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Globaland XL: An explorative research on potential workable elements for stimulating global civic engagement among youth in global citizenship education

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Abstract

The goal of this explorative study was to gain insight in potential workable elements and preconditions for stimulating global civic engagement among youth in global citizenship education, in order to further develop the program theory of the *Globaland XL* program. *Evidence-based* insights from the literature were synthesized with *practice-based* insights derived from interviews with students (N=6), teachers (N=4) and experts (N=5) involved in global citizenship education. Six potential workable elements were synthesized in the impact theory: global knowledge, global consciousness, multiple perspectives, critical thinking, self-efficacy and active learning. Five preconditions were synthesized in the process theory: a structural approach in school, school democracy, an open pedagogical climate, connection to experiences of students and willingness to take action. A document analysis showed that global knowledge, global consciousness and active learning were described in the *Globaland XL* program. Other elements were not or fragmentarily recognized in the program, a justification for the program activities was missing. It is recommended to expand the program theory with a theoretical foundation for the program activities.

Key words: Global citizenship education, global civic engagement, program theory, workable elements

Abstract

Het doel van dit exploratieve onderzoek was om inzicht te krijgen in potentieel werkzame elementen en randvoorwaarden voor het stimuleren van mondiale maatschappelijke participatie onder jongeren in het wereldburgerschapsonderwijs, om de programma theorie van het *Globaland XL* project uit te bereiden. Wetenschappelijke inzichten uit de literatuur werden gecombineerd met praktijk-inzichten verkregen door interviews met leerlingen (N=6), docenten (N=4) en experts (N=5) die betrokken zijn bij wereldburgerschapsonderwijs. Zes potentieel werkzame elementen zijn gesynthetiseerd in de impact theorie: mondiale kennis, mondiaal bewustzijn, meerdere perspectieven, kritisch denken, zelf-effectiviteit en actief leren. Daarnaast zijn er vijf randvoorwaarden gesynthetiseerd in de procestheorie: een structurele aanpak, school democratie, een open pedagogisch klimaat, aansluiten bij de belevingswereld en actiebereidheid. Een documenten-analyse wees uit dat mondiale kennis, mondiaal bewustzijn en actief leren naar voren kwamen in het *Globaland XL* project. Andere elementen kwamen niet of fragmentarisch naar voren in het project, een verantwoording voor de projectactiviteiten ontbrak in zijn geheel. Het wordt aanbevolen om de programma theorie uit te bereiden met een theoretische onderbouwing voor de programma-activiteiten.

Sleutelwoorden: Wereldburgerschap, mondiale maatschappelijke participatie, programma theorie, werkzame elementen

Introduction

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Due to globalization, problems such as global warming, poverty, social injustice and armed conflict do not stop at the borders of a country. To solve global societal issues that arise in the world it is important to prepare youth for their role as global citizens. Global citizenship refers to the knowledge, skills, values and attitudes people need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable (UNESCO, 2014). The attention for educating youth to become global citizens has increased over the last decades. In this line, high schools in the Netherlands are obligated by law to educate students about active citizenship and social integration since 2006 (Inspectie van het onderwijs, 2016).

Global citizenship is a concept that has been defined in many ways and in many contexts. Morais and Ogden (2011) found three frequently reoccurring components of global citizenship. Namely, *social responsibility*, *global competence* and *global civic engagement*. *Social responsibility* is understood as the perceived level of interdependence and social concern to others, to society and to the environment (Morais & Ogden, 2011). *Global competence* is understood as actively seeking to understand others' cultural norms and expectations and using this knowledge to interact and work effectively outside one's environment. *Global civic engagement* is understood as the demonstration of action and/or predisposition toward recognizing local, state, national and global community issues and responding through actions such as volunteerism, political activism, and community participation. This includes youth to engage in purposeful local behaviors that advance a global agenda (Morais & Ogden, 2011). In all definitions of global citizenship, the ultimate goal is that people start effectively engaging in global issues, and thus practice global citizenship (Daens et al., 2011).

Dutch youth practice these aspects of global citizenship to some degree. Related to the aspect of social responsibility, Van Gent and colleagues (2012) found that youth in the Netherlands generally endorse principles of shared responsibility and mutual dependence with regard to global civic issues. The International Civic and Citizenship Education Study (ICCS) found similar results with regard to the attitudes of youth towards civic issues in their close environment. However, only 20% of youth reported that they found protection of the environment and developmental help important aspects of citizenship (Munniksmas et al., 2017). With regard to the global competencies of Dutch youth, the ICCS shows that Dutch students estimate their citizenship competencies at a lower level than students in most other countries (Munniksmas et al., 2017). It seems that when issues become distant, and behaviors become complex youth have more difficulties with practicing citizenship.

Related to the global civic engagement of Dutch youth, the civic and political involvement and participation of Dutch students is lower than in most other countries (Munniksmas et al., 2017). Another study on global civic engagement examined to what extent youth engage in behaviors that are

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sustainable for nature and society (Van Gent et al., 2012). The results show that youth are quite sustainable with regard to water and electricity use, mobility and recycling. Youth are not very sustainable in their consumer behaviors and in searching for information and giving an opinion on global issues. Half of the youth donate to charity or do charity work. This research shows that Dutch youth do not practice global citizenship, and especially global civic engagement, in large numbers.

Many studies stress that to achieve the intended behavioral change (global civic engagement) youth need to acquire new knowledge, adopt new attitudes, develop competencies and eventually change their behavior (Munniksmas et al., 2017; Daens et al., 2011). However, insights in how global citizenship education can effectively stimulate global civic engagement are scarce. The limited success of education to broadly change individual behaviors and collective action is primarily due to unsubstantiated assumptions about the relationship between knowledge and behavior and the failure to implement behavioral theories in educational philosophies (Frisk & Larson, 2011). Because of the growing relevance of global citizenship, it is useful to gain insight in effective ways in which global citizenship education can contribute to global civic engagement in practice. Therefore, the aim of this study is to explore workable elements that stimulate global civic engagement among youth in global citizenship education.

Globaland XL program from Cross Your Borders

The commissioning party for this research is Cross Your Borders (CYB), an organization committed to educational projects for global citizenship (Cross Your Borders, 2021). CYB organizes projects in high schools about global sustainability, social injustice and human rights. Their goal is to create awareness of global injustice, help youth formulate an opinion on these subjects and stimulate them to take action for these causes. Globaland XL is one of the educational programs of CYB in which students govern their own virtual country and play games addressing global issues. The program is developed in practice and is being improved on the basis of evaluations from high school teachers and students. CYB is interested in the extent to which the Globaland XL program contains workable elements for stimulating global civic engagement among youth. This can be taken into account in the further development of the program. This way the evidence-base of the intervention can be expanded, and new direction can be given towards achieving the goal to encourage youth to engage in global issues. This is beneficial because of the question for educational programs with a theoretical and practical foundation.

Potential workable elements

Workable elements are the elements from an intervention that cause effectiveness of the intervention (Wartna et al., 2012). In practice driven research these elements should be derived from *evidence-based* workable elements as well as *practice-based* insights (Wartna et al., 2012). *Practice-based* insights are derived from the practical knowledge and experiences of stakeholders. *Evidence-based* insights are based on scientific knowledge and should be effective across specified environments. Combined, these insights are called potential workable elements. In this study, evidence-based

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insights will be combined with practice-based insights to define potential workable elements for stimulating global civic engagement in global citizenship education. An intervention can be considered promising if it contains potential workable elements (Veerman, 2008).

