

*Elisabeth Falnes-Dalheim, Gustav Haraldsen
and Anne Sundvoll*

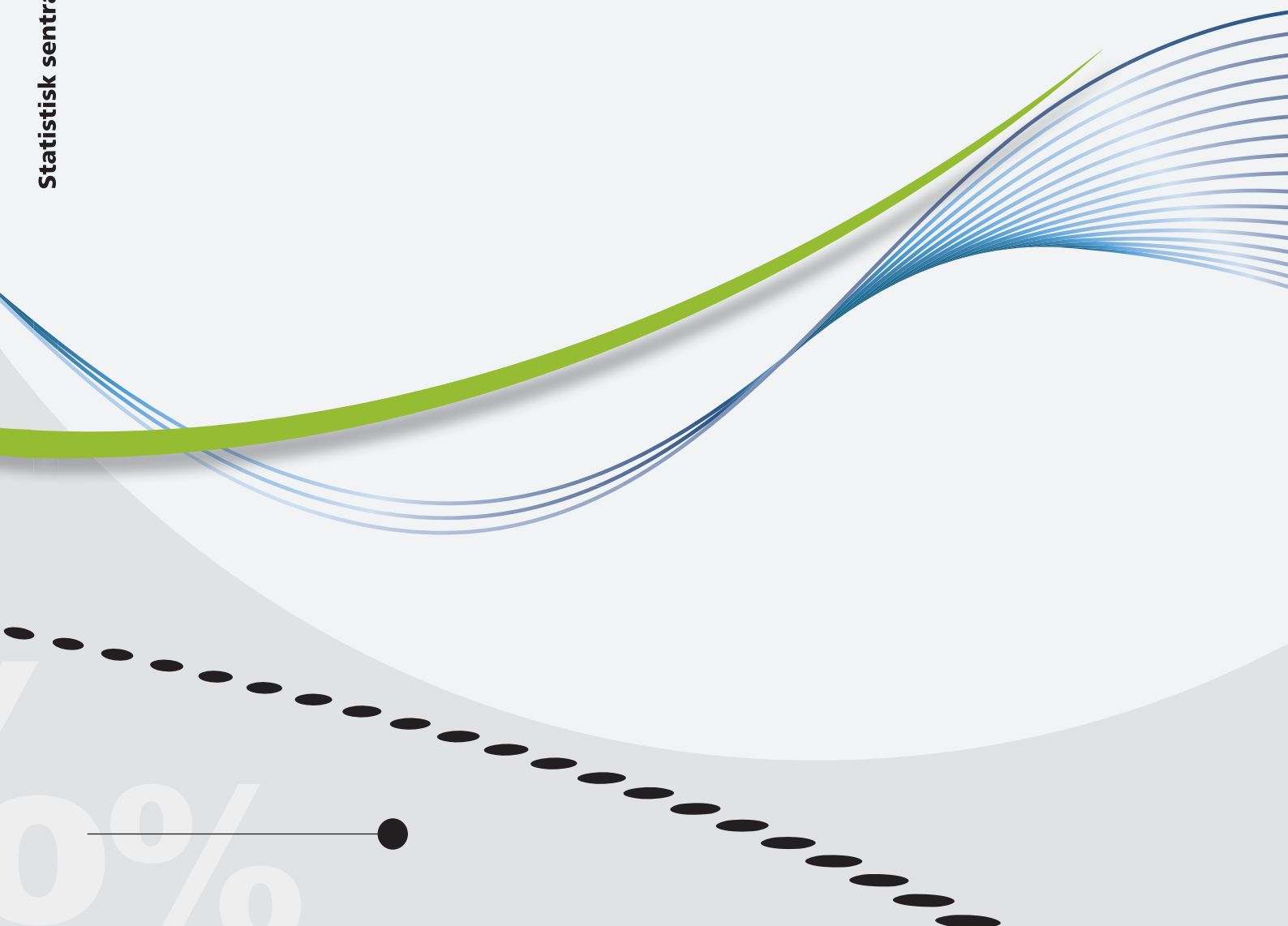
**Boosting web pick-up rates by
referring to compliance principles**

Q2012 Conference in Athens in May 2012

Statistics Norway



Statistisk sentralbyrå



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	Data not available	..
	Data not yet available	...
	Not for publication	:
	Nil	-
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Preface

The authors of this article are Elisabeth Falnes-Dalheim, adviser, Gustav Haraldsen, senior adviser, and Anne Sundvoll, director, Department of Data collection, Statistics Norway. The paper was presented at the European Conference on Quality (Q2012) 30 May, 2012, Athens, Greece by Elisabeth Falnes-Dalheim and Anne Sundvoll.

Statistisk sentralbyrå, 2 July 2012

Hans Henrik Scheel

Abstract

In 2011 Statistics Norway conducted a survey on education completed abroad. More than 200 000 immigrants had to be contacted in order to fill the gap in the Norwegian education register. A multi-mode approach was chosen. The respondents received a paper questionnaire and a link to a web option. In this survey we tested the effect of five different motivation phrases based on the following five compliance principles; helping, authority, social validation, reciprocity and scarcity. The experiment was conducted in six sub-groups which represented respondents from different parts of the world. Here we will look at the effect of these compliance principles on the web pick-up rate. Moreover, we will discuss if there are cultural differences in how the compliance principles worked and how these principles affected the web pick-up rate in different age and education groups. Finally, we will discuss the relation between the web pick-up rate and the response rate.

Key words: Compliance principles, web pick-up rates, response rates, cross cultural studies.

