



MINISTRY OF YOUTH AND SPORTS



7th Cycle of EU Youth Dialogue

Standard Survey Question Guidance

Introduction

This document contains standard questions for use by working groups when designing their surveys for the Youth Dialogue. They are designed to be used in an online survey or similar, and all questions are closed questions.

By using the same standardised questions as other working groups, the results can be combined and a Pan European analysis can be conducted on behalf of the TRIO. This will make a significant contribution to increasing the level and quality of information on young people's views that can be gathered through the Youth Dialogue.

It is up to you to decide which questions you use. You may translate the standard questions to your own language(s), however you should **not modify them in any way**. Modifying questions will mean they are no longer comparable to survey data from other working groups. Question numbers are included throughout, these do not have to be shown to survey participants as part of the survey, but they will be needed when supplying data to the researchers and analysing data (see Appendix 1). They will also help you keep track of translations easily.

If there are additional topics you wish to explore as part of your survey, you may **add your own questions** to your survey. However the survey data from questions will not be analysed as part of the European level survey analysis, and should not be submitted for analysis.

Numerical codes are included throughout the document, these are to help working groups share data with the TRIO. If you wish to have your data included on the European level analysis you must use these (see Appendix 1).

Age range

This survey is for use with young people only. As we know the definition of the age of young people can vary between countries. We recommend that you only use this survey with people aged 13-30. It is **crucial that respondents keep track of the age of respondents using question 2**. If you do not do this your responses cannot be included in the European level survey analysis.



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Reporting and submitting data

We encourage all Working Groups to think about how they will analyse and use the findings of the survey themselves. You may wish to include comments on your findings in the working group report.

Submitting raw survey data in database format

In order for the responses to be included in the pan-European Analysis, Working Groups should also submit their raw survey data as a spreadsheet or database file. This will then be combined with other Working Groups' data as part of the European level survey analysis conducted on behalf of the TRIO.

If you do not send your raw survey data in the format requested, your survey responses cannot be included in the European level survey analysis, and they will be rejected. See the appendix for details of the formats required.

Data protection and consent.

At all times a specific organisation within your Working Group must remain responsible for the survey you conduct with regard to GDPR and data protection, privacy notices and participant consent (including parental/guardian consent). Before initiating a survey based on these questions your Working Group should agree which organisation this is.

The standard survey questions do not ask for any information which would make the person taking the survey identifiable. As a result, they do not collect personal data or sensitive personal data as defined by GDPR. However, if your working group chooses to add questions which collect additional information that can identify the participant such as email address, postal address, names, IP addresses, telephone numbers or social media accounts this will no longer be the case. In such instances the organisation collecting the data would become a data controller under GDPR, and would therefore need to ensure that all European and National Laws are followed in respect to this. We strongly advise that you do not collect information that would make the survey participants identifiable unless you are clear with regard to the legal duties this creates for the organisation running this survey.

The organisation running the survey will have a duty to ensure that all local, national and European laws are followed when they conduct this survey especially with regard to GDPR. It is up to this organisation to design any necessary privacy and consent notices and ensure these are placed at the start of your survey for a participant to read before taking part. These should ensure that this makes it clear to participants which organisation within your working group is running the survey and receiving participants' data, how that information will be used and, if necessary, what their rights are under GDPR. You should take account of the fact that many people participating in this survey may be under 18. You should also give particular consideration to the questions in section 1, as there may be specific laws relating to the use of this type of questions in your country.

As a minimum you should include the following statement at the start of your survey to explain how the survey information will be used:





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“This survey is being conducted by [name of organisation in your working group running survey]. We will share an anonymised database of answers with the European Youth Forum to inform the findings of the 7th Cycle of the EU Youth Dialogue. This database may be also made publically available by the European Youth Forum as part of a database of answers for use analysis by others”

Under no circumstances should your survey be advertised or described as being collected by or for The TRIO of Presidencies, The EU Commission, The European Youth Forum, or any of the other organisations or individuals connected with organising the 7th Cycle of Youth Dialogue.

Under no circumstances should you send survey data which is not fully anonymised to any of the organisations involved in the organisation of the seventh Cycle of Youth Dialogue. If you follow the guidelines in the Appendix for submission of data, this will ensure that no personal data or sensitive personal data is shared when you submit your database.



