

**The influence of internationally oriented education on the attitude towards
globalization**

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Abstract

Most high schools provide a diverse range of internationally oriented activities in which students are able to participate. These activities give students the opportunity to get to know other countries and develop their international interest. Hofstad Lyceum is a school that provides more than 20 internationally oriented activities to their students. The influence of these activities on the attitude towards globalization has been remained rather unclear. Using both a questionnaire and more various qualitative analyses of the activities the influence of these activities on the attitude towards globalization has been researched. The activities of Hofstad Lyceum can be put into three categories. International exchanges have more influence on the attitude towards globalization than international projects and international trips. The results of the questionnaire suggest that these activities have both positive and negative influence on the attitude towards globalization. It shows that internationally oriented activities do not or only marginally increase the political knowledge. On the other hand students seem to have more social willingness to experience the world. All in all, internationally oriented activities have to be seen as an incentive 'to stimulate students' interest in international affairs.

1. Introduction

During the second half of the 19th century states start becoming interdependent, a process gradually spreading all over the world. This process has evolved into what we now know as globalization, a concept which conveys a widespread sense of the transformation of the world (The Adelphi Papers 2002, 15). Globalization can be looked upon at both economic- and political level. Thus, countries have become economically interdependent and developed into more integrated economic markets. Likewise, we have seen a political shift from a more nationally oriented to a more internationally oriented political system. In current politics international organizations such as the European Union and United Nations are becoming increasingly prominent and predominant. As a result, attitudes towards globalization are becoming equally predominant in politics. As this thesis seeks to research the attitudes towards globalization, it will focus on both economic- and political globalization.

Not only is globalization a difficult concept to define for researchers, also students making use of various ways of dealing with this term. Therefore a precise definition is required, in order to be able to measure the attitudes of students towards globalization. In addition, it remains rather unclear how these attitudes are formed. Earlier research on political socialization suggests that there is a relationship between attitudes of young people and the beliefs that young people develop. This leads to a presumed connection between those early attitudes of young people and later behavior (Hahn 1998, 19). Likewise, researchers of political socialization have found a connection between attitudes in adulthood and attitudes formed in early life (Almond & Verba 1963, Campbell et al. 1964, Langton 1969). In other words, the attitudes that people gain in early life seem to have an influence on later political behavior.

The afore mentioned connection has not yet been tested for one aspect. This aspect is the attitude towards globalization. As a political attitude is formed in an early stage of life it is likely that this is also the case for the attitude towards globalization. However, there is little evidence as to how this attitude is formed and what factors influence attitudes towards globalization. In several researches education has been mentioned as an important factor of influencing the attitudes formed in early life towards political behavior (Dee 2003). Since formal education is obligatory in most Western democracies it is an important factor in the education of young adults. Therefore, this research deals with the influence of education within the settings of formal education. More specifi-

cally my research focuses on internationally oriented elements of education to see in what ways they influence the attitudes towards globalization.

Formal education is meant to help to develop young adults through presenting different political attitudes, including attitudes towards globalization. In Dutch high schools the current social studies curriculum comprises only a small amount of mandatory education about globalization. Only if students choose the more in depth school subject “social science” they will meet with more theoretical approaches. Therefore this research does not focus on the actual amount of time spent on globalization in classes, as this amount of time is only very limited. However, there are several extra-curricular school activities during the formal educational period of an early adult that may influence his/her attitude towards globalization.

These voluntary extra-curricular internationally oriented activities (from now on called internationally oriented activities), differ among schools. Since they can influence the availability and content of these activities, schools can play an important role in developing an attitude towards globalization. Some examples of extra-curricular activities which schools may (or not) provide are: international projects, internationally oriented examples in teaching, cultural exchanges with foreign schools, the amount of attention spent on globalization in school — e.g. information on monitors or posters in the hallway about international projects, and finally international guest presenters. In this way schools possess strong tools to influence their students’ attitudes towards globalization, their educational background giving students an active international experience. As students get in touch with- and get educated about-foreign cultures, this will influence them. Hence the assumption that the attitude towards globalization of young adults is likely to be influenced by the amount of internationally oriented educational activities at a particular school.

This thesis argues that socialization theory expects us to see a more positive attitude towards globalization as students participate in more internationally oriented activities.

1.1 Relevance

This research gives more insight into the possibility of “training” political attitude. In a broader sense it shows if students are trainable in global citizenship within the context of school activities. As political attitudes are formed in early life this research shows to what extent this attitude toward globalization of students can be influenced by participating in internationally oriented activities. This gives insight into the possibilities of influencing and creating political behavior by taking part

in internationally oriented activities. For example, students could be made more internationally oriented by letting them join internationally oriented activities.

Within political science, globalization and international politics have become increasingly important, as we see more cooperation at an international level, such as the European Union and the United Nations. If states believe that students need to be educated in a more global-citizenship, this research may show ways how to do so. It aims to show in what ways this global-citizenship can be trained and developed. Therefore, this kind of internationally oriented activities might become a primary resource in promoting internationalization to citizens.

Internationally oriented activities are usually expensive and time consuming for schools and governments. This research provides a stronger background for continuing these activities, since they are not only fun projects but also contribute to a more positive attitude towards globalization. More specific, it could provide high schools with a good foundation to promote their activities as more than just a nice trip to another country. These trips help students to become more internationally oriented and engaged. Also, students may be well-prepared for the time when they apply for an international job, with a more positive attitude towards foreign cultures, companies and contacts attitudes-mostly.

1.2 Research question

This research seeks to explore different approaches by schools towards the use of international activities influence the attitudes towards globalization of high school students in the Netherlands. Therefore, this research focus on a school with more than 20 internationally oriented activities. Thus I have arrived at the following research question: to what extent does being exposed to internationally oriented education have an influence on the attitude of students towards globalization? To answer this question I have analyzed Hofstad Lyceum in The Hague by conducting a questionnaire among their students and analyzing their internationally oriented activities. Hofstad Lyceum is chosen because it is a school with a high amount of internationally oriented activities.

To answer this research question the connection between political attitudes and political behavior is explained. As there are several ways of acquiring political attitudes the impact of education on political attitudes is explored. The argument of this research bases itself on several studies towards the influential factors on political attitudes. The method section explains selection of Hofstad Lyceum and the way this research is conducted. Furthermore, this research analyses the internationally oriented activities of Hofstad Lyceum. The questionnaires that have been conducted at

Hofstad Lyceum are analyzed. The analysis discusses the trend of all the compared means of the answers of the questions showing a small increase or decrease for both difference between year and difference between the amount of internationally oriented activities in which a student participated. It points out that more questions need to have a negative result when more looked at the group of students who have been in more than three internationally oriented activities. Finally, this thesis provides an interpretation of the presumed influence claiming that we should see these internationally oriented activities as a stimulus for students to become more internationally active. The results of these activities tend to be more visible after high school when students are able to put these activities into more context. For example, students follow college or university in another country. This influence seem to be most present for student that are already interested in these internationally oriented activities and therefore are also more internationally interested.

2. Theoretical framework

2.1 From political attitudes to political behavior

Political attitudes should be seen as attitudes that students are being primarily taught at home and at school. We speak of political behavior when an (young) adult uses political attitudes to actively participate in (global) politically oriented activities. In that sense, these political attitudes become in that way attitudes towards globalization. While this research is only measuring attitudes it assumes that these attitudes toward globalization lead to globally oriented political behavior.

Political attitudes develop in early life, while a period of consolidation of political attitudes begins after late adolescence (Hatemi et al. 2009, 1152-1153). During this period we see that people may become politically active, as they can now officially vote. Furthermore, by then people have developed their political attitudes and are able to decide if they want to be active in politics or within a political context. In other words, they are able to convert their political attitudes into political behavior.

One main aspect of political behavior, which is often being researched, is political participation. Political participation is then defined by the 'standard socioeconomic status model,' developed most fully by Verba and Nie (1972; see also Almond and Verba 1963; Barnes and Kaase 1979; Milbrath 1965; Verba et al., 1978; Verba et al., 1995). In this model, political attitudes form — together with individuals' resources (i.e., time, money, skills) — an important factor predisposing individuals towards political behavior. More specifically, Judd and Krosnick (1989) point out that political atti-

tudes are assumed to be determinants of political behavior. These findings show that political attitudes seem to influence political behavior and are therefore meaningful in attitudinal research.

2.2 Theories on the effects of early life attitudes on political behavior

Political attitudes of young people have long been studied in several political socialization studies (Hahn 1998, 19). As political attitudes develop over time, young adults become aware of their political preferences and their political identity. Several political attitudes influence the creation of their political identity, which is usually formed in late adolescence. This political identity, in its turn, contributes to the way these young adults will act politically when becoming adults. As the origin of these political attitudes may differ, there are different reasons for different political behavior. Thus, this study explores the connection between early life attitudes and political behavior.

The connection between early life attitudes and political behavior has been laid down into two theories. First, researchers established a link between adult attitudes and attitudes formed in early life. This research claims that experiences in childhood and youth influence adult political attitudes. The term political here is meant in the broadest sense, from political interested to becoming politically active (Almond & Verba 1963; Campbell et al. 1964; Langton 1969). Second, there seems to be a link between adult attitudes and adult political behavior (Hahn 1998, 19). In other words, adult attitudes seem to influence the way adults act politically. For example, adults who believe that they are able to influence public policy were found to be more politically active than adults who believed they were not able to influence public policy. This relation might also work the other way around. Adults who believe that they are not able to influence public policy were found to be less politically active than adults who believed they were able to influence public policy (Almond & Verba 196; Campbell converse; Miller & stokes 1964; Hahn 1998, 19). This theory is supported by longitudinal studies which argue that political attitudes and behavior of youth do indeed predict adult civic participation (Conway, Daminco: in press; Miller & Krimmel, 1997).

Becoming politically involved requires a development of political attitudes. These political attitudes develop in early life (Hahn 1998, 19). More specifically, late adolescence is seen as the formative phase for establishing social orientations (Inglehart 1977). Longitudinal research on the development of political attitudes over time by young adults shows that students are gaining more stable political attitudes as they are being exposed to political stimulus during their high school period (Hatemi et al. 2009, 1145). In addition, several longitudinal studies on the stability of political attitudes—mostly looking at party identification but also at some attitudes — point toward a model

where attitudes are more susceptible to change during adolescence, but once “crystallized” in early adulthood remain relatively stable (Alwin & Krosnick 1991; Beck & Jennings 1991; Markus 1986; Sears and Funk 1999). However, we need to be aware that several researchers found evidence that certain phobias, preferences, and behaviors are innate (Garcia & Koelling, 1966; Hammock & Young, 2005; Marks & Nesse, 1994; Mineka & Cook, 1986). Therefore, this research tries to acknowledge the different influential factors and seeks to explain the importance of educational experiences which are neither innate nor inheritable. There are several ways of obtaining information and gaining experience which form political attitudes in early life. For example, what is learnt from people’s own experience in the family and from their parents, the community where they participate, what they observe in the media, the wider political culture in their country and the economic situation, as well as by going to school and being in that social environment (De Weerd et al. 2005, 30; Hahn 1998, 20). All of these aspects influence the political attitudes of young adults.

