

# Military Service Completion and the Formation of National Identity: Pre-analysis plan\*

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## Abstract

We study how exogenously being drawn to complete the military service affects people's beliefs and their identity. We combine a unique natural experiment, the random draw of some people having to complete the military service, with unique survey data on preferences, beliefs and identity. We study whether being randomly assigned to complete the military service changes the likelihood of ever living outside of one's region of residence at age 17. We also examine whether random assignment to complete the service had a long-lasting impact on people's national identity, their beliefs, and their personalities. In this pre-analysis plan we specify (i) our main empirical specifications, (ii) the set of outcomes we plan to analyze, (iii) the sample size and inclusion criteria, (iv) power calculations based on pilot data (v) adjustment for multiple hypothesis testing, and (vi) the exact experimental instructions used.

**Keywords:** Nation building, military service, regional migration, intergroup exposure,

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beliefs, personality.

**JEL Classification:** R23, D91, Z1

# 1 Motivation

Do experiences made during impressionable years have a lasting impact on people's identity, their beliefs and their personalities? We use the random assignment to either complete the military service or not to complete the military service in Spain as a natural experiment to study how completing the military service affects people's identity, their beliefs as well as their personalities in the long-run.

We combine a unique natural experiment, the random assignment of male conscripts to either complete the military service or not, with unique self-collected survey data on people's preferences, their beliefs as well as their identity. In our main empirical specifications we compare individuals that were randomly assigned to complete the military service with others randomly assigned not to complete the military service.

## 2 The natural experiment

Spain had a compulsory military service until the year 2001. The duration of the service was 18 months before 1981, with the exception of the Navy, where it lasted for 24 months. During the 1980s and 1990s the length of the service was progressively reduced, first to 12 months, and later on to 9 months.

Young males were summoned to serve in the military in the year they turned 20.<sup>1</sup> People who had not completed their education by this age could apply for an extension until age 26. Some individuals were exempted from serving due to medical reasons (around 20% of the cohort) or because they had already volunteered for the professional army (around 10%). Since the mid 80s individuals were also allowed to serve in the social service ('prestación social sustitutoria') as an alternative to the military service. The social service lasted 6 months longer than the military service and it attracted relatively few people.

A large share of conscripts were assigned to serve outside their region of origin. Each

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<sup>1</sup>The entry age was reduced to 19 in 1988Spain.

year, a public lottery decided the region where each conscript would serve, as well as the branch of the military and the starting date. Some years, especially in the mid 80s, the number of eligible conscripts exceeded the capacity of the military and some individuals were exempted from serving by luck of the draw (surplus quota). The lottery was conducted at the province of residence one year before the start of the service. For the years 1987 to 1991 the lottery was based on the date of birth as well as the province of residence and we observe the exact assignment rule, allowing us to verify compliance with the assignment mechanism. From 1991 onwards conscripts were allowed to select some destinations. Otherwise they were assigned using the lottery.

### 3 Sample

**Administration** In our pilot from December 2019 we collaborated with Luc.id, an online panel provider widely used in the social sciences (Coppock and McClellan, 2019; Wood and Porter, 2019). This provider had some constraints on how much data it could deliver to us. In our main study scheduled to take place in January and February 2020, we collaborate with Dynata a widely used online panel provider in economics research (de Quidt et al., 2018; Enke et al., 2019a). This provider will recruit samples of males from cohorts that still had to enter the lottery determining whether and where they had to complete the mandatory military service.

**Sample restrictions and sample size** We restrict our main analysis to respondents who entered the lottery for the military service in 1990 or before, and thus started the compulsory military service before 1991 as well as respondents who were exempted from completing the military service as a result of the lottery. Until 1990 all conscripts for the compulsory military service entered the lottery and could not choose their location.<sup>2</sup> From

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<sup>2</sup>To minimize any potential measurement error of people accidentally saying that they were exempted by quota surplus, we ask all of our respondents whether the quota surplus was determined by lottery. We exclude respondents who say that they did not enter the lottery. Based on our pilot data the fraction of people who say that they did not enter the lottery was very close to zero.

our pilot we collected a sample of approximately 900 respondents meeting our sample restrictions, which we plan to use in the main study. In our full study we hope to collect data for at least an additional 3600 respondents who meet our inclusion criteria (such that we meet an overall sample size of 4500 respondents). We plan to pool observations from the pilot and the full study in our analysis.

