

Flash Eurobarometer 319B
January 2011

Youth on the move (respondents aged 15-35)

Basic questionnaire

The GALLUP Organization

Questions for the Flash Eurobarometer on
Youth on the Move
January 2011

SCREENER

S0. Is anyone in your household between 15 and 35 years-of-age?

- Yes 1
- No [THANK AND TERMINATE] 2
- [DK/NA] [THANK AND TERMINATE] 9

S1. Is more than one person in your household between 15 and 35 years-of-age?

- Yes 1
- No 2
- [DK/NA] 9

DEMO

D0. What is your nationality?

D1. How old are you?

- [][]years old
- [REFUSAL/NO ANSWER] 00

D2. Gender

- Male..... 1
- Female 2

D3. Are you currently in education or training? This can be full-time or part-time.

- Yes 1
- No 2
- [DK/NA] 9

[ASK IF D3=1]

D4a. What type of education or training are you in?

- Lower secondary level 1
- Upper secondary level, general education..... 2
- Upper secondary level, vocational education and training, including apprenticeships 3
- Post-secondary, non-higher education 4
- Higher education 5
- [DK/NA] 9

[ASK IF D3=2 or 9]

D4b. What is the highest level of education or training that you have completed?

- Left school before completing lower secondary education 1
- Lower secondary level..... 2
- Upper secondary level, general education 3

- Upper secondary level, vocational education and training, including apprenticeships 4
- Post-secondary, non-higher education 5
- Higher education 6
- [DK/NA] 9

D7. Are you currently in work? This can be full-time or part-time, including alongside education / training.

- Yes, full-time 1
- Yes, part-time 2
- No 3
- [DK/NA] 9

[ASK IF D3 = (2 or 9) AND D7=(3 or 9)]

D8. Which of the following best describes your current situation?

- Unemployed and looking for a job 1
- Unemployed but not looking for work 2
- Unable to work because of a disability or illness 3
- On maternity/paternity/parental leave 4
- A homemaker 5
- Other 8
- [DK/NA] 9

A. EDUCATION & TRAINING

In this section, we will ask you some questions about the education and training options open to young people in your country after the end of compulsory schooling.

[ASK ALL]

Q1. In your opinion, is vocational education and training an attractive option for young people in your country?

- Yes 1
- No 2
- [DK/NA] 9

[ASK ALL]

Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason?

[READ OUT - ROTATE – RECORD FIRST ANSWER, THEN THE SECOND ANSWER]

- To acquire practical skills and undertake practical training 1
- To improve their job opportunities 2
- To get qualified to apply for higher levels of education (post-secondary or tertiary levels) 3
- To obtain higher wage levels 4
- To improve their opportunities to set up their own business 5
- Other 6
- [DK/NA] 6

[ASK ALL]

Q3. In your opinion, is higher education an attractive option for young people in your country?

- Yes 1
- No 2
- [DK/NA] 9

[ASK ALL]

Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

[READ OUT – ROTATE – RECORD FIRST ANSWER, THEN THE SECOND ANSWER]

- Interest in specific subjects/disciplines 1
- To improve their job opportunities 2
- To obtain a higher level qualification 3
- To obtain higher wage levels 4
- To improve their opportunities to set up their own business 5
- Other 7
- [DK/NA] 9

B. YOUTH MOBILITY

[ASK ALL]

Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?

- Yes 1
- No 2
- [DK/NA] 9

[IF THE ANSWER IS “NO” IN Q5, GO TO Q9]

Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted.

In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period.

[INTERVIEWER, ASK RESPONDENT TO ADD THE NUMBER OF WEEKS/MONTHS TOGETHER FOR ALL THE STAY FOR THE SAME TYPE OF MOBILITY PERIOD]

- None 1
- Less than three weeks 2
- Between three weeks and three months 3
- Three months to one year 4
- More than one year 5
- [DK/NA] 9

- A - Studying as part of school education (lower and upper secondary school) 1 2 3 4 5 9
- B - Studying as part of vocational education and training 1 2 3 4 5 9
- C - Studying as part of higher education 1 2 3 4 5 9
- D - Traineeship in a company or similar organisation as part of higher education 1 2 3 4 5 9
- E - Traineeship in a company or similar organisation as part of vocational education and training/apprenticeship
- ☐ 1 2 3 4 5 9

[ASK IF THE ANSWER ON Q6 IS “2” OR “3” OR “4” OR “5”]

Q7. Thinking about your longest stay abroad, how did you finance your stay?

