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**Indicators on Active Citizenship for Democracy - the social, cultural and economic domain. Paper by order of the Council of Europe for the CRELL-Network on Active Citizenship for Democracy at the European Commission's Joint Research Center in Ispra, Italy**

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**Indicators on Active Citizenship for Democracy –  
The social, cultural, and economic domain**

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for the CRELL-Network on Active Citizenship for Democracy  
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## Summary

This paper starts with a conceptual analysis of active citizenship, based on a functional approach distinguishing four dimensions of citizenship: Firstly, the cultural function of citizenship which consists in the tradition of patterns dealing with contingency. Secondly, the economical function which deals with the efficient and sustainable allocation of material resources. Thirdly, the political function which is directed to the process of generally binding decision-making. Fourthly, the social function which consists in developing the human resources for living together in everyday life (chapter 2).

Active Citizenship for Democracy is described as a set of competencies and behaviours which are apt to fulfil these functions. A comprehensive framework on possible indicators both for competencies and for behaviour is laid down. Competencies as the personal level outcome of citizenship education, enculturation and socialisation are divided up into knowledge, skills, attitudes, values and identity aspects. A minimum package of such competencies is suggested (chapters 3, and 4.1). Behaviour gets systematised according to the four functions above. In this we reproduce the idea that behaviour can be systemised by the functional dimensions (chapter 4).

During the work on this paper the authors came to know clearly that the division of active citizenship indicators into the political domain on the one hand and in the cultural, economical and social domain on the other hand is dubious. So there really are arguments for taking the division into competencies and behaviour as leading distinction of indicators in the course of composite indicator building (chapters 2, 5 and 6.2.1).

The paper concentrates on the presentation of data and statistical methods in the course of constructing a composite indicator on active citizenship behaviour. Public data available from the following surveys is taken into account: Civic Education Study (IEA-CIVED); European Social Survey (ESS) Global Corruption Barometer (GCB) and World Value Survey (WVS). After presenting criteria for indicators (chapter 6.1) the paper evaluates the multidimensionality of citizenship behaviour as the central criterion for building a composite indicator (chapter 6.2.1.). Chapter 6.2.2. shows data on several exemplary indicators and alternative ways of integrating them. This is followed by an investigation in an important aspect for the compilation of data from different surveys: the mutual validity of measurements (chapter 6.2.3.). Thereafter the use of different frames of reference in indicator building is discussed (chapter 6.2.4).

As the authors don't see sufficient theoretical and empirical basis for developing a composite indicator on European active and democratic citizenship competencies, the paper presents two preliminary achievements. First, minimum requirements are laid down (chapter 3), and second, instruments for a European module within the IEA-International Civic and Citizenship Education Study are suggested (chapter 6.3). These measurement options relate to the aspects of multiculturalism, dealing with conflicts, children's rights and critical thinking. The paper finishes with a documentation on further research needs (chapter 7) related to conceptual and statistical analysis as well as to the usage of indicators.

The work on this paper was divided between the authors. Ruud Veldhuis wrote chapter 1 to 4 and Hermann Josef Abs wrote chapter 5 to 7.

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## 1. Introduction

This paper is part of the research project 'Active Citizenship for Democracy'. In this paper we will propose indicators for active citizenship. Since a separate paper will be written about indicators for political participation, this paper will focus on the other dimensions of citizenship, social, cultural and economic. It will also formulate indicators for the outcome of the learning process, the indicators that establish the competences that citizens need for participation in democratic society and citizenship behaviour.

Citizenship is an **essentially contested concept** in the social sciences, which means that this definition inevitably raises endless disputes (Heater 1990). The literature is overwhelming but we will abstain from summarizing the discussion. We make an exception for the seminal work of T.H. Marshall because we propose to distinguish four dimensions of citizenship contrary to the three that are described by him.

The definition of **active citizenship** is contested as well but in this Crell-project agreement has been reached about the following definition: "Participation in civil society, community and/or political life characterised by mutual respect and non-violence and in accordance with human rights and democracy" (Hoskins 2006).

We build the construction of indicators on a Crell working document with domains and principle factors where we focus the construction of indicators on the 'Personal Level Outcomes' and 'Community Level Outcomes' (Crell 2006a)

Statistical options for working on indicators will be shown in an exemplary way using data from the World Value Study the European Social Survey and the IEA-CIVED Study. We discuss the construction of a multidimensional composite indicator, the mutual validity of data as a precondition for using different surveys as database within one indicator, and the definition of suitable frames of reference for indicators. Finally we document open questions for further research.

## 2. Dimensions of citizenship

### 2.1. T.H. Marshall's writing about citizenship

Many authors base their approach of citizenship on the work of T.H. Marshall (1950). The conception of citizenship that he introduced in his acclaimed publication was derived from membership in the nation-state. He distinguished three dimensions of citizenship: civil, political and social. At the time his concept of citizenship was a progressive one, since he saw these three citizenship dimensions developing from the years of industrialization until the 20<sup>th</sup> century. Citizenship rights develop with the increase of equality in the society. In the 18<sup>th</sup> century he saw the development of civil rights of individuals; the development of political rights taking place in the 19<sup>th</sup> century; and the development of social rights took place in the 20<sup>th</sup> century.

"Citizenship is a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed. There are not universal principles that determine what those rights and duties shall be, but societies, in which citizenship is a developing institution, create an image of ideal citizenship against which achievement can be directed. The urge forward along the path thus plotted is an urge toward a fuller measure of equality, an enrichment of the stuff of which the status is bestowed... Citizenship requires a direct sense of community membership based on loyalty to a civilization which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law. Its growth is stimulated by the struggle to win those rights and their enjoyment when won." (Demaine, 1996, 67)

The attractiveness of his approach of citizenship is that it is based upon the idea that membership in a society rests on the principle of formal equality. Marshall introduced a tripartite distinction of citizenship: **civil, political and social**.

The **civil** dimension of citizenship includes the rights to property, individual freedom and legal protection (equality before the law).

The **political** dimension refers to participation in the public arena and includes the right to vote and participate in the political decision-making process (formal equality).

The **social** dimension includes the right to income and decent housing, health care and education for all (equality of opportunity).

Marshall has been criticized for his assumption that citizenship rights developed from civil to political to social rights. He was also criticized because he focused on the male working class during the industrial revolution in Britain. Nevertheless Marshall's theory has been so influential "that many scholars and activists equate genuine citizenship with the full possession of all three types of rights, and use his theory as a framework for the study of political rights and democratic governance, as well as a normative basis for the formulation of claims towards three institutions in modern societies involved in the regulation of citizenship, namely the legal, governmental, and welfare systems of modern western democracies." (Bachman & Staerkle 2003)

## 2.2. A fourth dimension of citizenship

Marshall distinguishes three dimensions of citizenship, but we have three arguments to add economic citizenship as a fourth dimension and rearrange the other three.

One argument is derived from feminist literature which introduced the concept of economic citizenship. "[...] no one can enjoy civil and political rights without social and economic citizenship." The modern gender system made it difficult for women to become full citizens. While most policymakers (including female ones) assumed that women were not, and should not be breadwinners, some feminist authors state that to be a real citizen, one must earn (Kessler-Harris, 2001).

Another argument is that with the economic dimension of citizenship factors are included in the 'personal level outcomes' that would otherwise have been excluded or underestimated. The globalization of the economy makes the economic subsystem exerting powerful influences on the others, in particular on the political system.

The third argument is based on the sociological approach of Talcott Parsons (1951) who distinguishes four dimensions in social systems.

Parsons is a functionalist who offered an analysis of social systems. He conceived social systems as an open system constantly engaged in an exchange with enviroing systems. Parsons distinguishes four functional requisites of any system of action:

1. The function of pattern maintenance: this refers to the maintaining of stability (family, education, culture contribute to socialization and role commitment) (the cultural system)
2. The function of goal attainment: what is necessary for the functioning of the system (the political system)
3. The function of adaptation: refers to the use of scarce resources (the economic system)
4. The function of integration: focuses at the system of legal norms and the legal system (courts, police, law) (the social system)

In Parsons' analysis the social system is divided in four distinctive subsystems.

On the basis of the afore mentioned three arguments, we propose to distinguish four dimensions of citizenship:

1. **Political citizenship:** citizens are a part of the decision-making systems that decides about the distribution of scarce goods; this dimension deals with participation in formal (voting) and (inter)active ways of political involvement at various levels (neighbourhood, local, regional, national and European); this dimension refers to political rights and duties vis-à-vis the political system, and includes the handling of the government bureaucracy.
2. **Social citizenship:** citizens have relations between each other and they have to contribute to society as a whole; this dimension is about the functioning of an individual in the living environment, in situation of (health)care and leisure; the participation in society demands loyalty and solidarity.
3. **Cultural citizenship:** citizens are introduced in society, they are educated and receive the norms and values which are shared in the society they live in; this dimension of citizenship refers to consciousness of a common cultural heritage, the developing of an own identity and the functioning in a multicultural society.



4. **Economic citizenship:** citizens are also workers and consumers; this dimension refers to the relation of an individual towards the labour- and consumer market and implies the right to work and citizenship within a company or enterprise. The legal, European and global dimension can be added to every dimension. In the current CRELL-project we propose to create *European citizenship* as a separate dimension.

### 3. Personal level outcomes: Competences of citizens

The definition of Education and training for active citizenship that is adopted in the Crell-project is:

'Learning opportunities (formal, non-formal and informal) that occurs at any stage of the life cycle that facilitates or encourages active citizenship' (Hoskins 2006)

The definition of **citizenship education** which was introduced during the Council of Europe-project 'Education for Democratic Citizenship', is more specific:

"the set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society" (Birzea, 1996. 16)

This definition includes the notion that citizenship education should extend knowledge, skills (social, intellectual, technological), attitudes (respect for cultural and political diversity, respect for rational argument, interest in community affairs) and values (justice, democracy, rule of law) and stimulate participation.

The definition has the advantage to include social and political citizenship, which means participation in the public space (voting, influencing policymaking, etc) and in the civil society (be an active member of voluntary associations).

There are social-economic, cultural and political developments in societies for which citizens have to be equipped with certain **competences** so that societies can cope with these developments.

In the **political** domain we see a declining participation of citizens in formal politics. Some politicians and political scientists talk about a gap between citizens and politics. For a healthy democracy the participation of citizens is seen as essential.

In the **social** domain we see a change of participation in civil society and a wish to fight the phenomenon that a part of the population is (threatened to be) excluded from society. An older phenomenon is the individualization of society. A new development is the participation of citizens in so-called 'light communities'. See also paragraph 4.2.

In the **cultural** domain we see the consequence of global migration streams and a desire and necessity to better integrate migrants

In the **economic** domain the globalisation of the economy has a lot of consequences not only for governments but also for citizens. An important consequence being that national governments have only a marginal power to decide about the national economy. Real decisions are taken in international bodies and international companies.

We propose the following forms of participation on society level as **minimum requirements** for a well functioning society and for citizens well being. The minimum competences of citizens that are mentioned hereafter should qualify citizens for active participation.

	<b>Minimally expected forms of participation</b>
1. Political participation	<b>Vote</b> at local, regional, national or European election and in referenda <b>Influence decision-making</b> when opportunities are offered or via informal ways (lobbying) Come up for citizens <b>own interests</b> by contacting civil servants or politicians
2. Social participation	Become a <b>member of voluntary associations</b> Become a <b>member of the board</b> of an association or take part in other activities of the association
3. Cultural participation	<b>Fight exclusion and discrimination</b> Promote <b>social cohesion</b>
4. Economic participation	Contribute to the production process: <b>work</b> Become a member of the company's <b>workers council</b> Take action against <b>unequal global distribution of wealth</b>

What is the explanation for this approach?

Ad 1. Governments strive for participation of citizens in the political process in order to gain legitimacy. From a poor participation a poor democracy may result (Putnam 2000).

Ad 2. Research indicates that under specific circumstances social participation can contribute to political participation. It may be expected that citizens who are active in voluntary associations will also participate in political decision-making (Van Deth 2001).

Ad 3. The European Union developed a policy to counteract exclusion and discrimination. Social cohesion is explicitly mentioned in the draft EU-constitution (Draft Constitution 2003) Several EU-member states with groups of, badly integrated like in the Netherlands, migrants and in size varying groups of refugees and asylum seekers develop policies to prevent the outbreak of violence as in some French 'banlieus' in 2006.

Ad 4. In most EU-countries participation in workers councils is a lawful right. There is extensive evidence that involvement and democratic participation in the workplace increases not only production, it can also increase satisfaction in work and can influence the sick rate.

In paragraph 4.1 we will suggest what indicators can measure the competences needed for that participation.

### **Basic competences for participation**

We now translate the socially expected participation in a minimum package of knowledge, attitudes and skills. If we expect citizens to vote, to participate in (local) decision-making, to be active in civil society, that they do not discriminate, and be active in their workplace what minimal information, attitude and skills does a citizen then need?

*Vote.* In order to be able to vote, citizens need knowledge and insight in the essence of the political system; in the way the representative system functions in a parliamentary democracy; how the separation of powers is organized; what the role is of political parties; know the differences between political parties; read party programmes; understand how election campaigns function; they should know how votes are cast, how the counting and allocation of seats in parliament works, how to establish a political party, how a new government is formed after elections.

*Influence decision-making.* Citizens need to know how the formal and actual policy- and decision-making takes place (at local, national and European level), what the role is of civil servants, the elected, the (local) government, advisory councils, ways of influencing policymaking; know how to contact officials, collect information, contact interest groups and political parties; know how societal wishes are transferred in political demands; what the role is of the media; know how the implementation of decisions can be influenced.

*Bureaucracy.* Know what institutions or organizations to contact for specific problems.

*Civil society.* Know what organizations play a role in society in between government and the market economy. What their role is in the democratic process. How to become a member of voluntary associations. Know how the boards of these associations function.

*Exclusion.* Fight discrimination in personal relations at the workplace, in the neighborhood, at school etc.

*Work.* Know how countries provide in the needs of their citizens

*Participate* in the company decision-making process. Know the rights and duties of employers and employees.

*Underdevelopment.* Worry about third world poverty. Fight inequality. Know what role national and European governments play in relieving poverty. Know the role of voluntary organizations in this field.

For citizenship education activities it is advisable to differentiate between types of citizens. Various authors (Westheimer and Kahne 2004, Amna 2001, Schudson 1998) distinguish categories of citizens and the differing needs in terms of knowledge, skills etc they have. Citizens who only monitor policy making need different qualifications from citizens who wish to be active and influence decision-making. We save time and space by abstaining from elaborating on the topic.

The Council of Europe invested quite considerably in developing a framework that describes these competences for policymakers, teachers, trainers, and teacher trainers. Various scientists (Patrick, 2003, Himmelmann, 2005), task forces (NCSS, 2001) and working groups (2004) have been making inventories of what competences citizens should possess in order to be a 'good' or 'effective' or 'active' citizen.

On the basis of the publications of these organizations and individuals we composed a **minimum package** that citizens need in order to effectively participate in democratic society. We interpret the list with 'personal level outcomes' in the Crell project as the maximum package of competences. In paragraph 5.1. we suggest indicators for these competences.

An **'active citizen'** needs the following competences

**Knowledge of:**

- key elements of the political and legal system (human) rights and duties, parliamentary government, the importance of voting) (local, national, European level)
- the basics of democracy, political parties, election programs, the proceeding of elections
- the role of the media in personal and social life
- social relations in society: social rights
- the history and cultural heritage of own country; of predominance of certain norms and values
- different cultures in the school and in the country
- main events, trends and change agents of national, European and world history
- the work of voluntary groups

**Attitude:**

- support for the political community
- acceptance of the rule of law
- strive for justice and the equality and equal treatment of citizens
- to respect gender - and religious differences
- negative about prejudice, racism and discrimination
- democratic attitude, feel responsible, political confident, trust in and loyal to democratic principles and institutions,
- sense of belonging to the community
- tolerance and respect; open to change; able to adapt and to compromise
- preservation of the environment;
- respect for human rights (freedom, diversity, equality)
- respect for the dignity and freedom of every individual
- that it is important to be/become involved in society and in politics

**Skills:**

- to take part in political discussions; consciousness of current political issues; to be able to evaluate a position or decision, take a position, defend a position
- to resolve conflicts in a peaceful way; ability to judge
- to interpret the media messages (interests and value systems that are involved etc.)
- to have media skills to look, choose, and 'use the buttons'
- to have language competence, reading and writing;
- to be capable in critical handling of information and information technology;
- to possess communication skills
- to know how to vote; to monitor and influence policies and decisions
- to use the media in an active way (not as consumer, but as producer of media content)
- to participate in voluntary organisations;
- to build coalitions; to co-operate; to interact
- to be capable to handle multiculturalism

## 4.1. Indicators for Personal Level Outcomes

*(# means: Survey questions available in annex)*

Knowledge		
Principle Factors	Sub-categories	Indicators
Human rights	<ul style="list-style-type: none"> <li>rights and responsibilities of citizenship</li> <li>global rights and responsibilities</li> </ul>	<p>The percentage of the population that have knowledge of citizenship rights and duties.</p> <p>The proportion of persons that know the 'right to work', that compulsory or forced labour is not allowed, that just and favourable conditions of work are essential.</p> <p>The percentage of the population that have knowledge of rights to be defended by the international community; the number of persons that act responsibly for underdeveloped countries</p>
Political literacy	<ul style="list-style-type: none"> <li>the political system</li> <li>party politics</li> <li>principles of democracy</li> <li>the election process</li> <li>EU political system</li> </ul>	<p>The percentage of the population that know where decisions are taken (in Parliament, by the cabinet of ministers, by a president/king or queen)</p> <p>The percentage of the population that know the differences between ideologies of political parties</p> <p>The percentage of the population that know about the (importance of) the separation of powers</p> <p>The percentage of the population that have the procedure of casting a vote and counting</p> <p>The proportion of the people who know the power centers in the EU, the voting system for the European Parliament; the (lacking of the ) European party system</p>
Historical knowledge	<ul style="list-style-type: none"> <li>events, trends and agents of change</li> <li>political ideas/practices in a European context</li> <li>European integration</li> </ul>	<p>The proportion of the people who have knowledge of the democratization after 1968, the détente after 1989, flows of migration, globalising economy, regional conflicts, energy (oil) supplies scarcer, Muslim fundamentalism</p> <p>The proportion of the people who know that the European cooperation after world war II was intended to prevent wars, have knowledge of advantages and consequences (power shift) of the EU</p> <p>The proportion of the people who know the background of the EU, the different phases from EEG-&gt;EU, the enlargement process, the draft 'constitution', etc #</p>

Current affairs	<ul style="list-style-type: none"> <li>♦ Main events, trends and change agents of national, European and world history</li> </ul>	<p>The proportion of the people who can answer correctly questions that test current issues (national/European/global) #</p> <p>The proportion of the people who follow politics in the news on tv, radio or daily papers ##</p> <p>The percentage of the people who know consequences of industrial production.</p>
European diversity	<ul style="list-style-type: none"> <li>♦ Languages</li> <li>♦ Religions</li> <li>♦ Customs</li> <li>♦ Ethnicity</li> <li>♦ Legal basis for European diversity</li> </ul>	<p>The percentage of people who speak one or more foreign languages</p> <p>The percentage of people who are familiar with different religions in the country and in Europe. The percentage of people who know what freedom of religion means</p> <p>What numbers of people have knowledge of diversity of customs as a consequence of open society and migration.</p> <p>The percentage of people who have knowledge of Europe as a multicultural society</p> <p>The percentage of people who have knowledge of diversity in the national constitution, international conventions, and the draft EU-constitution</p>
Cultural heritage	<ul style="list-style-type: none"> <li>♦ European and non-European cultures</li> </ul>	<p>The percentage of people who have knowledge of differing or converging norms and values</p> <p>The percentage of people who have knowledge of typical characteristics of the country</p> <p>The percentage of people who know what the EU has in common and what are differences with non-European cultures.</p>
Legal matters	<ul style="list-style-type: none"> <li>♦ European legal system</li> <li>♦ European and national laws</li> </ul>	<p>The percentage of people who know of the core of the lawmaking process in the EU</p> <p>The percentage of people who know of European laws overruling national laws</p>
How to influence policy making and society	<ul style="list-style-type: none"> <li>♦ The main channels of political and social influence</li> </ul>	<p>The proportion of people that have basic knowledge of the functioning of the political system: role of government, parliament, advisory councils, political parties, media and third sector</p> <p>The proportion of people that know how to use the media in order to influence decision-making</p>

Skills		
Principle factors	Sub-categories	Indicators
Creativity		<i>[Creativity is a factor that is part of other sub-categories. See 'working with others' hereafter.]</i>
Research capability	<ul style="list-style-type: none"> <li>♦ Search for information</li> <li>♦ Retrieve information</li> <li>♦ Organise and analyse information</li> </ul>	<p>The proportion of people that know where to search for background information regarding social and political issues</p> <p>The proportion of people that are familiar with the use of libraries or internet or knows persons with access to information</p> <p>The proportion of people that are capable to organize and analyse information for others and/or for decision-making</p>
Advocacy		The proportion of people that have the capacity to plead for social/political case on local, regional, national or EU level
Autonomy/agency		<i>[Suggestion: skip this item].</i>
Critical reflection	<ul style="list-style-type: none"> <li>♦ Critical thinking</li> <li>♦ Critical reading</li> <li>♦ Critical listening</li> <li>♦ Critical watching</li> </ul>	<p>The proportion of people that are capable to analyse social and/or political cases.</p> <p>The proportion of people that can distinguish opinions from facts.</p> <p>The proportion of people that are capable to read between the lines, can evaluate political positions and know how newspapers are made</p> <p>Idem for 'listening'</p> <p>The proportion of people that have knowledge how television is produced and how selection of information takes place.</p>
Communication	<ul style="list-style-type: none"> <li>♦ Presenting ideas in writing</li> <li>♦ Orally</li> <li>♦ Through pictures</li> </ul>	<p>The proportion of people that have the capacity to write texts</p> <p>The proportion of people that can give an oral presentation</p> <p>The proportion of people that can make and give a visual presentation</p>
Debating skills	<ul style="list-style-type: none"> <li>♦ Ability to understand, accept and reflect on others' perspectives</li> <li>♦ Ability to persuade another person using argument</li> </ul>	<p>The percentage of people that participate in debate /discussion and can accept different views and opinions.</p> <p>The percentage of people who are in control of themselves, can listen and react in peaceful manner using arguments.</p>
Active listening	<ul style="list-style-type: none"> <li>♦ Following another's verbal reasoning</li> <li>♦ Reflection on this</li> </ul>	Similar to debating skills
Problem solving	<ul style="list-style-type: none"> <li>♦ Reflection on solutions and their consequences</li> </ul>	The percentage of people that are capable to describe a social or political problem; identify who is involved in the issue; what interests are at stake; and what are possible solutions.
Coping with complexity	<ul style="list-style-type: none"> <li>♦ Awareness of the complex nature of reality</li> <li>♦ Ability to manage this in a positive way</li> </ul>	
Working with others	<ul style="list-style-type: none"> <li>♦ Understanding of the norms of collaboration</li> <li>♦ Working together creatively</li> </ul>	<p>The proportion of people that worked together with others to fight a local or national issue.</p> <p>The proportion of people that are directed at finding a solution for an issue</p>

