LIVING IN THE GLOBAL VILLAGE: THE VALUE AND DEVELOPMENT

OF GLOBAL CITIZENSHIP AMONG YOUTH

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LIVING IN THE GLOBAL VILLAGE: THE VALUE AND DEVELOPMENT OF GLOBAL CITIZENSHIP AMONG YOUTH

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OF GLOBAL CITIZENSHIP AMONG YOUTH

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Angela Montoya is a native of Cali, Colombia, South America. She got her undergraduate degree from Auburn University in Marketing and Business Administration in December 2005. Angela is expected to graduate with a Masters degree in Human Development and Family Studies on May 9, 2009. Her research interests are internal and external processes, as well as contextual influences in global citizenship and global civic identity development in youth. In 2005, she helped former United Nations World Food Programme (UN WFP) Executive Director Jim Morris and Dean June Henton raise a challenge to other universities to join "Universities Fighting World Hunger (UFWH)" at the National Association of State Colleges and Land Grant Colleges (NASULGC) held in Washington D. C. In May of 2007, Angela was selected by the former WFP Executive Director, as one of two students from UFWH to intern at the UN WFP Headquarters in Rome, Italy. She is currently involved with the development of an Interdisciplinary Hunger Studies Minor in the Auburn Campus serving as the Graduate student representative for the Academic Initiatives committee of the War on Hunger. She is also one of the creators of the 4-H War on Hunger curriculum-- A partnership with Alabama 4-H to implement innovative hunger education activities and community service opportunities with youth across Alabama.

THESIS ABSTRACT

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Globalization in the 21st century is imposing new complex sociopolitical, economic, and environmental challenges that point to the need for global citizenship (Arnett, 2002; Korten, 1996). Given the demands on young people to be globally aware and involved and the limited amount of research in the area of global citizenship, it is important to explore the nature of global citizenship by building on the previous work conducted at the single-state level. Thus, the current study aims at providing initial answers to the following questions: 1) what does it mean to be a global citizen?; 2) Are there different pathways for becoming civically engaged at the global level?; and 3) are there different types of globally engaged youth? Based on what is known about single-state citizenship and global citizenship a theoretical model that incorporated global civic

knowledge, skills, engagement, and identity as they developed within social contexts (family, friends, school, community, and media) was used to guide this study (see Davies, 2006; Keeter et.al, 2002; Tourney-Purta, et al. 2001a, 2002b); Zaff et al., 2003).The study's design included self-accounts from globally engaged young adults ranging from 19 to 30 years of age. Qualitative and quantitative analyses revealed that respondents perceived having empathetic concern for others (especially those in need) regardless of origin, race, or religion orientation, having global knowledge, and engaging in action to solve social, political, economic, and environmental issues at the global level as the most descriptive characteristics of a global citizen. Multiple regression analyses yielded several interesting patterns, many of which were consistent with previous research.

The most central findings include the importance of having a strong sense of identity and having feelings of efficacy in explaining civic participation for engagement in civic activity. Also important was the value of the community and school contexts in explaining past, current, and frequency of engagement. A strong association between engagement and identity also was confirmed, as was the relevance of media and friend contexts for achieving a global civic identity. The findings from the cluster analyses were mixed and not necessarily as anticipated, especially for the political v. social solution. Respondents tended to vary more on the degree of involvement than on the kind of involvement. The implications for educational programs and policy are discussed.

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I. INTRODUCTION

In the 21st century, major forces of globalization such as the information technology revolution, telecommunications and media, economic interdependence, the internationalization of business, the creation of international bodies of governance, and the increase of immigration are complex realities that call for global citizenship (Jansen-Arnett, 2002; Korten, 1996; Youniss, Bales, Christmas-Best, Diversi, McLaughlin, & Silbereisen, 2002). An important question to ask is: are young people prepared for the responsibilities and psychological challenges of globalization? This is a critical question because the current generation is being challenged with global crises such as wars, extreme poverty, famines, pandemic diseases, terrorist attacks, racism, and ethnic intolerance (Sachs, 2005). Starting from the assumption that individuals are the building blocks of civil society, and adding the undeniable impact of globalization and increased complexity and magnitude of global crises, there is a growing need to prepare younger generations to become citizens of the world. New generations of global citizens must have the knowledge, skills, and the motivation to support the rights and responsibilities of an interconnected world. The overall goal of the current study is to understand how global citizenship develops among young people based on an examination of past and current experiences of civically engaged young adults.

Global Citizenship

Before defining global citizenship, the phenomenon of *globalization* and its driving forces must be understood. Globalization is defined by Leslie (1995) as "the interrelatedness of different places around the globe" (p. 412). This interrelatedness is due to three main factors: the dramatic growth of information and communication technologies (ICT), the geographic movement of peoples, and new economic independence and competition. According to Youniss et al. (2002), Castells (1998) and Scholte (2000), globalization is facilitated by the ICT revolution which enables people, countries, businesses, and organizations to penetrate formerly isolated geographic areas and to transfer ideas and events at the same time. Evidence of the penetration of cultural walls empowered by ICT, especially by way of the Internet, is found in the diffusion of democratic structures and rights of citizen participation in Middle Eastern monarchic states (Eickman & Anderson, 1999). The second major force of globalization, migration of people, is due to reasons such as wars, ethnic and religious intolerance, and extreme poverty (Youniss, et al, 2002). Additionally, the movement of people allows greater interaction among people from different social classes and ideological backgrounds (Larson, 2002). On the other hand, the migration of people can result in issues of exclusion and inter-group conflict (Youniss et al., 2002). The third force of globalization, economic interdependence, has led to the formation of a highly competitive global economy. As expressed by Korten (1996), ICT is not only shortening distances for individuals but enabling the "removal of economic borders and melding national economies into a seamless global economy" (p.40).

Many advocate for thinking in global terms while acting towards local economic cooperation; however, the pressures of a global economy drive competition among countries for jobs, and other necessary resources for a prosperous national economy. Although globalization opens the door for a world full of new opportunities for interaction and exchange, it also involves a new set of complexities and challenges that call for a new kind of citizenship, a global one.

In the late 1970s and early 1980s, the world studies movement lead by Richardson (1976) and Fisher and Hicks (1985) in the United Kingdom brought together the idea of creating curricula that foster knowledge and understanding of global issues. Nevertheless, they did not conduct any substantial empirical research that examined individual pro-social orientations towards global issues prior to the development of such educational programs. After careful examination of global education curricula, Davies (2006) concluded that before substantial improvements could be made in the global education arena, scholars must have a clearer definition of its ultimate outcome, global citizenship. Thus, Davies helped to flesh out the complexity of the global citizenship concept by looking at social justice, rights and responsibilities, culture, and cultural conflict, as key dimensions of 'active' global citizenship. He also added annotations from Olser (1994) and Olser and Starkey (2000, 2001) which argue that the adoption of the Universal Declaration of Human Rights by the entire international community will lead to a unification of universal values and consequently facilitate the adoption of a global citizenship.

However, for Oxfam (1997), global citizenship involves three main factors: (1) knowledge and understanding, (2) skills, and (3) values and attitudes. They add that the combination of these factors will result in citizens who are willing to engage in action addressing the world's most pressing issues. The first factor, *knowledge and understanding* is described as the desire to attain the necessary information in order to understand how the world works politically, economically, socially, culturally, and environmentally, as well as to comprehend the rights and responsibilities of a global citizen. Knowledge should also be accompanied by an understanding of the interconnected nature of the world. This will enable citizens to form 'mental maps' that allow them to connect to and sympathize with all people and share equal rights and responsibilities. The development of s*kills* such as critical thinking, the ability to argue effectively, and cooperative work in solving problems are also listed by Oxfam (1997) as critical for the development of global citizenship. Oxfam suggests that developing *values and attitudes* such as the creation of a sense of identity, empathy and believing that people can make a difference are characteristics that define a global citizen. Finally, Oxfam argues that upon attainment of knowledge, skills, and values, individuals will be moved to take action.

Many scholars from the global education movement (Davies, 1999; 2006, Ibrahim, 2005; Oxfam, 1997) agree that taking *action* in addressing human issues at a range of levels from the local to the global is an essential component of global citizenship development. Davies (2006), for example, states that global citizenship must go beyond international awareness and call for actions such as reacting to perceived social injustice

or universal human rights abuses. However, both Ibrahim and Davies argue that Oxfam's definition lacks an explanation of how knowledge and skills will progress into global civic action. They point to the need for further research that examines individual predispositions to take part in global issues and join global activist movements. This suggests that future research must take a holistic approach that recognizes the importance of family, school, and the influence of local culture in developing connections between local social, political, and economic issues with their counterparts at the global level (Davies, 2006; Ibrahim, 2005).

Influences on the Development of Global Citizenship

Of equal relevance to defining global citizenship is understanding what influences and shapes its formation in terms of the interactions between individuals and their environment. To date, no careful examination of the factors that influence global citizenship development has been undertaken. Based on single nation citizenship development studies, having relevant civic knowledge which includes basic understanding of one's rights and responsibilities as a citizen, relevant communication and critical thinking skills, and participation in electoral and civic life of one's nation are key markers of citizenship development (e.g. Keeter, Zukin, Andolina, & Jenkins, 2002; Lopez, Levine, Both, Kiesa, Kirby, & Marcelo, 2006;Torney-Purta, J., Lehmann, H., Oswald, H., Schultz, W, 2001; Torney-Purta, Schwille, & Amadeo, 1999). Studies suggest that these key markers can be obtained through the contexts of family, friends, school, communities, and media (i.e. Fletcher, Elder, & Mekos, 2000; Torney-Purta et al.,

2001; Wentzel & McNamara, 1999; Yates & Youniss, 1998; Zaff, Malanchuck, Mitchelsen, & Eccles, 2003.)

According to Bronfenbrenner (1988), development is considered to be the process in which the person and the environment influence one another to change or maintain a person's characteristics and behaviors over time. Using Bronfenbrenner's theory, Tourney-Purta and her colleagues (2001) conducted a two-phase study in 28 countries to create a model that used qualitative measures to understand the development of national citizenship. For their study, an instrument was designed that measured civic knowledge, skills, and civic engagement, as well as opportunities to attain these from family, schools, and media. Civic knowledge was assessed by measuring youths' understanding of basic democratic values and institutions. Skills included the interpretative and thinking skills necessary to make sense of civic related knowledge. In addition, civic participation was measured in accounts of current and intended civic participation in traditional forms of political engagement (e.g. voting) and other types of involvement (e.g. volunteering for social causes). On average, high levels of civic knowledge among youth were found to be correlated with receptivity to participating in civic activities. Across all countries, it was found that 14 year old youths' civic knowledge and engagement were primarily influenced by home and school contexts. Additionally, television was the most common source of news among young people, and frequency of viewing news programs was positively correlated with higher levels of civic knowledge and intention to vote.

Others like Keeter et al. (2002) have studied the importance of civic and political engagement of American youth. Their study's design provides a generational snap-shot

of American's political and civic participation, placing a special focus on the new trends of civic involvement exhibited by the DotNet generation (those born since 1976). A set of 19 core indicators—ranging from electoral engagement to volunteering, and consumer and political activism — was developed to measure the civic and political health of the American public. Keeter et al. (2002) suggest that the *civically engaged* are those who perform a number of these actions regularly. After finding evidence that civically engaged young people respond positively to school-based civic and political initiatives, they suggested that American youth need the encouragement to become active in political and civic life. They also found the existence of a civic-political divide in terms of people's engagement. For example, 15% of 15 to 25 year-olds reported only engaging in political activism. Another 17% reported participation in only civic activities, and 11% reported engaging in both. Likewise, it was found that home environments where other members of the family volunteer also influence youths' civic and political participation level. Keteer and his colleagues (2002) concluded that "engaged citizens do not create themselves." (p.2), on the contrary, young people need to be encouraged by different contexts such as family and school to learn about civics and participation in civic life.

In 2006, largely replicating the survey developed by Keeter et al. (2002), Lopez et al. found that on average those who participate civically and politically are better informed. For instance, 27% of those who reported no participation in civic or political activities were unable to respond to any of the political knowledge questions correctly. Additionally, those who reported following the news regularly were more likely to participate civically than those who did not (2006). In terms of pathways to involvement,

Lopez et al. (2006) highlights the importance of school organizations and community organizations with 62% of civically participating high school students reporting some kind of organized group or club membership and 19% working with a community group. Seventeen percent of 15 to 25 year old respondents did not report any kind of involvement. High disengagement was correlated with low levels of self-and collective confidence, parental education and volunteerism, and educational attainment. They also found that, in general, young people are more likely to vote and volunteer when they are invited and motivated by organized civic and political groups.

Civic Identity and Global Citizenship

Although the Oxfam definition of global citizenship also includes the dimension of having a global citizen identity, the above mentioned studies have not directly addressed this identity dimension, or the 'who I am' aspect of global citizenship development. However, Youniss et al. (e.g. Metz, McLellan, & Youniss, 2003; Sherrod, Flannagan, &Youniss, 2003; Yates & Youniss, 1996; 1999; Youniss, McLellan, & Yates, 1997; Youniss & Yates, 1997) have conducted several studies on single-nation citizenship development that examine the relationship between civic engagement and the formation of civic identities in American youth in different social contexts. According to Youniss's work, civic identity can be categorized as a struggle that youth undergo to find meaning about who they are as citizens in a complex societal framework (Youniss &Yates 1997). Thus, the formation of a civic identity involves defining who one is in relation to society and having the desire for active membership in that society (1997). Additionally, participation in civic groups and activities also will facilitate the formation

of their civic identities because it allows youth to engage in exploration of ideologies and values (Youniss et al.,1997).

Although most of Youniss's research focuses on civic engagement and its role in the development of youths' civic identity in a single-country, it also provides a developmental perspective to the understanding of global citizenship. Arnett (2002) takes a different, yet complementary, approach by examining globalization's influences on psychological functioning especially those related to identity development. Arnett (2002) argues that the dramatic increase of globalization calls for "homogenous global culture" (p. 774). Society, however, is far from reaching such a state. For that reason, Arnett observes that the spread of globalization will drive individuals to undergo a transformation in their identities by forming "bi-cultural identities" (p.777). This new form of identity allows for knowledge and understanding of both local and global culture to arise permitting individuals to develop a sense of belonging to the broader world. Further, he argues that global and local identities are not mutually exclusive because individuals' global identities are shaped by local environments and culture, as well as through their daily interactions with family, friends and community members (Arnett, 2002). It is also worth noting that this relationship is bilateral given that globalization also shapes local cultures. However, if the individual is not successful in adjusting to rapid changes in local culture, this could create identity confusion. Additionally, Arnett argues that the development of complex bicultural, multicultural or hybrid identities is fostered by the increase of identity choices presented in a flat world and therefore calls for further research on, what he calls, "the psychology of globalization" (p.782). Arnett's

argument and Youniss's civic identity development theory both provide a framework for understanding how global citizenship is integrated into individuals' self-concepts.

Summary

Greater interdependence, the migration of people, and the emergence of universal codes of law such as the Universal Declaration of Human Rights brought by globalization allow for a more universal model of membership to evolve: global citizenship (Urry, 1999). However, due to the de-territorialized and universal nature of global citizenship, several contradictions can emerge especially in terms of social identities, which for the most part are specific to each nation (Arnett, 2002; Urry, 1999). Thus, in addressing the growing need for global citizenship, it is paramount to understand what it is and how it develops. This can be done by identifying key factors that affect its development, and how individual citizens incorporate those meanings into their identities. Based on careful review of the literature, there appears to be no published empirical research on the area of global citizenship development; however, global education pioneers, such as Richardson (1976), Fisher and Hicks (1985), Ibrahim (2005) and Davis (1999; 2006) in the United Kingdom started examining definitional issues around the concept of global citizenship and point to four key aspects: knowledge, skills, values and attitudes (including identity), and engagement.

Although research addressing global citizenship development is sparse, the body of research on single-nation citizenship development seems to coincide by pointing to civic knowledge, skills, and engagement in political and civic life as key elements of citizenship development (See Tourney-Purta et al., 2002; Keeter et al., 2002, Lopez et al.,

2003). In the same vein, the importance of contexts such as family, friends, school, the community and media in gaining the relevant civic knowledge, skills, and engagement also seems to be a recurring theme in the literatures of global and local citizenship development. Another factor that cuts across single-nation and global citizenship is identity development. Both Arnett (2002) and Youniss and his colleges (e.g. Metz, McLellan, & Youniss, 2003; Sherrod, Flannagan, &Youniss, 2003; Yates & Youniss, 1996; 1999; Youniss, McLellan, & Yates, 1997; Youniss & Yates, 1997) make mention of the importance of identity; however, they do so from different perspectives. Youniss et al. suggest that the formation of a civic identity through civic engagement is instrumental in explaining the development of national citizenship. On the other hand, Arnett (2002) adds to the puzzle of global citizenship development by exploring the psychosocial implications of globalization in the development of bi-cultural or hybrid identities in youth.

Although, research suggests that single-nation and global citizenship are influenced by similar factors, there are several markers that make the two kinds of citizenship different. According to Gaudelli and Fernekes (2004), the nonexistence of a global polity is one of the greatest differences between national and global citizenship. In other words, given that a global 'democratic' government does not yet exist, it is difficult to express in pure legal terms what global citizenship is and the rights and responsibilities that go along with it (Preston, 1997). However, global citizenship can be seen in terms of transnational activism and collaborations such as business ventures, environmentalism, and concern for global social causes which are empowered by communication and

organizational tools like the Internet (Lagos, 2003). Additionally, global citizenship requires going beyond one's national borders by recognizing the interconnected nature of the world and the people that live in it. Thus, for global citizenship to develop, knowledge, skills, engagement, and civic identity must be of transnational quality.