Program theory

Workable elements are described in the program theory of an intervention. The program theory is the set of assumptions about the manner in which a program relates to the benefits it is expected to produce and the strategy and tactics the program has adopted to achieve its goals (Rossi et al., 2004). Within the program theory a distinction can be made between the *impact theory* and the *process theory* (Kesselring et al., 2013). The *impact theory* describes and justifies the means by which the program expects to bring about its intended effects, connecting the program activities with the program goals (Rossi et al., 2004). The *process theory* describes the essential preconditions for successfully implementing the intervention. This contains information about the needs of the target population and the requirements needed from the organization and staff. When the program theory is described insufficiently the intervention cannot be adequately evaluated on its effectiveness (Rossi et al., 2004). In this case the program theory can be evaluated and refined.

Research goals

The following research questions are formulated:

RQ1: What are potential workable elements and preconditions for stimulating global civic engagement among youth in global citizenship education?

RQ2: To what extent are potential workable elements and preconditions for stimulating global civic engagement among youth present in the Globaland XL program from Cross Your Borders?

Methods

The current research has an explorative character. In the first phase of the study evidence-based and practice-based workable elements and preconditions for stimulating global civic engagement in global citizenship education were identified (RQ1). Evidence-based workable elements were identified on the basis of a systematic literature review. Practice-based workable elements were identified on the basis of interviews with stakeholders in citizenship education. In the second phase of the study a document analysis was conducted to state to what extent the workable elements are present in the Globaland XL program (RQ2).

Potential workable elements

Literature study

A systematic literature review on workable elements for stimulating global civic engagement in citizenship education was carried out (Xiao & Watson, 2019). The search was expanded to find workable elements in citizenship education because little research including both global civic engagement and citizenship education was available. Workable elements were connected with effective strategies for behavioral change (Kok et al., 2016).

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Search strategy and screening. A search for literature was conducted by using the following search words in English and Dutch: ‘global citizenship education’ and ‘global civic engagement’ in combination with ‘workable elements’, ‘effective teaching method*’ or ‘transformative learning’. Searches were conducted in Google Scholar and Web of Science. Possibly relevant studies were included on the basis of research titles. Subsequently, abstracts of the studies were read to determine further inclusion. Selection criteria for inclusion were that the study is peer-reviewed, conducted in a Western country, covers insights in effective teaching strategies and is aimed at education. Searches were conducted between 25th of February 2021 and 1st of April 2021. After reading the titles and abstracts, 29 studies were included. After reading the whole research papers twelve studies were included in the final literature review. Findings in the literature were synthesized into workable elements for stimulating global civic engagement.

Interviews

Participants. Interviews were held with experts in the field of citizenship education, citizenship teachers and high school students to gain multiple perspectives on practice-based workable elements.

Expert-interviews. Five experts were recruited through various organizations that specialize in (global) citizenship education. A snowball method was used to recruit expert participants, organizations that were approached to start the snowball method were SLO, the University of Utrecht and Nuffic. When experts responded that they did not want to participate they were asked if they knew other people who could be approached. Experts were approached through an information letter send by E-mail or LinkedIn.

Teacher-interviews. Four citizenship teachers were recruited to participate in the research. Teachers had at least five years of experience in teaching global citizenship education. In the Netherlands teachers are generally seen as experienced teachers after five years. Teachers at schools from different regions and educational levels were recruited. A convenience sample was used for recruiting teachers. Teachers were approached through the network of CYB, the network of UNESCO-schools, the global citizenship network and the personal network of the researcher.

Student-interviews. Six high school students were recruited through the Globaland XL program. A convenience sample was used for determining the schools and classes in which participants were recruited. Within the class two students were randomly selected and asked to participate. The participants were both boys and girls aged between 13 and 14. The participants were students from schools in the Netherlands with the educational levels vmbo, havo and vwo.

Procedure. Semi-structured interviews with 15 stakeholders in citizenship education were conducted. On the basis of the literature analysis topic lists were created. The topic list for experts and teachers included questions about their experiences with global citizenship education, their thoughts about the elements derived from the literature and their perception of the generalizability of the elements. The topic list for students included questions about their experiences with the Globaland XL

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program, their behavioral intentions related to global civic engagement and general motivators and barriers for global civic engagement. The topic lists were adapted when necessary.

Interviews with experts and teachers were conducted through Microsoft Teams and took 45-60 minutes. Interviews with students were conducted in school and took 15 minutes. At the beginning of all interviews, participants were informed about the goal and structure of the interview. Participants signed an informed consent and were asked to give permission for audio recording the interview. Recordings were deleted after the completion of the study and data were processed according to the guidelines of the Utrecht University Student Ethics Review.

Interview analysis. The interviews were transcribed to preserve the reliability of the data. The data were analyzed in the program NVivo. The grounded theory approach was used for the interview-analysis (Verhoeven, 2011). The Constant Comparative Method (CCM) was used to derive potential workable elements (PWE) and preconditions (PC) from the interviews (Boeije, 2002). The content of workable elements and preconditions was deepened with underlying dimensions that participants brought up, these subdimensions were numbered (1.1, 1.2 etc.). The analysis with the CCM included three steps. Participants were divided in three groups: students, teachers and experts. First, a comparison within a single interview was made. Subsequently, a comparison within the groups was made. Lastly, a comparison between the groups was made.

Synthesis of workable elements and preconditions

Workable elements were synthesized from the evidence-based and practice-based findings. Dimensions that were found in the analysis of the interviews were compared and connected with the findings from the literature. The final formulated workable elements and preconditions were used in the assessment scheme of the document analysis.

Document analysis

Globaland XL contains a startup of the program, seven educative games in which youth learn about global issues, and four similar game rounds in which students govern their own country. CYB does not have a specific description of the program theory. Therefore, documents and video's that are used as a preparation of and during the program were used for the document analysis. An overview of these documents is presented in Table A5 (Appendix A). An assessment scheme was used to determine to what extent each workable element and precondition is present in each part of the Globaland XL program (Baar et al., 2007). A five-point ordinal scale was used in the assessment scheme. Classifications that were used are: “- -” (missing/unknown), “-” (somewhat described), “+/-” (clearly described), “+” (clearly described and somewhat justified) and “++” (clearly described and clearly justified). The classifications were slightly different than in the study of Baar and colleagues (2007) to make a clear distinction between judging if an element was described or justified. The assessment is an estimation of the extent to which the workable elements and preconditions are present in the Globaland XL program, so it is not a strict judgement (Baar et al., 2007).

Results

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Evidence-based workable elements (literature review)

Workable elements for teaching (global) citizenship that were found in the literature were described in the impact and process theory. For each workable element strategies for promoting the element were included. An overview of the studies and workable elements is presented in Table A1 (Appendix A).

Impact theory

Global knowledge. Global knowledge is the first step in promoting global civic engagement (Lorenzini, 2013). Youth need to be aware of and knowledgeable about issues of global concern, including the underlying causes of global structural injustices (Lorenzini, 2013; Brown, 2018; Davies, 2006). This includes knowledge of global, political, economic and social structures as well as an understanding of global interdependence (Lorenzini, 2013; Davies, 2006). Local and global component of global issues should be connected (Sklad et al., 2016). Knowledge is essential but not sufficient in promoting global civic engagement (Lorenzini, 2013; Youniss et al., 2002; Manganelli et al., 2014).

