

What characterizes young people at risk for social exclusion on the learning of active environmental citizenship in Norway

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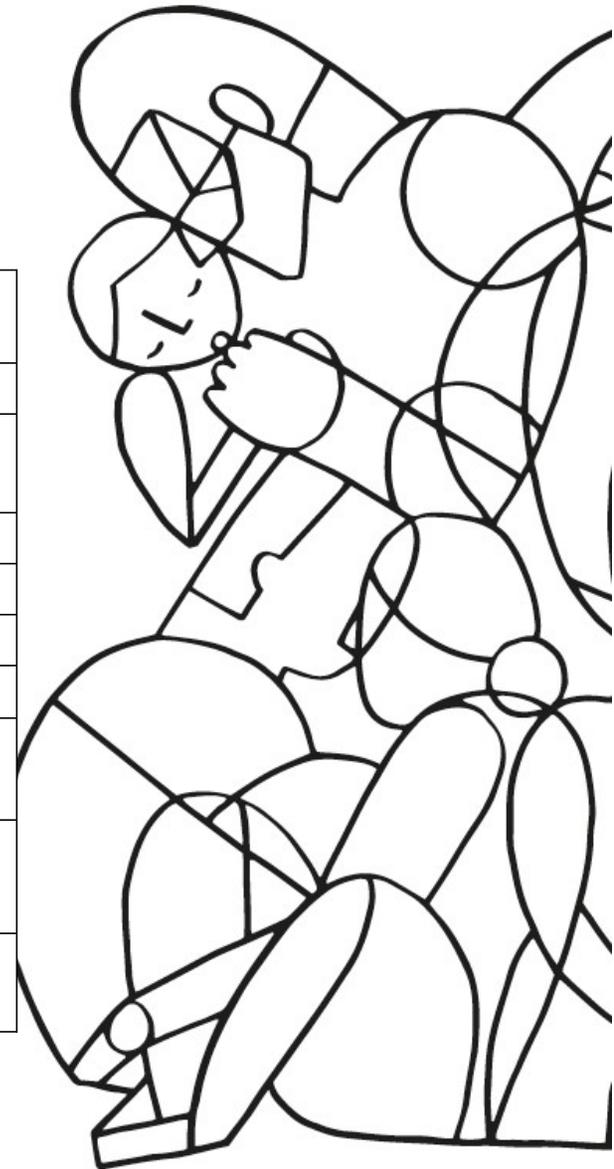
ICCS study: a promise under development

- IEA studies <https://www.iea.nl/>
- The International Civic and Citizenship Study (ICCS) is an ongoing, comparative research program that investigates the ways in which young people are prepared to undertake their roles as citizens.
- ICCS reports on levels of students' civic knowledge, their understanding of concepts and issues related to civics and citizenship, as well as their civic attitudes and engagement.
- CIVED 1999 (28 countries), ICCS 2009 (38 countries), ICCS 2016 (24 countries), ICCS 2022 (in planning)
- Data collection instruments: student knowledge test, student questionnaire, teacher questionnaire, school principal questionnaire, national context survey. All is accessible at: <https://iccs.iea.nl/home.html>



Data used in analyses: International Civic & Citizenship Education Study (ICCS) 2016

	Norway
Number of schools	148
Number of school principal participants*	142
Number of teacher participants	2,010
Number of student participants*	6,271
Average age of students	14.6
Percentage of female students	49.5 (0.6)
Percentage of students with migrant background (1st and 2nd generation) (standardised error)	11.4 (1.1)
Percentage of students having parents with higher educational attainment (standardised error)	59.6 (1.2)
Average score of civic knowledge achievement (standardised error)	564 (2.2)



Variables of interest:

