

FSD2547

**Nordic Study on Child Rights to
Participate 2009-2010: Nordic Countries**

Codebook



FINNISH SOCIAL SCIENCE DATA ARCHIVE

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To the reader

This codebook is part of the data FSD2547 archived at the FSD (Finnish Social Science Data Archive). The dataset has been described in as much detail as possible in Finnish and English. Variable frequencies, variable and value labels, and missing values have been checked. If necessary, the data have been anonymised. The data and its creators shall be cited in all publications and presentations for which the data have been used. The bibliographic citation may be in the form suggested by the archive or in the form required by the publication. The bibliographic citation suggested by the archive:

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The user shall notify the archive of all publications where she or he has used the data. The original data creators and the archive bear no responsibility for any results or interpretations arising from the reuse of the data.

The codebook contains information on data content, structure and data collection, and includes a list of publications wholly or in part based on the data, according to publication information received by the FSD. The second part of the codebook contains information on variables: question texts, response options, and frequencies. The third part contains indexes.

Variable distributions presented in this codebook have been generated from the SPSS files. Distribution tables present variable values, frequencies (n), frequency percentages (%), and valid percentages (v. %) which take into account missing data. All distributions are unweighted. If the data contain weight variables, these will be found at the end of the variables list. In some cases frequency distributions have been substituted by descriptive statistics. Categorised responses to open-ended questions are not always included in the codebook. Distributions may contain missing data. The note "System missing (SYSMIS)" refers to missing observations (e.g. a respondent has not answered all questions) whereas "Missing (User missing)" refers to data the user has defined as missing. For example, the user may decide to code answer alternatives 'don't want to say' or 'can't say' as missing data.

The codebook may contain attached files, the most common one being the questionnaire.

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Chapter 1

Study description

1.1 Titles

Titles and data version: Nordic Study on Child Rights to Participate 2009-2010: Nordic Countries

Titles and data version in Finnish: Lasten ihmisoikeustietämys ja osallistuminen 2009-2010: Pohjoismaat

Alternative title: Child Rights Awareness and Participation 2009-2010: Nordic Countries

This codebook has been generated from the version 2.0 (14.8.2018) of the data.

1.2 Subject description

Authoring entity

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Copyright statement for the data

According to the agreement between FSD and the depositor.

Depositor

Kotoaro, Pentti (UNICEF Finland)

Date of deposit

21.5.2010

Keywords

adolescence; adolescents; attitudes; children; decision making; family life; human rights; political participation; public political influence; schoolchildren; social influence

Topic Classification

Fields of Science Classification: social sciences

CESSDA Classification: social behaviour and attitudes; youth

Series description

The data belong to the series:

Individual datasets

Individual datasets that do not belong to any series.

Abstract

The main aim of the survey, conducted by UNICEF, was to investigate to what extent children and young people can influence matters at home, school and in society and what issues they would like to have influence on. Other main themes included how much children and young people know about children's rights and human rights in general. This integrated dataset contains the responses of 5,775 pupils in Finland, Sweden, Norway, Island and Denmark. FSD collections also include the dataset containing the Finnish part only (FSD2546).

Knowledge of child and human rights were charted by asking the respondents how much they knew about the rights of the child, where they had got the information from, and whom do the rights concern. The respondents were also asked to what extent they agreed with statements relating to human rights issues, for instance, to corporal punishment of children, whether all people have the same rights regardless of their religion, whether boys and girls have the same rights etc.

One topic pertained to what extent the respondents were able influence matters at home, school and spare time and how important they considered it to be to be able to influence these matters, including use of own money, bed times, interior and decor of their own room, where to live if parents divorced, hobbies, decision which school to go to, what one learns at school, school menu, facilities in the municipality, the family's water and electricity consumption etc. Next, the respondents were asked whether they agreed with statements relating to the media, decision making at school, voting age, and climate change. In addition, they were asked to name the

three most important issues they would like to have influence on and the three most important things that can be done to combat climate change.

The respondents were asked whether they had participated in the school council or other school bodies, other school activities (e.g. as peer mediators/tutors), local or youth council or political party activities. Opinions were charted on the importance of different channels or methods of participation and how well these had worked in their own case. Channels/methods mentioned included petitions, demonstrations, different kinds of youth bodies, online blog postings etc. The respondents also evaluated the quality of their life on a 10-point scale.

Background information included the respondent's age, gender, R's and parents' country of birth and whether the parents had university education or not.

1.3 Structure and collection of the data

Country: Finland, Sweden, Norway, Denmark, Island

Geographic coverage: Nordic countries

Analysis or observation unit type: Individual

Universe: Schoolchildren aged 12 - 16 living in Nordic countries.

Collection date: September 2009 – February 2010

Data collector(s): Innolink Research

Data producer(s): UNICEF Finland

Mode of data collection: Self-administered questionnaire: Paper, Self-administered questionnaire: Web-based (CAWI)

Type of research instrument: Structured questionnaire

Time period covered: 2009 – 2010

Time method of the data collection: Cross-section

Number of variables and cases: The data contain 127 variables and 5775 cases.

Sampling procedure: Probability: Stratified

Schools were selected to the sample from all administrative regions in the country. The sampling also took into account school size (small, medium-size, large).

1.4 Use of data

Data appraisal

Names of the schools and municipalities have been removed from the data.

Related publications

Harinen, Päivi & Halme, Juha (2012). Hyvä, paha koulu. Kouluhyvinvointia hakemassa [verkkodokumentti]. Suomen UNICEF Nuorisotutkimusverkosto/Nuorisotutkimusseura, verkkojulkaisuja 56. https://unicef.studio.crasman.fi/pub/public/pdf/hyva_paha_koulu-1.pdf [viitattu 20.11.2015]

Nordic Study on Child Rights to Participate 2009-2010 (2010). Unicef. Saatavilla [www-muodossa: http://www.unicef.fi/files/unicef/pdf/Joint_report_UNICEF_-_Nordic_Study_on_Child_Rights_to_Participate](http://www.unicef.fi/files/unicef/pdf/Joint_report_UNICEF_-_Nordic_Study_on_Child_Rights_to_Participate) [viitattu 14.5.2013].

Yhteispohjoismainen tutkimus lapsen oikeudesta osallistua 2009-10 (2010). Unicef. Saatavilla [www-muodossa: http://www.unicef.fi/files/unicef/pdf/Yhteenveto_UNICEFin_tutkimus_lasten_osallistumisesta](http://www.unicef.fi/files/unicef/pdf/Yhteenveto_UNICEFin_tutkimus_lasten_osallistumisesta) [viitattu 14.5.2013].

Yhteispohjoismainen tutkimus lapsen oikeudesta osallistua 2009-2010: Suomi (2010). Unicef. Saatavilla [www-muodossa: \[http://www.unicef.fi/files/unicef/pdf/Suomen_maaraportti_UNICEF_-_Yhteispohjoismainen_tutkimus_Lapsen_oikeudesta_osallistua.pdf\]](http://www.unicef.fi/files/unicef/pdf/Suomen_maaraportti_UNICEF_-_Yhteispohjoismainen_tutkimus_Lapsen_oikeudesta_osallistua.pdf).

Updated list of publications in the study description at

https://services.fsd.uta.fi/catalogue/FSD2547?lang=en&study_language=en

Location of the data collection

Finnish Social Science Data Archive

Weighting

There is a weight variable matching the data with the proportion of 12 - 16 year-olds in the country as a whole. The proportion is based on the year 2008 population statistics.

Special Permissions

Users of the data shall notify the data producer UNICEF (information@unicef.fi) of all publications based on or using the data.

Restrictions

The dataset is (B) available for research, teaching and study.

Chapter 2

Variables

[FSD_NO] FSD study number

Question

FSD study number

Descriptive statistics

statistic	value
number of valid cases	5775
minimum	2547.00
maximum	2547.00
mean	2547.00
standard deviation	0.00

[FSD_VR] FSD edition number

Question

FSD edition number

Descriptive statistics

statistic	value
number of valid cases	5775
minimum	2.00
maximum	2.00
mean	2.00
standard deviation	0.00

[FSD_ID] FSD case id

Question

FSD case id

Descriptive statistics

statistic	value
number of valid cases	5775
minimum	1.00
maximum	5775.00
mean	2888.00
standard deviation	1667.24

[Q1_1] Age?

Question

Age?

Frequencies

label	value	n	%	v. %
12	1	378	6.5	6.5
13	2	1603	27.8	27.8
14	3	1860	32.2	32.2
15	4	1678	29.1	29.1
16	5	189	3.3	3.3
other	6	29	0.5	0.5
Not answered	7	38	0.7	0.7
		5775	100.0	100.0

[Q1_2] Age? Other, what?

Question

Age? Other, what?

Descriptive statistics

statistic	value
number of valid cases	21
minimum	10.00
maximum	17.00
mean	12.10
standard deviation	2.45

[Q2] Sex

Question

Sex

Frequencies

label	value	n	%	v. %
girl	1	2870	49.7	49.7
boy	2	2876	49.8	49.8
not answered	3	29	0.5	0.5
		5775	100.0	100.0

[Q3] Educational background of parents:

Question

Educational background of parents:

Frequencies

label	value	n	%	v. %
both have college/university education	1	1712	29.6	29.6
one has college/university education	2	1337	23.2	23.2
neither has college/university education	3	623	10.8	10.8
I don't know	4	2026	35.1	35.1
Not answered	5	77	1.3	1.3
		5775	100.0	100.0

[Q4_1_1] What is your ethnic background? I am:

Variable group pre-text

What is your ethnic background?

2. Variables

Question

I am born in Finland/Sweden/Norway/Denmark/Iceland

Frequencies

label	value	n	%	v. %
born in Finland/Sweden/Norway/Denmark/Iceland	1	5276	91.4	91.4
born abroad	2	427	7.4	7.4
Not answered	3	72	1.2	1.2
		5775	100.0	100.0

[Q4_1_2] What is your ethnic background? I am born abroad, where?

Variable group pre-text

What is your ethnic background?

Question

I am born abroad, where?

Frequencies

label	value	n	%	v. %
Africa	1	56	1.0	1.0
Asia	2	120	2.1	2.1
Australia	3	4	0.1	0.1
North-America	4	19	0.3	0.3
South-America	5	19	0.3	0.3
Somewhere else in Europe	6	215	3.7	3.7
Not answered	7	5342	92.5	92.5
		5775	100.0	100.0

[Q4_2_1] What is your ethnic background? My parents:

Variable group pre-text

What is your ethnic background?

