CHIEF (Cultural Heritage and Identities of Europe's Future)

Grant Agreement No: 770464

WP3: Survey of young people's cultural literacy

Deliverable 3.1:

Country-based reports: measuring cultural literacy and participation - Spain

Authors	Roger Soler-i-Martí, Mariona Ferrer-Fons and Marta Rovira		
Editors			
Version			
Date			
Work Package	3		
Deliverable	3.1		
Dissemination level	Public		
WP Leaders	Renata Franc, Roger Soler-i-Martí		
Deliverable Date	30th June 2020		
Document history			
Version	Date	Comments	Modified by

1. Content

1. Executive Summary

This report presents the main results of CHIEF survey carried out in 31 secondary schools in Catalonia. The aim of the survey, in the framework of the CHIEF research project, is to contribute to the understanding and measurement of cultural participation, cultural heritage and intercultural dialogue among young people. Specifically, it is devoted to identifying patterns, their diversity and richness and analysing their determinants, both individually and contextually. In a context of great dynamism and hybridization of cultural practices and identities, the survey has sought to start from a very broad concept of cultural participation that allows approaching the phenomenon by minimizing the preconceptions of what is considered or not cultural participation and its hierarchies.

The survey, completed by 1968 students in the first year of post-compulsory secondary education, was carried out between November 2019 and February 2020 in 31 schools in Catalonia. This is a non-probabilistic sample in which criteria of school ownership (public / private), type of study (Baccalaureate / vocational training), socioeconomic level of the environment and degree of urbanization were considered. The questionnaire was administered by computer during school hours to various class groups of the selected schools. The analysis presented in this report uses descriptive and correlational analysis. The sample design also allows for multilevel analysis, incorporating in the same models individual and contextual factors (of the school and its environment) to understand the patterns of cultural participation, values, and intercultural dialogue.

The findings show the great diversity of forms of expression and cultural participation of young people. Some of these forms, such as listening to music, consuming and interacting with online content, playing sports, or spending time with friends and family, are widespread. But there are other more minority cultural practices that reflect and shape inequalities. In the field of European values and intercultural dialogue there are also obvious differences between different young people although there is a certain general tendency to express a preference for more inclusive and tolerant positions. Correlational analysis has identified some relevant factors for understanding those differences in both cultural practices and intercultural values and orientations. Gender is presented as one of the most important determinants. Apart from the expected influence of family heritage, the data have highlighted the prominent role of the peer group in explaining the different patterns of cultural participation. The cultural diversity of friends and the interaction and cultural consumption of different backgrounds also foster more inclusive orientations. Multilevel analysis seems to indicate a relevant relationship between the socioeconomic environment of the school and inclusive orientations, as well as a different effect of public and private schools.

One of the aims of the report is to highlight the relationship between cultural practices and European values and intercultural dialogue. With some nuances depending on the cultural practice analysed, the results suggest that certain cultural practices could have a positive effect on the values

of inclusivity and tolerance. Which reinforces the idea of the importance of cultural rights and citizenship in building more inclusive societies.

2. Introduction

This report collects the main characteristics of the process of elaboration of CHIEF survey in Catalonia and points out the first results. CHIEF survey is a key element in the whole project that allows to validate and complement the qualitative results of other Work Packages with this measuring instrument. As detailed below, the design of the survey is aimed at delving into the determinants of cultural participation and the predisposition towards intercultural dialogue and European values. Specifically, the objectives of the survey are:

- To measure correlates of cultural literacy on national/European cultural heritage among young people.

- To identify the diversity of cultural heritage among young people.

- To measure correlates of cultural participation among young people; to develop a locally specific typology of their patterns of cultural participation; to establish predictors of different levels and types of cultural participation.

- To measure different aspects of intercultural dialogue among young people and the content and self-perceived importance of 'European values' regarding their cultural heritage.

- To explore the relative effects of different sources/determinants of cultural literacy at individual, school and country levels (e.g. family, local community, media, formal education).

- To explore the role of cultural literacy and cultural participation together with other relevant variables in explaining different aspects of intercultural dialogue among young people.

To meet these objectives, a survey of 2000 students in 31 schools has been designed to introduce the effect of contextual factors linked to school and location. Therefore, in addition to the student survey, information was also collected from each centre and its environment.

The huge amount of data collected offers great potential for the analysis of the cultural patterns of youth, their values and orientations and the individual and contextual determinants that influence them. Therefore, due to a question of size, this report does not intend to make an exhaustive analysis of all the data of the survey but presents some first results that will have to be deepened

with future publications and in interaction with the qualitative results of other project work packages.

The chapter after this introduction, the methodology section, explains the sample design of the survey, its implementation and some of the most relevant features of the fieldwork. Some of the characteristics and contents of the questionnaires are also detailed. Finally, the logic of the data analysis is presented. Chapter 4, 'Results', is where the analysis of the survey is presented. To do so, the results related to cultural participation are presented first and then those of intercultural dialogue and European values. Some descriptive results are shown even tough more attention is paid to the analysis of individual and contextual correlates. In the following discussion chapter, the results of the survey are related to other results of the project and to the literature on the topics covered. Finally, the document closes with some conclusions.

3. Method

In this section we present the characteristics of the sample and describe the process of the fieldwork. We also provide information of the content and the rationale of the student and school/location questionnaires. Finally, we explain some aspects of the analysis carried out to present the results in the following section.

3.1. Sampling and fieldwork

3.1.1. Sampling design and procedure

School selection

For the selection of the schools to include in the sample, four variables have been used to guarantee variation in the most relevant school and location characteristics. Specific:

- Level of urbanization- Following the general criteria, schools have been classified into 3 equal groups: Urban (Barcelona city), Smaller urban (medium-sized cities, from 30,000 to 250,000 inhabitants, both inside and outside the Barcelona metropolitan area) and rural (smaller towns with less than 20,000 inhabitants). In the selection of educational centres outside Barcelona, municipalities from the four provinces of Catalonia have been selected to better capture territorial variation.

- Socioeconomic status of the location- For each of the levels of urbanization, different municipalities were selected in terms of socioeconomic level (below the mean, close to the mean and above the mean). The gross disposable household income position in relation to the average for Catalonia has been used as an indicator of the socioeconomic level of the location (municipality or neighbourhood for schools in Barcelona).

- Type of studies / program orientation- The school grade of the CHIEF survey corresponds to the first year of post-compulsory secondary education in Spain. In this course, students are mainly divided into two types of studies: Baccalaureate or Gymnasium (55% of students) and Vocational training (44%).

- Type of institution- In Catalonia, there are a significant number of private-subsidized schools that receive public funding in secondary education: for Baccalaureate they represent 31% of the offer while for Training Cycles they represent 25%. Public and private-subsidized schools have been included in the sample, maintaining approximately this proportion.

Class group selection

In most cases, all the students of all class groups of the CHEIF survey grade have been interviewed. In those larger centres, some class groups have been selected trying to collect variation in the different specialties of the studies.

3.1.2.   Fieldwork and ethics

Selected schools were initially contacted during the month of June 2019. A post letter and an e-mail were sent, signed by the Pompeu Fabra University and the Department of Education of the Government of Catalonia, requesting the participation of the school in the project during the following school year. A member of CHIEF team then called the schools to confirm their participation and identify a person responsible for the survey in each centre. From October 2019 and until the completion of the fieldwork, three team members were in charge of contacting the schools through e-mail and phone calls to set a date for the survey. In the end, all 31 schools included in the initial sample participated in the survey.

Fieldwork began on November 22, 2019 and ended on February 28, 2020. Student surveys were always carried out in the classroom during school hours through computers or tablets provided by the same educational centres. Only in some few cases, where there were not enough devices, students used their mobile phones to answer the survey.

During the survey, a member of the CHIEF team was present to answer questions about the questionnaire or to solve technical problems. 6 CHIEF researchers participated in the field work (Judit Castellví, Mariona Ferrer-Fons, Nele Hansen, Júlia Nuño, Marta Rovira and Roger Soler-i-Martí), who followed provided guidelines for the presentation of the survey of students and resolution of doubts and technical problems.

Regarding the school survey, since the first contact in June 2019, schools were informed that they should also respond to a survey on the characteristics, resources and programs of the school. Together with the contact person of the school, it was identified who could answer the questionnaire. In most cases they have been members of the school's management team. The survey, also online, was sent to these people and weekly follow-up was carried out to verify whether they had been answered. As of February 28, the fieldwork completion date, all schools had responded to the survey.

Ethics

The computer-assisted survey allowed to include a first page with information about the project, anonymization, confidentiality and data protection, where the students were asked for their consent. To continue with the survey, therefore, students had to give their consent on this first page. According to Spanish legislation, parental consent is not necessary for young people over 14 years of age.

The survey questionnaire does not collect any personal data that allows the participants to be individually identified.

The Institutional Committee for Ethical Review of Projects (CIREP) of the Universitat Pompeu Fabra evaluated and approved the survey design and the student questionnaire.

3.1.3.   Realized sample

School and location level

All schools selected (31) in the theoretical sample and contacted for the first time in June 2019 finally participated in the survey. It was not necessary, therefore, to replace any of the planned schools. The following table shows the distribution of schools according to the sample selection criteria relating to location (level of urbanization and socio-economic status -SES-) and school (Public / private school and type of study).

Table 3.1 Number of schools respect to the relevant sampling variables

			Location					
			Rural/smaller town		Smaller urban/Middle size city		Big City	
			Low SES	Middle and high SES	Low SES	Middle and high SES	Low SES	Middle and high SES
School	Public	Gymnasium	2	5	2	3	2	3
		Vocational	1	1	2	-	2	1
	Private	Gymnasium	-	-	-	2	-	2
		Vocational	-	1	-	1	-	1

First, following the general criteria of the consortium, locations were selected to distribute 10 schools in each of the categories of level of urbanization (rural, smaller urban and big city).

Following the general sampling criteria, for the selection of the locations, the socio-economic status of the location in relation to the average of Catalonia was also considered. As a result of this process, 10 schools were selected in 4 different districts of Barcelona (Big city) and 20 schools in 20 different municipalities distributed throughout the 4 provinces of Catalonia (Barcelona, Girona, Lleida and Tarragona).

Regarding the selection criteria of the schools in each location, as the sample characteristics of the schools are not evenly distributed in reality, the distribution of the schools in the sample is not uniform either. The distribution of the volume of schools in each of the boxes has been done respecting a certain proportionality with reality. The boxes that are empty, respond to a combination of very minority features.

At the table 3.2 the number of students distributed according to the school selection variables is presented.

Table 3.2 Number of surveyed students respect to the relevant sampling variables

			Location					
			Rural/smaller town		Smaller urban/Middle size city		Big City	
			Low SES	Middle and high SES	Low SES	Middle and high SES	Low SES	Middle and high SES
School	Public	Gymnasium	114	304	118	221	74	271
		Vocational	16	47	251	-	121	41
	Private	Gymnasium	-	-	-	154	-	45
		Vocational	-	45	-	53	-	93

In some schools, the minimum number of students per school required for the sample design was not achieved. In two cases these were rural schools with very few students, so it was not possible to reach the required number. In a third case, the entire selected group-class could not be surveyed because on the day agreed by the survey part of the students were on an outing. Despite attempts, the school did not provide a date to complete the survey.

From the point of view of analysis, this is only a problem when carrying out multilevel analysis. Therefore, when this type of analysis is applied, the 3 schools where less than 35 students have responded are excluded. The rest of the analysis includes all students.

Student sample

As already explained, this is a non-probabilistic sample, so it cannot be inferred that its descriptive results are representative for the population of Catalonia. The aim of this survey, therefore, is not to take a general picture of the characteristics of youth but to investigate the patterns and relationships that are established between cultural participation and orientations towards intercultural dialogue and inclusive values and to analyse its correlates both on an individual and contextual level.

To know the nature of the student sample the table 3.3 presents some of the individual and household characteristics of the students surveyed (Appendix 2 shows more detailed results).

Table 3.3 Individual and household characteristics of sampled students.

		%	N
Gender	Male	52,2%	(1027)
	Female	46,7%	(920)
	Other	1,1%	(21)
	Total		(1968)
Size of town	A big city	33,8%	(665)
	The suburbs or outskirts of a big city	5,0%	(99)
	A town or a small city	31,6%	(622)
	A country village	29,6%	(582)
	Total		(1968)
Household family members	Mother	93,2%	(1834)
	Father	76,1%	(1498)
	Stepmother (or father's partner)	3,6%	(70)
	Stepfather (or mother's partner)	7,3%	(144)
	Sister(s)	42,0%	(827)
	Brother(s)	45,0%	(885)
	Other	16,8%	(330)
	Total		(1968)
Coping on present income	Living comfortably on present income	60,7%	(1194)
	Coping on present income	29,4%	(579)
	Finding it difficult on present income	8,9%	(175)
	Finding it very difficult on present income	1,0%	(20)
	Total	100,0%	(1968)
Father's education	Primary education or less	7,4%	(140)
	Compulsory secondary education	20,5%	(389)
	Postcompulsory secondary education	35,0%	(664)

	University degree	20,9%	(396)
	Master or similar	9,3%	(177)
	Doctoral	3,1%	(58)
	Other	3,9%	(75)
	Total	100,0%	(1899)
Mother's education	Primary education or less	5,7%	(109)
	Compulsory secondary education	16,1%	(306)
	Postcompulsory secondary education	34,1%	(649)
	University degree	26,5%	(504)
	Master or similar	12,4%	(236)
	Doctoral	2,9%	(55)
	Other	2,4%	(45)
	Total	100,0%	(1904)
Mother Tongue (first to be mentioned)	Catalan	44,5%	(864)
	Spanish	43,7%	(848)
	Other	11,8%	(228)
	Total	100,0%	(1940)
Country of birth	In Catalonia	81,4%	(1586)
	In the rest of Spain	2,5%	(49)
	Other country	15,3%	(299)
	Don't know	,8%	(15)
	Total	100,0%	(1949)
Family country of birth	Both in Catalonia	55,2%	(1047)
	Father and/or Mother born in the rest of Spain	15,9%	(301)
	One parent born in Spain and the other in other country	7,7%	(147)
	Both in other country	21,2%	(402)
	Total	100,0%	(1897)

Respondents of school questionnaire – description

In order to gather information on the general characteristics, educational programs and pedagogical orientations of the school, each center was asked to answer a survey. The survey was intended to be answered by a member of the school's management team with knowledge of the activities and programs of post-compulsory secondary education students.

In all 31 schools surveyed, the questionnaire was answered by a member of the management team. Specifically, in 8 cases the school's principal responded, in 10 the director of studies or the head of secondary education, in 7 the pedagogical coordinator and in the remaining 6, other

members of the management team. In all cases, respondents combine these management tasks with teaching, albeit with different loads (5 to 24 hours per week).

3.2.   Questionnaires and variables

3.2.1.   Content and development of the questionnaires

Based on WP3 objectives, 3 different questionnaires were developed: Student questionnaire, school questionnaire and Location questionnaire. Student questionnaire was designed to measure patterns and different forms of cultural participation, inter-cultural dialogue, and European values. And also, to measure individual correlates and determinants of this phenomena. School and location questionnaires provide information about the contextual correlates or determinants influencing youth cultural participation and orientations to intercultural-dialogue and values. We split this in two questionnaires in order to reduce the number of questions asked to the members of the management team of the school. Thus, school questionnaire was distributed to them and location questionnaire, with information that could be founded in public official information sources, has been answer by the members of CHIEF team.

A detailed description of the content and development of consortium common questionnaires can be founded in Appendix 1.

In our case, some country specific questions have been introduced in student questionnaire. These questions are always related to specificities of the Catalan context in order to introduce relevant aspects that are crucial to understand cultural participation and identities in this particular context. There are, for example, aspects related to language in a bilingual society that are very important for understanding cultural participation and cultural rights that doesn't have to be addressed in countries with one single main language. According to this, a completely new question (Q14CAT) was introduced to analyse the different languages that young people use for different types of cultural consumption.

There are also aspects related to national identity that are very specific for the Catalan case. This is why we introduced some complementary items in certain battery questions asking for national identity or belonging and a new value to those questions asking about the place of birth to distinguish people born in Catalonia or in the rest of Spain.

Equally, some items were introduced in school questionnaire in order to better measure the more complex identity and national nature of school (SCHQ23CAT). In the school questionnaire a new question has been added to ask about school programmes that are common in Catalonia and that were not included in the common questionnaire (SCHQ25CAT).

3.2.2. Data preparation and preliminary analyses

Data preparation included merging the three separate databases (based on: a) Student questionnaire, b) School questionnaire administered to a responsible person in each school, and c) Location questionnaire used by the researchers to collect additional information about the schools, surveyed classes, fieldwork, municipality and neighbourhood/districts), checking the out-of-range values, performing a logical analysis of the answers, checking the missing values and recoding some variables in accordance with guidelines and syntax received from the central coordinating team (Appendix 3).

Data preparation

CAPI method has facilitated the cleaning process of the datasets, as invalid values were not introduced. However, to validate the data, a logical review of some variables has been carried on. At the end only some students were excluded from the final sample according to age. There are some few students in vocational training that started studding once they were adults. As the aim of CHIEF project is to analyse cultural participation and orientation from young people, we decided to exclude students born before 1995. Thus, from the initial sample of 2006 students we finally work with a sample of 1968 students.

Preliminary analyses and forming and selecting variables for national analyses

Preliminary data analyses of all the data from Student, School and Location questionnaires included:

1) Checking frequencies, forming and selecting variables referring to students' individual and household characteristics relevant for main national analyses (Appendix 3) and school/location characteristics (Appendix 4);
2) Constructing Scales or indices (based on the results of factor analyses, checking reliabilities and distributions). The results of these preliminary analysis and more detailed information about each variable are presented in appendices (student questionnaire Appendix 3, school and location questionnaire Appendix 4).

These preliminary analyses resulted in a vast number of potential variables on individual and school/location levels, which can be divided into three main groups:

1) Indicators of Cultural participation

2) Indicators of Intercultural dialogue and European values

3) Individual and school-level potential correlates of cultural participation and different aspect of Intercultural dialogue and European values

Within each of these three main groups of variables, we selected a smaller number of them for national analyses. Following general criteria, we opted for variables that have:

- The relevance for the aims of the analysis and the objectives of the project;

- The relevance for the national context;

- Satisfactory (or better) variability, dimensionality and reliability;

- Interrelations and similarity between different indicators from the same group and subgroup (e.g. Cultural participation: different types; Intercultural dialogue and European values: propensity of inclusion/exclusion, identity, climate change), individual and school-level correlates: main characteristics, individual experiences, socialisation agents, more stable individual characteristics).

Based on these three criteria, for further, more detailed national analyses and this national report, we selected 37 variables as main variables altogether. These are: indicators of Cultural participation, indicators of Intercultural dialogue and values and 20 variables investigated as correlates on the individual or school location level. The number and names of selected variables from each of the three main groups, together with information about the type of variable (one item / indices or scale), is presented in Table 3.4 and Table 3.5.

In this part of the report, we introduce all variables used as dependent variables (related to Cultural participation and Intercultural dialogue and European values) in descriptive and correlational analyses or used as correlates or predictors.

Table 3.4 Indicators of Cultural participation and Intercultural dialogue and European values selected variables for more detailed national analyses (dependent variables in correlational and multivariate analyses).

CULTURAL PARTICIPATION		INTER-CULTURAL DIALOGUE AND VALUES	
Attendance to legitimate culture events	**index**	**Nationalism**	**index**
Read	Q8_1_3	Globalism	index

Visual creation and dissemination	index	Social dominance orientation	index
Played a musical instrument, composed or sang music, acted, danced	Q8_2_10	Acceptance of neighbourhood diversity	index
Played digital games	Q8_2_12	Support for immigrant rights	index
Commented on-line content through social media (e.g. YouTube, LinkedIn, Instagram, Snapchat, Facebook, Twitter) or chat rooms, forums, blogs	Q8_2_11	Support for Gender equality	index
Actively participated in sport	Q8_1_10	Climate change awareness	index
Participation in organizations and volunteering	index	Climate change activism	index
Cultural participation with friends	index		
Legitimate culture (receptive) participation with friends	index		
Cultural (receptive) participation with parents	index		

Regarding the different variables' potential correlates of students' CP and different aspects of Intercultural dialogue and European values, we have variables at two levels:

1) individual level (from Student questionnaire), and
2) school/location level (School and Location questionnaires).

Also based on the preliminary analysis (established variability of variables, reliability of scale results, as well their interrelations and national contextual relevance, we selected only some of the variables as potential correlates of students' CP and ID & EV) (Table 3.4.) on these two levels.

Table 3.5 Individual and school level variables analysed as correlates of students' Cultural participation (CP) and/or different aspect of Intercultural dialogue and values (ID)

INIDVIUDAL LEVEL		DV	SCHOOL/LOCATION LEVEL		DV
Main characteristics					
Gender (female, male) [Gender]	item	CP ID	Type of school programme (gymnasium/vocational) [TypeStudi]	Item	CP ID
Perceived home income (very difficult/difficult to cope, successfully coping, living comfortably) [Q6r_Income]	item	CP ID	School Ownership (Public/Private) [LOCQ1]	item	CP ID
Economic capital (at four levels: zero and one, two, three, four) [Economic capital]	Scale	CP ID	School municipality/neighbourhood socioeconomic background [SESlocation]	Item	CP ID
Cultural capital (at four levels (zero, one, two, three) [Cultural capital]	Scale	CP ID	Location level of urbanisation [LOCQ13]	Item	CP ID
Mother Tonghe (First to be mentioned) [LlenguaMaterna]	item	CP ID	Size of the location [LOCQ10_1]	scale	CP ID
Family origin [FamilyOrigin]	item	CP ID			
National identity (Catalan/Spanish/Both) [Identity_CatSp]					

Parents as socialisation agent					
Parental educational level [ParentsEducation_mdn]	Scale	CP ID			
Parents past CP	Scale	CP			
Peers as CP socialisation agent					
Friends current CP	Scale	CP			
Friends diversity	Item	ID			
Individual experiences/school					
Foreign languages	Item	ID	Number of languages to be learned in the school		ID
Multicultural exposure	Scale	ID	Number of active international programmes		ID
Multicultural interaction	Scale	ID			
School as socialisation agent					
Receptive cultural activities organized by school	Scale	CP	School fostering CP		CP
School organized active participation	Scale	CP	CP activities organised in the school		CP
			Outdoor CP activities organized by the school		CP
			Availability of cultural offer in the school's area		CP
			Curriculum coverage of gender equality in country		ID
			Curriculum coverage of climate change		ID
			Curriculum coverage of European issues		ID
			Managing cultural diversity Cultural diversity policy	scale	ID
More stable individual orientations					
Self-transcendence values		ID			
Conservation values		ID			
Self-Enhancement values		ID			
Openness values		ID			

3.3. Data analysis and presentation of results

Presentation of the results is divided into three main subchapters. First is related to Cultural participation, second to Intercultural dialogue and European values, and third to the role of Cultural participation in explaining Intercultural dialogue and European values.

In the first and second subchapters (4.1. Cultural participation, 4.2 Intercultural dialogue), the presentation of results follows a similar structure. Firstly, we present descriptive data about all relevant variables, then the results concerning bivariate relations between the relevant individual

and school-level correlates and selected dependent variables, followed by results of multivariate analyses. In the second part of both subchapters (4.1.2. and 4.2.2.) we explore correlates of selected dependent variables and relevant individual and school-level correlates. In the third part of both chapters, we present the findings of further analyses (of individual and school-level characteristics) as correlates of different aspects of CP and ID among students based on multilevel analyses. In these analyses, we treat 11 CP results and 8 ICD results as criterion/dependent variables and different individual and school characteristic as predictors/explanatory variables.

Before conducting multilevel analysis, as a first step, to establish the proportion of variability in the dependent variables associated with schools in which the participants were nested, we ran a random intercept null model for all dependent variables. Based on the established percentage of variance which can be explained on the level of school (ICC), dependent variables for which ICC was above .05, indicating a small to moderate variability across schools, were included. (or In conducting multivariate analyses, we first checked ICC, and then for those DVs for which we established substantial variability on school level (ICC higher than 5%) we employed multilevel analyses, while other DVs were treated by regression analyses.)

Finally, in subchapter 4.2.4 we explore the relation between cultural participation and intercultural dialogue orientations. Unlike the other analysis, here cultural participation is treated as an independent variable to explain inter-cultural dialogue. The aim of these analysis is to explore how cultural participation foster more inclusive orientations in young people. To do so, we follow the same structure of precedent subchapters: we first explore bivariate relations through correlation analysis and then multivariate analysis through different multilevel regression models.

4. Results

4.1. Cultural participation

This section discusses the main results in relation to the patterns of cultural participation and access to culture of the students who answered the survey. At the level of cultural participation, the consumption of products or attendance at events, cultural shows of various kinds, as well as the active cultural participation of young people that allow cultural creation, training and expression are considered.

4.1.1. Description and patterns of cultural participation

Figure 4.1 presents the percentage of students' participation cultural activities that claim to do an activity 'often' or 'very often'. The information is available at the level of individual participation for a total of 24 types of very diverse activities. The first aspect to mention is the high variation in activities of many time, some very popular and others done by a reduced number of young people. The most popular activities are listening to music (95%), reading, watching or listening to content (83%), participating in a sports activity (62%), commenting on social media content (60%), or playing videogames (50%). To a lesser extent, participating in arts performing activities such as playing an instrument, dancing or acting is often done by 35% of students, going to the movies (32%), watching a sporting event (32%), reading a book (30%), like going to a music concert (30%). Activities that are said to be done often only by 20-30% students are: painting, drawing or sculpting; go to a street performance or art festival; create a film, video or photo; visit a historical monument; and go to the library. The rest of the activities are already carried out for less faith by 20% of the young people surveyed. Among these, we find activities in which young people are also creators such as creating your own digital content or writing stories, novels or poems. Thus, going to the theatre or to see dance are also infrequent activities; going to museums and exhibitions and activities related to participating in entities, cultural clubs or doing volunteer work. Going to religious services or going to an educational workshop or lecture are also very minority.

Among the six cultural activities they do with friends, the three most popular (almost 40% say they do them often or very often) are going to the cinema/film festival, watching a sporting event or going to a live music concert/music festival. The three activities are made more with friends than individually or with their family, showing a component of collective enjoying experience among equals. On the contrary, although they are much less popular activities, there are two activities that are done more with family than with friends: visiting monuments or historical sites (20% versus 8%) or visiting a gallery, exhibition, etc. (11% versus 4%).

Figure 4.1. Percentage of students' participation ('often' or 'very often') in cultural activities shown together with percentage of students' participation ('often' or 'very often') in six specific activities with their friends and with parents/caregivers
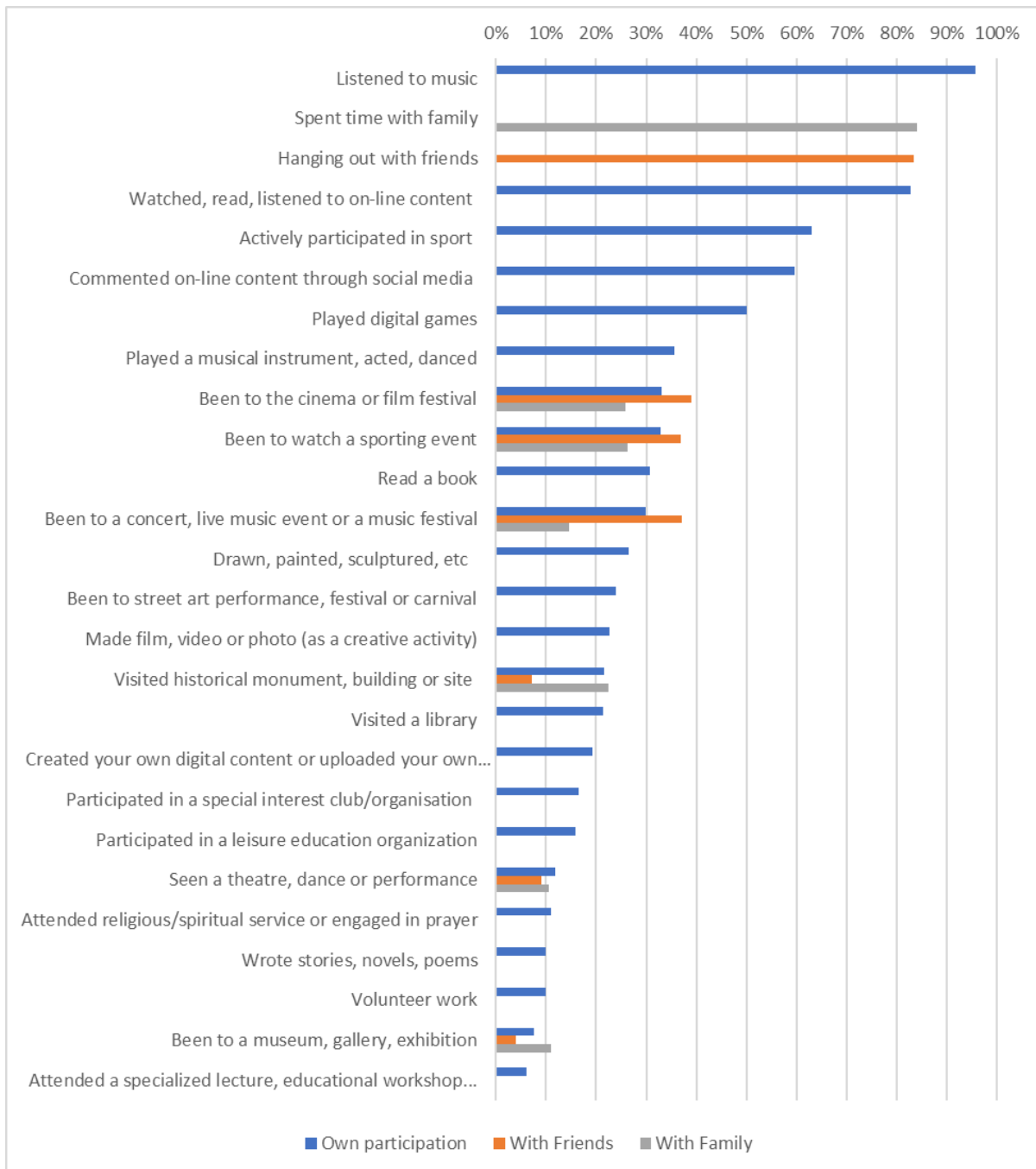
Figure 4.2 shows, from a battery of 6 types of cultural activities, which activity is the one that is carried out most frequently. 37% of students choose to attend a sporting event, 31% go to the cinema, and 21% go to a live music concert or festival. Much to the difference, other options appear marginally: going to the theatre or going to see a dance show; visit a historical monument or site; or, already marginally, visit an exhibition or gallery. The explanations can be diverse in this ranking: the existence of greater motivation to enjoy activities, in general, very popular with young people (music, cinema, sports), the vital moment of the students (some of the activities less frequent are often done with older ages, there is a personal learning process and it is often when you go to university, those who come, you go to more cultural events of this type) or a problem of economic access or unknowledge of some of the activities that are carried out.

Figure 4.2 Share of students who choose each activity as the MOST frequent among six offered activities
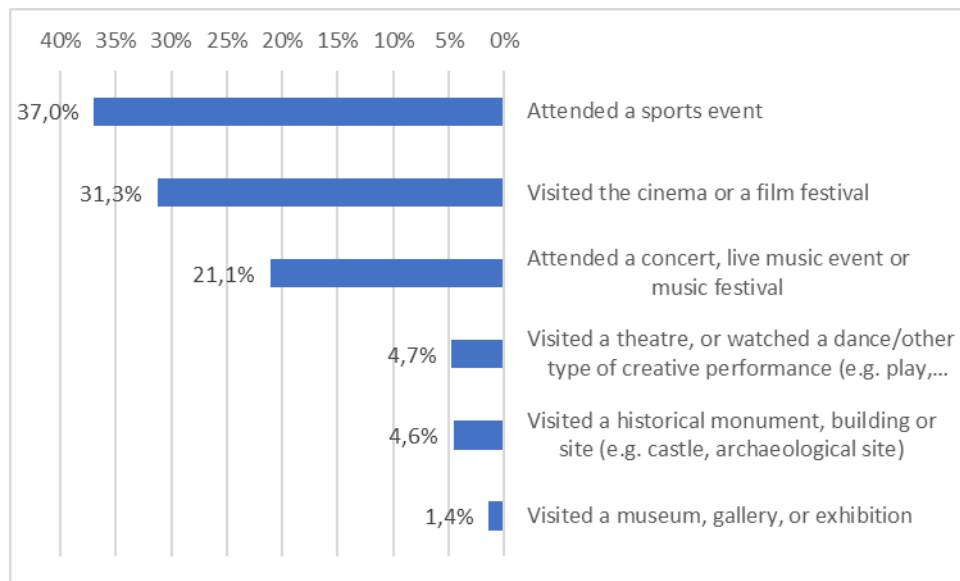
Figure 4.3 shows what type of activity students claim to do the least among the 6 proposed activities. Here the least frequently carried out are, with 39%, visiting a museum, gallery or exhibition; with 21%, going to the theatre or seeing a dance show; with 15%, attending a sporting event; or with 13%, visit a museum or historical site. Going to the cinema or to music concert/event seem to be the two experiences more generalised among the young people interviewed.

Figure 4.3 Share of students who choose each activity as the LEAST frequent among six offered activities
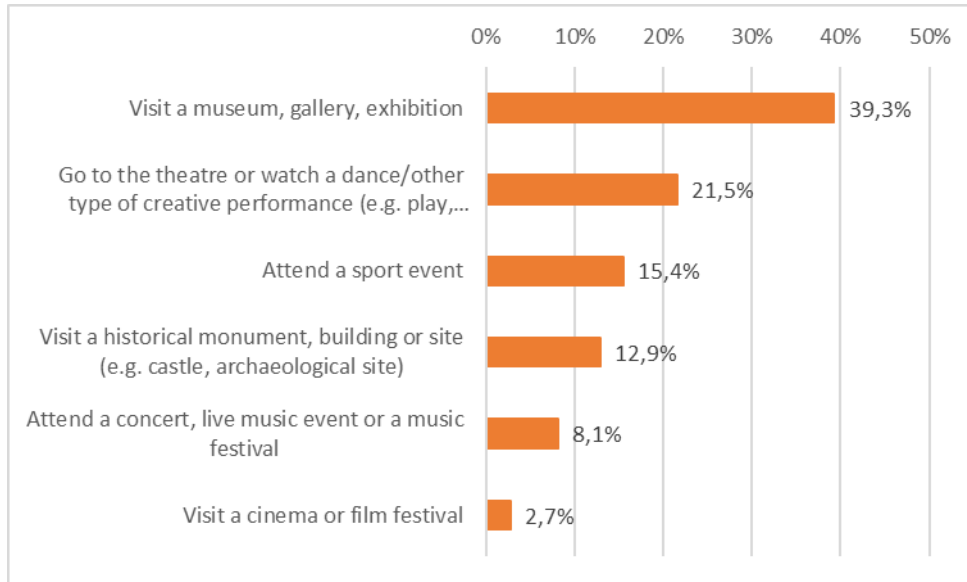
Figure 4.4 compares different types of motivations and their relevance for performing for types of cultural activities. Those activities that show higher levels of self-actualization-related motivation (responding to I like to feel challenged and learn new skills) are going to sports events or to see shows related to the performing arts. These two, together with going to a concert or live music event, are also the ones that are most related to socialization with other people. In the case of going to sports there are not many differences between the motivations while for the other three activities the main motivation is hedonistic, which responds to perceptions of relax and have fun. The activity with the most different motivations –in particular, hedonistic versus self-actualisation– is going to the movies.

Figure 4.4. Means of the relative importance of hedonistic, self-actualisation and socialising motives for participation in each activity selected as most frequently activity (1 - *not important* to 3 - *very important*)
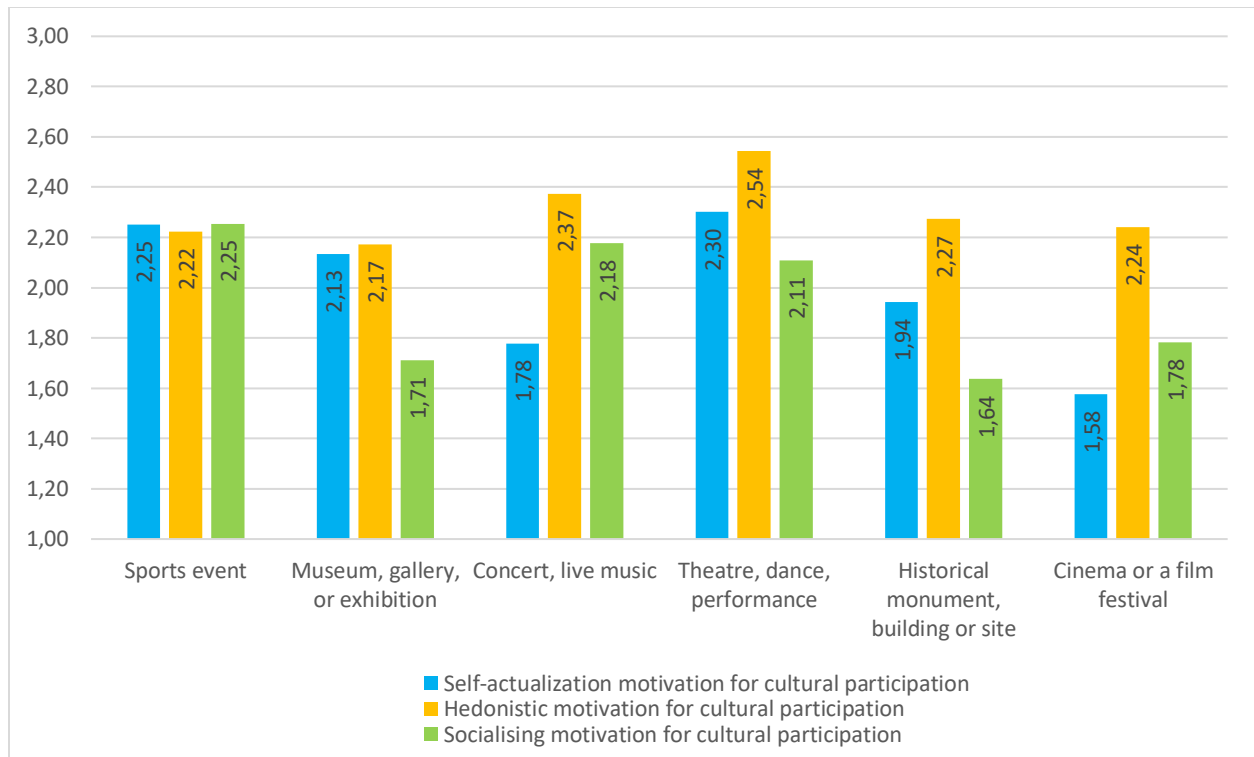
Figure 4.5 shows how for all activities the lack of motivation (I don't think I liked or disliked it) is the most important reason for not participating in the different cultural activities analysed. However, the difficulties of access due to external barriers (difficulty in getting there, not knowing how to access them, the economic cost, or health / accessibility difficulties) are more relevant in the case of attending concerts or music events and visiting a monument or a historical site. Therefore, we can deduce a combination of reasons and, for some activities, a greater weight of external elements than individual ones, which implies more capacity of cultural institutions to develop policies addressing the difficulties to access.

Figure 4.5. The relative importance of external and internal reasons for non- participation in activities (1 - *not important***, 3 -** *very important***)**
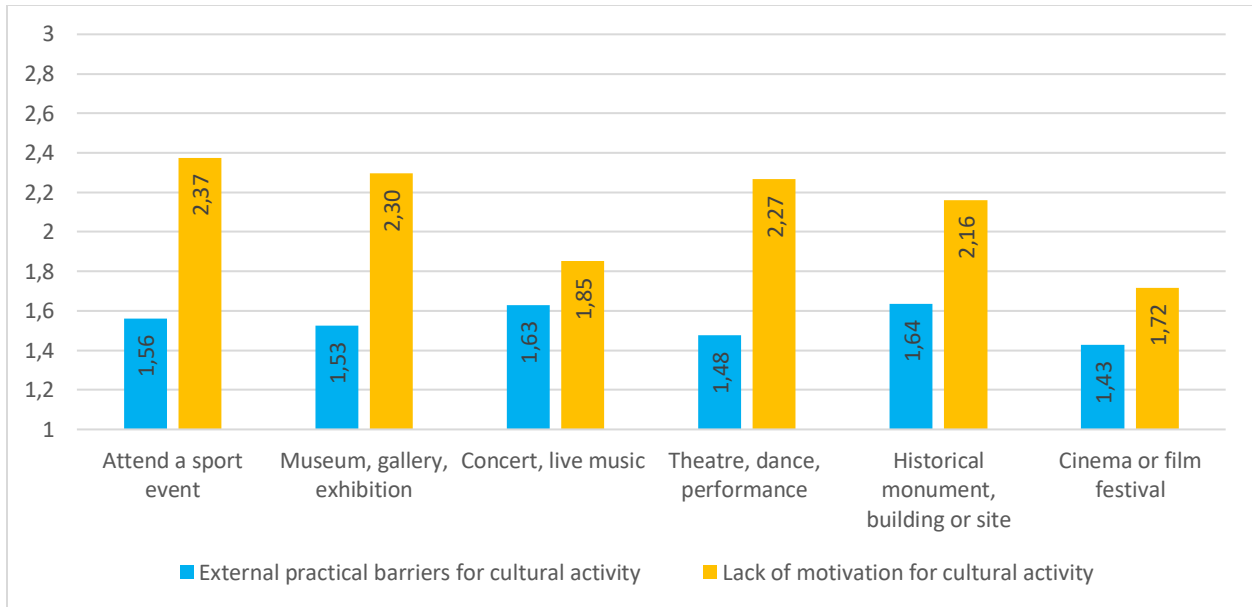
School level data

In Figure 4.6, it is shown descriptive data from 19 selected questions referring to the frequency and type of students' cultural participation based on school questionnaire answered by a member of the school management team/teacher for each of the 31 schools that were involved in the fieldwork, that is, the level of analysis is not the individual but the school level data. There are two aspects to highlight. On the one hand, in most activities there is a perception, measured on a scale of 0 to 10, of greater promotion and involvement of schools compared to the education system except for activities where schools often play a more marginal role: the promotion of political activities or participation in traditional culture, and uploading content to the Internet and social networks. These include activities where there are more differences between schools and the education system: traveling, going to performing arts shows and doing theatre or dance are perceived as increasingly more promoted by the school than the educational system.

On the other hand, there are activities where the school or the education system are more obviously involved in promoting them. This is the case for studying foreign languages, reading, playing sports, becoming aware of the environment, visiting museums / galleries / exhibitions, uploading content to the Internet and traveling.

Figure 4.6 Perception of the level (0-10) in which educational system of the country and the school foster different types of cultural activities
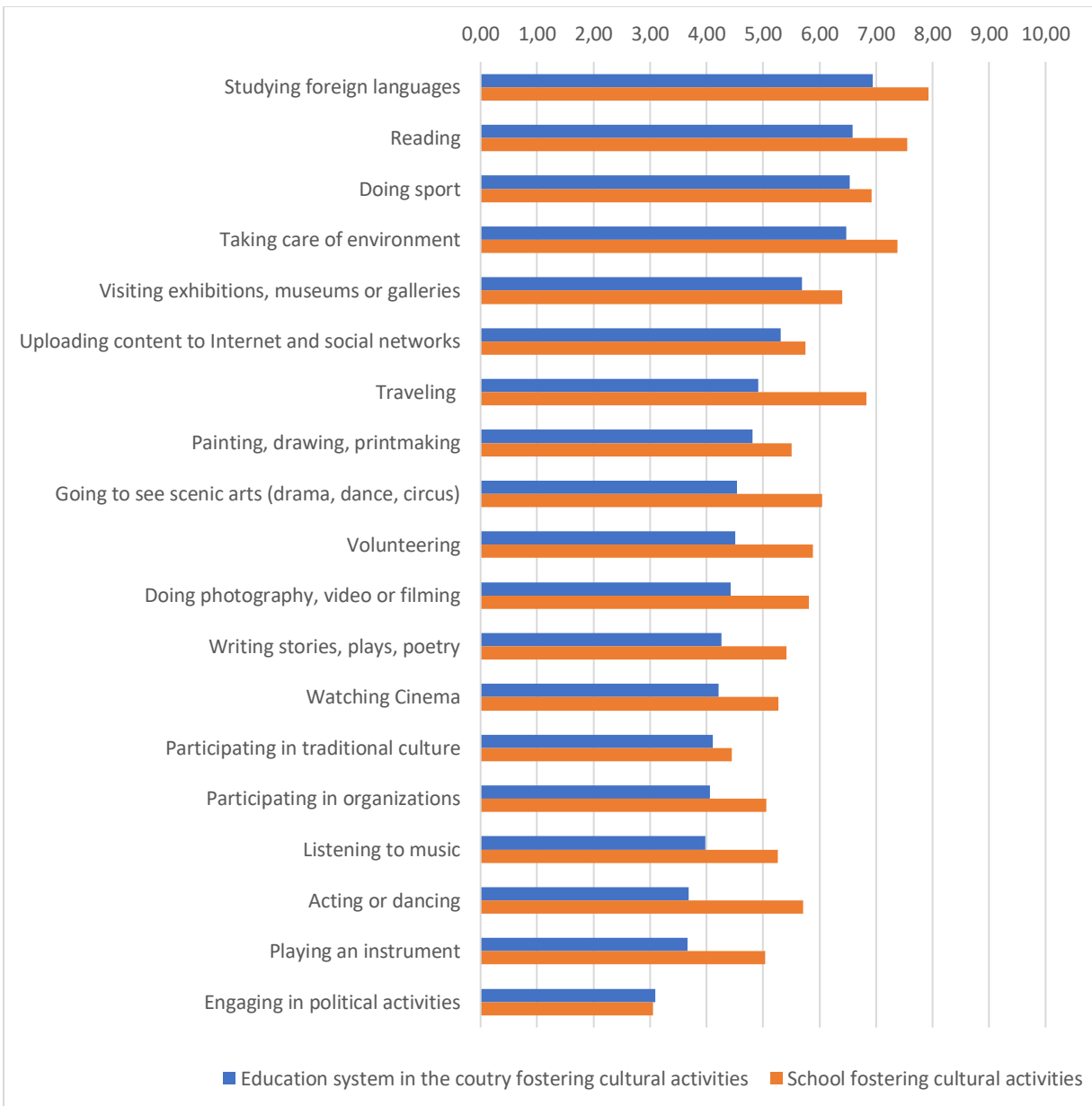
Figure 4.7 shows the frequency of a list of 9 cultural activities organized in the school facilities. Clearly, the most common activity (that is, two or more times in the academic year) is watching a movie or a documentary. 70% of schools are in this option. Second, 55% of schools report organizing two or more courses in a course, reading a novel, poem, or essay. The rest of the activities are done less often, being the two activities that are least encouraged: the performance of a play or a dance performance by students.

