

CHOPIN AWARD · IEA GENERAL ASSEMBLY

Latin American Adolescents' Attitudes toward Gender Equity and the Mechanisms Underlying it

A Multilevel Latent-Class Framework

Natalia López-Hornickel, PhD

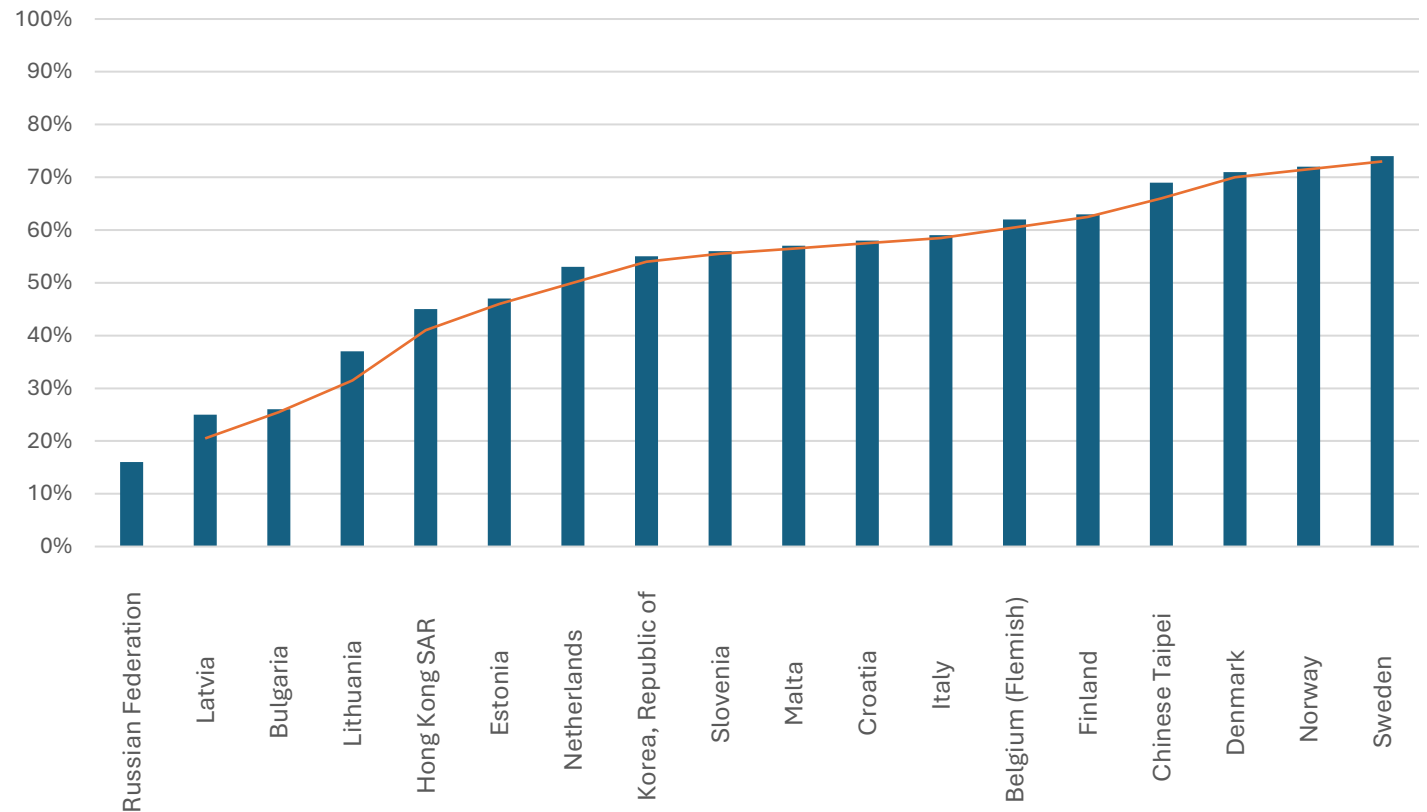
7th October 2026

Internationally, on average,

53%

of adolescents hold
egalitarian
attitudes

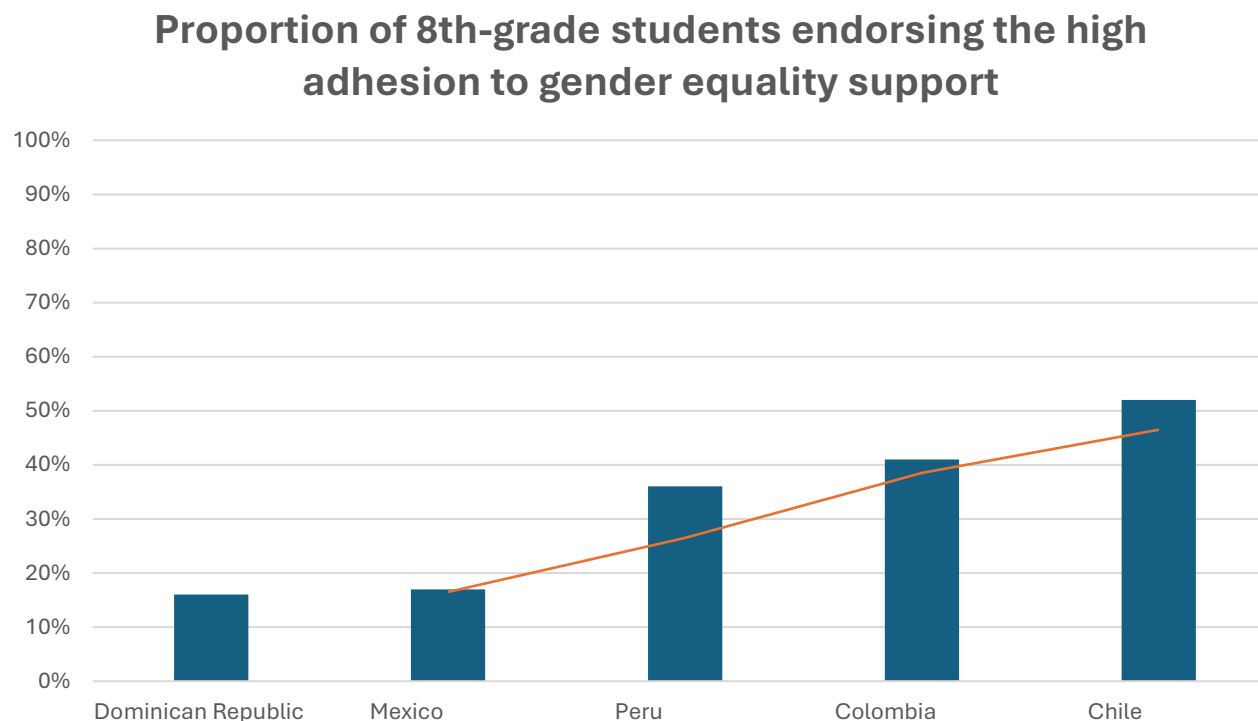
Proportion of 8th-grade students endorsing the high adherence to gender equality support



Source: Own elaboration using on **ICCS 2016**. Based on Sandoval-Hernández & Carrasco, 2020.

In Latin America
this figure drops
to

32%



