

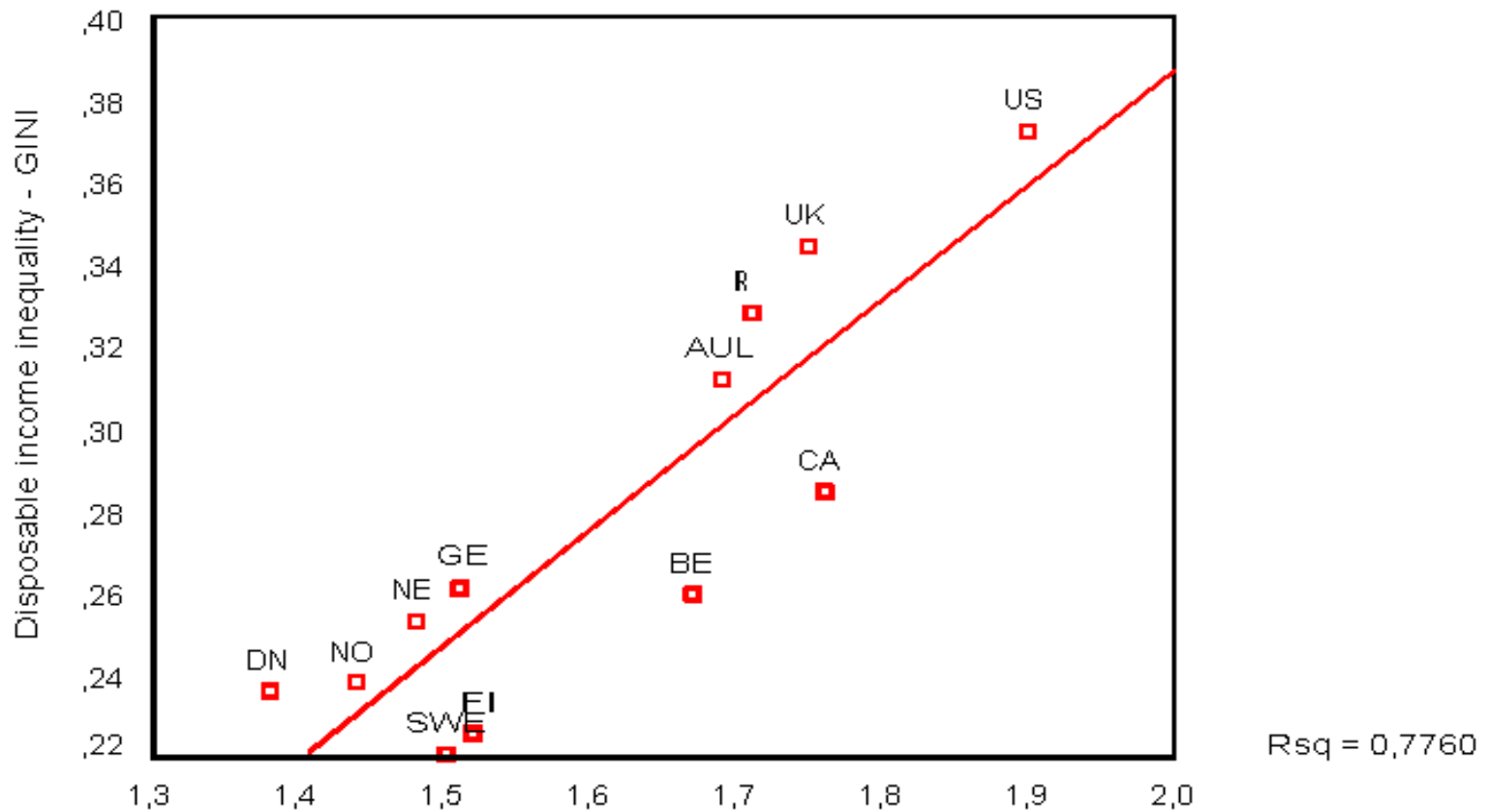
THE Internet GENERATION



HENRY
MILNER

Engaged
Citizens
or
Political
Dropouts

