

# Teaching Tolerance in a Globalized World

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IEA General Assembly, October 13 2017 , Budapest, Hungary

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# Chapter 1: Introduction.

**Maria Magdalena Isac**, University of Groningen, The Netherlands.

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## Research background

- Increasing diversity in student populations as a global educational trend.
- Holding tolerant attitudes toward other groups is a fundamental feature of a mature citizenship in democratic societies.
- Tolerance is a controversial, multifaceted and complex concept.
- ICCS has the potential to improve tremendously the study of tolerance in youth.



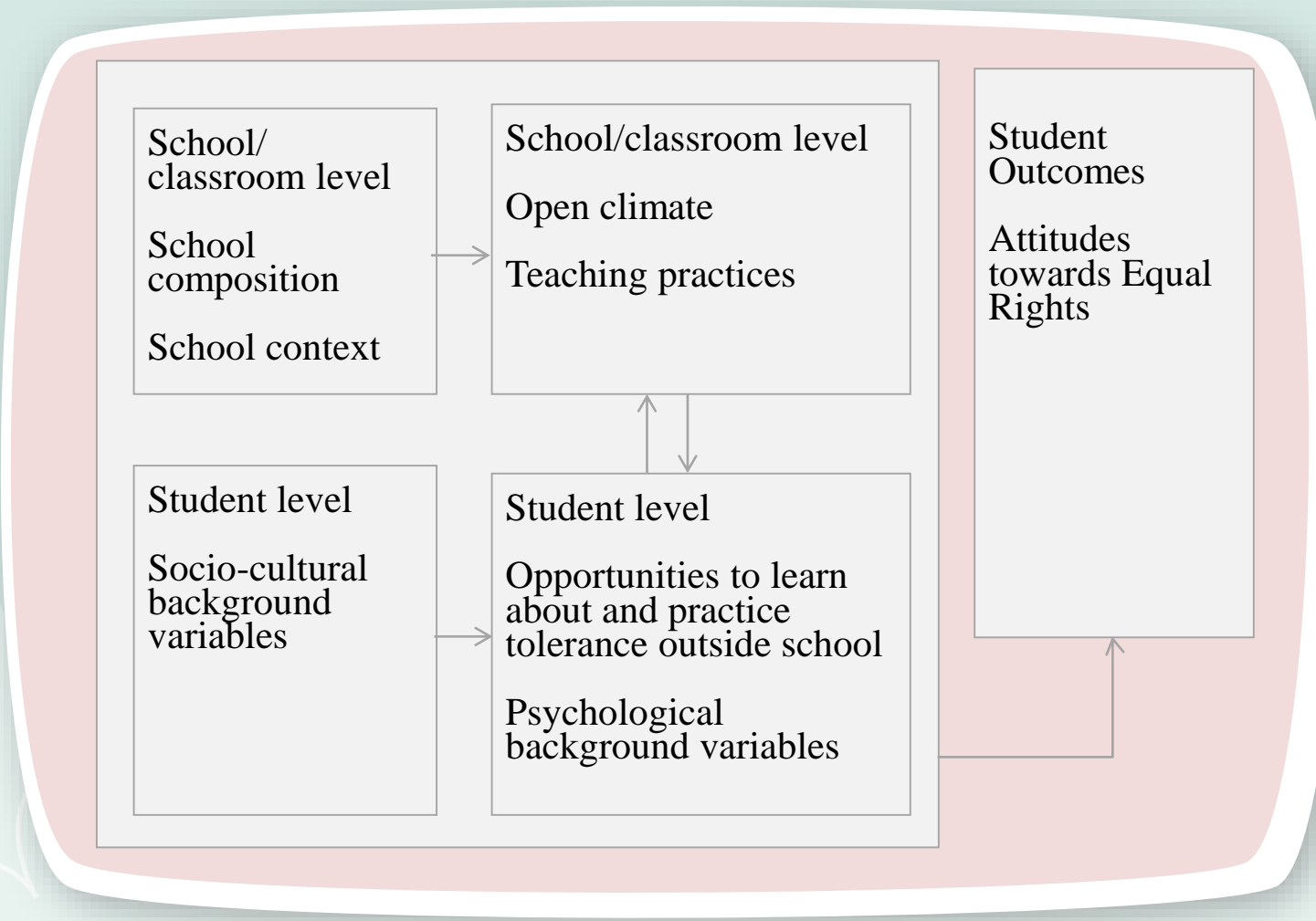
Almond & Verba, 1989; Sherrod & Lauckhardt, 2009;  
Forst, 2003; Green, Preston, & Janmaat, 2006; Mutz, 2001; Van Driel,  
B., Darmody, M., Kerzil, 2016