Research Questions

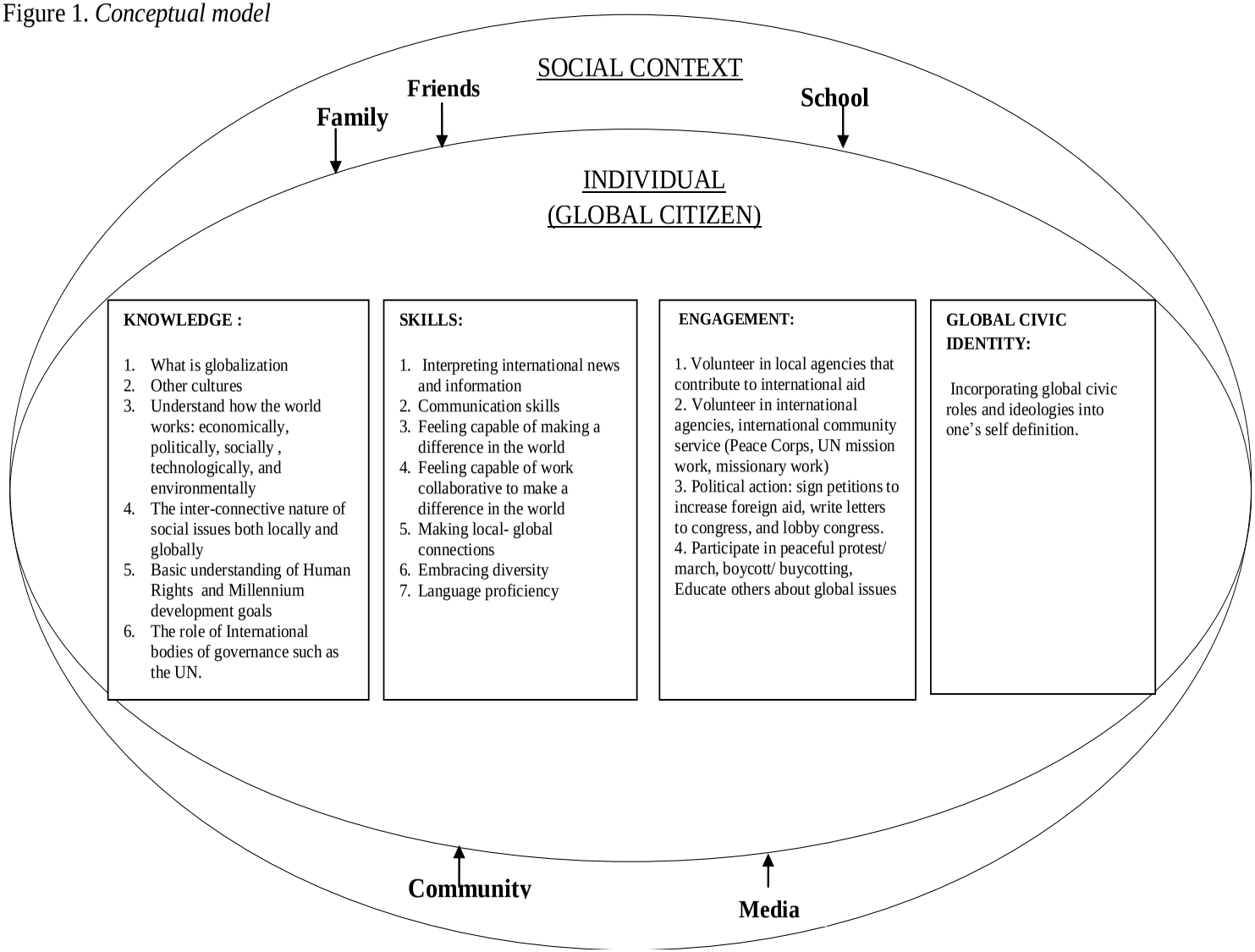
The ultimate goal of this descriptive study is to provide an understanding of global citizenship development. Thus, global citizenship will be examined from a human development perspective by adding dimensions of individual conceptions and behaviors; who I am and what I do as a global citizen. More specifically, four main variables will be examined: global civic knowledge, skills, engagement, and identity. Also, in order to comprehend the complexities behind global citizenship it is critical to adopt a holistic approach that recognizes the importance of family, school, and local culture in developing connections between local social, political, and economic issues with their counterparts at the global level. Thus, the influences of family, friends, and school, community, and media contexts also will be examined.

A conceptual model (See Figure 1) helped to guide the development of the below research questions. This model depicts the four dimensions of global citizenship and shows the influence of different social contexts. In this conceptual model, a person's knowledge, skills, engagement, and identity influence each other's development over time. In addition, past knowledge, skills and engagement would be expected to shape future engagement and the development of a clearly defined sense of global civic identity. The acquisition of knowledge and skills, as well as the opportunities to engage in global civic activities and to develop one's sense of global civic identity occur within

the contexts of family, school, community, and/or media. This study is designed to address three main questions about global citizenship:

1. How do young people define being a global citizen? What beliefs and behaviors do they perceive as comprising global citizenship?
2. To examine the pathways to global citizenship, three related questions are asked:
    a. To what extent is current/anticipated global civic engagement influenced by global civic knowledge, skills and identity?
    b. To what extent is global civic identity influenced by global civic knowledge and skills, as well as by past/present engagement?
    c. How influential are contextual factors such as family, school, community, and media in the development of global citizenship?
3. re there different groupings of globally engaged youth? Specifically, will different groups of engaged youth emerge in terms of whether they emphasize engagement in primarily global issues, primarily single-nation issues, or a balance of both global and single-nation issues? In addition, will there be different groups in terms of social engagement only, political engagement only, or both political and social engagement? Should these different groups emerge, how do they differ in terms of knowledge, skills, engagement, identity, and contexts (family, friends, school, community, media) of opportunity/support.

Figure 1. *Conceptual model*



II. LITERATURE REVIEW

In the absence of literature that specifically examines how global citizenship develops, this review will start by discussing why it should be studied as well as provide a definition based on the work of scholars who have started examining the complexities associated with this emerging concept. The next section discusses the influence of national contexts in the formation of civic knowledge, skills, and engagement as they relate to the development of global citizenship. Finally, this review will provide a developmental perspective by describing two different theories of identity development that relate to global citizenship: bi-cultural identity theory and single-nation civic identity theory.

Need for Global Citizenship

According to Arnett (2002) "globalization is likely to be one of the dominant forces in the psychological development of the people of the 21st century" (p.781). Globalization can affect the way young people conduct business, the culture they identify with, their political attitudes, and their role in the global society. In the economic sense, the emergence of global markets allows new generations of business people to engage in business ventures with people across the globe (Naidoo & Heinrich, 2000; Lagos, 2003). At the socio-cultural level, networking and cooperation in the form of collective action

have been facilitated by wide spread access to cheaper travel, mass media, and the use of communication technology, particularly the Internet. In addition, the increase in international travel and access to mass media has created a global youth culture (Arnett, 2002; Lagos 2003). Like never before youth across the globe have access to the same products, including the clothes they wear and even the music they listen to. Evidence of this trend is found in the 1998 United Nations Human Development Report which found that marketers for consumer products target their campaigns at global teens or young people with similar consumption patterns who share preferences for global brands (United Nations Development Programme, 1998 in Arnett, 2002).

From a political perspective, different global processes have led to the creation of international peacekeeping and cooperation organizations such as the United Nations. Other examples include international government forums for global economic development and cooperation such as the Group of Eight (G8; an eight nation forum comprised of northern hemisphere governments), as well as organizations for global economic development including the International Monetary Fund (IMF; an international organization that oversees the global financial system) and the World Bank which provides financial and technical assistance to developing countries (Naidoo & Heinrich, 2000). These powerful organizations, however, are run by a few powerful countries, resulting in the challenges of democratic representation and accountability to the larger global society. Furthermore, regional alliances such as the European Union (EU) also pose new opportunities and challenges for the younger generations of those member states.

To cite an illustration of this, people from EU nations are now allowed to travel freely across member states, and work, pay taxes, and even vote in other countries (Lagos, 2003). On the other hand, the increase in the global bargaining power of the EU and other western countries, such as the U.S., also increases the responsibility that citizens have to participate in a complex, constantly evolving 'global polity' (Naidoo & Heinrich, 2000, p.6).

Finally, global youth are faced with providing solutions to complex local and global issues, searching for new principles that will bring stability to an interconnected world, all while meeting their needs and desires in an intrinsically capitalist system (Youniss et al, 2002). According to the American Forum for Global Education [AFGE], youth must be prepared to deal with several world issues related to globalization, such as international violence, terrorism, and the proliferation of weapons of mass destruction (AFGE, 2003). They must address international economic issues, such as the increase of international trade, and the exposure to different belief systems, ideologies, and philosophies around the globe. Social injustice and quality of life issues such as equity, protection of basic human rights and addressing extreme poverty and hunger are also central. Finally, AFGE lists issues associated with the management of the planet's energy and environmental resources, demographic growth and movements of people, the effect of information technology in shortening geographical distances, and the need for sustainable development practices that address social, political, and economic issues.

In conclusion, younger generations must face the challenges imposed by globalization as individuals, and as members of a larger global society. The emergence of

a global civil society is the result of globalization. It falls to the members of this global civil society to address questions regarding global economic and political governance, as well as to provide solutions to pressing social justice and environmental issues around the globe.

Defining Global Citizenship

Defining global citizenship is a difficult task. Gaudelli and Fernekes (2004) explain that conceptualizing how the world operates "as a single, yet multifaceted entity" (p.17) exceeds our extant grammar and vocabulary capacities. Scholars have attempted to define the concept by identifying education, activism, or the contrast between global and single-nation citizenship as the keys to the development of global citizenship.

Some of the available literature on global citizenship comes from the World Studies Movement in the United Kingdom (e.g. Davies, 2006; Fisher & Hicks, 1985; Holden, 2000; Ibrahim, 2005). The world studies movement literature highlights the importance of classroom learning and active participation in organized civic groups for the development of global citizenship. As its name indicates, this group has taken an educational perspective by focusing on curriculum development, and they have started detailing some of the complexities associated with the term global citizenship. A different group of scholars in the U.S. (i.e., Gaudelli & Ferneke, 2004; Lagos 2003) has focused on working toward defining the concept of global citizenship and understanding the value of Human Rights Education in global citizenship development.

According to Davies (2006) global citizenship goes beyond international awareness and requires action. For instance, a global citizen reacts to perceived social

injustice or human rights abuses and engages in active exploration and questioning of different ideologies and values from his or her own culture. Although Davies (2006) acknowledges the importance of the development of an individual's self definition, he does not fully develop this idea. From the social responsibility perspective Davies cites the Oxfam (1997) Global Education Curriculum which defines a global citizen as a person who:

> Is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from the local to the global; is willing to take action to make the world a more equitable and sustainable place; and takes responsibility for his or her own actions (pp.14-15).

Lagos (2003) provides a different approach to the definition of global citizenship. He begins by contrasting global and single-nation citizenship. Generally speaking, citizenry refers to having membership to a polity or sovereign state, along with shared rights and responsibilities (Lagos, 2003). Accordingly, these relationships between the members and the state imply social status and power. The absence of a global polity makes global citizenship hard to convey in legal terms and difficult to define in terms of rights and responsibilities. It can be substantiated, however, through people's engagement in global efforts, such business ventures, energy and natural resource management initiatives, foreign policies, and transnational activism. Furthermore, Lagos argues that

global citizenship develops from grassroots activism. This occurs when civil society networks are empowered by information technology and the ease of travel across countries, enabling them to contribute to the planet's wellbeing.

According to Ritchie (1996), transnational alliances or global civil society organizations have been in existence since ancient times; however, during the 1990s growth was exponential and centered on issues of environmental management, the fight against HIV/AIDS, and building global financial frameworks. In response to these issues, the UN organized conferences such as the Earth Summit in Rio and the Human Rights Conference in Vienna to bring together different nations to work on these problems (Naidoo & Heinrich, 2000). More recent examples include the rise of independent international groups such as the ONE campaign, Oxfam, Care, SaveDarfur, and LiveAid concerts.

Global citizenship develops through addressing one's own culture and making connections with other cultures. Traditionally, citizenship has been defined in single-nation terms, typically focusing on that country's laws, rights, and responsibilities. This may explain why people feel torn between engaging as global citizens and being concerned about their own 'closer to home' interests (Browlie, 2001; Davies, 2006; Klein, 2001). While scholars have not agreed upon a single definition, global citizenship can be understood in terms of the role of education, activism, and the difference between global and single-nation citizenship.

Citizenship at the National Level: Knowledge, Skills, Engagement, and Identity

According to the published literature, the development of national citizenship is influenced by four distinct variables: civic knowledge, skills, engagement, and the formation of a sense of civic identity. This section will focus on defining these variables, as well as describing how they may influence not only the development of national citizenship, but also global citizenship.

Civic Knowledge

Torney-Purta et al., (2001) describe civic knowledge as an awareness of key civic principles and pivotal ideas such as the concepts of democracy, citizenship, and government. In particular, this group of researchers focuses on content knowledge about individual awareness of constitutional rights, conventional duties (e.g. voting) and unconventional duties (e.g. volunteering for social causes). In addition to Torney-Purta's ideas, Levine (2007) also identified knowledge of basic democratic principles and public affairs as central to civic knowledge. He adds that individuals should update their civic knowledge by following the news on different civic and political events.

Dilworth (2008) argues that civic knowledge should not be confined to conventional civic themes. Thus, she suggests that civic knowledge should also include an understanding of cultural, social and political systems that allows young citizens to live in an increasingly diverse global nation-state. Dilworth also adds that expanding civic knowledge can enhance youths' ability to understand the world in a more holistic way. This is called a multicultural citizenship perspective.

Civic Skills

Torney-Purta et al. (2001) define civic skills as the interpretative and thinking abilities to understand civic information from different sources such as newspaper articles or political cartoons. According to this definition, civic skills are used by individuals to understand and filter biased information. This information is then used to engage in civic and political matters. Maiello, Oser, and Biedermann (2003) criticize this definition due to the lack of an appropriate distinction between civic knowledge and skills. Accordingly, Maiello, Oser, and Biedermann suggest that civic skills differ from civic knowledge in that skills relate to the individual's cognitive ability and intelligence, while knowledge refers only to information**.**

Dilworth (2008) provides a more comprehensive definition based on the need for multicultural civic competence. She argues that young citizens must transcend conventional civic skills if they are to live in a multicultural society. For example, in addition to communicating within their culture, youth must learn to communicate cross-culturally. They must also learn to think critically about civic and political issues, as well as to analyze the world from historical, social, and political perspectives.

Civic Engagement

Levine (2007) defines civic engagement as "all behaviors that can reasonably affect public matters." (p.4). Others, like McBride, Sherrandenm and Pritzker (2006) define civic engagement as a "means for developing skills and capacity increasing tolerance among peoples, building community, supporting collective action on common goals and girding democratic governance through representation of interest" (p. 152).

Additionally, McBride (2003) proposes that civic engagement has two different spheres of action: social (which includes volunteering, donating and membership to civic organizations), and political (which refers to behaviors such as voting, activism and membership in political parties). Keeter et al., (2002) describes civic engagement in a similar matter with the difference being that they used the term 'civic' instead of 'social' to describe the first sphere of civic engagement. Yates and Youniss (1999) view civic engagement as playing a facilitating role in developing leadership and organizational skills, and promoting a sense of connectedness, agency and realism.

Single-nation citizenship studies. There were three different studies, conducted by two different research groups, examining knowledge, skills, attitudes, and civic engagement in relation to single-nation citizenship development. The first group, led by Judith Torney-Purta, conducted the Civic Education Study (CivEd) which assessed civic knowledge, skills, attitudes, and participation of 14-year-old students in 28 countries (Torney-Purta, Schwille, & Amadeo, 1999; 2001). The other major group examining national citizenship and the engagement of youth is the Center for Information and Research on Civic Learning and Engagement (CIRCLE). This group has published two different studies that examined the civic and political behaviors of the American public, especially those citizens between the ages of 15 to 25 years. The second study replicated the first study (Keeter, Zukin, Andolina, & Jenkins, 2002; Levine, Both, Kiesa, Kirby, & Marcelo, 2006).

Torney-Purta and colleagues and the International Association for Evaluation of Educational Achievement (IEA), an independent co-operative of research institutes and

agencies in more than fifty countries, conceptualized and conducted the CivEd study (Torney-Purta, et al., 1999; Torney-Purta et al., 2001; Torney-Purta, 2002; U.S. Department of Education, 2001). The purpose of the IEA CivEd study was to evaluate young peoples' civic knowledge, skills, concepts, attitudes and actions from similar samples in twenty-eight countries, including the U.S. Obtaining comparable data from a sample of 90,000 14 year olds provided an understanding of how students defined their citizenship identity and how that identity was influenced by political, educational, and social contexts in different countries, ranging from well-established democracies to developing democracies (U.S. Department of Education, 2001). The CivEd study was conducted in two linked phases. The first phase started in 1997 when data were collected in different qualitative national case studies from education experts in 24 countries. The interviews included framing questions about circumstances, content and process of civic education (Torney-Purta, et al., 1999; Torney-Purta et al., 2001). The outcome of the study's first phase was the identification of core cross-national topics about civic education, civic expectations, and curricular structure (Torney-Purta, Schwille, & Amadeo, 1999, Torney-Purta et al., 2001). Some common topics included: knowledge about democratic institutions, elections, rights and responsibilities, national identities, political participation, and respect for political diversity (See Hahn, 1999; Hahn, Dilworth, & Hughes, 1998; Hahn et al., 1998; Hahn, Hughes, & Sen, 1998 for the results of phase 1 in United States). The results from data collected in the first phase helped to create a model of civic related learning that took into account micro and macro processes

in different contexts such family, friends school, community, and the larger society (Torney-Purta et al., 1999).

The second phase of this study focused on developing a content framework based on the results from the previous phase (Torney-Purta, et al., 2001). Three domains were used in construction of the framework (a) democracy, democratic institutions, and citizenship; (b) national identity and international relations; and (c) social cohesion and diversity. As a result of development of these domains, the research group created three different scales, assessing skills, attitudes and behaviors. A final questionnaire was compiled after a four year period and then translated into the languages spoken in the participating countries (Torney-Purta et al., 2001; & U.S. Department of Education, 2001).

The study's design allowed for international mean scores of the different scale items to be computed and then compared across nations. The researchers were also able to examine the contextual effects of school, family, and community participation on civic knowledge, skills, and participation across countries (Torney-Purta et al. 2001). It was found that on average, students across the 28 countries included in the study had a working level of knowledge and skills about fundamental democratic values and institutions. Youth from countries with long standing democracies such as Poland, Finland, Cyprus, Greece, Hong Kong, and the United States were the top performers. In contrast, youth from countries that had experienced significant political transitions such as Colombia, Chile, Latvia, and Romania ranked significantly below the international mean. Also students from Australia, England, Sweden, and the United States ranked

higher in the skills of interpreting the civic knowledge portion of the civic related information, whereas students from Bulgaria, the Czech Republic, Hungary and the Russian Federation ranked higher on content knowledge. Students from four out of eight countries who scored low on the content knowledge and skills scale reported low levels of literacy at home (See Tourney-Purta et al., 2001, chapter 3). The researchers found positive associations between high civic knowledge scores and aspirations for higher education and availability of literacy resources.

When asked to assess the level of importance of different aspects of citizenship on a rating scale from one to four, on average, participants from all 28 countries ranked 'obeying the law' ($M = 3.65$) as the most important. The second and third most important were taking part in activities that promoted human rights ($M = 3.24$) and taking part in activities to protect the environment ($M = 3.15$). Participating in activities that benefit the community ($M = 3.13$) and voting in every election ($M = 3.12$) ranked fourth and fifth respectively. When asked about their future political participation, 80% of the respondents across all 28 countries named voting as reflective of their intended future political participation. It is worth noting that students from countries who scored high on the content and skill scales reported the lowest scores on current and intended civic engagement, and vice versa. This suggests that high levels of civic engagement and civic knowledge do not necessarily connect in anticipated ways.

The measure assessing confidence in participation at school showed an interesting pattern, as well. Participants in countries that reported high levels of civic engagement also reported high levels of school efficacy or confidence in school participation. Across

countries, female participants reported greater support for immigrant and women's rights than their male counterparts did (Torney-Purta et al., 2001). Overall, 14-year-olds were skeptical about traditional forms of political engagement, yet were open to other types of engagement, such as fundraising for social causes. In general, school settings were found to play an important role in developing civic engagement, especially in areas of the existence of a formal curriculum, the culture of the classroom, and the culture of the school. In short, this study took an international approach by expanding its geographical reach and providing regional snap shots of the state of civic engagement; however, it did not address issues related to civic engagement beyond national borders or the creation of global citizenship.