[READ OUT - MULTIPLE ANSWERS POSSIBLE]

- Private funds / savings 1
- National or regional study loans/grants 2
- Paid partly by employer 3
- EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other)
- ☐ 4
- Other grants and awards 5
- [DK/NA] 9

[ASK IF THE ANSWER ON Q6 IS “2” OR “3” OR “4” OR “5”]

Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad.

[READ OUT - ROTATE – RECORD THE FIRST ANSWER]

- Credits / points for the programme of study / training 01
- Improved opportunities for subsequent employment 02
- Professional skills you did not already have 03

- Improved academic knowledge	04
- Improved foreign language skills.....	05
- Greater ability to adapt to new situations	06
- Improved awareness of another culture.....	07
- Better interpersonal skills.....	08
- Other benefits	09
- [DK/NA]	99

And what would be the second most important benefit?

[READ OUT- ROTATE – RECORD THE SECOND ANSWER]

- Credits / points for the programme of study / training	01
- Improved opportunities for subsequent employment.....	02
- Professional skills you did not already have.....	03
- Improved academic knowledge	04
- Improved foreign language skills.....	05
- Greater ability to adapt to new situations	06
- Improved awareness of another culture.....	07
- Better interpersonal skills.....	08
- Other benefits	09
- [DK/NA]	99

[ASK ALL]

Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?

[READ OUT – ROTATE – MULTIPLE ANSWERS POSSIBLE]

- Working (found a job abroad)	1
- Volunteering	2
- Within other educational contexts or outside formal education(for example a traineeship following graduation, participation in a youth project, language course, training paid by employer)	
☐	3
- Living abroad for other reason.....	4
- [Never stayed abroad].....	5
- [DK/NA]	9

ASK IF THE ANSWER IS “NO” IN Q5 AND “NEVER STAYED ABROAD” IN Q9

Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?

[READ OUT –ROTATE – RECORD THE FIRST ANSWER]

- A lack of information / guidance about mobility opportunities.....	01
- You were not interested in going abroad.....	02
- Lack of foreign language skills	03
- Legal obstacles.....	04
- A lack of funding / too expensive to stay abroad	05
- National/regional student loans or grants could not be transferred abroad.....	06
- Concerns about the quality of the training or other activities available abroad.....	07
- Could not get your study/training recognised (in cases where studying or training was the plan)	
☐	08
- Family commitments (children, dependent relatives etc).....	09
- Other reasons	10
- [DK/NA].....	99

What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?

[READ OUT – ROTATE – RECORD THE SECOND ANSWER]

- A lack of information / guidance about mobility opportunities.....	01
- You were not interested in going abroad.....	02
- Lack of foreign language skills	03
- Legal obstacles.....	04
- A lack of funding / too expensive to stay abroad	05
- National/regional student loans or grants could not be transferred abroad.....	06
- Concerns about the quality of the training or other activities available abroad.....	07
- Could not get your study/training recognised (in cases where studying or training was the plan)	
☐	08
- Family commitments (children, dependent relatives etc).....	09
- Other reasons	10
- [DK/NA].....	99

C. EMPLOYMENT & ENTREPRENEURSHIP

[ASK ALL]

Q11. Finding a relevant and suitable job after finishing education is often a challenge.

In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education?

And the second main concern?

[READ OUT – ROTATE - RECORD FIRST ANSWER, THEN THE SECOND ANSWER]

- That they don't have the right knowledge or skills	1
- No good job opportunities available in their field of studies.....	2
- No jobs available in their city or region (might have to move)	3
- Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	
☐.....	4
- They don't know what job opportunities are out there.....	5
- [DK/NA]	9

[ASK ALL]

Q12. How would you rate the guidance and counselling you have received during your school education ...[READ A AND B]

-Very poor.....	1
- Poor	2
- Satisfactory.....	3
- Good.....	4
- Very good	5
- [Not relevant/did not receive any guidance or counselling].....	8
- [DK/NA]	9

A - on the different further education and training options open to you? 1 2 3 4 5 8 9

B - on future employment opportunities? 1 2 3 4 5 8 9

[ASK ALL]

Q13. Would you like to set up your own business in the future?

