# Assessing the intended participation of young adolescents as future citizens: Comparing results from 26 European countries

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## Abstract

Recent developments in the economic and social politics of Europe have led to a quickened interest in the intentions of young people to participate as citizens. This paper focuses on students from 26 European countries who were in Grade 8 in 2009 and who will typically gain formal electoral rights in 2013. It analyzes young adolescents' intentions to participate as citizens through political participation as adults through electoral and active political participation. The paper is based on the IEA International Civic and Citizenship Education Study which investigated the ways in which young people in lower secondary schools were being prepared to undertake their roles as citizens. A central aspect of students' preparedness to become citizens in a democracy is their disposition to actively participate in society. This paper contains an analysis of measures of students' intentions to participate as citizens in civic life and students' current participation in civic activities. It is based on data from approximately 80,000 students from 26 countries comprising measures of student civic knowledge, attitudes, behaviors, and background. Additional contextual data were collected using surveys of principals and teachers of the sampled schools. The paper describes extent of past, current and expected civic participation and which factors influence students' current involvement or motivation for future active participation.

**Keywords:** *ICCS, Civic Education, comparative analysis, active citizenship*

# Introduction

The IEA International Civic and Citizenship Education Study (ICCS) investigated the ways in which young people in lower secondary schools are prepared to undertake their roles as citizens in 38 countries. This paper focuses on 26 of those countries that were from Europe. ICCS is the third IEA study designed to measure contexts and outcomes of civic and citizenship education (CCE) and is linked to the 1999 IEA Civic Education Study (CIVED) (Amadeo, Torney-Purta, Lehmann, Husfeldt & Nikolova, 2002; Schulz & Sibberns, 2004; Torney-Purta, Lehmann, Oswald & Schulz, 2001). A central aspect of students' preparedness to become citizens in a democracy is their disposition to actively participate in society.

This paper provides an analysis of measures of students' intentions to participate as citizens in civic life and students' current participation in civic activities in their eighth year of schooling. It describes the extent of past, current, and expected civic participation and which factors influence students' intentions for future active participation as citizens.

# Theoretical Framework

Active citizenship may be seen as one of the pillars of a democracy whose functioning relies to a great extent on contributions of its citizens to the democratic process. *Political participation* can be defined as "activity that has the intent or effect of influencing government action – either directly by affecting the making of implementation of public policy or indirectly by influencing the selection of people those policies" (Verba, Schlozman & Brady, 1995, p. 38).

During the seventies and eighties, protest behavior as a form of participation became more prominent in Western democracies (Barnes et al., 1979). Scholars have distinguished "conventional" (voting, running for office) from "unconventional (social movement)" activities (grass-root campaigns, protest activities) and among the latter legal from illegal forms of behavior (Kaase, 1990).

### *Active participation in the community*

The ICCS assessment framework (Schulz, Fraillon, Ainley, Losito & Kerr, 2008) identifies both *behavioral intentions* (i.e. students' expectations of future action) as well as *behaviors* (i.e. current or past civic participation) as important aspects of active citizenship. Given the limitations 14-year-old students face with regard to active

participation, behavioral intentions for what they expect to do in the future has emerged as being of particular importance for this age group.

Numerous studies on social capital and citizen participation in society have used membership or involvement in larger organizations or community groups as indicators of civic engagement (see for example, Van Deth, Maraffi, Newton & Whiteley, 1999; Putnam, 2000). Becoming involved in these activities can be seen as an indicator of, and also as a resource for, future engagement. A "social network" is viewed, along with trust and social norms, by Putnam (1993) as one of three components of social capital.

Opportunities for active participation in the wider community are limited for the age group studied in ICCS. However, some studies (for example, Verba, Schlozman & Brady, 1995) have emphasized the links between adolescent participation and later involvement as adult citizens. In the IEA CIVED study in 1999 students were asked about having participated in a number of different organizations or activities. Results showed that only small minorities of students reported participation in formal organization (youth groups of parties or unions, environmental groups). Somewhat more frequently students reported to have participated in voluntary activities like collecting money or helping people in the community (Torney-Purta et. al., 2001). Participation in political youth organizations was shown to have positive effects on feelings of political efficacy among lower and upper secondary students (Schulz, 2005).

### *Civic participation at school*

Adolescents are generally not yet able to participate in civic life in the same ways as adult citizen (for example through voting or becoming candidates in elections). However, as students they may experiment to determine the extent to which they have power to influence how schools are run (Bandura, 1997). Many scholars claim that more democratic forms of school governance contribute to higher levels of political efficacy (see for example Mosher, Kenny & Garrod, 1994; Pasek, Feldman, Romer & Jamieson, 2008).

There is evidence that students who have been involved in civic-related activities at school tend to be more knowledgeable about civic matters. In their analyses of the NAEP assessments in the United States Niemi and Junn (1998) found that participation in role-playing elections or mock trials had a positive effect on civic knowledge. Reported student participation in a school council or in a student parliament was also a positive predictor of civic knowledge and engagement in the IEA CIVED study (Torney-Purta et al., 2001; Amadeo et al., 2003).

### *Expected participation*

Research on active citizenship is often focused on participation in politics. Political participation can be defined as any "activity that has the intent or effect of influencing government action – either directly by affecting the making of implementation of public policy or indirectly by influencing the selection of people those policies" (Verba, Schlozman, & Brady, 1995, p. 38). Citizen activities like voting, volunteering for campaign work, becoming members of political parties or other politically active organizations, running for office or protest activities are all different forms of political participation. Among these, voting is clearly the least intensive and demanding of these activities.

The IEA CIVED survey collected data on expected participation using 12 items (assessing expected voting, active, conventional and unconventional participation as well as protest). Results showed that whereas large majorities of adolescents expected to vote in the future and more than half were expecting they would engage in community activities such as collecting money for charity, only minorities were expecting more active forms of participation. Legal protest activities were expected by about 40 percent of students whereas large majorities of 14-year-olds thought they would not participate in any illegal protest actions (Torney-Purta et. al., 2001).

### *Explaining readiness for participation*

Verba, Schlozman and Brady (1995) identify the following three factors as predictors of political participation: (i) resources enabling individuals to participate (time, knowledge), (ii) psychological engagement (interest, efficacy) and (iii) "recruitment networks" which help to bring individuals into politics (like social movements, church groups or parties).

In this paper two scales reflecting students' expected electoral participation and expected active political participation will be used as in dependent variable for multivariate regression analyses. The conceptual model for explaining variation students' motivation to participate in future civic participation assumes that these are influenced by student background as well as factors like their current or past experience with civic-related activities inside and outside of school, their beliefs about their own motivation and abilities (interest, self-concept and self-efficacy), attitudes towards civic institutions (trust, support for political parties) and students' civic knowledge.

# Data and Methods

The paper presents results from analyses of the main survey data from ICCS, which was carried between October 2008 and May 2009. In each country approximately 150 schools were sampled depending on characteristics of the education system using PPS (probability proportional to size as measured by the number of students enrolled) sampling procedures. In each school usually one intact class was randomly selected. Student samples per country ranged from 3000 to 5000 students in the target grade. The target grade corresponded to the eighth year of schooling provided that the minimum age of students was 13.5 years.

The participation rates required for each country were 85 percent of the selected schools as well as 85 percent of the selected students within the participating schools or a weighted overall participation rate of 75 percent. Countries that met these response rates only after replacement schools were used were reported with annotations; countries that did not meet the response rates even after replacement were reported separately below the main section of each table.

The following instruments were used in the ICCS data collection:

- The international student test with 80 items in seven different clusters administered in complete rotated design with seven randomly allocated booklets, each consisting of three 15-minutes clusters.
- The international student questionnaire (40 minutes length) which was administered after the international test booklets.
- The international teacher questionnaire contained questions regarding school context, teaching and learning and took about 30 minutes to be completed.
- The international school questionnaire contained questions about school characteristics, school, and community context and took 20-30 minutes to be completed.
- In 24 of the 26 European countries a European module was administered to ascertain students' knowledge about and attitudes to specifically European issues.

The analyses presented in this paper were based on data from the student test and questionnaires. In a first part the extent of students' experience with civic participation in the wider community and at school is described. Percentages and averages will be accompanied by standard errors that, given the cluster sample design, were estimated using the jackknife replication method. National averages

and percentage significantly ($p<0.05$) above or below the ICCS European average were flagged. For questionnaire scales mean differences more than three scale points (equivalent to almost a third of an international standard deviation) were marked with a different flag. A similar flag was used for national percentages that were more than ten percentage points above or below the ICCS average.

To explain students' expected participation multiple regression analysis were carried out using five blocks of predictors.[1] Criterion variables for these first analyses were *expected electoral participation* and *expected active political participation* (both IRT scales). Standard errors of regression coefficients and explained variances ($R^2 * 100$) were estimated using the jackknife replication method. Listwise exclusion of Missing values was applied in the regression analyses. On average across countries, nine percent of students were excluded due to missing values.

# Analysis

### *Students' participation in the wider community*

In ICCS, civic participation in the wider community was measured by asking students to rate whether they had participated "within the last twelve months", "more than a year ago" or "never" in the following organizations or activities:[2]

- Political youth organizations
- Environmental organizations
- Human rights organizations
- Voluntary groups to help the community
- Charitable organizations
- Cultural organizations based on ethnicity
- Groups campaigning for an issue

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[1] The amount of estimated variance between schools was 5-6 percent of the total variance in the two criterion variables. Therefore, for the analyses presented in this paper it was viewed as appropriate to use single-level regression models.

[2] One additional item referred to participation in a religious group or organisation. As this is related to religious background and difficult to separate from general religious engagement (for example, attendance of religious services), it was not included in these analyses.

**Table 1 Percentages of students' civic participation in the community**

- Political youth organizations
- Environmental organizations
- Human rights organizations
- Voluntary groups to help the community
- Charitable organizations
- Cultural organizations based on ethnicity
- Groups campaigning for an issue

Table 1 shows the percentages of students who reported to have participated in these organizations or activities in the past. Participation in youth organizations of political parties or unions was the least frequent of these involvements. Engagement in human rights groups and in cultural organizations based on ethnicity was reported by few students in this age group. Participation in environmental organizations was more common and in a number of countries such as Poland, the Russian Federation, Cyprus and Lithuania more than one third of the students reported to have participated in this type of organization.

Involvements in groups helping the community, and in charity collections, were the most frequent forms of participation among target grade students across ICCS countries. For all of these activities there was considerable variation across countries which may be associated with cultural differences. For example, the percentage of students reporting participation in groups collecting money for a social cause ranged from 15 percent in Estonia and 20 per cent in Finland to 60 percent in Belgium (Flemish) and the Netherlands.

### *Students' civic participation at school*

In the ICCS students were asked to report whether they had done these following activities "within the last twelve months", "more than a year ago" or "never":

- Voluntary participation in school-based music or drama activities outside of regular lessons
- Active participation in a debate
- Voting for class representative or school parliament
- Taking part in decision-making about how the school is run
- Taking part in discussions at a student assembly

- Becoming a candidate for class representative or school parliament

**Table 2 Percentages of students' civic participation at school**

Table 2 shows the percentages of students who reported to have participated in each of these activities in the past (either in the past twelve months or before). Students' school-based civic participation was reported as far more frequent than their involvement in activities or organizations outside of school. On average across participating countries, 74 percent of ICCS European students reported to have voted in school elections and 60 percent responded that they had been involved in voluntary participation in music or drama activities. About 44 percent of students stated that they had been actively involved in debates, taken part in decision-making about how the school is run, taken part in school assembly discussion or been candidates for class representative or the school parliament.

### *Students' expected participation as adults*

The ICCS assessment framework gave particular emphasis to behavioral intentions. These were measured through items that asked students about their intentions regarding civic action in the near future or when they were adults (Schulz et. al., 2008).

The ICCS student survey included a number of questions where students were asked to indicate whether they expected to participate as adults in a number of activities ranging from voting in local or national election to joining political parties or trade unions or standing as candidates in local elections. The response categories were "I will certainly do this", "I will probably do this", "I will probably not do this" and "I will certainly not do this".

The following three items were used to derive a scale measuring students' *expected electoral participation*:

- Vote in local elections
- Vote in national elections
- Get information about candidates before voting in an election

Across participating countries, the average percentage of probably or definitely expecting to do these activities ranges from 76 percent (getting information about candidates) to 82 percent (voting in local elections). The resulting scale had a reliability of 0.74 for the pooled ICCS international sample with equally weighted countries.

**Table 3 National averages of expected electoral participation**

Table 3 shows the scale score averages across participating countries. High scale score averages (of three or more points above the ICCS average) were found in Italy and Thailand, the lowest averages in Belgium (Flemish), the Czech Republic and Estonia. Gender differences were negligible and were therefore not included in the table.

The following four items were used to derive a scale measuring students' *expected active political participation*:

- Help a candidate or party during an election campaign
- Join a political party
- Join a trade union
- Stand as a candidate in local elections

Across participating European countries, the average percentages of students probably or definitely expecting to do these activities range from 26 percent (joining a political party or stand as a candidate in local election) to 40 percent (helping a candidate during election campaign). The scale had a reliability of 0.81 for the combined ICCS database with equally weighted national samples.

