



Youth Opinion Poll on EU integration, July 2010

Research results

Among young people, 4 interpretable postures were identified: pro-European, anti- global euro scepticism, non-European statism, cultural ethnocentrism.

De Facto Consultancy
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EU & Youth

Preface

On 9 May 1950, French Foreign Minister, a great visionary Robert Schuman presented a proposal for creation of supranational organisation with a view to finding a common denominator as a reason for all, or a majority of European states including those defeated in World War II –Germany and Italy to unite.

„...Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity...The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the most constant victims.”

Since Schuman Declaration of 1950, EU has grown into a family of democratic European countries whose aim is to build better living conditions for all its citizens, to maintain peace and make progress. European Union united greater part of the continent. Today the EU has 27 member states and a population of over 500 million people communicating in 23 languages and sharing the same democratic values and who are dedicated to common work for wellbeing of the Union's citizens. EU is a unique supranational organisation in which common policies are implemented through highly developed institution mechanism, defined by total body of EU law accumulated thus far, so called Acquis Communautaire.

European Union nourishes the fundamental values of mankind such as respect of human dignity, freedom, democracy, equality. These are the values common to all EU member states.

Although the youth policy is a competence of member states, the EU institutions established cooperation in order to solve common problems of the young people jointly.

European Union tends to create a feeling in young people that they are citizens of Europe and thus encourage them to get involved into discussion relating to building and the future of the European Union.

Since late nineties, EU has been creating the policy of European educational cooperation with the aim that until 2010 the Union should “become the most competitive and the most dynamic economic area in the world, based on knowledge”.

One of the most significant documents promoting full participation of the young in decision making which influence their life is the **European Charter on the Participation of Young People in Local and Regional Life**. This is a document of the Council of Europe, created by European experts in cooperation with young people. This document offers recommendations to regional and local authorities and proposes manners for enabling young people to become active citizens.

European education policy, aiming at promotion of lifelong learning and improvement of quality of school systems, is of special importance. EU insists on unification of European high education, clarity of curricula and mutual recognition of studies.

EU states have a developed cooperation in the area of knowledge improvement, development of exchange of information and good practice. This results in stimulation of mobility of students and teachers, as well as the improvement of cooperation between the educational institutions.

The European Union today has dozens of millions of young people who attend different schools in the member states. The Union offers many opportunities to young people to get to know other

counties during schooling, studies and training. There are several EU programmes that support education and cover all exchanges and programmes of specialisations and training.

On 27 April 2010, the European Commission adopted a new EU strategy for the young for the forthcoming decade. The new EU Strategy for Youth - **Investing and Empowering** considers young people as one of the most vulnerable groups in the society, especially in the context of current economy crisis. The Strategy also confirms that the young are a precious recourse in today's society which gets older every day. This strategy will lead EU youth policy in the forthcoming decade and it will help strengthening of cooperation between member states dealing with the youth issues. The new EU strategy for youth promotes a cross-sector approach to solving of important youth issues, with three main goals: to create more possibilities for youth in education and employment, to improve the participation of youth in the society and to enhance the solidarity in young people and society.

With its policies, the EU promotes mobility of young people within its borders, informal education and intercultural dialogue as well as inclusion of all young people regardless to their education, social position or the culture they come from. In this way EU develops solidarity and tolerance among young people, strengthens understanding among them in different countries, and creates possibilities for the development of quality system of support to youth activities and organisations on the European level. Concrete EU programmes which contribute to the realisation of these goals are Erasmus Mundus, Youth in Action, Leonardo da Vinci, Comenius, Lifelong Learning and others.

Young people living in any country of the European Union travel freely, without visas and residence limitations. They have a right to live and work in any member state of the European Union. Their diplomas acquired in any of the EU member states are

acknowledged and valid in other member states. Young people of the European Union participate in numerous EU programmes the goal of which is their education, specialisation and preparation for life.

Montenegro sees its accession to the EU as a strategic goal. That would provide us new development possibilities in all areas of social life, it will induce a growth of life standard, stimulation of employment, improvement of living and working conditions and development of human resources, as well as enhancement of life quality.

Accession of Montenegro to the European Union would also mean joining a stable political environment; it would ensure a safe and favourable business environment, open new development possibilities within the economic and monetary union.

What is particularly important for the citizens, especially for young people, the EU membership offers possibilities of a life without boundaries. This includes free exchange of ideas and knowledge, and also free movement of people.

Special attribute and value of the European Union is the unity of multiculturalism and multi-ethnicity. The EU membership contributes to the development of cultures of member states with respect for their national, religious and regional diversity, along with emphasising mutual cultural heritage. The membership contributes to the general goal of development and strengthening of democracy and the rule of law, as well as respect of human rights and basic freedoms.

Young people are the force which contributes the most for the entry into the European Union. They make that part of the population for which the EU accession is particularly important and who will in long term have the biggest benefit from the accession to the Union.

What does actually the European Union bring to young people?
Benefits of the membership are multiple: equal access to education on any European university, recognition of diplomas in all member states, travelling through Europe without visas, employment under equal conditions in the EU member states, possibility of using resources from common funds for scientific and research work, numerous student, working, educational and volunteer exchanges.

Introductory Remarks

This paper provides the results of research devoted to the attitudes of young people towards the European Union and European integration. The aim of the research is to understand better young people and their attitudes when it comes to the EU.

The research sample is 1007, from all high schools in Montenegro, with the exception of two schools that have a symbolic small number of respondents.

Sampling procedure implied stratification on 3 levels: schools, grades and classes, whereas the choice of students in classes was random, with 1-10 listed respondents in cycle depending on the size of schools and classes. This procedure and the number of students respondents guarantee representation with the standard statistical error, measurement of $+ / - 3.9\%$ and intervals of confidence of 95%.

Design and sample structure are given in Annex 3.

Of total number of respondents, 23.1% are first grade students, (233), 29% second grade (292), 26.6% third grade (268), and 21.3% are final/four year (214).

More respondents are females - 59.3% (597), while male population is 40.7% of total (409).

When it comes to nationality, 47.2% said they are Montenegrins (475), 34.8% listed themselves as Serbs (350), 7.9% as Muslims (80), Albanians - 2.8% (28), Bosnians - 2.4% (24), while 2.6% (26) wrote something else and 0.4% stated to be Croats (4). Of total, only 2% (20) did not want to give answer.

Most of the respondents live in town – 59.6% (600), than in suburban 28.4% (286), and in village - 11.6% (117). Finally, 0.4% (4) did not provide answer.

According to respondents, 38.1% (384) finished last school year with excellent marks, very good success had 33.8% of them (340), good - 21.3% (214), satisfactory - 3.3% (33), and not-satisfying 0.4 (4%), while 3.2% (32) did not answer.

Project is financed by UNICEF.

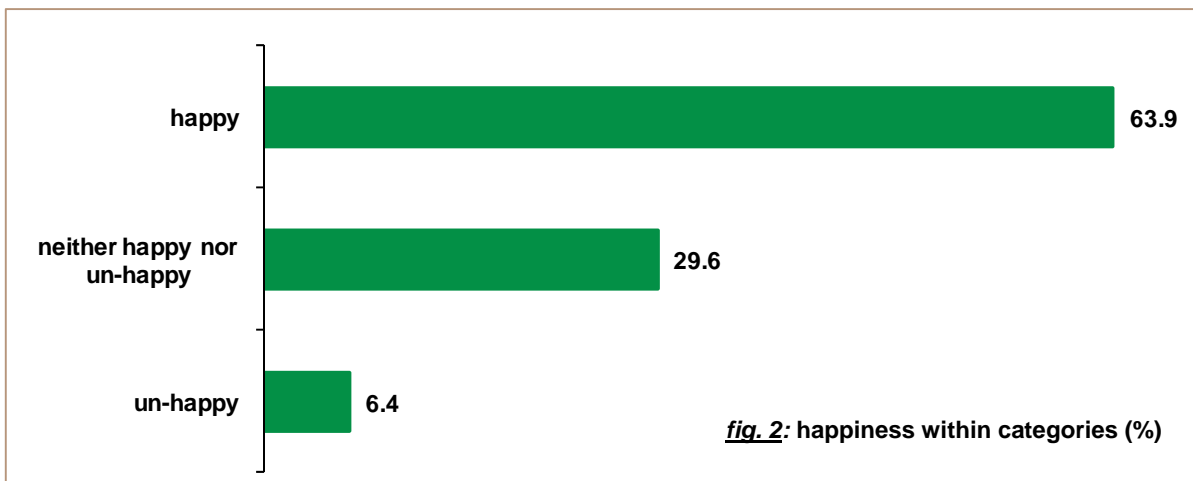
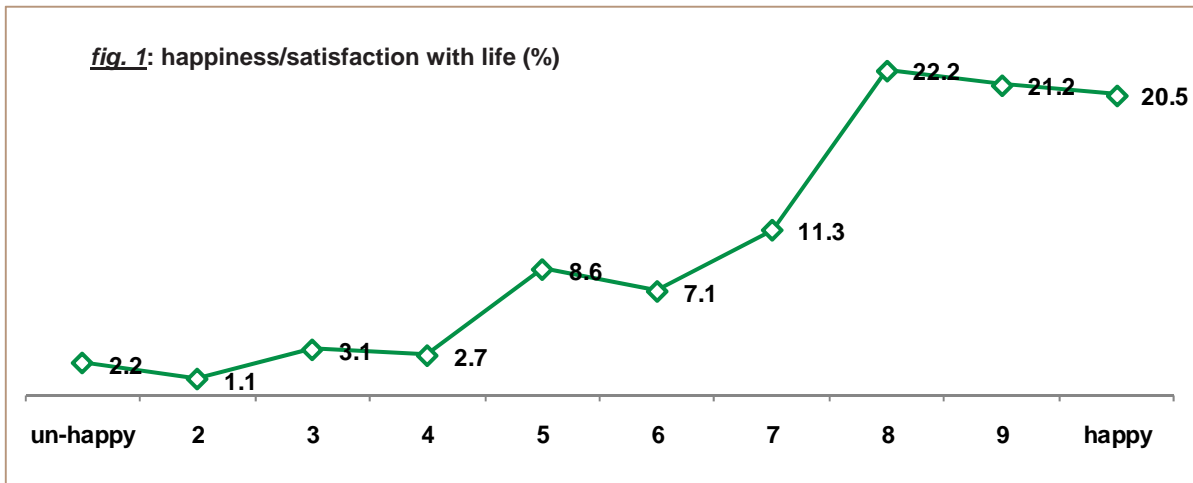
Research is done by DeFacto Consultancy, agency for market research, public opinion polls, political and business marketing.

Research Results

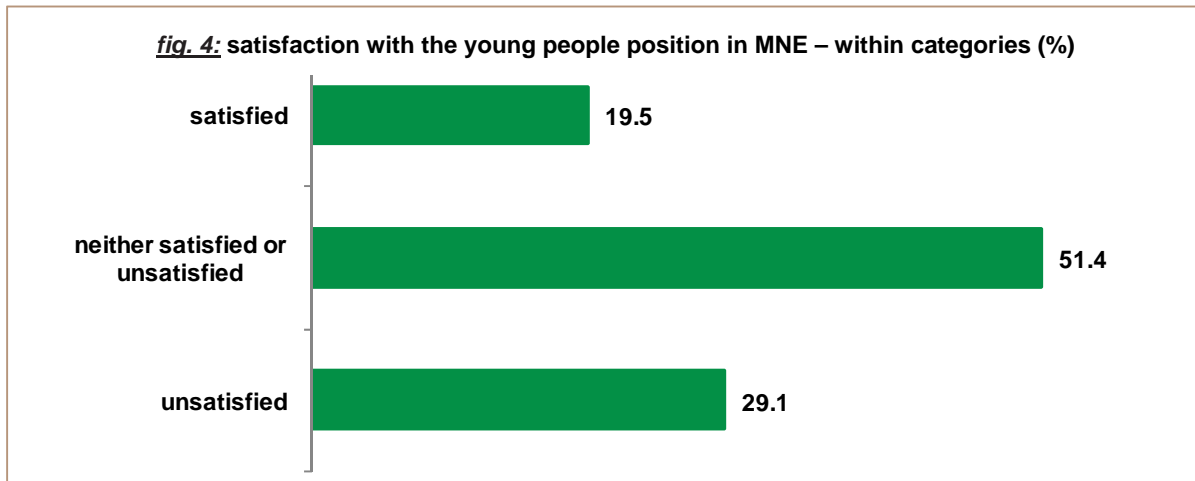
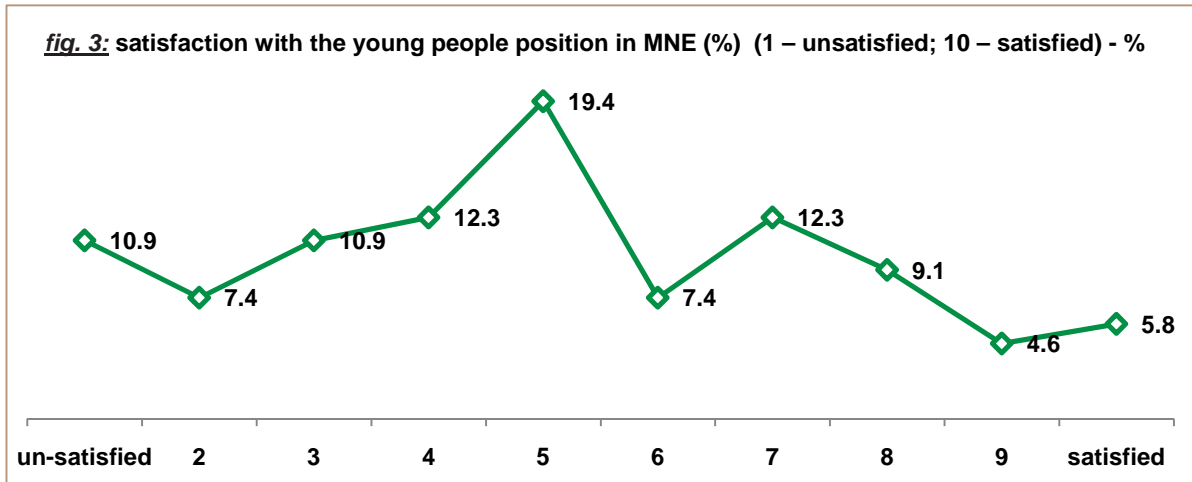
Young people consider themselves 7.63 happy; scale 1-10 (std. deviation 2.18). Question answered 904 respondents (fig. 1).

While the majority of those who have circled on the scale the largest value, the smallest number is of those who have done this when it comes to the lowest value (fig. 2).

Thus, 63.9% of young people listed them as happy, 29.6% belong to a group of neither happy nor un-happy, and 6.4% consider themselves un-happy.



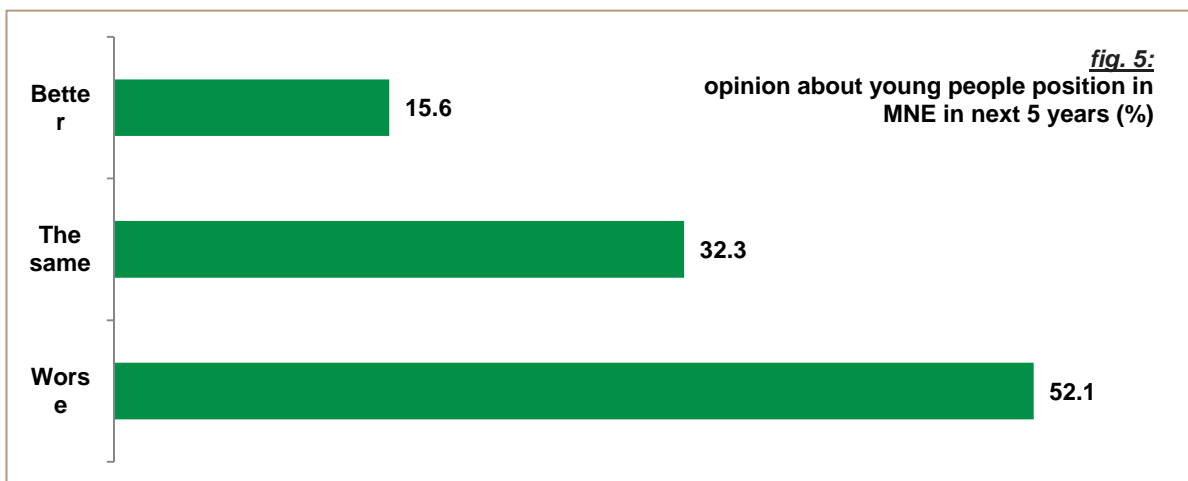
Arithmetic mean of 5.07 (std. deviation 2.56) in the second question indicates no satisfaction or dissatisfaction with the status of young people in Montenegro (fig. 3). So 51.4% of respondents are neither satisfied nor unsatisfied, while the number of those who expressed dissatisfaction (29.1%) is bigger of those who expressed satisfaction with the position of young people in Montenegro - 19.5% (fig. 4, total number of respondents is 911).



Comparing the first and second question show us discrepancy between the feelings of happiness and satisfaction status of the young: at the same time, young people feel happy (63.9%) and neither satisfied nor dissatisfied (51.4%). But while the number of those who stated to be un-happy or unfortunate (29.6%), 29.1% of young people is dissatisfied, what is almost 10% more than those who are satisfied.

By further comparison, among the population of young people who are "happy" 53.1% of them were neither satisfied nor dissatisfied, 25.5% satisfied and 21.4% were dissatisfied. Neither happy nor unhappy young people are largely not satisfied nor dissatisfied - 55.7%, with a significantly higher percentage of unsatisfied (21.4%) than satisfied (7.1%). While the smallest percentage of the "unfortunate" young people is satisfied (9.4%), most of them are dissatisfied - 67.9%, with a significant number of those who could not say are they satisfied or unsatisfied - 22.6%.

More than half of respondents (52.1%) think that position of young people in Montenegro will improve in next 5 years; 32.3% think that it will remain the same, and 15.6% (almost 1/4) that it will be worse (*fig. 5*).



Young people in Montenegro will present themselves with respect to the place they live (40.3%), while at the same time be their second choice Montenegro as a whole (23.3%) or region in which they live (22.2%), all regarding geographical origin (fig. 6). Young people will be first identified with Montenegro as a whole (28.3%), what is second biggest group after place they live in. Small percent above 10 will choose Europe as their their geographical affiliation (11.1%), the world as a whole (10.3%) and the region in which they live (10%).