We measure people's province at age 17 and their year of birth twice throughout the survey. If they give us inconsistent responses to any of these questions, we will exclude them from the analysis. We will also exclude respondents whose father's occupation was in the military from the analysis as we are concerned that the personal connection to someone in the military could in principle undermine the lottery.

**Power calculation** We take the standard errors obtained in our pilot survey based on 900 observations in order to calculate minimum detectable effect sizes for a power of 80% for the key outcome measures of interest from our pilot under the assumption that we will collect an additional 3600 observations (such that we would have a total sample size of 4500). The minimum detectable effect size for a power of 80% for the main outcomes of interest for national identity, defined in Section 5.2, is 0.14 of a standard deviation. For a number of other outcome variables, we did not collect any pilot data and we are uncertain about the statistical power.

## 4 Survey

**Background information** We collect a basic set of demographics on cohort of birth, education, province of birth, province of residence at 17, income, and gender. We also gather information about a series of pre-determined covariates, namely the father's and mother's level of education, occupation, industry of work, and province of birth, the size of the municipality where the respondent grew up and the number of siblings. We also measure detailed background information on people's military service, including whether they completed the obligatory service, in which provinces they completed the

service, when they started the military service, and for how many months the service lasted. We also measure the provinces their best friends from the military service are from, and people's perceived exposure to people from other regions of Spain, and from different socioeconomic backgrounds. To measure people's regional mobility, we ask people about their current locality of residence, and elicit whether they ever lived outside of their region of birth. Subsequently, we ask our respondents for how many years they lived outside of their region of birth.

**National versus regional identity** We ask a series of qualitative questions to measure people's identification with the nation Spain. For example, we ask our respondents whether they are proud to be Spanish, and how they feel when they see Spanish flag. Finally, following Enke et al. (2019b), we measure our respondents' groupishness using a validated hypothetical question. We ask our respondents to split 100 Euros between a randomly chosen person from Spain and a randomly chosen person from their province of birth. We also measure when they first moved outside of their parents' home. Finally, we measure people's feelings of sympathy vis a vis people of all 17 different regions of Spain using a qualitative response scale ranging from 0 to 10.

**Beliefs** Based on the experiments conducted by Cohn et al. (2019), we measure beliefs about the honesty of people from different cities in Spain. We provide our respondents with the following instructions:

In a recent study, researchers tried to measure the honesty of the inhabitants of several cities in the following way. The researchers dropped wallets in the streets of these cities and they measured the probability that the wallets would be returned to their owners. Each wallet contained 20 euros and a business card with the owner's email. What fraction of these wallets do you think were returned in each of the following cities?

We measure people's beliefs about the returned wallets in 17 different major cities in Spain, 11 of which were actually used in the study by Cohn et al. (2019). We elicit beliefs

using a 5 point response scale ranging from (1) almost none (<20%) to (5) (Almost all (>80%)).<sup>3</sup> Finally, we ask our respondents to assess cultural differences between people from their region of residence when aged 17 and people from all other regions in Spain.

**Policy preferences** We first measure people’s perception of whether regional redistribution is too high, too low or about right. Then, we measure people’s support for introducing a 1-month compulsory military service in Spain. We also elicit people’s support for a scholarship program which provides Spanish students with the possibility of moving to a different region of Spain. Turning to more general political ideology, we examine people’s self-placement on a conservative-liberal scale, their self-reported past voting behavior, their views on whether an Independence referendum for Catalunya should be considered, and their assessment of whether regional autonomy has rather positive effects or rather negative effects.

**Personality** We also measure a series of standard personality traits. First, we assess people’s conscientiousness using one item from the 10-item big 5 personality scale. Then, we measure people’s openness to new experiences using one item from the 10-item big 5 personality scale. Finally, we measure people’s obedience to authorities in general.

## 5 Definition of variables and families of outcomes

### 5.1 First-stage

We measure the first-stage using the following variable:

- **Any year outside:** This variable takes value one for respondents who spent at least one year outside of their province of birth.

