

Democracies' Challenge:

The Young 'Zappers' – from Sofa to Voting Poll?

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ABSTRACT Throughout the last decade politicians and researchers have recognised an alarming gap between the voter turnouts amongst the young, defined as the 18-29 years old, in comparison to the rest of the population. The gap is relevant to most Western democracies today and threatens the democratic legitimacy. Additionally, several studies within the field of election studies have shown how voting may be habit-forming, which consequently could lead to non-voting generations and eventually within non-voting populations.

This study examines how a social intervention can increase the voter turnout amongst Danish college (gymnasium) students. Further, it examines whether or not this social intervention can affect the students' political efficacy and political interest. The design of the study is a randomised field experiment inspired by the American get-out-the-vote literature and drawing theoretical inspiration from 'The Calculus of Voting' (Downs 1957, Riker & Ordeshook, 1970, Blais 2000), complemented with American election studies. Finally, based on the proposed theory and design a pilot project is conducted to test feasibility of the proposed study.

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INTRODUCTION

One of the preconditions for defining a representative democracy as efficient/well-run can be determined by a significant portion of the voters in a society voting in elections (Lijphart 1997). If the voter turnout is poor, the democracy's health can be designated as threatened. A high voter turnout is often perceived as a central indication of whether or not the voters support the representative democracy. Thus the citizens' participation is essential for the legitimacy of the system (Blondel et al. 1998, Elklit et al. 2005). Furthermore, it is crucial that all voter groups turn out in sufficient numbers. If a voter group is disregarded, by not participating/taking part in the electoral process, it could result in a lack of substantive representation, impotence and increasing political apathy.

This study focuses on the 18-29 year old category, typically displaying lower turnout when compared with the other demographic groups, which is an implication of an alarming trend. In order to demonstrate this trend, the voter turnout in the 2009 Danish Municipal election was shy of 50, a figure noticeably lower than the general voter turnout (80%). Similarly in the European Parliament election in the same year only 1/3 of the young voted (Hansen & Bhatti 2010) in comparison to the general voter turnout, which was close to 60%. This tendency is problematic in the short run as it creates a democratic inequality based on age. However, it is equally problematic in the long run, as studies have shown, that voting may be habit-forming (Campbell et al. 1960, Franklin 2004, Denny & Doyle 2009, Plutzer 2002, Gerber et al. 2003). Relying on this assumption the general voter turnout will eventually be affected, as will the likelihood of youth non-participation becoming self-perpetuating. At worst the Danish democracy risks losing an entire generation of voters, as the difficulty of establishing the norm of voting increases with age. Therefore, it is in the interest of the democracy to focus continuously on mobilising the young to vote (Highton & Wolfinger 2001, Plutzer 2002, Franklin 2004, Andolina et al. 2005, Meredith et al. 2009, Bhatti et al. 2014).

During the last couple of elections (2013, 2015) in Denmark a similar focus on mobilising the youth has emerged on the political scene and in political science. In both cases the attempt has been to develop encouraging and measurable voter tactics for marginalised voter groups, including the young. The Danish Prime minister Helle Thorning Schmidt has stressed this focus as she called for a higher voter turnout amongst the young encouraging them to participate and vote:

(...) Four years ago at the last election, many young people stayed at home. (...) I would like to finish my speech by giving an encouragement to you young people: you are a valuable part of Denmark where we all have the chance to show what we can and who we are. That is the Denmark I believe in. And that is a Denmark that needs you. You must ensure that you are heard – also on the 19th of November (The Danish Governments website)¹

Despite this evolving focus neither the politicians nor the researchers have yet tackled the challenge entirely. Therefore, the development of new efficient voter tactics is still required. The present study seeks to respond to this challenge as it examines the effect of a social intervention, which strives to increase the voter turnout amongst the young.