The second group of studies published by CIRCLE provides a generational portrait of the civic and political health of the U.S. In the first national study (Keeter, Zukin, Andolina, & Jenkins, 2002), a set of 19 core indicators of civic engagement was developed with the main goal of understanding and documenting the ways in which citizens participate in both their civic and political lives. They also examined the pathways to engagement across different generations of Americans. Additionally, the study purposely examined the newest generation, the DotNets or Millennial Generation (those born since 1976) in more detail to understand new trends in civic engagement, such as the use of the Internet for civic and political activism, as well as the emerging trends in consumer activism. Finally, they addressed the issue of identifying the best indicators, in order to provide reliable measurement of the effects of civic engagement.

A sample of 3,246 U.S. citizens—which included 1,001 DotNets—were interviewed by phone and with an on-line survey (Keeter et al., 2002). The set of 19 indicators was then divided into three main categories that were representative of the ways people could contribute to public life. The first category, *civic activities,* encompassed pro-social behaviors to help individuals and to better the local community. The indicators of civic activities included: community problem solving, regular volunteering for a non-electoral organization, active membership in a group or association, participating in fundraisers and other efforts to support a charity. The second category, *electoral activities,* focused on civic activities that revolved around the individual's political involvement. This category included indicators such as: regular voting, persuading others to vote, displaying buttons, signs, or stickers in support of a political campaign, campaign contributions, and volunteering for a candidate or political organization. The third category, *political voice,* covered activities people do to express their political or social view points. Indicators included: contacting elected officials, contacting media to ask for assistance or to express an opinion on an issue, taking part in a march, protest, or public demonstration, signing an e-mailed or written petition, engaging in *boycotting* (not buying a product or service because of the conditions in which the product is made or the conduct of the company that produces it), or *buycotting* (buying products or services to support social or political values of the company that produces it).

Keeter et al., (2002) found encouraging results for the 'DotNet' generation. This generation reported high scores in many indicators of civic engagement. For example,

when asked if they had worked informally with a group to solve a problem in their community, 21% of DotNets responded positively. When compared to other generations, DotNets reported equally likely involvement in walks or other fundraising events, at 16%. However, DotNets (41%) were less likely than other generations (50%) to belong to a group or association. Although DotNets reported good levels of civic engagement, among those old enough to vote, 60% registered and only 24% said they always vote. However, this result may be reflective of the fact that they have had less opportunity to form a voting habit (Keeter et al., 2002). The DotNet generation was also less likely to donate money to a political group (4%) and to volunteer for a political group (6%). However, 66% reported persuading others to vote for or against a political party or candidate. In the last category, political voice, the DotNet generation reported substantial participation in consumer activism with 38 % and 35 % participation levels in boycotting and buycotting behaviors, respectively. Also, about 20% of DotNets reported having signed a written petition in the last year and 15 % reported participating in e-mail petitioning. Finally, DotNets were found to have lower levels of attentiveness to government and public affairs and consequently less political knowledge than other generational groups in the U.S. For example, 24% of DotNets reported "following politics and government" most of the time, falling behind the Baby Boomers (those born between 1946 and 1964) and Matures (those born before1946) who reported 50% and 60% engagement, respectively (Keteer, 2002).

When looking across all generations in the sample, it was found that people who watched more than three hours of non-news television per day were less likely to

volunteer. On the other hand, those who spent long periods of time browsing the Internet were found to volunteer on a regular basis. Additionally, 69% of regular volunteers believe that they can and should make a difference in their communities. When asked "how did you first start volunteering," only 36% indicated that they had sought out volunteer opportunities on their own, whereas 58% indicated that they had been recruited by a group or a third party. Political groups were found not to be popular choices for young volunteers. For example, 51% of people who reported volunteering said they spent their volunteer hours in religious or community organizations and only 16% reported volunteering for environmental or political organizations.

On the basis of these results, Keeter et al., (2002) developed a typology of civic engagement which encompasses four main categories: (1) *electoral specialist,* (2) *civic specialist*, (3) *dual activist*, and (4) *the disengaged*. The *electoral specialist*s are individuals who in the past year claim having engaged in at least two forms of electoral activities. The *civic specialists,* are defined as individuals who have performed at-least two kinds of civic engagement activities within the past year. The *dual activists* combine the activities of these first two groups, and are defined as those individuals who qualify as both electoral and civic specialists. The last category, *the disengaged*, includes those who do not perform two or more types of engagement in any of the electoral or civic categories.

Finally, Keeter et al. (2002) also looked at pathways for civic involvement, specifically in the areas of family and home environments, as well as in the area of school climate and the opportunities it provides for civic engagement. They found that family

members can be important role models when it comes to civic involvement. Young adults who reported growing up in homes where parents, guardians, and even siblings had volunteered, were highly likely to volunteer (43%).

Other studies on family influences have found similar patterns. According to Fletcher, Elder and Mekos (2000), parents' community involvement is a good predictor of adolescents' own community participation. Even if a parent is unable to actually participate, interest shown towards the child in his or her involvement is just as critical. The mechanisms through which the association between parents and their children's civic engagement are influenced are not well understood. However, Pancer and Pratt (1999) have hypothesized that parents can serve as altruistic models, help them find opportunities to volunteer, and support them through the experience.

Wentzel and McNamara (1999) and Zaff et.al, (2003) suggest that other relationship, such those with peers, can also serve as models for civic behaviors such as engagement. According to their conceptualization, friendships with peers who have positive civic behaviors and attitudes can provide support and promote an environment for civic participation. Thus, as with family, positive peer relationships can model empathy and influence civic participation.

High schools and colleges were also found to play an important role in providing the 'training grounds' and the opportunities for civic engagement (Keeter et al., 2002). Out of the 70% of high school students who reported having taken a civics course, 48% indicated that such courses increased their interest in politics and civic life. Although only 48% of college students participating in the study reported having taken civics

courses, almost half (47%) of those who had taken such a course reported an increase in political and civic interests. It also was found that open classroom environments where teachers encourage discussions about social and political issues influenced out-of-class civic participation. Additionally, students who reported being taught skills such as debate, letter writing, and public speaking were more likely to be engaged inside and outside the classroom environment. Schools and colleges proved to be instrumental in providing and promoting opportunities for youth to get involved. For example, out of the 75% of high school students who indicated their schools had arranged volunteering opportunities, 45% reported having done so on a regular basis; this is compared to 33% of students from high schools that did not provide such opportunities. A similar pattern was observed among college students, where 38% of those whose colleges arranged opportunities to be civicly involved did so, as opposed to a 13% civic engagement rate where the college did not provide such an opportunity.

In the same vein, Hanh (1999) found that students acquired much of their civic knowledge in the classroom through history and other social studies lessons. In fact, a number of studies (See Ehman & Gillespie, 1974, Hepburn, 1983; Neimi & Junn, 1998 in Baldi, Perie, Skidmore, Greenberg, & Hahn, 2001) have found that civic knowledge, political attitudes, and participation in civic life are related to the school context. Other studies have found that community service and civic-related group participation in schools can also contribute to students' sense of political efficacy and civic understanding, as well as fostering civic involvement in other contexts (Baldi, Perie, Skidmore, Greenberg, & Hahn2001). Other aspects of schools, such as size, should also

be taken into consideration. Hepburn (1983) showed that smaller schools provided a greater chance for participation in extracurricular activities and student governance, consequently generating more positive political and civic attitudes.

In summary, the associations between contextual influences of family, friends, school, and community facilitating civic engagement are consistent across the literature. In addition, these findings are supported by Putman's (2000) theory of social capital which postulates that social connections and organizations influence the creation of norms (morals and values) to support the involvement of civic agents, including youth.

Keeter, Zukin, Andolina, and Jenkins' (2002) study was replicated in 2006 by Lopez, Levine, Both, Kiesa, Kirby, and Marcelo in *The National Civic and Political Survey* (CPHS) sponsored by *Center for Information and Research on Civic Learning and Engagement* (CIRCLE). The goal of CPHS was to provide a more up-to-date look at American youths' political and civic participation. The study sample was comprised of 2,232 Americans ages 15 and older, of which 1,700 were between the ages of 15 and 25. African Americans, Latinos, and Asian Americans were over sampled (Lopez et al., 2006). Data were collected between April and June of 2006, using telephone and on-line surveys. To provide a basis for comparison, the 2006 CPHS used the 19 core indicators of civic engagement developed by Keeter et al. (2002). Additionally, the design used the same three categories: civic activity, political activity, and political voice. However, two additional categories were added to the typology of engagement: *the hyper engaged* (those who report engaging in ten or more of the 19 core activities) and the *highly disengaged* (those who have not participated in any of the 19 core activities).

Overall, Lopez et al. (2006) found that young Americans—the equivalent to DotNets in Keeter et al. (2002)—were broadly engaged in electoral, civic, and political voice activities; nevertheless, many remained disengaged. Also, a drop in volunteer activity rates based on the respondents' experiences was noted, changing from 44% in 2002 to 36 % in 2006. Despite the drop, young Americans surpassed their adult counterparts' volunteering rates by two percent (adult volunteering= 34%). Lopez et al. also found marital status, gender, high school enrollment, church attendance, and feelings of individual efficacy to be more significantly related to reported volunteering rates among young Americans compared to adult respondents. For example, young American respondents who reported volunteer involvement within the last year tended to be single (79 % young vs. 67 % adults) and were slightly more likely to be females (52 % vs. 48 %). Also, young people who volunteer reported higher rates of high school enrollment (44% vs. 28%), higher levels of regular church attendance (46 % vs. 39 %), and greater self-efficacy (described as having a stronger sense that they could make a difference in their community; 64% vs. 49 %).

The 2006 CPHS study also found that volunteering organizations involving youth (67%) tended to be the most popular among volunteering groups, after civic community organizations (54%) and religious organizations (49%), among Americans ages 15 to 25. The least popular groups among young Americans were the political organizations, at a 13 % participation rate. Youths' ranking patterns of volunteer organizations found by CPHS in 2006 are congruent with the patterns reported by Keeter et al. (2002). However, in 2006 CPHS youth reported perceiving volunteering as separate from political

engagement or activism. Only six percent of the youth who participated in 2006, referred to as the 'activist volunteers,' expressed perceiving volunteering as a means to address a social or political problem. The activist volunteer group reported being more likely to vote on a regular basis (49 % vs. 32%) than those who volunteered for different reasons. They also reported higher levels of self-efficacy (78%) in contrast to those who volunteered for different reasons (61%) and those who did not volunteer (49%). Aside from volunteering, Lopez et al. (2006) found that patterns of participation in fundraising events (walks, runs, etc.) remained stable between 2002 and 2006.

Perhaps the most dramatic change in electoral activities between 2002 and 2006 was the decrease in regular voting rates among 20 to 25 year olds, going from 32% to 26%. However, other indicators of electoral activity participation increased. For example, in 2006 19% of high school age Americans (15 to 17 years old) reported discussing politics at home, as opposed to 12% in 2002. In terms of political voice activities, there was a reported 30% participation rate in boycotting and a 29% rate in buycotting activities by young Americans. Additionally, 18% indicated they had signed a paper petition, whereas 16% had signed an e-mail petition. Only 11% reported having participated in a protest in the year prior to taking the survey.

Both CIRCLE studies found American youths' demographics, such as educational level, race and ethnicity, and gender to be influential in their political and civic participation. Furthermore, educational success, opportunities for learning and networking, and the social status attached to college attendance were strongly correlated with college attendance (Lopez et al., 2006). Youth in college reported higher levels of

involvement in most of the 19 core indicators, with the exception of canvassing, protesting, and contacting the broadcast media (Lopez et al., 2006). On average, African American youth were the most politically active racial group, indicating higher rates of regular voting, political group membership, donating money to a candidate or political party, as well as canvassing and contacting broadcast and printed media. Latino youth reported the highest levels of disengagement (67%), except in terms of participation in protests. Also, European American youth were more likely to participate in charitable activities such as runs and walks, and less likely to donate money to a party or candidate or to persuade others to vote a certain way on an election (Lopez et al., 2006).

On average, Lopez et al. (2006) found more similarities than differences in civic engagement between young American men and women. However, women were more likely to engage in the following activities: (1) raising money for charity (27% female vs. 22% male), (2) volunteering regularly for non-political groups (21% vs. 16%), (3) holding membership in political groups (22% vs. 18%), and (4) participating in walks or runs for charity (20% vs. 15%). On the other hand, 39% of men reported being more likely to persuade someone to vote—eight percent higher than their female counterparts. Young men showed slightly higher participation rates in regular voting, and in donating money for a campaign, than young women.

In terms of political knowledge, Lopez et al. (2006) found that young Americans ages 15 to 25 who were more engaged (e.g. are registered to vote and/or volunteer regularly) also had higher levels of political knowledge. Additionally, education was correlated with having higher levels of political knowledge. For example, 23% of those

who were unable to answer any political knowledge questions correctly did not have any college education. For those with college experience, only 13% were unable to answer any political knowledge questions correctly. According to the findings, American youth are not well informed about foreign affairs issues. Namely, only 34% of the youth participating in the study knew that the United States holds a permanent seat on the United Nations Security Council and 54% erroneously believed that the federal government spends more on foreign aid than on social security. For the most part, this study found that following the news in any media outlet was strongly correlated with civic engagement. The Lopez et al. (2006) findings about Internet usage and civic involvement among young Americans were congruent with Keeter et al., 2002. They conclude that those who use the Internet everyday were the most civically engaged of the sample.

In summary, all of the above studies address the importance of knowledge, skills, and engagement in citizenship development. They also highlight the relevance of developmental contexts such family, friends, school, community, and media. However, they omit in their discussions how individuals incorporate a sense of self as citizens of a nation and of the world. In other words, they do not directly address the concept of civic identity.

Civic Identity

Civic identity can provide not only a sense of belonging to a specific nation or to the world, but also helps individuals incorporate in their self-definitions what citizenship means to them in terms of rights and responsibilities. There are two streams of identity

development research that are relevant in studying the formation of global citizenship. First, the work of Jeffrey Arnett (2002) proposes that forces of globalization have psychological consequences on youth development, including the formation of *bi-cultural* and *hybrid identities,* as well as possible identity confusion. The second stream of research is the work of James Youniss and his colleagues, whose work focuses on the development of civic identities in youth through civic involvement at the national level.

Bicultural and hybrid identity. There are four consequences of globalization on youth culture and identity development that are key to Arnett's (2002) argument. First and foremost, he argues that the main consequence of globalization is that the people of today's world are developing *bi-cultural identities* in that their identities are rooted in two different sources: the local cultural and the awareness of their relationship to the larger global culture. According to Arnett (2002) having bi-cultural identities means that:

> In addition to their local identity, young people develop a global identity that gives them a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles, and information that are part of the global culture. (p. 777)

In the context of bi-cultural identity development, it is noted that the formation of local cultural identity is not stagnant, but this identity develops in a parallel manner with the individual's global identity. Thus, he argues that since local identity develops based on local circumstances, environments, traditions and value systems, young people are more likely to use it with family, friends, and community members. Local cultural identity is retained even when a person is exposed to the global realm. An example of

retaining local cultural identities while developing global ones can be seen in Indian youth. In recent years, India has experienced exponential growth in the economic domain of technology which has been driven by the country's new generation of professionals. According to Verman and Serawathi (2002), despite the exposure that Indian youth has to global markets, and consequently to people from other parts of the world, they remain true to Indian traditions such as arranged marriage and caring for their parents in old age.

Arnett (2002) argues that the global identity component of bi-cultural identity allows young people to interact and communicate with others from diverse backgrounds when immigrants come to their place of residency, and when they use the Internet to connect to people in other parts of the world. Another part of Arnett's argument is that local identities will not remain fully intact from globalization, especially given the global media, free economic markets, increase in the length of schooling, and the delay of marriage and parenthood in the new generation. Taking into account delocalization due to the increase in mobility, Arnett suggests the possible switch from bi-cultural identity to *hybrid* or *multicultural identity*—which are a combination of native culture, local cultures, and the global culture.

The second consequence cited by Arnett (2002) is the possibility of identity confusion due to globalization, specifically when examining the phenomenon of local cultural changes. Some people, for example, may experience more difficulties adapting to new global values, opportunities, and images because they perceive them as undermining

their local culture. Another case may be that the new global-realm seems 'too-foreign' in comparison to what they are used to in their local culture.

Third, another consequence that Arnett (2002) addresses is the concern that globalization may lead to the creation of a homogenous global culture in which youth would try to imitate the behaviors of the celebrities, following global brands and forgetting about their local cultures and values. He argues, however, that cultural diversity will continue to exist because people will continue to develop bi-cultural identities, and those who are not able or choose not to form such identities may choose self-selected cultural identities that can provide the meaning and structure that the global culture cannot. For example, some individuals may base their cultural affiliation decisions on religion, ethnicity, strong national identity or simple rejection of the idea of globalization. Some examples include fundamentalist religious groups, Orthodox Judaism (Giddens, 2000), indigenous cultures such as the Samoans (Arnett, 2001), and anti-globalization groups in Latin America (Welti, 2002).

The fourth and final consequence of globalization addressed by Arnett (2002) is the spread of *emerging adulthood*. He proposes that emerging adulthood is a unique period of life that encompasses the transition between adolescence and adult life going from the late teens to the mid-twenties and takes place mainly in developed nations (e.g. western countries) and in the wealthier segments of developing nations. According to Arnett (2002), the increasingly competitive environment of the global labor market is forcing young people to pursue education for longer periods of time, which results in delaying the age of marriage and parenthood. Arnett suggests that such delays due to

globalization are allowing young people to have additional time to explore not only their career identities, but also their romantic relationship choices. He adds that this prolongation can have positive consequences, but can also lead to more identity confusion.

Local civic identity. In addition to Arnett's (2002) ideas about globalization and its effects on identity development, scholars such as James Youniss have examined the importance of identity development in the formation of national citizenships. This body of research focuses primarily on understanding the role of civic engagement in the development of national civic identities and long term commitments to active citizenship.

Youniss and his colleagues (e.g. Metz, McLellan, & Youniss, 2003; Sherrod, Flannagan, &Youniss, 2003; Yates & Youniss, 1996; 1999; Youniss, McLellan, & Yates, 1997; Youniss & Yates, 1997) argue that civics research should concentrate its efforts on understanding how individual members of a society become civically engaged in sustaining, reforming, and transforming their societies. Youniss et al. (1997) argue that the "developmental linkage" (p.620) between civic participation and youth civic engagement is the formation of a civic identity. Further, Hart and Atkins (2003) argue that "civic identity is the psychological substrate of the commonality of interest with other members of the community" (p. 157).

The theory of civic identity is framed by Erik Erikson's concept of identity development where civil society is not viewed as a given, but constructed by individuals who are constructing civic identities. Based on the epigenetic principle, Erikson (1968) contends that individuals go through eight different psychosocial stages where different

developmental crises take place. Although Erikson did not specifically mention the concept of civic identity, he suggested that determining an ideology that best fits one's values and convictions, as well as one's involvement in society, can add social meaning to one's identity and help in its construction (Erikson, 1968 in Youniss et al., 1997). Civic identity is only a portion of the total construction of one's identity; it plays a very important role in determining youths' loyalties to ideologies, social concern groups, and political involvement.

