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Janine Abee

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Future expectations on Texel:

Migration choices of young Texelians

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Janine Abee

S2072939

Cultural Geography

Faculty spatial sciences

Rijksuniversiteit Groningen

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Reviewer: Dr. T. Haartsen

Second reviewer: Prof. dr. Frank Vanclay

Abstract

This research focuses on migration choices of young Texelians. Texel is an island in the north of the province North Holland, it counts 13,679 inhabitants. There is a declining trend of young households on the island and the research report of Companen (gemeente Texel, 2007) has revealed that the shrinkage of the population is structural. The aim of this research is to find if young inhabitants are willing to migrate to the main land and if so what are their reasons to leave.

In theory there are many factors that could result in migration. This research focusses on the following factors: place and environment, local identity, education and career, influence by significant others and age and gender.

During this research data are collected by means of a quantitative and a qualitative research. 180 adolescents' students of OSG de Hogeberg (local secondary school in Den Burg) conducted a survey. These data were used to find out the stated preferences about migration choices. Besides the surveys I did interviews with eight young adult Texelian stayers and returners, to find out the revealed preferences about migration choices. I had two different research populations (young adolescents and young adults) this made it possible to compare the results and to conclude that values and migration choices appear to change with age.

The results reveal that the Texelian youngsters are generally satisfied to live on Texel and they also seem to be content with the environmental element. Nevertheless, the young adults are more positive about Texel as a place of residence than the adolescents. The adolescents seem to see Texel a bit more as a small island with fewer opportunities considering education, career and housing compared to the main land. Local identity is a remarkable factor on Texel. The youth identify themselves as 'genuine Texelians', especially when their roots are on Texel. With this designation the Texelians distinguish themselves from the main land folk. Most of the residents don't feel influenced by others in their migration choices. It appears that parents give their children freedom in their decisions concerning migration. However the higher educated youth is more stimulated by parents to leave (temporary) for studies or career.

Keywords: Texel, migration, adolescents, young adults

Preface

Via a huge detour, from VWO declining to HAVO to MAVO, then further on to MBO, working 2 years full time to HBO and finally go to an University, I hereby present you my master thesis:

“Future expectations on Texel, Migration choices of young Texelians”

If someone asked me 10 years ago if I would ever go to University, I wholeheartedly said no! But wisdom comes with age and pleasure in studying as well. I followed the program cultural geography (pre master class and master program) with pleasure and interest. The program gave me challenging education, interesting classes and offered me the opportunity to visit beautiful places (Mexico, India, Brighton, but also beautiful scenery in the Netherlands) and to meet interesting people in those places. Although I love to travel I decided to do my final research on the island Texel. I would like to thank a few people:

Rijksuniversiteit Groningen

Drs. Niels Rambags and Dr. Peter Groote, thank you for your comprehensive and motivational explanations about the study Cultural Geography. Because of these positive experienced introduction conversations I was very excited to start the program. Teachers, classmates and staff of the Faculty of Spatial Sciences, thanks to you I have experienced my studies at the RUG as very enjoyable. Dr. Tialda Haartsen, thank you for your support and encouragement during my final research. Your motivational words, knowledge and flexible attitude are highly appreciated!

OSG de Hogeberg, Den Burg, Texel

Rector Mr. H. de Vries, thank you for your hospitality and permission to conduct the surveys at ‘OSG de Hogeberg’. Mr. R. Verstraaten and Mr. B. Bakker team leaders at OSG de Hogeberg, thank you for your mediation and hospitality during my visits at ‘OSG de Hogeberg’. Students of the classes VMBO 3, MAVO 3, HAVO 4 and VWO 5 2011-2012, thank you for your cooperation and respond to the surveys. Teachers of the classes VMBO 3, MAVO 3, HAVO 4 and VWO 5 thank you for your cooperation.

Interview respondents

I also like to thank the young adult interview respondents. Although you will remain anonymous, thank you for your time, hospitality and interesting stories.

Friends and Family

Friends and family thank you for your support, uplifting words when it was a bit busy or difficult at times. I also want to thank you for the moments of relaxation, fun and delicious (healthy) meals, which helped me get through this busy times. My special thanks go to my parents who always have given me freedom in my choices. They have never pushed me into a direction, but they were always proud and believe in me and they have always stimulated me and given me the opportunities to do what I like.

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1.2. Research question

This research tries to answer to the main research question:

What are the migration choices of young Texelians towards staying on, leaving from or returning to Texel?

The aim of this study is to find out if adolescents want to stay or (temporary) leave Texel in the future (considering their *stated preferences*) and what their reasons are towards these decisions. Besides that, this study also tries to answer why young adult Texelians stayers/ returners choose to stay on the Island or return to Texel after leaving temporary for, by example, their studies (*revealed preference*).

Sub questions

To answer this question, there are some sub questions formulated:

What are the *stated preferences* about the future of the adolescents of Texel?

- Do they want to leave from, stay on or temporary leave from and return to Texel?
- What are their reasons for staying, (temporary) leaving or returning to Texel?
- What are their expectations towards staying, (temporary) leaving or returning to Texel?
- Are the adolescents influenced in making these choices? If yes, by what or who are they influenced in these choices?

What are the *revealed preferences* of the young adult Texelian stayers and returners?

- Why did they stay on Texel? Or why did they temporary leave and choose to return to Texel?
- Did this decision correspond with their preferences in their past, when they were adolescents?
- How do these stayers/ returners see their future on Texel?
- Are the young adult stayers/ returners influenced in making these choices? If so, by what or who are they influenced in these choices?

1.3. Structure of the report

In this report you will find the theory used in this research in Chapter 2. In chapter 3, these theories are linked to the island Texel. This chapter ends with the conceptual model that is used as a guideline in this research. Chapter 4 provides the methodology; it explains the research location and the methods, respondents and locations for the data collection. It also contains the questions and the explanation of the used questions. In chapter 5 you will find the results of this study. Chapter 6 contains the conclusion.

2. Theory

The aim of this study is to find out if adolescents want to stay on or (temporary) leave from Texel in the future considering their 'stated preferences' (so how they feel about migration now) and why young adult Texelians have chosen to stay (revealed preference) on the Island or return to Texel after leaving temporary for, by example, their studies. Many factors play a role in making a decision to stay (temporary), leave or return to an island. This chapter will point out the theories and factors which are used in this research.

2.1. Place and environment

Previous research indicates that dissatisfaction with the community is an important precursor to a respondent's desire to move (Shaw, 1975, p. 105-116 in Fredrickson et al., 1980). Sense of place is often defined as a blend of physical elements, human behavior and social constructions (Stedman, 2003). Stedman (2003) focused in his research on two dimensions of sense of place, place attachment and place satisfaction. According to him these two concepts differ; the extent to which people feel attached to a place has little to do with the physical and social characteristics. In contrast, place satisfaction is predicted by physical and social characteristics. Local community culture influences place meanings, but the physical environment may also affect the community culture (Stedman, 2003). In this study, sense of place is also measured by the two dimensions place attachment and place satisfaction. According to Cristoforetti et al. (2011, p. 225): "Attachment to place is a set of feelings about a geographic location that emotionally bind a person to that place as a function of its role as a setting experience." This kind of attachment seems especially important for older people, this because attachment to key former places is keeping memories alive, fostering identity and strengthen the self (Cristoforetti et al., 2011). So, in this research place attachment, but also place satisfaction, could differ between the young adolescents and the young adult, because they differ in age and wishes considering living areas. Kloep et al. (2003) suggests that leavers are generally negative about rural living. The 'returners' are according to her perhaps critically about rural living, but they are highly positive about the social relationships in their community.