Question

My parents were born in Finland/Sweden/Norway/Denmark/Iceland

Frequencies

label	value	n	%	v. %
were born in Finland/Sweden/Norway/Denmark/Iceland	1	4718	81.7	81.7
were born abroad	2	411	7.1	7.1
one of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad	3	434	7.5	7.5
Not answered	4	212	3.7	3.7
		5775	100.0	100.0

[Q4_2_2] What is your ethnic background? My parents were born abroad, where?**Variable group pre-text**

What is your ethnic background?

Question

My parents were born abroad, where?

Frequencies

label	value	n	%	v. %
Africa	1	42	0.7	0.7
Asia	2	152	2.6	2.6
Australia	3	1	0.0	0.0
North-America	4	5	0.1	0.1
South-America	5	9	0.2	0.2
Somewhere else in Europe	6	166	2.9	2.9
Not answered	7	5400	93.5	93.5
		5775	100.0	100.0

[Q4_2_3] What is your ethnic background? One of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad, where?**Variable group pre-text**

What is your ethnic background?

2. Variables

Question

My parents one of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad, where?

Frequencies

label	value	n	%	v. %
Africa	1	20	0.3	0.3
Asia	2	68	1.2	1.2
Australia	3	3	0.1	0.1
North-America	4	32	0.6	0.6
South-America	5	16	0.3	0.3
Somewhere else in Europe	6	224	3.9	3.9
Not answered	7	5412	93.7	93.7
		5775	100.0	100.0

[Q5] How much do you feel you know about the rights of the child?

Question

How much do you feel you know about the rights of the child?

Frequencies

label	value	n	%	v. %
A lot	1	508	8.8	8.8
Somewhat	2	2551	44.2	44.2
Very little	3	1419	24.6	24.6
I have only heard them mentioned	4	731	12.7	12.7
I don't know anything about the rights of the child	5	197	3.4	3.4
I don't know	6	321	5.6	5.6
Not answered	7	48	0.8	0.8
		5775	100.0	100.0

[Q6_1] Where, if anywhere, have you heard about child rights? You can choose more than one option.

Question

Where, if anywhere, have you heard about child rights? You can choose more than one option.

[Q6_2] Where, if anywhere, have you heard about child rights? You can choose more than one option. Somewhere else, where?

Question

Where, if anywhere, have you heard about child rights? You can choose more than one option. Somewhere else, where?

[Q7] Do the rights of the child concern

Question

Do the rights of the child concern

Frequencies

label	value	n	%	v. %
All children under the age of 18 in the world	1	4623	80.1	80.1
All children under the age of 10 in the world	2	148	2.6	2.6
Only European children	3	127	2.2	2.2
Only poor children and children from poor countries	4	74	1.3	1.3
I don't know	5	714	12.4	12.4
Not answered	6	89	1.5	1.5
		5775	100.0	100.0

[Q8_1] Every person has a right to life and this right cannot be violated under any circumstances.

Variable group pre-text

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

Every person has a right to life and this right cannot be violated under any circumstances.

Frequencies

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
label	value	n	%	v. %
fully agree	1	4342	75.2	76.0
partially agree	2	773	13.4	13.5
dont agree or disagree	3	410	7.1	7.2
partially disagree	4	88	1.5	1.5
completely disagree	5	101	1.7	1.8
System missing (SYSMIS)	.	61	1.1	–
		5775	100.0	100.0

[Q8_2] Every person has a right to life, except for people who have committed very serious crimes.

Variable group pre-text

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

Every person has a right to life, except for people who have committed very serious crimes.

Frequencies

label	value	n	%	v. %
fully agree	1	977	16.9	17.1
partially agree	2	1149	19.9	20.1
dont agree or disagree	3	1489	25.8	26.1
partially disagree	4	1089	18.9	19.1
completely disagree	5	1000	17.3	17.5
System missing (SYSMIS)	.	71	1.2	–
		5775	100.0	100.0

[Q8_3] There are different rights for boys and girls

Variable group pre-text

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

There are different rights for boys and girls

Frequencies

label	value	n	%	v. %
fully agree	1	521	9.0	9.2
partially agree	2	365	6.3	6.4
dont agree or disagree	3	801	13.9	14.1
partially disagree	4	667	11.5	11.7
completely disagree	5	3332	57.7	58.6
System missing (SYSMIS)	.	89	1.5	–
		5775	100.0	100.0

[Q8_4] All people have the same rights despite their religion.**Variable group pre-text**

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

All people have the same rights despite their religion.

Frequencies

label	value	n	%	v. %
fully agree	1	3756	65.0	66.0
partially agree	2	788	13.6	13.9
dont agree or disagree	3	603	10.4	10.6
partially disagree	4	240	4.2	4.2
completely disagree	5	302	5.2	5.3
System missing (SYSMIS)	.	86	1.5	–
		5775	100.0	100.0

[Q8_5] Children must be protected from all kinds of violence.**Variable group pre-text**

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't

2. Variables

agree or disagree/partially disagree/completely disagree

Question

Children must be protected from all kinds of violence.

Frequencies

label	value	n	%	v. %
fully agree	1	4634	80.2	81.7
partially agree	2	536	9.3	9.5
dont agree or disagree	3	279	4.8	4.9
partially disagree	4	74	1.3	1.3
completely disagree	5	147	2.5	2.6
System missing (SYSMIS)	.	105	1.8	–
		5775	100.0	100.0

[Q8_6] Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking)

Variable group pre-text

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking)

Frequencies

label	value	n	%	v. %
fully agree	1	305	5.3	5.4
partially agree	2	279	4.8	4.9
dont agree or disagree	3	549	9.5	9.7
partially disagree	4	764	13.2	13.5
completely disagree	5	3783	65.5	66.6
System missing (SYSMIS)	.	95	1.6	–
		5775	100.0	100.0

[Q9] What do you think of the rearing of children by using physical/corporal punishment?

Question

What do you think of the rearing of children by using physical/corporal punishment?

Frequencies

label	value	n	%	v. %
I think a child can be corporally punished	1	152	2.6	2.6
I think a child can be corporally punished using mild forms of punishment, e.g. smacking	2	741	12.8	12.8
A child should never be corporally punished	3	4230	73.2	73.2
I don't know	4	575	10.0	10.0
Not answered	5	77	1.3	1.3
		5775	100.0	100.0

[Q10_1_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing which school you go to

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

Influencing which school you go to

Frequencies

label	value	n	%	v. %
not important at all	1	195	3.4	3.4
only slightly important	2	151	2.6	2.7
indifferent	3	1052	18.2	18.5
somewhat important	4	1842	31.9	32.4
very important	5	2444	42.3	43.0
System missing (SYSMIS)	.	91	1.6	—
		5775	100.0	100.0

[Q10_1_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing which school you go to

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

Influencing which school you go to

Frequencies

label	value	n	%	v. %
cannot influence at all	1	298	5.2	5.4
can hardly influence	2	353	6.1	6.3
can influence a little	3	1462	25.3	26.3
can somewhat influence	4	1678	29.1	30.2
can influence a lot	5	1771	30.7	31.8
System missing (SYSMIS)	.	213	3.7	–
		5775	100.0	100.0

[Q10_2_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)

Frequencies

label	value	n	%	v. %
not important at all	1	163	2.8	2.9
only slightly important	2	196	3.4	3.5
indifferent	3	1059	18.3	18.9
somewhat important	4	2029	35.1	36.1
very important	5	2170	37.6	38.6
System missing (SYSMIS)	.	158	2.7	–
		5775	100.0	100.0

[Q10_2_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)

Frequencies

label	value	n	%	v. %
cannot influence at all	1	432	7.5	7.8
can hardly influence	2	686	11.9	12.4
can influence a little	3	1671	28.9	30.3
can somewhat influence	4	1597	27.7	29.0
can influence a lot	5	1129	19.5	20.5
System missing (SYSMIS)	.	260	4.5	–
		5775	100.0	100.0

[Q10_3_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing teaching practices and the structure of the lesson

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related

2. Variables

issues to you and to what extent are they realized? Importance

Question

Influencing teaching practices and the structure of the lesson

Frequencies

label	value	n	%	v. %
not important at all	1	183	3.2	3.2
only slightly important	2	215	3.7	3.8
indifferent	3	1277	22.1	22.7
somewhat important	4	2076	35.9	36.9
very important	5	1882	32.6	33.4
System missing (SYSMIS)	.	142	2.5	—
		5775	100.0	100.0

[Q10_3_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing teaching practices and the structure of the lesson

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing teaching practices and the structure of the lesson

Frequencies

label	value	n	%	v. %
cannot influence at all	1	357	6.2	6.5
can hardly influence	2	645	11.2	11.7
can influence a little	3	1781	30.8	32.2
can somewhat influence	4	1693	29.3	30.6
can influence a lot	5	1057	18.3	19.1
System missing (SYSMIS)	.	242	4.2	—
		5775	100.0	100.0

[Q10_4_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing the school menu (not relevant in Norway or Denmark)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

Influencing the school menu (not relevant in Norway or Denmark)

Frequencies

label	value	n	%	v. %
not important at all	1	315	5.5	9.1
only slightly important	2	242	4.2	7.0
indifferent	3	615	10.6	17.7
somewhat important	4	756	13.1	21.7
very important	5	1549	26.8	44.5
System missing (SYSMIS)	.	2298	39.8	—
		5775	100.0	100.0

[Q10_4_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing the school menu (not relevant in Norway or Denmark)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

Influencing the school menu (not relevant in Norway or Denmark)

Frequencies

2. Variables

label	value	n	%	v. %
cannot influence at all	1	1163	20.1	33.9
can hardly influence	2	658	11.4	19.2
can influence a little	3	768	13.3	22.4
can somewhat influence	4	352	6.1	10.3
can influence a lot	5	489	8.5	14.3
System missing (SYSMIS)	.	2345	40.6	–
		5775	100.0	100.0