Conflict resolution	<ul style="list-style-type: none"> <li>♦ Building a compromise in a democratic manner</li> </ul>	The proportion of people that believe that conflicts can be solved by discussion or mediation. The proportion of people that are able to choose the democratic procedure from a variety of solutions for a conflict (ranging from physical violence to court or ombudsman decisions)
Intercultural competence	<ul style="list-style-type: none"> <li>♦ Empathy with others</li> <li>♦ Knowledge of other cultures</li> <li>♦ Capacity to accept and respect diversity</li> </ul>	The proportion of people that show signs of understanding for the acceptance of refugees in own country The proportion of people that score positively for knowledge questions about different cultures The proportion of people that score positively for cases about treatment of homosexuals, women, Muslims ##
Decision making	<ul style="list-style-type: none"> <li>♦ How to vote</li> <li>♦ Monitor and influence policies and decisions</li> </ul>	See 'knowledge'/ political literacy The percentage of people who have the ability to differentiate between programmes of political parties, express diverging interpretations and opinions, and discuss with politicians
Ability to influence society/policy	<ul style="list-style-type: none"> <li>♦ Influencing institutions</li> <li>♦ influencing individuals</li> <li>♦ participate in voluntary associations</li> </ul>	The amount of people that build coalitions; co-operate; contact individuals and/or institutions. The amount of people that fight against poverty and exclusion The amount of people that become a member of a voluntary association with the aim of exerting influence.
Media literacy	<ul style="list-style-type: none"> <li>♦ role and function</li> <li>♦ access to media</li> </ul>	The amount of people that can interpret the media messages (interests and value systems that are involved) The amount of people that have media skills to look, choose The amount of people that are able to use the media in an active way (as a producer of media content)

Attitudes		
Principle Factors	Sub-categories	Indicators
Political trust	Support for the political community	The proportion of people who have trust in democratic principles and institutions. Proportion of people who report a high level of trust in the legal system, courts, local government or council, national government, etc
Political interest	Interest in social and political developments at various levels	The proportion of people who follow the news, read newspapers, read internet news sites The proportion of people who are interested in politics, national or international affairs
Political efficacy	Political confident	The proportion of people who agree/disagree that they can influence political decisions (national, regional, local) The proportion of people who have taken action to solve a problem at local or national level The proportion of people who agree/disagree that the views of citizens are taken into account by politicians
Autonomy and independence		The proportion of people who see him/herself as a person who acts autonomously or is depending of others ##



Resilience		<p>The percentage of people who develop/sustain caring and supportive relations</p> <p>The percentage of people who make realistic plans and carry them out</p> <p>The percentage of people who have a positive self image and confidence in one's strengths and abilities</p>
Cultural appreciation		<p>The proportion of people who enjoy living among people that come from other countries and who see the own society as enriched by people from other cultures.</p> <p>The proportion of people who welcome newcomers</p>
Respect for other cultures		<p>The proportion of people who respect religious and cultural differences ###</p> <p>The proportion of people who accept differences in dress because of cultural/religious background.</p>
Openness to change/difference of opinion		<p>The proportion of people who have a positive attitude toward changes in personal life and in society</p> <p>The proportion of people who are willing to handle differing opinions</p>
Responsibility		<p>The percentage of the population who want to take care of the environment</p> <p>The percentage of the population who support people who are less well off #</p>
Openness to involvement/active citizenship		<p>The percentage of the population who think that it is important to be/come involved in society and in politics ##</p> <p>The percentage of the population who are prepared to become active in an interest group or a voluntary association</p>
Democratic attitude		<p>The proportion of people who are satisfied with the functioning of (European) democracy. The proportion of people who do not wish a strong leader.</p> <p>The proportion of people who are in favour of interaction of citizens in decision making.</p> <p>The proportion of people who think that the EU makes life safer, prevents conflicts and distributes wealth more equally.</p>

Values		
Principle Factors	Sub-categories	Indicators
Human rights	<ul style="list-style-type: none"> <li>♦ Respect for human dignity</li> <li>♦ Responsibility to uphold others' rights</li> </ul>	<p>The proportion of people who are negative about prejudice, racism and discrimination</p> <p>Proportion of people who experienced negative attitudes towards citizens with different cultural background in the media, public transport, government officials, restaurants etc</p>
Democracy	<ul style="list-style-type: none"> <li>♦ The rule of law</li> <li>♦ Political pluralism</li> <li>♦ Democratic freedoms</li> </ul>	<p>The proportion of people who accept the rule of law</p> <p>The proportion of people who prefer a multi-party system, and value different ideologies.</p>

Gender, race and sex equality		The percentage of the people who strive for justice and the equality and equal treatment of citizens ### The percentage of the people who are of opinion that equal payment for a job irrespective of the persons gender, race or sexual preference is normal
Sustainability		The percentage of the people who value the environment in which he/she lives. The percentage of the people who feel careful about polluting the environment and prefer the use of public transport for this reason
Peace/non-violence		The percentage of the people who rate positively on a statement about solving conflicts in peaceful manner.
Fairness and equity		The percentage of the people who take a position in cases of unfair treatment at work or school # The percentage of the people who agree that in similar cases men/women have to be treated equally.
Valuing involvement/active citizenship		The proportion of people that rate positively on a statement about activity in voluntary association # The proportion of people that rate positively on a statement about activity in local decision-making.

Identity		
Principle Factors	Sub-categories	Indicators
Sense of personal identity		The proportion of people that see themselves as an autonomous individual #
Sense of community identity		The proportion of people that express a feeling of belonging to a community # The proportion of people that express a feeling of belonging to an ethnic or cultural group.
Sense of national identity		The proportion of people that express a feeling of belonging to a nation ###
Sense of European identity		The proportion of people that express a feeling of belonging to Europe/the EU ##
Sense of global identity		The proportion of people that express a feeling of being a world citizen ##

## 4.2 Indicators for community level outcomes

In this paragraph we turn to citizen behaviour. In the preceding paragraphs we made the distinction in four dimensions of citizenship. Citizens participate ideally in four domains of society. In this paragraph we will describe the social, economic and cultural forms of participation. The political dimension is being covered by our colleague Günther Ogris.

What indicators are available to measure participation in these three domains of citizenship? We also indicate with sign # that the indicators are covered by surveys. The survey questions are listed in the annex.

**Political participation** is the involvement in activities in relation to government and democracy. It includes political activities like membership of political parties and political interest groups, contacting members of local council and parliament. Citizen participation offers the opportunity to incorporate citizens' needs and wishes into governmental decisions

Günther Ogris divided political participation in three main domains: participation in the representative system, activities within participatory democracy and value oriented activities. The first domain comprises four dimensions: voting; regular party work; formal support of election campaign, informal support of election campaigns.

The second domain is participation in public debates, in peaceful protest, ethical consumption, illegal and violent participation and active information seeking.

The third domain concerns value oriented activities, activities that aim at specific goals that are based on values like respecting the rule of law, human rights, rights of minority groups, promotion of peace etc.

### ***Social participation***

Social participation means that people are engaging in all domains of living together. Social participation is the involvement in activities that are valued in their own right, and reflect personal interests or a desire for individual enjoyment and gratification. It includes: activities with family and friends, neighbours and colleagues (Edwards, 2004 p 43).

Research indicates that high levels of social participation and connectedness can contribute to the well being of society as well as contributing to resilience of individuals and communities (Edwards 2004, Putnam 2000).

Social capital refers to the value that [social networks](#) have for the community and individuals and the inclination to do things for each other as a result from being part of these networks. Social capital is the consequence of interaction between people like in families, workplace, neighbourhoods, voluntary associations, and interest groups.

Social capital is related to a number of other ways of describing the functioning of individuals and groups in society and of the functioning of society as a whole. Terms that are used in that connection are: social participation, social inclusion and exclusion, social cohesion etc.

When people are participating fully in social and economic life and have good relations with family and friends and are participating in the community, it is said that they are socially included.

The work of Robert Putnam (1994, 2000) has been influential in strengthening the idea that membership of voluntary associations is key to the functioning of democracy. In his research of Italian regions (1994) he concluded that being active in the community, in the form of membership of neighbourhood associations or sports clubs, was a determining factor in regional differences in effective government; the more people were active in communities the better democracy functioned. In *Bowling Alone* Putnam showed the decline of community activity in the USA and thus the erosion of social capital. "(...) social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them". (Putnam 2000 p. 19) The OECD uses a slightly different definition: "networks, together with shared norms, values and understandings which facilitate cooperation within or among groups" (Edwards 2004, 5)

We will not describe in detail the distinction commonly made between three types of social capital: bonding social capital (closer connections like between family members), bridging social capital (more distant connections like between business associates and acquaintances) and linking social capital (connections with people in power, people who are on unequal footing).

The literature on the contribution of voluntary associations to the functioning of democracy dedicated a lot of attention to the influence of internal organization and structure. Putnam stated that organizations with face-to-face interaction were more effective at preparing people for political participation. Large membership organizations who are so professionalized that the active participation of members is no longer needed, contribute far less. On the other hand these organizations have the capacity to influence decision-making. (Putnam 2000, SCP 2005, Van Deth 2001)

A major contribution to the theory of social capital was made by Fukuyama. He introduced the concept 'trust' and argued that interpersonal trust is basic for a wide variety of social relationships and mutual trust eases the co-operation between individuals (Schaik 2002).

One of the points of critique on Putnam and his followers is that they failed to pay attention to the simultaneous rise of new forms of participation. The participation indicators used by Putnam c.s. focused too exclusively on formal participation thus neglecting the more informal forms of connectedness and participation (Hooghe 2004)

Researchers at the University of Amsterdam are testing this hypothesis that social cohesion takes place at smaller scale. People are more active in unorganized clubs, so called 'light communities', which makes it more difficult to measure.

([www.lichtegemeenschappen.nl](http://www.lichtegemeenschappen.nl) , <http://www.actiefburgerschap.nl> )

Putnam (2000) also reports that there is a link between social participation and tolerance. Social joiners and civic activists are as a rule more tolerant of dissent and unconventional behavior than social isolates.

Social and cultural participation is recognized as a fundamental human right (Human Rights Declaration). Social participation is not only beneficial for the individual, but also for the productivity in work and for the wider community.

## **Cultural participation**

Although there is no shared definition of culture (google offers more than 9 million hits for 'definition of culture') we adopt the sociological approach:

*The system of shared beliefs, values, customs, behaviours, and artefacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.* (Bates 1976)

Participation in the cultural domain can help building a more cohesive and connected community. In the long run the health of communities is influenced by a healthy amount of social capital (reciprocal relationships). Cultural participation is an important way of strengthening social capital. Although people participate in culture just to enjoy themselves, the result can be that differences between people can be overcome by expressing their values and customs in art and cultural activities. Cultural participation, especially the active participation instead of the passive one of spectator, can contribute to connecting people across differences. If participation in cultural activities takes place in neighbourhoods then it can play an important role in creating shared ownership of the community. (Putnam 2000)

**Economic participation** includes participation in the labour force and the exchange of goods and services. Participation in the workplace brings people in contact with networks of friends and colleagues. Participation in the workers councils has consequences for the policy making of a company or enterprise. Economic participation provides opportunities for social relationships. It also gives individuals the possibility to learn skills like cooperation, working with computers and make friends. Research suggests that 'the workplace, more than neighbourhoods or even voluntary associations, provides a place where individuals may discuss important issues, such as political values and current affairs'. (Edwards 2004)

Because people have paid jobs they can participate in professional networks and workers unions. Membership or being active in these organizations can have positive effects for participation in democracy and in the political domain in general. (Van Deth 2002, Putnam 2000)

People who are (long term) unemployed, may have difficulty in access to social networks and that may lead to social exclusion. Unemployed people may not have the resources to participate in community or cultural activities.

Paying taxes (a citizen duty often prescribed in laws or constitutions) offers the (local, regional, national and European) governments the opportunity to provide services in the interest of the collective. Those who are employed generally pay their income taxes directly. Via consumption of goods value added taxes flow in the treasury. There are however many ways of avoiding or refusing to pay taxes.

Connected with the previous issue is the problem of fighting corruption. From the perspective of transparency of decision making, the functioning of democracy and equal treatment, the integrity of the public sector should have priority.

## Comprehensive List of Indicators for community outcome

(# means: Survey Questions available in Annex)

### Political Participation

Indicators for this domain or dimension can be found in the paper of Günther Ogris (SORA).

Social Participation		
Principle Outcomes	Sub-categories	Indicators
Community participation	<ul style="list-style-type: none"> <li>Recreation</li> <li>Informal/voluntary</li> <li>Neighbouring</li> <li>Organizing activity for the community</li> </ul>	<p>The degree of participation in activities of recreational groups or organizations #</p> <p>The percentage of people that are prepared to participate in a community activity #</p> <p>The proportion of people who maintain contacts with family and friends</p> <p>The number of students that participate in service learning (extra curricular school activity)</p> <p>The amount of people that have a feeling of belonging to a cultural group</p> <p>The amount of people who assist in school activities, neighbors, homeless people, play football in the park of the community and other informal networks</p>
Associational life	<ul style="list-style-type: none"> <li>Attend a meeting</li> <li>Give financial support</li> <li>Collect money for charity goals</li> <li>Interest others for the association</li> <li>Participate in schooling activity</li> <li>Active in (patient) interest group</li> <li>Kind of activity</li> </ul>	<p>The total number and type of organization voluntary associations per country</p> <p>The number of people who belong to these voluntary association (varying from sports - to parents association) ##</p> <p>The percentage of the members do volunteer work for a charity organization ##</p> <p>The percentage of people who are a member of a political party or union</p> <p>The percentage of people who are organized in employee associations</p> <p>The proportion of people that are actively involved (in a certain period)</p> <p>The frequency of this active involvement</p> <p>How many people know someone in an institution or organization</p> <p>How many people have been involved in a group that strives for social or political change</p> <p>The number of people that took action to solve a problem (local, regional, national, European)</p> <p>The proportion of people that report the setting up (with others) of an interest group or a network for political purposes</p> <p>The number of persons that participate via <u>websites</u> in protest demonstrations</p> <p>How many people know and contact an MP, minister, civil servant, mayor, local councillor, member of political party, journalist, etc</p>

Neighbourhood	<ul style="list-style-type: none"> <li>♦ Participate in community activities (youth act.)</li> <li>♦ Meet with other cultures</li> <li>♦ Active in housing association</li> </ul>	<p>The amount of people who spend time to help people in their community #</p> <p>The amount of people who spend time with people from different cultures</p> <p>The amount of people who are a member of a housing association or owners association</p>
School life	<ul style="list-style-type: none"> <li>♦ As a student</li> <li>♦ member of parents council</li> <li>♦ attend parents evenings, festivities, sports activity</li> </ul>	<p>Percentage of students that are a member in school council or school parliament #</p> <p>The number of people that organized a political event at school #</p> <p>The number of parents that are a member of a parent council #</p> <p>The amount of parents who attend parent evenings, festivities, sport activities #</p>
Youth initiatives	<ul style="list-style-type: none"> <li>♦</li> </ul>	<p>The proportion of pupils that participated in the school newspaper</p> <p>The amount of students that took part in student exchange</p> <p>The number of youth who are a member of youth organizations ###</p>

Cultural Participation		
Principle Outcomes	Sub-categories	Indicators
Participation in cultural activities	<ul style="list-style-type: none"> <li>♦ Participating in or attending singing, dancing, acting or music</li> <li>♦ Visiting cultural sights</li> </ul>	<p>The proportion of people who go a certain number of times to live performances (plays, concerts, opera's, ballet and dance)#</p> <p>The amount of people who visit (what number) cultural sites #</p>
Organization of cultural activities	<ul style="list-style-type: none"> <li>♦ Participating in or attending singing, dancing, acting or music</li> </ul>	<p>The proportion of people who participate in cultural organizations #</p> <p>The proportion of people who belong to a cultural organization (membership) specified for active or inactive membership ##</p> <p>The proportion of people who participate in cultural public performances #</p>
<i>Participation in religious organizations</i>	♦	<p>The percentage of the population who are member of a religious organization, donate money, or do voluntary work for the religious organization #</p> <p>The percentage of the population who participate in religious <u>events</u> #</p> <p>The proportion of people who attend religious <u>services</u></p>
<i>Participation in cultural organizations</i>	♦	<p>The proportion of people who are member of cultural organizations, donate money, do voluntary work #</p> <p>The proportion of people who participate in an organization of people with a foreign language or different cultural/ethnic background</p>
<b>Multicultural experiences</b>	<ul style="list-style-type: none"> <li>♦ Contacting citizens from different cultures or sexual orientation or religion</li> <li>♦ Communicate with citizens from other countries</li> </ul>	<p>The percentage of the population who are member of immigrants organization, donate money, or do voluntary work #</p> <p>The proportion of people who have been in the house of a friend of a different cultural background or invited him/her in his/her house</p> <p>The amount of people who participate in citizen or student exchange with other countries#</p>



Economic Participation		
Principle Outcomes	Sub-categories	Indicators
<b>Participation in the labour market</b>	<ul style="list-style-type: none"> <li>♦ choose a job</li> <li>♦ critical re. social-ethical aspects: environment, fraud, security,</li> <li>♦ if unemployed: find social security</li> <li>♦ use workers rights</li> </ul>	<p>Participation rate in the labour force</p> <p>The percentage of the population who seek a job in socially responsible companies</p> <p>The proportion of the population who receive government support (sick leave and unemployed)</p> <p>The percentage of the population who use their workers rights, economic rights, and the right to work</p> <p>The proportion of the population who have maintained relations with colleagues</p>
<b><i>Participate in workers union</i></b>	<ul style="list-style-type: none"> <li>♦ be active at local level</li> <li>♦ Go on strike</li> <li>♦ Go to demonstration or meeting</li> <li>♦ Workers council</li> </ul>	<p>Proportion of the population who are members of a trade union; participate in workers' council; participate in voluntary work for the trade union#</p> <p>Active/inactive membership #</p> <p>The percentage of the population who (would) join (un)official strikes #</p> <p>The percentage of the population of workers who participate in a workers council</p>
<b><i>Pay taxes</i></b>	♦	<p>The proportion of people that avoid tax payment, or cheating on taxes</p> <p>The percentage of the population who agree that tax payments are transfers to socially backward groups (handicapped, unemployed etc)</p>
<b><i>Integrity</i></b>	♦ fight corruption	<p>The percentage of increase or decrease of the level of corruption in a country #</p> <p>What are the sectors of society that are influenced by corruption (from military to customs) #</p> <p>The number of times bribing someone #</p> <p>Examples of corruption that are intolerable (from a favour to cash) #</p> <p>The proportion of people that accept a bribe in their work</p>
<b><i>Ethical consumption</i></b>	<ul style="list-style-type: none"> <li>♦ consume critically/fair trade</li> <li>♦ Boycotts</li> <li>♦ Organic (?)</li> </ul>	<p>The percentage of the population who bought or did not buy certain products for ethical or environmental reasons #</p> <p>The percentage of the population who ever boycotted certain products #</p>
<b><i>Employers organization</i></b>	♦	<p>The proportion of the people who are member of employers organization #</p> <p>The proportion of the people who do voluntary work for employers organization #</p> <p>The proportion of the people who participate in activities of these organizations #</p>

## 5. Selecting indicators for participation

Being aware of the multidimensionality of active citizenship as a complex interplay of knowledge, attitudes, and skills in the domains of cultural, economical, political and social life the task of listing up indicators leads to a never ending encyclopedical attempt.

The question of how to choose from these components for a comprehensible indicator building remains open. The division of labour within the CRELL-Project suggests the difference between on the one hand political and on the other hand cultural, economical and social participation as a division of indicators. Following this division we would finally have one indicator for political participation and one for the rest. But during our work on this paper we discovered that this is not necessarily the best solution and that there is an alternative which is at least equally worth discussing.

In chapter 3 we proposed minimum requirements for citizenship and we don't think it suitable to divide these requirements into political and apolitical requirements. In chapter 6 we will further show, that there is no empirical reason for drawing a clear line between political and apolitical citizenship behaviour. So we were looking for a distinction easier to handle, which could lead to the construction of composite indicators. After a while we discovered that this distinction is already on hand (de Weerd, Gemmeke, Rigter, van Rij 2005), being indeed one of the oldest distinctions in psychology and having already proved to be fruitful in the preparation of descriptors for citizenship in the CRELL-Project on active citizenship for democracy. We think of the distinction between the personal level (competencies respectively their sediments in the form of knowledge, attitudes, skills, values, and identity) and the community level (the behaviour that is observable in public).

Starting from this distinction one has to decide whether first to build a composite indicator on the basis of the competencies or on the basis of behaviour. Obviously both are needed in the long run though we have to start at one point in this paper. For the following reasons, we chose the aspect of behaviour.

1. The definition of active citizenship (Hoskins 2006) is clearly focused on behaviour. The central term specifies a kind of behaviour, only then, in order to qualify participation behaviour, we need the reference to personal level outcomes, like the compliance with human rights and non violence.
2. Competencies are preconditions of behaviour, which result from formal, non-formal and informal learning. The very questions of the achieved degree of competencies are not as interesting as in their relationship to certain functions of society. So the first interest is in functional behaviour within the realm of a democratic society. Indicators for competencies are first of all interesting in the field of education, when it comes to calculating how powerful educational institutions or organisations are.
3. The active citizenship behaviour is the ultimate result of personal variables (competencies but also social background) and the environment, both can be influenced by politics. So by focusing on the participation behaviour there are more possibilities to influence the indicator than just by investments into the educational sector.

## 6. Working on indicators

### 6. 1. Requirements in the construction of indicators

Here we take the process of building indicators in the field of education as a given and do not discuss its potential effects (for these, see Cater, Klein and Day, 1992; Fitz-Gibbon and Ty mms, 2002). Instead, we start with the intended functions of indicator systems. Indicators may be used for a variety of different purposes within a political context, of which the three main ones are problem-finding, system monitoring and target-setting (van Ackeren, 2003).

In a problem-oriented approach, indicators will provide information on aspects which are regarded as negative (for example criminal acts). In a monitoring approach, indicators will focus on different aspects of the whole system, including not only achievement but also input and processes (Shevelson, Mc Donnell and Oakes, 1991b). Finally, in a target-setting approach, indicators will symbolise objectives to be worked on by policy agents.

While there is a systematic difference between system monitoring on the one hand and problem-finding as well as target-setting on the other, the last two only differ in evaluative terms: indicators for emerging problems can be regarded as “negative goal indicators”, i.e. they reveal what politics try to prevent. In the same way, target indicators can be seen as “problem prevention indicators”. Nevertheless, the difference between target-setting and problem diagnosis is significant. The politics will differ, depending on whether they seek to prohibit negative outcomes or to attain positive objectives. Other functions may be subsumed to these three main aspects, so we see the function of “attaching value to that which is measured” (Fitz-Gibbon and Kochan, 2000, 263) as a sub-function of target setting, and the function of telling comprehensible stories about complex matters as a sub-function of system monitoring.

