Is it Possible to Identify Basic Citizenship Values and Skills at a Universal Level? A Framework Attempt[1]

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This research aims to create a framework that includes basic citizenship skills and values. The framework focuses on citizenship values and skills directly or implicitly addressed in the literature on citizenship education. The research sample comprises 183 international studies, including books, book chapters, articles, reports, and proceedings. In terms of reflecting the sample, this figure is quite significant. Based on our study, we defined responsibility, respect, equality, helpfulness, justice, ethics, sensitivity, dedication, honesty, and freedom as basic citizenship values. Basic citizenship skills involve participation, literacy, communication, problem-solving, critical thinking, decision-making, cooperation, awareness, empathy, and questioning. There are several other values and skills beyond those listed. In this study, we have attempted to standardize the basic citizenship values and skills that we believe are significant in many nations. To establish a benchmark, we included the ten most mentioned values and skills in the literature to ensure representativeness. We also utilizes expert evaluations to improve the reliability and validity of the study. Various researchers can verify this framework because the values and skills were derived from the analyzed studies on reliability and validity. As a result, we expect this study to provide an up-to-date perspective on the values and skills that all citizens should possess.

Introduction

The nation-state relationship and the assumption of shared cultural values primarily form the concept of citizenship, which entails certain rights and responsibilities, legal status, and political recognition that individuals acquire under their membership in a community. Corresponding duties must accompany these rights (Iija, 2011). In the age of the digital revolution, which is the 21st century, young citizens must acquire the attitudes, knowledge, and skills necessary to become responsible, capable, and humanist individuals (Murdiono et al., 2019). These characteristics are also directly connected to the self-management skills that citizens are required to learn and apply knowledge to produce answers to new issues (Hoffrén,

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2021). Citizenship education is one of the essential resources for assisting individuals in addressing the challenges posed by the new digital order. Teaching the rights and limits of people and citizenship education as a problem-solving strategy promotes the development of a culture of human rights and democracy (Adeyemi, 2020).

Citizenship education aims to provide individuals globally with specific values and skills. The framework pilot study that we report here focuses on citizenship values and skills referenced directly and indirectly in the literature on citizenship education. The research focuses on identifying basic citizenship skills and values. We expect that the research will provide an up-to-date perspective on the values and skills that all citizens should possess.

Background

Citizenship and Citizenship Education

Many definitions exist for the terms of citizen and citizenship. In ancient and modern republics and democracies, citizens have had political rights such as voting, engaging in political discussions, and serving on juries. A citizen with legal status is legally recognized as a member of a sovereign political community in the modern world (Smith, 2002). Citizenship is considered a legal connection that establishes the rights and duties of a society's members (Althof & Berkowitz, 2006). Citizenship is intertwined with the individuals because this relationship is permanent and determines the individuals' rights and duties. Thus, citizenship education should be introduced to individuals who must recognize their rights and duties.

Citizenship education, which aims to provide individuals with the knowledge, interest, and attitudes allowing them to participate in society as citizens, aims to help and support them in understanding the principles and institutions of society, establishing relationships, making conscious criticism, and recognizing their rights and responsibilities. Citizens with these characteristics become active participants in decision-making, management, and change, as opposed to being passive subjects (Schulz et al., 2018). Moreover, this education allows individuals to explore everyday challenges and to consider individual and shared interests while solving societal issues (Amalia & Sapriya, 2020).

Citizenship education provides individuals with numerous opportunities and consists of four components: knowledge, tendencies, skills, and values (Yusuf et al., 2020). The first component is civic knowledge, characterized as rights and obligations such as understanding how political systems operate, freedom of expression, voting, the right to vote, the right to run for public office, recognizing the rule of law, and looking out for the interests of others. The second component, civic tendencies, refers to the required civic characteristics for a democracy, such as tolerance, kindness, critical thinking, deliberation, and compromise. Civic skills involve analyzing, assessing, taking positions, and monitoring government performance. The last component, civic values, encompasses values that persons in a democratic society should possess, such as a belief in and practice of justice, cooperation, responsibility, respect, honesty, sincerity, courtesy, and independence of thought (Muntengwa et al., 2020). The basic components of citizenship education determine the characteristics of the intended citizen type.