As for the second choice of geographical identity, the answers are much more balanced and equally distributed. So beside Montenegro as a whole and the region where they live, young people in a significant number present themselves as citizens of Europe (20.9%), the world as a whole (18.2%). At the last place of their choice is the place where they live (15.5%).

fig. 6: Geographical identity		
<i>Geographical Item</i>	<i>1st Choice</i>	<i>2nd choice</i>
Place where you live	40.3%	15.5%
Region in which you live	10.0%	22.2%
Your country as whole (MNE)	28.3%	23.3%
Europe	11.1%	20.9%
World as whole	10.3%	18.2%

Montenegrin youth is most proud of (fig. 8) the Montenegrin history, Montenegrin achievements in the sport and cultural heritage and culture of Montenegro. Social security and social protection in Montenegro are at the last place. Young people are also not proud of the Possibility of making decision in politics in Montenegro, tolerance in the Montenegrin society and democratic institutions in Montenegro, as well as environment protection in Montenegro. Mean values (about 5), relate to the economic success of Montenegro, Montenegro's reputation in the world as well as the independence of Montenegro.

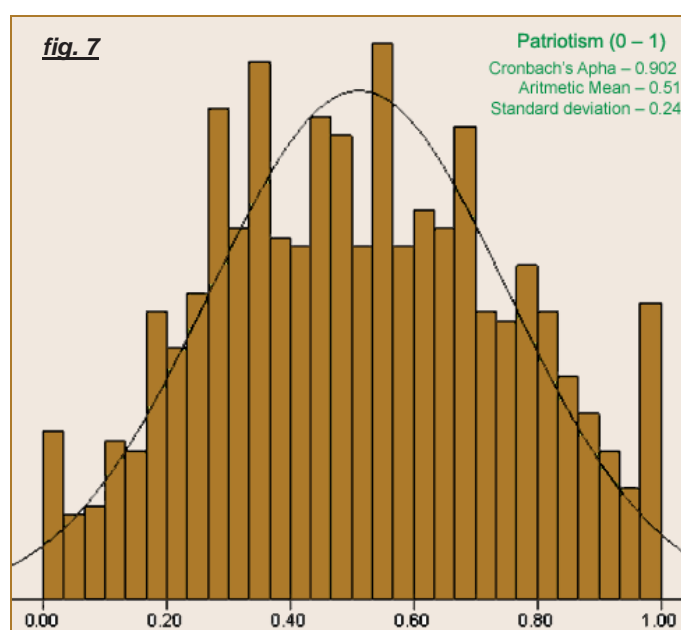


fig. 8: Patriotism
(mean ; 1 – not proud: 10 – proud)

Aspect/Attitude	N	Mean	Standard deviation
1. Montenegrin history	931	7.55	2.622
2. Democratic institutions in Montenegro	821	4.79	2.751
3. Economy successes of Montenegro	896	5.02	2.808
4. Social security and social welfare	923	4.52	2.767
5. Montenegrin sports successses	976	6.88	2.873
6. On Montenegrin independence	913	5.92	3.919
7. Possibilty of making decision in politics in Montenegro	848	4.73	3.313
8. Tolerance in Montenegrin society	894	4.77	2.960
9. Montenegrin respect in the world	921	5.37	3.149
10. Enviroment protection in the Montenegro	948	4.82	3.062
11. Culture and cultural inheritance in Montenegro	933	6.66	2.867

When it comes to IT literacy (fig. 9), measured usage of a personal computer, mobile phone, web browsing and email (fig. 10), it is at high level - 0.76 scale 0-1.

While regular use of mobile phones is extremely high, even 82.7% of young respondents regularly use mobile phone, usage of the Internet for e-mail among the same population is only 23.7%. Internet search is regularly used by 57.7% of the population, and PC by 50.9%.

Least regular is the usage of the Internet for electronic mail (18.1%).

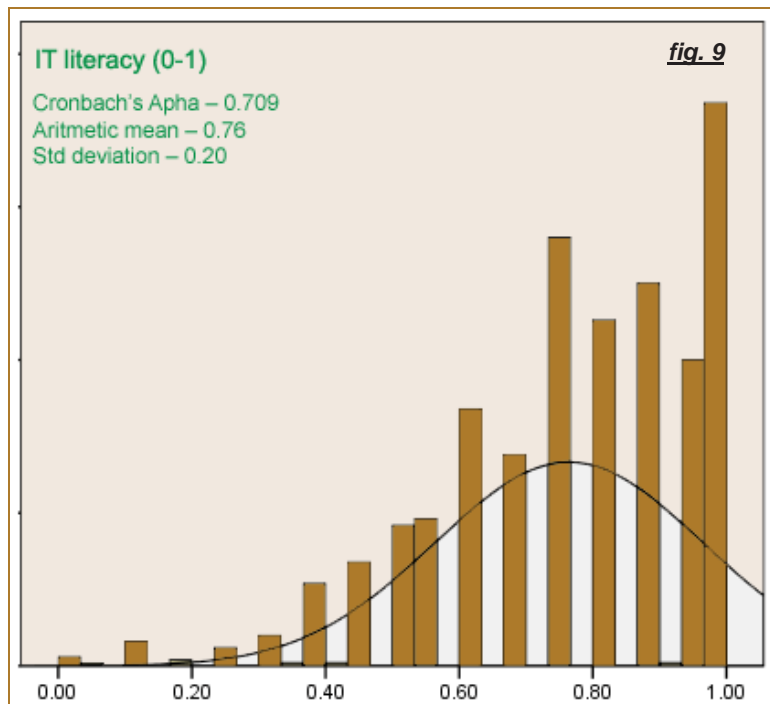
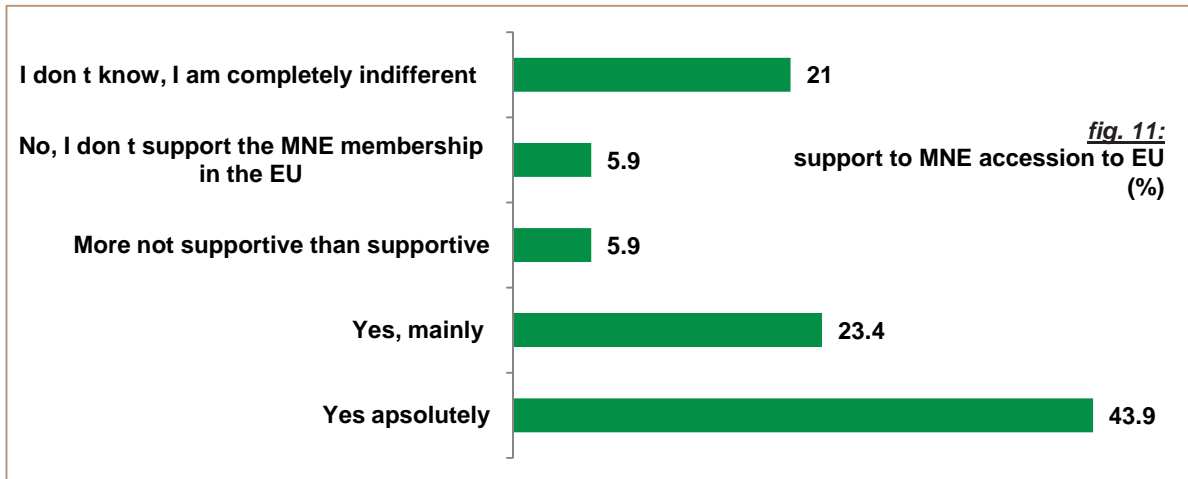


fig. 10: IT literacy

Use of	Use of	Use of	Use of	Use of	Use of
1. Personal Computer (PC)	4.3%	6.0%	12.0%	26.8%	50.9%
2. Cell phone	0.7%	2.1%	2.7%	11.8%	82.7%
3. Internet searching	1.9%	5.6%	10.9%	23.9%	57.7%
4. Internet for e-mail	18.1%	20.1%	22.6%	15.3%	23.7%

While 67.3% of young people in Montenegro support the accession of Montenegro to EU (43.9% absolutely, 23.4% mostly), 21% have no opinion about this question, or they don't care. As it can be seen, 11.8% of young people do not support Montenegro accessing EU, and in proportion: 5.9% absolutely do not support and is more not supportive than supportive, as shown at *fig. 11*.

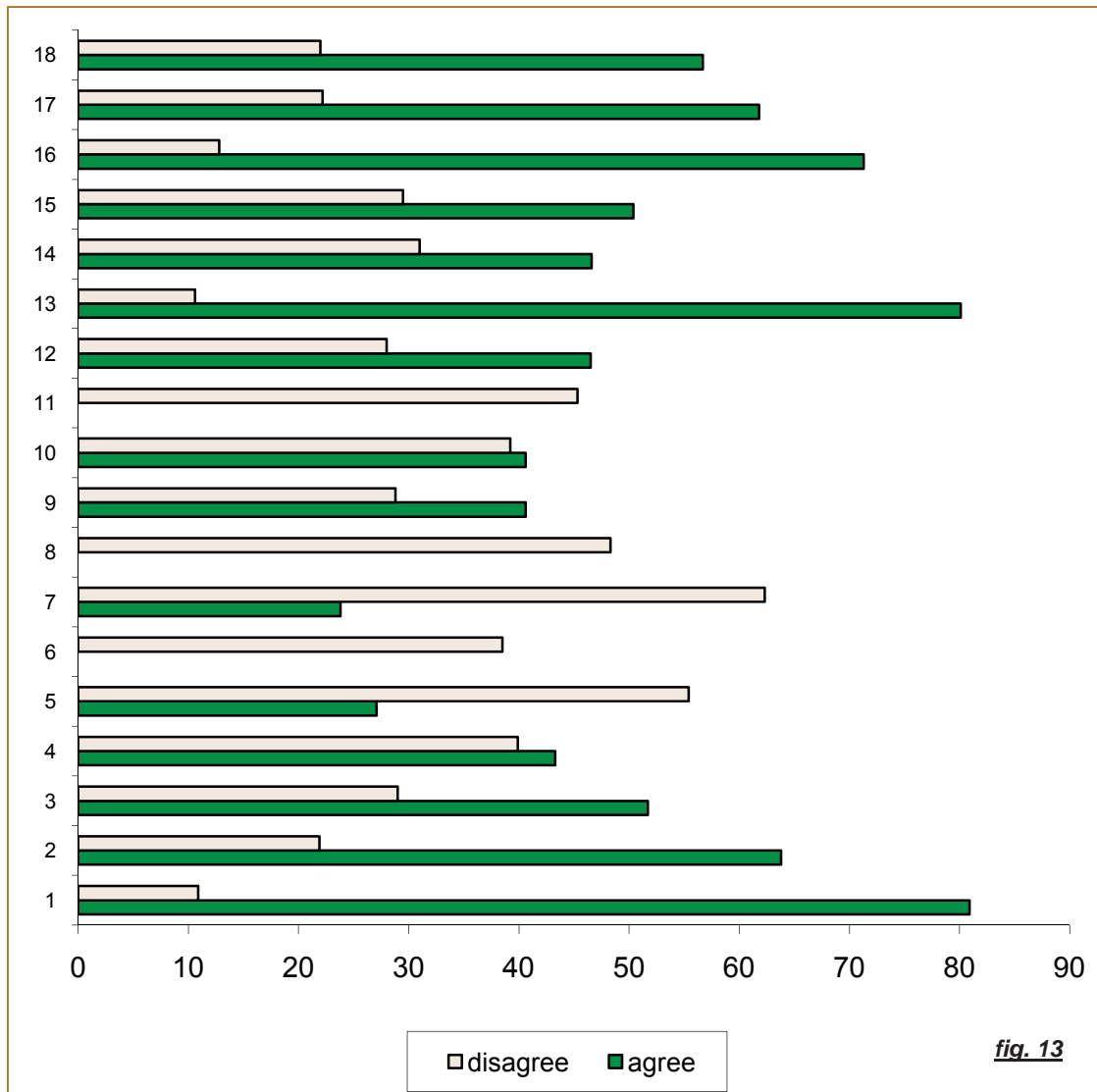


One of the important segments of the study was the examination of the attitudes of high school students about the EU. For attitudes testing were used assessment scales of ordinal type (Likert scales) with four levels of disagreement. Statements with reference scales were tested in the study of attitudes towards the EU (Besic - Miheljak, 2007). Methodologically, heterogeneity of statements/attitudes enables the formation of different structures of attitudes, which is particularly subject to our interests.

fig. 12: statements connected with EU & MNE accession to EU

Statements	I agree completely	I agree mostly	I don't agree mostly	I don't agree totally	Don't know
1. Unification of Europe will open huge possibilities for young people.	40.9	40.0	5.3	5.6	8.2
2. United Europe will ameliorate living conditions for all people long term.	26.1	37.7	13.2	8.7	14.2
3. People will understand each other better in the united Europe.	19.5	32.2	18.7	10.3	19.4
4. I don't think that the EU unification will have huge importance for me personally.	21.8	21.5	23.1	16.8	16.7
5. In united Europe, cultures will be so mixed that person will not know his roots.	14.3	12.8	17.7	37.7	17.5
6. In united Europe, it will be harder to find a job because of the greater competition.	16.8	21.7	22.3	20.9	18.3
7. Languages will mix gradually so no one will speak my language any more.	12.4	11.4	19.6	42.7	13.9
8. From the unification of the world economy only those who are powerful now will benefit.	26.6	21.7	17.1	12.3	22.2
9. Bigger and more complex are economical spaces, possibilities to realise my personal interest are stricter.	14.7	25.9	19.0	9.8	
10. European unification will have great impact on my life.	16.9	23.7	21.4	17.8	20.3
11. European unification will be cover for many people to realise their own interests.	19.7	25.6	17.5	8.1	29.1
12. Unified world economy can't function as individual interests of some states are too different.	20.2	26.3	18.4	9.6	25.5
13. In united Europe, young people will have chance to travel more freely through EU countries.	58.6	21.5	6.0	4.6	9.3
14. United Europe will guarantee peace and tranquillity in Balkans.	22.5	24.1	16.9	14.1	22.3
15. In United Europe, young people will be able to find job more easily.	22.9	27.5	19.4	10.1	20.1
16. Young people will be able to study in EU countries, if MNE access EU.	39.7	31.6	7.9	4.9	15.9
17. Young people of MNE will gain equal rights as their peers in EU, if MNE access EU	32.8	29.0	11.8	10.4	16.0
18. Diplomas gained in MNE will be internationally acknowledged in EU, if MNE access EU.	32.2	24.5	11.2	10.8	21.3

When it comes to first statements battery (fig. 12 i fig. 13), respondents mostly agree with first two statements, that are affirmative toward youth and EU. Furthermore, higher level of agreeing with statements is present when it comes to EU in affirmative way, rather than those that support euro-scepticism. Huge differences in agreeing or not with statements are correlating with sensitive relation of respondents with EU.

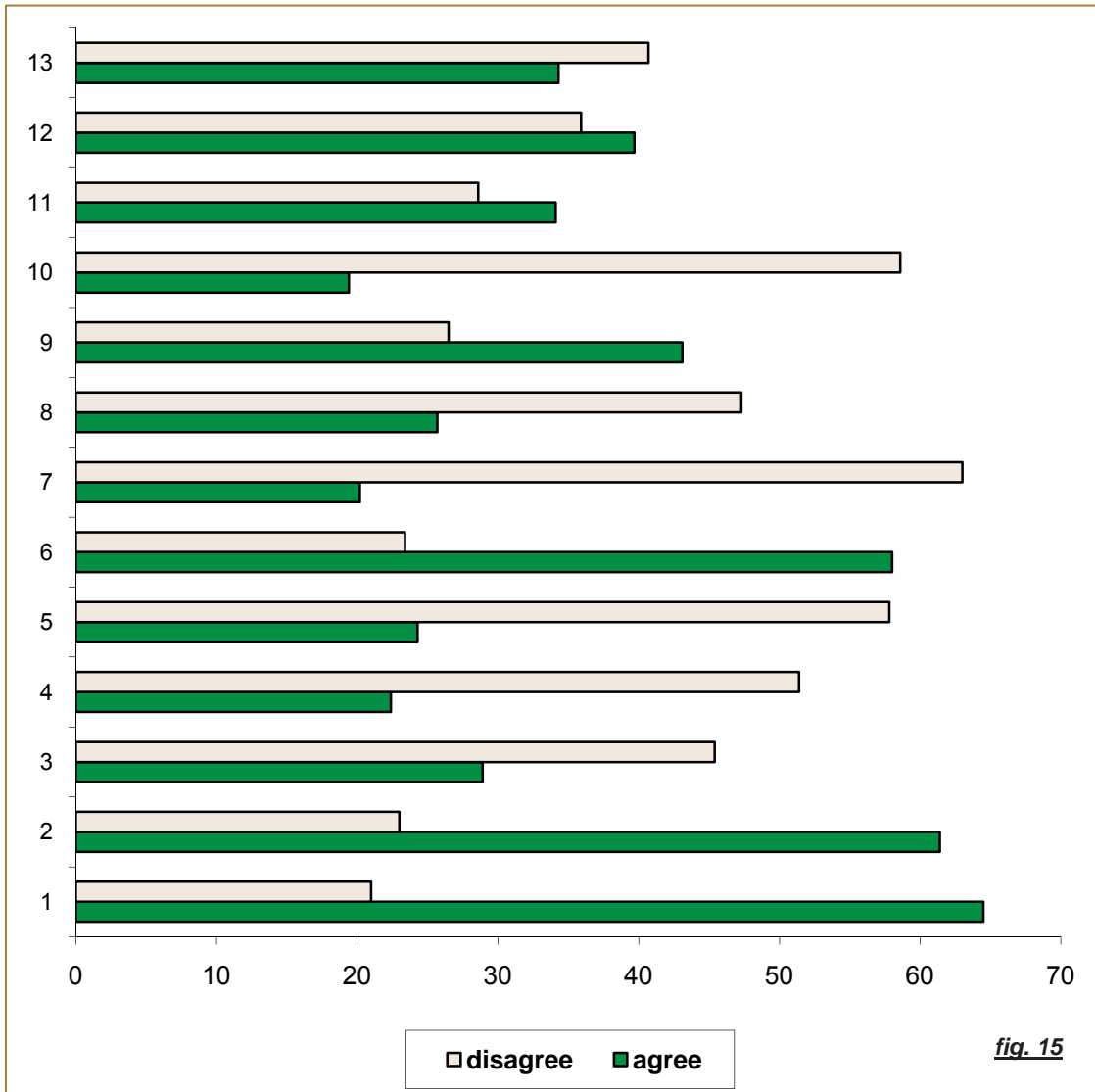


It is similar with second battery statements (fig. 14 and fig. 15). Biggest number of respondents agree with first two statements, but with first keeping realism in prognosticate political power of MNE when access EU; second one is representing explicit support to MNE access to EU. It means that among high school students there is more or less clear mind about some lacks that are following accession to EU.