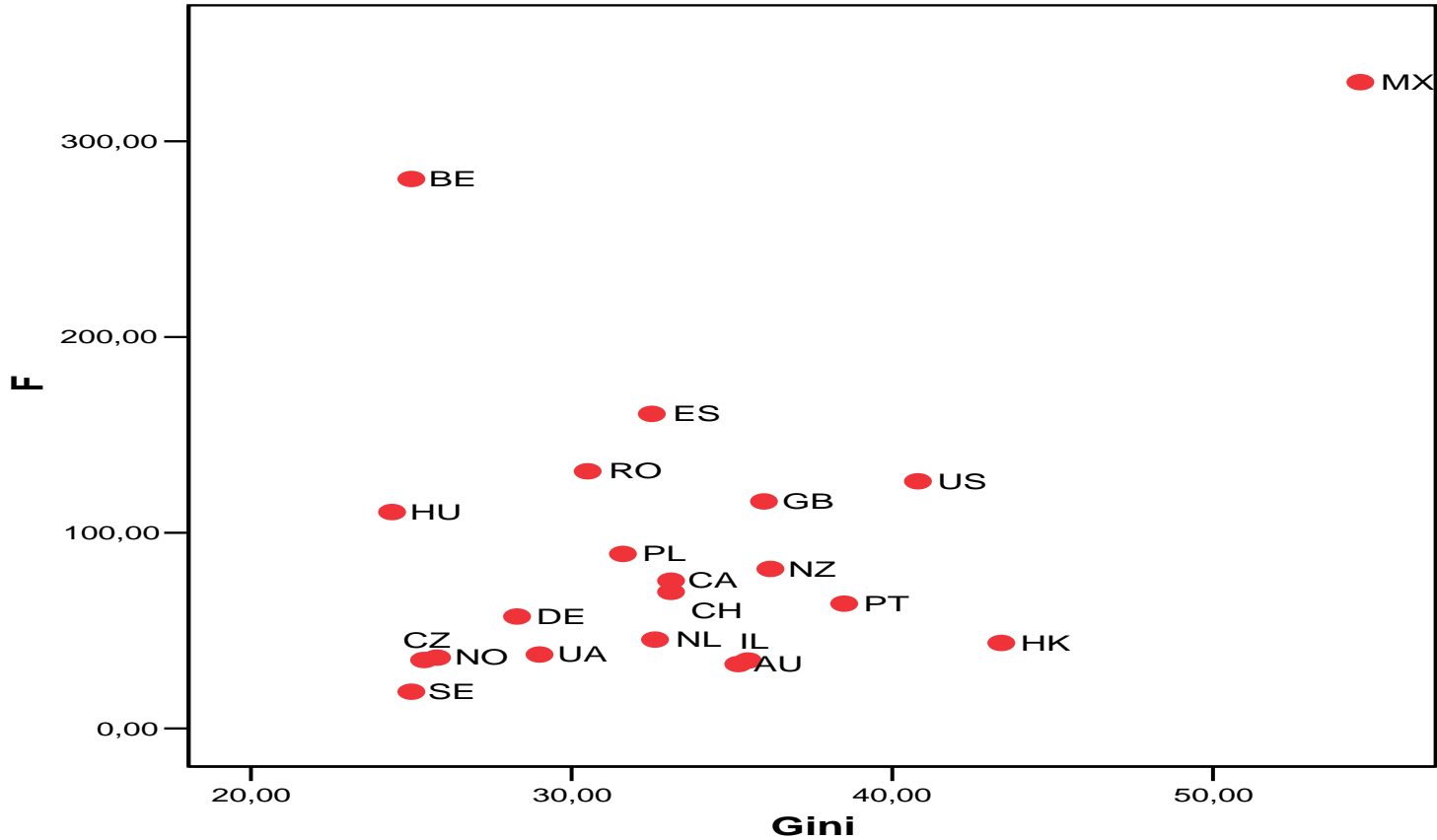
FIGURE 1-1



Inequality in the Distribution of Literacy (9th to 1st decile)