Youniss has theorized that 'civic identities' can be developed through civic engagement by allowing youth to explore ideologies, awareness of civil rights and duties, and the possibility of seeing their actions as interdependent and meaningful to the larger society (Youniss & Yates, 1997; Youniss et al., 1997). Such participation helps in the development of sound judgment when given an opportunity to interact in decision making activities with parents and other adults. Thus, civic identity entails forming a sense of who one is in relationship to civil society (Youniss & Yates, 1996). In addition, this theory argues that individuals must establish both an individual and collective sense of social agency and awareness of their moral and political responsibility to society (Youniss et al., 1997). Youniss's work suggests that the formation of civic identities requires individuals to step back into their history and explore different ideologies in order to find the meaning of who they are as citizens in a complex societal framework. In the civic identity theory, participation in civic groups and performing civic duties (referred as civic engagement) serves as the mechanism for the formation of young

people's civic identities because engagement acquaints youth with basic civic roles and skills.

Civic engagement allows for identity exploration and facilitates a consolidation of civic meanings and commitments that will endure into adulthood (Youniss, et al., 1997). In contrast to previous studies linking civic engagement to structural causes, Youniss, et al. (1997) focused on what research has revealed about civic engagement and how civil society is constructed by individuals who undergo the process of constructing their civic identities. The article reviews a series of longitudinal studies from the 1980s and 1990s that followed the political and social involvement of youth who participated in the American Civil Rights Movement and other leadership groups to examine how their participation during adolescence was related to sustained civic engagement during their adult years. For example, DeMartini (1983) found that people who participated in protests and other kinds of organized activism were more likely to have strong political affiliations, engage in political activism, and give money to political cause in later years.

Likewise, McAdam (1988) found that the collective nature of playing a part in the Freedom Summer Project increased the likelihood of participants voting and being politically involved 25 years after their participation. Both studies agreed that youths' participation in civic groups provides experience in normative civic practices necessary to shape their identities in long-lasting forms. Additionally, youth civic involvement also proved beneficial in helping participants discover their potential, assess their responsibility, acquire a sense of political process, and commit to a moral ethical ideology (Youniss, et al., 1997). Studies have also examined the benefits of youth

participation in leadership and civic groups and their effects on long-lasting civic involvement. For example, in a retrospective study conducted by Ladewig and Thomas (1987) on 4-Hers' civic attitudes 25 years after their participation, it was found that 4-Hers were 1.99, 1.97, and 3.79 times more likely to belong to civic, community, and political, groups, respectively, than non-participants in 4-H.

Others such as Atkins and Hart (2003) have acknowledged the importance of civic identity by examining its development in a national sample of 8,000 children in sixth through twelfth grade from low-income inner city households. This study focused on the difficulties of poor inner-city youth accessing opportunities for civic engagement, attaining relevant civic knowledge, and committing to democratic principles. They theorized that civic identity is defined based on two elements: sense of connection to a community and entitlement to civic responsibilities. Thus, civic identity develops from civic participation, the gaining of civic knowledge, and the adoption of fundamental democratic principles. Accordingly, civic participation allows young people to work collectively to solve problems in their communities using their talents, usually under the guidance of mentors. Such participation is shaped by the opportunities that are present in the community, socioeconomic levels, ethnicity and parental education (Hart et. al, 1998). Atkins and Hart (2003) found that demographic factors such as poverty level, urbanicity, and parental education put youth from inner-city settings at a disadvantage with their suburban and rural counterparts. Results indicated that youth from high-poverty urban neighborhoods were 50% less likely to participate in community service than those from suburban and rural neighborhoods. In addition, youth from poor urban

neighborhoods fell below the average level of knowledge about politics and government when compared to other youth from more affluent backgrounds.

From the work of Youniss and his colleagues, as well as Atkins and Hart (2003), it can be concluded that civic engagement is essential for an individual to construct his or her own definition of what citizenship is and the rights and responsibilities that it entails. Civic engagement, however, is not the only factor that affects civic identity development. Demographic variables, as well as awareness of relevant civic information are also important to the development of individuals' civic identities. Arnett (2002) offers a different, yet complementary, perspective focusing on the effects of globalization on psychological development. He argues that in varying degrees, globalization is bringing new awareness to young people about a global culture that extends beyond the conventional local cultures and values and social roles. As a consequence, young people will have more individual choices about what values to embrace and what pathways to take in their personal and professional lives.

Summary

Globalization, otherwise described as the increase of regional cooperation among countries (e.g. European Union), the birth of global markets encouraged by rapidly evolving telecommunication technology, and the acceleration of the migration of people, indicate the need for a global civil society (Scholte, 1999). Given that there is no global democratic system or government that determines and enforces the rights and responsibilities of global citizens, global citizenship can be understood as using the relevant knowledge and skills to address global issues on the premises of universal well-

being. In other words, global citizenship starts with the engagement of global citizens themselves. The information found throughout the literature on global citizenship is limited to theoretical examinations of its definition. Defining global citizenship, however, is only the first small step in the process of understanding what it is and how it develops. Thus, reviewing the findings of single-nation citizenship development can lend understanding to how global citizenship evolves.

Scholars who have devoted their lives to studying how single-nation citizenship develops point to four defining variables: civic knowledge, skills, and engagement, as well as forming a civic identity. Civic knowledge and skills are the informational and cognitive fuel that drives the engine of learning. When these building blocks are pieced together into an intellectual structure, citizens not only feel empowered but desirous and motivated to act upon that knowledge and take action in social and political matters of the polity. At the same time, engagement plays a facilitating role in developing young people's leadership and communication skills and igniting the desire and the opportunity to attain additional knowledge. In addition, civic engagement is a conduit for youth to explore their civic identities and form their own conception of what it means to be a citizen. The literature on single-nation citizenship also highlights the importance of family, school, community, and media contexts for gaining the knowledge, developing the skills, and having the opportunity to become engaged in civil society matters, politically or socially.

There is no doubt that globalization is influencing the way people live, work, and play. This can be seen from the substantial growth of global economic markets to the

facilitation of informational exchange and networking through new media channels (Lagos, 2003). It is critical that the scholarship go beyond defining global citizenship and elucidate how it develops.

III. METHOD

Participants

The sample for the current study included students across the United States and Italy belonging to the Universities Fighting World Hunger network. Universities Fighting World Hunger (UFWH) is a coalition of universities and colleges throughout North America and Italy working to raise awareness and engage students in the fight against global hunger in partnership with the United Nations World Food Programme. The current emphasis of UFWH is to develop a serious and multi-stakeholder academic collaboration, and expand the effort internationally by promoting principles of sustainability through the intersection of intellectual discovery and the provision of opportunities for action addressing issues of global concern.

A total of 119 people responded to the e-mail invitation to participate in the study. Of these individuals, 92 answered the closed-ended question addressing global citizenship and 80 provided answers to the open-ended question asking participants to define global citizenship. Seventy-four participants completed the entire survey (See Table 1 for demographic information). The current study's sample was predominately Caucasian and female, however, also included were individuals who were African American, Hispanic, Latino, Multiracial, Middle Eastern, or Asian. The majority of participants

were “single-never married” and more than half of the respondents reported receiving partial or total financial support from their parents. Income levels were predominantly in the $40,000 to $49,999 range. Most of the sample was upper classman (juniors and seniors in college), followed by Master’s and Ph.D. and other professional degree students. The ages of participants ranged from 19 to 30 years of age (Mean=22.5; SD= 2.6). Over three quarters of the sample were U.S. nationals; however, a total of 16 nations were represented including: Colombia, Italy, India, Nigeria, and Turkey (See Table 1 for the complete list). As expected, the majority of the sample spoke English as their first language, and the second and third languages spoken were Spanish and Italian. Almost half of the sample spoke at least two languages.

Procedure

An informational e-mail about the purpose and procedures of the study was sent to the UFWH Summit network using their e-mail list (see Appendix B). Interested participants who were able to provide their own consent (age 18 or 19 depending on the state of residence) were asked to e-mail the Principal Investigator (PI) and request the URL with the unique address for the survey. The survey was hosted/posted by Survey Monkey—an on-line service that provides a web interface to create surveys and export collected data (see Appendix A for the survey items). Upon clicking on the URL, participants were presented with the information letter (see Appendix C) prior to beginning the survey. All data collected were anonymous, and no minors participated in this study. Additionally, data collected were automatically entered as numeric data fields into an electronic database and stored on the PI’s computer.

Measures[1]

During the online survey, respondents completed measures that asked them about their civic knowledge, skills, engagement and identity. They were also asked about their global civic opportunities and support from different social contexts (i.e. community, school, friends, family, and media). Alpha-reliabilities for each measure can be found in Table 2. In addition, participants were asked to describe the meaning of global citizenship in their own words.

Demographic information collected included: age, gender, ethnicity, year in school, level of support from parents, household income, and parental education. The demographic questionnaire also included information regarding respondents' nationality, current place of residence, level of international travel experience, and number of languages spoken (see Appendix A, Section I).

Meaning of global citizenship was assessed using a modified version of the concepts of citizenship scale used by Torney Purta et al. (2001). In the original scale, the concept of citizenship is measured using a rating scale (1= 'not important' to 5= 'very important) to examine respondents' perceptions of the importance of a.) conventional citizenship (e.g. voting) and b.) social-movement related citizenship (e.g. participating in activities to help people in the community). Both subscales were integrated into a modified scale that followed a similar pattern to Torney Purta's, but reflected global citizenship behaviors and activities. The scale was renamed: *the global citizenship related concept scale*. To further explore youths' definitions of global citizenship, the open-

[1] See Appendix A for the full survey of measures

ended prompt ‘In your own words, please define what it means to be a global citizen’ was included (see Appendix A, Section II).

Civic knowledge was assessed using a modified version of Torney-Purta et al.’s (2001) civic knowledge scale (see Appendix A, Section III). The sum of participants’ scores was used to examine their level of knowledge about international bodies of governance (e.g. what is the purpose of the United Nations?), key features of democracy (e.g. in democratic countries what is the function of having more than one political party?) and pivotal ideas (e.g. what are the Millennium Development Goals?). The knowledge scale consisted of a total of 37 items including eight multiple choice items (e.g. what is the purpose of the World Bank?) and 29 yes or no items (e.g. are the following countries part of the G-8? Select Yes or No for each). The sum of all correct answers reflected the participants’ civic knowledge; higher scores indicated greater global civic knowledge.

Civic skills were evaluated using respondents’ self-assessment of their level of competence to solve problems in other countries, communicate with others, organize and run meetings to address problems in other countries, and to engage in different advocacy efforts. The two types of civic skills used in the current study were drawn from both the California Civic Index (Kahne, Middaugh, & Schuther-Mance, 2005) and the Civic Engagement Questionnaire (Keeter, et al., 2002*)*. When combining both the California Civic Index and the Civic Engagement Questionnaire scales, Flannagan, Syvertsen, and Stout (2007) reported a Cronbach’s alpha of .90 and .92 at two different times. For the current study, the scales were modified to reflect global citizenship instead of single-

nation citizenship (see Appendix A, Section IV). The global citizenship skills scale (global competence and cross-cultural competence) consists of a total 24 items divided into two different subscales. The global competence subscale contains 10 items (e.g. the stem question: if you find out about a problem in another country and you want to do something about it, how well do you think you would be able to do each of the following?; and its choices for example: A) Get other people to care about the problem, B) Contact and elected official about a problem) Responses were rated on a 5-point Likert scale (1= 'I Definitely can't' to 5= 'I Definitely can'). The cross-cultural competence subscale contains 14 items (e.g. I can work in groups with people from different backgrounds) that are rated on a 5-point Likert scale (1= 'Strongly disagree' to 5= 'Strongly agree'). Respondents answered their perceived skill level for when they were in high school (7 items) and then again for when they were in college (7-items).

Global civic identity was assessed using two different scales. The first scale included six items assessing achieved global civic identity status adapted from the Ego-Identity Status Measure (Adams, Bennion & Huh, 1986; EOM-EIS-2). The EOM-EIS-2 is a self report measure designed to classify adolescents into a given identity status and study the developmental process associated with identity formation. For the purposes of the current study, the focus was on the extent to which participants have established an achieved global civic identity (*Global Identity Achievement Scale*). Responses were rated using a 6-point Likert scale (1= 'Strongly disagree' to 6= 'Strongly agree'). Higher scores indicated a stronger achieved global civic identity. An example item is "I've spent a lot of time thinking about being a Global Citizen, and I've decided what works best for

me." A second measure, the Global Identity Survey (GIS; Cheng & Berman, 2008) is a newly developed measure that assesses the degree in which adolescents identify with local or global culture. A total of 10-items were drawn verbatim from the scale (e.g. I prefer to label myself as a 'global citizen'). This study will refer to this measure as the *Global Citizen Identification Scale*. Responses were rated using a using a 5-point Likert scale (1= 'Strongly disagree' to 5= 'Strongly agree'). Higher scores reflect stronger identification as a global citizen.

Global civic engagement was assessed using 41 items. Different items were adapted from the IEA CivEd Study (Torney-Purta et al., 2001), the California Civic Index (Kahne et al., 2005), and the Civic Engagement Questionnaire (Keeter, et al., 2002*)*. The first set of global civic engagement items contains seven statements regarding respondents' political civic engagement locally (e.g. Have you ever contacted elected officials to express your point of view about state or federal policies? Have you ever volunteered with an organization addressing local social issues?) and globally (e.g. Have you ever contacted elected officials in support of a foreign aid bill? Have you ever volunteered with an organization addressing global social issues?). For each of the seven items, respondents' answered two different questions: 1) for their past engagement (e.g. Have you ever volunteered with an organization addressing global social issues?), and 2) for their current involvement (e.g. are you currently volunteering with an organization addressing global social issues?).

The second set of global civic/social engagement items included 11 political items (e.g. based their vote on elections, in part, on the candidate's stand in foreign policy) and

social/civic (e.g. volunteering with an organization addressing global social issues) engagement statements. For each of these statements, participants had to report twice: 1) the frequency of their current engagement, and 2) for the likelihood of continuing their engagement (future engagement). Frequency of engagement was evaluated using a 5-point Likert scale (1= 'Never' to 5= 'Very often') and future engagement was rated using a 5-point Likert scale (1= 'I will certainly not do this' to 5= 'I will certainly do this').

Contextual influences of family, friends, school, community, and media were assessed using a 41-items. Based on past experiences, the first set of 27 context items asked participants about the degree of importance (1= 'Not important' to 5= 'Very important') that family, friends (peer group members), school (high-school and college), people and organizations from the community (adults outside the family, and religious organizations), friends, and the media (the Internet, television news, and newspapers) had in helping participants attain relevant global knowledge, skills, and engagement. The second set of 10 context questions, adapted from the California Civic Index's parental involvement subscale tapped on participants' reports of their parents' and peers' levels of political and civic related engagement, as well as the opportunities provided by their schools, churches, and the Internet to become globally engaged. This second set of context questions had participants respond using a 5-point Likert scale where 1= 'Strongly disagree' and 5= 'Strongly agree' (Kahne, et al., 2005). The third and last set of four context questions asked respondents about the frequency of media usage to attain information relating to foreign policy, international events, and opportunities to get

involved at the international level. A 4-point Likert scale will be employed to rate the responses (1= 'Hardly at all' to 5= 'All of the time').

For analysis purposes the items relevant to each context (family, friends, school, community, and media) were summed into five different subscales where higher averaged scores indicated higher contextual influence. The family and friends subscale contained a total of five items each, whereas the community, school, media subscales contained eight, 12, and 15 items each, respectively.

Table 1. *Sample Demographics (Percentages)*

	N = 92	N = 74
Sex		
Male	34.8	33.8
Female	64.1	66.2
Marital Status		
Single never married	91.3	91.9
Married	8.7	8.1
Education Level		
Freshman in college	7.6	5.4
Sophomore in college	5.4	4.1
Junior in college	15.2	14.9
Senior in college	22.8	21.6
Masters	22.8	27
PhD/ MD/ Other Prof. Degree	10.9	10.8
Other	15.2	16.2
Parental Financial Support		
Yes	63	60.8
No	37	39.2

Note. Numbers for percentages may not add up to 100% due to missing or non reported data.

Table 1. *Sample Demographics (Percentages) (Continued)*

	N = 92	N = 74
Income		
Under $10,000	5.4	5.4
$10,000- $19,999	8.7	8.1
$20,000- $29,999	15.2	17.6
$30,000- $39,999	6.5	6.8
$40,000- $49,999	10.9	9.5
$50,000- $74,999	13	13.5
$75,000- $99,000	5.4	5.4
$100,000- $150,000	13	13.5
Over $150,000	10.9	9.5
Ethnicity		
Arab	2.2	1.4
Asian/ Pacific Islander	1.1	0
Black	6.5	5.4
Caucasian/ White	73.9	74.3
Hispanic	4.3	5.4
Latino	3.3	4.1
Multiracial	3.3	4.1

Note. Numbers for percentages may not add up to 100% due to missing or non reported data.

Table 1. *Sample Demographics (Percentages) (Continued)*

	N = 92	N = 74
Nationality		
Brazil	1.1	1.4
Bulgaria	1.1	1.4
Colombia	4.3	5.4
Czech Republic	1.1	1.4
Djibouti	1.1	0
Ecuador	1.1	1.4
El Salvador	1.1	1.4
India	1.1	0
Iran	1.1	1.4
Italy	4.3	4.1
Kenya	1.1	1.4
Lebanon	1.1	0
Nigeria	1.1	1.4
Rwanda	1.1	0
Turkey	1.1	1.4
United States	76.1	78.4
Zambia	1.1	0

Note. Numbers for percentages may not add up to 100% due to missing or non reported data.

Table 1. *Sample Demographics (Percentages) (Continued)*

	N = 92	N = 74
Primary Language		
Bulgarian	1.1	1.4
Czech	1.1	1.4
English	82.6	82.4
French	1.1	0
Gujarati	1.1	0
Italian	3.3	2.7
Persian	1.1	1.4
Portuguese	1.1	1.4
Spanish	6.5	8.1
Swahili	1.1	1.4
Second Language		
Bangla	1.1	0
Dutch	1.1	1.4
English	14.1	14.9
French	7.6	5.4
German	1.1	1.4
Hebrew	1.1	1.4
Italian	1.1	1.4
Russian	1.1	1.4
Spanish	12	13.5
Somalian	1.1	0
Turkish	1.1	1.4

Note. Numbers for percentages may not add up to 100% due to missing or non reported data.

Table 1. *Sample Demographics (Percentages) (Continued)*

	N = 92	N = 74
Third Language		
French	4.3	4.1
German	1.1	1.4
Hindi	1.1	0
Italian	3.3	4.1
Spanish	3.3	4.1
Fourth Language		
English	1.1	1.4
French	1.1	1.4
German	2.2	1.4
Nyenge	1.1	0
Fifth Language		
Hindi	1.1	0

Note. Numbers for percentages may not add up to 100% due to missing or non reported data.

