# Good citizenship around the World.

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

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**Editors:** E. Treviño; D. Carrasco; E. Claes; K. Kennedy

# 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

**Ch. 1**. Good citizenship and youth: understanding global, contextual and conceptual tensions

**Ch. 2.** What is a 'good citizen'? A systematic literature review

**Ch. 3**: Profiles of good citizenship

**Ch. 4.** A comparative approach to notions of good citizenship

**Ch. 5.** A school effectiveness approach to good citizenship

## Regional chapters

**Ch. 6:** Latin American political culture and citizenship norms

**Ch. 7:** Tolerance of corruption among students in Latin America

**Ch. 8:** Citizenship norms among native and immigrant students in Europe

**Ch. 9.** Citizenship Norms and Tolerance in European Adolescents

**Ch 10:** Predictors of Asian Adolescents Democratic Understanding

**Ch. 11**. Asian Students' Preferred Forms of Future Civic Engagement.

# 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
- **Polysemic:** 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

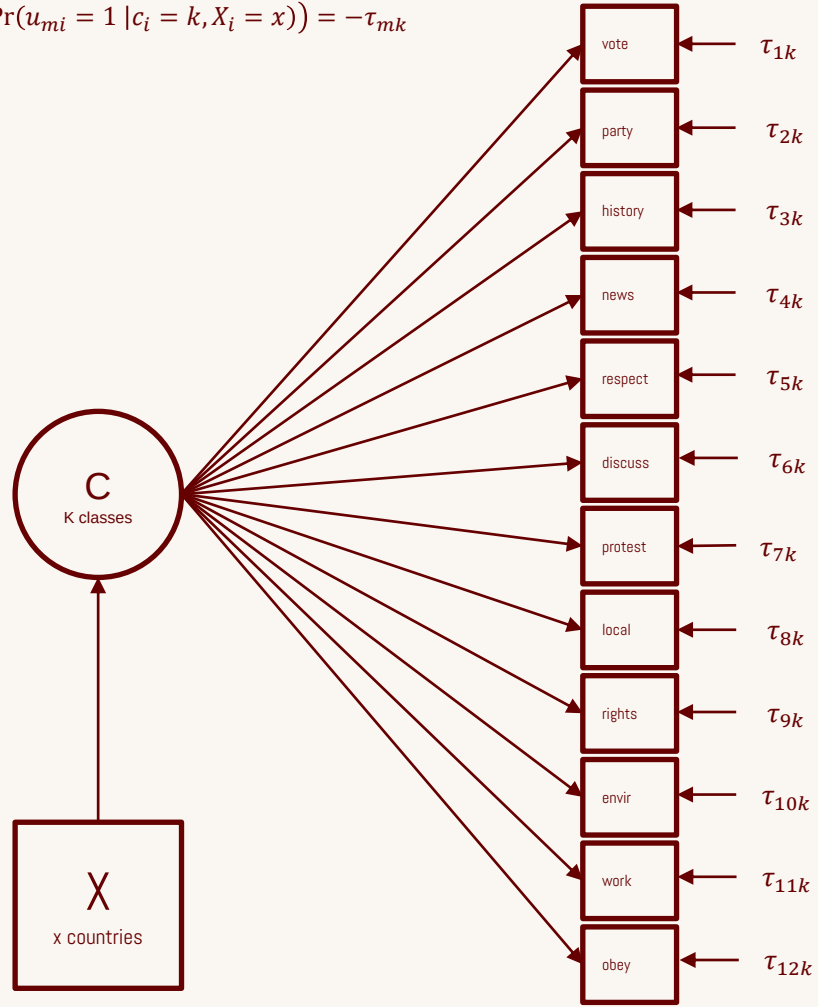
## Structurally homogeneous model

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?