A significant number of research bears into the influence of parents on political attitudes (Converse 1964, e.g., Alwin, Cohen, and Newcomb 1991; Jencks et al. 1972; Jennings and Niemi 1982; Miller and Glass 1989). These researches all detect parental effects on political attitudes. In political socialization literature there is a discussion whether similarity between parent and child political attitudes stems directly from parental socialization (Beck & Jennings 1975; Searing, Wright, and Rabinowitz 1976) or whether it represents an indirect influence of parents through shared social class, race, religion, place of residence, and other elements of the social environment (Acock 1984; Glass, Bengtson, and Dunham 1986).

A way of researching the role of parents is by twin methodology, dealing with twins who grew up in the same family environment. Peter K. Hatemi et al. (2009) show by twin methodology that the parental role is more complex. They state that the role of shared environment in the development of liberal and conservative attitude orientations is especially strong during teenage years. This shared environment comprises both family- and parental influence. In their research it remains unclear whether formal education should be seen as shared environment or unique environment as both twins go to school. As a matter of fact, they might go to the same school, thus being exposed to the same formal educational environment. If they go to the same school this may as well be seen as shared environment, next to family environment.

In addition, Hatemi et al. (2009) claim that unique (or unshared) environmental influences show, at best, modest change during childhood and adolescence. In other words, unique environmental influences, including internationally oriented activities, may (even if it’s modestly) affect

political attitudes. Furthermore, the research points out that whereas the influence of unique environment experiences remains relatively constant throughout most parts of life, the increasing importance of the shared environment in adolescence points toward the overall environment becoming strongly determinative of late adolescent political attitudes (Hatemi et al. 2009, 1150). This shows that education in either the shared environment or unique environment seem to have a contribution in developing late adolescent political attitudes.

The role of parents in developing political attitudes may also be looked upon as shaping knowledge. In other words, it appears that young adults are learning from their parents which political attitudes go with what other political attitudes (i.e., the “what goes with what” identified by Converse (1964) as being at the core of ideology) (Hatemi et al. 2009, 1150). Research by Hatemi et al. (2009) suggests that children may be gaining a default heuristic from their parents; a process of heuristic acquisition in adolescence which then changes to heuristic application in adulthood (1152). This reveals a much more nuanced process where social orientations are not established in this period, but social learning processes are. It also implies that parents do not have a significant impact on shaping their children’s actual opinion towards which political attitude is good or bad. Thus, we expect political attitudes to be taken along with young adults on their way to adulthood, due to some combination of personal experiences and shared genetic inheritance (Hatemi et al. 2009, 1152-1153).

2.3 Acquiring political attitudes through education

As stated earlier late adolescence is classified as the formative phase for establishing social orientations. With political attitude constituting one of these social orientations, the period of adolescence is well suited for researching political attitudes. During this period education, as mentioned above, is one of the ways to influence and build political attitude. Every young adult in the Netherlands takes part in some kind of education during their adolescence. This education takes place in schools where young adults spend approximately 30 hours a week. To ensure political attitudes are developed the school subjects social studies and social science have been embedded in the school curriculum. Unlike the other influencing factors on political attitudes, the curriculum of the subjects social studies and social science has been set in a binding national program. This research analyses the impact of education on political attitude, since school is the second place besides home where young adults spend most of their time. In addition, formal education is relatively well accessible for

researches as schools are contribute to research more easily. Schools have no financial interest in the research and they may use the result in their advantage.

In school and especially in the higher grades in high school, students develop norms and values and are encouraged to form an opinion of their own, addressing the conflicting interests of individuals and institutions (Cogan & Derricott 2000, 56). The subjects social studies and social science, which address the development of norms and values, are therefore taught in the higher grades. This justifies making the higher grades of high school the focus of this research.

This research looks at the internationally oriented activities which students meet at their school, for three main reasons. First, where the proposed influence of these extra-curricular internationally oriented activities on attitude towards globalization occurs in this research, they could be implemented with relatively little effort in the formal educational system to improve the attitude towards globalization. Second, the influence of extra-curricular internationally oriented activities in schools can be measured relatively easily, as it is straightforward to determine the amount of these activities. Third, these internationally oriented activities entail a more active experience and are therefore expected to influence political attitudes. As stated by several researchers this political attitude results into more globally oriented political behavior (Almond & Verba 1963; Campbell, Converse, Miller and Stokes 1964; Hahn 1998, 19).

Like Hahn (1998), this research assumes that young adults gain political attitudes by active experience instead of only receiving information. This assumption is also supported in research focusing on the relationship between interest and engagement. The researchers highlight the relationship between interest in politics and citizenship (De Weerd et al. 2005, 27; Oesterreich 2002 and Schulz et al. 2010). Their studies argue that for gaining interest in politics two factors in particular are central to the awakening of such interest (Whiteley 2014). First, they highlight the position of political education in the school curriculum, particularly looking at the time devoted to it and status allocated to it. The second factor relates to the nature of classroom practice in political education. One of the main influences is classroom climate (Whiteley 2014). It is claimed that in classes which are conducted in an open classroom climate with room for negotiation, conflict and constructive disagreement, generating Interest in politics is more probable. These researchers also highlight the importance of interactive discussion based activities that create a more active participation by students and result in a higher degree of political interest (Whiteley 2014). If you are interested in politics it is reasonable that your attitude towards politics will become more positive when you are ca-

pable of understanding the political process. The same logic seems appropriate for students becoming more interested in globalization.

In social science and social studies classes most education is information based. Even so, an active methodology is expected to create more interest in politics and students are therefore more likely to gain a positive attitude toward politics. So, during or besides those information based classes an activity experience with globalization and internationalization is considered to be influential on political attitude, as argued above. Students can participate in several projects and other context. In this way there is a difference between just being there and actually taking part. If they are able to participate, not because they have been told to, but because they can see the value of becoming involved, they reach the stage of engagement and are therefore more probable to be able to participate (Roland-Lévy & Ross 43-45). Therefore, this research looks at a more active aspect of learning.

This more active aspect of learning is highly present in internationally oriented activities. Therefore, the logic mentioned in the paragraphs above is also expected to be applicable for the interest in globalization. An open climate may not only exist in a classroom but can also be created within the framework of an internationally oriented project, thus increasing interest in globalization. This political interest influences the attitudes towards globalization, that results into more globally oriented political behavior (Almond & Verba 1963; Campbell, Converse, Miller and Stokes 1964; Hahn 1998, 19). All in all, the above researches show that this active methodology of instructing participants influences political attitudes, thus advancing the likelihood of participation in politics when the students become adults.

2.4 Similar research

Within similar attitudinal research several reasoning's have been designed. Chui & Leung (2013) study Hong Kong University and explored the attitudes toward globalization among students. This study provides an empirical framework for measuring globalization attitudes within the context of a school. As this research does not investigate the possible factors influencing globalization attitudes more research is needed. Moreover, as the globalization attitudes are not defined, it primarily provides an empirical framework for measuring globalization attitudes for this study.

Zhao (2010) points out the importance of letting teacher trainees acquire an understanding of several interventions, which promote awareness of the importance of intercultural issues, on global attitudes. Teachers should focus on the understanding of globalization in terms of educational policies and practices in other countries, as well as knowledge and skills related to interacting with

diverse students. They could provide internationally oriented extra-curricular activities, such as meetings with students from other countries, which contribute to the so-called ‘global competence’ (Ko, Boswell and Yoon 2013, 2). Additionally, several interventions which have been implemented and have promoted awareness of the importance of intercultural issues, have a positive impact on students’ intercultural competences, including a “global” competence’ (Klak & Martin 2003; Ko, Boswell and Yoon 2013, 2). As both studies focus on the impact of teachers and promotional actions on intercultural issues, they do not focus on actual interaction with foreign oriented activities, including interaction with international students or international institution.

2.5 Explaining globalization attitudes

Globalization is a widely used term within political science literature. There are several definitions that try to define globalization. They usually contain the growth of transactions and interdependence among countries (Scholte 2005, 56). As this research focuses on a broader concept of globalization, also the more liberal definition is taken into account. This more liberal definition refers to the process of removing officially imposed constraints of movement of resources and people across countries, creating an ‘open’ world (Scholte 2005, 56). In addition, there is also a focus on the more universal aspect of globalization. In this case, globalization describes a process of dispersing various objects and experiences to people in parts of the world (Scholte 2005, 57). This research combines the definitions and sees globalization as the process of becoming more interdependent, liberal and universal.

According to the chosen definition, globalization contains several aspects towards which students may develop an attitude. Attitudes towards globalization convey personal attitudes towards globalization within the contexts of the earlier mentioned definition. For example, the extent to which students want to study abroad. This is an example of becoming more liberal and gain a more positive attitude towards these internationally oriented activities. If students are more positive about globalization and the liberalization process of globalization, they feel more positive towards the opportunities they gain by globalization and are more likely to consider using the opportunity.

A political attitude- and in this case attitude towards globalization-can, as mentioned earlier, be influenced by formal educational activities. Internationally oriented activities are expected to influence this attitude in a positive way. This creates the following hypothesis. At a school with a

broad set of internationally oriented activities the attitude towards globalization will be more positive than that of students in a school without a broad set of internationally oriented activities. This hypothesis will be tested by conducting a survey of students from Hofstad Lyceum – see the method section.

3. Method

This research uses both a quantitative- and a qualitative approach. The qualitative analysis concentrates at the internationally oriented activities of Hofstad Lyceum and the influence these activities are expected to have. The quantitative approach is a questionnaire-based analysis of the attitudes towards the internationally oriented activities of Hofstad Lyceum. Both approaches are explained while also the limitations are highlighted.

3.1 Case selection and variables

Hofstad Lyceum is a school for higher general secondary education (HAVO) and pre-university education (VWO) in The Hague. Hofstad Lyceum teaches approximately 1000 students. In addition, the school provides a bilingual program and started an iPad program last school year. All students are aged between eleven and twenty. The school is multi-cultural in the sense that its students come from different ethnic- and cultural backgrounds, in all years and levels of the school. However, higher general secondary education forms seem to be more mixed than pre-university education. The school is situated in an urban neighborhood — in the South West of The Hague - that can be regarded as above average, based on socio-economic living conditions. Hofstad Lyceum offers several extra subjects which students may choose in their senior years. For example, the school teaches social science where it is not obligatory for schools to do so. If this had not been the case this might have been an interfering factor in the analysis.

Hofstad Lyceum is a school with a special interest in global activities and has had contacts with schools from at least six different countries over a period of more than five years (Interview, Van Nispen). These six countries with whom Hofstad Lyceum has had long-established contact are Spain, Germany, Japan, Austria, England and Kenya (Interview, Van Nispen). It can therefore rightfully be said that the school has established a tradition of international orientation. Moreover, it

is a UNESCO school¹ and was an ELOS school² for 10 years. The school decided to stop using the logo as they planned on becoming a UNESCO school (Interview, Van Nispen). The UNESCO label includes the same goals and aims as the ELOS label. To keep it accessible they chose to only case out one label which became the UNESCO label. This UNESCO status means that the school needs to meet certain criteria; one of the criteria is that Hofstad Lyceum has to offer a number of internationally oriented activities to its students.