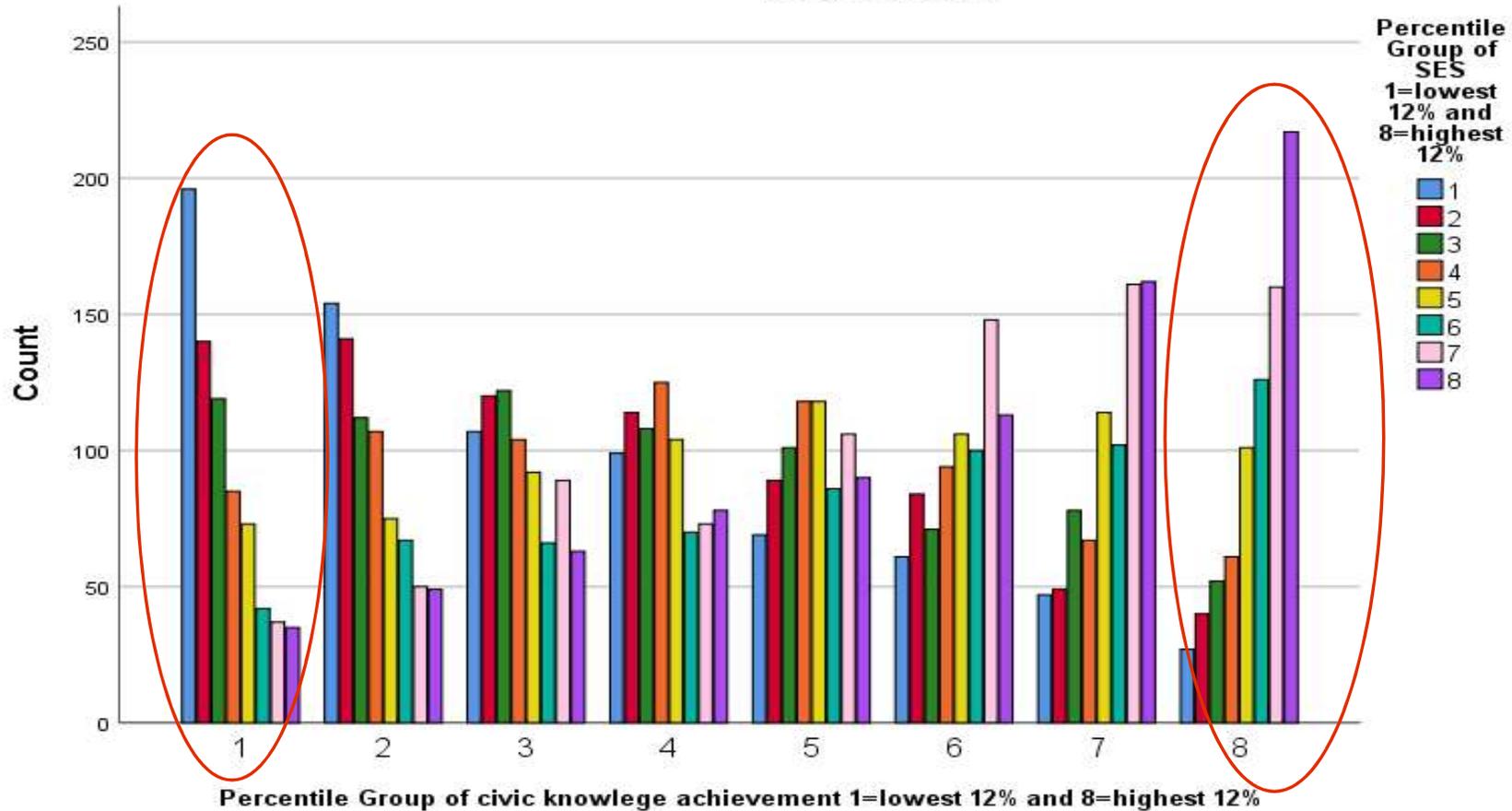
Home background: the national index of socio-economic background (NISB)

Learning opportunities: current and past organised participations at school (Q15) & in outside school in the community (Q16) on environmental issues

