

## **Preparedness for active citizenship among lower secondary students in international comparison**

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### **Abstract**

The IEA International Civic and Citizenship Education Study investigates the ways in which young people in lower secondary schools are prepared to undertake their roles as citizens in a wide range of countries from Europe, Latin America, and the Asian-Pacific region. A central aspect of students' preparedness to become citizens in a democracy is their disposition to actively participate in society. This paper contains an analysis of measures of students' intentions to participate as citizens in civic life and students' current participation in civic activities in their eighth year of schooling. It is based on data from approximately 140,000 students from 38 countries comprising measures of student civic knowledge, attitudes, behaviors, and background. Additional contextual data were collected using surveys of principals and teachers of the sampled schools. The paper describes extent of past, current and expected civic participation and which factors are influencing students' current involvement or motivation for future active participation.

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

## Introduction

The IEA International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people in lower secondary schools are prepared to undertake their roles as citizens in a wide range of countries including Europe, Latin America, and the Asian-Pacific region. ICCS is the third IEA study designed to measure contexts and outcomes of civic and citizenship education (CCE) and is linked to the 1999 IEA Civic Education Study (CIVED) (Amadeo, Torney-Purta, Lehmann, Husfeldt & Nikolova, 2002; Schulz & Sibberns, 2004; Torney-Purta, Lehmann, Oswald & Schulz, 2001). A central aspect of students' preparedness to become citizens in a democracy is their disposition to actively participate in society.

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

## Theoretical Framework

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

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

### ***Active participation in the community***

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

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

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

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

### ***Civic participation at school***

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

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

***Expected participation***

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

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

***Explaining readiness for participation***

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

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

## Data and Methods

The paper will present results from analyses of the main survey data from ICCS, which was carried out in 38 participating countries between October 2008 and May 2009. In each country approximately 150 schools were sampled depending on characteristics of the education system using PPS (probability proportional to size as measured by the number of students enrolled) sampling procedures. In each school usually one intact class was randomly selected. Student samples per country ranged from 3000 to 5000 students in the target grade. The target grade corresponded to the eighth year of schooling provided that the minimum age of students was 13.5 years.

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

The following instruments were used in the ICCS data collection:

- The international student test with 80 items in seven different clusters administered in complete rotated design with seven randomly allocated booklets, each consisting of three 15-minute clusters.
- The international student questionnaire (40 minutes length) which was administered after the international test booklets.
- The international teacher questionnaire contained questions regarding school context, teaching and learning and took about 30 minutes to be completed.
- The international school questionnaire contained questions about school characteristics, school, and community context and took 20-30 minutes to be completed.

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

and percentage significantly ( $p < 0.05$ ) above or below the ICCS average<sup>1</sup> were flagged. For questionnaire scales mean differences more than three scale points (equivalent to almost a third of an international standard deviation) were marked with a different flag. A similar flag was used for national percentages that were more than ten percentage points above or below the ICCS average.

To explain students' expected participation multiple regression analysis were carried out using five blocks of predictors.<sup>2</sup> Criterion variables for these first analyses were *expected electoral participation* and *expected active political participation* (both IRT scales). Standard errors of regression coefficients and explained variances ( $R^2 * 100$ ) were estimated using the jackknife replication method. Listwise exclusion of Missing values was applied in the regression analyses. On average across countries, nine percent of students were excluded due to missing values; in two countries (Dominican Republic and Paraguay) considerably higher percentages above 20 percent were found.

## Analysis

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

In ICCS, civic participation in the wider community was measured by asking students to rate whether they had participated “within the last twelve months”, “more than a year ago” or “never” in the following organizations or activities:<sup>3</sup>

- Political youth organizations
- Environmental organizations
- Human rights organizations
- Voluntary groups to help the community
- Charitable organizations

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<sup>1</sup> The ICCS average was defined as the simple average statistics across countries that had met the sample participation requirements (36 for the student survey).

<sup>2</sup> The amount of estimated variance between schools was 5-6 percent of the total variance in the two criterion variables. Therefore, for the analyses presented in this paper it was viewed as appropriate to use single-level regression models.

<sup>3</sup> One additional item referred to participation in a religious group or organisation. As this is related to religious background and difficult to separate from general religious engagement (for example, attendance of religious services), it was not included in the analysis in this chapter.

- Cultural organizations based on ethnicity
- Groups campaigning for an issue

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

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

Table 1 shows the percentages of students who reported to have participated in these organizations or activities in the past. Participation in youth organizations of political parties or unions was the least frequent of these involvements. Engagement in human rights groups and in cultural organizations based on ethnicity was reported by few students in this age group. Participation in environmental organizations was more common and in a number of countries such as Colombia, Dominican Republic, Guatemala, Indonesia and Thailand more than half the students reported to have participated in this type of organization.

Involvements in groups helping the community, and in charity collections, were the most frequent forms of participation among target grade students across ICCS countries. On average about a third of students reported to have done these things in the past. For all of these activities there was considerable variation across countries which may be associated with cultural differences. For example, the percentage of students reporting participation in groups collecting money for a social cause ranged from a very low eight percent in Korea to 60 percent in Belgium (Flemish).

***Students' civic participation at school***

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

- Voluntary participation in school-based music or drama activities outside of regular lessons
- Active participation in a debate
- Voting for class representative or school parliament

- Taking part in decision-making about how the school is run
- Taking part in discussions at a student assembly
- Becoming a candidate for class representative or school parliament

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

Table 2 shows the percentages of students who reported to have participated in each of these activities in the past (either in the past twelve months or before). Students' school-based civic participation was reported as far more frequent than their involvement in activities or organizations outside of school. On average across participating countries, 76 percent of ICCS students reported to have voted in school elections and 61 percent responded that they had been involved in voluntary participation in music or drama activities. About 40 percent of students stated that they had been actively involved in debates, taken part in decision-making about how the school is run, taken part in school assembly discussion or been candidates for class representative or the school parliament.

### ***Students' expected participation as adults***

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

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

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

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

Across participating countries, the average percentage of probably or definitely expecting to do these activities ranges from 76 percent (getting information about



candidates) to 82 percent (voting in local elections). The resulting scale had a reliability of 0.74 for the pooled ICCS sample with equally weighted countries.

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

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

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

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

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

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

The average scale scores across ICCS countries are shown in Table 4. Colombia, the Dominican Republic, Indonesia, Mexico, Paraguay and Thailand had national averages that were more than three scale points above the ICCS average. Relatively low national averages were found in Belgium (Flemish), the Czech Republic and the Republic of Korea.

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

### ***Explaining students' expected participation***

The following blocks of variables were included: (a) Student background variables, (b) students' experience with civic participation, (c) students' self-beliefs regarding

civic engagement, (d) students' attitudes towards civic institutions and (e) students' cognitive abilities in this domain.

Student background variables in the models were:

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

Predictors reflecting students' experience with civic participation were:

- *Past or current participation in civic activities in the community.* The variable is an IRT scale (z-standardized for this analysis) based on a set of seven items (reliability of 0.70) where students reported whether they had participated in seven different activities ("never", "more than a year ago" or "within the last 12 months").<sup>4</sup>
- *Past or current participation in civic activities at school.* The variable is an IRT scale (z-standardized for this analysis) based on a set of seven items (reliability of 0.66) where students reported whether they had participated in seven different activities ("never", "more than a year ago" or "within the last 12 months").<sup>5</sup>

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

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<sup>4</sup> The list included participation in a youth organization of political party or union, an environmental organization, a human rights organization, a voluntary group helping community, an organization collecting money for social cause, a cultural organization based on ethnicity and a group of young people campaigning for an issue.

<sup>5</sup> The list included voluntary participation in school-based music or drama activities outside of regular lessons, active participation in a debate, voting for class representative or school parliament, taking part in decision-making about how the school is run, taking part in discussions at a student assembly, and becoming a candidate for class representative or school parliament.

- *Interest in political and social issues.* The measure is an IRT scale (z-standardized for this analysis) based on a set of five items (reliability of 0.86) reflecting topics where students rated their interest as “very interested”, “quite interested”, “not very interested” or “not at all interested”.<sup>6</sup>
- *Internal political efficacy.* The measure is an IRT scale (z-standardized for this analysis) based on a set of six items (reliability of 0.83) where students rated their agreement with a number of statements relating to self-beliefs regarding the general capacity to deal with political issues.<sup>7</sup>
- *Citizenship self-efficacy.* The measure is an IRT scale (z-standardized for this analysis) based on a set of seven items (reliability of 0.81) where students reported how well they thought they could do several tasks related to civic engagement.<sup>8</sup>

Predictors reflecting students’ attitudes towards civic institutions were:

- *Trust in civic institutions.* The measure is an IRT scale (z-standardized for this analysis) based on a set of six items (reliability of 0.83) reflecting student ratings of their trust in different civic institutions as “completely”, “a lot”, “a little” or “not at all”.<sup>9</sup>
- *Support for political parties.* The indicator is based on a question whether students liked a specific political party more than others and another questions for those who replied “yes” asking how much they favored this party (“a little”, “to some extent” or “a lot”). The resulting indicator has four ordinal categories.

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<sup>6</sup> The issues included political issues in the local community, political issues in the country, social issues in the country, politics in other countries and international politics.

<sup>7</sup> The statements were: I know more about politics than most people my age, When political issues or problems are being discussed, I usually have something to say, I am able to understand most political issues easily, I have political opinions worth listening to, As an adult I will be able to take part in politics, I have a good understanding of the political issues facing this country.