Table 2. *Internal Consistency of Key Study Variables*

Variables	Alpha
Knowledge [a]	--
Skills 1 (Global Competence)	.84
Skills 2 (Cross-Cultural)	.63
Achieved Identity Status	.86
Global Citizenship Id.	.61
Current Eng. [b]	--
Eng. Frequency	.79
Future Eng.	.76
Community	.88
Media	.85
School	.80
Family	.85
Friends	.79

[a] The Knowledge scale was calculated as summed score. Answers for each item were scored as correct or incorrect. With a maximum possible score of 38 points. Higher scores indicate higher knowledge.

[b] The scores of these seven-item yes/no scales were averaged. Higher scores indicate higher continual and current engagement.

V. RESULTS

The main goal of the current study was to explore the question of how global citizenship develops among youth. This question was addressed by examining a group of diverse young people who presented different degrees of global civic engagement, knowledge, and multicultural competence. Participants were asked to engage in a self-assessment of how they conceive of themselves as global citizens and the set of activities in which they partake as part of their global civic responsibilities. This study used a theoretical framework that pointed to the examination individual's global knowledge, skills, engagement, and identity as these capacities and behaviors develop within different social contexts such as family, school, community, and media (Dilworth, 2008, Keeter, et al. 2002; Lopez, et al., 2006; Tourney-Purta, et al. 1999; 2001, Youniss, McLellan, & Yates, 1997; Youniss & Yates, 1997). Three sets of research questions guided the systematic examination of the development of global citizenship: (1) What do globally engaged youth perceive to be central concepts and activities to their definitions of global citizenship?; (2a) How well do knowledge, skills, and identity predict engagement, and (2b) how well do knowledge, skills, and engagement predict identity as a global citizen; (2c) do context variables add to the explained variance in engagement or identity as a global citizen; (3) Are there different groupings of globally engaged youth according to a) global v. local engagement or b) political v. (civic) social engagement?

Presentation of the results of this study begins with the findings from preliminary analyses showing means, standard deviations, and zero-order correlations for the sample. Following the presentation of the preliminary analyses, results for each research question will be provided.

Preliminary analysis

Univariate analyses were conducted to explore each variable's central tendency and distribution. Means and standard deviations are presented in Table 3. On average, respondents scored relatively high on the knowledge, global competence and cross cultural skills, identity status, and past and future engagement variables. In general, current engagement was the lowest among participants, followed by the engagement frequency scores. In addition, the average scores for the context variables were never higher than four on a five-point likert-scale. Among the context variables, school and community had the highest and lowest scores, respectively. Across all the variables participants' average scores were in the moderate to high range.

Zero-order correlation coefficients were computed among the 14 key variables examined in this study. Bivariate correlations are shown in Table 4. Given the small sample size and the exploratory nature of this study a p-value of $p < .10$ was used to determine statistical significance. All of the knowledge, skills, engagement, and identity variables were positively associated with each other; however, correlations varied in strength, from modest to strong. Interestingly, knowledge was only modestly correlated with engagement frequency and achieved identity status. The two skill variables (global competence and cross-cultural competence) were only modestly correlated with each

other. However, the global competence skills variable showed a moderate correlation with achieved identity status and all four engagement variables. On the other hand, the cross cultural competence skill variable was only modestly correlated with frequency of engagement and achieved identity status.

The two variables used to measure identity; global citizen identification and achieved identity status were moderately correlated with each other. The global citizen identification variable was only modestly and moderately correlated with engagement frequency and future engagement, respectively, whereas the achieved identity status measure showed moderate correlations with past engagement and future engagement and strong correlations with current engagement and engagement frequency. The four engagement variables were moderately to strongly inter-correlated.

For the context variables, results were mixed. Limited associations were found between the community context and knowledge, skills, engagement, and identity, with the exception of modest, positive correlations with the current engagement and past engagement variables, and a moderate negative correlation with cross-cultural skills. Media was found to have a moderate positive correlation with achieved identity status and future engagement, as well as a modest positive correlation with community. A positive moderate correlation was observed between the school context variable and the global competence skills variables, as well as between the school context and the past and future engagement, and community variables. A modest, positive correlation also was observed between the school context and the global citizen identification, media, engagement frequency, and future engagement variables. Contrary to expectation, the

school context was not significantly correlated with the knowledge variable. Additional exceptions to the expected associations were noted for the family context variable. For example, family showed few significant correlations with other variables, with the exception of a modest correlation with global competence skills and with achieved identity status, and a moderate correlation with community and school contexts. The friend context variable on the other hand had positive and significant, modest to moderate associations with all of the key variables in this study, except knowledge and cross-cultural skills.

Table 3. *Means and Stand Deviations*

Variables	*Mean*	*SD*
Knowledge [a]	32.49	3.24
Skills (Global Competence)	4.27	0.54
Skills (Cross-Cultural)	4.09	0.45
Global Cit. Id.	4.09	0.38
Achieved Id. Status	4.30	0.77
Past Engage [b]	4.11	1.81
Current Engage [b]	2.61	1.91
Eng. Frequency	3.23	0.72
Future Engage	4.07	0.53
Community	3.12	0.99
Media	3.59	0.60
School	3.81	0.58
Family	3.30	0.97
Friends	3.78	0.82

N=74 for all other variables

[a] The Knowledge scale was calculated as summed score. Answer for each item were score as correct or incorrect. With a maximum possible score of 38 points. Higher scores meant higher knowledge.

[b] The scores of these seven-item yes/no scales were average. Higher scores meaning higher past and current engagement.

Table 4. *Zero Order Correlations*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Knowledge	--													
2. Skills (Global Competence)	.09	--												
3. Skills (Cross-Cultural)	.12	.23*	--											
4. Global Cit. Id.	.18	.17	.12	--										
5. Achieved Id. Status	.19†	.35**	.21†	.40**	--									
6. Past Engage.	.02	.46**	.09	.15	.34**	--								
7. Current Engage.	.09	.45**	.04	.07	.50**	.71**	--							
8. Engage Frequency	.26*	.48**	.29*	.28*	.50**	.63**	.61**	--						
9. Future Engage.	.08	.34**	-.01	.41**	.46**	.41**	.31**	.57**	--					
10. Community	-.10	-.09	-.30**	-.01	.08	.20†	.28*	-.03	.12	--				
11. Media	.04	.19	.02	.17	.31**	-.03	.11	.17	.36**	.26*	--			
12. School	-.01	.36**	.19	.27*	.18	.32**	.21†	.22†	.39**	.43**	.27*	--		
13. Family	-.10	.22†	.01	.19	.28*	.06	.19	.14	.15	.31**	.01	.31**	--	
14. Friends	-.03	.24*	.07	.28*	.33**	.20†	.33**	.29*	.21†	.23†	.20†	.39**	.27*	--

$^{\dagger}p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Research Question 1: *How do young people define being a global citizen? What beliefs and behaviors do they perceive as comprising global citizenship?*

Results for this question begin with the findings from the qualitative analysis of the open-ended question "in your own words, please define what it means to be a global citizen." The results for the quantitative *global citizenship related concept scale* follow. A total of 80 participants responded to the open-ended question, and 92 participants responded to the 15-item *global citizenship related concept scale*.

Open-ended Definition of Global Citizen

Responses to the open-ended question asking participants to define what it means to be a global citizen were coded, independently by the PI and her advisor. Seven recurring themes emerged. There were 119 codable responses (respondents could have more than one codable response). The initial agreement was at 80%; differences were reviewed and a 100% agreement was reached.

With 50% of the respondents, the first and most central theme, *understanding and awareness*, was the conception that a global citizen must have an understanding, working knowledge, or general awareness of how the world works (politically, economically, and socially). Adjacent ideas within this theme included being aware of the cultural relevance of such knowledge, as well as keeping current with global issues (poverty, wars, and natural disasters) and other international events. For example, one participant wrote "To be a global citizen is to understand that cultural values, social practices, and governing

systems are relative from region to region; to keep perspective of this diversity while educating oneself of different ways of life both human and ecological…"

The second theme, *concern,* was having concern for others, especially those in need regardless of race or nationality. Among the 48% whose definition included this theme, a good illustration is one respondent's statement of: "A global citizen is humanistic, in that this citizen is concerned with the general welfare of all human beings, regardless of race, locale, gender, etc."

The third theme, *engagemen*t, offered by approximately 41% of respondents included the idea that global citizens must take action in addressing issues of global concern, through either their political or social engagement. The following account illustrates this theme " …taking a proactive stance to aiding those, when possible, who are in need of support and involving others in the struggle to promote justice…" The third theme (engagement) appeared to be closely related to the second theme (concern); as 26% of responses coded had both "concern" and "engagement" in their definition of global citizenship. In addition, both of the themes shared words that implied caring for those in need as a sense of duty or responsibility to humankind (e.g. "a global citizens should show sympathy for issues and do what they can to help out other humans on this earth".) However, it was decided to keep the two themes separate given that concern does not necessary lead to engagement.

Respecting diversity, recognizing, understanding and valuing human differences was the fourth theme. Thirty-six percent of the respondents included a statement representing this theme in their responses. The following statement is a good illustration

of this theme “I believe that the most important factor is having respect and compassion for all your fellow humans, no matter what their age, race, religion, or economic status is. It is not about knowing the most, but having a desire to learn about people and cultures different from your own in the spirit of tolerance”.

Twenty-six percent of respondents made mention of *recognizing the interconnected nature of the world and its citizens* and 25 % included the *ideals of human equality regardless of nationality and support for the Universal Declaration of Human Rights (UDHR)* in their global citizenship definition, making these the fifth and sixth themes that emerged. Examples for the recognizing the *interconnected nature of the world* include: “…recognizes that his/her actions affect people and the environment throughout the world” and “ a person concerned with the interconnectedness of humanity and implications of ideas such as sustainability, social justice, equality, and human rights”. A good depiction of *recognizing the importance of human equality and support for the UDHR* was: “ a global citizen is anyone who is willing to respect and understand Human Rights given to all and have tolerance for other cultures and beliefs”.

In this sample the most comprehensive global citizenship definition provided by a respondent was:

> “ a global citizen sees him/herself not only as a citizen of one particular nation but as a member of humankind. Regardless of whether or not he/she has the means or opportunity to connect to members of the global community, he/she is sensitive to the fact that other cultures exist vastly different from his/her own cultural beliefs or practices. Her/she is a aware of the diversity of humankind but embraces our

connectedness as members of the larger world community in which we are all part of. Aware of this connectedness, a global citizen makes lifestyle choices which work towards achieving a balance in the global community."

Closed-ended Definition of Global Citizen

For the *global citizenship related concept scale*, means scores, standard deviations, and minimum and maximum values for each of the items in this scale are presented in Table 5. All mean-scores were above three on a five-point likert scale (1= 'not important' to 5= 'very important').On average, results showed that all items in this scale were relatively important. Hierarchically, respondents rated the reverse coded statement "a global citizen only cares about his/her country" as the most meaningful statement to what they believe a good global citizen is and does. Thus, they believe strongly that a global citizen cares for much more than just his or her country. The statement showing the second highest mean-score value was "a global citizen recognizes the interconnected nature of the world". The third and fourth statements with the highest mean-score values among respondents were "a global citizen participates in activities that only benefit privileged people in other countries" (reverse coded) and "a global citizen knows about other cultures". Additionally, other statements with mean-score values above four, included: a global citizen… "obeys the Universal Declaration of Human Rights;" "knows about world issue;" "follows global news;" and "promotes Human Rights in other countries."

From the closed-ended items, the most important aspects indicate that central to the respondents' conceptualizations of global citizenship are: caring about others

regardless of national affiliations, recognizing that we live in an interconnected world, being engaged in addressing problems of both the local and global community, being knowledgeable about other cultures.

When considering the results of both the open-ended and closed ended scales, an inclusive and representative working definition of global citizenship includes the following components. A global citizen is someone who:

(1) Has empathetic concern for the well-being of all human being, regardless of race, nationality, or religious beliefs.

(2) Has knowledge about local and global social, political, economic, and religious systems in a culturally relevant way. In addition he/she keeps current with news of international concern.

(3) Participates in addressing social, political, economic, and environmental issues of globally

(4) Respects diversity, recognizing and valuing human differences and similarities by understanding relevant cultural perspective and human communality. In addition, to respecting and enforcing the Universal Declaration of Human Rights.

(5) Understands the interconnected nature of our world, environmentally and from a humanistic perspective.

Table 5. *Global Citizenship Definition Quantitative Items*

Quantitative Items	*Mean*	*SD*	*Min*	*Max*
Only cares about his/her country	4.76	.57	3	5
Interconnected nature of the world	4.62	.57	3	5
Participates in activities benefiting privileged people in other countries	4.48	.94	1	5
Knows about other cultures	4.47	.72	2	5
Universal declaration of human rights	4.44	.87	1	5
Knows about world issues	4.42	.76	2	5
Follows Global News	4.08	.89	1	5
Promotes Human Rights in other countries	4.02	.98	1	5
Participates in activities to protect the environment in other countries	3.90	1.08	1	5
Advocates for increase in monetary assistance to countries in need	3.89	1.14	1	5
Uses the internet to connect to people around the world	3.58	1.03	1	5
Peaceful protest against social injustice In other countries	3.55	1.14	1	5
Engages in discussion about international politics	3.54	1.09	1	5
Speaks more than one language	3.53	1.06	1	5
Shows respect for world leaders	3.51	1.13	1	5

Research Question 2: To what extent is global civic engagements influenced by global civic knowledge, skills, and identity?; b)global civic identity influence by global civic knowledge, skills, and engagement?; and c) the opportunities and support provided by family, school, community and media contexts?

Results for this research question are presented in the following order. First, multiple regression analysis used to determine how well global knowledge, skills, and identity predicted past engagement, current engagement, engagement frequency, and future engagement (Model 1), as well whether the context variables added to the explained variance in engagement (Model 2) are presented. Similar analyses were conducted to determine how well global knowledge, skills, and engagement predicted the global citizen identification and achieved global identity status (Model 1) and whether the context variables added to explained variance in identity (Model 2) are presented next. Due to the small sample size only variables which were significantly correlated at the bivariate level with either the engagement or identity variables were included in the different regression models.

The results from the first set multiple regression analyses predicting past and current engagement are presented in Table 6. For past engagement (Model 1), global competence skills and achieved identity status were significant predictors. These two predictors accounted for 25% of the variance in past engagement (Model 1). When adding the context variables (Model 2), global competence skills remained significant

and the community context variable also was a significant predictor. Variance explained in Model 2 was 30%, increasing by 5% from the previous model.

Similar results were found when predicting current engagement. Global competence skills and achieved global identity status were significant predictors. This model (Model 1) accounted for 58% of variance in current engagement. Model 2 showed that global competence skills and achieved global identity status remained significant. The community context also was a predictor of current engagement in the model. A significant negative association was observed for the school context variable and current engagement. However, at the bivariate level, school and current engagement showed a significant positive correlation (r=.21). The flipping of the sign in the regression equation should be interpreted as a result of the multivariate environment. That is, when the set of predictors was considered together, school context shared much of the explained variance in current engagement with the other predictors. Once their contributions were controlled, the unique variance that the school context explained appears to be an association among a subset in the sample that show a negative association between the school context and current engagement. This association, however, is not consistent with the association seen at the bivariate level. The overall association between the school context and current engagement is positive. Model 2 accounted for 67% of the variance of current engagement. Adding the context variables increased the variance explained by 9%.

The results for predicting variability in engagement frequency and future engagement are shown in Table 7. Model 1 of engagement frequency yielded results that

were similar to the other engagement variables. In Model 1 global competence skills and achieved global identity status were significant predictors of engagement frequency. When adding the context variables to the regression (Model 2), the same variables, global competence skills, achieved global identity status were significant predictors of engagement frequency. However, no context variables were significant when predicting engagement frequency. Overall, Model 1 and Model 2 for engagement frequency accounted for 40% and 41% of the variance, respectively.

In Model 1 the only significant predictor of future engagement was achieved global identity status. For Model 2, achieved global identity status remained a significant predictor of future engagement, and school and media also were significant. A moderate increase in variance explained was noted, increasing from 31% in Model 1 to 39% in Model 2.

The next set of analysis included regressing achieved global identity status on each of the engagement variables separately (due to their strong inter-correlatness) along with other variables associated at the bivariate level (Model 1) and then adding context variables that had a bivariate association with achieved global identity status (Model 2). Results for predicting achieved global identity status with each: past engagement, current engagement, engagement frequency, and future engagement are shown in Tables 8, 9, 10, 11. In general, the engagement variables were the only significant predictors of achieved global identity status in Model 1 and remained significant in Model 2 when the context variables were added.

With past engagement in the Model, the media and family contexts variables also were significant in Model 2. When predicting achieved global identity status with current engagement, media was the only the context variable significant in predicting achieved global identity (Model 2). Variance explained by Model 1 when predicting achieved identity status with past engagement was 22%. In Model 2 an 18% increase in variance explained of was observed (Model 2, R^2 = 38%). Similarly, when predicting achieved identity status with current engagement, the variance explained increased from 27% in Model 1 to 35% in Model 2.

When engagement frequency was included as a predictor of achieved global identity status, 27% of the variance was explained (Model 1). In Model 2, the context variables of media and family were significant predictors, increasing the variance explained by 11%, with Model 2 explaining 38% of the variance in achieved global identity status. Finally, when regressing achieved global identity status on the variables in the model that included future engagement (a significant predictor of achieved global identity status), none of the individual context variables were found to be significant predictors, however, similarly to previous analyses, a significant increase in the variance explained was found when comparing Model 1 (30%) with Model 2 (38%)..

As it is shown in the zero-order correlation analysis (Table 4), global citizenship identification was only correlated with the engagement frequency and future engagement variables. Consequently, global citizenship identification was only regressed on those engagement variables in the models tested. Similar to the results of the achieved global identity status engagement frequency and future engagement, but not knowledge or skills,

predicted global citizenship identification, for both, Models 1 and 2 (See Tables 12 and 13). However, when predicting global citizenship identification with engagement frequency, only a small variance in global citizenship identification was explained (8% in Model 1 and 14% in Model 2). Similarly, when predicting global citizenship identification with future engagement in the model, 17% and 21 % of the variance was explained, for Models 1 and Model 2, respectively.

Table 6.

Regression Analysis Predicting Past and Current Engagement

Variable	Past Engage. Model 1			Past Engage. Model 2			Current Engage. Model 1			Current Engage. Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß	*B*	*SD B*	ß	*B*	*SD B*	ß
Skills (Competence)	1.31	.36	.39***	1.33	.40	.40***	1.11	.36	.32**	1.44	.38	.41***
Achieved Identity Status	.49	.26	.21†	.44	.26	.19	.97	.25	.39***	.81	.25	.33**
Community	--	--	--	.36	.21	.20†	--	--	--	.66	.20	.34**
School	--	--	--	.20	.40	.07	--	--	--	-.64	.38	-.20†
Friends	--	--	--	-.06	.25	-.03	--	--	--	.30	.24	.13
R^2	.25***	--	--	.30***	--	--	.58***	--	--	.67***	--	--
F-change	12.01***	--	--	5.92***	--	--	18.23***	--	--	10.95***	--	--

†$p < .10$, *$p < .05$, **$p < .01$, ***$p < .001$.

