

RESEARCH RESULTS



Co-funded by the
Europe for Citizens Programme
of the European Union

Clickin With Voters
Survey Report

Publisher:

Europe House Slavonski Brod
Antuna Barca 30
35000 Slavonski Brod
t + 385 35 415 190
f + 385 35 265 189
e-mail: europski-dom@sb.t-com.hr



For publisher:

Božica Sedlić

Partners:

Europe House Slavonski Brod, Croatia
European Information Centar Veliko Tarnovo, Bulgaria
Stowarzyszenie Edukacji Pozaformalnej "Meritum", Poland
Eurasia Net, France
Change it!, Czech Republic
Folkuniversitetet Kristianstad, Sweden
KANE - Social Youth Development, Greece
Daugavpils Universitate, Latvia

Arranged by:

Iva Perić

ISBN

This document does not represent the point of view of the European Union.
The interpretations and opinions contained in it are solely those of the authors.



The present survey results are realized within the framework of the transnational project called "Clickin With Voters", implemented under the Europe for Citizens program.

Contents

Methodology	5
Abbreviations	6
Introduction	7
Sociodemographic data	8
Citizenship education	9
The European Union and Europeans	14
The European parliament	44
Key findings	56
Influence of <i>Education Europeae</i>	59
Conclusion	60

Methodology

Survey was carried out by Europe House Slavonski Brod with 7 partners from 8 different EU Member States (BG, CZ, FR, PL, SW, LV, EL, HR) between 8th October and 8th of December 2018, on the basis of online questionnaire and face to face interview¹ with 3717 citizens aged between 17 and 30 years.

In each country, a number of sampling points was not drawn with probability proportional to population size. Disegners of surevey suggested that each partner organizaiton interview approximately 500 respondents in way that sampling points represent the whole territory of the countries according to the distribution of the resident population of the respective nationalities in terms of metropolitan (big cities), urban (small cities) and rural (village) areas, age, gender, employment status and educational level.

Both qualitative and quantitative methods were employed in this research (Creswell, 2003). The questionnaire was designed and administered by the project partners. The questionnaire consists of four parts. Part one contains information on the respondents' demographic data such as gender, age, level of education, socio-professional status, interests about political events. Part two, entitled European Identity, presents an opportunity to explore youngsters' views related to their knowledge about the EU, to assess a future of the EU. Part three of the questionnaire Freedom of movement within the Europe focuses on study of youth' opinion related to the possibilities for European citizens to work in other European countries and their attitude to the rights of immigrants. The last section of the questionnaire entitled The European Parliament Elections focuses to young peoples' interest about the EU and importance of EP elections in national country, about the main reasons why people vote and why people do not vote in the EU elections, about the themes that should be discussed as a priority during the electoral campaign. The questionnaire contains fourteen multiple-choice questions and ten questions with total fifty five statements assessed in a four-point Likerts measurement scale that ranges from strongly agree to strongly disagree.

Questionnaire was developed by the project partners and was translated into native languages. It was carried out in the e-setting during a time frame from October until December, 2018. More than 750 e-mails were sent to university, secondary and vocational schools' administration representatives or teachers accross Europe and they were encouraged to distribute it to their students.

More elaborated analysis (full sociodemographic analysis²) are made for questions where it is relevant and shows certain differences within different sociodemographic categories. For all questions and more detailised analysis we, Europe House Slavonski Brod, are at your disposal.

¹ All interviews that were conducted face-to-face were conducted in the appropriate national language

² Answers correlated with: Gender/Age/Education/Employment status/Area of living

Abbreviations

In this report, countries are referred to by their official abbreviation. The abbreviations used in this report correspond to:

BG	Bulgaria	
HR	Croatia	
CZ	Czech Republic	
FR	France	
GR	Greece	
LV	Latvia	
PL	Poland	
SW	Sweden	

Other abbreviations used correspond to:

EU	The European Union
EC	The European Commission
EP	The European Parliament
MS	Member State
CS	Candidate State
MEP	Member of the European Parliament
The Council	The Council of the European Union
CE	Citizenship education

Introduction

The survey is conducted within the framework of the project Clicking With Voters, which is implemented under the EC Europe for Citizens programme.

The overall objective of the project is to empower European citizenship and to encourage citizens' involvement, with a special focus on young people in the democratic life of Europe, in particular by motivating them to participate in the 2019 European Parliament (EP) Elections. With project activities we aimed to promote more knowledge about EU particularly in the context of the economic crisis, a general rise in antiimmigrant sentiment and xenophobia – to citizens of the member states and EU candidate countries, in order to overcome democratic deficit³. Specific objectives were to increase the motivation and build the citizens capacities and competences from current MSs to participate actively in building future Europe, to enhance the interactive relation between citizens and institution, encouraging a bottom up approach to allow citizens to express their views on the EU – on what they perceive to be the EU urgent issues relevant to the development of Europe. Furthermore, with this project we want to encourage citizens to use existed democratic instruments and to try to develop innovative one, to enhance participation in debate to build the capacity of civil society organizations and to foster European citizenship and ownership of the Europe.

Project partners are 8 organizations from eight EU countries: Europe House Slavonski Brod (Croatia), European Information Centar Veliko Tarnovo (Bulgaria), Change it! (Czech Republic), Association for Non-Formal Education MERITUM (Poland), Euroasia Net (France), Folkuniversitetet Kristianstad (Sweden), KANE, Social Youth Development NGO, (Greece) and Daugavpils University, (Latvia).

This study focuses on four main research questions:

- 1) How to promote youngsters'interested in political events in their own country and in European Union?
- 2) What are the views of youngsters related to their as a EU citizen identity?
- 3) What are their perspectives of young people about the EU development?
- 4) What is the understanding of young people and their responsibility for democratic processes in the EU?

The results of the study will be presented in four sections according to these research questions.

³ Although the term „democratic deficit“usually refers to „EU institutions and their decision-making procedures (which) suffer from a lack of democracy and seem inaccessible to the ordinary citizen due to their complexity“, (source: http://eur-lex.europa.eu/summary/glossary/democratic_deficit.html), here it also relates to the lack of political knowledge and activity among young people.

Sociodemographic data

Respondents from 8 different European Union (EU) Member States (IT, BG, EL, CZ, PL, FR, SW, HR) or precisely 3717 citizens aged 17 to 30 years old participated in this survey. Here you can find table of sociodemographic data describing survey sample.

Youngsters (N=3717; 42,9% males, 56,6% females) from Latvia were questioned. 41,8% of the respondents were 17-18 years old; 35,1% – 19-22 years old, and 22,9% are 23 -30 years old. Most of them were secondary or vocational school or university students (59,8%). There were 32,3% employed and 7,9% unemployed respondents (See Table 1).

Gender	
Female	56,6 %
Male	42,9 %
Other	0,3 %
Age	
17-18	41,8 %
19-22	35,1 %
23-30	22,9 %
Education	
Secondary school	32,3 %
Vocational school	16,1 %
Bachelor's degree	29,4 %
Master's degree or equivalent level	18,8 %
PhD	2,9 %
Employment status	
Student	59,8 %
Unemployed	7,9 %
Self-employed	8,6 %
Employed	23,7 %

Table 1: Sociodemographic data of respondents

Findings shows that 92% of respondents use internet every day, but 2,3% use internet often (See Figure 1). The aim of the use of internet is email and the use of social network (LSM, 2014). Majority of youth are more interested in a sphere of entertainment.

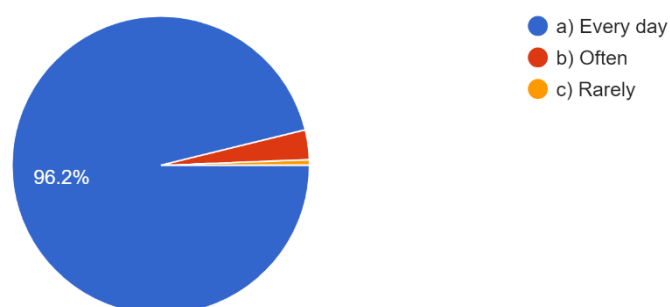


Figure 1: Use of Internet

Citizenship education

First thing that is brought up to enquiring is respondents previous or ongoing education about EU. In this section word will be spent on whether respondents had or had not citizenship education (1.1), was learning about EU part of their education (1.2), how satisfied are they with what is learned about EU during formal education (1.3) and have they ever been educated about EU through non-formal education (1.4). Answers provided here will be used as referring point for later examination.

1.1 Citizenship education

European realities

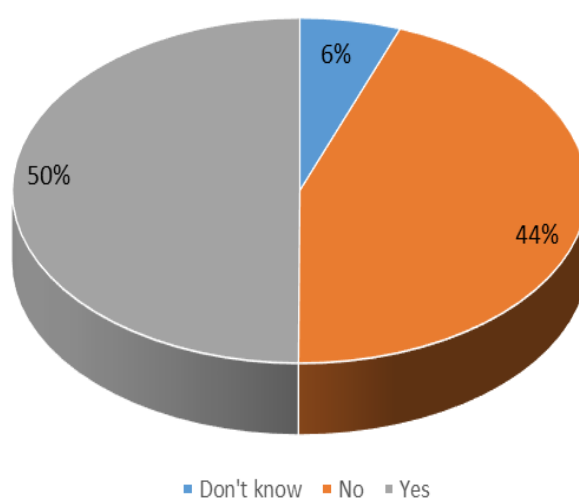


Figure 2: Have you ever had citizenship education during your schooling?

When speaking about citizenship education, every second participant (49,7 %) states that he had citizenship education sometime during schooling. On the other hand 44,2 % claim that they had not that kind of education while 5,6 % do not know.

National realities

%	BG	HR	CZ	GR*	FR	LV	PL	SW
Yes	45,1	20,9	48,4	56,9	77,6	34,0	57,7	94,6
No	52,7	71,6	42,5	36,1	20,7	47,0	29,5	2,9
Don't know	2,2	6,0	8,9	6,7	0,9	19,0	12,8	1,0

Table 2 Have you ever had citizenship education during your schooling?

Trends are showing that 94,6 % of Swedes have had citizenship education sometime during their schooling they are being followed up by French (77,6 %) and Polish (57,7 %) at the third place. On the other side 71,6 % of Croats never had citizenship education during their schooling, same as 52,7 % Bulgarians.

1.2 Learning about EU as part of education

Since almost every second respondent had some form of citizenship education (*Figure 1*) now is time to see was/is learning about EU part of respondent education (*Figure 2*).

European realities

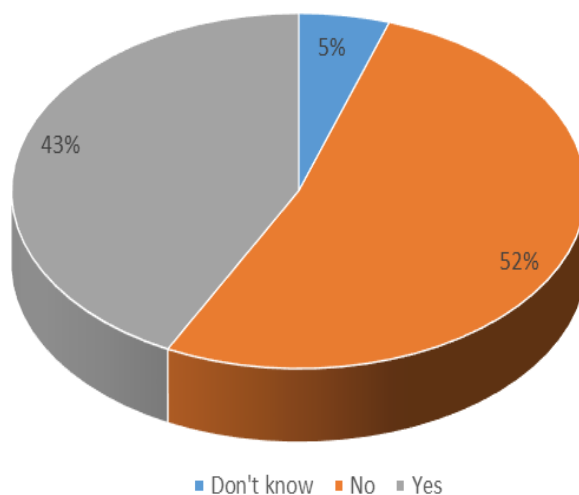


Figure 3: Was/is learning about EU part of your education?

Data are showing some similarities with previous figure so 42,1 % of respondents answer positive on this question and 52,1 % give negative answer while 5,1 % is not really sure or they do not know.

National realities

%	BG	HR	CZ	GR*	FR	LV	PL	SW
Yes	24,0	35,2	34,1	38,1	49,8	41,3	67,2	58,2
No	74,3	60,4	59,7	49,8	45,9	47,6	28,0	40,6
Don't know	1,4	3,4	5,4	11,9	2,6	11,1	4,8	1,2

Table 3: Was/is learning about EU part of your education?

Although data are similar for *Figure 1* and *Figure 2*, some changes are noticeable looking at national statistics. Out of 94,6 % of Swedes who have had citizenship education, „only“ 48,4 % of them had learning about EU involved in learning process. Same thing goes for FR (77,6 %→49,8 %), CZ (48,4 %→34,1 %) and BG (45,1 %→24,0 %). What is interesting is that opposite trends are also showing for HR (20,9 % had citizenship education, but 35,2 % had learning about EU as part of education), LV (34,0 %→41,3 %), PL (57,7 %→67,2 %). Opposite trends are probably showed because, even though respondents do not have citizenship education as part of their formal education, they still can learn something about EU during other related subjects in school (History, Politics, Sociology, etc.) or some other institutions.

1.3 Satisfaction with what is learned about EU

After gathering information about EU education of respondents through formal education, now we ask them to estimate if they have been taught enough about EU during their formal education.

European realities

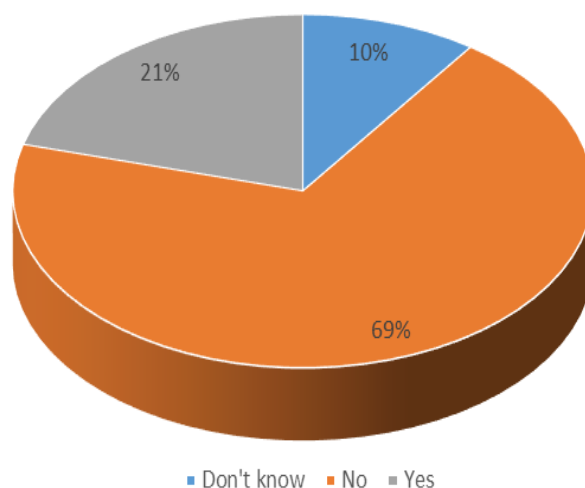


Figure 4: Do you think you have been taught enough about EU during your formal education?

More than two thirds (69,4 %) of respondents state that they have not been taught about EU during their formal education. On the other side 20,8 % of respondents think that they have been taught enough about EU during their formal education while 9,8 % do not really know.

National realities

%	BG	HR	CZ	GR*	FR	LV	PL	SW
Yes	13,8	17,9	16,0	22,1	20,7	22,1	23,6	34,1
No	83,6	71,9	72,3	56,4	73,3	60,5	65,3	54,7
Don't know	2,6	10,3	11,8	21,5	6,0	17,4	11,0	11,2

Table 4: Do you think you have been taught enough about EU during your formal education?

Respondents of BG precede with dissatisfaction on this topic, namely 83,6 % of them state that they do not think that they have been taught enough about EU during their formal education. Same opinion share 73,3 % of respondents from FR, 72,3 % from CZ and 71,9 % from HR. On the other side SW is preceding affirmative attitude on this topic, namely 34,1 % of them think that they have been taught enough about EU during formal education.

Sociodemographic realities

Gender	Yes	No	Don't know
Female	20,5 %	69,4 %	10,1 %
Male	21,1 %	69,4 %	9,5 %
Other	22,2 %	77,8 %	0,1 %
Age	Yes	No	Don't know
17-18	29,2 %	58,8 %	12,1 %
19-22	25,4 %	66,3 %	8,3 %
23-30	13,4 %	76,7 %	9,9 %
Education	Yes	No	Don't know
Secondary school	17,9 %	68,9 %	13,3 %
Vocational school	14,0 %	77,4 %	8,5 %
Bachelor's degree	24,7 %	67,3 %	8,0 %
Master's degree or equivalent level	23,6 %	68,1 %	8,3 %
PhD	22,2 %	73,2 %	4,6 %
Employment status	Yes	No	Don't know
Student	30,3 %	58,3 %	11,4 %
Unemployed	21,4 %	68,1 %	10,5 %
Self-employed	18,6 %	72,9 %	8,4 %
Employed	16,0 %	73,4 %	10,6 %

Table 5: Influence of different sociodemographic aspects on opinion about satisfaction with level of EU knowledge

When discussing sociodemographic perspective of this question, several conclusions can be made. Firstly, data shows that gender does not have noticeable influence on provided answers. Secondly, number of respondents who are satisfied with what they have learned about EU, is inversely proportional with age. Considering their age, it is to assume that older generations did not have something specific as citizenship education, especially about modern Europe. One of the options for them is to learn about EU through non-formal and informal education, but that also depends on availability of those options and how interested they are in participating. Thirdly, if someone is longer involved in formal education process, he/she will probably obtain more information about EU and know more. This can be encouraging for implementation of new EU policies which promote positive discrimination of people from more isolated areas.