Citizenship Values

The number of research papers addressing just what citizenship values are is relatively minimal. There are some citizenship values in these studies. According to Hébert and Wilkinson (2001), who listed the most comprehensive citizenship values, the 12 basic citizenship values

are loyalty, sincerity, openness, citizenship awareness, respect (for oneself and others), solidarity, self-confidence, belonging, human dignity, valuing the world, freedom, and equality. In addition, Wolhuter et al. (2020) also define respect, equality, and justice; Kuisma (2008) defines equality and participation as citizenship values. The fact that both similar and different values are listed demonstrates no consensus or shared opinion about citizenship values.

Citizenship Skills

Although there is no consensus on citizenship skills and values, it is evident that some citizenship skills are defined in several different ways. According to these definitions, citizenship skills are the skills required for active and responsible participation in civil and political life in the democratic process (Kirlin, 2003; 2005), that are necessary for political acts and decisions (Comber, 2005), and that enhance the capacity for citizenship participation (Tamara & Sapriya, 2021). According to another definition, citizenship skills are the intellectual and participatory skills for communicating, monitoring (Gbadamosi, 2013; Hidayah et al., 2021), and problem-solving that individuals should acquire to improve their lives (Fitriasari et al., 2021). These participatory skills include social capacities such as seeking consensus by discussing different ideas, building cooperation, managing conflicts, and enabling individuals to influence public and civic life (Carretero, Haste & Bermudez, 2016). In addition, citizenship skills teach individuals to be responsible and socially conscious to strengthen the nation's democratic system (Yusuf et al., 2020). Individuals must acquire citizenship knowledge and skills to make political judgments, constructively contribute to the settlement of public issues, and correctly interpret political knowledge (Maiello et al., 2003).

In addition to the definitions, the literature covers examples of citizenship skills. In one of these examples, Kirlin (2003), defines four categories of citizenship skills: organization, communication, shared decision-making, and critical thinking. He asserts that the categories overlap and that skills might fall into several categories. According to Adeyemi (2020, p. 27), citizenship skills include analyzing, assessing, taking a stance, defending public issues, monitoring the functioning of the government, participating in civil and political processes, and bringing fellow citizens into action on an issue.

Citizenship skills have received more attention and definition than citizenship values. Nevertheless, there is no significant consensus or tendency on citizenship values and skills. This research aims to develop a framework for citizenship values and skills by analyzing citizenship and citizenship education studies worldwide. This framework is intended to guide the development of educational programs, courses, and research in citizenship and citizenship education.

Literature

Several studies in the literature have focused on citizenship values and skills. Some of these studies have defined and explained citizenship values (Al-Qatawneh et al., 2019; Hébert & Wilkinson, 2001; 2011), while others have analyzed the role of teachers and schools in acquiring these values (Alsaeed et al., 2022; Wolhuter et al., 2020). Researchers have also examined students' perceptions of citizenship values (Ijiwole & Adeyemi, 2021) and compared political education curricula from the perspective of political values (Chelmis, 1999).

The connections between citizenship knowledge and school participation (Kennedy, 2012; Kennedy et al., 2013), globalization (Kuisma, 2008), and Holocaust education (Starratt et al., 2017; Maitles et al., 2006) have been explored in citizenship values. Other studies examined

whether social studies education promotes citizenship values (Lucey & Meyer, 2013) and integrates civic education into English teaching as a foreign language (El Karfa, 2007). Researchers like Stolp et al. (2002) have also analyzed citizens' perceptions of their environment and citizenship values. Shah et al. (2020) studied the reflection of civic values on visuals in Nepalese social studies textbooks. Murdiono et al. (2019) analyzed the position of global citizenship values in civic education textbooks.

Research on citizenship skills has explored various topics, including civic skills (Liou, 2002), statistical literacy competencies as basic civic skills (Hoffrén, 2021), civic skills in student exchange programs (Fitriasari et al., 2021), and civic skills and citizenship education (Comber, 2005; Hidayah et al., 2021). Two studies (Adeyemi, 2020; Gbadamosi, 2013) also examined the effect of citizenship components on civic knowledge and skills. Additionally, researchers evaluated the impact of different learning techniques, such as how contextualized learning affects civic skills (Komalasari, 2012) and how implementing a civic learning model project can help to develop civic skills (Amalia & Sapriya, 2020).

