



# Brexit and its implication for Citizenship Education in Europe

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# Global Citizenship – UN SDGs 2030

- Rights & responsibilities to undertake actions based on the values of global human rights and the need to create social justice within & between countries
- Local, national and global level
- Individual & collective action
- A global citizen when taking decisions or actions at the local or national level, would understand the relationship and effect of these decisions on other countries & the world



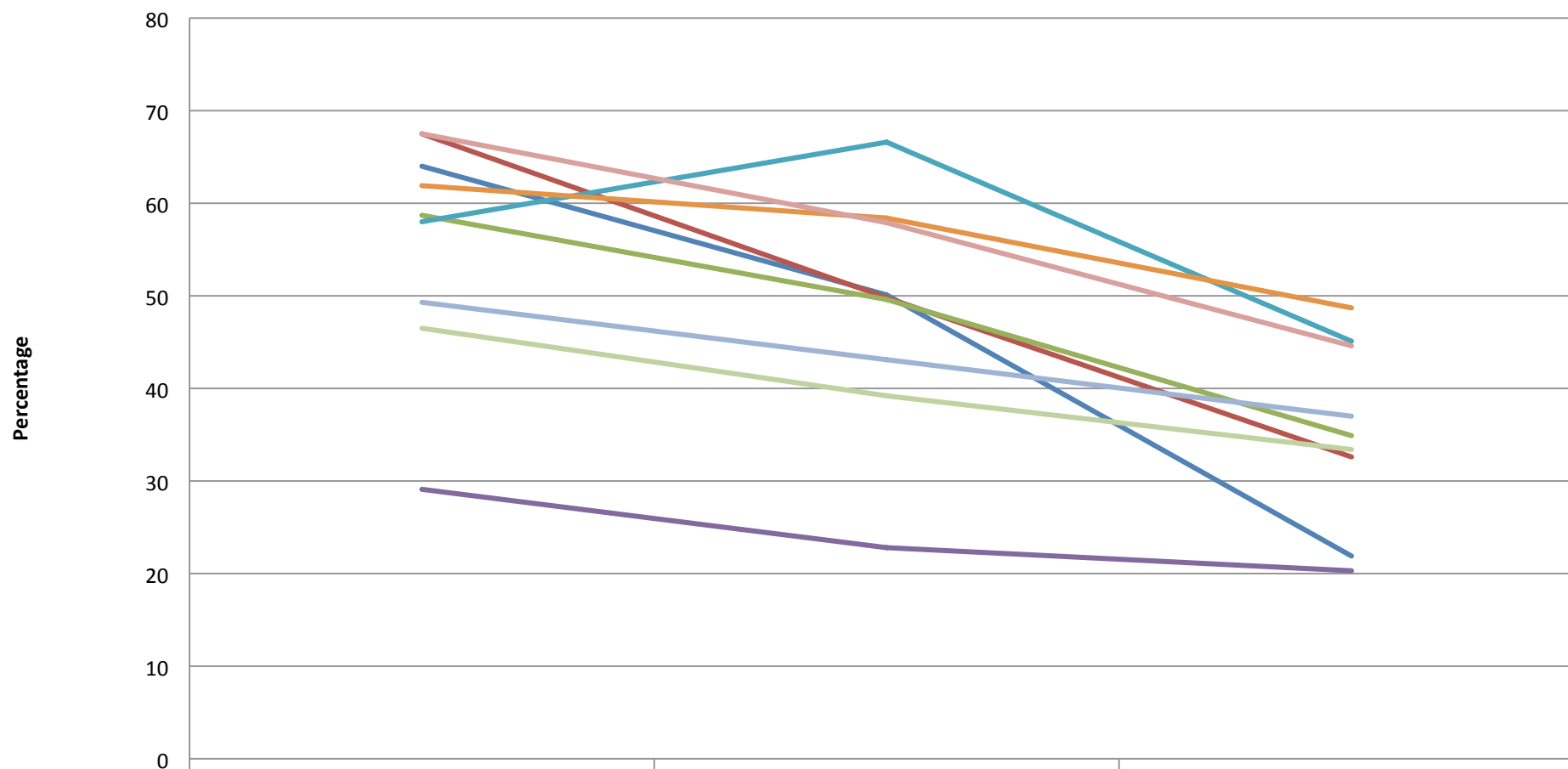
# Across European Countries

- The reality of policy & public discourse is so far from this agenda
- Citizenship Education
  - nation state
  - national security
- Economic crisis and austerity (previous research project)
  - Active/participatory citizenship no longer a priority
  - Employability, Entrepreneurship, security