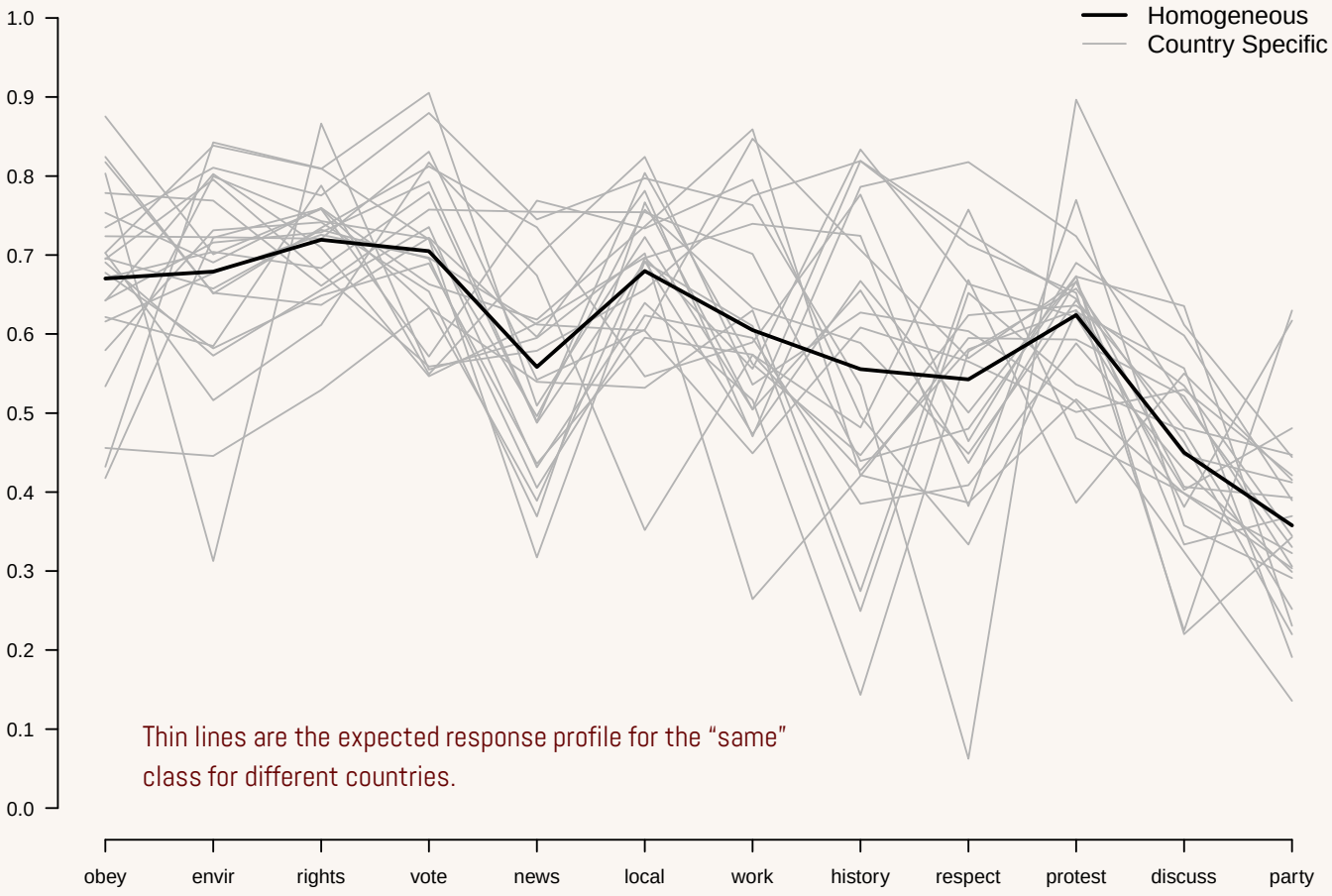
$$\ln\left(\Pr(u_{mi} = 1 \mid c_i = k, X_i = x)\right) = -\tau_{mk}$$




