

The Luxembourgish young generation in the spotlight

National Report of the „Generation WHAT?”- Survey

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Contents

I. Concept and objectives 3
II. Data and methodology 3
1. The Online-Survey 3
2. Selection of cases 4
3. Description of the sample 5
III. Results 6
1. Self-concept and generational images 6
2. Youth or adulthood? 11
3. Parent-child relations, parental support and friendships 13
4. Attitudes towards the educational system 18
5. Attitudes towards working life and work satisfaction 22
6. Trust in institutions 27
7. Participation in civil society and politics 30
8. Youth and Europe 33
9. Youth and their future 37
IV. Conclusions 40
V. Bibliography 43

I. Concept and objectives

"Generation what?" is an international project which aims at drawing a portrait of the young generation in Luxembourg and 11 other European countries. The main element of the project was an online survey where young people were asked various questions regarding their daily life, family, relationships, politics, Europe etc.

The project has been realized by the Luxembourgish production company a_BAHN in close cooperation with Eldoradio, RTL and the support of the FONSPA (FilmFund).

The present report gives an overview of the results of the online survey for Luxembourg. It is focused on young people between 18 and 34 years of age and provides an analysis of the questions and issues that are the most appropriate and relevant from a sociological point of view.

The data analysis for the present report was realized by a research team at the University of Luxembourg (Research Unit INSIDE) under the supervision of Prof. Dr. Helmut Willems.

II. Data and methodology

1. The Online-Survey

The survey in Luxembourg was launched in April 2016. Data were collected by an online questionnaire that was promoted by Luxembourgish media partners, TV- and Radio stations and the cooperating youth organisations. The survey was accessible via www.generation-what.lu. The present report is based on answers of participants that took part until the 31st of July 2016.

The number of respondents in Luxembourg is quite high (n=2,794) which is a very good point. However, the data analysis has some limitations for the following reasons:

- It is not a representative sample because of the selectiveness of participants (due to the specific recruitment method via media).
- The survey is embedded in an international project, so that some important Luxembourg specific characteristics could not be taken into account.
- The data analysis is based only on a selection of questions. Some other questions were not selected because the questions and the respective answer scales do either not meet methodological standards or do not represent sociological concepts in an appropriate way.
- Furthermore, the dropout rate was high, so that a considerable number of cases were not taken into account (see next section).

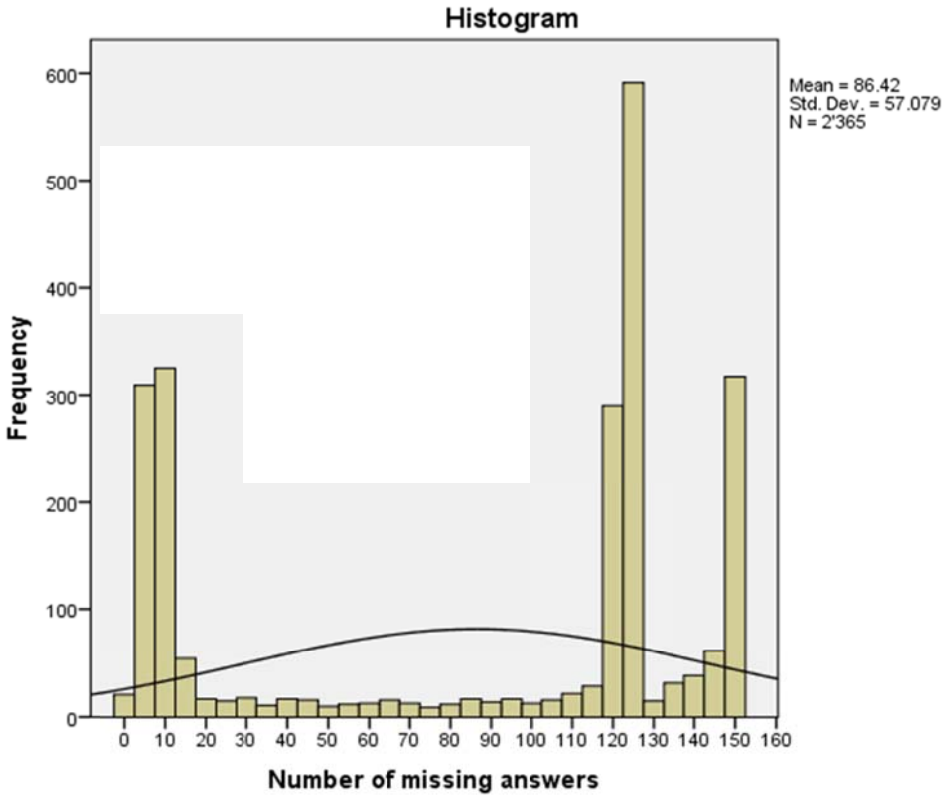
2. Selection of cases

The total number of participants until the 31st of July is n=2,794. The number of participants between 18 to 34 years of age is n=2,365.

The participants were asked demographic questions (age, gender, education etc.) that were compulsory and 150 questions that were not compulsory (participants could skip the questions).

As a consequence, a considerable high number of participants did not fill out the overall survey (item non-response). The Figure 1 below shows the distribution of the number of missing answers.

Figure 1: Distribution of the number of missing answers



A high share of participants answered almost every question (see bars on the left side which represent a low number of not answered questions). The share of participants that answered no question or only a few questions is even higher (see bars on the right side); the share of respondents who did not answer 125 or more out of 150 questions was almost 20%. In order to include only participants who answered a certain number of questions, these 20% of cases were excluded for the data analysis.

After exclusion of these cases, a total number of n=1,856 has been selected. The results are displayed in the form of figures or tables. Differentiated analyses by variables are only presented, if they show a significance level of <.05.

3. Description of the sample

Table 1: Participants by age

Age	n Survey	% Survey	% (Statec 2016)
18-19	276	14.9	10.0
20-24	596	32.1	26.2
24-29	611	32.9	31.0
30-34	373	20.1	32.8
Total	**1,856**	**100.0**	**100.0**

Table 2: Participants by sex

Sex	n Survey	% Survey	% (Statec 2016)
female	1,054	56.8	49.2
male	802	43.2	50.8
Total	**1,856**	**100.0**	**100.0**

Table 3: Participants by educational level/track

Educational level/track	n Survey	% Survey
9ième-13ième technique	511	27.5
Bachelor	468	25.2
BTS	92	5.0
En master ou plus	480	25.9
Première	305	16.4
Total	**1,856**	**100.0**

Table 4: Participants by employment status

Employment status	n Survey	% Survey
student	933	50.3
working	923	49.7
Total	**1,856**	**100.0**

Table 5: Participants by contract situation

Contract situation	n Survey	% Survey
En CDI	617	66.8
En CDD	113	12.2
Indépendant	70	7.6
Sans emploi	58	6.3
Autres	38	4.1
Stagiaire	27	2.9
Total	**923**	**100**

Table 6: Participants by living arrangement

Living arrangement	n Survey	% Survey
living with parents	932	50.2
living not with parents	924	49.8
Total	**1,856**	**100.0**

III. Results

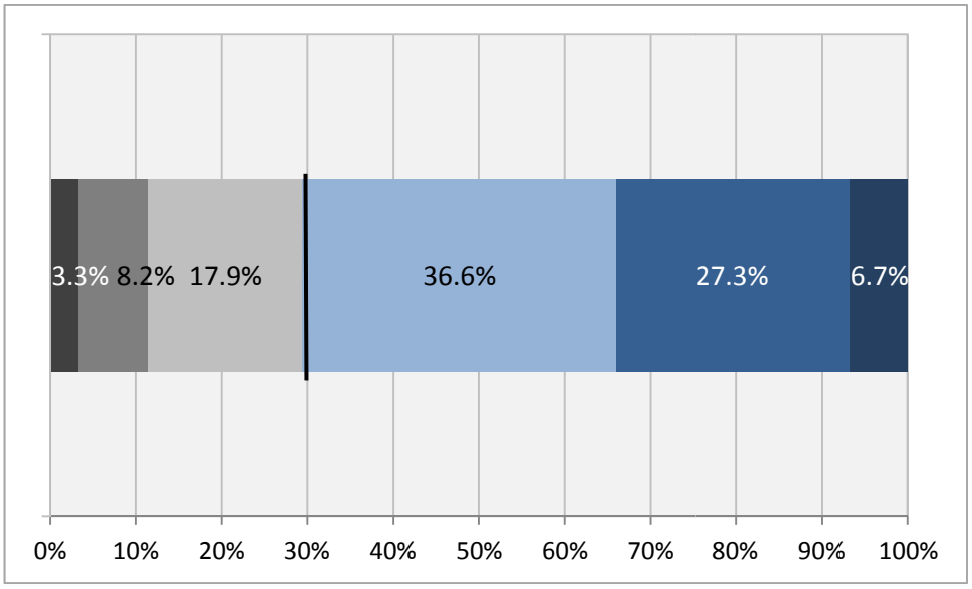
1. Self-concept and generational images

The youth phase is an important life phase between childhood and adulthood during which individuals develop their individual personality and identity and also have to integrate into existing societal structures. To doing so, young people have to cope with several developmental tasks such as enter the job market, leaving parental home or enter relationships (Havighurst, 1978 [1981]).

Referring to the theory of locus of control (Rotter, 1954, 1966) and the theory of attribution, the way young people cope with these tasks is highly shaped by the extent to which they believe they have control over their life. Do I control my life, or does anybody else control my life? A person with an internal locus of control believes that he or she can influence events and their outcomes, while someone with an external locus of control blames outside forces for everything.

The participants were asked: "In general, do you feel in control of your life - that what happens to you is your decision?" (Figure 2)

Figure 2: In general, do you feel in control of your life - that what happens to you is your decision?

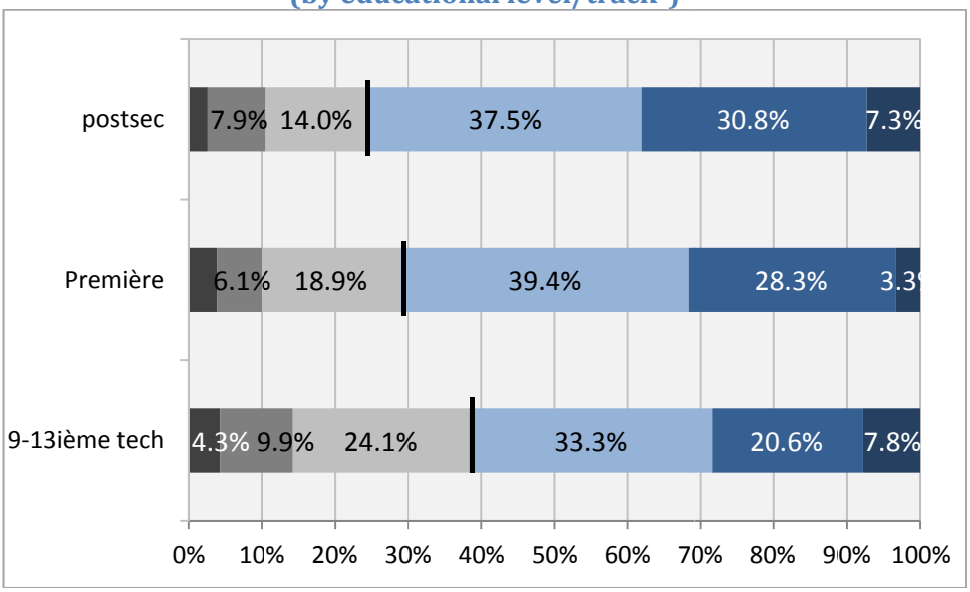


(n=969)

The bar chart shows, that more than two out of three respondents consider themselves to have control over what happens to them (70.6%). A share of 29.4% considers themselves to have no or rather no control over what happens to them. Further analyses by age, sex or status show no significant differences regarding the locus of control.

However, if the answers are analysed by educational level/track we can observe significant differences (Figure 3).