**Table 4 National averages of expected active political participation overall and by gender**

The average scale scores across ICCS countries are shown in Table 4. Relatively low national averages were found in Belgium (Flemish) and the Czech Republic.

In many countries, male students tended to have higher scale scores for expected political participation than did females. On average, there was a gender difference of one scale point but in a number of countries larger differences were found.

### *Interest and disposition to engage in civic life in Europe*

ICCS was also concerned with the extent to which the students participating in ICCS expected to participate electorally in Europe, engaged with European issues and had a sense of European identity.

### *Expected electoral participation*

ICCS asked students whether as adults they would: vote in local elections; vote in national elections; and vote in European elections[3]. Table 5 shows the percentage of students in each European ICCS country who reported that they certainly would or probably would vote in these elections. It is evident that a high percentage of students in all countries expected to vote in elections as adults but that smaller percentages expect to vote in European elections (both overall and within each country). On average, across the European ICCS countries, 80 percent of the students reported that they expected to vote in local elections, 78 percent said they would vote in national elections, and just 58 percent intended to vote in European elections. Interestingly these figures are similar to the average voter turnout in European ICCS countries in national elections (71%) and in European elections (49%).

**Table 5 National percentages of students expected electoral participation in European, national local elections**

Table 5 also shows considerable variation across countries in the percentages of students who expected to vote in these different types of election. Austria, Ireland, Italy, and Spain were all countries where percentages of students expecting probably or definitely to vote were significantly above average for all three types of election. Percentages significantly below average for all three elections were recorded for Belgium (Flemish), the Czech Republic, and England. Generally, there was only a weak association between student expectations of future voting and adult voter turnout for the national or the European election. At the country level, the correlation between national voter turnout and percentages of students who expected to vote was 0.28 for national elections and 0.32 for European elections. There was also no consistent association between a country having compulsory voting and the percentages of its students expecting to vote in these three types of election.

### *Engagement with European issues*

ICCS asked a number of questions about student engagement with European civic and citizenship issues. This paper focuses on accessing media information about European news. Table 6 records the percentages of students who reported various modes of accessing European news on a weekly basis (the most frequent response option provided) to gain information about European news, alongside percentages of students

[3] The possible responses were "I will certainly do this," "I will probably do this," "I will probably not do this," and "I will certainly not do this".

who reported informing themselves about national and international news at least weekly.

**Table 6 National percentages of students' frequency of accessing media information**

These data show that, on average, the percentage of students reporting that they watch television to obtain European news was higher than the percentage of students reporting that they read a newspaper to inform themselves. However, there were considerable differences among countries. Even though watching television was, in all countries, the preferred option for obtaining European news compared to reading a newspaper, the differences between these two percentages varied across countries. In Cyprus, the Czech Republic, Denmark, Greece, Italy, Latvia, and Spain, students were more than twice as likely to report using a television at least once a week to inform themselves about European news as they were to read a newspaper once per week for the same purpose. In contrast, there was only a small difference between the frequency of use of these two types of media to access information about European news in Austria, England, Finland, Ireland, Liechtenstein, Sweden, and Switzerland. Overall, the highest proportions of students using television to inform themselves about European news at least once a week were found in the Czech Republic, Italy, and Liechtenstein. The lowest percentages were found in Cyprus, England, Finland, and Ireland. The percentages relating to using newspapers weekly to find out information about European news were highest in Liechtenstein and Switzerland and lowest in Cyprus, Denmark, and Greece.

Table 6 also shows that percentages of students reporting that they used television and newspapers to inform themselves about national or international news were higher than those reporting using these media to obtain European news. On average, 64 percent of students reported that they watched television at least once a week to find out about national or international news compared to 39 percent who said they used this medium to obtain European news. Similarly, 40 percent reported that they read a newspaper at least weekly to inform themselves about national or international news whereas just under a quarter of students (24%) reported this frequency for newspaper reading about European news.

Of the three media (television, newspapers, and the internet), students were generally less likely to report using the internet to inform themselves about national or international news at least once a week: slightly more than a quarter of students in European countries (28%) said that they used the internet at least weekly for this purpose. However, in a small number of countries, students were more likely to use

the internet than newspapers to find out about national and international news. In Cyprus, for example, 21 percent of students reported using the internet but 16 percent reported reading newspapers on at least a weekly basis. There was considerable variability among countries in the use of these media to access national or international news. National percentages of students reporting that they watched television to inform themselves about national or international news ranged from 49 percent (in Cyprus and Sweden) to 78 percent (in Italy and Poland). The percentages relating to reading newspapers ranged from 16 percent (in Cyprus) to 60 percent (in Switzerland). Those relating to using the internet ranged from 12 percent (in Ireland) to 50 percent (in Estonia).

Data on students' involvement in discussing and finding out information about various European events and issues were also collected through a question about how frequently they engaged in various activities. Students were asked to report how often they engaged in the following activities[4]:

- Discussing the political or economic situation in other European countries with your friends or family;
- Discussing European sports events with your friends or family;
- Discussing arts and culture (e.g., music, films) from other European countries with your friends or family;
- Discussing the European Union (EU) with your friends or family;
- Discussing issues raised in the European Parliament with your friends or family;
- Talking about what life is like in other European countries with your friends and family;
- Talking, with your friends and family, about what it might be like to work in other European countries;
- Watching television to inform yourself about European news;
- Reading the newspapers to inform yourself about European news.

The resulting scale reflecting students' participation in communication about Europe had a reliability (Cronbach's alpha) of 0.85 and was standardized to have a mean of 50 and a standard deviation of 10 for the pooled European ICCS database. An item-by-score map for this scale showed that students with the ICCS average score of 50 were likely to report (at least) monthly participation in three of these activities, yearly participation in five activities, and hardly any or no involvement in one activity (Kerr et al, 2010: 167).

[4] "never or hardly ever," "yearly (at least once a year)," "monthly (at least once a month)," "weekly (at least once a week)".

**Table 7 National averages for students' participation in communication about Europe**

Average percentages of at least weekly participation ranged from six percent (discussion of issues raised in the European Parliament) to 39 percent (watching television to inform oneself about European news). Table 7 shows the national averages for European ICCS countries on this scale. These ranged from 44 to 53. The graphic in the table shows that students in all countries were, on average, unlikely to report weekly participation in any of these activities. The highest scale scores were found in Bulgaria and Italy. The lowest averages were recorded for Belgium (Flemish), England, and Finland.

Communication about Europe was positively associated with student general participation in discussions about political and social issues outside of school with parents and friends and with their civic knowledge. The scale measuring participation in discussions about political and social issues was based on a question asking students how often[5] they were involved in the following activities outside of school: Talking with your parent(s) about political and social issues; talking with friends about political and social issues; talking with your parent(s) about what is happening in other countries; and talking with friends about what is happening in other countries. On average, across the European ICCS countries, the percentages of students reporting weekly or daily discussion ranged from 13 percent (talking with friends about political and social issues) to 38 percent (talking with parents about what is happening in other countries). The scale had reliability (Cronbach's alpha) of 0.72. The metric was set to have a mean of 50 and a standard deviation of 10 for the international ICCS database. The measure of civic knowledge was the 80-item ICCS assessment of knowledge and understanding of civics and citizenship. It had a reliability of 0.85 and was set to an international mean of 500 with a standard deviation of 100.

The difference in participation in discussions about political and social issues between the top third and bottom third of the communication about Europe scale was just over one standard deviation. The difference in civic knowledge between the top third and bottom third of the communication about Europe scale was just over one quarter of a standard deviation (0.26). Thus, the students who reported participation in general discussion of political and social issues were the students most likely to report

[5] ("never or hardly ever," "monthly (at least once a month)," "weekly (at least once a week)," "daily or almost daily")

involvement in communication about European issues and the students to have the highest levels of knowledge about civics and citizenship in general.

### *Sense of European identity*

European identity and belonging have been consistent themes of interest in research literature and media over the past decade. Interest in the extent to which people feel attached to Europe relative to attachment to their country and the world has been particularly evident. In ICCS students' sense of European identity was measured with a five-item scale: I see myself as European, I am proud to live in Europe, I feel proud to be part of Europe, I see myself first as a citizen of Europe and then as a citizen of the world, and I have more in common with young people from European countries than with those in countries outside Europe. Students responded by indicating their level of agreement with these statements.

These items were used to derive a scale with a mean of 50 and a standard deviation of 10 for equally weighted European ICCS countries. An item-by-score map for this scale showed that students with an average score of 50 were expected to agree with all of the statements. On average, the percentages of students who responded with agreement or strong agreement to these items ranged from 64 percent (have more in common with young people from Europe than from other countries) to 91 percent (are proud to be a European or see themselves as Europeans). Table 8 provides the mean scores for each country on the scale. Students generally expressed a strong sense of European identity and belonging. National scale averages ranged from 45 to 54. Slovenia and Italy had average scores of more than 3 points above the European ICCS average whereas Latvia had the lowest national average, 45.

**Table 8 National averages for students' sense of European identity**

Table 8 also shows that male students tended to express a somewhat stronger sense of European identity than females. On average, the difference was two score points. We found statistically significant differences in a majority of countries; the countries where the differences were not significant were Cyprus, Latvia, Liechtenstein, Lithuania, Malta, and Switzerland.

The data showed a consistent association between students' national and European identities. The more positively students felt about their country, the stronger, on average, was their sense of European identity. In all countries, there were significant differences in the scale scores measuring students' sense of European identity between the top and bottom third groups formed on the basis of attitudes toward their country. On average, the scores of students in the medium group based on attitude to country

were three scale points above the scores of the students in the low group, while the scores in the high group were three scale points above the scores in the medium group. In other word the difference between the top and bottom third was approximately 0.6 of a standard deviation. This pattern tells us that, on average, the more positive students were about their country, the more likely they were to have a strong sense of European identity and belonging.

### *Explaining students' expected participation*

The following blocks of variables were included: (a) Student background variables, (b) students' experience with civic participation, (c) students' self-beliefs regarding civic engagement, (d) students' attitudes towards civic institutions and (e) students' cognitive abilities in this domain.

Student background variables in the models were:

- Student gender (0 = male, 1= female)
- Students' socioeconomic family background: A composite index (standardized to having mean of 0 and standard deviation of 1 within countries) was developed using factor scores from a principal component analysis of highest parental occupation (SEI scores), highest parental education (ISCED levels in approximate years of education) and number of books at home.
- *Parental interest in political and social issues* (0 = both parents not or not very interested, 1 = at least one parent quite or very interested).

Predictors reflecting students' experience with civic participation were:

- *Past or current participation in civic activities in the community*. The variable is an IRT scale (z-standardized for this analysis) based on a set of seven items (reliability of 0.70) where students reported whether they had participated in seven different activities ("never", "more than a year ago" or "within the last 12 months").[6]
- *Past or current participation in civic activities at school*. The variable is an IRT scale (z-standardized for this analysis) based on a set of seven items

[6] The list included participation in a youth organization of political party or union, an environmental organization, a human rights organization, a voluntary group helping community, an organization collecting money for social cause, a cultural organization based on ethnicity and a group of young people campaigning for an issue.

(reliability of 0.66) where students reported whether they had participated in seven different activities ("never", "more than a year ago" or "within the last 12 months").[7]

Predictors reflecting students' beliefs about their own interest and skills to engage as citizens:

- *Interest in political and social issues*. The measure is an IRT scale (z-standardized for this analysis) based on a set of five items (reliability of 0.86) reflecting topics where students rated their interest as "very interested", "quite interested", "not very interested" or "not at all interested".[8]
- *Internal political efficacy*. The measure is an IRT scale (z-standardized for this analysis) based on a set of six items (reliability of 0.83) where students rated their agreement with a number of statements relating to self-beliefs regarding the general capacity to deal with political issues.[9]
- *Citizenship self-efficacy*. The measure is an IRT scale (z-standardized for this analysis) based on a set of seven items (reliability of 0.81) where students reported how well they thought they could do several tasks related to civic engagement.[10]

Predictors reflecting students' attitudes towards civic institutions were:

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[7] The list included voluntary participation in school-based music or drama activities outside of regular lessons, active participation in a debate, voting for class representative or school parliament, taking part in decision-making about how the school is run, taking part in discussions at a student assembly, and becoming a candidate for class representative or school parliament.

[8] The issues included political issues in the local community, political issues in the country, social issues in the country, politics in other countries and international politics.

[9] The statements were: I know more about politics than most people my age, When political issues or problems are being discussed, I usually have something to say, I am able to understand most political issues easily, I have political opinions worth listening to, As an adult I will be able to take part in politics, I have a good understanding of the political issues facing this country.

[10] The tasks were: Discuss a newspaper article about a conflict between countries, Argue your point of view about a controversial political or social issue, Stand as a candidate in a school election, Organise a group of students in order to achieve changes at school, Follow a television debate about a controversial issue, Write a letter to a newspaper giving your view on a current issue, Speak in front of your class about a social or political issue.

- *Trust in civic institutions*. The measure is an IRT scale (z-standardized for this analysis) based on a set of six items (reliability of 0.83) reflecting student ratings of their trust in different civic institutions as "completely", "a lot", "a little" or "not at all".[11]
- *Support for political parties*. The indicator is based on a question whether students liked a specific political party more than others and another questions for those who replied "yes" asking how much they favored this party ("a little", "to some extent" or "a lot"). The resulting indicator has four ordinal categories.