2.2. Local identity

Local identity and national pride both contribute to less migration intentions (Bjarnason & Thorlindsson, 2006). The longer adolescents have lived in a particular community, the stronger their affective ties to the community as a whole tend to be, and the less likely they are to want to migrate (Elder et al., 1996; Rudkin et al., 1994, Bjarnason & Thorlindsson, 2006). Personal identification and bonding with a community as a whole may thus deter migration plans beyond the constraining effects of interpersonal ties (Pretty et al., 1996 in Bjarnason & Thorlindsson, 2006). Bjarnason & Thorlindsson (2006, p. 298) say that adolescents who identify more strongly with the local community are less likely to expect to migrate. On the other hand Thissen et al. (2010) indicated that the region and community where one is born has become less relevant for life course decisions in the current young generation than that it was for the former generation. Feelings of loyalty or allegiance to the home society, is also cited as an important consideration among many migrants. In several studies "love of homeland" or a similarly worded concept was cited as the most important factor in the decision to return (Gmelch, 1980 p. 139). However geographical and biographical notions of community membership have weakened, and

personal identities and interpersonal relations have become dislodged from their earlier context of neighborhoods and community organizations (Putnam, 2000 in Bjarnason & Thorlindsson, 2006).

2.3. Education and career

Important decision making factors for (return) migration in rural areas are education and career possibilities. Elder et al. (1996) indicates that previous migration studies have been showing that education is by far the strongest and most consistent influence on migration. Research has also shown that young people who possess higher level of formal education and income are more like to move out of rural communities compared to people with lower level of education or lower income (Corbett, 2007; Elder et al, 2006). Thissen et al. (2010) mentioned that socially mobile young people focus on educational and employment opportunities outside their home region. Metropolitan areas offer more diverse opportunities for education, employment, and leisure than rural municipalities, and they tend to draw younger migrants in particular (Olafsson, 1997; Stockdale, 2002 in Bjarnason & Thorlindsson, 2006).

Education

Stockdale (2006, p. 360): "..., many of the school-leavers viewed progression to college or university, and accordingly leaving the home community as a normal process." Considering to Stockdale (2006) depopulation is primarily driven by the out-migration of young, often the brightest, adults. Most rural areas have limited educational opportunities and many young people prefer to continue their education in an urban setting. This could be a reason for leaving the rural home area permanent or temporary. But it could also results in the decision not to participate in higher education and they in the home area instead. (Thissen et al., 2010).

Career

Stockdale (2006) also mentioned that young adults can only acquire the necessary skills to participate in endogenous development by leaving rural areas, however, few out-migrants subsequently return. In-migrants, while often possessing the necessary human capital to bring about an economic regeneration, are associated with relatively little new job creation.

2.4. Influence by significant others

"Migration expectations emerge in a complex interaction of individuals with their families and friends, communities, social structure and cultural processes. Western children in rural areas appear to wrestle with the issue of future residence from a fairly early age (Matthews et al., 2000) and the decision to stay or to go becomes a defining issue in the lives of many rural teenagers (Glendinning et al., 2003)" (Bjarnason & Thorlindsson, 2006 p. 291). Significant others could influence one to stay or leave. When there are more relatives or friends living somewhere else, this may also affect migration choices (Bjarnason & Thorlindsson, 2006).

Family

Parents might have influence on the migration choices of young people. Jamieson (2000) suggests that children of local middle-class parents are less likely to migrate than children of non-local middle-class parents. On one hand middle-class parents seem to encourage young people to stay, especially when they, for example, run a family business. On the other hand, also the middle-class parents put emphasis

on choices and broad horizons and therefore they also seem to encourage their children to look further (Jamieson, 2000). Family is also a motive for return migration, as Ní Laoire (2007, p. 336) wrote: “Many of the return migrants, whether returning to rural or urban areas, are very explicit that their reasons for return are related to family ties or family reasons of one kind or another. This is not unusual among return migrants – other researchers have found family to be the key in decisions to return, for example in New Zealand (Lidgard and Gilson, 2002), the Caribbean (Condon, 2005), and West Africa (Tiemoko, 2003)”. “For some parents, the appropriateness of a place, to bring up children is an important consideration when making housing and lifestyle choices” (Valentine, 1997, p. 139). So, having children also seem to be an important factor to return to the ‘home place’. In the research of Ní Laoire (2007) the factor ‘children’ is frequently used by returnees to justify the decision to return. The reasons are characterized by a sense of freedom and space, safety and the support of an extended family network in the home place.

Social context

Individuals may for instance have social ties and access to social networks in other communities that make migration easier (De Jong et al., 1986; King and Shuttleworth, 1995; Simmons, 1986 in Bjarnason, 2006). The more family members and friends that live in another community, the stronger migratory pull of integration can be expected (Bjarnason & Thorlindsson, 2006 p. 292). Fredrickson et al. (1980) research results indicate that preferences and community satisfaction are interrelated and each has an independent effect on migration. They also find that the decision to migrate may be more directly influenced by ties to the community than is a residential move. Thus home ownership, age, and length of residence directly affect migration plans net of preferences and satisfaction, whereas only home ownership directly influenced the decision to move residentially in Speare’s (1974) analysis. (Fredrickson et al., 1980)

2.5. Age and gender

According to Matthews (2000) there is not a universal rural childhood and (rural) children do not possess one homogeneous voice or culture. Even macro social constructs such as age, gender and class mask the diversity and difference of each child's upbringing (Matthews, 2000). Difference in age seems to result in difference in making choices. Values change over the life course; respondents in the research of Ní Laoire (2007) explained that the social structures of the community were kind of claustrophobic during their teen age years while the same social structure became a sense of community during their 30s. A respondent in the research of Ní Laoire (2007, p. 338) said: “We both enjoy the community that’s here! The community that I wanted to get away from when I was 18, 19, 20, is the one that we’re most comfortable in”. So the age can make a difference in the decision to migrate or to return to the (rural) home community.

There appears to be also a difference between men and women when it comes to (return) migration. Rural females are more likely than rural males to anticipate leaving their home communities, and they are indeed more likely to migrate (Bjarnason & Thorlindsson, 2006). Corbett (2007) explained that women are in fact more likely to move, but that women showed a greater propensity to migrate short distances in the ‘around here (less than 50 km)’ and ‘not far regions’ (less than 250 km). The decision to move into the ‘away (more than 250 km)’ region was taken by roughly similar proportions of each

gender. Ní Laoire (2007) also mentioned in her research that especially women return migrants (who work in the home a lot) feel lonely after returning to the rural area. Elder et al (1996) concluded in their research that even in junior high school there already seemed to be a difference in the migration preferences of boys and girls; “girls are less keen on staying in their local community than boys, and they are more aware of a poor job situation” (Elder et al., 1996, p. 405)

2.6. Return migration

Stockdale (2006, p. 362) suggest in her research that individual migrants undergo change: change that makes returning to the home community difficult. Some of her respondents felt like foreigners in their own country, because they have been away for too long. Some of her respondents returned ‘home’ after completing their studies and felt it was difficult to settle because all the people they knew left and were far away. Also Gmelch (1980) mentioned that many international studies have found that return migrants experience adjustment problems associated with the differences between urban society and what to rural society. Returners could even experience a culture shock, Ní Laoire (2007, p. 339): “The idea of ‘culture shock’ is common one in many immigration contexts, whether urban or rural. It can also be associated with return migration”. Returning migrants seem to experience very keenly the transition from anonymity to being known in their local community, because of their ties to that place (Ní Laoire, 2007). Ní Laoire (2007, p.339): “They are not just a new arrival in their local community. Instead they arrive with known histories and identities.”

3. Texel

This research is about youth and migration in rural areas. The theories and factors in this research could be used also in other researches about youth and (return) migration. However this research is only about the Texelian youth and their stated and revealed migration choices. This chapter provides more background information about Texel. Paragraph: 3.6 will show the conceptual model used in this research.