The study is designed as a randomised field experiment. This design is rather new in the field of Social Sciences and election studies in Denmark (Bøgh Andersen, Binderkrantz & Møller Hansen 2012), and its application so far is scarce. Bhatti et al. (2014) and Andersen & Jakobsen (2008)² have applied it a few times. The method has several strengths like ensuring internal and external validity, and is based on the leading and pioneering American research in the field of election studies (Alan S. Gerber and Donald P. Green). This study's theoretical inspiration stems from 'The Calculus of Voting' (Downs 1957, Riker & Ordeshook, 1970, Blais 2000), complemented by a number of American studies (Addonizios et al. 2003, Phillips 2004). Furthermore, the study attempts to measure a social intervention's possible effects on the young's political efficacy and political interest. The social intervention is

DEFINITIONS

Political efficacy is the trust, confidence and feeling that the voter's political actions can affect/change the political process, and that such political action (e.g. voting) is worth performing

¹ The quote is from a Danish speech, from which I have translated it http://www.stm.dk/p_13927.html.

² They conducted a study that sought to show whether or not a reinforced effort towards pre-high school pupils with Danish as their second language could provide an improved level of language when they began in high school (Bøgh Andersen, Binderkrantz & Møller Hansen 2012).

Thus, political efficacy can be perceived as a social norm that supports the democratic regime (Balch et al. 1974, Campbell et al. 1954).

Political interest is the voter's interest in the political system, process and change, politicians, hence, voting. Therefore, political efficacy is closely linked to political interest.

PROBLEM AND PURPOSE

My hypothesis is that a randomised field experiment, designed as a social intervention, conducted for about 15 college (gymnasium³) students 1-8 days before the coming Governmental election/Election Day will increase voter turnout amongst electorate college students and additionally enforce their political efficacy and political interest.

How can the voter turnout, hence, political efficacy and political interest amongst college students be increased at the coming Governmental election?

To ensure an on-going evolvement of society and democracy the young must be engaged as participants and voters within the society.

This study attempts to tackle this crucial challenge, as its purpose is to demonstrate how a social intervention can increase the voter turnout amongst college students. The voting culture must be altered, which is exactly why the young's awareness must be stimulated. The awareness is ensured in this study through its methodologically approach. In social sciences only a few international studies have applied the field experiment methodical approach and examined its effects. Moreover, even less have scrutinised how to affect political efficacy and political interest amongst a voter group, although these variables are precursors for voting. Thus the study seeks to contribute to the evolvement of election studies in Danish and in an international context⁴.

LIMITATIONS

To delimit the field of the problem's population and time three decisions have been made.

The first decision concerns the population and limits it from including the entire 18-29 year old category to merely involving college students eligible to vote. This limitation is made due to practical matters and in the aspiration to conduct an extensive study as 73% of the Danish

³ The Danish *gymnasium* is equivalent to a *college* in the UK. The term 'college' is used within this study.

⁴ Green (2013) stresses the need for election studies in general and field experiments conducted outside of the USA.

graduating secondary school students⁵ in 2014 applied to continue in college. However, this curtailment might hinder the study from reaching the part of the youth that is less politically interested, as there often is a relationship between choice of education and political interest.

The second decision concerns choosing the coming governmental election as the studied election. Generally the voter turnout is on a higher scale in the Danish governmental election in comparison to the Municipal and European Parliament election. Consequently, conducting this field experiment in two of the other elections could possibly lead to an additional measurable significant effect, however, none of those are nearly approaching.

The third decision concerns the population group, from which the sample group randomly shall be chosen. In this study the random selection was from a group with the characteristics of already being politically interested, as the college classes study Social Sciences at A-levels. Thus, if the study has a significant statistical effect on a randomly selected group of already politically interested students, then the likelihood of the study having an additional measurable significant effect on a non-politically interested group is suggestive.

$$R = B * P - C + D$$

THEORY

The study's theoretical foundation is based in the formula 'The Calculus of Voting' (Downs 1957, Riker & Ordeshook 1970, Blais 2000), whose variables explain why the individual chooses to vote (R). B represents the benefits the voter receives from the success when the candidate he/she voted for wins instead of a less preferred candidate; P represents the probability that the voter's vote is decisive towards the election result; C is the cost to the individual of the act of voting; D represents the sense of civic duty, the satisfaction from voting, the attained acknowledgement from being part of the democracy or the efficiency from voting, hence, what aforementioned has been defined as political efficacy. In this study all the mechanisms (B , P , C and D) from 'The Calculus of Voting' is applied to reach the largest feasible effect from the social intervention.

"A personal approach to mobilizing voters is usually more successful than an impersonal approach." (Gerber and Green 2008)

⁵ In this case high school is the level of education just beneath the gymnasium/college.

