

Eurobarometer 81.3 ..... April-May 2014 .... ZA 5914 / ICPSR 36242

**EUROBAROMETER 81.3**

**APRIL-MAY 2014**

**BASIC BILINGUAL QUESTIONNAIRE**

**TNS OPINION**

**Note: The basic questionnaire is provided only as a guide to the survey questions. Please see the SPSS data definitions and document statements or the codebook for changes in coding schemes and for country specific answer categories (political parties, regions etc.).**

**Q1 What is your nationality? Please tell me the country(ies) that applies(y).**

(MULTIPLE ANSWERS POSSIBLE)

|  |     |
|--|-----|
| Belgium  | 1,  |
| Denmark  | 2,  |
| Germany  | 3,  |
| Greece   | 4,  |
| Spain  | 5,  |
| France   | 6,  |
| Ireland  | 7,  |
| Italy  | 8,  |
| Luxembourg                                       | 9,  |
| Netherlands                                      | 10, |
| Portugal   | 11, |
| United Kingdom (Great Britain, Northern Ireland) | 12, |
| Austria  | 13, |
| Sweden   | 14, |
| Finland  | 15, |
| Republic of Cyprus                               | 16, |
| Czech Republic                                   | 17, |
| Estonia  | 18, |
| Hungary  | 19, |
| Latvia   | 20, |
| Lithuania  | 21, |
| Malta  | 22, |
| Poland   | 23, |
| Slovakia   | 24, |
| Slovenia   | 25, |
| Bulgaria   | 26, |
| Romania  | 27, |
| Croatia  | 28, |
| Other countries                                  | 29, |
| DK   | 30  |

EB81.1 Q1

IF OTHER or DK THEN CLOSE INTERVIEW

**Q1 Quelle est votre nationalité ? Veuillez indiquer le(s) pays qui s'applique(nt).**

(PLUSIEURS REPONSES POSSIBLES)

|  |     |
|--|-----|
| Belgique                                       | 1,  |
| Danemark                                       | 2,  |
| Allemagne                                      | 3,  |
| Grèce  | 4,  |
| Espagne  | 5,  |
| France   | 6,  |
| Irlande  | 7,  |
| Italie   | 8,  |
| Luxembourg                                     | 9,  |
| Pays-Bas                                       | 10, |
| Portugal                                       | 11, |
| Royaume-Uni (Grande Bretagne, Irlande du Nord) | 12, |
| Autriche                                       | 13, |
| Suède  | 14, |
| Finlande                                       | 15, |
| République de Chypre                           | 16, |
| République tchèque                             | 17, |
| Estonie  | 18, |
| Hongrie  | 19, |
| Lettonie                                       | 20, |
| Lituanie                                       | 21, |
| Malte  | 22, |
| Pologne  | 23, |
| Slovaquie                                      | 24, |
| Slovénie                                       | 25, |
| Bulgarie                                       | 26, |
| Roumanie                                       | 27, |
| Croatie  | 28, |
| Autre pays                                     | 29, |
| NSP  | 30  |

EB81.1 Q1

SI AUTRE ou NSP ALORS FIN D'INTERVIEW

## A. ATTITUDES OF EUROPEANS TOWARDS ENVIRONMENT

### QA1 How important is protecting the environment to you personally?

(READ OUT – ONE ANSWER ONLY)

|                      |   |
|----------------------|---|
| Very important       | 1 |
| Fairly important     | 2 |
| Not very important   | 3 |
| Not at all important | 4 |
| DK                   | 5 |

EB75.2 QB1

QA2: MAX. 5 ANSWERS

QA2: ROTATE CODES 1 TO 14

QA2: CODES 16 AND 17 ARE EXCLUSIVE

### QA2 From the following list, please pick the five main environmental issues that you are worried about.

(SHOW SCREEN – READ OUT – MAX. 5 ANSWERS)

|   |     |
|---|-----|
| Depletion of natural resources  | 1,  |
| Our consumption habits  | 2,  |
| The growing amount of waste (M)   | 3,  |
| Loss or extinction of species and their habitats and of natural ecosystems (forests, fertile soils) (M)                       | 4,  |
| Shortage of drinking water (N)  | 5,  |
| Water pollution (seas, rivers, lakes and underground sources)   | 6,  |
| Agricultural pollution (use of pesticides, fertilisers, etc.)   | 7,  |
| Soil degradation (N)  | 8,  |
| Land take (i.e. that more land is used to build roads or cities, and that cities expand into the surrounding countryside) (N) | 9,  |
| The impact on our health of chemicals used in everyday products   | 10, |
| Air pollution   | 11, |
| Noise pollution   | 12, |
| Urban problems (traffic jams, pollution, lack of green spaces, etc.)  | 13, |
| The spread of harmful non-native plants and animals (invasive species) (N)  | 14, |
| Other (SP.)   | 15, |
| None (SP.)  | 16  |
| DK  | 17  |

NEW (BASED ON EB75.2 QB3)

## A. ATTITUDES DES EUROPEENS FACE A L'ENVIRONNEMENT

### QA1 Quelle est l'importance de la protection de l'environnement pour vous personnellement ?

(LIRE – UNE SEULE REPONSE)

|                       |   |
|-----------------------|---|
| Très important        | 1 |
| Plutôt important      | 2 |
| Pas très important    | 3 |
| Pas du tout important | 4 |
| NSP                   | 5 |

EB75.2 QB1

QA2: MAX. 5 REPONSES

QA2: ROTATION CODES 1 A 14

QA2: CODES 16 ET 17 SONT EXCLUSIFS

### QA2 Dans la liste suivante, veuillez indiquer les cinq principaux sujets liés à l'environnement qui vous inquiètent le plus.

(MONTRER ECRAN – LIRE – MAX. 5 REPONSES) (M)

|  |     |
|--|-----|
| L'épuisement des ressources naturelles   | 1,  |
| Nos habitudes de consommation  | 2,  |
| L'augmentation du volume des déchets   | 3,  |
| Le déclin ou la disparition d'espèces et de leurs habitats et des écosystèmes naturels (forêts, sols fertiles) (M)   | 4,  |
| La pénurie d'eau potable (N)   | 5,  |
| La pollution de l'eau (mers, rivières, lacs et sources souterraines)   | 6,  |
| La pollution due à l'agriculture (l'emploi des pesticides, d'engrais, etc.)  | 7,  |
| La dégradation des sols (N)  | 8,  |
| L'occupation des terres (c.-à-d. que plus de terres sont utilisées à la construction de routes et de villes, et que l'expansion des villes se fait dans les campagnes environnantes) (N) | 9,  |
| L'impact sur notre santé de produits chimiques utilisés dans les produits de tous les jours  | 10, |
| La pollution de l'air  | 11, |
| La pollution sonore  | 12, |
| Les problèmes urbains (les embouteillages, la pollution, le manque d'espaces verts, etc.)  | 13, |
| La prolifération de plantes et d'animaux non-indigènes (les espèces envahissantes) (N)   | 14, |
| Autre (SP.)  | 15, |
| Aucun (SP.)  | 16  |
| NSP  | 17  |

NEW (BASED ON EB75.2 QB3)

**QA3 In general, do you consider that you are very well, fairly well, fairly badly or very badly informed about environmental issues?**

(ONE ANSWER ONLY)

|                       |   |
|-----------------------|---|
| Very well informed    | 1 |
| Fairly well informed  | 2 |
| Fairly badly informed | 3 |
| Very badly informed   | 4 |
| DK                    | 5 |

EB75.2 QB4

QA4: MAX. 5 ANSWERS

QA4: ROTATE CODES 1 TO 14

QA4: CODES 16 AND 17 ARE EXCLUSIVE

**QA4 From the following list, please pick the five main issues about which you feel you most particularly lack information.**

(SHOW SCREEN – READ OUT – MAX. 5 ANSWERS)

|   |     |
|---|-----|
| Depletion of natural resources  | 1,  |
| Our consumption habits  | 2,  |
| The growing amount of waste (M)   | 3,  |
| Loss or extinction of species and their habitats and of natural ecosystems (forests, fertile soils) (M)                       | 4,  |
| Shortage of drinking water (N)  | 5,  |
| Water pollution (seas, rivers, lakes and underground sources)   | 6,  |
| Agricultural pollution (use of pesticides, fertilisers, etc.)   | 7,  |
| Soil degradation (N)  | 8,  |
| Land take (i.e. that more land is used to build roads or cities, and that cities expand into the surrounding countryside) (N) | 9,  |
| The impact on our health of chemicals used in everyday products   | 10, |
| Air pollution   | 11, |
| Noise pollution   | 12, |
| Urban problems (traffic jams, pollution, lack of green spaces, etc.)  | 13, |
| The spread of harmful non-native plants and animals (invasive species) (N)  | 14, |
| Other (SP.)   | 15, |
| None (SP.)  | 16  |
| DK  | 17  |

NEW (BASED ON EB75.2 QB5)

**QA3 D'une manière générale, vous estimez-vous très bien, plutôt bien, plutôt mal ou très mal informé(e) sur les questions liées à l'environnement ?**

(UNE SEULE REPONSE)

|                        |   |
|------------------------|---|
| Très bien informé(e)   | 1 |
| Plutôt bien informé(e) | 2 |
| Plutôt mal informé(e)  | 3 |
| Très mal informé(e)    | 4 |
| NSP                    | 5 |

EB75.2 QB4

QA4: MAX. 5 REPONSES

QA4: ROTATION CODES 1 A 14

QA4: CODES 16 ET 17 SONT EXCLUSIFS

**QA4 Dans la liste suivante, veuillez me dire quelles sont les cinq questions pour lesquelles vous estimez manquer plus particulièrement d'information.**

(MONTRER ECRAN – LIRE – MAX. 5 REPONSES)

|  |     |
|--|-----|
| L'épuisement des ressources naturelles   | 1,  |
| Nos habitudes de consommation  | 2,  |
| L'augmentation du volume des déchets   | 3,  |
| Le déclin ou la disparition d'espèces et de leurs habitats et des écosystèmes naturels (forêts, sols fertiles) (M)   | 4,  |
| La pénurie d'eau potable (N)   | 5,  |
| La pollution de l'eau (mers, rivières, lacs et sources souterraines)   | 6,  |
| La pollution due à l'agriculture (l'emploi des pesticides, d'engrais, etc.)  | 7,  |
| La dégradation des sols (N)  | 8,  |
| L'occupation des terres (c.-à-d. que plus de terres sont utilisées à la construction de routes et de villes, et que l'expansion des villes se fait dans les campagnes environnantes) (N) | 9,  |
| L'impact sur notre santé de produits chimiques utilisés dans les produits de tous les jours  | 10, |
| La pollution de l'air  | 11, |
| La pollution sonore  | 12, |
| Les problèmes urbains (les embouteillages, la pollution, le manque d'espaces verts, etc.)  | 13, |
| La prolifération de plantes et d'animaux non-indigènes (les espèces envahissantes) (N)   | 14, |
| Autre (SP.)  | 15, |
| Aucun (SP.)  | 16  |
| NSP  | 17  |

NEW (BASED ON EB75.2 QB5)

QA5: MAX. 3 ANSWERS

QA5: ROTATE CODES 1 TO 9 (codes 10 and 11 are NOT included in the rotation)

QA5: CODES 13 AND 14 ARE EXCLUSIVE

**QA5 From the following list, which are your three main sources of information about the environment?**

|   |     |
|---|-----|
| (SHOW SCREEN – READ OUT– MAX. 3 ANSWERS) (M)                            |     |
| Newspapers  | 1,  |
| Magazines   | 2,  |
| Television news   | 3,  |
| The radio   | 4,  |
| Films and documentaries on television                                   | 5,  |
| Conversations with relatives, family, friends, neighbours or colleagues | 6,  |
| Books   | 7,  |
| Publications, brochures or information materials                        | 8,  |
| Events (conferences, fairs, exhibitions, festivals, etc.)               | 9,  |
| Social media (M)  | 10, |
| The Internet (other websites, blogs, forums, etc.) (M)                  | 11, |
| Other (SP.)   | 12, |
| You are not interested in the environment (SP.)                         | 13  |
| DK  | 14  |

NEW (BASED ON EB75.2 QB6)

QA6: MAX. 5 ANSWERS

QA6: ROTATE CODES 1 TO 16 (codes 17 and 18 are NOT included in the rotation)

