



GLOBAL CITIZENSHIP AMONG THE DUTCH YOUTH 2012

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RESEARCH SERIES 8

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GLOBAL CITIZENSHIP AMONG THE DUTCH YOUTH 2012

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RESEARCH SERIES 8

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SUMMARY

We live in a globalising world. Our food is flown in from different corners of the world. Through Facebook we connect with friends all over the world and if something shocking happens, we read about it two minutes later on a news site over the internet. These are just a few of the simple links that can be established between 'here' and 'there'. In today's world the lives of seven billion people are inextricably linked with each other.

The report Global Citizenship Among the Dutch Youth 2012 investigates the extent to which Dutch adolescents between the ages of 12 and 18 behave as global citizens. The individual contributions that people make towards viable global living conditions are central to the concept of global citizenship. Where do Dutch adolescents stand when it comes to global citizenship? Is their lifestyle good for the world? And what do they think and know about the world? NCDO, in cooperation with TNS NIPO, presented these and other questions to approximately 2,000 young people between the ages of twelve and eighteen by means of an internet survey.

Do Dutch adolescents behave as global citizens?

NCDO distinguishes eight types of behaviour related to environmental or social sustainability: 1) being economical in the use of water and energy; 2) mobility; 3) recycling and handling of waste; 4) consumer behaviour; 5) searching for information; 6) expressing an opinion on global issues; 7) donating to charity; and 8) volunteering.



Economical use of water and energy

With reference to the unnecessary waste of water and energy, Dutch adolescents use energy in a fairly responsible way. Although the vast majority of them exhibit behaviour that leads to less energy waste, over one third still leave the charger in the power point after having charged their cell phone. One out of six leave the tap running whilst brushing their teeth and a similarly sized group leave the light on when they leave the room.



Mobility

Young people under the age of 18 are not yet permitted to drive a car and therefore often depend on a bicycle or public transport for travelling. In this they - out of necessity - behave in a more sustainable way than adults. However, one third indicate that, if given the choice, they prefer being driven by car to travelling by bicycle.



Recycling and handling of waste

In general, adolescents behave responsibly in their handling of waste. The majority say that they use plastic bags more than once. Only a very small minority frequently litter the street. About one out of five often throw away food that is actually still edible.



Consumer behaviour

As yet, Dutch adolescents behave only to a limited extent as sustainable consumers. The vast majority eat meat frequently or almost always. In addition, only a small percentage frequently buy second hand goods, whilst half indicate sometimes buying second hand goods.



Searching for information and giving an opinion on global issues

Dutch adolescents do not exhibit much interest in world problems. Almost a third frequently follow the news on world problems. It is remarkable that this internet generation still follows more often the news through the traditional media than through the internet. Only a small number frequently talk about poverty and environmental problems with friends or online. A large group is not at all concerned about such subjects: about half say that they never talk about the environment or about poverty in the world.



Donating

One third of adolescents collect money for charity or donate themselves. And a smaller number do both. Those who give money donate on average 20 euros per year. Half of all adolescents do nothing when it comes to collecting money for or donating to charitable organisations.



Volunteering

Almost half of Dutch adolescents perform voluntary services. These are activities besides compulsory civic internships. They are mainly active in sports clubs, followed at some distance by places of worship and community centres.

Human equality, mutual dependency and shared responsibility

NCDO distinguishes three principles considered to be related to global citizenship: human equality, a sense of mutual dependency and taking shared responsibility for solving global issues.

These principles are in general supported by Dutch adolescents. They mainly endorse the principle of shared responsibility, followed by the principle of mutual dependency. Young people are the least convinced by the idea of human equality. A difference in age is apparent here: adolescents under the age of fifteen are a little more positive about human equality and those over the age of fifteen have more understanding of mutual dependency.

The level of education is also an influencing factor: more highly educated adolescents endorse the three principles more often than less well-educated adolescents. Other factors that play a role are the extent to which adolescents attach importance to altruistic values and have confidence in society's institutions.

Global citizenship

The expectation that adolescents who more fully endorse the three above mentioned principles will more often behave as global citizens, seems to be confirmed by the results. The extent to which there is support for the principle of equality particularly explains the behavioural differences amongst Dutch adolescents.

Also other background characteristics appear to explain differences in global citizenship behaviour. Adolescents with more knowledge of global issues more often behave as global citizens than those with less knowledge of these issues. Also the level of education has a positive effect on global citizenship. Adolescents with a higher level of secondary education more often behave as global citizens than those with a lower level of secondary education. This behaviour can partially be explained by the fact that they also support the three principles more than their less educated peers.

Besides the levels of knowledge and education, altruistic values and contact with other cultures also all have a positive effect on adolescents' global citizenship behaviour. In particular, altruistic values appear to be a very important factor in explaining differences in the extent to which adolescents behave as global citizens.

However, even when these background characteristics are simultaneously taken into account, the principles of mutual dependency and equality continue to play a role in explaining the extent to which Dutch adolescents behave as global citizens.

Home situation

Many young people are provided with positive examples by their parents at home. For example, almost two thirds indicate that their parents are of the opinion that you have to deal with the environment in a responsible way and the vast majority know that their parents donate money to charity. Only a small group have parents who never talk about problems in poor countries or who think that development aid is a waste of money.

Earlier research has already demonstrated that the world view of young people is co-determined by their parents' perspectives. The results in this report appear to show that the behaviour and attitudes of parents with regard to global citizenship do indeed extensively influence the behaviour of adolescents. The more young people are provided with a positive example by their parents in the domains of *inter alia* the environment and voluntary work, the more they behave as global citizens themselves. They also more often endorse the three principles than young people who come from a less stimulating environment: they have a greater sense of responsibility, a better sense of mutual dependency and are more often convinced of worldwide human equality.

CHAPTER 1

ADOLESCENTS AND THEIR ROLE IN THE WORLD

“LET US ACKNOWLEDGE AND CELEBRATE WHAT YOUTH CAN DO TO BUILD A SAFER, MORE JUST WORLD. LET US STRENGTHEN OUR EFFORTS TO INCLUDE YOUNG PEOPLE IN POLICIES, PROGRAMMES AND DECISION-MAKING PROCESSES THAT BENEFIT THEIR FUTURES AND OURS.”

BAN KI-MOON, INTERNATIONAL YOUTH DAY 2010¹

Global citizenship is a pre-eminently important subject with which to acquaint young people. After all, we live in a globalising world in which young people come into contact with influences from other countries on a daily basis. Also, they themselves influence the world with their behaviour, for example with their global footprint or through social media. Furthermore, the youth of today is very important for global citizenship in the future. Socially active adults were often already socially active in their childhood (Putnam, 2000: 121). In the same way, it is obvious that young people who learn about global issues and are interested in world affairs are creating a basis for global citizenship in adult life. It is therefore relevant to study how the current generation of young people views global citizenship. This report focuses on global citizenship among Dutch adolescents between the ages of twelve and eighteen.²

¹ <http://www.un.org/en/globalissues/briefingpapers/youth/quotes.shtml>

² On www.ncdo.nl reports are also available on global citizenship in children aged between nine and twelve and on global citizenship in adults from eighteen years onwards

1.1. Global citizenship

The current debate on international cooperation is no longer about the support in the Netherlands for development activities in other countries. It concerns our role in the world, in which cooperation is needed to solve issues in, for example, the fields of climate and energy, food, water and conflict and safety. Active citizenship and an open outlook on the world are important in a world where we are increasingly interconnected and mutually dependent. We call this role of citizens in a globalising world global citizenship.

To form a clear idea of precisely what global citizenship means, NCDO has done an extensive literature study into different backgrounds of and discussions on global citizenship (Carabain et al., 2012). The following definition for global citizenship has emerged from this: *"The global dimension of citizenship is manifested in behaviour that does justice to the principles of mutual dependency in the world, the equality of all human beings and the shared responsibility for solving global issues"*. This definition of global citizenship forms the starting point of this research on global citizenship amongst the Dutch youth. This report therefore looks at (1) global citizenship behaviour, (2) sense of mutual dependency, (3) the belief in human equality and (4) taking (co-)responsibility for global issues in the case of Dutch adolescents aged from twelve to eighteen.

Global citizenship behaviour can be seen as a collection of concrete behaviours, such as buying fair trade products or engaging in activities to improve the living conditions of people in developing countries. The sense of mutual dependency refers to the awareness of a relationship between the local and the global, and an insight into mutual dependency on a global scale. A minimum knowledge of the world and of global developments is required for this (Beneker et al., 2009: 19). The belief in human equality also includes such things as respect for diversity, making no distinctions between human beings based on characteristics such as gender, ethnicity, social class and sexual orientation, as well as a commitment to a world of social and economic justice and equality (Beneker et al., 2009; Oxfam, 2006: 7). The willingness to take co-responsibility is reflected in the motivation to effectively address global problems independently or cooperatively (Brigham, 2011; Morais & Ogden, 2010; Parekh & Biekart, 2009). The belief that people can make a difference and the awareness of one's own contribution to global issues are also important (Beneker et al., 2009; Carabain et al., 2011; Oxfam, 2006: 7). In addition, a minimum understanding of the world and of global developments is important.

