The «Europe of knowledge».
First research notes on training, identity and new citizenship in the process of European integration

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1. *Background*

The process of globalization as well as the political, social and economic uncertainties that currently characterize the European scenario, and not only in Europe, call for a debate on the meaning and perspectives of the EU and its development model.

The process of *European integration*, which started economically in the 1950s, also involved the cultural dimension by giving rise to an initial process of Europeanization of the people. However, it would seem that this process, economic first and then political and legal, of construction of the EU, has not been accompanied by a similar and parallel process of cultural and social Europeanization, built on the basis of *common shared values, symbols and identities that characterize the national and local cultures of EU countries,* i.e. the process of European integration has proceeded quickly in an economic, political and legal sense, but significantly less in a cultural and social sense[1].

[1] P. Della Posta, M. Uvalic, A. Verdun, Basingstoke (eds.), *Globalization, development and integration: a European perspective*, New York, Palgrave Macmillan, 2009; L. Kuhnhardt (ed.), *Crises in European integration: challenge and response, 1945-2005*, New York, Oxford, Berghahn

In his 3 September 2009 *Political guidelines for the new Commission*, the President José Manuel Barroso stressed the need to reinforce EU citizenship, by revitalising the link between citizens and the EU and by giving real effect to their rights:

EU citizens still face numerous obstacles when they try to source goods and services across national borders. They should be able to make use of their rights as EU citizens in the same way as they use their rights as national citizens. The Commission will draw up a comprehensive report on these obstacles for citizens and propose how they can best be removed, together with the report on the obstacles still persisting in the internal market[2].

The importance of making EU citizenship more effective in practice has been stressed on several occasions. In his report of 8 June 2008 for the Stockholm Programme (the EU's work programme in the fields of Freedom, Security and Justice for the period 2010-2014), entitled *The Citizen and the Application of Community Law*, the MEP Alain Lamassoure, puts the citizen at the heart of European policies in this field[3].

What are the deep reasons for this deficit?

How can you understand it?

So where to start to plan appropriate solution strategies?

One of the most helpful keys to interpreting the process of European integration, is to study the *policies on education and training* which have been promoted by the EU in the last sixty years. This, not only because this matter is one of the areas of intervention of the EU which directly affects the welfare of citizens, but also because European policies in this area have trodden an evolutionary path that highlights the complexity of the European integration process.

The genesis of EU policies for education and training is closely related to the structural changes that, over the years, have reformulated the goals and perspectives of European integration according to radically new assumptions.

In fact, the idea of European integration – from the *Treaty of Rome* to the *Lisbon Strategy* and the *Europe 2020 Strategy* – was at the core of a Copernican revolution, which allowed the transition from a Europe based on a single market, to an idea of Europe built on the objective of a knowledge society as a prerequisite for achieving real revival, renewal and development of the European economic system.

books, 2009; L.M. McLaren, *Identity, interests and attitudes to European integration*, Basingstoke, Palgrave Macmillan, 2006; K. Eder, W. Spohn (eds.), *Collective memory and European identity: the effects of integration and enlargement*, Aldershot, Ashgate, 2005.

[2] J.M. Barroso, *Political guidelines for the new Commission*, Brussels, 3 September 2009.

[3] A. Lamassoure, *The citizen and the application of community law. Report to the President of the Republic* 8th June 2008.

During the 1990s, both the OECD[4] and the European Union[5], as well as UNESCO[6], expressed the need to develop the knowledge economy and society in order to cope with the globalization process. The Lisbon conference of 2000 set for Europe the objective of becoming the leader in the knowledge economy by the end of 2010, noting that the achievement of economic objectives required the simultaneous attainment of social, cultural and personal goals. In order to ensure growth and economic competitiveness the EU had to invest in *human capital*[7]. In the Lisbon strategy education is recognized as an integral part of economic and social policies, and as a means of strengthening competitiveness in the world, and finally as a guarantee of social cohesion and the full development of citizens.

