

Youth dispositions to participate in disruptive and pacific actions: gaps across countries and years.

Daniel Miranda. Contact: damiran1@uc.cl

Measurement Center MIDE UC, Pontificia Universidad Católica de Chile

Centro de Estudios de Conflicto y Cohesión Social - COES

Juan Carlos Castillo

School of Sociology, Universidad de Chile

Centro de Estudios de Conflicto y Cohesión Social - COES

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Cristián Cox

Investigador Principal



Daniel Miranda

Investigador



Camila Jara

Investigadora



Juan Carlos Castillo

Investigador



Asistentes



Anais Herrera

Coordinadora



Julio Iturra

Coordinador



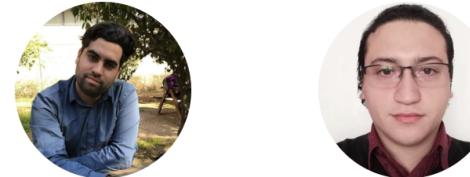
Macarena Sánchez

Coordinadora



Brian Montenegro

Asistente



Francisco Meneses

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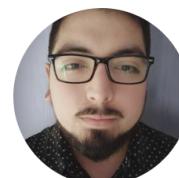


Ayudantes



Karen Tapia

Ayudante



Kevin Carrasco

Ayudante



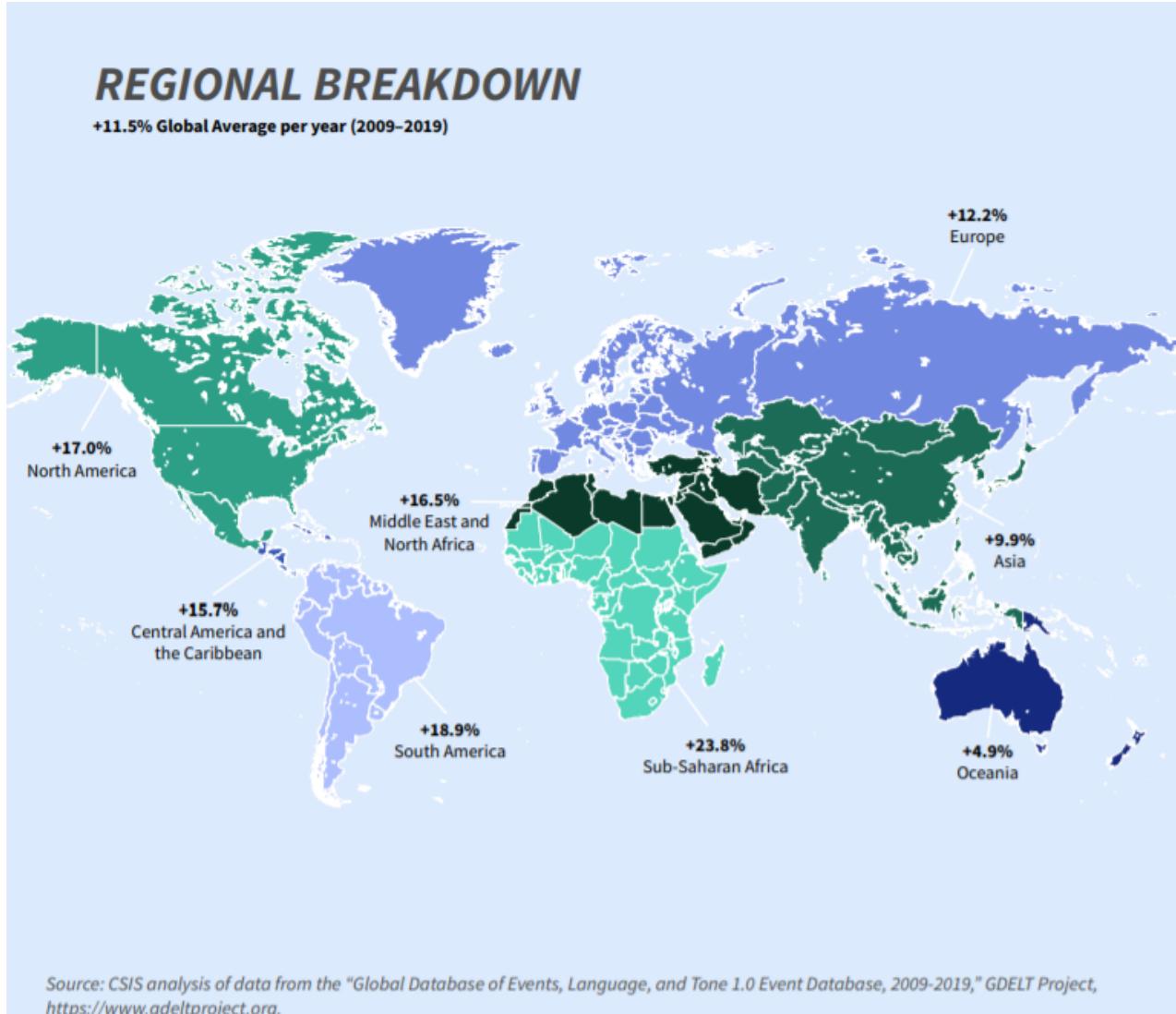
Martin Venegas

Ayudante



Introduction

- The age of mass mobilization?



Introduction

- Young people and protest as an old and new phenomenon



- Scarce knowledge about causes and consequences, for next generations and institutions

Introduction

Contextual explanation: inequalities

- Some relevant literature agrees inequality has potential to influence protest, but it is unclear how differ the effect when different types of participation are considered.
- Additionally, how it's related with protest of young population still being a unclear topic.

Individuals explanation of participation

- Resources Model of participation: unequal access to political voice
- Civic or political knowledge it's considered a cornerstone of political involvement
- Gender differences

Objectives

This study aims:

- To assess gaps regarding adolescents' willingness to participate in radical and pacific forms of political actions, analyzing the willingness of adolescents to participate in various forms of radical political participation and comparing the differences between countries and over time.
- To evaluate the role of inequality conditions (measured as Gini index) to explain the differences in the dispositions of these forms of political action among countries.
- To evaluate the role of individual characteristics (parent's education, civic knowledge and gender) to explain the differences in the dispositions of these forms of political action among countries.

Data

- National representative samples using International Civic and Citizenship Study ICCS, 2009 and 2016.
 - ICCS 2009: 38 countries
 - ICCS 2016: 24 countries
- National representative samples using CIVED 1999
 - CIVED 1999: 28 countries
- This study pretend to combine the three studies.

Measures of participation available on the three IEA studies

There are many different ways how citizens may express their opinions about important issues in society. Would you take part in any of the following activities to express your opinion in the future?

Disposition to pacific actions

- Contact al elected representative
- Take part in a peaceful march or rally
- Collect signatures for a petition

Disposition to radical or disruptive actions

- Spray-paint protest slogans on walls
- Stage a protest by clocking traffic
- Occupy public buildings as a sign of protest

Response scale

- + 1-I would certainly not do this
- + 2-I probably not do this
- + 3-I would probably do this
- + 4-I would certainly do this

Independent Variables measures

- Gini Index: obtained from the Standardized World Income Inequality Database (<https://fsolt.org/swiid/>).
- Parents educational level: the highest level recoded as 0 Non university and 1 University
- Civic knowledge: One plausible value in ICCS 2009 and 2016. In CIVED 1999 were used the provided scale.
- Sex of the student.