The predictor reflecting students' cognitive abilities in the field of civics and citizenship was:

- *Students' civic knowledge*. The variable is an IRT scale (z-standardized for this analysis) derived from the ICCS cognitive test (reliability of 0.84).

## Table 9 Multiple regression analysis for expected electoral participation

Table 9 shows the results of the multiple regression analysis for expected electoral participation. The partial (or net) effects of gender were negligible in most countries. Socioeconomic background had positive effects in about half of the countries whereas parental interest had significant positive coefficients in most countries. Participation in the community was not a significant predictor in most countries, but in a number of countries there was negative association of participation in the community with expected participation in elections. Having been active at school, however, had significant positive effects on expected electoral participation in about two thirds of the countries.

In most countries, students' interest, feelings of internal political efficacy and self-confidence in civic engagement (citizenship self-efficacy) had consistent positive regression coefficients for expected electoral participation. On average, each predictor (ICCS standard deviation = 1) had an effect of about 1 score point (0.1 of a standard deviation) on the outcome variable.

Civic knowledge proved to be strong positive predictor of students' expectation to vote in all participating countries. On average, one unit in civic knowledge (equal to a national standard deviation) led to an increase of two score points on expected electoral participation.

[11] The issues included political issues in the local community, political issues in the country, social issues in the country, politics in other countries and international politics.

**Table 10 Explained variance in expected electoral participation**

Table shows the variance in expected electoral participation explained by background variables and the full model in comparison. It shows that on average across ICCS countries about eight percent of the variance in expected electoral participation was explained by student background factors (gender, socioeconomic background and parental interest). After introducing the other predictor variables the variance explained increases to an average of 30 percent across ICCS countries; ranging from 13 (in Indonesia) to 42 percent (in England).

When using different blocks of predictors in a regression model, it is possible that the variance in the criterion variable is explained by more than one predictor block. It is possible to estimate how much of the explained variance is attributable uniquely to each of the sets of predictors and how much of this variance is explained by more than one predictor block in combination. In the model used here, this can be done by comparing the variance explanation of five additional regression models (each without one of the five predictor blocks) with the model that has all predictors in combination. The difference between each of the comparison models with the full model provides an estimate of the unique variance attributable to each block of predictors, the difference between the sum of unique variances and the explained variance by all predictors an estimate of the common variance attributable to more than one predictor block.

The graph in Table illustrates that in most countries about half of the explained variance in expected electoral participation is attributable to more than one set of predictors. Self-beliefs (interest, internal political efficacy and citizenship self-efficacy) have on average the highest proportion of variance uniquely explained by these predictors but also attitudes towards civic institutions (trust and support for political parties) and civic knowledge explain large parts of the variance that is not attributable to other predictor blocks. Background variables and experience with civic engagement do not contribute much unique variance explanation to the model.

**Table 11 Multiple regression analysis for expected active political participation**

Table shows the regression coefficients for expected active political participation. Being female had significant negative effects on student expectations in most countries. Family socioeconomic background had negative effects in ten countries but positive coefficients in 14 countries.

Students' experience with participation in the community proved to be strong positive predictor of expected active political participation in 27 countries. On average there

was an increase of about three score points (0.3 of a standard deviation) for each unit on this scale. In only six countries there were significantly positive coefficients for students' participation at school.

All three predictors measuring students' self-beliefs had strong positive effects on the outcome variable. In particular, one unit (equal to an international standard deviation) in students' self-confidence to manage civic activities (citizenship self-efficacy) led on average to an increase of eight score points in expected participation in political activities.

Both trust in civic institutions and support for political parties were further strong positive predictors of this outcome variable across countries. Civic knowledge, however, had significant negative effects after controlling for all other variables.

**Table 12 Explained variance in expected active political participation**

Table  shows the variance in expected active political participation explained by background and other variables and the full model in comparison. It also shows the proportions of explained variance attributable to particular predictor blocks and to more than one set of variables.

On average, student background variables explained only four percent of the variance in expected active political participation. The explained variance increased to an average of 26 percent across ICCS countries after introducing the other predictors; ranging from 17 per cent in Korea to 37 percent in Malta.

On average, 44 percent of the explained variance expected active political participation was attributable to more than one set of predictors. The largest unique contribution to the explained variance (almost a quarter) was due to student self-beliefs and about a tenth was attributable to students' attitudes towards civic institutions. Smaller proportions of the explained variance were uniquely attributable to the other sets of predictors.

# Discussion

Active citizenship is both one of the pillars of a democracy and a key intended outcome of civic and citizenship education. The effects of civic and citizenship education on active citizenship can only be truly assessed through longitudinal studies that follow individuals from school through to adult life. It is also important to keep in mind that ICCS students were asked about their expectations about intended behavior in future adult life at an early stage of adolescence which may change prior to reaching adulthood.

However, it is possible to use cross-sectional survey data such as those from ICCS to assess influences on students' intentions to participate as in civic life. The theory of planned behavior (Ajzen, 2001), and a body of empirical research derived from that theory, supports the proposition that intentions act as powerful mediating influences on actions, and that attitudes, experiences and backgrounds operate on actions through their influences on intentions. Therefore, understanding influences on intended or expected electoral participation and intended or expected active political participation may go some way to helping understand in advance influences on actual participation.

The ICCS main survey measured important constructs relevant to this paper with satisfactory reliabilities across countries. Relationships between indicators of behavioral intentions and behaviors and the sets of related factors (student background, attitudes, and civic knowledge) show a number of associations that are discussed in the paper.

Consistent with previous research, expected active political participation and activities in the community are not associated with family background or student civic knowledge. Students' experience of participation in the community is a moderately strong (an effect size of 0.3) predictor of expected active political participation in 27 countries. However, in only six countries was there a positive influence of students' participation at school on expected active political participation. Students' self-beliefs (self-confidence, self-efficacy) had strong associations with expected active political participation. In addition, trust in civic institutions and support for political parties were also positively associated with expectations of future political engagement. Our conclusion is that expected active political participation is more strongly influenced by students' wider experiences in the community and the beliefs they form than by civic knowledge, background and participation in school civic activities.

Expected electoral participation is clearly related to higher levels of student knowledge about and understanding of civic and citizenship issues. Being an active participant at school was associated with expected electoral participation in about two thirds of the countries. In most countries, students' interest, feelings of internal political efficacy and self-confidence in civic engagement were associated with higher levels of expected electoral participation. Students' perceptions of parental interest in political and social issues were associated with higher levels of expected electoral participation in most countries but socioeconomic background had mixed effects (sometimes positive and sometimes negative). Participation in the community had no significant effect by in most countries, but in a number of countries there was negative association of participation in the community with expected participation in elections.

In general the outcomes of civic and citizenship education in schools had stronger influences on expected electoral participation than on expected active political participation. The first part of this concluding sentence suggests that what happens in schools impacts on formal aspects of civic participation whereas the second part provided a challenge in terms of encouraging broader participation in society as citizens.

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# Tables

## Table 1 National percentages of students' civic participation in the wider community

| | Percentages of students reporting to have been involved in the activities of: | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Country** | **Youth organisation affiliated with a political party or union** | | | **Environmental organisation** | | | **Human Rights organisation** | | | **A voluntary group doing something to help the community** | | | **An organisation collecting money for a social cause** | | | **A cultural organisation based on ethnicity** | | | **A group of young people campaigning for an issue** | | |
| Austria | 11 | (0.6) | △ | 19 | (0.9) | ▽ | 13 | (0.8) | | 35 | (1.2) | △ | 51 | (1.6) | ▲ | 14 | (0.8) | △ | 33 | (1.0) | △ |
| Belgium (Flemish) † | 5 | (0.5) | ▽ | 15 | (0.9) | ▽ | 7 | (0.5) | ▽ | 23 | (0.9) | ▽ | 60 | (1.1) | ▲ | 11 | (0.6) | ▽ | 17 | (0.8) | ▽ |
| Bulgaria | 9 | (0.7) | | 41 | (1.3) | ▲ | 21 | (1.0) | △ | 37 | (1.3) | △ | 40 | (1.6) | | 17 | (1.0) | △ | 37 | (1.3) | ▲ |
| Cyprus | 18 | (0.7) | △ | 38 | (1.0) | ▲ | 22 | (0.9) | △ | 26 | (1.0) | ▽ | 53 | (1.1) | ▲ | 18 | (0.7) | △ | 25 | (0.9) | |
| Czech Republic † | 4 | (0.3) | ▽ | 21 | (1.2) | ▽ | 9 | (0.6) | ▽ | 13 | (0.7) | ▼ | 29 | (1.1) | ▽ | 6 | (0.4) | ▽ | 19 | (0.8) | ▽ |
| Denmark † | 4 | (0.5) | ▽ | 3 | (0.3) | ▼ | 3 | (0.3) | ▽ | 12 | (0.7) | ▼ | 36 | (1.0) | ▽ | 6 | (0.5) | ▽ | 13 | (0.7) | ▼ |
| England ‡ | 15 | (0.9) | △ | 18 | (1.1) | ▽ | 8 | (0.7) | ▽ | 39 | (1.4) | ▲ | 46 | (1.3) | △ | 12 | (1.0) | | 17 | (1.0) | ▽ |
| Estonia | 9 | (0.8) | | 19 | (1.0) | ▽ | 8 | (0.7) | ▽ | 44 | (1.3) | ▲ | 15 | (0.6) | ▼ | 10 | (0.7) | ▽ | 30 | (1.0) | △ |
| Finland | 3 | (0.3) | ▽ | 9 | (0.5) | ▼ | 1 | (0.2) | ▼ | 14 | (0.6) | ▼ | 20 | (0.9) | ▼ | 2 | (0.3) | ▽ | 10 | (0.6) | ▼ |
| Greece | 8 | (0.6) | | 43 | (1.6) | ▲ | 17 | (1.1) | △ | 21 | (0.9) | ▽ | 37 | (1.2) | | 16 | (0.8) | △ | 27 | (1.2) | |
| Ireland | 8 | (0.6) | | 10 | (0.7) | ▼ | 9 | (0.7) | ▽ | 50 | (1.1) | ▲ | 43 | (1.3) | △ | 10 | (0.7) | ▽ | 20 | (0.8) | ▽ |
| Italy | 5 | (0.4) | ▽ | 26 | (1.2) | | 14 | (0.7) | | 23 | (1.0) | ▽ | 24 | (0.9) | ▼ | 11 | (0.7) | | 23 | (1.0) | ▽ |
| Latvia | 9 | (0.8) | | 33 | (1.5) | △ | 13 | (0.8) | | 38 | (1.2) | △ | 22 | (1.3) | ▼ | 14 | (0.8) | | 38 | (1.5) | ▲ |
| Liechtenstein | 11 | (1.6) | | 17 | (2.2) | ▽ | 14 | (1.8) | | 26 | (2.4) | | 58 | (2.7) | ▲ | 11 | (1.7) | | 35 | (2.6) | △ |
| Lithuania | 11 | (0.6) | △ | 35 | (1.3) | ▲ | 15 | (0.8) | △ | 23 | (0.9) | ▽ | 31 | (1.2) | ▽ | 17 | (0.9) | △ | 25 | (0.9) | |
| Luxembourg | 11 | (0.4) | △ | 26 | (0.7) | △ | 17 | (0.6) | △ | 28 | (0.7) | | 52 | (0.9) | ▲ | 14 | (0.4) | △ | 35 | (0.8) | △ |
| Malta | 14 | (0.9) | △ | 23 | (1.0) | | 9 | (0.7) | ▽ | 36 | (1.3) | △ | 28 | (1.3) | ▼ | 16 | (0.9) | △ | 17 | (1.0) | ▽ |
| Mexico | 15 | (0.7) | △ | 40 | (1.1) | ▲ | 25 | (0.8) | ▲ | 46 | (1.0) | ▲ | 44 | (1.1) | △ | 22 | (0.9) | △ | 39 | (0.9) | ▲ |
| Norway † | 8 | (0.6) | | 13 | (0.9) | ▼ | 10 | (0.7) | ▽ | 20 | (0.9) | ▽ | 52 | (1.1) | ▲ | 12 | (0.7) | | 23 | (0.7) | ▽ |
| Poland | 4 | (0.4) | ▽ | 50 | (1.3) | ▲ | 17 | (0.9) | △ | 36 | (1.3) | △ | 47 | (1.4) | △ | 15 | (0.6) | △ | 27 | (1.0) | |
| Russian Federation | 11 | (0.8) | △ | 39 | (1.6) | ▲ | 23 | (1.3) | ▲ | 30 | (1.5) | | 28 | (1.2) | ▼ | 18 | (1.0) | △ | 62 | (1.3) | ▲ |
| Slovak Republic[2] | 6 | (0.6) | ▽ | 19 | (1.4) | ▽ | 12 | (1.0) | | 27 | (1.3) | | 26 | (1.7) | ▼ | 9 | (1.0) | ▽ | 24 | (1.5) | |
| Slovenia | 6 | (0.5) | ▽ | 28 | (1.3) | △ | 10 | (0.6) | ▽ | 24 | (1.0) | ▽ | 44 | (1.2) | △ | 13 | (0.7) | | 35 | (1.0) | △ |
| Spain | 5 | (0.5) | ▽ | 18 | (0.8) | ▽ | 14 | (0.8) | | 26 | (0.9) | ▽ | 32 | (1.0) | ▽ | 7 | (0.5) | ▽ | 22 | (0.9) | ▽ |
| Sweden | 7 | (0.5) | ▽ | 8 | (0.5) | ▼ | 7 | (0.5) | ▽ | 14 | (0.7) | ▼ | 23 | (1.0) | ▼ | 6 | (0.4) | ▽ | 14 | (0.6) | ▼ |
| Switzerland † | 6 | (0.7) | ▽ | 21 | (1.4) | ▽ | 13 | (1.0) | | 26 | (1.1) | ▽ | 49 | (1.4) | ▲ | 8 | (0.8) | ▽ | 23 | (0.9) | ▽ |
| **ICCS average** | 9 | (0.1) | | 24 | (0.2) | | 13 | (0.1) | | 28 | (0.2) | | 38 | (0.2) | | 12 | (0.1) | | 26 | (0.2) | |
| # Netherlands | 6 | (1.3) | | 14 | (1.6) | | 7 | (0.8) | | 24 | (2.3) | | 60 | (2.6) | | 7 | (1.6) | | 12 | (0.9) | |

**National percentage**

| | |
|---|---|
| more than 10 percentage\ points above ICCS | ▲ |
| significantly above ICCS average | △ |
| significantly below ICCS average | ▽ |
| more than 10 percentage points below ICCS | ▼ |

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[2] National Desired Population does not cover all of International Desired Population.

