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Students' Social Attitudes and Expected Political Participation:

New Scales in the Enhanced Database of the IEA Civic Education Study

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An appendix of this paper provides a mapping of all 19 attitudinal IRT scales so far developed from the IEA data set (including the 8 added in 2005 and the 11 used in the original 2001 and 2002 reports). Thus, this report should be read together with the basic reports on 14-year-olds and upper secondary students. See Torney-Purta et al. (2001) and Amadeo et al. (2002) in the reference section of this paper and the technical report for the IEA study. All are available at http://www.wam.umd.edu/~iea or on CD-ROM.

The IEA Civic Education Study, planned and conducted in the late 1990s, is the largest and most rigorous study of adolescents' political development to date. Two comprehensive reports summarized what 14-year-olds and older adolescents in twenty-nine countries know and believe about their countries and the democratic governments that head them (Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Amadeo, Torney-Purta, Lehmann, Husfeldt, & Nikolova, 2002). While students' knowledge and skills are of special interest in these reports, the Study is unique in the focus that it also gives to various aspects of adolescents' beliefs about society and their expectations for participating in it. To this end, along with scales measuring content knowledge, interpretive skills, and overall civic knowledge; researchers also used item response theory techniques (Masters & Wright, 1997) to develop a series of eleven attitudinal scales based on the results of confirmatory factor analyses. Included in these scales were measures of adolescents' beliefs about the role of government, their views of how a "good citizen" behaves, their attitudes towards women and ethnic minorities, views of their school and classroom environments, feelings about their country and its government, and expectations of one day participating in conventional political activities. Torney-Purta and colleagues (2001), in the main report from the study's cohort of 14-year-olds, analyzed adolescents' responses to these scales by students' country and gender.

In this large and rich database, however, there are still many items assessing aspects of adolescents' civic development unexplored in the two major reports. Because of deadlines and financial limitations not all factors identified in the factor analyses were scaled (see Schulz & Sibberns, 2004). These additional aspects of political development, while not selected for the reports, deserve to be developed into scales and made available for analysis. Furthermore, additional factor analyses were explored, leading to the identification of new models and different item combinations to scale. While several other analyses of the Civic Education Study have formed simple additive scales compositing these items based on new and existing results from factor analyses (e.g., Barber, 2004; Torney-Purta, Barber, & Richardson, 2004; & Richardson, 2004), these composites do not possess the psychometric strengths that IRT scales do (Hambleton, Swaminatihan, & Rogers, 1991; Masters & Wright, 1997).

In this paper, we will present several new scales developed for the 14-year-old sample of students from the IEA Civic Education Study. First, we present the process of scaling items related to four of the factors previously identified (Schulz & Sibberns, 2004) but not scaled:

Trust in the Media (MEDIA), Protective Feelings towards One's Nation (PROTC), Positive Attitudes towards Opportunities for Minorities (MINOR), and Tolerance of Anti-Democratic Groups (ADGR). Second, we will present a new one-factor model for internal political efficacy (EFFIC), including the results of the confirmatory factor analysis as well as information about the scaling process. Finally, we will also present a recalculated, four-factor model for expected participatory activity, again starting with the confirmatory factor analysis conducted and continuing through a new scaling process. Included in this model are two factors identified in the technical report; Expectation of Political Activities (POLAT, analyzed in Torney-Purta et al., 2001, and in Amadeo et al., 2002), and Expectation of Protest Activities (PROT); and two new factors for expectations associated with voting (VOTE) and expectations of community participation (COMM). In addition, details concerning the items included in IRT scales (developed from the IEA Civic Education Database either in 2001 or in 2005) and citations where further information can be found are in Appendix A.

General Background

During the 1980s, the International Association for the Evaluation of Educational Achievement (IEA), a consortium of educational research institutes in nearly 60 countries, focused its large-scale data collections on literacy, mathematics, and science. In the early 1990s some member countries, spurred by recent massive changes in political and social structures, asked for a study of civic education that included measures of young people's civic-related attitudes and behaviors. These interested groups did not primarily focus on the concept of political socialization as political scientists might define it. Rather, their aim was to study schools in the context of other institutions and to take advantage of the IEA organization's perspective and resources, which brought to this effort a wide network of research institutes in different countries and a wealth of technical and methodological expertise in cross-national comparative education research (for example, in sampling and scaling).

The first phase of the IEA Civic Education Study (1994–1998) consisted of the collection of structured national case studies used as the basis for a consensus process to develop content specifications for a test of civic knowledge (with right and wrong answers) and also a survey of political attitudes and civic behavioral report items. These data also provided contextual information for interpreting the more quantitative data collected in 1999–2000. For analysis within and across countries of the data collected during Phase 1, see Torney-Purta, Schwille, and

Amadeo (1999) and Steiner-Khamsi, Torney-Purta, and Schwille (2002).

The second phase of the IEA Civic Education Study began in 1997. An International Steering Committee, together with National Research Coordinators, constructed items, pre-piloted, and then piloted an instrument (test and survey) that would be suitable for younger and older adolescents and would take about two class periods to complete. The attitude survey included a number of scales drawn from political scientists' surveys of adults and was substantially the same for the two age groups. The survey of civic knowledge administered to the older students contained items about economics, political efficacy, and international relations not administered to the 14-year-olds.

Development of Scales

From these items administered in phase 2, statisticians developed three knowledge scales and eleven attitudinal scales using item response theory (IRT) techniques. Although IRT scaling does not preserve the original metric of the items in the questionnaire (e.g., number right for knowledge items; 1 to 4 scale of strongly disagree to strongly agree for attitudinal items), the resulting scales offer several advantages over simple composite scales. First, item response theory better takes into account missing and incomplete information in measuring the latent (or underlying) abilities and attitudes of individuals confirmed in the factor analysis. As long as individuals answered at least one of the questions included in the scales, an estimate of their knowledge or attitudes can be made. Second, it allows the researchers to create a standardized metric upon which attitudes fall. Each IRT scale has a mean and standard deviation chosen by the researcher, which places the focus on how far an individual's score deviates from the average on that scale. For many purposes this is preferable to typical composite scales, where the dispersion is not set to a standard value. Educational and psychological researchers are increasingly using IRT scales, and those in some other social sciences are also exploring them.

In the cognitive domain two of the IRT scales developed measure separate dimensions of civic knowledge: content knowledge of civic concepts and skills in interpreting political material (e.g., cartoons). Items were assigned to these scales based on the results of a confirmatory factor analysis. The third scale was a total civic knowledge score that considered all items together. Each of these scales was set to have a mean of 100 and a standard deviation of 20. Descriptions of scales are found in Torney-Purta et al. (2001) and Amadeo et al. (2002). In addition to these scales a scale of economic knowledge literacy was developed for the upper secondary population

(and is found in Amadeo et al. 2002). This report does not describe any additional IRT scales using the cognitive test data (i.e., items with right and wrong answers).[1]

In the process of deriving scales in 2000 (in preparation for the 2001 report) a series of models outlining underlying dimensions of students' social and political attitudes were developed through confirmatory factor analysis. These models, which examine the relationships between manifest variables (i.e., items) and latent variables (i.e., factors) provided an empirical and theoretical justification for the subsequent scaling of items (Schulz & Sibberns, 2004). The next step for scaling the data was to perform separate partial credit IRT scaling procedures on each single country separately, and an additional analysis for an equally weighted international calibration sample of 500 students per country. Comparative item statistics such as fit indices, reliability indices and point-biserial correlations were computed across countries to check for possible poor fit of individual items to the assumed model. The final scaling was done using an international calibration sample of 500 students per country. To assure internationally-comparable results, the item parameters resulting from the scaling of this international sample were used as anchor parameters in the scaling of each country's data. Each of the scales for attitudes and concepts was set to have a mean of 10 and a standard deviation of 2.

While confirmatory factor analysis conducted in 2000 resulted in the identification of nearly twenty potential dimensions of students' social and political attitudes and beliefs, only eleven of them were developed into scales at that time using the IRT procedures (see Appendix A and Torney-Purta et al., 2001). The following two sections outlines the development of scales relating to four additional factors developed in 2000 and described in the Study's technical report and to four other new scales (for which new confirmatory factor models are reported).

In the following sections we provide the scale reliabilities (Cronbach's α) the item parameters from scaling, and item-by-score maps to better understand the meaning of scale values through a visualization of the underlying items and their categories in relationship to the scale values for four new scales. The scale reliabilities for the single countries are also reported. Finally, the countries' scale means and standard errors are shown to give an overview of the

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[1] A second IRT scale of economic knowledge scorable for both 14-year-olds and upper secondary students was formed using items with both explicit and implicit economic content. Results were presented at AERA and are in preparation for publication, but are not included here because they would require too much explanatory detail (Torney-Purta & Husfeldt, in preparation).

distribution of scale values across countries. We report these means by country for all 14-year-old students and then present means separately by gender. Scale reliabilities are reported in Table 1, while item parameters can be found in Table 2. Figures 1-8 report item-by-score maps for each of the new scales. In addition, we report the results from the confirmatory factor analysis of the one-factor model of internal political efficacy in Figure 9, and the four-factor model of expected political participation in Figure 10. This parallels material on the original scales presented either in Torney-Purta, et al. 2001 and Amadeo, et al. (2002); or in Schulz & Sibberns (2004).

Summary of New Attitudinal Scales Derived from Previous Factor Analyses

Trust in Media

Previous confirmatory factor analysis of a series of items on students' trust in institutions revealed that the data fit a two-factor structure (Schulz & Sibberns, 2004). While the Trust in Government Institutions items were scaled and included in the reports, the three items relating to Trust in the Media (MEDIA) were not. This factor refers to the trust young people have in news from different media sources: news on television, news on the radio, and news in the press. The reliability indices for a scale with these three items were satisfactory across and within countries.

Such positive results from the confirmatory factor analysis and the reliability analysis indicated good chances to fit the model to the data. Using the partial credit IRT model, the MEDIA scale was built from these three items. The data fit well to the model in all of the countries. The fit indices were also satisfactory for all countries as well as for the pooled international calibration sample, so that all items could be used. The variation between the parameter locations indicate that these items—although they build up a single scale—are quite different. Slightly more overall trust in media is needed for young people to agree that they trust news in the press than is required to trust news on television. This can also be seen from the item-by-score map (Figure 1) which shows the response alternatives that students with a given scale score are likely to choose.

Figure 11 compares students by country on their mean levels of trust in the media as measured by this scale. Of the twenty-eight countries, Denmark, Lithuania, and Portugal have the highest trust in the media. Also having significantly more trust than average are Chile, Cyprus, Finland, Norway, Poland, and Sweden. To contrast, the countries in which 14-year-olds have the least trust in the media are Italy, Greece, and Slovenia. Australia, French-speaking

Belgium (French), the Czech Republic, England, Germany, Hong Kong, Switzerland, and the United States are also significantly below average. Other countries had means that were not significantly different from the international mean.

As summarized by Figure 12, only in two countries do males and females differ significantly in their trust in the media. In Denmark, females trust the media more than males. The reverse is true in the Slovak Republic.

Protective Feelings towards One's Nation

A confirmatory factor analysis described in the technical report shows a good fit for the two-factor solution of items related to attitudes towards the nation. The factor "Positive Attitudes Towards One's Nation" was selected for scaling and reporting in the international release reports. The other factor, Protective Feelings towards One's Nation, includes the following items:

1. To help protect jobs in this country we should buy products made in this country.
2. We should keep other countries from trying to influence political decisions in this country.
3. We should always be alert and stop threats from other countries to this country's political independence.
4. We should stop outsiders from influencing this country's traditions and culture.

As reported in the technical report (Schulz & Sibberns, 2004) the item reliabilities for items loading on this factor are quite low (see Table 1). This was one reason for which at the first stage only items loading on the other factor Positive Attitudes Towards One's Nation (PATRI) were selected for scaling, although even here the reliabilities were quite unsatisfactory compared to other scales. However, since these items have ordinal rather than metric item responses, a reliability analysis assuming equidistance might underestimate the consistency of the scale. In fact, the fit statistics from the scaling procedure instead showed a good fit to the model in all countries and therefore support the results from the confirmatory factor analysis. Item parameters are shown in table 2. Both the item parameters and the item-by-score map (Figure 2) indicate that as compared to other items in the scale, lower protective attitudes are needed to agree to the item lead to an agreement to item E4 ("We should always be alert and stop threats."). In other words, students are likely to agree with this item if they have an IRT scale score of at least 7.5, while a higher scale score (over 8) is likely required for students to agree with the other

statements.

Overall, students reported the most protective attitudes towards their countries' economies and cultures in Cyprus, Poland, and the Slovak Republic. Chile, Finland, Lithuania, Portugal, Romania, and the Russian Federation were also more protective than the international average. On average, students were the least protective in Germany, Hong Kong and the United States. Belgium (French), Colombia, the Czech Republic, Denmark, England, Italy, Slovenia, and Switzerland were also less protective than the international average (Figure 13).

Of the ten countries that exhibited significant gender differences in students' protective attitudes, all found males to have more protective attitudes than females. These significant differences were found in Australia, Denmark, England, Germany, Italy, Norway, Portugal, Sweden, Switzerland, and the United States (Figure 14).

Attitudes towards Rights and Opportunities for Ethnic Groups and Anti-Democratic Groups

A three-dimensional factor structure was confirmed for a number of items referring to students' attitudes towards marginalized social groups (see Schulz & Sibberns, 2004). These three dimensions can be named as desired rights or opportunities for women, ethnic minorities, and anti-democratic groups. Although this structure had a satisfactory model fit for the pooled international sample and for all country sub-samples, only the Women's Rights scale was retained for scaling and reporting in the first international release report. We have now scaled the remaining items and built the scales of attitudes towards ethnic minorities.

The scale MINOR (Positive Attitudes towards Ethnic Minorities) includes the following items:

1. All ethnic groups should have equal chances to get a good education in this country
2. All ethnic groups should have equal chances to get good jobs in this country.
3. Schools should teach students to respect members of all ethnic groups.
4. Members of all ethnic groups should be encouraged to run in elections for political office.

The scale ADGR (Tolerance of Anti-Democratic Groups) includes the items that ask students whether members of anti-democratic groups should be prohibited from:

1. Hosting a television show talking about their ideas.
2. Organizing peaceful demonstrations or rallies.
3. Running in an election for political office.
4. Making public speeches about their ideas.

For both scales high reliability coefficients can be reported for all countries (see Table 1),

and the fit statistics resulting from the scaling procedure show a good fit for all items in all countries. The item parameters for both scales are reported in Table 2. All items of the scale ADGR have been reversed so that a higher scale score indicates a more tolerant attitude towards rights for anti-democratic groups. The item-by-score-maps in Figures 3 and 4 give some information about the relationship between the scale scores of the two scales and the underlying items and their categories.

Summary of ethnic minorities scale. A person with an average international scale score on the scale MINOR is likely to have a quite positive attitude towards the rights and opportunities of minorities. Observing individual items in relation to the scale, the most positive attitudes towards ethnic minorities are needed to agree to the statement "Ethnic Minorities should be encouraged to run for political office" (item G12).

Looking across countries, the most positive average attitudes towards ethnic minorities are found in the Colombia, Cyprus, and the United States. Other countries with average attitudes above the international mean are England, Finland, Greece, Norway, Poland, and Portugal. Countries with the least positive attitudes towards ethnic minorities on average are Germany, Hungary, and Switzerland. Also below the international average are Bulgaria, Latvia, and Slovenia (Figure 15).

In nearly every country, females have more positive attitudes towards ethnic minorities in comparison to males in the same country. Only three countries show no significant gender difference—Bulgaria, Chile, and Hong Kong (Figure 16).

Summary of anti-democratic groups scale. To contrast, the attitude of a person with a score of 10 (the international average) on the ADGR scale is not clearly tolerant of anti-democratic groups. However, students with somewhat lower scores are still likely to tolerate peaceful demonstrations or speeches organized by antidemocratic groups. Much higher tolerance is needed for a student to disagree that antidemocratic groups should be prevented from hosting a television show or running for political office.

Comparing students by country, students are on average most tolerant of anti-democratic groups in Australia, Colombia, Denmark, England, Norway, and the United States. Other countries with above-average tolerance for such groups include Italy, Portugal, Sweden, and Switzerland. Students are on average less tolerant in Belgium (French), Hungary, and Romania. Bulgaria, Chile, Cyprus, Greece, Latvia, and Lithuania also have less tolerance of these groups

than the international average (Figure 17).

Similar to the scales of attitudes towards women's rights and rights for ethnic minorities, all significant within-country gender difference of tolerance for anti-democratic groups find that females are more tolerant than males. The majority of countries displayed this significant gender differences; countries in which there is no gender difference are Belgium (French), Bulgaria, Cyprus, the Czech Republic, Greece, Hong Kong, Poland, the Russian Federation, the Slovak Republic, and Slovenia (Figure 18).

One-Factor Model and Scaling for Internal Political Efficacy

Eleven items on the civic education study questionnaire related to students' attitudes towards the political system. However, none of the items from this section were subject to factor analysis or scaling (Schulz & Sibberns, 2004). From these eleven items, we chose to focus on four items thought to relate to students' attitudes toward their own efficacy in discussing political issues. The items forming the Internal Political Efficacy scale (EFFIC) are as follows:

1. I know more about politics than most people my age.
2. When political issues or problems are discussed, I usually have something to say.
3. I am able to understand most political issues easily.
4. I am interested in politics.

Scale reliabilities both between and within countries demonstrate moderate to high internal consistency (Table 1). The confirmatory factor analysis (presented graphically in Figure 9) demonstrated good model fit indices and satisfactory factor loadings. As such, this model was used to develop the Internal Political Efficacy IRT scale. Analysis of individual countries as well as the pooled calibration sample revealed satisfactory model fit when scaling. The resulting item parameters from the partial-credit model can be found in Table 2.

In examining the item-by-score map (Figure 5), it appears that an average student does not feel that they know more about politics than most people their age, nor do they appear to be interested in politics. Moreover, they only marginally agree that they have something to say when political issues are raised. Overall, it takes the most efficacy for students to feel as that they are more knowledgeable about politics than others their age, and the least amount of efficacy to have something to say in a political discussion.

When comparing average scores across all 28 countries (Figure 19), Cyprus, Colombia, Greece, Romania, and the Slovak Republic had the highest average internal political efficacy.

