhine-Westphalia	49	(0.4)					49	(0.3)	49	(0.2)					<b>50</b>	(0.4)	48	(0.4)						<b>50</b>	(0.3)
<b>German benchmarking participant not meeting sample participation requirements</b>																									
Schleswig-Holstein	49	(0.4)					49	(0.3)	49	(0.3)					49	(0.3)	48	(0.6)						50	(0.3)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

( ) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Table 5.3: Students' positive expectations regarding the future of Europe

Country	Percentages of students who expected that the following positive scenarios may likely or very likely happen in Europe:						Average scale scores indicating students' positive expectations for European future
	There will be stronger cooperation among European countries (%)	There will be peace across Europe (%)	There will be less air and water pollution in Europe (%)	Democracy will be strengthened across Europe (%)	Poor people will have more access to healthcare (%)	There will be more women among political leaders (%)	
Bulgaria	79 (0.9) ▽	53 (1.2) ▽	51 (1.3) ▽	64 (1.0) ▼	64 (1.1) ▼	68 (1.0) ▽	48 (0.3) ▽
Croatia <sup>1</sup>	82 (1.0) ▽	49 (1.3) ▽	36 (1.0) ▼	75 (1.0) ▽	66 (1.1) ▼	66 (1.3) ▼	48 (0.2) ▽
Cyprus	88 (0.7)	57 (1.0)	62 (1.0) △	79 (0.8)	78 (1.1)	81 (0.7) △	51 (0.2) △
Estonia	93 (0.5) △	67 (1.4) ▲	56 (1.0)	81 (0.9) △	85 (0.8) △	80 (1.2) △	51 (0.2) △
France	84 (0.7) ▽	42 (1.0) ▼	43 (1.0) ▼	77 (0.7)	73 (0.8) ▽	77 (0.8)	49 (0.2) ▽
Italy	90 (0.6) △	64 (1.0) △	59 (1.1) △	83 (0.8) △	82 (0.8) △	79 (0.8) △	51 (0.2) △
Latvia <sup>1</sup>	89 (0.8) △	62 (1.1) △	59 (0.9) △	76 (0.8) ▽	77 (0.8)	75 (0.9) ▽	50 (0.2)
Lithuania	90 (0.6) △	59 (1.1) △	53 (1.1)	84 (0.7) △	82 (0.8) △	79 (0.8) △	51 (0.2) △
Malta	85 (1.3)	63 (1.1) △	60 (1.5) △	80 (1.7)	82 (1.2) △	82 (1.2) △	53 (0.4) △
Netherlands†	89 (0.7) △	69 (1.2) ▲	59 (1.3) △	78 (1.0)	82 (1.0) △	84 (1.1) △	51 (0.2) △
Norway (9) <sup>1</sup>	91 (0.5) △	41 (1.0) ▼	63 (0.7) △	79 (0.7)	87 (0.6) △	87 (0.6) △	50 (0.2)
Poland	85 (0.6) ▽	63 (0.8) △	43 (1.0) ▼	80 (0.7) △	74 (0.7) ▽	71 (0.8) ▽	49 (0.2) ▽
Romania	88 (1.6)	71 (1.4) ▲	62 (1.4) △	79 (2.2)	75 (1.1)	76 (1.3)	52 (0.3) △
Slovak Republic	73 (1.0) ▼	38 (1.2) ▼	55 (1.0)	73 (0.9) ▽	63 (1.1) ▼	60 (1.0) ▼	46 (0.2) ▼
Slovenia	85 (0.7) ▽	60 (1.0) △	54 (1.0)	80 (0.7) △	74 (0.8) ▽	69 (1.0) ▽	50 (0.2)
Spain	87 (0.6)	42 (1.0) ▼	50 (1.1) ▽	77 (1.0)	80 (0.9) △	85 (0.6) △	50 (0.2)
Sweden <sup>1</sup>	92 (0.6) △	63 (1.1) △	57 (0.9) △	84 (0.7) △	85 (0.8) △	91 (0.7) ▲	52 (0.2) △
<b>European ICCS 2022 average</b>	86 (0.2)	57 (0.3)	54 (0.3)	78 (0.3)	77 (0.2)	77 (0.2)	50 (0.1)
<b>Countries not meeting sample participation requirements</b>							
Denmark	95 (0.5)	61 (1.1)	65 (1.0)	87 (0.7)	88 (0.6)	87 (0.8)	51 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>							
North Rhine-Westphalia	83 (0.8) ▽	36 (1.1) ▼	54 (1.1)	82 (0.8) △	78 (0.9)	76 (1.0)	49 (0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>							
Schleswig-Holstein	83 (1.1)	34 (1.6)	54 (1.6)	82 (1.0)	80 (1.3)	79 (1.2)	49 (0.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

( ) Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 5.4: Students' negative expectations regarding the future of Europe

Country	Percentages of students who expected that the following negative scenarios may likely or very likely happen in Europe:							Average scale scores indicating students' negative expectations for European future
	There will be a rise in racism (%)	Terrorism will be more of a threat all across Europe (%)	There will be larger economic differences between rich and poor countries in Europe (%)	There will be a rise in poverty and unemployment in Europe (%)	Politics will be increasingly influenced by small groups of rich people (%)	There will be a rise in religious intolerance (%)	There will be more infectious diseases (e.g., [measles, COVID-19]) (%)	
Bulgaria	59 (1.2) ▲	57 (1.0) △	74 (0.9)	69 (1.0) ▲	67 (1.0)	58 (1.2) △	62 (1.0) △	52 (0.3) △
Croatia <sup>1</sup>	37 (1.2) ▼	46 (1.1) ▽	76 (1.0) △	52 (1.1) ▽	64 (1.0)	45 (1.2) ▼	42 (1.0) ▼	48 (0.2) ▽
Cyprus	68 (0.9) ▲	67 (1.0) ▲	79 (0.8) △	75 (0.7) ▲	76 (0.9) ▲	71 (0.8) ▲	70 (0.9) ▲	54 (0.2) ▲
Estonia	36 (1.7) ▼	46 (1.5) ▽	70 (1.2)	52 (1.3) ▽	64 (1.0)	44 (1.5) ▼	43 (1.1) ▼	48 (0.3) ▽
France	58 (0.8) ▲	62 (1.0) ▲	79 (0.7) △	74 (0.9) ▲	69 (0.8) △	60 (0.8) △	59 (0.9)	53 (0.2) △
Italy	54 (1.1) △	60 (0.9) △	77 (0.8) △	63 (1.3) △	71 (1.0) △	54 (1.2)	54 (1.5) ▽	51 (0.3) △
Latvia <sup>1</sup>	45 (1.0) ▽	42 (1.0) ▽	73 (0.8)	56 (1.1) ▽	69 (1.0) △	53 (1.2) ▽	50 (1.2) ▽	49 (0.2) ▽
Lithuania	37 (1.2) ▽	41 (1.2) ▼	70 (1.0) ▽	45 (1.4) ▼	66 (0.9)	44 (1.1) ▼	61 (1.2)	48 (0.2) ▽
Malta	54 (1.6) △	56 (0.9) △	72 (1.2)	64 (0.7) △	69 (1.3) △	63 (1.0) △	64 (1.3) △	52 (0.3) △
Netherlands†	33 (1.3) ▼	42 (1.1) ▽	63 (1.2) ▽	46 (1.1) ▼	50 (1.2) ▼	53 (1.2)	57 (1.2)	47 (0.2) ▽
Norway (9) <sup>1</sup>	32 (0.8) ▼	39 (0.8) ▼	64 (0.8) ▽	55 (0.9) ▽	63 (0.8) ▽	60 (0.8) △	63 (0.8) △	48 (0.2) ▽
Poland	39 (1.0) ▽	50 (0.9)	72 (0.7)	51 (0.9) ▽	65 (0.7)	48 (1.0) ▽	53 (0.9) ▽	48 (0.2) ▽
Romania	54 (2.4) △	51 (3.1)	76 (1.1) △	54 (1.8) ▽	67 (2.2)	54 (2.9)	60 (2.0)	51 (0.5)
Slovak Republic	55 (1.2) △	55 (1.1) △	81 (0.9) △	65 (1.0) △	72 (1.1) △	56 (1.0)	65 (1.0) △	52 (0.2) △
Slovenia	58 (1.0) ▲	63 (1.0) ▲	80 (0.7) △	69 (1.0) ▲	71 (0.9) △	64 (0.9) △	69 (0.9) △	53 (0.2) △
Spain	49 (1.1)	48 (1.1) ▽	74 (0.9) △	66 (1.0) △	71 (1.0) △	53 (1.0) ▽	66 (0.9) △	51 (0.2) △
Sweden <sup>1</sup>	35 (1.2) ▼	41 (1.0) ▽	55 (1.1) ▼	46 (1.2) ▼	50 (1.0) ▼	53 (1.3)	64 (0.9) △	48 (0.3) ▽
<b>European ICCS 2022 average</b>	47 (0.3)	51 (0.3)	73 (0.2)	59 (0.3)	66 (0.3)	55 (0.3)	59 (0.3)	50 (0.1)

Countries not meeting sample participation requirements								
Denmark	32 (1.2)	36 (1.1)	60 (1.0)	38 (1.3)	45 (1.1)	60 (0.9)	51 (1.4)	46 (0.2)
German benchmarking participant meeting sample participation requirements								
North Rhine-Westphalia	42 (1.0) ▽	52 (1.0)	75 (0.8) △	64 (1.0) △	54 (1.2) ▼	55 (1.0)	64 (0.9) △	50 (0.2)
German benchmarking participant not meeting sample participation requirements								
Schleswig-Holstein	38 (1.2)	50 (1.4)	74 (1.4)	61 (1.5)	54 (1.8)	52 (1.6)	63 (1.4)	49 (0.3)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.  
 () Standard errors appear in parentheses.  
 (9) Country deviated from international defined population and surveyed adjacent upper grade.  
 † Nearly met guidelines for sampling participation rates only after replacement schools were included.  
<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average  
 △ Significantly above European ICCS 2022 average  
 ▽ Significantly below European ICCS 2022 average  
 ▼ More than 10 percentage or 3 score points below European ICCS 2022 average

that the EU is good because it allows countries to share a common set of rules and laws. A large majority of the students also agreed or strongly agreed that the EU safeguards the freedom of speech, makes Europe a safe place to live, and is good for the economy of individual countries (European ICCS 2022 average for these items: 83%).

When reviewing national average scale scores on students' positive attitudes toward the EU, five countries recorded scale scores significantly above the European ICCS 2022 average (Croatia, Italy, Lithuania, Malta, and Spain) (Table 5.5). While these results suggest some variation across countries, they also indicate a high endorsement of the EU concerning topics related to respect for human rights, the possibility for countries to share rules and laws, the promotion of the freedom of speech, and safety in Europe. Being part of the EU was also considered relevant for the economy of individual countries. However, we observed a relatively lower level of agreement among students for the role of the EU in safeguarding the environment (European ICCS 2022 average: 79%).

When reviewing students' negative attitudes toward the EU, across countries, majorities among students agreed that the richest member states too strongly influence EU policies (European ICCS 2022 average: 72%) (Table 5.6). The highest percentages were observed in Bulgaria, Croatia, Cyprus, France, Norway, and Slovenia. Sixty-eight percent of the students agreed that the institutions of the EU are too expensive and that adopting European policies takes a long time before they are effective. In relation to the first statement, for Cyprus and France we recorded percentages of more than 10 points above the European ICCS 2022 average. The lowest percentages (more than 10 points below the European average) were observed for Estonia, Poland, and Sweden. About half of the students further agreed or strongly agreed that the EU is mainly run by unelected bureaucrats (European ICCS 2022 average: 55%). The average percentage of agreement for this item was more than 10 points above the European ICCS 2022 average in Bulgaria, Cyprus, and Norway, while for Croatia, Italy and Poland the percentages were more than 10 points below the European average.

When reviewing national average scale scores for students' negative attitudes toward the EU, the average scale scores for students in Bulgaria, Cyprus, France, Malta, Norway, Slovenia, and Spain were significantly above the European ICCS 2022 average (Table 5.6). These findings indicated that the aspects students viewed as more negative about the EU were those concerning the unequal share of power among member states, with a supposed predominance of the richest member states, the high costs of EU institutions, and the length of legislative processes.

We compared the national average scale scores indicating students' positive attitudes toward the EU by gender groups, (high and low) levels of socioeconomic background and civic knowledge (Table 5.7). For all three pairs of the comparison groups, we observed significant associations across most countries. On average, male students in almost all participating countries had scale scores that were almost two points higher than those of female students, while in most countries students with socioeconomic backgrounds at or above the national average had higher scores than those in the comparison group (average difference of more than one point). In about half of the countries, students with civic knowledge at or above Level B had higher scale scores than those with lower levels of civic knowledge (with a difference of more than one point on average across all countries).

When we analyzed associations between students' negative attitudes toward the EU and students' gender, we found significant differences between male and female students in most countries, with male students expressing slightly more negative attitudes toward the EU than female students (Table 5.8). On average, we observed a difference of more than one scale point across countries. In all but five countries (Bulgaria, Cyprus, Italy, Latvia, and Slovenia), students with a socioeconomic background below the national average were more likely to hold negative attitudes toward the EU compared to those with a higher socioeconomic background (with an average of more than one score point). Compared to students with higher levels of civic knowledge (at or above Level B), in all except two countries (Bulgaria and Cyprus), students with a lower level of civic knowledge (below Level B) tended to express more negative attitudes toward the EU. On average, the difference between the two comparison groups was about three scale points.

The ICCS 2022 international student questionnaire included two questions related to students' trust in civic institutions, sources of information (such as traditional and social media), and groups in society (such as the students' teachers, school in general or scientists) as well as students' intentions to vote in elections once they were adults. These questions included optional items for students from European countries, namely, students' trust in the European Commission and in the European Parliament, and students' expected participation in European elections.

About three fifths of the students expressed complete or quite a lot of trust in the European Commission and in the European Parliament (European ICCS 2022 average: 61% and 62%, respectively) (Table 5.9). Across ICCS cycles, we observed a statistically significant decrease in students' trust in these two European institutions for the countries which took part in both ICCS 2016 and 2022. Small and statistically significant increases were found for students' trust in the European Commission and the European Parliament for countries who participated in ICCS 2009 and 2022. Cross-nationally, students' trust in European institutions was higher than their trust in their national governments (European ICCS 2022 average: 51%). Lower-secondary students' trust in their national governments decreased significantly since previous cycles in those countries that participated in both ICCS 2016 and 2022, and in those that participated in ICCS 2009 and 2022.

When reviewing country percentages related to students' expected electoral participation in European elections, cross-nationally, 61 percent of students reported that they expect to definitely or probably vote in European elections (Table 5.10). The lowest percentages were observed in Estonia (49%), Latvia (49%) and Slovenia (50%), while the highest proportion was recorded in Romania (75%).

As for the optional items of the question on students' trust, students' expectations to vote in European elections significantly decreased (by six percentage points) when comparing data across ICCS 2016 and 2022, while for comparable countries only a small increase (by one percentage point) was recorded between ICCS 2009 and 2022. Students' expected electoral participation in national elections was, on average, higher than students' expectations to vote in European elections (European ICCS 2022 average: 77% versus 61%, respectively), although country averages also showed a decrease for expected voting in national elections between ICCS 2016 and 2022, and between ICCS 2009 and 2022 across countries (based on available comparable data).