Figure 4.7. Frequency of CP activities organised in the school during a normal academic year
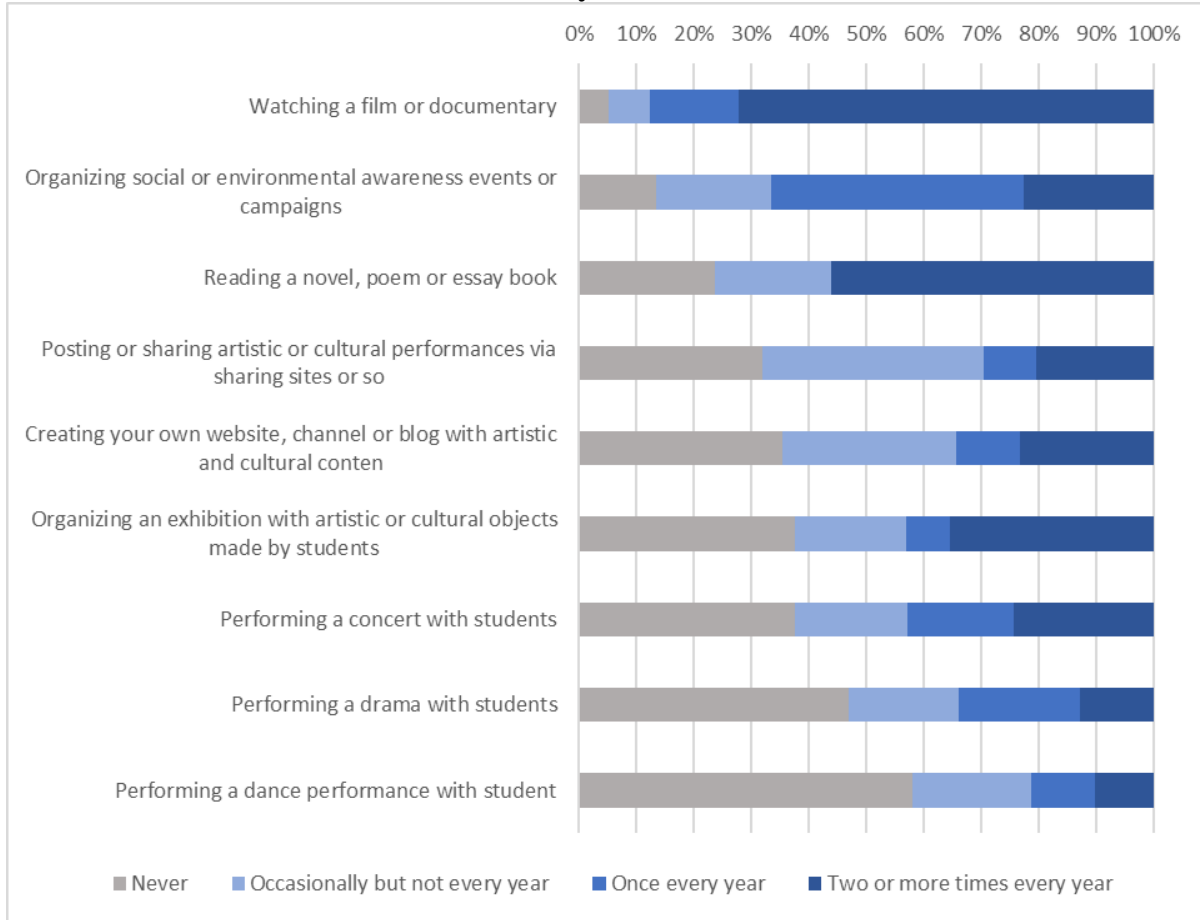
Finally, Figure 4.8 shows the frequency of cultural outside activities or visits organized by schools. The activities that most schools point out they organise two or more times per academic year are visiting a museum or gallery, going to a theatre or musical show, visiting monuments or historical sites and going to some social or environmental awareness event. They also often organise excursions to natural sites but with a lower frequency. Those outdoor activities that about 30% of schools say they never do (and are the least common) are: going to the movies, a concert or a sporting event, and visit a library.

Figure 4.8. Frequency of outdoor CP activities or visits organised by the school during a normal academic year
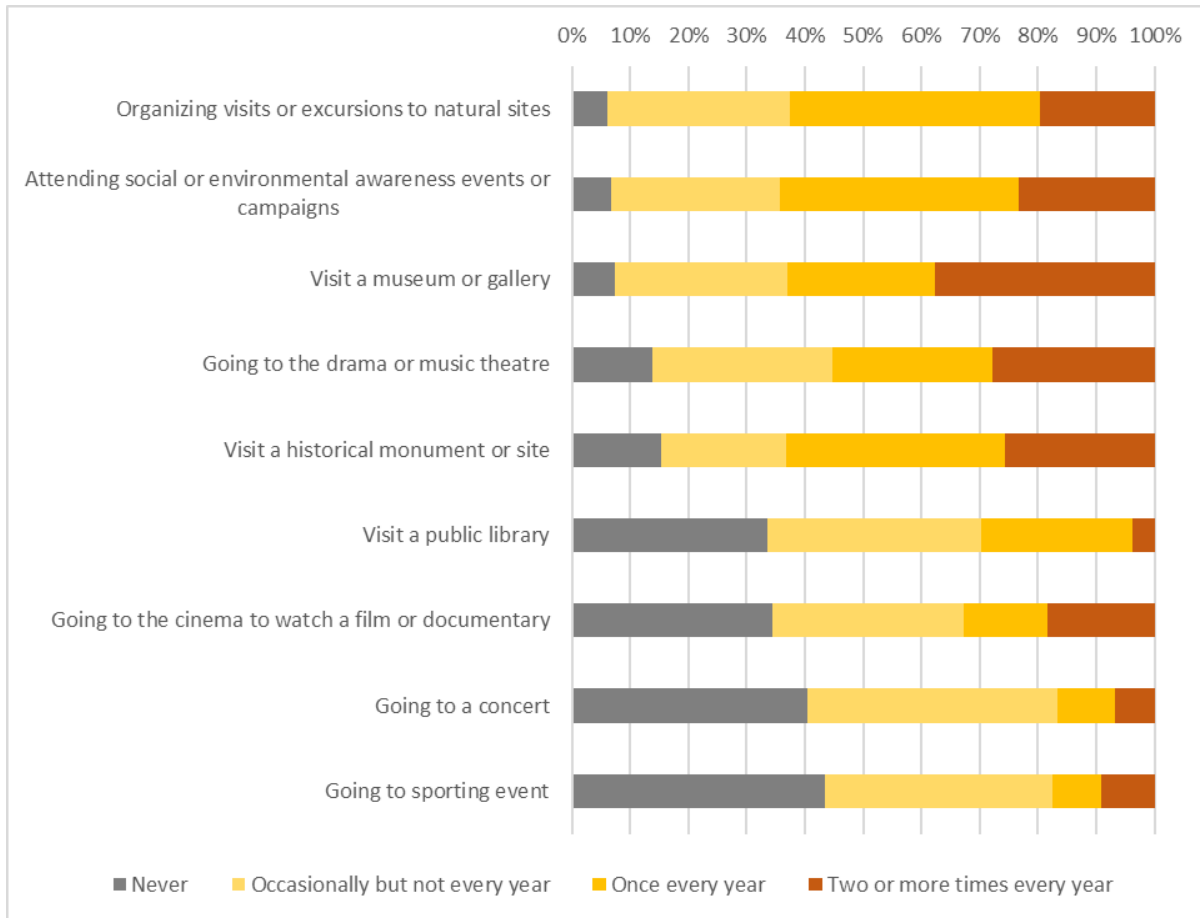
4.1.2. Correlates of students' cultural participation

In this section we discuss bivariate relations between eleven selected cultural participation variables and relevant individual and school-level (contextual) variables. To identify those individual and school/location characteristics that better explain the different cultural participation variables selected, we use different statistics depending on the type of variables. For categorial variables we used analyses of variance with the indicator of effect size eta² referring to the percentage of variance explained by each variable (table 4.1 and 4.2), while for variables approximating scales we used correlations (table 4.3. and 4.4).

In Table 4.1 is shown the percentage of variance explained by each of the selected individual independent variables. The highest effects are shown by gender (in 6 of 11 variables), followed by mother tongue (4 of 11) and family origin (4 of 11). The highest variance is explained by gender in playing video games (37,3%), playing an instrument, theatre or dancing (9%), and reading a book (7%). Family origin show a high effect for cultural participation with parents.

In table 4.1, like in the rest of the report we use the "legitimate culture" index that includes (as explained in Appendix 3) going to the theatre or dance event, visiting museums, galleries or exhibitions and visiting historical monuments or sites. Thus, the concept, used in previous literature (Coulageon, 2017; O'Brien 2019; Barcelona Institute of Culture, 2020), refers to activities linked to cultural meanings with a greater burden of social legitimacy. Usually those activities, in contrast with other cultural expressions. are recognized by and produced with the support of public institutions or other formalized agents of the cultural sector with more prescriptive power.

Table 4.1. Percentage of variance explained by each of selected <u>individual</u> variables (eta² effect size)

	Gender	Perceived home income	Mother Tongue	Family origin
Attendance to legitimate culture	**4,4%**	**1,7%**	**3,9%**	**3,5%**
Read a book	**6,9%**	0,2%	0,3%	0,1%
Visual creation and dissemination	**2,9%**	0,1%	0,0%	0,3%
Played a musical instrument, acted, danced	**9,0%**	0,2%	**1,2%**	0,9%
Commented content through social media	**1,1%**	0,3%	0,2%	0,1%
Played digital games	**37,3%**	0,0%	1,6%	0,0%
Participation in organizations and volunteering	**1,5%**	**1,1%**	**3,3%**	**1,4%**
Actively participated in sport	**4,9%**	**2,0%**	**1,2%**	**2,4%**
Cultural participation with friends	0,3%	0,8%	**2,7%**	**2,1%**
Legitimate culture participation with friends	0,7%	0,1%	0,5%	0,3%
Cultural participation with parents	0,7%	**4,2%**	**4,8%**	**5,6%**

Table 4.2 shows the percentage of variance explained by four contextual variables. In this case, only two contextual variables show a significant relationship with the range of cultural participation activities. On the one hand, the type of study that the student is doing (*Batxillerat* or vocational training) has a significant effect on 6 of 11 activities, of which, the effect size (eta squared) is strongest on cultural participation with the family. On the other hand, the level of urbanization of the municipalities where the schools are located shows a significant effect on four activities.

Table 4.2. Percentage of variance explained by each of selected <u>contextual</u> variables (eta² effect size)

	Type of Study	Public/ private school	Location SES	Level of urbanization
Attendance to legitimate culture	**4,7%**	0,2%	**1,2%**	**2,2%**
Read a book	**4,4%**	0,5%	0,4%	**1,1%**
Visual creation and dissemination	0,6%	0,1%	0,0%	0,5%
Played a musical instrument, acted, danced	**3,6%**	0,3%	0,3%	0,8%
Commented content through social media	0,3%	0,0%	0,1%	0,9%
Played digital games	**3,5%**	0,4%	0,8%	**2,5%**
Participation in organizations and volunteering	**2,0%**	0,3%	**1,3%**	**2,4%**
Actively participated in sport	0,9%	0,0%	**2,0%**	**2,0%**
Cultural participation with friends	**1,5%**	0,1%	0,2%	**1,5%**
Legitimate culture participation with friends	0,5%	0,0%	0,0%	0,6%
Cultural participation with parents	**5,1%**	0,0%	0,9%	**1,6%**

Next, to observe the bivariate association among cultural participation activities with selected correlates which approximates scales, we calculate the Pearson correlation coefficient. In Table 4.3 we observe the correlation coefficient considering only individual level variables. Although many correlations are statistically significant, the magnitude of the Pearson coefficient is relatively low in most of the cases. We discuss basically the coefficients that are higher than 0.2. In this case, the most important correlates are the three indexes: close friends' cultural participation, cultural capital at home and parents past cultural participation. Furthermore, attendance to legitimate cultural events and cultural participation with parents are the cultural participation variables that show higher Pearson coefficients with the individual level correlates considered. The fact that close friend's cultural participation seem to be the relatively strongest correlate in general might show the socializing and relational dimensions of attending and experimenting cultural activities among youth people – at the ages of the interviewees peer friends are a very important reference.

Table 4.3. Bivariate correlation between CP variables and <u>individual</u> level correlates

	Home educational resources ('Economic capital)	Cultural possessions ('Cultural capital')	Parents past cultural participation	Parents education	Close friends cultural participation	Receptive cultural activities organized by school
Attendance to legitimate culture events	,163**	**,329****	**,380****	**,211****	**,500****	**,205****
Read a book	,078**	**,232****	,131**	,081**	**,225****	,086**

Visual creation and dissemination	,045	**,246****	**,219****	,092**	**,330****	,159**
Played an instrument, acted, danced	,074**	**,327****	,189**	,130**	**,333****	,118**
Commented content through social media	,047	,053	,093**	,024	,114**	,056
Played digital games	-,023	-,060**	-,055	-,044	-,086**	-,045
Participation in organizations and volunteering	,084**	**,246****	**,264****	,164**	**,320****	,154**
Actively participated in sport	,104**	,059**	,155**	,163**	,164**	,010
Cultural participation with friends	,092**	,189**	**,414****	,158**	**,651****	**,245****
Legitimate culture participation with friends (receptive)	,035	,155**	**,329****	,087**	**,488****	**,239****
Cultural participation with parents	,172**	**,286****	**,578****	**,270****	**,389****	**,273****

**. Correlation is significant at the 0.01 level (2-tailed).

Last, table 4.3 shows the bivariate correlation between cultural participation variables and four contextual correlates. The Person coefficient estimates show, for those cases that are statistically significant, a rather low association. Even so, it can be observed that the activities that are organised by the school (in their premises or outdoor) have a slight association with several cultural participation variables.

Table 4.3. Bivariate correlation between CP variables and <u>contextual</u> correlates

	Total population of the municipality	Perception of school fostering CP	CP activities organised in the school	Outdoor CP activities organized by the school
Attendance to legitimate culture events	,035	,034	,185**	,122**
Read a book	-,026	,005	,107**	,103**
Visual creation and dissemination	-,013	,026	,111**	,075**
Played a musical instrument, acted, danced	,014	,028	,174**	,165**
Commented content through social media	-,080**	,029	,016	,043
Played digital games	,019	,004	-,126**	-,088**
Participation in organizations and volunteering	-,060**	,008	,097**	,019
Actively participated in sport	-,028	,056*	,039	-,012
Cultural participation with friends	-,036	,049*	,075**	,062**
Legitimate culture participation with friends (receptive)	,023	,036	,083**	,056*

Cultural participation with parents	-,047[*]	,072[**]	,110[**]	,094[**]

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.1.3. Explaining students' CP by individual and school level characteristics – multilevel and regression analyses

Until now bivariate relationships have been presented. However, to measure the unique contribution of investigated variables, we must estimate multivariate models that control the contribution for the rest of the predictor's variables. The combination of data collected: at the individual level, from the students, and at the contextual level, from the schools and the locality or neighbourhood where they are located, allows us to observe if, once controlled by individual variables, there are effects due to the studies taken, the type of school, or the characteristics of the neighbourhood or town. In this section we will explore these relationships.

To begin with, the inter-class correlation (ICC) needs to be calculated in order to validate whether it makes sense to do a multilevel analysis that considers contextual variables or not. This is shown in table 4.4. The ICC coefficient indicates the proportion of variance of the dependent variable that can be attributed to a 2n level (school or location level) differences. As a general criterion, when ICC is below 0,05 (less than 5% of the variance is explained by 2n level correlates) there is no need to run multilevel modelling. Thus, above we present multilevel regression models -with individual and contextual correlates- for seven of the cultural participation dependent variables and simple linear regression models -with individual correlates only- for the resting activities.

Table 4.4. Inter-class correlation (ICC) for cultural participation dependent variables

Attendance to legitimate culture events	**0,155**
Read a book	**0,085**
Visual creation and dissemination	0,037
Played a musical instrument, composed or sang music, acted, danced.	**0,144**
Commented on-line content through social media	0,008
Played digital games	**0,074**
Participation in organizations and volunteering	**0,058**
Actively participated in sport	0,046
Cultural participation with friends	**0,057**
Legitimate culture participation with friends (receptive)	0,039
Cultural participation with parents	**0,066**

Seven multilevel regression models for different types of cultural participation are estimated in Table 4. 5. At the level of individual variables, gender is the variable with the most consistent explanatory power (it is statistically significant in 6 of the 7 models). Being a man increases cultural participation in playing digital games (the coefficient seems to indicate the greatest gender effect), while in the other significant models participation decreases, indicating that young women are more active in terms of cultural participation. Other individual variables to highlight with a statistically positive relationship are: living in a home with cultural capital (significant in 6 of 7 models), close friends cultural participation (6 of 7) and, to a lesser extent, the cultural participation of parents in the past (4 of 7). At the contextual level, the effect of the variables is scarcely significant, only in some models and to a lesser extent. *Batxillerat* students read more frequently or do cultural participation with parents respect to those who are in vocational training.

Table 4. 5. Multilevel regression models for different types of cultural participation (unstandardized coefficients)

		Attendance to legitimate culture events		Read a book		Play an instrument		Play digital games		Participation in org. and volunteering		Cultural participation with friends		Cultural participation with parents	
Intercept		0,285		1,477	***	0,06		1,989	***	0,924	***	0,308	**	0,251	*
INDIVIDUAL LEVEL															
Gender	Male	-0,157	***	-0,387	***	-0,561	***	1,334	***	-0,106	***	0,022		-0,048	*
	Female (ref.)	-		-		-		-		-		-		-	
First language	Catalan	0,022		-0,1		0,11		0,032		-0,051		0,118	**	0,04	
	Spanish	-0,002		-0,055		0,104		0,177	*	-0,127	*	0,051		0,049	
	Other (ref.)	-		-	-	-	-	-		-		-		-	
Family origin	Both in Catalonia	0,052		-0,12		-0,176	*	0,157	*	0,015		-0,029		0,076	*
	One born in the rest of Spain	0,067		-0,089		-0,202	*	0,085		0,039		-0,014		0,085	*
	One born in other country	0,058		-0,117		-0,074		0,149		-0,019		-0,03		0,11	*
	Both in other country (ref.)	-		-		-		-		-		-		-	
Home edu. resources (Economic cap.)		0,109		0,018		-0,135		-0,041		-0,089		0,016		0,03	
Home cultural possessions (Cultural cap.)		0,202	***	0,394	***	0,800	***	0,152	*	0,241	***	-0,041		0,072	*
Parents education level		0,01		-0,017		0,028		0,009		0,014		-0,006		0,042	***
Parents past cultural participation		0,176	***	0,059		0,044		-0,109	*	0,133	***	0,183	***	0,437	***
Close friends' cultural participation		0,373	***	0,225	***	0,47	***	0,049		0,237	***	0,522	***	0,168	***
SCHOOL AND LOCATION LEVEL															

Type of study	Gymnasium	-0,034	0,244	*	-0,045	-0,035	0,025	-0,035	0,086	*
	Vocational training (ref.)	-	-		-	-	-	-	-	
School ownership	Public	0,018	0,088		0,074	-0,166	-0,104	-0,002	-0,04	
	Private (ref.)	-	-		- -	-	-	-	-	
Location SES	below country average	0,011	0,168		0,178	0,179	-0,056	0,042	0,063	
	close to country average	-0,016	0,19		0,171	0,064	0,002	0,036	0,102	**
	above country average	-	-		-	-	-	-	- -	
CP activities organised in the school		0,054	-0,009		0,066	-0,085	0,036	-0,027	-0,024	
Outdoor CP activities org. by the school		0,041	-0,045		0,188	0,052	-0,028	0,042	0,048	
Cultural offer in the school's area		-0,009	-0,004		-0,001	-0,024	-0,005	-0,001	-0,009	*

*   sig. < 0,05

** sig < 0,01

*** sig < 0,001

Finally, in Table 4.6 we present the estimates of four linear regression models in which only individual variables are taken into account, without including contextual variables. The individual variables that are significant in all the models are gender (for the model of actively participating in sports, being a boy has a positive impact, and for the remaining three models it is negative, that is, women participate more than men), close friends participation (positive relationship in all models) and the cultural involvement of parents in the past (positive relationship in all models). Family origin is relevant almost only in the model of active involvement in sports: the fact of having parents born in Catalonia or one parent born in Catalonia and the other in the rest of the Spain, are statistically significant and positive with respect to having foreign parents. In this model also the educational level of the parents and the home economic capital are significant variables. For explaining legitimate culture with friends, the fact that parents are born both in Catalonia or one born in another country in comparison to having both parents foreigners have a negative statistical significant coefficient – this is a strange and unexpected result. At last, having objects at home linked to a greater cultural capital is also significant for the model of visual creation and dissemination. And the level of education of parents the model of legitimate culture with friends.

Table 4.6. Linear regression models for different types of cultural participation (unstandardized coefficients)

	Visual creation and dissemination	Commented on social media	Actively participate in sports	Legitimate culture with friends

Constant		1,091	***	2,353	***	0,919	***	0,397	***
Gender	Male	-0,176	***	-0,202	***	0,516	***	-0,038	
	Female (ref.)	-		-		-		-	
First language	Catalan	-0,155	*	-0,233	*	-0,088		0,065	
	Spanish	-0,054		-0,182		-0,091		0,035	
	Other (ref.)	-		-		-		-	
Family origin	Both in Catalonia	-0,051		0,081		0,339	***	-0,091	*
	One borned in the rest of Spain	-0,061		0,095		0,437	***	-0,065	
	One borned in other country	0,021		0,019		0,263	*	-0,086	
	Both in other country (ref.)	-		-		-		-	
Home edu. resources (Economic cap.)		-0,163		0,217		0,383	*	-0,093	
Home cultural possessions (Cultural cap.)		0,348	***	0,002		-0,107		0,022	
Parents education level		0		-0,014		0,103	***	-0,029	*
Parents past cultural participation		0,097	**	0,119	*	0,123	*	0,177	***
Close friends' cultural participation		0,322	***	0,133	*	0,293	***	0,411	***
R^2		*0,164*		*0,025*		*0,123*		*0,262*	

*   sig. < 0,05
**   sig < 0,01
***   sig < 0,001

4.2.   Intercultural dialogue and European values

In this section we present the results of the survey on young people's attitudes towards intercultural dialogue and European values. We expose here the analysis of individual and contextual correlates of these results. We define intercultural dialogue based on the orientation of young respondents towards their own culture or the other cultures; also based on their multicultural relations and their support for different European values: acceptance of diversity, rights of immigrants, rights of women and the commitment to prevent climate change. As a contrast, we used also the acceptance of social inequalities as a variable.

4.2.1 Descriptions and patterns of intercultural dialogue and European values among youth

Individual level data

For the study of patterns on intercultural dialogue, we have gathered a series of questions that serve as indicators of attitudes towards one's own culture and other cultures or cultural diversity. The factorial analysis of the answers has allowed us to establish two groups based on these two dimensions: preference for one's own culture ("nationalism") or preference for cultural diversity and a framework of global ascription ("globalism"). The grouping of the questions under these two concepts (nationalism, globalism) should be understood as a simply useful label, but not an interpretation of how nationalism or globalism are performed in the field. These concepts are not necessarily opposed, as several authors have shown in the study of nationalism (Greenfeld, 1992; Kymlicka, 2004; Tamir, 2019, etc.).

In this case, we have grouped with the label "nationalism" the questions that have to do with an attitude that reinforces the value of one's own culture towards others. On the other hand, we have grouped the questions that have to do with a positive attitude towards other cultures. These labels also describe the characteristics of two groups of young people based on their responses, as we were able to verify that these dimensions function as opposites in their correlation with the other responses.

In 4.8 figure we can see how the statements about given more importance to own culture have less adhesion by youngsters. Actually, a majority of respondents are located in the "globalist" dimension. But there is also variance in adherence to one's own culture. Therefore, the fact that the "nationalist" attitude obtains a lower average does not exclude its importance as a tendency. As we will see later in the analysis, these two orientations are closely linked to other variables.

Regarding the variables of the "globalist" dimension, it should be noted that cultural activities obtain a higher average, such as listening to music or learning from other cultures. In this sense, the average scores referring to self-identification are lower and closer to identification with one's own culture (3.52 vs 3.08).

Figure 4.9. Level of agreement (1 'strongly disagree – 5 'Strongly agree') on different statements about "own culture" and "global culture"
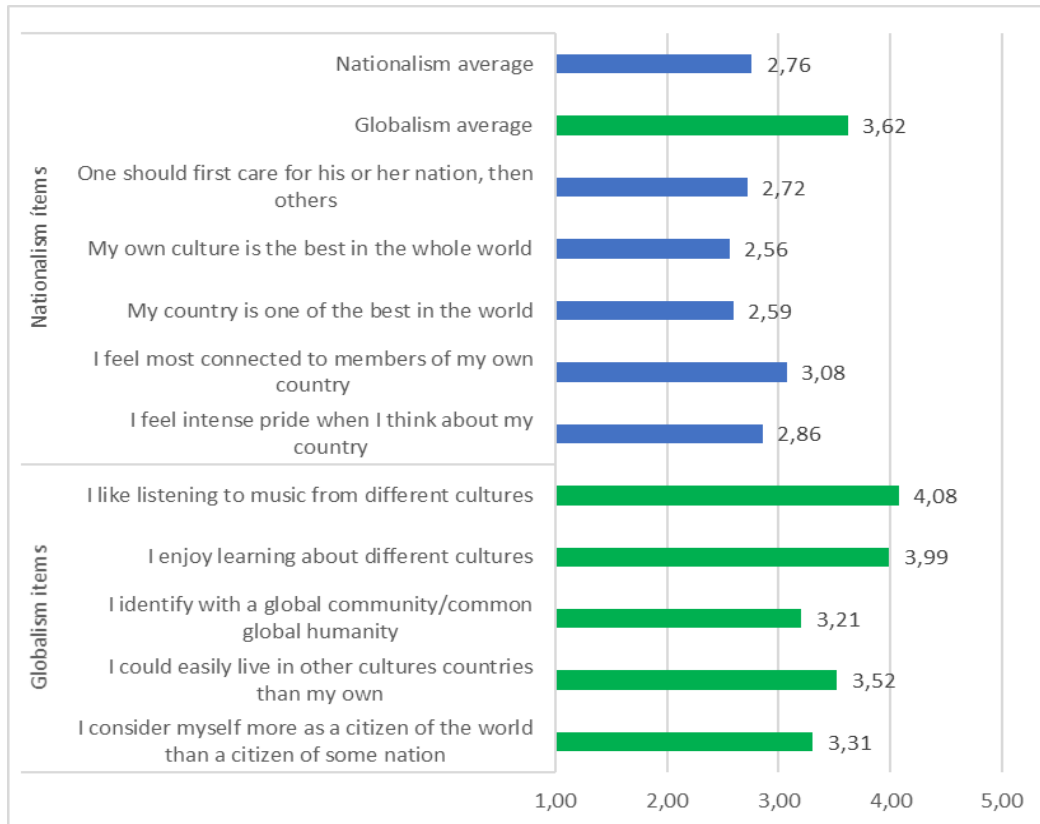
The second aspect we analysed from the results of the survey has to do with the values of young people in relation to the acceptance of diversity and their commitment to causes such as immigrant rights and gender equality, which form part of European values.

Thanks to factor analysis we obtained four dimensions of the relationship to the diversity and European values. The first one we comment is the dimension about the acceptance of diversity in the same neighbourhood where the respondent lives. This dimension obtains very high scores among the set, with an average of 4.3. This dimension reflects the acceptance of people of different skin colours, different religions, from other countries and people with disabilities.

The second dimension is about supporting rights of immigrants, which includes the right to maintain their customs and language, as well as the right to education and to vote in elections. The average acceptance in this dimension is also very high, with 4.0.

The third dimension is about supporting women's rights and gender equality. Most responses score a 5 (average of 4.5) for their adherence to this, which includes equal pay, equal employment opportunities, and the same human rights.

In contrast, the results of the survey show a fourth dimension that we have defined with the label of "social dominance orientation". This dimension collects the answers about the acceptance of domination by a social group with respect to others. The results indicate a favourable attitude towards equality and social equity, as this dimension average is 2.1.

Table 4.7 Means (1-5) of Social dominance orientation, Acceptance of neighbourhood diversity, Support for immigrant rights and Support for Gender Equality

	Social dominance orientation'	Acceptance of neighbourhood diversity	Support for immigrant rights	Support for gender equality and women's rights
Mean	2,14	4,30	3,97	4,50
N	1909	1939	1924	1923
Std. Deviation	,715	,867	,850	,782

The following table present results about the average level of commitment of young people to a global cause such as the fight against climate change. The results show a high awareness on the part of young people about the problems of climate change and the need for governments and people to do something about it. But it also shows a low level of involvement in climate change activism: they take little part in demonstrations and protests, such as boycotts, supporting specific demands or reducing plastics.

Table 4.8. Means of Climate change awareness (1-5) and Climate Change Activism (1-3)

	Climate change awareness	Climate change activism
Mean	4,12	2,20
N	1916	1910
Std. Deviation	,833	,435

School level data

Here we present descriptive data from selected questions referring on school questionnaire. Thus, for the following results we use the school questionnaire database that gather the data from our 31 schools interviewed. We analyse two variables on the orientation of education towards European values and the identity of schools. This questions format is based on socialization subscales from Byrd, C. M. (2017), items content adapted to CHIEF focus.

The results show us that, according to school officials, their curriculum is very much geared towards raising awareness of inequality between men and women and climate issues. However, is not very geared to promote Catalan and Spanish national identity (a little more on the latter).

Figure 4.10. School curriculum coverage of different issues (1-'Not at all' 4-'To a large extent')
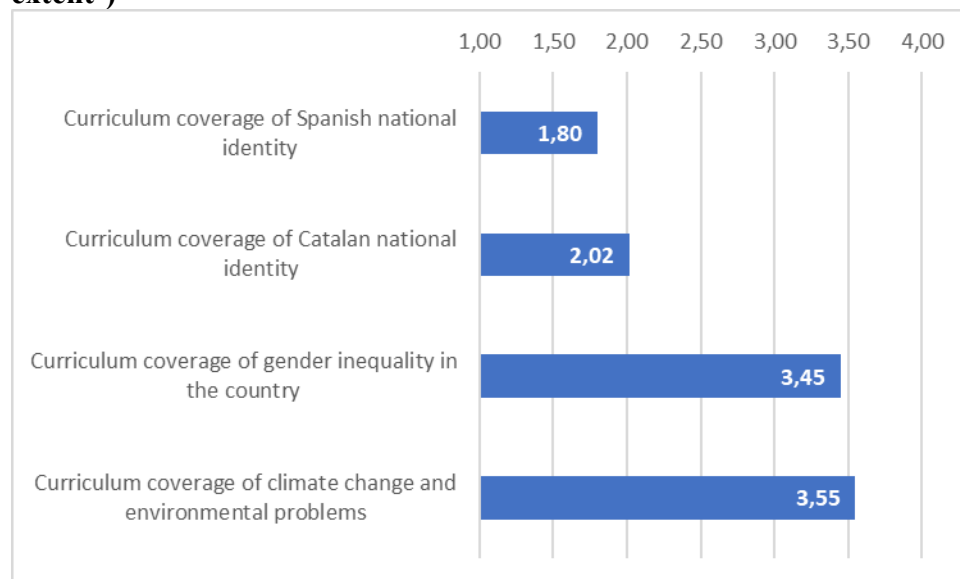
Another set of variables analysed has to do with the school's treatment of cultural diversity. Most schools have specific teachers to serve students with cultural and language barriers. In fact, in Catalonia there is a program called "*Aules d'acollida*" (reception classroom)[1] which involves specific attention to all new students with an intensive learning of the Catalan language before moving on to the regular classroom. Not all schools have a reception classroom, but only those in need (Mayans & Sánchez, 2014).[2]

Therefore, we can interpret why this answer is a higher favourable answer than in the others: 70% of schools meet this need in an important way. 60% of the centres also address the need to include cultural diversity, intercultural dialogue and the integration of students with other cultural backgrounds. In contrast, the responses are less positive when it comes to incorporating families specifically into the centre's activities with an intercultural and minority inclusion perspective. In fact, according to the results we can see in this table, in many schools these

---

[1] http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/alumnatnou/acollida/proces2/ Visited on July 2020.
[2] The year 2018-19 there are 801 welcome classrooms in secondary studies in Catalonia, with 14.160 students. Information provided by the Department of Education of Government of Catalonia.

families participate little in the activities. Most centres do not have a specific communication or activity strategy for families from other cultures.

Figure 4.11. Level of agreement with statements related to cultural diversity school management
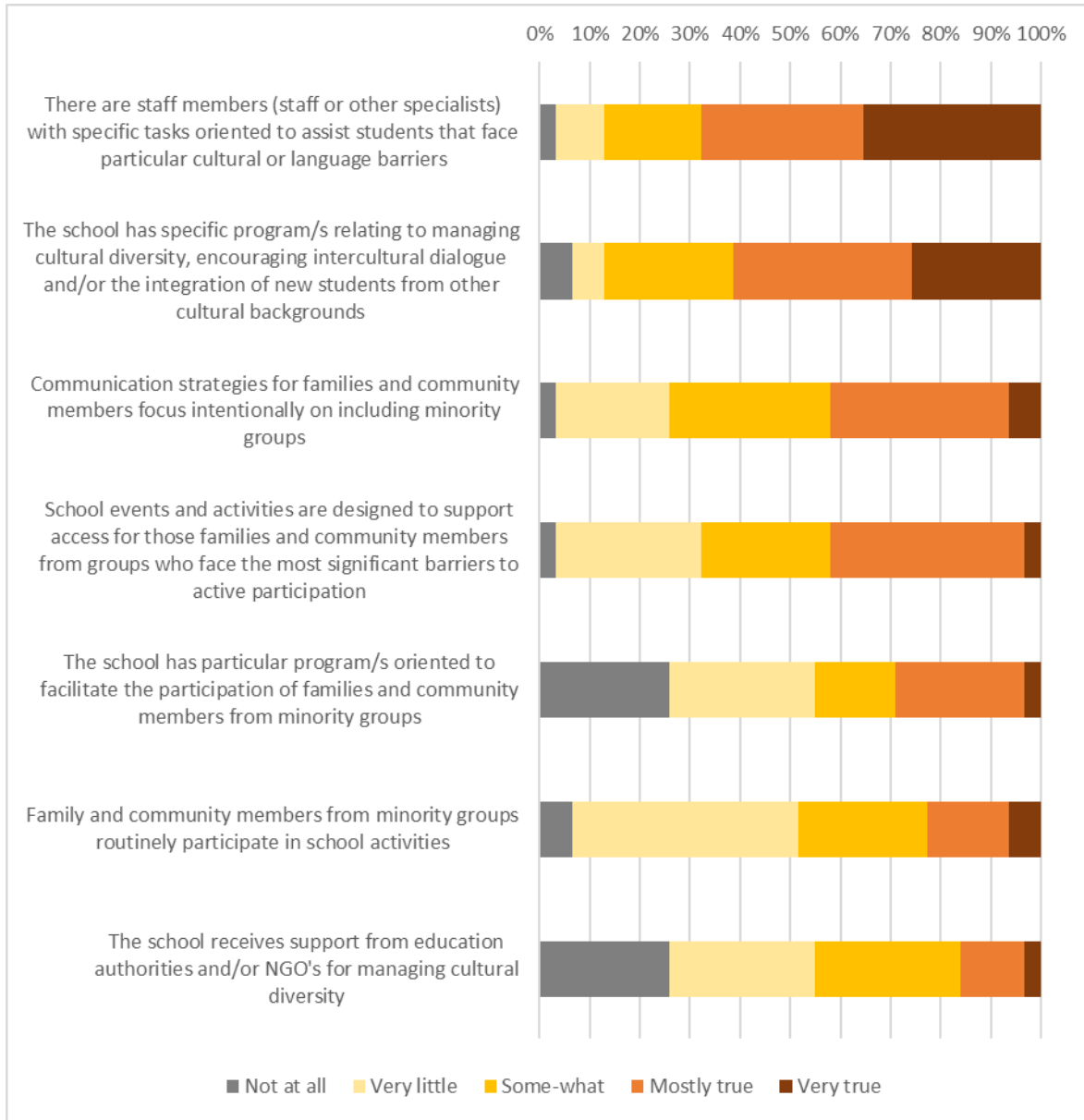
4.2.2 Correlates of different aspect of inter-cultural dialogue and European values among youth

A very interesting point to point out is the correlation between the profiles of young people and their values. In the following table we show this correlation considering different individual variables. These results are very relevant to explain which variables are more linked to the attitudes of young people.

It seems to be that gender is an influential variable in certain aspects, such as the orientation in favour of social domination (mostly men), but also in support of gender equality and activism for climate change (mostly women).

A third relevant aspect of this correlation analysis is the small effect that perceived home income has. This is probably due to the low variability of the variable, where only 1.0% of the sample states to finding "very difficult" to cope with present income and only 8.9% to finding "difficult". Thus, caution should be exercised with this fact with an important social desirability effect and in particular when it comes to young people who may not know exactly what their parents 'salaries are, it appears to be non-determining in the responses.

Table 4.9. Percentage of variance explained of inter-cultural dialogue and European values by each of selected <u>individual</u> variables (eta² effect size)

	Globalism	Nationalism	Social dominance orientation	Acceptance of neighbourhood diversity	Support for immigrant rights	Support for gender equality	Climate change awareness	Climate change activism
Gender	**2,1%**	**2,8%**	**7,0%**	**3,6%**	**3,9%**	**10,3%**	**4,6%**	**7,9%**
Perceived home income	0,3%	0,1%	0,2%	0,1%	0,2%	0,0%	0,1%	0,3%
Mother tonghe	0,1%	**4,7%**	**1,1%**	0,1%	0,7%	**2,3%**	**2,3%**	**2,4%**
Family origin	0,6%	**2,5%**	0,9%	0,1%	**2,3%**	**2,3%**	**1,2%**	0,6%
National Identity (Cat/Sp)	1,3%	**13,2%**	**3,6%**	0,6%	**2,2%**	**4,1%**	**4,4%**	**6,3%**

In this sense, we can analyse the relationship between the individual variables and the ID orientations of the young people participating in the survey. The results clearly show that some of these variables are important correlates: cultural capital, multicultural experiences and values. In general, cultural capital is relevant to explain the attitudes and values of individuals as we see in the table below. Multicultural interaction is important correlate of the cultural values and attitudes of individuals, especially as it relates to the appreciation of other cultures and acceptance of cultural diversity. And the personal basic values (Schwartz, 1992) measured by

brief instrument (Sandy, C. J., Gosling, S. D., Schwartz, S. H., & Koelkebeck, T. (2017), seems to be important correlates of appreciation and acceptance of cultural diversity or commitment to European values. We can relate this with the cultural socialization (*habitus*, Bourdieu, 1972), but not only as a result of the family context. We need to check to what extent context variables can explain this.

Table 4.10. Bivariate correlation between intercultural dialogue and values variables and <u>individual</u> potential corelates

	Global-ism	National-ism	Social dominance orientation'	Acceptance of neigh-bourhood diversity	Support for im-migrant rights	Support for gender equality	Climate change awareness	Climate change activism
Home educational resources ('Economic capital)	0,040	-0,038	-0,017	0,022	0,013	0,095**	0,096**	0,059
Cultural possessions ('Cultural capital')	0,163**	-0,117**	-0,124**	0,106**	0,092**	0,161**	0,140**	**0,222****
Parents education	0,057	-0,103**	-0,045	0,074**	0,070**	0,110**	0,080**	0,137**
Close friends cultural origin diversity	0,155**	0,039	0,042	0,087**	0,115**	-0,066**	-0,015	-0,005
Foreign languages	0,034	0,023	0,033	-0,059**	-0,051	-0,118**	-0,004	0,067**
Multicultural personal interaction	**0,250****	0,029	-0,044	0,177**	0,146**	0,011	0,057	0,127**
Multicultural exposure	**0,352****	-0,055	-0,109**	0,149**	0,176**	0,106**	0,105**	0,172**
Personal values 'Self-transcendence'	**0,298****	-0,126**	**-0,387****	**0,417****	**0,373****	**0,377****	**0,344****	**0,288****
Personal values 'Conservation'	-0,016	**0,213****	0,124**	0,048	-0,004	-0,115**	0,015	-0,048
Personal values 'Self-Enhancement'	-0,034	**0,207****	0,185**	-0,015	-0,075**	-0,144**	-0,020	-0,053
Personal values 'Openness to change'	**0,239****	0,070**	-0,107**	**0,232****	0,143**	0,126**	**0,211****	0,141**

** . Correlation is significant at the 0.01 level (2-tailed).

Regarding the context variables we note that the type of study is the most relevant correlate of considered indicators of European values and intercultural dialogue. More even than the

ownership of the school. It should be borne in mind that there is a big difference between the curriculum and the profile of high school students (pre-university) and vocational training cycles (vocational studies), these are very oriented towards applied training and almost with no cultural components in the curriculum.

At the same time, the contextual socio-economic characteristics partly could explain the orientation towards one's own culture and the acceptance of inequality, but also the level of support for equality between men and women.

Table 4.11. Percentage of variance explained of inter-cultural dialogue and European values by each of selected <u>contextual</u> variables (eta² effect size)

	Globalism	Nationalism	Social dominance orientation	Acceptance of neighbourhood diversity	Support for immigrant rights	Support for gender equality	Climate change awareness	Climate change activism
Type of study	**3,4%**	**1,7%**	**3,6%**	**2,0%**	**2,6%**	**4,6%**	**5,5%**	**4,2%**
Public/private school	0,8%	0,0%	**1,6%**	**1,9%**	**2,4%**	0,9%	0,7%	0,3%
SES location	0,9%	**3,3%**	**2,5%**	**1,3%**	**2,0%**	**2,2%**	1,2%	1,2%
Level of urbanization	0,5%	**2,9%**	0,5%	**1,5%**	**1,8%**	0,9%	**1,1%**	**1,9%**

Adding to this correlation analysis the relationship between the numerical contextual variables at their disposal, we can see that school activities are associated with the values and attitudes that students express in the survey. The correlation is significant between the number of languages taught in school and the values of students, as well as between the orientation of the curriculum towards gender equality and climate change. Significant correlates are also the promotion of Catalan identity in the school curriculum and the dealing of cultural diversity at school.

To a lesser extent, the volume of the municipality's population and the orientation of the curriculum towards Spanish identity also have a certain significance in the correlation with some of the values of gender equality and support for climate.

Table 4.12. Bivariate correlation between intercultural dialogue and values variables and <u>contextual</u> numeric correlates

	Global-ism	National-ism	Social dominance orientation'	Acceptance of neighbour-	Support for immigrant rights	Support for gender equality	Climate change awareness	Climate change activism

							hood diversity	
Total population of the municipality	0,008	-0,063**	-0,032	0,075**	0,063**	0,015	-0,047*	0,011
Number of laguages learned by students in the school	0,071**	-0,077**	-0,049*	0,024	0,028	0,075**	0,109**	0,089**
Number of active international programms in the school (0-7)	0,026	-0,004	0,011	0,002	-0,014	-0,019	0,023	-0,005
Curriculum coverage of Spanish national identity	0,044	-0,033	-0,035	0,015	-0,010	0,046*	0,052*	0,045
Curriculum coverage of Catalan national identity	0,047*	-0,037	-0,037	-0,007	-0,018	0,051*	0,059*	0,056*
Curriculum coverage of gender equality	-0,052*	0,083**	0,110**	-0,011	-0,051*	-0,081**	-0,066**	-0,048*
Curriculum coverage of climate change	-0,088**	0,034	0,096**	-0,063**	-0,100**	-0,068**	-0,062**	-0,023
Managing cultural diversity school policy	-0,019	0,085**	0,065**	-0,089**	-0,072**	-0,082**	-0,019	-0,050*

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.3 Explaining most (contextually) relevant indicators of intercultural dialogue, identities and European values – multivariate analyses

The inter-class correlation coefficient indicates the proportion of variance in the dependent variable that can be attributed to 2n level (school or location level) differences. As a general criterion, when ICC is below 0,05 (less than 5% of the variance is explained by 2n level correlates) there is no need to run multilevel modelling. However, in this case, as only 'Globalism' variable is situated slightly below 0,05 we opt for running multilevel modelling for all dependent variables.

Table 4.13. Inter-class correlation for cultural participation dependent variables

Globalism.	0,044
Nationalism.	**0,053**
Social dominance orientation'.	**0,080**

Acceptance of neighbourhood diversity.	**0,065**
Support for immigrant rights.	**0,071**
Support for gender equality and women's rights.	**0,085**
Climate change awareness.	**0,069**
Climate change activism.	**0,069**

Thus, considering this level of correlation offered by the ICC, we measure their significance with respect to the values adopted by the young people responding to the survey. In the following two tables we set out the dimensions that are influenced by the classification and context variables. The results with respect to the significance achieved in the regression and the behaviour of each category in the coefficient allow us to perceive which relationships are established between the variables and to point out some suggestions about the following results.

First, we want to emphasize the importance of the gender variable in explaining young people's orientation towards European values and cultural diversity. This variable explains significant differences in several aspects and allows us to state that women feel more involved in activism against climate change and give more support to the cause of equality between men and women. We also observe a lower contribution but also in the direction with respect to the acceptance of diversity. Also according to these results, we can establish that men are more likely to have attitudes favourable to their own culture, have less involvement in activism in favour of climate change, give less support than women to gender equality and advocate more for inequality.

In the set of variables related to the identity and cultural background of young people, the variable that stands out is the national identification, rather than the mother tongue or place of birth of the parents. According to the results of the multilevel analysis, national identification is significantly related to the orientation towards one's own culture, as well as support for immigrant rights and climate change activism. The data allow us to observe that Spanish identification is closer to the position of defending one's own culture against others and that it defines less favourable positions in defending the rights of immigrants or climate activism. However, in the case of support for immigrant rights, we note that the regression is negative in all groups by place of birth except in the case of those born abroad.

Finally, we can observe the multivariate effect of personal values: self-transcendence, conservation, self-enhancement and openness to change on indicators of ID and EV. Although these indicators have not obtained a very strong reliability in the preliminary analyses of the survey (Cronbach's α under 0.6), they do need to be considered because they are well established in the academic literature. In fact, multilevel analysis gives us very expected results.