The quote above is one of the main theses from the newest election studies, which Gerber and Green (2008) have conducted and collected. This equally provides a theoretical basis for this study. The most frequently applied method of mobilization is commercial phone calls, volunteer phone banks, pre-recorded calls, e-mail, text messages, canvassing and direct mail, of which the last two were most effective (Green 2013). Examinations of social interventions are still a new and an unexplored field within election studies. At this point only two similar studies have been conducted on a large scale providing the field with applicable research. However, an uncertainty and a difference of opinion overshadow the results, as the results are in a discrepancy with one another.

Addonizio, Ogle and Weinberger (2003) conducted a randomised field experiment⁶ whose purpose was to increase voter turnout amongst first time voters. General conclusions could be drawn from the study as its scale was sufficiently comprehensive and the effect was equally significant (Addonizio 2006). The study was built upon three elements. Firstly, the social intervention was led by a young researcher instead of a high school⁷ teacher, secondly, the social setting of the intervention was informal and interactive contrarily to the ordinary high school teaching, and thirdly, the students were exposed to a polling booth (Gerber & Green 2008). A similar field experiment was conducted by Phillips (2004), in which no statistical effect was found in regards of increasing the students' voter turnout; knowledge; attitude or civic behaviour. What seems to be significantly different about this study is that (1) the students were participating voluntarily as an extracurricular activity, (2) perform in a political role play and (3) that a part of the intervention was quite similar to high school teaching as the students had to listen to a presentation about how to engage in organisations and the local community (Phillips 2004). The fact that this extent of divergence occurs in such an unexplored field stresses the relevance of this study.

⁶ Voting Booth Familiarity: Project to Increase Voter Turnout among Eighteen-Year-Olds”

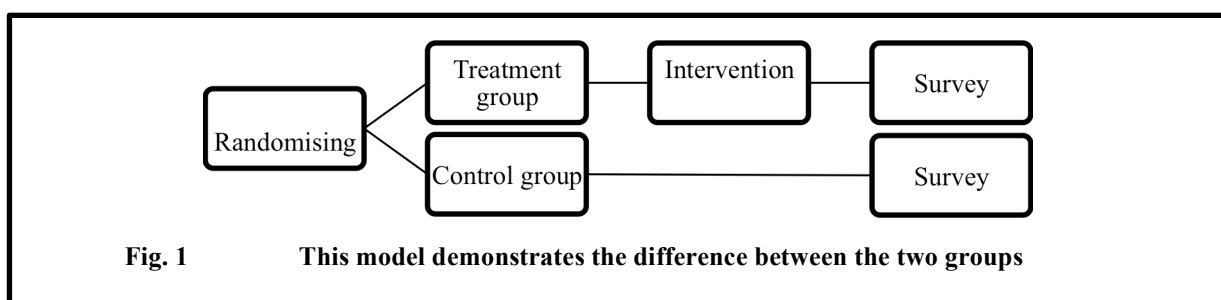
⁷ An American high school which applies to the UK college

THE RESEARCH DESIGN

The overall methodological approach, which this study relies upon, is a quantitative study of causality's units – the voter turnout of the college students eligible to vote.

A quantitative study of causality attempts to measure the effect of how one variable affects another variable. In this instance is the independent variable the social intervention – the social intervention whose intention is to affect the dependent variable the study of causality's units – the voter turnout of the college students eligible to vote.

This quantitative study of causality is designed as a field experiment. In a field experiment individuals are assigned *randomly* to a target group and a social intervention group. One of the groups is exposed to the social intervention (treatment group) and the other (the control group) is not exposed to nothing. When deciding whom to include in each respectable group the principle of randomisation must be followed so that the solely systematic difference between treatment and control group is that the treatment group is exposed to the social intervention. If systematically differences occur then the potential difference is due to the social intervention (Blom-Hansen & Serritzlew 2014, Bhatti et. al 2014, Gerber & Green 2012). The logic of field experiments is often applied in medical research in which a random group of people receives a certain medicine while another random group receive placebo. The difference of health between the two groups can be ascribed to the medicine. Figure 1 describes the differences between what the



treatment and the control group experiences.

