Active Citizenship increases the Employability?

Indexes experimentation in a sample survey

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(1) There is a relationship between Active Citizenship, Employability and Employment?

(2) It is possible that the more a young person is Active Citizen, more is Employable?

(3) To be Active Citizens is related to being Employed?
Definitions and concept

Active Citizenship: Participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy (Hoskins 2006)

(Mascherini et al. 2009) the term, “active citizenship” is used within EU policy making to state and promote these particular forms of participation in order to ensure the continuation of participatory and representative democracy, to reduce the gap between citizens and governing institutions and to enhance social cohesion.

CRELL Mix of values, attitudes and behaviors related to the mobilization of individual and collective resources to acting the freedom of opinion and the expression of dissent, participation in the political and social life of the community, defense of the rights and duties of citizens, the democratic values of representation, the protection of common goods

Employability designates the ability of finding, fulfilling and keeping work (whether employed or independent is irrelevant). Is defined as the ability to gain initial employment, to maintain employment, and to be able to move around within the labour market (for the purpose of the Bologna Follow-up Group) MORE A DEFINING CONCEPT THAN A MEASURE

To measure Employability we have Probabilistic Approach or Psychological-educational Approach based on 3 prevalent framework:
1) Employability like a Mix of Individual propriety
2) Employability like an Ecological asset- index of the economic context
3) Mix of Individual Propriety ad and Economic contest
Developed Indexes

**Active Citizenship- ACCI**

European Multidimensional Index - ACCI
From ecological Index → INDIVIDUAL INDEX

**Employability- OKI**

We developed an INDIVIDUAL Multidimensional Index
INDIVIDUAL INDEX

4 dimensions = 4 Sub-Index → 1 Index
Active Citizenship
Literature and evidence
Measuring Active Citizenship through the Development of a Composite Indicator
Bryony L. Hoskins - Massimiliano Mascherini

Abstract: This article defines Active Citizenship within a European context as a broad range of value-based participation. It develops a framework for measuring this phenomenon which combines the four dimensions of Protest and Social Change, Community Life, Representative Democracy and Democratic values. The European Social Survey, 2002, is used to populate the framework as this survey provided the best data coverage available and covered 19 European Countries. In total 61 indicators were selected. A composite indicator (CCI), the Active Citizenship Composite Indicator (ACCI), is built using the framework provided and using experts’ weights. In addition, the robustness of the results is tested using sensitivity analysis. The limitations to the ACCI are explained in terms of the limitation of the data availability in particular concerning the new forms of participation and less-organized forms of participation. Nevertheless, ACCI proved to be statistically robust and reliable and proved to be a useful tool for monitoring levels of citizenship in Europe. The results of ACCI exhibit interesting and quite distinct regional patterns. The results showed that the Nordic countries, and in particular Sweden, have the highest rate of Active Citizenship, followed by Central Europe and Anglo-Saxon countries. Mediterranean countries are next followed by Eastern European countries that close the ranking.
Analytic Report
Participatory Citizenship in the European Union
Institute of Education

Bryony Hoskins, David Kerr, Hermann J. Abs, Jan Germen Janmaat, Jo Morrison, Rebecca Ridley, Juliet Sizmur

Report 2
European Commission, Europe for Citizens Programme
Submitted 10th May 2012
ACCI Evidence and Insight at the start
Insight at the start
Insight at the start

Active Citizenship Composite Indicator

Employement rate to total population, age group 20-64

Fonte: Measuring Active Citizenship through the Development of a Composite Indicator, 2008
### Insight at the start

#### Active Citizenship Composite Indicator

#### Table: Composite Indicator Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>Active Citizenship (ACCI)</th>
<th>Civil society domain</th>
<th>Community domain</th>
<th>Values domain</th>
<th>Political Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption Perceptions Index</td>
<td>0.840</td>
<td>0.862</td>
<td>0.763</td>
<td>0.432</td>
<td>0.604</td>
</tr>
<tr>
<td>GDP per capita (PPP US$ 2002)</td>
<td>0.79</td>
<td>0.83</td>
<td>0.75</td>
<td>0.30</td>
<td>0.65</td>
</tr>
</tbody>
</table>

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*Fonte: Measuring Active Citizenship through the Development of a Composite Indicator, 2008*
The relation between age and active citizenship is very interesting. At Europe level we can see from

![Figure 6: Individual level of active citizenship by age in all Europe](image)

This variable is computed into 4 groups: employed, unemployed, retired and other, that is unemployed people who are not looking for a job. This variable is a simplification of the variable presented in the ESS which contained 7 categories.