Table 5.5: Students' positive attitudes toward the European Union (EU)

Country	Percentages of students who agreed or strongly agreed with the following statements:						Average scale scores indicating students' positive attitudes toward the EU
	[EU] promotes respect for human rights all over Europe (%)	[EU] takes care of the environment (%)	[EU] is good for the economy of individual countries (%)	[EU] makes Europe a safe place to live (%)	[EU] is good because countries share a common set of rules and laws (%)	[EU] promotes freedom of speech (%)	
Bulgaria	84 (0.9) ▽	72 (1.1) ▽	75 (1.2) ▽	72 (1.1) ▼	76 (0.9) ▽	76 (1.1) ▽	48 (0.3) ▽
Croatia <sup>1</sup>	89 (0.7)	81 (1.0) △	87 (0.7) △	85 (0.9)	87 (0.9)	88 (0.8) △	50 (0.2) △
Cyprus	86 (0.7) ▽	75 (0.8) ▽	75 (1.0) ▽	79 (0.8) ▽	79 (0.8) ▽	78 (0.8) ▽	49 (0.3) ▽
Estonia	91 (0.7) △	86 (0.9) △	87 (0.9) △	88 (0.8) △	88 (0.6) △	84 (1.1)	50 (0.3)
France	89 (0.6)	70 (0.9) ▽	82 (0.8)	79 (0.9) ▽	86 (0.7)	83 (0.9)	50 (0.2)
Italy	92 (0.5) △	84 (0.9) △	86 (0.9) △	84 (0.6)	89 (0.6) △	89 (0.7) △	52 (0.2) △
Latvia <sup>1</sup>	86 (0.9) ▽	80 (0.7)	77 (1.0) ▽	84 (0.7)	78 (1.0) ▽	76 (0.9) ▽	48 (0.2) ▽
Lithuania	92 (0.6) △	88 (0.6) △	86 (0.7) △	87 (0.7) △	86 (0.8)	87 (0.7) △	52 (0.2) △
Malta	92 (1.5)	81 (1.4)	86 (1.9)	85 (1.5)	87 (1.3)	83 (1.5)	52 (0.5) △
Netherlands†	88 (0.9)	75 (1.1) ▽	81 (1.3)	87 (0.9) △	87 (1.0) △	82 (1.0)	49 (0.3) ▽
Norway (9) <sup>1</sup>	92 (0.4) △	76 (0.6) ▽	86 (0.7) △	90 (0.5) △	89 (0.5) △	89 (0.5) △	50 (0.2)
Poland	88 (0.7) ▽	79 (0.8)	84 (0.7)	84 (0.6)	85 (0.6)	82 (0.6) ▽	49 (0.2) ▽
Romania	90 (1.2)	78 (1.1)	80 (1.4) ▽	78 (1.8) ▽	84 (1.9)	84 (1.2)	50 (0.3)
Slovak Republic	83 (0.9) ▽	78 (1.0)	80 (0.9) ▽	78 (0.9) ▽	81 (0.9) ▽	80 (0.9) ▽	48 (0.3) ▽
Slovenia	87 (0.6) ▽	81 (0.7) △	88 (0.7) △	84 (0.8)	87 (0.7) △	83 (0.7)	50 (0.2)
Spain	92 (0.6) △	81 (0.8) △	87 (0.7) △	88 (0.6) △	88 (0.7) △	82 (0.7)	51 (0.2) △
Sweden <sup>1</sup>	93 (0.5) △	74 (1.0) ▽	82 (0.8)	87 (0.7) △	89 (0.6) △	90 (0.6) △	50 (0.2)
<b>European ICCS 2022 average</b>	89 (0.2)	79 (0.2)	83 (0.2)	83 (0.2)	85 (0.2)	83 (0.2)	50 (0.1)

Countries not meeting sample participation requirements							
Denmark	91 (0.6)	66 (1.1)	85 (0.8)	88 (0.6)	86 (0.8)	88 (0.7)	49 (0.2)
German benchmarking participant meeting sample participation requirements							
North Rhine-Westphalia	85 (0.8) ▽	68 (1.0) ▼	82 (0.9)	83 (0.8)	84 (0.9)	87 (0.8) △	48 (0.2) ▽
German benchmarking participant not meeting sample participation requirements							
Schleswig-Holstein	87 (0.9)	68 (1.5)	81 (1.2)	84 (1.0)	86 (0.9)	86 (1.0)	48 (0.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 5.6: Students' negative attitudes toward the European Union (EU)

Country	Percentages of students who agreed or strongly agreed with the following statements:				Average scale scores indicating students' negative attitudes toward the EU
	[EU] institutions cost too much money (%)	[EU] policies are too strongly influenced by the richest member states (%)	[EU] is run mainly by unelected bureaucrats (%)	The adoption of [EU] policies takes too long to be effective (%)	
Bulgaria	75 (1.0) △	77 (0.8) △	67 (1.0) ▲	76 (1.0) △	52 (0.3) △
Croatia <sup>1</sup>	69 (1.2)	79 (1.1) △	43 (1.3) ▼	63 (1.0) ▽	50 (0.2) ▽
Cyprus	81 (0.8) ▲	76 (0.9) △	65 (1.0) ▲	76 (0.8) △	52 (0.3) △
Estonia	55 (1.6) ▼	70 (1.2)	53 (1.7)	63 (1.7) ▽	48 (0.3) ▽
France	79 (0.8) ▲	76 (0.8) △	56 (1.1)	75 (0.9) △	52 (0.2) △
Italy	62 (1.1) ▽	72 (0.9)	42 (1.3) ▼	71 (0.9) △	49 (0.2) ▽
Latvia <sup>1</sup>	69 (0.9)	73 (0.8)	53 (1.3)	58 (1.2) ▼	49 (0.2) ▽
Lithuania	67 (1.3)	71 (1.1)	54 (1.5)	67 (1.2)	50 (0.3)
Malta	74 (1.1) △	71 (1.4)	54 (1.6)	72 (1.7) △	51 (0.4) △
Netherlands†	67 (1.2)	62 (1.1) ▽	58 (1.2) △	63 (1.1) ▽	49 (0.3) ▽
Norway (9) <sup>1</sup>	65 (0.9) ▽	76 (0.7) △	68 (0.9) ▲	76 (0.6) △	51 (0.2) △
Poland	54 (1.0) ▼	67 (0.9) ▽	41 (1.0) ▼	63 (0.9) ▽	48 (0.2) ▽
Romania	62 (3.2) ▽	70 (1.5)	61 (1.9) △	64 (2.3)	50 (0.5)
Slovak Republic	71 (1.0) △	66 (1.0) ▽	49 (1.1) ▽	58 (1.1) ▼	48 (0.2) ▽
Slovenia	71 (0.8) △	76 (0.9) △	54 (1.1)	68 (0.8)	51 (0.2) △
Spain	77 (0.9) △	72 (0.8)	56 (1.2)	76 (0.7) △	51 (0.2) △
Sweden <sup>1</sup>	57 (1.2) ▼	64 (1.2) ▽	54 (1.2)	71 (0.8) △	49 (0.2) ▽
<b>European ICCS 2022 average</b>	68 (0.3)	72 (0.3)	55 (0.3)	68 (0.3)	50 (0.1)
<b>Countries not meeting sample participation requirements</b>					
Denmark	52 (1.2)	58 (1.1)	43 (1.3)	49 (1.2)	46 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>					
North Rhine-Westphalia	69 (1.0)	59 (1.2) ▼	49 (1.1) ▽	73 (1.1) △	49 (0.2) ▽
<b>German benchmarking participant not meeting sample participation requirements</b>					
Schleswig-Holstein	67 (1.4)	62 (1.5)	48 (1.5)	74 (1.2)	49 (0.2)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage or 3 score points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage or 3 score points below European ICCS 2022 average

Table 5.7: National average scale scores indicating students' positive attitudes toward European Union by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge									
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	48	(0.4)					48	(0.3)	48	(0.4)				48	(0.3)	47	(0.4)				<b>49</b>	(0.4)
Croatia <sup>1</sup>	51	(0.3)					50	(0.3)	50	(0.3)				51	(0.4)	49	(0.5)				<b>51</b>	(0.3)
Cyprus	<b>50</b>	(0.4)					49	(0.3)	48	(0.4)				<b>50</b>	(0.3)	49	(0.4)				<b>50</b>	(0.3)
Estonia	<b>51</b>	(0.4)					49	(0.3)	49	(0.3)				<b>51</b>	(0.4)	48	(0.5)				<b>51</b>	(0.3)
France	<b>51</b>	(0.3)					48	(0.3)	50	(0.3)				50	(0.3)	50	(0.3)				50	(0.3)
Italy	<b>53</b>	(0.3)					51	(0.3)	52	(0.3)				<b>53</b>	(0.3)	52	(0.5)				53	(0.3)
Latvia <sup>1</sup>	<b>49</b>	(0.3)					47	(0.2)	47	(0.3)				<b>49</b>	(0.2)	47	(0.3)				<b>49</b>	(0.2)
Lithuania	<b>52</b>	(0.3)					51	(0.3)	50	(0.3)				<b>53</b>	(0.3)	50	(0.4)				<b>53</b>	(0.3)
Malta	<b>54</b>	(0.6)					51	(0.5)	52	(0.5)				53	(0.5)	52	(0.7)				53	(0.4)
Netherlands†	<b>51</b>	(0.3)					48	(0.4)	48	(0.4)				<b>50</b>	(0.3)	48	(0.5)				<b>50</b>	(0.3)
Norway (9) <sup>1</sup>	<b>51</b>	(0.3)					49	(0.2)	50	(0.2)				<b>50</b>	(0.2)	50	(0.4)				50	(0.2)
Poland	<b>49</b>	(0.3)					48	(0.2)	48	(0.3)				<b>49</b>	(0.2)	47	(0.5)				<b>49</b>	(0.2)
Romania	51	(0.5)					50	(0.4)	50	(0.4)				51	(0.3)	50	(0.4)				<b>51</b>	(0.4)
Slovak Republic	<b>50</b>	(0.5)					46	(0.3)	48	(0.4)				<b>49</b>	(0.3)	48	(0.4)				49	(0.3)
Slovenia	<b>52</b>	(0.3)					49	(0.2)	50	(0.3)				<b>51</b>	(0.3)	50	(0.4)				51	(0.3)
Spain	<b>53</b>	(0.3)					50	(0.3)	51	(0.3)				<b>52</b>	(0.3)	51	(0.4)				52	(0.2)
Sweden <sup>1</sup>	<b>51</b>	(0.4)					49	(0.2)	50	(0.4)				<b>50</b>	(0.2)	50	(0.7)				50	(0.2)
<b>European ICCS 2022 average</b>	<b>51</b>	(0.1)					49	(0.1)	49	(0.1)				<b>51</b>	(0.1)	49	(0.1)				<b>50</b>	(0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	<b>49</b>	(0.3)					48	(0.2)	48	(0.3)				<b>49</b>	(0.2)	48	(0.4)				49	(0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	<b>49</b>	(0.3)					47	(0.3)	48	(0.2)				<b>49</b>	(0.3)	48	(0.4)				49	(0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	<b>49</b>	(0.3)					47	(0.3)	48	(0.3)				<b>49</b>	(0.3)	47	(0.6)				<b>49</b>	(0.2)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Table 5.8: National average scale scores indicating students' negative attitudes toward European Union by gender, socioeconomic background and level of civic knowledge

Country	Scale score average by gender group						Scale score by socioeconomic background						Scale score average by level of civic knowledge									
	Male students			Female students			Below country average			At or above country average			Civic knowledge below Level B (below 479)			Civic knowledge at or above Level B (479 and above)						
	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	-12	-8	-4	0	4	8	12	
Bulgaria	52 (0.4)						52 (0.3)	52 (0.4)						52 (0.3)	52 (0.4)							<b>53</b> (0.3)
Croatia <sup>1</sup>	<b>50</b> (0.3)						49 (0.3)	<b>50</b> (0.2)						49 (0.3)	<b>52</b> (0.5)							49 (0.2)
Cyprus	53 (0.4)						52 (0.3)	52 (0.4)						<b>53</b> (0.3)	52 (0.4)							53 (0.3)
Estonia	<b>49</b> (0.4)						47 (0.4)	<b>49</b> (0.4)						48 (0.4)	<b>51</b> (0.5)							47 (0.3)
France	<b>52</b> (0.3)						52 (0.3)	<b>52</b> (0.3)						51 (0.3)	<b>54</b> (0.4)							51 (0.2)
Italy	<b>50</b> (0.3)						49 (0.3)	50 (0.3)						49 (0.3)	<b>52</b> (0.4)							48 (0.3)
Latvia <sup>1</sup>	49 (0.3)						49 (0.3)	50 (0.3)						49 (0.3)	<b>50</b> (0.3)							49 (0.3)
Lithuania	<b>51</b> (0.3)						49 (0.3)	<b>51</b> (0.3)						49 (0.4)	<b>52</b> (0.4)							49 (0.3)
Malta	<b>52</b> (0.6)						50 (0.4)	<b>52</b> (0.5)						50 (0.5)	<b>53</b> (0.6)							50 (0.4)
Netherlands†	<b>50</b> (0.4)						48 (0.4)	<b>50</b> (0.4)						48 (0.3)	<b>51</b> (0.5)							48 (0.3)
Norway (9) <sup>1</sup>	<b>52</b> (0.3)						50 (0.2)	<b>52</b> (0.3)						50 (0.2)	<b>54</b> (0.4)							50 (0.2)
Poland	<b>49</b> (0.2)						47 (0.2)	<b>48</b> (0.2)						47 (0.2)	<b>50</b> (0.4)							47 (0.2)
Romania	<b>50</b> (0.4)						49 (0.6)	<b>50</b> (0.4)						49 (0.7)	<b>52</b> (0.4)							48 (0.6)
Slovak Republic	<b>49</b> (0.3)						47 (0.3)	<b>50</b> (0.3)						47 (0.3)	<b>50</b> (0.4)							47 (0.3)
Slovenia	<b>51</b> (0.3)						50 (0.3)	51 (0.3)						50 (0.3)	<b>53</b> (0.3)							49 (0.3)
Spain	<b>52</b> (0.3)						51 (0.3)	<b>52</b> (0.3)						51 (0.3)	<b>53</b> (0.4)							50 (0.2)
Sweden <sup>1</sup>	<b>50</b> (0.4)						48 (0.3)	<b>51</b> (0.4)						48 (0.3)	<b>53</b> (0.6)							48 (0.2)
<b>European ICCS 2022 average</b>	<b>51</b> (0.1)						49 (0.1)	<b>51</b> (0.1)						49 (0.1)	<b>52</b> (0.1)							49 (0.1)
<b>Countries not meeting sample participation requirements</b>																						
Denmark	<b>46</b> (0.3)						45 (0.3)	<b>47</b> (0.3)						45 (0.3)	<b>50</b> (0.4)							45 (0.2)
<b>German benchmarking participant meeting sample participation requirements</b>																						
North Rhine-Westphalia	<b>49</b> (0.2)						48 (0.3)	<b>50</b> (0.3)						48 (0.3)	<b>51</b> (0.4)							48 (0.2)
<b>German benchmarking participant not meeting sample participation requirements</b>																						
Schleswig-Holstein	49 (0.4)						49 (0.3)	<b>50</b> (0.3)						48 (0.3)	<b>51</b> (0.6)							48 (0.3)

**Notes:**

Score averages which are significantly larger ( $p < 0.05$ ) than those in the comparison group are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

 Difference between comparison groups statistically significant at  $p < 0.05$ .

