

## ABSTRACT

This poster highlights the importance of citizen participation in Peruvian high schools. This poster explains the surrounding elements (two sets of factors) that encourage youth to be more engaged and committed to civic activities. More significant, this poster indicates the effects of political acts of citizen participation, which are also useful and necessary in democratic societies.



Photo taken by Giancarlo Seminario. Fe y Alegría high school students (2018)

## INTRODUCTION

This research proposal points out the reasons to promote citizen participation in Peruvian high schools. There are two factors that affect Peruvian high school students' participation in civic activities: school curricular requirements and extracurricular engagement in civic activities.



Photo taken by Giancarlo Seminario. Fe y Alegría high school students (2018)

## YOUTH PARTICIPATION IN PERU

According to the International Civic and Citizenship Education Study 2016 (ICCS 2016), there are “ways in which young people are prepared to undertake their roles as citizens” (Schulz, et al., 2018, p. 14). In this study, 24 countries participated in ICCS 2016 from Europe, Asia, and Latin America (Schulz, et al., 2018).

**PERU:** First time to participate in the ICCS 2016

- **5166** high school students (14 years old)
  - **206** public schools
- Peru's Civic knowledge Result**
- **438 points** - Level C, below Chile and Colombia (482). Average of 517 pt.
  - Just 34, 8% students recognize democracy as a political system (Schulz, et al., 2018).

AGES	GENDER		TOTAL
	WOMEN	MEN	
From 10 to 14 years old	1 324 118	1 289 309	2 613 427
From 15 to 19 years old	1 217 519	1 204 959	2 422 478
<b>TOTAL</b>	<b>2 541 637</b>	<b>2 494 268</b>	<b>5 035 905</b>

Source: National Population Census 2017. National Institute of Statistics and Information Technology (Instituto Nacional de Estadística e Informática - INEI). Table generated by proposal authors using source data. Total Census population: 29 381 884

Country	Years of schooling	Average age	250	350	450	550	650	750	Average scale score	HDI
Denmark <sup>1</sup>	8	14.9							586 (3.0) ▲	0.93
Chinese Taipei	8	14.1							581 (3.0) ▲	0.88 <sup>3</sup>
Sweden <sup>2</sup>	8	14.7							579 (2.8) ▲	0.91
Finland	8	14.8							577 (2.3) ▲	0.90
Norway (9) <sup>2</sup>	9	14.6							564 (2.2) ▲	0.95
Estonia <sup>3</sup>	8	14.9							546 (3.1) ▲	0.87
Russian Federation	8	14.8							545 (4.2) ▲	0.80
Belgium (Flemish)	8	13.9							537 (4.1) ▲	0.90
Slovenia	8	13.8							532 (2.5) ▲	0.89
Croatia	8	14.6							531 (2.5) ▲	0.83
Italy	8	13.8							524 (2.4) ▲	0.89
Netherlands <sup>2</sup>	8	14.0							523 (4.5) ▲	0.92
Lithuania	8	14.7							518 (3.0) ▲	0.85
Latvia <sup>2</sup>	8	14.8							492 (3.1) ▼	0.83
Malta	9	13.8							491 (2.7) ▼	0.86
Bulgaria	8	14.7							485 (5.3) ▼	0.79
Chile	8	14.2							482 (3.1) ▼	0.85
Colombia	8	14.6							482 (3.4) ▼	0.73
Mexico	8	14.1							467 (2.5) ▼	0.76
Peru	8	14.0							438 (3.5) ▼	0.74
Dominican Republic	8	14.2							381 (3.0) ▼	0.72
ICCS 2016 average		14.4	Below D	D	C	B	A		517 (0.7)	

Source: ICCS 2016 Data Base (Schulz, et al., 2018, p. 75)

## EFFECTS

**Political acts of citizen participation in youths:**

- Acquisition of high-quality civic information to understand and discuss (Quintelier, et al., 2013; Lenzi, 2012)
- Critical thinking skills to be aware of their social realities and local issues (Schulz, et al., 2018)
- Strong motivation to play a role within their communities (Spring, et al., 2006; Jacobsen & Casalspi, 2018).
- Leadership skills to address local/national and world issues (Herczog, 2016)
- Becoming citizens that will look for different ways to get involved, intervene and carry out changes. (Pruitt, 2017).

## CONCLUSION

There is a combination of reasons to promote Peruvian high school students' civic participation: civic participation content, devoted teachers, engagement in civic groups and thriving families for democratic values.

## REFERENCES

Herczog, M. (2016). Next generation citizens: promoting civic engagement in schools. *Leadership (Burlingame, Calif.)*, 45(5), 24–.

Jacobsen, R., & Casalspi, D. (2018). If Someone Asked, I'd Participate: Teachers as Recruiters for Political and Civic Participation. *Journal of Adolescent Research*, 33(2), 153–186. <https://doi.org/10.1177/0743558416674813>

Lenzi, M., Vieno, A., Perkins, D., Santinello, M., Elgar, F., Morgan, A., & Mazzardis, S. (2012). Family Affluence, School and Neighborhood Contexts and Adolescents' Civic Engagement: A Cross-National Study. *American Journal of Community Psychology*, 50(1), 197–210. <https://doi.org/10.1007/s10464-012-9489-7>

Pruitt, L. (2017). Youth, politics, and participation in a changing world. *Journal of Sociology*, 53(2), 507–513. <https://doi.org/10.1177/1440783317705733>

Quintelier, E., & Hooghe, M. (2013). The relationship between political participation intentions of adolescents and a participatory democratic climate at school in 35 countries. *Oxford Review of Education*, 39(5), 567–589. <https://doi.org/10.1080/03054985.2013.830097>

Rossi, G., Lenzi, M., Sharkey, J., Vieno, A., & Santinello, M. (2016). Factors associated with civic engagement in adolescence: the effects of neighborhood, school, family, and peer contexts: Civic Engagement in Adolescence. *Journal of Community Psychology*, 44(8), 1040–1058. <https://doi.org/10.1002/jcop.21826>

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming Citizens in a Changing World: IEA International Civic and Citizenship Education Study 2016 International Report*. In *Becoming Citizens in a Changing World: IEA International Civic and Citizenship Education Study 2016 International Report*. Springer. <https://doi.org/10.1007/978-3-319-73963-2>

Spring, K., Dietz, N., & Grimm, R. (2006). Educating for active citizenship: service-learning, school-based service, and youth civic engagement. Corporation for National & Community Service.

## FACTOR 1: Curricular Requirements

Courses and activities inside **classroom** that provide contents about participation

Committed **teachers** to democratic values who inspire youths to participate

## FACTOR 2: Extracurricular activities

Civic engagement in **social organizations:** youth organizations, community organizations, and local associations.

**Families** that encourage children and youths to practice democratic values

**POLITICAL ACTS OF CITIZEN PARTICIPATION IN YOUTHS**