Some studies have examined the realization of citizenship skills (Khalehar et al., 2021) and how students' ethnicity influences the perception of their civic skills (Lott, 2006). Researchers have also investigated civic (Tamara & Sapriya, 2021) and digital and socio-citizenship skills (Peart et al., 2020) development among students through organizations. Besides, another study examined the challenges associated with developing civic skills (Muntengwa et al., 2020). Additionally, some other studies have examined the relationship between civic participation and civic knowledge, civic skills, civic participation, and civic participation in the context of civic knowledge, values, and skills (Kirlin, 2003; 2005; Maiello et al., 2003; Yusuf et al., 2020).

Literature studies indicate an interest in civic values and skills, with research emphasizing citizenship skills. However, no research has analyzed these studies and developed a framework to provide citizenship ideals and skills to the worldwide literature. Therefore, the present study aims to develop a framework of basic citizenship values and competencies, addressing the deficiency. Consequently, we identified the following research question: "Is it possible to identify a universal framework of basic citizenship values and skills?"

Method

Research Design

The systematic literature review method was preferred in this study since the existing literature was employed. A systematic literature review is a research review using rigorous, open, and accountable methods (Gough et al., 2012). It involves systematically evaluating and analyzing the literature to find answers to research questions. This process enables a comprehensive literature assessment, constructing a complete picture from the gathered data and providing an overview of the subject's scope. This overview allows for understanding the whole (Aveyard, 2014), provides context for the topic, analyzes the current field, or identifies gaps in the area (Ridley, 2012). The current study began by exploring whether developing a framework of generally recognized basic citizenship values and skills based on relevant literature is feasible. The research discovered that there was no universal framework of basic citizenship values and skills in the existing literature, which led to the design of this research.

Data Sources and Collection Process

We determined the research question in the first stage of the systematic literature review. In the second stage, we developed keywords in the systematic search technique to answer the research question. Additionally, we retrieved relevant studies from databases after determining the inclusion and exclusion criteria. Therefore, we conducted a systematic literature review and restricted the data sources based on the criteria to achieve the final version. We analyzed the literature studies between January 2020 and March 2022.

During this procedure, the researchers reviewed literature studies in the most frequently used databases by researchers worldwide, such as Web of Science (WoS), Scopus, EBSCO, ERIC, Google Scholar, and ProQuest. In the review process, they utilized the keywords related to citizenship and citizenship education (see Figure 1).
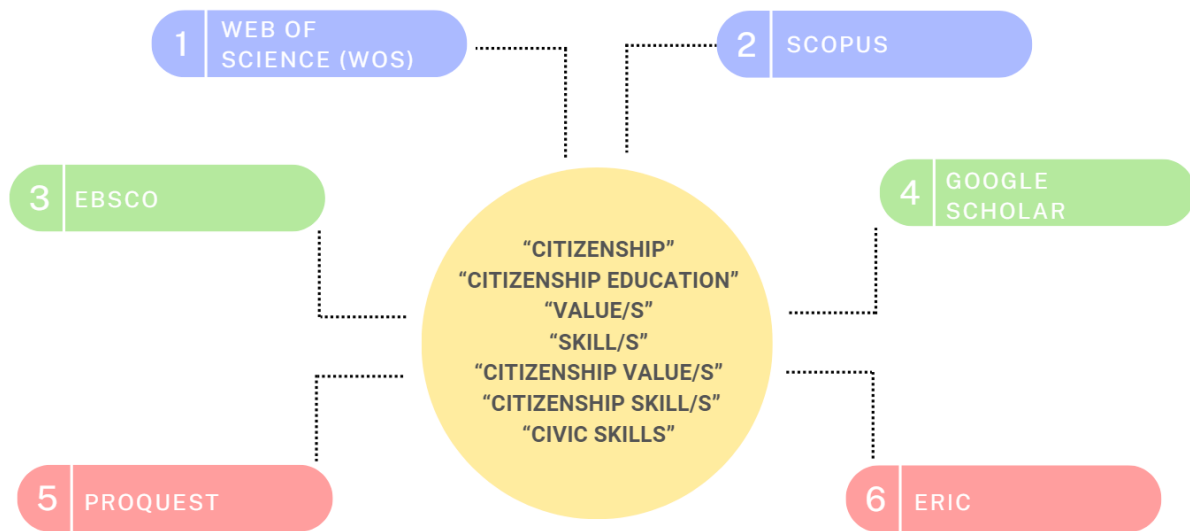