Proof for this statement is a high degree of agreement with the statement "It would be better to use money supposed for adjustments to EU market to use to protect our own economy and agriculture". Also, it is the relatively high proportion of reviews of bureaucratization of the EU, which means that on some negative aspects of the EU functioning students have clear opinions.

fig. 14: statements regarding EU & NATO

Statements	I agree completely	I agree mostly	I don't agree mostly	I don't agree totally	Don't know
1. Small countries, like Montenegro, neither in the future or in the United Europe, will be completely equal with big countries.	40.2	24.3	13.1	7.9	14.4
2. I think that MNE should become EU state member as soon as possible.	33.7	27.7	12.5	10.5	15.6
3. I think that MNE should join NATO as soon as possible.	14.1	14.8	16.7	28.7	25.7
4. Montenegro would lose its painstakingly obtained independence by accessing EU.	10.2	12.2	21.4	30.0	26.2
5. For the future of Montenegro it is completely the same whether it will or won't become the member of the EU.	11.9	12.4	24.6	33.2	17.9
6. It would be better to use money supposed for adjustments to EU market to use to protect our own economy and agriculture.	35.8	22.2	13.9	9.5	18.5
7. Montenegro is economically developed enough to live without EU.	9.2	11.0	23.5	39.5	16.7
8. Independence is of bigger importance than all possible benefits obtained by joining the EU for Montenegro.	14.3	11.4	18.9	28.4	27.0
9. EU is huge bureaucracy with lots of money being spent on it.	20.9	22.2	15.7	10.8	30.4
10. By accessing EU, MNE will lose its cultural identity.	8.9	10.5	23.3	35.3	21.9
11. By accessing EU, brain-drain is enforced with borders open.	16.4	17.7	16.0	12.6	37.3
12. By accessing EU, MNE independence in deciding about its future is reduced.	17.2	22.5	19.7	16.2	24.4
13. By accessing EU, concurrency is strengthened and finding job harder than it is.	17.0	17.3	21.3	19.4	25.1



Much more significant than the percentage of disagreeing with specific statements is statement structure. For this purpose factor analysis with Varimax rotation has been used. *Communalities* show that all attitudes which were the subject of research have their place in the structure of attitudes (fig. 16). The analysis further indicates that there is seven-structured attitudes, which take 61.3% of the total variance (fig. 17 and fig. 18).

fig. 16

	Inicijalno	Ekstrakcija
Unification of Europe will open huge possibilities for young people.	1.000	.618
United Europe will ameliorate living conditions for all people long term.	1.000	.614
People will understand each other better in the united Europe.	1.000	.548
I don't think that the EU unification will have huge importance for me personally.	1.000	.636
In united Europe, cultures will be so mixed that person will not know his roots.	1.000	.707
In united Europe, it will be harder to find a job because of the greater competition.	1.000	.584
Cultures will mix gradually so no one will speak my language any more.	1.000	.644
From the unification of the world economy only those who are powerful now will benefit.	1.000	.618
Bigger and more complex are economical spaces, possibilities to realise my personal interest are stricter.	1.000	.651
European unification will have great impact on my life.	1.000	.692
European unification will be cover for many people to realise their own interests.	1.000	.558
Unified world economy can't function as individual interests of some states are too different.	1.000	.472
In united Europe, young people will have chance to travel more freely through EU countries.	1.000	.605
United Europe will guarantee peace and tranquillity in Balkans.	1.000	.658
In United Europe, young people will be able to find job more easily.	1.000	.682
Young people will be able to study in EU countries, if MNE access EU.	1.000	.638
Young people of MNE will gain equal rights as their peers in EU, if MNE access EU	1.000	.694
Diplomas gained in MNE will be internationally acknowledged in EU, if MNE access EU.	1.000	.650
Small countries, like Montenegro, neither in the future or in the United Europe, will be completely equal with big countries.	1.000	.624
I think that MNE should become EU state member as soon as possible.	1.000	.624
I think that MNE should join NATO as soon as possible.	1.000	.624
Montenegro would lose its painstakingly obtained independence by accessing EU.	1.000	.530
For the future of Montenegro it is completely the same whether it will or won't become the member of the EU.	1.000	.572
It would be better to use money supposed for adjustments to EU market to use to protect our own economy and agriculture.	1.000	.620
Montenegro is economically developed enough to live without EU.	1.000	.659
Independence is of bigger importance than all possible benefits obtained by joining the EU for Montenegro.	1.000	.568
EU is huge bureaucracy with lots of money being spent on it.	1.000	.550
By accessing EU, MNE will lose its cultural identity.	1.000	.638
By accessing EU, brain-drain is enforced with borders open.	1.000	.518
By accessing EU, MNE independence in deciding about its future is reduced.	1.000	.625
By accessing EU, concurrency is strengthened and finding job harder than it is.	1.000	.592

fig. 17: Percent of explained variance

Component	Initial eigenvalues			rotated sum of square VARIMAX ROTATION		
	Total	% variance	Cumulative %	Total	% variance	Cumulative %
1	7.724	24.916	24.916	5.520	17.805	17.805
2	4.399	14.191	39.107	4.402	14.199	32.005
3	2.148	6.929	46.036	2.758	8.896	40.901
4	1.374	4.433	50.469	2.214	7.142	48.043
5	1.174	3.788	54.256	1.453	4.688	52.731
6	1.122	3.619	57.875	1.414	4.562	57.293
7	1.072	3.459	61.334	1.253	4.041	61.334

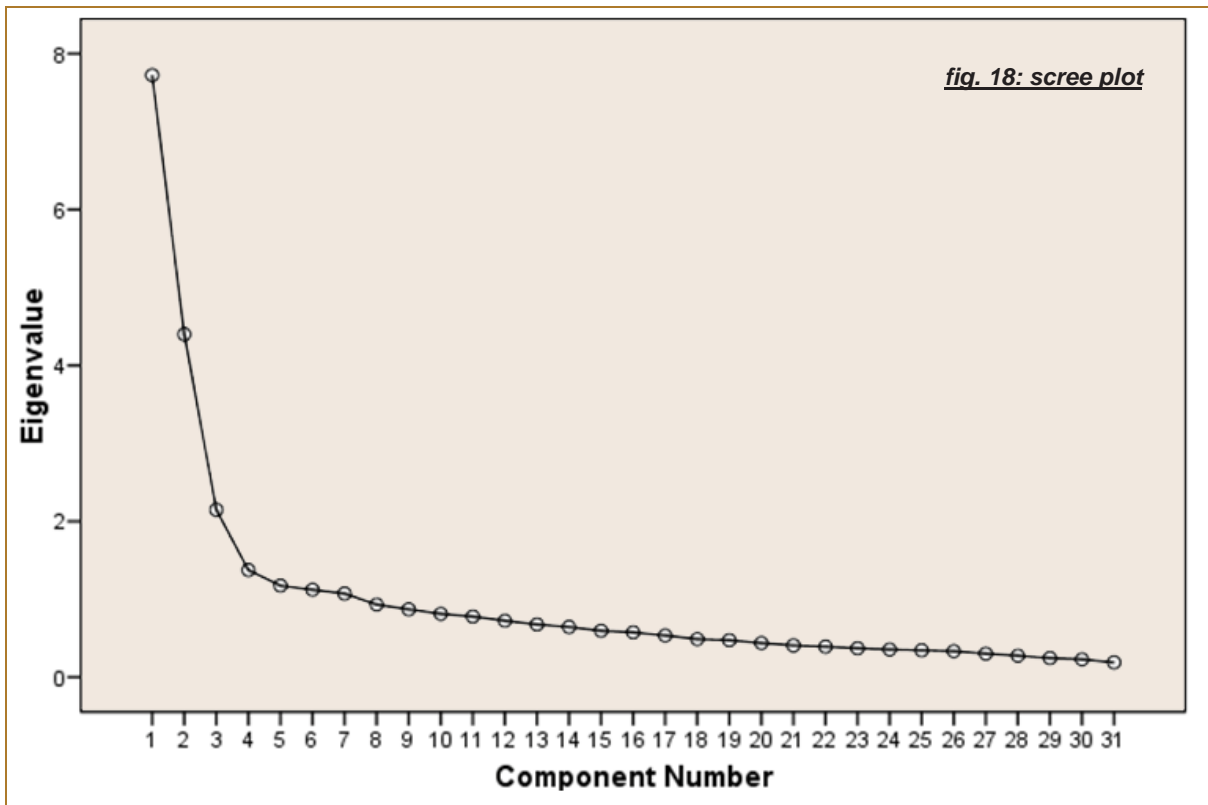


fig. 19

	Component *						
	1	2	3	4	5	6	7
Unification of Europe will open huge possibilities for young people.	.634	-.070	-.199	-.166	.102	-.094	.354
United Europe will ameliorate living conditions for all people long term.	.641	-.120	-.010	-.059	.371	-.037	.214
People will understand each other better in the united Europe.	.661	-.155	.035	.225	.173	-.077	.013
I don't think that the EU unification will have huge importance for me personally.	.003	.233	.129	.556	.040	-.450	-.227
In united Europe, cultures will be so mixed that person will not know his roots.	-.215	.232	.141	.753	-.042	.112	.074
In united Europe, it will be harder to find a job because of the greater competition.	.016	.521	.121	.536	.010	-.081	.068
Cultures will mix gradually so no one will speak my language any more.	-.132	.170	.256	.650	-.067	.084	.313
From the unification of the world economy only those who are powerful now will benefit.	-.076	.589	-.068	.262	-.332	-.204	.199
Bigger and more complex are economical spaces, possibilities to realise my personal interest are stricter.	.083	.138	.205	.245	.016	.146	.708
European unification will have great impact on my life.	.328	.040	-.060	.070	.097	.739	.136
European unification will be cover for many people to realise their own interests.	.129	.626	-.062	.271	-.137	.232	-.003
Unified world economy can't function as individual interests of some states are too different.	-.065	.597	-.152	.228	-.189	.000	-.007
In united Europe, young people will have chance to travel more freely through EU countries.	.682	.171	-.238	-.091	-.204	-.060	-.025
United Europe will guarantee peace and tranquillity in Balkans.	.769	-.132	.070	.040	.119	.166	.029
In United Europe, young people will be able to find job more easily.	.690	-.190	-.027	-.108	-.062	.388	-.050
Young people will be able to study in EU countries, if MNE access EU.	.782	.023	-.085	-.062	-.040	.090	-.077
Young people of MNE will gain equal rights as their peers in EU, if MNE access EU	.789	-.125	.056	-.155	.006	.165	-.031
Diplomas gained in MNE will be internationally acknowledged in EU, if MNE access EU.	.753	-.108	.186	-.079	.138	.100	-.035
Small countries, like Montenegro, neither in the future or in the United Europe, will be completely equal with big countries.	-.125	.496	-.157	-.033	-.197	-.447	.313
I think that MNE should become EU state member as soon as possible.	.582	-.127	-.220	-.131	.452	.013	.005
I think that MNE should join NATO as soon as possible.	.410	-.048	.043	-.010	.665	.099	-.015
Montenegro would lose its painstakingly obtained independence by accessing EU.	-.099	.475	.401	-.005	.323	.019	.173
For the future of Montenegro it is completely the same whether it will or won't become the member of the EU.	-.038	.336	.549	.290	-.047	-.086	-.249
It would be better to use money supposed for adjustments to EU market to use to protect our own economy and agriculture.	.013	.521	.434	.009	-.384	-.106	.046
Montenegro is economically developed enough to live without EU.	-.061	.046	.787	.102	-.118	-.006	.102
Independence is of bigger importance than all possible benefits obtained by joining the EU for Montenegro.	.142	.024	.727	.068	.101	-.024	.064
EU is huge bureaucracy with lots of money being spent on it.	-.140	.673	.258	.010	.054	-.041	.082
By accessing EU, MNE will lose its cultural identity.	-.252	.393	.594	.232	.086	.075	.027
By accessing EU, brain-drain is enforced with borders open.	-.114	.597	.155	.141	.080	.094	-.298
By accessing EU, MNE independence in deciding about its future is reduced.	-.164	.712	.277	.022	-.043	-.095	-.053
By accessing EU, concurrency is strengthened and finding job harder than it is.	-.228	.614	.156	.195	.176	-.158	.212

Having analyzed statements structures, we have identified further factors/attitudes:

- Pro-European attitude,
- Anti-global euro-scepticism,
- Non-European statism,
- Cultural ethnocentrism,
- NATO,
- Benovolent attitude,
- Non-interpretable.

Thus, we can say that we have 4 interperatabe attitudes:

- Pro-European attitude,
- Anti-global euro-scepticism,
- Non-European statism,
- Cultural ethnocentrism.

Pro-European attitude comprises of further statements:

- Unification of Europe will open huge possibilities for young people.
- United Europe will ameliorate living conditions for all people long term.
- People will understand each other better in the united Europe.
- In united Europe, young people will have chance to travel more freely through EU countries.
- United Europe will guarantee peace and tranquillity in Balkans.
- In United Europe, young people will be able to find job more easily.
- Young people will be able to study in EU countries, if MNE access EU.
- Young people of MNE will gain equal rights as their peers in EU, if MNE access EU.
- Diplomas gained in MNE will be internationally acknowledged in EU, if MNE access EU.
- I think that MNE should become EU state member as soon as possible.

Anti-global euro-scepticism attitude comprises of further statements:

- From the unification of the world economy only those who are powerful now will benefit.
- European unification will be cover for many people to realise their own interests.
- Unified world economy can't function as individual interests of some states are too different.
- Small countries, like Montenegro , neither in the future or in the United Europe, will be completely equal with big countries
- It would be better to use money supposed for adjustments to EU market to use to protect our own economy.
- EU is huge bureaucracy with lots of money being spent on it.
- By accessing EU, brain-drain is enforced with borders open.
- By accessing EU, MNE independence in deciding about its future is reduced.
- By accessing EU, concurrency is strengthened and finding job harder than it is.

Non-European statism comprises of further statements:

- For the future of Montenegro it is completely the same whether it will or won't become the member of the EU.
- Montenegro is economicly developed enough to live without EU.
- Independence is of bigger importace than all possible benefits obtained by joining the EU for Montenegro.
- By accessing EU, MNE will loose its cultural identity.

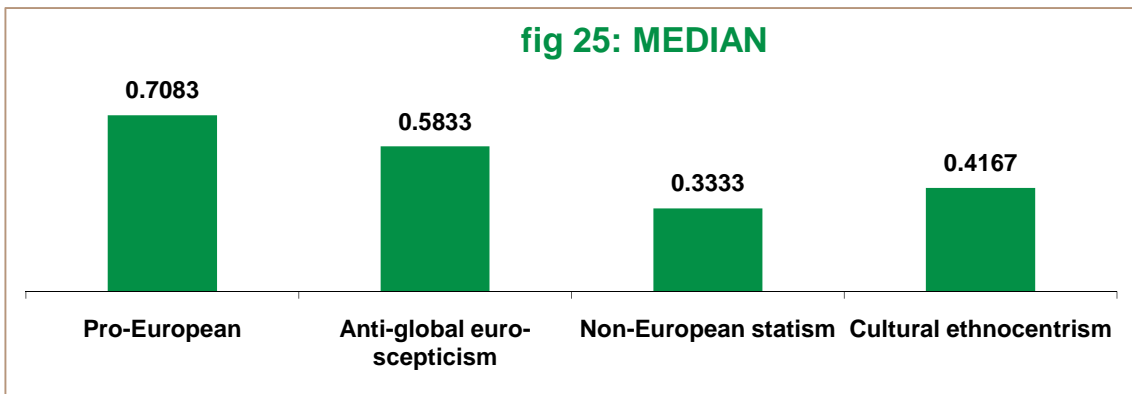
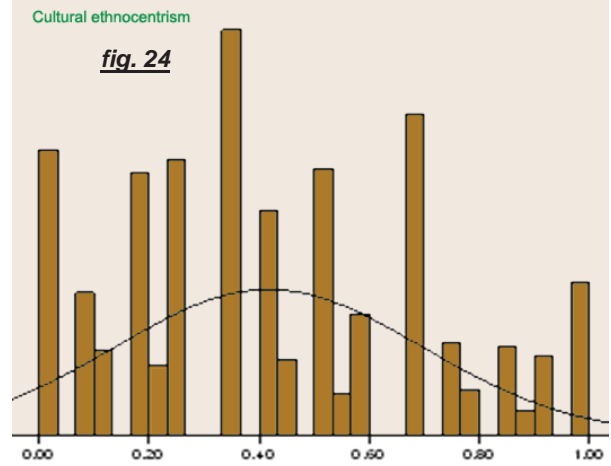
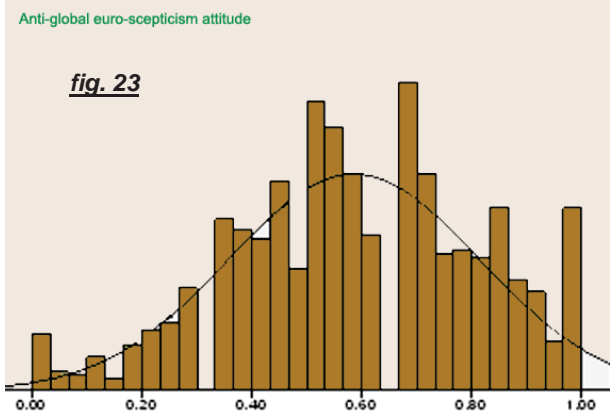
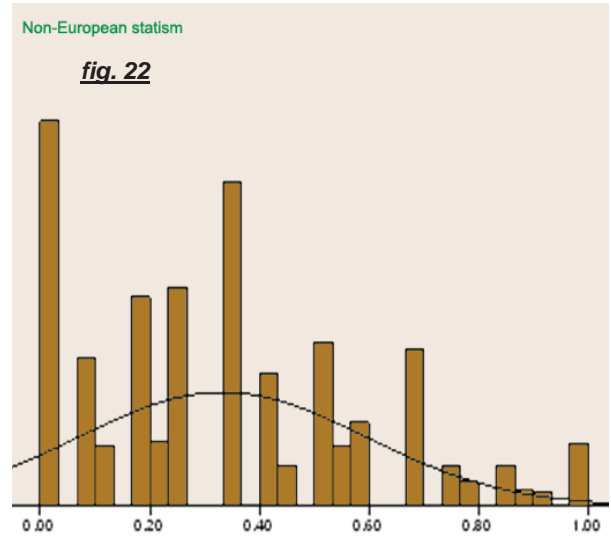
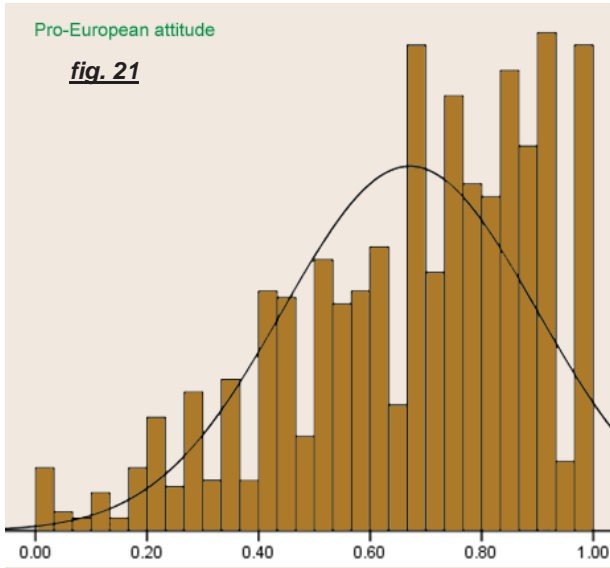
Cultural ethnocentrism comprises of further statements :

- I don't think that the EU unification will have huge importance for me personally.
- In united Europe, cultures will be so mixed that person will not know his roots.
- In united Europe, it will be harder to find a job because of the greater competition.
- Languages will mix gradually so no one will speak my language any more.