Table 7.

Regression Analysis Predicting Engagement Frequency and Future Engagement

Variable	Engage. Frequency Model 1			Engage. Frequency Model 2			Future Engage. Model 1			Future Engage. Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß	*B*	*SD B*	ß	*B*	*SD B*	ß
Knowledge	.03	.02	.15	.04	.02	.16	--	--	--	--	--	--
Skills (Competence)	.42	.13	.32***	.41	.14	.31**	.19	.10	.20	.13	.11	.14
Skills (Cross-cultural)	.20	.16	.12	.20	.16	.13	--	--	--	--	--	--
Global Cit. Id.	.11	.20	.06	.08	.20	.04	.36	.15	.26	.30	.15	.21
Achieved Id. Status	.29	.10	.32*	.26	.11	.28*	.20	.08	.29*	.18	.08	.26*
Media	--	--	--	--	--	--	--	--	--	.16	.09	.19†
School	--	--	--	-.02	.14	-.01	--	--	--	.20	.10	.22†
Friends	--	--	--	.10	.10	.11	--	--	--	-.06	.07	-.09
R^2	.40***			.41			.31***			.39***		
F-change	8.91***			6.44***			10.31***			7.06***		

†$p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 8. *Regression Analysis Predicting Achieved Identity Status with Past Engagement*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Knowledge	.04	.03	.17	.04	.02	.19
Skill (Competence)	.28	.17	.20	.10	.17	.07
Skill (Cross-Cultural)	.21	.19	.12	.22	.17	.13
Past Engage.	.10	.05	.24*	.11	.05	.26*
Media	--	--	--	.32	.13	.25*
Family	--	--	--	.16	.08	.20†
Friends	--	--	--	.15	.10	.16
R^2	.22***	--	--	.38***	--	--
F-change	4.95***	--	--	5.76***	--	--

$^{\dagger}p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 9. *Regression Analysis Predicting Achieved Identity Status with Current Engagement*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Knowledge	.03	.02	.13	.04	.02	.15
Skill (Competence)	.14	.17	.20	.06	.16	.04
Skill (Cross-Cultural)	.26	.18	.15	.26	.17	.15
Current Engage	.18	.05	.44***	.16	.05	.37***
Media	--	--	--	.28	.13	.22*
Family	--	--	--	.13	.08	.17
Friends	--	--	--	.10	.10	.11
R^2	.27***	--	--	.35***	--	--
F-change	7.81***	--	--	6.63***	--	--

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 10. *Regression Analysis Predicting Achieved Identity Status with Engagement Frequency*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Knowledge	.02	.03	.07	.03	.02	.11
Skill (Competence)	.20	.17	.14	.10	.17	.07
Skill (Cross-Cultural)	.09	.19	.05	.12	.17	.07
Engage. Freq.	.43	.13	.40**	.35	.05	.32**
Media	--	--	--	.27	.13	.21*
Family	--	--	--	.14	.08	.19†
Friends	--	--	--	.13	.10	.13
R^2	.27***	--	--	.38***	--	--
F-change	6.37***	--	--	5.77***	--	--

† $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 11. *Regression Analysis Predicting Achieved Identity Status with Future Engagement*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Knowledge	.03	.02	.13	.04	.02	.16
Skill (Competence)	.23	.16	.16	.14	.16	.10
Skill (Cross-Cultural)	.27	.18	.16	.26	.17	.15
Future Engage.	.59	.16	.40***	.46	.16	.31*
Media	--	--	--	.17	.14	.13
Family	--	--	--	.13	.08	.17
Friends	--	--	--	.16	.10	.17
R^2	.39***	--	--	.38***	--	--
F-change	7.30***	--	--	5.87***	--	--

* $p < .05$, ** $p < .01$, *** $p < .001$,

Table 12. *Regression Analysis Predicting Global Citizen Identification with Engagement Frequency*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Engage Freq.	.15	.06	.28*	.11	.06	.20*
School	--	--	--	.11	.08	.16
Friends	--	--	--	.07	.06	.16
R^2	.08*	--	--	.14*	--	--
F-change	6.12*	--	--	3.92*	--	--

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 13. *Regression Analysis Predicting Global Citizen Identification with Future Engagement*

Variable	Model 1			Model 2		
	B	*SD B*	ß	*B*	*SD B*	ß
Future Engage.	.29	.08	.41***	.25	.08	.34**
School	--	--	--	.04	.08	.07
Friends	--	--	--	.08	.05	.18
R^2	.17***	--	--	.21***	--	--
F-change	14.30***	--	--	6.92*	--	--

* $p < .05$, ** $p < .01$, *** $p < .001$.

Research Question 3: Are there subgroups of globally engaged youth who show distinct efforts in global versus local engagement or in social versus political engagement?

Cluster analysis was used to address the third and final set of questions. Cluster analysis seeks to identify subgroups that are homogenous within the larger sample. The K-means cluster analysis procedure was used due to the a priori expectations for the groups that would emerge. It was anticipated that there would be three subgroups for global versus local engagement (a primarily local, a primarily global, and a mixed - both global and local group), and three subgroups for social versus political engagement (a primarily social, a primarily political, and a mixed - both social and political group). Analysis of variance was used to compare the groups that emerged from the cluster analysis on their global knowledge, skills, amount of engagement, identity, and contexts of opportunity/support.

Global Versus Local Engagement

To determine the global/local clusters, six engagement variables (three global items: a. volunteered with an organization to address global issues, b. traveled abroad to serve a community, and c. worked for an organization addressing global issues; and three local items: a. traveled in own country to serve a community, b. volunteered with a local organization, and c. contacted elected officials about state or federal policies) were used. Responses were coded: yes (1) or no (0). Two, three and four cluster solutions were examined. Of the 74 participants, 72 were included in the analysis (the other two participants were missing one or more of the engagement variables used in this analysis).

For the global v. local variables, two and three distinct clusters emerged; the four cluster solution was similar to the three cluster solution with a fourth group containing only five members. The two-cluster solution yielded groups of n=47 and n=25. Comparisons of the groups indicated that the larger cluster was significantly higher on five of the six engagement variables used to create the clusters; the groups did not differ on the remaining engagement variable (see Table 14).

The three cluster solution indicated three groups that were relatively equal in size: (Group 1) n=31, (Group 2) n=20, and (Group 3) n=21. When these groups were compared on the six variables used to create the clusters, interesting patterns were observed. At least one group difference was found for each of the variables used to create the clusters (see Table 15).

Table 14. *Two Cluster Solution for Local Versus Global Engagement*

	Cluster 1 (n=47)	Cluster 2 (n=25)
Local Engagement		
Traveled in own country	.89	.16***
	(.31)	(.37)
Volunteered for local organization	.91	.64**
	(.28)	(.49)
Contacted elected official	.51	.48
	(.51)	(.51)
Global Engagement		
Traveled abroad	.74	.00***
	(.44)	(.00)
Volunteered for global organization	.89	.52***
	(.31)	(.51)
Work at agency addressing global issues	.45	.24†
	(.50)	(.44)

Cluster 1- Cluster 2 mean comparisons †p<.10; **p<.01; ***p<.001
Note: Standard deviations in parentheses
Engagement responses 0= No , 1= Yes.

Table 15. *Three Cluster Solution for Local Versus Global Engagement*

	Cluster 1 (n=31)	Cluster 2 (n=20)	Cluster3 (n=21)
Local Engagement			
Traveled in own country	.90	.20[ac]	.67
	(.30)	(.41)	(.48)
Volunteered for local organization	.97	.60[a]	.81
	(.18)	(.50)	(.40)
Contacted elected official	.71	.55[a]	.14[ab]
	(.46)	(.51)	(.36)
Global Engagement			
Traveled abroad	.90	.00[ac]	.33[a]
	(.30)	(.00)	(.48)
Volunteered for global organization	.84	.40[ac]	1.00
	(.37)	(.50)	(.00)
Work at agency addressing global issues	.26[c]	.05[c]	.86
	(.44)	(.22)	(.36)

Note: a Significantly lower than Cluster 1; b Significantly lower than Cluster 2; c Significantly lower than Cluster 3

Standard deviations in parentheses

Overall groups 1 and 3 showed the highest engagement and group 2 showed the lowest engagement. However, groups 1 and 2 had lower engagement for "worked for an organization addressing global issues," and group 3 had lower engagement for "contacted elected officials about state/federal policy." The item "volunteered with a local organization" showed relatively high engagement for all groups, and group 1 was particularly high on this item and on "traveled abroad to serve a community." When comparing the groups from the two and three cluster solutions on the other key variables in the study, only a few differences were found. The groups in the two-cluster solution differed only in terms of influences from school (Group 1 M=3.36 (SD=1.04); Group 2 M=2.68 (SD=.75), $p<.01$; and community (Group1 M= 3.94 (SD=.54); Group 2 M= 3.62 (.57), $p<.05$). In the three-cluster solution, the groups differed only in terms of community influences (Group 1 M= 3.40 (SD=1.05); Group 2 M=2.69 (SD=.79); Group 3 M=3.31 (SD=1.00), $p<.05$.) Group 1 was significantly higher than Group 2 in the level of community influence.

Social Versus Political Engagement

For examining the social-political distinction in terms of the types of activities participants were engaging in, a second cluster analysis was employed with eight items, scored from low to high frequency of engagement. Four of the items were political (a. vote regularly; b. base voting on international/foreign policy issues; c. contact elected officials; d. participate in peaceful protests/rallies) and four of the items were social (a. write letters to a newspaper; b. join an international concern group; c. volunteer time to an international nongovernmental organization; d. donate money for a social cause).

Data from 70 participants were used in this analysis (the other four participants were missing responses on some of the variables used in the cluster analysis). Two, three and four cluster solutions were examined. The two cluster solution yielded a larger group with 41 members and a smaller group with 29 members. Comparisons of the means on the variables used to form the clusters indicated that the larger cluster group had a higher mean than the smaller cluster group on seven of the eight variables. They did not differ on "voting regularly" (see Table 16). The three cluster solution indicated one small group and two larger groups (Group 1 n=5; Group 2 n=37; Group 3 n=28), and the four cluster solution indicated 2 small groups (Group 1 n=13, Group 2 n=7) and two larger and equivalent in size groups (Group 3 n=23, Group 4 n= 27). The two cluster solution; therefore, appeared most appropriate given the small size of some of the subgroups in the three and four cluster solutions. The groups in the two-cluster solution differed in terms of Global Competence Skills (Group 1 M=4.41 (SD=.47); Group 2 M= 4.06 (SD=.57), $p<.01$; and Achieved Global Civic Identity (Group 1 M=4.53 (SD=.76); Group 2 M= 3.97 (SD=.66), $p<.01$). These differences are similar to the findings for question 2 for the multiple regression analyses predicting engagement.

Table 16. *Two Cluster Solution for Social Versus Political Engagement*

	Cluster 1	Cluster 2
	(n=41)	(n=29)
Social Engagement		
Write letters to newspaper	2.24	1.72*
	(.89)	(.92)
Join international concern group	4.15	1.83***
	(.91)	(.85)
Volunteer for nongovernmental org.	3.44	2.34***
	(1.01)	(.97)
Donate money for social cause	3.85	2.79***
	(1.17)	(1.18)
Political Engagement		
Vote regularly	4.32	4.21
	(1.21)	(1.01)
Base voting on foreign policy issues	4.44	3.48***
	(.87)	(.91)
Contact elected officials	3.49	1.59***
	(1.01)	(.91)
Participate in protests/rallies	2.73	1.45***
	(1.25)	(.83)

*$p<.05$; ***$p<.001$
Note: Standard deviations in parentheses

V. DISCUSSION

Based on a careful review of the literature, no empirical study could be found that examined the development of global citizenship. This was not surprising given that global citizenship is a relatively new concept. However, in today's globalized world, one that is seems smaller and flatter and with more complex social, political, economic, and environmental issues, there is a need to understand how young adult citizens conceptualize the idea of global citizenship and the behaviors and attitudes that define it, as well as serve as potential predictors of its development. In order to gain an initial understanding of this global citizenship, the current exploratory study had three main objectives. The first objective was to gain a better understanding of how globally engaged youth define "global citizenship." The second objective was to examine factors that potentially predicted global civic engagement and global civic identity. This second objective also looked at whether context variables added to the amount of variance explained in civic engagement or global civic identity. The third and final objective of this study was to examine whether different clusters of globally engaged youth emerged when differentiating them on basis of their global vs. local engagement or their political vs. social engagement. It should be noted that the findings from this study are just a first step in a largely unexplored area. To address the first research question youth were asked to define global citizenship in two ways: first by answering an open-ended prompt asking

them to define global citizenship in their own words, and second by rating a set of statements about global citizenship on their degree of importance. Results from both the open-ended prompt and the global citizenship related concept scale were similar. The results from this research question showed variation in the kinds themes emphasized by the different respondents. On average, respondents tended to emphasize the importance of having empathetic concern for others, in particular those in need, regardless of nationality, race, or religion as the top quality of a global citizen. This particular emphasis shows the high level of caring and other-orientedness that is congruent with being a global citizen. Participants also stressed the importance of being knowledgeable about other cultures, religious practices, and political and economic practices, as well as current international events and problems affecting the global community. Within this theme, participants stated that having knowledge alone does not suffice as the standard for being a global citizen, thus a global citizen must be able to put that knowledge into a cultural and historical time perspective. Among their answers, it was also noted that a global citizen is perceived as someone who engages in action to address pressing global political, social, economic, and environmental issues. Respecting and embracing diversity was another key point emphasized by the respondents. Finally respondents stated that a global citizen must be aware of the interconnected nature of the world. These areas of emphasis suggest that globally engaged youth placed value in having relevant global knowledge and acknowledge the importance of diversity and the interconnected nature of today's world, but are also concerned with engaging in action to solve social, political, and environmental problems across the globe.

There are some parallels that can be drawn between the results of the current study and Oxfam's (1997) definition of global citizenship. Oxfam's definition highlights the importance of having relevant knowledge about how the world works socially, politically, economically, culturally and environmentally which was the second theme found to be central to respondents' definition of global citizenship in the current study. Other similarities with Oxfam's definition include the idea of respecting and valuing diversity, being aware of the interconnected nature of the world, and participating and contributing both at the local and global level. Even though the results are very similar to Oxfam's definition, they do not follow the same order of importance. For example, the most important characteristic used by Oxfam to describe a global citizen was "having a sense of one's roles and responsibilities as a global citizen" whereas the results from the current study showed youth perceived "having empathetic concern for the well-being of all human-beings" as the most important characteristic. In addition, valuing and respecting diversity was placed as second most important in Oxfam's definition, however, participants responses in this study placed this characteristic at number four. A final difference is that Oxfam cites "taking action"' as fifth in order of importance whereas respondents in the current study raked this characteristic as the third most important.

The ideas of grassroots activism, active global citizenship, and taking action postulated by Lagos (2003), Davis (2006), and Oxfam are supported in the findings of this study. Active engagement in addressing issues of both local and global concern was offered among the top three actions according to participants' accounts in both the open-

ended question and the closed-ended global citizenship related concept scale. In addition, the idea of promoting equality and the Universal Declaration of Human Rights was another prevalent idea among participants that converged with past research (i.e. Naidoo & Henrich, 2000l; Olser, 1994; Oxfam, 1997; Olser & Starkey, 2000; 2001).

On the other hand, the importance of using the internet and other means of communication to connect to other people (i.e. Arnett, 2002, Castells, 1998; Lagos, 2003; Scholte, 2000; Youniss et al., 2002) was not perceived by respondents as instrumental in the development of global citizenship. For instance, during the qualitative prompt, none of the participants included any accounts about the use of technology to connect to others and take action. In addition, the item pertaining to using the internet to connect to people around world in the global citizenship related concept scale was ranked 11th out of 15. One explanation for this finding could be for today's youth using the internet is so routine and commonplace that they fail to perceive or recall the importance of its use.

Taken together, the findings from the first research question suggest that the previous efforts in the United Kingdom such as the World Studies Movement (i.e. Fisher &Hicks, 1985; Holden, 2000; Ibrahim, 2005; Davies, 2006) and Oxfam to conceptualize global citizenship include beliefs and behaviors that are congruent with our sample's description of a global citizen. However, on average, the current study results also suggest that globally engaged youth rank these behaviors in a different order of importance than suggested previous work. More specifically, for the globally engaged youth in this sample, the most important characteristic of a global citizen was to have empathetic concern for others (especially those in need) regardless of origin, race, or religion

orientation, followed by having global knowledge and then engaging in action to social, political, economic, and environmental issues at the global level. In addition, based on the depth and breadth of many of the qualitative responses, it appeared that these globally engaged youth had given a lot of thought to defining global citizenship for themselves, and although some themes were emphasized more than others were, a vast majority of these youth were engaged on an active exploration of what it means to be global citizen.

The second research question aimed to address the complexity of global citizenship, by examining predictors of global engagement and global civic identity. Both the bivariate and multivariate associations among the key variables will be discussed. Examination of the zero-order correlations hinted at several patterns among the key variables of this study, some that were later confirmed by the multiple regression analyses. For example, global competence skills and achieved identity status were significantly and positively correlated with all of the engagement variables. These relationships suggest that engagement, whether past, present, or anticipated, is likely to play an important role in developing feelings of efficacy to implement global "civic" related tasks and in forming a sense or definition of who one is as a global citizen.

Even though global civic knowledge scores across the sample were high, this variable was only correlated with achieved identity status and engagement frequency. Lopez et al., (2006) found similar results in terms of frequency of engagement at the local level. Nonetheless, in the current study the global knowledge variable did not show much association with other engagement variables, suggesting that for the participants in the current study, knowledge was not the most important factor in their engagement. Another

possible explanation for the lack of correlation between global civic knowledge the majority of other variables is the low variability in the global civic knowledge scores. Most of the participants had relatively high knowledge scores (M = 32.5 out of 38; *SD* = 3.24) which was expected given that the majority of the participants in the sample are active members of an organization that promotes global understanding and collaborations to help reduce hunger and poverty worldwide.

For the context variables, the most predominant pattern was that all engagement variables were significantly correlated with the school and friends contexts. At the bivariate level, this relationship suggested the importance of the school setting in providing opportunities to become globally engaged and the influence of friends in modeling pro-social behaviors and providing support to engage in civic participation. Both patterns are consistent with previous literature (Torney-Purta et al., 1999; 2001; Keeter et al., 2002; Zaff et al., 2003). Interestingly, the school context was not found to be related to global civic knowledge as was previously found in number of single nation citizenship studies (See Ehman & Gillespie, 1974; Hepburn, 1983; Neimi & Junn, 1998 in Baldi et al., 200 and Hanh, 1999). There could be several explanations for this finding. The first possible explanation is that many schools lag behind in providing youth information about global issues and other cultures and that youth are getting this information from other sources. The second possible explanation, is that the youth in the current sample, who all had high levels of global knowledge were unable to identify a particular source of such knowledge, especially taking in consideration that many lived in college towns making the school and community contexts hard to differentiate. Finally,

contrary to findings from Elder and Mekos (2000), Keeter et., al (2002), and Pancer and Pratt (1999) no evidence of family influence on global engagement was observed in the bivariate analyses. Possible explanations for the lack of a relationship between family and global engagement are the retrospective nature of the question and the fact that the majority of participants were living away from home while attending a college or university. Family influences on engagement may have been somewhat remote and less relevant given the other context variables considered. Had the students still been living at home and engaging in global civic activities, they may have been more likely to view family as a context for some of this engagement.