# Loss of trust in the EU

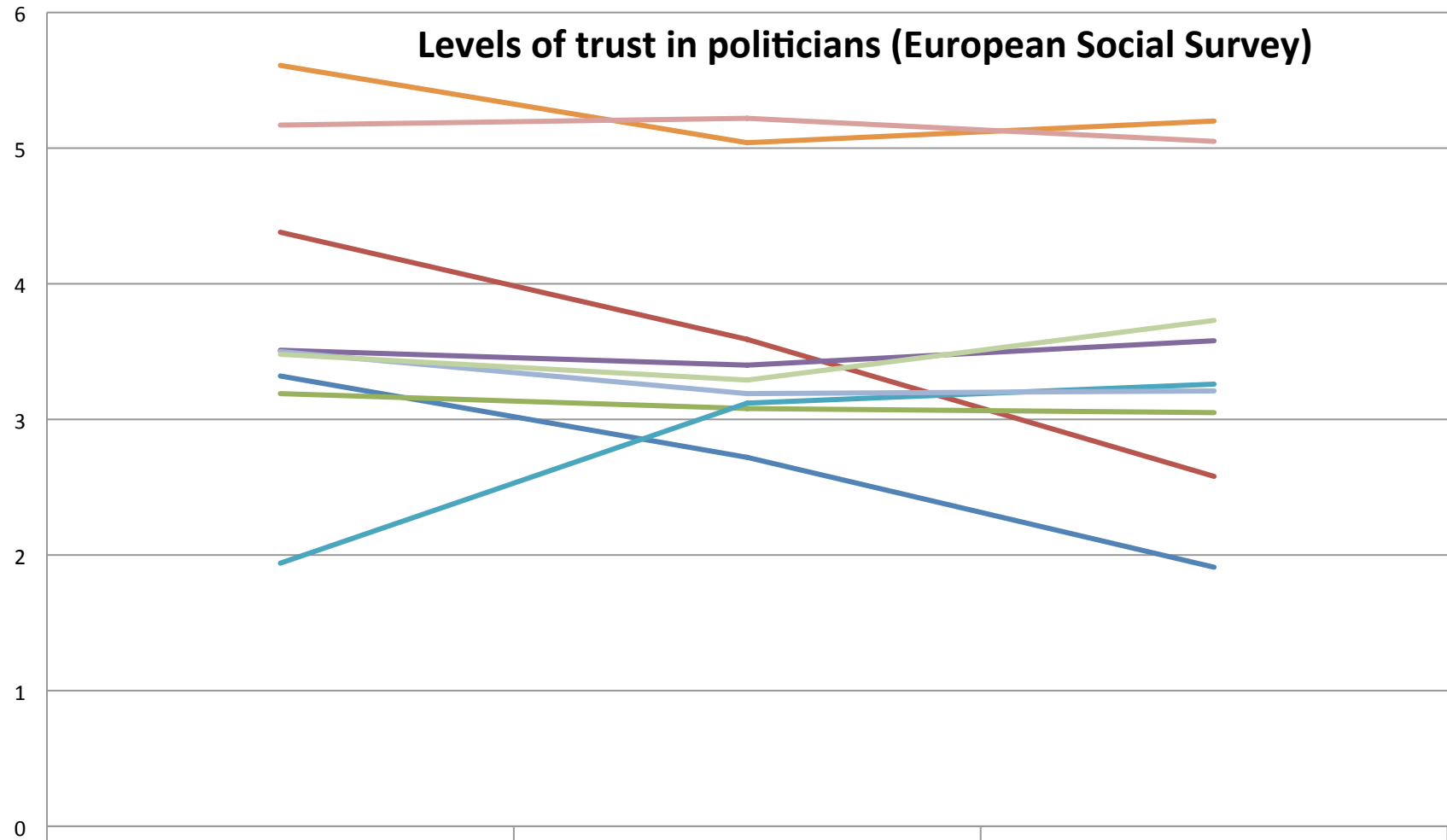
- During the economic crisis the EU took a leadership role in economic affairs
  - Austerity (rightly or wrongly – a necessity or not) it was imposed on southern European countries
  - European countries (rightly or wrongly) viewed as uncompetitive/ region in decline
- Political trust - gained when policies are efficient, fair and honest (Blind, 2006)