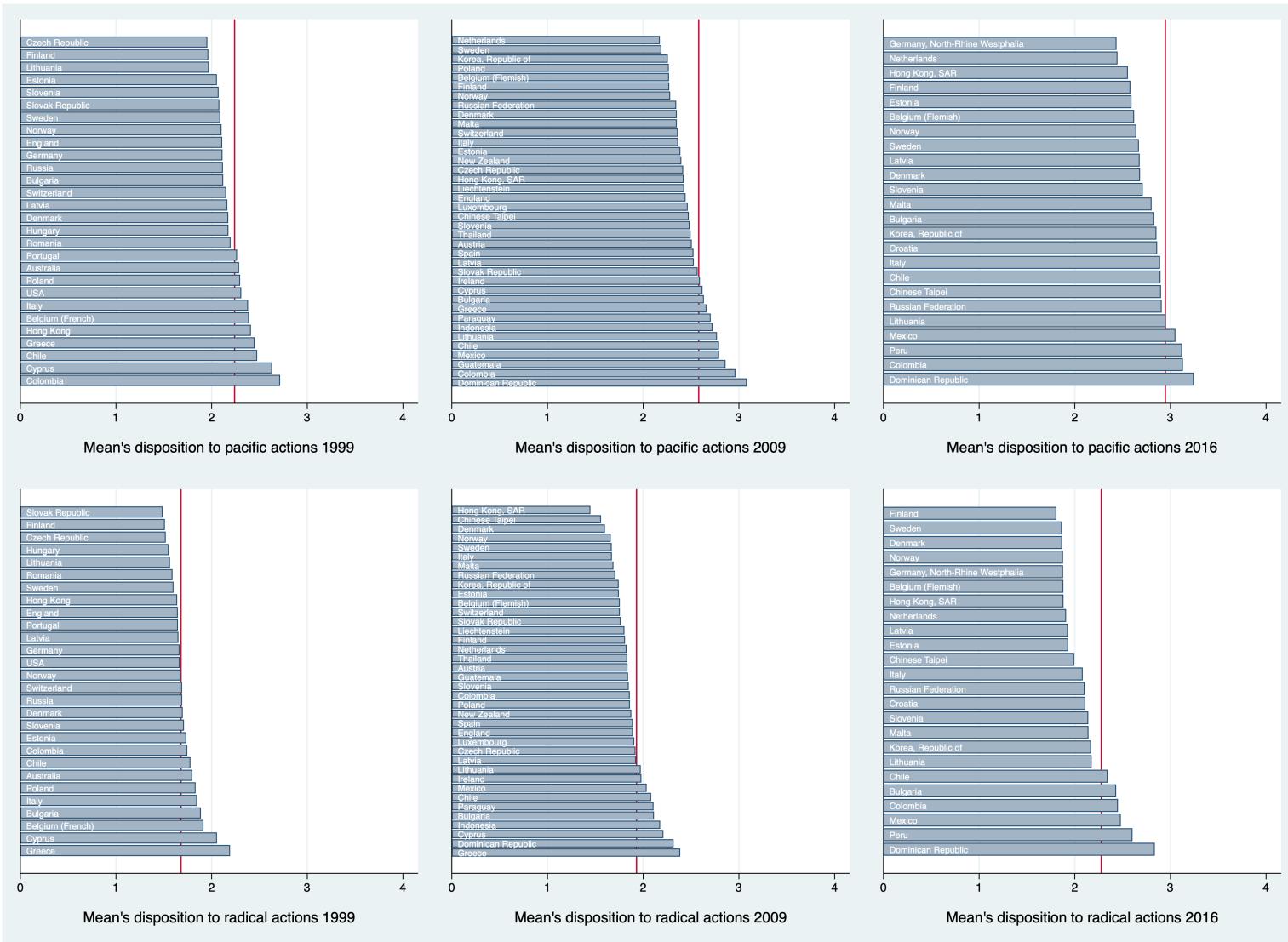
Analyses

A set of descriptive analyses were conducted to understand patterns

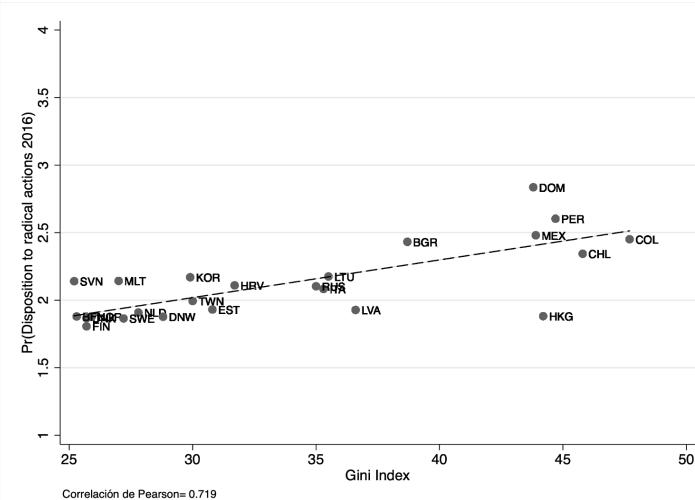
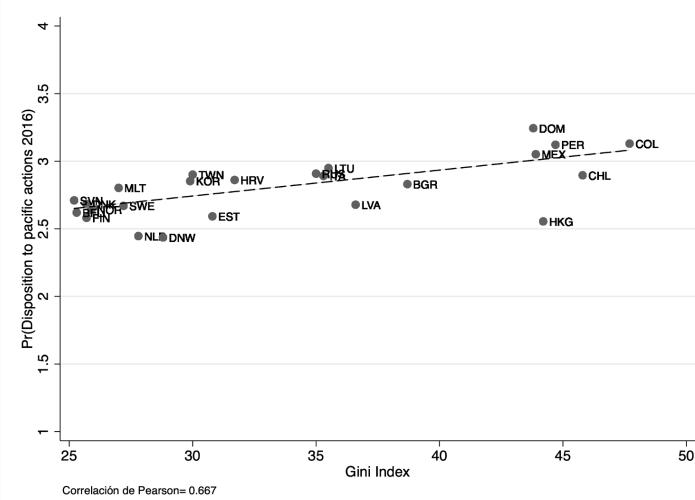
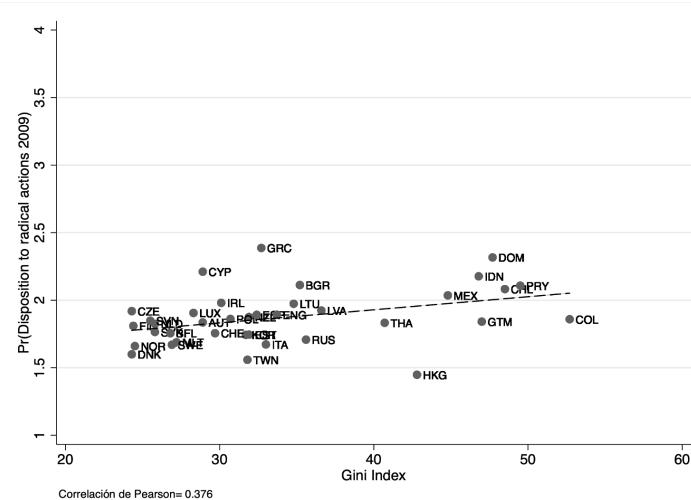
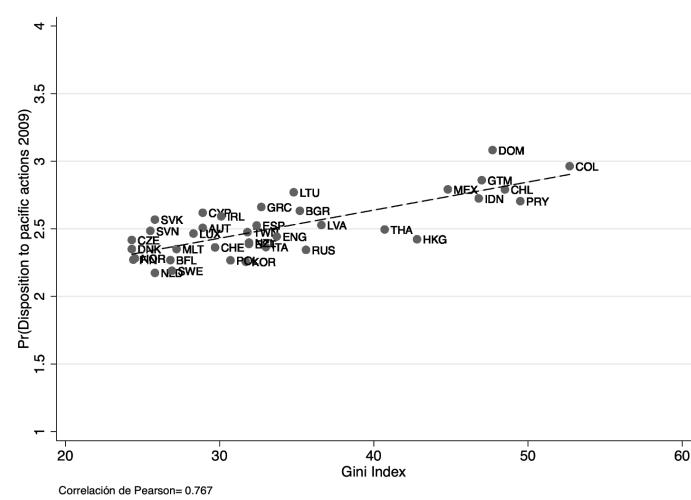
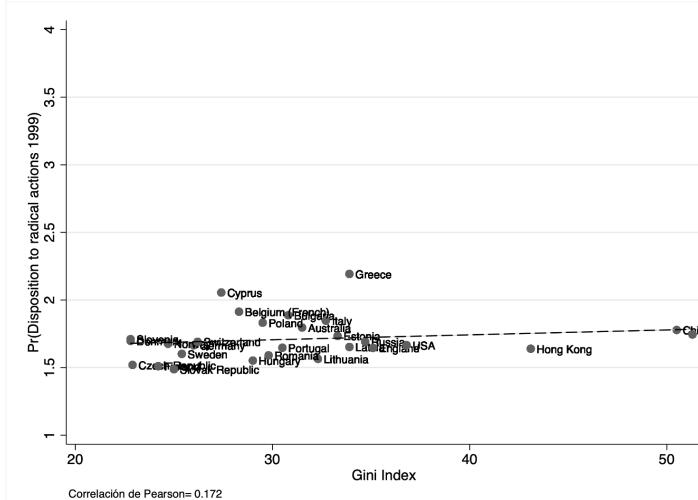
