

D7.2 Findings of wave 1: A cross-national report

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Constructing AcTive CitizensHip with
European Youth: Policies, Practices,
Challenges and Solutions

D7.2

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Abstract

This deliverable reports on the findings of the wave 1 assessment within WP7 from all involved countries. It describes the items and scales used in all countries and compares selected items and scales regarding gender, age group and education. All countries contribute ideas regarding research questions we will follow in the next month.

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1) Introduction

This work package (WP#7) sets out to address open questions concerning factors associated with youth's active EU citizenship. In particular, assumed (directions of) influences of relevant factors and their joint workings will be examined among adolescents and young adults in various situations of life, across different EU countries representing variations in, e.g., economic situation/crisis, political conditions, and history as an EU member state. At the core is a longitudinal assessment using a two-wave questionnaire including a large sample of young people from all countries of the consortium. To this end, several interrelated research tasks will be pursued.

In the present report summarizes the results of the first wave of data collection. The aim of this technical report is to provide an overview over sample characteristics and psychometric properties of measures based on the revisions after our pilot assessment. It includes descriptive and inferential findings of each national data set. Based on the data description, possible changes for Wave 2 data

collection will be discussed at the next Catch EyoU consortium meeting in Porto (July 2017). Furthermore, national teams introduce ideas for additional research questions which will be pursued in the next months.

All teams collected data from a quite diverse sample of young people from their respective country. We achieved the targeted sample sizes due to our improved recruitment strategies (based on our experiences from the pilot assessment). More precisely, we could attract more than 10,400 young people to participate in our study (concrete numbers depend on sample selection). Since we initially set out to reach at least 6,400 young people, we were quite successful in our recruitment. Paper-and-pencil as well as online modes of assessment proved to be equally effective. The following table summarizes sample sizes according to age group and country.

Country	Age: 15-19	Age: 20-30
Italy	829	903
Sweden	401	887
Germany	311	381
Greece	589	589
Portugal	595	372
Czech Republic	524	820
United Kingdom	436	141
Estonia	744	325

Also, single items and scales worked on average well. For example, scales assessing commitment, exploration and reconsideration on the national and European level showed adequate psychometric properties in all countries. Furthermore, most scales assessing political interest, trust, life satisfaction and indicators of the family and peer context worked well. School-related variables can be utilized as well due to good reliabilities, e.g., school climate and school fairness. The assessment of living in a border region, in turn, needs to be improved in the second wave of data collection. The applied open-answer format led to too many different responses which cannot be unitized. Modifications will be discussed in Porto.

First ideas and analyses in the consortium aim at testing associations between variables which are key to our theoretical model assumptions (cf. WP#2). To select just a few examples, we outline three approaches where we could use our data to approach our theoretical model. For example, European and national identification was reliably assessed in all eight countries and, hence, we could present first associations between identification and, for example, political interest at the first Catch-EyoU conference in Athens (February, 2017). Based on this presentation, a paper is currently prepared. To approach our theoretical model, we also started to test whether political interest functions as a mediator between school climate, internal efficacy and family norms (see German report in this document). First results indicate that a better school climate, more internal efficacy and supportive family norms are associated with higher levels of civic participation. All relationships were mediated by youth's political interest. These and other findings will be systematized at the next consortium meeting in Porto in July 2017. Further analyses concentrated on the effects of media consumption (i.e., young people's intentions to stay informed and to be engaged). Preliminary results by the Czech and Estonian team have shown that the factors shaping young people's trust in different types of media (e.g., mainstream or alternative) are strongly dependent on the specific context of each country. It seems that not only patterns of predictors, but also developmental pathways of media trust differ from one national context to another. A preliminary work by the Italian team showed that the questionnaire is consistent with a person-centered approach, which aims at identifying distinct groups of young people with different citizenship orientations. Initial results showed that civic and political participation, political interest and alienation distinguish between different patterns of youth involvement – from completely disengaged or alienated youth, through monitorial or critical stand-bymers to the active “dutiful” or critical citizens. The results will be presented at the 18th European Conference of Developmental Psychology at the end of August 2017 in Utrecht.

Overall, we have a solid base of Wave 1 data on which we can build our Wave 2 data assessment. We are convinced that this data base will significantly contribute to arrive at our research aims within the Catch-EyoU project. The next meeting in Porto will be devoted to re-integrate the first results into the theoretical model (cf. WP#2), to work together on further studies which will shed light on active citizenship of youth and to discuss slight modifications of the questionnaire for the second assessment.

This report consists of eight separate country reports which all share a similar structure. Every report starts with a section about recruitment procedures. This part is followed by the sample description which also highlights similarities and differences to official national statistics. Then, frequencies, means and standard deviations of single items and scales are reported. Selected items and scales are

compared by gender, age group and educational level. Every national report concludes with some preliminary analyses and/or ideas for further analyses which can be continued and discussed at the next consortium meeting in Porto as well.

2) NATIONAL REPORT - ITALY

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1. Recruitment procedures

All the questionnaires were collected between September and December 2016 in paper-pencil (35.7%) and online (64.3%) versions. The online version of the questionnaire was published on the platform Qualtrics.

Students in secondary schools

To collect questionnaires for the age range 15-19 yrs old¹, we contacted high schools. Schools were identified on the basis of their curricula, in order to guarantee an adequate variability. In particular, we selected different types of secondary schools, i.e. lyceum, technical schools, professional schools, vocational schools, representing the full variations of socioeconomic backgrounds, educational careers, and situations of life in the youth populations, and taking into account also the territorial context (large vs small cities vs rural backgrounds). The headmaster and reference teachers were contacted at first, explaining the aims and the procedure of the study. The schools decided to take part to the study on a voluntary basis, and after a formal agreement, the participation in the study was finally proposed to students.

Six upper secondary schools were finally involved: 1 vocational school, 3 technical schools and 2 lyceums², all located in the Emilia-Romagna region (North of Italy).

The students were recruited in 3rd or 4th grade (3rd grade: N = 493, 60.6 %; 4th grade: N = 320, 39.4%). Most of them were attending higher school tracks (lyceum or technical institute), while 13.8% were in a lower track (professional institute), as shown in Table 1.

<i>What school track are you attending?</i>	Count	%
<i>Lower track</i>	112	13.8%
<i>Higher track</i>	701	86.2%
Total	813	100%

Table 1. Distribution of respondents recruited in schools according to school track

Most of the participants completed the paper version (75.9%), while students from two schools opted for the on-line version (24.1%).

In both cases, questionnaires were self-administered, at the presence of a researcher and/or a teacher. For every participant under 18 years old, both the consent from the participant and the written consent from parents were preliminarily collected.

¹ Even if sampling was aimed to the age range 16-18yrs old, it turned out that some younger participants (15yr olds) and 19yr olds completed the questionnaire, so it was decided to keep them in the sample and use as a broad age range 15-19 yrs old.

² Istituto alberghiero "Tonino Guerra" (Cervia), ISIT Bassi-Burgatti (Cento), Istituto Tecnico Economico Statale "Carlo Matteucci" (Forlì), I.T.T. "B. Pascal" (Cesena), Liceo Statale Ariosto (Ferrara), Liceo Attilio Bertolucci (Parma).

Participation to the study was on a voluntary basis and no personal incentives were provided. None of the students who accepted to take part to the study interrupted the fulfillment of the questionnaire during the compilation.

(2) Young adults between 20-30³

The participants from the age range 20-30 yrs old consisted mostly of university students contacted through the university office (92.7%) and of young workers (7.3%) contacted through youth organizations. All the participants from the older group completed the online version of the questionnaire.

University students were contacted in the University of Bologna, which is one of the most popular Italian universities and whose students come from different regions of the country (41.1% of the students enrolled are from outside the Emilia-Romagna region).⁴ A list of 24000 institutional e-mail addresses was provided by the offices of the same university. The list included the students subscribed at one of the different courses of 6 Schools (Pharmacy, Biotechnology and Sport Sciences; Psychology and Education Sciences; Political Science; Law; Languages and Literature, Translation and Interpretation; Engineering and Architecture). A message was sent to the institutional address of students, containing a short explanation of the project the link to take part in the study. After the on-line approval of the consent form, participants were automatically redirected to the questionnaire. Around 10% of university students who completed the consent, did not complete the questionnaire. In this phase, 995 online questionnaires were thus collected from university students.

To broaden the sample beyond university students to include young workers, questionnaires were also distributed, with the support of the Italian Youth Forum, to their network of youth organizations. In this phase, 126 respondents (not recruited at university) took part in the study.

2. Sample description

Questionnaires with missing basic information (age, gender, or entire sections) were excluded. According to the guidelines, only people aged from 15 to 30 years old were considered. The final sample under analysis thus consisted of 1732 respondents, of whom 60.7% were emales and 39.1% were males (two respondents preferred to not report their gender). The mean age of the total sample was 19.73 ($SD = 3.59$, $Min = 15$, $Max = 30$). The valid questionnaires collected in schools were 814 (47%, $M_{age\ young} = 16.43$, $SD_{age\ young} = .78$), which represented around 95% of questionnaires collected in schools. The valid questionnaire collected in universities and organizations were 918 (53%, $M_{age\ older} = 22.65$, $SD_{age\ older} = 2.35$) which represented 81,89% of the original collected sample.

The following table shows the distribution of respondents by age.

Age	Count	%	Cumulative %
15	71	4.1	4.1
16	390	22.5	26.6

³ Even if we originally aimed to sample 20-26yr-olds, we decided to include also the online questionnaires completed by participants from 27 to 30yrs old.

⁴ The students enrolled in 2015/2016 were 84 724 (for more information: <http://www.unibo.it/en/university/who-we-are/university-today/university-today>)

		Age group			
			15 – 19	20 – 30	Total
<i>Gender</i>	<i>Female</i>	Count	412	640	1052
		% within Age group	49.8%	70.9%	60.8%
		% of Total	23.8%	37.0%	
	<i>Male</i>	Count	415	263	678
		% within Age group	50.2%	29.1%	39.2%
		% of Total	24.0%	15.2%	
Total	Count	827	903	1730	
	% of Total	47.8%	52.2%	100.0%	
	17	292	16.9	43.5	
	18	57	3.3	46.8	
	19	19	1.1	47.9	
	20	161	9.3	57.2	
	21	167	9.6	66.8	
	22	151	8.7	75.5	
	23	134	7.7	83.3	
	24	113	6.5	89.8	
	25	77	4.4	94.2	
	26	42	2.4	96.7	
	27	14	0.8	97.5	
	28	16	0.9	98.4	
	29	13	0.8	99.1	
	30	15	0.9	100	
	Total	1732	100		

Table 2. Age of respondents: frequencies and percentages

Participants were classified into two age groups based on their reported age (15-19 years old and 20-30 years old). With the respect to the two sampling groups, sixteen respondents who were recruited in university/organizations had less than 19yrs and one respondent recruited in high school had more than 20 yrs. Table 3 shows the distribution of respondents across age group and gender.

Notes: two respondents did not indicate their gender.

Table 3. Distribution of respondents across age group and gender.

Most participants reported that they were born in Italy (94.4%). Also, the majority of respondents had Italian citizenship (92.8%), 4% had dual citizenship and 3.2% did not have Italian citizenship. For details on respondents' citizenship and place of birth, see Table 4.

<i>Do you have /country/ citizenship?</i>	<i>No</i>	<i>Count</i>	<i>Which of the following describes you best?</i>		<i>Total</i>
			<i>I was born in another country</i>	<i>I was born in /country/</i>	
		<i>Count</i>	44	12	56
		<i>% within Born in...</i>	45.8%	0.7%	3.
		<i>% of Total</i>	2.5%	0.7%	2%
<i>Yes, I have /country/ citizenship</i>		<i>Count</i>	23	1579	1602
		<i>% within Born in...</i>	24.0%	96.8%	9
		<i>% of Total</i>	1.3%	91.4%	2.8%
<i>Yes, I have /country/ citizenship and also citizenship of some other country (dual citizenship)</i>		<i>Count</i>	29	40	9
		<i>% within Born in...</i>	30.2%	2.5%	4.0%
		<i>% of Total</i>	1.7%	2.3%	
<i>Total</i>		<i>Count</i>	96	1631	1727
		<i>% of Total</i>	5.6%	94.4%	100.0%

Notes: Two respondents did not indicate their citizenship, three – the place of their birth.

Table 4. Distribution of respondents according to place of birth and citizenship

Considering also parents'/carers' birthplace, respondents who had some migration background in their family were 13.8% of our sample (see Table 5).

<i>Which of the following describes your parents/carers best?</i>	<i>Both of my parents/carers were born in /country/</i>	<i>Count</i>	<i>Which of the following describes you best?</i>		<i>Total</i>
			<i>I was born in another country</i>	<i>I was born in /country/</i>	
		<i>Count</i>	9	1481	1490
		<i>% within Born in...</i>	9.3%	90.8%	86.2%
		<i>% of Total</i>	0.5%	85.7%	
<i>Only one of my parents/carers was born in /country/</i>		<i>Count</i>	15	97	112
		<i>% within Born in...</i>	15.5%	5.9%	6.5%
		<i>% of Total</i>			

		% of Total		
			0.9%	5.6%
<i>Both of my parents/carers were born in another country.</i>	Count	73	53	126
	% within Born in...	75.3%	3.2%	7.3%
		% of Total		
			4.2%	3.1%
Total	Count	97	1631	1728
	% of Total	5.6%	94.4%	100.0%

Notes: One respondents did not indicate the place of birth of their parents, three – the place of their birth.

Table 5. Distribution of respondents according to own place of birth and parents' place of birth

The following tables show the distribution of respondents according to their place of birth and their parents' place of birth across the two age groups. There are slightly more participants with migration background in the younger age group than in the older one.

		Age group		Total	
		15 – 19	20 – 30		
<i>Which of the following describes you best?</i>	<i>I was born in another country</i>	Count	58	39	97
		% within Age group	7.0%	4.3%	5.6%
	<i>I was born in /country/</i>	Count	769	863	1632
		% within Age group	93.0%	95.7%	94.4%
Total		Count	827	902	1729
		% of Total	47.8%	52.2%	100.0%

Notes: Three respondents did not indicate the place of their birth.

Table 6. Distribution of respondents according to place of birth and age group

		Age group		Tot	
		15 – 19	20 – 30	al	
<i>Which of the following describes your parents/carers best?</i>	<i>Both of my parents/carers were born in /country/</i>	Count	698	795	1493
		% within Age group	84.3%	88.0%	86.3%
	<i>Only one of my parents/carers was born in /country/</i>	Count	47	65	112
		% within Age group	5.7%	7.2%	6.5%
	<i>Both of my parents/carers were born in another country.</i>	Count	83	43	126
		% within Age group	10.0%	4.8%	7.3%

Total	Count	828	903	1731
	% of Total	47.8%	52.2%	100.0%

Notes: One respondent did not indicate the place of their parents' birth.