Thus in NCDO's definition of global citizenship, the focus is on people's individual contributions. Not the support for formal organisations, but rather the role that citizens themselves can play is important. This assumption corresponds well with the need felt by the current generation of adolescents to contribute to the world themselves (De Goede, 2011).

1.2. A new generation of young people

The era in which young people grow up, with its accompanying socio-cultural and economic characteristics, is likely to influence the degree to which they behave as global citizens. Adolescents currently aged between twelve and eighteen are part of Generation Z, born between 1992 and 2010 (Ahlers & Boender, 2011), and of the borderless generation, born after 1986 (Spangenberg & Lampert, 2009). Young people who belong to this generation are also called 'Digital Natives' because they have grown up in a world of online communication in which people arrange all kinds of things over the internet and are in contact with people all over the world through Facebook (Ahlers & Boender, 2011; De Bruykere & Smits, 2011). Young people in developing countries are also increasingly in contact with the rest of the world through digital networks. They can therefore see what is happening in the rest of the world and also let their voices be heard (Ahlers & Boender, 2011: 199-200). In addition, within Europe the boundaries are blurred: it is easy to fly to another country with a low-cost airline and the Euro can be used for payment in many European countries. As a result, communicating with people outside the Netherlands and travelling to distant places are much more normal for the current generation of Dutch adolescents than for earlier generations (Ahlers & Boender, 2011).

When it comes to development cooperation, trend watchers say that social media, spectacle, a highly emotional perception, transparent policy, and the absence of 'rake-offs' are very important to this generation. They are willing to donate money to charity, but not through a collection box, automatic transfer or via the church. With the exception of emergency relief and micro-credit, young people have little faith in development cooperation: they wish to 'do good', but only on their own terms of inspiration, pragmatism and transparency (Ahlers & Boender, 2011: 196): "*Generation Z is an open, global citizen, with a great proficiency for interactive new media, who wishes to contribute to society as long as this involves a large amount of personal initiative.*"³

³ <http://www.frankwatching.com/archive/2011/11/10/wie-is-generatie-z-en-hoe-bereik-je-ze/>

Furthermore, trend watchers predict that this generation is imbued with such a clear idea of the importance of sustainability during their upbringing and education that as adults they will not be willing to buy non-sustainable products or to work for unsustainable companies (Ahlers & Boender, 2011: 78). Others assert that, on the contrary, the present generation of adolescents are more focused on themselves and consequently less on the world around them and display a less ethical mind-set in their consumer behaviour than previous generations. (Spangenberg & Lampert, 2009: 253). They are said to be less environmentally conscious and less concerned about preservation of the earth than other generations (Spangenberg & Lampert, 2009: 240). Young people are said to be broadly interested in social issues, as long as these are presented as being related to their personal lives and are not politically framed. Social themes presented in a concrete, substantive and non-strategic way would appeal the most to young people (De Bruykere & Smits, 2011).

1.3. Participation of young people

Young adolescents thus feel a strong need to do something against inequality in the world, but their world is far removed from the traditional political organisations and social institutions (Andolina et al., 2002; Delli Carpini, 2000). Whilst previously young people's social participation usually took place within formal organisations (e.g. churches, scouting), this is less the case nowadays (Delli Carpini, 2000; Putnam, 2000). On the other hand, they feel involved with local civic initiatives sooner (Andolina et al., 2002). Some formal organisations pick up on this non-formalising process by developing initiatives in co-creation with young people, whereby the cooperative process is based on their experiences, initiatives and perceptions.⁴

Participating in an international exchange or another short-term project aimed at global citizenship is something that perfectly suits young people's need for participation. Young people often do not want to commit themselves to something for a long period and '*pick and mix*' or '*zap*' behaviour in the form of participation in a one-off project fits in perfectly with this preference (Boutellier et al., 2004; NOV, 1997). Also, doing voluntary work in a developing country during a holiday is popular because, next to doing something positive, young people also want to be involved, inspired, have an adventure and have

⁴ See for example World=U, a joint initiative of The Netherlands in Dialogue, World Wildlife Fund and the Rabobank on global citizenship in young people, <http://www.worldisu.nl/>

something to tell in their (digital) social network (Ahlers & Boender, 2011: 203-204). The only question is to what extent the young people who participate in such activities are actually concerned about global issues. It is possible that ad hoc participation is more calculating and non-ideologically oriented (Van der Pennen, 2003), stemming rather from other motives, such as improving their résumé. Nevertheless, short-term initiatives provide a good chance for young people to learn about global issues and their own role in the world. This can give an impetus to their development and lead to more global citizenship later in life.

1.4. Global citizenship and the development of young people

The period between twelve and eighteen years is an intensive time for most young people. A lot changes at this age and many adolescents have to deal with all kinds of things, such as physical changes, peer pressure, higher expectations at school and negotiations with parents about what they are or are not allowed to do independently. At the same time, they are not yet fully formed and many changes can still occur with regard to citizenship.

Development of global citizenship behaviour

As young people get older, they have more opportunities to behave as global citizens. Up to the age of eighteen young people have no formal rights and obligations, such as the right to vote or the obligation to pay tax. Nevertheless, they can become increasingly active in society, for example through their choices as consumers, their global footprint or by doing voluntary work. On the other hand, because of the independence young people acquire, the influence of their parents and school continuously decreases, whilst the influence of their peers becomes more important (De Goede, 2009). This could lead to young people exhibiting ever decreasing global citizenship behaviour as they grow older, because this behaviour was primarily incited by parents or school. Precisely how the development of civic participation amongst young people evolves also depends on their character and sense of responsibility (Crocetti et al., 2012).

Development of the three principles as the foundation for global citizenship

It is likely that the sense of mutual dependency increases between the ages of twelve and eighteen. As long as young people attend school, they will probably gain more and more knowledge of how things function in the world. In addition, they can follow the world news in many ways, for example through the internet, free newspapers and television. Also many people who are their role models commit to charities and international organisations, as a result of which global issues are highlighted.

Through their cognitive development young people are able, as they grow older, to increasingly empathise with the perspectives of others (Selman, 1980). Being open to other perspectives and dealing with diversity forms an important part of global citizenship (Beneke et al., 2009). Development in this field suggests that young people will increasingly empathise with people from other countries and see more and more similarities between themselves and others. As a result, the belief in human equality and empathy with people living in more difficult conditions will probably increase between the ages of twelve and eighteen.

Although younger children are also often convinced of the equal rights of people throughout the world (De Goede, 2012), the development of a perspective view at a societal level only begins during adolescence, continuing on into adulthood. Young people then learn to take more information into consideration and to analyse it from different perspectives (Selman, 1981).

Do young people feel an increasing responsibility to take action themselves as they grow older? Older adolescents from the age of seventeen to twenty do indeed report feeling more socially responsible than younger adolescents from the age of fourteen to sixteen (Crocetti et al., 2012). In addition, there is a relationship between social responsibility, the feeling that you can contribute something, and participation in activities in society (Crocetti et al., 2012; Flanagan, 2003; Pancer et al., 2007; Schmidt et al., 2007). Possibly the sense of responsibility becomes stronger if young people believe they can contribute more and if they participate more often in activities involving global issues.

1.5. External influences on the development of global citizenship

Young people do not develop their global citizenship in a vacuum, but are influenced by parents and friends. These influences are briefly discussed below.

Influence of parents on global citizenship

Deriving from developmental psychology there are several theories that suggest that values and behaviour, for example through imitation, are transferred from parents to children (Bandura, 1977; Bowlby, 1969; Burks & Parke, 1996; Furman et al., 2002; McDowell et al., 2002). Respect for others and the belief in human equality are also views that can be transferred in this way during the upbringing. Children also adopt their parents' behaviour through socialisation processes. When children see that their parents donate money to charity or do voluntary work, this can serve as an example which makes them more likely to undertake these activities themselves later in life (Bekkers, 2005, 2007; Mustillo et al., 2004: 531).

In a more indirect way, parents can also influence the values of their children through their physical and social living conditions (De Roos & Bucx, 2010). Young people share their parents' living conditions and the associated socio-structural and socio-cultural characteristics, so that these are transferred from parents to their children. These characteristics, such as the level of education and the religious or political background, influence lifestyle, values and beliefs and are thus indirectly transmitted to subsequent generations through the context in which people live (Bucx et al., 2010; De Roos & Bucx, 2010; Glass et al., 1986; Hammarström, 1993; Vollebergh et al., 2001).

Through these different means, interest in global issues may also be transferred from parents to children. Parents often have ideas about the way in which they wish to raise their child and the values they wish to impart. Parents who care about what is happening in the world and want their children to grow up to be global citizens will consciously try to involve their children in these issues, for example by talking at home about problems in other countries or teaching their children to treat the environment responsibly (Fletcher et al., 2000). For instance, young people appear to be more interested in politics themselves later on if they come from a family in which attention is paid to politics (Van Houwelingen, de Hart & de Ridder, 2010).