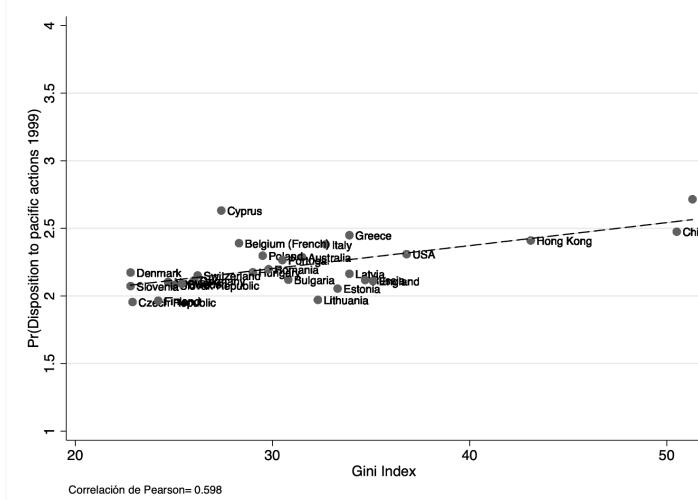
A set of multilevel models were conducted to estimate the effect of contextual and individual variables

Graphics representation of results

Levels of dispositions across studies



Inequality and dispositions



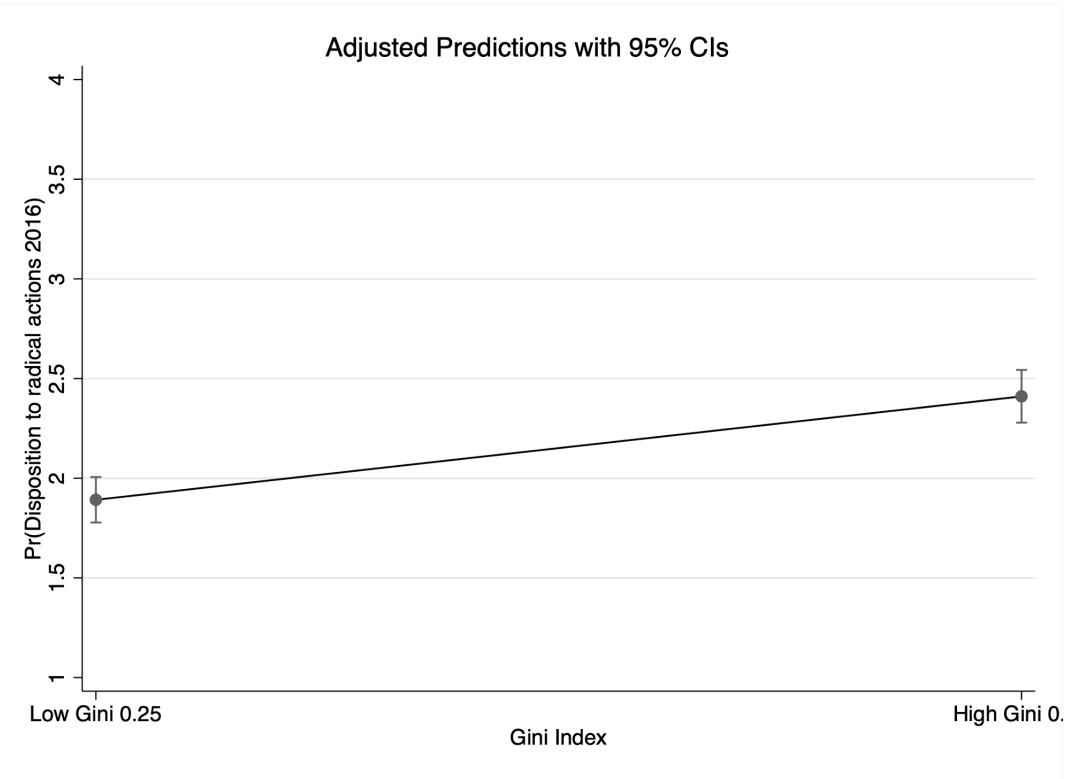
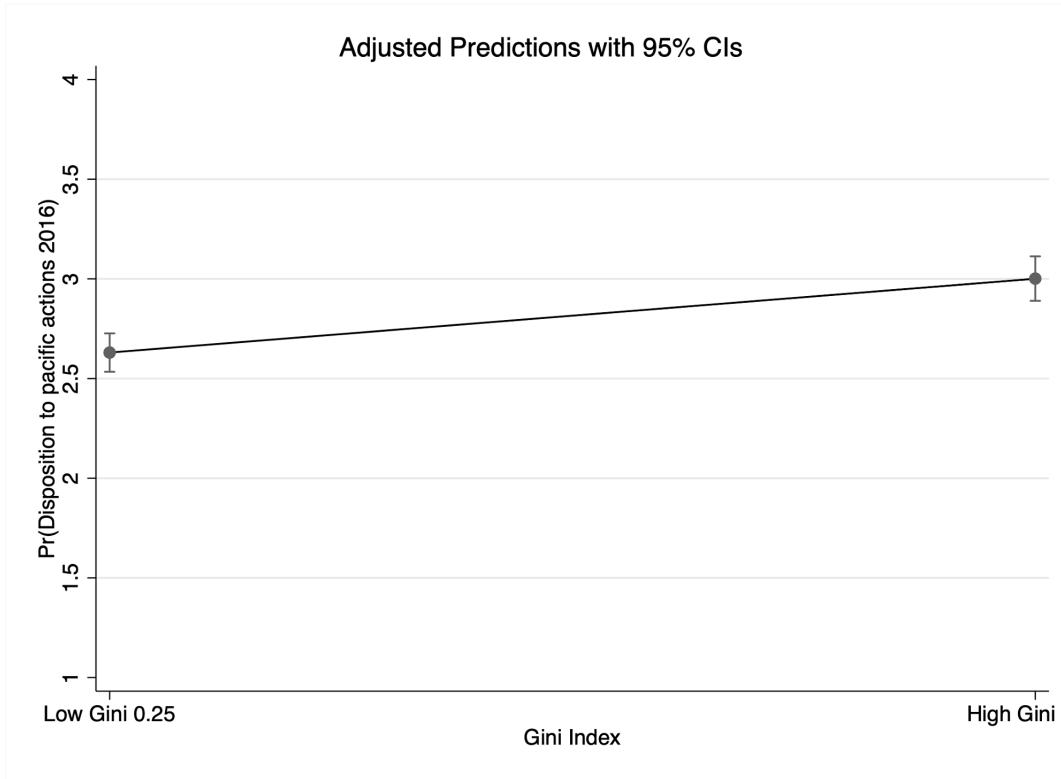
Results on ICCS 2016