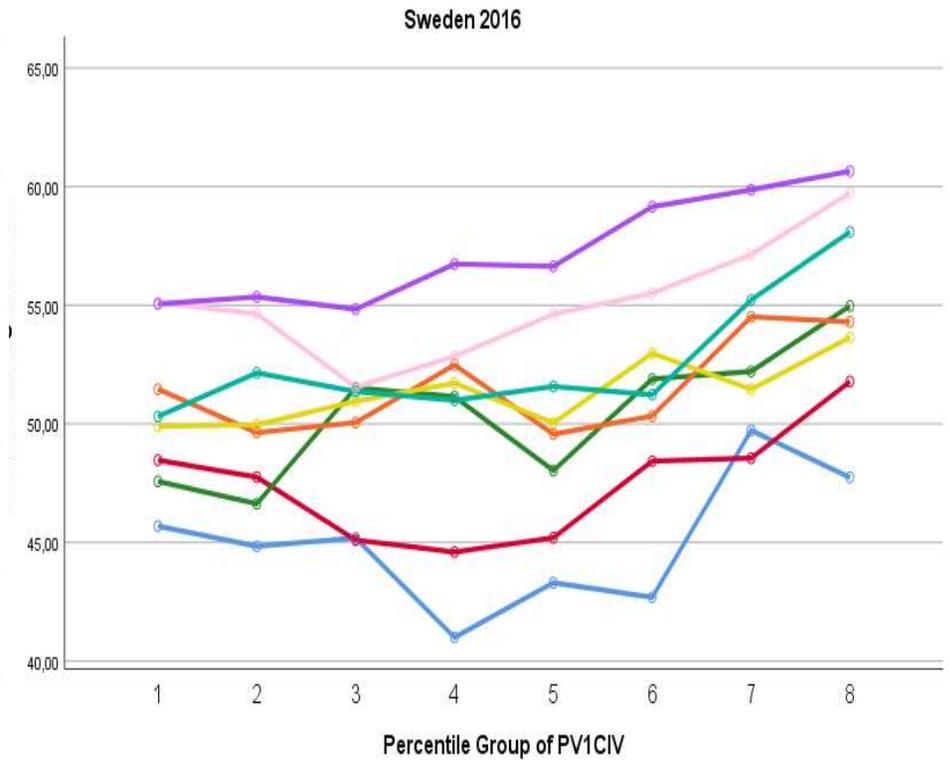
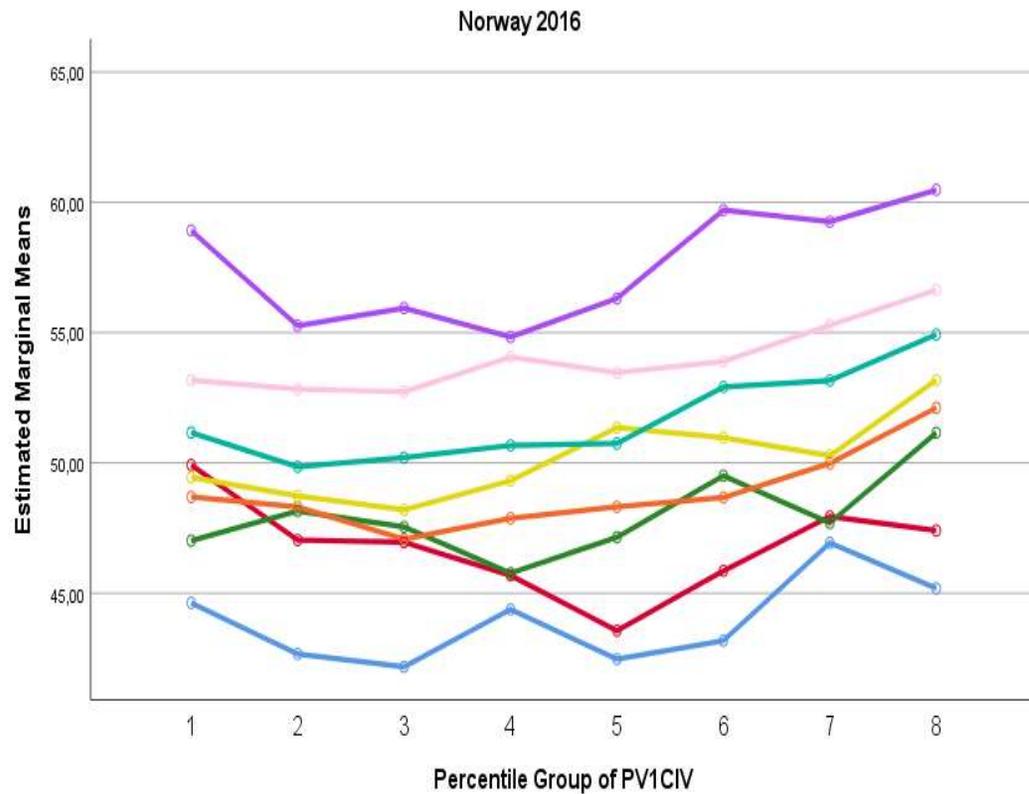
Environmental citizenship composite score = Values and Attitudes: How important are the following behavior for being a good adult citizen i) taking part in activities to protect the environment, ii) making personal efforts to protect natural resources Q23 + **Future action intentions:** when you are an adult, what do you think you will do as to “make personal efforts to help the environment?” Q31