## Table 2 National percentages of students' civic participation at school

| Country | Voluntary participation in school-based music or drama activities outside of regular lessons | | Active participation in a debate | | Voting for class representative or school parliament | | Taking part in decision-making about how the school is run | | Taking part in discussions at a student assembly | | Becoming a candidate for class representative or school parliament | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Austria | 52 (1.4) | ▽ | 25 (1.1) | ▼ | 81 (0.9) | △ | 30 (1.2) | ▽ | 38 (1.1) | | 57 (1.1) | ▲ |
| Belgium (Flemish) † | 47 (1.8) | ▼ | 31 (1.2) | ▼ | 68 (2.0) | ▽ | 36 (1.3) | | 24 (0.9) | ▼ | 34 (1.2) | ▽ |
| Bulgaria | 66 (1.2) | △ | 52 (1.4) | △ | 52 (1.9) | ▼ | 31 (1.2) | ▽ | 40 (1.2) | | 34 (1.1) | ▽ |
| Cyprus | 69 (0.9) | △ | 55 (0.9) | ▲ | 71 (0.8) | ▽ | 35 (1.2) | | 39 (0.9) | | 67 (1.0) | ▲ |
| Czech Republic † | 52 (1.2) | ▽ | 54 (1.0) | ▲ | 74 (1.9) | | 21 (0.9) | ▼ | 29 (0.9) | ▽ | 31 (1.0) | ▼ |
| Denmark † | 43 (1.4) | ▼ | 57 (1.2) | ▲ | 73 (1.1) | | 44 (1.0) | △ | 20 (0.8) | ▼ | 49 (1.0) | △ |
| England ‡ | 62 (1.3) | | 48 (1.5) | △ | 79 (1.2) | △ | 55 (1.5) | ▲ | 37 (1.4) | | 40 (1.2) | |
| Estonia | 73 (1.2) | ▲ | 36 (1.2) | ▽ | 75 (1.8) | | 24 (1.2) | ▼ | 25 (1.3) | ▼ | 32 (1.5) | ▽ |
| Finland | 61 (1.2) | | 59 (1.2) | ▲ | 83 (1.3) | △ | 15 (0.7) | ▼ | 23 (1.0) | ▼ | 35 (1.4) | ▽ |
| Greece | 61 (1.4) | | 40 (1.1) | ▽ | 85 (1.0) | ▲ | 57 (1.1) | ▲ | 74 (1.4) | ▲ | 68 (1.5) | ▲ |
| Ireland | 58 (1.2) | ▽ | 66 (1.3) | ▲ | 76 (2.2) | | 38 (1.3) | | 28 (1.1) | ▼ | 25 (0.9) | ▼ |
| Italy | 67 (1.1) | △ | 50 (1.3) | △ | 49 (2.3) | ▼ | 34 (1.5) | | 24 (1.5) | ▼ | 21 (1.3) | ▼ |
| Latvia | 77 (1.2) | ▲ | 55 (1.6) | ▲ | 67 (2.5) | ▽ | 31 (1.3) | ▽ | 31 (1.5) | ▽ | 39 (1.6) | |
| Liechtenstein | 48 (2.9) | ▼ | 54 (2.6) | ▲ | 74 (2.5) | | 27 (2.6) | ▽ | 42 (2.5) | | 49 (2.5) | △ |
| Lithuania | 63 (1.1) | △ | 23 (0.9) | ▼ | 84 (0.9) | ▲ | 35 (1.1) | | 38 (1.2) | | 30 (1.1) | ▼ |
| Luxembourg | 46 (0.7) | ▼ | 19 (0.6) | ▼ | 63 (0.8) | ▼ | 25 (0.6) | ▼ | 31 (0.7) | ▽ | 36 (0.8) | ▽ |
| Malta | 70 (1.3) | ▲ | 30 (1.1) | ▼ | 62 (1.2) | ▼ | 29 (1.0) | ▽ | * | | 24 (0.9) | ▼ |
| Norway † | 61 (1.3) | | 62 (1.3) | ▲ | 90 (0.8) | ▲ | 58 (1.6) | ▲ | 52 (1.3) | ▲ | 62 (1.0) | ▲ |
| Poland | 60 (1.3) | | 32 (1.2) | ▼ | 95 (0.5) | ▲ | 57 (1.1) | ▲ | 67 (1.1) | ▲ | 59 (0.9) | ▲ |
| Russian Federation | 67 (1.0) | △ | 34 (1.2) | ▽ | 76 (1.4) | | 32 (1.2) | ▽ | 45 (1.1) | △ | 28 (1.1) | ▼ |
| Slovak Republic[2] | 60 (1.2) | | 49 (1.5) | △ | 73 (2.3) | | 28 (1.2) | ▽ | 81 (1.0) | ▲ | 43 (1.5) | |
| Slovenia | 65 (1.3) | △ | 41 (1.2) | ▽ | 84 (0.8) | ▲ | 28 (1.2) | ▽ | 35 (1.4) | ▽ | 59 (1.1) | ▲ |
| Spain | 65 (1.0) | △ | 50 (1.5) | △ | 87 (1.0) | ▲ | 48 (1.2) | ▲ | 38 (1.3) | | 55 (1.2) | ▲ |
| Sweden | 59 (1.4) | | 42 (1.6) | | 85 (0.9) | ▲ | 54 (1.1) | ▲ | 53 (1.1) | ▲ | 40 (1.0) | |
| Switzerland † | 56 (1.3) | ▽ | 56 (1.5) | ▲ | 60 (2.0) | ▼ | 28 (1.3) | ▽ | 40 (1.4) | | 34 (1.4) | ▽ |
| **ICCS average** | **60 (0.2)** | | **44 (0.2)** | | **74 (0.2)** | | **36 (0.2)** | | **39 (0.2)** | | **41 (0.2)** | |
| # Netherlands | 47 (2.1) | | 20 (2.8) | | 52 (4.5) | | 27 (2.5) | | 11 (0.9) | | 22 (2.5) | |

**National percentage**

| | |
|---|---|
| more than 10 percentage\ points above ICCS average | ▲ |
| significantly above ICCS average | △ |
| significantly below ICCS average | ▽ |
| more than 10 percentage points below ICCS average | ▼ |

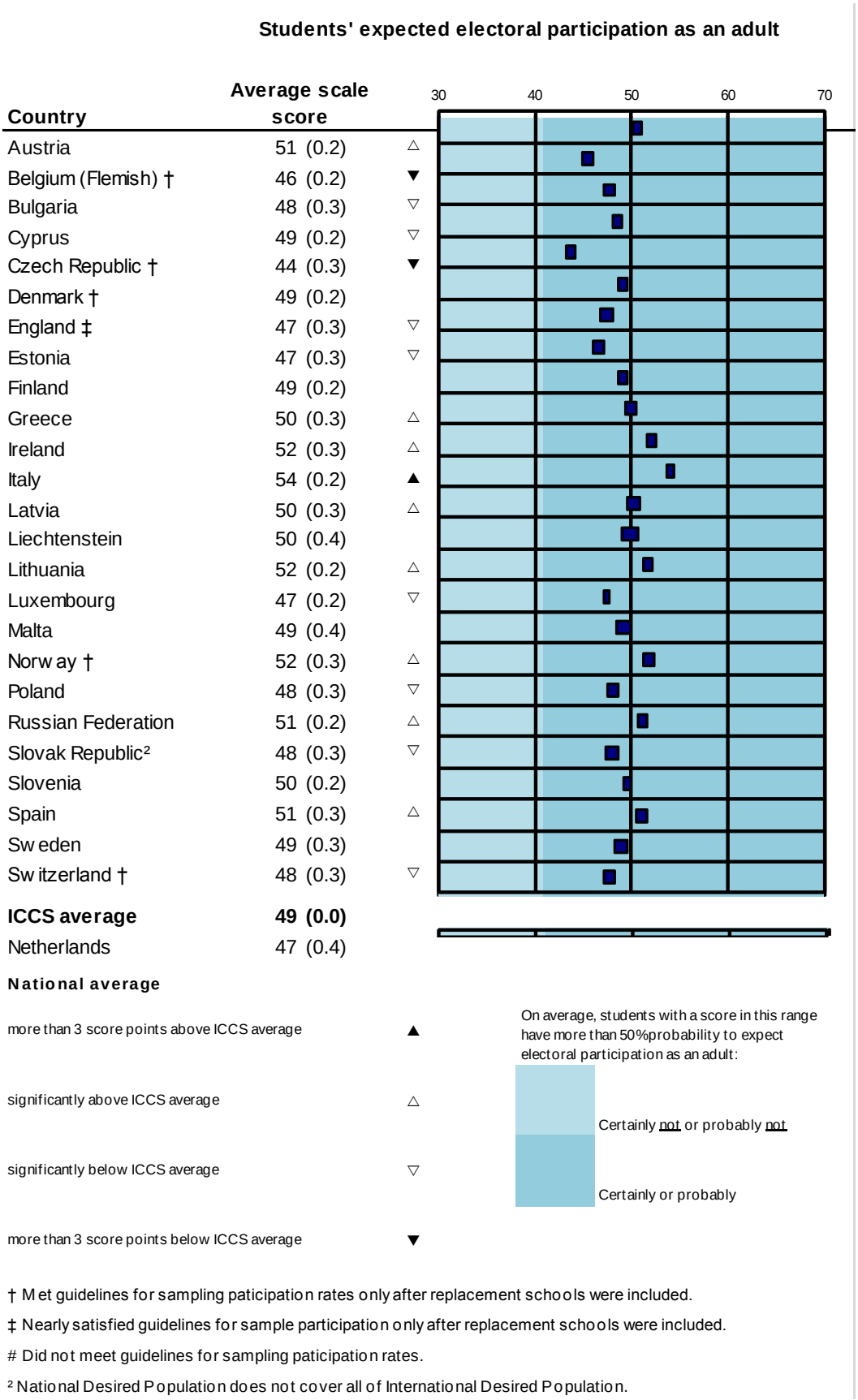
† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates .

[2] National Desired Population does not cover all of International Desired Population.

## Table 3 National averages for expected electoral participation




† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

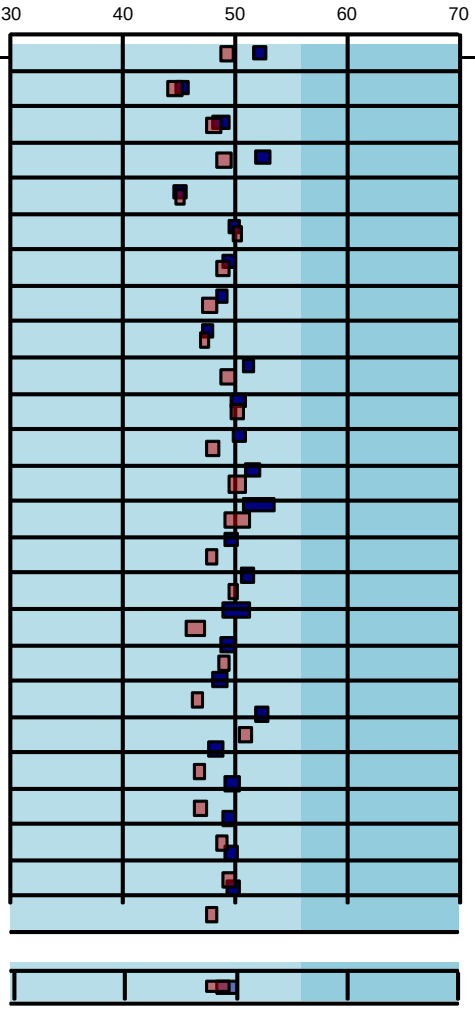
# Did not meet guidelines for sampling paticipation rates.