	(1) radical	(2) radical	(3) radical	(4) radical	(5) radical	(6) pacific	(7) pacific	(8) pacific	(9) pacific	(10) pacific
main										
Gini Index		0.03 ** (5.16)	0.03 ** (5.07)	0.02 ** (4.36)	0.02 ** (4.37)		0.02 ** (4.38)	0.02 ** (4.46)	0.02 ** (5.30)	0.02 ** (5.28)
University (vs non)			-0.04 ** (9.70)	-0.00 (0.28)	-0.00 (0.46)			0.07 ** (14.39)	0.03 ** (6.00)	0.03 ** (6.45)
PV1CIV				-0.00 ** (60.48)	-0.00 ** (59.39)				0.00 ** (49.97)	0.00 ** (48.22)
Girls (vs Boy)					-0.02 ** (4.07)					0.04 ** (9.91)
_cons	2.12 ** (38.86)	1.24 ** (7.13)	1.27 ** (7.29)	2.28 ** (15.17)	2.28 ** (15.15)	2.79 ** (65.73)	2.17 ** (14.73)	2.14 ** (14.60)	1.30 ** (8.14)	1.31 ** (8.17)
lns1_1_1										
_cons	0.07 ** (9.12)	0.03 ** (11.65)	0.03 ** (11.64)	0.02 ** (12.69)	0.02 ** (12.69)	0.04 ** (10.83)	0.02 ** (12.78)	0.02 ** (12.82)	0.03 ** (12.26)	0.03 ** (12.28)
lns2_1_1										
_cons	0.02 ** (86.61)	0.02 ** (86.61)	0.02 ** (84.32)	0.01 ** (73.34)	0.01 ** (73.34)	0.02 ** (85.33)	0.02 ** (85.32)	0.01 ** (83.30)	0.01 ** (80.82)	0.01 ** (80.73)
lnsig_e										
_cons	0.38 ** (200.60)	0.38 ** (200.60)	0.38 ** (199.13)	0.37 ** (205.62)	0.37 ** (205.65)	0.38 ** (205.00)	0.38 ** (205.00)	0.37 ** (204.29)	0.36 ** (209.52)	0.36 ** (209.72)
-2LL	-87372.358	-87363.414	-85309.344	-83554.834	-83544.244	-86620.585	-86613.556	-84391.205	-83163.156	-83111.499
df	0.0	1.0	2.0	3.0	4.0	0.0	1.0	2.0	3.0	4.0