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Section 1: Identifier Questions

Notes: Questions in this section identify who is completing the questionnaire. They can be used to provide information for the participant breakdown section of the reporting tool. In addition to this you can use it to subdivide responses to other questions during analysis, for instance if you wanted to know if males and females answered questions differently.

We have tried to keep this section as close as possible to the survey questions in the VIth Cycle of structured dialogue. Any questions or notes which have changed since the VIth cycle are **highlighted in yellow**

Q1 Are you.....

Answer options	Numerical coding
Male	1
Female	2
Other gender	3
Prefer not to say	999

Q1 Notes: respondents should be able to choose only one answer.

Q2 My year of birth is ...

Answer options	Numerical coding
Open question	n/a

Q2 Notes - respondents should be required to write their year of their birth using 4 numbers (YYYY). You should set your survey software to accept only answers in containing 4 digits between 1979 and 2008, and reject answers that do not contain 4 digits (e.g. 99, 95) or that are outside of this range (e.g. 1970 2016, 0099, 0099). This question should be compulsory for any participants and must be included by all working groups in the survey in this exact format. If your survey software does not allow you to do this, you should delete or correct any answers that do not fit this format when you close your survey.

If you do not include this question and provide the answers in the exact format requested your data cannot be used in the pan-European analysis.

Q3	Do you consider yourself to be ...				
Q3a	... part of an ethnic minority.	Yes	No	Prefer not to say	I don't know
Q3b	... part of a religious minority.	Yes	No	Prefer not to say	I don't know
Q3c	... lesbian, gay bisexual or any sexuality other than heterosexual.	Yes	No	Prefer not to say	I don't know
Q3d	... disabled.	Yes	No	Prefer not to say	I don't know
Q3e	... living in a rural area.	Yes	No	Prefer not to say	I don't know

Answer options	Numerical coding
Yes	1
No	2
Prefer not to say	999
I do not know	777

Q3 Notes - respondents should be able to choose only one answer per line (i.e. one answer for ethnic minority question, one for religious minority, etc.), this question should be optional.

Q4 What is your current country of residence?

Answer options	Numerical Code	Answer options	Numerical Code
Albania	1	Liechtenstein	25
Armenia	2	Lithuania	26
Austria	3	Luxembourg	27
Azerbaijan	4	Malta	28
Belarus	5	Moldova	29
Belgium	6	Montenegro	30
Bosnia and Herzegovina	7	Netherlands	31
Bulgaria	8	Norway	32
Croatia	9	Poland	33
Cyprus	10	Portugal	34
Czech Republic	11	Romania	35
Denmark	12	Russia	36
Estonia	13	Serbia	37
Finland	14	Slovakia	38
France	15	Slovenia	39
Georgia	16	Spain	40
Germany	17	Sweden	41
Greece	18	Switzerland	42
Hungary	19	Republic of North Macedonia	43
Iceland	20	Turkey	44
Ireland	21	Ukraine	45
Italy	22	United Kingdom	46
Kosovo	23		
Latvia	24		

Q4 Notes - respondents should be able to choose only one answer and **this question should be compulsory**. A drop down menu with fixed options is advised for answers; to save time on translation, you can leave country names in English. If you wish to analyse and record countries/regions of residence in another way (e.g. UK may wish to monitor responses from England, North Ireland, Wales and Scotland separately) please use a separate question to do so.

This question and coding remains the same to the previous cycle, however the category "The Former Yugoslav Republic of Macedonia" is now renamed "The Republic of North Macedonia in recognition of its change in name. It's numeric code (43) remains the same.

Q5 Which country were you born in?

Answer options	Numerical Code	Answer options	Numerical Code
Albania	1	Liechtenstein	25
Armenia	2	Lithuania	26
Austria	3	Luxembourg	27
Azerbaijan	4	Malta	28
Belarus	5	Moldova	29
Belgium	6	Montenegro	30
Bosnia and Herzegovina	7	Netherlands	31
Bulgaria	8	Norway	32
Croatia	9	Poland	33
Cyprus	10	Portugal	34
Czech Republic	11	Romania	35
Denmark	12	Russia	36
Estonia	13	Serbia	37
Finland	14	Slovakia	38
France	15	Slovenia	39
Georgia	16	Spain	40
Germany	17	Sweden	41
Greece	18	Switzerland	42
Hungary	19	Republic of North Macedonia	43
Iceland	20	Turkey	44
Ireland	21	Ukraine	45
Italy	22	United Kingdom	46
Kosovo	23	Other	47
Latvia	24		

Notes - respondents should be able to choose only one answer, this question should be optional. A drop down menu with fixed options is advised for answers; to save time on translation, you can leave country names in English. If you wish to analyse and record countries/regions of residence in another way (e.g. UK may wish to monitor responses from England, North Ireland, Wales and Scotland separately) please use a separate question to do so.