3.1. Place and environment

Texel is relative small and has a small community. Texel offers a rural environment full of nature. The Islands offers different kinds of nature elements; like the sea, beaches, dunes and heathland (the Slufter' and National Park), forests (Krimbos), but also animals like sheep and (rare) birds (VVV Texel). Texel is a seasonal island; in summers the island attracts thousands of tourists and in the winters the island belongs to the Texelians again.

Besides the beautiful physical elements, Texel is a safe place and environment to live. In the Netherlands the number of crimes was 71.6 per 1000 inhabitants in 2011 (CBS, 2012). In the same year the number of crimes on Texel was for about only 30 crimes per 1000 inhabitants on Texel. On Texel there have been 401 registered crimes, this is less than the last 5 years. It is striking that on average one third of the crimes concerns vandalism followed up by abuse (15%). (Texel in cijfers, 2012) It would be quite possible that this is related to tourism on Texel, since many young people come to Texel to party and drink.

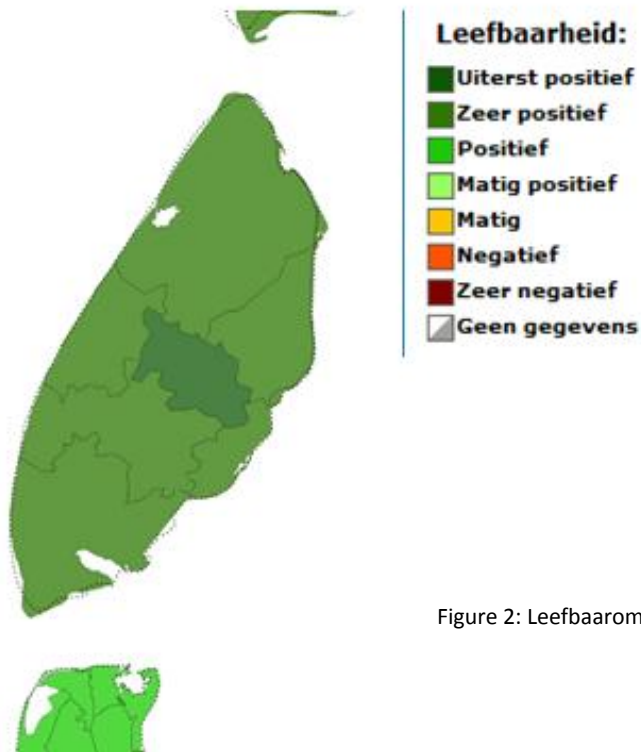


Figure 2: Leefbaarometer

According to the theory is dissatisfaction with the community an important factor for one desire to move (Shaw, 1975, p105-116 in Fredrickson et al., 1980). Figure 2 (leefbaarometer, 2012) shows that the liveability on Texel is according the website the website of leefbaarometer (also used by the CBS) valued as very positive and extremely positive. So it seems that Texelian inhabitants are satisfied with Texel as their home place, however they could be dissatisfied with other elements concerning their home place. Living on Texel is however quite expensive comparing to other places. The mean price for a house is €374.646 ($\pm 118 \text{ m}^2$) (Texel in cijfers, 2012).

3.2. Local identity

At *face value*, an island's 'signature' is, according to Brunhes (1920), it's obvious optic: it is a geographically finite, total, discrete, sharply precise physical entity which accentuates clear and holistic notions of location and identity (Brunhes , 1920 p. 160–161 in Baldacchino, 2003) Texel is an Island that, in many ways, distinct from the mainland. Texel not only seems to be geographical and administrative unity, but a socially homogeneous one as well according to Van Ginkel (1995). He describes Texel as a locality where all inhabitants reckon themselves as to be members of a 'we' group, vis-à-vis a generalized 'they' group, the 'overkanters' (other-siders'), as Texelians call them. This term *overkanters* is interesting in itself. It expresses a Texel-centric worldview: from the perspective of mainlanders". He also clearly mentioned some evident aspects in the community life, which the locals from Texel regard as 'genuinely Texelian'. (Van Ginkel 1995).

Van Ginkel (1995) explained that there are three kind of Texelian community:

- Import** Newcomers who have settled on the island fairly recently
- Texelians** Usually those who have been born and bred on the island, but whose (grand) parents were not born there.
- Genuine Texelians** Those who pride themselves on having many generations of ancestors who have lived on the island.

The term 'genuine Texelian' appears to refer to blood and soil. When someone counts oneself as a 'genuine Texelian', one seems to be proud to belong to a group and distinguish from others (the main land folk). It also gives a certain symbolic status to say: I am a 'genuine Texelian' (Van Ginkel, 1995)

Traditions

An example of a 'genuinely Texelian' tradition is 'Ouwe Sunderklaas' (Old Sunderklaas) which is every year on 12th December celebrated by the islanders. This annual ritual has a long tradition, but its origin is unknown (Van Ginkel, 1995). The kids celebrate in the afternoon, the elderly in the evening. They go to the streets dressed and masked to denounce in a humorous way what cases matters that year on the island. This are signs with text and is used to avoid recognition with distorted voice speaking. After this so-called 'speulen' (playing) the party continues until the wee hours in the pubs (see figure 3). Originally, the party happened in the living room instead, but this only happens in the Cocksdoorp nowadays. The emergence of Ouwe Sunderklaas searches the Germanic midwinter festivals that were celebrated to expel demons and the long dark winter evenings to interrupt. Only the name was derived from Sinterklaas. (VVV Texel, 2012)



Figure 3: Ouwe Sunderklaas

3.3. Education and career

Education

Texel provides secondary school in all levels; this is different comparing to the other Dutch Islands. The other Dutch Islands offer secondary school education. However, the schools are way smaller and offer education up to level VMBO (see figure 4) (10.000 scholen, 2012).

Island	Secondary School	Level	Number of Students
Texel	OSG de Hogenberg	VMBO/HAVO/VWO	951 (2010)
Vlieland	VMBO de Krijtenburg	VMBO	53 (2010)
Terschelling	GSG 't Schygler Jouw	VMBO	165 (2010)
Ameland	Burgemeester Walda School	VMBO	173 (2010)
Schiermonnikoog	Inspecteur Boelensschool	VMBO	33 (2010)

Figure 4: Secondary schools on the Dutch Islands

Remarkable is the decreasing share of Texelians with training on MBO level in the periods 2003/2005 and 2004/2006. Employers require an increasing level of education; the growth of high skilled jobs is therefore the highest. The workforce is also becoming better educated. Extraordinary is the increase of the number of Texelians with HBO/WO studies and diplomas. For this aim young Texelians often choose not to return after their studies to Texel. Knowing the above, it is important to seduce these young people, preferably already during their studies to (obviously depending on study and job opportunities) to return after obtaining their diploma. (Gemeente Texel, 2009)

Career

For generations, agriculture, sheep farming and fisheries have been important factors of the local economy, but there has never been any large-scale industry (Van Ginkel, 1995). On the Island are a lot of job opportunities; most jobs would however be in the tourism/ recreation sector. 70% of the economy of the Island depends on the tourists. This is because Texel is an Islands that hospitalities a lot of tourists; 800.000 tourist each year. In the high season (summer season) there are more tourists than residents on the Island (Ecomare, 2012). Since World War II, tourism has assumed enormous proportions, and today it dominates the island economy (Van Ginkel, 1995).

3.4. Influence by significant others

Because migration is an issue in rural areas (Bjarnason & Thorlindsson, 2006), it also is an issue on (rural) islands; one needs to consider if he or she wants to stay or leave, taking into account the possibilities and opportunities the island or the main land offers. For young people it could be difficult to make those decisions, so it could be possible that other people influence them by making those choices. Parents could stimulate to leave as well as they could stimulate to stay. Friends or other could also be an influence in making those choices.