The "self-transcendence" dimension is linked to a pro-values orientation such as globalism, climate protection, immigrant and women's rights, and acceptance of diversity. The "openness to

change" dimension also has unique positive contribution, although lower and not so consistent as "self-transcendence". On the other hand, the "conservation" dimension is established as unique positive predictor of nationalism and the social domination orientation. And a negative unique predictor of the defence of the values linked to the rights of women and immigrants, as well as activism in favour of the climate. Finally, the "self-enhancement" dimension shares some of these positive correlations with nationalism, social domination, and negatives regarding the rights of women and immigrants (poorer correlation) and globalism (poorer correlation).

In relation of the multicultural interaction's variables, we globally observe a multivariate relationship with the orientation more favourable to cultural diversity. Thus, the contact with other cultures through cultural consumption or through direct personal relation with people from other cultures seams to favour more tolerant and intercultural orientations.

In the models we have also included some contextual variables. School ownership has a significant effect for 5 of our dependent variables. In all of them, been part of a public school is positively related with more tolerant and intercultural values compared to private schools. Socio economic status of the municipality or neighbourhood where is located the surveyed school seems to be also a relevant correlate. Here the effect is significant in all models except for the case of climate activism. In all cases, students from schools in locations below the average family disposable income, tend to show lower levels of inclusive and intercultural orientations in respect to locations above the average family income. In contrast with these contextual effects, variables related to particular orientations, measures or policies of the school (curriculum coverage of gender issues or schools policy for cultural diversity management) doesn't have a clear effect on this values and intercultural dialogue orientations.

Table 4.14. Multilevel regression models for Globalism, Nationalism and climate change awareness and activism

		Globalism		Nationalism		Climate Change awareness		Climate activism	
Intercept		1,390	***	2,552	***	1,743	***	1,354	***
INDIVIDUAL LEVEL									
Gender	Male	-0,057		0,171	***	-0,140	***	-0,152	***
	Female (ref.)	-		-		-		-	
First language	Catalan	0,142	*	-0,040		0,192	*	-0,017	
	Spanish	0,198	**	0,035		0,152	*	-0,001	
	Other (ref.)	-		-		-		-	
Family origin	Both in Catalonia	-0,122	*	-0,147		-0,073		-0,032	
	One borned in the rest of Spain	-0,124		-0,152		-0,022		0,026	
	One borned in other country	-0,059		-0,144		0,109		0,023	

	Both in other country (ref.)	-		-		-		-	
National identity	Only Catalan	0,020		0,024		0,160	*	0,138	***
	Only Spanish	-0,205	**	0,729	***	-0,208	**	-0,153	***
	Both Catalan and Spanish	0,014		0,467	***	-0,004		-0,014	
	None (ref.)	-		-		-		-	
Home edu.l resources (Economic cap.)		0,101		-0,093		0,272	*	0,018	
Home cultural possessions (Cultural cap.)		0,075		-0,052		0,069		0,121	***
Parents education level		-0,016		0,024		-0,022		0,014	
Close friends cultural diversity		0,090	*	-0,065		-0,001		-0,020	
Number of spoken languages		0,008		0,001		0,001		0,011	
Multicultural personal interaction		0,034	**	0,008		0,000		0,023	**
Multicultural exposure		0,196	***	-0,045		0,045		0,036	**
Values 'Self-transcendence'		0,139	***	-0,150	***	0,222	***	0,087	***
Values 'Conservation'		-0,051	**	0,134	***	-0,020		-0,023	*
Values 'Self-Enhacement'		-0,037	**	0,075	***	-0,020		-0,004	
Values 'Openess to change'		0,125	***	0,051		0,096	***	0,020	
SCHOOL AND LOCATION LEVEL									
School ownership	Public	0,140	*	-0,010		0,152	*	0,031	
	Private (ref.)	-		-		-		-	
Location SES	below country average	-0,234	**	0,378	**	-0,225	*	-0,093	
	close to country average	-0,088		0,223		-0,047		-0,011	
	above country average	-		-		-		-	
Curriculum coverage of gender equality		0,038		-0,081		0,072		0,051	
Managing cultural diversity school policy		0,050		0,003		0,086	*	0,005	

*   sig. < 0,05

**   sig < 0,01

***   sig < 0,001

Table 4.15. Multilevel regression models for Social dominance orientation, acceptance of neighbourhood diversity, support of immigrant rights and support for gender equality

		Social dominance orientation		Acceptance of neighbourhood diversity		Support for immigrants rights		Support for gender equality	
Intercept		2,551	***	2,494	***	2,679	***	3,399	***
INDIVIDUAL LEVEL									
Gender	Male	0,191	***	-0,105	**	-0,119	**	-0,299	***
	Female (ref.)	-		-		-		-	

First language	Catalan	-0,120		-0,131		0,031		0,034	
	Spanish	-0,164	**	-0,134		0,003		0,104	
	Other (ref.)	-		-		-		-	
Family origin	Both in Catalonia	0,113	*	0,054		-0,413	***	0,034	
	One borned in the rest of Spain	0,008		0,110		-0,440	***	0,094	
	One borned in other country	-0,032		0,108		-0,290	***	0,067	
	Both in other country (ref.)	-		-		-		-	
National identity	Only Catalan	-0,119	*	-0,100		-0,016		0,082	
	Only Spanish	0,204	**	-0,187	*	-0,264	***	-0,184	**
	Both Catalan and Spanish	0,051		-0,065		-0,121		-0,046	
	None (ref.)	-		-		-		-	
Home edu.l resources (Economic cap.)		0,114		-0,005		0,110		0,201	
Home cultural possessions (Cultural cap.)		-0,011		0,034		0,045		0,048	
Parents education level		0,041	*	0,003		-0,002		0,010	
Close friends cultural diversity		0,051		0,057		0,041		-0,017	
Number of spoken languages		-0,007		-0,032	**	-0,022		-0,037	***
Multicultural personal interaction		-0,001		0,057	***	0,023		-0,013	
Multicultural exposure		-0,046	*	0,031		0,049	*	0,053	**
Values 'Self-transcendence'		-0,259	***	0,304	***	0,283	***	0,274	***
Values 'Conservation'		0,103	***	-0,031		-0,077	***	-0,114	***
Values 'Self-Enhacement'		0,075	***	-0,019		-0,043	**	-0,050	***
Values 'Openess to change'		-0,023		0,049	*	0,031		0,033	
SCHOOL AND LOCATION LEVEL									
School ownership	Public	-0,144	*	0,185	*	0,246	**	0,100	
	Private (ref.)	-		-		-		-	
Location SES	below country average	0,224	**	-0,166		-0,305	**	-0,165	*
	close to country average	0,145	*	-0,101		-0,184		-0,077	
	above country average	-		-		-		-	
Curriculum coverage of gender equality		0,025		0,071		0,077		0,029	
Managing cultural diversity school policy		-0,002		-0,068		-0,002		-0,019	

* sig. < 0,05

** sig < 0,01

*** sig < 0,001

4.2.4   Role of cultural participation in explaining different aspects of inter-cultural dialogue among young people

Since this point, the patterns and correlates of cultural participation and orientations towards intercultural dialogue have been examined separately. However, one of the central objectives of CHIEF is precisely to understand the relationship between cultural practices and orientations toward more inclusive or exclusive values and practices. Therefore, the following section analyzes the relationship established between these two phenomena. To do so, we will treat the variables of intercultural dialogue and values as dependent variables and analyze the extent to which different cultural practices explain different levels of these intercultural orientations and values, over and above previously established individual level predictors.

First, the table 4.16 presents bivariate correlations between indicators of cultural practices and those of intercultural dialogue and values

Table 4.16. Bivariate correlations between cultural practices and intercultural dialogue and values

	Globalism	Nationalism	Social dominance orientation'	Acceptance of neighbourhood diversity	Support for immigrant rights	Support for gender equality	Climate change awareness	Climate change activism
Attendance to legitimate culture events	**,213****	-,117**	-,195**	,159**	,135**	,176**	,198**	**,304****
Read a book	**,219****	-,162**	**-,202****	,137**	,151**	**,200****	,194**	**,252****
Visual creation and dissemination	,187**	-,092**	-,091**	,078**	,080**	,112**	,098**	**,233****
Played an instrument, acted, danced	**,206****	-,118**	-,197**	,151**	,139**	,193**	,159**	**,226****
Commented through social media	,061**	,077**	-,011	,043	,056	,053	,068**	,103**
Played digital games	-,095**	,141**	,173**	-,135**	-,135**	-,193**	-,136**	**-,212****
Participation in org. and volunteering	,120**	-,096**	-,071**	,069**	,052	,050	,127**	**,226****
Actively participated in sport	,016	,062**	,072**	-,034	-,067**	-,061**	-,015	-,010

Cultural participation with friends	,123**	-,003	-,035	,055	,064**	,061**	,099**	,159**
Legitimate culture participation with friends	,116**	-,023	-,020	,020	,044	,028	,054	,148**
Cultural participation with parents	,113**	-,004	-,033	,012	,002	,052	,099**	,175**

**. Correlation is significant at the 0.01 level (2-tailed).

In general, most of the variables examined have significant correlations. However, the big sample of the survey, with almost 2000 individuals, facilitates the significance of these correlations and, therefore, they should be taken with caution. In any case, the results allow us to state that, in general, cultural participation has a certain relationship with the orientations towards intercultural dialogue and values.

The sign of correlations also has a fairly clear pattern: in general, the different cultural participation activities examined have a positive correlation with the indicators of intercultural dialogue and European values. The only exceptions are the correlations with 'Nationalism' and 'Social dominance orientation' which are negative because the nature of the indicator is precisely showing less favorable orientations towards inclusiveness. Therefore, we can state that young people who are more active in cultural participation are also those who present more inclusive orientations.

However, there are some nuances because not all cultural participation activities operate in the same way. In fact, playing digital games and playing sports have the opposite relationship. Most notably, playing digital games seems to be related to less inclusive orientations. This effect of playing digital games will have to be examined in detail with multivariate analyses to better understand this relationship. Another singularity is that commenting on social media has a positive association with all indicators, even with 'Nationalism' which usually presents a contrary sign to the rest.

Finally, if we look at the size of the correlations, the highest correlations are established with less frequent cultural activities that require greater effort: Attendance to legitimate culture events, read a book and played a musical instrument, danced or acted . Correlations for these activities are even higher than for Participation in organizations and volunteering.

In order to delve deeper into the nature of these relationships, at tables 4.17 and 4.18 we present several multilevel regression models. In these models, with orientations towards intercultural dialogue and values as dependent variables, various actions of cultural participation have been incorporated as predictors. This allow us to understand their effect when we control the effect of other predictors of Intercultural dialogue and European values orientations established by previous analyses. . For the school and location level, in the previous sections we introduced in the models several variables from the questionnaire related to what was to be analysed. In this case, a more conservative strategy has been followed including fewer variables and only those variables that have been shown to be more significant in previous analyses.

Table 4.17. Multilevel regression models for Globalism, Nationalism and climate change awareness and activism including Cultural participation activities as predictors

		Globalism		Nationalism		Climate change awareness		Climate activism	
Intercept		2,921	***	2,695	***	3,27	***	1,707	***
INDIVIDUAL LEVEL									
Gender	Male	-0,095	*	0,171	**	-0,211	***	-0,129	***
	Female (ref.)	-		-		-		-	
First language	Catalan	0,12		-0,106		0,23	**	-0,01	
	Spanish	0,188	**	-0,038		0,163	*	-0,002	
	Other (ref.)	-		-		-		-	
Family origin	Both in Catalonia	-0,248	***	-0,175	*	-0,11		-0,04	
	One born in the rest of Spain	-0,228	***	-0,194	*	-0,047		0,015	
	One born in other country	-0,142		-0,173		0,091		0,006	
	Both in other country (ref.)	-		-		-		-	
National identity	Only Catalan	0,01		0,029		0,181	*	0,115	**
	Only Spanish	-0,22	**	0,802	***	-0,161	*	-0,146	***
	Both Catalan and Spanish	0,017		0,511	***	0,047		-0,019	
	None (ref.)	-		-		-		-	
Home edu.resources (Econ cap.)		-0,037		-0,085		0,154		-0,018	
Home cultural possessions (Cult. cap.)		0,082		-0,023		0,003		0,065	
Parents education level		-0,021		0,029		-0,04		0,004	
Attendance to legitimate culture events		0,12	**	0,058		0,113	**	0,087	***
Read a book		0,092	***	-0,104	***	0,088	***	0,048	***
Visual creation and dissemination		0,08	**	-0,069	*	0,034		0,065	***
Played an instrument, acted, danced		0,042	*	-0,019		0,007		0,011	
Played digital games		0,024		0,013		0,029		-0,003	
Participation in org. and volunteering		0,033		0,016		0,061		0,036	*
SCHOOL/LOCATION LEVEL									

School ownership	Public	0,186 **	-0,046	0,189 *	0,061
	Private	-	-	-	-
Location SES	below country average	-0,18 *	0,355 **	-0,147	-0,063
	close to country average	-0,053	0,225	-0,046	-0,007
	above country average	-	-	-	-
Cultural offer in the school's area		0,005	-0,012	0,008	0,007

* sig. < 0,05

** sig < 0,01

*** sig < 0,001

Table 4.18. Multilevel regression models for Social dominance, Acceptance of neighbourhood diversity, Support for immigrant rights and Support for gender equality including Cultural participation activities as independent variables

		Social dominance orientation	Acceptance of neighbourhood diversity	Support for immigrant rights	Support for gender equality
Intercept		2,365 ***	3,861 ***	3,83 ***	4,049 ***
INDIVIDUAL LEVEL					
Gender	Male	0,26 ***	-0,25 ***	-0,276 ***	-0,427 ***
	Female (ref.)	-	-	-	-
First language	Catalan	-0,135	-0,108	0,058	0,105
	Spanish	-0,19 **	-0,115	0,024	0,153 *
	Other (ref.)	-	-	-	-
Family origin	Both in Catalonia	0,053	-0,025	-0,449 ***	0,054
	One born in the rest of Spain	-0,063	0,04	-0,462 ***	0,15 *
	One born in other country	-0,059	0,005	-0,332 ***	0,072
	Both in other country (ref.)	-	-	- ***	-
National identity	Only Catalan	-0,142 *	-0,07	0,001	0,117
	Only Spanish	0,238 ***	-0,186 *	-0,283 ***	-0,24 **
	Both Catalan and Spanish	0,048	-0,025	-0,119	-0,052
	None (ref.)	-	-	-	-
Home edu.l resources (Economic cap.)		0,154	-0,117	0,021	0,152
Home cultural possessions (Cult. cap.)		0,034	0,025	0,085	0,047
Parents education level		0,047 **	-0,003	-0,005	0,005
Attendance to legitimate culture events		-0,087 *	0,114 *	0,095 *	0,042
Read a book		-0,087 ***	0,037	0,048 *	0,069 **
Visual creation and dissemination		0,007	-0,004	-0,011	0,033
Played an instrument, acted, danced		-0,061 ***	0,039	0,007	0,031
Played digital games		-0,018	0,04	0,037	0,027

Participation in org. and volunteering		0,023		0,01		0,001		-0,075 *
SCHOOL/LOCATION LEVEL								
School ownership	Public	-0,212 ***		0,309 ***		0,338 ***		0,185 ***
	Private	-		-		-		-
Location SES	below country average	0,294 ***		-0,14		-0,268 **		-0,243
	close to country average	0,204 ***		-0,099		-0,178		-0,111
	above country average	-		-		-		-
Cultural offer in the school's area		-0,015 *		0,026 *		0,022		0,003

*   sig. < 0,05

**   sig < 0,01

***   sig < 0,001

Table 4.17 and Table 4.18 show the effects of all variables in the models, but at this point we are particularly interested in examining the effect of different cultural activities on indicators of intercultural dialogue and European values. The correlations of bivariate analysis revealed a fairly close relationship between these two phenomena. This idea is confirmed by the regression analysis as we continue to observe how, in general, the different indicators of cultural participation have significant multivariate effects. Therefore, these results would be confirming that cultural participation has an effect on orientations towards intercultural dialogue and values.

The strength of the effect of each of the cultural participation actions introduced in the model is different. In general, it is confirmed that the two variables of cultural participation with the strongest unique effect are 'Attendance to legitimate culture events' and 'Read a book'. As shown in the bivariate analysis, these activities have a positive relation with inclusive orientations (i.e. Globalism, Acceptance of Neighbourhood Diversity, Support for Immigrant Rights and Support for Gender Equality) and concern and activism for climate change, while they have a negative relation with Social dominance orientation and Nationalism (only in the case of Read a book). In contrast, when control variables are introduced, 'Played digital games' completely loses the negative effect observed in the bivariate analysis. It seems, therefore, that playing digital games has no unique effect on intercultural dialogue or values. Probably the bivariate correlation between playing the digital games with these attitudes seen in table 4.6 is explained by gender. In this same line, it is also noteworthy that Participation in organizations and volunteering also loses virtually all the effects we observed in bivariate analysis.

Thus, a relevant aspect revealed by the multivariate analysis is that the few negative effects observed in bivariate correlations between cultural activities and inclusive orientations disappear in the regression models. That is, when we introduce control between the different variables in

the model, the effect of cultural activities, when there are any, always favors the orientations of openness and inclusiveness.

The other individual variables introduced as a control, follow quite the patterns already observed in the previous sections: Gender continues appearing as a variable with a great explanatory capacity of all the variables of intercultural dialogue and values. Specifically, being a woman has a positive effect in presenting more inclusive orientations. The language has an effect especially on young people who have a foreign language as a first language, but there is not much difference between having Catalan or Spanish as their first language. National identity and variables related to family resources also have similar effects to the models already discussed in the previous section.

As mentioned, in these models we have chosen to include fewer contextual variables and select those that have appeared as most relevant in the models in previous sections. This is probably why the weight of the contextual variables is higher here than what has been seen so far. Like in previous analysis, school ownership seems to have a fairly cross-cutting effect on most indicators, with public schools favouring more inclusive guidance. Also, the socioeconomic level of the neighbourhood or municipality in which it is located is also presented as a relevant variable. Specifically, belonging to locations with a lower SES favours less inclusive attitudes, while, on the other hand, it has no effect on the variables linked to climate change. Lastly, although with less effect, students in schools located in an environment with a greater cultural offer seems to present more favourable orientations for tolerance and intercultural dialogue.

To facilitate the comprehension of these results, in the following figures (figure 4.12 and 4.13) we present in a more graphic way, the effect of reading books combined with different contextual variables (Pubic / Private school and location SES) on the indicators of globalism and social dominance orientation respectively. The figures show the predicted values of this dependent variables according to the multilevel regression models presented above.

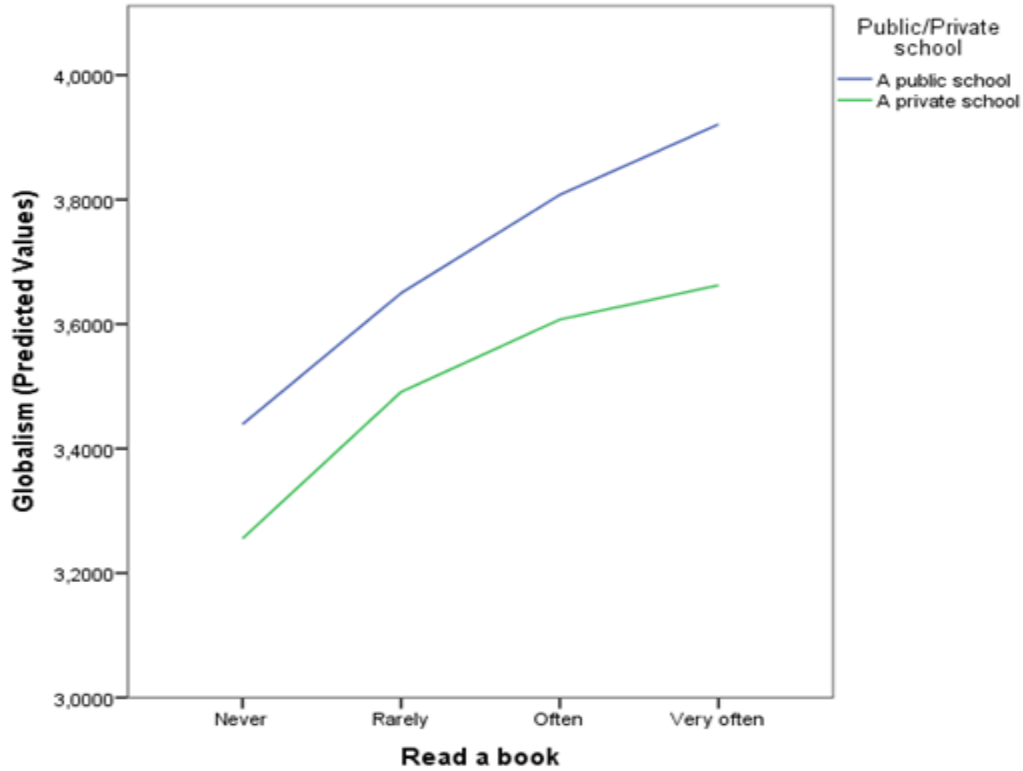**Figure 4.12. Predicted values of Globalism by frequency of reading a book and Public/private school**

Figure 4.12 shows how, according to the model presented, young people who report reading more often tend to have more globalist orientations, even controlling for all the variables included in the model. Similarly, the graph shows that going to a public is positively related with the disposition to globalism.

Figure 4.13 Predicted values of Social dominance orientation by frequency of reading a book and location SES
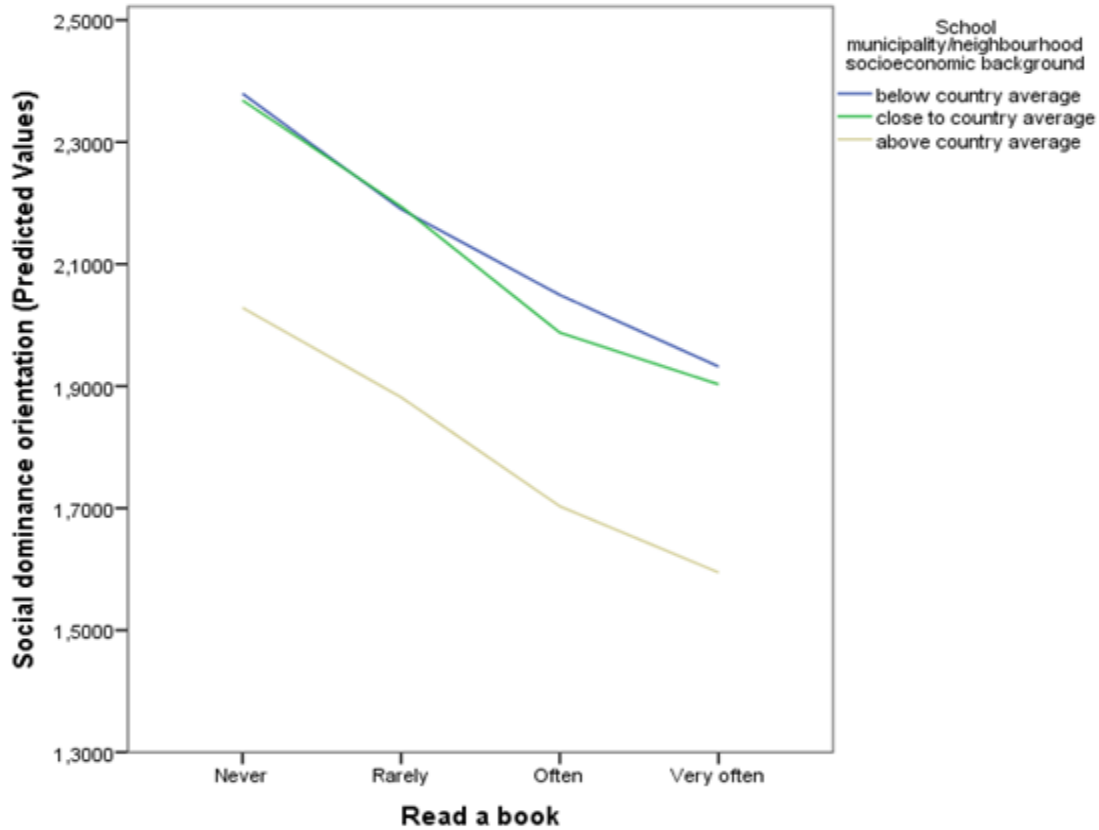
In the figure 4.13 the same exercise is done for the effect of reading books but in relation to social dominance orientation and comparing the contextual effect of the SES level of the location in which the school is located. In this case, the slope of the lines indicates that young people who read more often tend to have less social dominance orientation. The difference between the three lines shows how in locations with an SES above the country average the trend towards social dominance orientation is lower.

5   Discussion

5.1   Cultural participation and Intercultural dialogue and European values among youth

The CHIEF Survey has been conducted in an age when the impact of the digital society on lifestyle, interpersonal relationships and access to digital content by the young population is consolidating (Bernete, 2007, Ariño and Llopis, 2016). Do our results to resonate with previous survey studies in Catalonia on youth cultural participation? The study by Ariño and Llopis (2016) is one of the most recent studies, based on survey data, on the habits, practices and cultural consumption of young people in Catalonia. This study highlighted that digital culture practices of young people were increasing, as well as the diversity of cultural practices of all kinds. In this study, it was considered that the home is no longer the center of access to cultural practices because the culture is ubiquitous and the center of access is the person (Ariño and Llopis, 2020; CONCA 2020), and an individual can be everywhere. The most widespread cultural practices by young Catalans (and the population as a whole) are watch TV and audiovisual content through various devices, listen to music, use the Internet for different purposes and go to the cinema. In the case of the CHIEF survey, many of these results reappear even though the battery on cultural practices is not the same and we had more indicators to consider. It has to be said also that we focus on students of 16-17 years old, which implies a very particular group among young people. From our data, the most widespread cultural activities (done by 90-50% of the interviewees) are (1) listen to music, (2) spending time with family, hanging out with friends or watch/read/listen on-line content, (3) actively participate in sports, (4) comment on-line content through social media and (5) playing digital games. Comparing Ariño and Llopis' survey and having in mind that we asked for a higher range of activities, different types of on-line cultural participation appears as very popular. The fact that our students have smartphones and that in the last years there is an increase in free or low-cost access to music, movies, series, etc. on the Internet is affecting by sure of this spread of on-line cultural involvement. In our study, the rest of activities are in general off-line activities and some of them imply having more pro-active attitudes and engaging in creativity process, that is, young people not been a spectator or consumer but a creator.

In relation to the reasons given by young people for not participating in certain cultural practices or doing so less frequently in the CHIEF survey, there is a combination of lack of interest or individual lack of motivation, and external practical barriers for cultural activities such as cost (access or travel) and so forth. In this sense, Ariño and Llopis's (2016) study highlights that audiovisual culture displaced literate culture (theatre and dance), as did ubiquitous or domestic cultural consumption displaced consumption in cultural facilities, which involved leaving home. This analysis seems to be also applicable for our data. Clearly, the combination of on-line and

face-to-face/off-line participation and cultural consumption involves an expansion of the vital spaces in which culture is lived by the students interviewed and young people in general, nowadays much more hybrid and diffuse.

According to the CONCA study (2020) the main factors for the choice of a cultural practice by young people are the playful dimension of the experience (having fun), free and easy access or low cost (Internet content, for example) and the relational dimension (sharing it with friends or being invited by a friend). Although we use different indicators, we also find these hedonistic and socializing motivations, and, an extra one that is the self-actualization incentive, which appears to be rather important in some activities such as doing theatre, dance and other types of performances or getting involved in sport events. Our teenagers like to be challenged and learn new skills too. It is not only enjoying and socialising with friends.There are different motivations interacting and this implies an important field for active cultural policies to foster cultural participation in some activities less popular.

Regarding results on intercultural dialogue and European values data shows some remarking results. In general, we observe a high average adherence to European values. The same about a globalist affiliation, rather than a nationalist one. However, we can identify two groups of young people in relation to this affiliation, with differentiated behaviours in the other variables of the survey related to European values and intercultural dialogue.

5.2 Correlates of cultural participation and Intercultural dialogue and European values among youth

5.2.1 Individual level correlates of student's cultural participation and different aspects of Intercultural dialogue

The relevance of the peer group to share and enjoy many cultural practices together is something that appears in different bivariate / multivariate analysis here . Close friends' cultural participation is one of the most relevant independent variables in the different estimated cultural participation models. This empirical evidence is consistent with other studies that point to the relevance of conducting cultural activities with friends (Ariño and Llopis, 2016; COMCA, 2020) and, consequently, it is expected to appear as a relevant predictor. The ages of our students, 16-17 years, are ages in which the most relevant figures of references are friends, even often more than family, the latter is more in the background cultural of the young people, and maybe it will have an effect in older periods of age in order to explain cultural preferences. Adolescence is a period in which young people often need to get distance of their parents to consolidate their personality. It does not happen to everybody but to an important part of teenagers does.

However, family background, whether measured by cultural possessions or by parents' cultural practices in the past, remains important following Bourdieu's (1979) classical theses, as it is the origin of parents for some forms of cultural participation. Here it is striking that parents' origin can do so in opposite directions (fostering or discouraging cultural involvement, although the most common is a positive relationship) depending on the cultural activity. The different relationships might be due that the different impact depending on if it young people oriented only activity (for instance, in general, playing video games) or activities that are not so depending on the age of the people involved.

In relation to gender differences, the evidence is very clear-cut and is one of the starting points of the survey. Young girls, controlling even for other factors, seem to participate in most cultural activities more than boys except two: doing sports and, most importantly, playing video games, both activities seem to be more masculine. These results are in line with the qualitative work we did (Rovira et al, 2020) in 3 of the 31 schools where the survey was conducted (interviewing 60 students and 9 teachers). Girls claimed, then, to read a lot more than boys, and also to be more users of social media (as Instagram and so on). Boys, on the other hand, did not report much reading. Quite the contrary, boys, especially those who were still in compulsory secondary education, said that they spent a lot of time playing video games. Some even confessed that it was their main activity during their spare time or that they spent many hours playing games during the weekend. We know that video games include network games where friends and other people interact, and, therefore, there is often a relational dimension to this.

Gender is also very relevant to explain the attitudes and values of young people. We can assume that the fact that girls show an orientation towards more inclusive values is part of the socialization of the gender role (or gender identity). Perhaps this ideological orientation of young women has to do with the growing critical awareness in relation to inequality between men and women and is an effect of current feminism? Inglehard (1990) said that "formal education is a new opportunity that erases the traditional heritage and sexual gap" in political involvement. Hence, the clear finding that young women in our survey share more values such as the defence of gender equality and the advocacy for climate it might increase the potential involvement of women in politics in a near future. In fact, if we take as a reference the results about the involvement of young people in the climate movement in the survey, we may ask ourselves whether we are facing a change in the profile of activists in social movements, traditionally led by male activists in the sense of Inglehart statement.

National identity (Catalan, Spanish) is also revealed as one of the variables that most correlates with the values of supporting the rights of immigrants and women, as well as climate advocacy. This variable is more influential than the mother tongue or place of birth. Similarly, income is less important correlate than cultural capital or the number of languages spoken (which we can also consider as cultural capital).

It seems to be that Spanish identity is very influential in individuals who are more in favour of their own culture. This variable also influences support for gender equality and the fight against climate change. At this point it is necessary to keep in mind the context of relations between national identities in Catalonia. Studies such as del Hierro (2010) shows us how there have been changes in the national identification of Catalans over the years, which among young people implies a greater identification with the Catalan national identity and mixed identity (Catalan & Spanish together). The cause may be generational changes such as the conflict between the Spanish and Catalan institutions on Catalan sovereignty. But most of all is important no note how national identity is an ideological position, which implies elective affinities with other ideological values, as we can see on the results of the survey. So, Spanish identity seems to be more related to conservative values and to be less extended among the young people interviewed.

Hence, it is important to point out the effect of several identities in the position of individuals about some conflicts and values: in particular, gender identity, national identity and migrant identity. These three identities draw clear patterns of responses and represent a new challenge for the analysis of how new generations are building their attitudes and values on a European dimension. Alongside this, we also observe the relevance of cultural socialization in terms of Bourdieu's theory (habitus), as a determinant of values. Can habitus be considered as another form of identity together with those we have already mentioned above? Is cultural socialization in addition to a form of cultural capital, conditioning young people's cultural practices and their access to culture? This would also explain why studying the influence of family socialization in cultural practices we could observe family models in which economic resources were not relevant at all (Rovira & Ferrer-Fons, 2020).

5.2.2   School level correlates of student's cultural participation and different aspects of Intercultural dialogue

One of the interests of the CHIEF survey was, in gathering information at school level, to observe whether the school characteristic are relevant in explaining the cultural practices, attitudes, and values of the students surveyed. Contextual factors have appeared relevant to explain the variation in cultural practices. The values of inter-class correlation for the different dependent variables have shown that, in most cases, a significant part of the variance is associated with the school level. Due to the large amount of information and variables available, we have opted for multivariate models common to all dependent variables and trying to use various contextual explanatory variables, in order to have a global view. Multilevel analysis needs a more precise, step-by-step process differentiated by each of the dependent variables that we cannot address in this report but that open up a huge range of possibilities for future analysis. For the case of contextual correlates for inter-cultural dialogue and values, we have two different group of models where we can look from relevant results: The first one does not includes CP as predictors and the second does.

In this regard, the effect on several variables of the location SES should be highlighted. Quite consistently, the results suggest that pupils in schools that are located in municipalities or

neighbourhoods that are above the average disposable family income tend to favour most inclusive attitudes. This represents an important output of the survey, if we understand the school as an important agent of socialization, which can reaffirm socialization and family ideological orientation (Bourdieu, 1970). Looking the results of the analysis, the school curriculum can become a performative force in certain contexts, creating a common social commitment to the values of inclusion and intercultural dialogue. It is therefore worrying to note that the type of education (vocational or high school) is also related to a differences among young people in terms of their values. Obviously, this is correlational study and such findings can be a redundant effect on profiles of differentiated young people entering the two types of education. But as we have been able to analyse in the study on cultural practices in the school, vocational studies in Catalonia do not include cultural and value aspects in the educational curriculum (Ferrer-Fons, 2019). This necessarily has implications for the values in which young people do socialize.

Probably one of the most relevant findings that need to be developed beyond this report is the effect that multilevel models have shown in relation to public and private schooling. As shown graphically in Figure 4.12 for the specific case of reading books on global orientation, pupils from public schools seem to favour intercultural dialogue and inclusive orientations more than pupils from private ones. This effect, controlled by the other individual and contextual level variables, is present in 6 of the 8 dependent variables analysed and draws an important output on the results of the different schools. In the previous analysis of the curricula of ESO, Baccalaureate and Vocational Training that was done in a previous stage of the research of CHIEF (Ferrer-Fons, 2019), the most important differences regarding the transversal contents on education in values and respect to the difference, intercultural dialogue, inclusiveness, etc. was among the type of study: these subjects are given in ESO (compulsory secondary in Spain) and Baccalaureate studies (Batxillerat) and are not touched on in Vocational Training studies that are very oriented towards practical learning for incorporation into the labour market. Therefore, it could be happening that there is some kind of interactive effect between the type of school and the type of course - in the distribution of cases, we have little variation in the private (concerted) schools of Baccalaureate studies compared to the public schools. Another alternative hypothesis to explain these findings is that the positive effect of the type of school (public) and values that encourage intercultural dialogue is related to the composition of students. In public schools there is a much higher proportion of students from diverse backgrounds than in private schools.

In contrast, in this report any clear effect of the policies and measures adopted by schools to encourage cultural participation or inclusive guidance and intercultural dialogue has been identified. Further analysis is needed, in dialogue with the qualitative results of the project, to understand the role of school orientations on these phenomena.

5.3 Role of cultural participation in explaining different aspect of intercultural dialogue and European values among youth

The last section of the survey analysis addresses one of the key aspects of this particular report and the whole project: How cultural participation is related to orientations towards intercultural dialogue and inclusive values. The analysis of bivariate correlations has shown a significant and substantial cross-sectional relationship with the different indicators. Multivariate analysis has confirmed that, in general terms, young people with more cultural activity tend to show slightly more inclusive values and orientations, favourable to intercultural dialogue and attention to climate change. This has to be taken as a key result of this report.

However, data also shows how the intensity of this effect differs depending on the cultural practice that we consider: Reading and the attendance to legitimate culture events are the activities that show the greatest positive multivariate effect on inclusive orientations. Reading is perhaps the variable that shows a more cross-cutting effect on all indicators of intercultural dialogue, values and attention to climate change. The consumption of legitimate culture, on the other hand, seems to have a stronger and more transversal effect than other cultural practices. Surprisingly, this practice, which is actually individual and more receptive, is more decisive than other more active practices contemplated in the analysis such as playing an instrument, acting or dancing, or visual creation and dissemination. One hypothesis to be explored is that the consumption of legitimate culture is still and already in 16-year-olds a practice of distinction in terms of Bourdieu (1979) that contributes to discriminate more effectively than other indicators those individuals with high capital cultural. It seems that attitudes in favour of intercultural dialogue might be closely associated with this high cultural capital.

In relation to our previous qualitative work on non-formal cultural education practices, it has to be highlighted how the result of the survey confirms one of the key findings in working with non-formal education cultural organizations: "Artistic learning through different practices is not an end in itself, but rather a mechanism for learning about other values and skills (eg, becoming aware of the context he or she inhabits; acquiring critical thinking and social awareness; learning to develop empathy towards others; and learning to work together) "(Ferrer-Fons, 2020: 249). Similar results we have found in the still not published results on the ethnographic fieldwork done about the practices of the youth urban dance community in Barcelona city.

Regression models have shown that the effect of the variables had the opposite sign in globalism with respect to nationalism, except in the case of 'comment through social media'. This result seems consistent with the idea pointed out by the literature in the sense that exposure to social media tends to favour polarization regardless of the starting position (Sunstein 2017; Tucker et al. 2018). This is an increasingly important trend given the weight of social media in access to information and the generation of opinions in particular among young people.

To highlight the relevance of the survey results in the relationship between cultural participation and orientations conducive to intercultural dialogue and inclusive values, it is interesting to look at the results of the variable of participation in organizations and volunteering. This variable has a very small multivariate effect with a rather low significance only in the case of 'support for gender equality' and in climate activism. In contrast, there is an extensive literature on social capital that highlights the effects of participation in social organizations on social trust (Putnam 1994, Stole and Rochon 1999). The results of the CHIEF survey seem to indicate that although this effect exists, at the age of 16-17 years old, participation in cultural practices is even more decisive than participation in organizations and volunteering - which is still not a popular activity in these ages- in building tolerant and open citizens to diversity.

5.4 Policy implications

One of the key results of the survey, which reinforces results of the qualitative analysis of CHIEF and with a strong burden in terms of implications for cultural, educational and youth policies, is the finding that cultural practices are positively related to more inclusive attitudes, intercultural dialogue and European values. Although we cannot claim causal relations this could indicate , that the promotion of culture among young people in all areas, beyond its intrinsic value could be important in fostering more open and inclusive societies.

If the perspective of schools is taken into account, one of the implications is that the education system and institutions can encourage many cultural activities among young people in a much more proactive way. It is noteworthy that in many cultural activities, schools perceive that they foster them than the education system itself. With regard to cultural policies, in addition to facilitating young people's access to the consumption of diverse cultural content and experiences, young people must also be offered the opportunity to develop their capacity for expression and creativity. As mentioned in the recent qualitative study of the CONCA (2020), cultural policies must guarantee the right of young people to be part of their cultural life in the community, not only facilitate access to cultural consumption, but also their contribution. Therefore, the role of formal education, where all young people spend time, is crucial. It is also relevant, in this sense, to take into account the self-managed and informal practices of cultural groups and communities (CONCA, 2020), formed by groups of young people in which they can be given continuous hybridizations of role as creator, promoter, consumer, the producer. BCN's urban dance communities, which have been studied in an ethnographic work by CHIEF, would be an example of this.

As we have seen that the difficulties of access due to external barriers (difficulty in getting there, not knowing how to access them, the economic cost, or health / accessibility difficulties) are more relevant in the case of attending shows, performing arts and, secondly, when visiting a monument or a historical site. Therefore, we can deduce a combination of reasons and, for some activities, a greater weight of external elements than individual ones, which implies more capacity of cultural policies to reduce difficulties to access. In addition, although there exists an impact of individual

motivations when it comes to participating culturally, institutions have the capacity to make policies that is to reduce access difficulties and expand cultural promotion among young people. Cultural policies are ultimately responsible for promoting the right to participate in the cultural life of the community (for instance, Barbieri 2015; Baltà and Dragicevic 2017) and this is particularly relevant in the case of facilitating access to culture among young people.

Experiences of active cultural practices (e.g., dance, theatre, singing, playing and instrument) in the context of formal education in the schools exist, but they seem to be limited –as the perception of the schools is that they are not among the most fostered types of cultural activities. In our qualitative study on formal education (Rovira et al, 2020), some of the young people interviewed in the schools acknowledged that it would be interesting to integrate these activities into the curriculum. And this issue can be further developed.

The results on the effect of contextual factors on orientations towards intercultural dialogue and European values are also of great relevance for public policies. The results of the survey in this area need to be studied more thoroughly to understand all the implications behind it. But in recognition of public education, it should be noted here that the survey indicates that pupils in public schools, in relation to private ones, clearly and transversally favour more open and inclusive orientations although more research is needed to understand the causal mechanisms of this evidence. Given that schools included in the analysis are private schools that receive public funding ('concerted schools') it is important to assess why this is happening and to consider where spending on education is prioritized.

The differences that results show based on gender variable in the individual level also can be understood as a question related to education policies. Is it clear that during last years the educative trajectories of boys and girls have important differences. Diverse studies show how the school failure and early school leaving affect more boys than girls (Fernández et al 2010, Gabarró 2010, Dept. d'Ensenyament 2020). It is logic to think that school has to manage this important educative (and perhaps cultural) gender differences in its strategies to develop a more inclusive education. Otherwise, we have to ask how a context with lack of cohesion can be favourable to the inclusive values.

Finally, seeing the differences between the type of study in relation to cultural literacy and different values, it is necessary to propose changes in the curriculum of Vocational Training studies to include cultural learning practices and values in order to equalize the cultural background with those students who do Baccalaureate. In this sense, it is worth mentioning that during the fieldwork of the survey this was a proposal that was commented on by several teachers of training cycles taking into account the type of CHIEF questionnaire.

6 Conclusion

We live in a period of rapid transformations and acceleration of social change (Rosa, 2016) where it is becoming increasingly difficult to identify stable social processes. In the field of culture and particularly among young people, the practices that we can define as cultural participation are increasingly diffuse and hybridized which is why it is particularly difficult to define their characteristics and limit their borders. This poses a challenge for the analysis of culture and cultural practices from the social sciences and especially for their analysis through surveys that require greater precision in the operationalization of the concepts studied.

The CHIEF survey has been constructed with a keen awareness of this complexity. For this reason, the survey and the results presented in this report should be understood as a complementary contribution to the different qualitative contributions of the project that offer a more complete vision of the practices and orientations of young people. Also for this reason, the questionnaire for students has started from a very broad concept of cultural practices encompassing very diverse actions and trying to avoid the a priori hierarchy of these practices.

In addition, cultural participation is being enabled by the possibilities offered by the Internet. The media and the new technologies are forcing us to adopt a new way of understanding education and cultural participation. Internet does not only represent a new technological environment; it must even be considered as a new learning environment. As Ariño and Llopis (2016) point out, new technologies (or, as they call them, socio-technologies) are changing the ways of generating culture. Many of the young people surveyed use new technologies and the Internet in different sorts of cultural participation.

One of the central objectives of the project and of this report is to analyse the relationship between cultural participation and European values and intercultural dialogue. The results point to a positive relationship between cultural participation and more inclusive and tolerant orientations towards interculturality. However, it is also clear that not all cultural activities have the same effect on these attitudes. There is therefore a field in which to delve into the mechanisms of this relationship in which the qualitative work of CHIEF can provide very relevant information. In any case, these results reinforce the idea that working on cultural rights and citizenship, on access to culture and the promotion of cultural expressions of youth, allows progress towards personal and community fulfilment, on mutual understanding and, in short, on more inclusive and tolerant societies.

Some of the most notable findings have also revealed the determining role of gender both in the differentiation of cultural practices and in European values and intercultural dialogue. This is a key moment in the life cycle for the construction of identities, where the influence of the peer group is reinforced and its ascendancy over practices and values have a role that sometimes exceeds that of the family.

This report is a first analysis of the survey that opens many possibilities for further research on cultural participation and the construction of inclusive societies. Dialogue with the qualitative results of other working packages of the project can help to understand in greater depth and complexity some of the challenges mentioned here.

7. References

Ariño, A. & Llopis, R. (2016) *La participació cultural de la joventut catalana 2001-2015*. Barcelona: Consell Nacional de la Cultura i de les Arts (CoNCA). Available at: http://conca.gencat.cat/web/.content/arxius/publicacions/participacio_ cultural_joves/IC12_Participacio_Cultural_CAT.pdf

Barcelona Institute of Culture (2020) *Survey of Cultural Needs in Barcelona. Drafting and Analysis of Results.* Barcelona: Barcelona City Council. Available at: https://barcelonadadescultura.bcn.cat/wp-content/uploads/2020/04/CulturalSurvey2019_Report_EN.pdf

Bernete, F. (ed.) (2007) *Comunicación y lenguajes juveniles a través de las TIC*. Madrid: Instituto de la Juventud.

Bourdieu, P. (1979) *La distinction*. Paris: Éditions de minuit.

Bourdieu, P. and Passeron, J-C. (1970), *La reproduction*. Paris: Éditions du minuit.

Bourdieu, P. (1972) *Esquisse d'une théorie de la pratique*. Genève: Librairie Droz

del Hierro, M.J. (2010) *Canvis a curt termini en la identificació nacional a Catalunya*. Barcelona: Fundació Jaume Bofill.

Coulangeon, P. (2017) 'Cultural openness as an emerging form of cultural capital in contemporary France', *Cultural Sociology*, 11(2), p. 145-164.

CONCA (2020) *La participació cultural de la gent jove a Catalunya. Informe 1. Estudi qualitatiu sobre els factors que incideixen en la participació cultural de la gent jove*. Barcelona: Consell Nacional de la Cultura i de les Arts (CoNCA).

Fernández, M., Mena, L. and Riviere, J. (2010) *Fracaso y abandono escolar en España*. Barcelona: Obra Social La Caixa.

Ferrer-Fons, M. (2020) 'Qualitative research in non-formal educational settings. Case-study reports: non-formal cultural participation and socialisation (Spain/Catalonia)', in C. Sylla and I. Mierina (eds), Case-study reports: non-formal cultural participation and socialisation European Comission: CHIEF Project, pp. 249-283.

Gabarró, D. (2010) *Fracàs escolar? La solución inesperada del gènere i la coeducació*. Barcelona: Editorial Boira.

Greenfeld, L. (1992) *Five roads to modernity*. NY: Harvard University Press.