<sup>8</sup> The tasks were: Discuss a newspaper article about a conflict between countries, Argue your point of view about a controversial political or social issue, Stand as a candidate in a school election, Organise a group of students in order to achieve changes at school, Follow a television debate about a controversial issue, Write a letter to a newspaper giving your view on a current issue, Speak in front of your class about a social or political issue.

<sup>9</sup> The issues included political issues in the local community, political issues in the country, social issues in the country, politics in other countries and international politics.

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

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

### **Table 5 Multiple regression analysis for expected electoral participation**

Table 5 shows the results of the multiple regression analysis for expected electoral participation. The partial (or net) effects of gender were negligible in most countries. Socioeconomic background had positive effects in about half of the countries whereas parental interest had significant positive coefficients in most countries. Participation in the community was not a significant predictor in most countries, but in a number of countries there was negative association of participation in the community with expected participation in elections. Having been active at school, however, had significant positive effects on expected electoral participation in about two thirds of the countries.

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

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

### **Table 6 Explained variance in expected electoral participation**

Table 6 shows the variance in expected electoral participation explained by background variables and the full model in comparison. It shows that on average across ICCS countries about eight percent of the variance in expected electoral participation was explained by student background factors (gender, socioeconomic background and parental interest). After introducing the other predictor variables the variance explained increases to an average of 30 percent across ICCS countries; ranging from 13 (in Indonesia) to 42 percent (in England).

When using different blocks of predictors in a regression model, it is possible that the variance in the criterion variable is explained by more than one predictor block. It is possible to estimate how much of the explained variance is attributable uniquely to

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

The graph in Table 6 illustrates that in most countries about half of the explained variance in expected electoral participation is attributable to more than one set of predictors. Self-beliefs (interest, internal political efficacy and citizenship self-efficacy) have on average the highest proportion of variance uniquely explained by these predictors but also attitudes towards civic institutions (trust and support for political parties) and civic knowledge explain large parts of the variance that is not attributable to other predictor blocks. Background variables and experience with civic engagement do not contribute much unique variance explanation to the model.

#### **Table 7 Multiple regression analysis for expected active political participation**

Table 7 shows the regression coefficients for expected active political participation. Being female had significant negative effects on student expectations in most countries. Family socioeconomic background had negative effects in ten countries but positive coefficients in 14 countries.

Students' experience with participation in the community proved to be strong positive predictor of expected active political participation in 27 countries. On average there was an increase of about three score points (0.3 of a standard deviation) for each unit on this scale. In only six countries there were significantly positive coefficients for students' participation at school.

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

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

**Table 8 Explained variance in expected active political participation**

Table 8 shows the variance in expected active political participation explained by background and other variables and the full model in comparison. It also shows the proportions of explained variance attributable to particular predictor blocks and to more than one set of variables.

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

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

## Discussion

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

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

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

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

Expected electoral participation is clearly related to higher levels of student knowledge about and understanding of civic and citizenship issues. Being an active

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

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

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# Tables

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

Percentages of students reporting to have been involved in the activities of:

Country	Youth organisation affiliated with a political party or union	Environmental organisation	Human Rights organisation	A voluntary group doing something to help the community	An organisation collecting money for a social cause	A cultural organisation based on ethnicity	A group of young people campaigning for an issue
Austria	11 (0.6) ▼	19 (0.9) ▼	13 (0.8) ▼	35 (1.2) ▼	51 (1.6) ▲	14 (0.8)	33 (1.0) △
Belgium (Flemish) †	5 (0.5) ▼	15 (0.9) ▼	7 (0.5) ▼	23 (0.9) ▼	60 (1.1) ▲	11 (0.6) ▼	17 (0.8) ▼
Bulgaria	9 (0.7)	41 (1.3) ▲	21 (1.0) △	37 (1.3) △	40 (1.6)	17 (1.0) △	37 (1.3) △
Chile	9 (0.7)	31 (1.2)	16 (0.9)	40 (1.1) △	40 (0.9)	10 (0.6) ▼	42 (0.9) ▲
Chinese Taipei	4 (0.3) ▼	9 (0.5) ▼	3 (0.3) ▼	20 (0.7) ▼	17 (0.7) ▼	10 (0.6) ▼	6 (0.4) ▼
Colombia	14 (0.6) △	55 (1.1) ▲	36 (1.2) ▲	57 (0.8) ▲	41 (0.9) △	17 (0.9) △	45 (0.9) ▲
Cyprus	18 (0.7) △	38 (1.0) △	22 (0.9) △	26 (1.0) ▼	53 (1.1) ▲	18 (0.7) △	25 (0.9) ▼
Czech Republic †	4 (0.3) ▼	21 (1.2) ▼	9 (0.6) ▼	13 (0.7) ▼	29 (1.1) ▼	6 (0.4) ▼	19 (0.8) ▼
Denmark †	4 (0.5) ▼	3 (0.3) ▼	3 (0.3) ▼	12 (0.7) ▼	36 (1.0) ▼	6 (0.5) ▼	13 (0.7) ▼
Dominican Republic	25 (0.9) ▲	58 (1.1) ▲	50 (1.1) ▲	70 (0.9) ▲	54 (1.0) ▲	33 (1.0) ▲	58 (1.1) ▲
England ‡	15 (0.9) △	18 (1.1) ▼	8 (0.7) ▼	39 (1.4) △	46 (1.3) △	12 (1.0) ▼	17 (1.0) ▼
Estonia	9 (0.8) ▼	19 (1.0) ▼	8 (0.7) ▼	44 (1.3) ▲	15 (0.6) ▼	10 (0.7) ▼	30 (1.0)
Finland	3 (0.3) ▼	9 (0.5) ▼	1 (0.2) ▼	14 (0.6) ▼	20 (0.9) ▼	2 (0.3) ▼	10 (0.6) ▼
Greece	8 (0.6) ▼	43 (1.6) ▲	17 (1.1)	21 (0.9) ▼	37 (1.2)	16 (0.8) △	27 (1.2) ▼
Guatemala <sup>1</sup>	22 (1.0) ▲	55 (1.3) ▲	34 (1.4) ▲	64 (1.0) ▲	55 (1.4) ▲	28 (1.4) ▲	62 (1.4) ▲
Indonesia	14 (0.7) △	61 (1.0) ▲	31 (1.2) ▲	40 (1.0) △	50 (1.1) ▲	24 (0.9) △	21 (0.8) ▼
Ireland	8 (0.6) ▼	10 (0.7) ▼	9 (0.7) ▼	50 (1.1) ▲	43 (1.3) △	10 (0.7) ▼	20 (0.8) ▼
Italy	5 (0.4) ▼	26 (1.2) ▼	14 (0.7) ▼	23 (1.0) ▼	24 (0.9) ▼	11 (0.7) ▼	23 (1.0) ▼
Korea, Republic of <sup>1</sup>	4 (0.3) ▼	5 (0.3) ▼	2 (0.2) ▼	18 (0.7) ▼	8 (0.7) ▼	2 (0.2) ▼	10 (0.6) ▼
Latvia	9 (0.8)	33 (1.5) △	13 (0.8) ▼	38 (1.2) △	22 (1.3) ▼	14 (0.8)	38 (1.5) △
Liechtenstein	11 (1.6)	17 (2.2) ▼	14 (1.8)	26 (2.4) ▼	58 (2.7) ▲	11 (1.7)	35 (2.6) △
Lithuania	11 (0.6)	35 (1.3) △	15 (0.8)	23 (0.9) ▼	31 (1.2) ▼	17 (0.9) △	25 (0.9) ▼
Luxembourg	11 (0.4)	26 (0.7) ▼	17 (0.6)	28 (0.7) ▼	52 (0.9) ▲	14 (0.4)	35 (0.8) △
Malta	14 (0.9) △	23 (1.0) ▼	9 (0.7) ▼	36 (1.3)	28 (1.3) ▼	16 (0.9)	17 (1.0) ▼
Mexico	15 (0.7) △	40 (1.1) ▲	25 (0.8) △	46 (1.0) ▲	44 (1.1) △	22 (0.9) △	39 (0.9) △
New Zealand †	13 (0.9) △	21 (1.0) ▼	7 (0.6) ▼	40 (1.4) △	47 (1.2) △	23 (1.1) △	14 (0.8) ▼
Norway †	8 (0.6) ▼	13 (0.9) ▼	10 (0.7) ▼	20 (0.9) ▼	52 (1.1) ▲	12 (0.7) ▼	23 (0.7) ▼
Paraguay <sup>1</sup>	19 (1.0) △	49 (1.2) ▲	31 (1.2) ▲	69 (1.0) ▲	52 (1.0) ▲	22 (1.2) △	54 (1.0) ▲
Poland	4 (0.4) ▼	50 (1.3) ▲	17 (0.9)	36 (1.3)	47 (1.4) △	15 (0.6)	27 (1.0) ▼
Russian Federation	11 (0.8)	39 (1.6) △	23 (1.3) △	30 (1.5) ▼	28 (1.2) ▼	18 (1.0) △	62 (1.3) ▲
Slovak Republic <sup>2</sup>	6 (0.6) ▼	19 (1.4) ▼	12 (1.0) ▼	27 (1.3) ▼	26 (1.7) ▼	9 (1.0) ▼	24 (1.5) ▼
Slovenia	6 (0.5) ▼	28 (1.3)	10 (0.6) ▼	24 (1.0) ▼	44 (1.2) △	13 (0.7) ▼	35 (1.0) △
Spain	5 (0.5) ▼	18 (0.8) ▼	14 (0.8) ▼	26 (0.9) ▼	32 (1.0) ▼	7 (0.5) ▼	22 (0.9) ▼
Sweden	7 (0.5) ▼	8 (0.5) ▼	7 (0.5) ▼	14 (0.7) ▼	23 (1.0) ▼	6 (0.4) ▼	14 (0.6) ▼
Switzerland †	6 (0.7) ▼	21 (1.4) ▼	13 (1.0) ▼	26 (1.1) ▼	49 (1.4) △	8 (0.8) ▼	23 (0.9) ▼
Thailand †	23 (1.1) ▲	71 (0.8) ▲	39 (1.0) ▲	57 (1.0) ▲	56 (1.0) ▲	38 (1.2) ▲	59 (1.0) ▲
<b>ICCS average</b>	<b>10 (0.1)</b>	<b>29 (0.2)</b>	<b>16 (0.1)</b>	<b>34 (0.2)</b>	<b>39 (0.2)</b>	<b>14 (0.1)</b>	<b>29 (0.2)</b>
<b>Countries not meeting sampling requirements</b>							
Hong Kong SAR	8 (0.6)	29 (1.3)	6 (0.6)	33 (1.4)	34 (1.4)	8 (0.6)	9 (0.6)
Netherlands	6 (1.3)	14 (1.6)	7 (0.8)	24 (2.3)	60 (2.6)	7 (1.6)	12 (0.9)