F = 34,635; Signif [F] = .000

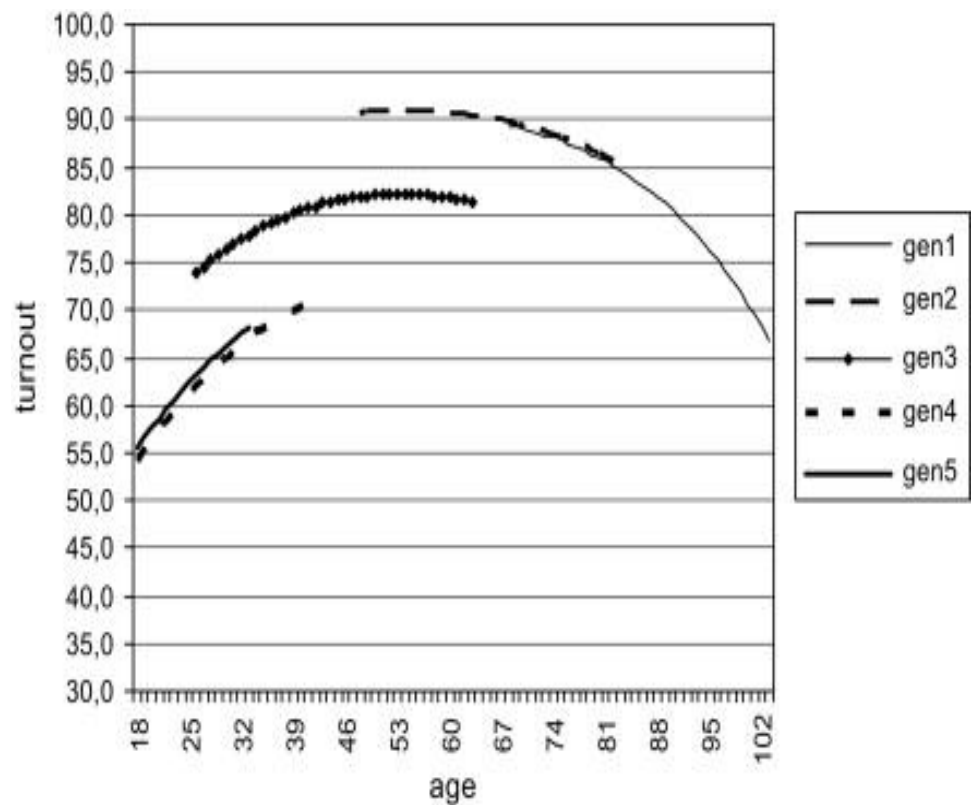
Gini Indices Scattered against (the F-value of) the Effect of Education on (CSES) Political Knowledge (Gronlund and Milner 2006)



Reported Turnout in European National Elections [ESS round 1]

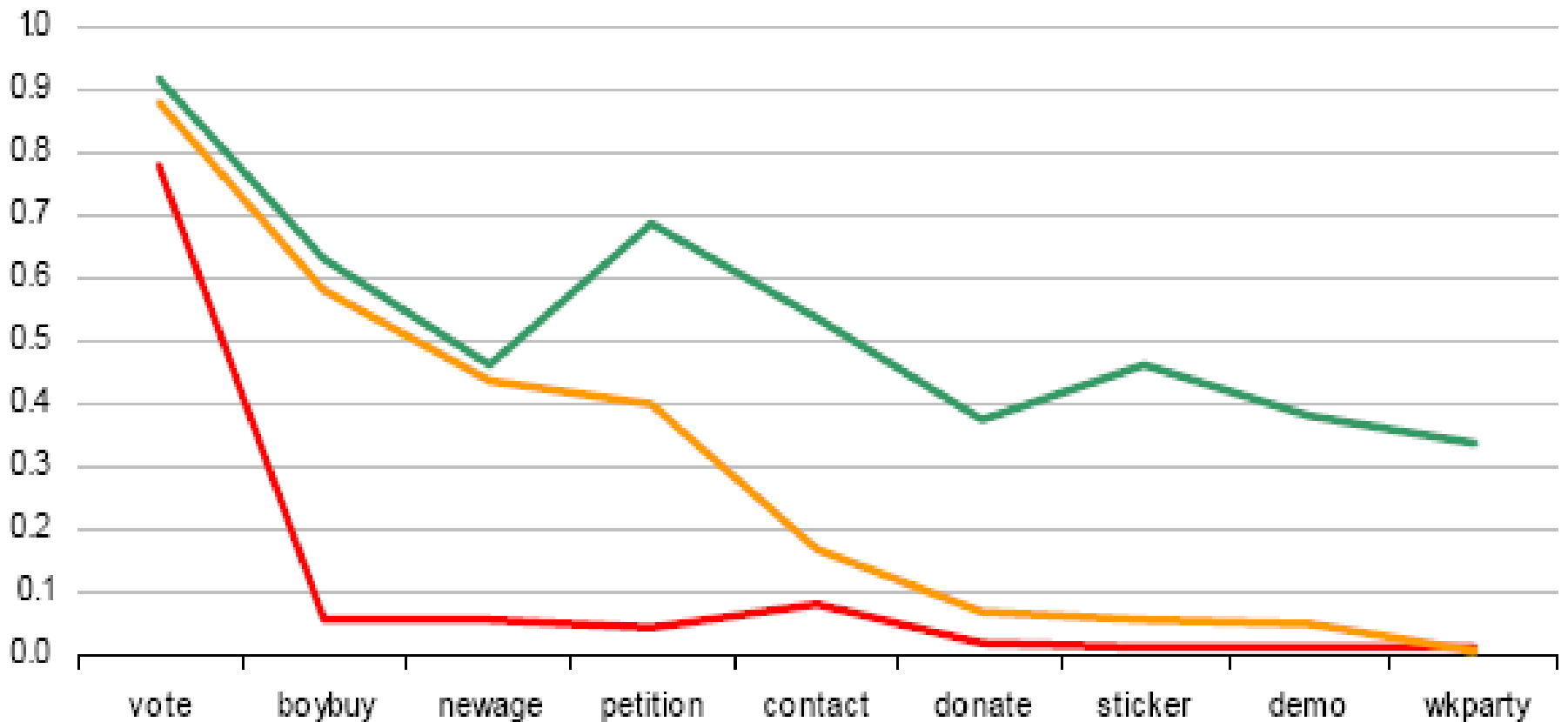
	Born since 1980	All
Sweden	81	87
Denmark	79	94
Netherlands	75	86
Germany	73	85
Austria	75	89
Italy	76	89
Hungary	69	81
Greece	60	90
Finland	55	82
Belgium	54	85
Norway	50	84
Ireland	42	76
Portugal	41	72
UK	41	72
Spain	27	78
Switzerland	18	69