Influence of friends on global citizenship

Between the ages of twelve and eighteen, friends and other peers become increasingly important. Young people's attention is no longer mainly focused on their own family, but shifts to the world around them (Brown, 2004; Laursen & Bukowski, 1997). Because their peers become prominent role models, the influence of friends is considerable. Particularly young adolescents around the ages of thirteen and fourteen are more inclined to adapt to the views of others (Berndt, 1979; Coleman, 1980). As they grow older and develop more autonomy this should diminish again (Devereux, 1970, Selman, 1981). Whether young people are actively involved in global citizenship will therefore probably also depend on the attitudes and behaviour within their group of friends. For example, young people who more often talk with their friends about political and social issues, also more often take part in political or social activities (Pancer et al., 2007). Also the values of their peers, such as the importance of learning or doing voluntary work, influence their future political engagement, voting behaviour and their intentions regarding voluntary work (Jahromi et al., 2012).

1.6. This study

The purpose of this research is to gain more insight into global citizenship among Dutch adolescents aged twelve to eighteen. The intention is to increase the knowledge of what Dutch adolescents know and think of the world and where the current generation positions itself in relation to global issues. To find out more about young people and global citizenship, NCDO, in cooperation with TNS NIPO, presented several questions via an internet survey to approximately 2,000 young people between the ages of twelve and eighteen.

What do young people do to take care of the earth? Do they consider all human beings to be equal? And what do they know about mutual dependency in the world? And do young people feel at all responsible for what happens in the world? This report addresses these questions, taking into consideration adolescents' knowledge and home situations and the differences between groups of adolescents on the basis of, for example, gender, age, education and household income.

CHAPTER 2

BEHAVIOUR

According to NCDO behaviour plays a crucial role in global citizenship. It concerns behaviour related to environmental and social sustainability. The world can only be changed if people change their behaviour. A change in attitude towards global issues has much less effect. A person may, for example, believe it is very important to protect the environment. However, if they do not use energy economically themselves, such an attitude does not mean much. For that reason, young people were asked which choices they make in everyday life. Different types of behaviour were discussed: economical use of energy and water, mobility and transport, recycling and waste reduction, consumer behaviour, expressing one's opinion, searching for/sharing information and donating money or time. In the following paragraphs, the behaviour of young people in relation to these themes is described. At the end of this chapter we discuss which young people behave as global citizens.



2.1. Economical use of energy and water

On the basis of three propositions, young people were asked how economically they use energy and water. They could choose between the answers: (almost) always, often, sometimes or (almost) never. Young people are fairly economical, but there is still room for improvement. One out of six youngsters leave the tap running when brushing their teeth and leave the lights on when they leave the room. And almost two fifths leave their charger plugged in after charging their mobile phone.

Which young people use energy more economically? Those with the lowest levels of education are slightly less economical in their use of energy and water than those with an intermediate level⁵. Young adolescents with the highest level

⁵ The educational level of the young has been divided into three levels: low, intermediate and high, according to the level of the program in the Dutch educational system.

of education fall exactly in between and do not differ from those at the lower or intermediate education level.

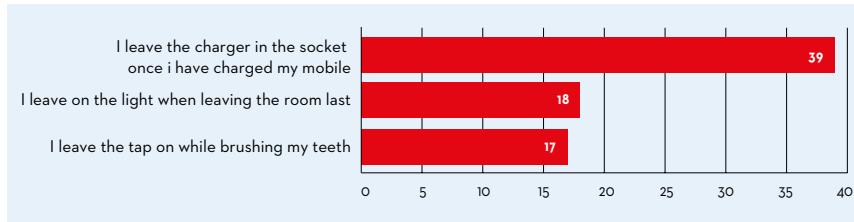


Figure 2.1 Economic use of energy (% often or (almost) always, n = 2003, weighted results)



2.2. Mobility

Unlike adults, young people mainly depend on the bicycle or public transport for their transportation. In terms of mobility, this means that they often behave in a sustainable way. However, when asked whether they would prefer to be driven by car rather than go by bicycle if given the choice, nearly a third said they would.

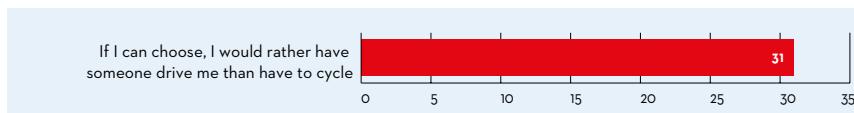


Figure 2.2 Mobility and Transport (% often or (almost) always, n = 2003, weighted results)

Young people who live in the Randstad⁶, more often choose to be driven by car (35 percent) than those who live outside the Randstad (29 percent). An expected outcome would be that young people who live outside the Randstad would prefer to be driven by car. They tend to live outside the city and therefore need to travel greater distances than those who live in the city. However, this is not the case. Also, young people who have a more highly educated mother prefer to be driven by car more often (35 percent) compared to those who have a less well-educated mother (29 percent)⁷.

⁶ The Randstad, a conurbation in the Netherlands, consist of the four largest Dutch cities (Amsterdam, Rotterdam, The Hague and Utrecht) and the surrounding areas.

⁷ The educational level of the parents has been divided into three tiers, lower, intermediate and high.



2.3. Recycling and handling of waste

A number of questions were asked about recycling and the reduction of waste. A majority of two thirds indicate that they use plastic bags more than once. About one out of five youngsters say that they often or (almost) always throw away food, even when it is still edible. Only a very low percentage, three percent, say that they often or (almost) always throw litter on the streets.



Figure 2.3 Recycling and Waste Reduction (% often or (almost) always, n = 2003, weighted results)

Girls behave slightly better than boys with regard to waste and recycling.

Education also appears to play a role. Less well-educated young people handle waste with less awareness than those with an intermediate or higher education. Young people with more highly educated parents behave with more awareness than those with less well-educated parents



2.4. Consumer behaviour

The majority of young people (89 percent) often or (almost) always eat meat.

Eating meat is not very sustainable because its consumption puts the climate and the environment under a lot of pressure (Steinfeld et al., 2006). Also, very few young people often or (almost) always buy second hand goods (9 percent), although half of them indicate that they sometimes buy second hand goods.

Thirteen per cent of young people often or always buy products even when they know that these are produced by means of child labour.



Figure 2.4 Consumer Behaviour (% often or (almost) always, n = 2003, weighted results)

Just as in the case of recycling and waste reduction, girls are more sustainable consumers than boys. Remarkably, young people with a lower education, those with a less well-educated mother, or those from families with a low gross household income⁸ behave somewhat more sustainably as consumers. In other types of behaviour, a higher education or income is often associated with sustainable behaviour, but with consumer behaviour the relationship is precisely the other way around. This could be explained by the fact that a family with a low gross household income has less money to spend and will therefore buy cheaper food (less meat) and will more often buy second hand goods.



2.5. Searching for information about global issues

If young people search for information about world problems, this indicates interest in the world. Almost one third of young people often or (almost) always follow the news about world problems. Remarkably, however, this internet generation still more often follows the news through the traditional media than through the internet.

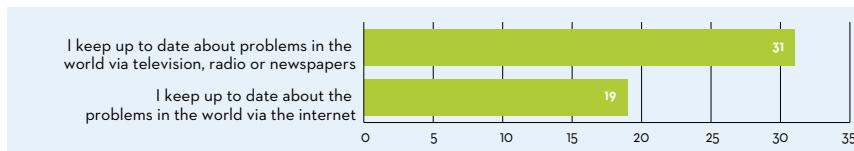


Figure 2.5 Searching for/sharing information (% often or (almost) always, n = 2003, weighted results)

⁸ The gross household income is divided into five equally sized income groups: the first quintile (EUR 0-32,000) 2nd quintile (EUR 32,500-38,800) 3rd quintile (EUR 38,800-51,300) 4th quintile (EUR 51,300 -77,500) 5th quintile (EUR 77,500 or more).

Which young people are more active when searching for information about global issues? Contrary to the majority of behavioural patterns in which girls predominantly exhibit a higher score, it is the boys who search more often for information. Also, the older adolescents appear to have a little more interest in this. The education of both the young people in question and that of their parents also appears to play a role. The higher the level of education, the more young people follow the news. In addition, income appears to have an effect. Young people from a family with a gross household income over 51,000 euros are more interested in global issues than those from lower-income situations.



2.6. Expressing an opinion on global issues

Searching for information, as described in the previous paragraph, is one thing. A person can go a step further by expressing their opinion to others. Young people are not yet very active in this field. Almost one tenth of them often or always support charitable organisations through social media and a similar number often or always call their friends to account when they see them doing something that adversely affects the environment. Only six percent indicate that they often or (almost) always ventilate their opinions online about problems in the world. And there are very few young people who frequently talk about poverty or environmental problems. This is in itself not surprising, as young people are unlikely to talk about these subjects all day. Therefore, it is also relevant to mention that about half of young people (almost) never talk about the environment (53 percent) and poverty in the world (46 percent). A large group of them do not concern themselves with such topics.