Figure 3: In general, do you feel in control of your life - that what happens to you is your decision?
(by educational level/track[1])



no control over what happens to me | **total control over what happens to me**
(n=969; Sign.=.003)

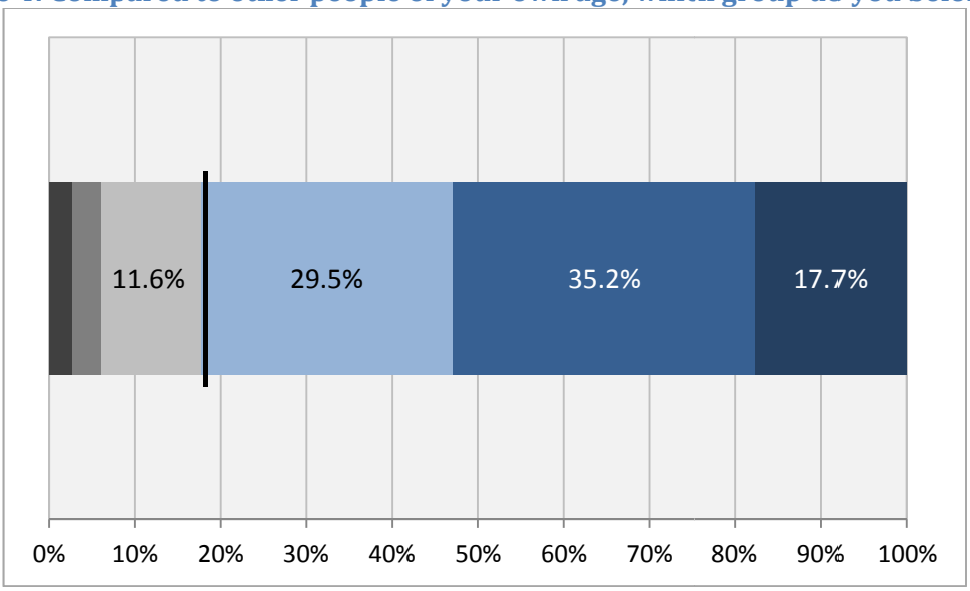
The bar chart shows that the higher the educational level/track the more young people consider themselves to have control over what happens to them (postsec.: 75.6%; 9-13ième tech.: 61.7%). These results are in line with other research results that have shown significant differences of the locus of control by educational level (Kovaleva et al., 2014; MENJE & UL, 2015).

[1] «Bachelor», «BTS» and «En master ou plus» were recoded into «postsecondary level/track» (postsec.).

What is the self-concept of the respondents? How do they perceive themselves and their life situation compared to other young people? The participants were asked: "Compared to other people of your own age, which group do you belong to?"

Figure 4 shows that most of the respondents consider themselves to have good chance of getting on in life (blue bars: 82.4%). Only 17.6% (grey bars on the left) consider themselves to have low or rather low chances of getting on in life.

Figure 4: Compared to other people of your own age, which group do you belong to?



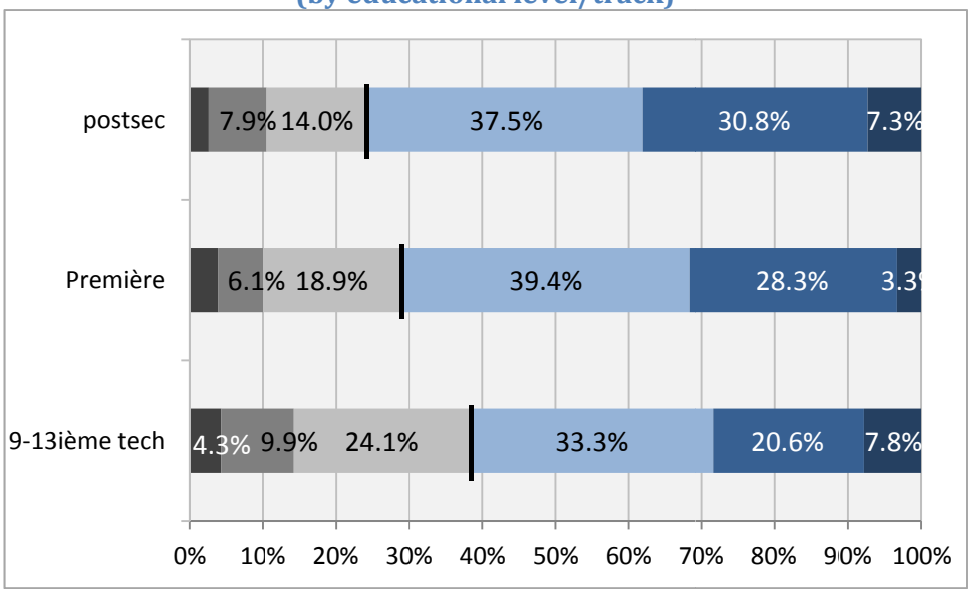
with the least chance of getting on in life | with the most chance of getting on in life

(n=1,004)

These results illustrate that – generally speaking – the Luxembourgish respondents have a rather positive view on their own life and their life perspectives.

Further analyses by subgroups show no significant differences – except for the educational level. As the Figure 5 shows, the higher the educational level, the higher the respondents rate their chance of getting on in life (postsec.: 82.4%; 9-13ième tech.: 67.9%).

Figure 5: Compared to other people of your own age, which group do you belong to? (by educational level/track)



with the least chance of getting on in life ■■■ | ■■■ **with the most chance of getting on in life**

(n=1,004; Sign.=.000)

How do young people describe their generation? There exists a large number of different labels which describe past and current young generations (for example: "internet generation" (Milner, 2010), "boomerang generation" (Parker, 2012), "generation X" (Miller, 2011), "Millenials" (Twenge, Campbell, & Freeman, 2012)). The questionnaire asked how participants would describe the young generation of today. Table 7 illustrates the terms which were quoted most often.[2]

Table 7: How would you describe the young generation?

	n		n
internet	47	Y	27
lost	46	?	20
future	40	today	20
technology	35	connected	18
change	35	insecurity	18
smartphone	29	ego	16
hope	29	digital	15

(n=410)
(the open answers were recoded and regrouped into categories,
the table shows only terms, which were mentioned more than 15 times)

A large number of the quotations are related to new media. Internet was quoted most often, but also "technology", "smartphone", "connected" and "digital". This result reflects the high importance of the new media for young people.[3]

Furthermore, a high share of participants describes the young generation as a "lost" generation or a generation which is characterized by "insecurity"; these terms reflect a rather pessimistic view on their generation.

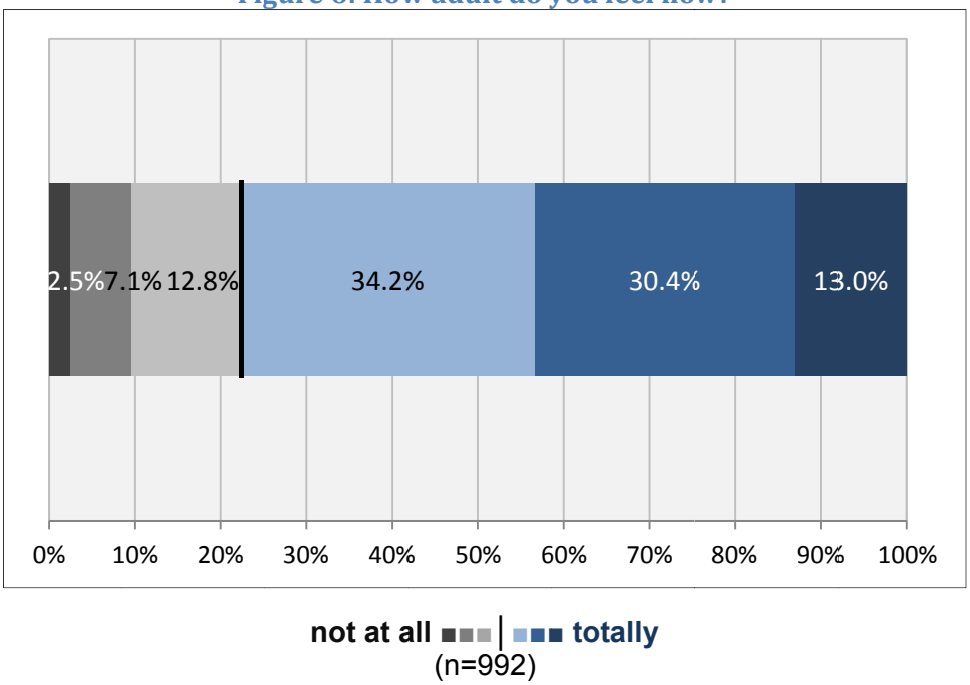
Nevertheless, a large number of participants also labels the young generation with characteristics such as hope, future and change; this can be interpreted as a rather optimistic view.

[2] The participants were asked in the form of an open question.
[3] However, it is important to note, that the media issue might be overestimated due to the specific method (online-survey) that might have influenced the response behaviour of the participants.

2. Youth or adulthood?

The transition from youth into adulthood is marked by various events such as leaving school, leaving the parental home, marriage or starting a family. Besides these objective markers current research highlights also subjective attitudes which have become increasingly important in order to describe the youth phase and the transition into adulthood (Furstenberg et al., 2004; Shanahan et al., 2005). For this reason the participants were asked: "How adult do you feel now?" (Figure 6)

Figure 6: How adult do you feel now?



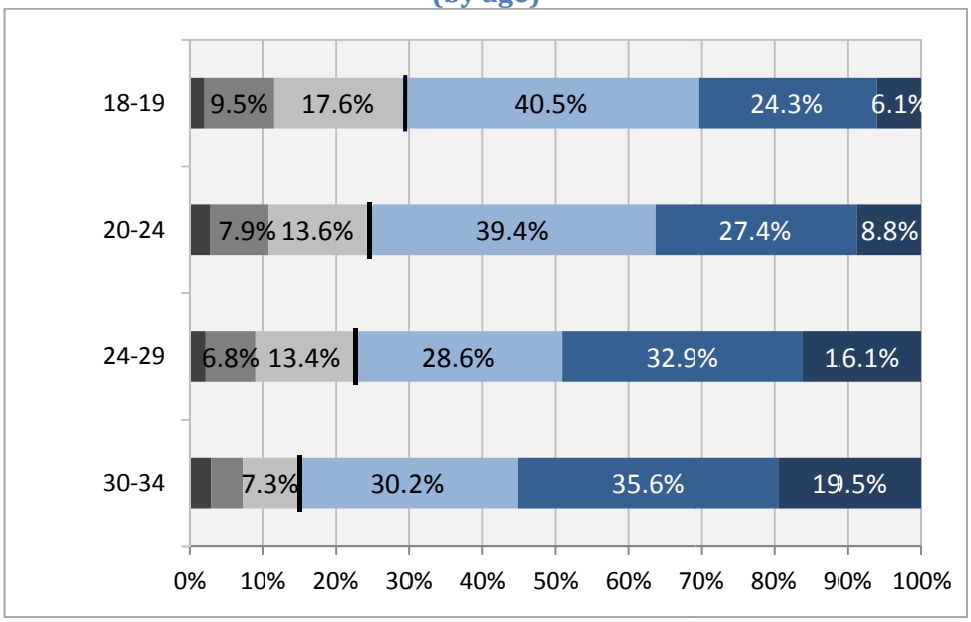
Most of the respondents state that they feel adult to a certain degree (blue bars: 77.6%). With a share of 22.4%, only almost one out of four does not feel adult to a certain degree (grey bars).

It is unsurprising, that feeling adult is highly related to the age of the respondents. Our further analyses show that feeling adult differs significantly by age (Figure 7).

The older young people are, the more they feel adult. Whereas in the youngest age group (18-19), only 70.9% feel adult to a certain degree, the share in the oldest age group (30-34) is 77.6%.

A noticeable finding is, that even in this older age group (30-34), a share of 14.6% do not feel adult. This result underlines the trend of a postponement of the transition from youth to adulthood, not only with regard to the transition markers but also with regard to the subjective feeling to belong to whether the young or adult group. This trend has been observed by a number of other recent studies in Luxembourg and other Western countries (Bendit & Hahn, 2008; MENJE & UL, 2015; Müller & Gangl, 2003; OECD, 2000).

Figure 7: How adult do you feel now?
(by age)



(n=992; Sign.=.000)

A further question asks whether specific statements describe the process of becoming adult. Table 8 shows the distributions of answers by sex and educational level/track.