Table 7. Distribution of respondents according to parents' place of birth and age group

In terms of reported nationality/ethnicity, 91.6% of our respondents identified as Italian. The following table details frequencies and percentages according to reported nationality and age group.

		Age group			
		15 – 19	20 – 30	Total	
<i>What is your nationality / ethnicity?</i>	<i>Italian</i>	Count	752	823	1575
		% of Total	43.7%	47.8%	91.6%
	<i>Romanian</i>	Count	11	1	12
		% of Total	0.6%	0.1%	0.7%
	<i>Albanian</i>	Count	11	5	16
		% of Total	0.6%	0.3%	0.9%
	<i>Moroccan</i>	Count	5	1	6
		% of Total	0.3%	0.1%	0.3%
	<i>Other, please specify:</i>	Count	24	29	53
		% of Total	1.4%	1.7%	3.1%
	<i>Multiple nationality, please specify:</i>	Count	21	37	58
		% of Total	1.2%	2.2%	3.4%
	Total	Count	824	896	1720
		% of Total	47.9%	52.1%	100.0%

Notes: Twelve respondents did not indicate their nationality/ethnicity.

Table 8. Distribution of respondents according to reported nationality and age group

Regarding their economic situation, few respondents (1.8%), mainly young adults, reported that their household income did not cover at all their needs. Most participants felt their needs were covered mostly or fully. The following table shows the distribution of respondents in terms of reported household economic situation.

			Age group		Total
			15 – 19	20 – 30	
<i>Does the money your household has cover everything your family needs?</i>	<i>Not at all</i>	Count	2	29	31
		% within Age group	0.2%	3.2%	1.8%
		% of Total	0.1%	1.7%	
	<i>Partly</i>	Count	56	121	177
		% within Age group	6.8%	13.4%	10.3%
		% of Total	3.2%	7.0%	
	<i>Mostly</i>	Count	262	323	585
		% within Age group	31.9%	35.8%	33.9%
		% of Total	15.2%	18.7%	
<i>Fully</i>	Count	502	430	932	

Total	% within Age group		61.1%	47.6%	54.0%
		% of Total	29.1%	24.9%	
		Count	822	903	725
		% of Total	47.7%	52.3%	100.0%

Notes: Seven respondents did not indicate their household income.

Table 9. Distribution of respondents across age group and reported household income

The participants were living mostly in towns or small cities (45%), big cities (26.6%) or villages (19.5%), while fewer reside in suburbs (6.1%) or farm homes (2.8%). Eleven respondents did not report their place of residence. Young adults were more present in big cities and small cities, while adolescents – in small cities and villages. More details are shown in Table 10.

<i>I live in...</i>			Age group		Total
			15 – 19	20 – 30	
<i>A big city</i>	Count		88	369	457
	% within Age group		10.7%	41.0%	26.6%
	% of Total		5.1%	21.4%	
<i>The suburbs or outskirts of a big city</i>	Count		55	50	105
	% within Age group		6.7%	5.5%	6.1%
	% of Total		3.2%	2.9%	
<i>A town or small city</i>	Count		417	358	775
	% within Age group		50.9%	39.7%	45.0%
	% of Total		24.2%	20.8%	
<i>A village</i>	Count		233	103	36
	% within Age group		28.4%	11.4%	19.5%
	% of Total		13.5%	6.0%	
<i>A farm home or home in the countryside</i>	Count		27	21	48
	% within Age group		3.3%	2.3%	2.8%
	% of Total		1.6%	1.2%	
Total	Count		820	901	1721
	% of Total		47.6%	52.4%	100.0%

Notes: Eleven respondents did not indicate their place of residence.

Table 10. Distribution of respondents across age group and place of residence

Table 11 shows the distribution of respondents between levels of education and age group. Almost all of the younger participants (15-19 years old) had completed lower secondary school (98.3%). Most of the young adults recruited had completed upper secondary education (69.5%) and some had completed a higher education degree (30.1%).

			Age group		Total
			15 - 19	20 - 30	
<i>What is the highest level of education you completed?</i>	<i>Completed lower secondary education</i>	Count	815	3	818
		% within Age group	98.3%	0.3%	
		% of Total	47.1%	0.2%	47.2%
	<i>Completed upper secondary education</i>	Count	14	628	642
		% within Age group	1.7%	69.5%	
		% of Total	0.8%	36.3%	37.1%
	<i>Completed higher education</i>	Count	0	272	272
		% within Age group	0.0%	30.1%	
		% of Total	0.0%	15.7%	15.7%
Total	Count	829	903	1732	
	% of Total	47.9%	52.1%	100.0%	

Table 11. Distribution of respondents according to completed education and age group

Most young adults (20 – 30 years old) in the sample were still in education (92.7%). Of those in education, most indicated they were “not working and not looking for a job”, although part time work was quite present. Of those not in education, most were working full time or looking for a job and no one reported to be “not working and not looking for a job”. For more detail, see Table 12.

			<i>Are you still in education or training?</i>		Total
			<i>No</i>	<i>Yes</i>	
<i>Which of the following best describes your current working situation?</i>	<i>Working full time</i>	Count	23	26	49
		% within Are you still in education?	34.8%	3.1%	5.4%
		Count	14	91	105
	<i>Working part time, regularly</i>	% within Are you still in education?	21.2%	10.9%	11.6%
		Count	9	215	224
		% within Are you still in education?	13.6%	25.7%	24.8%
	<i>Looking for a job</i>	Count	20	134	154
		% within Are you still in education?	30.3%	16.0%	17.1%
		Count	0	370	370
	<i>Not working and not looking for a job</i>	% within Are you still in education?	0.0%	44.3%	41.0%
		Count	66	836	902
		% of Total	7.3%	92.7%	100.0%

Notes: One young adult was recruited in high school and was not asked the reported questions.

Table 12. Distribution of young adults (20 – 30 years old) according to working status and educational status

Comparison with national and regional statistics

We looked at the most recent statistics available on a national level in order to compare our sample with the general demographic situation of young people in Italy (references to the sources used are reported in footnotes).

As of December 31, 2015 Italy had 60,665,551 inhabitants. The population between 15 and 30 years old was 9,856,495 (16.25 % of the total resident population).⁵

Age and gender

Table 13 shows the distribution of the national population of interest across age group and gender.

<i>Gender</i>	<i>Female</i>	Count	Age group		Total
			15 – 19 years old	20 – 30 years old	
		1,391,122	3,417,438	4,808,560	
		% in Age group	48.28%	49.00%	48.79%
		% of Total	14.11%	34.67%	
	<i>Male</i>	Count	1,490,426	3,557,509	5,047,935
		% in Age group	51.72%	51.00%	51.21%
		% of Total	15.12%	36.09%	
Total		Count	2,881,548	6,974,947	9,856,495
		% of Total	29.24%	70.76%	100.00%

Table 13. Distribution across age group and gender of the national population aged between 15 – 30

In terms of representing the gender distribution in the young population, our sample represents well the gender balance within the younger age group (49.8 % female and 50.2 % male respondents), but over-represents females in the age group 20-30 years old (70.9 % female and 29.1 % male respondents).

Immigration

The foreigners between 15 and 30 years old residing in Italy, as of December 31, 2015, were 1,146,061 (11.36% of the total population in the age group). Of these, 20.4 % were in the age group between 15 and 19 years old and 79.6 % were 20 – 30 years old.⁶ The proportion of foreign respondents in our sample is lower – 3.2% reported not having Italian citizenship. However, 5.6 % of the participants in the survey were born in another country and 13.8% reported having a migration background in their family. Contrary to the national distribution, migrant participants were more

⁵ Resident population by age: Youth.Stat database by the National Institute of Statistics (ISTAT) (<http://dati-giovani.istat.it/?lang=en>). Note: data is referred to young people from 14 to 34 years (limited to 15-30 in the reported statistics).

⁶ Foreign resident population by age: Youth.Stat database by the National Institute of Statistics (ISTAT): <http://dati-giovani.istat.it/?lang=en>. Note: data is referred to young people from 14 to 34 years old (limited to 15-30 in the reported statistics).

present within the younger age group of our sample – 59.8 % of foreign-born respondents were 15-19 years old.

Education

The following table compares the statistics on completed degrees of education in the Italian population between 15 and 29 years old⁷ with those of our sample.

Completed education	National statistics	Italian sample
<i>Not completed lower secondary</i>	1.4%	0%
<i>Lower secondary</i>	45.1%	47.2%
<i>Upper secondary</i>	42.1%	37.1%
<i>Higher education</i>	11.5%	15.7%

Table 14. Completed education in the national population and the Italian sample

For 2014/2015, the rate of participation in the Italian educational system (upper secondary schools and professional training) of young people between 14 and 18 years old was 98.8%.⁸ We report regional statistics for upper secondary education, since our sample was recruited exclusively in the region of Emilia Romagna. Table 15 shows the number of students enrolled in upper secondary schools of lower and higher tracks in the region of Emilia Romagna.

	Female	Male	Total
<i>Lower track</i>	18 (10.7%)	929 (12.9%)	881 (23.6%)
<i>Higher track</i>	67 (38.1%)	412 (38.3%)	746 (76.4%)
Total	86 (48.8%)	341 (51.2%)	627 (100%)

Table 15. Students enrolled in Emilia Romagna schools: 2014

Our sample mirrors the equal distribution by gender and the larger amount of students in higher school tracks (lyceum and technical institutes) in the younger age group.

The young people between 20 and 30 years old who were enrolled in Italian universities for 2015/2016 were 1,428,029 (20.47 % of the total resident population in the same age group).⁹ As a whole, our older age group presents a much higher rate of students (92.7% reported they were still in education or training).

⁷ Population by highest level of education: Youth.Stat database by the National Institute of Statistics (ISTAT): <http://dati-giovani.istat.it/?lang=en>. Note: data is referred to age classes 15-24 years and 25-29 years (combined in the reported statistics).

⁸ ISTAT (2016). Education and training. In *Italian Statistical Yearbook 2016*. Note: the rate of participation in the educational system is referred to the population of theoretical age corresponding to the scholastic level (i.e. upper secondary school).

⁹ Ministry of Education, University and Research: <http://ustat.miur.it>. Note: data is referred to all students enrolled in Italian universities (limited to 20-30 years old for the reported statistics).

University students, between 20 and 29 years old, who presented signals of occupation during the academic year 2014/2015 were about 16.3%.¹⁰ The rate of working students in our sample was 39.7%, however these include occasional work which may not be reported in administrative data. Students who work regularly or full-time in our sample were 14% of all studying young adults.

For many years, women have represented the majority of university students and for 2014/15 they were 62.7%.¹¹ In this sense, the prevalence of female participants in the older age group in our sample can be related to the high presence of university students.

Employment

Youth employment in Italy dropped severely in the post-crisis period and remains behind that of older generations.¹² The employment rate in 2016 for the age group 15 – 29 years old is 29.7%, whereas the unemployment rate is 28.4%. In the same year, the percentage of youth not in education, employment or training (NEET) in the same age group was 24.3% of the relative population.¹³ Due to being recruited among young people who were generally active in education or organizations, our sample does not include NEET youth. Our respondents who were working part-time or full-time were 17%. Those who were working occasionally were 24.8%, while those looking for a job were 17.1%.

¹⁰ ISTAT (2016). *Studenti e bacini universitari* [University students and basins]. Note: data is referred to students enrolled in public universities for 2014/2015, for each age from 20 to 29 years old and for age classes 30 – 34 and 35 – 49.

¹¹ ISTAT (2016). *Italian Statistical Yearbook 2016*. Note: the rate is referred to all students enrolled (no age class specified).

¹² ISTAT (2016). *Italian Statistical Yearbook 2016*.

¹³ Employment and Unemployment rate, NEET population: Youth.Stat database by the National Institute of Statistics (ISTAT): <http://dati-giovani.istat.it/?lang=en>. Note: data is referred to the age class 15-29 years.

3. Frequencies, means and standard deviations

In the following we list the descriptives of all the items and scales of the questionnaire.

3.1 Single items

Mobility. Five items measured contact with people outside of one's country and frequency of visits abroad on 5-point Likert scales (response range is indicated in brackets below):

A_Eurofr: *How many of your friends live outside Italy in other European countries?* (1 = none to 5 = many)

A_Worldfr: *How many of your friends live outside Europe?* (1 = none to 5 = many)

A_Eucon: *How often have you been in contact with people who live in another European country (either by calling on the phone/Skype, or messaging on email/Facebook/Instagram/Snapchat etc.)?* (1 = never to 5 = very often)

A_Eutrip: *How often did you visit other European countries for a trip between one day and two weeks?* (1 = never to 5 = very often)

A_Euvis: *How often did you visit another European country for longer than two weeks?* (1 = never to 5 = very often)

Item	N	Mean	SD
A_Eurofr	1729	2.54	1.29
A_Worldfr	1728	1.79	1.04
A_Eucon	1732	2.83	1.34
A_Eutrip	1730	3.02	1.24
A_Euvis	1724	1.78	1.18

Table 15. Valid cases, means and standard deviations of items on mobility

On average, respondents reported low number of friends outside Europe, as well as low frequency of visits in other EU countries longer than two weeks. Short-term visits and virtual contact, however, were higher.

Dual identity. One item measured European-national dual identity on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*).

A_Ident19: *I have more in common with people from my country than with people from other European countries.*

Item	N	Mean	SD
A_Ident19	1727	3.23	1.29

Table 16. Valid cases, means and standard deviations of dual identity item

Good citizenship norms. Ten items measured norms of good EU citizenship on a 5-point Likert scale (1 = *not important at all* to 5 = *extremely important*):

In order to be a good EU citizen, how important would you say it is to...

A_Citizen1... *support people who are worse off than yourself*

A_Citizen2... *vote in European Parliament elections*

A_Citizen3... *always obey European Union laws and regulations*

A_Citizen4... *form your own opinions about the European Union independently of others*

A_Citizen5... *be active in voluntary organizations*

A_Citizen6... *speak out concerning European Union topics*
 A_Citizen7... *be informed about what is going on in European Union*
 A_Citizen8... *meet the expectations of your community or neighborhood*
 A_Citizen9... *defend your national or religious group against other groups*
 A_Citizen10.... *challenge social injustice*

Item	N	Mean	SD
A_Citizen1	1728	4.21	.877
A_Citizen2	1728	4.18	.911
A_Citizen3	1728	3.99	.962
A_Citizen4	1727	3.93	1.020
A_Citizen5	1727	3.88	.886
A_Citizen6	1729	3.85	.981
A_Citizen7	1729	3.63	1.001
A_Citizen8	1730	3.30	1.009
A_Citizen9	1729	3.26	1.026
A_Citizen10	1720	2.67	1.219

Table 17. Valid cases, means and standard deviations of items on good citizenship norms

On average, all citizenship norms measured were deemed important. The most important norms of good EU citizenship, according to respondents, were related to solidarity (*support people who are worse off*) and voting (*vote in EP elections*). The least important was to challenge social injustice.