Inglehart, R. (1990) *Culture Shift in Advanced Industrial Society*. Oxford: Oxford University Press.

Kymlicka, W. (2004) *Estados, naciones, culturas*. Córdoba: Almuzara

Mayans, P. and Sánchez, M.J. (2014) *Les aules d'acollida de secundària. Instruments d'avaluació i resultats (2005-2014).* Barcelona: Generalitat de Catalunya.

O'Brien, D. (2019) 'The cultural policy puzzle. Is cultural policy a problem or a solution for social inequality?'. *IPPR Progressive Review*, 26 (2), p. 135-143.

Putnam, R. (1994) *Making Democracy Work. Civic Traditions in Modern Italy*. Princeton: Princeton University Press.

Rosa, H. (2016) *Social Acceleration. A New Theory of Modernity*. New York: Columbia University Press.

Rovira, M., Ferrer-Fons, M., Castellví, J., Hansen, N. & Nuño de la Rosa, J. (2020) *Country-based reports on cultural literacy practices in formal education (Spain, Catalonia)*, in T. Zurabishvili & E. Marmer (eds), *Country based reports: Cultural literacy practices in formal education,* European Comission: CHIEF Project, p. 249-291.

Rovira, M., Ferrer-Fons, M. (2020). *Country-based reports: Inter-generational dynamics in informal cultural socialisation (Spain).* CHIEF Project.

Rovira, M. & Saurí, E. (2015). *Diversitat i integració en l'associacionisme cultural català*. Barcelona: Tornaveu.

Sandy, C. J., Gosling, S. D., Schwartz, S. H., & Koelkebeck, T. (2017) 'The development and validation of brief and ultra brief measures of values', Journal of personality assessment, 99(5), p.545-555.

Stolle, Dietlind, and Thomas R. Rochon. (1999) 'The Myth of American Exceptionalism. A Three-Nation Comparison of Associational Membership and Social Capital' In Jan W. Van Deth, Marco Maraffi, Kenneth Newton, and Paul F. Whiteley (eds.) *Social Capital and European Democracy*. London: Routledge.

Sunstein, C.R. (2017) *#Republic: Divided Democracy in the Age of Social Media.* New York: Princeton University Press.

Tamir, Y. (2019). *Whay nationalism*. Princeton: Princeton University Press.

Tucker, J.A., Guess, A., Barbera, P., Vaccari, C., Siegel, A., Sanovich, S., Stukal, D. and Nyhan, B. (2018) 'Social Media, Political Polarization, and Political Disinformation: A Review of the Scientific Literature'. Available at http://dx.doi.org/10.2139/ssrn.3144139

8. Appendices

Appendix 1. Questionnaires and variables

Based on our goals, we developed three questionnaires:

1. Student questionnaire
2. School questionnaire
3. Location questionnaire.

Student questionnaire

The Student questionnaire was designed by the coordinating team aiming to measure different aspects and dimensions of young people's cultural participation (CP), inter-cultural dialogue (ID) and 'European values' and their individual level correlates/determinants. Student questionnaire development consisted of several steps. The content of the first draft proposal was based on conceptual analyses of CHIEF relevant concepts, CHIEF aims and the survey research objectives, the first results of WP1 (*Theoretical design and policy review*) as well as relevant questions from similar national and international surveys.

Proposed questions were selected from existing cross-national surveys (e.g. *International Civic and Citizenship Education Study* (ICCS), *European social survey* (ESS, IPPI), existing scales and instruments (e.g. *Social dominance scale, Scale of multicultural experiences, Schwartz values scale,* collective narcissism scale) and some newly developed questions relevant for CHIEF objectives (for which there are no appropriate existing scales, e.g. Motives and barriers for CP). In proposing the questions for the first draft, priority was given to existing multiitem questions or scales. The reason behind this was that CHIEF survey samples are not representative and the survey is not focused on descriptive data, but on patterns of youth's CP, correlates on individual and school level (such as demographics, socioeconomic status, urbanisation) and relationships between forms of CP with different aspects of ID and '*European values*'. Based on feedback from partners and the outcomes of the discussion about planned constructs, question content and forms, we designed the second proposal. It contained concepts and questions on which we had achieved consensus regarding the relevance for CHIEF objectives, and appropriateness for planned youth sample, taking into account the requirement that duration of the survey should be maximum of one school hour.

Student questionnaire was developed in English and then translated to national/regional languages by each partner following a translation protocol and by using the TRAPD system (Translation, Review, Adjudication and Documentation).

Based on student and teacher feedback as well as results of data analyses from the pilot (variability, dimensionality and reliability of scales, cross-national equivalence) the second version of the questionnaire was prepared and discussed[3] among partners. Following this discussion, the third and final version was prepared. In comparison to the second version, some of the items/questions that were redundant or unclear, or not contributing to planned scales, were deleted while some scales were shortened. In some cases, only some of the relevant items of the planned scales were selected. On the other hand, although pilot data analyses did not confirm expected structure and equivalence, some scales or items have been kept since they have been considered essential and relevant to include and to use them at least as individual items.

The final joint questionnaire contains 220 items, organized into 46 questions[4] which cover four main theme sections (Table 1):

1. Individual and household characteristics (demographics, socioeconomic status and citizenship/majority/minority status) consisting of 31 items;
2. Cultural participation consisting of 80 items,
3. Intercultural dialogue and 'European values' measured with 90 items
4. Group of more general dispositions with 18 items

---

[3] CHIEF Meeting (IM5), 17 - 18 July 2019, Tbilisi
[4] some questions in fact have multiple questions so the number of questions in the survey was 39

Table 1. Content of the student questionnaire

SECTIONS	Number of items (question)
Individual/ household characteristics – demographic and socio-economic	**31**
Main individual/household characteristics	**11**
gender	1 (Q1)
age	1 (Q2)
disability status	1 (Q3)
size of place	1(Q4)
family structure	7 (Q5)
Socioeconomic status	**10**
perceived family income	1 (Q6)
mother and father educational level	2 (Q17
economic and cultural capital	7 (Q7)
Citizenship/minority status	**11**
mother languages	3 Q12.1-3
mother/father/participant born in country	3 (Q18, Q19, Q27)
a 'country' citizenship	3 Q28
religious self-belonging	1 Q26.1
religious affiliation	1 Q26.2
ethnicity (open-ended)***	(1- Q29.2)
Cultural participation	**80**
Frequency and type of participation	**39**
Participation frequency in different activities	27 (Q8.1; Q8.2; Q9.1; Q9.2)
Participation with friends	6 (Q15)
Participation with parents	6 (Q21)
Motives and barriers	**18** (9.1.92)
Socialisation	**23**
Parents	6 (Q14)
Peers	6 (Q17)
School	11 (Q22, Q23)
Intercultural dialogue and 'European values'	**90** (+ 6 HR)
Propensity of inclusion/exclusion – or intercultural dialogue	**12**
Acceptance of diversity	5 (Q34)
Support for immigrant rights	4 (Q35)
Support for gender rights	3 (Q36)
Identity	**44**
strength of different level identifications	7 (Q29)
Ethnic and civic conception of national and European identity	14 (Q39, Q31)
Global identity (Cultural openness and (non) nationalism	10 (Q32)
Climate change awareness and activism	**9** (Q37; Q38)
Life satisfaction	4 (Q5)
Socialisation	**34**
School – human rights	2 (Q24b)
School – national identity	3 (Q24a)
School – gender equality	2 (Q24a4; Q24b3)
School – climate change	1 (Q24a5)
Peers – friendship diversity	5 (Q16)
Individual achievement and experiences	**18**
(Country specific average grade HR)***	(1 - Q24.3)
Individual (intercultural) experiences: (traveling, multicultural exposure and interaction, language knowledge)	21 (Q11, Q13; Q12.b)

More general individual dispositions	18
Social dominance orientation	8 (Q33)
Basic human values	10 (Q39)
Total	**202 (+8 country specific)**

With questions in the *Cultural participation* section, we tried to cover frequencies of different types of youth cultural participation (type of activities and frequency of participation, with the last 12 months as the time frame in all of these questions), with whom they participate, what the motives and obstacles for participation are, and some information about cultural socialisation (about family, peers and school effects on young peoples' cultural participation). More specifically, to identify the diversity and to establish local patterns of students' CP in student questionnaire, we employed three types of questions regarding participation:

a. Self-reported frequency of (individual) participation in 25 specific activities in the last 12 months (with responses on a four-point scale from 1 - never to 4 - very frequently). By selecting the 25 specific activities we tried to cover, as much as possible, particular activities encompassing a wide range of types of youth (cultural) participation (e.g. receptive/active, structured/unstructured, digital activities, popular culture/traditional culture) as well participation in sport, religious activities, and volunteering.

b. Self-reported frequency of usual participation with parents/caregivers and usual participation with friends in 6 of those activities (e.g. attending sports events as spectators, going to the cinema, going to concerts, going to the theatre, visiting museums/galleries and visiting historical sites) (with responses on a four-point scale from 1 - never to 4 - very frequently).

c. Self- reported relative importance of students':

   1. Motives for participation in the most frequently reported activity out of six offered: visiting cinema, attending sporting events, attending a concert, going to theatre or visiting historical sites or going to museums. These items measure three dimensions of the concept of 'Motivation for participation' - hedonistic, self-actualisation and socialising dimensions. (see Appendix 3a and 3b).

   2. External and internal reasons (barriers) for not participating in the least frequently reported activity (out of the same six activities offered). These items measure two dimensions for the concept of 'Barriers for participating' – external (practical reasons), and internal (a lack of interest). (see Appendix 3a and 3b).

With questions in the *Intercultural dialogue and 'European values'* section we tried to cover different aspects of young people propensity of inclusion and exclusion (e.g. acceptance of diversity, support for immigrants' rights), some more specific relevant contemporary attitudes and

behavioural intentions (climate change awareness and activism) and different aspects of identity, especially national and European identity (e.g. strength of identification, ethic and civic conceptions of identity, global identity). Also, the intention was to cover the role of individual experiences (e.g. intercultural experiences, travelling) and (primarily) school effects (e.g. perceived curriculum coverage of national identity, human rights, gender issues) on these orientations.

As can be seen from Table 1, most of the Croatian questionnaire is identical to the joint questionnaire of all the partners. However, to acknowledge nationally specific contexts (regarding relevant minorities or relevant individual characteristic), we added six items and two additional questions. More specifically, in the basic question related to acceptance of diversity (Q34), we added six country-specific items referring to the main Croatian national and religious minority groups as well as Croats as the majority. Based on these items, we formed the *Acceptance of (national and religious) minorities* score as a country-specific effect within the group propensity of inclusion/exclusion. Also, as additional questions in the section referring to individual characteristics, we added two items: the item *average school grade* (Q24.3) and an open-ended question about *participant's ethnic group* (Q29.2, however only 11% of participants answered this question, thus we dropped it from further analyses).

School and location questionnaire

The main aim of the School questionnaire was to gather information about the relevant variables on school-level such as school's social, cultural and political context, curricular coverage of relevant topics for surveyed grades as well as main demographic characteristics of students. School questionnaire comprised altogether 205 items organised in 28 questions. It was administered to school representatives (school associates or school principals). Additionally, members of the national CHIEF team used a separate location questionnaire to collect additional information about the schools, surveyed classes, fieldwork, municipality and neighbourhood/districts.

Table 2. Content of the School and Location questionnaires

SECTIONS	Number of items (question)
Respondent characteristics	**7 (2)**
Professional role in school	2 (Q1)
Participation in teaching (subjects, weekly hours)	5 (Q2; Q3)
School general characteristics	**25 (4)**
Organisation of students in classes	2 (Q4)
School climate – scale	6 (Q5)
Perceived prevalence of problems in schools -scale	10 (Q6)
Perceived school's relation with community	7 (Q7)
School as socialization agent	
Cultural participation	**73**
Evaluation of national educational system in terms of fostering students' CP	19 (Q8)
Evaluation of the school in terms of fostering students' CP	19 (Q9)
Availability of specialised classrooms for CP in school	5 (Q10)
Frequency of CP activities organised by schools	27 (Q11, 12, 13)
Availability of cultural offer in the school' immediate area	10 Q14
Student' participation in activities related to culture	3 (Q23.3, Q24.7, Q24.9)
Intercultural dialogue and European values	**56**
Languages	12 (Q15- Q18)
Trip to visit a foreign country	2 (Q19)
School involvement in European/international programmes	14 (Q20)
Cultural diversity policy	**7 (Q21)**
Curriculum coverage of climate change	**7 (Q22, 22.1, Q23.5)**
Curriculum coverage of European issues	2 (Q23.1 Q23.2)
Curriculum coverage of students' culture	2 (Q23.3, Q23.4)
Curriculum coverage of gender inequality in country	1 (Q23.5)
Curriculum coverage of national identity	2 8Q23.6 AND 23.7)
Student participation in activities related to intercultural dialogue and European values	6 (Q23.1, 2, 4,5,6,8)
Forms of civic and citizenship education	1 (Q25)
The demographic profile of students	**14**
Socioeconomic status	**3 (Q26)**
Citizenship	1 (Q27)
Family language	10 (Q28)
Total	**205 (28)**

Location questionnaire

Table 3. Content of the Location questionnaire

SECTIONS	Number of items (question)
General information about school and surveyed classes	**16 (8)**
Public/private school	1 (Q1)
Total number of male/female students – School size (enrolment)	2(Q2)
The educational stages offered in the school	5 (Q3)
Type of school programme (grammar/vocational)	1 (Q3a)
Type of programme surveyed in CHIEF survey	1 (Q4)
Number of classes with 16 years old as modal age	1 (Q5a)
Number of classes surveyed	1(Q5b)
Average size of class	1 (Q6)
Number of students contacted and surveyed	2 (q7ab)
Parental consent	1 (Q8)
General information about the municipality	**7 (7)**
Demographic information	4 (Q9, 10,11,12)
Urbanisation level and SES background	2 (Q13,14)
Existence of youth department/area	1 (Q15)
General information about the neighbourhood (only for municipalities over 250.000 inhabitants]	**5 (5)**
Demographic information	3 (q16,17,18)
Urbanisation level and SES background	2 (q19,20)
Total	

Appendix 2. Individual and household characteristic

Table 1 Distribution of participants concerning general demographic characteristics

		%	N
Gender	Male	52,2%	(1027)
	Female	46,7%	(920)
	Other	1,1%	(21)
	Total		(1968)
Year of birth:	1994 and below- missing values		
	1995	,6%	(11)
	1996	,3%	(5)
	1997	,3%	(6)
	1998	,2%	(4)
	1999	,6%	(11)
	2000	2,1%	(42)
	2001	4,8%	(95)
	2002	16,5%	(324)
	2003	74,4%	(1465)
	2004	,3%	(5)
	Total		(1968)
Disability	Yes	4,2%	(83)
	No	95,8%	(1885)
	Total		(1968)
Size of town	A big city	33,8%	(665)
	The suburbs or outskirts of a big city	5,0%	(99)
	A town or a small city	31,6%	(622)
	A country village	29,6%	(582)
	Total		(1968)
Family members	Mother	93,2%	(1834)
	Father	76,1%	(1498)
	Stepmother (or father's partner)	3,6%	(70)
	Stepfather (or mother's partner)	7,3%	(144)
	Sister(s)	42,0%	(827)
	Brother(s)	45,0%	(885)
	Other	16,8%	(330)
	Total		(1968)

Table 2 Distribution of participants concerning socioeconomic status

Coping on present income	Living comfortably on present income	60,7%	(1194)
	Coping on present income	29,4%	(579)
	Finding it difficult on present income	8,9%	(175)
	Finding it very difficult on present income	1,0%	(20)
	Total	100,0%	(1968)
Father's education	Primary education or less	7,4%	(140)
	Compulsory secondary education	20,5%	(389)
	Postcompulsory secondary education	35,0%	(664)
	University degree	20,9%	(396)
	Master or similar	9,3%	(177)
	Doctoral	3,1%	(58)
	Other	3,9%	(75)
	Total	100,0%	(1899)
Mother's education	Primary education or less	5,7%	(109)
	Compulsory secondary education	16,1%	(306)
	Postcompulsory secondary education	34,1%	(649)
	University degree	26,5%	(504)
	Master or similar	12,4%	(236)
	Doctoral	2,9%	(55)
	Other	2,4%	(45)
	Total	100,0%	(1904)
Father's education (ISCED2011)	Primary education	7,4%	(140)
	Lower secondary education	20,5%	(389)
	Upper secondary education	35,0%	(664)
	Post-secondary non-tertiary education	0,0%	(0)
	Short-cycle tertiary education	0,0%	(0)
	Bachelor or equivalent	20,9%	(396)
	Master or equivalent	9,3%	(177)
	Doctoral or equivalent	3,1%	(58)
	Other	3,9%	(75)
	Total	100,0%	(1899)
Mother's education (ISCED2011)	Primary education	5,7%	(109)
	Lower secondary education	16,1%	(306)
	Upper secondary education	34,1%	(649)

Post-secondary non-tertiary education	0,0%	(0)
Short-cycle tertiary education	0,0%	(0)
Bachelor or equivalent	26,5%	(504)
Master or equivalent	12,4%	(236)
Doctoral or equivalent	2,9%	(55)
Other	2,4%	(45)
Total	100,0%	(1904)

Both original and ISCED level of education gather the same information as they have corresponding values. A new variable (*Parents education)* has been created as the average of the two original variables.

Table 3 Distribution of participants concerning variables related to majority/minorities status

Mother Tongue (first to be mentioned)	Catalan	44,5%	(864)
	Spanish	43,7%	(848)
	Other	11,8%	(228)
	Total	100,0%	(1940)
Country of birth	In Catalonia	81,4%	(1586)
	In the rest of Spain	2,5%	(49)
	Other country	15,3%	(299)
	Don't know	,8%	(15)
	Total	100,0%	(1949)
Father country of birth	Catalonia	63,5%	(1213)
	Rest of Spain	11,2%	(214)
	Other country	25,2%	(482)
	Total	100,0%	(1909)
Mother country of birth	Catalonia	65,4%	(1261)
	Rest of Spain	9,6%	(185)
	Other country	25,0%	(482)
	Total	100,0%	(1928)
Family country of birth	Both in Catalonia	55,2%	(1047)
	Father and/or Mother born in the rest of Spain	15,9%	(301)
	One parent born in Spain and the other in other country	7,7%	(147)
	Both in other country	21,2%	(402)
	Total	100,0%	(1897)
Citizenship	Spanish citizenship	78,3%	(1517)
	Spanish and another citizenship	13,3%	(257)

	Foreign citizenship	8,4%	(163)
	Total	100,0%	(1937)
Catalan and Spanish identity	Only Catalan	34,7%	(671)
	Only Spanish	11,6%	(225)
	Both Catalan and Spanish	41,3%	(798)
	None	12,4%	(239)
	Total	100,0%	(1933)
Existance of religious identification	Yes	24,7%	(465)
	No	75,3%	(1414)
	Total	100,0%	(1879)
Religious affiliation	Roman Catholic	54,4%	(198)
	Protestant	4,1%	(15)
	Eastern Orthodox	1,9%	(7)
	Other Christian denomination	10,4%	(38)
	Judaism	,3%	(1)
	Islam	22,3%	(81)
	Eastern religions	,3%	(1)
	Other non-Christian religions	6,3%	(23)
	Total	100,0%	(364)

Appendix 3a. Constructing scales and indices from student survey

a.   Introduction

The CHIEF student questionnaire contained a number of questions with multiple items, each comprising of 2 points (e.g., yes/no), or 3 points (e.g., not important/moderately important/very important), or 4 points (e.g., never/rarely/often/very often) or 5 points (e.g., strongly disagree/disagree/neither disagree nor agree/agree/strongly agree), or other multiple-points scales. The objective of this procedure is to reduce the number of variables before carrying out any advanced statistical analysis by exploring the possibilities of constructing scales using groups of items..

A combination of data and theory-driven approaches is used in scales construction. In this regard, we examined the following two aspects to inspect the factorial validity and reliability of each scale:

- Dimensionality of items used for measuring the concept/scale
- Level of reliability of the factorially derived scales

Construction and inclusion of scales in the questionnaire was primarily theory-driven. Procedures we propose will serve to verify theoretical assumptions and adjust scales and indices to empirical data. There are plenty of things to do to refine these scales/indices by combining both theory and data driven approaches in the next phase of work.

Principal component analysis was used to check the dimensionality of the scales (i.e. whether the items selected to measure a construct actually measure more than one dimension of that particular construct). To determine the number of factors to be retained, we used either the eigenvalue greater than 1 criterion or the Scree test. Eigenvalues for successive factors can be displayed in a simple line plot. This scree plot can be used to graphically determine the optimal number of factors to retain. The test involves finding the place where the smooth decrease of eigenvalues appears to level off to the right of the plot. No more than the number of factors to the left of this point should be retained. As an additional rule, we never retained any factor with the eigenvalue less than 1.

Consequently, we calculated the Cronbach's Alpha coefficients for the items under each dimension(s)/factor(s) in order to examine reliability. Conventionally, a Cronbach's Alpha of .70 is considered as the minimum value indicating a reliable scale. However, using scales with reliability coefficient as low as .50 is considered better than using single items. Therefore, we placed reliability coefficients above .60 in the 'acceptable' category.

In factor analysis, we initially used Oblimin rotation. If more than one factor was derived and the correlation among those factors was less than .30, we employed Varimax rotation for the analysis instead.

b.   Distribution and variability

The response distributions of your scales are checked in this document. Some statistical analyses rely on the assumption of normal distributions, while others do not require normality. Variability is also checked. If it is very small, results have to be used carefully because variability affects, for example, the magnitude of the correlation. Scales or indices that have very little variability will be of very limited use and can get distorted results. With each scale, we present its reliability and display its distribution.

c.   Factor analyses, reliabilities and distributions

i.   Economic and cultural capital

Q7 'In your home, do you have…' ('No'; 'Yes')

Q No	Items
Q7_1	A desk to study at
Q7_2	A quiet place to study
Q7_3	A computer (desktop computer, portable laptop, or notebook)
Q7_4	Internet access
Q7_5	Works of art (e.g. paintings)
Q7_6	Books of poetry, literature, art, music, or design
Q7_7	Musical instruments (e.g. guitar, piano)

Checking dimensionality

	Component	
	1	2
A desk to study at	**,642**	
A quiet place to study	**,491**	,297
A computer	**,684**	
Internet access	**,724**	
Works of art (e g paintings)		**,669**
Books of poetry, literature, art, music, or design		**,741**
Musical instruments		**,688**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

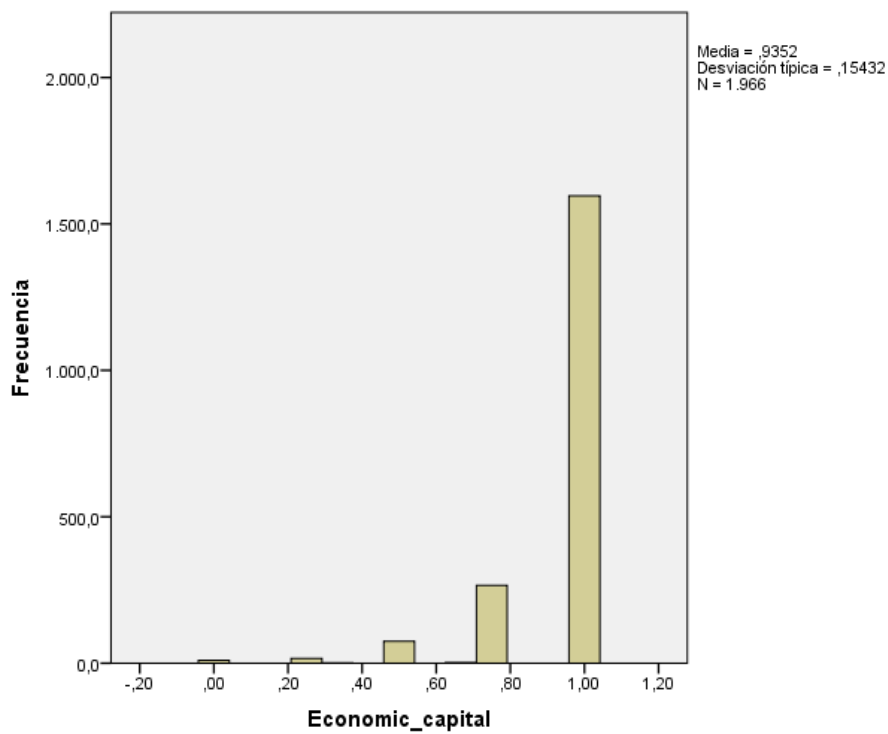** Factor correlation was .23. Varimax rotation is used.

These seven items measure two dimensions for the concept of '**Capital**'. Factor 1 includes items referring to Economic capital. Factor 2 refers to Cultural capital.
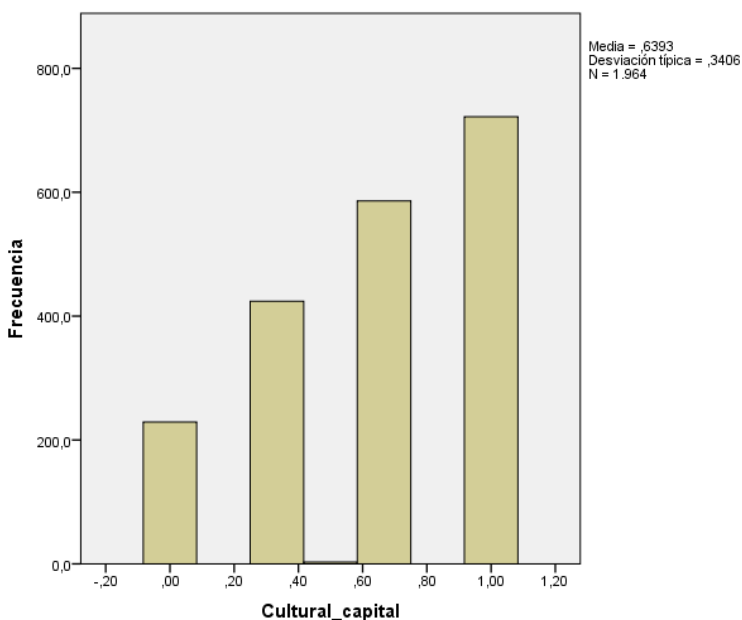
Since two factors are derived, Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Proposed name for the factorial scale (if reliable)
1 (4 items)	.50 (poor)	Home educational resources ('Economic capital)
2 (3 items)	.53 (poor)	Cultural possessions ('Cultural capital')

Higher scores indicate greater level of economic capital/cultural capital.

Media = ,9352
Desviación típica = ,15432
N = 1.966

Media = ,6393
Desviación típica = ,3406
N = 1.964

(chart: Frecuencia vs Cultural_capital)

ii.   Cultural participation

Q8 'In the last 12 months, how often have you done the following? ('Never'; 'Rarely'; 'Often'; 'Very often')

Q No	Items
Q8_1_1	Listened to music
Q8_1_2	Been to the cinema or film festival
Q8_1_3	Read a book
Q8_1_4	Hanging out with friends
Q8_1_5	Spent time with family
Q8_1_6	Volunteer work (e.g. for a fundraising, to help)
Q8_1_7	Participated in a special interest club/organization (e.g. computer, foreign language, ecology)
Q8_1_8	Attended a specialized lecture, educational workshop, fair, or science festival
Q8_2_1	Been to a museum, gallery, exhibition
Q8_2_2	Visited historical monument, building or site (e.g. castle archaeological sites)
Q8_2_3	Visited a library
Q8_2_4	Been to a concert, live music event or a music festival
Q8_2_5	Seen a theatre, dance or performance (e.g. play, drama)
Q8_2_6	Been to street art performance, festival or carnival
Q8_2_7	Wrote stories, novels, poems
Q8_2_8	Made film, video or photo (as a creative activity)
Q8_2_9	Drawn, painted, sculptured, etc. (including on a computer)
Q8_2_10	Played a musical instrument, composed or sang music, acted, danced

Q8_2_11	Commented on-line content through social media (e.g. YouTube, LinkedIn, Instagram, Snapchat, Facebook, Twitter) or chat rooms, forums, blogs
Q8_2_12	Played digital games
Q8_2_13	Created your own digital content or uploaded your own content on-line (e.g. blogs, Pinterest)
Q8_2_14	Watched, read, listened to on-line content (e.g. news, books, music, movies)

After conducting a principal component analysis of questions 8.1 and 8.2, we found that the items do not cluster logically or result in meaningful and coherent factors. This is somewhat expected since we did not have a clear theoretical starting point when constructing these questions. Our intention was to bring together as many different activities as possible under the concept of cultural participation. However, this turned out to be a group of very diverse and loosely linked activities that do not cluster into meaningful factors.

Therefore, in this particular case, we decided to disregard the results of factor analysis and create multi-item indicators based on logical reasoning and interitem correlations. In addition, we decided to use some single-item measures.

In the following section, we will briefly describe the method we used to create these indices.

The conclusion that some items should be grouped into a single index was based on the logical analysis and the magnitude of the correlations. Therefore, the inspection of the correlation matrix was an initial step in evaluating the justification of index formation. In forming the multi-item indicators, we were guided by the principle that the correlations among items should exceed .30.

Attendance to high-culture events

| Q No	Items (Cronbach's Alpha-α = .677; excluded cases=1,4%)
Q8_2_1	Been to a museum, gallery or exhibition
Q8_2_4	Been to a concert, live music event or a music festival
Q8_2_5	Seen a theatre, dance or performance (e.g. play, drama)
Q8_2_6	Been to street art performance, festival or carnival
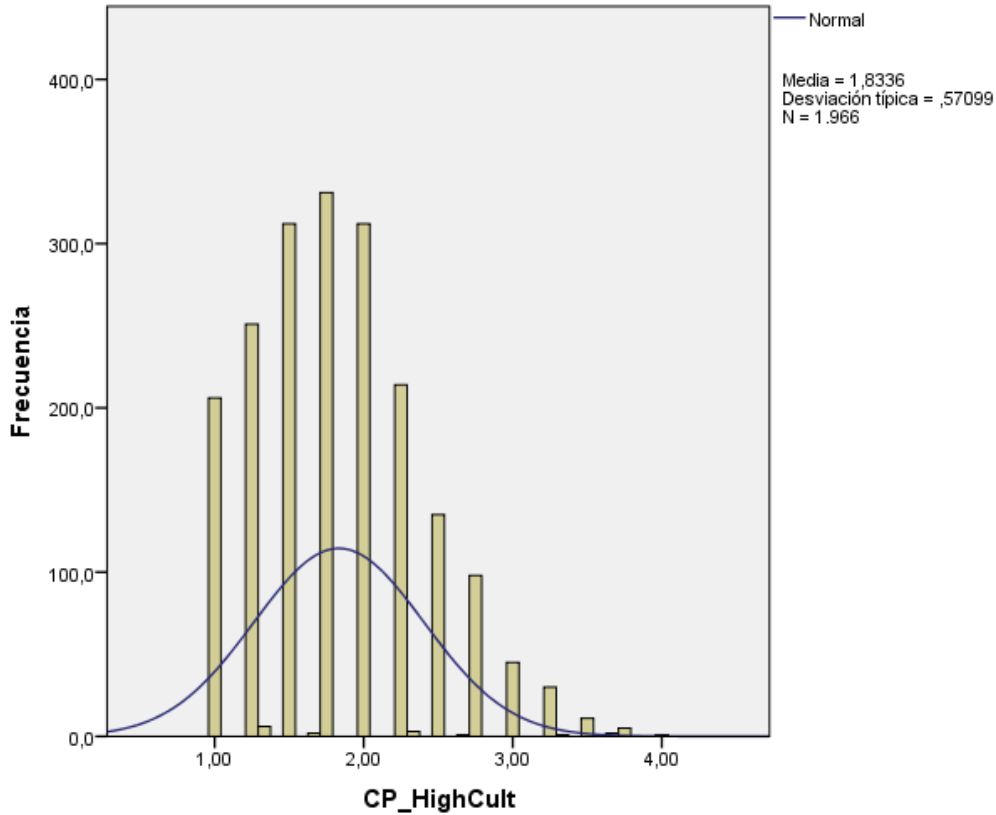
Participation in organizations and voluntering

Q No	Items (Cronbach's Alpha-α = .49; excluded cases= 1,2%)
Q8_1_6	Volunteer work (e.g. for a fundraising, to help)
Q8_1_7	Participated in a special interest club/organization (e.g. computer, foreign language, ecology)
Q8_1_12 Country specific item	Participated in a education in the leisure time organization (*espai, escoltes…*)
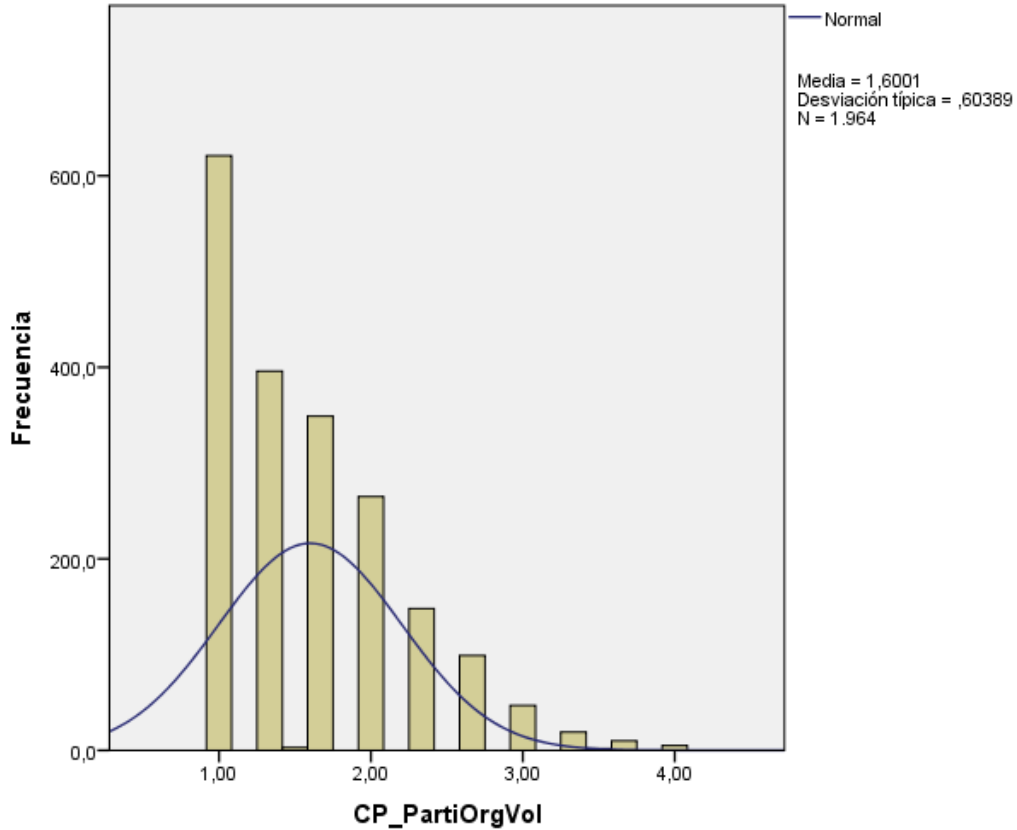
Even if Alpha Cronbach is very low the relation of this variables is theoretically consistent and items show a significant correlation with r>0,3. Thus we'll use this indicatior with caution regarding its poor reliavility.

Visual creation and dissemination

Q No	Items (Cronbach's Alpha-α = .56; excluded cases=0,9%)
Q8_2_8	Made film, video or photo (as a creative activity)
Q8_2_9	Drawn, painted, sculptured, etc. (including on a computer)
Q8_2_13	Created your own digital content or uploaded your own content on-line (e.g. blogs, Pinterest)
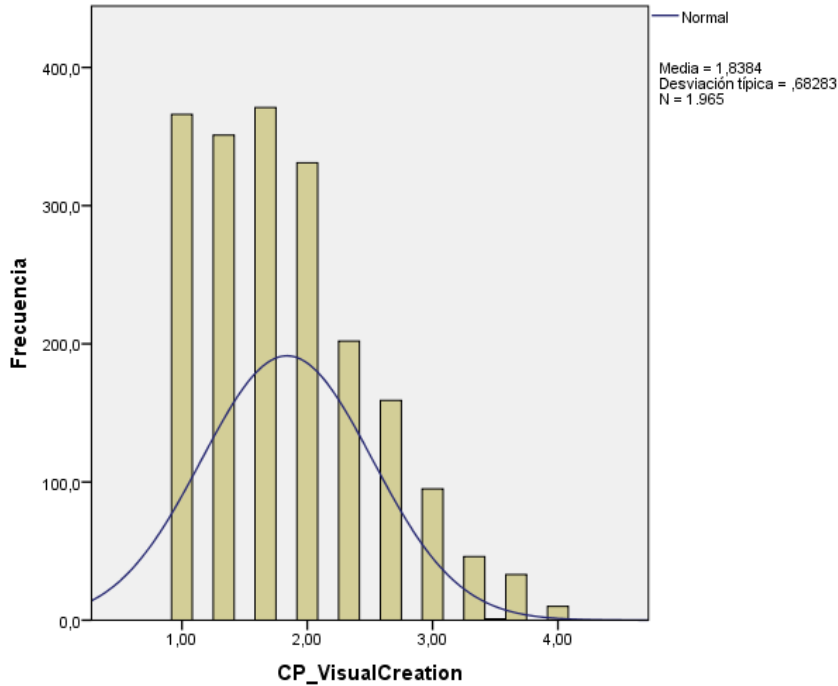
Due to their perceived importance as criterion variables, we have elected some additional single-item measures to cover the different characteristics of frequency and type of participation. Those were mostly stand-alone indicators weakly correlated with other items.

Table 4 The distinctive features of participatory activities that were considered when creating scales

Indicators		Frequent/ Rare	High culture/ Popular	Active/ Receptive	Structured/ Unstructured
index	Attendance to high cultural events	Rare	High	Receptive	Structured
index	Participation in organizations and voluntering	Rare		Active	Structured
index	Visual creation and dissemination	Rare		Active	Unstructured
Single-item measures					
Q8_1_10	Actively participated in sport	Frequent	Popular	Active	Structured
Q8_1_3	Read				Unstructured
Q8_2_12	Played digital games		Popular		Unstructured
Q8_2_11	Commented on-line content through social media (e g YouTube, LinkedIn, Instagram,	Frequent	Popular	Active	Unstructured

	Snapchat, Facebook, Twitter) or chat rooms, forums, blogs			
Q8_2_10	Played a musical instrument, composed or sang music, acted, danced	Rare	Active	Structured

iii.   Cultural participation with friends

Q15 'How often DO YOU USUALLY do the following WITH YOUR CLOSE FRIEND(S)?' (Never' to 'Very often')

Q No	Items
Q15_1	Go to a sports event as a spectator
Q15_2	Visit a museum, gallery, exhibition
Q15_3	Attend a concert, live music event or a music festival
Q15_4	Go to the theatre or watch a dance/other type of creative performance (e.g. play, drama)
Q15_5	Visit historical monuments, buildings or sites (e.g. castle archaeological sites or memorial sites)
Q15_6	Go to the cinema or film festival

a) Estimating dimensionality

	Component	
	1	2
Go to a sports event as a spectator		**,656**
Visit a museum, gallery, exhibition	**,864**	
Attend a concert, live music event or a music festival	,263	**,669**
Go to the theatre or watch a dance/other type of creative performance (e g play, drama)	**,703**	,261
Visit historical monuments, buildings or sites (e g castle archaeological sites or memorial sites)	**,791**	
Go to the cinema or film festival	,220	**,669**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

* Maximal factor correlation was .268. Varimax rotation is used.

These six items measure two dimensions for the concept of '**Cultural participation with friends**'. Factor 1 includes items describing participation in popular culture activities, and factor 2 includes items describing participation in high culture activities.

Since two factors are derived, Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (3 items)	.72 (Good)	3,4%	'High culture participation (receptive)'
2 (3 items)	.41 (Very Poor)	4,0%	
All 6 items together	.62 (Acceptable)	4,6%	'Cultural participation with friends'

The second component of the factor analysis doesn't show a minimum acceptable reliavility, so we will opt for creating one scale for High culture participation and another for generañ cultural participation including all the items.

Higher scores indicate higher frequency of cultural participation with friends.
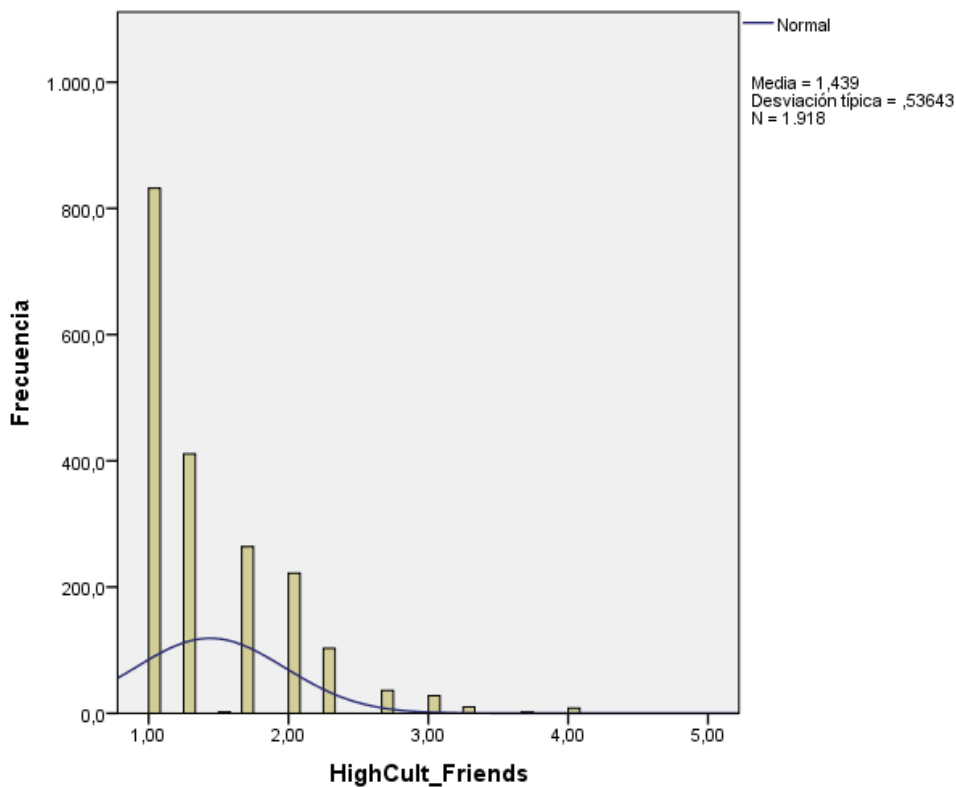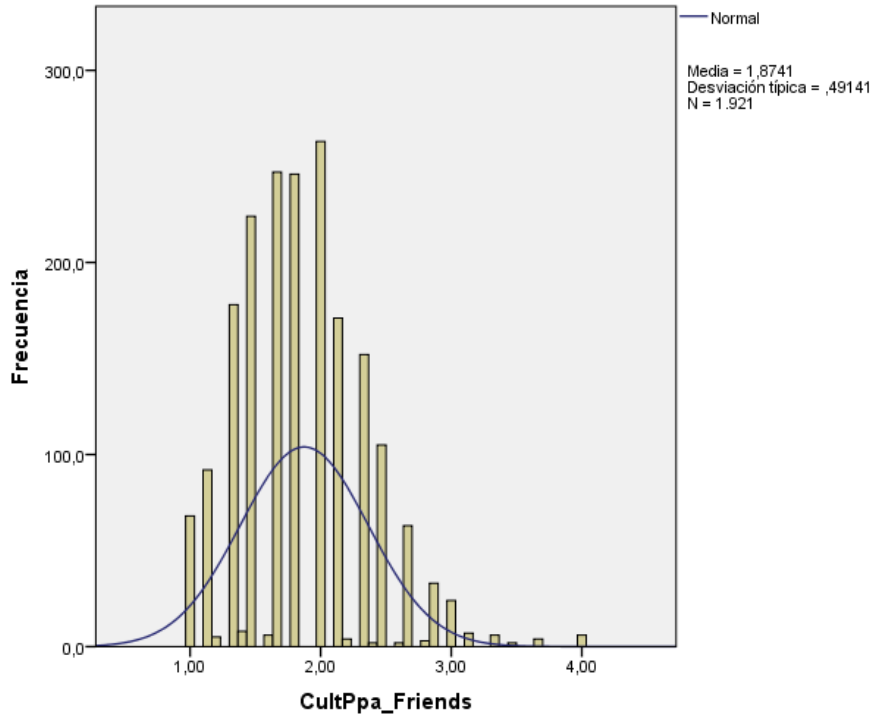
iv.   Cultural participation with parents

Q21 'How often do YOU do the following with (both or just one) WITH YOUR PARENTS or CAREGIVERS?' ('Never' to 'Very often')

Q No	Items
Q21_1	Go to a sports event as a spectator
Q21_2	Go to a gallery, museum exhibition
Q21_3	Go to a concert, live music event or a music festival
Q21_4	Visit a theatre, or watch a dance/other type of creative performance (e.g. play, drama)
Q21_5	Visit a historical monument, building or site (e.g. castle archaeological sites or memorial sites)
Q21_6	Go to the cinema or a film festival

a) Estimating dimensionality

|	Component
	1
Go to a sports event as a spectator	**,438**
Visit a museum, gallery, exhibition	**,754**
Attend a concert, live music event or a music festival	**,702**
Go to the theatre or watch a dance/other type of creative performance (e g play, drama)	**,742**
Visit historical monuments, buildings or sites (e g castle archaeological sites or memorial sites)	**,713**
Go to the cinema or film festival	**,669**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These six items measure a single dimension for the concept of '**Cultural participation with parents**'.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 6 items together	.75 (Very good)	3,7%	'Cultural (receptive) participation with parents'

Higher scores indicate more frequent shared cultural participation with the parents.