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<sup>3</sup>We chose to use a qualitative response scale with a quantitative meaning in order to reduce the cognitive burden for participants.

- **Age start working:** Age at which the respondent started being active in the labor market. It is continuous and ranges between 14 years or less and 36 years or more.

**Our hypothesis:** We hypothesize that respondents who completed the military service (i) are more likely to have been outside of their province of residence at age 17 and (ii) started working in the labor market later. We test this by estimating specification 1 in Section 6.

## 5.2 Primary outcomes

### National identity

Our first family of outcomes measures our respondents' sense of national identity. It is based on the following variables:

- **Nation sentiment:** We measure national sentiment using a z-scored transformation of the following question: "Which of the following statements best describes your feelings?" (answers ranging from (i) I feel only Spanish to (v) I feel only attached to my local region). We reverse code the variable such that higher values mean that respondents feel more Spanish.
- **Proud Spanish:** We measure pride to be Spanish using a z-scored transformation of the following question: Are you proud to be Spanish? (answers ranging from (i) I feel very proud to be Spanish to (v) I am not at all proud to be Spanish). We reverse the scale such that higher values mean that respondents are more proud to be Spanish.
- **Sentiment flag:** We measure sentiment towards the flag using a z-scored transformation of the following question: How do you feel when you see the Spanish flag? (answers ranging from (i) I experience very positive emotions to (v) I experience very negative emotions). We reverse the scale such that higher values correspond to more positive feelings towards the Spanish flag.



To deal with multiple hypothesis testing, we will create a weighted index based on a z-scored transformation of these variables using the procedure proposed by Anderson (2008). We z-score each individual question using the mean and standard deviation of the sample.

**Our hypothesis:** We examine whether respondents who completed the military service (i) feel more Spanish, (ii) are more proud of Spain, (iii) experience more positive emotions when seeing the Spanish flag. To do so, we estimate specification 1 in Section 6.

### **Groupishness**

Our second family of outcomes measures our respondents' universalism, their sympathy towards other regions of Spain and perceived trustworthiness of people from different regions of Spain. It is based on the following variables:

- **Universalism:** Following a validated measurement tool on moral universalism developed by Enke et al. (2019b), we measure how people split 100 Euros between a randomly chosen person from Spain versus a randomly chosen person from the province where the respondent lived at age 17. We z-score the amount of money given to the randomly chosen person from Spain, i.e. higher values indicate more moral universalism and less groupishness.
- **Sympathy:** We measure sympathy towards inhabitants from other regions of Spain. We do so by taking the average sympathy towards all regions of Spain except for the own region of residence when aged 17. We code the variable such that higher values correspond to higher levels of sympathy towards people from other regions of Spain.
- **Perceived similarity:** We measure perceived similarity using a z-scored transformation of the following question: "In terms of personality, how large would you say are the differences between people from the region where you lived at age 17 and

people from other regions of Spain? (ranging from 0 “no differences at all” to 10 “the differences are large”). We code the variable such that higher values correspond to higher perceived similarity.

- **Perceived trustworthiness:** We measure our respondents’ beliefs about the fraction of dropped wallets returned across 17 cities from all different regions of Spain. To calculate the average perceived trustworthiness of people of other regions of Spain, we take the average beliefs except for beliefs about the returned wallet from the city in the respondent’s region of residence when aged 17. We code the variable such that higher values correspond to higher perceived trustworthiness.

To deal with multiple hypothesis testing, we will create a weighted index based on a z-scored transformation of these variables using the procedure proposed by Anderson (2008). We z-score each individual question using the mean and standard deviation of the sample.

**Our hypothesis:** We examine whether respondents who completed the military service (i) allocate relatively more money to people from Spain compared to the region of residence when aged 17 (ii) display more feelings of sympathy rather than antipathy vis a vis people from different regions of Spain (iii) perceive people from other regions of Spain as more similar and (iv) think that people of other regions of Spain are more trustworthy. To do so, we estimate specification 1 in Section 6.

## **Personality**

Our third family of outcomes measures people’s personalities, namely conscientiousness, openness and obedience to authority.