In 2000 the Lisbon Strategy was defined with the aim of enhancing convergence between the EU Member States in terms of attaining a series of challenging goals. As Deiss (2006, 1) states in one of the background papers of the CRELL Network on active citizenship for democracy: “Indicators are used in a European context to compare the performance of countries as regards to certain common goals”. Indicators and benchmarks represent outcomes that are supposed to be changeable by political intervention over a ten-year period. The central idea of the Open Method of Coordination was to leave responsibility for achieving these goals to the individual Member States, allowing them to choose their preferred approach. The selected benchmarks and indicators purely symbolise targets or target dimensions: they were not chosen in order to monitor the whole (educational) system, because there was no intention of being prescriptive in terms of policy approaches.

In seeking to establish indicators for active citizenship, we have to take into account this framework, plus two additional constraints. First, we have to observe the conceptual framework (Hoskins, 2006) – including the above-mentioned definition of citizenship – as well as the differentiation between the dimensions and features of active citizenship. Second, we have to reflect some general criteria for indicators, and to consider to what extent and how the existing datasets can be used to build (composite) indicators.

In this section we first intend to state such general criteria, and then (in sub-section 6.2) to provide some examples of working with data. In sub-section 6.3 we then propose some ways in which dimensions of active citizenship that are important to the European context but not sufficiently represented in available datasets could be covered in future surveys.

### *General criteria*

Indicators have to comply with some general criteria (Fitz-Gibbon, 1996; Fitz-Gibbon and Kochan, 2000). After specifying three central criteria, we will demonstrate how the criteria can be applied to existing data with the aim of demonstrating their usefulness for building indicators.

The three central criteria for indicators are that they:

- should concentrate on the relevant features of the phenomenon;
- should be built on reliable information about the indicated construct; and
- should refer to features that can be affected by politics.

Moreover, some initial considerations exist with regard to how far composite indicators – i.e. the weighted aggregate of several individual indicators – can be used to map the terrain of active citizenship. One general criterion that covers all the technical considerations (if not all the theoretical ones) is that composite indicators

- should reflect the multidimensional features of a phenomenon.

Questions concerning composite indicators are currently being dealt with by EC-JRC and the OECD (Nardo et al., 2005). The technical discussion on composite indicators is being driven by their general pros and cons. Technical procedures are intended to maximise their advantages while at the same time reducing their drawbacks, as summarised by Nardo et al. (2005, 8) below:

#### Advantages of composite indicators:

- Can summarise complex or multi-dimensional issues in view of supporting decision-makers.
- Easier to interpret than trying to find a trend in many separate indicators.
- Facilitate the task of ranking countries on complex issues in a benchmarking exercise.
- Can assess progress of countries over time on complex issues.
- Reduce the size of a set of indicators or include more information within the existing size limit.
- Place issues of country performance and progress at the centre of the policy arena.
- Facilitate communication with general public (i.e. citizens, media, etc.) and promote accountability.

#### Disadvantages of composite indicators:

- May send misleading policy messages if they are poorly constructed or misinterpreted.
- May invite simplistic policy conclusions.
- May be misused, e.g. to support a desired policy, if the construction process is not transparent and lacks sound statistical or conceptual principles.
- The selection of indicators and weights could be the target of political challenge.
- May disguise serious failings in some dimensions and increase the difficulty of identifying proper remedial action.
- May lead to inappropriate policies if dimensions of performance that are difficult to measure are ignored.

This listing provides a very optimistic view of the policy applications of composite indicators. The how policy agents should decide on the development of specific programmes based on indicators which only provide general statements and fail to supply detailed information remains an open question (Shavelson, Mc Donnell and Oakes, 1991b). At most, composite indicators can support decisions on whether or

not to do something, but they cannot help in deciding what to do. At least when it comes to the development of programmes, composite indicators are more difficult to interpret than separate indicators. By drawing attention to these pros and cons, as well as the criteria mentioned above, we want to establish some points of reference that we can rely on in constructing indicators.

The following examples show how the above-mentioned criteria can be dealt with in statistical fashion. In these examples we do not propose finished composite indicators. Rather, we analyse the data in terms of their potential usefulness, and provide alternative suggestions for future work. Our work on composite indicators is still in the initial phase of developing a theoretical framework, checking the quality and relevance of available data, and constructing additional instruments. In this phase it is also appropriate to look for alternative ways of compiling data that could be used as indicators.

## **6.2. Examples of the work that is to be done**

The following examples are restricted to different forms of participation as an activity, because this aspect forms the core of the common definition for active citizenship.

### **6.2.1. Justifying the construction of a composite indicator**

If one's audience primarily only wants to deal with one or two indicators, and not as many indicators as a phenomenon has dimensions, then the following alternative is possible. Either one represents only one dimension (or another limited number, which is fixed irrespective of the nature of the phenomenon) as the most important representative of the whole phenomenon, or one tries to build a composite indicator that covers more of the relevant dimensions. In both cases, indicators are only of a correlative nature concerning the phenomenon: they do not define reality, but they do define what is of most interest for a certain audience.

In chapter 2 we have summarised how active citizenship can be theoretically split into four analytic categories (cultural, economic, political and social). In this chapter, we want to explore how far we can match certain citizenship behaviours to a pre-established set of categories. This is a precondition both for selecting one statistical dimension as a representative of active citizenship, or for specifying dimensions which can be integrated into a composite indicator. We first explore this question analytically, and then use statistical methods.

First, we present measurement options for participation behaviour in international surveys with a wide coverage of European countries. Of the surveys listed in the appendix, we have chosen three – the World Values Survey (WVS), the Civic Education Study (CIVED), and the European Social Survey (ESS) – because these offer publicly available datasets on this issue. Table 6.1 provides a comparative overview of the different types of participation that have been requested, and tries to divide them systematically into the four categories mentioned above.

**Table 6.1: Types of participation asked for in three major surveys**

Dimension of participation	WVS 2000	ESS rotating module 2002	IEA-CIVED 1999
Cultural	Religious or church organisations	A religious or church organisation	An organisation sponsored by a religious group
	Education, arts, music or cultural activities	An organisation for cultural or hobby activities	An arts, music or drama organisation
			A cultural association [organisation] based on ethnicity
			A computer club
Cultural/ political	Women's groups		
			A UN or UNESCO club
			A group which prepares a school newspaper
Economic	Professional associations	A business, professional, or farmers' organisation	
	Labour unions	A trade union	
	Consumer organisation (only 2005/6)	A consumer or automobile organisation	
Political	Political parties or groups	A political party	A youth organisation affiliated with a political party or union
	Developing world development or human rights	An organisation for humanitarian aid, human rights, minorities, or immigrants	A human rights organisation
	Peace movement	An organisation for environmental protection, peace or animal rights	
Social/ political	Conservation, environmental, animal rights groups		An environmental organisation
			A student council/student government [class or school parliament]
Social	Local community action on issues like poverty, employment, housing, racial equality, etc.		A group conducting [voluntary] activities to help the community
	Youth work (scouts, guides, youth clubs, etc.)		Boy or Girl Scouts [Guides]
	Sports or recreation	A sports club or club for outdoor activities	A sports organisation or team
	Voluntary organisations concerned with health		

		A social club, club for the young, the retired/elderly, women, or friendly societies	
	Social welfare services for the elderly, handicapped or deprived people		A charity collecting money for a social cause
Social/ economic		An organisation for science, education, or teachers and parents?	
Social/ cultural			A student exchange or school partnership programme
	Any other (only 2005/6)	Any other voluntary organisations like the ones listed above	

Five main conclusions can be drawn from this table. First, there are some practically identical items in all three surveys. This can be looked at as a symptom of at least a partial common understanding of the phenomenon. Second, the correspondences between the WVS and ESS are greater compared to those between these two and the CIVED, which can be easily explained by the different target population of the CIVED. Third, in some surveys we found aspects integrated into one single item which is divided into more than one item in other surveys. This is not only a conceptual problem but also a problem for the comparability of data. Giving various conceptually overlapping opportunities to answer will generally lead to artificially higher total participation results. Moreover, similar categories (e.g. “art, music or drama organisation” and “cultural organisation based on ethnicity”) may lead the same activity to be counted twice. Conversely, the combining of relatively heterogeneous categories (e.g. “environmental protection, peace or animal rights”) may lead to an underestimation of participation, or to an unclear image of what is really happening. Fourth, each survey contains at least one item that deals with a way of participating that is not covered by the other surveys; these items reveal the special interests of each study. Notwithstanding, these are sometimes conceptually very broad and difficult to define in a cross-cultural way (such as “women’s group”). Fifth, in many cases we were unable to attribute unambiguously each item to one of the analytic categories, and therefore we were forced to construct intermediate categories. These seem to be of heuristic value when it comes to the description of functions that different participational forms fulfil in society, and some participational forms are multifunctional. For this reason, categories are not strictly selective in an analytical sense.

In a second step we want to see whether a more clear-cut distinction between dimensions can be achieved by a statistical approach. If we had been successful in the unequivocally assigning types of participation to these four analytical categories, we would have conducted a confirmatory factor analysis. However, the obvious lack of clear-cut factors obliges us to conduct a more exploratory method.

For this calculation, we rely on the data concerning statements of belonging to different types of participation within the WVS. We conduct principal component analysis with varimax rotation. This enables us to observe the statistical interplay between the reactions to different items. If items of the same analytical category are

related to different components, one could question how far they are adequately captured by one dimension. In this way the components provide an information basis which can be useful for reflecting on further analytical description. Table 6. 2 shows the results for all European countries. The number of components in the first part of the table derived from the components' eigen values greater than one. We calculated the second part with a prefixed number of four components because of the four analytical categories mentioned above.

**Table 6.2. Rotated component matrix of all countries, solution with three and four components (loadings below .35 are not printed)**

	Components (eigen value greater than one)			Components (prefixed number: four)			
	1	2	3	1	2	3	4
Belong to social welfare service for elderly...	.528						.505
Belong to religious or church organizations			.548				.635
Belong to education, arts, music or cultural activities		.605			.581		
Belong to labour unions			.656			.681	
Belong to political parties or groups			.587			.605	
Belong to local political actions	.546			.510			
Belong to Third World development or human rights	.515			.598			
Belong to conservation, environment, animal rights groups	.351	.517		.558			
Belong to professional associations		.370	.384			.524	
Belong to youth work		.511			.634		
Belong to sports or recreation		.642			.650		
Belong to women's group	.469						.546
Belong to peace movement	.603			.653			
Belong to organization concerned with health	.530			.487			

The results clearly reveal that the analytical categories of cultural, social, economical and political participation have little correspondence to the interplay of chosen organisational forms of participation. Belonging to political parties seems to be related to belonging to trade unions (economic participation), while participation in local political activities is clearly distinct. Belonging to sports (social participation) is related to education, arts, music or cultural activities. Other organisational forms of participation also emerge in changing correlations. Before setting out to interpret structures in respect of content, it is useful to investigate whether the given structures can be reproduced within the datasets of single countries, or whether they are an artefact with little correspondence to in-country realities. For this test we select partial samples for France, Russia, Sweden and Turkey (see Tables 6.3-6.6). We use a standardised procedure for each country, calculating with as many components as they have an eigen value of greater than one, using the Varimax rotation and displaying only loadings above .35. We do not propose to discuss every factor loading; instead, we are interested in the interplay of typical representative values for cultural, economical, political and social participation.



**Table 6.3 Rotated component matrix: France**

	Component					
Form of participation	1	2	3	4	5	6
Belong to social welfare service for elderly	.360	.656				
Belong to religious or church organizations		.773				
Belong to education, arts, music or cultural activities			.586			
Belong to labour unions	.631					
Belong to political parties or groups	.505					
Belong to local political actions				.534		
Belong to Third World development or human rights	.658					
Belong to conservation, environment, animal rights groups				.767		
Belong to professional associations			.503			
Belong to youth work		.466	.426			
Belong to sports or recreation			.663			
Belong to women's group					.772	
Belong to peace movement					.685	
Belong to organization concerned with health						.773

In the case of France six components are displayed, together accounting for an explained variance of 54%. Obviously, participation forms within the political framework (belonging to parties and human rights activities) are correlated to participation in labour unions; what we interpret in the widest sense as a mixture of political and economical functions. Social and cultural forms of participation are also connected: being affiliated with religious organisations is similar to being active in social welfare. Local political activity is again separated from the membership of parties and instead connected with ecological engagement. In total, this matrix from France is not so much different from the components based on the whole sample.

**Table 6.4 Rotated component matrix: Russia**

	Component				
Form of participation	1	2	3	4	5
Belong to social welfare service for elderly ...	.669				
Belong to religious or church organizations					.516
Belong to education, arts, music or cultural activities				.453	.555
Belong to labour unions				.700	
Belong to political parties or groups					.659
Belong to local political actions	.567				
Belong to Third World development or human rights	.702				
Belong to conservation, environment, animal rights groups			.523		
Belong to professional associations				.553	
Belong to youth work		.568			
Belong to sports or recreation		.591			
Belong to women's group		.659			
Belong to peace movement			.806		
Belong to organization concerned with health		.389	.497		

In Russia five components account for 46% of the explained variance. Here the pattern of participation is notably different from France. Social welfare is clearly

connected to two forms of political participation (local political activities and human rights activities), while membership in political parties is related to belonging to the church and other forms of cultural activities. Economic participation (unions and professional associations) forms a component in its own right here.

#### 6.5 Rotated component matrix: Sweden

	Component				
Form of participation	1	2	3	4	5
Belong to social welfare service for elderly ...		.677			
Belong to religious or church organizations				.620	
Belong to education, arts, music or cultural activities	.535				
Belong to labour unions				.653	
Belong to political parties or groups		.528	.434		
Belong to local political actions		.614			
Belong to Third World development or human rights	.616	.375			
Belong to conservation, environment, animal rights groups	.575				
Belong to professional associations			.650		
Belong to youth work					.663
Belong to sports or recreation					.684
Belong to women's group			.725		
Belong to peace movement	.483				
Belong to organization concerned with health					

In the Swedish partial sample, the extracted five components account for 47% of total variance. The first component here is a mixture of political (human rights, and the peace movement) social/political (ecology) and cultural (education, arts, music) forms of participation. Second, Sweden is the only country in our comparison where local political activity and belonging to a political party are covered by the same component, which is additionally correlated through social welfare. Third, there is a close interplay between belonging to religious organisations and being a member of a labour union.

#### 6.6 Rotated component matrix: Turkey

	Component				
Form of participation	1	2	3	4	5
Belong to social welfare service for elderly ...	.798				
Belong to religious or church organizations			.819		
Belong to education, arts, music or cultural activities				.650	
Belong to labour unions					.580
Belong to political parties or groups					.628
Belong to local political actions	.739				
Belong to Third World development or human rights			.818		
Belong to conservation, environment, animal rights groups		.790	.490		
Belong to professional associations					.719
Belong to youth work				.806	
Belong to sports or recreation		.587		.384	
Belong to women's group	.612				
Belong to peace movement		.900			
Belong to organization concerned with health	.771				

Last but not least, Turkey again has five components with an eigen value of greater than one, explaining 63% of variance. In the first factor we see, as in the case of Russia, a connection between social welfare and local political actions. The close interplay between participation in political parties and labour unions also resembles that of France. Other combinations are more one-off, such as the appearance of participation in religious organisations and human rights activities in the same category as the interconnectedness of ecological, peace and sport activities.

This exemplary analysis reveals that it is not a good idea to proclaim all European empirical dimensions when seeking to describe the multidimensional phenomenon participation in organisations. The component structures show that the context for each form of participation changes substantially between countries (at least as far as the context is constrained by the other forms of participation).

A certain organisational form does not guarantee the representation of only one theoretically assigned function and the assignment to certain functions is changing between countries. This supports the thesis that the functionality of organisational forms is based on their historical place within a country, and cannot be generalised. The structure of organisations can be regarded as serving the four main functions mentioned above, although this structure differs from country to country and changes over time. The different organisational forms seem to have different meanings within the respective societies and, in consequence, the answer that one belongs to a certain type of organisation or activity has different meanings according to a country's functional structure of participation.

Participation is a clear concept as long as it is restricted to some form of behaviour; however, the concrete meaning of participating in an organisation in a specific culture is difficult to perceive when aggregating data from participation in different organisational forms according to the pre-established assignment of organisational forms to dimensions in a unitary way for all countries. The functional meaning changes between countries and for this reason could lead observers to misjudge the amount of participation in each functional category. A continuous, uniform dimensionality would cover sites of political activity in one country better than in the other. For example, the participation in religious organisations seems to be closer to political activity (in a functional sense) in Turkey than in France.

With our analytical subdivision into four functional categories of participation, we tried to explain different organisational forms of participation. Using just the data, it becomes apparent that these categories are not so easy to apply to participation behaviour. From this result we can conclude that it would not be advisable to develop a categorical system, i.e. to divide the different forms of participation in a general way. Theoretically derived functional categories are not unitarily linked to the indigenous structures of participation in different countries. Put another way: being politically active takes different forms of participation among countries, while the belief that one can define the political or organisational forms for all countries in a homogeneous way is clearly illusory. We may use categories such as "the political" for analysing the differences between countries, but not as concepts with clear-cut borders on the institutional level that are valid for every country. The same applies to the following categories: "social", "cultural" and "economic".

At the beginning of this chapter we provided the alternative of giving one indicator as a representation of participation behaviour or of building a composite indicator. Now we see that the former is not a real possibility, because we are not able to justify continuous dimensions within participation behaviour over all countries. Such continuous dimensions would be a prerequisite for splitting up the domain and choosing a representative indicator. Because of the divergent structure among countries, the multidimensional phenomenon of participation is better represented by a composite indicator. Such an indicator will not mirror a European structure of participational forms (this is better done on the country level), but does capture the level of participation as an overall expression of active citizenship.

### 6.2.2. Basic construction of a composite indicator

As a next step on the way towards constructing a composite indicator, we first would like to present selected data on participation behaviour, and then show different ways of aggregation and ranking. Owing to the exemplary nature of this paper, we restrict ourselves to those four forms of participation which are included in all three major surveys mentioned above (cf. Table 6.1). These are: participation in cultural activities (Table 6.7), in environmental organisations (Table 6.8), in religious organisations (Table 6.9) and in sports (Table 6.10). This means that we cover organisational forms which are multidimensional from a statistical point of view, and which fulfil different functions from a theoretical point of view. The box below shows the different methodologies adopted by the three studies, the age groups chosen and the survey dates.

#### **IEA Civic Education (CIVED):**

Item: Have you participated in the following organisations?

Response format: yes, no

Year of data collection: 1999

Age range 10-19; mean 14.68 (STD=0.68)

N=86682 (valid)

#### **European Social Survey (ESS):**

Item: For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. ...

Response format: None, Member, Participated, Donated money, Voluntary work?

Years of data collection: 2002, 2003

Age range 15-103; mean 46.47 (STD=18.28)

N= 41957 (valid)

#### **World Values Survey (WVS):**

Please look carefully at the following list of voluntary organisations and activities and say which, if any, you belong to?

Response format: belong (code all 'yes' answers as 1; if not mentioned, code as 2)

And for which, if any, are you currently doing unpaid voluntary work?

Response format: do voluntary work (code all 'yes' answers as 1; if not mentioned, code as 2)

Years of data collection: we only used data from the fourth wave of the value survey, which was performed between 1999 and 2001

Age range 15-101; mean 41.12 (STD=16.32)

N =100931 (valid)

The data sources are listed in the "Overview of International Survey Data" (see the annex). All findings are based on our own calculations. In each case we used the suggested weighting procedures, and checked our results by first replicating already published data before performing the calculations we were specifically interested in. Three countries appear in slightly different guises in the three surveys: Great Britain in the WVS is replaced by the United Kingdom in the ESS, and England in the CIVED. Similarly, Belgium in the WVS is replaced by the French-speaking community of Belgium in the CIVED. Germany in the WVS and ESS is replaced by a selection of

12 federal states within the CIVED. Three federal states from the western part of Germany are missing, while one is incomplete.

For Table 6.7 we decided to compute a new variable within the CIVED which is counted as yes if either one or both of the following two variables is/are answered positively: firstly, participation in a art music or drama organisation, and secondly, participation in a cultural organisation based on ethnicity. As we pointed out earlier, these two significantly overlap. By computing a new variable, we would like to suggest one possible way of dealing with problems like this. As a result, we obtain a measure that is more comparable to the WVS and ESS than one of the original items. Further discussion on the comparability of data in different surveys can be found in sub-section 6.2.3.

After the presentation of results at this detailed level, we will put data together as a composite indicator. For this we suggest three possible ways. First, in Table 6.11 we present mean values for the different percentages of participation for all studies. In this calculation every organisational form of participation has the same weight, and there is no further compilation of different action forms such as membership and volunteering. In the next two tables we illustrate different types of compilation, which integrate action forms and introduce some kind of standardisation and weighting.

Because there is only one action form in CIVED we restrain ourselves to the data from the WVS and ESS for this. In Table 6.12 we combine the different action forms of participation (such as belonging and volunteering) by adding up the percentages within the two studies for the various forms. This method gives a different weight to the action forms of participation in the two studies. With regard to the WVS, we only integrate belonging and working without a wage as relevant ways of acting, so each action form has a weight of .5. In the ESS we consider four action forms as being relevant (being a member, participating, giving money and volunteering), so that each action form has a weight of .25.

Lastly, Table 6.13 presents the results for a compilation method that can fulfil two special purposes at the same time. First, we want to have a standardised scale which allows the proportions of participation between countries to be readily compared; and second, we want to take into account the high importance of volunteering for the formation of social capital and for the sustainability of organisational forms, especially within the third sector of society. In our case, both purposes can be achieved by transforming the results for different action forms into a percentage ranking that effectively standardises the scales for different items and surveys. The differences in the total amount of participation between items are eliminated, and only the relative position of a country related to the highest-performing country in the survey accounts for the result. The transformation into a percentage ranking itself will not give a higher weight to volunteering as compared to membership. However, given that the total amount of participation is lower whenever more engagement is needed, this method of calculation emphasises action forms with higher involvement when different forms are added together. An alternative way to achieve these dual purposes would be to give the higher rated action forms a double or triple weight, and to transform them into a percentage ranking after the data have been aggregated. This would make the process of weighting more transparent and easier to understand. The advantage of the method chosen here is that there is little likelihood of high-achieving countries achieving a 100% position: even if the country that usually records the highest results is outperformed in just one partial indicator, it will not achieve 100%. For this reason, the composite indicator can act as a stimulus even for the best achieving country.