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1. Introduction

As a part of the Norwegian Census 2011, the Norwegian Ministry of Finance allocated funds to conduct a survey designed to update the Norwegian education register. A similar survey was conducted in 1999 (Dalheim 2002). Since 1999 however, the growth in immigration to Norway has been significant. The education register is based on information from Norwegian educational institutions but Norway does not receive any information about people who do not have contact with any Norwegian educational institutions. As a result, this led to a lag in the registration of education levels from of about 200 000 immigrants.

Processing results from paper questionnaires in a sample of 200 000 people is costly. A pilot survey indicated that in certain groups close to 30 % preferred to respond on a web questionnaire when offered. Therefore it was decided to offer such an alternative in addition to a paper questionnaire accompanying the advance letter. This eventually led to a discussion about how the web alternative could be promoted. We chose to investigate if different compliance principles could affect the web pick-up rate.

In previous voluntary surveys, it has been noted, that a web option to a paper questionnaire may have a negative effect on the response rate (Dillman, Smyth et al. 2008, Lagerstrøm, 2008). Because of these previous results we also wanted to investigate the relationship between the web pick-up rate and the response rate. Could it be that compliance principles which boosted the web rate at the same time led to a lower response rate?

2. Introduction to the compliance principles

The paper addresses five general principles often used to obtain participation in surveys. These principles are often referred to as ‘compliance principles’, and were first introduced by Groves and Cialdini (1991). Compliance principles discuss psychological concepts relevant to survey participation. They are initially interviewer techniques used to motivate or persuade persons to participate in social surveys. Thus, what we do is test if the same principles work for a different purpose in a different survey mode.

Research in social psychology that appears most relevant to the issues of survey participation can be divided into three areas: compliance with requests, helping tendencies and persuasive appeals. Compliance with requests can be divided into several categories. This paper explores two of them – compliance with request and helping tendencies. The four first approaches (reciprocation, social validation, authority and scarcity) are all principles of compliance with request. The latter is known as helping tendencies.

We chose not to test the compliance principles of liking and consistency, but concentrated instead on the five mentioned compliance principles. The liking principle relates to the interviewer’s behavior and does not easily translate into a self-administered mode. Moreover, arguing for the web option being consistent with previous behavior was not possible. Hence, this compliance principle was also skipped in the experiment.

3. Description of the experiment

We transformed each of the five compliance principles to sentences which were meant to promote the web alternative. The request for using the web option was visually presented with a bubble similar to those used for question numbering. The questionnaire was also bi-lingual. The sentence printed on the paper questionnaire for the respondents belonging to the control groups was:

We encourage you to answer via the Internet (See Appendix D).

The groups sampled for the five types of compliance arguments were stratified into six regions relating to the individual's country of origin:

- Region 1: Sweden
- Region 2: Western Europe and USA consisting of United Kingdom, USA, Switzerland, Ireland and Belgium
- Region 3: Eastern Europe consisting of Kosovo, Slovakia, Bosnia-Herzegovina, Serbia, Latvia
- Region 4: Western Asia consisting of India, Pakistan, Sri Lanka, Nepal
- Region 5: Eastern Asia consisting of Thailand and Philippines
- Region 6: Africa consisting of South Africa, Eritrea, Sudan, Ghana, Kenya, Sierra Leone, Uganda, Angola, Cape Verde, Zimbabwe, Zambia, Liberia, Malawi, Namibia, Botswana, Tanzania, Mozambique, Chad and Ethiopia

Within each of the regions, 3000 individuals were selected for the testing, 600 for each of the five types of letters. This came to a total of 18 000 in 30 groups. Within each region and test group, the sample was stratified by country origin using proportional allocation to ensure each test group had the same proportions of each country origin. An example of this is shown in the Appendix A (Table A1) for the western group. This type of proportional allocation means that design weights are approximately equal within each region and therefore direct comparisons between test groups (within regions) can be made without the weighting requirement.

All advance letters were the same in all test groups and in the control groups. The experiment was only carried out with respondents who received letters and questionnaires in English and Norwegian.

3.1. The scarcity principle

The scarcity principle utilizes the fact that when opportunities and items become scarce, they are perceived as more valuable. As long as the opportunities are perceived as neutral or positive, people are likely to comply with the actual request attached to it. In survey participation, the scarcity principle can be addressed by informing the persons sampled that they in some way are exclusive or rare, hence their participation is important to the survey quality. In our experiment the respondents were told that the web alternative was a unique possibility to view how the web questionnaires of Statistics Norway work. The following sentence was printed on the paper questionnaire:

We encourage you to answer via the Internet. This survey gives you a unique opportunity to see how our web forms look and work: utdanning.ssb.no (See Appendix D).

3.2. The reciprocation principle

The reciprocation principle makes use of the fact that every human society abides by a norm that directs individuals to provide to others the general form of behaviour that they have received from those others. Translated to the theory of surveys participation, the reciprocation principle says that if the survey organization offers a service, the respondent is likely to feel that he or she should give something back. In our case the reciprocation principle is utilized in a way that the respondents are informed that Statistics Norway has put a lot of effort in to making a user-friendly web questionnaire. The following sentence was printed on the paper questionnaire:

We encourage you to answer via the Internet. We have spent a great deal of time creating a good and user-friendly web form: utdanning.ssb.no (See Appendix E).

3.3. The social validation principle

The social validation principle applies the fact that people frequently use the beliefs, attitudes and actions of others as standards of comparison. As a consequence individuals make decisions based on how similar others have acted. With regard to survey participation, the social validation principle is used to explain to respondents that similar others already have answered the questionnaire. Accordingly, the respondent is like to use this information and act the same way. In our experiment the respondent received the message that more and more people were likely to answer on the web. The following sentence was printed on the paper questionnaire:

We encourage you to answer via the Internet. More and more people now want to answer our surveys using the Internet: utdanning.ssb.no (See Appendix F).