## Trust in the European Union (Eurobarometer)



	2008	2010	2012
Spain	64	50,1	21,9
Cyprus	67,5	49,8	32,6
Ireland	58,7	49,6	34,9
UK	29,1	22,8	20,3
Hungary	58	66,6	45,1
Denmark	61,9	58,4	48,7
France	49,3	43,1	37
Netherlands	67,5	57,9	44,6
Germany	46,5	39,2	33,4

**Levels of trust in politicians (European Social Survey)**



	2008	2010	2012
Spain	3,32	2,72	1,91
Cyprus	4,38	3,59	2,58
Ireland	3,19	3,08	3,05
UK	3,51	3,4	3,58
Hungary	1,94	3,12	3,26
Denmark	5,61	5,04	5,2
France	3,5	3,19	3,21
Netherlands	5,17	5,22	5,05
Germany	3,48	3,29	3,73

# UK EU referendum

Case study

# Context EU REF

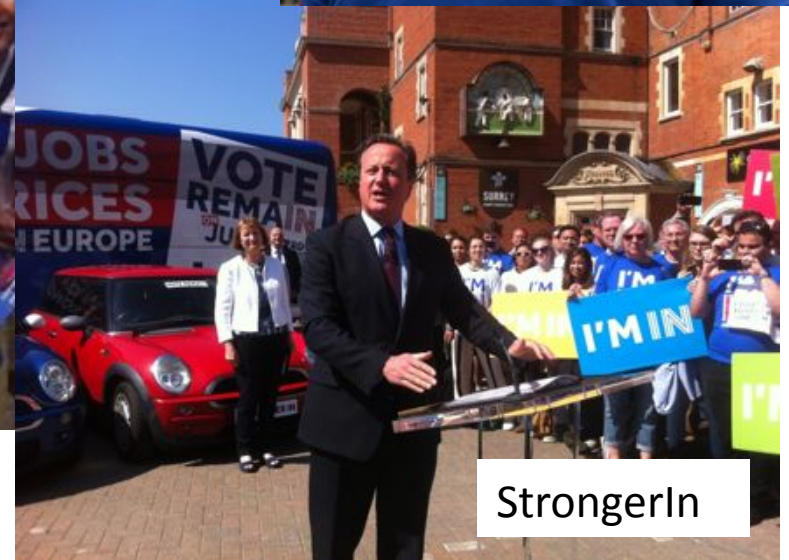
- May 2015 Conservative party wins election with manifesto pledge for Referendum
- Austerity policies aimed cutting benefits and services
- February 2016 Prime Minister David Cameron calls EU referendum for June 23<sup>rd</sup>

<b>Referendum on the United Kingdom's membership of the European Union</b>	
Vote only once by putting a cross [X] in the box next to your choice	
Should the United Kingdom remain a member of the European Union or leave the European Union?	
Remain a member of the European Union	<input type="checkbox"/>
Leave the European Union	<input type="checkbox"/>



# Two Campaigns/ Split country

Vote Leave



StrongerIn

# Key issues & messages

- Migration/Freedom of Movement during austerity
  - For low skilled - lower wages & greater competition
    - OECD research shows migrants tends to be better able to do the jobs (more skilled than qualifications)
- Stress on public services/ austerity policies
- Security
  - Fear of mass migration from Syria and other war torn countries
  - These countries were associated in people's minds with terrorism
- Economy & Sovereignty