3.5. Age and gender

Texel has 13,679 inhabitants 49.6% are male and 50.4% are female. 3,114 (almost 23%) of these inhabitants are younger than 20 years. This group of adolescents is equally defined by boys and girls, 11.9% boys and 11.4% girls of total population (Texel in cijfers, 2012). According to Bjarnason & Thorlindsson (2006, p. 290) migration decisions feature prominently in the lives of rural youth. So, does this group of young Texelians also think about migration? On average there are a small amount more women than men on the island, the proportions are fairly equal is different ages. Remarkable is that in the age group of 20-29 there are more men than women, 56% men and 44% women (Texel in cijfers, 2012). This may be a coincidence, but it may also have to do with the theory that (rural) women seem to migrate more often than (rural) men.

3.6. Conceptual model

In this research I will use five factors of migration: Place and environment, local identity, education and career, influence of significant others and age and gender. I will use these factors for the analysis, to find what the migration choices are of the young adolescents are in their stated preferences. I will also use these factors in the analysis of the young adults' interviews about their migration choices, in the revealed preferences. In chapter 5 you will find the results in the structure of this conceptual model (see figure 5).

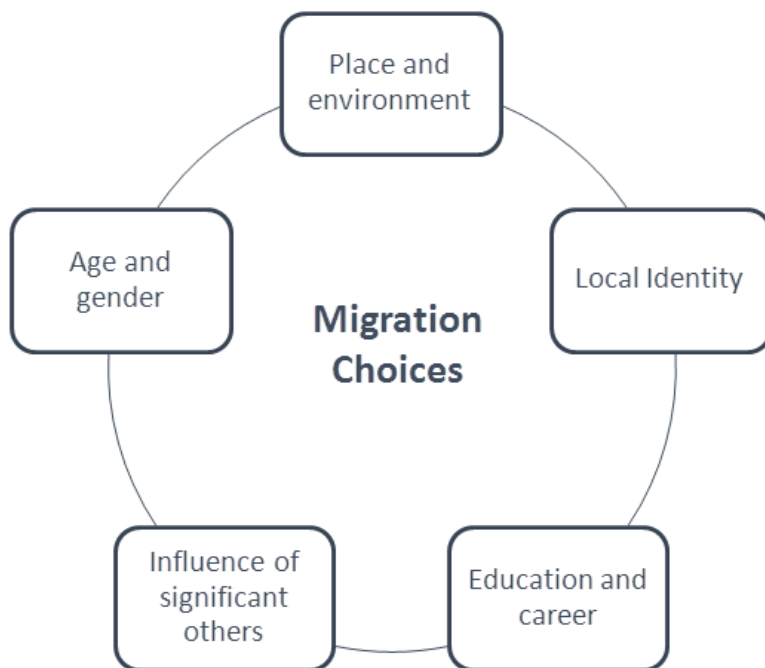


Figure 5: Conceptual model

4. Methodology

This part contains the methodology as used in this research. You will find the research location, methods for data collection, information about the respondents, date and location for data collection. Also the ethical issues and the questions and the reasons for why I choose the questions are presented in this chapter.

4.1. Research location

The Island Texel was chosen for this study. There were different reasons to choose Texel as the research location; Texel is besides a rural, shrinking and ageing area, also an Island. As an Island it is different comparing to other rural, shrinking areas on the main land of The Netherlands; it is separated from the mainland, so the residents depend on the ferry transport that is offered to the mainland. Often this ferry is crossing only within certain times. An island also offers fewer facilities than a city, which could make it less attractive or boring to stay. Texel however provides more facilities than the other Dutch Islands which could make it more attractive to stay for young adults. Texel is also a 'seasonal island'; in the summer it is very crowded and in winters it is extremely quiet. The reason to choose Texel was also partly due to my personal ties with and interests in Texel.

4.2. Methods for data collection

In order to answer the research question about the migration choices of the Texelian youth, I did both a quantitative study and a qualitative study. First, there was a quantitative research among adolescents about their *stated preferences* using a survey. To find out if the *stated preferences* of the adolescents differ from the *revealed preferences* of the young adult Texelian stayers and returners there was a qualitative study with the young adult stayers and leavers by doing interviews.

4.3. Respondents

For this research the respondent populations were 180 adolescents and eight young adults of Texel in the age between 14 till 33 years old. Respondents were found by an existing network of family and friends on Texel. For this research the respondents were divided in two groups; *Adolescents* who received surveys and the *young adults* who were interviewed.

Respondents' surveys

The surveys were held with 180 pupils of the secondary school OSG de Hogeberg. Ten classes have completed the survey; the respondents were 97 boys (54%) and 83 girls (46%) aged from 14 up to 18 years (see figure 6). Ten different classes were included in the research; all the classes will become exam classes next year. The respondent classes contain two VWO classes, three HAVO classes, one MAVO class and four VMBO classes toward Consumer, Metal and Technology, Trade and Administration and Health and Welfare (see figure 7). The adolescents were asked about their *stated preferences* towards staying or leaving Texel.

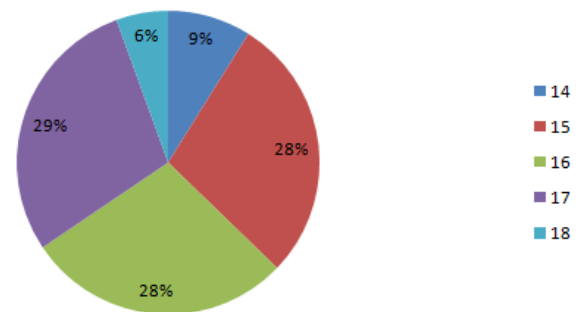


Figure 6: Adolescents' respondents' age overview

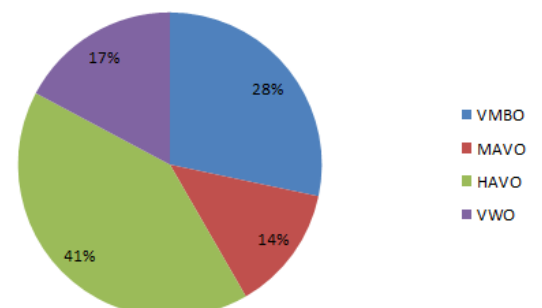


Figure 7: Adolescents' respondent level of education overview

Respondents Interviews

These group respondents represent the young adults who will discuss their *revealed preferences*. They have already chosen to stay at, or return to Texel. The interviews were held with young adult residents, in the age of 22-33, of the Islands Texel. There were interviews with men as well as women, this way it is possible to conclude if men and women have the same reasons stay at or return to Texel. For this research eight persons were interviewed. Three women is the age of 24, 28 and 33 and five men in the age of 22, 23, 29 and 33. Six of the eight interviewees have lived on the main land and two of them always stayed on Texel. Because the interviewed will stay anonymous, their names have been changed into codes; the codes are as in the table (see figure 8).

Code	Gender	Age	Stayed or Returned
1F24R	Female	24	Returned
2F28R	Female	28	Returned
3F33R	Female	33	Returned
1M22R	Male	22	Returned
2M22S	Male	22	Stayed
3M23S	Male	23	Stayed
4M29R	Male	29	Returned
5M33R	Male	33	Returned

Figure 8: Codes of interviewed young adults

4.4. Location

Date and location surveys

The secondary school OSG De Hogeberg is located at the Haffelderweg 40 in Den Burg on Texel (see figure 9). The surveys were conducted at the 4th and the 5th of June 2012. This was in agreement with the rector Mr. H. de Vries and the team leaders Mr. R. Verstraaten and Mr. B. Bakker. The surveys were held in 10 classes, and were conducted during class in consultation with the teachers. Most surveys were held classical, this in case the pupils did not understand a question or had a question about the survey.



Figure 9: Location and picture of OSG de Hogeberg

Date and location interviews

The interviews were held on the 21th, 22nd and 23th of July 2012. Most of the interviews took place in the homes of the interviewees. Two interviews took place in a caravan that the young adults have converted to some kind of a pub (**2M22S** and **3M23S**). One interview, with **1F24R**, took place at her work; she was allowed to take time off, to do the interview.