 Difference between comparison groups not statistically significant at  $p < 0.05$ .

Table 5.9: Students' trust in the European Commission, the European Parliament and the national government

Country	Percentages of students who have complete or quite a lot of trust in:									
	European Commission					European Parliament				
	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)
Bulgaria	53 (1.3) ▽	66 (1.1)	60 (1.1)	<b>-13</b> (1.7)	<b>-7</b> (1.7)	53 (1.4) ▽	69 (1.2)	63 (1.1)	<b>-16</b> (1.8)	<b>-10</b> (1.8)
Croatia <sup>1</sup>	55 (1.4) ▽	65 (1.4)	-	<b>-10</b> (2.0)	-	57 (1.3) ▽	68 (1.4)	-	<b>-10</b> (1.9)	-
Cyprus	52 (1.2) ▽	-	45 (1.1)	-	<b>7</b> (1.6)	51 (1.1) ▼	-	44 (1.1)	-	<b>7</b> (1.5)
Estonia	66 (1.5)	64 (1.3)	54 (1.5)	1 (2.0)	<b>12</b> (2.1)	69 (1.3)	68 (1.3)	58 (1.5)	1 (1.9)	<b>10</b> (2.0)
France	54 (1.1) ▽	-	-	-	-	56 (1.1) ▽	-	-	-	-
Italy	68 (1.1) △	75 (1.0)	75 (1.0)	<b>-7</b> (1.5)	<b>-7</b> (1.5)	70 (1.1) △	75 (1.0)	79 (0.9)	<b>-5</b> (1.5)	<b>-9</b> (1.4)
Latvia <sup>1</sup>	59 (1.0)	-	49 (1.6)	-	<b>10</b> (1.9)	60 (1.2) ▽	-	51 (1.4)	-	<b>8</b> (1.8)
Lithuania	75 (1.1) ▲	80 (0.9)	66 (1.2)	<b>-5</b> (1.5)	<b>9</b> (1.7)	75 (1.2)	82 (1.0)	70 (1.2)	<b>-7</b> (1.5)	<b>6</b> (1.7)
Malta	59 (1.7)	70 (0.8)	61 (1.8)	<b>-11</b> (1.8)	-2 (2.5)	61 (2.0)	72 (0.7)	62 (1.7)	<b>-11</b> (2.1)	-1 (2.6)
Netherlands †	-	70 (1.5)	-	-	-	76 (1.2) ▲	71 (1.4)	-	<b>5</b> (1.9)	-
Poland	55 (0.9) ▽	-	49 (1.3)	-	<b>5</b> (1.6)	56 (0.9) ▽	-	49 (1.3)	-	<b>7</b> (1.6)
Romania	69 (2.2) △	-	-	-	-	68 (2.5) △	-	-	-	-
Slovak Republic	55 (1.3) ▽	-	55 (1.4)	-	0 (1.9)	58 (1.4) ▽	-	57 (1.3)	-	1 (1.9)
Slovenia	53 (1.0) ▽	63 (1.1)	59 (1.3)	<b>-10</b> (1.5)	<b>-6</b> (1.6)	53 (1.0) ▽	64 (1.2)	58 (1.4)	<b>-10</b> (1.6)	<b>-5</b> (1.7)
Spain	57 (1.1) ▽	-	61 (1.1)	-	<b>-4</b> (1.5)	59 (1.1) ▽	-	63 (1.0)	-	<b>-4</b> (1.5)
Sweden <sup>1</sup>	78 (1.2) ▲	73 (0.9)	66 (1.3)	<b>5</b> (1.6)	<b>12</b> (1.8)	79 (1.4) ▲	75 (0.9)	69 (1.2)	3 (1.7)	<b>10</b> (1.8)
<b>European ICCS 2022 average</b>	61 (0.3)					62 (0.3)				
<b>European ICCS 2016/2022 average</b>	63 (0.1)	70 (0.0)		<b>-6</b> (0.1)		66 (0.4)	71 (0.4)		<b>-6</b> (0.6)	
<b>European ICCS 2009/2022 average</b>	61 (0.4)		59 (0.4)		<b>2</b> (0.5)	62 (0.4)		60 (0.4)		<b>2</b> (0.5)
<b>Countries not meeting sample participation requirements</b>										
Denmark	73 (1.2)	-	-	-	-	76 (1.2)	-	-	-	-
<b>German benchmarking participant meeting sample participation requirements</b>										
North Rhine-Westphalia	71 (1.2) ▲	-	-	-	-	72 (1.2) △	-	-	-	-
<b>German benchmarking participant not meeting sample participation requirements</b>										
Schleswig-Holstein	72 (1.7)	-	-	-	-	73 (1.5)	-	-	-	-

**Notes:**

Statistically significant changes ( $p < 0.05$ ) are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 5.9: Students' trust in the European Commission, the European Parliament and the national government (continued)

Country	Percentages of students who have complete or quite a lot of trust in:				
	National government of country of test				
	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)
Bulgaria	46 (1.3) ▽	59 (1.2)	56 (1.3)	<b>-12</b> (1.8)	<b>-10</b> (1.8)
Croatia <sup>1</sup>	31 (1.1) ▼	42 (1.5)	-	<b>-11</b> (1.9)	-
Cyprus	46 (1.1) ▽	-	51 (0.9)	-	<b>-5</b> (1.4)
Estonia	71 (1.2) ▲	73 (1.2)	62 (1.4)	-2 (1.7)	<b>9</b> (1.9)
France	54 (1.2) △	-	-	-	-
Italy	53 (1.1) △	57 (1.0)	74 (0.9)	<b>-4</b> (1.5)	<b>-20</b> (1.4)
Latvia <sup>1</sup>	51 (1.4)	60 (1.3)	32 (1.2)	<b>-8</b> (1.9)	<b>19</b> (1.8)
Lithuania	68 (1.1) ▲	74 (1.0)	54 (0.9)	<b>-6</b> (1.5)	<b>14</b> (1.5)
Malta	50 (1.5)	66 (0.8)	62 (1.4)	<b>-16</b> (1.7)	<b>-12</b> (2.0)
Netherlands †	73 (1.3) ▲	70 (1.4)	-	3 (1.9)	-
Poland	27 (1.0) ▼	-	36 (1.2)	-	<b>-9</b> (1.6)
Romania	44 (1.7) ▽	-	-	-	-
Slovak Republic	40 (1.3) ▼	-	57 (1.3)	-	<b>-17</b> (1.8)
Slovenia	38 (1.1) ▼	49 (1.4)	56 (1.4)	<b>-10</b> (1.7)	<b>-18</b> (1.8)
Spain	44 (1.1) ▽	-	62 (1.2)	-	<b>-18</b> (1.6)
Sweden <sup>1</sup>	78 (1.1) ▲	79 (1.0)	73 (1.2)	-1 (1.5)	<b>5</b> (1.7)
<b>European ICCS 2022 average</b>	51 (0.3)				
<b>European ICCS 2016/2022 average</b>	56 (0.4)	63 (0.4)		<b>-7</b> (0.5)	
<b>European ICCS 2009/2022 average</b>	51 (0.3)		56 (0.3)		<b>-5</b> (0.5)
<b>Countries not meeting sample participation requirements</b>					
Denmark	79 (1.0)	-	-	-	-
<b>German benchmarking participant meeting sample participation requirements</b>					
North Rhine-Westphalia	77 (1.0) ▲	-	-	-	-
<b>German benchmarking participant not meeting sample participation requirements</b>					
Schleswig-Holstein	77 (1.4)	-	-	-	-

**Notes:**

Statistically significant changes ( $p < 0.05$ ) are displayed in **bold**. Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 5.10: Students' expected electoral participation

Country	Percentage of students expecting to probably or definitely:									
	Vote in European elections					Vote in national elections				
	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)	2022	2016	2009	Difference (2022-2016)	Difference (2022-2009)
Bulgaria	54 (1.2) ▽	65 (1.2)	55 (1.3)	<b>-11</b> (1.7)	-2 (1.7)	72 (1.1) ▽	79 (1.0)	69 (1.0)	<b>-6</b> (1.5)	<b>3</b> (1.5)
Croatia <sup>1</sup>	63 (1.0) △	76 (1.1)	-	<b>-12</b> (1.5)	-	76 (0.9)	88 (0.8)	-	<b>-12</b> (1.2)	-
Cyprus	55 (0.9) ▽	-	59 (1.1)	-	<b>-4</b> (1.4)	66 (1.2) ▼	-	75 (0.8)	-	<b>-9</b> (1.5)
Estonia	49 (1.5) ▼	35 (1.1)	30 (1.0)	<b>14</b> (1.8)	<b>19</b> (1.7)	68 (1.4) ▽	77 (1.1)	73 (1.3)	<b>-10</b> (1.8)	<b>-5</b> (1.9)
France	71 (0.9) ▲	-	-	-	-	90 (0.7) ▲	-	-	-	-
Italy	71 (1.0) ▲	82 (0.7)	78 (0.9)	<b>-11</b> (1.2)	<b>-7</b> (1.3)	84 (0.8) △	90 (0.6)	88 (0.6)	<b>-6</b> (0.9)	<b>-4</b> (1.0)
Latvia <sup>1</sup>	49 (1.1) ▼	56 (1.3)	62 (1.1)	<b>-7</b> (1.8)	<b>-13</b> (1.6)	57 (1.4) ▼	78 (0.9)	77 (1.2)	<b>-20</b> (1.7)	<b>-20</b> (1.9)
Lithuania	59 (1.3)	70 (0.9)	58 (1.1)	<b>-11</b> (1.6)	1 (1.8)	80 (1.0)	88 (0.6)	88 (0.8)	<b>-7</b> (1.2)	<b>-7</b> (1.3)
Malta	57 (1.0) ▽	69 (0.7)	60 (1.3)	<b>-12</b> (1.2)	-3 (1.6)	71 (1.3) ▽	85 (0.6)	86 (1.2)	<b>-13</b> (1.4)	<b>-15</b> (1.8)
Netherlands †	57 (1.3)	60 (1.3)	-	-2 (1.8)	-	74 (1.2) ▽	75 (1.2)	-	-1 (1.7)	-
Poland	64 (1.1) △	-	50 (1.0)	-	<b>14</b> (1.5)	86 (0.6) △	-	77 (1.0)	-	<b>8</b> (1.2)
Romania	75 (2.2) ▲	-	-	-	-	84 (1.8) △	-	-	-	-
Slovak Republic	57 (1.3) ▽	-	64 (1.5)	-	<b>-7</b> (2.0)	73 (1.3) ▽	-	75 (1.2)	-	-2 (1.8)
Slovenia	50 (1.0) ▼	47 (1.2)	43 (1.0)	<b>3</b> (1.6)	<b>7</b> (1.4)	75 (1.0)	82 (0.8)	81 (0.8)	<b>-7</b> (1.3)	<b>-5</b> (1.3)
Spain	69 (1.0) △	-	68 (0.9)	-	1 (1.4)	81 (0.9) △	-	85 (0.8)	-	<b>-4</b> (1.2)
Sweden <sup>1</sup>	70 (1.3) △	77 (1.1)	63 (1.3)	<b>-7</b> (1.7)	<b>7</b> (1.9)	90 (0.9) ▲	93 (0.5)	85 (0.9)	<b>-3</b> (1.0)	<b>5</b> (1.3)
<b>European ICCS 2022 average</b>	61 (0.3)					77 (0.3)				
<b>European ICCS 2016/2022 average</b>	58 (0.4)	64 (0.3)		<b>-6</b> (0.5)		75 (0.4)	84 (0.3)		<b>-9</b> (0.4)	
<b>European ICCS 2009/2022 average</b>	59 (0.3)		57 (0.3)		<b>1</b> (0.5)	75 (0.3)		80 (0.3)		<b>-5</b> (0.4)
<b>Countries not meeting sample participation requirements</b>										
Denmark	69 (1.2)	-	-	-	-	91 (0.6)	-	-	-	-
<b>German benchmarking participant meeting sample participation requirements</b>										
North Rhine-Westphalia	63 (1.2) △	-	-	-	-	73 (1.2) ▽	-	-	-	-
<b>German benchmarking participant not meeting sample participation requirements</b>										
Schleswig-Holstein	66 (1.6)	-	-	-	-	78 (1.5)	-	-	-	-

**Notes:**

Statistically significant changes ( $p < 0.05$ ) are displayed in **bold**.

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

- No comparable data available.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

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## Chapter 6:

# Students' Expectations and Perceptions for Their Life in the Future

### Chapter Highlights

On average, most European lower-secondary students hold positive expectations about their own individual future.

- In most of the participating countries, nearly all students believed that they were very likely or likely to find a steady job and earn enough money to start a family. ([Table 6.1](#))
- Students' expectations about their own individual future were, on average, slightly more positive in ICCS 2022 compared to those reported in ICCS 2016. ([Table 6.2](#))
- Across countries, lower-secondary students considered finding a job they like, being paid in line with their qualifications, having friends, and being economically independent as the most important or important aspects of their future life. ([Table 6.3](#))

This chapter analyses students' expectations for their own lives in the future and their perceptions of the importance of some aspects of their lives in the future. These constructs reflect the subarea "attitudes toward civic roles and identity" included in affective-behavioral area 1 (*attitudes*) of the International Civic and Citizenship Education Study (ICCS) 2022 assessment framework (Schulz et al., 2023).

### 6.1 Students' Expectations for Their Own Individual Future

Young people experience several transitions in their personal life: for example, from education to work, from living on their own to starting a family, and so on. These transitions may be characterized by uncertainties about the future due to national and global issues, and demographic and socioeconomic trends (Melendro et al., 2020). Employment represents one of the major concerns for young people. In April 2020, 2.776 million young persons (under 25) were unemployed in the EU (2.239 million in the Euro area), with a youth unemployment rate of 15.4 percent in the EU and 15.8 percent in the Euro area (Eurostat, 2020).

Recent studies on the effects of the COVID-19 pandemic revealed that European young generations (aged 15–24) experienced worse labor market outcomes in terms of jobs and losses in earnings during and after this time period, and that recession has especially affected young people entering the labor market (Konle-Seidl & Picarella, 2021). This has impacted on their general health and on earnings and jobs for 10 to 15 years, creating a feeling of insecurity about young people's professional and financial futures (European Commission, 2022). Despite these concerns, young people remained slightly more optimistic than those in other age groups (Eurofund, 2021), and they considered education as the most important factor for their future life (European Commission, 2023).

The ICCS 2022 European student questionnaire contained a five-item set asking students about their expectations on different aspects of their future, such as their job, income, and opportunities to travel abroad. The same question was included in the European student questionnaire of ICCS 2016. More specifically, this question asked students how likely ("very likely," "likely," "unlikely," "very unlikely") they believed that their future would look like as described in different statements: (a) "I will find a steady job"; (b) "My financial situation will be better than that of my parents"; (c) "I will find a job I like"; (d) "I will have the opportunity to travel abroad for leisure"; and (e) "I will earn enough money to start a family." The scale derived from these items had a satisfactory average reliability across participating countries (Cronbach's alpha = 0.81) and higher score values indicated more positive outlooks (see the item map in [Figure A.14](#), Appendix A.3).

Lower-secondary students held, on average, quite positive expectations about their own individual future ([Table 6.1](#)). Most of the students believed that they would be very likely or likely to find a steady job (European ICCS 2022 average: 94%), earn enough money to start a family (92%), find a job they like (89%), and have chances to travel abroad for leisure (88%). On average, 82 percent of respondents thought that their financial situation would be better than that of their parents, with Romania recording percentages of more than 10 points above the European ICCS 2022 average for this item.