Hofstad Lyceum provides six major international projects. These six major international projects are:

International projects

- The international sports tournament with schools from Barcelona and Rapperswill-Jona,
 - The international Lego League - an international Lego robot challenge-
 - The Shell Eco marathon
 - `The big Europe-trip` (first year)
 - “A Cultural trip around the world” (second year)
 - The MUNESCO project
-

Table 1. International projects

In addition, there are thirteen trips to foreign cities. These trips are:

¹ The UNESCO is an organization of the United Nations which promotes education for all children in the world and educates students about being internationally connected, being tolerant and use solidarity towards one another (UNESCO 2014). Schools are able to promote these principles and get recognition for it. A school may call itself a UNESCO school when it contributes to several aspects of globalization within the school program. The four main elements which need to be covered in the school activities and projects are: world citizenship, peace and human rights, intercultural learning and sustainability (UNESCO 2014). If a school lives up to the requirements of UNESCO it is allowed to call itself a UNESCO school. In Holland only twenty-two schools are classified as being a UNESCO school. Hofstad Lyceum is the only UNESCO school in The Hague.

² ELOS is a school where students are prepared for the international society and to be a global citizen. Students are taught within a European and international orientation. This includes cooperating with students of foreign partner schools, exchanges and special projects and activities at school of outside school (ELOS 2014).

International trips

- A week to Rome, Prague or Barcelona (students may only choose one of them)
 - A two day trip to Xanten
 - A two day trip to Trier
 - Three trips which are for students who follow the bilingual program
 - One day trips to Woodbridge and Colchester
 - A week to Sussex, Bourne College and to London
-

Table 2. International trips

The school also provides five exchanges with schools from other countries. These exchanges are:

International exchanges

- An exchange with the IGS Franzshes Feld from Braunschweig
 - An international week “Europe, that's us!” in Aurich
 - A Future Energy project contains a mutual exchange with the IGS Franzshes Feld from Braunschweig
 - An exchange with the Ichikawa High School in Tokyo
 - An exchange project called Dreams and Teams
-

Table 3. International exchanges

Not all projects, trips and exchanges are mandatory. However, every student has a minimum of two projects to participate in during the first and second year. From then on participation in projects is voluntary. Moreover, there are visits from students from Romania, Bulgaria and Japan. Also teachers and other staff cooperate within international contacts. These contacts are with Barcelona and Oviedo. Special celebration ceremonies at the opening of the school year, Christmas and Easter also

focus on internationalization. For example, the partnership with the school in Kenya is highlighted. Likewise, the upcoming international projects are promoted at these occasions. The bilingual program (TTO) includes even more international trips. The students are offered to go on three trips in their first three years of school (Interview, Van Nispen). The diversity and number of activities provide a range of opportunities for all students to participate- and to engage in internationally oriented activities.

The independent variable measures the degree of extra-curricular internationally oriented activities. The following indicators are used: first, the number of activities indicates to what extent students are exposed to internationally oriented activities. Second, the number of exchanges shows how often students are able to go to a foreign country and get into contact with foreign students. Third, the amount international projects point out how many times students are educated in international projects. Finally, guest lecturers from foreign countries or multinationals are counted to see if the students are exposed to international views by foreign lecturers.

The dependent variable deals with the attitude towards globalization. The indicators are based on the above mentioned research of Wing Hong Chui & Elliot W.Y. Leung (2013). In this research the indicators are defined as follows: first, the survey looks at the ethnocentric tendency, the interest in foreign affairs, orientation towards international volunteer activities and orientation towards international study activities. The indicator orientation towards international study activities is added to these indicators, since international study activities are particularly relevant when students are preparing for college and university. In this period students develop their interest and attitudes towards international study activities.

Having a bilingual education program may influence the suggested relationship between the amount of international activities and the attitude towards globalization, since bilingual education may stimulate the interest in — and knowledge of — international affairs in its own right. Students who are getting taught in English may develop a more “international” attitude. To make sure that having a bilingual education program is not creating the suggested relationship, the participation in the bilingual program is also included in the questionnaire. In order to establish the influence of ‘being taught within a bilingual program,’ this variable functions as a test variable.

3.2 Measures

All students included in this analysis have answered a questionnaire. This questionnaire was provided by Qualtrix. All students filled in the questionnaire anonymously during classes, which

creates a higher validity in honest answers since the students can speak freely about their opinions. In addition, the questions in the first section were asked randomly. This also positively influences the validity of the research. Within Hofstad Lyceum the junior- and senior year students of both higher general secondary education and pre university education have been questioned. The total comprises approximately 300 students.

This research specifically focuses on the junior and senior year students. The reason for using both first- and fifth year lies in the fact that these years are most suitable for comparison. Most educational experiences related to forming an attitude towards globalization take place between first — and senior year. Moreover, in the fourth and fifth grade the students also get the subject social studies that teaches the students about globalization. Finally, whereas in the earlier years of life parents are mostly important in developing the attitudes, in adolescence students are expected to develop their political identities individually. Therefore, measuring at the beginning and end of adolescence seems appropriate for measuring the attitude towards globalization.

The questionnaire was based on the earlier mentioned indicators of the dependent variable, which originate from prior research (Chui & Leung, 2013). In addition, it contained a section “orientation towards international study activities”. The questionnaire was divided into two parts, where the first part contained three sections. All questions in these sections were related to the dependent variable. Part one contained the section “Attitudes towards Globality and Cosmopolitan Culture”, with the subsections: Ethnocentric tendency, Interest in foreign affairs, Orientation towards international volunteer activities (Yashima 2010 from Gouran and Nishida 1996; Gudykunst 1991, 1993; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004; Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004). Part two contained some general introduction questions. Age, gender, level of study, taking the social science course, taking part in the bilingual program, and earlier intercultural experiences, including participation in exchange study programs, participation in international school trips and participation in internationally oriented projects (Chui & Leung, 2013, 112).

In the questionnaire were two different types of questions. In the first section, Likert’s response categories were used to constitute a range from “strongly agree,” “agree,” “uncertain,” “disagree,” to “strongly disagree”. In items keyed positive, “strongly agree” received 5 points, “agree” 4 points, and so on. For negative-keyed items, the scoring was vice-versa, that is, “strongly agree” received 1 point, “agree” 2 points, etc. (Tahir 2011, 7). In the second section more general questi-

ons, as well as questions about the students' participation in internationally oriented activities were asked. These questions were answered by using multiple choice questions.

The students were first divided by year in groups of two. After this divide the students were also divided by the amount of internationally oriented activities that result in four different groups. These groups were created by splitting the group two times. First, the group was split into junior students and 5HAVO and 5VWO (senior students). This creates the first two groups.

- Group one: All junior students
- Group two: All senior students

Also, these two groups were split by dividing them into students who had participated in three or more internationally oriented activities and students who had participated in fewer than three. This resulted in four comparable groups, comprising all students in this research. The first group comprised freshmen (first year) students. Second, the group with senior (fifth year) students. These groups were then split into students who had- and had not participated in more than three internationally oriented activities. This created four comparable groups.

- Group one: junior students who had participated in fewer than three internationally oriented activities.
- Group two: junior students who had participated in three or more internationally oriented activities.
- Group three: senior students who had participated in fewer than three internationally oriented activities.
- Group four: senior students who had participated in three or more internationally oriented activities.

Group two was very small, as students who had only been in high school for a few months would not have participated in more than three activities. This group will not be taken into account in this analysis. All in all, the creation of these four groups was expected to show differences between junior and senior students, and a difference in attitudes towards globalization between students who had and had not joined in three or more internationally oriented activities.

3.3 Method of analysis

The research makes use of both quantitative- and qualitative analysis. Within the qualitative research the internationally oriented activities were dealt with in some depth. All activities were put into categories as in table 1, table 2 and table 3. According to their category the influence of these activities on the attitude towards globalization is explained. Furthermore, the overall influence of these activities is discussed.

For the quantitative analysis some basic statistical techniques were used to analyze the results of the questionnaire. A descriptive analysis was used to describe the general characteristics of the results of the questionnaire. The compared means of the answers to the questions are shown in table 4 and table 5. This is done as with the groups that were mentioned earlier. In other words, the compared means of the answers are shown by year and by amount of internationally oriented activities or both combined. As the most noteworthy questions are discussed in the analysis, graphs of the compared means of the answers are used to underline the findings. Furthermore, several meaningful findings are highlighted and elaborated upon, using more qualitative analysis.

3.4 Limitations of the method

Attitude research has its limitations. As mentioned in the theoretical section, extra-curricular education is not the only factor that influences political attitude. Also what is taught at school; what students learned from their own experience in the family and from their parents, by going to school and being in that social environment, the community (ies) where they participate, what they observe in the media, the wider political culture in their country, and personal economic situations are influencing attitudes. Moreover, students might be intrinsically interested in globalization. In these cases, it is not the internationally oriented activities that influence the attitude toward globalization, but intrinsic motivation. These more interested students may tend to participate more often in the activities. Also, these students will probably gain a more positive attitude towards globalization anyway. On the other hand, students who are not intrinsically interested in these activities will remain uninterested, as they will not participate in these activities if they are not obliged to. As most of the activities are voluntary these students remain uninterested. This means that it may well be that not all students gain a more positive attitude toward globalization, but only the more interested students that were already interested and more positive.

These limitations imply that the results of this research need to be used with care. It has to be taken into account that the relation may seem causal, but this may not be the case. In other

words, internationally oriented activities do have an influence on the attitude towards globalization. However, an increase of one extra internationally oriented activity does not automatically mean an influence on the attitude towards globalization. Therefore, the results of this research have their limitations and the context needs to be mentioned when referring to the results of this research.

4. Analysis of the internationally oriented activities of Hofstad Lyceum

As mentioned earlier internationally oriented activities influence political learning and behavior. However, since this influence as yet remains unspecified the upcoming section intends to specify the potential influence. Therefore, all types of internationally oriented activities in the analysis are divided into three general groups. First, the general international projects are looked at, then the international trips and finally the international exchanges and all other international activities.

4.1 International activities

Hofstad Lyceum has a specific foreign activities plan which functions as a guideline for such activities within the school. It is claimed that the activities help with the education of their students, both personally and internationally. At a personal level the activities help to improve social skills, more specifically cooperation with one another, learning to study and organizing projects independently, improving on planning for study activities, improving fluency in both Dutch and English, enhancing speaking-, listening-, writing- and reading skills and improving cooperation among students in class and in school. At the international level students improve their language skills, primarily English, improve their knowledge about other regions and countries and get to know different cultures and histories of foreign countries. In addition, most of the time these activities contain social and cultural activities which increase the general knowledge of students (Hofstad 2008, 1-2) (Interview, Van Nispen).

Above all, these internationally oriented activities help to develop a positive attitude towards the surrounding world and international citizenship. Furthermore, they create new challenges and fields of interest, hereby enriching the knowledge and perspective of the world (Hofstad 2008, 2). Different points of view are presented to the students and it is made easier for the students to reflect on their own work situation. This creates the ability for students to cooperate and seek for solutions in deal with these new challenges, as they are expected to do within their own community (Hofstad 2008, 2). Last but not least, they also have a positive influence on the motivation of students, as these activities are an attractive way for students to learn and commit themselves.