Denmark, Finland, Sweden, England, Norway, and Switzerland reported the lowest average internal political efficacy. Portugal, Slovenia, Estonia, and Hungary also averaged significantly below the international mean. Furthermore, in almost every country male students had significantly higher average internal political efficacy than did females (Figure 20). The only countries without significant gender differences were Belgium (French), Bulgaria, Chile, Colombia, and the United States.

Four-Factor Model and Scaling for Aspects of Expected Political Participation

Twelve items about students' expected political activities were included in the civic education study questionnaire, but only 3 of them were used for building scales. An initial three-factor model distinguishing between conventional, unconventional or social-movement related activity, and protest activity turned out to have an unsatisfactory model fit, as described in the Technical Report of the study (Schulz & Sibberns, 2004). An adapted two-factor solution with Political Activity (POLAT) and Protest Activity (PROTE) provided a better fit and the items relating to the factor POLAT were chosen for scaling and reporting. Items in the Political Activity scale included conventional political activities other than voting, such as running for a local political office. As a result, no items related to voting or community service activities were included in the model. Voting was used in several analyses as a single item.

Here, we re-analyzed the data with the assumption of a four-factor model with the following hypothesized dimensions: Political Activities (as reported in the main international publications), Protest (as reported in the technical report), Informed Voting, and Community Participation. This model has satisfactory fit, and was used for further scale development. Table 3 gives an overview of the included items and their relation to the latent variables in the model. Figure 10 provides a graphical summary of the confirmatory factor analysis for this four-factor model

Item fit statistics for this solution were consistent across countries. Only item M9 (participation in a non-violent protest march or rally) did not fit into the model because of substantial loadings on two factors. This item was left out of the scaling process. Additionally, high modification indices for item M8 (collect signatures for a petition) indicate possible relations to the factors POLAT and PROTE. In fact, the confirmatory factor analyses reported in the Technical Report categorized these items under the Political Activities factor, but a poor fit to the model found during the earlier IRT scaling process had led this item to be discarded from

further analyses. Since the model fit for the overall four-factor model described here is satisfactory, however, and item M8 does fit well in the conception of a community related activity, item M8 (collecting signatures for a petition) will be included in the COMM factor.

The IRT scaling analyses showed satisfactory fit statistics for both the pooled international data and the single country data. None of the items had to be discarded because of poor fit. Table 2 shows the item parameters for the three scales not previously reported (VOTE, COMM, and PROTE). The item parameters for political activities (POLAT) are found in Torney-Purta, et al., 2001.

While items for the scales VOTE and PROTE appear quite close to others in their scales, parameters for items included in the COMM scale differ from one another more noticeably. The higher location for item M8 indicates that in general greater expectations of community participation are to be expected if someone engages in collecting signatures for a petition. To contrast, item parameters indicate that expectations of helping people in the community requires less overall expectation of future participation in community participation. This can also be seen by observing item-by-score maps in Figures 6 to 8.

Results of the Voting Scale

On average, students are most likely to expect to become informed voters in Cyprus, Colombia, Greece, and the Slovak Republic. Australia, Chile, Hungary, Norway, Poland, Portugal, and Romania also fall above the international average. To contrast, students are least likely to expect to become informed voters in Belgium (French), Bulgaria, Switzerland, Estonia, and the Russian Federation. Other countries below the international average are the Czech Republic, Germany, Latvia, and Sweden (Figure 21).

Most countries do not demonstrate significant gender differences in the likelihood that adolescents will become informed voters once they are of legal age. In the nine countries in which significant gender differences are found (Denmark, Finland, Germany, Greece, Latvia, Poland, the Slovak Republic, Sweden, and the United States), females have higher expectations of voting than males (Figure 22).

Results of Community Participation Scale

The countries with the highest average expectations of participating in community activities in the near future are Chile, Colombia, and Cyprus. Other countries scoring above the international average in this scale are Greece, Hong Kong, Portugal, Romania, and the United

States. The lowest expectations of participating in community activities are found in the Czech Republic, Finland, and Sweden. Other below-average countries include Bulgaria, Denmark, England, Estonia, Germany, Lithuania, Norway, the Slovak Republic, and Sweden (Figure 23).

Furthermore, females expect more participation in community-based activities than do males in nearly every country. Only Bulgaria, Romania, and the Russian Federation do not demonstrate this gap (Figure 24).

Results of Protest Activities Scale

Unlike the informed voting and community participation scales, where students receiving average scores are quite likely to expect to participate in each activity, individuals with an average score on the protest expectations scale are quite unlikely to expect that they will participate in such activities. When compared to other countries, however, students in Belgium (French), Bulgaria, Cyprus, and Greece have the highest average expectations of participating in these activities. Other countries above the international mean include Chile, Estonia, Italy, and Poland. Countries in which students are on average the least less likely to protest are the Czech Republic, Finland, and the Slovak Republic. England, Hong Kong, Hungary, Lithuania, Romania, and Sweden also fall below the international mean on this scale (Figure 25).

The protest scale is also unique in that for nearly every country of the twenty-eight in which we tested, males are significantly more likely to expect to participate in these activities in the near future than are females. Only Bulgaria and Germany do not demonstrate this gender difference (Figure 26).

Summary and Avenues for Future Research

Through additional analysis of items not scaled in the original IEA Civic Education Study international reports, we have identified eight new scales to measure students' social attitudes and expected participation. It is our hope that by reporting the details of scale development and differences among students on these scales by country, that researchers will be encouraged to use these new scales when using the IEA Civic Education Study data to examine the correlates of students' attitudes both between and within countries. Furthermore, in identifying a four-factor model of expected participation that fits the response patterns of items in this study, we encourage researchers interested in conducting their own surveys of expected political and social participation to consider using our scales to capture the multidimensionality of students' plans to become involved citizens.

Looking closely at the item-by-score maps and at patterns of country means also opens up more specific opportunities for further research, by raising new questions about adolescents' political attitudes and expectations. For example:

1. When compared to the patterns of trust in institutions described in the IEA Civic Education Study international reports, the country patterns for trust in the media look very different. Some countries, like Denmark, are among the most trusting of both the media and the government. Others are high on one form of trust and low on the other: Greece is trusting of their government but not their media, while the opposite can be said about Lithuania. While previous secondary analyses of data on students' trust have focused on the government-related institutions scale (e.g., Torney-Purta, Barber, and Richardson, 2004) or have compared trust in the media and government on an item-by-item basis (Torney-Purta & Amadeo, 2004), analyses can now be conducted to compare correlates of trust in the government and in the media across these two scales.

2. In several cases, these scales provide avenues for further analysis of gender differences in social attitudes and expectations. The gender gap in attitudes towards political rights for women appears to be mirrored in attitudes towards political rights for ethnic minorities and anti-democratic groups. How can these differences be accounted for? Furthermore, in nearly every country males appear significantly more efficacious than females about their knowledge about politics. Finally, there are several noticeable differences in expected participation, with community involvement more favored by females and protest activities more favored by males. These differences warrant further exploration from both empirical and policy perspectives.

3. Finally, while these scales can only give information on how students respond in relation to one another, further analysis can use cutoff points identified in the IRT models to identify and examine extreme subgroups of students (see Husfeldt, 2004). Such analysis is especially important in scales where certain item responses are only likely to occur among students with very high or very low scale scores, like participation in protest activities or negative attitudes towards ethnic minorities.

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Table 1. Scale Reliabilities

A. MEDIA, PROTC, MINOR, and ADGR

COUNTRY	MEDIA	PROTC	MINOR	ADGR
Australia	.88	.58	.79	.73
Belgium (French)	.84	.52	.76	.74
Bulgaria	.77	.62	.71	.67
Chile	.82	.48	.62	.69
Colombia	.86	.43	.69	.69
Cyprus	.86	.39	.64	.72
Czech Republic	.85	.45	.76	.77
Denmark	.85	.48	.80	.75
England	.78	.57	.80	.71
Estonia	.81	.50	.68	.72
Finland	.85	.56	.75	.77
Germany	.83	.55	.86	.72
Greece	.77	.59	.61	.71
Hong Kong	.78	.53	.72	.73
Hungary	.85	.53	.77	.73
Italy	.81	.47	.74	.73
Latvia	.80	.58	.66	.66
Lithuania	.83	.49	.69	.68
Norway	.83	.54	.73	.70
Poland	.82	.58	.63	.66
Portugal	.85	.50	.71	.75
Romania	.80	.48	.63	.65
Russia	.74	.46	.71	.72
Slovak Republic	.86	.44	.72	.70
Slovenia	.85	.46	.63	.70
Sweden	.83	.59	.81	.77
Switzerland	.85	.60	.79	.73
USA	.83	.55	.80	.75
International Sample	.83	.54	.74	.72

B. EFFIC, VOTE, COMM, and PROTE

COUNTRY	EFFIC	VOTE	COMM	PROTE
Australia	.75	.69	.74	.90
Belgium (French)	.58	.67	.73	.84
Bulgaria	.65	.75	.67	.82
Chile	.66	.74	.73	.81
Colombia	.57	.67	.68	.77
Cyprus	.70	.55	.66	.80
Czech Republic	.72	.79	.71	.87
Denmark	.80	.58	.71	.86
England	.79	.76	.75	.87
Estonia	.74	.65	.67	.82
Finland	.80	.67	.79	.89
Germany	.71	.77	.74	.89
Greece	.67	.60	.55	.80
Hong Kong	.73	.71	.72	.92
Hungary	.71	.68	.71	.85
Italy	.72	.63	.70	.79
Latvia	.69	.72	.66	.85
Lithuania	.72	.55	.71	.83
Norway	.77	.71	.73	.86
Poland	.72	.73	.74	.84
Portugal	.67	.71	.69	.85
Romania	.58	.66	.63	.84
Russia	.68	.59	.67	.79
Slovak Republic	.75	.71	.69	.85
Slovenia	.60	.71	.63	.82
Sweden	.76	.76	.76	.89
Switzerland	.73	.69	.72	.89
USA	.77	.79	.75	.88
International Sample	.72	.70	.73	.85

Table 2. Item Parameters

A. MEDIA: Trust in Media

How much of the time can you trust each of the following institutions?

Item		Location	τ_1	τ_2	τ_3
D5	News on television	-0.26	-3.49	0.19	3.3
D6	News on the radio	-0.07	-3.64	0.16	3.48
D7	News in the press [newspaper]	0.34	-3.74	0.22	3.51

B. PROTC: Protective Feelings towards One's Nation

Item		Location	τ_1	τ_2	τ_3
E1	We should buy prod. made in this country	0.28	-1.13	-0.36	1.50
E2	We should keep others from infl. politics	-0.07	-0.91	-0.33	1.24
E4	We should be alert and stop threats	-0.42	-0.68	-0.74	1.42
E12	We should stop others from infl. traditions	0.21	-0.55	-0.22	0.77

C. MINOR: Positive Attitudes towards Ethnic Minorities

Item		Location	τ_1	τ_2	τ_3
G2	Should have equal chances at education	-0.33	-1.03	-1.09	2.12
G5	Should have equal chances at jobs	-0.22	-1.18	-0.95	2.13
G8	Schools should teach students to respect	-0.09	-1.14	-0.79	1.92
G11	Should be encouraged to run for pol. office	0.64	-1.74	-0.63	2.37

D. ADGR: Positive Attitudes towards Anti-Democratic Groups

Members of Anti-Democratic Groups Should Be Prohibited From…

Item		Location	τ_1	τ_2	τ_3
G3*	…hosting a television show*	0.18	-1.66	-0.37	2.04
G7*	…peaceful demonstrations*	-0.25	-1.74	-0.32	2.05
G10*	…running for political office*	0.16	-1.72	-0.19	1.91
G14*	…making public speeches*	-0.08	-1.66	-0.43	2.09

Note: *Reversed item.

E. EFFIC: Internal Political Efficacy

Item		Location	τ_1	τ_2	τ_3
I2	I know more about politics than most my age	0.41	-2.15	0.60	1.55
I5	I have something to say about political issues	-0.42	-1.86	-0.22	2.08
I8	I understand most political issues easily	-0.21	-2.21	-0.12	2.33
I10	I am interested in politics	0.20	-1.27	-0.32	1.59

F. VOTE: Voting Activities

Item		Location	τ_1	τ_2	τ_3
M1	Vote in national elections	-0.06	-0.81	-0.89	1.69
M2	Get information about candidates	0.06	-1.19	-0.45	1.64

G. COMM: Expected Community Related Activities

Item		Location	τ_1	τ_2	τ_3
M6	Volunteer to help people in the community	-0.35	-2.18	-0.32	2.50
M7	Collect money for a social cause	-0.10	-2.34	-0.23	2.57
M8	Collect signatures for a petition	0.45	-2.34	-0.05	2.39

H. PROTE: Expected Protest Activities

Item		Location	τ_1	τ_2	τ_3
M10	Spray-paint protest slogans on walls	-0.20	-1.69	0.53	1.16
M11	Block traffic as a form of protest	0.07	-1.80	0.56	1.24
M12	Occupy public buildings as a form of protest	0.12	-1.57	0.54	1.03

Table 3. Items on Political Participation and Expected Dimensions

Item		VOTE	POLAT	COMM	PROTE
M1	Vote in national elections	X			
M2	Get information about candidates before voting in an election	X			
M3	Join a political party		X		
M4	Write letters to a newspaper about social or political concerns		X		
M5	Be a candidate for a local or city office		X		
M6	Volunteer time to help [benefit] [poor or elderly] people in the community			X	
M7	Collect money for a social cause			X	
M8	Collect signatures for a petition			X	
M9	Participate in a non-violent [peaceful] protest march or rally				
M10	Spray-paint protest slogans on walls				X
M11	Block traffic as a form of protest				X
M12	Occupy public buildings as a form of protest				X

Note: Response Categories—I will certainly do this; I will probably not do this; I will probably do this; I will certainly do this.

Item M9 is not included in any of the factors.

Item-by-score maps and averages by country and by gender on the POLAT scale are found in Torney-Purta et al., 2001

Figure 1. Item-by-Score-Map and International Item Frequencies for MEDIA (Trust in Media)
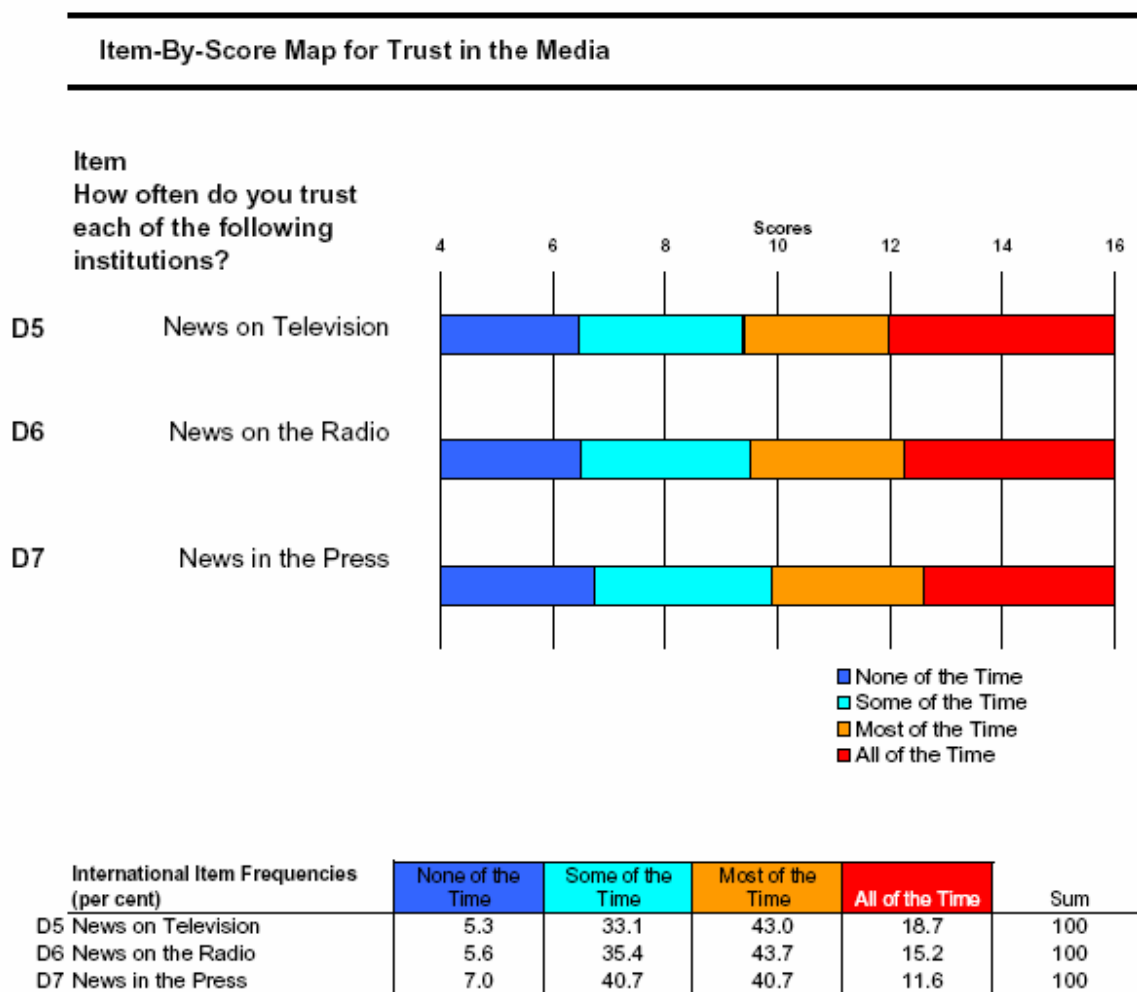
Item-By-Score Map for Trust in the Media

Item
How often do you trust each of the following institutions?

International Item Frequencies (per cent)	None of the Time	Some of the Time	Most of the Time	All of the Time	Sum
D5 News on Television	5.3	33.1	43.0	18.7	100
D6 News on the Radio	5.6	35.4	43.7	15.2	100
D7 News in the Press	7.0	40.7	40.7	11.6	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study*, Population of 14-year-old Students tested 1999.

Figure 2. Item-by-Score-Map and International Item Frequencies for PROTC (Protective Attitudes towards One's Nation)

Item-By-Score Map for Protective Attitudes towards One's Nation

Item
How do you feel about the following statements?

