

GROWING UP DIVIDED

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What Quantitative Data Tell us: Cross- and Within-Country Analyses

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A Guiding Question

What are the similarities and differences in youth civic engagement both within and across Northern Ireland, South Africa, and the United States?

Civic Engagement Surveys

(97 items, 7 scales)

Civic dispositions

1. Civic responsibility
2. Public interest goals
3. Self interest goals
4. Tolerance
5. Civic self-efficacy

Civic participation

6. Civic participation

Civic learning opportunities

7. Classroom climate and civic learning opportunities

Civic Engagement Surveys

- All survey items and scales were first developed in the United States and were validated (see Fine, Bermudez, & Facing History and Ourselves, 2007).
- We worked with local researchers to be sure all measures were culturally appropriate.
- Many scales were adapted from surveys designed by other researchers investigating particular civics construct:
 - (see Avery et al., 1997; Colby, Beaumont, Ehrlich, and Corngold, 2007; Flanagan et al., 1998; Flanagan et al., 2007; Kahne, Middaugh, and Schutjer-Mance, 2005; Kahne, Chi, and Middaugh, 2006; Kahne and Sporte, 2008)

Participants

- Northern Ireland: 293 students in Belfast and its surrounds
- South Africa: 342 students in Cape Town and its surrounds
- The United States: 585 students in seven different regions
- The study participants:
 - Were in the equivalent of grade 9 or 10.
 - Lived in rural, suburban, and urban settings, with different ethnic/racial or religious and SES demographics.
 - Had been exposed to the educational materials developed by Facing History and Ourselves.

Participants

- Ethnic or religious affiliation
 - NI: Protestant and Catholic
 - SA: Black, Coloured, White, and Other
 - US: Latinx, African American, White, Asian, and Native American and Other
- Gender
 - Male and Female
- SES
 - Higher and Lower

Data Analysis

- Cross-Country analysis:
 - The creation of a civic engagement mega-score for each student
 - Unpaired t-test & Hotelling T-Square test
- Within-Country analysis
 - MANOVA for each country (+ interaction terms)
 - To further analyze the contribution of the three IVs to each student's civic engagement

Cross Country Results

Significantly different levels of civic engagement in Northern Ireland, South Africa, and the United States:

South Africa > the US > Northern Ireland

Within Country Overall Manova Results

Variables	Probability
Northern Ireland	
Model	<0.0001
Religion/Political Orientation	0.1476
Gender	<0.0001
SES	0.0035
South Africa	
Model	<0.0001
Race/Ethnicity	0.0021
Gender	<0.0001
SES	<0.0001
Race/Ethnicity X Gender	0.0138
The United States	
Model	<0.0001
Race/Ethnicity	<0.0001
Gender	<0.0001
SES	0.1493

Gender: Girls Score Higher, but Different Pattern for South Africa

Scales	South Africa	The United States	Northern Ireland
Civic Responsibility	Girls (> Boys)	Girls (> Boys)	Girls (> Boys)
Public Interest Goals	Girls (> Boys)	Girls (> Boys)	Girls (> Boys)
Self Interest Goals		Boys (> Girls)	Boys (> Girls)
Tolerance		Girls (> Boys)	Girls (> Boys)
Civic Self-Efficacy		Girls (> Boys)	
Civic Participation		Girls (> Boys)	Girls (> Boys)
Classroom Climate and Civic Learning Opportunities		Girls (> Boys)	Girls (> Boys)

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FINDING A CIVIC VOICE

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Gabriela and Tyler: Finding their civic voices in their own unique ways

Gabriela's journey: From personal emotional struggle and lack of civic consciousness to focused and caring community engagement.



Tyler: From academic disengagement and acceptance of social injustices, to civic action and engagement with large societal issues.