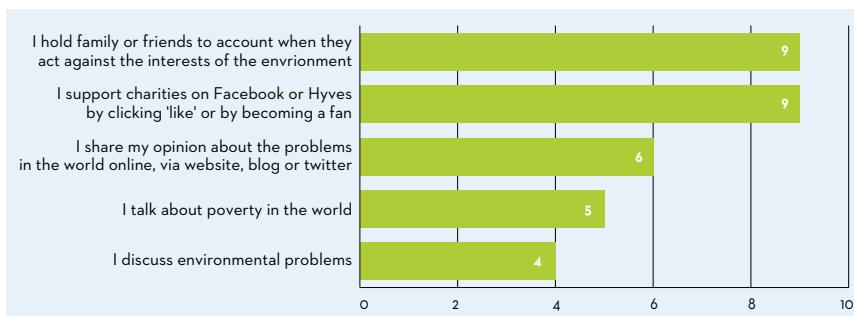


Figure 2.6 Expressing an opinion (% often or (almost) always, n = 2003, weighted results)

Girls appear to express their opinions on world problems more often than boys. Less well-educated young people express their opinion less often than those with an intermediate or higher education. If (one of) their parents are more highly educated, then young people express their opinion more often compared to those with parents with a lower or intermediate education. Those from families with the highest gross household income (more than 77,000 euros per year) also give their opinion more often compared to young people from families with a lower household income.



2.7. Donating to charity

Another way in which global citizenship may be expressed is by raising money for charity or by donating money oneself. Young people were asked whether they do this. No distinction was made regarding the type of charity supported. The assumption is that the aim of each charity is to contribute to a better world. Every donation is therefore regarded as an expression of global citizenship (and not only cross-border charitable organisations). Half of the young people do nothing when it comes to raising money for, or donating to charity. One third raise or donate money and one eighth do both. Those who give money, donate on average about 20 euros per year.

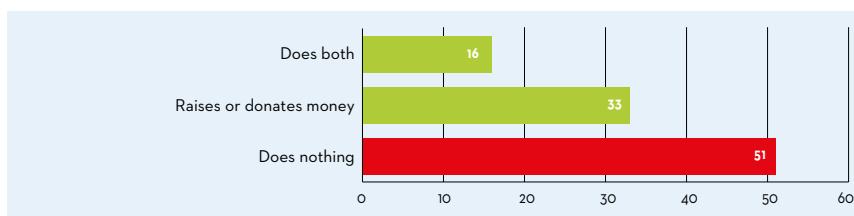


Figure 2.7 Donating and fund raising (%), n = 2003, weighted results)

Girls more often raise money than boys. Young people with an intermediate education most often raise money (45 percent), followed by those with a lower education (30 percent). Those with a higher education raise money least often (25 percent). Also, young people with less well-educated parents raise less money than those with highly educated parents. Young people from families with the lowest gross household income are the least active, those from families with a household income between 51,000 and the 77,000 are the most active (second highest income group). Young people under the age of fifteen raise money more

often (44 percent) than those aged fifteen or older (25 percent). Finally, young people who live outside the Randstad appear to raise money a little more often than those who live in the Randstad.

When it comes to donating money to charity, the relationships appear to be similar to those for fundraising. Girls donate money more often than boys (35 percent versus 28 percent). Young people with a lower level of education or with less well-educated parents donate less often than those who have a higher level of education or more highly educated parents. Also, young people from families with the lowest gross household income donate less compared to those from families with a higher gross household income. Money is also more frequently donated by young people over the age of fifteen than by those under fifteen (33 percent versus 29 percent). This is understandable, because young people over the age of fifteen have more money to spend than those who are younger (Nibud, 2011). There appears to be no difference between the young inside and outside the Randstad when it comes to donating money, where this was well the case with regard to raising money.



2.8. Volunteering

Finally, the question was asked whether young people perform voluntary service, i.e. whether they do something for a club or organisation without being paid⁹. There is also no distinction made between voluntary work focused on the Netherlands and that focused abroad. All voluntary work is regarded as an expression of commitment to the world, whether on a local or a global scale. Almost 40 percent of young people indicate that they perform voluntary services. They are mainly active in sports clubs, followed at some distance by churches and community centres.

Young people with a higher education or with more highly educated parents are more often active as volunteers. As an extension to this, it appears that young people from families with low household incomes are relatively less often volunteers. Finally, it appears that young people aged under fifteen are less often active as volunteers (35 percent) than those over the age of fifteen (43 percent).

⁹ The question explicitly stated that this does not refer to the civic internship. This internship of minimal 72 hours has been obligatory in Dutch secondary education since 2011.

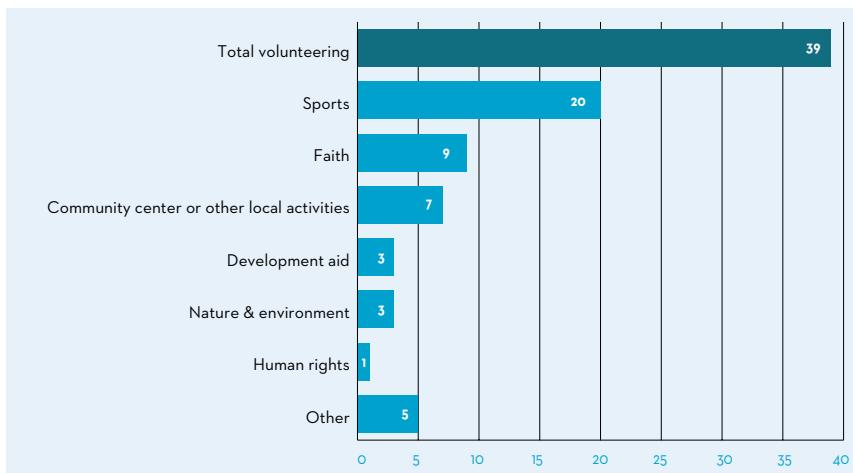


Figure 2.8 Volunteering (% , n = 2003, weighted results)

2.9. Index global citizenship

Young people differ in the extent to which they behave as global citizens. An index has been constructed in which young people obtain a score between 0 and 100. Someone who scores 100 exhibits all the behaviours listed above often or (almost) always. Someone with score 0 exhibits these behaviours sometimes or not at all. On average, young Dutch people score 41 points on this scale (see figure 2.9).

Subsequently, the occurrence of any differences between young people with regard to the score on this index was reviewed (see figure 2.9). Girls exhibit significantly more of these behaviours than boys. In addition, it appears that the more highly educated a young person is, the higher he or she scores on the index. The parents' education is also relevant. The young with more highly educated parents have a significantly higher score than those with parents with an intermediate or lower education. Furthermore, young people aged 15 and older more often exhibit global citizenship behaviour than those aged under 15. There is no difference between young people who live in the Randstad and those who do not, and also the amount of the gross household income does not influence the extent of the behaviour.

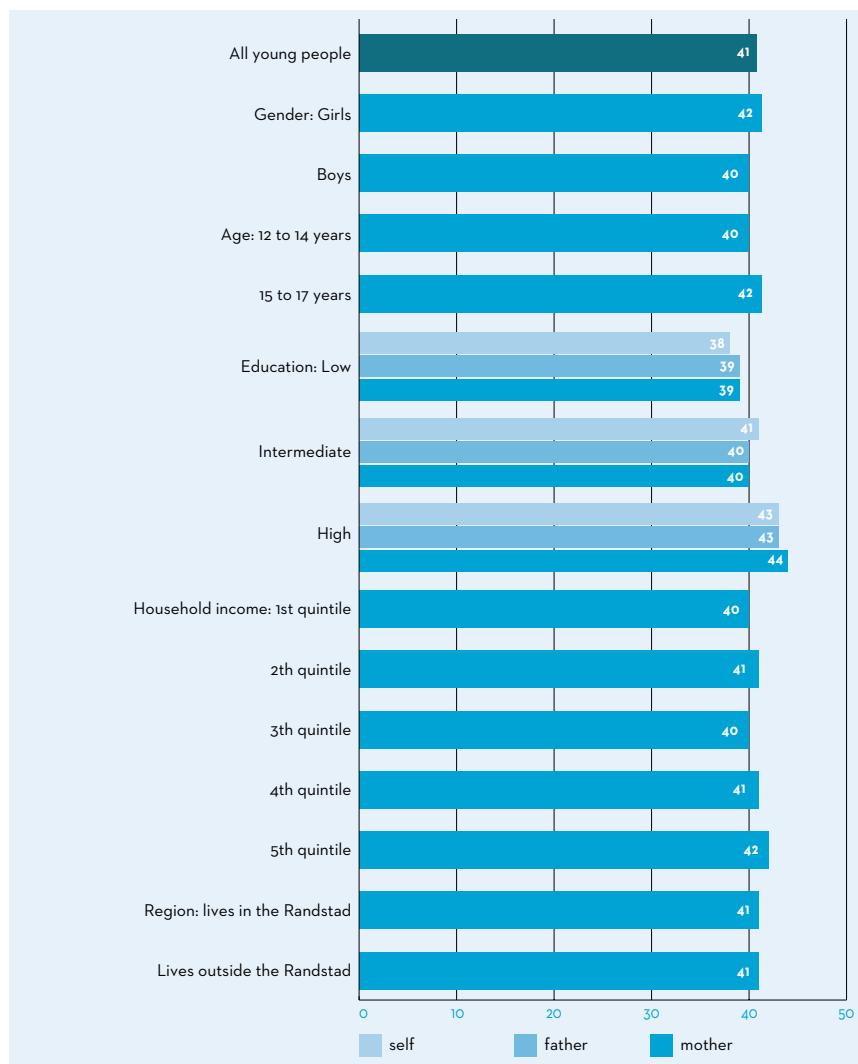


Figure 2.9 Index behaviour measured according to background characteristics (0-100, n = 1430 (min), weighted results

Next to background characteristics, other questions that could be related to their behaviour were put to young people¹⁰. For example, questions were asked about the importance they attach to altruistic values, to what extent they have been in contact with other cultures (cultural exposure) and how much trust they have in other people and in institutions in our society (social and institutional trust). Finally, questions were asked about the behaviour and opinions of their parents. This is called the home situation (also see paragraph 4.2 for more information which questions were asked here).