Scores

Item							
E1	To help protect jobs in this country we should buy products made in this country						
E2	We should keep other countries from trying to influence political decisions in this country						
E4	We should always be alert and stop threats from other countries to this country's political independence						
E12	We should stop outsiders from influencing this country's traditions and culture						

■ Strongly Disagree
□ Disagree
■ Agree
■ Strongly Agree

International Item Frequencies (per cent)	Strongly Disagree	Disagree	Agree	Strongly Agree	Sum
E1 We should buy products made in this country	7.0	21.5	46.6	24.8	100
E2 We should keep others from influencing politics	4.9	15.6	42.9	36.5	100
E4 We should always be alert and stop threats	2.9	8.6	45.3	43.2	100
E12 We should stop others from influencing traditions	9.8	17.9	34.5	37.8	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study*, Population of 14-year-old Students tested 1999.

Figure 3. Item-by-Score-Map and International Item Frequencies for MINOR (Positive Attitudes towards Ethnic Minorities)

Item-By-Score Map for Positive Attitudes Towards Ethnic Minorities

Item
How do you feel about the following statements?

Scores

| | 4 | 6 | 8 | 10 | 12 | 14 | 16 |

G2 All ethnic groups should have equal chances to get a good education in this country

G5 All ethnic groups should have equal chances to get good jobs in this country

G8 Schools should teach students to respect members of all ethnic groups

G12 Members of all ethnic groups should be encouraged to run in elections for political office

■ Strongly Disagree
□ Disagree
□ Agree
■ Strongly Agree

International Item Frequencies (per cent)	Strongly Disagree	Disagree	Agree	Strongly Agree	Sum
G2 Should have equal chances at education	3.0	7.3	48.5	41.2	100
G5 Should have equal chances at jobs	3.6	9.0	48.7	38.8	100
G8 Schools should teach students to respect	4.7	10.8	45.5	39.0	100
G12 Should be encouraged to run for political office	6.9	20.7	51.5	20.9	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study*, Population of 14-year-old Students tested 1999.

Figure 4. Item-by-Score-Map and International Item Frequencies for ADGR (Tolerance of Anti-Democratic Groups)

Item-By-Score Map for Tolerance of Anti-Democratic Groups

Item
Members of Anti-Democratic Groups Should Be Prohibited From...

Scores

G3 ...hosting a television show talking about these ideas

G7 ...organising peaceful demonstrations or rallies

G10 ...running in an election for political office

G14 ...making public speeches about these ideas

- ■ Strongly Agree
- ■ Agree
- ■ Disagree
- ■ Strongly Disagree

International Item Frequencies (per cent)	Strongly Agree	Agree	Disagree	Strongly Disagree	Sum
G3 ...hosting a television show	12.3	31.1	44.1	12.5	100
G7 ...peaceful demonstrations	7.8	26.7	47.9	17.6	100
G10 ...running for political office	12.9	32.8	40.7	13.6	100
G14 ...making public speeches	9.7	26.6	48.1	15.6	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study*, Population of 14-year-old Students tested 1999.

Figure 5. Item-by-score map and international item frequencies for EFFIC (Internal Political Efficacy)
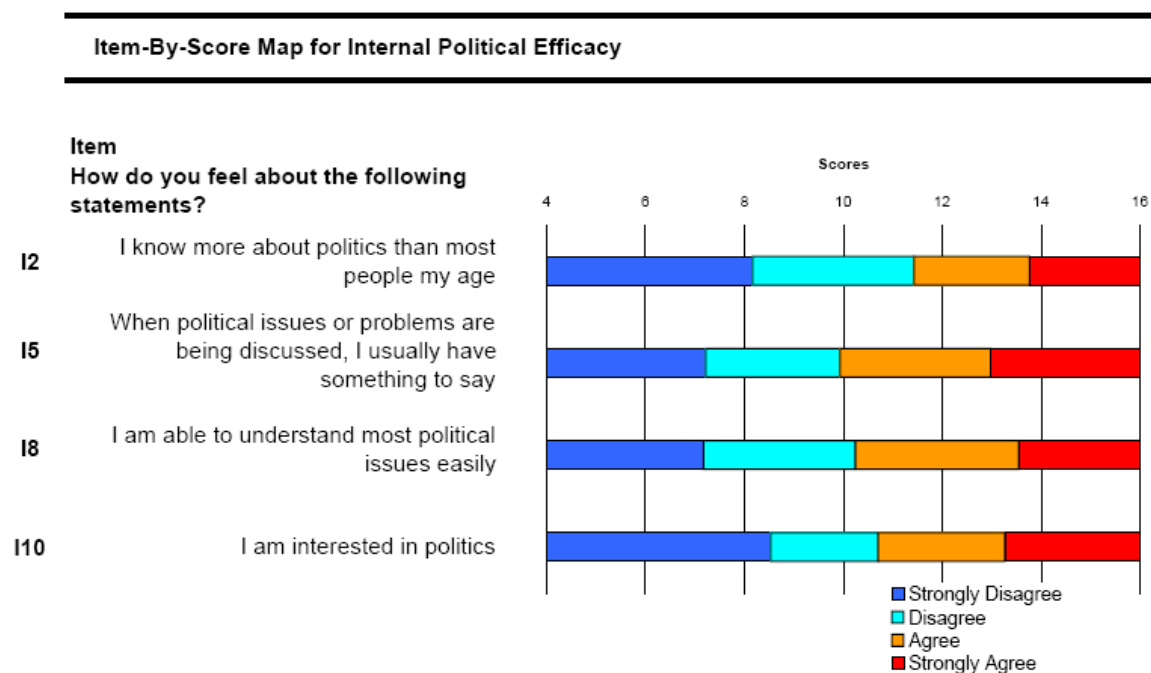
Item-By-Score Map for Internal Political Efficacy

International Item Frequencies (per cent)	Strongly Disagree	Disagree	Agree	Strongly Agree	Sum
I2 Know more about politics than others my age	23.9	52.6	17.8	5.7	100
I5 Usually have something to say	12.4	34.3	41.4	11.8	100
I8 Able to understand most political issues	12.9	40.0	38.9	8.1	100
I10 Interested in Politics	29.0	31.7	30.1	9.3	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study* , Population of 14-year-old Students tested 1999.

Figure 6. Item-by-Score-Map and International Item Frequencies for VOTE (Voting Activities)
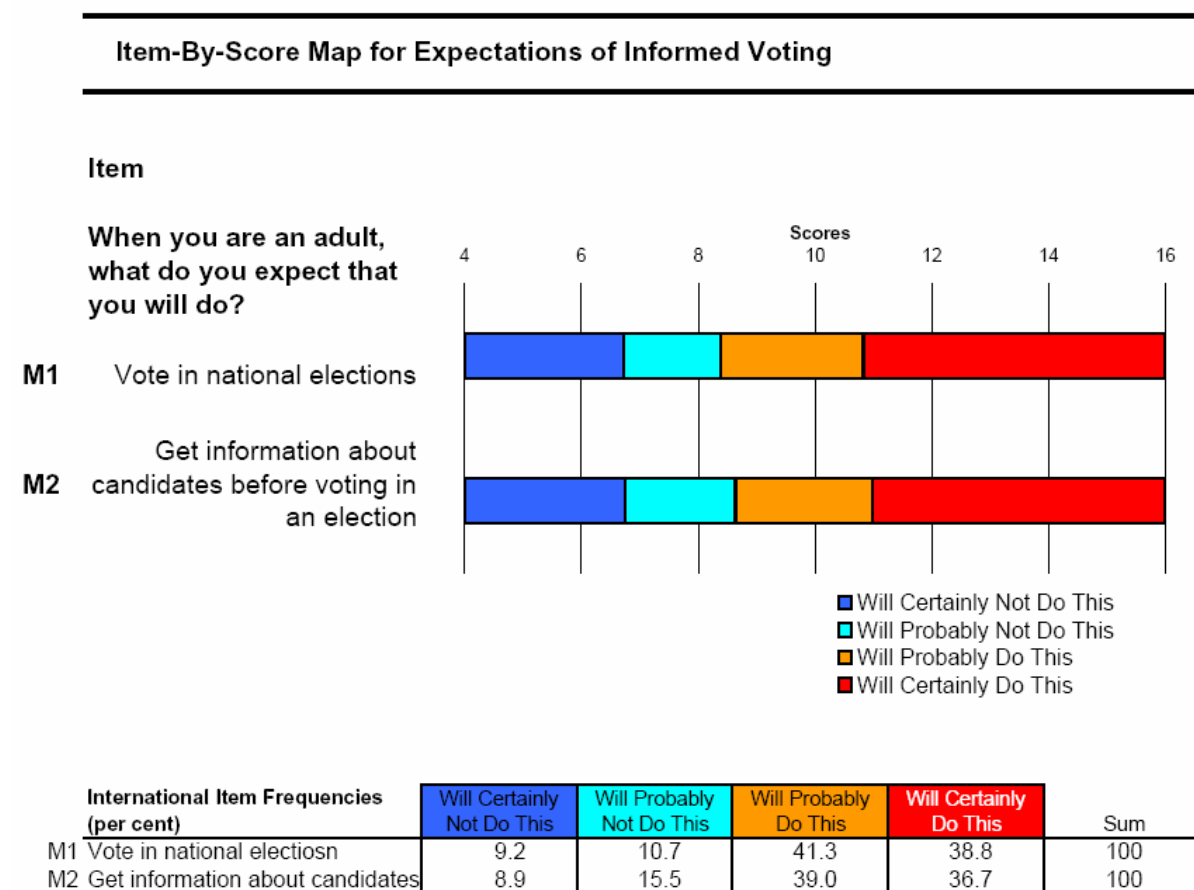
Item-By-Score Map for Expectations of Informed Voting

Item

When you are an adult, what do you expect that you will do?

M1 Vote in national elections

M2 Get information about candidates before voting in an election

Scores: 4 6 8 10 12 14 16

■ Will Certainly Not Do This
■ Will Probably Not Do This
■ Will Probably Do This
■ Will Certainly Do This

International Item Frequencies (per cent)	Will Certainly Not Do This	Will Probably Not Do This	Will Probably Do This	Will Certainly Do This	Sum
M1 Vote in national electiosn	9.2	10.7	41.3	38.8	100
M2 Get information about candidates	8.9	15.5	39.0	36.7	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study* , Population of 14-year-old Students tested 1999.

Figure 7. Item-by-Score-Map and International Item Frequencies for COMM (Expected Community Related Activities)
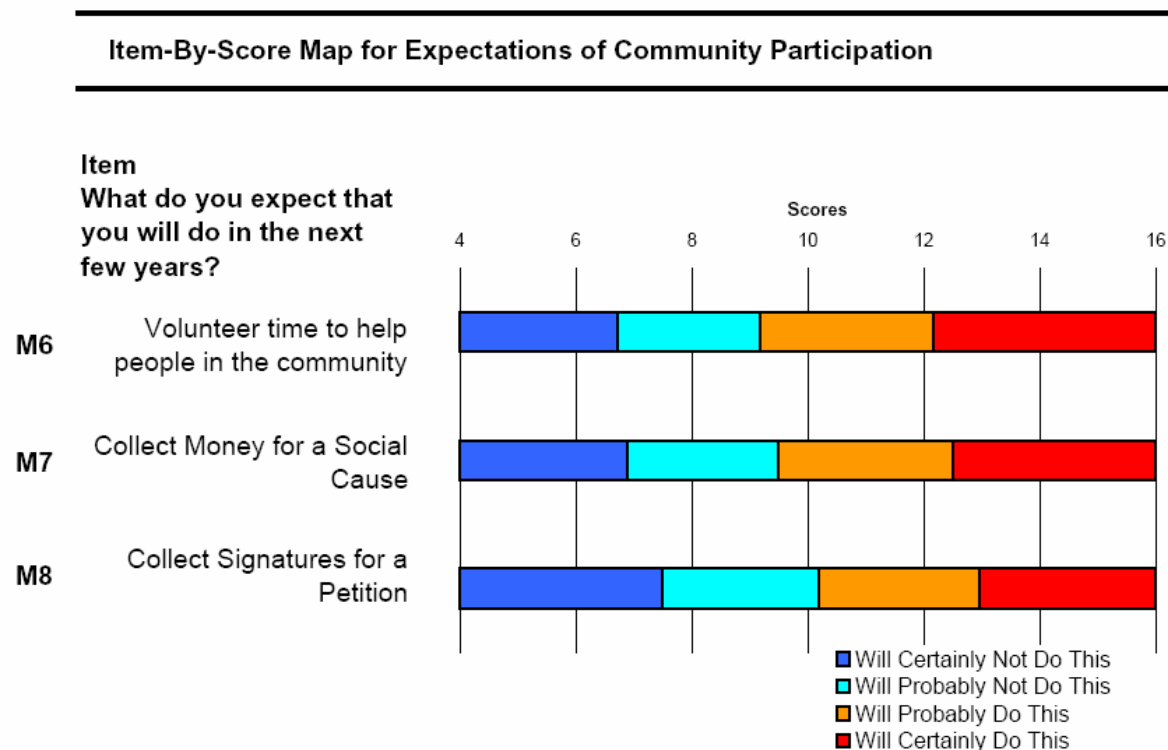
Item-By-Score Map for Expectations of Community Participation

Item
What do you expect that you will do in the next few years?

Scores
4   6   8   10   12   14   16

M6 Volunteer time to help people in the community

M7 Collect Money for a Social Cause

M8 Collect Signatures for a Petition

■ Will Certainly Not Do This
■ Will Probably Not Do This
■ Will Probably Do This
■ Will Certainly Do This

International Item Frequencies (per cent)	Will Certainly Not Do This	Will Probably Not Do This	Will Probably Do This	Will Certainly Do This	Sum
M6 Volunteer time to help people	7.9	26.4	48.3	17.4	100
M7 Collect money for a social cause	8.9	31.9	45.5	13.7	100
M8 Collect signatures for a petition	14.8	39.7	35.5	10.0	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study* , Population of 14-year-old Students tested 1999.

Figure 8. Item-by-Score-Map and International Item Frequencies for PROTE (Expected Protest Activities)
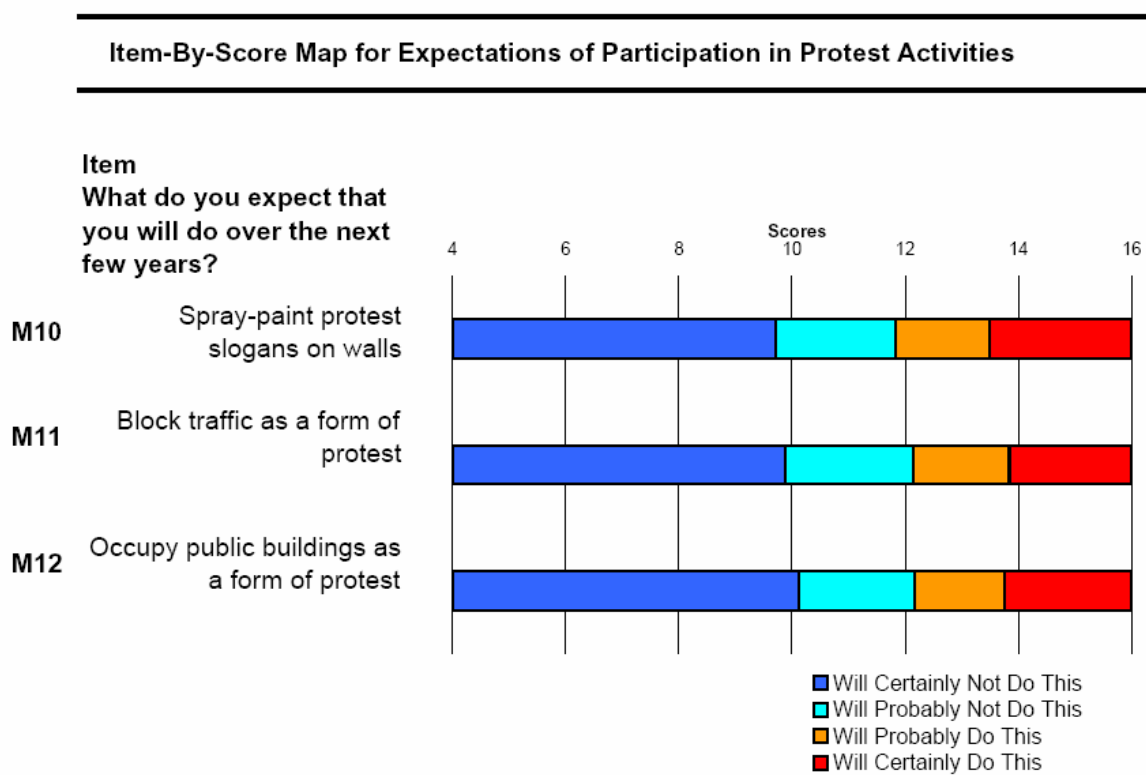
Item-By-Score Map for Expectations of Participation in Protest Activities

International Item Frequencies (per cent)	Will Certainly Not Do This	Will Probably Not Do This	Will Probably Do This	Will Certainly Do This	Sum
M10 Spray-paint protest slogans	49.0	32.5	11.5	6.9	100
M11 Block traffic	51.6	33.2	9.9	5.4	100
M12 Occupy public buildings	55.6	30.1	9.0	5.4	100

NOTE: The bars indicate the expected response of an item for a given scale score on the horizontal axis. International item frequencies based on all 28 equally weighted country data.

Source: *IEA Civic Education Study*, Population of 14-year-old Students tested 1999.