Table 8: In an ideal world, which of these would best describe the process of becoming an adult?
(by sex and educational level/track)

		Total	male	female	9-13ième tech	Première	postsec
1	Starting off on the right foot (getting a qualification that will enable you to enter the world of work and then leaving home)	**36.2%**	**34.3%**	**37.5%**	29.2%	34.8%	**40.2%**
2	Finding yourself (leaving home early and experimenting for as long as possible)	30.2%	27.1%	32.4%	25.7%	**35.4%**	30.7%
3	Standing on your own two feet (leaving home early and entering the world of work quickly after a brief period of training)	24.8%	27.8%	22.8%	**32.3%**	24.2%	21.4%
4	Making a home (staying with your parents until you're ready to move in with a partner and have children)	8.7%	10.8%	7.3%	12.8%	5.6%	7.8%

(n=950)

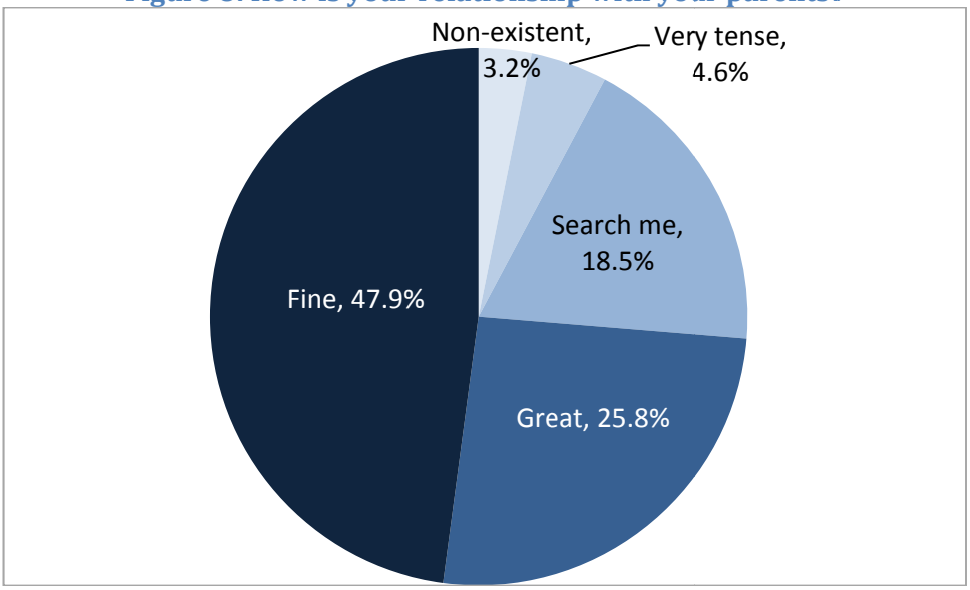
3. Parent-child relations, parental support and friendships

The family background and parents in particular have a big influence on the development of young people and their future living conditions. The family plays an important role not only with regard to economic resources but also with regard to the social and emotional support the family members or the parents can provide to their children (Bourdieu, 1983; Ecarius et al., 2011).
Besides the family, the relations to friends and peer groups can also have a strong effect on the development of young people. Friends and peer groups are unlike to other agents of socialization (family, school, and neighborhood) characterized by a high autonomy and independency from the world of adults.
Scholars highlight that friends and peer groups can give orientation and provide support when young people have to cope with problems and challenges. Furthermore, they form a learning environment where young people learn social and even professional skills (Reinders, 2006; Ryan, 2001).
This section will take a closer look at the parent-child relations, the parental support and friendships.

The participants were asked a general question regarding the relationship with their parents: How is your relationship with your parents? (see

Figure 8)

Figure 8: How is your relationship with your parents?



(n=977)

The graph shows that the large majority of the participants report a good relationship with their parents ("fine": 47.9%, "great": 25.8%) and only a very small number of participants report to have a "very tense" relationship (4.6%) or that the relationship is "non-existent" (3.2%). In general, the relation to the parents is evaluated positive by the respondents.

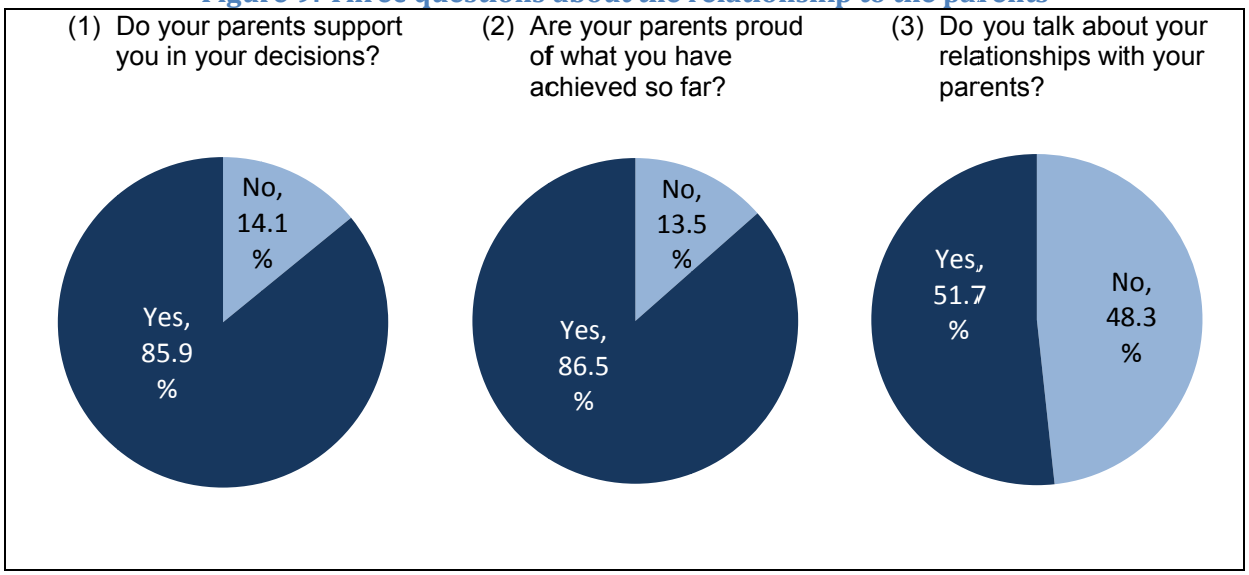
The result differs significantly by educational level/track. The higher young people's educational level/track, the more positive they rate the relationship with their

parents (e.g.: postsec.: “great”: 27.4%; “very tense”: 3.8%; 9-13ième tech.: “great”: 20.4%; “very tense”: 7.3%).

Besides this general question, the participants were asked three more questions that provide insight into the relationship with their parents.

These three questions are: (1) “Do your parents support you in your decisions?” (2) “Are your parents proud of what you have achieved so far?” (3) “Do you talk about your relationships with your parents?” (Figure 9)

Figure 9: Three questions about the relationship to the parents



(n=960-990)

The Figure 9 shows that

(1) regarding the first question, most of the participants report that they get support by their parents in their decisions (85.9%),
(2) with a share of 86.5% the question if parents are proud of what the respondent has reached so far is affirmed to a similarly high degree, and
(3) talking about relationships with the parents is reported only by every second participant (51.7%).

Further analyses of the results show differences by educational level/track. For the first question we found out that young people with a high educational level/track get significantly more parental support than young people with a lower level; the same goes for the second question. The higher the participants are educated the more often they state that parents are proud of what they have achieved.

The answers for the third question show only significant differences by sex. The share of young people which report talking about their relationships with their parents is significantly higher for female (56.2%) than for male respondents (45.0%).

Besides the social and emotional support of the parents, financial support plays also an important role. In order to get information about the financial support from parents, the participants were asked how much money they get from their parents each month. Table 9 shows the amount, which they get from their parents in total and by age groups and employment status.

Table 9: How much money do your parents give you each month? (by age group and employment status)

	Total	18-19	20-24	25-29	30-34	student	in employment
<50 €	9.4%	**17.6%**	9.2%	7.1%	7.0%	11.4%	7.3%
50-200 €	**21.1%**	**45.8%**	**29.4%**	**11.6%**	4.5%	**32.9%**	8.7%
200-500 €	11.9%	16.3%	18.7%	9.8%	1.0%	19.5%	4.0%
500-1000 €	3.9%	2.0%	7.7%	3.3%	0.5%	6.4%	1.4%
+ 1000 €	1.2%	1.3%	0.6%	1.8%	1.0%	1.3%	1.0%
nothing	**52.5%**	17.0%	**34.4%**	**66.4%**	**86.0%**	28.5%	**77.6%**

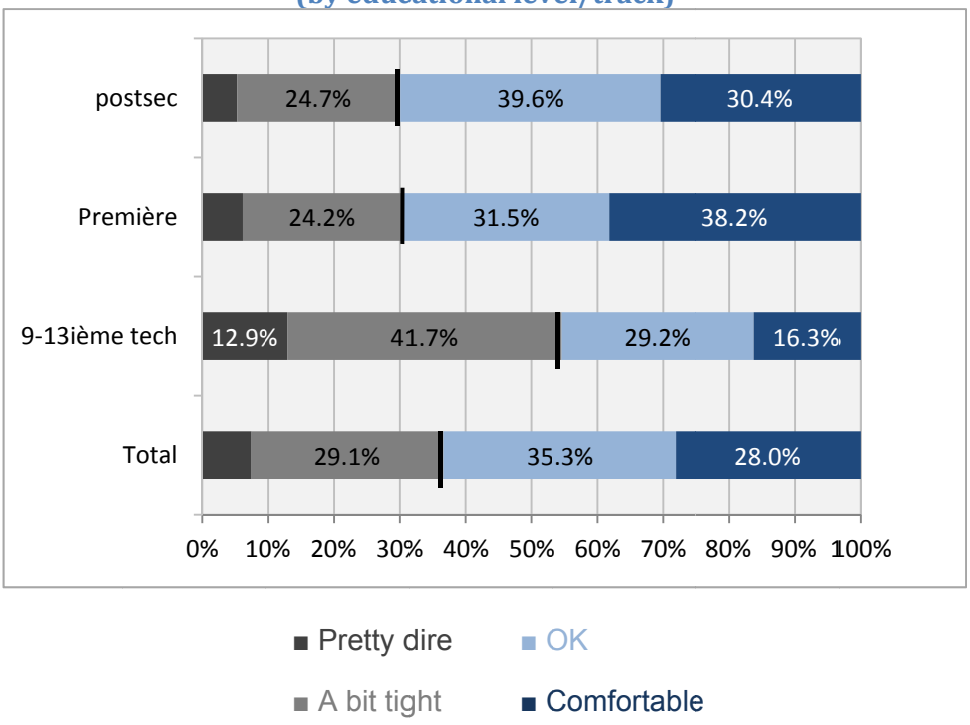
(n=1,015; Sign.=.000)

In total, about one out of two (52.5%) get no money from their parents. From those who get money, the range between 50 and 200€ was mentioned most often (21.1%).

A comparison by age groups shows, that the older young people are, the less money they get from their parents. In the younger age groups, most of the respondents get money. From those who get any money, most of them get between 50 and 200€. In the older age groups, the share of participants that get no money is 66.4% (25-29) or 86.0% (30-34). Since these older young people are more often in employment, the age differences are also affected by status differences. Whereas most of the students get money (with a share of 32.9% most of them 50 to 200€), most of the employed get no money at all (77.6%).

In general, the respondents describe their financial situation rather positive (see Figure 10). A share of 28.0% describes the day-to-day financial situation as "comfortable" and 35.3% describe it as "ok". With a share of 29.1% almost one out of three describes the financial situation as "a bit tight" and 7.6% see their situation as "pretty dire". Regarding the educational level, low educated respondents rate their financial situation more difficult than high educated respondents do.

Figure 10: How would you describe your day-to-day financial situation? (by educational level/track)



(n=989; Sign.=.000)

Table 10 gives a closer look at the relation between the money pupils or students get and their day-to-day financial situation.