4.5. Ethical issues

All respondents were informed about the study before participation. Questions were about their personal life, choices, opportunities etc. However respondents were free to choose if they did or did not want to answer when a question was to sense or private for the respondent. Respondents will stay anonymous (also see figure 8, §4.4).

4.6. Questions

The data collection during this research consisted in questionnaires with adolescents (see appendix 2, questionnaire) and interviews with young adults (see appendix 3, interview questions). In this paragraph I will explain the questions which have been asked to the Texelian youth. The questions are related to the conceptual model (see figure 10).

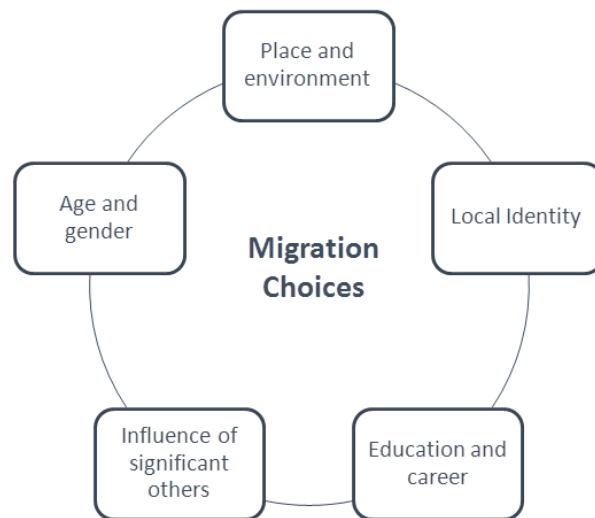


Figure 10: Conceptual model

Place and environment

I asked the youth to give a mark for the living on Texel. This question was to find out if the adolescents and young adults are satisfied with Texel as a place to live. Since the theory indicates that satisfaction with place of residence is important for migration choices and previous research has shown that the inhabitants of Texel seem to be very content about living on Texel; I also wanted to know how the satisfaction among the young islanders is.

I asked both the teenagers as well as the young adults about the positive and negative aspects of Texel. In the survey, this question was not properly formulated (see §4.7). In the interviews, I have asked whether the respondent could describe Texel and could name both positive and negative aspects about the Island. I also asked the young adults what their most special factor about Texel is.

Because it was possible that the adolescents could give the impression of wanting to get away from Texel, while they might only answer this because of the lack of possibilities on the island, I have given adolescents in the questionnaire the statement: "If I could do anything (study / work, etc.) everywhere around the world, then I would like to live the most in...". The adolescents could answer **On Texel**, **In the Netherlands** or **Abroad**. Because the surveys were held classical, I could put the emphasis on that there were really no limitations. So that they go could really go everywhere, to do everything.

To get an impression of my respondents, I have asked the young adults in the interview if they could tell me their (summarized) life path/ history (on Texel). I asked how they have experienced it to grow up on the Island (school, sports, friends, family etc.) In the interviews I asked the young adult why they live on Texel now and if they expected to stay or return to Texel in their pasts as well.

Local identity

I asked both populations questions about their roots; if they were born on Texel, how long they have lived on Texel and if both or one of the parents were born on Texel. Questions about roots were made because there seems to be differences between 'genuine Texelians', 'Texelians' and 'import Texelians' according to the theory of Van Ginkel (1995). Using these data made it possible to see if there truly are differences between the migration choices of these different types Texelian community.

Even though, according to the theory, there seems to be difference between 'genuine Texelians' and 'import Texelians', I have given both teenagers as well as the young adults both the statement: "I'm a real Texelian". With the answers of this statement I could also find if being a 'genuine Texelian' depends on the roots, as Van Ginkel (1995) describes, or is it just a feeling that the inhabitants have? I also asked the young adults if they feel connected with Texel and if they could explain why (not).

Education and career

The adolescents were asked in the questionnaire what they want to do after graduation. Because there was a great expectation that the students want to continue studying, and that they are therefore almost forced to go to the mainland, I also asked the students what they want to do after that. If the adolescents answered that they want to work (on Texel or on the main land) than they were also asked about their reasons to work on Texel or on the mainland. When I asked the young adults about their (summarized) life path/ history I also asked them about their studies and career pasts. Besides that I also asked the young adults about their future plans. Do they want to stay on Texel and do they see possibilities to stay?

Influence of significant others

I asked if the parents of the young Texelians still live on Texel. I also asked if the young Texelians have siblings. Those questions were asked to profile the family structure of the respondent. I asked the teens whether their parents or guardians encouraging them to look beyond Texel for study, career or personal growth. I also asked the young adults if they were encouraged to leave or to stay by their parents or guardians in the past when they were younger. To see if the teens also get influenced by their friends, I asked them how likely it is that their friends about will live on Texel in 10 years from now. I also asked whether this could have impact on their (migration) choices. The young adults were asked during the interviews were their friends and family live and if this has influenced them now and in their past.

Age and gender

I asked both populations questions about gender and age, this I could use to see the proportion of the responded population and see if there are differences in the answers of boys and girls.

The questionnaire and interview questions are also in the appendix (2 and 3).

4.7. Self-reflection/critique/consideration of limitations

A few questions in the questionnaire were not very useful because they were not properly formulated. For example the question: What is the occupation of your father / mother? This question was asked because I wanted to see if parents who have higher educated jobs, stimulate their children more than the lower educated parents. This question was not useful, because: Most children did not know the occupation of their parents. Besides that you can't tell by an occupation if someone has been high/ low educated; someone without diplomas may get a good, well paid job in the future, while high educated person might choose to do another less educated job. I also wanted to know the advantages and disadvantages of living on the island through two questions in the survey. Unfortunately, this question is not properly formulated and the students found it difficult to form. Even while jointly completing the survey revealed that these questions be incorrect misinterpreted. I did let friends read my questionnaires. However, I would have been better to let teenagers read the questionnaires when I wanted to check the survey questions, because teenagers were the target population group for this questionnaire.

5. Results

5.1. Place and environment

The liveability on Texel is according the website leefbaarometer (also used by the CBS) valued as very positive and extremely positive. Because I wanted to examine how the satisfaction among the young islanders is, I asked the adolescents to mark the liveability on Texel on a scale from 1 to 10 by means of a statement. The statement was:

Living on the island Texel, is graded by me with a... (Scale 1 – 10)

177 of the adolescents graded the liveability on Texel. They were asked to grade in a scale 1 (very low) to 10 (very high). The adolescents gave a mean grade of 7.39 which is a positive grade. 8 is the modus; 59 (33%) graded the living on Texel with an 8. Only 17 adolescents graded living on Texel with a grade lower than 6. According to an (independent samples) T-test there is a significant difference between the adolescents who identify themselves as: ‘true Texelians’ (grades higher than 6) and who did not (see §5.2.) The ‘true Texelians give higher marks to the livability on Texel ($p < 0.00$). According to a T-test there is no significance different in the marks between boys and girls ($p < 0.584$), however the mean grade of the boys (7.45) is a tenth higher than the mean grade of the girls (7.32). I asked the Texelian youth about the positive and negative aspects of living on Texel, the table presents the keywords that were mentioned in the interviews (see figure 11):

Positive aspects	Negative aspects
Beautiful	Gossip
Cozy/ social	No different cultures
Different seasons	Businesses / work (in winters)
Freedom	Small community/ Knowing everyone
Nature	Limited because of the ferry
No stress/ relaxed	Expensive housing/ few starter homes
Parties and traditions	Social control
Peace and quiet	Different seasons
Safety	Boring (winters)
Small community/ Knowing everyone/ familiar	Sameness" - few flavors
Traffic (no traffic jams)	More drinking and drugs using
Unique	Limited opportunities
Social control/ togetherness	Small/ narrow
Relaxed people	Nightlife adults
Beach	
Space	
Hospitable	
Family	
Summers	
Love	
Work (own business)	
Mini economy	
Nightlife youth	

Figure 11: Table with positive and negative factors

The physical elements of nature on the island are very much appreciated. Besides the physical elements, the community is a very important factor for the Texelians. It is however remarkable to see that the Texelians on one side like it that Texel is a small, closely knit community, while Texelians in contrast mention that this is also a disadvantage and they explain that this small community and 'knowing everyone' leads to gossip.