3.4. The authority principle

The authority principle works in the following way: People are more likely to comply with a request if it comes from a proper authority i.e. someone who is accepted by the society to make such a request. This must be a legitimate authority. Translated to survey participation in voluntary surveys, the authority principle is effective but may be perceived sensitive. In our case, Statistics Norway made the survey participation mandatory, and the respondents were informed about this in an advanced letter. In the experiment group exposed to the authority principle, the respondents were informed that the government, in general, invites people to use electronic alternatives in reporting data to public institutions. The following sentence was printed on the paper questionnaire:

We encourage you to answer via the Internet. The government wants as many people as possible to use the Internet to answer surveys: utdanning.ssb.no (See Appendix G).

3.5. Helping tendencies

Helping tendencies, or the principle of helping, is simply to explain that a certain action will be of great help. Most people react in a positive manner when someone asks for help in a kindly fashion. With respect to survey participation, the principle of using helping tendencies puts the respondent in a mood that makes him or her accept the request for low level aid. In our case, the respondents were informed that an answer via the web would help Statistics Norway in collecting and processing the survey data. The following sentence was printed on the paper questionnaire:

We encourage you to answer via the Internet. This will facilitate our later work with the survey: utdanning.ssb.no (See Appendix H).

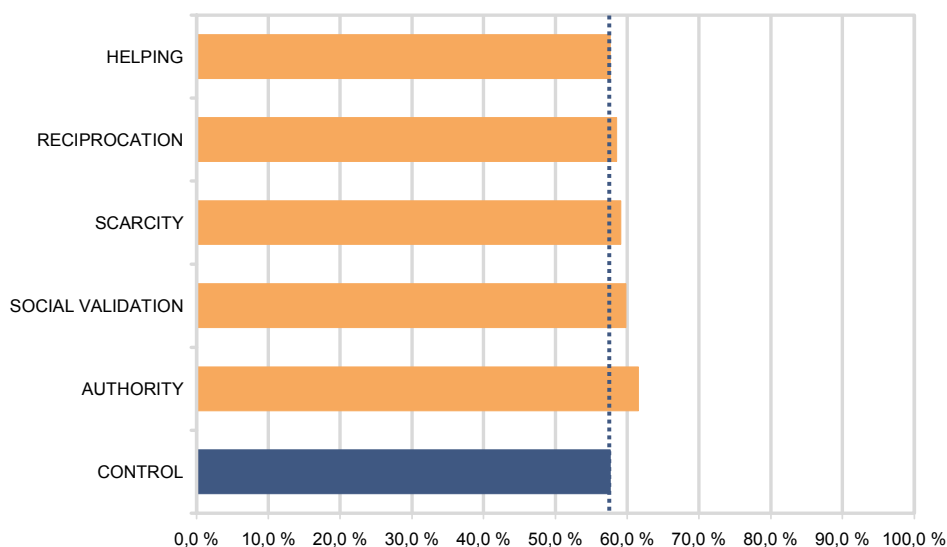
4. Results

Our first goal is to investigate how the different compliance principles affect the web pick-up rate. Do they work at all? Our second goal is to address how the five compliance principles work among respondents with different cultural background. Finally, we are interested in the relationship between the web pick-up rate and the response rate. It is only main trends which will be reported in this paper. More sophisticated analysis will follow later.

4.1. General effects on the web pick-up rate by utilizing the compliance principles

In figure 1 we compare the web pick-up rate in different compliance groups to the control group (displayed in blue).

Figure 1. Web pick-up rate by compliance principle (average for all regions)



As can be seen, the web pick-up rate is nearly equal for all groups. Consequently, the different compliance principles do not seem to have a next-to-none effect on the pick-up rate. There can be several reasons for this. We think that the most important reason, however, is that the basic web pick-up rate was as high as 60%. This was about twice the proportion observed in the pilot study¹. With this result from the main study one may question how much room there is for a further increase. Another question is, of course, what the reason is for the increase of respondents using the web in the main survey. We suspect that it has to do with the presentation of the request to report on Internet. In the pilot study, the first page of the questionnaire looked like this: See Appendix A and Figure A2.

As figure A2 indicates, the respondents were not really requested to use the web, just informed that a web questionnaire was an option. In the main survey the request made was presented and designed like a first question. Our hypothesis is that a presentation which catches the respondent's attention may be more important for the web pick-up rate than the actual arguments used.

Even if the impact is small, there are some interesting details in figure 1. The group exposed to the authority principle has a somewhat higher web pick-up rate compared to the other groups. Utilizing the authority principle, the web pick-up rate exceeds 60%. A general explanation for this is that the authority principle

¹ One third of the Polish respondents between 25 and 44 years chose the web-alternative in the pilot survey. In contrast 60 per cent of the Polish respondents between 25 and 44 years chose the web-alternative in the main survey.

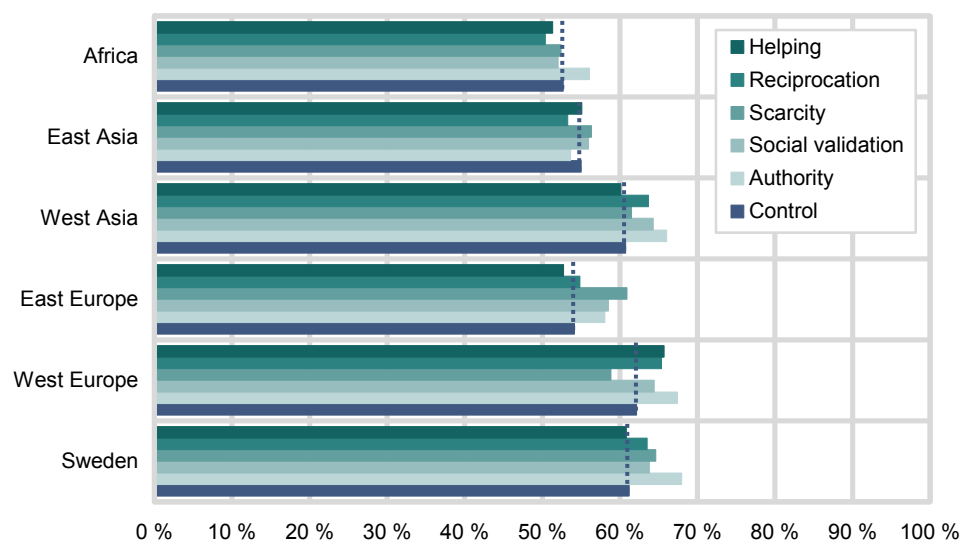
makes the survey more legitimate, hence the respondents feel more obliged to answer.

