

# Young people's view on democracy

A latent class analysis of ICCS 2016 in Flanders

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Context



## Challenges that young people face





1. Curriculum in school
2. Curriculum outside school
3. Democratic school climate
4. Extracurricular activities

# Differential effects of citizenship education efforts on certain 'profiles' of young people

- Ceiling, compensation and acceleration effects between SES groups regarding political knowledge, participation and attitudes
- Differences between boys and girls regarding political knowledge and (un)conventional political participation

# Do young people's views on democracy undermine democracy as it is defined today?





# Theoretical background



# Theoretical background

1. Research on democratic citizenship & democratic regression
  - status/competence/**feeling**
  - Support or no support for democracy
2. Research on different forms of participating in democracy
  - Unconventional ('social'), conventional, exit ?
3. Connecting 1 & 2:

	Democracy= Legitimate system	Democracy= Non-legitimate
Conventional	Institutional politics	Political extremism
Social	Connectedness	Problematic politics
Non	Exit	Exit

# Research question and hypotheses

RQ: Do young people's views on democracy undermine democracy as it is defined today?

H1: Different profiles regarding views on democracy exist in early adolescence

H2: These profiles have different participation patterns

H3: These profiles are related to background characteristics (gender, SES)

# Data and Methods

## Data

# International Civic and Citizenship Education Study 2016 (ICCS 2016)

24  
countries

Europe 16

Belgium (Flemish)  
Bulgaria  
Croatia  
Denmark  
Estonia  
Finland  
Italy  
Latvia  
Lithuania  
Malta  
The Netherlands  
North Rhine-Westphalia  
Norway  
Slovenia  
Sweden  
Russian Federation

Asia 3

Chinese Taipei  
Hong Kong SAR  
Republic of Korea

Latin  
America  
5

Chile  
Colombia  
Dominican Republic  
Mexico  
Peru





~ 94,000 students  
about 4,000 per country

## Time

## Instruments

## Respondents



International cognitive  
questionnaire

Students, grade 8 or  
equivalent, 13-14 years old



~ 3,800 schools  
about 150 per country



International student  
questionnaire

Students, grade 8 or  
equivalent, 13-14 years old



Teacher  
questionnaire

Teachers of any subject  
in the target grade



~ 37,000 teachers  
about 15 per school



School  
questionnaire

School principals



Regional student  
questionnaire

Students, grade 8 or  
equivalent, 13-14 years old,  
in Europe and Latin America

ICCS Consortium



# Sample in Flanders

- 162 schools
- 2931 pupils (14-year-olds)
- 2021 teachers
- 149 high school principals





# Methods

## **Latent class analysis**

‘a person-centered approach; used to determine groups of individuals based on similarities in their item scores and estimate the conditional response probabilities for each item and latent class’ (Magidson & Vermunt, 2004).

### **Items used for analysis:**

“Is the following good/ neither good or bad for democracy”:

- 1) Political leaders give government jobs to their family members
- 2) One company or the government owns all newspapers in a country
- 3) People are allowed to criticize the government publicly
- 4) All adult citizens have the right to elect their political leaders
- 5) People can protest if they think a law is unfair
- 6) The government influences decisions by courts of justice.

# Results

Latent Class		LC1	LC2	LC3	LC4
Class probability parameters	Size	460	1899	352	203
	(%)	(15,8%)	(65,2%)	(12,1%)	(7,0%)
ITEMS	Categories				
Political leaders give government jobs to their family members	Good	41%	2%	28%	15%
	+/-	52%	35%	54%	59%
	Bad	7%	63%	19%	26%
One company or the government owns all newspapers in a country	Good	25%	1%	21%	6%
	+/-	56%	23%	46%	59%
	Bad	19%	76%	33%	35%
People are allowed to publicly criticise the government	Good	75%	63%	29%	6%
	+/-	24%	34%	42%	87%
	Bad	1%	2%	29%	8%
All adult citizens have the right to elect their political leaders	Good	90%	97%	69%	56%
	+/-	9%	3%	23%	44%
	Bad	1%	0%	9%	1%
People are able to protest if they think a law is unfair	Good	74%	58%	22%	16%
	+/-	23%	39%	39%	79%
	Bad	3%	4%	39%	5%
The government influences decisions by courts of justice	Good	46%	10%	24%	0%
	+/-	48%	49%	58%	100%
	Bad	6%	41%	19%	0%
Labels		Monitorial	Mainstream active	Law Abiding	???

# Relation to participation

	1 Monitorial	2 Law abiding	3 Mainstream	4 ademocratic	Average
S_CITCON Students' perception of the importance of conventional citizenship - WLE	49,61	47,31	47,31	46,32	47,60
S_CITSOC Students' perception of the importance of social movement related citizenship - WLE	49,51	46,72	48,33	46,05	48,16

# Background characteristics

- Gender: no clear differences between the profiles
- Parental background: no clear differences
- Political knowledge

	Knowledge
1 Monitorial	491,67
2 Law abiding	483,55
3 Mainstream	568,01
4 Ademocratic	485,76
Mean	540,03

# Discussion

1. Relation to the theoretical framework-further analyses
2. Law-abiding and “ademocratic” have similar participation patterns, but differ regarding their views on democracy
3. Taking into account different profiles to foster democratic civic competencies of young people
4. This group might always have been there, but their political significance changes in context of democratic regression



□ Suggestions & Comments:

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