After the Lisbon strategy the Europe 2020 strategy has recently followed and although the current critical situation forces us to rethink the European perspective, there is a clear continuity between the core aspects of the two strategies: Europe 2020 proposes, in fact, a project for the European social market economy in the next decade, based on three strongly interlinked priorities: *smart growth*, *sustainable growth* and *inclusive growth*. Education, training and learning play key roles in achieving these objectives[8].

In this context, the issue of *European citizenship* – i.e. building a strong European identity that accepts and promotes *diversities as well as commonalities* – becomes crucial. In connection to this, the *system of education* can be regarded as the most important means for transmitting those principles of fairness, inclusion and social cohesion on the basis of which the idea of citizenship in Europe should be built[9].

On this matter it is important to recall what has been declared within the Education and Training 2020 (ET 2020) Programme:

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[4] OECD, *Lifelong learning for all*, Paris, OECD, 1996.

[5] European Commission, *White Paper on Education and Training. Teaching and learning towards the learning society*, COM (1995) 590.

[6] UNESCO, *Learning. The treasure within. Report to UNESCO of the International Commission on Education for the 21st century*, Paris, UNESCO, 1996.

[7] European Commission, *Lisbon Strategy evaluation document*, SEC (2010) 114 final. See also the fundamental study of G.S. Becker, *Human Capital*, 3rd edition, New York, Columbia University Press, 1993 and the voice Human capital in CEEDFOP, *Terminology of European education and training policy. A selection of 100 key terms*, Luxembourg, Office for Official Publications of the European Communities, 2008, p. 90.

[8] European Commission, *Europe 2020. A strategy for smart, sustainable and inclusive growth*, COM (2010) 2020 final.

[9] T. Faist, *Social Citizenship in the European Union Residual, Post-National and Nested Membership?*, «Institut für Interkulturelle und Internationale Studien», 17, 2000 (working paper); Herrmann, Brewer, Risse, *Transnational Identities: Becoming European in the EU*, New York, Rowman&Littlefield, 2004; R. González, *R. Ciudadanía de la Unión y Educación para la Ciudadanía*, «Eikasia: revista de filosofía», 11, 2007, pp. 171-196; V. Kaina, *Wir in Europa: Kollektive Identität und Demokratie in der Europäischen Union*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2009; T. Risse, *A Community of Europeans: Transnational Identities and Public Spheres*, Ithaca, New York, Cornell University Press, 2010.

Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds[10].

Europe is getting bigger and closer and, therefore, providing *young people* with a clear idea about the meaning of a "responsible citizenship" is becoming increasingly important. The development of responsible civic behaviour should be encouraged from an early age. Citizenship education – which includes learning about rights and duties of citizens, respect for democratic values and human rights, and the importance of solidarity, tolerance and participation in a democratic society – should be seen as the privileged tool for preparing children and young people to become active and responsible citizens, and represents only the first step in a broader process of education that should deeply and consciously aim at building a strong European identity[11].

2. *The current status of research*

In recent years, the social cohesion and active participation of citizens in social and political life have become the key issues of EU countries, issues widely supported by the European Commission; *Building Our Common Future: Policy Challenges and Budgetary Means of the Enlarged Union 2007-2013* identifies the development of European citizenship as one of the priority actions of the EU:

Our shared objective should be a Europe that celebrates the cultural and national diversity of each Member State, remains attached to national identity, yet is also committed to the value of European identity and the political will to achieve common goals. A Europe of solidarity and partnership, which gives people the opportunity to build a lasting prosperity in common. A Europe whose citizens have confidence for the future. A Europe with a voice that is heard worldwide[12].

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[10] *Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')*, 2009/C 119/04, «Official Journal of the European Union», 12 May 2009.