Source: Own elaboration using on **ICCS 2016**. Based on Sandoval-Hernández & Carrasco, 2020.

What patterns of adherence to gender equity exist among Latin American adolescents, and what factors and mechanisms are associated with this variation?

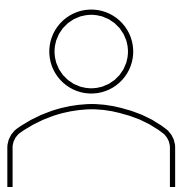


Adolescence

Stage of abstract thinking development, about social categories (including gender).

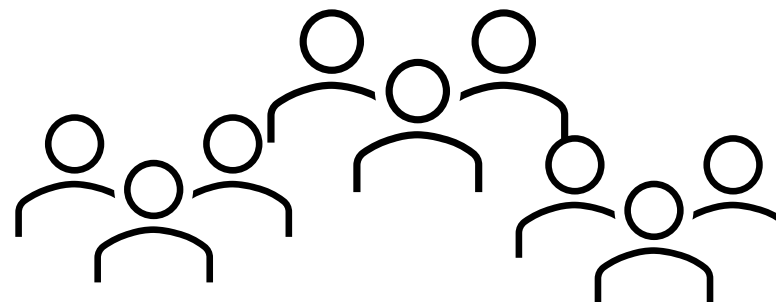
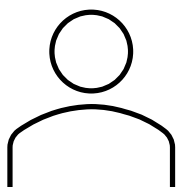
Attitudes toward gender equity

Profiles



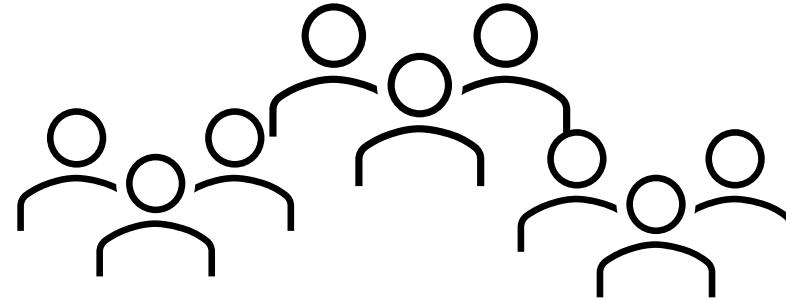
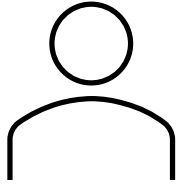
Attitudes toward gender equity