It is important to note that there is a clear Pro-European attitude, but at the same time euroscepticism appears in several forms that we identified as Anti-global euro-scepticism attitude, Non-European statism and Cultural ethnocentrism. At fig. 20-25 we can see the basic parameters of the four identified attitudes. Based on these data it is clear that the Pro-European attitude (0.71) is more present at high school students than other three forms of euro-scepticism. But comparatively, it should be noted that among high school students at a large extent Anti-global attitude (0.58) is present, and we have relatively high value of cultural ethnocentrism (0.42). Non-European statism is significantly less present at our respondents (0.33).

fig. 20: Statistics of 4 structured attitudes – 0 (min) do 1 (max)

	Pro-European attitude	Anti-global euro-scepticism	Non-European statism	Cultural ethnocentrism
N	988	976	935	965
Mean		.5857	.3323	.4175
Median		.5833	.3333	.4167
Standard Deviation		.22827	.26244	.27887



Furthermore, based on correlation analysis (correlation) between the four structured attitudes (fig. 26), we can see the negative, but not significantly high correlation between pro-European attitude and three types of euro-scepticism.

What is also interesting is the fact that there is a correlation between patriotism and pro-European attitude, which means that patriotism is not limiting pro-European orientation of young people.

Furthermore, it is interesting that the anti-global euro-scepticism attitude correlate with Non-European statism and with cultural ethnocentrism, while the correlation between the latter two is not very stressed.

However, it can be concluded that between the three forms of euro-scepticism there is a connection.

Finally, it is interesting that none of the attitudes correlate with the IT literacy of high school students.

fig. 26	Pro-European attitude	Anti-global euro-scepticism attitude	Non-European statism	Cultural ethnocentrism	Patriotism	IT literacy
Pro-European attitude	1	-.265**	-.245**	-.235**	.444**	.075*
Anti-global euro-scepticism attitude		1	.430**	.493**	-.275**	-.060
Non-European statism			1	.373**	-.047	-.080*
Cultural ethnocentrism				1	-.216**	-.107**
Patriotism					1	.082**
IT literacy						1

** p < 0.01

* p < 0.05

Analyzing factors that attitudes may depend on, for each of the identified factors, we performed ANOVA analysis and OLS regression.

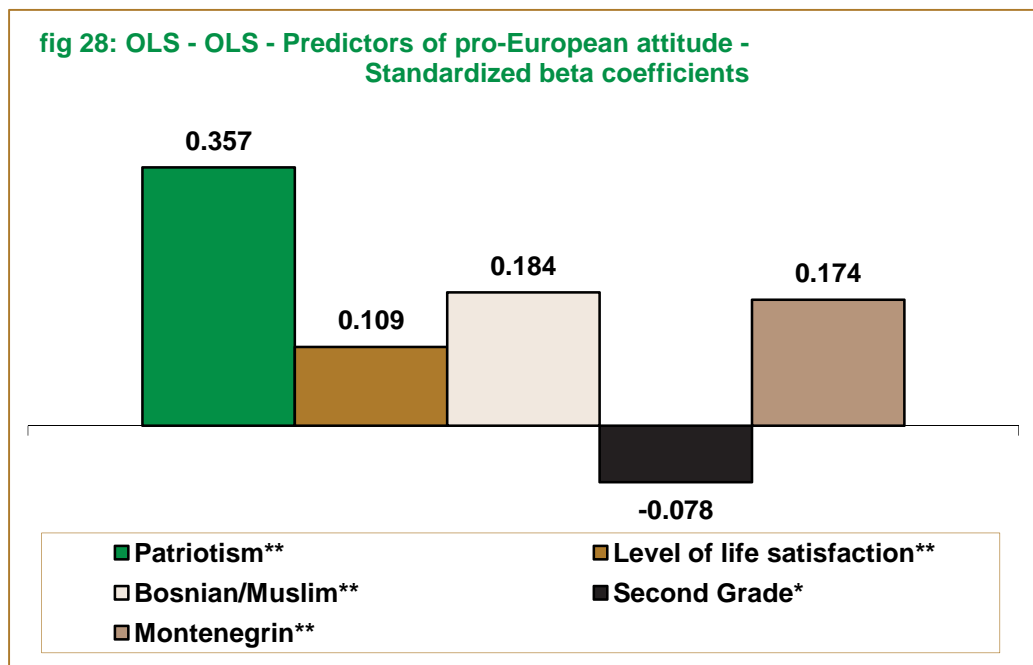
When it comes to the Pro-European attitude at the level of individual variables, we can conclude the following (fig. 27):

- Female high school students are more Pro-European oriented than males.
- Younger they are, high school students tend to be more Pro-European oriented.
- Bosnian/Muslims are more Pro-European oriented than Albanians and Montenegrins, those stated to be Serbs are least Pro-European oriented.
- Pro-European attitude is more present at high school students that live in town, more than if they live in suburbs and much more than if they live at village.
- More they are good students, more they are Pro-European oriented.

fig. 27	VAR	Median	N	Standard Deviation
Gender	Male	.6833	400	.23087
	Female	.7222	587	.22457
Grade	1 st	.7454	230	.22235
	2 nd	.7333	286	.22405
	3 rd	.6667	263	.23804
	4 th	.6667	209	.22045
Nationality	Montenegrin	.7667	471	.19981
	Serb	.5833	338	.24122
	Albanian	.7500	27	.27081
	Bosnian	.8148	103	.14439
Living in	Town	.7143	589	.21957
	Suburb	.7083	281	.22937
	Village	.6852	114	.26013
Marks	Satisfactory	.5167	32	.28410
	Good	.6667	210	.24080
	Very good	.7333	331	.21393
	Excellent	.7333	380	.21861

After regression analyzes (fig. 28), we can quite certainly we can say:

- More patriotism high school students feel, more pro-European attitude they will have.
- If high school students are Bosnian/Muslims or Montenegrins, it is highly likely they will have pro-European attitude.
- If high school students attend 2nd grade, it is less likely to have pro-European attitude.
- More high school students are satisfied with their life; it is more likely to be pro-European oriented.



** p < 0.01 * p < 0.05

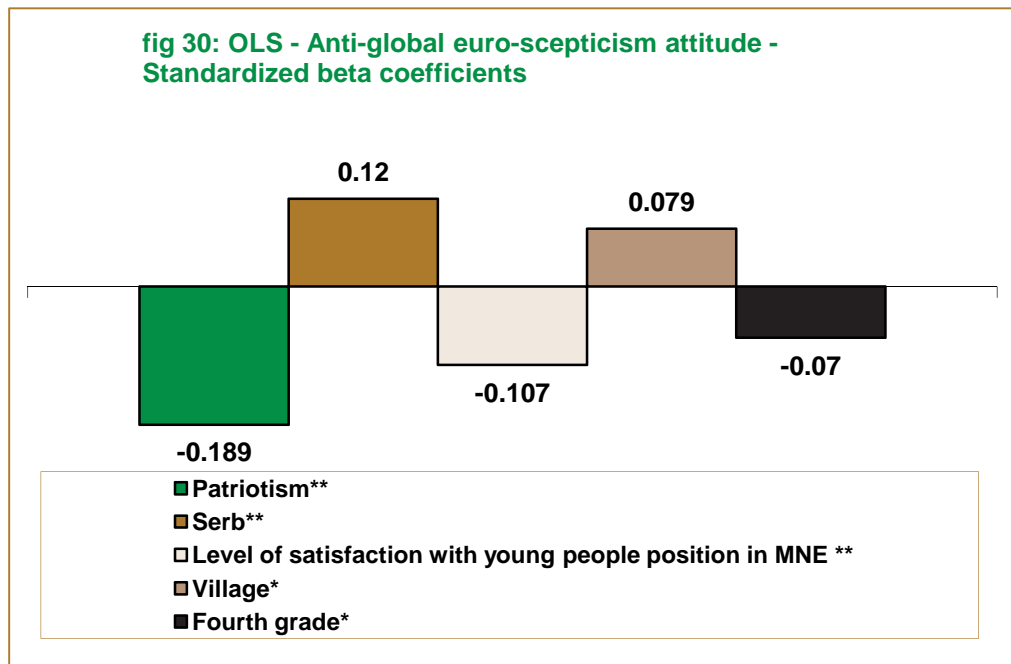
Looking at Anti-global euro-scepticism attitude, we can conclude the following (fig. 29):

- Both male and female high school students equally show Anti-global euro-scepticism attitude.
- Highest level of Anti-global euro-scepticism attitude we measure within high school students of third grade.
- High school students of Serbian nationality are mostly Anti-globally euro-sceptical oriented.
- Comparatively, within high school students from village we measure highest level of Anti-global euro-scepticism attitude.
- High school students with good marks mostly of Anti-global euro-scepticism orientation.

fig. 29	VAR	Median	N	Standard Deviation
Gender	Male	.5833	397	.21754
	Female	.5714	578	.23527
Grade	1 st	.5833	224	.22701
	2 nd	.5714	284	.23049
	3 rd	.6111	261	.23434
	4 th	.5556	207	.21711
Nationality	Montenegrin	.5417	465	.21696
	Serb	.6667	332	.22840
	Albanian	.5833	27	.26233
	Bosnian	.5238	103	.20442
Living in	Town	.5556	582	.22031
	Suburb	.5926	277	.23590
	Village	.6667	113	.24000
Marks	Satisfactory	.5000	31	.28854
	Good	.6481	206	.22070
	Very good	.5833	327	.22186
	Excellent	.5556	377	.23231

With regression analyzes (fig. 30) we concluded:

- If high school students are not patriotically oriented, it is higher possibility to have Anti-global euro-scepticism attitude.
- If they are Serbs, it is higher possibility to have Anti-global euro-scepticism attitude.
- If they are not satisfied with position of young people in Montenegro, it is higher possibility to have Anti-global euro-scepticism attitude.
- If they live at village, it is higher possibility to have Anti-global euro-scepticism attitude.
- If they are fourth grade, it is less likely to have Anti-global euro-scepticism attitude.



** p < 0.01 * p < 0.05

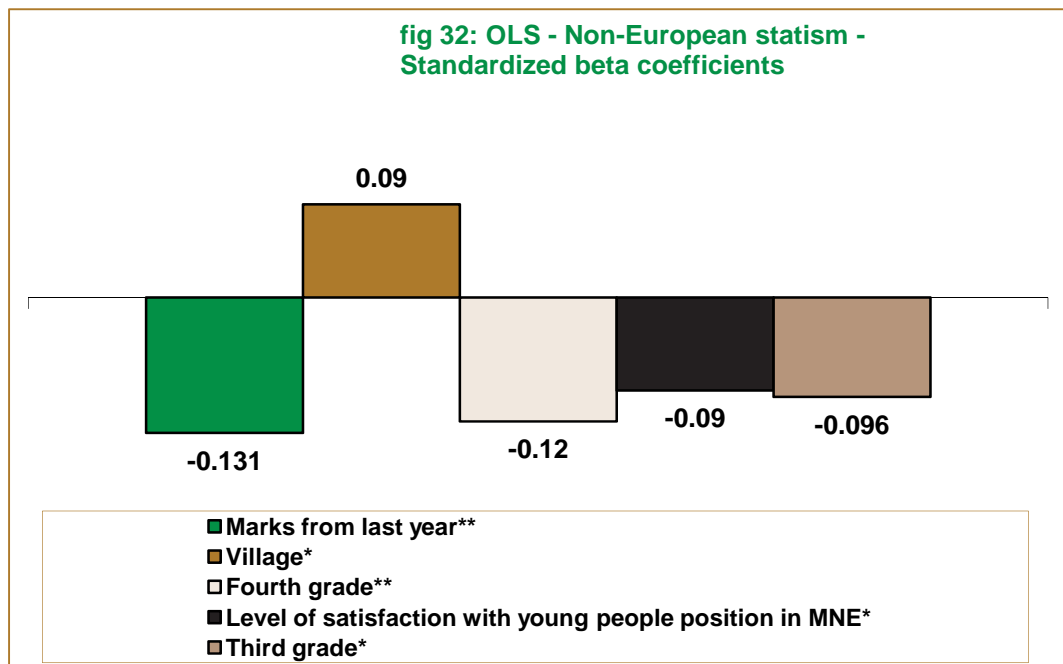
Looking at individual variables and their influence on Non-European statism we conclude (fig. 29):

- Non-European statism is more present with male than female high school students.
- Those at fourth grade are less exposed to Non-European statism than high school students from other grades.
- The lowest level of Non-European statism we measure with Bosnians/Muslims and highest with Albanians.
- Non-European statism is most present with high school students that live at village.
- Better marks they have, Non-European statism is less seen with students.

fig. 31	VAR	Median	N	Standard Deviation
Gender	Male	.3333	381	.27698
	Female	.2500	553	.25117
Grade	1 st	.3333	211	.26432
	2 nd	.3333	276	.26381
	3 rd	.3333	252	.26591
	4 th	.2500	196	.25340
Nationality	Montenegrin	.3333	447	.25344
	Serb	.3333	321	.26915
	Albanian	.3889	22	.31317
	Bosnian	.2500	99	.26377
Living in	Town	.3333	560	.25014
	Suburb	.2500	267	.26938
	Village	.3750	104	.29544
Marks	Satisfactory	.5000	29	.31597
	Good	.3333	196	.26770
	Very good	.3333	311	.26656
	Excellent	.2500	366	.24317

With regression analyzes (fig. 32) we concluded:

- Worse marks they have, more likely they will have Non-European statism attitude.
- If high school students live at village, it is more likely they will have Non-European statism attitude.
- If high school students are third or fourth grade, it is less likely they will have Non-European statism attitude.
- If they are not satisfied with young people position in MNE, it is more likely they will have Non-European statism attitude.



** p < 0.01 * p < 0.05

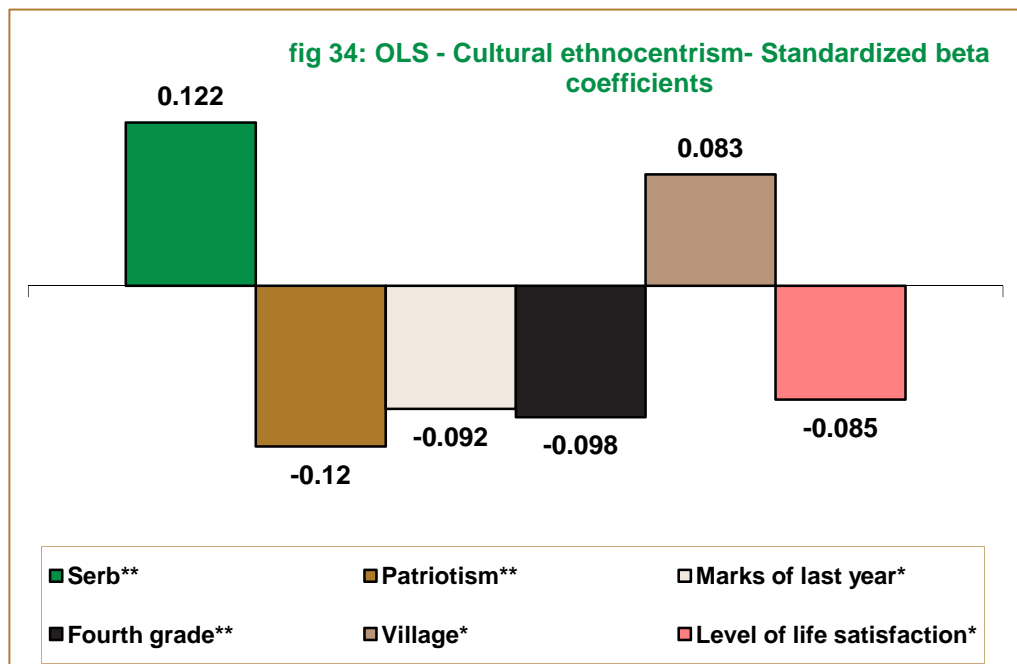
When it is about cultural ethnocentrism (fig. 33), we concluded by individual variables analyzes:

- Females are more culturally ethnocentric than males.
- High school students of first and third grade are more culturally ethnocentric than those at second and fourth grade.
- Highest level of cultural ethnocentrism we measure with Serbs, and lowest with Montenegrins and Bosnians/Muslims.
- Students that live at village are more culturally ethnocentric than those that live in suburbs, especially than those that live in town.
- High school students with good and very good marks are more culturally ethnocentric than those with satisfactory and excellent marks.

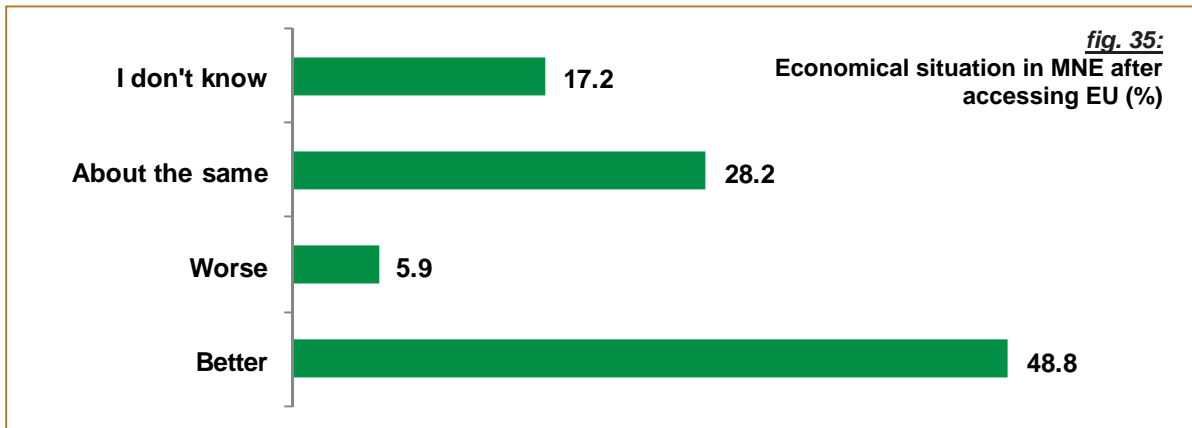
fig. 33	VAR	Median	N	Standardna devijacija
Gender	Male	.3333	397	.27688
	Female	.4167	567	.28073
Grade	1 st	.4167	222	.26308
	2 nd	.3333	279	.28441
	3 rd	.4167	259	.28642
	4 th	.3333	205	.27647
Nationality	Montenegrin	.3333	459	.26219
	Serb	.5000	330	.29432
	Albanian	.4167	27	.27985
	Bosnian	.3333	102	.25680
Living in	Town	.3333	574	.27178
	Suburb	.4167	277	.28462
	Village	.5000	110	.28733
Marks	Satisfactory	.3333	32	.32325
	Good	.4167	203	.26098
	Very good	.4167	320	.28246
	Excellent	.3333	377	.27808

With regression analyzes (fig. 34) we concluded:

- If high school students are Serbs, it is more likely they will be culturally ethnocentric.
- If they are less patriotically oriented, it is more likely they will be culturally ethnocentric.
- Worse marks they have, it is more likely they will be culturally ethnocentric.
- If they are fourth grade, it is less likely they will be culturally ethnocentric.
- If they live at village, it is more likely they will be culturally ethnocentric.
- If they are not satisfied with their lives, it is more likely they will be culturally ethnocentric.