![Figure 12: Individual level of active citizenship by main activity in all Europe](image)

![Figure 5: Individual level of active citizenship by years of education in all Europe](image)

![Figure 20: Individual level of active citizenship by watching tv in all Europe](image)
1. What is the relationship between local, national, regional and European forms of Participatory Citizenship?

2. What are the most effective drivers and approaches to fostering participatory forms of citizenship at the different levels?

3. How is it possible to overcome the barriers towards European Participatory Citizenship at various levels taking into account the quantity and diversity of European citizens?

4. How does Participatory Citizenship contribute to achieving the EU 2020 goals in the social and economic sphere?

5. What is the nature of the relationship between individual and collective action?

6. What is the nature of the relationship between Participatory Citizenship and education, lifelong learning and intercultural competence?

7. What is the relationship between EU citizenship rights and Participatory Citizenship?
A European strategy for developing active measures to support democracy during the continued economic crisis

During moments of economic hardship it is necessary to make clear arguments as to why Participatory Citizenship is as important as economic strategies for sustainable growth.

1) The evidence shows that, economic competitiveness goes hand in hand with Participatory Citizenship and social cohesion. An effective strategy would be to focus on all three pillars as they appear to be mutually reinforcing each other. Citizen led social innovation is an example of this.

2) In the current time of sustained economic difficulty and high unemployment, countries are turning inwards towards national concerns, in addition, and historically, this has led to a rise in support for nationalistic, anti-democratic and anti-immigration movements that could in time threaten the stability of democracy and democratic values. In the current context of high levels of youth unemployment it is possible that youth can become alienated and disengaged from the system and turn to these alternatives. Learning Participatory Citizenship can be a strategy to prevent this.
Evidence of 2012- Analytic Report
Participatory Citizenship in the European Union Institute of Education

Our findings show that across the EU the economic crisis has led to an increasing focus on internal politics rather than a broader European perspective. Policies in all areas have focused almost entirely on economic competitiveness. Policies regarding Participatory Citizenship have yet to be placed at the forefront of policy solutions to the economic crises and those policies which have emerged are situated in terms of the economic benefits. The consequence of the economic crises on the field of Participatory Citizenship has been cuts to funding. The effects have been felt at all levels, challenging the sustainability of policies and practices that have previously supported the participation and engagement of citizens in decision making.

The effects of the economic crises on citizens can already be seen in terms of a loss of faith in political institutions with a dramatic reduction in trust in national and European institutions in particular in Spain, Ireland and Greece. Citizens across European countries are continuing to believe in the democratic process but consider that the current political leaders are not working for them. We could speculate that this lack of trust may well have implications for voter turnout in the European elections in 2014 if the issues of trust are not addressed.

The findings of this study show that Participatory Citizenship, economic competitiveness and social cohesion are interrelated factors that may well mutually reinforce each other. Thus countries that have the characteristics of being highly competitive tend also to be highly participatory with high levels of social cohesion, for example, the Nordic countries. We can posit from this evidence that focusing only on the short term economic imperative may miss the broader and long-term perspective. Strategies that include innovative participatory and social cohesive elements that move beyond job related skills could prove a useful balance, particularly for young people in periods of high youth unemployment.
One situated form of learning is volunteering. The findings show that volunteering can increase the likelihood of voting. As expected, the relationship is stronger if the volunteering is politically orientated. Further research is needed on how to facilitate the political learning and political aspirations of volunteers.

In addition to learning, the evidence suggests that wealth is also a factor that relates to all forms of adult participation; however, it does not have the same relationships with all forms of expected youth participation.