EU problems. Six items measured participants' perceptions regarding current problems of the EU on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*):

When considering the problem of youth unemployment in member states, the European Union ...
 A_Unem_res ... *has the responsibility to influence the situation.*
 A_Unem_rig... *is currently taking the right kinds of action.*

When considering the increased number of refugees from conflict-ridden areas, the European Union

...

A_Refu_res ... *has the responsibility to influence the situation.*
 A_Refu_rig ... *is currently taking the right kinds of action.*

When considering the situation in which member states think about leaving the Union, the European Union ...

A_Leav_res... *has the responsibility to influence the situation.*
 A_Leav_rig... *is currently taking the right kinds of action.*

Participants also addressed the importance of each of these problems on a 5-point Likert scale (1 = *not important at all* to 5 = *extremely important*):

In your opinion, how important it is to deal with each of these issues?
 A_Unem_imp: *Youth unemployment in member states*
 A_Refu_imp: *Refugees from conflict-ridden areas*

A_Leav_imp: *Member states thinking about leaving the European Union*

Item	N	Mean	SD
A_Unem_res	1723	4.01	.90
A_Unem_rig	1718	2.53	.89
A_Refu_res	1722	4.17	.02
A_Refu_rig	1717	2.04	1.00
A_Leav_res	1719	3.76	1.05
A_Leav_rig	1717	2.76	.91
A_Unem_imp	1730	4.51	.69
A_Refu_imp	1731	4.33	1.00
A_Leav_imp	1731	3.49	1.02

Table 18. Valid cases, means and standard deviations of items on EU problems

Respondents showed high scores of agreement on the responsibility held by the EU on the issues of youth unemployment, refugees and members leaving the union. Especially regarding refugees, however, on average respondents seemed to not agree that the EU is taking the right kinds of action. Highest importance was given to the youth unemployment issue.

Evaluation of EU. Two items measured participants' evaluation of the EU on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*):

A_EUview1: *We should be happy that the European Union exists.*

A_Euview2: *Life in my country would be better if there were no European Union.*

Item	N	Mean	SD
A_Euview1	1730	3.81	.93
A_Euview2	1728	2.37	.98

Table 19. Valid cases, means and standard deviations of items on EU evaluation

On average, respondents in our sample had a more positive view of the EU, rather than a negative one.

Vision of EU. Eleven items measured the visions of EU on a 5-point Likert scale (1 = *far less* to 5 = *far more*):

From your point of view, what would you like the European Union to be?

A_EUvis1... *an economic community*

A_EUvis2... *a community of shared values*

A_EUvis3... *a community based on shared culture*

A_EUvis4... *a community based on shared history*

A_EUvis5... *a community based on geography*

A_EUvis6... *a community with shared responsibilities*

A_EUvis7... *a political community*

A_EUvis8... *one country*

A_EUvis9... *a tolerant place*

A_EUvis10... *a place where you can travel without borders*

A_EUvis11... *a global super power*

Item	N	Mean	SD
A_EUvis1	1721	4.35	.762
A_EUvis2	1727	4.15	.81
A_EUvis3	1719	4.08	.953
A_EUvis4	1713	3.98	1.079
A_EUvis5	1715	3.67	1.044
A_EUvis6	1717	3.43	1.127
A_EUvis7	1714	3.43	.972
A_EUvis8	1720	3.22	1.064
A_EUvis9	1722	3.16	.859
A_EUvis10	1724	3.16	.951
A_EUvis11	1710	2.75	1.247

Table 20. Valid cases, means and standard deviations of items on vision of EU

In terms of an ideal vision of the EU, on average, respondents indicated desire for a stronger economic community, as well as a community based more on shared values, culture and history.

Media. Frequency of news consumption was measured with one item:

A_Media1: *How often do you usually watch, read or listen to news (on politics, celebrities, sports or culture)?*

Item	N (%)	Ticked responses: counts (%)					
		Never	Less than once a month	Several a times a month	Several a times a week	Usually once a day	Several times a day
A_Media1	1726 (100%)	26 (1.5%)	27 (16%)	128 (7.4%)	371 (21.5%)	598 (34.6%)	576 (33.4%)

Table 21. Frequencies and percentages of news consumption item

News interests and followed topics were also measured with dichotomous items:

What news are you interested in? You can tick more than one box.

A_Media2a *World news*

A_Media2b *European news*

A_Media2c *National news*

A_Media2d *Regional news*

A_Media2e *Local news*

Items (%)	N (%)	Not Ticked (%)	Ticked (%)
A_Media2a	1728 (100%)	311 (18%)	1417 (82 %)
A_Media2b	1728 (100%)	812 (47 %)	916 (53%)
A_Media2c	1728 (100%)	507 (29.3%)	1221 (70.7%)
A_Media2d	1728 (100%)	1184 (68.5%)	544 (31.5%)
A_Media2e	1728 (100%)	987 (57.1%)	741 (42.9%)

Table 22. Frequencies and percentages of news interests

What are the topics you follow? You can tick more than one box.

A_Media3a *Political issues*

A_Media3b *Economic issues*

A_Media3c *Environmental issues*

A_Media3d *Social issues*

A_Media3e *Other news (celebrities, culture, crime, sport, weather etc.)*

Items (%)	N (%)	Not Ticked (%)	Ticked (%)
A_Media3a	1729 (100%)	755 (43.7%)	974 (56.3%)
A_Media3b	1729 (100%)	1101 (63.7%)	628 (36.3%)
A_Media3c	1729 (100%)	1154 (66.7%)	575 (33.3%)
A_Media3d	1729 (100%)	428 (24.8%)	1301 (75.2%)
A_Media3e	1729 (100%)	521 (30.1%)	1208 (69.9%)

Table 23. Frequencies and percentages of followed topics

Media used for receiving news was also measured with one item:

A_Media4: *What medium do you use most often for receiving news? Please select only ONE.*

Item	N (%)	Ticked responses: counts (%)				
		<i>Printed newspapers and magazines</i>	<i>TV</i>	<i>Radio</i>	<i>Internet</i>	<i>Other</i>
A_Media4	1626 (100%)	51 (3.1 %)	439 (27%)	15 (0.9%)	1104 (67.9%)	17 (1%)

Table 24. Frequencies and percentages of most used media item

The majority of respondents indicated rather frequent news consumption – once a day (34.6 %) or several times a day (33.4 %) – and mostly following world or national news. The issues followed mostly were social or other news, less so – economic and environmental issues. The majority of respondents used internet as their preferred medium (67.9 %), followed by TV (27 %).

Trust in media. Trust in professional and alternative media was measured with two items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*):

A_Medtrust1: *I consider most ‘professional media’ – TV, online, radio or print –as trustworthy sources of news and information.*

A_Medtrust2: *I consider alternative online media as more trustworthy sources of news and information than professional media.*

Item	N	Mean	SD
A_Medtrust1	1726	3.01	1.04
A_Medtrust2	1726	2.80	1.03

Table 25. Valid cases, means and standard deviations of items on trust in media

Life satisfaction. Overall satisfaction with one’s life was measured with one item on a 5-point Likert scale (1 = *not at all satisfied* to 5 = *extremely satisfied*)

A_Lifesat *On the whole, how satisfied are you with the life you lead?*

Item	N	Mean	SD
A_Lifesat	7720	3.36	.81

On average, respondents were satisfied with their life.

Participation. Eighteen items measured participation in different activities (in the last 12 months) on a 5-point Likert scale (1 = *no* to 5 = *very often*):

A_Part1 *Signed a petition*

A_Part2 *Taken part in a demonstration or strike*

A_Part3 *Boycotted or bought certain products for political, ethical or environmental reasons*

A_Part4 *Worn a badge, ribbon or a t-shirt with a political message*

A_Part5 *Volunteered or worked for a social cause (children/ the elderly/refugees/ other people in need/youth organization)*

- A_Part6 *Participated in a concert or a charity event for a social or political cause*
 A_Part7 *Donated money to a social cause*
 A_Part8 *Shared news or music or videos with social or political content with people in my social networks (e.g., in Facebook, Twitter etc.)*
 A_Part9 *Discussed social or political issues on the internet*
 A_Part10 *Participated in an internet-based protest or boycott*
 A_Part11 *Joined a social or political group on Facebook (or other social networks)*
 A_Part12 *Painted or stuck political messages or graffiti on walls*
 A_Part13 *Taken part in an occupation of a building or a public space*
 A_Part14 *Taken part in a political event where there was a physical confrontation with political opponents or with the police*
 A_Part15 *Worked for a political party or a political candidate*
 A_Part16 *Contacted a politician or public official (for example via e-mail)*
 A_Part17 *Donated money to support the work of a political group or organization*
 A_Part18 *Created political content online (e.g., video, webpage, post in a blog).*

Item	N	Mean	SD
A_Part1	1723	2.58	1.383
A_Part2	1723	2.47	1.420
A_Part3	1722	2.27	1.125
A_Part4	1721	2.09	1.304
A_Part5	1719	2.09	1.203
A_Part6	1721	2.01	1.223
A_Part7	1720	1.99	1.335
A_Part8	1722	1.97	1.282
A_Part9	1718	1.84	1.037
A_Part10	1720	1.46	.950
A_Part11	1720	1.40	.900
A_Part12	1713	1.33	.844
A_Part13	1713	1.25	.767
A_Part14	1715	1.23	.654
A_Part15	1721	1.18	.570
A_Part16	1718	1.18	.562
A_Part17	1714	1.17	.650
A_Part18	1718	1.09	.471

Table 26. Valid cases, means and standard deviations of items on participation

Generally, frequency of participative behaviors was low in the sample, arriving at levels of occasional activity in the case of signing petitions, participating in demonstrations and boycotting products. Lowest levels of activity were reported for actions in the political sphere, especially creating political content online.

European participation. Participants were also asked dichotomous questions on whether their engagement in different forms of political activity had anything to do with the European Union:

A_PartEU: *Were any of the activities you did related to the European Union?*

Item	N (%)	No (%)	Yes (%)
A_PartEU	1674 (100%)	1095 (65.4%)	579 (34.6%)

Table 27. Frequencies and percentages of EU participation item

If Yes, please tick them...

A_EUpart1 *Signed a petition*

A_EUpart2 *Taken part in a demonstration or strike*

A_EUpart3 *Boycotted or bought certain products for political, ethical or environmental reasons*

A_EUpart4 *Worn a badge, ribbon or a t-shirt with a political message*

A_EUpart5 *Volunteered or worked for a social cause (children/ the elderly/refugees/ other people in need/youth organization)*

A_EUpart6 *Participated in a concert or a charity event for a social or political cause*

A_EUpart7 *Donated money to a social cause*

A_EUpart8 *Shared news or music or videos with social or political content with people in my social networks (e.g., in Facebook, Twitter etc.)*

A_EUpart9 *Discussed social or political issues on the internet*

A_EUpart10 *Participated in an internet-based protest or boycott*

A_EUpart11 *Joined a social or political group on Facebook (or other social networks)*

A_EUpart12 *Painted or stuck political messages or graffiti on walls*

A_EUpart13 *Taken part in an occupation of a building or a public space*

A_EUpart14 *Taken part in a political event where there was a physical confrontation with political opponents or with the police*

A_EUpart15 *Worked for a political party or a political candidate*

A_EUpart16 *Contacted a politician or public official (for example via e-mail)*

A_EUpart17 *Donated money to support the work of a political group or organization*

A_EUpart18 *Created political content online (e.g., video, webpage, post in a blog).*

Items (%)	Not Ticked (%)	Ticked (%)	N (%)
A_EUpart1	349 (60.6%)	227 (39.4%)	576 (100%)
A_EUpart2	453 (79.5%)	117 (20.5%)	570 (100%)
A_EUpart3	448 (78.6%)	122 (21.4%)	570 (100%)
A_EUpart4	502 (88.2%)	67 (11.8%)	569 (100%)
A_EUpart5	387 (67.9 %)	183 (32.1 %)	570 (100%)
A_EUpart6	476 (83.4%)	95 (16.6%)	571 (100%)
A_EUpart7	451 (79%)	120 (21%)	571 (100%)
A_EUpart8	291 (51%)	280 (49%)	571 (100%)
A_EUpart9	344 (60.4%)	226 (39.6%)	570 (100%)
A_EUpart10	540 (94.7%)	30 (5.3%)	570 (100%)
A_EUpart11	423 (74.2%)	147 (25.8%)	570 (100%)
A_EUpart12	556 (97.5%)	14 (2.5%)	570 (100%)
A_EUpart13	558 (97.9%)	12 (2.1%)	570 (100%)
A_EUpart14	550 (96.5%)	20 (3.5%)	570 (100%)
A_EUpart15	541 (94.9%)	29 (5.1%)	570 (100%)
A_EUpart16	525 (92.1%)	45 (7.9%)	570 (100%)
A_EUpart17	546 (95.6%)	25 (4.4%)	571 (100%)
A_EUpart18	510 (89.5%)	60 (10.5%)	570 (100%)

Table 28. Frequencies and percentages of EU participation activities items

The majority of respondents had not participated on a European level (65.4%). Of those that had, indicated mostly having shared content or joined groups on social networks, having signed petitions, having discussed issues online or having volunteered.

Membership in organizations. Membership in organizations was measured on a 4-point scale (1 = *no* to 4 = *I am currently involved on a regular basis*):

Have you ever been a member of or worked for any of the following organizations? You can choose more than one organization.

A_Assoc1 *Trade unions*

A_Assoc2 *Political parties or their youth organizations*

A_Assoc3 *Student or youth organizations*

A_Assoc4 *Religious organizations or groups*

A_Assoc5 *Organizations or groups for social issues (human rights, anti-racism, peace, environment, animal protection etc.)*

A_Assoc6 *Leisure organizations or groups (music, art, sports etc.)*

A_Assoc7 *Other organizations, please indicate which:*

Items	N (%)	Ticked responses: counts (%)			
		No	<i>I am not currently involved but I was sometime in the past</i>	<i>I am currently involved occasionally</i>	<i>I am currently involved on a regular basis</i>
A_Assoc1	1718 (100%)	1639 (95.4%)	57 (3.3%)	16 (0.9%)	6 (0.3%)
A_Assoc2	1713 (100%)	1525 (89.0%)	118 (6.9%)	36 (2.1 %)	34 (2.0%)
A_Assoc3	1703 (100%)	964 (56.6%)	519 (30.5%)	133 (7.8%)	87 (5.1%)
A_Assoc4	1696 (100%)	1115 (65.7%)	341 (20.1 %)	107 (6.3%)	133 (7.8%)
A_Assoc5	1707 (100%)	1151 (67.4%)	275 (16.1%)	156 (9.1%)	125 (7.3%)
A_Assoc6	1719 (100%)	526 (30.6%)	474 (27.6%)	253 (14.7%)	466 (27.1%)
A_Assoc7	910 (100%)	791 (86.9%)	27 (3.0%)	30 (3.3%)	62 (6.8%)

Table 29. Frequencies and percentages of membership on organizations

Respondents indicated highest current involvement, regular or occasional, in leisure organizations. They reported having been involved in the past mostly in student/youth and leisure organizations, as well as religious or social issues organizations.