A second reason for this particular finding in this experiment might be that the authority principle goes along with other design principles made for this particular survey. The survey was mandatory and was presented by a quite strict information letter, in envelopes that had 'Duty to respond' on them.

4.2. Web pick-up rate in different regions

The six different regions in the experiment may mirror different cultures (including different attitudes) towards the arguments used to boost the web rate. Hence, a fair assumption might be that the compliance principles affect the respondents in different geographical sub-groups in different ways. Figure 2 displays the main results concerning the web pick-up rate in different geographical areas.

Figure 2. Web pick-up rate by compliance principles in different regions



The effect of the compliance principles varies from region to region, but some patterns can be observed. Authority seems to be the most important argument in all regions except Eastern Asia, where none of the compliance principles seems to affect the web rate. In addition to the authority principle, the second most important argument changes from region to region. In the following we will address the main results for each geographical area according to the five compliance principle of interest.

For immigrants from **Sweden**, the web pick-up rate is over 60% in the control group.

The web pick-up rate increases when the authority principle is introduced. For respondents in the group addressed by the authority principle, the web pick up rate is 67%. A web pick up rate of 67% is, in itself, a good result and an interesting finding with respect to web participations in surveys.

For immigrants from **Western Europe and the USA**, the tendencies are about the same as described in the Swedish experimental group. The web pick-up rate is high. The authority principle has a greater effect on the web pick-up rate than the other compliance principles, followed by the helping principle and the reciprocation principle.

Immigrants from **Eastern Europe** have a slightly lower web pick-up rate than the two aforementioned groups. The compliance principle scarcity is the most powerful incentive in boosting the web pick-up rate for this group.

Group 4 (immigrants from **Western Asia**) covers countries like India, Pakistan, Nepal and Sri Lanka. A first glance at the results indicates that the tendencies are quite similar to Sweden and Western Europe. The authority principle is the most effective principle in boosting the web pick-up rate. Then, the social validation principle and the reciprocation principle seem to be effective (to some extent) in boosting the web pick-up rate.

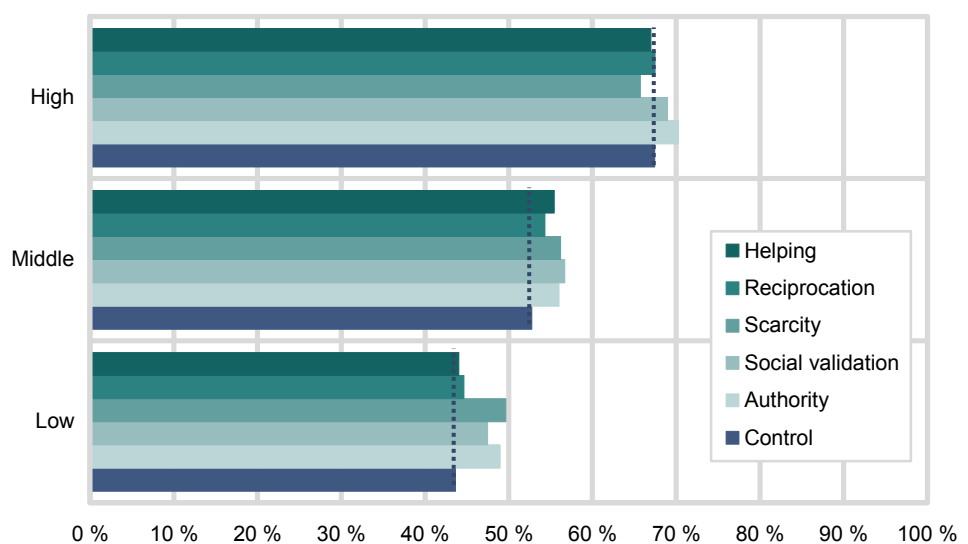
The **Eastern Asia** group has a fairly lower web pick-up rate compared to the Western Asia group. The different compliance principles do not seem to affect the respondents in the Eastern Asia group in any sense.

In group 6 (immigrants from **African countries**) the compliance principle authority is the most effective incentive in boosting the web pick-up rate.

4.3. Adding the education variable

We have also looked at what impact the compliance principles had on respondents with different education levels. The results are shown in figure 3.