This book aims to fill some gaps identified in the literature:

- a. broader conceptualizations of tolerance including attitudes toward the rights of three different social groups: immigrants, ethnic groups and women;
- b. the potential relationships between these type of outcomes;
- c. the strength of relationships within different levels (individual, school, educational system level);
- d. the complexity of direct and indirect (e.g. mediation, moderation) relationships;
- e. the variation of these relationships among countries (common and country-specific, differential effects).





Conceptual framework

# Chapter 2: Data and Methods.

**Andres Sandoval-Hernandez**, Department of Education, University of Bath, UK.

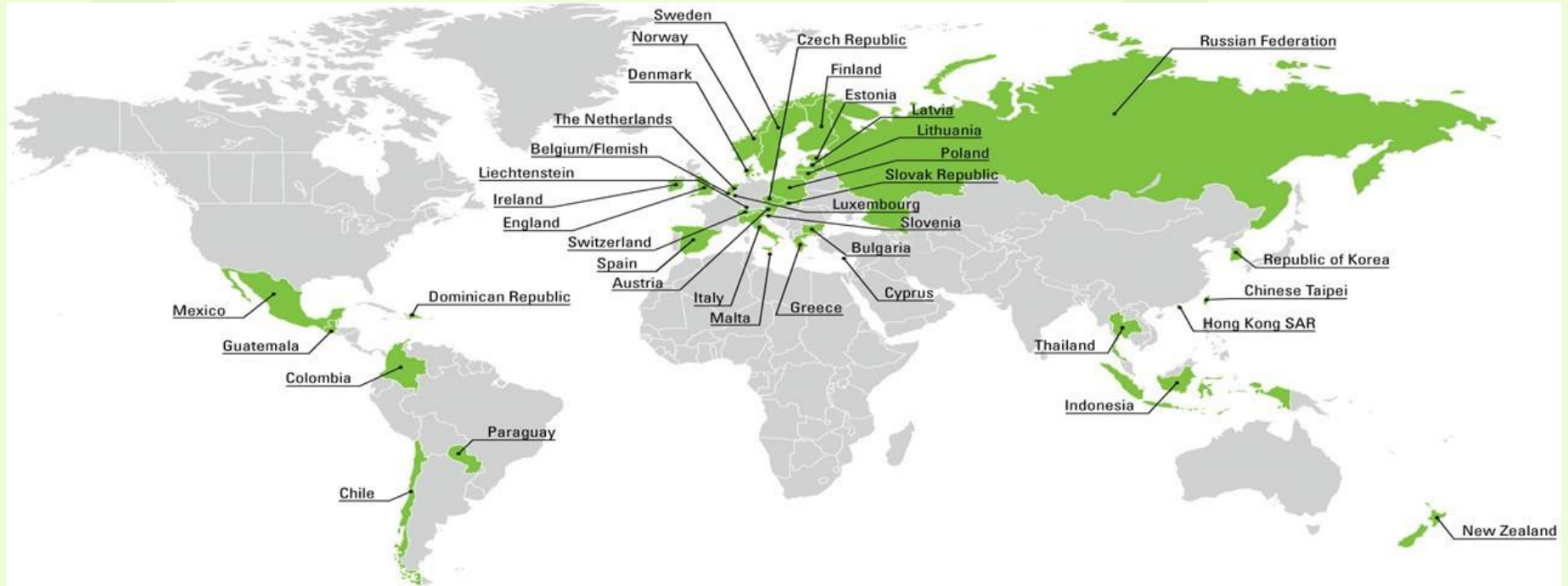
**Daniel Miranda**, Instituto de Sociologia, P. Universidad Catolica de Chile.