- **Conscientiousness:** We measure conscientiousness using a z-scored transformation of people’s agreement with the following statement: “I see myself as self-disciplined”. We code this variable such that higher values correspond to higher conscientiousness.

- **Openness:** We measure openness using a z-scored transformation of people's agreement with the following statement: "I see myself as open to new experiences". We code this variable such that higher values correspond to higher openness to experience.
- **Obedience to authority:** We measure openness using a z-scored transformation of people's agreement with the following statement: "It is important to obey to authorities." We code this variable such that higher values correspond to higher obedience to authority.

**Our hypothesis:** We examine whether respondents who completed the military service are (i) more conscientious, (ii) open to new experiences, (iii) consider obedience to authority as more important. We estimate specification 1 in Section 6 to test these hypotheses.

### 5.3 Secondary outcomes

**Political Preferences** We also shed light on how geographic mobility affected political preferences.

- **Support for mandatory military service:** We measure support for introducing a mandatory national universal service (SNU) of one month for all Spanish youths using a 5-point scale ranging from (i) strongly disagree with the introduction of the SNU to (v) strongly agree with the introduction of the SNU. The variable is z-scored coded such that higher values indicate higher support for the introduction.
- **Support for educational mobility programs:** We measure support for a scholarship program that enables students with monetary support to move to a university in a different region in Spain. The variable is z-scored coded such that higher values indicate higher support for the program.
- **Turnout:** We create a dummy for whether respondents turned out to the last general election in November 2019.

- **Voting behavior:** We create dummies for the different parties
- **Political ideology:** We measure respondents' political ideology using a 10-point scale ranging from (1) very left-wing to (10) very right-wing. We recode the variable such that higher values correspond to respondents being more left-wing.
- **Beliefs about regional autonomy:** We measure beliefs about regional autonomy using a z-scored transformation of the answers to the following question: "Do you think that, in general, the creation and development of the autonomous regions has been a rather positive or rather negative fact for Spain?" The answer categories are (i) Rather positive, (ii) neither positive nor negative, (iii) rather negative. We code the variable such that higher values correspond to more negative views beliefs.
- **Favoring Catalanian Independence referendum:** We measure support for a self-determination referendum using the following question: "Do you think that the holding of a referendum of self-determination in Catalonia should be considered?" Our outcome variables of interest takes value 1 if respondents support the holding of the referendum.

**Other mechanisms** We also study migration choices, the age at which people moved out of their parents' place, the years outside of the region of birth, income, employment status, and current location choice.

- **Years outside region of birth:** The variable is defined as the number of years living outside the region of birth.
- **Income:** We take the midpoints of the income bracket from the categorical responses and employ a continuous measure of income based on the categorical responses.
- **Employment status:** This variable takes value one for respondents who are currently in the labor force.

- **Age leaving home:** Age at which the respondent moved outside of the parent's home.
- **Current location:** This variable takes value one for respondents who currently still live in the same province as at age 17.

Finally, we will also explore our other outcome variables collected to better understand mechanisms.

## 5.4 Coding of controls

**Controls for all specifications** We include the following variables as controls in the regressions:

- We include dummies for the education level achieved.
- We include a dummy for whether the respondent lived in the same province at age 17 as at birth.
- We include a dummy for whether the father completed at least secondary education.
- We include a dummy for whether the mother completed at least secondary education.
- We include a categorical variable for the size of the municipality where the respondent grew up.
- We include a dummy for whether the mother was born in the same municipality as the respondent.
- We include a dummy for whether the father was born in the same municipality as the respondent.
- We include a dummy for whether the father was active in the labor market when our respondent was aged 17.

- We include a dummy for whether the mother was active in the labor market when our respondent was aged 17.
- We include a dummy for whether the father worked in the agricultural sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the industrial sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the service sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the construction sector when our respondent was aged 17.
- We include a dummy for whether the mother worked in the agricultural sector when our respondent was aged 17.
- We include a dummy for whether the mother worked in the service sector when our respondent was aged 17.

## 6 Empirical specifications

### 6.1 Balance test

We conduct a standard balance test using the following set of pre-determined characteristics. We conduct a standard balance test using the following set of pre-determined characteristics.