1.4 Learning about EU through non-formal education

After formal education about EU is verified, it is time to see if respondents have ever been educated about EU through non-formal education.

European realities

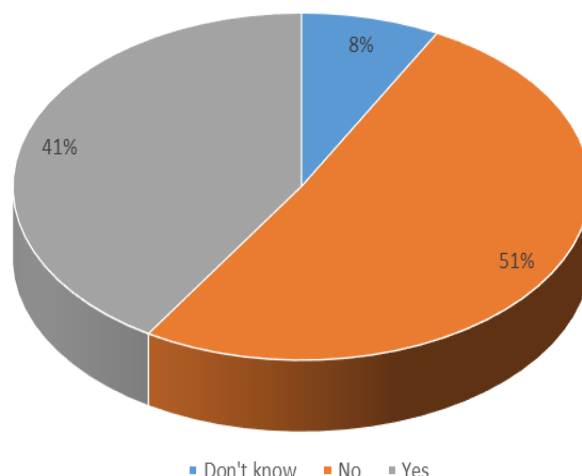


Figure 5: Have you ever been educated about EU through non-formal education?

Slightly more than every second respondent (50,7 %) states that he has never been educated about EU through non-formal education while 40,8 % have contrary statement. 7,7 % of respondents do not know.

National realities

%	BG	HR	CZ	GR*	FR	LV	PL	SW
Yes	14,5	17,5	18,5	37,1	39,7	31,6	48,8	39,4
No	79,0	70,4	73,2	36,2	50,6	58,7	47,6	56,2
Don't know	6,3	10,1	7,3	25,7	8,8	9,7	2,5	3,1

Table 6: Have you ever been educated about EU through non-formal education?

When discussing about respondent non-formal education about EU, situation is a bit different than with formal education about EU. Overall data are still similar, but those countries who have had „lack“ of formal education about EU, when talking about non-formal education, precede. For instance 17,5 % of respondents from HR have been educated about EU through non-formal education while number of those who had formal education about EU for HR is 20,9 %. Same trend appears in BG and in LV numbers are almost the same. It is possible to conclude that citizens of younger EU countries acquire their knowledge of EU more through formal ways while in older MS carrier of education are organisations of civil society so they acquire their knowledge more through non-formal and informal education.

The European Union and Europeans

The European Union, one of the largest federations of states in the world, unites 28 individual countries across Europe. Since its foundation in 1957, the EU has grown from 6 to 28 countries but, membership is still open to any country with a democratic government, a good human rights record, and solid economic policies.

Becoming a member of the EU, however, is a complex procedure which does not happen overnight. Once an applicant country meets the conditions for membership, it must implement EU rules and regulations in all areas. The member states delegate sovereignty to the EU institutions to represent the interests of the European Union as a whole. Citizens belonging to any country within the EU can move and reside freely within EU, vote for and stand as a candidate in EP and municipal elections ,etc.⁴. EU citizenship is automatically given to any persons who hold the nationality of one of the MS. Since each of the MS recognizes its citizens by nationality, specific requirements for gaining citizenship differ depending on each MS. Anyone seeking EU citizenship should consult each individual country's specific rules and regulations for citizenship within that country.

European identity, however, is a social structure and its definition is changing with time. Still, the European identity can be defined, in a very simple way, as a set of values shared by all the citizens of the EU. European identity is supported by European art, culture, citizenship, common education for all EU members, etc. Nevertheless, European identity is, sometimes, perceived as being in contradiction with certain older identities that member states' citizens are attached to, such as national, religious, linguistic or ideological. But, since there is European integration process, the identity paradigm should focus more on the similarities between the member states and not on the differences that set them apart. In that way, citizens of EU hold their national identities and still participate into building a more wider identity- European one.

What we should remind ourselves is that the European project is based on the existence of a European people and not on the abolishment of national identities. Moreover, given that identities are not static and can be changed through social action, multiculturalism seems to be the only solution to address the identity mosaic that characterizes European society. It allows for the existence of multiple national identities, without imposing one above the others, while aiming at reducing the potential for conflict, by building an overall sense of tolerance between MS.

In following section main accent will be on citizenship and how respondents perceive themselves⁵ (2.1), elements which, in respondents' opinion, make European identity and does that European identity deny national identities or complement it (2.2), EU citizens rights and awareness of these rights (2.3), respondents' opinion about policies that should be given priority, benefits of enlargement and five-year pause plan from enlargement of EU presented by Jean-Claude Juncker (2.4), image of the EU and membership in the EU and, in the last part, added value of beeing EU MS (2.5)⁶.

⁴More information available at http://ec.europa.eu/justice/citizen/index_en.htm

⁵As EU citizens only, citizens of their country only, citizens of both or none of stated

⁶ Influence which membership in the EU has on different areas of society

2.1 Citizenship and sense of belonging to the EU

For starting point of this section, respondents needed to indicate their views about citizenship.

European realities

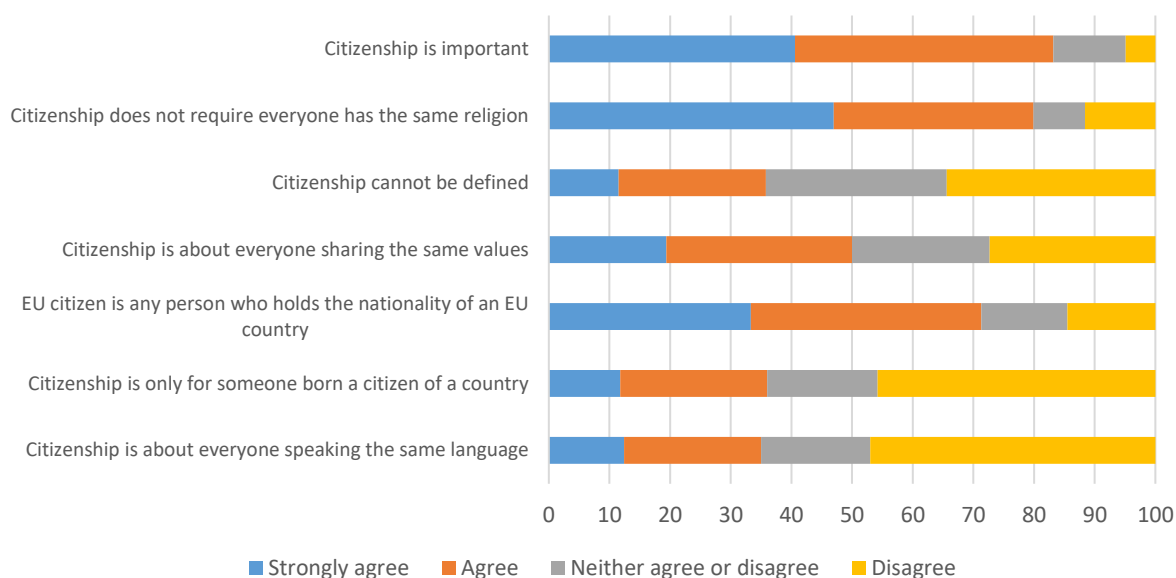


Figure 6: Views about statements considering citizenship

40,6 % of respondents strongly agree and another 42,6 % agree that citizenship is important while only 4,9 % of them answer vice versa. More than every tenth respondents think that citizenship require everyone to have the same religion (11,6 % of those who disagree 2nd statement). 11,5 % of respondents strongly agree and another 24,3 % agree that citizenship cannot be defined. Every second participant (19,4 % strongly agree and 30,6 % agree) think that citizenship is about everyone sharing the same values. 14,5 % disagree that EU citizen is any person who holds the nationality of an EU country while 14,2 % neither agree or disagree on that. Every third respondent either agree (24,2 %) or strongly agree (11,8 %) that citizenship is only for someone born a citizen of a country. That citizenship is about everyone speaking the same language strongly agree 12,4 % of respondents and another 22,6 % agree while 47,0 % of respondents disagree with them. We can conclude, based on general statistic, that citizenship is really important to respondents. Around one third of respondents state that they know definition of citizenship. However, some of them think that citizenship requires everyone to have the same religion, to speak the same language and to share the same values and some those opinions are, at least, for deeper discuss. Some other respondents still do not know that EU citizen is citizen of any MS⁷ and that citizenship is not reserved only for those born as citizen of a country, but it can be acquired through some ways.⁸

⁷ EK states : „Any person who holds the nationality of an EU country is automatically also an EU citizen.“

⁸ Citizenship can be acquired through an ancestral link, naturalization, marriage, work.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	30,3	40,5	22,0	48,3	51,9	44,4	50,5	23,9
Agree	52,5	31,0	49,9	43,7	30,0	40,7	37,0	64,5
Neither A or D	12,8	19,1	18,8	6,0	13,8	10,9	9,8	9,6
Disagree	4,4	9,4	9,2	2,0	4,3	4,0	2,7	1,9

Table 7: Citizenship is important

51,9 % respondents from GR strongly agree this statement, followed by PL (50,5 %). On the other hand, 9,4 % respondents from HR disagree with them, followed by CZ (9,2 %).

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	18,1	60,2	28,7	45,9	77,8	34,5	59,7	33,1
Agree	37,4	25,2	48,9	46,2	16,2	30,4	18,3	58,2
Neither A or D	17,7	7,4	16,2	6,0	3,4	13,1	8,7	6,1
Disagree	26,8	7,2	6,2	2,0	2,6	22,0	13,3	2,6 %

Table 8: Citizenship does not require everyone has the same religion

77,8 % respondents from FR strongly agree with this statement, followed by HR (60,2) and PL (59,7 %) while respondents that disagree the most with this statement comes from BG (26,8 %) and LV (22,0 %).

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	22,7	6,4	8,1	24,4	8,1	9,9	23,4	1,8
Agree	48,0	12,7	36,6	38,1	9,9	22,2	31,1	19,1
Neither A or D	17,9	24,5	38,2	20,1	32,2	30,2	25,6	60,4
Disagree	11,4	56,4	17,1	17,4	49,8	37,7	19,9	18,7

Table 9: Citizenship cannot be defined

Most of the respondents who strongly agree with this statement come from PL (23,4 %) and BG (22,7 %). Opposite of them thinks HR (56,4 %) and FR (49,8 %).

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	27,4	18,7	14,0	27,6	23,3	9,7	39,7	6,1
Agree	45,8	23,3	48,3	45,1	24,8	30,6	39,7	25,5
Neither A or D	18,1	18,3	24,8	16,8	26,3	31,3	10,3	46,4
Disagree	8,7	39,7	12,8	10,5	25,6	28,4	10,3	21,9

Table 10: Citizenship is about everyone sharing the same values

Respondents who strongly agree with this statement come from PL (39,7 %) and BG (27,4 %). On the opposite side, 39,7 % respondents from HR disagree with this statement.

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	29,0	35,1	15,7	37,6	31,7	31,3	73,4	21,5
Agree	33,8	30,0	45,8	48,4	48,5	36,7	19,8	52,7
Neither A or D	26,2	9,6	33,3	8,1	11,0	16,7	4,3	18,8
Disagree	10,9	25,3	5,2	5,9	8,8	15,3	2,5	6,9

Table 11: EU citizen is any person who holds the nationality of an EU country

GR (37,6 %) and HR (35,1 %) strongly agree with this statement while at the same time a large proportion of HR disagree with this statement.

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	16,9	6,7	7,8	29,2	2,8	7,3	5,7	10,2
Agree	29,2	11,2	31,7	41,4	6,3	25,0	14,2	42,5
Neither A or D	30,8	12,7	22,5	12,8	14,7	27,6	9,8	25,3
Disagree	23,1	69,4	38,0	16,6	76,3	40,1	70,3	22,0

Table 12: Citizenship is only for someone born a citizen of a country

Most of the respondents who strongly agree with this statement come from GR (29,2 %) followed by BG (16,9 %). On the opposite side stands IT with 76,3 % of respondents and 70,3 % respondents from PL.

%	BG	HR	CZ	GR	FR	LV	PL	SW
Strongly agree	13,3	9,3	22,2	26,0	3,7	3,2	23,6	3,3
Agree	30,5	20,0	19,6	41,3	12,9	13,7	35,1	16,1
Neither A or D	24,0	13,0	18,1	11,9	17,0	25,6	11,1	53,7
Disagree	32,3	57,7	40,1	20,8	66,4	57,5	30,2	26,9

Table 13: Citizenship is about everyone speaking the same language

Respondents who strongly agree with this statement come from GR (26,0 %), PL (23,6 %). On the other hand, respondents who do not agree with this statement come from IT (66,4 %).

Education Europeae

After general views of respondents about citizenship and national statistics, it is time to see influence of citizenship education, education about EU and non-formal education that involved learning about EU on respondents views of citizenship. First of all, when taking citizenship education⁹ as a referring point, answers of respondents who had and those respondents who had not citizenship education during their schooling does not show much difference. When using second parameter¹⁰, respondents who had/have learning about EU as a part of their education show slightly more familiarity with citizenship then those who do not/did not have learning about EU included, but when using third parameter¹¹, results shows noticeable difference which is shown in *Table 13*.

<i>Have you ever been educated about EU through non-formal education?</i>	Strongly agree		Agree		Neither agree or disagree		Disagree	
	Yes	No	Yes	No	Yes	No	Yes	No
<i>Citizenship is important</i>	45,4 %	38,3 %	38,0 %	46,0 %	10,0 %	11,8 %	6,7 %	4,0 %
<i>Citizenship does not require everyone has the same religion</i>	58,9 %	40,3 %	27,2 %	36,2 %	4,5 %	10,9 %	9,5 %	12,7 %
<i>Citizenship cannot be defined</i>	8,2 %	11,7 %	19,1 %	25,4 %	28,5 %	33,9 %	44,3 %	29,1 %
<i>Citizenship is about everyone sharing the same values</i>	17,9 %	18,0 %	26,6 %	32,7 %	20,2 %	24,9 %	35,3 %	24,4 %
<i>EU citizen is any person who holds the nationality of an EU country</i>	38,4 %	30,3 %	33,9 %	41,0 %	9,6 %	17,4 %	18,0 %	11,3 %
<i>Citizenship is only for someone born a citizen of a country</i>	9,2 %	12,8 %	17,7 %	26,8 %	13,7 %	20,6 %	59,4 %	39,8 %
<i>Citizenship is about everyone speaking the same language</i>	8,8 %	14,4 %	17,3 %	23,5 %	15,6 %	21,0 %	58,4 %	41,1 %

Table 14: Correlation between non-formal education about EU and views about citizenship

We can conclude that level of acquisition of knowledge about citizenship rises slightly within each of three parameters stated and that respondents who had some form of education about EU provide more accurate answers than those who did not have that kind of education. When discussing why is difference most obviously shown for third parameter, it is possible that formal educational system is a bit slower and laggard then non-formal education when speaking about this kind of deliberation. Non-formal education is more adaptable, specific and goal-directed than formal education and that can also be explanation this results.

⁹Parameter 1: Have you ever had citizenship education during your schooling?

¹⁰Parameter 2: Learning about EU was/is part of my education.

¹¹Parameter 3: Have you ever been educated about EU through non-formal education?

After checking views about citizenship, respondents needed to clarify how they perceive themselves – as a citizen of their country only, EU citizen, both or none of stated?