QA6: CODES 20 AND 21 ARE EXCLUSIVE

**QA6 From the following list, who do you trust most when it comes to providing reliable information about environmental issues? (M)**

|   |     |
|---|-----|
| (SHOW SCREEN – READ OUT – MAX. 5 ANSWERS) (M)           |     |
| National Government                                     | 1,  |
| Regional or local government                            | 2,  |
| The European Union                                      | 3,  |
| International organisations (United Nations, etc.)      | 4,  |
| Companies   | 5,  |
| Trade unions  | 6,  |
| Pro-environmental political parties (M)                 | 7,  |
| Environmental protection associations (M)               | 8,  |
| Consumer associations and other citizens' organisations | 9,  |
| Scientists  | 10, |
| Teachers at school or university                        | 11, |
| Relatives, family, neighbours, friends or colleagues    | 12, |
| Television  | 13, |
| The radio   | 14, |
| Newspapers  | 15, |
| Magazines (N)   | 16, |
| Social media (M)  | 17, |
| The Internet (other websites, blogs, forums, etc.) (M)  | 18, |
| Other (SP.)   | 19, |
| None (SP.)  | 20  |
| DK  | 21  |

NEW (BASED ON EB75.2 QB7)

QA5: MAX. 3 REPONSES

QA5: ROTATION CODES 1 A 9 (codes 10 et 11 ne sont PAS inclus dans la

QA5: CODES 13 ET 14 SONT EXCLUSIFS

**QA5 Dans la liste suivante, quelles sont vos trois principales sources d'information sur l'environnement ?**

|  |     |
|--|-----|
| (MONTRER ECRAN – LIRE – MAX. 3 REPONSES) (M)   |     |
| Les journaux   | 1,  |
| Les magazines  | 2,  |
| Le journal télévisé  | 3,  |
| La radio   | 4,  |
| Les films et les reportages à la télévision  | 5,  |
| Des conversations avec des parents, la famille, des amis, des voisins ou des collègues | 6,  |
| Les livres   | 7,  |
| Des publications, brochures ou du matériel d'information                               | 8,  |
| Des événements (conférences, foires, expositions, festivals, etc.)                     | 9,  |
| Les médias sociaux (M)   | 10, |
| Internet (autres sites, blogs, forums, etc.) (M)                                       | 11, |
| Autre (SP.)  | 12, |
| Vous n'êtes pas intéressé(e) par l'environnement (SP.)                                 | 13  |
| NSP  | 14  |

NEW (BASED ON EB75.2 QB6)

QA6: MAX. 5 REPONSES

QA6: ROTATION CODES 1 A 16 (codes 17 et 18 ne sont PAS inclus dans la

QA6: CODES 20 ET 21 SONT EXCLUSIFS

**QA6 Dans la liste suivante, à qui faites-vous le plus confiance pour vous fournir des informations fiables sur des questions liées à l'environnement ? (M)**

|  |     |
|--|-----|
| (MONTRER ECRAN – LIRE – MAX. 5 REPONSES) (M)                         |     |
| Le Gouvernement national   | 1,  |
| Le gouvernement régional ou local                                    | 2,  |
| L'Union européenne   | 3,  |
| Les organisations internationales (Nations unies, etc.)              | 4,  |
| Les entreprises  | 5,  |
| Les syndicats  | 6,  |
| Les partis politiques pro-environnement (M)                          | 7,  |
| Les associations de protection de l'environnement (M)                | 8,  |
| Les associations de consommateurs et autres associations de citoyens | 9,  |
| Les scientifiques  | 10, |
| Les professeurs à l'école ou à l'université                          | 11, |
| Les parents, la famille, des voisins, des amis ou des collègues      | 12, |
| La télévision  | 13, |
| La radio   | 14, |
| Les journaux   | 15, |
| Les magazines (N)  | 16, |
| Les médias sociaux (M)   | 17, |
| Internet (autres sites, blogs, forums, etc.) (M)                     | 18, |
| Autre (SP.)  | 19, |
| Aucun (SP.)  | 20  |
| NSP  | 21  |

NEW (BASED ON EB75.2 QB7)

**QA7** *QA7: ROTATE CODES 1 TO 3*  
**On which of the following criteria do you think the measurement of progress in (OUR COUNTRY) should be based? (M)**

(READ OUT – ONE ANSWER ONLY)

- Mainly on economic criteria, such as GDP (Gross Domestic Product) 1
- Equally on social and environmental criteria and on economic criteria 2
- Mainly on social and environmental criteria 3
- DK 4

*EB75.2 QB8*

**QA8** *QA8: ROTATE ITEMS 1 TO 3*  
**In your opinion, to what extent do the following factors influence your quality of life?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |                          | Very much | Quite a lot | Not much | Not at all | DK |
|---|--------------------------|-----------|-------------|----------|------------|----|
| 1 | State of the environment | 1         | 2           | 3        | 4          | 5  |
| 2 | Economic factors         | 1         | 2           | 3        | 4          | 5  |
| 3 | Social factors           | 1         | 2           | 3        | 4          | 5  |

*EB75.2 QB9*

**QA9** *QA9: ROTATE ITEMS 1 AND 2*  
**To what extent do you agree or disagree with the following statements?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |  | Totally agree | Tend to agree | Tend to disagree | Totally disagree | DK |
|---|--|---------------|---------------|------------------|------------------|----|
| 1 | The protection of the environment can boost economic growth in the EU      | 1             | 2             | 3                | 4                | 5  |
| 2 | The efficient use of natural resources can boost economic growth in the EU | 1             | 2             | 3                | 4                | 5  |

*EB75.2 QB10*

**QA10** **Please tell me to what extent you agree or disagree with the following statement: You are willing to buy environmentally friendly products even if they cost a little bit more.**

(READ OUT – ONE ANSWER ONLY) (M)

- Totally agree 1
- Tend to agree 2
- Tend to disagree 3
- Totally disagree 4
- DK 5

*EB75.2 QB11*

**QA7** *QA7: ROTATION CODES 1 A 3*  
**Parr lesquels des indicateurs suivants pensez-vous que le progrès en (NOTRE PAYS) devrait être mesuré ? (M)**

(LIRE – UNE SEULE REPONSE)

- Essentiellement par des indicateurs économiques tels que le PIB (Produit Intérieur Brut) 1
- Aussi bien par des indicateurs sociaux et environnementaux que par des indicateurs économiques 2
- Essentiellement par des indicateurs sociaux et environnementaux 3
- NSP 4

*EB75.2 QB8*

**QA8** *QA8: ROTATION ITEMS 1 A 3*  
**A votre avis, dans quelle mesure les facteurs suivants influencent-ils votre qualité de vie ?**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |                           | Beaucoup | Assez | Pas tellement | Pas du tout | NSP |
|---|---------------------------|----------|-------|---------------|-------------|-----|
| 1 | L'état de l'environnement | 1        | 2     | 3             | 4           | 5   |
| 2 | Les facteurs économiques  | 1        | 2     | 3             | 4           | 5   |
| 3 | Les facteurs sociaux      | 1        | 2     | 3             | 4           | 5   |

*EB75.2 QB9*

**QA9** *QA9: ROTATION ITEMS 1 ET 2*  
**Dans quelle mesure êtes-vous d'accord ou pas d'accord avec les affirmations suivantes ?**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Tout à fait d'accord | Plutôt d'accord | Plutôt pas d'accord | Pas du tout d'accord | NSP |
|---|--|----------------------|-----------------|---------------------|----------------------|-----|
| 1 | La protection de l'environnement peut être un moteur pour la croissance économique dans l'UE                 | 1                    | 2               | 3                   | 4                    | 5   |
| 2 | L'utilisation efficace des ressources naturelles peut être un moteur pour la croissance économique dans l'UE | 1                    | 2               | 3                   | 4                    | 5   |

*EB75.2 QB10*

**QA10** **Dans quelle mesure êtes-vous d'accord ou pas d'accord avec l'affirmation suivante : Vous êtes prêt(e) à acheter des produits respectueux de l'environnement même s'ils sont un peu plus chers.**

(LIRE – UNE SEULE REPONSE) (M)

- Tout à fait d'accord 1
- Plutôt d'accord 2
- Plutôt pas d'accord 3
- Pas du tout d'accord 4
- NSP 5

*EB75.2 QB11*

**QA11** *QA11: CODES 10 AND 11 ARE EXCLUSIVE*  
**Have you done any of the following for environmental reasons in the past month?**

- (SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)  
 Chosen a more environmentally friendly way of traveling (by foot, bicycle, public transport) 1,  
 Reduced waste e.g. by avoiding over-packaged products and buying products with a longer life (M) 2,  
 Separated most of your waste for recycling 3,  
 Cut down your water consumption (M) 4,  
 Cut down your energy consumption e. g. by turning down air conditioning or heating, not leaving appliances on stand-by, buying energy efficient appliances (M) 5,  
 Bought environmentally friendly products marked with an environmental label 6,  
 Chosen local products (M) 7,  
 Used your car less 8,  
 Other (SP.) 9,  
 None (SP.) 10  
 DK 11

*EB75.2 QB12*

**QA12** *QA12: MAX. 3 ANSWERS*  
*QA12: CODES 12 AND 13 ARE EXCLUSIVE*  
**In your opinion, which of these should be the top-three priorities for people in (OUR COUNTRY) in their daily life to protect the environment? (M)**

- (SHOW SCREEN – READ OUT – MAX. 3 ANSWERS)  
 Use public transport as much as possible instead of using your own car 1,  
 Replace your car with a more energy efficient one, even if it is smaller or more expensive 2,  
 Purchase environmentally-friendly products for your daily needs (M) 3,  
 Reduce food waste through smarter purchasing, storage, preparation and use of leftovers (N) 4,  
 Sort waste so that it can be recycled 5,  
 Reduce waste e.g. by avoiding over-packaged products and buying products with a longer life (M) 6,  
 Reduce your home energy consumption (lighting, heating, household appliances) 7,  
 Consider environmental aspects when you make large purchases (e.g. travelling, heating systems, build a house, etc.) 8,  
 Buy more local products and avoid products that come from far away 9,  
 Reduce water consumption at home (N) 10,  
 Other (SP.) 11,  
 None (SP.) 12  
 DK 13

*NEW (BASED ON EB75.2 QB13)*

**QA11** *QA11: CODES 10 ET 11 SONT EXCLUSIFS*  
**Au cours du mois dernier, avez-vous accompli l'une des actions suivantes pour des raisons environnementales ?**

- (MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)  
 Choisi un mode de déplacement plus respectueux de l'environnement (à pied, en bicyclette, en transports publics) 1,  
 Réduit les déchets par ex. en évitant les produits sur-emballés et en achetant des produits ayant une plus longue durée de vie (M) 2,  
 Trié la plupart de vos déchets pour le recyclage 3,  
 Réduit votre consommation d'eau (M) 4,  
 Réduit votre consommation d'énergie par ex. en baissant la climatisation ou le chauffage, en ne laissant pas des appareils en veille, en achetant des appareils à basse consommation d'énergie 5,  
 Acheté des produits écologiques qui portent un label environnemental 6,  
 Choisi des produits locaux (M) 7,  
 Moins utilisé votre voiture 8,  
 Autre (SP.) 9,  
 Aucun (SP.) 10  
 NSP 11

*EB75.2 QB12*

**QA12** *QA12: MAX. 3 REPONSES*  
*QA12: CODES 12 ET 13 SONT EXCLUSIFS*  
**Selon vous, quels devraient être les trois principales priorités pour les habitants en (NOTRE PAYS) dans leur vie quotidienne, afin de protéger l'environnement ? (M)**

- (MONTRER ECRAN – LIRE – MAX. 3 REPONSES)  
 Utiliser les transports publics le plus souvent possible au lieu d'utiliser votre propre voiture 1,  
 Remplacer votre voiture par un modèle plus économe en énergie, même si celui-ci est plus petit ou plus cher 2,  
 Acheter des produits respectueux de l'environnement pour vos besoins journaliers (M) 3,  
 Réduire vos déchets alimentaires en les achetant, les stockant, les préparant et en utilisant les restes de façon plus réfléchie (N) 4,  
 Trier les déchets pour qu'ils puissent être recyclés 5,  
 Réduire les déchets par ex. en évitant d'acheter des produits sur-emballés et en achetant des produits ayant une plus longue durée de vie (M) 6,  
 Réduire votre consommation d'énergie à votre domicile (éclairage, chauffage, électroménager) 7,  
 Prendre en considération les aspects environnementaux quand vous faites des dépenses importantes (par ex. un voyage, un système de chauffage, la construction d'une maison, etc.) 8,  
 Acheter davantage de produits locaux tout en évitant ceux qui viennent de très loin 9,  
 Réduire votre consommation d'eau à votre domicile (N) 10,  
 Autre (SP.) 11,  
 Aucun (SP.) 12  
 NSP 13