This suggests that there are opportunities for preventing exclusion from engagement from the age group of 14 years upwards. The place where most 14 years olds can be found is school. One way to support disadvantaged youth to engage more is through carefully constructed citizenship programmes in the school environment that focus on getting the most disadvantaged involved.
Inapp Survey
Young people involved in Civil Service Programme
h1– AC* IS A DRIVER FOR EMPLOYABILITY

Family and Social Background

Independent factor/structural

Formal and Informal Education

Employability

active citizenship
Research project: Inapp – Civil Service Survey

**QUALITATIVE SURVEY**
- Interviews of participants and tutors
  - Expo, Youth Garantee

**QUANTITATIVE SURVEYS**
- Censal survey
  - NCS abroad
- Sample surveys
  - National CS

**Ex-ante Survey (NCS 2015)**
- Interviews during the CS
  - Population: 27,779
  - Sample: 1,000

**Ex-post Survey (NCS 2013)**
- Interviews after 12-18 months
  - Population: 13,375
  - Sample: 1,500

**Ex-post Survey (Y.G.)**
- Interviews after 6 months
  - Population: 4,250
  - Sample: 1,000
(3.1) Indice CITTADINANZA ATTIVA

ACCI EF ➔ ACCI INAPP

Protest and Social Change

Rappresentative Democracy

Comunity Life

Democratic Values

3 DIMENSIONS

61 INDICATOR
Protest and Social Change

- PROTEST
- Human Rights Organizations
- Environmental Organizations
- Trade Union Organizations

Community Life

- Unorganized Help
- Religious Organizations
- Sports Organizations
- Culture and hobbies organizations
- Business Organizations
- Teacher/Parents Organizations
- Social Organizations

Democratic Values

- Democracy
- Human rights
- Intercultural understandings

Representative democracy

- Being active in political Parties
- Voting to National/ European Election
- Women participation
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sub-dimension</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protest and social change</td>
<td>PROTEST</td>
<td>Working with a non-governmental organization or association</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signing a petition</td>
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<td></td>
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<td>Taking part in lawful demonstrations</td>
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<td></td>
<td></td>
<td>Boycotting products</td>
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<tr>
<td></td>
<td></td>
<td>Ethical consumption</td>
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<tr>
<td></td>
<td>Human Rights Organizations</td>
<td>Human Rights (HR) organizations—Membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HR Organizations—Participation</td>
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<tr>
<td></td>
<td></td>
<td>HR Organizations—Donating money</td>
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<tr>
<td></td>
<td></td>
<td>HR Organizations—Voluntary work</td>
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<td></td>
<td>Environmental Organizations</td>
<td>Environmental Organizations—Membership</td>
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<td>Environmental Organizations—Participation</td>
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<td>Environmental Organizations—Donating money</td>
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<td>Environmental Organizations—Voluntary work</td>
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<td>Trade Union Organizations</td>
<td>Trade Union Organizations—Membership</td>
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<td>Trade Union Organizations—Participation</td>
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<td>Trade Union organizations—Donating money</td>
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<td>Trade Union Organizations—Voluntary work</td>
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<td></td>
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<td><strong>Contacted a politician</strong></td>
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<tr>
<td>Dimension</td>
<td>Sub-dimension</td>
<td>Question</td>
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<td>----------------------------</td>
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<td>Community life</td>
<td><strong>Unorganized Help</strong></td>
<td>Unorganized help in the community</td>
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<td><strong>Religious Organizations</strong></td>
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<td>Religious Organizations—Membership</td>
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<td>Religious Organizations—Participation</td>
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<td>Religious Organizations—Donating money</td>
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<td>Religious Organizations—Voluntary work</td>
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<td><strong>Sports Organizations</strong></td>
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<td>Sports Organizations—Membership</td>
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<td>Sports Organizations—Participation</td>
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<td>Sports Organizations—Donating money</td>
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<td>Sports Organizations—Voluntary work</td>
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<tr>
<td><strong>Culture and hobbies organizations</strong></td>
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<td>Business Organizations—Membership</td>
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<td>Business Organizations—voluntary work</td>
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<td></td>
<td>Teacher/Parents organizations—Voluntary work</td>
</tr>
<tr>
<td><strong>Social Organizations</strong></td>
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<td>Social Organizations—Membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Organizations—Participation</td>
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<td></td>
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<td>Social Organizations—Voluntary work</td>
</tr>
<tr>
<td>Dimension</td>
<td>Sub-dimension</td>
<td>Question</td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Democratic values</td>
<td>Democracy</td>
<td>How important for a citizen to vote</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How important for a citizen to obey laws</td>
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<tr>
<td></td>
<td></td>
<td>How important for a citizen to develop an independent opinion</td>
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<tr>
<td></td>
<td></td>
<td>How important for a citizen to be active in a voluntary org.</td>
</tr>
<tr>
<td></td>
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<td>How important for a citizen to be active in politics</td>
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<td>Human rights</td>
<td>Immigrants should have same rights</td>
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<td></td>
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<td>Law against discrimination in the work place</td>
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<td>Law against racial hatred</td>
</tr>
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<td></td>
<td>Intercultural</td>
<td>Allow immigrants of different race group from majority</td>
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<td>understandings</td>
<td>Cultural life undetermined/un-enriched by immigrants</td>
</tr>
<tr>
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<td></td>
<td>Immigrants make country worse/better place</td>
</tr>
<tr>
<td>Dimension</td>
<td>Sub-dimension</td>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------</td>
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<td>Representative democracy</td>
<td>Being active in political Parties</td>
<td>Political parties—Membership</td>
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<td>Political parties—Participation</td>
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<tr>
<td></td>
<td></td>
<td>Political parties—Donating money</td>
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<tr>
<td></td>
<td></td>
<td>Political parties—Voluntary work</td>
</tr>
<tr>
<td></td>
<td>Voting to National/European Election</td>
<td>European Parliament—Voting turnout</td>
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<td></td>
<td>Women's participation in national parliament</td>
<td>National Parliament—Voting turnout</td>
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<td></td>
<td></td>
<td>Women’s participation in national parliament</td>
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</tbody>
</table>
Relazione fra indice Acci-Originario e Acci Inapp
Employability Index framework - OKI

