

Youth on the move

Analytical report

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This document does not represent the point of view of the European Commission.
The interpretations and opinions contained in it are solely those of the authors.

Flash EB Series #319b

Youth on the move

Survey conducted by The Gallup Organization,
Hungary upon the request of
Directorate-General Education and Culture



Coordinated by Directorate-General
Communication

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THE GALLUP ORGANIZATION

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Introduction

Young people have been hit particularly hard by the recent social and economic crisis in Europe. As part of the EU's Europe 2020 strategy, the “Youth on the Move” Flagship initiative proposes 28 key actions aimed at increasing young people's chances of finding a job by enhancing opportunities to go abroad for education or training purposes and by improving the quality and attractiveness of education and training in Europe¹.

The primary objective of the Flash Eurobarometer survey “*Youth on the Move*” (N° 319b) was to look at how mobile young people (aged 15 to 35) in Europe are for the purpose of education and work and how they view the attractiveness of different education settings. It also looked at their main concerns when seeking employment and their willingness to set up a business, or move to another country for employment.

More precisely, the survey covered the following topics:

- Attractiveness of vocational education and training
- Attractiveness of higher education
- Satisfaction with guidance and counselling received during school education
- Youth mobility – stays abroad for education or training purposes
- Purpose and length of young people's learning mobility period abroad
- Benefits of spending time abroad for education purposes
- Staying abroad for volunteering or work-related purposes
- Young people's reasons for not spending any time abroad
- Perceptions about difficulties in finding a job
- Young people's desire to set up their own business or to work in another European country

The survey obtained phone interviews with nationally representative samples of young people (aged between 15 and 35) living in the 27 EU Member States, as well as in Croatia, Iceland, Norway and Turkey. The target sample size in most countries was 1,000 interviews, in Cyprus, Luxembourg, Malta and Iceland the sample size was 800 respondents; in total, 30,312 interviews were conducted by Gallup's network of fieldwork organisations between 26 and 30 January 2011. Statistical results were weighted to correct for known demographic discrepancies.

¹ For more details, see: <http://europa.eu/youthonthemove/>

Main findings

Attractiveness of vocational education and training and higher education

- Almost 8 in 10 (78%) of the young adults surveyed thought that vocational education and training was an attractive option for young people in their country; a figure similar to the one observed for the attractiveness of higher education (76%).
- The highest proportions of young people who thought that **vocational education and training** was an attractive option for young people in their country were seen in Finland, Austria and Germany (93%-95%), while the lowest proportion was observed in Italy (50%).
- Roughly 9 in 10 respondents in Turkey, Slovakia, Norway, Iceland and Denmark said that **higher education** was an attractive option for young people in their country (88%-91%). In Greece, France, Lithuania and Italy, on the other hand, roughly one in three – or more – said that higher education was *not* an attractive option (between 32% and 38%).
- In almost all countries, “improving one’s job opportunities” was the most frequently mentioned reason for choosing vocational education and training; on average, 59% of young people considered this to be the *most important* or *second most important* reason for pursuing **vocational education or training**. Roughly equal proportions said that young people wanted to obtain a higher wage level or acquire practical skills (38%-39%).
- Similarly, a slim majority (53%) of respondents said that young people went into **higher education** mainly to improve their job opportunities. Roughly equal shares thought that young people chose this type of studies to obtain a higher level qualification or a higher wage level (45%-46%).
- “Improving one’s job opportunities” was also the most frequently mentioned reason for going into higher education in about half of the countries surveyed. In a similar number of countries, the largest proportion of respondents selected “obtaining higher wage levels” as the *most* or *second most important* reason to start higher education studies.

Guidance and counselling received during school education

- Roughly equal shares of young people answered that the **educational advice** they had received during their education had been either “satisfactory” (27%) or “good” (26%), while less than a tenth (7%) said it had been “very good”. About a quarter of respondents were not satisfied with the educational advice they had received (they described it as “poor” or “very poor”) and 15% had not received any advice on further education and training options or considered the question “not applicable”.
- Roughly a fifth (22%) of young people described the **career advice** received at school as “good” and a quarter said it had been “satisfactory”, while a minority (5%) said that counselling on future employment opportunities had been “very good”. Roughly 3 in 10 (29%) respondents answered that the career guidance they had received during their school education had been either “poor” or “very poor”, while 17% had not received any advice on vocational matters or considered the question “not applicable”.
- Young people in Finland, Belgium and Bulgaria were among the most likely to describe the guidance and counselling on further education options and employment opportunities received during their school education as “good” or “very good”, while those in France, Greece and Italy were more likely to describe this guidance as “poor” or “very poor”.

Youth mobility

- One in seven (14%) young adults participating in this study said they had stayed abroad – or were staying abroad at the time of the survey – for education purposes. At the individual country level, this proportion ranged from 3% in Turkey and roughly 10% in Bulgaria, the UK and Romania to about 40% in Cyprus and Luxembourg.

- *Of the respondents who had stayed abroad*, 43% said they had studied abroad as part of their **higher education studies** and the same proportion answered that they had done so as part of their **lower or upper secondary school education**; one-third of respondents had studied abroad as part of their **vocational education and training**.
- Roughly a quarter (26%) of these respondents went abroad for a traineeship in a company or a similar organisation during their higher education studies, while 21% went for a traineeship as part of their vocational education and training.
- Learning mobility periods that were part of higher education training lasted longer than those during secondary school education or vocational education and training. For example, 21% of respondents who had studied abroad during their higher education studies answered that they had been abroad for more than one year, while 35% said they had been abroad for a period between three months and a year.
- More than a tenth (13%) of respondents with a higher education qualification had stayed abroad for *at least three months* for education purposes. The proportion of respondents with a vocational qualification who had stayed abroad for *more than three weeks* for educational purposes was less than a tenth (7%).
- About two-thirds (65%) of respondents said they had used private funds or savings to **finance their longest stay abroad**. All other financial resources listed in the survey were mentioned by less than a fifth of respondents: for example, 18% had received a national or regional study loan or grant and 15% mentioned a scholarship of an EU mobility programme.
- Respondents in Lithuania (35%) and Finland (34%) were the most likely to have studied abroad in the framework of an EU funded mobility programme. Less than 5% of interviewees in Turkey, Norway and Croatia gave a similar response.

Benefits of spending time abroad for educational purposes

- Almost 6 in 10 (57%) respondents said that their **improved foreign language skills** were the *most* or *second most important* benefit of their longest learning mobility period abroad and 4 in 10 respondents selected a greater **awareness of another culture** as a major benefit. Smaller shares of respondents listed a greater ability to adapt to new situations (22%), new professional skills (18%), better interpersonal skills (17%), better opportunities for subsequent employment (16%) or better academic knowledge (12%).
- In 18 out of 31 countries surveyed, the largest proportion of respondents thought that having improved their foreign language skills was the *most* or *second most important* benefit of their longest learning mobility period abroad. In 12 countries, the largest proportion of respondents selected a greater awareness of another culture as an important outcome of their longest stay abroad.

Staying abroad for volunteering or work-related purposes

- A fifth of young people said they had stayed abroad for at least one month for reasons other than education/training or vacation/tourism; this figure was somewhat higher than the one observed for learning mobility periods abroad (14%).
- Roughly 4 in 10 respondents in Iceland (38%) and Ireland (39%) said they had worked abroad or had been abroad for volunteering or other purposes. Respondents in Turkey, were – once again – the least likely to say that they had stayed abroad (5%).

Young people's reasons for not spending any time abroad

- *Of these respondents who had not stayed abroad*, almost 4 in 10 (37%) said they were not interested in going abroad. A third answered that they had no access to funding or that it would

have been too expensive to stay abroad, while a quarter had family commitments that kept them from going abroad.

- The proportion of respondents who said they had not spent any time abroad mainly because they were **not interested in going abroad** ranged from 25% in Turkey to 56% in Cyprus. In a further three countries, a slim majority of interviewees said they were not interested in going abroad: Greece (52%), Poland and Luxembourg (both 51%).
- A slim majority of respondents in Romania (51%), Hungary, Croatia and Bulgaria (all 55%) said that a **lack of funding** was the *most* or *second most important* reason for not having spent time abroad.

Young people's difficulties in finding a job

- A slim majority (53%) of respondents said that young job seekers in their country were worried about the **absence of jobs in their city or region**. About 4 in 10 (42%) respondents mentioned a **lack of good job opportunities** in young people's field of study and the same number (42%) referred to the fact that **jobs were poorly paid**.
- The fact that no jobs were available in young people's city or region was cited as one of the main challenges for finding a job by more than 6 in 10 respondents in Hungary (63%), Finland (65%), Croatia and Ireland (both 67%).
- Roughly two-thirds of respondents in Romania (65%) and Bulgaria (66%) said that one of the main concerns of young job seekers in their country was that the available jobs were poorly paid. Respondents in Denmark and Sweden were the least likely to express this view (both 14%).

Young people's desire to work in another European country

- A slim majority of young adults said they were willing – or would like – to work in another European country. Roughly equal shares would like to work abroad for a limited amount of time (28%) and for a longer period (25%). Conversely, more than 4 in 10 (44%) young people were not willing or would not like to work in another European country.
- Respondents in Iceland (84%), followed by those in Sweden (76%), Bulgaria (74%), Romania (73%) and Finland (71%), were the most likely to want to work abroad. This proportion decreased to 28% in Turkey.
- A slim majority (56%) of young men said they were willing – or would like – to work in another European country, compared to 49% of young women. Looking only at respondents who had completed their education, the higher the level of education they reached, the more likely they were to be willing to work abroad (55% of respondents with a higher education qualification, compared to 33% of those with a lower secondary level qualification).

Young people's desire to set up their own business

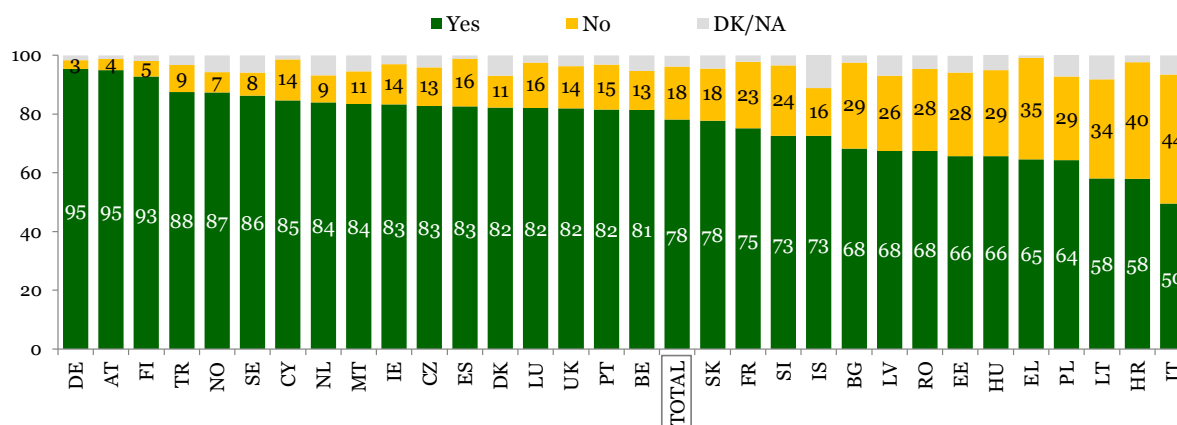
- Young adults were divided as to whether they would (43%) or would not (42%) like to set up their own business in the future. Countries with a high proportion of young adults eager to start up a company were Romania, Poland, Latvia, Lithuania and Bulgaria (61%-74%).
- One in seven young adults said that setting up a business was too risky and another 13% thought it would be too complicated. “Not having adequate entrepreneurship skills” (7%) and “access to finance” (8%) were each mentioned by less than a tenth of respondents.
- While 50% of 15-19 year-olds were eager to start up a company, this proportion decreased to 34% among 30-35 year-olds. Looking only at respondents who had completed their education, it was noted that respondents with an upper secondary general education qualification (42%), those with a vocational qualification (40%) and those with a higher education qualification (40%) were more likely than their counterparts with other qualifications to say that they would like to set up their own business in the future.

1. Education and training

1.1 Attractiveness of vocational education and training

Almost 8 in 10 (78%) of the young adults surveyed thought that vocational education and training was an attractive option for young people in their country. The highest proportions of young people who expressed this view were seen in Austria and Germany (both 95%), and Finland (93%), while the lowest proportion was observed in Italy (50%).

Attractiveness of vocational education and training



Q1. In your opinion, is vocational education and training an attractive option for young people in your country?

Base: all respondents, % by country

Note: DK/NA = "don't know" / "no answer"

Socio-demographic considerations

Not unexpectedly, respondents currently in vocational education and training were the most likely to think that this type of education was an attractive option for young people in their country (88%); students in higher education, on the other hand, were among the least likely to say that vocational education and training was an attractive option (75%).

A similar difference was seen among respondents who had completed their education, those with a vocational qualification were more likely than those who had obtained a higher education qualification to say that vocational education and training was an attractive option for young people in their country (80% vs. 73%); respondents who had left school before completing lower secondary education, however, were the most likely to express this view (85%).

Young men and women were equally likely to say that vocational education and training was an attractive option for young people in their country (77%-79%). Across the different age groups, the proportion expressing this view varied between 77% among 25-35 year-olds and 81% among 15-19 year-olds.

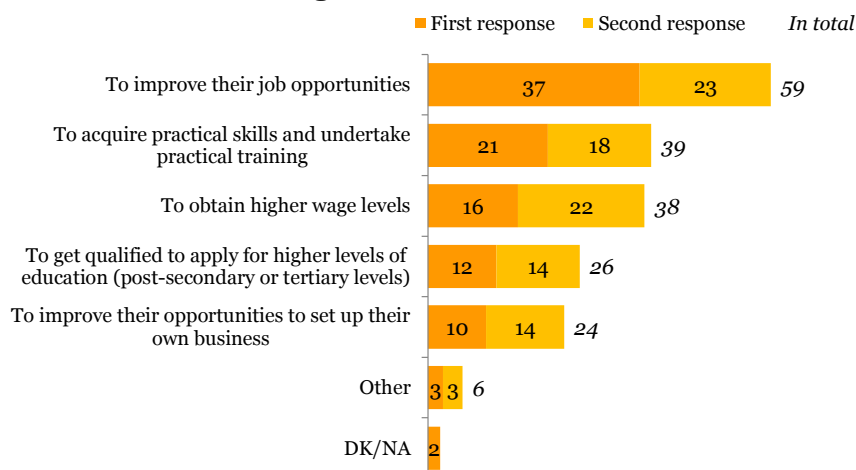
For more details, see annex table 1b.

1.2 Reasons for going into vocational education and training

When respondents were asked about the *most important reason* for young people to do vocational education and training, nearly 4 in 10 (37%) mentioned “**improving one’s job opportunities**”. About a fifth (21%) stated that young people mainly pursued this type of qualification to **acquire practical skills and undertake a practical training**, while “**obtaining higher wages**” was mentioned by roughly a sixth (16%) of respondents. In addition, 1 in 10 respondents said that young people’s main reason for doing vocational education and training was **to improve their opportunities to set up a business** and a similar proportion (12%) mentioned **getting qualified to apply for post-secondary or tertiary levels of education**.

Respondents were also asked about the *second most important reason* for pursuing a vocational qualification. Adding up the percentages of the *first* and *second responses*², the ranking of reasons remained similar to the one described above. About 6 in 10 (59%) respondents considered “**improving one’s job opportunities**” to be *the most important* or *second most important* reason for pursuing vocational education or training. Roughly 4 in 10 (39%) considered “**acquiring practical skills and undertaking practical training**” to be an important reason, and a similar proportion (38%) mentioned “**obtaining a higher wage level**”. About a quarter (26%) selected “**being qualified to apply for higher levels of education**” and a similar proportion (24%) mentioned “**improving one’s opportunities to set up a business**”.

Most important reasons for young people to go into vocational education and training



Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason?
Base: all respondents, % TOTAL

²Due to rounding, the percentages shown in the charts do not always exactly add up to the totals as shown.

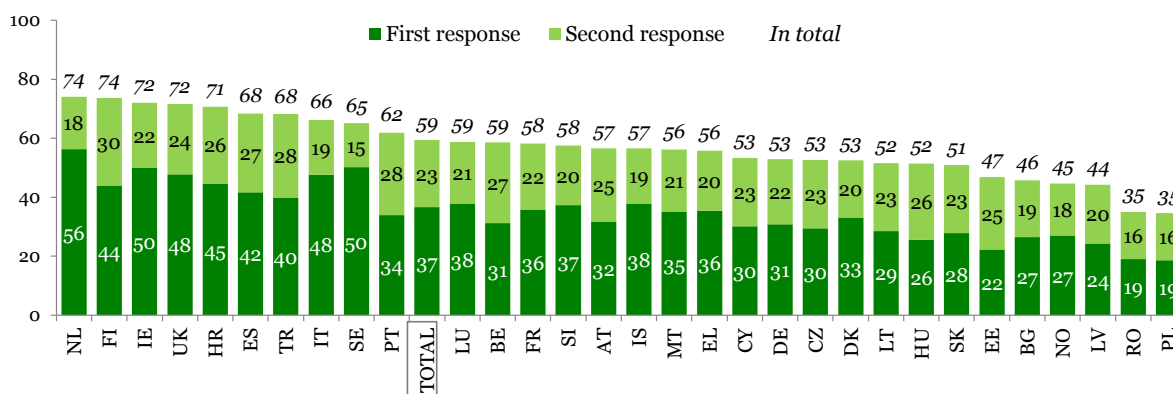
Country variations

In the following section we look at variations by country, based on what the *most important* or *second most important* reason was for choosing vocational education or training (using the *total percentages*).

The proportion of young people who stated that “**improving one’s job opportunities**” was the *most* or *second most* important reason for pursuing a professional qualification was the highest in the Netherlands and Finland (both 74%). In Croatia, the UK and Ireland, about 7 in 10 respondents selected this reason (71%-72%).

Young people in Romania and Poland, on the other hand, were the least likely to say that improving their job opportunities was a major reason for young people to go into vocational education and training (both 35%). In a further four countries, less than half of respondents shared this view: Latvia (44%), Norway (45%), Bulgaria (46%) and Estonia (47%).

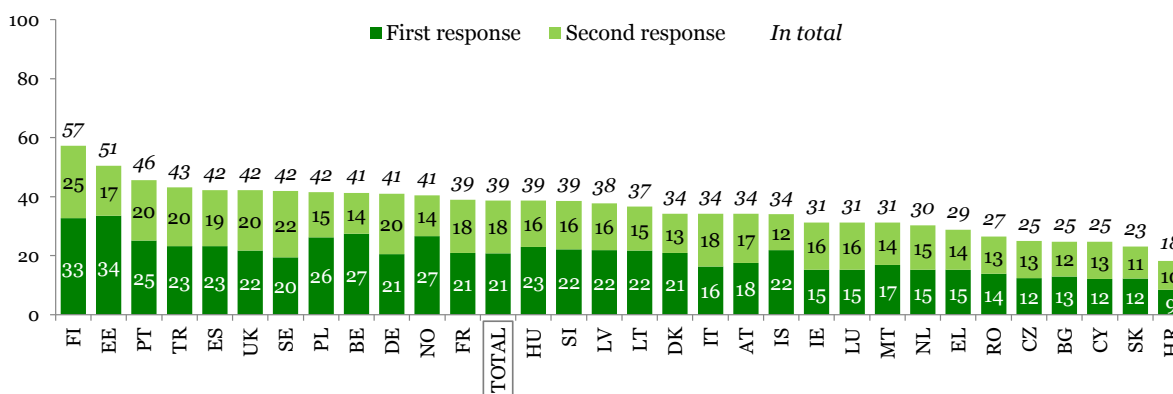
Most important reasons for young people to go into vocational education and training To improve one’s job opportunities



Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason? Base: all respondents, % by country

While 57% of young adults in Finland and 51% of those in Estonia thought that **acquiring practical skills and undertaking practical training** was a major reason for pursuing vocational education and training, this proportion dropped to 18% in Croatia. Young people in Slovakia, Cyprus, Bulgaria, the Czech Republic and Romania were also less likely to mention this reason (25%-27%).

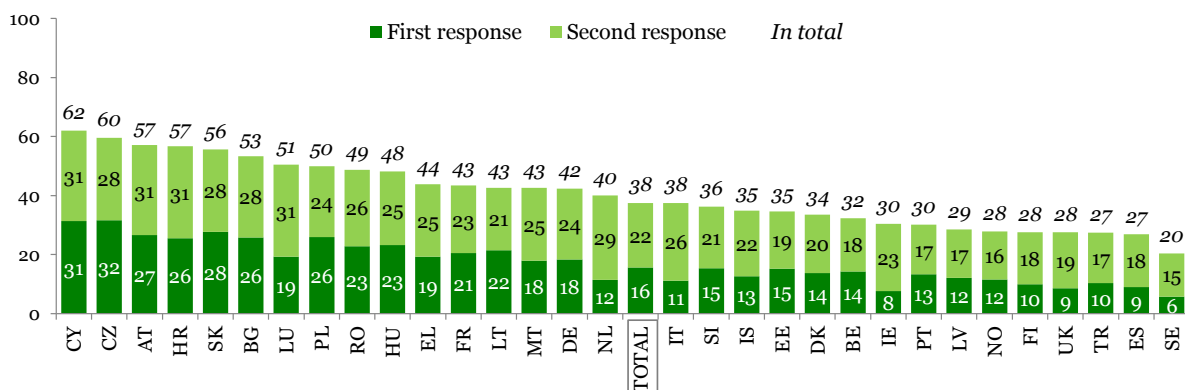
Most important reasons for young people to go into vocational education and training To acquire practical skills and undertake practical training



Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason? Base: all respondents, % by country

Roughly 6 in 10 young adults in the Czech Republic (60%) and Cyprus (62%) chose “**obtaining a higher wage level**” in *first or second* place when asked to select young people’s main reasons to pursue vocational education and training. Respondents in Slovakia, Austria and Croatia were also more likely to select this reason (56%-57%); in Sweden, however, just 20% of respondents thought that obtaining a higher wage was a major reason for going into vocational education and training.

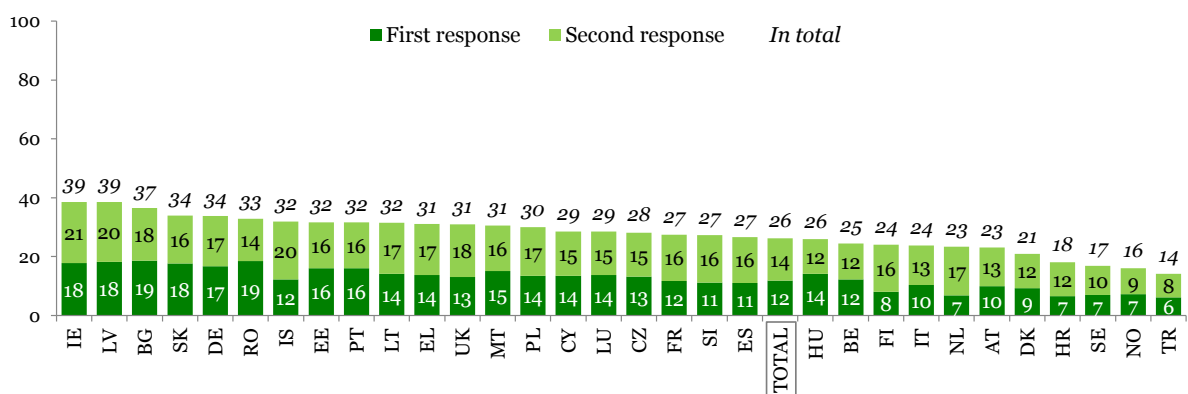
Most important reasons for young people to go into vocational education and training To obtain higher wage levels



Q2. In your opinion what is the most important reason for young people to go into vocational education and training?
And the second most important reason?
Base: all respondents, % by country

Almost 4 in 10 young people in Bulgaria (37%), Ireland and Latvia (both 39%) said that young people mainly chose vocational education and training to **qualify for applying to post-secondary or tertiary levels of education**. Conversely, in Turkey, Norway, Sweden and Croatia, less than a fifth of respondents shared this view (14%-18%).

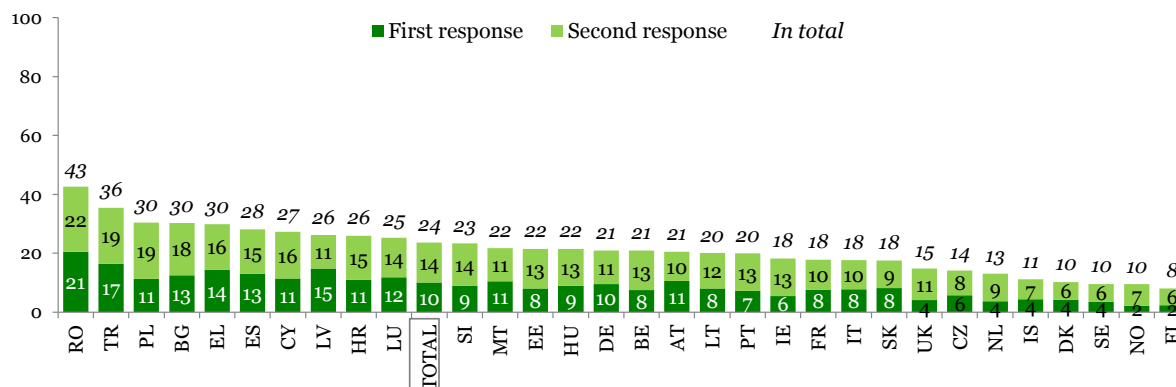
Most important reasons for young people to go into vocational education and training To get qualified to apply for higher levels of education (post-secondary or tertiary levels)



Q2. In your opinion what is the most important reason for young people to go into vocational education and training?
And the second most important reason?
Base: all respondents, % by country

“**Improving one’s opportunities for setting up a business**” was selected as the *most* or *second most* important reason by 43% of young people in Romania and by 36% of those in Turkey. In most other countries, however, less than a quarter of respondents selected this reason from the ones listed in the survey (from 8% in Finland to 23% in Slovenia).

Most important reasons for young people to go into vocational education and training To improve one’s opportunities to set up a business



Q2. In your opinion what is the most important reason for young people to go into vocational education and training?
And the second most important reason?

Base: all respondents, % by country

The table on the next page summarises, for each country, the three most frequently-mentioned reasons (based on *total percentages*) for young people to go into vocational education and training. In almost all countries, **improving one’s job opportunities** was the most frequently mentioned reason for choosing this type of training. In some countries, such as Ireland, the Netherlands and the UK, the proportion selecting this reason was about 30 percentage points higher than the proportion for the second most frequently mentioned reason.

Obtaining a higher wage level was selected as the *most* or *second most important* reason for young people to go into vocational education and training by the largest proportion of interviewees in Romania (49%), Poland (50%), Bulgaria (53%), Slovakia (56%), Austria (57%), the Czech Republic (60%) and Cyprus (62%). Finally, Estonia was the only county where **acquiring practical skills and undertaking practical training** was the most frequently selected reason (in first position).

Most important reasons for young people to go into vocational education and training

(Three most frequently mentioned reasons)

BE	%	BG	%	CZ	%
improve job opportunities	59	higher wage levels	53	higher wage levels	60
acquire practical skills	41	improve job opportunities	46	improve job opportunities	53
higher wage levels	32	apply for higher levels of education	37	apply for higher levels of education	28
DK	%	DE	%	EE	%
improve job opportunities	53	improve job opportunities	53	acquire practical skills	51
acquire practical skills	34	higher wage levels	42	improve job opportunities	47
higher wage levels	34	acquire practical skills	41	higher wage levels	35
EL	%	ES	%	FR	%
improve job opportunities	56	improve job opportunities	68	improve job opportunities	58
higher wage levels	44	acquire practical skills	42	higher wage levels	43
apply for higher levels of education	31	set up an own business	28	acquire practical skills	39
IE	%	IT	%	CY	%
improve job opportunities	72	improve job opportunities	66	higher wage levels	62
apply for higher levels of education	39	higher wage levels	38	improve job opportunities	53
acquire practical skills	31	acquire practical skills	34	apply for higher levels of education	29
LV	%	LT	%	LU	%
improve job opportunities	44	improve job opportunities	52	improve job opportunities	59
apply for higher levels of education	39	higher wage levels	43	higher wage levels	51
acquire practical skills	38	acquire practical skills	37	acquire practical skills	31
HU	%	MT	%	NL	%
improve job opportunities	52	improve job opportunities	56	improve job opportunities	74
higher wage levels	48	higher wage levels	43	higher wage levels	40
acquire practical skills	39	acquire practical skills	31	acquire practical skills	30
AT	%	PL	%	PT	%
higher wage levels	57	higher wage levels	50	improve job opportunities	62
improve job opportunities	57	acquire practical skills	42	acquire practical skills	46
acquire practical skills	34	improve job opportunities	35	apply for higher levels of education	32
RO	%	SI	%	SK	%
higher wage levels	49	improve job opportunities	58	higher wage levels	56
set up an own business	43	acquire practical skills	39	improve job opportunities	51
improve job opportunities	35	higher wage levels	36	apply for higher levels of education	34
FI	%	SE	%	UK	%
improve job opportunities	74	improve job opportunities	65	improve job opportunities	72
acquire practical skills	57	acquire practical skills	42	acquire practical skills	42
higher wage levels	28	higher wage levels	20	apply for higher levels of education	31
HR	%	TR	%	NO	%
improve job opportunities	71	improve job opportunities	68	improve job opportunities	45
higher wage levels	57	acquire practical skills	43	acquire practical skills	41
set up an own business	26	set up an own business	36	higher wage levels	28
IS	%				
improve job opportunities	57				
higher wage levels	35				
acquire practical skills	34				

Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason?
Sum of first and second responses, % by country

Socio-demographic considerations

Across all socio-demographic segments, “**improving one’s job opportunities**” was by far the most commonly selected as the *most* or *second most* important reason for pursuing a professional qualification. For example, among respondents who had completed their education, the proportion selecting this reason varied between 57% for respondents with a vocational qualification and 63% for respondents with a post-secondary (non-higher) education qualification and the same proportion for those with a higher education qualification. Similarly, between 55% of 15-19 year-olds and 61% of 25-35 year-olds said that young people mainly chose vocational education and training to improve their job opportunities.

Respondents currently in lower secondary education were overall the least likely to say that young people did vocational education and training to improve their *job opportunities* (49%), while respondents in post-secondary (non-higher) education and those in higher education were among the most likely to say so (both 60%); the corresponding figure for those currently in vocational education and training was 57%. Members of the latter group – along with those in post-secondary (non-higher) education – were more likely than their counterparts to think that *acquiring practical skills and undertaking practical training* was a major reason for pursuing vocational education and training (43%-45% vs. 32% of respondents in lower secondary education and 40% of those in higher education). Those in lower and upper secondary general education and those in higher education, on the other hand, more frequently said that young people mainly chose vocational education and training to *obtain higher wages* (37%-40% vs. 28%-33% for those currently in vocational education and training or post-secondary non-higher education).

Finally, the younger the respondents were, the more likely they were to think that young people did vocational education and training to *qualify for applying to post-secondary or tertiary levels of education*: 32% of 15-19 year-olds selected this reason, compared to 24% of 30-35 year-olds.

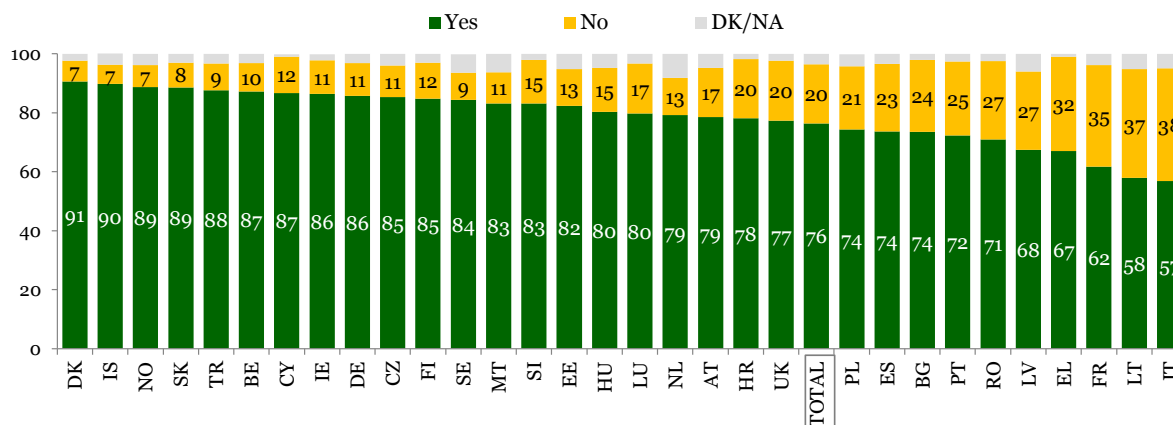
For more details, see annex tables 2b and 3b.

1.3 Attractiveness of higher education

About three-quarters (76%) of young adults thought that higher education was an attractive option for young people in their country; a figure similar to the one observed for the attractiveness of vocational education and training.

Roughly 9 in 10 respondents in Turkey, Slovakia, Norway, Iceland and Denmark said that higher education was an attractive option for young people in their country (88%-91%). In Greece, France, Lithuania and Italy, on the other hand, roughly one in three – or more – said that higher education was *not* an attractive option (between 32% and 38%).

Attractiveness of higher education



Q3. In your opinion, is higher education an attractive option for young people in your country?
Base: all respondents, % by country

Socio-demographic considerations

Across most socio-demographic groups, three in four or more respondents answered that higher education was an attractive option for young people in their country. Younger respondents and those in education – especially those currently in lower and upper secondary level general education – were more likely to express this view. For example, while 75% of 25-35 year-olds said that higher education was an attractive option, this proportion increased to 81% for 15-19 year-olds. Similarly, 75% of young men and 78% of young women shared this view.

Among those who had completed their education, those who had obtained a higher education qualification were somewhat more likely than those with a vocational qualification to say that higher education was an attractive option for young people in their country (71% vs. 75%); respondents with a lower secondary qualification and those who had left school before completing lower secondary education were – once again – the most likely to express this view (77%-78%).

For more details, see annex table 4b.

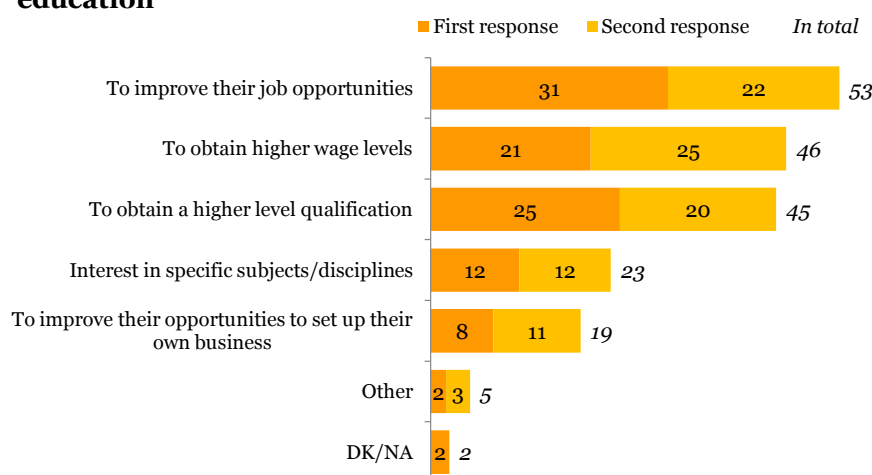
1.4 Reasons for going into higher education

When respondents were asked about young people's *most important reason* for going into higher education, about 3 in 10 (31%) answered that they wanted to **improve their job opportunities**. This was also the most frequently selected reason for going into vocational education and training.

A quarter said that young people started higher education studies to **obtain a higher level qualification** and a somewhat lower proportion (21%) mentioned **obtaining a higher wage level**. Finally, 12% answered that young people's **interest in specific subjects or disciplines** was their most important reason for pursuing a higher education qualification and 8% said that **improving one's opportunities to set up a business** was the most important reason.

Adding up the percentages of the *first* and *second responses*³, a slim majority (53%) of young adults considered “improving one's job opportunities” to be the *most* or *second most* important reason for going into higher education. Roughly equal proportions thought that young people wanted to obtain a higher level qualification or a higher wage level (45% and 46%, respectively). Other reasons were “being interested in specific subjects or disciplines” (selected by 23%) and “improving one's opportunities to set up a business” (19%).

Most important reasons for young people to go into higher education



Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?
Base: all respondents, % TOTAL

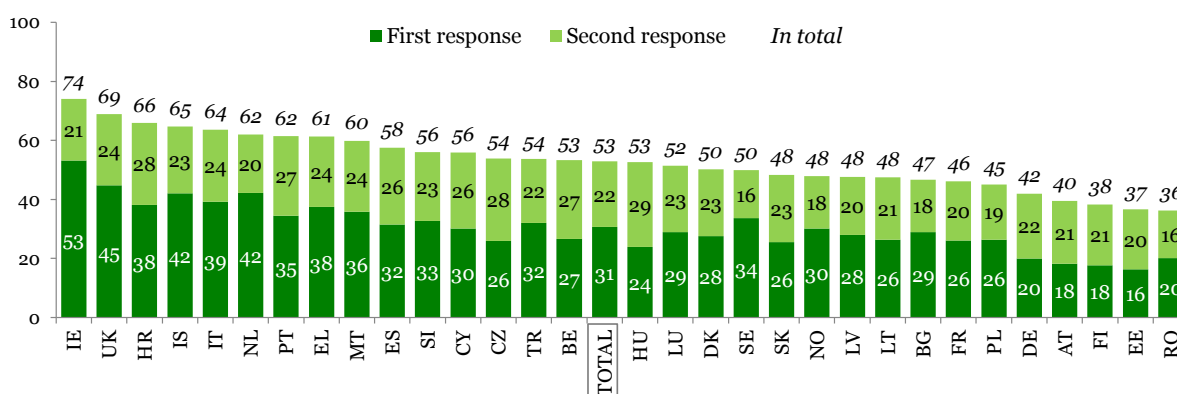
³Due to rounding, the percentages shown in the charts do not always exactly add up to the totals as shown.

Country variations

About three-quarters (74%) of young adults in Ireland said that young people’s main reason for going into higher education was that they wanted to **improve their job opportunities**; the UK was close to Ireland with roughly 7 in 10 (69%) respondents who selected this reason. The lowest proportions of respondents who selected “improving one’s job opportunities” as an important reason for young people to go into higher education were found in Romania (36%), Estonia (37%) and Finland (38%).

Most important reasons for young people to go into higher education

To improve one’s job opportunities



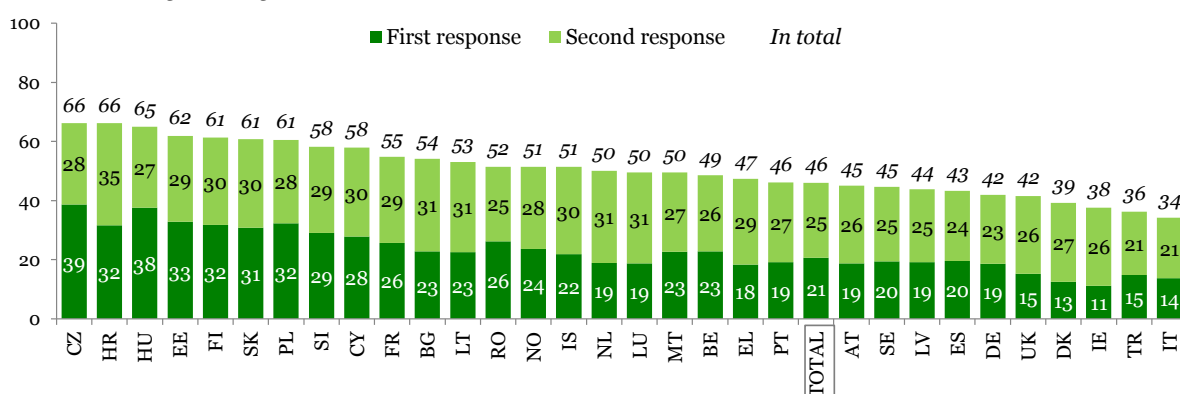
Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Base: all respondents, % by country

Roughly two-thirds of young Hungarians (65%), Croats and Czechs (both 66%) considered “**obtaining higher wage levels**” to be a major reason why young people started higher education studies. In Italy, only half as many respondents (34%) selected this reason; countries close to Italy were Turkey (36%), Ireland (38%) and Denmark (39%).

Most important reasons for young people to go into higher education

To obtain higher wage levels



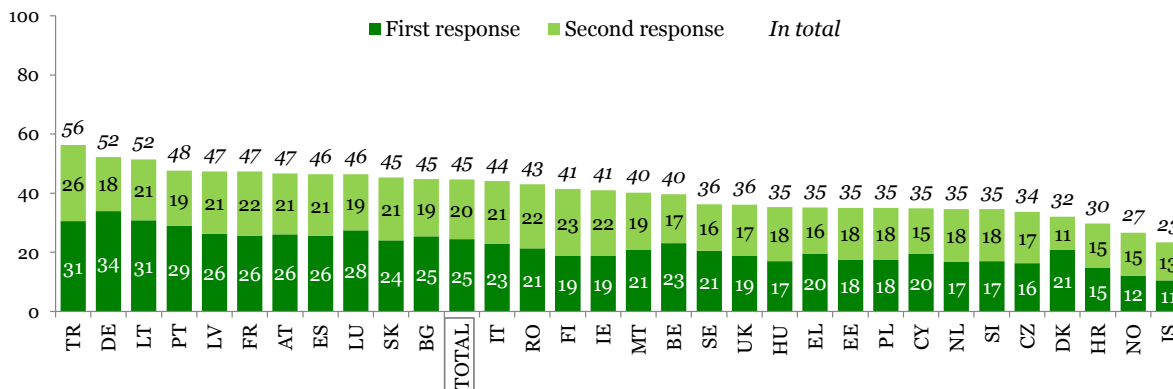
Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Base: all respondents, % by country

“Obtaining a higher level qualification” was mentioned as young people’s *most important* or *second most important* reason for starting higher education studies by more than half of interviewees in Lithuania, Germany and Turkey (52%-56%). Young people in Iceland, on the other hand, were the least likely to select this reason: less than a quarter (23%) of respondents in this country thought that young people went into higher education mainly to obtain a higher level qualification. In Norway, Croatia and Denmark, between 27% and 32% of young adults held the same opinion.