**Table 6.7: Cultural participation (in valid percent)**

Survey	WVS		CIVED	ESS			
	Education, arts, music or cultural activities		Participation in cultural, art, music and/or drama organisation	Cultural/hobby activity organisation, last 12 months			
Country	Belong	Unpaid work	Yes	Member	Participated	Donated money	Voluntary work
Albania	13.50	9.80					
Austria	13.45	6.68		17.48	13.39	5.12	3.16
Belgium	20.41	9.20	52.17	22.27	18.85	3.74	6.58
Bosnia and Herzegovina	4.08	2.67					
Bulgaria	3.71	2.38	17.76				
Belarus	2.40	2.00					
Croatia	5.63	2.70					
Czech Republic	10.23	5.83	47.30				
Cyprus			47.98				
Denmark	16.62	5.38	44.38	25.83	17.93	5.25	7.24
Estonia	7.54	5.49	49.43				
Finland	14.30	4.83	40.48	13.35	10.15	1.15	1.95
France	7.81	4.82		17.66	18.18	5.66	6.43
Germany	7.84	2.73	48.47	16.53	14.10	6.03	7.29
Great Britain	9.71	2.84	40.53	16.07	16.03	5.96	4.83
Greece	20.75	13.84	51.56	5.67	3.26	1.87	1.71
Hungary	3.41	3.01	44.64	4.51	5.76	0.71	2.55
Iceland	15.50	5.89					
Ireland	9.99	4.32		18.44	10.48	4.95	3.17
Northern Ireland	7.67	2.12					
Italy	9.90	6.05	20.48	7.23	6.06	0.33	0.73
Latvia	3.65	4.44	36.00				
Lithuania	1.98	1.53	36.65				
Luxembourg	17.03	8.28		21.32	10.03	3.54	4.89
Macedonia, Republic of	11.73	7.13					
Malta	4.78	3.72					
Netherlands	45.40	15.87		19.03	11.09	4.19	6.30
Norway			49.63	22.06	16.35	6.37	11.46
Poland	2.22	1.77	21.55	3.34	2.81	1.44	1.33
Portugal	3.13	2.30	37.08	3.63	3.06	0.95	0.81
Romania			38.16				
Russian Federation	1.27	0.41	28.72				
Serbia and Montenegro	3.24	0.87					
Slovakia	6.93	5.54	23.47				
Slovenia	9.24	6.66	39.18	8.10	5.07	4.34	4.94
Spain	6.68	2.92		10.98	7.48	2.87	2.33
Sweden	26.33	11.34	53.43	24.61	16.41	5.30	9.50
Switzerland			49.89				
Turkey	1.08	1.16					
Ukraine	3.19	1.78					

**Table 6.8: Participation in environmental matters (in valid percent)**

Survey	WVS		CIVED	ESS			
	Environment conservation, animal rights		Participated environmental organisation	Environmental/peace/animal organisation, last 12 months:			
Country	Belong	Unpaid work	Yes	Member	Participated	Donated money	Voluntary work
Albania	10.40	7.00					
Austria	9.09	2.08		13.10	5.51	16.57	0.98
Belgium	11.39	3.48	14.78	7.74	4.48	8.58	2.05
Bosnia and Herzegovina	1.92	1.50					
Bulgaria	1.30	1.16	8.59				
Belarus	0.90	2.20					
Croatia	2.11	1.45					
Czech Republic	6.62	3.23	12.96				
Cyprus			20.23				
Denmark	13.10	2.25	6.14	12.35	1.93	6.44	1.00
Estonia	1.70	1.14	7.80				
Finland	4.47	1.97	6.46	2.20	2.10	3.45	0.60
France	2.25	0.93		4.98	2.76	3.37	0.98
Germany	2.69	1.02	9.87	6.22	3.46	10.04	1.63
Great Britain	1.47	7.82	12.95	5.86	3.15	12.43	1.39
Greece	11.03	9.46	32.04	1.41	0.79	0.82	0.34
Hungary	1.68	1.85	27.70	0.42	1.07	0.42	0.47
Iceland	4.65	1.34					
Ireland	2.60	0.86		4.35	3.24	7.36	1.12
Northern Ireland	1.22	0.59					
Italy	3.80	1.75	6.52	2.83	1.75	2.71	0.82
Latvia	0.69	0.49	7.07				
Lithuania	0.68	0.44	15.83				
Luxembourg	10.64	4.26		14.21	1.91	5.82	1.14
Macedonia, Republic of	4.86	3.10					
Malta	2.01	1.79					
Netherlands	43.50	2.34		20.15	1.91	22.38	1.12
Norway			16.10	5.05	1.36	4.63	0.70
Poland	1.24	0.47	13.67	0.97	0.72	1.26	0.40
Portugal	0.50	0.38	24.96	1.05	1.49	1.43	0.69
Romania			12.81				
Russian Federation	0.70	0.41	11.71				
Serbia and Montenegro	0.98	0.47					
Slovakia	2.61	2.03	5.46				
Slovenia	3.28	2.88	14.73	1.18	0.53	1.05	0.66
Spain	2.09	1.12		1.79	2.10	1.91	0.35
Sweden	11.29	3.80	15.38	6.85	1.65	8.60	1.10
Switzerland			10.27				
Turkey	0.17	0.17					
Ukraine	0.61	0.26					

**Table 6.9: Participation in religious organisations (in valid percent)**

Survey	WVS		CIVED	ESS			
	Religious or church organisation		Participated in an org. spon. by a religious group.	Religious or church organisation			
Country	Belong	Voluntary work	Yes	Member	Participated	Donated money	Voluntary work
Albania	20.40	14.60					
Austria	25.42	6.99		31.73	9.34	13.29	3.14
Belgium	11.89	5.51	10.97	6.69	5.42	2.90	2.74
Bosnia and Herzegovina	8.00	4.50					
Bulgaria	2.05	1.77	5.71				
Belarus	2.10	4.10					
Croatia	12.92	5.28					
Czech Republic	6.63	2.76	8.29				
Cyprus			51.83				
Denmark	11.93	3.32	7.35	26.69	7.57	6.71	2.32
Estonia	7.23	2.75	10.10				
Finland	47.00	7.84	11.79	24.80	7.10	2.20	2.40
France	4.36	3.14		4.69	5.37	4.95	2.39
Germany	13.47	5.54	23.51	18.85	9.03	9.89	5.20
Great Britain	4.95	6.35	13.29	13.54	12.35	14.16	5.80
Greece	6.74	6.13	21.81	1.41	0.74	0.38	0.54
Hungary	12.12	5.40	15.45	5.93	4.63	2.67	1.90
Iceland	71.07	4.65					
Ireland	16.29	7.64		24.81	11.17	15.75	4.72
Northern Ireland	23.56	9.48					
Italy	10.25	6.70	21.12	4.98	3.45	1.65	1.29
Latvia	5.33	3.85	5.39				
Lithuania	5.39	4.20	5.21				
Luxembourg	9.52	6.09		4.93	2.05	1.34	1.05
Macedonia, Republic of	10.86	8.54					
Malta	14.43	12.72					
Netherlands	34.74	11.37		26.18	10.05	18.20	6.78
Norway			20.11	13.32	7.07	9.66	5.45
Poland	5.69	3.68	10.55	3.03	2.22	3.78	0.93
Portugal	5.61	2.61	26.44	5.46	7.86	6.44	1.63
Romania			12.95				
Russian Federation	2.30	0.51	2.28				
Serbia and Montenegro	2.79	1.28					
Slovakia	16.64	13.09	13.08				
Slovenia	6.66	4.47	31.54	8.10	1.58	6.39	2.70
Spain	6.56	4.02		6.01	4.37	3.16	1.29
Sweden	71.41	23.44	22.53	15.16	6.75	7.55	4.30
Switzerland			17.26				
Turkey	0.58	0.66					
Ukraine	4.30	2.27					



**Table 6.10: Data related to participation in sports (in valid percent)**

Survey	WVS		CIVED	ESS			
	Belong to sport or recreational organisation		Participated sport org. or team	Sports club or club for outdoor activities			
Country	Belong	Unpaid work	Yes	Member	Participated	Donated money	Voluntary work
Albania	10.60	8.20					
Austria	22.55	8.65		26.36	13.26	6.61	3.08
Belgium	25.46	7.86	80.48	28.86	22.70	5.63	8.11
Bosnia and Herzegovina	11.33	7.17					
Bulgaria	4.48	3.67	34.21				
Belarus	1.80	1.20					
Croatia	11.86	6.72					
Czech Republic	22.69	10.50	69.58				
Cyprus			61.11				
Denmark	33.04	14.17	88.39	36.06	23.71	8.03	13.08
Estonia	8.74	3.40	59.22				
Finland	23.72	12.02	66.23	22.35	12.40	1.75	4.00
France	16.41	8.65		20.99	20.24	5.77	7.05
Germany	28.04	6.67	79.29	31.70	20.55	6.22	11.06
Great Britain	2.99	3.95	67.60	27.38	22.53	7.16	6.19
Greece	15.06	8.93	74.56	4.33	2.67	1.18	0.97
Hungary	3.82	2.62	69.09	5.40	6.11	0.95	2.08
Iceland	34.09	11.36					
Ireland	27.51	12.98		33.92	17.68	10.92	5.56
Northern Ireland	14.12	3.97					
Italy	11.50	6.25	59.35	8.40	9.46	1.14	0.94
Latria	6.61	6.22	46.89				
Lithuania	3.33	2.23	60.86				
Luxembourg	25.14	8.74		25.48	12.63	4.13	5.44
Macedonia, Republic of	12.88	8.71					
Malta	9.32	5.64					
Netherlands	51.26	17.39		46.24	25.12	8.15	13.43
Norway			79.93	31.23	19.75	9.99	17.90
Poland	3.08	2.16	34.24	4.24	2.25	1.29	0.97
Portugal	8.61	4.27	60.82	8.30	6.44	2.98	1.38
Romania			54.28				
Russian Federation	4.05	1.30	50.73				
Serbia and Montenegro	8.28	3.54					
Slovakia	17.57	13.39	42.72				
Slovenia	16.90	8.45	61.25	16.06	10.20	7.64	7.57
Spain	7.80	3.14		12.42	10.19	3.15	1.32
Sweden	36.96	17.59	82.46	38.52	23.31	11.81	16.96
Switzerland			81.80				
Turkey	0.66	0.58					
Ukraine	1.93	0.78					

**Table 6.11: Mean percentages of the above four organisational forms of participation**

Survey	WVS		CIVED	ESS			
Country	Belong	Unpaid work	Yes	Member	Participated	Donated money	Voluntary work
Albania	13.73	9.90	.	.	.	.	.
Austria	17.63	6.10	.	22.17	10.38	10.40	2.59
Belarus	1.80	2.38	.	.	.	.	.
Belgium	17.29	6.51	39.60	16.39	12.86	5.21	4.87
Bosnia and Herzegovina	6.33	3.96	.	.	.	.	.
Bulgaria	2.89	2.25	16.57	.	.	.	.
Croatia	8.13	4.04	.	.	.	.	.
Cyprus	.	.	45.29	.	.	.	.
Czech Republic	11.54	5.58	34.53	.	.	.	.
Denmark	18.67	6.28	36.57	25.23	12.79	6.61	5.91
Estonia	6.30	3.20	31.64	.	.	.	.
Finland	22.37	6.67	31.24	15.68	7.94	2.14	2.24
France	7.71	4.39	.	12.08	11.64	4.94	4.21
Germany	13.01	3.99	40.28	18.33	11.79	8.05	6.30
Great Britain	4.78	5.24	33.59	15.71	13.52	9.93	4.55
Greece	13.40	9.59	44.99	3.21	1.87	1.06	0.89
Hungary	5.26	3.22	39.22	4.06	4.39	1.19	1.75
Iceland	31.33	5.81	.	.	.	.	.
Ireland	14.10	6.45	.	20.38	10.64	9.75	3.64
Italy	8.86	5.19	26.87	5.86	5.18	1.46	0.95
Latvia	4.07	3.75	23.84	.	.	.	.
Lithuania	2.85	2.10	29.64	.	.	.	.
Luxembourg	15.58	6.84	.	16.49	6.65	3.71	3.13
Macedonia, Republic of	10.08	6.87	.	.	.	.	.
Malta	7.64	5.97	.	.	.	.	.
Netherlands	43.73	11.74	.	27.90	12.04	13.23	6.91
Northern Ireland	11.64	4.04	.	.	.	.	.
Norway	.	.	41.44	17.92	11.13	7.66	8.88
Poland	3.06	2.02	20.00	2.90	2.00	1.94	0.91
Portugal	4.46	2.39	37.33	4.61	4.71	2.95	1.13
Romania	.	.	29.55	.	.	.	.
Russian Federation	2.08	0.66	23.36	.	.	.	.
Serbia and Montenegro	3.82	1.54	.	.	.	.	.
Slovakia	10.94	8.51	21.18	.	.	.	.
Slovenia	9.02	5.61	36.67	8.36	4.35	4.85	3.97
Spain	5.78	2.80	.	7.80	6.04	2.77	1.32
Sweden	36.50	14.04	43.45	21.29	12.03	8.32	7.97
Switzerland	.	.	39.81	.	.	.	.
Turkey	0.62	0.64	.	.	.	.	.
Ukraine	2.51	1.27	.	.	.	.	.

**Table 6.12: Aggregation of percentages for action forms of participation: mean of different action forms (order: declining on the basis of the WVS)**

Survey	WVS	ESS
Country		
Netherlands	27.73	15.02
Sweden	25.27	12.40
Iceland	18.57	.
Finland	14.52	7.00
Denmark	12.48	12.63
Belgium	11.90	9.83
Austria	11.86	11.38
Albania	11.81	.
Greece	11.49	1.76
Luxembourg	11.21	7.49
Ireland	10.27	11.10
Slovakia	9.73	.
Czech Republic	8.56	.
Germany	8.50	11.11
Macedonia, Republic of	8.48	.
Northern Ireland	7.84	.
Slovenia	7.32	5.38
Italy	7.03	3.36
Malta	6.80	.
Croatia	6.08	.
France	6.05	8.22
Bosnia and Herzegovina	5.15	.
Great Britain	5.01	10.93
Estonia	4.75	.
Spain	4.29	4.48
Hungary	4.24	2.85
Latvia	3.91	.
Portugal	3.43	3.35
Serbia and Montenegro	2.68	.
Bulgaria	2.57	.
Poland	2.54	1.94
Lithuania	2.47	.
Belarus	2.09	.
Ukraine	1.89	.
Russian Federation	1.37	.
Turkey	.63	.
Norway	.	11.40

**Table 6.13: Aggregation of percentage ranking for action forms of participation: mean of percentage ranking in Action forms (order: declining on the basis of the WVS)**

Survey	WVS	ESS
Country		
Netherlands	98.61	93.42
Sweden	98.61	84.21
Finland	86.11	39.47
Albania	84.72	.
Greece	81.94	6.58
Luxembourg	81.94	48.68
Belgium	80.56	71.05
Denmark	80.56	81.58
Iceland	79.17	.
Austria	77.78	69.74
Ireland	76.39	68.42
Slovakia	75.00	.
Macedonia, Republic of	72.22	.
Czech Republic	61.11	.
Slovenia	58.33	39.47
Northern Ireland	56.94	.
Germany	55.56	76.32
Malta	55.56	.
Italy	52.78	22.37
France	48.61	56.58
Croatia	47.22	.
Great Britain	43.06	77.63
Bosnia and Herzegovina	40.28	.
Estonia	34.72	.
Hungary	33.33	19.74
Spain	31.94	31.58
Latvia	30.56	.
Portugal	26.39	26.32
Bulgaria	18.06	.
Poland	16.67	11.84
Serbia and Montenegro	16.67	.
Lithuania	15.28	.
Belarus	13.89	.
Ukraine	9.72	.
Russian Federation	6.94	.
Turkey	2.78	.
Norway	.	75.00

### 6.2.3. Verifying the mutual validity of measures from different surveys

One of the distinctive features of the tables presented above is that the results for the same countries differ if they have participated in two or three surveys on the same subject. In this chapter we would like to explore some of the reasons for this phenomenon and to discuss preconditions for the integrated use of data from different surveys. For this we demonstrate a statistical approach to analysing data for combined use in composite indicators. The central question here is whether data from different sources can provide valid information about one construct. To answer this question, we compare the results of different studies, analysing the correlation of data, and show when data can be looked on as mutually valid.

We start with different data relating to participation in sporting organisations. This particular category was chosen exemplary because we assumed that the concept of sporting organisations reflects a common understanding among different cultures in Europe. Additionally, participation in sport is for many nations a major resource of social participation and inclusion with the highest percentages of participation.

The WVS, ESS and CIVED were conducted in different years; they use different methodologies; they are based on different samples that represent different populations; and they use varying response formats or translations of response formats and different modes of data collection. Not least because of different survey modes, one may expect heterogeneous results concerning the same construct. The “classical” modes included mailing or handing out questionnaires, and conducting telephone interviews and face-to-face interviews. More recent modes include computer-assisted personal interviewing (CAPI), audio computer-assisted self-interviewing (ACASI), computer-assisted telephone interviewing (CATI), interactive voice response (IVR), and web surveys. According to Groves et al. (2004), it is important to be explicit about what methods are being compared, as all of these modes of data collection can differ along a variety of dimensions, including the degree of interviewer involvement, the level of interaction with the respondent, the degree of privacy for the respondent, the channels of communication used, and the degree of technology employed. In our example, one study used a paper-based questionnaire and two studies relied on face-to-face interviews.

Table 6.10 compares data from three surveys, without adjusting the age groups. As one might expect, this table reveals enormous differences between the CIVED and the other two studies. CIVED participants answered that they participate in a sports organisation or team much more often than participants in the other two studies. For example, in Belgium 80.5% of participants confirmed participation in such groups in the CIVED, whereas in the WVS, only 25.5% stated that they belonged to a sporting or recreational organisation. The ESS produces a similar figure of 28.9% who declared themselves to be members of a sports club or a club for outdoor activities. As mentioned earlier, one plausible reason for these differences could be the different age population among the surveys. Another reason could be that the formulation of the CIVED question, by including sporting organisations and teams, was more open. Indeed, given that the CIVED examined school pupils, the high percentage could reflect respondents' participation in school sports teams, a feature that disappears when looking at older age samples, as in the other two studies. After leaving school, participation in school teams naturally declines, and it is reasonable

to assume that not everyone who participated in a school sports team will continue to do sport in a club or other sporting organisation.

Differences can also be attributed to the response format. In the WVS, participants were asked to answer which out of a larger selection of organisations they belong to. They were however not asked to indicate specifically whether they did not belong to a certain organisation. Therefore any missing answers were counted as not belonging to any such organisation. In the CIVED and in the ESS, on the other hand, the response formats included an option to state non-participation in a sports organisation (“no” in the CIVED; “none” in the ESS). This differentiates missing values from non-participation in a sports organisation, and could explain why results in the CIVED and the ESS are higher.

Since age is supposed to have a significant effect on sporting activities, we try to adjust for age differences. Table 6.14 compares the CIVED with the most similar age groups from the other two studies. For this we chose to examine people aged 18-24 in the WVS and the ESS, as younger age groups are difficult to compare due to sample size issues. To illustrate the effect of working with partial samples, we again use the results from Belgium. The CIVED data of course remain unchanged as we chose the same sample as above, with 80.50% affirming that they participate in a sports organisation or team. In this partial sample, in the WVS 36.85% said that they belong to a sports or recreational organisation, while in the ESS 40.57% stated that they are members of a sports club or a club for outdoor activities. Following our earlier reasoning, the results from the ESS could be higher because of the different response formats, although this is not always the case: in Finland, for example, 28.16% belong to a sports organisation in the WVS whereas only 23.53% are members in the ESS.

The WVS and ESS now more closely resemble the still younger population in the CIVED. On average, the results in the partial samples in the WVS and ESS are higher for every question compared to the whole samples. The difference between the complete samples and the partial samples is unidirectional and significant at least on a .05 level, as can be shown by analysis of variance, except for ESS/membership and ESS/voluntary work, where statistical significance fails. Because the age groups in the ESS and WVS are now the same, they are still more comparable with each other than with the CIVED.

**Table 6.14: Data related to participation in sports:  
whole sample in CIVED age range 18-24 in the WVS and the ESS**

Survey	WVS		CIVED	ESS			
	belong to sports or recreational organisation		Participated in sports organisation or team	Sports club or club for outdoor activities			
Country	Belong	Unpaid work	Yes	Member	Participated	Donated money	Voluntary work
Albania	27.49	22.22					
Austria	27.90	9.48		28.56	17.03	4.59	0
Belgium	36.85	8.06	80.50	40.57	32.55	5.66	13.21
Bosnia and Herzegovina	23.08	16.29					
Bulgaria	8.78	8.55	34.20				
Belarus	3.75	1.25					

Survey	WVS		CIVED	ESS			
	belong to sports or recreational organisation		Participated in sports organisation or team	Sports club or club for outdoor activities			
Croatia	22.36	8.77					
Czech Republic							
Cyprus			61.10				
Denmark	40.57	16.04	88.40	43.38	29.41	10.29	15.44
Estonia	25.54	8.78	59.20				
Finland	28.16	10.33	66.20	23.53	18.55	2.26	3.62
France	24.32	9.08		28.36	33.85	9.86	12.08
Germany	41.47	2.49	79.30	42.41	32.12	2.56	12.45
Great Britain	2.95	2.01	67.60	31.82	35.25	8.63	5.93
Greece	19.22	10.42	74.60	11.72	5.33	1.42	0.71
Hungary	6.59	5.46	69.10	6.90	9.20	1.15	3.45
Iceland	36.97	7.88					
Ireland	45.07	20.79		41.02	25.27	11.20	5.61
Northern Ireland	26.03	6.67					
Italy	19.65	10.48	59.30	15.30	15.00	0.78	0
Latvia	20.62	20.62	46.90				
Lithuania	12.91	7.83	60.90				
Luxembourg	36.47	11.69		28.32	15.74	2.92	4.43
Macedonia, Republic of	17.28	13.78					
Malta	14.38	8.90					
Netherlands	70.76	37.82		53.71	28.47	3.96	17.33
Norway			79.90	36.37	23.58	3.91	14.60
Poland	4.18	1.37	34.20	9.09	3.86	1.04	1.79
Portugal	12.20	6.05	60.80	15.54	11.95	3.07	0.42
Romania			54.3				
Russian Federation	19.99	5.09	50.7				
Serbia and Montenegro	16.93	5.15					
Slovakia	26.76	19.15	42.7				
Slovenia	30.19	16.35	61.2	29.1	15.3	8.2	16.8
Spain	14.94	5.27		17.8	19.6	0.8	4.9
Sweden	41.67	18.98	82.5	46.4	28.4	9.3	16.0
Switzerland			81.8				
Turkey	0.35	0.35					
Ukraine	3.75	2.49					

For a more in-depth analysis of the mutual validity of the different surveys, we employ a practice drawn from psychology. This consists in calculating correlations between the results of different tests. In the case of the construct we are dealing with in this example, one would expect a very high degree of correlation because it refers to behaviour, which is easier to measure than attitudes or knowledge, and is less affected by the above-mentioned constraints such as the survey technique (at least when the behaviour is, as in our case, not highly desired or is shame-related). In the field of psychology, the correlation is then calculated on the basis of test results from

individuals who have taken part in the different tests. In our case this is not possible as each survey has different samples, and therefore we use the country level instead. As all three studies are representative at the country level, the countries can be treated as quasi-individuals.