Table 10: Relation between money and the day-to-day financial situation for young people in education

	comfortable	OK	A bit tight	Pretty dire
Nothing	13.9%	29.6%	**40.7%**	15.7%
<50 €	22.9%	27.1%	**31.3%**	18.8%
50-200 €	27.9%	**41.2%**	26.5%	4.4%
>200 €	**41.6%**	39.8%	16.8%	1.8%
Total	27.4%	36.0%	28.1%	8.4%

(n=405; Sign.=.000)

Most of the pupils or students who get no money at all from their parents describe their financial situation as "a bit tight" (40.7%). Pupils or students who get up to 50€ evaluate their financial situation slightly better. Although a share of 31.3% rates the financial situation as "a bit tight" almost one out of four (22.9%) describes it as "comfortable". Those who get between 50 and 200€ mostly describe their situation as

"OK" (41.2%) or even "comfortable" (27.9%). And among those who get more than 200€, the majority rates the financial situation positive ("OK": 39.8%; "comfortable": 41.6%). In general, the more money the pupils or students get, the better they describe their financial situation.

Besides these questions about parent-child relationship and parental support, the participants were asked about their friends. They were asked the number of friends and also some characteristics. Most of the participants reports having "lots" (13.2%) or "some" (73.4%) friends, they can rely on. Only a minor part of 4.9% reports having no friends they can rely on. What are their friend's main characteristics?

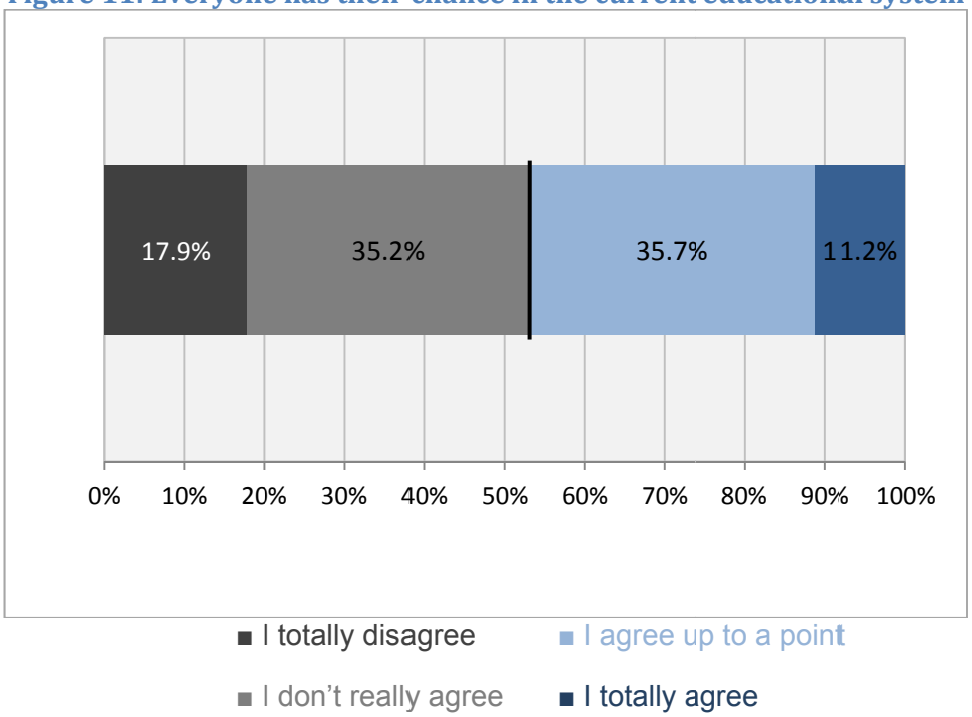
Table 11: Have you got close friends…: (multiple answers possible)

	n	in %
…whose school education was different from yours?	606	77.6%
…from a different social background?	496	63.5%
…of a different ethnic group?	460	58.9%
…of a different religion from you?	447	57.2%
…with a different sexual orientation from you?	436	55.8%
…who are much older or much younger than you?	436	55.8%
…from a different culture?	431	54.3%
Total	**3,312**	

4. Attitudes towards the educational system

Young people spend a lot of time in the educational system (schools, universities) which prepares them for their future by promoting and improving their skills according to their individual's capabilities. Within the survey, young people were asked their attitudes towards the educational system by several questions.
In a first step, they were asked about equal opportunities within the educational system by asking them to what extend they agree to the statement "Everyone has their chance in the current educational system".
Figure 11 shows that about one half of the respondents agree with this statement (light and dark blue bars) and the other half does not (light and dark grey bars) (even 17.9% totally disagree).
So a considerable high share of participants has a rather critical view on the educational system with regard to equal opportunities. Further analyses show no differences by age, gender, educational level or employment status.

Figure 11: Everyone has their chance in the current educational system



(n=1,007)

The following Table 12 shows the relation between the degree of agreement and the locus of control (for further information regarding the concept of locus of control, see chapter "Self-concept and generational images").

Table 12: Degree of agreement to "Everyone has their chance in the current educational system" (by locus of control)

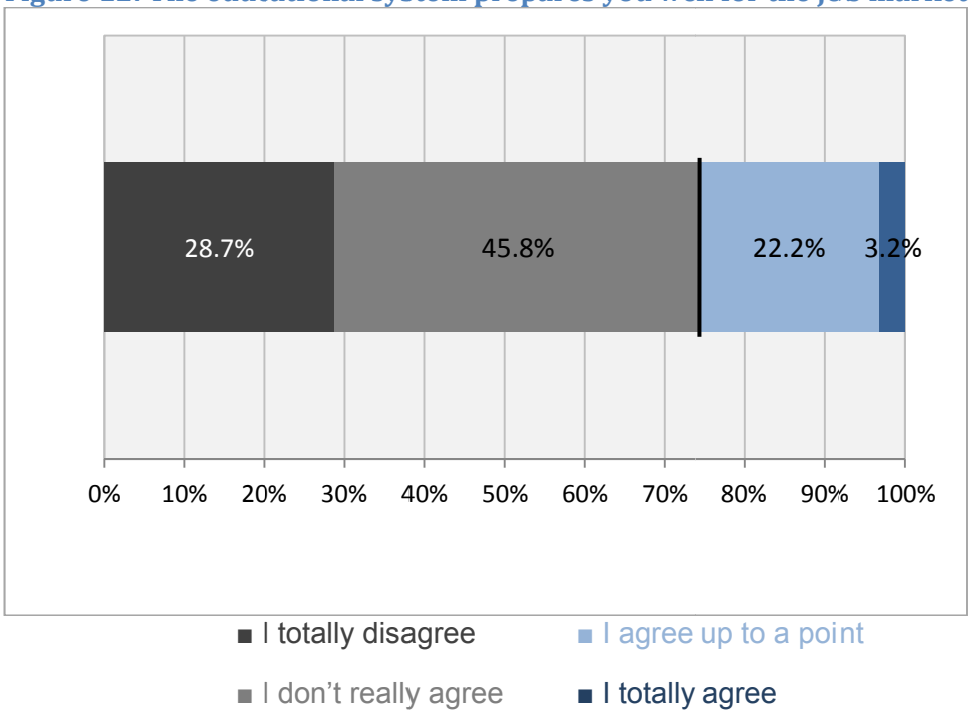
	external locus of control	internal locus of control	Total
I totally disagree	**28.0%**	15.7%	19.4%
I don't really agree	35.8%	34.8%	35.1%
I agree up to a point	28.9%	**37.2%**	34.7%
I totally agree	7.3%	12.3%	10.8%

(n=821; Sign.=.000)

Whereas young people with a high external locus of control (people who blame outside forces for everything) often disagree ("I don't really agree": 35.8%; "I totally disagree": 28.0%), young people with a high internal locus of control (people who believe that they can influence events and their outcomes) agree more often ("I agree up to a point": 37.2%; I totally agree: 12.3%).

A key objective of the educational system is to prepare young people for their professional career.
The participants were asked to what extend do they agree with the statement, that the educational system prepares them well for the job market (Figure 12).

Figure 12: The educational system prepares you well for the job market



(n=999)

About three quarter of the respondents disagree (grey bars), and only one quarter agree (blue bars). The percentage of young people who disagree differs by the educational level. The lower young people are educated, the more they disagree to the statement (postsec.: 25.4%; 9-13ième techn.: 33.3%).

Similar to the previous question, we can also show a relation between the degree of agreement and the locus of control (Table 13).

Table 13: Degree of agreement to "The educational system prepares you well for the job market" (by locus of control)

	external locus of control	internal locus of control	Total
I totally disagree	**42.4%**	23.9%	29.4%
I don't really agree	41.6%	46.2%	44.9%
I agree up to a point	15.2%	**25.5%**	22.4%
I totally agree	0.8%	4.4%	3.3%

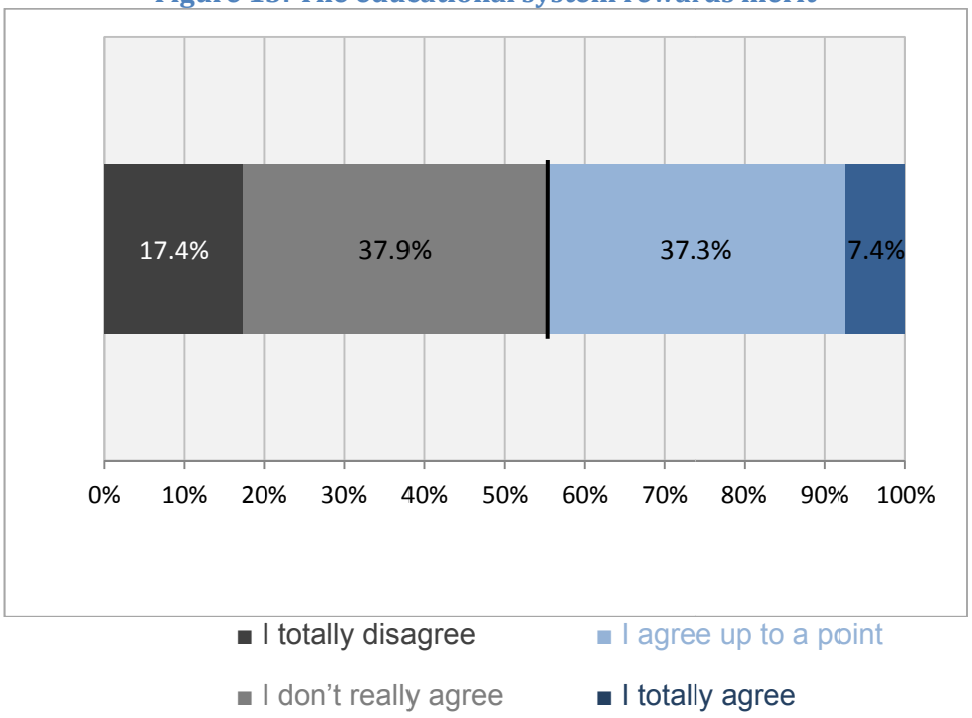
(n=816; Sign.=.000)

Young people with high external locus of control show a very high share of respondents who disagree ("I don't really agree": 41.6%; "I totally disagree": 42.4%). Young people with a high internal locus of control show also a high degree of disagreement. However, compared to the other group, a high share of respondents agrees ("I agree up to a point": 25.5%; I totally agree: 4.4%).

The third question is about recognition of merits. The participants were asked to what extend they agree with the statement "The educational system rewards merit". Almost half of the respondents state that they agree (55.3%) and slightly more than the half do not agree (44.7%) (

Figure 13). Respondents with a lower educational level (9-13ième tech.) show a higher share of disagreement and most of them are of the opinion, that the educational system does not (or rather not) reward merit.

Figure 13: The educational system rewards merit



(n=982)

Answers to this question also differentiate by the locus of control. Respondents with an external locus of control rather disagree to the statement whereas respondents with an internal locus of control rather agree.