European realities

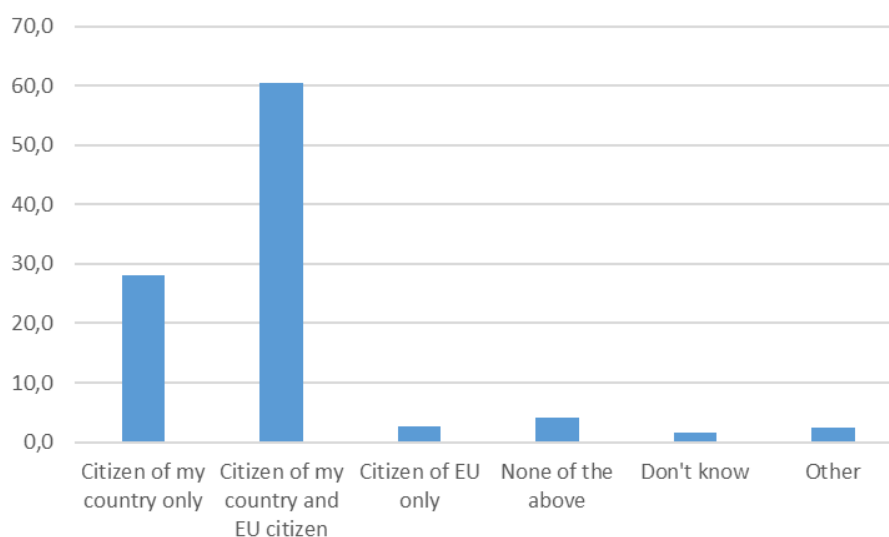


Figure 7: I see my self as...

Around one third of respondents (28,1 %) see themselves as a citizen of their country only, two thirds (60,4 %) see themselves in the same way but as EU citizen as well. 2,7 % of respondents perceive themselves as EU citizen only while 4,2 % do not agree with any of statements. 1,6 % do not know what to state while 2,4 % favour some other options.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Citizen of my country only	26,1	15,7	57,1	25,4	9,6	3,0	17,3	13,4
Citizen of my country and EU citizen	65,9	67,0	34,9	64,5	73,7	64,6	72,4	77,4
Citizen of EU only	5,1	2,8	2,0	2,9	4,5	3,0	0,2	4,4
None of the above	2,0	5,4	2,8	4,2	6,9	3,8	3,8	1,5
Don't know	0,8	3,2	2,2	1,7	0,9	2,8	0,2	1,5
Other	-	5,8	1,0	1,3	4,5	1,4	6,3	5,2

Table 15: I see myself as...

Table 14 shows some diversity in opinions currently present in member states. Some respondents, for instance 26,1 % respondents from BG, still do not feel like they really are part of EU and they state that they are citizen of BG only. EU, since it was founded, invests a lot of effort in empowerment and popularisation of EU citizenship, stressing that EU citizenship does not deny nationality. This survey confirms that these efforts have been recognized by respondents since most of them equally testify that they are both – citizens of their country and EU citizens. However, it would be interesting to see why some of them does not feel like that.

Education Europeae

	I see myself as...				
<i>Have you ever had citizenship education during you schooling?</i>	Citizen of my country only	Citizen of my country and EU citizen	Citizen of EU only	None of the above	Other
<i>Yes</i>	25,9 %	57,1 %	7,2 %	6,2 %	3,6 %
<i>No</i>	31,2 %	46,3 %	2,9 %	11,7 %	7,9 %
<i>Don't know</i>	19,5 %	36,2 %	11,1 %	13,5 %	19,7 %
<i>Was/is learning about EU part of your education?</i>	Citizen of my country only	Citizen of my country and EU citizen	Citizen of EU only	None of the above	Other
<i>Yes</i>	22,3 %	60,1 %	8,8 %	5,4 %	3,4 %
<i>No</i>	27,1 %	47,1 %	5,2 %	14,4 %	6,2 %
<i>Don't know</i>	22,6 %	39,5 %	14,1 %	11,2 %	12,6 %
<i>Have you ever been educated about EU through non-formal education?</i>	Citizen of my country only	Citizen of my country and EU citizen	Citizen of EU only	None of the above	Other
<i>Yes</i>	20,6 %	64,3 %	8,1 %	4,1 %	2,9 %
<i>No</i>	24,6 %	49,9 %	6,7 %	14,7 %	4,1 %
<i>Don't know</i>	27,1 %	44,1 %	13,9 %	11,2 %	3,7 %

Table 16: Correlation between Education Europeae and how citizens see themselves

Six out of ten respondents who had education about EU as part of their education feels like citizen of their country and EU citizens while 64,3 % people from who have been educated about EU through non-formal education feels the same way. On the other hand, respondents who did not have Education Europeae provide more „None of the above “answer. It can be concluded that people who obtain more information about EU feels more like part of it. Also, respondents who possess non-formal education about Europe provide highest number of response „Citizen of my country and EU citizen “, possibly because participation in NGOs projects.

2.2 European identity and national identities

After respondents identified themselves based on national and European citizenship, it is time to see what do they think about European and national identities, if they are in correlation or maybe they exclude one another.

European realities

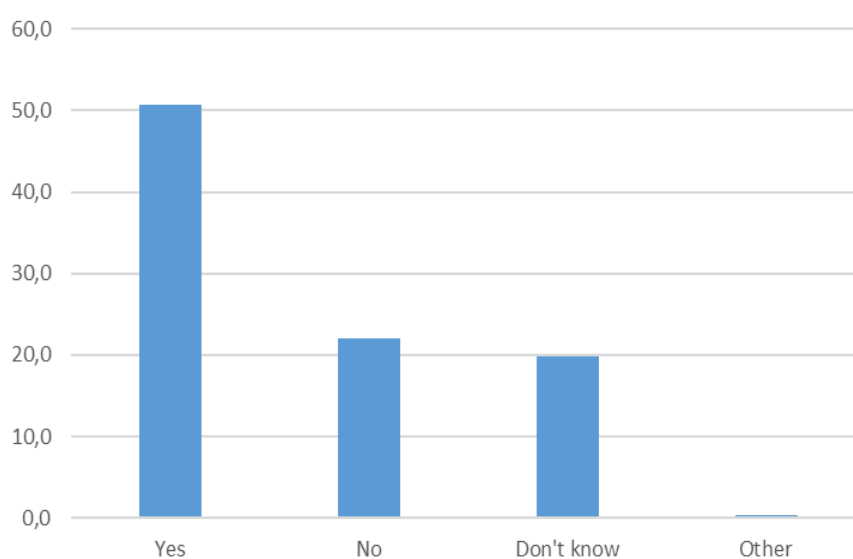


Figure 8: European identity doesn't deny national identities.

Every second respondent (50,7 %) provide positive answer on this statement and say that European identity does not deny national identities. On the other side, 22 % of respondents state that European identity deny national identity and 19,8 % of respondents don't know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Yes	23,9	71,0	35,0	43,5	72,4	23,7	47,4	36,9
No	37,0	13,5	41,8	15,4	19,0	2,4	30,3	41,7
Don't know	33,8	13,1	21,0	40,1	6,0	7,1	21,7	19,3

Table 17: European identity doesn't deny national identities?

When analysing answers of respondents on national level, what might be surprising is that some countries in quite large number {BG (37,0 % answers „No“ and 33,8 % „Don't know“), CZ (41,8 % „No“ and 21,0 % „Don't know“), SW (41,7 % „No“ and 19,3 % „Don't know“)}, think that European identity denies national identities, even though they are in EU for some time already.

Education Europeae

	European identity doesn't deny national identities?		
<i>Have you ever had citizenship education during you schooling?</i>	Yes	No	Don't know
Yes	54,1 %	24,4 %	15,8 %
No	49,8 %	20,4 %	21,6 %
Don't know	29,3 %	13,2 %	33,8 %
<i>Was/is learning about EU part of your education?</i>	Yes	No	Don't know
Yes	55,8 %	24,1 %	13,0 %
No	49,4 %	20,9 %	22,1 %
Don't know	24,6 %	15,8 %	45,5 %
<i>Have you ever been educated about EU through non-formal education?</i>	Yes	No	Don't know
Yes	65,1 %	20,6 %	9,1 %
No	42,7 %	24,0 %	23,8 %
Don't know	27,4 %	16,4 %	45,8 %

Table 18: Correlation between Education Europeae and responses on statement „European identity doesn't deny national identities.“

Table 18 shows that percentage of people who have had citizenship education during their schooling is higher for statement that European identity doesn't deny national identities. Secondly, if learning about EU was/is part of their education then difference is slightly more noticeable in their favour. Thirdly, difference is most prominent between people who have been educated about EU through non-formal education, which benefits were already mentioned, and those who haven't. 65,1 % of respondents who have been educated about EU through non-formal education state that European identity doesn't deny national identities. European identity allows the existence of multiple national identities, without imposing one above the others, while aiming at reducing the potential for conflict, by building an overall sense of tolerance between member states.

Identity in general can be composed of several elements. What are then the most important elements that make up European identity?

European realities

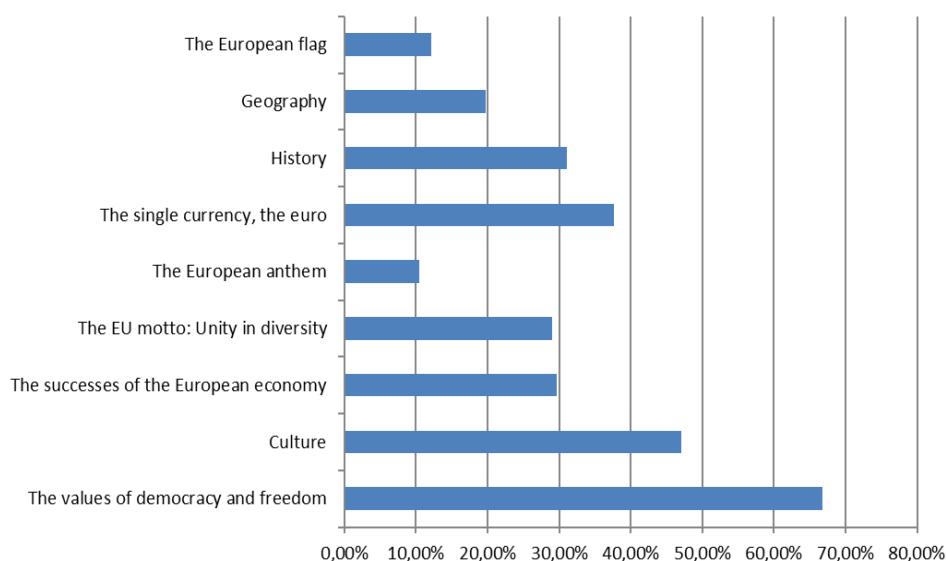


Figure 9: In your opinion, which of the following are the most important elements that make up European identity?

66,7 % of respondents think that most important thing considering European identity are values of democracy and freedom. Next in their opinion is culture (47,1 %), followed by the euro – single European currency (37,7 %), and history (31,1 %). That success of European economy is important thing making European identity think 29,6 %. Another 28,9 % of them say „Unity in diversity“ is also important. Last on the list of elements that make European identity are geography (19,8 %), the European flag (12,1 %) and the European anthem (10,4 %).

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
The values of democracy and freedom	51,2	78,4	46,2	82,0	78,9	55,1	66,0	78,5
Culture	12,6	58,6	35,9	33,6	60,9	52,9	57,3	61,3
The success of European economy	51,3	42,3	29,8	29,8	11,1	24,5	28,9	22,0
The EU moto: Unity in diversity	4,6	50,5	28,4	25,1	43,0	23,7	19,3	19,3
The European anthem	12,2	7,4	37,3	9,9	11,6	8,3	5,3	4,9
The single currency, the Euro	48,5	32,3	31,8	25,3	23,5	48,6	22,4	24,3
History	16,8	30,1	36,1	29,9	40,1	25,3	30,3	51,7
Geography	8,3	17,4	32,1	9,9	10,9	14,5	29,3	27,2
The European flag	14,4	13,1	31,5	9,2	1,7	19,6	9,5	8,1

Table 19 In your opinion, which of the following are the most important elements that make up European identity?

All of member states put the values of democracy and freedom as the most important element of European identity. That culture is also important element think 61,3 % of respondents from SW, followed by FR (60,9 %) and HR (58,6 %) while in BG culture has 12,6 % points. Success of European economy is important element to 51,3 % respondents from BG, 42,3 % from HR while in FR has 11,1 %. The EU motto: *Unity in diversity* is important element to every second respondent from HR (50,5 %) while in BG has 4,6 %. The European anthem is overall important to every tenth respondent of each country. European currency – the Euro, is important element to every second respondent from BG, LV. History is important element of European identity in SW where every second respondent state that while in BG 16,8 % agree with them. Geography is important to every third respondent from SW and to every one/two out of ten from other countries. The European flag, in respondents' opinion is almost equal important as the European anthem.

2.3 EU citizens' rights

In this section there will be shown results of respondents' familiarity and awareness of EU citizens' rights, European Citizen Initiative and EU programme – Europe for Citizens.

European realities

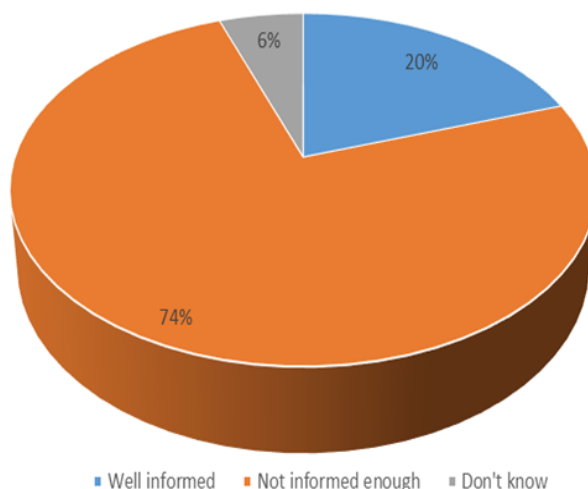


Figure 10: How informed are you about EU citizens' rights in the EU?

Data shows that 74,0 % of all respondents feel like they are not informed enough about EU citizens' rights in the EU contrary to every fifth (19,7 %) respondent who feel well informed about that topic.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Well informed	28,1	23,7	16,0	20,4	19,7	11,5	15,8	32,3
Not informed enough	67,8	68,4	72,1	73,4	78,6	79,4	69,3	60,8
Don't know	2,4	5,0	10,1	5,7	0,9	9,1	14,9	5,9

Table 20: How informed are you about EU citizens' rights in the EU?

Table 20 shows that respondents from each of the countries do not feel informed enough about EU citizens' rights in the EU.

Education Europeae

	How informed are you about EU citizens' rights in the EU?		
<i>Have you ever had citizenship education during you schooling?</i>	Well informed	Not informed enough	Don't know
Yes	24,7 %	68,8 %	5,7 %
No	15,4 %	77,3 %	5,7 %
Don't know	8,7 %	76,3 %	14,3 %
<i>Was/is learning about EU part of your education?</i>	Well informed	Not informed enough	Don't know
Yes	28,4 %	65,8 %	5,5 %
No	13,7 %	78,7 %	5,7 %
Don't know	8,2 %	74,5 %	16,7 %
<i>Have you ever been educated about EU through non-formal education?</i>	Well informed	Not informed enough	Don't know
Yes	29,9 %	64,7 %	4,6 %
No	13,0 %	79,0 %	6,1 %
Don't know	8,9 %	77,0 %	13,4 %

Table 21: Correlation between Education Europeae and awareness of EU citizens' rights in the EU

Table 21 shows that it is more likely that people who had citizenship education during their schooling will be more informed about EU citizens' rights in the EU. Secondly, if learning about EU was part of their education they will acquire even more knowledge. Thirdly one third of respondents who have been educated about EU through non-formal education feel well informed about EU citizen rights in the EU.