[11] J.T. Checkel, P.J. Katzenstein (eds.), *European identity*, Cambridge, Cambridge University Press, 2009; A. Fouquet, *L'identité européenne: études des possibles*, «Les Cahiers de Psychologie politique», 7, Juillet 2005, <http://lodel.irevues.inist.fr/cahierspsychologiepolitique/index.php?id=1112> (accessed: January 30th, 2011); G.-F. Dumont, *Les racines de l'identité européenne, preface de Don J.M. Gil-Robles y Gil-Delgado; avec la collaboration de A. Albarran Cano; coordination de la redaction: A. Zurfluh et D. Blasco*, Paris, Economica, 1999.

[12] European Commission, *Communication from the Commission – Building our common Future. Policy challenges and Budgetary means of the Enlarged Union 2007-2013*, COM(2004) 101 final. Brussels: 10.02.2004.

We may recall, in this regard, that the objective of the European programme *Citizens for Europe*, in fact, is precisely to promote civic participation and a stronger sense of citizenship, in order to: make Europeans aware of their rights and responsibilities as citizens; to actively involve them in the process of European integration; and to develop a sense of belonging and a European identity[13].

The issues of *European integration*, citizenship and *identity* were addressed in the 6th and 7th Framework Programme, where specific attention was given to the issue of governance. Indeed, several projects were devoted to the issues of global governance, active citizenship and multilateralism. Among these, for example, is the *INTUNE* project – *Integrated and United? A Quest for Citizenship in an 'Ever Closer Europe'* (6° PQ), which focuses on the analysis of the impact that the integration and decentralization processes have had, both at national and European levels, on three main dimensions of citizenship: identity, representation, and practice of good governance[14].

It should be recalled here that, in some projects conducted within the 6th and 7th Framework Programme, some educational experiences and/or sub-projects were carried out, which were all focused on universities and on post-graduate careers and perspectives.

In this regard, we are particularly interested in the project undertaken by the research network *EU-CONSENT Wider Europe, deeper integration? "Constructing Europe" Network* (6° PQ) through the sub-project EDEIOS (*the European Deepening and Enlargement Interactive Online School*)[15], as well as the project *RECON – Reconstituting Democracy in Europe* (6° PQ) through the sub-project IDENTITY FORMATION AND ENLARGEMENT[16], or even in the activities carried out, within the project *POLITIS Building Europe with New Citizens? An Inquiry into the Civic Participation of Naturalised and Foreign Citizens* (6° PQ), by creating a SUMMER SCHOOL directed at immigrant students[17].

Also with regard to the projects submitted within the *Life Long Learning Programme* (LLP), studies and educational experiences were carried out, focused on the first phase of education (from pre-school and primary to secondary schools) and addressed to strengthen the European aspect of school education by encouraging transnational cooperation between schools, like in the case of *Perception, attitude, movement. Identity needs action – PAM-INA* (Comenius 2009)[18], or by contributing to enhance the professional development of the staff involved in school education, as in the case of *European Primary Teacher*

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[13] <http://ec.europa.eu/citizenship/index_en.htm> (accessed: January 27th, 2011).
[14] <http://www.intune.it/> (accessed: January 27th, 2011).
[15] <http://www.eu-consent.net/> (accessed: January 27th, 2011).
[16] <http://www.reconproject.eu/> (accessed: January 27th, 2011).
[17] <http://www.politis-europe.uni-oldenburg.de/> (accessed: January 27th, 2011).
[18] <http://geo-ellanikos.aegean.gr/pamina/> (accessed: January 27th, 2011).

Education – EPTE (Erasmus 2009)[19] and of the network of Higher Education lecturers and researchers *Children's Identity and Citizenship in Europe* – CiCe (Erasmus 1998), or even by promoting the planning (shared among various EU member countries) of innovative learning tools, as in the case of *History on-line – HOL* (Erasmus 2009), which was sponsored by History of Education research unit at the University of Macerata, coordinating partner for this project[20].