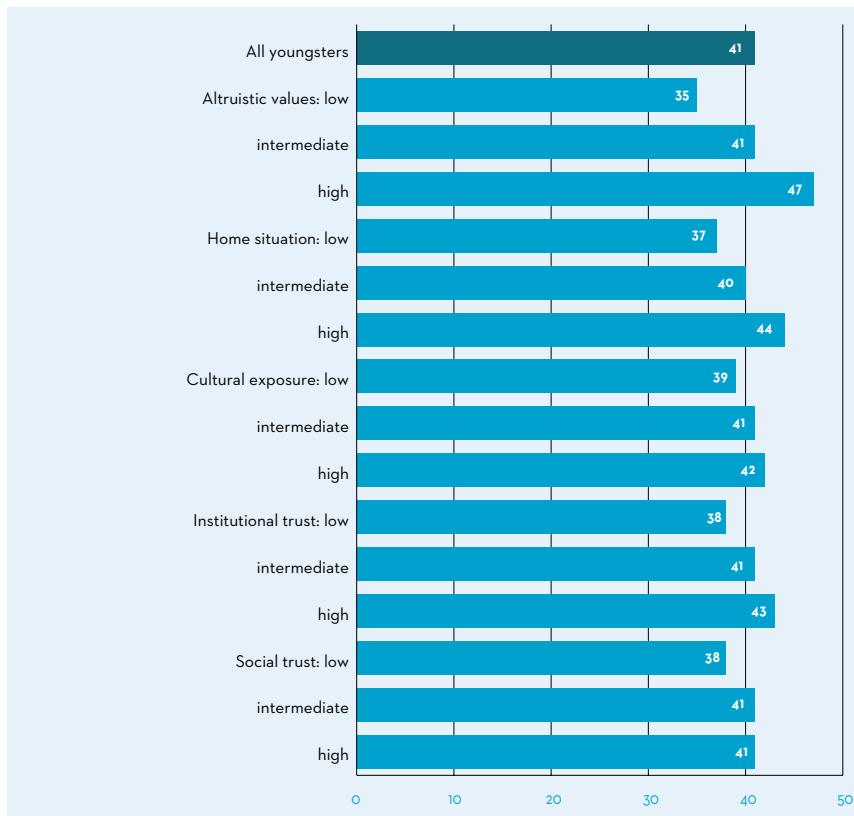


Figure 2.10 Index behaviour according to other scales (0-100, n = 1812 (min), weighted results)

¹⁰ Five different scales have been constructed from these questions. For more information about the scale construction and the items in the scales, reference is made to the methodology of this report that can be downloaded from the website www.ncdo.nl.

Figure 2.10 shows whether differences in global citizenship behaviour exist between young people who score high, medium or low on these five scales. This indeed appears to be the case. The more importance the young attach to altruistic values, the more contact

they have with other cultures and the greater their trust in institutions, the higher their score on the index. The home situation also appears to make a difference. Young people with parents who provide positive example with relation to the environment, volunteering, interest in other countries etc., also exhibit more global citizenship behaviour than young people from a less stimulating home environment.

2.10. Conclusion

Young people can still make a lot of changes in their lifestyle in order to increase environmental and social sustainability. On an index from 0 to 100, young people score on average 41 points at the moment. In general, it may be asserted that girls behave more like global citizens than boys. Education also plays an important role. More highly educated young people behave more like global citizens. Not only the education of the young people themselves, but also the education of their parents is important. Young people with a more highly educated father or mother behave more like global citizens. Also, the way that young people are brought up will influence their behaviour. A stimulating environment in which parents set an example, for instance with regard to the environment or voluntary work, increases the extent of the behaviour of young people.

Young people aged fifteen and older behave more like global citizens than those aged under fifteen. They donate money more often, perform voluntary work more often and search for information more often. Whether the young live inside or outside the Randstad does not make much difference. Also the amount of the household income does not play any role.

CHAPTER 3

PRINCIPLES

In the previous chapter the behaviour of global citizens formed the key element. NCDO asserted three principles to which that behaviour does justice. These are the principles of human equality, the awareness of mutual dependency in the world and a shared responsibility for solving global issues. What attitude do young Dutch people adopt with respect to these principles? This was examined by submitting a number of propositions about each principle to them. In the next three paragraphs, the results are presented and a review made of any differences between young people.



3.1. Human equality

Six propositions were submitted to young people about human equality. These comprise various aspects of human equality, i.e. religion, the right to work, the superiority of the Dutch, the proximity of people from other cultures, freedom of expression and standards and values. On average, young people (entirely) agree with one third of the propositions. They mainly endorse the propositions on the freedom of expression. But eight percent (entirely) agrees with the proposition that expressing an opinion is less important for people in poor countries than for people in the Netherlands. It is remarkable that, despite the freedom of movement for employees within the European Union, no less than 65 per cent think that they should have more opportunities to find a job in the Netherlands than a Pole.

Who amongst young people agree more often with these propositions and who agree less often? Girls adhere more to the principle of equality than boys. Young people with a lower level of education are less convinced of human equality than those with a higher level of education. And the more highly educated the parents, the greater the belief that human beings all over the world are equal. Remarkably, young people over the age of fifteen are slightly less positive about human equality than those under the age of fifteen. Furthermore, young

people outside the Randstad appear to be slightly more convinced of the principle of equality than those from the Randstad.

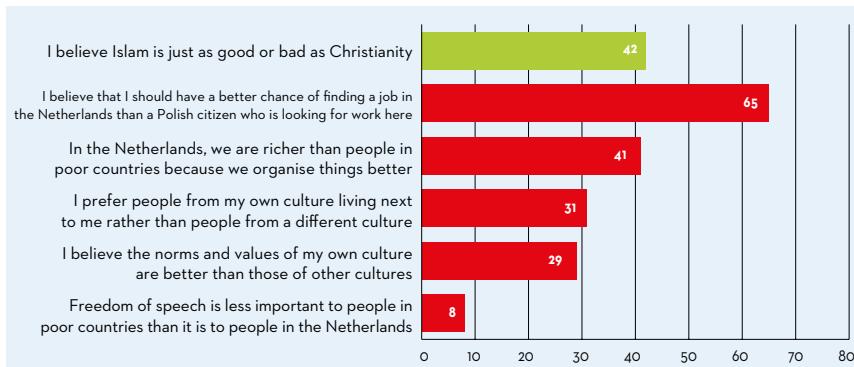


Figure 3.1 Human equality (% (entirely) agree, n = 1736 (min), weighted results)

Next to personal characteristics, the possible relationships between the belief in human equality and other characteristics of young people have been examined. Those who have higher altruistic values, are also more often of the opinion that humans all over the world are equal. Also, young people who trust others, or institutions in society, are more convinced of human equality. The same applies to those who have more contact with other cultures or who are provided with positive examples by their parents in their home situation.



3.2. Mutual dependency

Five propositions on mutual dependency in the world were also submitted to young people. On the basis of these propositions, young people's awareness of such interdependent relationships in the world was examined. This principle presumes a certain knowledge of the world. On average, respondents (entirely) agree with three out of the five statements. Thus the majority of young people establish links between here and there. In spite of the awareness of these links, only a third of the young have the idea that they can do something about world problems through the choices they make in everyday life.



Figure 3.2 Mutual dependency (%) (entirely) agree, n = 1640 (min), weighted results)

Girls and young people aged fifteen or older are more aware of mutual dependency than boys and young people aged under fifteen. The higher the level of education of the young people or of their parents, the more aware they are of mutual dependency. Also those from families with a high gross household income (more than 77,000 euros per year) have a greater sense of this dependency than those from low-income classes.

Young people who have lower altruistic values, have less contact with other cultures and those who have been brought up with less positive examples from their parents are also less aware of mutual dependency. This also applies to trust in people and institutions in society. Young people who have less trust, are less aware of mutual dependency.



3.3. Shared responsibility

Five propositions on shared responsibility for solving global issues were submitted to the respondents. The table below lists the propositions and indicates what percentage (entirely) agrees with these propositions. For example, slightly more than two thirds of young people agree with the proposition that human beings have a collective duty to help victims of natural disasters around the world. And 16 percent of young people agree with the proposition 'The Netherlands should not interfere with how other countries deal with their natural environment.

