Spring 2007: Liège

Focus groups of the PIDOP project

• Two studies
• Interest in politics: The reality of a minority
• Beyond a single variable
• An image in 4 clusters
• A more precise image
• The focus group: measuring the "outside political world effect"

Some proposals

cluster analysis
Interest in politics: The reality of a minority of young people

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Non-involvement is the norm

Can we complexify this image?
Two studies

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Clusters with 71 dimensions

### Highest "PEM" resulting of comparing interest in politics and 71 other variables (Liège, 2007)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Modality</th>
<th>Count</th>
<th>Deviation from indep.</th>
<th>Chi-square</th>
<th>&quot;PEM&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussing politics with friends</td>
<td>Very/Often</td>
<td>252</td>
<td>130</td>
<td>137,51</td>
<td>57%</td>
</tr>
<tr>
<td>Being involvement for defending your ideas</td>
<td>Strongly/Somewhat</td>
<td>404</td>
<td>54</td>
<td>8,178</td>
<td>43%</td>
</tr>
<tr>
<td>Concerned by decisions taken by governments</td>
<td>Very/Often</td>
<td>275</td>
<td>120</td>
<td>92,84</td>
<td>42%</td>
</tr>
<tr>
<td>Parents members of political parties or are elected (past or present)</td>
<td>Yes</td>
<td>97</td>
<td>41</td>
<td>29,96</td>
<td>39%</td>
</tr>
<tr>
<td>A good citizen minds is one’s business or demonstrates?</td>
<td>Engagement</td>
<td>424</td>
<td>31</td>
<td>2,376</td>
<td>38%</td>
</tr>
<tr>
<td>Attend political debates</td>
<td>Yes</td>
<td>318</td>
<td>94</td>
<td>39,36</td>
<td>37%</td>
</tr>
</tbody>
</table>

N = 1437.
Type A (18%):
don’t want to be involved as their parents
where not involved either
consider more than others that power is

Type B (51%):
the majority is largely not interested in politics;

Type D (23%):
interested in political involvement, but you are
not necessarily doing it

Type E (7%):
represents the "politically involved"

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### Description of each cluster with their highest "PEM" (Liège, 2007)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Type A (18%)</th>
<th>Type B (51%)</th>
<th>Type D(1) (23%)</th>
<th>Type E (7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>35%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>No religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not general curriculum</td>
<td></td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father’s education: secondary</td>
<td></td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cath./Protes. (regul.)</td>
<td></td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Mother without paid job</td>
<td></td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father not in public or private sector</td>
<td></td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cath./Protes. (not regul.)</td>
<td></td>
<td></td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Others father’s place of birth</td>
<td></td>
<td></td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Father’s education: University</td>
<td></td>
<td></td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>6th /7th year</td>
<td></td>
<td>8%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Mother in the public sector</td>
<td></td>
<td></td>
<td>8%</td>
<td>21%</td>
</tr>
<tr>
<td>4th year</td>
<td></td>
<td></td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Others place of birth</td>
<td></td>
<td></td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Father in the public sector</td>
<td></td>
<td></td>
<td>6%</td>
<td>30%</td>
</tr>
</tbody>
</table>

N = 1437.
Notes: 1. In this table, Type C was not kept because it included only 0.8% of the sample.
But this has a strong consequence.

They are not involved because they do not have time, are still too young and without knowledge.

But this has a strong consequence. For migrants (and the youth in general?) voluntary work is seen as an opportunity to feel as a citizen. Participants who are not involved do not feel to be citizens yet.

There is something here in order to understand the relationship between interest in politics and involvement.

Politics is another world. They what to live their youth.

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Clearly, improvement in the curriculum: increasing knowledge

Interest in politics will come with the defence of their interests

Organize meeting between politicians and young people

Took the example of street educators who interact regularly with them

Involvement is based on interactions

who

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