Most important reasons for young people to go into higher education

To obtain a higher level qualification



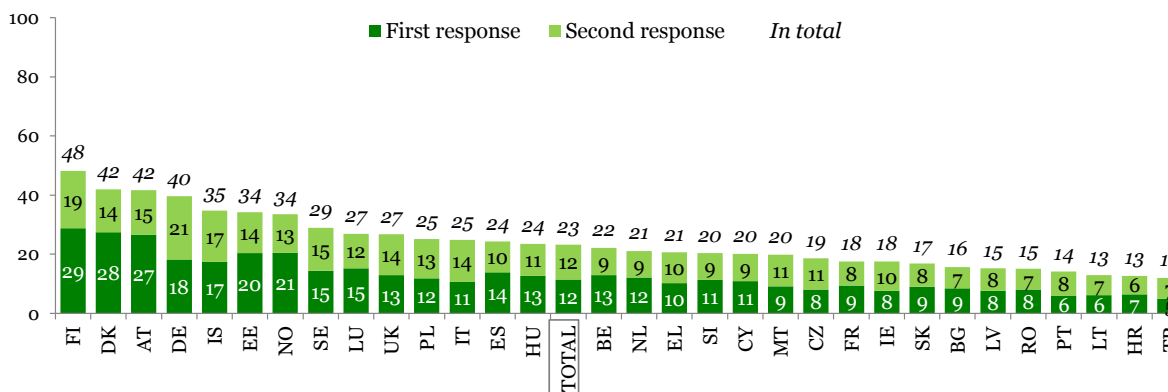
Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Base: all respondents, % by country

The proportion of young adults who said the primary reason for following higher education studies was **interest in specific subjects and disciplines** was the highest in Finland (48%) and the lowest in Turkey (12%). In a further six countries, more than a third of respondents selected this reason: 34% in Norway and Estonia, 35% in Iceland, 40% in Germany, and 42% in Austria and Denmark.

Most important reasons for young people to go into higher education

Interest in specific subjects and disciplines



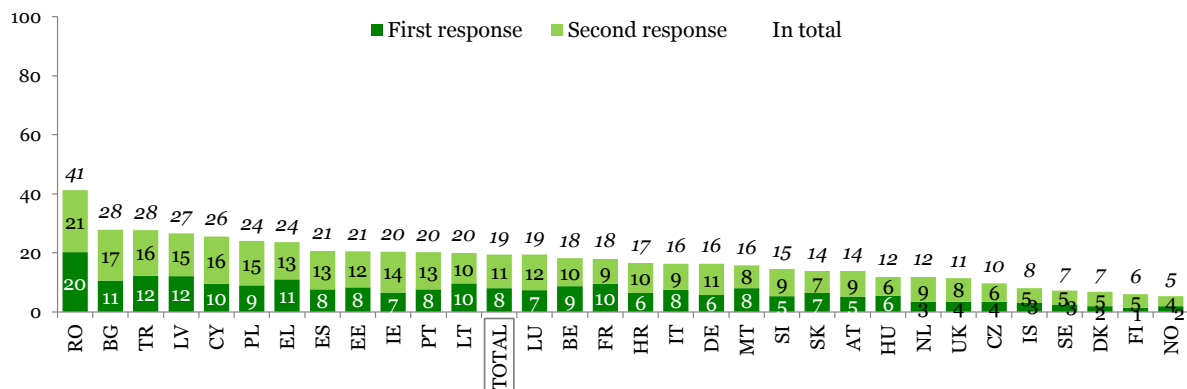
Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Base: all respondents, % by country

Young Romanians were the most likely to think that young people follow higher education studies in order to improve their opportunities to set up a business (41%). In six other countries, roughly a quarter of young adults mentioned this purpose: Greece, Poland, Cyprus, Latvia, Turkey and Bulgaria (25%-28%). Respondents in these countries were also among the most likely to say that improving opportunities to set up a business were an important reason for young people to go into vocational education and training (see section 1.2).

Most important reasons for young people to go into higher education

To improve one's opportunities to set up a business



Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Base: all respondents, % by country

The table on the next page summarises the three most frequently mentioned reasons (based on *total percentages*) for young people to go into higher education. **Improving one's job opportunities** was the most frequently mentioned reason in about half of the countries surveyed. For example, 69% of respondents in the UK and 74% in Ireland thought that this was the main reason for young people to enter into higher education; moreover, these proportions were considerably higher than those for the second and third most frequently mentioned reasons.

In a similar number of countries, the largest proportion of respondents selected “**obtaining higher wage levels**” as the *most or second most important* reason to go into higher education. For example, this reason appeared in first position in Bulgaria (54%), Cyprus (58%), Poland (61%), Estonia (62%), Hungary (65%), the Czech Republic and Croatia (both 66%). In the remaining three countries, “**obtaining a higher level of qualification**” was the most popular reason; this was the case in Austria (47%), Germany (52%) and Turkey (56%).

Most important reasons for young people to go into higher education

(Three most frequently mentioned reasons)

BE	%	BG	%	CZ	%
improve job opportunities	53	higher wage levels	54	higher wage levels	66
higher wage levels	49	improve job opportunities	47	improve job opportunities	54
higher level qualification	40	higher level qualification	45	higher level qualification	34
DK	%	DE	%	EE	%
improve job opportunities	50	higher level qualification	52	higher wage levels	62
interest in specific subjects	42	improve job opportunities	42	improve job opportunities	37
higher wage levels	39	higher wage levels	42	higher level qualification	35
EL	%	ES	%	FR	%
improve job opportunities	61	improve job opportunities	58	higher wage levels	55
higher wage levels	47	higher level qualification	46	higher level qualification	47
higher level qualification	35	higher wage levels	43	improve job opportunities	46
IE	%	IT	%	CY	%
improve job opportunities	74	improve job opportunities	64	higher wage levels	58
higher level qualification	41	higher level qualification	44	improve job opportunities	56
higher wage levels	38	higher wage levels	34	higher level qualification	35
LV	%	LT	%	LU	%
improve job opportunities	48	higher wage levels	53	improve job opportunities	52
higher level qualification	47	higher level qualification	52	higher wage levels	50
higher wage levels	44	improve job opportunities	48	higher level qualification	46
HU	%	MT	%	NL	%
higher wage levels	65	improve job opportunities	60	improve job opportunities	62
improve job opportunities	53	higher wage levels	50	higher wage levels	50
higher level qualification	35	higher level qualification	40	higher level qualification	35
AT	%	PL	%	PT	%
higher level qualification	47	higher wage levels	61	improve job opportunities	62
higher wage levels	45	improve job opportunities	45	higher level qualification	48
interest in specific subjects	42	higher level qualification	35	higher wage levels	46
RO	%	SI	%	SK	%
higher wage levels	52	higher wage levels	58	higher wage levels	61
higher level qualification	43	improve job opportunities	56	improve job opportunities	48
set up an own business	41	higher level qualification	35	higher level qualification	45
FI	%	SE	%	UK	%
higher wage levels	61	improve job opportunities	50	improve job opportunities	69
interest in specific subjects	48	higher wage levels	45	higher wage levels	42
higher level qualification	41	higher level qualification	36	higher level qualification	36
HR	%	TR	%	NO	%
higher wage levels	66	higher level qualification	56	higher wage levels	51
improve job opportunities	66	improve job opportunities	54	improve job opportunities	48
higher level qualification	30	higher wage levels	36	interest in specific subjects	34
IS	%				
improve job opportunities	65				
higher wage levels	51				
interest in specific subjects	35				

Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

Sum of first and second responses, % by country

Socio-demographic considerations

Across most socio-demographic groups, “improving one’s job opportunities” was most commonly selected as the *most* or *second most* important reason to go into vocational education and training. Respondents were also most likely to select this as a major reason to apply for higher education studies. For example, across all age groups, a slim majority of respondents said that young people’s main reason to start higher education studies was to improve their job opportunities (52%-54%).

Nonetheless, across all groups, respondents were less likely to select this reason when asked about the attractiveness of higher education studies than when asked about the attractiveness of vocational education and training. For example, while 62% of young women said that “improving one’s job opportunities” was a major reason to go into vocational education and training, only 55% said the same when selecting the main reason to start higher education. The corresponding figures for young men were 57% vs. 51%, respectively.

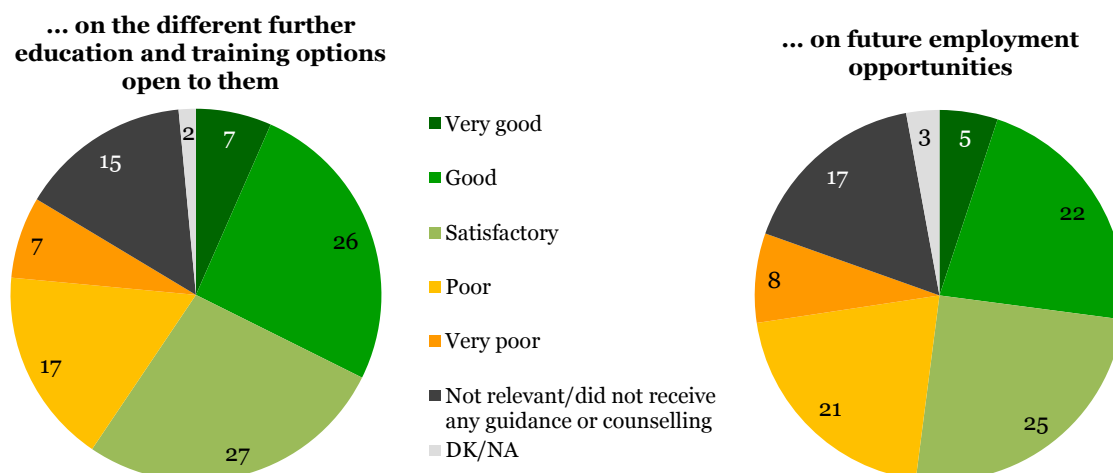
Furthermore, across some socio-demographic groups, similar numbers selected “improving one’s job opportunities” or “obtaining higher wage levels” as young people’s main reasons to go into higher education. For example, 51% of respondents who had completed vocational education and training selected the former reason and 53% selected the latter. Older respondents were also somewhat more likely than their younger counterparts to say that young people went into higher education to obtain higher wages (49% of 30-35 year-olds vs. 43% of 15-19 year-olds).

For more details, see annex tables 5b and 6b.

1.5 Guidance and counselling received during school education

A majority of young adults were satisfied with the counselling and guidance on their options for **further education and training** they had received during their education. More precisely, roughly equal shares of respondents answered that this guidance and counselling had been either “satisfactory” (27%) or “good” (26%), while less than a tenth (7%) described the advice they had received as “very good”. About a quarter of respondents were not satisfied with the educational advice they had received – i.e. they described it as “poor” (17%) or “very poor” (7%). Roughly one in seven (15%) young people answered that they had not received any advice on higher education studies or that the question was not relevant to their personal situation.

Ratings of guidance and counselling respondents have received during their school education...



Q12. How would you rate the guidance and counselling you have received during your school education...
Base: all respondents, % TOTAL

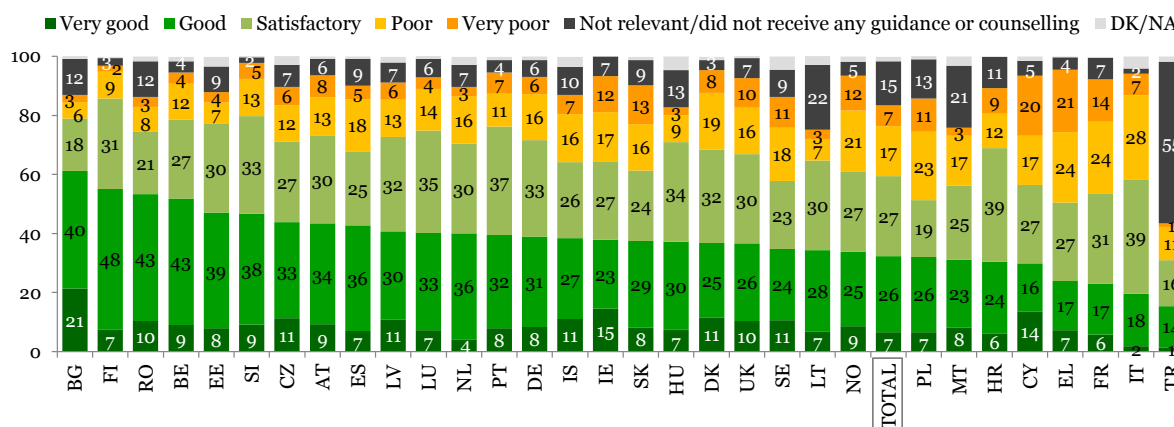
Young people were somewhat less likely to feel satisfied with the guidance and counselling on **employment opportunities**: roughly a fifth (21%) of young people described the guidance and counselling they had received at school as “poor” and almost a tenth (8%) said it had been “very poor”. Nonetheless, almost half of young people answered that the career guidance received at school had been either “satisfactory” (25%) or “good” (22%). A minority (5%) said that counselling on future employment opportunities had been “very good”. Finally, 17% of respondents had not received any guidance on employment opportunities or considered the question “not applicable”.

Country variations

The proportion of young people who rated the guidance and counselling they had received on **further education and training options open to them** as “good” or “very good” was the highest in Bulgaria (61%), followed by Finland (55%), Romania (53%) and Belgium (52%); less than a quarter thought it had been “good” or “very good” in Turkey (15%), Italy (20%), France (23%) and Greece (24%).

Respondents in Greece were the most likely to describe the educational advice they had received as “poor” or “very poor” (45%); in Italy, Cyprus and France, more than a third of young people gave such negative ratings (35%-38%). In Turkey, however, a slim majority (55%) answered that they had not received any guidance on higher studies or that the question was not relevant to their personal situation.

Ratings of guidance and counselling respondents have received during their school education on the different further education and training options open to them

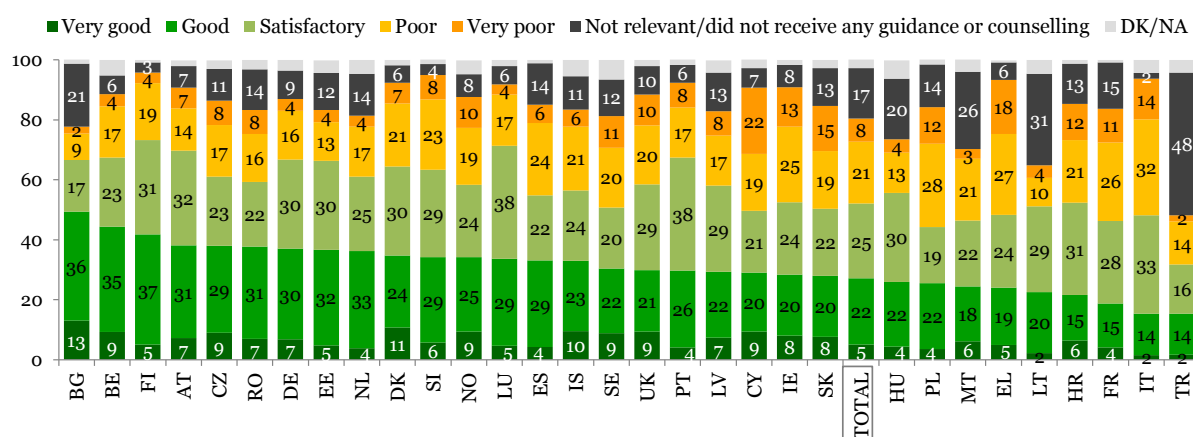


Q12. How would you rate the guidance and counselling you have received during your school education...
Base: all respondents, % by country

A similar picture appeared when looking at young people’s satisfaction with guidance and counselling received during their school education on **future employment opportunities**. Young people in Finland, Belgium and Bulgaria were the most likely to describe the career guidance they had received as “good” or “very good” (between 42% and 49%), while those in France, Ireland, Poland, Cyprus, Greece and Italy were the most likely to describe this guidance as “poor” or “very poor” (between 37% and 46%).

Once again, about half (48%) of young adults in Turkey said they had not received any guidance or counselling on employment opportunities or considered the question non-applicable. In Malta and Lithuania, more than a quarter of respondents gave a similar response (26% and 31%, respectively).

Ratings of guidance and counselling respondents have received during their school education on future employment opportunities



Q12. How would you rate the guidance and counselling you have received during your school education...
Base: all respondents, % by country

Socio-demographic considerations

Younger respondents and those still in education were the most likely to say that the counselling and guidance they had received during their school education had been either “good” or “very good”. For example, 42% of 15-19 year-olds rated the guidance they had received on *further education and training options* open to them as “good” or “very good”; this proportion decreased to 27% among 30-35 year-olds.

Among respondents still in education, students in higher education were more likely to be unsatisfied with the guidance and counselling they had received. For example, 28% of respondents in higher education described the guidance and counselling they had received on further education and training options open to them as either “poor” or “very poor”; the corresponding figures were between 18% and 22%, respectively, for those currently in upper secondary general education, vocational education and training or post-secondary (non-higher) education.

Among respondents who had completed their education, those with a vocational qualification and those with a post-secondary (non-higher) education qualification were more likely than their counterparts to describe the school counselling on future employment opportunities as either “good” or “very good” (30% and 27%, respectively, compared to 20%-23% across other educational groups). Respondents with a vocational qualification were also more likely to be satisfied with the educational advice they had received at school (33% of “good” and “very good” responses), while those with a lower secondary qualification and those who had left school before completing lower secondary education were the least likely to be satisfied with this type of guidance (22%-23%).

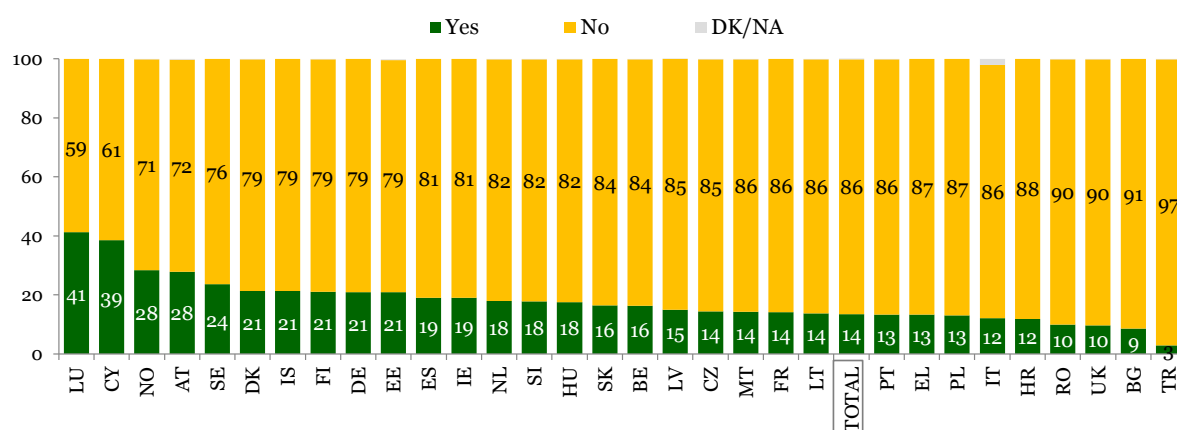
For more details, see annex tables 21b and 22b.

2. Youth mobility

2.1 Stays abroad for education or training purposes

One in seven (14%) young adults participating in this study said they had stayed abroad – or were staying abroad at the time of the survey – for education or training purposes. At the individual country level, this proportion ranged from 3% in Turkey and roughly 10% in Bulgaria, the UK and Romania to about 40% in Cyprus and Luxembourg. In Austria and Norway, somewhat more than a quarter (28%) of respondents had stayed abroad for education or training purposes; in most other countries, this proportion was less than 20%.

Proportion of young people who have stayed abroad for education or training purposes



Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?

Base: all respondents, % by country

Socio-demographic considerations

Not surprisingly, older respondents were more likely to say that they had stayed abroad for education or training purposes at least once. Even among the 15-19 year-olds, however, 10% had already been abroad for a learning mobility period (compared to 15% among 25-35 year-olds).

Respondents with a higher education qualification and those currently in higher education were overall the most likely to say that they had stayed abroad – or were staying abroad at the time of the survey – for education or training purposes (21%-23% vs. 10%-12% for students in lower levels of education and 3%-10% for respondents with lower levels of educational attainment).

Looking at respondents' place of residence, metropolitan residents were almost twice as likely as those living in urban and rural areas to have spent time abroad for educational purposes (21% vs. 12%). Young women and young men were as likely to have spent time abroad for education or training purposes (13%-14%).

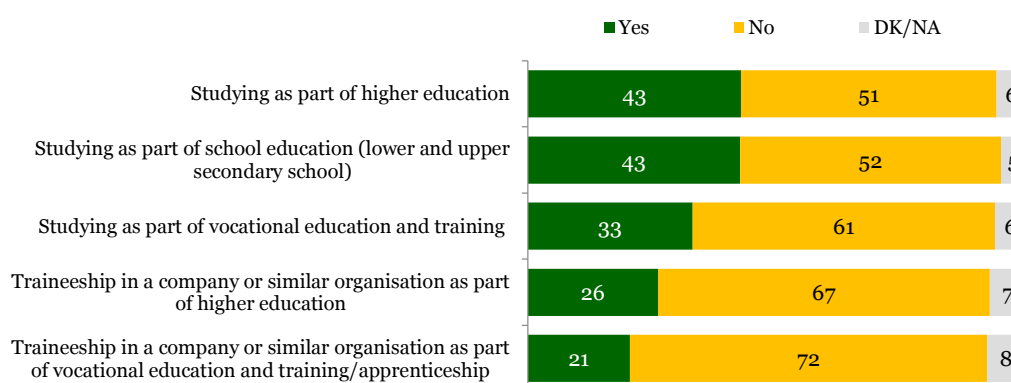
For more details, see annex table 7b.

2.2 Purpose of young people's learning mobility period abroad

In this section, we focus solely on young adults who said they had spent time abroad (or were abroad at the time of the survey) for education or training purposes (i.e. 14% of all respondents). Of these respondents, 43% said they had studied abroad as part of their **higher education studies** and the same proportion answered that they had done so as part of their **secondary school education**; one-third of respondents had studied abroad as part of their **vocational education and training**.

Roughly a quarter (26%) of these young people went abroad for a **traineeship in a company or a similar organisation** during their higher education studies, while 21% went for a traineeship as part of their vocational education or training.

Main purpose of young people's learning mobility period abroad



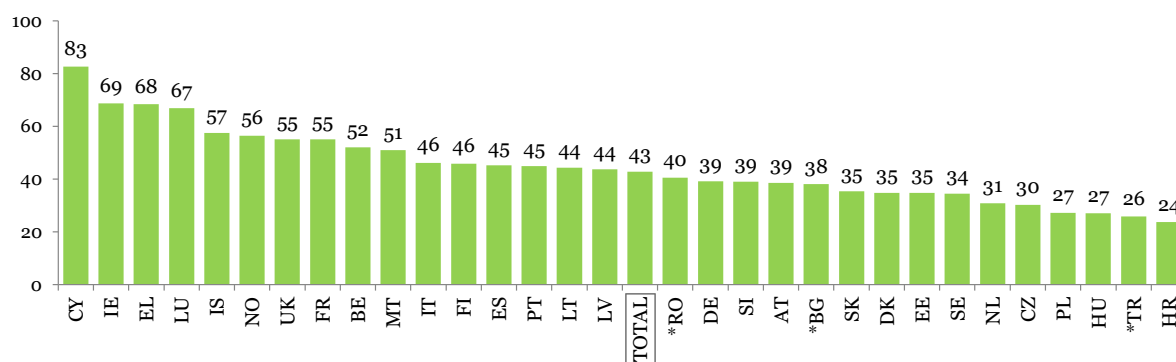
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % TOTAL

Country variations

Still focusing solely on respondents who had stayed abroad (or were currently staying abroad) for education or training purposes, those in Cyprus (83%) were the most likely to have studied abroad **as part of their higher education studies**. Young people in Cyprus were followed by those in Luxembourg (67%), Greece (68%) and Ireland (69%). Respondents in Croatia (24%), Turkey⁴ (26%), Hungary and Poland (both 27%), on the other hand, were the least likely to have studied abroad during their higher education.

Studying abroad as part of higher education



Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

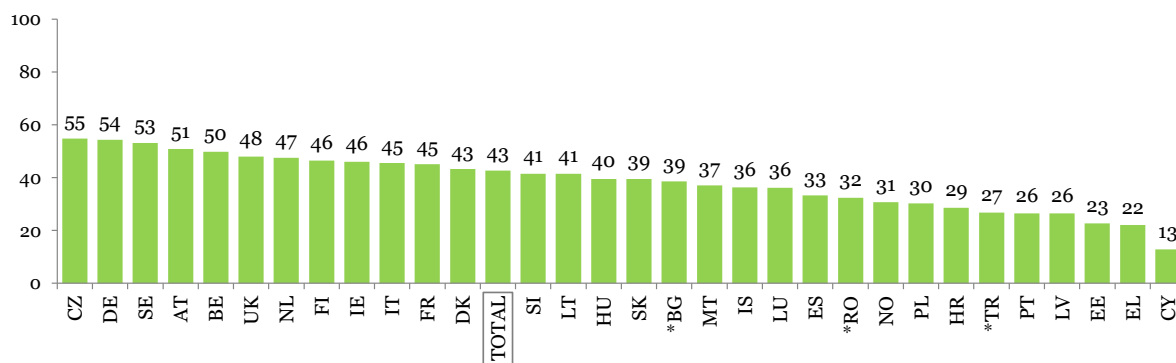
* Note: countries with less than 100 respondents

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

⁴ Note: in Turkey, 27 respondents answered this question.

Studying abroad as part of their secondary school education (lower or upper secondary education) was mentioned by a slim majority of Austrian, Swedish, German and Czech respondents. In sharp contrast, only 13% of interviewees in Cyprus mentioned this type of learning mobility period abroad.

Studying abroad as part of school education (lower and upper secondary school)



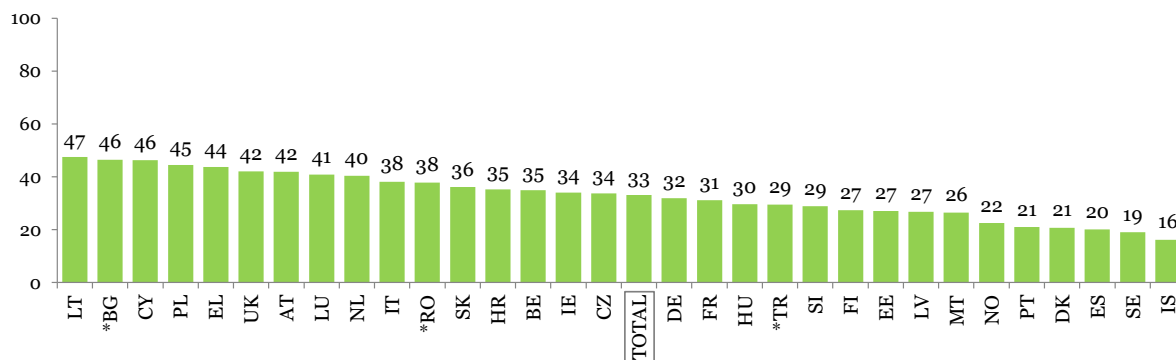
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

In Iceland, Sweden, Spain, Denmark, Portugal and Norway, less than a quarter of respondents who had stayed abroad for education or training purposes said that their learning mobility period abroad had been during their years in **vocational education or training** (between 16% and 22%); this proportion was more than twice as high in Cyprus, Bulgaria⁵ and Lithuania (46%-47%).

Studying abroad as part of vocational education and training



Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

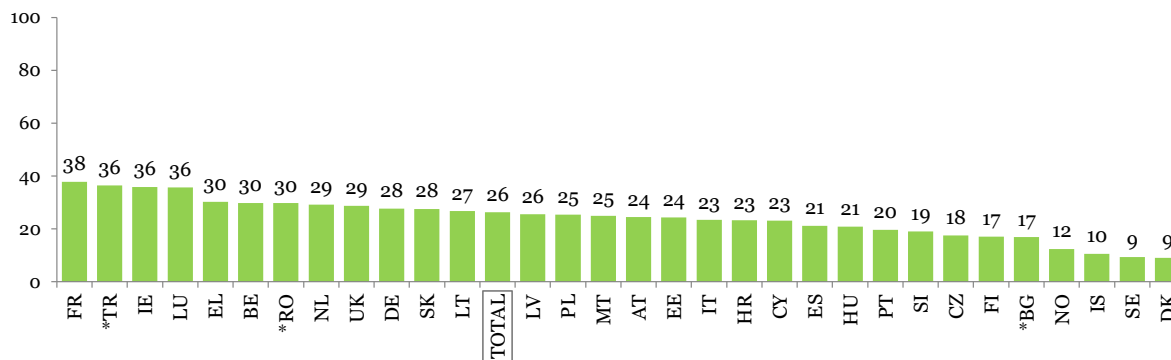
* Note: countries with less than 100 respondents

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

⁵ Note: in Bulgaria, 86 respondents answered this question.

The proportion of respondents who said they had stayed abroad for a **traineeship in a company or a similar organisation during their higher education studies** remained below a third in almost all countries included in this survey. Somewhat higher proportions were found in France (38%), Turkey, Ireland and Luxembourg (all 36%). Respondents in the Nordic countries were among the least likely to mention this type of learning mobility period abroad (for example, 10% in Iceland and 9% in Denmark and Sweden).

Stayed abroad for a traineeship in a company or similar organisation as part of one's higher education



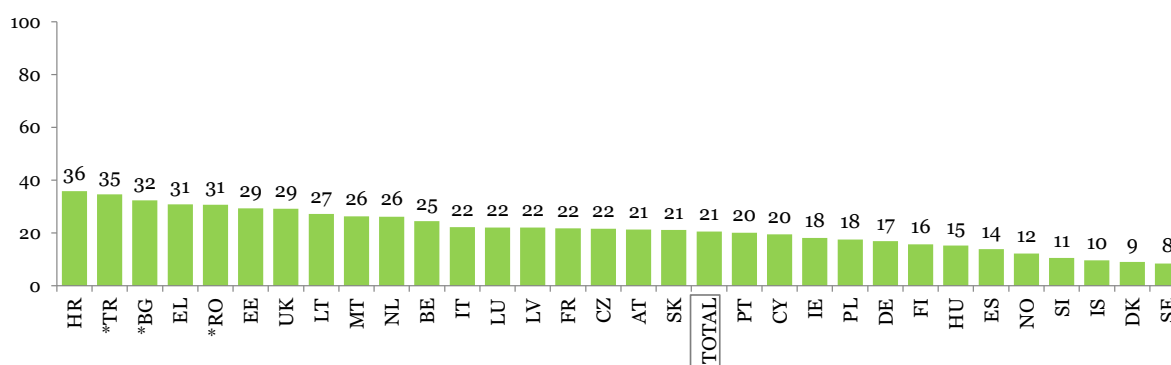
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

The proportions of young people who had stayed abroad for a **traineeship in a company or a similar organisation as part of their vocational education or training** were the highest in Turkey and Croatia (35%-36% of those who had stayed abroad for educational or training purposes). Once again, the Nordic countries were at the lower end of the country ranking with roughly 10% selecting this response (in Finland, this proportion was higher: 16%).

Stayed abroad for a traineeship in a company or similar organisation as part of one's vocational education or training



Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

Main purpose of young people's learning mobility period abroad*Base: respondents who have stayed abroad or who are currently abroad for education or training purposes*

	Studying abroad as part of higher education	Studying abroad as part of school education (lower and upper secondary school)	Studying abroad as part of vocational education and training	Stayed abroad for a traineeship in a company or similar organisation as part of higher education	Stayed abroad for a traineeship in a company or similar organisation as part of vocational education and training
TOTAL	43	43	33	26	21
EU27	43	44	33	26	20
COUNTRY					
Belgium	52	50	35	30	25
Bulgaria*	38	39	46	17	32
Czech Rep.	30	55	34	18	22
Denmark	35	43	21	9	9
Germany	39	54	32	28	17
Estonia	35	23	27	24	29
Greece	68	22	44	30	31
Spain	45	33	20	21	14
France	55	45	31	38	22
Ireland	69	46	34	36	18
Italy	46	45	38	23	22
Cyprus	83	13	46	23	20
Latvia	44	26	27	26	22
Lithuania	44	41	47	27	27
Luxembourg	67	36	41	36	22
Hungary	27	40	30	21	15
Malta	51	37	26	25	26
Netherlands	31	47	40	29	26
Austria	39	51	42	24	21
Poland	27	30	45	25	18
Portugal	45	26	21	20	20
Romania*	40	32	38	30	31
Slovenia	39	41	29	19	11
Slovakia	35	39	36	28	21
Finland	46	46	27	17	16
Sweden	34	53	19	9	8
UK	55	48	42	29	29
Croatia	24	29	35	23	36
Turkey*	26	27	29	36	35
Norway	56	31	22	12	12
Iceland	57	36	16	10	10

* Note: countries with less than 100 respondents

Socio-demographic considerations

Across all socio-demographic groups, respondents were more likely to have studied abroad as part of their studies than to have gone abroad for a traineeship in a company or similar organisation. For example, 59% of respondents with a higher education qualification – who had stayed abroad for education or training purposes – said they had *studied abroad* as part of their higher education studies and 33% had *stayed abroad for a traineeship* as part of their higher education studies. Similarly, 57% of young people with a professional qualification had *studied abroad* as part of their vocational education and training and 37% had *stayed abroad for a traineeship* as part of their vocational education and training.

Young men and women (who had stayed abroad for educational or training purposes) were equally likely to have studied abroad as part of their secondary school education (42%-44%). Young men were, however, more likely to have studied abroad as part of their vocational education and training (37% vs. 29% of young women) or to have stayed abroad for a traineeship as part of their vocational education and training (26% vs. 16%) or higher education (30% vs. 22%). Women were somewhat more likely to say that they had studied abroad as part of their higher education studies (45% vs. 41%).

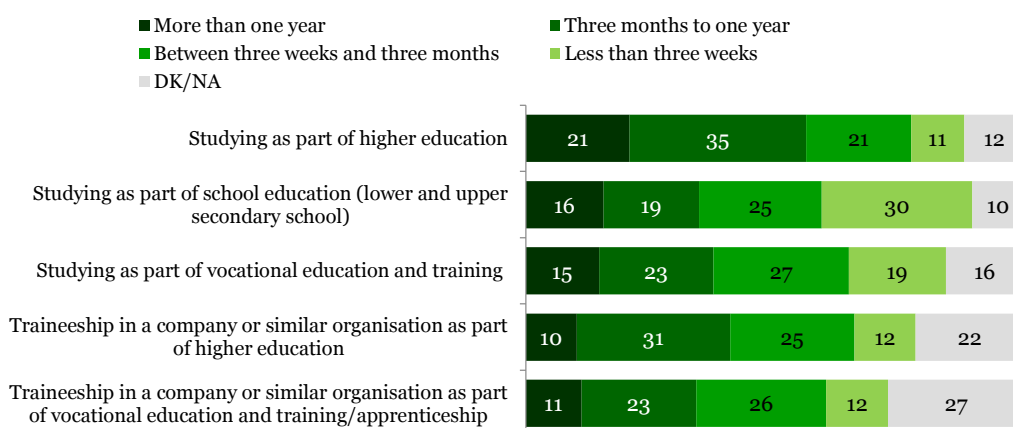
For more details, see annex tables 7b through 12b.

2.3 Length of young people’s learning mobility period abroad

The following chart shows that learning mobility periods that were part of higher education training lasted longer than those during secondary school education or vocational education and training. For example, 21% of respondents who had studied abroad during their higher education studies answered that they had been abroad for more than one year, while 35% said they had been abroad for a period between three months and a year. The corresponding figures for studying abroad as part of one’s vocational education and training were 15% and 23%, respectively. Similar results were observed for stays abroad during their secondary school education (16% “more than one year” and 19% “three months to a year” responses); for this type of stay abroad, 30% of young people said they had stayed abroad for less than three weeks.

Looking at traineeships in a company or a similar organisation, respondents who had stayed abroad during their higher education studies were again more likely than those who had done so during their years in vocational education and training to have completed a traineeship of more than three months (41% vs. 34%).

Length of young people’s learning mobility periods abroad



Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

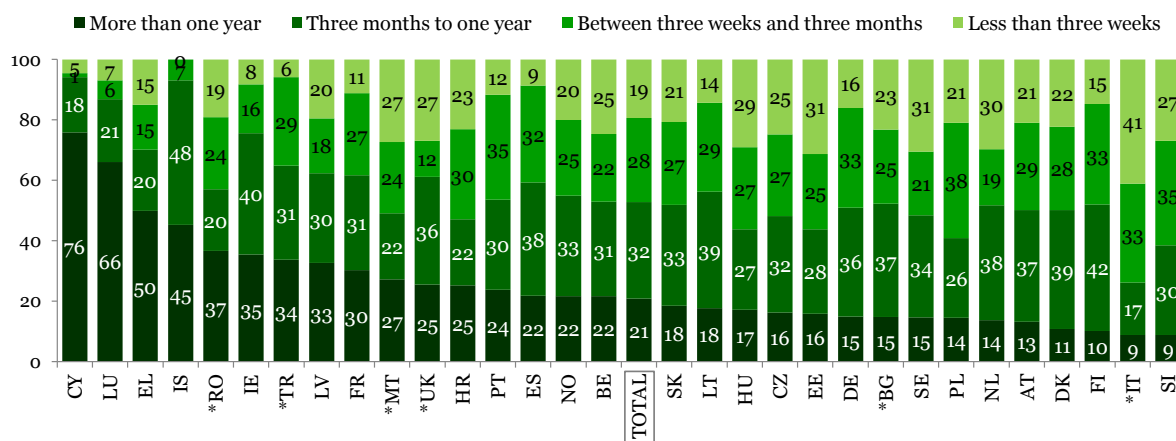
Base: respondents who have stayed abroad or who are currently abroad for any type of education or training purposes
% TOTAL

Country variations

The countries on the left-hand side of the next chart were characterised by higher proportions of young people who had stayed abroad for more than three months. For example, in Cyprus, 76% of respondents said that their longest stay abroad lasted more than one year. Similarly, in Iceland, 48% of respondents selected the latter response and another 48% said that their longest learning mobility abroad had lasted between three months and a year.

In Slovenia, on the other hand, 27% of respondents said that their longest learning mobility period aboard was less than three weeks, while 35% had been abroad for a period between three weeks and three months. Countries with results similar to those of Slovenia were, for example, the Netherlands and Poland.

Length of young people’s learning mobility period abroad (longest stay abroad)



Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents
 Base: respondents who have stayed abroad or who are currently abroad for any type of education or training purposes (excl. "none" and "DK/NA" responses), % by country

Socio-demographic considerations

An analysis of the differences in the length of young people’s learning mobility periods abroad across socio-demographic groups should take into account that certain groups were more likely to have stayed abroad for a specific type of learning mobility period. For example, given that the youngest respondents were the most likely to have stayed abroad during their secondary school education (a type of stay that tended to be shorter than a stay during higher education studies), they were less likely than their older counterparts to have stayed abroad for more than three months.

For more details, see annex tables 8b through 12b.

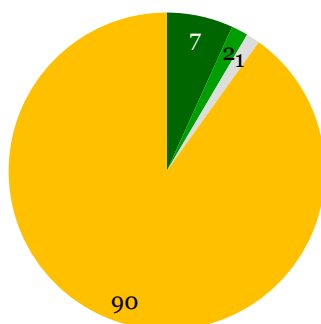
2.4 Learning mobility periods for young people with a vocational or higher education qualification

The next chart shows that 7% of all **respondents with a vocational qualification** said they had stayed abroad (or were staying abroad at the time of the survey) for *more than three weeks* for education or training purposes; an additional 2% had stayed abroad for less than three weeks.

The proportion of **young adults with a higher education qualification** who had stayed abroad for education purposes for *at least three months* was 13%, while an additional 8% had stayed abroad for less than three months.