Figure 1. *Databases and Keywords*

The researchers collected data from 2 books, 8 chapters, 148 articles, eight conference texts and infographics, 7 international reports, and 10 dissertations. Throughout the systematic literature review, they carefully considered including keywords in the study's title, keywords, and abstract. They started with the most recent research, studied backward, and recorded the sources. The researchers considered factors such as the relevance of the research to citizenship, citizenship education, citizenship skills and values, and the involvement of the aforementioned essential terms. They ranked the gathered studies from most relevant to least relevant and eliminated outside sources.

After comprehensively reviewing the finalized studies, the researchers noted citizenship values and skills. They then combined similar or equivalent values and skills. In total, 183 studies were used to determine basic values and skills regarding citizenship. The types of citizenship they contained were presented in Table 1:

Table 1. Types of Citizenship

Types of Citizenship	*f*
Organizational citizenship	21
Good citizenship	19
Environmental/Ecological citizenship	17
Active citizenship	17
Global citizenship	15

Digital citizenship	14
Democratic citizenship	12
Effective citizenship	11
Corporate citizenship	8
Constitutional citizenship	7
European Union citizenship	7
Cultural citizenship	7
Turkish citizenship	5
Consumer citizenship	5
Brand citizenship	4
Compulsory citizenship	3
Difficult citizenship	2

Table 1 indicates that organizational citizenship (21) and good citizenship (19) are more dominant than the other types of citizenship. This is mainly because there are more studies on these types of citizenship in the literature, and citizenship values and skills are emphasized more in these studies. Table 2 also represents the distribution of the examined studies by year.

Table 2. Distribution of Studies by Year

Years	f
2021	3
2020	14
2019	14
2018	9
2017	12
2016	9
2015	11
2014	4
2013	6
2012	11
2011	8
2010	6
2009	13
2008	13
2007	10
2006	8
2005	7
2004	4
2003	5
2002	3
2001	1
2000	3
1999	1
1997	3
1996	1
1995	1
1994	2
1986	1

50 of the 183 reviewed studies did not include either values or skills. Therefore, 133 studies were used to determine the values and skills included in the framework. As a result, data sources were determined and analyzed.

Data Analysis

The collected data were analyzed using the content analysis method. As a document analysis strategy, content analysis identifies the existence of words or concepts in texts or text clusters. These materials may include essays, interviews, newspaper articles, book chapters, historical records, or articles (Armstrong, 2021). After collecting the data, they are categorized and coded (Harwood & Garry, 2003). The investigated topic guides this coding, the questions linked to the topic, and the data collected for analysis. Coding is followed by interpretation and synthesis, then the results are revealed, and the connections are explained (Finfgeld-Connett, 2014). In the analysis, the data gathered from each study were coded and incorporated into different frequency tables, and their interrelationships were explained.

Validity and Reliability

We utilized the expert review method to ensure reliability and validity of the data in this study (Merriam, 2018). To accomplish this, we sent the framework of basic citizenship values and skills, created by the researchers based on literature sources, to five field experts on citizenship education. We individually gave the experts the framework of skills and values and asked them to justify the top 10 skills and values using material from the literature. The expert review form included the study topic, technique, data sources, and analytic method, as well as the skills and values comprising the initial version of the framework.

We developed a five-point scale ("Absolutely appropriate (1)," "Appropriate (2)," "Should be improved (3)," "Neutral (4)," and "Inappropriate (5)") for the specialists to determine the appropriateness of the first ten values and skills. We included a text box after each value and skill so that the experts could justify the values they assigned on the scale. Based on the experts' opinions, we deemed those values and skills with favorable comments "Appropriate," while those with both unsuitable and negative evaluations were deemed "Inappropriate." We labeled the experts whose opinions were taken into consideration as "Expert: E1...E5" and their respective institutions as "University: U1...U5". Additionally, Table 3 presents the academic titles of the experts and the distribution of their standard fields of study.