[Q10_5_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their demeanor

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

Giving teachers feedback about their demeanor

Frequencies

label	value	n	%	v. %
not important at all	1	193	3.3	3.5
only slightly important	2	251	4.3	4.5
indifferent	3	1206	20.9	21.7
somewhat important	4	1600	27.7	28.7
very important	5	2318	40.1	41.6
System missing (SYSMIS)	.	207	3.6	–
		5775	100.0	100.0

[Q10_5_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their demeanor

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

Giving teachers feedback about their demeanor

Frequencies

label	value	n	%	v. %
cannot influence at all	1	586	10.1	10.7
can hardly influence	2	732	12.7	13.4
can influence a little	3	1716	29.7	31.4
can somewhat influence	4	1318	22.8	24.1
can influence a lot	5	1117	19.3	20.4
System missing (SYSMIS)	.	306	5.3	–
		5775	100.0	100.0

[Q10_6_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their teaching (methods/style)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

Giving teachers feedback about their teaching (methods/style)

Frequencies

label	value	n	%	v. %
not important at all	1	208	3.6	3.7
only slightly important	2	259	4.5	4.6
indifferent	3	1239	21.5	22.2
somewhat important	4	1748	30.3	31.3
very important	5	2137	37.0	38.2
System missing (SYSMIS)	.	184	3.2	–
		5775	100.0	100.0

[Q10_6_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their teaching (methods/style)

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

Giving teachers feedback about their teaching (methods/style)

Frequencies

label	value	n	%	v. %
cannot influence at all	1	517	9.0	9.4
can hardly influence	2	752	13.0	13.6
can influence a little	3	1826	31.6	33.1
can somewhat influence	4	1357	23.5	24.6
can influence a lot	5	1060	18.4	19.2
System missing (SYSMIS)	.	263	4.6	—
		5775	100.0	100.0

[Q10_7_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils participate in keeping the school buildings and environment clean and in order

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

Question

The pupils participate in keeping the school buildings and environment clean and in order

Frequencies

label	value	n	%	v. %
not important at all	1	349	6.0	6.2
only slightly important	2	381	6.6	6.8
indifferent	3	1382	23.9	24.7
somewhat important	4	1751	30.3	31.3
very important	5	1740	30.1	31.1
System missing (SYSMIS)	.	172	3.0	–
		5775	100.0	100.0

[Q10_7_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils participate in keeping the school buildings and environment clean and in order

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

The pupils participate in keeping the school buildings and environment clean and in order

Frequencies

label	value	n	%	v. %
cannot influence at all	1	483	8.4	8.8
can hardly influence	2	679	11.8	12.3
can influence a little	3	1732	30.0	31.4
can somewhat influence	4	1485	25.7	26.9
can influence a lot	5	1137	19.7	20.6
System missing (SYSMIS)	.	259	4.5	–
		5775	100.0	100.0

[Q10_8_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils are listened to when common rules are established and in dealing with conflicts.

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

2. Variables

Question

The pupils are listened to when common rules are established and in dealing with conflicts.

Frequencies

label	value	n	%	v. %
not important at all	1	174	3.0	3.1
only slightly important	2	165	2.9	2.9
indifferent	3	843	14.6	15.0
somewhat important	4	1561	27.0	27.8
very important	5	2872	49.7	51.1
System missing (SYSMIS)	.	160	2.8	–
		5775	100.0	100.0

[Q10_8_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils are listened to when common rules are established and in dealing with conflicts.

Variable group pre-text

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

Question

The pupils are listened to when common rules are established and in dealing with conflicts.

Frequencies

label	value	n	%	v. %
cannot influence at all	1	392	6.8	7.1
can hardly influence	2	552	9.6	10.0
can influence a little	3	1655	28.7	29.9
can somewhat influence	4	1607	27.8	29.0
can influence a lot	5	1335	23.1	24.1
System missing (SYSMIS)	.	234	4.1	–
		5775	100.0	100.0

[Q10_9_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the interior and décor of your room

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing the interior and décor of your room

Frequencies

label	value	n	%	v. %
not important at all	1	220	3.8	3.9
only slightly important	2	226	3.9	4.0
indifferent	3	913	15.8	16.2
somewhat important	4	1467	25.4	26.0
very important	5	2808	48.6	49.8
System missing (SYSMIS)	.	141	2.4	—
		5775	100.0	100.0

[Q10_9_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the interior and décor of your room

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing the interior and décor of your room

Frequencies

label	value	n	%	v. %
cannot influence at all	1	196	3.4	3.5

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
can hardly influence	2	244	4.2	4.4
can influence a little	3	901	15.6	16.3
can somewhat influence	4	1485	25.7	26.9
can influence a lot	5	2703	46.8	48.9
System missing (SYSMIS)	.	246	4.3	–
		5775	100.0	100.0

[Q10_10_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the use of your own money

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing the use of your own money

Frequencies

label	value	n	%	v. %
not important at all	1	131	2.3	2.3
only slightly important	2	128	2.2	2.3
indifferent	3	744	12.9	13.2
somewhat important	4	1597	27.7	28.4
very important	5	3025	52.4	53.8
System missing (SYSMIS)	.	150	2.6	–
		5775	100.0	100.0

[Q10_10_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the use of your own money

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question*Influencing the use of your own money***Frequencies**

label	value	n	%	v. %
cannot influence at all	1	133	2.3	2.4
can hardly influence	2	232	4.0	4.2
can influence a little	3	1016	17.6	18.4
can somewhat influence	4	1757	30.4	31.8
can influence a lot	5	2392	41.4	43.3
System missing (SYSMIS)	.	245	4.2	–
		5775	100.0	100.0

[Q10_11_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's daily purchases (e.g. food, clothes)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing your family's daily purchases (e.g. food, clothes)

Frequencies

label	value	n	%	v. %
not important at all	1	206	3.6	3.7
only slightly important	2	257	4.5	4.6
indifferent	3	1207	20.9	21.5
somewhat important	4	1945	33.7	34.7
very important	5	1987	34.4	35.5
System missing (SYSMIS)	.	173	3.0	–
		5775	100.0	100.0

[Q10_11_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's daily purchases (e.g. food, clothes)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing your family's daily purchases (e.g. food, clothes)

Frequencies

label	value	n	%	v. %
cannot influence at all	1	209	3.6	3.8
can hardly influence	2	306	5.3	5.5
can influence a little	3	1418	24.6	25.7
can somewhat influence	4	2065	35.8	37.4
can influence a lot	5	1521	26.3	27.6
System missing (SYSMIS)	.	256	4.4	—
		5775	100.0	100.0

[Q10_12_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing your family's bigger purchases (e.g. computers, car, apartment/house)

Frequencies

label	value	n	%	v. %
not important at all	1	311	5.4	5.5

(continued on next page)

(cont. from previous page)

label	value	n	%	v. %
only slightly important	2	462	8.0	8.2
indifferent	3	1486	25.7	26.4
somewhat important	4	1661	28.8	29.5
very important	5	1706	29.5	30.3
System missing (SYSMIS)	.	149	2.6	–
		5775	100.0	100.0

[Q10_12_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing your family's bigger purchases (e.g. computers, car, apartment/house)

Frequencies

label	value	n	%	v. %
cannot influence at all	1	421	7.3	7.6
can hardly influence	2	737	12.8	13.3
can influence a little	3	1801	31.2	32.5
can somewhat influence	4	1540	26.7	27.8
can influence a lot	5	1039	18.0	18.8
System missing (SYSMIS)	.	237	4.1	–
		5775	100.0	100.0

[Q10_13_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's water and electricity consumption

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

2. Variables

Question

Influencing your family's water and electricity consumption

Frequencies

label	value	n	%	v. %
not important at all	1	791	13.7	14.1
only slightly important	2	632	10.9	11.3
indifferent	3	1582	27.4	28.3
somewhat important	4	1282	22.2	22.9
very important	5	1307	22.6	23.4
System missing (SYSMIS)	.	181	3.1	–
		5775	100.0	100.0

[Q10_13_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's water and electricity consumption

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing your family's water and electricity consumption

Frequencies

label	value	n	%	v. %
cannot influence at all	1	716	12.4	13.0
can hardly influence	2	741	12.8	13.4
can influence a little	3	1791	31.0	32.4
can somewhat influence	4	1217	21.1	22.0
can influence a lot	5	1060	18.4	19.2
System missing (SYSMIS)	.	250	4.3	–
		5775	100.0	100.0

[Q10_14_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's waste sorting and recycling

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing your family's waste sorting and recycling

Frequencies

label	value	n	%	v. %
not important at all	1	856	14.8	15.3
only slightly important	2	642	11.1	11.5
indifferent	3	1529	26.5	27.4
somewhat important	4	1298	22.5	23.2
very important	5	1262	21.9	22.6
System missing (SYSMIS)	.	188	3.3	—
		5775	100.0	100.0

[Q10_14_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's waste sorting and recycling

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing your family's waste sorting and recycling

Frequencies

label	value	n	%	v. %
cannot influence at all	1	721	12.5	13.1

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
can hardly influence	2	690	11.9	12.5
can influence a little	3	1648	28.5	30.0
can somewhat influence	4	1330	23.0	24.2
can influence a lot	5	1113	19.3	20.2
System missing (SYSMIS)	.	273	4.7	–
		5775	100.0	100.0

[Q10_15_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing how much time you can spend using the computer and watching television.

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing how much time you can spend using the computer and watching television.

Frequencies

label	value	n	%	v. %
not important at all	1	300	5.2	5.4
only slightly important	2	273	4.7	4.9
indifferent	3	1051	18.2	18.8
somewhat important	4	1592	27.6	28.4
very important	5	2387	41.3	42.6
System missing (SYSMIS)	.	172	3.0	–
		5775	100.0	100.0

[Q10_15_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing how much time you can spend using the computer and watching television.

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing how much time you can spend using the computer and watching television.