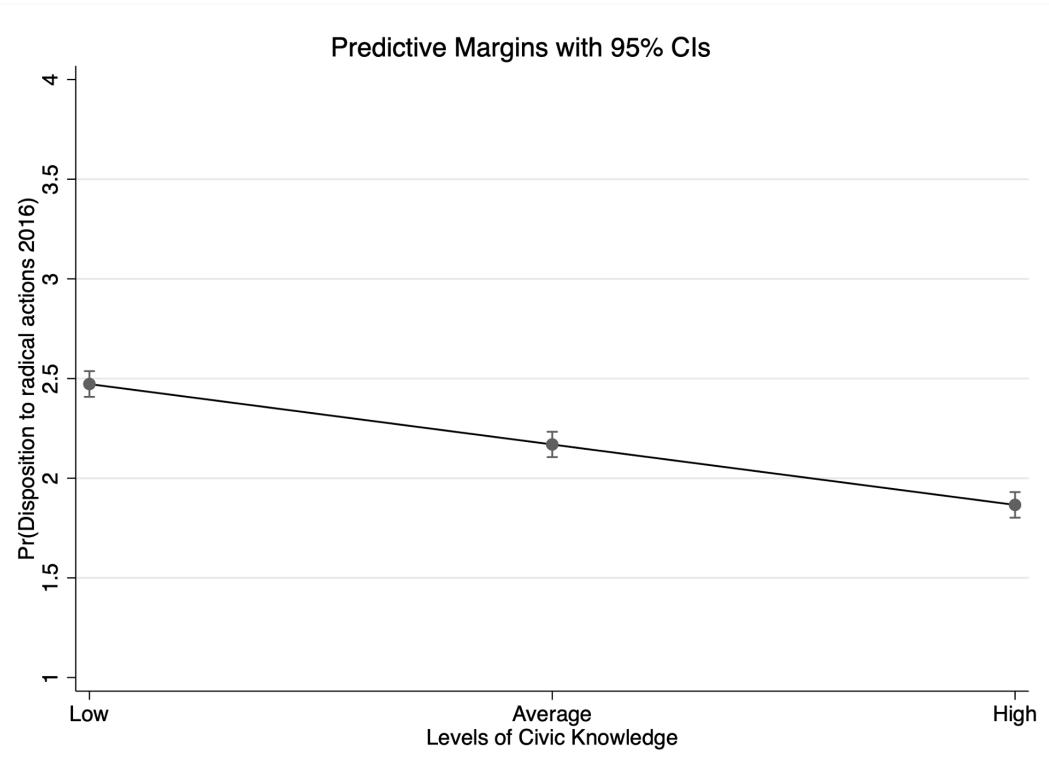
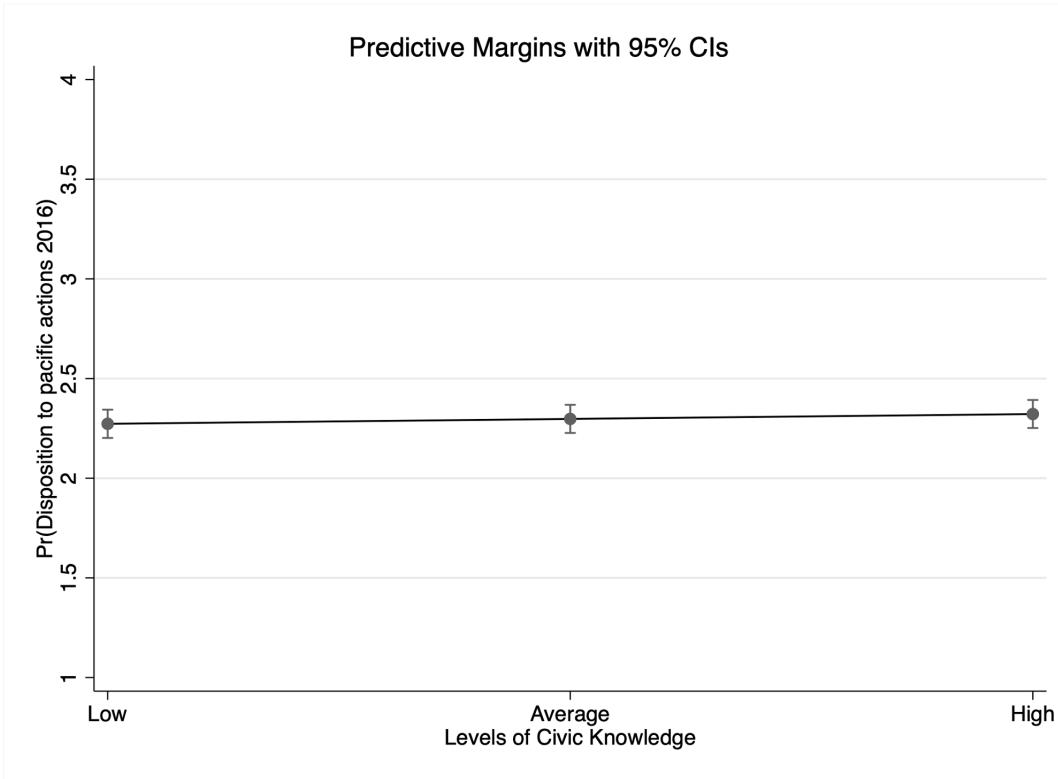
Absolute *t* statistics in parentheses

* $p < 0.05$, ** $p < 0.01$

Gini effect on disposition to pacific and radical



Civic Knowledge effect on disposition to pacific and radical



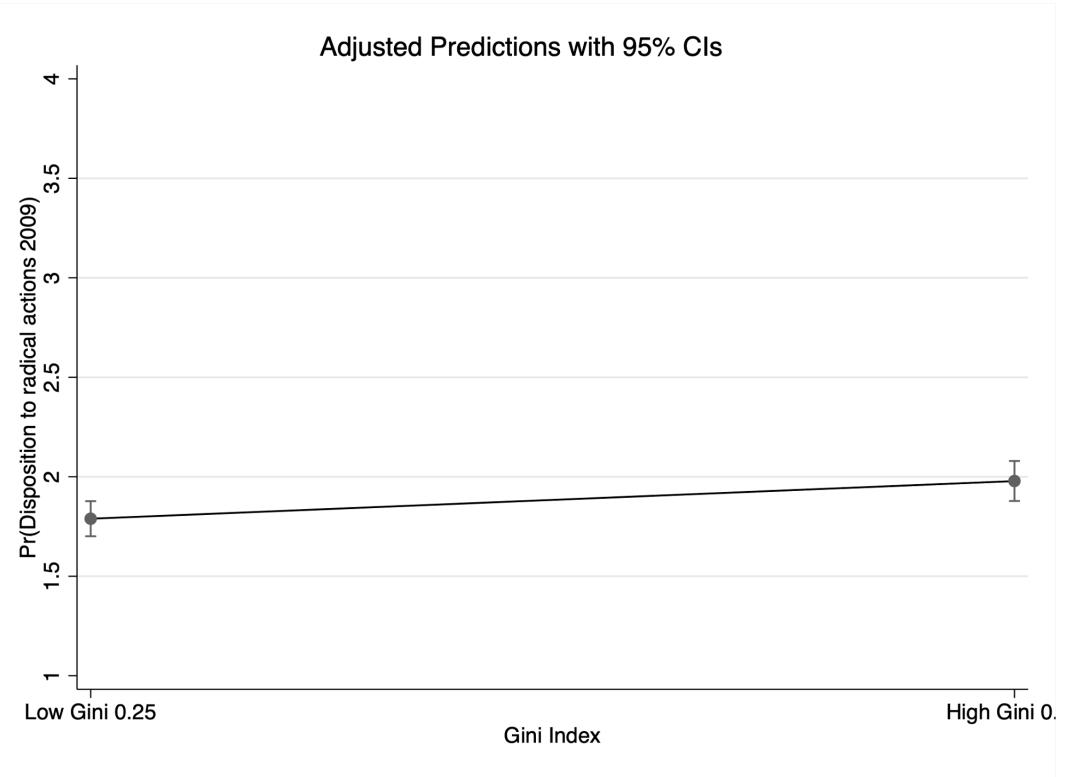
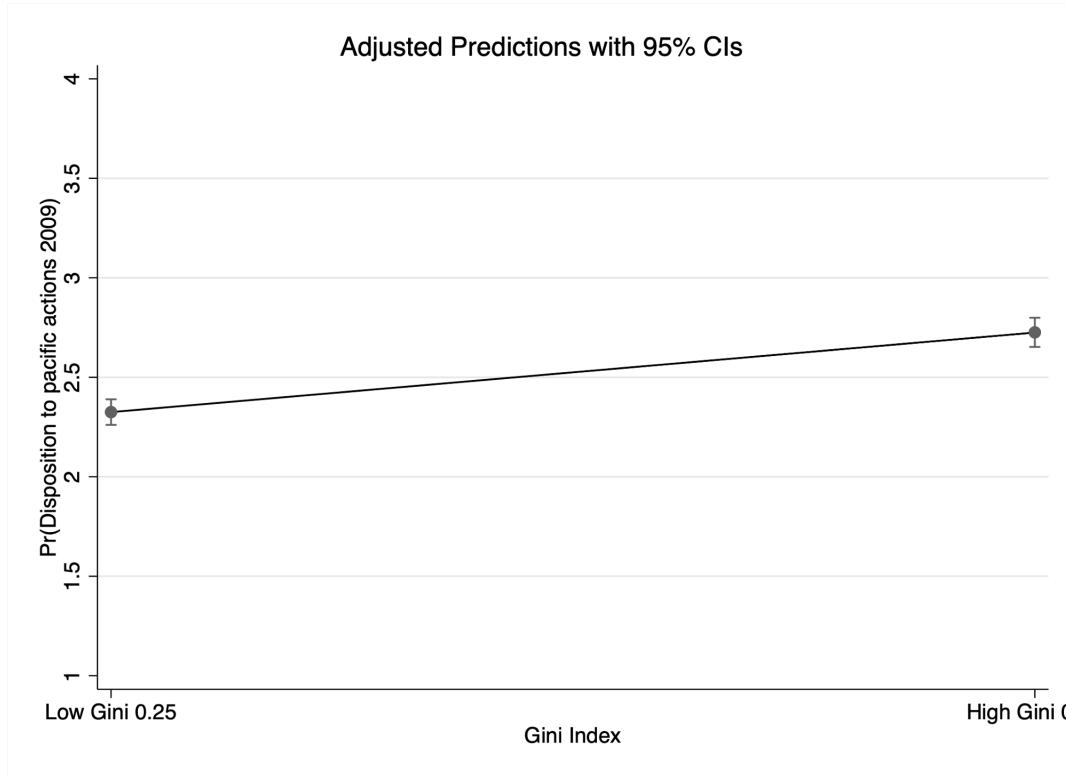
Results on ICCS 2009