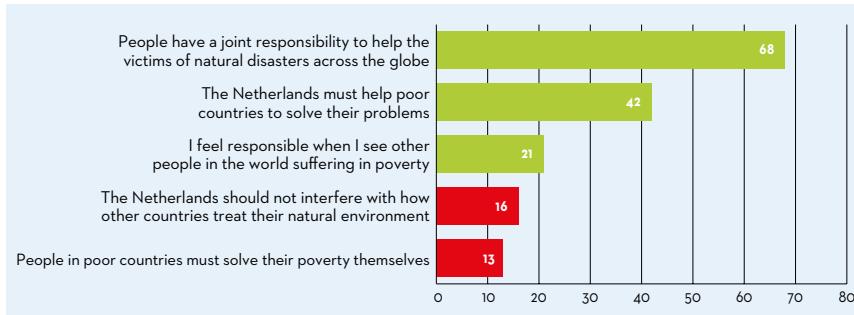


Figure 3.3 Shared responsibility (%) (entirely) agree, n = 1832 (min), weighted results)

Girls adhere to the principle of shared responsibility more often than boys. Less well-educated young people feel less responsibility than those with a higher education. It also appears that the more highly educated the parents are, the more responsibility young people take for solving global issues. In addition, it appears that young people from families with the highest gross household income feel more responsibility than those from lower-income families.

The higher the altruistic values that young people have, the more contact they have with other cultures and the greater trust they have in people and institutions in society, the more responsible they feel. Also, the home situation appears to matter. Young people with parents who provide them with a positive example where for example the environment, volunteering and interest for other countries are concerned, also have a greater sense of responsibility.

3.4. Conclusion

Young people adhere most to the principle of shared responsibility (on average they agree with three out of five propositions), followed by the principle of mutual dependency (on average they agree with half of the propositions). Young people are the least convinced of the principle of the human equality. Girls adhere to the principles more often than boys. In general, highly educated young people and those with highly educated parents more often adhere to the principles than the less well-educated young people and those with less well-educated parents. Young people from families with a high gross household income have a greater sense of mutual dependency and also feel more responsibility towards solving global issues.

It is significant that young people under the age of fifteen are slightly more positive about worldwide human equality, whilst on the other hand those aged fifteen and older are more aware of the relationships between 'here' and 'there'. Furthermore, young people outside the Randstad appear to be slightly more convinced of worldwide human equality than those living in the Randstad.

Finally, it appears that young people with higher altruistic values, who have more trust in others and in institutions in society, who have more contact with other cultures and have been provided with positive examples by their parents during their upbringing, more often endorse the three principles.

CHAPTER 4

KNOWLEDGE AND THE HOME SITUATION

The principle of mutual dependency already contains an element of knowledge, i.e. the realisation that many things in the world are closely linked to each other. However, insight into the extent to which young people have specific knowledge of global issues is also desirable. It may well be that knowledge of global issues influences young people's behaviour. For this reason what young people know of current problems in the world has been mapped by means of a number of multiple choice questions. Also (as already mentioned) questions have been asked about their parents' outlook on the world. The worldview of young people will probably be partially influenced by the opinions of their parents. This chapter will discuss both matters.

4.1. Knowledge of global issues

To get an impression of the knowledge that young Dutch people have of the world, nine multiple choice questions were asked. The themes of these general knowledge questions were derived from the UN Millennium Declaration and the Millennium Development Goals. These questions were asked in order to gain an overall insight into how aware young people are of matters outside their own living environment.

The questions that most of them answered correctly concern the disease malaria (92 percent) and the name of the head of Germany's government (78 percent). The questions that were frequently answered incorrectly concern child labour and the name of the State Secretary for Development Cooperation. These two questions were only answered correctly by 30 percent and 19 percent respectively.

Subsequently, the number of correct answers that each respondent gave were examined. Young people gave more correct answers than incorrect ones. On average, out of the nine questions 4.8 answers given were correct. Only 12

percent gave two or less correct answers to all the questions. Also only a very few, 2 percent, gave a correct answer to all the questions.

Which young people know a lot about global issues? Those over the age of fifteen gave more correct answers than those under fifteen. The young person's education and that of both parents also appear to be important. The higher these are, the larger the number of correct answers. The same applies to the gross household income. Young people from families with a higher gross household income also gave more correct answers than those from families with a low gross household income.

The home situation appears to be highly related to knowledge of global issues. It is perfectly possible that parents who are interested in the world around them transfer this interest to their children.

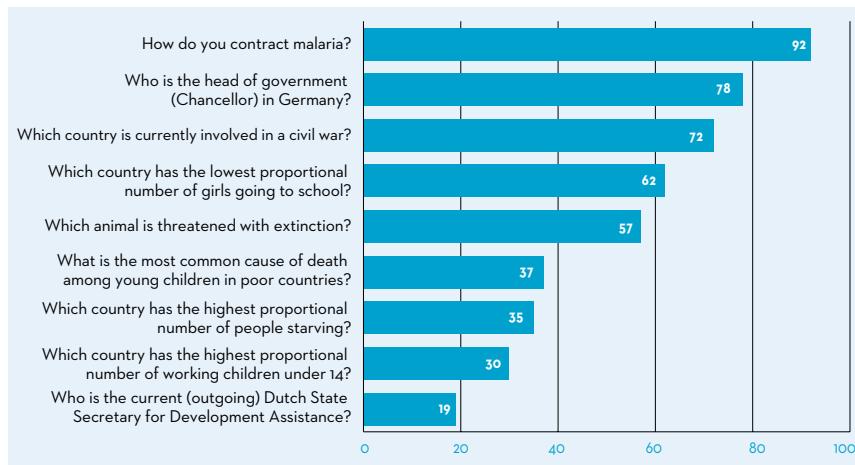


Figure 4.1 Percentage of correct answers to general knowledge questions (n = 2003, weighted results)

4.2. Home situation

The worldview of young people is influenced by their parents' ideas by means of transfer of values in parent-child relationships (Broek et al., 2010, Roest, 2009). The extent to which they behave as global citizens will therefore also be influenced by their parents' example during their upbringing. For this reason young people were asked what their parents think and do. They were asked to indicate per proposition whether it does not apply to their home situation, applies a little

or does apply. The results show that many young people are provided with a positive example by their parents during their upbringing. For example, almost two thirds indicate that their parents are of the opinion that you have to deal with the environment in a responsible way and almost 60 percent know that their parents donate money to charity.

Only a small group, about one eighth, have parents who never talk about problems in poor countries or who are of the opinion that development aid is a waste of money.

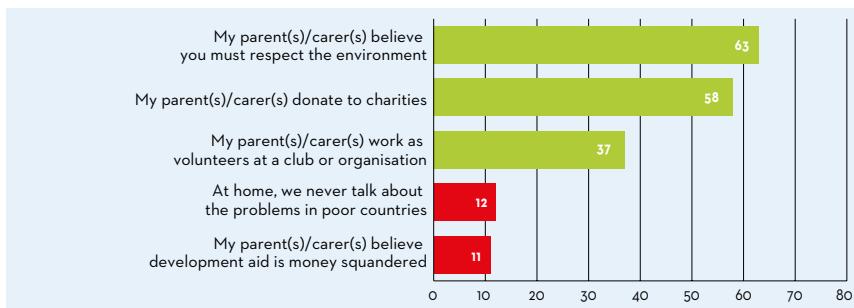


Figure 4.2 Home situation (% applies to my home situation, n = 2003, weighted results)

Young people whose parents are highly educated or have high incomes indicate more often that they are provided with positive examples by their parents during their upbringing. Young people with a lower education indicate that they are provided with fewer good examples by their parents. This is probably not due to the fact that they are receiving a lower education themselves, but is more related to the level of education received by their parents, who are themselves, as the data shows, also more often less well educated.

Young people who are provided with good examples by their parents during their upbringing have higher altruistic values than those who are not and also have more social and institutional trust. They also have more contact with other cultures.

CHAPTER 5

GLOBAL CITIZENSHIP

In the previous chapters, information has been presented on how young Dutch people behave in everyday life and what they think and know of the world. But how do these things relate to each other? Is it true that young people who have more knowledge, or endorse certain principles, more often behave as global citizens? And what about the differences on the basis of personal characteristics, for example that girls behave differently from boys, or that the more highly educated behave differently from the less well-educated? How important are these characteristics? In this chapter these and other questions will be discussed. The behaviour described in Chapter 2 forms the key element. The aim is to discover which factors are most predictive in determining whether a young adolescent will behave as a global citizen. If there is more clarity about this, it will offer a starting point for teaching young people about global citizenship in the future.

5.1. The role of the principles

The definition of global citizenship used by NCDO suggests a positive relationship between behaviour and the principles of ‘human equality’, ‘mutual dependency in the world’ and ‘shared responsibility for solving global issues’ (Carabain et al., 2012). This is supported by the collected data (see figure 5.1).

Young people who are convinced of human equality, have an understanding of the mutual dependency in the world and feel a sense of responsibility for the world, behave more like global citizens. The principle of shared responsibility is related the most strongly to behaviour, the principle of human equality the least, although the differences are small. The three principles are also mutually related. Young people who feel a sense of shared responsibility are also more convinced of human equality and also have a greater understanding of mutual dependency.

Which young people behave more like global citizens? Previously it became clear that both girls and young people with a slightly higher education more often behave as global citizens. But which characteristics are the most important for

global citizenship behaviour? Such a question can be answered by means of a multi-variate regression analysis.