Promoting global knowledge. Daens et al (2006) report that youth need to be given information in a way that makes them sensitive to global themes. This happens mostly through personal encounters, testimonials and films.

Global consciousness. Global consciousness refers to the recognition of the civic and social responsibilities of living in a global community (Lorenzini, 2013; Daens et al., 2006). This includes the recognition that global issues impact our lives and that our decisions and actions affect the lives of others across the globe. In recognition of global interdependence and social responsibility students can become motivated to address global issues.

Promoting global consciousness. In raising consciousness, it is important to trigger an emotional reaction (Daens, et al., 2006). Highlighting global-local connections and providing students with opportunities to hear personal accounts of those who have suffered global injustice can be one means of fostering this global consciousness (Lorenzini, 2013).

Multiple perspectives. An attitude of understanding and respect is an important step towards changes in global civic engagement. Transforming frames of mind occurs through exploring different viewpoints and recognizing that knowledge is incomplete (Brown, 2018). Efforts in global citizenship education should pay attention to multiple perspectives and challenging students' worldviews (sklad et al., 2006; Nieuwelink et al., 2016). Students should be confronted with other opinions and learn to substantiate their own opinion. Critical reflection and understanding are important before steps can be taken towards change (Brown, 2018; Veugelers et al., 2018; Eidhof, 2020).

Promoting multiple perspectives. A dialogical didactic was found as an effective strategy to promote the citizenship competencies of students (Eidhof, 2020). This is a didactic based on the idea that students should learn that themes can be approached from different perspectives and that a conversation about these perspectives is possible (Eidhof, 2020). During the dialogue, students should participate actively, get the opportunity to formulate their own perspectives and react on each other

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(Nieuwelink et al., 2016). More studies endorse the importance of opening up a true dialogue and discussing issues in the classroom in citizenship education (Sklad et al., 2016; Tourney-Purta, 2002; Veugelers, 2008).

Citizen self-efficacy. In order to promote global civic engagement, students need to develop a sense of self-efficacy (Davies, 2006). When learning about global issues students can become depressed and overwhelmed by the intractability of these injustices. Students may feel that they lack the tools and knowledge to facilitate change (Lorenzini, 2013). Citizen self-efficacy refers to adolescents' belief about their capability to perform activities regarding citizenship participation at or outside school (Manganelli et al., 2014). Lorenzini (2013) defines this concept from a global scope as the empowerment to affect change given global knowledge. Students need to know how to affect change and have confidence that an individual can make a difference in the world. Brown (2018) adds on by emphasizing the importance of individuals working together to transform society little by little.

Promoting citizen self-efficacy. Citizen self-efficacy can be promoted by creating possibilities for success experiences in a defiant, meaningful context and raising awareness about the success of social movements, which have fought injustice in the past (Eidhof, 2020; Brown, 2018). Furthermore, providing students with strategies for participation and involvement and making use of role models who are working to address global injustices can promote self-efficacy (Lorenzini, 2013; Kok et al., 2016). Teachers should fulfill an exemplary role by adopting a critical attitude towards their own lifestyle as well as towards one-sided, over-simplified information on the lifestyle of others (Daens, et al, 2011).

Experience-based learning. Experience-based learning is an effective strategy for stimulating global citizenship (Daens et al., 2011). Experiential learning increases knowledge about and interest in civic issues and increases civic skills (Brunell, 2013). Some studies suggest experience-based learning strategies within school such as watching documentaries, educative games or group conversations (Daens et al., 2011). In these experience-based methods students learn to empathize with other cultures by imagining the daily lives of others. Other studies emphasize that students should gain experience with practicing citizenship outside of school, like some form of community-service (Davies, 2006). Both ways of experience-based learning suggest active and participative strategies to promote civic engagement. Eidhof (2020) notes the importance of reflection on experiences of students and allowing students to choose which (civic) activities they join.

Process theory

School-wide approach. Schools achieve the best results in fostering civic engagement when they rigorously teach civic content and skills (Tourney-Purta, 2002). Chances on effects of citizenship education are heightened when the global dimension has a structural place in schools (Daens et al., 2011; Nieuwelink et al., 2016; Eidhof, 2020). Cross-curricular learning outcomes should be determined in a clear, overarching and integral way (Daens et al., 2011; Veugelers et al., 2008). Alignment and collaboration between the subjects in school is essential. Additionally, global

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citizenship should have a clear place in the formal curricula (Veugelers et al., 2008; Tourney-Purta, 2002).

School democracy. Most descriptions of education for global citizenship stress the importance of democracy and human rights. If students are to be educated in and for global citizenship and civic engagement this suggests that they should experience democracy and human rights in their daily lives at school. This means that students must have some role in the decision-making structures of the school (Davies, 2006, Tourney-Purta, 2002). School should be viewed as a microcosm for practicing with citizenship values, due process and orderly conflict resolution (Daens et al., 2011; Youniss et al., 2002) This precondition is related to the elements self-efficacy, multiple perspectives and experience-based learning.

Open pedagogical climate. In order to develop citizenship competencies an open pedagogical climate is essential. Students need to feel invited to develop themselves, express themselves and to discuss issues with others (Nieuwelink et al., 2016; Eidhof, 2020). Elements of such an open pedagogical climate are safety, acceptance, appreciation and openness (Nieuwelink et al., 2016). Ensuring an open classroom climate for discussing issues is helpful for schools in increasing civic knowledge and achieving civic engagement among youth (Tourney-Purta, 2002). This precondition can be related to the element multiple perspectives described in the impact theory.

Practice-based workable elements (interviews)

Workable elements, preconditions and their underlying dimensions derived from practice-based insights will be discussed. The results of the comparison between groups indicated that there were no substantial differences in the workable elements that students, teachers and experts described. An overview of the workable elements and preconditions derived from practice-based insights is presented in Table A2 (Appendix A).

Impact theory

One third of the participants endorsed that **global knowledge** (PWE1) is an important first step towards civic engagement. Students should know about global issues (1.1). They should know about global systems (1.2) and about (global) political processes (1.3) in order to be able to understand global issues.

P- 11 (expert): *“If you don't see something about the importance of climate change, or about the importance of, so to speak, how money is distributed, rich and poor, power relations, discrimination, etc., then of course you won't worry about that either. So first a step has to be taken there”*(1.1, 1.2).

Six participants recognized that students should develop **global consciousness** (PWE2). Students should be aware of how others influence their life and what the impact of their actions is on others, nature and the world (2.1). Students should be aware of their social responsibility in recognition of this global interconnectedness (2.2). Teachers have to make the connection between

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abstract explanatory models on a global scale and the impact of these issues on a local scale (2.3), which triggers human interest and engagement.

R-10 (Expert): *“That is something that really appeals to students, I think that only if you know, or see that connection and when you know what effect your actions have on the world. Only then you can make a conscious choice in something” (2.1).*

According to five participants students have to learn about **multiple perspectives** (PWE3) on global issues. Students should develop the ability to understand viewpoints and experiences of others (3.1). By being confronted with different viewpoints students learn to reflect on their own frame of reference (3.2). In the classroom teachers should show the variety of perspectives on global issues (3.3).

R-10 (Expert): *“But also the focus on trying to shape education from different perspectives. So try to not just show a story from one side. But make it diverse, make sure everyone feels involved, and above all make sure that students realize that there is not necessarily one truth about a subject” (3.1, 3.3)*

Six participants endorsed that **critical thinking** (PWE4) is an important skill. Some participants experienced a tension between teaching citizenship values and staying away from being normative as a teacher. Teaching critical thinking skills leaves space for students to develop their own viewpoints. Critical thinking is important in stimulating global civic engagement because it helps students to reflect on the effectiveness of alternatives (4.1). Students should learn to deal with conflicting information and judge the reliability of sources (4.2). Students should critically question current global, economic and political systems (4.3) and students should learn to form and substantiate their own opinion (4.4).