² National Desired Population does not cover all of International Desired Population.

## Table 4 National averages for students' expected participation in political activities overall and by gender

**Students' expected participation in political activities**

| Country | All students | | Females | Males | Differences (males - females)* |
|---|---|---|---|---|---|
| Austria | 51 (0.2) | △ | 49 (0.3) | 52 (0.3) | **3** (0.4) |
| Belgium (Flemish) † | 45 (0.2) | ▼ | 45 (0.3) | 45 (0.3) | 1 (0.4) |
| Bulgaria | 49 (0.3) | ▽ | 48 (0.3) | 49 (0.4) | 1 (0.5) |
| Cyprus | 51 (0.2) | △ | 49 (0.3) | 53 (0.3) | **3** (0.4) |
| Czech Republic † | 45 (0.2) | ▼ | 45 (0.2) | 45 (0.3) | 0 (0.3) |
| Denmark † | 50 (0.1) | △ | 50 (0.2) | 50 (0.2) | 0 (0.3) |
| England ‡ | 49 (0.2) | | 49 (0.3) | 50 (0.3) | 0 (0.4) |
| Estonia | 48 (0.2) | ▽ | 48 (0.3) | 49 (0.3) | **1** (0.4) |
| Finland | 48 (0.1) | ▽ | 47 (0.2) | 48 (0.2) | 0 (0.3) |
| Greece | 50 (0.2) | △ | 50 (0.3) | 51 (0.3) | **2** (0.3) |
| Ireland | 50 (0.2) | △ | 50 (0.3) | 50 (0.3) | 0 (0.4) |
| Italy | 49 (0.2) | | 48 (0.3) | 51 (0.3) | **2** (0.4) |
| Latvia | 51 (0.2) | △ | 50 (0.4) | 52 (0.3) | **1** (0.5) |
| Liechtenstein | 51 (0.5) | △ | 50 (0.6) | 52 (0.7) | **2** (0.9) |
| Lithuania | 49 (0.2) | | 48 (0.3) | 50 (0.3) | **2** (0.4) |
| Luxembourg | 51 (0.2) | △ | 50 (0.2) | 51 (0.3) | **1** (0.3) |
| Malta | 48 (0.4) | ▽ | 47 (0.4) | 50 (0.6) | **4** (0.7) |
| Norway † | 49 (0.2) | | 49 (0.2) | 49 (0.3) | 0 (0.4) |
| Poland | 48 (0.2) | ▽ | 47 (0.2) | 49 (0.4) | **2** (0.4) |
| Russian Federation | 52 (0.2) | △ | 51 (0.3) | 52 (0.3) | **1** (0.4) |
| Slovak Republic[2] | 48 (0.2) | ▽ | 47 (0.2) | 48 (0.3) | **1** (0.3) |
| Slovenia | 48 (0.2) | ▽ | 47 (0.3) | 50 (0.3) | **3** (0.4) |
| Spain | 49 (0.2) | | 49 (0.2) | 50 (0.3) | 1 (0.3) |
| Sweden | 50 (0.2) | △ | 50 (0.3) | 50 (0.3) | 0 (0.3) |
| Switzerland † | 49 (0.2) | | 48 (0.3) | 50 (0.3) | **2** (0.4) |
| **ICCS average** | 49 (0.0) | | 49 (0.0) | 50 (0.0) | 1 (0.1) |
| Netherlands | 49 (0.4) | | 48 (0.5) | 49 (0.5) | 1 (0.6) |




**National average**

| | |
|---|---|
| more than 3 score points above ICCS average | ▲ |
| significantly above ICCS average | △ |
| significantly below ICCS average | ▽ |
| more than 3 score points below ICCS average | ▼ |

* Statistically significant (p<.05) gender differences in **bold**.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

[1] Country surveyed the same cohort of students but at the beginning of the next school year.

[2] National Desired Population does not cover all of International Desired Population.

## Table 5 National percentages of students expected electoral participation in European, national local elections

| Country | Percentages of students reporting that they probably will or certainly will: Vote in local elections | | Vote in national elections | | Vote in European elections | | Electoral turnout: in last national election (%) | in last European election (%) | Compulsory voting (yes/no) |
|---|---|---|---|---|---|---|---|---|---|
| Austria | 83 (0.8) | △ | 82 (0.9) | △ | 77 (0.9) | ▲ | 82 | 46 | No |
| Belgium (Flemish) † | 75 (1.1) | ▽ | 72 (1.3) | ▽ | 52 (1.1) | ▽ | 93 [a] | 90 [b] | Yes |
| Bulgaria | 78 (1.0) | | 69 (1.0) | ▽ | 55 (1.3) | | 56 | 39 | No |
| Cyprus | 76 (0.8) | ▽ | 75 (0.8) | ▽ | 59 (1.1) | | 89 | 59 | Yes |
| Czech Republic † | 67 (0.9) | ▼ | 50 (1.1) | ▼ | 38 (1.2) | ▼ | 65 | 28 | No |
| Denmark † | 80 (0.7) | | 89 (0.6) | ▲ | 54 (1.0) | ▽ | 87 | 60 | No |
| England ‡ | 75 (1.1) | ▽ | 72 (1.1) | ▽ | 43 (1.1) | ▼ | 61 [c] | 35 [c] | No |
| Estonia | 78 (1.2) | | 73 (1.3) | ▽ | 30 (1.0) | ▼ | 62 | 44 | No |
| Finland | 85 (0.7) | △ | 85 (0.7) | △ | 53 (1.0) | ▽ | 65 | 40 | No |
| Greece | 83 (0.9) | △ | 77 (1.1) | | 68 (1.3) | △ | 74 | 53 | Yes |
| Ireland | 89 (0.7) | △ | 87 (0.7) | △ | 73 (1.0) | ▲ | 67 | 59 | No |
| Italy | 91 (0.6) | ▲ | 88 (0.6) | ▲ | 78 (0.9) | ▲ | 81 | 65 | No |
| Latvia | 81 (1.1) | | 77 (1.2) | | 62 (1.1) | △ | 61 | 54 | No |
| Liechtenstein | 80 (2.2) | | 81 (2.0) | | n/a | | 85 | n/a | No |
| Lithuania | 88 (0.8) | △ | 88 (0.8) | △ | 58 (1.1) | | 49 | 21 | No |
| Luxembourg | 69 (0.7) | ▼ | 73 (0.7) | ▽ | 64 (0.8) | △ | 92 | 91 | Yes |
| Malta | 81 (1.3) | | 86 (1.2) | △ | 60 (1.3) | | 93 | 79 | Yes |
| Poland | 82 (1.0) | △ | 77 (1.0) | | 50 (1.0) | ▽ | 54 | 25 | No |
| Slovak Republic[1] | 74 (1.2) | ▽ | 75 (1.2) | ▽ | 64 (1.5) | △ | 55 | 20 | No |
| Slovenia | 79 (0.8) | | 81 (0.8) | △ | 43 (1.0) | ▼ | 63 | 28 | No |
| Spain | 87 (0.8) | △ | 85 (0.8) | △ | 68 (0.9) | ▲ | 75 | 45 | No |
| Sweden | 81 (1.1) | | 85 (0.9) | △ | 63 (1.3) | △ | 82 | 46 | No |
| Switzerland † | 70 (1.2) | ▽ | 70 (1.4) | ▽ | n/a | | 48 | n/a | No |
| **European ICCS average** | 80 (0.2) | | 78 (0.2) | | 58 (0.2) | | 71 | 49 | |
| Netherlands # | 76 (2.0) | | 74 (2.3) | ` | 59 (2.0) | | 80 | 37 | No |

**National percentage**

| | |
|---|---|
| more than 10 percentage\ points above ICCS average | ▲ |
| significantly above ICCS average | △ |
| significantly below ICCS average | ▽ |
| more than 10 percentage points below ICCS average | ▼ |

Data for voter turnout of last national election relate to elections held between 2004 - 2009 and are taken from the International Institute for Democracy and Electoral Assi
Data for voter turnout in last European election relate to the election in 2009 and are taken from the European Parliament Website.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

n/a Not applicable because Liechtenstein and Switzerland are not members of the EU

a Data refer to the Flemish part of Flanders

b Data refer to the whole of Belgium

c Data refer to the whole of the United Kingdom

## Table 6 National percentages of students' frequency of accessing media information

| Country | Percentages of students who report doing the following activities weekly: Watch television to inform yourself about European news. | | Percentages of students who report doing the following activities weekly: Read the newspapers to inform yourself about European news. | | Percentages of students who report doing the following activities weekly, daily or almost daily: Watching television to inform yourself about national and international news | | Reading the newspaper to inform yourself about national and international news | | Using the internet to inform yourself about national and international news | |
|---|---|---|---|---|---|---|---|---|---|---|
| Austria | 37 (1.0) | ▽ | 33 (1.0) | ▽ | 58 (1.0) | ▽ | 52 (1.2) | ▲ | 19 (0.8) | ▽ |
| Belgium (Flemish) † | 34 (1.1) | ▽ | 21 (0.9) | ▽ | 62 (1.1) | | 33 (0.9) | ▽ | 14 (0.8) | ▼ |
| Bulgaria | 43 (1.2) | △ | 23 (0.9) | △ | 72 (1.1) | △ | 37 (0.9) | ▽ | 38 (1.1) | △ |
| Cyprus | 25 (0.8) | ▼ | 11 (0.6) | ▼ | 49 (1.1) | ▼ | 16 (0.7) | ▼ | 21 (0.9) | ▽ |
| Czech Republic † | 53 (0.9) | ▲ | 23 (0.6) | △ | 65 (0.9) | | 41 (0.9) | | 45 (1.0) | ▲ |
| Denmark † | 33 (0.9) | ▽ | 13 (0.8) | ▼ | 69 (1.0) | △ | 28 (0.8) | ▼ | 31 (0.9) | △ |
| England ‡ | 27 (0.9) | ▼ | 20 (1.2) | ▽ | 56 (1.3) | ▽ | 41 (1.5) | | 25 (0.8) | ▽ |
| Estonia | 46 (1.3) | △ | 33 (1.2) | △ | 75 (1.0) | ▲ | 53 (1.2) | ▲ | 50 (1.1) | ▲ |
| Finland | 28 (1.1) | ▼ | 23 (0.9) | ▽ | 50 (1.1) | ▼ | 48 (1.0) | △ | 29 (1.0) | |
| Greece | 32 (1.1) | ▽ | 9 (0.6) | ▼ | 56 (1.2) | ▽ | 17 (0.9) | ▼ | 18 (0.8) | ▼ |
| Ireland | 28 (0.9) | ▼ | 25 (0.9) | ▽ | 50 (1.2) | ▼ | 40 (1.1) | | 12 (0.7) | ▼ |
| Italy | 52 (1.2) | ▲ | 23 (1.1) | △ | 78 (0.9) | ▲ | 36 (1.3) | ▽ | 31 (1.1) | △ |
| Latvia | 49 (1.5) | △ | 21 (0.9) | △ | 76 (1.1) | ▲ | 37 (1.2) | ▽ | 36 (1.1) | △ |
| Liechtenstein | 50 (2.6) | ▲ | 43 (2.9) | ▲ | 62 (2.0) | | 54 (2.7) | ▲ | 20 (1.9) | ▽ |
| Lithuania | 44 (1.0) | △ | 24 (0.9) | △ | 76 (0.9) | ▲ | 45 (1.2) | △ | 40 (1.0) | ▲ |
| Luxembourg | 44 (0.7) | △ | 32 (0.9) | △ | 59 (1.0) | ▽ | 48 (0.9) | △ | 21 (0.6) | ▽ |
| Malta | 32 (1.4) | ▽ | 18 (1.0) | ▽ | 64 (0.9) | | 28 (1.0) | ▼ | 25 (0.9) | ▽ |
| Poland | 37 (1.0) | | 21 (0.8) | | 78 (0.9) | ▲ | 48 (1.1) | △ | 44 (1.1) | ▲ |
| Slovak Republic[1] | 38 (1.0) | | 26 (1.1) | | 73 (1.2) | △ | 51 (1.4) | ▲ | 39 (1.3) | ▲ |
| Slovenia | 35 (0.9) | ▽ | 20 (0.7) | ▽ | 54 (1.3) | ▽ | 32 (1.0) | ▽ | 32 (1.0) | △ |
| Spain | 48 (1.2) | △ | 16 (0.8) | △ | 73 (1.1) | △ | 25 (0.9) | ▼ | 18 (0.8) | ▼ |
| Sweden | 30 (1.0) | ▽ | 26 (1.0) | ▽ | 49 (1.0) | ▼ | 51 (1.2) | ▲ | 31 (1.1) | △ |
| Switzerland † | 47 (1.2) | △ | 41 (1.5) | ▲ | 64 (1.4) | | 60 (1.7) | ▲ | 18 (0.8) | ▼ |
| **European average** | 39 (0.2) | | 24 (0.2) | | 64 (0.2) | | 40 (0.3) | | 28 (0.2) | |
| Netherlands | 42 (2.4) | | 19 (1.7) | | 62 (1.7) | | 31 (1.8) | | 27 (1.9) | |

**National percentage**

| | |
|---|---|
| more than 10 percentage points above ICCS average | ▲ |
| significantly above ICCS average | △ |
| significantly below ICCS average | ▽ |
| more than 10 percentage points below ICCS average | ▼ |

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

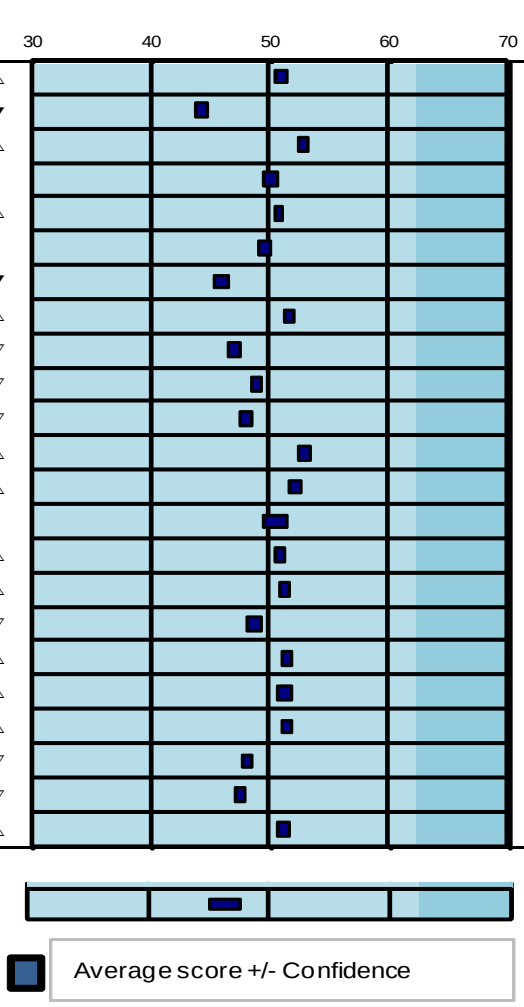
# Did not meet guidelines for sampling paticipation rates.