*NEW (BASED ON EB75.2 QB13)*



QA13: ROTATE ITEMS 1 TO 3

**QA13 Please tell me to what extent you agree or disagree with each of the following statements.**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |  | Totally agree | Tend to agree | Tend to disagree | Totally disagree | DK |
|---|--|---------------|---------------|------------------|------------------|----|
| 1 | As an individual, you can play a role in protecting the environment in (OUR COUNTRY)                   | 1             | 2             | 3                | 4                | 5  |
| 2 | The big polluters should be mainly responsible for making good the environmental damage they cause (M) | 1             | 2             | 3                | 4                | 5  |
| 3 | Environmental issues have a direct effect on your daily life   | 1             | 2             | 3                | 4                | 5  |

EB75.2 QB14

**QA14 Thinking about the spending and investment of public authorities in (OUR COUNTRY), which of the following two statements comes closest to your view? Public authorities should favour... (M)**

(READ OUT – ONE ANSWER ONLY)

|  |   |
|--|---|
| Environmentally-friendly considerations over cost considerations (M) | 1 |
| Cost considerations over environmentally-friendly considerations (M) | 2 |
| Neither (SP.)  | 3 |
| DK   | 4 |

NEW (BASED ON EB75.2 QB15)

**QA15 When it comes to protecting the environment, do you think that decisions should be made by the (NATIONALITY) Government or made jointly within the EU?**

(ONE ANSWER ONLY)

|                          |   |
|--------------------------|---|
| (NATIONALITY) Government | 1 |
| Jointly within the EU    | 2 |
| DK                       | 3 |

EB75.2 QB16

QA13: ROTATION ITEMS 1 A 3

**QA13 Pourriez-vous me dire dans quelle mesure vous êtes d'accord pas d'accord avec chacune des affirmations suivantes.**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Tout à fait d'accord | Plutôt d'accord | Plutôt pas d'accord | Pas du tout d'accord | NSP |
|---|--|----------------------|-----------------|---------------------|----------------------|-----|
| 1 | A titre personnel, vous pouvez jouer un rôle dans la protection de l'environnement en (NOTRE PAYS)                             | 1                    | 2               | 3                   | 4                    | 5   |
| 2 | Les gros pollueurs devraient être principalement responsables de la réparation des dégâts qu'ils causent à l'environnement (M) | 1                    | 2               | 3                   | 4                    | 5   |
| 3 | Les questions environnementales ont des conséquences directes sur votre vie quotidienne  | 1                    | 2               | 3                   | 4                    | 5   |

EB75.2 QB14

**QA14 En ce qui concerne les dépenses et investissements des pouvoirs publics en (NOTRE PAYS), laquelle des affirmations suivantes se rapproche le plus de votre point de vue ? Les pouvoirs publics devraient favoriser ...**

(LIRE – UNE SEULE REPONSE)

|   |   |
|---|---|
| Des considérations environnementales plutôt que des considérations de coûts (M) | 1 |
| Des considérations de coûts plutôt que des considérations environnementales (M) | 2 |
| Ni l'un ni l'autre (SP.)  | 3 |
| NSP   | 4 |

NEW (BASED ON EB75.2 QB15)

**QA15 Concernant la protection de l'environnement, pensez-vous que les décisions devraient être prises par le Gouvernement (NATIONALITE) ou qu'elles devraient être prises en commun au sein de l'UE ?**

(UNE SEULE REPONSE)

|                               |   |
|-------------------------------|---|
| Gouvernement (NATIONALITE)    | 1 |
| En commun au sein de l'UE (M) | 2 |
| NSP                           | 3 |

EB75.2 QB16

QA16: ROTATE ITEMS 1 TO 6

**QA16** In your opinion, is each of the following currently doing too much, doing about the right amount, or not doing enough to protect the environment? (M)

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |                                | Doing too much | Doing about the right amount | Not doing enough | DK |
|---|--------------------------------|----------------|------------------------------|------------------|----|
| 1 | Big companies and industry (M) | 1              | 2                            | 3                | 4  |
| 2 | Citizens themselves            | 1              | 2                            | 3                | 4  |
| 3 | Your city, town or village (N) | 1              | 2                            | 3                | 4  |
| 4 | Your region (N)                | 1              | 2                            | 3                | 4  |
| 5 | The (NATIONALITY) Government   | 1              | 2                            | 3                | 4  |
| 6 | The European Union             | 1              | 2                            | 3                | 4  |

EB75.2 QB17 TREND MODIFIED

QA17: MAX. 2 ANSWERS

QA17: CODES 8 AND 9 ARE EXCLUSIVE

**QA17** In your opinion, which of the following would be the most effective way(s) of tackling environmental problems?

(SHOW SCREEN – READ OUT – MAX. 2 ANSWERS)

- Providing more information on environmental issues 1,
- Ensuring better enforcement of existing environmental legislation 2,
- Introducing heavier fines for offenders 3,
- Introducing stricter environmental legislation 4,
- Ensuring higher financial incentives (e.g. tax breaks, subsidies) to industry, business and citizens who protect the environment (M) 5,
- Introducing or increasing taxation on environmentally damaging activities 6,
- Other (SP.) 7,
- None (SP.) 8
- DK 9

EB75.2 QB18 TREND MODIFIED

QA16: ROTATION ITEMS 1 A 6

**QA16** Selon vous, pour chacune des propositions suivantes, pouvez-vous me dire s'ils en font trop, assez ou pas assez pour protéger l'environnement. (M)

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | En font trop | En font assez | N'en font pas assez | NSP |
|---|--|--------------|---------------|---------------------|-----|
| 1 | Les grandes entreprises et l'industrie | 1            | 2             | 3                   | 4   |
| 2 | Les citoyens eux-mêmes                 | 1            | 2             | 3                   | 4   |
| 3 | Votre ville ou village (N)             | 1            | 2             | 3                   | 4   |
| 4 | Votre région (N)                       | 1            | 2             | 3                   | 4   |
| 5 | Le Gouvernement (NATIONALITE)          | 1            | 2             | 3                   | 4   |
| 6 | L'Union européenne                     | 1            | 2             | 3                   | 4   |

EB75.2 QB17 TREND MODIFIED

QA17: MAX. 2 REPONSES

QA17: CODES 8 ET 9 SONT EXCLUSIFS

**QA17** A votre avis, parmi les suivants quels sont les meilleurs moyens pour résoudre les problèmes environnementaux ?

(MONTRER ECRAN – LIRE – MAX. 2 REPONSES)

- Fournir plus d'informations sur les enjeux environnementaux 1,
- Assurer une meilleure application de la législation en vigueur en matière d'environnement 2,
- Infliger des amendes plus lourdes à l'encontre des contrevenants 3,
- Introduire une législation de l'environnement plus sévère 4,
- Garantir des incitations financières plus élevées (par ex. avantages fiscaux, subventions) à l'industrie, au commerce et aux citoyens qui protègent l'environnement 5,
- Introduire ou augmenter les taxes sur des activités qui portent atteinte à l'environnement 6,
- Autre (SP.) 7,
- Aucun (SP.) 8
- NSP 9

EB75.2 QB18 TREND MODIFIED

QA18: ROTATE ITEMS 1 TO 4

**QA18** Please tell me to what extent you agree or disagree with each of the following statements.

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |   | Totally agree | Tend to agree | Tend to disagree | Totally disagree | DK |
|---|---|---------------|---------------|------------------|------------------|----|
| 1 | European environmental legislation is necessary for protecting the environment in (OUR COUNTRY)         | 1             | 2             | 3                | 4                | 5  |
| 2 | The EU should be able to check that environmental laws are being applied correctly in (OUR COUNTRY) (N) | 1             | 2             | 3                | 4                | 5  |
| 3 | The EU should assist non-EU countries to improve their environmental standards                          | 1             | 2             | 3                | 4                | 5  |
| 4 | More EU funding should be allocated to supporting environmentally-friendly activities (M)               | 1             | 2             | 3                | 4                | 5  |

EB75.2 QB19 TREND MODIFIED

QA18: ROTATION ITEMS 1 A 4

**QA18** Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des affirmations suivantes.

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Tout à fait d'accord | Plutôt d'accord | Plutôt pas d'accord | Pas du tout d'accord | NSP |
|---|--|----------------------|-----------------|---------------------|----------------------|-----|
| 1 | La législation européenne en matière d'environnement est nécessaire pour protéger l'environnement en (NOTRE PAYS)              | 1                    | 2               | 3                   | 4                    | 5   |
| 2 | L'UE devrait être capable de vérifier que les lois en matière d'environnement sont appliquées correctement en (NOTRE PAYS) (N) | 1                    | 2               | 3                   | 4                    | 5   |
| 3 | L'UE devrait aider les pays non membres de l'UE à améliorer leurs normes environnementales                                     | 1                    | 2               | 3                   | 4                    | 5   |
| 4 | Plus de fonds devraient être alloués par l'UE pour soutenir des activités respectueuses de l'environnement (M)                 | 1                    | 2               | 3                   | 4                    | 5   |

EB75.2 QB19 TREND MODIFIED

**B. SKILLS AND QUALIFICATIONS**

|            |  |   |
|------------|--|---|
| <b>QB1</b> | <b>What is the highest level of education or training that you have completed?</b><br>(READ OUT – ONE ANSWER ONLY) |   |
|            | Lower secondary level  | 1 |
|            | Upper secondary level, general education   | 2 |
|            | Upper secondary level, general vocational education and training including apprenticeships                         | 3 |
|            | Post-secondary non-higher education  | 4 |
|            | Higher education   | 5 |
|            | None of these  | 6 |
|            | DK   | 7 |
|            | <i>NEW</i>   |   |

*QB2: MAX. 3 ANSWERS*

*QB2: CODES 7 AND 8 ARE EXCLUSIVE*

|            |  |    |
|------------|--|----|
| <b>QB2</b> | <b>In your opinion, which of the following are the most important skills that education provides?</b><br>(SHOW SCREEN – READ OUT – MAX. 3 ANSWERS) |    |
|            | Basic skills e.g. reading and writing, numeracy  | 1, |
|            | Specialised skills in specific subjects e.g. science, technology, law  | 2, |
|            | Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic   | 3, |
|            | Skills which can be used in different jobs e.g. problem solving, working with others   | 4, |
|            | Foreign language skills  | 5, |
|            | Other (SP.)  | 6, |
|            | None (SP.)   | 7  |
|            | DK   | 8  |
|            | <i>NEW</i>   |    |

*QB3: CODES 6 AND 7 ARE EXCLUSIVE*

|            |  |
|------------|--|
| <b>QB3</b> | <b>Which of the following skills do you think it is possible to obtain outside of formal education? By "outside of formal education", we mean outside schools, vocational education and training and university.</b> |
|------------|--|

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

|  |  |    |
|--|--|----|
|  | Basic skills e.g. reading and writing, numeracy  | 1, |
|  | Specialised skills in specific subjects e.g. science, technology, law                    | 2, |
|  | Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic | 3, |
|  | Skills which can be used in different jobs e.g. problem solving, working with others     | 4, |
|  | Foreign language skills  | 5, |
|  | None (SP.)   | 6  |
|  | DK   | 7  |
|  | <i>NEW</i>   |    |

**B. COMPETENCES ET CERTIFICATIONS**

|            |  |   |
|------------|--|---|
| <b>QB1</b> | <b>Quel est le niveau d'études ou de formation le plus élevé que vous ayez atteint ?</b><br>(LIRE – UNE SEULE REPONSE) |   |
|            | Enseignement secondaire du premier cycle   | 1 |
|            | Enseignement secondaire du deuxième cycle, enseignement général  | 2 |
|            | Enseignement secondaire du deuxième cycle, enseignement et formation professionnels généraux, dont l'apprentissage     | 3 |
|            | Enseignement post-secondaire non supérieur   | 4 |
|            | Enseignement supérieur   | 5 |
|            | Aucun de ceux-ci   | 6 |
|            | NSP  | 7 |
|            | <i>NEW</i>   |   |