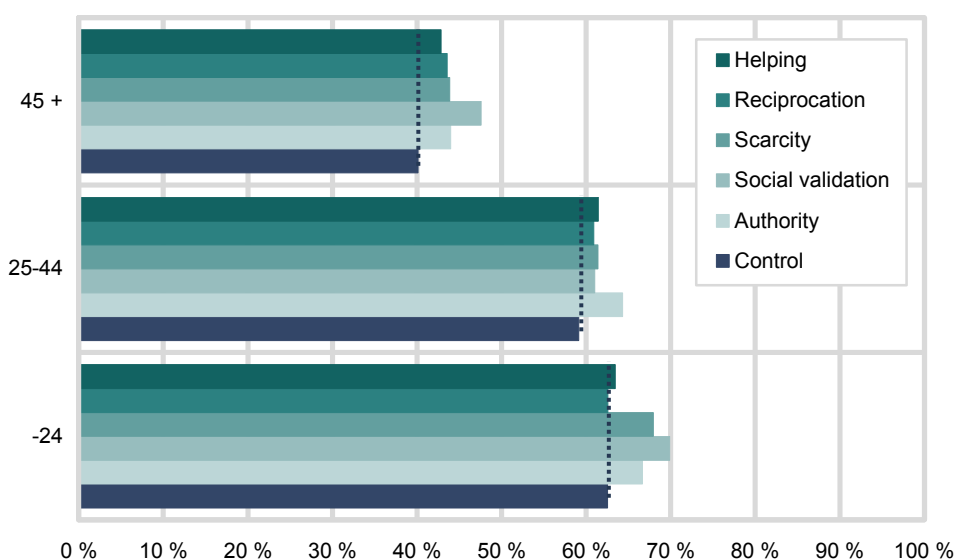
Figure 3. Web pick-up rate by compliance principles and education levels



Highly educated respondents are, not surprisingly, more likely to choose the web alternative. However, the level of education seems to play a more important role among respondents with middle or low education levels. Again, this observation seems to support the notion that the compliance principle arguments have an impact in groups where the potential for an increased pick-up rate is higher.

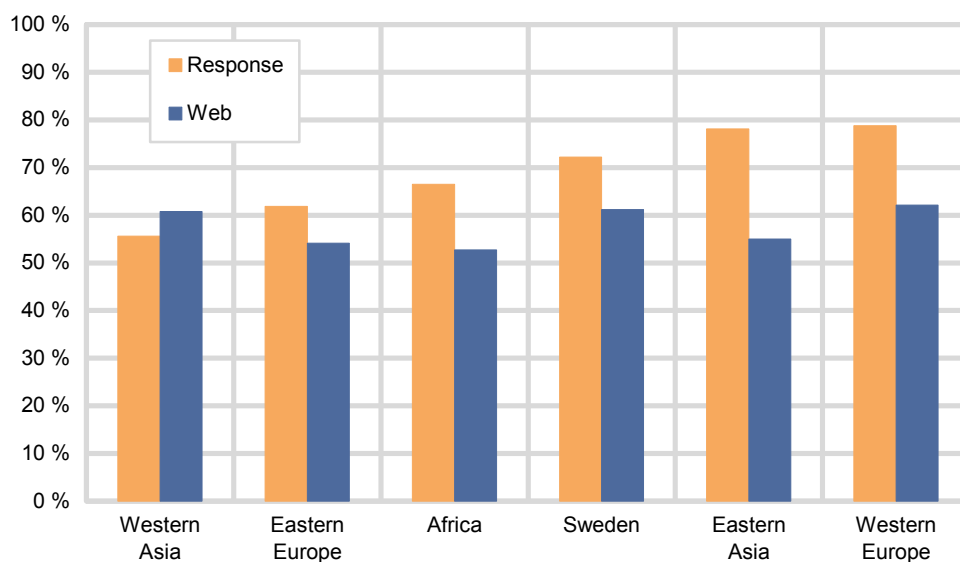
4.4. Adding the age variable

When we study the web pick-up rate by compliance principles in different age groups, (Figure 4) we find that the respondent group aged 24 and lower has the highest web pick-up rate. The social validation principle is the most effective compliance principle in this group. In the group of respondents aged 25–44 years, the compliance principles seem to play a modest role, except for the authority principle. In the group of respondents aged 45 years or more, the web pick-up rate is considerably lower than in the other age groups. The social validation principle seems to be the most effective compliance principle in boosting the web pick-up rate.

Figure 4. Web pick-up rate by compliance principles in different age groups

4.5. Comparing the response and the web pick-up rate

In Figure 5 two graphs are displayed indicating the response rate and the web pick-up rate by different regions. In this paper we refer to response rate as the gross sample minus the non-eligible, the non-response and the postal returns. The response rate is lowest in the group of Western Asian immigrants and highest in the group of Western Europe immigrants. No systematic relationship between web rate and response can be observed in figure 5. Contrary to what has been a worry in earlier studies, nothing suggests that a higher web rate will have a negative effect on the response rate.

Figure 5. Response and web pick-up rate by region

5. Conclusions

The web pick-up rate in general is very high in the Norwegian education survey among immigrants. Further, we have made the following conclusions:

- It seems to be more important to draw attention to the web alternative than to use certain types of arguments.
- The authority principle seems to be the most effective principle in increasing the web pick-up rate.
- In addition to the authority principle, in some groups the social validation and the scarcity principles had a certain effect.
- The compliance principles seem to be more effective in groups with the greatest potential for an increase in the web pick-up rate

Experiences from the pilot survey indicated that graphic measures, which helped the respondents become aware of Statistics Norway's desire for a response via the web, are important. It also seems that printing the encouragement to answer – without any further reasons as to why – via the Internet, works quite effectively. This was the case for all control groups, not belonging to a compliance test-group. We have also learned that the compliance principles do not work in the same way for respondents with different geographical backgrounds.

The compliance principles are utilized by sentences which have the mission of making respondents choose the web alternative. The more effective the compliance principles seem to be at boosting the web pick-up rate, the more careful we should be of risking non-response. Consequently, we conclude that some compliance principles seem to affect the tendency to choose the web alternative, while other principles affect the survey response. Evidently, there are trade-offs between utilizing the means of boosting the web pick-up rate and putting emphasis on attempts at increasing the response rate. Consequently, we need to apply this knowledge when working on future/further survey design and analysis.