Home socio-economic background & civic knowledge achievement

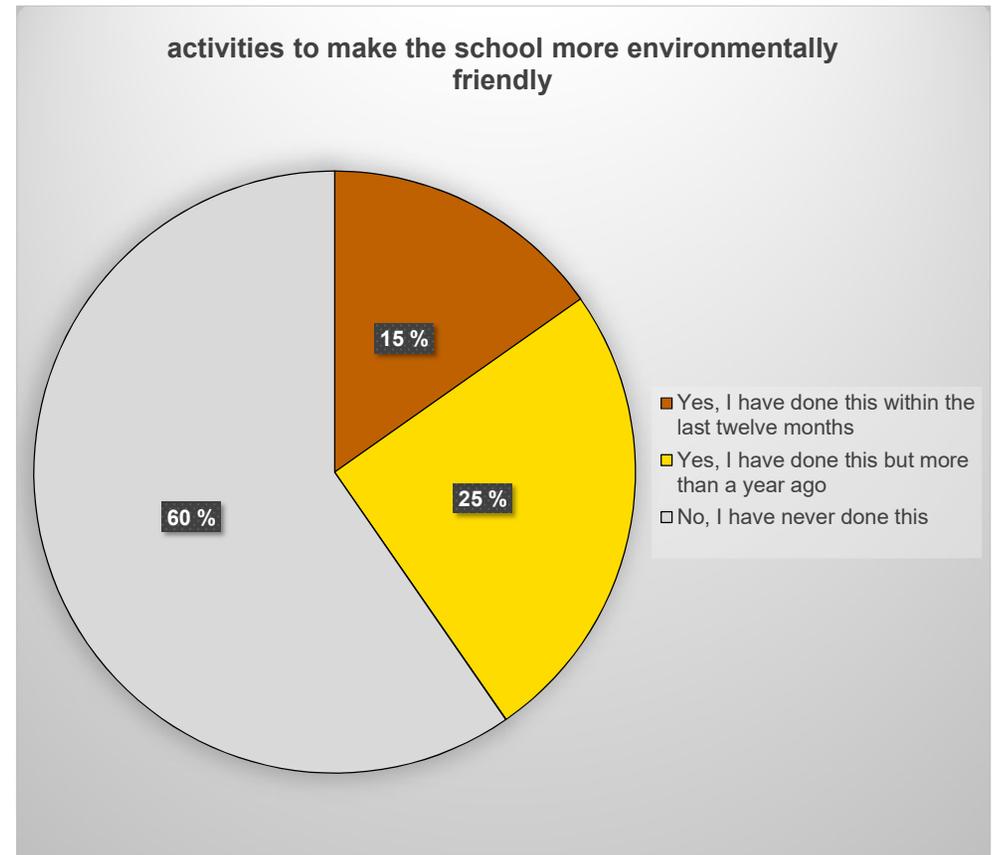
NORWAY 2016



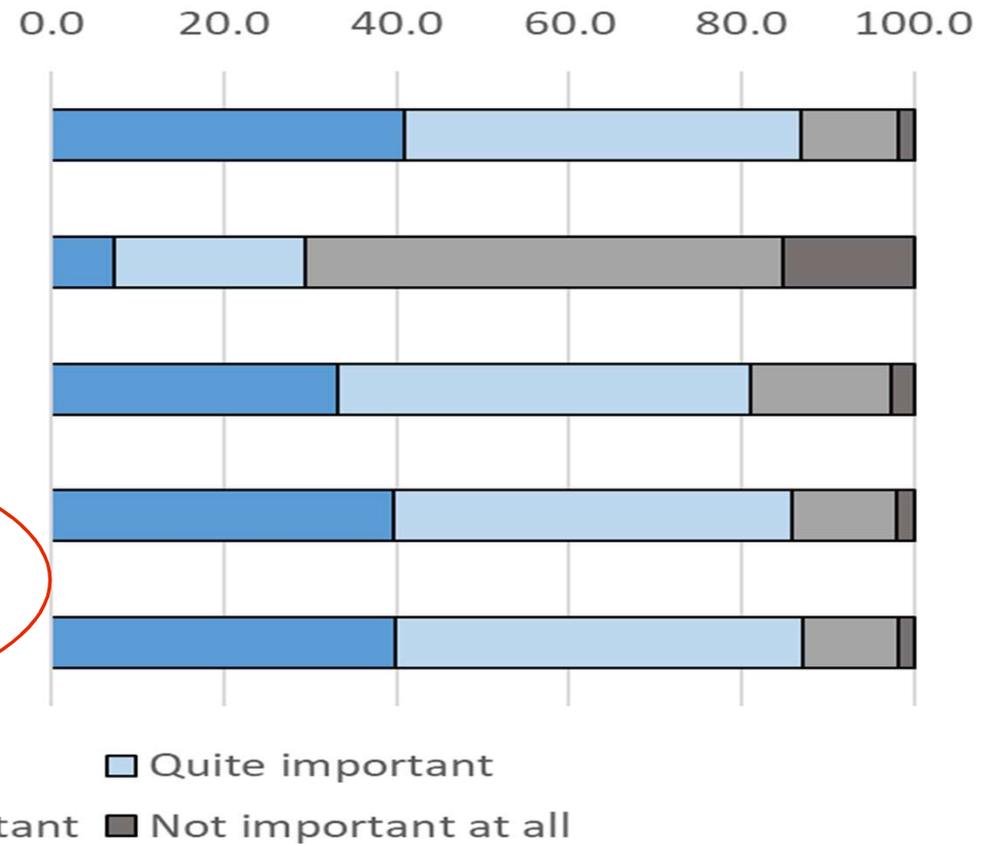