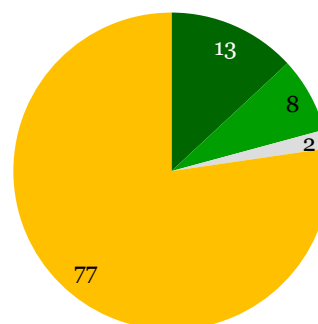
Having stayed abroad for education or training purposes

Base: respondents with a vocational qualification



- Yes, more than three weeks
- Yes, less than three weeks
- Length of stay was not specified
- Did not stay abroad for education purposes

Base: respondents with a higher education qualification



- Yes, three months or more
- Yes, less than three months
- Length of stay was not specified
- Did not stay abroad for any education purposes

Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.
% TOTAL

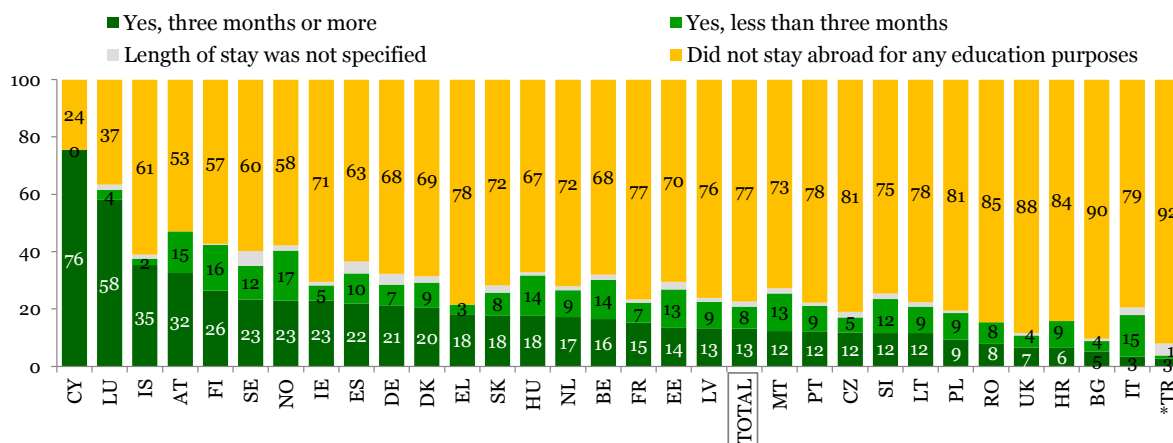
Country variations

The proportion of **young adults with a higher education qualification** who had stayed abroad for *at least three months* for education or training purposes ranged from 3% in Turkey⁶ and Italy to 76% in Cyprus. In Luxembourg, 58% of respondents with a higher education qualification had stayed abroad for at least three months; in most other countries, however, this proportion remained below a quarter.

In a few countries, respondents were as likely – or even more likely – to have had a learning mobility period abroad that lasted less than three months rather than one that lasted three months or longer. For example, in Slovenia, 12% of respondents with a higher education qualification said they had stayed abroad for less than three months and the same proportion had stayed abroad for three months or more. The proportion of such shorter learning mobility periods abroad was also high in countries such as Norway (17%), Finland (16%) Austria and Italy (both 15%).

⁶ Note: in Turkey, 79 respondents answered this question.

Have stayed abroad for education or training purposes
Base: respondents with a higher education qualification



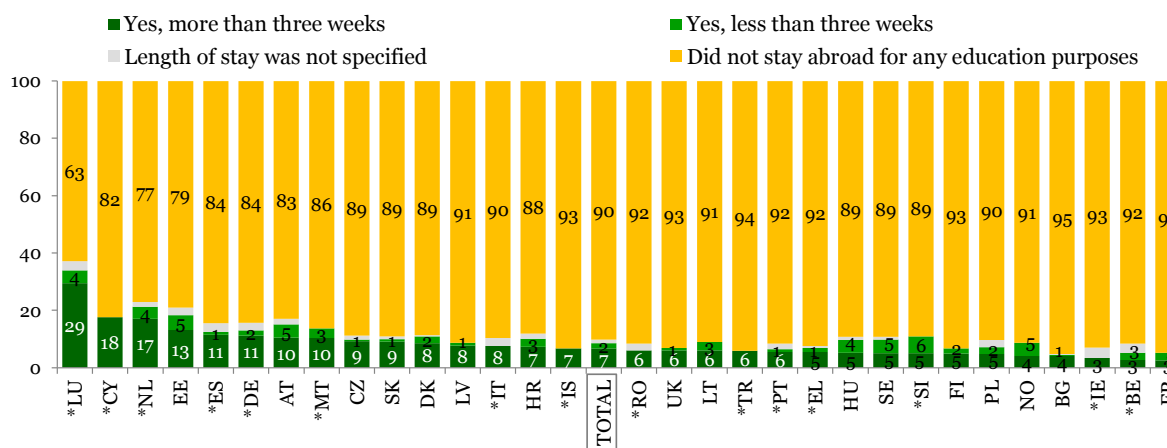
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents
 Base: respondents with a higher education qualification, % by country

In most countries, the proportion of respondents with a vocational qualification participating in the survey was relatively low; as such, caution should be exercised when interpreting the results for these respondents at a country level. The next chart shows that, across most countries, a minority of respondents with a vocational qualification said they had stayed abroad for education or training purposes for a period of *more than three weeks*.

The most important exception was Luxembourg, where 29% of young people with a vocational qualification has stayed abroad for more than three weeks for education or training purposes. Other countries where respondents with a vocational qualification appeared to be more likely to have had a learning mobility period abroad were Estonia, the Netherlands and Cyprus (between 13% and 18%).

Have stayed abroad for education or training purposes
Base: respondents with a vocational qualification



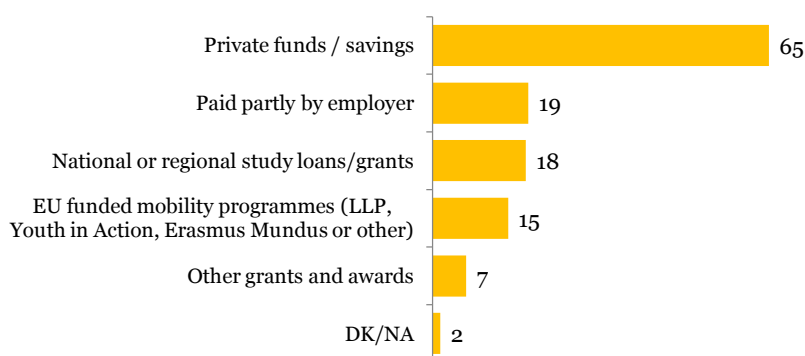
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for the type of mobility period.

* Note: countries with less than 100 respondents
 Base: respondents with a vocational qualification, % by country

2.5 Financial resources for mobility periods abroad

Still focusing only on young adults who had stayed abroad for education or training purposes, roughly two-thirds (65%) said they had used **private funds or savings** to finance their longest stay abroad. All other financial resources listed in the survey were mentioned by less than a fifth of respondents: 19% answered that their learning mobility period abroad had been financed partially by their employer, 18% answered that their learning mobility period abroad had been financed partially by their employer, 18% had received a national or regional study loan or grant, 15% mentioned a scholarship of an EU mobility programme and another 7% mentioned other grants and awards.

Financial resources of young people's longest stay abroad



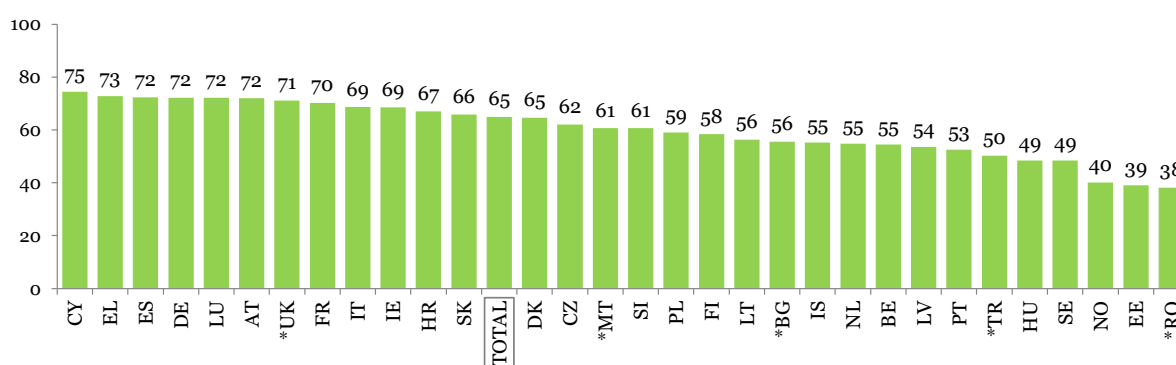
Q7. Thinking about your longest stay abroad, how did you finance your stay?
Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown, TOTAL

Country variations

Across all countries, except Norway (see further), the largest proportion of respondents – who had stayed abroad for education or training purposes – had financed their longest stay abroad through **private funds and savings**. This proportion ranged from roughly 40% in Romania⁷, Estonia and Norway to more than 70% in the UK⁸, Austria, Luxembourg, Germany, Spain, Greece and Cyprus (71%-75%).

Financial resources for young people's longest stay abroad

Private funds and savings



Q7. Thinking about your longest stay abroad, how did you finance your stay?

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown by country
* Note: countries with less than 100 respondents

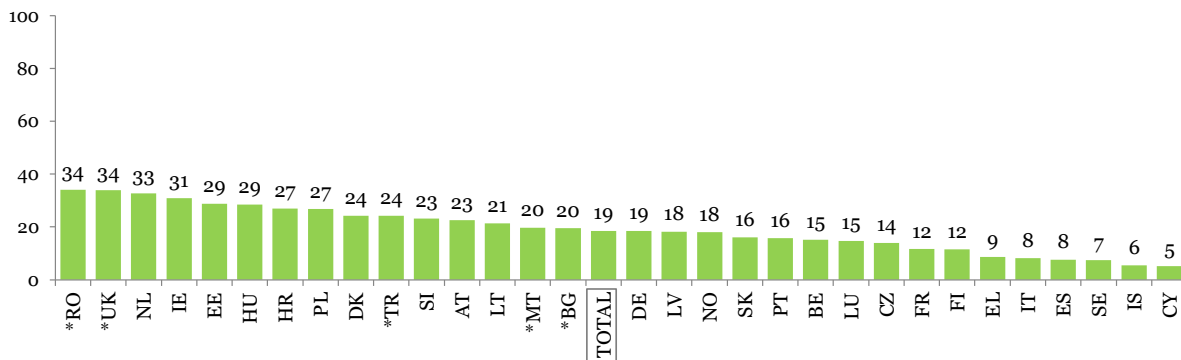
⁷ Note: in Romania, 87 respondents answered this question.

⁸ Note: in the UK, 93 respondents answered this question.

Approximately a third of young adults in Romania (34%), the UK (34%) and the Netherlands (33%) said that their **employers had partially paid** for their expenses during their longest stay abroad; in Cyprus, Iceland, Sweden, Spain, Italy and Greece, less than a tenth of respondents chose this response (5%-9%).

Financial resources for young people’s longest stay abroad

Paid partly by employer



Q7. Thinking about your longest stay abroad, how did you finance your stay?

* Note: countries with less than 100 respondents

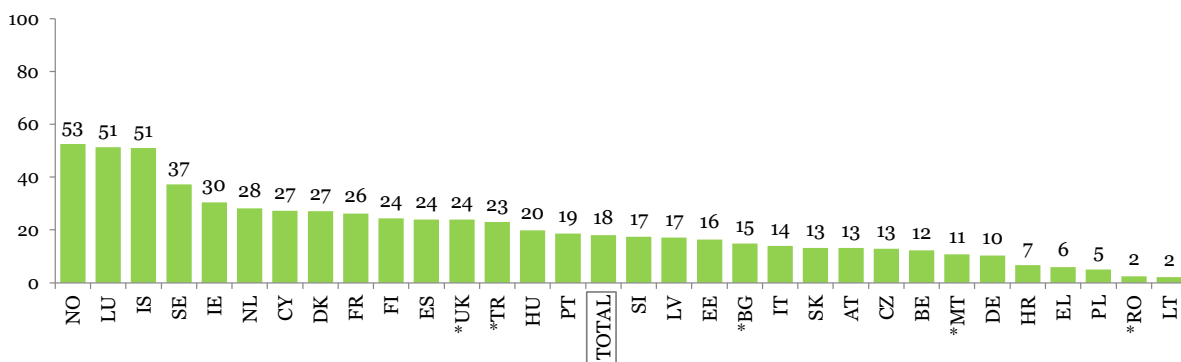
Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown by country

A slim majority of respondents in Norway (53%), Luxembourg and Iceland (both 51%) had depended on a **national or regional study loan or grant** for their longest learning mobility period abroad. In Norway, all other responses were selected by a smaller proportion of respondents (e.g. 40% mentioned “private funds” and 18% had received financial support from their employer).

In sharp contrast, barely any respondents in Lithuania and Romania (both 2%) and less than a tenth of those in Poland, Greece and Hungary (2%-7%) had financed their longest stay abroad through a national or regional study loan or grant.

Financial resources for young people’s longest stay abroad

National or regional study loans and grants



Q7. Thinking about your longest stay abroad, how did you finance your stay?

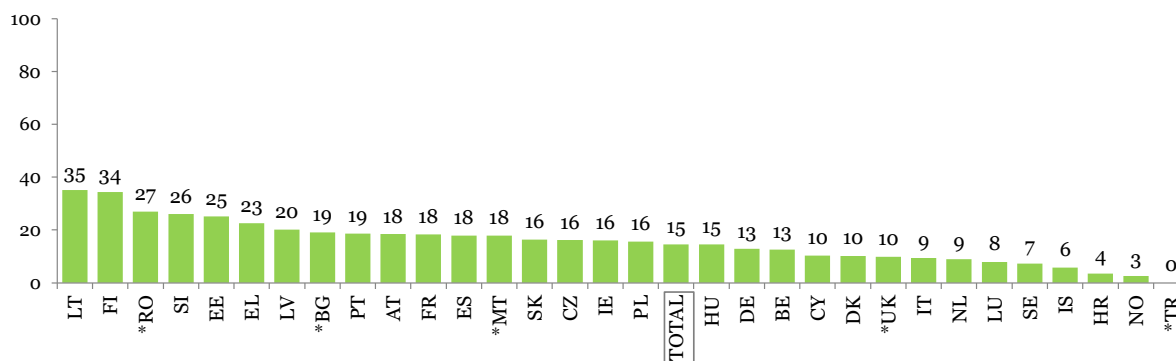
* Note: countries with less than 100 respondents

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown by country

Respondents in Lithuania (35%) and Finland (34%) were the most likely to have studied abroad in the framework of an **EU funded mobility programme**. At the right-hand side of the chart, less than 5% of interviewees in Turkey, Norway and Croatia gave a similar response (0%-4%).

Financial resources of young people's longest stay abroad

EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other)



Q7. Thinking about your longest stay abroad, how did you finance your stay?

* Note: countries with less than 100 respondents

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown by country

Finally, the proportion of respondents who said that they had financed their longest stay abroad with some other type of grant or loan ranged from 1% in Slovakia to 21% in Sweden. (For more details, see annex table 13a.)

Socio-demographic considerations

Respondents across all socio-demographic segments were most likely to say that they had mainly used private funds or savings to finance their longest learning mobility period abroad. Some groups, however, were more likely to answer that their stay abroad had been financed partially by their employer or that they had received a study loan, grant or scholarship.

For example, more likely to have studied abroad in the framework of an EU funded mobility programme were women (17% vs. 12% of men), 20-29 year-olds (17% vs. 9% of 15-19 year-olds and 13% of 30-35 year-olds) and city dwellers (15%-17% vs. 11% of rural residents). Respondents currently in post-secondary or higher education and those with post-secondary or higher education qualifications were also more likely to mention this type of financing (e.g. 19% of students in higher education vs. 9% of students in upper secondary general education or vocational education and training).

For more details, see annex table 13b.

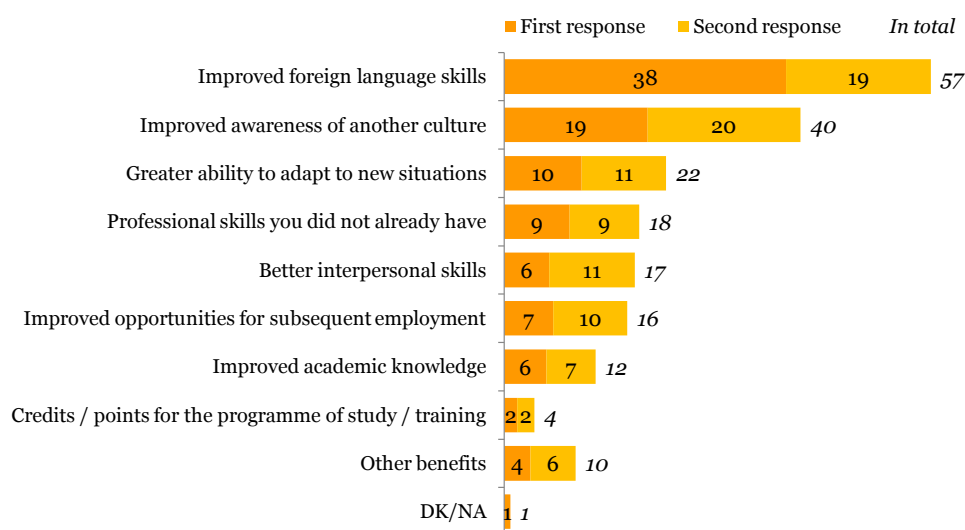
2.6 Benefits of spending time abroad for education or training purposes

The analysis in the current section continues to focus solely on young adults who had stayed abroad (or were abroad at the time of the survey) for education or training purposes. When these young adults were asked to identify the *most important* benefit of spending time abroad, the largest proportion (38%) named their improved **foreign language skills**. About a fifth of respondents selected a greater **awareness of another culture** as the main benefit of their longest learning mobility period abroad; while roughly half as many respondents said they had developed a **greater ability to adapt to new situations** (10%) or that they had developed **professional skills** they did not already have (9%).

Small shares of respondents listed better interpersonal skills, better academic knowledge or better opportunities for subsequent employment (each selected by 6%-7% of respondents). Finally, just 2% said that credits or points gained for their study or training programme were the most important benefit of their longest stay abroad.

Respondents were also asked to select the *second most important* one of the above-mentioned benefits. Adding up the percentages of the *first* and *second responses*⁹, the ranking of benefits remained similar to the one described above. In other words, the largest proportion of interviewees selected having improved their foreign language skills as the *most* or *second most important* benefit of their longest stay abroad, while the smallest proportion referred to having gained credits or points for their study or training programme (57% vs. 4%).

Most important benefits of young people's longest stay abroad



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % TOTAL

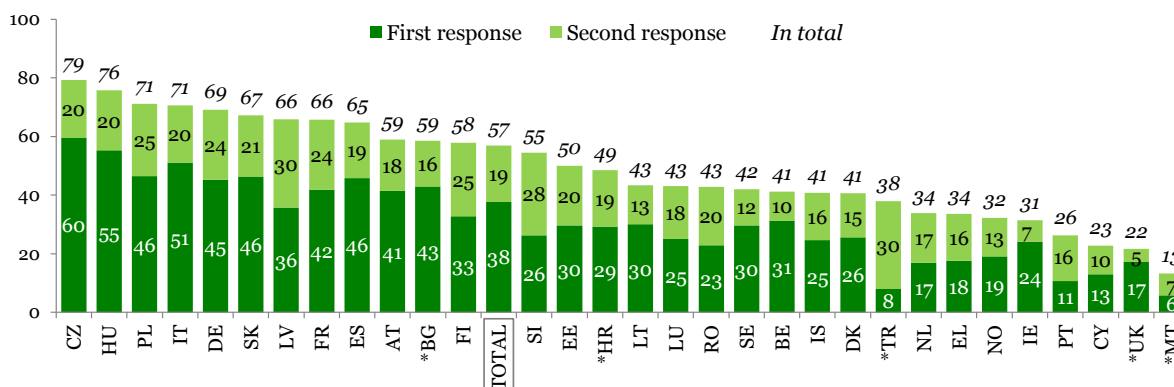
⁹Due to rounding, the percentages shown in the charts do not always exactly add up to the totals as shown.

Country variations

More than three-quarters of respondents in Hungary (76%) and the Czech Republic (79%) said that their **improved foreign language skills** were the *most* or *second most important* benefit of their longest learning mobility period abroad. In Spain, France, Latvia, Slovakia, Germany, Italy and Poland, between 65% and 71% of respondents shared this view. Conversely, respondents in Malta¹⁰, the UK, Cyprus and Portugal were the least likely to say that having improved their foreign language skills was a major benefit of their longest stay abroad (13%-26%).

Most important benefits of young people's longest stay abroad

Improved foreign language skills



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

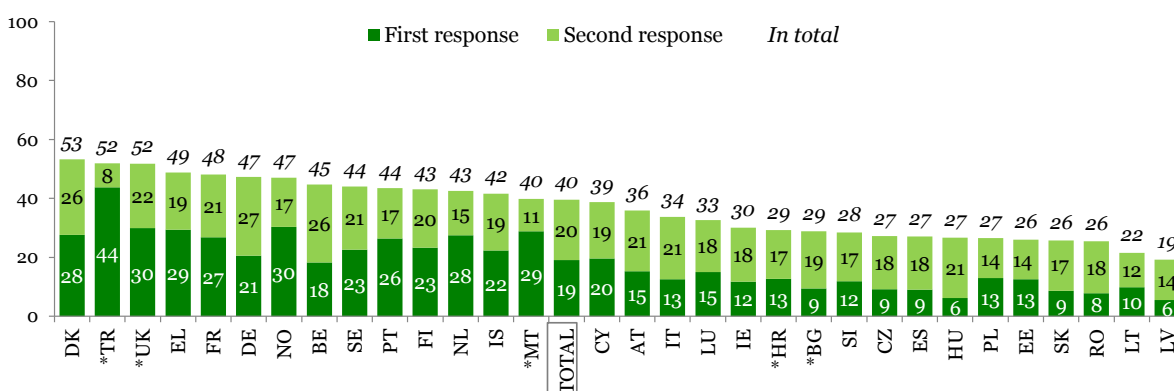
* Note: countries with less than 100 respondents

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

In almost all countries surveyed (29 out of 31), more than a quarter of interviewees considered an **improved awareness of another culture** as the *most* or *second most important* benefit of their longest stay abroad. The proportions of respondents who selected this response were the highest in Denmark (53%), the UK and Turkey (both 52%). Lithuanian and Latvian respondents, on the other hand, were the least likely to see this as a major benefit (19%-22%).

Most important benefits of young people's longest stay abroad

Improved awareness of another culture



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

* Note: countries with less than 100 respondents

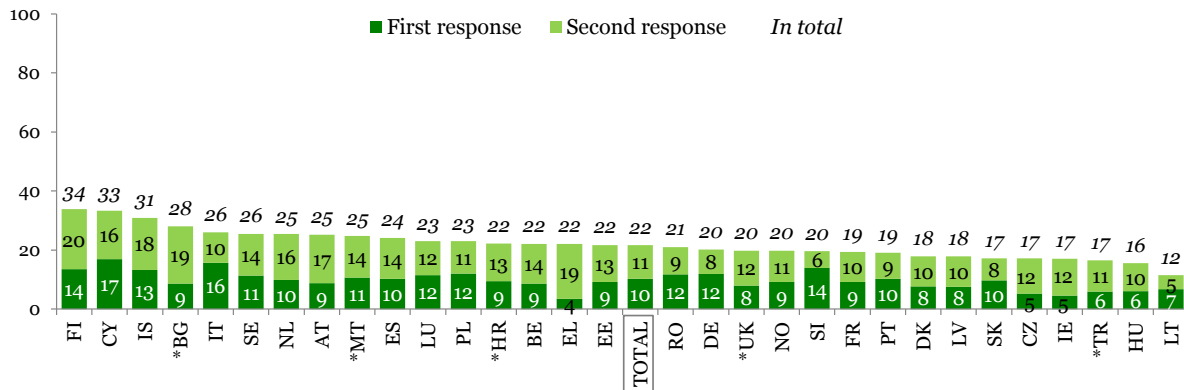
Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

¹⁰ In Malta, 98 respondents answered this question.

The proportion of respondents who thought that a **greater ability to adapt to new situations** was a major benefit of their longest stay abroad showed less variation across countries. This benefit was selected as the *most* or *second most important* one by more than 3 in 10 respondents in Iceland (31%), Cyprus (33%) and Finland (34%). In the remaining countries, the percentage of respondents selecting this response ranged from 12% in Lithuania to 28% in Bulgaria.

Most important benefits of young people’s longest stay abroad

Greater ability to adapt to new situations



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

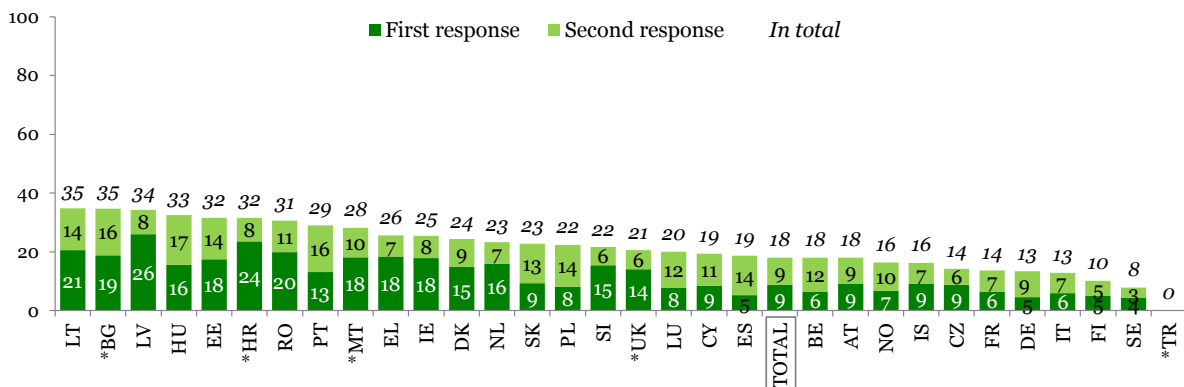
* Note: countries with less than 100 respondents
 Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

Although respondents in Lithuania, Hungary and Latvia were among the least likely to say that a greater ability to adapt to new situations was a major benefit of their longest stay abroad, they were among the most likely to say that having developed **professional skills they did not already have** was the *most or second most important* benefit of this experience (between 33% and 35%). Respondents in Bulgaria were similarly likely to name this benefit (35%).

In sharp contrast, only 10% of respondents in Finland, 8% in Sweden and virtually none in Turkey believed that having improved their professional skills was an important outcome of their longest learning mobility period abroad.

Most important benefits of young people’s longest stay abroad

Professional skills you did not already have



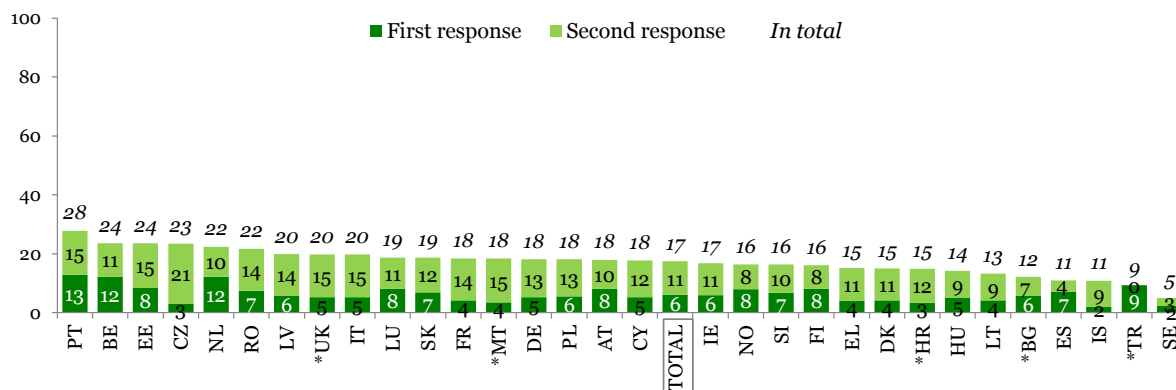
Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

* Note: countries with less than 100 respondents
 Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

The proportion of respondents who considered **better interpersonal skills** as the *most or second most important* outcome of their longest stay abroad ranged from 5% in Sweden to 28% in Portugal. Respondents in Turkey (9%), Iceland and Estonia (both 11%) were also less likely to select this response, while those in the Czech Republic (23%), Estonia and Belgium (both 24%) joined the Portuguese at the higher end of the country ranking.

Most important benefits of young people's longest stay abroad

Better interpersonal skills



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

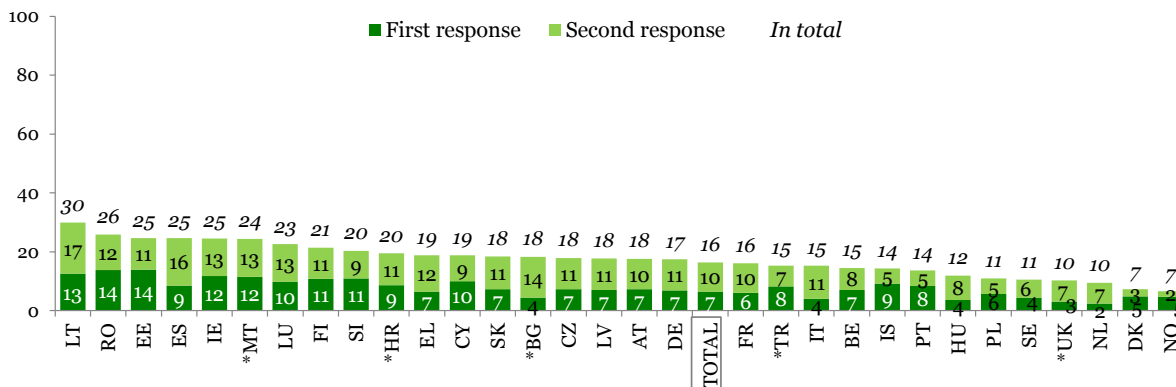
* Note: countries with less than 100 respondents

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

In Lithuania, 30% of young people thought that having **improved their job opportunities** was the *most or second most important* benefit of their longest learning mobility period abroad; in Malta, Ireland, Spain, Estonia and Romania, roughly a quarter of interviewees shared this view (24%-26%). This figure, however, decreased to 7% in Norway and Denmark.

Most important benefits of young people's longest stay abroad

Improved opportunities for subsequent employment



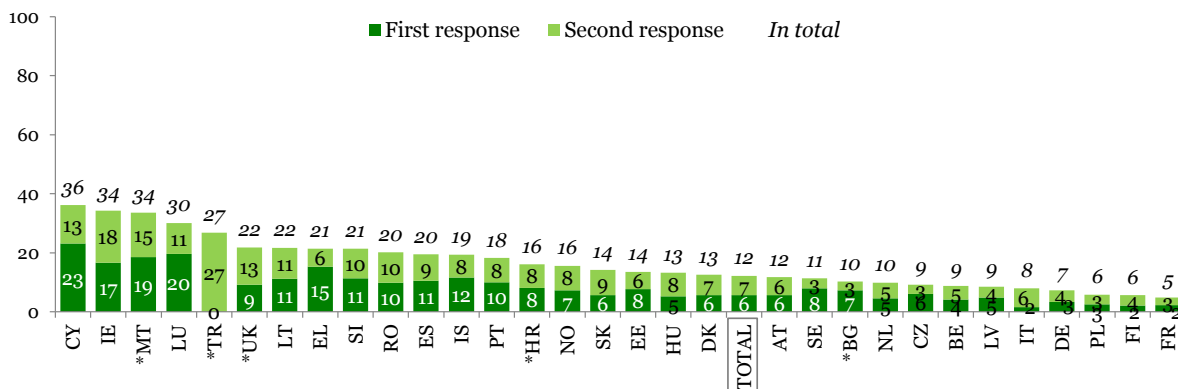
Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

* Note: countries with less than 100 respondents

Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

At least 3 in 10 respondents in Luxembourg (30%), Malta and Ireland (both 34%), and Cyprus (36%) listed having **improved their academic knowledge** as an important result of their longest learning mobility period abroad. In eight countries, less than a tenth of respondents gave a similar response (from 5% in France to 9% in Latvia, Belgium and the Czech Republic).

Most important benefits of young people’s longest stay abroad
Improved academic knowledge



Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

* Note: countries with less than 100 respondents
 Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country

Of all the countries surveyed, only Turkey had a sizable proportion of respondents who considered the **credits or points they had earned** for their programme of study an important benefit of their longest stay abroad; this figure, however, should be treated with caution since very few respondents in Turkey answered this question. In all other countries, less than a tenth of respondents selected this benefit. (For more details, see annex table 14a and 15a.)

The table on the next page summarises, for each country, the three most frequently mentioned benefits (based on *total percentages*) of young people’s longest stay abroad. In 18 out of 31 countries surveyed, the largest proportion of respondents thought that having **improved their foreign language skills** was the *most* or *second most important* benefit of their longest learning mobility period abroad.

In 12 countries, the largest proportion of respondents selected a greater **awareness of another culture** as the *most* or *second most important* outcome of their longest stay abroad. Finally, Ireland was the only county where **better academic knowledge** was the most frequently selected reason (in first position).

Most important benefits of young people's longest stay abroad

(three most frequently mentioned benefits)

BE	%	BG	%	CZ	%
awareness of another culture	45	improved foreign lang. skills	59	improved foreign lang. skills	79
improved foreign lang. skills	41	new professional skills	35	awareness of another culture	27
better interpersonal skills	24	awareness of another culture	29	better interpersonal skills	23
DK	%	DE	%	EE	%
awareness of another culture	53	improved foreign lang. skills	69	improved foreign lang. skills	50
improved foreign lang. skills	41	awareness of another culture	47	new professional skills	32
new professional skills	24	greater adaption ability	20	awareness of another culture	26
EL	%	ES	%	FR	%
awareness of another culture	49	improved foreign lang. skills	65	improved foreign lang. skills	66
improved foreign lang. skills	34	awareness of another culture	27	awareness of another culture	48
new professional skills	26	improved employment opportunities	25	greater adaption ability	19
IE	%	IT	%	CY	%
improved academic knowledge	34	improved foreign lang. skills	71	awareness of another culture	39
improved foreign lang. skills	31	awareness of another culture	34	improved academic knowledge	36
awareness of another culture	30	greater adaption ability	26	greater adaption ability	33
LV	%	LT	%	LU	%
improved foreign lang. skills	66	improved foreign lang. skills	43	improved foreign lang. skills	43
new professional skills	34	new professional skills	35	awareness of another culture	33
better interpersonal skills	20	improved employment opportunities	30	improved academic knowledge	30
HU	%	MT	%	NL	%
improved foreign lang. skills	76	awareness of another culture	40	awareness of another culture	43
new professional skills	33	improved academic knowledge	34	improved foreign lang. skills	34
awareness of another culture	27	new professional skills	28	greater adaption ability	25
AT	%	PL	%	PT	%
improved foreign lang. skills	59	improved foreign lang. skills	71	awareness of another culture	44
awareness of another culture	36	awareness of another culture	27	new professional skills	29
greater adaption ability	25	greater adaption ability	23	better interpersonal skills	28
RO	%	SI	%	SK	%
improved foreign lang. skills	43	improved foreign lang. skills	55	improved foreign lang. skills	67
new professional skills	31	awareness of another culture	28	awareness of another culture	26
improved employment opportunities	26	new professional skills	22	new professional skills	23
FI	%	SE	%	UK	%
improved foreign lang. skills	58	awareness of another culture	44	awareness of another culture	52
awareness of another culture	43	improved foreign lang. skills	42	improved academic knowledge	22
greater adaption ability	34	greater adaption ability	26	improved foreign lang. skills	22
HR	%	TR	%	NO	%
improved foreign lang. skills	49	awareness of another culture	52	awareness of another culture	47
new professional skills	32	improved foreign lang. skills	38	improved foreign lang. skills	32
awareness of another culture	29	improved academic knowledge	27	greater adaption ability	20
IS	%	Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?			
awareness of another culture	42	Base: respondents who have been abroad for at least one of the tested learning mobility periods			
improved foreign lang. skills	41	Sum of <i>first</i> and <i>second</i> responses, % by country			
greater adaption ability	31				

Socio-demographic considerations

More than 6 in 10 (63%) young women, compared to a slim majority (52%) of young men, said that their improved foreign language skills were the *most* or *second most important* benefit of their longest learning mobility period abroad. Young men, on the other hand, were more likely to say that having developed new professional skills was a major benefit of this experience (20% vs. 15%).

The youngest respondents were more likely than their older counterparts to select “improved foreign language skills” and “a greater awareness of another culture” as the main benefits of their longest learning mobility period abroad. Older respondents were more likely to list a greater ability to adapt to new situations, new professional skills and improved opportunities for subsequent employment. For example, 9% of 15-19 year-olds selected the latter reason as the *most* or *second most important* benefit of their longest learning mobility period abroad; this proportion was between 16% and 21% for 20-35 year-olds.

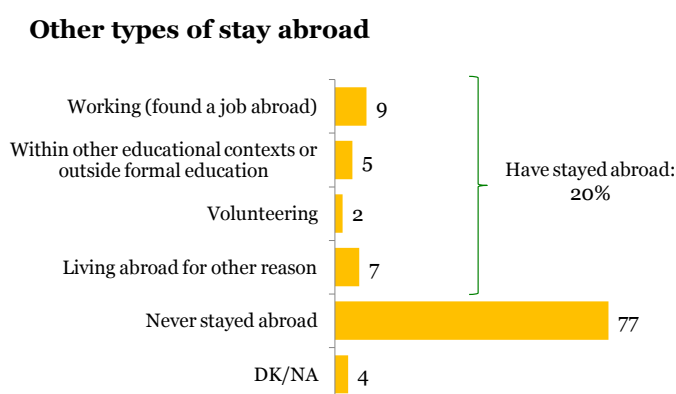
Among respondents currently in education, those in lower and upper secondary general education were more likely to select improved language skills as the *most* or *second most important* benefit of their longest stay abroad, while those in post-secondary (non-higher) education more frequently selected “a greater ability to adapt to new situations” and “professional skills they did not already have”. Finally, respondents in higher education were more likely to mention their improved academic knowledge as an important result of their longest learning mobility period abroad¹¹.

For more details, see annex tables 14b through 15b.

2.7 Staying abroad for volunteering or work-related purposes

The survey also asked young adults if they had stayed abroad for at least one month for other purposes, such as work or volunteering (excluding vacation and holiday trips). In total, a fifth of young people participating in this study said they had stayed abroad for at least one month for reasons other than vacation/tourism or education/training; this figure was somewhat higher than the one observed for learning mobility periods abroad (14% – see section 2.1).

More precisely, 2% of young people reported having stayed abroad for volunteering, 5% mentioned other educational purposes than the ones discussed so far, 9% had been abroad for work-related purposes and 7% listed “other” purposes. More than three-quarters (77%) of respondents had never stayed abroad for any of these purposes.



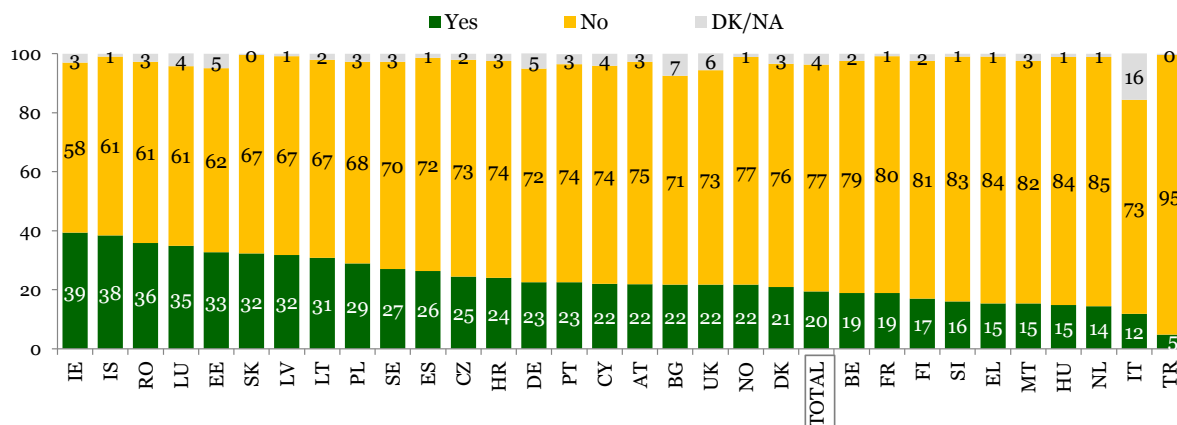
Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?
Base: all respondents, % of 'mentions' shown, TOTAL

¹¹ Note: this question was only presented to respondents who had stayed abroad (or were abroad at the time of the survey) for education or training purposes. Among respondents who had completed their education, just 26 (out of 620) of those who had left school without completing their lower secondary education and 83 (out of 2938) of those with a lower secondary qualification answered this question.

County variations

In 11 out of 31 countries surveyed, more than a quarter of respondents said they had stayed abroad for at least one month for reasons other than vacation/tourism or education/training. Roughly 4 in 10 respondents in Iceland (38%) and Ireland (39%) said they had worked abroad or had been abroad for volunteering or other purposes. Respondents in Turkey, were – once again – the least likely to say that they had stayed abroad (5%).

Other types of stay abroad (for at least one month – excl. holiday strips)



Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?

Base: all respondents, % by country

Socio-demographic considerations

Differences across socio-demographic groups in how likely young people were to have stayed abroad for at least one month for *reasons other than vacation/tourism or education/training* mirrored the differences observed for their likelihood to have stayed abroad for *educational purposes* almost exactly. For example, older respondents were more likely to have worked abroad or been abroad for volunteering or other purposes (10% of 15-19 year-olds, as opposed to 23%-24% of 25-35 year-olds). Similarly, 26% of young people living in metropolitan areas had stayed abroad for one of these purposes, compared to 18% of respondents in rural and urban areas.

Although young men and women were as likely to have spent time abroad for education and training purposes (13%-14%), young men were more likely to have stayed abroad for work-related purposes (11% vs. 7% of young women).

For more details, see annex table 16b.