- We include a dummy for whether the respondent completed at least secondary education.
- We include a dummy for whether the respondent lived in the same province at age 17 as at birth.
- We include a dummy for whether the father completed at least secondary education.
- We include a dummy for whether the mother completed at least secondary education.
- We include a categorical variable for the size of the municipality where the respondent grew up.
- We include a dummy for whether the mother was born in the same municipality as the respondent.
- We include a dummy for whether the father was born in the same municipality as the respondent.
- We include a dummy for whether the father was active in the labor market when our respondent was aged 17.
- We include a dummy for whether the mother was active in the labor market when our respondent was aged 17.

- We include a dummy for whether the father worked in the agricultural sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the industrial sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the service sector when our respondent was aged 17.
- We include a dummy for whether the father worked in the construction sector when our respondent was aged 17.
- We include a dummy for whether the mother worked in the agricultural sector when our respondent was aged 17.

In our table we display the mean of these variables for respondents who started the obligatory military service before or in 1991 (i) in their region of residence at 17, and (ii) outside their region of residence at 17. We also display a p-values of the coefficient on an indicator for whether one completed the military service in the region of residence, conditional on cohort fixed effects as well as province of residence at age 17 fixed effects.

We also regress an indicator for whether one completed the military service in the region of residence on all pre-determined characteristics, conditional on cohort fixed effects as well as province of residence at age 17 fixed effects. We then conduct a joint F-test testing for the joint significance of all covariates included in the balance test

## **6.2 Main specification: Completion of the military service**

We study how being randomly assigned to complete the military service altogether affected outcomes of interest. For this purpose we use data on all conscripts in our survey who entered the lottery for the compulsory military service in the year 1990 or before, and thus started the military service in 1991 or before and all respondents who were



randomly assigned not to complete the military service by lottery and entered the lottery in 1990 or before.<sup>4</sup> The key right-hand side variable of interest,  $\text{Nomilitary}_{icp}$ , takes value 1 for respondents who were randomly allocated not to complete the military service by lottery, and takes value 0 for respondents who were randomly allocated to complete the military service by lottery. Our specification controls for cohort fixed effects,  $\phi_c$ , and province of residence when aged 17 fixed effects,  $\text{province17}_p$ . On top of this we include a vector of pre-determined control variables,  $X_{icp}$  (number of siblings, population size of residence where the respondent grew up, education level of father, education level of mother, province of birth of mother, province of birth of father). Our main specification of interest is thus given as follows:

$$y_{icp} = \alpha_1 \text{Nomilitary}_{icp} + \Pi X_{icp} + \phi_c + \eta_p + \varepsilon_{icp} \quad (1)$$

Throughout our analysis we cluster standard errors at the cohort-province at age 17 level. We estimate the following specification as a robustness check:

$$y_{icp} = \alpha_1 \text{Nomilitary}_{icp} + \Pi X_{icp} + \phi_c \times \eta_p + \varepsilon_{icp} \quad (2)$$

## 7 Multiple hypothesis testing

We are not planning to adjust p-values for our main primary outcomes – since these are only three (index of national identity, index of groupishness, and index of personality traits). We do not think it is necessary to correct p-values for secondary outcomes, because the analysis of secondary outcomes is exploratory and will serve primarily as a

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<sup>4</sup>In general, it was not possible to escape the military service, but anecdotal evidence exists, suggesting that a small fraction of conscripts managed to escape the mandatory military service by completing the social service. We do everything we can to account for non-compliance with the assignment, i.e. we ask our respondents who completed the social service, whether they had originally entered the lottery and in which province they were assigned to go. We will include all non-compliers in our analysis. From pilot data we know that the fraction of non-compliers to the assignment is extremely low.

way to investigate the potential mechanisms driving our main results. Such an approach is common in medical trials, and has also been used by other pre-registered experimental studies in economics (Blattman et al., 2016).

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# Appendix

## Survey instructions

### Basic demographics + military service background

Were you born in Spain? Yes No

What is your gender? Male Female Other

Did you complete the military service?