Economic situation in Montenegro, after joining the EU will be better than the present one is opinion of 48.8% young respondents. While only 5.9% thought it would be worse, 28.2% believes that it will be about the same as now. Almost a fifth of respondents or 17.2% have no opinion or do not know how accession will impact on the Montenegrin economy and as shown (fig. 35).



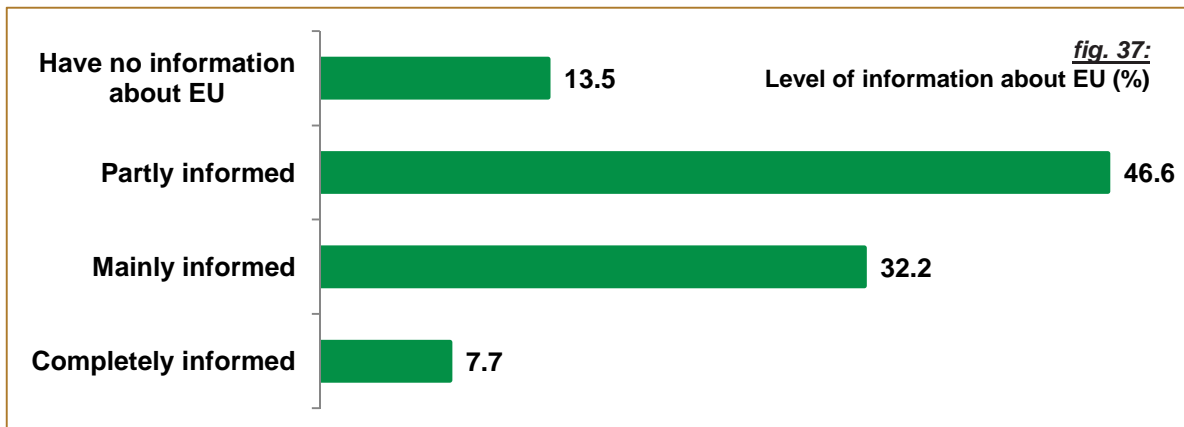
Montenegro's entry into the EU would in terms of young people benefit according to 65.2% respondents. That there would be no changes or do not know whether any changes might happen think 13.7% and 13% of respondents. This step would mean the loss of youth, said 8%.

In general, young people think the entry of Montenegro in the EU will bring benefits (fig. 36), particularly when it comes to different groups - which correspond to the responses of a better economic situation when Montenegro joins the EU. Least number of them thinks that pensioners will benefit - 28.7%. On the other hand, the biggest loss would suffer employed in small enterprises – as said by 16.9% of students, while 15.4% of them thought the same for the private firms/entrepreneurs. Montenegro's entry into the EU will not cause any change among pensioners, as said by 38.3% respondents. An interesting fact is that nearly a fifth of respondents, or more, does not know what impact will have accession on all listed categories.

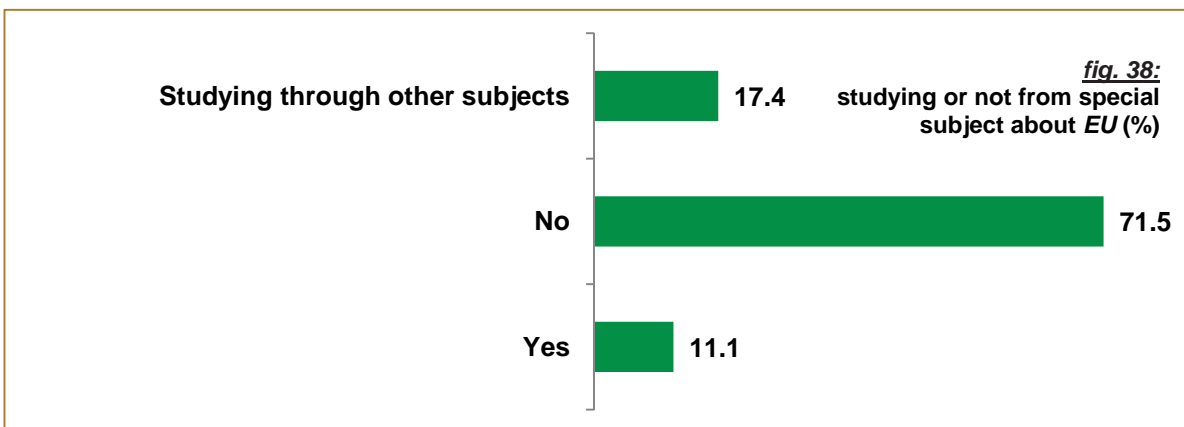
fig. 36: How would the Montenegrin integrity into EU make influence on each of the listed groups of citizens?

	Loss	No changes	Benefits	Don't know
1. Pensioners	9.4	38.3	28.7	23.5
2. Employed in small enterprises	16.9	30.5	31.9	20.8
3. Young people	8.0	13.7	65.2	13.0
4. Unemployed	12.6	20.0	48.6	18.9
5. Agricultural workers	13.9	27.2	36.5	22.3
6. Employed in companies/big enterprises	6.5	20.8	54.4	18.4
7. Employed in public service	6.9	24.5	47.7	21.0
8. Self-employed/Entrepreneurs	15.4	20.9	39.6	24.1

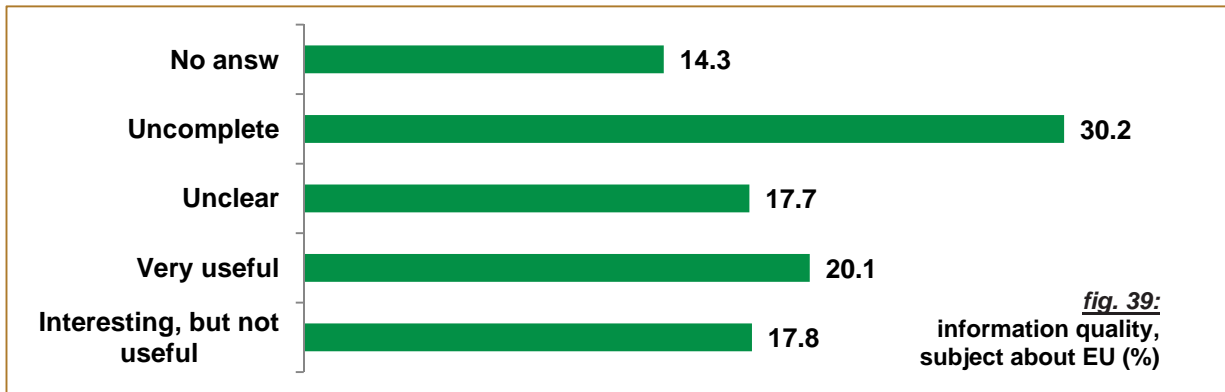
A high percentage of "undecided" responses or answers in the category "not know" from the previous two questions could be linked to the incomplete knowledge of young people when it comes to the EU (fig. 37). As for that, only 7.7% of them is fully informed, the largest group are those who have certain information: as mostly informed 32.2% of them were declared, and partially informed 46.6% - a total of 78.8% of young people or more than 3/4. Compared to those who are fully informed, the number of those who have no information about the EU is almost twice bigger (13.5% respondents).



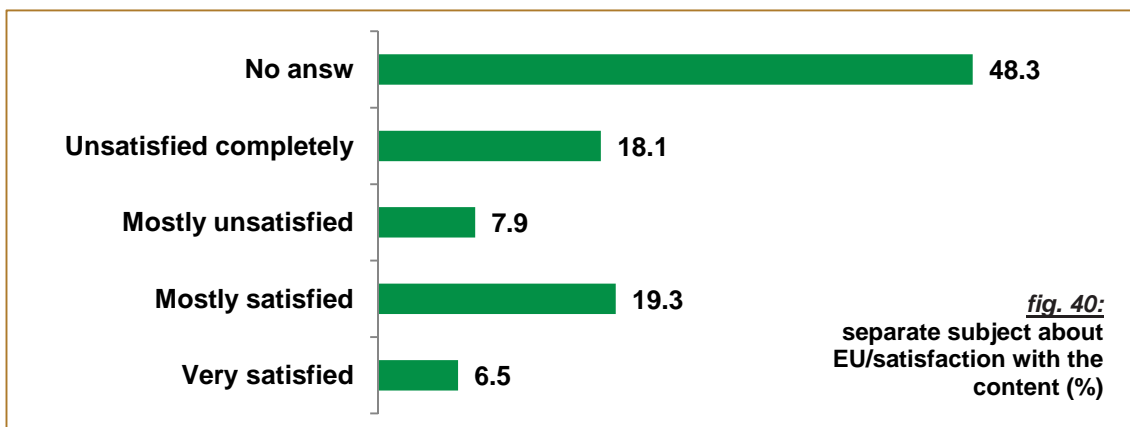
Further elaboration of information issue showed that only a little more than a quarter of young people learn in school about the EU, with 17.4% of them learning as part of other subjects. As it is further seen from fig. 38, 71.5% of young people do not learn about the EU from a separate subject.



The information they receive in the school as part of EU subject (fig. 39) young people assessed primarily as incomplete (30.2%). Also it is interesting the division of youth when it comes to the usefulness of the same: 20.1% of them considered it useful, at the same time, 17.8% of young people see these information as interesting but not very useful. Almost the same number of young people, 17.7% of them assessed information unclear; 14.3% of them no answer to this question.



We have asked young people at what extent they are satisfied with the content of lectures about the EU, if they have a special subject (fig. 40). While almost half of respondents had no answer to this question - 48.3%, the other half is divided between satisfaction (25.8%) and dissatisfaction (26%). Among young people who are satisfied with the content there are significantly more people who are generally satisfied (19.3%) compared to those who are very satisfied (6.5%). In contrast, among those who are dissatisfied there are significantly more young people fully unsatisfied (18.1%) than those who are mostly unsatisfied (7.9%).

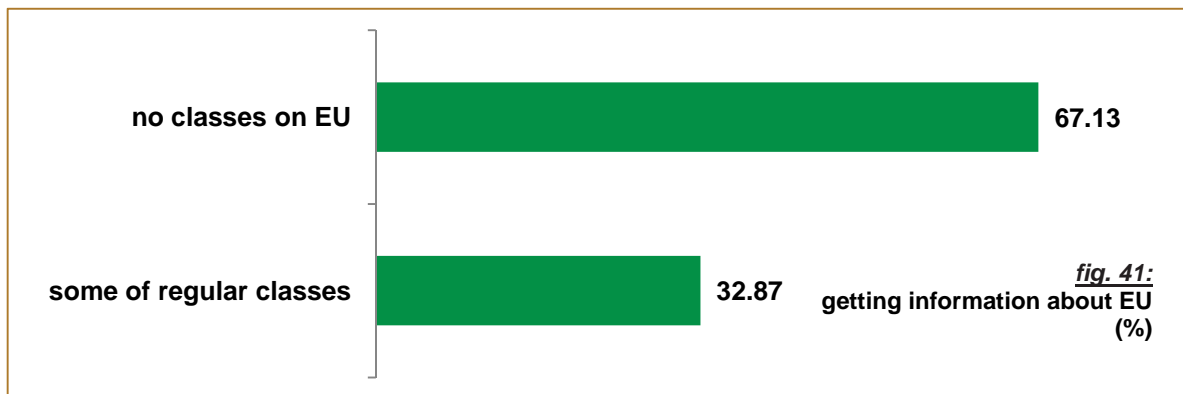


Main inputs about wanted changes of EU subjects are:

- to have this subject,
- to have additional activities connected with topics beside regular classes,
- to involve professors more,
- additional information.

Beside qualitative changes in the subject, and information to be received, resource changes are to be done / both human and technical – is opinion of young people.

As a most of young people said in question 12 (fig 38), they gain knowledge about the EU mainly through other subjects. Young people mostly listed geography, history, sociology, civic education, EU integrations, but also English and mother tongue classes as source of information about EU. Among listed classes, there were management, marketing, entrepreneurship, law and finance as well. (fig. 41).



Unlike the response to the question about satisfaction with information received from the separate EU subject (fig. 40), young people have significantly clear opinion about satisfaction with the content of lectures on the EU in the regular subjects (fig. 42). While a quarter of young people don't have answer to this question (24.2%), the number of those who are unsatisfied is much bigger of those satisfied. Thus, 21.4% of respondents are completely unsatisfied and 21.1% mostly unsatisfied. On the other hand, 26.6% is generally satisfied and only 6.7% very satisfied with the content of lectures on the EU in the other subjects.

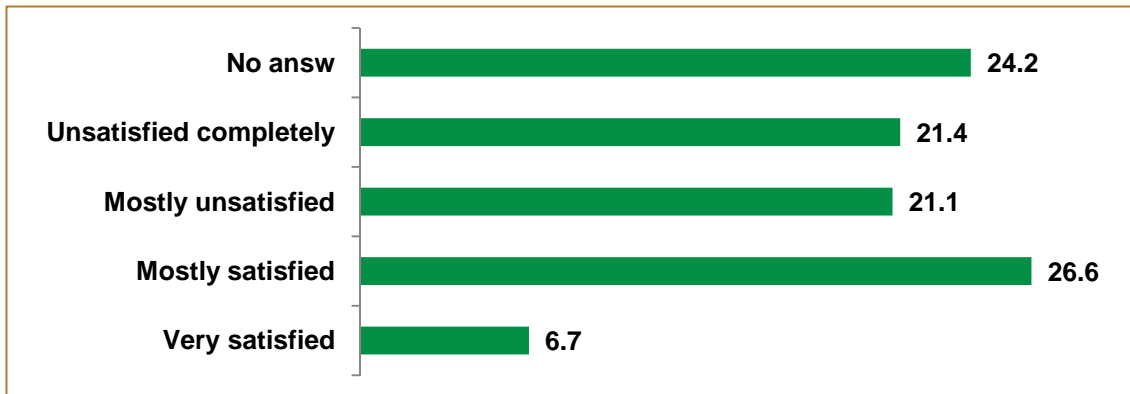


fig. 42:
satisfaction with content of lectures about EU within other classes (%)

More information, but more detail, concrete and precise information, more lectures, involvement of different quests relevant for the topic are changes to be done in on going classes as part of regular subjects where they study about EU – is opinion of young people.

Of the total number, 17% of young people are not interested in information about MNE joining the EU (fig. 43). Among young people who are interested in information about joining the EU, the largest number is interested in only basic information - 28%. Furthermore, 23.2% answered that they are interested in this information, 16.1% are interested only in information related to the position of youth, and 15.8% of them are interested in only specific information about MNE accession.

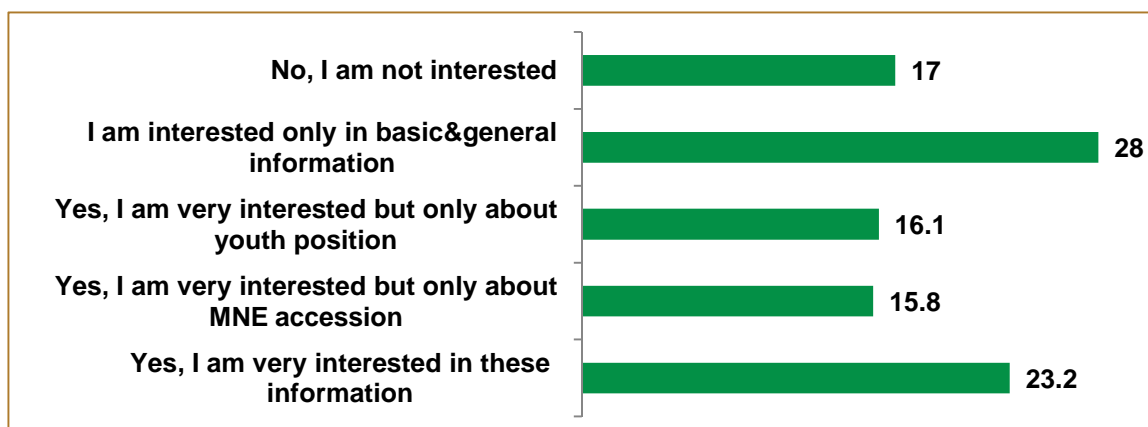
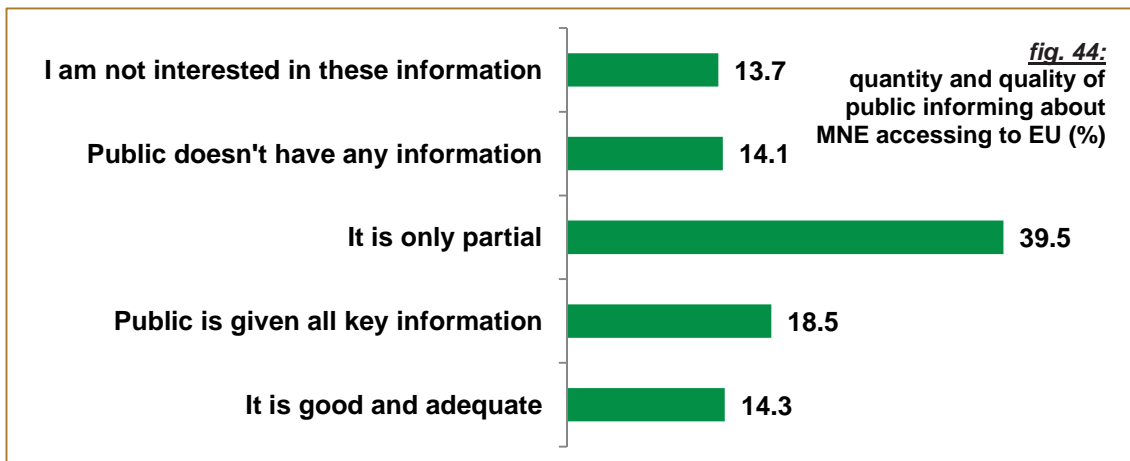


fig. 43:
interest in information about accession to EU (%)

The next set of questions relates to public information and Medias when it comes to the process of Montenegrin accession to EU.