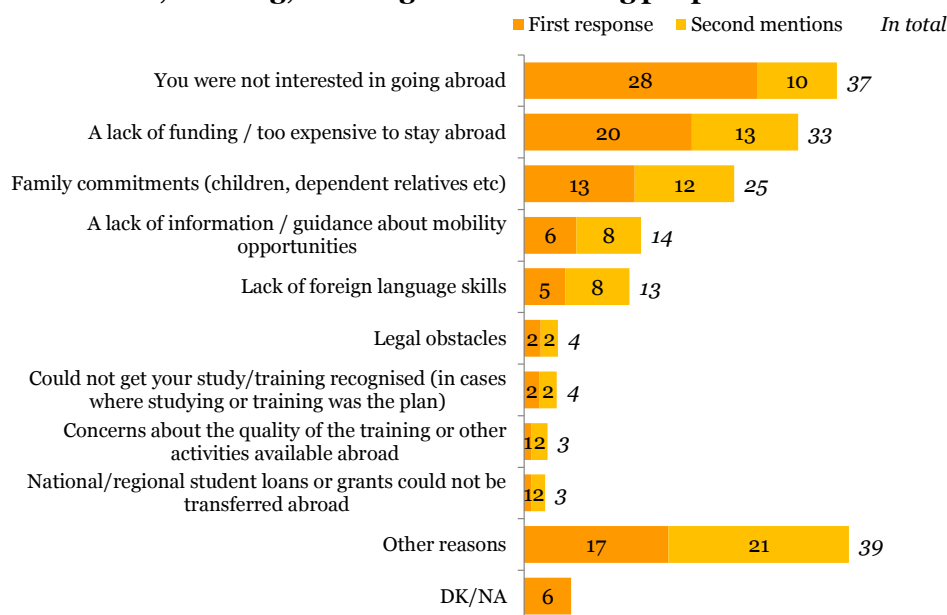
2.8 Young people's reasons for not spending any time abroad

In this section, we focus solely on young adults who said they had *never stayed abroad* for education, training, working or volunteering purposes. When asked to select the *most important reason* for not having spent time abroad (from a list of 10 potential reasons), almost 3 in 10 (28%) young adults said they were **not interested in going abroad**. A fifth of respondents answered that they had no access to funding or that it would have been **too expensive to stay abroad**, while slightly more than a tenth (13%) had **family commitments** that kept them from going abroad (i.e. they had children or dependent relatives who needed to be taken care of).

A **lack of foreign language skills** and a **lack of information about mobility opportunities** were selected as the most important reasons for not having spent time abroad by 5% and 6%, respectively. Small percentages (1%-2%) selected other reasons listed in the survey, such as legal obstacles and concerns about the quality of training.

Respondents were also asked about the *second most important* reason for not having spent time abroad. Adding up the percentages of the *first* and *second responses*¹², the largest proportions of respondents selected “not having been interested in going abroad” (37%), “a lack of funding” (33%) and “family commitments” (25%). Finally, 39% of respondents had not stayed abroad for **reasons other than the ones listed in the survey**.

Young people's reasons for not having spent time abroad for education, training, working or volunteering purposes



Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering? What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?

Base: respondents who have never stayed abroad for education, training, working and volunteering, % TOTAL

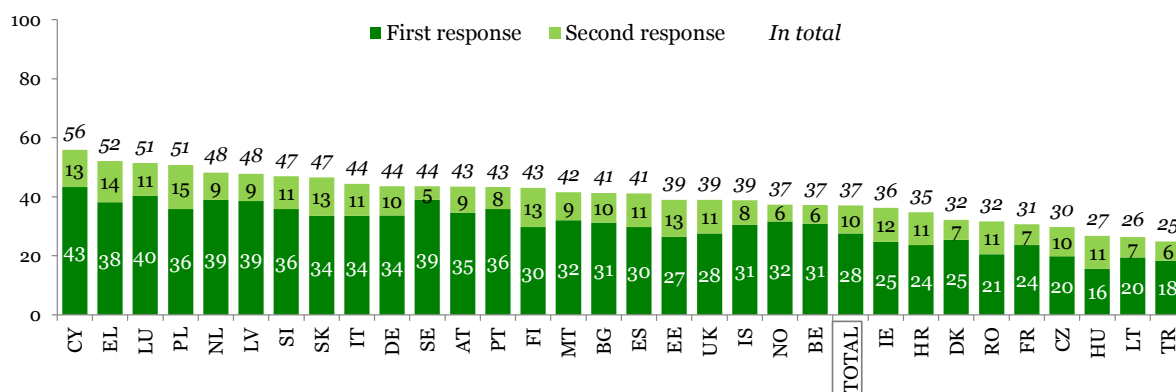
¹²Due to rounding, the percentages shown in the charts do not always exactly add up to the totals as shown.

Country variations

The proportion of respondents who said they had not spent any time abroad mainly because they were **not interested in going abroad** ranged from 25% in Turkey to 56% in Cyprus. In a further three countries, a slim majority of interviewees said they were not interested in going abroad: Greece (52%), Poland and Luxembourg (both 51%). Next to Turkey, respondents in Lithuania and Hungary were also less likely to say that they had not been interested to go abroad (26%-27%).

Young people's reasons for not having spent time abroad

Not interested in going abroad



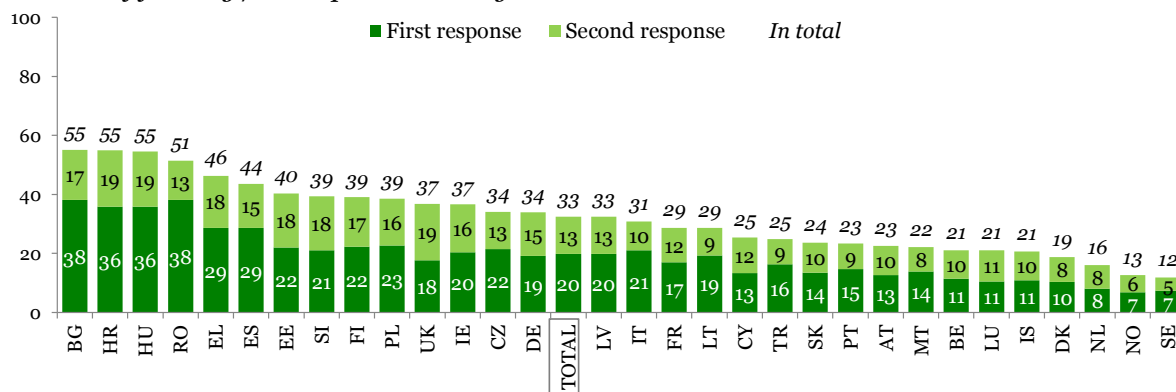
**Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?
What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?**

Base: respondents who have never stayed abroad for education, training, working and volunteering, % by country

A slim majority of respondents in Romania (51%), Hungary, Croatia and Bulgaria (all 55%) said that a **lack of funding** was the *most* or *second most important* reason for not having spent time abroad. Respondents in Spain (44%) and Greece (46%) were also more likely to answer that it would have been too expensive to stay abroad. Conversely, respondents in Sweden (12%), Norway (13%) and the Netherlands (16%) were the least likely to give a similar response.

Young people's reasons for not having spent time abroad

A lack of funding / too expensive to stay abroad



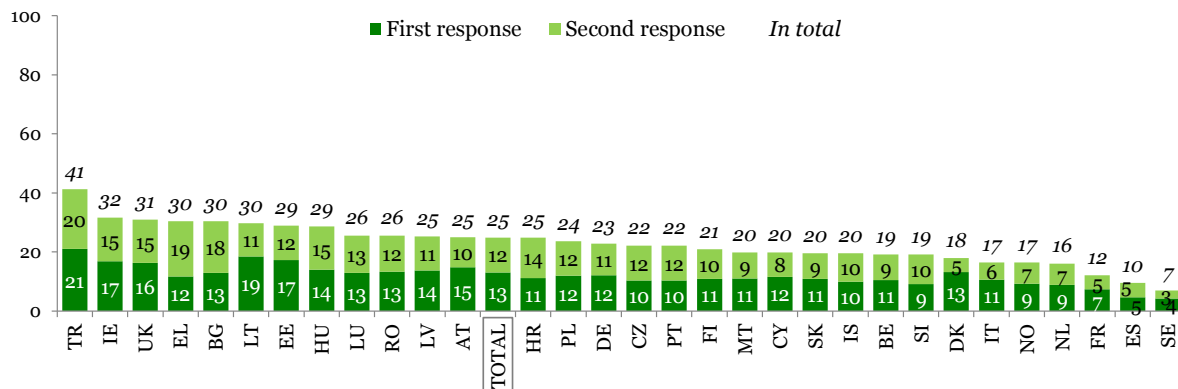
**Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?
What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?**

Base: respondents who have never stayed abroad for education, training, working and volunteering, % by country

Respondents in Turkey were the most likely to say that **family commitments** had stopped them from going abroad (41%). In seven other countries, roughly 3 in 10 respondents mentioned this reason (from 29% in Hungary and Estonia to 32% in Ireland). Family commitments, however, were selected as a major reason for not having stayed abroad by less than 1 in 6 young people in Sweden (7%), Spain (10%) and France (12%).

Young people’s reasons for not having spent time abroad

Family commitments (children, dependent relatives etc.)

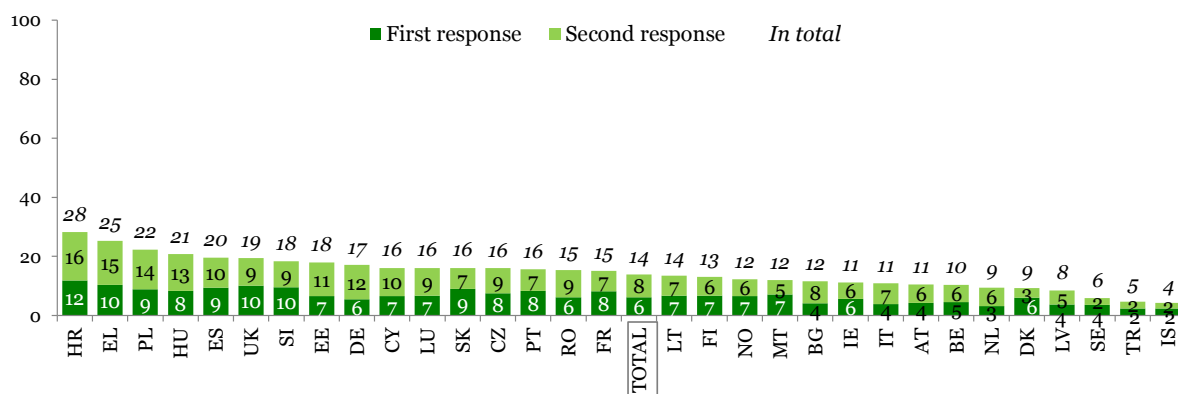


**Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?
What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?**
Base: respondents who have never stayed abroad for education, training, working and volunteering, % by country

A quarter of respondents in Greece and a somewhat higher proportion in Croatia (28%) said the a **lack of information or guidance about mobility opportunities** was a major factor in their decision not to have gone abroad for education, working or volunteering. Conversely, respondents in Iceland (4%), Turkey (5%) and Sweden (6%) were the least likely to share this view.

Young people’s reasons for not having spent time abroad

A lack of information or guidance about mobility opportunities

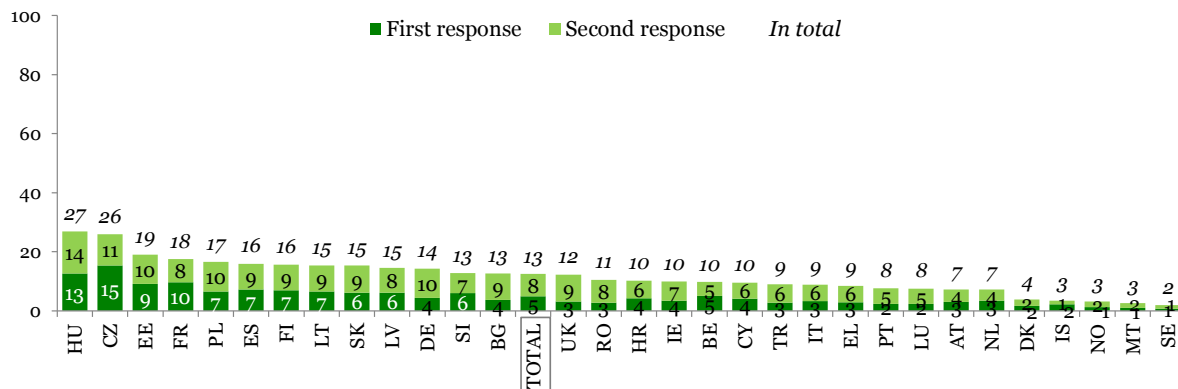


**Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?
What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?**
Base: respondents who have never stayed abroad for education, training, working and volunteering, % by country

While roughly a quarter (26%-27%) of Czech and Hungarian respondents said that one of the most important reasons for not having stayed abroad was their **lack of foreign language skills**; in all other countries, this proportion remained below 20%. Moreover, in Sweden, Malta, Norway, Iceland and Denmark, less than 1 in 20 respondents named this as a reason for not having spent time abroad (2%-4%).

Young people's reasons for not having spent time abroad

A lack of foreign language skills



**Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?
What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?**

Base: respondents who have never stayed abroad for education, training, working and volunteering, % by country

All other reasons listed in the survey, such as legal obstacles and concerns about the quality of training, were selected by less than 5% of respondents across almost all countries surveyed. (For more details, see annex tables 17a and 18a.)

The table on the next page shows – for each country – the reasons for not having spent time abroad that respondents were the most likely to select (i.e. the sum of *first* and *second* responses). Of the 10 potential reasons listed in the survey, three were mentioned most frequently as young people's main reasons for not having spent time abroad: (1) **not interested to go abroad**, (2) **a lack of funding** and (3) **family commitments**.

Young people's reasons for not having spent time abroad

(three most frequently mentioned reasons)

BE	%	BG	%	CZ	%
not interested in it	37	lack of funding	55	lack of funding	34
lack of funding	21	not interested in it	41	not interested in it	30
family commitments	19	family commitments	30	lack of foreign lang. skills	26
DK	%	DE	%	EE	%
not interested in it	32	not interested in it	44	lack of funding	40
lack of funding	19	lack of funding	34	not interested in it	39
family commitments	18	family commitments	23	family commitments	29
EL	%	ES	%	FR	%
not interested in it	52	lack of funding	44	not interested in it	31
lack of funding	46	not interested in it	41	lack of funding	29
family commitments	30	lack of information	20	lack of foreign lang. skills	18
IE	%	IT	%	CY	%
lack of funding	37	not interested in it	44	not interested in it	56
not interested in it	36	lack of funding	31	lack of funding	25
family commitments	32	family commitments	17	family commitments	20
LV	%	LT	%	LU	%
not interested in it	48	family commitments	30	not interested in it	51
lack of funding	33	lack of funding	29	family commitments	26
family commitments	25	not interested in it	26	lack of funding	21
HU	%	MT	%	NL	%
lack of funding	55	not interested in it	42	not interested in it	48
family commitments	29	lack of funding	22	family commitments	16
lack of foreign lang. skills	27	family commitments	20	lack of funding	16
AT	%	PL	%	PT	%
not interested in it	43	not interested in it	51	not interested in it	43
family commitments	25	lack of funding	39	lack of funding	23
lack of funding	23	family commitments	24	family commitments	22
RO	%	SI	%	SK	%
lack of funding	51	not interested in it	47	not interested in it	47
not interested in it	32	lack of funding	39	lack of funding	24
family commitments	26	family commitments	19	family commitments	20
FI	%	SE	%	UK	%
not interested in it	43	not interested in it	44	not interested in it	39
lack of funding	39	lack of funding	12	lack of funding	37
family commitments	21	family commitments	7	family commitments	31
HR	%	TR	%	NO	%
lack of funding	55	family commitments	41	not interested in it	37
not interested in it	35	lack of funding	25	family commitments	17
lack of information	28	not interested in it	25	lack of funding	13
IS	%	Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?			
not interested in it	39	What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?			
lack of funding	21	Base: respondents who have never stayed abroad for education, training, working and volunteering			
family commitments	20	Sum of <i>first</i> and <i>second</i> responses, % by country			

Socio-demographic considerations

Respondents across almost all socio-demographic segments were most likely to say that they had not spent any time abroad because they were not interested in going abroad or because it would have been too expensive to stay abroad. For example, 35% of respondents currently in education selected the former reason and 34% selected the latter; all other reasons listed in the survey were selected by less than a fifth of these respondents.

Some groups, however, were more likely to answer that they had family commitments that kept them from going abroad (i.e. they had children or dependent relatives who needed to be taken care of). For example, this reason was selected by 31% of young women, compare to 19% of young men. Similarly, while 19% of 15-24 year-olds said that family commitments had stopped them from going abroad, this proportion increased to 34% among 30-35 year-olds. Finally, 38% of respondents with a lower secondary education qualification selected this reason, compared to 24%-28% of respondents across the remaining educational groups.

For more details, see annex tables 17b through 18b.

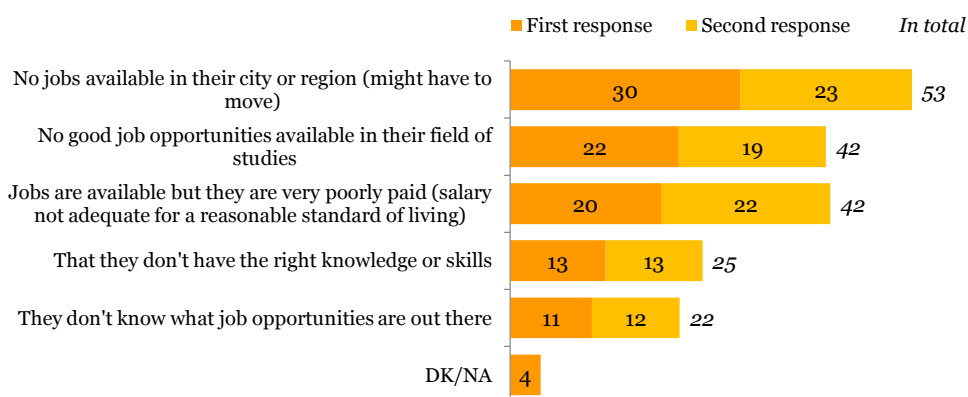
3. Employment and entrepreneurship

3.1 Young people’s difficulties in finding a job

When asked about young people’s *main concerns* in finding a job after finishing their education, the largest proportion of respondents (53%) answered that young people in their country were worried about the **absence of jobs in their city or region**. About 4 in 10 (42%) respondents mentioned a **lack of good job opportunities in young people’s field of study** and the same number (42%) referred to the fact that **jobs were poorly paid** and that salaries were not adequate for a reasonable standard of living.

A quarter of respondents thought that young people in their county were mainly concerned about not having the **right knowledge or skills** and a somewhat smaller proportion (22%) said that young people did **not know what job opportunities were available** to them.

Young people’s difficulties in finding a job



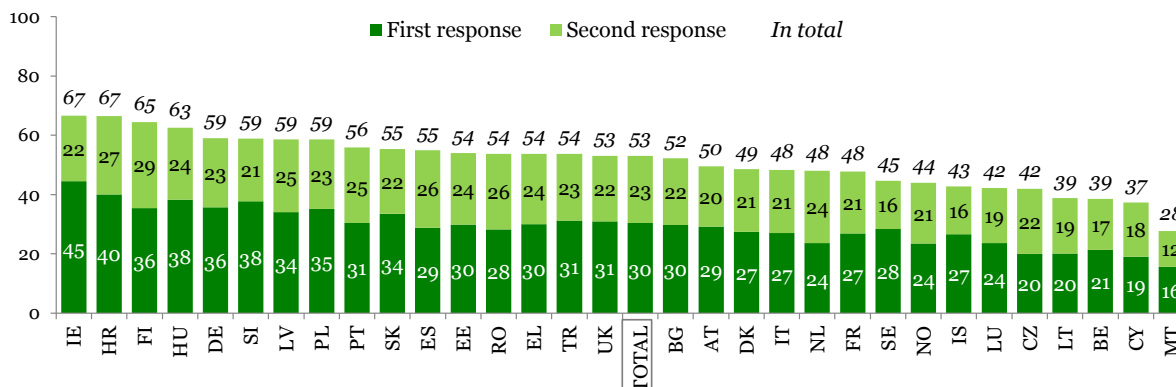
Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern? Base: all respondents, % TOTAL

Country variations

The fact that **no jobs were available in young people’s city or region** was cited as one of the main challenges for finding a job by more than 6 in 10 respondents in Hungary (63%), Finland (65%), Croatia and Ireland (both 67%). In another 13 countries, a majority thought in the same way; in Malta, however, less than 3 in 10 (28%) respondents thought that young Maltese were mainly concerned about the availability of job in the country.

Young people’s difficulties in finding a job

No jobs available in their city or region (might have to move)

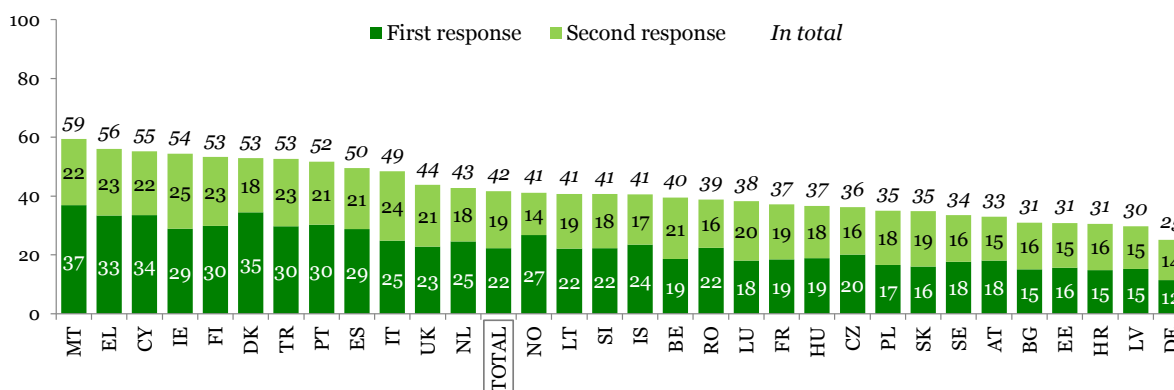


Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern? Base: all respondents, % by country

Although respondents in Malta were the least likely to mention a lack of jobs, they were the most likely to say that young people in their country were worried **about a lack of good job opportunities in their field of study** (59%). On the contrary, while respondents in Germany were among the most likely to name the lack of jobs, they were the least likely of all to mention the lack of good job opportunities in their field of study (25%).

Young people's difficulties in finding a job

No good job opportunities available in their field of studies



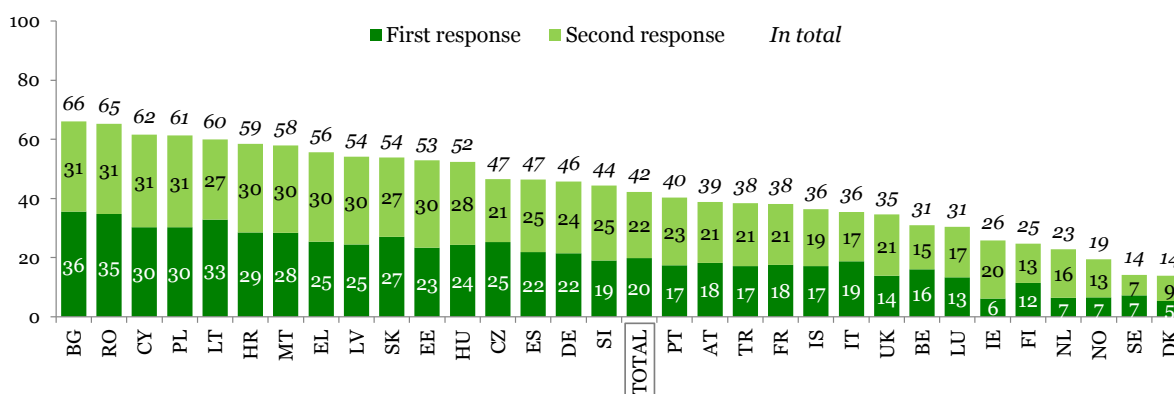
Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern?

Base: all respondents, % by country

Roughly two-thirds of respondents in Romania (65%) and Bulgaria (66%) said that one of the main concerns of young job seekers in their country was that the **available jobs were poorly paid**. At the lower end of the distribution, less than 3 in 10 young people in Norway, the Netherlands, Finland and Ireland (19%-26%) shared this view. Respondents in Denmark and Sweden, however, were the least likely to say that poorly paid jobs were young people's main concern (both 14%).

Young people's difficulties in finding a job

Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)

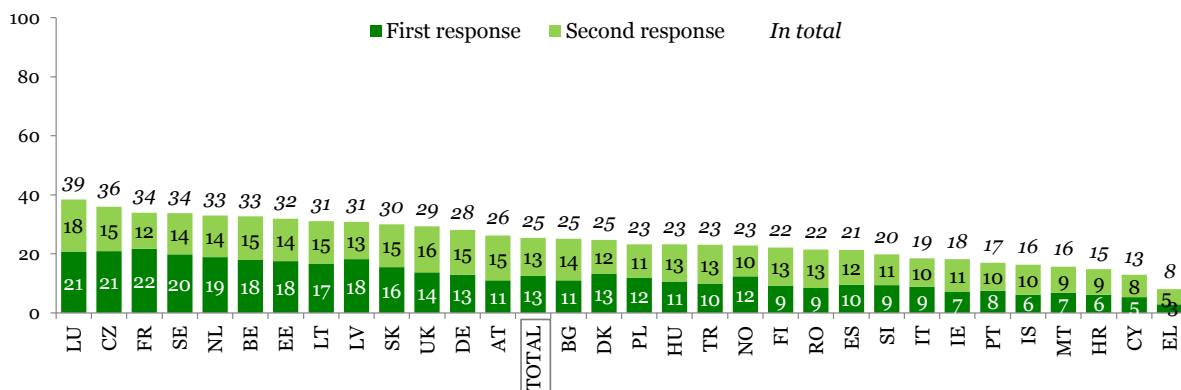


Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern?

Base: all respondents, % by country

The proportion of respondents who thought that “**not having the right knowledge or skills**” was a major concern for young people in their country when searching for a job ranged from 8% in Greece to 39% in Luxembourg. In Belgium, the Netherlands, Sweden, France and the Czech Republic, a third – or more – of respondents selected this reason.

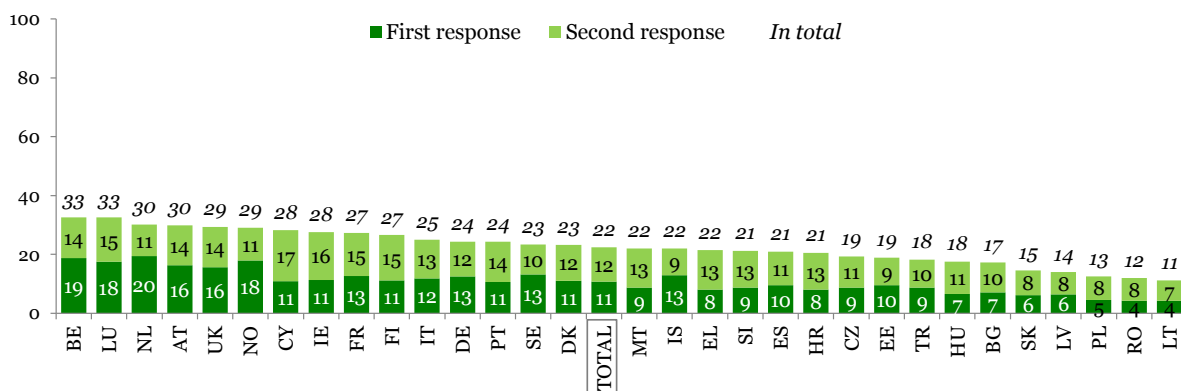
Young people’s difficulties in finding a job
They do not have the right knowledge or skills



Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern?
 Base: all respondents, % by country

In all countries, not more than a third of respondents said that **not knowing what job opportunities were available** was a major concern for young job seekers in their country; the proportion who mentioned this concern ranged from just over 1 in 10 young people in Lithuania, Romania and Poland (11%-13%) to a third in Luxembourg and Belgium.

Young people’s difficulties in finding a job
They don't know what job opportunities are out there



Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern?
 Base: all respondents, % by country

The table on the next page shows – for each country – the challenges for job seekers in their country that respondents were the most likely to select (i.e. the sum of *first* and *second* responses). Of the five challenges listed in the survey, three were mentioned most frequently as young people’s main concerns to find a job: (1) **absence of jobs in one’s city or region**, (2) **a lack of good job opportunities in one’s field of study** and (3) **all available jobs being poorly paid ones**.

Young people's difficulties in finding a job

(three most-frequently mentioned concerns)

BE	%	BG	%	CZ	%
no good job opportunities	40	jobs are very poorly paid	66	jobs are very poorly paid	47
no jobs available in city	39	no jobs available in city	52	no jobs available in city	42
lack of knowledge/skills	33	no good job opportunities	31	no good job opportunities	36
DK	%	DE	%	EE	%
no good job opportunities	53	no jobs available in city	59	no jobs available in city	54
no jobs available in city	49	jobs are very poorly paid	46	jobs are very poorly paid	53
lack of knowledge/skills	25	lack of knowledge/skills	28	lack of knowledge/skills	32
EL	%	ES	%	FR	%
no good job opportunities	56	no jobs available in city	55	no jobs available in city	48
jobs are very poorly paid	56	no good job opportunities	50	jobs are very poorly paid	38
no jobs available in city	54	jobs are very poorly paid	47	no good job opportunities	37
IE	%	IT	%	CY	%
no jobs available in city	67	no good job opportunities	49	jobs are very poorly paid	62
no good job opportunities	54	no jobs available in city	48	no good job opportunities	55
not aware of job opportunities	28	jobs are very poorly paid	36	no jobs available in city	37
LV	%	LT	%	LU	%
no jobs available in city	59	jobs are very poorly paid	60	no jobs available in city	42
jobs are very poorly paid	54	no good job opportunities	41	lack of knowledge/skills	39
lack of knowledge/skills	31	no jobs available in city	39	no good job opportunities	38
HU	%	MT	%	NL	%
no jobs available in city	63	no good job opportunities	59	no jobs available in city	48
jobs are very poorly paid	52	jobs are very poorly paid	58	no good job opportunities	43
no good job opportunities	37	no jobs available in city	28	lack of knowledge/skills	33
AT	%	PL	%	PT	%
no jobs available in city	50	jobs are very poorly paid	61	no jobs available in city	56
jobs are very poorly paid	39	no jobs available in city	59	no good job opportunities	52
no good job opportunities	33	no good job opportunities	35	jobs are very poorly paid	40
RO	%	SI	%	SK	%
jobs are very poorly paid	65	no jobs available in city	59	no jobs available in city	55
no jobs available in city	54	jobs are very poorly paid	44	jobs are very poorly paid	54
no good job opportunities	39	no good job opportunities	41	no good job opportunities	35
FI	%	SE	%	UK	%
no jobs available in city	65	no jobs available in city	45	no jobs available in city	53
no good job opportunities	53	lack of knowledge/skills	34	no good job opportunities	44
not aware of job opportunities	27	no good job opportunities	34	jobs are very poorly paid	35
HR	%	TR	%	NO	%
no jobs available in city	67	no jobs available in city	54	no jobs available in city	44
jobs are very poorly paid	59	no good job opportunities	53	no good job opportunities	41
no good job opportunities	31	jobs are very poorly paid	38	not aware of job opportunities	29
IS	%	Q11. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education? And the second main concern? Sum of <i>first</i> and <i>second</i> responses, % by country			
no jobs available in city	43				
no good job opportunities	41				
jobs are very poorly paid	36				

Socio-demographic considerations

A majority of young people across almost all socio-demographic groups selected the *absence of jobs in young people's city or region* as the most important challenge in finding a job (i.e. the sum of *first* and *second* responses). For example, 57% of respondents living in rural areas selected this concern (compared to 52% of respondents in urban areas and 49% in metropolitan areas).

A large difference in the proportions selecting this concern was seen among those who had completed their education; 58% of respondents with a lower secondary qualification and the same number of those who had left school without completing their lower secondary education answered that young job seekers in their country were worried about the *absence of jobs in their city or region*, this proportion decreased to 50% among those who had gained a post-secondary (non-higher) qualification and 53% among those with a higher education qualification. Respondents with an upper secondary general education qualification and those with a vocational qualification were equally likely to select this concern (both 54%).

Respondents with a higher education qualification and those currently in higher education, on the other hand, were more likely than their counterparts to say that young people in their country were worried about a lack of good job opportunities *in their field of study* (47% vs. 34% among those currently in lower secondary education and those who had left school without completing their lower secondary education). Respondents with a vocational qualification and those currently in vocational education and training were also less likely to worry about a lack of good job opportunities *in their field of study* (35%-36%, compared to, for example, 40% among respondents with an upper secondary general education qualification).

A slim majority of young people who had left school without completing their lower secondary education said that one of the main concerns of young job seekers in their country was that the *available jobs were poorly paid* (54% vs. 48% of respondents with a vocational qualification and 42%-44% across the remaining educational groups).

Finally, younger respondents – and those still in education – were less likely to say that poorly paid jobs were young people's main concern, and more likely to say that that young people did *not know what job opportunities were available* to them. For example, 28% of 15-19 year-olds selected the latter challenge, compared to 20% of 25-35 year-olds.

For more details, see annex tables 19b and 20b.

3.2 Young people's desire to work in another European country

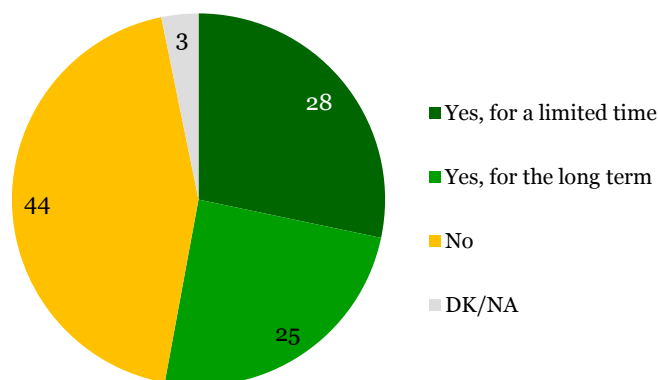
A slim majority of young adults said they were willing – or would like – to work in another European country. Roughly equal shares of respondents would like to work abroad for a limited amount of time (28%) and for a longer period (25%).

Conversely, more than 4 in 10 (44%) young people were not willing or would not like to work in another European country.

Across almost all countries surveyed, a majority of young adults would be willing or would like to work in another European country. Respondents in Iceland (84%), followed by those in Sweden (76%), Bulgaria (74%), Romania (73%) and Finland (71%), were the most likely to want to work abroad. This proportion decreased to 28% in Turkey; in Italy, the Netherlands and Belgium, less than half of respondents would be willing to work elsewhere in Europe.

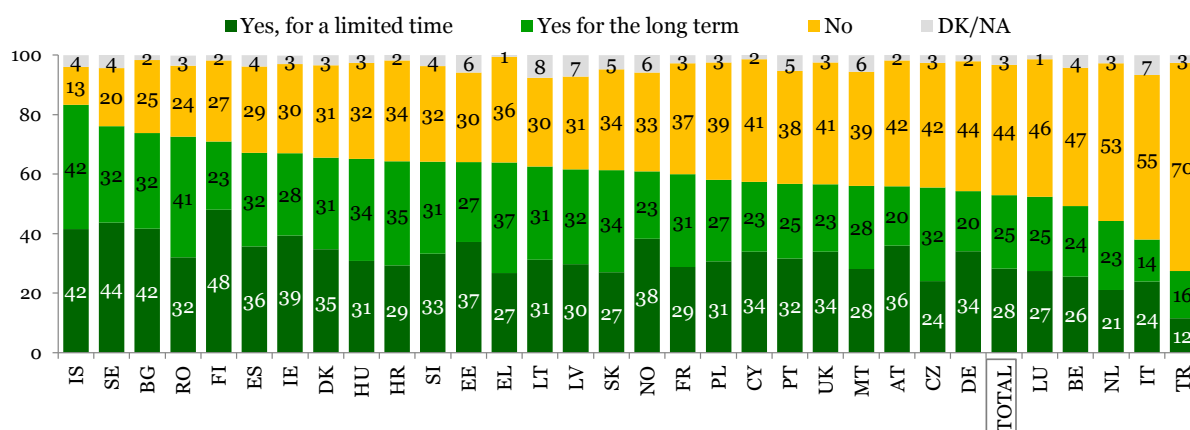
In about half of the countries included in this study, roughly equal shares of respondents said they would like to work abroad either for a short time or for a longer period. In most other countries, respondents who preferred staying abroad for a limited time outnumbered those choosing a long-term stay abroad; for example, 48% of young adults in Finland chose the former while 23% preferred the latter. Finally, in a few countries, the opposite was observed; for example, 27% of interviewees in Greece would like to work in another European country for a limited amount of time, but 37% would work abroad long-term.

Young people's willingness to work in another European country



Q14. Would you be willing / would you like to work in another European country in the future?
Base: all respondents, % TOTAL

Young people's willingness to work in another European country



Q14. Would you be willing / would you like to work in another European country in the future?
Base: all respondents, % by country

Socio-demographic considerations

A slim majority (56%) of young men said they were willing – or would like – to work in another European country, compared to 49% of young women. Those willing to work abroad were also more likely to be young (63% of 15-19 year-olds vs. 42% of 30-35 year-olds), still in education (66% vs. 45% among those who had completed their education) or living in metropolitan areas (62% vs. 51% in urban and rural areas). Among the unemployed, 55% said they would be willing to work in another country (compared to, for example, 49% of full-time working respondents).

Looking only at respondents who had completed their education, the higher the level of education they reached, the more likely they were to be willing to work abroad (55% of respondents with a higher education qualification, compared to 33% of those with a lower secondary level qualification). Among respondents who were still in education, the youngest ones (i.e. those in lower or upper secondary general education), and also those currently in higher education were more likely to want to work abroad (both 68% vs. 61% of those in vocational education and training and 59% of those in post-secondary non-higher education).

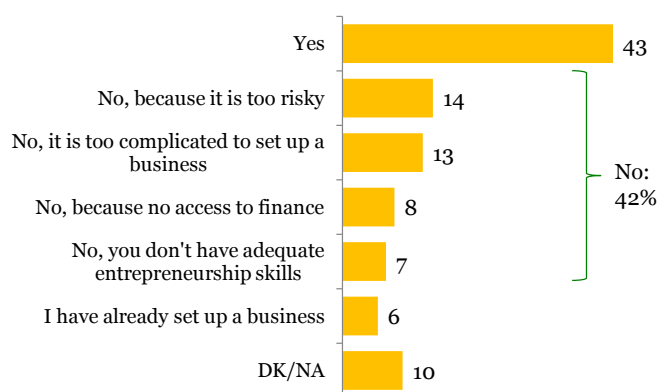
For more details, see annex table 24b.

3.3 Young people's desire to set up their own business

Young adults were divided as to whether they would (43%) or would not (42%) like to set up their own business in the future. A tenth of respondents could not say whether they would like to set up a business and 6% said they had already done so.

One in seven young adults said that setting up a business was too risky and another 13% thought it would be too complicated. “Not having adequate entrepreneurship skills” (7%) and “access to finance” (8%) were each mentioned by less than a tenth of respondents.

Young people's desire to set up a business



Q13. Would you like to set up your own business in the future?

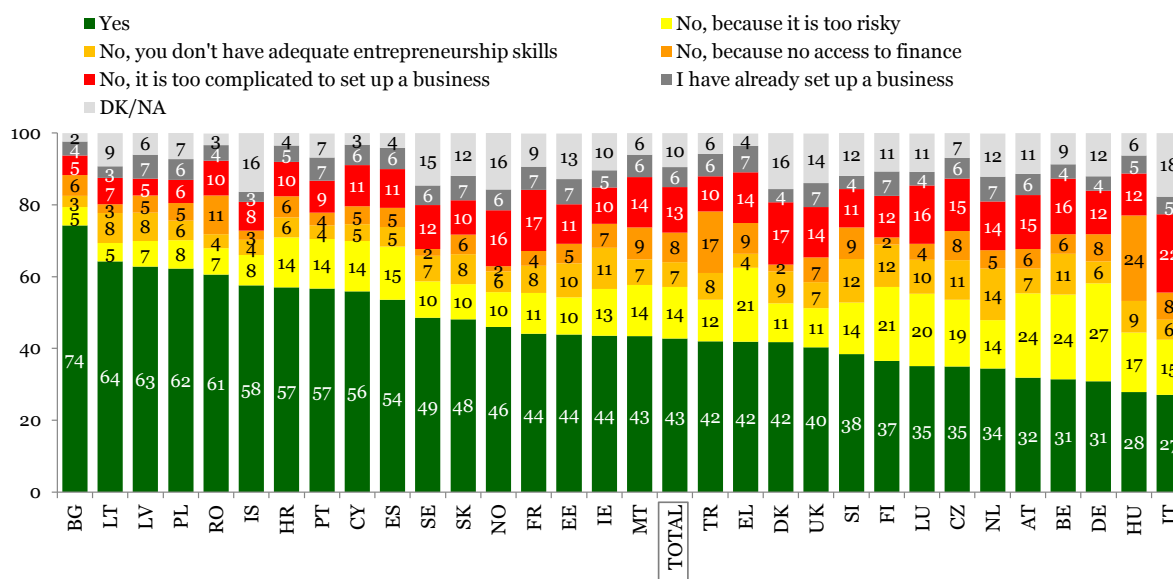
Base: all respondents, % TOTAL

Country variations

Young people in Bulgaria stood out with roughly three-quarters (74%) saying they would like to start their own business in the future. Other countries with a high proportion of young adults eager to start up a company were Romania, Poland, Latvia and Lithuania (61%-64%). Young Italians, Hungarians, Germans, Belgians and Austrians, on the other hand, were the least likely to express such an intention (27%-32%).