Voting. Different questions on voting behavior were asked for high school students and for the older sample. Results are presented separately.

Voting of young adults

Past voting behavior was asked only to the older sample recruited in universities and organizations.

Participants were asked whether they voted at the EU level and, if not, why:

A_Opvote1 *Did you vote in the last European parliament elections (May 2014)?*

A_Opvote2a *I was too young*

A_Opvote2b *I didn't care*

A_Opvote2c *I couldn't decide who to vote for*
 A_Opvote2d *I didn't feel informed enough to vote*
 A_Opvote2e *I didn't manage to go*
 A_Opvote2f *I didn't have citizenship*
 A_Opvote2g *I didn't think any candidates represented my views*
 A_Opvote2h *Other*

Items	N (%)	No (%)	Yes (%)
A_Opvote1	914 (100%)	337 (36.9%)	577 (63.1%)

Table 30. Past vote – young adults at the EU level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Opvote2a	337 (100%)	208 (61.7 %)	129 (38.3%)
A_Opvote2b	337 (100%)	323 (95.8%)	14 (4.2%)
A_Opvote2c	337 (100%)	332 (98.5%)	5 (1.5%)
A_Opvote2d	337 (100%)	279 (82.8%)	58 (17.2%)
A_Opvote2e	337 (100%)	267 (79.2%)	70 (20.8%)
A_Opvote2f	337 (100%)	320 (95%)	17 (5%)
A_Opvote2g	337 (100%)	326 (96,7%)	11 (3.3%)
A_Opvote2h	337 (100%)	304 (90.2%)	33 (9.8%)

Table 31. Reasons for past non-voting – young adults at the EU level (multiple answers were possible)

A majority of young adult respondents reported having voted at the last EP elections (63.1%). The most reported reason for not having voted was being too young, but also not feeling informed and not managing to go were relevant motivations.

Participants were also asked whether they voted at the national level and, if not, why:

A_Opvote3 *Did you vote in the last national parliamentary elections?*

A_Opvote4a *I was too young*
 A_Opvote4b *I didn't care*
 A_Opvote4c *I couldn't decide who to vote for*
 A_Opvote4d *I didn't feel informed enough to vote*
 A_Opvote4e *I didn't manage to go*
 A_Opvote4f *I didn't have citizenship*
 A_Opvote4g *I didn't think any candidates represented my views*
 A_Opvote4h *Other*

Items	N (%)	No (%)	Yes (%)
A_Opvote3	913 (100%)	282 (30.9%)	631 (69.1%)

Table 32. Past vote – young adults at the national level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Opvote4a	282 (100%)	93 (33%)	189 (67%)
A_Opvote4b	282 (100%)	281 (99.6%)	1 (.4%)
A_Opvote4c	282 (100%)	289 (99,3%)	2 (.7%)
A_Opvote4d	282 (100%)	269 (95,4%)	13 (4,6%)
A_Opvote4e	282 (100%)	255 (90.4%)	27 (9.6%)
A_Opvote4f	282 (100%)	261 (92.6%)	21 (7.4%)

A_Opvote4g	282 (100%)	269 (95.4%)	13 (4.6%)
A_Opvote4h	282 (100%)	266 (94.3%)	16 (5.7%)

Table 33. Reasons for past non-voting – young adults at the national level (multiple answers were possible)

The majority of young adult respondents reported having voted at the last national elections (69.1 %). The most reported reason for not having voted was being too young.

Participants were also asked whether they voted at the local level and, if not, why:

A_Opvote5 *Did you vote in the last local elections?*

A_Opvote6a *I was too young*

A_Opvote6b *I didn't care*

A_Opvote6c *I couldn't decide who to vote for*

A_Opvote6d *I didn't feel informed enough to vote*

A_Opvote6e *I didn't manage to go*

A_Opvote6f *I didn't have citizenship*

A_Opvote6g *I didn't think any candidates represented my views*

A_Opvote6h *Other*

Items	N (%)	No (%)	Yes (%)
A_Opvote5	914 (100%)	222 (24.3%)	692 (75.7%)

Table 34. Past vote – young adults at the local level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Opvote6a	222 (100%)	167 (75.2%)	55 (24.8%)
A_Opvote6b	222 (100%)	210 (94.6%)	12 (5.4%)
A_Opvote6c	222 (100%)	220 (99.1%)	2 (.9%)
A_Opvote6d	222 (100%)	201 (90.5%)	21 (9.5%)
A_Opvote6e	222 (100%)	144 (64.9%)	78 (35.1%)
A_Opvote6f	222 (100%)	204 (91.9%)	18 (8.1%)
A_Opvote6g	222 (100%)	208 (93.7%)	14 (6.3%)
A_Opvote6h	222 (100%)	200 (90.1%)	22 (9.9%)

Table 35. Reasons for past non-voting – young adults at the local level (multiple answers were possible)

The majority of young adult respondents reported having voted at the last local elections (75.7%). The rate of voting at the local level was the highest compared to national and European levels. The most reported reason for not having voted was not managing to go and being too young.

Young adults were also asked their **intentions of future voting**. Participants were asked whether they will vote in the next elections at the EU level and, if not, why:

A_Ofvote1 *Will you vote in the next European parliament elections?*

A_Ofvote2a *I don't care*

A_Ofvote2b *I cannot decide who to vote for*

A_Ofvote2c *I don't feel informed enough to vote*

A_Ofvote2d *I don't have citizenship*

A_Ofvote2e *I don't think any candidates will represent my views*
 A_Ofvote2f *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Ofvote1	915 (100%)	13 (1.4%)	768 (83.9%)	134 (14.6%)

Table 36. Future vote – young adults at the EU level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Ofvote2a	13 (100%)	10 (76.9%)	3 (23.1%)
A_Ofvote2b	13 (100%)	13 (100%)	0
A_Ofvote2c	13 (100%)	12 (92.3%)	1 (7.7%)
A_Ofvote2d	13 (100%)	9 (69.2%)	4 (30.8%)
A_Ofvote2e	13 (100%)	10 (76,9%)	3 (23,1%)
A_Ofvote2f	13 (100%)	11 (84,6%)	2 (15,4%)

Table 37. Reasons for future non-voting – young adults at the EU level (multiple answers were possible)

Participants were also asked whether they will vote in the next elections at the national level and, if not, why:

A_Ofvote3 *Will you vote in the next national parliamentary elections?*

A_Ofvote4a *I don't care*

A_Ofvote4b *I cannot decide who to vote for*

A_Ofvote4c *I don't feel informed enough to vote*

A_Ofvote4d *I don't have citizenship*

A_Ofvote4e *I don't think any candidates will represent my views*

A_Ofvote4f *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Ofvote3	915 (100%)	21 (2.3%)	820 (89.6%)	74 (8.1%)

Table 38. Future vote – young adults at the national level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Ofvote4a	21 (100%)	18 (85.7%)	3 (14.3 %)
A_Ofvote4b	21 (100%)	21 (100%)	0
A_Ofvote4c	21 (100%)	21 (100%)	0
A_Ofvote4d	21 (100%)	12 (57.1%)	9 (42.9%)
A_Ofvote4e	21 (100%)	15 (71.4%)	6 (28.6%)
A_Ofvote4f	21 (100%)	18 (85.7%)	3 (14.3 %)

Table 39. Reasons for future non-voting – young adults at the national level (multiple answers were possible)

Participants were also asked whether they will vote in the next elections at the local level and, if not, why:

A_Ofvote5 *Will you vote in the next local elections?*

A_Ofvote6a *I don't care*

A_Ofvote6b *I cannot decide who to vote for*

A_Ofvote6c *I don't feel informed enough to vote*

A_Ofvote6d *I don't have citizenship*

A_Ofvote6e *I don't think any candidates will represent my views*

A_Ofvote6f *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Ofvote5	915 (100%)	19 (2.1%)	761 (83.2%)	135 (14.8%)

Table 40. Future vote – young adults at the local level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Ofvote6a	19 (100%)	14 (73.7%)	5 (26,3%)
A_Ofvote6b	19 (100%)	19 (100%)	0
A_Ofvote6c	19 (100%)	19 (100%)	0
A_Ofvote6d	19 (100%)	11 (57.9%)	8 (42.1%)
A_Ofvote6e	19 (100%)	16 (84.2%)	3 (15.8%)
A_Ofvote6f	19 (100%)	16 (84.2%)	3 (15.8%)

Table 41. Reasons for future non-voting – young adults at the local level (multiple answers were possible)

Most young adult respondents intended voting in the next EP elections (83.9%), the next national elections (89.6%) and the next local elections (83.2%).

High school students

High school students were only asked for their **intentions of future voting**. Participants were asked whether they will vote in the next elections at the EU level and, if not, why:

A_Yfvote1 *Will you vote in the next European parliament elections?*

A_Yfvote2a *I will be too young*

A_Yfvote2b *I don't care*

A_Yfvote2c *I cannot decide who to vote for*

A_Yfvote2d *I don't feel informed enough to vote*

A_Yfvote2e *I don't have citizenship*

A_Yfvote2f *I don't think any candidates will represent my views*

A_Yfvote2g *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Yfvote1	811 (100%)	310 (38.2%)	271 (33.4%)	230 (28.4%)

Table 42. Future vote – school students at the EU level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Yfvote2a	308 (100%)	61 (19.8%)	247 (80.2%)
A_Yfvote2b	308 (100%)	280 (90.9%)	28 (9.1%)
A_Yfvote2c	308 (100%)	305 (99%)	3 (1%)

A_Yfvote2d	308 (100%)	288 (93.5%)	20 (6.5%)
A_Yfvote2e	308 (100%)	295 (95.8%)	13 (4.2 %)
A_Yfvote2f	308 (100%)	302 (98.1%)	6 (1.9%)
A_Yfvote2g	308 (100%)	296 (96.1%)	12 (3.9%)

Table 43. Reasons for future non-voting – school students at the EU level (multiple answers were possible)

Adolescent respondents were equally distributed between the response options for EP elections, with a slight prevalence of the intention not to vote. Mostly, the participants indicated that they will be too young to vote yet.

Participants were also asked whether they will vote in the next elections at the national level and, if not, why:

A_Yfvote3 *Will you vote in the next national parliamentary elections?*

A_Yfvote4a *I will be too young*

A_Yfvote4b *I don't care*

A_Yfvote4c *I cannot decide who to vote for*

A_Yfvote4d *I don't feel informed enough to vote*

A_Yfvote4e *I don't have citizenship*

A_Yfvote4f *I don't think any candidates will represent my views*

A_Yfvote4g *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Yfvote3	806 (100%)	300 (37.2%)	316 (39.2%)	190 (23.6%)

Table 44. Future vote – school students at the national level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Yfvote4a	299 (100%)	54 (18.1%)	245 (81.9%)
A_Yfvote4b	299 (100%)	275 (92%)	24 (8%)
A_Yfvote4c	299 (100%)	293 (98%)	6 (2%)
A_Yfvote4d	299 (100%)	286 (95.7%)	13 (4.3%)
A_Yfvote4e	299 (100%)	284 (95%)	15 (5%)
A_Yfvote4f	299 (100%)	286 (95.7%)	13 (4.3%)
A_Yfvote4g	299 (100%)	290 (97%)	9 (3%)

Table 45. Reasons for future non-voting – school students at the national level (multiple answers were possible)

Adolescent respondents were equally distributed between those intending to vote for national elections and those not intending to vote. In the latter case, the participants indicated mostly that they will be too young to vote yet.

Participants were also asked whether they will vote in the next elections at the local level and, if not, why:

A_Yfvote5 *Will you vote in the next local elections?*

A_Yfvote6a *I will be too young*

- A_Yfvote6b *I don't care*
- A_Yfvote6c *I cannot decide who to vote for*
- A_Yfvote6d *I don't feel informed enough to vote*
- A_Yfvote6e *I don't have citizenship*
- A_Yfvote6f *I don't think any candidates will represent my views*
- A_Yfvote6g *Other*

Item	N (%)	No (%)	Yes (%)	I don't know (%)
A_Yfvote5	808 (100%)	331 (41%)	259 (32.1%)	218 (27%)

Table 46. Future vote – school students at the local level

Items	N (%)	Not Ticked (%)	Ticked (%)
A_Yfvoteg6a	328 (100%)	74 (22.6%)	254 (77.4%)
A_Yfvoteg6b	328 (100%)	293 (89.3%)	35 (10.7%)
A_Yfvoteg6c	328 (100%)	325 (99.1%)	3 (.9%)
A_Yfvoteg6d	328 (100%)	306 (93.3%)	22 (6.7%)
A_Yfvoteg6e	328 (100%)	315 (16%)	13 (4%)
A_Yfvoteg6f	328 (100%)	320 (97.6%)	8 (2.4%)
A_Yfvoteg6g	328 (100%)	317 (96.6%)	11 (3.4%)

Table 47. Reasons for future non-voting – school students at the local level (multiple answers were possible)

In the case of local elections, a bigger number of respondents indicated they don't intend to vote (41), mostly reporting that they will be too young.

High school students were also asked additional questions on their experience in school. The descriptives for these items are presented below.

Learning about EU in school. Participants were asked two items about the experience of learning about the EU in school on a 5-point Likert scale:

A_EUsubj1: *How much have you learned about topics related to the European Union in school? (1 = nothing to 5 = a lot)*

A_EUsubj2: *The more I learn about the European Union in school, the more I like the European Union. (1 = strongly disagree to 5 = strongly agree)*

Item	N	Mean	SD
A_EUsubj1	05	3.08	1.08
A_EUsubj2	02	2.70	.85

Table 48. Means and standard deviations of items on learning about EU in school

School participation. School students were also asked with dichotomous questions whether they have been engaged in school activities:

A_Studeng1 *Have you represented other students in the student council or in front of teachers or the school principal?*

A_Studeng2 *Have you been active in a student group or club (e.g., drama, school newspaper)?*

A_Studeng3 *Have you been active in a school sports group or club?*

Items	N (%)	No (%)	Yes (%)
A_Studeng1	805 (100%)	639 (79%)	169 (21%)
A_Studeng2	805 (100%)	536 (66.6%)	269 (33.4%)
A_Studeng3	805 (100%)	500 (62%)	306 (38%)

Table 49. Means and standard deviations of items on participation in school

The majority of adolescent respondents indicated not having experiences of participation in school.

3.2 Scales

The following tables report valid cases, means, standard deviations and reliability for all scales. Reliability was calculated using Cronbach alpha for scales with more than two items and Pearson correlations for scales with two items.

Overall, results suggest acceptable reliabilities for most scales. Exceptions with lower reliabilities for the Italian sample are: Worries, European Reconsideration, Democracy, Empower, Trust, OthersFam, and OthersFri.