In addition, we should not forget that in 2005 the European Council declared the *European Year of Citizenship through Education*[21] and, in 1997, the *Education for Democratic Citizenship (EDC)* project was set up, which allowed researchers from Member States to define concepts, develop strategies and gather good practice in EDC, and provide teachers with a wide range of materials (several brochures, information packages, manuals and training kits) on EDC[22].

For several years now, Citizenship education has been studied by scholars and international bodies. Although international studies highlight the variety of definitions of citizenship education, civic education and multicultural or intercultural education, a unitarian and global vision is slowly emerging.

Since 1980, the international database ERIC has contained the item "Citizenship education":

Learning activities, curriculum, and/or educational programs, at any educational level, concerned with rights and responsibilities of citizenship – the purpose is to promote knowledge, skills, and attitudes conducive to effective participation in civic life[23].

It is interesting to note that the descriptor is connected to several related terms, such as: Basic Business Education; Citizen Participation; Citizen's Role; Citizenship; Citizenship Responsibility; Civics; Critical Thinking; Current Events; Ethical Instruction; Global Education; Law Related Education; Public Affairs Education; Service Learning; Values Education.

Despite the breadth of the definitions, the international and global dimension remains separate from the civic dimension, and is linked rather to terms such as interculturalism, multiculturalism, human rights, and peace. There are also several ways to combine the concepts: socio-civic-political education indicates the relationship between the social dimension, the shared values of citizenship and decision-making, in other cases the social and civil dimension is distinct from the civic and political dimension. In reality, even though the findings from

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[19] <http://www.epte.info/> (accessed: January 27th, 2011).
[20] <http://www.history-on-line.eu/> (accessed: January 27th, 2011).
[21] European Council, *European year of citizenship through education 2005 learning and living democracy concept paper. Ad hoc Committee of Experts for the European Years of Citizenship through education (CAHCIT)*, Strasbourg, 2004.
[22] <http://www.coe.int/T/e/Cultural_Co-operation/Education/E.D.C/Documents_and_ publications> (accessed: January 20th, 2011).
[23] <http://www.eric.ed.gov/> (accessed: January 21th, 2011).

semantic studies on the issue of civic education are open to many interpretations, the coexistence of many models of civic and citizenship education can be deduced from them. In short, it can be said that some models are anchored to the traditional view, in a continuum ranging from moral education to political education; while other models are open to new references to human rights and to globality. The same variety of terms and meanings occurs, however, in all countries, although the history of civic education was different in correspondence with the historical and political events of each state.

In recent years, in most European countries there have been numerous initiatives to develop and strengthen the role of citizenship education (CE) in school curricula. In this context, it is worth mentioning the research conducted by the countries of the Eurydice network that in the 2004/2005 academic year made an interesting comparative study on citizenship education in Europe, which involved 30 countries in the European area[24].

In addition, UNESCO has promoted the idea of citizenship education on a global scale through its *Decade for Human Rights Education* (1995-2004), and the IEA (International Association for the Evaluation of Education Achievement) through the ICCS 2009 project (*International Civic and Citizenship Study ICCS*), in continuity with the projects *Study of Civic Education* (1971) and *Civic Education Study – CIVED* (1999), has examined the role of school education in preparing young people to play their role as active citizens in society (see the well-articulated research devoted to civic education in Europe[25]).

The results of these studies show that citizenship education is learning and teaching content rather than practice in the school of life. A recent study promoted by the Joint Research Centre on Lifelong Learning – Institute for the Protection and Security of the Citizen and entitled *Does Formal Education Have an Impact on Active Citizenship Behaviour?*, highlights how the relationship between formal education and active citizenship is very close. However at the conclusion of the report we can read:

These research results have been convincing about the positive impact of education on Active Citizenship but we should acknowledge one aspect that needs further research. While on the one hand we observe at the individual level that education is strongly associated with Active Citizenship, on the other hand this relationship seems not to hold at the aggregated level. Education levels have been increasing in European countries but not the levels of engagement at a country level. Those apparent contradictions will be the object of future research[26].

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[24] *Citizenship Education at School in Europe*, Brussels, Eurydice, 2005.