Obligatory military service (mili)

Voluntary military service (professional service)

No, I completed the social service

No, I was exempted

Other

Before you completed the social service, did you enter the lottery for the military service?  
[only for respondents who responded “No, I completed the social service”]

Yes

No

Do you remember the destination drawn for you in the lottery? [only for respondents who responded “Yes” to the question whether they entered the lottery before doing the social service] dropdown list with 52 provinces + the option I do not remember.

Usually, the destination where recruits complete the obligatory military service was decided by means of a lottery. In your personal case, was your location determined by the lottery? [only for respondents who responded “Obligatory military service (mili)”]

Yes

No

Why were you exempted? [only for respondents who responded “No, I was exempted”]

Quota surplus (by lottery)

I enjoyed extensions until the obligation to perform mandatory military service expired

Other

Normally, surplus quotas were decided by means of a lottery. In your personal case, was your quota surplus determined by a lottery? [only for respondents who chose "Quota surplus (by lottery)"]

Yes

No

In what year did you enter the lottery for the military service? [only for respondents who entered the lottery]

### **Basic demographics: Location**

In what year were you born?

In which province were you born?

Did you live in this province until you were aged 17? (Yes, No I moved when I was 1 year old, No I moved when I was 2 years old, ..., No I moved when I was 17 years old).

In which province did you live when you were aged 17?

In which province do you currently live?

### **Basic demographics: education and income**

What is your highest level of education?

No studies

Primary school

Middle school/Junior high school

Vocational training first grade

Vocational training second grade

Secondary school  
Technical university  
University degree  
Doctorate degree

Which of the following best describes your employment status?

Full-time worker (more than 30 hours a week)  
Part-time worker  
Self-employed  
Retired  
Home-maker  
Mother/father in charge of children  
Student  
Unemployed  
Disabled  
None of the above

Currently, how much income do you have on average per month, after the tax deduction (that is, net income)?

No income at all  
Less than 300 Euros  
Between 300 and 600 Euros  
Between 600 and 900 Euros  
Between 900 and 1200 Euros  
Between 1200 and 1800 Euros  
Between 1800 and 2400 Euros  
Between 2400 and 3000 Euros  
Between 3000 and 4500 Euros  
Between 4500 and 6000 Euros  
More than 6000 Euros

### **Basic demographics: pre-determined characteristics**

What is the highest level of education of your father?

What is the highest level of education of your mother?

What was your father's occupation when you were aged 17?

What was your mother's occupation when you were aged 17?

In what industry did your father's employer when you were aged 17 operate?

In what industry did your mother's employer when you were aged 17 operate?

In which province was your father born?

In which province was your mother born?

How many siblings do you have? (please also include siblings that have passed away)

What is the population size of the municipality in which you grew up?

### **Military service: for people who completed the service**

When did you start your military service? (year, month) [drop-down list]

How many months did your military service last? [drop-down list]

In which province did you complete the first three months (i.e. the instructions) of your military service? [drop-down list]

In which provinces did you complete the remaining time of your military service? [drop-down list]

Which unit of the military were you a part of? [drop-down list]

### **Military service experience**

What is your assessment of your experience in military service?

It was a very positive experience

It was a positive experience

Neutral

It was a negative experience

It was a very negative experience

To what extent did the military service allow you to meet people from other regions of Spain?

Very much

Somewhat

Little

Not at all

To what extent did the military service allow you to meet people of different socio-economic backgrounds?

Very much

Somewhat

Little

Not at all

Think now about the friends you had during the military service. What province(s) were your friends from?

### **Migration history**

Throughout your life, did you ever live outside your region of birth? (please include the period of the obligatory military service, if applicable)?

Throughout your life, for how many years did you live outside your region of birth? (please include the period of military service, if applicable)?

At which age did you stop living with your parents permanently to move to live on your own? [drop-down list]

At which age did you start working? [drop-down list]



## **National versus regional identity**

Which of the following statements best describes your feelings?

I feel only Spanish.

I feel more attached to Spain than I feel attached to my local region.

I feel equally attached to Spain as to my local region.

I feel more attached to my local region than I feel attached to Spain.

I feel only attached to my local region

Are you proud to be Spanish?