Frequencies

label	value	n	%	v. %
cannot influence at all	1	284	4.9	5.1
can hardly influence	2	330	5.7	6.0
can influence a little	3	1193	20.7	21.6
can somewhat influence	4	1589	27.5	28.8
can influence a lot	5	2119	36.7	38.4
System missing (SYSMIS)	.	260	4.5	—
		5775	100.0	100.0

[Q10_16_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing curfew and bed times

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Influencing curfew and bed times

Frequencies

label	value	n	%	v. %
not important at all	1	241	4.2	4.3
only slightly important	2	267	4.6	4.8
indifferent	3	1133	19.6	20.3
somewhat important	4	1819	31.5	32.5
very important	5	2132	36.9	38.1
System missing (SYSMIS)	.	183	3.2	—
		5775	100.0	100.0

[Q10_16_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing curfew and bed times

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Influencing curfew and bed times

Frequencies

label	value	n	%	v. %
cannot influence at all	1	325	5.6	5.9
can hardly influence	2	480	8.3	8.7
can influence a little	3	1536	26.6	27.8
can somewhat influence	4	1742	30.2	31.6
can influence a lot	5	1438	24.9	26.0
System missing (SYSMIS)	.	254	4.4	—
		5775	100.0	100.0

[Q10_17_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Participating in duties at home

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

Question

Participating in duties at home

Frequencies

label	value	n	%	v. %
not important at all	1	369	6.4	6.6

(continued on next page)

(cont. from previous page)

label	value	n	%	v. %
only slightly important	2	403	7.0	7.2
indifferent	3	1477	25.6	26.3
somewhat important	4	1843	31.9	32.8
very important	5	1520	26.3	27.1
System missing (SYSMIS)	.	163	2.8	–
		5775	100.0	100.0

[Q10_17_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Participating in duties at home

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

Participating in duties at home

Frequencies

label	value	n	%	v. %
cannot influence at all	1	346	6.0	6.3
can hardly influence	2	484	8.4	8.7
can influence a little	3	1636	28.3	29.6
can somewhat influence	4	1602	27.7	28.9
can influence a lot	5	1466	25.4	26.5
System missing (SYSMIS)	.	241	4.2	–
		5775	100.0	100.0

[Q10_18_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) If your parents are divorced: influencing where to live (leave blank if not applicable)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Importance

2. Variables

Question

If your parents are divorced: influencing where to live (leave blank if not applicable)

Frequencies

label	value	n	%	v. %
not important at all	1	247	4.3	8.8
only slightly important	2	100	1.7	3.6
indifferent	3	523	9.1	18.7
somewhat important	4	442	7.7	15.8
very important	5	1492	25.8	53.2
System missing (SYSMIS)	.	2971	51.4	—
		5775	100.0	100.0

[Q10_18_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) If your parents are divorced: influencing where to live (leave blank if not applicable)

Variable group pre-text

How important are the following home-related issues to you and to what extent are they realized? Realization

Question

If your parents are divorced: influencing where to live (leave blank if not applicable)

Frequencies

label	value	n	%	v. %
cannot influence at all	1	281	4.9	10.4
can hardly influence	2	175	3.0	6.4
can influence a little	3	601	10.4	22.1
can somewhat influence	4	469	8.1	17.3
can influence a lot	5	1188	20.6	43.8
System missing (SYSMIS)	.	3061	53.0	—
		5775	100.0	100.0

[Q10_19_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Importance

Question

Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)

Frequencies

label	value	n	%	v. %
not important at all	1	361	6.3	6.5
only slightly important	2	286	5.0	5.1
indifferent	3	1253	21.7	22.4
somewhat important	4	1466	25.4	26.2
very important	5	2222	38.5	39.8
System missing (SYSMIS)	.	187	3.2	—
		5775	100.0	100.0

[Q10_19_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Realization

Question

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways)

Frequencies

2. Variables

label	value	n	%	v. %
cannot influence at all	1	592	10.3	10.7
can hardly influence	2	621	10.8	11.3
can influence a little	3	1642	28.4	29.8
can somewhat influence	4	1253	21.7	22.8
can influence a lot	5	1399	24.2	25.4
System missing (SYSMIS)	.	268	4.6	–
		5775	100.0	100.0

[Q10_20_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Giving feedback to the staff of nearby shops, services and public transport

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Importance

Question

Giving feedback to the staff of nearby shops, services and public transport

Frequencies

label	value	n	%	v. %
not important at all	1	742	12.8	13.4
only slightly important	2	722	12.5	13.0
indifferent	3	1820	31.5	32.9
somewhat important	4	1204	20.8	21.8
very important	5	1046	18.1	18.9
System missing (SYSMIS)	.	241	4.2	–
		5775	100.0	100.0

[Q10_20_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Giving feedback to the staff of nearby shops, services and public transport

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Realization

Question

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Giving feedback to the staff of nearby shops, services and public transport

Frequencies

label	value	n	%	v. %
cannot influence at all	1	974	16.9	17.8
can hardly influence	2	1001	17.3	18.3
can influence a little	3	1954	33.8	35.8
can somewhat influence	4	891	15.4	16.3
can influence a lot	5	644	11.2	11.8
System missing (SYSMIS)	.	311	5.4	–
		5775	100.0	100.0

[Q10_21_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing the content of your hobbies and spare time activities

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Importance

Question

Influencing the content of your hobbies and spare time activities

Frequencies

label	value	n	%	v. %
not important at all	1	251	4.3	4.5
only slightly important	2	234	4.1	4.2
indifferent	3	1108	19.2	19.9
somewhat important	4	1669	28.9	30.0
very important	5	2295	39.7	41.3
System missing (SYSMIS)	.	218	3.8	–
		5775	100.0	100.0

[Q10_21_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing the content of your hobbies and spare time activities

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Realization

Question

Influencing the content of your hobbies and spare time activities

Frequencies

label	value	n	%	v. %
cannot influence at all	1	327	5.7	5.9
can hardly influence	2	385	6.7	7.0
can influence a little	3	1478	25.6	26.8
can somewhat influence	4	1618	28.0	29.4
can influence a lot	5	1697	29.4	30.8
System missing (SYSMIS)	.	270	4.7	—
		5775	100.0	100.0

[Q10_22_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Taking part in voluntary work benefiting your hobby/spare time activity

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Importance

Question

Taking part in voluntary work benefiting your hobby/spare time activity

Frequencies

label	value	n	%	v. %
not important at all	1	625	10.8	11.3

(continued on next page)

(cont. from previous page)

label	value	n	%	v. %
only slightly important	2	469	8.1	8.5
indifferent	3	1535	26.6	27.7
somewhat important	4	1442	25.0	26.0
very important	5	1472	25.5	26.6
System missing (SYSMIS)	.	232	4.0	–
		5775	100.0	100.0

[Q10_22_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Taking part in voluntary work benefiting your hobby/spare time activity

Variable group pre-text

How important are the following spare-time related issues to you and to what extent are they realized? Realization

Question

Taking part in voluntary work benefiting your hobby/spare time activity

Frequencies

label	value	n	%	v. %
cannot influence at all	1	612	10.6	11.2
can hardly influence	2	527	9.1	9.6
can influence a little	3	1745	30.2	31.8
can somewhat influence	4	1322	22.9	24.1
can influence a lot	5	1277	22.1	23.3
System missing (SYSMIS)	.	292	5.1	–
		5775	100.0	100.0

[Q11_1] There is enough education in schools about how decisions are made in my country.

Variable group pre-text

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

2. Variables

Question

There is enough education in schools about how decisions are made in my country.

Frequencies

label	value	n	%	v. %
fully agree	1	987	17.1	17.5
partially agree	2	1745	30.2	30.9
dont agree or disagree	3	1867	32.3	33.1
partially disagree	4	624	10.8	11.1
completely disagree	5	421	7.3	7.5
System missing (SYSMIS)	.	131	2.3	–
		5775	100.0	100.0

[Q11_2] There is enough education in schools about how decisions are made in my municipality

Variable group pre-text

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

There is enough education in schools about how decisions are made in my municipality

Frequencies

label	value	n	%	v. %
fully agree	1	661	11.4	11.7
partially agree	2	1366	23.7	24.3
dont agree or disagree	3	1928	33.4	34.3
partially disagree	4	1077	18.6	19.1
completely disagree	5	595	10.3	10.6
System missing (SYSMIS)	.	148	2.6	–
		5775	100.0	100.0

[Q11_3] The voting age in national and/or local elections should be lowered**Variable group pre-text**

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

The voting age in national and/or local elections should be lowered

Frequencies

label	value	n	%	v. %
fully agree	1	985	17.1	17.6
partially agree	2	849	14.7	15.2
dont agree or disagree	3	1784	30.9	31.9
partially disagree	4	818	14.2	14.6
completely disagree	5	1159	20.1	20.7
System missing (SYSMIS)	.	180	3.1	–
		5775	100.0	100.0

[Q11_4] The students involved in student bodies and youth councils represent the interests of all students**Variable group pre-text**

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

The students involved in student bodies and youth councils represent the interests of all students

Frequencies

label	value	n	%	v. %
fully agree	1	1652	28.6	29.6
partially agree	2	1401	24.3	25.1

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
dont agree or disagree	3	1465	25.4	26.2
partially disagree	4	580	10.0	10.4
completely disagree	5	488	8.5	8.7
System missing (SYSMIS)	.	189	3.3	–
		5775	100.0	100.0

[Q11_5] I feel that I can freely express my opinion on matters that concern me and adults take them seriously

Variable group pre-text

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

I feel that I can freely express my opinion on matters that concern me and adults take them seriously

Frequencies

label	value	n	%	v. %
fully agree	1	1506	26.1	26.8
partially agree	2	1702	29.5	30.3
dont agree or disagree	3	1476	25.6	26.3
partially disagree	4	555	9.6	9.9
completely disagree	5	372	6.4	6.6
System missing (SYSMIS)	.	164	2.8	–
		5775	100.0	100.0

[Q11_6] Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them

Variable group pre-text

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them

Frequencies

label	value	n	%	v. %
fully agree	1	948	16.4	16.9
partially agree	2	1500	26.0	26.8
dont agree or disagree	3	1921	33.3	34.3
partially disagree	4	803	13.9	14.3
completely disagree	5	428	7.4	7.6
System missing (SYSMIS)	.	175	3.0	–
		5775	100.0	100.0

[Q11_7] I feel I have been given enough valid information about climate change and its effects.

Variable group pre-text

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

I feel I have been given enough valid information about climate change and its effects.

Frequencies

label	value	n	%	v. %
fully agree	1	1463	25.3	26.2
partially agree	2	1621	28.1	29.0
dont agree or disagree	3	1556	26.9	27.8
partially disagree	4	602	10.4	10.8
completely disagree	5	351	6.1	6.3
System missing (SYSMIS)	.	182	3.2	–
		5775	100.0	100.0

[Q11_8] Climate change and environmental issues worry me.**Variable group pre-text**

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

Question

Climate change and environmental issues worry me.