CultPpa_Parents
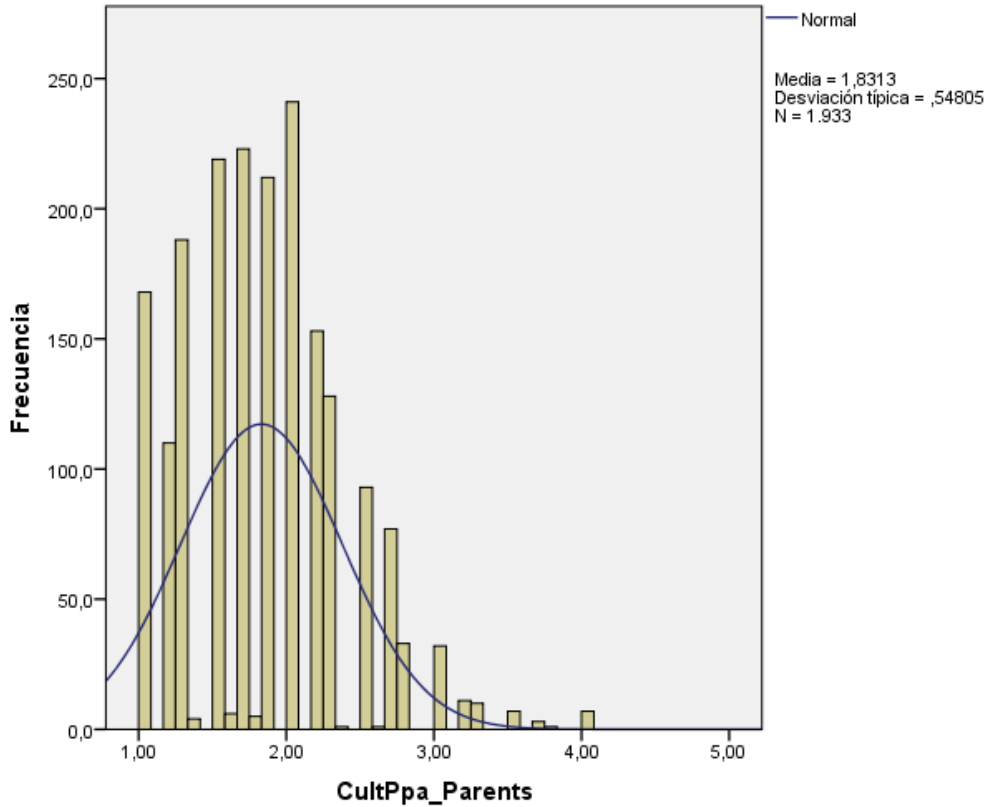
v.   Motives for participation

Q9_2 'In this question we are interested why you participate in this activity. How much, each of the listed below is important as a reason for your participation in this activity?' ('Not important'; 'Moderately important'; 'Very important')

Q No	Items
Q9_2_1	It lets me escape into a different world
Q9_2_2	It gives me a chance to relax
Q9_2_3	I learn new skills
Q9_2_4	I like to feel challenged
Q9_2_5	It's fun or enjoyable
Q9_2_6	I get to spend time with my friends
Q9_2_7	To meet other people
Q9_2_8	To fit in with other people

Initially we measured motives and barriers separately for specific activities, initially, we inspected the dimensionality separately for each activity. However, as it happened with Croatian data, we concluded that

the results are similar for different activities; thus, in the end, we suggest a joint analysis on all data (regardless of chosen activity). We present here only the final joint analysis.

Motives for participation – joint analysis taking into account all the activities

a) Estimating dimensionality

	Component		
	1	2	3
I like to feel challenged	**,837**		
I learn new skills	**,828**		
It gives me a chance to relax		**,732**	
It lets me escape into a different world		**,732**	
It's fun or enjoyable***		,534	,515
I get to spend time with my friends			**,744**
To meet other people	,486		**,628**
To fit in with other people***		,400	,448

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

** Maximal factor correlation was .23. Varimax rotation is used.

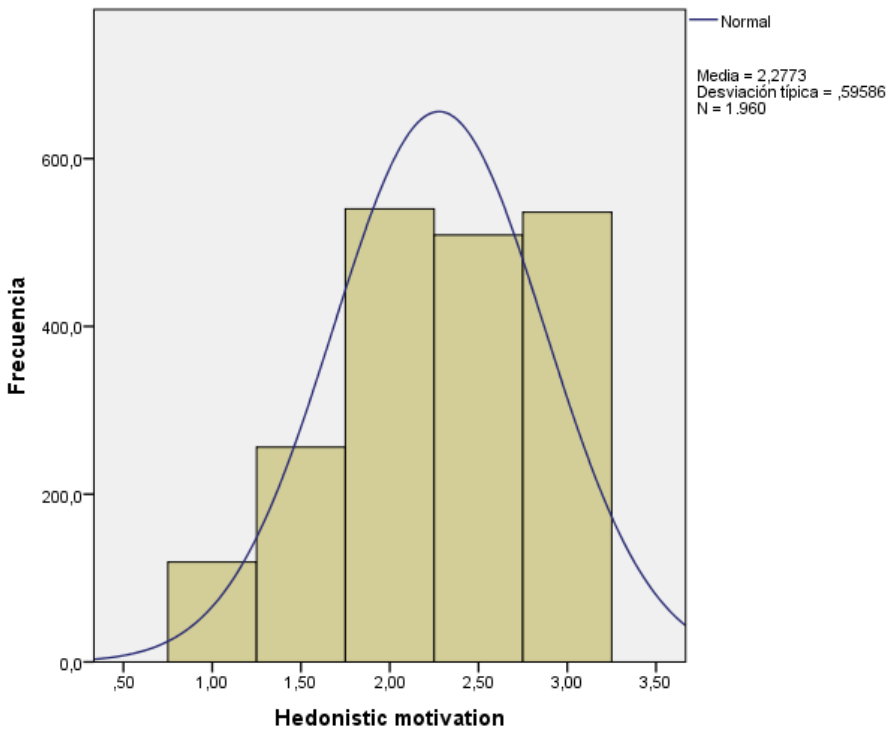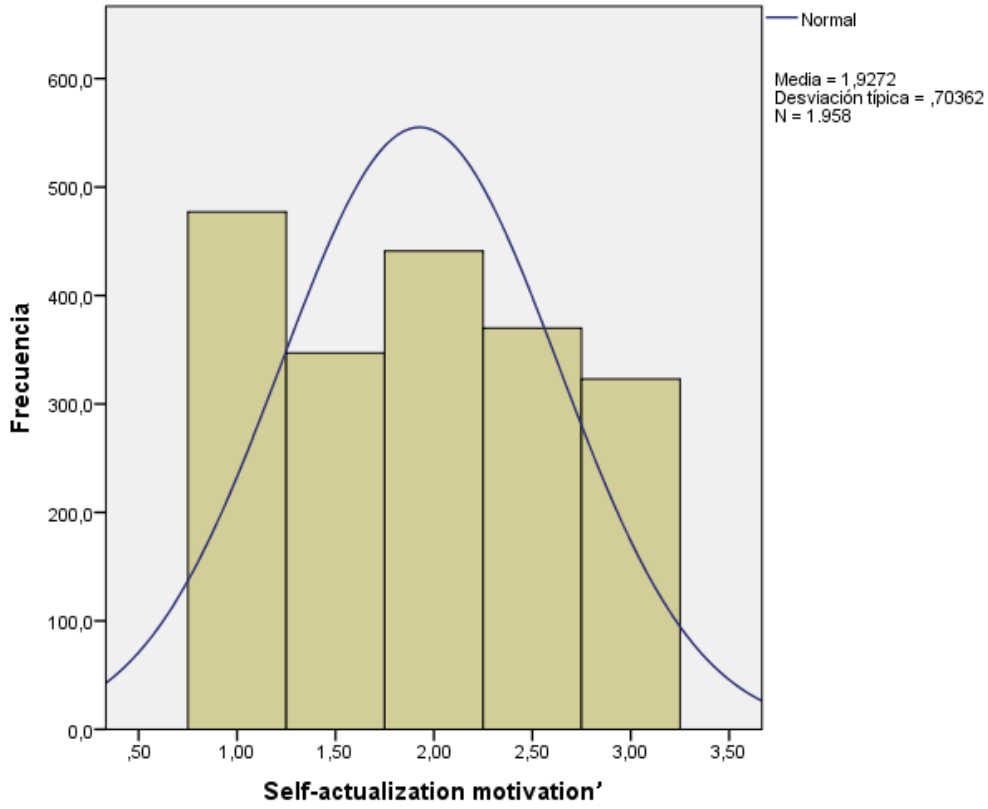*** Omitted from the scale due to the dual loadings

These eight items measure three dimensions for the concept of '**Motivation for participation'**. Factor 1 includes items expressing self-actualization. Factor 2 reflects a need for fun and relaxation, while Factor 3 includes items reflecting a need for socializing.
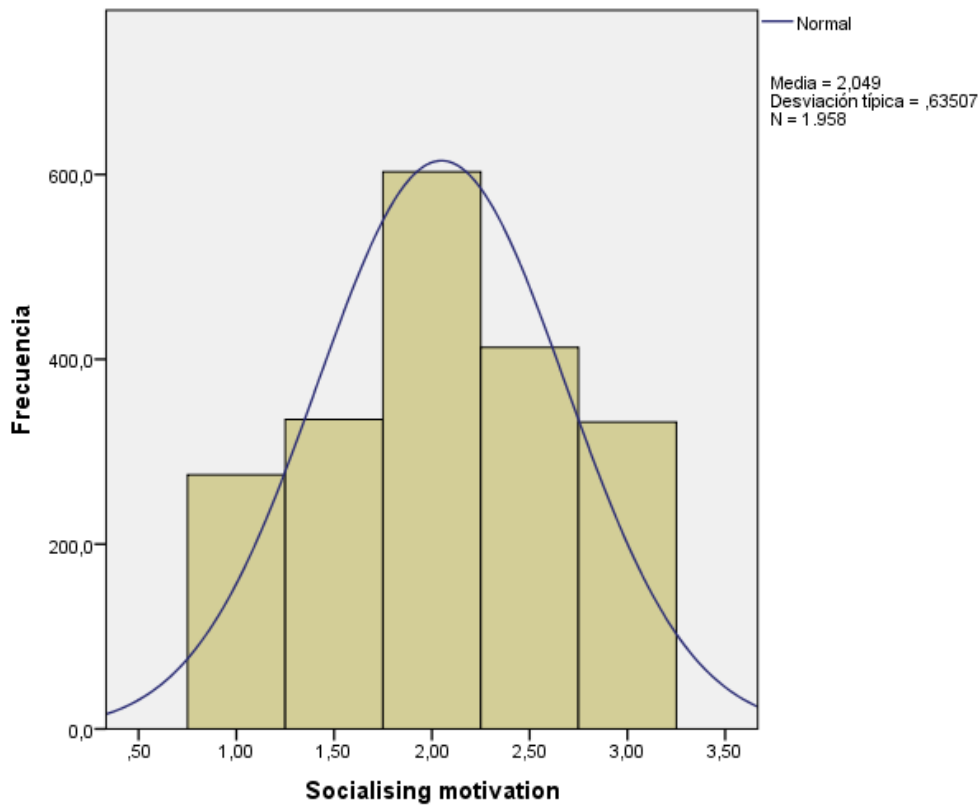
Since three factors are derived, Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (2 items)	.71 (good)	0,9%	'Self-actualization motivation'
2 (2 items)	.50 (poor)	1,1%	'Hedonistic motivation'
3 (2 items)	.49 (poor)	1,1%	'Socializing motivation'

Higher scores indicate greater importance of stated motives.

Self-actualization motivation'

Media = 1,9272
Desviación típica = ,70362
N = 1.958

Hedonistic motivation

Media = 2,2773
Desviación típica = ,59586
N = 1.960

Normal

Media = 2,049
Desviación típica = ,63507
N = 1.958

vi. Barriers for participation

Q10_2 'In this question we are interested why you don't participate in this activity. How much, each of the listed is important as a reason why you DID NOT participate (more frequently) in this activity? ('Not important'; 'Moderately important'; 'Very important')

Q No	Items
Q10_2_1	Not knowing how to access to it
Q10_2_2	Lack of information about it
Q10_2_3	Not really available close to where I live
Q10_2_4	Have too many other responsibilities / too busy
Q10_2_5	Transport (I can't easily get to it)
Q10_2_6	No one to go with
Q10_2_7	No interest
Q10_2_8	I don't think I'd enjoy it
Q10_2_9	Physical disability or illness/health problems
Q10_2_10	It seems too expensive

Like in the motives for participation, given the high similarity of factor structures for all activities indicated by the participants, we directly present a joint factor analysis regardless of the activity in question.

b) Estimating dimensionality

	Component		
	1	2	3
Not knowing how to access to it	**,721**		
Physical disability or illness/health problems	**,696**		
It seems too expensive	**,571**		
Transport (I can't easily get to it)	**,562**		,451
Not really available close to where I live***	,445		,441
No interest		**,901**	
I don't think I'd enjoy it		**,896**	
No one to go with			**,742**
Have too many other responsibilities / too busy			**,622**
Lack of information about it	,322		**,545**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

** Maximal factor correlation was .24. Varimax rotation is used.

*** Omitted from the scale due to the dual loadings

These ten items measure three dimensions for the concept of 'Reasons for not participating'. Factor 1 clearly includes items expressing practical impediments. Factor 2 reflects a lack of motivation; no interes or expectations. And Factor 3, has a less logical unity, but could be reflecting some weaker external impediments than factor 1, that are usually used as excuses when somebody doesn't have a major impediment but there isn't either a clear motivation.
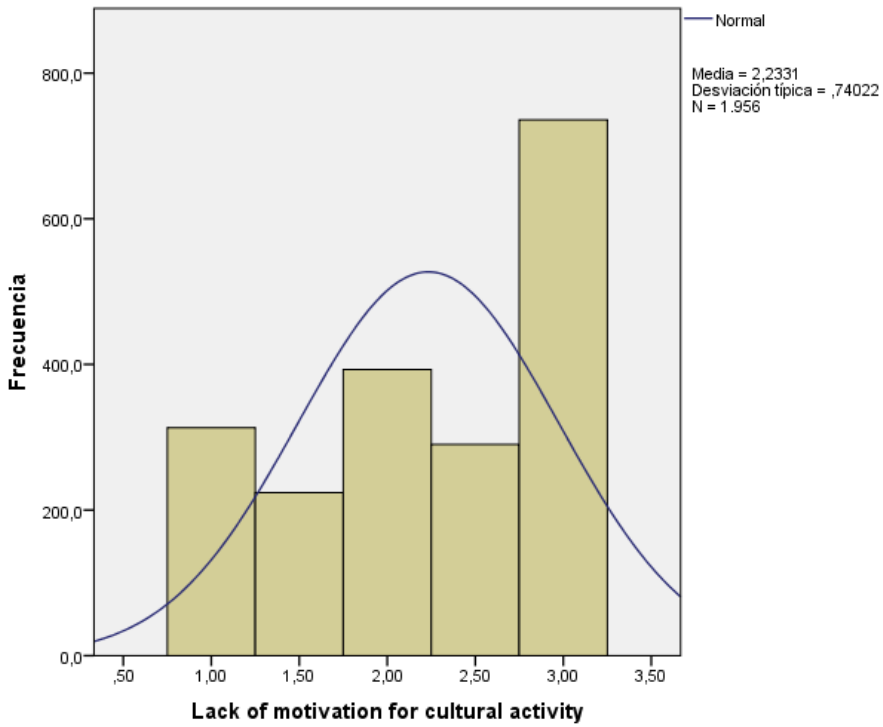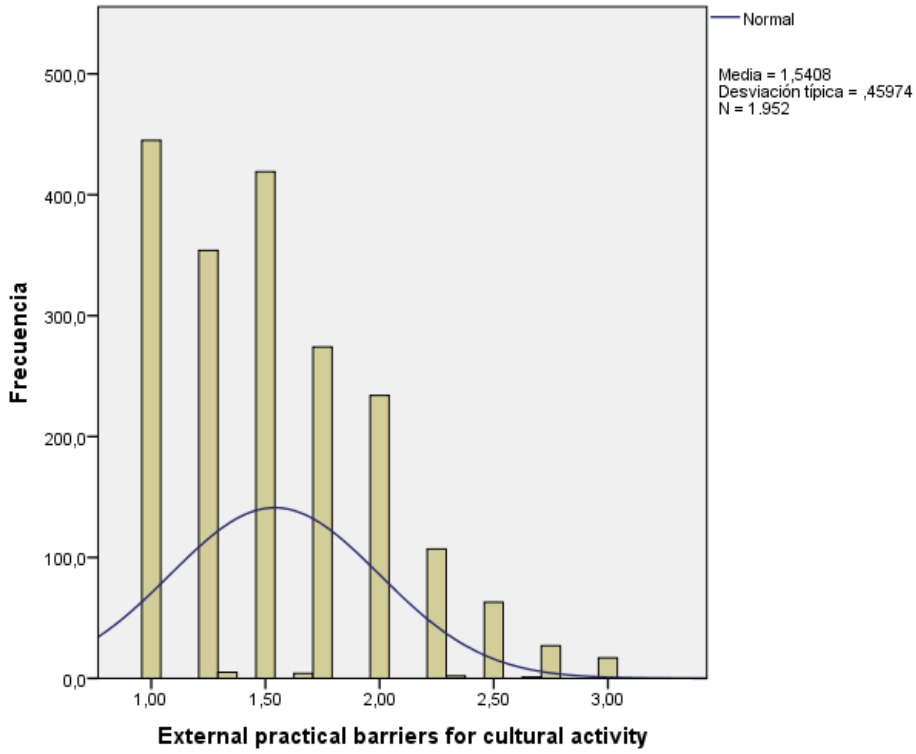
Since two factors are derived, Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (4 items)	.58 (poor)	2,3%	'External practical barriers'
2 (2 items)	.78 (good)	1,7%	'Lack of motivation'
2 (3 items)	.42 (very poor)	2,2%	

The thrid component is discarded because of lack of reliavility and logical inconsistency.

Higher scores indicate greater importance of stated reasons.

External practical barriers for cultural activity

Normal
Media = 1,5408
Desviación típica = ,45974
N = 1.952

Lack of motivation for cultural activity

Normal
Media = 2,2331
Desviación típica = ,74022
N = 1.956

i.   Socialization agents and experiences

Peers

Q14 'To the best of your knowledge, how frequently do your CLOSE FRIENDS participate in the following activities:' (Never' to 'Very often')

Q No	Items
Q14_1	Visiting a gallery, museum, exhibition
Q14_2	Playing an instrument, composing music, singing, acting or dancing
Q14_3	Actively and regularly participating in sports
Q14_4	Drawing, painting, sculpting, etc. (including on a computer)
Q14_5	Going to the cinema or a film festival
Q14_6	Attending a concert, live music event or a music festival

a) Estimating dimensionality

|	Component
	1
Attending a concert, live music event or a music festival	**,678**
Playing an instrument, composing music, singing, acting or dancing	**,661**
Visiting a gallery, museum, exhibition	**,653**
Drawing, painting, sculpting, etc (including on a computer)	**,648**
Going to the cinema or a film festival	**,573**
Actively and regularly participating in sports	**,327**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These six items measure a single dimension for the concept of '**Close friends' cultural participation'**.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 6 items together	.62 (Acceptable)	3,0%	'Close friends' cultural participation'

Higher scores indicate greater cultural participation of close friends.

Close friends cultural participation

Media = 2,1958
Desviación típica = ,54081
N = 1.954
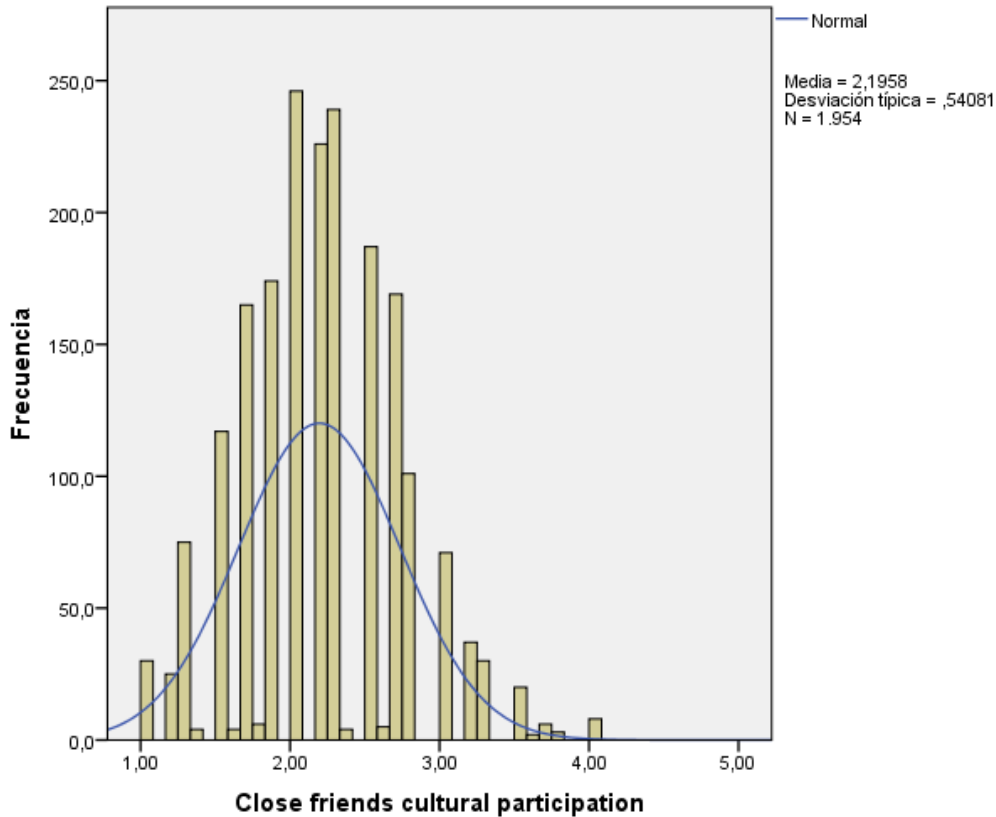
Q16 'How many of your CLOSE FRIEND(S) are?' ('None of them' to 'All of them')

Q No	Items
Q16_1	A different religion to you
Q16_2	Born in a different country
Q16_3	A different ethnicity to you
Q16_4	Are richer than you
Q16_5	Are poorer than you

a) Estimating dimensionality

	Component	
	1	2
A different ethnicity to you	**,797**	
Born in a different country	**,791**	
A different religion to you	**,779**	
Are poorer than you		**,783**
Are richer than you		**-,623**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These five items measure two dimensions: the first one is related to 'Friends cultural origin diversity' and the second one is related to friends economic diversity. In this second component, coeficients have different sign. We haven't opt for changing the direction of the scale measurement because we would be changing the meaning of the answer and we are interested in capturing both differences.

Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (3 items)	.71 (good)	2,5%	Close friends cultural origin diversity
2 (2 items)	-.02 (non-valid)	2,2%	

As expected the second component, with coeficients in opposite signs, is not valid for generating and scale. We decide to use single items measurements for friends economic diversity.

Higher scores indicate greater diversity of close friends.
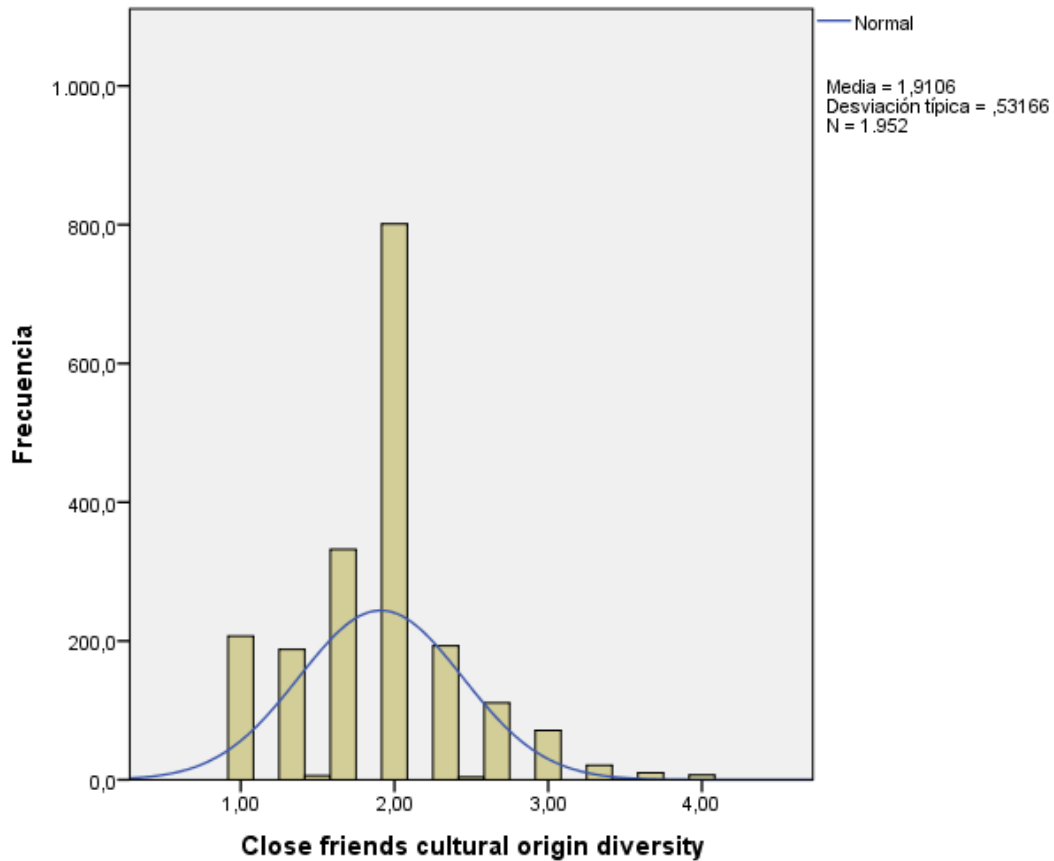
Parents/caregivers

Q20 'While you were in primary school how frequently did both OR just one of your PARENTS/CAREGIVERS participate in the following activities? ('Never' to 'Very often')

Q No	Items
Q20_1	Visited a museum, gallery, exhibition
Q20_2	Played an instrument, composed music, sang, acted or danced
Q20_3	Actively and regularly participated in sports
Q20_4	Drew, painted, sculpted, etc. (including on a computer)
Q20_5	Went to a cinema or film festival
Q20_6	Attended a concert, live music event or a music festival

    a) Estimating dimensionality

|	Component
	1
Attended a concert, live music event or a music festival	**,732**
Went to a cinema or film festival	**,687**
Visited a museum, gallery, exhibition	**,681**
Drew, painted, sculpted, etc (including on a computer)	**,644**
Played an instrument, composed music, sang, acted or danced	**,627**
Actively and regularly participated in sports	**,614**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These six items measure a single dimension for the concept of '**Parents' past cultural participation'**.

    a) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 6 items together	.75 (Acceptable)	3,4%	Parents past cultural participation

Higher scores indicate greater diversity of close friends.
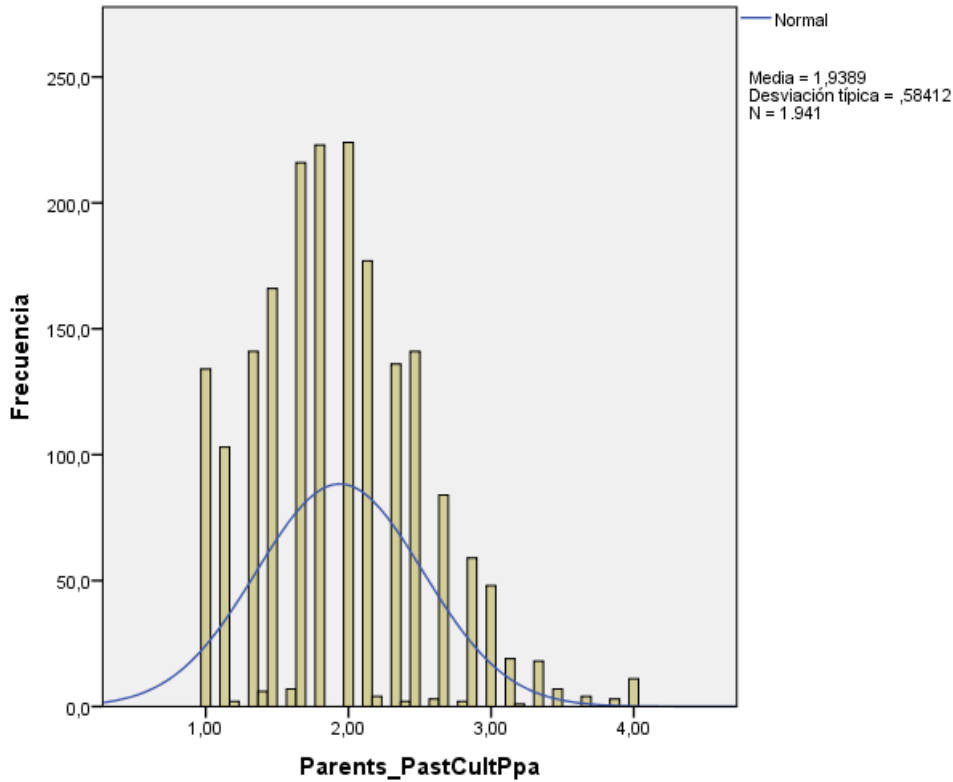
School

Q22 '**In the previous school year, how frequently has your school/college organized visits FOR STUDENTS to the following?'** ('Never' to 'Very often')

Q No	Items
Q22_1	A museum, gallery, exhibition
Q22_2	A historical monument, building or site (e.g. castle, archaeological site or memorial site)
Q22_3	A library
Q22_4	A concert, live music event or a music festival
Q22_5	A theatre, dance or performance (e.g. play, drama)
Q22_6	The cinema (or organized watching movies in school/college) or at a film festival
a)	Estimating dimensionality

	Component	
	1	2
A museum, gallery, exhibition	**,857**	,269
A historical monument, building or site (e g castle, archaeological site or memorial site)	**,851**	,278

A theatre, dance or performance (e g play, drama)	**,717**	,471
A concert, live music event or a music festival	,294	**,750**
The cinema (or organized watching movies in school/college) or at a film festival	,281	**,706**
A library	,245	**,680**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

The factor analysis indicates two separate components. However, we don't see a clear theoretical differentiation between components and we opt for creating one single scale indicating '**Receptive cultural activities organized by school'**

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 5 items together	.71 (Very good)	2,9%	Receptive cultural activities organized by school

Higher scores indicate more frequent school organized cultural participation.

Receptive cultural activities organized by school
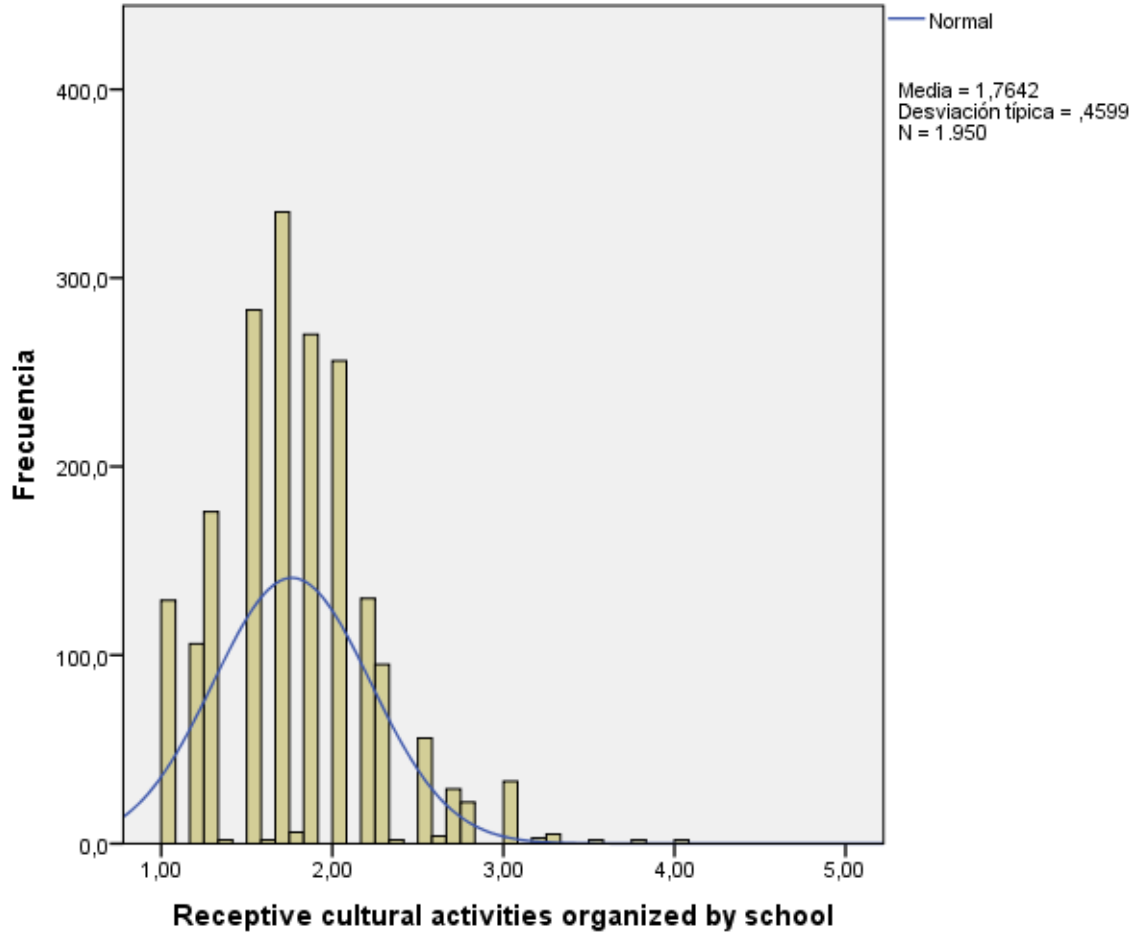
Q23 'AT YOUR school/college, to what extent, do you have the opportunity TO PARTICIPATE IN:'
('Not at all' to 'To a large extent')

Q No	Items
Q23_1	Volunteer work (e.g. for fundraising, to help a charitable cause)
Q23_2	Sport
Q23_3	Creating your own digital content
Q23_4	Playing an instrument, composing or singing, or acting or dancing
Q23_5	Drawing, painting, sculpting
a)	Estimating dimensionality

	Component
	1
Drawing, painting, sculpting	**,734**

Playing an instrument, composing or singing, or acting or dancing	**,702**
Creating your own digital content	**,673**
Volunteer work (e g for fundraising, to help a charitable cause)	**,665**
Sport	**,638**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These six items measure a single dimension for the concept of '**School organized active participation**'.

Cronbach's Alpha is computed for the scale.

b) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 5 items together	.71 (Good)	2,5%	'School organized active participation'

Higher scores indicate more frequent school organized extracurricular activities.
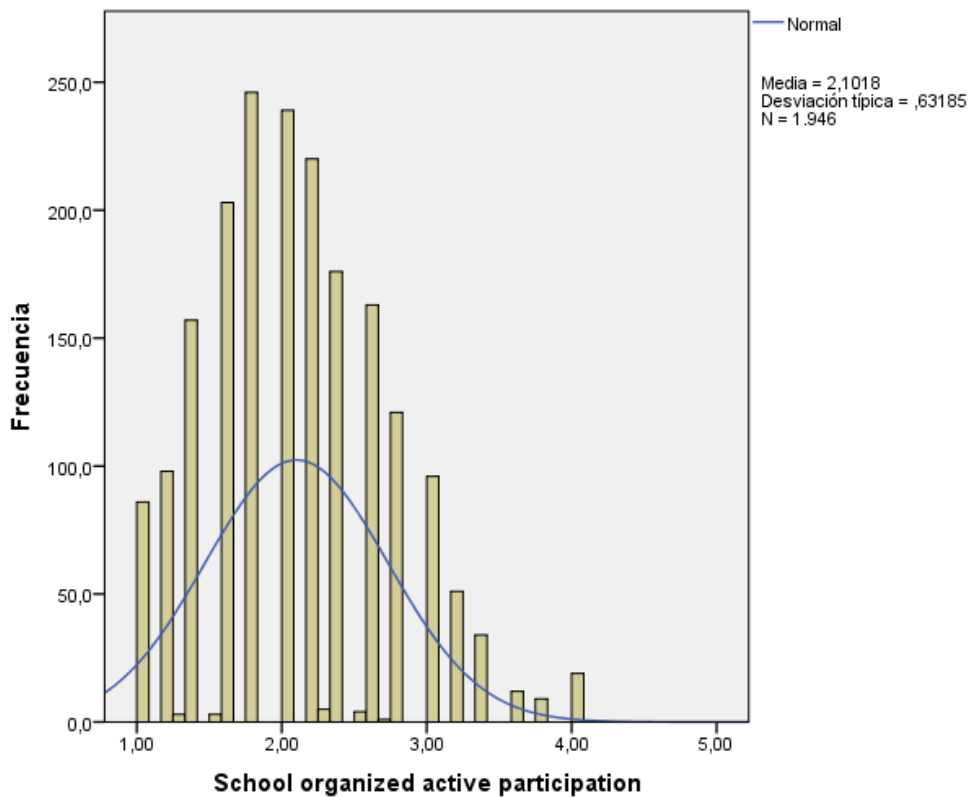
Q24_1 'At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:'
('Not at all' to 'To a large extent)

Q No	Items
Q24A_1	What it means to be Croat
Q24A_2	About core Croatian values
Q24A_3	What makes Croatia unique from other countries
Q24B_1	Human dignity and human rights
Q24B_2	Minority rights
Q24A_4	Gender inequality in Croatia
Q24B_3	Equality between men and women
Q24A_5	climate change and other major environmental problems (e.g. biodiversity loss)

a) Estimating dimensionality

	Component	
	1	2
What it means to be Catalan or Spanish		,858
About core Catalan or Spanish values		,817
What make the Catalonia or Spain unique from other countries		,862
Gender inequality in your country	,681	
About climate change and other major environmental problems (e g biodiversity loss)	,599	
Human dignity and human rights	,897	
Minority rights	,868	
Equality between men and women	,928	

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

The factor analysis reveals two dimensions: Factor 1 is related to 'Curriculum coverage of civic and global issues' and factor 2 is related to 'Curricular coverage of national identity'. For the index of Curricular coverage of civic ang global issues we decide not to include 'Gender equality in your cointry' because there is another item on gender issues ('Equality between men and women).
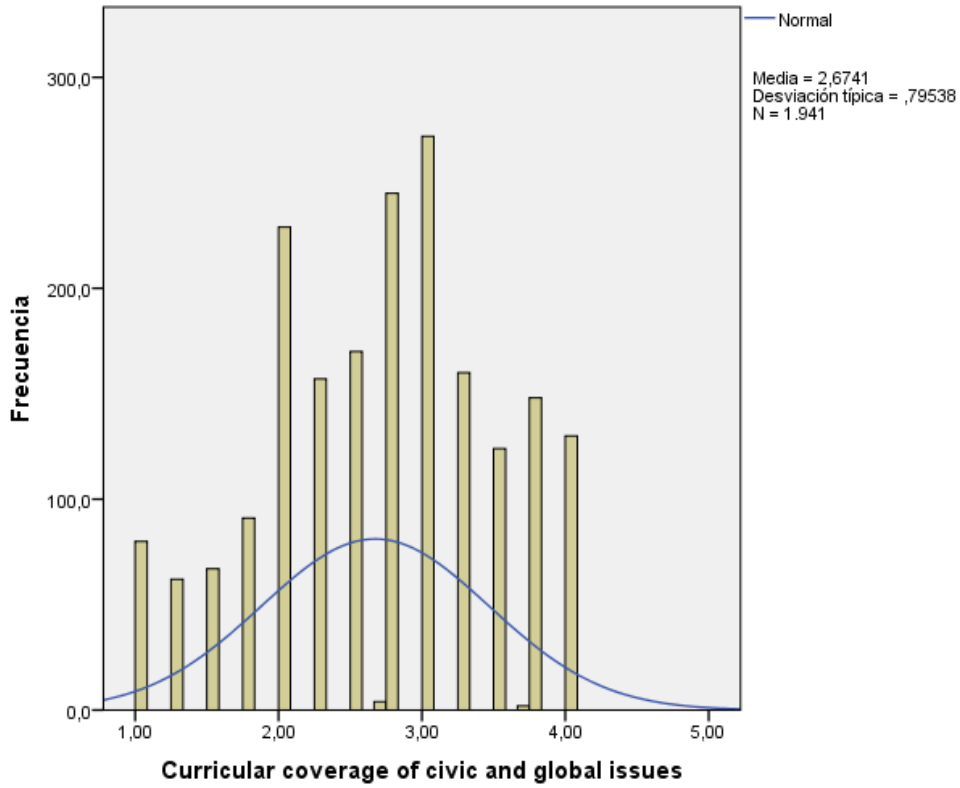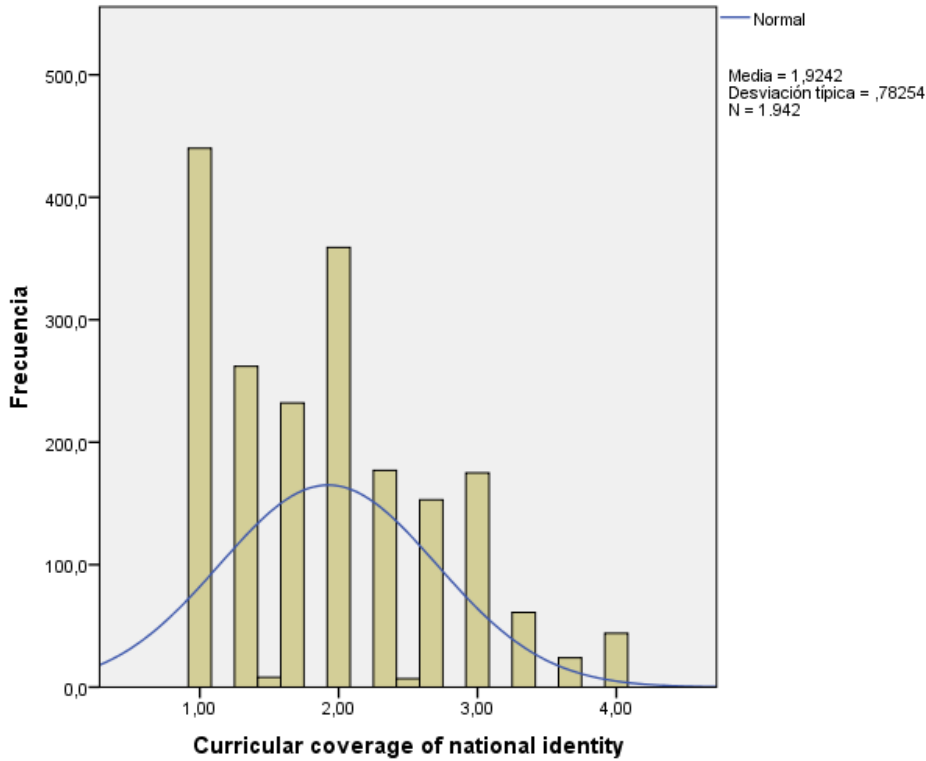
Cronbach's Alpha is computed for the scale.
Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (4 items)	.85 (Very goog)	3,0%	Curricular coverage of civic ang global issues

| 2 (3 items)	.82 (Very good)	3,5%	Curricular coverage of national identity

Higher scores indicate more school coverage.