After awareness of EU citizens' rights, it is time to see if the respondents know what is European Citizen Initiative.

European realities

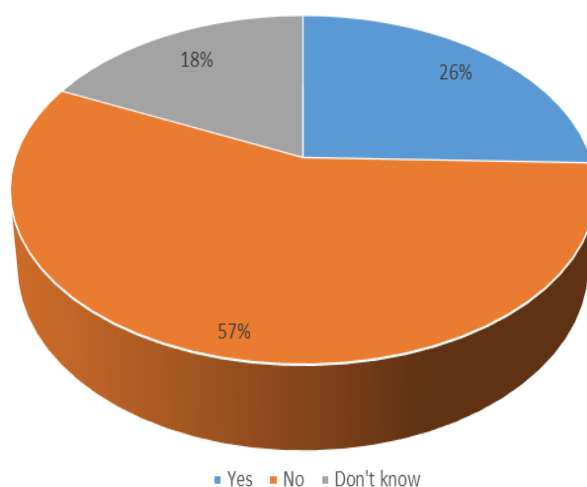


Figure 11: Do you know what is European Citizen Initiative?

Results show that one quarter of respondents (25,5 %) is familiar with European Citizen Initiative while 56,5 % of them is not and another 18,0 % don't know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Yes	17,0	33,2	10,1	25,9	23,7	12,3	21,0	35,6
No	81,2	46,9	81,2	40,6	53,2	60,1	55,0	50,3
Don't know	1,8	19,9	8,7	33,5	23,1	27,7	24,0	14,2

Table 22: Do you know what is European Citizen Initiative?

Respondents from SW (35,6 %) and HR (33,2 %) provides most positive answers on this question. On the other hand, 81,2 % respondents from BG and CZ do not know what is European Citizen Initiative.

Education Europeae

Have you ever had citizenship education during you schooling?	Do you know what is European Citizen Initiative?		
	Yes	No	Don't know
Yes	31,4 %	52,2 %	15,3 %
No	19,2 %	65,0 %	14,8 %
Don't know	11,9 %	56,2 %	30,9 %
Was/is learning about EU part of your education?	Yes	No	Don't know
	Yes	No	Don't know
Yes	36,6 %	48,9 %	13,5 %
No	16,7 %	66,7 %	15,6 %
Don't know	12,0 %	44,9 %	41,6 %
Have you ever been educated about EU through non-formal education?	Yes	No	Don't know
	Yes	No	Don't know
Yes	39,7 %	46,2 %	13,2 %
No	15,4 %	69,6 %	14,2 %
Don't know	9,3 %	45,8 %	43,6 %

Table 23: Correlation between Education Europeae and familiarity with European Citizen Initiative

Table 23 shows that it is more likely that people who had citizenship education during their schooling will know what is European Citizen Initiative. Secondly, if learning about EU was part of their education, difference is more noticeable in their favour. Thirdly, 39,7 % of respondents who have been educated about EU through non-formal education feel well informed about European Citizen Initiative.

Third topic that relates with previous two is about familiarity with EU programme – Europe for Citizens.

European realities

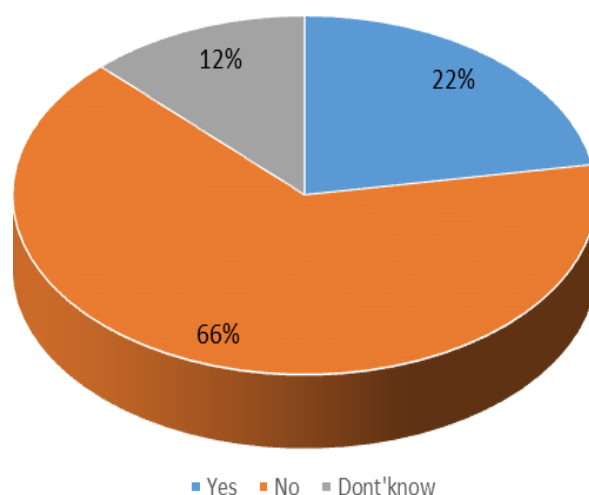


Figure 12: Are you familiar with EU programme – Europe for citizens?

Figure 11 shows that around two thirds of respondents, or precisely, 65,4 % is not familiar with EU programme – Europe for Citizens. 22,3 % of them states that they are familiar with Europe for Citizens programme while 12,3 % of them do not know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Yes	10,7	34,2	9,7	22,5	19,9	10,3	20,4	38,8
No	87,2	54,7	82,4	48,2	63,0	74,1	70,7	51,6
Don't know	1,8	8,5	5,1	28,3	16,2	15,6	8,0	9,0

Table 24: Are you familiar with EU programme – Europe for citizens?

Countries that are most familiar with Europe for Citizens programme according to data are SW (38,8 %) are HR (34,2 %).

Education Europeae

	Are you familiar with the EU programme – Europe for Citizens?		
	Yes	No	Don't know
<i>Have you ever had citizenship education during you schooling?</i>			
Yes	27,9 %	60,3 %	10,9 %
No	17,8 %	72,2 %	9,1 %
Don't know	9,2 %	69,9 %	20,1 %
<i>Was/is learning about EU part of your education?</i>			
Yes	31,6 %	58,7 %	8,9 %
No	16,0 %	73,3 %	9,8 %
Don't know	11,4 %	55,1 %	32,0 %
<i>Have you ever been educated about EU through non-formal education?</i>			
Yes	39,1 %	52,8 %	7,3 %
No	11,2 %	78,9 %	9,0 %
Don't know	6,6 %	52,5 %	39,4 %

Table 25: Correlation between Education Europeae and familiarity with EU programme – Europe for Citizens

Table 25 shows that it is more likely that people who had citizenship education during their schooling will know about Europe for Citizens programme. Secondly, if learning about EU was part of their education, difference is more noticeable in their favour. Thirdly, 39,1 % of respondents who have been educated about EU through non-formal education feel well informed and know about EU programme – Europe for Citizens.

What is following is how respondents feel about their voice. Do they feel like their voice counts? How is situation in their country?

European realities

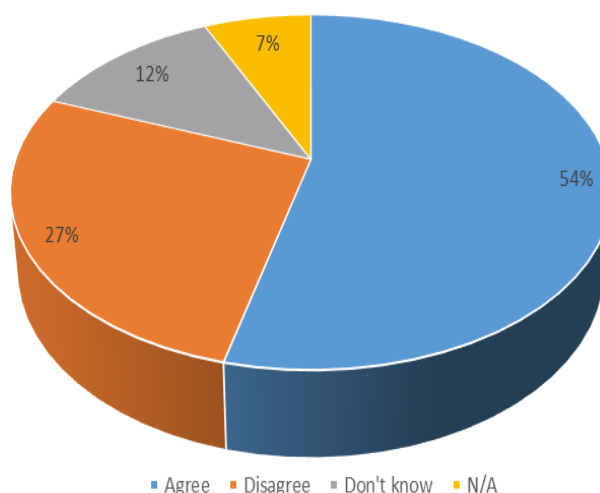


Figure 13: My voice counts in my country

More than every second respondent (53,9 %) feels like their voice counts in their country. On the other side, 27,0 % feels like their voice does not count in their country and 12,2 % of respondents do not know. 6,9 % answers was not provided (N/A).

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Agree	51,6	22,7	39,8	81,5	31,2	56,7	65,7	69,4
Disagree	36,4	54,9	27,1	10,7	40,8	27,9	20,2	1,5
Don't know	9,3	15,3	28,7	5,6	23,7	14,6	11,4	11,5
N/A	0,4	4,8	2,8	1,6	3,4	0,8	1,9	17,6

Table 26: My voice counts in my country.

81,5 % respondents from MK feels like their voice counts in GR while in HR that number is 22,7 %. In FR 40,8 % of respondents disagree the statement, same as 54,9 % from HR. Almost one third (28,7 %) of respondents from CZ don't know if their voice really counts in CZ and 15,3 % of respondents from HR feels the same way. 17,6 % from SW decided to circle N/A.

Education Europeae

	My voice counts in my country.			
<i>Have you ever had citizenship education during you schooling?</i>	Agree	Disagree	Don't know	N/A
Yes	57,1 %	24,2 %	11,7 %	6,3 %
No	50,3 %	30,9 %	12,2 %	5,7 %
Don't know	57,3 %	21,6 %	17,4 %	3,2 %
<i>Was/is learning about EU part of your education?</i>	Agree	Disagree	Don't know	N/A
Yes	56,3 %	26,3 %	11,7 %	4,9 %
No	51,5 %	28,4 %	12,5 %	6,7 %
Don't know	61,3 %	19,1 %	14,7 %	4,7 %
<i>Have you ever been educated about EU through non-formal education?</i>	Agree	Disagree	Don't know	N/A
Yes	53,3 %	30,4 %	9,6 %	6,1 %
No	52,3 %	26,3 %	14,2 %	6,1 %
Don't know	68,7 %	13,9 %	13,5 %	2,9 %

Table 27: Correlation between Education Europeae and statement „My voice counts in my country.“

Here, as before, people who had citizenship education during their schooling agree more with this statement (+6,8 %). Same thing goes for people who had learning about EU involved in their education. Difference this time is minor (+1,0 %) in last case, in favour of people who have been educated about EU through non-formal education.

After checking how respondents perceive counting of their voice in their country, next on consideration is how do they feel about their voice being counted in the EU.

European realities

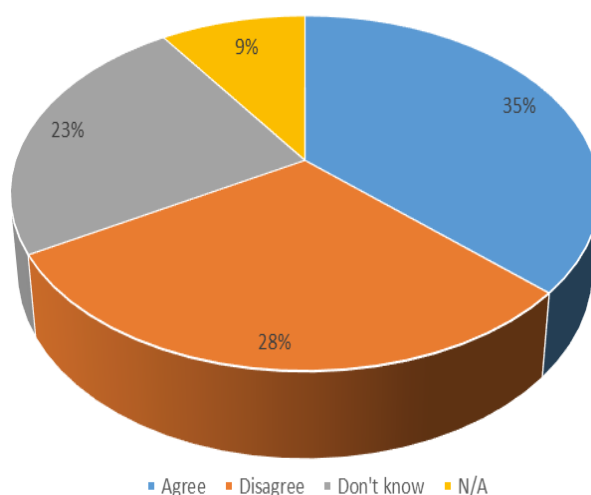


Figure 14: My voice counts in the EU.

In this case, 34,8 % of respondents feel like their voice counts in the EU. Opposite of them, 28,2 % disagree with the statement. 22,5 % of respondents do not know if they agree or disagree with the statement and additional 9,0 % decided to choose N/A. When comparing these results with previous one (Figure 17) situation is a bit different and respondents are slightly divided between all three possibilities. In following section, *National realities*, will be clear does that difference is shown because of the difference between member states or some other reasons.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Agree	32,9	59,2	22,0	21,2	31,2	34,4	34,1	60,6
Disagree	44,8	11,7	35,5	21,1	40,8	40,7	32,8	12,2
Don't know	20,2	20,9	38,1	21,6	23,7	22,5	31,2	16,3
N/A	0,6	4,4	2,4	35,4	3,4	2,0	1,9	6,7

Table 28: My voice counts in the EU.

States that agree the most with this statement are SW (60,6 %), HR (59,2 %). On the other hand, MS which disagree with this statement are BG (44,8 %), FR (40,8 %) and LV (40,7 %). Respondents who do not know appear also in negligible numbers.

Education Europeae

	My voice counts in the EU.			
<i>Have you ever had citizenship education during you schooling?</i>	Agree	Disagree	Don't know	N/A
Yes	59,1 %	22,2 %	12,9 %	5,3 %
No	48,3 %	32,9 %	11,2 %	6,7 %
Don't know	55,3 %	22,6 %	12,4 %	8,2 %
<i>Was/is learning about EU part of your education?</i>	Agree	Disagree	Don't know	N/A
Yes	59,8 %	22,8 %	9,7 %	6,9 %
No	50,5 %	29,4 %	16,5 %	2,7 %
Don't know	61,3 %	19,1 %	14,7 %	4,7 %
<i>Have you ever been educated about EU through non-formal education?</i>	Agree	Disagree	Don't know	N/A
Yes	60,3 %	23,4 %	10,6 %	5,1 %
No	52,3 %	27,3 %	13,2 %	6,1 %
Don't know	68,7 %	13,9 %	13,5 %	2,9 %

Table 29: Correlation between Education Europeae and statement „My voice counts in the EU.“

Table 29 shows that people who had citizenship education during their schooling feels more like their voice counts in the EU. That number is slightly bigger when learning about EU was included in that education. People who have been educated about EU through non-formal education also agree more with this statement.

Last question within this section examine respondents point of view whether EU citizens can choose not to be a citizens of the European Union.

European realities

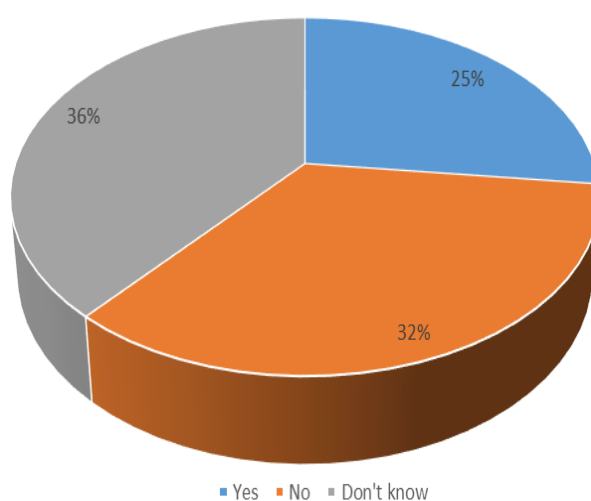


Figure 15: EU citizens can choose not to be a citizens of the European Union.

Figure 19 shows variety of opinions on this topic. 24,8 % of respondents agree with this statement and state that EU citizens can choose not to be EU citizens anymore. On the opposite side one third of respondents (31,8 %) answers negative on this topic. Another 35,8 % of respondents do not know can EU citizens choose not to be a citizens of European Union.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Yes	16,4	34,0	10,3	26,3	10,5	32,0	38,3	15,1
No	25,9	27,4	61,4	15,7	56,8	22,9	35,8	40,7
Don't know	50,2	35,8	25,5	57,0	31,8	44,7	25,9	37,9

Table 30: EU citizens can choose not to be a citizens of the European Union.

According to *National realities* majority of affirmative answers on this topic come from PL (38,3 %). Most of the negative answers come from CZ (61,4 %) and FR (56,8 %). Somewhere (BG, GR), every second respondent answered that he doesn't know if EU citizens can choose not to be a citizen of the European Union, in some countries it is a case with one third of respondents (HR, FR, LV, SW,) so we can conclude that this topic is grey area for large number of respondents. EU citizens can choose not to be a citizens of the European Union¹² throughout national referendum - a voting process in which are included all the people in a country or an area and asked to express their opinion about important and relevant issue or decide an important political or social question. If majority of citizens decide to leave EU, government has a right to start process of withdraw from the European Union.

¹² Treaty on European Union, (Article 50): "Any Member State may decide to withdraw from the Union in accordance with its own constitutional requirements."

Education Europeae

	EU citizens can choose not to be a citizens of the European Union.		
<i>Have you ever had citizenship education during you schooling?</i>	Yes	No	Don't know
Yes	25,3 %	39,6 %	33,2 %
No	25,0 %	36,1 %	36,8 %
Don't know	21,1 %	26,1 %	51,7 %
<i>Was/is learning about EU part of your education?</i>	Yes	No	Don't know
Yes	26,2 %	40,9 %	31,4 %
No	24,2 %	35,8 %	37,7 %
Don't know	21,4 %	22,3 %	54,5 %
<i>Have you ever been educated about EU through non-formal education?</i>	Yes	No	Don't know
Yes	31,8 %	39,2 %	27,6 %
No	20,2 %	38,9 %	38,6 %
Don't know	17,6 %	18,0 %	62,4 %

Table 31: Correlation between Education Europeae and statement „EU citizens can choose not to be citizens of the European Union.“

Table 31 confirms that respondents are not sure about answer on this topic. Difference between those who had citizenship education and those who had not citizenship education is minimal, and between those who had learning about EU included and those who had not is 2 % difference, however, is more noticeable in case of those who had been educated about EU through non-formal education (11,6 % in their favour), but still a lot of them also share negative opinion on this topic or do not know.

