

# EXPRESSION OF YOUTH CITIZENSHIP AND FACTORS PROMOTING IT

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## Abstract

Youth voices and perspectives are a critical component of contributing to positive social change. But there is a clear ‘youth participatory deficit’. Therefore, article aims to identify the expression of citizenship of young people and factors promoting it. Qualitative methods (analysis of scientific literature, group discussion, content analysis) were employed in the research. Group discussion participants – 48 young people living, studying or working in Klaipėda’s city. Literature review revealed variety of citizenship expression forms such as loyalty, patriotism, social responsibility, accomplishing of responsibilities and duties. Group discussion participants statements about their expression of citizenship mostly concerned with belonging to the nation or country and traditional volunteering. Scientists indicate different factors promoting citizenship engagement like education, identifying motivation and interest and so on. Group discussion participants statements analysis reveals some specific factors which would encourage bigger participation of youth in different activities: more and very specific information on different events and possibilities to participate in citizenship activities, suitable time, free of charge participation, activities and information about them must be very interesting or shocking.

**Keywords:** citizenship, youth, volunteering.

## Introduction

**Relevance of the topic.** Scientists (Yarwood, 2016; Bečević, Dahlstedt, 2022) and different documents (Pilietišskumo studija, 2017) states that citizenship is gaining more and more value in today’s rapidly changing world. But at the same time is growing public concern regarding the ‘youth participatory deficit’ and youth dissatisfaction in European societies. In contemporary discourse young people are positioned as a problem associated with a lack of participation in economic, social and political processes, which in turn is seen as a threat to the very foundation of democracy (Bečević, Dahlstedt, 2022). Citizenship (emphasizing the empowerment of every citizen) and its education is an important tool for the solving of complex communities’ problems and the realization of societal progress. Youth voices and perspectives are a critical component of contributing to visions of positive social change (Odera, Davis, Brennan, Dolan, 2022).

**Research problem.** The 2017-2019 action plan for the implementation of the 2011-2019 development program of the national youth policy states that 86.5 percent young people do not participate in the activities of public organizations, and 46.6 percent. young people do not participate and have never participated in voluntary activities. According to the data of Central Election Commission only every third young person who has this right participates in the elections (Jaunimo pilietišskumo ugdymo rekomendacijos, 2021). This shows the lack of active involvement of young people in civic and public life. While preparing for the 2021 European Youth Capital year, the youth of Klaipėda city also identified similar challenges (e.g., Klaipėda’s population is decreasing, the city is aging; weak social and civic activity, lost identity and etc. also where identified). Despite the opportunities provided by the development of technology and the available potential to reduce social exclusion and increase the participation of all citizens in public life, this problem does not decrease by itself. Especially considering the latest statements of pedagogues and psychologists and the results of 2020 research showing that as a result of quarantine and distance learning, the motivation, awareness, activity and sociability of young people are decreasing. Thus, it can be said that without purposeful development of youth awareness, the ability to get involved in decision-making, the problem of active participation can only increase in the future. Mostly studies (Sherrod, Flanagan, Youniss, 2002; Pontes, Henn, Griffiths, 2019; Fennes, Gadinger, 2021; Joris, Simons, Agirdag, 2022; Yang, Hoskins, 2022) and national and international documents concentrates on citizenship education (in schools, universities or other institutions). However, it is more relevant to analyse and recognise the possibilities of young people citizenship promotion. Therefore, this article is concentrated on the young people understanding of citizenship and

it's expression and the youth opinion about the possibilities to promote their citizenship.

**Subject matter of the research** – youth citizenship.

**Research aim** – to identify the expression of citizenship of young people and factors promoting it.

**Research objectives:**

1. To analyze the youth citizenship expression.
2. To reveal factors promoting young people's citizenship.

**Research methods.** Qualitative methods were employed in the research: analysis of scientific literature, group discussion, content analysis. Research was implemented in the scope of the project "Cognize the citizenship". Research participants – young people (14–29-year-old) living, studying or working in Klaipėda's city. The invitation to participate in the project was published in the project Facebook account, sent to the emails of different Youth organizations in the Klaipėda. Data collection – qualitative data / informant opinions were collected in group discussions. 4 discussions were organized; 12 informants participated in each discussion. Research sample consisted of 48 informants. During the discussion 7 questions were presented to the participants. Discussions were recorded; record were transcribed in the protocols. The implementation of research and data analysis general principles of research ethics and qualitative research were followed (Bitinas, Rupšienė ir Žydzūnaitė, 2008; Kardelis, 2017). The answers of the informants are divided according to categories and subcategories. The statements of the informants concerning two questions are analysed in this article.