Identity. Identity dimensions – commitment, exploration and reconsideration – were each measured on European and national level with three items for each dimension, on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliabilities are very good, except for the European reconsideration dimension.

European commitment:

A_Ident1 *I feel strong ties toward Europe.*

A_Ident2 *I am proud to be European.*

A_Ident3 *Being European gives me self-confidence.*

National commitment:

A_Ident4 *I feel strong ties to Italy.*

A_Ident5 *I am proud to be Italian.*

A_Ident6 *Being Italian gives me self-confidence.*

European exploration:

A_Ident7 *I often think about what it means to be European.*

A_Ident8 *I search for information about Europe.*

A_Ident9 *I talk to other people about what it means to them to be European.*

National exploration:

A_Ident10 *I often think about what it means to be Italian.*

A_Ident11 *I search for information about Italy.*

A_Ident12 *I talk to other people about what it means to them to be Italian.*

European reconsideration:

A_Ident13 *My feelings about Europe are changing.*

A_Ident14 *My sense of being European is uncertain.*

A_Ident15 *I think that in the near future I could change my views on what it means to be European.*

National reconsideration:

A_Ident16 *My feelings about Italy are changing.*
A_Ident17 *My sense of being Italian is uncertain.*
A_Ident18 *I think that in the near future I could change my views on what it means to be Italian.*

Scale		Mean	SD	Reliability
European Commitment (A_Ident1-3)	731	3.43	0.84	0.82
National Commitment (A_Ident4-6)	730	3.62	0.92	0.84
European Exploration (A_Ident7-9)	732	2.78	1.08	0.84
National Exploration (A_Ident10-12)	731	3.29	1.01	0.81
European Reconsideration (A_Ident13-15)	729	2.93	0.81	0.56
National Reconsideration (A_Ident16-18)	729	2.65	0.89	0.70

Table 50. Valid cases, means, standard deviations and reliability of identity dimensions

Semantic differential. Seven items measured perceptions of the EU and seven items – those of the country. The semantic differentials referred to three dimensions: competence, fairness and warmth. Results suggest acceptable reliabilities.

DiffEUcomp: Competence – EU
A_SemEU1 *Competent/ Incompetent*
A_SemEU2 *Efficient/Inefficient*
DiffEUfair: Fairness – EU
A_SemEU5 *Just/Unjust*
A_SemEU6 *Fair/Unfair*
DiffEUwelc: Warmth – EU
A_SemEU3 *Warm/Cold*
A_SemEU4 *Friendly/Unfriendly*
A_SemEU7 *Welcoming/Unwelcoming*

DiffCOcomp: Competence – country
A_SemCn1 *Competent/ Incompetent*
A_SemCn2 *Efficient/Inefficient*
DiffCOfair: Fairness – country
A_SemCn5 *Just/Unjust*
A_SemCn6 *Fair/Unfair*
DiffCOwelc: Warmth – country
A_SemCn3 *Warm/Cold*
A_SemCn4 *Friendly/Unfriendly*
A_SemCn7 *Welcoming/Unwelcoming*

Scale	N	Mean	SD	Reliability
DiffEUcomp (A_SemEU1, 2)	1722	2.87	0.80	0.58**
DiffEUfair (A_SemEU5, 6)	1722	3.18	0.83	0.63**
DiffEUwelc (A_SemEU3,4, 7)	1721	2.85	0.74	0.69
DiffCOcomp (A_SemCn1, 2)	1723	3.71	0.93	0.72**

DiffCOfair (A_SemCn5, 6)	1723	3.74	0.91	0.73**
DiffCOwelc (A_SemCn3,4, 7)	1721	2.21	0.91	0.81

Table 51. Valid cases, means, standard deviations and reliability of semantic differential (** $p < .01$)

Tolerance. Three items measured tolerance towards refugees and three items – tolerance towards immigrants. Both were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliabilities for the two scales.

TolRefu: Tolerance toward refugees

A_Tol1 *I feel that refugees should have the right to maintain their traditions and cultural heritage.*

A_Tol2 *I feel that our government does not do enough to help refugees.*

A_Tol3 *I feel that our country has enough economic problems and that is why we cannot afford to help refugees.*

TolMig: Tolerance toward immigrants

A_Tol4 *Immigrants should have the right to maintain their traditions and cultural heritage.*

A_Tol5 *Immigrants should have the right to preserve their own languages.*

A_Tol6 *Immigrants have a tendency to take job opportunities from local people.*

Scale	N	Mean	SD	Reliability
TolRefu (A_Tol1-3)	1728	3.37	1.04	0.72
TolMig (A_Tol4-6)	1728	3.44	0.98	0.70

Table 52. Valid cases, means, standard deviations and reliability of tolerance

Democracy. Three items measured participants' beliefs related to democracy, three items measured their belief in authoritarian principles. All were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliability for the Authoritarianism scale, but a low one for the Democracy scale.

Democracy:

A_Dem1 *All people should have a right to express their opinions.*

A_Dem4 *Media (e.g.; TV, newspaper, websites) should have the right to criticize politicians and the government.*

A_Dem5 *Democracy is the best system of government that I know.*

Authoritarianism:

A_Dem2 *Our country needs a strong government that will ensure social order and move us in the right direction.*

A_Dem3 *Instead of needing 'civil rights and freedoms' our country needs one thing only: law and order.*

A_Dem6 *Obeying and respecting authority are the most important values that we should teach our children.*

Scale	N	Mean	SD	Reliability
Democracy (A_Dem1,4,5)	1727	4.09	0.62	0.32
Authoritarianism (A_Dem2,3,6)	1726	3.32	0.89	0.64

Table 53. Valid cases, mean, standard deviation and reliability of democracy

Nationalism. Three items measured nationalism on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is good.

- A_Nation1 *Generally, the more influence Italy has on other nations, the better off these nations are.*
 A_Nation2 *The world would be a better place if people from other countries were more like Italians.*
 A_Nation3 *Generally speaking, Italy is a better country than most other countries.*

Scale	N	Mean	SD	Reliability
Nationalism (A_Nation1,2,3)	1726	3.43	0.84	0.73

Table 54. Valid cases, mean, standard deviation and reliability of nationalism

Alienation. Four items measured political alienation on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is very good.

- A_Alien1 *People like me do not have opportunities to influence the decisions of the European Union.*
 A_Alien2 *It does not matter who wins the European elections, the interests of ordinary people do not matter.*
 A_Alien3 *People like me do not have opportunities to influence the decisions of the national parliament.*
 A_Alien4 *It does not matter who wins the Italian elections, the interests of ordinary people do not matter.*

Scale	N	Mean	SD	Reliability
Alienation (A_Alien1 - 4)	1725	3.62	0.92	0.84

Table 55. Valid cases, mean, standard deviation and reliability of alienation

Worries. Three items measured worries about the future of one's country on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability is low, but better if items A_Worry1 and A_Worry2 are correlated, leaving out the item A_Worry3: $r = 0.56, p < .01$.

- A_Worry1 *I am worried about the economic future of my country.*
 A_Worry2 *I am worried about the political future of my country.*
 A_Worry3 *Thinking about refugees coming to my country makes me uneasy.*

Scale	N	Mean	SD	Reliability
Worries (A_Worry1 - 3)	1724	2.78	1.08	0.37

Table 56. Valid cases, mean, standard deviation and reliability of perceived worries

Self-efficacy. Self-efficacy was measured with five items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is very good.

- A_Effic1 *I can always solve difficult problems if I try hard enough.*
 A_Effic2 *I am certain that I can accomplish my goals.*
 A_Effic3 *I am confident that I can deal efficiently with unexpected events.*
 A_Effic4 *When I am confronted with a problem, I can find several solutions.*
 A_Effic5 *I can handle whatever comes my way.*

Scale	N	Mean	SD	Reliability
Efficacy (A_Effic1 - 5)	1724	3.18	0.83	0.81

Table 57. Valid cases, mean, standard deviation and reliability of self-efficacy

Empowerment. Personal empowerment was measured with two items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest low reliability for the scale.

A_Empow1 *I am able to look for people, institutions and services that can help me to find solutions to my problems.*

A_Empow2 *I think that in the group/organization/community that I belong to I can find the resources that I need to reach my aims.*

Scale	N	Mean	SD	Reliability
Empower (A_Empow1, 2)	1724	2.85	0.74	0.44**

Table 58. Valid cases, mean, standard deviation and reliability of empowerment (** $p < .01$)

Interest. Interest in political and social issues was measured with four items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is very good.

A_Polint1 *How interested are you in politics?*

A_Polint2 *How interested are you in what is going on in society?*

A_Polint3 *How interested are you in European Union related topics?*

A_Polint4 *How interested are you in national politics?*

Scale	N	Mean	SD	Reliability
Interest (A_Polint1 - 4)	1725	2.21	0.91	0.89

Table 59. Valid cases, mean, standard deviation and reliability of political interest

Trust. Institutional and social trust was measured with three items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest lower reliability for the scale.

A_Itrust1 *I trust the European Union.*

A_Itrust2 *I trust the national government.*

A_Itrust3 *Most people can be trusted.*

Scale	N	Mean	SD	Reliability
Trust (A_Itrust1 - 3)	1724	3.37	1.04	0.58

Table 60. Valid cases, mean, standard deviation and reliability of trust

Social well-being. Social well-being was measured with four items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliability for the scale.

A_Swb1 *You belonged to a community (e.g. social group, your school, your neighborhood)?*

A_Swb2 *Our society is becoming a better place?*

A_Swb3 *People are basically good?*

A_Swb4 *The way our society works made sense to you?*

Scale	N	Mean	SD	Reliability
Wellbeing (A_Swb1 - 4)	1724	3.44	0.98	0.68

Table 61. Valid cases, mean, standard deviation and reliability of social well-being

Political efficacy. The following dimensions of political efficacy were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*): self-concept (two items), collective efficacy (two items), internal political efficacy (three items). Results suggest acceptable reliabilities for the scales.

Self-concept:

A_Polef1 *I feel that I have a pretty good understanding of important societal issues.*

A_Polef2 *I consider myself capable to become engaged in societal issues.*

Collective efficacy:

A_Polef3 *I think that by working together, young people can change things for the better.*

A_Polef4 *By working together, young people are able to influence the decisions which are made by government.*

Internal political efficacy:

A_Polef5 *If I really tried, I could manage to actively work in organizations trying to solve problems in society.*

A_Polef6 *If I really tried, I could manage to help to organize a political protest.*

A_Polef7 *If I really tried, I could manage to take part in a demonstration in my home town.*

Scale	N	Mean	SD	Reliability
Selfconcept (A_Polef1, 2)	1723	3.32	0.89	0.61**
Collectiveffic (A_Polef3, 4)	1723	3.80	0.82	0.57**
Internaleffic (A_Polef5 - 7)	1723	3.10	1.01	0.82

Table 62. Valid cases, mean, standard deviation and reliability of political efficacy (** $p < .01$)

The following scales were measured only in the sample recruited in high schools.

Perceptions of school. Only in the school sample, open classroom climate was measured with three items, teacher fairness – with two items, and school external efficacy – with two items. All were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliabilities.

Climate:

A_Sclim1 *Students are encouraged by the school to make up their own minds.*

A_Sclim2 *Teachers respect our opinions and encourage us to express our opinions during the classes.*

A_Sclim3 *Teachers encourage us to discuss political and social issues with people who hold different opinions.*

Fairness:

A_Sclim4 *Our teachers treat us fairly.*

A_Sclim5 *The rules in our school are fair.*

Schooleffic:

A_Sclim6 *Students at our school can influence how our school is run.*

A_Sclim7 *At our school, students' requests are taken seriously.*

Scale	N	Mean	SD	Reliability
Climate (A_Sclim1 - 3)	809	3.29	1.01	0.77
Fairness (A_Sclim4, 5)	808	2.93	0.81	0.54**
Schooleffic (A_Sclim6, 7)	808	2.65	0.89	0.55**

Table 63. Valid cases, mean, standard deviation and reliability of school perceptions (** $p < .01$)

School quality of participation. Participants were asked to characterize their feelings in school during the last year with four items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is good.

During that time, I have...

A_Squal1 ... *felt that there were a variety of points of view being discussed.*

A_Squal2 ... *observed conflicting opinions that brought up new ways of perceiving the issues in question.*

A_Squal3 ... *seen real and/or everyday life problems being the focus of discussion.*

A_Squal4 ... *felt that participating was very important to me as a person.*

Scale	N	Mean	SD	Reliability
Quality (A_Squal1 - 4)	809	2.87	0.80	0.75

Table 64. Valid cases, mean, standard deviation and reliability of school quality of participation

Values. Civic values were measured, in the school sample only, with three items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is good.

A_Cival1 *Help those less fortunate*

A_Cival2 *Help improve the lives of people in my city/town/village*

A_Cival3 *Do something useful for society*

Scale	N	Mean	SD	Reliability
Values (A_Cival1 - 3)	810	3.74	0.91	0.79

Table 65. Valid cases, mean, standard deviation and reliability of civic values

Sense of community. Sense of community was measured, in the school sample only, with four items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest good reliability for the scale.

A_Soc1 *In our neighbourhood, there are enough activities for young people.*

A_Soc2 *In our neighbourhood, there are many events and situations which involve young people like me.*

A_Soc3 *I think that people who live in our neighbourhood could change things in the community.*

A_Soc4 *If we, the young people in our neighbourhood have the opportunity to take action, I think we can change something for the better.*

Scale	N	Mean	SD	Reliability
Community (A_Soc1 - 4)	811	4.09	0.62	0.79

Table 66. Valid cases, mean, standard deviation and reliability of sense of community

Important others' attitude towards Europe. Only in the school sample, one's family attitude towards the EU was measured with two items and one's friends' attitude towards the EU was measured with two items. All were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest low reliabilities for the scales.

OthersFam:

A_FamEU1 *My family thinks that we should be happy that the EU exists.*

A_FamEU2 *My family thinks that things would be better if there was no EU.*

OthersFri:

A_FriEU1 *My friends think that we should be happy that the EU exists.*

A_FriEU2 *My friends think that things would be better if there was no EU.*

Scale	N	Mean	SD	Reliability
OthersFam (A_FamEU1, 2R)	807	3.79	0.66	0.34**
OthersFri (A_FriEU1, 2R)	805	3.08	0.92	0.20**

Table 67. Valid cases, mean, standard deviation and reliability of important others' attitude towards EU (** $p < .01$)

Engagement norms. Only in the school sample, family engagement norms were measured with three items and friends' engagement norms were measured with three items. All were measured on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliabilities for the scales.