Profiles



Attitudes toward gender equity

Profiles



Individual characteristics

Gender
Immigration status
SES

School experiences

Open classroom discussion
Authoritarianism

Family background

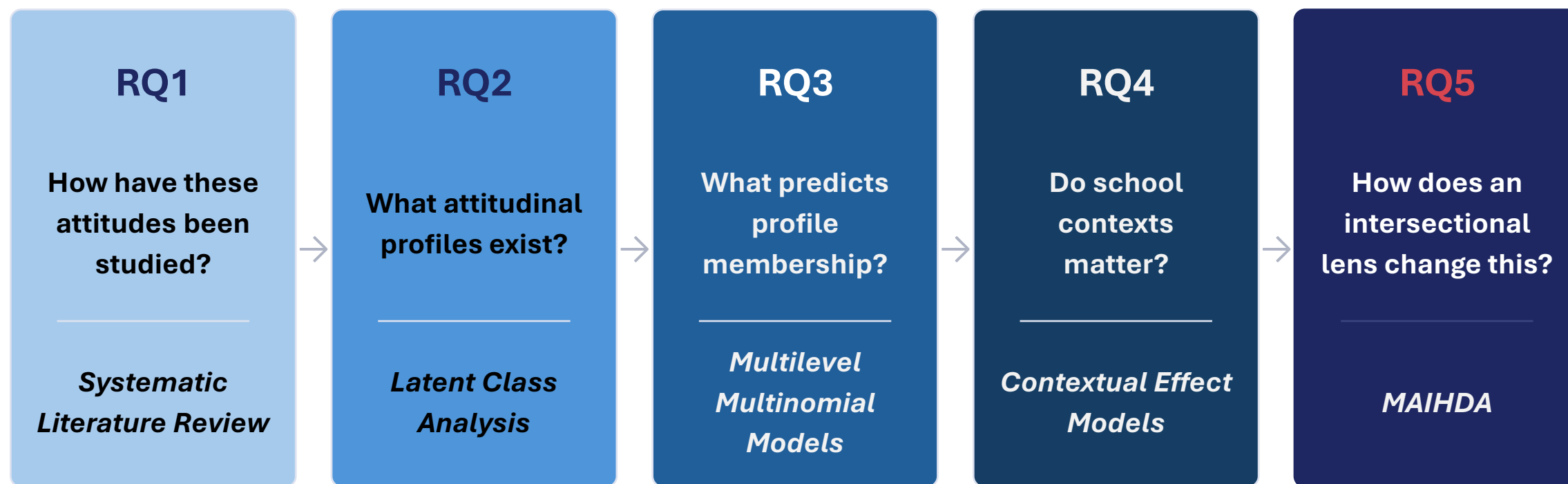
Discussion of social and political topics with family
Parental/Student interest in politics
Social media involvement

Gaps

- Most civic and citizenship education studies are focused on cognitive or engagement dimensions ↔ Very few on attitudes, particularly attitudes toward gender equity.
- Latin America has scarce evidence on this topic using ILSAs.
- Methodologically, most analysis have a variable-centered approach.

FIVE STUDIES, FIVE QUESTIONS

Structure of the thesis



Today's focus: RQ1, RQ2–RQ3, and RQ5

RQ1

How have these attitudes been studied?

Systematic Literature Review

Methodology

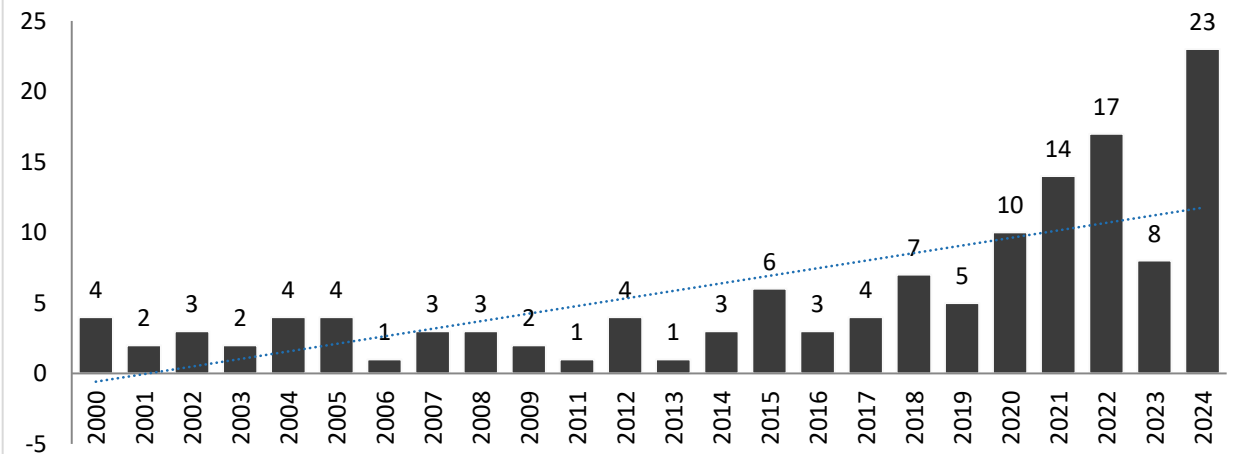
- PRISMA review
- 134 Quantitative empirical articles
- 2000 – 2024
- English

Results

Publication trend

Growing field

Trend in Publication Frequency



RQ1

How have these attitudes been studied?

Systematic Literature Review

Methodology

- PRISMA review
- 134 Quantitative empirical articles
- 2000 – 2024
- English

Results

Geographical focus

29% Asia, 25% North America, 22% Europe. Latin America: under 3% (4 of 134 studies).