## 1. Expression of Youth citizenship

Understanding how young people view citizenship and how those perceptions are communicatively constructed is a logical and necessary step in encouraging young people to become actively involved and in designing educational programs that effectively promote civic engagement (Goering, 2013). Therefore, this paragraph is concentrated on the definition of citizenship and possible citizenship activities identification. Although citizenship is a legal category, there also is a long tradition in psychology of measuring individual differences (and their correlates) of virtues such as citizenship, social responsibility, loyalty, and patriotism (Sherod, Flanagan, Youniss, 2002). Citizenship study (Pilietiško studija, 2017) identifies such components of citizenship at the secondary education level as knowing and exploring society, participating, and initiating changes in the community, creating and maintaining social connections. The diversity of citizenship activities is listed in the methodological publication "Jaunimo pilietiškumo ugdymo rekomendacijos" (2021), starting from participation in the constitution exam, volunteering and ending with the involvement in the decision of issues adopted in municipalities. The civic power survey ([www.Civitas.lt](http://www.Civitas.lt), 2020) assesses the participation of Lithuanian residents in voluntary activities, civic organizations and communities, gatherings. Active citizenship connects the diverse identities of members and empowers them to participate in the economic, social, cultural, civic, and political life of society. European Youth Forum Position Paper on "Lifewide Learning for Active Citizenship" (2002) lists involvement, participation, and influence as the parts of citizenship. In Lithuania's strategic documents (Long-term program of civic and national education) citizenship is defined as "an individual's awareness of his rights, responsibilities and duties to a democratic state, activities for the benefit of society, protection of the rights and freedoms of fellow citizens, democracy, and the pursuit of prosperity for Lithuania". Yarwood (2016) analyses bounded citizenship, local citizenship, activist citizenship, citizenship in everyday places. Social participation refers to young people's involvement in associations, sports, leisure and cultural activities (Bečević, Dahlstedt, 2022). Yang and Hoskins (2022) near traditional citizenship activities (voting and volunteering), indicates protest form. Joris, Simons, Agirdag (2022) indicates citizenship as a competence and a toolkit. Traditionally citizenship is rooted in such factors as a common history, language, religion, values, traditions, and culture.

Group discussion participants were asked to explain what their expression of citizenship. Research participants' statements concerning their attitude of awareness of citizenship and it's expression can be classified in to two categories: 1) the category of belonging to the nation or country (Table 1); 2) the category of traditional volunteering (Table 2). Young people actively named accomplishing of different obligations like "performance of duties to the state, society" or "<...> to participate in the elections, it is

a state duty to do something good" and even accomplishing "<...> and military service". Some of informants, while explaining their attitude, said that it is related to the persistent use of different national elements like flag, anthem and / or following national traditions. The participants of the discussion mentioned respect for their country ("this is respect for the state") and the cultivation of traditions and the demonstration of traditional behavior ("... flag raisings and anthem", "citizenship is knowing the history of one's country, observing traditions <...>", "cultivation of traditions", "the flag raised on February 16 is the same citizenship"). Two participants of discussion even mentioned the representation of the country ("representing one's country and promoting it" and "active participation in any activity related to country").

Table 1. Youth attitude towards understanding and awareness of citizenship: the category of belonging to the nation or country

Category	Sub-category	Supporting statements
Belonging to the nation or country	Accomplishing of obligations	"Performance of duties to the state, society<...>" (inf. no. 10). "<...> and military service" (inf. no. 16). "<...> to participate in the elections, it is a state duty to do something good" (inf. no. 21). "<...> participates in the elections of the Seimas, the president and the like, who is interested in the activities of the state" (inf. no. 23). "Citizenship is the duty of each of us to contribute some kind of activity in order to improve the life of the state" (inf. no. 34). "... it is the performance of duties to one's state, nation" (inf. no. 44). "Performing good works for the benefit and in the name of the country" (inf. no. 14).
	Use of national elements (flag, anthem, following national traditions)	"... flag raisings and anthem (inf. no. 2). "Citizenship is knowing the history of one's country, observing traditions <...>" (inf. no. 12). "This is respect for the state" (inf. no. 13). "Cultivation of traditions" (inf. no. 15). "The flag raised on February 16 is the same citizenship" (inf. no. 33).
	Representing Your country	"Representing one's country, promoting it" (inf. no. 43). "Active participation in any activity related to the country" (inf. no. 42).