Self-efficacy is high when school participation is high regardless of their civic knowledge achievement



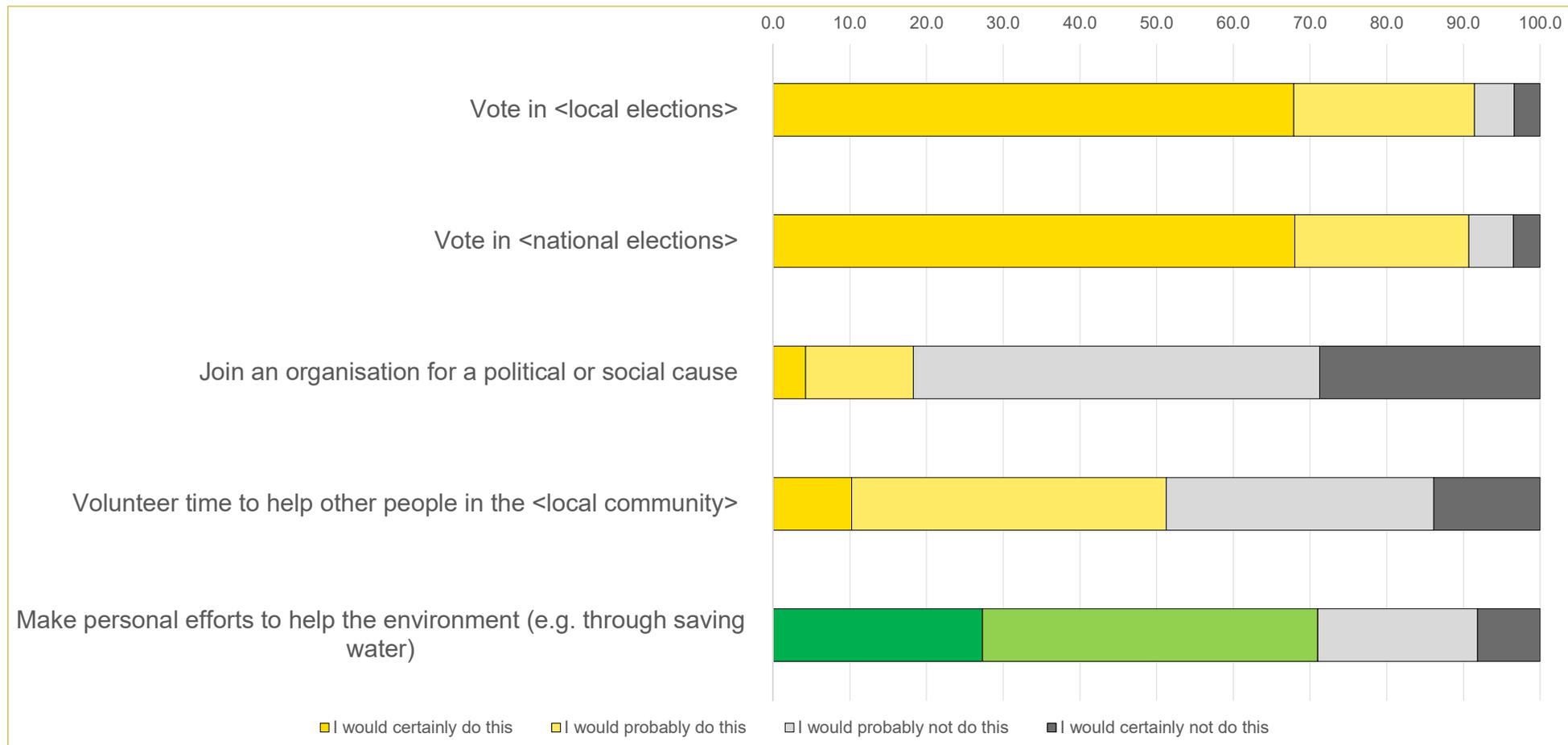
current and past organized participations