Table 3. Information about the Experts

Codes	University	Title	Research Interests
E1	U1	Professor	Citizenship, citizenship education,
E2	U2	Associate	citizenship knowledge, citizenship
E3	U3	Associate	education, citizenship types, citizen
E4	U4	Asst. Prof.	education, and social studies
E5	U5	Asst. Prof.	education

In the final section of the form provided to the experts, a heading titled "Recommended Sources" was included. We asked the experts to identify the sources that should be read for the framework. Hence, we accessed and analyzed the sources a few experts recommended and included them in the framework. As a result, the final form of the framework was created.

Findings

Basic Citizenship Values

Table 4 displays the draft version of the basic citizenship values we prepared based on the literature sources before submission for expert review.

Table 4. The Draft Version of the Basic Citizenship Values

Values			f
Responsibility			68
Respect	Respect	27	43
	Respecting differences	10	
	Self-respect	5	
	Respect for social values	1	
Commitment / Loyalty / Belonging			30
Equality			25
Justice			24
Helpfulness			20
Ethics			19
Sensitivity	Sensitivity	9	19
	Environmental sensitivity	6	
	Sensitivity to problems	4	
Honesty	Honesty	10	12
	Intellectual honesty	1	
Freedom	Freedom	7	11
	Freedom of expression	4	
Patriotism			10
Tolerance			10
Charity			7
Dedication			6
Love			6
Diligence			5
Peace			5
Universality			4
Saving			3
Compassion			2
Sharing			2
Modesty			1

In the draft version, the first value was responsibility, followed by respect and equality. We provided the field experts with the top ten basic citizenship values (responsibility, respect, equality, justice, helpfulness, ethics, sensitivity, belonging/loyalty (sense), honesty, and freedom) and formed arrangements based on their ideas. Table 5 displays the expert perspectives on the draft version of the basic citizenship values.

Table 5. Expert Opinions about Citizenship Values

Values	E1	E2	E3	E4	E5	Opinion
Responsibility	1	1	1	1	1	Appropriate
Respect	3	1	1	1	1	Appropriate
Equality	1	1	1	1	1	Appropriate
Justice	1	1	1	1	1	Appropriate
Helpfulness	1	1	1	1	3	Appropriate
Ethics	3	1	1	1	1	Appropriate
Sensitivity	1	1	1	3	1	Appropriate
Belonging/Loyalty	1	1	1	4	1	Appropriate
Honesty	1	1	1	4	1	Appropriate
Freedom	1	1	1	4	1	Appropriate

Table 5 shows that most of the experts shared positive views about basic citizenship values. Addressing the development of the value of sensitivity, E4 stated, "I believe it is a necessity for the development of other skills and values." In addition, the experts wanted the values presented as "Loyalty/Commitment/Belonging" to be reevaluated and readdressed as two different categories, "Loyalty/Commitment" and "Belonging." Table 6 presents the basic citizenship values organized and developed by the viewpoints of the experts.

Table 6. The Draft Version of the Basic Citizenship Skills

Skills		f	
Participation	Participation	33	
	Political participation	18	
	Civic engagement	13	
	Social participation	8	
	Active participation	7	
	Democratic participation	2	88
	Economic participation	2	
	Conscious participation	1	
	Online participation	1	
	Digital participation	1	
	Traditional participation	1	
	Collective participation	1	
Being active			27
Volunteering			23
Communication			22
Problem-solving			21
Critical thinking			17
Decision making			15
Cooperation			13
Awareness	Awareness	9	
	Cultural awareness	2	12
	Self-awareness	1	
Empathy			9
Questioning			9
Digital literacy			7
Discussion			7
Research			7
Compromise			6

Information literacy	5
Media literacy	5
Technology literacy	5
Creativity	5
Conformance	4
Leadership	4
Electronic literacy	3
Entrepreneurship	3
Political literacy	3
Financial literacy	2
Legal literacy	2
Farsightedness	2
Autonomy	2
Taking initiative	1
Using evidence	1
Self-control	1
Innovative thinking	1

Table 6 shows that the basic citizenship values did not change remarkably once we obtained the expert opinion. We only made alterations to the order of the top ten values.

Basic Citizenship Skills

Table 7 presents the draft version of the basic citizenship skills created in compliance with the literature sources and submitted for expert review.