I feel very proud to be Spanish

I feel somewhat proud to be Spanish

I am not very proud to be Spanish

I am not at all proud to be Spanish

How do you feel when you see the Spanish flag?

I experience very positive emotions

I experience somewhat positive emotions

I experience no emotions

I experience somewhat negative emotions

I experience very negative emotions

## **Universalism**

Imagine that you had to split 100 Euros between two other people, Person A and Person B. Person A is a randomly chosen person from Spain, while Person B is a randomly chosen person from the region you lived at age 17. How much money would you like to give to Person B and how much money would you like to give to Person A?

Person A (randomly chosen person from Spain):

Person B (randomly chosen person from the region you lived at age 17):

## Beliefs about trustworthiness: Wallet drop

In a recent study, researchers tried to measure honesty of the inhabitants of several cities in the following way. The researchers dropped 100 wallets in the streets of these cities and they measured the probability that the wallets would be returned to their owners. Each wallet contained 20 euros and a business card with the owner's email. How many of these wallets do you think were returned in each of the following cities? (Almost all (>80%), the majority (60%-80%), approximately half (40% - 60%), less than half (40% -20%), almost none (<20%).

A Coruna:

Albacete:

Barcelona:

Bilbao:

Cáceres:

Gijon:

Las Palmas de Gran Canaria:

Logroño:

Madrid:

Murcia:

Palma de Mallorca:

Pamplona:

Santander:

Sevilla:

Valencia:

Valladolid:

Zaragoza:

## **Personality**

To what extent do you agree with the following statements:

I see myself as self-disciplined

I see myself as open to new experiences

It is important to obey to authorities

(strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

## **Sympathy**

What are your feelings of sympathy or antipathy towards the inhabitants of the following regions? To assess it, use a scale from 0 to 10, taking into account that 0 means that "you like them not at all", 5 means that "you are indifferent" and 10 means that "you like them very much".

Andaluces

Aragoneses

Asturianos

Baleares

Canarios

Cántabros

Castellano leoneses

Castellano manchegos

Catalanes

Extremeños

Gallegos

Madrileños

Murcianos

Navarros

Riojanos

Valencianos

Vascos

### **Belief about cultural differences across Spain**

In terms of personality, how large would you say are the differences between inhabitants of the region where you lived in at age 17 compared to inhabitants of other regions of Spain? 0 means that there are no differences at all, while 10 means that the differences are large.

### **Policy preferences**

Some regions in Spain are wealthier than other regions. Do you think redistribution from richer to poorer regions is too high, adequate or too low?

Too high

Adequate

Too low

The French government has announced the introduction of a mandatory national universal service (SNU) of one month for all French youths of both sexes of 16 years. This service will offer young people “a citizen experience of military life, social mix and cohesion” and it is estimated that it will cost around 1.6 billion Euro. Would you agree with the introduction of a similar universal national service in Spain?

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

The Seneca Scholarships (also known as the National Erasmus) allow Spanish university students to study at a Spanish university institution other than the one in which the student is enrolled. This typically allows students to move to a different region of Spain for a period of time. The amount of these scholarships amounts to 500 euros per month. In 2020 these scholarships will have a total budget of 2 million euros Do you think the budget for this program should be much higher / higher / equal / lower / much lower?

Much higher

Higher

Equal

Lower

Much lower

### **Political preferences**

Do you think that, in general, the creation and development of the autonomous regions has been a rather positive or rather negative fact for Spain?

Rather positive

Neither positive nor negative

Rather negative

Do you think that the holding of a referendum of self-determination in Catalonia could be considered?

Yes

No

I don't know

How would you rate your political leanings on a scale from 0 to 10, where 0 means that you are very left-wing and 10 means that you are very right-wing?

Did you vote in the general elections which took place on November 10th, 2019? Yes No

Which party did you vote for in the general elections which took place on November 10th, 2019?

PSOE

PP

Vox

Ciudadanos

Unidas Podemos

ERC-Sobiranistes

EAJ/PNV

JxCAT

Other

Prefer not to say

### **Additional demographics**

Could you confirm the province in which you lived at age 17.

Could you confirm the province in which you completed the instruction of your military service.

We would now like to confirm your date of birth. What is your date of birth? (year, month, day)