This question and coding remains the same to the previous cycle, however the category "The Former Yugoslav Republic of Macedonia" is now renamed "The Republic of North Macedonia in recognition of its change in name. It's numeric code (43) remains the same.

Q6 What is your highest level of education?

Answer options	Numerical coding
No formal education	1
I have completed Basic School	2
I have completed High School	3
I hold a BA or Equivalent	4
I hold an MA or Equivalent	5
I hold a Phd. or Equivalent.	6
Prefer not to say	999

Q6 Notes - Respondents should be able to choose one answer. This question should be optional. “Basic school” and “High School” may not translate directly depending on your educational system, so you may need to choose different phrases for these. Basic school should indicate education for younger children, high school should indicate education level above this but beneath university level.

Q7 Are you...

Answer options	Numerical coding
Working full time	1
Working part time	2
Not working	3
Prefer not to say	999

Notes: This is a new question, participants should only be able to choose one answer



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Q8 Are you...

Answer options	Numerical coding
In full time education	1
In part time education	2
No longer in education	3
Prefer not to say	999

Notes: This is a new question, participants should only be able to choose one answer



Section 2: Quality Employment for all - Youth Goal #7

Notes: This section contains a question set that assesses how much the person taking the survey believes Youth Goal 7 is implemented in their reality. Each question links directly to one of the targets in Youth Goal #7. Results can be used to inform guiding question 1a.

To what extent do you agree with the following statements?						
Q9 Young people have access to quality jobs which guarantee them fair working conditions.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q10 Young workers have good social protection and healthcare.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q11 Young people get fair treatment and equal opportunities in the labour market.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q12 All young people have equal opportunities to develop the skills and experience they need for the labour market.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q13 Learning that happens outside of formal education, such as through volunteering, apprenticeships or non formal education is recognised and valued by employers.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q14 Young people have access to quality information and adequate support in order to prepare them for work.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know



Answer Scoring / Coding

Answer	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Numerical Scoring	1	2	3	4	5	777



Section 3: Quality Youth Work for all - Youth Goal #8 Quality Learning

Notes: This section is on youth work and links directly to guiding question 2b. Before the questions you should include a short introductory text explaining what youth work is. You should use the box below as a starting point, but you can customise this text to match your national reality more effectively. You should try to avoid technical or policy terms that are not commonly understood, such as non-formal learning.

Introductory text

Youth workers support young people's personal and social development through one-to-one relationships and in group-based activities often focused on learning. They can be paid or volunteer youth workers. They work in a variety of contexts such as youth clubs, sports and arts programmes, out of school activities, youth houses. (Insert other relevant examples here from your national context)

Q15 Have you ever had regular contact with someone who could be described as a youth worker?

Answer options	Numerical coding
Yes	1
No	2
Prefer not to say	999
I do not know	777

Notes - participants should be able to choose one answer only

**On a scale of 1 - 5 what should youth workers focus on doing?
(1 = Low, 5 = High)**

Q16 Providing and supporting learning opportunities for young people.	1	2	3	4	5	Can't judge / Don't know
Q17 Designing and creating activities and projects with young people.	1	2	3	4	5	Can't judge / Don't know

Q18 Building positive, non-judgemental and supportive relationships with young people.	1	2	3	4	5	Can't judge / Don't know
Q19 Supporting young people to find the role they want in their community and society.	1	2	3	4	5	Can't judge / Don't know
Q20 Supporting collaboration and understanding between people from different cultural contexts and backgrounds.	1	2	3	4	5	Can't judge / Don't know
Q21 Supporting and enabling young people to voice their needs and opinions to others and speaking up on behalf of young people.	1	2	3	4	5	Can't judge / Don't know
Q22 Enabling young people to make positive changes in their community.	1	2	3	4	5	Can't judge / Don't know

Notes: Participants should only be able to choose one answer per line

Answer Scoring / Coding

Answer	1	2	3	4	5	Can't judge / Don't know
Numerical Scoring	1	2	3	4	5	777

Section 4: Opportunities for Rural Youth - Youth Goal #6 Moving Rural Youth Forward

Notes: This section contains two sets of questions.