Figure 9. One-factor solution for Internal Political Efficacy
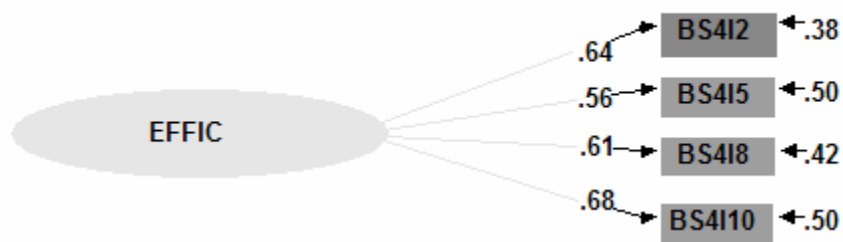
Standardized estimates
Chi-square=18.070 df=2 p-value=.000
gfi=1.000 agfi=.998 rmsea=.018 pclose=1.000

Figure 10. Four-Factor Solution for Expected Participation

Standardized estimates
chi-square=2154.456 df=38 p-value=.000
gfi=.978 agfi=.962 rmsea=.057 pclose=0.000
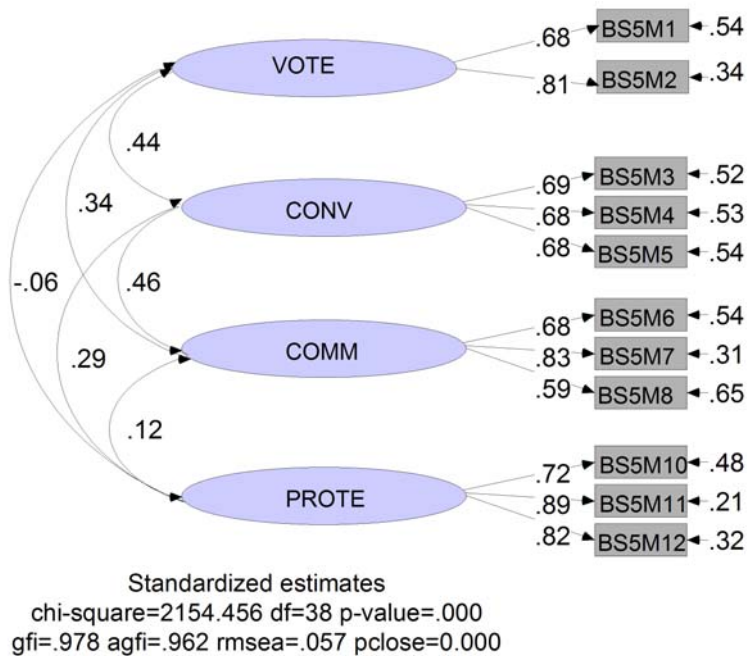
Note: The Factor labeled CONV above corresponds to the POLAT (Political Activities) scale found in Torney-Purta et al., 2001

Figure 11. Country Differences for Trust in the Media
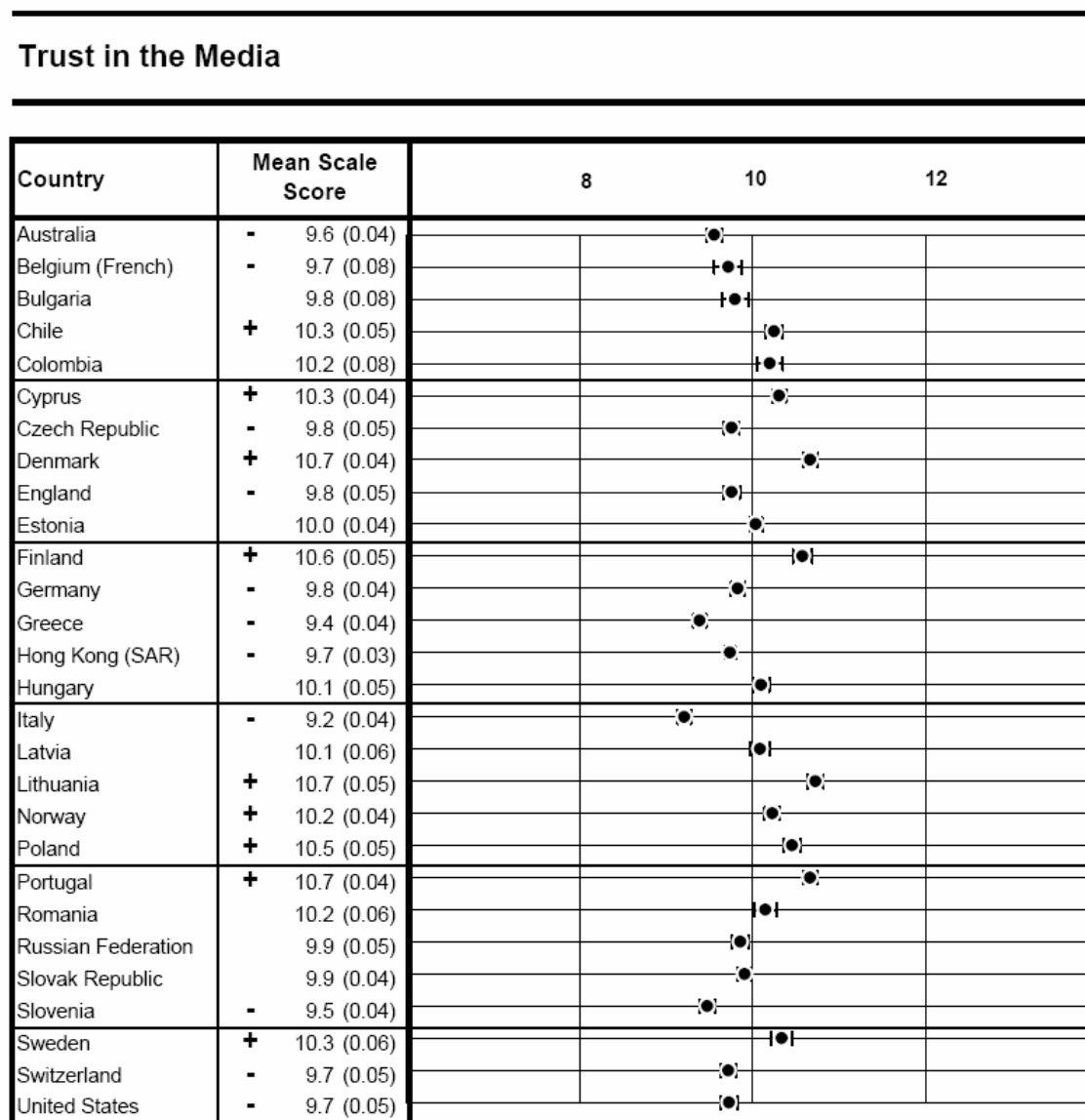
Trust in the Media

Country		Mean Scale Score	8	10	12
Australia	-	9.6 (0.04)			
Belgium (French)	-	9.7 (0.08)			
Bulgaria		9.8 (0.08)			
Chile	+	10.3 (0.05)			
Colombia		10.2 (0.08)			
Cyprus	+	10.3 (0.04)			
Czech Republic	-	9.8 (0.05)			
Denmark	+	10.7 (0.04)			
England	-	9.8 (0.05)			
Estonia		10.0 (0.04)			
Finland	+	10.6 (0.05)			
Germany	-	9.8 (0.04)			
Greece	-	9.4 (0.04)			
Hong Kong (SAR)	-	9.7 (0.03)			
Hungary		10.1 (0.05)			
Italy	-	9.2 (0.04)			
Latvia		10.1 (0.06)			
Lithuania	+	10.7 (0.05)			
Norway	+	10.2 (0.04)			
Poland	+	10.5 (0.05)			
Portugal	+	10.7 (0.04)			
Romania		10.2 (0.06)			
Russian Federation		9.9 (0.05)			
Slovak Republic		9.9 (0.04)			
Slovenia	-	9.5 (0.04)			
Sweden	+	10.3 (0.06)			
Switzerland	-	9.7 (0.05)			
United States	-	9.7 (0.05)			

( ) Standard errors appear in parentheses.

⊢●⊣ = Mean (± 2 SE).

| + | Country mean significantly higher than international mean of 10. |

| - | Country mean significantly lower than international mean of 10. |

Source: *IEA Civic Education Study*, Standard Population of 14-year-olds tested in 1999.

Figure 12. Gender Differences by Country for Trust in the Media

Gender Differences in Trust in the Media

Country	Mean Score Females	Mean Score Males	8	10	12
Australia	9.5 (0.05)	9.6 (0.07)			
Belgium (French)	9.7 (0.12)	9.7 (0.10)			
Bulgaria	9.8 (0.09)	9.8 (0.08)			
Chile	10.2 (0.06)	10.3 (0.06)			
Colombia	10.2 (0.10)	10.2 (0.07)			
Cyprus	10.3 (0.05)	10.3 (0.06)			
Czech Republic	9.7 (0.06)	9.8 (0.07)			
Denmark	10.9 (0.07)	10.5 (0.06)			
England	9.8 (0.07)	9.7 (0.07)			
Estonia	10.0 (0.06)	10.1 (0.06)			
Finland	10.6 (0.07)	10.5 (0.07)			
Germany	9.8 (0.07)	9.9 (0.06)			
Greece	9.4 (0.05)	9.4 (0.05)			
Hong Kong (SAR)	9.7 (0.05)	9.7 (0.05)			
Hungary	10.0 (0.06)	10.2 (0.07)			
Italy	9.2 (0.06)	9.2 (0.05)			
Latvia	10.0 (0.08)	10.1 (0.08)			
Lithuania	10.7 (0.05)	10.8 (0.07)			
Norway	10.2 (0.06)	10.2 (0.06)			
Poland	10.5 (0.08)	10.4 (0.07)			
Portugal	10.8 (0.06)	10.6 (0.06)			
Romania	10.0 (0.07)	10.3 (0.08)			
Russian Federation	9.9 (0.06)	9.9 (0.08)			
Slovak Republic	9.8 (0.06)	10.1 (0.05)			
Slovenia	9.4 (0.05)	9.6 (0.07)			
Sweden	10.5 (0.09)	10.2 (0.09)			
Switzerland	9.6 (0.07)	9.8 (0.06)			
United States	9.7 (0.07)	9.8 (0.06)			

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 13. Country Differences for Protective Attitudes towards One's Nation

Protective Attitudes towards One's Nation

Country		Mean Scale Score	8	10	12
Australia		10.1 (0.07)			
Belgium (French)	-	9.4 (0.06)			
Bulgaria		9.8 (0.09)			
Chile	+	10.4 (0.05)			
Colombia	-	9.8 (0.05)			
Cyprus	+	11.2 (0.03)			
Czech Republic	-	9.8 (0.04)			
Denmark	-	9.6 (0.04)			
England	-	9.3 (0.05)			
Estonia		9.9 (0.04)			
Finland	+	10.3 (0.04)			
Germany	-	9.3 (0.05)			
Greece	+	11.1 (0.05)			
Hong Kong (SAR)	-	9.3 (0.04)			
Hungary	+	10.3 (0.05)			
Italy	-	9.8 (0.04)			
Latvia		9.9 (0.05)			
Lithuania	+	10.2 (0.05)			
Norway	-	9.5 (0.04)			
Poland	+	11.2 (0.07)			
Portugal	+	10.6 (0.05)			
Romania	+	10.5 (0.08)			
Russian Federation	+	10.2 (0.06)			
Slovak Republic	+	10.7 (0.05)			
Slovenia	-	9.6 (0.04)			
Sweden		9.8 (0.06)			
Switzerland	-	9.7 (0.08)			
United States	-	9.2 (0.04)			

( ) Standard errors appear in parentheses.

|●| = Mean (± 2 SE).

+ Country mean significantly higher than international mean of 10.

- Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 14. Gender Differences by Country for Protective Attitudes towards One's Nation

Gender Differences in Protective Attitudes towards One's Nation

Country	Mean Score Females	Mean Score Males	8 10 12
Australia	9.8 (0.06)	10.4 (0.10)	
Belgium (French)	9.4 (0.09)	9.3 (0.09)	
Bulgaria	9.8 (0.10)	9.8 (0.15)	
Chile	10.4 (0.06)	10.4 (0.06)	
Colombia	9.7 (0.07)	9.8 (0.08)	
Cyprus	11.0 (0.04)	11.3 (0.06)	
Czech Republic	9.7 (0.06)	9.9 (0.06)	
Denmark	9.3 (0.06)	9.8 (0.06)	
England	9.0 (0.06)	9.6 (0.07)	
Estonia	9.8 (0.04)	10.0 (0.06)	
Finland	10.2 (0.06)	10.4 (0.07)	
Germany	9.0 (0.06)	9.6 (0.06)	
Greece	11.2 (0.06)	11.1 (0.07)	
Hong Kong (SAR)	9.3 (0.05)	9.3 (0.05)	
Hungary	10.2 (0.05)	10.4 (0.07)	
Italy	9.7 (0.05)	10.0 (0.05)	
Latvia	9.9 (0.07)	10.0 (0.08)	
Lithuania	10.1 (0.06)	10.3 (0.07)	
Norway	9.0 (0.05)	9.8 (0.06)	
Poland	11.2 (0.10)	11.2 (0.08)	
Portugal	10.4 (0.06)	10.8 (0.07)	
Romania	10.5 (0.08)	10.6 (0.09)	
Russian Federation	10.2 (0.07)	10.2 (0.08)	
Slovak Republic	10.6 (0.07)	10.9 (0.08)	
Slovenia	9.6 (0.05)	9.6 (0.06)	
Sweden	9.5 (0.11)	10.0 (0.08)	
Switzerland	9.6 (0.07)	10.1 (0.08)	
United States	8.9 (0.05)	9.4 (0.07)	

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 15. Country Differences for Positive Attitudes towards Ethnic Minorities

Positive Attitudes towards Ethnic Minorities

Country		Mean Scale Score	8	10	12
Australia		10.0 (0.08)		⊦●⊦	
Belgium (French)		10.1 (0.09)		⊦●⊦	
Bulgaria	-	9.5 (0.11)		⊦●⊦	
Chile		10.0 (0.04)		●	
Colombia	+	11.2 (0.06)			⊦●⊦
Cyprus	+	10.7 (0.04)			●
Czech Republic		9.9 (0.05)		⊦●⊦	
Denmark	-	9.6 (0.06)		⊦●⊦	
England	+	10.5 (0.07)		⊦●⊦	
Estonia		9.9 (0.04)		●	
Finland	+	10.3 (0.05)		⊦●⊦	
Germany	-	9.3 (0.07)		⊦●⊦	
Greece	+	10.3 (0.04)		●	
Hong Kong (SAR)		10.0 (0.05)		⊦●⊦	
Hungary	-	9.4 (0.05)		⊦●⊦	
Italy		9.8 (0.06)		⊦●⊦	
Latvia	-	9.5 (0.06)		⊦●⊦	
Lithuania		10.1 (0.04)		●	
Norway	+	10.2 (0.05)		⊦●⊦	
Poland	+	10.5 (0.08)		⊦●⊦	
Portugal	+	10.5 (0.05)		⊦●⊦	
Romania		9.8 (0.06)		⊦●⊦	
Russian Federation		9.8 (0.07)		⊦●⊦	
Slovak Republic		9.8 (0.07)		⊦●⊦	
Slovenia	-	9.6 (0.04)		●	
Sweden		10.1 (0.06)		⊦●⊦	
Switzerland	-	9.4 (0.07)		⊦●⊦	
United States	+	10.8 (0.09)		⊦●⊦	

( ) Standard errors appear in parentheses.

⊦●⊦ = Mean (± 2 SE).

+ Country mean significantly higher than international mean of 10.

- Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 16. Gender Differences by Country for Positive Attitudes towards Ethnic Minorities

Gender Differences in Attitudes towards Ethnic Minorities

Country	Mean Score Females	Mean Score Males	8 10 12
Australia	10.4 (0.09)	9.5 (0.09)	
Belgium (French)	10.7 (0.10)	9.5 (0.11)	
Bulgaria	9.8 (0.15)	9.2 (0.08)	
Chile	10.1 (0.05)	10.0 (0.05)	
Colombia	11.3 (0.08)	10.9 (0.06)	
Cyprus	10.9 (0.05)	10.5 (0.06)	
Czech Republic	10.3 (0.08)	9.6 (0.07)	
Denmark	10.0 (0.08)	9.2 (0.08)	
England	11.1 (0.08)	10.0 (0.09)	
Estonia	10.2 (0.05)	9.6 (0.07)	
Finland	10.9 (0.08)	9.7 (0.06)	
Germany	9.6 (0.08)	9.0 (0.10)	
Greece	10.5 (0.06)	10.0 (0.06)	
Hong Kong (SAR)	10.1 (0.07)	9.9 (0.06)	
Hungary	9.6 (0.05)	9.1 (0.07)	
Italy	10.2 (0.07)	9.5 (0.07)	
Latvia	9.7 (0.07)	9.2 (0.07)	
Lithuania	10.3 (0.05)	9.8 (0.07)	
Norway	10.7 (0.06)	9.8 (0.08)	
Poland	10.8 (0.08)	10.1 (0.11)	
Portugal	10.8 (0.07)	10.3 (0.06)	
Romania	10.0 (0.06)	9.7 (0.08)	
Russian Federation	10.1 (0.08)	9.5 (0.07)	
Slovak Republic	10.0 (0.07)	9.6 (0.09)	
Slovenia	9.9 (0.05)	9.3 (0.05)	
Sweden	10.4 (0.10)	9.7 (0.09)	
Switzerland	9.9 (0.09)	9.0 (0.09)	
United States	11.3 (0.09)	10.2 (0.12)	

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 17. Country Differences in Tolerance for Anti-Democratic Groups

Tolerance for Anti-Democratic Groups

Country	Mean Scale Score		8	10	12
Australia	+	10.6 (0.05)			
Belgium (French)	-	9.5 (0.08)			
Bulgaria	-	9.6 (0.08)			
Chile	-	9.7 (0.04)			
Colombia	+	10.4 (0.06)			
Cyprus	-	9.8 (0.05)			
Czech Republic		10.1 (0.05)			
Denmark	+	10.4 (0.04)			
England	+	10.4 (0.04)			
Estonia		10.0 (0.03)			
Finland		10.1 (0.05)			
Germany		10.1 (0.05)			
Greece	-	9.7 (0.04)			
Hong Kong (SAR)		10.0 (0.05)			
Hungary	-	9.4 (0.03)			
Italy	+	10.2 (0.05)			
Latvia	-	9.6 (0.06)			
Lithuania	-	9.8 (0.03)			
Norway	+	10.4 (0.04)			
Poland		10.0 (0.07)			
Portugal	+	10.2 (0.04)			
Romania	-	9.4 (0.06)			
Russian Federation		10.1 (0.05)			
Slovak Republic		9.9 (0.05)			
Slovenia		10.1 (0.04)			
Sweden	+	10.2 (0.05)			
Switzerland	+	10.2 (0.04)			
United States	+	10.4 (0.05)			

( ) Standard errors appear in parentheses.

|●| = Mean (± 2 SE).

+	Country mean significantly higher than international mean of 10.