The different seasons (summers and winters) were discussed in every interview. The young adults find the different seasons on one side fun, it adds variety. In summers it is a busy tourist town. In the winters it is quiet and peaceful for the islanders. On the other hand, those crowds in the summer are at times irritating, especially in traffic or in the supermarkets. In the winters it is sometimes just too quiet and the island seems a bit dead by then. I also spoke to some adolescents at the school about the seasons and they said that the summers were fun en crowded, while the winters were boring.

Housing on Texel is more expensive than on the main land. **3M23S** claimed that he lives in the same house where he was born. He still lives with his parents. However he would like to live on his own. He stated: "Buying a house by only yourself, is not easy. And renting a place is difficult as well; most apartments are rented quickly". He also thinks that it is especially difficult for young adults/ starters to find affordable housing. **2M22S** is also still living with his parents in the same house for 22 years. He is registered with the housing association, but that's just in case he wants the house. He would also prefer to save money, so he can buy a house in the future when he has a relationship.

Most adolescents seemed to be satisfied with the liveability, however when they were asked where they would like to live if they could choose anywhere they want, without any limitations. 41% of the respondents said that they would like to live abroad. Still 32% said that they would prefer to stay on Texel. The adolescents seem to think that Texel is boring, especially in winter times, nevertheless the island does provide facilities and recreation for the inhabitants. **5M33R** said: Yes, I also thought that there was nothing to do over here. But then you look further and find out that there is actually quite a lot to do. You only need to see it... You should not look around it; there is enough to do. If you just sit down at home yelling: 'There is nothing to do', then there will be never something to do... but that is like the same in the city as well".

Even though youth appear to want to leave from Texel, most of them also do return in the weekends. **2F28R** said: "Yes, that's very Texelian actually. All those leaving people of Texel, certainly in the first year they lived on the mainland actually come every weekend just returned. I have always still had jobs here ... and I've been living in Amsterdam for 10 years, but I've never spent a summer in Amsterdam. I actually went back to the island every summer". The other returners also mentioned that they used to return to the island in the weekends and summers, when the left. All the respondents say that they are still close with friends who live on the main land know, this is because those friends are still often on the island and the respondents also like to visit them on the main land.

I asked the young adults if they could tell me what is was like to grow up on Texel. The young adults seem to have experienced growing up on Texel as pleasant. Schools and classes were small, but this way

they knew everyone and they had a good time at school, there was almost no bullying. For children Texel feels like a safe place to grow up. This is also convenient for the parents. **1F24R** said "It's very safe as a child. I was often traceless, my brothers and my sisters, we were all lost sometimes. And that was for my parents not as so stressed when your child was lost ... Also because everyone knows each other". The young adults enjoyed growing up with their Texelian friends and they are still friends with these Texelians. In their puberty (and still) they like to come together and sit together. For example: **1M22R** has a caravan in the garden of his parents, this is the youth club for him and his friends.

During the interviews I also asked the young adults about the most special aspect of Texel. In these answers it was very clear that it was about emotional connections and attachment with people and memories. The most special aspects according to the young adult respondent was that they know everyone and that they like the Texelian community. They feel a sense of home and familiarity because they were born on the island and they have had all their first experiences there, it was also named as the Texelian feeling.

5.2. Local Identity

Van Ginkel (1995) described Texel as a place where all inhabitants reckon themselves to be members of a 'we-group' vis-à-vis a generalized 'they-group' to wit 'overkanters' (other-siders') According to him, there are also 3 types of residents on the island, Import, Texelians and Genuine Texelians.

126 of the 180 adolescent respondents were born on the Island Texel. This also included the adolescents who were born in the hospital in Den Helder at the main land but lived on Texel since their birth. There is a significant difference (Pearson Chi-square $p < 0.00$) between the adolescents who were born at Texel and the adolescents who were born somewhere else and if their parent were born at Texel. 86% (108) of the 126 born Texelians are at least second generation Texelians. Of 45 those Texelians both parents are born at Texel. Of 66 of the respondents have one parent who was born at Texel (30: only the mother – 33 only the father – one respondent did not answer that question). Van Ginkel (1995) mentioned there were 3 types of communities on Texel. According to his theory 108 adolescents of the 180 (=60%) respondents are 'genuine Texelian'. To find if these adolescents identify themselves as genuine Texelians I gave both adolescents and young adults a statement:

I am a true Texelian (scale 1-10)

Surprisingly 66% of the adolescents give a mark 6 or higher, which corresponds with the theory of Van Ginkel (1995). Most remarkable is that the adolescents, who were not born on the island (Import), indeed feel less a 'true Texelian' compared to the adolescents who were born there (Texelians). The adolescents, whose parent(s) were also born on Texel (Genuine Texelian), feel most as a 'true Texelian'. When one looks at the mean grades, boys seem to feel more Texelian than the girls. However, according to the t-test (independent samples test) there is no significant difference ($p < 0.115$). (See figure 12, p. 24)

TRUE TEXELIAN	6.18	
	Boys	Girls
Born on Texel/ Both parents born on Texel	8.09	7.09
Born on Texel/one parents born on Texel	7.52	6.68
Born on Texel/Both parents not born Texel	6.50	5.20
Not born/ parents born on Texel	6.80	2.00
Not born on Texel/ one parents born on Texel	6.00	4.71
Not born on Texel/ parents not born	3.50	3.27

Figure 12: Grades concerning 'True Texelian'

According to the theory of Van Ginkel, 7 of the 8 interviewees were 'Genuine Texelians'. One of the returnees was a so-called import Texelian; she mentioned this by herself in the interview, **3F33R**: "My parents are from Rotterdam... So according to the books I'm not a real Texelian".

So, that there is a classification between different types Texel, seem to be known among the residents. However **3F33R** still gave herself a 9 (on a scale 1-10) as a 'true Texelian', after she was asked to mark the statement: I am a true Texelian (scale 1-10). The other interviewees also defined themselves to be 'true Texelians'. The mean mark is a 7.5 (The marks were between 7 and 10). In the interviews it became also clear that there indeed exists a 'we-group' of Texelians. There was indeed a distinction between Texelians and people from the mainland and there were expressions during the interviews like: "that is really something from Texel", "That is the Texel feeling" etc.

The islanders celebrate every year on the 12th of December 'Ouwe SunderKlaas'. This is a tradition for the residents and is also discussed in some interviews. The tradition is that the inhabitants go to the streets dressed and masked to denounce in a humorous way what cases matters that year on the island. In this tradition, you can also see a bit of the 'everyone knows each other' and the 'gossip behavior' of the islanders.

5.3. Education and career

As written before, most adolescents live happy on the Island. However there are more factors when it comes to migration decisions. Education and career are very important factors for future plans and migration, especially in rural areas where the possibilities are fewer than in urban areas.

The adolescents were asked what they want to do after secondary school. 166 adolescents responded to this question. Over 65% of these students research would like to do a study on MBO, HBO or university level, after graduate their secondary school. Therefore, a large population of teenagers needs to move (temporarily) to the mainland or needs to travel every day to their school on the mainland. Only 5% of the adolescents want to work after secondary school. 3% of these teenagers thought that they want to work on Texel, so that they want to stay. The students were also questioned what they want to do afterwards. Of those who want to work, 29% wants to work on the mainland and 28% wants to work on Texel.