*QB2: MAX. 3 REPONSES*

*QB2: CODES 7 ET 8 SONT EXCLUSIFS*

|            |   |    |
|------------|---|----|
| <b>QB2</b> | <b>D'après vous, quels sont les compétences les plus importantes que transmet le système éducatif ?</b><br>(MONTRER ECRAN – LIRE – MAX. 3 REPONSES) |    |
|            | Les compétences de base comme lire et écrire ou le calcul   | 1, |
|            | Des compétences spécialisées dans des matières spécifiques comme les sciences, la technologie, ou le droit  | 2, |
|            | Des compétences spécifiques à un emploi comme pour devenir ingénieur, comptable, coiffeur, infirmière ou mécanicien                                 | 3, |
|            | Des compétences qui peuvent être utilisées dans différents emplois comme résoudre des problèmes ou travailler avec les                              | 4, |
|            | Des compétences en langues étrangères   | 5, |
|            | Autre (SP.)   | 6, |
|            | Aucun (SP.)   | 7  |
|            | NSP   | 8  |
|            | <i>NEW</i>  |    |

*QB3: CODES 6 ET 7 SONT EXCLUSIFS*

|            |  |
|------------|--|
| <b>QB3</b> | <b>Parmi les compétences suivantes, d'après vous, quelles sont celles qu'il est possible d'acquérir en dehors de l'enseignement officiel ? "En dehors de l'enseignement officiel" veut dire pas à l'école, ni dans l'enseignement et la formation professionnels, ni à l'université.</b> |
|------------|--|

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|  |  |    |
|--|--|----|
|  | Les compétences de base comme lire et écrire ou le calcul  | 1, |
|  | Des compétences spécialisées dans des matières spécifiques comme les sciences, la technologie ou le, droit             | 2, |
|  | Des compétences spécifiques à un emploi comme pour devenir ingénieur, comptable, coiffeur, infirmière ou mécanicien    | 3, |
|  | Des compétences qui peuvent être utilisées dans différents emplois comme résoudre des problèmes ou travailler avec les | 4, |
|  | Des compétences en langues étrangères  | 5, |
|  | Aucun (SP.)  | 6  |
|  | NSP  | 7  |
|  | <i>NEW</i>   |    |

**ASK QB4 IF "THINK IT IS POSSIBLE TO OBTAIN SKILLS OUTSIDE OF FORMAL EDUCATION", CODE 1 TO 5 IN QB3 – OTHERS GO TO QB5**

*QB4: CODES 9 AND 10 ARE EXCLUSIVE*

**QB4 Where or how would you be able to obtain these skills outside of formal education?**

(SHOW SCREEN – READ OUT– MULTIPLE ANSWERS POSSIBLE)

|  |    |
|--|----|
| Work experience  | 1, |
| Training in work or on the job   | 2, |
| Voluntary work or experience   | 3, |
| Self-education   | 4, |
| Courses other than school, vocational education and training or university | 5, |
| Online courses which are not part of a formal educational programme        | 6, |
| Travelling, living or working abroad                                       | 7, |
| Other (SP.)  | 8, |
| None (SP.)   | 9  |
| DK   | 10 |
| <i>NEW</i>   |    |

**ASK ALL**

*QB5: MAX. 3 ANSWERS*

*QB5: CODE 10 IS EXCLUSIVE*

(By "teacher", we mean anyone who educates others. This includes school teachers, professors, lecturers, vocational trainers, etc.)

**QB5 In your opinion, which of the following are the most important aspects of education?**

(SHOW SCREEN – READ OUT – MAX. 3 ANSWERS)

|   |    |
|---|----|
| The teacher's expertise or subject knowledge                            | 1, |
| The teacher's ability to engage and motivate the students               | 2, |
| The teacher's ability to ensure an orderly learning environment         | 3, |
| Learning environments that stimulate students' creativity and curiosity | 4, |
| Learning methods that use computers, the Internet or digital content    | 5, |
| Learning environments that encourage social and cultural diversity      | 6, |
| Periods of study abroad or exchanges with students from other countries | 7, |
| Practical work experience with a company or organisation                | 8, |
| Other (SP.)   | 9, |
| DK  | 10 |
| <i>NEW</i>  |    |

**POSER QB4 SI "PENSE QU'IL EST POSSIBLE D'ACQUERIR DES COMPETENCES EN DEHORS DE L'ENSEIGNEMENT OFFICIEL", CODE 1 A 5 EN QB3 – LES AUTRES ALLER EN QB5**

*QB4: CODES 9 ET 10 SONT EXCLUSIFS*

**QB4 Où ou comment seriez-vous en mesure d'acquérir ces compétences en dehors de l'enseignement officiel ?**

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|  |    |
|--|----|
| Par l'expérience professionnelle   | 1, |
| Par la formation sur le lieu de travail  | 2, |
| Par du travail ou une expérience bénévole  | 3, |
| Par l'autoformation  | 4, |
| Par des formations ailleurs qu'à l'école, que l'enseignement et la formation professionnels ou qu'à l'université | 5, |
| Par des formations en ligne qui ne font pas partie d'un programme d'enseignement officiel                        | 6, |
| Par les voyages, la vie ou le travail à l'étranger   | 7, |
| Autre (SP.)  | 8, |
| Aucun (SP.)  | 9  |
| NSP  | 10 |
| <i>NEW</i>   |    |

**A TOUS**

*QB5: MAX. 3 REPONSES*

*QB5: CODE 10 EST EXCLUSIF*

(Par "enseignant", nous entendons toute personne qui enseigne. Cela inclut les instituteurs, les professeurs, les conférenciers, les formateurs, etc.)

**QB5 Et d'après vous, quels sont les aspects liés au système éducatif les plus importants ?**

(MONTRER ECRAN – LIRE – MAX. 3 REPONSES)

|  |    |
|--|----|
| La compétence ou connaissance de l'enseignant dans la matière  | 1, |
| La capacité de l'enseignant à faire participer et à motiver les élèves ou étudiants                    | 2, |
| La capacité de l'enseignant à garantir un environnement propice à l'apprentissage                      | 3, |
| Les environnements d'apprentissage qui stimulent la créativité et la curiosité des élèves ou étudiants | 4, |
| Les méthodes d'apprentissage qui utilisent des ordinateurs, Internet ou du contenu numérique           | 5, |
| Les environnements d'apprentissage qui encouragent la diversité sociale et culturelle                  | 6, |
| Les périodes d'études à l'étranger ou d'échanges avec des élèves ou étudiants étrangers                | 7, |
| L'expérience professionnelle pratique en entreprise ou dans une organisation                           | 8, |
| Autre (SP.)  | 9, |
| NSP  | 10 |
| <i>NEW</i>   |    |

QB6: CODES 10 AND 11 ARE EXCLUSIVE

**QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

- The teacher's expertise or subject knowledge 1,
- The teacher's ability to engage and motivate the students 2,
- The teacher's ability to ensure an orderly learning environment 3,
- Learning environments that stimulate students' creativity and curiosity 4,
- Learning methods that use computers, the Internet or digital content 5,
- Learning environments that encourage social and cultural diversity 6,
- Periods of study abroad or exchanges with students from other countries 7,
- Practical work experience with a company or organisation 8,
- Other (SP.) 9,
- None (SP.) 10
- DK 11

NEW

**QB7 How would you rate the quality of the education and training you received personally...?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |  | Very good | Fairly good | Fairly bad | Very bad | Not applicable (SP.) | DK |
|---|--|-----------|-------------|------------|----------|----------------------|----|
| 1 | At school  | 1         | 2           | 3          | 4        | 5                    | 6  |
| 2 | In vocational education  | 1         | 2           | 3          | 4        | 5                    | 6  |
| 3 | In higher education  | 1         | 2           | 3          | 4        | 5                    | 6  |
| 4 | In courses for adults e.g. evening classes, refresher courses              | 1         | 2           | 3          | 4        | 5                    | 6  |
| 5 | Through online education e.g. online degrees, online courses, web seminars | 1         | 2           | 3          | 4        | 5                    | 6  |

NEW

QB6: CODES 10 ET 11 SONT EXCLUSIFS

**QB6 Et d'après vous, parmi les aspects suivants liés à l'éducation, lesquels ont le plus besoin d'être améliorés en (NOTRE PAYS) ?**

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

- La compétence ou connaissance de l'enseignant dans la matière 1,
- La capacité de l'enseignant à faire participer et à motiver les élèves ou étudiants 2,
- La capacité de l'enseignant à garantir un environnement propice à l'apprentissage 3,
- Les environnements d'apprentissage qui stimulent la créativité et la curiosité des élèves ou étudiants 4,
- Les méthodes d'apprentissage qui utilisent des ordinateurs, Internet ou du contenu numérique 5,
- Les environnements d'apprentissage qui encouragent la diversité sociale et culturelle 6,
- Les périodes d'études à l'étranger ou d'échanges avec des élèves ou étudiants étrangers 7,
- L'expérience professionnelle pratique en entreprise ou dans une organisation 8,
- Autre (SP.) 9,
- Aucun (SP.) 10
- NSP 11

NEW

**QB7 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s... ?**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Très bonne | Plutôt bonne | Plutôt mauvaise | Très mauvaise | Pas applicable (SP.) | NSP |
|---|--|------------|--------------|-----------------|---------------|----------------------|-----|
| 1 | A l'école  | 1          | 2            | 3               | 4             | 5                    | 6   |
| 2 | Dans l'enseignement professionnel  | 1          | 2            | 3               | 4             | 5                    | 6   |
| 3 | Dans l'enseignement supérieur  | 1          | 2            | 3               | 4             | 5                    | 6   |
| 4 | Dans les formations pour adultes comme les cours du soir ou les cours de remise à niveau | 1          | 2            | 3               | 4             | 5                    | 6   |
| 5 | Via l'enseignement en ligne comme des diplômes, formations ou séminaires en ligne        | 1          | 2            | 3               | 4             | 5                    | 6   |

NEW

**QB8 To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?**

(READ OUT – ONE ANSWER ONLY)

- Totally agree 1
- Tend to agree 2
- Tend to disagree 3
- Totally disagree 4
- DK 5

NEW

**QB9 Do you think that qualifications from your education or training would be recognised in other EU Member States? By "recognised", we mean that they can be used for work or further education.**

(ONE ANSWER ONLY)

- Yes 1
- No 2
- Not applicable/ no qualifications (SP.) 3
- DK 4

NEW

*QB10: CODES 3 AND 4 ARE EXCLUSIVE IN EACH ITEM*

**QB10 Have you ever spent time in another EU Member State or outside of the EU...?**

(SHOW SCREEN WITH SCALE – READ OUT – MULTIPLE ANSWERS PER LINE)

|   |                                | Yes, in another EU Member State | Yes, outside of the EU | No | DK |
|---|--------------------------------|---------------------------------|------------------------|----|----|
| 1 | Studying                       | 1,                              | 2,                     | 3  | 4  |
| 2 | On a traineeship or internship | 1,                              | 2,                     | 3  | 4  |
| 3 | Working                        | 1,                              | 2,                     | 3  | 4  |

NEW

*QB11: CODES 5 AND 6 ARE EXCLUSIVE*

**QB11 Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses.**

(READ OUT – MULTIPLE ANSWERS POSSIBLE)

- Yes, worked in another EU Member State 1,
- Yes, worked outside of the EU 2,
- Yes, studied in another EU Member State 3,
- Yes, studied outside of the EU 4,
- No 5
- DK 6

NEW

**QB8 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec le fait que votre formation vous a apporté (vous apporte) les compétences nécessaires pour trouver un emploi correspondant à vos certifications ?**

(LIRE – UNE SEULE REPONSE)

- Tout à fait d'accord 1
- Plutôt d'accord 2
- Plutôt pas d'accord 3
- Pas du tout d'accord 4
- NSP 5

NEW

**QB9 Pensez-vous que les certifications acquises par votre enseignement ou formation seraient reconnues dans d'autres Etats membres de l'UE ? "Reconnues" veut dire qu'elles peuvent être utilisées pour travailler ou poursuivre des études.**

(UNE SEULE REPONSE)