Table 7. Expert Opinions about Citizenship Skills

Skills	E1	E2	E3	E4	E5	Opinion
Participation	1	3	1	1	1	Appropriate
Being active	2	4	1	5	1	Inappropriate
Volunteering	5	5	1	5	1	Inappropriate
Communication	1	3	1	1	1	Appropriate
Problem-solving	1	1	1	1	1	Appropriate
Critical thinking	3	1	1	1	1	Appropriate
Decision making	4	1	1	1	1	Appropriate
Cooperation	1	1	1	1	1	Appropriate
Awareness	1	1	1	5	5	Appropriate
Empathy	3	1	1	1	5	Appropriate

Table 7 reveals that participation ranks the highest among the basic citizenship skills, followed by being active and volunteering skills. After reviewing the relevant literature, we provided the experts with the draft version of the basic citizenship skills. Table 8 shows the expert opinions on basic citizenship skills.

Table 8. Citizenship Values Arranged by Expert Opinions

Skills			*f*
Participation	Active participation	38	140
	Participation	39	
	Political participation	24	
	Civic engagement	13	
	Social participation	14	
	Democratic participation	5	
	Economic participation	2	
	Conscious participation	1	
	Online participation	1	
	Digital participation	1	
	Traditional participation	1	
	Collective participation	1	
Literacy	Digital literacy	7	33
	Information literacy	5	
	Media literacy	6	
	Technology literacy	5	
	Political literacy	5	
	Financial literacy	3	
	Legal literacy	2	
Communication			30
Problem-solving			28
Critical thinking			25
Decision making			22
Cooperation			20
Awareness	Awareness	10	15
	Cultural awareness	2	
	Self-awareness	2	
	Critical awareness	1	
Empathy			12
Questioning			11
Discussion			11
Creativity			10
Research			7
Compromise			8
Adaption			4
Leadership			4
Entrepreneurship			3
Autonomy			3
Farsightedness			2
Taking initiative			1
Using evidence			1
Self-control			1
Innovative thinking			1

According to Table 8, experts deemed only the "Being active" and "Volunteering" skills inappropriate as basic citizenship skills. E1 proposed that active citizenship should be associated with "being active." E2 suggested that "being active" should be included in the participation skill: *"Participation and being active can be combined. Although there are*

differences between the two in some experiences of everyday life (such as examples of passive participation), I do not feel it is necessary to classify them separately." E4, on the other hand, argued that "being active" is a vague term that causes idea confusion with the following statement: *"I am perplexed about the skill of being active. I believe that a skill specifically named the skill of being active is quite ambiguous..."* E4 also stated that it could not be classified as an independent citizenship skill because it is interrelated with other skills. Instead, E3 and E5 maintained that this skill was 'appropriate' for the developed framework. In addition, E1 argued that "volunteering" is not a skill:

> I do not believe there is a skill called volunteering. It should be regarded as a term in participation. There may be a belief in volunteering service or an attitude toward it, but it is not a skill.

E2 also questioned inclusion of volunteering as a skill and suggested that it should not be listed but left the decision up to others*:*

> For instance, how can we assess a person who is aware of his rights and fulfills all citizenship obligations and responsibilities but does not volunteer to do them? I recommend that it should not be included on the list, but the decision is yours.

E4 believed that volunteering was a prerequisite for developing other skills but opposed its inclusion as a separate skill in the framework. Although volunteering was approved as an essential citizenship skill, E5 recommended adding volunteering as a subskill. Lastly, E3 asserted that volunteering should be included as a skill in the framework.

Considering these viewpoints, both concepts were reconsidered. As a consequence of the study, it was agreed that "Being active" should be incorporated under the concept of "Participation." On the other hand, "volunteering" was removed from the framework. In addition, the types of literacy, each of which was given as a separate skill, were grouped under the title "Literacy" as agreed by the experts. The final form of the organized and developed citizenship skills by the expert views is shown in Table 9.

Table 9. The Framework of Basic Citizenship Values and Skills

Skills	Values
Participation	Responsibility
Literacy	Respect
Communication	Equality
Problem-solving	Helpfulness
Critical thinking	Justice
Decision making	Ethics
Cooperation	Sensitivity
Awareness	Loyalty
Empathy	Honesty
Questioning	Freedom

In the final version of the basic citizenship skills, as shown in Table 9, participation was rated the highest, followed by literacy and communication skills. In this instance, participation skill secured its position among basic citizenship skills. In the last stage, the top ten basic citizenship values and skills most frequently stated in the literature and found appropriate by the experts were identified. Identifying or recognizing all values and skills as "basic" citizenship skills or values is impossible. Considering this, the "Framework of Basic Citizenship Values and Skills"

was developed based on the ten most frequently stated basic citizenship values and skills in the literature (Table 9).