Figure 1 shows that in order to decrease changes to the treatment and control group to interfere with one another, the subjects are randomly selected from different college classes but within the same college to guarantee their comparability. In a college class about 15 college students eligible to vote are randomly selected in order for the social meeting to be as ideal as possible and so the participating college students attain the

highest reward from the workshop, the social intervention. As the study's aspiration is obtain a feasible measurable statistically effect 10 colleges⁸ geographically spread in Denmark are applied in the study.⁹

A benefit from applying an experimental approach within the research of social sciences, is how it can operate as a research based solution for 'the problem of endogeneity'¹⁰, thus the independent variable is exogeneitily fixed, which means that the empirical connection is not caused by endogeneity (Blom-Hansen & Serritzlew 2014)¹¹. The endogeneity could result in a spurious causality¹² or a reversed causality. Completing the intervention without operating with the method of randomisation may cause spurious effect where the participating subjects were of political interest beforehand. Therefore, the intervention might appear to be effective despite its inaccuracy/falseness.

An additional benefit from the field experiment is the insurance of having both a high internal validity as well as an external validity, as it is conducted in the real world. However, it is crucial that the subjects in the study are not aware of being part of an intervention, which can be ensured if the design is conducted in a natural environment otherwise the study risks the occurrence of a social desirability (Crowne & Marlow 1960). This would have tremendous consequences for the outcome of the subjects' way of behaviour and further how they subsequently will respond in a survey after they have been exposed for the intervention (Gerber & Green 2012). Earlier on in Danish and American election studies researchers have had success applying a named campaign as a cover to

⁸ 10 colleges equate 6,41% of the Danish colleges.

⁹ Assuming that what the study is examining is linear, that the dependent variable continuous a bivariate linear regression analysis (Ordinary Least Squares (OLS)) is conducted (Hansen, Lolle & Klemmensen 2012). In the study's statistically analysis an independent sample χ^2 test and a small-sample inference for comparing means t-test are applied. The last mentioned method is especially optimal for small samples as in the study's pilot project (Agreti & Finlay 1997).

¹⁰ The problem of endogeneity can occur in common calculating of regression as the independent variably not necessarily is independent. If it is not independent it is not applicable to conclude an empirical correlation/causality, as it would be equivalent to explain a dependent variable with another dependent variable. (Blom-Hansen & Serritzlew 2014).

¹¹ They are referring to Dunning, 2012:24-25

¹² An example of this could be an extracurricular electoral debate. Most likely only the young who already were of political interest would attend.

the field experiment (Gerber & Green 2012, Bhatti et al. 2014) The campaign in this study is named ‘Democrat-us’¹³

The outcome of the field experiment is measured by a survey¹⁴. Surveys are applicable in terms of comparing groups and its research design is effective as it allows attaining a possible degree of representativeness and utility in future studies.

This study attempts to follow the line of direction of a survey: such as being concise in its formulations, avoid making leading and ambiguous questions as well as negotiations, superlatives and bias of prestige and consider if the question could encourage patterns for certain answers, if the logical coherence between the questions and response categories appears, and if the subjects have the necessary knowledge (Nielsen 2009, Møller Hansen 2012).

THE INTERVENTION: THE GAME

In this study the research design provides its basis from the study’s theory and methodology. The research design is conducted as a social intervention in a college class. Theoretically an effect could be expected from this type as the personal acquaintance occurs in comfortable frames between the young voters (the college students) and the mobilizer that recognises and demands them as voters (Gerber & Green 2012). The time frame for the intervention plays a decisive role for the effect on the young’s voter turnout. The intervention must be carried out close to Election Day, however, not on the actual day, instead 1-8 days before Election Day is recommended (Gerber & Green 2012).

The intervention is inspired by Addonizios’ (2003) three elements (p. 6). Firstly, the intervention is lead by a young researcher or student from social sciences instead of the college class’ teacher. Secondly, the form is informal, social and interactive as the students participate in a game called ‘1-5 game’¹⁵, which differs significantly from an ordinary class in college. Thirdly, during the intervention the students are informed of the practical aspect of voting. By combining the three elements this study particularly seeks to make the young feel comfortable and confident in voting-act.

¹³ Look in enclosure 1 & 2 in which a description of the campaign appears.

¹⁴ Look in enclosure 3 in to see the actual survey.