Frequencies

label	value	n	%	v. %
fully agree	1	1517	26.3	27.1
partially agree	2	1378	23.9	24.6
dont agree or disagree	3	1508	26.1	26.9
partially disagree	4	603	10.4	10.8
completely disagree	5	590	10.2	10.5
System missing (SYSMIS)	.	179	3.1	–
		5775	100.0	100.0

[Q12_1_1] In your opinion, what are the three most important issues where young people should be heard and have an influence on? I**Question**

In your opinion, what are the three most important issues where young people should be heard and have an influence on? I

[Q12_1_2] In your opinion, what are the three most important issues where young people should be heard and have an influence on? I (classified)**Question**

In your opinion, what are the three most important issues where young people should be heard and have an influence on? I (classified)

[Q12_2_1] In your opinion, what are the three most important issues where young people should be heard and have an influence on? II

Question

In your opinion, what are the three most important issues where young people should be heard and have an influence on? II

[Q12_2_2] In your opinion, what are the three most important issues where young people should be heard and have an influence on? II (classified)

Question

In your opinion, what are the three most important issues where young people should be heard and have an influence on? II (classified)

[Q12_3_1] In your opinion, what are the three most important issues where young people should be heard and have an influence on? III

Question

In your opinion, what are the three most important issues where young people should be heard and have an influence on? III

[Q12_3_2] In your opinion, what are the three most important issues where young people should be heard and have an influence on? III (classified)

Question

In your opinion, what are the three most important issues where young people should be heard and have an influence on? III (classified)

[Q12_4] In your opinion, what are the three most important issues where young people should be heard and have an influence on? (combined)

Question

In your opinion, what are the three most important issues where young people should be heard and have an influence on? (combined)

[Q13_1_1] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I

[Q13_1_2] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I (classified)

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I (classified)

[Q13_2_1] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II

[Q13_2_2] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II (classified)

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II (classified)

[Q13_3_1] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III

[Q13_3_2] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III (classified)

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III (classified)

[Q13_4] In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? (Combined)

Question

In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? (Combined)

[Q14_1] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Student body of your school

Variable group pre-text

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

Question

Student body of your school

Frequencies

2. Variables

label	value	n	%	v. %
Yes	1	2022	35.0	36.5
No	2	3525	61.0	63.5
System missing (SYSMIS)	.	228	3.9	–
		5775	100.0	100.0

[Q14_2] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Local or regional youth council

Variable group pre-text

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

Question

Local or regional youth council

Frequencies

label	value	n	%	v. %
Yes	1	539	9.3	9.8
No	2	4967	86.0	90.2
System missing (SYSMIS)	.	269	4.7	–
		5775	100.0	100.0

[Q14_3] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Other school function, e.g. student/peer tutor, programmes for preventing bullying, peer mediator

Variable group pre-text

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

Question

Other school function, e.g. student/peer tutor, programmes for preventing bullying, peer mediator

Frequencies

label	value	n	%	v. %
Yes	1	1892	32.8	34.3
No	2	3628	62.8	65.7
System missing (SYSMIS)	.	255	4.4	–
		5775	100.0	100.0

[Q14_4] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Youth bodies/councils run by organizations (Different examples for different countries)

Variable group pre-text

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

Question

Youth bodies/councils run by organizations (Different examples for different countries)

Frequencies

label	value	n	%	v. %
Yes	1	755	13.1	13.7
No	2	4745	82.2	86.3
System missing (SYSMIS)	.	275	4.8	–
		5775	100.0	100.0

[Q14_5] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Associated with a political party (as a member or otherwise involved in activities)

Variable group pre-text

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

Question

Associated with a political party (as a member or otherwise involved in activities)

Frequencies

2. Variables

label	value	n	%	v. %
Yes	1	472	8.2	8.6
No	2	5006	86.7	91.4
System missing (SYSMIS)	.	297	5.1	–
		5775	100.0	100.0

[Q15_1_1] Evaluate how important the following channels or methods of participation are in your opinion. Student body of school

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Student body of school

Frequencies

label	value	n	%	v. %
not important at all	1	550	9.5	10.6
only slightly important	2	374	6.5	7.2
neither meaningless nor important	3	1443	25.0	27.9
somewhat important	4	1390	24.1	26.9
very important.	5	1416	24.5	27.4
System missing (SYSMIS)	.	602	10.4	–
		5775	100.0	100.0

[Q15_1_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Student body of school

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Student body of school

Frequencies

label	value	n	%	v. %
very poorly	1	596	10.3	11.8
quite poorly	2	569	9.9	11.3
neither poorly nor well	3	1876	32.5	37.3
quite well	4	1243	21.5	24.7
very well	5	751	13.0	14.9
System missing (SYSMIS)	.	740	12.8	–
		5775	100.0	100.0

[Q15_2_1] Evaluate how important the following channels or methods of participation are in your opinion. Local or regional youth council

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Local or regional youth council

Frequencies

label	value	n	%	v. %
not important at all	1	675	11.7	14.0
only slightly important	2	453	7.8	9.4
neither meaningless nor important	3	1746	30.2	36.1
somewhat important	4	1122	19.4	23.2
very important.	5	838	14.5	17.3
System missing (SYSMIS)	.	941	16.3	–
		5775	100.0	100.0

[Q15_2_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Local or regional youth council

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question*Local or regional youth council***Frequencies**

label	value	n	%	v. %
very poorly	1	789	13.7	16.8
quite poorly	2	654	11.3	13.9
neither poorly nor well	3	1972	34.1	42.0
quite well	4	800	13.9	17.1
very well	5	476	8.2	10.1
System missing (SYSMIS)	.	1084	18.8	–
		5775	100.0	100.0

[Q15_3_1] Evaluate how important the following channels or methods of participation are in your opinion. Youth bodies and councils run by organizations

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question*Youth bodies and councils run by organizations***Frequencies**

label	value	n	%	v. %
not important at all	1	631	10.9	13.2
only slightly important	2	404	7.0	8.5
neither meaningless nor important	3	1738	30.1	36.4
somewhat important	4	1093	18.9	22.9
very important.	5	905	15.7	19.0
System missing (SYSMIS)	.	1004	17.4	–
		5775	100.0	100.0

[Q15_3_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Youth bodies and councils run by organizations

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Youth bodies and councils run by organizations

Frequencies

label	value	n	%	v. %
very poorly	1	735	12.7	15.7
quite poorly	2	601	10.4	12.9
neither poorly nor well	3	1978	34.3	42.4
quite well	4	846	14.6	18.1
very well	5	507	8.8	10.9
System missing (SYSMIS)	.	1108	19.2	—
		5775	100.0	100.0

[Q15_4_1] Evaluate how important the following channels or methods of participation are in your opinion. Scouts, youth clubs and/or similar

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Scouts, youth clubs and/or similar

Frequencies

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
label	value	n	%	v. %
not important at all	1	572	9.9	11.4
only slightly important	2	408	7.1	8.1
neither meaningless nor important	3	1391	24.1	27.6
somewhat important	4	1209	20.9	24.0
very important.	5	1457	25.2	28.9
System missing (SYSMIS)	.	738	12.8	–
		5775	100.0	100.0

[Q15_4_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Scouts, youth clubs and/or similar

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Scouts, youth clubs and/or similar

Frequencies

label	value	n	%	v. %
very poorly	1	646	11.2	13.1
quite poorly	2	542	9.4	11.0
neither poorly nor well	3	1718	29.7	34.9
quite well	4	1067	18.5	21.7
very well	5	955	16.5	19.4
System missing (SYSMIS)	.	847	14.7	–
		5775	100.0	100.0

[Q15_5_1] Evaluate how important the following channels or methods of participation are in your opinion. Demonstration

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following

channels or methods of participation are in your opinion.

Question

Demonstration

Frequencies

label	value	n	%	v. %
not important at all	1	715	12.4	14.2
only slightly important	2	511	8.8	10.1
neither meaningless nor important	3	1667	28.9	33.0
somewhat important	4	1099	19.0	21.8
very important.	5	1055	18.3	20.9
System missing (SYSMIS)	.	728	12.6	—
		5775	100.0	100.0

[Q15_5_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Demonstration

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Demonstration

Frequencies

label	value	n	%	v. %
very poorly	1	795	13.8	16.1
quite poorly	2	663	11.5	13.4
neither poorly nor well	3	1931	33.4	39.1
quite well	4	859	14.9	17.4
very well	5	693	12.0	14.0
System missing (SYSMIS)	.	834	14.4	—
		5775	100.0	100.0

[Q15_6_1] Evaluate how important the following channels or methods of participation are in your opinion. Group petition to a decision-maker

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Group petition to a decision-maker

Frequencies

label	value	n	%	v. %
not important at all	1	576	10.0	11.6
only slightly important	2	447	7.7	9.0
neither meaningless nor important	3	1790	31.0	36.2
somewhat important	4	1157	20.0	23.4
very important.	5	977	16.9	19.7
System missing (SYSMIS)	.	828	14.3	–
		5775	100.0	100.0

[Q15_6_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Group petition to a decision-maker

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Group petition to a decision-maker

Frequencies

(continued on next page)

(cont. from previous page)

label	value	n	%	v. %
label	value	n	%	v. %
very poorly	1	703	12.2	14.5
quite poorly	2	603	10.4	12.5
neither poorly nor well	3	2025	35.1	41.9
quite well	4	897	15.5	18.6
very well	5	605	10.5	12.5
System missing (SYSMIS)	.	942	16.3	–
		5775	100.0	100.0

[Q15_7_1] Evaluate how important the following channels or methods of participation are in your opinion. Personal appeal to a decision-maker

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Personal appeal to a decision-maker

Frequencies

label	value	n	%	v. %
not important at all	1	635	11.0	12.9
only slightly important	2	521	9.0	10.6
neither meaningless nor important	3	1784	30.9	36.3
somewhat important	4	1093	18.9	22.2
very important.	5	884	15.3	18.0
System missing (SYSMIS)	.	858	14.9	–
		5775	100.0	100.0

[Q15_7_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Personal appeal to a decision-maker

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or

2. Variables

methods of participation have worked for you in influencing matters.