The first set (Q23 - 30) considers what the respondent believes are important areas to improve the quality of life in rural areas. The results can be used to inform guiding question 3b and 3c. These questions do not distinguish between short and long term priorities, and you should explore this dimension using other methods. The second set (Q 31-38) assesses how much the person taking the survey believes Youth Goal #7 is implemented in their

reality. Each question links directly to one of the targets in Youth Goal #6. Results can be used to inform guiding question 3a.

When considering if you want to live in a rural area, how important are the following things to you?						
Q23 Having access to quality public services.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q24 Having access to high quality of education.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q25 Availability of quality jobs and employment opportunities.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q26 Opportunities to participate in decision-making.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q27 Good infrastructure and good public transport connections.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q28 Good data connectivity and high speed broadband.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q29 Impact of pollution and climate change.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Q30 Preserving rural traditions, culture and customs.	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know

Notes: Participants should only be able to choose one answer per line

Answer Scoring / Coding

Answer	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Can't judge / Don't know
Numerical Scoring	1	2	3	4	5	777

To what extent do you agree with the following statements?						
Q31 In my country, young people in rural areas have good access to quality public services.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q32 In my country young people in rural areas have good access to quality education.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q33 In my country, young people in rural areas have good opportunities for quality employment.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q34 In my country young people in rural areas have good access to housing.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q35 In my country, rural areas have good infrastructure and good public transport connection to urban areas.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q36 In my country rural areas have good data connectivity and high speed broadband.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q37 In my country there is a positive image of rural areas.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Q38 In my country rural traditions are valued.	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know

Notes: Participants should only be able to choose one answer per line

Answer Scoring / Coding

Answer	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Can't judge / Don't know
Numerical Scoring	1	2	3	4	5	777



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Appendix 1 - Submitting raw survey data

Raw data can be submitted in the following file formats. These are listed in order of preference:

1. SPSS
2. XLSX
3. XLS

Most survey software will export directly to one of these formats. Whatever format you export the data to, you will then need to be able to make some edits to the spreadsheet/database.

Basic requirements:

- **Delete all personal identifying data of respondents.** This includes names, contact details and IP addresses.
- Delete any data relating to additional questions you have added. These will not be analysed.
- Ensure that all of your data uses the numerical coding and question numbers provided in this guide.

If you are submitting an XLSX or an XLS file:

- Survey questions numbers should be included in the first row of the spreadsheet as column headers. This should be based on the question numbering system in this document. Question numbers should be in the format, “1”, “2” “3a”, etc. rather than “Q1” or “Q.2” , ”q1” or “question 1” etc
- Participant answers should be shown in the rows below this, using the numerical codes in this document. Each participant’s answers should be in a separate row (i.e. one respondent/questionnaire per row).
- Answers should be in the numerical codes supplied in this document. For example if a respondent replied “female” to question 1, this would be entered as “2” in the spreadsheet.¹
- You may find it easier to keep track of things if you add labels to the first column (see example spreadsheet), but this is not required.
- Missing answers should be left blank. Where respondents answered “prefer not to say” or “do not know” this should be entered using the numerical code supplied for each question.
- If you did not ask one of the standard questions in this document, you should insert an empty column, headed with the question number for that question anyway. This should be inserted in the appropriate place in the spreadsheet. For example if you used Question 10 and Question 12 but did not ask Question 11, you should insert an

¹ When creating your spreadsheet if you wish to replace answer like “agree” or “strongly agree” with numerical codes, you can use the “find and replace” function to do this quickly.



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empty column titled 11 between 10 and 12 (See question 7 and 8 on the example response).

Please see the example spreadsheet, which you can also use as a template. Most survey software will export in a format which is very similar to this, so you may find it is easier to edit the file you have exported, rather than try to copy and paste things into this file.

If you are submitting an SPSS file:

- Variable Names need to be based on the survey question numbers in this document (This should be in the format, “1”, “2”, etc. rather than another format such as “Q1” or “Q.2” , ”q1” or “question 1”)
- Variable Labels need to be the survey questions in English as stated in this document.
- Values need to be created using the numerical codes in this document.
- Value Labels need to correspond with the question answers in English as provided in this document.



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