Source: compiled by authors basing on the data of research, 2021.

Also, when discussing the essence and expression of citizenship, the informants mentioned various activities related to traditional volunteering (Table 2).

Table 2. Youth attitude towards understanding and awareness of citizenship: the category of traditional volunteering

Category	Sub-category	Supporting statements
Traditional volunteering	Volunteering	"Participation in voluntary organizations" (inf. no. 47). "<...> volunteering and military service" (inf. no. 16). "<...> does not seek self-interest<...> when volunteering<...>" (inf. no. 18). "<...> voluntary activity in the name of something good, ... to do something good, to help" (inf. no. 25). "<...> that citizenship is, <...> but also about the same military service" (inf. no. 24). "Active participation in social activities" (inf. no. 31).
	Giving oneself time	"... giving my precious time <...> to make them better. While accomplishing duties <...> I give myself to some noble cause" (inf. no. 1).
	Unselfish activity	"Activities that do not require funds <...> do not expect any reward" (inf. no. 3). "You do work for something, <...> but you don't demand something back, you get some intangible value" (inf. no. 4). "It's selflessness, help, support for those who need it" (inf. no. 48). "To assume the responsibility of caring for the future of the community, the organization, helping others, the desire to help" (inf. no. 11). "... , citizenship is some kind of non-profit activity where you can get involved in that activity yourself" (inf. no. 31).
	Communication and interaction with people	"<...> communication with people: hello, how are You, thank You" (inf. no. 6).

Source: compiled by authors based on the data of research, 2021.

Young people in the group discussion mentioned volunteering (for example, participation in voluntary organizations” or “<...> voluntary activity in the name of something good, ... to do something good, to help”) or acting unselfishly (for example, “activities that do not require funds <...> do not expect any reward” and “To assume the responsibility of caring for the future of the community, the organization, helping others, the desire to help”). Also, informants named giving oneself time (“... giving my precious time <...> to make them better. While accomplishing duties <...> I give myself to some noble cause”) and even simple and polite communication with other people (“<...> communication with people: hello, how are You, thank You”).

The analysis of the examples of citizenship practice named during the discussion reveals the diversity and variety of young people's approach to citizenship and its practice. The mentioned activities relate to cultural and national traditions, traditional volunteering, and everyday politeness.

## **2. Factors promoting young people citizenship**

This paragraph concentrates on the theoretical and empirical analysis of factors, means and ways of promotion of youth engagement in citizenship. Sherrod, Flanagan and Youniss (2002) indicated that for people to become politically involved, they must see something in it for themselves. From the point of view of youth, feelings of efficacy may be a particularly important motivator. The community youth development literature is rife with examples of the exhilarance young people feel by having a voice in community affairs or decisions that concern their live. While analysing factors promoting citizenship scientists indicate the necessity of focusing on the importance of participation and identity (Yang, Hoskins, 2022). European Youth Forum Position Paper on “Lifewide Learning for Active Citizenship” (2002) lists such factors which led to decrease of citizenship: greater mobility and immigration between different countries; the pressures of time and money; technological developments in mass media ending looking from the outside as an observer without participating actively. Bačević and Dahlstedt (2022) analyse social exclusion as an obstacle of youth participation. Pontes, Henn, Griffiths (2019) highlights and scrutinize the importance of young people education in citizenship: “there may be a role for citizenship education in boosting social capital for the purposes of stimulating civic and political engagement. Additionally, recent studies indicate a range of social and educational variables shaping young people’s political outlook and behaviour”. Brennan et al. (cited from Odera, Davis, Brennan, Dolan, 2022) in his model of radical versus regimented youth engagement included four key components system level, power, cause and visibility. The best practice of engaging young people in their communities include components which: promote active civic participation; are intergenerational; involve shared work; are place -based and asset driven; and are deliberately planned (Gauley, Anderson, Calvert, 2015).