Table 14: Degree of agreement to "The educational system rewards merit" (by locus of control)

	external locus of control	Internal locus of control	Total
I totally disagree	**25.4%**	13.9%	17.3%
I don't really agree	41.7%	35.9%	37.6%
I agree up to a point	29.6%	**40.9%**	37.5%
I totally agree	3.3%	**9.4%**	7.6%

(n=803; Sign.=.000)

To sum up, the participants have a rather critical view on the educational system; the view is different according to the educational level/track and also the locus of control. Young people with a low level of education and who blame outside forces for everything have a rather negative view on the educational system whereas young

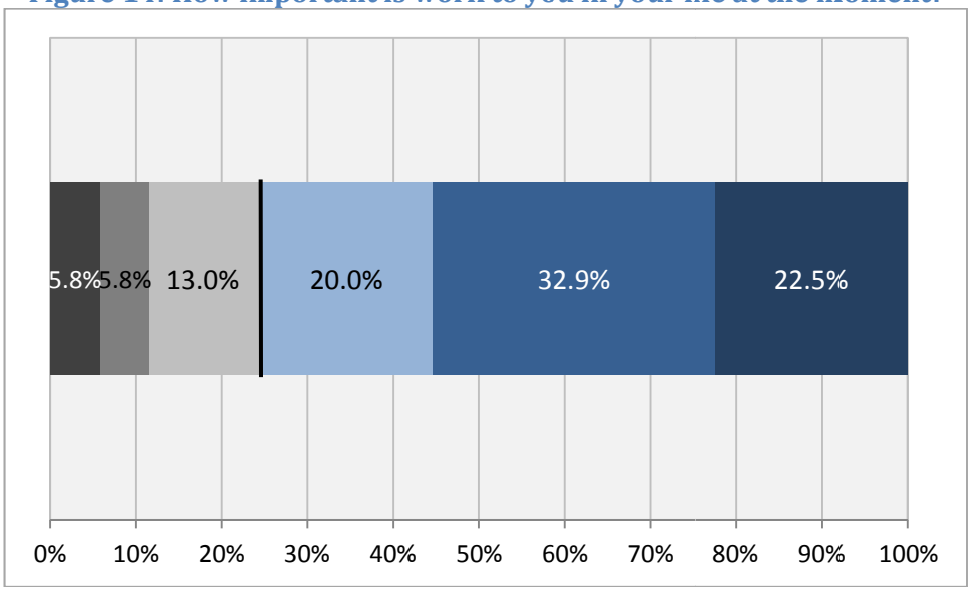
people with a high level of education and who believe that they can influence events and their outcomes see the educational system rather positive.

5. Attitudes towards working life and work satisfaction

Almost half of the survey participants are in employment (49.7%). They were asked several questions about employment in order to get a deeper knowledge of their views and attitudes towards working life and work satisfactions.

When young people were asked about the importance of work in their life, three out of four respondents state that work is important in their life (Figure 14).

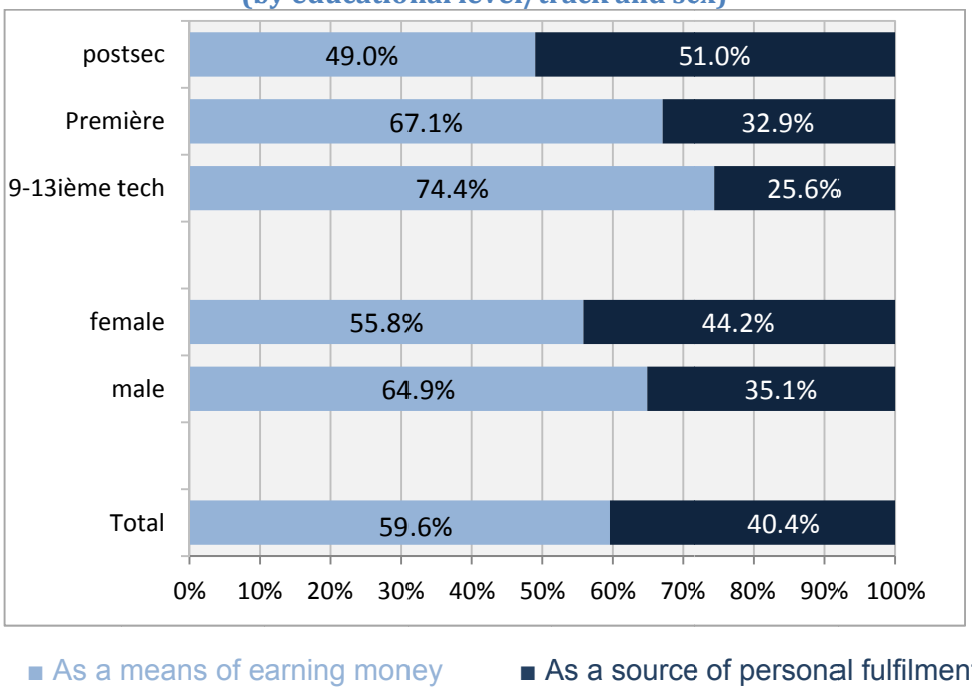
Figure 14: How important is work to you in your life at the moment?



So the importance of work is rated very high by most of the respondents. Work is an important condition to become financially independent from parents. But it is not only about money; work and a certain profession is an important part of the young persons' identity and can be a source of personal fulfilment.

In order to get a deeper knowledge about the meaning of work, the respondents were asked how they primarily see work, either as a means of earning money or as a source of personal fulfilment (Figure 15).

Figure 15: How do you primarily see work? (by educational level/track and sex)

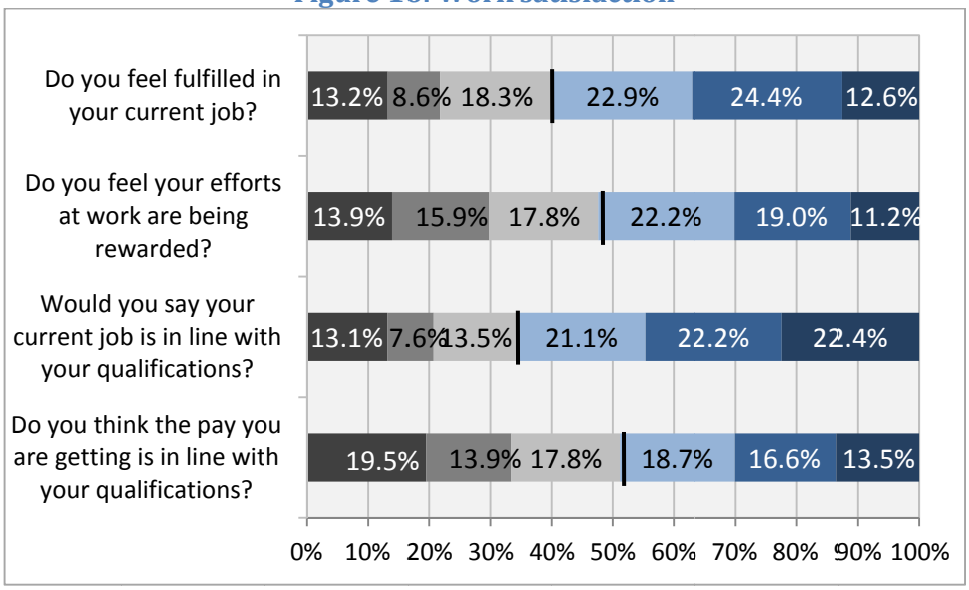


(n=906-950; Sign. (edu)=.000; (gender)=.005)

For most of the respondents (59.6%), work is primarily as a means of earning money and for 40.4% it is a source of personal fulfilment. The answers are different accordingly to sex and the educational level. Work is more likely a source of personal fulfilment for women and for the higher educated respondents.

Beside this general view on work, the questionnaire also emphasized young people's work satisfaction. It was operationalized by four questions (Figure 16).

Figure 16: Work satisfaction



(n=510-526)

The figure shows the following results:

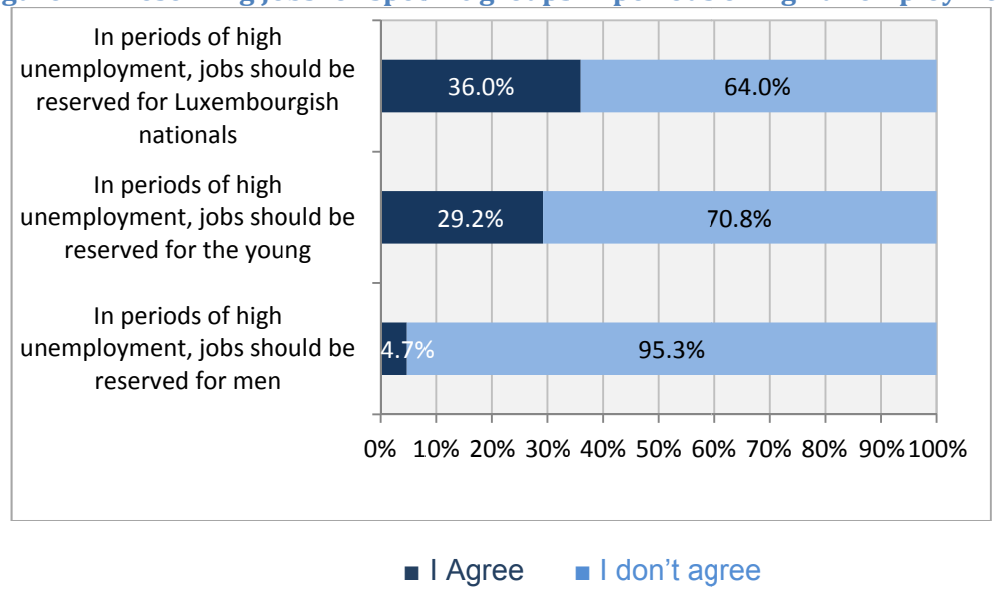
- With a total share of 59.9% the majority of the young people feel fulfilled in their current job.
- Slightly more than half of the respondents (53.4%) feel that their efforts at work are being rewarded.
- Two out of three respondents (65.7%) state, that their current job is in line with their qualification
- But however, the pay they are getting is for only half of the respondents (48.8%) in line with their qualification.

Further analysis show for all four questions a significant difference by the level of education. Higher educated respondents are more likely to feel fulfilled in their current job and to feel that their efforts are being rewarded. Their job is more often in line with their qualifications and they are more often paid in line with their qualifications.

Since youth unemployment is quite high in Luxembourg (22.0% in 2014; MENJE & UL, 2015) finding a job is an important issue in Luxemburg, particularly for young people. Should jobs be reserved for specific groups in periods of high unemployment? Participants were asked if jobs should be reserved for (a) Luxembourgish nationals (2) young, or (3) men. They were asked whether they agree to the following statements (see

Figure 17).

Figure 17: Reserving jobs for specific groups in periods of high unemployment



(n=955-973)

Most of the respondents don't agree that jobs should be reserved to certain groups in periods of high unemployment. However, about one third (36.0%) would reserve jobs for Luxembourgish nationals and 29.2% would reserve jobs for the young. Compared to that, the share which would reserve jobs for men is very low (4.7%).

In order to analyse the results by different groups, we grouped the answers to "no group" and "one or more groups" (Table 15).