TURNOUT BY GENERATION IN FINLAND FROM 1987 TO 2003 (Wass 2008)



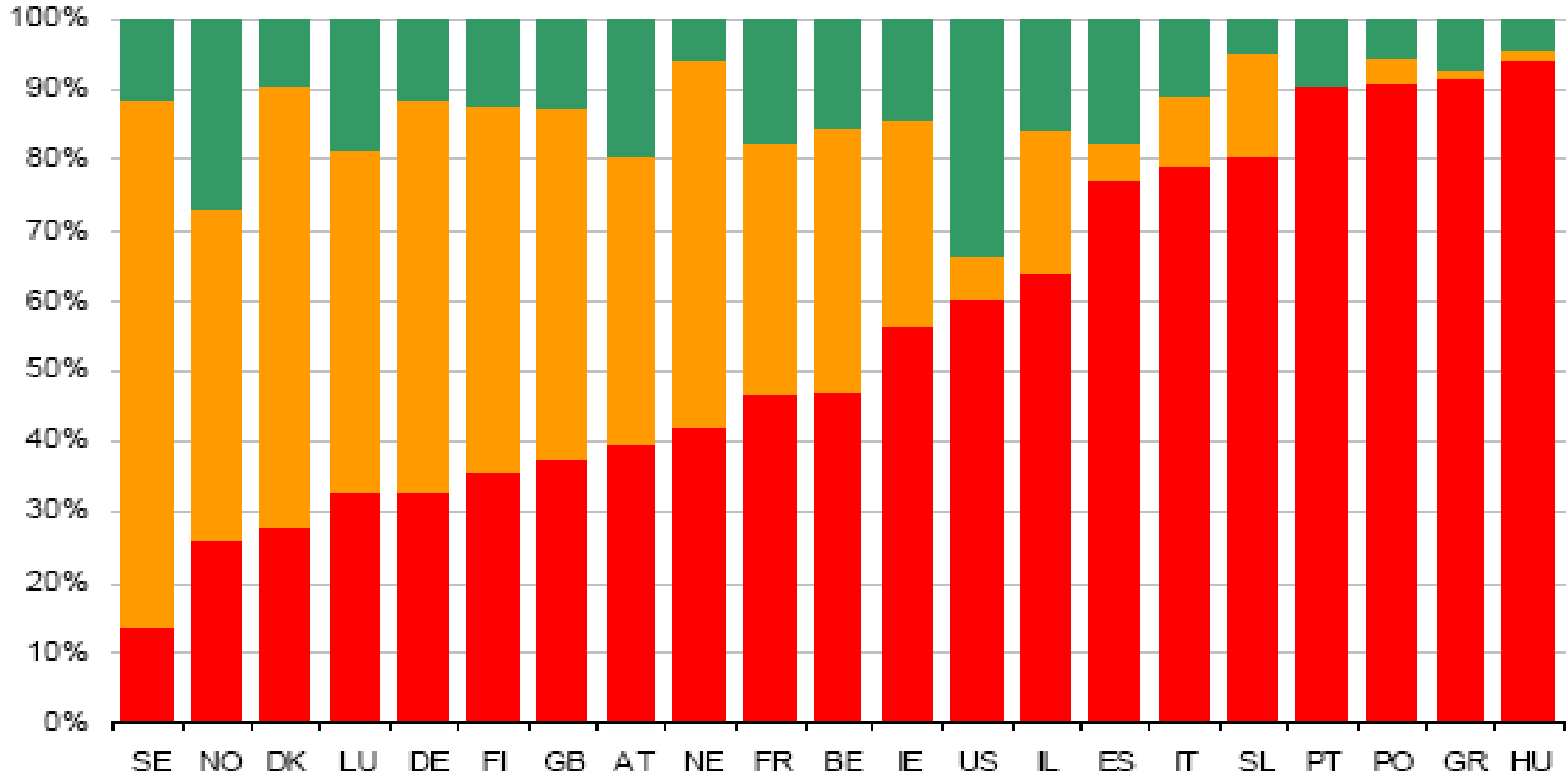
TYPES OF PARTICIPATION: EUROPE: (Oser 2010)