R-9 (expert): *“What you often see is that global citizenship education rather focuses on individual behavioral change, we are going to try to get students to buy FairTrade and then society will be fine [...] and there are voices that are very critical about that, and they will argue for critical citizenship education, which also calls attention to our way of life now, if we look to the west it still depends very much on a certain exploitation of what is happening in the global south” (4.1, 4.3).*

According to almost all the participants **self-efficacy** (PWE5) is important for stimulating global civic engagement. Self-efficacy is about the confidence of students in their abilities to participate (5.1). Students need to acquire knowledge on their possibilities to participate (5.2) and students need to believe and perceive that their actions have impact (5.3). Three participants noticed that it is important to be realistic about the impact of individual engagement and that students have to recognize the global and political processes they cannot influence (5.4). Teachers can support students to take small, concrete steps and actions (5.5). Additionally, teachers can make use of role models to show the impact people and movements can have and to inspire students to engage in global civic issues as well (5.6).

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P-14 (teacher): *“Eventually they learn that if you want to help, you can do it very easily and quickly. And you can make that complicated, but also very easy to do. And that it can be done in small simple steps. And that if you really want to do bigger things, then you can also bring in other people.”* (5.3, 5.5).

Almost all the participants noted that **active learning** (PWE6) is a suitable method for stimulating global civic engagement as this method can be connected to the workable elements. Student-driven teaching methods such as problem-based and inquiry-based learning (6.1) allow students to acquire global knowledge, critical thinking skills and increase self-efficacy. One teacher suggested that the amount of freedom adopted in these projects should depend on the sensitivity of the global issue (6.2). Almost all students reported that they want to learn about global engagement in an (inter)active way (6.3). Experiences outside school helps students to actively connect different living worlds (6.4). Also, practical experiences with some form of civic engagement (6.5) can increase self-efficacy and an understanding of global issues. After these experiences students should reflect on their learnings (6.6).

P-11 (expert): *“And then you also get the idea that they want to do something about it, if you have made a cool assignment about how the city of utrecht deals with garbage, and you make a poster of it and it is put up in the town hall, of course the impact is many times greater than if you receive two lessons from a teacher who tells something about how the city of Utrecht deals with garbage. Then you just see it, so that's a whole different way of thinking about education, much more problem-driven”*(6.1, 6.3, 6.4).

Process theory

In the interviews participants appointed five preconditions. First of all, half of the participants found a **structural approach in school** (PC7) important. Schools should develop a vision on global citizenship education (7.1), global citizenship should be implemented in all the subjects in school (7.2), in a coherent, insightful and goal-oriented manner (7.3). Additionally, employees in the school should collaborate to achieve this structural approach (7.4) One teacher noted that the school should be embedded in the local community (7.5).

P-13 (expert): *“What is important to make it successful it is actually similar to what the law says now, make sure you work from a vision in a coherent way on your goals. And do it purposefully. And that's what is often missing now”* (7.1, 7.3).

Seven participants appointed **school democracy** (PC8) as a precondition for global civic engagement. The school should be a safe place in which students practice with global citizenship competencies (8.1) Students should be involved in decision-making processes in school (8.2).

P-9 (expert): *“We can speak of that we want you to start engaging, we want you to participate in society etc., but if the school will not stimulate such aspects or will not focus on those aspects itself, and will allow young people to participate and to allow young people to think*

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along and starts to hear the voices of young people, then you are giving a message that you yourself do not comply with.” (8.1, 8.2).

Almost half of the participants recognized an **open pedagogical climate** (PC9) as a precondition for discussing (sensitive) topics within global citizenship. Students have to feel safe to share their feelings and opinions (9.1) and students should have an open attitude towards each other (9.2) in order to be able to open up a dialogue about global issues (9.3). Teachers fulfill an exemplary role by showing their vulnerability and setting boundaries in the classroom (9.4).

R-14 (teacher): *“And with that they also copy that behaviour, because I always correct students in their use of language, but they also do that together. Or if it's not quiet, they say well, it can be a little quieter, they also say that to each other. That is also a part of social responsibility. They do that when something is shown” (9.4)*

The majority of the participants endorsed that the content of global citizenship education should be connected to the **experiences of students** (PC10). When students feel a sense of urgency for global issues it is easier for them to start engaging (10.1). Personal encounters between students and people from another region, country or culture is helpful for achieving this goal (10.2) because this will bring the experiences of those people closer to the experiences of students. Additionally, it is important to make the subjects of global citizenship meaningful in other contexts of students' life (10.3).

P-6 (student): *“I do think the fact that you want to do something yourself, but the other half of you doesn't want to do anything either because you, it sounds very rude, because it just does not get close enough. We live in Europe, we live in the Netherlands, I don't have anyone, I don't see anyone who really suffers from drought or hunger. That's why what happens around you really seems to be more important” (10.1)*

Two third of the participants recognized **the willingness to take action** (PC11) as a precondition for stimulating global civic engagement. Freedom for students to choose the global civic subjects and activities they find interesting and/or important (11.1) can stimulate students' willingness to take action. Lastly, a supportive social environment, including school, teachers, family and friends (11.2) can increase the motivation to take action.

P-3 (teacher): *“The feeling that they can make their own choices for something that they find important. And you certainly don't always realize this and there is not always space for that, and it is does not have to be like that in every subject. But if you really want that active, participative, then you have to be able to internalize it in some way” (11.1).*

Synthesized workable elements (literature study & interviews)

Six workable elements and five preconditions were synthesized from the literature review and the interviews with stakeholders. All the workable elements and preconditions found in the literature were mentioned in the interviews. From the interviews some new subdimensions of the elements emerged. Some elements and preconditions were renamed to be in accordance with the words used by

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participants. Also, experts and teachers made a distinction between multiple perspectives and critical thinking, which is why the element found in the literature was split up in these two aspects. Two new preconditions were added in response to the interviews, namely connection to experiences of students and willingness to take action. An overview of the synthesized workable elements and preconditions and their underlying dimensions is presented in Table A3 (Appendix A).

Document analysis Globaland XL program

The extent to which elements are described and justified in the program elements will be discussed in general. Since the workable elements and preconditions are based on the whole school context and the Globaland XL project is a single program operating in schools, the preconditions “structural approach in school” and “school democracy” were not applicable for the Globaland XL program and are left out of the discussion. A general remark regarding the classifications is that the program documents and instruction videos consist of practical instructions for teachers and a description of the program goals. A description and justification of how the program activities aim to reach these goals is missing, which made it hard to analyze to what extent the subdimensions of workable elements and preconditions were present in the Globaland XL program. The results of the document analysis are presented in Table A4 (Appendix A) and will be discussed below.

1. Global knowledge. The program elements contain extensive information about global issues, their causes and effects and the underlying global, economic and political systems and processes. However, no justification is given about why this knowledge is important for students to have in respect of the program goals. Knowledge is transferred through films, classroom discussions, reading materials and creative exercises, a justification for these methods is missing as well.