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- International Civic and Citizenship Education Study 2009 from IEA (International Association for the Evaluation of Educational Achievement)
- 140,000 students that come from 38 countries, nested in schools



Participating Countries			
Austria	England	Latvia	Poland
Belgium/Flemish	Estonia	Liechtenstein	Russian Federation
Bulgaria	Finland	Lithuania	Slovak Republic
Chile	Greece	Luxembourg	Slovenia
Chinese Taipei	Guatemala	Malta	Spain
Colombia	Hong Kong SAR	Mexico	Sweden
Cyprus	Indonesia	The Netherlands	Switzerland
Czech Republic	Ireland	New Zealand	Thailand
Denmark	Italy	Norway	
Dominican Republic	Republic of Korea	Paraguay	



# Chapter 3: Measurement model and invariance testing of scales measuring egalitarian values.

**Daniel Miranda & Juan Carlos Castillo,**  
Instituto de Sociologia, P. Universidad Catolica  
de Chile.



## Highlights

- Tolerance operationalized as a set of three interrelated attitudes towards the rights of women, immigrants and ethnic minorities.
- Assessing cross-cultural comparability - measurement invariance testing in a factor-analytical framework (MGCFA models).
- Direct comparisons of the mean scores and correlations of the three egalitarian attitudes across countries are empirically justified.



# Chapter 4: Influence of teacher, student and school characteristics on student's attitudes toward equality.

**Ernesto Treviño**, Centro para la Transformacion Educativa CENTRE-UC, P. Universidad Catolica de Chile.

**Consuelo Béjares, Ignacio Wyman, Cristobal Villalobos**, Centro de Estudios de Politicas y Practicas en Educacion CEPPE-UC, P. Universidad Catolica de Chile.



## Highlights

- A broad study of the factors associated with attitudes towards equal rights.
- Particular focus on the capacity of schools and other socialization agents to promote positive attitudes towards equal rights.
- Main explanatory factors: interest in political and social issues, support for democratic values, school climates & school composition(differential effects).



# Chapter 5: School segregation of immigrant students.

**Consuelo Béjares, Ignacio Wyman, Cristobal Villalobos**, Centro de Estudios de Políticas y Prácticas en Educación CEPPE-UC, P. Universidad Católica de Chile.

**Ernesto Treviño**, Centro para la Transformación Educativa CENTRE-UC, P. Universidad Católica de Chile.



## Highlights

- Focus on: segregation of immigrant students within the education system.
- Analyzed patterns of segregation in different educational systems are related to student attitudes towards equal rights.
- Segregation of immigrant students in schools is a predictive factor only in a few contexts; associations (although largely negative and moderate in magnitude) can have both negative and positive signs.





# Chapter 6: The role of classroom discussion.

**Diego Carrasco**, Centro de Medicion Mide-UC, P.  
Universidad Catolica de Chile.

**David Torres**, Escuela de Psicologia, P. Universidad  
Catolica de Chile.



# Highlights

- Argues the importance of stimulating open classroom discussion, in which free dialogue and critical debate are encouraged among people of diverse backgrounds.
- Across countries, the levels of openness to the discussion of political and social issues in classrooms during regular lessons are systematically related to student attitudes toward equal rights for woman, all ethnic groups and immigrants.
- Limited support for moderation effects (i.e. a booster effect over students clustered in schools with disadvantaged socioeconomic backgrounds).