Respondents in Italy were the most likely to say that setting up a business would be too complicated (22% vs. an average of 13%); those in Hungary most frequently said they did not have access to finance (24% vs. an average of 8%). Young people in Germany, Belgium and Austria were more likely than their counterparts to answer that a start-up would be too risky (24%-27%). In each of these countries, between 6% and 11% of respondents thought they did not have adequate entrepreneurial skills; this proportion was somewhat higher in the Netherlands (14%).

Young people's desire to set up a business



Q13. Would you like to set up your own business in the future?
Base: all respondents, % by country

Socio-demographic considerations

Differences across socio-demographic groups in young people's desire to set up their own business almost exactly mirrored the differences observed for their desire to work in another European country. For example, 47% of young men, compared to 39% of young women, said they would like to set up their own business in the future. Similarly, while 50% of 15-19 year-olds were eager to start up a company, this proportion decreased to 34% among 30-35 year-olds.

Among respondents who were still in education, however, a different pattern than the one described in the previous section emerged. Respondents currently in vocational education and training or post-secondary (non-higher) education were more likely than those in higher education to say that they would like to start up a business in the future (53%-54% vs. 47%; the corresponding proportion for those in lower and upper secondary general education was 50%).

Looking only at respondents who had completed their education, it was noted that 35% of respondents with a lower secondary qualification and the same proportion of those who had left school before completing lower secondary education said they would like to set up their own business in the future; this proportion was 34% among respondents with a post-secondary (non-higher) education qualification. Respondents with an upper secondary general education qualification (42%), those with a vocational qualification (40%) and those with a higher education qualification (40%), on the other hand, were more likely to express such an intention.

For more details, see annex table 23b.

Flash EB Series #319b

Youth on the move

Annex
tables and
survey
details

THE GALLUP ORGANIZATION

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Table 1a. Attractiveness of vocational education and training – *by country*

QUESTION: Q1. In your opinion, is vocational education and training an attractive option for young people in your country?








































	Total N	% Yes	% No	% DK/NA
 TOTAL	30309	78.1	18.1	3.7
EU27	26496	76.4	19.8	3.8
COUNTRY				
 Belgium	1001	81.4	13.3	5.3
 Bulgaria	1000	68.2	29.3	2.5
 Czech Rep.	1008	82.7	13.2	4.1
 Denmark	1002	82.2	10.8	7
 Germany	1003	95.4	2.9	1.7
 Estonia	1008	65.7	28.4	5.8
 Greece	1000	64.6	34.5	0.9
 Spain	1001	82.6	16.1	1.3
 France	1003	75.2	22.6	2.2
 Ireland	1002	83.3	13.7	3
 Italy	1012	49.5	44	6.5
 Cyprus	801	84.7	13.9	1.4
 Latvia	1005	67.5	25.5	7
 Lithuania	1000	58.1	33.7	8.2
 Luxembourg	806	82.1	15.5	2.4
 Hungary	1006	65.7	29.2	5.2
 Malta	805	83.5	11.1	5.4
 Netherlands	1001	84	9.2	6.8
 Austria	1004	95	3.7	1.3
 Poland	999	64.3	28.4	7.3
 Portugal	1005	81.5	15.4	3.1
 Romania	1001	67.5	27.9	4.6
 Slovenia	1002	72.6	24	3.4
 Slovakia	1004	77.7	17.8	4.5
 Finland	1008	92.8	5.3	1.9
 Sweden	1006	86.3	7.9	5.8
 United Kingdom	1002	81.9	14.4	3.7
 Croatia	1004	57.9	39.8	2.3
 Turkey	1000	87.5	9.2	3.3
 Norway	1000	87.4	6.9	5.7
 Iceland	812	72.6	16.3	11.2

Table 1b. Attractiveness of vocational education and training – *by segments*

QUESTION: Q1. In your opinion, is vocational education and training an attractive option for young people in your country?

	Total N	% Yes	% No	% DK/NA
TOTAL	30309	78.1	18.1	3.7
 SEX				
Male	15411	77.1	18.8	4
Female	14898	79.2	17.4	3.4
 NATIONALITY				
Country of residence	28885	78	18.4	3.6
Other nationality	1405	81.1	12.6	6.4
 AGE				
15 - 19	6559	80.8	16	3.1
20 - 24	7115	78.3	18.3	3.5
25 - 29	7491	76.9	19	4.1
30 - 35	9094	77.1	18.8	4.1
 CURRENTLY IN EDUCATION				
Yes	11836	79.2	17.7	3.1
No	18452	77.5	18.4	4.1
 CURRENT EDUCATION				
Lower secondary level	939	82.8	11.8	5.4
Upper secondary level, general education	2869	77.1	19.1	3.8
Upper secondary level, vocational education and training, including apprenticeships	1962	88.4	10.1	1.5
Post-secondary, non-higher education	1078	84.5	11.8	3.7
Higher education	4922	74.9	22.4	2.7
 COMPLETED EDUCATION				
Left school before completing lower secondary education	620	84.7	12.4	2.9
Lower secondary level	2938	82.1	12.5	5.4
Upper secondary level, general education	3317	75.2	20.9	3.9
Upper secondary level, vocational education and training, including apprenticeships	3616	80	16.9	3.1
Post-secondary, non-higher education	1913	80.3	15.5	4.2
Higher education	5962	73.4	22.6	3.9
 CURRENTLY IN WORK				
Full-time	12524	77.5	18.7	3.8
Part-time	3910	77.9	18.4	3.7
No	13834	78.8	17.5	3.7




<i>(continued)</i>	Total N	% Yes	% No	% DK/NA
TOTAL	30309	78.1	18.1	3.7
 CURRENT SITUATION				
Unemployed	2724	78.6	17.9	3.5
Disability or illness	172	72	18.8	9.2
On maternity/paternity/parental leave	489	82.1	14.7	3.2
Homemaker	1797	83	12.8	4.2
Other	521	83	14.2	2.9
 CURRENTLY IN WORK / EDUCATION				
Full-time work, not in education	10825	76.6	19.5	3.9
Part-time work, not in education	1900	74.4	20.6	5
Full-time work, in education	1689	83.8	13.7	2.5
Part-time work, in education	2004	81.1	16.4	2.4
Full-time education, not working	8137	77.8	18.8	3.4
Not in education, not working	5692	80.3	15.7	4
 URBANISATION				
Metropolitan	5681	74.5	21.1	4.4
Urban	15127	77	19.3	3.7
Rural	9346	82.3	14.5	3.2

Table 2a. Most important reasons for young people to go into vocational education and training – *first mentions – by country*

QUESTION: Q2a. In your opinion what is the most important reason for young people to go into vocational education and training?







































	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
 TOTAL	30309	20.8	36.7	11.9	15.6	10.1	2.6	2.1
EU27	26496	20.4	36.2	13.1	16.6	9	2.8	1.9
COUNTRY								
 Belgium	1001	27.4	31.2	12.2	14.3	7.5	3.8	3.6
 Bulgaria	1000	13	26.5	18.6	25.8	12.6	1.9	1.4
 Czech Rep.	1008	12.4	29.5	13.2	31.7	5.7	4.7	2.7
 Denmark	1002	20.9	33.1	9.3	13.7	4.2	13.7	5.2
 Germany	1003	20.6	30.8	16.7	18.4	9.6	3.2	0.7
 Estonia	1008	33.5	22.3	16.1	15.3	8.1	2.6	2.2
 Greece	1000	15.2	35.5	13.8	19.3	14.4	1	0.8
 Spain	1001	23.2	41.7	11.1	9	13.1	0.5	1.4
 France	1003	21	35.8	11.7	20.5	7.6	2.6	0.9
 Ireland	1002	15.3	50.1	17.8	7.6	5.5	2.2	1.5
 Italy	1012	16.4	47.7	10.4	11.2	7.8	2	4.4
 Cyprus	801	12.1	30.2	13.5	31.4	11.4	1.1	0.2
 Latvia	1005	21.9	24.4	18.3	12.1	14.9	5.2	3.2
 Lithuania	1000	21.7	28.6	14.2	21.5	8	2.5	3.5
 Luxembourg	806	15.2	37.9	13.7	19.3	11.8	1.2	0.8
 Hungary	1006	23	25.6	14.2	23.3	9	3.4	1.5
 Malta	805	16.9	35.2	15.1	18	10.5	2.4	1.8
 Netherlands	1001	15.2	56.3	6.9	11.5	3.7	4.3	2
 Austria	1004	17.5	31.8	10	26.6	10.7	2.3	1.1
 Poland	999	26.2	18.7	13.4	26	11.3	2.7	1.7
 Portugal	1005	25.2	34	16.1	13.4	7.2	2.7	1.4
 Romania	1001	13.9	19.1	18.5	22.9	20.5	3.2	1.9
 Slovenia	1002	22.2	37.4	11.2	15.4	9	3.3	1.5
 Slovakia	1004	12.2	27.9	17.7	27.7	8.2	2.8	3.4
 Finland	1008	32.8	44	8	9.9	2.4	2.1	0.9
 Sweden	1006	19.5	50.2	7	5.8	3.6	10	3.9
 United Kingdom	1002	21.8	47.8	13.1	8.6	4.1	2.5	2
 Croatia	1004	8.5	44.7	6.6	25.6	11.1	2.6	0.9
 Turkey	1000	23.3	39.9	6.1	10.4	16.5	0.9	3.1
 Norway	1000	26.6	27.1	7.3	11.6	2.2	17.5	7.6
 Iceland	812	21.9	37.9	12.3	12.7	4.4	3.7	7.3

Table 2b. Most important reasons for young people to go into vocational education and training – *first mentions – by segments*

QUESTION: Q2a. In your opinion what is the most important reason for young people to go into vocational education and training?

	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	30309	20.8	36.7	11.9	15.6	10.1	2.6	2.1
 SEX								
Male	15411	21.3	35	11.2	16.9	10.8	2.6	2.2
Female	14898	20.3	38.5	12.7	14.4	9.5	2.6	2
 NATIONALITY								
Country of residence	28885	21	37	11.6	15.7	10.1	2.6	2.1
Other nationality	1405	16.7	32.5	19.5	14.1	11.6	3.3	2.3
 AGE								
15 - 19	6559	20	32.6	14.7	15.7	12.6	2.2	2.2
20 - 24	7115	21.9	37.6	12.3	14.8	9	2.3	2.1
25 - 29	7491	20.6	38.5	10.8	15.5	9.4	2.9	2.3
30 - 35	9094	20.8	37.6	10.6	16.4	9.8	2.9	2
 CURRENTLY IN EDUCATION								
Yes	11836	21.6	33.7	14.1	15.6	10.7	2.7	1.7
No	18452	20.3	38.7	10.5	15.7	9.8	2.5	2.4
 CURRENT EDUCATION								
Lower secondary level	939	18.2	25.4	14.9	17.9	18	2.1	3.5
Upper secondary level, general education	2869	19.5	33.2	14.9	15.6	12.3	2.3	2.2
Upper secondary level, vocational education and training, including apprenticeships	1962	22.9	33.4	14.5	14.9	10	3.3	0.9
Post-secondary, non-higher education	1078	23.1	33.3	16.4	11.4	12.2	1.6	2.1
Higher education	4922	22.5	36	12.7	16.5	8.4	2.9	1.1
 COMPLETED EDUCATION								
Left school before completing lower secondary education	620	18.8	34.9	9.2	14.9	15.4	4.2	2.7
Lower secondary level	2938	20.3	38	10.1	14.3	11.6	1.9	3.8
Upper secondary level, general education	3317	17.4	40.2	11.6	15.8	10.2	2.4	2.4
Upper secondary level, vocational education and training, including apprenticeships	3616	19.1	35.5	11.1	20.5	9.1	2.5	2.3
Post-secondary, non-higher education	1913	19.9	38.5	9.2	17.3	10.2	2.8	2.2
Higher education	5962	23	40.8	10.6	13	8.5	2.8	1.4

(continued)





	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	30309	20.8	36.7	11.9	15.6	10.1	2.6	2.1
 CURRENTLY IN WORK								
Full-time	12524	22.3	36.9	10.7	16.4	9.3	2.5	2
Part-time	3910	21.1	40.7	11.9	13.5	7.2	3.1	2.5
No	13834	19.3	35.5	13.1	15.6	11.8	2.6	2.1
 CURRENT SITUATION								
Unemployed	2724	19.9	38.7	9.9	15.6	11	2.5	2.3
Disability or illness	172	20	37.6	20.2	11.4	2.8	3.3	4.7
On maternity/paternity/parental leave	489	16.7	33.9	15.4	20	7.2	6	0.7
Homemaker	1797	16.5	40.3	8.9	13.2	16.3	1.8	2.9
Other	521	23.9	36.2	7.3	13.3	9.7	4.2	5.4
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10825	21.5	37.9	10.5	16.5	9.2	2.4	2.1
Part-time work, not in education	1900	18.5	44	11.9	13.1	6.5	2.9	3.2
Full-time work, in education	1689	27.6	31.1	11.7	15.2	9.7	3.1	1.5
Part-time work, in education	2004	23.7	37.7	12	13.8	7.9	3.2	1.8
Full-time education, not working	8137	19.7	33.3	15.1	16.1	11.6	2.4	1.7
Not in education, not working	5692	18.7	38.7	10.1	14.9	12	2.7	2.8
 URBANISATION								
Metropolitan	5681	20.8	36.5	12.2	15.7	9.6	2.9	2.2
Urban	15127	20.8	37.9	11.2	15.2	10.3	2.5	2.1
Rural	9346	21	34.8	12.9	16.4	10.3	2.6	2

Table 3a. Most important reasons for young people to go into vocational education and training – *second mentions* – *by country*

QUESTION: Q2b. In your opinion what is the second most important reason for young people to go into vocational education and training?

Base: those who mentioned a reason firstly







































	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
 TOTAL	29661	18.3	23.2	14.8	22.4	13.8	3.5	4
EU27	25990	18	22.1	16	23.3	12.8	3.8	4.1
COUNTRY								
 Belgium	965	14.4	28.4	12.8	18.7	13.9	4.7	7.2
 Bulgaria	986	12	19.5	18.2	27.9	17.9	1.5	3.1
 Czech Rep.	981	13	23.9	15.3	28.7	8.6	6.6	4
 Denmark	950	14.1	20.5	12.2	21	6.5	15.8	9.9
 Germany	996	20.5	22.2	17.2	24.2	11.4	3.1	1.3
 Estonia	986	17.3	25.2	15.9	19.8	13.7	4.1	4
 Greece	992	13.7	20.5	17.5	24.7	15.6	2.1	5.9
 Spain	987	19.3	27.1	15.8	18.2	15.3	1.3	3
 France	994	18.2	22.6	15.8	23.1	10.3	4.3	5.7
 Ireland	987	16.2	22.2	21.1	23.1	12.9	2.4	2.1
 Italy	967	18.6	19.5	14	27.5	10.4	4.4	5.6
 Cyprus	799	12.7	23.2	15.1	30.6	16	1.9	0.4
 Latvia	972	16.4	20.4	21	17.1	11.7	4.6	8.7
 Lithuania	965	15.6	23.8	17.9	22	12.5	2.4	5.8
 Luxembourg	799	16.2	21.1	15	31.5	13.6	0.9	1.6
 Hungary	991	16	26.3	12	25.3	12.7	4.3	3.5
 Malta	790	14.5	21.4	15.8	25	11.5	4	7.7
 Netherlands	981	15.4	18.1	16.8	29.1	9.6	6.6	4.3
 Austria	993	16.9	25.1	13.3	30.8	9.9	1.5	2.5
 Poland	981	15.7	16.2	16.8	24.3	19.5	3.6	4
 Portugal	991	20.7	28.3	15.8	17.1	13	3.3	1.9
 Romania	982	12.8	16.3	14.7	26.4	22.6	3.7	3.5
 Slovenia	987	16.7	20.4	16.3	21.1	14.6	3.1	7.8
 Slovakia	969	11.3	23.8	16.7	28.9	9.8	4.7	4.8
 Finland	999	24.8	30	16.1	17.8	5.7	3.9	1.7
 Sweden	967	23.3	15.5	10.3	15.2	6.3	15	14.5
 United Kingdom	982	20.8	24.3	18.3	19.4	11	2.7	3.5
 Croatia	995	9.9	26.2	11.7	31.4	14.9	3.7	2.3
 Turkey	969	20.6	29.2	8.3	17.6	19.6	1.3	3.4
 Norway	924	15	19.1	9.5	17.7	7.9	17.5	13.3
 Iceland	753	13.2	20.2	21.2	24	7.4	6.2	7.9

Table 3b. Most important reasons for young people to go into vocational education and training – *second mentions* – *by segments*

QUESTION: Q2b. In your opinion what is the second most important reason for young people to go into vocational education and training?

Base: those who mentioned a reason firstly

	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	29661	18.3	23.2	14.8	22.4	13.8	3.5	4
 SEX								
Male	15065	17.7	22.8	14.9	22.8	14.3	3.4	4.1
Female	14596	18.9	23.6	14.6	22	13.4	3.6	4
 NATIONALITY								
Country of residence	28272	18.3	23.3	14.7	22.4	13.8	3.5	4
Other nationality	1372	17.9	21.7	16.4	21.8	13.5	3.7	5
 AGE								
15 - 19	6417	18.4	22.9	17.2	20.2	13.7	3.3	4.3
20 - 24	6965	18.3	23.4	14.6	22.9	14.2	2.6	4.1
25 - 29	7320	18.9	22.9	14.5	22.1	13.7	3.8	4.1
30 - 35	8911	17.8	23.4	13.3	23.8	13.8	4.1	3.8
 CURRENTLY IN EDUCATION								
Yes	11639	18.3	23.6	16.1	21.5	13.1	3.4	4.1
No	18003	18.3	22.9	13.9	23	14.3	3.5	4
 CURRENT EDUCATION								
Lower secondary level	906	14	24	15.4	22.1	13.9	2.9	7.7
Upper secondary level, general education	2807	17.9	20.5	17.5	21.6	14	4	4.4
Upper secondary level, vocational education and training, including apprenticeships	1944	19.8	24.3	16.6	18	12.3	4	5.1
Post-secondary, non-higher education	1055	22.2	27.2	14.3	17.1	14.4	3.2	1.7
Higher education	4870	17.9	24.3	15.5	23.7	12.4	3	3.3
 COMPLETED EDUCATION								
Left school before completing lower secondary education	603	18.7	23.6	12.6	23.2	14.3	2.5	5.1
Lower secondary level	2826	17.3	23.9	11.3	21.9	18.5	2.2	5
Upper secondary level, general education	3236	17.9	22.8	15.2	21.9	14.2	3.8	4.1
Upper secondary level, vocational education and training, including apprenticeships	3533	19.3	22.4	13.7	23.3	14.4	3.6	3.3
Post-secondary, non-higher education	1872	15.7	24.6	13	24.2	14.7	3.2	4.5
Higher education	5881	19.2	22.3	14.7	23.6	12.3	4.2	3.7

(continued)





	Total N	% To acquire practical skills and undertake practical training	% To improve their job opportunities	% To get qualified to apply for higher levels of education (post-secondary or tertiary levels)	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	29661	18.3	23.2	14.8	22.4	13.8	3.5	4
 CURRENTLY IN WORK								
Full-time	12274	18.5	23.2	14.3	22.9	13.5	3.9	3.7
Part-time	3813	17.8	22.5	15.6	24.3	13.1	3.6	3
No	13538	18.3	23.4	14.9	21.4	14.3	3.1	4.7
 CURRENT SITUATION								
Unemployed	2662	16.6	22.6	14.7	21.6	17.9	2.7	3.9
Disability or illness	164	17.4	29.5	12.9	20	7.8	6.6	5.9
On maternity/paternity/parental leave	485	17.1	23.5	16.2	22.8	10.4	7	2.9
Homemaker	1744	19.9	25.3	9.3	20	16.7	2.1	6.7
Other	493	18.5	24.3	13.3	21	14.9	4.6	3.4
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10602	18.3	23	14.2	23.5	13.5	3.8	3.7
Part-time work, not in education	1840	19.1	19.6	15.3	25.5	13.4	3.3	3.8
Full-time work, in education	1663	19.8	24.4	15.1	19	14.1	4.5	3.1
Part-time work, in education	1968	16.6	25.2	15.9	23.2	12.9	3.9	2.3
Full-time education, not working	8002	18.5	23	16.3	21.6	12.9	3.1	4.7
Not in education, not working	5531	18	23.9	12.8	21.2	16.3	3.1	4.7
 URBANISATION								
Metropolitan	5557	18.5	23.5	15.3	20.9	13.1	4.4	4.3
Urban	14804	18.3	23.3	14.5	22.9	14.3	3	3.9
Rural	9163	18.3	23	14.9	22.6	13.4	3.8	4.1

Table 4a. Attractiveness of higher education – *by country*

QUESTION: Q3. In your opinion, is higher education an attractive option for young people in your country?








































	Total N	% Yes	% No	% DK/NA
 TOTAL	30309	76.4	20.1	3.5
EU27	26496	74.1	22.3	3.6
COUNTRY				
 Belgium	1001	87.3	9.6	3.1
 Bulgaria	1000	73.6	24.4	2
 Czech Rep.	1008	85.3	10.8	3.9
 Denmark	1002	90.7	7	2.3
 Germany	1003	85.7	11.2	3.1
 Estonia	1008	82.4	12.5	5.1
 Greece	1000	67.1	31.9	1
 Spain	1001	73.7	22.9	3.4
 France	1003	61.7	34.5	3.8
 Ireland	1002	86.4	11.4	2.1
 Italy	1012	56.9	38.2	4.9
 Cyprus	801	86.7	12.3	0.9
 Latvia	1005	67.5	26.5	6
 Lithuania	1000	57.9	36.9	5.2
 Luxembourg	806	79.8	17	3.2
 Hungary	1006	80.3	14.9	4.8
 Malta	805	83.2	10.5	6.3
 Netherlands	1001	79.3	12.5	8.2
 Austria	1004	78.6	16.6	4.8
 Poland	999	74.4	21.5	4.1
 Portugal	1005	72.4	25	2.6
 Romania	1001	71	26.5	2.5
 Slovenia	1002	83.2	14.8	2
 Slovakia	1004	88.6	8.4	3
 Finland	1008	84.8	12.2	3
 Sweden	1006	84.4	9.2	6.3
 United Kingdom	1002	77.3	20.4	2.3
 Croatia	1004	78.2	20.1	1.7
 Turkey	1000	87.7	9.1	3.2
 Norway	1000	88.8	7.4	3.8
 Iceland	812	89.8	6.5	3.8

Table 4b. Attractiveness of higher education – *by segments*

QUESTION: Q3. In your opinion, is higher education an attractive option for young people in your country?

	Total N	% Yes	% No	% DK/NA
TOTAL	30309	76.4	20.1	3.5
 SEX				
Male	15411	75.2	21.3	3.5
Female	14898	77.6	18.8	3.5
 NATIONALITY				
Country of residence	28885	76.1	20.4	3.5
Other nationality	1405	81.5	13.6	5
 AGE				
15 - 19	6559	81	16	3.1
20 - 24	7115	76	20.3	3.7
25 - 29	7491	74.9	21.6	3.5
30 - 35	9094	74.5	21.7	3.8
 CURRENTLY IN EDUCATION				
Yes	11836	79.7	17.7	2.6
No	18452	74.3	21.6	4.1
 CURRENT EDUCATION				
Lower secondary level	939	82.2	15	2.8
Upper secondary level, general education	2869	83.1	14.4	2.4
Upper secondary level, vocational education and training, including apprenticeships	1962	77	18.8	4.2
Post-secondary, non-higher education	1078	80	16.8	3.2
Higher education	4922	78.1	20.1	1.8
 COMPLETED EDUCATION				
Left school before completing lower secondary education	620	77	17.3	5.7
Lower secondary level	2938	78	15.6	6.4
Upper secondary level, general education	3317	73	23.5	3.5
Upper secondary level, vocational education and training, including apprenticeships	3616	71.3	24	4.8
Post-secondary, non-higher education	1913	74.2	21.2	4.6
Higher education	5962	74.8	23.1	2.1
 CURRENTLY IN WORK				
Full-time	12524	74.5	22	3.5
Part-time	3910	76.8	20	3.2
No	13834	78	18.4	3.6




<i>(continued)</i>	Total N	% Yes	% No	% DK/NA
TOTAL	30309	76.4	20.1	3.5
 CURRENT SITUATION				
Unemployed	2724	73	22.6	4.4
Disability or illness	172	69.5	24.2	6.3
On maternity/paternity/parental leave	489	74.7	20	5.3
Homemaker	1797	82.5	12.2	5.4
Other	521	73.9	21	5.1
 CURRENTLY IN WORK / EDUCATION				
Full-time work, not in education	10825	74.2	22.2	3.6
Part-time work, not in education	1900	70	25.8	4.1
Full-time work, in education	1689	76.5	20.6	2.9
Part-time work, in education	2004	83.2	14.6	2.3
Full-time education, not working	8137	79.5	17.9	2.6
Not in education, not working	5692	75.9	19.1	5
 URBANISATION				
Metropolitan	5681	76.3	20.5	3.2
Urban	15127	76	20.5	3.4
Rural	9346	77	19.1	3.8

Table 5a. Most important reasons for young people to go into higher education – *first mentions – by country*

QUESTION: Q4a. In your opinion what is the most important reason for young people to go into higher education?

	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
 TOTAL	30309	11.5	30.7	24.5	20.6	8.1	2	2.4
EU27	26496	12.7	30.4	23.6	21.7	7.4	2.2	2
COUNTRY								
 Belgium	1001	12.9	26.7	23.1	22.8	8.7	2	4
 Bulgaria	1000	8.5	29	25.4	22.8	10.6	2.6	1.1
 Czech Rep.	1008	8.1	26	16.4	38.7	3.5	5.9	1.4
 Denmark	1002	27.5	27.6	20.9	12.6	1.9	6.6	2.9
 Germany	1003	18.2	20	34	18.7	5.7	1.4	1.9
 Estonia	1008	20.4	16.4	17.6	32.9	8.3	2.3	2.1
 Greece	1000	10.3	37.5	19.6	18.4	11	2.2	1
 Spain	1001	13.9	31.5	25.5	19.6	7.7	0.4	1.3
 France	1003	9.4	26.1	25.5	25.7	9.5	2.7	1.1
 Ireland	1002	7.7	53.2	18.8	11.2	6.6	1.4	1.1
 Italy	1012	10.7	39.2	22.8	13.7	7.5	1.4	4.7
 Cyprus	801	10.9	30.2	19.5	27.9	9.5	1.9	0.1
 Latvia	1005	7.6	28	26.3	19.2	12.1	4.7	2.1
 Lithuania	1000	6.2	26.4	30.8	22.6	9.7	0.9	3.3
 Luxembourg	806	15.3	29	27.5	18.8	7.4	0.8	1.2
 Hungary	1006	12.7	23.9	17	37.6	5.5	2.1	1.2
 Malta	805	9.2	35.8	20.9	22.7	8	1.7	1.6
 Netherlands	1001	12.1	42.2	16.8	18.9	3.4	3	3.6
 Austria	1004	26.6	18.3	26.1	18.8	5.2	0.9	4
 Poland	999	11.9	26.5	17.5	32.2	9	2.5	0.4
 Portugal	1005	5.9	34.5	29	19.2	7.7	2.5	1.2
 Romania	1001	8	20.1	21.4	26.2	20.2	2	2
 Slovenia	1002	11.3	32.7	17	29.1	5.3	3	1.7
 Slovakia	1004	9	25.5	24.1	30.9	6.5	2.5	1.5
 Finland	1008	28.8	17.7	18.8	31.8	1.4	0.9	0.7
 Sweden	1006	14.5	33.7	20.5	19.5	2.5	4.7	4.7
 United Kingdom	1002	12.9	44.8	18.8	15.3	3.5	3	1.5
 Croatia	1004	6.5	38.1	14.7	31.7	6.4	1.6	1
 Turkey	1000	5	32	30.6	14.8	12.2	0.6	4.8
 Norway	1000	20.6	30.1	12.1	23.6	1.9	6.3	5.3
 Iceland	812	17.4	42.1	10.5	21.9	3.1	2	3

Table 5b. Most important reasons for young people to go into higher education – *first mentions – by segments*

QUESTION: Q4a. In your opinion what is the most important reason for young people to go into higher education?

	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	30309	11.5	30.7	24.5	20.6	8.1	2	2.4
 SEX								
Male	15411	11.1	28.8	24.5	22.5	8.6	2	2.4
Female	14898	12	32.7	24.5	18.7	7.7	1.9	2.4
 NATIONALITY								
Country of residence	28885	11.5	30.9	24.5	20.6	8.1	2	2.4
Other nationality	1405	11.8	27.1	24.8	21.7	8.9	2.2	3.5
 AGE								
15 - 19	6559	13.1	29.6	26.4	18.6	9.1	0.9	2.1
20 - 24	7115	12.2	30.2	25.5	19.5	7.9	2.1	2.6
25 - 29	7491	10.7	31.6	24.2	21.4	7.2	2	2.9
30 - 35	9094	10.5	31.2	22.7	22.4	8.3	2.6	2.2
 CURRENTLY IN EDUCATION								
Yes	11836	14.1	29.2	25.8	19.9	7.9	1.6	1.5
No	18452	9.9	31.8	23.7	21.1	8.3	2.2	3.1
 CURRENT EDUCATION								
Lower secondary level	939	17.2	21.8	25	19.9	12.5	1.7	1.9
Upper secondary level, general education	2869	14.8	29.3	25.9	18.6	8.7	1	1.7
Upper secondary level, vocational education and training, including apprenticeships	1962	11.2	27.7	29.6	19.8	8.7	1.4	1.6
Post-secondary, non-higher education	1078	10.6	28	32.3	15.2	8.5	2.2	3.2
Higher education	4922	15.2	31.3	22.9	21.8	6.2	1.9	0.7
 COMPLETED EDUCATION								
Left school before completing lower secondary education	620	9.5	24.9	26.2	21.3	10.4	3	4.7
Lower secondary level	2938	6.6	30.5	26	17.9	11.6	1.3	6
Upper secondary level, general education	3317	8.6	34.1	24.2	18.2	10.1	1.8	3
Upper secondary level, vocational education and training, including apprenticeships	3616	8.3	28.3	23.1	25.9	9.3	2.7	2.4
Post-secondary, non-higher education	1913	10.4	28.7	22.8	25.4	6.9	2	3.9
Higher education	5962	12.8	35	23	20.2	5.4	2.5	1.1

(continued)





	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	30309	11.5	30.7	24.5	20.6	8.1	2	2.4
 CURRENTLY IN WORK								
Full-time	12524	10.4	31.5	23.7	22.2	8.1	2	2
Part-time	3910	15.6	31.6	22.7	18.4	6.8	2.5	2.4
No	13834	11.4	29.8	25.9	19.9	8.5	1.8	2.8
 CURRENT SITUATION								
Unemployed	2724	8.8	30.2	24.7	21.2	8.4	2.7	4
Disability or illness	172	9.7	32.2	17	19.7	8.9	4.4	8.1
On maternity/paternity/ parental leave	489	12.4	25.1	27.4	25.5	5.1	3.6	1
Homemaker	1797	5.9	32.4	26.5	16	11.8	1.3	6.1
Other	521	9	30.1	28.1	17.3	7.7	3	4.9
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10825	10	32.4	23.3	22.3	8.1	2	2
Part-time work, not in education	1900	14.3	31.7	21.6	19.4	6.8	2.6	3.6
Full-time work, in education	1689	13.3	26.1	26.5	21.5	8.5	2.1	2
Part-time work, in education	2004	16.9	31.6	23.7	17.3	6.8	2.4	1.3
Full-time education, not working	8137	13.6	29.2	26.2	20.3	8.1	1.3	1.4
Not in education, not working	5692	8.2	30.6	25.5	19.5	9	2.4	4.8
 URBANISATION								
Metropolitan	5681	12	30.2	23.8	23.3	7	2	1.8
Urban	15127	11.4	32.6	23.8	19.4	8.3	2	2.5
Rural	9346	11.5	28	26.3	21.1	8.5	1.9	2.7

Table 6a. Most important reasons for young people to go into higher education – second mentions – by country

QUESTION: Q4b. In your opinion what is the second most important reason for young people to go into higher education?

Base: those who mentioned a reason firstly




	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
 TOTAL	29569	12.1	22.8	20.7	25.9	11.6	3.2	3.7
EU27	25973	13	22.8	19.6	26.4	10.8	3.4	3.9
COUNTRY								
 Belgium	961	9.7	27.7	17.2	26.9	9.9	3.5	5.2
 Bulgaria	989	7.3	17.8	19.6	31.7	17.4	2.1	4.1
 Czech Rep.	993	10.6	28.3	17.6	27.9	6.2	5.6	3.8
 Denmark	973	14.8	23.4	11.5	27.5	5.1	9.7	8
 Germany	984	21.8	22.4	18.6	23.6	10.8	1.6	1.2
 Estonia	987	14.2	20.8	17.9	29.6	12.5	2.2	2.8
 Greece	990	10.5	24	15.8	29.3	12.7	1.5	6.3
 Spain	988	10.5	26.4	21.1	24	13.1	1.3	3.5
 France	992	8.1	20.3	22.1	29.5	8.6	4.4	6.9
 Ireland	991	9.9	21.1	22.5	26.7	13.9	3.9	2
 Italy	964	14.9	25.7	22.4	21.5	9.3	2.7	3.5
 Cyprus	800	9.2	25.7	15.4	30	16.1	2.4	1.3
 Latvia	984	7.8	20.1	21.6	25.1	14.8	4.1	6.5
 Lithuania	967	7.1	21.8	21.4	31.6	10.7	1.5	5.9
 Luxembourg	796	11.8	22.8	19.1	31	12.1	1.3	1.8
 Hungary	994	11	29.2	18.5	27.7	6.5	2.8	4.4
 Malta	792	10.8	24.5	19.7	27.2	8	2.8	7
 Netherlands	965	9.4	20.5	18.5	32.3	8.8	6.9	3.5
 Austria	964	15.7	22	21.5	27.4	9.1	2	2.3
 Poland	995	13.5	18.7	17.7	28.4	15.1	3.2	3.4
 Portugal	993	8.4	27.3	18.9	27.3	12.8	3.8	1.4
 Romania	981	7.2	16.5	22	25.8	21.6	3.8	3.1
 Slovenia	985	9.3	23.7	17.9	29.6	9.5	2.8	7.2
 Slovakia	989	8	23.2	21.7	30.3	7.5	4.7	4.5
 Finland	1001	19.5	20.8	22.7	29.7	4.6	1.1	1.6
 Sweden	959	15.3	17	16.6	26.4	4.9	9	10.7
 United Kingdom	987	14.1	24.4	17.6	26.7	8.1	5	4.1
 Croatia	994	6.3	28.1	15.1	34.9	10.3	4	1.4
 Turkey	952	7.3	22.8	27	22.5	16.3	1.8	2.3
 Norway	947	13.6	18.8	15.3	29.4	3.7	8.5	10.7
 Iceland	788	17.9	23.4	13.3	30.5	5.2	4.4	5.3

Table 6b. Most important reasons for young people to go into higher education – second mentions – by segments

QUESTION: Q4b. In your opinion what is the second most important reason for young people to go into higher education?

Base: those who mentioned a reason firstly

	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	29569	12.1	22.8	20.7	25.9	11.6	3.2	3.7
 SEX								
Male	15034	11.8	22.7	20.3	26	11.7	3.4	4.1
Female	14535	12.4	22.9	21.1	25.8	11.6	3	3.3
 NATIONALITY								
Country of residence	28196	12.1	22.7	20.9	26	11.6	3.2	3.6
Other nationality	1356	11.2	24.7	16.8	24.8	13	3.7	5.8
 AGE								
15 - 19	6420	13.1	23.1	21.5	24.9	10.8	2.2	4.4
20 - 24	6932	12.7	22.5	21.4	24.8	12.3	3	3.3
25 - 29	7270	12.3	22	20.4	26.3	12.2	3.6	3.2
30 - 35	8898	10.6	23.4	19.8	27.2	11.2	3.8	3.9
 CURRENTLY IN EDUCATION								
Yes	11663	13.6	22.8	21.9	24.8	10.5	2.9	3.5
No	17888	11.1	22.8	19.9	26.7	12.4	3.4	3.8
 CURRENT EDUCATION								
Lower secondary level	921	14.8	22.6	17.4	24	13.2	1.9	6.2
Upper secondary level, general education	2819	13.8	22.2	22.9	23.5	11.4	2.8	3.4
Upper secondary level, vocational education and training, including apprenticeships	1931	12.9	23.5	21.3	25.7	10	2.2	4.4
Post-secondary, non-higher education	1044	12.5	26	18.9	23.4	12.1	2.4	4.8
Higher education	4888	13.7	22.3	23.1	25.9	9.4	3.4	2.2
 COMPLETED EDUCATION								
Left school before completing lower secondary education	591	11.7	22.6	16.7	22.3	17.7	4.2	4.8
Lower secondary level	2761	8.3	22.7	21.1	24.8	16.8	2.3	4
Upper secondary level, general education	3219	11.2	20.3	20.3	27.5	13.5	3.3	3.9
Upper secondary level, vocational education and training, including apprenticeships	3530	9.9	23.7	18.2	27.8	12.4	3.7	4.4
Post-secondary, non-higher education	1839	10.6	24.1	20.9	25.9	12.2	3.2	3.2
Higher education	5894	13.1	23.3	19.8	27.3	9.3	3.7	3.6

(continued)





	Total N	% Interest in specific subjects/disciplines	% To improve their job opportunities	% To obtain a higher level qualification	% To obtain higher wage levels	% To improve their opportunities to set up their own business	% Other	% DK/NA
TOTAL	29569	12.1	22.8	20.7	25.9	11.6	3.2	3.7
 CURRENTLY IN WORK								
Full-time	12270	11.4	22.9	20.8	27	11.1	3.3	3.5
Part-time	3815	13.3	22.1	20	26.5	10.5	4.5	3.2
No	13452	12.3	22.9	20.9	24.7	12.5	2.7	4
 CURRENT SITUATION								
Unemployed	2614	12.8	21	18.4	25	14.4	3.1	5.3
Disability or illness	158	11.9	27.5	16.8	26	6.4	4.5	7
On maternity/paternity/ parental leave	484	11.6	24.3	18.3	32.5	7.8	2.2	3.2
Homemaker	1688	9.2	22.5	20.8	23.8	18.8	2.3	2.6
Other	496	7.8	22.6	21.7	28	12.3	4.9	2.8
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10608	11	22.8	20.6	27.4	11.2	3.4	3.7
Part-time work, not in education	1832	11.3	24.8	17.3	25.4	12.2	4.8	4.1
Full-time work, in education	1654	13.8	23.9	21.9	24.8	10.3	3.1	2.3
Part-time work, in education	1978	15.2	19.5	22.4	27.5	8.9	4.2	2.3
Full-time education, not working	8027	13.2	23.4	21.8	24.2	10.9	2.5	4
Not in education, not working	5422	11.1	22.1	19.4	25.6	14.8	3	4
 URBANISATION								
Metropolitan	5580	12.6	24.1	19.7	25.8	10.2	2.9	4.8
Urban	14757	12.4	22	21.4	26	11.8	3.1	3.3
Rural	9095	11.4	23.1	20.2	25.9	12.2	3.6	3.6

Table 7a. Staying abroad for education purposes – *by country*

QUESTION: Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?
































	Total N	% Yes	% No	% DK/NA
 TOTAL	30309	13.5	86.3	0.3
EU27	26496	15.4	84.4	0.3
COUNTRY				
 Belgium	1001	16.3	83.6	0.1
 Bulgaria	1000	8.6	91.4	0
 Czech Rep.	1008	14.4	85.4	0.2
 Denmark	1002	21.3	78.6	0.1
 Germany	1003	20.9	79.1	0
 Estonia	1008	20.9	78.7	0.3
 Greece	1000	13.3	86.7	0
 Spain	1001	19	81	0
 France	1003	14.2	85.8	0
 Ireland	1002	19	81	0
 Italy	1012	12.1	85.9	2
 Cyprus	801	38.6	61.4	0
 Latvia	1005	15	85	0.1
 Lithuania	1000	13.7	86.1	0.1
 Luxembourg	806	41.3	58.7	0
 Hungary	1006	17.6	82.3	0.1
 Malta	805	14.3	85.6	0.1
 Netherlands	1001	18	81.8	0.2
 Austria	1004	27.8	71.9	0.3
 Poland	999	13.1	86.9	0
 Portugal	1005	13.4	86.4	0.2
 Romania	1001	9.9	90	0.1
 Slovenia	1002	17.8	82	0.1
 Slovakia	1004	16.4	83.6	0
 Finland	1008	21	78.9	0.1
 Sweden	1006	23.6	76.4	0
 United Kingdom	1002	9.7	90.2	0.1
 Croatia	1004	11.9	88.1	0
 Turkey	1000	2.9	96.9	0.2
 Norway	1000	28.4	71.4	0.2
 Iceland	812	21.3	78.7	0

Table 7b. Staying abroad for education purposes – *by segments*

QUESTION: Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?