- Yes	1
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- No because it is too risky..... 2
- No, you don't have adequate entrepreneurship skills 3
- No, because no access to finance..... 4
- No, it is too complicated to set up a business 5
- [I have already set up a business]..... 8
- [DK/NA] 9

[ASK ALL]

Q14. Would you be willing / would you like to work in another European country in the future?

- Yes, for a limited time 1
- Yes for the long term..... 2
- No 3
- [DK/NA] 9

Flash EB Series #319b

Youth on the move

Survey conducted by The Gallup Organization,
Hungary upon the request of
Directorate-General Education and Culture



Coordinated by Directorate-General
Communication

This document does not represent the point of
view of the European Commission.
The interpretations and opinions contained in it
are solely those of the authors.

THE GALLUP ORGANIZATION

Survey details

This special target group survey “*Youth on the Move*” (N° 319b) was conducted for the European Commission, DG Education and Culture, Unit C1 - Higher Education/Erasmus.

Telephone interviews were conducted in each country from 26th to 30th January, 2011 by the following institutes:

Belgium	BE	Gallup Europe	(Interviews: 26/01/2011 - 30/01/2011)
Czech Republic	CZ	Focus Agency	(Interviews: 26/01/2011 - 30/01/2011)
Denmark	DK	Norstat Denmark	(Interviews: 26/01/2011 - 30/01/2011)
Germany	DE	IFAK	(Interviews: 26/01/2011 - 30/01/2011)
Estonia	EE	Saar Poll	(Interviews: 26/01/2011 - 30/01/2011)
Greece	EL	Metroanalysis	(Interviews: 26/01/2011 - 30/01/2011)
Spain	ES	Gallup Spain	(Interviews: 26/01/2011 - 30/01/2011)
France	FR	Efficienc3	(Interviews: 26/01/2011 - 30/01/2011)
Ireland	IE	Gallup UK	(Interviews: 26/01/2011 - 30/01/2011)
Italy	IT	Demoskopoea	(Interviews: 26/01/2011 - 30/01/2011)
Cyprus	CY	CYMAR	(Interviews: 26/01/2011 - 30/01/2011)
Latvia	LV	Latvian Facts	(Interviews: 26/01/2011 - 30/01/2011)
Lithuania	LT	Baltic Survey	(Interviews: 26/01/2011 - 30/01/2011)
Luxembourg	LU	Gallup Europe	(Interviews: 26/01/2011 - 30/01/2011)
Hungary	HU	Gallup Hungary	(Interviews: 26/01/2011 - 30/01/2011)
Malta	MT	MISCO	(Interviews: 26/01/2011 - 30/01/2011)
Netherlands	NL	MSR	(Interviews: 26/01/2011 - 30/01/2011)
Austria	AT	Spectra	(Interviews: 26/01/2011 - 30/01/2011)
Poland	PL	Gallup Poland	(Interviews: 26/01/2011 - 30/01/2011)
Portugal	PT	Consulmark	(Interviews: 26/01/2011 - 30/01/2011)
Slovenia	SI	Cati d.o.o	(Interviews: 26/01/2011 - 30/01/2011)
Slovakia	SK	Focus Agency	(Interviews: 26/01/2011 - 30/01/2011)
Finland	FI	Norstat Finland Oy	(Interviews: 26/01/2011 - 30/01/2011)
Sweden	SE	Norstat Sweden	(Interviews: 26/01/2011 - 30/01/2011)
United Kingdom	UK	Gallup UK	(Interviews: 26/01/2011 - 30/01/2011)
Bulgaria	BG	Vitoshia	(Interviews: 26/01/2011 - 30/01/2011)
Romania	RO	Gallup Romania	(Interviews: 26/01/2011 - 30/01/2011)
Croatia	HR	Gallup Croatia	(Interviews: 26/01/2011 - 30/01/2011)
Turkey	TR	Konsensus	(Interviews: 26/01/2011 - 30/01/2011)
Norway	NO	Fieldwork Scandinavia	(Interviews: 26/01/2011 - 30/01/2011)
Iceland	IS	Capacent Gallup	(Interviews: 26/01/2011 - 30/01/2011)

Representativeness of the results

Each national sample is representative of the population between 15 and 35 years-of-age.