**National percentage**  
 more than 10 percentage points above ICCS average ▲  
 significantly above ICCS average △  
 significantly below ICCS average ▼  
 more than 10 percentage points below ICCS average ▼

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

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

<sup>1</sup> Country surveyed the same cohort of students but at the beginning of the next school year.

<sup>2</sup> National Desired Population does not cover all of International Desired Population.

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

Country	Voluntary participation in school-based music or drama activities outside of regular lessons	Active participation in a debate	Voting for class representative or school parliament	Taking part in decision-making about how the school is run	Taking part in discussions at a student assembly	Becoming a candidate for class representative or school parliament
Austria	52 (1.4) ▽	25 (1.1) ▼	81 (0.9) △	30 (1.2) ▼	38 (1.1) ▽	57 (1.1) ▲
Belgium (Flemish) †	47 (1.8) ▼	31 (1.2) ▼	68 (2.0) ▽	36 (1.3) ▽	24 (0.9) ▼	34 (1.2) ▽
Bulgaria	66 (1.2) △	52 (1.4) △	52 (1.9) ▼	31 (1.2) ▽	40 (1.2) ▽	34 (1.1) ▽
Chile	70 (1.0) △	49 (1.7) △	89 (0.7) ▲	39 (1.1)	35 (1.0) ▽	47 (1.0) △
Chinese Taipei	56 (0.8) ▽	17 (0.8) ▼	67 (0.9) ▽	43 (0.7) △	84 (0.7) ▲	32 (0.9) ▽
Colombia	71 (0.9) ▲	49 (1.3) △	90 (0.5) ▲	57 (0.9) ▲	41 (0.9) ▽	44 (0.8) △
Cyprus	69 (0.9) △	55 (0.9) ▲	71 (0.8) ▽	35 (1.2) ▽	39 (0.9) ▽	67 (1.0) ▲
Czech Republic †	52 (1.2) ▽	54 (1.0) △	74 (1.9)	21 (0.9) ▼	29 (0.9) ▼	31 (1.0) ▼
Denmark †	43 (1.4) ▼	57 (1.2) ▲	73 (1.1) ▽	44 (1.0) △	20 (0.8) ▼	49 (1.0) △
Dominican Republic	62 (1.3)	66 (1.5) ▲	61 (1.5) ▼	59 (1.1) ▲	49 (1.2) △	58 (1.2) ▲
England ‡	62 (1.3)	48 (1.5) △	79 (1.2) △	55 (1.5) ▲	37 (1.4) ▽	40 (1.2)
Estonia	73 (1.2) ▲	36 (1.2) ▽	75 (1.8)	24 (1.2) ▼	25 (1.3) ▼	32 (1.5) ▼
Finland	61 (1.2)	59 (1.2) ▲	83 (1.3) △	15 (0.7) ▼	23 (1.0) ▼	35 (1.4) ▽
Greece	61 (1.4)	40 (1.0) ▽	85 (1.0) △	57 (1.1) ▲	74 (1.4) ▲	68 (1.5) ▲
Guatemala <sup>1</sup>	76 (1.0) ▲	56 (2.0) ▲	94 (0.8) ▲	63 (1.0) ▲	51 (1.2) △	56 (1.2) ▲
Indonesia	55 (1.4) ▽	41 (1.2) ▽	72 (1.4) ▽	57 (1.3) ▲	85 (1.0) ▲	26 (1.0) ▼
Ireland	58 (1.2) ▽	66 (1.3) ▲	76 (2.2)	38 (1.3)	28 (1.1) ▼	25 (0.9) ▼
Italy	67 (1.1) △	50 (1.3) △	49 (2.3) ▼	34 (1.5) ▽	24 (1.5) ▼	21 (1.3) ▼
Korea, Republic of <sup>1</sup>	23 (0.7) ▼	33 (0.9) ▼	76 (0.7)	33 (0.9) ▽	26 (0.6) ▼	33 (0.7) ▽
Latvia	77 (1.2) ▲	55 (1.6) ▲	67 (2.5) ▽	31 (1.3) ▽	31 (1.5) ▼	39 (1.6)
Liechtenstein	48 (2.9) ▼	54 (2.6) △	74 (2.5)	27 (2.6) ▼	42 (2.5)	49 (2.5) △
Lithuania	63 (1.1) △	23 (0.9) ▼	84 (0.9) △	35 (1.1) ▽	38 (1.2) ▽	30 (1.1) ▼
Luxembourg	46 (0.7) ▼	19 (0.6) ▼	63 (0.8) ▼	25 (0.6) ▼	31 (0.7) ▼	36 (0.8) ▽
Malta	70 (1.3) △	30 (1.1) ▼	62 (1.2) ▼	29 (1.0) ▼	* †††	24 (0.9) ▼
Mexico	59 (0.8)	48 (1.1) △	74 (0.9) ▽	54 (0.9) ▲	41 (1.0) ▽	36 (0.7) ▽
New Zealand †	64 (1.2) △	42 (1.4)	75 (1.4)	48 (1.3) △	43 (1.1)	38 (1.1) ▽
Norway †	61 (1.3)	62 (1.3) ▲	90 (0.8) ▲	58 (1.6) ▲	52 (1.3) △	62 (1.0) ▲
Paraguay <sup>1</sup>	73 (0.9) ▲	39 (1.3) ▽	87 (1.0) ▲	56 (1.2) ▲	54 (1.4) ▲	58 (1.3) ▲
Poland	60 (1.3)	32 (1.2) ▼	95 (0.5) ▲	57 (1.1) ▲	67 (1.1) ▲	59 (0.9) ▲
Russian Federation	67 (1.0) △	34 (1.2) ▼	76 (1.4)	32 (1.2) ▽	45 (1.1)	28 (1.1) ▼
Slovak Republic <sup>2</sup>	60 (1.2)	49 (1.5) △	73 (2.3)	28 (1.2) ▼	81 (1.0) ▲	43 (1.5)
Slovenia	65 (1.3) △	41 (1.2) ▽	84 (0.8) △	28 (1.2) ▼	35 (1.4) ▽	59 (1.1) ▲
Spain	65 (1.0) △	50 (1.5) △	87 (1.0) ▲	48 (1.2) △	38 (1.3) ▽	55 (1.2) ▲
Sweden	59 (1.4)	42 (1.6)	85 (0.9) △	54 (1.1) ▲	53 (1.1) △	40 (1.0)
Switzerland †	56 (1.3) ▽	56 (1.5) ▲	60 (2.0) ▼	28 (1.3) ▼	40 (1.4) ▽	34 (1.4) ▽
Thailand †	64 (1.1) △	36 (1.3) ▽	79 (0.9) △	46 (1.1) △	52 (1.1) △	36 (1.0) ▽
<b>ICCS average</b>	<b>61 (0.2)</b>	<b>44 (0.2)</b>	<b>76 (0.2)</b>	<b>40 (0.2)</b>	<b>43 (0.2)</b>	<b>42 (0.2)</b>
<b>Countries not meeting sampling requirements</b>						
Hong Kong SAR	70 (1.4)	35 (1.3)	74 (1.5)	28 (1.3)	34 (1.2)	32 (1.3)
Netherlands	47 (2.1)	20 (2.8)	52 (4.5)	27 (2.5)	11 (0.9)	22 (2.5)