Dimension and indicator

- Educational level
- Certification of competence
- Type of experiences
- Number of experiences
- Active job search
- Curriculum
- Planning
- History
- Resources
- Inclination

EDUCATION
EXPERIENCE
ACTIVATION
MOBILITY
INAPP Evidence
2013- 12/18 months after the end of SCN

- **Protest and Social Change (dim.1)**
  - Median: 2,985
  - Dev. std: 1,383
  - N = 13,375

- **Community life (dim.2)**
  - Median: 1,50
  - Dev. std: 362
  - N = 13,375

- **Democratic Values (dim.3)**
  - Median: 7,91
  - Dev. std: 1,383
  - N = 13,375

- **Acci (Index)**
  - Median: 4,09
  - Dev. std: 362
  - N = 13,375
**Acci–Inapp 2013** *normalized index*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Educational level</th>
<th>Geographic area</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>-0.13</td>
<td>-0.13</td>
</tr>
<tr>
<td>F</td>
<td>0.06</td>
<td>-0.13</td>
</tr>
<tr>
<td>Primary school</td>
<td>0.26</td>
<td>Northern Italy</td>
</tr>
<tr>
<td>Secondary school</td>
<td>-0.02</td>
<td>Central Italy</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>-0.05</td>
<td>Southern Italy</td>
</tr>
<tr>
<td>Master's degree</td>
<td>-0.05</td>
<td>Islands</td>
</tr>
</tbody>
</table>

Significance Test: ANOVA

\[ p < 0.05 \]
Employability Index - OKI

INDICE DI OCCUPABILITA' - scala 0-10

2013

- Media = 5.69
- Dev. std. = 1.336
- N = 1.311
Employability Index – OKI *normalized index

Gender | Age | Educational level | Geographic Area

-0.3 | 0.14 | 0.42 | 0.88 | 0.28 | 0.18 | -0.29 | -0.24

-0.29 | -0.3 | -0.32 | 0.6 | 0.28 | 0.18 | -0.29 | -0.24

Significance Test: ANOVA

$p<0.05$
Acci and Social Capital
### Acci-Inapp by Family BG (grouped)

<table>
<thead>
<tr>
<th></th>
<th>Somma dei quadrati</th>
<th>gl</th>
<th>Media quadratica</th>
<th>F</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punteggio Z: Acci Inapp scala 1-10</td>
<td>282,895</td>
<td>4</td>
<td>70,724</td>
<td>72,231</td>
<td>0,000</td>
</tr>
<tr>
<td>* Background Familiare (in classi)</td>
<td>13091,105</td>
<td>13370</td>
<td>0,979</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>13374,000</td>
<td>13374</td>
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</table>