Sample sizes

In most countries the target sample size was 1000 respondents, but in Cyprus, Luxembourg, Malta and Iceland the sample size was 800 respondents. The table below shows the achieved sample size by country.

A weighting factor was applied to the national results in order to compute a marginal total where each country contributes to the total result in proportion to its population.

The table below presents, for each of the countries:
 (1) the number of interviews actually carried out
 (2) the population-weighted total number of interviews
TOTAL INTERVIEWS

	Total Interviews			
	Conducted	% of Total	TOTAL weighted	% of Total (weighted)
Total	30312	100	30312	100
BE	1001	3.3	523	1.7
BG	1000	3.3	398	1.3
CZ	1008	3.3	588	1.9
DK	1002	3.3	261	0.9
DE	1003	3.3	3657	12.1
EE	1008	3.3	74	0.2
EL	1000	3.3	555	1.8
ES	1001	3.3	2405	7.9
FR	1003	3.3	3117	10.3
IE	1002	3.3	258	0.9
IT	1012	3.3	2712	8.9
CY	801	2.6	48	0.2
LV	1005	3.3	126	0.4
LT	1000	3.3	186	0.6
LU	806	2.7	26	0.1
HU	1006	3.3	548	1.8
MT	805	2.7	23	0.1
NL	1001	3.3	779	2.6
AT	1004	3.3	408	1.3
PL	1000	3.3	2273	7.5
PT	1005	3.3	539	1.8
RO	1001	3.3	1238	4.1
SI	1002	3.3	106	0.3
SK	1004	3.3	332	1.1
FI	1008	3.3	258	0.9
SE	1006	3.3	464	1.5
UK	1002	3.3	3123	10.3
HR	1004	3.3	224	0.7
TR	1000	3.3	4802	15.8
NO	1000	3.3	243	0.8
IS	812	2.7	18	0.1

Questionnaires

- 1.
2. The institutes listed above translated the questionnaire in their respective national language(s).
- 3.

Tables of results

VOLUME A: COUNTRY BY COUNTRY

The VOLUME A tables present the total results country by country.

VOLUME B: RESPONDENTS' DEMOGRAPHICS

The VOLUME B tables present the total results with the following socio-demographic characteristics of respondents as breakdowns:

Volume B:

Sex (*Male, Female*)

Nationality (*Country of residence, Other nationality*)

Age (*15-19, 20-24, 25-29, 30-35*)

Currently in education or training (*Yes, No*)

Current education or training (*Lower secondary level; Upper secondary level, general education; Upper secondary level, vocational education and training, including apprenticeships; Post-secondary, non-higher education; Higher education*)

Completed education or training (*Left school before completing lower secondary education; Lower secondary level; Upper secondary level, general education; Upper secondary level, vocational education and training, including apprenticeships; Post-secondary, non-higher education; Higher education*)

Currently in work (*Full-time; Part-time; No*)

Current situation (*Unemployed; Disability or illness; On maternity/paternity/parental leave; Homemaker; Other*)

Subjective urbanisation (*Metropolitan zone, Other town/urban centre, Rural zone*)

Currently in work or /and education (*Full-time work, no education; Part-time work, no education; Full-time work, education; Part-time work, education; Full-time education, no work; Not in education, no work*)

Sampling error

Surveys are designed and conducted to provide an estimate of a true value of characteristics of a population at a given time. An estimate of a survey is unlikely to exactly equal the true population quantity of interest for a variety of reasons. One of these reasons is that data in a survey are collected from only some – a sample of – members of the population, this to make data collection cheaper and faster. The “margin of error” is a common summary of **sampling error**, which quantifies uncertainty about (or confidence in) a survey result.

Usually, one calculates a 95 percent confidence interval of the format: **survey estimate +/- margin of error**. This interval of values will contain the true population value at least 95% of time.