NormsFam:

A_Fameng1 *My family would approve it if I became politically active.*

A_Fameng2 *My family is currently civically or politically active (e.g. volunteer, are members of non-governmental organizations).*

A_Fameng3 *My family encourage me to get involved in social issues.*

NormsFri:

A_Frieng1 *My friends would approve it if I became politically active.*

A_Frieng2 *My friends are currently civically or politically active (e.g. volunteer, are members of non-governmental organizations).*

A_Frieng3 *My friends encourage me to get involved in social issues.*

Scale	N	Mean	SD	Reliability
NormsFam (A_Fameng1 - 3)	805	2.95	0.97	0.60
NormsFri (A_Frieng1 - 3)	805	3.23	0.88	0.62

Table 68. Valid cases, mean, standard deviation and reliability of engagement norms

Family warmth. Family warmth was measured, in the school sample only, with three items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Reliability of the scale is very good.

A_Famcare1 *My family constantly shows me how proud they are of me.*

A_Famcare2 *My family shows they care for me with words and gestures.*

A_Famcare3 *My family always shows their love to me without cause, regardless of what I do.*

Scale	N	Mean	SD	Reliability
Warmth (A_Famcare1 - 3)	809	3.71	0.93	0.82

Table 69. Valid cases, mean, standard deviation and reliability of family warmth

Family democracy. Only in the school sample, family democracy was measured with two items on a 5-point Likert scale (1 = *strongly disagree* to 5 = *strongly agree*). Results suggest acceptable reliability for the scale.

A_Famdem1 *When we discuss something with the family, my family always listen to my opinion.*

A_Famdem2 *My family allow me to participate in family decision making.*

Scale	N	Mean	SD	Reliability
FamDemocracy (A_Famdem1, 2)	806	3.40	0.68	0.69**

.01) Table 70. Valid cases, mean, standard deviation and reliability of family democracy (** $p <$

4. Comparisons by gender, age group and educational level

4.1 Comparisons by gender and age group

Comparisons by gender and age group were examined through two-way univariate ANOVA for each variable measured in the entire sample. Means, as well as main and interaction effects, are shown in tables in the following section. Simple effects were explored in case of significant interaction effects and are reported in the comments.

The following scales were administered only to the sample recruited in schools (adolescents between 15 - 19 years old): Climate, Fairness, Schooleffic, Quality, Warmth, Values, Community, OthersFam, OthersFri, NormsFri, NormsFam, FamDemocracy. It is, thus, not possible to compare these by age group. Only comparisons by gender will be presented for these scales.

Mobility. Females in the Italian sample had more friends in other European countries and visited more European countries than males. Young adults showed generally higher levels of mobility and contacts with other countries than adolescents. No significant interaction effects between gender and age group were found.

Items			Age group		Total
			15 - 19	20 - 30	
A_Eurofr	Gender	Female	2.10	3.04	2.67
		Male	1.95	2.93	2.33
	Total		2.03	3.01	2.54
A_Worldfr	Gender	Female	1.61	2.00	1.85
		Male	1.51	2.00	1.70
	Total		1.56	2.00	1.79
A_Eucon	Gender	Female	2.32	3.34	2.94
		Male	2.32	3.21	2.67
	Total		2.32	3.30	2.83
A_Eutrip	Gender	Female	2.65	3.48	3.15
		Male	2.43	3.40	2.81
	Total		2.54	3.45	3.02
A_Euvis	Gender	Female	1.51	2.10	1.87
		Male	1.42	1.98	1.64
	Total		1.47	2.07	1.78

Table 71. Means of mobility items across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
A_Eurofr	4.906	0.027	253.767	0.000	0.164	0.686
A_Worldfr	0.870	0.351	71.664	0.000	0.791	0.374
A_Eucon	0.912	0.340	226.632	0.000	1.147	0.284
A_Eutrip	6.50	0.011	231.553	0.000	1.426	0.233
A_Euvis	3.531	0.060	97.634	0.000	0.093	0.761

Table 72. Main and interaction effects of gender and age group on mobility items

Identity. With respect to the identity dimensions (commitment, exploration and reconsideration), females showed greater levels of European and national identity reconsideration. The older age group (20 – 30 y.o.) had higher scores on European commitment and national reconsideration. Interaction effects were found for national commitment and European and national exploration. In particular, simple effects showed no differences by gender in young adults, $F(1,1725) = 0.864, p = .353$, but within adolescents, males showed higher national commitment than females, $F(1,1725) = 33.974, p < .001$. European exploration was higher for both female and male young adults with respect to late adolescents, while it was higher for males than for females only within young adults, $F(1,1726) = 17.597, p < .001$. National exploration was also higher for both female and male young adults with respect to late adolescents, but it was higher for males than for females only within adolescents, $F(1,1725) = 18.365, p < .001$.

Items			Age group		Total
			15 - 19	20 – 30	
European Commitment (A_Ident1-3)	Gender	Female	3.25	3.61	3.47
		Male	3.18	3.67	3.37
	Total		3.21	3.63	3.43
National Commitment (A_Ident4-6)	Gender	Female	3.50	3.55	3.53
		Male	3.87	3.61	3.77
	Total		3.68	3.57	3.62
European Exploration (A_Ident7-9)	Gender	Female	2.24	3.20	2.83
		Male	2.23	3.49	2.72
	Total		2.23	3.29	2.78
National Exploration (A_Ident10-12)	Gender	Female	2.72	3.69	3.31
		Male	2.99	3.69	3.26
	Total		2.86	3.69	3.29
European Reconsideration (A_Ident13-15)	Gender	Female	2.95	3.00	2.98
		Male	2.89	2.80	2.86
	Total		2.92	2.94	2.93
National Reconsideration (A_Ident16-18)	Gender	Female	2.69	2.78	2.74
		Male	2.44	2.62	2.51
	Total		2.57	2.73	2.65

Table 73. Means of identity dimensions across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
European Commitment (A_Ident1-3)	0.004	0.947	106.464	0.000	1.993	0.158
National Commitment (A_Ident4-6)	21.982	0.000	4.819	0.028	11.162	0.001
European Exploration (A_Ident7-9)	8.246	0.004	550.571	0.000	10.320	0.001
National Exploration (A_Ident10-12)	8.792	0.003	325.408	0.000	8.634	0.003
European Reconsideration (A_Ident13-15)	9.316	0.002	0.197	0.657	2.920	0.088

National						
Reconsideration (A_Ident16-18)	21.318	0.000	8.703	0.003	1.192	0.275

Table 74. Main and interaction effects of gender and age group on identity dimensions

Semantic differential. Males perceived the country as fairer than females. The older age group (20 – 30 y.o.) perceived the EU as fairer and more welcoming, as well as the country as more competent and fairer than late adolescents (15 -19 y.o.). Interaction effects were found regarding the perception of the country as welcoming – females perceived it as more welcoming than males only within the adolescent age group, $F(1,1715) = 24.621, p < .001$.

Items			Age group		Total
			15 - 19	20 – 30	
DiffEUcomp (A_SemEU1, 2)	Gender	Female	2.90	2.83	2.86
		Male	2.89	2.85	2.88
	Total		2.90	2.84	2.87
DiffEUfair (A_SemEU5, 6)	Gender	Female	3.11	3.21	3.17
		Male	3.14	3.27	3.19
	Total		3.12	3.23	3.18
DiffEUwelc (A_SemEU3, 4, 7)	Gender	Female	2.82	2.90	2.87
		Male	2.72	2.97	2.82
	Total		2.77	2.92	2.85
DiffCOcomp (A_SemCn1, 2)	Gender	Female	3.50	3.85	3.71
		Male	3.56	3.93	3.71
	Total		3.53	3.87	3.71
DiffCOfair (A_SemCn5, 6)	Gender	Female	3.55	3.84	3.73
		Male	3.64	3.94	3.76
	Total		3.59	3.87	3.74
DiffCOwelc (A_SemCn3, 4, 7)	Gender	Female	2.41	2.19	2.28
		Male	2.09	2.12	2.10
	Total		2.25	2.17	2.21

Table 75. Means of semantic differentials across gender and age group

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
DiffEUcomp (A_SemEU1, 2)	0.022	0.882	1.924	0.166	0.082	0.775
DiffEUfair (A_SemEU5, 6)	1.411	0.235	7.342	0.007	0.080	0.777
DiffEUwelc (A_SemEU3, 4, 7)	0.086	0.770	20.512	0.000	4.859	0.028
DiffCOcomp (A_SemCn1, 2)	2.432	0.119	60.001	0.000	0.070	0.791
DiffCOfair (A_SemCn5, 6)	4.354	0.037	42.159	0.000	0.002	0.963
DiffCOwelc (A_SemCn3, 4, 7)	18.231	0.000	4.286	0.039	6.659	0.010

Table 76. Main and interaction effects of gender and age group on semantic differentials

Tolerance. Females had higher levels of tolerance towards refugees and immigrants. Moreover, young adults (20 – 30 y.o.) showed higher levels of tolerant attitudes towards refugees and immigrants. No interaction effects were found.

Items		Age group		Total	
		15 - 19	20 - 30		
TolRefu(A_Tol1, 2, 3R)	Gender	Female	3.08	3.88	3.56
		Male	2.72	3.63	3.08
	Total		2.90	3.81	3.37
TolMig(A_Tol4, 5, 6R)	Gender	Female	3.13	3.90	3.60
		Male	2.84	3.74	3.19
	Total		2.99	3.85	3.44

Table 77. Means of tolerance across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
TolRefu (A_Tol1, 2, 3R)	41.242	0.000	337.322	0.000	1.405	0.236
TolMig (A_Tol4, 5, 6R)	25.279	0.000	355.068	0.000	2.404	0.121

Table 78. Main and interaction effects of gender and age group on tolerance

Democracy. Young adults (20 – 30 y.o.) reported higher adherence towards democratic principles. Interactions effects were found for authoritarianism – both female and male young adults showed lower tendency towards authoritarianism than adolescents, but within the younger age group males had higher scores than females, $F(1,1720) = 13.242, p < .001$.

Items		Age group		Total	
		15 - 19	20 - 30		
Democracy (A_Dem1,4,5)	Gender	Female	3.99	4.22	4.13
		Male	3.96	4.15	4.03
	Total		3.97	4.20	4.09
Authoritarianism (A_Dem2,3,6)	Gender	Female	3.59	2.98	3.22
		Male	3.79	2.96	3.47
	Total		3.69	2.98	3.32

Table 79. Means of democracy dimensions across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Democracy (A_Dem1,4,5)	2.530	0.112	45.697	0.000	0.390	0.533
Authoritarianism (A_Dem2,3,6)	4.691	0.030	308.341	0.000	8.066	0.005

Table 80. Main and interaction effects of gender and age group on democracy dimensions

Nationalism. Males showed higher levels of nationalism. The younger age group (15 -19 y.o.) had higher scores on nationalism, as well. No interaction effects were found.

Items		Age group		Total
		15 - 19	20 - 30	
Nationalism (A_Nation1-3)	Gender			
	Female	2.43	2.11	2.24
	Male	2.74	2.37	2.59
	Total	2.58	2.19	2.38

Table 81. Means of nationalism across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Nationalism (A_Nation1-3)	54.455	0.000	77.728	0.000	0.413	0.521

Table 82. Main and interaction effects of gender and age group on nationalism

Alienation. The younger age group (15 -19 y.o.) had higher scores on political alienation than the older one. No effects of gender or of interaction between gender and age group were found.

Items		Age group		Total
		15 - 19	20 - 30	
Alienation (A_Alien1-4)	Gender			
	Female	3.19	3.01	3.08
	Male	3.20	3.00	3.12
	Total	3.20	3.01	3.10

Table 83. Means of alienation across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Alienation (A_Alien1-4)	0.004	0.951	14.274	0.000	0.064	0.801

Table 84. Main and interaction effects of gender and age group on alienation

Worries. The younger age group (15 -19 y.o.) showed higher levels of worries about the future. No effects of gender or of interaction between gender and age group were found.

Items		Age group		Total
		15 - 19	20 - 30	
Worries (A_Worry1-3)	Gender			
	Female	3.86	3.73	3.78
	Male	3.88	3.66	3.79
	Total	3.87	3.71	3.79

Table 85. Means of worries across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Worries (A_Worry1-3)	0.610	0.435	25.907	0.000	2.073	0.150

Table 86. Main and interaction effects of gender and age group on worries

Self-efficacy. Males had higher self-efficacy than females. Also, young adults (20-30 y.o.) reported higher self-efficacy than the younger age group. No interaction effects were found.

Items	Age group	Total
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				15 - 19	20 – 30	
Efficacy (A_Effic1-5)	Gender	Female		3.61	3.87	3.77
		Male		3.73	3.91	3.80
	Total		3.67	3.88	3.78	

Table 87. Means of self-efficacy across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Efficacy (A_Effic1-5)	6.879	0.009	50.309	0.000	1.441	0.230

Table 88. Main and interaction effects of gender and age group on self-efficacy

Empowerment. There was a marginally significant interaction effect between gender and age group on levels of personal empowerment. Males showed higher empowerment among adolescents, $F(1,1718) = 16.726$, $p < .001$, and female young adults reported higher scores than female adolescents, $F(1,1718) = 27.953$, $p < .001$, suggesting that female adolescents had lower empowerment than all other groups.

				Age group		Total	
Items	Gender			15 - 19	20 - 30		
		Empower (A_Empow1,2)	Female		3.18	3.45	3.35
			Male		3.41	3.52	3.45
Total			3.30	3.47	3.39		

Table 89. Means of empowerment across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Empower (A_Empow1,2)	13.500	0.000	21.526	0.000	3.847	0.050

Table 90. Main and interaction effects of gender and age group on empowerment

Interest. There was an interaction effect between gender and age group on interest in political and social issues. Both female and male young adults reported higher interest, while males showed higher scores than females only among young adults, $F(1,1719) = 60.726$, $p < .001$.

				Age group		Total	
Items	Gender			15 - 19	20 – 30		
		Interest (A_Polint1-4)	Female		2.73	3.34	3.10
			Male		2.76	3.82	3.17
Total			2.75	3.48	3.13		

Table 91. Means of political interest across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Interest (A_Polint1-4)	36.439	0.000	396.264	0.000	27.692	0.000

Table 92. Main and interaction effects of gender and age group on political interest

Trust. Young adults (20-30 y.o.) reported higher institutional and social trust than the younger age group. No differences by gender and no interaction effects were found.

Items		Age group		Total	
		15 - 19	20 - 30		
Trust (A_trust1-3)	Gender	Female	2.57	2.95	2.80
		Male	2.61	2.92	2.73
	Total	2.59	2.94	2.77	

Table 93. Means of institutional and social trust across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Trust (A_trust1-3)	0.000	0.985	88.168	0.000	0.892	0.345

Table 94. Main and interaction effects of gender and age group on institutional and social trust

Social wellbeing. Males showed higher social wellbeing than females. No differences were found between age groups and there were no significant interaction effects.

