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## **From traditional to cosmopolitan views on citizenship education: A new instrument for evaluation**

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### **Abstract**

*This empirical study explores Spanish secondary students' thoughts on citizenship. A questionnaire was applied to a sample of 2424 secondary students of different grades (2th and 4th) from five autonomous regions: Madrid, the Basque Country, Extremadura, the Canary Islands and Andalusia. The questionnaire was designed as an innovative tool for assessing students' representations of cosmopolitan conceptions of citizenship based on several different dimensions, such as: democracy, diversity, globalisation, sustainable development, empire, imperialism, power, prejudice, discrimination, racism, migration and human rights. With regard to student's conceptions of citizenship, results indicate that students show a trend that ranges from a more traditional conception of citizenship towards a more global and cosmopolitan one. There were differences between the conceptions of citizenship and human rights by grade and age. There were also differences by gender, type of school and students' socio-cultural background. In addition, we found significant differences in the citizenship conception between immigrant and non-immigrant students. We discuss the educational implications of developing a cosmopolitan view of citizenship more oriented to the promotion of social justice and human rights.*

**Keywords:** *citizenship education, cosmopolitan citizenship, teaching and learning, secondary education, students' conceptions, social justice, human rights*

### **Introduction**

Over the last decades there have been a number of studies conducted on education for citizenship and human rights from different perspectives. One of the most representative works in this field is the 'Civic Education Study' (CIVED), coordinated by the International Association for the Evaluation of Educational Outcomes (IEA), in which 28 countries had participated with the objective of making an assessment of adolescents' civic knowledge and attitudes (Torney-Purta and Barber, 2005; Torney-Purta, Wilkenfeld, and Barber, 2008).

Moreover, other studies have focused on the conceptual discussion about citizenship and the educational approaches related to citizenship education (e.g. Argibay, Celorio and Celorio 2009; Cabrera, Marin, Rodriguez and Espin, 2005, Crick 2007, Crick, 2008; Maiztegui, 2007, Trotta, Jacott and Lundgren, 2008; Youniss, and Hart, 2005). Also, other studies have addressed important aspects such as those related to the learning and teaching about citizenship and human rights issues (e.g. Alviar-Martin et al, 2007;

Davies, Fülöp and Navarro, 2007; Flanagan, Gill, Cumsille and Gallay, 2007; Haste and Hogan, 2006; Navarro, Jacott and Maiztegui, 2011; Sim, 2008; Torney-Purta and Barber, 2005), or with the different spaces and contexts in which education and training for citizenship takes place (Agra, 2008; Jacott et al., 2008; Moran, 2007). Nevertheless, there are very few studies devoted to analyze how young people understand citizenship (e.g. Lister, Smith, Middleton, and Cox, 2003; Osler and Starkey, 2003; Torney-Purta and Barber, 2005; Torney-Purta, Wilkenfeld, and Barber, 2008).

### **Cosmopolitan citizenship**

The cosmopolitan citizenship vision is described across some dimensions along which children and youth should be educated in today's globalized world (Banks et al., 2005; Osler and Starkey, 2003, 2006; Osler, 2008), to work actively in achieving peace, consolidate democracy and human rights both locally and globally.

In order to develop a cosmopolitan citizenship, some authors have described different citizenship dimensions that must be taken into account if we want to develop a cosmopolitan conception of citizenship in schools (Banks et al., 2005; Osler and Starkey, 2003, 2005). These dimensions are: 'democracy', 'diversity', 'globalization', 'sustainable development', 'empire, imperialism and power', 'prejudice', 'discrimination and racism', 'immigration', 'justice' and 'Human Rights'. These dimensions describes the need to generate global and democratic values and a shared vision of society based on respect for tolerance, diversity, collaboration and working actively and with responsible commitment for the defence of human rights in local, national and global contexts.

In the belief that democracy is essentially 'fragile' and that it depends on active involvement of citizens in all areas beyond the exercise of voting rights, citizenship education becomes an important issue for promoting committed citizens with those democratic values that make us learn to coexist and cooperate with others (Nussbaum, 1996, 2006; Osler, 2011). Banks et al. (2005) argue the democracy and diversity should be the principles and basic concepts for educating citizens in a global age, as only democratic values such as human rights, justice and equality makes experience of freedom, justice and peace to be real.

These basic citizenship principles can be understood from different perspectives, and in this paper we adopt the cosmopolitan view of citizenship as a key idea in our work, as opposed to the traditional view of citizenship. In this case, the traditional view is understood as a more passive citizenship approach, in which individuals tend to be more self-centred and less pro-social. This means that from this approach citizens can be regarded themselves as a person who is basically concerned with the compliance with laws, voting, paying taxes, that is, with those behaviours that usually characterize a "good citizen" (Cortina, 2001; Freijero, 2005; Moro, 2007). A traditional citizen is more focused on his own problems and tends to resolve them individually, paying less attention and little interest on social problems in more global contexts.