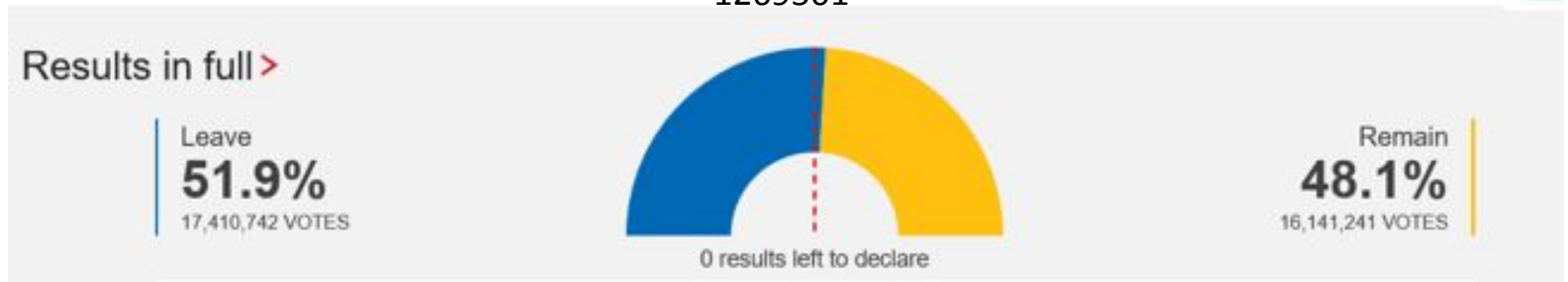




# Result

Population of the UK 65 million, 46 million eligible, 72% registered, from this 72% voted turnout (<http://www.telegraph.co.uk/news/2016/06/23/high-turnout-for-eu-referendum-vote-could-break-uk-records/>)