- Oui 1
- Non 2
- Pas applicable/ pas de certifications (SP.) 3
- NSP 4

NEW

*QB10: CODES 3 ET 4 SONT EXCLUSIFS POUR CHAQUE ITEM*

**QB10 Avez-vous déjà passé du temps dans un autre Etat membre de l'UE ou en dehors de l'UE... ?**

(MONTRER ECRAN AVEC ECHELLE – LIRE – PLUSIEURS REPONSES PAR LIGNE)

|   |                                   | Oui, dans un autre Etat membre de l'UE | Oui, en dehors de l'UE | Non | NSP |
|---|-----------------------------------|--|------------------------|-----|-----|
| 1 | Pour étudier                      | 1,                                     | 2,                     | 3   | 4   |
| 2 | Pour un apprentissage ou un stage | 1,                                     | 2,                     | 3   | 4   |
| 3 | Pour travailler                   | 1,                                     | 2,                     | 3   | 4   |

NEW

*QB11: CODES 5 ET 6 SONT EXCLUSIFS*

**QB11 Avez-vous déjà travaillé ou étudié avec une société ou institution située dans un autre Etat membre de l'UE ou en dehors de l'UE, alors que vous étiez dans votre propre pays ? Par exemple une formation à distance, des cours en ligne ou du télétravail.**

(LIRE – PLUSIEURS REPONSES POSSIBLES)

- Oui, travaillé dans un autre Etat membre de l'UE 1,
- Oui, travaillé en dehors de l'UE 2,
- Oui, étudié dans un autre Etat membre de l'UE 3,
- Oui, étudié en dehors de l'UE 4,
- Non 5
- NSP 6

NEW

**QB12 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)? By "recognised" we mean that they can be used for work or further education.**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |  | Completely recognised | Largely recognised | Recognised to some extent | Not recognised | DK |
|---|--|-----------------------|--------------------|---------------------------|----------------|----|
| 1 | Studying in another EU Member State                                    | 1                     | 2                  | 3                         | 4              | 5  |
| 2 | Working in another EU Member State                                     | 1                     | 2                  | 3                         | 4              | 5  |
| 3 | Traineeships or internships in another EU Member State                 | 1                     | 2                  | 3                         | 4              | 5  |
| 4 | Studying online with an institution located in another EU Member State | 1                     | 2                  | 3                         | 4              | 5  |
| 5 | Working remotely for a company located in another EU Member State      | 1                     | 2                  | 3                         | 4              | 5  |

NEW

QB13: CODES 3 AND 4 ARE EXCLUSIVE

**QB13 Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so?**

(READ OUT – MULTIPLE ANSWERS POSSIBLE)

Yes, tried to study in another EU Member State 1,  
 Yes, tried to work in another EU Member State 2,  
 No 3  
 DK 4

NEW

**QB12 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ? "Reconnues" veut dire qu'elles peuvent être utilisées pour travailler ou poursuivre des études.**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |   | Complètement reconnues | Largement reconnues | Reconnues dans une certaine mesure | Pas reconnues | NSP |
|---|---|------------------------|---------------------|------------------------------------|---------------|-----|
| 1 | Etudier dans un autre Etat membre de l'UE   | 1                      | 2                   | 3                                  | 4             | 5   |
| 2 | Travailler dans un autre Etat membre de l'UE                                      | 1                      | 2                   | 3                                  | 4             | 5   |
| 3 | Un stage ou un apprentissage dans un autre Etat membre de l'UE                    | 1                      | 2                   | 3                                  | 4             | 5   |
| 4 | Etudier en ligne dans une institution située dans un autre Etat membre de l'UE    | 1                      | 2                   | 3                                  | 4             | 5   |
| 5 | Faire du télétravail pour une entreprise située dans un autre Etat membre de l'UE | 1                      | 2                   | 3                                  | 4             | 5   |

NEW

QB13: CODES 3 ET 4 SONT EXCLUSIFS

**QB13 Avez-vous déjà essayé d'étudier ou de travailler dans un autre Etat membre de l'UE, y compris le télétravail ou étudier à distance depuis (NOTRE PAYS), sans y parvenir ?**

(LIRE – PLUSIEURS REPONSES POSSIBLES)

Oui, essayé d'étudier dans un autre Etat membre de l'UE 1,  
 Oui, essayé de travailler dans un autre Etat membre de l'UE 2,  
 Non 3  
 NSP 4

NEW



**ASK QB14 IF "UNSUCCESSFULLY TRIED TO STUDY OR WORK ABROAD",  
CODE 1 OR 2 IN QB13 – OTHERS GO TO QB15**

*QB14: CODES 6 AND 7 ARE EXCLUSIVE*

**QB14 Which difficulties related to your qualifications did you experience?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

|   |    |
|---|----|
| Your qualifications were not accepted by prospective employer   | 1, |
| Your qualifications were not recognised by educational institution  | 2, |
| You did not have enough information on whether your qualifications would be recognised in another EU Member State | 3, |
| You did not have enough information on opportunities for grants and scholarships                                  | 4, |
| Other (SP.)   | 5, |
| None (SP.)  | 6  |
| DK  | 7  |

*NEW*

**ASK ALL**

**QB15 Do you know to which level of the European Qualifications Framework your qualifications correspond?**

(READ OUT – ONE ANSWER ONLY)

|   |   |
|---|---|
| Yes   | 1 |
| No, but you have heard of the European Qualifications Framework     | 2 |
| No, and you have not heard of the European Qualifications Framework | 3 |
| Not applicable/ no qualifications (SP.)                             | 4 |
| DK  | 5 |

*NEW*

**QB16 In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?**

(ONE ANSWER ONLY)

|     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |
| DK  | 3 |

*NEW*

**POSER QB14 SI "A ESSAYE SANS SUCCES D'ETUDIER/ DE TRAVAILLER A  
L'ETRANGER", CODE 1 OU 2 EN QB13 – LES AUTRES ALLER EN QB15**

*QB14: CODES 6 ET 7 SONT EXCLUSIFS*

**QB14 Quelles difficultés liées à vos certifications avez-vous rencontrées ?**

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|  |    |
|--|----|
| L'employeur potentiel n'a pas accepté vos certifications   | 1, |
| L'établissement éducatif n'a pas reconnu vos certifications  | 2, |
| Vous n'avez pas eu suffisamment d'informations sur la reconnaissance éventuelle ou non de vos certifications dans un autre Etat membre de l'UE | 3, |
| Vous n'avez pas eu suffisamment d'informations sur les possibilités de subventions et de bourses   | 4, |
| Autre (SP.)  | 5, |
| Aucun (SP.)  | 6  |
| NSP  | 7  |

*NEW*

**A TOUS**

**QB15 Savez-vous à quel niveau du Cadre Européen des Certifications vos certifications correspondent ?**

(LIRE – UNE SEULE REPONSE)

|  |   |
|--|---|
| Oui  | 1 |
| Non, mais vous avez entendu parlé du Cadre Européen des Certifications     | 2 |
| Non, et vous n'avez pas entendu parlé du Cadre Européen des Certifications | 3 |
| Pas applicable/ pas de certifications (SP.)                                | 4 |
| NSP  | 5 |

*NEW*

**QB16 EN (NOTRE PAYS), pensez-vous qu'une combinaison de compétences et qualifications acquises de manières différentes (par ex. via des études, l'enseignement et la formation professionnels et les expériences professionnelles) peut-être utilisée pour obtenir une certification ?**

(UNE SEULE REPONSE)

|     |   |
|-----|---|
| Oui | 1 |
| Non | 2 |
| NSP | 3 |

*NEW*

QB17: CODES 7 AND 8 ARE EXCLUSIVE

**QB17** There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of?

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

|  |    |
|--|----|
| Europass CV  | 1, |
| Europass Mobility                                  | 2, |
| Language passport                                  | 3, |
| Diploma supplements (for Higher Education)         | 4, |
| Certificate supplements (for Vocational Education) | 5, |
| Youthpass  | 6, |
| None (SP.)   | 7  |
| DK   | 8  |

NEW

**QB18** Have you ever used a career guidance service?

(READ OUT – ONE ANSWER ONLY)

|  |   |
|--|---|
| Yes  | 1 |
| No, you have never had access to a career guidance service | 2 |
| No, for another reason                                     | 3 |
| DK   | 4 |

NEW

ASK QB19 IF "HAS USED A CAREER GUIDANCE SERVICE", CODE 1 IN QB18 – OTHERS GO TO QB20

QB19: CODE 7 IS EXCLUSIVE

**QB19** When have you used a career guidance service?

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

|   |    |
|---|----|
| While still in education  | 1, |
| When looking for additional education or training opportunities   | 2, |
| When looking for a job (first job or a new job)   | 3, |
| When looking for opportunities to work or study in another EU Member State                              | 4, |
| To find out whether knowledge and skills you have acquired outside formal education would be recognised | 5, |
| Other (SP.)   | 6, |
| DK  | 7  |

NEW

QB17: CODES 7 ET 8 SONT EXCLUSIFS

**QB17** Il y a différentes manières de justifier vos compétences et certifications, que ce soit pour travailler en (NOTRE PAYS) ou dans un autre Etat membre de l'UE. Parmi les dispositifs suivants, pouvez-vous me dire lesquels vous connaissez ?

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|   |    |
|---|----|
| Le CV Europass  | 1, |
| Europass mobilité   | 2, |
| Le passeport de langues   | 3, |
| Les suppléments au diplôme (pour l'enseignement supérieur)                    | 4, |
| Les suppléments descriptifs du certificat (pour l'enseignement professionnel) | 5, |
| Youthpass   | 6, |
| Aucun (SP.)   | 7  |
| NSP   | 8  |

NEW

**QB18** Avez-vous déjà eu recours à un service d'orientation professionnelle ?

(LIRE – UNE SEULE REPONSE)

|   |   |
|---|---|
| Oui   | 1 |
| Non, vous n'avez jamais eu accès à un service d'orientation professionnelle | 2 |
| Non, autre raison   | 3 |
| NSP   | 4 |

NEW

POSER QB19 SI "A EU RECOURS A UN SERVICE D'ORIENTATION PROFESSIONNELLE", CODE 1 EN QB18 – LES AUTRES ALLER EN QB20

QB19: CODE 7 EST EXCLUSIF

**QB19** A quelle occasion avez-vous eu recours à un service d'orientation professionnelle ?

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|   |    |
|---|----|
| Lorsque vous étiez encore scolarisé(e)  | 1, |
| Lorsque vous cherchiez des opportunités pour poursuivre vos études ou formations                            | 2, |
| Lorsque vous recherchez un emploi (premier emploi ou nouvel)  | 3, |
| Lorsque vous recherchez une expérience de travail ou d'études dans un autre Etat membre de l'UE             | 4, |
| Pour savoir si vos connaissances et compétences acquises hors de l'enseignement officiel seraient reconnues | 5, |
| Autre (SP.)   | 6, |
| NSP   | 7  |

NEW

**ASK ALL**

**QB20 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |   | Totally agree | Tend to agree | Tend to disagree | Totally disagree | DK |
|---|---|---------------|---------------|------------------|------------------|----|
| 1 | Useful for making the right choice for further studies                              | 1             | 2             | 3                | 4                | 5  |
| 2 | Useful for finding a job  | 1             | 2             | 3                | 4                | 5  |
| 3 | Useful for finding opportunities to work or study in another EU Member State        | 1             | 2             | 3                | 4                | 5  |
| 4 | Available throughout education e.g. schools, higher education, vocational education | 1             | 2             | 3                | 4                | 5  |
| 5 | Available after completing education and training e.g. when looking for a job       | 1             | 2             | 3                | 4                | 5  |

NEW

*QB21: CODES 5 AND 6 ARE EXCLUSIVE*

**QB21 Have you ever looked for information about any of the following?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

- Study or career guidance 1,
- Education or training courses 2,
- Internships, traineeships or apprenticeships 3,
- Whether your skills or qualifications would be recognised in other EU Member States 4,
- None (SP.) 5
- DK 6

NEW

**A TOUS**

**QB20 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Tout à fait d'accord | Plutôt d'accord | Plutôt pas d'accord | Pas du tout d'accord | NSP |
|---|--|----------------------|-----------------|---------------------|----------------------|-----|
| 1 | Utiles pour faire le bon choix pour la poursuite des études  | 1                    | 2               | 3                   | 4                    | 5   |
| 2 | Utiles pour trouver un emploi  | 1                    | 2               | 3                   | 4                    | 5   |
| 3 | Utiles pour trouver des possibilités de travail ou d'études dans un autre Etat membre de l'UE                    | 1                    | 2               | 3                   | 4                    | 5   |
| 4 | Disponibles tout au long des études par ex. les écoles, l'enseignement supérieur ou l'enseignement professionnel | 1                    | 2               | 3                   | 4                    | 5   |
| 5 | Disponibles après la fin des études et de la formation par ex. la recherche d'un emploi                          | 1                    | 2               | 3                   | 4                    | 5   |