-	Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.
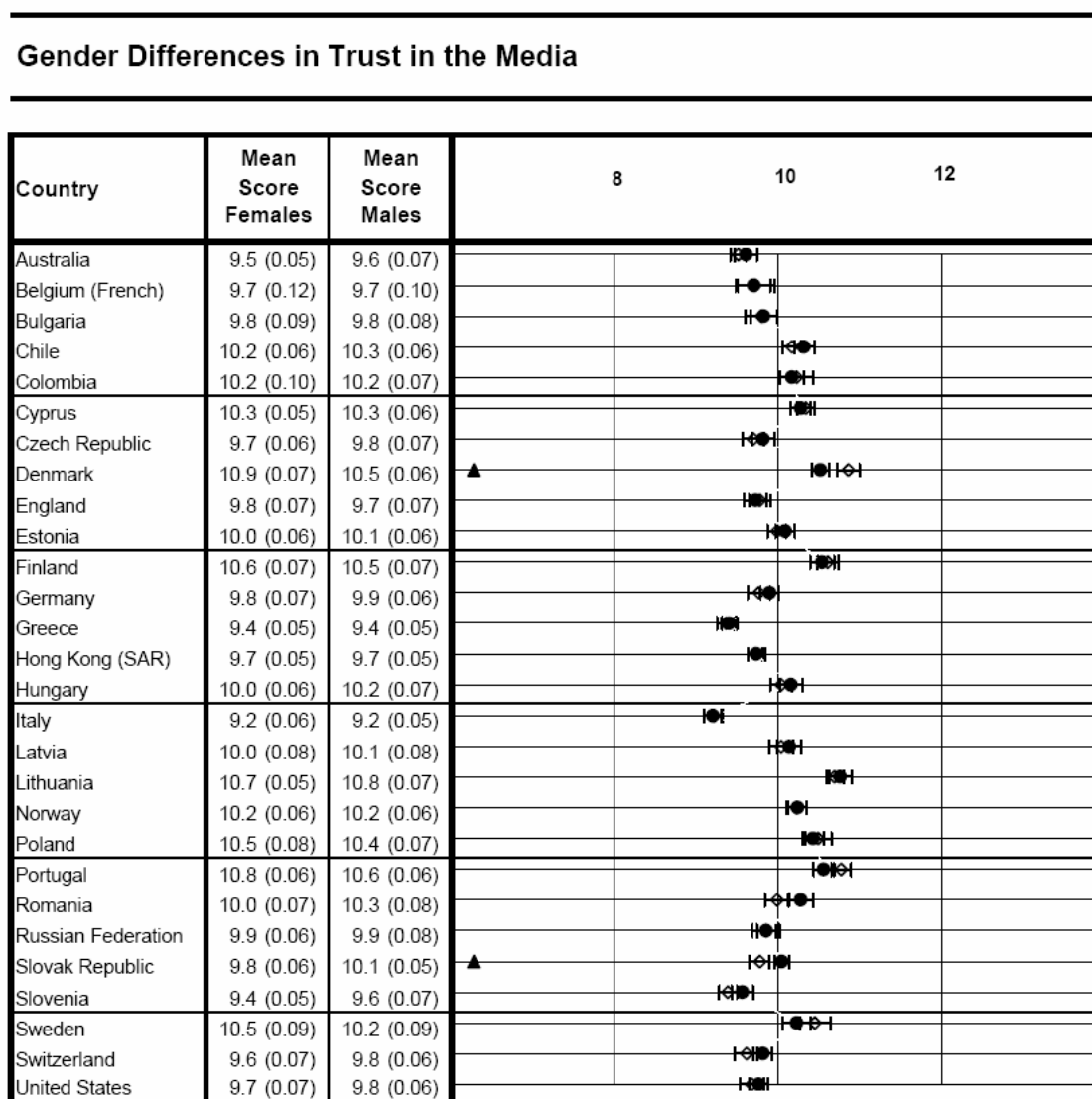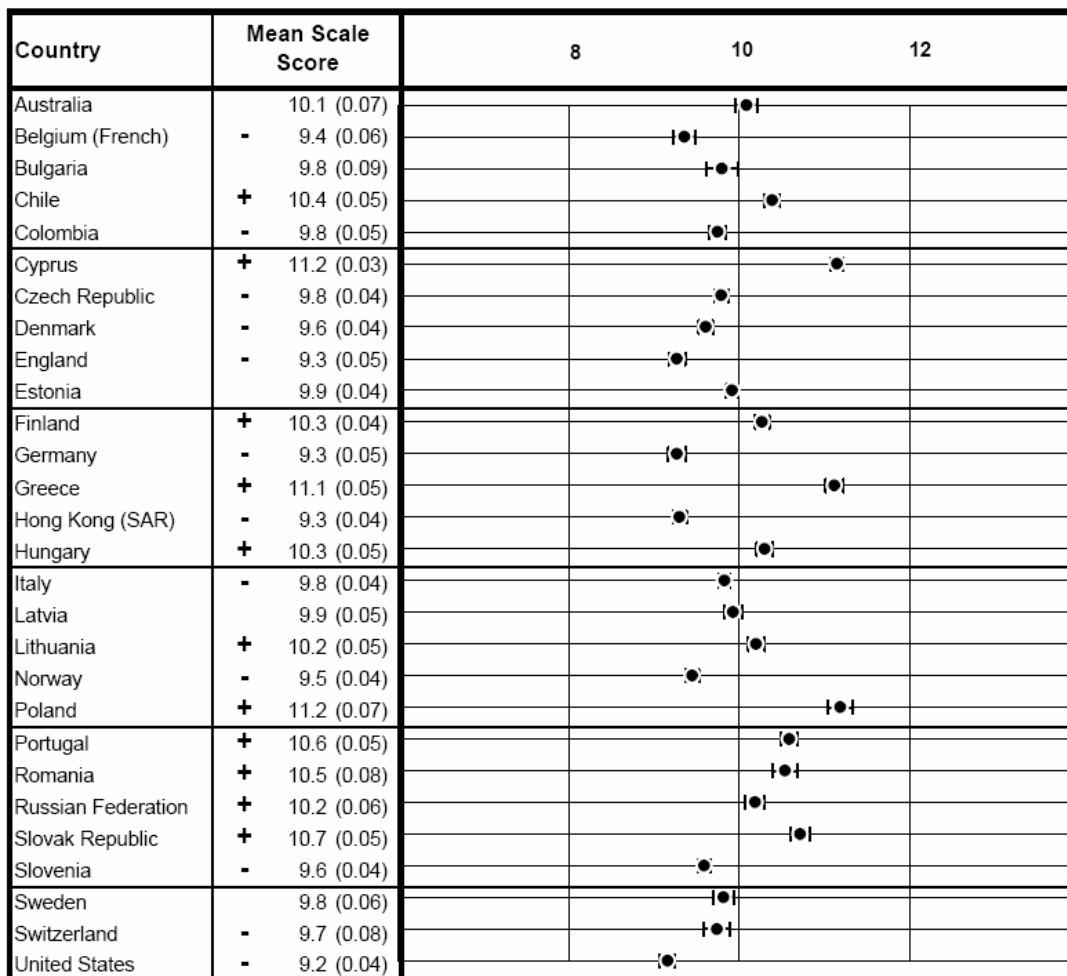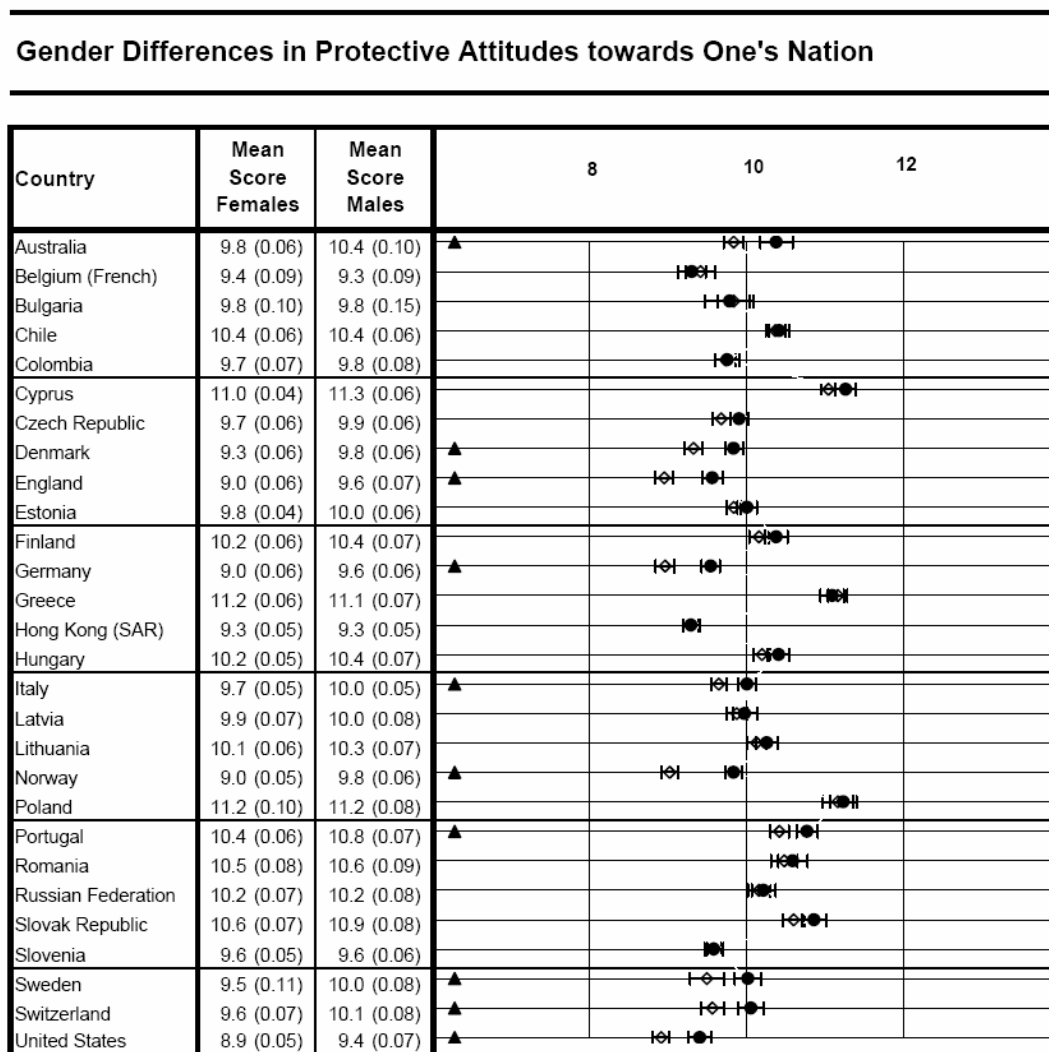
Figure 18. Gender Differences by Country for Tolerance for Anti-Democratic Groups

Gender Differences in Tolerance for Anti-Democratic Groups

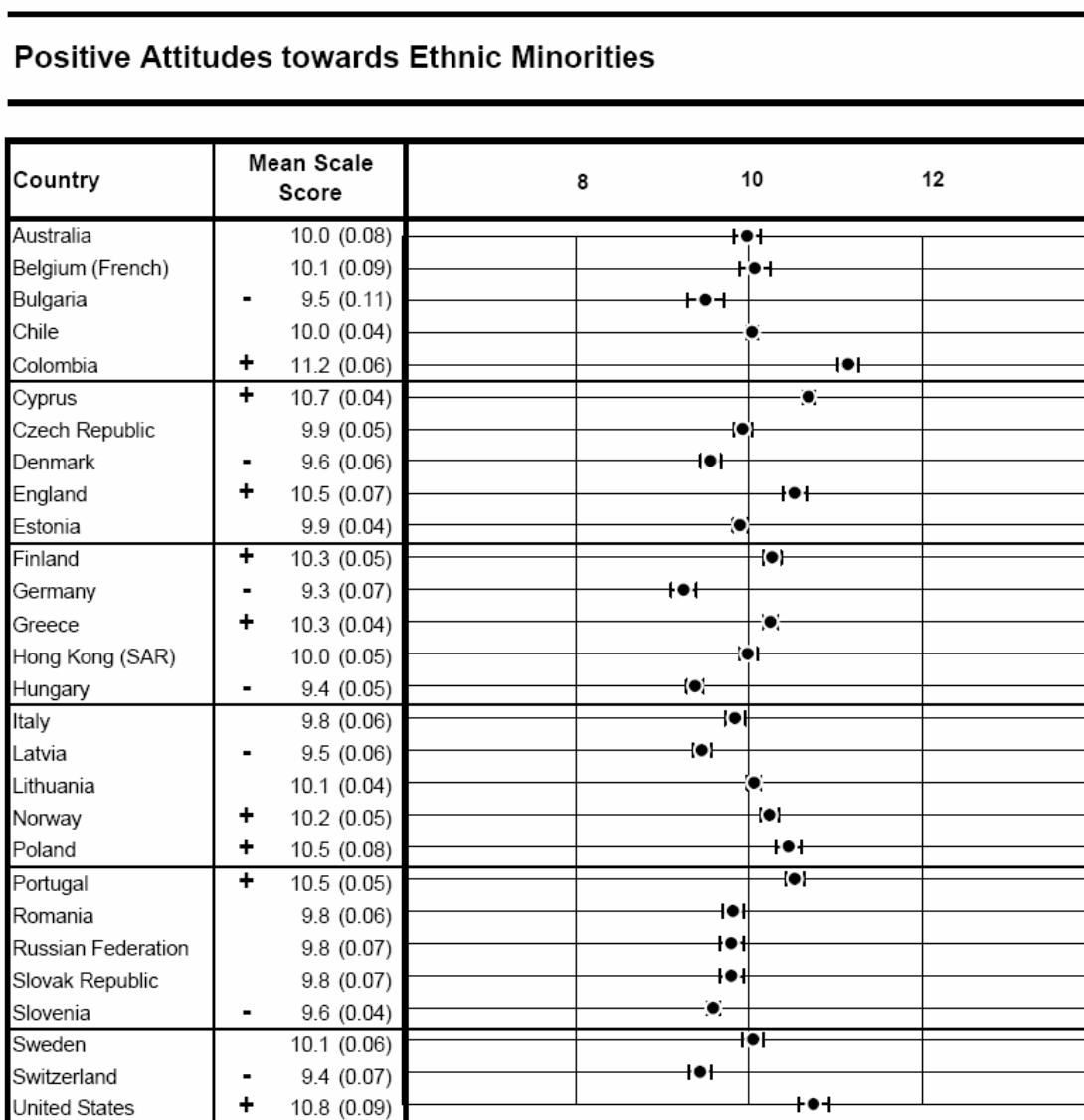| Country	Mean Score Females	Mean Score Males	8	10	12
Australia	10.9 (0.06)	10.2 (0.08)			
Belgium (French)	9.7 (0.08)	9.3 (0.11)			
Bulgaria	9.7 (0.10)	9.4 (0.10)			
Chile	9.9 (0.05)	9.5 (0.05)			
Colombia	10.7 (0.07)	10.1 (0.07)			
Cyprus	9.8 (0.06)	9.8 (0.07)			
Czech Republic	10.1 (0.05)	10.1 (0.06)			
Denmark	10.7 (0.05)	10.2 (0.06)			
England	10.6 (0.06)	10.3 (0.06)			
Estonia	10.1 (0.04)	9.9 (0.05)			
Finland	10.4 (0.07)	9.8 (0.08)			
Germany	10.3 (0.06)	9.9 (0.08)			
Greece	9.8 (0.05)	9.7 (0.06)			
Hong Kong (SAR)	10.0 (0.06)	9.9 (0.06)			
Hungary	9.5 (0.04)	9.3 (0.05)			
Italy	10.4 (0.04)	10.0 (0.07)			
Latvia	9.9 (0.06)	9.4 (0.07)			
Lithuania	10.0 (0.04)	9.5 (0.05)			
Norway	10.7 (0.06)	10.2 (0.06)			
Poland	10.2 (0.08)	9.8 (0.11)			
Portugal	10.4 (0.05)	10.1 (0.05)			
Romania	9.5 (0.07)	9.2 (0.07)			
Russian Federation	10.1 (0.06)	10.0 (0.08)			
Slovak Republic	10.0 (0.08)	9.8 (0.06)			
Slovenia	10.2 (0.05)	10.0 (0.06)			
Sweden	10.5 (0.07)	9.9 (0.07)			
Switzerland	10.3 (0.06)	10.0 (0.07)			
United States	10.7 (0.06)	10.1 (0.08)			

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 19. Country Differences for Internal Political Efficacy

Internal Political Efficacy

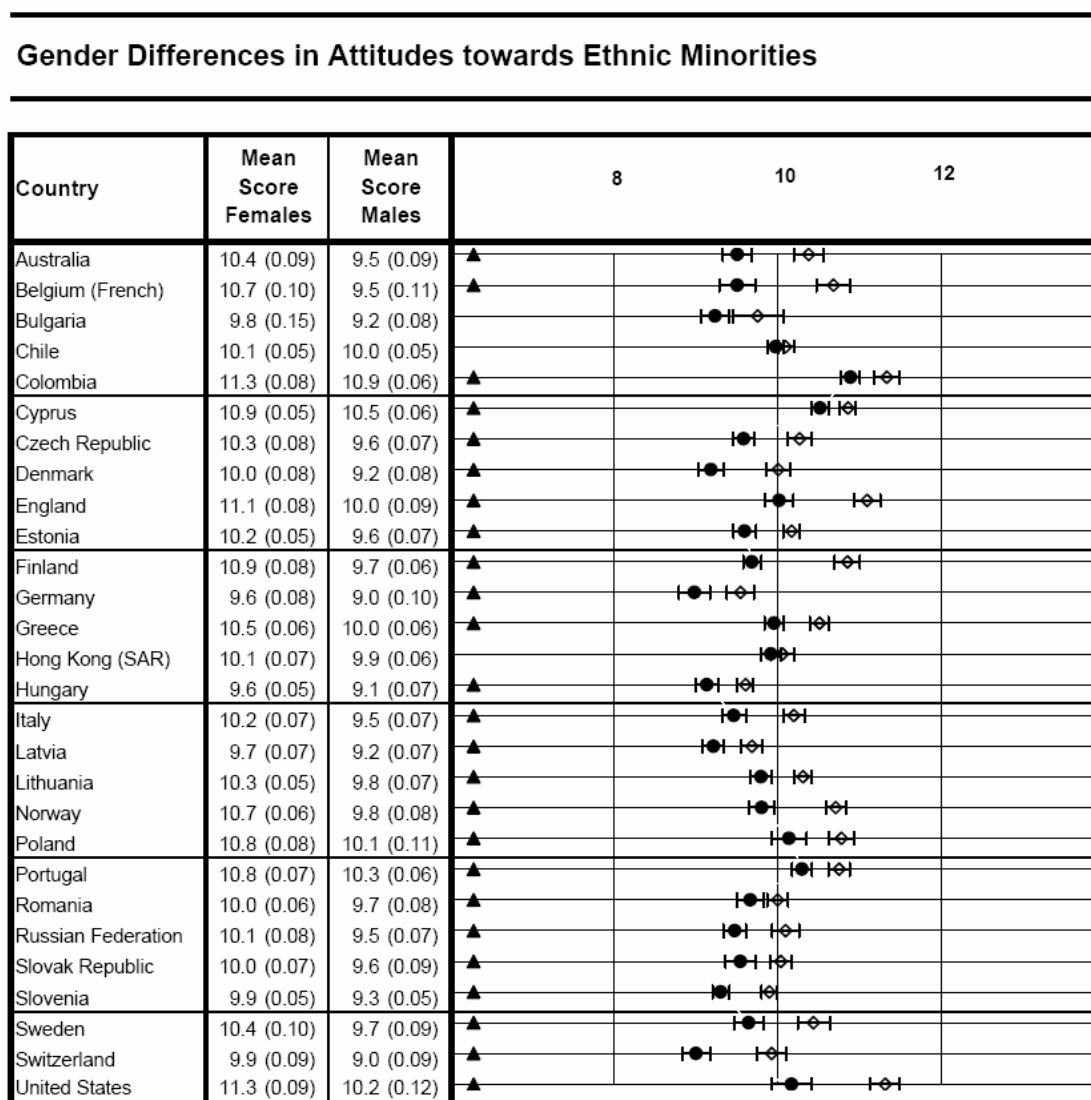| Country	Mean Scale Score		Chart
Australia		9.9 (0.06)	
Belgium (French)		9.8 (0.06)	
Bulgaria	+	10.3 (0.07)	
Chile	+	10.4 (0.04)	
Colombia	+	10.8 (0.05)	
Cyprus	+	11.0 (0.05)	
Czech Republic	-	9.5 (0.04)	
Denmark	-	9.3 (0.05)	
England	-	9.4 (0.06)	
Estonia	-	9.9 (0.04)	
Finland	-	9.3 (0.06)	
Germany		9.9 (0.04)	
Greece	+	10.6 (0.04)	
Hong Kong (SAR)		10.1 (0.04)	
Hungary	-	9.9 (0.04)	
Italy		9.9 (0.05)	
Latvia		10.1 (0.04)	
Lithuania		10.0 (0.04)	
Norway	-	9.5 (0.05)	
Poland		10.2 (0.08)	
Portugal	-	9.8 (0.04)	
Romania	+	10.6 (0.06)	
Russian Federation	+	10.4 (0.04)	
Slovak Republic	+	10.5 (0.05)	
Slovenia	-	9.8 (0.05)	
Sweden	-	9.3 (0.08)	
Switzerland	-	9.5 (0.06)	
United States	+	10.3 (0.04)	

( ) Standard errors appear in parentheses.

|●| = Mean (± 2 SE).