Our experiment might also imply that the compliance principles can have a certain impact on the web pick-up rate in groups with low web accessibility (older respondents, low-educated respondents), because web reporting is not that incorporated in these groups. The compliance principles yield a certain potential to boost the web pick-up rate in these groups when carefully incorporated as part of the survey design.

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Appendix A:

Table A1. Example of proportional distribution¹ among country of origin within the western group

Country	Number missing in register	Percentage	Sample size for country	Approximate sample size for test-group
USA	3 189	31.7	951	190
UK	5 620	55.9	1 676	335
Switzerland	422	4.2	126	25
Ireland	416	4.1	124	25
Belgium	412	4.1	123	25
Total for western group	10 059	100	3 000	600

¹ Note that a rounding procedure was used to ensure sample sizes are rounded appropriately within test groups and countries to maintain total sample sizes.

Figure A1. The layout of the request for using the web questionnaire

Figure A2. The layout of the request for using the web questionnaire in the pilot

Appendix B: Norwegian and English pilot-paper-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarfrist: 23. mai 2011
Deadline: 23. mai 2011

Plikt til å svare
Duty to respond

Du kan svare via post eller på Internett: **utdanning.ssb.no**
Logg inn med bruker-ID **<brukerid>** og passord **<passord>**

You can answer by post or the Internet: **utdanning.ssb.no**
Log in: User ID **<bruker-id>** Your password: **<password>**

Undersøkelse om skolegang Survey on education

Har du flere utdanninger under hvert skoleslag, velger du den med lengst varighet.
Har utdanningene like lang varighet, velger du den du har tatt sist.

*If you have several types of education under each level, choose the one of longest duration.
If they are all of equal duration, choose the most recent.*

Barne- og ungdomsskole (grunnskole)

Primary school and lower secondary education (basic education)

Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge har grunnleggende skolegang en varighet på 10 år.

Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

1. **Har du fullført barne- og/eller ungdomsskole?**
Have you completed primary and/or lower secondary education?
 - ☐ Ja/Yes ---> Gå til 2/Go to 2
 - ☐ Nei/No ---> Gå til 11/ Go to 11
2. **Hvor mange år i barne- og ungdomsskole har du fullført?**
How many years of primary and lower secondary education have you completed?
 - ☐ 1-6 år/1-6 years
 - ☐ 7-8 år/7-8 years
 - ☐ 9 år eller mer/9 years or more

Videregående skole

Upper secondary education

Videregående skole bygger på grunnskole

Upper secondary education follows on from primary and lower secondary education

3. **Har du fullført opplæring i videregående skole?**
Have you completed upper secondary education?
 - ☐ Ja/Yes ---> Gå til 4/Go to 4
 - ☐ Nei/No ---> Gå til 8/Go to 8
4. **Hvor mange år i videregående skole har du fullført?**
How many years of upper secondary education have you completed?
 - ☐ 1-2 år/1-2 years
 - ☐ 3 år/3 years
 - ☐ 4 år eller mer/4 years or more

Universitet eller høyskole
University or university college

Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Students need to complete their upper secondary education in order to sit university or college exams.

5. Har du fullført studier ved universitet eller høyskole?
Have you completed university or university college studies?

☐ Ja/Yes ---> Gå til 6/Go to 6
☐ Nei/No ---> Gå til 8/Go to 8

6. Hvor mange år med studier ved universitet eller høyskole har du fullført?
How many years of university or university college studies have you completed?

☐ 1 år/1 year ---> Gå til 8/Go to 8
☐ 2 år/2 years ---> Gå til 8/Go to 8
☐ 3 år/3 years ---> Gå til 8/Go to 8
☐ 4 år/4 years ---> Gå til 8/Go to 8
☐ 5 år eller mer/5 years or more ---> Gå til 7/Go to 7

7. Har du fullført utdanning på doktorgradsnivå?
Have you completed PhD studies?

☐ Ja/Yes ---> Gå til 8/Go to 8
☐ Nei/No ---> Gå til 8/Go to 8

8. På hvilket fagområde fullførte du skolegangen/studiene? Sett bare ett kryss
In which subject area did you complete your education? Please mark only one box.

- ☐ Allmenne/studieforberedende fag, ikke yrkesfag
General/academic subjects, non vocational
- ☐ Historie, språk, humaniora, religion, musikk, estetiske fag
History, Languages, Humanities, Religion, Music, Aesthetics
- ☐ Lærerutdanning, pedagogiske fag
Teacher training, Education science
- ☐ Samfunnsfag, juridiske fag
Social science, Law
- ☐ Økonomi og administrasjon
Economics, Business Administration
- ☐ Naturvitenskapelige fag, tekniske fag, data, matematikk
Natural sciences, Technical subjects, Computing, Mathematics
- ☐ Håndverk, produksjon (f. eks. baker, skredder, snekker, slakter)
Craft (e.g. baker, tailor, joiner, butcher)
- ☐ Helse- og omsorgsfag, idrettsfag
Health and social care, Sports
- ☐ Landbruk, skogbruk, fiske, primærnæring
Agriculture, Forestry, Fishery, Primary industries
- ☐ Samferdsel, tjenesteyting (f. eks. frisør, servitør) og militær, politi, toll o.l.
Transport, Services (e.g. hairdresser, waiter), Security (e.g. military, police, customs).

9. I hvilket land fullførte du skolegangen eller studiene? Sett bare ett kryss
In which country did you complete your education? Please mark only one box.

- ☐ I ditt fødeland/In the country you were born
☐ Annet land, skriv inn/Other country, please specify:

10. Hvilket år fullførte du skolegangen/studiene?
In which year did you complete your education?

11. Takk for at du tok deg tid til å svare på disse spørsmålene! Vennligst returner skjema i den ferdigfrankerte svarkonvolutten.
Thank you for taking time to respond to these questions. Please return this questionnaire using the pre-paid reply envelope provided.