Among the countries participating in the ICCS 2022 European questionnaire, Romania showed the highest scale score, thus indicating the most positive expectations for students' individual future, while for students from the Slovak Republic we recorded the lowest score average ([Table 6.2](#)). When comparing average scale scores for countries participating in ICCS 2016 and 2022, we found a small but statistically significant increase in students' positive expectations for their own individual future of 0.5 score points. We observed significantly increased scale scores from 2016 to 2022 in Croatia, Italy and Slovenia, while scale scores were significantly lower among students in Latvia, Lithuania, and Malta.

### 6.2 Students' Perceptions of the Importance of Some Aspects of Their Life in the Future

For the first time, the ICCS 2022 European student questionnaire asked students to rate their expectations ("very important," "important," "slightly important," "not important") on the importance of different aspects in their future life, such as getting a degree, being economically independent, and having the opportunity to work and travel abroad. The nine-item set consisted of the following statements: (a) "To be economically

independent”; (b) “To have a higher income than my [parents or guardians]”; (c) “To find a job I like”; (d) “To have the opportunity to travel abroad for leisure”; (e) “To have the opportunity to work abroad”; (f) “To be paid in line with my qualifications”; (g) “To get a [post-secondary] degree”; (h) “To have children”; and (i) “To have friends.”

Cross-nationally, participating students considered the most important or important aspects of their future life to find a job they like (European ICCS 2022 average: 95%), to be paid in line with their qualifications (92%), to have friends (91%), and to be economically independent (90%) (Table 6.3). About four out of five students believed that having the opportunity to travel abroad for leisure and getting a post-secondary degree were the other two important or very important aspects for their future life (80% and 79%, respectively). Slightly lower percentages were found for having the opportunity to work abroad, having children (68% for both items), and having a higher income than their parents or guardians (63%).

Table 6.1: Students' expectations for their own individual future

Country	Percentages of students who expected that the following may likely or very likely happen:				
	I will find a steady job	My financial situation will be better than that of my parents	I will find a job I like	I will have the opportunity to travel abroad for leisure	I will earn enough money to start a family
Bulgaria	90 (0.8) ▽	85 (0.8) △	84 (0.9) ▽	83 (0.9) ▽	87 (0.8) ▽
Croatia <sup>1</sup>	96 (0.4) △	81 (0.9)	92 (0.6) △	86 (0.9) ▽	95 (0.5) △
Cyprus	94 (0.6)	88 (0.7) △	89 (0.8)	88 (0.7)	88 (0.8) ▽
Estonia	95 (0.4)	83 (0.9)	90 (0.5) △	91 (0.5) △	92 (0.7)
France	95 (0.4)	80 (0.7) ▽	88 (0.7)	83 (0.7) ▽	91 (0.6)
Italy	97 (0.4) △	87 (0.9) △	92 (0.7) △	91 (0.6) △	94 (0.5) △
Latvia <sup>1</sup>	94 (0.5)	85 (0.7) △	87 (0.8) ▽	87 (0.7)	89 (0.7) ▽
Lithuania	92 (0.6) ▽	82 (0.8)	88 (0.7) ▽	87 (0.8)	92 (0.6)
Malta	94 (0.8)	82 (0.8)	89 (1.3)	87 (1.0)	90 (1.5)
Netherlands†	96 (0.5) △	72 (1.0) ▽	94 (0.6) △	95 (0.6) △	95 (0.6) △
Norway (9) <sup>1</sup>	95 (0.4) △	77 (0.8) ▽	92 (0.5) △	94 (0.4) △	94 (0.4) △
Poland	96 (0.4) △	85 (0.6) △	90 (0.6)	89 (0.6)	93 (0.4) △
Romania	96 (0.8) △	93 (0.9) ▲	92 (1.0) △	89 (1.0)	95 (0.9) △
Slovak Republic	92 (0.5) ▽	80 (0.9) ▽	82 (0.9) ▽	80 (1.0) ▽	91 (0.6)
Slovenia	95 (0.4)	80 (0.7) ▽	91 (0.6) △	87 (0.6)	93 (0.5)
Spain	94 (0.4)	81 (0.7) ▽	86 (0.6) ▽	85 (0.8) ▽	92 (0.6)
Sweden <sup>1</sup>	95 (0.5)	73 (1.0) ▽	90 (0.7)	92 (0.7) △	94 (0.5) △
<b>European ICCS 2022 average</b>	94 (0.1)	82 (0.2)	89 (0.2)	88 (0.2)	92 (0.2)
<b>Countries not meeting sample participation requirements</b>					
Denmark	96 (0.4)	83 (0.7)	95 (0.4)	95 (0.5)	96 (0.4)
<b>German benchmarking participant meeting sample participation requirements</b>					
North Rhine-Westphalia	97 (0.3) △	71 (0.9) ▼	92 (0.6) △	88 (0.6)	94 (0.5) △
<b>German benchmarking participant not meeting sample participation requirements</b>					
Schleswig-Holstein	95 (0.6)	65 (1.3)	92 (0.6)	85 (1.1)	94 (0.7)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below European ICCS 2022 average

Table 6.2: National average scale scores indicating students' expectations for their own individual future

Country	2022	2016	Difference (2022-2016)	40	45	50	55	60
Bulgaria	50 (0.3)	50 (0.3)	0.2 (0.5)					
Croatia <sup>1</sup>	52 (0.3) $\Delta$	48 (0.3)	<b>4.2</b> (0.5)					
Cyprus	51 (0.3)	-	-					
Estonia	50 (0.2)	49 (0.2)	0.4 (0.4)					
France	49 (0.2) $\nabla$	-	-					
Italy	50 (0.2)	48 (0.2)	<b>2.7</b> (0.4)					
Latvia <sup>1</sup>	50 (0.3)	51 (0.2)	<b>-1.0</b> (0.4)					
Lithuania	49 (0.3) $\nabla$	51 (0.2)	<b>-2.1</b> (0.4)					
Malta	50 (0.4)	52 (0.2)	<b>-1.3</b> (0.5)					
Netherlands <sup>†</sup>	51 (0.2) $\Delta$	51 (0.3)	0.4 (0.5)					
Norway (9) <sup>1</sup>	51 (0.2) $\Delta$	52 (0.2)	-0.8 (0.4)					
Poland	51 (0.2)	-	-					
Romania	55 (0.4) $\blacktriangle$	-	-					
Slovak Republic	47 (0.3) $\blacktriangledown$	-	-					
Slovenia	50 (0.2) $\nabla$	47 (0.2)	<b>2.3</b> (0.4)					
Spain	48 (0.2) $\nabla$	-	-					
Sweden <sup>1</sup>	50 (0.3)	50 (0.4)	0.4 (0.6)					
<b>European ICCS 2022 average</b>	50 (0.1)							
<b>European ICCS 2022/2016 average</b>	50 (0.1)	50 (0.1)	<b>0.5</b> (0.1)					
<b>Countries not meeting sample participation requirements</b>								
Denmark	53 (0.2)	-	-					
<b>German benchmarking participant meeting sample participation requirements</b>								
North Rhine-Westphalia	50 (0.2)	-	-					
<b>German benchmarking participant not meeting sample participation requirements</b>								
Schleswig-Holstein	48 (0.2)	-	-					

**Notes:**

- Statistically significant changes ( $p < 0.05$ ) are displayed in **bold**. Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.
- ( ) Standard errors appear in parentheses.
- (9) Country deviated from international defined population and surveyed adjacent upper grade.
- † Nearly met guidelines for sampling participation rates only after replacement schools were included.
- <sup>1</sup> National defined population covers 90% to 95% of national target population.
- No comparable data available.

**National ICCS 2022 results are:**

- $\blacktriangle$  More than 3 score points above European ICCS 2022 average
- $\Delta$  Significantly above European ICCS 2022 average
- $\nabla$  Significantly below European ICCS 2022 average
- $\blacktriangledown$  More than 3 score points below European ICCS 2022 average

-  2022 average score +/- confidence interval
-  2016 average score +/- confidence interval

On average across items, students with a score in the range with this color have more than 50% probability to indicate:

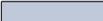
	Negative expectations
	Positive expectations

Table 6.3: Students' perceptions of the importance of some aspects for their life in the future

Country	Percentages of students who considered that the following as important or very important in their future life:								
	To be economically independent	To have a higher income than my [parents or guardians]	To find a job I like	To have the opportunity to travel abroad for leisure	To have the opportunity to work abroad	To be paid in line with my qualifications	To get a [post-secondary] degree	To have children	To have friends
Bulgaria	91 (0.8)	76 (0.9) ▲	90 (0.8) ▽	82 (1.0)	73 (0.9) △	90 (0.8) ▽	86 (0.9) △	80 (0.8) ▲	87 (0.8) ▽
Croatia <sup>1</sup>	87 (0.8) ▽	73 (1.2) △	98 (0.4) △	80 (0.8)	77 (1.0) △	97 (0.4) △	73 (1.0) ▽	80 (0.9) ▲	96 (0.5) △
Cyprus	93 (0.6) △	75 (1.1) ▲	92 (0.5) ▽	84 (0.7) △	79 (0.8) ▲	90 (0.8) ▽	82 (0.7) △	74 (1.0) △	90 (0.9)
Estonia	89 (0.7) ▽	66 (1.1) △	96 (0.5) △	82 (0.9)	70 (1.1) △	91 (0.6)	71 (1.2) ▽	55 (1.2) ▼	91 (0.6)
France	96 (0.4) △	63 (1.0)	96 (0.4) △	82 (0.8) △	58 (1.0) ▽	90 (0.7) ▽	76 (0.9) ▽	71 (0.9) △	87 (0.7) ▽
Italy	96 (0.4) △	61 (1.3)	97 (0.4) △	85 (0.8) △	78 (1.0) △	95 (0.4) △	87 (0.6) △	74 (1.1) △	93 (0.6) △
Latvia <sup>1</sup>	86 (0.7) ▽	69 (0.9) △	93 (0.6)	78 (1.1) ▽	71 (1.1) △	93 (0.5) △	73 (1.2) ▽	63 (1.0) ▽	86 (0.7) ▽
Lithuania	90 (0.7)	65 (1.4)	96 (0.4) △	83 (0.8) △	80 (1.0) ▲	94 (0.6) △	87 (0.8) △	58 (1.0) ▽	89 (0.6) ▽
Malta	93 (0.8) △	63 (1.1)	93 (1.1)	81 (0.9)	74 (1.7) △	92 (0.9)	86 (0.9) △	62 (1.1) ▽	89 (1.1)
Netherlands†	97 (0.4) △	41 (1.6) ▼	96 (0.4) △	90 (0.6) △	46 (1.4) ▼	95 (0.5) △	57 (1.5) ▼	70 (1.2)	94 (0.7) △
Norway (9) <sup>1</sup>	98 (0.2) △	43 (1.0) ▼	96 (0.3) △	82 (0.7) △	53 (0.9) ▼	95 (0.4) △	77 (0.9) ▽	72 (0.8) △	95 (0.4) △
Poland	94 (0.5) △	59 (0.9) ▽	95 (0.4)	76 (0.9) ▽	62 (0.9) ▽	93 (0.5) △	83 (0.7) △	52 (0.9) ▼	91 (0.5)
Romania	95 (0.6) △	86 (1.4) ▲	96 (0.7) △	90 (0.7) △	72 (1.3) △	93 (0.9)	88 (1.5) △	77 (1.3) △	91 (1.3)
Slovak Republic	81 (0.7) ▽	68 (1.0) △	91 (0.7) ▽	70 (1.1) ▼	63 (1.2) ▽	86 (0.8) ▽	80 (0.9)	65 (1.1) ▽	90 (0.7)
Slovenia	84 (0.7) ▽	64 (0.9)	94 (0.5)	82 (0.6) △	73 (1.0) △	90 (0.6) ▽	87 (0.7) △	69 (1.0)	91 (0.5)
Spain	96 (0.4) △	68 (1.1) △	95 (0.4)	76 (1.0) ▽	65 (1.1) ▽	95 (0.4) △	90 (0.6) ▲	71 (1.0) △	91 (0.6)
Sweden <sup>1</sup>	73 (1.2) ▼	37 (1.4) ▼	92 (0.5) ▽	64 (1.3) ▼	56 (1.2) ▼	86 (0.6) ▽	64 (1.2) ▼	64 (1.3) ▽	91 (0.5)
<b>European ICCS 2022 average</b>	90 (0.2)	63 (0.3)	95 (0.1)	80 (0.2)	68 (0.3)	92 (0.2)	79 (0.2)	68 (0.3)	91 (0.2)

Countries not meeting sample participation requirements									
Denmark	99 (0.2)	35 (1.0)	96 (0.3)	82 (0.8)	48 (1.0)	95 (0.4)	70 (1.0)	74 (0.9)	95 (0.4)
German benchmarking participant meeting sample participation requirements									
North Rhine-Westphalia	95 (0.5) △	51 (1.3) ▼	97 (0.4) △	81 (0.8)	45 (1.2) ▼	93 (0.5)	75 (1.0) ▽	71 (1.1) △	92 (0.6) △
German benchmarking participant not meeting sample participation requirements									
Schleswig-Holstein	96 (0.7)	47 (1.4)	98 (0.3)	78 (1.2)	48 (1.7)	94 (0.7)	74 (1.5)	66 (1.7)	94 (0.6)

**Notes:**

Because results are rounded to the nearest whole number, some aggregate statistics may appear inconsistent.

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

**National ICCS 2022 results are:**

▲ More than 10 percentage points above the European ICCS 2022 average

△ Significantly above European ICCS 2022 average

▽ Significantly below European ICCS 2022 average

▼ More than 10 percentage points below the European ICCS 2022 average

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## Chapter 7:

# Main Findings and Implications for Policy and Practice

Over the past 50 years, the International Association for the Evaluation of Educational Achievement (IEA) has been committed to conducting research on civic and citizenship education. In 2009 the first round of the International Civic and Citizenship Education Study (ICCS) was conducted (Schulz et al., 2010), followed by a second cycle in 2016 (Schulz et al., 2018). ICCS 2022 represents the third cycle of this study (Schulz et al., 2023).

ICCS aims at gathering data on the ways schools and education systems prepare young people to undertake their role in societies. Across its three cycles, ICCS has measured students' civic knowledge and understanding, and students' attitudes and engagement in the field of civic and citizenship education. It has also measured changes over time and tackled contemporary societal developments through the inclusion of new focus areas in each cycle. Within its overarching structure, ICCS 2022 also collected data on attitudes and engagement of students in participating countries in Europe regarding issues that were deemed of specific relevance to this geographic region.

In recent years, Europe has faced multiple challenges both within and beyond its borders: reforming migration and asylum policies, achieving sustainable economic transitions, dealing with the rise of populism and nationalism, and ensuring the free movement of people within Europe are among the most prominent tasks ahead that require strong collaborative efforts from all European countries (European Commission, 2023; European Parliament, 2023). In this context, the European student questionnaire investigated students' attitudes towards freedom of movement within Europe, towards cooperation among European countries, and towards the European Union (EU), and their sustainable behaviors, their sense of European identity, and their perceptions of the future of Europe.