2.4 EU priorities and enlargement

This section of report is dedicated to respondents' opinion on 10 current EU priorities defined by Jean-Claude Juncker¹³. Furthermore, respondents will express their opinion about benefits of enlargement policies and whether they support Juncker's plan that EU citizens need a five-years pause from enlargement of EU.

¹³ Jean-Claude Juncker is president of European Commission

European realities

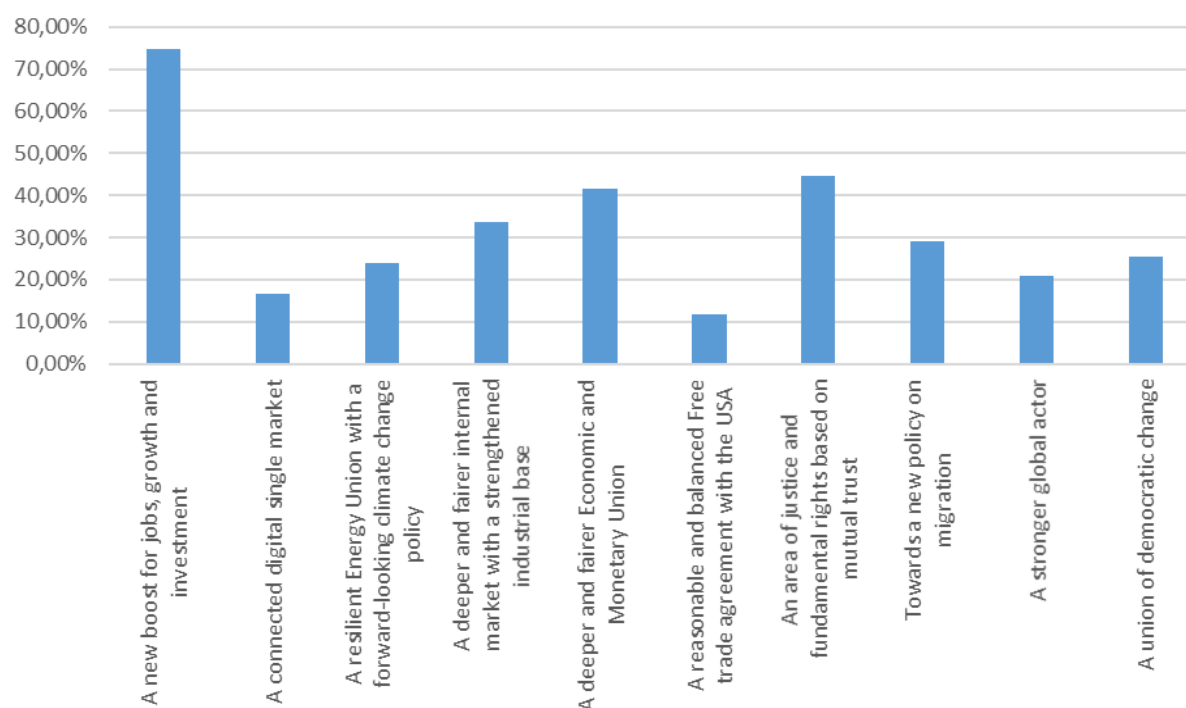


Figure 16: In your opinion, which of the 10 priorities, defined by Jean-Claud Juncker, are most important?

Most of the respondents consider that number one priority is a new boost for jobs, growth and investment (74,7 %). Secondly comes an area of justice and fundamental rights based on mutual trust (44,7 %). Third priority on list is a deeper and fairer Economic and Monetary Union with 41,6 %. Next on the list is a deeper and fairer internal market with a strengthened industrial base (33,6 %). A new policy on migration is next important priority on the list for one third of respondents (29,2 %). Sixth priority is a union of democratic change (25,4 %). Seventh is a resilient Energy Union with a forward-looking climate change policy (24,0 %). Eighth priority, according to the respondents' opinion, is EU as a stronger global actor (20,8 %). Ninth is a need for connected digital single market (16,7 %) and the last is a reasonable and balanced Free trade agreement with the USA (11,8 %). Majority of respondents probably decided that a new boost for jobs, growth and investment, fundamental rights, Economic and Monetary Union are needed because of recent economic crisis that is somewhere still going on. Area of justice and human rights and a new policy on migration are probably so high because of ongoing migration and humanitarian crisis in the world. Every tenth respondent also paid attention to the importance of reasonable and balanced Free trade agreement with the USA.

National realities

Data shows national realities considering Jean-Claude Juncker 10 current EU priorities. Almost all of the countries share the same opinion that a new boost for jobs, growth and investment should take first place. A connected digital single market is important to 30,2 % of respondents 28,9 % from CZ. A resilient Energy Union with a forward-looking climate change policy is important priority in HR (35,4 %). For 43,7 % respondents from BG a deeper and fairer internal market with a strengthened industrial base is also important priority, same as 51,4 % from LV. A deeper and fairer Economic and Monetary Union is another important policy and has most of responses in LV (52,2 %). Every second respondent from HR point out an area of justice and fundamental rights based on mutual trust, same as 64,1 % respondents from FR.

Next area of interest are benefits of EU enlargement policy. Respondents were offered to choose which of them do they consider as most important.

European realities

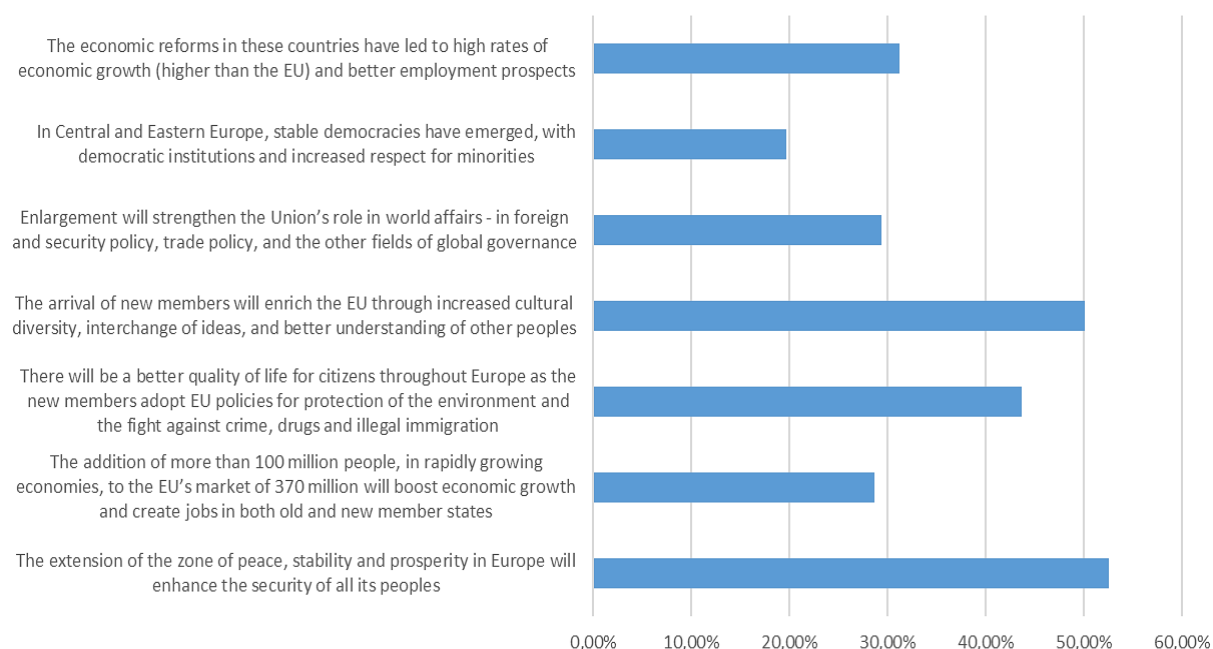


Figure 17: Which benefits of EU enlargement policy do you consider as most important?

For 52,5 % of respondents most important benefit of EU enlargement policy is that the extension of the zone of peace, stability and prosperity in Europe will enhance the security of all its peoples. Every second respondent (50,1 %) also states that the arrival of new members will enrich the EU through increased cultural diversity, interchange of ideas, and better understanding of other peoples. That there will be a better quality of life for citizens throughout Europe as the new members adopt EU policies for protection of the environment and the fight against crime, drugs and illegal immigration think 43,7 % of respondents. For every third respondent (31,2 %) important benefit is that the economic reforms in these countries¹⁴ have led to high rates of economic growth (higher than the EU) and better employment prospects. That enlargement will strengthen the Union's role in world affairs - in

¹⁴ Central and Eastern Europe; mentioned in following statement

foreign and security policy, trade policy, and the other fields of global governance thinks 29,4 % of respondents. Another 28,7 % thinks that the addition of more than 100 million people, in rapidly growing economies, to the EU's market of 370 million will boost economic growth and create jobs in both old and new member states, is also important benefit. In the last place, with 19,7 % of respondents is benefit which mention that in Central and Eastern Europe, stable democracies have emerged, with democratic institutions and increased respect for minorities.

National realities

For 2 countries (HR, LV) the extension of the zone of peace, stability and prosperity in Europe is first choice. Second most popular benefit among MS is that the arrival of new members will enrich the EU through increased cultural diversity, interchange of ideas, and better understanding of other peoples.

Last part of this section checks if respondents support with Juncker's plan that EU needed a five-year pause from enlargement of EU.

European realities

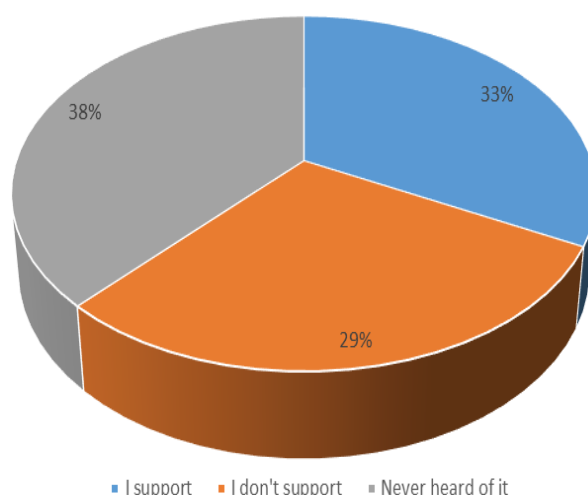


Figure 18: Do you support Juncker's plan that EU citizens need a five-year pause from enlargement of EU?

Answers on this question are pretty antithetical – on the one hand 32,6 % of respondents support Juncker's plan and think that EU citizens need a five-year pause from enlargement of EU and on the other hand 29,3 % of respondents do not support that plan. However, most of them (38,1 %), have never heard of such a plan.

National realities

Data shows different national realities considering Juncker's plan about a five-year pause from enlargement of EU. Most of the countries have supported pause from enlargement – PL (58,3 %), HR (45,5 %), LV (44,4 %), SW (44,2 %). MS who think differently and do not support a plan are BG (20,8 %) and CZ (36,0 %). Another thing that is visible from this study is high percentage of respondents who never heard of a plan among some of the countries – BG (64,4 %), FR (59,6 %), LV (49,6 %), SW (44,0 %) are some of them, but situation in other MS is around one third of all of the answers.

All in all, most of the MS supported Juncker's five-year pause from enlargement and percentage of those who have not hear about that plan is not to neglect.

Education Europeae

	Do you support Juncker's plan that EU need a five-year pause from enlargement of EU?		
<i>Have you ever had citizenship education during you schooling?</i>	I support	I don't support	Never heard of it
Yes	33,5 %	33,3 %	31,2 %
No	27,7 %	32,9 %	37,5 %
Don't know	28,2 %	14,2 %	56,5 %
<i>Was/is learning about EU part of your education?</i>	I support	I don't support	Never heard of it
Yes	35,9 %	31,8 %	22,7 %
No	27,5 %	30,9 %	39,5 %
Don't know	19,6 %	32,8 %	45,5 %
<i>Have you ever been educated about EU through non-formal education?</i>	I support	I don't support	Never heard of it
Yes	39,5 %	37,4 %	21,9 %
No	25,7 %	24,9 %	47,3 %
Don't know	15,8 %	46,7 %	34,2 %

Table 32: Correlation between Education Europeae and support to Juncker's plan that EU citizens need a five-year pause from enlargement of EU

Situation considering respondent's citizenship education and education about Europe is following – respondents who had citizenship education support a plan while those who had not such education do not support plan, but data are really similar for both, so there is a lot of divided opinions currently present in both cases. Another element which is visible from Table 32 is that respondents who had citizenship education and education about Europe in formal and non-formal education answers in lower percentage that they never heard of Juncker's plan about five-year pause from enlargement of EU.

2.5 The image of EU and added value of membership

In this section there will be word about type of image that EU presents to respondents, respondents' opinion about membership in the EU – do they consider it as a good thing or maybe a bad thing. Respondents were also asked to evaluate how participation in EU (or non-participation) effects some of the areas like agriculture, immigration, the economy, industry, education etc.

Firstly, respondents needed to express what type of image EU presents to them – positive, negative or neutral.

European realities

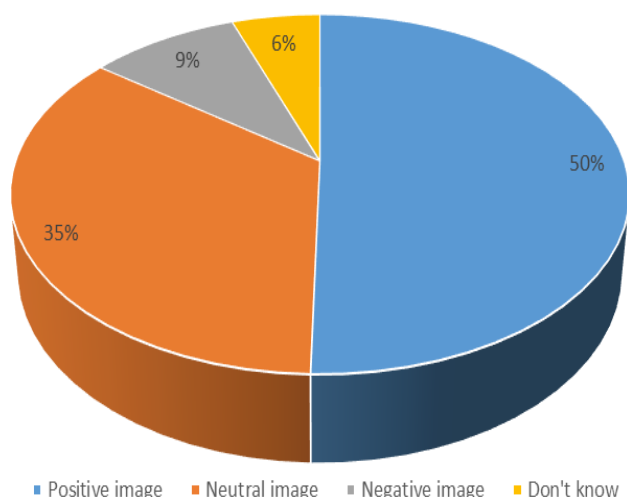


Figure 19: What type of image EU presents to you?

For every second respondent (50,4 %) EU presents positive image while for 9,3 % of them EU presents negative image. Proportion of those who have neutral image when speaking about EU is also high and numbers 34,8 % while 5,5 % don't know.

National realities

Trust in the EU has gained ground, and for most of the respondent, EU presents positive image (52,6 % in FR and 52,0 % in BG), although in some, most of the respondents' state that for now, that image is more neutral then positive – for 44,7 % respondents from CZ and 53,6 % from LV it is that case.