2. Global consciousness. Global consciousness was recognized in the program. Almost all program elements had the goal to show the connection between global issues and the students and/or the Netherlands. Four games showed the connection of abstract explanatory models and the impact of global issues on a local level. For example, in the magazine of *Ghetto Radio*, two articles included the personal stories of people suffering from hunger, the rest of the articles provided information on the global and political causes of hunger and the connection with the Netherlands. No description was given of how students are made aware of their social responsibility. No justification for any of the subdimensions was given.

3. Multiple perspectives. Understanding viewpoints and experiences of others is described as a goal of some program elements. For example, in the *Filmquiz*, where impressive footage of people living in adversity is shown. A justification of how the *Filmquiz* aims to reach this goal is missing. Also, the steps of letting students reflect on their own frame of reference and how teachers can show diverse perspectives on a problem were not described in the documents.

4. Critical thinking. The subdimension of learning to form and substantiate an opinion was stated as a general program goal. Only in *true comics* the teaching materials contained instructions for asking about the opinion of students. In the rest of the program elements this is not clearly described.

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Other subdimensions were not or vaguely recognized, no justification for any of the subdimensions was given.

5. *Self-efficacy.* Half of the program elements contain some information on how youth can participate in global issues. Only the game *Make a change* pays attention to other subdimensions of self-efficacy. For example, by making use of role models by showing how other people are fighting injustice. In general, for the other subdimensions the description of this element is vague. A justification of the subdimensions is missing overall.

6. *Active learning.* The program in general is an interactive and educative game, making use of discussions, films and creative exercises, which suits the subdimensions of interactive learning well, a justification for these methods is missing. Other dimensions of active learning are less present in the program.

9. *Open pedagogical climate.* Rules of conduct were described in some videos, such as not laughing at each other during the performances of *Ghetto Radio*. However, no general rules or strategies for creating a climate in which students have an open attitude towards each other and feel safe to share their feelings were described or justified. During some program elements there was a possibility for students to have an open conversation about global issues, however these moments were short or more focused on transferring knowledge than on sharing feelings and opinions.

10. *Connection with experiences of students.* In none of the program elements a description was found for how students experience a sense of urgency or have personal encounters with people from other regions, countries or cultures. Making global subjects meaningful in other contexts of student's life was described in some project elements. For example, in *Movie Factory* the connection with the experiences of students was made by showing problems in the production chain of jeans. Or in the game *detectives* the connection was made by asking which students know a refugee. A justification of why this was done was missing.

11. *Willingness to take action.* There is almost no freedom of choice for students in the subjects and activities they find interesting. For each program element students are assigned to a subject. Only during the *Film quiz* and *True comics* students have limited choices for a subject. During the parts where students govern their own country, students have a lot of opportunities to make choices. No information is given about a supportive social environment and how this might be stimulated in the program.

Discussion

The goal of this research was to gain insight in the program theory for stimulating global civic engagement among youth in global citizenship education and to formulate implications for the further development of the Globaland XL program of Cross Your Borders.

Potential workable elements and preconditions were derived from evidence-based and practice-based insights. The workable elements that were synthesized are global knowledge, global consciousness, multiple perspectives, critical thinking and active learning. The preconditions that

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were found are a structural approach in school, school democracy, an open pedagogical climate, connecting learnings to the experiences of students and willingness to take action.

Practice-based and evidence-based insights were largely in accordance with each other. As a result of the practice-based insights, critical thinking emerged as a separate workable element. Aspects of critical thinking were also recognized in the literature review, only they were related to the element multiple perspectives (Davies, 2006; Veugelers et al., 2008; Brown, 2018). The relationship between critical thinking and global civic engagement was unclear in the literature. This research showed that critical thinking is important in stimulating global civic engagement because it allows students to reflect on current systems and the impact of engagement. The precondition willingness to take action was derived from *practice-based* insights, the subdimension about the need for autonomy can be related to the self-determination theory (SDT) (Deci & Ryan, 2008). This theory describes autonomy, competence and relatedness as essential components for increasing intrinsic motivation for behavior. Components of the SDT can be interesting to take into account in citizenship education (Eidhof, 2020). Stimulating intrinsic motivation in school, rather than extrinsic motivation, might increase the chance that students will be motivated for global civic engagement outside school. The subdimension about a supportive social environment can be related to the theory of planned behavior (Kok et al., 2016). Information about others' approval is a method to change social influence derived from this theory (Kok et al., 2016). Considering theories of motivation and behavior can be insightful in finding effective ways to stimulate global civic engagement. Additionally, the new precondition connection to the experience world of students can be related to the element experience-based learning that was found in the literature (Daens et al., 2011; Davies, 2016; Brunell, 2013; Eidhof, 2020).

The document analysis showed that some of the workable elements and preconditions are present in the Globaland XL program. Especially global knowledge and global consciousness were described in the teaching materials. Also, (inter)active learning was recognized as the main teaching strategy in the program. Other workable elements were not or fragmentarily described. None of the elements and preconditions were justified in the program. This is in accordance with the expectations since the documents of the Globaland XL program consist mainly of practical instructions for teachers and do not include a description of the program theory. It is important to stress that these conclusions are solely based on the documents and instruction videos of CYB. It is possible that the documentation of the program theory lacked behind during the development of the program, which could explain why the value judgements were low. A lack of documentation does not directly mean that the project is not effective with regard to the synthesized elements and preconditions (Veerman & van Yperen, 2017).

Considering that the goal of the Globaland XL program is threefold, namely giving students insights in global issues, helping students to form an opinion and enthusing them to engage in global issues, it was surprising that the elements multiple perspectives, critical thinking and self-efficacy

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were only fragmentarily described in the program. In consideration of the program goals, these would be important elements to implement in the program, as well as the preconditions. Eventually, the value judgements are only an estimation of the extent to which the workable elements and preconditions are present in the program (Baar et al., 2007). This explorative study is an important first step towards the further development of the program theory which can contribute to the theoretical foundation of the Globaland XL program.

Methodological limitations and strengths

The methodology adopted in this study had some limitations. A first limitation was the sampling method and sample size of the interviews with stakeholders. A convenience sample was used for recruiting students and teachers. Therefore, there may have been a selection bias and the sample might be less representative for the research population (Taherdoost, 2016). It could be that participants were interested in the topic, which could have led to a more positive attitude towards a comprehensive approach for global citizenship education. Also, the sample was quite small for making a comparison between the groups. When the aim of a study is broad and an unexperienced interviewer is conducting the research, a larger number of participants is preferred (Malterud, Siersma & Guassora, 2016). Additionally, the participating students were young, which made it hard for them to answer reflective questions related to workable elements. To some extent the student interviews provided valuable insights, example given on the subdimension of a supportive social environment. It is important to keep bringing students perspectives into the development of global citizenship education to ensure that education is in line with the experiences and needs of students.

A last limitation of this study was that the synthesized workable elements and preconditions are not a reassurance for the effectiveness of an intervention in practice (Baar et al., 2007). The workable elements and their subdimensions are not specified in a certain context. Therefore, strategies for implementing these workable elements in education need to be adapted to the pedagogical values of a school, the sensitivity of the global subject and the age and educational level of students. Future research could focus on the applicability of specific elements and methods in various contexts. (semi-)Experimental research should show what measurable effects these workable elements have on stimulating global civic engagement, by making use of a pre- and post-test. Such research could clarify the impact of each element. Also, some aspects seem to be strongly related, example given global consciousness and a sense of urgency. Future research could focus on finding relations between elements by making use of a multivariate analysis.