[1] National Desired Population does not cover all of International Desired Population

## Table 7 National averages for students' participation in communication about Europe

**Students' participation in communication about Europe**

| Country | Average scale score | |
|---|---|---|
| Austria | 51 (0.2) | △ |
| Belgium (Flemish) † | 44 (0.3) | ▼ |
| Bulgaria | 53 (0.2) | △ |
| Cyprus | 50 (0.3) | |
| Czech Republic † | 51 (0.1) | △ |
| Denmark † | 50 (0.2) | |
| England ‡ | 46 (0.3) | ▼ |
| Estonia | 52 (0.2) | △ |
| Finland | 47 (0.3) | ▽ |
| Greece | 49 (0.2) | ▽ |
| Ireland | 48 (0.2) | ▽ |
| Italy | 53 (0.3) | △ |
| Latvia | 52 (0.2) | △ |
| Liechtenstein | 50 (0.5) | |
| Lithuania | 51 (0.2) | △ |
| Luxembourg | 51 (0.2) | △ |
| Malta | 49 (0.3) | ▽ |
| Poland | 52 (0.2) | △ |
| Slovak Republic[1] | 51 (0.3) | △ |
| Slovenia | 52 (0.2) | △ |
| Spain | 48 (0.2) | ▽ |
| Sweden | 48 (0.2) | ▽ |
| Switzerland † | 51 (0.2) | △ |
| **European ICCS average** | 50 (0.1) | |
| Netherlands | 46 (0.6) | |




▲ more than 3 score points above ICCS European average

△ significantly above ICCS European average

▽ significantly below ICCS European average

▼ more than 3 score points below ICCS European average

On average, students with a score in the range indicated by this colour have more than 50% probablity to respond to

Less than weekly

At least once a week

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

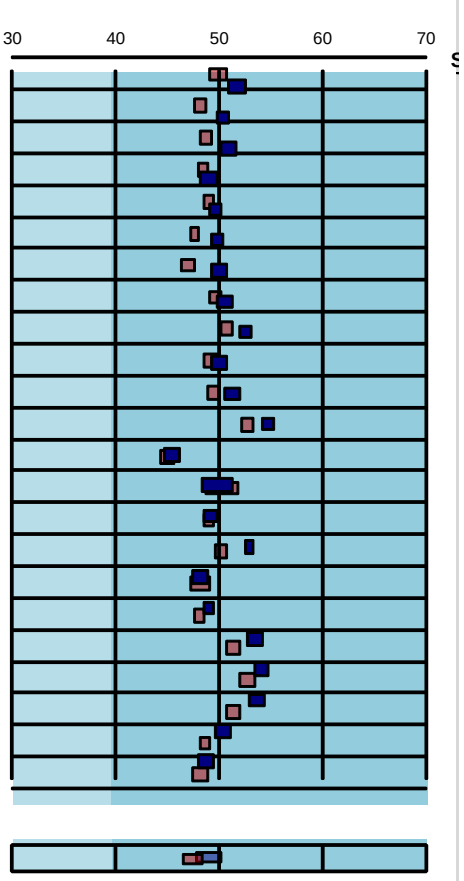
[1] National Desired Population does not cover all of International Desired Population

# Did not meet guidelines for sampling paticipation rates.

# Table 8 National averages for students' sense of European identity

**Students' sense of European identity and belonging by gender**

| Country | All students | | Females | Males | Differences (males - females) ^ |
|---|---|---|---|---|---|
| Austria | 51 (0.3) | △ | 50 (0.4) | 52 (0.4) | **2** (0.5) |
| Belgium (Flemish) | 49 (0.2) | ▽ | 48 (0.2) | 51 (0.3) | **2** (0.4) |
| Bulgaria | 50 (0.2) | | 49 (0.3) | 51 (0.4) | **2** (0.4) |
| Cyprus | 49 (0.2) | ▽ | 48 (0.2) | 49 (0.4) | 1 (0.5) |
| Czech Republic † | 49 (0.2) | ▽ | 49 (0.2) | 50 (0.3) | **1** (0.3) |
| Denmark | 49 (0.2) | ▽ | 48 (0.2) | 50 (0.3) | **2** (0.3) |
| England ‡ | 48 (0.3) | ▽ | 47 (0.3) | 50 (0.4) | **3** (0.5) |
| Estonia | 50 (0.3) | | 50 (0.3) | 51 (0.4) | **1** (0.4) |
| Finland | 52 (0.2) | △ | 51 (0.3) | 53 (0.3) | **2** (0.4) |
| Greece | 50 (0.2) | | 49 (0.3) | 50 (0.3) | **1** (0.4) |
| Ireland | 50 (0.2) | | 49 (0.3) | 51 (0.3) | **2** (0.4) |
| Italy | 54 (0.2) | ▲ | 53 (0.3) | 55 (0.3) | **2** (0.3) |
| Latvia | 45 (0.3) | ▼ | 45 (0.4) | 46 (0.4) | 1 (0.5) |
| Liechtenstein | 50 (0.5) | | 50 (0.8) | 50 (0.8) | 0 (1.0) |
| Lithuania | 49 (0.2) | ▽ | 49 (0.3) | 49 (0.3) | 0 (0.3) |
| Luxembourg | 52 (0.2) | △ | 50 (0.2) | 53 (0.2) | **3** (0.3) |
| Malta | 48 (0.3) | ▽ | 48 (0.5) | 48 (0.4) | 0 (0.6) |
| Poland | 49 (0.2) | ▽ | 48 (0.2) | 49 (0.2) | **1** (0.3) |
| Slovak Republic[1] | 52 (0.3) | △ | 51 (0.4) | 54 (0.4) | **2** (0.5) |
| Slovenia | 53 (0.3) | ▲ | 53 (0.4) | 54 (0.3) | **2** (0.5) |
| Spain | 53 (0.3) | △ | 51 (0.3) | 54 (0.4) | **2** (0.4) |
| Sweden | 50 (0.2) | ▽ | 49 (0.3) | 51 (0.3) | **2** (0.4) |
| Switzerland † | 48 (0.3) | ▽ | 48 (0.4) | 49 (0.4) | 1 (0.5) |
| **ICCS European average** | **50 (0.1)** | | **49 (0.1)** | **51 (0.1)** | **2 (0.1)** |
| Netherlands# | 48 (0.4) | | 47 (0.5) | 49 (0.6) | **2** (0.6) |




^ Statistically significant differences in **bold**.

more than 3 score points above ICCS European average ▲

significantly above ICCS European average △

significantly below ICCS European average ▽

more than 3 score points below ICCS European average ▼

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[1] National Desired Population does not cover all of International Desired Population