Hofstad Lyceum has created study goals for all years, including international knowledge, -skills and -attitudes. These goals function as guidelines for what students need to know and understand. They are trained within regular classes. The internationally oriented activities complement the classes and thus elaborate on the knowledge and understanding needed to achieve these goals.

These goals give more insight into what way the internationally oriented activities complement to the schools normal classes (Hofstad 2008, 9-15).

4.2 International projects

Hofstad Lyceum offers six projects with special orientation towards internationalization as shown in table 1. Taking part in two of the projects is obligatory for all students who do not enter an international trip. These six projects have different backgrounds. The international sports tournament with schools from Barcelona and Rapperswill-Jona is a sports project where students interact within another on a sportive level. The international Lego League is an international Lego robot challenge where teams from several countries compete against each other to build the best Lego robot. If teams reach the international final they will compete against teams from all over the world. The Shell Eco marathon — where an energy saving car is build — includes a competition where teams compete for the best car. This competition starts at the beginning with teams from several different countries. “The big Europe-trip” (first year) is an in-school project. Within these projects students learn about big cities in Europe by doing an informative game. “A Cultural trip around the world” (second year) is an in-school project. In the project students are educated about the different cultures in the world. MUNESCO is a simulation game where all UNESCO-schools of the Netherlands are taking part. It is based on how the United Nations operates (Interview, Van Nispen). The participating students recreate the United Nations and try to solve a problem in the world within this recreation of the United Nations.

Political learning seems to be at its best when students actively participate in international projects, when active learning is most effective. The first three projects contain several international elements. However international collaboration and international learning are not the main themes of these projects. As these first three projects are not primarily internationally focused they are expected to be less influential on the attitude towards globalization than the international trips and exchanges.

Within the other three projects that were mentioned above there is a high level of active participation, as they are games or simulations with an international dimension. However, the two obligatory projects and the MUNESCO project do not offer any “physical” international dimension, only a “virtual” trip around different countries. They stimulate students to get familiar with thinking “internationally” and make students understand the important differences among countries in the

world. However, they are not able to actually collaborate and debate about problems and differences in opinions. Also these projects are not primarily internationally oriented and therefore reasonable to be less influential on the attitude towards globalization than the international trips and exchanges.

4.3 International trips

Hofstad Lyceum offers twelve international trips to its students as mentioned in table 2. First, the school provides three trips of one week to Rome, Prague or Barcelona. Second, there is a two day trip to Xanten. Third, there is a two day trip to Trier. Fourth, there are three trips for students who follow the bilingual program. Moreover there are one day trips to Woodbridge and Colchester, a week trip to Sussex, Bourne College and to London (Interview, Van Nispen). These eleven trips offer an active experience where students get in touch with a foreign country. However, like the international projects mentioned earlier, these trips do not primarily aim at educating students in international values and behavior. Moreover, these trips offer only a marginal number of activities that stimulate thinking about other cultures. Likewise, these trips have minimal or no time for interacting with students from other countries. Furthermore, the trips are — apart from a small educational part — mostly for entertainment. Still, students get in contact with foreign citizens in the form of cultural activities and casual interaction in for example shops. In this way students can “get a bite of” the foreign culture. This makes these trips somewhat influential on the attitude towards globalization. In comparison with the international projects these trips seem to be equal or slightly more influential on the attitude towards globalization.

4.4 International exchanges

Hofstad Lyceum offers five international exchanges. The exchanges shown in table 3 are discussed more in depth. First, there is an exchange with the IGS Franzisches Feld from Braunschweig in the context of mutual tolerance. Within this exchange students look at tolerance through historical events of which examples are given in the next paragraph. Second, there is an international week “Europe, that's us!” in Aurich with students from Germany, Spain and Italy. This project has a different internationally oriented theme every year. The participants do not go to the home country of all participating students, but to the Europahaus, where they exchange experiences and work together in an international environment. Furthermore, a Future Energy project contains a mutual exchange

with the IGS Franzshes Feld from Braunschweig. Fourth, there is an exchange with the Ichikawa High School in Tokyo. Last, there is an exchange project called Dreams and Teams. This exchange focuses on improving your sport leader skills (Hofstad 2008) (Interview, Van Nispen). In this exchange students improve their skills in working as a team and leading a team, or organizing a tournament.

All the above mentioned exchange projects provide a way for students to get in touch with students from other countries and other cultures. For example, in the exchange project with the IGS Franzshes Feld from Braunschweig students collaborate with German students during a visit to the city of Braunschweig and fill in culturally oriented questionnaires (Interview, Van Nispen). In addition, the group visits Bergen Belsen, the concentration camp where Anne Frank and her sister Margot died and they visit Berlin - primarily its cultural tourist attractions like the Holocaust-monument, Brandenburgertor and Checkpoint Charlie (Interview, Van Nispen). Within the general framework of “tolerance” students discuss and reflect on the different cultural- and historical backgrounds of the participating countries, thereby learning from the views and opinions of students from other countries (Hofstad 2008, 35). These trips highlight the importance of accepting one another no matter race, background or opinion.

Although all these activities do not aim at students acquiring political attitudes and likewise do not focus on making students become more politically active, they — of course-contribute to acquiring political attitudes. As these exchanges — where students acquire political attitudes — in fact are interactive discussion-based activities, entailing a more active participation by students, they will result in a higher degree of political interest. Complementary to earlier mentioned research by De Weerd et al. (2005), Oesterreich (2002) and Schulz et al. (2010), political interest is improved by a more active participation from students in internationally oriented activities. As international exchanges are highly interactive, they result in a higher degree of political interest and as Hahn (1998) suggests they have the most positive influence on attitudes towards globalization. Thus, in line with these researches we see that especially these exchanges lead to a more positive attitude towards globalization.

4.5 Other internationally oriented activities

Within Hofstad Lyceum are different projects with internationally oriented activities that cannot be placed in one of the above mentioned groups. There are several projects where students from Ro-

mania, Bulgaria and Japan visit Hofstad Lyceum. Within these projects there is limited contact between students from Hofstad Lyceum and the guests as these visits are mostly short and aimed at visiting as much of the school and the city as possible. Furthermore, they do not have an internationally oriented theme. The students from Hofstad Lyceum do therefore not actively interact with these guests. Although they may well be very useful for the visiting students they are not as effective by far as international exchanges.

4.6 Bilingual program

The bilingual program comprises extra international trips. The students are offered to go on three trips in their first three years at school. Junior students visit Colchester, England. In the second year students go to Chichester/Sussex. During their third year the students visit London. On all these trips to England students from Hofstad Lyceum meet local students (Interview, Van Nispen). Thus, they offer an interactive experience with students from another country instead of a 'normal' international trip, such as the city trips mentioned above. Even if these trips do not have a specific international theme their interaction may well contribute to a more positive attitude towards globalization.

5. Analysis on the influence of internationally oriented activities on attitudes towards globalization

Students acquire political attitudes through education, among others the attitudes towards globalization. These attitudes towards globalization were researched. Students acquire them in both formal education and extra-curricular activities. Extra-curricular activities that focus on internationalization are called “internationally oriented activities”. In this section the attitudes towards globalization are captured by the questionnaire among the students of Hofstad Lyceum. The results show to what extent these internationally oriented activities have an influence on the attitudes towards globalization.

5.1 Selection of discussed questions

All students who answered the questionnaire were first divided into two groups on the basis of the year in which the students study. The averages of the answers to the questions are presented in figure 1. Table 1 highlights the answers to questions 7, 13 and 14 where there seems to be a positive influence in the attitude towards globalization, when we distinguish the groups by grade: (7) “I often talk about situations and events in foreign countries with my family and/or friends,” (13) “I would consider taking an international internship” and (14) “I do not want to live outside the Netherlands when I am older (R)”.

In contrast with these questions that seem to have a positive influence on the attitude towards globalization there are also several questions that indicate a more negative influence. The following questions seem to stand out as showing a decrease in positive attitude when sorted by year: (5) “I do not particularly enjoy being with people who have different customs or values,” (10) “I am very interested in volunteer work in developing countries” and (11) “I plan to be involved in international volunteer activities in one way or another”.

Figure 2 shows the average of all answers to the questions that were calculated in relation to the amount of internationally oriented activities. Table 2 highlights the answers to question 4, 7, 13 and 14 where there seems to be a positive influence. These questions are (4) “I prefer to work with people who have similar ways of thinking and values to mine,” (8) “I have a strong interest in international affairs,” (13) “I would consider taking an international internship” and (14) “I do not want to live outside of the Netherlands when I am older (R)”.

However, there are also several questions indicating the opposite. The following questions seem to show a decreasing influence: (5) “I do not particularly enjoy being with people who have different customs or values”. (10) “I am very interested in volunteer work in developing countries”. (11) “I plan to be involved in international volunteer activities in one way or another”.

Finally, both year and amount of internationally oriented activities are taken into account. As both are shown in one figure it becomes clearer to what extent political learning in the attitude towards globalization takes place and if internationally oriented activities seem to matter. By creating the four groups where the amount of international activities are sorted among the year, we see several meaningful increases. Three questions show a noticeable increase in means of all the answers given. These questions are (4) “I prefer to work with people who have similar ways of thinking and values to mine,” (13) “I would consider taking an international internship” and (14) “I do not want to live outside of the Netherlands when I am older (R)”. The compared means of the answers to these questions are as well as the prior mentioned questions not significant due to the low amount of participants per group.

All three questions show a positive increase in means of the answers that point towards a positive influence of internationally oriented activities towards the attitude of globalization. In contrast with these three questions there are also several questions that indicate a negative influence. Question (5) “I do not particularly enjoy being with people who have different customs or

values," (9) "I am not very interested in overseas news (R)" and (6) "I often read and watch news about foreign affairs" are highlighted as questions that show a negative score for the compared means of the answers.

The analysis only focuses on three of the four groups. Thus, the group of students who are junior students and who have done more than three internationally oriented activities is shown in Figure 1 till 6 but have not been taken into account in the analysis. This group is too small, as there are almost no students who have already completed three or more internationally oriented activities when they are in the first year. In addition, the tables are in Dutch as the questionnaire was answered in Dutch.

5.2 General analysis

Within a three week period 259 students responded from which 240 responses were usable for analysis. The other responses were either invalid or unreliable. The students who participated varied in age among 12 - 19. Most students in the junior year are 12 or 13 years old. There are 95 twelve-year-old students and 48 thirteen-year-old students. The other students in the junior year are nine — one exceptional prodigy- and fourteen. The students in the senior year vary between 15 and 19 years old, with most of them being 16 or 17 years old. The questionnaire was answered by 43 sixteen-year-old students and 30 seventeen-year-old students. The other students in the senior year are fifteen, eighteen and nineteen. The respondents come close to a perfect balance between men and women. 124 students who participated are male and 113 are female. Three students did not want or forget to mention their gender.

In the questionnaire 101 Havo, 95 VWO and 44 bilingual (TTO) students participated. The year division was as follows: Junior year provided 149 students, which is 62,3% of the total number of students who participated in the questionnaire. Senior year thus contributed 90 that is 37.7% of the number of students who participated in the questionnaire. The other three students are probably gymnasium students (VWO with classical languages), as this option was not indicated specifically. Two students gave as feedback that they had filled in "none of the above" as they were in gymnasium. One student did not answer this question.