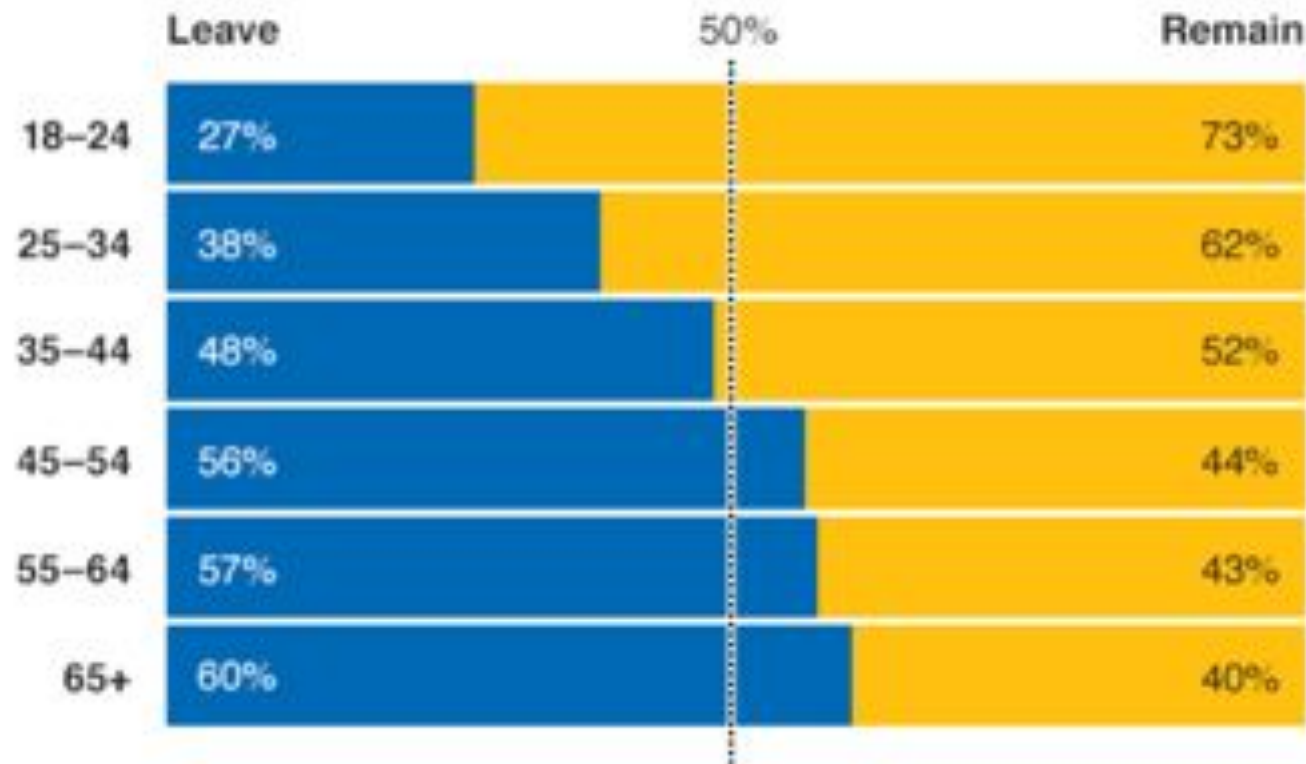
3.8% difference or  
1269501



BBC results [http://www.bbc.co.uk/news/politics/eu\\_referendum/results](http://www.bbc.co.uk/news/politics/eu_referendum/results)

# Results by age group

How different age groups voted



- Turnout large discrepancies in data
- By 2021 research shows that the results would be reversed because of generational change in attitudes



# Results by Education & Profession

- Almost 60% university degree voted remain
- Just over 80% of those still in full time education voted remain
- Those who left school at 16 large majority voted leave
- Professionals and managers majority voted to remain (57%). Skilled workers even split;
- Nearly two thirds semi skilled & unskilled (64%) voted to leave the EU, unemployed voted in majority to leave

Ashcroft polling data

<http://lordashcroftpolls.com/2016/06/how-the-united-kingdom-voted-and-why/#more-14746>

# Results by ethnicity & religion

- White voters voted to leave 53%
  - Christian voters voted to leave 58%
  - Asian voters voted to remain 67%
  - Black voters voted to remain 73%
  - Muslim voters voted to remain 70%
- (self-reported ethnicity and religion)

Ashcroft polling data

<http://lordashcroftpolls.com/2016/06/how-the-united-kingdom-voted-and-why/#more-14746>

# Results by regions

- Scotland, Northern Ireland and London voted remain
- Most of England (not London) and Wales voted to leave

## England



## Northern Ireland



## Scotland



## Wales



# Protest in Neoliberal times

Van de Velde

- Separation of people from the political system & establishment (politicians, bankers, big business) + experts
- Anger towards them (although not exactly sure who they are)
- A desire for greater autonomy and control over their lives



A person wearing a bright red jumpsuit and a white headband is sitting on the ground next to several large black trash bins. The person is looking upwards and to the right. The background is slightly blurred, showing an outdoor setting with a paved ground and a wall.

# Policy Responses

- Business like usual may not be enough to save the European project
- Social policy/ Social Justice
  - Reveal the inequalities in society
  - tackle pressures suffered from long term austerity & globalisation
    - improve the life chances, working and living conditions of the unemployed, low qualified and low paid



# Policy response

- Active Citizenship agenda back as a priority
  - Engaging all groups in all stages of decision making at all levels including European
    - Adult education
    - disadvantaged
  - Ensuring disadvantaged get the skills to engage and feel part of the system and feel European

# re-examination of Global Citizenship Agenda

- Main critiques
- Whose vision of common humanity being pursued?
  - Market liberal citizen: competitive, efficient & productive citizens who travels the world consuming the diverse experiences and cultures to enhance their individual wealth and careers
  - Liberal democratic citizenship: volunteering to help others, looking after the poor, not disturbing the status quo
  - Critical citizenship: critically revealing the inequalities within & between countries and performing actions to create social change



# Selection: Cognitive GC

Knowledge, understanding, critical and analytic skills to

- reflect upon messages from the media & understand the interrelationship between corporations, interest groups and the media
- critically analyse inequalities based on gender, socio-economic status, culture, religion, age & other social groups
- critically reflect on one's own culture, its legacies and traditions and the cultures of others

# Selection: Social & Emotional GC

- A sense of belonging to a common humanity, sharing values and responsibilities based on human rights
- Recognise and appreciate difference, diversity and multiple identities, e.g. culture, ethnicity, language, religion, gender
- Openness to new experiences and other perspectives





Start from here....