**Q23 How important are the following behaviors for being a good adult citizen?**

*(Please tick only one box in each row.)*

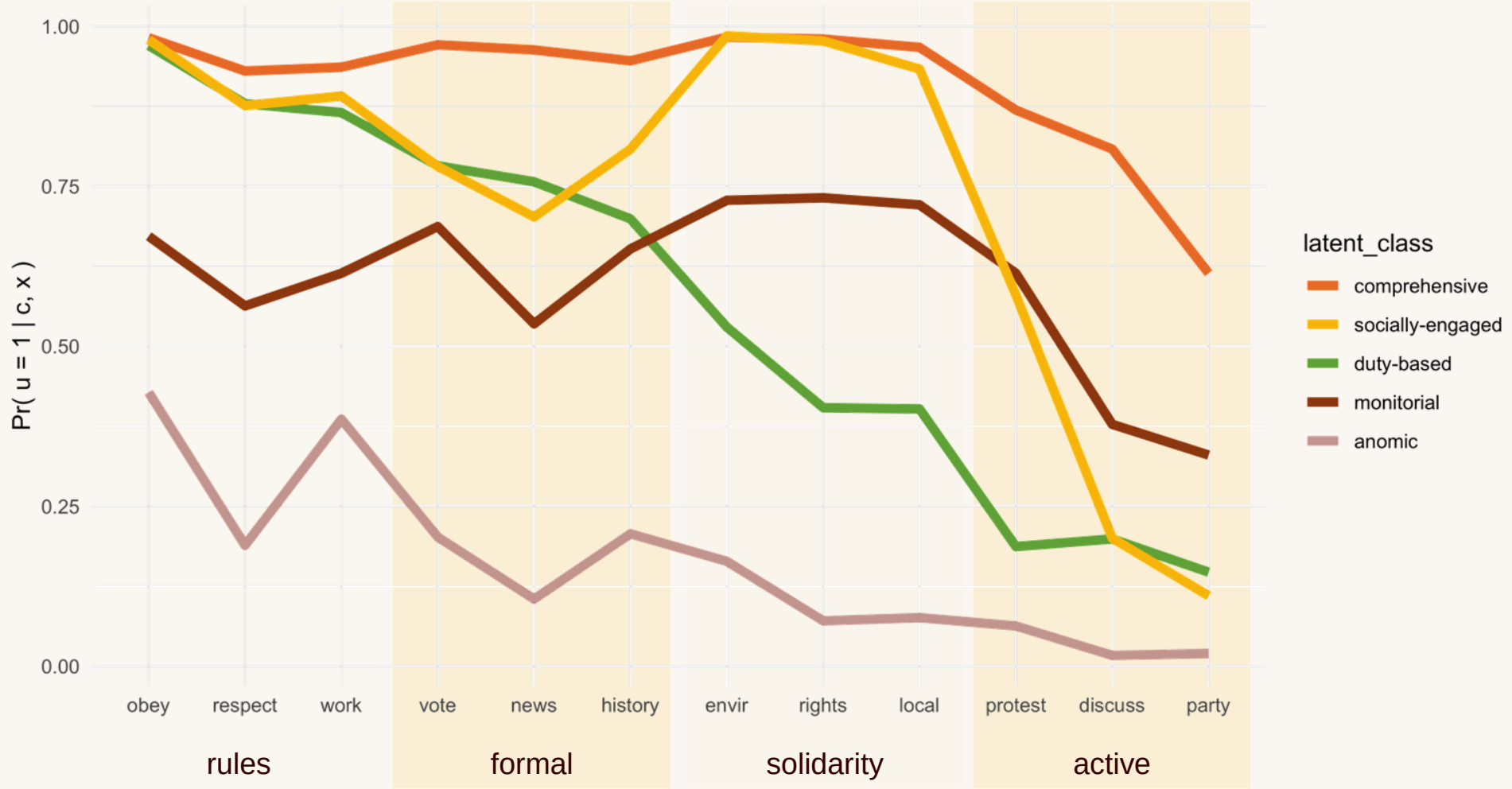
| | | Very important | Quite important | Not very important | Not important at all |
|---|---|---|---|---|---|
| a) | Voting in every national election | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| b) | Joining a political party | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| c) | Learning about the country's history | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| d) | Following political issues in the newspaper, on the radio, on TV or on the Internet | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| e) | Showing respect for government representatives | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| f) | Engaging in political discussions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| g) | Participating in peaceful protests against laws believed to be unjust | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| h) | Participating in activities to benefit people in the <local community> | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| i) | Taking part in activities promoting human rights | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| j) | Taking part in activities to protect the environment | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| k) | Working hard | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| l) | Always obeying the law | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 |
| | | | recoded as 1 | | recoded as 0 |

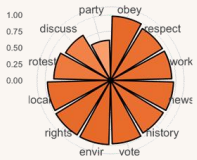



Thin lines are the expected response profile for the "same" class for different countries.

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.

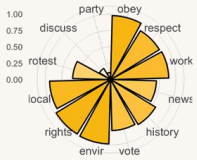

1.00
0.75
0.50
0.25
0.00
Pr( u = 1 | c, x )
obey
respect
work
vote
news
history
envir
rights
local
protest
discuss
party
rules
formal
solidarity
active
latent_class
comprehensive
socially-engaged
duty-based
monitorial
anomic



comprehensive

## COMPREHENSIVE

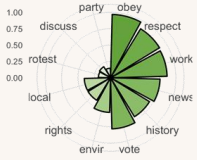
Considers all civic norms important. These student valued different forms of civic engagement (Ekman & Amnå, 2012) including manifest forms of participation, such as voting, extra parlamentary actions, such as peaceful protest.



socially-engaged

## SOCIALLY-ENGAGED

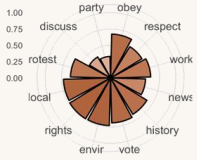
Socially engaged distinctively emphasize the importance of being active for the benefit of others (Hooghe & Oser, 2015), considering important the protection of the environment, the promotion of human rights and the participation in the local comunity.