Question

Personal appeal to a decision-maker

Frequencies

label	value	n	%	v. %
very poorly	1	777	13.5	16.2
quite poorly	2	659	11.4	13.7
neither poorly nor well	3	1972	34.1	41.0
quite well	4	835	14.5	17.4
very well	5	562	9.7	11.7
System missing (SYSMIS)	.	970	16.8	—
		5775	100.0	100.0

[Q15_8_1] Evaluate how important the following channels or methods of participation are in your opinion. National or international political consultations and meetings with child/youth delegates

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

National or international political consultations and meetings with child/youth delegates

Frequencies

label	value	n	%	v. %
not important at all	1	553	9.6	11.3
only slightly important	2	351	6.1	7.2
neither meaningless nor important	3	1503	26.0	30.8
somewhat important	4	1135	19.7	23.3
very important.	5	1336	23.1	27.4
System missing (SYSMIS)	.	897	15.5	—
		5775	100.0	100.0

[Q15_8_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. National or international political consultations and meetings with child/youth delegates

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

National or international political consultations and meetings with child/youth delegates

Frequencies

label	value	n	%	v. %
very poorly	1	678	11.7	14.2
quite poorly	2	585	10.1	12.3
neither poorly nor well	3	1844	31.9	38.7
quite well	4	942	16.3	19.8
very well	5	712	12.3	15.0
System missing (SYSMIS)	.	1014	17.6	–
		5775	100.0	100.0

[Q15_9_1] Evaluate how important the following channels or methods of participation are in your opinion. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)

Frequencies

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label	value	n	%	v. %
not important at all	1	353	6.1	6.9
only slightly important	2	302	5.2	5.9
neither meaningless nor important	3	1180	20.4	23.0
somewhat important	4	1305	22.6	25.4
very important.	5	2001	34.6	38.9
System missing (SYSMIS)	.	634	11.0	–
		5775	100.0	100.0

[Q15_9_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Internet blog posting and on-line communities (e.g. MySpace, YouTube, Facebook)

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)

Frequencies

label	value	n	%	v. %
very poorly	1	415	7.2	8.3
quite poorly	2	400	6.9	8.0
neither poorly nor well	3	1492	25.8	29.7
quite well	4	1171	20.3	23.3
very well	5	1550	26.8	30.8
System missing (SYSMIS)	.	747	12.9	–
		5775	100.0	100.0

[Q15_10_1] Evaluate how important the following channels or methods of participation are in your opinion. Writing in the school paper or the school website, local newspaper or similar

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Writing in the school paper or the school website, local newspaper or similar

Frequencies

label	value	n	%	v. %
not important at all	1	647	11.2	13.0
only slightly important	2	515	8.9	10.3
neither meaningless nor important	3	1693	29.3	34.0
somewhat important	4	1160	20.1	23.3
very important.	5	965	16.7	19.4
System missing (SYSMIS)	.	795	13.8	–
		5775	100.0	100.0

[Q15_10_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Writing in the school paper or the school website, local newspaper or similar

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Writing in the school paper or the school website, local newspaper or similar

Frequencies

label	value	n	%	v. %
very poorly	1	761	13.2	15.7
quite poorly	2	647	11.2	13.3
neither poorly nor well	3	1868	32.3	38.5
quite well	4	940	16.3	19.4
very well	5	640	11.1	13.2
System missing (SYSMIS)	.	919	15.9	–
		5775	100.0	100.0

[Q15_11_1] Evaluate how important the following channels or methods of participation are in your opinion. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

Question

Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)

Frequencies

label	value	n	%	v. %
not important at all	1	518	9.0	10.7
only slightly important	2	468	8.1	9.7
neither meaningless nor important	3	1650	28.6	34.1
somewhat important	4	1172	20.3	24.2
very important.	5	1029	17.8	21.3
System missing (SYSMIS)	.	938	16.2	–
		5775	100.0	100.0

[Q15_11_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)

Variable group pre-text

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

Question

Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)

Frequencies

label	value	n	%	v. %
very poorly	1	574	9.9	12.1
quite poorly	2	590	10.2	12.4
neither poorly nor well	3	1864	32.3	39.2
quite well	4	994	17.2	20.9
very well	5	730	12.6	15.4
System missing (SYSMIS)	.	1023	17.7	–
		5775	100.0	100.0

[Q16] Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?

Question

Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment?

Descriptive statistics

statistic	value
number of valid cases	5379
minimum	0.00
maximum	10.00
mean	7.34
standard deviation	2.17

[Q17] Do you think of participation differently after having completed this questionnaire?

Question

Do you think of participation differently after having completed this questionnaire?

Frequencies

label	value	n	%	v. %
Yes	1	1109	19.2	19.2
No	2	2126	36.8	36.8
I don't know	3	2258	39.1	39.1
Not answered	4	282	4.9	4.9

(continued on next page)

2. Variables

(cont. from previous page)

label	value	n	%	v. %
		5775	100.0	100.0

[BV1] Country

Question

Country

Frequencies

label	value	n	%	v. %
Denmark	1	1008	17.5	17.5
Finland	2	1044	18.1	18.1
Iceland	3	827	14.3	14.3
Norway	4	1199	20.8	20.8
Sweden	5	1697	29.4	29.4
		5775	100.0	100.0

[BV2] Province city

Question

Province city

[BV2_2] Province city

Question

Province city

[BV2_3] Province

Question

Province

[BV3] Region

Question

Region

Frequencies

label	value	n	%	v. %
north	1	600	10.4	10.4
east	2	1949	33.7	33.7
south	3	1908	33.0	33.0
west	4	1318	22.8	22.8
		5775	100.0	100.0

[BV6] Size of school**Question***Size of school***Frequencies**

label	value	n	%	v. %
small	1	1574	27.3	27.3
medium	2	2008	34.8	34.8
big	3	2193	38.0	38.0
		5775	100.0	100.0

[BV8] Time of research**Question***Time of research***Descriptive statistics**

statistic	value
number of valid cases	5775
minimum	2009.00
maximum	2009.00
mean	2009.00
standard deviation	0.00

[BV9] Answering method**Question***Answering method*

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Frequencies

label	value	n	%	v. %
internet	1	4697	81.3	81.3
letter	2	1078	18.7	18.7
		5775	100.0	100.0

[WEIGHT] Weight

Question

Weight

Descriptive statistics

statistic	value
number of valid cases	5775
minimum	0.10
maximum	1.30
mean	1.00
standard deviation	0.38

Chapter 3

Indexes

3.1 Variables in the order of occurrence

FSD study number [FSD_NO]	5
FSD edition number [FSD_VR]	5
FSD case id [FSD_ID]	6
Age? [Q1_1]	6
Age? Other, what? [Q1_2]	6
Sex [Q2]	7
Educational background of parents: [Q3]	7
What is your ethnic background? I am: [Q4_1_1]	7
What is your ethnic background? I am born abroad, where? [Q4_1_2]	8
What is your ethnic background? My parents: [Q4_2_1]	8
What is your ethnic background? My parents were born abroad, where? [Q4_2_2]	9
What is your ethnic background? One of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad, where? [Q4_2_3]	9
How much do you feel you know about the rights of the child? [Q5]	10
Where, if anywhere, have you heard about child rights? You can choose more than one option. [Q6_1]	10
Where, if anywhere, have you heard about child rights? You can choose more than one option. Somewhere else, where? [Q6_2]	11
Do the rights of the child concern [Q7]	11
Every person has a right to life and this right cannot be violated under any circumstances. [Q8_1]	11
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All people have the same rights despite their religion. [Q8_4]	13
Children must be protected from all kinds of violence. [Q8_5]	13
Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking) [Q8_6]	14
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How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing which school you go to [Q10_1_1]	15
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How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class) [Q10_2_1]	16
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class) [Q10_2_2]	17
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing teaching practices and the structure of the lesson [Q10_3_1]	17
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing teaching practices and the structure of the lesson [Q10_3_2]	18
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing the school menu (not relevant in Norway or Denmark) [Q10_4_1]	19
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing the school menu (not relevant in Norway or Denmark) [Q10_4_2]	19
How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their demeanor [Q10_5_1]	20
How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their demeanor [Q10_5_2]	20
How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their teaching (methods/style) [Q10_6_1]	21
How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their teaching (methods/style) [Q10_6_2]	22
How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils participate in keeping the school buildings and environment clean and in order [Q10_7_1]	22
How important are the following school-related issues to you and to what extent are they re-	

alized? (Realization) The pupils participate in keeping the school buildings and environment clean and in order [Q10_7_2]	23
How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils are listened to when common rules are established and in dealing with conflicts. [Q10_8_1]	23
How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils are listened to when common rules are established and in dealing with conflicts. [Q10_8_2]	24
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the interior and décor of your room [Q10_9_1]	25
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the interior and décor of your room [Q10_9_2]	25
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the use of your own money [Q10_10_1]	26
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the use of your own money [Q10_10_2]	26
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's daily purchases (e.g. food, clothes) [Q10_11_1]	27
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's daily purchases (e.g. food, clothes) [Q10_11_2]	28
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's bigger purchases (e.g. computers, car, apartment/house) [Q10_12_1]	28
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's bigger purchases (e.g. computers, car, apartment/house) [Q10_12_2]	29
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's water and electricity consumption [Q10_13_1]	29
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's water and electricity consumption [Q10_13_2]	30
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's waste sorting and recycling [Q10_14_1]	31
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's waste sorting and recycling [Q10_14_2]	31
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing how much time you can spend using the computer and watching television. [Q10_15_1]	32
How important are the following home-related issues to you and to what extent are they realized?	