On the other hand, we found cosmopolitan citizenship (Berman and Philips, 2000; Nussbaum, 1996, 2006; Osler, 2011), characterized by a more active and pro-social approach (Crick, 2002). From the cosmopolitan view, citizens are more oriented towards the recognition and promotion of human rights, looking for social justice; they are more involved in democratic processes in different scenarios and contexts (educational, professional, etc.) beyond voting in elections. In cosmopolitan citizenship people tend to work collaboratively to solve social problems in pursuit of social justice, and this implies the need for recognition and celebration of difference and diversity, leading also to adopt a global perspective and in terms of universal rights and duties, recognizing the value of social and global contexts when we approach to citizenship issues (Argibay, Celorio and Celorio, 2009; Nussbaum, 1996, 2006; Trotta, Jacott and Lundgren, 2008).

In order to achieve the objectives of this research we used the data collected through the research project entitled: 'What kind of citizenship education do we need? Proposals arising from an investigation into the ideas and attitudes of teachers and students about Citizenship Education'. This research was funded by a grant of the Ministry of Innovation and Science (SEJ2007-64719/EDUC) and was directed by Alejandra Navarro. In this research, we intend to identify the citizenship concepts of secondary school teachers and students in Spain, and to determine the relationship between these conceptions and the cosmopolitan citizenship model.

In this case, we try to explore the student's conceptions of citizenship in secondary schools of different Spanish regions: Madrid, Extremadura, Basque Country, Canary Island and Andalusia. Specifically, our objective was to analyze to what extent students of different educational levels tend to have a more traditional conception of citizenship or a more cosmopolitan conception of citizenship and human rights, based on the work done by authors such as Banks et al. (2005), Nussbaum (1999) and Osler and Starkey (2003, 2005).

### **Methodology**

We designed a corpus of dilemmas about ten dimensions which are crucial in the process of developing a cosmopolitan citizenship: 'democracy', 'diversity', 'globalization', 'sustainable development', 'imperialism', 'prejudice', 'justice', 'migration' and 'digital rights'. These dimensions were based on the dimensions proposed by Banks et al. (2005) and Osler and Starkey (2003, 2005), as described above. The final questionnaire consists of 30 dilemmas. Each dilemma has a similar structure that consists in a statement that describes a problematic situation and three options of response. Each statement poses a hypothetical situation, although possible in reality, related to some important aspect of the citizenship dimensions. Response options consisted in three alternative responses to each hypothetical situation described, in which each participant had to select the one response that was the most consistent for him or her. In order to analyze the responses given by students, these three response options were given different values, depending if they were more related to a more traditional conception of citizenship or to a more cosmopolitan conception of citizenship.

In the present investigation we analyze the overall score of cosmopolitan citizenship obtained by secondary students when they respond to the different dilemmas. Also, we analyse if there are significant differences in relation to gender, age, region, and the educational level of secondary students (2th or 4th grade).

In order to determine the overall score of the questionnaire, and the individual score for each question, we conducted an inter-judgement assessment which was made by a group of fourteen experts on citizenship and social justice issues. Each expert assigned a score which range from 1 to 9 to each of the response options for each of the 30 survey questions. Those options that have a score of 1 correspond to a very traditional position on citizenship, while those that obtain a score of 9 correspond to a more cosmopolitan view.

With the average score of the judgement assessments for each one of the response options, it was possible to determine the relative value of the responses given by participants. After this, scores obtained were transformed into a scale of 0 to 100 to facilitate subsequent analysis. This allowed the construction of a cosmopolitan citizenship scale in the range of scores from 0 to 100, in which those scores that were located near to 0 were closer to a more traditional conception of citizenship, while those that were located near to 100 were closer to a more cosmopolitan view of citizenship. Based on the results of previous studies we expected to find differences between 2th and 4th grade secondary students and between boys and girls.

Based on the results of previous studies we expect to find differences between the citizenship conceptions of secondary students of 2th and 4<sup>th</sup> grade and between boys and girls (e.g., Navarro et al., 2008; Torney-Purta, 2002; Torney-Purta, Wilkenfeld, and Barber, 2008). In this case, gender differences in human rights attitudes have been found, showing that women tend to be more likely than men to subscribe to attitudes concerned with social justice and to relate their concerns to social action and human rights (e.g. Atkeson and Rapoport, 2003; Haste and Hogan, 2006; Sotelo, 1999).