For example, if it was estimated that 45% of EU citizens are in favour of a single European currency and this estimate is based on a sample of 100 EU citizens, the associated margin of error is about 10 percentage points. The 95 percent confidence interval for support for a European single currency would be *(45%-10%) to (45%+10%)*, suggesting that in the EU the support for a European single currency could range from 35% to 55%. Because of the small sample size of 100 EU citizens, there is considerable uncertainty about whether or not the citizens of the EU support a single currency.

As a general rule, the more interviews conducted (sample size), the smaller the margin of error. Larger samples are more likely to give results closer to the true population quantity and thus have smaller margins of error. For example, a sample of 500 will produce a margin of error of no more than about 4.5 percentage points, and a sample of 1,000 will produce a margin of error of no more than about 3 percentage points.

Margin of error (95% confidence interval)

Survey estimate	Sample size (n)									
	10	50	100	150	200	400	800	1000	2000	4000
5%	13.5%	6.0%	4.3%	3.5%	3.0%	2.1%	1.5%	1.4%	1.0%	0.7%
10%	18.6%	8.3%	5.9%	4.8%	4.2%	2.9%	2.1%	1.9%	1.3%	0.9%
25%	26.8%	12.0%	8.5%	6.9%	6.0%	4.2%	3.0%	2.7%	1.9%	1.3%
50%	31.0%	13.9%	9.8%	8.0%	6.9%	4.9%	3.5%	3.1%	2.2%	1.5%
75%	26.8%	12.0%	8.5%	6.9%	6.0%	4.2%	3.0%	2.7%	1.9%	1.3%
90%	18.6%	8.3%	5.9%	4.8%	4.2%	2.9%	2.1%	1.9%	1.3%	0.9%
95%	13.5%	6.0%	4.3%	3.5%	3.0%	2.1%	1.5%	1.4%	1.0%	0.7%

(The values in the table are the margin of error – at 95% confidence level – for a given survey estimate and sample size)

The examples show that the size of a sample is a crucial factor affecting the margin of error. Nevertheless, once past a certain point – a sample size of 800 or 1,000 – the improvement is small. For example, to reduce the margin of error to 1.5% would require a sample size of 4,000.

Evaluation of the samples

The attached tables (after the Technical Report tables) provide a detailed insight to the within country weighting of the study. (For cross-country weights please refer to the table on previous page) The weighting of the dataset is a two-fold exercise.

In the first *step*, on a country-by-country basis, a **nonresponse population weighting** was carried out. As nonresponse rates vary by social segments, the sample characteristics reflect such differences as well (i.e., there are usually less males and especially less young people in the samples than in the universe.) In this step, we compensated for the nonresponse bias that stems from the field execution process. The most advanced method for eliminating such deviations is the so-called *Raking Adjustment for Nonresponse* (raking). Gallup applied this method. This procedure performs iterative proportional fitting in contingency table analysis. This method is also used to deal with the problem of large variability of weights when weighting classes are formed based on full cross-classification of the auxiliary variables, the result is a large number of weighting classes with unstable response rates.

However, one drawback is that raking assumes that the variables used for adjustment are independent. Raking works in the following way:

- 1) sets initial weight factor values in each cross-classification term to 1;
- 2) adjusts the weight factors of the first cross-classification term so the weighted sample is representative for the variables involved;
- 3) adjusts the weight factors for the next cross-classification term so the weighted sample becomes representative with respect to the variables involved (this might disrupt the representativeness with respect to the variables involved);
- 4) repeats this adjustment for all cross-classification terms;
- 5) repeats all steps until the factors do not change.

A common approach to weighting is to determine the sample weights adjusting for unequal probabilities of selection, revise these weights to compensate for different sub-class response rates, and finally modify the weights again to conform the weighted sample distribution for certain variables (e.g., age, gender, etc.) to the known population distributions of the same variables.

The following variables will be used in all national raking procedures (with categories levels used):

Age & Sex

male, 15-19
male, 20-24
male, 25-29
male, 30-35
female, 15-19
female, 20-24
female, 25-29
female, 30-35

Regions (NUTS1 - NUTS2)

Please note that levels might be collapsed to achieve convergence or universe information is not available in the necessary detail.

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