Appendix C: Norwegian and English main-survey-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning
Survey on education

⌵

⌵

Svarfrist:
Deadline:

⌵

! Svar helst via Internett: utdanning.ssb.no
 We encourage you to answer via the Internet: utdanning.ssb.no

Bruker-ID:
User ID:

Passord:
Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

☐ Ja / Yes
☐ Nei / No → Gå til **11** / Go to **11**

2 Hvor mange år i barne- og ungdomsskole har du fullført?
How many years of primary and lower secondary education have you completed?

☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

⌵

Videregående skole / Upper secondary education

3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

☐ Ja / Yes
☐ Nei / No → Gå til **9** / Go to **9**

4 Hvor mange år i videregående skole har du fullført?
How many years of upper secondary education have you completed?

☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

☐ Ja / Yes
☐ Nei / No → Gå til **8a** / Go to **8a**

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- 6** Hvor mange år med studier ved universitet eller høyskole har du fullført? Hvis du har flere utdanninger, velger du den lengste. Hvis de er like lange, velger du den du tok sist.

How many years of university or university college studies have you completed? If you have more than one type of education, choose the one of longest duration. If they are of equal duration, choose the most recent one.

- ☐ 1 år / 1 year
☐ 2 år / 2 years
☐ 3 år / 3 years
☐ 4 år / 4 years
☐ 5 år eller mer / 5 years or more

- 7** Har du fullført utdanning på doktorgradsnivå? / Have you completed PhD studies?

- ☐ Ja / Yes
☐ Nei / No

- 8a** På hvilket fagområde fullførte du skolegangen/studiene? Sett bare ett kryss
In which subject area did you complete your education? Please mark only one box

- ☐ Allmenne/studieforberedende fag, ikke yrkesfag
General/academic subjects, non-vocational
- ☐ Historie, språk, humaniora, religion, musikk, teater, kunst
History, Languages, Humanities, Religion, Music, Theatre, Arts
- ☐ Lærerutdanning, pedagogiske fag
Teacher training, Education science
- ☐ Samfunnsfag, juridiske fag
Social science, Law
- ☐ Økonomi og administrasjon
Economics, Business administration
- ☐ Tekniske fag, data, matematikk eller andre naturvitenskapelige fag
Technical subjects, Computing, Mathematics or other Natural sciences
- ☐ Baker, skredder, snekker, slakter eller andre typer håndverksfag
Baker, tailor, joiner, butcher or other types of craft disciplines
- ☐ Helse- og omsorgsfag, idrettsfag
Health and social care, Sports
- ☐ Landbruk, skogbruk, fiske eller andre fag innenfor primærnærings
Agriculture, Forestry, Fishery, or other related subjects
- ☐ Frisør, servitør eller lignende tjenesteytende fag
Hairdresser, waiter or similar service disciplines
- ☐ Militær, politi, toll, transport eller lignende fag
Military, police, customs, Transport or similar subjects

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- 8b** Har du noen kommentarer, eller er det noe mer du vil fortelle oss om din skolegang, opplæring eller utdanning?
Do you have any further comments on your schooling, training or education?

- 9** I hvilket land fullførte du skolegangen eller studiene? Sett bare ett kryss
In which country did you complete your education? Please mark only one box

- ☐ I ditt fødeland / In the country you were born
☐ Annet land, skriv inn / Other country, please specify:

- 10** Hvilket år fullførte du skolegangen/studiene?
In which year did you complete your education?

- 11** Takk for at du tok deg tid til å svare på disse spørsmålene!
Thank you for taking time to respond to these questions.

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Appendix D: The scarcity principle-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning
Survey on education

Svarfrist: 25. oktober 2011
 Deadline: 25 October 2011

! Svar helst via Internett. Denne undersøkelsen gir deg mulighet til å se hvordan Internett-skjemaene våre ser ut og fungerer
 We encourage you to answer via the Internet. This survey gives you an unique opportunity to see how our web forms look AND work: utdanning.ssb.no

Bruker-ID:
 User ID:

Passord:
 Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

☐ Ja / Yes
☐ Nei / No → Gå til 11 / Go to 11

2 Hvor mange år i barne- og ungdomsskole har du fullført? *How many years of primary and lower secondary education have you completed?*

☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

Videregående skole / Upper secondary education

3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

☐ Ja / Yes
☐ Nei / No → Gå til 9 / Go to 9

4 Hvor mange år i videregående skole har du fullført? *How many years of upper secondary education have you completed?*

☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

☐ Ja / Yes
☐ Nei / No → Gå til 8a / Go to 8a

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Appendix E: The reciprocation principle-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning Survey on education

Svarfrist: 25. oktober 2011
Deadline: 25 October 2011

- ! Svar helst via Internett. Vi har brukt mye tid på å lage et godt og brukervennlig Internett-skjema:
We encourage you to answer via the Internet. We have spent a great deal of time creating a good and user-friendly web form: utdanning.ssb.no

Bruker-ID:
User ID:

Passord:
Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

- 1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.
- ☐ Ja / Yes
☐ Nei / No → Gå til 11 / Go to 11

- 2 Hvor mange år i barne- og ungdomsskole har du fullført? *How many years of primary and lower secondary education have you completed?*
- ☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

Videregående skole / Upper secondary education

- 3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.
- ☐ Ja / Yes
☐ Nei / No → Gå til 9 / Go to 9

- 4 Hvor mange år i videregående skole har du fullført? *How many years of upper secondary education have you completed?*
- ☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

- 5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.
- ☐ Ja / Yes
☐ Nei / No → Gå til 8a / Go to 8a



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Appendix F: The social validation principle-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning *Survey on education*