	Total N	% Yes	% No	% DK/NA
TOTAL	30309	13.5	86.3	0.3
 SEX				
Male	15411	13.9	85.9	0.2
Female	14898	13.1	86.6	0.3
 NATIONALITY				
Country of residence	28885	12.7	87	0.2
Other nationality	1405	28.8	70.9	0.3
 AGE				
15 - 19	6559	9.7	90.2	0.1
20 - 24	7115	12.8	86.6	0.6
25 - 29	7491	15.3	84.4	0.3
30 - 35	9094	15.2	84.7	0.1
 CURRENTLY IN EDUCATION				
Yes	11836	15.2	84.6	0.2
No	18452	12.4	87.3	0.3
 CURRENT EDUCATION				
Lower secondary level	939	12.1	87.9	0
Upper secondary level, general education	2869	11.8	88	0.2
Upper secondary level, vocational education and training, including apprenticeships	1962	10	90	0
Post-secondary, non-higher education	1078	11.6	87.1	1.3
Higher education	4922	20.6	79.2	0.2
 COMPLETED EDUCATION				
Left school before completing lower secondary education	620	5.3	94.5	0.2
Lower secondary level	2938	3.4	96.4	0.2
Upper secondary level, general education	3317	8.4	91.4	0.2
Upper secondary level, vocational education and training, including apprenticeships	3616	9.6	90.2	0.2
Post-secondary, non-higher education	1913	9.2	89.6	1.2
Higher education	5962	22.7	77.3	0.1
 CURRENTLY IN WORK				
Full-time	12524	16.2	83.7	0.1
Part-time	3910	15.4	84.1	0.5
No	13834	10.5	89.3	0.2
 CURRENT SITUATION				
Unemployed	2724	8.9	90.9	0.2
Disability or illness	172	3.4	93.6	2.9
On maternity/paternity/parental leave	489	11.1	88.9	0
Homemaker	1797	2.4	97.6	0
Other	521	11.4	87.2	1.4



<i>(continued)</i>	Total N	% Yes	% No	% DK/NA
TOTAL	30309	13.5	86.3	0.3
 CURRENTLY IN WORK / EDUCATION				
Full-time work, not in education	10825	15.4	84.6	0
Part-time work, not in education	1900	11.5	87.9	0.5
Full-time work, in education	1689	21.5	77.8	0.7
Part-time work, in education	2004	19.1	80.5	0.4
Full-time education, not working	8137	12.9	87	0.1
Not in education, not working	5692	7	92.5	0.4
 URBANISATION				
Metropolitan	5681	20.9	78.9	0.1
Urban	15127	11.6	88	0.4
Rural	9346	12.1	87.8	0.1

Table 8a. Studying abroad as part of one's school education (lower and upper secondary school) – *by country*

QUESTION: Q6_A. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of school education (lower and upper secondary school)

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes







































	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
 TOTAL	4166	52.4	14.4	11.7	9.1	7.4	4.9
EU27	4146	52	14.9	11.8	9.2	7.6	4.4
COUNTRY							
 Belgium	164	46.2	17.6	6.9	9.9	15.3	4.1
 Bulgaria	86	54.1	9.4	14	14.2	1	7.3
 Czech Rep.	148	40	17.6	17.1	15.7	4.4	5.2
 Denmark	215	48.1	17.8	10.6	12.4	2.3	8.7
 Germany	209	43.7	18.2	16.7	12.2	7.2	2
 Estonia	214	69.7	6.6	6.6	6.1	3.4	7.6
 Greece	133	78	7.5	5.4	0.4	8.6	0
 Spain	190	64.9	7	11.4	5.8	9	1.9
 France	142	53.8	12.5	14.3	5.8	12.5	1.1
 Ireland	191	54	8.8	13.3	10.9	13	0
 Italy	143	34.1	27.2	12	5.6	0.7	20.4
 Cyprus	309	87.3	2.7	1.1	1.1	7.8	0
 Latvia	151	69.4	9.2	5.6	6.6	5.1	4.1
 Lithuania	139	53.6	8.9	10.3	15	7.2	5.1
 Luxembourg	333	63.4	6.1	3	5.1	21.8	0.5
 Hungary	178	57.7	11.6	12.6	7.2	8.1	2.8
 Malta	116	58.5	6.4	6.7	11.9	12	4.5
 Netherlands	182	48.9	15.4	8.6	15.3	8.2	3.7
 Austria	282	45.2	19	17	12.7	2	4
 Poland	131	65.1	12.1	9.2	7.5	1.5	4.7
 Portugal	137	71.2	2	7.3	4.3	13	2.3
 Romania	100	64.3	7.9	6.8	7.2	10.4	3.4
 Slovenia	180	57.5	16.5	15.1	6.9	2.9	1.1
 Slovakia	165	56.5	13	9.3	11.5	5.7	4
 Finland	212	49.2	12.7	16.1	13.5	4.1	4.4
 Sweden	237	43.1	22.6	14.4	10.3	5.8	3.8
 United Kingdom	99	50.1	16.6	2.9	13.9	14.6	1.9
 Croatia	119	65.7	4.4	7.3	6.4	10.3	5.7
 Turkey	31	53.1	4.8	11.8	6.6	3.5	20.2
 Norway	286	66.7	8	7.6	10.9	4.1	2.7
 Iceland	173	62.5	1	3	19.2	13.1	1.3

Table 8b. Studying abroad as part of one's school education (lower and upper secondary school) – *by segments*

QUESTION: Q6_A. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of school education (lower and upper secondary school)

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes

	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	52.4	14.4	11.7	9.1	7.4	4.9
 SEX							
Male	2165	53.9	13.5	10.6	9.9	8.1	4
Female	2001	50.8	15.3	12.9	8.3	6.7	6
 NATIONALITY							
Country of residence	3755	52.6	15.1	12.3	9.2	5.4	5.3
Other nationality	409	50.8	7.8	6.1	8.2	25.9	1.3
 AGE							
15 - 19	645	22.5	39.6	17.2	13.4	4.7	2.6
20 - 24	954	50.3	12	14.3	9	7.9	6.5
25 - 29	1167	57.6	12.9	9.9	6.3	8.6	4.7
30 - 35	1394	63.4	5.6	9	9.5	7.4	5.1
 CURRENTLY IN EDUCATION							
Yes	1827	43.1	21.1	15.3	10.5	6.6	3.5
No	2337	59.7	9.1	8.9	8	8.1	6.1
 CURRENT EDUCATION							
Lower secondary level	113	11.8	45.4	19.7	9.9	10.5	2.5
Upper secondary level, general education	343	21	38	22.1	9.3	6.3	3.3
Upper secondary level, vocational education and training, including apprenticeships	197	43.3	24.4	18.2	7.8	5.3	0.9
Post-secondary, non-higher education	140	47.9	16.4	8.2	12	4.2	11.4
Higher education	1022	53.6	12.2	13	11.3	6.8	3.1
 COMPLETED EDUCATION							
Left school before completing lower secondary education	34	68.1	4.6	7.7	2.7	15.6	1.4
Lower secondary level	105	50.1	11.1	5.6	16.6	3.2	13.4
Upper secondary level, general education	286	52.5	10.9	8.2	10.3	9.5	8.7
Upper secondary level, vocational education and training, including apprenticeships	356	56.1	10.6	10.1	7.1	9.3	6.8
Post-secondary, non-higher education	199	55.4	4.5	9.4	5.8	9.6	15.4
Higher education	1355	63.4	9	9	7.6	7.5	3.5

(continued)





	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	52.4	14.4	11.7	9.1	7.4	4.9
 CURRENTLY IN WORK							
Full-time	2044	59.6	10.3	10.2	8.6	7.1	4.3
Part-time	621	46	14.5	13.8	15.2	4.9	5.7
No	1486	45.5	20.1	13.1	7.4	9	4.9
 CURRENT SITUATION							
Unemployed	248	57.3	11.1	5.6	9.5	12.6	3.9
Disability or illness	11	30.8	2.2	18.3	0	2.6	46
On maternity/paternity/ parental leave	54	52.5	16.7	12.5	9.1	6.6	2.6
Homemaker	44	45.1	0.8	3	18.2	12.8	20.1
Other	67	70.8	9.8	2.9	0.9	4.9	10.8
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1668	61.8	9.4	9.3	7.7	7.5	4.3
Part-time work, not in education	229	54.2	7.4	12.3	9.7	8.2	8.3
Full-time work, in education	374	49.9	14.5	14	12.3	5.1	4.1
Part-time work, in education	392	41.2	18.6	14.7	18.4	2.9	4.1
Full-time education, not working	1061	41.5	24.3	15.9	6.9	8.4	3
Not in education, not working	424	55.7	9.5	6	8.7	10.4	9.7
 URBANISATION							
Metropolitan	1197	56.1	9.4	10.6	10	10.4	3.5
Urban	1809	52	14.9	12	8.5	6.7	6
Rural	1141	50	18.7	12.1	9.3	5.3	4.5

Table 9a. Studying abroad as part of one's vocational education and training – *by country*

QUESTION: Q6_B. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of vocational education and training

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes







































	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
 TOTAL	4166	60.7	7.6	10.7	9	5.8	6.2
EU27	4146	60.9	8	10.5	9.1	5.8	5.7
COUNTRY							
 Belgium	164	61.2	10.2	8.4	6.9	9.4	4
 Bulgaria	86	48.8	17.3	15.4	12	1.7	4.8
 Czech Rep.	148	58.5	10.9	4	12.1	6.7	7.7
 Denmark	215	68.7	4.4	7.7	5.4	3.2	10.7
 Germany	209	63.7	4.7	13	9.9	4.3	4.4
 Estonia	214	65	6.3	9.2	8.5	3.1	7.9
 Greece	133	56.3	6.9	12.3	5.5	19	0
 Spain	190	76.5	2.8	5.7	6.6	5	3.4
 France	142	68.3	4.2	10.2	7.4	9.3	0.6
 Ireland	191	64.6	4.7	7.6	8.7	12.9	1.5
 Italy	143	38.7	17.3	12.9	6.4	1.4	23.3
 Cyprus	309	52.9	3.3	1.4	7.8	33.7	0.9
 Latvia	151	68.9	4.7	5.1	4.9	12	4.4
 Lithuania	139	48.2	9.5	14.5	16.1	7.3	4.4
 Luxembourg	333	58.5	5.5	4.5	6.8	24.1	0.7
 Hungary	178	67.2	8.5	9	5.9	6.3	3.2
 Malta	116	67.6	3.3	5.6	9.7	7.8	5.9
 Netherlands	182	52.5	10.9	8.5	17	4	7.1
 Austria	282	54.6	10.1	12	15.7	4	3.6
 Poland	131	50.9	13.4	18.8	6.8	5.5	4.6
 Portugal	137	76.7	2.3	10.7	4.8	3.2	2.4
 Romania	100	56.5	8.3	12	9.3	8.3	5.7
 Slovenia	180	69.7	15	7.8	3.6	2.5	1.4
 Slovakia	165	58.5	5.5	11.9	12.5	6.1	5.4
 Finland	212	66.6	6.2	10.8	6.3	4.1	6.1
 Sweden	237	75.5	5.5	6.1	5.5	1.9	5.5
 United Kingdom	99	55.3	12.2	5.5	17.4	7	2.6
 Croatia	119	59.1	8.4	13	7.6	6.2	5.6
 Turkey	31	50.4	0	16.6	6.6	6.2	20.2
 Norway	286	74.9	4.1	8.7	6.3	3.3	2.7
 Iceland	173	82.6	0	4.5	7.3	4.4	1.3

Table 9b. Studying abroad as part of one's vocational education and training – *by segments*

QUESTION: Q6_B. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of vocational education and training

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes

	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	60.7	7.6	10.7	9	5.8	6.2
 SEX							
Male	2165	57.7	8.3	13	9.9	5.8	5.3
Female	2001	64	7	8.1	8	5.8	7.1
 NATIONALITY							
Country of residence	3755	60.7	8	11.4	8.9	4.4	6.6
Other nationality	409	61.6	4.7	3.8	9.4	18.6	1.9
 AGE							
15 - 19	645	65	13.2	6.4	7.7	1.7	6
20 - 24	954	61.8	7.1	12.1	7.7	4.2	7.1
25 - 29	1167	61	5	10.9	9	7.3	6.8
30 - 35	1394	57.9	7.7	11.5	10.4	7.5	5
 CURRENTLY IN EDUCATION							
Yes	1827	65.7	7.3	9.7	8	3.8	5.5
No	2337	56.9	7.9	11.4	9.8	7.3	6.7
 CURRENT EDUCATION							
Lower secondary level	113	70.8	10.9	2.2	1.9	4.4	9.7
Upper secondary level, general education	343	70.8	13.1	5.3	2.4	2.8	5.6
Upper secondary level, vocational education and training, including apprenticeships	197	54.9	12.4	18.3	8	4.4	2
Post-secondary, non-higher education	140	50.2	9.1	8	16.8	4.1	11.8
Higher education	1022	67.5	3.8	10.6	9.4	4	4.8
 COMPLETED EDUCATION							
Left school before completing lower secondary education	34	63.7	4.8	20.4	9.7	0	1.4
Lower secondary level	105	36.4	10	8.1	29.9	2.5	13.1
Upper secondary level, general education	286	49.4	9.4	11.3	8.2	10.2	11.4
Upper secondary level, vocational education and training, including apprenticeships	356	38.1	12	20.2	15.3	9.3	5.1
Post-secondary, non-higher education	199	49.1	9.1	10	11.6	7.4	12.8
Higher education	1355	65.9	6.2	9.5	6.8	6.7	4.9

(continued)





	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	60.7	7.6	10.7	9	5.8	6.2
 CURRENTLY IN WORK							
Full-time	2044	60.2	8.1	10.5	9.9	5.9	5.4
Part-time	621	57.3	7.8	9.5	12.5	5.3	7.6
No	1486	63.4	6.9	11.6	6.1	5.9	6.1
 CURRENT SITUATION							
Unemployed	248	50.9	6.4	14.6	9.3	15	3.7
Disability or illness	11	23.2	0	4.3	19.1	4.1	49.3
On maternity/paternity/ parental leave	54	37.6	6.7	28	18.3	6.6	2.9
Homemaker	44	52.3	8.8	8.2	8.8	1.8	20.1
Other	67	65.7	0.4	8.3	7.4	1.6	16.5
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1668	59.1	8.5	11.2	9.6	6.4	5.2
Part-time work, not in education	229	55.7	7.9	8.7	10.6	9	8.1
Full-time work, in education	374	65.5	6.3	7.3	11.5	3.5	5.9
Part-time work, in education	392	58.2	7.8	9.9	13.7	3.1	7.3
Full-time education, not working	1061	68.7	7.5	10.4	4.7	4.2	4.6
Not in education, not working	424	50.4	5.6	14.3	9.8	10.2	9.8
 URBANISATION							
Metropolitan	1197	63.3	5.5	10.3	11.2	5.7	4
Urban	1809	59.9	8.8	9.7	7.1	6.6	8
Rural	1141	59.4	8.2	12.6	9.8	4.6	5.3

Table 10a. Studying abroad as part of one's higher education – *by country*

QUESTION: Q6_C. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of higher education

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes







































	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
 TOTAL	4166	51.3	5.2	10.3	17.2	10.1	5.9
EU27	4146	51.2	5.2	10.2	17.8	10.2	5.4
COUNTRY							
 Belgium	164	43.5	11.8	11.5	20.5	8.2	4.5
 Bulgaria	86	58.5	6.3	9.3	14.1	8.3	3.5
 Czech Rep.	148	62.1	3.9	3.9	13.7	8.8	7.6
 Denmark	215	55.2	5.5	8	16.6	4.7	10
 Germany	209	58	3.4	7.5	20.2	8.1	2.9
 Estonia	214	55	11.3	7.1	10.2	6.2	10.3
 Greece	133	31.6	3.8	8.2	18.6	37.8	0
 Spain	190	51.9	1.6	11.9	21.9	9.8	2.9
 France	142	44.4	2.6	14.9	21.4	16.2	0.6
 Ireland	191	30.5	4.8	9.3	29.7	24.7	0.9
 Italy	143	30.9	16.5	19.6	6.6	3.4	23
 Cyprus	309	17.5	1	0.4	14.8	66.3	0
 Latvia	151	53	3.5	8.8	13.8	17.7	3.3
 Lithuania	139	52.1	4.2	10	25	5	3.6
 Luxembourg	333	32.4	0.9	2.6	14.1	49.3	0.8
 Hungary	178	68.2	2.1	4.8	14	6.2	4.7
 Malta	116	44.8	9	12.1	9.9	20	4.2
 Netherlands	182	61.9	4.4	6.2	15.8	4.5	7.2
 Austria	282	57.6	4	7.7	19.9	6.9	3.9
 Poland	131	66.5	4.4	7.8	12.1	2.9	6.3
 Portugal	137	52.8	4.3	12.8	21.8	6	2.3
 Romania	100	54	5.8	10.1	10.4	14.3	5.6
 Slovenia	180	60	4.7	10.9	18.3	5.2	1
 Slovakia	165	58.2	4.8	9	13.5	8	6.6
 Finland	212	46.1	3.5	8.5	27.1	6.7	8
 Sweden	237	60.2	4.5	6.5	18.3	5.2	5.3
 United Kingdom	99	43.8	6.8	7.7	21.8	18.8	1.1
 Croatia	119	69.8	4.2	6.5	3.8	9.2	6.5
 Turkey	31	54.1	4.8	11.8	2.9	6.2	20.2
 Norway	286	42	8.1	11.3	21	16	1.6
 Iceland	173	41.8	1.5	1.8	24.7	29.5	0.7

Table 10b. Studying abroad as part of one's higher education – *by segments*

QUESTION: Q6_C. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Studying as part of higher education

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes

	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	51.3	5.2	10.3	17.2	10.1	5.9
 SEX							
Male	2165	53.9	4.7	10.7	15.3	10.3	5.2
Female	2001	48.5	5.8	9.8	19.4	10	6.5
 NATIONALITY							
Country of residence	3755	52.4	5.3	10.8	17.5	7.8	6.3
Other nationality	409	40.9	4.7	5.4	15.5	31.7	1.8
 AGE							
15 - 19	645	74.5	6.6	5.1	5.9	2.2	5.6
20 - 24	954	49.3	4.6	11.6	19.7	7.2	7.5
25 - 29	1167	42.2	5.1	12.2	20.5	14.4	5.4
30 - 35	1394	49.6	5.1	10.1	18	12.1	5.1
 CURRENTLY IN EDUCATION							
Yes	1827	52.5	5.6	11.3	16.5	9.5	4.6
No	2337	50.4	4.9	9.4	17.8	10.6	6.8
 CURRENT EDUCATION							
Lower secondary level	113	84.1	4.8	2.7	0	0.5	8
Upper secondary level, general education	343	77.6	7.6	3.8	2.2	2.4	6.5
Upper secondary level, vocational education and training, including apprenticeships	197	79.7	1.6	6.8	6.1	2.7	3.2
Post-secondary, non-higher education	140	54.8	3.7	5.8	14.2	7.9	13.6
Higher education	1022	35.4	6.1	16.4	24.9	14.5	2.7
 COMPLETED EDUCATION							
Left school before completing lower secondary education	34	71.7	2.1	19.6	1.2	0	5.4
Lower secondary level	105	62.3	7.2	0	9.8	4.7	16
Upper secondary level, general education	286	65.9	2.5	5.9	7.9	6.1	11.7
Upper secondary level, vocational education and training, including apprenticeships	356	78.5	2.4	4.6	3.6	2.1	8.7
Post-secondary, non-higher education	199	57.3	4.2	8.4	9.1	6.2	14.8
Higher education	1355	37.2	6	12.1	26	15.2	3.4

(continued)





	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	51.3	5.2	10.3	17.2	10.1	5.9
 CURRENTLY IN WORK							
Full-time	2044	50.7	4.8	9.8	19.1	10.6	4.9
Part-time	621	49.6	5.9	7.4	21.9	8.5	6.8
No	1486	53	5.5	12.2	12.9	10.2	6.2
 CURRENT SITUATION							
Unemployed	248	52.5	6.9	10	11.4	12.2	7.1
Disability or illness	11	26.9	5.4	0	19.1	2.6	46
On maternity/paternity/parental leave	54	50.3	12.1	14.7	15	5.1	2.8
Homemaker	44	65	0	11.7	0.6	2.5	20.1
Other	67	24.8	0	0	52.7	6	16.5
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1668	50.1	4.9	10.4	18.5	11.1	5
Part-time work, not in education	229	59.4	4	4.1	15	9.1	8.4
Full-time work, in education	374	53.8	4.4	7.2	22.1	8.2	4.3
Part-time work, in education	392	43.8	7	9.3	26	8.1	5.8
Full-time education, not working	1061	55.3	5.5	13.5	11.1	10.4	4.2
Not in education, not working	424	47.4	5.7	9	17.4	9.7	10.9
 URBANISATION							
Metropolitan	1197	42.2	4.1	10.9	24.6	14.3	3.8
Urban	1809	52.2	6.1	9.8	14.6	10.2	7.2
Rural	1141	59.5	4.8	10.4	13.8	5.8	5.7

Table 11a. A traineeship in a company or similar organisation as part of one's higher education – *by country*

QUESTION: Q6_D. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Traineeship in a company or similar organisation as part of higher education

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes







































	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
 TOTAL	4166	66.5	4.1	8.4	10.3	3.4	7.3
EU27	4146	66.9	4.2	8.3	10.3	3.4	7
COUNTRY							
 Belgium	164	64.1	10.4	6.6	10	2.9	6
 Bulgaria	86	77.1	1	5.6	4.9	5.4	6.1
 Czech Rep.	148	73.5	5.7	2.9	6.4	2.5	9
 Denmark	215	78.4	1.4	1.6	5.2	0.9	12.5
 Germany	209	68.4	2.1	10.2	11.4	3.9	3.9
 Estonia	214	65.8	8	6.2	7.2	2.9	9.9
 Greece	133	69.9	2	4.7	12.4	11	0
 Spain	190	74.4	0.5	6.8	10.8	3	4.5
 France	142	61.1	4.3	14.5	16.3	2.7	1.1
 Ireland	191	61.9	4.7	10.5	13.1	7.5	2.2
 Italy	143	48.4	9.3	6.4	5	2.5	28.2
 Cyprus	309	76.7	2.8	3.4	11.5	5.4	0.2
 Latvia	151	69.2	5.2	6.5	6.8	7.1	5.3
 Lithuania	139	65.9	6.5	9.2	8.3	2.7	7.3
 Luxembourg	333	63.8	2.9	13	12.6	7.1	0.6
 Hungary	178	73.9	5.5	6.8	5.7	2.8	5.2
 Malta	116	70.4	4.9	5	9.3	5.7	4.7
 Netherlands	182	64.9	6.7	5.3	14.7	2.4	6
 Austria	282	71.1	3.8	10.1	7.8	2.7	4.5
 Poland	131	68.6	3	10.9	8.9	2.6	6
 Portugal	137	77.5	3.1	8	6.5	2	2.9
 Romania	100	65.8	5.8	11	6.4	6.5	4.5
 Slovenia	180	79.7	4.7	8.1	4.6	1.7	1.4
 Slovakia	165	64.6	4.8	9.6	8.4	4.7	7.9
 Finland	212	73	0.3	7.8	6.3	2.6	10
 Sweden	237	84.5	0.4	2.1	5.3	1.5	6.2
 United Kingdom	99	64.6	7.9	3.7	13.5	3.7	6.6
 Croatia	119	73.2	6.6	6.6	6.9	3.2	3.6
 Turkey	31	43.3	2.9	11.8	16	5.8	20.2
 Norway	286	86	3.6	2.5	4.6	1.7	1.6
 Iceland	173	88.2	1.9	2	4.3	2.3	1.3

Table 11b. A traineeship in a company or similar organisation as part of one's higher education – *by segments*

QUESTION: Q6_D. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Traineeship in a company or similar organisation as part of higher education

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes

	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	66.5	4.1	8.4	10.3	3.4	7.3
 SEX							
Male	2165	63.5	4.7	9.9	11.3	4	6.5
Female	2001	69.6	3.4	6.6	9.3	2.8	8.2
 NATIONALITY							
Country of residence	3755	66.1	4.2	8.6	10.6	2.9	7.6
Other nationality	409	69.6	3.3	6.1	7.9	8.4	4.7
 AGE							
15 - 19	645	81.5	1.5	3.7	6	0.3	7
20 - 24	954	64.1	5.4	10.1	10.3	1.7	8.4
25 - 29	1167	64.8	3.9	9.5	11	3.7	7.1
30 - 35	1394	62.6	4.6	8.4	11.8	5.8	6.9
 CURRENTLY IN EDUCATION							
Yes	1827	70.2	2.9	8.8	9.3	2.2	6.6
No	2337	63.6	5	8	11.2	4.3	7.9
 CURRENT EDUCATION							
Lower secondary level	113	78.1	4	5.4	1.9	0.3	10.3
Upper secondary level, general education	343	86.2	3	1.7	1.2	0.6	7.3
Upper secondary level, vocational education and training, including apprenticeships	197	80	2.7	7.4	4.9	2.1	2.9
Post-secondary, non-higher education	140	66.7	0.6	10.9	5.6	3.4	12.6
Higher education	1022	62.3	3.2	11.6	14.2	2.9	5.8
 COMPLETED EDUCATION							
Left school before completing lower secondary education	34	95.8	1.4	0.1	1.3	0.1	1.4
Lower secondary level	105	56.4	5.9	14.3	4.7	2.7	16
Upper secondary level, general education	286	65.2	6.6	2.7	7.3	5.3	12.9
Upper secondary level, vocational education and training, including apprenticeships	356	70.2	2.6	6.4	7.9	4.3	8.5
Post-secondary, non-higher education	199	59.4	5.3	3.4	4.3	11.2	16.3
Higher education	1355	61.8	5.3	9.9	14.6	3.4	5

(continued)





	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	66.5	4.1	8.4	10.3	3.4	7.3
 CURRENTLY IN WORK							
Full-time	2044	62.9	4.7	9.2	12.2	4.4	6.6
Part-time	621	69.3	3.6	5.2	11.5	2.2	8.2
No	1486	70.5	3.5	8.6	7.4	2.6	7.3
 CURRENT SITUATION							
Unemployed	248	62.4	5.9	5.8	11.9	5.4	8.5
Disability or illness	11	45.2	0	5.1	0	0.4	49.3
On maternity/paternity/ parental leave	54	68.7	7.9	11.6	6.8	2.7	2.3
Homemaker	44	59.7	0.5	13.4	5.6	0.6	20.1
Other	67	49.1	9.3	6.5	17.8	0.5	16.8
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1668	63.8	4.7	8.8	11.9	4.7	6.1
Part-time work, not in education	229	71.8	6.3	3.3	6.6	3.2	8.7
Full-time work, in education	374	58.9	5.1	10.9	13.6	2.7	8.9
Part-time work, in education	392	67.8	2	6.2	14.4	1.7	7.9
Full-time education, not working	1061	75.1	2.5	9.1	5.8	2.2	5.2
Not in education, not working	424	59.2	6	7.4	11.1	3.7	12.6
 URBANISATION							
Metropolitan	1197	66.4	3.4	9.3	11.4	4.2	5.3
Urban	1809	64.8	5.2	8.9	9.1	3.6	8.5
Rural	1141	69.3	3.2	6.5	11.3	2.4	7.3

Table 12a. A traineeship in a company or similar organisation as part of one's vocational education and training/apprenticeship – *by country*

QUESTION: Q6_E. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Traineeship in a company or similar organisation as part of vocational education and training/apprenticeship

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes







































	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
 TOTAL	4166	71.7	3.5	7.4	6.5	3.2	7.7
EU27	4146	72.6	3.6	7.1	6.4	3	7.4
COUNTRY							
 Belgium	164	69.5	6.9	9.1	5.6	2.9	6
 Bulgaria	86	60	9.1	10.6	7.5	5.1	7.6
 Czech Rep.	148	71.3	7.3	4.1	8.2	2	7.1
 Denmark	215	79.9	1.4	3.4	2	2.3	11
 Germany	209	77.2	1.4	8.3	5	2.1	6
 Estonia	214	62.3	9.9	9	7.3	3.1	8.4
 Greece	133	69.1	2.2	9.4	11.8	7.5	0
 Spain	190	81.9	1.7	4.1	6.3	1.7	4.3
 France	142	75.5	2.4	7.4	9.4	2.6	2.7
 Ireland	191	79.3	1.9	4.5	5.7	6	2.7
 Italy	143	50.3	7.4	8.9	1.2	4.7	27.5
 Cyprus	309	80.3	3.8	3.7	7.4	4.6	0.2
 Latvia	151	72.2	2.6	6.3	8.7	4.4	5.8
 Lithuania	139	67.5	4.1	9.8	9.1	4.1	5.3
 Luxembourg	333	76.9	4.2	4.5	6.5	6.9	1
 Hungary	178	81.9	4.1	4.2	1.8	5.1	2.9
 Malta	116	69.2	5.2	9.8	6.7	4.5	4.5
 Netherlands	182	67	5.2	6.9	12.8	1.2	6.9
 Austria	282	74.6	4.6	7.1	7.5	2	4.2
 Poland	131	75.6	2.3	9.2	3.1	2.8	6.9
 Portugal	137	77	2.9	8.5	4.3	4.4	2.9
 Romania	100	61.1	2.3	13.1	3.7	11.5	8.3
 Slovenia	180	88.1	2.1	4.9	2.2	1.3	1.4
 Slovakia	165	70	4.2	6.5	6.3	4	8.9
 Finland	212	75.9	1.1	10.1	1.6	3	8.4
 Sweden	237	85.8	1.3	0.9	4.1	2.1	5.8
 United Kingdom	99	66.1	8.3	4.6	15.5	0.8	4.7
 Croatia	119	58.6	13.7	8.1	9.6	4.5	5.6
 Turkey	31	45.2	0	16.6	10.6	7.3	20.2
 Norway	286	85.9	3.4	2.3	3.2	3.3	1.9
 Iceland	173	89.2	1	1.8	4	2.7	1.3

Table 12b. A traineeship in a company or similar organisation as part of one's vocational education and training/apprenticeship – *by segments*

QUESTION: Q6_E. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period. - Traineeship in a company or similar organisation as part of vocational education and training/apprenticeship

Base: respondents who have stayed abroad or who are currently abroad for education or training purposes

	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	71.7	3.5	7.4	6.5	3.2	7.7
 SEX							
Male	2165	67.8	3.6	9.6	8.7	3.4	6.9
Female	2001	76	3.4	4.9	4.1	2.9	8.7
 NATIONALITY							
Country of residence	3755	71.5	3.3	7.8	6.3	3	8.2
Other nationality	409	74	5.7	3.2	8.5	4.8	3.7
 AGE							
15 - 19	645	78.2	4	3.9	6.4	0.3	7.1
20 - 24	954	73	3.1	7.6	4.7	2.5	9.1
25 - 29	1167	72.2	2.7	9	5	2.8	8.3
30 - 35	1394	67.5	4.2	7.4	9.1	5.2	6.6
 CURRENTLY IN EDUCATION							
Yes	1827	75.9	3.4	6	6	1.8	7
No	2337	68.5	3.6	8.4	6.9	4.2	8.3
 CURRENT EDUCATION							
Lower secondary level	113	79.3	3.7	1	5.4	0.3	10.3
Upper secondary level, general education	343	83	4.1	3.9	1.3	0.7	7
Upper secondary level, vocational education and training, including apprenticeships	197	69.3	5.9	12.6	6.9	2.9	2.4
Post-secondary, non-higher education	140	70.2	1.5	8.5	6.6	0.4	12.8
Higher education	1022	75.1	2.9	5.7	7.3	2.3	6.8
 COMPLETED EDUCATION							
Left school before completing lower secondary education	34	46.5	3.2	23.4	19.2	7.4	0.3
Lower secondary level	105	52.1	5.9	7.3	14.1	3	17.5
Upper secondary level, general education	286	66.2	4.5	6.6	5.3	4.6	12.7
Upper secondary level, vocational education and training, including apprenticeships	356	56.9	4.6	14.9	8.6	8.6	6.3
Post-secondary, non-higher education	199	59.1	1.5	10.6	8.9	3.5	16.3
Higher education	1355	75.3	3.3	6.5	5.7	3.1	6.2

(continued)





	Total N	% None	% Less than three weeks	% Between three weeks and three months	% Three months to one year	% More than one year	% DK/NA
TOTAL	4166	71.7	3.5	7.4	6.5	3.2	7.7
 CURRENTLY IN WORK							
Full-time	2044	69.7	4.5	7.2	7.8	3.9	6.8
Part-time	621	70.8	1.1	6.9	8.8	2.6	9.8
No	1486	75.3	3.1	7.8	3.8	2.3	7.5
 CURRENT SITUATION							
Unemployed	248	65.2	1.4	11.9	5.5	8.1	8
Disability or illness	11	37.6	0.6	11.6	0.9	0	49.3
On maternity/paternity/ parental leave	54	71.5	5.9	12.2	5.7	2.1	2.7
Homemaker	44	55.8	7.1	15.6	1	0.4	20.1
Other	67	76.6	1	0.4	4.2	1.1	16.8
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1668	69.5	4.2	8	7.5	4.3	6.6
Part-time work, not in education	229	70.8	1.3	8.5	7.3	2.4	9.7
Full-time work, in education	374	71	5.7	4	9.3	2.3	7.7
Part-time work, in education	392	70.8	1	5.9	9.7	2.8	9.9
Full-time education, not working	1061	79.5	3.4	6.8	3.5	1.2	5.6
Not in education, not working	424	64.8	2.5	10.5	4.7	5.2	12.3
 URBANISATION							
Metropolitan	1197	76.4	2.8	5.5	5.2	4.4	5.7
Urban	1809	71.2	3.8	7.2	6	2.3	9.4
Rural	1141	67.8	3.8	9.6	8.6	3.2	7

Table 13a. Financial resources for young people's longest stay abroad – *by country*

QUESTION: Q7. Thinking about your longest stay abroad, how did you finance your stay?

Base: respondents who have been abroad for at least one of the tested learning mobility periods

% of "Mentioned" shown







	Total N	Private funds / savings	National or regional study loans/grants	Paid partly by employer	EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other)	Other grants and awards	DK/NA
 TOTAL	3696	65	18	18.5	14.6	6.5	1.5
EU27	3737	65.7	17.3	18.4	15.2	6.5	1.5
COUNTRY							
 Belgium	149	54.5	12.3	15.2	12.6	15.8	5.4
 Bulgaria	82	55.5	14.9	19.5	19.1	4.7	3.1
 Czech Rep.	129	62.1	12.8	14	16.2	7.5	0
 Denmark	192	64.6	27.1	24.3	10.2	3.9	1
 Germany	192	72.3	10.3	18.5	12.8	7.7	0.7
 Estonia	192	39.1	16.4	28.7	25.2	8.7	0.5
 Greece	126	72.9	5.9	8.6	22.6	1.5	2.1
 Spain	158	72.4	23.9	7.6	17.9	4.6	0
 France	139	70.3	26.2	11.6	18.3	5.8	0
 Ireland	177	68.6	30.4	30.9	16.1	6.5	2
 Italy	113	68.7	13.9	8.2	9.4	4.8	2.8
 Cyprus	307	74.5	27.3	5.1	10.3	5.8	1.6
 Latvia	138	53.6	17.1	18.1	20.2	7.1	0
 Lithuania	129	56.4	2.1	21.3	35.1	4.7	0
 Luxembourg	314	72.2	51.3	14.7	7.9	3.8	0.3
 Hungary	166	48.5	19.8	28.5	14.6	6	0.5
 Malta	110	60.7	10.8	19.7	17.9	2	0.5
 Netherlands	164	54.8	28.1	32.7	8.9	10.1	1.7
 Austria	267	72.1	13.1	22.6	18.4	2.6	0.9
 Poland	119	59.1	5	26.8	15.6	4.7	2.9
 Portugal	120	52.5	18.7	15.7	18.7	4.4	0.7
 Romania	96	38.2	2.4	34.1	27	10.5	3.6
 Slovenia	162	60.7	17.4	23.1	26	7	0
 Slovakia	143	65.9	13.2	16.1	16.3	0.5	1.5
 Finland	204	58.4	24.4	11.5	34.3	18.1	1.5
 Sweden	194	48.5	37.3	7.4	7.2	21.2	3.9
 United Kingdom	94	71.1	23.9	33.9	9.9	2.9	3.6
 Croatia	109	67.1	6.7	27	3.5	5.1	0
 Turkey	15	50.3	23	24.3	0	7.9	0
 Norway	267	40.1	52.5	18	2.5	7.2	1.2
 Iceland	155	55.2	51	5.5	5.7	9.7	1.7

Table 13b. Financial resources for young people's longest stay abroad – *by segments*

QUESTION: Q7. Thinking about your longest stay abroad, how did you finance your stay?

Base: respondents who have been abroad for at least one of the tested learning mobility periods

% of "Mentioned" shown

	Total N	Private funds / savings	National or regional study loans/grants	Paid partly by employer	EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other)	Other grants and awards	DK/NA
TOTAL	3696	65	18	18.5	14.6	6.5	1.5
 SEX							
Male	1943	61.2	16.8	25.4	12.4	5.8	1.4
Female	1754	69.1	19.3	10.9	17	7.3	1.6
 NATIONALITY							
Country of residence	3338	63.1	18.5	19.2	15.7	6.4	1.6
Other nationality	357	82.1	13.9	12.1	4.7	7.5	0.6
 AGE							
15 - 19	582	76.8	14.2	9.6	9.2	7	3.1
20 - 24	846	67.2	19.8	14.8	16.6	5	2.4
25 - 29	1060	61.4	21.4	18.5	17.3	7.3	0.6
30 - 35	1204	60.9	15.6	25.4	13.3	6.7	0.8
 CURRENTLY IN EDUCATION							
Yes	1672	71.3	18.6	11.6	14.5	5.8	1.6
No	2023	59.7	17.6	24.3	14.7	7.1	1.4
 CURRENT EDUCATION							
Lower secondary level	108	85.5	7.3	6.5	3.1	2.2	2.2
Upper secondary level, general education	302	83.4	9.9	5.4	8.8	5.5	1.2
Upper secondary level, vocational education and training, including apprenticeships	179	63.3	14	17.2	8.8	6	6
Post-secondary, non-higher education	114	71.9	7.7	14.2	15.6	8.3	0.5
Higher education	957	67	24.1	12.8	18.7	6	0.9
 COMPLETED EDUCATION							
Left school before completing lower secondary education	26	60.6	1.7	37.3	5.1	0	0
Lower secondary level	85	51	17.6	37.6	2.9	1	0.9
Upper secondary level, general education	217	69.3	8.5	18.8	13	4	3.8
Upper secondary level, vocational education and training, including apprenticeships	307	44.4	12.9	44.3	9.7	3.1	2.3
Post-secondary, non-higher education	147	64.3	13.2	27.4	14.7	8.6	2.9
Higher education	1242	62	21.1	18.7	17.2	9	0.7

(continued)





	Total N	Private funds / savings	National or regional study loans/grants	Paid partly by employer	EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other)	Other grants and awards	DK/NA
TOTAL	3696	65	18	18.5	14.6	6.5	1.5
 CURRENTLY IN WORK							
Full-time	1818	59.1	15.5	27.1	13.1	6.3	0.9
Part-time	554	70.6	22.5	15.1	18.4	8.3	1.3
No	1321	70.6	19.7	8.2	15.1	6.1	2.3
 CURRENT SITUATION							
Unemployed	218	69.8	28.9	11.1	14.6	7.2	1.3
Disability or illness	5	61.6	14.2	35.3	4.6	0	0
On maternity/paternity/ parental leave	52	55.8	19.4	10.2	30.4	1.9	0.9
Homemaker	26	43.6	19.8	31.9	2.8	5.8	0
Other	52	59.7	19.2	5.6	37.7	13.6	1
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	1475	57.9	15	28.3	13.3	6.9	1.1
Part-time work, not in education	196	65.4	22.6	16.3	16.7	10.5	2.8
Full-time work, in education	342	64.4	17.3	22.3	12.2	3.8	0.2
Part-time work, in education	358	73.4	22.4	14.4	19.3	7.1	0.4
Full-time education, not working	971	72.9	17.6	6.7	13.6	6.1	2.4
Not in education, not working	350	64	25.4	12.2	19.5	6.2	1.9
 URBANISATION							
Metropolitan	1106	65.4	20.7	15.8	17	7.9	0.5
Urban	1563	64.2	15.3	17.3	15.1	5.8	2.4
Rural	1014	66.1	19.4	22.8	10.8	6.1	1.2

Table 14a. Most important benefits of young people's longest stay abroad – *first mentions – by country*

QUESTION: Q8a. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad.