Objective

Intergenerational transmission: 23,88 %

Theory presence

Only 32,84 % mention a theory

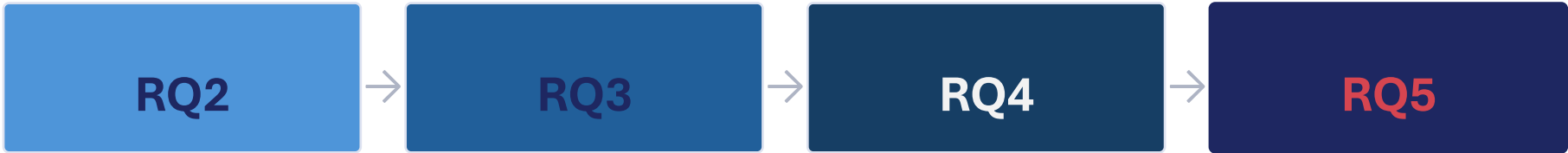
Measurement

40% adapted scales most built before 2000.

Methods

Regressions: 30%;
Descriptives: 20%; LCA: 3%

Outcome variable

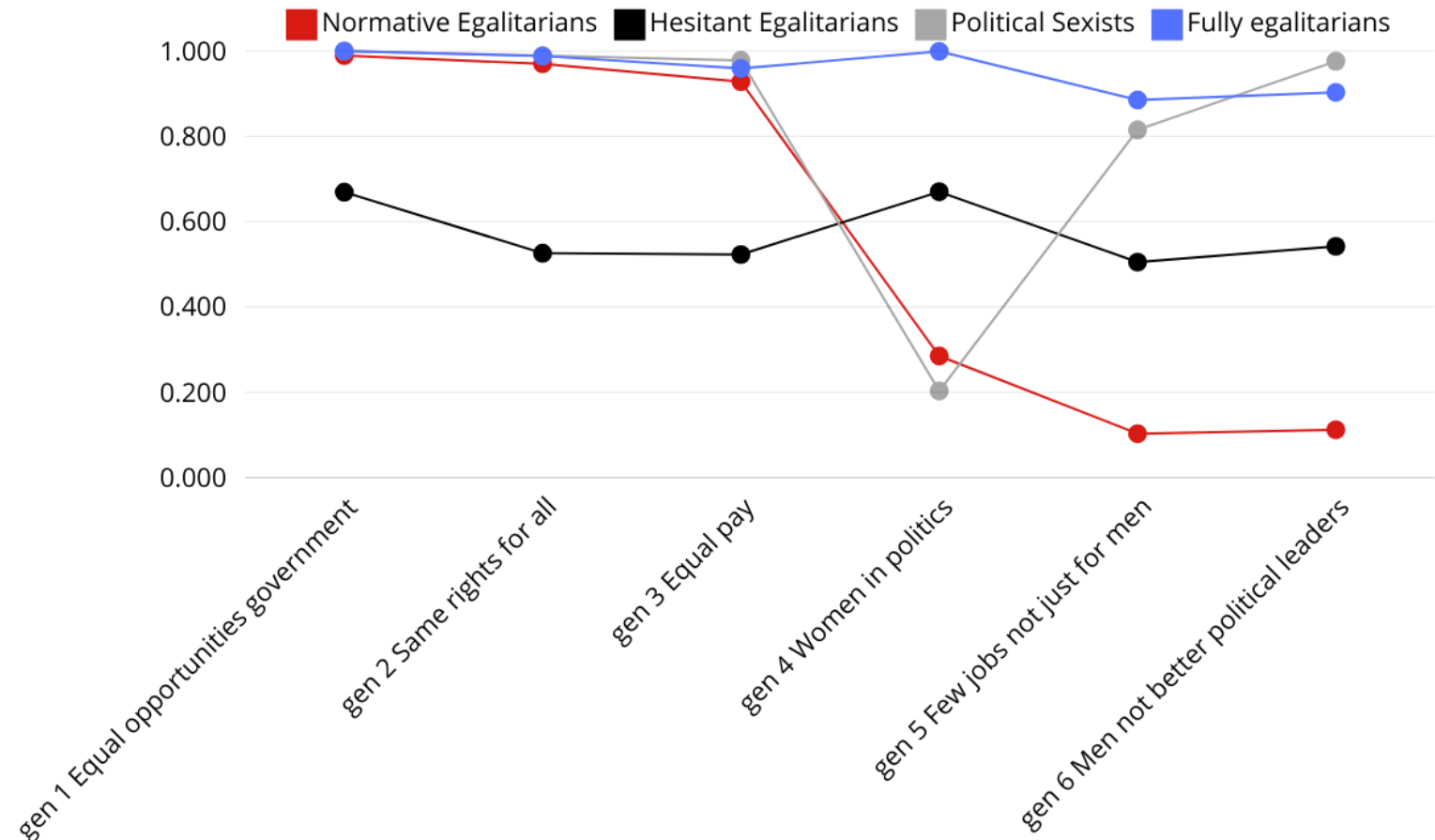


S_GENEQL	Students' endorsement of gender equality	Original Categories of response
Item	Description	
IS3G24A	Men and women should have equal opportunities to take part in government.	1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree
IS3G24B	Men and women should have the same rights in every way.	
IS3G24C	Women should stay out of politics.	
IS3G24D	When there are not many jobs available, men should have more right to a job than women.	
IS3G24E	Men and women should get equal pay when they are doing the same jobs.	
IS3G24F	Men are better qualified to be political leaders than women.	