¹⁵ Evaluations of the intervention and the exact mechanisms can be found in Appendix 1 and 2.

The second element of the intervention is in its unique structure, as it stems from a pilot project¹⁶ I conducted in a Danish college class (read: enclosure 1) and likewise from practical and organisational experience I have gained from a political youth organisation. The 1-5 game operates as a 30 minutes plenum discussion amongst the college students (the subjects) and the young leader (researcher/student). The young leader provides a statement which is relevant to the approaching election; the students get acquainted with it; and then stand in front of one of the papers placed on the floor marked from 1-5 in accordance to which degree¹⁷ they agree with the voting related statement. Subsequently, the leader sets of a discussion by provoking and demanding reasons from the students explaining where they stand, however, permitting the students to explain their point of views. The students can choose to formulate counter arguments; listen to each other's arguments; and consider their opinion upon the statement. This idea shaping the concept relies on the assumption that the visual and physical frames are crucial allowing an occurrence of the students' continuous consideration of the presented arguments, a change in opinion and physical placement.

The voting related statements both focus on the total outcome of voting, the individual's costs in the voting act and the confidence as a citizen (Downs 1957, Riker & Ordeshook 1970)¹⁸.

In the final part of the intervention (10-15 minutes) voting ballots are shown and the process of voting and postal voting is explained. Voting ballots and a polling booth is carried along allowing the students' familiarity with the act of voting. In total the intervention will proceed over 45 minutes.

It shall be emphasised that three treatment mechanisms occur as a part of the intervention: the game, the explanations of the voting mechanisms and the discussion set off by the game. However, the game is the key treatment, as it innovatively tests the theory of political efficacy. Eight out of 12 statements are directly linked to variable D in the formula 'The Calculus of Voting', which refers to political efficacy (Riker & Ordeshook 1970), and as political efficacy is closely linked to political interest, both political efficacy and political interest are being tested. Furthermore, and as political efficacy and political interest are precursors for voting it shall be

¹⁶ Gerber and Green recommend of pilot projects before the actual execution of field experiments.

¹⁷ 1= not agreeing, 5 = very much agreeing

¹⁸ Look in enclosure 1

expected to be the case that if the field experiment demonstrates a statically significant effect then an increased voter turnout is likewise expected.

To be able to measure the effects of the intervention both the treatment and treatment group must participate in a survey within a couple of weeks after Election Day. The questions in the survey are rather equivalent to the voting related statements from the intervention, which allows measuring each intervening mechanism that specifically provides/triggers/delivers a reaction from the students. The index of questions examine the subjects' perception of; their political interest (Q4); the total outcome of voting (Q6); the probability that the voter's vote is decisive towards the voting/election result; the sense of civic duty (Q6 and Q9); the individual's costs from the voting act (Q7); the civic confidence (Q7); and if the individual desires to vote (Q3). The remaining questions are background variables (Q1-Q2), if they voted at the last election (Q5) and their approval of democracy (Q8).

When examining whether or not the subjects have voted or if they desire to vote, an insecurity threatens the resulting data, as it is not a given that the subjects are being honest. Therefore, the optima would be to measure the actual voter by scrutinising data files.

CONCLUSION

The study's pilot project and its statistical analysis show that some of the mechanisms result in statistical significance others do not¹⁹, which stresses the need for further research. This study has only conducted a randomised field experiment with two college classes. In order to evaluate the effect of the key treatment mechanism, the game, on political efficacy, political interest, hence, voter turnout, the randomised field experiment shall be conducted in at least 10 college classes, as described in appendix 5. Until then, as the results only stem from one randomised field experiment, it can neither be concluded that a strong statistical significance occurs and nor can the opposite be concluded.

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APPENDIX 1

The pilot project, part 1:

The campaign is called 'Democrat-us' to emphasise the relationship between the democracy and us. 'Us' includes the youth, the college students. Without the 'us' (the people) the democracy concept is no longer redeemed.

Where? Aurehøj Gymnasium (a Danish college)

When? Monday 15th of September 2014, 1.35 pm

Who? 12 social sciences students that were eligible of age.

The pilot project, part 2:

The campaign is called 'Democrat-us' to emphasise the relationship between the democracy and us. 'Us' includes the youth, the college students. Without the 'us' (the people) the democracy concept is no longer redeemed.