**National percentage**

more than 10 percentage points above ICCS average ▲

significantly above ICCS average △

significantly below ICCS average ▽

more than 10 percentage points below ICCS average ▼

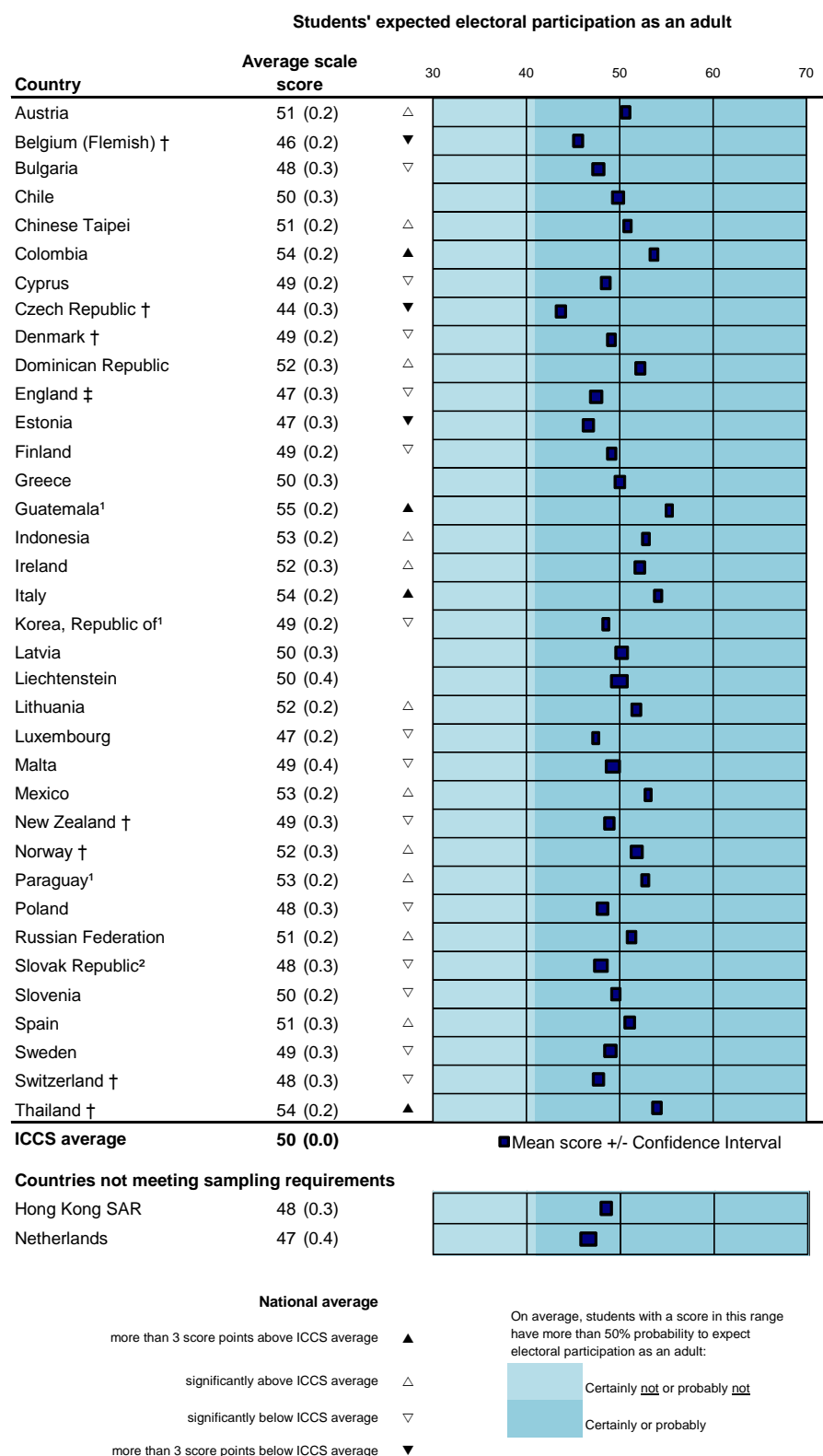
† Met guidelines for sampling participation rates only after replacement schools were included.

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

<sup>1</sup> Country surveyed the same cohort of students but at the beginning of the next school year.<sup>2</sup> National Desired Population does not cover all of International Desired Population.

\* Data not available.

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



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

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

<sup>1</sup> Country surveyed the same cohort of students but at the beginning of the next school year.

<sup>2</sup> National Desired Population does not cover all of International Desired Population.

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

**Gender differences for students' expected participation in political activities**

Country	All students		Females	Males	Differences (males - females)*	Differences (males - females)*				
						30	40	50	60	70
Austria	51 (0.2)	△	49 (0.3)	52 (0.3)	3 (0.4)					
Belgium (Flemish) †	45 (0.2)	▼	45 (0.3)	45 (0.3)	1 (0.4)					
Bulgaria	49 (0.3)	▽	48 (0.3)	49 (0.4)	1 (0.5)					
Chile	49 (0.2)	▽	48 (0.3)	49 (0.3)	1 (0.4)					
Chinese Taipei	47 (0.1)	▽	46 (0.2)	49 (0.2)	3 (0.3)					
Colombia	53 (0.3)	▲	53 (0.3)	54 (0.4)	1 (0.3)					
Cyprus	51 (0.2)	△	49 (0.3)	53 (0.3)	3 (0.4)					
Czech Republic †	45 (0.2)	▼	45 (0.2)	45 (0.3)	0 (0.3)					
Denmark †	50 (0.1)		50 (0.2)	50 (0.2)	0 (0.3)					
Dominican Republic	57 (0.4)	▲	56 (0.4)	59 (0.4)	3 (0.4)					
England ‡	49 (0.2)	▽	49 (0.3)	50 (0.3)	0 (0.4)					
Estonia	48 (0.2)	▽	48 (0.3)	49 (0.3)	1 (0.4)					
Finland	48 (0.1)	▽	47 (0.2)	48 (0.2)	0 (0.3)					
Greece	50 (0.2)	△	50 (0.3)	51 (0.3)	2 (0.3)					
Guatemala <sup>1</sup>	52 (0.3)	△	52 (0.4)	53 (0.4)	1 (0.5)					
Indonesia	56 (0.2)	▲	55 (0.3)	57 (0.3)	2 (0.3)					
Ireland	50 (0.2)		50 (0.3)	50 (0.3)	0 (0.4)					
Italy	49 (0.2)	▽	48 (0.3)	51 (0.3)	2 (0.4)					
Korea, Republic of <sup>1</sup>	46 (0.1)	▼	46 (0.2)	47 (0.2)	1 (0.3)					
Latvia	51 (0.2)	△	50 (0.4)	52 (0.3)	1 (0.5)					
Liechtenstein	51 (0.5)	△	50 (0.6)	52 (0.7)	2 (0.9)					
Lithuania	49 (0.2)	▽	48 (0.3)	50 (0.3)	2 (0.4)					
Luxembourg	51 (0.2)	△	50 (0.2)	51 (0.3)	1 (0.3)					
Malta	48 (0.4)	▽	47 (0.4)	50 (0.6)	4 (0.7)					
Mexico	54 (0.2)	▲	53 (0.3)	56 (0.3)	2 (0.3)					
New Zealand †	49 (0.2)	▽	49 (0.3)	49 (0.3)	0 (0.5)					
Norway †	49 (0.2)	▽	49 (0.2)	49 (0.3)	0 (0.4)					
Paraguay <sup>1</sup>	55 (0.3)	▲	54 (0.3)	56 (0.4)	2 (0.5)					
Poland	48 (0.2)	▽	47 (0.2)	49 (0.4)	2 (0.4)					
Russian Federation	52 (0.2)	△	51 (0.3)	52 (0.3)	1 (0.4)					
Slovak Republic <sup>2</sup>	48 (0.2)	▽	47 (0.2)	48 (0.3)	1 (0.3)					
Slovenia	48 (0.2)	▽	47 (0.3)	50 (0.3)	3 (0.4)					
Spain	49 (0.2)	▽	49 (0.2)	50 (0.3)	1 (0.3)					
Sweden	50 (0.2)	▽	50 (0.3)	50 (0.3)	0 (0.3)					
Switzerland †	49 (0.2)	▽	48 (0.3)	50 (0.3)	2 (0.4)					
Thailand †	55 (0.2)	▲	54 (0.3)	57 (0.3)	3 (0.4)					
<b>ICCS average</b>	<b>50 (0.0)</b>		<b>49 (0.0)</b>	<b>51 (0.1)</b>	<b>1 (0.1)</b>					
<b>Countries not meeting sampling requirements</b>										
Hong Kong SAR	47 (0.2)		47 (0.3)	48 (0.3)	1 (0.4)					
Netherlands	49 (0.4)		48 (0.5)	49 (0.5)	1 (0.6)					

**National average**

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

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

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

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

<sup>1</sup> Country surveyed the same cohort of students but at the beginning of the next school year.

<sup>2</sup> National Desired Population does not cover all of International Desired Population.