Gabriela's Struggle: Speaking Her Mind

- **Healing from bullying and losing her fears of her peers**
- **Believing that her voice mattered**

(For more detail on Gabriela see Freedman, S. W., Murphy, K., Barr, D., & Besirevič, Z. (2016). The development of ethical civic actors in divided societies: A longitudinal case. *Human Development*. DOI: 10.1159/000448229)

I'm like, "Let me let me cross that boundary," I guess. "And let me branch out. And like let me talk to people. Let me be a little louder. Let me like say what I feel." Maybe I shouldn't keep it all inside. Maybe I should say what I feel. Even though nobody may care. At least it's out there. (Interview, Grade 10, May)




I think [what] it takes to be a good citizen is that you have to help your-- your community. Yourself. Your people. And the ones around you. You have to uhm become a part of uhm your community. Be a part- a citizen of your community. And help as much as you can. Help others as much as you can. And others will help you as much as they can. (Interview, December, Grade 10)



Tyler's Struggle: Understanding his potential to change his society

- Finding his civic voice and role in the change process**
- Learning how social structures and injustices can be changed rather than just accepted**
- Understanding how academic achievement connects with and can facilitate that process**

Bullied by the social structures but personally detached

I believe I anticipate it when I get in an elevator and there's like this old white lady or an old like lady who is clutching her pocketbook like I'm gonna take it from her, I kind of like get in an elevator and I stand to the other side so you don't have any feelings of fear toward me, or aggression, so I just politely say, "Hello," or "How you doing?" 

I don't feel like it's something that should be taken seriously. Because, I take it seriously. But in the moment, I laugh at it, because it's like you still have that mindset where, I'm a threat to you. And we should be equal. (Interview, June, Grade 12)



Finding support from within and without

... people around me, like adults who wanted, who saw the potential that I have and they like . . wanted to make sure that I fulfilled that potential and they wanted to make sure that I knew what my self worth was. So I think feeding off them, I began to like see that potential that they saw and see that I could achieve great things if I put myself in the position to achieve those things so.(Interview, Grade 12)



Beginning to change ...

I've added new friends to my circle coz I've changed the people I hang around with based on where they're planning on going in life, based on the comparison between me and them /KM; OK/ and then I've uh changed people I hang around with . . I've cut some people off or like /KM; Yeah, yeah/ you know based on like what their ambitions are. (Interview, Grade 11)



Finding his platform ...

It actually became an issue with me because I recently turned 18 in April. So when I chose my action project I extended from that. So I became eligible to vote. I registered and I looked at the numbers, and people were at City Hall talking about they wish more youth would come in and register to vote. And I took that from them. So then I, this year, this past this current month I went to Gateway Community College in [my town] and I gave a presentation about the importance of youth voting. And gave them instructions on how to register to vote, and yeah it went pretty well. (Interview, June, Grade 12)



- MACROSUPPORTS

- MICROSUPPORTS

Voices from South Africa and Northern Ireland

Roy Hellenberg, Shikaya, Cape Town, South Africa

Sean Pettis, Corrymeela, Belfast, Northern Ireland

Considering Obstacles in Transforming
Education to Include Focus on Democratic
Civic Action

In South Africa: Roy Hellenberg



In Northern Ireland: Sean Pettis



WORKSHOP

Schools can create structures to help all young people develop as ethical and democratic citizens and civic actors.

Some examples of ways schools best supported civic development included:

- A structured, school-wide program to support civic development and civic action that was interconnected across four years of secondary school;
- A school setting relatively well-integrated by identity group (hard to find), with a strong set of community-building activities that led to ongoing cross-group interaction;
- Academic, social-emotional, college preparatory, and work-related (internships) interventions that provide a multifaceted architecture for supporting potentially at-risk youth;
- Supported opportunities for building content knowledge about democracy and about the history and legacies of division, with a study of multiple historical cases that explicitly show the
- relationships between these histories, identity, membership, belonging, and participation and that include difficult conversations and reflective writing and thinking about conflicts within the society;
- Supported opportunities for young people to follow their civic interests as well as expand them.

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