Disengaged 55% Engaged 32% Active 13%



TYPES OF PARTICIPATION IN EUROPE: BY COUNTRY

Disengaged 55% Engaged 32% Active 13%

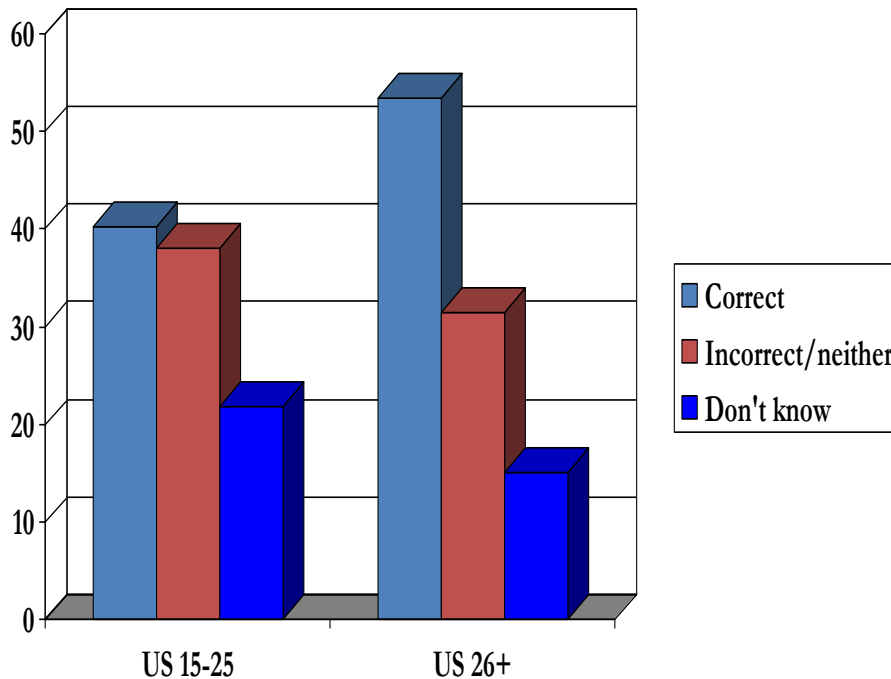


National Geographic-Roper Global Geographic Literacy Survey 2002 (age:18-24)

Overall Quiz Performance

Average Number of Correct Answers (out of 56)