Where? Aurehøj Gymnasium (a Danish college) *When?* Monday September 15th 2014, 1.35 pm

Who? 12 social sciences students.

The social intervention is shaped from the variables (*B, P, C and D*) from 'The Calculus of Voting'.

Manuscript

Hello my name is Kirstine and I am a part of 'Democracy-us', which is a newly founded citizen initiative whose purpose is to question the relationship between 'us', meaning you and me, and the democracy. During the next 25 minutes I will provide you with 5-10 statements. After each statement you must stand in front of one of the papers on the floor numbered 1-5 in accordance to which degree you are agreeing with the statement. If you are completely agreeing with the statement then stand in front of 5, however, if the opposite is the case then stand in front of number 1.

After this point I will ask you to explain why you are standing as you are. While arguing and

listening to each other's arguments it is perfectly fine to move if your classmates' arguments are convincing and make you reconsider.

Statements

1. It is worth voting to the Governmental Election (C)
2. My vote is decisive towards the result of the election (P)
3. It is satisfying to vote (D)
- 4. I vote as it is my civic duty (D)**
5. Democracy is the is the best/most ideal ruling system (D)
6. Voting makes you a good citizen (D)
7. I am interested in politics (D)
8. I vote to participate in the democracy (D)
9. Everyone should vote at elections (C)
10. Too few citizens vote (D)
11. I feel competent enough to vote (D)

12. I vote to ensure that the candidate I vote for is elected (B)

The statements are deliberately and freely shaped after 'The Calculus of Voting' (Downs 1957, Riker & Ordeshook, 1970).

APPENDIX 2

Evaluation of the pilot project:

Note: the sound from the social intervention was recorded with a smart phone.

The subjects were rather engaged in the social intervention. They discussed and argued just as expected and the atmosphere was informal and social as everyone familiar with each other. Equally the physical aspect seemed to work ideally, as it emphasised when the students occasionally reconsidered the statements listening to each other's arguments. However, two alignments were rather repetitive, which probably as the individual's tends to follow the social norm.

During the social intervention a student mentioned the convenience of teacher's absentee, which tallies with Addonizios' election studies.

The fact that I led the intervention stressed the informal atmosphere further. However, I am a bias, as the subjects knew who I was in advance of the social intervention as we attended the same college. Sometimes the statements were too vague and could have benefitted from additional specification and accuracy. The two marked statements in appendix two were not implemented in the social intervention; however, they should be applied in the large-scale field experiment. In this college class (with 12 subjects) a few of the students were not eligible to vote at the moment where I conducted the pilot project but as they soon would be their participation in the social intervention still made sense. However, if that has been the case of the actual social intervention they could not have been participants as they neither would be able to vote or constitute a measurable nor an applicable effect in the statistical analysis. An additional lesson learned from the pilot project was the formulation of the provocative questions asked subsequently of the students' placement. Again they were too vague and needed precision as the students occasionally reacted unexpectedly showing doubt on the statements' exact significance.

A number of biases appear in relation to the pilot project. Both the treatment and control group were studying social sciences at A-levels; they studied at one of the best Danish colleges in a town (Gentofte) where the general voter turnout is above the national average. This could be a reason

why the treatment group seemed very politically aware. It is anticipated to be more difficult to attain a feasible effect when the students are already politically aware. Therefore, it is expected that conducting the social intervention in less politically aware areas could lead to a higher measurable significant statistical effect.

Finally, an effect might occur in the selection of treatment and control groups across two different classes. Although both classes studied Social Sciences at A-levels, whereas the treatment group also studied English at A-levels, the control group studied Mathematics at A-levels. Thus, there is a change that selection effects might occur, which ultimately may have biased the results.

APPENDIX 3

The survey:

The inspiration for the survey stems from typically applied questions to attain background variables in election surveys (<http://www.surveybanken.aau.dk/>). Two of the questions (Q6 & Q7) are deliberately made.

Election Survey

Thank you for participating in the Election Survey. Your response is of high value for the survey's result and quality. The survey will be applied in an important study and will only take 5-10 minutes of your time.

Q1 – Have you turned 18?