Svarfrist: 25. oktober 2011
Deadline: 25 October 2011

! Svar helst via Internett. Flere og flere ønsker nå å svare på undersøkelsene våre ved hjelp av Internett:
We encourage you to answer via the Internet. More and more people now want to answer our surveys using the Internet: utdanning.ssb.no

Bruker-ID:

User ID:

Passord:

Password:

Barne- og ungdomsskole / *Primary and lower secondary education (compulsory schooling)*

- 1** Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

☐ Ja / Yes

☐ Nei / No → Gå til 11 / Go to 11

- 2** Hvor mange år i barne- og ungdomsskole har du fullført? *How many years of primary and lower secondary education have you completed?*

☐ 1-6 år / 1-6 years

☐ 7-8 år / 7-8 years

☐ 9 år eller mer / 9 years or more

Videregående skole / *Upper secondary education*

- 3** Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

☐ Ja / Yes

☐ Nei / No → Gå til 9 / Go to 9

- 4** Hvor mange år i videregående skole har du fullført? *How many years of upper secondary education have you completed?*

☐ 1-2 år / 1-2 years

☐ 3 år / 3 years

☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / *University or university college*

- 5** Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

☐ Ja / Yes

☐ Nei / No → Gå til 8a / Go to 8a



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Appendix G: The authority principle-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning
Survey on education

Svarfrist: 25. oktober 2011
 Deadline: 25 October 2011

! Svar helst via Internett. Myndighetene ønsker at så mange som mulig skal bruke Internett til å svare på spørreskjema: We encourage you to answer via the Internet. The government wants as many people as possible to use the Internet to answer surveys: utdanning.ssb.no

Bruker-ID:
 User ID:

Passord:
 Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

☐ Ja / Yes
☐ Nei / No → Gå til 11 / Go to 11

2 Hvor mange år i barne- og ungdomsskole har du fullført? *How many years of primary and lower secondary education have you completed?*

☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

Videregående skole / Upper secondary education

3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

☐ Ja / Yes
☐ Nei / No → Gå til 9 / Go to 9

4 Hvor mange år i videregående skole har du fullført? *How many years of upper secondary education have you completed?*

☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

☐ Ja / Yes
☐ Nei / No → Gå til 8a / Go to 8a

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Appendix H: The helping tendencies-questionnaire



Statistisk sentralbyrå
Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning Survey on education

Svarfrist: 25. oktober 2011
Deadline: 25 October 2011

- ! Svar helst via Internett. Det vil lette arbeidet vi senere har med undersøkelsen:
We encourage you to answer via the Internet. This will facilitate our later work with the survey: utdanning.ssb.no

Bruker-ID:
User ID:

Passord:
Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

- 1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

- ☐ Ja / Yes
☐ Nei / No → Gå til 11 / Go to 11

- 2 Hvor mange år i barne- og ungdomsskole har du fullført? *How many years of primary and lower secondary education have you completed?*

- ☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

Videregående skole / Upper secondary education

- 3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

- ☐ Ja / Yes
☐ Nei / No → Gå til 9 / Go to 9

- 4 Hvor mange år i videregående skole har du fullført? *How many years of upper secondary education have you completed?*

- ☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

- 5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

- ☐ Ja / Yes
☐ Nei / No → Gå til 8a / Go to 8a



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Appendix I: The social validation principle-questionnaire



Statistisk sentralbyrå
 Statistics Norway

Svarplikt
Duty to respond

Undersøkelse om utdanning
Survey on education

Svarfrist: 25. oktober 2011
 Deadline: 25 October 2011

! Svar helst via Internett. Flere og flere ønsker nå å svare på undersøkelsene våre ved hjelp av Internett:
 We encourage you to answer via the Internet. More and more people now want to answer our surveys using the Internet: utdanning.ssb.no

Bruker-ID:
 User ID:

Passord:
 Password:

Barne- og ungdomsskole / Primary and lower secondary education (compulsory schooling)

1 Har du fullført barne- og/eller ungdomsskole? Med Barne- og ungdomsskole menes grunnleggende skolegang. I de fleste land begynner denne skolegangen i 5-7 års alderen. I Norge varer den 10 år.
 Have you completed primary and/or lower secondary education? Primary and lower secondary education refers to compulsory schooling. In most countries, this usually begins at the age of 5-7 years. Norway has 10 years of compulsory schooling.

☐ Ja / Yes
☐ Nei / No → Gå til 11 / Go to 11

2 Hvor mange år i barne- og ungdomsskole har du fullført? How many years of primary and lower secondary education have you completed?

☐ 1-6 år / 1-6 years
☐ 7-8 år / 7-8 years
☐ 9 år eller mer / 9 years or more

Videregående skole / Upper secondary education

3 Har du fullført opplæring i videregående skole? Videregående skole bygger på grunnskole.
 Have you completed upper secondary education? Upper secondary education follows on from primary and lower secondary education.

☐ Ja / Yes
☐ Nei / No → Gå til 9 / Go to 9

4 Hvor mange år i videregående skole har du fullført? How many years of upper secondary education have you completed?

☐ 1-2 år / 1-2 years
☐ 3 år / 3 years
☐ 4 år eller mer / 4 years or more

Universitet eller høyskole / University or university college

5 Har du fullført studier ved universitet eller høyskole? Eksamen ved universitet eller høyskole forutsetter at studentene har fullført videregående opplæring.
 Have you completed university or university college studies? Students need to complete their upper secondary education in order to sit university or college exams.

☐ Ja / Yes
☐ Nei / No → Gå til 8a / Go to 8a

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Internet: www.ssb.no

ISBN 978-82-537-8431-1 (printed)

ISBN 978-82-537-8432-8 (electronic)

ISSN 1891-5906

ISBN 978-82-537-8431-1



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