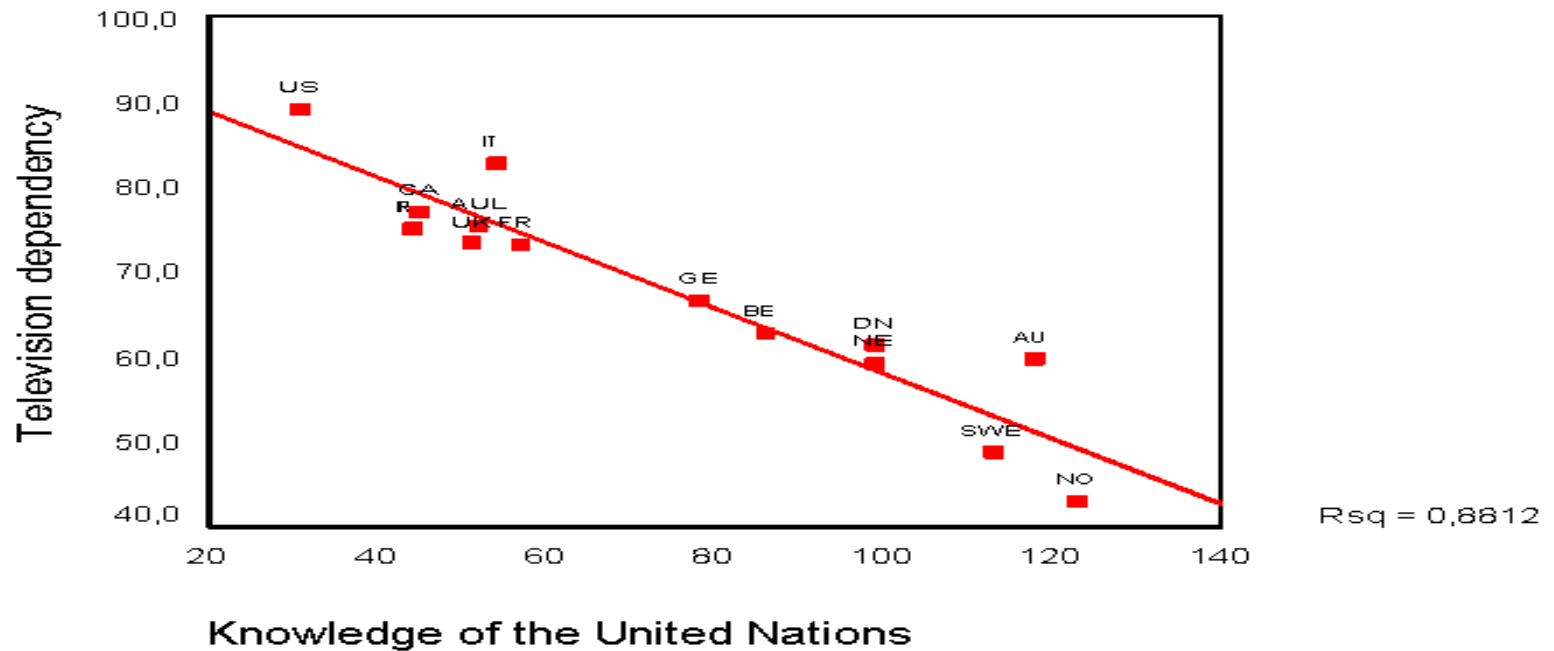
ABILITY TO IDENTIFY WHICH U.S. PARTY IS MORE CONSERVATIVE (%)



- **Country** **Number**
- **Sweden** 40
- **Germany** 38
- **Italy** 38
- **France** 34
- **Japan** 31
- **Great Britain** 28
- **Canada** 27
- **U.S.** 23
- **Mexico** 21

Political Knowledge and Type of Media Use (Milner 2002)

FIGURE 7-5



F = 89.02469; Signif [F] = .0000***

* = Signif [F] = .01; ** = Signif [F] = .005; *** = Signif [F] = .001

AGE STRUCTURE OF SELF-REPORTED DAILY NEWSPAPER READERSHIP (2000)

COUNTRY	REACH (YOUTH)	AGE	REACH (ADULTS)
Norway	81.0	13-19	86.0
Sweden	77.0	15-24	88.0
Denmark	76.6	16-24	79.7
Finland	72.0	15-24	87.0
Austria	69.5	14-29	75.2
Switzerland	68.1	16-24	74.8
Netherlands	58.0	15-24	71.4
Germany	53.6	14-19	76.2
Belgium	50.7	15-24	47.4
Canada	44.9	18-24	54.1
Spain	41.7	16-24	39.7
Italy	40.2	18-24	39.3
United States	40.0	18-24	54.0
France	36.3	14-19	45.3
UK	35.7	15-24	32.8

PERCENTAGE WITH HOME INTERNET ACCESS, 2008 (EUROSTAT)

Iceland	88		
Netherlands	86		
Norway	84	Spain	51
Sweden	84	Hungary	48
Denmark	82	Poland	48
Luxembourg	80	Italy	47
Germany	75	Czech Republic	46
Finland	72	Portugal	46
United Kingdom	71	Greece	31
Austria	69	Romania	30
Belgium	64	Bulgaria	25
Ireland	63		
France	62		
Slovenia	59		
Estonia	58		
Slovakia	58		
Latvia	53		
Lithuania	51		

Voter Advice Applications (VAAs)

The *StemWijzer* is an online instrument to test voters' political preferences. Visitors are asked to give their opinions on about thirty propositions. The site calculates which party program most corresponds to their answers, and provides information about the positions held by the political parties. In addition:

StemmenTracker: looks at the actual voting behaviour of political parties in Parliament. *ReferendumWijzer*: examines the advantages and disadvantages of the various options in a referendum. *ProgramVergelijking*: gives a concise overview of the standpoint of political parties on issues such as health care, the economy, and education, and *Stemexamen*: tests election knowledge.

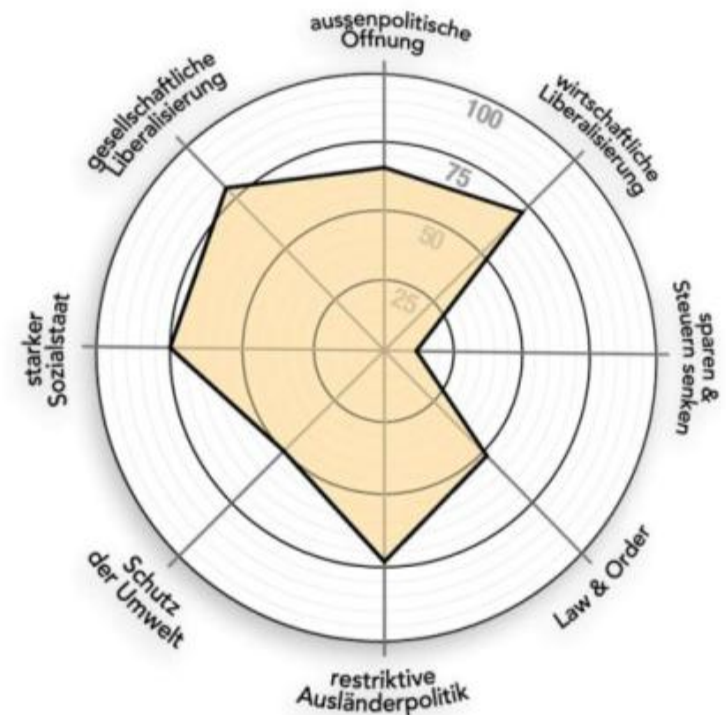
A recent survey (Ruusuvirta and Rosema 2009) found that 75 % of Dutch citizens 18-24 used VAAs in the 2006 election.

A Partial List of European VAAs

- Austria [Politkabine](#)
- Bulgaria [Glasovoditel](#)
- Belgium [Kieskompas](#)
- Czech Republic [Kohovolit CZ](#)
- France: [MonVoteAMoi](#)
- Germany [Wahl-O-Mat](#)
- Hungary [Választási Iránytű](#)
- Ireland [Vote Match IE](#)
- Italy [Cabine Electorale](#)
- Netherlands [StemWijzer](#)
- Poland [Latarnik Wyborczy](#)
- Romania [Testeaza-ti votul!](#)
- Slovakia [Kohovolit SK](#)
- Switzerland [Smartvote](#)
- United Kingdom [Vote Match UK](#)
- [Vote Match Europe](#)

The Smartvote “Spider”