NEW

*QB21: CODES 5 ET 6 SONT EXCLUSIFS*

**QB21 Avez-vous déjà cherché des informations sur un des sujets suivants ?**

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

- Des conseils en matière d'études ou de carrière 1,
- Des études ou formations 2,
- Des stages ou apprentissages 3,
- Des informations pour savoir si vos compétences ou certifications sont reconnues dans d'autres Etats membres de l'UE 4,
- Aucun (SP.) 5
- NSP 6

NEW

**ASK QB22 IF "HAS LOOKED FOR INFORMATION", CODE 1 TO 4 IN QB21 – OTHERS GO TO QB23**

**QB22 How easy or difficult was it to find the information that you needed?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

|   |   | Very easy | Quite easy | Quite difficult | Very difficult | DK |
|---|---|-----------|------------|-----------------|----------------|----|
| 1 | Study or career guidance  | 1         | 2          | 3               | 4              | 5  |
| 2 | Education or training courses   | 1         | 2          | 3               | 4              | 5  |
| 3 | Internships, traineeships or apprenticeships  | 1         | 2          | 3               | 4              | 5  |
| 4 | Whether your skills or qualifications would be recognised in other EU Member States | 1         | 2          | 3               | 4              | 5  |

NEW

**ASK ALL**

*QB23: ROTATE CODES 1 TO 6*

*QB23: CODES 7 AND 8 ARE EXCLUSIVE*

**QB23 Which of the following European information points and services are you aware of?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

|                          |    |
|--------------------------|----|
| Your Europe              | 1, |
| Europass contact centres | 2, |
| EURES                    | 3, |
| Europe Direct            | 4, |
| Eurodesk                 | 5, |
| Euroguidance             | 6, |
| None (SP.)               | 7  |
| DK                       | 8  |

NEW

**POSER QB22 SI "A RECHERCHE DES INFORMATIONS", CODE 1 A 4 EN QB21 – LES AUTRES ALLER EN QB23**

**QB22 Dans quelle mesure a-t-il été facile ou difficile de trouver les informations dont vous aviez besoin ?**

(MONTRER ECRAN AVEC ECHELLE – LIRE – UNE REPONSE PAR LIGNE)

|   |  | Très facile | Plutôt facile | Plutôt difficile | Très difficile | NSP |
|---|--|-------------|---------------|------------------|----------------|-----|
| 1 | Des conseils en matière d'études ou de carrière  | 1           | 2             | 3                | 4              | 5   |
| 2 | Des informations sur des études ou formations  | 1           | 2             | 3                | 4              | 5   |
| 3 | Des informations sur des stages ou apprentissages  | 1           | 2             | 3                | 4              | 5   |
| 4 | Des informations pour savoir si vos compétences ou certifications seraient reconnues dans d'autres Etats membres de l'UE | 1           | 2             | 3                | 4              | 5   |

NEW

**A TOUS**

*QB23: ROTATION CODES 1 A 6*

*QB23: CODES 7 ET 8 SONT EXCLUSIFS*

**QB23 Parmi les points et services d'information européens suivants, lesquels connaissez-vous ?**

(MONTRER ECRAN – LIRE – PLUSIEURS REPONSES POSSIBLES)

|                                 |    |
|---------------------------------|----|
| L'Europe est à vous             | 1, |
| Les centres de contact Europass | 2, |
| EURES                           | 3, |
| Europe Direct                   | 4, |
| Eurodesk                        | 5, |
| Euroguidance                    | 6, |
| Aucun (SP.)                     | 7  |
| NSP                             | 8  |

NEW

DEMOGRAPHICS

ASK ALL

NO QUESTIONS D1 TO D6

D7: NO ANSWERS TO BE CODED IN CODE 16

D7 Could you tell me which of these best describes your own current situation?

(SHOW SCREEN – READ OUT – SINGLE CODE)

(477-478)

|   |    |
|---|----|
| MARRIED OR REMARRIED  |    |
| Living without children   | 1  |
| Living with the children of this marriage   | 2  |
| Living with the children of a previous marriage                                     | 3  |
| Living with the children of this marriage and of a previous marriage                | 4  |
| SINGLE LIVING WITH A PARTNER  |    |
| Living without children   | 5  |
| Living with the children of this partnership  | 6  |
| Living with the children of a previous marriage/partnership                         | 7  |
| Living with the children of this partnership and of a previous marriage/partnership | 8  |
| SINGLE  |    |
| Living without children   | 9  |
| Living with children  | 10 |
| DIVORCED OR SEPARATED   |    |
| Living without children   | 11 |
| Living with children  | 12 |
| WIDOW/ER  |    |
| Living without children   | 13 |
| Living with children  | 14 |
|   |    |
| Other (SPONTANEOUS)   | 15 |
| Refusal (SPONTANEOUS)   | 16 |

EB81.2 D7

D8: NO ANSWERS TO BE CODED 98

D8 How old were you when you stopped full-time education?

(INT.: IF "STILL STUDYING", CODE '00' – IF "NO EDUCATION" CODE '01' – IF "REFUSAL" CODE '98' – IF "DK" CODE '99')

(479-480)

|  |  |
|--|--|
|  |  |
|--|--|

EB81.2 D8

NO QUESTION D9

D10: NO ANSWERS NOT ALLOWED

D10 Gender.

(481)

Male

1

Female

2

EB81.2 D10

D11: NO ANSWERS NOT ALLOWED

D11 How old are you?

(482-483)

EB81.2 D11

NO QUESTIONS D12 TO D14

ASK D15b IF "NOT DOING ANY PAID WORK CURRENTLY", CODES 1 to 4 in D15a

D15a&b: NO ANSWERS NOT ALLOWED

D15a&b: DO NOT SHOW SCREEN

D15a What is your current occupation?

D15b Did you do any paid work in the past? What was your last occupation?

|  | (484-485)          | (486-487)       |
|--|--------------------|-----------------|
|  | D15a               | D15b            |
|  | CURRENT OCCUPATION | LAST OCCUPATION |
| <b>NON-ACTIVE</b>  |                    |                 |
| Responsible for ordinary shopping and looking after the home, or without any current occupation, not working | 1                  |                 |
| Student  | 2                  |                 |
| Unemployed or temporarily not working  | 3                  |                 |
| Retired or unable to work through illness  | 4                  |                 |
| <b>SELF EMPLOYED</b>   |                    |                 |
| Farmer   | 5                  | 5               |
| Fisherman  | 6                  | 6               |
| Professional (lawyer, medical practitioner, accountant, architect, etc.)                                     | 7                  | 7               |
| Owner of a shop, craftsmen, other self-employed person   | 8                  | 8               |
| Business proprietors, owner (full or partner) of a company   | 9                  | 9               |
| <b>EMPLOYED</b>  |                    |                 |
| Employed professional (employed doctor, lawyer, accountant, architect)                                       | 10                 | 10              |
| General management, director or top management (managing directors, director general, other director)        | 11                 | 11              |
| Middle management, other management (department head, junior manager, teacher, technician)                   | 12                 | 12              |
| Employed position, working mainly at a desk  | 13                 | 13              |
| Employed position, not at a desk but travelling (salesmen, driver, etc.)                                     | 14                 | 14              |
| Employed position, not at a desk, but in a service job (hospital, restaurant, police, fireman, etc.)         | 15                 | 15              |
| Supervisor   | 16                 | 16              |
| Skilled manual worker  | 17                 | 17              |
| Other (unskilled) manual worker, servant   | 18                 | 18              |
| Never did any paid work  |                    | 19              |

EB81.2 D15a D15b

NO QUESTIONS D16 TO D24

D25: NO ANSWERS TO BE CODED IN CODE 4

D25 Would you say you live in a...?

(READ OUT)

(488)

|                            |   |
|----------------------------|---|
| Rural area or village      | 1 |
| Small or medium-sized town | 2 |
| Large town/city            | 3 |
| DK                         | 4 |

EB81.2 D25

NO QUESTIONS D26 TO D39

D40a: MINIMUM = 01

D40a Could you tell me how many people aged 15 years or more live in your household, yourself included?

(INT.: READ OUT – WRITE DOWN)

(489-490)

|  |  |
|--|--|
|  |  |
|--|--|

EB81.2 D40a

D40b: MINIMUM = 00

D40b Could you tell me how many children less than 10 years old live in your household

(INT.: READ OUT – WRITE DOWN)

(491-492)

|  |  |
|--|--|
|  |  |
|--|--|

EB81.2 D40b

D40c: MINIMUM = 00

D40c Could you tell me how many children aged 10 to 14 years old live in your household?

(INT.: READ OUT – WRITE DOWN)

(493-494)

|  |  |
|--|--|
|  |  |
|--|--|

EB81.2 D40c



NO QUESTIONS D41 TO D59

D60: NO ANSWERS TO BE CODED IN CODE 4

D60 During the last twelve months, how often have you had difficulties in paying your bills at the end of the month...?

(SHOW SCREEN – READ OUT – SINGLE CODE)

(495)

|                       |   |
|-----------------------|---|
| Most of the time      | 1 |
| Occasionally          | 2 |
| Almost never\ never   | 3 |
| Refusal (SPONTANEOUS) | 4 |

EB81.2 D60

D61: NO ANSWERS TO BE CODED IN CODE 11

D61 Could you please tell me where you would place yourself on the following scale? Where '1' corresponds to "the lowest level in society" and '10' corresponds to "the highest level in society.

(SHOW SCREEN – SINGLE CODE)

(496-497)

|                                 |    |
|---------------------------------|----|
| 1 The lowest level in society   | 1  |
| 2                               | 2  |
| 3                               | 3  |
| 4                               | 4  |
| 5                               | 5  |
| 6                               | 6  |
| 7                               | 7  |
| 8                               | 8  |
| 9                               | 9  |
| 10 The highest level in society | 10 |
| Refusal (SPONTANEOUS)           | 11 |

EB80.1 D61

D62: NO ANSWERS NOT ALLOWED

D62 Could you tell me if...?

(SHOW SCREEN WITH SCALE – READ OUT – SINGLE CODE)

|  |  | Everyday<br>\<br>Almost<br>everyday | Two<br>or<br>three<br>times<br>a<br>week | Abou<br>t<br>once<br>a<br>week | Two<br>or<br>three<br>times<br>a<br>month | Less<br>often | Never | No<br>Inter<br>net<br>acce<br>ss<br>(SP<br>ONT<br>ANE<br>OUS<br>) |
|--|--|-------------------------------------|--|--------------------------------|---|---------------|-------|---|
|--|--|-------------------------------------|--|--------------------------------|---|---------------|-------|---|

|       |   |  |   |   |   |   |   |   |   |
|-------|---|--|---|---|---|---|---|---|---|
| (498) | 1 | You use the Internet at home   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (499) | 2 | You use the Internet at your place of work                                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| (500) | 3 | You use the Internet somewhere else (school, university, cyber-café, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

EB81.2 D62

D63: NO ANSWERS TO BE CODED IN CODE 6

D63 Do you see yourself and your household belonging to...?

(SHOW SCREEN – READ OUT – SINGLE CODE)

|                              |       |  |
|------------------------------|-------|--|
|                              | (501) |  |
| The working class of society | 1     |  |
| The middle class of society  | 2     |  |
| The higher class of society  | 3     |  |
| Other (SPONTANEOUS)          | 4     |  |
| None (SPONTANEOUS)           | 5     |  |
| Refusal (SPONTANEOUS)        | 6     |  |
| DK                           | 7     |  |

EB81.2 D63

NO QUESTIONS D64 TO D70

D71: NO ANSWERS TO BE CODED IN CODE 4

D71 When you get together with friends or relatives, how often would you say you discuss...?

(READ OUT – ONE ANSWER PER LINE)

|  |  | Frequently | Occasionally | Never | DK |
|--|--|------------|--------------|-------|----|
|--|--|------------|--------------|-------|----|

|       |   |                            |   |   |   |   |
|-------|---|----------------------------|---|---|---|---|
| (502) | 1 | National political matters | 1 | 2 | 3 | 4 |
| (503) | 2 | European political matters | 1 | 2 | 3 | 4 |
| (504) | 3 | Local political matters    | 1 | 2 | 3 | 4 |

EB81.2 QA2

D72: NO ANSWERS TO BE CODED IN CODE 5

D72 Please tell me to what extent you agree or disagree with each of the following statements.