Social science is taken by 31 students. This implies that 207 do not study social science. Two students did not mention if they follow social science. In other words, 86,3% do not study so-

cial science and therefore only have social studies. This means that most students do not have extra education in class where they may acquire political attitudes.

The nationalities of the participants show a diverse range of origins. The predominant nationality is Dutch. 152 students say that they are Dutch. The other students give diverse answers. Fourteen students say that they have more than one nationality. These students say that they have both a Dutch and another nationality. Most likely these are students with a Moroccan, Turkish and Surinam ethnicity, who often have two passports. One student has three nationalities including Dutch. Three students did not fill in their nationality.

Among all students only 35 students have joined more than three activities. The other 187 have joined fewer than three activities. Strikingly, a high number of students, eighteen, did not or not correctly fill in this question. A possible explanation might be that students did not know in how many internationally oriented activities they have participated, or they did not know if a project that they participated in was labeled as international so they chose not to answer this question.

5.3 Outcome per question

This section analyses the outcome of the questionnaire per question by year and by amount of internationally oriented activities. For all questions the results that show a positive influence of taking part in more than three internationally oriented activities are discussed by year and amount of internationally oriented activities. First, the outcome by year/amount of internationally oriented activities and both combined is discussed in the following order: first 13 and 14, then question 4. Third, question 7 is discussed for the divide by year. Last, question 8 is discussed for the amount of internationally oriented activities.

The results that seem to show a more negative influence of taking part in more than three internationally oriented activities are discussed by year and amount of internationally oriented activities. First, the outcome by year/amount of internationally oriented activities and both combined are discussed for question 5. Second, question 10 and 11 are discussed per year and for the amount of internationally oriented activities. Last, question 6 and 9 are only discussed by year and for the amount of internationally oriented activities combined.

Question (13) "I would consider taking an international internship," shows a slight increase in compared means of the answers divided by year. The junior year students show an average score of 3,18. The senior year students have a slightly higher score of 3,32 in table 4. This makes students more willing to do an international internship. A possible explanation might be the higher age and international experience. Almost all students in the junior year have the age of eleven till thirteen. At this stage of their life you are very attached to your parents and their homes. In other words, they are mostly not yet thinking about their future in the sense of "place to live" and are less able to think of themselves living separated from their parents. On the other hand, students who are in the senior year are orientating themselves on studies and places to study. Therefore, students who find out their preferences in study and place to study may more actively consider taking an internship abroad. In addition, students become less attached to their parents and tend to choose their own path in life. These students become freer and less detached to home, that might make it easier for students to do an internship in another country. Moreover, as students get older they have seen more of the world through internationally oriented school activities and personal activities. This could create a better understanding of the life in other countries which makes it more conceivable for students to study and live in another country.

Questions	Means first year one	Mean fifth year students
Part 1: “Attitudes towards Globality and Cosmopolitan Culture”		
Ethnocentric tendency	3,50	3,30
(1) I enjoy collaborating with people who have different customs or values. (R)	3,83	3,88
(2) I sometimes feel uncomfortable with what foreigners do or say.	3,05	3,17
(3) I would rather work with someone who is like me than with someone who is different.	2,51	2,69
(4) I prefer to work with people who have similar ways of thinking and values to mine.	3,83	3,52
(5) I do not particularly enjoy being with people who have different customs or values.		
	3,44	3,49
Interest in foreign affairs	3,25	3,41
(6) I often read and watch news about foreign countries.		
(7) I often talk about situations and events in foreign countries with my family and/or friends.	2,97	2,61
(8) I have a strong interest in international affairs.	2,95	2,51
(9) I am not very interested in overseas news. (R)		
	2,89	2,86
Orientation towards international volunteer activities	3,18	3,36
(10) I am very interested in volunteer work in developing countries.	3,12	3,30
(11) I plan to be involved in international volunteer activities in one way or another.		
Orientation towards international study activities		
(12) I am thinking about studying abroad in high school		
(13) I would consider taking an international internship		
(14) I don’t want to live outside of the Netherlands when I am older (R)		

Table 4. Students’ attitude towards globalization by year.

The question (14) “I do not want to live outside of the Netherlands when I am older (R)” shows a medium increase of the compared means of the answers by year. The average scores of the junior year students is 3,12 and the senior year students 3,40 (table 4) indicate an increase in students wanting to live outside of the Netherlands when they are older. The possible explanation is somewhat similar to the earlier explanation of question 13, as both age and international orientation may have influence. As taking an internship in a foreign country most of the time results in a temporary shift of living place. As students consider an internship and become more detached from their parents they are expected to become more positive about building a living on their own in a foreign country. In addition, students get more educated in the effects and impacts of learning in another country by taking part in internationally oriented activities like international exchanges. In these exchanges they may test themselves if they would really want to live in another country.

Both questions 13 and 14 are discussed with respect to the amount of internationally oriented activities. These questions show the biggest increase in compared means of the answers that makes students more willing to consider taking an international internship. In table 5 question 13 show an increase from 3.19 to 3,65. In table 5 question 14 shows an increase of 3,16 to 3,56. These two questions seem to have almost the same possible explanation for this rather big increase as the ones mentioned earlier. As both questions make students consider if they want to live in another country. Students who join more internationally oriented activities, especially exchanges, do actively experience living in another country. When students get comfortable and experienced in living in another country it may become easier to relocate into another country. This results in a higher interest and a higher rate of actually considering to (temporarily) relocate to another country. These students feel more positive towards citizens of foreign countries as they want to live with them.

Questions	Means first year one	Mean fifth year students
Part 1: "Attitudes towards Globality and Cosmopolitan Culture"		
Ethnocentric tendency	3,43	3,37
(1) I enjoy collaborating with people who have different customs or values. (R)	3,81	3,93
(2) I sometimes feel uncomfortable with what foreigners do or say.	3,14	2,88
(3) I would rather work with someone who is like me than with someone who is different.	2,54	2,81
(4) I prefer to work with people who have similar ways of thinking and values to mine.	3,72	3,41
(5) I do not particularly enjoy being with people who have different customs or values.	3,50	3,26
Interest in foreign affairs	3,38	3,11
(6) I often read and watch news about foreign countries.		
(7) I often talk about situations and events in foreign countries with my family and/or friends.	2,89	2,70
(8) I have a strong interest in international affairs.	2,85	2,37
(9) I am not very interested in overseas news. (R)	2,90	2,70
Orientation towards international volunteer activities	3,19	3,65
(10) I am very interested in volunteer work in developing countries.	3,16	3,56
(11) I plan to be involved in international volunteer activities in one way or another.		
Orientation towards international study activities		
(12) I am thinking about studying abroad in high school		
(13) I would consider taking an international internship		
(14) I don't want to live outside of the Netherlands when I am older (R)		

Table 5. Students' attitude towards globalization by the amount of intentional oriented activities.

Figure 1 and 2 show the compared means of the answers by year and amount of internationally oriented activities for question 13 and 14. Both questions are discussed together as both questions are highly related as mentioned earlier. In both figures we see an interesting increase of the means of the answers for the students who have taken part in three or more internationally oriented activities. The increase of the means for the answers to question 13 are slightly bigger than question 14 indicating that students would rather consider internship after doing three or more internationally oriented activities than consider to live in a foreign country for the rest of their lives. In addition, both questions imply that students who participated in more international activities become more positive towards taking an internship and living in other countries. As a matter of fact, these students would sooner consider interacting with foreign students and citizens. This makes their attitude towards globalization more positive.

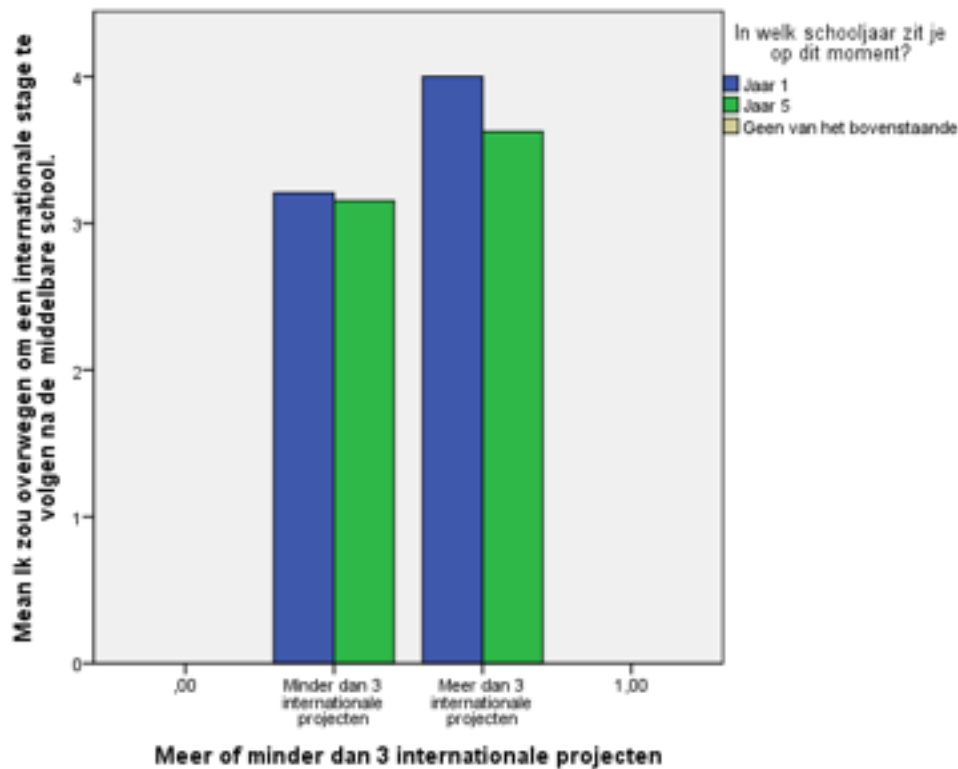


Figure 1. Compared means of the answers to question 13.