Base: respondents who have been abroad for at least one of the tested learning mobility periods







































	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
 TOTAL	3696	1.7	6.5	8.7	5.6	37.6	10.3	19.1	6	3.5	0.8
EU27	3737	1.5	6.4	8.8	5.7	38.6	10.4	18.5	6	3.2	0.8
COUNTRY											
 Belgium	149	2.6	7	6.4	4.2	31.3	8.6	18.3	12.2	6.9	2.4
 Bulgaria	82	1.5	4.4	18.8	7.2	42.9	8.6	9.4	5.6	1.5	0
 Czech Rep.	129	0.7	7.2	8.7	6.1	59.5	5.2	9.1	2.9	0.6	0
 Denmark	192	1.2	4.8	14.9	5.6	25.6	7.7	27.6	4.2	8.4	0
 Germany	192	0.5	6.8	4.6	3.4	45.2	11.9	20.6	5.3	1.7	0
 Estonia	192	0.8	13.9	17.5	7.7	29.6	9.2	12.5	8.4	0.3	0
 Greece	126	2.9	6.5	18.4	15.2	17.6	3.5	29.4	4	0.4	2
 Spain	158	2.5	8.5	5.2	10.5	45.8	10.2	9	7.1	0.6	0.6
 France	139	0.8	6.1	6.4	2.2	41.8	9.2	26.8	4.1	2.5	0
 Ireland	177	2	11.8	17.9	16.6	24.1	4.6	11.8	5.9	4.4	1
 Italy	113	0.8	4	5.9	1.6	51.1	15.7	12.6	5.2	0	3.1
 Cyprus	307	2.6	10	8.5	23.1	12.9	16.9	19.6	5.3	1	0
 Latvia	138	1.3	7	26	4.8	35.7	7.6	5.5	5.7	6.4	0
 Lithuania	129	0.7	12.5	20.5	11.2	30.1	6.7	9.9	4.1	2.5	1.7
 Luxembourg	314	1.1	9.8	7.7	19.6	25	11.5	15	8.1	1.9	0.2
 Hungary	166	0	3.6	15.6	5.3	55.3	6	6.2	5.1	2.3	0.6
 Malta	110	0	11.5	18.1	18.5	5.8	10.6	28.8	3.5	1.2	2.1
 Netherlands	164	4.2	2.4	16	4.5	16.9	9.9	27.5	12.1	4.5	1.9
 Austria	267	0.9	7.2	9	5.6	41.4	8.7	15.3	8.1	2.7	1
 Poland	119	1.5	5.6	8.1	2.5	46.4	12	12.9	5.5	4.3	1.3
 Portugal	120	1.4	8.4	13.1	10	10.7	10.2	26.4	12.8	5.4	1.6
 Romania	96	2.9	13.8	19.9	9.9	22.9	11.8	7.8	7.4	3.6	0
 Slovenia	162	0.7	10.9	15.4	11.3	26.3	13.9	11.9	6.7	2.9	0
 Slovakia	143	0	7.2	9.3	5.7	46.3	9.7	8.6	6.9	5.5	0.8
 Finland	204	2.7	10.8	5	2.1	32.8	13.5	23.3	8.1	0.8	0.8
 Sweden	194	0.3	4.4	4.4	7.9	29.7	11.4	22.6	2.3	12.8	4.2
 United Kingdom	94	3.7	3.1	14.1	9.1	17.1	8	29.9	5.3	9.6	0
 Croatia	109	2.2	8.6	23.5	8.1	29.3	9.4	12.7	3.4	2.3	0.6
 Turkey	15	13.3	8.2	0	0	7.9	5.9	43.7	9.3	11.7	0
 Norway	267	0.5	4.7	6.7	7.2	19.1	9.2	30.3	8	12.1	2.1
 Iceland	155	1.1	9.1	9.2	11.6	24.6	13.2	22.3	2	6	1

Table 14b. Most important benefits of young people's longest stay abroad –*first mentions – by segments*

QUESTION: Q8a. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad.

Base: respondents who have been abroad for at least one of the tested learning mobility periods

	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
TOTAL	3696	1.7	6.5	8.7	5.6	37.6	10.3	19.1	6	3.5	0.8
 SEX											
Male	1943	1.6	7.5	10.9	6.1	33.1	10.3	19.9	5.4	4.5	0.8
Female	1754	1.9	5.3	6.3	5.2	42.6	10.3	18.3	6.8	2.5	0.9
 NATIONALITY											
Country of residence	3338	1.7	6.4	9	5.2	38.6	10.8	18.5	6.1	3	0.8
Other nationality	357	2.1	7.5	6.1	10.2	28.3	6	25.3	5.3	8	1.3
 AGE											
15 - 19	582	1.8	1.2	6.5	4	49.1	6.3	20	8.1	1.7	1.2
20 - 24	846	1.4	7.9	7.4	4.8	37.1	11.1	19.9	6.1	3.5	0.8
25 - 29	1060	2	9	6.7	5.9	38.4	11.9	18.3	4.4	2.8	0.6
30 - 35	1204	1.7	5.8	12.4	6.8	31.6	10.3	19	6.4	5.1	0.9
 CURRENTLY IN EDUCATION											
Yes	1672	1.5	5.1	7.7	5.9	42.4	8.1	19	6.7	3.2	0.4
No	2023	1.9	7.6	9.6	5.5	33.6	12.2	19.3	5.5	3.8	1.1
 CURRENT EDUCATION											
Lower secondary level	108	2.6	1.7	2.6	9.8	56.2	0.4	16.2	9.5	1	0
Upper secondary level, general education	302	0.5	1.6	3.5	2.2	54.6	9.3	17.7	7.2	2.9	0.6
Upper secondary level, vocational education and training, including apprenticeships	179	0.1	8.2	7.3	3.5	49.5	5	19.8	3.6	1.9	1.2
Post-secondary, non-higher education	114	0	4.3	10.4	6.7	27.8	5.4	30.5	7.3	7	0.7
Higher education	957	2.2	6.2	9.4	7	37.1	9.4	18.5	6.8	3.3	0.2
 COMPLETED EDUCATION											
Left school before completing lower secondary education	26	0	27.1	7.3	3.4	20.2	1.1	27.5	8.1	5.4	0
Lower secondary level	85	2.5	5.5	10.5	1	25.9	17.1	29	3.2	2.7	2.6
Upper secondary level, general education	217	3.2	7.2	13.2	2.8	33.5	12.8	15.5	4.8	3.6	3.5
Upper secondary level, vocational education and training, including apprenticeships	307	4.4	6.3	11	3.1	33.2	11.1	16.5	8.5	4.3	1.8
Post-secondary, non-higher education	147	0.4	11.1	11.2	2.1	29.1	9.9	19.1	6.1	8.2	2.8
Higher education	1242	1.3	7.3	8.4	7.3	35	12.5	19.7	5	3.2	0.3

(continued)





	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
TOTAL	3696	1.7	6.5	8.7	5.6	37.6	10.3	19.1	6	3.5	0.8
 CURRENTLY IN WORK											
Full-time	1818	1.7	7.8	10.4	5.8	32.8	11.2	20.2	5.7	3.7	0.7
Part-time	554	3.1	5.5	9.2	8.4	37.2	6.3	18.2	8.8	2	1.3
No	1321	1.2	5	6.2	4.2	44.5	10.7	18.2	5.3	4	0.8
 CURRENT SITUATION											
Unemployed	218	0	7.7	7.7	4.7	36.6	12.4	17.1	7.4	5.8	0.5
Disability or illness	5	27.6	12.6	17.9	5.5	6.2	11.6	12.5	6.1	0	0
On maternity/paternity/ parental leave	52	0.8	1.7	7.4	0.4	53.1	8	21.6	2.8	3.1	1.1
Homemaker	26	0	7.2	7.8	0.7	46.4	27.1	9.5	0	0.3	0.9
Other	52	0.4	2.1	2	6.3	39.2	20.2	26.9	1.3	1	0.7
 CURRENTLY IN WORK / EDUCATION											
Full-time work, not in education	1475	2	8.2	9.9	5.8	31.5	12.5	19.9	5.6	3.9	0.8
Part-time work, not in education	196	4	5.9	11.7	5.5	38.7	6.3	17.6	5	2.1	3.2
Full-time work, in education	342	0.7	6.4	12.7	5.5	38.4	5.8	21.6	6.1	2.5	0.2
Part-time work, in education	358	2.7	5.3	7.9	9.9	36.3	6.3	18.6	10.9	1.9	0.2
Full-time education, not working	971	1.4	4.6	5.8	4.5	46.1	9.5	18.3	5.3	3.9	0.5
Not in education, not working	350	0.6	6.1	7.1	3.3	40.1	14.1	17.8	5.3	4.1	1.5
 URBANISATION											
Metropolitan	1106	2.3	4.8	9.1	5.8	34.8	9.8	20.3	6.8	5.9	0.5
Urban	1563	1.3	7.4	8	6.8	37.2	10.8	19.3	5.6	2.5	1.2
Rural	1014	1.9	7	8.7	3.8	41.4	10.2	17.9	5.9	2.6	0.7

Table 15a. Most important benefits of young people's longest stay abroad –*second mentions – by country*

QUESTION: Q8b. Spending time abroad could bring several benefits. What would be the second most important benefit?

Base: respondents who have been abroad for at least one of the tested learning mobility periods and mentioned a benefit firstly







































	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
 TOTAL	3666	2.4	10	9.3	6.7	19.5	11.4	20.5	11.5	6	2.7
EU27	3706	2.3	10.2	9.5	6.2	19.4	11.4	20.9	11.8	5.7	2.7
COUNTRY											
 Belgium	145	0	7.7	11.8	4.6	10.2	13.8	27	11.6	8.2	5
 Bulgaria	82	1.1	13.9	15.9	3	15.6	19.4	19.4	6.5	0.8	4.4
 Czech Rep.	129	3.9	10.7	5.5	3	19.7	11.9	18.1	20.5	4	2.8
 Denmark	192	0	2.5	9.4	6.9	15	10.2	25.7	10.8	18.5	0.9
 Germany	192	1.2	10.6	8.8	3.8	23.9	8.2	26.6	12.8	2.8	1.4
 Estonia	192	2.2	10.7	14	5.8	20.4	12.5	13.5	15.1	2.9	3
 Greece	123	2.1	12.5	7.4	6.3	16.3	19	19.7	11.3	3.1	2.3
 Spain	157	2.5	16.2	13.6	9.1	19.2	14	18.2	3.9	1.4	2
 France	139	1	10	7.2	2.6	23.9	10.2	21.3	14.3	4.8	4.5
 Ireland	175	4.3	12.8	7.6	17.8	7.4	12.5	18.3	10.9	4.4	3.9
 Italy	109	4.2	11.6	7.1	6.6	20.1	10.6	21.8	14.9	2.4	0.7
 Cyprus	307	5.3	8.8	10.9	13	9.8	16.4	19.1	12.4	3.2	1.2
 Latvia	138	0.8	10.7	8.2	3.7	30.1	10.3	13.7	14.2	4.7	3.8
 Lithuania	127	5.1	17.7	14.5	10.7	13.4	4.9	11.8	9.3	8.6	4.1
 Luxembourg	313	3.6	12.8	12.3	10.6	18.1	11.5	17.6	10.5	1.9	1
 Hungary	165	0.5	8.3	17.1	8	20.5	9.6	20.7	9.1	4.8	1.6
 Malta	108	1.6	13.2	10.3	15.5	7.6	14.4	11.2	15.2	7.7	3.3
 Netherlands	161	3.6	7.2	7.5	5.4	17.3	15.8	15.3	10.4	11.8	5.7
 Austria	264	1.6	10.5	9.1	6.2	17.7	16.7	20.9	9.9	6.7	0.8
 Poland	118	2	5.4	14.4	3.3	25	11.2	13.7	12.7	7.3	4.9
 Portugal	118	2.3	5.4	16	8.3	15.7	9.1	17.4	15.2	10.6	0
 Romania	96	2	12.1	10.7	10.3	19.9	9.2	17.7	14.3	2.5	1.2
 Slovenia	162	3.6	9.4	6.2	10.1	28.2	5.7	16.5	9.6	7.9	2.9
 Slovakia	142	1.5	11.3	13.5	8.6	21.1	7.6	17.2	11.8	5.9	1.5
 Finland	203	3	10.7	5.2	3.5	25.2	20.5	19.8	8	3.7	0.4
 Sweden	186	1.3	6.4	3.5	3.6	12.9	14.7	22.4	2.8	17.3	15.1
 United Kingdom	94	5.3	7.1	6.4	12.7	4.5	11.8	21.9	14.5	14.9	0.8
 Croatia	108	2.1	11	8	8	19.3	12.9	16.6	11.5	6.6	3.8
 Turkey	15	7.9	7.1	0	26.8	30	10.6	8.2	0	9.3	0
 Norway	261	1.3	1.9	9.9	8.6	13.4	10.8	17	8.6	20.7	7.8
 Iceland	154	2.1	5.2	7.1	7.8	16.3	17.8	19.5	8.8	9.5	5.8

Table 15b. Most important benefits of young people's longest stay abroad –*second mentions – by segments*

QUESTION: Q8b. Spending time abroad could bring several benefits. What would be the second most important benefit?

Base: respondents who have been abroad for at least one of the tested learning mobility periods and mentioned a benefit firstly

	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
TOTAL	3666	2.4	10	9.3	6.7	19.5	11.4	20.5	11.5	6	2.7
 SEX											
Male	1928	2.6	9	9.7	7.1	18.8	11.8	19.8	10.7	7.1	3.4
Female	1738	2.1	11.1	9	6.2	20.2	11	21.3	12.3	4.8	2
 NATIONALITY											
Country of residence	3312	2.3	9	8.8	6.9	20.3	11.5	20.2	11.9	6.4	2.7
Other nationality	353	2.7	18.8	14.6	4.4	12.1	10	23.5	7.9	2.9	3
 AGE											
15 - 19	575	2.2	7.5	4.5	7	20.6	9.1	28.9	12.4	5.7	2.2
20 - 24	840	2.5	9.2	10.5	5.9	18.6	13.2	18.8	10.7	7.9	2.8
25 - 29	1054	3.2	11.8	8.7	5.9	17.4	11.2	21.7	13.6	4.6	1.8
30 - 35	1194	1.6	10.1	11.4	7.7	21.4	11.4	16.6	9.9	6.2	3.7
 CURRENTLY IN EDUCATION											
Yes	1665	3.1	11.1	7.1	7.1	18.4	10.5	23	10.9	5.9	2.9
No	2000	1.7	9	11.2	6.3	20.3	12.2	18.5	12	6.1	2.6
 CURRENT EDUCATION											
Lower secondary level	108	4.2	14.7	8.9	1.9	15.5	10.1	17.9	8.8	12.2	5.7
Upper secondary level, general education	300	2.5	8.3	2.8	4.3	18.6	10.2	35.5	12.4	4.3	1.1
Upper secondary level, vocational education and training, including apprenticeships	177	1.8	8.3	7.1	4.3	15.8	7.2	30.3	12.3	5.9	6.9
Post-secondary, non-higher education	113	5.8	9.8	17	2.7	17.3	21.5	11.5	7.4	6.6	0.5
Higher education	956	3.1	12.4	7.1	9.6	19.5	10	18.9	10.8	5.7	2.7
 COMPLETED EDUCATION											
Left school before completing lower secondary education	26	4.5	11.9	1.8	1.9	34.6	11.3	28.8	4.2	1	0
Lower secondary level	83	0	7.7	32.7	5.1	17.6	7.1	9.5	14	3.1	3.2
Upper secondary level, general education	209	3.9	10.9	10.3	4.5	20.1	15	17.6	5.1	11.5	1.1
Upper secondary level, vocational education and training, including apprenticeships	301	0	7.4	16.6	5.8	20.3	14.4	16.2	7.8	7.1	4.3
Post-secondary, non-higher education	143	0.5	15	3.8	3.8	31.5	15.5	12.8	12.5	2.7	2
Higher education	1238	2	8.4	9.7	7.2	19	11	20.3	14.2	5.7	2.5

(continued)





	Total N	% Credits / points for the programme of study / training	% Improved opportunities for subsequent employment	% Professional skills you did not already have	% Improved academic knowledge	% Improved foreign language skills	% Greater ability to adapt to new situations	% Improved awareness of another culture	% Better interpersonal skills	% Other benefits	% DK/NA
TOTAL	3666	2.4	10	9.3	6.7	19.5	11.4	20.5	11.5	6	2.7
 CURRENTLY IN WORK											
Full-time	1805	1.8	10.4	10.9	6.4	19	11.1	18.1	12	7.6	2.8
Part-time	547	2.2	10.1	5.1	7.4	17.6	17.8	21.5	10.9	5.5	2
No	1311	3.3	9.4	9	6.8	20.9	9.1	23.5	11	4.2	2.8
 CURRENT SITUATION											
Unemployed	217	3.5	9.7	10.1	10.6	19.1	10.7	19.5	9.1	5.8	2
Disability or illness	5	0	6.3	0	0	19.1	35.1	32.6	2	0	4.8
On maternity/paternity/ parental leave	51	3.2	3	24.5	1.7	18.4	3.3	20	19.9	4.8	1.2
Homemaker	26	0	9.3	6.7	1.1	27.4	21.4	15.4	13.1	0.8	4.8
Other	52	0.1	1.5	5.7	1	44	15.1	7.9	18.2	1.8	4.9
 CURRENTLY IN WORK / EDUCATION											
Full-time work, not in education	1463	1.6	9.1	11.8	6.3	20.1	12	17.8	11.9	6.8	2.6
Part-time work, not in education	190	1.4	11	6.6	5	17.9	14.4	25.2	12.7	3.1	2.6
Full-time work, in education	341	2.7	15.8	6.8	6.6	14.2	7.2	19.6	12.8	10.6	3.6
Part-time work, in education	357	2.6	9.6	4.3	8.6	17.5	19.7	19.5	9.9	6.7	1.7
Full-time education, not working	966	3.4	10.1	8.2	6.6	20.3	8.3	25.5	10.5	4	3.1
Not in education, not working	344	2.7	7.6	11.4	7.1	22.7	11.6	18	12.4	4.7	1.8
 URBANISATION											
Metropolitan	1101	2.8	9	8.1	5.7	20.6	10.7	19.9	13.2	7.5	2.4
Urban	1545	2.3	10.2	10.8	7	18.7	12.4	20.1	10.4	5.4	2.6
Rural	1007	2.1	10.6	8.6	7.2	19	10.6	21.8	11.5	5.4	3.1

Table 16a. Other types of stay abroad (excl. vacation/holiday) – *by country*

QUESTION: Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?

% of “Mentioned” shown






































	Total N	Working (found a job abroad)	Volunteering	Within other educational contexts or outside formal education	Living abroad for other reason	Never stayed abroad	DK/NA
 TOTAL	30312	8.9	2.2	5	6.9	76.8	3.7
EU27	26496	10.3	2.4	5.8	7.8	73.4	4.4
COUNTRY							
 Belgium	1001	5.4	4.7	3	7.2	78.7	2.4
 Bulgaria	1000	10.7	4.7	2.8	5.7	70.8	7.4
 Czech Rep.	1008	12.8	1.5	6	6.9	73.4	2.1
 Denmark	1002	9.6	3.1	4.1	6.5	75.7	3.4
 Germany	1003	7.7	2.6	8.9	8.9	72.4	5.1
 Estonia	1008	18.1	3.9	4.9	9.8	62.4	4.9
 Greece	1000	4.7	1	2.6	8	83.6	1
 Spain	1001	8	1.7	11.5	8.1	72.2	1.4
 France	1003	7.8	2.2	5	5.7	80.3	0.8
 Ireland	1002	26	6	8.2	22.6	57.6	3
 Italy	1012	5.6	0.9	4.5	1.5	72.6	15.7
 Cyprus	801	7.7	1.2	6.3	9.3	73.9	4.1
 Latvia	1005	18	1.8	3.5	11.4	67.4	0.8
 Lithuania	1000	21.6	2	2.4	6.5	67	2.1
 Luxembourg	806	13.2	5.2	10.3	13.8	60.9	4.3
 Hungary	1006	6.7	1	2.2	6	84	1.1
 Malta	805	6.7	2.1	2.4	5.9	82.1	2.5
 Netherlands	1001	5.5	2.5	3.5	4.6	84.5	1.1
 Austria	1004	10.1	2.1	8.6	5.1	75.4	2.6
 Poland	1000	20.3	1.2	4.3	5.9	68.3	2.7
 Portugal	1005	7.7	0.4	4.9	11	73.9	3.4
 Romania	1001	20.4	1.8	2.8	13.5	61.4	2.7
 Slovenia	1002	4.7	2.8	5.4	5.2	83.1	0.9
 Slovakia	1004	27	1.1	2.9	2.9	67.3	0.4
 Finland	1008	7.4	1.8	4	6.1	80.6	2.3
 Sweden	1006	10.3	1.6	5.3	13.4	70.3	2.7
 United Kingdom	1002	10.4	5.4	5.3	12.8	72.7	5.7
 Croatia	1004	7.4	1.2	5.9	11.4	73.5	2.5
 Turkey	1000	1.4	1.2	0.8	1.8	94.8	0.4
 Norway	1000	6.7	3	4.1	10.8	77.2	1.1
 Iceland	812	14.8	1.8	8	18.8	60.6	1

Table 16b. Other types of stay abroad (excl. vacation/holiday) – *by segments*

QUESTION: Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?

% of “Mentioned” shown

	Total N	Working (found a job abroad)	Volunteering	Within other educational contexts or outside formal education	Living abroad for other reason	Never stayed abroad	DK/NA
TOTAL	30312	8.9	2.2	5	6.9	76.8	3.7
 SEX							
Male	15414	10.8	2.3	5.1	7.1	74.5	3.7
Female	14898	6.9	2.1	4.9	6.7	79.2	3.7
 NATIONALITY							
Country of residence	28888	8.2	2.1	4.8	6.2	78.1	3.6
Other nationality	1405	21.4	3.8	9.9	21.1	51.3	5
 AGE							
15 - 19	6559	1.6	1.4	3.7	5.2	86.4	3.3
20 - 24	7115	7.5	2.5	4.3	7	77.3	4.4
25 - 29	7491	10.9	2.5	5.7	8.2	73.4	3.5
30 - 35	9097	13.5	2.2	5.9	7	72.3	3.6
 CURRENTLY IN EDUCATION							
Yes	11836	5.4	2.4	5.7	7.4	78.2	4.2
No	18456	11.1	2	4.6	6.6	75.9	3.4
 CURRENT EDUCATION							
Lower secondary level	939	1.9	0.7	1.8	5.4	88.4	2.7
Upper secondary level, general education	2869	1.6	1.4	3.5	5.6	83.5	4.9
Upper secondary level, vocational education and training, including apprenticeships	1962	3.5	0.7	3.6	5.8	84.4	3
Post-secondary, non-higher education	1078	5.9	1.7	4.8	6.8	79.8	3.9
Higher education	4922	8.9	4.3	8.7	9.6	70.3	4.7
 COMPLETED EDUCATION							
Left school before completing lower secondary education	620	10.7	0.8	2.7	5.6	79.7	2.1
Lower secondary level	2938	6.6	1.1	1	4.1	85.8	2.2
Upper secondary level, general education	3317	10.4	1.3	3.2	6.6	76.8	4.6
Upper secondary level, vocational education and training, including apprenticeships	3616	11.2	1.9	3.1	5.9	76.5	3.3
Post-secondary, non-higher education	1913	9.6	1.3	2.8	5.7	80.1	3.5
Higher education	5965	14	3.2	8.7	8.5	68.4	3.3

(continued)





	Total N	Working (found a job abroad)	Volunteering	Within other educational contexts or outside formal education	Living abroad for other reason	Never stayed abroad	DK/NA
TOTAL	30312	8.9	2.2	5	6.9	76.8	3.7
 CURRENTLY IN WORK							
Full-time	12527	13.2	2.5	5.8	7.6	72	3.4
Part-time	3910	8.4	3.4	6.2	8.7	74.3	4.8
No	13834	5	1.5	4	5.7	81.9	3.6
 CURRENT SITUATION							
Unemployed	2724	9.1	0.9	4	5.8	79.5	2.6
Disability or illness	172	6.6	2.9	2.9	2.5	74.8	12.4
On maternity/paternity/parental leave	489	13	1.7	4.7	5.8	77.6	0.8
Homemaker	1797	3.4	1.3	0.3	3.1	90	2.4
Other	521	7.3	0.6	5.4	7.9	78.4	4.6
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	10828	13.4	2.5	5.4	7.5	72.3	3.4
Part-time work, not in education	1900	9.1	1.9	4.8	5.7	77.3	4
Full-time work, in education	1689	12.2	2.6	8.4	8	70	3.1
Part-time work, in education	2004	7.6	4.9	7.6	11.4	71.6	5.5
Full-time education, not working	8137	3.4	1.8	4.6	6.2	81.6	4.1
Not in education, not working	5692	7.3	1.1	3.1	5	82.4	2.9
 URBANISATION							
Metropolitan	5681	11	3.1	7.8	9.3	70.2	3.7
Urban	15131	8	1.8	4.4	6.4	78.6	3.8
Rural	9346	8.9	2.2	4.4	6.2	78.1	3.5

Table 17a. Main reasons for not having spent time abroad for education, training, working or volunteering purposes – *first mentions* – *by country*

QUESTION: Q10a. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?

Base: respondents who have never stayed abroad for education, training, working and volunteering







































	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
 TOTAL	21620	6.2	27.6	4.9	2	19.9	0.9	0.9	1.8	13.1	17.1	5.6
EU27	17786	7.2	30.1	5.5	1	20.8	0.8	1	1.8	11	17.4	3.5
COUNTRY												
 Belgium	711	4.5	30.8	5	0.9	11.4	0.7	0.8	2.8	10.5	23.2	9.5
 Bulgaria	668	4.1	31.2	3.7	0.6	38.2	0	0.9	1.1	12.9	5.9	1.4
 Czech Rep.	660	7.5	19.8	15.3	1.5	21.5	0.6	1	1.2	10.4	18.8	2.4
 Denmark	631	6	25.4	1.7	0.6	10.3	0	0.7	3.9	13.2	29.6	8.6
 Germany	661	5.5	33.7	4.4	1.6	19.2	0.7	1.5	2.3	12.1	16.2	2.8
 Estonia	526	6.6	26.5	9.1	0.7	22	0.4	0.8	1.4	17.2	11.5	3.6
 Greece	768	10.3	38.2	2.9	0.3	28.7	0.5	0.4	1.1	11.7	5.5	0.3
 Spain	652	9.4	29.8	7.2	1.2	28.6	2.9	0.7	1.5	4.7	13.1	0.8
 France	733	8.2	23.7	9.7	1.1	17	0.8	1.3	3.2	7.3	26.1	1.5
 Ireland	515	5.6	24.7	3.5	0.2	20.4	0.3	0.5	1.8	16.8	20.1	6
 Italy	693	3.9	33.6	3.3	0	21	0.3	0.8	0.6	10.6	16.5	9.2
 Cyprus	397	6.6	43.3	4.1	1.1	13.3	1	1	1	11.6	15.6	1.3
 Latvia	608	3.7	38.6	6.2	1.1	19.9	0.1	0.3	0.8	13.8	13.6	1.8
 Lithuania	603	6.7	19.5	6.6	0.8	19.3	1.2	1.3	1.8	18.5	19.1	5.1
 Luxembourg	354	6.7	40.3	2.4	2.2	10.5	1.3	0.8	3.7	12.9	15.3	3.7
 Hungary	740	8.3	15.7	12.6	0.2	35.8	0.8	1.2	0.6	14	9.2	1.4
 Malta	599	7.1	32.1	1	0.6	13.9	0.7	0.9	2.9	11	25.9	3.9
 Netherlands	744	3.1	39	3.4	1.1	8	0.8	0.6	5.2	8.8	27.2	2.7
 Austria	621	4.2	34.6	3	1.3	12.7	0.2	1.9	0.5	14.8	21.7	5.1
 Poland	630	8.8	35.8	6.6	0.9	22.7	0	0.8	1.2	12	9.4	1.8
 Portugal	690	8.3	35.8	2.4	1	14.7	0.7	0.8	0.5	10.3	23.2	2.3
 Romania	588	6.2	20.5	2.8	1.2	38.1	0.9	0.9	1.2	13.3	13.8	1
 Slovenia	733	9.6	35.8	6	0.8	21.1	1.1	1.5	1.2	9.1	11.9	1.8
 Slovakia	602	9	33.5	6.1	2.6	13.5	0.5	1.5	2.1	10.9	19.5	0.8
 Finland	683	6.7	29.7	7	2.1	22.3	0.3	2.4	1.6	10.9	14.9	2
 Sweden	595	3.6	39	0.7	0	7.3	0.1	0.5	0.6	4.2	30.7	13.3
 United Kingdom	696	10.1	27.6	3.1	0.7	17.7	0.5	0.5	1.8	16.3	17.3	4.4
 Croatia	682	11.9	23.6	4.2	1.5	35.9	0.6	1.2	1.9	11.1	7.7	0.5
 Turkey	939	2.4	18.4	2.8	5.9	16.3	1.4	0.4	1.7	21	15.8	13.9
 Norway	611	6.5	31.7	1.2	0.5	6.8	0	0.7	1	9.3	34.2	8.2
 Iceland	450	2.4	30.6	2.2	0.2	10.9	0.2	0.2	0.7	10	33.3	9.3

Table 17b. Main reasons for not having spent time abroad for education, training, working or volunteering purposes – *first mentions* – *by segments*

QUESTION: Q10a. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?

Base: respondents who have never stayed abroad for education, training, working and volunteering

	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
TOTAL	21620	6.2	27.6	4.9	2	19.9	0.9	0.9	1.8	13.1	17.1	5.6
 SEX												
Male	10687	6.8	30.3	5.4	1.8	19.4	0.7	0.9	1.7	9.5	18	5.6
Female	10932	5.6	25.1	4.4	2.2	20.4	1.1	0.9	1.9	16.6	16.3	5.7
 NATIONALITY												
Country of residence	21000	6.1	27.6	5	2	19.9	0.9	0.8	1.8	13.1	17.2	5.6
Other nationality	607	8.9	30	3.6	3.1	20.1	0.2	2	0.7	11.6	13	6.9
 AGE												
15 - 19	5291	7.5	26.4	5	2.7	17.7	0.8	1.2	1.4	9.6	19.6	8.1
20 - 24	5126	6.1	27.2	4.8	1.8	24.5	1.3	0.9	2	9.1	17.4	4.9
25 - 29	5040	5.7	27.4	4.3	1.6	20.2	1	0.7	2.6	13.5	17.6	5.2
30 - 35	6126	5.5	29.3	5.5	1.9	17.6	0.5	0.7	1.2	19	14.3	4.6
 CURRENTLY IN EDUCATION												
Yes	8466	7.3	26.1	5.1	1.9	21.5	1.3	1.2	2.1	9.3	19	5.2
No	13140	5.5	28.6	4.8	2	18.8	0.6	0.7	1.6	15.5	15.9	5.9
 CURRENT EDUCATION												
Lower secondary level	764	8	29.5	6	3.7	16.6	0.3	1.4	1.2	5.5	23.1	4.6
Upper secondary level, general education	2189	6.7	25.5	4.6	2	19.2	1.2	1.7	1.8	9.5	18	9.6
Upper secondary level, vocational education and training, including apprenticeships	1574	7.4	26.5	6.8	2.6	20.3	0.3	1	1.7	10.4	17.9	5.3
Post-secondary, non-higher education	804	7.7	22	5.4	0.1	22.8	4	1.1	1.3	11.5	18.9	5.2
Higher education	3087	7.6	26.7	4.2	1.5	24.9	1.3	0.7	3	8.8	19.3	1.9
 COMPLETED EDUCATION												
Left school before completing lower secondary education	490	2.2	28.8	4.6	1.1	20.1	1.5	0.1	0.1	15.3	17.4	8.7
Lower secondary level	2488	4.4	26.1	4.1	3.5	16.1	0.3	0.2	0.6	19.1	15.3	10.3
Upper secondary level, general education	2457	5.7	32.1	3.2	2.7	20.6	0.4	0.8	0.5	15.4	13.4	5.2
Upper secondary level, vocational education and training, including apprenticeships	2637	4.5	30.5	7.7	0.9	19.3	0.4	0.9	1.9	15.9	13.6	4.4
Post-secondary, non-higher education	1468	5.5	24.7	3.9	3.6	17.1	1.4	0.4	2	13.4	22.9	5.1
Higher education	3530	7.3	28.7	4.9	0.9	19.9	0.8	1	2.9	13.5	16.7	3.5

(continued)





	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
TOTAL	21620	6.2	27.6	4.9	2	19.9	0.9	0.9	1.8	13.1	17.1	5.6
 CURRENTLY IN WORK												
Full-time	8280	6.1	31.4	4.7	1.8	18	0.8	0.8	1.5	12.5	17.5	4.9
Part-time	2647	6.9	26.5	5.3	0.8	21.9	0.8	0.8	2.6	13.3	16.1	5.1
No	10675	6.1	25	5	2.5	20.8	1	0.9	1.8	13.4	17	6.4
 CURRENT SITUATION												
Unemployed	2081	5.3	26.5	6.8	2.1	26	0.8	0.3	2.3	11.5	13.9	4.7
Disability or illness	124	2.5	15.9	4.9	0.6	20	0.4	0.2	0.7	15.1	32.6	7.1
On maternity/paternity/parental leave	353	4.6	23.3	4.8	1	25.1	0	2	0.1	23.2	14	1.8
Homemaker	1602	2.4	19.6	2.3	4.8	13.5	0.1	0.3	1	29.9	14.5	11.6
Other	391	4.8	22.5	6.3	6.3	10.1	0	1.9	2.4	11.2	26.2	8.4
 CURRENTLY IN WORK / EDUCATION												
Full-time work, not in education	7212	6.1	31.9	4.7	1.5	17.9	0.8	0.7	1.6	13.1	16.7	5.1
Part-time work, not in education	1367	7	30.2	5.1	0.8	19.3	0.6	0.6	1.3	16.5	12.8	5.8
Full-time work, in education	1061	6.3	28.5	4.9	3.6	18.8	0.7	1.1	0.8	8.5	23.5	3.2
Part-time work, in education	1278	6.7	22.6	5.5	0.8	24.7	0.9	1	4.1	9.7	19.6	4.4
Full-time education, not working	6126	7.6	26.4	5	1.8	21.4	1.4	1.2	1.9	9.4	18.1	5.7
Not in education, not working	4547	4.1	23.2	5	3.3	20.1	0.4	0.6	1.6	18.9	15.6	7.3
 URBANISATION												
Metropolitan	3555	7.4	27.8	5.4	0.7	19.6	1.1	1.3	2.5	10	17.4	6.8
Urban	11152	6.2	26.3	4.9	2.5	20.8	0.9	0.7	1.4	13.7	17	5.7
Rural	6806	5.6	29.9	4.8	1.9	18.5	0.7	0.9	2.1	13.4	17.4	4.8

Table 18a. Main reasons for not having spent time abroad for education, training, working or volunteering purposes – *second mentions* – *by country*

QUESTION: Q10b. What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?

Base: those who have never stayed abroad for education, training, working and volunteering and mentioned a reason firstly








































	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
 TOTAL	20399	8.2	10.1	8	2.1	13.4	1.7	2	2.3	12.5	22.7	17.2
EU27	17171	9.4	10.7	8.3	1.1	14.2	1.7	2.1	2	9.9	23	17.6
COUNTRY												
 Belgium	643	6.5	7.1	5.3	1.4	10.6	2.1	2.6	4.2	9.6	28	22.3
 Bulgaria	658	7.6	10.1	9.1	1.4	17.2	1.9	2.8	2.3	17.7	12.4	17.5
 Czech Rep.	644	8.7	10.1	11	1.4	12.9	0	2.7	1.8	12	26.6	12.8
 Denmark	577	3.6	7.4	2.3	0.5	9.1	0	0.9	1.6	5.3	31.9	37.4
 Germany	642	12	10.2	10.2	0.8	15.2	1.3	3.2	2.4	11	22.8	10.8
 Estonia	507	11.8	13	10.3	1.7	18.9	1	1.5	2.3	12.2	16.7	10.4
 Greece	765	15.1	14	5.6	0.5	17.7	2.1	2.9	1.2	18.8	8	14.2
 Spain	647	10.2	11.4	8.8	0.6	15.1	4.4	1.8	1.9	4.8	24.9	16
 France	723	7	7.1	7.9	2.3	11.9	1.4	1.9	2.1	4.8	24	29.6
 Ireland	484	5.9	12.2	6.9	1.2	17.2	1.2	1	1	15.9	16.4	21
 Italy	629	7.7	11.9	6.1	0.2	10.8	2.2	1.7	2	6.5	27.8	22.9
 Cyprus	392	9.7	12.8	5.6	1.4	12.3	1.7	3.6	2	8.4	34.2	8.5
 Latvia	597	4.8	9.4	8.4	1.2	12.9	0.4	1.3	1.2	11.6	16.2	32.6
 Lithuania	572	7.2	7.3	9.1	1.1	9.8	1	1.7	1.6	11.8	19.1	30.3
 Luxembourg	341	9.7	11.5	5.3	1.3	10.9	1.7	3.4	4	13.1	27.2	11.8
 Hungary	730	12.7	11.1	14.5	0.5	19.1	0.9	1.6	1.5	14.8	11.9	11.4
 Malta	576	5.1	9.7	1.6	0.3	8.5	0.5	2.6	2.2	9.1	38.2	22.1
 Netherlands	724	6.5	9.4	3.9	1.4	8.3	1.1	2.1	2.5	7.5	41.7	15.5
 Austria	589	6.7	9.3	4.4	1.6	10.5	0.7	1.8	1.6	10.7	30.3	22.4
 Poland	619	13.7	15.3	10.2	1.5	16.1	0.6	2.3	1.8	11.9	15.3	11.3
 Portugal	674	7.6	7.6	5.4	1.5	8.8	4	2.3	1.4	12.1	43.6	5.7
 Romania	583	9.3	11.2	7.8	0.7	13.4	0.9	0.9	3.1	12.3	25.6	14.8
 Slovenia	720	9	11.4	6.9	1.3	18.6	1.5	2	1.9	10.3	13.7	23.6
 Slovakia	597	7.1	13.1	9.3	2.8	10.2	1.2	1.7	1.7	8.8	33.7	10.4
 Finland	669	6.5	13.6	8.9	2	17.2	1.4	4.1	2.3	10.2	21.8	12
 Sweden	516	2.6	5.3	1.4	0.4	5.4	0.5	1.1	1.5	3.1	32.4	46.3
 United Kingdom	666	9.8	11.9	9.5	0.5	20	1.4	1.8	1.3	15.4	15	13.5
 Croatia	679	16.4	11.3	6	2.1	19.2	1.1	1.9	1.8	13.9	20.3	6.1
 Turkey	809	2.6	7.4	7.1	6.3	10	1.8	1.3	3.5	23.5	20.9	15.4
 Norway	561	6.3	6.2	2.2	0.3	6.3	0.7	2.8	0.6	7.8	36.3	30.5
 Iceland	408	2	9	1.3	0.4	10.7	0.2	1.9	0.4	10.6	31.9	31.4

Table 18b. Main reasons for not having spent time abroad for education, training, working or volunteering purposes – *second mentions* – *by segments*

QUESTION: Q10b. What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?

Base: those who have never stayed abroad for education, training, working and volunteering and mentioned a reason firstly

	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
TOTAL	20399	8.2	10.1	8	2.1	13.4	1.7	2	2.3	12.5	22.7	17.2
 SEX												
Male	10089	8.1	10.4	7.7	2.3	13.3	1.8	2	2.2	9.7	24.2	18.3
Female	10310	8.2	9.8	8.3	1.9	13.5	1.6	1.9	2.3	15.3	21.1	16.1
 NATIONALITY												
Country of residence	19821	8.3	10.1	8	2.1	13.4	1.7	1.9	2.3	12.6	22.5	17.1
Other nationality	566	4.5	8.8	9.7	0.9	12.7	1.1	3.4	2	8.6	26.9	21.5
 AGE												
15 - 19	4863	8	9.9	8.1	2.3	13.3	1.7	2.3	1.8	10.5	24.1	17.9
20 - 24	4876	9.2	8.8	8	2.3	14.2	2	1.8	2.3	10.1	24.1	17.2
25 - 29	4779	8.1	10.1	8.3	2.5	12.8	1.6	1.8	3	13.5	22.8	15.6
30 - 35	5845	7.5	11.2	7.7	1.4	13.3	1.5	2.1	2	15.5	20.1	17.8
 CURRENTLY IN EDUCATION												
Yes	8026	8.6	9.6	8	1.7	13.6	2.2	2.5	2.4	9.5	26.3	15.6
No	12360	7.9	10.4	8	2.3	13.3	1.3	1.6	2.2	14.5	20.3	18.2
 CURRENT EDUCATION												
Lower secondary level	728	9.6	8.1	10.8	2.5	9.4	0.7	2.3	1.8	10.3	27.5	16.9
Upper secondary level, general education	1978	8.4	9.4	7.1	1.3	11.7	2.1	2.3	0.9	9.7	28.8	18.3
Upper secondary level, vocational education and training, including apprenticeships	1491	6.5	10.6	10.8	2.1	13.8	2.2	4.1	1.4	10.8	23	14.7
Post-secondary, non-higher education	762	7.6	9.6	8.4	1.9	15.6	3.2	2.1	3.8	11.1	24.2	12.6
Higher education	3028	9.8	9.4	6.6	1.6	15.1	2.5	2.1	3.6	8.1	26.5	14.7
 COMPLETED EDUCATION												
Let school before completing lower secondary education	447	3.9	13.1	7.9	2.4	13.2	0.9	1.5	0.8	10.1	29.4	16.8
Lower secondary level	2232	5.6	9.8	8	2.1	12.6	0.6	1.8	3	20.6	19.9	16
Upper secondary level, general education	2331	7.5	9.4	5.5	1.9	11.4	1.2	1.6	1.8	13.4	23.7	22.6
Upper secondary level, vocational education and training, including apprenticeships	2522	7.5	11.3	9.8	1.8	15.5	1.1	1.5	1.8	12.8	19.6	17.3
Post-secondary, non-higher education	1393	8.8	7.5	10.9	4.7	12.6	2.1	1.5	2.7	14.5	17.3	17.4
Higher education	3407	10.1	11.6	7.2	2.1	13.6	1.9	1.6	2.3	13	18.7	18
 CURRENTLY IN WORK												




	Total N	% A lack of information / guidance about mobility opportunities	% You were not interested in going abroad	% Lack of foreign language skills	% Legal obstacles	% A lack of funding / too expensive to stay abroad	% National/regional student loans or grants could not be transferred abroad	% Concerns about the quality of the training or other activities available abroad	% Could not get your study/training recognised (in cases where studying or training was the plan)	% Family commitments (children, dependent relatives etc)	% Other reasons	% DK/NA
TOTAL	20399	8.2	10.1	8	2.1	13.4	1.7	2	2.3	12.5	22.7	17.2
Full-time	7874	8.3	10.2	8.6	2.4	12.7	1.1	2.2	2	12.7	21.8	18.2
Part-time	2513	7.2	10	8.7	1.3	17	2.1	1.4	2.9	12.2	21	16.2
No	9995	8.3	9.9	7.4	2	13	2.1	2	2.3	12.5	23.8	16.6
 CURRENT SITUATION												
Unemployed	1984	9.7	11.5	9.5	2.4	14.6	2.3	1	2.5	12	19.6	14.8
Disability or illness	115	5.9	5.4	13.1	0.2	15.5	4.1	0.5	2	6.1	22.8	24.5
On maternity/paternity/parental leave	347	9.5	12	6.4	0.2	10.1	0.4	4.6	1.5	18.5	21.2	15.6
Homemaker	1417	3.6	10.2	5.2	1.7	10.1	1.1	1.7	2.9	25.2	19.2	19
Other	358	8.8	4.9	4.5	8.7	15.4	0.2	2.1	2.5	18.8	16.5	17.6
 CURRENTLY IN WORK / EDUCATION												
Full-time work, not in education	6841	8.5	10.3	8.4	2.5	12.6	1.1	1.8	2.1	12.9	20.8	19.2
Part-time work, not in education	1288	6.1	10.8	7.5	0.8	18.4	1.9	0.7	1.7	13.8	20.4	17.9
Full-time work, in education	1027	6.8	10.3	9.1	1.9	13.6	1.3	4.6	1.4	11.1	28.6	11.3
Part-time work, in education	1222	8.4	9.2	9.8	1.9	15.6	2.3	2.1	4.3	10.5	21.7	14.4
Full-time education, not working	5776	8.9	9.5	7.4	1.7	13.2	2.4	2.3	2.1	9	26.9	16.6
Not in education, not working	4217	7.5	10.5	7.4	2.5	12.9	1.6	1.6	2.6	17.4	19.5	16.6
 URBANISATION												
Metropolitan	3312	8.6	10.2	7.3	1.9	13.2	2.3	1.6	2.1	10.5	24.5	17.7
Urban	10520	7	10.5	8.3	2.3	13.1	1.7	2.1	2.6	13.2	22.2	17
Rural	6482	9.8	9.2	8	1.7	13.9	1.4	2	1.9	12.6	22.4	17.2







Table 19a. Young people's difficulties in finding a job – *first mentions*– by country

QUESTION: Q11a. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education?