(SHOW SCREEN WITH SCALE – READ OUT – SINGLE CODE)

|  |  | Totally agree | Tend to agree | Tend to disagree | Totally disagree | DK |
|--|--|---------------|---------------|------------------|------------------|----|
|--|--|---------------|---------------|------------------|------------------|----|

|       |   |                                       |   |   |   |   |   |
|-------|---|---------------------------------------|---|---|---|---|---|
| (505) | 1 | My voice counts in the European Union | 1 | 2 | 3 | 4 | 5 |
| (506) | 2 | My voice counts in the (COUNTRY)      | 1 | 2 | 3 | 4 | 5 |

EB81.2 Q28

D73: NO ANSWERS TO BE CODED IN CODE 4

D73 At the moment, would you say that things are generally going in the right direction or the wrong direction, in...?

(READ OUT – SINGLE CODE)

|  |  | Things are going in the right direction | Things are going in the wrong direction | Neither one nor the other (SPONTANEOUS) | DK |
|--|--|---|---|---|----|
|--|--|---|---|---|----|

|       |   |                    |   |   |   |   |
|-------|---|--------------------|---|---|---|---|
| (507) | 1 | ӨУУП VUYD          | 1 | 2 | 3 | 4 |
| (508) | 2 | The European Union | 1 | 2 | 3 | 4 |

EB80.2 D73

INTERVIEW PROTOCOLE

P1 DATE OF INTERVIEW

(529-530)

(531-532)

DAY

MONTH

EB81.2 P1

P2 TIME OF THE BEGINNING OF THE INTERVIEW

(INT.:USE 24 HOUR CLOCK)

(533-534)

(535-536)

HOUR

MINUTES

EB81.2 P2

P3 NUMBER OF MINUTES THE INTERVIEW LASTED

(537-539)

MINUTES

EB81.2 P3

P4: NO ANSWERS NOT ALLOWED

P4 Number of persons present during the interview, including interviewer

(540)

|                                  |   |
|----------------------------------|---|
| Two (interviewer and respondent) | 1 |
| Three                            | 2 |
| Four                             | 3 |
| Five or more                     | 4 |

EB81.2 P4

P5: NO ANSWERS NOT ALLOWED

P5 Respondent cooperation

(541)

|           |   |
|-----------|---|
| Excellent | 1 |
| Fair      | 2 |
| Average   | 3 |
| Bad       | 4 |

EB81.2 P5

P6 Size of locality

Local Codes

(542-543)

EB81.2 P6

P7 | Region

NUTS Level 2 Regions (See  
[www.wordiq.com/definition/Nomenclature\\_of\\_Territorial\\_Units\\_for\\_Statistics](http://www.wordiq.com/definition/Nomenclature_of_Territorial_Units_for_Statistics))  
**(544-545)**

|  |  |
|--|--|
|  |  |
|--|--|

EB81.2 P7

P8 | Postal code

**(546-553)**  

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

EB81.2 P8

P9 | Sample point number

**(554-561)**  

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

EB81.2 P9

P10 | Interviewer number

**(562-569)**  

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

EB81.2 P10

P11 | LEAVE BLANK

**(570-577)**  

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

EB80.1 P11

NO QUESTION P12

## **SPECIAL EUROBAROMETER 416**

### **Attitudes of European citizens towards the environment**

### **TECHNICAL SPECIFICATIONS**

Between the 26<sup>th</sup> April and the 11<sup>th</sup> of May 2014, TNS opinion & social, a consortium created between TNS political & social, TNS UK and TNS opinion, carried out the wave 81.3 of the EUROBAROMETER survey, on request of the EUROPEAN COMMISSION, Directorate-General for Communication, “Strategy, Corporate Communication Actions and Eurobarometer” unit.

The SPECIAL EUROBAROMETER 416 is part of the wave 81.3 and covers the population of the respective nationalities of the 28 European Union Member States, resident in each of the Member States and aged 15 years and over.

The basic sample design applied in all states is a multi-stage, random (probability) one. In each country, a number of sampling points was drawn with probability proportional to population size (for a total coverage of the country) and to population density.

In order to do so, the sampling points were drawn systematically from each of the “administrative regional units”, after stratification by individual unit and type of area. They thus represent the whole territory of the countries surveyed according to the EUROSTAT NUTS II (or equivalent) and according to the distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas. In each of the selected sampling points, a starting address was drawn, at random. Further addresses (every Nth address) were selected by standard “random route” procedures, from the initial address. In each household, the respondent was drawn, at random (following the “closest birthday rule”). All interviews were conducted face-to-face in people’s homes and in the appropriate national language. As far as the data capture is concerned, CAPI (*Computer Assisted Personal Interview*) was used in those countries where this technique was available.

For each country a comparison between the sample and the universe was carried out. The Universe description was derived from Eurostat population data or from national statistics offices. For all countries surveyed, a national weighting procedure, using marginal and intercellular weighting, was carried out based on this Universe description. In all countries, gender, age, region and size of locality were introduced in the iteration procedure. For international weighting (i.e. EU averages), TNS Opinion & Social applies the official population figures as provided by EUROSTAT or national statistic offices. The total population figures for input in this post-weighting procedure are listed below.

Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and upon the observed percentage. With samples of about 1,000 interviews, the real percentages vary within the following confidence limits:

| Statistical Margins due to the sampling process<br>(at the 95% level of confidence) |     |     |     |      |      |  |      |      |      |      |         |
|---|-----|-----|-----|------|------|--|------|------|------|------|---------|
| <i>various sample sizes are in rows</i>   |     |     |     |      |      | <i>various observed results are in columns</i> |      |      |      |      |         |
|   | 5%  | 10% | 15% | 20%  | 25%  | 30%  | 35%  | 40%  | 45%  | 50%  |         |
|   | 95% | 90% | 85% | 80%  | 75%  | 70%  | 65%  | 60%  | 55%  | 50%  |         |
| N=50  | 6,0 | 8,3 | 9,9 | 11,1 | 12,0 | 12,7   | 13,2 | 13,6 | 13,8 | 13,9 | N=50    |
| N=500   | 1,9 | 2,6 | 3,1 | 3,5  | 3,8  | 4,0  | 4,2  | 4,3  | 4,4  | 4,4  | N=500   |
| N=1000  | 1,4 | 1,9 | 2,2 | 2,5  | 2,7  | 2,8  | 3,0  | 3,0  | 3,1  | 3,1  | N=1000  |
| N=1500  | 1,1 | 1,5 | 1,8 | 2,0  | 2,2  | 2,3  | 2,4  | 2,5  | 2,5  | 2,5  | N=1500  |
| N=2000  | 1,0 | 1,3 | 1,6 | 1,8  | 1,9  | 2,0  | 2,1  | 2,1  | 2,2  | 2,2  | N=2000  |
| N=3000  | 0,8 | 1,1 | 1,3 | 1,4  | 1,5  | 1,6  | 1,7  | 1,8  | 1,8  | 1,8  | N=3000  |
| N=4000  | 0,7 | 0,9 | 1,1 | 1,2  | 1,3  | 1,4  | 1,5  | 1,5  | 1,5  | 1,5  | N=4000  |
| N=5000  | 0,6 | 0,8 | 1,0 | 1,1  | 1,2  | 1,3  | 1,3  | 1,4  | 1,4  | 1,4  | N=5000  |
| N=6000  | 0,6 | 0,8 | 0,9 | 1,0  | 1,1  | 1,2  | 1,2  | 1,2  | 1,3  | 1,3  | N=6000  |
| N=7000  | 0,5 | 0,7 | 0,8 | 0,9  | 1,0  | 1,1  | 1,1  | 1,1  | 1,2  | 1,2  | N=7000  |
| N=7500  | 0,5 | 0,7 | 0,8 | 0,9  | 1,0  | 1,0  | 1,1  | 1,1  | 1,1  | 1,1  | N=7500  |
| N=8000  | 0,5 | 0,7 | 0,8 | 0,9  | 0,9  | 1,0  | 1,0  | 1,1  | 1,1  | 1,1  | N=8000  |
| N=9000  | 0,5 | 0,6 | 0,7 | 0,8  | 0,9  | 0,9  | 1,0  | 1,0  | 1,0  | 1,0  | N=9000  |
| N=10000   | 0,4 | 0,6 | 0,7 | 0,8  | 0,8  | 0,9  | 0,9  | 1,0  | 1,0  | 1,0  | N=10000 |
| N=11000   | 0,4 | 0,6 | 0,7 | 0,7  | 0,8  | 0,9  | 0,9  | 0,9  | 0,9  | 0,9  | N=11000 |
| N=12000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,8  | 0,8  | 0,9  | 0,9  | 0,9  | 0,9  | N=12000 |
| N=13000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,9  | 0,9  | N=13000 |
| N=14000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,8  | 0,8  | N=14000 |
| N=15000   | 0,3 | 0,5 | 0,6 | 0,6  | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,8  | N=15000 |
|   | 5%  | 10% | 15% | 20%  | 25%  | 30%  | 35%  | 40%  | 45%  | 50%  |         |
|   | 95% | 90% | 85% | 80%  | 75%  | 70%  | 65%  | 60%  | 55%  | 50%  |         |



| ABBR.             | COUNTRIES      | INSTITUTES            | N°<br>INTERVIEWS | DATES           |                 | POPULATION<br>15+  | PROPORTION<br>EU28 |
|-------------------|----------------|-----------------------|------------------|-----------------|-----------------|--------------------|--------------------|
|                   |                |                       |                  |                 | FIELDWORK       |                    |                    |
| BE                | Belgium        | TNS Dimarso           | 1.007            | 26/04/14        | 6/05/14         | 9.263.570          | 2,18%              |
| BG                | Bulgaria       | TNS BBSS              | 1.066            | 26/04/14        | 5/05/14         | 6.294.563          | 1,48%              |
| CZ                | Czech Rep.     | TNS Aisa              | 1.056            | 26/04/14        | 5/05/14         | 8.955.829          | 2,11%              |
| DK                | Denmark        | TNS Gallup DK         | 1.007            | 26/04/14        | 9/05/14         | 4.625.032          | 1,09%              |
| DE                | Germany        | TNS Infratest         | 1.546            | 26/04/14        | 6/05/14         | 71.283.580         | 16,79%             |
| EE                | Estonia        | TNS Emor              | 1.043            | 26/04/14        | 5/05/14         | 1.113.355          | 0,26%              |
| IE                | Ireland        | Behaviour & Attitudes | 1.005            | 26/04/14        | 6/05/14         | 3.586.829          | 0,84%              |
| EL                | Greece         | TNS ICAP              | 1.008            | 26/04/14        | 5/05/14         | 8.791.499          | 2,07%              |
| ES                | Spain          | TNS Spain             | 1.039            | 26/04/14        | 6/05/14         | 39.506.853         | 9,31%              |
| FR                | France         | TNS Sofres            | 1.027            | 26/04/14        | 5/05/14         | 51.668.700         | 12,17%             |
| HR                | Croatia        | HENDAL                | 1.012            | 26/04/14        | 5/05/14         | 3.625.601          | 0,85%              |
| IT                | Italy          | TNS Italia            | 1.007            | 26/04/14        | 6/05/14         | 51.336.889         | 12,09%             |
| CY                | Rep. Of Cyprus | CYMAR                 | 500              | 26/04/14        | 5/05/14         | 724.084            | 0,17%              |
| LV                | Latvia         | TNS Latvia            | 1.002            | 26/04/14        | 6/05/14         | 1.731.509          | 0,41%              |
| LT                | Lithuania      | TNS LT                | 1.013            | 26/04/14        | 5/05/14         | 2.535.329          | 0,60%              |
| LU                | Luxembourg     | TNS ILReS             | 504              | 26/04/14        | 7/05/14         | 445.806            | 0,11%              |
| HU                | Hungary        | TNS Hoffmann          | 1.085            | 26/04/14        | 7/05/14         | 8.477.933          | 2,00%              |
| MT                | Malta          | MISCO                 | 501              | 26/04/14        | 6/05/14         | 360.045            | 0,08%              |
| NL                | Netherlands    | TNS NIPO              | 1.032            | 26/04/14        | 6/05/14         | 13.901.653         | 3,27%              |
| AT                | Austria        | ipr Umfrageforschung  | 1.000            | 26/04/14        | 11/05/14        | 7.232.497          | 1,70%              |
| PL                | Poland         | TNS Polska            | 1.001            | 26/04/14        | 6/05/14         | 32.736.685         | 7,71%              |
| PT                | Portugal       | TNS Portugal          | 1.008            | 26/04/14        | 6/05/14         | 8.512.269          | 2,01%              |
| RO                | Romania        | TNS CSOP              | 1.062            | 26/04/14        | 6/05/14         | 16.880.465         | 3,98%              |
| SI                | Slovenia       | RM PLUS               | 1.063            | 26/04/14        | 7/05/14         | 1.760.726          | 0,41%              |
| SK                | Slovakia       | TNS Slovakia          | 1.057            | 26/04/14        | 7/05/14         | 4.580.260          | 1,08%              |
| FI                | Finland        | TNS Gallup Oy         | 1.016            | 26/04/14        | 6/05/14         | 4.511.446          | 1,06%              |
| SE                | Sweden         | TNS Sifo              | 1.025            | 26/04/14        | 11/05/14        | 7.944.034          | 1,87%              |
| UK                | United Kingdom | TNS UK                | 1.306            | 26/04/14        | 8/05/14         | 52.104.731         | 12,27%             |
| <b>TOTAL EU28</b> |                |                       | <b>27.998</b>    | <b>26/04/14</b> | <b>11/05/14</b> | <b>424.491.772</b> | <b>100%*</b>       |