Group discussion participants were asked to name some means, things or circumstances promoting their involvement in citizenship activities. The qualitative data analysis reveals some specific factors which would encourage bigger participation of youth in different activities. Some of them are related to objective factors (Table 3) and some are related to subjective factors (Table 4). Young people mentioned that that they lack more information on different events and possibilities to participate in citizenship activities (for example, “I would be more encouraged to be interested if, there would be provided more extensive information about projects ...”; “I think that if more information was made public, because currently it is very difficult to find the necessary information, and it is not the case that they simply throw out the necessary information on social networks, I find out the events only after they have already ended, which is quite sad because I do not have the opportunity to take part in certain events, because I don't even know about them, but only "sea festival" is usually announced.”). This is very interesting finding, as this time the communication and information is permanent and massive. Other informants mentioned that they would be motivated to participate if there would be specific information provided on the activities (for example, “... the fact that it would be most encouraging if it were actually written that the project that would get perhaps the most votes would be carried out, because then I would understand that I am actually changing something if it was written simply that you give your opinion and maybe it will be taken into account here, so somehow I wouldn't even bother and think that nothing will change here and I probably wouldn't participate”, “Showing a detailed plan would perhaps interest

people and they would understand that something is already happening”). Another objective factor, which is interfering active participation, is accessibility: the informants wish for more suitable time, or free of charge participation (for example, “... more suitable time for activities, it is currently very difficult to combine some activities with studies”, “... more accessible and free events in the city ...”).

Table 3. The informants' opinion about what would encourage them to be more interested in the current community affairs and decision making: objective means

Category	Sub-category	Supporting statements
Objective means of promoting of citizenship	More information and popularization	<p>“I would be more encouraged to be interested if, there would be provided more extensive information about projects ...” (inf. no. 16).</p> <p>“Encouragement in schools, greater publicity, easier involvement” (inf. no. 19).</p> <p>“... if more information were provided...” (inf. no. 42).</p> <p>“I think that if more information was made public, because currently it is very difficult to find the necessary information, and it is not the case that they simply throw out the necessary information on social networks, I find out the events only after they have already ended, which is quite sad because I do not have the opportunity to take part in certain events, because I don't even know about them, but only "sea festival" is usually announced” (inf. no. 49).</p> <p>“I think it would help to have a few conferences with choices where you could get involved and what they can offer you, something like a study choice fair” (inf. no. 48).</p>
	Specific activities identified	<p>“... the fact that it would be most encouraging if it were actually written that the project that would get perhaps the most votes would be carried out, because then I would understand that I am actually changing something if it was written simply that you give your opinion and maybe it will be taken into account here, so somehow I wouldn't even bother and think that nothing will change here and I probably wouldn't participate” (inf. no. 15).</p> <p>“I would perhaps be more involved if they promised that they would really implement it, or reorganize it, or do something else, so that it would not be just empty talk, so that, let's say, we know that such and such funds are allocated for this and that will be changed and you just need to choose what, in that case I would definitely get involved” (inf. no. 25).</p> <p>“Showing a detailed plan would perhaps interest people and they would understand that something is already happening” (inf. no. 26).</p> <p>“You have to attract those young people directly, because when normally someone asked you what you want to change about Klaipėda, what you don't like, I feel like you were never asked” (inf. no. 42).</p> <p>“... only that it is very discouraging when such things are promised, but still nothing is done. Because of such things, you no longer want to participate in such things, because what's the point” (inf. no. 29).</p>
	Accessibility	<p>“... more suitable time for activities, it is currently very difficult to combine some activities with studies” (inf. no. 11).</p> <p>“Maybe if there were more activities for young people” (inf. no. 12).</p> <p>“More free events, because currently most of the events are paid” (inf. no. 17).</p> <p>“If it were easier to get involved in activities, because some activities really make a lot of demands and the desire to participate in them disappears” (inf. no. 15).</p> <p>“... more accessible and free events in the city ...” (inf. no. 46).</p>

Source: compiled by the authors based on the research data, 2021.

Discussion participants also named some statements, which can be identified as subjective factors. Part of informants said that in order to attract their attention and make them participate in activities, these activities and information about them must be very interesting (for example, “More attractively presented information, more interesting activities, more announcement of activities”, “You have to know how to interest a young person, it's not easy these days”). Some other informants stated that shocking images or information usually inspire for particular action (for example “When you're touched, when you see, I think that effectiveness really increases a lot”, “I think that there are still some drastic images, for example if you walk around the Girulių forest and you see that everything looks horrible, disgusting, empty fields... Then you would really think about it and start looking for what is happening here”). These findings can be useful for organizers of citizenship events or project, different community affairs and decision making, in order to attract more young people.