# Table 9 Multiple regression analysis for expected electoral participation

*Unstandardized regression coefficients (standard errors in brackets)**

| | Student characteristics and background | | | Students' past or current civic | | Students' self-beliefs | | | Students' attitudes towards institutions | | Cognitive abilities | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Country | Gender (female) | Socio-economic family background (factor z-score) | Parental interest (0=not or not very interested; 1=quite or very interested) | Participation in community (z-score) | Participation at school (IRT z-score) | Interest in political and social issues (IRT z-score) | Internal political efficacy (IRT z-score) | Citizenship self-efficacy (IRT z-score) | Trust in civic institutions (IRT z-score) | Support for political parties | Civic knowledge (IRT z-score) | Percentage of explained variance |
| Austria | -0.4 (0.3) | **0.6** (0.2) | **2.1** (0.4) | **0.5** (0.2) | 0.0 (0.2) | **1.0** (0.2) | **0.9** (0.2) | **1.9** (0.2) | **1.9** (0.2) | **0.9** (0.1) | **2.1** (0.2) | 38 (2.1) |
| Belgium (Flemish) † | -0.1 (0.3) | **0.6** (0.2) | **1.6** (0.5) | **0.8** (0.2) | **0.4** (0.2) | **1.1** (0.2) | **1.3** (0.2) | **1.3** (0.3) | **1.8** (0.2) | **0.8** (0.2) | **1.7** (0.2) | 32 (1.7) |
| Bulgaria | 0.5 (0.4) | -0.1 (0.2) | **2.6** (0.5) | -0.2 (0.2) | **0.5** (0.2) | **1.6** (0.3) | **1.2** (0.3) | **1.2** (0.3) | **1.5** (0.2) | **1.0** (0.1) | **2.4** (0.2) | 28 (1.8) |
| Cyprus | 0.2 (0.4) | 0.4 (0.2) | **1.3** (0.5) | -0.2 (0.2) | **0.6** (0.2) | **0.8** (0.2) | **1.2** (0.3) | **1.8** (0.3) | **1.6** (0.3) | **1.1** (0.1) | **2.5** (0.2) | 33 (2.0) |
| Czech Republic † | **-0.8** (0.3) | **0.7** (0.1) | **3.2** (0.3) | 0.1 (0.2) | **0.6** (0.2) | **1.5** (0.2) | **1.5** (0.2) | **1.0** (0.2) | **1.4** (0.2) | **1.1** (0.2) | **3.0** (0.2) | 38 (1.4) |
| Denmark † | **1.1** (0.3) | **0.3** (0.2) | **2.0** (0.3) | 0.3 (0.2) | **0.5** (0.2) | **1.4** (0.2) | **0.9** (0.2) | **1.3** (0.2) | **2.0** (0.2) | **0.6** (0.1) | **1.3** (0.2) | 39 (1.7) |
| England ‡ | **-0.8** (0.4) | **0.8** (0.2) | **2.7** (0.4) | 0.2 (0.2) | **0.6** (0.2) | **1.6** (0.3) | **1.0** (0.3) | **1.2** (0.2) | **1.7** (0.3) | **0.6** (0.2) | **2.3** (0.2) | 42 (2.2) |
| Estonia | 0.4 (0.4) | 0.3 (0.2) | **1.0** (0.3) | 0.4 (0.2) | 0.2 (0.2) | **1.5** (0.2) | **1.1** (0.3) | **1.4** (0.3) | **1.7** (0.2) | **1.3** (0.2) | **1.8** (0.2) | 31 (2.1) |
| Finland | **0.7** (0.3) | **0.8** (0.1) | **2.6** (0.3) | 0.0 (0.2) | **0.6** (0.2) | **1.3** (0.2) | **0.5** (0.2) | **1.4** (0.3) | **2.2** (0.2) | **0.9** (0.2) | **1.0** (0.1) | 37 (1.5) |
| Greece | 0.6 (0.3) | 0.3 (0.2) | **1.2** (0.4) | **-0.7** (0.2) | **0.8** (0.2) | **1.4** (0.3) | **1.4** (0.4) | **1.0** (0.3) | **1.7** (0.2) | **0.8** (0.2) | **2.5** (0.3) | 26 (2.0) |
| Ireland | **1.0** (0.4) | **0.4** (0.2) | **1.9** (0.5) | 0.0 (0.2) | 0.3 (0.2) | **1.1** (0.2) | **0.9** (0.3) | **1.1** (0.2) | **1.8** (0.2) | **1.0** (0.1) | **2.4** (0.2) | 34 (1.9) |
| Italy | 0.3 (0.3) | 0.3 (0.2) | **2.9** (0.5) | -0.2 (0.2) | **0.3** (0.2) | 0.4 (0.2) | **0.8** (0.2) | **1.3** (0.3) | **1.6** (0.2) | **0.8** (0.2) | **2.7** (0.2) | 27 (1.7) |
| Latvia | 0.3 (0.4) | 0.4 (0.2) | **1.5** (0.6) | **-0.5** (0.3) | **0.7** (0.3) | **1.4** (0.3) | **0.9** (0.4) | **1.9** (0.3) | **1.7** (0.2) | **0.4** (0.2) | **1.8** (0.2) | 21 (1.6) |
| Liechtenstein | 0.8 (0.9) | 0.6 (0.4) | 2.2 (1.2) | -0.1 (0.6) | 0.5 (0.4) | 1.1 (0.8) | 0.3 (0.6) | **1.2** (0.6) | **2.1** (0.5) | **1.5** (0.4) | **1.8** (0.4) | 37 (4.8) |
| Lithuania | 0.6 (0.3) | **0.4** (0.2) | **2.4** (0.5) | **-0.4** (0.2) | **0.6** (0.2) | **1.4** (0.2) | **1.0** (0.3) | **1.4** (0.3) | **2.0** (0.2) | **0.3** (0.1) | **1.9** (0.2) | 24 (1.7) |
| Luxembourg | -0.4 (0.3) | **0.6** (0.1) | **2.4** (0.4) | 0.3 (0.2) | **0.4** (0.1) | **1.3** (0.2) | **1.4** (0.2) | **1.1** (0.3) | **1.7** (0.2) | **0.7** (0.1) | **2.2** (0.2) | 37 (1.6) |
| Malta | 0.0 (0.5) | 0.0 (0.2) | **1.4** (0.3) | 0.2 (0.2) | 0.4 (0.2) | **0.8** (0.4) | **0.9** (0.3) | **1.3** (0.2) | **1.6** (0.2) | **1.7** (0.2) | **1.9** (0.2) | 36 (2.3) |
| Norway † | **0.8** (0.4) | **0.7** (0.2) | **3.2** (0.5) | -0.1 (0.2) | **1.1** (0.2) | 0.5 (0.3) | **0.8** (0.4) | **0.8** (0.3) | **1.9** (0.2) | **1.1** (0.2) | **2.7** (0.2) | 36 (1.7) |
| Poland | 0.4 (0.3) | **0.3** (0.2) | **2.0** (0.6) | -0.2 (0.2) | **1.2** (0.2) | **1.1** (0.2) | 0.4 (0.3) | **2.1** (0.2) | **1.5** (0.2) | **0.7** (0.1) | **1.7** (0.2) | 28 (1.5) |
| Russian Federation | 0.4 (0.3) | 0.0 (0.1) | **0.9** (0.3) | **-0.3** (0.2) | **0.9** (0.2) | **1.9** (0.2) | **0.4** (0.2) | **1.2** (0.2) | **2.3** (0.2) | **0.8** (0.1) | **1.6** (0.1) | 25 (1.3) |
| Slovak Republic[2] | 0.1 (0.3) | **0.4** (0.2) | **1.8** (0.3) | 0.1 (0.2) | **0.7** (0.2) | **1.5** (0.3) | **1.2** (0.3) | **1.6** (0.2) | **1.9** (0.2) | **0.8** (0.2) | **2.4** (0.2) | 33 (1.8) |
| Slovenia | 0.1 (0.4) | 0.5 (0.3) | **2.7** (0.5) | -0.3 (0.2) | 0.2 (0.2) | 0.2 (0.2) | **1.2** (0.3) | **1.6** (0.2) | **1.3** (0.2) | **1.0** (0.2) | **2.1** (0.2) | 26 (1.5) |
| Spain | -0.3 (0.3) | 0.2 (0.2) | **1.3** (0.4) | -0.1 (0.2) | **0.7** (0.2) | **0.8** (0.2) | **1.1** (0.2) | **1.4** (0.2) | **2.2** (0.2) | **1.0** (0.1) | **2.0** (0.2) | 30 (1.8) |
| Sweden | **1.3** (0.3) | **0.5** (0.2) | **1.5** (0.3) | 0.0 (0.2) | 0.1 (0.2) | **0.8** (0.2) | **0.9** (0.2) | **1.4** (0.2) | **1.7** (0.2) | **1.3** (0.2) | **1.8** (0.2) | 37 (1.9) |
| Switzerland † | 0.1 (0.4) | **1.2** (0.3) | **2.2** (0.6) | 0.3 (0.3) | 0.2 (0.3) | **0.9** (0.4) | **2.3** (0.3) | **0.8** (0.4) | **1.2** (0.2) | **0.5** (0.2) | **1.6** (0.2) | 30 (2.1) |
| **ICCS average** | **0.2** (0.1) | **0.4** (0.0) | **1.7** (0.1) | -0.1 (0.0) | **0.6** (0.0) | **1.1** (0.0) | **1.0** (0.0) | **1.3** (0.0) | **1.7** (0.0) | **0.8** (0.0) | **2.1** (0.0) | **30** (0.3) |
| Netherlands | -0.5 (0.5) | **0.7** (0.2) | **2.1** (0.5) | -0.1 (0.4) | 0.2 (0.2) | **1.5** (0.4) | **1.1** (0.3) | **1.6** (0.4) | **1.6** (0.3) | **0.9** (0.3) | **1.4** (0.4) | 31 (3.0) |

* Statistically significant ($p<0.05$) coefficients in **bold**.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

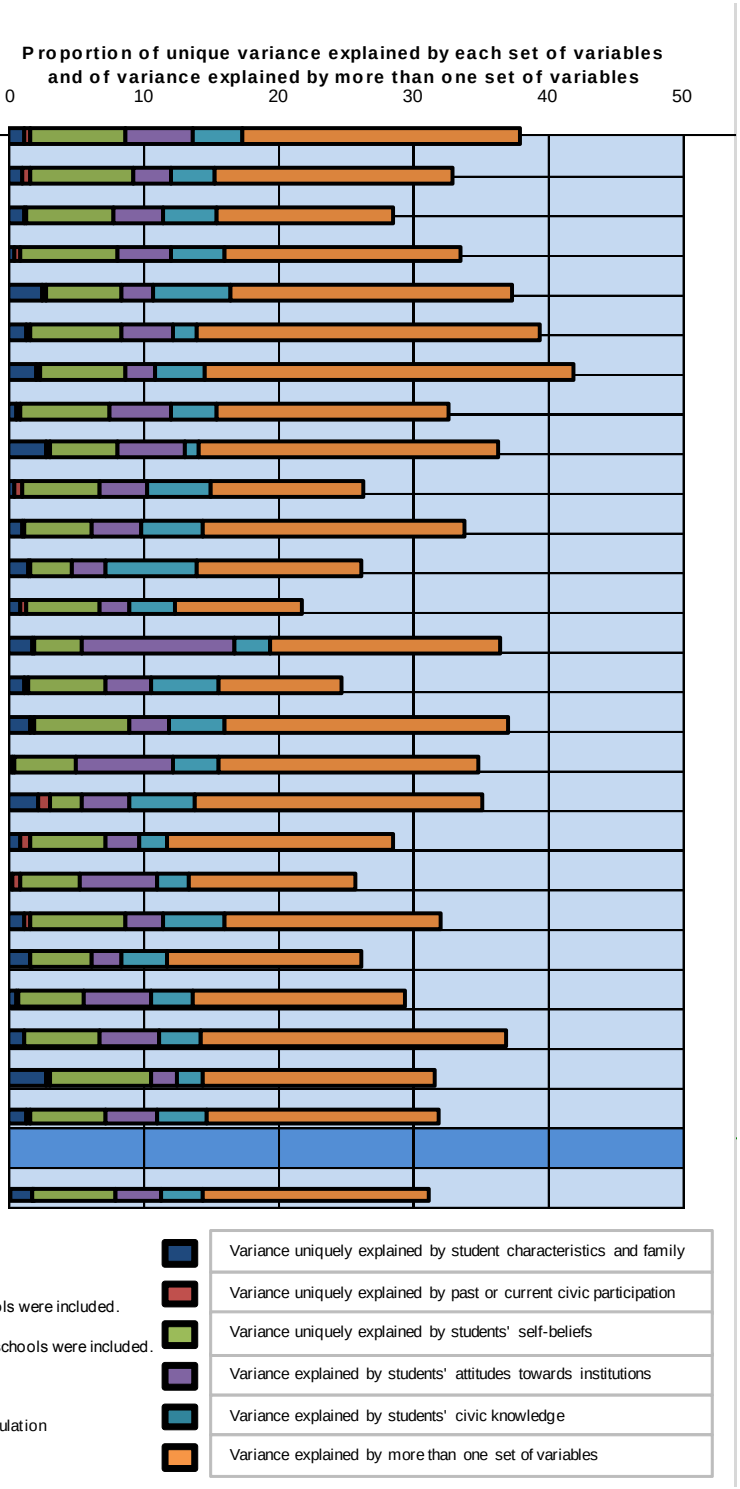
‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[2] National Desired Population does not cover all of International Desired Population

## Table 10 Percentage variance explained for multiple regression analysis for expected electoral participation

| Country | Percentage of variance explained by student characteristics and background only | Percentage of variance explained by full model |
|---|---|---|
| Austria | 12 (1.5) | 38 (2.1) |
| Belgium (Flemish) † | 7 (1.1) | 32 (1.7) |
| Bulgaria | 7 (1.0) | 28 (1.8) |
| Cyprus | 7 (1.0) | 33 (2.0) |
| Czech Republic † | 15 (1.1) | 38 (1.4) |
| Denmark † | 13 (1.3) | 39 (1.7) |
| England ‡ | 18 (1.8) | 42 (2.2) |
| Estonia | 7 (1.3) | 31 (2.1) |
| Finland | 15 (1.2) | 37 (1.5) |
| Greece | 6 (1.0) | 26 (2.0) |
| Ireland | 11 (1.2) | 34 (1.9) |
| Italy | 8 (1.2) | 27 (1.7) |
| Latvia | 4 (0.9) | 21 (1.6) |
| Liechtenstein | 11 (3.3) | 37 (4.8) |
| Lithuania | 7 (1.0) | 24 (1.7) |
| Luxembourg | 13 (1.2) | 37 (1.6) |
| Malta | 7 (1.2) | 36 (2.3) |
| Norway † | 14 (1.6) | 36 (1.7) |
| Poland | 8 (1.1) | 28 (1.5) |
| Russian Federation | 4 (0.6) | 25 (1.3) |
| Slovak Republic[2] | 9 (1.1) | 33 (1.8) |
| Slovenia | 8 (1.2) | 26 (1.5) |
| Spain | 8 (1.1) | 30 (1.8) |
| Sweden | 12 (1.2) | 37 (1.9) |
| Switzerland † | 12 (1.9) | 30 (2.1) |
| **ICCS average** | **9** (0.2) | **32** (0.3) |
| Netherlands # | 12 (1.9) | 31 (3.0) |




Standard errors in ().

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[2] National Desired Population does not cover all of International Desired Population