In the case of civic and global issues we can generate specific indicators for more concrete issues that are theoretically relevant. Bellow we describe and check reliavility of these measures:

Q24_2 'At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting: ('Not at all' to 'To a large extent)

Q No	Items
Q24B_1	Human dignity and human rights
Q24B_2	Minority rights

a) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
2 items	.85 (Very good)	2,5%	'Curricular coverage of human rights'

Higher scores indicate greater school coverage of human rights.
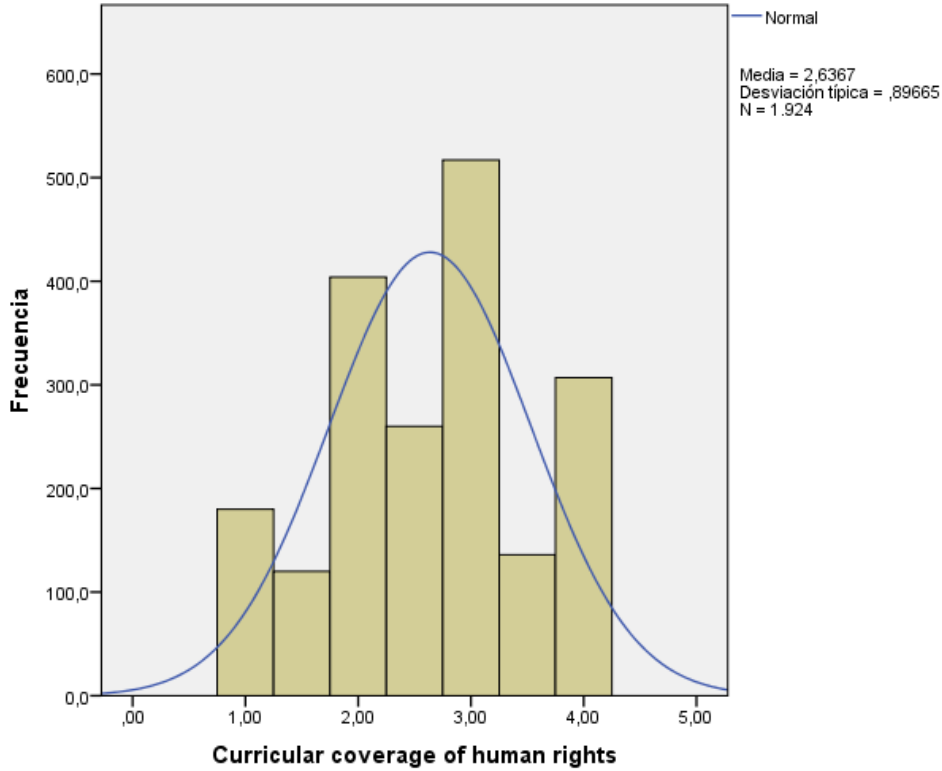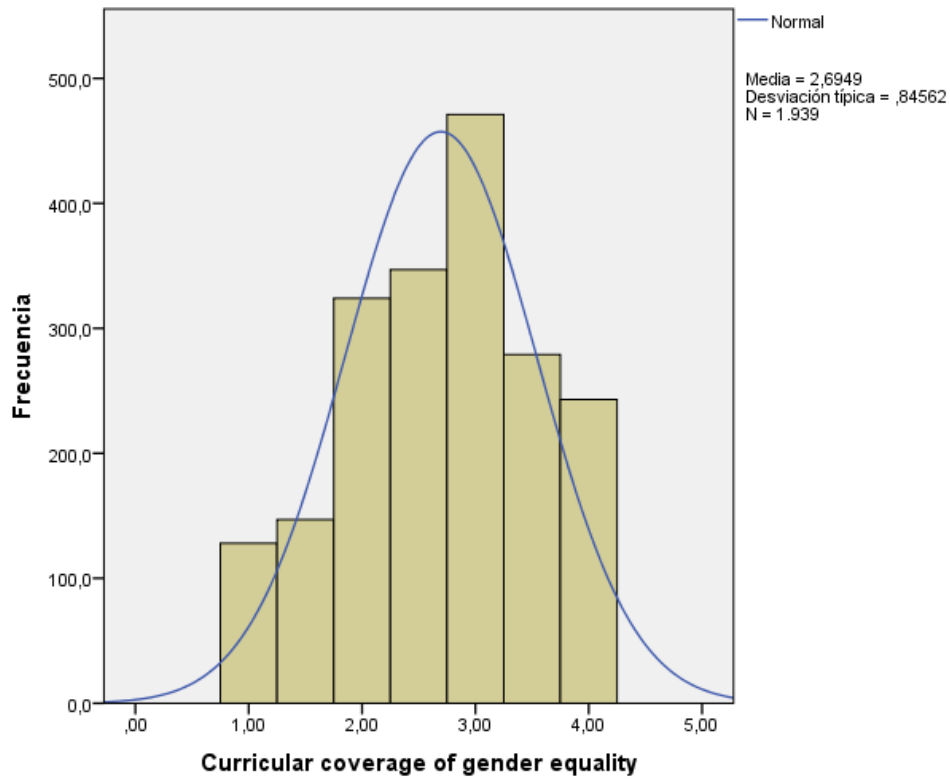
Q24A_4 'At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT:' ('Not at all' to 'To a large extent)

Q24B_3 'At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting:' ('Not at all' to 'To a large extent)

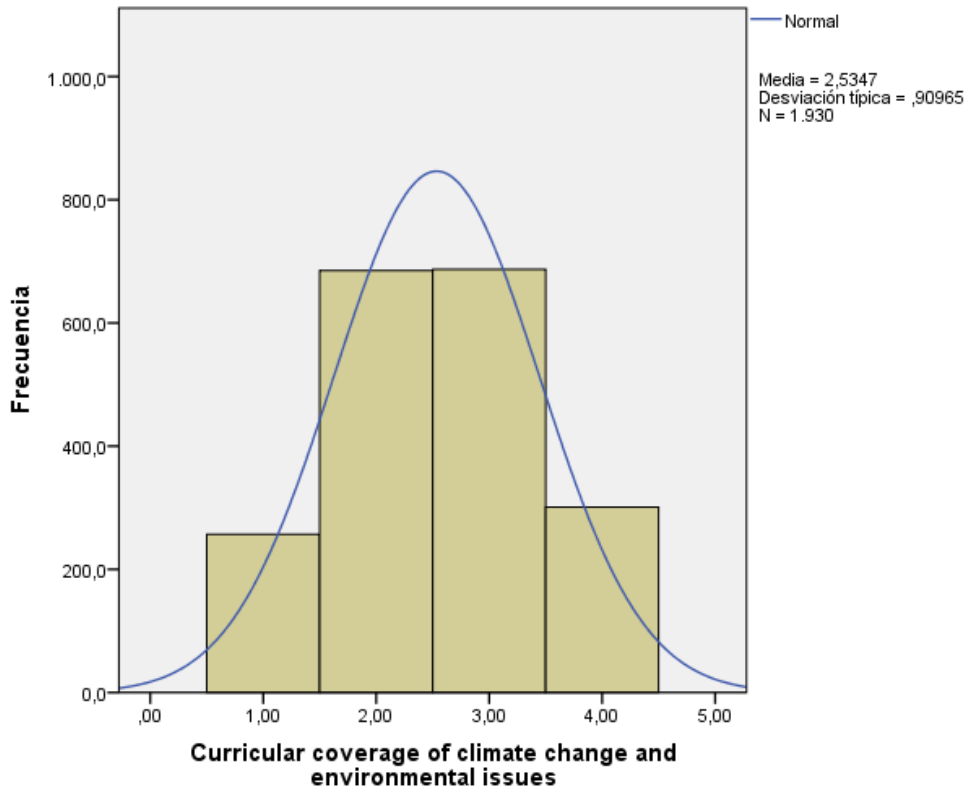| Q No	Items
Q24A_4	Gender inequality in your country
Q24B_3	Equality between men and women

a) Checking reliability

Index	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
2 items	.73 (Good)	3,1%	'Curricular coverage of gender equality

Curricular coverage of gender equality

Q24A_1 'At YOUR school/college, to what extent have you had the opportunity TO LEARN ABOUT the importance and value of respecting: ' ('Not at all' to 'To a large extent)

| Q No	1 Item
Q24A_5	climate change and other major environmental problems (e.g. biodiversity loss)

Travelling frequencies

Q11 'In the LAST 2 YEARS how many times have you travelled to (if any): ('Never' to 'Five or more')

Q No	Items
Q11_1	Another region within Croatia
Q11_2	Other country/ies on the same continent - Europe
Q11_3	Another continent

We use individual items in accordance with the specific objective of the analysis.

In the LAST 2 YEARS how many times have you travelled to (if any): Another region within Spain

In the LAST 2 YEARS how many times have you travelled to (if any): Other country/ies on the same continent - Europe

In the LAST 2 YEARS how many times have you travelled to (if any): Another continent
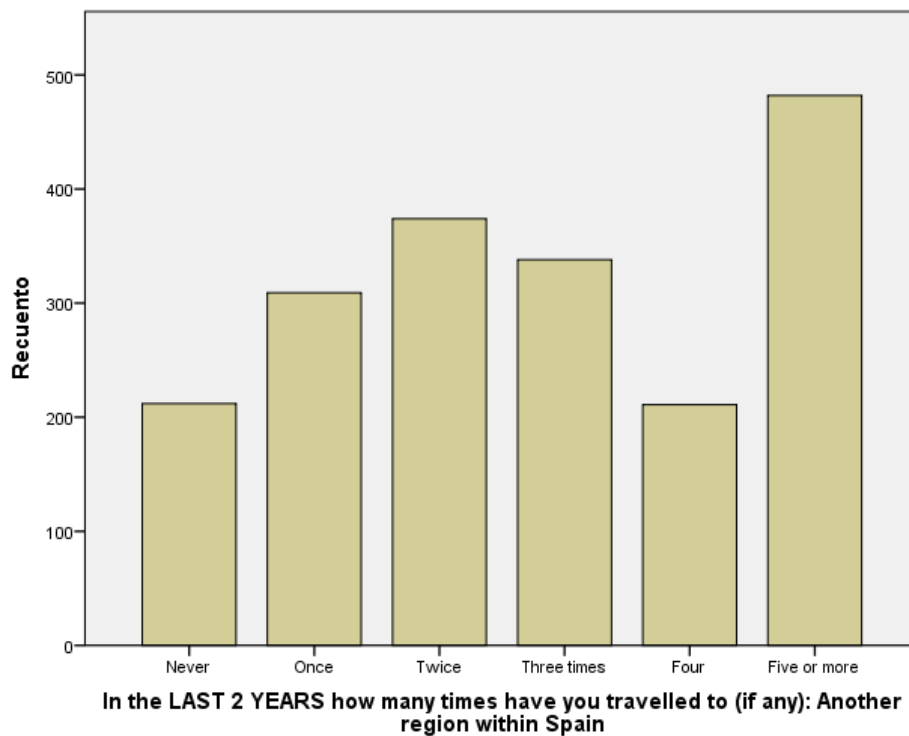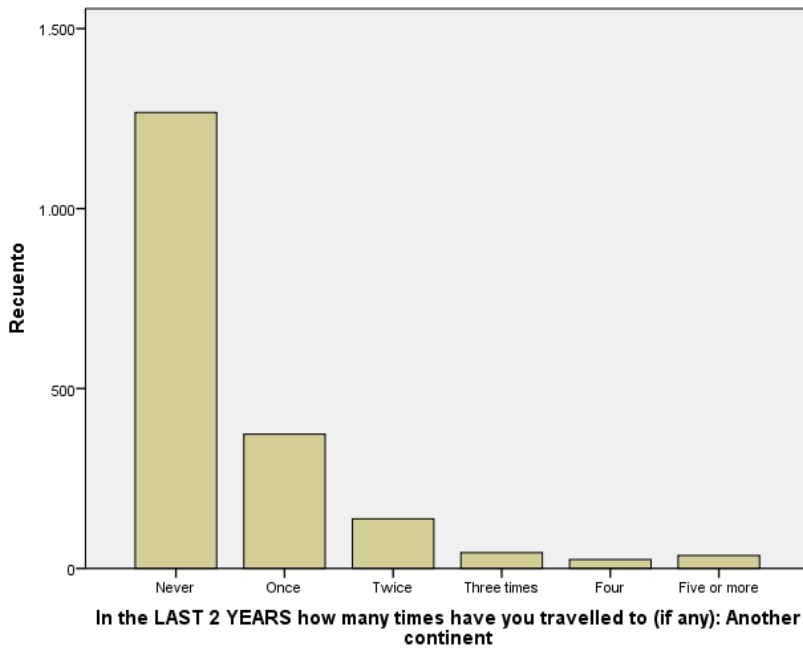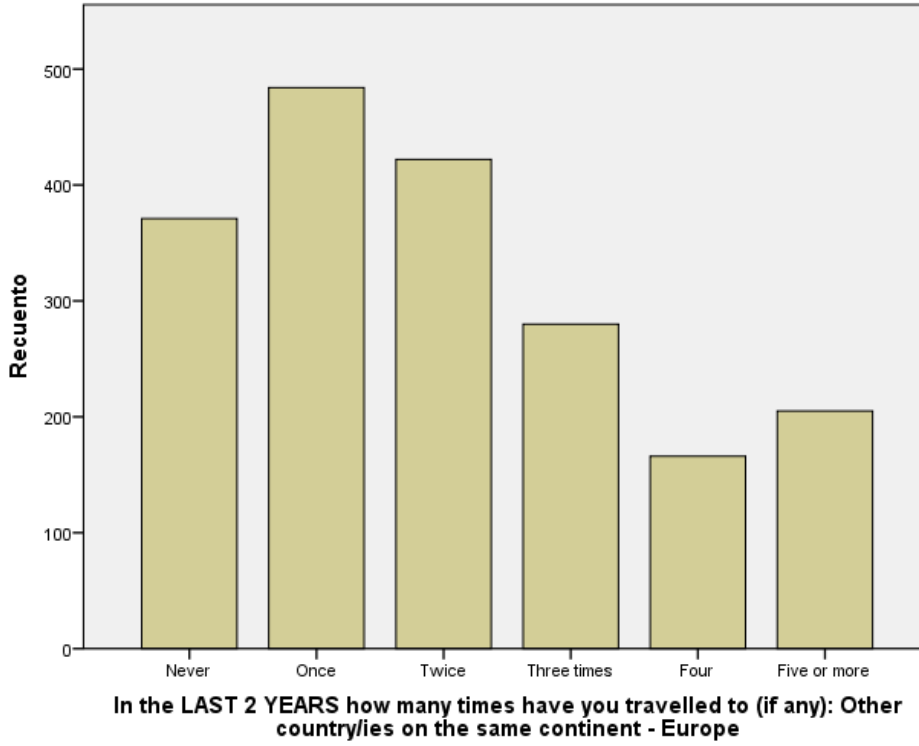
Multicultural experiences (Mexa scale)

Q13 'How frequently do you: ('Never' to 'Multiple times a day')

Q No	Items
Q13_1	Watch movies that take place in different cultures?
Q13_2	Talk to people from different cultures?
Q13_3	Listen to music of foreign cultures?
Q13_4	Socialize with people from different cultures?
Q13_5	Watch foreign TV channels?
Q13_6	Share feelings with people from different cultures?
Q13_7	Watch different cultures' celebrations (e.g. festivals, parades) on TV or online?
Q13_8	Read books about foreign people?
Q13_9	Communicate via writing (e.g. emails, text messages, instant messaging) with people from different cultures?
Q13_10	See art (e.g. plays, opera, architecture, sculpture, paintings) of foreign cultures?

a) Estimating dimensionality

	Component	
	1	2
Talk to people from different cultures?	**,873**	,259
Socialize with people from different cultures?	**,872**	,283
Share feelings with people from different cultures?	**,767**	,335
Communicate via writing (e g emails, text messages, instant messaging) with people from different cultures?	**,755**	,348
Watch different cultures' celebrations (e g festivals, parades) on TV or online?	,252	**,691**
Watch movies that take place in different cultures?	,384	**,684**
Read books about foreign people?		**,664**
See art (e g plays, opera, architecture, sculpture, paintings) of foreign cultures?		**,649**
Watch foreign TV channels?	,254	**,635**
Listen to music of foreign cultures?	,363	**,521**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

** Maximal factor correlation was .37. Oblimin rotation is used.

These ten items measure two dimensions for the concept of **'Multicultural experiences'**. Factor 1 includes items describing direct contact with people from other cultures. Factor 2 includes items related to consuming media from other cultures.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (4items)	.83 (Very good)	3,7%	'Multicultural personal interaction'
2 (6 items)	.71 (Good)	4,6%	'Multicultural exposure'

Higher scores indicate greater multicultural interaction and exposure.
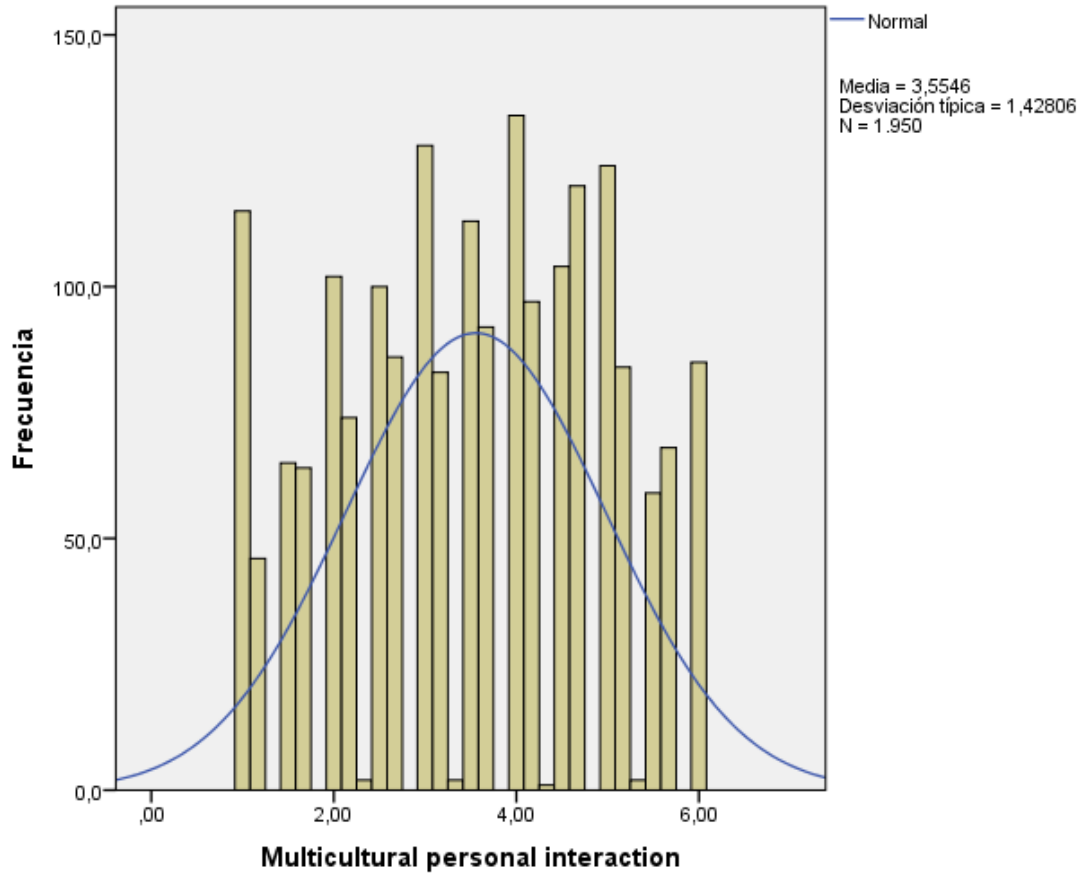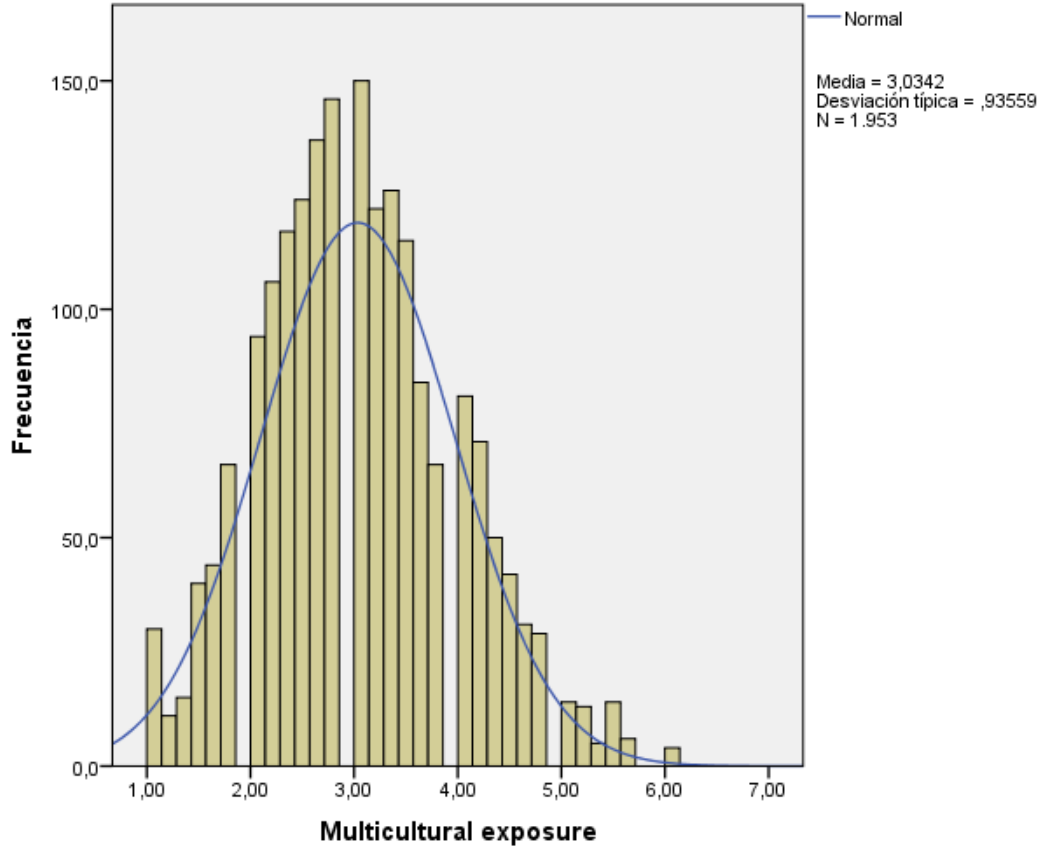
Life satisfaction

Q25 'All things considered, how satisfied are you with:' ('Extremely dissatisfied' to 'Extremely satisfied')

Q No	Items
Q25_1	Your life as a whole
Q25_2	Your relationship with parents (or caregivers)
Q25_3	Your friends
Q25_4	Your school/college

a) Estimating dimensionality

	Component
	1
Your life as a whole	,826
Your relationship with parents (or caregivers)	,723
Your friends	,656

Your school/college	,606

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These four items measure a single dimension for the concept of '**Life satisfaction**'. However, it is also possible to use the items separately.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases(%)	Proposed name for the factorial scale (if reliable)
All 4 items	.66 (Acceptable)	3,8%	Global life satisfaction

Higher scores indicate greater life satisfaction.

Global life satisfaction (life, friends, family, school)

Normal
Media = 7,3563
Desviación típica = 1,50695
N = 1.946
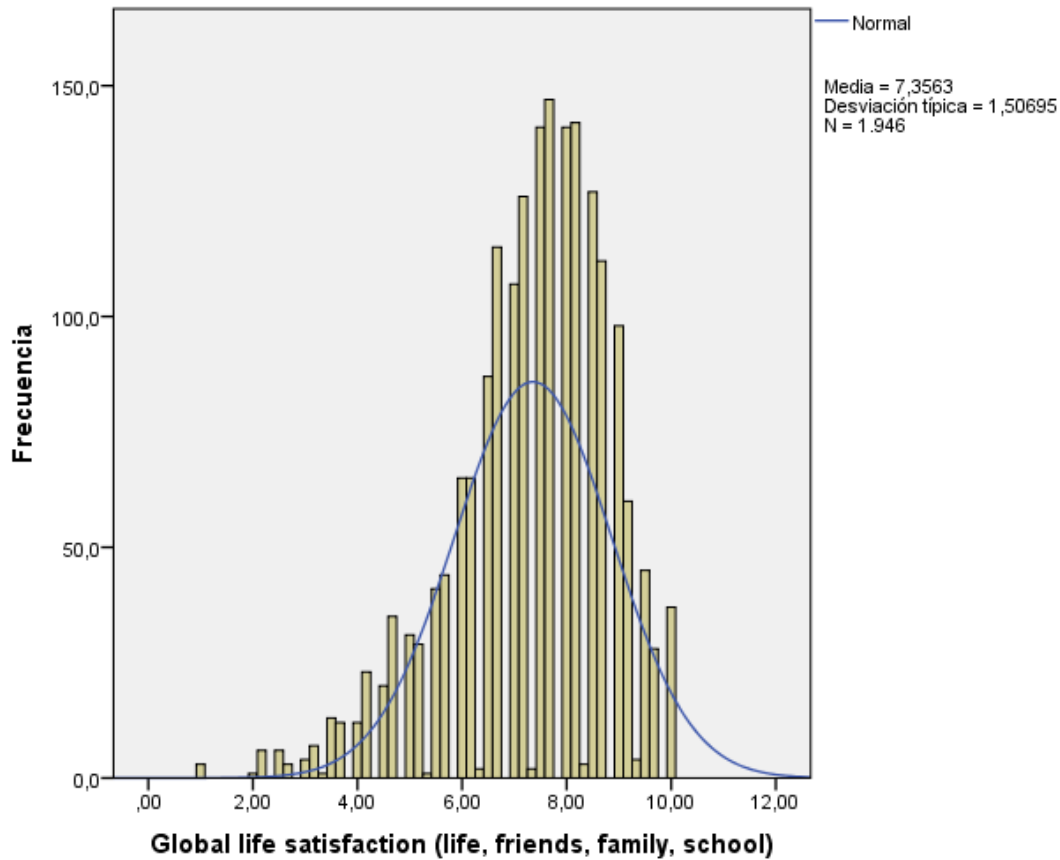
In Spain we have included acountry specific ítem on satisfaction on "how democracy works" (Q25CAT_5) that has to be analysed separately

ii.   Identity

Strengths of different identifications

Q29 'How close do you feel to…?' ('Not close at all' to 'Very close)

Q No	Items
Q29_1	Your neighbourhood (or city district)
Q29_2	Your town (city or village)
Q29_3	Catalonia
Q29_4	Spain
Q29_5	Europe
Q29_6	EU
Q29_7	Humanity

These 7 items should be used separately (rationale: Postmes, T., Haslam, S. A., & Jans, L. (2013). A single-item measure of social identification: Reliability, validity, and utility. *British journal of social psychology, 52*(4), 597-617.).

Conceptions of national identity

Q30 'How important do you think each of the following is . . .?' ('Not important at all' to 'Very important')

Q No	Items
Q30_1	To have been born in Croatia
Q30_2	To have lived in Croatia for most of one's life
Q30_3	To be able to speak Croatian
Q30_4	To be a Catholic
Q30_5	To respect Croatian institutions and laws
Q30_6	To feel Croatian
Q30_7	To have Croatian ancestry

a) Estimating dimensionality

	Component
	1
To have been born in Catalonia/Spain	,796
To have lived in Catalonia/Spain for most of one's life	,789
To have Catalan/Spanish ancestry	,778
To be able to speak Catalan/Spanish	,706

To feel Catalan/Spanish	**,615**
To respect Catalan/Spanish institutions and laws	**,479**
To be a catholic	**,411**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These seven items seem to measure the same dimension. However, that dimension makes little theoretical sense. Therefore, we recommend using two indices instead:

Q No	Ascribed index or ethnic conception of national identity
Q30_1	To have been born in Catlonia/Spain
Q30_7	To have Catalan/Spanish ancestry

Q No	Acquired or civic conception of national identity
Q30_6	To feel Catalan/Spanish

Cronbach's Alpha is computed for the scale.

Checking reliability

Index	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
2 items	.77 (Good)	2,6%	'Ascribed index or ethnic conception of national identity'
1 item	n/a		'Acquired or civic conception of national identity'

Higher scores indicate placing more importance on ethnic or civic conception of national identity.
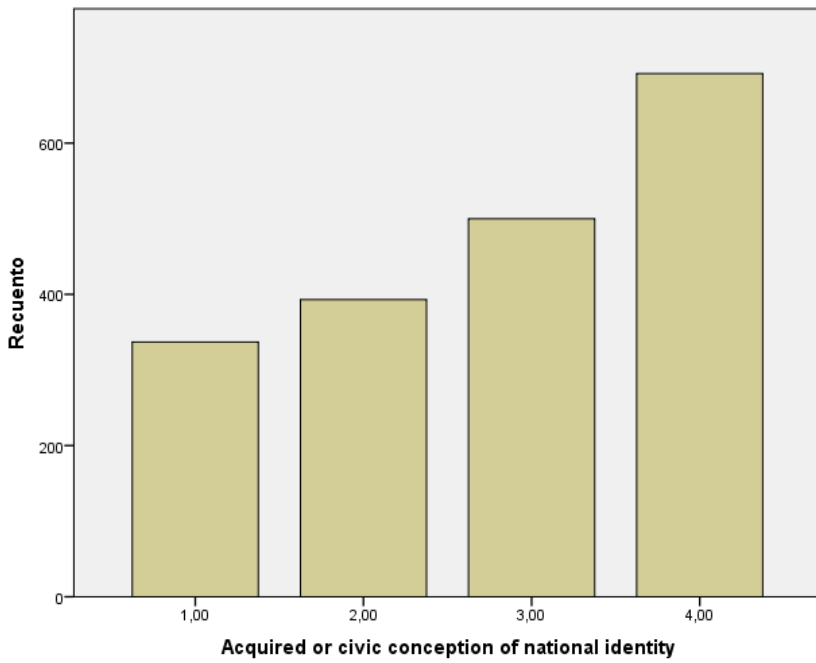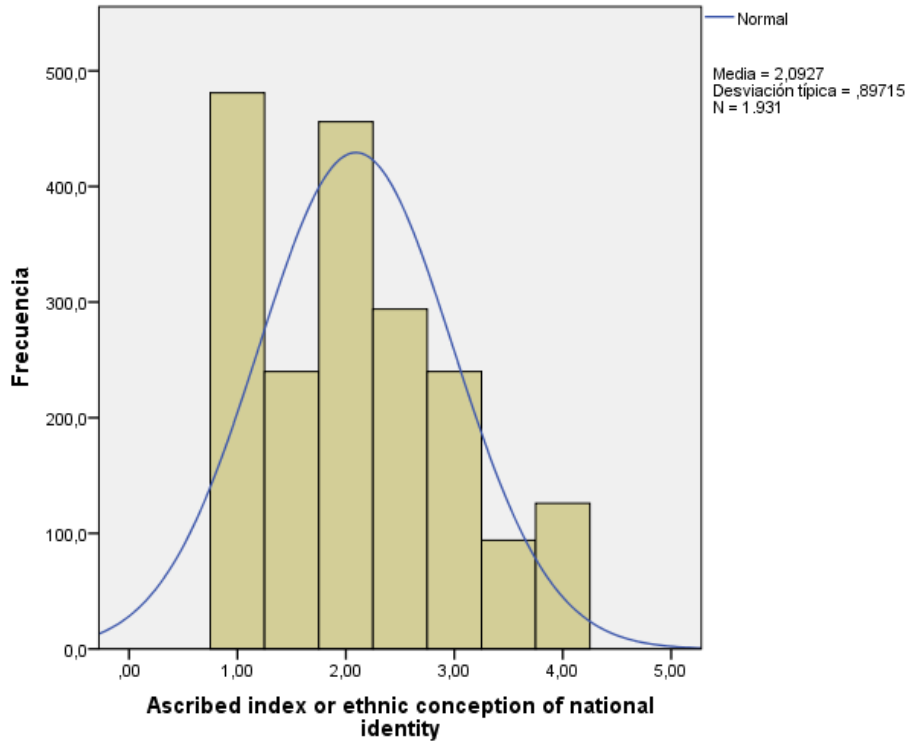
Conceptions of European identity

Q31 'Also, people differ in what they think it means to be European. How important do you think each of the following is to being truly EUROPEAN?' ('Not important at all' to 'Very important')

Q No	Items
Q31_1	To be Christian
Q31_2	To share European cultural traditions
Q31_3	To be born in Europe
Q31_4	To have at least one European parent
Q31_5	To feel European
Q31_6	To be able to speak any main European language

    a) Estimating dimensionality

	Component
	1
To have at least one European parent	**,781**
To be born in Europe	**,759**
To share European cultural traditions	**,730**
To be able to speak any main European language	**,724**
To feel European	**,612**
To be Christian	**,414**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These 6 items seem to measure the same dimension. However, that dimension makes little theoretical sense. Therefore, we recommend using two indices instead:

Q No	Ascribed index or ethnic conception of European identity
Q31_3	To be born in Europe
Q31_4	To have at least one European parent

| Q No	Acquired or civic conception of European identity
Q31_5	To feel European

Cronbach's Alpha is computed for the scale.

    Checking reliability

Index	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)

2 items	.75 (Good)	2,9%	'Ascribed index or ethnic conception of European identity'
1 item	n/a		'Acquired or civic conception of European identity'

Higher scores indicate placing more importance on ethnic or civic conception of European identity.

Ascribed index or ethnic conception of European identity
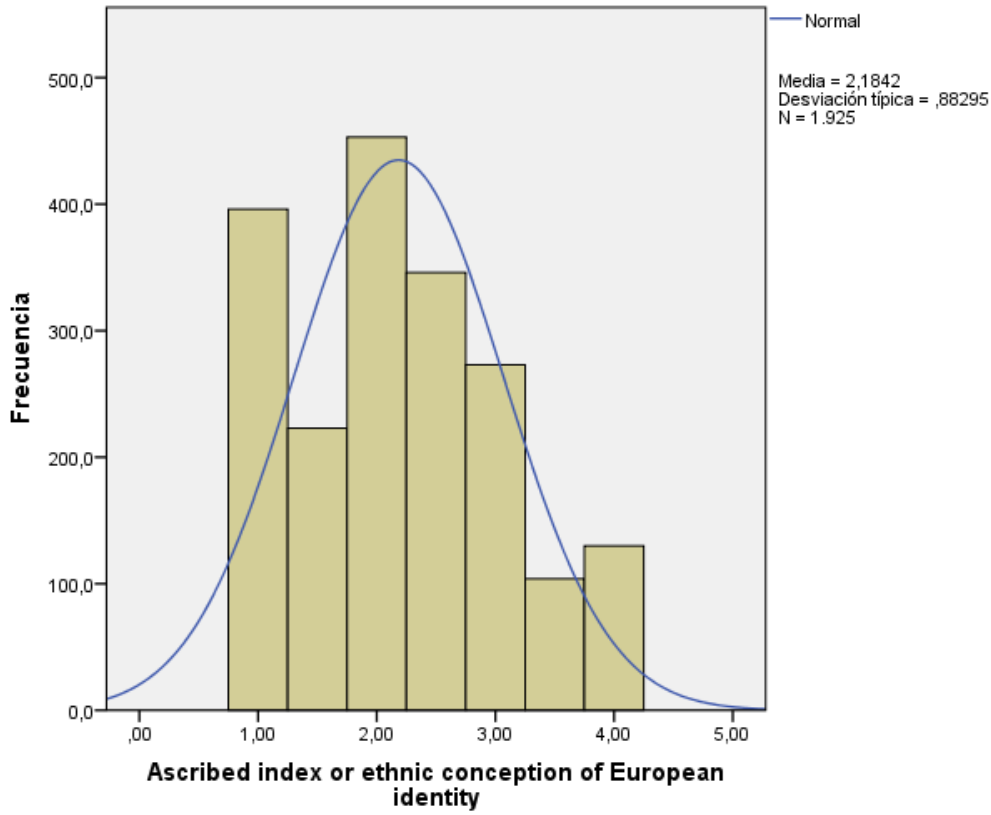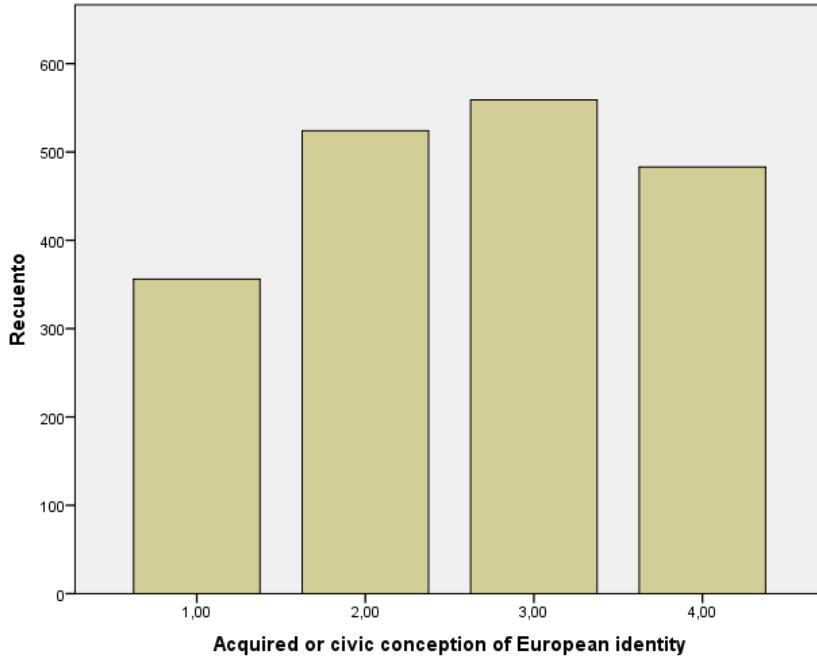
Globalism vs nationalism scale

Q32 'How much do you agree or disagree with each of these statements?' ('Strongly disagree' to 'Strongly agree')

Q No	Items
Q32_1	I consider myself more as a citizen of the world than a citizen of some nation
Q32_2	I could easily live in other cultures countries than my own
Q32_3	I identify with a global community/common global humanity
Q32_4	I enjoy learning about different cultures
Q32_5	I like listening to music from different cultures
Q32_6	My own culture is the best in the whole world
Q32_7	One should first care for his or her nation, then others
Q32_8	I feel intense pride when I think about my country
Q32_9	I feel most connected to members of my own country
Q32_10	My country is one of the best in the world

a) Estimating dimensionality

	Component	
	1	2
My country is one of the best in the world	**,833**	

I feel intense pride when I think about my country	**,805**	
I feel most connected to members of my own country	**,760**	
My own culture is the best in the whole world	**,712**	
One should first care for his or her nation, then others	**,626**	
I enjoy learning about different cultures		**,767**
I could easily live in other cultures countries than my own		**,706**
I like listening to music from different cultures		**,692**
I identify with a global community/common global humanity		**,680**
I consider myself more as a citizen of the world than a citizen of some nation	-,229	**,582**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

** Maximal factor correlation was -.11. Varimax rotation is used.

These ten items measure two dimensions for the **'Global Identity'** concept. Factor 1 includes items indicating Nationalism. Factor 2 includes items indicating Globalism.

Since two factors are derived, Cronbach's Alphas are computed separately for each factor.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (5 items)	.81 (Good)	4,3%	Nationalism
2 (5 items)	.72 (Good)	4,7%	Globalism

Higher scores indicate a higher level of Nationalism or Globalism.
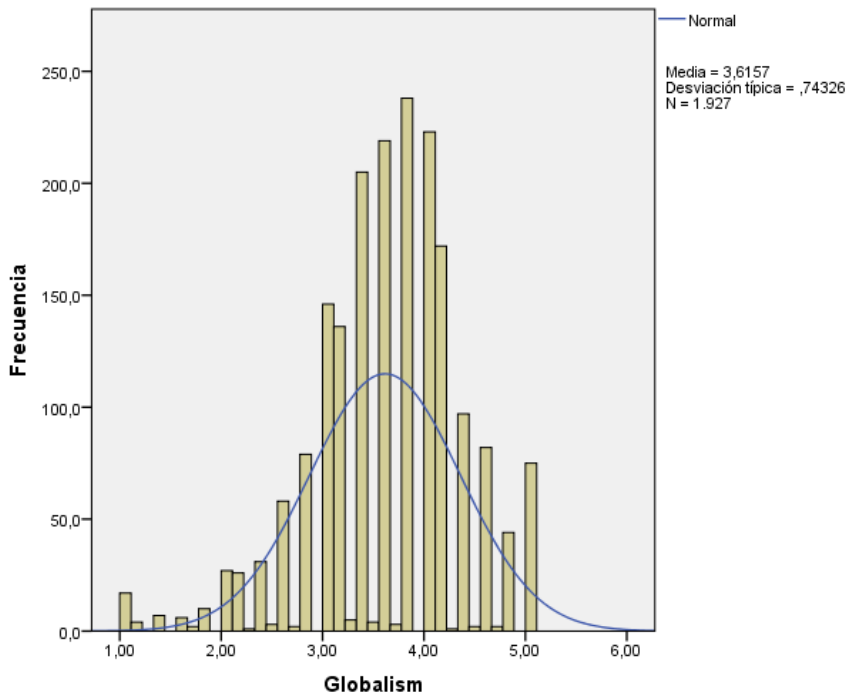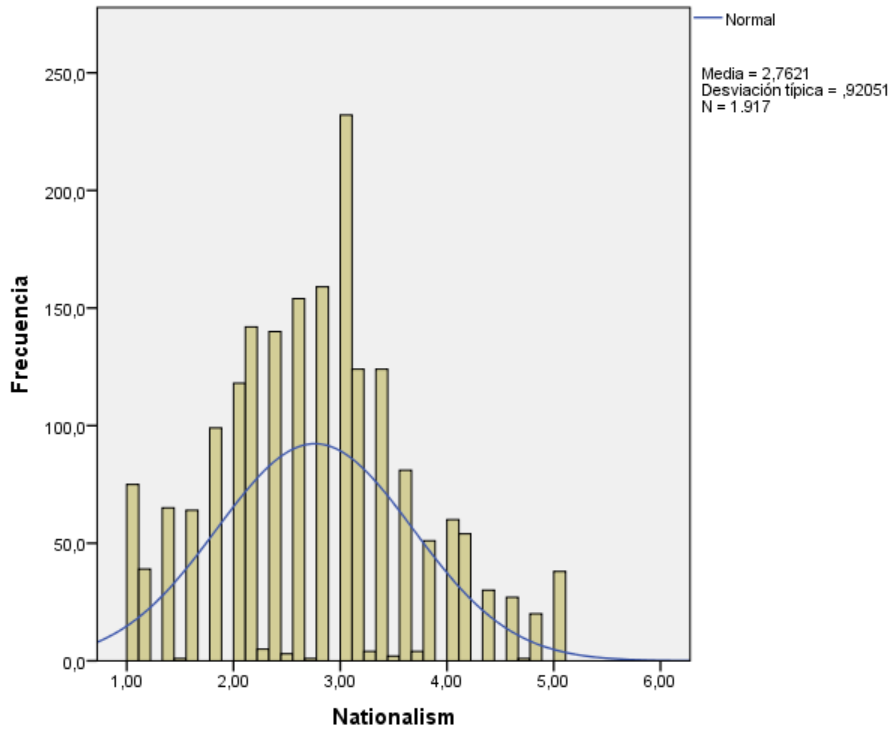
iii. Intercultural dialogue/tolerance

Q34 'How comfortable would you feel to have neighbours from the following groups?' ('Not at all comfortable' to 'Very comfortable)

Q No	Items
Q34_1	Persons of different skin color
Q34_2	Persons of another religion
Q34_3	Persons coming from another Croatian region
Q34_4	Persons with physical disabilities
Q34_5	Persons from another country

    a) Estimating dimensionality

|	Component
	1
People with different skin colour than yours	**,898**
People of a different religion than yours	**,849**
People who come from another region of the country	**,844**
Persons with physical disabilities	**,775**
Persons from a different country	**,899**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases(%)	Proposed name for the factorial scale (if reliable)
All 5 items	.91 (Very good)	2,8%	'Acceptance of neighbourhood diversity'

Higher scores indicate higher level of acceptance of neighbourhood diversity.

These five items measure a single dimension for the concept of '**Acceptance of neighbourhood diversity'**.
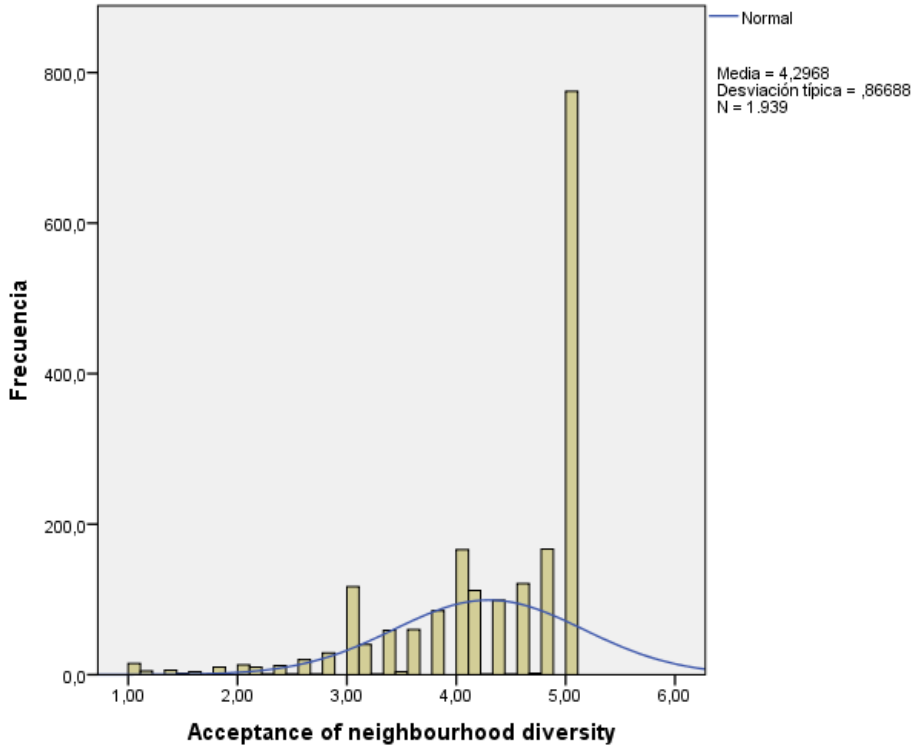
Q35 'How much do you agree or disagree with the following statements about immigrants?' ('Strongly disagree' to 'Strongly agree')

Q No	Items
Q35_1	Immigrants should have the opportunity to keep their own language (e.g. express in public)
Q35_2	Immigrants' children should have the same opportunities for education that other children in the country have
Q35_3	Immigrants who live in a country for several years should have the opportunity to vote in elections
Q35_4	Immigrants should have the opportunity to keep their own customs and lifestyle

a) Estimating dimensionality

	Component
	1
Immigrants should have the opportunity to keep their own customs and lifestyle	**,839**
Immigrants should have the opportunity to keep their own language (e g express in public)	**,817**

|	
Immigrants' children should have the same opportunities for education that other children in the country have	**,810**
Immigrants who live in a country for several years should have the opportunity to vote in elections	**,788**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These four items measure a single dimension for the concept of **'Support for immigrant rights'**.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 4 items	.83 (Very good)	3,2%	'Support for immigrant rights'

Higher scores indicate greater support for immigrants' rights.

Media = 3,9687
Desviación típica = ,85033
N = 1.924
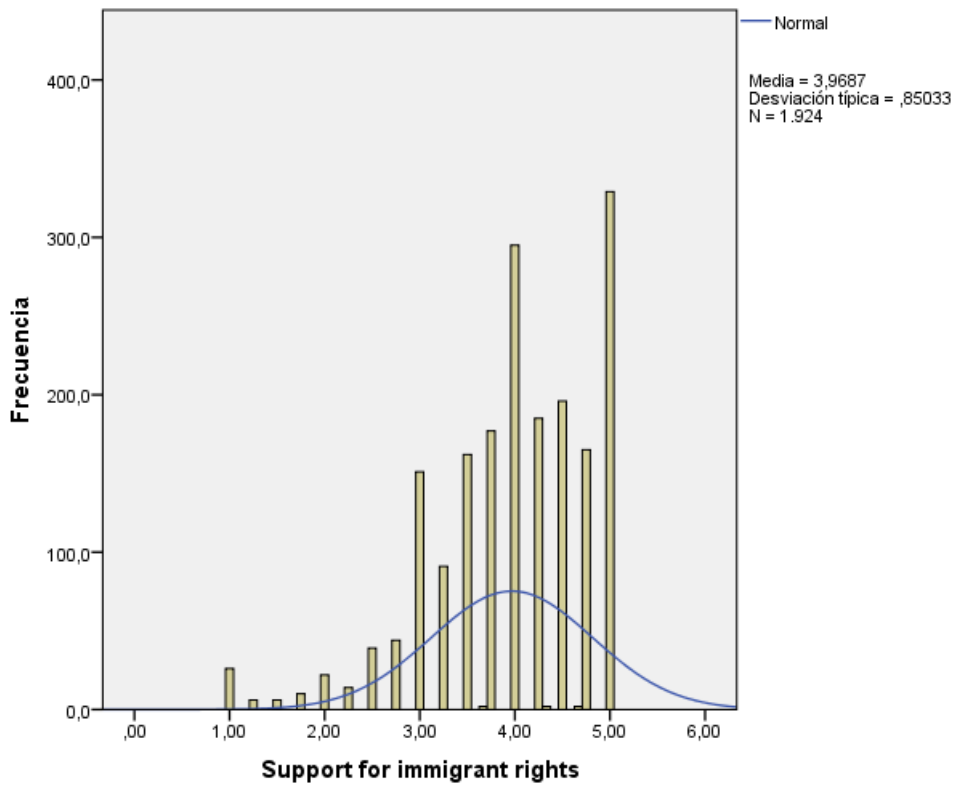
Q36 'How much do you agree or disagree with the following statements?' ('Strongly disagree' to 'Strongly agree')

Q No	Items
Q36_1	Men and women should have the same rights in every way
Q36_2*	When there are not many jobs available, men should have more right to a job than women
Q36_3	Men and women should get equal pay when they are doing the same jobs

*reversed

a) Estimating dimensionality

	Component
	1
Men and women should get equal pay when they are doing the same jobs	,900
Men and women should have the same rights in every way	,897
When there are not many jobs available, men should have more right to a job than women**	,746

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.
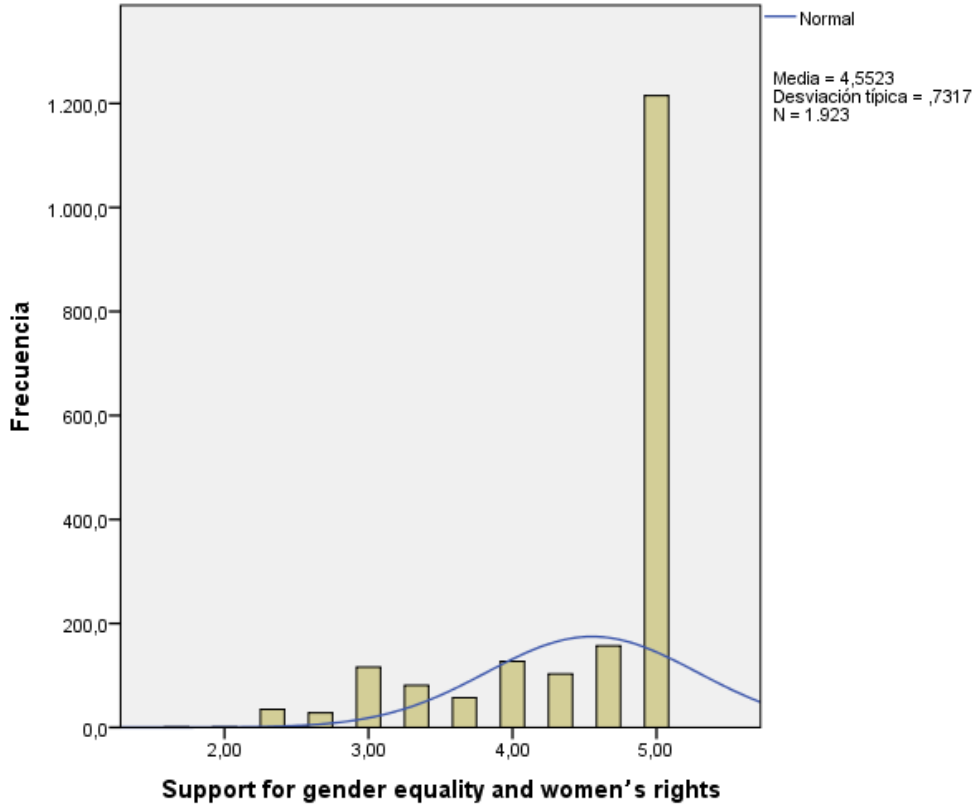**reversed

Cronbach's Alpha is computed for the scale.

a) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 3 items	.81 (Very good)	2,9%	'Support fo gender equality'

Higher scores indicate greater support for gender equality and women's rights.