So the first question gave us perspective of young people when it comes to quantity and quality of public information in the process of Montenegro's accession to the EU (fig. 44). The number of those who think that inadequate information was significantly higher than those who express the satisfaction. So 39.5% of young people think that information is only partial and incomplete, and 14.1% thought that the public has almost no information about the process. That the public has all the key information thought 18.5%, and that the information is good and adequate thought 14.3% respondents. 13.7% of them are not interested in information on Montenegro's accession to the EU.



Most responsible to inform the public about MNE accession to EU (fig. 45) is the Ministry of European Integration – thought 33.7% respondents. According to respondents after the Ministry of European Integration, the largest responsibility goes to media (23.2%). The next larger group consists of respondents who do not know or can not assess where this responsibility is (27.5%). Among other institutions, respondents primarily seen the responsibility in Ministry of Education and Science, as yet another government institution (7.3%). While non-governmental organizations have the greatest responsibility to the 3.4% of respondents, only 2.8% thought that the information on Montenegro's accession to the EU is the responsibility of international institutions and foreign officials, or 2.1% thought there should be specific, specialized services and offices.

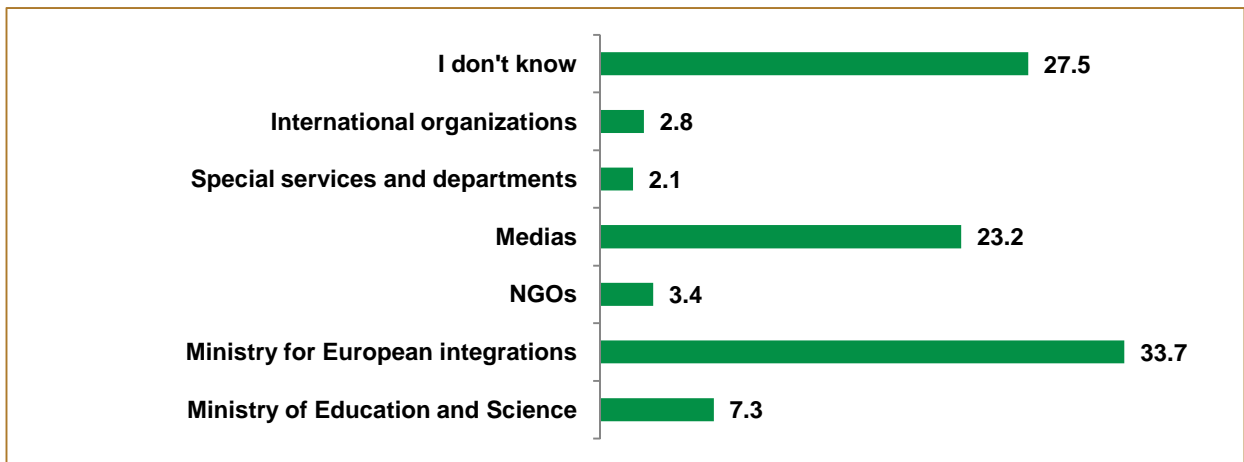
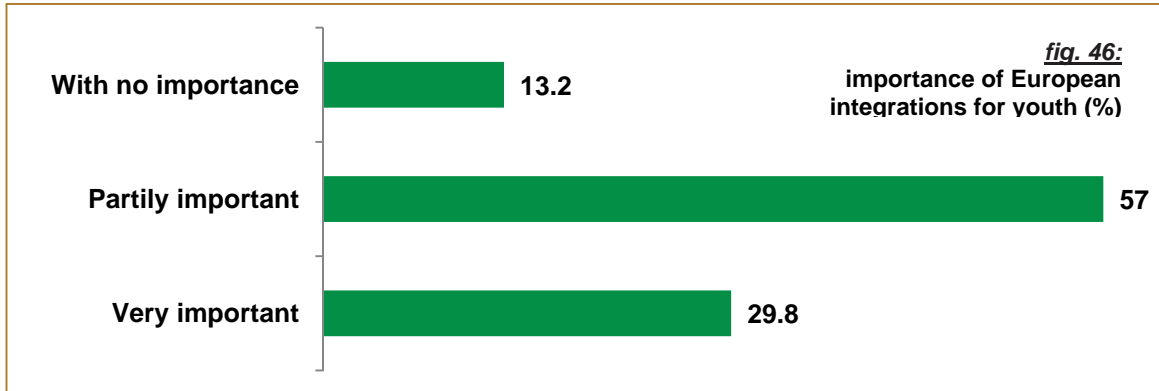


fig. 45:
responsibility for public informing about MNE accession to EU (%)

European integrations are with no importance on young people, thought 13.2% respondents and very important for 29.8%. Biggest number think they are only partially important – 57% (fig. 46).



Medias are the most common source of information about the EU and MNE accession to EU for 72.5% respondents (fig. 47). Learning about European integrations comes to 8%, while 4.3% of the respondents obtain information in any other way. For 15.2% respondents this information is not of interest.

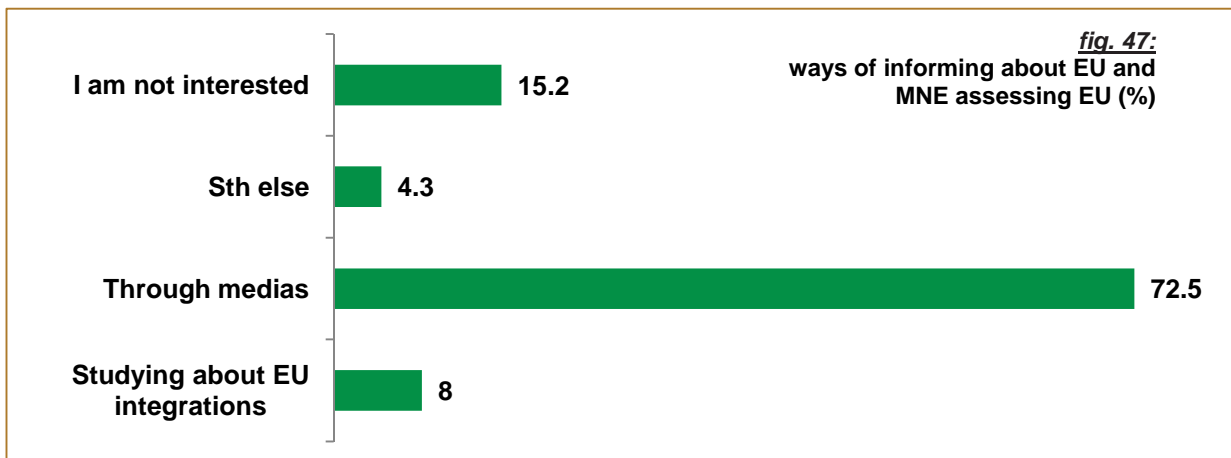


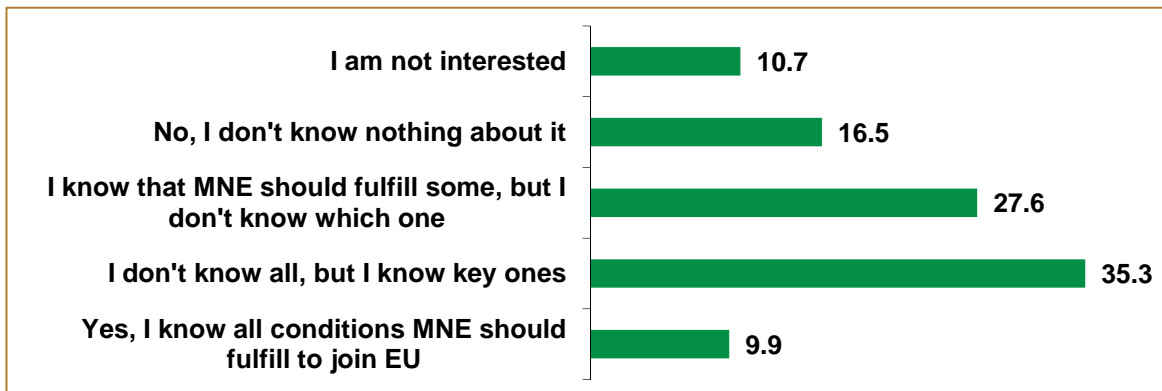
Chart give us possible ways for young people involvement in EU process, and marks given by young people – scale 1-5 (fig. 48).

fig. 48	Bad way				Good way	I don't know
1. Regular researches like this and giving results to stakeholders and EU representatives.	9.2	5.8	18.6	9.7	27.4	29.3
2. Organization of consultations and debate among youth and Government representatives as well as EU representatives.	6.6	5.7	11.2	15.7	39.4	21.4
3. Involving young people in media production about importance of EU integrations for young people.	5.4	6.2	13.6	16.6	37.8	20.5
4. Youth exchanges between MNE and EU countries young people.	5.2	3.8	8.5	11.1	48.8	22.4
5. By introducing regular class on EU integrations in schools.	13.6	5.9	12.1	12.0	34.8	21.7

Organizing youth exchanges between Montenegro and the EU would be a good way, in the opinion of 48.8% of students while the introduction of lectures on European integration in schools would be worst way for them (13.6%). When it comes to indecision or uncertainty that of the above methods were the best choice, most young people have a dilemma when it comes to regular researches and presentation of results to decision makers and representatives of the EU - 29.3%.

Young people generally only know the key conditions that Montenegro must meet in order to access the EU (fig. 49). Thus 35.3% of them know the key conditions, while only 9.9% is estimated to know fully all the conditions that Montenegro must meet in order to enter the EU. The second part of the respondent students belong to a group that knows no conditions or is not interested in knowing them. Thus 10.7% of them are not interested in terms that Montenegro must meet, and 16.5% know nothing. That Montenegro must meet some conditions but do not know which one stated.

fig. 49:
knowing conditions to access EU (%)



Young people were asked to list some of the conditions Montenegro should fulfil in order to join EU. The most common answers were: better roads, better culture, no criminal/ fight against criminal, better school conditions, more public firms, constant salaries and pensions, better development, employment/less unemployed people, better position of young people, stabilisation, economy empowerment, better public institutions, improvement of law system, equal opportunities for citizens, to adapt to EU, fight against corruption, protection of environment.

In describing MNE as state:

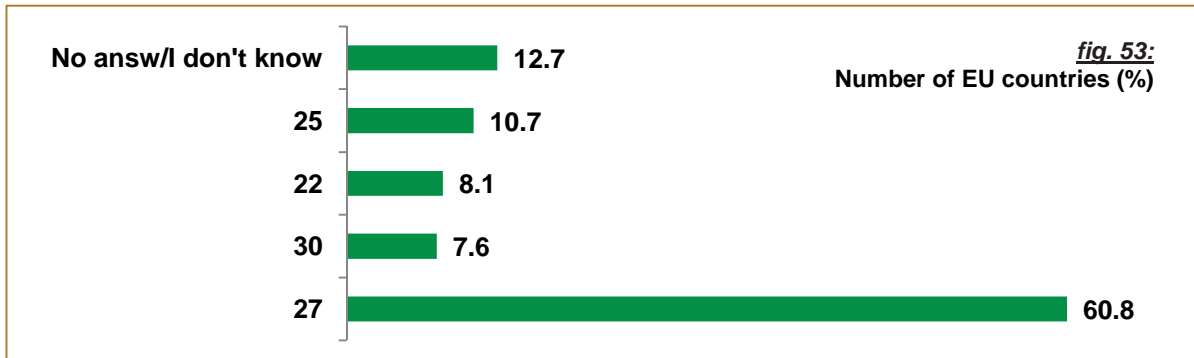
- 71.4% of young people said that MNE is on her way to receive candidate status for EU;
- 24.2% of young people said that MNE ratified The *Treaty of Lisbon*;
- 45.8% of young people think that MNE signed *Stabilisation and Association Agreement* with EU;
- 59.2% of young people think that MNE is candidate country.

When it comes to The Copenhagen criteria, young people were supposed to list 3 criteria that future members should fulfill in order to. About 97% of young people don't have answer on this question. First criteria was not listed by 978 of them, second by 985, and third by 994.

Young people are not precise in giving this answer, when looking at those that gave answer.

fig. 50 1st criteria	N	fig. 51 2nd criteria	N	fig. 52 3rd criteria	N
No answer	978	No answer	985	No answer	994
To become NATO member	1	Democracy	1	administrative	4
Democracy	1	Economic	7	Corruption fight	1
Democratic state	1	Culture	1	Future	1
Democratic governance	1	Nature saving	1	Economy	1
Economic stability	1	Political	2	Relation with neighbours	1
Economic	3	Law	1	Political	2
Finance	1	Law-administrative	1	law	1
Unity	4	Equality	1	Law-administrative	1
Peace	1	Independence	4	Criminal and corruption cut down	1
Political	6	stability	1	Total	1007
Rule of law	1	Law stability	1		
Law-administrative	2	Citizens way of life	1		
Free market	1	Total	1007		
Criminal decrease	3				
Sovereignty	1				
EU continent territory	1				
Total	1007				

Some above 50% of young people know the number of EU countries (fig. 53). That EU has 27 member countries know 60.8% respondents. Wrong answer gave 26.4% and 12.7% didn't know the answer.



Also, when it comes to most important EU institutions, young people are not precise. Also, not many of them have answer. Thus, 837 did not give answer (total 1007) – 83.1%.

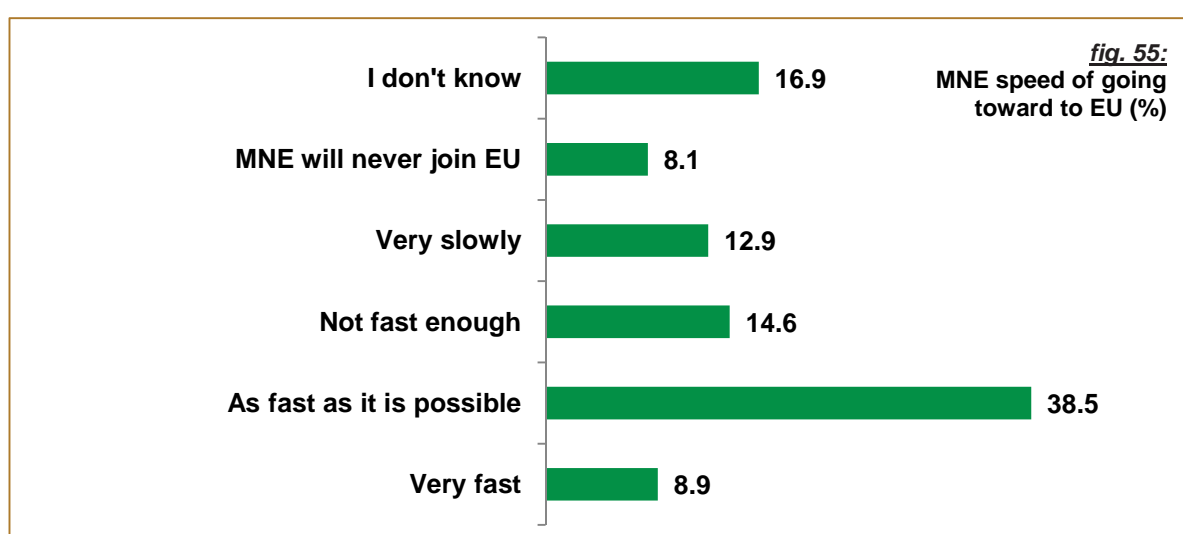
Among given results, there are also incorrect ones.

Among the areas/topics listed connected with European integration, from which they could choose up to three, primarily young people want to be more informed on EU youth policies and the EU education policy (fig. 54). The subject of the slightest interest are IPA resources to join EU and the EU institutions.

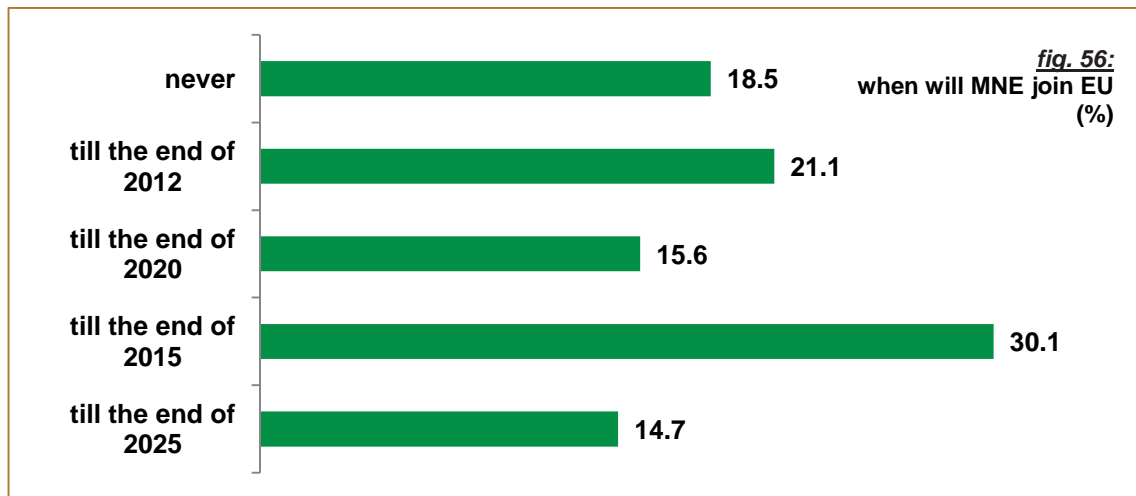
fig. 54

area	area
EU youth policy	EU youth policy
EU education policy	EU education policy
EU social policy	EU social policy
EU economy	EU economy
EU institutions	EU institutions
EU culture	EU culture
EU enlargement	EU enlargement
International relations of EU	International relations of EU
IPA resources to join EU	IPA resources to join EU

The largest number of young people optimistically look at the MNE speed of movement toward EU - 47.4%, of which 38.5% considered that Montenegro moves as fast as it is possible, and 8.9% very quickly. Among others, the largest number of people do not know, or can not estimate - 16.9%. Of the total number, 8.1% of young people believe that Montenegro will never join the EU. For 14.6%, Montenegro is not moving fast enough, while 12.9% is of the opinion that Montenegro is very slowly moving towards the EU.



The optimism of young people is expressed also in answers regarding when Montenegro will join the EU (fig. 56). Montenegro will access EU at the end of next year by 21.1% young people, and 30.1% see Montenegro in EU at the end of 2015. In the opinion of 18.5% of young people, Montenegro will never enter the EU. Slightly longer period required for entry into the EU gives about 30% of young people: 15.6% believe that Montenegro will join the EU until the end of 2020 and 14.7% by the end of 2025.



After Montenegro joins the EU, some changes will happen in society (fig. 57). According to estimates of the youth, entry into the EU will most affect the improvement in tourism, what is the opinion of 66.8% respondents. The largest number of young people, 31.3% think that the same situation is to stay in agriculture. For prices and inflation will be worst affect as to 25% of youth. How will this affect the marginalized social groups do not know 35.1% of young people.

Young people in terms of tourism and employment have most defined opinions, so only 11% of them do not know how the entry of Montenegro in the EU affect the same. Just when it comes to tourism, the smallest number of them believe that the situation will be worse than it is already, or will be the same as now. The smallest number of young people believed that the issue of prices and inflation will be a better than now.