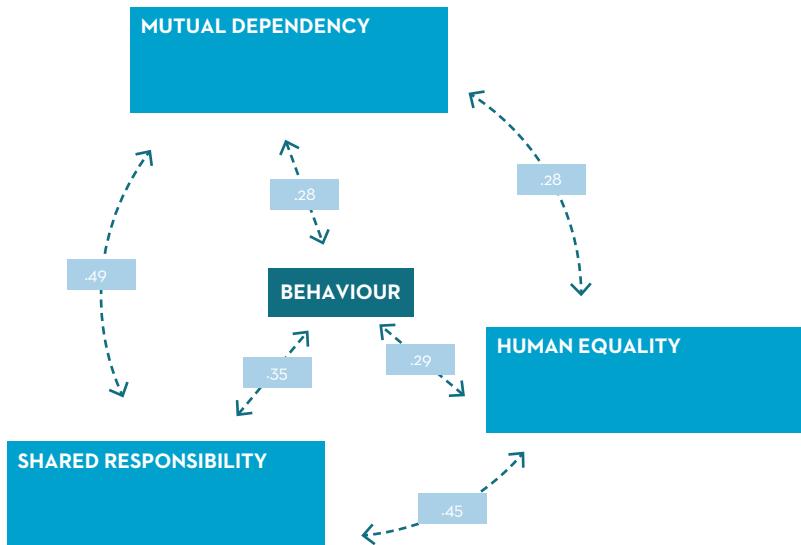


Figure 5.1 Connections between (interdependent) principles and behaviour expressed in correlations ($n = 1777$ (min), unweighted results).

There are differences between the various principles with regard to the extent of their correlation with behaviour related to global citizenship. The principle of the human equality appears to best explain the differences in the extent of global citizenship: 11 percent of the originally observed behavioural differences between young people are explained by the extent to which they are of the opinion that people are equal. The principles of shared responsibility and mutual dependency both explain 8 percent of the differences in the extent of young people's global citizenship behaviour.

Table 5.1 (n = 1257 (min), unweighted results)

	Beta ¹¹	Beta	Beta
Human equality	.35**		
Mutual dependency		.28**	
Shared Responsibility			.28**
Adjusted R ²	.12	.08	.08

Significance: *p<.05, **p<.01¹²

Until now, the explanatory capacity of the three principles has been viewed separately. From this point onwards, the combined contribution of the three principles towards explaining the differences in the extent to which young Dutch people behave as global citizens will be examined.

Table 5.2 (n = 1257 (min), unweighted results)

	Beta
Human equality	.15**
Mutual dependency	.13**
Shared Responsibility	.22**
Adjusted R ²	.15

Significance: * p <.05, ** p <.01

Remarkably, if all three principles are included in the explanatory model at the same time, the explanatory capacity of all three principles combined is scarcely more than that of the endorsement of the idea of human equality on its own (see table 5.2). The percentage of explained variance in a model in which all three principles are included is now 15 percent. Also all the coefficients decrease in value. This once again shows that there is a positive correlation between the principles of human equality, mutual dependency in the world and taking (shared) responsibility for solving global issues. In the remainder of this chapter, the relationship between these three principles and additional personal characteristics with respect to global citizenship will be looked at in more detail.

¹¹ The reported Beta is the standardised regression coefficient. These Betas are generally between -1 and +1. In the case of standardised regression coefficients the constant in the regression is equal to 0.

5.2. The role of knowledge

Young people with more knowledge of global issues more often behave as global citizens than those who know less about these issues. Viewed separately, knowledge of global issues explains 3 percent of the observed differences in global citizenship behaviour.

Table 5.3 Knowledge and global citizenship behaviour (n = 1257 (min), unweighted results)

	Basic model	Model including knowledge	Basic knowledge including knowledge
	Beta	Beta	Beta
Human equality	.15**		.14**
Mutual dependency	.13**		.11**
Shared Responsibility	.22**		.21**
Knowledge		.18**	.09**
Adjusted R ²	.15	.03	.16

Significance: * p <.05, ** p <.01

If knowledge is added to the basic model with the three principles, the effects of these three principles on global citizenship behaviour remain virtually unchanged. The percentage of explained variance in the differences in global citizenship behaviour only increases by 1 percent after the addition of knowledge.

The effect of knowledge thus decreases in this model. This means that there appears to be a correlation between knowledge and the endorsement of the three principles. In other words: young people with more knowledge have a better sense of mutual dependency in the world and more often endorse the principles of equality and shared responsibility than those with less knowledge, which partially explains the originally observed positive effect of knowledge.

5.3. The role of personal characteristics

A number of personal characteristics that positively relate to various expressions of global citizenship behaviour have already been identified previously in this publication.

Table 5.4 Personal characteristics and global citizenship behaviour (n = 1257 (min), unweighted results)

	Basic model	Model including personal characteristics	Basic model including personal characteristics
	Beta	Beta	Beta
Human equality	.15**		.15**
Mutual dependency	.13**		.11**
Shared Responsibility	.22**		.21**
Gender (girl)		.05	-.00
Age		-.03	.02
Education		.15**	.08*
Education father		.07*	.03
Education mother		.05	-.01
Gross yearly income household		-.01	.00
Living in Randstad		-.03	-.00
Adjusted R ²	.15	.04	.16

Significance: *p<.05, **p<.01

When these characteristics are considered together, it appears that young peoples' own level of education and that of their father have a positive effect on the extent to which they behave as global citizens. The higher the level of education, the more behaviours that are in evidence. However, taken together these characteristics only explain 4 percent of the observed differences in behaviour. When the personal characteristics are added to the basic model containing the three principles, the effects of these principles remains intact. Noticeably, in the case of the personal characteristics, the originally observed positive effect of the father's level of education disappears. Young people with a highly educated father attach more importance to the three principles, which explains the previously observed effect of the level of the father's education.

The positive effect of the personal education decreases, but remains significant. It can be deduced that more highly educated young people more often endorse the three principles than those who are less well educated, which partially explains the difference in global citizenship behaviour between more highly educated and less well-educated young people.

Nevertheless, even after a control for the three principles, a positive effect as a result of education remains intact. Highly educated young people who endorse the three principles to a lesser extent still behave more like global citizens than less well-educated young people who exhibit a comparably low support for these three principles.

Taken together, the personal characteristics only explain a small additional portion of the differences in the extent of global citizenship behaviour. The explained variance increases to 16 percent after the addition of the personal characteristics.

5.4. The role of altruistic values, contact with other cultures and trust

The following results show that altruistic values, contact with other cultures and the extent of institutional trust have a positive correlation to the extent to which young people behave as global citizens. Social trust does not have any effect on behaviour.

Table 5.5 Altruistic values and global citizenship behaviour (n = 1257 (min.), unweighted results)

	Basic model	Model including altruistic values	Basic model including altruistic values
	Beta		
Human equality	.15**		.09**
Mutual dependency	.13**		.12**
Shared Responsibility	.22**		.09**
Altruistic values		.44**	.32**
Adjusted R ²	.15	.19	.23

Significance: * p <.05, ** p <.01

The importance that young people attach to altruistic values has a strong positive effect on their global citizenship. The higher their values, the more they behave as global citizens. Altruistic values explain 19 percent of the observed difference in behaviour. This is even more than the combined three principles in the basic model.

The addition of altruistic values to the basic model diminishes the earlier observed effects of the three principles. This seems to indicate that there is a correlation between the endorsement of the principles and altruistic values. In particular, the effect of the endorsement of the principle of shared responsibility decreases. This means that this principle appears to partially explain global citizenship, because young people who support this principle also attach a greater importance to altruistic values. These have a strong positive effect on the extent to which they behave as global citizens. In spite of the strong effect of altruistic values on the extent to which young people behave as global citizens, the originally observed effects of the three principles remain intact. This means that these principles continue to be important in explaining differences in behaviour amongst young people, even when taking into account the importance they attach to altruistic values. With the addition of altruistic values, 8 percent additional variance is explained.

Table 5.6 Contact with other cultures and global citizenship behaviour (N = 1257 (min), unweighted results)

	Basic model	Model including contact with other cultures	Basic model including contact with other cultures
	Beta	Beta	Beta
Human equality	.15**		.13**
Mutual dependency	.13**		.13**
Shared Responsibility	.22**		.21**
Contact with other cultures		.13**	.08**
AdjustedR ²	.15	.02	.16

Significance: * p <.05, ** p <.01

In the case of contact with other cultures, there is also an effect on global citizenship behaviour (see table 5.6). The more frequent this contact, the more young people behave as global citizens. In this case, after the addition of this

contact to the basic model the effect of the three principles is hardly reduced and also the effect of this contact remains intact. The latter effect does, however, become weaker. This means that young people who frequently have contact with other cultures more frequently endorse the three principles than those with less contact. This is why they exhibit global citizenship behaviour more often. With the addition of contact with other cultures, 1 percent additional variance is explained with respect to the basic model.

Table 5.7 Social trust and global citizenship behaviour (n = 1257 (min), unweighted results)

	Basic model	Model including social trust	Basic model including social trust
	Beta	Beta	Beta
Human equality	.15**		.15**
Mutual dependency	.13**		.13**
Shared Responsibility	.22**		.22**
Social trust		.05*	-.01
Adjusted R ²	.15	.00	.15

Significance: * p < .05, ** p < .01

Social trust has a small but significantly positive effect on global citizenship behaviour (see table 5.7). Young people with a high degree of social trust exhibit slightly more global citizenship behaviour than those with a low degree of social trust. After the addition of social trust to the basic model the originally observed effects of the three principles remain unchanged, whilst social trust no longer has any effect. This means that the previously observed positive effect of social trust on global citizenship can be explained by the fact that young people with a higher level of social trust more often support the three principles.