Table 4. The informants' opinion about what would encourage them to be more interested in the current community affairs and decision making: subjective means

Category	Sub-category	Supporting statements
Subjective means of promoting of citizenship	Making activities more interesting	<p>“More attractively presented information, more interesting activities, more announcement of activities” (inf. no. 12).</p> <p>“More interesting activities” (inf. no. 18).</p> <p>“You have to know how to interest a young person, it's not easy these days” (inf. no. 33).</p> <p>“... , in fact, if there were more interesting the events or projects, the more people could be involved” (inf. no. 34).</p> <p>“Interesting events” (inf. no. 43).</p> <p>“Perhaps there is some engaging information that would make you want to participate immediately after looking at it” (inf. no. 43).</p> <p>“Perhaps the presentation of events should also be more interesting (like competitions) ...” (inf. no. 46).</p>
	Shocking images/information required	<p>“When you're touched, when you see, I think that effectiveness really increases a lot” (inf. no. 1).</p> <p>“I think that there are still some drastic images, for example if you walk around the Giruliq forest and you see that everything looks horrible, disgusting, empty fields... Then you would really think about it and start looking for what is happening here”. (inf. no. 3).</p> <p>“I think that if there were such concrete examples, that such a survey actually took place and then something happens, changes, then perhaps we would all orientate ourselves according to such examples, that maybe we would need real examples. That would be more convincing than something written on a piece of paper” (inf. no. 12).</p> <p>“... I have experience that participation in the survey encouraged to participate in decision making process in municipality ...” (inf. no. 22).</p> <p>“I think that the assurance that it will be encouraged with particular information” (inf. no. 23).</p>

Source: compiled by the authors based on the research data, 2021.

## Conclusions

1. Literature review revealed that citizenship is legal and psychological construct and has variety of expression forms such as loyalty, patriotism, social responsibility. Usually, active citizens aware of their rights, responsibilities and duties to a democratic state; participate, engage, and work for the benefit of society, protection of the rights and freedoms of fellow citizens, democracy, and the pursuit of prosperity for their country. They involve, participate, or even influence in the economic, social, cultural, civic, and political life of society. Group discussion participants statements about their expression of citizenship can be classified into the category of belonging to the nation or country and the category of traditional volunteering. Young people actively named accomplishing of different obligations, use of different national elements like flag, anthem and / or following national traditions, respect for their country, the cultivation of traditions and the demonstration of traditional behaviour, the representation of the country. Young people in the group discussion mentioned volunteering or acting unselfishly, giving oneself time, polite communication with other people.
2. Scientists indicate such factors promoting citizenship engagement like education, identifying something in it for youth (having motivation and interest) and feelings of efficacy, clear importance of the activity, solution or removal of some obstacles like pressures of time and or social exclusion. Group discussion participants answers data analysis reveals some specific factors which would encourage bigger participation of youth in different activities. Some of them are related to objective factors such as more and very specific information on different events and possibilities to participate in citizenship activities, more suitable time, or free of charge participation. Discussion participants also named some statements, which can be

identified as subjective factors: activities and information about them must be very interesting or shocking.

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## JAUNIMO PILIETIŠKUMO RAIŠKA IR JĄ SKATINANTYS VEIKSNIAI

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### Santrauka

Pilietiškumas (pabrėžiantis kiekvieno piliečio įgalinimą) ir jo ugdymas yra svarbi priemonė sudėtingoms bendruomenių problemoms spręsti ir visuomenės pažangai įgyvendinti. Jaunimo balsai, požiūris ir dalyvavimas yra labai svarbūs prisidedant prie teigiamų socialinių pokyčių. Tačiau mokslininkai ir tyrėjai identifikuoja akivaizdų „jaunimo dalyvavimo trūkumą“. Studijose ir nacionaliniuose bei tarptautiniuose dokumentuose daugiausia dėmesio skiriama pilietiškumo ugdymui (mokyklose, universitetuose ar kitose institucijose). Tačiau aktualiau yra analizuoti ir pripažinti jaunų žmonių pilietiškumo skatinimo galimybes. Todėl straipsniu siekiama nustatyti jaunų žmonių pilietiškumo raišką ir ją skatinančius veiksnius.