Result, Discussion and Conclusions

This study aims to develop a framework of basic citizenship values and skills based on previous research in the field. Responsibility, respect, equality, benevolence, justice, ethics, sensitivity, commitment, honesty, and freedom were identified as basic citizenship values. Hébert and Wilkinson (2001; 2011), who attempted to identify democratic citizenship values, identified the following: loyalty, sincerity, openness, civic consciousness, valuing freedom, equality, individual respect and respect for others, solidarity, self-confidence, valuing the world, belonging, and human dignity. There are a few similarities between these values and those discovered in this study. It can be shown that the value of belonging and commitment are closely related, that the value of valuing equality and the value of equality have similar characteristics, and that the value of freedom shares similar characteristics.

Furthermore, respect and regard for diversity represent the same values. This fact indicates that the four distinct values in the related study's framework coincide with their sub-dimensions. Wolhuter et al. (2020) identify respect, equality, and justice as citizenship values, while Kuisma (2008) recognizes equality and participation as such. These principles coincide with our research findings. It should be noted that merely participation was not regarded as a value but rather as a skill. The conceptualization of participation as a value is incorrect. In fact, participation is recognized as a skill in all studies found in the literature.

When developing a scale for citizenship values, Ijiwole and Adeyemi (2021) considered the values of honesty, responsibility, discipline, respect, satisfaction, openness, obedience, kindness, patriotism, and justice. Al-Qatawneh et al. (2019) added equality, justice, freedom, participation, respect, and accountability to their list of citizenship values. These two instances demonstrate that the value of equality is an intersecting cluster among studies of citizenship values. This intersection cluster exists due to the legal equality of citizens, which is one of the essential qualities of citizenship (Korkut, 2015). Constitutional citizenship prioritizes the equality of citizens (Erdem, 2012), whereas global citizenship emphasizes that everyone has equal rights (Oxfam, 2015). In addition, it is emphasized that active citizens must protect the principles that stand for social cohesion and that digital citizens must face equality (Buchholz et al., 2020; Hoskins & Mascherini, 2009). The inclusion of equal value in different forms of citizenship demonstrates the significance of this value.

Among the citizenship values, respect and justice are emphasized after equality. Good citizens are recognized for challenging injustice, obeying and respecting the law, and respecting societal values (Kılınç & Dere, 2013; Westheimer & Kahne, 2004a; Westheimer & Kahne, 2004b). It is also stated that global citizens respect the beliefs and rights of others (Oxfam, 2015). Escudero (2013) points out that the mutual respect that active citizens should have will help individuals with different identities to coexist. Carretero et al. (2016), emphasizes that the transfer of democratic values, especially respect for differences, tolerance, freedom and justice, to future generations is strengthened. In this instance, it can be understood that respect and justice are crucial in terms of citizenship values.

Nonetheless, based on the literature reviewed for this study, it was determined that responsibility was the most significant value of the basic citizenship values. Regarding responsibility, it is stated that good citizens should be honest, respectful, and responsible members of society (Dere, Kızılay & Alkaya, 2017; Westheimer & Kahne, 2004b), that global

citizens should assume collective responsibility for common problems (Oxfam, 2015; Shuttleworth, 2020), and that in ecological citizenship, individuals should have a global rather than regional level of responsibility (Wolf et al., 2009). Evaluating both the studies on citizenship values and the results obtained from the literature, it is not incorrect to assert that equality, respect, justice, and responsibility are among the framework's basic citizenship values. They are frequently emphasized, thus indicating their importance over others. Indeed, in democratic societies, human rights, tolerance, solidarity, and respect are basic building blocks today (Lithoxoidou et al., 2021).