	(1) radical	(2) radical	(3) radical	(4) radical	(5) radical	(6) pacific	(7) pacific	(8) pacific	(9) pacific	(10) pacific
main										
Gini Index		0.01* (2.54)	0.01* (2.52)	0.00 (1.03)	0.00 (1.24)		0.02** (7.37)	0.02** (7.41)	0.02** (7.53)	0.02** (7.53)
University			-0.03** (6.52)	0.02** (4.48)	0.01* (2.15)			0.06** (12.74)	0.03** (5.91)	0.03** (5.74)
PV1CIV				-0.00** (74.25)	-0.00** (67.96)				0.00** (41.06)	0.00** (40.93)
Girl (vs Boy)					-0.22** (49.84)					-0.01* (2.01)
_cons	1.87** (58.28)	1.55** (11.94)	1.56** (11.96)	2.75** (25.49)	2.75** (25.00)	2.50** (73.50)	1.82** (19.24)	1.81** (19.09)	1.21** (11.16)	1.21** (11.13)
lns1_1_1										
_cons	0.04** (14.01)	0.03** (14.39)	0.03** (14.35)	0.02** (16.03)	0.02** (15.86)	0.04** (13.56)	0.02** (17.04)	0.02** (17.05)	0.02** (15.99)	0.02** (15.98)
lns2_1_1										
_cons	0.03** (97.80)	0.03** (97.66)	0.03** (95.98)	0.02** (90.51)	0.02** (89.84)	0.02** (90.85)	0.02** (90.77)	0.02** (89.19)	0.02** (90.93)	0.02** (90.90)
lnsig_e										
_cons	0.60** (129.60)	0.60** (129.48)	0.60** (128.03)	0.58** (136.58)	0.57** (141.12)	0.49** (180.84)	0.49** (180.56)	0.49** (179.39)	0.48** (182.83)	0.48** (182.69)
-2LL	-158118.655	-157697.649	-154115.085	-151452.384	-149445.286	-144721.068	-144348.549	-140849.986	-140013.853	-139290.642
df	0.0	1.0	2.0	3.0	4.0	0.0	1.0	2.0	3.0	4.0

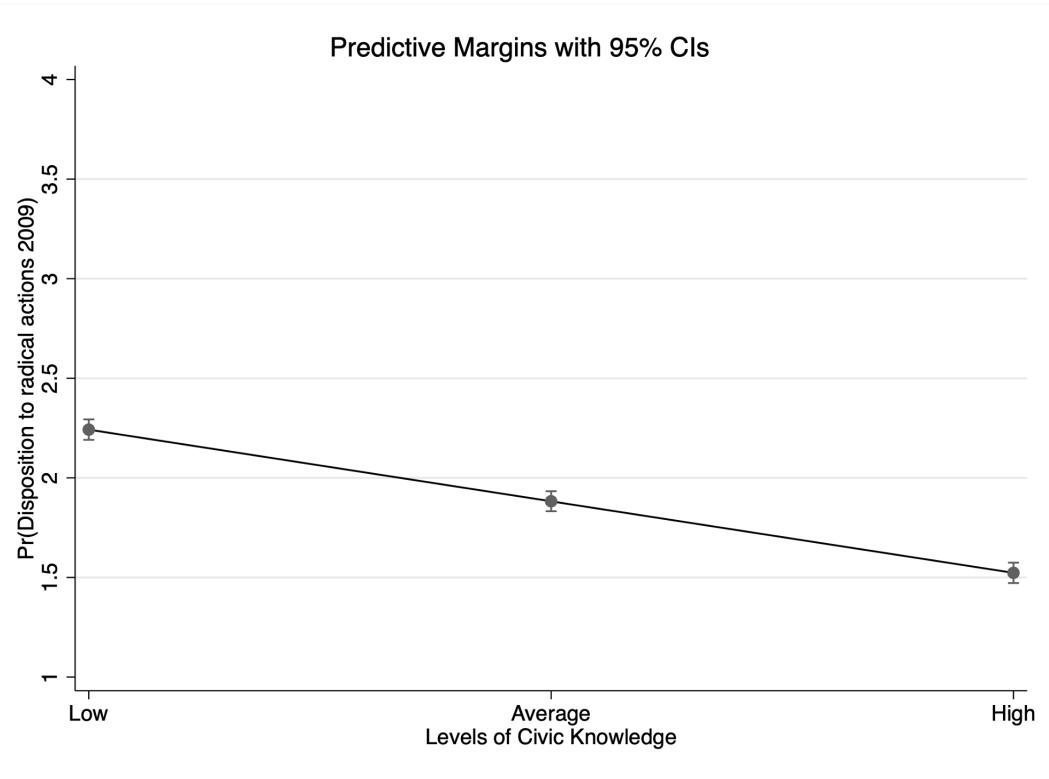
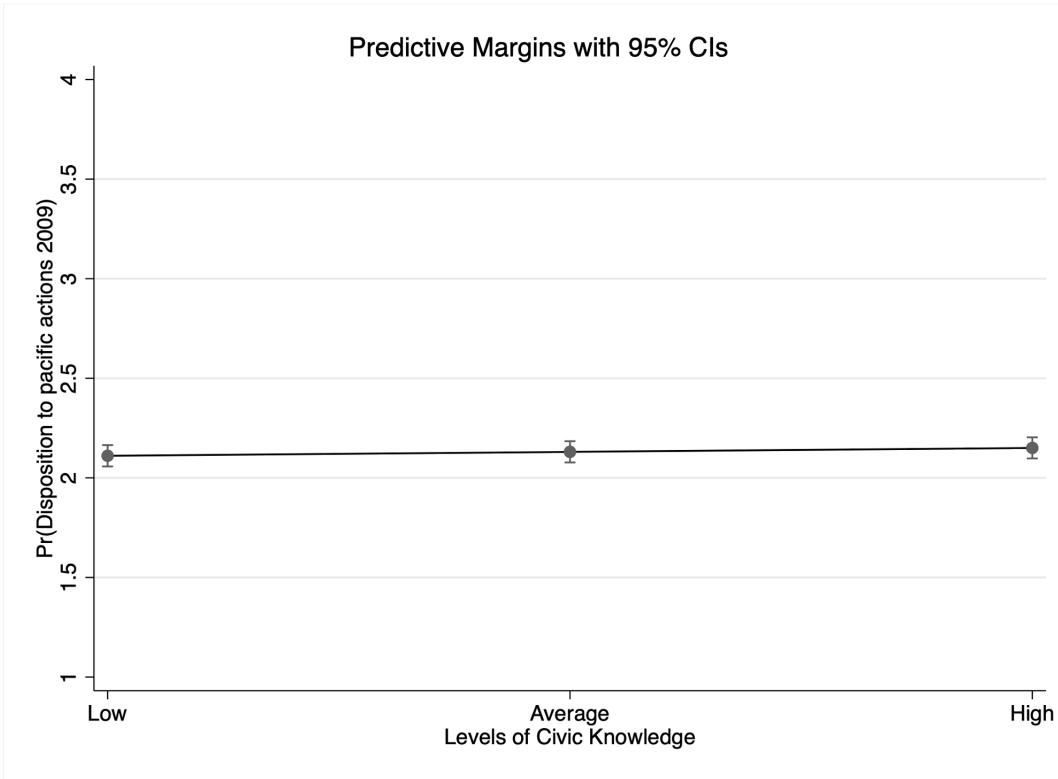
Absolute *t* statistics in parentheses