We calculated correlations firstly with the whole sample of all three studies and secondly with the partial sample of WVS and ESS on the one hand and the whole sample of the CIVED on the other. In combination with the partial samples, we do not necessarily expect a higher correlation. As there may be reduced variance in the restricted range, a smaller correlation within surveys may occur. This restricted range effect may also be visible in the comparison of the WVS and the ESS. Nevertheless, one might expect to find a higher correlation between the CIVED and the two other studies owing to the more similar age group in the partial samples.

**Table 6.15: Correlation between the WVS, the CIVED and the ESS, each with the whole sample and between the CIVED (whole sample), the ESS (partial sample) and the WVS (partial sample) (Asterisks indicate levels of significance \*\* p<.01; \* p<.05)**

	Correlation Pearson refers to results as presented in Tables 6.10 and 6.14	WVS belong	WVS voluntary	CIVED yes	ESS member	ESS participate	ESS voluntary
WVS belong	Whole samples	1	.894(**)	.704(**)	.858(**)	.682(**)	.793(**)
	Partial samples	1	.738(**)	.615(**)	.850(**)	.478(*)	.659(**)
	N	36	36	19	18	18	18
WVS voluntary	Whole samples	.894(**)	1	.500(*)	.779(**)	.617(**)	.753(**)
	Partial samples	.738(**)	1	.087	.627(**)	.224	.527(*)
	N	36	37	20	18	18	18
CIVED yes	Whole samples	.704(**)	.500(*)	1	.727(**)	.724(**)	.688(**)
	Partial samples	.615(**)	.087	1	.718(**)	.662(*)	.606(*)
	N	19	20	23	13	13	13
ESS member	Whole samples	.858(**)	.779(**)	.727(**)	1	.919(**)	.814(**)
	Partial samples	.850(**)	.627(**)	.718(**)	1	.806(**)	.785(**)
	N	18	18	13	19	19	19
ESS participate	Whole samples	.682(**)	.617(**)	.724(**)	.919(**)	1	.801(**)
	Partial samples	.478(*)	.224	.662(*)	.806(**)	1	.655(**)
	N	18	18	13	19	19	19
ESS voluntary	Whole samples	.793(**)	.753(**)	.688(**)	.814(**)	.801(**)	1
	Partial samples	.659(**)	.527(*)	.606(*)	.785(**)	.655(**)	1
	N	18	18	13	19	19	19

As we would generally expect, the results show a very high level of correlation within each survey for different action forms of participation in one organisational form. Moreover, the correlation between the WVS and ESS is similarly high when analogous questions are asked. The result of correlation between the CIVED on the one hand and WVS/belonging and ESS/membership on the other is somewhat smaller than the correlation between the WVS and ESS, but is still substantial. This may be interpreted as a hint that the interrelationship between different measures for participation in sport over different life stages is quite close. However, to demonstrate this last assumption, results from longitudinal studies are needed.

The correlations under the condition of partial samples for the WVS and ESS within these two surveys are still high, but lower compared with the complete range. The same is true for the relationship between the WVS and ESS: only the important item

correlation between WVS/belonging and ESS/membership proves to be very stable, which is a very good result that supports the mutual reliability of the two studies in a partial sample, under the condition that only a small number of cases (countries) are taken into account. However, we fail to show a higher correlation between the CIVED and the 18-24 age bracket in the WVS and ESS than in the complete samples of these two studies. In a deeper analysis, one would analyse to what extent this result is due to restricted variance, and to integrate some form of statistical compensation for this into the calculation of correlations.

Additional calculations can be made to show that the correlation between studies is lower when one executes the same statistical procedure with data on the other three organisational forms of participation, which are taken into account in sub-section 6.2.2. Instead of going into detail on single forms, we present in Table 6.17 the correlation table for the results of the composite data of all four organisational forms. The only high inter-survey correlation that remains is between WVS/belonging and ESS/membership.

**Table 6.17: Correlation between the WVS, the CIVED and the ESS, each with the whole sample (asterisks indicate levels of significance \*\* p<.01; \* p<.05)**

	Correlation Pearson refers to results as presented in Tab. 6.11	WVS belong	WVS voluntary	CIVED yes	ESS member	ESS participate	ESS voluntary
WVS belong	Correlation Pearson	1	.811(**)	.550(*)	.744(**)	.478(*)	.573(*)
	N	36	36	19	18	18	18
WVS voluntary	Correlation Pearson	.811(**)	1	.514(*)	.561(*)	.354	.456
	N	36	36	19	18	18	18
CIVED yes	Correlation Pearson	.550(*)	.514(*)	1	.327	.321	.335
	N	19	19	23	13	13	13
ESS member	Correlation Pearson	.744(**)	.561(*)	.327	1	.849(**)	.846(**)
	N	18	18	13	19	19	19
ESS participate	Correlation Pearson	.478(*)	.354	.321	.849(**)	1	.782(**)
	N	18	18	13	19	19	19
ESS voluntary	Correlation Pearson	.573(*)	.456	.335	.846(**)	.782(**)	1
	N	18	18	13	19	19	19

At this point we leave it as an open question for further discussion as to whether this correlation is high enough for the two measures to be integrated into one indicator. Whether such an indicator based on multiple measurements can in the end more effectively measure the multidimensional construct depends on the distribution of measurement failures. If these are distributed unsystematically, different measurements may balance them out; however, if not, they could aggregate (see Schnell, Hill and Esser, 2005; Kromrey, 2002). In our scenario, failures owing to the methods of data collection will hopefully be balanced out, although to demonstrate this would represent an additional task.



#### 6.2.4. Selecting frames of reference

We use the term “frame of reference” to denote the unit of comparison taken into account when we list “indicatorised” information. The three basic frames of reference are other social units, the same unit at a different point in time, or a categorical criterion. In discussing the importance of considering alternatives while choosing a frame of reference, we use exemplary data taken from the 2005 Global Corruption Barometer (GCB). The GCB is a survey conducted on behalf of the non-governmental organisation Transparency International. It follows the problem-finding approach of indicatorising citizenship, and aims to support the development of specific policies for different countries and regions.

The modes of data collection in the GCB vary between the participating countries. While either telephone or face-to-face methods were used in most countries, self-completed questionnaires were employed in one country (Japan), and a web survey in another (Norway). In this study the samples also vary: in most cases these are national, but in some countries outside Europe, only urban populations are considered. Finally, whereas in most countries the sampling method was based on quota sampling (sex, age, socioeconomic conditions, regional and urban balances), a few others performed random sampling.

As explained above, such differences might make data from different countries less comparable. Differences between these could be partly artefacts resulting from different modes of data collection, or could be attributed to sample differences. For instance, it may be easier to confess that one has taken a bribe in an anonymous context than when asked face to face. Moreover, our calculations slightly differ in some points from those of Transparency International owing to not totally concurrent datasets: the reported sample size is 54,336, yet there are 57,843 cases in the publicly available data set. We have asked for more information on this divergence in datasets, but have yet to receive an answer.

Nevertheless, we believe that the GCB is worth working with on the grounds of content as well as statistics. First of all, we propose to explain briefly why we think that indicators on active citizenship should cover corruption, as this may not be entirely obvious. We argue that corruption is not only against the rule of law, but also directly negates the development of civic engagement. Why should people seek to adhere to the principles of democracy and human rights, when the culture of their country is perceived as somehow not really in accordance with such values?

We also would like to use this survey not only as an example of focusing on one negative phenomenon in the realm of active citizenship behaviour, but also because it gives us the chance to discuss further kinds of data aggregation that are suitable for building indicators. Again, we restrict ourselves to European countries and territories.

Table 3 provides an overview of how far people perceive corruption to be present in their own environment. It is important to consider that corruption is not only a matter of national structures in terms of law and accountability, which may be changed by the government, but is also culturally determined. This may be proven by other results from the GCB, which show that bribes are not always asked for, but will be offered in advance by citizens. As corruption is not taught in the curriculum, Table 3

deals with the behavioural outcome of informal learning processes over the whole lifetime of citizens.

The behaviour talked about here differs from the behaviour talked about in the first example in one central point. Cultures surely differ in terms of how openly people talk about corruption. In some cultures, people may be ashamed of bribery, whereas in others they may be even proud of this and regard paying a bribe as intelligent behaviour. This leads to differences in the number of wrong answers and refusals to answer between cultures. While it is hard to discover the former type of bias, the latter can be estimated by the varying rates of non-response. In Europe the failure to respond to the question posed in Table 6.18 varies between under 1% and 15%; outside Europe, however, this rate is as high as 26% in one instance.

For this reason it seems problematic to build a comparative indicator about corruption in different cultures based on behavioural information provided by people themselves. We must therefore look for additional information to tackle this question.

**Table 6.18: GCB 2005:**  
In the past 12 months, have you or anyone living in your household paid a bribe in any form?

Country / Territory	Valid percent „yes“	Country / Territory	Valid percent „yes“
ESP	.4	LUX	6.4
NLD	.5	CRO	6.6
IRL	.7	GEO	7.0
UK	.8	BGR	7.6
DNK	1.0	MCD	7.8
ICE	1.0	KVO	8.8
SWI	1.5	POL	9.0
PRT	1.8	GRC	12.2
FRA	2.3	UKR	14.6
GER	2.3	RUS	17.7
FIN	3.2	CZR	20.0
NOR	3.7	SER	20.2
AUT	5.0	RMA	25.5
TUR	5.4	LIT	30.3
BIH	6.3	MDV	32.3

One such alternative is not to compare different countries (the so-called norm-oriented frame of reference), but rather the development of data within one country over time (the so-called individual frame of reference) (Cater, Klein and Day, 1992; Hartig, Klieme and Leutner, forthcoming). However, we want to look for a more general alternative, which not only differs in the way it deals with results, but also does not rely on personal accounts. This option consists in asking people to judge others or parts of society. It may be easier to express an opinion on the corruptness of different sectors than to talk about oneself. To illustrate this approach, we will discuss three tables.

The first table (6.19) shows the results of a single-item query from the 2005 GCB, namely perceived corruption within the education system. This item was selected because it tells us something not only about active citizenship, but also about the informal learning context (the so-called hidden curriculum) within the educational system. Obviously the situation in each country is judged quite differently by its inhabitants. The variance between countries amounts to more than two standard deviations.

Within the GCB, the same question on perceived corruption was asked with respect to 15 sectors of society. Statisticians naturally wish to pool these items and to construct a scale which gives a more reliable picture for the whole of society. Table 6.20 accordingly scales these 15 items down to one mean value for the construct of “perceived general corruption”. Such compilations are useful for international ranking

and any further statistical calculation, assuming they are sufficiently valid. There are many ways to test for these criteria (Amelang and Zielinsky, 1997). As demonstrated in sub-section 6.2.1, one exploratory approach is the main component analysis for discovering whether there are multiple factor structures. On the basis of a scree plot and explained variance, a one-factor solution is justifiable. The Kaiser criterion on eigen values would also legitimate a two-factor solution covering perceived corruption in state-related sectors (such as the police, judiciary and political parties) and in other sectors (e.g. business, medical services and religious bodies). However, given that this solution could only be produced by rotation, and that the differences in factor weights were not convincing, we therefore preferred the one-factor solution. The reliability for this compilation of 15 items is .90 (Cronbach's alpha).

To deepen this analysis, the same procedures should ideally be followed for every country. This would test the hypothesis that people's perception of how the sectors of society fit together is culturally specific (as per sub-section 6.2.1). Confirmatory factor analysis would also make it possible to compare the differences between alternative models of latent constructs among countries.

However, we do not want to go into this issue in this chapter. Instead, we have decided to illustrate an additional attempt to build an indicator. For each country, Table 6.21 presents the difference between the countries' mean values on "perceived general corruption" and their mean values on perceived corruption within the education system. This type of deviant indicator offers two advantages. First, we make the indicator immune to the possibility of country-specific tendencies of expressing generally higher or lower judgements of negative phenomena. The indicator is based on an individual frame of reference. Second, our indicator now is more useful for policy agents than a simple ranking. Policy can now start at the point where problems are perceived as being most urgent by the voters. Here a norm-oriented component is integrated into the frame of reference. Countries can be compared with regard to how strongly a specific sector of society is perceived as diverging from the general level of corruption, either positively or negatively. This could again be of help in finding benchmarking partners: countries which have special problems in one sector of society could look for countries which are doing considerably better in this regard, based on internal cultural comparison. (For example, France has a middle ranking in terms of corruption in general, although the educational system seems to be organised in such a way that it successfully prevents corruption.)

The data in our example are not normalised as we wanted to keep the possibility of immediately connecting them to the original alternatives for answering the questions. When using different ranges for the composition of indicators, however, it is necessary to normalise the data. Data on corruption as shown in Table 6.18, could go through the percentage ranking routine and then, after having been signed negatively, could be integrated into a composite indicator. But we would refrain from integrating this in the indicator building as started with in sub-section 6.2.2 because of the higher social desirability which may bias the answers in ways that differs between cultures. Moreover, such a composite indicator would miss the specific potential of a deviant indicator as shown in exemplary fashion in Table 6.21.

**Table 6.19: GCB 2005:**

To what extent do you perceive the following sectors in this country to be affected by corruption – the education system?

(Minimum 1= not at all corrupt, Maximum 5 = extremely corrupt)

Country / Territory	Item mean	SD
ICE	1.55	.801
FIN	1.83	.917
SWI	1.88	.972
DNK	1.91	1.031
NOR	2.01	.887
IRL	2.02	1.093
FRA	2.03	1.059
UK	2.07	1.100
LUX	2.18	1.073
NLD	2.21	.879
GER	2.33	1.117
KVO	2.42	1.321
AUT	2.43	1.054
CZR	2.50	1.046
ITA	2.57	1.244
GRC	2.66	1.172
PRT	2.69	1.169
ESP	2.75	1.451
GEO	2.86	1.362
POL	2.86	1.144
CRO	2.93	1.246
RMA	2.94	1.097
LIT	3.05	1.287
BGR	3.36	1.277
BIH	3.63	1.232
RUS	3.67	1.125
MCD	3.69	1.326
SER	3.71	1.115
UKR	3.79	1.088
MDV	3.91	1.195
TUR	4.03	1.293

**Table 6.20: GCB 2005:**

To what extent do you perceive the following sectors in this country to be affected by corruption?

(scale mean above all sectors)

Country / Territory	Scale mean	SD
DNK	2.1310	.71916
FIN	2.1754	.78349
ICE	2.2650	.68109
SWI	2.4157	.69810
KVO	2.5553	.73590
LUX	2.5717	.72207
NOR	2.6008	.65903
IRL	2.6023	.70709
UK	2.6328	.75329
NLD	2.6645	.70646
GER	2.7805	.57084
AUT	2.7874	.77316
FRA	2.8009	.74459
CZR	2.8862	.69799
PRT	3.0088	.69734
ESP	3.0380	.81150
ITA	3.0666	.69109
RMA	3.0995	.70635
GEO	3.1172	.93014
CRO	3.2434	.70309
POL	3.3222	.69878
GRC	3.3296	.62790
MCD	3.3690	.83850
LIT	3.3747	.73972
MDV	3.4266	.79786
BIH	3.4400	.76952
UKR	3.5239	.81747
RUS	3.5577	.71844
SER	3.5592	.82294
BGR	3.6576	.77346
TUR	3.8875	1.01486

**Table 6.21: GCB 2005**

Difference of scale mean (Table 5) to the item on the education system (Table 4) per country

Country / Territory	item diff. to scale mean	SD
FRA	.7516	.80155
ICE	.7155	.66610
GRC	.6681	1.03230
NOR	.5919	.67745
IRL	.5758	.87639
UK	.5579	.86355
SWI	.5380	.77397
ITA	.4839	.99765
POL	.4577	.92106
GER	.4451	.92333
NLD	.4418	.63431
CZR	.3899	.76596
LUX	.3860	.90055
AUT	.3478	.83717
FIN	.3366	.61629
PRT	.3330	.87191
GEO	.3235	1.08566
LIT	.3027	1.00199
CRO	.2999	.99585
BGR	.2917	1.02601
ESP	.2799	1.20825
DNK	.2218	.75645
RMA	.1443	.87741
KVO	.1282	1.09350
RUS	-.1065	.95992
TUR	-.1334	.93243
SER	-.1538	.81386
BIH	-.2028	1.01022
UKR	-.2711	.85648
MCD	-.3153	1.05273
MDV	-.4989	.92570

### **6.3. Suggestions for measurement instruments in areas of special importance within the European context (the European module within ICCES)**

In this section we make proposals for data collection with regard to dimensions of active citizenship competencies, which are of special importance for the European context. It is widely agreed that no indicator system on this subject can ignore the following dimensions; however, the question of how to operationalise these dimensions in a suitable way is considerably less clear at the moment. Four dimensions are considered: “dealing with multiculturalism”, “dealing with conflict”, “attitudes to children/youth rights”, and “critical thinking”. These are not encircling the total of active citizenship competencies but they are an essential part of minimum requirements.

#### **6.3.1. Instruments related to dealing with multiculturalism**

Given that different forms of multiculturalism currently pose a challenge across Europe, intercultural competence (IC) seems to be a prerequisite. As there is little consensus on the concept of competencies, we will first explain what we mean precisely, and then how to measure it. The psychological concept of competencies as used for the planning of international large-scale assessments may be defined by three crucial criteria (Weinert, 2001; Rychen and Salganik, 2001, 2003; Hartig, Klieme and Leutner, forthcoming): First and foremost, competence is looked on as the ability to meet complex demands on a behavioural level. Second, on a psychological level, competencies are considered to be a combination of elements such as knowledge, attitudes and skills. Third, competencies are related to situations; they are learnt in contexts which demand action. The last of these criteria is central in order to separate competencies from general abilities such as intelligence. In the next two paragraphs, we will discuss the three main implications this definition has for the measurement of IC.

First, its measurement should simulate real situations of cultural contact. For example, Hesse (forthcoming) uses the critical incident technique to test the intercultural competencies of Germans concerning English culture. Using this technique, each test participant is given a short description of an interculturally relevant situation, and is asked to choose between different possible reactions to this situation. Each situation represents a type according to Bennet’s 1993 IC model.

#### **Steps in the development of intercultural sensitivity, according to Bennet (1993)**

Denial = active or passive refusal to consider the different aspects of another culture  
Defence = rejection of the other culture (may also turn out as “Reversal”, namely idealisation of the other culture)

Minimisation = concentration on common features, minimising differences

Acceptance = respecting the “otherness” of the other culture

Adaption = ability to deal with the other culture in its perspective

Integration = adjustment of one’s identity to life within the different culture

Second, IC should not be tested as a general ability that is applicable to all cultures. In fact, intercultural competencies are always culture-specific. IC for French people in Romania, for example, is totally different from IC for Polish people in Ireland. To measure intercultural competencies, testing should be tailored to the two cultures under consideration. General personality characteristics such as openness are not

good indicators for IC, as someone considered to be open in his or her own cultural framework will not necessarily have the greater IC in every cultural context. In some cultures, shy characters are more valued, for example. Openness would moreover be a bad indicator, because it is more a feature of personality, and can hardly be influenced by political or educational actions.

Following Bennet's developmental theory on intercultural sensitivity, we can also identify a third argument, namely why it is difficult to construct a homogeneous indicator for IC. The different developmental steps do not progress in linear fashion in terms of their characteristics. Both the "Denial" and the "Minimisation" categories rate low when one asks for the awareness of differences. Similarly, the "Defence" and "Acceptance" categories rate high concerning the awareness of differences. Therefore IC is best represented by a profile of its different features, instead of an overall value (for empirical validation of this statement see Hesse, forthcoming).

To sum up, we cannot at the moment recommend an overarching instrument for the measurement of IC that is capable of fulfilling the preconditions of linear progress and validity for each cultural pair. As a substitute for this missing instrument, we would like to suggest a easier scale that deals with the topic of acceptance of differences with teachers and students. This scale was developed for the final evaluation of the school development programme "Learning and Living Democracy" (2006; for earlier instruments see Diedrich, Abs and Klieme, 2004; Diedrich 2006; and for the programme itself, see [www.blk-demokratie.de](http://www.blk-demokratie.de)). This final evaluation has just started to run with over 4,000 students from grade 8-10 from all different school types. We believe that while this scale does not measure IC, it does nevertheless represent an important dimension of living with different groups and dealing with them democratically, and this is a basic precondition for IC.

#### **Scale for students "All different – all equal"**

(Format of the answers: Strongly disagree, Disagree, Agree, Strongly agree)

##### *Assessment of teacher*

- No matter what mother tongue someone speaks, for our teacher he/she is of the same value
- No matter what culture someone belongs to, for our teacher he/she is of the same value
- No matter what religion someone belongs to, for our teacher he/she is of the same value
- No matter from which country someone was born in, for our teacher he/she is of the same value
- No matter how beautiful someone is, for our teacher he/she is of the same value
- No matter how good someone's marks are, for our teacher he/she is of the same value
- No matter how much money one's parents have, for our teacher he/she is of the same value
- No matter if someone is male or female, for our teacher he/she is of the same value

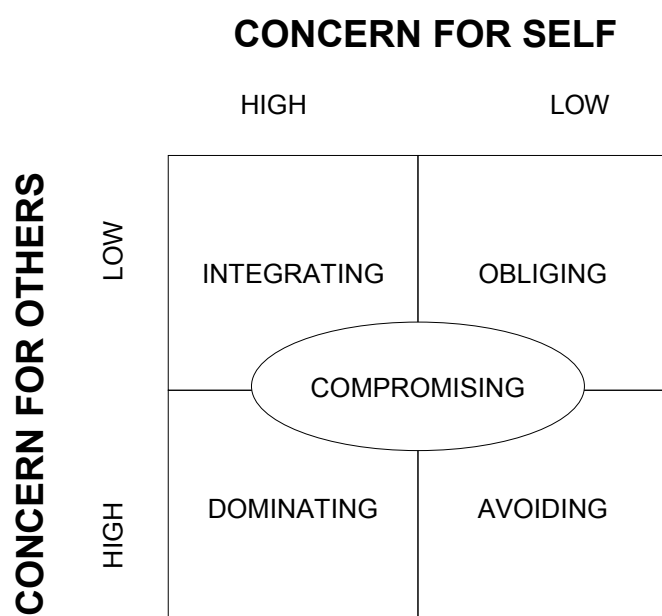
##### *Assessment of class*

- No matter what mother tongue someone speaks, for our class he/she is of the same value
- No matter what culture someone belongs to, for our class he/she is of the same value
- No matter what religion someone belongs to, for our class he/she is of the same value
- No matter from which country someone was born in, for our class he/she is of the same value
- No matter how beautiful someone is, for our class he/she is of the same value
- No matter how good someone's marks are, for our class he/she is of the same value
- No matter how much money one's parents have, for our class he/she is of the same value
- No matter if someone is male or female, for our class he/she is of the same value

### 6.3.2. Instruments related to dealing with conflicts

Our reflections on IC are also true when it comes to dealing with conflict. The development of instruments and the possibilities of obtaining information that can be used for the construction of indicators are based on several underlying theories. In dealing with conflicts we start with Rahim's theory of styles of conflict (Rahim and Magner 1995; Bilsky and Rahim, 1999). Following this theory, the way one deals with conflicts is influenced by the level of concern that people have for themselves and for others (see Figure 6.1). From these two basic tendencies, Rahim derives five different styles of dealing with conflicts: avoiding, obliging, dominating, compromising and integrating. Rahim's instrument tries to illustrate the five styles by asking a couple of questions in each case.