A strength of this study was the combination of evidence-based and practice-based insights and the inclusion of experts, teachers and students in the interviews. Because of the practical insights the content of the workable elements was deepened and new subdimensions were found. The inclusion of the perspectives of teachers, experts and students in the *practice-based* insights provided a complete view on the workable elements and preconditions.

Implications

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The goal of this study was to formulate implications for the development of the program theory of Globaland XL. The first recommendation for CYB is to describe the potential workable elements and justify how the program activities aim to reach the program goals in the program theory. This will provide a theoretical foundation for the program. Integrating aspects of the process theory in the preparation for teachers who are carrying out the educational programs will help making sure these preconditions are met.

A second recommendation is to evaluate which aspects of the program theory can be further integrated in the programs of CYB. For example, subdimensions of multiple perspectives, critical thinking and self-efficacy can be (more convincingly) implemented in the program activities. Making conscious choices in the elements CYB focusses on and justifying these choices can contribute to a strong evidence-base for reaching the program goals. However, finding opportunities to implement preconditions that are not directly applicable to the program could also be considered valuable. Since short-term interventions or single projects show little (measurable) effects (Feldman et al., 2007; Metz & Younis, 2005; Van Goethem et al., 2014), it can be interesting to discuss the importance of a structural approach for global citizenship with schools. This might increase the long-term effects of the program and create opportunities for CYB to have a more structural contribution to global citizenship education in schools.

This research shows that there is a role for schools in stimulating global civic engagement among youth. Schools can prepare their students for their role in the global society by supporting students in the development of knowledge, consciousness, self-efficacy, understanding of diverse perspectives and critical thinking skills with regard to global issues in an active and participative way.

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Appendix A. Tables workable elements and preconditions

Table A1.

Potential workable elements and preconditions found in literature

IMPACT THEORY												
Workable elements	Lorenzini (2013) Global citizenship education	Veugelers, Derriks & Kat (2008) Global citizenship education	Daens, Ongevalle, Bruyn (2011) Global citizenship education	Sklad, Friedman, Park et al (2016) Global citizenship education	Davies (2006) Global citizenship education	Brunell (2013) Global citizenship education	Nieuwelink, Boogaard, Dijkstra, Kuiper, Ledoux (2016) Citizenship education	Eidhof (2020) Citizenship education	Youniss, Bales & Christmas-Best (2002) Citizenship education	Torney-Purta (2002) Citizenship education	Manganelli, Lucidi & Alivernini (2014) Civic engagement	Brown (2018) Civic engagement
1. Global knowledge	Global knowledge		<i>Sensibiliseren</i>	Connection between local and global component	Understanding background of global problems				Knowledge is essential but not sufficient		Civic knowledge	Understanding underlying causes
2. Global consciousness	Global consciousness		<i>Bewustmaking ;verantwoorde lijkheids besef</i>									
3. Multiple perspectives		<i>Dialogische aanpak; bevorderen open en kritische houding</i>		True dialogue, challenge worldviews			<i>Aandacht voor verschillende perspectieven</i>	Dialogische didaktiek; verschillende perspectieven		Discussing issues		Exploring different viewpoints
4. Citizen self-efficacy	Transnational efficacy				Sense of efficacy			<i>Geloof in eigen kunnen ontwikkelen</i>			Citizen self-efficacy	Agency
5. Experience-based learning		<i>Ervaringsgerichte projecten</i>	<i>Ervaringsgerichte werken</i>		Experience of doing some form of community service	Experiential learning		<i>Ervaringen en hoogwaardige reflectie</i>				

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PROCESS THEORY												
Preconditions	Lorenzini & Michelle (2013) Global citizenship education	Veugelers, Derriks & Kat (2008) Global citizenship education	Daens, Ongevalle, Bruyn (2011) Global citizenship education	Sklad, Friedman, Park et al (2016) Global citizenship education	Davies (2006) Global citizenship education	Brunell (2013) Global citizenship education	Nieuwelink, Boogaard, Dijkstra, Kuiper, Ledoux (2016) Citizenship education	Eidhof (2020) Global citizenship education	Youniss, Bales & Christmas-Best (2002) Citizenship education	Torney-Purta (2002) Citizenship education	Manganelli, Lucidi & Alivernini (2014) Civic engagement	Brown (2018) Civic engagement
7. School-wide approach		Curriculum	<i>Vakoverstijgende eindtermen</i>				<i>Burgerschap structureel onderdeel van onderwijs</i>	<i>Burgerschaps curriculum</i>			Rigorously teach civic content and skills	
8. School democracy			<i>School als oefenterrein voor burgerschaps waarden</i>		School democracy			<i>Een sterke schoolcultuur</i>	Schools as microcosms for experiencing citizenship		Participative school culture	
6. Open pedagogical climate							<i>Open pedagogisch klimaat</i>	<i>Open klassen klimaat</i>			Open classroom climate	

Table A2.

Overview of practice-based potential workable elements and preconditions and underlying dimensions

POTENTIAL WORKABLE ELEMENTS	
<p>Teachers: 3, 12 Experts: 4, 9, 11</p>	<p>1. Global knowledge</p> <p>1.1 Students know about global issues (4, 11, 12)</p> <p>1.1 Students know about global systems (3, 4)</p> <p>1.2 Students know about political processes (3, 4, 9)</p>
<p>Students: 2 Teachers: 3, 15 Experts: 4, 9, 10</p>	<p>2. Global consciousness</p> <p>2.1 Students are aware of the influence others have on their lives and the impact of their actions on others and the world (3, 4, 9, 10)</p> <p>2.2 Students are aware of their social responsibility in recognition of global interconnectedness (9, 10)</p> <p>2.3 Teachers connect abstract explanatory models on a global level with the impact of these global issues on a local level (2, 4, 10)</p>
<p>Students: 1, 2 Teachers: 3, 14 Experts: 4, 10</p>	<p>3. Multiple perspectives</p> <p>3.1 Students understand viewpoints and experiences of others (1, 2, 14, 10)</p> <p>3.2 Students reflect on their own frame of reference (14)</p> <p>3.3 Teachers show the variety of perspectives on global issues (4, 10, 3)</p>
<p>Teachers: 14, 15 Experts: 4, 9, 10</p>	<p>4. Critical thinking</p> <p>4.1 Students critically reflect on the effectiveness of strategies for global engagement (9)</p> <p>4.2 Students can deal with conflicting information and judge the reliability of sources (10, 15)</p> <p>4.3 Students critically question current global, economic and political systems (9)</p> <p>4.4 Students form and substantiate their own opinion (4, 10, 15)</p>
<p>Students: 1, 2, 6, 7 Teachers: 3, 12, 14, 15 Experts: 4, 9, 10, 11</p>	<p>5. Self-efficacy</p> <p>5.1 Students have confidence in their ability to engage in global issues (3, 9)</p> <p>5.2 Students have knowledge on the possibilities for engagement (1, 2, 6, 7, 15)</p> <p>5.3 Students believe and perceive that their actions have an impact (6, 7, 9, 11)</p> <p>5.4 Students recognize the global and political processes they cannot influence (2, 3, 4, 7, 12)</p> <p>5.5 Teachers support students to take small, concrete steps and actions (1, 11, 14)</p> <p>5.6 Teachers invite or make use of role models in global citizenship education (3, 10, 11, 14)</p>
<p>Students: 1, 5, 6, 7, 8 Teachers: 3, 12, 14, 15 Experts: 9, 10, 11, 13</p>	<p>6. Active learning</p> <p>6.1 Teachers use student-driven teaching methods like problem-based and inquiry-based learning (6, 9, 10, 11)</p> <p>6.2 Teachers adapt the amount of freedom in projects to the sensitivity of the global subject (12)</p> <p>6.3 Teachers make use of interactive methods in the classroom e.g., discussions, interactive games, documentaries (1, 10, 5, 7, 8)</p> <p>6.4 Teachers organize learning activities outside the school (3, 10, 13, 15)</p> <p>6.5 Students gain practical experience with some form of global civic engagement (3, 14)</p> <p>6.6 Students reflect on their learning experiences (3)</p>
PRECONDITIONS	
<p>Students: 5 Teachers: 3, 14, 15 Experts: 4, 9, 10, 13</p>	<p>7. Structural approach in school</p> <p>7.1 School develops a vision on global citizenship education (10, 13, 15)</p> <p>7.2 Global citizenship education is implemented in different subjects (4, 5, 9, 10, 13, 14)</p> <p>7.3 Global citizenship is implemented in a coherent, insightful and goal-oriented manner (3, 10, 13)</p> <p>7.4 Employees collaborate on implementing this structural approach (10, 13)</p> <p>7.5 School is embedded in the local community (3)</p>