RQ2

What attitudinal
profiles exist?

*Latent Class
Analysis*



Simultaneous Latent Class Analysis Across
Groups · ICCS 2016 · Chile, Colombia,
Dominican Rep., Mexico, Peru

RQ2

Proportion prevalence of classes by country

	Fully egalitarians	Hesitant egalitarians	Normative egalitarian	Political sexists
Chile	0.756	0.054	0.171	0.019
Colombia	0.798	0.07	0.115	0.016
Dominican Republic	0.444	0.12	0.417	0.019
Mexico	0.03	0.055	0.278	0.636
Peru	0.672	0.084	0.201	0.043

Simultaneous Latent Class Analysis Across
Groups · ICCS 2016 · Chile, Colombia,
Dominican Rep., Mexico, Peru

RQ3

What predicts
profile
membership?

*Multilevel
Multinomial
Models*

Political socialisation

Family background

- SES
- Political interest of the student, mother, and father.
- Political discussion outside school.

School Experiences

- Open classroom discussion.
- Authoritarianism (RWA).
- Other:**
- Political social media use.

Individual characteristic

- Girl

Profiles of Attitudes toward Gender Equity

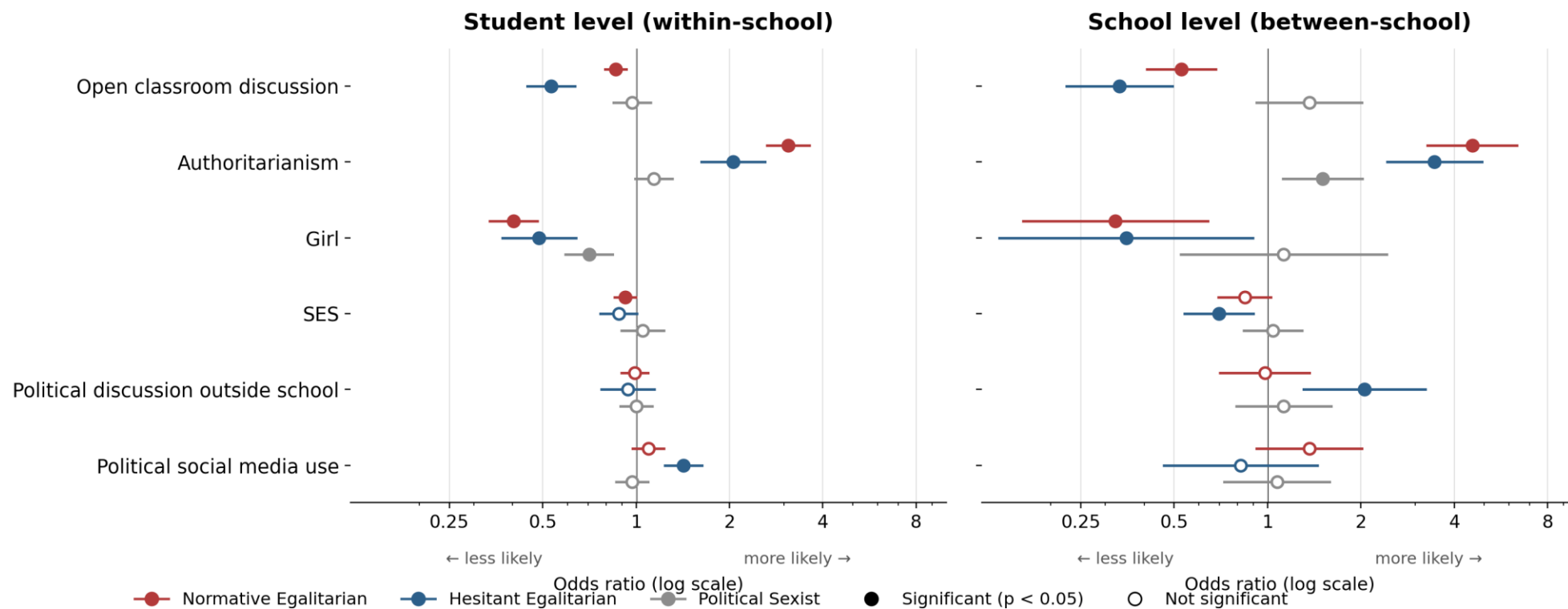
- **Fully Egalitarian**
 - **Hesitant Egalitarian**
 - **Normative Egalitarian**
- **Political Sexists**

RQ3

What predicts
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membership?