The young adults are ambitious people. **1F24R** just came back after they had lived Australia. She will soon leave the island again because she wants to study in Amsterdam. In the future, she might want to return to Australia. The stayers **2M22S** and **3M23S** both had MBO training on the mainland; they traveled back and forth every day to go to school. Now they both have a job; **2M22S** works in bicycles rental for tourists, in the winter he also recovers all bicycles. **3M23S** works with at a farmer. The returners are also very entrepreneurial people; **5M33R** did the MTS on the mainland and was he wanted to take over his father's business; he has changed his mind and now works for an installation company. **4M29R** did the drawing academy and he now owns his own successful taxi on the island. **1M22R** did a HBO training in Groningen, he wants to take over his father's business, which before was his grandfather's farm. **2F28R** is educated in fashion, besides that she also did HBO hospitality management for a year. She is writing her business plan now, to start her own business on Texel. **3F33R** did HBO training in Rotterdam and Amsterdam. She used to have challenging jobs on the main land. Now she is working for a foundation and she runs her own business. Her husband is breadwinner; he has a job on the mainland. **3F33R** said: "In the beginning I had to get used again in terms of work, after all I had an awesome job in the city and here I just ... just started again ... in the beach pavilion, you know...".

5.4. Influence of significant others

Besides the local identity and education and career are social factors important in migration choices of young adults. 'Others' like family members, friends or others inhabitants of a place could influence the youth to stay or to leave.

The adolescents were asked to what extent they are encouraged by their parents / guardians to look beyond Texel considering study, career or personal growth. 171 teenagers responded to this question. 31% claimed that their parents encouraging them a lot, to leave Texel at least temporary. 21% does also feel encouraged to leave the Island (temporary). 18% of the adolescents claimed that they are not encouraged to leave the island (temporary) and 30% is neutral about the answer; they are not encouraged, but also not discouraged. There is a different in the encouragement and the education level of the students; the VWO students (77% of all VWO students) are the most encouraged to leave Texel (temporary) for study, career or personal growth followed by 54% of the HAVO students, 45% of the MAVO students and 38% of the VMBO students. The different is these numbers concerning the level of education and encouragement may be the result from the fact that most rural areas have limited educational opportunities, especially for higher education, as Thissen et al. (2010) mentioned in the theory. The young adults were also asked whether migration was also discussed by their parents when they were adolescents. It is striking that the HBO educated young adults say that they did had conversations with their parents about these issues in the past, while the educated MBO young adults did not had any of these conversations. In the first group it was a bit expected that one would go to college, while the other group was given a completely free choice.

Valentine (1997) and Ní Laoire (2007) both suggest that having children is also an important factor to return to the 'home place'. Only one of the respondents has children, and it seems that she definitely choose to return to Texel because of her children. **3F33R**: "I must say that if I had had no children, I would not be here ... No, no, no ... I would just stay in the city will continue ... I am a real Texel... Yes, then I would be a Texelian in the city" The other respondents did not have children, however most of

them agree that Texel is a good place to grow up for children. Even when I spoke to adolescents in their breaks about migration, most of them said: "I want to leave now, to see the world. But I might come back when I want children, because this is a good place to raise children".

The teenagers were also asked how likely it is that their friends will be living on Texel in about 10 years. 178 responded to this question. 39% think that chance is very small to small. 38% of the students do not know and 23% think that the chances to very large.

5.5. Age and gender

In the theory it was mentioned that age is an important factor when it comes to migration choices. In this study it became clear that age definitely plays a role in migration choices and places valuation. It is striking that most teenagers think that they will leave Texel. 4 of the 8 young adults interviewees indicated that they also had the experience that they wanted to leave Texel in the past. When they were teenagers, they were sometimes even rebelled against the island. They argue that now that they are older, they appreciate Texel much more. 6 out of 8 respondents even expect to still live on the island in about 10 years. **2F28R**: "In puberty I had enough of this place and thought: I want to leave this Island. But through the years, and living here for a while... you really start to appreciate what you have. And the calmness feels better when you grow older."

There are differences between the male and female respondents. Boys appear to feel more 'true Texelian' compared to the girls on the island. It was also striking that although the young adults were randomly selected; it was easier to find male respondents. Of the adolescents 38% of the boys expected that they want to work on Texel in the future, this in contrast to only 16% of the girls. In this research the girls are more interested in working on the mainland (37%) than boys (22%). This corresponds with the theory, indicating that women appear to migrate more often than men.

5.6. Return migration

Stockdale (2006) explains in her research that individual migrants undergo change: change that makes returning to the home community difficult. The Texelians however did not experience that while returning. Nevertheless interviewed **2F28R** did mention that she was thinking of returning for several years, she said: **2F28R**: "I think I thought about it for a few years: I'll go back to the island. I have doubted for a long time, but never had the courage to step up because I was very afraid that I would get bored here..." I asked **2F28R** why she was afraid of that, she said: **2F28R**: "Because most of my friends did not live here and they still don't live here. I was scared that most people my age, who were still living here, were usually people who are just are having a family by now and all the trimmings, and that are generally not the people I hang out a lot. So I was very afraid that a bit of a social gap would fall. At that time I was still single, so I thought so also: how many nice guys my age are around here? Yeah, I've actually quite long doubted whether I had to do it or not". Other respondents did not have expectations about returning. They say that they expected it to be normal to return, because they know the island and the community and most of them were already on the island in the weekends and summers, so they never 'really' leave the island permanent.

6. Conclusion

This research suggest that most adolescents claim that they want to leave Texel in the future; according their stated preferences 65% of the adolescents want to study after secondary school and only less than one-third of the teens said that they want to work on Texel in the future. At mentioned in the theory influence by significant others seems to be a factor for migration choices, however the Texelians suggest that they don't feel influenced. Parents seem to give the children freedom considering migration choices. Higher educated youth is however more stimulated by parents to (temporary) leave Texel for study and career. Also gender of the youth is an important factor of migration choices on Texel. Men are more likely to stay on or return to Texel than women. Roots are also a notable factor in migration decisions on Texel; "Genuine Texelians' are way more likely to stay or come back to Texel.

The young Texelians (adolescents and young adults) stated that Texel is a fine place and that they are therefore satisfied with the island as a place of residence. Growing up on the island was also described by the interviewees as very pleasant; the island gives you freedom and a sense of safety when you are a child and it is easy to make friends because it is a small community. Also the natural elements, like the beach, forest etcetera are greatly appreciated. The most special aspects according to the young adult respondents were that they know everyone and that they like the Texelian community. It is however remarkable that the Texelians on one hand state that they like that Texel is a small, closely knit community, while Texelians on the other hand mention that this is also a disadvantage and explain that this small community and knowing everyone leads to gossip. The same contradiction is reflected satisfaction of place considering the seasonal differences; on one hand, the alternation of summer crowds and winter rest is highly appreciated, on the other hand, these differences in crowded and quiet periods are also experienced as too much of changes.

The Texelian youngsters feel attached to the place; they feel a sense of home and familiarity because they were born on the island and they have had all there first experiences there. This attachment seems to get stronger in years while aging, as the theory describes. However, most young adults stated that they also wanted to leave Texel during puberty, while they now appreciate the island so much more. The young islanders also seem to identify with the island. They feel connected to the islands community. The stayers and returners feel very connected with the community and mention that this is the main positive factor of the island. This is very similar to the theory that attachment to a community leads to less tendency to migrate. Even though Thissen et al. (2006) suggest that hometown and community are less relevant these days. I do suggest, based on this study, that community on this island is an important factor for the stayers and returners.

This research shows that the youngsters who claim that they want to leave Texel, actually do not want to leave because of the sense of place or the local community, but because of the limited possibilities; although Texel offers more facilities than the other islands according to the respondents (**1M22R**: "You've got it all here. Okay, except a hospital, but otherwise the same as the other side"), respondent claim that Texel provide less possibilities for young people. Especially education, challenging work and affordable housing is difficult for the young inhabitants. Limited education opportunities and educated job opportunities seem also to be the biggest reason that teens state that they will leave the island.