On average, students with a score in the range indicated by this colour have more than 50% probability to expect active political participation as an adult:

- Certainly or probably not (light blue)
- Certainly or probably (dark blue)

Table 5 Multiple regression analysis for expected electoral participation

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

Country	Student characteristics and background			Students' past or current civic participation		Students' self-beliefs			Students' attitudes towards institutions		Cognitive abilities
	Gender (female)	Socio-economic family background (factor z-score)	Parental interest (0=not or not very interested; 1=quite or very interested)	Participation in community (z-score)	Participation at school (IRT z-score)	Interest in political and social issues (IRT z-score)	Internal political efficacy (IRT z-score)	Citizenship self-efficacy (IRT z-score)	Trust in civic institutions (IRT z-score)	Support for political parties	Civic knowledge (IRT z-score)
Austria	-0.4 (0.3)	<b>0.6</b> (0.2)	<b>2.1</b> (0.4)	<b>0.5</b> (0.2)	0.0 (0.2)	<b>1.0</b> (0.2)	<b>0.9</b> (0.2)	<b>1.9</b> (0.2)	<b>1.9</b> (0.2)	<b>0.9</b> (0.1)	<b>2.1</b> (0.2)
Belgium (Flemish) †	-0.1 (0.3)	<b>0.6</b> (0.2)	<b>1.6</b> (0.5)	<b>0.8</b> (0.2)	<b>0.4</b> (0.2)	<b>1.1</b> (0.2)	<b>1.3</b> (0.2)	<b>1.3</b> (0.3)	<b>1.8</b> (0.2)	<b>0.8</b> (0.2)	<b>1.7</b> (0.2)
Bulgaria	0.5 (0.4)	-0.1 (0.2)	<b>2.6</b> (0.5)	-0.2 (0.2)	<b>0.5</b> (0.2)	<b>1.6</b> (0.3)	<b>1.2</b> (0.3)	<b>1.2</b> (0.3)	<b>1.5</b> (0.2)	<b>1.0</b> (0.1)	<b>2.4</b> (0.2)
Chile	-0.1 (0.3)	0.3 (0.2)	0.7 (0.5)	-0.1 (0.2)	<b>1.0</b> (0.3)	<b>1.6</b> (0.2)	<b>1.8</b> (0.2)	<b>0.9</b> (0.2)	<b>2.8</b> (0.2)	<b>1.0</b> (0.2)	<b>1.5</b> (0.2)
Chinese Taipei	0.3 (0.2)	0.1 (0.1)	<b>0.9</b> (0.3)	0.1 (0.2)	<b>0.8</b> (0.1)	<b>1.4</b> (0.2)	<b>1.2</b> (0.2)	<b>1.1</b> (0.2)	<b>1.6</b> (0.2)	<b>1.0</b> (0.1)	<b>2.5</b> (0.1)
Colombia	-0.4 (0.3)	-0.1 (0.1)	<b>0.8</b> (0.3)	-0.1 (0.2)	0.3 (0.2)	<b>0.7</b> (0.2)	<b>1.3</b> (0.2)	<b>1.4</b> (0.2)	<b>1.6</b> (0.1)	<b>0.4</b> (0.1)	<b>2.2</b> (0.1)
Cyprus	0.2 (0.4)	0.4 (0.2)	<b>1.3</b> (0.5)	-0.2 (0.2)	<b>0.6</b> (0.2)	<b>0.8</b> (0.2)	<b>1.2</b> (0.3)	<b>1.8</b> (0.3)	<b>1.6</b> (0.3)	<b>1.1</b> (0.1)	<b>2.5</b> (0.2)
Czech Republic †	<b>-0.8</b> (0.3)	<b>0.7</b> (0.1)	<b>3.2</b> (0.3)	0.1 (0.2)	<b>0.6</b> (0.2)	<b>1.5</b> (0.2)	<b>1.5</b> (0.2)	<b>1.0</b> (0.2)	<b>1.4</b> (0.2)	<b>1.1</b> (0.2)	<b>3.0</b> (0.2)
Denmark †	<b>1.1</b> (0.3)	<b>0.3</b> (0.2)	<b>2.0</b> (0.3)	0.3 (0.2)	<b>0.5</b> (0.2)	<b>1.4</b> (0.2)	<b>0.9</b> (0.2)	<b>1.3</b> (0.2)	<b>2.0</b> (0.2)	<b>0.6</b> (0.1)	<b>1.3</b> (0.2)
Dominican Republic	-0.3 (0.3)	-0.3 (0.2)	0.5 (0.5)	<b>-0.7</b> (0.2)	<b>0.4</b> (0.2)	<b>1.1</b> (0.2)	<b>1.0</b> (0.2)	<b>2.3</b> (0.2)	<b>1.2</b> (0.2)	<b>1.0</b> (0.1)	<b>1.5</b> (0.2)
England ‡	<b>-0.8</b> (0.4)	<b>0.8</b> (0.2)	<b>2.7</b> (0.4)	0.2 (0.2)	<b>0.6</b> (0.2)	<b>1.6</b> (0.3)	<b>1.0</b> (0.3)	<b>1.2</b> (0.2)	<b>1.7</b> (0.3)	<b>0.6</b> (0.2)	<b>2.3</b> (0.2)
Estonia	0.4 (0.4)	0.3 (0.2)	<b>1.0</b> (0.3)	0.4 (0.2)	0.2 (0.2)	<b>1.5</b> (0.2)	<b>1.1</b> (0.3)	<b>1.4</b> (0.3)	<b>1.7</b> (0.2)	<b>1.3</b> (0.2)	<b>1.8</b> (0.2)
Finland	<b>0.7</b> (0.3)	<b>0.8</b> (0.1)	<b>2.6</b> (0.3)	0.0 (0.2)	<b>0.6</b> (0.2)	<b>1.3</b> (0.2)	<b>0.5</b> (0.2)	<b>1.4</b> (0.3)	<b>2.2</b> (0.2)	<b>0.9</b> (0.2)	<b>1.0</b> (0.1)
Greece	0.6 (0.3)	0.3 (0.2)	<b>1.2</b> (0.4)	<b>-0.7</b> (0.2)	<b>0.8</b> (0.2)	<b>1.4</b> (0.3)	<b>1.4</b> (0.4)	<b>1.0</b> (0.3)	<b>1.7</b> (0.2)	<b>0.8</b> (0.2)	<b>2.5</b> (0.3)
Guatemala <sup>1</sup>	0.3 (0.3)	-0.4 (0.2)	<b>0.7</b> (0.3)	<b>-0.4</b> (0.2)	<b>0.9</b> (0.2)	<b>1.1</b> (0.2)	<b>0.9</b> (0.2)	<b>1.4</b> (0.2)	<b>0.7</b> (0.2)	<b>0.5</b> (0.1)	<b>2.2</b> (0.2)
Indonesia	-0.2 (0.2)	<b>0.4</b> (0.1)	0.6 (0.4)	-0.2 (0.2)	<b>0.7</b> (0.2)	<b>0.9</b> (0.2)	<b>1.1</b> (0.2)	<b>0.5</b> (0.2)	<b>1.2</b> (0.2)	0.2 (0.1)	<b>1.8</b> (0.2)
Ireland	<b>1.0</b> (0.4)	<b>0.4</b> (0.2)	<b>1.9</b> (0.5)	0.0 (0.2)	0.3 (0.2)	<b>1.1</b> (0.2)	<b>0.9</b> (0.3)	<b>1.1</b> (0.2)	<b>1.8</b> (0.2)	<b>1.0</b> (0.1)	<b>2.4</b> (0.2)
Italy	0.3 (0.3)	0.3 (0.2)	<b>2.9</b> (0.5)	-0.2 (0.2)	<b>0.3</b> (0.2)	0.4 (0.2)	<b>0.8</b> (0.2)	<b>1.3</b> (0.3)	<b>1.6</b> (0.2)	<b>0.8</b> (0.2)	<b>2.7</b> (0.2)
Korea, Republic of <sup>1</sup>	<b>0.5</b> (0.2)	0.1 (0.1)	<b>1.7</b> (0.4)	0.3 (0.2)	<b>0.4</b> (0.1)	<b>1.6</b> (0.2)	<b>1.1</b> (0.2)	<b>2.2</b> (0.2)	<b>0.9</b> (0.2)	<b>0.5</b> (0.2)	<b>1.7</b> (0.1)
Latvia	0.3 (0.4)	0.4 (0.2)	<b>1.5</b> (0.6)	<b>-0.5</b> (0.3)	<b>0.7</b> (0.3)	<b>1.4</b> (0.3)	<b>0.9</b> (0.4)	<b>1.9</b> (0.3)	<b>1.7</b> (0.2)	<b>0.4</b> (0.2)	<b>1.8</b> (0.2)
Liechtenstein	0.8 (0.9)	0.6 (0.4)	2.2 (1.2)	-0.1 (0.6)	0.5 (0.4)	1.1 (0.8)	0.3 (0.6)	<b>1.2</b> (0.6)	<b>2.1</b> (0.5)	<b>1.5</b> (0.4)	<b>1.8</b> (0.4)
Lithuania	0.6 (0.3)	<b>0.4</b> (0.2)	<b>2.4</b> (0.5)	<b>-0.4</b> (0.2)	<b>0.6</b> (0.2)	<b>1.4</b> (0.2)	<b>1.0</b> (0.3)	<b>1.4</b> (0.3)	<b>2.0</b> (0.2)	<b>0.3</b> (0.1)	<b>1.9</b> (0.2)
Luxembourg	-0.4 (0.3)	<b>0.6</b> (0.1)	<b>2.4</b> (0.4)	0.3 (0.2)	<b>0.4</b> (0.1)	<b>1.3</b> (0.2)	<b>1.4</b> (0.2)	<b>1.1</b> (0.3)	<b>1.7</b> (0.2)	<b>0.7</b> (0.1)	<b>2.2</b> (0.2)
Malta	0.0 (0.5)	0.0 (0.2)	<b>1.4</b> (0.3)	0.2 (0.2)	0.4 (0.2)	<b>0.8</b> (0.4)	<b>0.9</b> (0.3)	<b>1.3</b> (0.2)	<b>1.6</b> (0.2)	<b>1.7</b> (0.2)	<b>1.9</b> (0.2)
Mexico	0.4 (0.3)	0.2 (0.1)	<b>1.1</b> (0.2)	<b>-0.4</b> (0.2)	<b>0.7</b> (0.1)	<b>0.7</b> (0.2)	<b>1.1</b> (0.2)	<b>1.4</b> (0.2)	<b>1.3</b> (0.1)	<b>0.5</b> (0.1)	<b>2.6</b> (0.1)
New Zealand †	<b>0.6</b> (0.3)	<b>0.6</b> (0.2)	<b>1.2</b> (0.4)	0.0 (0.2)	<b>0.6</b> (0.2)	<b>1.1</b> (0.2)	<b>1.2</b> (0.2)	<b>1.3</b> (0.2)	<b>2.1</b> (0.2)	<b>1.1</b> (0.1)	<b>2.2</b> (0.2)
Norway †	<b>0.8</b> (0.4)	<b>0.7</b> (0.2)	<b>3.2</b> (0.5)	-0.1 (0.2)	<b>1.1</b> (0.2)	0.5 (0.3)	<b>0.8</b> (0.4)	<b>0.8</b> (0.3)	<b>1.9</b> (0.2)	<b>1.1</b> (0.2)	<b>2.7</b> (0.2)
Paraguay <sup>1</sup>	0.4 (0.4)	0.1 (0.2)	<b>1.2</b> (0.3)	-0.4 (0.2)	<b>0.8</b> (0.2)	<b>0.7</b> (0.3)	<b>1.2</b> (0.3)	<b>1.1</b> (0.2)	<b>1.2</b> (0.2)	<b>0.6</b> (0.1)	<b>2.4</b> (0.2)
Poland	0.4 (0.3)	<b>0.3</b> (0.2)	<b>2.0</b> (0.6)	-0.2 (0.2)	<b>1.2</b> (0.2)	<b>1.1</b> (0.2)	0.4 (0.3)	<b>2.1</b> (0.2)	<b>1.5</b> (0.2)	<b>0.7</b> (0.1)	<b>1.7</b> (0.2)
Russian Federation	0.4 (0.3)	0.0 (0.1)	<b>0.9</b> (0.3)	<b>-0.3</b> (0.2)	<b>0.9</b> (0.2)	<b>1.9</b> (0.2)	<b>0.4</b> (0.2)	<b>1.2</b> (0.2)	<b>2.3</b> (0.2)	<b>0.8</b> (0.1)	<b>1.6</b> (0.1)
Slovak Republic <sup>2</sup>	0.1 (0.3)	<b>0.4</b> (0.2)	<b>1.8</b> (0.3)	0.1 (0.2)	<b>0.7</b> (0.2)	<b>1.5</b> (0.3)	<b>1.2</b> (0.3)	<b>1.6</b> (0.2)	<b>1.9</b> (0.2)	<b>0.8</b> (0.2)	<b>2.4</b> (0.2)
Slovenia	0.1 (0.4)	0.5 (0.3)	<b>2.7</b> (0.5)	-0.3 (0.2)	0.2 (0.2)	0.2 (0.2)	<b>1.2</b> (0.3)	<b>1.6</b> (0.2)	<b>1.3</b> (0.2)	<b>1.0</b> (0.2)	<b>2.1</b> (0.2)
Spain	-0.3 (0.3)	0.2 (0.2)	<b>1.3</b> (0.4)	-0.1 (0.2)	<b>0.7</b> (0.2)	<b>0.8</b> (0.2)	<b>1.1</b> (0.2)	<b>1.4</b> (0.2)	<b>2.2</b> (0.2)	<b>1.0</b> (0.1)	<b>2.0</b> (0.2)
Sweden	<b>1.3</b> (0.3)	<b>0.5</b> (0.2)	<b>1.5</b> (0.3)	0.0 (0.2)	0.1 (0.2)	<b>0.8</b> (0.2)	<b>0.9</b> (0.2)	<b>1.4</b> (0.2)	<b>1.7</b> (0.2)	<b>1.3</b> (0.2)	<b>1.8</b> (0.2)
Switzerland †	0.1 (0.4)	<b>1.2</b> (0.3)	<b>2.2</b> (0.6)	0.3 (0.3)	0.2 (0.3)	<b>0.9</b> (0.4)	<b>2.3</b> (0.3)	<b>0.8</b> (0.4)	<b>1.2</b> (0.2)	<b>0.5</b> (0.2)	<b>1.6</b> (0.2)
Thailand †	0.1 (0.3)	<b>0.4</b> (0.1)	0.6 (0.5)	0.1 (0.2)	<b>0.6</b> (0.2)	<b>1.4</b> (0.3)	0.0 (0.2)	<b>0.5</b> (0.2)	<b>1.4</b> (0.2)	0.1 (0.1)	<b>3.3</b> (0.1)
<b>ICCS average</b>	<b>0.2</b> (0.1)	<b>0.4</b> (0.0)	<b>1.7</b> (0.1)	-0.1 (0.0)	<b>0.6</b> (0.0)	<b>1.1</b> (0.0)	<b>1.0</b> (0.0)	<b>1.3</b> (0.0)	<b>1.7</b> (0.0)	<b>0.8</b> (0.0)	<b>2.1</b> (0.0)