In addition, other data are given in fig. 57.

fig. 57

Social Area	Better	The same	Worse	I don't know
1. Level of employment	54.5	24.1	9.6	11.7
2. Prices and inflation	23.5	30.7	25.0	20.8
3. Citizens life quality	46.3	26.3	12.9	14.5
4. Economical development	44.3	28.4	9.9	17.4
5. Tourism	66.8	14.4	7.7	11.0
6. Trade	54.9	24.2	8.3	12.5
7. Agriculture	40.1	31.3	12.9	15.7
8. Industrial	45.4	29.4	9.1	16.1
9. Traffic	58.1	18.8	9.3	13.8
10. Energetic	38.8	29.5	10.1	21.5
11. Environmental protection	49.4	22.9	12.3	15.4
12. Efficiency of court work	34.6	30.9	10.5	24.0
13. Public administration efficiency	33.6	30.4	9.6	26.4
14. Protection of minorities and human rights	43.9	25.0	10.1	21.0
15. Social policy and protections of the poor one	43.6	25.3	13.1	18.0
16. Health services	54.0	24.6	8.5	12.8
17. Education	54.2	21.8	10.8	13.1
18. Women's situation	45.1	29.9	7.9	17.1
19. Position of marginalized social groups	26.5	29.5	8.9	35.1
20. Development of demoracy and democratic institutions	37.6	24.3	8.7	29.3

Key Points

- Young people consider themselves 7.63 happy; scale 1-10 (std. deviation 2.18).
- Young people are neither satisfied nor unsatisfied with their position in MNE, 5.07 (std. deviation 2.56; scale 1-10).
- More than half of respondents, 52.1%, think that position of young people will improve in next 5 years; 15.6% think it will be worse.

- Young people in MNE dominantly have local geographical identity. 40.3% of them choose as first choice place where they live as most important geographical point. More young people will state to be European citizen than World citizen.
- Population of young people is mostly proud of Montenegrin history, Montenegrin sport successes and Montenegrin culture. Least proud they are on social security and social protection in MNE.

- On scale 0-1, IT literacy of young people is measured 0.76.

- 67.3% of young people support MNE joining EU (43.9% absolutely, 23.4% mostly), and 21% of them don't have opinion or don't care.
- According to 18.5% of young people, MNE will never join EU.

- Among young people, 4 interpretable postures were identified: pro-European, anti- global euro scepticism, non-European statism, cultural ethnocentrism.
 - Female high school students are more pro-European oriented than males, but also they are more cultural ethnocentric.
 - Non-European statism is more to be found among males than females.
 - Both, males and females are equally anti- globally euro sceptically oriented.
 - As they are younger, high school students are more pro-European oriented.
 - As they are more patriotically oriented, they have pro-European attitude.
 - If high school students are not patriotically oriented, it is more possible they will be anti-globally oriented.
 - If high school students are not satisfied with position of young people in MNE, it is more possible they will be anti- globally euro sceptically oriented; but also to have Non-European statism attitude.
- Economic situation in MNE after joining EU will be better, as said by 48.8% respondents.
- According to young people opinion, joining EU will influence positively mostly tourism (66.8%).
- MNE joining EU will benefit young people is opinion of 65.2% respondents.
- Biggest number of young people is optimistic regarding MNE accession to EU speed – 47.4%, of which 38.5% think that MNE goes as fast as it can.

- Mostly informed about EU said to be 32.2% respondents, and partially 46.6% - in total 78.8% young people (more than $\frac{3}{4}$).
- 71.5% of young people don't learn about EU from separate subject.
- Among young people interested in EU information, the biggest number is of those interested only in basic/general information – 28%.
- Most responsible for public informing about MNE accession to EU is Ministry of EU integrations, said 33.7% respondents.
- Medias are main information resources for EU and MNE accession to EU for 72.5% respondents.
- 35.3% of young people know key conditions that MNE should fulfil to join EU, while only 9.9% think that they know all conditions.
- When it comes to The Copenhagen criteria, 97% of young people don't know it.
- Only 50% of young people know the number of EU members.
- 83.1% of young people don't know most important EU institutions.
- Young people want to be informed more about EU policies for young people and EU education policies.

Annex 1: Questioners

Dear,

Questionnaire you see is made to measure opinion and attitude of young people toward EU and European integrations. Project is financed by UNICEF.
Research is anonymous and voluntary and we thank you for your time and sincere answers.

D1. School Name _____

D2. Class you are attending _____

D3: Gender?

1. Male
2. Female

D4: How old are you? _____

D5: What is your nationality?

1. Montenegrin
2. Serb
3. Albanin
4. Bosnian
5. Muslim
6. Croat
7. RAE
8. Other, _____

D6: Number of your household members? _____

D7: Where do you live?

1. Town
2. Subrub
3. Village

D8: What was your average mark last school year? _____

D9. Your parents school education:

	Mother	Father
1) Unfinished primary school		
2) Finished primary school		
3) Secondary school		
4) Secondary four year school		
5) High comprehensive school		
6) Higher school		
7) Faculty – university		
8) Academic profession		

Q1:

Considering all circumstances, what would you say, how happy you are with your life (Generally, in last period)?

Estimate on 1–10 scale, where 1 represents complete unhappiness and 10 complete happiness. If you don't have opinion on this or you do not want to answer, circle 99. (Please circle only one number!)

Unhappy Happy I don't know /no opinion/

1 2 3 4 5 6 7 8 9 10 99

Q2:

Generally, how satisfied are you with young people position in Montenegro? (Please circle only one number!)

Unhappy Happy I don't know /no opinion/

1 2 3 4 5 6 7 8 9 10 99

Q3:

In next five year, position of young people will be:

- 1) Better
- 2) The same
- 3) Worse
- 4) I don't know

Q4:

Which one of the listed geographical items describes you best, yours belonging? (Choose 1st and 2nd for you by circling the one.)

<i>Geografical Item</i>	<i>First Choice</i>	<i>Second Choice</i>
1) Place where you live	1	2
2) Region in which you live	1	2
3) Your conutry as whole (MNE)	1	2
4) Europe	1	2
5) World as whole	1	2
6) I don't know, can't decide	1	2

Q5:

Please, mark how much as Montenegrin citizen you are proud of certain aspects/areas mentioned below?

(For each aspect you should circle one mark scale 1-10, where 1 is "not at all", and 10 "very proud of").

Aspect/Attitude	Not at all										Very proud of	I don't know
	1	2	3	4	5	6	7	8	9	10		
1. Montenegrin history	1	2	3	4	5	6	7	8	9	10	99	
2. Democratic institutions in Montenegro	1	2	3	4	5	6	7	8	9	10	99	
3. Economy successes of Montenegro	1	2	3	4	5	6	7	8	9	10	99	
4. Social security and social welfare	1	2	3	4	5	6	7	8	9	10	99	
5. Montenegrin sports successes	1	2	3	4	5	6	7	8	9	10	99	
6. On Montenegrin independence	1	2	3	4	5	6	7	8	9	10	99	
7. Possibility of making decision in politics in Montenegro	1	2	3	4	5	6	7	8	9	10	99	
8. Tolerance in Montenegrin society	1	2	3	4	5	6	7	8	9	10	99	
9. Montenegrin respect in the world	1	2	3	4	5	6	7	8	9	10	99	
10. Environment protection in the Montenegro	1	2	3	4	5	6	7	8	9	10	99	
11. Culture and cultural inheritance in Montenegro	1	2	3	4	5	6	7	8	9	10	99	
12. Something else, what												

Q6:

How often do you use:

	never	rarely	sometimes	often	regularly
1. Personal Computer (PC)	1	2	3	4	5
2. Cell phone	1	2	3	4	5
3. Internet searching	1	2	3	4	5
4. Internet for e-mail	1	2	3	4	5

Q7:

Do you personally support the fact that Montenegro should become the member of the European union?

- 1) Yes, absolutely
- 2) Yes, mainly
- 3) More not supportive than supportive
- 4) No, I don't support the MNE membership in the EU
- 5) I don't know, I am completely indifferent

Q8:

How much do you agree with each listed statements?

(In each row, circle corresponding number!).

Statements given reflect relations with EU and opinions on MNE accessing EU.

Statements	I agree completely	I agree mostly	I don't agree mostly	I don't agree totally	Don't know
1. Unification of Europe will open huge possibilities for young people.	1	2	3	4	9
2. United Europe will ameliorate living conditions for all people long term.	1	2	3	4	9
3. People will understand each other better in the united Europe.	1	2	3	4	9
4. I don't think that the EU unification will have huge importance for me personally.	1	2	3	4	9
5. In united Europe, cultures will be so mixed that person will not know his roots.	1	2	3	4	9
6. In united Europe, it will be harder to find a job because of the greater competition.	1	2	3	4	9
7. Languages will mix gradually so no one will speak my language any more.	1	2	3	4	9
8. From the unification of the world economy only those who are powerful now will benefit.	1	2	3	4	9
9. Bigger and more complex are economical spaces, possibilities to realise my personal interest are stricter.	1	2	3	4	9
10. European unification will have great impact on my life.	1	2	3	4	9
11. European unification will be cover for many people to realise their own interests.	1	2	3	4	9
12. Unified world economy can't function as individual interests of some states are too different.	1	2	3	4	9
13. In united Europe, young people will have chance to travel more freely through EU countries.	1	2	3	4	9
14. United Europe will guarantee peace and tranquillity in Balkans.	1	2	3	4	9
15. In United Europe, young people will be able to find job more easily.	1	2	3	4	9
16. Young people will be able to study in EU countries, if MNE access EU.	1	2	3	4	9
17. Young people of MNE will gain equal rights as their peers in EU, if MNE access EU	1	2	3	4	9
18. Diplomas gained in MNE will be internationally acknowledged in EU, if MNE access EU.	1	2	3	4	9
19. Something else, what?	1	2	3	4	9

Q9:

**In the table below, there are statements regarding EU and NATO.
By circling 1 to 4, decide how much do you agree with each.**

Statements	I agree completely	I agree mostly	I don't agree mostly	I don't agree totally	Don't know
1. Small countries, like Montenegro, neither in the future or in the United Europe, will be completely equal with big countries.	1	2	3	4	9
2. I think that MNE should become EU state member as soon as possible.	1	2	3	4	9
3. I think that MNE should join NATO as soon as possible.	1	2	3	4	9
4. Montenegro would lose its painstakingly obtained independence by accessing EU.	1	2	3	4	9
5. For the future of Montenegro it is completely the same whether it will or won't become the member of the EU.	1	2	3	4	9
6. It would be better to use money supposed for adjustments to EU market to use to protect our own economy and agriculture.	1	2	3	4	9
7. Montenegro is economically developed enough to live without EU.	1	2	3	4	9
8. Independence is of bigger importance than all possible benefits obtained by joining the EU for Montenegro.	1	2	3	4	9
9. EU is huge bureaucracy with lots of money being spent on it.	1	2	3	4	9
10. By accessing EU, MNE will lose its cultural identity.	1	2	3	4	9
11. By accessing EU, brain-drain is enforced with borders open.	1	2	3	4	9
12. By accessing EU, MNE independence in deciding about its future is reduced.	1	2	3	4	9
13. By accessing EU, concurrency is strengthened and finding job harder than it is.	1	2	3	4	9
1. Something else, what?.....	1	2	3	4	9

Q10:

**Generally, what do you think, how will be economic situation in MNE after joining EU?
(Please, circle only one answer!)**

- 1. Better
- 2. Worse
- 3. About the same
- 9. I don't know

Q11:

How would MNE accessing to EU influence each group of citizens?

	Loss	No changes	Benefits	Don't know
1. Pensioners	1	2	3	9
2. Employed in small enterprises	1	2	3	9
3. Young people	1	2	3	9
4. Unemployed	1	2	3	9
5. Agricultural workers	1	2	3	9
6. Employed in companies/big enterprises	1	2	3	9
7. Employed in public service	1	2	3	9
8. Self-employed/Entrepreneurs	1	2	3	9

Q12:

Generally, how well are you informed about EU?

1. I am completely informed
2. I am mainly informed
3. I partly informed
4. I have no information on EU

Q12_a:

Do you learn in school about EU, through separate subject?

1. Yes
2. No
3. Yes, but within other subject.

Q12_b:

Information you gain in school as part of subject about EU, you would characterized as:

1. Interesting, but not useful
2. Very useful
3. Unclear
4. Uncomplete

Q12_c:

If you have separate subject in school about EU, decide how satisfied you are with the content of the classes.

1. Very satisfied
2. Mostly satisfied
3. Mostly unsatisfied
4. Unsatisfied completely

Q12_d:

What would you change with the subject?

Q12_e:

If you don't have separate subject about EU, please write through which subjects you gain knowledge about EU:

Q12_f:

How satisfied you are with the content of the information you gain through other subjects about EU?

1. Very satisfied
2. Mostly satisfied
3. Mostly unsatisfied
4. Unsatisfied completely

Q12_g:

What would you change within lectures you get about EU through other subjects?

Q13:

How much you are interested in information about EU accessing?

1. Yes, I am very interested in these information
2. Yes, I am very interested but only about MNE accession
3. Yes, I am very interested but only about youth position
4. I am interested only in basic&general information
5. No, I am not interested

Q14:

How would you rate quality and quantity of public informing about accession process of MNE?

1. It is good and adequate
2. Public is given all key information
3. It is only partial
4. Public doesn't have any information
5. I am not interested in these information

Q15:

By your opinion, whose responsibility is to inform public about MNE accession to EU? (Please circle one answer!)

1. Ministry of Education and Science
2. Ministry for European integrations
3. NGOs
4. Medias
5. Special services and departments
6. International organizations
7. I don't know

Q 15_1:

Process of euro integration in regards to young people is:

1. Very important
2. Partially important
3. With no importance

Q 16:

How do you inform about EU and Montenegrin accession to EU?

1. Studying about EU integrations
2. Through medias
3. Something else, what?
4. I am not interested

Q 16_1:

Here you will find possible ways of young people involvement in process of EU integrations. Please mark it, scale 1-5. If you have any other idea, please write it in free space.

	Bad way				Good way	I don't know
1. Regular researches like this and giving results to stakeholders and EU representatives.	1	2	3	4	5	9
2. Organization of consultations and debate among youth and Government representatives as well as EU representatives.	1	2	3	4	5	9
3. Involving young people in media production about importance of EU integrations for young people.	1	2	3	4	5	9
4. Youth exchanges between MNE and EU countries young people.	1	2	3	4	5	9
5. By introducing regular class on EU integrations in schools.	1	2	3	4	5	9
6. Some other way: _____	1	2	3	4	5	9
7. Some other way: _____	1	2	3	4	5	9
8. Some other way: _____	1	2	3	4	5	9

Q17:

Do you know all conditions MNE should fulfil in order to join EU?

1. Yes, I know all conditions MNE should fulfil to join EU
2. I don't know all, but I know key ones
3. I know that MNE should fulfil some, but I don't know which one
4. No, I don't know nothing about it
5. I am not interested

Q 17_1:

Please list some of the conditions you think MNE should fulfil in order to join EU:

Q 18_1:
Montenegro is:

	Yes	No
1. ... on her way to receive candidate status for EU.	1	2
2. ... ratified The <i>Treaty of Lisbon</i>	1	2
3. ... signed <i>Stabilisation and Association Agreement</i> with EU	1	2
4. ... candidate country.	1	2

Q 19:

On European Council Meeting in Copenhagen, 1993, 3 criteria were put (The Copenhagen criteria) that all future candidate must fulfill in order to receive full membership in EU. These are:

- 1
- 2
- 3

Q 19_1:

EU today has:

1. 27 state members
2. 30 state members
3. 22 state members
4. 25 state members

Q 19_2:

Most important EU institutions are:

.....

Q 19_3:

Which are the areas connected with EU integrations you would liketo inform yourselves more? (Please, circle max 3 answers)

1. EU youth policy
2. EU education policy
3. EU social policy
4. EU economy
5. EU institutions
6. EU culture
7. EU enlargement
8. International relations of EU
9. IPA resources to join EU

Q20:

How would you rate at which Montenegro is going towards membership into EU?

1. Very fast
2. As fast as it is possible
3. Not fast enough
4. Very slowly
5. MNE will never join EU
6. I don't know

Q21:

According to you, when will MNE join EU?

1. till the end of 2025
2. till the end of 2015
3. till the end of 2020
4. till the end of 2012
5. never

Q22:

After joining EU, some changes will happen. According to you, what will be the situation in listed social areas?