Education Europeae

Have you ever had citizenship education during your schooling?	What type of image EU presents to you?			
	Positive image	Neutral image	Negative image	Don't know
Yes	54,4 %	32,5 %	9,2 %	4,0 %
No	47,6 %	37,6 %	9,7 %	5,1 %
Don't know	44,3 %	40,1 %	8,2 %	7,4 %
Was/is learning about EU part of your education?	What type of image EU presents to you?			
	Positive image	Neutral image	Negative image	Don't know
Yes	55,0 %	31,9 %	9,2 %	3,9 %
No	47,2 %	38,3 %	9,5 %	5,1 %
Don't know	53,2 %	30,3 %	9,7 %	6,8 %
Have you ever been educated about EU through non-formal education?	What type of image EU presents to you?			
	Positive image	Neutral image	Negative image	Don't know
Yes	58,0 %	29,8 %	8,4 %	3,7 %
No	43,0 %	41,5 %	10,6 %	4,9 %
Don't know	64,0 %	22,0 %	5,8 %	8,2 %

Table 33: Correlation between Education Europeae and type of image that EU presents to respondents

Table 33 shows that people who had citizenship education perceive EU image more positive than people who had not such education, even though 47,6 % thinks of EU as a positive. If

learning about EU was part of respondents' education it is slightly more likely that they will see EU image as positive. For six out of ten respondents who have been educated about EU through non-formal education EU presents positive image and those who have not been educated about EU through non-formal education tend to keep their image of EU more as neutral. It is to conclude that most of the respondents, whether they had or had not Education Europeae, see EU image more as positive than negative and Education Europeae only increase that numbers.

Secondly, respondents needed to express what do they think about membership in the EU- is it a good thing, a bad thing or non of those?

European realities

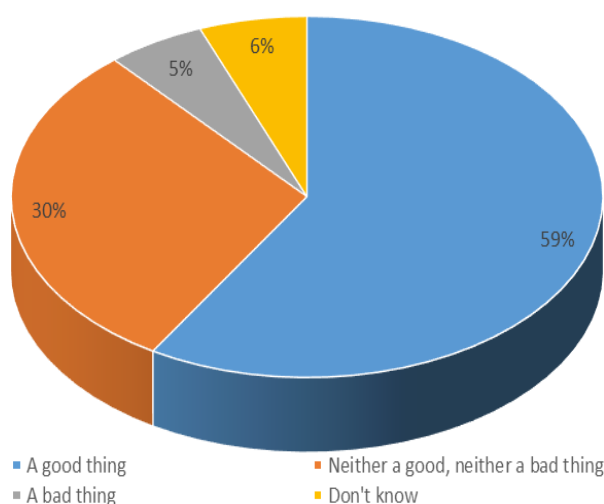


Figure 20: Generally speaking, what do you think that membership of the EU is?

In 12 countries, the EU membership mostly conjures up a good thing (58, 7 %). Percentage of those who describes EU membership neither a good, neither a bad thing is 30,0 %. Just 5,4 % percentage of responders describe EU family as bad thing.

National realities

Most of respondents in FR (77,2 %), GR (74,3), PL (66,5 %) shares an attitude that EU membership is a good thing. In some countries, the percentage of those who assess the EU membership as neither a good, neither a bad thing is greater than the percentage of those who assessed the EU membership as a good thing –BG (52,5 % - 45,5 %), CZ (40,0 % - 39,8 %), LV (44,8 % - 33,3 %). The neutral image is predominant in some countries. The percentage of those who experience the EU membership as negative is not so high. On that list CZ leads with 15,3 %.

Education Europeae

Generally speaking, what do you think that membership of the EU is?				
<i>Have you ever had citizenship education during you schooling?</i>	A good thing	Neither a good, neither a bad thing	A bad thing	Don't know
<i>Yes</i>	63,5 %	27,7 %	5,5 %	3,4 %
<i>No</i>	55,3 %	32,9 %	5,6 %	6,2 %
<i>Don't know</i>	53,0 %	33,5 %	5,0 %	8,4 %
<i>Was/is learning about EU part of your education?</i>	A good thing	Neither a good, neither a bad thing	A bad thing	Don't know
<i>Yes</i>	64,7 %	25,5 %	5,6 %	4,2 %
<i>No</i>	55,3 %	34,2 %	5,2 %	5,2 %
<i>Don't know</i>	55,3 %	28,8 %	7,4 %	8,5 %
<i>Have you ever been educated about EU through non-formal education?</i>	A good thing	Neither a good, neither a bad thing	A bad thing	Don't know
<i>Yes</i>	68,1 %	23,0 %	5,4 %	3,5 %
<i>No</i>	50,8 %	37,4 %	5,7 %	6,2 %
<i>Don't know</i>	67,5 %	23,2 %	4,3 %	5,0 %

Table 34: Generally speaking, what do you think that membership of the EU is?

Table 34 shows that people who had citizenship education perceive EU membership more as a good thing than people who had not such education, even though 55,3 % thinks of EU as a good thing. If learning about EU was part of respondents' education it is slightly more likely that they will see EU membership as a good thing. For seven out of ten respondents who have been educated about EU through non-formal education EU membership presents a good thing. It is to conclude that most of the respondents, whether they had or had not Education Europeae, see membership of the EU more as good thing than a bad thing and Education Europeae only support that opinion.

Thirdly, respondents from MS were asked to evaluate, if their countries were outside of the EU, how would it reflect on following 15 areas: agriculture, inflation and cost of living, immigration, employment, the economy, health, education, industry, protection of personal data, trade, energy, foreign affairs, environment and fighting against climate change, gender equality and scientific research.

European realities

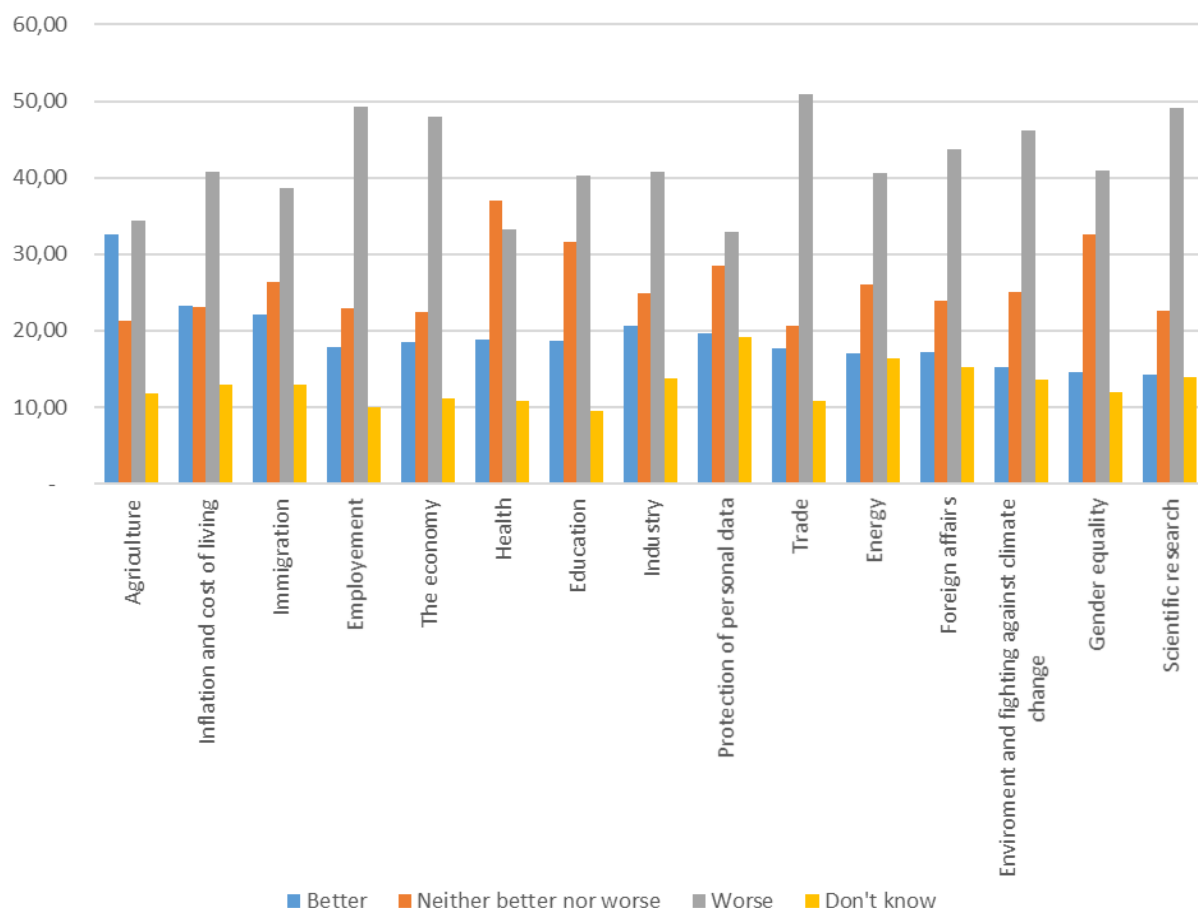


Figure 21: If your country were outside of the EU, how would it be in each of the following areas? (MS only)

In 12 areas majority of Europeans think that their country would not do as well outside of the EU, especially in areas of employment, the economy, trade and scientific research. In area of health a majority answered 'neither better nor worse' (36,9 %). They are nonetheless highly divided over area of agriculture (34,3 % 'worse' and 32,5 % 'better').

National realities

		Agriculture	Inflation and cost of	Immigration	Employment	The economy	Health	Education	Industry	Protection of personal	Trade	Energy	Foreign affairs	Environment and climate	Gender equality	Scientific research
BG	Better	35,6	28,9	31,9	30,4	33,6	38,7	38,2	40,2	46,2	47,2	45,1	45,9	47,8	46,1	44,1
	Neither better nor worse	18,2	17,4	17,1	15,9	18,1	21,0	22,4	20,1	18,3	15,5	17,6	15,5	17,1	17,3	18,5
	Worse	37,2	44,6	42,9	46,9	40,8	32,3	31,7	30,3	24,6	27,9	26,3	26,8	26,0	24,5	24,3
	Don't know	8,9	9,1	8,1	6,8	7,6	8,0	7,7	9,4	10,9	9,4	11,0	11,7	9,1	12,1	13,1
HR	Better	22,9	17,8	22,7	12,6	12,8	15,4	14,6	12,6	17,5	13,8	17,5	15,9	13,6	12,7	12,7
	Neither better nor worse	35,2	36,5	27,7	27,7	28,2	42,7	35,1	36,3	31,9	22,8	33,5	27,1	25,8	34,6	25,8
	Worse	25,4	32,7	36,3	53,4	50,8	34,3	45,1	39,6	34,9	54,6	36,4	46,1	50,1	44,4	50,2
	Don't know	16,5	13,0	13,2	6,3	8,2	7,6	5,2	11,5	15,7	8,8	12,6	10,9	10,5	8,3	11,3
CZ	Better	43,4	23,9	24,8	12,8	12,6	14,8	16,1	16,1	17,8	13,8	11,4	13,1	12,0	11,3	13,0
	Neither better nor worse	19,5	25,4	30,1	26,6	34,1	45,1	30,7	33,5	40,4	33,0	39,3	35,7	36,1	45,6	28,5
	Worse	26,9	43,4	39,3	54,7	47,2	31,5	46,0	39,5	28,4	42,4	35,2	39,3	38,6	32,5	51,5
	Don't know	10,2	7,3	5,7	5,9	6,1	8,5	7,2	10,9	13,5	10,8	14,1	11,9	13,3	10,7	6,9
FR	Better	37,2	31,3	15,0	14,2	16,9	11,1	6,9	11,4	16,0	14,0	6,7	5,7	4,1	6,0	6,9
	Neither better nor worse	23,2	10,6	26,7	17,4	17,1	41,8	30,1	28,7	27,6	13,6	16,4	16,9	18,5	22,8	17,0
	Worse	25,7	46,2	45,6	55,3	51,5	34,3	54,7	40,8	30,4	62,3	60,1	64,4	64,7	60,2	64,8
	Don't know	13,8	12,0	12,8	13,1	14,6	12,9	8,3	19,1	26,0	10,1	16,8	13,0	12,8	11,0	11,3
LV	Better	39,5	31,4	21,9	25,7	25,1	30,0	20,3	36,8	16,3	17,1	15,4	7,9	11,5	9,9	10,1
	Neither better nor worse	21,3	27,5	26,7	29,8	25,9	32,9	36,1	23,6	27,4	27,8	26,1	20,0	35,0	51,8	21,8
	Worse	26,4	19,7	29,5	30,4	31,8	24,3	31,0	20,9	24,5	39,7	26,7	44,8	25,5	19,6	36,4
	Don't know	12,8	21,4	21,9	14,1	17,2	12,8	12,5	18,7	31,8	15,4	31,7	27,3	28,0	18,8	31,7
PL	Better	18,2	16,4	20,7	10,5	11,1	8,9	16,8	21,0	17,3	13,2	16,8	15,5	10,3	11,7	6,8
	Neither better nor worse	9,8	23,4	19,0	13,6	14,0	43,1	34,0	12,6	25,3	12,5	24,1	18,2	13,5	20,6	17,1
	Worse	63,8	43,1	47,8	63,0	64,1	33,6	37,3	52,9	35,4	64,4	42,2	46,4	60,3	55,8	64,8
	Don't know	8,2	17,2	12,6	13,0	10,9	14,4	11,8	13,4	22,0	9,9	17,0	19,9	15,9	11,9	11,3
SW	Better	30,6	5,4	13,0	8,1	8,3	7,8	11,8	7,0	8,7	4,5	7,8	5,4	7,6	6,7	4,7
	Neither better nor worse	26,2	27,9	35,5	28,3	28,2	39,0	39,1	29,2	33,9	28,5	33,8	30,3	33,2	37,5	31,0
	Worse	33,1	55,9	36,4	54,8	53,4	42,1	40,1	51,9	40,7	54,6	43,4	52,4	49,5	44,1	53,3
	Don't know	10,1	10,8	15,1	8,7	10,1	11,1	8,9	11,9	16,7	12,5	15,0	11,8	9,7	11,8	11,0
GR	Better	39,2	35,5	24,2	20,6	20,9	17,4	16,7	20,7	22,8	14,0	11,2	15,2	10,1	6,9	7,9
	Neither better nor worse	23,8	22,3	31,0	27,0	20,5	48,2	37,0	24,7	28,5	17,0	26,1	29,7	25,8	43,4	26,6
	Worse	26,7	29,6	32,9	43,1	48,7	24,3	39,8	40,2	35,0	61,1	45,9	40,9	53,8	39,8	51,5
	Don't know	10,3	12,6	11,9	9,3	9,9	10,1	6,5	14,4	13,8	7,9	16,7	14,2	10,3	9,9	14,0

Table 35: If your country were outside of the EU, how would it be in each of the following areas? (MS only)

Respondents from BG say, if their country were outside the EU, that situation would be better in 10 areas and for the remaining 5 are highly divided. In HR respondents state that situation would be worse in all listed areas but in area of agriculture are extremely divided. In CZ and FR situation would be worse in 14 areas but better in area of agriculture. For LV, in 4 areas situation would be better if country were outside of EU, and in remaining 11 it would be worse. In PL and SW, situation in all 15 areas would be worse if country were not part of EU and most of the respondents agree in all areas, but in SW respondents are extremely divided about area of agriculture. For GR situation would be worse in 13 areas if country were outside of EU, but for areas of agriculture and inflation and the cost of living situation, in their opinion, would be better even though opinions are highly divided.

The European parliament

The European Parliament is the directly elected parliamentary institution of the EU. Together with the Council of the European Union (the Council) and the European Commission, it exercises the legislative function of the EU. The Parliament represent one of the largest democratic electorate in the world. The Parliament is the "main institution"¹⁵ of the EU. EP elects the President of the Commission, and approves or rejects the appointment of the Commission as a whole.

In following section there will be word about awareness of EP and its activities, elections and role (3.1). Respondents will state which of the offered values should EP define as a matter of priority and which are prior policies of EP in their opinion(3.2).

3.1 Awareness of the European Parliament

Firstly, respondents needed to clarify which of the European institutions, in their opinion, best represents the EU.