**Countries not meeting sampling requirements**

Hong Kong SAR	0.0 (0.4)	<b>0.4</b> (0.2)	<b>0.9</b> (0.4)	<b>0.6</b> (0.3)	<b>0.4</b> (0.2)	<b>1.7</b> (0.3)	<b>1.1</b> (0.3)	<b>1.0</b> (0.3)	<b>2.1</b> (0.2)	<b>1.0</b> (0.2)	<b>2.0</b> (0.2)
Netherlands	-0.5 (0.5)	<b>0.7</b> (0.2)	<b>2.1</b> (0.5)	-0.1 (0.4)	0.2 (0.2)	<b>1.5</b> (0.4)	<b>1.1</b> (0.3)	<b>1.6</b> (0.4)	<b>1.6</b> (0.3)	<b>0.9</b> (0.3)	<b>1.4</b> (0.4)

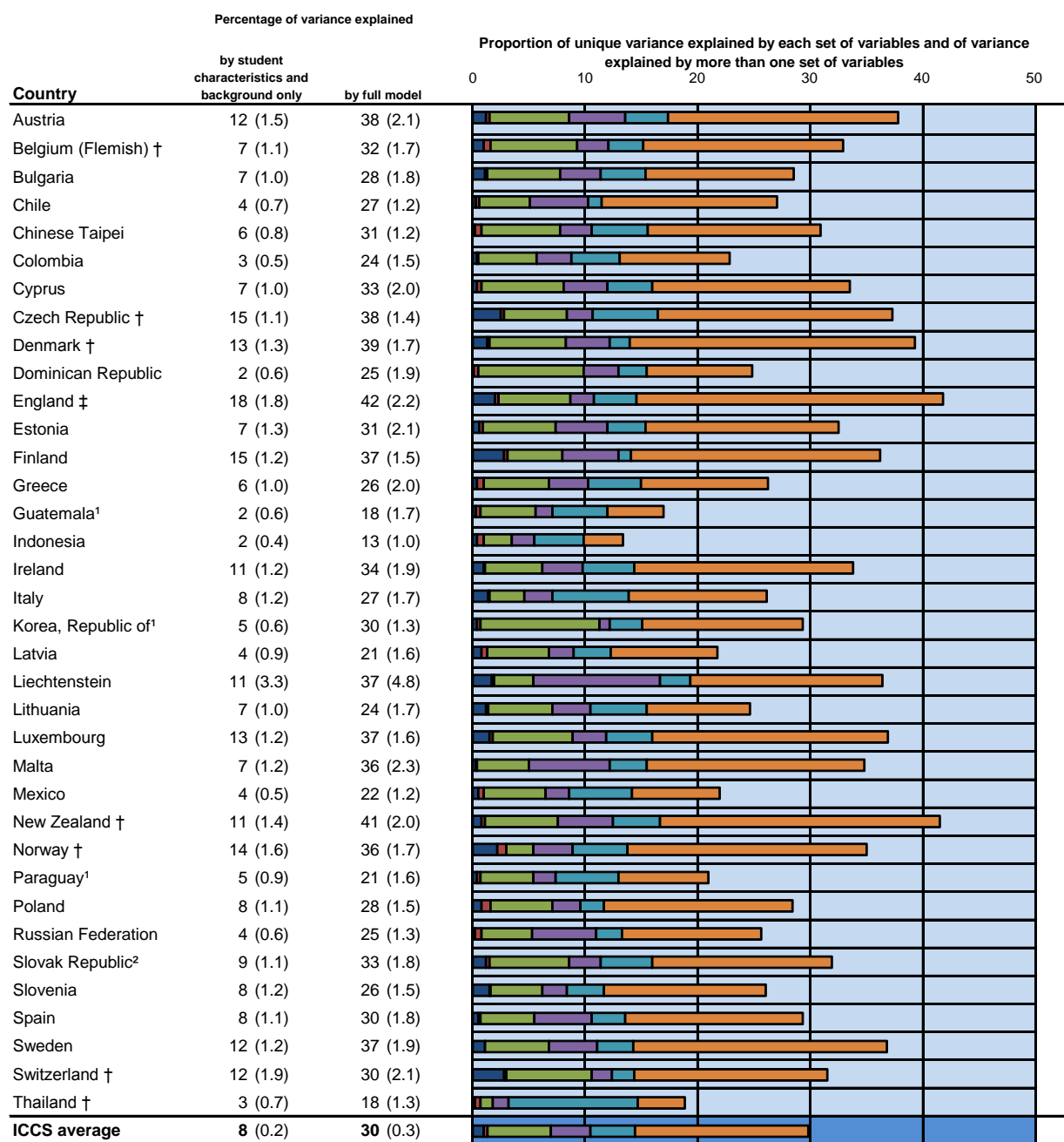
\* Statistically significant (p&lt;0.05) coefficients in bold.