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ized? (Realization) Influencing how much time you can spend using the computer and watching television. [Q10_15_2]	32
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How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing curfew and bed times [Q10_16_2]	34
How important are the following home-related issues to you and to what extent are they realized? (Importance) Participating in duties at home [Q10_17_1]	34
How important are the following home-related issues to you and to what extent are they realized? (Realization) Participating in duties at home [Q10_17_2]	35
How important are the following home-related issues to you and to what extent are they realized? (Importance) If your parents are divorced: influencing where to live (leave blank if not applicable) [Q10_18_1]	35
How important are the following home-related issues to you and to what extent are they realized? (Realization) If your parents are divorced: influencing where to live (leave blank if not applicable) [Q10_18_2]	36
How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) [Q10_19_1]	37
How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) [Q10_19_2]	37
How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Giving feedback to the staff of nearby shops, services and public transport [Q10_20_1]	38
How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Giving feedback to the staff of nearby shops, services and public transport [Q10_20_2]	38
How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing the content of your hobbies and spare time activities [Q10_21_1]	39
How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing the content of your hobbies and spare time activities [Q10_21_2]	40
How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Taking part in voluntary work benefiting your hobby/spare time activity [Q10_22_1]	40
How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Taking part in voluntary work benefiting your hobby/spare time activity [Q10_22_2]	41
There is enough education in schools about how decisions are made in my country. [Q11_1]	41
There is enough education in schools about how decisions are made in my municipality [Q11_2]	

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The voting age in national and/or local elections should be lowered [Q11_3]	43
The students involved in student bodies and youth councils represent the interests of all students [Q11_4]	43
I feel that I can freely express my opinion on matters that concern me and adults take them seriously [Q11_5]	44
Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them [Q11_6]	44
I feel I have been given enough valid information about climate change and its effects. [Q11_7]	45
Climate change and environmental issues worry me. [Q11_8]	46
In your opinion, what are the three most important issues where young people should be heard and have an influence on? I [Q12_1_1]	46
In your opinion, what are the three most important issues where young people should be heard and have an influence on? I (classified) [Q12_1_2]	46
In your opinion, what are the three most important issues where young people should be heard and have an influence on? II [Q12_2_1]	47
In your opinion, what are the three most important issues where young people should be heard and have an influence on? II (classified) [Q12_2_2]	47
In your opinion, what are the three most important issues where young people should be heard and have an influence on? III [Q12_3_1]	47
In your opinion, what are the three most important issues where young people should be heard and have an influence on? III (classified) [Q12_3_2]	47
In your opinion, what are the three most important issues where young people should be heard and have an influence on? (combined) [Q12_4]	47
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I [Q13_1_1]	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I (classified) [Q13_1_2]	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II [Q13_2_1]	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II (classified) [Q13_2_2]	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III [Q13_3_1]	49
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III (classified) [Q13_3_2]	49
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? (Combined) [Q13_4]	49

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Have you been part of the following functions? Please indicate for each (yes/no/ don't know)
 Student body of your school [Q14_1] 49

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)
 Local or regional youth council [Q14_2] 50

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)
 Other school function, e.g. student/peer tutor, programmes for preventing bullying, peer mediator [Q14_3] 50

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)
 Youth bodies/councils run by organizations (Different examples for different countries) [Q14_4] 51

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)
 Associated with a political party (as a member or otherwise involved in activities) [Q14_5] 51

Evaluate how important the following channels or methods of participation are in your opinion.
 Student body of school [Q15_1_1] 52

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Student body of school [Q15_1_2] 52

Evaluate how important the following channels or methods of participation are in your opinion.
 Local or regional youth council [Q15_2_1] 53

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Local or regional youth council [Q15_2_2] 53

Evaluate how important the following channels or methods of participation are in your opinion.
 Youth bodies and councils run by organizations [Q15_3_1] 54

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Youth bodies and councils run by organizations [Q15_3_2] 55

Evaluate how important the following channels or methods of participation are in your opinion.
 Scouts, youth clubs and/or similar [Q15_4_1] 55

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Scouts, youth clubs and/or similar [Q15_4_2] 56

Evaluate how important the following channels or methods of participation are in your opinion.
 Demonstration [Q15_5_1] 56

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Demonstration [Q15_5_2] 57

Evaluate how important the following channels or methods of participation are in your opinion.
 Group petition to a decision-maker [Q15_6_1] 58

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Group petition to a decision-maker [Q15_6_2] 58

Evaluate how important the following channels or methods of participation are in your opinion.
 Personal appeal to a decision-maker [Q15_7_1] 59

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Personal appeal to a decision-maker [Q15_7_2] 59

Evaluate how important the following channels or methods of participation are in your opinion. National or international political consultations and meetings with child/youth delegates [Q15_8_1]	60
Evaluate how well these channels or methods of participation have worked for you in influencing matters. National or international political consultations and meetings with child/youth delegates [Q15_8_2]	61
Evaluate how important the following channels or methods of participation are in your opinion. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook) [Q15_9_1]	61
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook) [Q15_9_2]	62
Evaluate how important the following channels or methods of participation are in your opinion. Writing in the school paper or the school website, local newspaper or similar [Q15_10_1] .	62
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Writing in the school paper or the school website, local newspaper or similar [Q15_10_2]	63
Evaluate how important the following channels or methods of participation are in your opinion. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts) [Q15_11_1]	64
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts) [Q15_11_2]	64
Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment? [Q16]	65
Do you think of participation differently after having completed this questionnaire? [Q17] .	65
Country [BV1]	66
Province city [BV2]	66
Province city [BV2_2]	66
Province [BV2_3]	66
Region [BV3]	66
Size of school [BV6]	67
Time of research [BV8]	67
Answering method [BV9]	67
Weight [WEIGHT]	68

3.2 Variables in alphabetical order

Age?	6
Age? Other, what?	6
All people have the same rights despite their religion.	13
Answering method	67
Children must be protected from all kinds of violence.	13
Climate change and environmental issues worry me.	46
Country	66
Do the rights of the child concern	11
Do you think of participation differently after having completed this questionnaire?	65
Educational background of parents:	7
Evaluate how important the following channels or methods of participation are in your opinion. Demonstration	56
Evaluate how important the following channels or methods of participation are in your opinion. Group petition to a decision-maker	58
Evaluate how important the following channels or methods of participation are in your opinion. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	61
Evaluate how important the following channels or methods of participation are in your opinion. Local or regional youth council	53
Evaluate how important the following channels or methods of participation are in your opinion. National or international political consultations and meetings with child/youth delegates ...	60
Evaluate how important the following channels or methods of participation are in your opinion. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	64
Evaluate how important the following channels or methods of participation are in your opinion. Personal appeal to a decision-maker	59
Evaluate how important the following channels or methods of participation are in your opinion. Scouts, youth clubs and/or similar	55
Evaluate how important the following channels or methods of participation are in your opinion. Student body of school	52
Evaluate how important the following channels or methods of participation are in your opinion. Writing in the school paper or the school website, local newspaper or similar	62
Evaluate how important the following channels or methods of participation are in your opinion. Youth bodies and councils run by organizations	54
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Demonstration	57
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Group petition to a decision-maker	58

Evaluate how well these channels or methods of participation have worked for you in influencing matters. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	62
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Local or regional youth council	53
Evaluate how well these channels or methods of participation have worked for you in influencing matters. National or international political consultations and meetings with child/youth delegates	61
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	64
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Personal appeal to a decision-maker	59
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Scouts, youth clubs and/or similar	56
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Student body of school	52
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Writing in the school paper or the school website, local newspaper or similar	63
Evaluate how well these channels or methods of participation have worked for you in influencing matters. Youth bodies and councils run by organizations	55
Every person has a right to life and this right cannot be violated under any circumstances.	11
Every person has a right to life, except for people who have committed very serious crimes.	12
FSD case id	6
FSD edition number	5
FSD study number	5
Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Associated with a political party (as a member or otherwise involved in activities)	51
Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Local or regional youth council	50
Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Other school function, e.g. student/peer tutor, programmes for preventing bullying, peer mediator	50
Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Student body of your school	49
Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Youth bodies/councils run by organizations (Different examples for different countries)	51
How important are the following home-related issues to you and to what extent are they realized? (Importance) If your parents are divorced: influencing where to live (leave blank if not	

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applicable)	35
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing curfew and bed times	33
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing how much time you can spend using the computer and watching television.	32
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the interior and décor of your room	25
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the use of your own money	26
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	28
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's daily purchases (e.g. food, clothes)	27
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's waste sorting and recycling	31
How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's water and electricity consumption	29
How important are the following home-related issues to you and to what extent are they realized? (Importance) Participating in duties at home	34
How important are the following home-related issues to you and to what extent are they realized? (Realization) If your parents are divorced: influencing where to live (leave blank if not applicable)	36
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing curfew and bed times	34
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing how much time you can spend using the computer and watching television.	32
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the interior and décor of your room	25
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the use of your own money	26
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	29
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's daily purchases (e.g. food, clothes)	28
How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's waste sorting and recycling	31
How important are the following home-related issues to you and to what extent are they realized?	

ized? (Realization) Influencing your family's water and electricity consumption	30
How important are the following home-related issues to you and to what extent are they realized? (Realization) Participating in duties at home	35
How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their demeanor	20
How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their teaching (methods/style)	21
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing teaching practices and the structure of the lesson	17
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing the school menu (not relevant in Norway or Denmark)	19
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	16
How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing which school you go to	15
How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils are listened to when common rules are established and in dealing with conflicts.	23
How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils participate in keeping the school buildings and environment clean and in order	22
How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their demeanor	20
How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their teaching (methods/style)	22
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing teaching practices and the structure of the lesson	18
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing the school menu (not relevant in Norway or Denmark)	19
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	17
How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing which school you go to	16
How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils are listened to when common rules are established and in dealing with conflicts.	24
How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils participate in keeping the school buildings and environment clean and in order	23

How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Giving feedback to the staff of nearby shops, services and public transport 38

How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) 37

How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing the content of your hobbies and spare time activities ... 39

How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Taking part in voluntary work benefiting your hobby/spare time activity 40

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Giving feedback to the staff of nearby shops, services and public transport 38

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) 37

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing the content of your hobbies and spare time activities ... 40

How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Taking part in voluntary work benefiting your hobby/spare time activity 41

How much do you feel you know about the rights of the child? 10

I feel I have been given enough valid information about climate change and its effects. 45

I feel that I can freely express my opinion on matters that concern me and adults take them seriously 44

Imagine a ladder with 10 steps. If step 10 is the best possible life for you and the bottom, 0, is the worst possible life for you. In general, where on the ladder do you feel you stand at the moment? 65

In your opinion, what are the three most important issues where young people should be heard and have an influence on? (combined) 47

In your opinion, what are the three most important issues where young people should be heard and have an influence on? I 46