Table 15: Number of groups, jobs should be reserved to in periods of high unemployment, (by age, educational level/track and locus of control)

	no group	one or more groups
18-19	49.7%	**50.3%**
20-24	41.4%	**58.6%**
24-29	56.0%	44.0%
30-34	56.8%	43.2%
9-13ième tech	37.7%	**62.3%**
Première	50.0%	50.0%
Postsecondaire	57.3%	42.7%
external locus of control	38.5%	**61.5%**
internal locus of control	56.3%	43.7%
total	51.0%	49.0%

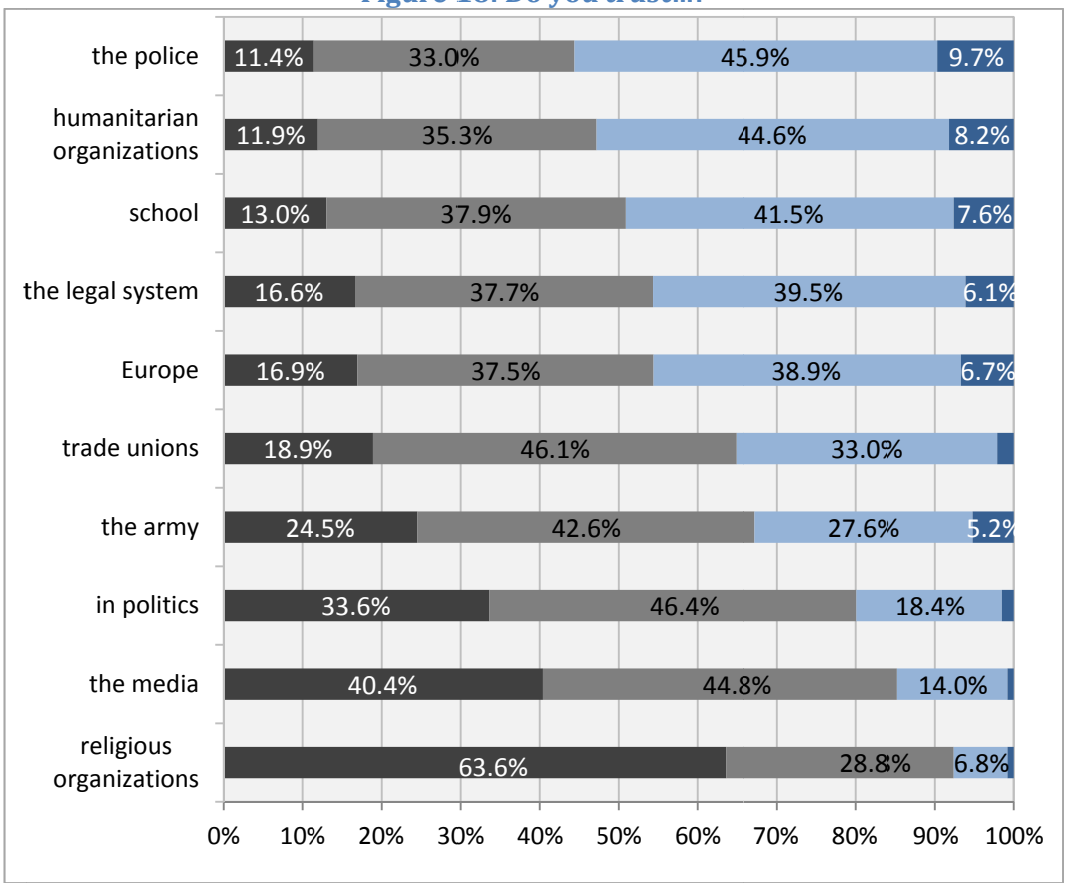
(n=800-955)
Sign.= (age).007, (educational level)=.000, (locus of control)=.000

The younger age groups, respondents with a lower educational level and an external locus of control show a higher share of respondents who want to reserve jobs for one or more groups.

6. Trust in institutions

Trust in political and societal institutions is an important indicator because it is considered to be a fundamental condition for the stabilisation and further development of democracy and social cohesion (Dickes, Valentova, & Borsenberger, 2011; Hooghe & Marien, 2013). A low level of trust in political and societal institutions reflects a political system that has lost the support of citizens, making policy formation and implementation difficult. Participants where asked the degree of trust in ten different political and societal institutions (see Figure 18).

Figure 18: Do you trust...?

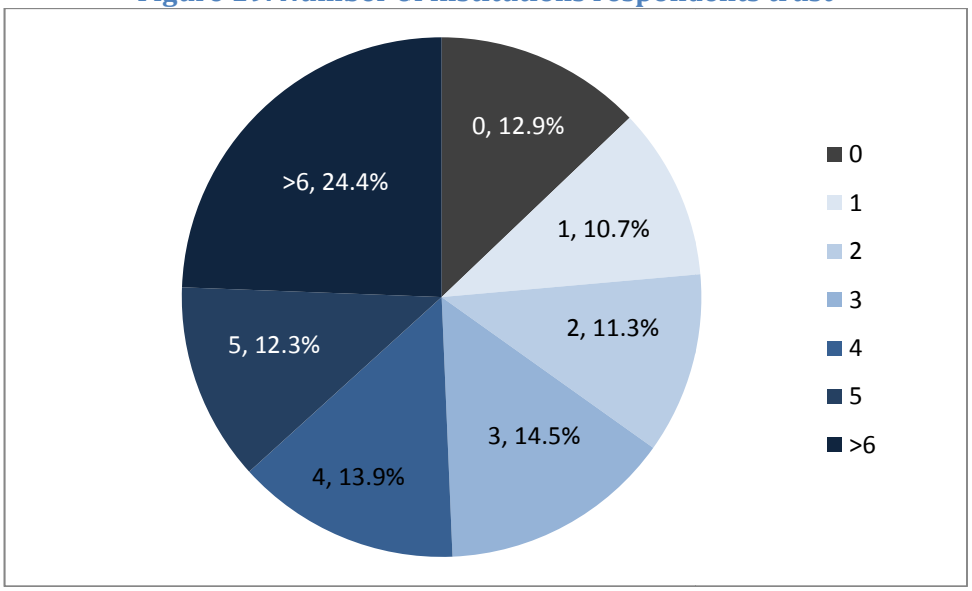


(n=968-1,014)

The graph shows that the trust in most of the political and societal institutions is rather low. The police (55.6%), humanitarian organizations (52.8%) and school (49.1%) are among the three institutions with the highest degree of trust (light and dark blue bars). The three institutions with the lowest degree of trust are politics (20%), media (14.8%) and at the bottom religious organizations (7.6%).

Besides this range of answers regarding the degree of trust in institutions, the answers were recoded into the total numbers of institutions young people trust.[4] Figure 19 shows the number of institution the respondents trust.

Figure 19: Number of institutions respondents trust



(n=746)

These numbers form the basis for the further analysis of the mean values by different variables.

[4] Answers displayed in grey bars were recoded into "no trust" and answers displayed in blue bars were recoded into "trust".

Table 16 shows the means by sex, age, educational level/track and locus of control.

Table 16: Means of the numbers of institutions respondents trust (by sex, age, educational level/track and locus of control)

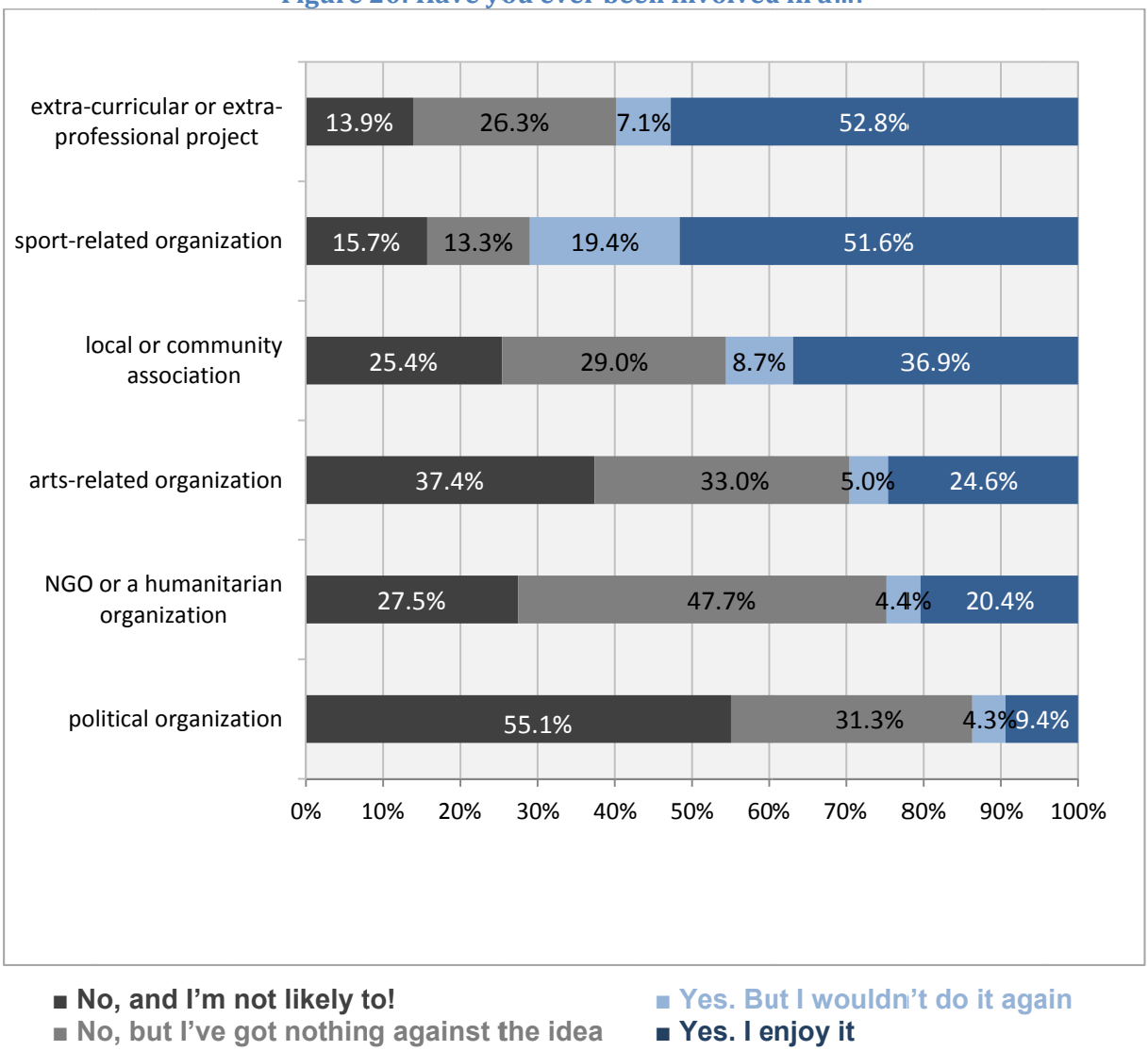
	Mean
male	3.54
female	3.75
18-19	3.85
20-24	3.70
24-29	3.73
30-34	3.17
9-13ième tech	2.87
Première	**4.29**
postsec	**3.80**
external locus of control	2.58
internal locus of control	**4.12**
Total	3.63

The variables sex and age show no significant differences. The mean value is higher for young people with a high level of education and with an internal locus of control.

7. Participation in civil society and politics

The engagement of young people in societal and political organisations or projects is an important indicator for their participation in society as a whole. From the point of view of youth research the engagement reflects also the young people's commitment to the society and is an important step towards the development of an active citizen that contributes to the functioning of the democratic society (Loncle, Cuconato, Muniglia, & Walther, 2012; MENJE & UL, 2015; Reinders, 2006).
The participants were asked whether they have ever been involved in different societal or political organisations (Figure 20).

Figure 20: Have you ever been involved in a…?



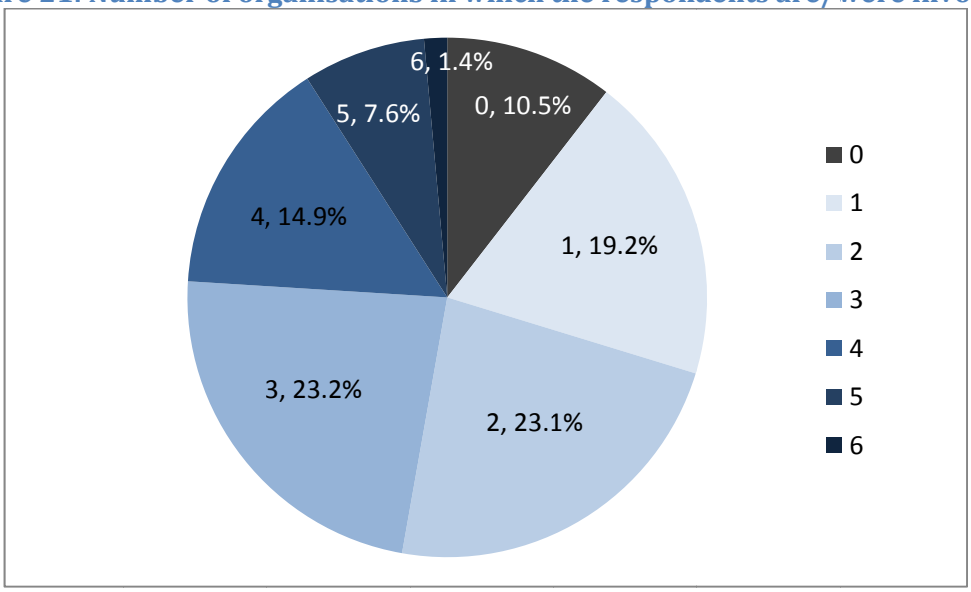
(n=960-980)

The figure shows that approval ratings were the highest for the involvement in extra-curricular/extra-professional projects and sport-related organisations. The involvement in a political organization shows the lowest share. Most of the respondents are even not likely to involve in a political organisation (55.1%).