Promoting civic and citizenship education in schools has long been a priority for European countries and one of the main objectives of the educational policies of the EU. Citizenship competence has been included in the list of the eight "key competences for lifelong learning" necessary for young people for personal and educational fulfillment and to act responsibly in contemporary societies (Council of the European Union, 2006, 2018). The promotion of democratic values, equality, social cohesion and active citizenship was identified as one of the main aims of European cooperation in education and training for the years 2021–2030 (Council of the European Union, 2021). In ICCS 2022 the European student questionnaire gauged students' opportunities to learn about Europe at school and the international student questionnaire (Schulz et al., 2023) measured teachers' participation in professional development activities in the area of civic and citizenship education, their preparedness to teach civic and citizenship education topics and skills, and their perceptions of target grade students' opportunities to learn about civic topics and skills.

This chapter includes a summary of the main findings from the ICCS 2022 European student questionnaire and discusses implications for policy and practice, providing an outlook into future research into civic and citizenship education from a European perspective.

## 7.1 Summary of Main Findings

*Most European lower-secondary students expressed a strong sense of European identity.*

Most of the European students participating in ICCS 2022 saw themselves as European, were proud to live in Europe and felt part of Europe. Majorities among students from EU member countries also felt part of the EU and were proud that their country was a member of the EU. Findings also showed a statistically significant increase across ICCS cycles of students' sense of European identity. In all participating countries, students who expressed higher levels of trust in national institutions also tended to have a stronger sense of European identity than students with lower levels of trust.

*European lower-secondary students reported that they mostly had the opportunity to learn about the history of Europe at school.*

Most of the students reported having had the opportunity to learn about the history of Europe. This result is in line with findings from the previous cycle of the study (ICCS 2016). High percentages also reported to have had the opportunity to learn about the EU. More than half of the respondents reported having had the opportunity to learn about the political and economic systems of other European countries, about political and social issues in other European countries, and about political and economic cooperation between European countries.

Results from the international teacher questionnaire (international option) showed that most of the teachers of civic-related subjects in European participating countries reported that their target grade students have opportunities to learn about the EU at school. Most felt prepared to teach about the EU, although less than half of surveyed European teachers reported participation in professional development activities on the EU during pre-service and/or in-service training.

*Majorities of students endorsed freedom of movement for citizens of European countries within Europe, although results also suggest support for additional regulations.*

On average, most students were in favor of providing freedom of movement to citizens of European countries across Europe for work reasons. However, the results also suggest a tendency among participating students for the support of additional regulations for the movement of European citizens within Europe, and we found considerable variations across countries. On average, between ICCS 2022 and 2016, students' endorsement of freedom of movement did not vary significantly. However, considerable differences in scale scores in participating countries were recorded across the two cycles.

In all countries, students from a higher socioeconomic background and students with stronger levels of civic knowledge were more in favor of freedom of movement within Europe compared to students from a lower socioeconomic background and with lower levels of civic knowledge. Male students tended to be more in favor of the restriction of movement than their female counterparts.

*European lower-secondary students supported cooperation among European countries for the safeguarding of the environment and the adoption of common policies in Europe.*

Majorities of students strongly endorsed cooperation among European countries on environmental issues and were in favor of the adoption of common rules among European countries to prevent and combat terrorism and of the recognition of educational qualifications achieved in other European countries. Most students also supported the adoption of common rules to reduce social and economic inequalities between rich and poor people and to accept refugees. Most lower-secondary students were also in favor of the development of a European army for international missions.

In most countries, students from higher socioeconomic backgrounds and with higher levels of civic knowledge were more inclined to support cooperation among European countries with regard to environmental issues and the adoption of common policies.

*Students reported quite strong attention to the environmental effects of their consumer behaviors.*

On average, more than half of European students reported having bought or having asked their parents or guardians to buy green products during the last 12 months. High percentages were also found for students buying or asking to buy goods that can be recycled afterwards and refusing or asking to refuse to buy goods whose production has a negative impact on the environment. Although results varied widely across participating countries, they suggest overall attention by students to the environmental impacts, rather than to the social implications, of their purchasing habits (i.e., refusing to buy goods produced using child labor or violating the social rights of their employees).

*European lower-secondary students held positive expectations about the future of Europe although they expressed concerns related to socioeconomic differences, poverty, and unemployment.*

Most of the students expected that stronger cooperation among European countries, the strengthening of democracy, improved access to healthcare for poor people, and increased numbers of women among political leaders were the positive scenarios that would likely or very likely happen in Europe in the future. However, more than half of the students also expressed some concerns about the growth of economic differences between rich and poor countries, the increase of the influence of limited groups of rich people in politics, and the increase in poverty and unemployment in Europe. Probably as an effect of the COVID-19 pandemic, students were also concerned about the potential increase of infectious diseases.

*European students expressed positive attitudes toward the EU.*

Overall, majorities of students expressed positive perceptions of the EU in terms of its role in protecting rights (human rights and freedom of speech), sharing a common set of rules and laws, and strengthening peace and the economy. However, high percentages of students also expressed negative attitudes toward specific characteristics they ascribed to the functioning of the EU, in particular with regard to the unequal distribution of power among member states, to a supposed predominance of the richest member states, to the high costs of EU institutions, and to the length of the legislative processes. On average, in most of the participating countries, students with higher socioeconomic backgrounds and students with higher levels of civic knowledge tended to show more positive attitudes towards the EU.

More than half of the students across the European ICCS 2022 participating countries trusted the European Commission and the European Parliament and thought they would likely participate in European elections in the future. Findings also showed that students' trust in the European Commission and in the European Parliament and their expectations to vote in European elections have decreased for countries that participated in ICCS 2016 and 2022. A slight increase is observed in students' trust in the European Commission and in the European Parliament and in students' expectations to vote in European elections for common countries that participated in ICCS 2009 and 2022.

*Students hold positive expectations about their own lives in the future.*

On average, most European students were positive about their own individual future and felt confident they would find a steady job, earn enough money to start a family, find a job they like, and have chances to travel abroad for leisure. Between ICCS 2022 and 2016, a negligible variation across countries was observed in students' expectations about their lives in the future (for countries participating in both surveys).

## **7.2 Implications for Policy and Practice**

Reflections on possible implications for policy and practice require cautious consideration of the peculiar features of ICCS 2022 data. ICCS, like any other large-scale assessment, adopts a cross-sectional design that does not allow the establishment of causal relationships based on its results. In addition to this, the data collection from the European student questionnaire is not fully representative of all countries in Europe. Despite these limitations, the study findings provide highly relevant information on civic and citizenship education in Europe that has potential implications for educational policy in European countries.

Results from the ICCS 2022 European questionnaire confirmed some of the findings from previous cycles. First, participating European students continued to hold a strong sense of European identity, which had increased over time. Students' sense of European identity was strongly associated with their trust in institutions, suggesting a continued coexistence of national and supranational identities in young people across cycles. Cooperation among European countries on a wide range of issues and freedom of movement for European citizens within Europe represent two key issues that were endorsed by majorities among lower-secondary students, as in ICCS 2016.

As in previous ICCS surveys, findings on students' opportunities to learn about Europe confirmed the predominance of learning about European history. They also showed widespread opportunities to learn about the EU, both from the students' and teachers' points of view. Despite these results, variations

across countries also suggested that there is room for improvement for schools' provision of learning about European-related topics and issues, which might be strengthened through specific opportunities of professional development for teachers.

As in previous cycles, ICCS 2022 results highlighted the strong associations between students' civic knowledge and several attitudes, such as students' attitudes toward freedom of movement, cooperation among European countries, and sustainable behaviors (a new focus area for this round of the study). Despite the variations across countries, these results continue to suggest the relevance of the development of students' civic knowledge in association with citizenship attitudes. According to this perspective, schools and teachers are crucial agents for building young people's awareness in relation to these issues, and to the ways European educational systems may address them. Results from the teacher questionnaire highlighted that teachers' experiences on training about civic and citizenship-related topics and skills differed widely across countries. This, in turn, implies that schools and other educational institutions (for example, universities) should continue to promote the professional development of in-service and pre-service teachers on these issues.

Students' trust in European institutions (such as the EU and the European Parliament) has decreased over time (between ICCS 2016 and 2022), together with students' expectations to vote in European elections. The promotion of initiatives aiming at further developing students' knowledge of the EU and its institutions could represent an important way of bringing students closer to the EU.

Results related to students' reports on their sustainable and political consumerism behaviors are consistent with findings published in the ICCS 2022 international report about the relevance of environmental issues for young people and their positive attitudes toward the protection of the environment. Additional actions should be taken by schools such as stressing the social and economic dimensions of sustainability and fostering students' awareness on their purchasing behaviors (for example, through learning how to access information about companies and their production processes).

### **7.3 Outlook**

ICCS collects data on students' civic knowledge, attitudes, and engagement, measuring changes over time in relation to key civic and citizenship-related issues and collecting data related to new developments that are relevant for this learning area. For ICCS 2022 the focus areas studied to address such developments included global citizenship, sustainable development, diversity, migration, young people's views of political systems, and the use of digital technologies for civic engagement.

For the first time, ICCS 2022 provided countries with the opportunity of online delivery, which was chosen by about two thirds of participating countries. The next data collection of ICCS will take place in 2027 and it is expected to adopt a fully computer-based delivery.

The data from the ICCS 2022 European report provide a rich source for further analysis and research in the field of civic and citizenship education at the European level. In addition to this, the European data may be examined in conjunction with the international dataset, combining international and regional aspects of civic and citizenship education in relation to the key outcomes of the study regarding students' knowledge, attitudes, and engagement.

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# Appendix

## A.1 Sampling Information and Participation Rates

Table A.1: Coverage of European ICCS 2022 target population

Country	International target population	Exclusions from target population		
	Coverage (%)	School-level exclusions (%)	Within-sample exclusions (%)	Overall exclusions (%)
Bulgaria	100	0.2	2.0	2.2
Cyprus	100	1.2	2.2	3.4
Denmark	100	2.9	2.5	5.4
Estonia	100	2.8	2.1	4.9
France	100	2.9	1.4	4.3
Croatia	100	2.5	5.2	7.6
Italy	100	0.8	3.7	4.5
Lithuania	100	2.9	1.1	4.0
Latvia	100	5.9	1.8	7.7
Malta	100	1.4	2.4	3.8
Netherlands	100	3.8	1.5	5.3
Norway (9)	100	3.3	4.2	7.4
Poland	100	2.0	1.9	4.0
Romania	100	3.2	1.1	4.3
Slovak Republic	100	0.7	0.5	1.2
Slovenia	100	2.9	1.1	3.9
Spain	100	1.0	3.3	4.3
Sweden	100	2.1	4.3	6.4
<b>German benchmarking participants</b>				
North Rhine-Westphalia	100	2.5	1.0	3.4
Schleswig-Holstein	100	1.5	0.6	2.1

**Notes:**

(9) Country deviated from international defined population and surveyed adjacent upper grade.

Table A.2: Participation rates and sample sizes for European student survey

Country	School participation rate (%)			Total number of schools that participated in student survey	Class participation rate (weighted) (%)	Student participation rate (weighted) (%)	Total number of students assessed	Overall participation rate (%)	
	Before replacement (weighted)	After replacement (weighted)	After replacement (unweighted)					Before replacement (weighted)	After replacement (weighted)
Bulgaria	84.7	96.5	96.6	144	99.3	91.3	3113	76.8	87.5
Cyprus	97.4	97.4	96.9	95	100.0	91.5	3136	89.1	89.1
Denmark	30.3	62.0	62.0	134	98.4	89.4	4769	26.7	54.6
Estonia	83.4	83.4	83.4	166	100.0	89.5	2685	74.6	74.6
France	97.3	98.0	98.0	147	100.0	93.3	3533	90.8	91.4
Croatia	92.5	93.9	94.0	141	99.4	86.6	2766	79.6	80.8
Italy	97.5	98.8	98.8	158	100.0	92.2	2945	89.9	91.1
Lithuania	97.8	97.8	98.3	177	100.0	91.0	3560	89.0	89.0
Latvia	93.8	96.7	96.7	147	100.0	88.6	2876	83.1	85.7
Malta	100.0	100.0	100.0	29	100.0	89.4	2720	89.4	89.4
Netherlands	58.4	82.9	83.2	124	100.0	89.2	2609	52.1	74.0
Norway (9)	98.1	98.1	96.6	142	99.1	88.6	5687	86.1	86.1
Poland	90.8	99.4	99.4	169	99.6	91.3	4437	82.6	90.4
Romania	83.6	98.5	97.5	154	100.0	92.6	2768	77.4	91.2
Slovak Republic	93.5	96.8	96.2	154	100.0	93.5	3202	87.4	90.5
Slovenia	90.3	96.6	96.6	168	100.0	94.9	3466	85.6	91.6
Spain	96.8	98.1	98.1	157	100.0	90.3	3487	87.4	88.6
Sweden	93.9	96.8	96.8	149	100.0	90.0	3263	84.5	87.2
<b>German benchmarking participants</b>									
North Rhine-Westphalia	89.3	95.4	95.4	145	99.8	89.2	3267	79.5	84.9
Schleswig-Holstein	57.6	76.1	73.7	84	99.9	80.3	1487	46.2	61.1

**Notes:**

(9) Country deviated from international defined population and surveyed adjacent upper grade.

Table A.3: Participation rates and sample sizes for European teacher survey

Country	School participation rate (%)			Total number of schools that participated in teacher survey	Teacher participation rate (weighted) (%)	Total number of teachers assessed	Overall participation rate (%)	
	Before replacement (weighted)	After replacement (weighted)	After replacement (unweighted)				Before replacement (weighted)	After replacement (weighted)
Bulgaria	83.5	94.1	94.0	140	87.7	1806	73.2	82.5
Cyprus	86.8	86.8	86.7	85	74.1	1147	64.3	64.3
Denmark	16.2	32.4	32.4	70	77.6	237	12.6	25.2
Estonia	72.8	72.8	72.9	145	80.2	1721	58.4	58.4
France	64.2	64.7	64.7	97	70.1	1091	45.0	45.4
Croatia	97.7	98.7	98.7	148	91.4	2290	89.3	90.2
Italy	96.9	98.2	98.1	157	92.4	2121	89.5	90.7
Lithuania	97.6	97.6	97.8	176	90.1	2611	87.9	87.9
Latvia	77.8	79.5	77.6	118	83.6	1638	65.1	66.5
Malta	89.9	89.9	89.7	26	91.6	415	82.3	82.3
Netherlands	45.3	60.0	61.3	92	78.1	1062	35.4	46.9
Norway (9)	84.6	84.6	83.7	123	87.3	1355	73.8	73.8
Poland	90.4	98.5	98.2	167	94.9	2259	85.9	93.6
Romania	81.1	98.2	96.8	153	97.1	2242	78.7	95.3
Slovak Republic	90.4	94.6	95.6	153	94.3	1907	85.3	89.2
Slovenia	90.0	96.7	96.6	168	96.3	2461	86.7	93.1
Spain	97.1	98.3	98.1	157	88.1	1954	85.5	86.6
Sweden	82.7	85.2	85.1	131	76.4	1559	63.1	65.0
<b>German benchmarking participants</b>								
North Rhine-Westphalia	79.5	87.2	84.9	129	81.8	2916	65.1	71.3
Schleswig-Holstein	N/A	N/A	9.4	N/A	N/A	N/A	N/A	N/A

**Notes:**

(9) Country deviated from international defined population and surveyed adjacent upper grade.

N/A No data available.