# Chapter 7: The political socialization of attitudes towards equality of rights in a comparative perspective.

**Daniel Miranda, Juan Carlos Castillo**, Instituto de Sociología, P. Universidad Católica de Chile.

**Patricio Cumsille**, Escuela de Psicología, P. Universidad Católica de Chile.



# Highlights

- Focus on individual background characteristics: resources.
- Analyses the extent to which attitudes towards equal rights for immigrants, ethnic groups and women differ according to socioeconomic background and gender.
- Students socialized in homes with lower resources show less support for equality towards immigrants, ethnic minorities and women; girls and students from an immigrant background tend to demand higher levels of equality.



# Chapter 8: Summary and conclusions.

**Maria Magdalena Isac**, University of Groningen, The Netherlands.

**Andres Sandoval-Hernandez**, University of Bath, UK.

**Daniel Miranda**, Instituto de Sociologia, P. Universidad Catolica de Chile.



## Main conclusions:

- International large-scale assessments, such as ICCS 2009, have the potential to tremendously improve the study of tolerance in youth by providing the opportunity to analyze differing explanatory mechanisms in a multitude of multi-levelled contexts.
- Tolerance is a controversial, multifaceted and complex concept. In a restricted sense, in educational settings, tolerance can be conceptualized and empirically studied in terms of attitudes towards equal rights for three different social groups: immigrants, ethnic minorities and women.
- A broader conceptualization of tolerance (in terms of attitudes towards equal rights for immigrants, ethnic groups and women) applied to ICCS 2009 data are supported by empirical findings. Moreover, the operationalization of these concepts, as developed in this report, is universally relevant and comparable across a large number of cultural and educational settings.





## Main conclusions:

- Attitudes towards equal rights for different social groups may be developed in harmony. Young people who are willing to support equal rights for immigrants and ethnic groups are also willing to endorse equal rights for women.
- Gender differences (favoring girls) in young people's egalitarian attitudes are notable. Girls tend to have more positive attitudes towards equal rights than boys. The positive attitudes of girls go beyond a mere self-interested demand. Girls do not only show higher endorsement of gender equality but also more positive attitudes towards equal rights for immigrants and ethnic minorities.
- Individual background student characteristics show a (relative) stronger association with attitudes towards equal rights over that of school factors. In particular, the socio-economic status of young people and their levels of interest in social and political issues show strong links with their attitudes towards equal rights.



## Main conclusions:

- Democratic school cultures and school climates that nurture classroom discussions and encourage free dialogue and critical debate among people of diverse backgrounds show particularly strong links with student attitudes towards equal rights. These relationships are largely consistent across educational settings around the world.
- Both universal and context-specific explanatory mechanisms must be considered when identifying factors and conditions that may help schools and teachers to promote tolerance.



## Recommendations for educators and policy-makers:

- Support interventions targeted at vulnerable youth (e.g. disadvantaged students in terms of SES, levels of knowledge and interest) and schools that serve disadvantaged student populations.
- Encourage school interventions coupled with continuous teacher development programs aimed at promoting democratic school cultures and climates.
- Support teachers with continuous professional development for addressing diversity and promoting tolerance.
- Involve and support the collaboration of wider groups of stakeholders (e.g. teachers, school authorities, parents, local communities).
- Carry out a careful analysis of local settings to gain insights into context-specific conditions for promoting tolerance.



## Recommendations for further research:

- Interpret correlational findings only as starting points for discussion, formulating hypotheses and establishing patterns. Complement knowledge acquired through correlational studies with rigorous impact evaluations and qualitative studies.
- Develop even broader conceptualizations of tolerance that take into account its complex and multifaceted nature.
- Address the need to better differentiate both theoretically and empirically between school and class-related factors that are related to tolerant attitudes.
- Reflect on complex methodological and theoretical questions such as identifying the most appropriate measurement models for students' ratings of classrooms and addressing plausible endogeneity in modeling multilevel data.
- Unfold the complex explanatory mechanisms (the why, how and when) that link classroom factors to student attitudes.
- Further investigate the variation (context-specificity) and the complexity (moderation, mediation) of potential relationships.



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October 13, 2017  
Budapest, Hungary