These results are in line with empirical data on the international level. In most over the other Western countries, the engagement or the willingness of young people to engage in societal organisations and projects is rather high, whereas it is very low for engagement in political organisations (Ministère de la Famille et de l'Intégration, 2010; Willems & Meyers, 2011).

The answers were recoded into total number of organisations young people are involved in.[5]

Figure 21: Number of organisations in which the respondents are/were involved



(n=629)

[5] Answers displayed in grey bars were recoded into "not involved" and answers displayed in blue bars were recoded into "involved".

Table 17 shows the mean values of the number of organisations in which the respondents are involved.

Table 17: Median of the number of organisations in which the respondents are involved, by sex, age, education and locus of control

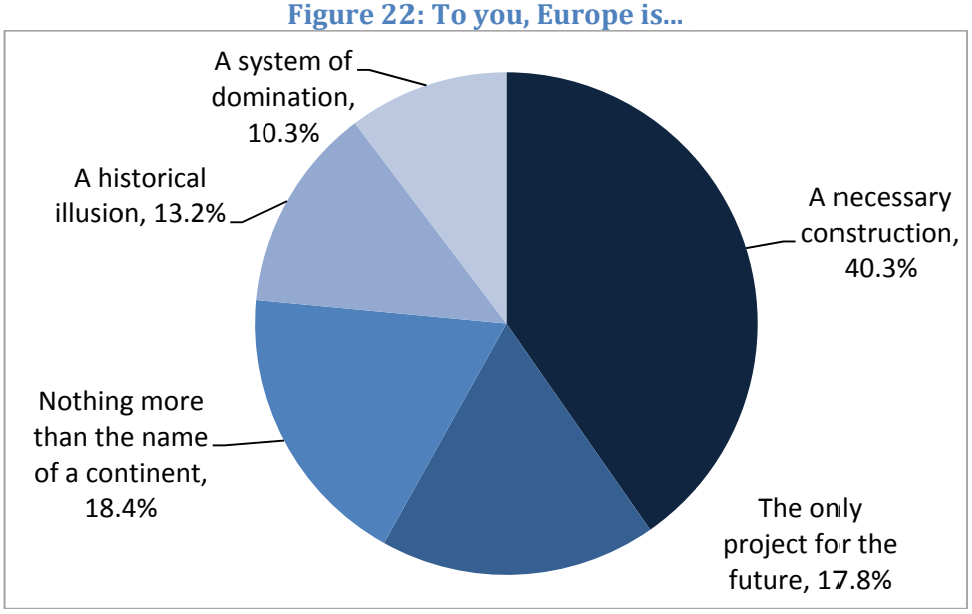
	Mean
male	**2.64**
female	2.25
18-19	2.15
20-24	2.37
24-29	2.61
30-34	2.39
9-13ième tech	1.92
Première	2.58
Postsec	**2.63**
external locus of control	2.16
internal locus of control	**2.55**
Total	2.41

The involvement of male young people with a high educational level and an internal locus of control show the highest mean values and thus, they are involved in a higher number of organisations than their counterparts.

8. Youth and Europe

The young people's opinion on Europe is one big issue of the survey. When the respondents were asked whether they feel European, most of them agree (80.2%), so Europe seems to be an important part of their identity.
In order to further investigate on that topic, the participants were asked what Europe means to them (Figure 22). They could choose one out of several statements.
A high share of the respondents see Europe as "a necessary construction" (40.3%) or "the only project for the future" (17.8%); these answers reflect the positive view on the European project.
The answers of the other respondents show more negative tendencies. For 18.4% Europe is "nothing more than the name of a continent", 13.2% see it as "a historical illusion" and 13.3% as "a system of domination".
Although there are these critical statements, in general the results indicate that most of the Luxembourgish respondents have a high commitment to Europe.

Figure 22: To you, Europe is...



(n=1,508)

In a second step, the respondents were asked whether they see certain terms/characteristics connected to the European Union (see Table 18).

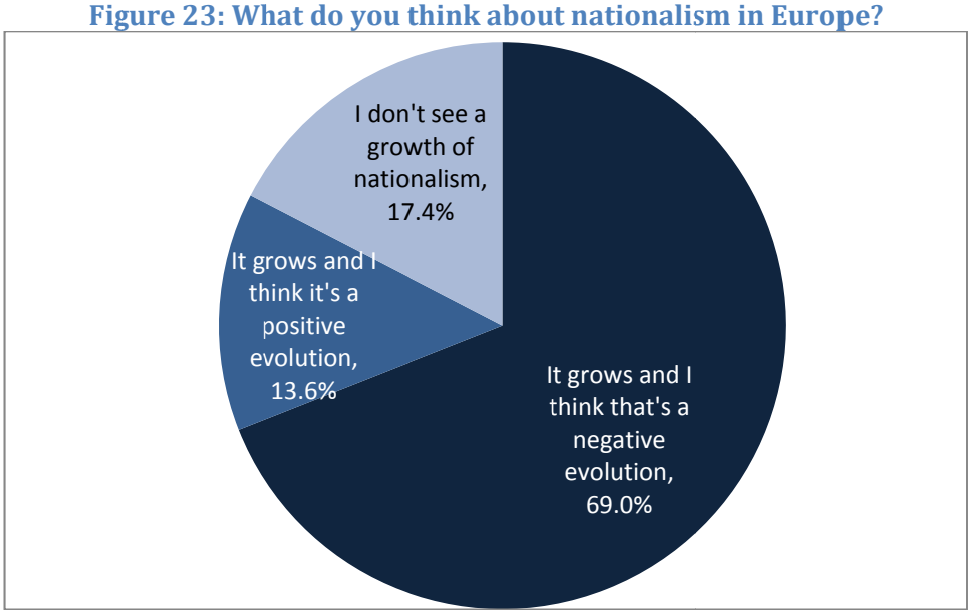
Table 18: In your opinion, which of the following is connected to the European Union? (multiple answers possible)

	n	%
The Euro	908	12.1%
Mobility in labour, travel and studies	834	11.1%
Cultural diversity	696	9.3%
Peace	639	8.5%
Democracy	522	7.0%
Bureaucracy	506	6.8%
Shared values	505	6.7%
Lack of control at the borders of Europe	482	6.4%
Economic growth	469	6.3%
Waste of money	395	5.3%
More co-determination in the world	369	4.9%
Social security	326	4.4%
Loss of cultural identity	309	4.1%
Unemployment	274	3.7%
More crime	257	3.4%
Total	**7,491**	**100.0%**

The Euro (12.1%), mobility (11.1%), cultural diversity (9.3%), peace (8.5%) and democracy (7%) are the five terms/characteristics that were stated most often. At the bottom, the five terms/characteristics with the lowest share were: More co-determination in the world (4.9%), Social security (4.4%), Loss of cultural identity (4.1%), Unemployment (3.7%) and More crime (3.4%).
In general, the Luxembourgish respondents see the European Union rather as an opportunity with a large variety of possibilities and advantages. Problems like the loss of cultural identity, unemployment or crime are stated considerably less often. So it is unsurprising that when the participants were asked whether Luxembourg should leave the European Union, the great majority (91.2%) disagrees.

Furthermore, the survey asks about nationalism in Europe (Figure 23).

Figure 23: What do you think about nationalism in Europe?

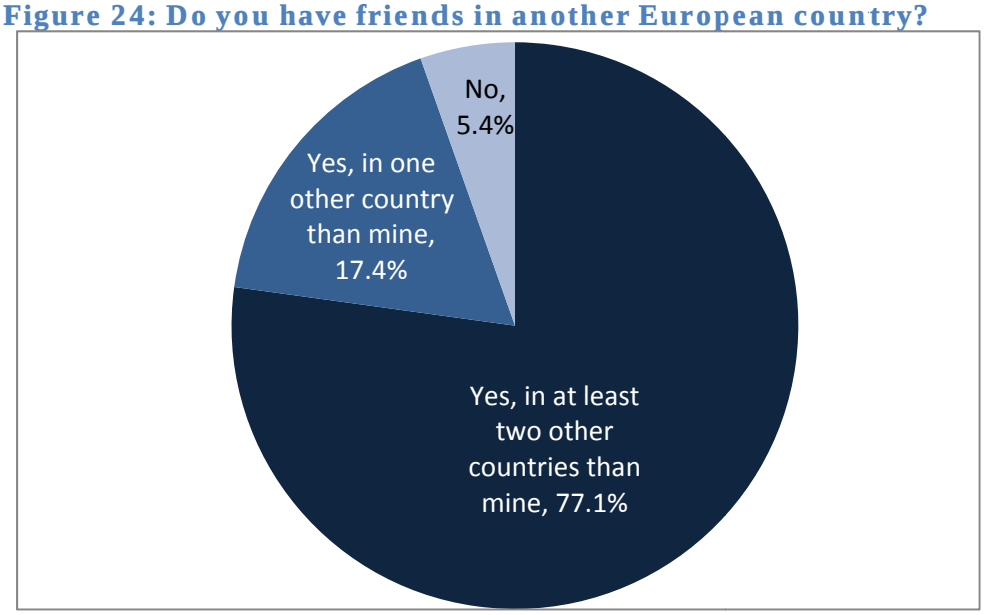


(n=1,429)

It shows that more than two out of three (69.0%) respondents think that nationalism grows and that it is a negative evolution. A small group of 17.4% does not see a growth of nationalism and 13.6% think, that it grows and that it is a positive evolution. This result is an indication that a lot of respondents are worried about nationalism and its increase in Europe.

Luxembourg is characterised by its closeness to the three neighbouring countries Belgium, Germany and France. The Schengen Agreement has led to an increase of mobility between countries and had also a high impact with regard to the mobility of people between Luxembourg, other European countries and the cross-border region in particular.
Mobility had also an impact on the situation of young people not only with regard to their employment and educational opportunities but also their social networks and friendships. The young people where asked if they have friends in another European country (Figure 24).

Figure 24: Do you have friends in another European country?



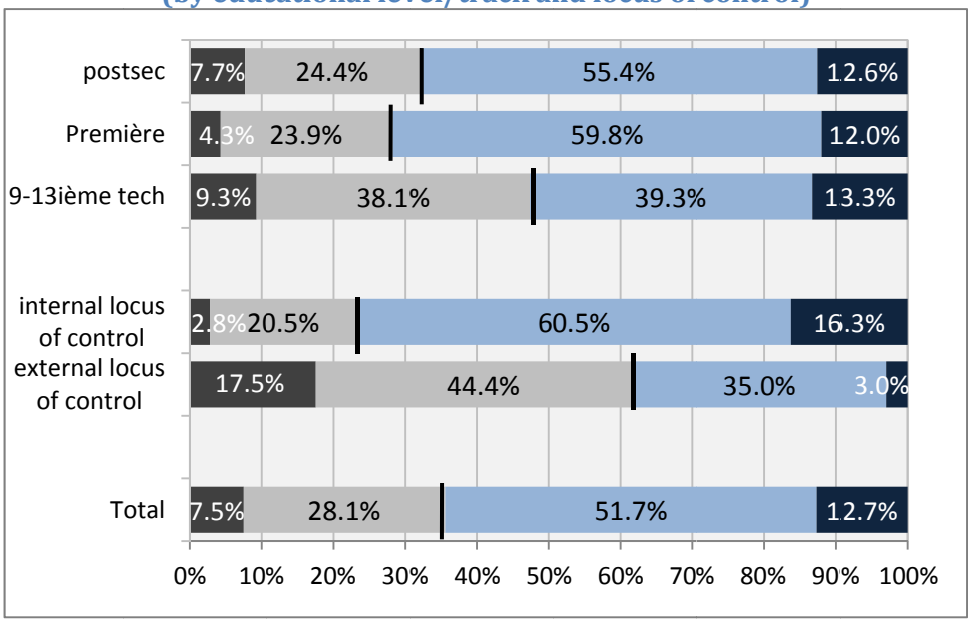
(n=1,450)

The graph shows that with a share of 77.1% the largest number of respondents have friends in at least two other European countries. 17.4% have friends in at least one other European country. So, in total, 94.5% of the young respondents have friends abroad.