**Tabella ANOVA**
### Tabella ANOVA

<table>
<thead>
<tr>
<th>Partizione Z: ACCI Inapp scala 1-10</th>
<th>Somma dei quadrati</th>
<th>gl</th>
<th>Media quadratica</th>
<th>F</th>
<th>Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tra gruppi</strong> (Combinato)</td>
<td>573,468</td>
<td>4</td>
<td>143,367</td>
<td>149,745</td>
<td>0,000</td>
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<tr>
<td><strong>Entro i gruppi</strong></td>
<td>12800,532</td>
<td>13370</td>
<td>0,957</td>
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<tr>
<td><strong>Totale</strong></td>
<td>13374,000</td>
<td>13374</td>
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</tbody>
</table>

**Correlation Index**

<table>
<thead>
<tr>
<th></th>
<th>ACCI</th>
<th>OKI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rho di Spearman</td>
<td>0,125**</td>
<td>0,173**</td>
</tr>
</tbody>
</table>

**. La correlazione è significativa a livello 0,01 (a due code).**
**Significance Test: ANOVA**

- **p < 0.05**

**Acci-Inapp by Ties (Granovetter Def.)**

- **Strong Ties:** Family, friends, Partner
- **Weak Ties:** Sports, professional, voluntary...associations

![Bar chart showing the levels of Acci-Inapp by Ties with strong and weak ties at different levels.](chart.png)
Acci by social network use

Significance Test: ANOVA

\[ p < 0.05 \]
Do you keep up with current events? (Ex. politics, news..)

Significance Test: ANOVA

\( p < 0.05 \)
Do you feel an Active Citizen?

What is the daily behavior that makes you feel more active citizen?

Significance Test: ANOVA
$p<0.05$
Employability and Active Citizenship
By Employement
Employability (grouped) and Active Citizenship (grouped)
By Employment

- **Employment**: Unemployed, Employed
- **Occupability**: Very low (molto basso), Low (basso), Average-low (medio basso), Average-high (medio alto), High (alto), Very high (molto alto)

Evidence

[Graph showing employment status and occupability levels]
Active Citizenship (grouped)
By Employment

Evidence

By Employment

<table>
<thead>
<tr>
<th>Level</th>
<th>Employed</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>45.8%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Low</td>
<td>41.1%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Average-low</td>
<td>49.9%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Average-high</td>
<td>54.0%</td>
<td>46.0%</td>
</tr>
<tr>
<td>High</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Very high</td>
<td>72.5%</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
**Employability (grouped)**

**By Employment**

- **Very low**: Employed 70.6%, Unemployed 29.4%
- **Low**: Employed 57.5%, Unemployed 42.5%
- **Average-low**: Employed 50.7%, Unemployed 49.3%
- **Average-high**: Employed 46.9%, Unemployed 53.1%
- **High**: Employed 33.1%, Unemployed 66.9%
- **Very high**: Employed 16.7%, Unemployed 83.3%
Employability (grouped) and Active Citizenship (grouped) By Employment

Significance Test: ANOVA
$p<0.05$
Active Citizenship (grouped)  
By Employment

![Graph showing Active Citizenship grouped by employment status]

- **Inactive**
  - Acci: -0.361
  - PROTEST: -0.430
  - Community: -0.648
  - Dem Values: -0.667

- **Unemployed/in search**
  - Acci: -0.115
  - PROTEST: -0.181
  - Community: -0.181
  - Dem Values: -0.186

- **Employed**
  - Acci: -0.15
  - PROTEST: 0.022
  - Community: 0.065
  - Dem Values: 0.065

- **Student**
  - Acci: 0.014
  - PROTEST: 0.041
  - Community: 0.047
  - Dem Values: 0.041

- **Student Employee**
  - Acci: 0.309
  - PROTEST: 0.284
  - Community: 0.250
  - Dem Values: 0.405
Employability Index By Employment (grouped)