	Better	The same	Worse	I don't know
1. Level of employment	1	2	3	9
2. Prices and inflation	1	2	3	9
3. Citizens life quality	1	2	3	9
4. Economical development	1	2	3	9
5. Tourism	1	2	3	9
6. Trade	1	2	3	9
7. Agriculture	1	2	3	9
8. Industrial	1	2	3	9
9. Traffic	1	2	3	9
10. Energetic	1	2	3	9
11. Environmental protection	1	2	3	9
12. Efficiency of court work	1	2	3	9
13. Public administration efficiency	1	2	3	9
14. Protection of minorities and human rights	1	2	3	9
15. Social policy and protections of the poor one	1	2	3	9
16. Health services	1	2	3	9
17. Education	1	2	3	9
18. Women's situation	1	2	3	9
19. Position of marginalized social groups	1	2	3	9
20. Development of demoracy and democratic institutions	1	2	3	9

Annex 2: Sample

a-n of students; b-n of classes; c-proportion; d-n questioners; e-proportion1; f-classes; g-school year

Institutions	a	b	c	d	e	f	g
Srednja mješovita škola, Andrijevića	208	9	0.006577	7	0.007847	1	1
Gimnazija "Niko Rolović", Bar	723	24	0.022862	23	0.020924	2	12
Srednja ekonomsko-ugostiteljska škola, Bar	748	23	0.023653	24	0.020052	2	34
Srednja poljoprivredna škola, Bar	552	24	0.017455	17	0.020924	2	12
Gimnazija "Panto Mališić", Berane	599	20	0.018941	19	0.017437	2	34
Srednja medicinska škola "dr Branko Zogović", Berane	786	26	0.024855	25	0.022668	2	12
Srednja stručna škola, Berane	473	19	0.014957	15	0.016565	2	34
Srednja stručna škola "Vukadin Vukadinović", Berane	833	36	0.026341	26	0.031386	3	123
Gimnazija "Miloje Dobrašinović", Bijelo Polje	601	22	0.019005	19	0.01918	2	12
Srednja elektro-ekonomska škola, Bijelo Polje	846	27	0.026752	27	0.02354	2	34
Srednja stručna škola, Bijelo Polje	740	28	0.0234	23	0.024412	2	12
Srednja mješovita škola "Danilo Kiš", Budva	958	37	0.030293	30	0.032258	3	34
Gimnazija, Cetinje	313	12	0.009898	10	0.010462	1	1
Srednja likovna škola "Petar Lubarda", Cetinje	75	7	0.002372	2	0.006103	1	1
Srednja stručna škola, Cetinje	458	18	0.014483	14	0.015693	2	34
Gimnazija "Petar I Petrović Njegoš", Danilovgrad	482	16	0.015242	15	0.013949	1	1
Srednja mješovita škola "Ivan Goran Kovačić", Herceg Novi	1284	45	0.040602	41	0.039233	4	1234
Srednja mješovita škola "Braća Selić", Kolašin	299	14	0.009455	9	0.012206	1	4
Gimnazija, Kotor	565	20	0.017866	18	0.017437	2	12
Škola za osnovno i srednje muzičko obrazovanje „Vida Matjan”, Kotor	50	9	0.001581	2	0.007847	1	1
Srednja pomorska škola, Kotor	471	17	0.014894	15	0.014821	1	1
Srednja mješovita škola "Vuksan Đukić", Mojkovac	439	19	0.013882	14	0.016565	2	34
Gimnazija "Stojan Cerović", Nikšić	1215	40	0.03842	38	0.034874	3	123
Prva srednja stručna škola, Nikšić	842	29	0.026625	27	0.025283	3	234
Srednja ekonomsko-ugostiteljska škola, Nikšić	1176	36	0.037187	37	0.031386	3	134
Srednja stručna škola, Nikšić	621	20	0.019637	20	0.017437	2	23
Srednja mješovita škola "Bećo Bašić", Plav	731	30	0.023115	23	0.026155	3	123
Gimnazija "Tanasije Pejatović", Pljevlja	613	20	0.019384	19	0.017437	2	12
Srednja stručna škola, Pljevlja	801	32	0.025329	25	0.027899	3	234
Srednja mješovita škola, Plužine	110	6	0.003478	3	0.005231	1	1
Gimnazija "Luča", Podgorica	28	4	0.000885	1	0.003487	0	
Gimnazija "Slobodan Škerović", Podgorica	1610	48	0.050911	51	0.041848	4	1234
Srednja ekonomska škola "Mirko Vešović", Podgorica	1777	50	0.056192	56	0.043592	4	1234

Srednja elektrotehnička škola "Vaso Aligrudić", Podgorica	974	36	0.030799	31	0.031386	3	123
Srednja građevinsko-geodetska škola "Inž. Marko Radević", Podgorica	622	25	0.019669	20	0.021796	2	34
Srednja medicinska škola, Podgorica	1228	40	0.038831	39	0.034874	3	123
Srednja mješovita škola "25. maj" – Tuzi, Podgorica	608	21	0.019226	19	0.018309	2	12
Srednja stručna škola "Ivan Uskoković", Podgorica	1082	42	0.034215	34	0.036617	4	1234
Srednja stručna škola "Sergije Stanić", Podgorica	1222	36	0.038642	39	0.031386	3	234
Srednja stručna škola "Spasoje Raspopović", Podgorica	593	23	0.018752	19	0.020052	2	34
Umj. škola osn. i sred. muz. obr. za talente „Andre Navara”, Podgorica	93	8	0.002941	3	0.006975	1	1
Umj. škola osn, sred. muz. i balet. obrazov. „Vasa Pavić”, Podgorica	90	8	0.002846	3	0.006975	1	1
Gimnazija "30. septembar", Rožaje	498	17	0.015748	16	0.014821	1	2
Srednja stručna škola, Rožaje	654	27	0.02068	21	0.02354	2	12
Obrazovni centar, Šavnik	36	4	0.001138	1	0.003487	0	
Srednja mješovita škola "Mladost", Tivat	596	21	0.018846	19	0.018309	2	34
Gimnazija "Drita", Ulcinj	106	6	0.003352	3	0.005231	1	3
Srednja mješovita škola "Bratstvo jedinstvo", Ulcinj	1010	38	0.031938	32	0.03313	3	234
Srednja mješovita škola "17. septembar", Žabljak	185	8	0.00585	6	0.006975	1	1
	31624	1147		1000	1		

Annex 3: Realised Sample

School Name	N	School Name	N
Umj. škola osn. i sred. muz. obr. za talente „Andre Navara”, Podgorica	4	Srednja stručna škola “Spasoje Raspopović”, Podgorica	20
Srednja elektro-ekonomska škola, Bijelo Polje	27	Škola za osnovno i srednje muzičko obrazovanje „Vida Matjan”, Kotor	2
Srednja mješovita škola “Bratstvo jedinstvo”, Ulcinj	33	Srednja mješovita škola “17. septembar”, Žabljak	6
Gimnazija “Miloje Dobrašinić”, Bijelo Polje	19	Srednja medicinska škola “dr Branko Zogović”, Berane	25
Gimnazija “Niko Rolović”, Bar	23	Srednja mješovita škola “Mladost”, Tivat	18
Gimnazija “Tanasije Pejatović”, Pljevlja	19	Umj. škola osn, sred. muz. i balet. obrazov. „Vasa Pavić”, Podgorica	1
Gimnazija (opšti smjer), Cetinje	9	Srednja ekonomska škola “Mirko Vešović”, Podgorica	59
Gimnazija “30. septembar”, Rožaje	16	Srednja ekonomsko-ugostiteljska škola, Nikšić	37
Gimnazija, Kotor	18	Srednja ekonomsko-ugostiteljska škola, Bar	24
Gimnazija “Luča”, Podgorica	1	Srednja elektrotehnička škola “Vaso Aligrudić”, Podgorica	31
Gimnazija “Panto Mališić”, Berane	19	Srednja građevinsko-geodetska škola “Inž. Marko Radević”, Podgorica	21
Gimnazija “Slobodan Škerović”, Podgorica	53	Srednja likovna škola	1
Gimnazija “Stojan Cerović”, Nikšić	37	Srednja likovna škola “Petar Lubarda”, Cetinje	2
Gimnazija “Petar I Petrović Njegoš”, Danilovgrad	15	Srednja medicinska škola, Podgorica	40
Srednja mješovita škola “Ivan Goran Kovačić”, Herceg Novi	41	Srednja mješovita škola, Plužine	3
Obrazovni centar, Šavnik	1	Srednja mješovita škola “Braća Selić”, Kolašin	9
Srednja mješovita škola, Andrijevica	7	Srednja mješovita škola “Vuksan Đukić”, Mojkovac	14
Srednja stručna škola, Cetinje	7	Srednja poljoprivredna škola, Bar	17
Srednja mješovita škola “Danilo Kiš”, Budva	29	Srednja pomorska škola, Kotor	15
Srednja mješovita škola “Bećo Bašić”, Plav	23	Srednja stručna škola, Bijelo Polje	23
Srednja stručna škola “Vukadin Vukadinović”, Berane	25	Srednja stručna škola, Nikšić	20
Gimnazija “Drita”, Ulcinj	3	Srednja stručna škola, Pljevlja	25
Prva srednja stručna škola, Nikšić	27	Srednja stručna škola (turistički tehničar), Cetinje	7
Srednja mješovita škola “25. maj” – Tuzi, Podgorica	20	Srednja stručna škola, Berane	15
Srednja stručna škola “Ivan Uskoković”, Podgorica	35	Srednja stručna škola, Rožaje	21
Srednja stručna škola “Sergije Stanić”, Podgorica	40	Total	1007

PART I:
Comparison of knowledge level about EU among respondents that learn about EU within separate or as part of other subjects

Do you learn in school about EU, through separate subject?	N	%
Yes	111	11.1
No	718	71.5
Yes, but within other subject	175	17.4
Total	1004	100.0

The Biggest number of respondents doesn't learn about EU in school – 71.5%. Of 38.5% that do learn in school about EU 17.4% learn about EU from other subjects. To have separate subject 11.1% of respondents listed.

This question was further crossed with other relevant questions in order to compare knowledge level between those who learn about EU from obligatory and optional subjects.

Compared questions:

Do you learn in school about EU, through separate subject?

Information about EU that you receive in school you would rate as...
How satisfied you are with content of EU subject?
Information that you are receiving concerning EU, by your impression are
Are you interested and how much are you interested in information concerning EU?
How would you estimate the quality and the quantity of public informing in Montenegro?
Who is, according to your opinion the most responsible for informing the public concerning the Montenegrin integrity into EU...
Generally speaking process of European integration for the young people of Montenegro is ...
In what way do you keep informed on the EU and the Montenegrin integration issue?
Are you familiar with the conditions which Montenegro should fulfill to join the EU?
Montenegro Is on a way to get a status of candidate country
Montenegro has ratified Lisbon treaty
Has signed Association and Stabilization pact with EU
Candidate country for EU
Nowadays European Union has
Would like to know more about (some EU institution)

Young people that learn about EU in separate subject, mostly thing that information received are very useful, as they help them to understand process of EU integration. As for those that learn about EU as part of some other subject, more or less it is the same ratio.

Table 1		Information you gain in school as part of subject about EU, you would characterized as:				
		Interesting, but not very useful	very useful, as they help me to understand process of EU integration	Unclear	Incomplete	No answer
Do you learn in school about EU, through separate subject?	Yes	23.4%	53.2%	8.1%	14.4%	0.9%
	No	15.7%	12.5%	19.9%	32.6%	19.2%
	Yes, but within other subject	22.3%	29.7%	14.9%	30.9%	2.3%
Total		17.7%	20.0%	17.7%	30.3%	14.2%

Table 2		U kojoj mjeri ste zadovoljni sadržajem predmeta o EU?				
		Very satisfied	Mostly satisfied	Mostly unsatisfied	Unsatisfied completely	No answer
Do you learn in school about EU, through separate subject?	Yes	25.2%	56.8%	6.3%	6.3%	5.4%
	No	3.9%	12.7%	7.4%	22.0%	54.0%
	Yes, but within other subject	5.1%	22.3%	11.4%	9.7%	51.4%
Total		6.5%	19.2%	8.0%	18.1%	48.2%

Young people are much divided when it comes to satisfaction with the content of the classes about EU. Still, both those who learn about EU from separate question and those who receive information from other subjects are mostly or very satisfied.. (Table 3)

Table 3		How satisfied you are with the content of the classes?				
		Very satisfied	Mostly satisfied	Mostly unsatisfied	Unsatisfied completely	No answer
Do you learn in school about EU, through separate subject?	Yes	17.1%	47.7%	22.5%	7.2%	5.4%
	No	4.5%	18.8%	19.1%	27.2%	30.5%
	Yes, but within other subject	9.1%	45.1%	28.6%	7.4%	9.7%
Total		6.7%	26.6%	21.1%	21.5%	24.1%

As with previous question, we can easily see here as well division between young people when it comes to type and quantity of information they want to receive about accession to EU. (Table 4)

Table 4		Are you and how much interested about information regarding accession to EU ...				
		Yes, I am very interested in these information	Yes, I am very interested but only about MNE accession	Yes, I am very interested but only about youth position	I am interested only in basic & general information	No, I am not interested
Do you learn in school about EU, through separate subject?	Yes	40.5%	21.6%	12.6%	18.0%	7.2%
	No	21.0%	12.3%	17.5%	29.2%	20.0%
	Yes, but within other subject	21.1%	26.3%	12.6%	29.1%	10.9%
Total		23.2%	15.8%	16.1%	27.9%	17.0%

Table 5		How would you rate quality and quantity of public informing about accession process of MNE?				
		It is good and adequate	Public is given all key information	It is only partial	Public doesn't have any information	I am not interested in these information
Do you learn in school about EU, through separate subject?	Yes	18.0%	21.6%	43.2%	13.5%	3.6%
	No	12.6%	17.3%	39.3%	14.9%	16.0%
	Yes, but within other subject	18.4%	21.3%	37.9%	11.5%	10.9%
Total		14.2%	18.4%	39.5%	14.1%	13.7%

Table 6		By your opinion, whose responsibility is to inform public about MNE accession to EU?					
		Ministry of Education and Science	Ministry for European integrations	NGOs	Medias	Special services and departments	International organizations
Do you learn in school about EU, through separate subject?	Yes	12.5%	46.9%	3.1%	33.3%	2.1%	2.1%
	No	10.3%	48.0%	4.3%	31.0%	2.4%	4.0%
	Yes, but within other subject	7.9%	39.7%	6.3%	35.7%	5.6%	4.8%
Total		10.2%	46.4%	4.5%	32.1%	2.9%	3.8%

Table 7		Process of euro integration in regards to young people is:		
		Very important	Partially important	With no importance
Do you learn in school about EU, through separate subject?	Yes	36.9%	52.3%	10.8%
	No	27.2%	57.9%	14.9%
	Yes, but within other subject	35.3%	57.1%	7.6%
Total		29.7%	57.1%	13.2%

Table 8		How do you inform about EU and Montenegrin accession to EU?			
		Studying about EU integrations	Through medias	Something else, what	I am not interested
Do you learn in school about EU, through separate subject?	Yes	26.4%	67.3%	4.5%	1.8%
	No	5.2%	72.4%	4.5%	17.9%
	Yes, but within other subject	7.5%	76.3%	3.5%	12.7%
Total		8.0%	72.5%	4.3%	15.2%

Table 9		Do you know all conditions MNE should fulfill in order to join EU?				
		Yes, I know all conditions MNE should fulfill to join EU	I don't know all, but I know key ones	I know that MNE should fulfil some, but I don't know which one	No, I don't know nothing about it	I am not interested
Do you learn in school about EU, through separate subject?	Yes	20.0%	41.8%	27.3%	7.3%	3.6%
	No	8.3%	31.8%	28.6%	19.8%	11.5%
	Yes, but within other subject	9.2%	45.7%	24.3%	8.7%	12.1%
Total		9.8%	35.4%	27.7%	16.5%	10.7%

Table 10		Montenegro is on her way to receive candidate status for EU.		
		yes	no	I don't know
Do you learn in school about EU, through separate subject?	Yes	77.5%	13.5%	9.0%
	No	68.8%	21.0%	10.2%
	Yes, but within other subject	78.3%	14.9%	6.9%
Total		71.4%	19.1%	9.5%
Table 11		Montenegro ratified The Treaty of Lisbon.		
		yes	no	I don't know
Do you learn in school about EU, through separate subject?	Yes	29.7%	45.9%	24.3%
	No	22.8%	48.6%	28.6%
	Yes, but within other subject	26.3%	49.7%	24.0%
Total		24.2%	48.5%	27.3%
Table 12		Montenegro signed SAA		
		yes	no	I don't know
Do you learn in school about EU, through separate subject?	Yes	47.7%	30.6%	21.6%
	No	43.2%	32.3%	24.5%
	Yes, but within other subject	54.3%	26.3%	19.4%
Total		45.6%	31.1%	23.3%

Table 13		Montenegro is candidate country.		
		yes	no	I don't know
Do you learn in school about EU, through separate subject?	Yes	45.0%	42.3%	12.6%
	No	59.5%	24.4%	16.2%
	Yes, but within other subject	66.3%	21.7%	12.0%
Total		59.1%	25.9%	15.0%

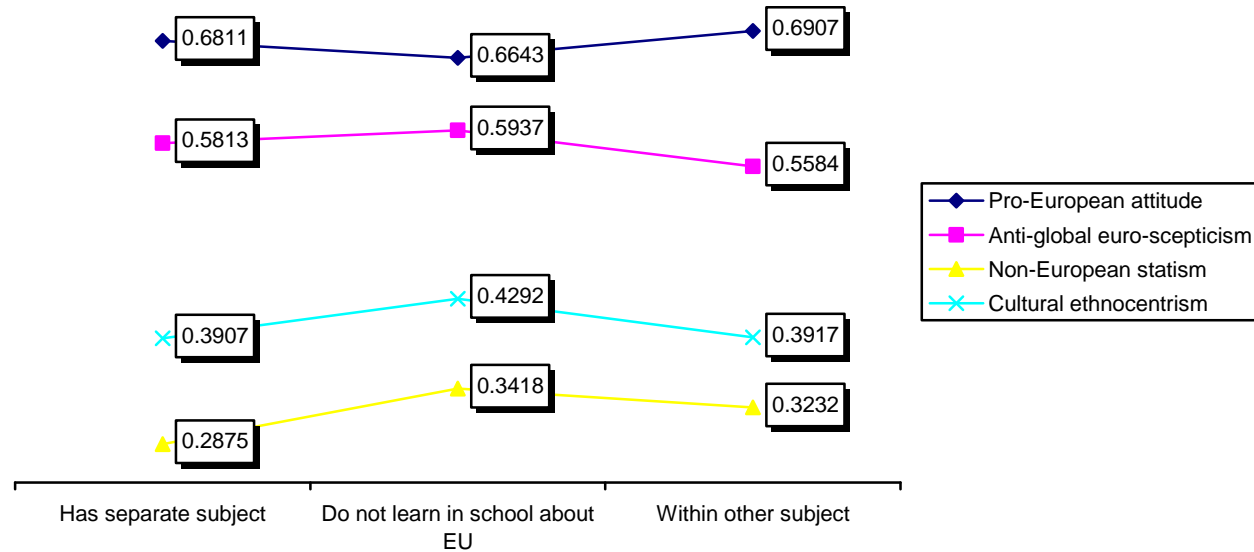
Table 14		EU today has...				
		27 state members	30 state members	22 state members	25 state members	No answer
Do you learn in school about EU, through separate subject?	Yes	77.5%	7.2%	7.2%	2.7%	5.4%
	No	56.5%	8.8%	7.8%	12.0%	14.9%
	Yes, but within other subject	67.4%	3.4%	10.3%	10.3%	8.6%
Total		60.8%	7.7%	8.2%	10.7%	12.7%

Table 15		Which are the areas connected with EU integrations you would like to inform yourselves more?							
	EU youth policy	EU education policy	EU social policy	EU economy	EU institutions	EU culture	EU enlargement	International relations of EU	IPA
Yes	55.9%	34.2%	5.4%	28.8%	9.0%	20.7%	10.8%	25.2%	1.8%
No	60.2%	29.0%	9.6%	26.2%	7.1%	29.5%	9.3%	19.2%	2.4%
Yes, but within other subject	65.7%	36.0%	10.3%	25.7%	8.0%	33.1%	11.4%	17.7%	4.6%

PART II:

Comparison of attitudes toward EU between respondents that learn about EU within separate or as part of other subjects

Table 16	Pro-European attitude	Anti-global euro-scepticism	Non-European statism	Cultural ethnocentrism
Yes	.6811	.5813	.2875	.3907
No	.6643	.5937	.3418	.4292
Yes, but within other subject	.6907	.5584	.3232	.3917
Total	.6709	.5861	.3322	.4183



PART III:
Relation between level of information and attitude toward EU

	Pro-European attitude	Anti-global euro-scepticism	Non-European statism	Cultural ethnocentrism
Table 17				
I am completely informed	.6661	.5917	.3824	.3954
I am mainly informed	.6848	.5697	.3107	.3752
I am partially informed	.6792	.5840	.3248	.4257
I have no information on EU	.6080	.6324	.3938	.5198
Total	.6711	.5859	.3325	.4178