9. Youth and their future

This final section deals with young people and the view of their future. The participants were asked whether they are pessimistic or optimistic regarding their future (Figure 25).

Figure 25: When looking at your future, you would say you are? (by educational level/track and locus of control)

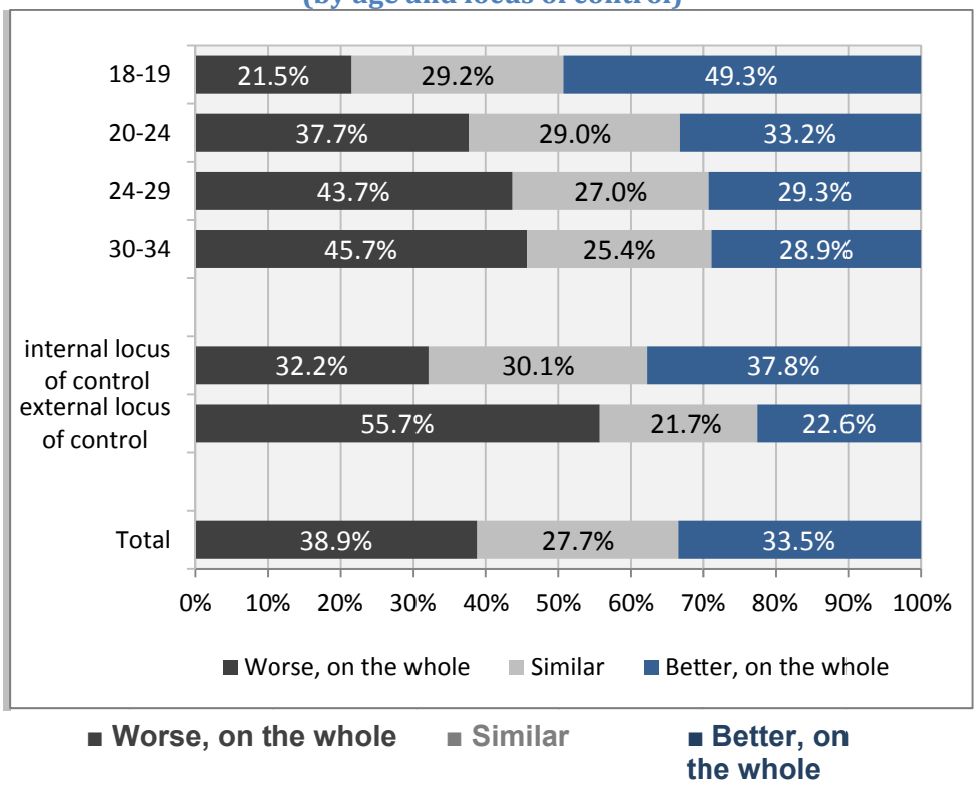


(n=963; Sign.(edu)=.000, Sig.(locus)=.000)

If we look at all participants, we can observe that most of the respondents are optimistic (light blue bar: 51.7%) or very optimistic (ark blue bar: 12.7%); only a small minority of 7.5% is very pessimistic. Further analyses by educational level/track show that those respondents with a lower educational level are more often pessimistic than respondents with a higher educational level.
Furthermore, a comparison by locus of control shows that young people with an internal locus of control have a significantly more optimistic view on their future than young people with an external locus of control.

Another question is focused on the comparison between the parent's lives and the young people's future. The participants were asked: "Compared to your parents' lives, what do you expect your future to be like?" (Figure 26)

Figure 26: Compared to your parents' lives, what do you expect your future to be like? (by age and locus of control)



(n=962;Sign.(age)=.000, Sign.(locus)=.000)

About on third (33.5%) of the respondents expect that their future is going to be better compared to their parents' lives. A share of 27.7% expects that it will be similar and 38.9% expect that their future will become worse. Differentiated by age it becomes obvious that the older the respondents are, the higher is the share who expects that it is getting worse; in the age group of the 30 to 34 the share is 45.7%.
The locus of control plays a predominant role. Young people with an external locus of control expect their future much more often to be worse (55.7%) than young people with an internal locus of control (32.2%).

Besides these general questions about young peoples' future they were also asked about issues they worry most about. Table 19 contains the subjects that were answered most often (predefined answers).

Table 19: Issues you worry most about (multiple answers possible)

		n	in %
1	The environment	574	14.6%
2	Getting a job	520	13.2%
3	Finding somewhere to live	505	12.8%
4	The education system	407	10.3%
5	Nuclear power	380	9.6%
	…	…	…
	Total	**3,942**	**100.0%**

The five issues that were mentioned most often are "The environment", "Getting a job", "Finding somewhere to live", "The education system" and "Nuclear Power".

IV. Conclusions

The following conclusions include general remarks focusing on the current situation of young people in Luxembourg and also some overall conclusions based on the preceding analysis.

1) There is **no single concept to characterize the entire Luxembourgish young generation** as a generation X, Y, What, etc. Young people's lives and perspectives are different in many ways. The 18 years old student belongs to the youth group just like the 34 years old employee. **The extension of the youth phase** is reflected by the high share even of people over 30 years of age who feel young. This has not only to do with the later career start due to higher educational degrees but also with a **"youth lifestyle"** which also many older "adult" people want to live ("juvenilization" of life). Furthermore, Luxembourgish young people of today show (regardless of age) different lifestyles, leisure activities, educational and professional careers, values or sexual orientations. Thus, one main characteristic of the Luxembourgish young generation is its internal **heterogeneity**.

2) In general, the Luxembourgish youth can be characterized by its high degree of **individualization**. Whereas for previous young generations, life models and decisions were to a certain extend prescribed by **parents**, **neighbors** or **religious institutions,** young people of today are more independent and also more responsible for their own decisions. This means that young people have to take **many different decisions on their own responsibility** at early stage in life.

3) The young people are faced with a large number of both **opportunities** and **challenges**. On the one hand, young people have a lot of choice regarding their future life (career choice, relationship, timing of parenthood, living arrangements, etc.). On the other hand, **social and economic changes** have led to a **high degree of insecurity**. Educational decisions or decisions in private life which young people can (or have to) take on their own don't lead them to a predefined path anymore. High rates of unemployment and high divorce rates prove that professional careers and relationships have become fragile and unstable. Particularly **young people with low economic, cultural and social resources** face **greater difficulties** to cope with these insecurities.

4) Parent-child relations and parental support are very important for the young people's development. The **relationship to parents is rated positive** by most of the respondents and **most of them get support from their parents**. This can be evaluated as a very good basis for the young people's further life perspectives. The positive view can also be a consequence of the changed parent-child relations. Nowadays, the relation between children and their parents are characterized rather by negotiation on equal basis than by parental authority as it was some decades ago.

5) Most of the young respondents believe that they can influence events and their outcomes by their own actions (high internal locus of control). The locus of control and the educational level/track are highly interrelated. Compared to lower educated young people, the **high educated show a high internal locus of control**. Both variables have an **important influence on many aspects of the young people's lives**. Compared to their counterparts, young people with a high educational level and a high internal locus of control show a more positive view with regard to the educational system, a higher satisfaction with their job, a higher trust in institutions, a much higher involvement in societal organisations and a more positive view of their own future.

6) **Education** and **work** are **important issues for young people**. Graduation is prerequisite for entering the job market and entering the job market enables young people to become **financially independent** form parents. As education is so important for the Luxembourgish young people, their **view on the educational system is rather critical** (with regard to its contribution to equal opportunities and the preparation for the job market).

7) For most of the respondents, **employment is primarily a mean of earning money** and not a source of personal fulfilment. However, females and higher educated young people see work more often as a source of personal fulfilment than males and lower educated young people do. **Higher educated young people** show also a **higher job satisfaction**.
Most of the respondents think that even in times of high unemployment jobs should not be reserved for specific groups. It's only young people with a low educational level and a high external locus of control that are more likely to state that jobs should be reserved for a specific group. One possible reason for this result could be that these young people consider themselves to be less competitive on the labour market compared to other groups and therefore their attitude can be interpreted as an expression of their worries that other could take away the few remaining jobs.

8) A **high number** of the respondents are (or were) **engaged in a voluntary association or organisation** (primarily in sport clubs or local associations). This reflects the high engagement and integration of the Luxembourgish young people into civil society. However, the political engagement of young people and also the willingness to engage in political organisations is very low. This observation is in line with the low trust in politics and political parties and indicates a certain **distance and scepticism with regard to the political system.**

9) **Media have a high relevance** for the young generation of today. Nevertheless, young people express a high **distrust in media**; media is the institution young people trust the least. So, on the one hand, young people of today show a high media consumption. But on the other hand, they also show a high wariness and seem to be very aware of the risks related to the use of media.

10) In general, the results for Luxemburg refer to a very **open-minded young generation** which feels very confident with the European project. For the Luxembourgish young people, Europe is associated with advantages (e.g. mobility, peace, democracy). The numerous contacts of young Luxembourger to young people from other European countries underline this result. It is on this background that Luxembourgish young people express their **worries with regard to a growing nationalism in Europe**.

11) The findings concerning **young people's own future** indicate a **rather optimistic view**. However, compared to their parents, most of the young people rate their own future worse. Obviously, young people have a certain **fear of socio-economic decline**.
With regard to societal issues, they worry about environmental issues and they are particularly concerned about issues that directly affect their living situation and career (such as getting a job, finding somewhere to live or getting educational degrees). This indicates that **young people have certain worries about whether the society can offer them the necessary opportunities** so that they can live an independent live according to their personal objectives.

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VI. List of tables and figures

Figure 1: Distribution of the number of missing answers 4
Figure 2: In general, do you feel in control of your life - that what happens to you is your decision? 6
Figure 3: In general, do you feel in control of your life - that what happens to you is your decision? (by educational level/track) 7
Figure 4: Compared to other people of your own age, which group do you belong to? 8
Figure 5: Compared to other people of your own age, which group do you belong to? (by educational level/track) 9
Figure 6: How adult do you feel now? 11
Figure 7: How adult do you feel now (by age)? 12
Figure 8: How is your relationship with your parents? 13
Figure 9: Three questions about the relationship to the parents 14
Figure 10: How would you describe your day-to-day financial situation? 16
Figure 11: Everyone has their chance in the current educational system 18
Figure 12: The educational system prepares you well for the job market 19
Figure 13: The educational system rewards merit 21
Figure 14: How important is work to you in your life at the moment? 22
Figure 15: How do you primarily see work? 23
Figure 16: Work satisfaction 24
Figure 17: Reserving jobs for specific groups in periods of high unemployment 25
Figure 18: Do you trust…? 27
Figure 19: Number of institutions respondents trust 28
Figure 20: Have you ever been involved in a…? 30
Figure 21: Number of organisations in which the respondents are/were involved 31
Figure 22: To you, Europe is 33
Figure 23: What do you think about nationalism in Europe? 35
Figure 24: Do you have friends in another European country? 36
Figure 25: When looking at your future, you would say you are? 37
Figure 26: Compared to your parents' lives, what do you expect your future to be like? 38

Table 1: Participants by age 5
Table 2: Participants by sex 5
Table 3: Participants by educational level/track 5
Table 4: Participants by employment status 5
Table 5: Participants by contract situation 5
Table 6: Participants by living arrangement 5
Table 7: How would you describe the young generation? 10
Table 8: In an ideal world, which of these would best describe the process of becoming an adult? 12
Table 9: How much money do your parents give you each month? 15
Table 10: Relation between money and the day-to-day financial situation for young people in education 16

Table 11: Have you got close friends…: 17
Table 12: Degree of agreement to "Everyone has their chance in the current educational system" 19
Table 13: Degree of agreement to "The educational system prepares you well for the job market" 20
Table 14: Degree of agreement to "The educational system rewards merit" 21
Table 15: Number of groups, jobs should be reserved to in periods of high unemployment, ... 26
Table 16: Means of the numbers of institutions respondents trust 29
Table 17: Median of the number of organisations in which the respondents are involved, ... 32
Table 18: In your opinion, which of the following is connected to the European Union? 34
Table 19: Issues you worry most about 39