**Figure 6.1: Conflict styles according to Rahim and Magner (1995)**



The original instrument was focused on professional contexts. For the evaluation of the above-mentioned pilot programme on “Learning and Living Democracy” at School (2006), we adjusted an already available German version of Rahim's instrument (Bilsky and Wülker, 2000) for use in a school context. In autumn 2006, when our data collection phase will have finished, we will be able to analyse whether the data for students is similar to data reported from professional contexts. As we needed a shorter instrument for our questionnaire, we only developed items that represent four styles (namely avoiding, obliging, dominating and integrating). We omit the dimension of compromising. This reduction seems to be justifiable from an empirical point of view too. (For the moment, we present the items from the instrument, without accounting for any attribution to different styles, we will do this after factor analysis with our sample.).

**Adaptation of the Rahim Organisational Conflict Inventory (ROCI-II) for school students**

(Format of the answers: Strongly disagree, Disagree, Agree, Strongly agree)

1. I try to analyse an issue with my classmates to find a solution acceptable for all of us
2. I generally try to satisfy the needs of my classmates
3. I try as far as possible not to tie myself down
4. I like to keep my opinions private
5. I try to integrate my ideas with those of my classmates to come up with a common decision
6. I try to work with my classmates to find a solution to a problem which satisfies all expectations
7. I usually avoid open discussion of my differences with my classmates
8. I persuade others to get my ideas accepted
9. I use my strength to get my way
10. I usually accommodate the wishes of my classmates
11. I give in to the wishes of my classmates
12. I exchange information in detail with my classmates to solve a problem together
13. I usually make concessions with my classmates
14. I try to avoid disagreement with my classmates
15. I try to avoid conflicts with my classmates
16. I use my better knowledge to outwit other classmates
17. I often go along with the suggestions of my classmates
18. I follow a "give and take" strategy so that a compromise can be found
19. I generally follow my interests without minding those of others
20. I try to talk about all our concerns openly so that issues can be resolved in the best possible way
21. I cooperate with my classmates in order to make decisions that are acceptable for all of us
22. I try to satisfy the expectations of my classmates
23. Sometimes I act in an underhand manner in order to get a result
24. I try to conceal disagreement with my classmates in order to keep the peace
25. I try to avoid clashes of opinion with my classmates
26. I try to work with my classmates to achieve joint understanding of a problem

### 6.3.3. Instruments related to children/youth rights

Human rights are a central element within the European definition of active citizenship. While human rights per se do not distinguish between different groups of human beings, the implementation of human rights must often confront traditions that favour certain groups in the pursuit of their interests. Accordingly the last IEA-CIVED Study of 1999 built in items related to the rights of certain groups, such as immigrants and women (Torney-Purta et al. 2001; Oesterreich 2002). As the target population of the IEA Studies on Citizenship consists of school pupils, we would suggest that there should be an additional focus on their rights in relation to parents and teachers.

When it comes to the rights of pupils, we see two main alternatives. One could ask for adults to concede rights to pupils on the one hand, while on the other hand one could address the attitude of children/youth to their own rights. While the first refers to the issue of citizenship education (process), the second is more focused on active citizenship (outcome). In our opinion, it is vitally important to explore the extent to which pupils see themselves as beings with their own rights, because this is a precondition for accepting others not only as people who have more respectively less power or strength, but also as people with rights independent from their qualities.

Again, we use a measurement option taken from the evaluation of the pilot programme "Learning and Living Democracy" (2006). This instrument covers only the situation in terms of rights between those who are asked and their parents, and not between pupils and teachers. We focus on the relationship to parents, because it is not so much dominated by different formal law in countries as by the setting of pupils and their teachers.



**Scale for different groups “The rights of parents and the rights of children”**

(Format of the answers: Strongly disagree, Disagree, Agree, Strongly agree)

- Parents should have the right to forbid their daughters physical education.
- Parents should have the right to forbid their sons physical education.
- Parents should have the right to forbid their daughters certain articles of clothing
- Parents should have the right to forbid their sons certain articles of clothing
- Parents should have the right to forbid their children certain vocational training courses
- Parents should have the right to forbid their children certain spouses
- Parents should have the right to forbid their children to take part in school trips
- Parents should have the right to forbid their children to have friends belonging to other religious groups
- Fathers should be allowed to lock their daughters up at home to prevent them from behaving in a way they do not agree with
- Mothers should be allowed to lock their sons up at home to prevent them from behaving in a way they do not agree with

### **6.3.4. Instruments related to critical thinking**

Critical thinking (CT) abilities are essential to the sustainability of democratic societies and to their potential to renew themselves. A current conceptual analysis of CT can be found in ten Dam and Volman (2004). While most of the discussed instruments in their article refer to reported behaviour or attitudes, critical thinking is best measured more as a test. Self accounts with regard to CT seem to be easy to see through, so that participants are likely to give answers that adequately reflect their self esteem but not their competence. Precisely because of this difference, the assessment of CT in ICCES should be considered to avoid the criticism that the study only deals with “soft” data.

Independently from existing theoretical considerations, most of the current tests now focus on CT in terms of “inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments” (ten Dam, Volman 2004; p. 369). These were developed for older students than the target population of ICCES 2009. For this reason, there additional efforts will be needed to develop instruments that can measure the relative beginning of CT from Grade Eight onwards. If one concedes that CT is at least partly domain-specific, one additional requirement for test development would be to find issues which are related to citizenship for the 14-year-old category and tackle them in a meaningful way.

## **7. Next research needed**

The research to be conducted into citizenship indicators can be divided into three areas: conceptual and theoretical development; measurement options; and the usage and effects of indicators in political and educational contexts.

### **7.1. Conceptual and theoretical development on active citizenship for democracy**

When we talk about citizenship and educating people regarding citizenship in a European context, we need these concepts to be further discussed, differentiated and hopefully clarified than today. Taking into account the fact that the concept of

citizenship in modern Europe was originally a nation-based concept with quite different denotations and connotations in each culture, we are really at the beginning of this process. Talking about citizenship as a transnational concept is relatively new (for German-speaking countries, the topic was first raised during the Age of Enlightenment, but then mostly forgotten for the next 200 years).

Conceptual and theoretical development today should be related to empirical research. This is especially true for tailoring composite indicators. As we found while working on this paper, there is little empirical basis for dividing forms of participation into political and non-political in a way that is suitable for diverse countries. Similar structures of organisational forms may have different functional meanings. The various shapes of interplay in functions and structures should be studied in more detail to get a better understanding of the concrete forms of active citizenship.

## **7.2. Development of indicators and measurement options**

When we look back to the indicator building in chapter 6.2.2 we seem to follow the well established pattern that more participation is good for a society. This may be true in most cases (cf. chap.2), but the resulting indicator from this view on citizenship is not sensible for possible changes in the value-orientation of organisations and their members. From German history we know at least one period of high political participation (the late 20<sup>th</sup> and beginning 30<sup>th</sup> of the last century) that lead into a disaster for democracy. Owing to this problematic nature the European concept of citizenship does not rely on participation alone but on a type of participation that is oriented to human rights and democracy.

One way to integrate this feature could be to give a stronger weight to the participation in human rights groups as a component within indicator building. But participation in human rights groups may mean quite different things in different countries, in some countries human rights groups may be an expression of people's interests in the fate of suppressed democrats in other regions of the world, in other countries these groups question their own governments democratic orientation, and in third countries they may be the instrument of extreme groups, who fight for their own dictatorship. So in the end it will not be suitable to attach any strong interpretation to the participation in human rights groups' independent from its national context.

A further possibility to take into account that the level of participation is not the single threshold of democratic societies is the construction of additional indicators for competencies. Further research is needed not only on the nature of such competencies and the occasions in which such competencies get visible but simultaneously on measurement options and the question whether these competencies identically for different cultures and whether they aren't partially conflicting. In the last case it wouldn't be useful to integrate them into a composite indicator.

A second feature that we didn't integrate into our indicator building is the question of (enforced) conformity of volunteer organisations. As diversity of volunteer organisations seems to be a feature of democratic citizenship, this should also be reflected. And last but not least we didn't adequately integrate informal participation; to do so more research on the forms of "light" participation is needed in order to

construct instruments which really capture the phenomenon in a comparable way across countries. The question which and how many organisational forms should be integrated into a composite indicator is still to be discussed. On the one hand a smaller number of distinct organisational forms will have the advantage to avoid double counting the same activity under different conceptual frames. On the other hand any greater selection of organisational forms will tend to favour certain countries and to discriminate others because the forms which are typically for their culture are not taken into account, while the specialities of others are represented.

### **7.3. Usage and effects of indicators in political and educational contexts**

Optimising the selection of indicators and research regarding the effects of indicators on several agents is a totally underdeveloped field. We know little about the preconditions for the usage of new complex or composite indicators in particular, let alone the ways in which policy, the public and the people who are responsible for the educational system deal with this kind of information. Further research is needed in how far and under which conditions proposed composite indicators really can be influenced by politics. Not taking into account the limits of politics will lead to putting up to ambitious objectives and in the end to the disregard of proposed indicators and benchmarks.

From the point of usage we propose that indicator-building should not stop with the current concept of composite indicators. We doubt that the future of indicators lies in indicators that integrate an increasing number of different aspects of system output. Instead, future indicators could be complex in a way that integrates input and output in one indicator for more specific issues. To break up work when a mere output indicator has been constructed will not satisfy the demands of good governance in the future. From our perspective, the next step will be to relate for instance public participation in sport to public investment in sport (Andreff and Symanski, forthcoming). This will lead to indicators which are complex and tailored to specific policy tasks at the same time. As far as our example is concerned, the aim will be to estimate the return on investment (ROI) of public money spent on sport. Modern economics regards participation and volunteering as output within the social sector (Collins, 2005). The goal of good governance is to use resources as effectively as possible and to enlarge the output from given resources, or to keep up the level of participation by a more restrained use of resources. Comparison then is not between outputs, but rather between levels of efficiency. Benchmarking will be directed at the processes which produce results, and will use these results only as a starting point for analysis (Abs, Döbrich and Wicker, 2005).

The idea of building complex indicators according to the idea of ROI could work for participation in sport. By this we do not mean to say that it would work with other dimensions of active citizenship. For example, it would be a bad idea to transfer this type of indicator to the dimension of non-violent political protest or voting behaviour, as this could encourage authorities not to invest in education but rather to make direct payments in exchange for votes. Because of such possible side-effects, one should also refrain from constructing ROI indicators on a broader conceptual range (i.e. on multidimensional outcome).

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- CRELL 2006a = European Commission, Directorate General JRC, Joint Research Centre, Centre for Research on Lifelong Learning (2006a). *Domains for Active Citizenship Indicator Development:(Draft)* Working document.
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## Appendix A

This overview demonstrates how far existing surveys cover social, cultural, and economical aspects of active citizenship. A first group of surveys is taken from the document "Draft Overview of International Surveys and Questions Indicators on Active Citizenship and Education and Training for Active Citizenship" (CRELL 2006b). In addition to this the overview here is supplemented by a second group of surveys that we also consider relevant for this area.

First the two groups of surveys are presented in a common table, which allows for comparison. Then we list different domains, principle factors and sub-categories relevant to active citizenship. The structure of this part was adopted from the document "Domains for Active Citizenship Indicator Development: Draft Working document" (CRELL 2006a) supplemented by further possible indicators, discovered during our work. We supplement this list by the different formats of data collection (instruments) within surveys. We did this by searching for instruments in all of the surveys from the first group, on the basis of CRELL (2006b). We only used group 2 surveys to add instruments for indicators where none were available from Group 1. These additional items demonstrate how such indicators could be operationalised. By this approach we are not going to present a complete examination of the surveys, we didn't check for additional questions in group 1 surveys outside CRELL 2006b and we used Group 2 surveys only in some cases to illustrate their potential.

## Overview of International Survey Data

Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
<b>Group 1 surveys</b>							
<b>IEA</b>	Civic Education Study (CIVED, ICCES)	1999: 14-year-olds, teachers, principals; 1999/2000: 16/18-year-old students, principals and 2008/9: Grade 8 (average 13,5 years)	Implementation starting in 2006 Data collection 2008/9, report 2010	Last round BE, CZ, DE, GB, EE, FI, DK, GR, HU, IT, LV, LT, PL, PT, RO, SK, SI, SE	Measures "how students view their citizenship identity and how their views are influenced by the political, educational, and social context in the countries in which they live. Broadly speaking, the overall goal of the study was to identify and examine in a comparative framework the ways in which young people are prepared for their roles as citizens in democracies."	<a href="http://iea.nl/cived_datasets.html">http://iea.nl/cived_datasets.html</a>	<a href="http://www.wam.umd.edu/~jtpurta/UpperSecondary_files/Civics%20Booklet%20JA.pdf">http://www.wam.umd.edu/~jtpurta/UpperSecondary_files/Civics%20Booklet%20JA.pdf</a>
<b>Centre for comparative social studies, City University, UK</b>	European Social Survey (ESS)	2002 First round 2004 Second round 2006 Third round 2008 Fourth round Age 15 and over	Rotating module 2002 Citizenship, Involvement and Democracy (60 items) led by Kenneth Newton (UK)	Current round 2006 DK, FI, SE, GR, IT PT, ES, AT, BE, FR, DE, IR, LU, NE, UK, CZ, EE, HU, PL, SI, SK, BU, RO	"The core module aims to monitor change and continuity in a wide range of social variables, including media use, social and public trust; political interest and participation; socio-political orientations, governance and efficacy; moral, political and social values; social	<a href="http://ess.nsd.uib.no">http://ess.nsd.uib.no</a> Norwegian Social Science Data Services (NSD)	R Jowell and the Central Co-ordinating Team, European Social Survey 2002/2003: Technical Report, London: Centre



Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
					exclusion, national, ethnic and religious allegiances; well-being, health and security; demographics and socio-economics."		for Comparative Social Surveys, City University (2003)
<b>International network of Social Scientists, INSS</b>	World Values Survey (WVS)	Last round 1999/2000 Next round 2005/6 the 5 <sup>th</sup> wave of this worldwide survey is in progress Age 15 and over		Last round 99/00 AT, BE, BU, CZ, DK, EE, FI, FR, DE, UK, GR, HU, IR, IT, LV, LT, LU, MT, NE, PL, PT, RO, SK, SI, ES, SE,	"The World Values Surveys were designed to provide a comprehensive measurement of all major areas of human concern, from religion to politics to economic and social life"	<a href="http://www.jdsurvey.net/bda/sepjds/wvsevs/home.jsp?OWNER=WVS">http://www.jdsurvey.net/bda/sepjds/wvsevs/home.jsp?OWNER=WVS</a> European Values Study Group and World Values Survey Association. EUROPEAN AND WORLD VALUES SURVEYS FOUR-WAVE INTEGRATED DATA FILE, 1981-2004, v.20060423, 2006. Aggregate File Producers: Análisis Sociológicos Económicos y Políticos (ASEP) and JD Systems (JDS), Madrid, Spain/Tilburg University, Tilburg, The Netherlands. Data Files Suppliers: Analisis Sociologicos Economicos y Politicos (ASEP) and JD Systems (JDS), Madrid, Spain/Tilburg University, Tilburg, The Netherlands/ Zentralarchiv für Empirische Sozialforschung (ZA), Cologne, Germany:)	<a href="http://www.worldvaluessurvey.org/library/latestpub.asp">http://www.worldvaluessurvey.org/library/latestpub.asp</a>
<b>Eurydice</b>	Citizenship education at school in Europe	One off school year 2004/05	Topics/sources are official documents; related guide to content used	All EU countries + candidate countries (Accept Turkey) +EFTA countries	"deals with the provision of citizenship education in schools and covers 30 European countries participating in the Eurydice Network. The comparative survey focuses on different national approaches to citizenship education and examines whether a European or international		<a href="http://www.eurydice.org/index.shtml">http://www.eurydice.org/index.shtml</a>



Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
					dimension has been officially incorporated into teaching of the subject in schools."		
<b>EUYOUPART</b>	Project coordinator; Institute for Social Research and Analysis/ Vienna, Austria	One off age of 15 and 25	Implemented in 2004 age group 15-25 years	AT, UK, EE, FI, FR, DE, IT, SL	"The EUYOUPART research project aimed at developing a measurement instrument for the comparative research on youth political participation. In the process of indicator development we collected a plethora of data with very rich information about youth political participation. Thus we now are able to give a detailed overview on youth political behaviour and to highlight some of the aspects that contribute to different levels of political participation of European youth."		<a href="http://www.sora.at/images/doku/euyoupart_finalecomparativerport.pdf">http://www.sora.at/images/doku/euyoupart_finalecomparativerport.pdf</a>
<b>OECD</b>	Programme for International Student Assessment (PISA)	3-yearly					
<b>OECD/ETS</b>	Adult Literacy and Lifeskills Survey (before known as ILSS) (ALL)	One off					
<b>OECD</b>	Programme for International Assessment of Adult Competencies (PIAAC)	To be defined					
<b>Eurostat</b>	Adult Education Survey (AES)	5-yearly final recommendation is to focus on the working age population, i.e. 25-64 year-	September 2005 first countries start the survey		"The Adult Education Survey is seen as a major integration tool and an important instrument		<a href="http://epp.eurostat.cec.eu.int/cache/ITY_OF_FPUB/KS-CC-">http://epp.eurostat.cec.eu.int/cache/ITY_OF_FPUB/KS-CC-</a>

Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
		olds.			towards a coherent and comprehensive European Statistical Information System on Education and Learning that is the ultimate goal for education and training statistics.[...] The main dependent variable of the AES is participation in education and learning.		<a href="#">05-005/EN/KS-CC-05-005-EN.PDF</a>
Eurostat	Statistics on Income and Living Conditions (EU-SILC)	Annual Age 16 and over	January 2006- first results 04; June 2006 - Quality report	EU-wide	SILC is an annual survey to obtain information on the income and living conditions of different types of households.		<a href="http://europa.eu.int/estatref/info/sdds/en/ilc/ilc_base.htm">http://europa.eu.int/estatref/info/sdds/en/ilc/ilc_base.htm</a>
Eurostat	Time Use Survey (TUS)	5-10 yearly	Database available in 2006		"Time Use Surveys provide knowledge about the possibilities of reconciling professional and family life - statistics about the division of gainful and domestic work between women and men. Data on voluntary work, care, mobility and leisure time can also be produced from Time Use Surveys."		<a href="http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-05-001/EN/KS-CC-05-001-EN.PDF">http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-05-001/EN/KS-CC-05-001-EN.PDF</a> ; <a href="http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-04-007/EN/KS-CC-04-007-EN.PDF">http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-CC-04-007/EN/KS-CC-04-007-EN.PDF</a>
DG PRESS	Eurobarometer survey	Several/ year	early seventies	all member states of the European Union	Monitoring the public opinion in the European Union is the mission of the Standard Eurobarometer surveys conducted on behalf of the European Commission at least two times a year in all member states of the European Union.		<a href="http://www.gesis.org/en/data%5Fservice/eurobarometer/">http://www.gesis.org/en/data%5Fservice/eurobarometer/</a>

## Group 2 surveys

Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
<b>Transparency International</b>	Corruption Perceptions Index (CPI)	annually	Since 1995	159 countries	ranks more than 150 countries in terms of perceived levels of corruption, as determined by expert assessments and opinion surveys.		<a href="http://www.transparency.org/content/download/1516/7919/file/media_pack_en.pdf">http://www.transparency.org/content/download/1516/7919/file/media_pack_en.pdf</a>
<b>Transparency International</b>	Global Corruption Barometer (GCB)	annually aged 15+.	First in 2003 in 45 countries, in 2004 in 64 countries, 2005- 70 countries -	69 countries	public opinion survey of about 55,000 people in 69 low, middle, and high-income countries representative samples of the general	<a href="http://www.transparency.org/content/download/5083/29849/file/gcb2005_results_spss_05_11_29.zip">http://www.transparency.org/content/download/5083/29849/file/gcb2005_results_spss_05_11_29.zip</a>	<a href="http://www.transparency.org/content/download/2160/12762/file/Global_Corruption_Barometer_2005_(full_report).pdf">http://www.transparency.org/content/download/2160/12762/file/Global_Corruption_Barometer_2005_(full_report).pdf</a>
<b>Transparency International</b>	Bribe Payers Index (BPI)		1999; 2002	Argentina, Brazil, Colombia, Hungary, India, Indonesia, Mexico, Morocco, Nigeria, the Philippines, Poland, Russia, South Africa, South Korea and Thailand Members of foreign companies from: USA, France, United Kingdom, Japan, China, Russia, Germany, Spain, Italy, Taiwan, South Korea, Switzerland, Malaysia, Canada, Netherlands, Singapore, Belgium, Australia, Austria, Hong Kong, Sweden	Ranks leading exporting countries in terms of the degree to which international companies with their headquarters in those countries are likely to pay bribes to senior public officials .based on surveys conducted in 15 emerging market economies by Gallup International Association interviews were conducted with 261 senior executives from foreign companies, 261 senior executives from domestic companies, 84 top executives at chartered accountancies, 71 representatives of binational chambers of commerce, 80 executives from national and foreign commercial banks, and 78 at commercial law firms		<a href="http://www.transparency.org/content/download/2863/17759/file/bpi_2002_en.pdf">http://www.transparency.org/content/download/2863/17759/file/bpi_2002_en.pdf</a>
<b>Freedom House</b>	Freedom in the World	annually	Since 1972	in 192 countries and 14 related and disputed territories	comparative assessment of the state of political rights and civil liberties		<a href="http://www.freedomhouse.org/template.cfm?page=15&amp;year=200">http://www.freedomhouse.org/template.cfm?page=15&amp;year=200</a>

