Good citizenship around the World.

Using IEA ICCS 2016 data to understand the next generation of citizens

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Objectives of the book

1. Aims to studying good citizenship from both a theoretical and an empirical perspective.
2. Describes and discusses how these different configurations are distributed between countries, between schools, what is similar and what is distinctive between these profiles concerning other citizenship outcomes.
3. Analyzes specific challenges facing countries in Asia, Europe, and Latin America, and provides locally informed research questions and interpretations of its findings
## Chapters of the book

### General chapters

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### Regional chapters

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What is a “good citizen”?  
A systematic literature review

A “Liquid” Concept

- **Multidisciplinary**: Sociology, Political Science, Education, History, etc.
- **Multidimensional**: Values, norms, ethical ideals, behaviors or expectations of participation
- **Polysemantic**: Patterns of political participation, meaning of democracy, notion of civic culture, equality of rights
Most frequent concepts
Conceptual dimensions of good citizen

Rule following Dimension
- Obey laws
- Not evade taxes
- Report crime
- Serve in the military
- Serve in the jury

Active Dimension
- Vote in elections
- Be active in politics
- Be active in voluntary organizations
- Join in a political party

Personal Dimension
- Form own opinion
- Think of others, show solidarity
- Help people in the world who are worse off than yourself
- Choose products for political, ethical or environmental reasons
Profiles of good citizenship

Multigroup latent class model
We followed the work of Hooghe and Oser (2015) and Hooghe, Oser and Marien (2016)

...but, with a twist

Structurally homogeneous model
Countries conditioned the rates of each class. Countries can have members in each class, or not. Expected response patterns by class are comparable between countries.

This latter property is a distinctive feature of the present approach.

What did we do?
\[
\ln(\Pr(u_{mi} = 1 | c_i = k, X_i = x)) = -\tau_{mk}
\]
Thin lines are the expected response profile for the “same” class for different countries.

The thick line is the expected response pattern for the “monitorial” profile in structurally homogenous model.

A common pattern is generated for all countries. And countries varies regarding their proportion of students in each profile.
**COMPREHENSIVE**
Considers all civic norms important. These student valued different forms of civic engagement (Ekman & Amnå, 2012) including manifest forms of participation, such as voting, extra parliamentary actions, such as peaceful protest.

**SOCIALLY-ENGAGED**
Socially engaged distinctively emphasize the importance of being active for the benefit of others (Hooghe & Oser, 2015), considering important the protection of the environment, the promotion of human rights and the participation in the local community.

**DUTY-BASED**
Emphasizes traditional norms of formal political participation such as voting, showing respect to the government and respect law (Hooghe & Oser, 2015).

**MONITORIAL**
Monitorial students seem to avoid institutionalized forms of political participation (Amnå & Ekman, 2014), and is somewhat more critical of political authorities (Hooghe & Dejaeghere, 2007).

**ANOMIC**
We have labeled this group as “Anomic”, because it expresses the lowest endorsement to all citizenship norms. It comes from the idea of *anomie*, "a condition in which society provides little moral guidance to individuals" (Macionis, 2017, p132).
Main Findings

Involved citizens
High presence of comprehensive and socially-engaged students

Actively participate students
Low percentages of duty-based and monitorial students

Income and Social Media
Deepen research in the educational field and in other geographic areas
Main findings

- Majority of students comprehensive and socially-engaged with high variation between countries

- Civic norms endorsement, that is what students considered an ideal adult good citizen, is more informative than was expected.

  Duty based are not only vote focused, but more conventional overall. Socially-Engaged are more participative, yet more politically detached. Comprehensive students, seem to combine both worlds: political participation through formal channels, and civic participation through informal channels.
Main findings

• Contextual nature of citizenship in relation to local cultures and political traditions, but literature produced in Western Anglo-Saxon countries

• Open classroom discussion, friendly and participatory environment in school promote comprehensive profiles

• Higher SES schools have more socially-engaged and duty-based students in contrast to comprehensive
Main findings: Asia

- School-based civic learning predicts students’ understanding of democracy.
- Students’ engagement in political discussion outside the school predicts knowledge of the threats to democracy.
- Learning processes may focus more on rights and opportunities than threats to democracy.
- Students unaware of the political biases created in social media.
- Protests are often considered as the least preferable form of engagement.
Main findings: Europe

- Majority of students (native and immigrant) comprehensive and socially-engaged with high variation between countries
- Immigrant students more comprehensive but less likely to be socially engaged
- Comprehensive students express more support for equal rights for immigrants than students in other profiles
Main findings: Latin America

• Duty-based and comprehensive students more likely to support authoritarianism than anomic and monitorial.

• Civic knowledge combines with open classroom discussion are negative predictors of tolerance of corruption among students. However, large proportions of duty-based students at the school level are more prone to tolerate corruption, even when authoritarianism is accounted for.
Acknowledgement

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Thanks!

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