## A.2 Student Percentages for Dichotomous Variables

Table A.4: Percentages of students in categories for dichotomous variables

Country	Gender		Students' immigrant background		Level of socioeconomic status		Level of trust in institutions		Level of civic knowledge	
	Female	Male	From family with immigrant background	From family with no immigrant background	Below national average	At or above national average	Below national average	At or above national average	Civic knowledge below Level B (below 479)	Civic knowledge at or above Level B (479 and above)
Bulgaria	50 (1.8)	50 (1.8)	1 (0.1)	99 (0.1)	47 (1.4)	53 (1.4)	46 (1.2)	54 (1.2)	58 (2.1)	42 (2.1)
Croatia <sup>1</sup>	51 (1.1)	49 (1.1)	6 (0.7)	94 (0.7)	53 (1.7)	47 (1.7)	54 (1.2)	46 (1.2)	26 (1.4)	74 (1.4)
Cyprus	50 (0.9)	50 (0.9)	21 (1.0)	79 (1.0)	44 (0.9)	56 (0.9)	48 (1.1)	52 (1.1)	59 (1.3)	41 (1.3)
Estonia	49 (1.2)	51 (1.2)	6 (0.5)	94 (0.5)	46 (2.1)	54 (2.1)	49 (1.4)	51 (1.4)	25 (1.7)	75 (1.7)
France	50 (0.8)	50 (0.8)	16 (1.2)	84 (1.2)	49 (1.4)	51 (1.4)	51 (1.2)	49 (1.2)	37 (1.4)	63 (1.4)
Italy	50 (1.0)	50 (1.0)	13 (1.1)	87 (1.1)	51 (1.4)	49 (1.4)	47 (1.2)	53 (1.2)	30 (1.6)	70 (1.6)
Latvia <sup>1</sup>	50 (0.9)	50 (0.9)	5 (0.4)	95 (0.4)	47 (1.7)	53 (1.7)	52 (1.3)	48 (1.3)	44 (1.6)	56 (1.6)
Lithuania	50 (0.9)	50 (0.9)	2 (0.3)	98 (0.3)	48 (1.8)	52 (1.8)	46 (1.2)	54 (1.2)	37 (1.6)	63 (1.6)
Malta	49 (3.9)	51 (3.9)	13 (1.2)	87 (1.2)	49 (2.5)	51 (2.5)	51 (1.5)	49 (1.5)	45 (2.9)	55 (2.9)
Netherlands†	47 (1.8)	53 (1.8)	13 (1.3)	87 (1.3)	50 (1.5)	50 (1.5)	44 (1.6)	56 (1.6)	38 (2.0)	62 (2.0)
Norway (9) <sup>1</sup>	48 (0.7)	52 (0.7)	15 (0.9)	85 (0.9)	44 (1.1)	56 (1.1)	61 (0.8)	39 (0.8)	30 (1.1)	70 (1.1)
Poland	51 (0.9)	49 (0.9)	1 (0.1)	99 (0.1)	51 (1.5)	49 (1.5)	47 (1.1)	53 (1.1)	20 (1.0)	80 (1.0)
Romania	50 (1.3)	50 (1.3)	1 (0.3)	99 (0.3)	53 (5.2)	47 (5.2)	54 (1.5)	46 (1.5)	51 (4.3)	49 (4.3)
Slovak Republic	48 (1.1)	52 (1.1)	3 (0.4)	97 (0.4)	50 (1.5)	50 (1.5)	47 (1.4)	53 (1.4)	39 (1.5)	61 (1.5)
Slovenia	49 (0.8)	51 (0.8)	21 (1.1)	79 (1.1)	47 (1.3)	53 (1.3)	54 (1.1)	46 (1.1)	39 (1.2)	61 (1.2)
Spain	50 (1.1)	50 (1.1)	17 (1.3)	83 (1.3)	49 (1.7)	51 (1.7)	53 (1.0)	47 (1.0)	35 (1.6)	65 (1.6)
Sweden <sup>1</sup>	50 (0.9)	50 (0.9)	21 (1.8)	79 (1.8)	45 (1.4)	55 (1.4)	44 (1.6)	56 (1.6)	22 (1.0)	78 (1.0)
<b>European ICCS 2022 average</b>	49 (0.4)	51 (0.4)	10 (0.2)	90 (0.2)	48 (0.5)	52 (0.5)	50 (0.3)	50 (0.3)	37 (0.5)	63 (0.5)
<b>Countries not meeting sample participation requirements</b>										
Denmark	51 (1.0)	49 (1.0)	10 (0.8)	90 (0.8)	48 (1.5)	52 (1.5)	49 (1.2)	51 (1.2)	23 (1.3)	77 (1.3)
<b>German benchmarking participant meeting sample participation requirements</b>										
North Rhine-Westphalia	46 (1.0)	54 (1.0)	33 (1.3)	67 (1.3)	51 (1.2)	49 (1.2)	50 (1.4)	50 (1.4)	33 (1.3)	67 (1.3)
<b>German benchmarking participant not meeting sample participation requirements</b>										
Schleswig-Holstein	46 (1.9)	54 (1.9)	16 (1.5)	84 (1.5)	51 (1.4)	49 (1.4)	47 (1.8)	53 (1.8)	27 (1.9)	73 (1.9)

### Notes:

() Standard errors appear in parentheses.

(9) Country deviated from international defined population and surveyed adjacent upper grade.

† Nearly met guidelines for sampling participation rates only after replacement schools were included.

<sup>1</sup> National defined population covers 90% to 95% of national target population.

### A.3 Item Maps

ICCS 2022 used sets of student, teacher, and school questionnaire items to measure constructs relevant in the field of civic and citizenship education. Usually, sets of Likert-type items with four categories (for example, “strongly agree,” “agree,” “disagree,” and “strongly disagree”) were used to obtain this information, but at times two-point or three-point rating scales were chosen (for example, “yes” and “no”; or “never,” “sometimes,” and “often”). The items were then recoded so that the higher scale scores reflected more positive attitudes or higher frequencies.

The Rasch Partial Credit Model (Masters & Wright, 1997) was used for scaling and the resulting weighted likelihood estimates (Warm, 1989) were transformed into a metric with a mean of 50 and a standard deviation of 10 for equally weighted ICCS 2022 national samples that satisfied guidelines for sample participation. For scales which were equated to ICCS 2016/2009, 50 and 10 are the respective averages and standard deviations for all countries that participated in the previous or first survey. More details on scaling and equating procedures will be provided in the ICCS 2022 technical report (Schulz et al., forthcoming).

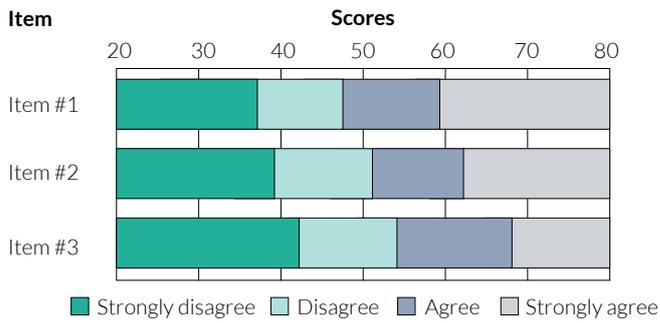
The resulting ICCS 2022 scale scores can be interpreted regarding the average across countries participating in ICCS 2022 (or ICCS 2016/2009 in case scales were equated), but they do not reveal the extent to which students endorsed the items used for measurement. However, our application of the Rasch Partial Credit Model allows us to map scale scores to item responses. Thus, it is possible for each scale score to predict the most likely item response for a respondent. (For an application of these properties in the previous survey, see Schulz & Friedman, 2011, 2018).

This appendix, A.3, provides item maps for each questionnaire scale presented in the report. The maps provide a prediction of the minimum coded score (for example, 0 = “strongly disagree,” 1 = “disagree,” 2 = “agree,” and 3 = “strongly agree”) a respondent would obtain on a Likert-type item based on their questionnaire scale score. For example, for students with a certain scale score, one could predict that they would have a 50 percent probability of at least agreeing (or strongly agreeing) with a particular item (see example item in [Figure A.1](#)). For each item, it is possible to determine Thurstonian thresholds, the points at which a minimum item score becomes more likely than any lower score and which determine the boundaries between item categories on the item map.

This information can also be summarized at the scale level by calculating the average thresholds across all the corresponding scaled items. For four-point Likert-type scales, this was typically done for the second threshold, making it possible to predict how likely it would be for a respondent with a certain scale score to have (on average across items) responses in the two lower or upper categories. Use of this approach in the case of items measuring agreement made it possible to distinguish between scale scores with which respondents were most likely to agree or disagree with the average item used for scaling.

In some of the reporting tables with national average scale scores, means are depicted as boxes that indicate their mean values plus/minus sampling error in graphical displays (for example, [Table 2.2](#) in Chapter 2 in the main body of the text) that typically have two underlying colors. If national average scores are in the darker shaded area, on average across items students would have had responses in the respective lower item categories (for example, “disagree or strongly disagree,” “not at all or not very interested,” or “never or rarely”). If these scores are found in the lighter shaded area, then students’ average item responses would have been in the upper item response categories (for example, “strongly agree or agree,” “quite or very interested,” or “sometimes or often”).

Figure A.1: Example of questionnaire item map



#### Example of how to interpret the item map

- #1: A respondent with score 30 has more than 50% probability to strongly disagree with all three items
- #2: A respondent with score 40 has more than 50% probability not to strongly disagree with items 1 and 2 but to strongly disagree with item 3
- #3: A respondent with score 50 has more than 50% probability to agree with items 1 and to disagree with items 2 and 3
- #4: A respondent with score 60 has more than 50% probability to strongly agree with item 1 and to at least agree with items 2 and 3
- #5: A respondent with score 70 has more than 50% probability to strongly agree with all three items

Figure A.2: Item map for the scale reflecting students' sense of European identity

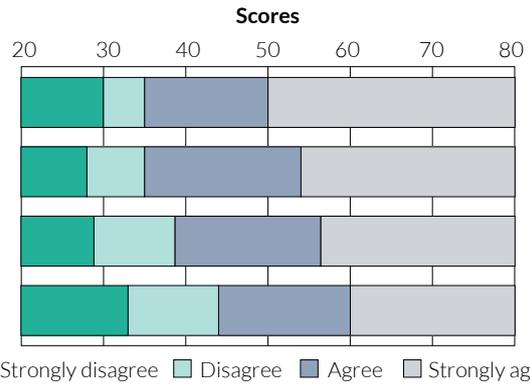
**How much do you agree or disagree with the following statements?**

I see myself as European.

I am proud to live in Europe.

I feel part of Europe.

I see myself first as a citizen of Europe and then as a citizen of the world.



I see myself as European.

I am proud to live in Europe.

I feel part of Europe.

I see myself first as a citizen of Europe and then as a citizen of the world.

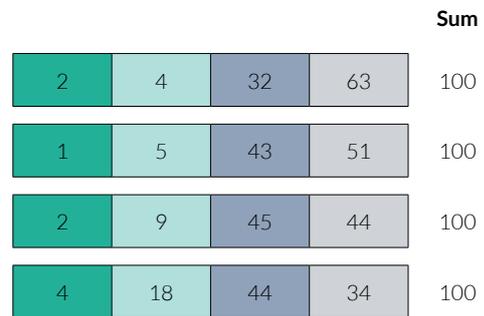


Figure A.3: Item map for the scale reflecting student reports on opportunities for learning about Europe at school

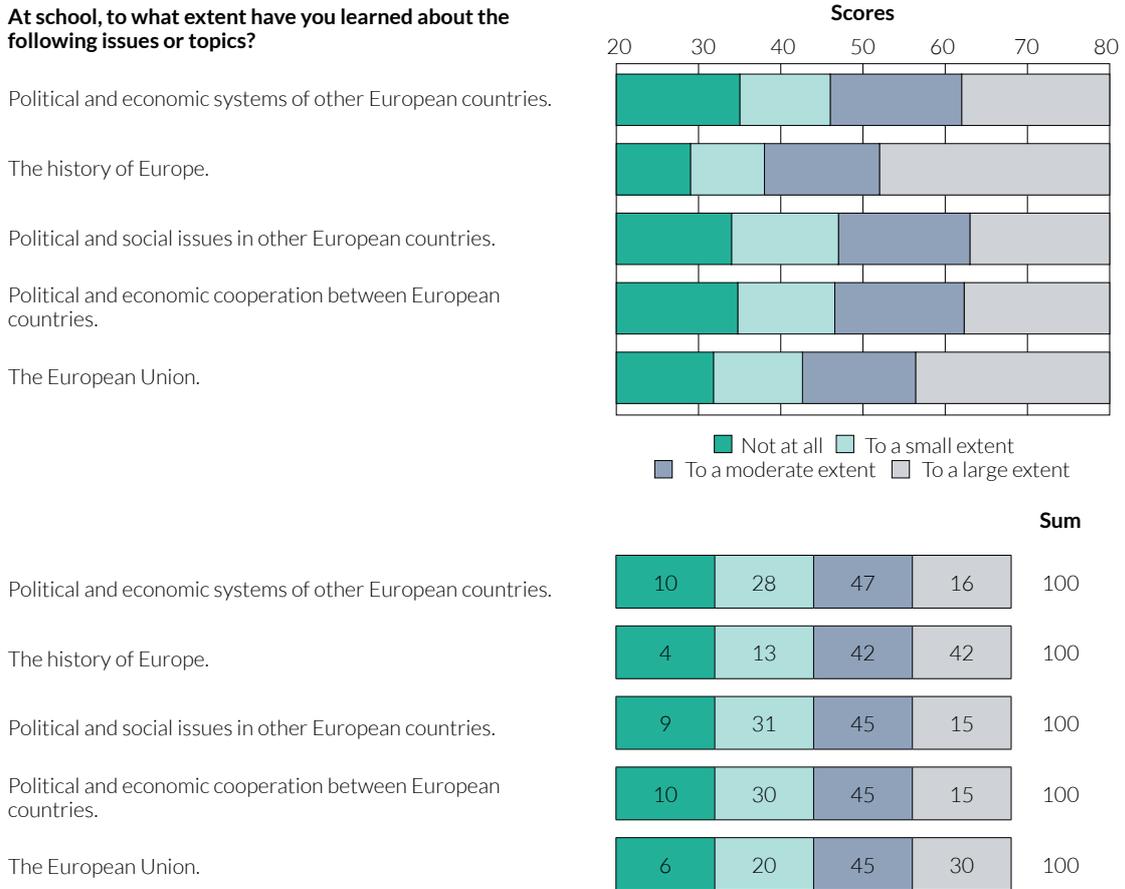


Figure A.4: Item map for the scale reflecting students' endorsement of freedom of movement within Europe

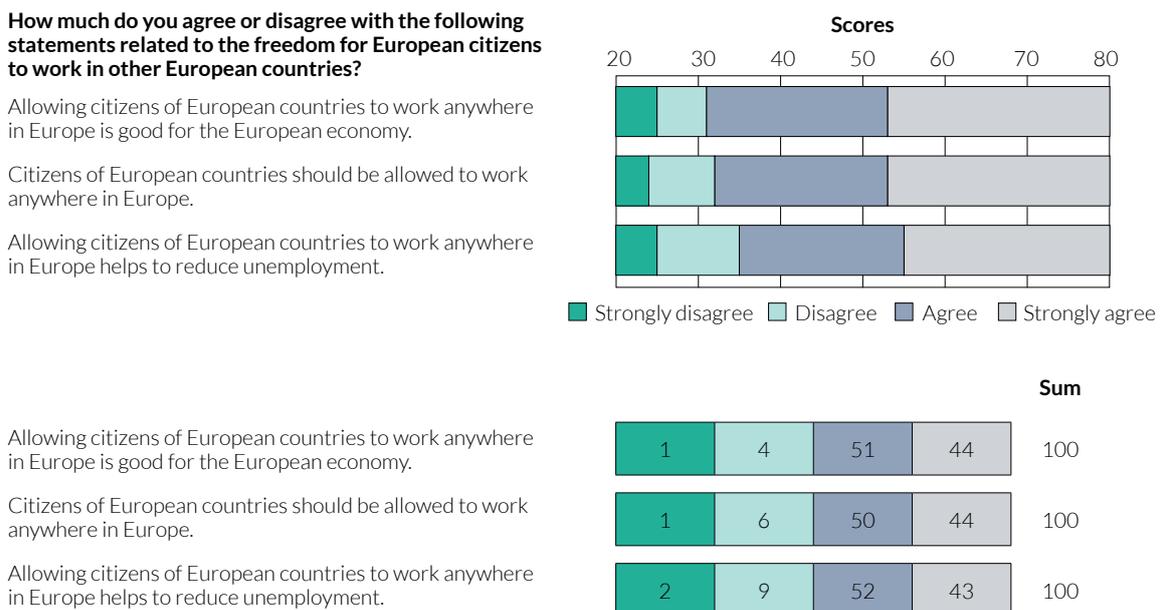
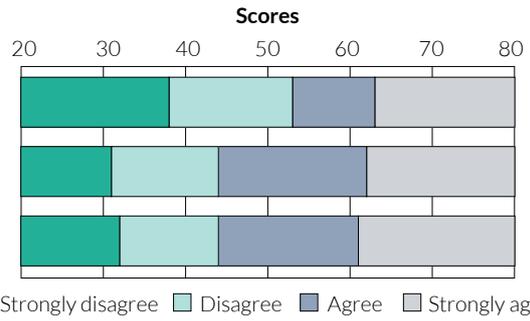


Figure A.5: Item map for the scale reflecting students' endorsement of restrictions of movement in Europe

**How much do you agree or disagree with the following statements related to the freedom for European citizens to work in other European countries?**

- The freedom for citizens of European countries to work anywhere in Europe should be limited.
- The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries.
- Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe.