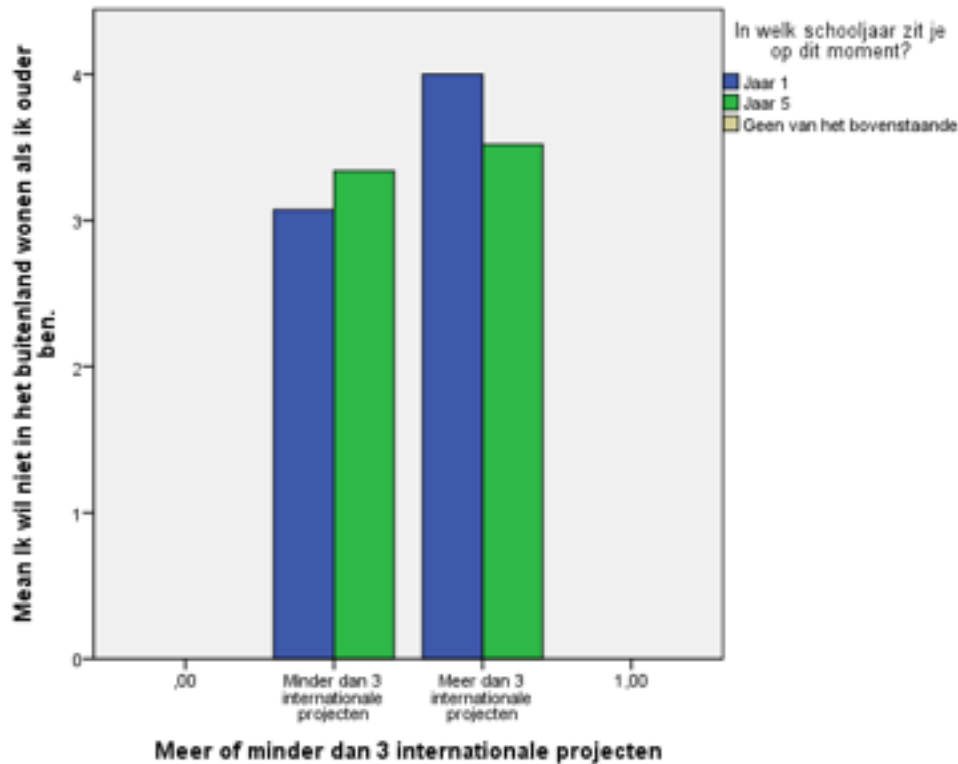


Figure 2. Compared means of the answers to question 14.

For the amount of activities we discuss question (4) “I prefer to work with people who have similar ways of thinking and values to mine”. The compared means increase from 2,45 to 2,81 in table 5. After reversing this question it shows that the students who have joined more than three international activities become more positive towards working with people who have similar ways of thinking than students who have not. A possible explanation might be that as they are exposed to working and collaborating with foreign students and therefore students from a different culture and thinking, they become more positive towards these students. By getting more into contact with these students, as students who have done more internationally oriented activities are, it is reasonable that these students become more positive in working with students who have other ways of thinking and values.

Figure 3 shows averages for the answers to question 4. These are by year and by amount of internationally oriented activities. The figure shows an increase of the compared means of the answers from around 0.4 for students who participated in more than three internationally oriented activities. This increase implies that students who have taken part in more than three internationally oriented activities become more positive in collaborating with students with a different way of thinking and different norms. If you put this question into a globalization perspective it means that stu-

dents who have participated in internationally oriented activities become more open towards working with people — students from other countries — who have different cultures and norms. Furthermore, these students feel more positive in towards taking the initiative to cooperate with people from another country as this corporation may be beneficial for them. Therefore they have a more positive attitude towards globalization.

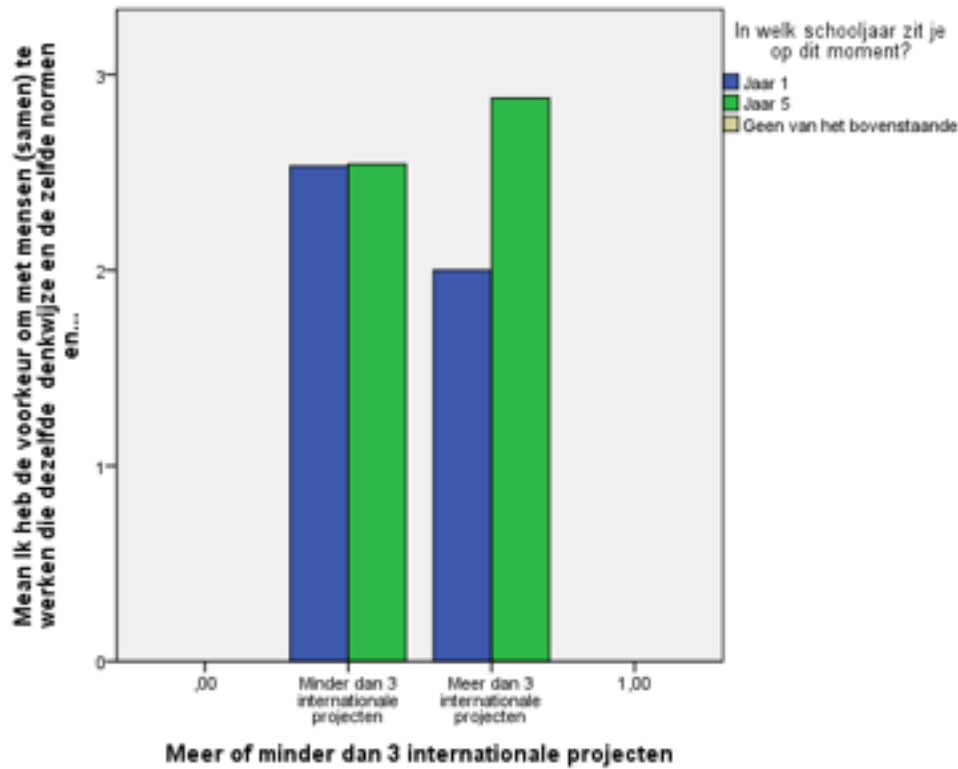


Figure 3. Compared means of the answers to question 4.

Question (7) "I often talk about situations and events in foreign countries with my family and/or friends," shows a small increase in compared means of the answers, when compared by year in table 4, from 3,25 to 3.41. Students seem to talk more often about situations and events in foreign countries with their family and/or friends when they are in a higher grade. A possible explanation for this small increase might be that students who come from elementary school are not used to go to an internationally oriented school. Therefore, they might become more interested in these international affairs as they get in touch with internationalization through internationally oriented activities during their school career. These activities create awareness of international problems and news that will be discussed at home. This discussion provides the students with more different perspectives on the international problems and news. Therefore, students are better able to support their opi-

nion on international problems and news. This results in better informed students on international problems and news.

The answers to question (8) “I have a strong interest in international affairs” show a slight increase in compared means of the answers, which suggests that students have more interest in international affairs when they have joined more than three internationally oriented activities. Table 5 shows this increase of 3,30 to 3,56. The result of the answers might have two possible interpretations. One explanation for this increase may be that students who participate in more internationally oriented activities are more intrinsically interested in international activities. Internationally oriented activities that are not obligatory will presumably attract students who are interested in international affairs. Therefore, students who participate in more than three activities must have participated in at least one non-obligatory activity. These students who participated in more than three activities are expected to be intrinsically interested in international affairs.

Another possible explanation is that students’ interest in international affairs increases by taking part in several internationally oriented activities. By taking part in the activities students see — in an attractive and interactive way — how interesting international affairs can be. By discussing these international affairs and listening to the opinions of students from a different origin they get more interested and remain more interested in international affairs. This increase in interest makes students consider more actively in what way international affairs may be in their interest. This makes students better informed about international affairs. These students are therefore better capable of understanding the benefits cooperating to overcome and resolve international problems which are most of the time related with international affairs. This leads to a more positive attitude toward globalization.

In contrast to the questions that seem to have positive influence on the attitude towards globalization also several questions show a decrease in compared means of the answers. In other words, the answers to these questions suggest a negative influence of year or/and the amount of internationally oriented activities on the attitude towards globalization.

Table 4 shows a small decrease in compared means of the answers from 3,83 to 3.52 for question (5) “I do not particularly enjoy being with people who have different customs or values”. As this is a (negative) question the answers have been reversed. Students in the fifth grade have less enjoyment in being with people who have different customs or values than students in the first gra-

de. A possible explanation for this decrease may be that students identify this question with national multicultural issues. In Holland is a debate on multicultural issues in society and how to solve these problems. This is a rather vehement debate that might influence the answers to this question. Students may connect this question with other local ethnic groups than the people they might have been in touch with or educated about. Also, students may identify this question with the situation in their own school. In Hofstad Lyceum is a change in the balance of ethnicities of the students in the school. Over the last few years there has been an increase of students with a foreign ethnicity (interview Van Nispen, 2014). This increase provokes the same debate on multicultural issues as at national level. Actually, internationally oriented activities are mostly oriented towards western and European countries. As this focus does not come across that well in the questions the answers may not fit into the actual interest of the research.

Table 5 discusses question 5. The compared means of the answers show a decrease from 3.83 to 3,58. As this question is reversed students have less enjoyment in being with people who have different customs and values when they have participated in more than three internationally oriented activities. In other words, this indicates that participating in internationally oriented activities leads to less appreciation of people who have different customs or values. As mentioned earlier a possible explanation might be found in the fact that students answer this question based on the feeling towards citizens from their own country who have different customs and values instead of citizens from foreign countries.

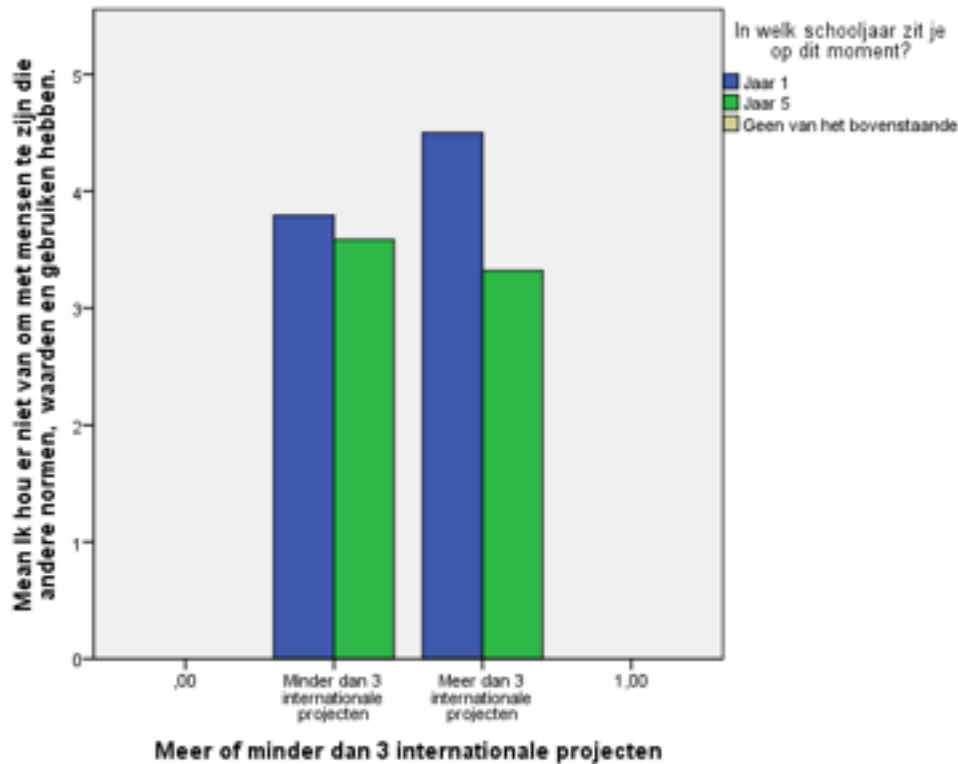


Figure 4. Compared means of the answers to question 5.

Figure 4 shows the compared means of the answers for question 5 compared by year and by amount of internationally oriented activities. For the students who participated in fewer than three international projects we see a decrease between the junior and the senior students in compared means of the answers. In other words, students who participated in more than three international activities have less enjoyment towards people who have different customs or values than students who participated in fewer than three international activities. This implies that these senior become more negative in the attitude towards globalization while they do not like students who have different customs or values. The possible explanation has already been given and might be found in the fact that students answer this question based on the debate on multiculturalism within their country or school.