+ Country mean significantly higher than international mean of 10.

- Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.
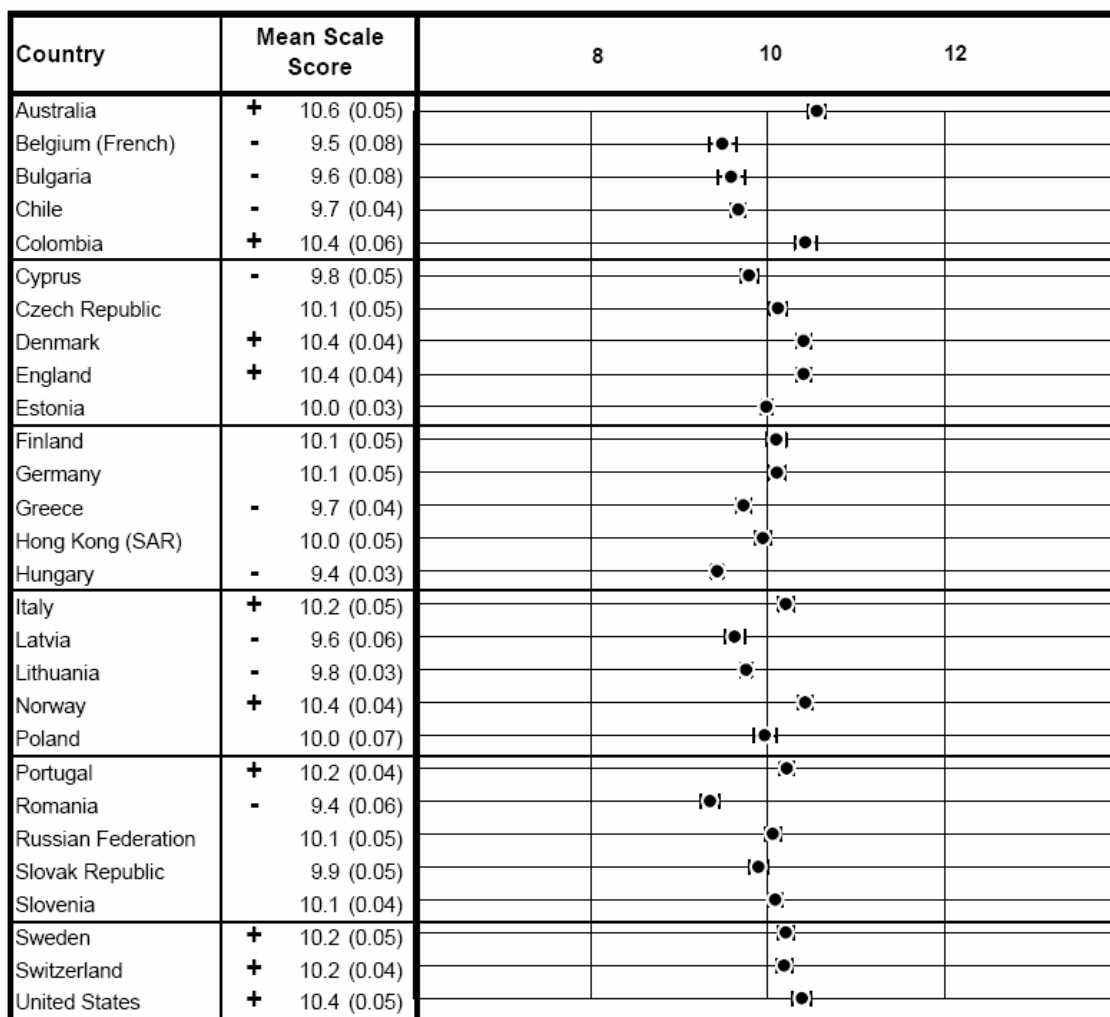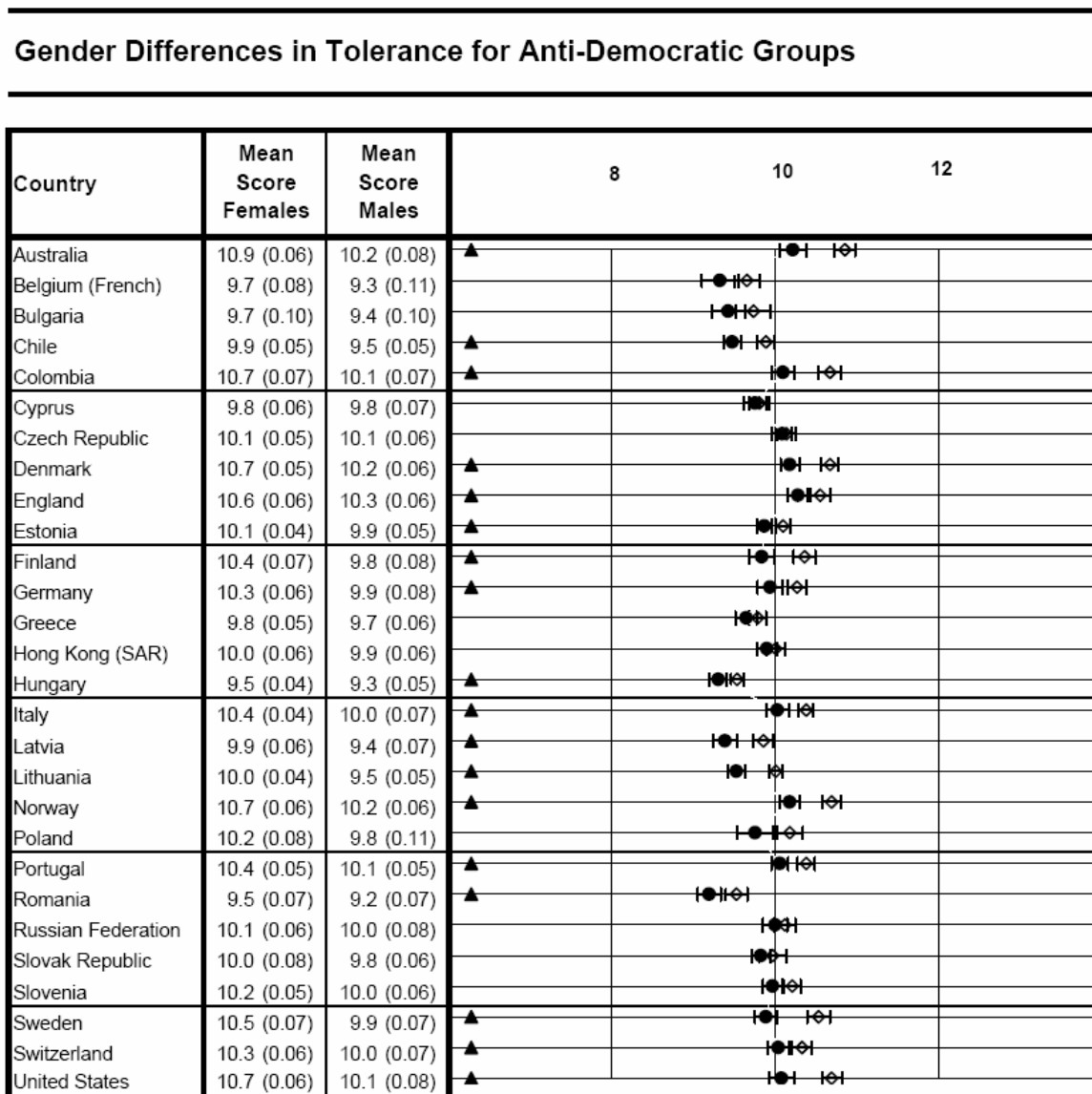
Figure 20. Gender Differences by Country in Internal Political Efficacy

Gender Differences in Internal Political Efficacy

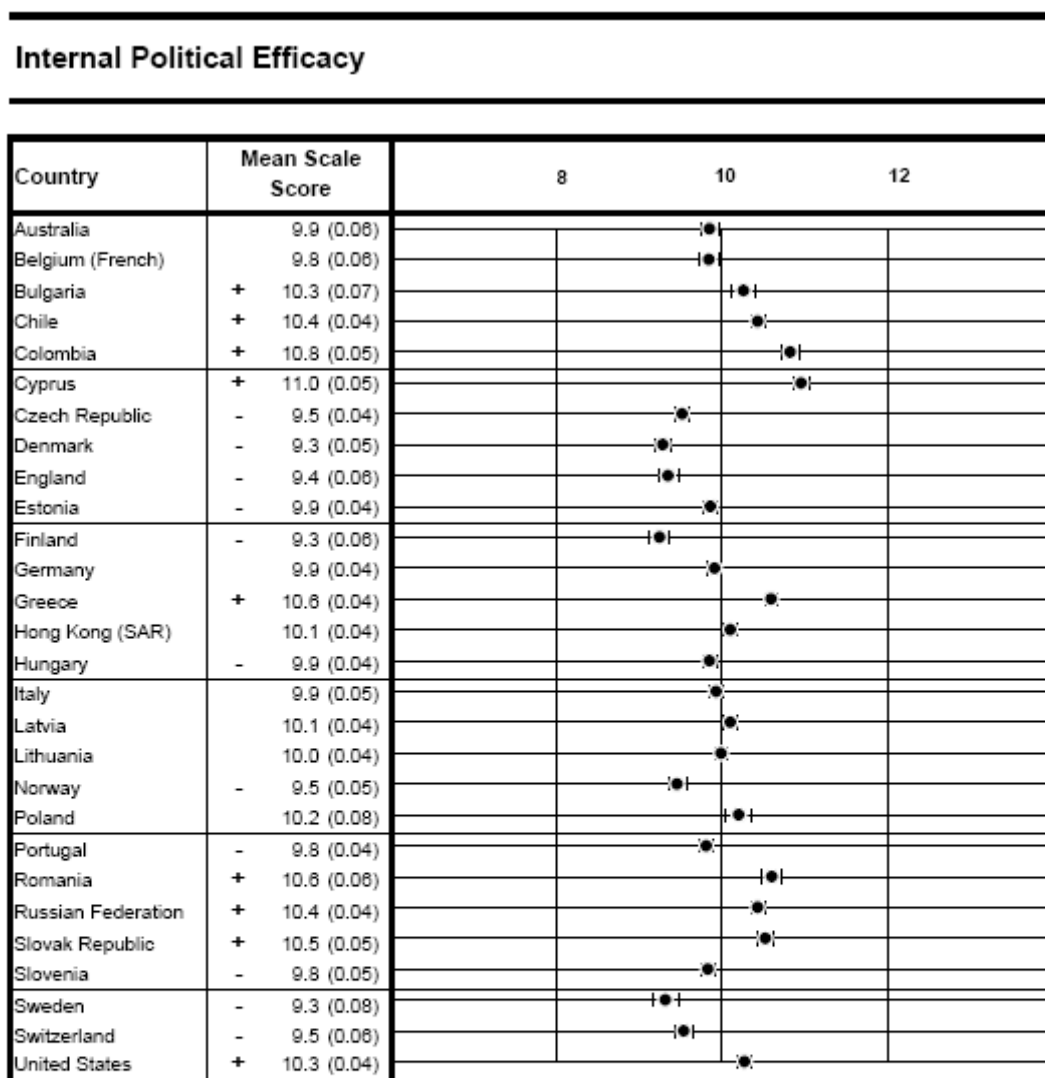| Country	Mean Score Females	Mean Score Males	8	10	12
Australia	9.6 (0.07)	10.2 (0.08)			
Belgium (French)	9.7 (0.08)	10.0 (0.11)			
Bulgaria	10.1 (0.07)	10.4 (0.10)			
Chile	10.4 (0.05)	10.5 (0.08)			
Colombia	10.7 (0.06)	11.0 (0.06)			
Cyprus	10.6 (0.07)	11.3 (0.06)			
Czech Republic	9.2 (0.06)	9.9 (0.05)			
Denmark	8.8 (0.08)	9.7 (0.08)			
England	9.1 (0.08)	9.7 (0.08)			
Estonia	9.6 (0.05)	10.2 (0.05)			
Finland	8.8 (0.08)	9.7 (0.08)			
Germany	9.5 (0.07)	10.3 (0.06)			
Greece	10.3 (0.06)	10.9 (0.08)			
Hong Kong (SAR)	9.8 (0.05)	10.4 (0.06)			
Hungary	9.6 (0.05)	10.1 (0.06)			
Italy	9.6 (0.07)	10.3 (0.06)			
Latvia	9.8 (0.06)	10.4 (0.06)			
Lithuania	9.8 (0.05)	10.2 (0.06)			
Norway	9.0 (0.07)	9.9 (0.07)			
Poland	10.0 (0.10)	10.5 (0.10)			
Portugal	9.6 (0.06)	10.1 (0.05)			
Romania	10.4 (0.08)	10.8 (0.07)			
Russian Federation	10.2 (0.06)	10.6 (0.05)			
Slovak Republic	10.2 (0.06)	10.9 (0.06)			
Slovenia	9.5 (0.06)	10.2 (0.06)			
Sweden	8.9 (0.09)	9.7 (0.08)			
Switzerland	9.1 (0.08)	10.0 (0.07)			
United States	10.1 (0.05)	10.4 (0.09)			

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study*, Standard Population of 14-year-olds tested in 1999.

Figure 21. Country Differences for Expectation of Informed Voting

Expectation of Informed Voting

Country	Mean Scale Score		8	10	12
Australia	+	10.3 (0.05)			
Belgium (French)	-	9.3 (0.10)			
Bulgaria	-	9.1 (0.11)			
Chile	+	10.2 (0.05)			
Colombia	+	10.7 (0.07)			
Cyprus	+	11.6 (0.04)			
Czech Republic	-	9.5 (0.08)			
Denmark		10.1 (0.04)			
England		9.8 (0.05)			
Estonia	-	9.3 (0.05)			
Finland		10.1 (0.05)			
Germany	-	9.7 (0.05)			
Greece	+	10.7 (0.05)			
Hong Kong (SAR)	-	9.4 (0.04)			
Hungary	+	10.4 (0.05)			
Italy		9.9 (0.05)			
Latvia	-	9.7 (0.06)			
Lithuania		9.9 (0.05)			
Norway	+	10.3 (0.05)			
Poland	+	10.6 (0.08)			
Portugal	+	10.3 (0.05)			
Romania	+	10.3 (0.06)			
Russian Federation	-	9.3 (0.05)			
Slovak Republic	+	11.4 (0.05)			
Slovenia		10.0 (0.05)			
Sweden	-	9.7 (0.07)			
Switzerland	-	9.0 (0.06)			
United States		10.3 (0.08)			