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

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

<sup>1</sup> Survey administration did not follow international guidelines.<sup>2</sup> National Desired Population does not cover all of International Desired Population

**Table 6 Multiple regression analysis for expected electoral participation**



**Countries not meeting sampling requirements**

Hong Kong SAR	5 (0.9)	30 (2.2)											
Netherlands	12 (1.9)	31 (3.0)											

Standard errors in ().

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

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

<sup>1</sup> Survey administration did not follow international guidelines.

<sup>2</sup> National Desired Population does not cover all of International Desired Population

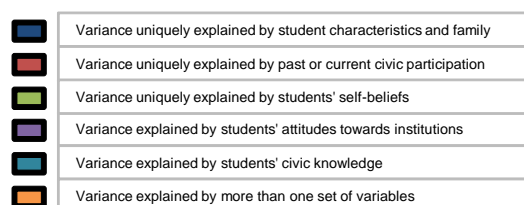


Table 7 Multiple regression analysis for expected active political participation

Country	Gender (female)	Socio-economic family background (factor z-score)	Parental interest (0=not or not very interested; 1=quite or very interested)	Participation in community (z-score)	Participation at school (IRT z-score)	Interest in political and social issues (IRT z-score)	Internal political efficacy (IRT z-score)	Citizenship self-efficacy (IRT z-score)	Trust in civic institutions (IRT z-score)	Support for political parties	Civic knowledge (IRT z-score)
Austria	-1.9 (0.3)	-0.1 (0.2)	0.6 (0.4)	<b>1.0</b> (0.2)	-0.1 (0.2)	0.2 (0.3)	1.1 (0.2)	2.6 (0.2)	1.6 (0.2)	0.3 (0.1)	-1.6 (0.2)
Belgium (Flemish) †	-0.5 (0.4)	<b>0.4</b> (0.2)	0.1 (0.4)	<b>0.5</b> (0.2)	<b>0.5</b> (0.2)	1.3 (0.2)	2.0 (0.3)	1.8 (0.3)	0.8 (0.2)	0.3 (0.2)	-1.3 (0.2)
Bulgaria	-0.1 (0.5)	<b>-0.5</b> (0.2)	0.9 (0.4)	<b>0.4</b> (0.2)	-0.2 (0.2)	0.7 (0.3)	2.0 (0.3)	1.6 (0.2)	1.7 (0.2)	1.0 (0.2)	-2.0 (0.2)
Chile	<b>-1.3</b> (0.3)	-0.2 (0.2)	0.3 (0.4)	<b>0.4</b> (0.2)	0.4 (0.2)	1.1 (0.2)	2.1 (0.2)	1.8 (0.2)	1.8 (0.2)	1.2 (0.2)	-1.6 (0.2)
Chinese Taipei	<b>-2.1</b> (0.2)	<b>-0.4</b> (0.1)	0.5 (0.3)	<b>0.7</b> (0.1)	0.2 (0.2)	1.1 (0.2)	1.5 (0.2)	2.0 (0.2)	1.2 (0.2)	0.4 (0.1)	-0.9 (0.1)
Colombia	-0.3 (0.3)	<b>-0.7</b> (0.2)	0.0 (0.3)	<b>0.9</b> (0.2)	-0.2 (0.2)	1.2 (0.2)	1.4 (0.3)	2.2 (0.2)	1.7 (0.2)	1.1 (0.1)	-1.5 (0.2)
Cyprus	<b>-2.0</b> (0.4)	0.4 (0.3)	0.3 (0.7)	<b>0.6</b> (0.2)	<b>0.4</b> (0.2)	0.9 (0.2)	1.5 (0.3)	2.4 (0.2)	1.2 (0.2)	1.9 (0.2)	-1.1 (0.3)
Czech Republic †	<b>-0.5</b> (0.2)	-0.2 (0.2)	<b>0.9</b> (0.3)	1.1 (0.2)	0.2 (0.2)	1.3 (0.2)	1.8 (0.2)	1.8 (0.2)	1.3 (0.2)	0.7 (0.2)	-0.6 (0.1)
Denmark †	0.2 (0.3)	-0.3 (0.1)	<b>0.7</b> (0.3)	0.1 (0.2)	0.2 (0.1)	1.4 (0.2)	1.1 (0.2)	1.3 (0.2)	0.7 (0.2)	0.4 (0.1)	-0.2 (0.2)
Dominican Republic	<b>-1.5</b> (0.3)	<b>-0.6</b> (0.2)	0.3 (0.3)	<b>0.6</b> (0.3)	0.2 (0.2)	1.4 (0.2)	1.7 (0.3)	2.6 (0.2)	1.8 (0.3)	0.7 (0.2)	-0.7 (0.2)
England ‡	-0.3 (0.4)	-0.1 (0.2)	0.6 (0.3)	0.4 (0.2)	0.1 (0.2)	1.2 (0.3)	1.4 (0.2)	2.0 (0.2)	1.7 (0.2)	0.1 (0.2)	-0.9 (0.2)
Estonia	<b>-1.4</b> (0.4)	-0.2 (0.2)	-0.1 (0.3)	<b>0.7</b> (0.2)	<b>0.5</b> (0.2)	1.0 (0.2)	1.4 (0.2)	1.8 (0.3)	1.8 (0.3)	0.6 (0.1)	-1.0 (0.2)
Finland	0.1 (0.3)	-0.1 (0.1)	0.5 (0.3)	0.3 (0.2)	0.0 (0.2)	1.1 (0.2)	1.2 (0.3)	2.2 (0.3)	0.5 (0.2)	0.5 (0.1)	-0.6 (0.1)
Greece	<b>-0.9</b> (0.3)	0.1 (0.2)	0.1 (0.4)	<b>0.5</b> (0.2)	0.0 (0.2)	1.1 (0.3)	1.1 (0.3)	1.6 (0.3)	1.7 (0.2)	1.0 (0.2)	-1.1 (0.2)
Guatemala <sup>1</sup>	<b>-0.8</b> (0.4)	<b>-1.0</b> (0.2)	0.2 (0.3)	<b>0.6</b> (0.3)	<b>0.8</b> (0.2)	1.0 (0.3)	2.7 (0.3)	2.0 (0.3)	1.7 (0.2)	0.8 (0.2)	-1.3 (0.3)
Indonesia	<b>-1.2</b> (0.2)	-0.2 (0.2)	0.1 (0.3)	<b>0.6</b> (0.1)	-0.1 (0.2)	0.9 (0.2)	1.5 (0.2)	2.1 (0.2)	1.0 (0.2)	0.4 (0.1)	-0.4 (0.1)
Ireland	<b>-0.7</b> (0.4)	-0.1 (0.2)	0.4 (0.4)	<b>0.5</b> (0.2)	-0.1 (0.2)	1.5 (0.2)	1.5 (0.3)	1.7 (0.2)	1.6 (0.2)	0.7 (0.1)	-0.8 (0.2)
Italy	<b>-1.9</b> (0.3)	0.1 (0.2)	1.3 (0.4)	<b>0.5</b> (0.2)	-0.1 (0.1)	0.8 (0.2)	1.8 (0.3)	2.4 (0.2)	0.6 (0.3)	1.0 (0.1)	-0.7 (0.2)
Korea, Republic of <sup>1</sup>	<b>-0.8</b> (0.3)	<b>-0.5</b> (0.1)	0.7 (0.5)	<b>0.8</b> (0.2)	0.2 (0.1)	0.9 (0.2)	2.1 (0.2)	0.8 (0.2)	1.9 (0.2)	0.7 (0.2)	-1.4 (0.2)
Latvia	<b>-1.3</b> (0.5)	-0.1 (0.2)	0.2 (0.6)	0.3 (0.2)	0.5 (0.3)	1.0 (0.3)	0.9 (0.3)	2.4 (0.3)	2.0 (0.2)	0.6 (0.2)	-1.3 (0.2)
Liechtenstein	-1.6 (0.9)	-0.1 (0.4)	2.7 (1.2)	0.9 (0.5)	-0.7 (0.5)	1.0 (0.7)	-0.1 (0.8)	2.6 (0.7)	0.7 (0.5)	1.3 (0.3)	-1.1 (0.5)
Lithuania	<b>-1.9</b> (0.3)	0.1 (0.1)	0.2 (0.4)	<b>0.5</b> (0.2)	0.3 (0.2)	1.0 (0.3)	1.6 (0.3)	2.0 (0.3)	1.8 (0.3)	0.7 (0.2)	-1.7 (0.2)
Luxembourg	-0.6 (0.3)	<b>-0.3</b> (0.2)	0.9 (0.4)	<b>0.8</b> (0.2)	0.0 (0.2)	1.1 (0.2)	1.3 (0.2)	2.1 (0.3)	1.5 (0.2)	0.4 (0.1)	-1.4 (0.1)
Malta	<b>-2.2</b> (0.4)	0.0 (0.2)	1.1 (0.4)	0.2 (0.2)	0.2 (0.2)	1.3 (0.5)	2.2 (0.3)	2.2 (0.3)	1.2 (0.3)	0.7 (0.2)	-0.9 (0.2)
Mexico	<b>-1.2</b> (0.2)	-0.3 (0.2)	0.2 (0.3)	<b>0.5</b> (0.2)	0.0 (0.2)	1.2 (0.2)	1.1 (0.2)	2.5 (0.2)	1.7 (0.2)	1.4 (0.2)	-0.9 (0.2)
New Zealand †	0.0 (0.4)	-0.3 (0.2)	1.0 (0.4)	<b>0.9</b> (0.2)	0.0 (0.2)	1.1 (0.2)	1.8 (0.3)	1.8 (0.3)	1.3 (0.3)	-0.1 (0.2)	-1.4 (0.2)
Norway †	0.0 (0.3)	0.0 (0.2)	0.9 (0.4)	<b>0.6</b> (0.2)	<b>0.5</b> (0.2)	0.9 (0.2)	1.7 (0.3)	1.1 (0.2)	1.2 (0.2)	0.4 (0.1)	-1.2 (0.2)
Paraguay <sup>1</sup>	<b>-1.0</b> (0.4)	-0.2 (0.2)	0.9 (0.5)	0.2 (0.3)	0.5 (0.3)	1.0 (0.3)	1.5 (0.3)	2.0 (0.2)	1.8 (0.2)	1.1 (0.1)	-0.9 (0.2)
Poland	<b>-2.5</b> (0.4)	-0.2 (0.2)	0.6 (0.5)	<b>0.6</b> (0.2)	0.3 (0.2)	1.0 (0.3)	0.6 (0.3)	2.5 (0.2)	1.4 (0.2)	0.4 (0.2)	-1.3 (0.2)
Russian Federation	<b>-1.7</b> (0.3)	<b>-0.4</b> (0.2)	1.2 (0.4)	<b>0.4</b> (0.2)	<b>0.7</b> (0.2)	1.2 (0.3)	1.5 (0.3)	3.1 (0.2)	1.3 (0.3)	0.3 (0.1)	-1.2 (0.2)
Slovak Republic <sup>2</sup>	<b>-1.3</b> (0.3)	-0.4 (0.2)	-0.1 (0.4)	0.4 (0.2)	0.2 (0.2)	1.1 (0.2)	1.9 (0.3)	2.6 (0.3)	1.3 (0.2)	0.2 (0.2)	-1.5 (0.2)
Slovenia	<b>-2.0</b> (0.4)	-0.3 (0.2)	0.8 (0.4)	0.2 (0.2)	0.1 (0.2)	0.5 (0.2)	1.9 (0.3)	1.7 (0.2)	1.3 (0.2)	0.6 (0.2)	-1.4 (0.2)
Spain	-0.3 (0.3)	-0.3 (0.2)	1.1 (0.4)	<b>0.6</b> (0.2)	0.1 (0.2)	0.8 (0.2)	1.5 (0.3)	2.1 (0.3)	1.9 (0.2)	0.9 (0.1)	-1.8 (0.2)
Sweden	-0.1 (0.3)	0.1 (0.2)	0.4 (0.4)	<b>0.6</b> (0.2)	0.1 (0.2)	1.1 (0.2)	1.1 (0.2)	1.5 (0.2)	1.2 (0.2)	0.4 (0.2)	-0.9 (0.2)
Switzerland †	<b>-0.9</b> (0.4)	0.3 (0.2)	1.5 (0.4)	<b>0.5</b> (0.2)	0.1 (0.2)	0.9 (0.3)	1.6 (0.2)	1.6 (0.3)	1.2 (0.2)	0.6 (0.1)	-0.9 (0.2)
Thailand †	<b>-1.8</b> (0.3)	<b>-0.5</b> (0.1)	-0.1 (0.4)	<b>0.8</b> (0.2)	0.2 (0.2)	1.0 (0.3)	1.4 (0.2)	2.1 (0.2)	1.5 (0.2)	0.3 (0.1)	-0.9 (0.2)
ICCS average	-1.1 (0.1)	-0.2 (0.0)	0.6 (0.1)	0.6 (0.0)	0.2 (0.0)	1.0 (0.0)	1.5 (0.0)	2.0 (0.0)	1.4 (0.0)	0.7 (0.0)	-1.1 (0.0)
<b>Countries not meeting sampling requirements</b>											
Hong Kong SAR	-1.0 (-1.0)	-0.3 (-0.3)	-0.2 (-0.2)	0.5 (0.5)	0.4 (0.4)	1.0 (1.0)	1.8 (1.8)	2.2 (2.2)	1.2 (1.2)	1.1 (1.1)	-0.7 (-0.7)
Netherlands	-0.6 (-0.6)	0.1 (0.1)	0.6 (0.6)	0.4 (0.4)	-0.3 (-0.3)	1.0 (1.0)	1.4 (1.4)	1.4 (1.4)	1.2 (1.2)	0.6 (0.6)	-0.5 (-0.5)