When examining the variance explained in the different engagement variables (past engagement, current engagement, engagement frequency, and future engagement) a primary finding was the pattern showing variability in engagement primarily explained by achieved global identity status and global competence skills. This pattern is indicative of how important engaging in self-examination of what it means to be a global citizen and building the skills needed to address global issues are for taking a proactive stance and actively addressing issues of global concern. Order of effects cannot be determined, however, due to the cross-sectional nature of the data. Although it can be argued that identity and skills matter for engagement, it also may be that engagement builds skills and strengthens one's identity as a global citizen. Most likely these variables interact in a reciprocal, dynamic way over time.

The global competence skill variable (feeling efficacious to carry out civic related tasks) was also found to have a strong relationship with all engagement variables, with

the exception of future engagement. This pattern is consistent with previous single-nation citizenship development studies. According to Yates and Youniss (1999) developing leadership and organizational skills leading to agency and a sense of efficacy can also play an important role in civic matters, especially when it comes to civic engagement. In addition, Keeter et al. (2002) and Lopez et al. (2006) found feelings of individual efficacy to be significant predictors of volunteering among young Americans. For the participants in this study this finding demonstrates the importance of feeling capable of taken on civic leadership roles and responsibilities in order to be engaged. This relationship, however, it is also speculated to work on the opposite direction, so that civic engagement experiences facilitate youth to develop feelings of efficacy. The lack of correlation found between the global competence skills and future engagement was surprising. It may indicate that other factors such as identity and current engagement are more relevant for future engagement than having the relevant global competence skills. Thus, future engagement is most dependent on the way youth define themselves and the actions they experience themselves taking.

Among the context variables, community was found to be important in explaining both past and current engagement, whereas school and media were significant predictors of future engagement. It was surprising that the influence of the school context was only significant in predicting future engagement, especially taking into consideration that the majority of the current sample belong to Universities Fighting World Hunger—a network of universities that provides "current" engagement opportunities for youth to address the problem of global hunger and poverty. An explanation for this particular

pattern may be due to respondents' interpretation of community, especially for those who live in college towns were both community and school contexts are not necessarily mutually exclusive. Thus, these results are partially congruent with Keeter et.al, (2006) and Lopez et al. (2006), and others researchers in the area of civic engagement at the local level (i.e. Torney-Purta et al., 2001; Ehman & Gillespie, 1974, Hepburn, 1983; Neimi & Junn, 1998 in Baldi, Perie, Skidmore, Greenberg, & Hahn, 2001) who found school, community organizations, and media to be the most influential pathways to adolescent civic involvement at the local level. In addition, the relationship between engagement and media was also postulated by scholars in the area of global citizenship development such as (Castells, 1998; Scholte, 2000; Arnett, 2002; Youniss et al., 2002).

The second part of research question confirmed the strong relationship between achieved global civic identity status and all the engagement variables. Multiple regression analyses showed that past engagement, current engagement, engagement frequency, and future engagement were influential factors in the achievement of a global citizenship identity. The strong relationship found between all engagement variables and achieved global identity status is supported by previous research on national civic engagement and identity (Metz, McLellan, & Youniss, 2003; Sherrod, Flannagan, &Youniss, 2003; Yates & Youniss, 1996; 1999; Youniss, McLellan, & Yates, 1997; Youniss & Yates, 1997). Youniss and his colleagues theorized that civic engagement serves as the mechanism for the formation of young people's civic identities because engagement acquaints youth with basic civic roles and skills and vice-versa. Furthermore, the current study's sample consisted of youth who were globally civically engaged to some degree through activities

sponsored by the Universities Fighting World Hunger network. In addition, the finding are congruent with the idea that civic engagement allows for identity exploration which can facilitate the consolidation of civic meanings and commitments that will endure into adulthood, also postulated by Youniss et al. Thus, it could be speculated that these past experiences afforded this particular group with the opportunity to explore their civic identity and form a strong sense of who they are as global citizens. Further, this association is likely reciprocal in that having a strong sense of which they are as global citizens also leads to a strong commitment of global civic participation. However, the question remains about the order in which this pattern develops: Is it "I am therefore I do" or "I do therefore I am?"

In addition, the media context was a significant predictor of achieved global identity status, particularly when past engagement, current engagement, and frequency of engagement variables were predictors in the equation. Unlike findings for the analyses predicting engagement, the family context also was found to be a significant predictor of achieved global identity status when past engagement and engagement frequency were the independent variables. This is particularly interesting given that family was not found to be a significant predictor in explaining past and current engagement in the previous set of regression analyses. It may be that family members' civic behaviors (parental support for volunteer activities and parents' own engagement) serve as global civic engagement models from which their children learn and interpret what it means to be a global citizen. Consequently, in the case of family, "teaching by example" this may be more instrumental in helping children form a clear sense of who they are as global citizens than

in providing opportunities for civic engagement. Based on arguments by Arnett (2002), Atkins and Hart (2003) and Youniss and colleagues that the family context is important in the formation of a global identity, the current findings are supported; however, they also argue the importance of other social contexts. For this analysis other influential context included media. These results hint at several interesting explanations about social changes experienced in communities in the United States and other parts of the world. The importance of the media contexts has been documented by previous researchers from past single-nation citizenship studies (i.e. Keeter et al., 2002; Lopez et al., 2006). Thus, this trend of growing access to global media could be influencing youth to think beyond their boarders and define themselves as part of a global society.

When conducting the regression analyses predicting global citizenship identification (the other identity variable), engagement frequency and future engagement were the only variables that had a significant relationship. In these analyses, no contextual variables were found to explain global citizenship identification. The lack of significant relationships between global citizenship identification and the other engagement, skills, knowledge and contextual variables may be due to the design of the global citizenship identification scale. Even though the primarily focus of the scale is to capture feelings and attitudes about global identification, it appears to do so in a mutually exclusive way. (i.e., you are either a global citizen or you are not). In other words, the way the scale is designed classifies respondents into categories of "global citizen" or "single-nation citizen." However, scoring high on an item such as "I am proud of heritage" does not necessarily mean a person is not a global citizen. It also is not clear from this measure

the extent to which an individual has internalized and integrated the meaning of global citizenship into his or her self-definition. As Arnett (2002) has suggested, young people today may have a bicultural identity that incorporates their identification with their own nation or community along with their identification with the broader global world. It also was observed that participants in this sample varied in their cross-cultural experience (some had no cross-cultural experience) which also may have influenced their responses to the global citizen identification scale.

In summary, several interesting patterns, many of which were consistent with previous research, were observed in addressing the second research question. The most central findings include the importance of having a strong sense of identity and having feelings of efficacy in explaining civic participation for engagement in civic activity. Also important was the value of the community and school contexts in explaining past, current, and frequency of engagement. A strong association between engagement and identity also was confirmed, as was the relevance of media and friend contexts for achieving a global civic identity. Taken together, the findings suggest the dynamic nature of the relationship between global civic identity and global civic engagement in that they likely influence each other's development over time.

The findings from the cluster analyses conducted to address research question three were mixed and not necessarily as anticipated, especially for the political v. social solution. For global v. local engagement, the two cluster solution indicated a group with higher scores in two of the local items (i.e., contacted elected officials) and three of the global items (i.e., volunteered for a global organization). Interestingly, the groups

differed in the amount of influence received from the school and community contexts, with group one reporting higher influences from both contexts. The two cluster solution suggests no real difference on type (global v. local) of engagement, but rather in the amount of engagement and the source of these engagement opportunities. However, the three cluster solution provided a different picture; one more congruent with expectations. This solution showed that group one tended to have high scores on both global and local engagement activities. Group two demonstrated a higher inclination towards local engagement. Even though the majority of group two's scores in the local engagement items were significantly lower than those from group one and one item for group three, the fact that their global engagement was significantly lower compared to the other two groups is indicative of an inclination towards local engagement. Thus, rather than doing more or less of local v. global, they were concentrating their efforts at the local level. Group three showed higher scores than groups one and two in two of the three global engagement items. Although group three had relatively high scores of local engagement, they placed their greatest efforts on the global engagement activities. Although the patterns seen do not clearly distinguish a globally engaged group and a locally engaged group, the patterns do suggest variability according to global versus local engagement. Future research will need to include a more diverse sample where respondents vary in their extent of local and global engagement, ranging from unengaged to extensively engaged in each of these areas. In the current sample, all respondents were engaged in some global activity due to being members of UFWH.

For social versus political engagement it was determined that the two cluster solution was the most appropriate given the small sample sizes of the subgroups that emerged for the three and four cluster solutions. In the current sample, these findings suggested no difference between social and political global engagement, but rather on the amount of engagement (more vs. less engagement). In other words, one group was doing more social and political global engagement activities than the other was. However, the more engaged group (group one) also had significantly higher scores than group two in both global competence skills and achieved global civic identity. This finding is not congruent with the typology developed by Keeter (2002) in which he was able to establish three distinct types of national citizens (electoral/political specialist, civic/social specialist, and dual specialist) based on their engagement. The results for the current study on global citizenship suggest that there is no significant difference or distinction the in social or political activities in which the youth in the current study were engaged. One explanation for this particular finding, as postulated by Lagos (2003), is the lack of an international body of governance (with legal power) or global polity that prescribes the political or social roles and responsibilities of its global citizens. Consequently, this ambiguity could be the reason why youth in this sample did not perceive a clear distinction between social and political global engagement. In addition, the items addressing political versus social engagement may not have been fully distinct. Based on respondent's experiences, items that were intended to convey political engagement may had been interpreted as having a social component and vice versa. For instance, the writing letters to a news paper about a global issue was classified as a type of social

global engagement; however, for some this type of engagement could also serve as an outlet to express political views. Thus, conceptual overlap of political and social engagement may have affected the results of the cluster analysis.

Limitations

The current study had several limitations. The first limitation was the sample size which reduces statistical power to detect significance, especially when effect sizes are small. The second limitation was the idiosyncratic make-up of the sample given that this was a convenience sample comprised of globally engaged youth. The small sample size and the selection criteria (youth who are members of UFWH) limited the scope and generalizability of this study. However, this exploratory study provided an initial step in understanding the development of global citizenship from which future research can build. Thus, it is recommended that future global citizenship studies include a more heterogeneous sample to provide a broader picture of the development of global citizenship. Another limitation was the cross-sectional nature of study, asking participants to think retrospectively about past experiences and speculate about their future behaviors. Longitudinal designs will allow clearer understanding of the pathways to developing global citizenship. Such designs can facilitate better explanations of global civic engagement and global identity. Such studies also will help elucidate the order of associations among global civic engagement, global citizen identity, the global competence skills, and global knowledge.

Future Research

Even though the present study was exploratory in nature and limited by a small sample size, it provides an initial look at what is important for globally engaged youth in terms of defining what it means to be a global citizen and developing the behaviors and self-definition associated with global citizenship. However, there is much to be done in this virtually unexplored area of research. First, future research should look at a broader sample from different ends of the global engagement spectrum. This would permit comparison of young people who range from unengaged to highly engage at the global level. Also, future research in this area could expand understanding of the diversity of how individuals define global citizenship by developing and implementing alternative measures, such as q-sort instruments that allow further understanding of how individuals subjectively organize attitudes and behaviors that are important in defining global citizenship. Q-sorts are particularly useful because they require individuals to organize statements into a fixed array from most like to least like their beliefs. Unlike a rating scale, on which all items can be scored the same, the q-sort permits ranking of a relatively large number of items that describe a particular phenomenon, and then permits grouping individuals according to how similarly they think about that phenomenon (similar to cluster analysis but using a larger number of observations). Thus, q-methodology would offer a rigorous approach to examining human subjectivity and describing an individual's views or beliefs (see Block, 2008; Brown, 1993; 1996; Kerpelman, 2006; McKeown & Thomas, 1988; Stephenson, 1953).

Finally, using a longitudinal design will allow future researchers to determine the order of the relationships among knowledge, skills, engagement and identity to determine whether certain aspects of global citizenship precede others in development, as well as whether there are reciprocal and dynamic relationships among the variables over time. Even though feelings of efficacy to carry out tasks related to civic participation were found to be related to past and present engagement, as well as to frequency of engagement in the current sample, further analysis must be conducted to examine how such relationships develop longitudinally.

Conclusion

Overall, the results from current study are congruent with findings from studies addressing local/national citizenship formation. The current study focused on understanding global citizenship development, as both similar to and unique from the development of local citizenship. It can be hypothesized that what differentiates local from global citizenship formation are the types of experiences individuals have, and how those experiences are associated with individuals' accrual of knowledge and skills, as well as how such experiences influence self-perceptions that include being members of something bigger than the immediate community or nation to which they belong.

Another conclusion is that civic engagement in global causes, having feelings of self-efficacy, and having a clear sense of one is as a global citizen (achieved global civic identity status) are the most influential factors in the development of global citizenship among youth. Therefore, global citizenship educators and other agencies who work

toward promoting greater global understanding should focus their efforts on providing civic engagement opportunities to address issues of global concern such as world hunger. Global civic engagement promoted by national and transnational organizations, such as Universities Fighting World Hunger, can be instrumental for youth developing a sense of agency, empowerment, and connectedness in solving today's most pressing issues. In addition to feelings of empowerment, global civic engagement has shown a strong relationship to having achieved a global civic identity. The relationship between engagement and civic identity in youth has been document by researchers in the area of single nation citizenship development (i.e. DeMartini, 1983; Thomas, 1987; McAdam, 1988 in Youniss et al., 1997; Hart et. al, 1998; Atkins & Hart, 2003). Those studies, some which were longitudinal in design, interpreted this relationship to be the most influential factor in having sustained civic engagement behaviors such as: strong political facilitation and participation, volunteering, and donating money to civic related causes. Perhaps, partially confirming this relationship at the global level may be the most important finding of the present study. It is a hopeful message to learn that providing opportunities for youth to be part of the solution to global problems can have a significant impact on the way they define themselves.

Forces of globalization have proven to have a significant negative impact on social, political, economical, and cultural matters. However, these same forces of globalization can bring people (educators, business leaders, and government leaders) together to find ways to solve the problems of a globalized world. In the history of humanity every generation has been faced with a major social, political, or environmental

problem. The present study gives precursors to the argument that this generation's challenge is to recognize our innate connection to local communities, cultures, customs, and land, but not to stop there. Rather, today's youth and future leaders need to take a step forward by going beyond national borders and accepting the existence of larger social system and polity that does not offer prescribed laws to solve large problems, but offers the opportunity for all humans and agencies to partake in solutions from the ground up. Perhaps, one day, it will be possible to say: "Yes we can overcome the challenges of a global world, because we are ALL part of humanity, because we are agents of change, and because we are citizens of this world.

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APPENDICES

Appendix A

Survey of Measures

Section I: Demographic Information

1. Please enter your date of birth. (MM/DD/YYYY)

2. Sex (Male/Female)

3. Marital status (Single, never married/ Married/ Divorced/ Remarried after divorce or widowhood/ Widowed)

4. Please select your current level of education.
   a) Freshman in college
   b) Sophomore in college
   c) Junior in college
   d) Senior in college
   e) Graduate School (Masters)
   f) Graduate School (PhD)
   g) Professional Degree (MD, JD, etc)
   h) Other

5. a. Do your parents support you financially? (Yes/No)
   b. If so, what percentage?
      - 25% or less
      - 25-50%
      - 50-75%
      - 100%

6. What is your current household income in U.S. dollars? If you are still a dependant, please use your parents' income.
   a) Under $10,000

b) $10,000 - $19,999
c) $20,000 - $29,999
d) $30,000 - $39,999
e) $40,000 - $49,999
f) $50,000 - $74,999
g) $75,000 - $99,999
h) $100,000 - $150,000
i) Over $150,000
j) Would rather not say

7. What is the highest level of education that your parents have received? Select one box per column.

Educational Level	Father	Mother
a) Did not finish elementary school		
b) Finished elementary school		
c) Finished some high school		
d) Finished high school		
e) Some vocational/ technical education after high school		
f) Some community college, college, or university		
g) Completed a bachelor's degree at a college or university		
h) Completed a graduate degree		
i) I don't know		

8. How would you classify yourself?
a) Arab
b) Asian/Pacific Islander
c) Black
d) Caucasian/White
e) Hispanic
f) Indigenous or Aboriginal Latino
g) Multiracial
h) Would rather not say
i) Other (please specify)

9. Where were you born (country of origin)?

10. The following question will ask you about the region in the United States where you grew up and where you currently reside. Please indicate NA if this question does not apply to you.

a. I grew up in: Northeast/ Southeast/ Midwest/ Southwest/ West/ Northwest/ NA

b. I currently reside in: Northeast/ Southeast/ Midwest/ Southwest/ West/ Northwest/ NA

11. Have you lived in another country for more than 3 months? (Yes/ No)
***If your answer is YES, please specify which countries.

12. Have you ever travelled outside your country of origin? If so, how many countries have you visited?

13. Have you ever visited any developing countries? (Y/ N). If your answer is YES, please specify which developing countries and the reason for your visit.

14. What is your native language?

15. Are you fluent in any other languages?

Section II: Defining Global Citizenship

16. In this section there are some statements that could be used to explain what a good Global Citizen is or what a good Global Citizen does. Read carefully and tell us how meaningful each of these statements is to you. There are no right or wrong answers. For each of these statements select one box to show how important you believe each statement is for explaining what a good Global Citizen is or does.