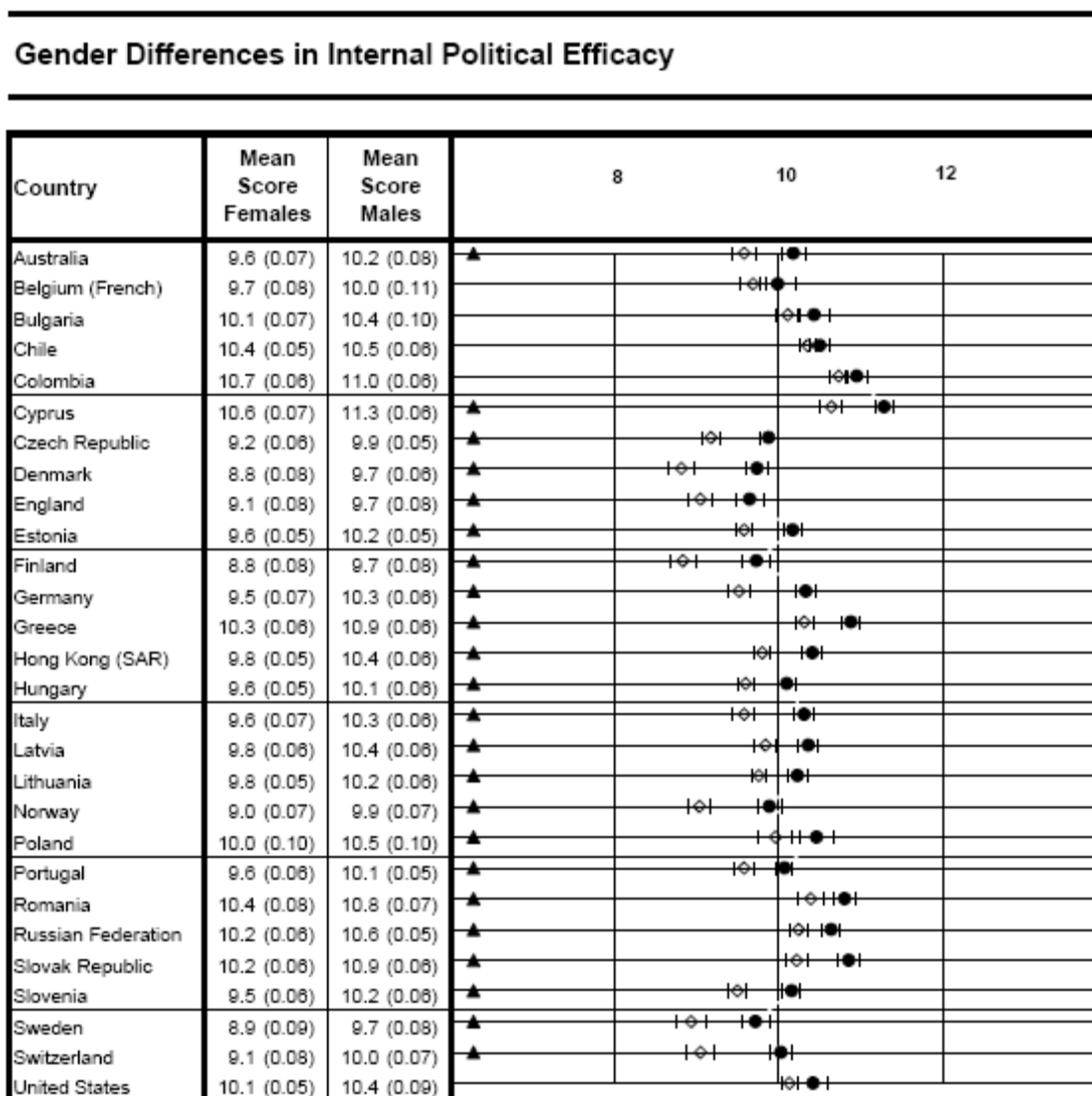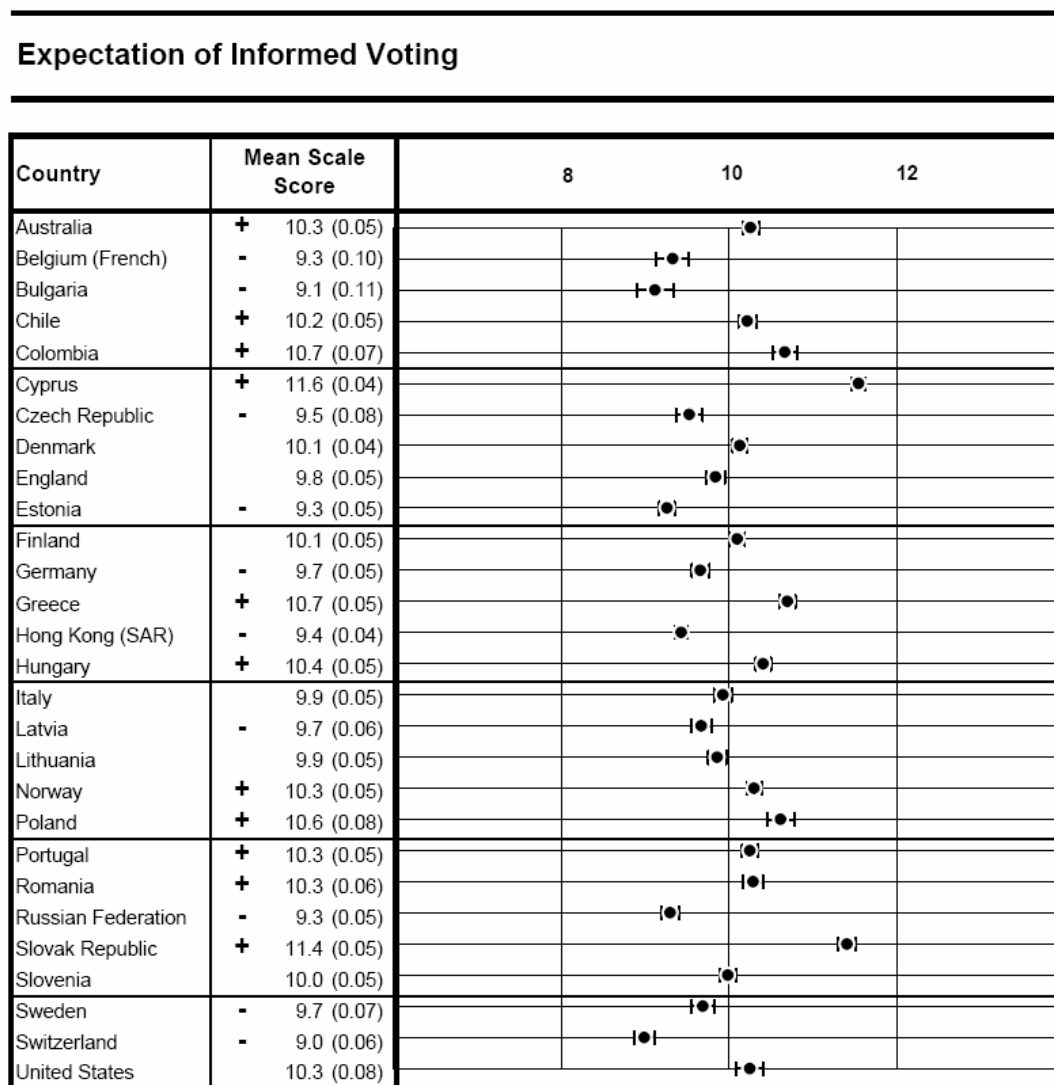( ) Standard errors appear in parentheses.

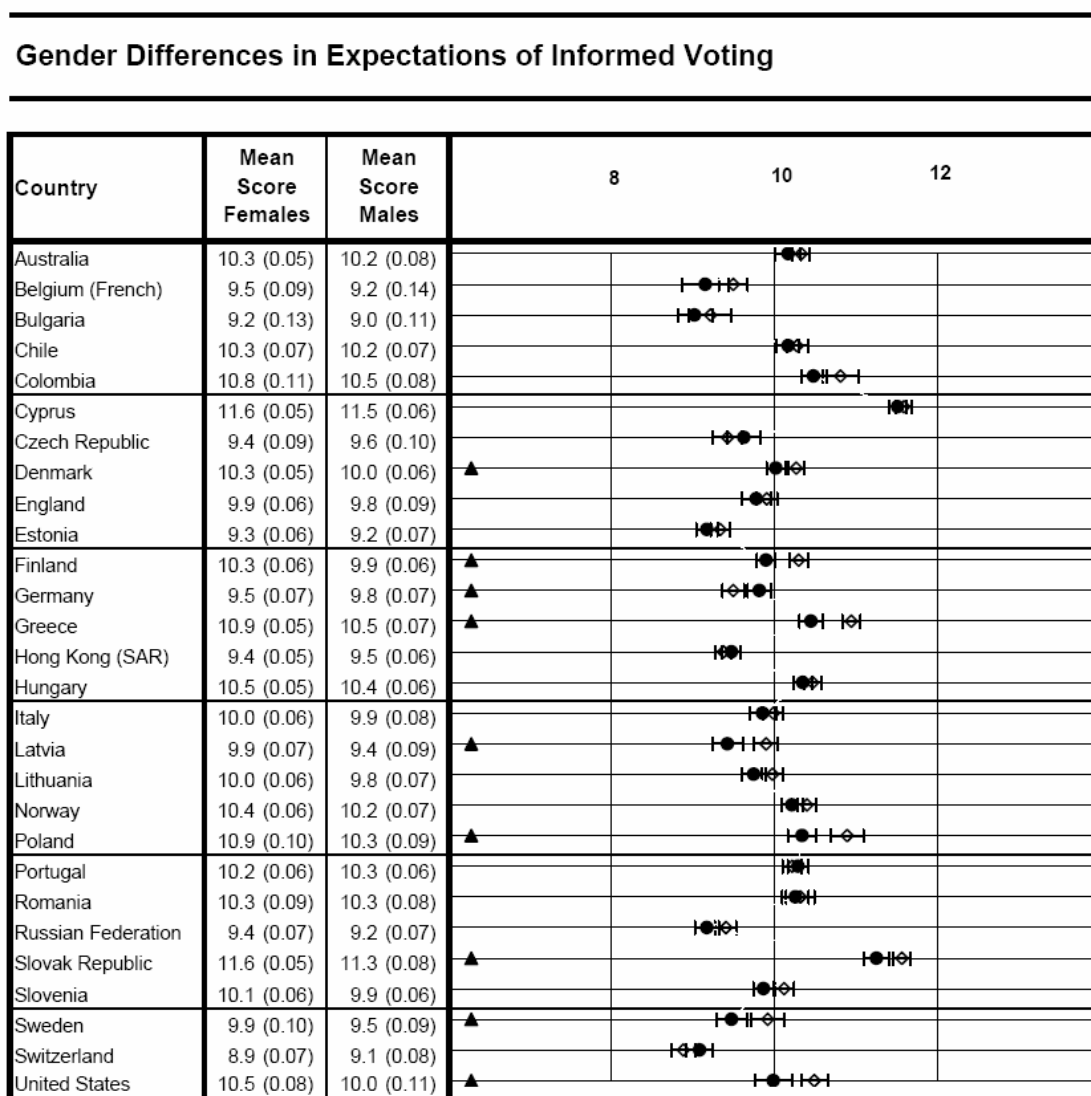⊢●⊣ = Mean (± 2 SE).

+ Country mean significantly higher than international mean of 10.

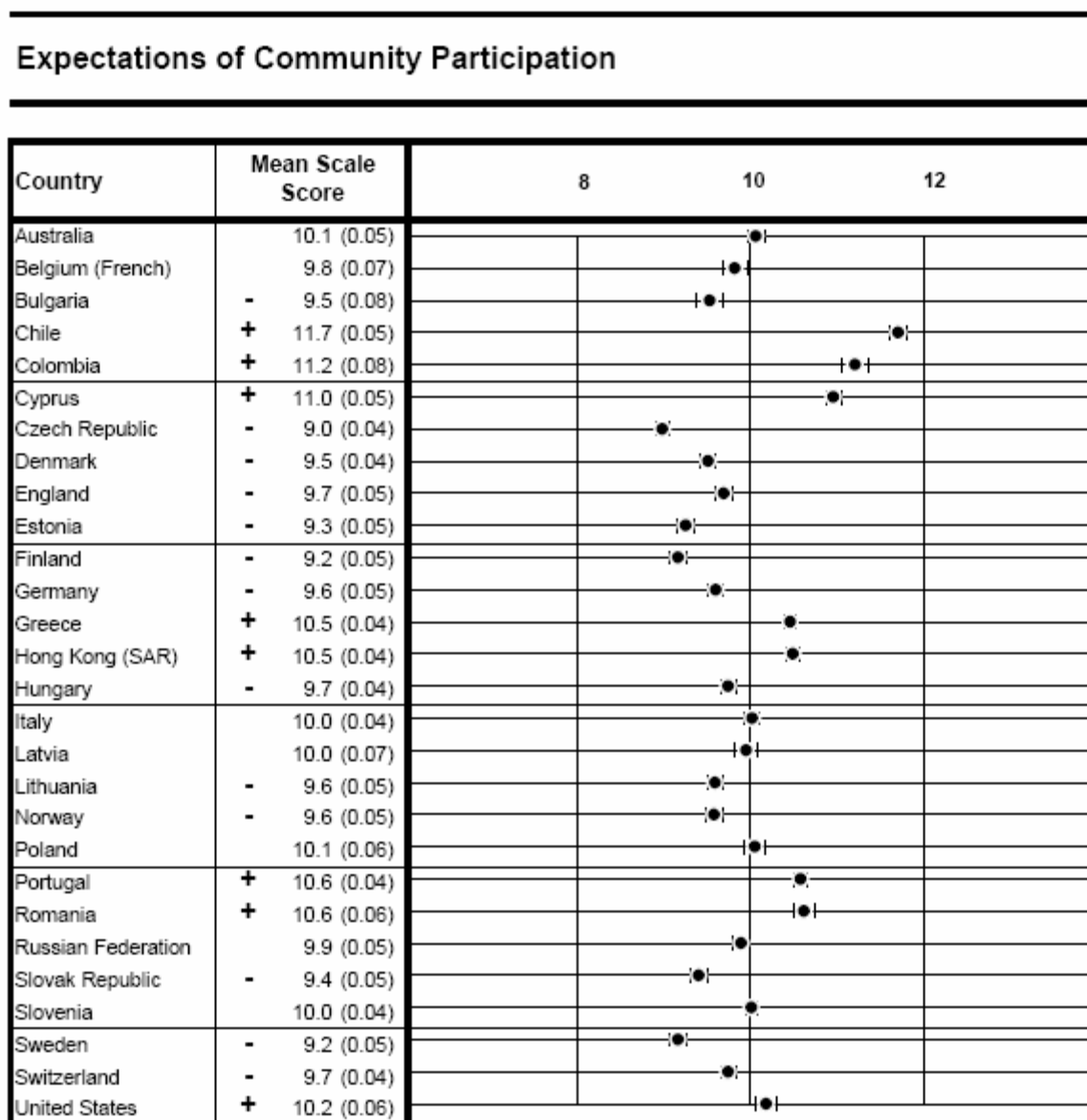- Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 22. Gender Differences by Country for Expectation of Informed Voting

Gender Differences in Expectations of Informed Voting

Country	Mean Score Females	Mean Score Males	8	10	12
Australia	10.3 (0.05)	10.2 (0.08)			
Belgium (French)	9.5 (0.09)	9.2 (0.14)			
Bulgaria	9.2 (0.13)	9.0 (0.11)			
Chile	10.3 (0.07)	10.2 (0.07)			
Colombia	10.8 (0.11)	10.5 (0.08)			
Cyprus	11.6 (0.05)	11.5 (0.06)			
Czech Republic	9.4 (0.09)	9.6 (0.10)			
Denmark	10.3 (0.05)	10.0 (0.06)			
England	9.9 (0.06)	9.8 (0.09)			
Estonia	9.3 (0.06)	9.2 (0.07)			
Finland	10.3 (0.06)	9.9 (0.06)			
Germany	9.5 (0.07)	9.8 (0.07)			
Greece	10.9 (0.05)	10.5 (0.07)			
Hong Kong (SAR)	9.4 (0.05)	9.5 (0.06)			
Hungary	10.5 (0.05)	10.4 (0.06)			
Italy	10.0 (0.06)	9.9 (0.08)			
Latvia	9.9 (0.07)	9.4 (0.09)			
Lithuania	10.0 (0.06)	9.8 (0.07)			
Norway	10.4 (0.06)	10.2 (0.07)			
Poland	10.9 (0.10)	10.3 (0.09)			
Portugal	10.2 (0.06)	10.3 (0.06)			
Romania	10.3 (0.09)	10.3 (0.08)			
Russian Federation	9.4 (0.07)	9.2 (0.07)			
Slovak Republic	11.6 (0.05)	11.3 (0.08)			
Slovenia	10.1 (0.06)	9.9 (0.06)			
Sweden	9.9 (0.10)	9.5 (0.09)			
Switzerland	8.9 (0.07)	9.1 (0.08)			
United States	10.5 (0.08)	10.0 (0.11)			

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study*, Standard Population of 14-year-olds tested in 1999.

Figure 23. Country Differences for Expectations of Community Participation.

Expectations of Community Participation

Country		Mean Scale Score	8	10	12
Australia		10.1 (0.05)			
Belgium (French)		9.8 (0.07)			
Bulgaria	-	9.5 (0.08)			
Chile	+	11.7 (0.05)			
Colombia	+	11.2 (0.08)			
Cyprus	+	11.0 (0.05)			
Czech Republic	-	9.0 (0.04)			
Denmark	-	9.5 (0.04)			
England	-	9.7 (0.05)			
Estonia	-	9.3 (0.05)			
Finland	-	9.2 (0.05)			
Germany	-	9.6 (0.05)			
Greece	+	10.5 (0.04)			
Hong Kong (SAR)	+	10.5 (0.04)			
Hungary	-	9.7 (0.04)			
Italy		10.0 (0.04)			
Latvia		10.0 (0.07)			
Lithuania	-	9.6 (0.05)			
Norway	-	9.6 (0.05)			
Poland		10.1 (0.06)			
Portugal	+	10.6 (0.04)			
Romania	+	10.6 (0.06)			
Russian Federation		9.9 (0.05)			
Slovak Republic	-	9.4 (0.05)			
Slovenia		10.0 (0.04)			
Sweden	-	9.2 (0.05)			
Switzerland	-	9.7 (0.04)			
United States	+	10.2 (0.06)			

( ) Standard errors appear in parentheses.

|●| = Mean (± 2 SE).

- Country mean significantly higher than international mean of 10.

+ Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 24. Gender Differences by Country for Expectations of Community Participation

Gender Differences in Expectations of Community Participation

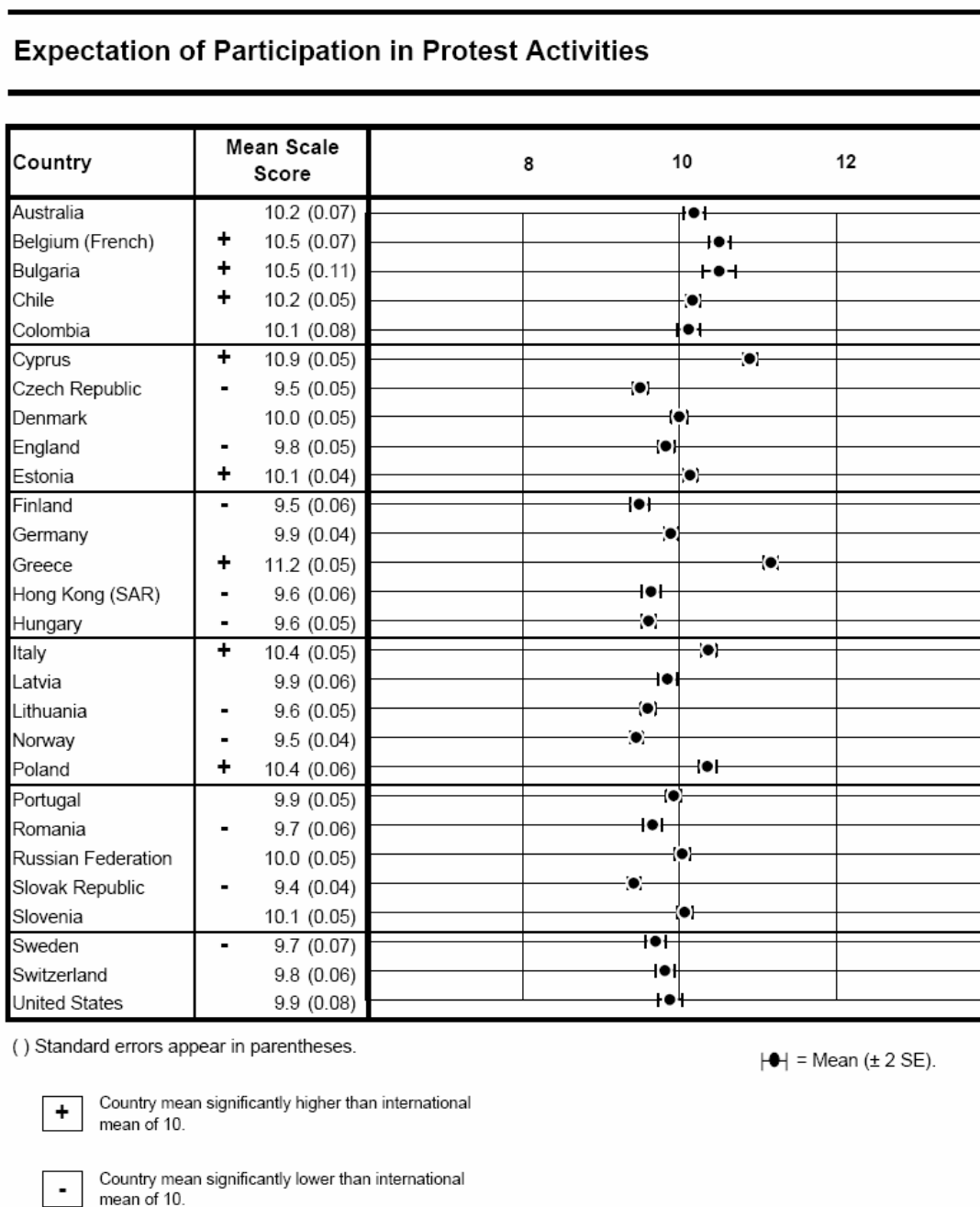| Country	Mean Score Females	Mean Score Males	8 10 12
Australia	10.5 (0.06)	9.6 (0.08)	
Belgium (French)	10.4 (0.08)	9.2 (0.10)	
Bulgaria	9.6 (0.13)	9.5 (0.10)	
Chile	12.0 (0.08)	11.5 (0.07)	
Colombia	11.5 (0.06)	10.9 (0.09)	
Cyprus	11.2 (0.06)	10.8 (0.06)	
Czech Republic	9.3 (0.06)	8.6 (0.06)	
Denmark	10.0 (0.06)	9.1 (0.05)	
England	10.1 (0.06)	9.3 (0.07)	
Estonia	9.4 (0.06)	9.1 (0.06)	
Finland	9.7 (0.05)	8.7 (0.06)	
Germany	10.1 (0.06)	9.2 (0.06)	
Greece	10.6 (0.05)	10.3 (0.06)	
Hong Kong (SAR)	10.7 (0.05)	10.3 (0.05)	
Hungary	10.0 (0.05)	9.5 (0.06)	
Italy	10.4 (0.04)	9.6 (0.06)	
Latvia	10.2 (0.08)	9.7 (0.08)	
Lithuania	9.8 (0.05)	9.4 (0.08)	
Norway	10.0 (0.06)	9.2 (0.06)	
Poland	10.5 (0.07)	9.6 (0.12)	
Portugal	10.8 (0.04)	10.4 (0.06)	
Romania	10.7 (0.07)	10.6 (0.08)	
Russian Federation	10.0 (0.06)	9.8 (0.09)	
Slovak Republic	9.6 (0.06)	9.1 (0.06)	
Slovenia	10.3 (0.05)	9.8 (0.05)	
Sweden	9.6 (0.09)	8.7 (0.08)	
Switzerland	10.2 (0.06)	9.3 (0.06)	
United States	10.7 (0.07)	9.7 (0.09)	

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

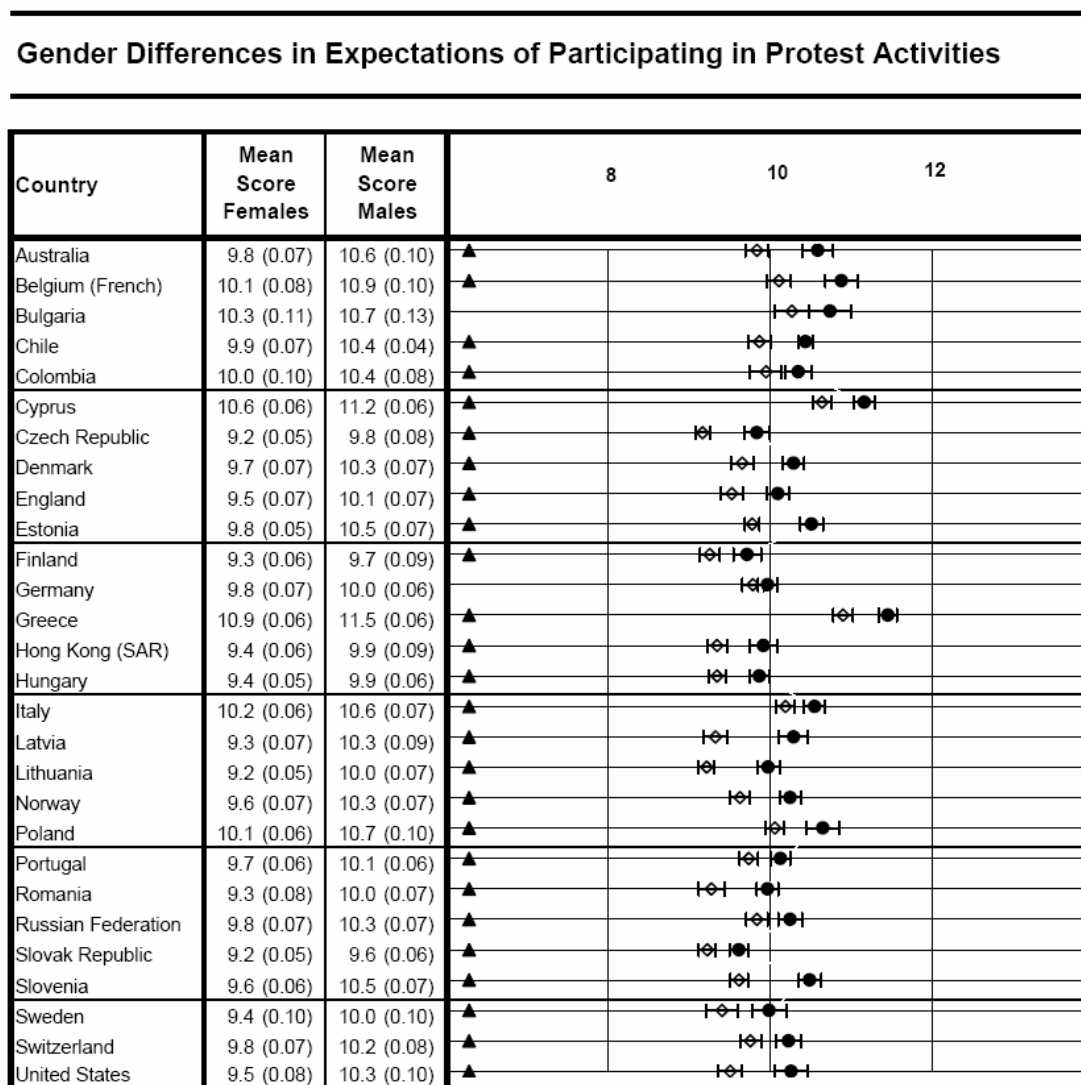⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 25. Country Differences for Expectation of Participation in Protest Activities

Expectation of Participation in Protest Activities

Country		Mean Scale Score	8	10	12
Australia		10.2 (0.07)			
Belgium (French)	+	10.5 (0.07)			
Bulgaria	+	10.5 (0.11)			
Chile	+	10.2 (0.05)			
Colombia		10.1 (0.08)			
Cyprus	+	10.9 (0.05)			
Czech Republic	-	9.5 (0.05)			
Denmark		10.0 (0.05)			
England	-	9.8 (0.05)			
Estonia	+	10.1 (0.04)			
Finland	-	9.5 (0.06)			
Germany		9.9 (0.04)			
Greece	+	11.2 (0.05)			
Hong Kong (SAR)	-	9.6 (0.06)			
Hungary	-	9.6 (0.05)			
Italy	+	10.4 (0.05)			
Latvia		9.9 (0.06)			
Lithuania	-	9.6 (0.05)			
Norway	-	9.5 (0.04)			
Poland	+	10.4 (0.06)			
Portugal		9.9 (0.05)			
Romania	-	9.7 (0.06)			
Russian Federation		10.0 (0.05)			
Slovak Republic	-	9.4 (0.04)			
Slovenia		10.1 (0.05)			
Sweden	-	9.7 (0.07)			
Switzerland		9.8 (0.06)			
United States		9.9 (0.08)			

( ) Standard errors appear in parentheses.

|●| = Mean (± 2 SE).

+ Country mean significantly higher than international mean of 10.

- Country mean significantly lower than international mean of 10.

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Figure 26. Gender Differences by Country for Expectation of Participation in Protest Activities

Gender Differences in Expectations of Participating in Protest Activities

Country	Mean Score Females	Mean Score Males			
			8	10	12
Australia	9.8 (0.07)	10.6 (0.10)			
Belgium (French)	10.1 (0.08)	10.9 (0.10)			
Bulgaria	10.3 (0.11)	10.7 (0.13)			
Chile	9.9 (0.07)	10.4 (0.04)			
Colombia	10.0 (0.10)	10.4 (0.08)			
Cyprus	10.6 (0.06)	11.2 (0.06)			
Czech Republic	9.2 (0.05)	9.8 (0.08)			
Denmark	9.7 (0.07)	10.3 (0.07)			
England	9.5 (0.07)	10.1 (0.07)			
Estonia	9.8 (0.05)	10.5 (0.07)			
Finland	9.3 (0.06)	9.7 (0.09)			
Germany	9.8 (0.07)	10.0 (0.06)			
Greece	10.9 (0.06)	11.5 (0.06)			
Hong Kong (SAR)	9.4 (0.06)	9.9 (0.09)			
Hungary	9.4 (0.05)	9.9 (0.06)			
Italy	10.2 (0.06)	10.6 (0.07)			
Latvia	9.3 (0.07)	10.3 (0.09)			
Lithuania	9.2 (0.05)	10.0 (0.07)			
Norway	9.6 (0.07)	10.3 (0.07)			
Poland	10.1 (0.06)	10.7 (0.10)			
Portugal	9.7 (0.06)	10.1 (0.06)			
Romania	9.3 (0.08)	10.0 (0.07)			
Russian Federation	9.8 (0.07)	10.3 (0.07)			
Slovak Republic	9.2 (0.05)	9.6 (0.06)			
Slovenia	9.6 (0.06)	10.5 (0.07)			
Sweden	9.4 (0.10)	10.0 (0.10)			
Switzerland	9.8 (0.07)	10.2 (0.08)			
United States	9.5 (0.08)	10.3 (0.10)			

( ) Standard errors appear in parentheses.

▲ Gender difference statistically significant at .05 level.

⊢●⊣ = Mean for Males (± 2 SE).
⊢◇⊣ = Mean for Females (± 2 SE).

Source: *IEA Civic Education Study,* Standard Population of 14-year-olds tested in 1999.

Appendix A

Complete List of Attitudinal Scales from the IEA Civic Education Study

Scale Title	Items Included	Location of CFA/alphas	Location of Country and Gender Differences
Norms of Conventional Citizenship	*A Good Citizen...* B2. vote in every election B3. joins a political party B6. knows about the country's history B8. follows political issues in the newspaper, on the radio or on TV B10. shows respect for government representatives B12. engages in political discussions	Technical Report, 97-98	Torney-Purta et al., Chapter 4; Amadeo et al., Chapter 4
Norms of Social-Movement Related Citizenship	*A Good Citizen...* B5. would participate in a peaceful protest against a law believed to be unjust B9. participates in activities to benefit people in the community B11. takes part in activities promoting human rights B13. takes part in activities to protect the environment	Technical Report, 97-98	Torney-Purta et al., Chapter 4; Amadeo et al., Chapter 4
Government Economic Responsibilities	*The Government's Responsibilities should be...* C1. To guarantee a job for everyone who wants one C2. To keep prices under control C5. To provide industries with the support they need to grow C6. To provide an adequate standard of living for the unemployed C7. To reduce differences in income and wealth among people	Technical Report, 101-102	Torney-Purta et al., Chapter 4; Amadeo et al., Chapter 4

Government Social Responsibilities	*The Government's Responsibilities should be…* C3. To provide basic health care for everyone. C4. To provide an adequate standard of living for old people C8. To provide free basic education for all C9. To ensure equal political opportunities for men and women C10. To control pollution of the environment C11. To guarantee peace and order within the country C12. To promote honesty and moral behavior among people in the country	Technical Report, 101-102	Torney-Purta et al., Chapter 4 Amadeo et al., Chapter 4
Trust in Government Institutions	*How much of the time do you trust:* D1. The national government D2. The local council or government of your town or city D3. Courts D4. The police D8. Political parties D11. Congress	Technical Report, 104-105	Torney-Purta et al., Chapter 5; Amadeo et al., Chapter 5
Trust in News Media	*How much of the time do you trust* D5. News on television D6. News on the radio D7. News in the press	CFA: Technical Report, 104. Alphas: CEDARS report	CEDARS report
Positive Attitudes towards One's Nation	E3. The flag of this country is important to me E7. I have great love for this country E9. This country should be proud of what it has achieved E11. (R) I would prefer to live permanently in another country	Technical Report, 107-108	Torney-Purta et al., Chapter 5; Amadeo et al., Chapter 5

Protective Attitudes towards One's Nation	E1. To help protect jobs in this country we should buy products made in this country E2. We should keep other countries from trying to influence political decisions in this country E4. We should always be alert and stop threats from other countries to this country's political independence E12: We should stop outsiders from influencing this country [name of country]'s traditions and culture	CFA: Technical Report, 107. Alphas: CEDARS report	CEDARS report
Support for Women's Political Rights	G1. Women should run for public office and take part in the government just as men do G4. Women should have the same rights as men in every way G6. (R)Women should stay out of politics G9. (R) When jobs are scarce, men have more right to a job than women G11. Men and women should get equal pay when they are in the same jobs G13. Men are better qualified to be political leaders than women.	Technical Report, 110-111	Torney-Purta et al., Chapter 5; Amadeo et al., Chapter 5
Support for Ethnic Minorities' Political Rights	G2: All ethnic [racial or national] groups should have equal chances to get a good education in this country G5: All ethnic [racial or national] groups should have equal chances to get good jobs in this country G8: Schools should teach students to respect members of all ethnic [racial or national] groups G12: Members of all ethnic [racial or national] groups should be encouraged to run in elections for political office	CFA: Technical Report, 110. Alphas: CEDARS report	CEDARS report

Tolerance of Anti-Democratic Groups	*Note: all items in this scale are reverse-coded for inclusion in the scale.* G3: Members of anti-democratic groups should be prohibited from hosting a television show talking about these ideas G7: Members of anti-democratic groups should be prohibited from organizing peaceful demonstrations or rallies G10: Members of anti-democratic groups should be prohibited from running in an election for political office G14: Members of anti-democratic groups should be prohibited from making public speeches about these ideas	CFA: Technical Report, 110. Alphas: CEDARS report	CEDARS report
Positive Attitudes towards Immigrants	H1: Immigrants should have the opportunity to keep 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 to keep their own customs and lifestyle H5: Immigrants should have all the same rights that everyone else in a country has	Technical Report, 112-114	Torney-Purta et al., Chapter 5; Amadeo et al., Chapter 5
Internal Political Efficacy	I2: I know more about politics than most people my age I5: When political issues or problems are being discussed, I usually have something to say I8: I am able to understand most political issues easily I10: I am interested in politics	CEDARS report	CEDARS report

Confidence in School Participation	J1: Electing student representatives to suggest changes in how the school is run makes schools better J2: Lots of positive changes happen in this school when students work together J3: Organizing groups of students to state their opinions could help solve problems in this school J5: Students acting together can have more influence on what happens in this school than students acting alone	Technical Report, 115-116	Torney-Purta et al., Chapter 7; Amadeo et al., Chapter 7
Expectations of Informed Voting	*When you are an adult, what do you expect that you will do?* M1: Vote in national elections M2: Get information about candidates before voting in an election	CEDARS report	CEDARS report
[Expectations of] Political Activities	*When you are an adult, what do you expect that you will do?* M3: Join a political party M4: Write letters to a newspaper about social or political concerns M5: Be a candidate for a local or city office	Technical Report, 118-119	Torney-Purta et al., Chapter 6; Amadeo et al., Chapter 6
Expectations of Community Participation	*What do you expect that you will do over the next few years?* M6: Volunteer time to help people in the community M7: Collect money for a cause M8: Collect signatures for a petition	CEDARS report	CEDARS report
Expectations of Protest Participation	*What do you expect that you will do over the next few years?* M10: Spray-paint protest slogans on walls M11: Block traffic as a form of protest M12: Occupy public buildings as a form of protest	CEDARS report	CEDARS report

	N1: Students feel free to disagree openly with their teachers about political and social issues during class		
	N2: Students are encouraged to make up their own minds about issues		
	N3: Teachers respect our opinions and encourage us to express them during class		
	N5: Students feel free to express opinions in class even when their opinions are different from most of the other students		
Openness of Classroom Climate	N7: Teachers encourage us to discuss political or social issues about which people have different opinions	Technical Report, 121-122	Torney-Purta et al., Chapter 7; Amadeo et al., Chapter 7
	N8: Teachers present several sides of an issue when explaining it in class		