duty-based

## DUTY-BASED

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



monitorial

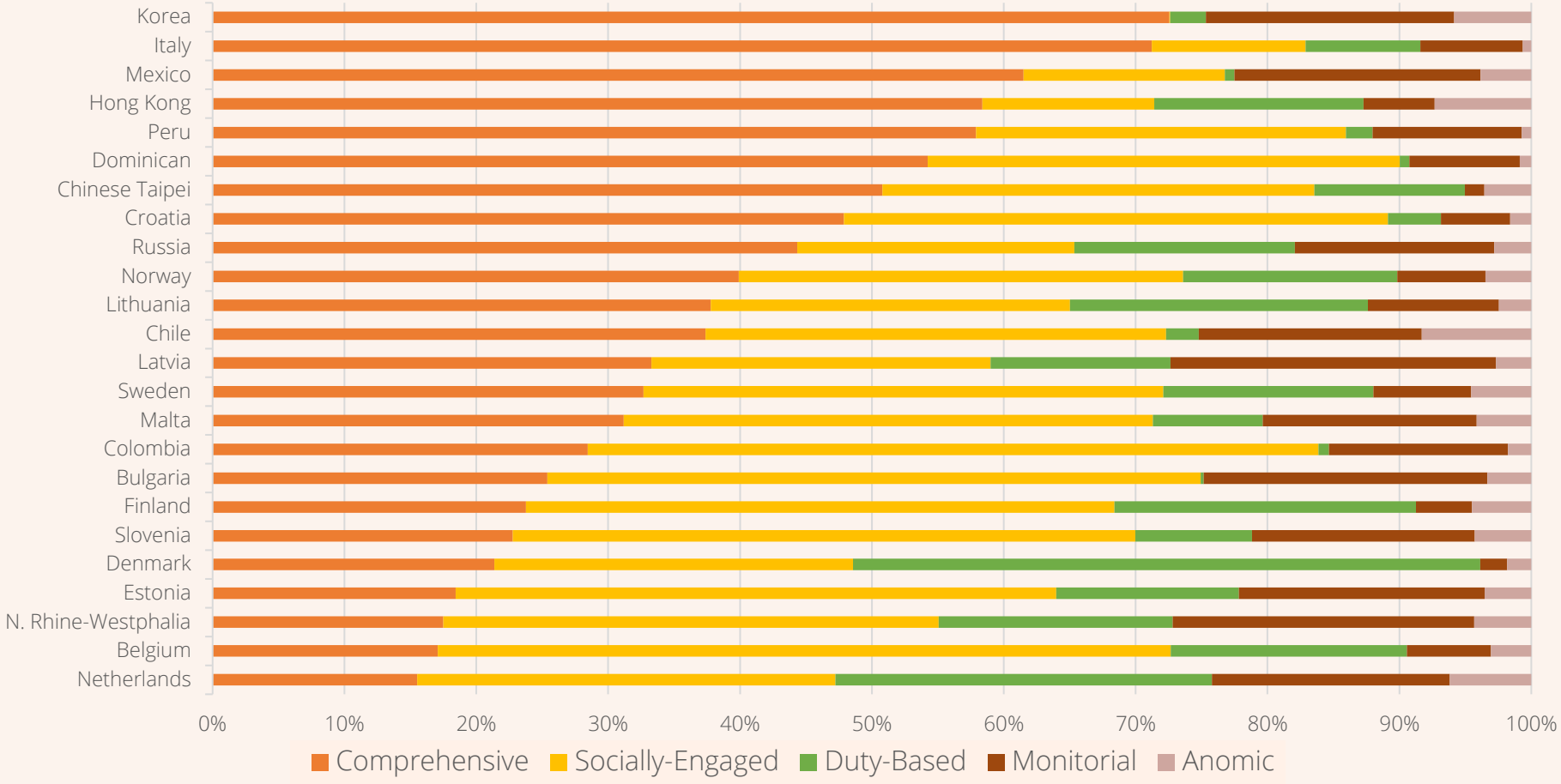
## MONITORIAL

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

## 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).


Korea
Italy
Mexico
Hong Kong
Peru
Dominican
Chinese Taipei
Croatia
Russia
Norway
Lithuania
Chile
Latvia
Sweden
Malta
Colombia
Bulgaria
Finland
Slovenia
Denmark
Estonia
N. Rhine-Westphalia
Belgium
Netherlands
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Comprehensive
Socially-Engaged
Duty-Based
Monitorial
Anomic

# 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.

# Aknowledgement

CJE

FONDECYT

IEA

# Thanks!

Do you have any questions?

ernesto.trevino@uc.cl
dacarras@uc.cl
cclvillal@uc.cl
mjmorel@uc.cl

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