The final sample used for this study consists of 2424 students from different educational levels of secondary compulsory education (2th and 4th grade) from the same five regions of Spain. The questionnaire was applied to 1325 secondary students of 2th grade and 1109 of 4th grade; being the average age 14.71 years. In relation with gender, 48.8% were women and 49.9% men. Table 1 shows the description of the sample by group (2th and 4th grade), gender and region.

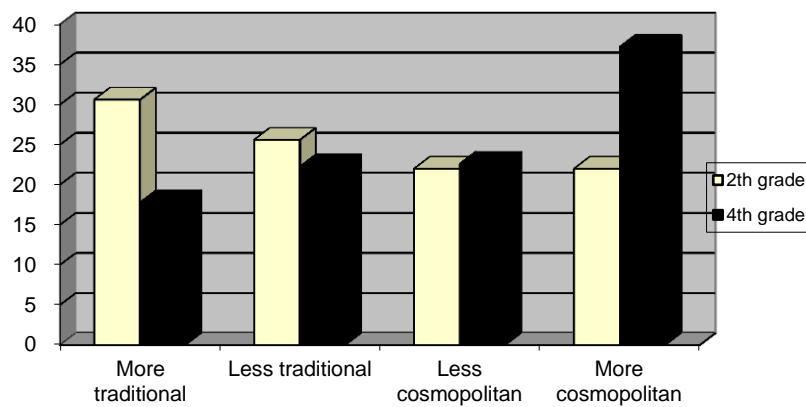
**Table 1. Description of the sample by group, gender and region**

	Frequency	Percent
<b>2th grade secondary students</b>	1325	49.6
<b>4th grade secondary students</b>	1109	41.5
<b>Men</b>	1303	48.8
<b>Woman</b>	1121	49.9
<b>Madrid</b>	1430	53.5
<b>Basque Country</b>	474	17.7
<b>Canary Island</b>	163	6.1
<b>Andalusia</b>	276	10.3
<b>Extremadura</b>	328	12.3

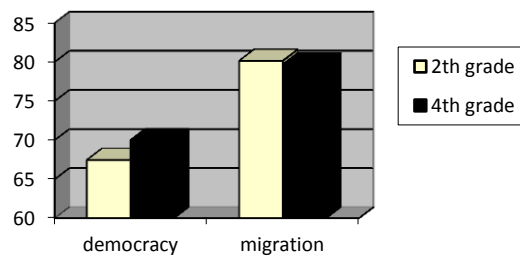
## Results

In order to compare the views of 2th and 4th grade students on citizenship, we conducted a one-way ANOVA. The results show statistically significant differences between groups, except in the democracy dimension ( $F=2.217$   $p<0.05$ ), and migration dimension ( $F=.157$   $p<0.05$ ) (Figure 1 and 2). The 4th grade secondary students are more cosmopolitan than 2th grade students.

**Figure 1. Citizenship conceptions by groups of secondary students**



**Figure 2. Citizenship trend by groups of students for democracy and migration dimension**

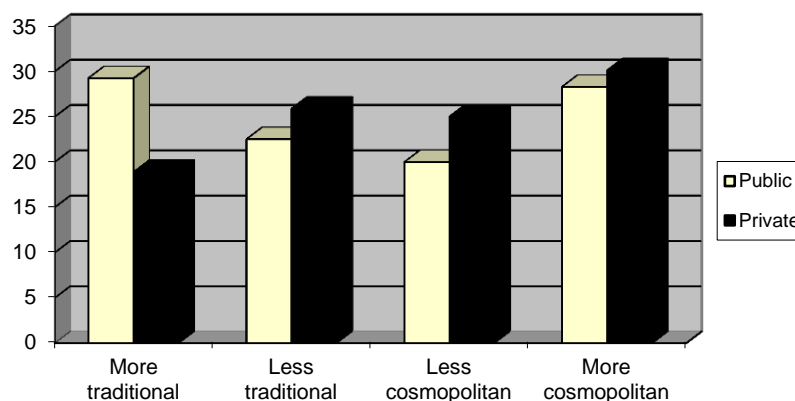


As for gender differences, a one-way ANOVA was conducted. There were significant differences in gender in the cosmopolitan general factor and in all dimension except in the globalization ( $F=2.447$   $p<0.05$ ) and digital rights dimension ( $F=7.388$   $p<0.05$ ) (Table 2). With respect gender differences, boys are more likely to have a more traditional conception of citizenship than girls.

**Table 2. Different levels of citizenship conceptions by gender**

		Men (%)	Women (%)
Percentile of different levels of citizenship conceptions	More Traditional	31.3%	18.4%
	Less Traditional	24.3%	25.6%
	Less Cosmopolitan	22.5%	27.7%
	More Cosmopolitan	22%	28.2%

Figure 3 shows the results by type of school. There were significant differences in the cosmopolitan general factor and all the dimensions, except in democracy ( $F=2.447$ ,  $p<0.05$ ) and diversity ( $F=7.388$ ,  $p<0.05$ ). In this case, students in private schools show a greater tendency to a more cosmopolitan conception of citizenship.