(Tick off one mark)

- Yes
- No
- I am turning 18 within the next 3 months

Q2 – Sex

(Tick off one mark)

- Male
- Female

Q3 – Will you be voting to the next Governmental Election?

(Tick off one mark)

- Ja
- Nej
- Ved ikke

Q4 – Would you characterize yourself as very interested in politics, somewhat interested in politics, a little interested in politics or not at all interested in politics?

(Tick off one mark)

- Very
- Somewhat
- A little
- Not at all
- Do not know

Q5 – Did you vote to the European Parliament Election 25th of May?

(Tick off one mark)

- Yes
- Net
- I was not eligible to vote

Q6 - Beneath this information follow a number of statements regarding your reasons for voting. Please answer all the questions regardless of whether or not you voted in the last election, regardless of whether or not you are planning to vote in the coming Governmental Election and regardless of you are eligible to vote at the moment.

(Tick off one mark in each row)

	Completely agreeing	Partially agreeing	Neither agreeing disagreeing	Partially ordisagreeing	Completely disagreeing	Do not know
I vote due to my sense of civic duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vote to participate in the democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vote to influence the democracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vote to ensure that the party I vote for attain the power of governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7 - Beneath this information follow a number of statements regarding your reasons for voting. Please answer all the questions regardless of whether or not you voted in the last election, regardless of whether or not you are planning to vote in the coming Governmental Election and regardless of you are eligible to vote at the moment.

(Tick off one mark in each row)

	Completely agreeing	Partially agreeing	Neither agreeing disagreeing	Partially ordisagreeing	Completely disagreeing	Do not know
I feel competent enough to vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that my vote is decisive for the electoral result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like a good citizen when I vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not think the act of voting is worth it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it is without cost to vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it is satisfying to vote	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q8 – I think democracy is the best feasible ruling system for Denmark

(Tick off one mark)

- Completely agreeing
- Partially agreeing
- Neither agreeing or disagreeing
- Partially disagreeing
- Completely disagreeing
- Do not know

Q9 – I think that all citizens should vote in elections

(Tick off one mark)

- Completely agreeing
- Partially agreeing
- Neither agreeing or disagreeing
- Partially disagreeing
- Completely disagreeing
- Do not know

APPENDIX 4

Statistical analysis:

Q3 – Will you be voting in the next Governmental Election?

Calculated in percent

	Yes	No	Do know	not Number (N)
Treatment Group (3.y)	100	0	0	12
Control Group (3.a)	92	0	8	25

The difference between the treatment and the control group is insignificant on a 0,05 level, independent sample chi² test.

Q4 – Would you characterise yourself as very interested in politics, somewhat interested in politics, a little interested in politics or not at all interested in politics?

	Very	Somewhat	A little	Not at all	Do know	not Number (N)
Treatment Group (3.y)	33,3	66,7	0	0	0	12
Control Group (3.a)	16	60	20	4	0	25

The difference between the treatment and the control group is significant on a 0,05 level, small-sample inference for comparing means test.

Q6.4 I vote to ensure that the party I vote for is more likely to attain the power of governance	Completely agreeing	Partly agreeing	Neither agreeing or disagreeing	Partly agreeing	Completely disagreeing	Do now know	No response	Number (N)
Treatment (3.y)	75	16,67	0	0	8,33	0	0	12
Control (3.a)	48	24	16	12	0	0	0	25

APPENDIX 5

Conduction of the study: time frame and budget

Stage	Graduation	Process	Time frame
1	Preparation stage	1) Pilot project. 2) Introduction of the study to a few students in the field of social sciences. 3) Contacting colleges.	1-2 months

		4) Randomisation.	
2	Conduction of the intervention	This takes place in 10 colleges with different geographical location.	8 days
3	Survey	Both the treatment and the control group takes part in the survey a few weeks after Election Day.	2-3 weeks
4	Statistical Analysis		1 month
5	Publishing		1-3 months

<i>Expense</i>	<i>Price (pounds)</i>
Hourly wage to 'the young leader'	450 (15 pounds * 3 hours * 10 colleges)
Transport to 'the young leader'	500 (in average 50 pounds per college)
Print of the surveys	750
Hourly wage for typing in the survey data	300 (15 pounds * 20 hours)
15 voting ballots	Free
IN TOTAL	2000 (this shall be funded)