Rating scale

- Very Important = 4
- Important = 3
- Don't Know=0
- Somewhat Important = 2
- Not Important= 1

A GLOBAL CITIZEN...

a) Obeys the Universal Declaration of Human Rights [a]
b) Recognizes the interconnected nature of the world [a]
c) Participates in a peaceful protest against social injustice in other countries (e.g. Save Darfur Rallies) [b]

d) Knows about world history, economics, politics, social injustice issues, and the environment [c]
e) Understands other cultures' customs, religions, and government systems [c]
f) Speaks more than one language [c]
g) Follows political issues from other countries in the newspaper, on the radio or TV[c]
h) Uses the Internet to connect to people all over the world [a]
i) Participates in activities that only benefit privileged people in other countries (Reversed coded) [b]
j) Shows respect for world leaders (e.g. UN Secretary General) [a]
k) Takes part in activities promoting human rights in other countries [b]
l) Only cares about his/her country (Reversed coded) [a]
m) Engages in political discussions about foreign policies and international politics [a]
n) Takes part in activities to protect the environment in other countries [b]
o) Takes on advocacy roles to push for increasing monetary assistance to countries in need (e.g. contacting local government officials about the Global Poverty Act) [a]

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[a] Scale Item: Political Action Related Global Citizenship.
[b]Scale Item: Social Action Related Global Citizenship
[c]Scale Item: Knowledge Related

17. In your own words, please define what it means to be a global citizen. Open-ended prompt.

Section III: Global Civic Knowledge

18. Select one answer. What is the G-8?

a) An administrative arm of the United Nations
b) An informal forum for the world's largest nations which lacks an administrative structure
c) An association for humanitarian aid
d) All of the above

19. Select one answer. What is the World Bank?

a) The bank for the United Nations
b) A bank like any other
c) A lending institution created to help developing nations
d) A lending institution to aid developed nations

20. Select one answer. What are the Millennium Development Goals?

a) Ten goals to be achieved by 2015 that respond to the world's main development challenges
b) Eight goals to be achieved by 2015 that respond to the world's main development challenges in industrialized countries
c) Ten goals to be achieved by 2015 that respond to the issue of global warming
d) Eight goals to be achieved by 2015 that respond to the world's main development challenges

21. Select one answer. What is the major purpose of the United Nations?

a) Safeguarding trade between countries
b) Maintaining peace and security among countries
c) Deciding where countries' boundaries should be
d) Keeping criminals from escaping to other countries

22. Select one answer. In a democratic country [society], having many organizations for people to join is important because this provides …

a) A group to defend members who are arrested
b) Many sources of taxes for the government
c) Opportunities to express different points of view
d) A way for the government to tell people about new laws

23. Select one answer. In democratic countries what is the function of having more than one political party?

a) To represent different opinions [interests] in the national legislature (e.g. parliament, Congress)
b) To limit political corruption
c) To prevent political demonstrations
d) To encourage economic competition

24. Select one answer. Which of the following is most likely to cause a government to be called non-democratic?

a) People are prevented from criticizing [not allowed to criticize] the government
b) The political parties criticize each other often
c) People must pay very high taxes
d) Every citizen has the right to a job

25. Select one answer. In a democratic political system, which of the following ought to govern the country?

a) Moral or religious leaders
b) A small group of well-educated people
c) Popularly elected representatives
d) Experts on government and political affairs

26. Are the following Universal Human Rights? Select Yes or No for each statement.

a) The right to freedom of movement and residence within the borders of the United States
b) The right to an education
c) The right to have a car
d) The right to recognition before the law everywhere as a person
e) The right to freedom of thought, conscience and religion
f) The right to be born free and equal in dignity and rights

27. Are the following Millennium Development Goals? Select Yes or No for each statement.

a) Eradicate extreme poverty and hunger
b) Achieve universal public transportation
c) Achieve universal primary education
d) Promote gender equality and empower women
e) Reduce child mortality
f) Improve dual-career policies
g) Improve maternal health
h) Combat HIV/AIDS, malaria and other diseases
i) Develop a global childcare system
j) Ensure environmental sustainability
k) Develop a partnership for development in the United States

28. Are the following countries part of the G-8? Select Yes or No for each country.

a) Sri Lanka
b) United States
c) Russia
d) India
e) Italy
f) Canada

g) Brazil
h) Japan
i) Germany
j) France
k) Spain
l) United Kingdom

Section IV: Global Civic Skills

29. Please state how capable you feel to do the following. If you find out about a problem in another country (e.g. extreme poverty) and you want to do something about it, how well do you think you would be able to do each of the following?

Rating Scale:

- I Definitely Can= 5
- I Probably Can= 4
- Maybe= 3
- I Probably Can't = 2
- I Definitely Can't = 1

a) Create a plan to address the problem
b) Get other people to care about the problem
c) Organize and run a meeting about the problem
d) Express your views about the problem in front of a group of people
e) Identify individuals or groups who could help you with the problem
f) Write an opinion letter to a local newspaper about the problem
g) Call someone on the phone that you had never met before to request their involvement with the problem
h) Contact an elected official about the problem
i) Organize a petition to address the problem
j) Organize a on-line blog or Facebook/My Space group to create awareness about the problem

30. Indicate how much you agree or disagree with each statement. Use the drop down boxes to submit your answers that reflect both your high school and college experience.

Rating Scale:

- Strongly Agree= 5
- Agree= 4

- Uncertain= 3
- Disagree= 2
- Strongly Disagree= 1

a) I understand people who have different ideas
b) I can work in groups with people from different backgrounds
c) I contribute to solving problems in the in the international community
d) I am not comfortable communicating with people from different cultures (Reverse coded)
e) I understand that we live in an interconnected world
f) I think critically about civic and political issues around the world
g) I analyze the world from historical, social, and political perspectives

Section V: Global Civic Engagement

31. The following questions ask about your participation in different activities. First answer whether or not you have ever participated in the following organizations or activities. Then indicate whether or not you are still involved. Depending on your answer, tell us when you became involved and indicate your level of involvement. Use the drop down boxes to submit your answers.

Scales:

- Have you ever been involved? (Y/N)
- Are you currently involved? (Y/N)
- First time of involvement: Middle School, High School, College, Graduate School
- Level of involvement: Most of the time=4; Some of the time= 3; Only now and then= 2; Hardly at all=1

a) Volunteered with an organization addressing global social issues (e.g. ONE campaign)
b) Traveled abroad to serve communities in need (e.g. alternative Spring Breaks or mission trips)
c) Traveled within your own country to serve communities in need (e.g. helping Katrina victims in New Orleans)
d) Worked for an organization addressing global social issues (e.g. interning or getting a job with Oxfam)
e) Contacted elected government officials to express your point of view about U.S. foreign policy (e.g. poverty-focused development assistance to other countries)

f) Volunteered with an organization addressing local social issues like hunger (e.g. volunteering for food pantry)
g) Contacted elected government officials to express your point of view about U.S. state or federal policies (e.g. tax policies)

32. Listed below you will find some statements about students' participation at their universities. Please read each statement and select the box in the column which corresponds to the way you feel about the statement.

Rating Scale:

- Strongly Agree= 5
- Agree= 4
- Uncertain= 3
- Disagree= 2
- Strongly Disagree= 1

a) I enjoy working with other students at my university to address world issues
b) In my experience, being part of student concern groups does not solve problems abroad (Reverse coded)
c) I have found when I work with other students in a group to solve global issues, we have more influence than any of us acting alone
d) I am not interested in participating in discussions about international issues (Reversed coded)
e) Because we live in an interconnected world, I believe that it is my responsibility to engage in action that contributes to solving global issues

33. Listed below are several types of action that citizens of a country and the world could take. First, indicate how often you engage in each activity in the present. Second, indicate your likelihood of continuing these behaviors throughout your life.

Two rating scales

How often...

- Very often= 5
- Fairly often= 4
- Sometimes= 3
- Almost never= 2
- Never= 1

Likelihood of doing it for the rest of your life

- I will certainly do this= 5
- I will probably do this= 4
- Don't know= 3
- I will probably not do this= 2
- I will certainly not do this= 1

a) Vote on a regular basis [a1]
b) Base how you vote on elections, in part, on the candidate's stand in foreign policy and international issues [a2]
c) Boycott a socially irresponsible company (e.g. stop buying products made in sweat shops)
d) Write letters to a newspaper about social or political concerns about foreign aid policies [b]
e) Join international concern groups' (e.g. Human Rights Watch, Oxfam) mailing lists [b]
f) Volunteer time to an international non-governmental organization to help people in need from other countries [b]
g) Donate money for a social cause in another country (other than your own) [b]
h) Contact elected officials in support of foreign aid legislation (e.g. McGovern-Dole School Feeding Program) [a2]
i) Participate in a peaceful protest or rally for a social cause in another country (e.g. human rights violations) [b]
j) Consider a career with an non-governmental or non-profit organization for humanitarian aid, international development, etc. (e.g. Care International, UN World Food Programme)
k) Buy products or services deliberately from companies with a reputation of being socially responsible

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[a1] Scale Items: Political Action Related Single Nation Citizenship

[a2] Scale Items: Political Action Related Global Citizenship.

[b] Scale Items: Social Action Related Global Citizenship

Section VI: Context (Family, School, Community, and Media)

34. If there was a defining moment in your life before which you were not committed to the concept of global citizenship and after which you felt connected to the entire world

(e.g. increase awareness and engagement on global issues), please describe it. Open-ended prompt.

35. When you think about the information (e.g. keeping up to date on current international events and U.S. foreign policy) that helped you become globally involved, to what extent are each of the sources important to your gaining that information? Rate each source separately.

Rating Scale:

- Very Important = 5
- Important = 4
- Don't Know= 3
- Somewhat Important= 2
- Not Important = 1

a) Family
b) High School
c) College or University
d) My Friends
e) Other adults in the community
f) Church or religious institutions
g) The Internet
h) Television news
i) Newspapers and other printed media

36. When you think about the skills (e.g. leadership and communication skills) that helped you become globally involved, to what extent are each of the sources important to your skill development? Rate each source separately.

Rating Scale

- Very Important= 5
- Important = 4
- I Don’t Know= 3
- Somewhat Important = 2
- Not Important= 1

a) Family
b) High School

c) College or University
d) My friends
e) Other adults in the community
f) Church or religious institutions
g) The Internet
h) Television news
i) Newspapers and other printed media

37. When you think about the opportunities to become active in social issues concerning other countries (e.g. an organization that addresses world hunger) that helped you become globally involved, to what extent are each of the sources below important to your gaining those opportunities?

Rating Scale:

- Very Important= 5
- Important = 4
- I Don't Know= 3
- Somewhat Important = 2
- Not Important= 1

a) Family
b) High School
c) College or University
d) My friends
a) Other adults in the community
b) Church or religious institutions
c) The Internet
d) Television news
e) Newspapers and other printed media

38. Indicate how much you agree or disagree with each statement.

Rating Scale

- Strongly Agree= 5
- Agree = 4
- Uncertain= 3
- Disagree= 2
- Strongly Disagree= 1

a) My parents / guardians are active in causes that address global problems (e.g. volunteering for a global concern group)
b) My parents / guardians are active political advocates (e.g. contacting elected officials about unfair foreign policies)
c) My school offers opportunities to become actively involved with global social concern groups (e.g. the ONE campaign)
d) My school offers opportunities to become a political advocate on issues of international concern (e.g. sign petitions to persuade local government officials to change unfair foreign policies)
e) My friends are active in causes that address global problems (e.g. volunteering for global concern group)
f) My friends are active political advocates (e.g. contacting elected officials about unfair foreign policies regularly)
g) My church or religious group offers opportunities to engage in activities that address global problems (e.g. mission trips)
h) My church or religious group offers opportunities to engage in political advocacy initiatives (e.g. my church organizes petitions to persuade government officials to change unfair foreign policies)
i) The Internet (e.g. Facebook, blogs, etc) offers opportunities to become actively involved with global social concern groups
j) The Internet (e.g. Facebook, blogs, etc) offers opportunities to become a political advocate on issues of international concern (e.g. sign petitions to persuade local government officials to change unfair foreign policies)

39. Indicate how often you engage in the following activities.

- All of the time = 4
- Some of the time = 3
- Only now and then = 2
- Hardly at all= 1

a) Read articles (stories) in the newspaper about what is happening in other countries
b) Listen to news broadcasts on television about what is happening in other countries
c) Get on global concern groups' web pages (e.g. Bread for the World's web page) to learn more about what is happening in other countries
d) Look for opportunities to get involved in solving global concern issues (e.g. world hunger) on the Internet

Section VII: Global Civic Identity

43. Indicate how much you agree or disagree with each statement. (Identity Status/ Achieved)

Rating Scale

- Strongly Agree= 6
- Moderately Agree= 5
- Agree =4
- Moderately Disagree=3
- Disagree=2
- Strongly Disagree=1

a) Based on past experiences, I've chosen the ways to be civically engaged at the global level that fit best for me
b) A person's decision to become a Global Citizen is unique to each individual. I've considered and reconsidered it myself and know what fits for me
c) From many different alternatives, I've chosen one or more global activities to engage in regularly, and I am satisfied with those choices
d) I've spent a lot of time thinking about being a Global Citizen, and I've decided what works best for me
e) I've gone through a period of seriously questioning what it means to be a Global Citizen and I can now say I know what it means for me as an individual
f) After a lot of self-examination, I have established a very definite view on who I am as a Global Citizen

44. (Global Identity Survey). The following questions will ask you about your feelings and attitudes towards your local and the global culture. Please indicate how much you agree or disagree with each, using the following scale. There are no right or wrong answers. We are only interested in your opinion.

Rating Scale

- Strongly Agree= 5
- Agree= 4
- Neutral =3
- Disagree=2
- Strongly Disagree=1

a) I am very proud of my heritage
b) I prefer to label myself as a “global citizen”
c) I am not attracted to other cultures or countries
d) I spend most of my time with people from other countries or cultures
e) I do not try to become friends with people from other cultures or countries
f) I try to adopt the way people live in foreign cultures or countries
g) I actively participate in activities or organizations with people from other cultures or countries
h) I enjoy learning or speaking foreign languages
i) I would like to study/live in a foreign country for a period of time
j) I have a clear sense of my background and what it means to me
k) I do not have a strong sense of belonging to the global community

Appendix B

Ref: E-MAIL INVITATION FOR ON-LINE SURVEY

Dear Friend/Universities Fighting World Hunger Member:

I am a graduate student the Department of Human Development and Family Studies at Auburn University. I would like to invite you to participate in my research study to address questions about global citizenship development. You may participate if you are between the ages of 17 to 25. Parental consent is required for participants younger than 18 in most states, except for residents of Alabama and Nebraska where parental consent is required if you are younger than 19.

Participants will be asked to complete a 30 minute online survey containing questions about civic knowledge, skills and action in global issues. Thinking about these questions may bring up issues that are important to you. Thus, participants are allowed to stop their participation at any point during the survey.

The research findings will be beneficial for Universities Fighting World Hunger and other youth activism groups in several ways. First, the findings can create a foundation for the understanding of youth involvement in addressing social issues beyond one's national borders. Thus, the information can be used to inform activist groups on how to better reach out to youth to become "globally engaged". Also the information could serve as indicators in strategic plans and to spur improvement in the design of global activism groups.

If you would like to know more information about this study, an information letter can be obtained by sending me an e-mail. If you decide to participate after reading the letter, you can access the survey from a link in the letter.

If you have any questions, please contact me at montoam@auburn.edu or my advisor, Dr. Jennifer Kerpelman at kerpejl@auburn.edu

Thank you for your consideration,

Angela M. Montoya
Graduate Student in the Department of Human Development and Family Studies
Auburn University
Auburn, AL 36849

Appendix C

INFORMATION LETTER for a Research Study entitled: "Living in the Global Village: Understanding the Value and Development of Global Citizenship"

You are invited to participate in a research study designed to increase our understanding about the pathways taken to the development of global citizenship in young adults. The study is being conducted by Angela Montoya, Graduate Student, under the direction of Dr. Jennifer Kerpelman in the Auburn University Department of Human Development and Family Studies. You were selected as a possible participant because you are part of the Universities Fighting World Hunger network and are between the ages of 17 to 25. You are able to access this page if you are age 18 and over (19 and over in Alabama and Nebraska) or I have recivied a parental assent/consent form for you if you are under the age of 18 (or under 19 in the states of Alabama or Nebraska).

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete a survey addressing your global civic knowledge, skills, and engagement, as well as some questions about the definition of global citizenship. Your total time commitment will be approximately 30 minutes.

Are there any risks or discomforts? The risks associated with participating in this study is that it may bring up issues that are important to you. To minimize any discomfort, you will be free to end your participation at any time or not complete any items if you so choose, without consequences of any kind.

Are there any benefits to yourself or others? If you participate in this study, you can expect to no direct benefits, except for the potential to increase awareness of what it means to be a global citizen. We cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? You will not receive any compensation for your participation. Are there any costs? If you decided to participate in this study, there will not be any costs associated with taking this survey.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. Once you submit your answers, your data can not be withdrawn since they will not be identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Human Development and Family Studies or the researchers.

Any data obtained in connection with this study will remain anonymous. We will protect your privacy and the data you provide by storing the data on secure electronic data fields on a password protected computer, only accessible to the research and her advisor. Your name will not be associated with your survey. Information collected through your participation may be used to fulfill Master's Thesis or for publications.

If you have questions about this study, please ask them now by contacting Angela Montoya or Dr. Jennifer Kerpelman at:

Angela M. Montoya
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Department of Human Development and Family Studies
Auburn University
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Auburn, AL 36849
334-844-3798
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Jennifer L. Kerpelman, Ph.D.
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Dept. of Human Development and Family Studies
203 Spidle Hall
Auburn University, AL 36849
334-844-4149 (phone)
334-844-4515 (fax)
kerpejl@auburn.edu

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE AGREE BUTTON TO ACCESS THE SURVEY:

- I would like to participate
- I do not want to participate

Appendix D

PARENTAL PERMISSION/CHILD ASSENT for a Research Study entitled: "Living in the Global Village: Understanding the Value and Development of Global Citizenship"

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

Your child is invited to participate in a research study designed to increase our understanding about the pathways taken to the development of global citizenship in young adults. The study is being conducted by Angela Montoya, Graduate Student, under the direction of Dr. Jennifer Kerpelman in the Auburn University Department of Human Development and Family Studies. Your child was selected as a possible participant because he or she is part of the Universities Fighting World Hunger network. Since your child is age 18 or younger we must have your permission to include him/her in the study.

What will be involved if your child participates? If you decide to allow your child to participate in this research study, your child will be asked to complete a survey addressing you global civic knowledge, skills, and engagement, as well as some questions about the definition of global citizenship. Your child's total time commitment will be approximately 30 minutes.

Are there any risks or discomforts? The risk associated with participating in this study is that it may bring up questions that are important to your child. To minimize any discomfort, your child will be free to end his/her participation at any time or not complete any items if he/she so chooses, without consequences of any kind.

Are there any benefits to your child or others? If your child participates in this study, he/she can expect no direct benefits, except for the potential to increase awareness of what it means to be a global citizen. We cannot promise you that your child will receive any or all of the benefits described.

Will you or your child receive compensation for participating? Your child will not receive compensation for his/her participation in this study.

Are there any costs? If you decide to allow your child to participate, there will not be any costs associated with taking this survey.

If you (or your child) change your mind about your child's participation, your child can be withdrawn from the study at any time. Your child's participation is completely voluntary. If you choose to withdraw your child once submitted, your child's data cannot be withdrawn since they will not be identifiable. Your decision about whether or not to allow your child to participate or to stop participating will not jeopardize your or your child's future relations with Auburn University, the Department of Human Development and Family Studies or the researchers.

Your child's privacy will be protected. Any information obtained in connection with this study will remain anonymous. The data collected will be protected by storing the data on secure electronic data fields on a password protected computer, only accessible to the research and her advisor. Your child's name will not be associated with his/her survey. Information obtained through your child's participation may be used to fulfill a Master's Thesis or for publications.

If you (or your child) have questions about this study, please ask them now or contact Angela Montoya at montoam@auburn.edu or Dr. Jennifer Kerpelman at kerpejl@auburn.edu. A copy of this document is enclosed for you to keep.

If you have questions about your child's rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH FOR YOUR CHILD TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO ALLOW YOUR CHILD TO PARTICIPATE. YOUR CHILD'S SIGNATURE INDICATES HIS/HER WILLINGNESS TO PARTICIPATE.

_____ _____
Participant's signature Date Investigator obtaining consent Date

_____ _____
Printed Name Printed Name

_____
Parent/Guardian Signature Date

_____