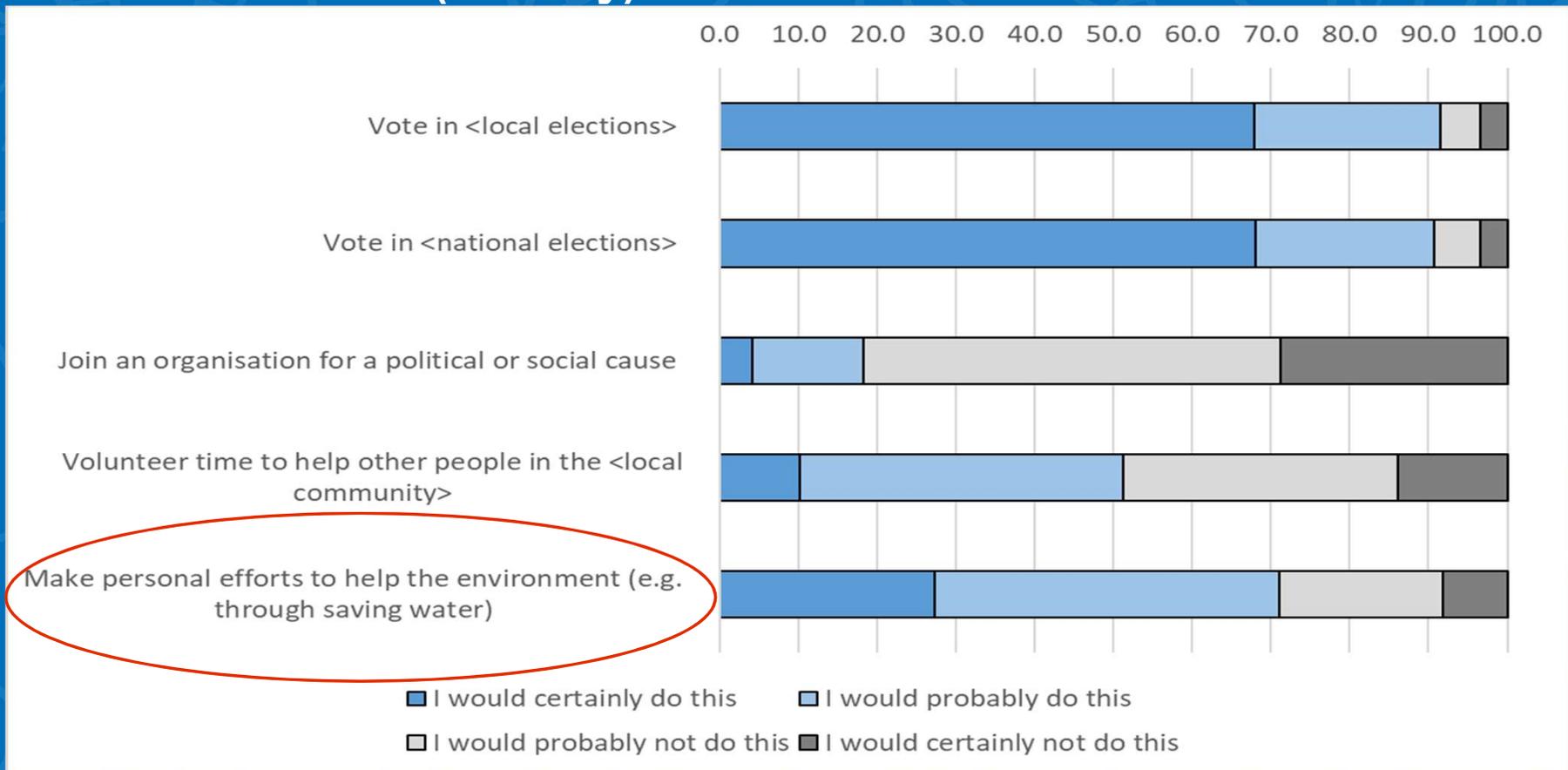
How important are the following behavior for being a good adult citizen? ICCS Q23 (Norway) modified in EEC Q3