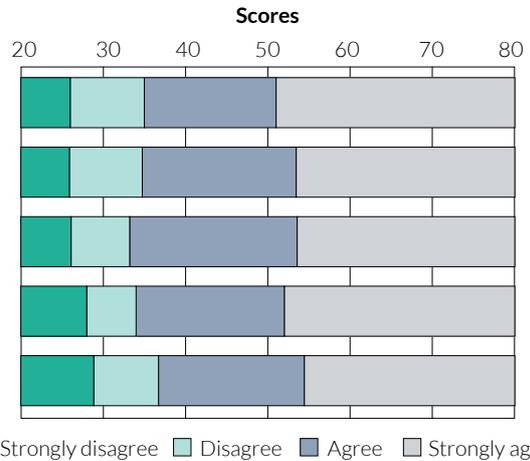


Statement	Strongly disagree	Disagree	Agree	Strongly agree	Sum
The freedom for citizens of European countries to work anywhere in Europe should be limited.	14	45	28	12	100
The freedom for citizens of European countries to work in another European country should be regulated by agreements between individual countries.	5	26	53	12	100
Citizens of European countries seeking to work in another European country should apply for work permits like people from outside Europe.	6	25	51	16	100

Figure A.6: Item map for the scale reflecting students' endorsement of environmental cooperation in Europe

**How much do you agree or disagree with the following statements?**

- European countries should have the same rules to protect the environment.
- European countries should adopt common protocols and rules to reduce climate change.
- European countries should promote an economic growth sustainable for the environment.
- European countries should promote the use of renewable energy sources.
- European countries should encourage the use of [clean technologies] in countries outside Europe.

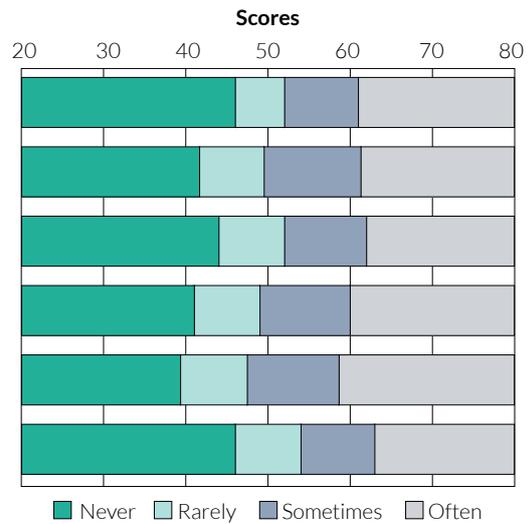


Statement	Strongly disagree	Disagree	Agree	Strongly agree	Sum
European countries should have the same rules to protect the environment.	2	9	44	47	100
European countries should adopt common protocols and rules to reduce climate change.	1	8	50	42	100
European countries should promote an economic growth sustainable for the environment.	1	6	52	41	100
European countries should promote the use of renewable energy sources.	2	6	47	46	100
European countries should encourage the use of [clean technologies] in countries outside Europe.	2	8	49	41	100

Figure A.7: Item map for the scale reflecting students' reports on political consumerism behaviors

**During the last 12 months, how often have you done or have you asked your [parents or guardians] to do the following things?**

- Refuse to buy goods produced by companies using child labor.
- Refuse to buy goods whose production has a negative impact on the environment.
- Refuse to buy goods produced by a company violating social rights of their employees.
- Buy only goods that can be recycled afterwards.
- Buy [green products].
- Get information whether companies are [socially responsible] before buying their products.



					<b>Sum</b>
Refuse to buy goods produced by companies using child labor.	34	22	27	17	100
Refuse to buy goods whose production has a negative impact on the environment.	23	25	35	17	100
Refuse to buy goods produced by a company violating social rights of their employees.	29	26	29	16	100
Buy only goods that can be recycled afterwards.	20	25	35	20	100
Buy [green products].	17	22	38	24	100
Get information whether companies are [socially responsible] before buying their products.	33	28	26	13	100

Figure A.8: Item map for the scale reflecting students' reports on their sustainable behaviors

**During the last 12 months, how often have you done each of the actions listed below?**

Purchase used instead of new clothing.

Reduce water use (e.g., when brushing your teeth, having a shower, washing dishes).

Reduce the use of electricity (e.g., switching off the lights when leaving a room, turning down the heat when it is not too cold).

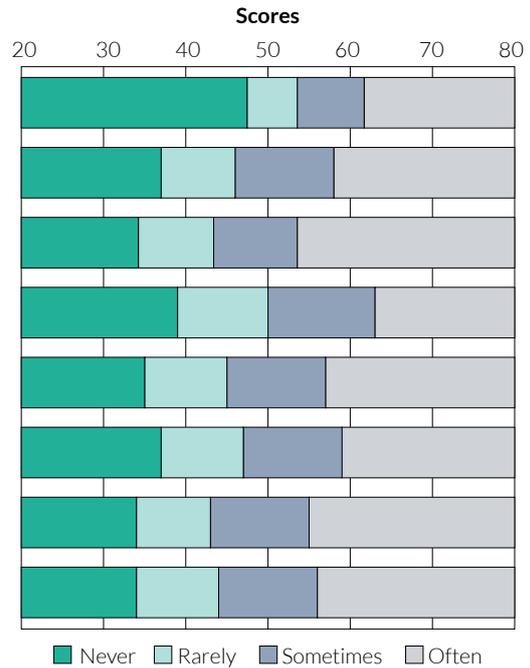
Avoid buying products with plastic packaging (e.g., school supplies, groceries).

Reuse old items in good condition instead of buying new ones.

Limit the use of plastic items (e.g., disposable plastic glasses, water bottles, plastic shopping bags).

Reduce food waste (e.g., avoiding buying more food than necessary, eating leftovers).

Repair rather than replacing items you have (e.g., fix your bike instead of buying a new one, mending a backpack instead of buying a new one).

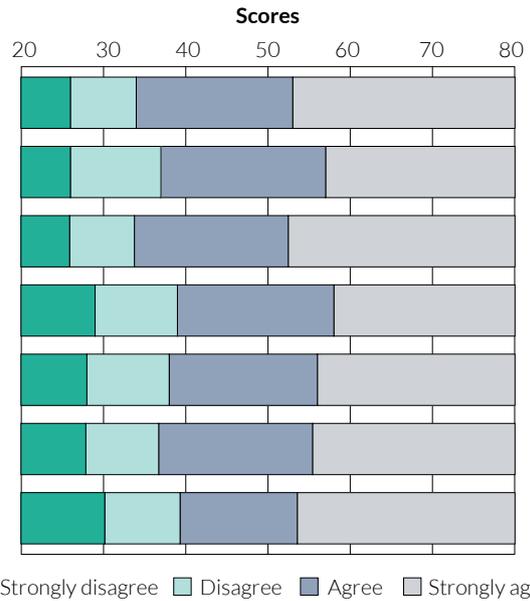


	Sum				
Purchase used instead of new clothing.	38	24	23	15	100
Reduce water use (e.g., when brushing your teeth, having a shower, washing dishes).	14	23	37	26	100
Reduce the use of electricity (e.g., switching off the lights when leaving a room, turning down the heat when it is not too cold).	9	18	34	39	100
Avoid buying products with plastic packaging (e.g., school supplies, groceries).	19	31	35	16	100
Reuse old items in good condition instead of buying new ones.	10	22	39	30	100
Limit the use of plastic items (e.g., disposable plastic glasses, water bottles, plastic shopping bags).	13	26	37	24	100
Reduce food waste (e.g., avoiding buying more food than necessary, eating leftovers).	9	19	38	34	100
Repair rather than replacing items you have (e.g., fix your bike instead of buying a new one, mending a backpack instead of buying a new one).	9	20	39	32	100

Figure A.9: Item map for the scale reflecting students' support for cooperation among European countries

**How much do you agree or disagree with the following statements?**

- European countries should recognize all educational qualifications achieved in any other European country.
- European countries should have a European army for international missions.
- European countries should adopt common rules to prevent and combat terrorism.
- European countries should adopt the same regulations to combat illegal entry from non-European countries.
- European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions.
- European countries should adopt common rules to reduce social and economic inequalities between rich and poor people.
- European countries should have common rules to combat infectious diseases (e.g., [measles, COVID-19]).



	Sum				
European countries should recognize all educational qualifications achieved in any other European country.	2	7	52	39	100
European countries should have a European army for international missions.	2	12	56	30	100
European countries should adopt common rules to prevent and combat terrorism.	1	7	50	42	100
European countries should adopt the same regulations to combat illegal entry from non-European countries.	3	15	55	27	100
European countries should have the same rules regarding the acceptance of people escaping persecution in their countries for reasons of nationality, ethnicity, religion, or political opinions.	2	12	53	32	100
European countries should adopt common rules to reduce social and economic inequalities between rich and poor people.	2	10	53	35	100
European countries should have common rules to combat infectious diseases (e.g., [measles, COVID-19]).	4	14	45	38	100

Figure A.10: Item map for the scale reflecting students' positive expectations for the future of Europe

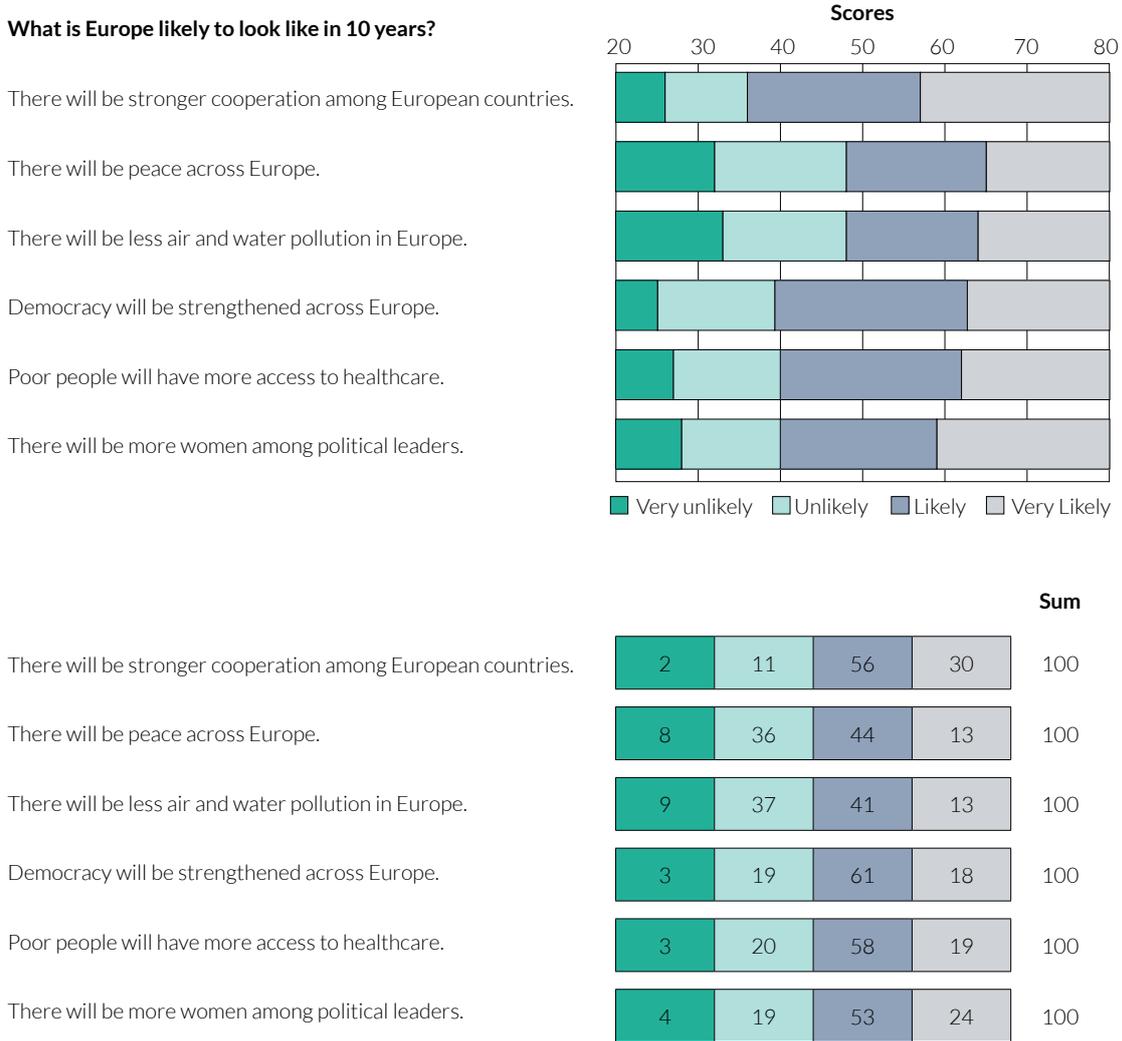
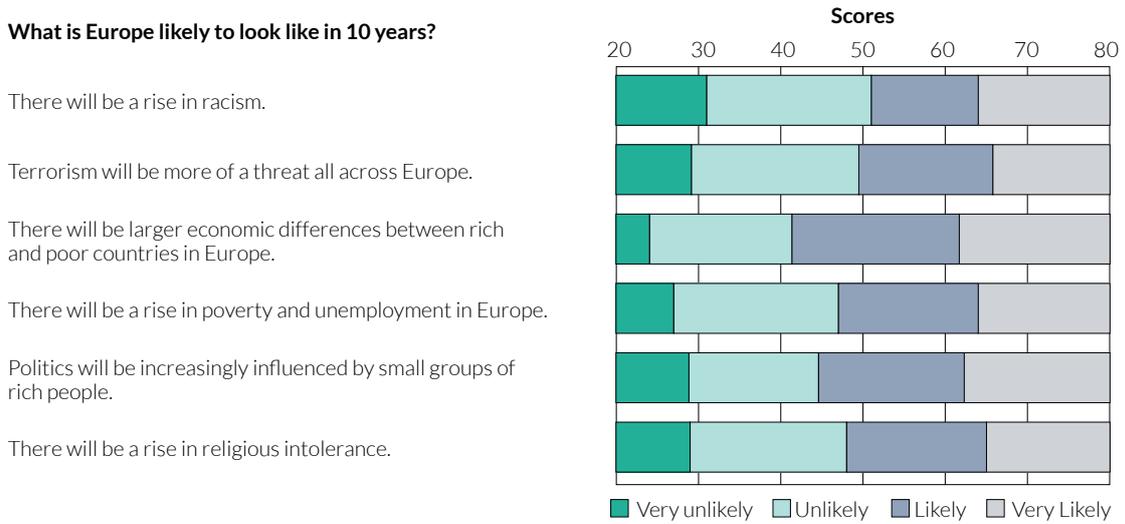