Items		Age group		Total	
		15 - 19	20 - 30		
Wellbeing (A_Swb1-4)	Gender	Female	2.46	2.51	2.49
		Male	2.63	2.56	2.61
	Total	2.55	2.52	2.53	

Table 95. Means of social wellbeing across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Wellbeing (A_Swb1-4)	11.670	0.001	0.154	0.695	3.143	0.076

Table 96. Main and interaction effects of gender and age group on institutional and social trust

Political efficacy. Young adults (20-30 y.o.) reported higher scores on all dimensions of political efficacy. No differences by gender and no interaction effects were found.

Items		Age group		Total	
		15 - 19	0 - 30		
Selfconcept(A_Polef1,2)	Gender	Female	3.31	3.80	3.60
		Male	3.32	3.93	3.56
	Total	3.31	3.83	3.59	
Collectiveffic(A_Polef3,4)	Gender	Female	3.55	4.01	3.83
		Male	3.56	4.07	3.76
	Total	3.55	4.03	3.80	
Internaleffic (A_Polef5-7)	Gender	Female	3.05	3.64	3.40
		Male	3.08	3.74	3.33
	Total	3.06	3.66	3.38	

Table 97. Means of political efficacy dimensions across gender and age groups

Items	Gender		Age group		Gender * Age group	
	F	Sig.	F	Sig.	F	Sig.
Selfconcept (A_Polef1,2)	3.973	0.046	213.526	0.000	2.332	0.127
Collectiveffic(A_Polef3,4)	0.861	0.354	148.682	0.000	0.392	0.531
Internaleffic (A_Polef5-7)	2.125	0.145	195.895	0.000	0.666	0.414

Table 98. Main and interaction effects of gender and age group on political efficacy dimensions

Scales measured only for the sample recruited in high schools

School climate. No differences by gender were found on perceptions of school climate.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
Climate (A_Sclim1-3)	3.14	.90	3.01	.93	3.71	.054
Fairness (A_Sclim4,5)	3.24	.84	3.20	.92	.35	.552
Schooleffic (A_Sclim6,7)	2.90	.92	2.99	1.00	1.74	.187

Table 99. Comparison by gender on dimensions of school climate

Quality. No differences by gender were found on perceptions of school quality of participation.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
Quality (A_Squal1-4)	3.40	.67	3.38	.69	.273	.602

Table 100. Comparison by gender on school quality of participation

Sense of community. No differences by gender were found on sense of community.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
Community (A_Soc1-4)	2.56	.88	2.60	.87	.38	.538

Table 101. Comparison by gender on sense of community

Values. No differences by gender were found on prosocial values.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
Values (A_Cival1-3)	3.53	.71	3.51	.77	.25	.617

Table 102. Comparison by gender on values

Important others' attitude towards Europe. Adolescent females showed higher levels of both family and peer positive attitudes towards Europe.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
OthersFam (A_FamEU1,2)	3.18	.68	3.05	.73	6.87	.009
OthersFri (A_FriEU1,2)	3.10	.57	2.99	.63	6.98	.008

Table 103. Comparison by gender on important others' attitude towards Europe

Norms. Adolescent females showed higher levels of perceived peer norms on participation, no differences by gender were found on family norms on participation.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
NormsFri (A_Frieng1-3)	2.74	.79	2.61	.75	5.53	.019
NormsFam (A_Fameng1-3)	2.99	.78	2.91	.81	2.04	.153

Table 104. Comparison by gender on participation norms

Warmth. No differences by gender were found on perceptions of family warmth.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
Warmth (A_Famcare1-3)	4.03	.84	4.05	.80	.10	.747

Table 105. Comparison by gender on family warmth

Family democracy. No differences by gender were found on family democracy.

	Female		Male		F	Sig.
	Mean	SD	Mean	SD		
FamDemocracy (A_Famdem1, A_Famdem2)	3.89	.94	3.79	.92	2.41	.121

Table 106. Comparison by gender on family democracy

4.2 Comparisons by educational level

Highest level of completed education was not asked for the sample recruited in schools, since we already knew high school students had completed lower secondary school. We recoded all missing values (88) for the variable in the school sample as “lower secondary education”. The following comparisons are made based on that recoding. Due to the distribution of the sample between education levels and age groups, the comparisons between lower secondary education level and higher levels are similar to comparisons between the two age groups – late adolescents and young adults. Post-hoc analysis were performed in order to clarify differences between each level.

Mobility. Participants with higher levels of education showed higher levels of mobility and more contacts both in Europe and outside (see Table 107). Post hoc comparisons using the Bonferroni test indicated that the mean scores between all educational levels were significantly different for all but one item on mobility - the mean of number of friends living outside Europe (A_Worldfr) for the higher education level was not significantly different from the one for the upper secondary education level.

	<i>lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
	Mean	SD	Mean	SD	Mean	SD		
A_Eurofr	2.02 _a	.19	.90 _b	.20	.25 _c	.17	156.74	000
A_Worldfr	1.55 _a	0.96	1.99 _b	.07	.02 _b	.10	40.68	000
A_Eucon	2.32 _a	1.25	3.20 _b	.26	.49 _c	.27	133.10	000
A_Eutrip	2.53 _a	1.21	3.38 _b	.10	.61 _c	.16	139.04	000
A_Euvis	1.46 _a	0.94	1.97 _b	.23	.29 _c	.40	68.73	000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 107. Comparisons by educational level on items of mobility

Identity. With respect to the identity dimensions (commitment, exploration and reconsideration), participants with upper secondary and higher education had higher scores for all dimensions at the European level, except for European reconsideration, as well as for national identity reconsideration. Respondents with lower secondary education showed higher national commitment. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

		<i>Lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
		Mean	SD	Mean	SD	Mean	SD		
European (A_Ident1-3)	Commitment	3.21 _a	0.77	3.62 _b	0.87	3.66 _b	0.84	58.806	000
National (A_Ident4-6)	Commitment	3.69 _a	0.94	3.59 _{ab}	0.92	3.52 _b	0.90	4.143	016
European (A_Ident7-9)	Exploration	2.21 _a	0.86	3.32 _b	0.98	3.23 _b	1.06	285.567	000
National (A_Ident10-12)	Exploration	2.84 _a	0.98	3.72 _b	0.84	3.60 _b	0.87	186.791	000
European (A_Ident13-15)	Reconsideration	2.91	0.77	2.96	0.87	2.91	0.82	0.799	450
National (A_Ident16-18)	Reconsideration	2.56 _a	0.88	2.74 _b	0.90	2.73 _b	0.89	9.249	000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 108. Comparison by educational level on European and national identity dimensions

Semantic differential. Participants with upper secondary and higher education perceived the EU as fairer and more welcoming, as well as the country as more competent and fairer than participants with lower secondary education. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

		<i>lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
		Mean	SD	Mean	SD	Mean	SD		
DiffEUcomp (A_SemEU1,2)		2.90	.84	2.85	0.77	2.80	0.76	1.767	.171
DiffEUfair (A_SemEU5,6)		3.12 _a	.85	3.23 _b	0.84	3.21 _{ab}	0.76	3.292	.037
DiffEUwelc (A_SemEU3,4,7)		2.77 _a	.72	2.93 _b	0.76	2.92 _b	0.74	9.771	.000
DiffCOcomp (A_SemCn1, 2)		3.52 _a	.98	3.87 _b	0.86	3.89 _b	.81	32.326	000

DiffCOfair (A_SemCn5,6)	3.59 _a	.98	3.87 _b	0.85	3.88 _b	.76	21.368	000
DiffCOwelc (A_SemCn3,4,7)	2.24	.87	2.18	0.94	2.19	.94	1.017	362

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 109. Comparison by educational level on semantic differential – EU and country

Tolerance. Participants with upper secondary and higher education showed higher levels of tolerant attitudes towards refugees and immigrants. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
	Mean	SD	Mean	SD	Mean	SD		
TolRefu (A_Tol1,2,3R)	2.88 _a	1.00	3.80 _b	0.88	3.84 _b	0.82	214.907	.000
TolMig (A_Tol4,5,6R)	2.97 _a	0.97	3.82 _b	0.80	3.95 _b	0.77	221.492	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 110. Comparison by educational level on tolerance

Democracy. Participants with upper secondary and higher education reported higher adherence towards democratic principles and lower tendency towards authoritarianism than respondents with lower secondary education. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
	Mean	SD	Mean	SD	Mean	SD		
Democracy (A_Dem1,4,5)	3.97 _a	0.61	4.20 _b	0.60	4.20 _b	0.65	29.936	.000
Authoritarianism (A_Dem2,3,6)	3.71 _a	0.70	2.97 _b	0.91	2.97 _b	0.84	177.468	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 111. Comparison by educational level on democratic attitudes

Nationalism. Respondents with lower secondary education showed higher level of nationalism. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

<i>lower secondary education</i>	<i>upper secondary education</i>	<i>higher education</i>	F	Sig.
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	Mean	SD	Mean	SD	Mean	SD		
Nationalism (A_Nation1-3)	2.58 _a	.78	2.20 _b	.75	2.14 _b	.75	58.68	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 112. Comparison by educational level on nationalism scale

Alienation. Participants with lower secondary education showed higher level of political alienation. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>	<i>upper secondary education</i>	<i>higher education</i>					
	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Alienation (A_Alien1-4)	3.19 _a	.96	3.02 _b	1.02	2.96 _b	1.07	8.25	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 113. Comparison by educational level on alienation scale

Worries. Respondents with lower secondary education showed higher level of worries for the future. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>	<i>upper secondary education</i>	<i>higher education</i>					
	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Worries (A_Worry1-3)	3.86 _a	.69	3.70 _b	.61	3.72 _b	.59	12.035	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 114. Comparison by educational level on worries

Self-efficacy. Participants with upper secondary and higher education had higher self-efficacy. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>	<i>Upper secondary education</i>	<i>higher education</i>					
	Mean	SD	Mean	SD	Mean	SD	F	Sig.
Efficacy (A_Effic1-5)	3.66 _a	.61	3.86 _b	.61	3.94 _b	.57	29.99	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 115. Comparison by educational level on self-efficacy

Empowerment. Participants with upper secondary and higher education showed higher levels of empowerment. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower education</i>	<i>secondary SD</i>	<i>upper education</i>	<i>secondary SD</i>	<i>higher education</i>		F	Sig.
	Mean		Mean	SD	Mean	SD		
Empower (A_Empow1, 2)	3.29 _a	.78	3.43 _b	.82	3.55 _b	.81	12.725	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 116. Comparison by educational level on empowerment

Interest. Participants with upper secondary and higher education showed higher levels of interest in political and social issues. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower education</i>	<i>secondary SD</i>	<i>upper education</i>	<i>secondary SD</i>	<i>higher education</i>		F	Sig.
	Mean		Mean	SD	Mean	SD		
Interest (A_Polint1-4)	2.73 _a	.79	3.51 _b	.86	3.39 _b	.88	171.57	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 117. Comparison by educational level on interest

Trust. Participants with upper secondary and higher education showed higher level of institutional and social trust. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower education</i>	<i>secondary SD</i>	<i>uppersecondary education</i>		<i>higher education</i>		F	Sig.
	Mean		Mean	SD	Mean	SD		
Trust (A_trust1-3)	2.58 _a	.70	2.90 _b	.74	3.04 _c	.72	56.64	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 118. Comparison by educational level on trust

Social wellbeing. No differences were found between levels of education.

	<i>lower education</i>	<i>secondary SD</i>	<i>upper education</i>	<i>secondary SD</i>	<i>higher education</i>		F	Sig.
	Mean		Mean	SD	Mean	SD		
Wellbeing (A_Swb1-4)	2.54	.66	2.50	.65	2.57	.70	1.380	.252

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 119. Comparison by completed educational level on social wellbeing

Political efficacy. Participants with upper secondary and higher education showed higher levels of self-concept, collective and internal efficacy. Post hoc comparisons using the Bonferroni test indicated that there were no differences between participants with upper secondary education and those with higher education.

	<i>lower secondary education</i>		<i>upper secondary education</i>		<i>higher education</i>		F	Sig.
	Mean	SD	Mean	SD	Mean	SD		
Selfconcept (A_Polef1,2)	3.30 _a	.79	3.83 _b	.68	3.82 _b	.68	110.11	.000
Collectiveffic (A_Polef3,4)	3.54 _a	.79	4.02 _b	.77	4.03 _b	.78	81.74	.000
Internaleffic (A_Polef5,7)	3.04 _a	.87	3.65 _b	.90	3.68 _b	.84	106.23	.000

Notes: Means with different subscripts at the same row differ significantly at $p < .05$ (Bonferroni post hoc tests)

Table 120. Comparison by educational level on political efficacy

The following scales were administered only for the sample recruited in schools: Climate, Fairness, Schooleffic, Quality, Warmth, Values, Community, OthersFam, OthersFri, NormsFri, NormsFam, FamDemocracy. It is not possible to compare these by educational level, since all the participants had the same level – lower secondary.

5. Preliminary analyses of questions the team considers interesting

In this paragraph, we present preliminary (non-exhaustive) analyses of some questions that we consider interesting, in order to move a step ahead in the study of specific social and psychological processes.

5.1. Measuring participation

Before presenting the key-findings, we report here the content of four indices that were created from selected participation items. In the questionnaire, we had 18 items, measuring different forms of participation (A_Part1 to A_Part18). For the purposes of the present report we decided to group the content of such items into meaningful dimensions. A preliminary exploratory factor analysis¹⁴ with the 18 items identified four factors. However, the factor loadings of the following 6 items were quite low (below .30 or related with more factors) and were thus excluded for the following analysis: A_Part_1, A_Part 2, A_Part 3, A_Part 4, A_Part 10, A_Part 17.

The new exploratory factor analysis on the remaining 12 items identified four interpretable factors, explaining 52.71% of the total variance. In this solution, each factor included 3 items.

	Factor			
	1 Online (social and political)	2 Political	3 Civic	4 Protest
A_Part9 Discussed social or political issues on the internet	.776			
A_Part8 Shared news or music or videos with social or political content with people in my social networks (e.g. in Facebook. Twitter etc.)	.736			
A_Part11 Joined a social or political group on Facebook (or other social networks)	.652			
A_Part15 Worked for a political party or a political candidate		.766		
A_Part16 Contacted a politician or public official (for example via e-mail)		.728		
A_Part18 Created political content online (e.g. video, webpage, post in a blog).		.583		
A_Part6 Participated in a concert or a charity event for a social or political cause			.699	
A_Part5 Volunteered or worked for a social cause (children/ the elderly/refugees/ other people in need/youth organization)			.625	
A_Part7 Donated money to a social cause			.531	
A_Part13 Taken part in an occupation of a building or a public space				.726
A_Part14 Taken part in a political event where there was a physical confrontation with political opponents or with the police				.609
A_Part12 Painted or stuck political messages or graffiti on walls				.439

Table 121. Rotated factor matrix on the participation scale.

¹⁴ Principal axing factoring; Varimax rotation; Eigenvalue >1.