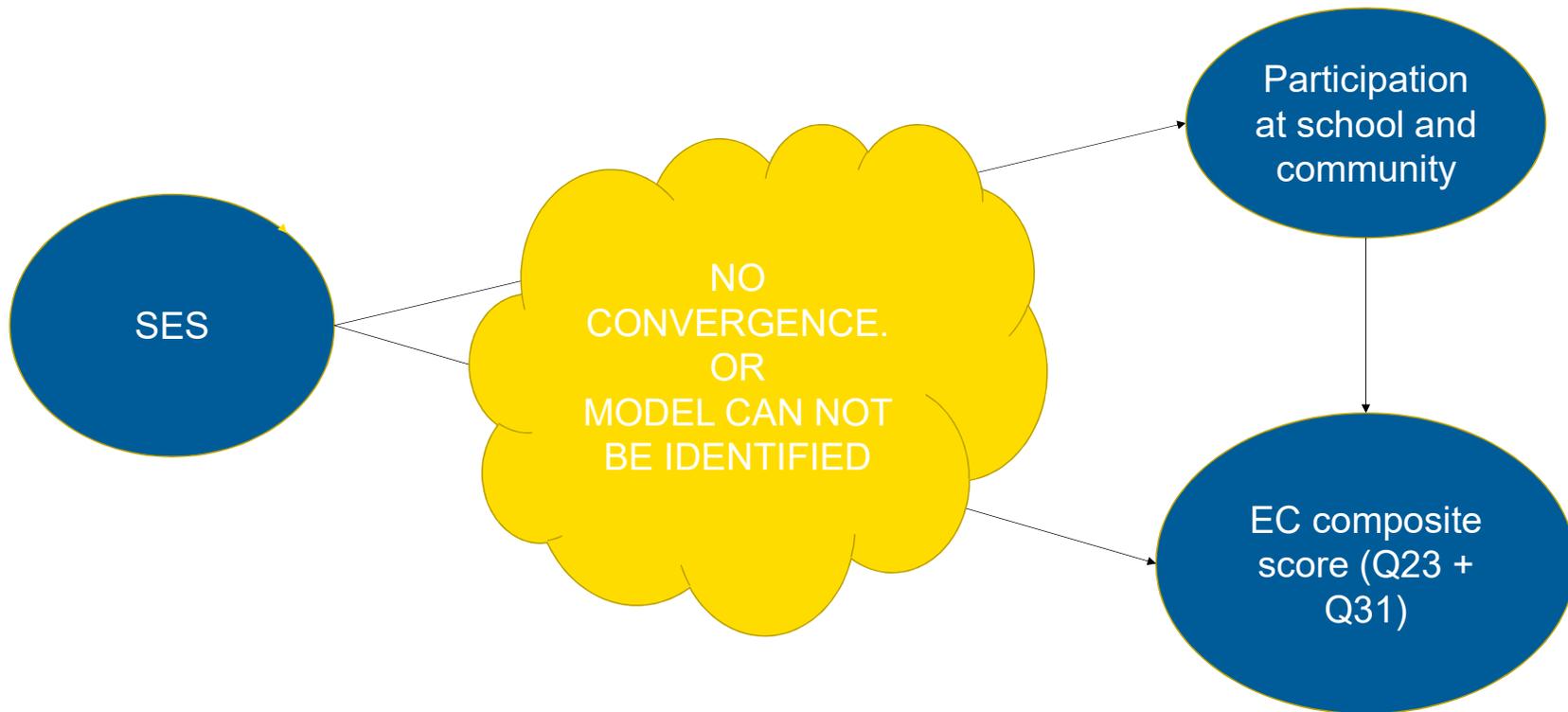
To be a citizen of the future



Future action intentions: when you are an adult, what do you think you will do? ICCS Q31 (Norway)