[25] W. Schulz, J. Ainley, J. Fraillon, D. Kerr, B. Losito, *Initial Findings from the IEA International Civic and Citizenship Education Study*, International Association for the Evaluation of Educational Achievement (IEA), 2010; D. Kerr, L. Sturman, W. Schulz, B. Burge, ICCS 2009 *European Report Civic knowledge, attitudes, and engagement among lower-secondary students in 24 European countries*, International Association for the Evaluation of Educational Achievement (IEA), 2010.

[26] B. Hoskins, B. D'Hombres, J. Campbell, *Does Formal Education Have an Impact on*

In this ambit, the European scientific community should develop research projects aimed at understanding the underlying causes of the gap that separates the "Europe of economy" from the "Europe of citizens", namely those causes that, until now, have delayed the completion of a genuine process of European integration. In particular, academic research should be oriented towards exploring the contradictions that testify the gap between educational content and social identity, in order to develop and test innovative educational methods and approaches to the issue of EU citizenship education.

Project Proposal

What have schools failed to do properly in promoting a European consciousness in the younger generation (limits)?

What should schools do to recover from this deficit (solutions)?

These key questions could be the starting point for a transnational and multidisciplinary research project, aimed at providing concrete solutions on the EU citizenship education issue.

This research project could be entitled *Homo Novus*, because if it is true that the Europe of a single market, the Euro and European political and legal institutions has been accomplished, it is also true that the need exists to work on the construction of European identity, giving content, substance, proactive energy, and impetus to the process of Europeanization; that is to say in order to put the "idea" of Europe into practice, which is in line with the concepts of innovation, economic growth, internal mobility etc., we need a *Homo Novus*, who is able to see himself as a citizen of the EU.

In order to achieve this purpose, the object of the *Homo Novus* project should be the compulsory schools in the EU countries[27]. In fact, compulsory schools constitute a particularly *significant, large and common "laboratory"*, which would enable us to pinpoint the key problems that underlie the processes of formation, development and perception of the idea of European citizenship.

Then, the main goal of *Homo Novus* project should be the development of a new method of study on EU citizenship education, which – starting from the study of education policies that have characterized and are still characterizing compulsory schools in EU countries – will be directed at planning effective education strategies aimed at promoting *lifelong EU citizenship education*.

Active Citizenship Behaviour?, Luxembourg, Office for Official Publications of the European Communities, 2008, p. 19.

[27] See the *International standard classification of education*, UNESCO, 1997, <http://www.uis.unesco.org/TEMPLATE/pdf/isced/ISCED_A.pdf> (accessed: February 12th, 2011).

In particular the *new methodology* for approaching and studying the topic of European integration could be based on a relationship of close interdisciplinary collaboration between the following human sciences: history, sociology, anthropology and pedagogy. This *multidisciplinary methodological perspective* – in line with the complex approach theorized by *Nouvelle histoire* – could be the innovative and best solution for meeting the demands of European integration and providing a concrete profile of European citizenship – i.e. a concrete anthropological model of the European *Homo Novus* – by providing the academic community and compulsory school workers with concrete formative solutions[28].