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Gini effect on disposition to pacific and radical



Civic Knowledge effect on disposition to pacific and radical



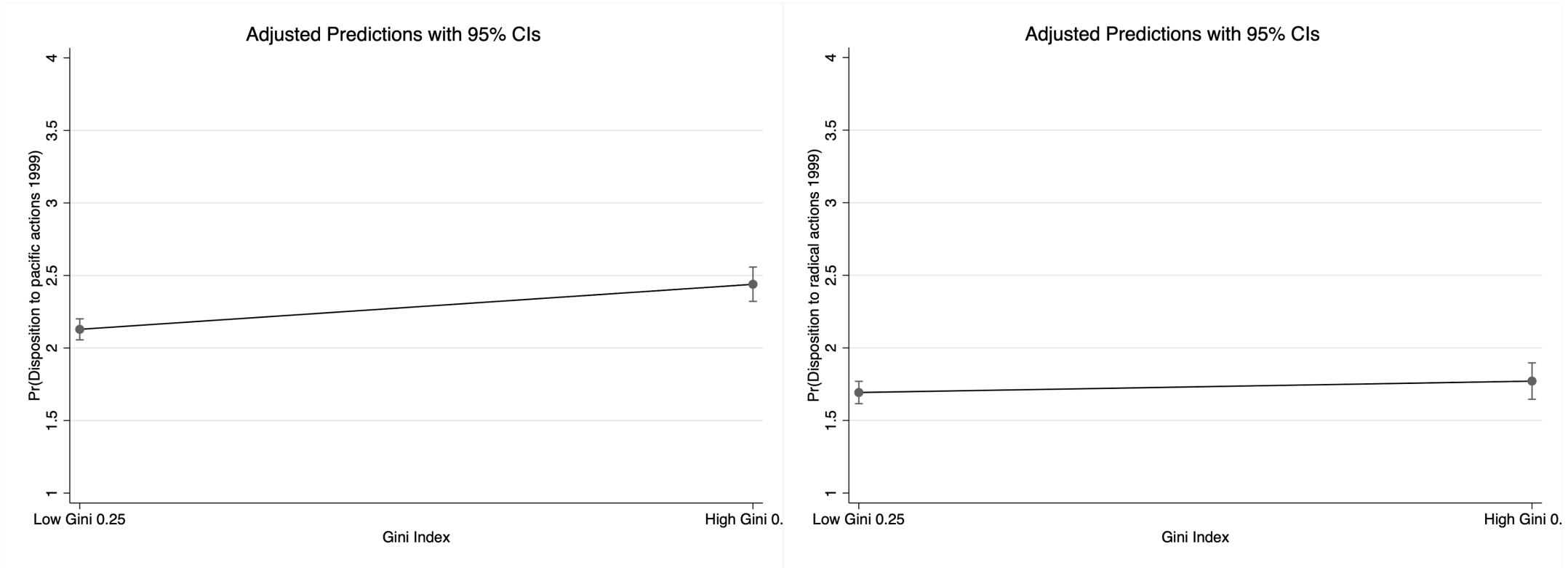
Results on CIVED 1999

	(1) radical	(2) radical	(3) radical	(4) radical	(5) radical	(6) pacific	(7) pacific	(8) pacific	(9) pacific	(10) pacific
main										
Gini Index	0.00 (0.96)	0.00 (0.97)	0.00 (0.57)	0.00 (0.42)		0.02** (4.01)	0.02** (3.87)	0.02** (4.25)	0.02** (3.99)	0.02** (3.99)
University		-0.03** (3.76)	0.01 (1.20)	-0.00 (0.56)			0.04** (7.38)	0.02** (3.23)	0.02** (2.90)	0.02** (2.90)
PV1CIV			-0.00** (27.87)	-0.00** (27.21)				0.00** (21.53)	0.00** (19.75)	
Girl (vs Boy)				-0.24** (41.86)						-0.00 (0.19)
_cons	1.72 ** (56.82)	1.59 ** (12.08)	1.59 ** (11.96)	2.06 ** (14.86)	2.46 ** (15.60)	2.23 ** (63.27)	1.74 ** (13.99)	1.75 ** (14.03)	1.44 ** (11.71)	1.42 ** (10.29)
lns1_1_1										
_cons	0.03 ** (13.53)	0.02 ** (13.64)	0.02 ** (13.60)	0.03 ** (13.36)	0.03 ** (12.28)	0.03 ** (12.51)	0.02 ** (14.12)	0.02 ** (14.08)	0.02 ** (14.26)	0.02 ** (13.15)
lns2_1_1										
_cons	0.03 ** (82.03)	0.03 ** (82.03)	0.03 ** (75.24)	0.03 ** (73.14)	0.02 ** (69.44)	0.02 ** (79.37)	0.02 ** (79.37)	0.02 ** (72.50)	0.02 ** (73.15)	0.02 ** (69.33)
lnsig_e										
_cons	0.56 ** (119.75)	0.56 ** (119.75)	0.55 ** (114.35)	0.54 ** (115.69)	0.53 ** (114.96)	0.43 ** (172.41)	0.43 ** (172.41)	0.42 ** (163.06)	0.42 ** (164.30)	0.42 ** (154.85)
-2LL	-100465.781	-100465.330	-85642.895	-85260.008	-76056.703	-89478.720	-89472.387	-76125.943	-75895.097	-68821.152
df	0.0	1.0	2.0	3.0	4.0	0.0	1.0	2.0	3.0	4.0