Figure A.11: Item map for the scale reflecting students' negative expectations for the future of Europe

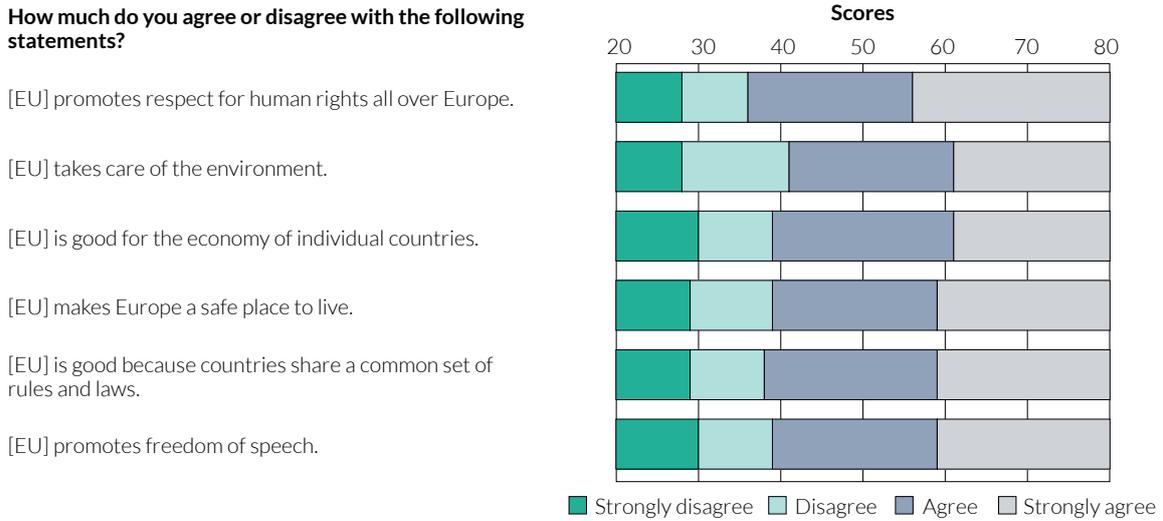
**What is Europe likely to look like in 10 years?**



	Very unlikely	Unlikely	Likely	Very Likely	Sum
There will be a rise in racism.	8	45	34	13	100
Terrorism will be more of a threat all across Europe.	7	42	40	11	100
There will be larger economic differences between rich and poor countries in Europe.	3	25	54	19	100
There will be a rise in poverty and unemployment in Europe.	5	36	45	14	100
Politics will be increasingly influenced by small groups of rich people.	5	29	49	18	100
There will be a rise in religious intolerance.	6	39	43	12	100

Figure A.12: Item map for the scale reflecting students' positive attitudes toward the European Union (EU)

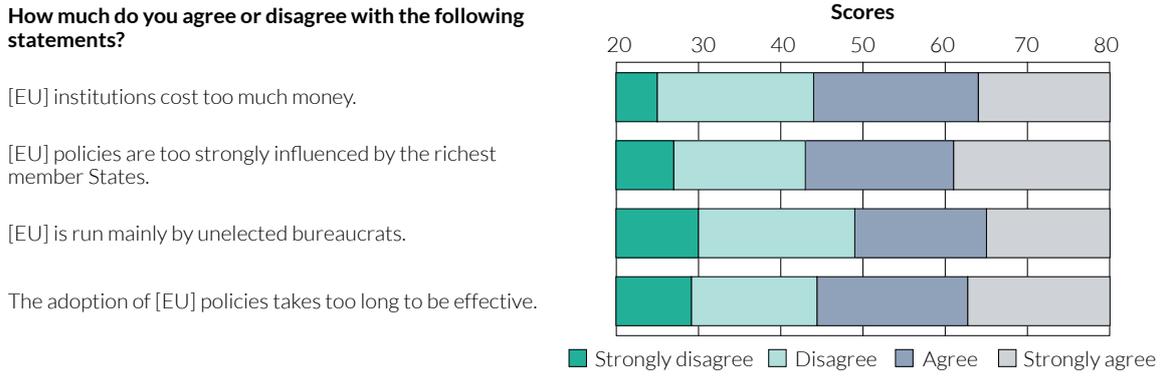
**How much do you agree or disagree with the following statements?**



	Strongly disagree	Disagree	Agree	Strongly agree	Sum
[EU] promotes respect for human rights all over Europe.	2	9	59	30	100
[EU] takes care of the environment.	3	18	60	19	100
[EU] is good for the economy of individual countries.	3	14	64	19	100
[EU] makes Europe a safe place to live.	3	14	61	23	100
[EU] is good because countries share a common set of rules and laws.	3	12	63	22	100
[EU] promotes freedom of speech.	3	14	60	24	100

Figure A.13: Item map for the scale reflecting students' negative attitudes toward the European Union (EU)

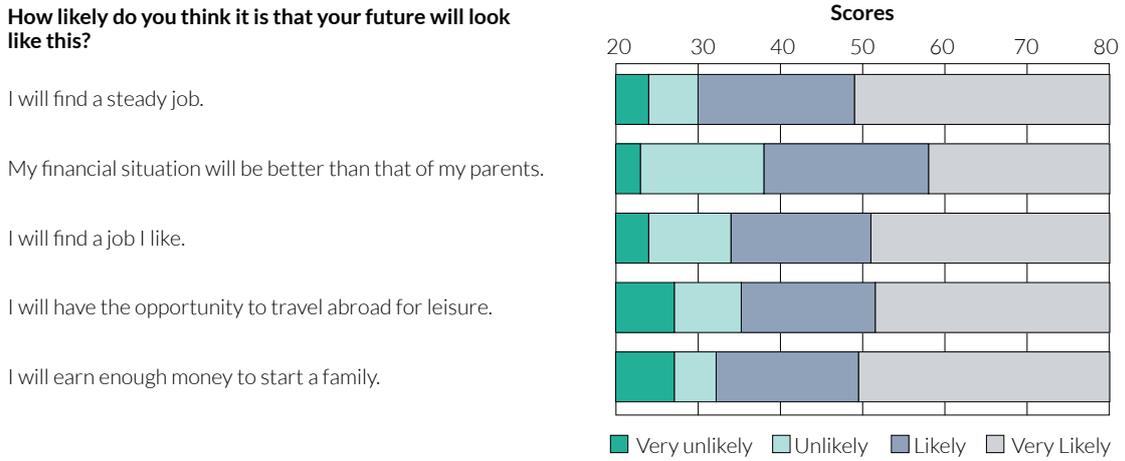
**How much do you agree or disagree with the following statements?**



					<b>Sum</b>
[EU] institutions cost too much money.	2	30	55	13	100
[EU] policies are too strongly influenced by the richest member states.	3	26	53	18	100
[EU] is run mainly by unelected bureaucrats.	5	40	43	11	100
The adoption of [EU] policies takes too long to be effective.	4	28	53	15	100

Figure A.14: Item map for the scale reflecting students' expectations for their own individual future

**How likely do you think it is that your future will look like this?**



	Sum				
I will find a steady job.	1	4	44	51	100
My financial situation will be better than that of my parents.	2	17	56	26	100
I will find a job I like.	2	9	45	44	100
I will have the opportunity to travel abroad for leisure.	2	10	46	42	100
I will earn enough money to start a family.	2	6	44	48	100

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## A.4 Organizations and Individuals Involved in ICCS 2022

### **International Study Center**

The international study center is located at the Australian Council for Educational Research (ACER). ACER were responsible for designing and implementing the study in close cooperation with LPS (Laboratorio di Pedagogia Sperimentale at the Roma Tre University, Rome) and Lumsa Università, and IEA.

### **Staff at ACER**

Wolfram Schulz, *international study director*  
 Tim Friedman, *project coordinator*  
 John Ainley, *project researcher*  
 Dulce Lay, *data analyst*  
 Greg Macaskill, *data analyst*  
 Judy Nixon, *test development*  
 Laila Helou, *project researcher*  
 Naoko Tabata, *project researcher*

### **Staff at LPS/LUMSA University of Rome**

Bruno Losito, *associate research co-director*  
 Gabriella Agrusti, *associate research co-director*  
 Valeria Damiani, *project researcher*  
 Carlo Di Chiacchio, *data analyst*  
 Elisa Caponera, *data analyst*  
 Laura Palmerio, *data analyst*

### **International Association for the Evaluation of Educational Achievement (IEA)**

IEA provided overall support for the coordination of ICCS 2022 from both the Amsterdam and Hamburg offices. Staff at IEA Amsterdam were responsible for the coordination of translation verification, quality control monitoring, and the publication and wider dissemination of the report. Staff at IEA Hamburg were responsible for the coordination of sampling procedures, and data management and processing.

### **Staff at IEA Amsterdam**

Julian Fraillon, *coordinator of test development*  
 Dirk Hastedt, *executive director*  
 Andrea Netten, *director at IEA Amsterdam*  
 Jan-Peter Broek, *financial manager*  
 Jan-Philip Wagner, *research officer*  
 Jasmin Schiffer, *graphic designer*  
 Katerina Hartmanova, *junior research officer*  
 Katie Hill, *head of communications*  
 Lauren Musu, *senior research officer*  
 Philippa Elliott, *publications manager*

### **Staff at IEA Hamburg**

Eva Feron, *head of international studies unit*  
 Falk Brese, *ICCS international data manager (since 2022)*  
 Yasin Afana, *ICCS deputy international data manager (since 2022)*  
 Hannah Köhler, *ICCS international data manager (through 2022)*  
 Christine Busch, *ICCS deputy international data manager (through 2022)*  
 Diego Cortes, *researcher (sampling)*  
 Umut Atasever, *researcher (sampling)*  
 Ralph Carstens, *senior research advisor*

**ICCS 2022 Project Advisory Committee (PAC)**

The ICCS 2022 PAC has, from the beginning of the project, advised the international study center and its partner institutions during regular meetings.

Babara Malak-Minkiewicz, *IEA Amsterdam* (retired), the Netherlands

Cristián Cox, *Diego Portales University*, Chile

Erik Amnå, *Örebro University*, Sweden

Judith Torney-Purta, *University of Maryland*, United States

Wiel Veugelers, *The University of Humanistic Studies Utrecht*, the Netherlands

**Other Project Advisors****ICCS 2022 Sampling Referee**

Marc Joncas was the sampling referee for the study, providing invaluable advice on all sampling-related aspects of the study.

**Expert Consultant**

Christian Monseur (University of Liège, Belgium) conducted a review of link items and mode effects for cognitive test items. He provided support and invaluable advice for the implementation of equating and mode effect adjustment procedures for the cognitive data of the ICCS 2022 main survey.

**European ICCS 2022 National Research Coordinators**

The national research coordinators played a crucial role in the study's development. They provided policy- and content-oriented advice on developing the instruments and were responsible for the implementation of ICCS 2022 in the participating countries.

**Bulgaria**

Natalia Vassileva

*Center for Control and Assessment of the Quality in School Education*

**Croatia**

Ines Elezović

*Department for Quality Assurance in Education, National Centre for External Evaluation of Education*

**Cyprus**

Yiasemina Karagiorgi

*Centre for Educational Research and Evaluation*

**Denmark**

Jens Bruun

*Danish School of Education, Aarhus University*

**Estonia**

Meril Ümarik

*Tallin University*

**France**

Elodie Persem

*Ministry of National Education*

**Germany (North Rhine-Westphalia and Schleswig-Holstein)**

Hermann Josef Abs

*University of Duisburg-Essen*

Katrin Hahn-Laudenberg  
*Bergische Universität Wuppertal*

**Italy**

Laura Palmerio  
*INVALSI (Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione)*

**Latvia**

Ireta Čekse  
*University of Latvia*

**Lithuania**

Lina Pareigienė  
*National Examination Center*

**Malta**

Louis Scerri  
*Ministry for Education and Employment*

**Netherlands**

Remmert Daas  
*University of Amsterdam*

**Norway**

Oddveig Storstad  
*NTNU Samfunnsforskning (NTNU Social Research)*

**Poland**

Olga Wasilewska  
*Educational Research Institute (IBE)*

**Romania**

Catalina Ulrich  
*University of Bucharest*

**Slovak Republic**

Kristína Čevorová  
*National Institute for Certified Educational Measurements*

**Slovenia**

Eva Klemenčič-Mirazchiyski  
*Educational Research Institute*

**Spain**

Gala Ríos Junquera  
*INEE (Instituto Nacional de Evaluación Educativa)*

**Sweden**

Maria Axelsson  
*Swedish National Agency for Education*





The IEA's International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people around the world are prepared to undertake their roles as citizens. This report presents the European results from the third cycle of the study (ICCS 2022). Eighteen countries and two benchmarking participants (the German states of North Rhine-Westphalia and Schleswig-Holstein) administered the European student questionnaire to target grade students in this study cycle. ICCS 2022 studied contexts for and learning outcomes of civic and citizenship education in a wide range of national contexts at the beginning of the third decade of the 21st Century. The general purpose of the European student questionnaire is to explore specific European-related civic and citizenship issues derived from the overarching ICCS 2022 assessment framework, supplementing the data obtained from the international survey with a specific European perspective. The ICCS 2022 European student questionnaire included 12 questions aimed at examining students' interest and their opinions regarding European-related civic and citizenship issues such as students' sense of European identity; students' opportunities for learning about Europe provided by schools; and students' attitudes toward free movement of European citizens within Europe, toward the European Union, and toward cooperation among European countries. It also encompasses questions on students' perceptions of discrimination in their country, of the future of Europe, and of their life in the future, as well as on students' sustainable behaviors and those related to political and ethical consumerism.

Over the past 50 years, the IEA has conducted comparative research studies in a range of domains focusing on educational policies, practices, and outcomes in many countries around the world. Prior to ICCS 2022, the IEA had conducted four international comparative studies of civic and citizenship education, with a first survey implemented in 1971, a second in 1999, a third in 2009 and a fourth in 2016. ICCS 2022 data will allow education systems to evaluate the strengths of educational policies, both internationally and in the European regional context, and to measure progress in achieving critical social objectives of their educational policy.