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Students: 2, 7
Teachers: 3, 14, 15
Experts: 9, 13

8. School democracy

- 8.1 School is a safe place in which students practice with citizenship competencies (2, 3, 7, 9, 13, 14, 15)
- 8.2 School involves students in decision-making processes (3, 9, 14, 15)

Teachers: 3, 12, 14
Experts: 4, 9, 10

9. Open pedagogical climate

- 9.1 Students feel safe to share their feelings and opinions (3, 12)
- 9.2 Students have an open attitude towards others (3, 12)
- 9.3 Teachers provide opportunities for an open dialogue about global issues (9, 14)
- 9.4 Teachers fulfill an exemplary role by showing their vulnerability and setting boundaries in the classroom (4, 14)

Students: 6, 7
Teachers: 3, 12, 14, 15
Experts: 10, 11, 13

10. Connection with experiences of students

- 10.1 Students experience a sense of urgency (3, 6, 7, 11, 13)
- 10.2 Students have personal encounters with people from another region, country or culture (3, 6, 10, 13, 14, 15)
- 10.3 Teachers make global subjects meaningful in other contexts of students' life (11, 12)

Students: 1, 2, 5, 7
Teachers: 3, 12, 14, 15
Experts: 11

11. willingness to take action

- 11.1 Students have the autonomy to choose subjects and civic activities they find interesting and/or important (1, 3, 5, 12, 15)
 - 11.2 Teachers, family and friends of students are supportive of civic engagement (1, 2, 7, 8, 11, 12)
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POTENTIAL WORKABLE ELEMENTS FOR STIMULATING GLOBAL CIVIC ENGAGEMENT
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Table A3.

Overview of synthesized potential workable elements and preconditions and underlying dimensions

POTENTIAL WORKABLE ELEMENTS		
Lorenzini (2013); Daens et al. (2011); Sklad et al. (2016); Davies (2006); Youniss et al. (2002); Manganelli et al. (2014); Brown (2018) Teachers: 3, 12 Experts: 4, 9, 11	1. Global knowledge 1.1 Students know about global issues 1.2 Students know about global systems 1.3 Students know about political processes	L, P L, P L, P L, P
Lorenzini (2013); Daens et al. (2011) Students: 2 Teachers: 3, 15 Experts: 4, 9, 10	2. Global consciousness 2.1 Students are aware of the influence others have on their lives and the impact of their actions on others and the world 2.2 Students are aware of their social responsibility in recognition of global interconnectedness 2.3 Teachers connect abstract explanatory models on a global level with the impact of these global issues on a local level.	L, P L, P L, P L, P
Veugelers et al. (2008); Sklad et al., (2016); Nieuwelink et al. (2016); Eidhof (2020); Tournay-Purta (2002); Brown (2018) Students: 1, 2 Teachers: 3, 14 Experts: 4, 10	3. Multiple perspectives 3.1 Students understand viewpoints and experiences of others 3.2 Students reflect on their own frame of reference 3.3 Teachers show the variety of perspectives on global issues	L, P L, P L, P P
Eidhof (2020); Nieuwelink et al., 2016) Teachers: 14, 15 Experts: 4, 9, 10	4. Critical thinking 4.1 Students critically reflect on the effectiveness of strategies for global engagement 4.2 Students can deal with conflicting information and judge the reliability of sources 4.3 Students critically question current global, economic and political systems 4.4 Students form and substantiate their own opinion	L, P P P L, P L, P
Lorenzini (2013); Davies (2006); Eidhof (2020); Manganelli et al., (2014); Brown (2018) Students: 1, 2, 6, 7 Teachers: 3, 12, 14, 15 Experts: 4, 9, 10, 11	5. Self-efficacy 5.1 Students have confidence in their ability to engage in global issues 5.2 Students have knowledge on the possibilities for engagement 5.3 Students belief and perceive that their actions have an impact 5.4 Students recognize the global and political processes they cannot influence 5.5 Teachers support students to take small, concrete steps and actions 5.6 Teachers invite or make use of role models in global citizenship education	L, P L, P L, P P P P L, P
Veugelers et al., (2008); Daens et al., (2011); Davies (2006); Brunell (2013); Eidhof (2020); Youniss et al., (2002) Students: 1, 5, 6, 7, 8 Teachers: 3, 12, 14, 15 Experts: 9, 10, 11, 13	6. Active learning 6.1 Teachers use student-driven teaching methods like problem-based and inquiry-based learning 6.2 Teachers adapt the amount of freedom in projects to the sensitivity of the global subject 6.3 Teachers make use of interactive methods in the classroom (e.g., discussions, interactive games, documentaries) 6.4 Teachers organize learning activities outside the school 6.5 Students gain practical experience with some form of global civic engagement 6.6 Students reflect on their learning experiences	L, P P P L, P L, P P L, P
PRECONDITIONS		
Veugelers et al., (2008); Daens et al., (2011); Nieuwelink et al., (2016); Eidhof (2020); Tournay-Purta (2002) Students: 5	7. Structural approach in school 7.1 School develops a vision on global citizenship education 7.2 Global citizenship education is implemented in different subjects 7.3 Global citizenship is implemented in a coherent, insightful and goal-oriented manner 7.4 Employees collaborate on implementing this structural approach	L, P P L, P L, P P

POTENTIAL WORKABLE ELEMENTS FOR STIMULATING GLOBAL CIVIC ENGAGEMENT
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Teachers: 3, 14, 15 Experts: 4, 9, 10, 13	7.5 School is embedded in the local community	P
Daens et al., (2011); Davies (2006); Eidhof (2020); Youniss et al., (2002); Tourney-Purta (2002) Students: 2, 7 Teachers: 3, 14, 15 Experts: 9, 13	8. School democracy 8.1 School is a safe place in which students practice with citizenship competencies 8.2 School involves students in decision-making processes	L, P L, P L, P
Nieuwelink et al., (2016); Eidhof (2020); Tourney-Purta (2002) Teachers: 3, 12, 14 Experts: 4, 9, 10	9. Open pedagogical climate 9.1 Students feel safe to share their feelings and opinions 9.2 Students have an open attitude towards others 9.3 Teachers provide opportunities for an open dialogue about global issues 9.4 Teachers fulfill an exemplary role by showing their vulnerability and setting boundaries in the classroom	L, P L, P L, P L, P P
Eidhof (2020) Students: 6, 7 Teachers: 3, 12, 14, 15 Experts: 10, 11, 13	10. Connection with experiences of students 10.1 Students experience a sense of urgency 10.2 Students have personal encounters with people from another region, country or culture 10.3 Teachers make global subjects meaningful in other contexts of students' life	P P P L, P
Eidhof (2020) Students: 1, 2, 5, 7 Teachers: 3, 12, 14, 15 Experts: 11	11. Willingness to take action 11.1 Students have the autonomy to choose subjects and civic activities they find interesting and/or important 11.2 Teachers, family and friends of students are supportive of civic engagement	L, P L, P P

Note. **L:** synthesized from literature; **P:** synthesized from practice-based insights from stakeholders.