- *Smartvote* VAA in Switzerland operates independently of government, as opposed to some others, e.g. *Wahlomat* in Germany, which is operated by the BPB (*Bundeszentrale für politische Bildung*), the federal agency responsible for civic education materials. Understandably, thus, young voters are a priority of the *Wahlomat*. In the 2009 election, in cooperation with local educational authorities, the BPB organized public question-and-answer assemblies in a score of upper-secondary schools in Saarland and Rhineland-Palatinate.
- The Swiss VAA *Smartvote* too has sought to reach out to the young, with a shorter, more simply worded version known as *Myvote*. To spread the word, its designers collaborated with a textbook publisher, and provided a training course to give teachers an overview and explain how the site could be used for civic education. To reach out of school, first-time voters, *Myvote* joined forces with *20 Minuten*, Switzerland’s most widely read free daily newspaper, and owner of the largest Swiss online community information platform targeted at those under 35. A survey by Nadig and Fivaz (2009) found that the majority of *Smartvote* users reported being positively influenced to engage in political discussion and seek more political information.



70 percent of the youths in the college preparatory and 60 percent of the vocational programs. (Youth Board 2007 [Table 4.1 (p.21)

- Is *Skolval* good for raising awareness and interest in politics?

	All	Girls	Boys	Swedish-born	Foreign-born
Yes	73.7	78.9	68.5	72.7	85.0
No	26.3	21.1	31.5	27.3	15.0

Simulation of Committee in Bavarian Landtag



The *MiniTinget*

- ▶ Om MiniTinget
- ▶ Praktisk Informasjon
- ▶ Rapport fra skoleklasser
- ▶ Før besøket
- ▶ Etter besøket



Se video om MiniTinget

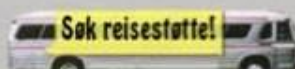
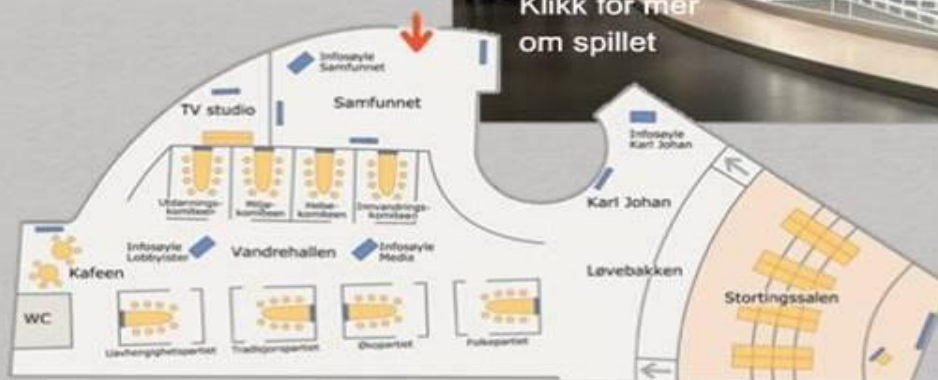
MiniTinget



MiniTinget



Klikk for mer om spillet



In contact with the party leader



Contacted by lobbyists



Minitinget caucus



- **CIVIC EDUCATION IN NORWAY**

-
- **TEACHING HOURS:** *Primary* (Years 1 to 7): 385. *Lower secondary* (Years 8 to 10): 256.
- *Upper Secondary* (Vg 1 and 2): 84 hours each.
- **SUBJECT AREAS**
- *Primary/lower secondary:* sociology, geography and history.
- *Upper secondary :* the individual and society, working and business life, politics and democracy, culture, and international relations.
- **International relations:** cooperation, terrorism, conflicts, conflict resolution, globalization, distribution of resources and sustainable development, and Norway's role on the international stage.
- **Individual and society:** socialization, personal finances, forms of cohabitation, criminality, influences upon youth
- **Working and business life:** companies, trade unions, wage setting, unemployment, and career choices.
- **Culture:** role of religion, indigenous peoples, ethnic minorities, anti-racism.
- **Politics and democracy:**
- ***Objectives: The pupil completing the courses shall be able to:***
 - elaborate on how one can participate in and influence the political system and discuss what can threaten to democracy
 - discuss the relationship among government, law and human rights
 - elaborate on the type of government, the main political bodies, and the place of indigenous peoples and minorities
 - identify basic differences between the parties and argue from different political viewpoints
 - elaborate on key features of Norwegian economic policy
- explain the basis of the welfare state and the challenges it faces

Voting Turnout in Norway

Local elections year	1995		1999		2003		2007	
National election Year		1997		2001		2005		2009
18-21	43		33		37		33	
All	63		60		59		61	
18-21		59		54		55		57
All		78		76		77		76