SEM model: SES on participation and future intention



By a different approach of measuring environmental citizenship

School Level	<i>Principals' responses to the questions 'To what extent are the following practices implemented at this school during the current school year?' and 'to what extent do students participated in the activities?' (0-5, 0-4 scales)</i>	Mean	St.D
	Activities related to environmental sustainability	2.6	1.2
	Campaigns to raise people's awareness, such as environmental issues	2.7	1.3
	Differential waste collection	3.2	0.8
	Waste reduction	2.8	0.7
	Purchasing of environmentally friendly items	2.9	0.7
	Energy-saving practices	2.9	0.8
	Posters to encourage students' environmentally friendly behaviours	2.3	0.8
	<i>Teachers' responses to the questions 'During the current school year, have your students taken part in activities' (Yes=1, No=0), percent</i>	Yes	No
	Activities related to environmental sustainability	35.1	64.9
	Campaigns to raise people's awareness, such as environmental issues	42.7	57.3
	Writing letters to newspapers or magazines to support actions about the environment	1.4	98.6
	Signing a petition on environmental issues	1.5	98.5
	Posting on social network, forum or blog to support actions about the environment	2.9	97.1
	Activities to make students aware of the environmental impact of excessive water consumption	15.0	85.0
	Activities to make students aware of the environmental impact of excessive energy consumption	26.2	73.8
	<Cleanup activities> outside the school	49.2	50.8
	Recycling and waste collection in the <local community>	37.0	63.0
	Student Level	<i>Students' responses to questions 'Have you ever been involved in activities?' and 'How important is it for a good adult citizen of actions?' (1-3, 1-4 likert scale)</i>	Mean
Have ever been involved in an environmental action group or organization		1.1	0.4
at school, participating in an activity to make the school more environmentally friendly		1.6	0.7
at school, have you learned how to protect the environment		2.9	0.9
Important for a good adult citizen of taking part in activities to protect the environment		3.2	0.7
Important for a good adult citizen of making personal efforts to protect natural resources		3.3	0.7
When you are an adult, do you think you will do to make personal efforts to help the environment		2.9	0.9

The results of multi-level analysis

	Model 1	Model 2
Intercept	2.39 (0.01)	2.40 (0.01)
Level 1: Student gender (boy=0, girl=1)	0.15* (0.01)	0.15*(-0.01)
Level 1: Parents' highest educational attainment (lower than university education=0, university and higher education=1)	0.06* (0.01)	0.05*(-0.01)
Level 1: Student migration status (native=0, 1=2nd generation or 1st generation)	0.06 (0.02)	0.06*(-0.02)
Level 2: School environmental citizenship education practices (standardized z-score)		0.03*(-0.01)
<i>Between school variance explained %</i>	7.7	22
<i>Within group variance explained %</i>	4.7	4.5

There are limitations in measures and data of environmental citizenship in ICCS study.

There is room and possibility for improvement.

How do we measure environmental citizenship?

A definition of environmental citizenship by COST Action 16229 European Network for Environmental Citizenship (ENEC, 2017–2022):

*Environmental citizenship is the responsible pro-environmental behavior of citizens who **act and participate** in society as **agents of change** in the **private and public sphere** on a **local, national, and global scale**, through **individual and collective actions**, in the direction of **solving contemporary environmental problems, preventing the creation of new environmental problems, and achieving sustainability and developing a healthy relationship with nature** (<http://enec-cost.eu/our-approach/>) (ENEC, 2018).*



Forthcoming:

- Saiki Lucy Cheah & Lihong Huang (in press) Environmental Citizenship in a Nordic Civic and Citizenship Education Context, *Nordic Journal of Comparative and International Education*
<https://journals.hioa.no/index.php/nordiccie/issue/view/366>
- C. Arensmeier (SE), Bryony Hoskins (UK) & Lihong Huang (NO) (in writing) Characteristics of the least knowledgeable and engaged and the possibilities for school to make a difference. As a chapter contribution to the IEA book project “Northern Lights on ICCS”, forthcoming in 2020.