							<a href="#">5</a>
Organisation	Survey	Periodicity	Implementation	Participating Countries	Brief description	Data available on internet	references
<b>IDEA</b>	IDEA Democracy assessment		2002 one off	eight pilot countries; Bangladesh, El Salvador, Italy, Kenya, South Korea, Malawi, New Zealand and Peru	Assessment of democratic progress and the quality of democracy is an important part of defining and building democracy. IDEA's State of Democracy Assessment Methodology sets out a methodology for assessing the condition of democracy and progress towards democratization.		<a href="http://www.idea.int/democracy/index.cfm">http://www.idea.int/democracy/index.cfm</a>
<b>INPD</b>	IPND Governance Indicator's Project				"seeks to assist developing countries produce disaggregated and non-ranking governance indicators to enable national stakeholders to better monitor performance in democratic governance reforms. The aim of the Project, co-ordinated by the Oslo Governance Centre, is to build the capacities of government, the national statistics office and civil society in the collection, maintenance and analysis of governance related data and to assist the development of an inclusive and consultative framework for the systematic assessment and monitoring of democratic governance goals and targets expressed in national development plans."		<a href="http://www.undp.org/oslocentre/cross.htm">http://www.undp.org/oslocentre/cross.htm</a>
<b>The Johns Hopkins Center for Civil Society Studies</b>	The Johns Hopkins Comparative Nonprofit Sector Project	?	Since 1991	Australia, Austria, Italy, Japan, Belgium, Finland, France, Netherlands, Norway, Spain, Germany, Ireland, Israel, Sweden, United States, United Kingdom, Poland,	The Johns Hopkins Comparative Nonprofit Sector Project is a systematic effort to analyze the scope, structure, financing, and role of the private nonprofit sector in a cross-section of countries around the world in order to		<a href="http://www.jhu.edu/%7Ecnp/">http://www.jhu.edu/%7Ecnp/</a>

				Argentina, Brazil, Pakistan, Peru, Colombia, Egypt, Kenya, Philippines, South Africa, South Korea, Mexico, Morocco, Tanzania, Uganda, Czech Republic, Romania, Hungary, Slovakia	improve our knowledge and enrich our theoretical understanding of this sector, and to provide a sounder basis for both public and private action towards it.		
<b>Center for Democracy and the Third Sector (CDATS)</b>	Citizenship, Involvement Democracy: Survey Project		mid-May and mid-July of 2005	in-person interviews with a representative sample of 1001 Americans	The project also represents a collaboration between CDATS and the European Social Survey (ESS), which has been conducted biannually since 2002. The U.S. CID survey integrates several elements of a "module" from the ESS that results from the Citizenship, Involvement and Democracy (CID) project in Europe. The result of our project is that the U.S. can now be included in comparative perspective to the 23 European countries from the 2002 version of the ESS		<a href="http://www.uscidsurvey.org/">http://www.uscidsurvey.org/</a>
<b>OECD Indicator project</b>	CERI - Social Outcomes of Learning				Overall, the SOL project intends to generate policy relevant information concerning the links between learning and well being. This will involve an in depth investigation into the nature of the link between learning and well being, and how such linkages could be used as policy levers to improve wellbeing through education, and to achieve greater equity in the distribution of well being.		<a href="http://www.oecd.org/document/33/0,2340,en_2649_35845581_36774561_1_1_1,00.html">http://www.oecd.org/document/33/0,2340,en_2649_35845581_36774561_1_1_1,00.html</a> ; <a href="http://www.oecd.org/document/20/0,2340,en_2649_33723_35674452_1_1_1_1,00.html">http://www.oecd.org/document/20/0,2340,en_2649_33723_35674452_1_1_1_1,00.html</a>

## 1. Personal Level Outcomes (markers of active citizenship):

### 1.1 Knowledge

Sub-categories	Indicators	Source
<b>Principle Outcome: Historical knowledge</b>		
<ul style="list-style-type: none"> <li>♦ events, trends and agents of change</li> <li>♦ political ideas/practices in a European context</li> <li>♦ European integration</li> </ul>	<p>QUESTION 52</p> <p>Now I will read out a few statements about politics. For each statement, please tell me if you think it is true or false.</p> <p>True False (dk/ar)</p> <p>1)Serbia is a member of the European Union.</p> <p>2)There are 25 member states of the European Union.</p> <p>3)The European flag is blue with white stars.</p> <p>4)José Barroso follows Romano Prodi as the head of the European Commission.</p> <p>5)(name of Prime Minister or chancellor) is the (country) Prime Minister (or chancellor).</p> <p>6)The (name of the principal rightist or conservative party of your country) is a leftist political party</p> <p>7)In (country), national elections must be held every (correct number of) years.</p> <p>8)The (Prime Minister or chancellor) has the right to dissolve parliament.</p> <p>True False (dk/ar)</p>	EUYOUPA RT (CRELL 2006b, 71)
<b>Principle Outcome: Current affairs</b>		
<b>Principle Outcome: European diversity</b>		
Languages	Covered by other indicators then active citizenship	
<ul style="list-style-type: none"> <li>♦ Religions</li> <li>♦ Customs</li> <li>♦ Ethnicity</li> <li>♦ Legal basis for European diversity</li> </ul>	<p>K6 In school I have learned to be concerned about what happens in other countries</p> <p>strongly disagree disagree agree strongly agree</p> <p>don't know</p>	IEA CIVED (CRELL 2006b, 27)
<b>Principle Outcome: Cultural heritage</b>		
♦ European and non-european cultures		

### 1.2 Skills and competences

Sub-categories	Indicators	Source
<b>Principle Outcome: Creativity</b>		
<b>Principle Outcome: Research capability</b>		
<ul style="list-style-type: none"> <li>♦ Search for information</li> <li>♦ Retrieve information</li> <li>♦ Organise and analyse information</li> </ul>		
<b>Principle Outcome: Advocacy</b>		

<b>Principle Outcome: Autonomy/agency</b>		
<b>Principle Outcome: Critical reflection</b>		
<ul style="list-style-type: none"> <li>♦ Critical thinking</li> <li>♦ Critical reading</li> <li>♦ Critical listening</li> <li>♦ Critical watching</li> </ul>	K1 In school I have learned to understand people who have different ideas strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 26)
<b>Principle Outcome: Communication</b>		
<ul style="list-style-type: none"> <li>♦ Presenting ideas in writing</li> <li>♦ Orally</li> <li>♦ Through pictures</li> </ul>		
<b>Principle Outcome: Debating skills</b>		
<ul style="list-style-type: none"> <li>♦ Ability to understand, accept and reflect on others' perspectives</li> <li>♦ Ability to persuade another person using argument</li> </ul>		
<b>Principle Outcome: Active listening</b>		
<ul style="list-style-type: none"> <li>♦ Following another's verbal reasoning</li> <li>♦ Reflection on this</li> </ul>		
<b>Principle Outcome: Problem solving</b>		
<ul style="list-style-type: none"> <li>♦ Reflection on solutions and their consequences</li> </ul>	K3 In school I have learned to contribute to solving problems in the community [society] strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 26)
<b>Principle Outcome: Coping with complexity</b>		
<ul style="list-style-type: none"> <li>♦ Awareness of the complex nature of reality</li> <li>♦ Ability to manage this in a positive way</li> </ul>		
<b>Principle Outcome: Working with others</b>		
<ul style="list-style-type: none"> <li>♦ Understanding of the norms of collaboration</li> <li>♦ Working together creatively</li> </ul>	K2 In school I have learned to co-operate [work together] in groups with other students strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 26)
<b>Principle Outcome: Conflict resolution</b>		
<ul style="list-style-type: none"> <li>♦ Building a compromise in a democratic manner</li> </ul>		
<b>Principle Outcome: Intercultural competence</b>		
<ul style="list-style-type: none"> <li>♦ Empathy with others</li> <li>♦ Knowledge of other cultures</li> <li>♦ Capacity to accept and respect diversity</li> </ul>	K6 In school I have learned to be concerned about what happens in other countries strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 27)
	B38 CARD 15 Would you say it is generally bad or good for [country]'s economy that people come to live here from other countries? B39 CARD 16 And, using this card, would you say that	European Social Survey (CRELL

	<p>[country]'s cultural life is generally undermined or enriched by people coming to live here from other countries?</p> <p>B40 CARD 17 Is [country] made a worse or a better place to live by people coming to live here from other countries?</p> <p>Please use this card.</p> <p>00 01 02 03 04 05 06 07</p> <p>08 09 10 88</p>	2006b, 38)
	<p>V221. Turning to the question of ethnic diversity, with which of the following views do you agree? Please use this scale to indicate your position (code one number):</p> <p>Ethnic diversity erodes a country's unity Ethnic diversity enriches life</p> <p>1 2 3 4 5 6 7 8 9 10</p>	World Values Survey (CRELL 2006b, 50)
<b>Principle Outcome: Decision making</b>		
<b>Principle Outcome: Ability to influence society/policy</b>		
<ul style="list-style-type: none"> <li>♦ influencing institutions</li> <li>♦ influencing individuals</li> </ul>		

### 1.3 Attitudes

Sub-categories	Indicators	Source
<b>Principle Outcome: Autonomy and independence</b>		
	<p>People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement):</p> <p>Strongly agree Agree Disagree strongly disagree</p> <p>V214. I see myself as an autonomous individual</p> <p>Agree Disagree Strongly disagree</p>	World Value Survey (CRELL 2006b, 49)
	<p>16) I don't need the support of the state*** to create a good life for myself.</p> <p>Agree strongly Agree Neither agree nor disagree Disagree Disagree strongly (dk/ar)</p>	EUYOUPART (CRELL 2006b, 71)
<b>Principle Outcome: Resilience</b>		
The ability to develop and sustain caring and supportive relationships		
The capacity to make realistic plans and take steps to carry them out		
A positive view of oneself and confidence in one's strengths and abilities		



The capacity to manage strong feelings and impulses		
<b>Principle Outcome: Cultural appreciation</b>		
<b>Principle Outcome: Respect for other cultures</b>		
	When immigrants are expected to give up the language and customs of their former countries, that is very bad for democracy somewhat bad for democracy somewhat good for democracy very good for democracy don't know/ doesn't apply	IEA CIVED (CRELL 2006b, 13)
	G2 All ethnic [racial or national] groups should have equal chances to get a good education in this country strongly disagree disagree agree strongly agree don't know	IEA CIVED (CRELL 2006b, 21)
	G5 All ethnic [racial or national] groups should have equal chances to get good jobs in this country strongly disagree disagree agree strongly agree don't know	IEA CIVED (CRELL 2006b, 21)
	G12 Members of all ethnic [racial or national] groups should be encouraged to run in elections for political office strongly disagree disagree agree strongly agree don't know	IEA CIVED (CRELL 2006b, 23)
	H1 Immigrants should have the opportunity [option] to keep [continue speaking] their own language H2 Immigrants' children should have the same opportunities for education that other children in the country have H3 Immigrants who live in a country for several years should have the opportunity to vote in elections H4 Immigrants should have the opportunity [option] to keep [continue] their own customs and lifestyle H5 Immigrants should have all the same rights that everyone else in a country has H6 Immigrants should be forbidden to engage in political activity H7 Having many immigrants makes it difficult for a country to be united and patriotic H8 All countries should accept refugees who are trying to escape from wars or political persecution in other countries  strongly disagree disagree agree strongly agree don't know	IEA CIVED (CRELL 2006b, 23)
	K6 In school I have learned to be concerned about what happens in other countries strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 27)
	B39 CARD 16 And, using this card, would you say that [country]'s cultural life is generally undermined or enriched by people coming to live here from other countries? 00 01 02 03 04 05 06 07 08 09 10 88	IEA CIVED (CRELL 2006b, 37)
	B40 CARD 17 Is [country] made a worse or a better place to live by people coming to live here from other countries? Please use this card. 00 01 02 03 04 05 06 07 08 09 10 88	IEA CIVED (CRELL 2006b, 37)
	V221. Turning to the question of ethnic diversity, with which of the following views do you agree? Please use this scale to indicate your position (code one number):	World Value Survey

	Ethnic diversity Ethnic diversity erodes a country's unity enriches life 1 2 3 4 5 6 7 8 9 10	(CRELL 2006b, 49)
<b>Principle Outcome: Openness to change/difference of opinion</b>		
	A1 When everyone has the right to express their opinions freely that is very bad for democracy somewhat bad for democracy somewhat good for democracy very good for democracy don't know/ doesn't apply	IEA CIVED (CRELL 2006b, 12)
	K1 In school I have learned to understand people who have different ideas strongly disagree disagree agree strongly agree don't know	IEA CIVED (CRELL 2006b, 12)
	N1 Students feel free to disagree openly with their teachers about political and social issues during class Never, rarely, sometimes, often, don't know	IEA CIVED (CRELL 2006b, 29)
	N2 Students are encouraged to make up their own minds about issues Never, rarely, sometimes, often, don't know	IEA CIVED (CRELL 2006b, 29)
	N3 Teachers respect our opinions and encourage us to express them during class Never, rarely, sometimes, often, don't know	IEA CIVED (CRELL 2006b, 29)
	N5 Students feel free to express opinions in class even when their opinions are different from most of the other students Never, rarely, sometimes, often, don't know	IEA CIVED (CRELL 2006b, 30)
	N7 Teachers encourage us to discuss political or social issues about which people have different opinions Never, rarely, sometimes, often, don't know	IEA CIVED (CRELL 2006b, 30)
<b>Principle Outcome: Responsibility</b>		
	CARD 46 To be a good citizen, how important would you say it is for a person to... E22 ...support people who are worse off than themselves? E26 ...be active in voluntary organisations? Extremely unimportant Extremely important (Don't know) 00 01 02 03 04 05 06 07 08 09 10 88	European Social Survey (CRELL 2006b, 41)
<b>Principle Outcome: Openness to involvement/active citizenship</b>		
	Listed below are several types of action that you as a young person could take during the next few years: What do you expect that you will do? M6 Volunteer time to help [benefit] [poor or elderly] people in the community M7 Collect money for a social cause M8 Collect signatures for a petition M9 Participate in a non-violent [peaceful] protest march or rally  M10 Spray-paint protest slogans on walls M11 Block traffic as a form of protest M12 Occupy public buildings as a form of protest I will certainly not do this I will probably not do this I will probably do this I will certainly do this don't know	IEA CIVED (CRELL 2006b, 29)
	(Show Card M) Now I'd like you to look at this card. I'm going to read out some forms of political action that people can take, and I'd like you to tell me, for each one, whether you have done any of these things, whether you might do it or would never under any circumstances do it (read out and code one answer for each action): Have done, Might do, would never do	European Social Survey (CRELL 2006b, 45)

	V96. Signing a petition 1 2 3 V97. Joining in boycotts 1 2 3 V98. Attending peaceful demonstrations 1 2 3 V99. Other (write in): _____ 1 2 3	
	<p>QUESTION 24</p> <p>There are many opinions on how one can effectively influence decisions in society. I will read you some of the ways that are used. Please tell me on a scale from 0 to 10 how effective you think it is: 0 means “not at all effective” and 10 means “very effective”. How effective is it to....</p> <p>2) work in voluntary organisations and associations 5) work to get attention from the media 6) boycott certain products 7) participate in public demonstrations 9) participate in illegal protest activities 10) participate in violent protest activities</p>	EUYOUPA RT (CRELL 2006b, 61)

## 1.4 Values

Sub-categories	Indicators	Source
<b>Principle Outcome: Gender equality</b>		
	26. Two people work at the same job but one is paid less than the other. The principle of equality would be violated if the person is paid less because of ... A. fewer educational qualifications. B. less work experience. C. working for fewer hours. D. gender [sex].	IEA CIVED (CRELL 2006b, 10)
	What is good and what is bad for democracy? A19 When laws that women claim are unfair to them are changed, that is very bad for democracy, somewhat bad for democracy, somewhat good for democracy, very good for democracy, don't know/ doesn't apply	IEA CIVED (CRELL 2006b, 14)
	F2 Girls have fewer chances than boys to get a [good] secondary [high school] education in this country strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 21)
	F6 Women have fewer chances than men to get good jobs in this country strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 21)
	G1 Women should run for public office [a seat in the legislature] and take part in the government just as men do strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 22)
	G4 Women should have the same rights as men in every way strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 22)
	G6 Women should stay out of politics strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 22)
	G9 When jobs are scarce, men [should] have more right to a job than women	IEA CIVED (CRELL

	strongly disagree, disagree, agree, strongly agree, don't know	2006b, 22)
	G11 Men and women should get equal pay when they are in the same jobs [occupations] strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 23)
	G13 Men are better qualified to be political leaders than women strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 23)
	Do you agree or disagree with the following statements? Agree Neither Disagree DK V78 When jobs are scarce, men should have more right to a job than women Agree Neither Disagree V44. When jobs are scarce, men should have more right to a job than women.	World Values Survey (CRELL 2006b, 46)
<b>Principle Outcome: Sustainability</b>		
<b>Principle Outcome: Peace/non-violence</b>		
<b>Principle Outcome: Fairness and equity</b>		
	J4 If members of my class felt they were unfairly treated, I would be willing to go with them to speak to the teacher Strongly disagree, disagree, agree, strongly agree, don't know	IEA CIVED (CRELL 2006b, 25)
	E43 CARD 50 Regardless of the outcome, how fairly or unfairly were you treated in your attempt to improve things at work? Please use this card. Treated very unfairly Treated very fairly (Don't know) 00 01 02 03 04 05 06 07 08 09 10 88	European Social Survey (CRELL 2006b, 42)
<b>Principle Outcome: Valuing involvement/active citizenship</b>		
	E26 To be a good citizen, how important would you say it is for a person to... ...be active in voluntary organisations? Extremely unimportant, Extremely important, (Don't know) 00 01 02 03 04 05 06 07 08 09 10 88	European Social Survey (CRELL 2006b, 41)

## 1.5 Identity

Sub-categories	Indicators	Source
<b>Principle Outcome: Sense of personal identity</b>		
	People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement): Strongly agree Agree Disagree Strongly disagree V214. I see myself as an autonomous individual.	World Values Survey (CRELL 2006b, 50)
<b>Principle Outcome: Sense of community identity</b>		
	QUESTION 26 To what extent, on a scale from 1 to 5, where 1 means "not at	EUYOUPA RT (CRELL

	all strong” and 5 means “very strong”, do you feel yourself to be....? A (INT: please ask the name of region/ county) From your town or community (INT: insert the name of town or community e.g. a Londoner)	2006b, 62)
	People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement): Strongly agree Agree Disagree Strongly disagree I see myself as part of my local community.	World Values Survey (CRELL 2006b, 50)
<b>Principle Outcome: Sense of national identity</b>		
	QUESTION 26 To what extent, on a scale from 1 to 5, where 1 means “not at all strong” and 5 means “very strong”, do you feel yourself to be....?(country’s nationality)	EUYOUPA RT (CRELL 2006b, 62)
	Section E: Our Country In this section you will find some statements about this country [name of country]. Please read each statement and select the box in the column which corresponds to the way you feel about the statement. E1 To help protect jobs in this country [name of country] we should buy products made in this country [name of country] E2 We should keep [prevent] other countries from trying to influence political decisions in this country [name of country] E3 The flag of this country [name of country] is important to me E4 We should always be alert and stop threats from other countries to this country [name of country]’s political independence E5 This country [name of country] deserves respect from other countries for what we have accomplished E6 There is little to be proud of in this country [name of country]’s history E7 I have great love for this country [name of country] E8 People should support their country even if they think their country is doing something wrong E9 This country [name of country] should be proud of what it has achieved E10 The national anthem of this country [name of country] is important to me E11 I would prefer to live permanently in another country E12 We should stop outsiders from influencing this country [name of country]’s traditions and culture strongly disagree, disagree, Agree, strongly agree, don’t know	IEA CIVED (CRELL 2006b, 20)
	K4 In school I have learned to be a patriotic and loyal [committed] citizen of my country strongly disagree, disagree, agree, strongly agree, don’t know	IEA CIVED (CRELL 2006b, 20)
	People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement): Strongly agree Agree Disagree Strongly disagree I see myself as part of the [French]* nation	World Values Survey (CRELL 2006b, 50)
<b>Principle Outcome: Sense of European identity</b>		

	B34 CARD 13 Now thinking about the European Union, some say European unification hold go further. Others say it has already gone too far. Using this card, what number on the scale best describes your position? 0 01 02 03 04 05 06 07 08 09 10 88	European Social Survey (CRELL 2006b, 37)
	QUESTION 26 To what extent, on a scale from 1 to 5, where 1 means “not at all strong” and 5 means “very strong”, do you feel yourself to be....? a European	EUYOUPART (CRELL 2006b, 61)
	People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement): Strongly agree Agree Disagree Strongly disagree V213. I see myself as part of the [European Union]**	World Values Survey (CRELL 2006b, 50)
<b>Principle Outcome: Sense of global identity</b>		
	QUESTION 26 To what extent, on a scale from 1 to 5, where 1 means “not at all strong” and 5 means “very strong”, do you feel yourself to be....? a world citizen	EUYOUPART (CRELL 2006b, 61)
	People have different views about themselves and how they relate to the world. Using this card, would you tell me how strongly you agree or disagree with each of the following statements about how you see yourself? (Read out and code one answer for each statement): Strongly agree Agree Disagree Strongly disagree I see myself as a world citizen.	World Values Survey (CRELL 2006b, 50)

## 2. Community Level Outcomes (markers of active citizenship)

### 2.1 Social Participation

Sub-categories	Indicators	Source
<b>Principle Outcome: Community participation</b>		
<b>Recreation</b> ♦	Participation in activities of recreational groups or organisations V1Yes, No, 0 Refusal, blank Don't know	Adult Education Survey (AES) (CRELL 2006b, 78/79)
	PS140 Participation in activities of recreational groups or organisations 1 Yes 2 No PS140_F -1 Missing 1 Variable is filled	EU-SILK (CRELL 2006b, 80 f.)
<b>Informal/voluntary Neighbouring</b>	Listed below are several types of action that you as a young person could take during the next few years: What do you expect that you will do? M6 Volunteer time to help [benefit] [poor or elderly] people in the community M7 Collect money for a social cause I will certainly not do this, I will probably not do this, I will	IEA CIVED (CRELL 2006b, 29)

	probably do this, I will certainly do this, don't know	
<b>Organizing activities for the community</b>		
<b>Sports organisations</b>	Have you participated in the following organisations? n)A sports organisation or team yes, no	IEA CIVED (CRELL 2006b, 31)
	For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. E1....Firstly, a sports club or club for out-door activities? None, Member, Participated, Donated money, Voluntary work, Personal friends?	European Social Survey (CRELL 2006b, 39)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member, an inactive member or not a member of that type of organization? V25. Sport or recreational organization Active member, Inactive member, Don't belong	World Values Survey (CRELL 2006b, 44)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? (Code all 'yes' answers as 1, if not mentioned code as 2) BELONG	World Values Survey (questionnaire, p. 4)
	And for which, if any, are you currently doing unpaid voluntary work? V64 Sports or recreation Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work,(None applies) 17) Sports club	EUYOUPART (CRELL 2006b, 58)
<b>Social welfare organisations</b>	Have you participated in the following organisations? h)A group conducting [voluntary] activities to help the community i)A charity collecting money for a social cause no, yes	IEA CIVED (S: 30)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V39 Social welfare services for elderly, handicapped or deprived people Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	And for which, if any, are you currently doing unpaid voluntary work? V54 Social welfare services for elderly, handicapped or deprived people Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member, an inactive member or not a member of that type of organization? V31. Humanitarian or charitable organization	World Values Survey (CRELL 2006b, 44)