Table 5.8 Institutional trust and global citizenship behaviour (N = 1257 (min), unweighted results)

	Basic model	Model including institutional trust	Basic model including institutional trust
	Beta	Beta	Beta
Human equality	.15**		.16**
Mutual dependency	.13**		.14**
Shared Responsibility	.22**		.18**
Social trust		.15**	.06**
Adjusted R ²	.15	.02	.15

Significance: * p <.05, ** p <.01

Also the degree of trust in institutions has a positive effect on global citizenship behaviour: the higher the institutional trust, the more young people behave as global citizens (see table 5.8). Taken alone, institutional trust explains 2 percent of the observed variance. After the addition of the three principles, the effect of institutional trust decreases, whereas the effect of the three principles remains virtually unchanged. This means that young people with more trust in institutions more often endorse the three principles than those with less trust and therefore more often exhibit global citizenship behaviour. However, the addition of institutional trust to the basic model does not increase the explained variance.

5.5. The role of the home situation

A stimulating home situation also has a positive effect on global citizenship behaviour amongst young people. The more they are exposed during their upbringing to a positive example from their parents in the field of *inter alia* the environment and voluntary work, the more they behave as global citizens themselves. However, after the addition of the home situation to the basic model, the effect of the three principles is hardly reduced and the effect of the home situation remains intact. The latter effect does, however, become weaker. This means that young people who are exposed to a positive example from their parents during their upbringing also more often endorse the three principles than those who come from a less stimulating environment. They therefore exhibit global citizenship behaviour more often. With the addition of the home situation to the basic model 2 percent additional variance is explained.

Table 5.9 Home situation and global citizenship behaviour (n = 1257 (min), unweighted results)

	Basismodel	Model including home situation	Basic model including home situation
	Beta	Beta	Beta
Human equality	.15**		.16**
Mutual dependency	.13**		.14**
Shared Responsibility	.22**		.18**
Social trust		.15**	.06**
Adjusted R ²	.15	.02	.15

Significance: * p <.05, ** p <.01

5.6. The combined effect of all the aspects

Finally, table 5.10 presents a model which includes all the background characteristics. In this model, some interesting shifts may be observed.

When all the background characteristics (excluding principles) are examined, it appears that the level of knowledge and education, contact with other cultures, the home situation and, in particular, altruistic values all have a positive effect on the global citizenship behaviour of young people. The previously observed positive effects of the father's level of education and of social and institutional trust disappear.

When the three principles are also included in the model, an important first result is that their positive effects decrease with respect to the basic model. The coefficients of the principles of mutual dependency and equality become smaller, and the effect of the principle of shared responsibility for global citizenship disappears altogether. Altruistic values in particular prove to be a very important factor in explaining differences in the extent to which young people behave as global citizens. Since these values (as seen earlier) are closely related to the endorsement of the three principles, they therefore explain much of the originally observed positive effect of the three principles on global citizenship in the basic model.

Table 5.10 Background characteristics and global citizenship behaviour
(N = 1257 (min), unweighted results)

	Basic model	Model including background characteristics	Basic model including background characteristics
	Beta	Beta	Beta
Human equality	.15**		.08**
Mutual dependency	.13**		.08**
Shared Responsibility	.19**		.06
Knowledge		.10**	.08**
Gender (girl)		-.03	-.04
Age		.00	.01
Education		.09**	.07*
Education father		.04	.03
Education mother		.02	-.00
Gross yearly household income		-.02	-.00
Living in Randstad		-.02	-.01
Altruistic values		.39**	.33**
Contact with other cultures		.06*	.05*
Social trust		-.03	-.03
Institutional trust		.03	.03
Home situation		.10**	.06*
Adjusted R ²	.15	.23	.25

Significantie: *p<.05, **p<.01

This also applies to the level of knowledge and education, contact with other cultures and a stimulating home situation. These characteristics retain their original positive effect on global citizenship behaviour after the control for the three principles. Young people with a higher level of education, more knowledge of global issues, more contact with other cultures and those exposed to positive examples at home score higher on the index.

5.7. Conclusion

In this chapter, the relationships between the three principles and globally related behaviours amongst young people have been examined more closely. Also the effect on the behaviours of the correlation between various background characteristics and the endorsement of the three principles has been examined.

The expectation that young people who endorse the three principles also more often behave as global citizens seems to be confirmed. Those young people who endorse the principles of the human equality, mutual dependency in the world and shared responsibility for solving global issues more strongly are more often inclined to behave as global citizens. Regression analysis further shows that if other characteristics are not taken into account, in particular support of the principle of equality is best able to explain differences in the extent of global citizenship amongst young people.

Other background characteristics also appear to explain differences in behaviour. Young people who have more knowledge of global issues more often behave as global citizens than those who have less knowledge of them. However, there is a correlation between knowledge and the endorsement of the three principles. In other words: young people with more knowledge have a better understanding of mutual dependency in the world. In addition, they more often endorse the principles of equality and shared responsibility than young people with less knowledge, which partially explains the originally observed positive effect of knowledge on global citizenship. Also the level of education has a positive effect on the extent of global citizenship. Young people with a higher education more often exhibit behaviour related to global citizenship than the those who are less well educated. The regression analyses show that the extent of the behaviour of the more highly educated can partially be explained by the fact that they endorse the three principles more often than less well-educated young people.

Furthermore, it appears that altruistic values, the home situation, contact with other cultures and the extent of social and institutional trust also have a positive correlation to the extent to which young people behave as global citizens. In particular, the importance that young people attach to altruistic values has a strong positive effect on global citizenship. The higher these values, the more often they behave as global citizens. These altruistic values also diminish the previously observed effects of the three principles. In

particular, the principle of shared responsibility appears to largely explain the differences in global citizenship, because young people who support this principle attach an even greater importance to altruistic values.

When all these background characteristics, together with the three principles, are included in a model, a number of shifts occur. The effects of the endorsement of the principles of equality and mutual dependency decrease, whilst the effect of shared responsibility on global citizenship actually disappears altogether. This again demonstrates that altruistic values are a very important factor in explaining the differences in the extent to which young people behave as global citizens. Since these values also closely relate to the endorsement of the three principles, they largely explain much of the originally observed positive effects of the three principles on global citizenship in the basic model. In spite of a decrease in explanatory capacity, a positive effect of the principles of equality and of mutual dependency on the behaviour is still apparent after the control for the background characteristics.

In conclusion it can be argued that the three principles indeed play an important role in explaining differences in global citizenship behaviour, but that they are closely related to other personal characteristics which in themselves also have a positive effect on behaviour. The more highly educated young people, those with more knowledge of global issues and those who attach great importance to altruistic values are (as indicated in chapter 3) the ones who more often endorse these principles and also more frequently behave as global citizens.

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METHODOLGY

Data collection

TNS NIPO was commissioned by the NCDO to carry out the data collection for the Barometer Global Citizenship 2012. It is a longitudinal study.

Sampling

The study was conducted within the online panel of TNS NIPO Base. The TNS NIPO Base is a database of 59,000 households (133,000 respondents) who regularly participate in TNS NIPO research. The panel is representative for the Dutch population and certified according to the ISO standards (ISO 20252 and ISO 26362). There are no structural differences in the responses of the 12- to 17-year-olds, indicating that the sampling is based on a representative distribution.

Response

The data for this study were collected online. The fieldwork took place from Tuesday 19 June 2012 through Sunday 1 July 2012. The respondents needed on average 14 minutes to complete the questionnaire. TNS NIPO sent a reminder to those who had not responded to the original invitation in order to persuade them to participate in the study. At the end of the questionnaire, respondents were asked whether they wished to participate in this study again next year. 97 percent of them were willing to do so.

	Young people
Invited	2.750
Response	2.003 (73%)
Cooperative response	1.941 (97%)

Weighting methodology

The results of the study have been reweighted with regard to gender, age, region, education level and family size in order to produce a representative sample for the Dutch population. The ideal figures are based on data from Statistics Netherlands (CBS).

	Efficiency of sample ¹²
Youngsters	0,91

An extensive research methodology can be found on the NCDO website (www.ncdo.nl).

¹² Sampling efficiency = unweighted n / (sum (weighting factors²))

In today's world the lives of seven billion people are inextricably linked. This also means that each individual's behaviour, when combined with that of others, can have an effect world-wide. Global citizens are aware of this mutual dependency, are convinced of the equality of human beings all over the world and feel a shared responsibility for global issues. Their behaviour corresponds to these principles and promotes social and environmental sustainability.

Where do the Dutch youth stand when it comes to global citizenship? Is their lifestyle good for the world? And what do they think and know of the world? To map this, NCDO, in cooperation with TNS NIPO, did a survey amongst approximately 2,000 young Dutch people between the ages of twelve and eighteen.

This publication is part of a new series of research publications by NCDO, which promotes public awareness of both international cooperation and the importance of the Netherlands being active in this field through research, trainings and other activities.



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