However, more opportunities not necessarily mean that more young adolescents want to stay considering their stated preferences.

This study revealed that the stated migration choices of adolescents differ from the revealed migration choices of young adults. In this research age is an highly important factor when it comes to migration choices. Values and migration choices appear to change with age and it indeed seems that the island is simply less valued during puberty. Even though research revealed that the adolescents are satisfied and identify with Texel, they say they want to leave because it's small, limited, boring and there is too much gossip. However, when they really choose to leave, they obviously miss the island and return to Texel every weekend.

As the youth grows older they see more positive aspects of the island; they suggest that the small community is a very valuable and pleasant to live in and that the island is not as boring as it seems to look like when they were in their puberty. The young adults also see more opportunities for an income by having jobs or by entrepreneurship. Texel is according to the inhabitants a nice place to live; if the island should only provide a bit more facilities for young inhabitants, like educational jobs and affordable housing, Texel could attract even more young adults to stay on Texel or to return to Texel after studies. One of the respondents state it very clear, than one should first make the choice to live on Texel and will then realize how unique it is, and this awareness will develop while ageing. **2F28R:** *"I think everyone who lives here, except perhaps the youth, but the people who really have chosen to live here, know very well that this is really unique, you know... You live here at the beach and in the forest. It is absolutely beautiful here... and all that together makes that you have actually a really nice spot here, you know?"*

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Appendix

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2. Questionnaire



Enquête jongeren Texel- VMBO 3 Janine Abee, Culturele Geografie

1. Ben je een jongen of een meisje? Jongen
 Meisje
2. Wat is je leeftijd?
3. Ben je op Texel geboren? Ja
 Nee, ik woon er jaar
4. Zijn je ouders op Texel geboren? Ja, allebei
 Alleen mijn moeder
 Alleen mijn vader
 Geen van beide
5. Wonen beide ouders nog op Texel? Ja, allebei
 Alleen mijn moeder
 Alleen mijn vader
 Geen van beide, ik woon bij
6. Wat is het beroep van je ouders?
Moeder:
Vader:
7. Heb je broers/ zussen? Ja, zussen en/of broers
 Nee, ik heb geen broers en/of zussen
8. Na mijn examen wil ik:
 Naar de HAVO
 studeren
in (plaats)
 Werken, als (beroep)
 Op Texel
 Op het vaste land
 Reizen
 Iets anders, namelijk
9. Daarna wil ik:
 studeren
in (plaats)
 Werken, als (beroep)
 Op Texel (Ga naar vraag 10 en sla vraag 11 over)
 Op het vaste land (Sla vraag 10 over en ga naar vraag 11)
 Reizen
 Iets anders, namelijk
10. Mijn redenen dat ik op Texel wil gaan werken zijn:
(meerdere antwoorden mogelijk) Ik wil geld verdienen
 Familie
 Familiebedrijf
 Vrienden/ sociale contacten
 Ik ben een echte Texelaar en wil daarom hier blijven
 Andere reden, ik wil op Texel blijven wonen/werken, omdat
..... Z.O.Z.

Bedankt voor je medewerking!!

Enquête jongeren Texel- VMBO 3

Janine Abee, Culturele Geografie

11. Mijn redenen dat ik op het vaste land wil gaan werken zijn:
(meerdere antwoorden mogelijk)
- Ik wil geld verdienen
 Geen mogelijkheid op Texel voor mijn beroep
 Familie op het vaste land
 Vrienden op het vaste land
 Texel is te klein voor mij
 Andere reden, ik wil op het vaste land wonen/ werken, omdat
12. Als ik alles (studie/werk etc.) overal ter wereld kon doen dan woonde ik het liefst
- Op Texel
 In Nederland, namelijk in (plaats)
- In het buitenland, namelijk in (land en/ of plaats)
13. Wonen op Texel krijgt van mij het cijfer: (1= Laag, 10= Hoog)
- 1 2 3 4 5 6 7 8 9 10
14. Voordeel/ voordelen om op Texel te wonen is/zijn
- meerdere antwoorden mogelijk, graag nummeren van 1- belangrijkste nadeel – 6 minst belangrijke nadeel
 - elk nummer max. 1x gebruiken
- 1 2 3 4 5 6 Familie
 1 2 3 4 5 6 Vrienden
 1 2 3 4 5 6 Seizoenen (zomerdrukke / winter rust)
 1 2 3 4 5 6 Natuur / Zee
 1 2 3 4 5 6 Studie/ carrière mogelijkheden
 1 2 3 4 5 6 Anders namelijk,
15. Nadeel / Nadelen om op Texel te wonen is/ zijn
- meerdere antwoorden mogelijk, graag nummeren van 1- belangrijkste nadeel – 6 minst belangrijke nadeel
 - elk nummer max. 1x gebruiken
- 1 2 3 4 5 6 Familie
 1 2 3 4 5 6 Vrienden
 1 2 3 4 5 6 Seizoenen (zomerdrukke / winter rust)
 1 2 3 4 5 6 Natuur / Zee
 1 2 3 4 5 6 Studie/ carrière mogelijkheden
 1 2 3 4 5 6 Anders namelijk,
16. Op een schaal 1 tot 5, hoe groot denk je dat de kans is dat je over 10 jaar op Texel woont?
(1= heel klein, 5= heel groot)
- 1 2 3 4 5
 De belangrijkste reden hiervan is:
17. Op een schaal 1 tot 5, in hoeverre stimuleren je ouders/ verzorgers je om voor studie/ carrière / persoonlijke groei verder te kijken dan Texel?
(1= heel erg, 5 juist niet)
- 1 2 3 4 5
 De belangrijkste reden hiervan is:
18. Op een schaal 1 tot 5, hoe groot denk je dat de kans is dat je vrienden over 10 jaar op Texel wonen?
(1= heel klein, 5= heel groot)
- 1 2 3 4 5
 In hoeverre zou dit van invloed kunnen zijn op jouw keuzes?
 (1 = helemaal niet van invloed, 5= zeer van invloed)
 1 2 3 4 5
19. Stelling: Ik ben een echte Texelaar!
(1= Helemaal niet mee eens , 10= Helemaal mee eens!)
- 1 2 3 4 5 6 7 8 9 10
20. Heb je verder nog opmerkingen die van toepassing zijn op dit onderwerp?

Bedankt voor je medewerking!!

3. Interview questions

- Leeftijd?
- Geboren en getogen op Texel?
- Heb je je hele leven op Texel gewoond?
- Samengevatte levensloop/ geschiedenis:
- Hoe heb je het opgroeien op Texel ervaren? Hoe was het op de basisschool? Zat je op een sport? Heb/had je (veel) vrienden. Uit wat voor familie kom je? Welke studie heb je gedaan en waar, en waar waren jouw studiekeuzes op gebaseerd? Wat voor werk doe je/ heb je gedaan? Heb je ook gereisd, wat voor reizen?
- Waarom woon je nu op Texel? (Dacht je vroeger ook dat je op Texel zou blijven of terugkomen? Verschilde dat ook per leeftijd: kind, tiener e.d.? Zijn je plannen juist gewijzigd en waarom?
- Waar wonen je familie en vrienden? Heeft dit ook invloed (gehad) op jouw keuzes?
- Hoe zou jij Texel omschrijven (positief/ negatief)
- Wat is er voor jou zo bijzonder aan Texel? (sociaal, natuur, toerisme, carrière?) Wat heb je hier wat je ergens anders niet vindt of denkt te vinden? Voel je je verbonden met Texel
- Wat zijn je toekomstplannen? Wil je op Texel blijven wonen? Zie je mogelijkheden?