Questions (10) “I am very interested in volunteer work in developing countries” and (11) “I plan to be involved in international volunteer activities in one way or another” are analyzed together as both questions are expected to have the same possible explanation for the decrease in interest in volunteer work in developing countries and the willingness to get involved in international volunteer activities in one way or another. In table 4 we see a decrease in the compared means of the answers for question 10 from 2,89 to 2,70 and a decrease from 2,85 to 2,37 for the answers to ques-

tion 11 when divided by year. Although the answers to question 10 shows the same decrease as the answers to question 9, we mention question 10 as it has the same subject as question 11. Both questions are the only ones about volunteering. They both show a decrease which makes them noteworthy. Students in the senior year seem to be less interested in volunteering than students in the junior year. This decrease in interest might occur because students become older and more aware of the sacrifices volunteering may need. For example students would need to relocate and are not able to work to provide for a living. In addition, senior students are expected to go to college or university. As these students are very close to start a study that is more in their field of interest they might give this study priority over volunteer work.

Questions 10 and 11 show a noticeable decrease when compared by the amount of internationally oriented activities. The answers to question 11 show a decrease from 2.97 to 2.61 whereas the answers to question 10 show a decrease from 2.95 to 2.51. When the decreases of question 10 and 11 are shown beside each other it stands out that the decrease between the two questions is almost the same. Students seem to become less interested in voluntary work as they have participated in more internationally oriented activities. As earlier explained this decrease may be the result of students becoming less interested in volunteer work when they get older and when they realize what sacrifices they need to make. At the age of 14 students are able to get a part-time job and become dependent on the money they earn. Therefore, it becomes harder to combine this with their part-time job. In addition, the students are used to the money they earn and are not able to live without it. The students are therefore less expected to participate in international corporations and programs. The students would rather focus on their day to day business which shows that these students do not see the benefit of getting involved in international volunteer activities. This makes them have a more negative attitude towards globalization.

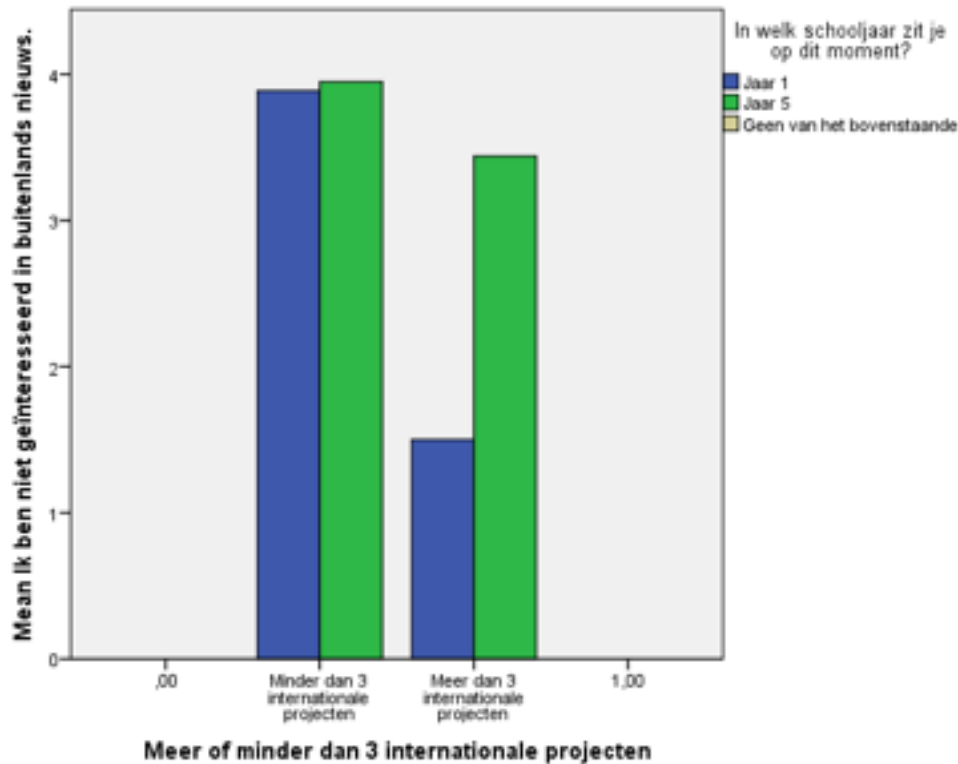


Figure 5. Compared means of the answers to question 9.

Figure 5 shows the compared means of the answers for question (9) “I am not very interested in overseas news. (R)” by year and by amount of internationally oriented activities. For the students who participated in fewer than three internationally oriented activities we see almost no change between the junior and senior students. In other words, students do not become more interested in foreign news, which do not result in more active thinking in the context of globalization. These students are not activated to follow the news by the internationally oriented activities. Therefore, there is no improvement in the attitude towards globalization. The senior students who participated in more than three internationally oriented activities are less interested in foreign news. This implies that these senior students become more negative in their attitude towards following the news. In other words, they are less interested in the news although they have participated in more than three internationally oriented activities.

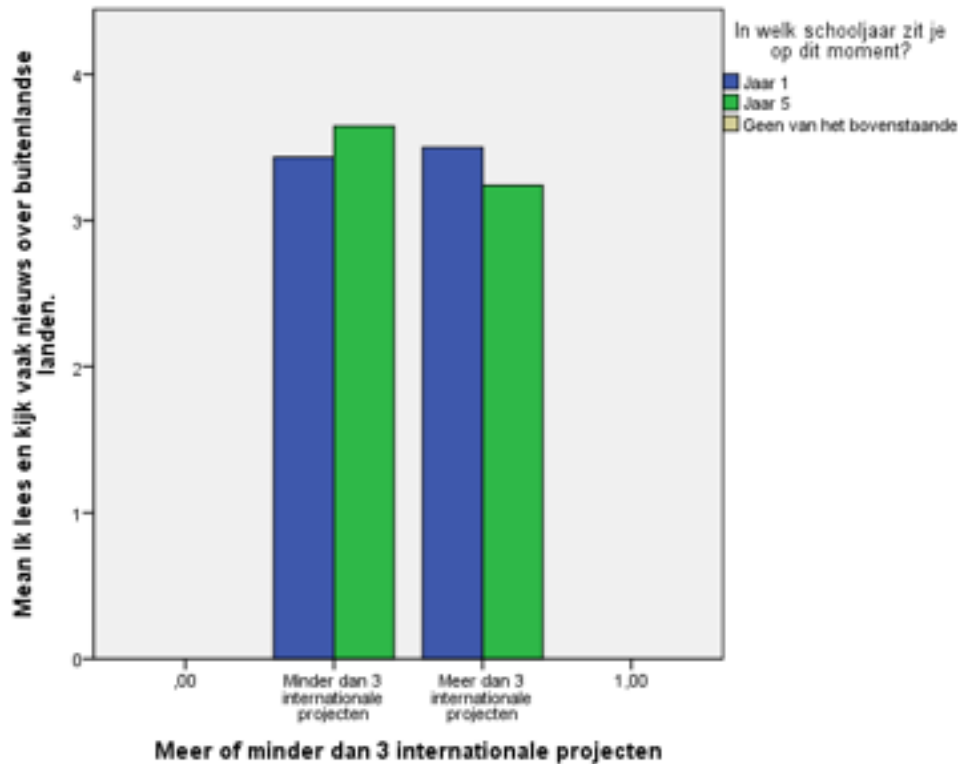


Figure 6. Compared means of the answers to question 6.

In contrast with question 5 and 9 we see for question 6 “I often read and watch news about foreign countries” in figure 6 for the students who participated in fewer than three internationally oriented activities a small increase in compared means of the answers. This small increase between the junior and senior students is remarkable, as the students with more than three internationally oriented activities seem to show some increase in the amount of news they read and watch whereas senior year students who participated in more than three internationally oriented activities seem to read and watch a smaller amount of news. The senior year students who participated in more than three internationally oriented activities seem to read and watch less foreign news. Therefore, they have a more negative attitude towards reading and watching foreign news.

A possible explanation for the decrease might be that students who participate in these activities have a more active school and social life. Therefore, they may have less time to focus on news about foreign countries. For the increase in the amount of news read about foreign countries the earlier mentioned explanation works the other way around. These students have more free time and have more time to follow the news. All in all, participating in more than three internationally oriented activities has a more negative attitude towards globalization when looked at reading & watching news about foreign countries.

5.4 General trends

After analyzing all questions we see some noteworthy trends when looking at the compared means of the answers. The results show a small increase or decrease for all questions. Both year and the amount of internationally oriented activities in which students participated show these increases or decreases. These increases and decreases are in questions that mean almost the same. This indicates that the influence of both political learning by year and the amount of internationally oriented activities is not evident. In addition, all differences are equal to or less than 0.5, which supports these findings. When only looked at the averages of all answers they show that although these changes are small it seems that in general participating in more than three internationally oriented activities has a small negative influence on the attitude towards globalization. This due to the higher amount of questions with a negative score in compared means of the answers than the amount of questions with a positive score.

There is one set of questions from the questionnaire that shows a quite strong positive change when looked at the amount of international activities. The questions about taking an internship and actually reallocation to a foreign country both show an increase of approximately 0.5 when looked the compared means of the answers. This indicates that participating in more than three internationally oriented activities and therefore most likely paying a visit to a foreign country contributes to the willingness to (temporarily) move to a foreign country.

As mentioned earlier both questions about volunteering show a negative compared means of the answers when the results are divided between years and the amount of internationally oriented activities. Both questions have the same volunteering subject that makes the mutual negative compared means of the answers eye-catching and therefore noteworthy. It seems to indicate that taking part in more than three internationally oriented activities during the school period influences volunteer work and the attitude towards it in a negative way.

6. Conclusion

This research started with the research question: to what extent does being exposed to internationally oriented education have an influence on the attitude of students towards globalization? To answer this question, the internationally oriented activities organized by Hofstad Lyceum and a questionnaire among students of Hofstad Lyceum have been analyzed. The internationally oriented activities appear to have an influence on the attitude of students towards globalization in various ways. As these activities have different (even opposite) effects among the different categories of internationally oriented activities they also have different effects on diverse aspects of the attitude towards globalization.

6.1 The influence of different categories of internationally oriented activities

Internationally oriented activities can be put into several categories. The activities with most impact on the attitude of globalization are the international exchanges. These exchanges show the most interactive experience as students get in touch with other students. In addition, students are able to debate and collaborate with each other that makes these activities interactive discussion based. As students are willing to learn from each other they are open to other points of view. This complements the argument of Whiteley (2014) that an active experience is vital in creating political interest.

Internationally oriented activities with a less interactive experience are international trips. Therefore, these activities have less impact on the attitude towards globalization than exchanges. These international trips have a more entertaining aim. Still, they contain several elements that indicate that the trips contribute to the attitude towards globalization. Students get in touch with people from another country in a more cultural way (for example in museums or theaters). In addition, they “taste” the culture and background of the citizens of the country. As it is not necessary for them to interact with local people they are less drawn to engage in a discussion to commit themselves to making contact with these people.