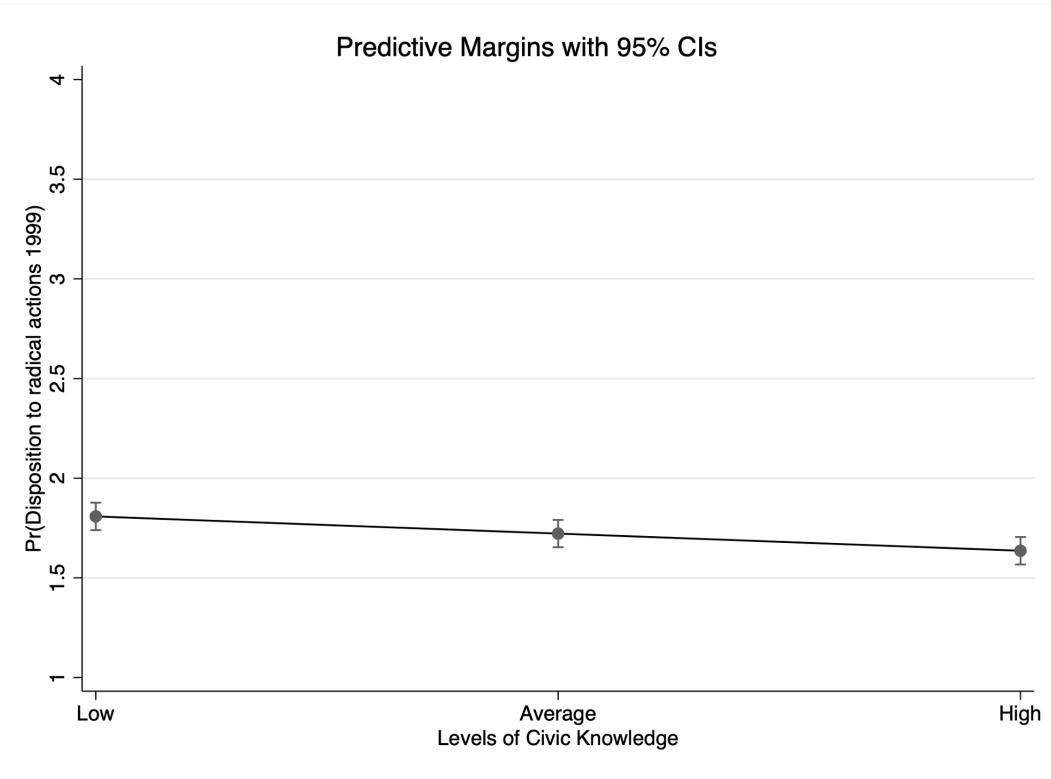
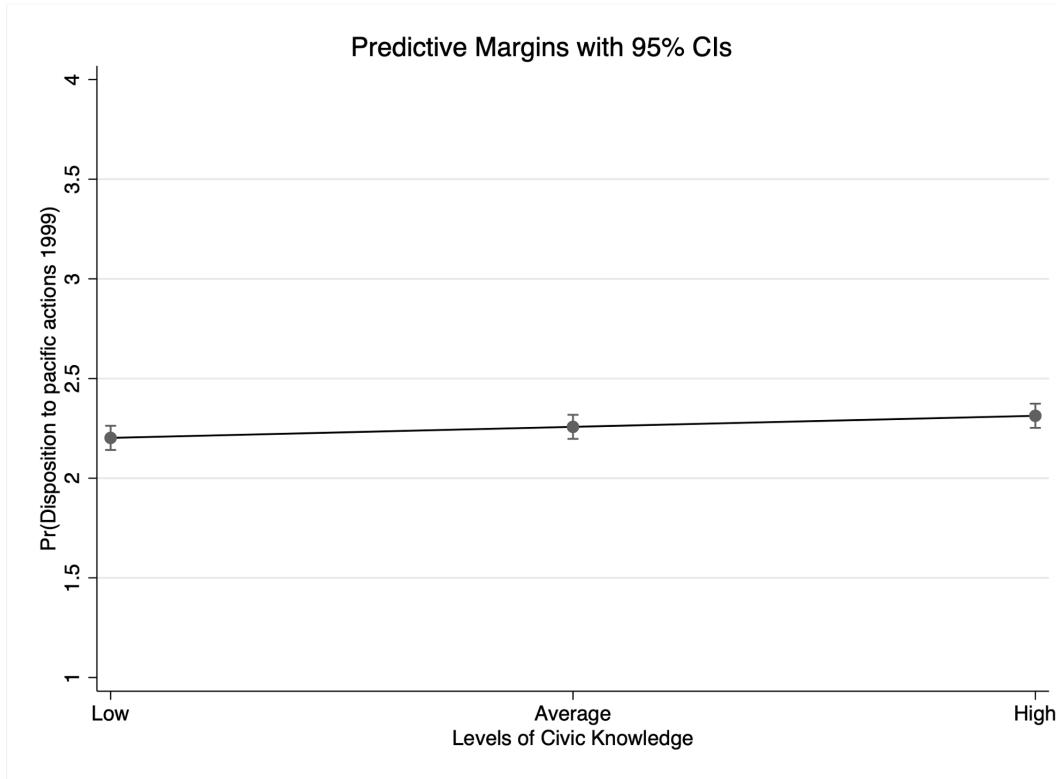
Absolute t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$

Gini effect on disposition to pacific and radical



Civic Knowledge effect on disposition to pacific and radical



Discussion

General patterns

- Students are more willing to participate in peaceful than in radical actions.
- Both types of willingness tend to increase between 1999, 2009 and 2016.
- Latin American countries tend to be at the top of the list in both types of participation.

Unequal context

- In more unequal contexts students tend to show higher disposition to participate in peaceful actions. This results appear in 1999, 2009 and 2016.
- For the case of radical actions, seems that unequal context matters in recent years but less in previous cohorts.
- These results support the idea that inequalities generate more conflicts in the society.

Discussion

Individual characteristics.

- Civic knowledge show a relevant role: tend to increase participation in pacific action and decrease participation in radical actions.
- Resources matters in two ways: intergenerational transmission of civic skills.
- Gender differences: girls tend to show lower dispositions than boys for radical actions but the differences seems to be shortened across time.

Next steps

- Combine the data: there are some challenges about homologation of Civic Knowledge scale.

¡Muchas gracias por su atención!

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