*Multilevel
Multinomial
Models*

**More open classroom discussion, fewer Hesitant and Normative Egalitarians;
authoritarianism shows the opposite pattern**



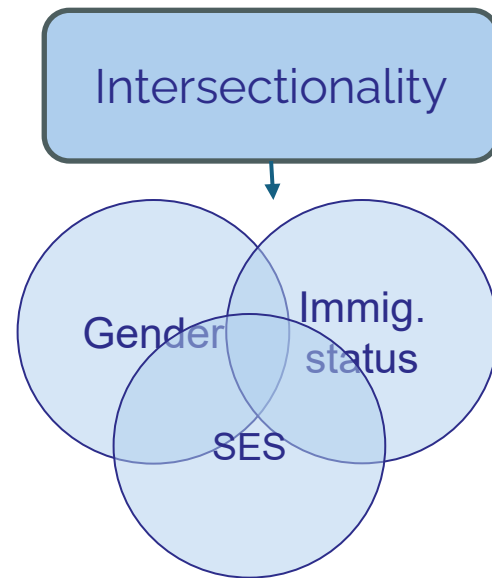
Reference category: Fully Egalitarian. Points = OR; bars = 95% CI computed from paper's coefficients ($E \pm 1.96 \cdot SE$). ICCS 2016, 5 Latin American countries.

Multilevel multinomial models
ICCS 2016

RQ5

How does an intersectional lens change this?

- **How do gender, immigrant background, parental education, and home literacy resources jointly shape Chilean adolescents' support for gender equity?**



Systems of oppression intersect
Privilege and (dis)advantage relations
(Crenshaw, 1991; Nichols & Stahl, 2019).

Traditionally
studied...

**Prediction using multiplicative
terms** in regressions (multivariate
linear models) (Gross & Goldan,
2023).

$$\begin{aligned} y_i = & \beta_0 + \beta_1 G_i + \beta_2 I_i + \beta_3 E_i + \beta_4 O_i + \beta_5 G_i \cdot I_i \\ & + \beta_6 G_i \cdot E_i + \beta_7 G_i \cdot O_i + \beta_8 I_i \cdot E_i + \beta_9 I_i \cdot O_i + \beta_{10} E_i \cdot O_i \\ & + \beta_{11} G_i \cdot I_i \cdot E_i + \beta_{12} G_i \cdot I_i \cdot O_i + \beta_{13} G_i \cdot E_i \cdot O_i \\ & + \beta_{14} I_i \cdot E_i \cdot O_i + \beta_{15} G_i \cdot I_i \cdot E_i \cdot O_i + \varepsilon_i \end{aligned}$$

Non-parsimonious

RQ5

How does an
intersectional lens
change this?

MAIHDA

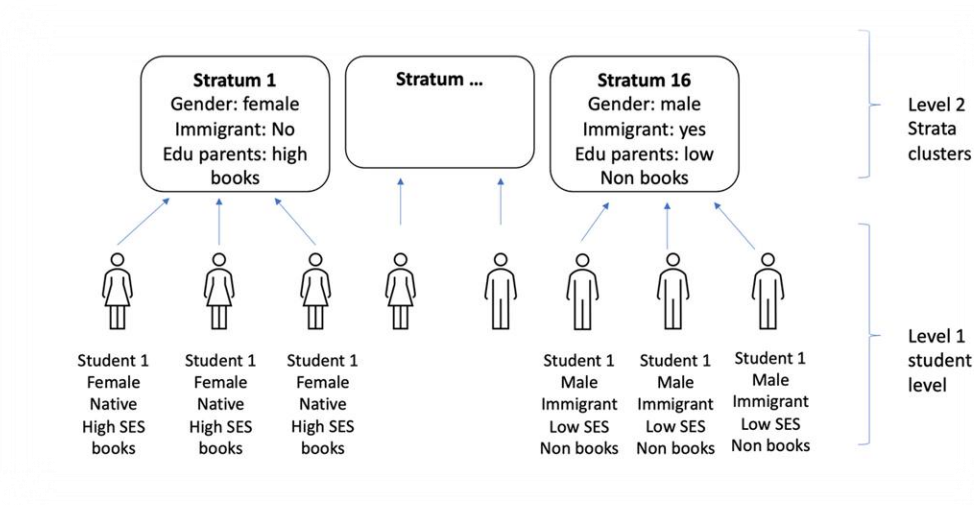
Analytical approach

MAIHDA

A more parsimonious approach,
where we can get means for
each group.

If these groups present varying sizes,
the model will deliver higher
standard errors for such means.

Complexity in the
interpretation



Source. Adapted from Keller et al. (2023, p. 31)

RQ5

How does an
intersectional lens
change this?

MAIHDA

Challenges in ILSAs

MAIHDA

Missing data

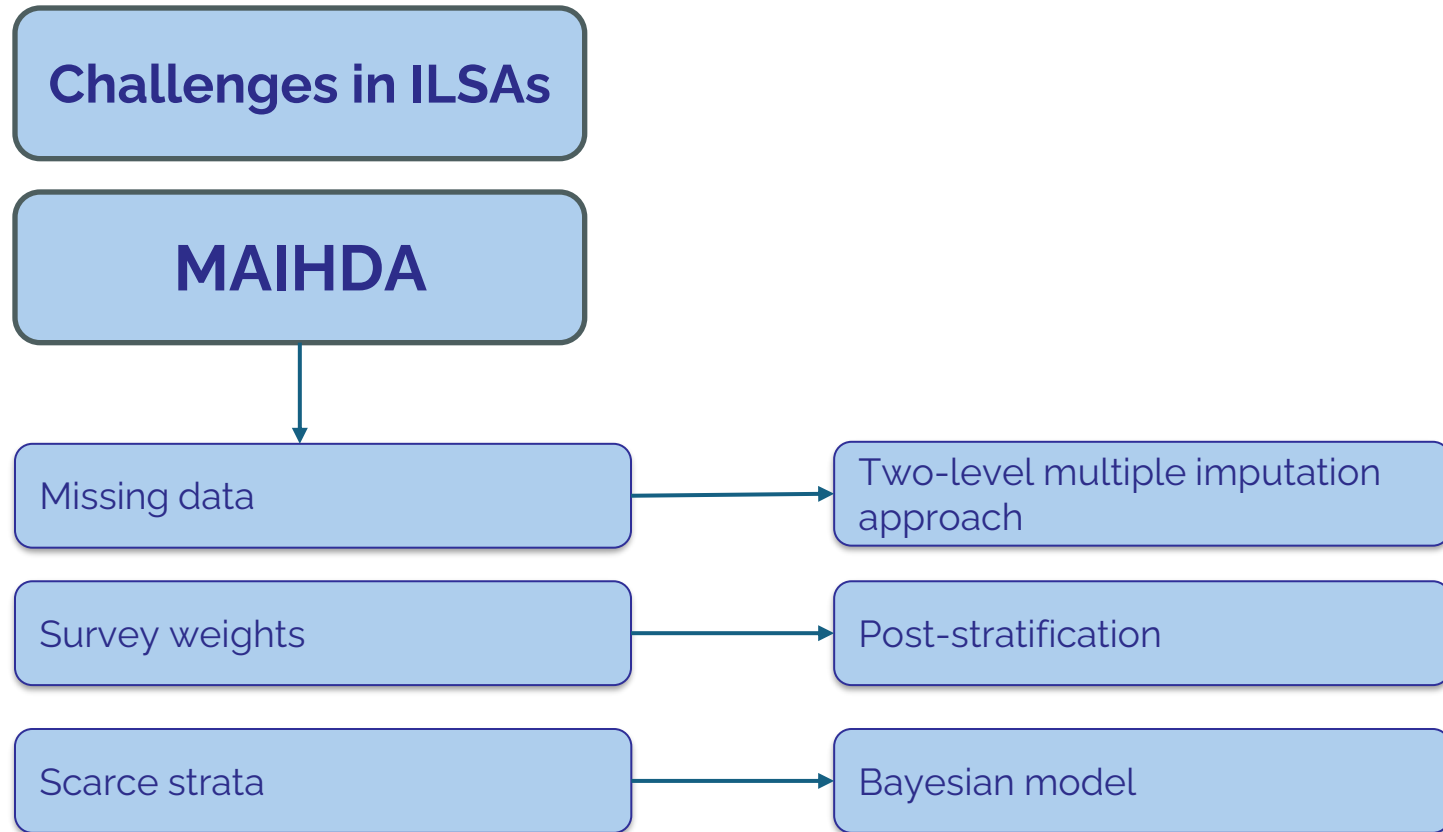
Two-level multiple imputation
approach

Survey weights

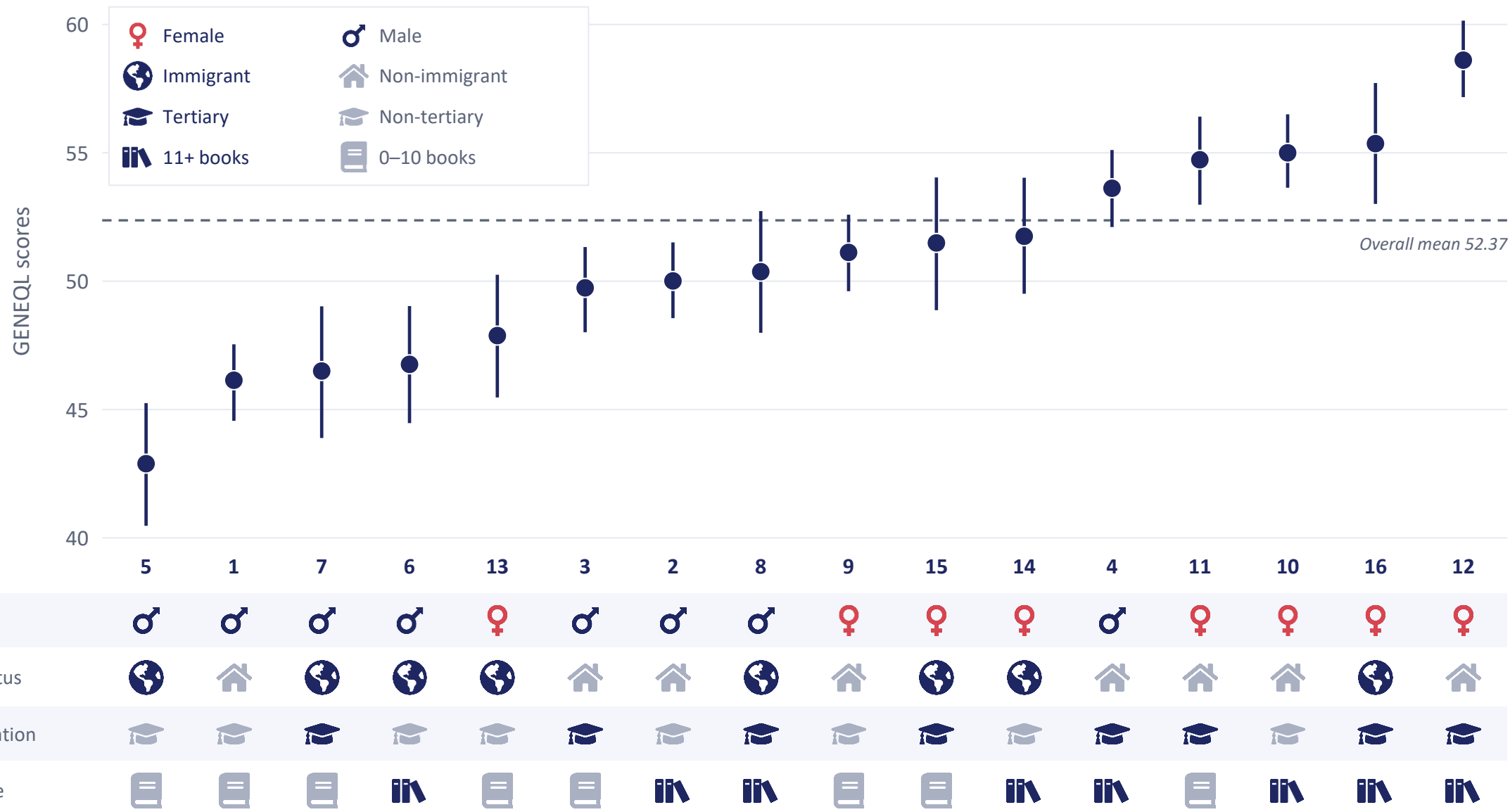
Post-stratification

Scarce strata

Bayesian model



Intersectional strata



Key takeaways

Key takeaways

- **One average hides four profiles:** Fully Egalitarian (54%), Normative (23%), Political Sexist (16%), and Hesitant (7%).
- **Schools matter:** open classroom discussion is protective, and authoritarianism is a risk factor, at both the student and school level.
- **Inequality is intersectional:** gender, parental education, home literacy, and immigrant background combine into a clear gradient (42.89 to 58.61).

Understanding adolescents' gender attitudes requires examining profiles, schools, and social positions together.

Implications and next steps

- **Practice:** open classroom discussion is worth supporting, including teacher training to facilitate it, with care for students with lower support.
- **Assessment (ILSA):**