In your opinion, what are the three most important issues where young people should be heard and have an influence on? I (classified) 46

In your opinion, what are the three most important issues where young people should be heard and have an influence on? II 47

In your opinion, what are the three most important issues where young people should be heard and have an influence on? II (classified) 47

In your opinion, what are the three most important issues where young people should be heard and have an influence on? III 47

In your opinion, what are the three most important issues where young people should be heard and have an influence on? III (classified)	47
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? (Combined)	49
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? I (classified)	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? II (classified)	48
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III	49
In your opinion, what are the three most important things that should be done in your country to combat climate change and/or to protect the environment? III (classified)	49
Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them	44
Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking)	14
Province	66
Province city	66, 66
Region	66
Sex	7
Size of school	67
The students involved in student bodies and youth councils represent the interests of all students	43
The voting age in national and/or local elections should be lowered	43
There are different rights for boys and girls	12
There is enough education in schools about how decisions are made in my country.	41
There is enough education in schools about how decisions are made in my municipality ...	42
Time of research	67
Weight	68
What do you think of the rearing of children by using physical/corporal punishment?	15
What is your ethnic background? I am:	7
What is your ethnic background? I am born abroad, where?	8
What is your ethnic background? My parents:	8

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What is your ethnic background? My parents were born abroad, where? 9

What is your ethnic background? One of my parents was born in Finland/Sweden/Norway/Denmark/Iceland and the other one abroad, where? 9

Where, if anywhere, have you heard about child rights? You can choose more than one option. 10

Where, if anywhere, have you heard about child rights? You can choose more than one option. Somewhere else, where? 11

3.3 Variable groups

Variable group

What is your ethnic background?

- [Q4_1_1] What is your ethnic background? I am: 7
 [Q4_1_2] What is your ethnic background? I am born abroad, where? 8

Variable group

What is your ethnic background?

- [Q4_2_1] What is your ethnic background? My parents: 8
 [Q4_2_2] What is your ethnic background? My parents were born abroad, where? 9
 [Q4_2_3] What is your ethnic background? One of my parents was born in Finland/Sweden/Norway/Denmark/
 and the other one abroad, where? 9

Variable group

Following is a number of statements concerning human rights. Please indicate for each one of them whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

- [Q8_1] Every person has a right to life and this right cannot be violated under any circumstances. 11
 [Q8_2] Every person has a right to life, except for people who have committed very serious crimes. 12
 [Q8_3] There are different rights for boys and girls 12
 [Q8_4] All people have the same rights despite their religion. 13
 [Q8_5] Children must be protected from all kinds of violence. 13
 [Q8_6] Parents have a right to use mild forms of corporal punishment on their children (e.g. smacking) 14

Variable group

Following is a set of questions on young people's participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Importance

- [Q10_1_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing which school you go to 15
 [Q10_2_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing what you learn at school (e.g. choice of optional

courses, the topics covered in class)	16
[Q10_3_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing teaching practices and the structure of the lesson . . .	17
[Q10_4_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Influencing the school menu (not relevant in Norway or Denmark)	19
[Q10_5_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their demeanor	20
[Q10_6_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) Giving teachers feedback about their teaching (methods/style) .	21
[Q10_7_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils participate in keeping the school buildings and environment clean and in order	22
[Q10_8_1] How important are the following school-related issues to you and to what extent are they realized? (Importance) The pupils are listened to when common rules are established and in dealing with conflicts.	23

Variable group

Following is a set of questions on young people’s participation in everyday decision-making at school, at home and in their near surroundings. How important are the following school-related issues to you and to what extent are they realized? Realization

[Q10_1_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing which school you go to	16
[Q10_2_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing what you learn at school (e.g. choice of optional courses, the topics covered in class)	17
[Q10_3_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing teaching practices and the structure of the lesson . . .	18
[Q10_4_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Influencing the school menu (not relevant in Norway or Denmark)	19
[Q10_5_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their demeanor	20
[Q10_6_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) Giving teachers feedback about their teaching (methods/style) .	22
[Q10_7_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils participate in keeping the school buildings and environment clean and in order	23
[Q10_8_2] How important are the following school-related issues to you and to what extent are they realized? (Realization) The pupils are listened to when common rules are established and in dealing with conflicts.	24

Variable group

How important are the following home-related issues to you and to what extent are they realized? Importance

[Q10_9_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the interior and décor of your room	25
[Q10_10_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing the use of your own money	26
[Q10_11_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's daily purchases (e.g. food, clothes)	27
[Q10_12_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	28
[Q10_13_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's water and electricity consumption	29
[Q10_14_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing your family's waste sorting and recycling	31
[Q10_15_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing how much time you can spend using the computer and watching television.	32
[Q10_16_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Influencing curfew and bed times.	33
[Q10_17_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) Participating in duties at home	34
[Q10_18_1] How important are the following home-related issues to you and to what extent are they realized? (Importance) If your parents are divorced: influencing where to live (leave blank if not applicable)	35

Variable group

How important are the following home-related issues to you and to what extent are they realized? Realization

[Q10_9_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the interior and décor of your room	25
[Q10_10_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing the use of your own money	26
[Q10_11_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's daily purchases (e.g. food, clothes)	28
[Q10_12_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family's bigger purchases (e.g. computers, car, apartment/house)	29

[Q10_13_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family’s water and electricity consumption ... 30

[Q10_14_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing your family’s waste sorting and recycling 31

[Q10_15_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing how much time you can spend using the computer and watching television. 32

[Q10_16_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Influencing curfew and bed times 34

[Q10_17_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) Participating in duties at home 35

[Q10_18_2] How important are the following home-related issues to you and to what extent are they realized? (Realization) If your parents are divorced: influencing where to live (leave blank if not applicable) 36

Variable group

How important are the following spare-time related issues to you and to what extent are they realized? Importance

[Q10_19_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) 37

[Q10_20_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Giving feedback to the staff of nearby shops, services and public transport 38

[Q10_21_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Influencing the content of your hobbies and spare time activities 39

[Q10_22_1] How important are the following spare-time related issues to you and to what extent are they realized? (Importance) Taking part in voluntary work benefiting your hobby/spare time activity 40

Variable group

How important are the following spare-time related issues to you and to what extent are they realized? Realization

[Q10_19_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing facilities in your municipality (e.g. sport courts, parks, lights, cycleways) 37

[Q10_20_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Giving feedback to the staff of nearby shops, services and public transport 38

[Q10_21_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Influencing the content of your hobbies and spare time activities
40

[Q10_22_2] How important are the following spare-time related issues to you and to what extent are they realized? (Realization) Taking part in voluntary work benefiting your hobby/spare time activity.....41

Variable group

Following are statements on media and young people's participation. Please indicate for each one of the statements whether or not you fully agree with the statement/partially agree with the statement/don't agree or disagree/partially disagree/completely disagree

[Q11_1] There is enough education in schools about how decisions are made in my country.41

[Q11_2] There is enough education in schools about how decisions are made in my municipality
42

[Q11_3] The voting age in national and/or local elections should be lowered 43

[Q11_4] The students involved in student bodies and youth councils represent the interests of all students 43

[Q11_5] I feel that I can freely express my opinion on matters that concern me and adults take them seriously 44

[Q11_6] Media (tv, radio, newspapers and the Internet) presents the opinions and perspectives of children and youth and respects them 44

[Q11_7] I feel I have been given enough valid information about climate change and its effects.
45

[Q11_8] Climate change and environmental issues worry me.....46

Variable group

Have you been part of the following functions? Please indicate for each (yes/no/ don't know)

[Q14_1] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Student body of your school 49

[Q14_2] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Local or regional youth council.....50

[Q14_3] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Other school function, e.g. student/peer tutor, programmes for preventing bullying, peer mediator 50

[Q14_4] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Youth bodies/councils run by organizations (Different examples for different countries)
51

[Q14_5] Have you been part of the following functions? Please indicate for each (yes/no/ don't know) Associated with a political party (as a member or otherwise involved in activities) ... 51

Variable group

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how important the following channels or methods of participation are in your opinion.

[Q15_1_1] Evaluate how important the following channels or methods of participation are in your opinion. Student body of school	52
[Q15_2_1] Evaluate how important the following channels or methods of participation are in your opinion. Local or regional youth council	53
[Q15_3_1] Evaluate how important the following channels or methods of participation are in your opinion. Youth bodies and councils run by organizations	54
[Q15_4_1] Evaluate how important the following channels or methods of participation are in your opinion. Scouts, youth clubs and/or similar	55
[Q15_5_1] Evaluate how important the following channels or methods of participation are in your opinion. Demonstration	56
[Q15_6_1] Evaluate how important the following channels or methods of participation are in your opinion. Group petition to a decision-maker	58
[Q15_7_1] Evaluate how important the following channels or methods of participation are in your opinion. Personal appeal to a decision-maker	59
[Q15_8_1] Evaluate how important the following channels or methods of participation are in your opinion. National or international political consultations and meetings with child/youth delegates	60
[Q15_9_1] Evaluate how important the following channels or methods of participation are in your opinion. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	61
[Q15_10_1] Evaluate how important the following channels or methods of participation are in your opinion. Writing in the school paper or the school website, local newspaper or similar .	62
[Q15_11_1] Evaluate how important the following channels or methods of participation are in your opinion. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	64

Variable group

Participation is defined here as acting to create a desired change. Often the ultimate goal is to influence public authorities and/or decision makers. Evaluate how well these channels or methods of participation have worked for you in influencing matters.

[Q15_1_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Student body of school	52
[Q15_2_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Local or regional youth council	53
[Q15_3_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Youth bodies and councils run by organizations	55

[Q15_4_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Scouts, youth clubs and/or similar	56
[Q15_5_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Demonstration	57
[Q15_6_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Group petition to a decision-maker	58
[Q15_7_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Personal appeal to a decision-maker	59
[Q15_8_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. National or international political consultations and meetings with child/youth delegates	61
[Q15_9_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Internet blog posting and online communities (e.g. MySpace, YouTube, Facebook)	62
[Q15_10_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Writing in the school paper or the school website, local newspaper or similar	63
[Q15_11_2] Evaluate how well these channels or methods of participation have worked for you in influencing matters. Participating in leading/planning activities of youth clubs and hobbies (e.g. scouts)	64