	Active member, Inactive member, Don't belong	
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work, (None applies) 10) Charity or social-welfare organisation	EUYOUPA RT (CRELL 2006b, 58)
	Participation in activities of charitable organisations Yes, No, Refusal, blank Don't know	Adult Education Survey (AES)
	PS150 Participation in activities of charitable organisations 1 Yes 2 No PS150_F -1 Missing 1 Variable is filled	EU-SILK (CRELL 2006b, 80 f.)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V44 Local community action on issues like poverty, employment, housing, racial equality Agree Neither Disagree	World Values Survey
	And for which, if any, are you currently doing unpaid voluntary work? V59 Local community action on issues like poverty, employment, housing, racial equality Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey
<b>Youth initiatives</b>	Have you participated in the following organisations? c)A group which prepares a school newspaper f)A student exchange or school partnership program j)Boy or Girl Scouts [Guides] l)A computer club no, yes	IEA CIVED
	And for which, if any, are you currently doing unpaid voluntary work? V63 Youth work (scouts, guides, youth clubs, etc.) Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey
	And have you ever done any of the following at school?  1)been a member of a student council** 2)had a function as a speaker for the class 3)attended a students' meeting 4)taken an active role in such a meeting 5)participated in a protest movement at school 6)Organised a political event at school Yes No	EUYOUPA RT (CRELL 2006b, 56)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work, (None applies) 1) Youth association or youth organisation	EUYOUPA RT (CRELL 2006b, 58)
<b>Other organisations</b>	There are different ways of trying to improve things in [country] or help prevent things from going wrong. During the last 12 months, have you done any of the following? Have	European Social Survey



	you ... B15...worked in another organisation or association? Yes No (Don't Know)	(CRELL 2006b, 35)
	And for which, if any, are you currently doing unpaid voluntary work? V67 Voluntary organizations concerned with health Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey (CRELL 2006b, 44)
	Participation in activities of other groups or organisations V1Yes, No, 0 Refusal, blank Don't know	Adult Education Survey (AES) (CRELL 2006b, 78/79)
	Participation in informal voluntary activities V1Yes, No, 0 Refusal, blank Don't know	Adult Education Survey (AES) (CRELL 2006b, 78/79)
	PS100 Participation in informal voluntary activities 1 Daily 2 Every week (not every day) 3 Several times a month (not every week) 4 Once a month 5 At least once a year (less than once a month) 6 Never PS100_F -1 Missing 1 Variable is filled  PS160 Participation in activities of other groups or organisations 1 Yes 2 No PS160_F -1 Missing 1 Variable is filled 7.1.2005 EN Official Journal of the European Union L 5/9	EU-SILK (CRELL 2006b, 80 f.)
	For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which.  E11 ... a social club, club for the young, the retired/elderly, women, or friendly societies? E12... any other voluntary organisation such as the ones I've just mentioned? None, Member, Participated, Donated money, Voluntary work, Personal friends?	European Social Survey (CRELL 2006b, 39)
<b><i>Participation in school life</i></b>		
<b>As a student</b>	Have you participated in the following organisations? a) A student council/student government [class or school parliament	IEA CIVED (CRELL 2006b, 30)

	<p>QUESTION 15</p> <p>And have you ever done any of the following at school?</p> <p>Yes No</p> <p>1) been a member of a student council** 1 0</p> <p>2) had a function as a speaker for the class 1 0</p> <p>3) attended a students' meeting 1 0</p> <p>4) taken an active role in such a meeting 1 0</p> <p>5) participated in a protest movement at school 1 0</p> <p>6) Organised a political event at school 1 0</p>	EUYOUPA RT (CRELL 2006b, 56)
<b>As a parent</b>	Member of parent council, attend parents evenings, festivities, sports activities	
<b>Principle Outcome: To keep oneself informed</b>		
	<p>V217 How often do you follow politics in the news on television or on the radio or in the daily papers?</p> <p>1 Every day</p> <p>2 Several times a week</p> <p>3 Once or twice a week</p> <p>4 Less often</p> <p>5 Never</p> <p>9 DK</p>	World Values Survey (CRELL 2006b, 49)
	<p>People use different sources to learn what is going on in their country and the world. For each of the following sources, please indicate whether you used it last week or did not use it last week to obtain information (read out and code one answer for each):</p> <p>Used it last week Did not use it last week</p> <p>V223. Daily newspaper 1 2</p> <p>V224. News broadcasts on radio or TV 1 2</p> <p>V225. Printed magazines 1 2</p> <p>V226. In depth reports on radio or TV 1 2</p> <p>V227. Books 1 2</p> <p>V228. Internet, Email 1 2</p> <p>V229. Talk with friends or colleagues 1 2</p>	World Values Survey (CRELL 2006b, 50)
	<p>QUESTION 3</p> <p>How often do you follow politics in the news on television, on the radio or in the newspapers? Every day, several times a week, once or twice a week, less often or never?</p> <p>Everyday 1</p> <p>Several times a week 2</p> <p>Once or twice a week 3</p> <p>Less often 4</p> <p>Never 5</p>	EUYOUPA RT (CRELL 2006b, 52)
	<p>QUESTION 4</p> <p>If you want information about a political event**, which of the following do you use mainly? Television, radio, newspaper or internet? (INT: Only one answer)</p> <p>Television 1</p> <p>Radio 2</p> <p>Newspaper 3</p> <p>Internet 4</p> <p>(None of these) 5</p> <p>(dk/ar) 77</p>	EUYOUPA RT (CRELL 2006b, 52)
	<p>How often do you ...</p> <p>never rarely sometimes often don't know</p> <p>L7 read articles (stories) in the newspaper about what is happening in this country?</p> <p>L8 read articles (stories) in the newspaper about what is happening in other countries?</p> <p>L9 listen to news broadcasts on television?</p>	IEA CIVED (CRELL 2006b, 28)

	L10 listen to news broadcasts on the radio?	
	7CA15 Do you read newspapers...? Q1 Every day or almost every day 2 At least once a week (but not every day) 3 At least once a month (but not every week) 4 Less than once a month 5 Never 0 Refusal blank Don't know	Adult Education Survey (AES) (CRELL 2006b, 76)
<b>Principle Outcome: To support the public order</b>		
<b>To offer oneself as a witness</b>		

## 2.2 Cultural Participation

Sub-categories	Indicators	Source
<b>Principle Outcome: Participation in cultural activities</b>		
<b>Participating in or attending singing, dancing, acting or music</b>	Number of times going to live performances (plays, concerts, operas, ballet and dance performances) 1-3 times 4-6 times 7-12 times More than 12 times No visits Refusal Don't know	Adult Education Survey (AES) (CRELL 2006b, 75)
	PS020 Number of times going to live performances (plays, concerts, operas, ballet and dance performances) None 1-3 times 4-6 times 7-12 times More than 12 times PS020_F -1 Missing 1 Variable is filled	Eurostat Statistics on Income and Living Conditions (EU-SILC) (CRELL 2006b, 80)
<b>Visiting cultural sights</b>	Number of visits to cultural sites 1-3 times 4-6 times 7-12 times More than 12 times No visits Refusal Don't know	Adult Education Survey (AES) (CRELL 2006b, 75)
	PS030 Number of visits to cultural sites None 1-3 visits 4-6 visits 7-12 visits More than 12 visits PS030_F -1 Missing 1 Variable is filled	Eurostat Statistics on Income and Living Conditions (EU-SILC) (CRELL 2006b, 80)
<b>Principle Outcome: Organization of cultural activities</b>		

<b>Participating in or attending singing, dancing, acting or music</b>	Have you participated in the following organisations? M) an art, music or drama organisation no yes	Civic Education Study (CIVED, ICCES) (S .31)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V41 Education, arts, music or cultural activities Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	B) And for which, if any, are you currently doing unpaid voluntary work? V56 Education, arts, music or cultural activities Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member, an inactive member or not a member of that type of organization? (Read out and code one answer for each organization): Active member Inactive member Don't belong V26. Art, music or educational organization Active member Inactive member Don't belong	World Values Survey (CRELL 2006b, 44)
	QUESTION 18 I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) 13) Cultural, music, dance or theatre group Member Participated in activity Done voluntary work (No ne applies)	Euyoupart Citizenship education at school in Europe (CRELL 2006b, 59)
	In the last 12 months did you take part in a public performance involving singing, dancing, acting or music? Yes No Refusal Don't know	Adult Education Survey AES (CRELL 2006b, 76)
<b>Principle Outcome: Participation in interest/voluntary groups</b>		
<b>Religious organisations</b>	Have you participated in the following organisations? o)An organisation sponsored by a religious group no, yes	IEA CIVED (CRELL 2006b, 31)
	For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. None, Member, Participated, Donated money, Voluntary work, Personal friends? E8... a religious or church organisation?	European Social Survey (CRELL 2006b, 39)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V40 Religious or church organizations Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	And for which, if any, are you currently doing unpaid voluntary work? V55 Religious or church organizations Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member,	World Values

	an inactive member or not a member of that type of organization? V24. Church or religious organization Active member Inactive member Don't belong	Survey (CRELL 2006b, 44)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work,(None applies) 3) Religious or church organisation, including religious youth organisation	EUYOUPA RT (CRELL 2006b, 56)
	PS130 Participation in activities of churches or other religious organisations 1 Yes 2 No PS130_F -1 Missing 1 Variable is filled	EU-SILK (CRELL 2006b, 80 f.)
	6SP3V (3) Participation in activities of churches or other religious organisations Yes, No, Refusal, blank Don't know	Adult Education Survey (CRELL 2006b, 78)
<b>Cultural organisations</b>	Have you participated in the following organisations? k)A cultural association [organisation] based on ethnicity e)A U. N. or UNESCO Club yes, no	IEA CIVED (CRELL 2006b, 30/ 31)
	For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. E2... an organisation for cultural or hobby activities? None, Member, Participated, Donated money, Voluntary work, Personal friends?	European Social Survey (CRELL 2006b, 39)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work,(None applies) 14) Immigrant s' organisation	EUYOUPA RT (CRELL 2006b, 58)
<b>Multicultural exchanges</b>		
<b>Contacting citizens from different cultures or sexual orientation or religion</b>	Have you participated in the following organisations? f)A student exchange or school partnership program Yes, no	IEA CIVED (CRELL 2006b, 30)
<b>Communicate with citizens from other countries</b>		

## 2.3 Economical Participation

Sub-categories	Indicators	Source
<b>Principle Outcome: Employability</b>		
<b>Choose a job</b>		
<b>If unemployed: find social security</b>		
<b>Workers rights</b>		
<b>Be active at local level</b>	<p>QUESTION 17</p> <p>IF "YES" at qu.16: And have you ever done any of the following at your work place?</p> <p>Yes                      No              (na)</p> <p>1)              participated in elections for a workers` council** 1              0</p> <p>66</p> <p>2)              been a member of a workers` council              1              0</p> <p>66</p> <p>3)              attended staff meetings***              1 0 66</p> <p>4)              taken an active role in such a meeting              1              0</p> <p>66</p> <p>5)              organised a group of workers to influence a decision of the management              1 0 66</p>	EUYOUPA RT (CRELL 2006b, 57)
<b>Go on strike</b>	<p>Now I'd like you to look at this card. I'm going to read out some different forms of political action that people can take, and I'd like you to tell me, for each one, whether you have actually done any of these things, whether you might do it or would never, under any circumstances, do it.</p> <p>HAVE DONE      MIGHT DO      WOULD NEVER DO      DK</p> <p>V137      Joining unofficial strikes</p>	World Values Survey (CRELL 2006b, 46)
	<p>QUESTION 13</p> <p>A) There are different ways of being politically active. Have you ever done any of the following activities? (INT: READ item – if answered "YES" ask immediately B, if "NO" ask next item)</p> <p>B)(INT: IF YES:) During the last 12 months, how often have you done this? Never, once, twice, 3-5 times or more than 5 times?</p> <p>A) Have you ever...?      B) ONLY IF YES: How often during the last 12 months...?</p> <p>No      Yes      Never      Once      Twice      3-5x      5plus (dk/a r)</p> <p>16) participated in a strike</p>	EUYOUPA RT (CRELL 2006b, 56)
<b>Go to demonstration or meeting</b>		
<b>Participate in workers union</b>		
<b>Consume critically</b>		
<b>Pay taxes</b>		
<b>Corruption</b>		
<b>Not using corruption as a form of active participation/ Not being corrupt/ fraud/ security</b>	<p>1. Some people believe that corruption affects different spheres of life in this country. In your view, does corruption affect... not at all, to a small extent, to a moderate extent or to a large extent?</p> <p>READ OUT AND ROTATE. SINGLE CODE FOR EACH Spheres</p> <p>Your personal and family life 1 2 3 4 9 Col 5</p> <p>The business environment 1 2 3 4 9 Col 6</p> <p>Political life 1 2 3 4 9 Col 7</p> <p>not at all, to a small extent, to a moderate extent, to a large extent,</p>	Global Corruption Barometer 2005 (CRELL 2006b, 24)

	DK/NA	
	2. In the past 3 years, how has the level of corruption in this country changed? READ OUT AND ROTATE. SINGLE CODE Increased a lot 1 Increased a little 2 Stayed the same 3 Decreased a little 4 Decreased a lot 5 DK/NA 9	Global Corruption Barometer 2005 (CRELL 2006b, 24)
	3. Do you expect the level of corruption in the next 3 years to change? Will it: READ OUT AND ROTATE. SINGLE CODE Increase a lot 1 Increase a little 2 Stay the same 3 Decrease a little 4 Decrease a lot 5 DK/NA 9	Global Corruption Barometer 2005 (CRELL 2006b, 24)
	4. To what extent do you perceive the following sectors in this country to be affected by corruption? Please answer on a scale from 1 to 5 (1 meaning not at all corrupt, 5 meaning extremely corrupt). Of course you can use in-between scores as well. READ AND ROTATE. SINGLE ANSWER FOR EACH Sectors Not at all corrupt 1 2 3 4 Extremely corrupt 5 DK/NA Customs 1 2 3 4 5 9 Education system 1 2 3 4 5 9 Legal system /Judiciary 1 2 3 4 5 9 Medical services 1 2 3 4 5 9 Police 1 2 3 4 5 9 Political parties 1 2 3 4 5 9 Parliament/Legislature 1 2 3 4 5 9 Registry and permit services (civil registry for birth, marriage, licenses, permits) 1 2 3 4 5 9 Utilities (telephone, electricity, water, etc.) 1 2 3 4 5 9 Tax revenue 1 2 3 4 5 9 Business/ private sector 1 2 3 4 5 9 Media 1 2 3 4 5 9 The military 1 2 3 4 5 9 NGOs (non governmental organizations) 1 2 3 4 5 9 Religious bodies 1 2 3 4 5 9	Global Corruption Barometer 2005 (CRELL 2006b, 25)
	5. In the past 12 months, have you or anyone living in your household paid a bribe in any form? INTERVIEWER: Living in household = people included in your house e.g. parents, children, etc 01 Yes 02 No 08 DK 09 NA	Global Corruption Barometer 2005 (CRELL 2006b, 25)
	ASK ALL WHO ANSWERED YES IN Q5 – others go to Q6 5.1 What was the approximate amount of money paid overall in bribes by your household in the past 12 months? To be asked in local currency but coded by interviewer as USD (or Euros). 1. Under 30 USD/approximately under 25 € 2. 30 - 49 USD/25 – 39 Euro 3. 50 - 74 USD/40 - 59 Euro	Global Corruption Barometer 2005 (CRELL 2006b, 25)

	4. 75 - 99 USD/60 - 79 Euro 5. 100 – 149 USD/80 - 119 Euro 6. 150 – 199 USD/120 - 159 Euro 7. 200-299 USD/160 – 239 Euro 8. 300 – 499 USD/ 240 – 399 Euro 9. 500 – 749 USD/ 400 - 599 € 10. 750 – 999 USD/ 600 – 799 Euro 11. 1000 USD or more/ 800 Euro or more 12. DK/NA 13. Refused	
	ASK ALL WHO ANSWERED YES IN Q5 – others go to Q6 5.2. Which of the following applied to the bribes paid in the last 12 months: READ AND ROTATE. SINGLE ANSWER FOR EACH YES NO DK/ NA A bribe was directly asked for Col 28 1 2 9 A bribe was offered to avoid a problem with the authorities Col 29 1 2 9 A bribe was offered to receive a service entitled to. Col 30 1 2 9	Global Corruption Barometer 2005 (CRELL 2006b, 25)
	Question E 13 -16 How wrong, if at all, do you consider the following ways of behaving to be? Use this card for your answers. How wrong is... Instruction(s): Pre: CARD 36 Post: READ OUT...  Values and categories 1 Not wrong at all 2 A bit wrong 3 Wrong 4 Seriously wrong 7 Refusal 8 Don't know 9 No answer  E13 ...someone paying cash with no receipt so as to avoid paying VAT or other taxes? Variable name and label: PYAVTXW Someone paying cash without receipt to avoid vat or tax, how wrong E16 ...a public official asking someone for a favour or bribe in return for their services? Variable name and label: PBOFVRW Public official asking favour/bribe in return for service, how wrong	European Social Survey (CRELL 2006b, 46 APPENDIX A3)
	Question E 24 -30 How often, if ever, have you done each of these things in the last five years? Use this card for your answers. How often, if ever, have you... Instruction(s): Pre: CARD 39 Post: READ OUT... Comment: France: Missing category 6 "No experience". For further details please see item 46 in the Documentation Report.  Values and categories 1 Never 2 Once 3 Twice 4 3 or 4 times 5 5 times or more 6 No experience 7 Refusal 8 Don't know 9 No answer  E25 ...paid cash with no receipt so as to avoid paying VAT or	European Social Survey (p. 47 APPENDIX A3)



	<p>other taxes? Variable name and label: PAYAVTX Paid cash with no receipt to avoid vat or tax, last 5 years</p> <p>E29 ...offered a favour or bribe to a public official in return for their services? Variable name and label: PBOFVR Offered favour/bribe to public official for service, last 5 years</p>	
<b>Principle Outcome: Ethical consumption</b>		
<b>Fair trade/ Consume critically</b>	<p>QUESTION 13 A)There are different ways of being politically active. Have you ever done any of the following activities? (INT: READ item – if answered “YES” ask immediately B, if “NO” ask next item) B)(INT: IF YES:) During the last 12 months, how often have you done this? Never, once, twice, 3-5 times or more than 5 times? 2)bought certain products for political, ethical** or environmental reasons</p>	EUYOUPART (CRELL 2006b, 55)
	<p>There are different ways of trying to improve things in [country] or help prevent things from going wrong. During the last 12 months, have you done any of the following? Have you ... B22* BgthPrd Deliberately bought certain products for political, ethical or environmental reasons Yes No (Don't Know)</p>	European Social Survey (CRELL 2006b, 35)
<b>Boycotts</b>	<p>There are different ways of trying to improve things in [country] or help prevent things from going wrong. During the last 12 months, have you done any of the following? Have you ... B19 ...boycotted certain products? Yes No (Don't Know)</p>	European Social Survey (CRELL 2006b, 35)
	<p>Now I'd like you to look at this card. I'm going to read out some forms of political action that people can take, and I'd like you to tell me, for each one, whether you have done any of these things, whether you might do it or would never under any circumstances do it (read out and code one answer for each action): Have done, Might do, would never do V97. Joining in boycotts 1 2 3 V135 Joining in boycotts Have done, Might do, would never do</p>	World Values Survey (CRELL 2006b, 35)
	<p>Have you or have you not done any of these activities in the last five years? (Read out and code one answer for each action): Have done, Have not done V101. Joining in boycotts Have done, Have not done</p>	World Values Survey (CRELL 2006b, 47)
	<p>QUESTION 13 A)There are different ways of being politically active. Have you ever done any of the following activities? (INT: READ item – if answered “YES” ask immediately B, if “NO” ask next item) B)(INT: IF YES:) During the last 12 months, how often have you done this? Never, once, twice, 3-5 times or more than 5 times? 1)boycotted certain products for political, ethical** or environmental reasons</p>	EUYOUPART (CRELL 2006b, 55)
<b>Organic</b>		
<b>Business organisations</b>	<p>For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. E4... a business, professional, or farmers' organisation? strongly disagree disagree agree strongly agree</p>	European Social Survey (CRELL 2006b, 39)

	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V47 Professional associations Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	And for which, if any, are you currently doing unpaid voluntary work? V62 Professional associations Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work, (None applies) 11) Professional organisation, e.g. farmers' organisation, business or employers' organisation	EUYOUPART (CRELL 2006b, 58)
	PS120 Participation in activities of professional associations 1 Yes 2 No PS120_F -1 Missing 1 Variable is filled	EU-SILK (CRELL 2006b, 80 f.)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member, an inactive member or not a member of that type of organization? V30. Professional association Active member, Inactive member, Don't belong	World Values Survey (CRELL 2006b, 44)
	6 SP2 (3) Participation in activities of professional associations V1Yes, No, 0 Refusal, blank Don't know	Adult Education Survey (AES) (CRELL 2006b, 78)
<b>Employee organisations</b>	For each of the voluntary organisations I will now mention, please use this card to tell me whether any of these things apply to you now or in the last 12 months, and, if so, which. E3... a trade union? None, Member, Participated, Donated money, Voluntary work, Personal friends?	European Social Survey (CRELL 2006b, 39)
	Please look carefully at the following list of voluntary organisations and activities and say... which, if any, do you belong to? V42 Labor unions Code all 'yes' answers as 1, if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	And for which, if any, are you currently doing unpaid voluntary work? V57 Labor unions Code all 'yes' answers as 1; if not mentioned code as 2	World Values Survey (CRELL 2006b, 43)
	Now I am going to read off a list of voluntary organizations. For each one, could you tell me whether you are an active member, an inactive member or not a member of that type of organization? V27. Labor Union Active member, Inactive member, Don't belong	World Values Survey (CRELL 2006b, 44)
	QUESTION 17 IF "YES" at qu.16: And have you ever done any of the following at your work place? 1) participated in elections for a workers' council**	EUYOUPART (CRELL 2006b, 57)

	2)been a member of a workers' council 3)attended staff meetings*** 4)taken an active role in such a meeting 5)organised a group of workers to influence a decision of the management Yes No (na)	
	PS110 Participation in activities of political parties or trade unions 1 Yes 2 No PS110_F -1 Missing 1 Variable is filled	EU-SILK (CRELL 2006b, 80 f.)
	I will read you a list of organisations. Please tell me for each organisation if you are a member. Also, please tell me if - during the last 12 months - you participated in an activity arranged by this organisation or if you have done voluntary work for this organisation. (INT: Multiple responses possible. Ask line by line.) Code all that applies for each organisation: Member, Participated in activity, Done voluntary work,(None applies) 4) Trade Union, including youth organisation of a trade union	EUYOUPART (CRELL 2006b, 58)
	Question F 30 Are you or have you ever been a member of a trade union or similar organisation? IF YES, is that currently or previously? Instruction(s): Pre: ASK ALL Variable name and label: MBTRU Member of trade union or similar organisation  Values and categories 1 Yes, currently 2 Yes, previously 3 No 7 Refusal 8 Don't know 9 No answer	European Social Survey (p. 62 APPENDIX A3)