Internationally oriented projects only have a slightly smaller impact on the attitude towards globalization than exchanges. The impact is almost comparable with the international trips. Nevertheless, trips do contain the part of traveling to another country and provide the students with — at least some-interaction with citizens of that country. Projects are held in the home country with a broader theme than internationalization. When these projects do have a more international focus they do not offer any “physical” international dimension. Moreover, students are not able to debate with foreign students who may have different opinions.

6.2 Influence on political attitudes

The results of the questionnaire show that there are both questions that influence the attitude towards globalization positively and negatively. The answers to the questions lead to several different observations. Internationally oriented activities do not or only marginally increase political knowledge. All activities have an interactive and interpersonal experience which helps students to debate with one another. Therefore, the activities do not aim at transferring political knowledge. Students may come across several facts and findings. However, the amount of time spent on knowledge building is relatively small compared to the amount of time they spend on the activity.

On the other hand, these activities give students references for later on in life. For example, students go to the Anne Frank house during the Braunschweig exchange. If several years later Anne Frank is in the news, students may refer back to their visit to the Anne Frank house and recall the feelings and experience. These feelings and experience may put their thoughts into more perspective and highlight the combined history of both the Netherlands and Germany. Students recall their thoughts and are able to meet the news with a more open and internationally oriented view. This provides students with a reference when related international affairs are discussed. As the students have actively experienced the debate with students from the foreign country they are better capable to relate to the situation and to put the points of view of others into perspective.

Thus, we see that these activities have both a short term and long term influences on the attitude towards globalization. Within the short term students gain more experience in interacting with students from another country. They learn to be open and to communicate with students from another country. This makes students more open in debates and should result in students who are better able to communicate with students from other countries.

This research suggests that the influence is more visible when students have left high school. As the results to question 13 and 14 show students seem to have more social willingness to experience the world. These students have more willingness to do an international internship or to live in another country, after they have graduated. As time passes by students are able to put these experiences in perspective and reflect upon them to use this experience in deciding if they want to study or live in another country. In addition, it becomes more likely that the children of these students who have gained several experiences in these internationally oriented activities will not meet with their parents' reluctance to allow them to go on these kind of trips. Therefore, the children of these students will be able to get more internationally oriented as they are encouraged to do so by their parents.

Several researchers argue that parents play a vital role in creating political attitudes (Converse 1964, e.g., Alwin, Cohen, and Newcomb 1991; Jencks et al. 1972; Jennings and Niemi 1982; Miller and Glass 1989). In addition, they claim that the other factors like education only have a minor influence on political attitudes. Peter K. Hatemi et al. (2009) show that the parental role is more complex albeit vital in the development of political attitudes. This research shows that the role of extra-curricular education is only slight. The internationally oriented activities should be seen as unique environment while the participation in the activities is voluntary. This unique environment like for example internationally oriented activities influences, at best, a modest influence on the attitude towards globalization. These findings support the earlier mentioned researchers in their findings that the parental role is a vital one as this takes place in the shared environment.

This research underlines these findings and shows that political attitudes in the field of globalization are only slightly influenced by extra-curricular educational activities such as internationally oriented activities. Several researchers highlight an open and active experience to develop political attitudes (Hahn 1998; De Weerd et al. 2005, 27; Oesterreich 2002 and Schulz et al. 2010). For the attitudes towards globalization this open and active experience seems to have an influence on students who are already interested in internationally oriented activities. These students benefit from the open and active experience and are able to see to what extent they are interested in international affairs and globalization.

The internationally oriented activities which are mostly interactive discussion based do not seem to create a higher degree in political interest as they are not primarily knowledge based. Furthermore, these activities do not seem to make all students more politically interested. As earlier

mentioned they seem to make students more politically interested who are already intrinsically interested. Therefore, there is only a modest influence of internationally oriented activities on attitude towards globalization.

All in all, internationally oriented activities have to be seen as an incentive to act up on interest in international affairs. These activities could help students to realize in what way they are interested in international affairs and in what way they want to become internationally active. Students who already have an interest in international affairs are probably more affected by these activities. These students are intrinsically motivated, which makes them more willing to get what they want out of the activities.

6.3 Limitations

The questionnaire entails several limitations. The questionnaire in this research contained several reverse questions to see if people understood the questions and if the answers were congruent. Looking at the results of the questionnaire we see that the questions are not highly congruent. Therefore, it seems that the students found the questions hard to understand because they were rather abstract especially for the junior students. Teachers who supervised the filling in of the questionnaires by the junior year students specifically told me that the junior year students found the questionnaire hard to fill in (interview Derkx, 2014). One of the supervisors of the junior year students received comments from students who found it hard to count the exact amount of internationally oriented activities that they had joined. Therefore, several students forgot to mention some activities.

Hofstad Lyceum was very helpful in providing the questionnaires to all students. However, due to problems with the school schedule not all students were able to fill in the questionnaire. In this respect, the junior year students were the easiest to deal with and are therefore almost completely represented. However, it was not possible to question all the senior year students. Around 50 students were not questioned.

This research focuses on a school with numerous internationally oriented activities. This makes the school a rather specific subject for this research, namely a school that presents itself as an

internationally oriented school. The differences might even come across better if more schools were included. For example a school that is not an internationally oriented school. A comparison between both schools could show the differences between being an internationally oriented school and not being an internationally oriented school with respect to the attitude towards globalization. In addition, the sample would be larger which increases the validity.

Finally, this research made use of a quantitative- and a qualitative approach. The qualitative part contained the analyses of the internationally oriented activities. The quantitative part measured the attitude towards globalization. The questionnaire was held at the beginning of the senior year, when the activities in which the students had taken part could have been too far back. Therefore, these students could not really relate to the feelings and effects of the activities. A more qualitative interview right after these activities have taken place might provide us with more insight into the influence of these activities, as students are then able to more readily recall the effects of the activities on their feelings and attitude towards globalization. As earlier mentioned there is an ongoing debate in Dutch society about “the multicultural society”. This debate is transferring to Hofstad Lyceum as the school becomes more multicultural. Students question the use and effects of multiculturalism at Hofstad Lyceum. In addition, the students develop attitudes and opinions about other cultures as they are confronted with them within the school. This qualitative method also excludes the interference of influence of the situation at school. In other words, the ongoing multicultural debate in school that seems to interfere in this research can be excluded.

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Appendix

Questionnaire based on Chui & Leung, 2013.
First in English and second in Dutch.

English version of the questionnaire

Part 1: “Attitudes towards Globality and Cosmopolitan Culture”

Ethnocentric tendency

- (1) I enjoy collaborating with people who have different customs or values. (R)
- (2) I sometimes feel uncomfortable with what foreigners do or say.
- (3) I would rather work with someone who is like me than with someone who is different.
- (4) I prefer to work with people who have similar ways of thinking and values to mine.
- (5) I do not particularly enjoy being with people who have different customs or values.

Interest in foreign affairs

- (6) I often read and watch news about foreign countries.
- (7) I often talk about situations and events in foreign countries with my family and/or friends.
- (8) I have a strong interest in international affairs.
- (9) I am not very interested in overseas news. (R)

Orientation towards international volunteer activities

- (10) I am very interested in volunteer work in developing countries.
- (11) I plan to be involved in international volunteer activities in one way or another.

Orientation towards international study activities

- (12) I am thinking about studying abroad in high school
- (13) I would consider taking an international internship
- (14) I don't want to live outside of the Netherlands when I am older (R)

Part 2: "General questions"

15. What high school are you going to?

- Hofstad Lyceum
- Bonaventura college
- None of the above

16. What year are you currently in?

- Year 1
- Year 5
- None of the above

17. What level of education do you do on your high school? (Havo or VWO/gymnasium)

- Havo
- VWO
- None of the above

18. How many international oriented project have you entered? (think about international projects, international trips and international exchanges)

1

2

3

4

5

6

More than 6 namely:

19. Are you following a bilingual program in which you are thought in both Dutch and English? (It counts as following the bilingual program when you are taught in Dutch but your books are in English)

Yes

No

20. Are you currently following the course social science?

Yes

No

21. Gender?

Male

Female

22. Nationality?

Dutch

Other namely:

23. Date of birth?

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

Other namely:

(R) indicates that the item was a reverse item

Dutch version of the questionnaire

Deel 1: "Houding ten opzichte van globalisering en cosmopolitische cultuur"

Etnografische houding

(1) Ik vind het leuk om samen te werken met mensen die andere normen en waarden/gewoontes hebben dan ik zelf.

(2) Ik voel me soms ongemakkelijk met wat mensen van een andere nationaliteit (mensen die oorspronkelijk uit het buitenland komen) doen of zeggen.

(3) Ik zou liever (samen)werken met iemand die hetzelfde soort persoon is als ik, dan met iemand die anders is dan ik zelf ben.

(4) Ik heb de voorkeur om met mensen (samen) te werken die dezelfde denkwijze en de zelfde normen en waarden hebben als ik zelf heb.

(5) Ik hou er niet van om met mensen te zijn die andere normen, waarden en gebruiken hebben.

Interesse in buitenlandse zaken

(6) Ik heb interesse in internationale betrekkingen/internationale zaken.

(7) Ik ben niet geïnteresseerd in buitenlands nieuws.

(8) Ik lees en kijk vaak nieuws over buitenlandse landen.

(9) Ik praat vaak over situaties en gebeurtenissen uit het buitenland met mijn familie en/of vrienden.

(10) Ik ben geïnteresseerd in vrijwilligerswerk in ontwikkelingslanden.

(11) Ik ben van plan om mij op de een of andere manier in te zetten als vrijwilliger voor een of meerdere internationale activiteit(en).

Oriëntatie ten opzichte van internationale studieactiviteiten.

(12) Ik denk erover na om in het buitenland te gaan studeren na de middelbare school.

(13) Ik zou overwegen om een internationale stage te volgen na de middelbare school.

(14) Ik wil niet in het buitenland wonen als ik ouder ben.

Deel 2: Algemene vragen (niet in willekeurige volgorde)

15. Op welke middelbare school zit je?

Hofstad Lyceum

Bonaventura college

Geen van bovenstaande

16. In welk schooljaar zit je op dit moment?

Jaar 1

Jaar 5

Geen van het bovenstaande

17. Welk niveau doe je op de middelbare school? (Havo of VWO/gymnasium)

Havo

VWO

Geen van het bovenstaande

18.

Aan hoeveel internationaal georiënteerde projecten heb jij meegedaan? (denk aan internationale projecten, internationale reizen en internationale uitwisselingen)

1

2

3

4

5

6

Meer dan 6 namelijk:

19. Zit jij in een tweetalige klas waarbij je tweetalig onderwijs krijgt? (wanneer je in het Nederlands les krijgt maar Engelse boeken hebt geldt dat als het krijgen van tweetalig onderwijs)

Ja

Nee

20. Volg je het vak maatschappijwetenschappen?

Ja

Nee

21. Geslacht?

Man

Vrouw

22. Nationaliteit?

Nederlands

Overige namelijk:

23. Geboortejaar?

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

Overige namelijk: