

## Interpretation of the Questionnaire Results

### Chapter A Values Awareness

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In spite of all the reservations and restrictions mentioned under Point 3 “Evaluation of the tests”, an interpretation of the questionnaire results will be presented here.

Readers wishing to have a quick conspectus will find a summary of about two pages at the beginning of the interpretation. This followed by detailed observations and questions that refer directly to the **Basis data** in Chapter A.

#### I Summary

##### Freedom

- The individual urge for freedom among young people in the COMCULT network is strong. Restrictions in this area are felt to be marginal.
- Knowledge of the role of the EU is scanty.
- The choice between individualism and equality does not always take the same direction.
- Not all students attach great importance to the role of money in life.
- Moral behaviour does not necessarily have anything to do with religious faith.

##### Democracy

- Democracy as the best political prerequisite for personal development is not yet sufficiently fixed in the consciousness of young people.
- There is great uncertainty regarding the relationship between economics and democracy.
- Many of those questioned have no clear conception of an optimum distribution of jurisdiction between the EU and its member states.
- In general there is a widespread feeling among students that it is hardly possible to influence EU decisions.
- Trust in the efficacy of political discussions is also not adequately developed.

##### Equality

- The fact that greater equality of opportunity in the lives of citizens also renders necessary higher public achievement, which in the end has to be financed through taxes, is not sufficiently clear to many young people. This is surprising as in nearly all EU countries debate is going on about costs, for example on education and health systems.
- Too little is also known about the advantages and disadvantages of a common taxation policy within the EU.
- With respect to an equal wage level in Europe, orientation goes toward highly paid countries. In these countries there are also to some extent fears of a levelling downwards.
- With regard to the advantages and disadvantages of different systems of providing care for the aged many young people have not any certain ideas. Bringing the systems into line will, however, have to be a future target in order to avoid social tension or inequality.
- The advantages and disadvantages of the principle of equality in elections (one man one vote) will likewise have to be debated more thoroughly in future.

## **Constitutionalism**

- In general it can be said that the importance of equal justice standards, whether for human rights, labour laws in the EU or constitutional law, is regarded very differently. This is another area where a great deal of information must be taught in European schools.

## **Pluralism**

- In view of various religions existing side by side, no fundamentalistic leanings are displayed by young people.
- Multi-party systems are judged according to national experience.
- In the field of educational policies many young people lack the necessary information for reliable judgement.
- Debate on the kind of financing of mass media to preserve variety of opinion is only now being conducted in isolated cases.
- The attitude of young people to the role of immigrants appears to depend very much on their own experience. The greater this experience is, the greater their scepticism is.

## **Tolerance**

- Generally young people in the EU countries appear to be relatively tolerant towards immigrants' customs based on religion.
- They have little toleration of interference by their parents in their choice of a partner.
- In some countries, however, family honour does put more or less strict limits on tolerance.

## **Justice**

- Unequal pay in the EU member countries is widely considered unjust by young people.
- Where there is a shortage of jobs some students lean towards protectionist measures.
- Most young people desire justice here and now on earth, without waiting for compensation in heaven.
- The question of whether market forces can create justice has not yet been sufficiently thought over by most students.
- They take rather a harsh attitude to unemployed people who are unwilling.
- Subvention of industrial establishments is still partly evaluated very much according to national criteria and seen less from an angle of general European interest.

## **Solidarity**

- A force promoting solidarity is inspired by religion in only a few countries of the EU.
- Young people have high expectations of the state as a community of solidarity that through its distribution authority is in a position to distribute taxes or social revenues in way that will help the weaker members of society. Students in some countries, it is true, doubt whether their states can fulfil these expectations.
- Solidarity with one's own compatriots or indeed with the population of other EU member countries exists only partly and must be developed further. This means that everybody must be made aware of the advantages of acting with solidarity.

## **Human law**

- Europe's open borders are to a large extent regarded positively by young people.
- Most students know little about overruling of purely national self-determination legislation by EU community decisions.
- Equally vague are their ideas about the future role of the nation state in a globalized world.
- Apart from a few exceptions freedom of the press and of expression are seen as an important indicator of the quality of democracy.
- The relationship between human and divine law as represented by the monotheistic religions is not always sufficiently clear to young people.

- Young people's votes are far from uniform when given the choice in a firm's decisions between following firstly the interests of the owners of the capital or the human rights of the employees. Certainly the choice between two rights is always a difficult matter of weighing up one against the other, but here teachers must help to make the consequences of both courses clear.

### **Home country, nation**

- In general it can be said that young people know really very little about internal procedures in the single EU countries. So it is also hardly possible to appreciate one's own situation better by comparisons, for example the relationship between governments and their respective societies.
- The behaviour of most young people continues to be shaped by the world of values they grew up in.
- Not everywhere in the EU is there to be seen a healing power to combat unacceptable conditions and create prosperity and justice.
- But there is a feeling of hope that the fighting for territory that cost so much blood for centuries in Europe no longer has much attraction for young people.

## **II Detailed Observations and Questions**

### **Freedom (P. 1 of the Basis data)**

**A 1** In general it can be said that personal freedom enjoys a very high rate of esteem for all the young people questioned. Apart from one exception, over 90% agree with the opinion that free self-determination is the most important thing in life. **A 21** Restrictions on the part of the parents are perceived by about one third of those questioned in BG and NL, otherwise such restrictions carry hardly any weight. **A 37** The societies, too, which young people grow up in, do not seem to impede in a way worth mentioning their urge for freedom, only ES and HU diverge slightly from this rule.

**A 28** The question of how far freedom in decision-making in the single EU member countries should go revealed relatively large uncertainty, which is probably explained by widespread ignorance on reciprocal interdependence in EU decisions.

Possibly in some schools information from teachers has also led to the results having to some extent changed considerably between pre-test and post-test, e.g.:

“Don't know” BG: 17% => 33%, ES: 18% => 30%, DE\*: 5% => 24%, HU: 33% => 13%  
 „Agree“ PL: 91% => 78%.

I.e., young people are no longer certain about how far national decisions within the framework of the EU are possible and/or desirable. Here more information is needed in schools, especially as in the first few years of the 21<sup>st</sup>. century more than 75% of all national legal documents are based on common European decisions. Between 1998 and 2004, 84% of all legal documents in Germany came from Brussels and only 16% originated in Berlin.

**A 33** The results in the choice, too, between “freedom” and “equality” reveal in part a conflicting attitude: “Don't know” DE: 31% => 38%, NL: 24% => 53%.

Does the high rate of esteem of individual development signify a reaction to the ideology of equality from the communist past, BG: 56%, HU: 50%, PL: 65%? And why is in other cases equality so much more important than individual development, ES: 60% => 72%, IT: 22% => 52% or even in DE\*: 76%?

It will be the teachers' task to find the right balance between the two values.

**A 4** With regard to the importance of money for a free life opinions are deeply divided; BG: 50% => 78% and IT: 65% => 78% consider money to be very important, in the NL there is less certainty, 12% => 29%.

**A 55** Apart from IT, in nearly all countries about 70% and more of young people think that moral behaviour is possible even without religious faith. In the NL this opinion actually spread between pre-test and post-test, 71% => 94%. Do negative experiences with religiously motivated violence cause secular motivations to be preferred here?

### Democracy (P. 2 of the Basis data)

**A 53** That democracy offers people better chances of development is believed only by students in GR: 100% and DE\*: 67% => 95%. At the same time there is a great deal of uncertainty, "Don't know" in BG: 56% => 44%, ES: 31% => 36%, IT: 48% => 52% and NL: 44% => 35%.

Even if this result as a whole is still not dramatic, greater efforts will have to be made in some countries to explain how democracy can be strengthened. This is particularly true for HU, where a majority of young people think that democracies are weak in decision-making: **A 3** 70% => 83%. In BG, CY, ES and IT as well the values for „Don't know“ are around 40% and more.

**A 40** There is very great uncertainty among young people regarding the question of when the economy works better, with or without state intervention. "Don't know" CY: 53% => 47%, DE: 50% => 53%, ES: 36% => 56% und PL: 48% => 48%.

Attention is here drawn to the fact that the difference between the pre-test and post-test in the control class DE\* in the "Don't know" column (5% => 33%) is much greater than in all other classes. This points to particular influences, whereas in the classes in the COMCULT network economic points of view were hardly mentioned. This impression is further supported by the results in the "Don't know" column in **A 9**. It is maintained that politics are powerless against employers' decisions. At the same time there is growing uncertainty during the teaching phase. ES: 71% => 75%, IT: 70% => 83%. Even if the opposite trend is to be observed in DE: 63% => 56% or in the NL: 71% => 59%, there is still a very high level of uncertainty.

**A 5** On the question, too, of whether important political decisions should be made at EU level, about a quarter of those questioned are not sure, in Cyprus half are not sure. The BG result is not surprising: agreement, "Don't know" and rejection each hold the balance with 33%, which is probably explained by a lack of experience so far with the EU.

**A 22** There is, however, an alarming feeling among young people that they have hardly any influence over important decisions of EU policy, in HU: as many as 73% => 90%, in PL: 48% => 52%. In IT 65% => 70% tick „Don't know“, in PL: 39% => 30%, similarly in CY, CZ\* or DE\*. What could be the reasons behind these assessments?

- Is it lack of transparency in EU decision procedures?
- The lack of knowledge of parents and teachers?
- A general lack of interest in politics among young people?

Or do all three factors work in the same direction here?

**A 59** The role of broad political discussion as the basis for criteria of human values is not at all clear to many young people. DE: 61% => 57%. The strongest belief in the power of political discussion is found in GR, the least in ES and HU. Why is this so? Is it still the long shadow of authoritarian conditions?

### Equality (P. 3 of the Basis data)

**A 30** Equality before the law between men and women seems to belong to normal standards in all European countries today. Discrepancies in BG and PL do not signify here.

**A 2** To pay personally more taxes for equality of opportunity does not meet with much enthusiasm among young people. Including the undecided there are nearly two thirds who reject and/or have their doubts, “Don’t know” DE: 37% => 47%, ES: 24% => 52%.

**A 50** It is difficult to explain why BG: 50% => 78 % and HU: 70% => 77% are the very countries that are in favour of tax harmonisation to obtain free competition in the EU, as high taxes would certainly scare off urgently needed investors in BG and HU and reinforce existing imbalances. In principle - and looking at the whole future of the EU - the students in BG and HU are of course right to give their approval. Did students in PL think more of their own interests, if 35% => 43% did not approve of introducing more tax conformity?

**A 52** Conformity of pay levels in the EU, however, is welcomed in PL as much as in BG, HU and ES, in countries with high rates of pay such as DE and IT far less. Or else there is relatively high uncertainty over this question, as probably a downwards revision is feared, DE: 29% => 37% und IT: 45% => 57%.

**A 13** It is not certain whether young people in HU and CZ voted for a democratic ideal here, or out of ignorance of the consequences for their small countries, as the small member countries would be represented by only a few members of parliament with equal allocation of votes. Possibly students in other countries thought of this consequence and were therefore less in favour of the equality principle. Why as well as in CY in IT about 30% of young people also ticked “Don’t know” only the teachers there can explain.

**A 49** On the question of equal rights as an EU citizen, even for people who have already lived a long time in a member country, the questionnaire results possibly reveal fears that exist in some member countries. In CY they could possibly be to do with Turkish-speaking citizens, in GR with Albanians, in HU with Rom or in the NL with Moroccans. Here, too, the teachers in the relevant countries could probably interpret the results better.

**A 61** This opinion deals at the core with a complete privatization of provision for old age. This meets with approval in GR: 47% => 74% and in CZ\*: 84% => 91%, although in BG 33% and in PL 39% of those questioned were not sure, while in the „old EU countries“, DE and IT more trusted in state arrangements: DE: 15% => 27%, IT: 9% => 30%.

### Constitutionalism (P. 4 of the Basis data)

**A 48** The proposition reported here is not formulated sufficiently clearly, and there is no explicit limiting to European states. All the same, a majority of students are shown to have little trust in state institutions where protection of civil rights is concerned. BG: 71% => 83%, GR: 74% => 95%, NL: 71% => 82%.

**A 6** At the core of this opinion we are concerned with self-justice in religious matters, in the English text though only with “retaliation”. Does this perhaps explain why approval is so high in CY at 87%? In GR und DE such punitive action meets with great disapproval and in BG with 50% “Don’t knows”.

**A 42** The majority of young people believe that the EU takes care of common standards of justice. Why many in ES: 57% => 66%, in IT: 61% and CZ\*: 50% do not know this is difficult to explain. **A 39** It is also surprising that in BG, ES and IT about 40% of young people do not know precisely the importance of human rights for the quality of a constitutional state.

**A 7** Approval or rejection of law applicable to foreign workers possibly comes from completely different experiences in the relevant countries.

- In BG do they have more confidence in (labour) laws in other countries than in their own?
- In CY, GR and the NL do they on no account want to recognize the right of foreign workers in their own countries?
- . In IT do they consider the advantages of their own (labour) laws superior to those of other countries?

It is also interesting that student assessment in DE is closer to that in Poland than in DE\*. That is, the differences in judgement of certain regulations can be greater inside one and the same country than between different member countries of the EU. Probably the difference in assessment in DE and DE\* is due to classes with different proportions of students with immigrant backgrounds. This could also be the reason for the differences between DE and DE\* in **A 46**. It is also astonishing that there is so much ignorance about the significance of distribution of powers for a constitutional state in CY, ES, IT and NL, in each of which about 40% of young people answered “Don’t know”.

**A 62** Punishment of women by their husbands for offending the family honour is rejected by the great majority of young people. On this point Europeanisation has already made great progress.

### **Pluralism** (P. 5 of the Basis data)

**A 19** As to the question of whether one religion can be a threat to peace when it asserts that it ranks higher than others, nearly all students agree, only in the NL is there a clear divergence and more uncertainty than in other school classes. Why this is so can surely only be explained on the spot there.

**A 17** It is remarkable that as to the efficiency of multi-party systems (more than 4 or 5 parties in government) young people have very divided opinions. BG, HU, PL and DE\* do not think much of them, and in ES and especially in the NL there is great uncertainty. On this question national experiences are surely determining factors.

**A 36** As to the question of whether national education policies are better than common EU standards, most young people are unwilling to commit themselves and therefore answered “Don’t know”. Effects of the so-called “Bologna” and “Lisbon” proceedings on the education systems in EU member countries seem to be too unfamiliar to those questioned.

**A 60 and A 69** These statements are concerned with the reinforcement of a pluralistic democracy through variety of opinion in the mass media. Except for HU and DE\* there is growing opinion between pre-test and post-test that television paid for with fees by users is better for pluralism (in particular IT and PL). In DE, however, about half the young people do not want to pay these fees (DE: 49% => 47%). But of the same young people 9% believe that a purely private television is not good for democracy, 50% remain unsure about this question. In GR and IT as well scepticism towards private television is growing. This is also the case in the NL, although the students are not “enthusiastic” about television fees (71%).

**A 38** More social peace through fewer foreigners is expected particularly by students in GR: 74% => 67%, HU: 70% => 76% and CZ\*: 66% => 66%. On the other hand, though, in HU an enrichment is seen through more foreigners, **A 23**, HU: 53% => 67%. Probably their own experiences with high proportions of foreigners in the Hungarian population are slight. This could also be the reason for the relatively high approval of Statement **A 23**, in BG: 50% => 83% and ES: 60% => 66%, although here 30% are not sure, in IT an actual 39% of students.

### **Tolerance** (P. 6 of the Basis data)

**A 45** On the question of general validity of moral principles student opinion is divided. Probably in religiously homogeneous schools there is more conviction that such generally binding principles exist than in classes of mixed faith. But the result in GR would contradict this supposition.

**A 47 and A 16** Wearing the veil by Muslim girls is widely tolerated. It is true that in some countries doubts are growing when Muslim girls refuse to take part in sports lessons or class trips. CY: 20% => 43%, DE: 21% => 26%, NL: 65% => 71%, DE\*: 29% => 38%. In DE and the NL at least, this assessment also expresses fears of a growing parallel society.

**A 12** Most young people reject the use of force against the creation or spreading of immigrant ghettos. **A 44** In countries where there are relatively speaking many immigrants, there is more the opinion that a high proportion of immigrant children in school classes lowers the quality, e.g. DE: 32% => 46%, GR 44% => 84%, NL: 31% => 47 % and DE\*: 60% => 71%.

**A 27** Almost unanimously young people reject parents choosing marriage partners for their children, i.e. archaic customs that are still practised outside Europe are hardly tolerated any more. **A 66** There is a different picture, however, with attitudes to family honour. It still counts for a lot in BG with 83%, in HU with 93% and in IT with 91% , whereas for example in DE: 44% => 37% and in NL: 18% => 13% it is losing importance. Is this a sign of more or less early promotion of individuality among young people?

### **Justice (P. 7 of the Basis data)**

**A 32** A rate of pay substantially lower in a central eastern European country than in western Europe is considered unjust by most students.An exception is found in GR, where 32% do not see it like this.In the NL, too, these pay differences are sometimes not felt to be unjust 18% => 29%, and DE\*: 33%, “Don’t know” is the answer in NL: 18% => 24% and in DE\*: 5% => 19%.Possibly the lower cost of living in countries with low pay has also been taken into consideration.This could be the reason for the relatively high “Don’t know” rate in BG: 28%=>29%. In PL on the contrary students are convinced unequal pay is unjust: 91%=>96%.

**A 14** When jobs are scarce a country’s own workers should be given preference in employment. This received the answer “yes” from most young people in the very countries that either have a relatively high rate of unemployment in the school area or a largely homogeneous population with a low proportion of foreigners , as is the case in BG, HU, IT and CZ\*.

**A 35** Compensatory justice in heaven for injustice on earth is only believed in by students who have deeply rooted religious feelings. This seems - except for PL – to be diminishing. BG: 67% => 44%, IT: 77% => 59%, PL 65% => 78%. In this connection it is interesting to note students’ trust in God in two Roman Catholic private schools NL: 12% => 6% und DE\*: 52% => 48%. Even the character of a private faith school is hardly able to change anything in matters of faith when all around society relies on secular solutions.

**A 26** The question of whether market forces alone can create justice is explosive, yet the result of the survey shows an alarming uncertainty among most students, of whom 50% and more answered “Don’t know”. Only in HU and PL does a belief in the ability of market forces to provide positive adjustment seem to be more widespread. Is this the effect of a neo-liberal enthusiasm that prevailed after the fall of communism in some countries in central eastern Europe?

It is more likely that economically usable COMCULT teaching materials arrived too late to be able to influence the test results to any considerable extent. On the other hand the language teachers, who carried the main burden of the teaching, were probably afraid to approach the tricky ecomic problems alone. Here progress can only be made through teamwork or further teacher training.

**A 18** Most young people are increasingly inclined to do away with support for the unemployed if they do not accept the work offered to them. HU: 50% => 63%, IT: 57% => 74%, PL: 48% => 65%, CZ\*: 56% => 74%. Why there is more understanding for the unemployed in GR is difficult to explain.

**A 8** On the question of women being given equal pay for the same work as men, young people are unequivocally in favour. Only in IT and PL are there slight doubts.

**A 64** It is much more difficult to answer the question on whether young people are in favour of poor EU member countries being allowed to attract industrial enterprises with tax concessions. GR: 89% and IT: 65% => 78% are clearly in favour, those set to lose in DE: 34% => 45% and in NL: 29% => 35% are, however, against it or are not certain about this question and 33% or 47% of them answered “Don’t know”.

Certainly the problem of subsidised industrial establishments must be solved in the context of the EU and not solely in the national context, otherwise there will arise new injustices from measures intended actually to create justice.

### **Solidarity (P. 8 of the Basis data)**

**A 51** Strong bonds with members of their own religion are manifested particularly by students in BG: 56% => 83%, IT: 87% => 83% and PL: 61% => 74%. In CY particular events during the test phase seem to have led to a lessening of religious solidarity: CY: 20% => 73%. In NL a generally secular basic pattern is reflected more, 35% => 65%, while in CZ\* there is increasing perplexity on this point with 32% => 41% "Don't know".

**A 24** The vast majority of young people see in the state a community of solidarity that is responsible for the social security of its citizens. This expectation is also emphasized by the results under Point **E 41** (Pensions) and still more under **E 44** (Health insurance). Why only the NL show a divergence in values from the other countries probably has to do with the relatively young age of the students.

**A 10** This statement aims nevertheless at the actual social services of the states, and here it is seen that young people's confidence in the powers of distribution in some states is low and that they would rely more on help from the family than on state aid with regard to illness and old age. BG: 78% => 89%, HU: 73% => 90% and DE\*: 62% => 80%. In PL confidence in state services seems to have improved somewhat, whereas in DE scepticism increased, "Don't know" 18% => 24%.

**A 20** Solidarity with people, above all with people of one's own nation, rates relatively high in HU with 67% and PL with 52% and during the period covered by the tests increased still more. Probably deliberate teaching aims in ES and IT led to students there behaving much more altruistically than in other countries. In BG and the NL young people are not sure who to give preference to in showing solidarity.

**A 34** Financial sacrifice out of solidarity with other European nations finds acceptance with only about one third of young people. In HU such an attitude is even less comprehensible: HU: 50% => 57%, whereas in ES probably a change of opinion came about thanks to teaching, ES: 18% => 10%.

**A 29** There is much greater solidarity when the work force in different EU countries is affected by Europeanization or globalization. In this case only about 20% of students think of themselves first or react with indifference. True, the "Don't know" rate in BG is 44%, in CY 67% and in the NL 71%. But in PL the Solidarnosc movement seems to live on among young people, as they show increasing feelings of solidarity, 70% => 74%.

**A 67** Raising the standard of living in poorer EU countries through funds for development paid for by the wealthier ones is, as expected, welcomed by the poorer ones. BG: 89%, HU: 83% and PL: 74%. ES: 68% also belongs to this group, which is either explained by local circumstances or by recognition of the fact that at present Spain profits most from appropriate European funds. In DE, DE\*, IT and NL feelings are not so unequivocally positive and "Don't know" rate is about 30%.

### **Human rights (P. 9 of the Basis data)**

**A 15** The open borders in the EU are appreciated by the overwhelming majority of those questioned. Only in BG, CY and IT are some two thirds sceptical, which probably has to do with the particular dangers on the EU external border.

**A 25** There is actually an astounding reaction in some countries to the statement that freedom of movement in the EU is one of its best qualities. True, agreement in DE shows a slight increase between pre-test and post-test, but only reaches 32% => 36%, while about 60% of students answer "Don't know". In ES and IT,

too, the “Don’t know” rate is over 50%, against which in CY with round about 80% and in HU: 70% => 87% it is this freedom of movement in the EU that is very highly appreciated. Possibly the concept of freedom of movement is interpreted differently in the individual countries and was even confused with freedom of services in DE.

**A 11** The question of whether and how far the EU threatens our democratic right to self-determination is difficult to answer, and as was to be expected the “Don’t know” rate, with two exceptions, stands at over 40% in all countries. Brussels decisions are felt to be particularly threatening in GR: 26% => 47% and in HU: 30% = 43%. In CY, PL and CZ\* the opposite trend is to be seen. Has teaching here produced a different estimation?

**A 41** On the practicability of a nation state in a global world there is also great uncertainty. Here, too, the “Don’t know” rate, with three exceptions, stands at over 40%. The result in HU is again astonishing: from 37%, lack of confidence increases to 59% between pre-test and post-test. But the answer to **A 11** shows that Brussels decisions are also felt to be threatening. If neither their own national government nor the transnational one in Brussels are trusted, is that then a sign of a general crisis in politics in HU?

**A 43** That the quality of democracy depends on freedom of expression and the press should actually be recognized as obvious. Thus agreement among all those questioned - except in BG – stands at about 60% and above. Why recognition of this diminishes between pre-test and post-test in DE, 75% => 65%, and the uncertainty increases from 14% to 24% can hardly be explained. In the DE\* comparison and control class agreement remains unaltered at 76%. In ES it grows from 66% => 79% and in GR right up to 95%. What was different about lessons in IT from BG? In the latter the “Don’t know” rate increases from 33% to 39%, while in IT it drops from 39% to 14%.

**A 31** The question of whether all monotheistic religions accept human rights without reservation reveals great ignorance. A good two thirds of all young people answer “Don’t know”. That Islam in principle has the greatest difficulties in accepting rights defined by human beings is evidently not known in HU. The reaction is different where there are direct contacts with the Muslim population or where Religious Instruction can provide information such as for example in CY, GR, or DE\*.

**A 65** Here the interests of the owners of capital in firms’ decisions are given priority over those of the employees. More than half the young people in BG, CY, HU, IT and CZ\* consider this to be right. How has it come about that in those very three countries that used to have a planned economy purely capitalistic principles are now given approval? All the same about one third of all students when faced with the choice between capital and employee interests are not certain to whom they should give priority, in NL indeed 47%, whereas young people in DE\* tend rather towards the side of the employees with 48 => 67%.

### **Homeland, Nation (P. 10 of the Basis data)**

**A 56** How far it is right to follow the interests of the government of the moment in the Cyprus conflict can surely only be decided if one has adequate detailed knowledge available. As might be expected this is greater in countries that either were themselves involved in the conflict or whose students were taught about it. Thus young people in CY (60 %), in GR (53 %), as well as in BG (50 %) are aware that both the Turkish-Cypriot and the Greek-Cypriot governments followed policies to some extent that were not always in the interests of their populations. Far removed from this idea is HU, where 57 % of those questioned voted for support for the government of the moment. But widespread ignorance of the situation is also manifested , if in ES 54 %, in NL 59 % and in CZ\* 69 % answered “Don’t know”.

**A 57** With two exceptions, over 80 % of the students state that their behaviour is very much formed by the society of their homeland. For some young people this formation is, however, not tied to one particular place, but goes on beyond the homeland, as long as the new surroundings share the same values. **A 68** Possibly this attitude is bound up with previous experiences, such as for example holidays abroad, DE: 36% => 42%, NL: 35 => 41% and PL: 39% => 57%. But now as before students in CY (67 %) and in GR (79 %) feel very close ties to their homeland, followed by those in ES, HU and IT With about 50 % each.

**A 58** Well over half the young people - in HU 83 % - are in favour of the Balkan countries not being accepted in the EU until they have solved their problems with corruption, drugs trade and slave-dealing. But there are also votes to the contrary, for example in BG: 6% => 33%, PL: 37% => 65% or CZ\*: with 38% "Don't knows". Have people here come to recognize that problems can be solved more effectively inside the EU than outside?

**A 63** The statement that it no longer makes any sense today to fight for possession of certain territories, since quite different values have come to count, provoked surprising reactions. In CY agreement increases between pre-test and post-test, 27% => 40%, in HU as much as from 70% to 79% and in CZ\* the uncertainty increases, 25% => 38%. All three countries have lost considerably large portions of their territory during the last century. In PL on the contrary the fight for territory still seems to be important, 57% => 65%, in DE and DE\* on the other hand only about 20 % still see sense in it.

**A 54** In CY, GR, HU, NL and PL national identity has higher priority for about 80 % of those questioned than that of being a European citizen. In DE, ES and IT this priority stands at about 40 % and in BG as in CZ\* at about 60 %, but about 20 % of the students in these countries answered "Don't know". The result for DE was to be expected, since national awareness is not very strongly impressed as a result of the experience of history in the 20<sup>th</sup>.century and of the relatively high proportion of immigrants amongst the students. Probably lessons in ES and IT had their effects. In the NL a certain anti-European atmosphere is a new phenomenon. The countries in central eastern Europe are experiencing a kind of national renascence after their freedom from the communist block and are afraid of being too closely bound in a new transnational community.