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

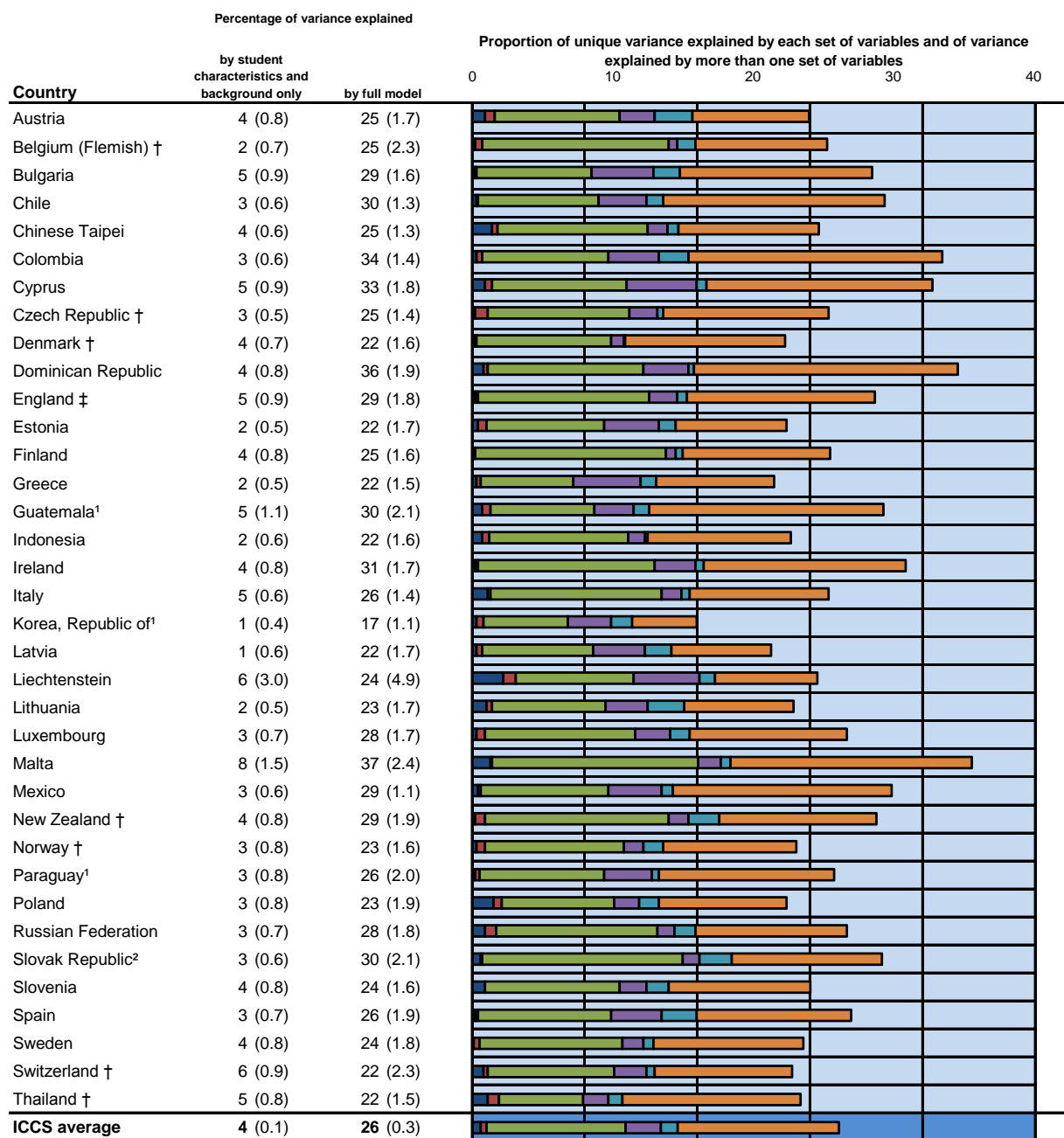
† Met guidelines for sampling participation rates only after replacement schools were included.

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

<sup>1</sup> Survey administration did not follow international guidelines.<sup>2</sup> National Desired Population does not cover all of International Desired Population



**Table 8 Multiple regression analysis for expected active political participation**



**Countries not meeting sampling requirements**

Hong Kong SAR	2 (0.6)	24 (1.9)	[Stacked bar chart for Hong Kong SAR]				
Netherlands	4 (1.7)	22 (4.4)	[Stacked bar chart for Netherlands]				

Standard errors in ().

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

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

<sup>1</sup> Survey administration did not follow international guidelines.

<sup>2</sup> National Desired Population does not cover all of International Desired Population