Tyrimo objektas – jaunimo pilietiškumas.

Tyrimo tikslas – nustatyti jaunų žmonių pilietiškumo raišką ir ją skatinančius veiksnius.

Tyrimo tikslai:

1. Išanalizuoti jaunimo pilietiškumo raišką.

2. Atskleisti veiksnius, skatinančius jaunų žmonių pilietiškumą.

Tyrimo buvo taikomi kokybiniai metodai (mokslinės literatūros analizė, grupinė diskusija, turinio analizė). Tyrimas buvo vykdomas įgyvendinant projektą „Pažink pilietiškumą“. Tyrimo dalyviai – jaunuoliai (14–29 m.), gyvenantys, studijuojantys ar dirbantys Klaipėdos mieste. Kvietimas dalyvauti projekte buvo paskelbtas projekto Facebook paskyroje, išsiųstas įvairių Klaipėdos jaunimo organizacijų el. Duomenų rinkimas – grupinė diskusijoje buvo renkami kokybiniai duomenys / informantų nuomonės. Surengtos 4 diskusijos; kiekvienoje diskusijoje dalyvavo 12 informantų. Tyrimo imtį sudarė 48 informantai. Diskusijos metu dalyviams buvo pateikti 7 klausimai. Diskusijos buvo įrašytos; įrašai buvo surašyti į protokolus. Tyrimo įgyvendinimo ir duomenų analizės metu buvo vadovaujama bendraisiais tyrimo etikos ir kokybinio tyrimo principais (Bitinas, Rupšienė ir Žydzūnaitė, 2008; Kardelis, 2017). Informantų atsakymai skirstomi pagal kategorijas ir subkategorijas. Šiame straipsnyje analizuojami informantų teiginiai dviem klausimais.

Literatūros apžvalga atskleidė, kad pilietiškumas yra teisinis ir psichologinis konstruktas, turintis įvairių išraiškos formų, tokių kaip lojalumas, patriotizmas, socialinė atsakomybė. Paprastai aktyvūs piliečiai žino savo teises, pareigas ir pareigas demokratinei valstybei; dalyvauti, ištraukti ir dirbti visuomenės labui, bendrapiliečių teisių ir laisvių apsaugai, demokratijai ir savo šalies gerovės siekimui. Jie dalyvauja, dalyvauja ar net daro įtaką visuomenės ekonominiam, socialiniam, kultūriniam, pilietiniam ir politiniam gyvenimui. Grupinės diskusijos dalyvių teiginius apie jų pilietiškumo raišką galima suskirstyti į priklausymo tautai ar šaliai bei tradicinės savanorystės kategorijas. Jaunimas aktyviai vardiavo įvairių įsipareigojimų vykdymą, skirtingų tautinių elementų, tokių kaip vėliava, himnas ir/ar tautinių tradicijų laikymąsi, naudojimą, pagarbą savo šaliai, tradicijų puoselėjimą ir tradicinio elgesio demonstravimą, šalies reprezentavimą. Jaunuoliai grupinėje diskusijoje minėjo savanorystę ar nesavanaudišką elgesį, laiko skyrimą sau, mandagų bendravimą su kitais žmonėmis.

Mokslininkai nurodo tokius pilietiškumą skatinančius veiksnius kaip edukacijas, aiškų vertės įvardinimą jaunimui (motyvacijos ir susidomėjimo), efektyvumą, aiškią veiklos svarbą; kai kurių kliūčių, tokių kaip laiko spaudimas ir/ar socialinė atskirtis, sprendimą ar pašalinimą. Grupinės diskusijos dalyvių atsakymų duomenų analizė atskleidžia tam tikrus specifinius veiksnius, kurie paskatintų didesnę jaunimo dalyvavimą įvairiose veiklose. Kai kurie iš jų yra susiję su objektyviais veiksniais, tokiais kaip gausesnė ir labai konkreti informacija apie įvairius renginius ir galimybes dalyvauti pilietiškumo veikloje, tinkamesnis laikas ar nemokamas dalyvavimas. Diskusijos dalyviai įvardijo ir kai kuriuos teiginius, kuriuos galima identifikuoti kaip subjektyvius veiksnius: veikla ir informacija apie juos turi būti labai įdomi ar šokiruojanti.

**Pagrindiniai žodžiai:** pilietiškumas, jaunimas, savanorystė.