- Lavoro continuativo autonomo: 0,22
- Lavoro saltuario (autonomo o dipendente): 0,21
- Lavoro dipendente, continuativo con contratto: 0,17
- Lavoro dipendente, continuativo senza contratto: -0,13
- Tot. Lavora: 0,16
- Non lavora: -0,17

Rilevazione INAPP

- Occupati a ottobre 2016 e a ottobre 2017 in imprese diverse: 0,32
- Occupati a ottobre 2016 e a ottobre 2017 nella stessa impresa: 0,19
- Occupati a ottobre 2016 e non occupati a ottobre 2017: 0,12
- Non occupati a ottobre 2016 né nel 2017: -0,22

*Risolo lavoro dipendente

Significance Test: ANOVA
p<0,05
### Correlation Index by Pearson

<table>
<thead>
<tr>
<th>Acci 2016</th>
<th>Employability 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dim. 1 Formazione</td>
</tr>
<tr>
<td>Indice Occupabilità 2016</td>
<td>,145**</td>
</tr>
<tr>
<td>Dim. 1 protest</td>
<td></td>
</tr>
<tr>
<td>Dim. 2 community life</td>
<td></td>
</tr>
<tr>
<td>Dim. 3 democratic values</td>
<td>,226**</td>
</tr>
<tr>
<td>Indice ACCI</td>
<td>,196**</td>
</tr>
</tbody>
</table>

** significance: p<0,01
A punti riassunto Media di INDICE DI OCCUPABILITA - scala 0-10 per Acci
Inapp scala 1-10

R=0.196
### % of Employed by Acci level and OKY level

#### Employability

<table>
<thead>
<tr>
<th>ACCI</th>
<th>Very low</th>
<th>Low</th>
<th>High</th>
<th>Very high</th>
<th>Totale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very low</td>
<td>29,4%</td>
<td>43,8%</td>
<td>40,2%</td>
<td>50,0%</td>
<td>42,0%</td>
</tr>
<tr>
<td>Low</td>
<td>41,9%</td>
<td>42,7%</td>
<td>47,0%</td>
<td>58,5%</td>
<td>49,8%</td>
</tr>
<tr>
<td>High</td>
<td>37,0%</td>
<td>55,0%</td>
<td>53,2%</td>
<td>57,6%</td>
<td>54,0%</td>
</tr>
<tr>
<td>Very high</td>
<td>95,0%</td>
<td>52,2%</td>
<td>61,4%</td>
<td>68,3%</td>
<td>64,9%</td>
</tr>
<tr>
<td>Totale</td>
<td>40,0%</td>
<td>47,6%</td>
<td>50,5%</td>
<td>58,8%</td>
<td>52,1%</td>
</tr>
</tbody>
</table>

*declared employment condition*
Fears For The Future

- Change Country for job
- No job for my Study Profile
- No Secure Job (precarietà)
- My Skill no good
- Nothing
- Change City for job
- Unemployment

Punteggio Z: Acci Inapp scala 1-10

- 0.489
- 0.095
- -0.047
- -0.175
- 0.331
- 0.120
- 0.116
- -0.017
- -0.137
- -0.226
- -0.289

Punteggio Z: INDICE DI OCCUPABILITA - scala 0-10

- 0.331
- 0.095
- 0.120
- 0.116
- 0.206
1. High Employability levels do not correspond to high ACCI levels but the distributions are very similar. So...
   It is not enough to be employable to be active citizens, but both dimensions are linked to educational qualifications, Family BG, Economic and cultural context.

2. Acci is higher among the students and employed, more among the Students. NEED TO INVEST IN ACTIVE CITIZENSHIP WHEN THEY ARE YOUNG? In specific program? Only during the primary school age?

3. Acci changes fears for the future or the approach to the present

A) IMPACT To explore the effects of active citizenship in terms of individual and/or collective advantage (cohesion, integration, GDP, well-being)
B) ROLE OF THE PUBLIC GOVERNMENT and GOVERNANCE
   From Supply of AC to public demand of ACTIVE CITIZENSHIP
   Offerta di cittadinanza attiva → Domanda di cittadinanza attiva?
C) Can Values dimension have effects on the mechanisms of equal distribution of resources? If based on universalistic values, does it reduce personalization of trust (deviance and opportunism), increase participation and stimulate the state?
Thank you for attention!

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