# Table 11 Multiple regression analysis for expected active political participation

*Unstandardized regression coefficients (standard errors in brackets)**

| | Student characteristics and background | | | Students' past or current civic | | Students' self-beliefs | | | Students' attitudes towards institutions | | Cognitive abilities | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Country** | Gender (female) | Socio-economic family background (factor z-score) | Parental interest (0=not or not very interested; 1=quite or very interested) | Participation in community (z-score) | Participation at school (IRT z-score) | Interest in political and social issues (IRT z-score) | Internal political efficacy (IRT z-score) | Citizenship self-efficacy (IRT z-score) | Trust in civic institutions (IRT z-score) | Support for political parties | Civic knowledge (IRT z-score) | Percentage of explained variance |
| Austria | **-1.9** (0.3) | -0.1 (0.2) | 0.6 (0.4) | **1.0** (0.2) | -0.1 (0.2) | 0.2 (0.3) | **1.1** (0.2) | **2.6** (0.2) | **1.6** (0.2) | **0.3** (0.1) | **-1.6** (0.2) | 25 (1.7) |
| Belgium (Flemish) † | -0.5 (0.4) | **0.4** (0.2) | 0.1 (0.4) | **0.5** (0.2) | **0.5** (0.2) | **1.3** (0.2) | **2.0** (0.3) | **1.8** (0.3) | **0.8** (0.2) | 0.3 (0.2) | **-1.3** (0.2) | 25 (2.3) |
| Bulgaria | -0.1 (0.5) | **-0.5** (0.2) | **0.9** (0.4) | **0.4** (0.2) | -0.2 (0.2) | **0.7** (0.3) | **2.0** (0.3) | **1.6** (0.2) | **1.7** (0.2) | **1.0** (0.2) | **-2.0** (0.2) | 29 (1.6) |
| Cyprus | **-2.0** (0.4) | 0.4 (0.3) | 0.3 (0.7) | **0.6** (0.2) | **0.4** (0.2) | **0.9** (0.2) | **1.5** (0.3) | **2.4** (0.2) | **1.2** (0.2) | **1.9** (0.2) | **-1.1** (0.3) | 33 (1.8) |
| Czech Republic † | **-0.5** (0.2) | -0.2 (0.2) | **0.9** (0.3) | **1.1** (0.2) | 0.2 (0.2) | **1.3** (0.2) | **1.8** (0.2) | **1.8** (0.2) | **1.3** (0.2) | **0.7** (0.2) | **-0.6** (0.1) | 25 (1.4) |
| Denmark † | 0.2 (0.3) | -0.3 (0.1) | **0.7** (0.3) | 0.1 (0.2) | 0.2 (0.1) | **1.4** (0.2) | **1.1** (0.2) | **1.3** (0.2) | **0.7** (0.2) | **0.4** (0.1) | -0.2 (0.2) | 22 (1.6) |
| England ‡ | -0.3 (0.4) | -0.1 (0.2) | 0.6 (0.3) | 0.4 (0.2) | 0.1 (0.2) | **1.2** (0.3) | **1.4** (0.2) | **2.0** (0.2) | **1.7** (0.2) | 0.1 (0.2) | **-0.9** (0.2) | 29 (1.8) |
| Estonia | **-1.4** (0.4) | -0.2 (0.2) | -0.1 (0.3) | **0.7** (0.2) | **0.5** (0.2) | **1.0** (0.2) | **1.4** (0.2) | **1.8** (0.3) | **1.8** (0.3) | **0.6** (0.1) | **-1.0** (0.2) | 22 (1.7) |
| Finland | 0.1 (0.3) | -0.1 (0.1) | 0.5 (0.3) | 0.3 (0.2) | 0.0 (0.2) | **1.1** (0.2) | **1.2** (0.3) | **2.2** (0.3) | **0.5** (0.2) | **0.5** (0.1) | **-0.6** (0.1) | 25 (1.6) |
| Greece | **-0.9** (0.3) | 0.1 (0.2) | 0.1 (0.4) | **0.5** (0.2) | 0.0 (0.2) | **1.1** (0.3) | **1.1** (0.3) | **1.6** (0.3) | **1.7** (0.2) | **1.0** (0.2) | **-1.1** (0.2) | 22 (1.5) |
| Ireland | **-0.7** (0.4) | -0.1 (0.2) | 0.4 (0.4) | **0.5** (0.2) | -0.1 (0.2) | **1.5** (0.2) | **1.5** (0.3) | **1.7** (0.2) | **1.6** (0.2) | **0.7** (0.1) | **-0.8** (0.2) | 31 (1.7) |
| Italy | **-1.9** (0.3) | 0.1 (0.2) | **1.3** (0.4) | **0.5** (0.2) | -0.1 (0.1) | **0.8** (0.2) | **1.8** (0.3) | **2.4** (0.2) | **0.6** (0.3) | **1.0** (0.1) | **-0.7** (0.2) | 26 (1.4) |
| Latvia | **-1.3** (0.5) | -0.1 (0.2) | 0.2 (0.6) | 0.3 (0.2) | 0.5 (0.3) | **1.0** (0.3) | **0.9** (0.3) | **2.4** (0.3) | **2.0** (0.2) | **0.6** (0.2) | **-1.3** (0.2) | 22 (1.7) |
| Liechtenstein | -1.6 (0.9) | -0.1 (0.4) | **2.7** (1.2) | 0.9 (0.5) | -0.7 (0.5) | 1.0 (0.7) | -0.1 (0.8) | **2.6** (0.7) | 0.7 (0.5) | **1.3** (0.3) | **-1.1** (0.5) | 24 (4.9) |
| Lithuania | **-1.9** (0.3) | 0.1 (0.1) | 0.2 (0.4) | **0.5** (0.2) | 0.3 (0.2) | **1.0** (0.3) | **1.6** (0.3) | **2.0** (0.3) | **1.8** (0.3) | **0.7** (0.2) | **-1.7** (0.2) | 23 (1.7) |
| Luxembourg | -0.6 (0.3) | **-0.3** (0.2) | **0.9** (0.4) | **0.8** (0.2) | 0.0 (0.2) | **1.1** (0.2) | **1.3** (0.2) | **2.1** (0.3) | **1.5** (0.2) | **0.4** (0.1) | **-1.4** (0.1) | 28 (1.7) |
| Malta | **-2.2** (0.4) | 0.0 (0.2) | **1.1** (0.4) | 0.2 (0.2) | 0.2 (0.2) | **1.3** (0.5) | **2.2** (0.3) | **2.2** (0.3) | **1.2** (0.3) | **0.7** (0.2) | **-0.9** (0.2) | 37 (2.4) |
| Mexico | **-1.2** (0.2) | -0.3 (0.2) | 0.2 (0.3) | **0.5** (0.2) | 0.0 (0.2) | **1.2** (0.2) | **1.1** (0.2) | **2.5** (0.2) | **1.7** (0.2) | **1.4** (0.2) | **-0.9** (0.2) | 29 (1.1) |
| Norway † | 0.0 (0.3) | 0.0 (0.2) | **0.9** (0.4) | **0.6** (0.2) | **0.5** (0.2) | **0.9** (0.2) | **1.7** (0.3) | **1.1** (0.2) | **1.2** (0.2) | **0.4** (0.1) | **-1.2** (0.2) | 23 (1.6) |
| Poland | **-2.5** (0.4) | -0.2 (0.2) | 0.6 (0.5) | **0.6** (0.2) | 0.3 (0.2) | **1.0** (0.3) | **0.6** (0.3) | **2.5** (0.2) | **1.4** (0.2) | **0.4** (0.2) | **-1.3** (0.2) | 23 (1.9) |
| Russian Federation | **-1.7** (0.3) | **-0.4** (0.2) | **1.2** (0.4) | **0.4** (0.2) | **0.7** (0.2) | **1.2** (0.3) | **1.5** (0.3) | **3.1** (0.2) | **1.3** (0.3) | **0.3** (0.1) | **-1.2** (0.2) | 28 (1.8) |
| Slovak Republic[2] | **-1.3** (0.3) | -0.4 (0.2) | -0.1 (0.4) | 0.4 (0.2) | 0.2 (0.2) | **1.1** (0.2) | **1.9** (0.3) | **2.6** (0.3) | **1.3** (0.2) | 0.2 (0.2) | **-1.5** (0.2) | 30 (2.1) |
| Slovenia | **-2.0** (0.4) | -0.3 (0.2) | **0.8** (0.4) | 0.2 (0.2) | 0.1 (0.2) | **0.5** (0.2) | **1.9** (0.3) | **1.7** (0.2) | **1.3** (0.2) | **0.6** (0.2) | **-1.4** (0.2) | 24 (1.6) |
| Spain | -0.3 (0.3) | -0.3 (0.2) | **1.1** (0.4) | **0.6** (0.2) | 0.1 (0.2) | **0.8** (0.2) | **1.5** (0.3) | **2.1** (0.3) | **1.9** (0.2) | **0.9** (0.1) | **-1.8** (0.2) | 26 (1.9) |
| Sweden | -0.1 (0.3) | 0.1 (0.2) | 0.4 (0.4) | **0.6** (0.2) | 0.1 (0.2) | **1.1** (0.2) | **1.1** (0.2) | **1.5** (0.2) | **1.2** (0.2) | **0.4** (0.2) | **-0.9** (0.2) | 24 (1.8) |
| Switzerland † | **-0.9** (0.4) | 0.3 (0.2) | **1.5** (0.4) | **0.5** (0.2) | 0.1 (0.2) | **0.9** (0.3) | **1.6** (0.2) | **1.6** (0.3) | **1.2** (0.2) | **0.6** (0.1) | **-0.9** (0.2) | 22 (2.3) |
| **ICCS average** | **-1.1** (0.1) | **-0.1** (0.0) | **0.7** (0.1) | **0.5** (0.0) | **0.1** (0.0) | **1.0** (0.0) | **1.4** (0.0) | **2.0** (0.0) | **1.3** (0.0) | **0.7** (0.0) | **-1.1** (0.0) | **26** (0.3) |
| Netherlands | -0.6 -(0.6) | 0.1 (0.1) | 0.6 (0.6) | 0.4 (0.4) | -0.3 -(0.3) | 1.0 (1.0) | 1.4 (1.4) | 1.4 (1.4) | 1.2 (1.2) | 0.6 (0.6) | -0.5 -(0.5) | 0.2 (0.2) |

* Statistically significant (p<0.05) coefficients in **bold**.

† Met guidelines for sampling paticipation rates only after replacement schools were included.

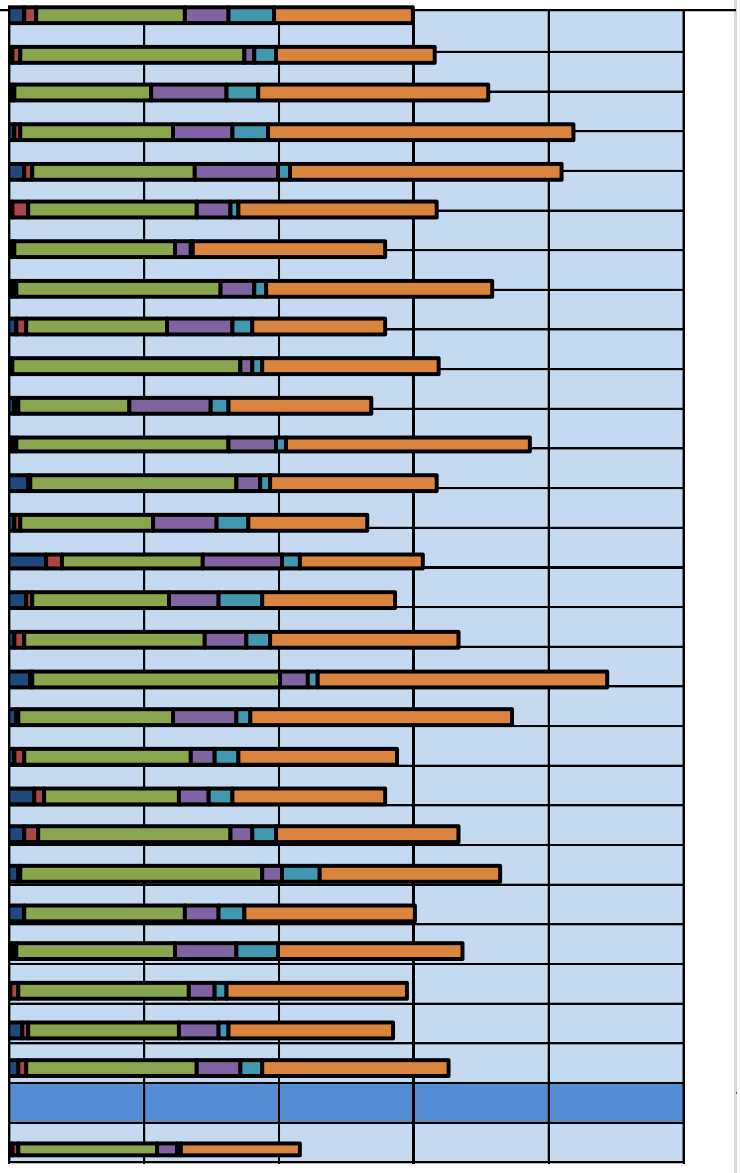
‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[2] National Desired Population does not cover all of International Desired Population

## Table 12 Percentage variance explained for multiple regression analysis for expected active political participation

| Country | Percentage of variance explained: by student characteristics and background only | Percentage of variance explained: by full model |
|---|---|---|
| Austria | 4 (0.8) | 25 (1.7) |
| Belgium (Flemish) † | 2 (0.7) | 25 (2.3) |
| Bulgaria | 5 (0.9) | 29 (1.6) |
| Colombia | 3 (0.6) | 34 (1.4) |
| Cyprus | 5 (0.9) | 33 (1.8) |
| Czech Republic † | 3 (0.5) | 25 (1.4) |
| Denmark † | 4 (0.7) | 22 (1.6) |
| England ‡ | 5 (0.9) | 29 (1.8) |
| Estonia | 2 (0.5) | 22 (1.7) |
| Finland | 4 (0.8) | 25 (1.6) |
| Greece | 2 (0.5) | 22 (1.5) |
| Ireland | 4 (0.8) | 31 (1.7) |
| Italy | 5 (0.6) | 26 (1.4) |
| Latvia | 1 (0.6) | 22 (1.7) |
| Liechtenstein | 6 (3.0) | 24 (4.9) |
| Lithuania | 2 (0.5) | 23 (1.7) |
| Luxembourg | 3 (0.7) | 28 (1.7) |
| Malta | 8 (1.5) | 37 (2.4) |
| Mexico | 3 (0.6) | 29 (1.1) |
| Norway † | 3 (0.8) | 23 (1.6) |
| Poland | 3 (0.8) | 23 (1.9) |
| Russian Federation | 3 (0.7) | 28 (1.8) |
| Slovak Republic[2] | 3 (0.6) | 30 (2.1) |
| Slovenia | 4 (0.8) | 24 (1.6) |
| Spain | 3 (0.7) | 26 (1.9) |
| Sweden | 4 (0.8) | 24 (1.8) |
| Switzerland † | 6 (0.9) | 22 (2.3) |
| **ICCS average** | **4** (0.1) | **26** (0.3) |
| Netherlands # | 4 (1.7) | 22 (4.4) |




Standard errors in ().

† Met guidelines for sampling paticipation rates only after replacement schools were included.

‡ Nearly satisfied guidelines for sample participation only after replacement schools were included.

# Did not meet guidelines for sampling paticipation rates.

[2] National Desired Population does not cover all of International Desired Population