For the second dimension of this study, a framework of basic citizenship skills was constructed. Participation, particularly literacy, communication, problem-solving, critical thinking, decision-making, cooperation, awareness, empathy, and questioning, have been highlighted as basic citizenship skills based on research. Several similarities and differences exist between the identified citizenship skills and the literature's findings. Comber (2005), for example, measures civic skills such as communication, organization, political comprehension and participation, and critical thinking. Comber's (2005) results may be shown to coincide with participation, communication, political literacy, and critical thinking skills in the framework established for this study.

Similarly, Kirlin (2003; 2005) examined studies on civic skills and categorized them into four categories: collaborative decision-making, communication, organizational, and critical thinking skills. The framework created in this study includes decision-making, communication, and critical thinking skills under these four categories but not organizational skills. While there are similarities in the literature regarding basic citizenship skills, there is no complete consensus, as demonstrated by the comparisons.

Participation is ranked first among basic citizenship skills, attributed to early involvement in political and social life (Delanty, 2003). Hoskins and Mascherini (2009) emphasize that participation in civil society is a crucial aspect of active citizenship within the context of citizenship categories. Therefore, citizens must participate in citizenship to develop and maintain the democratic system (Ramalho-Correia, 2002). Hence, it is feasible to assert that every citizen must have participation skills, and participation is the most significant and crucial citizenship skill. Literacies are second in importance among the skills. Of these, digital literacy is cited more frequently than others because citizens of the 21st century are required to survive in a digitalized society.

Communication skills are in third place in the framework and emphasize the requirement of comprehension and communication skills in digital citizenship to responsibly use media and technology without violating ethical rules (A Common Sense Media, 2011). Furthermore, communication skills are crucial for active and responsible citizenship to communicate and regard diverse views (Ramalho-Correia, 2002). The framework also highlights the need for problem-solving and critical thinking skills for citizenship. Nussbaum (2006) emphasizes the importance of critical thinking for good citizenship, particularly in communities where diversity exists. However, asserting that modern governments wish to raise citizens with the ability to think critically and encourage them to pursue their rights consciously would be very optimistic. Regardless of their systems, the primary objective of nations and governments is to develop citizens who obey and respect the rules. However, to become an adult citizen, s/he must possess the ability to make independent judgments (Martin et al., 2013). Similarly, Ramolho-Correia (2002) emphasizes the importance of decision-making skills by highlighting that citizenship is about making conscious decisions.

From the perspective of diverse forms of citizenship, it is possible to state that basic citizenship values and skills are essential components of citizenship. Citizens need to possess both skills and values without exception, demonstrating that they are interrelated. In terms of citizenship skills, participation is at the forefront. Participation is an essential citizenship skill in different forms (political, social, economic, and online). In terms of influencing decision-making processes, this skill is crucial. In addition, participation encourages the development of skills like critical thinking, empathy, and cooperation.

Regarding citizenship values, having a sense of responsibility is essential. A person who feels a sense of obligation is motivated to act to participate. Moreover, this sense promotes the values of liberty, equality, sharing, solidarity, helpfulness, patriotism, and compassion. A citizen who lacks a sense of responsibility will be unmotivated to use his or her skills and be aware of his or her rights and obligations as a literate individual (Dere & Gökçınar, 2022).

This research attempted to answer the question, "Is it possible to identify a universal framework of basic citizenship values and skills?" Given the literature and the collected data, our response to this question was "yes." This study's framework of basic citizenship values and skills can be utilized in other nations and may serve as a basis for education programs, courses, and scale development research. This demonstrates this framework's worldwide applicability.

Nonetheless, only 183 studies were analyzed for this study. In terms of reflecting the sample, this figure is quite significant. Various researchers can verify this framework because the values and skills were derived from the analyzed studies on reliability and validity. Although studies on numerous nations have been reached, basic citizenship values and skills may vary by country. Therefore, it can be compared with the studies on citizenship values and skills and compared in terms of curricula, international documents, and educational policies. In this way, basic citizenship values and skills can be verified and falsified. Comparative studies can be used to validate or falsify basic citizenship values and skills. In this study, we have attempted to standardize the basic citizenship values and skills that we believe are significant in many nations. At this stage, we emphasize that citizens should universally possess values and skills. This focus is supported by the fact that the framework created in this study is built on the connections between various types of citizenship. However, the framework should be utilized in various studies, and its status in practice should be assessed. Using the "Basic Citizenship Values and Skills" framework and being practical-oriented will help keep future studies actuality.

Note

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