Q37 'How much do you agree or disagree with each of these statements?' ('Strongly disagree' to 'Strongly agree')

Q No	Items
Q37_1	Climate change will be one of the main problems for my generation in the future
Q37_2	I feel a personal obligation to do whatever I can to prevent climate change
Q37_3	The government should take strong action to reduce emissions and prevent global climate change

    a) Estimating dimensionality

|	Component
	1
Climate change will be one of the main problems for my generation in the future	,885
The government should take strong action to reduce emissions and prevent global climate change	,872
I feel a personal obligation to do whatever I can to prevent climate change	,784

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

A single factor appears refearing to climate change awareness

a) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 3 items	.80 (Very good)	4,0%	'Climate change awareness'

Higher scores indicate greater awareness of climate change.
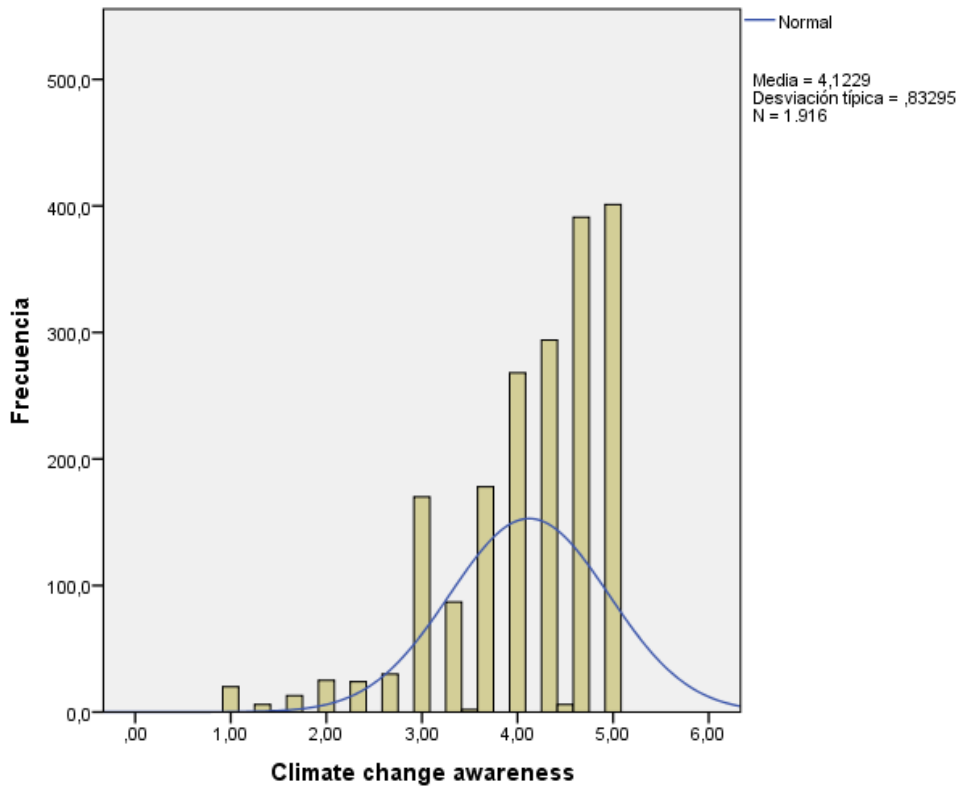
Q38 'Please mark, for each one, whether you have actually done any' ('Would never do' 'Might do' 'Have done')

Q No	Items
Q38_1(rev)	Participate in demonstrations or protest actions concerning environment protection or climate change
Q38_2(rev)	Boycott or avoid buying the products of a company because you feel that company is harming the environment

Q38_3(rev)	Sign petitions (online or offline) in support of protecting the environment
Q38_4(rev)	Post or share anything about the environment or climate change online (for example on blogs, or on social media such as Instagram, Facebook or Twitter)
Q38_5(rev)	Make a special effort to consume food without pesticides or chemicals also known as organic food
Q38_6(rev)	Make a special effort to reduce the use of single-use plastic products

a) Estimating dimensionality

	Component
	1
Participate in demonstrations or protest actions concerning environment protection or climate change	,699
Boycott or avoid buying the products of a company because you feel that company is harming the environment	,687
Make a special effort to consume food without pesticides or chemicals also known as organic food	,684
Sign petitions (online or offline) in support of protecting the environment	,683
Post or share anything about the environment or climate change online (for example on blogs, or on social media such as Instagram, Facebook or Twitter)	,678
Make a special effort to reduce the use of single-use plastic products	,559

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

These six items measure a single dimension for the concept of '**Climate change activism**'.

Cronbach's Alpha is computed for the scale.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
All 6 items	.75 (Good)	5,8%	'Climate change activism'

Higher scores indicate greater involvement in environment protection related activism.

Media = 2,2042
Desviación típica = ,43448
N = 1.910
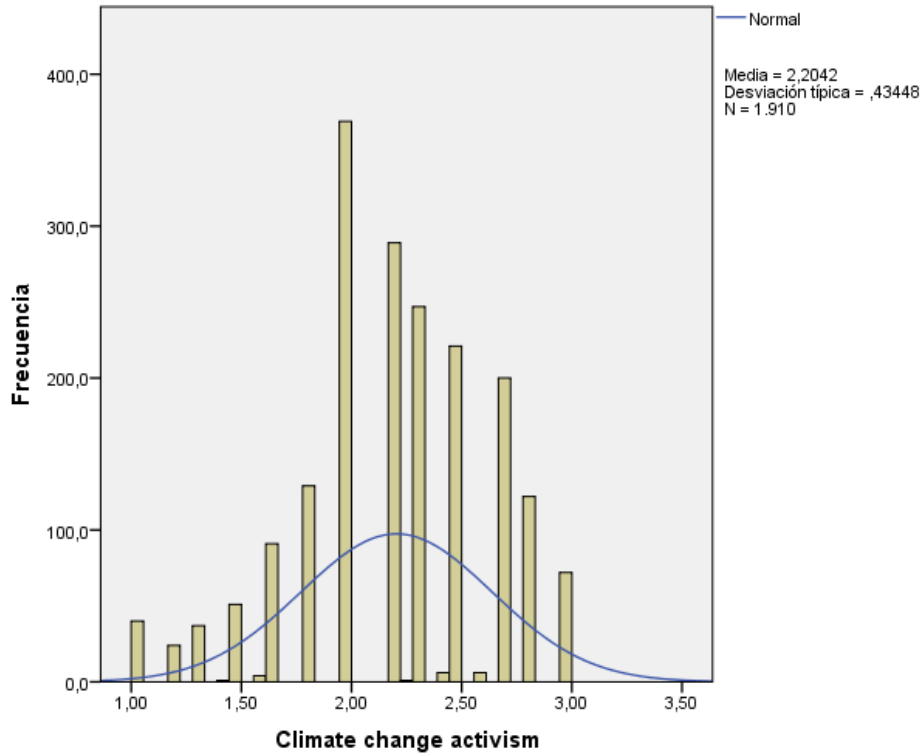
iv.   More general individual dispositions

Social dominance orientation

Q33 'And how much do you agree or disagree with each of these statements?' ('Strongly disagree' to 'Strongly agree')*

Q No	Items
Q33_1	An ideal society requires some groups to be on top and others to be on the bottom
Q33_2	Some groups of people are simply inferior to other groups
Q33_3r	No one group should dominate in society
Q33_4r	Groups at the bottom are just as deserving as groups at the top
Q33_5	Group equality should not be our primary goal
Q33_6	It is unjust to try to make groups equal
Q33_7r	We should do what we can to equalize conditions for different groups
Q33_8r	We should work to give all groups an equal chance to succeed

*The items marked with 'r' are reversed

a) Estimating dimensionality

|	Component	
	1	2
We should do what we can to equalize conditions for different groups	**,825**	,384
We should work to give all groups an equal chance to succeed	**,797**	,251
Groups at the bottom are just as deserving as groups at the top	**,789**	,294
No one group should dominate in society	**,707**	
It is unjust to try to make groups equal	,229	**,759**
Some groups of people are simply inferior to other groups	,331	**,757**
Group equality should not be our primary goal		**,756**
An ideal society requires some groups to be on top and others to be on the bottom	,365	**,715**

* Items with the highest loadings under a factor are highlighted in bold. Loadings lower than .20 are omitted.

Two components appear at the factor analysis. However, considering that scales have been reversed, there is no theoretical substancial difference between components. Thus all eight items have been grouped to measure the construct of '**Social Dominance Orientation**'.

Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Proposed name for the factorial scale (if reliable)
1 (8 items)	.78 (Good)	6,9%	'Social dominance orientation'

Higher scores indicate a higher level of advocating Social dominance.
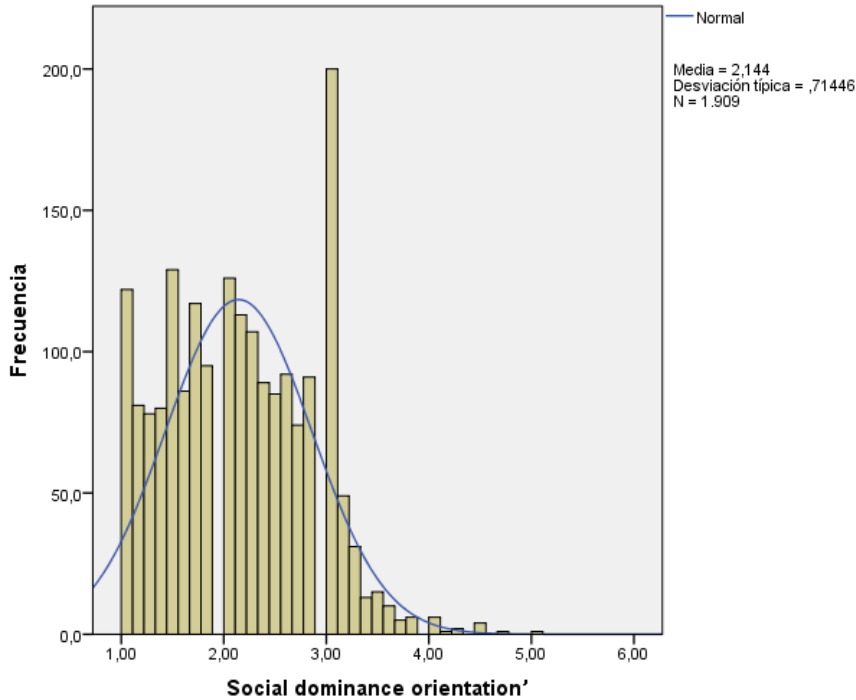
Basic personal values

Q39 'How much like you is this person?' ('Not similar at all' to 'Very similar')

Q No	Items
Q39_1	He believes he should always show respect to his parents and to older people. It is important to him to be obedient
Q39_2	Religious belief is important to him. He tries hard to do what his religion requires
Q39_3	It's very important to him to help the people around him. He wants to care for their well-being
Q39_4	He thinks it is important that every person in the world be treated equally He believes everyone should have equal opportunities in life
Q39_5	He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things
Q39_6	He likes to take risks. He is always looking for adventures
Q39_7	He seeks every chance he can to have fun, It is important to him to do things that give him pleasure
Q39_8	Being very successful is important to him. He likes to impress other people
Q39_9	It is important to him to be in charge and tell others what to do. He wants people to do what he says
Q39_10	It is important to him that things be organized and clean. He really does not like things to be a mess

Ultra-brief Measures of Values: Each item indicates an importance placed on a certain value:
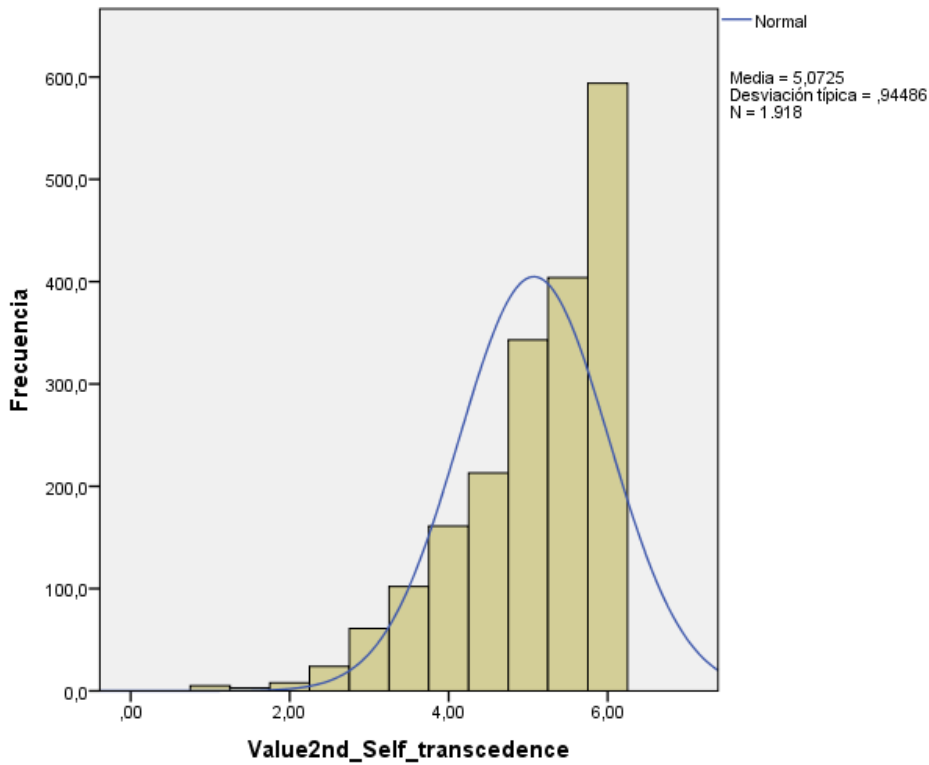
Conformity: 1, Tradition: 2, Benevolence: 3, Universalism: 4, Self-Direction: 5, Stimulation: 6, Hedonism: 7, Achievement: 8, Power: 9, Security: 10.
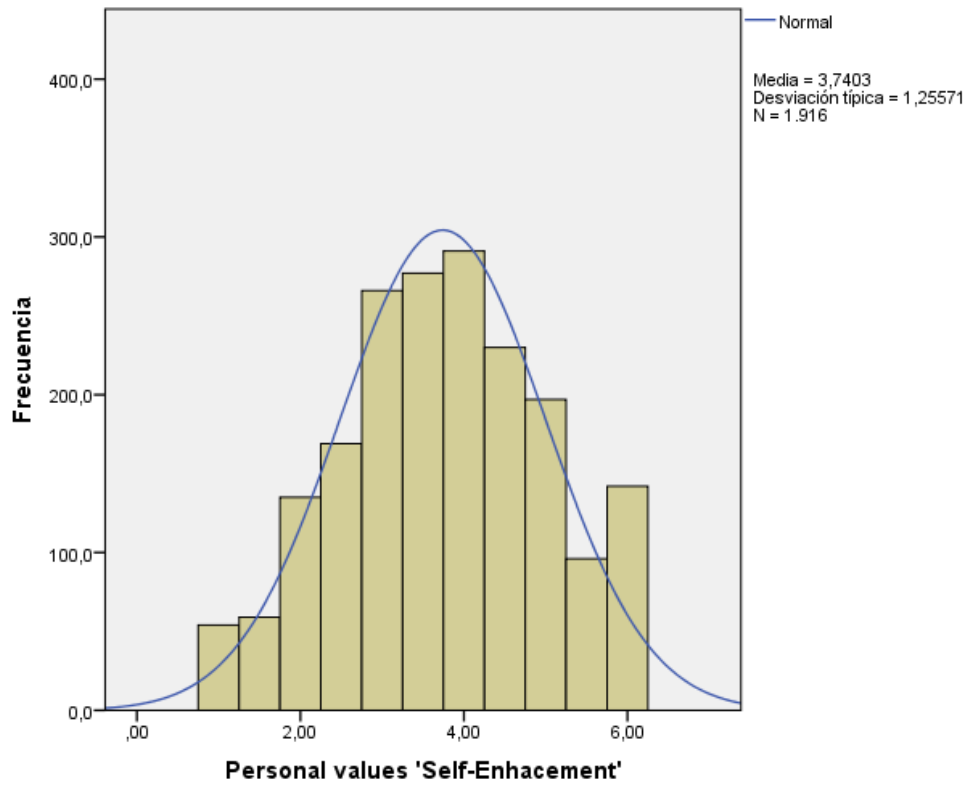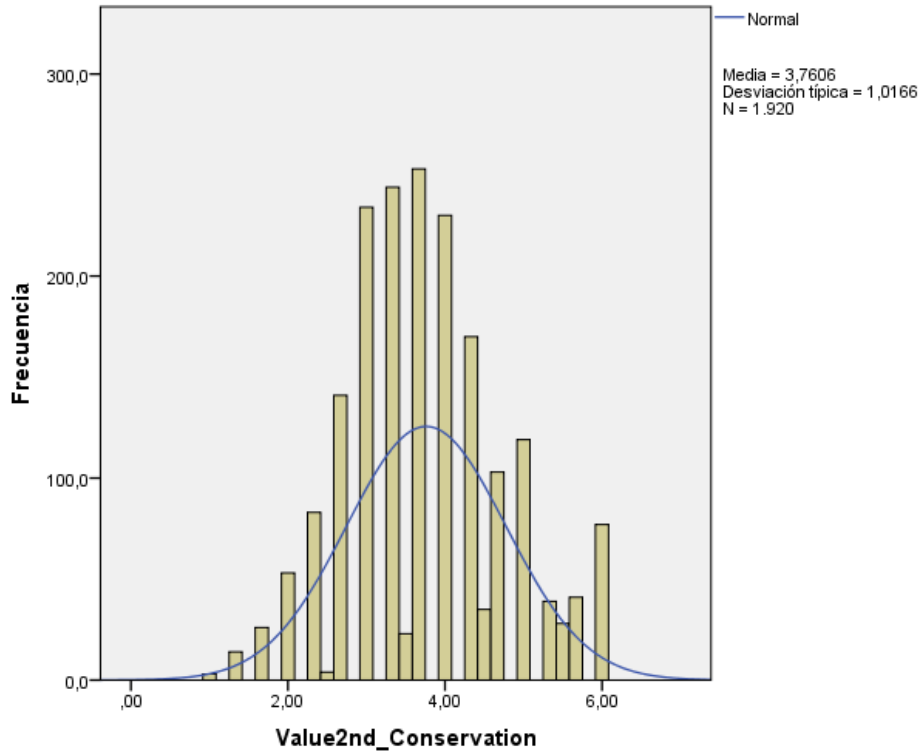
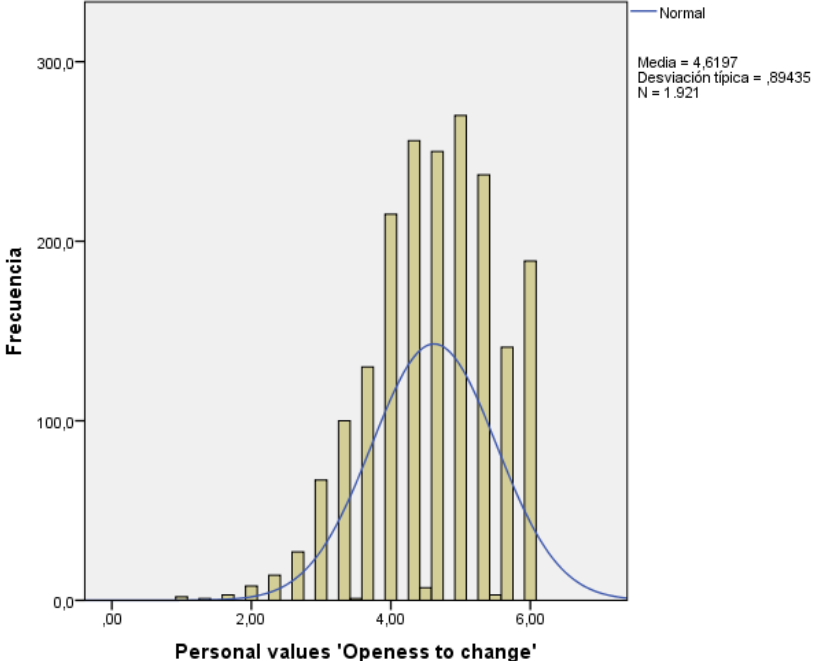The results can be further reduced to four more general values orientations:

- Self-transcendence (items 3; 4)
- Conservation (items 1; 2; 10)
- Self-Enhancement (items 8; 9)
- Openness to Change (items 5; 6; 7)
  a) Checking reliability

Scale	Cronbach's Alpha-α (interpretation)	Excluded cases (%)	Second-order constructs
2 items	.57 (Poor)	3,7%	'Self-transcendence'
3 items	.46 (Very poor)	12,3%	'Conservation'
2 items	.59 (Poor)	5,3%	'Self-Enhancement'
3 items	.53 (Acceptable)	4,9%	'Openness to Change'

Media = 5,0725
Desviación típica = ,94486
N = 1.918

Value2nd_Conservation

Personal values 'Self-Enhacement'

Appendix 3b. Summary of scales and indices from student survey

					If scale with good reliability			
Scales and indices								
Question No.	**Item No.**	**Items**	**Factors (name if meaningful)**	**Reliability (α)**	**Scale range**	**Overall shape of distribution**	**Missing cases (%)**	**General comments**
		Source if available: **PISA 2015 student questionnaire** (selected items from ST011) https://www.oecd.org/pisa/data/CY6_QST_MS_STQ_CBA_Final.pdf						
Q7	Q7_1	A desk to study at	**Home educational resources 'Economic capital'**	Poor (0.50)	0-4	Negatively skewed	0.1	Could be used with caution as an index due to the poor reliability and the skewed nature of distribution and low variability..
	Q7_2	A quiet place to study						
	Q7_3	A computer (desktop computer, portable laptop, or notebook)						
	Q7_4	Internet access						
	Q7_5	Works of art (e.g. paintings)	**Cultural possessions 'Cultural capital'**	Poor (0.53)	0-3	Negatively skewed	0.2	Could be used as an index with caution due to the poor reliability and the skewed distribution.
	Q7_6	Books of poetry, literature, art, music, or design						
	Q7_7	Musical instruments (e.g. guitar, piano)						
		Source if available:						
Q8	Q8_2_1	Been to a museum, gallery or exhibition	**Attendance to legitimate culture events**	Acceptable (0.68)	1-4	Positively skewed	1.4	Could be used as an index but need to address the skewed nature of distribution.
	Q8_2_4	Been to a concert, live music event or a music festival						
	Q8_2_5	Seen a theatre, dance or performance (e.g. play, drama)						
	Q8_2_6	Been to street art performance, festival or carnival						
	Q8_1_6	Volunteer work (e.g. for a fundraising, to help)	**Participation in**	Very poor (0.49)	1-4	Positively skewed	1.2	Could be used as an index but need to address the

	Q8_1_7	Participated in a special interest club/organization (e.g. computer, foreign language, ecology)	**organizations and volunteering**					skewed nature of distribution and very poor reliability. Inclusion of a country-specific item.
	Q8_1_12CAT	COUNTRY-SPECIFIC: Participated in a education in the leisure time organization (*espai, escoltes…*)						
	Q8_1_3	Read a book	**Read & write**	Good (0.52)	1-4	Positively skewed	0.6	Could be used as an index but need to address the skewed nature of distribution and poor reliability.
	Q8_2_7	Wrote stories, novels, poems						
	Q8_2_8	Made film, video or photo (as a creative activity)	**Visual creation and dissemination**	Poor (0.56)	1-4	Positively skewed	0.9	Could be used as an index but need to address the skewed nature of distribution.
	Q8_2_9	Drawn, painted, sculptured, etc. (including on a computer)						
	Q8_2_13	Created your own digital content or uploaded your own content on-line (e.g. blogs, Pinterest)						
		Source if available: developed based on selected participation items to cover different forms of activities with parents (same six activities as in question about parents q21)						
Q15	Q15_1	Go to a sports event as a spectator	**Cultural participation with friends'**	Acceptable (0.62)	1-4	Almost normal	4.6	Could be used as an index.
	Q15_2	Visit a museum, gallery, exhibition						
	Q15_3	Attend a concert, live music event or a music festival						
	Q15_4	Go to the theatre or watch a dance/other type of creative performance (e.g. play, drama)						
	Q15_5	Visit historical monuments, buildings or sites (e.g. castle archaeological sites or memorial sites)						
	Q15_6	Go to the cinema or film festival						
	Q15_2	Visit a museum, gallery, exhibition	**'Legitimate culture**	Good (0.72)	1-4	Positively skewed	3.4	

	Q15_5	Visit historical monuments, buildings or sites (e.g. castle archaeological sites or memorial sites)	**participatio n with friends (receptive)'**					Could be used as a scale but need to address the skewed nature of the distribution.
	Q15_4	Go to the theatre or watch a dance/other type of creative performance (e.g. play, drama)						
		Source if available: developed based on Young People's Cultural Journeys- Arts Connect – UK http://www.artsconnect.co.uk/wp-content/uploads/2018/06/Arts-Connect-CCJ-report-FINAL.pdf (14 items - Four index: Social, Intellectual, Emotional, Spiritual)						
Q9_2	Q9_2_4	I like to feel challenged	**'Self-actualizatio n motivation for participatio n''**	Acceptable (0.71)	1-3	Almost normal	0.9	Could be used as a scale.
	Q9_2_3	I learn new skills						
	Q9_2_2	It gives me a chance to relax	**'Hedonistic motivation for participatio n'**	Acceptable (0.50)	1-3	Negatively skewed	1.1	Could be used as a scale but need to address the skewed nature of the distribution and low reliability.
	Q9_2_5	It's fun or enjoyable						
	Q9_2_7	To meet other people	**'Socializing motivation for participatio n'**	Very poor (0.49)	1-3	Almost normal	1.1	Could be used as a scale but need to address the poor reliability.
	Q9_2_8	To fit in with other people						
		Source if available: adapted/developed based on Main reason for non-participation EUROSTAT 2018, EU-SILC 2015 ad hoc module; Class, Culture, Social Exclusion Survey 2003, UK, http://doc.ukdataservice.ac.uk/doc/5832/mrdoc/pdf/5832userguide.pdf Charlton, A., Potter, M., McGinigal, S., Romanou, E., Slade, Z., & Hewitson, B. (2010). Barriers to participation: Analysis to inform the development of the 2010/11 Taking Part Survey. London, UK.						
Q10_2	Q10_2_5	Transport (I can't easily get to it)	**'External practical barriers for non-participatio n'**	Good (0.58)	1-3	Positively skewed	2.3	Could be used as a scale but need to address the skewed nature of the distribution and low reliability.
	Q10_2_1	Not knowing how to access to it						
	Q10_2_10	It seems too expensive						

139

	Q10_2_9	Physical disability or illness/health problems						
	Q10_1_8	I don't think I'd enjoy it	**'Lack of motivation for participation'**	Good (0.78)	1-3	Negatively skewed	1.7	Could be used as a scale but need to address the skewed nature of the distribution.
	Q10_1_7	No interest						
		Source if available: Multicultural experience scale (MExA scale) Aytug, Z. G., Kern, M. C., & Dilchert, S. (2018). Multicultural experience: Development and validation of a multidimensional scale. International Journal of Intercultural Relations, 65, 1-16. https://www.sciencedirect.com/science/article/abs/pii/S0147176717301402 Aytug, Z. G., Rua, T., Brazeal, D. V., Almaraz, J. A., & González, C. B. (2018). A socio-cultural approach to multicultural experience: Why interactions matter for creative thinking, but exposures don't. International Journal of Intercultural Relations, 64, 29-42. https://www.sciencedirect.com/science/article/pii/S0147176717301839							
Q13	Q13_2	Talk to people from different cultures?	**'Multicultural personal interaction'**	Very good (0.83)	1-6	Almost normal	3.7	Could be used as a scale.
	Q13_6	Share feelings with people from different cultures?						
	Q13_4	Socialize with people from different cultures?						
	Q13_9	Communicate via writing (e.g. e-mails, text messages, instant messaging) with people from different cultures?						
	Q13_5	Watch foreign TV channels?	**'Multicultural exposure'**	Good (0.71)	1-6	Almost normal	4.6	Could be used as a scale.
	Q13_3	Listen to music of foreign cultures?						
	Q13_1	Watch movies that take place in different cultures?						
	Q13_10	See art (e.g. plays, opera, architecture, sculpture, paintings) of foreign cultures?						
	Q13_8	Read books about foreign people?						
	Q13_7	Watch different cultures' celebrations (e.g. festivals, parades) on TV or online?						
		Source if available: developed based on selected participation items to cover different forms of activities with parents (same six activities as in question about friends q 15)							

Q14	Q14_1	Visiting a gallery, museum, exhibition	**'Close friends' cultural participation'**	Acceptable (0.62)	1-4	Almost normal	3.0%	Could be used as a scale.
	Q14_2	Playing an instrument, composing music, singing, acting or dancing						
	Q14_3	Actively and regularly participating in sports						
	Q14_4	Drawing, painting, sculpting, etc. (including on a computer)						
	Q14_5	Going to the cinema or a film festival						
	Q14_6	Attending a concert, live music event or a music festival						
		Source if available: adapted based on common question about diversity of peer network						
Q16	Q16_1	A different religion to you	**'Close friends' cultural origin diversity'**	Acceptable (0.71)	1-4	Almost normal	2.5	Could be used as a scale but need to address the skewed nature of the distribution.
	Q16_2	Born in a different country						
	Q16_3	A different ethnicity to you						
		Source if available: developed based on selected participation items to cover different forms of activities (same six activities as in question about friends participation Q14)						
Q20	Q20_1	Visited a museum, gallery, exhibition	**'Parents' past cultural participation'**	Good (0.75)	1-4	Almost normal	3.4	Could be used as a scale.
	Q20_2	Played an instrument, composed music, sang, acted or danced						
	Q20_3	Actively and regularly participated in sports						
	Q20_4	Drew, painted, sculpted, etc. (including on a computer)						
	Q20_5	Went to a cinema or film festival						
	Q20_6	Attended a concert, live music event or a music festival						
		Source if available: developed based on selected participation items to cover different forms of participation (same six activities as in question about participation with friends q15)						
Q21	Q21_1	Go to a sports event as a spectator	**'Cultural (receptive)**	Good (0.75)	1-4	Positively skewed	3.7	

	Q21_2	Go to a gallery, museum exhibition	**participation with parents'**					
	Q21_3	Go to a concert, live music event or a music festival						
	Q21_4	Visit a theatre, or watch a dance/other type of creative performance (e.g. play, drama)						Could be used as a scale but need to address the skewed nature of the distribution.
	Q21_5	Visit an historical monument, building or site (e.g. castle archaeological sites or memorial sites)						
	Q21_6	Go to the cinema or a film festival						
		Source if available: developed – selected items from own participation						
Q22	Q22_1	A museum, gallery, exhibition	**'Receptive cultural activities organized by school'**	Good (0.71)	1-4	Positively skewed	2.9	Could be used as a scale but need to address the skewed nature of the distribution.
	Q22_2	A historical monument, building or site (e.g. castle, archaeological site or memorial site)						
	Q22_3	A library						
	Q22_4	A concert, live music event or a music festival						
	Q22_5	A theatre, dance or performance (e.g. play, drama)						
	Q22_6	The cinema (or organized watching movies in school/college) or at a film festival						
Q23	Q23_1	Volunteer work (e.g. for fundraising, to help a charitable cause)	**'School organized active participation'**	Good (0.71)	1-4	Almost normal	2,5	Could be used as a scale.
	Q23_2	Sport						
	Q23_3	Creating your own digital content						
	Q23_4	Playing an instrument, composing or singing, or acting or dancing						
	Q23_5	Drawing, painting, sculpting						

		Source if available: selected three items out of four from Mainstream Socialization subscale Byrd, C. M. (2017). The complexity of school racial climate: Reliability and validity of a new measure for secondary students. British Journal of Educational Psychology, 87(4), 700-721. https://cpb-us-e1.wpmucdn.com/sites.ucsc.edu/dist/0/195/files/2017/09/Byrd-2017-British_Journal_of_Educational_Psychology.pdf						
Q24_1	Q24_1_1	What it means to be Catalan/Spanish	**'Curricular coverage of national identity'**	Very good (0.82)	1-4	Positively skewed	3.5	Could be used as a scale but need to address the skewed nature of the distribution
	Q24_1_2	About core Catalan/Spanish values						
	Q24_1_3	What make the Catalonia/Spain unique from other countries						
	Q24B_1	Human dignity and human rights	**'Curricular coverage of civic and global issues'**	Very good (0.85)	1-4	Slightly negatively skewed	3.0	Could be used as a scale
	Q24B_2	Minority rights						
	Q24B_3	Equality between men and women						
	Q24A_5	climate change and other major environmental problems (e.g. biodiversity loss)						
		Source if available: question format based on socialization subscales from Byrd, C. M. (2017)., items content adapted to CHIEF focus						
Q24_2	Q24_2_1	Human dignity and human rights	**'Curricular coverage of human rights'**	Very good (0.85)	1-4	Slightly negatively skewed	2.5	Could be used as a scale.
	Q24_2_2	Minority rights						
		Source if available: question format based on socialization subscales from Byrd, C. M. (2017)., items content adapted to CHIEF focus						
Q24	Q24_1_4	Gender inequality in the country	**'Curricular coverage of gender equality'**	Good (0.73)	1-4	Slightly negatively skewed	3.1	Could be used as a scale.
	Q24_2_3	Equality between men and women						
		Source if available: 25.1. Overall life satisfaction question from ESS (B20) http://www.esswellbeingmatters.org/measures/index.html Q25.2. to Q25.4 developed for three out of five domains specified (family, friends, school, living environment and self) in The Multidimensional Students' Life Satisfaction Scale Huebner, E. S., Laughlin, J. E., Ash C., & Gilman, R. (1998). Further validation of the Multidimensional Students' Life Satisfaction Scale. Journal of Psychological Assessment, 16, 118-134 MSLSS; Huebner, 1994) and The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS; Seligson, Huebner, & Valois, 2003)						

Q25	Q25_1	Your life as a whole	**'Global life satisfaction'**	Acceptable (0.66)	0-10	Negatively skewed	3.8	Could be used as a scale but need to address the skewed nature of the distribution. Additionally, could be used as separate questions (overall life satisfaction, and satisfaction in specific domains).
	Q25_2	Your relationship with parents (or caregivers)						
	Q25_3	Your friends						
	Q25_4	Your school/college						
		Source if available: selected items for civic and ethnic conception of national identity International Social Survey Program: National Identity III - ISSP 2013 Basic Questionnaire (Questionnaire) https://dbk.gesis.org/dbksearch/sdesc2.asp?ll=10&notabs=&af=&nf=&search=&search2=&db=e&no=5950						
Q30	Q30_1	To have been born in Catalonia/Spain	**'Ascribed index or ethnic conception of national identity'**	Good (0.77)	1-4	Positively skewed	2.6	Could be used as a scale but need to address the skewed nature of the distribution.
	Q30_7	To have Catalan/Spanish ancestry						
		Source if available: developed for Europe based on same question for national identity content see q30 and Eurobaremeter 73.3. 2010						
Q31	Q31_3	To be born in Europe	**'Ascribed index or ethnic conception of European identity'**	Good (0.75)	1-4	Slightly positively skewed	2.9	Could be used as an index.
	Q31_4	To have at least one European parent						
		Source if available: Türken, S., & Rudmin, F. W. (2013). On psychological effects of globalization: Development of a scale of global identity. Psychology & Society, 5(2), 63-89. http://www.psychologyandsociety.org/__assets/__original/2013/04/8.pdf						
Q32	Q32_8	I feel intense pride when I think about my country	**'Nationalism'**	Very good (0.81)	1-5	Almost normal	4.3	Could be used as a scale.
	Q32_9	I feel most connected to members of my own country						
	Q32_10	My country is one of the best in the world						
	Q32_6	My own culture is the best in the whole world						
	Q32_7	One should first care for his or her nation, then others						

	Q32_3	I identify with a global community/common global humanity	**'Globalism'**	Good (0.72)	1-5	Slightly negatively skewed	4.7	Could be used as a scale.
	Q32_4	I enjoy learning about different cultures						
	Q32_2	I could easily live in other cultures countries than my own						
	Q32_5	I like listening to music from different cultures						
	Q32_1	I consider myself more as a citizen of the world than a citizen of some nation						
		Source if available: SDO7(s) Scale Ho, A. K., Sidanius, J., Kteily, N., Sheehy-Skeffington, J., Pratto, F., Henkel, K. E., ... & Stewart, A. L. (2015). The nature of social dominance orientation: Theorizing and measuring preferences for intergroup inequality using the new SDO7 scale. Journal of Personality and Social Psychology, 109(6), 1003. https://sites.lsa.umich.edu/ho-lab/wp-content/uploads/sites/277/2015/12/Ho-et-al-2015.-The-nature-of-social-dominance-orientation.pdf						
Q33	Q33_1	An ideal society requires some groups to be on top and others to be on the bottom	**'Social dominance orientation'**	Good (0.78)	1-5	Positively skewed	6.9	Could be used as a scale but need to address the skewed nature of the distribution.
	Q33_2	Some groups of people are simply inferior to other groups						
	Q33_3r	No one group should dominate in society (reversed)						
	Q33_4r	Groups at the bottom are just as deserving as groups at the top (reversed)						
	Q33_5	Group equality should not be our primary goal (reversed)						
	Q33_6	It is unjust to try to make groups equal (reversed)						
	Q33_7r	We should do what we can to equalize conditions for different groups (reversed)						
	Q33_8r	We should work to give all groups an equal chance to succeed (reversed)						
		Source if available: adapted from IEA Civic Education Study (Cived) https://iccs.iea.nl/fileadmin/user_upload/Editor_Group/Downloads/ICCS2016_IDB_User_Guide.pdf appendix a 135						
Q34	Q34_1	Persons of different skin color	**'Acceptance of**	Very good (0.91)	1-5		2.8	

	Q34_2	Persons of another religion	**neighborhood diversity'**			Strongly negatively skewed		Could be used as a scale but need to address the skewed nature of the distribution.
	Q34_3	Persons coming from another Spanish regions						
	Q34_4	Persons with physical disabilities						
	Q34_5	Persons from another country						
		Source if available: IEA Civic Education Study (Cived) International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study ICCS 2016 European student Questionnaire						
Q35	Q35_1	Immigrants should have the opportunity to keep their own language (e.g. express in public)	**'Support for immigrant rights'**	Very good (0.83)	1-5	Negatively skewed	3.2	Could be used as a scale but need to address the skewed nature of the distribution.
	Q35_2	Immigrants' children should have the same opportunities for education that other children in the country have						
	Q35_3	Immigrants who live in a country for several years should have the opportunity to vote in elections						
	Q35_4	Immigrants should have the opportunity to keep their own customs and lifestyle						
		Source if available:						
		Source if available: IEA Civic Education Study (Cived) International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study ICCS 2016 European student Questionnaire						
Q36	Q36_1	Men and women should have the same rights in every way	**'Gender equality'**	Very good (0.81)	1-5	Strongly negatively skewed	2.9	Could be used as a scale but need to address the skewed nature of the distribution.
	Q36_2r	When there are not many jobs available, men should have more right to a job than women (reversed)						
	Q36_3	Men and women should get equal pay when they are doing the same jobs						

		Source if available: adapted (*Awareness of Consequences* and *Personal Normative Beliefs)* based on Stern, P. C., Dietz, T., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. Human ecology review, 81-97.						
Q37	Q37_1	Climate change will be one of the main problems for my generation in the future	**'Climate change awareness'**	Very good (0.80)	1-5	Negatively skewed	4.0	Could be used as a scale but need to address the skewed nature of the distribution.
	Q37_2	I feel a personal obligation to do whatever I can to prevent climate change						
	Q37_3	The government should take strong action to reduce emissions and prevent global climate change						
		Source if available: adapted based on *Environmental Citizenship* Stern, P. C., Dietz, T., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. Human ecology review, 81-97. Response format EVS survey						
Q38	Q38_1(rev)	Participate in demonstrations or protest actions concerning environment protection or climate change	**'Climate change activism'**	Good (0.75)	1-3	Slightly negatively skewed	5.8	Could be used as a scale.
	Q38_2(rev)	Boycott or avoid buying the products of a company because you feel that company is harming the environment						
	Q38_3(rev)	Sign petitions (online or offline) in support of protecting the environment						
	Q38_4(rev)	Post or share anything about the environment or climate change online (for example on blogs, or on social media such as Instagram, Facebook or Twitter)						
	Q38_5(rev)	Make a special effort to consume food without pesticides or chemicals also known as organic food						
	Q38_6(rev)	Make a special effort to reduce the use of single-use plastic products						
		Source if available: Sandy, C. J., Gosling, S. D., Schwartz, S. H., & Koelkebeck, T. (2017). The development and validation of brief and ultrabrief measures of values. Journal of personality assessment, 99(5), 545-555.TIVI: Ten Item Values Inventory https://gosling.psy.utexas.edu/wp-content/uploads/2016/12/Sandy-et-al-JPA-2016-Brief-values-measures.pdf https://www.tandfonline.com/doi/suppl/10.1080/00223891.2016.1231115?scroll=top						

Q39	Q39_4	It's very important to him to help the people around him. He wants to care for their well-being	**'Personal values: Self-transcendence'**	Poor (0.57)	1-6	Negatively skewed	3.7	Could be used as a scale but need to address the skewed nature of the distribution and the poor reliability.
	Q39_5	He thinks it is important that every person in the world be treated equally. He believes everyone should have equal opportunities in life						
	Q39_1	He believes he should always show respect to his parents and to older people. It is important to him to be obedient	**'Personal values: Conservation'**	Very poor (0.46)	1-6	Almost normal	12.3	Could be used as a scale but need to address the poor reliability.
	Q39_2	Religious belief is important to him. He tries hard to do what his religion requires						
	Q39_10	It is important to him that things be organized and clean. He really does not like things to be a mess						
	Q39_8	Being very successful is important to him. He likes to impress other people	**'Personal values: Self-Enhancement'**	Poor (0.59)	1-6	Almost normal	5.3	Could be used as a scale but need to address the poor reliability.
	Q39_9	It is important to him to be in charge and tell others what to do. He wants people to do what he says						
	Q39_5	He thinks it's important to be interested in things. He likes to be curious and to try to understand all sorts of things	**'Personal values: Openness to Change'**	Acceptable (0.53)	1-6	Negatively skewed	4.9	Could be used as a scale but need to address the skewed nature of the distribution and the poor reliability.
	Q39_6	He likes to take risks. He is always looking for adventures						
	Q39_7	He seeks every chance he can to have fun, It is important to him to do things that give him pleasure						

Appendix 4. Constructing scales and indices from school and location survey

4.1. School general characteristics

SCHQ5- Classroom climate

SCHQ5. Consider each of the following statements about classroom dynamics in your school. Select the option that reflects the relative truth/validity of each of the following statements

1	*Students feel free to disagree openly with their teachers about political and social issues during class*
2	*Students are encouraged to make up their own minds about issues*
3	*Teachers respect students' opinions and encourage them to express them during class*
4	*Students feel free to express opinions in class even when their opinions are different from most of the other students*
5	*Teachers encourage students to discuss political or social issues about which people have different opinions*
6	*Teachers present several sides of an issue when explaining it in class*

We construct an index of school climate with all 6 items.