Factor 1 included items concerning different forms of on-line civic and political participation ($\alpha = .84$). Factor 2 included mostly items concerning more ‘traditional’ party and political participation ($\alpha = .80$). Factor 3 included items mostly about civic participation ($\alpha = .70$). Finally, factor 4 included items of unconventional and protest participation ($\alpha = .66$). The reliability of the four scales was acceptable and four indices were thus used in the analyses.

Scale	N	Mean	SD
OnlinePart MEAN(A_Part8,A_Part9,A_Part11)	1725	2.22	1.16
PoliticalPart MEAN(A_Part15,A_Part16,A_Part18)	1722	1.25	.64
CivicPart MEAN(A_Part5,A_Part6,A_Part7)	1725	2.28	.99
ProtestPart MEAN(A_Part12,A_Part13,A_Part14)	1723	1.15	.41

Table 122. Valid cases, means and standard deviations of participation scales

Measuring participation on EU issues

In the questionnaire, for each of the 18 items measuring participation, participants were asked to select if the activity was related to EU or not (A_EUpart1 to A_EUpart18). In this case a PCA was performed to group variables¹⁵. We decided to keep the 12 items corresponding to the ones in Table 122. The results were quite similar, and 4 factors were identified, explaining 52.66 % of the variance. Also in this solution, each factor included 3 items.

	Factor			
	1 On-line	2 Political	3 Protest	4 Civic
A_EUpart9	.740			
A_EUpart8	.723			
A_EUpart11	.648			
A_EUpart15		.798		
A_EUpart16		.778		
A_EUpart18	.396	.535		
A_EUpart14			.771	
A_EUpart13			.668	
A_EUpart12			.661	
A_EUpart7				.780
A_EUpart6				.675
A_EUpart5				.526

Table 123. Rotated factor matrix on the EU participation scale

¹⁵ PCA; Varimax rotation; Eigenvalue >1.

In this way, items about participation EU were combined into 4 new variables, with value 1 if the respondent took part in at least one activity, and 0 if the respondent did not take part in any activity.

Kind of participation EU	% Yes
OnlinePart (A_EUPart8,A_EUPart9,A_EUPart11)	21.0 %
PoliticalPart (A_EUPart15,A_EUPart16,A_EUPart18)	5.5 %
CivicPart (A_EUPart5,A_EUPart6,A_EUPart7)	16.0 %
ProtestPart (A_EUPart12,A_EUPart13,A_EUPart14)	2.0 %

Table 124. Valid cases, means and standard deviations of EU participation scales

5.2. Profiles of citizenship orientations¹⁶

Within the academic and public debate on citizen involvement, several authors have argued that low levels of civic and political activity are not necessarily indicative of complete disengagement, but could be accompanied by an interest and latent involvement stemming from either a “stand-by” monitorial attitude (Amnå & Ekman, 2014; Ekman & Amnå, 2012; Schudson, 1998) or from an attitude of distrust and need of critical supervising (Geissel, 2008; Rosanvallon, 2008). Building on the proposal of Amnå and Ekman (2014) to distinguish between unengaged and stand-by citizens through the manifest of political interest and in line with the theoretical proposal for active citizenship typology in WP2 (Banaji, 2016), we propose that one’s positioning towards institutions and towards the political process can differentiate further between forms of activity and inactivity – i.e., normative vs. critical.

In order to test this empirically, we examined, by means of latent profile analysis, different patterns of youth involvement identified by:

- **civic and political activity**, which was expected to distinguish between active, occasionally/rarely active and passive youth
- **political and social interest**, which was expected to distinguish between stand-by and disengaged youth
- **political alienation and distrust in institutions**, which was expected to differentiate between normative and critical attitude towards the political process

Relevant variables: A_Part1 – A_Part18 (participation); A_Polint1 – A_Polint4 and A_Media1 (interest); A_Alien1-A_Alien4, A_Trust1-2 (distrust).

Furthermore, we investigated through multinomial logistic regressions how these different groups can be characterized socio-demographically (age groups, gender and economic situation) and in terms of value-based attitudes towards democracy, nationalism and tolerance towards refugees and migrants.

Results

Latent profile analysis was performed with the software Mplus, estimating solutions from two to eight latent classes. All models converged and were identified. Table 125 shows model and fit statistics for each of the estimated latent profile solutions.

Model	LL	AIC	BIC	Entropy	LMR Value	LMR P Value	BLRT 2xLL	BLRT P Value
2-LP	-5789.34	12068.94	12090.76	0.61	466.62	0.000	482.27	0.000
3-LP	-5710.72	11594.67	11638.31	0.54	152.13	0.000	157.23	0.000
4-LP	-5620.05	11445.44	11510.90	0.64	175.46	0.056	181.34	0.000
5-LP	-5552.55	11272.10	11359.37	0.67	130.62	0.544	135.00	0.000
6-LP	-5494.82	11145.09	11254.19	0.70	111.70	0.008	115.45	0.000
7-LP	-5468.67	11037.65	11168.56	0.67	50.60	0.283	52.30	0.000
8-LP	-5441.85	10993.35	11146.08	0.67	51.91	0.238	53.65	0.000

Table 125. Model and fit statistics for 2- to 8-class LPA models

¹⁶ This work is part of the PhD dissertation of Iana Tzankova.

Based on the examined indices, the hypothesized 6-LP solution seemed to have the best fit and was chosen for further examination of the emerging profiles.

Latent Profile	N	Proportion
1	441	25.5%
2	101	5.8%
3	50	2.9%
4	141	8.2%
5	508	29.4%
6	487	28.2%

Table 126. Class counts and proportions for the 6-LP model

Latent profiles. Figure 1 presents graphically the resulting latent profiles according to the model-estimated means (EM) on the profile indicators: participation activity (PARTIC), political interest (INTEREST), political alienation and distrust (DISTRUST). The identified groups correspond largely to the ones we hypothesized.

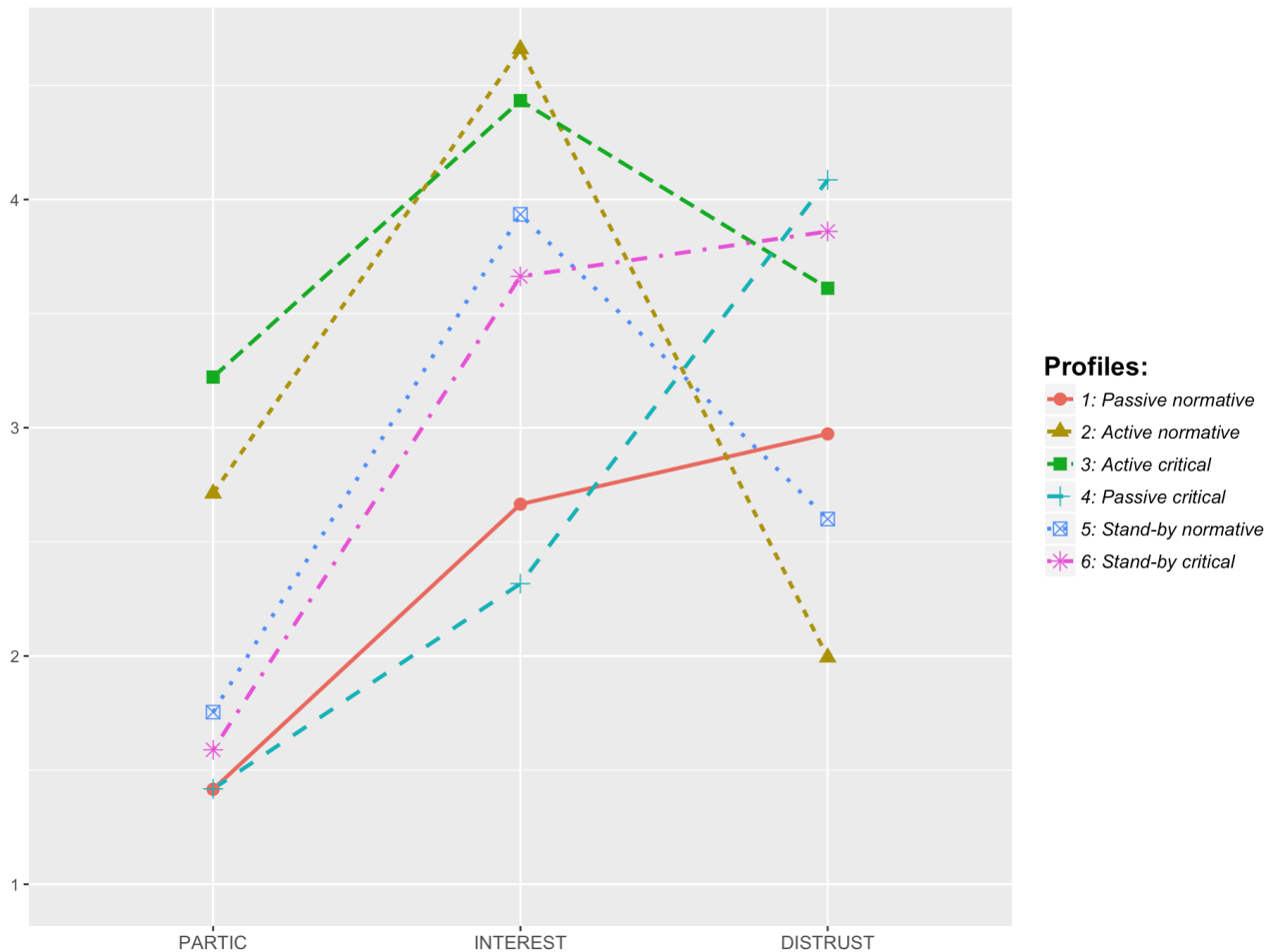


Figure 1. Latent profiles of participation

The first latent profile, named “Passive normative citizens”, contained 25.5% of the total sample. The group showed the lowest levels of participation activity ($EM = 1.42$), along with the fourth profile “Passive critical citizens”. They also had the second lowest level of political interest ($EM = 2.67$) and an average level of distrust ($EM = 2.97$).

The second latent profile – “Active normative citizens” – was limited in size (5.8% of the sample). The group had the second highest level of participation ($EM = 2.71$), the highest level of political interest ($EM = 4.66$) and the lowest level of political distrust ($EM = 1.99$).

The smallest latent profile in size (2.9% of the sample) was the “Active critical citizens” group. They had the highest levels of participation activity ($EM = 3.22$), and they showed high political interest ($EM = 4.43$) and distrust ($EM = 3.61$).

The fourth profile, “Passive critical citizens”, contained 8.2% of the sample. Like the “Passive normative” group, this profile showed low participation ($EM = 1.42$) and low interest ($EM = 2.32$), but had the highest estimated mean for political distrust ($EM = 4.09$).

The fifth and largest profile (29.4% of the sample) – “Stand-by normative citizens” – had low levels of participation ($EM = 1.75$) and high political interest ($EM = 3.94$). The political distrust was the second lowest ($EM = 2.60$).

The sixth profile (28.2% of the sample), “Stand-by critical citizens”, also presented low participation ($EM = 1.75$) and relatively high interest ($EM = 3.66$), but differed from the previous profile by having high political distrust ($EM = 3.86$).

Socio-demographic variables. Multinomial regression results for socio-demographic predictors were examined, using each latent profile as a reference category. Table 127 reports the results with reference to profile 1 “Passive normative citizens”. Overall, the comparisons suggested that members of the two most active profiles were more likely to be young adults in comparison to the other profiles, while the two most passive groups were the least likely. Moreover, the two “active” profiles were more likely to have male members than the other profiles. Finally, members of the “normative” profiles had better economic situation in comparison to profiles characterized by higher distrust.

Latent profile	Predictors	Estimate ¹⁷	P value
2 “Active normative citizens”	Age group: young adults	5.27	0.000
	Gender: male	0.87	0.005
	Economic situation	-0.02	0.920
3 “Active critical citizens”	Age group: young adults	4.62	0.003
	Gender: male	1.47	0.000
	Economic situation	-0.60	0.006
4 “Passive critical citizens”	Age group: young adults	0.49	0.131
	Gender: male	0.04	0.890
	Economic situation	-0.46	0.041
5 “Stand-by normative citizens”	Age group: young adults	2.15	0.000
	Gender: male	0.17	0.445
	Economic situation	0.16	0.319
6 “Stand-by critical citizens”	Age group: young adults	1.01	0.000
	Gender: male	0.15	0.437
	Economic situation	-0.32	0.035

Table 127. Socio-demographic predictors: multinomial logistic regression results (reference group is profile 1 “Passive normative citizens”)

Political attitudes. Table 128 reports the multinomial regression results for different political attitudes with reference to profile 1 “Passive normative citizens”, however all possible reference

¹⁷ Odds ratios: values greater than 1 indicate that the odds of being in the group (versus the reference) increase when the predictive variable increases, values lower than 1 indicate that the odds decrease.

categories were examined. Both “active” profiles were characterized by higher tolerance towards refugees and migrants than the other profiles, as well as lower support for control and restrictions on civic liberties (authoritarianism) than the “passive” profiles and the “stand-by critical” group. The “passive critical” profile was distinct by the lowest tolerance towards refugees and migrants than the other profiles. Regarding nationalism, only the “stand-by critical citizens” were differentiated by a higher score than the “passive normative” and “active normative” profiles. However, the same profile and the “passive critical” group were also characterized by higher scores on the democratic attitudes relative to the right to express one’ opinions and to the media freedom of expression. The “active normative” profile had higher agreement on democracy being the best government to their knowledge in comparison to all other profiles.

Latent profile	Predictors	Estimate	P value
2 “Active normative citizens”	Tolerance	1.57	0.000
	Nationalism	0.12	0.626
	Authoritarianism	-0.72	0.001
	Democracy: right to express	-0.22	0.390
	Democracy: media freedom	0.27	0.069
	Democracy: best government	0.97	0.001
3 “Active critical citizens”	Tolerance	1.19	0.007
	Nationalism	0.35	0.364
	Authoritarianism	-1.34	0.026
	Democracy: right to express	-0.23	0.413
	Democracy: media freedom	1.76	0.118
	Democracy: best government	-0.43	0.094
4 “Passive critical citizens”	Tolerance	-0.48	0.026
	Nationalism	-0.38	0.029
	Authoritarianism	-0.15	0.396
	Democracy: right to express	0.55	0.007
	Democracy: media freedom	0.69	0.000
	Democracy: best government	-0.28	0.044
5 “Stand-by normative citizens”	Tolerance	0.44	0.001
	Nationalism	-0.16	0.231
	Authoritarianism	-0.33	0.013
	Democracy: right to express	-0.03	0.861
	Democracy: media freedom	0.15	0.092
	Democracy: best government	0.29	0.005
6 “Stand-by critical citizens”	Tolerance	-0.01	0.967
	Nationalism	-0.41	0.003
	Authoritarianism	0.23	0.093
	Democracy: right to express	0.57	0.008
	Democracy: media freedom	0.37	0.000
	Democracy: best government	-0.16	0.105

Table 128. Political attitudes: multinomial logistic regression results (reference group is profile 1 “Passive normative citizens”)

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