**Figure 3. Different levels of citizenship conceptions by type of school**

Additionally, in order to analyse how the different dimensions are related between them, a number of different factor analysis were made using the entire sample of students (2<sup>th</sup> and 4<sup>th</sup> grade). We use Varimax rotation for each of this analysis in order to see how the various dimensions that constitute the overall score of citizenship in students' responses were clustered, in an independent way.

We made a factor analysis of the students' responses that shows a two-factor structure. The first one, that we can call 'Migration, justice, and rights', includes the dimensions of 'justice', 'migration', 'prejudice', 'human rights' and 'digital rights', and explains 28% of the variance. The second factor, called 'Economic policy', includes the dimensions of 'democracy', 'globalization', 'sustainable development' and 'imperialism', and explains 10% of the variance. In this case, there is also a dimension, 'diversity', which has a similar weight in the two factors, but not enough to be a separate factor (Table 3, 4).

**Table 3. Total explained variance of the components in student groups**

Components	Eigenvalues	% of variance	% Cumulative variance
1	2.800	28	28
2	1.002	10	38

**Table 4. Rotated Component Matrix for student groups**

Dimensions	Component	
	1	2
<b>Migration</b>	<b>.598</b>	.304
<b>Human rights</b>	<b>.617</b>	.194
<b>Prejudice</b>	<b>.506</b>	.090
<b>Justice</b>	<b>.614</b>	-.074
<b>Digital rights</b>	<b>.529</b>	.145
<b>Democracy</b>	-.124	<b>.617</b>
<b>Globalization</b>	.133	<b>.618</b>
<b>Sustainable development</b>	.277	<b>.591</b>
<b>Empire, imperialism, power</b>	.300	<b>.583</b>
Diversity	.419	.401

## Conclusions

This work has allowed us to identify student's conceptions of citizenship in compulsory secondary education. Our results reveal different trends shown by students toward a more traditional or more cosmopolitan conception of citizenship, depending on their level of education and gender. Overall, the data reveal that students of the 4th year of compulsory secondary education (16-17 years old) show a greater tendency towards a more cosmopolitan citizenship, when compared with students of 2th grade (14-15 years old).

On the one hand, these results are to some extent similar to those reported by Lister, Smith, Middleton and Cox (2003), where the dominant model of citizenship for young people when they were asked about how they perceive citizenship and how they see themselves as citizens, was related to a more relational model of citizenship. Along with this model, it is noteworthy that some young people gave importance to the participation on their own life experiences, in which an important element was focused on the constructive social participation within the various communities in which they participate, although this was not the dominant model. On the other hand, the data from this study also showed how young people frequently understand citizenship based on a number of models simultaneously, when they try to make sense of citizenship and their own identities as citizens. These facts illustrate that young people still are not able to handle a more definite conception of citizenship.

Also, the results obtained in this work are in line with those obtained by Osler and Starkey (2003), in their study with young people that were living in a multicultural community of Leicester, UK. This study revealed how these young people tend to have a



more cosmopolitan conception of citizenship, showing also multiple and dynamic identities in their lives. The results of this study indicate the existence of important relationships between different conceptions of citizenship and the variables: type of school, gender, educational level (age).

Regarding gender differences, it is important to note that they are consistent with the results reported on research conducted in 28 countries by the IEA 'Civic Study', in which women had not only a better understanding of Human Rights but also showed more support for minority groups (Torney-Purta, Wilkenfeld and Barber, 2008). Similar results were obtained in a study conducted with teacher training students from three different countries (Spain, England and Hungary), in which women showed more positive attitudes towards cultural diversity (Navarro et al, 2008). Also the study carried out by Haste and Hogan (2006) showed similar results in relation to the fact that women scored higher on issues related to helping the community and the environment.

Furthermore, the differences between the different conceptions of citizenship by educational level may be due to developmental differences in the cognitive and social development of the students (ranging from 14-15 years old to 16-17 years old), which may explain their different views on citizenship in the two educational levels studied. Similarly, other factors may be influencing the development of different conceptions of citizenship by young people, such as the social, the family and the national context (Alviar-Martin, Usher, Randall and Engelhard, 2008), as well as the learning and experience that take place at the school. In this line, an important element that has to be taken into account is the influence of the subject of Education for Citizenship in the curriculum, as well as the specific civic culture that has been implemented at each school with respects some important dimensions of citizenship. Therefore, it is important to look into these aspects in order to establish which variables are influencing the development and understanding of citizenship issues.

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