[28] Essential bibliography. Pedagogy: E. Morin, *La tète bien faite. Repenser la réforme. Réformer la pensée*, Paris, Seuil, 1999; N. Pierce, J. Hallgarten (eds.), *Tomorrow's Citizens: Critical Debates in Citizenship and Education, Institute for Public Policy Research*, London, 2000; D. Ravitch, J. Viteritti, *Making good citizens. Education and civil society*, London, Yale University Press, New Haven, 2001; A. Ross, *Future Citizens in Europe*, London, Routledge, 2002; A. Ross, E. Lastrucci, T. Allert, E. Nasman *et al*., *Preparing Professionals in Education for Issues of Citizenship and Identity in Europe*, London, Routledge, 2001; E. Näsman, A. Ross (eds.), *Children's Understanding in the new Europe*, London, New York, Trentham Books, 2002; *"EuroPEP", Pour une comparaison des politiques d'Education prioritaires en Europe*, Rapport scientifique intermédiaire, Institut National de Recherche Pédagogiques (INRP), 2007. Didactics: D. Lange, *Migration und Bürgerbewusstsein: Perpektiven Politischer Bildung in Europa*, Wiesbaden, VS Verlag für Sozialwissenschaften, 2008; P. Brett, P. Mompoint-Gaillard, M.H. Salema, *How all teachers can support citizenship and human rights education: a framework for the development of competences*, Strasbourg, Council of Europe, 2009; R.M. Avila, B. Borghi, I. Mattozzi (eds.), *L'educazione alla cittadinanza europea e la formazione degli insegnanti: un progetto educativo per la "strategia di Lisbona": Atti XX Simposio internacional de Didactica de las ciencias sociales, I Convegno internazionale italo-spagnolo di didattica delle scienze sociali, Bologna, 31 marzo-3 aprile 2009*, Bologna, Patron, 2009; G. Chapelle, *Éveiller l'esprit critique. Former les citoyens à l'école*, Bruxelles, Couleur livres, 2010; C. Leleux, C. Rocourt, *Pour une didactique de l'éthique et de la citoyenneté: Développer le sens moral et l'esprit critique des adolescents*, Bruxelles, De Boeck, 2010; A. Feyfant, *Chargée d'études et de recherche au service de Veille scientifique et technologique*, INRP, Institut national de recherche pédagogique, France, 2010. Sociology: M. Duru-Bellat, *Social inequality at school and educational policies*, International Institute for Educational Planning, UNESCO, 2004; D. Frandji, *EUROPEP. Comparaison des politiques d'éducation prioritaire en Europe. Evaluation, conditions de réussite*, Lyon, France, 2007 (study supported by the Lifelong Learning Programme of the European Commission, National Institute of Educational Research); B. Hoskins, E. Villalba, D. Van Nijlen, C. Barber, *Measuring civic competence in Europe, A composite indicator based on IEA Civic Education Study 1999 for 14 years old in School*, JRC/CRELL Scientific and Technical Reports, 2008; Id., *Framework for the development of indicators on active citizenship*, JRC/CRELL report, 2006; B. Hoskins, J. Jesinghaus, M. Mascherini, G. Munda, M. Nardo, M. Saisana, D. Van Nijlen, D. Vidoni, E. Villalba, *Measuring Active Citizenship in Europe*, CRELL Research Paper 4, 2006. History: T.S. Popkewitz, B.M. Franklin, M. A. Pereyra (eds.), *Cultural history and education: critical essays on knowledge and schooling*, New York; London, Routledge Falmer, [2001]; D. Heater, *A history of education for citizenship*, London, New York, Routledge Falmer, 2004; A. Ascenzi, *Education and the metamorphoses of citizenship in contemporary Italy*, Macerata, eum, 2009; J. Meda, D. Montino, R. Sani, *School exercise books: a complex source for a history of the approach to schooling and education in the XIX and XX Centuries*, Firenze, Polistampa, 2010; Anthropology: F. Galichet, *L'éducation à la citoyenneté*, Paris, Atropos, 1998; I. Bellier, T.M. Wilson (eds.), *An anthropology of the European Union: building, imagining and experiencing*

In order to acquire a better grasp of this new survey approach, we can recall the words of Jacques Le Goff in a well-known essay entitled *Nouvelle histoire*:

Des batailles importantes ont été gagnées. […]. La méthode d'enquête, la pratique de recherche historique en équipe se développent. L'ouverture sur les outres sciences humaines, malgré des difficultés et des déceptions, demeure à l'ordre du jour. La nécessité de sauvegarder un regard neuf, des trouver des problèmes, des champs où la recherche historique soit à la pointe est perçu par de nombreux historiens. L'objectif d'une histoire totale, progressant par problèmes et réalisée par la coopération internationale reste l'objectif à atteindre[29].