\* It should be noted that the total percentage shown in this table may exceed 100% due to rounding

## **SPECIAL EUROBAROMETER 417**

### **European Area of Skills and Qualifications**

### **TECHNICAL SPECIFICATIONS**

Between the 26<sup>th</sup> April and the 11<sup>th</sup> of May 2014, TNS opinion & social, a consortium created between TNS political & social, TNS UK and TNS opinion, carried out the wave 81.3 of the EUROBAROMETER survey, on request of the EUROPEAN COMMISSION, Directorate-General for Communication, "Strategy, Corporate Communication Actions and Eurobarometer".

The SPECIAL EUROBAROMETER 417 (wave 81.3) covers the population of the respective nationalities of the 28 European Union Member States, resident in each of the Member States and aged 15 years and over.

The basic sample design applied in all states is a multi-stage, random (probability) one. In each country, a number of sampling points was drawn with probability proportional to population size (for a total coverage of the country) and to population density.

In order to do so, the sampling points were drawn systematically from each of the "administrative regional units", after stratification by individual unit and type of area. They thus represent the whole territory of the countries surveyed according to the EUROSTAT NUTS II (or equivalent) and according to the distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas. In each of the selected sampling points, a starting address was drawn, at random. Further addresses (every Nth address) were selected by standard "random route" procedures, from the initial address. In each household, the respondent was drawn, at random (following the "closest birthday rule"). All interviews were conducted face-to-face in people's homes and in the appropriate national language. As far as the data capture is concerned, CAPI (*Computer Assisted Personal Interview*) was used in those countries where this technique was available.

For each country a comparison between the sample and the universe was carried out. The Universe description was derived from Eurostat population data or from national statistics offices. For all countries surveyed, a national weighting procedure, using marginal and intercellular weighting, was carried out based on this Universe description. In all countries, gender, age, region and size of locality were introduced in the iteration procedure. For international weighting (i.e. EU averages), TNS Opinion & Social applies the official population figures as provided by EUROSTAT or national statistic offices. The total population figures for input in this post-weighting procedure are listed below.

| ABBR.             | COUNTRIES      | INSTITUTES            | N°<br>INTERVIEWS | DATES           |                 | POPULATION<br>15+  | PROPORTION<br>EU28 |
|-------------------|----------------|-----------------------|------------------|-----------------|-----------------|--------------------|--------------------|
|                   |                |                       |                  | FIELDWORK       |                 |                    |                    |
| BE                | Belgium        | TNS Dimarso           | 1.007            | 26/04/14        | 6/05/14         | 9.263.570          | 2,18%              |
| BG                | Bulgaria       | TNS BBSS              | 1.066            | 26/04/14        | 5/05/14         | 6.294.563          | 1,48%              |
| CZ                | Czech Rep.     | TNS Aisa              | 1.056            | 26/04/14        | 5/05/14         | 8.955.829          | 2,11%              |
| DK                | Denmark        | TNS Gallup DK         | 1.007            | 26/04/14        | 9/05/14         | 4.625.032          | 1,09%              |
| DE                | Germany        | TNS Infratest         | 1.546            | 26/04/14        | 6/05/14         | 71.283.580         | 16,79%             |
| EE                | Estonia        | TNS Emor              | 1.043            | 26/04/14        | 5/05/14         | 1.113.355          | 0,26%              |
| IE                | Ireland        | Behaviour & Attitudes | 1.005            | 26/04/14        | 6/05/14         | 3.586.829          | 0,84%              |
| EL                | Greece         | TNS ICAP              | 1.008            | 26/04/14        | 5/05/14         | 8.791.499          | 2,07%              |
| ES                | Spain          | TNS Spain             | 1.039            | 26/04/14        | 6/05/14         | 39.506.853         | 9,31%              |
| FR                | France         | TNS Sofres            | 1.027            | 26/04/14        | 5/05/14         | 51.668.700         | 12,17%             |
| HR                | Croatia        | HENDAL                | 1.012            | 26/04/14        | 5/05/14         | 3.625.601          | 0,85%              |
| IT                | Italy          | TNS Italia            | 1.007            | 26/04/14        | 6/05/14         | 51.336.889         | 12,09%             |
| CY                | Rep. Of Cyprus | CYMAR                 | 500              | 26/04/14        | 5/05/14         | 724.084            | 0,17%              |
| LV                | Latvia         | TNS Latvia            | 1.002            | 26/04/14        | 6/05/14         | 1.731.509          | 0,41%              |
| LT                | Lithuania      | TNS LT                | 1.013            | 26/04/14        | 5/05/14         | 2.535.329          | 0,60%              |
| LU                | Luxembourg     | TNS ILReS             | 504              | 26/04/14        | 7/05/14         | 445.806            | 0,11%              |
| HU                | Hungary        | TNS Hoffmann          | 1.085            | 26/04/14        | 7/05/14         | 8.477.933          | 2,00%              |
| MT                | Malta          | MISCO                 | 501              | 26/04/14        | 6/05/14         | 360.045            | 0,08%              |
| NL                | Netherlands    | TNS NIPO              | 1.032            | 26/04/14        | 6/05/14         | 13.901.653         | 3,27%              |
| AT                | Austria        | ipr Umfrageforschung  | 1.000            | 26/04/14        | 11/05/14        | 7.232.497          | 1,70%              |
| PL                | Poland         | TNS Polska            | 1.001            | 26/04/14        | 6/05/14         | 32.736.685         | 7,71%              |
| PT                | Portugal       | TNS Portugal          | 1.008            | 26/04/14        | 6/05/14         | 8.512.269          | 2,01%              |
| RO                | Romania        | TNS CSOP              | 1.062            | 26/04/14        | 6/05/14         | 16.880.465         | 3,98%              |
| SI                | Slovenia       | RM PLUS               | 1.063            | 26/04/14        | 7/05/14         | 1.760.726          | 0,41%              |
| SK                | Slovakia       | TNS Slovakia          | 1.057            | 26/04/14        | 7/05/14         | 4.580.260          | 1,08%              |
| FI                | Finland        | TNS Gallup Oy         | 1.016            | 26/04/14        | 6/05/14         | 4.511.446          | 1,06%              |
| SE                | Sweden         | TNS Sifo              | 1.025            | 26/04/14        | 11/05/14        | 7.944.034          | 1,87%              |
| UK                | United Kingdom | TNS UK                | 1.306            | 26/04/14        | 8/05/14         | 52.104.731         | 12,27%             |
| <b>TOTAL EU28</b> |                |                       | <b>27.998</b>    | <b>26/04/14</b> | <b>11/05/14</b> | <b>424.491.772</b> | <b>100%*</b>       |

\* It should be noted that the total percentage shown in this table may exceed 100% due to rounding

Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and upon the observed percentage. With samples of about 1,000 interviews, the real percentages vary within the following confidence limits:

| Statistical Margins due to the sampling process<br>(at the 95% level of confidence) |     |     |     |      |      |  |      |      |      |      |         |
|---|-----|-----|-----|------|------|--|------|------|------|------|---------|
| <i>various sample sizes are in rows</i>   |     |     |     |      |      | <i>various observed results are in columns</i> |      |      |      |      |         |
|   | 5%  | 10% | 15% | 20%  | 25%  | 30%  | 35%  | 40%  | 45%  | 50%  |         |
|   | 95% | 90% | 85% | 80%  | 75%  | 70%  | 65%  | 60%  | 55%  | 50%  |         |
| N=50  | 6,0 | 8,3 | 9,9 | 11,1 | 12,0 | 12,7   | 13,2 | 13,6 | 13,8 | 13,9 | N=50    |
| N=500   | 1,9 | 2,6 | 3,1 | 3,5  | 3,8  | 4,0  | 4,2  | 4,3  | 4,4  | 4,4  | N=500   |
| N=1000  | 1,4 | 1,9 | 2,2 | 2,5  | 2,7  | 2,8  | 3,0  | 3,0  | 3,1  | 3,1  | N=1000  |
| N=1500  | 1,1 | 1,5 | 1,8 | 2,0  | 2,2  | 2,3  | 2,4  | 2,5  | 2,5  | 2,5  | N=1500  |
| N=2000  | 1,0 | 1,3 | 1,6 | 1,8  | 1,9  | 2,0  | 2,1  | 2,1  | 2,2  | 2,2  | N=2000  |
| N=3000  | 0,8 | 1,1 | 1,3 | 1,4  | 1,5  | 1,6  | 1,7  | 1,8  | 1,8  | 1,8  | N=3000  |
| N=4000  | 0,7 | 0,9 | 1,1 | 1,2  | 1,3  | 1,4  | 1,5  | 1,5  | 1,5  | 1,5  | N=4000  |
| N=5000  | 0,6 | 0,8 | 1,0 | 1,1  | 1,2  | 1,3  | 1,3  | 1,4  | 1,4  | 1,4  | N=5000  |
| N=6000  | 0,6 | 0,8 | 0,9 | 1,0  | 1,1  | 1,2  | 1,2  | 1,2  | 1,3  | 1,3  | N=6000  |
| N=7000  | 0,5 | 0,7 | 0,8 | 0,9  | 1,0  | 1,1  | 1,1  | 1,1  | 1,2  | 1,2  | N=7000  |
| N=7500  | 0,5 | 0,7 | 0,8 | 0,9  | 1,0  | 1,0  | 1,1  | 1,1  | 1,1  | 1,1  | N=7500  |
| N=8000  | 0,5 | 0,7 | 0,8 | 0,9  | 0,9  | 1,0  | 1,0  | 1,1  | 1,1  | 1,1  | N=8000  |
| N=9000  | 0,5 | 0,6 | 0,7 | 0,8  | 0,9  | 0,9  | 1,0  | 1,0  | 1,0  | 1,0  | N=9000  |
| N=10000   | 0,4 | 0,6 | 0,7 | 0,8  | 0,8  | 0,9  | 0,9  | 1,0  | 1,0  | 1,0  | N=10000 |
| N=11000   | 0,4 | 0,6 | 0,7 | 0,7  | 0,8  | 0,9  | 0,9  | 0,9  | 0,9  | 0,9  | N=11000 |
| N=12000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,8  | 0,8  | 0,9  | 0,9  | 0,9  | 0,9  | N=12000 |
| N=13000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,9  | 0,9  | N=13000 |
| N=14000   | 0,4 | 0,5 | 0,6 | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,8  | 0,8  | N=14000 |
| N=15000   | 0,3 | 0,5 | 0,6 | 0,6  | 0,7  | 0,7  | 0,8  | 0,8  | 0,8  | 0,8  | N=15000 |
|   | 5%  | 10% | 15% | 20%  | 25%  | 30%  | 35%  | 40%  | 45%  | 50%  |         |
|   | 95% | 90% | 85% | 80%  | 75%  | 70%  | 65%  | 60%  | 55%  | 50%  |         |

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