This is the distribution of the new variable:
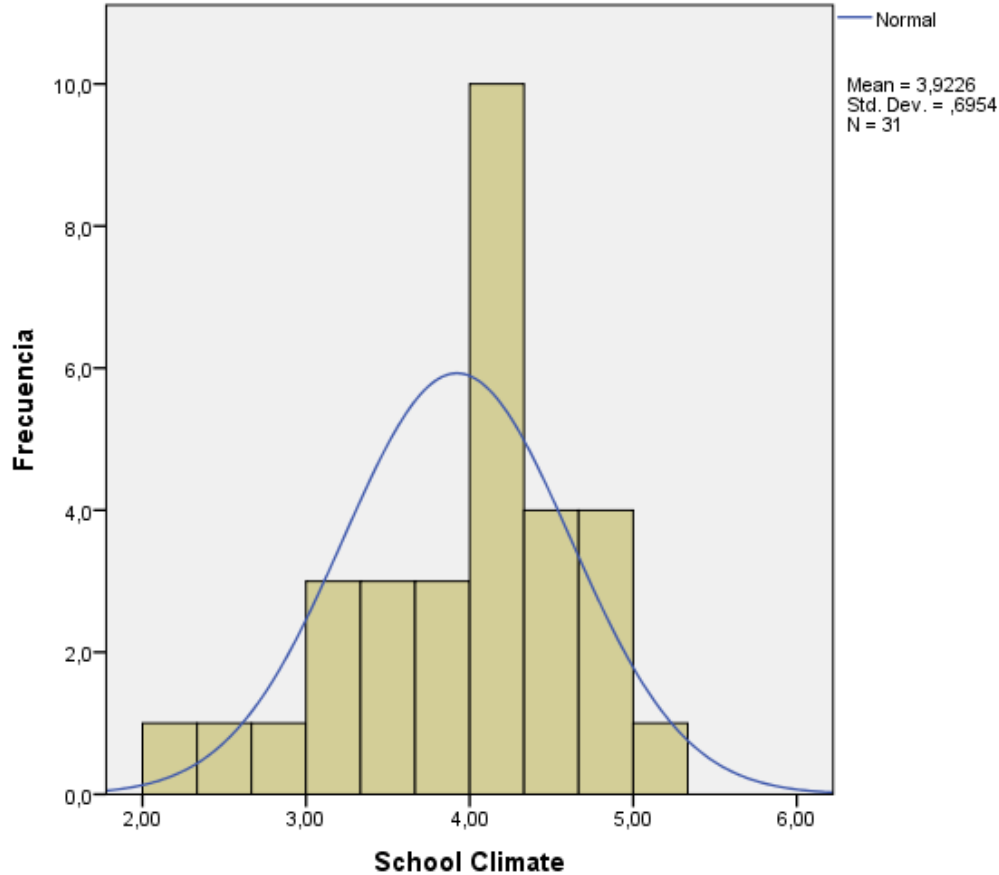
SCH6-Perceived prevalence of problems in schools

SCH6. In your school, to what extent is the learning of students hindered by the following phenomena?

1	Student truancy
2	Students skipping classes
3	Students lacking respect for teachers
4	Student use of alcohol or illegal drugs
5	Students intimidating or bullying other students
6	Teachers not meeting individual students' needs
7	Teacher absenteeism
8	Staff resisting change
9	Teachers being too strict with students
10	Teachers not being well prepared for classes

We construct an index of 'Perceived problems in the school' with all 10 items.

This is the distribution of the new variable:
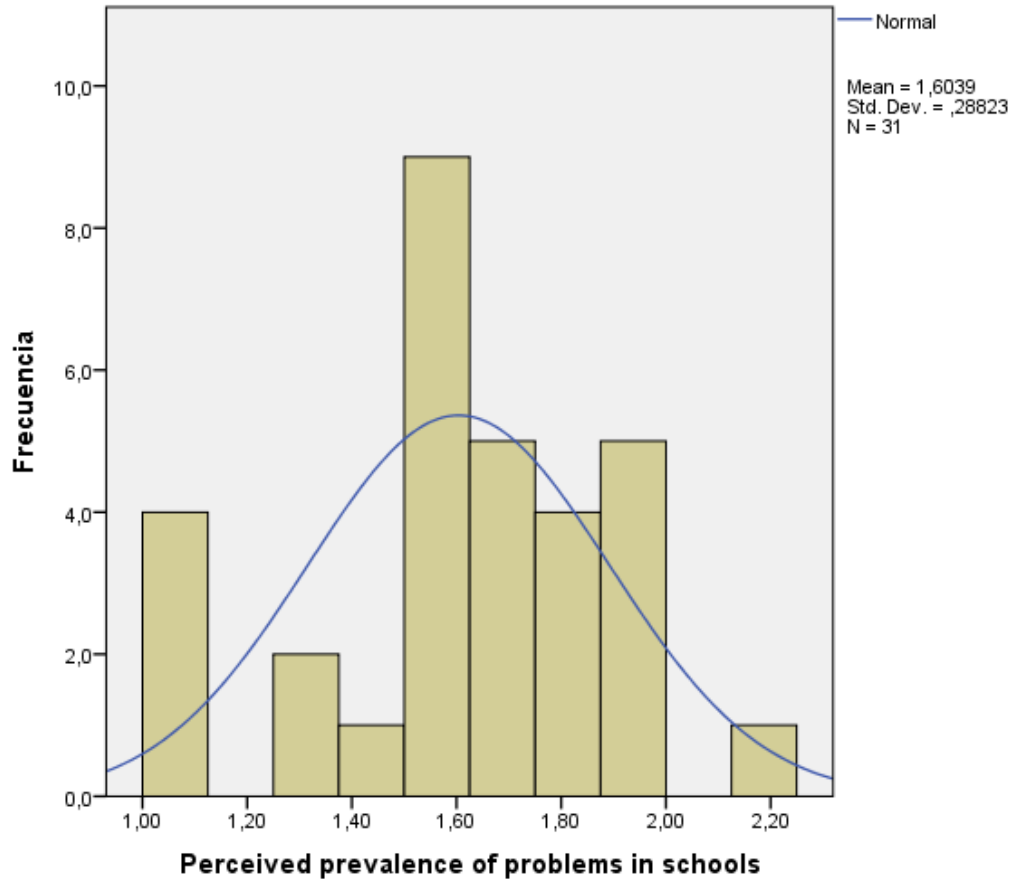
SCH7- Perceived school's relation with the community

SCHQ7. Regarding the school' relation with the community, how true is each of the following statements for your school?

1	Locations in the community are utilized for school and classroom projects, events, and instruction.
2	Information about students, families, and their communities is routinely gathered to inform and make learning experiences more relevant.
3	My school provides events designed to connect community members with educators.
4	There are multiple approaches for two-way communication with community members.
5	Accurate and complete information about the local community and its history are incorporated into school content.
6	The school regularly participate in community events and activities
7	Structures, supports, and systems are in place to facilitate and sustain the participation of community members in school events and activities.

We construct an index of 'Perceived school's relation with the community' with all 7 items.

This is the distribution of the new variable:
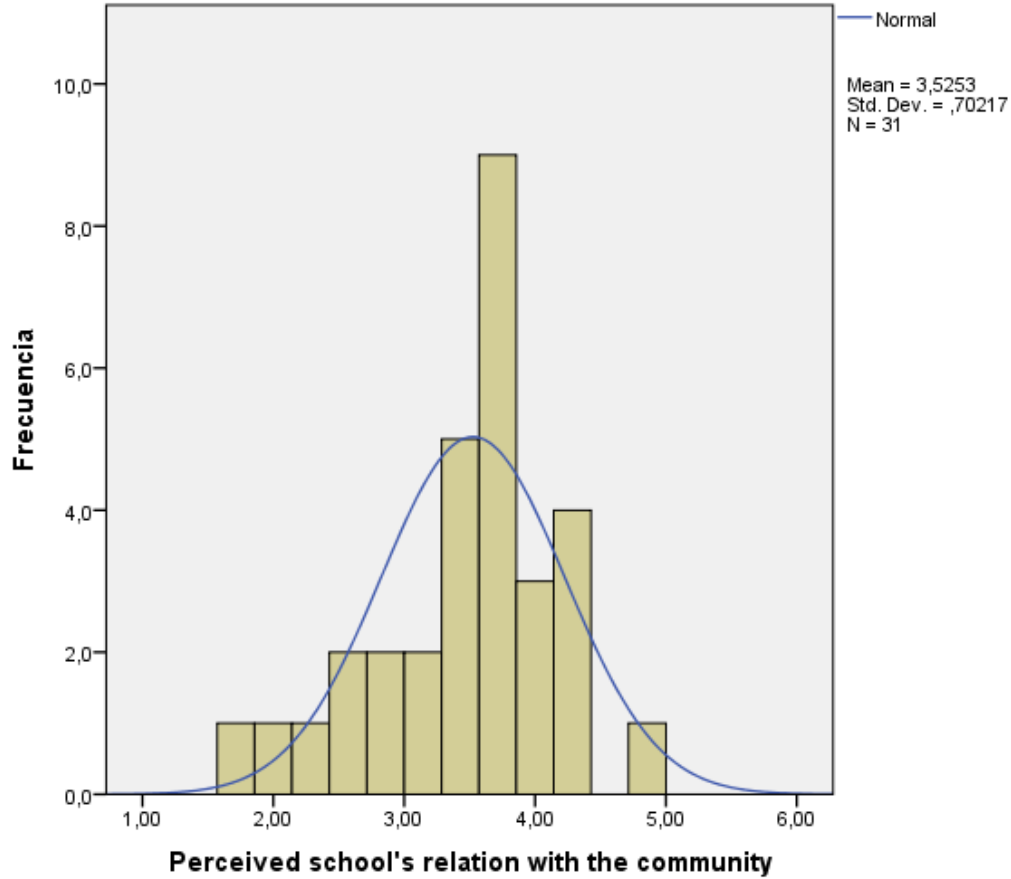
4.2. Fostering Cultural participation

SCHQ8- Evaluation of national educational system in terms of fostering students' cultural participation

SCH8. To what degree do you think that the educational system in your country fosters the following activities?

1	Reading
2	Listening to music
3	Visiting exhibitions, museums or galleries
4	Watching Cinema
5	Going to see scenic arts (drama, dance, circus…)
6	Participating in traditional culture
7	Volunteering
8	Participating in organizations

9	Doing sport
10	Writing stories, plays, poetry
11	Doing photography, video or filming
12	Playing an instrument
13	Acting or dancing
14	Painting, drawing, printmaking...
15	Uploading content to Internet and social networks
16	Engaging in political activities
17	Traveling
18	Studying foreign languages
19	Taking care of environment

In this case, for the index of 'Evaluation of national educational system in terms of fostering students' cultural participation' we have used only the items more directly related to cultural participation (from 1 to 14) and left behind other activities not related to cultural consumption or creation.

This is the distribution of the new variable:

Mean = 4,8033
Std. Dev. = 1,40721
N = 31

Evaluation of national educational system in terms of fostering students' cultural participation
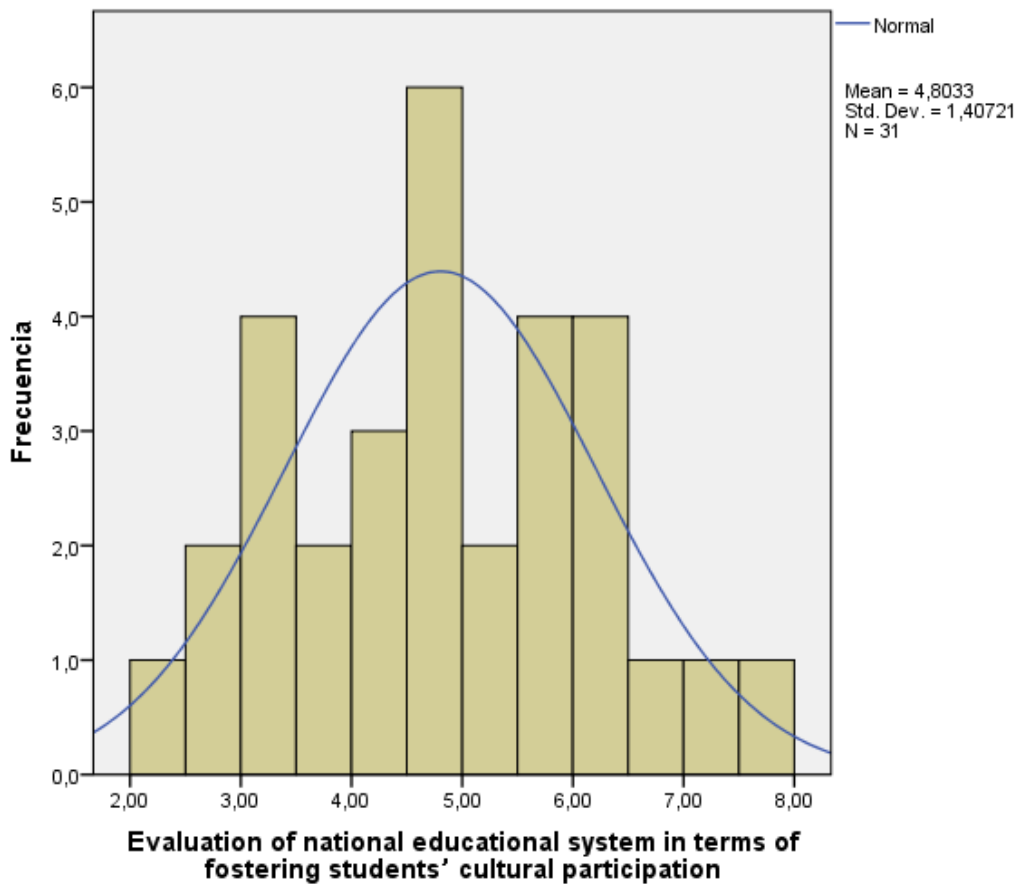
SCH9- Evaluation of the school in terms of fostering students' cultural participation

SCH9. And to what degree do you think that <u>your school</u> fostesr the following activities

1	Reading
2	Listening to music
3	Visiting exhibitions, museums or galleries
4	Watching Cinema
5	Going to see scenic arts (drama, dance, circus…)
6	Participating in traditional culture
7	Volunteering
8	Participating in organizations
9	Doing sport
10	Writing stories, plays, poetry
11	Doing photography, video or filming
12	Playing an instrument
13	Acting or dancing
14	Painting, drawing, printmaking...
~~15~~	~~Uploading content to Internet and social networks~~
~~16~~	~~Engaging in political activities~~
~~17~~	~~Traveling~~
~~18~~	~~Studying foreign languages~~
~~19~~	~~Taking care of environment~~

Her also we have used only the items more directly related to cultural participation (from 1 to 14) and left behind other activities not related to cultural consumption or creation.

This is the distribution of the new variable:
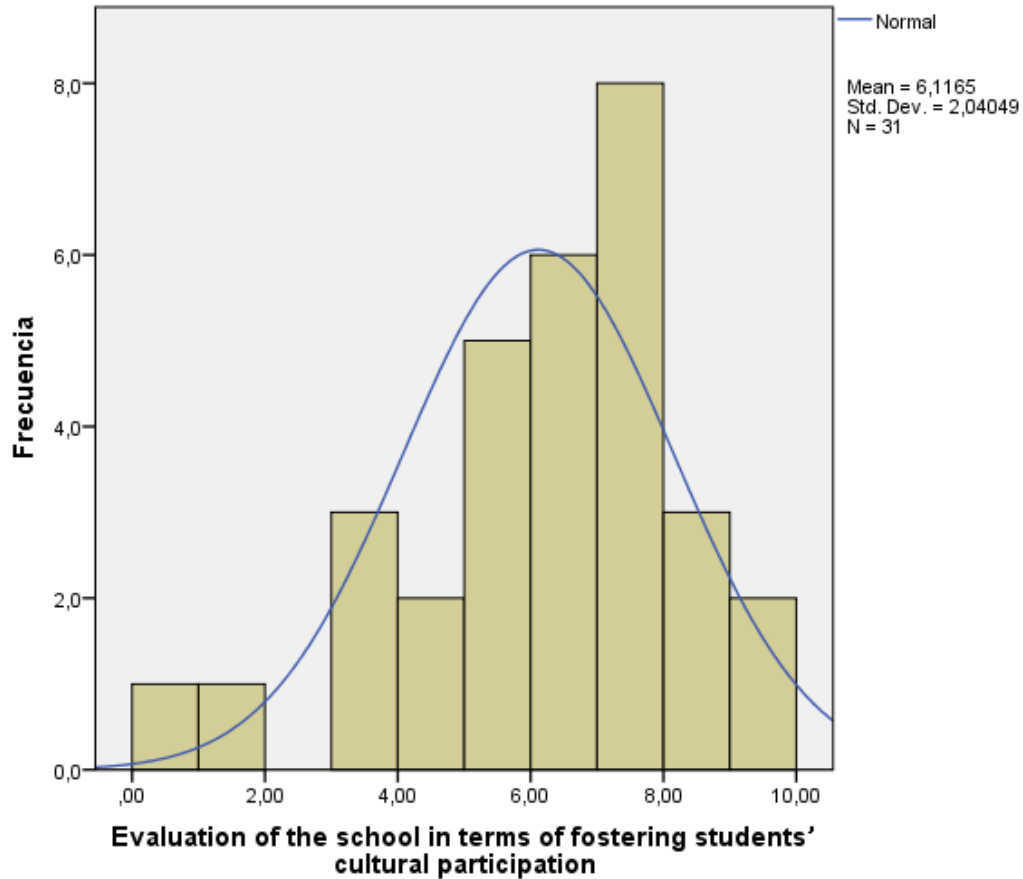
SCHQ10- Availability of specialised classrooms for cultural participation in school

SCHQ10. Please select the option that best explains the use that students can make of the following spaces in your school

1	Library
2	Gym
3	Theatre room
4	Plastic arts classroom
5	Music classroom

We construct an index of 'Availability of specialised classrooms for cultural participation in school' with all 5 items.

This is the distribution of the new variable:
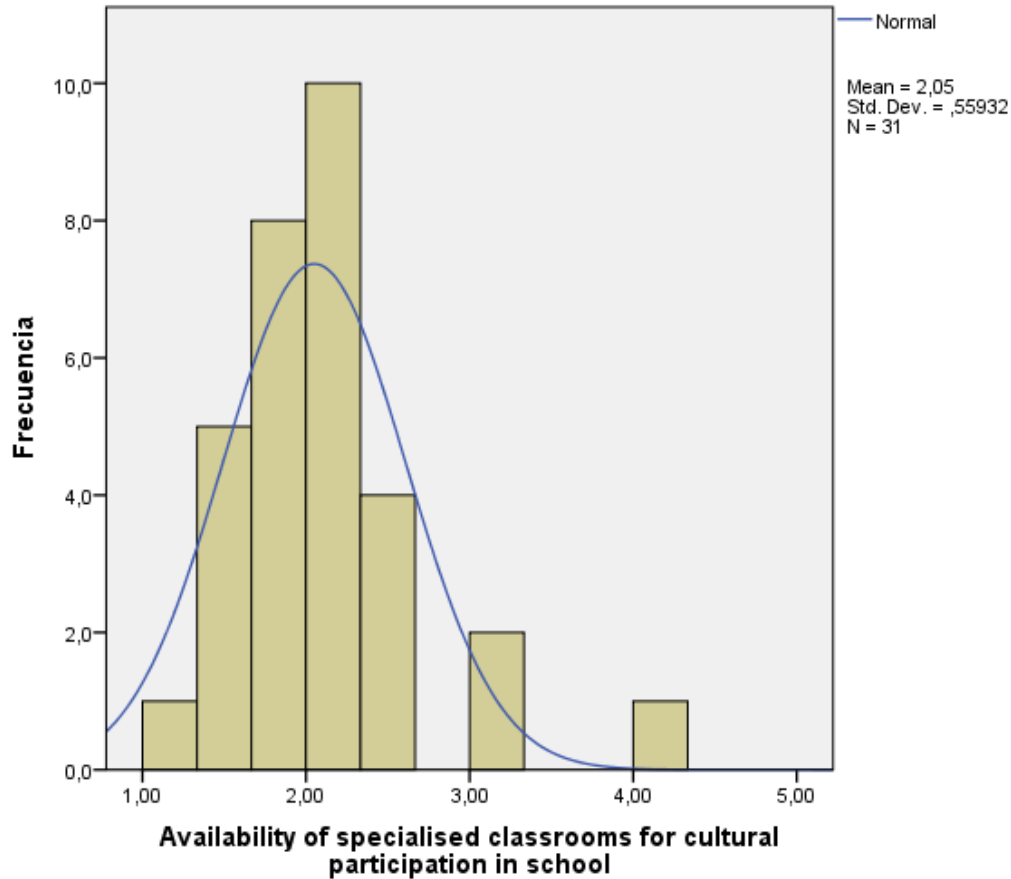
SCHQ11- Frequency of cultural outdoor activities

SCHQ11. During a normal academic year in <student survey grade> grade, do you schedule outdoor/external school activities such as…

1	Going to the cinema to watch a film or documentary
2	Visit a historical monument or site (palaces, castles, churches, archaeological sites, gardens, etc.)
3	Going to a concert
4	Visit a public library
5	Visit a museum or gallery
6	Going to the drama or music theatre
7	Going to sporting event
8	Attending social or environmental awareness events or campaigns
9	Organizing visits or excursions to natural sites

We construct an index of 'Frequency of cultural outdoor activities' with all 9 items.

This is the distribution of the new variable:
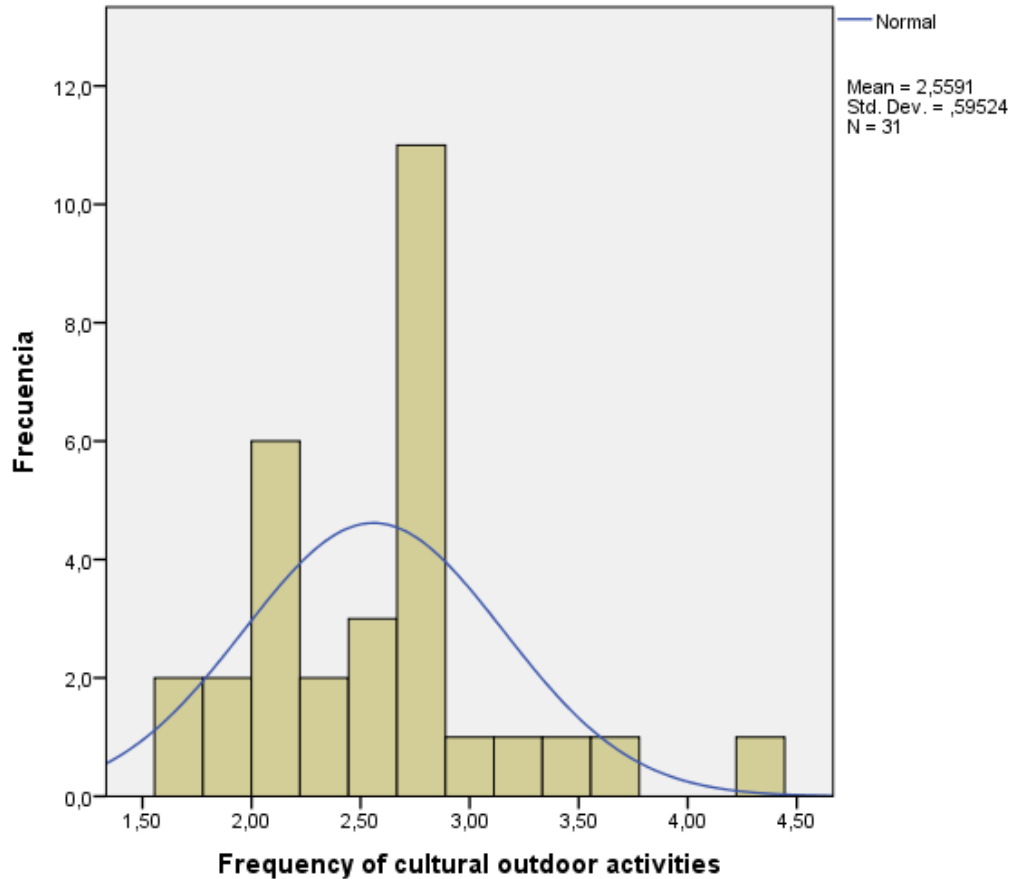
SCHQ12- Frequency of cultural activities in the school

SCHQ12. Within the activities in the school (not counting outdoor/external activities), during a normal academic year in <student survey grade> grade, do you schedule activities such as…

1	Reading a novel, poem or essay book
2	Watching a film or documentary
3	Performing a concert with students
4	Performing a drama with students
5	Performing a dance performance with students
6	Organizing an exhibition with artistic or cultural objects made by students
7	Posting or sharing artistic or cultural performances via sharing sites or social networks as a class
8	Creating your own website, channel or blog with artistic and cultural content
9	Organizing social or environmental awareness events or campaigns
10	Organizing sport competition or activity

We construct an index of 'Frequency of cultural outdoor activities' with all 9 items.

This is the distribution of the new variable:

Frequency of cultural activities in the school
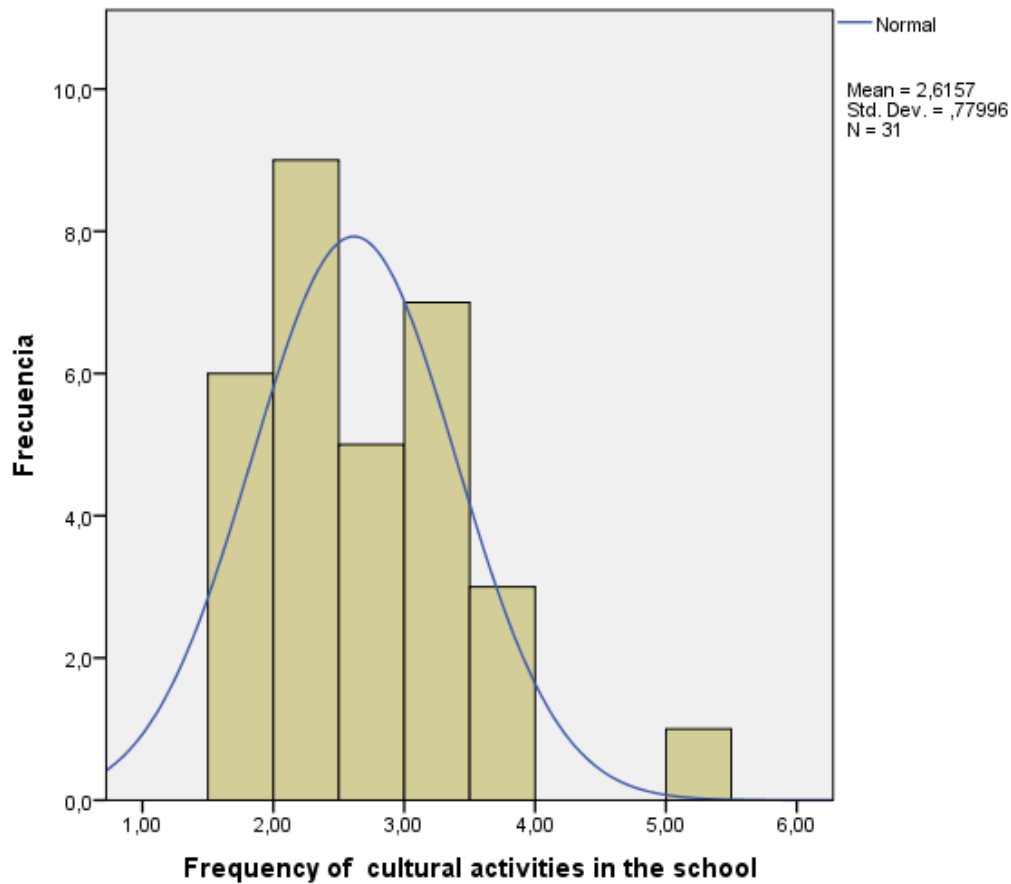
**SCHQ13- Percentage of students involved in cultural stable groups in the school**

SCHQ13. Which of the following permanent activities or groups does the school offer or otherwise promote? For those selected, how many students were involved in each activity or group during the last school year?

1	*Choir, band or orchestra*
2	*School play or school musical*
3	*Dance group*
4	*School yearbook, newspaper or magazine*
5	*Art club or art activities*
6	*Traditional or popular culture group*
7	*Students union or organization*
8	*Sporting team or sporting activities*

For this variable we are interested in the proportion of students in the school involved in stable cultural groups. We have excluded from the analysis the sports activities because the numbers of student involved are much higher than other activities and it distorts a lot the result. Thus, the

variable is the result of adding all students involved in cultural groups related to the number of total students enrolled in the school (see syntax).

This is the distribution of the new variable:
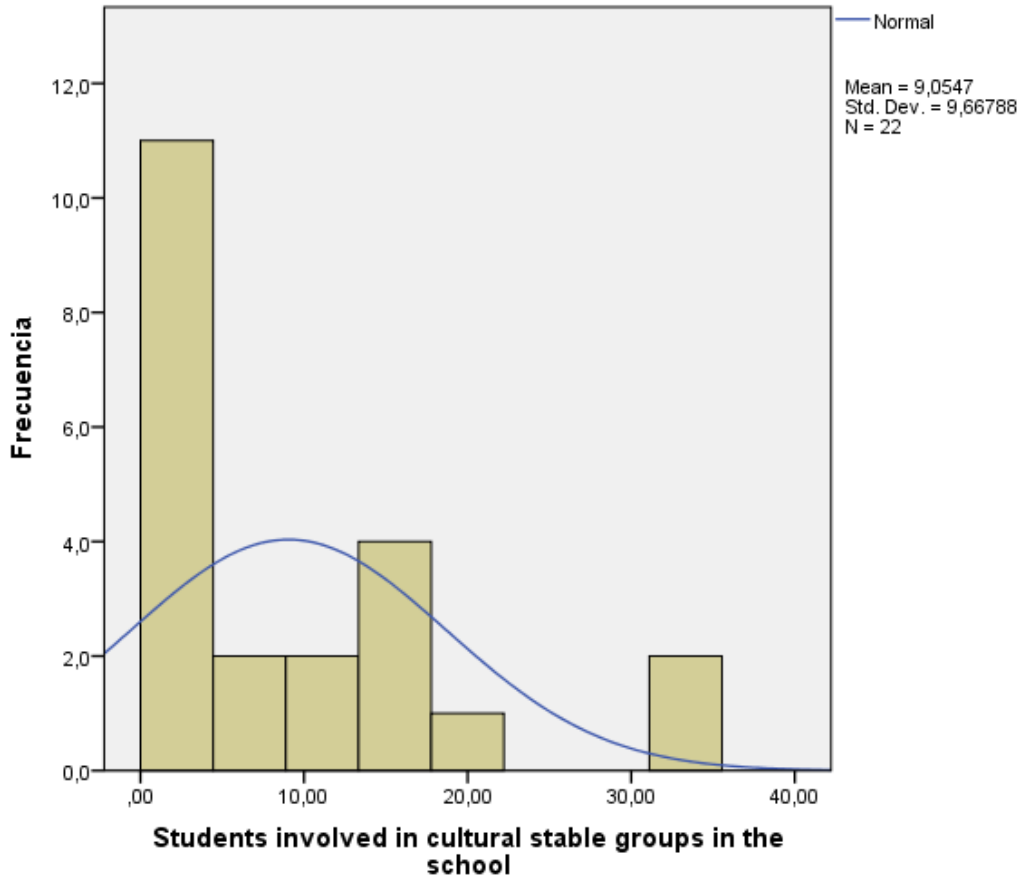
4.3. Intercultural Orientation

**SCHQ21- Cultural diversity school management**

SCHQ21. How true is each of the following statements for you your school?

1	*The school has specific program/s relating to managing cultural diversity, encouraging intercultural dialogue and/or the integration of new students from other cultural backgrounds.*
2	*There are staff members (staff or other specialists) with specific tasks oriented to assist students that face particular cultural or language barriers.*
3	*The school receives support from education authorities and/or ONG for managing cultural diversity.*

4	*The school has particular program/s oriented to facilitate the participation of families and community members from minority groups.*
5	*Communication strategies for families and community members focus intentionally on including minority groups.*
6	*School events and activities are designed to support access for those families and community members from groups who face the most significant barriers to active participation.*
7	*Family and community members from minority groups routinely participate in school activities.*

We construct an index of 'Cultural diversity school management' with all 7 items.

This is the distribution of the new variable:
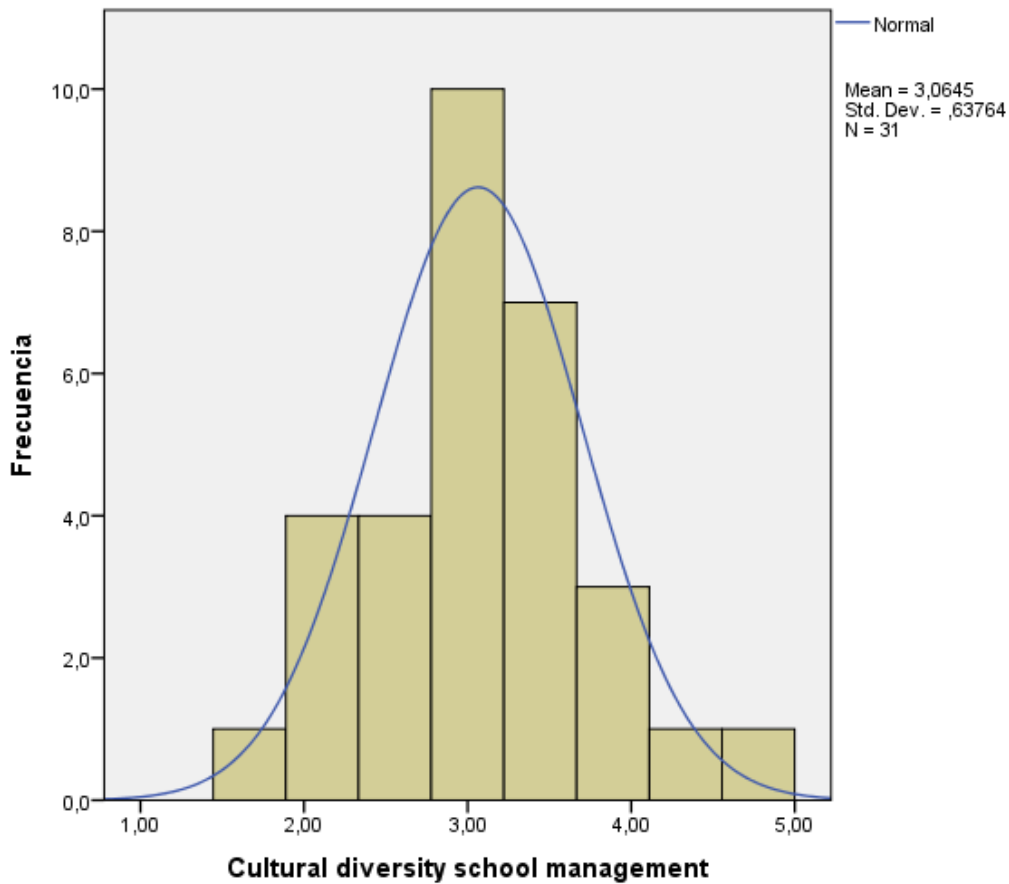
## 4.4. Coverage of social issues and values

SCHQ23- Curriculum coverage several issues

SCHQ23. At school, to what extent do you have the opportunity to teach to secondary education students about the following topics or issues?

This question asks for very different issues. Thus, we suggest to use single item variables if there are items of interest for the analysis. We suggest creating a synthesis variable for some items that can be logically joined:

Curriculum coverage of European issues

1	*The history of Europe*
2	*Political, economic or social issues of other European countries*

Curriculum coverage of European issues
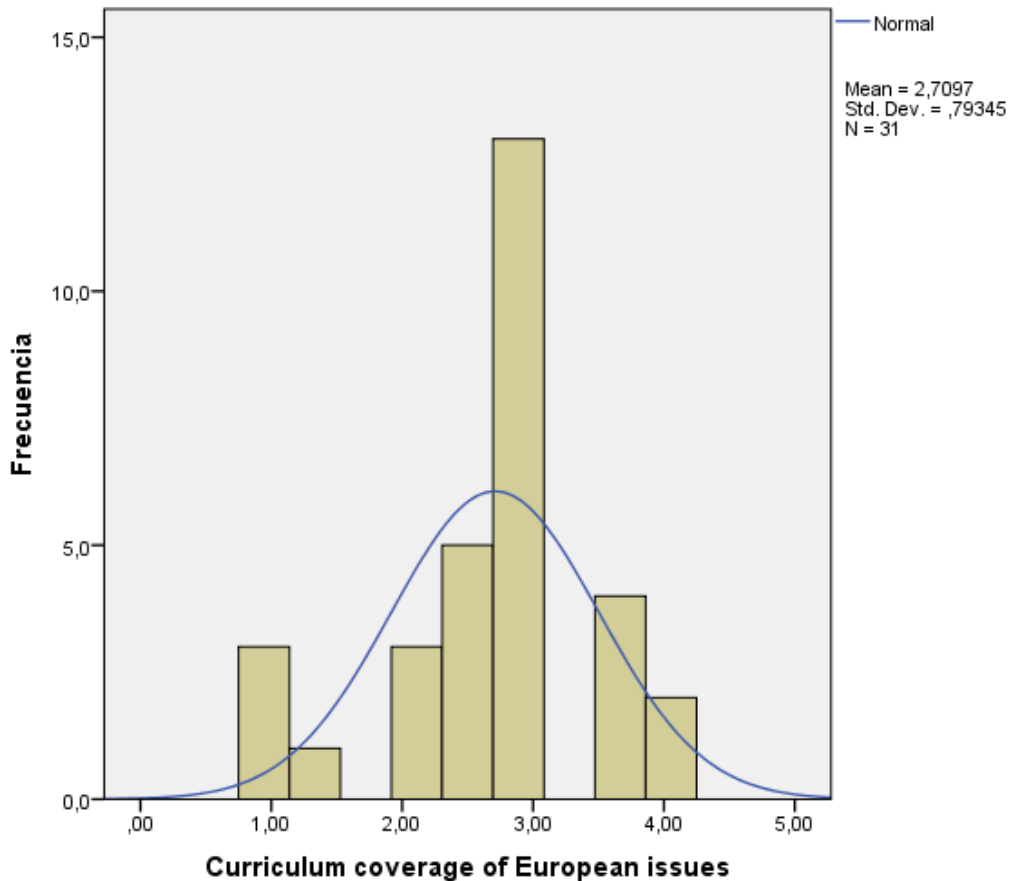
Curriculum coverage of national identity

7	What it means to be a British (country specific)
8	About core British (country specific) values

Curriculum coverage of national identity

Mean = 1,80
Std. Dev. = ,70221
N = 30
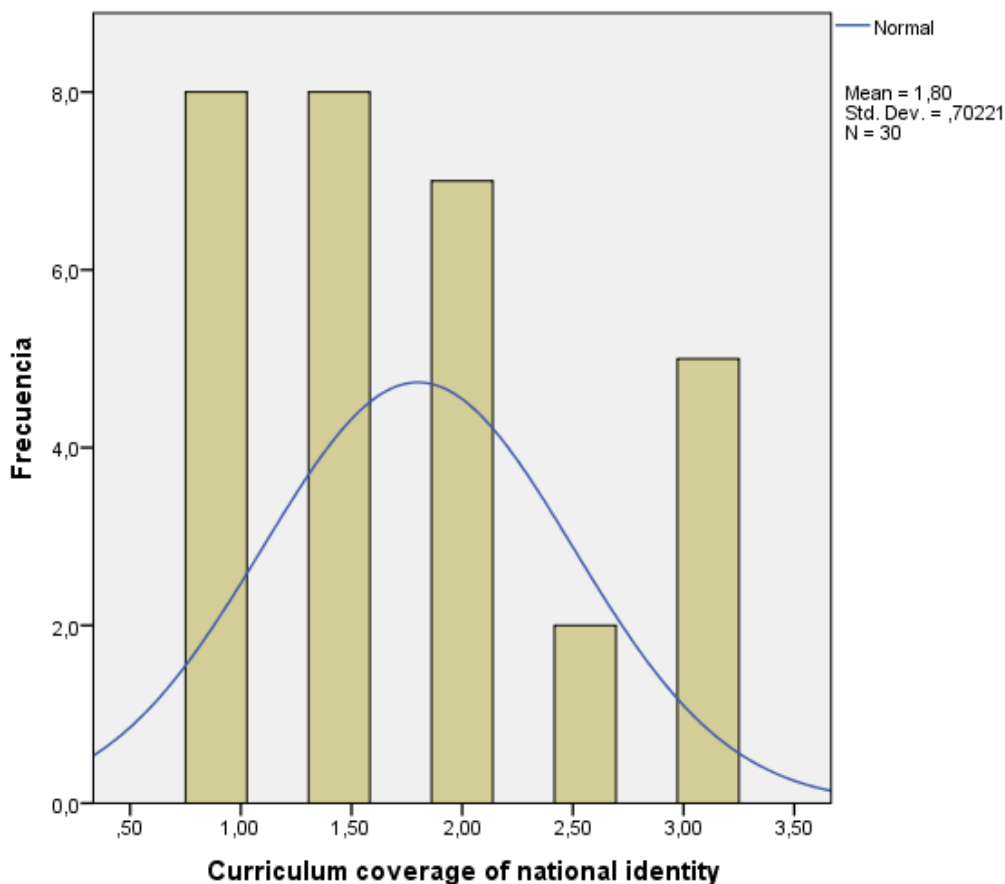
## SCHQ24- Students cooperation with external organizations

SCHQ24. Below is a list of activities that may be carried out by the school in cooperation with external groups/organizations. During a normal school year, to what extent do secondary education students take part in any of these activities?

1	Activities related to environmental sustainability (e.g. <energy and water saving, recycling>)
2	Human rights projects
3	Activities for underprivileged people or groups
4	Cultural activities (e.g. theatre, music)
5	Multicultural and intercultural activities within the <local community> (e.g. <promotion and celebration of cultural diversity, food street market>)

6	*Campaigns to raise people's awareness, such as <campaigns to raise people's awareness about social issues, campaigns to raise people's awareness of environmental issues>*
7	*Activities aimed at protecting the cultural heritage in the <local community>*
8	*Visits to political institutions (e.g. <Parliament house, Prime Minister's/President's official residence>)*
9	*Sports events*

We construct an index of 'Students cooperation with external organizations' with all 9 items.

This is the distribution of the new variable:
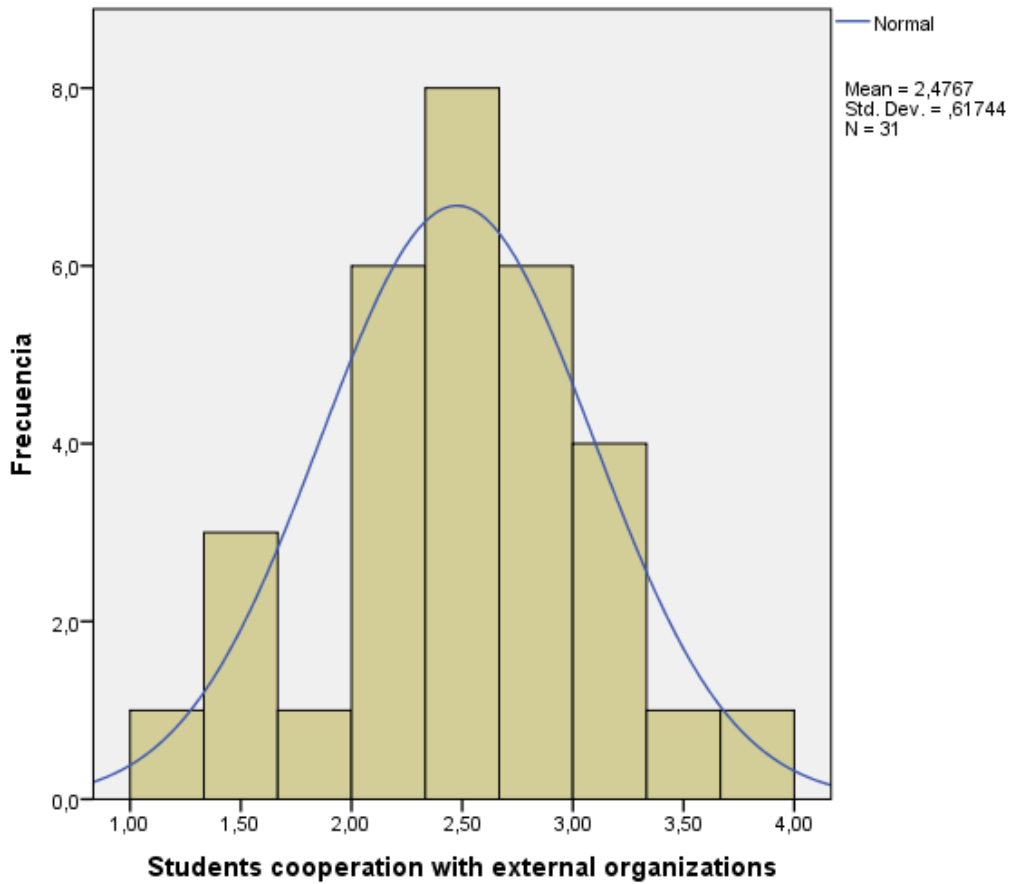
Guidance (please delete before submitting draft report to WP leads)

Please note: the overall length of the report should not go below 8000 words and over 11500 words (excluding appendix and references). Also note that the instructions with regard to formatting of the report below. Please follow that formatting while writing the report.

General formatting:

Font - Black, 12, Regular, Times New Roman throughout (apart from headings 1 and 2).

Paragraph alignment: Justified (apart from tables)

Paragraph spacing before: 10 pt; spacing after: 10 pt; line spacing: multiple 1.15 (apart from tables)

Do not use an indent at the beginning of a new paragraph

References - follow **Harvard style** and insert a space before each new reference.

Headings:

Leve 1: 1. Main headings 1. 2. 3. etc. (Heading 1, font Times New Roman 16, bold, font colour: Accent 1; Indent: Left 0, Hanging 1.2; Paragraph spacing before: 18 pt; spacing after: 18 pt; line spacing: multiple 1.15)

Level 2: 1.1. Sub-headings 3.1. 3.2 etc. (Heading 2, font Times New Roman 14 bold, font colour: Accent 1; Indent: Left 0 cm, Hanging 1.4 cm; Paragraph spacing before: 12 pt; spacing after: 12 pt; line spacing: multiple 1.15) – including appendix 1, appendix 2

Level 3: 1.1.1. Additional sub-headings 3.1.1., 3.1.2 (font Times New Roman 12, bold, font colour: Accent 1; Indent: Left 0 cm, Hanging 1.6 cm; Paragraph spacing before: 12 pt; spacing after: 12 pt; line spacing: multiple 1.15)

Level 4: Additional sub-headings *Italic (font Times New Roman 12, italic, font colour: Accent 1; Indent: Left 0 cm, Hanging 1.6 cm; Paragraph spacing before: 10 pt; spacing after: 10 pt; line spacing: multiple 1.15)*

N.B. the final report will include headings 1 and 2 in the contents page

Tables:

Table heading – font Times New Roman 11, bold, font colour: Accent 1; Paragraph spacing before: 10 pt; spacing after: 10 pt; line spacing: multiple 1.15

Use captions for easier numeration thought text

Repeat header (select repeat as header row at the top of each page)

Table width – 16 cm, row height minimum 0.36 cm

In-table text: Font – 9, regular; Paragraph alignment - left for text, right for numbers, Paragraph spacing – single

Figures:

Figure heading – font Times New Roman 11, bold, font colour: Accent 1; Paragraph spacing before: 6 pt; spacing after: 24 pt; line spacing: multiple 1.15, Centre text

Use captions for easier numeration through text