European realities

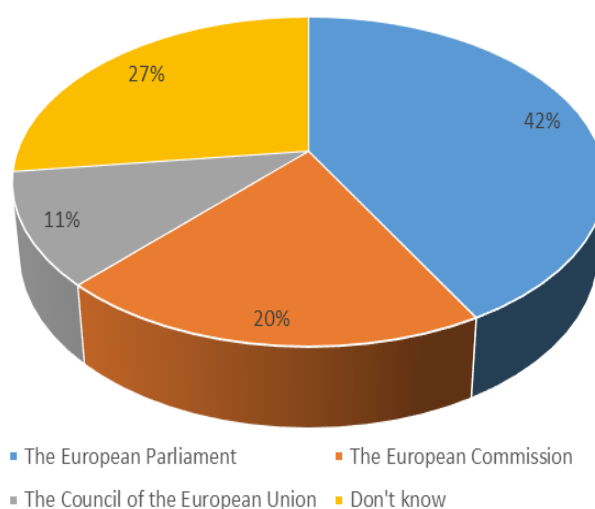


Figure 22: Which of the following institutions, in your opinion, best represents the EU?

For 41,6 % of respondents' institution that best represents the EU is the European Parliament. For every fifth of them it is the European Commission and for 11,3 % it is the Council of the European Union. 27,1 % do not know.

¹⁵EP is mentioned first in the treaties and have ceremonial precedence over all authority at European level

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
The EP	42,9	47,9	38,6	35,0	43,6	37,2	23,6	53,2
The EC	43,9	15,5	22,0	11,5	16,7	14,8	28,4	12,2
The Council	9,9	7,8	24,4	13,9	10,3	9,9	16,6	11,5
Don't know	2,4	26,2	14,7	39,4	28,6	38,1	31,4	22,2

Table 36: Which of the following institutions, in your opinion, best represents the EU?

Most countries point out the EP as the most representative institution of the EU while most of the respondents from BG and PL it is the EC.

Education Europeae

Which of the following institutions, in your opinion, best represents the EU?				
Have you ever had citizenship education during your schooling?	The European parliament	The European Commission	The Council	Don't know
Yes	43,0 %	19,6 %	12,9 %	24,2 %
No	40,2 %	21,5 %	9,3 %	28,5 %
Don't know	31,9 %	13,4 %	12,4 %	42,0 %
Was/is learning about EU part of your education?	The European parliament	The European Commission	The Council	Don't know
Yes	44,8 %	21,8 %	12,2 %	20,8 %
No	39,2 %	19,7 %	10,8 %	29,8 %
Don't know	29,1 %	8,8 %	8,8 %	53,1 %
Have you ever been educated about EU through non-formal education?	The European parliament	The European Commission	The Council	Don't know
Yes	45,3 %	24,2 %	11,5 %	18,9 %
No	39,3 %	17,7 %	11,6 %	31,0 %
Don't know	33,2 %	12,9 %	6,9 %	46,5 %

Table 37: Correlation between Education Europeae and respondents opinion on best representative institution of EU

Respondents in general, whether they had or had not Education Europeae, state that it is the EP that is for them the most representative institution of EU, but respondents who had Education Europeae provide around 5 % more of that answer. Respondents who did not have non-formal education about Europe provide more „Don't know“ answers then respondents who had such education.

Secondly, respondents were asked about how informed they feel about EPs' activities.

European realities

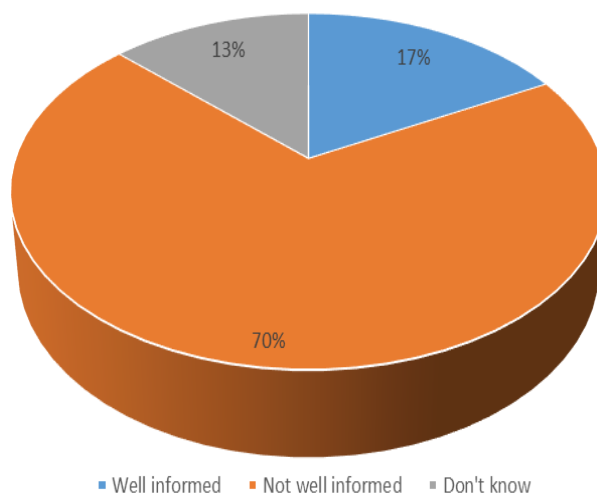


Figure 23: In general, how well informed do you feel about the European Parliaments' activities?

Majority of respondents (67,8 %) feel like they are not informed enough about EP's activities while only 17,2 % of them think that they are well informed. 13,0 % of respondents don't know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Well informed	24,7	17,9	26,3	19,1	16,7	7,5	9,7	28,1
Not well informed	70,8	69,2	55,2	57,5	78,2	79,4	67,8	61,6
Don't know	4,3	9,9	17,4	22,2	3,4	13,0	22,3	9,8

Table 38: In general, how well informed do you feel about the European Parliaments' activities?

In general, all of the countries do not feel well informed about EP's activities. Respondents of SW and CZ feel most informed while respondents from LV feel least informed about EP's activities.

Education Europeae

In general, how well informed do you feel about the European Parliaments' activities?			
Have you ever had citizenship education during your schooling?	Well informed	Not well informed	Don't know
Yes	29,9 %	53,1 %	17,0 %
No	18,3 %	71,2 %	10,5 %
Don't know	3,4 %	25,5 %	71,1 %
Was/is learning about EU part of your education?	Well informed	Not well informed	Don't know
Yes	31,1 %	51,2 %	17,7 %
No	18,0 %	73,1 %	8,9 %
Don't know	5,8 %	28,3 %	65,9 %
Have you ever been educated about EU through non-formal education?	Well informed	Not well informed	Don't know
Yes	32,1 %	50,3 %	49,7 %
No	17,0 %	64,2 %	18,8 %
Don't know	6,9 %	33,1 %	60,0 %

Table 39: Correlation between Education Europeae and information about European Parliaments' activities

Even though in general, all respondents do not feel well informed about EPs' activities, those respondents who had citizenship education feel more informed than those respondents who did not have such education. In second case, if education about Europe was included in their education, respondents feel slightly more informed, and if respondents had non-formal education about Europe they feel even more informed about EPs' activities (32,1 %).

In the last part of this section respondents were asked about their opinion on how members of EP sit in the EP at all. Is it according to their political affinities or maybe their nationality?

European realities

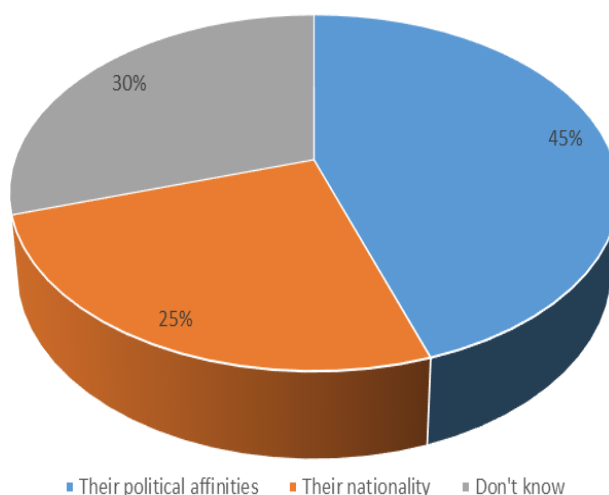


Figure 24: In your opinion, do members of EP sit in the EP according to...?

In opinion of 44,8 % of respondents, members of EP sit there because of their political affinities while 25,3 % of them think it is because of their nationality. Around third of respondents (29,9 %) do not know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
Their political affinities	30,8	56,7	44,2	36,1	43,8	38,3	44,2	56,4
Their nationality	49,2	16,5	36,8	18,4	32,1	19,0	25,5	20,3
Don't know	18,4	23,9	17,2	44,4	21,6	42,7	30,1	22,6

Table 40: In your opinion, do members of EP sit in the EP according to...?

Majority of respondents from HR, CZ, FR, PL; and SW think that members of EP sit in the EP because of their political affinities, while most of the respondents from BG think it is because of their nationality. Respondents from GR, LV however, answer „Don't know“ in majority of answers on this question.

Education Europeae

In your opinion, do members of EP sit in the EP according to...?			
Have you ever had citizenship education during you schooling?	Their political affinities	Their nationality	Don't know
Yes	48,5 %	25,5 %	24,9 %
No	42,0 %	24,0 %	33,3 %
Don't know	35,3 %	16,9 %	46,7 %
Was/is learning about EU part of your education?	Their political affinities	Their nationality	Don't know
Yes	51,9 %	23,8 %	23,2 %
No	41,1 %	24,8 %	33,2 %
Don't know	25,2 %	23,8 %	50,1 %
Have you ever been educated about EU through non-formal education?	Their political affinities	Their nationality	Don't know
Yes	54,3 %	21,6 %	24,0 %
No	40,4 %	26,9 %	31,8 %
Don't know	24,7 %	20,1 %	53,3 %

Table 41: Correlation between Education Europeae and opinion on why members of EP sit in the EP

Respondents who had citizenship education, as well as respondents who had not such education, in majority answer that members of EP sit in EP because of their political affinities. If learning about EU was included in their education, they answer that it is because of their political affinities in bigger proportions and if respondents have been educated about EU through non-formal education in even larger proportions. Respondents who did not have Education Europeae provide more of „Don't know“ as an answer.

3.2 Role and policies of the European Parliament

In this section respondents were initially asked about values that should be defined as a matter of priority by the EP. They were offered several of them and they needed to decide which three of them do they consider as most important.

European realities

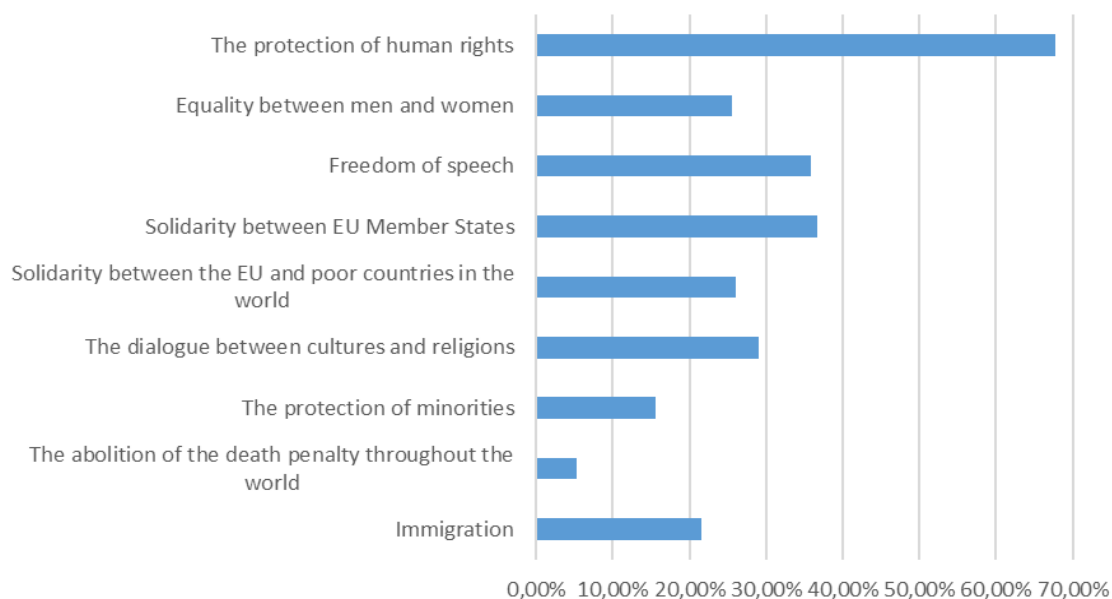


Figure 25: Which of the following values, in your opinion, should the EP defend as a matter of priority?

In opinion shared by majority of respondents (67,7 %), the protection of human rights is the value that should EP defend as a matter of priority. Following value, that should be matter of priority, according to our respondents, is solidarity between EU Member States (36,6 %) followed by the freedom of speech (35,9 %). Next value on the list is the dialogue between cultures and religions (28,9 %) immediately followed by solidarity between the EU and poor countries in the world (26,1 %). Equality between men and women is next value with 25,5 % of votes and after is immigration (21,5 %). Values that are least popular among respondents are the protection of minorities (15,1 %) and the abolition of the death penalty throughout the world (5,1 %).

National realities

The protection of human rights is value that most of the countries, GR (85,2 %), HR (77,2 %), FR (74,3 %), LV (72,8 %), SW (60,7 %), PL (59,3 %), find as a number one priority when discussing values that the EP should defend. That equality between man and women is highly valued in GR (54,8 %). Freedom of speech is highly responsive in SW (42,3 %), HR (41,6 %) and is part around third of responses from other countries while in CZ (46,4 %) is most important value that EP should defend as matter of priority. Solidarity between EU MS is important in opinion of 58,9 % respondents from HR, 42,6 % from PL, 41,6 % from LV and in BG it is value which contains largest number of responses (47,1 %). The dialogue between cultures and religions contains 43,9 % of responses in GR and 41,4 % in FR. The protection of minorities is mostly represented in CZ (30,7 %) while immigration is mostly represented in PL (46,0 %), FR (37,9 %) and LV (31,4 %). The abolition of the death penalty throughout the world only in CZ contains above one out of ten respondents (14,1 %) while in rest of the countries is below that number.

Secondly, knowing that the EP promotes the development of certain policies at EU level, respondents needed to state, in their opinion, which of stated policies should be given priority.

European realities



Figure 26: Which of the following policies, in your opinion, should be given priority?

For majority of respondents, tackling of poverty and social exclusion (60,2 %) should be the policy that EP should promote as priority. For 40,7 % of them, combating terrorism should be set up as priority and for another 36,6 % important policy is connected with coordinating economic, budget and tax. Possibility of improved consumer and public health protection is important to 32,4 % of respondents. For 27,7 % of respondents priority is a security and defence policy that enables the EU to face up to international crises. Slightly less (27,6 %) consider an immigration policy implemented in consultation with countries of origin as important. Around quarter of respondents as a important policy see combating climate change (26,4 %) and an agricultural policy that is environmentally friendly (26,1 %). For another fifth of them, a foreign policy that enables the EU to speak with one voice on the international stage (21,7 %), should be set as a priority, and with similar response there are policies concerning the assertion of a European social model (19,7 %) and a research and development (R&D) policy that ensures competitiveness and innovation (19,6 %).

National realities

For majority of respondents coming from BG (60,5 %), HR (57,9 %), GR (68,1 %), FR (59,4 %), LV (64,5 %), SW (80,9 %) tackling poverty and social exclusion is priority number one when discussing policies that EP should promote. In CZ respondents are somewhat equally divided among all priorities considering that none of the offered policies is above 40 % and below 20 % of votes except the assertion of a European social model (10,5 %), however most important to CZ respondents is a security and defence policy that enables the EU to face up to international crises (39,7 %). In PL, most important policy that should be set as a priority is coordination of economic; budget and tax policy (54,3 %). Combating terrorism while respecting individual freedoms is highly positioned in LV (55,2 %), PL (46,8 %), and SW (40,6 %). An immigration policy implemented in consultation with countries of origin have lot of instigators in FR (50,6 %), SW (43,3 %) and GR (40,5 %). Coordinating economic; budget and tax policies are important to 45,7 % of HR respondents. Improving consumer and public health protection highly rates in LVI (50,1 %) and HR (45,3 %). Policy that considers combating climate change is highly valued in BG (33,0 %) and FR (32,5 %).

What is following is question about the EP's decisions. More accurately, do respondents consider decisions of the EP adopted above all according to the political affinities of the MEPs or according to interests of the MS from which the MEPs come or, maybe, both.