EU citizenship education could be one significant testing ground, in order to test the interdisciplinary and transnational approach described by Le Goff, but how can this survey methodology be applied to the EU citizenship education issue?

We foresee the *Homo Novus* project plan as consisting of four main phases of research, focused on local, national, transnational and multidisciplinary path of study, research, data collection and scientific thinking.

The introductory work phase would collect and study the sources related to educational policies implemented by the EU to promote the process of building a European identity, from several European disciplinary perspectives (historical, sociological, anthropological and pedagogical), in order to lay the *foundation for a complex approach* to the issue of European citizenship, based on plural analysis methodology, which draws from various disciplines, but which is inspired by a profound desire to establish points of convergence[30].

Then, two parallel phases could be planned in order to investigate the issue of education for European citizenship, using an *historical approach* (for a diachronic framework) and a *sociological approach* (for an overview on the contemporary).

The historical approach could be carried out with the support of historical-educational sources, such as school programs, textbooks, teachers' manuals and so on, in order to apply a diachronic comparative method of analysis (from the fifties), enabling us to highlight the commonalities and peculiarities of the

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the new Europe, Oxford, New York, Berg, 2000; D. Drackle, I.R. Edgar, T.K. Schippers (eds.), *Educational histories of European social anthropology*, New York, Oxford, Berghahn Books, 2003; D. Drackle, I.R. Edgar (eds.), *Current policies and practices in European social anthropology education*, New York, Oxford, Berghahn Books, 2004; Report on the seminar *Anthropological perspectives in a changing Europe "Bringing people in"*, Florence on 23-24 October 2008 <http://ec.europa.eu/research/social-sciences/pdf/report_anthropol_en.pdf> (accessed: January 27th, 2011); C. Leleux, *La discussion à visée philosophique pour développer le jugement moral et citoyen?*, «Revue française de pédagogie», 166, 2009, pp. 71-87; *Eurosofia. La filosofia e l'Europa*, «Teoria», 2, 2008, Pisa, ETS.

[29] J. Le Goff (ed.), *Nouvelle histoire*, Bruxelles, Éditions Complexe, 2006, p. 62.

[30] Cfr. *"EuroPEP"*, *Pour une comparaison des politiques d'Education prioritaires en Europe*, cit.

educational systems of EU countries, with reference to the theme of education for European citizenship[31].

The sociological approach, on the other hand, should be aimed at analyzing the present-day idea of European citizenship in the compulsory educational systems of EU countries, with the support of sociological means of analysis (such as an open survey test on European Identity, devoted to primary school pupils and available online), which would enable the identification of the commonalities and differences found in terms of modes and levels of perception of European identity at elementary schools[32].

Finally, the last phase of work should be focused on the study of the results obtained from the historical and sociological analysis (obtained during the previous parallel phase), in order to develop *successful pedagogical strategies* for training, in line with the anthropological perspective of integration of the European "Homo Novus", directed at building a strong European identity in compulsory schools, based on strong historical awareness and knowledge of the present[33].

It is evident that a research project developed using this multidisciplinary research path has an added value, will be useful for several different target groups, represented not only by scholars (educational historians, educational sociologists, experts in educational processes, educational anthropologists etc.), and education workers (school directors, teachers in training and in-service teachers, students), but also by local, national and European institutions dealing with educational institutions (e.g. town councillors, education superintendents, education ministers etc.), because the project outcomes (educational materials directed at EU citizenship education) are bases on committed and attentive historical awareness and a knowledge of the present, related to the educational policies carried out in EU countries over the last sixty years.

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[31] Cfr. Heater, *A history of education for citizenship*, cit.
[32] Cfr. Hoskins, Villalba, Van Nijlen, Barber, *Measuring civic competence in Europe*, cit.
[33] Cfr. Chapelle, *Éveiller l'esprit critique. Former les citoyens à l'école*, cit.