 - Attitudinal profiles, beyond a single "full support" threshold.
 - Add intersectional analyses that handle survey weights, sparse strata, and imputation.
- **Limitations:** the data are cross-sectional and from 2016, so results are associations, not causal effects.

Gender equity is central to civic and citizenship education, but research has only recently begun to treat it that way.

This thesis contributes to that shift by placing gender equity at the centre of civic education research.



Researching education, improving learning



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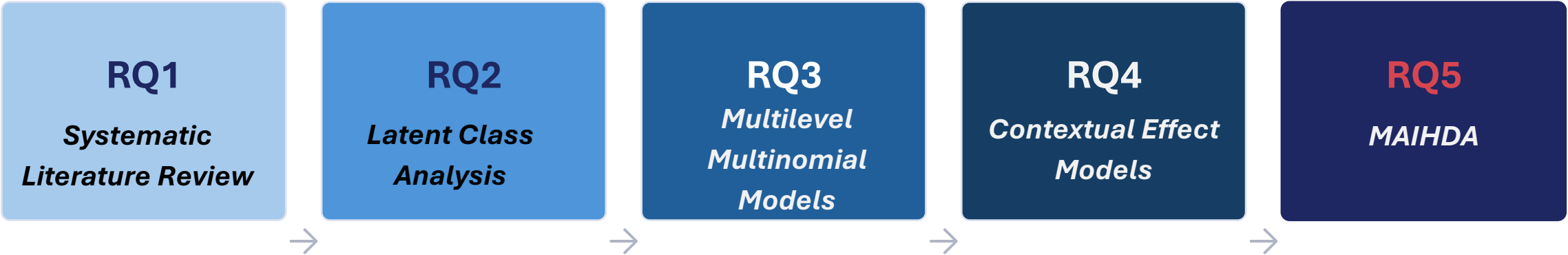
Thank you!

Natalia López-Hornickel, PhD

7th October, 2026

FIVE STUDIES, FIVE QUESTIONS

In case you want to see with more detail the published papers...



Understanding gender attitudes among adolescents
Human Systems Management, 2026



Profiles of attitudes toward gender equality
Pensamiento Educativo, 2023



It is not just your opinion
Large-scale Assessments in Education, 2024