European realities

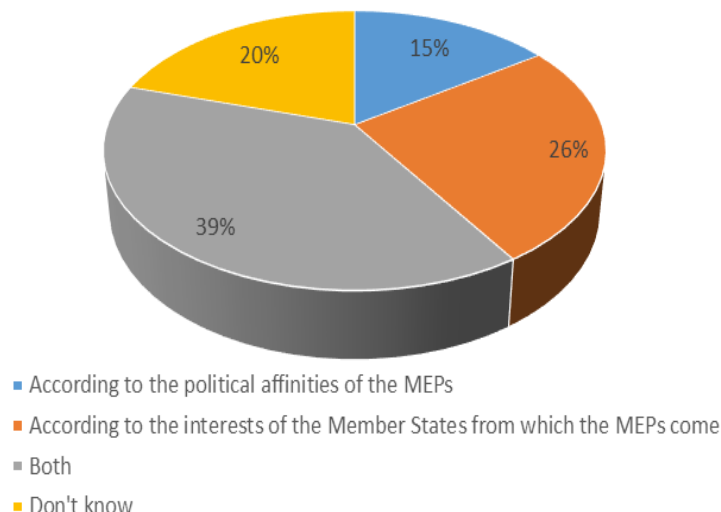


Figure 27: Would you say that the EP's decisions are adopted above all...?

Majority of the respondents (38,8 %) thinks that both the EP's decisions are adopted above all according to both of the stated reasons while 25,5 % of them it is only according to the interests of the MS from which the MEPs come and, on the other hand, 15,4 % of them thinks it is only according to the political affinities of the MEPs. Every two out of ten respondents (20,3 %) do not know.

National realities

Most of the respondents from BG, FR and SW think that the EP's decisions are adopted above all according to the interests of the MS from which the MEPs come. Respondents from HR in highest number (26,4 %) support opinion that it is like that according to the political affinities of the MEPs but majority of HR, as well majority from CZ, GR, LV, PL, thinks it is according to both of stated reasons.

Education Europeae

Would you say that the EP's decisions are adopted above all...?				
<i>Have you ever had citizenship education during you schooling?</i>	According to the political affinities of the MEPs	According to the interests of the MS from which the MEPs come	Both	Don't know
<i>Yes</i>	15,9 %	28,4 %	38,5 %	16,2 %
<i>No</i>	14,7 %	23,3 %	38,7 %	22,6 %
<i>Don't know</i>	14,2 %	14,0 %	36,9 %	34,0 %
<i>Was/is learning about EU part of your education?</i>	According to the political affinities of the MEPs	According to the interests of the MS from which the MEPs come	Both	Don't know
<i>Yes</i>	17,0 %	25,8 %	41,9 %	14,3 %
<i>No</i>	14,6 %	25,6 %	36,7 %	22,4 %
<i>Don't know</i>	7,6 %	19,4 %	28,4 %	43,7 %
<i>Have you ever been educated about EU through non-formal education?</i>	According to the political affinities of the MEPs	According to the interests of the MS from which the MEPs come	Both	Don't know
<i>Yes</i>	27,3 %	18,0 %	40,5 %	13,5 %
<i>No</i>	24,7 %	14,3 %	37,4 %	22,7 %
<i>Don't know</i>	18,1 %	8,1 %	34,0 %	38,2 %

Table 42: Correlation between Education Europeae and opinion on reasons for adoption of the EPs decisions

Respondents who had citizenship education during their schooling and respondents who did not have such education have similar opinions on this question, only respondents who had citizenship education provide less „Don't know“ answer. If learning about EU was part of respondents education it is more likely that he will answer „Both“ although majority of respondents who did not have learning about EU involved in their education answer the same. Respondents who have been educated about EU through non-formal education think in larger numbers that the EP's decisions are adopted above all according to the political affinities of the MEPs.

For the end of this section, respondents were asked do they want to see EP play a more important tor less important role than it currently does.

European realities

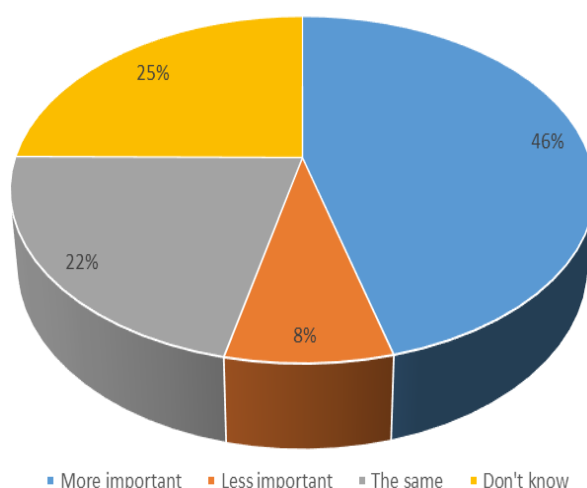


Figure 28: Would you like to see the EP play a more important or less important role than it currently does?

45,8 % of respondents would like to see the EP playing a more important role than it currently does while only 7,8 % would like that role to be less salient. Around fifth of respondents (21,5 %) would like that role of the EP stay the same while around quarter of respondents don't know.

National realities

%	BG	HR	CZ	GR	FR	LV	PL	SW
More important	22,0	49,7	20,0	20,0	58,3	78,6	47,5	42,2
Less important	19,2	6,8	17,1	17,1	3,7	1,1 %	1,8 %	5,4
The same	43,8	16,1	48,2	48,2	9,9	8,1	18,6	16,9
Don't know	11,1	23,3	13,7	13,7	26,6	10,5	31,5	35,5

Table 43: Would you like to see the EP play a more important or less important role than it currently does?

Most of the respondents from HR, FR, LV, PL, SW would like to see the EP playing more important role than it currently does. Respondents from BG, CZ and GR in majority want that the role of the EP stay the same.

Education Europeae

	Would you like to see the EP play a more important or less important role than it currently does?			
<i>Have you ever had citizenship education during your schooling?</i>	More important	Less important	The same	Don't know
Yes	47,6 %	8,0 %	20,9 %	21,4 %
No	43,0 %	6,7 %	21,6 %	27,4 %
Don't know	33,2 %	6,6 %	22,7 %	36,1 %
<i>Was/is learning about EU part of your education?</i>	More important	Less important	The same	Don't know
Yes	49,4 %	7,3 %	20,8 %	20,7 %
No	42,0 %	7,4 %	22,0 %	27,1 %
Don't know	36,7 %	7,6 %	15,5 %	38,7 %
<i>Have you ever been educated about EU through non-formal education?</i>	More important	Less important	The same	Don't know
Yes	54,7 %	6,4 %	18,6 %	18,5 %
No	37,0 %	8,1 %	24,7 %	28,7 %
Don't know	43,2 %	5,8 %	14,3 %	34,6 %

Table 44: Correlation between Education Europeae and opinion on role of the EP

Opinion that the EP should play a more important role is in common to majority of the respondents, whether they had or had not citizenship education. It is also a case when discussing next two parameters – if learning about EU was part of respondents' education and non-formal education about Europe. More than every second respondent (54,7 %) think that EP should play more important role than it currently does. What is more likely is that people who did not have Education Europeae will provide more „Don't know“ answer.

Key findings

This section of report contains list of key findings divided in the same way as previous paragraphs.

Education Europeae

- Every second respondent states that he had citizenship education sometime during schooling (*Figure 1*).
- 4 out of 10 respondents had learning about EU as a part of their education (*Figure 2*).
- 7 out of 10 respondents state that they have not been taught about EU during their formal education (*Figure 3*).
- Every second respondent states that he has never been educated about EU through non-formal education (*Figure 4*).
- Countries which had "lack" of formal EU education precede when talking about non-formal education (*Table 5*).

The European Union and Europeans

Citizenship and sense of belonging to the EU

- 8 out of 10 respondents agree that citizenship is important (*Figure 5*).
- 2 out of 10 respondents have opinion that citizenship require everyone to have the same religion (*Figure 5*).
- Every second participant thinks that citizenship is about everyone sharing the same values (*Figure 5*).
- 14,5 % of respondents disagree that EU citizen is any person who holds the nationality of an EU country (*Figure 5*).
- Every third respondent states that citizenship is only for someone born as a citizen of a country and that citizenship is about everyone speaking the same language (*Figure 5*).
- One fifth of respondents of MSs feels like they are part of only their country (*Table 14*).

European identity and national identities

- Every second respondent states that European identity does not deny national identities (*Figure 7*).
- Some MS in quite large number think that European identity denies national identities or do not know answer .
- In opinion of 7 out of 10 respondents, the most important elements making up European identity are values of democracy and freedom, followed by European culture and euro which represents single European currency (*Figure 8*).

EU citizens' rights

- 74,0 % of all respondents feel like they are not informed enough about EU citizen's rights in the EU (*Figure 9*).
- "Only" one quarter of respondents (25,5 %) is familiar with European Citizen Initiative (*Figure 10*).
- 65,4 % of respondents is not familiar with EU programme – Europe for Citizens (*Figure 11*).
- 6 out of 10 respondents feel like their voice counts in their country (*Figure 12*).
- Around third of respondents feels like their voice counts in the EU (*Figure 13*).
- Quarter of respondents agree that EU citizens can choose not to be EU citizens anymore (*Figure 14*).

EU priorities and enlargement

- Most of the respondents consider that number one priority presented by Jean-Claude Juncker was a new boost for jobs, growth and investment followed by an area of justice and fundamental rights based on mutual trust and thirdly comes need for deeper and fairer Economic and Monetary Union (*Figure 15*).
- For every second respondent most important benefit of EU enlargement policy was that the extension of the zone of peace, stability and prosperity in Europe will enhance the security of all its peoples and another half of respondents point out that the arrival of new members will enrich the EU through increased cultural diversity, interchange of ideas, and better understanding of other peoples. Thirdly comes increased quality of life for citizens throughout Europe as the new members adopt EU policies for protection of the environment and the fight against crime, drugs and illegal immigration (*Figure 17*).
- 32,6 % of respondents supported Juncker's plan and think that EU citizens needed a five-year pause from enlargement of EU and on the other hand 29,3 % of respondents do not support that plan. However, most of them (38,1 %), have never heard of such a plan (*Figure 19*).
- Most of the states support pause from enlargement – PL (58,3 %), HR (45,5 %), LV (44,4 %), SW (44,2 %). MS who thinks differently and do not support a plan are BG (20,8 %) and CZ (36,0 %). Another thing that is visible is high percentage of respondents who have never heard of a plan – BG (64,4 %), FR (59,6 %), LV (49,6 %), SW (44,0 %) are some of them (*Figure 20*).
- For every second respondent EU presents positive image while for 9,3 % of them EU presents negative image.
- In most countries, the EU membership mostly conjures up a good thing (58, 7 %) (*Figure 23*).
- In 12 areas majority of Europeans think that their country would not do as well outside of the EU, especially in areas of employment, the economy, trade and scientific research. In area of health a majority answered 'neither better nor worse' (36,9 %). They are nonetheless highly divided over area of agriculture (34,3 % 'worse' and 32,5 % 'better') (*Figure 25*).

The European Parliament

Awareness of the European Parliament

- For 41,6 % of respondents, the institution that best represents the EU is the European Parliament. For every fifth of them it is the European Commission and for 11,3 % it is the Council of the Europe (*Figure 27*).
- 7 out of 10 respondents feel like they are not informed enough about EPs' activities while only 17,2 % of them think that they are well informed and, in general, all of the countries do not feel well informed about EP's activities (*Figure 28*).
- In opinion of 44,8 % of respondents, members of EP sit there according to their political affinities while 25,3 % of them think it is according to their nationality (*Figure 30*).

Role and policies of the European Parliament

- In opinion shared by majority of respondents the protection of human rights is value that should EP defend as a matter of priority. Following values are solidarity between EU Member States and freedom of speech (*Figure 31*).
- For majority of respondents, tackling of poverty and social exclusion should be the policy that EP should promote as priority. Following policies are combating terrorism and coordinating economic, budget and tax (*Figure 33*).
- 4 out of 10 respondents think that the EP's decisions are adopted above all according to both of the stated reasons (interests of the MS from which the MEPs come and the political affinities of the MEPs) while 25,5 % of them it is only according to the interests of the MS from which the MEPs come and, on the other hand, 15,4 % of them thinks it is only according to the political affinities of the MEPs (*Figure 35*).
- 45,8 % of respondents would like to see the EP playing a more important role than it currently does (*Figure 37*).

Influence of *Education Europeae*

So, can appropriate citizenship education, which includes education about EU, bring more objectivity when discussing EU issues? It is to conclude that throughout this report, 49,7 % respondents who had citizenship education (Figure 1), 42,1 % who had learning about EU as part of their education (Figure 2) and 50,5 % who have been educated about EU through non-formal education (Figure 4), showed more objectivity and general knowledge when discussing EU issues, policies and institutions, based on following reasons.

Respondents who had *Education Europeae*, starting with perception of citizenship and sense of the belonging to the EU (2.1), provide more democratic expression in their responses (Table 13) and see themselves more as both – citizen of their country and EU citizen (Table 15). When speaking about European and national identities (2.2), respondents who had *Education Europeae* knows better that European identity doesn't deny national identities (Table 18). Thirdly, when discussing EU citizens' rights (2.3), respondents with *Education Europeae* are more informed about EU citizens' rights (Table 21), European Citizen Initiative (Table 23) and EU programme – Europe for Citizens (Table 25). Furthermore, they feel more like their voice counts in their country (Table 27) and especially in the EU (Table 29). For them EU presents mostly positive image (Table 33) and membership in the EU conjures up mostly as a good thing (Table 34). Respondents who had *Education Europeae* also feel more informed about EPs' activities (Table 40). In addition, respondents who had *Education Europeae* would like to see the EP playing more important role than it currently does.

Even though sometimes respondents who had *Education Europeae* provide similar responses like respondents without it, like in case where respondents were asked can citizens of the EU choose not to be citizens of the EU anymore (Table 31) or opinion about five-year pause from enlargement of the EU (Table 32) or opinion on institution which best represents the EU (Table 38), respondents who possess *Education Europeae* provide less “Don't know” or N/A answer. We can conclude that even though their opinions do not differ, respondents with *Education Europeae* are still better informed on what is discussed.

What is interesting is that among respondents with *Education Europeae* level of acquisition of knowledge and democratic opinion about relevant topic or issue rises slightly within each of three parameters – citizenship education, learning about EU as part of their education and non-formal education about EU. Answers provided by respondents who had non-formal education about EU showed largest level of discernment from respondents who did not have any kind of *Education Europeae*. When discussing why is difference most obviously shown in third parameter, it is possible that formal educational system is a bit slower and laggard then non-formal education when talking about this kind of deliberation. Non-formal education is more adaptable, specific and goal-directed than formal education and that can also be explanation for this results.

Conclusion

After reviewing all of the responses and statistic, it is to conclude that respondents are, with most of the topics, familiar only on surface level. Their knowledge on different European issues is only partial or based on a lot of assumptions and questionable sources.

Their perception of citizenship contains lack of certainty and specificity. One fifth respondents of respondents feel like they are part of only their country and some of them do not know that European identity allows the existence of multiple national identities, without imposing one above the others, while aiming at reducing the potential for conflict, by building an overall sense of tolerance between MS. Furthermore, their knowledge on European institutions and citizens' rights is minor and contain lack of exact informations considering that only fifth of them feel well informed about EU citizens' rights and third about EPs' activities. What is more, respondents feel certain powerlessness and lack of trust regarding European institutions since only around third of them feel like their voice really counts in the EU and fifth of them think that nationality plays important role among members of the EP.

However, for most of respondents EU presents positive image and conjures up as mostly a good thing. Furthermore, in 12 areas majority of Europeans think that their country would not do as well outside of the EU .

So, eventhough respondents lack some information about EU issues and decision making process, they still believe that EU is a good, positive thing for all of us. Education about Europe was shown as one of the possible ways to overcome that democratic deficit and to encourage more people to a bottom up approach in order to express their views on the EU.

Non-formal sector also showed as important element in promoting democratic values and informations about EU and its institutions since answers provided by respondents who had non-formal education about EU showed largest level of discernment from respondents who did not have any kind of *Education Europeae* and highest level of objectivity and tolerance.

We wish to thank the people throughout Europe who have given their time to take part in this survey. Without their active participation, this study would not have been possible.