POTENTIAL WORKABLE ELEMENTS FOR STIMULATING GLOBAL CIVIC ENGAGEMENT
AMONG YOUTH IN GLOBAL CITIZENSHIP EDUCATION

Table A4.

Overview of classifications of potential workable elements and preconditions for stimulating global civic engagement in the document analysis of the program elements of Globaland XL

	Classification								
POTENTIAL WORKABLE ELEMENTS									
The program contains information about the way in which...									
<i>Program element</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
1. Global knowledge									
1.1 ...students acquire knowledge of global issues	-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-
1.2 ...students acquire knowledge of global systems	-	+/-	+/-	-	+/-	-	+/-	-	+/-
1.3 ...students acquire knowledge of political processes	-	+/-	+/-	-	+/-	-	+/-	-	+/-
2. Global consciousness									
2.1 ... students are made aware of the influence others have on their lives and the impact of their actions on others and the world	--	--	+/-	--	+/-	-	+/-	+/-	+/-
2.2 ... students are made aware of their social responsibility in recognition of global interconnectedness	--	--	--	--	--	--	--	--	--
2.3 ... teachers connect abstract explanatory models on a global level with the impact of these global issues on a local level	--	--	+/-	--	+/-	--	+/-	--	+/-
3. Multiple perspectives									
3.1 ... students learn to understand viewpoints and experiences of others	--	--	-	+/-	+/-	+/-	-	--	-
3.2 ... students learn to reflect on their own frame of reference	--	--	--	--	--	--	--	--	--
3.3 ... teachers show a variety of perspectives on global issues	--	--	--	--	-	--	--	--	--
4. Critical thinking									
4.1 ... students learn to critically reflect on the effectiveness of strategies for global engagement	--	--	--	--	--	--	--	--	-
4.2 ... students learn to deal with conflicting information and learn to judge the reliability of sources	--	--	--	--	--	--	--	--	--
4.3 ... students learn to critically question current global, economic and political systems	--	--	-	--	--	--	--	--	+/-
4.4 ... students learn to form and substantiate their own opinion	--	--	-	-	+/-	--	--	--	+/-
5. Self-efficacy									
5.1 ... students gain confidence in their ability to engage in global issues	--	--	--	--	--	--	--	-	-
5.2 ... students acquire knowledge on the possibilities for engagement	--	-	+/-	--	--	--	+/-	+/-	+/-
5.3 ... students belief and perceive that their actions have an impact	--	--	-	--	--	--	--	+/-	-
5.4 ... students learn to recognize the global and political processes they cannot influence	--	--	--	--	--	--	--	--	--
5.5 ... teachers support students to take small, concrete steps and actions	--	--	--	--	--	--	-	+/-	--
5.6 ... teachers invite or make use of role models in global citizenship education	--	--	--	--	--	--	--	+/-	--
6. Active learning									
6.1 ... the program uses student-driven teaching methods like problem-based and inquiry-based learning	--	--	--	--	--	--	--	--	--
6.2 ... teachers adapt the amount of freedom in projects to the sensitivity of the global subject	--	--	--	--	--	--	--	--	--
6.3 ... the program makes use of interactive methods in the classroom (e.g., discussions, interactive games, films)	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-
6.4 ... the program contains learning activities outside the school	--	--	--	--	--	--	--	--	--
6.5 ... students gain practical experience with some form of global civic engagement	--	--	--	--	--	--	--	--	--
6.6 ... students reflect on their learning experiences	--	--	--	--	--	+/-	--	--	--
PRECONDITIONS									

**POTENTIAL WORKABLE ELEMENTS FOR STIMULATING GLOBAL CIVIC ENGAGEMENT
AMONG YOUTH IN GLOBAL CITIZENSHIP EDUCATION**

The program contains information about the way in which ...									
7. Structural approach in school n.a.									
7.1 ... schools develop a vision on global citizenship									
7.2 ... global citizenship education is implemented in different subjects									
7.3 ... global citizenship is implemented in a coherent, insightful and goal-oriented manner									
7.4 ... employees collaborate on implementing this structural approach									
7.5 ... the school is embedded in the local community									
8. School democracy n.a.									
8.1 ... school is a safe place in which students practice with citizenship competencies									
8.2 ... school involves students in decision-making processes									
9. Open pedagogical climate									
9.1 ... students feel safe to share their feelings and opinions -- -- -- -- -- -- -- -- --									
9.2 ... students have an open attitude towards others -- -- -- -- -- -- -- -- --									
9.3 ... teachers provide opportunities for an open dialogue about global issues -- - -- +/- +/- +/- - -- +/-									
9.4 ... teachers fulfill an exemplary role by showing their vulnerability and setting boundaries in the classroom -- -- +/- -- -- +/- -- -- --									
10. Connection with experiences of students									
10.1 ... students experience a sense of urgency -- -- -- -- -- -- -- -- --									
10.2 ... students have personal encounters with people from another region, country or culture -- -- -- -- -- -- -- -- --									
10.3 ... teachers make global subjects meaningful in other contexts of students' life -- -- -- - +/- - - - -									
11. Willingness to take action									
11.1 ... teachers give students autonomy to choose subjects and civic activities they find interesting and/or important -- +/- -- -- - -- -- -- --									
11.2 ... students experience that their social environment is supportive of civic engagement -- -- -- -- -- -- -- -- --									

Note. Program element 1 = Opstart project; 2 = Land besturen (4x); 3 = Ghetto radio; 4 = Escape route; 5 = Filmquiz; 6 = Detectives; 7 = Movie factory; 8 = Make a change; 9 = True Comics. Classification “--” = missing/unknown; “-” = somewhat present; “+/-” = clearly present; “+” = clearly present and somewhat justified; “++” = clearly present and clearly justified; “n.a.” = not applicable.

POTENTIAL WORKABLE ELEMENTS FOR STIMULATING GLOBAL CIVIC ENGAGEMENT
AMONG YOUTH IN GLOBAL CITIZENSHIP EDUCATION

Table A5.

Overview of documents used for document analysis

Program element	Documents/films for analysis
Startup	Startup film
Govern country	Govern country film 1 Govern country film 2 Govern country film 3 Govern country film 4
Ghetto Radio	Ghetto radio instruction film Ghetto radio magazines Ghetto radio discussion cards
Escape Route	Escape route instruction film Escape route game explanation (6x)
Filmquiz	Filmquiz instruction film Filmquiz discussion slides (7x)
Detectives	Detectives instruction document
Movie factory	Movie factory instruction film Movie factory film scripts Movie factory discussion cards Instruction document
Make a change	Make a change instruction document
True comics	True comics instruction film True comics discussion True comics product reports True comics inspiration guide True comics storyboards
Intervision	PowerPoint intervision method