	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
 TOTAL	30312	12.6	22.3	30.4	19.9	10.8	4
EU27	26496	13.2	20.9	30.2	20.5	11.2	4
COUNTRY							
 Belgium	1001	17.9	18.6	21.4	16	18.8	7.3
 Bulgaria	1000	11.1	15.1	29.8	35.6	7.1	1.4
 Czech Rep.	1008	21	20.1	20	25.3	8.8	5
 Denmark	1002	13.2	34.5	27.4	5.4	11	8.4
 Germany	1003	12.9	11.5	35.7	21.5	12.5	5.9
 Estonia	1008	17.5	15.6	29.9	23.4	9.6	3.9
 Greece	1000	2.9	33.4	30	25.4	8.1	0.4
 Spain	1001	9.5	28.8	28.8	21.9	9.6	1.5
 France	1003	21.8	18.5	26.9	17.5	12.7	2.6
 Ireland	1002	7.2	29	44.5	6.2	11.3	1.9
 Italy	1012	8.9	24.9	27	18.8	11.9	8.5
 Cyprus	801	5.3	33.6	19	30.3	10.9	0.9
 Latvia	1005	18.2	15.2	34.1	24.5	6.4	1.6
 Lithuania	1000	16.6	22.1	20.1	32.9	4.2	4.2
 Luxembourg	806	20.8	18.1	23.7	13.4	17.6	6.3
 Hungary	1006	10.7	18.9	38.3	24.4	6.6	1.2
 Malta	805	6.9	37	15.6	28.4	8.8	3.4
 Netherlands	1001	18.9	24.6	23.6	6.5	19.5	6.8
 Austria	1004	11	18.1	29.2	18.2	16.3	7.2
 Poland	1000	11.9	16.6	35.2	30.3	4.6	1.5
 Portugal	1005	7.5	30.3	30.5	17.4	10.7	3.6
 Romania	1001	8.5	22.4	28.2	34.8	4.2	2
 Slovenia	1002	9.4	22.3	37.8	19	8.7	2.8
 Slovakia	1004	15.5	16.1	33.6	27.1	6.2	1.5
 Finland	1008	9.2	29.9	35.5	11.5	11.2	2.8
 Sweden	1006	19.9	17.7	28.4	7.2	13.2	13.6
 United Kingdom	1002	13.7	22.9	31	13.9	15.7	2.7
 Croatia	1004	6.2	14.9	40	28.6	8	2.1
 Turkey	1000	9.9	29.8	31.2	17.2	8.7	3.2
 Norway	1000	12.4	26.8	23.5	6.6	17.9	12.9
 Iceland	812	6.2	23.5	26.6	17.2	13	13.5

Table 19b. Young people's difficulties in finding a job – *first mentions* – by segments

QUESTION: Q11a. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education?

	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
TOTAL	30312	12.6	22.3	30.4	19.9	10.8	4
 SEX							
Male	15414	13.7	20.4	29.4	21	11.3	4.3
Female	14898	11.5	24.3	31.4	18.8	10.3	3.6
 NATIONALITY							
Country of residence	28888	12.6	22.5	30.4	19.8	10.8	3.9
Other nationality	1405	12.5	18.4	29.2	21.6	12.2	6.1
 AGE							
15 - 19	6559	12.3	20.5	30	17.4	14.8	5
20 - 24	7115	11.7	22.5	32.4	18.8	11.1	3.6
25 - 29	7491	12.8	24.4	28.8	20.9	9.7	3.4
30 - 35	9097	13.4	21.8	30.4	21.8	8.8	3.9
 CURRENTLY IN EDUCATION							
Yes	11836	12.2	23.2	29	18.1	13.8	3.8
No	18456	12.8	21.8	31.3	21.1	8.9	4
 CURRENT EDUCATION							
Lower secondary level	939	10.9	18.1	31.5	19.6	13.4	6.5
Upper secondary level, general education	2869	11.2	20.3	30.2	17.5	15.5	5.3
Upper secondary level, vocational education and training, including apprenticeships	1962	14	19.3	29.5	20	13.7	3.5
Post-secondary, non-higher education	1078	11.2	22.4	30.1	15.8	16.8	3.7
Higher education	4922	12.3	27.7	27.6	17.7	12.3	2.5
 COMPLETED EDUCATION							
Left school before completing lower secondary education	620	8.2	21.3	32.2	24	7.7	6.6
Lower secondary level	2938	9.1	21.7	36	20.8	7.4	5
Upper secondary level, general education	3317	10.9	21.2	30	22.6	11.2	4.1
Upper secondary level, vocational education and training, including apprenticeships	3616	14.9	15.7	32.3	24.5	8.7	3.8
Post-secondary, non-higher education	1913	14.3	22.3	30.9	18.8	9.7	3.9
Higher education	5965	14.8	25.8	29.3	18.7	8.6	2.8

(continued)





	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
TOTAL	30312	12.6	22.3	30.4	19.9	10.8	4
 CURRENTLY IN WORK							
Full-time	12527	14.2	22	29.8	21.4	9.2	3.4
Part-time	3910	11.6	21.6	30.3	18.6	13.2	4.7
No	13834	11.4	22.8	30.9	19	11.7	4.2
 CURRENT SITUATION							
Unemployed	2724	10.3	19.9	34.8	21.8	9.3	3.9
Disability or illness	172	7.9	15.4	38.3	19.3	7.8	11.3
On maternity/paternity/parental leave	489	16.1	14.9	36.7	23.6	7.3	1.4
Homemaker	1797	9.4	30.5	29.9	19.1	7.5	3.7
Other	521	11.4	14.3	41.3	16.1	7.7	9.3
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	10828	14.3	21.8	29.9	21.5	9	3.5
Part-time work, not in education	1900	11.4	20.5	31	21.6	10.3	5.2
Full-time work, in education	1689	13	23.7	29.4	21	10.3	2.6
Part-time work, in education	2004	11.7	22.7	29.7	15.8	16	4.2
Full-time education, not working	8137	12.1	23.2	28.7	18.1	14	4
Not in education, not working	5692	10.3	22.2	34.1	20.4	8.4	4.5
 URBANISATION							
Metropolitan	5681	12.7	24.1	26.6	21.6	11.1	3.9
Urban	15131	12.9	23.7	29.6	19.2	10.9	3.6
Rural	9346	12	19	34.3	19.9	10.5	4.3

Table 20a. Young people's difficulties in finding a job – *second mentions* – by country

QUESTION: Q11b. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the second main concern of young people in your country regarding getting a job after finishing education?







Base: those who mentioned a concern firstly

	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
 TOTAL	29110	13.4	20.2	23.6	23.4	12	7.4
EU27	25426	13.4	19.7	23.7	23.6	12.4	7.2
COUNTRY							
 Belgium	928	16.1	22.5	18.5	16.2	14.9	11.9
 Bulgaria	986	14.2	16.1	22.7	30.9	10.3	5.7
 Czech Rep.	958	15.8	17.1	23.1	22.4	11	10.5
 Denmark	917	12.7	20.1	23.2	9.3	13.5	21.3
 Germany	944	16.2	14.6	24.8	25.8	12.6	6
 Estonia	968	15	15.9	25.1	30.7	9.6	3.7
 Greece	996	5.1	22.7	23.7	30.5	13.4	4.6
 Spain	986	12.1	21	26.6	25	11.5	3.9
 France	977	12.6	19.1	21.4	21.2	15	10.6
 Ireland	983	11.3	25.8	22.6	19.9	16.6	3.7
 Italy	926	10.4	25.8	23.3	18.3	14.3	7.8
 Cyprus	793	7.6	21.8	18.4	31.6	17.5	3
 Latvia	989	12.9	14.8	24.9	30	7.7	9.7
 Lithuania	958	15.2	19.5	19.5	28.3	7.3	10.2
 Luxembourg	755	18.8	21.6	19.8	18.3	16	5.5
 Hungary	994	12.6	18	24.6	28.3	11	5.5
 Malta	778	9.1	23.2	12.5	30.5	13.6	11.1
 Netherlands	933	15.1	19.5	26.2	17.6	11.4	10.1
 Austria	932	16.4	16.1	21.9	22.3	14.6	8.6
 Poland	985	11.5	18.7	23.7	31.4	8	6.7
 Portugal	969	9.8	22.2	26.3	23.8	14.3	3.6
 Romania	981	13.3	16.8	26.1	31.1	8	4.7
 Slovenia	974	10.8	18.9	21.7	26.1	12.9	9.6
 Slovakia	989	14.8	19.1	22.1	27.2	8.5	8.3
 Finland	980	13.3	24.1	29.9	13.6	15.9	3.2
 Sweden	869	16.1	18.3	18.9	8.2	11.8	26.8
 United Kingdom	975	16	21.5	22.8	21.2	14.1	4.4
 Croatia	983	8.8	16	27.1	30.5	12.9	4.7
 Turkey	968	13.6	23.6	23.2	21.9	9.9	7.7
 Norway	871	12	16.5	23.6	14.7	12.8	20.4
 Iceland	702	11.7	19.8	18.8	22.2	10.4	17.1

Table 20b. Young people's difficulties in finding a job – *second mentions* – by segments

QUESTION: Q11b. Finding a relevant and suitable job after finishing education is often a challenge. In your opinion, what is the second main concern of young people in your country regarding getting a job after finishing education?

Base: those who mentioned a concern firstly

	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
TOTAL	29110	13.4	20.2	23.6	23.4	12	7.4
 SEX							
Male	14752	13.7	20.8	23.1	22.3	12.2	7.9
Female	14358	13	19.6	24.2	24.4	11.9	6.8
 NATIONALITY							
Country of residence	27774	13.4	20.1	23.9	23.3	12	7.3
Other nationality	1319	12	23.8	18.5	24.8	12.8	8.1
 AGE							
15 - 19	6229	14.4	19.5	23	21.7	13.7	7.6
20 - 24	6862	14.9	21	21.9	21.5	13.1	7.6
25 - 29	7234	13.3	19.9	24.8	24.5	10.5	7
30 - 35	8742	11.5	20.4	24.6	25	11.2	7.2
 CURRENTLY IN EDUCATION							
Yes	11383	13.8	19.2	24	22	13.4	7.5
No	17710	13	20.9	23.4	24.2	11.2	7.2
 CURRENT EDUCATION							
Lower secondary level	878	15.3	16.6	22.6	23.6	13.1	8.7
Upper secondary level, general education	2718	13.6	20.7	22.3	22.2	13.7	7.6
Upper secondary level, vocational education and training, including apprenticeships	1893	14.1	17.2	24.8	20.8	13.1	10.1
Post-secondary, non-higher education	1038	14.5	20.2	23.3	23.2	12.6	6.1
Higher education	4800	13.6	19.4	25.1	22	13.5	6.4
 COMPLETED EDUCATION							
Left school before completing lower secondary education	579	10.7	13.9	28.2	32.2	9.5	5.5
Lower secondary level	2790	13.7	20.7	23	24.5	9.8	8.3
Upper secondary level, general education	3180	12.8	21.5	24.6	21.7	11	8.3
Upper secondary level, vocational education and training, including apprenticeships	3477	11.9	20.2	22.2	24.8	12.8	8
Post-secondary, non-higher education	1838	14.8	21.3	19.6	25.6	11.7	6.9
Higher education	5798	13	21.8	24.2	23.9	11.1	6

(continued)





	Total N	% That they don't have the right knowledge or skills	% No good job opportunities available in their field of studies	% No jobs available in their city or region (might have to move)	% Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living)	% They don't know what job opportunities are out there	% DK/NA
TOTAL	29110	13.4	20.2	23.6	23.4	12	7.4
 CURRENTLY IN WORK							
Full-time	12099	13.8	19.4	23.7	23.8	11.8	7.4
Part-time	3727	13.2	19.6	26	22.9	11.3	6.8
No	13252	13	21.1	22.9	23.1	12.4	7.4
 CURRENT SITUATION							
Unemployed	2616	12	24	22.2	24.8	10.6	6.4
Disability or illness	152	10.2	24.6	16.8	33.5	11	3.9
On maternity/paternity/parental leave	482	13.1	18.1	24.7	25.5	12.3	6.4
Homemaker	1731	12	20.8	24.6	24.5	10.2	7.9
Other	473	13.9	19.9	16.1	27.1	15.2	7.8
 CURRENTLY IN WORK / EDUCATION							
Full-time work, not in education	10446	13.7	20.1	23.7	23.7	11.3	7.5
Part-time work, not in education	1801	12.1	21.7	24.1	24	11.2	6.9
Full-time work, in education	1644	15.1	15.2	23.8	24	15.1	6.7
Part-time work, in education	1921	14.2	17.6	27.9	21.9	11.5	6.9
Full-time education, not working	7812	13.5	20.5	23.1	21.6	13.5	7.8
Not in education, not working	5436	12.2	22	22.7	25.3	11	6.8
 URBANISATION							
Metropolitan	5460	13	21.6	23	22.8	11.8	7.8
Urban	14579	13.2	21.2	23.6	23.2	12	6.7
Rural	8944	13.8	17.8	24.2	24.1	12.2	8







Table 21a. Guidance and counselling received during school education on further education and training options – *by country*

QUESTION: Q12_A. How would you rate the guidance and counselling you have received during your school education... - on the different further education and training options open to you?

	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
 TOTAL	30312	7.1	17	27.1	25.7	6.6	14.9	1.5
EU27	26496	8.2	18.1	29.2	28	7.6	7.4	1.5
COUNTRY								
 Belgium	1001	3.8	12.2	26.6	42.9	9	3.8	1.6
 Bulgaria	1000	2.5	5.5	17.8	39.9	21.3	12.1	1
 Czech Rep.	1008	6.3	12.3	27.2	32.6	11.3	7.4	3
 Denmark	1002	7.8	19.2	31.6	25.4	11.4	3.4	1.1
 Germany	1003	5.8	15.6	32.6	30.7	8.3	5.8	1.2
 Estonia	1008	3.5	7.1	30.2	39.2	7.9	8.7	3.3
 Greece	1000	21.2	23.8	26.6	16.7	7.2	4.2	0.3
 Spain	1001	4.6	17.6	25.1	35.8	7	9.1	0.8
 France	1003	14.4	24.3	30.7	17.2	5.7	7.3	0.3
 Ireland	1002	12.3	16.7	26.5	23.3	14.6	6.6	0.1
 Italy	1012	7.4	28.4	38.8	17.8	1.8	1.7	4.1
 Cyprus	801	20.4	16.7	26.5	16.3	13.6	5	1.5
 Latvia	1005	5.7	12.7	32	29.8	10.9	6.8	2
 Lithuania	1000	3	7.4	30.3	27.7	6.7	22	3
 Luxembourg	806	3.9	14.1	34.7	33	7.2	6.2	1
 Hungary	1006	2.6	9.2	33.7	29.9	7.3	12.6	4.7
 Malta	805	2.7	16.9	25.1	22.9	8.2	21	3.2
 Netherlands	1001	3.1	16.2	30.3	36.1	4	7.4	2.8
 Austria	1004	7.5	12.8	29.9	34.2	9.2	5.5	0.9
 Poland	1000	11.2	23.2	19.3	25.5	6.5	13.3	1.1
 Portugal	1005	7.2	11.1	36.7	31.6	7.9	4.2	1.1
 Romania	1001	3.4	8.3	21.3	42.9	10.4	12	1.7
 Slovenia	1002	5.4	12.6	33.1	37.6	9.1	1.9	0.4
 Slovakia	1004	13.1	15.7	23.9	29.3	8.2	8.6	1.1
 Finland	1008	2.1	9.1	30.6	47.7	7.4	2.5	0.5
 Sweden	1006	10.5	18	23	24.2	10.6	9.2	4.5
 United Kingdom	1002	10	15.7	30.3	26.2	10.4	6.9	0.6
 Croatia	1004	8.6	11.7	38.5	24.4	6	10.7	0.1
 Turkey	1000	1.3	11.2	15.6	14	1.4	54.7	1.8
 Norway	1000	11.8	20.7	27.2	25.2	8.6	4.7	1.8
 Iceland	812	6.5	16.2	25.8	27.4	11	9.5	3.5

Table 21b. Guidance and counselling received during school education on further education and training options – *by segments*

QUESTION: Q12_A. How would you rate the guidance and counselling you have received during your school education... - on the different further education and training options open to you?

	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
TOTAL	30312	7.1	17	27.1	25.7	6.6	14.9	1.5
 SEX								
Male	15414	6.9	17.2	28	26.6	5.9	14	1.4
Female	14898	7.4	16.8	26.2	24.8	7.3	15.8	1.7
 NATIONALITY								
Country of residence	28888	7.2	17.4	27	25.2	6.5	15.1	1.5
Other nationality	1405	5.8	7.4	30.4	34.9	8.8	10.5	2.1
 AGE								
15 - 19	6559	3.8	12.8	27.6	32.6	9.5	12	1.7
20 - 24	7115	6.4	17.6	28.3	27.5	6.2	12.8	1.1
25 - 29	7491	8.1	18.6	27.7	23.3	6	14.9	1.4
30 - 35	9097	9.3	18.2	25.4	21.3	5.3	18.5	2
 CURRENTLY IN EDUCATION								
Yes	11836	5.8	16.2	28.2	30.3	8.6	9.5	1.3
No	18456	8	17.5	26.4	22.7	5.3	18.4	1.7
 CURRENT EDUCATION								
Lower secondary level	939	2.7	6.5	25.4	35.9	14	13.7	1.9
Upper secondary level, general education	2869	4.7	14.2	29.4	33.7	7.8	8.1	2.1
Upper secondary level, vocational education and training, including apprenticeships	1962	3.9	14.3	29.8	32.6	8	10.3	1.1
Post-secondary, non-higher education	1078	6.8	14.8	20.3	33	9.2	15	0.8
Higher education	4922	7.6	20.5	28.9	25.8	8.2	8.2	0.8
 COMPLETED EDUCATION								
Left school before completing lower secondary education	620	5.8	15.7	15.5	18.9	3.6	35.1	5.4
Lower secondary level	2938	5.1	13.6	17.8	18.2	3.8	39	2.5
Upper secondary level, general education	3317	6.3	19.7	28.7	23.6	4.7	15.6	1.4
Upper secondary level, vocational education and training, including apprenticeships	3616	7.2	15.9	29.2	26.6	6.8	12.7	1.5
Post-secondary, non-higher education	1913	6.3	17.4	27.3	24.1	4.1	18.3	2.6
Higher education	5965	11.8	19.3	28.4	22.2	6.1	11.3	0.8

(continued)





	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
TOTAL	30312	7.1	17	27.1	25.7	6.6	14.9	1.5
 CURRENTLY IN WORK								
Full-time	12527	8.6	17	28.9	24.3	5.8	14.1	1.2
Part-time	3910	9.2	19.1	29.7	26.5	7	7.2	1.5
No	13834	5.3	16.4	24.8	26.7	7.2	17.8	1.9
 CURRENT SITUATION								
Unemployed	2724	7.2	20.7	19.7	25	6.1	19.3	2.1
Disability or illness	172	12.1	14.1	21.5	17.6	10.6	16.1	8
On maternity/paternity/parental leave	489	9.7	15.6	29.8	26.4	6.2	9.8	2.5
Homemaker	1797	3.2	15.6	13	11.2	2.8	52	2.2
Other	521	5.5	14.3	23.5	28.1	2.1	24	2.5
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10828	8.5	16.9	29.3	23.7	5.7	14.5	1.3
Part-time work, not in education	1900	10.4	19.7	32.6	22.6	4.8	7.8	2
Full-time work, in education	1689	9.1	17.6	26.5	28.4	6.7	11.3	0.4
Part-time work, in education	2004	8	18.5	26.7	30.1	9.1	6.6	1.1
Full-time education, not working	8137	4.6	15.4	29	30.8	8.9	9.9	1.5
Not in education, not working	5692	6.2	17.9	18.8	20.8	4.8	29	2.4
 URBANISATION								
Metropolitan	5681	8.9	19.1	27.7	24.3	7.5	11.5	1
Urban	15131	6.3	17.2	26.9	25.2	5.9	16.6	1.9
Rural	9346	7.3	15.5	27	27.5	7.2	14.4	1.1

Table 22a. Guidance and counselling received during school education on future employment opportunities – *by country*

QUESTION: Q12 B. How would you rate the guidance and counselling you have received during your school education... - on future employment opportunities?












	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
 TOTAL	30312	7.8	20.6	25	22	5.1	16.7	2.9
EU27	26496	8.8	21.8	26.6	23.6	5.7	10.9	2.6
COUNTRY								
 Belgium	1001	4.1	17	23.1	35.2	9.2	6.2	5.2
 Bulgaria	1000	2.3	8.8	17.2	36.4	13	21.1	1.3
 Czech Rep.	1008	8.1	17.2	23.1	29	9	10.6	2.9
 Denmark	1002	6.9	21.1	29.7	24	10.7	5.8	1.8
 Germany	1003	4	16.2	29.7	30.3	6.8	9.4	3.6
 Estonia	1008	4.1	12.9	29.7	31.8	4.8	12.3	4.3
 Greece	1000	18	27	24.2	19.2	4.9	5.8	0.8
 Spain	1001	6.1	24.2	21.7	28.8	4.3	13.8	1.1
 France	1003	11.2	26.2	27.6	14.6	4.1	15.4	0.9
 Ireland	1002	13.2	25.2	24.1	20.3	8.1	7.5	1.6
 Italy	1012	13.5	32	32.8	13.9	1.5	1.9	4.4
 Cyprus	801	22	19	20.7	19.6	9.4	6.5	2.9
 Latvia	1005	8.1	16.7	28.8	22	7.3	12.9	4.1
 Lithuania	1000	4.2	9.5	28.5	20.4	2.2	30.6	4.6
 Luxembourg	806	3.5	17	37.7	29	4.7	6.1	2
 Hungary	1006	4.4	13.4	29.7	21.6	4.4	20.3	6.1
 Malta	805	3.3	20.6	21.9	18.4	6.1	25.8	4
 Netherlands	1001	3.6	16.7	24.8	32.5	3.8	13.9	4.7
 Austria	1004	6.8	14.1	31.7	30.9	7.2	7.2	2
 Poland	1000	12.2	27.9	18.7	21.9	3.6	14.2	1.6
 Portugal	1005	8.3	16.6	37.7	25.7	4.1	6	1.7
 Romania	1001	8	16	21.5	30.8	7	13.6	3.1
 Slovenia	1002	8.2	23.4	29.2	28.5	5.7	3.6	1.5
 Slovakia	1004	15.1	19.2	22.4	20.3	7.7	12.6	2.7
 Finland	1008	3.6	19	31.4	36.8	5	3.4	0.8
 Sweden	1006	10.6	19.9	20.4	21.6	8.8	12.2	6.5
 United Kingdom	1002	10.2	19.7	28.6	20.5	9.4	9.5	2.1
 Croatia	1004	12.2	20.8	30.8	15.2	6.4	13.4	1.2
 Turkey	1000	2	14.4	16.4	13.7	1.7	47.6	4.2
 Norway	1000	10.4	18.9	24.2	24.8	9.4	7.5	4.7
 Iceland	812	5.6	21.3	23.5	23.4	9.6	11.2	5.4

Table 22b. Guidance and counselling received during school education on future employment opportunities – *by segments*

QUESTION: Q12_B. How would you rate the guidance and counselling you have received during your school education... - on future employment opportunities?

	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
TOTAL	30312	7.8	20.6	25	22	5.1	16.7	2.9
 SEX								
Male	15414	7.8	21	25	22.7	5.2	15.7	2.7
Female	14898	7.7	20.2	25	21.3	5	17.7	3.1
 NATIONALITY								
Country of residence	28888	7.8	21	24.9	21.7	5	16.8	2.8
Other nationality	1405	6.8	11.9	27.1	28.5	7.8	14.1	3.9
 AGE								
15 - 19	6559	4.8	15.6	25.6	27.6	6.2	16.3	3.9
20 - 24	7115	7.7	19.3	27	23.5	5.6	14.7	2.2
25 - 29	7491	8.1	24.7	25.2	19.4	4.8	15.8	2.1
30 - 35	9097	9.7	21.8	22.9	19	4.1	19.3	3.3
 CURRENTLY IN EDUCATION								
Yes	11836	7	18.2	26.7	25.3	6.5	13.2	3.1
No	18456	8.3	22.1	23.9	19.9	4.2	19	2.7
 CURRENT EDUCATION								
Lower secondary level	939	2.8	11	22.4	31.4	8.5	19.7	4.1
Upper secondary level, general education	2869	5.5	18	27.4	25.7	5.4	13.3	4.7
Upper secondary level, vocational education and training, including apprenticeships	1962	4.6	12.9	27.2	29.9	7.1	15.4	2.9
Post-secondary, non-higher education	1078	5.3	16.2	21.4	28.5	10.3	17.1	1.2
Higher education	4922	10	22.4	27.9	21.3	5.8	10.2	2.4
 COMPLETED EDUCATION								
Left school before completing lower secondary education	620	4.9	14.5	17.6	17.8	2.3	37.4	5.6
Lower secondary level	2938	5.9	18	17	18.1	2.7	34.2	4.1
Upper secondary level, general education	3317	7.8	26.5	25.3	19.3	2.9	15.2	3
Upper secondary level, vocational education and training, including apprenticeships	3616	6.9	20	25.7	24.3	5.5	15.4	2.2
Post-secondary, non-higher education	1913	5.3	20.5	23.3	22.5	4.2	21	3.2
Higher education	5965	11.9	24.2	26.1	18.1	4.9	13.1	1.7
 CURRENTLY IN WORK								
Full-time	12527	8.6	21.3	25.4	22	5.4	15.5	1.8
Part-time	3910	9.3	21.8	28.9	21.9	5.2	10.4	2.5
No	13834	6.6	19.6	23.5	22	4.8	19.6	3.9

(continued)




	Total N	% Very poor	% Poor	% Satisfactory	% Good	% Very good	% Not relevant/ did not receive any guidance or counselling	% DK/NA
TOTAL	30312	7.8	20.6	25	22	5.1	16.7	2.9
 CURRENT SITUATION								
Unemployed	2724	7.7	24.6	21.9	18.5	4.3	19.9	3.1
Disability or illness	172	13	21.3	17.1	9.7	5.2	22.9	10.9
On maternity/paternity/parental leave	489	9.3	18	24.6	21.6	4.6	18.3	3.6
Homemaker	1797	4.3	19.1	13	13.7	1.5	42.5	5.9
Other	521	6.3	23.4	20.4	17.3	1.6	27.2	3.8
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10828	8.6	21.5	25.7	21.5	5	15.9	1.8
Part-time work, not in education	1900	10.9	25.2	28.4	19.7	2.7	10.1	2.8
Full-time work, in education	1689	8.7	20.1	23.2	25.8	8.1	12.6	1.6
Part-time work, in education	2004	7.7	18.6	29.4	23.8	7.6	10.6	2.3
Full-time education, not working	8137	6.4	17.8	26.7	25.6	6	13.9	3.6
Not in education, not working	5692	6.8	22.2	19	17	3.2	27.6	4.2
 URBANISATION								
Metropolitan	5681	8.9	22.4	25.6	19.9	5.8	15.1	2.2
Urban	15131	7.7	21	23.9	21.9	4.8	17.4	3.3
Rural	9346	7.1	18.8	26.2	23.5	5.2	16.7	2.5

Table 23a. Young people's desire to set up an their own business in the future – *by country*

QUESTION: Q13. Would you like to set up your own business in the future?







































	Total N	% Yes	% No because it is too risky	% No, you don't have adequate entrepreneurship skills	% No, because no access to finance	% No, it is too complicated to set up a business	% I have already set up a business	% DK/NA
 TOTAL	30312	42.8	14.3	6.9	8.2	12.7	5.6	9.5
EU27	26496	42.8	14.9	6.8	6.6	13.3	5.5	10.1
COUNTRY								
 Belgium	1001	31.4	23.6	11.3	5.5	15.5	4	8.7
 Bulgaria	1000	74.3	5.1	3.1	5.8	5.4	3.9	2.4
 Czech Rep.	1008	35	18.6	11	8.1	14.6	5.8	6.9
 Denmark	1002	41.8	10.7	9	1.9	17.3	3.7	15.6
 Germany	1003	30.8	27.3	6.1	7.6	12.1	4	12.1
 Estonia	1008	43.9	10.3	9.5	5.4	11.1	7	12.7
 Greece	1000	41.9	20.6	3.8	8.6	14.2	7.3	3.5
 Spain	1001	53.5	14.9	5.4	5.3	10.8	5.9	4.2
 France	1003	44.1	11.3	7.6	4.1	17	6.5	9.3
 Ireland	1002	43.5	13.1	11.4	6.7	10.1	4.8	10.4
 Italy	1012	27.1	15.3	5.6	7.6	21.8	4.9	17.7
 Cyprus	801	55.9	14	4.7	5	11.4	5.7	3.3
 Latvia	1005	62.8	7.1	7.9	4.8	4.7	6.7	6.1
 Lithuania	1000	64.2	5.2	8.3	2.5	7.3	3.2	9.3
 Luxembourg	806	35.1	20.1	9.5	4.4	16.3	3.8	10.7
 Hungary	1006	27.8	16.6	8.8	23.8	11.7	5	6.3
 Malta	805	43.4	14.3	7.1	8.9	14	6.3	6
 Netherlands	1001	34.4	13.5	14.3	5.1	13.6	6.9	12.1
 Austria	1004	31.8	23.5	6.9	5.5	15	5.9	11.4
 Poland	1000	62.2	7.9	5.5	4.9	6.4	5.8	7.4
 Portugal	1005	56.7	13.8	3.8	3.5	8.9	6.5	6.7
 Romania	1001	60.6	7.3	3.9	10.8	9.7	4.3	3.3
 Slovenia	1002	38.4	14.4	12.1	8.8	10.7	3.7	12
 Slovakia	1004	48.1	9.8	8.3	5.5	9.6	6.7	12
 Finland	1008	36.5	20.6	11.8	2	11.6	6.8	10.8
 Sweden	1006	48.5	10.2	7.1	1.9	12.2	5.5	14.6
 United Kingdom	1002	40.3	10.9	7.2	6.9	14.1	6.6	13.9
 Croatia	1004	57	13.9	5.6	5.9	9.6	4.5	3.6
 Turkey	1000	42	11.5	7.5	17.2	9.7	6.3	5.9
 Norway	1000	46	9.7	5.7	1.5	15.6	5.8	15.8
 Iceland	812	57.6	8.4	4.2	2.6	8	2.8	16.4

Table 23b. Young people's desire to set up an their own business in the future – *by segments*

QUESTION: Q13. Would you like to set up your own business in the future?

	Total N	% Yes	% No because it is too risky	% No, you don't have adequate entrepreneurship skills	% No, because no access to finance	% No, it is too complicated to set up a business	% I have already set up a business	% DK/NA
TOTAL	30312	42.8	14.3	6.9	8.2	12.7	5.6	9.5
 SEX								
Male	15414	47.1	12.3	4.9	7.9	11.2	8	8.6
Female	14898	38.5	16.3	9	8.5	14.2	3.2	10.4
 NATIONALITY								
Country of residence	28888	42.3	14.5	7	8.3	12.7	5.6	9.6
Other nationality	1405	54.3	10.6	4.4	6.6	11.9	5.7	6.3
 AGE								
15 - 19	6559	50.4	11	6.6	4.9	14.1	0.7	12.3
20 - 24	7115	47.6	13.1	7	7.5	13.4	2.6	8.9
25 - 29	7491	43.1	13.9	7	9.8	11.1	6	9.1
30 - 35	9097	33.6	17.8	6.9	9.8	12.4	11.3	8.1
 CURRENTLY IN EDUCATION								
Yes	11836	49.7	11.8	6.3	5.1	13.7	1.8	11.5
No	18456	38.4	15.9	7.2	10.2	12	8.1	8.1
 CURRENT EDUCATION								
Lower secondary level	939	50.4	13.6	4.2	4.5	15	0.3	12.1
Upper secondary level, general education	2869	50.4	12.5	5.6	3.2	12	1.3	14.9
Upper secondary level, vocational education and training, including apprenticeships	1962	52.8	14.8	5.2	6.3	11.9	1.7	7.2
Post-secondary, non-higher education	1078	53.8	8.2	6.5	6.4	15.4	0.7	9
Higher education	4922	47.3	10.7	7.5	5.5	14.8	2.6	11.6
 COMPLETED EDUCATION								
Left school before completing lower secondary education	620	35.4	14.5	10.7	13.6	16.4	5.3	4.1
Lower secondary level	2938	35.4	17.1	10.2	12.8	10.3	6.6	7.6
Upper secondary level, general education	3317	41.5	15.9	5.7	10.1	11.4	8.2	7.2
Upper secondary level, vocational education and training, including apprenticeships	3616	39.8	17.3	5	11	10.9	8.7	7.2
Post-secondary, non-higher education	1913	33.6	15.6	6.3	11.3	17.2	8.8	7.2
Higher education	5965	39.5	14.6	7.9	7.8	11.8	8.4	10
 CURRENTLY IN WORK								
Full-time	12527	39	16.7	6	8.4	10.7	11.1	8.2
Part-time	3910	41.5	14.1	7.1	6.2	15.6	4.5	11.1
No	13834	46.7	12.2	7.7	8.7	13.7	1	10.1

(continued)




	Total N	% Yes	% No because it is too risky	% No, you don't have adequate entrepreneurship skills	% No, because no access to finance	% No, it is too complicated to set up a business	% I have already set up a business	% DK/NA
TOTAL	30312	42.8	14.3	6.9	8.2	12.7	5.6	9.5
 CURRENT SITUATION								
Unemployed	2724	50.8	11.1	6.5	13.3	12.7	1	4.7
Disability or illness	172	24	11.9	18	10.8	17.4	0.8	17.2
On maternity/paternity/parental leave	489	41.3	18.7	7.2	10.1	10.6	2.6	9.5
Homemaker	1797	31.2	16.4	14.5	18.7	11.2	1.4	6.6
Other	521	35.4	10.6	5.3	4.2	18.2	5	21.3
 CURRENTLY IN WORK / EDUCATION								
Full-time work, not in education	10828	37.3	17	6.1	8.7	11	11.9	8
Part-time work, not in education	1900	36.2	16.9	7.3	8.1	15.4	6	10
Full-time work, in education	1689	49.5	15	4.9	6.3	8.6	6.3	9.3
Part-time work, in education	2004	46.4	11.6	6.9	4.3	15.6	3.1	12.1
Full-time education, not working	8137	50.6	11.2	6.5	5	14.3	0.5	11.8
Not in education, not working	5692	41.3	13.5	9.3	13.9	12.8	1.6	7.6
 URBANISATION								
Metropolitan	5681	46.2	13	6.5	6	11.7	6.2	10.3
Urban	15131	43	13.5	6.7	8.7	13.4	5.3	9.4
Rural	9346	40.9	16.3	7.4	8.6	12.1	5.8	8.9

Table 24a. Young people's willingness to work in another European country – *by country*

QUESTION: Q14. Would you be willing / would you like to work in another European country in the future?











































	Total N	% Yes, for a limited time	% Yes for the long term	% No	% DK/NA
 TOTAL	30312	28.3	24.6	43.9	3.2
EU27	26496	31.3	26.2	39.2	3.3
COUNTRY					
 Belgium	1001	25.6	23.7	46.5	4.3
 Bulgaria	1000	41.7	32.1	24.6	1.6
 Czech Rep.	1008	24	31.5	41.9	2.6
 Denmark	1002	34.8	30.7	31.1	3.4
 Germany	1003	34.1	20.2	43.7	2
 Estonia	1008	37.2	26.9	30.1	5.9
 Greece	1000	26.8	37.1	35.5	0.7
 Spain	1001	35.7	31.5	29	3.8
 France	1003	28.8	31.2	37.3	2.7
 Ireland	1002	39.4	27.6	30	2.9
 Italy	1012	23.9	14.1	55.4	6.6
 Cyprus	801	34	23.4	41.2	1.5
 Latvia	1005	29.7	31.9	31.2	7.2
 Lithuania	1000	31.2	31.4	29.8	7.7
 Luxembourg	806	27.4	25	46.2	1.4
 Hungary	1006	30.9	34.3	32.2	2.6
 Malta	805	28.1	27.9	38.5	5.5
 Netherlands	1001	21.1	23.2	53	2.7
 Austria	1004	36	19.9	42.3	1.9
 Poland	1000	30.7	27.4	39.4	2.5
 Portugal	1005	31.7	25	38	5.3
 Romania	1001	32	40.6	23.9	3.4
 Slovenia	1002	33.3	30.9	32.1	3.7
 Slovakia	1004	27.1	34.2	33.9	4.8
 Finland	1008	48	23	27.3	1.7
 Sweden	1006	43.7	32.4	19.6	4.4
 United Kingdom	1002	33.9	22.7	40.9	2.5
 Croatia	1004	29.3	35	34	1.8
 Turkey	1000	11.6	15.9	69.9	2.6
 Norway	1000	38.3	22.6	33.2	6
 Iceland	812	41.6	41.7	12.7	4

Table 24b. Young people's willingness to work in another European country – *by segments*

QUESTION: Q14. Would you be willing / would you like to work in another European country in the future?

	Total N	% Yes, for a limited time	% Yes for the long term	% No	% DK/NA
TOTAL	30312	28.3	24.6	43.9	3.2
 SEX					
Male	15414	28.3	28	40.6	3.1
Female	14898	28.3	21.1	47.4	3.2
 NATIONALITY					
Country of residence	28888	28.2	24.1	44.6	3.1
Other nationality	1405	29.3	35.1	30.9	4.7
 AGE					
15 - 19	6559	33.5	29.4	33.4	3.7
20 - 24	7115	32.8	26.4	37.6	3.2
25 - 29	7491	26.6	24.9	45.7	2.8
30 - 35	9097	22.4	19.6	54.9	3.1
 CURRENTLY IN EDUCATION					
Yes	11836	36	30	30.9	3.1
No	18456	23.3	21.2	52.3	3.2
 CURRENT EDUCATION					
Lower secondary level	939	37.9	29.7	29.8	2.7
Upper secondary level, general education	2869	36.6	31.4	27.7	4.3
Upper secondary level, vocational education and training, including apprenticeships	1962	33.9	26.6	36.1	3.4
Post-secondary, non-higher education	1078	29.3	29.7	37.9	3.1
Higher education	4922	37.5	30.8	29.4	2.3
 COMPLETED EDUCATION					
Left school before completing lower secondary education	620	18.4	18.3	61.1	2.2
Lower secondary level	2938	15	17.8	63.2	4
Upper secondary level, general education	3317	20.8	19.4	56.1	3.6
Upper secondary level, vocational education and training, including apprenticeships	3616	23.2	21.3	52	3.5
Post-secondary, non-higher education	1913	20.8	19.7	56.1	3.4
Higher education	5965	30.5	24.9	42.3	2.4
 CURRENTLY IN WORK					
Full-time	12527	26.6	22.8	47.8	2.8
Part-time	3910	30.2	25.5	40.9	3.3
No	13834	29.3	26.1	41.2	3.4

(continued)

	Total N	% Yes, for a limited time	% Yes for the long term	% No	% DK/NA
TOTAL	30312	28.3	24.6	43.9	3.2
 CURRENT SITUATION					
Unemployed	2724	26	29.2	41.4	3.5
Disability or illness	172	18.5	12.5	63	6
On maternity/paternity/parental leave	489	21.2	16	59.7	3
Homemaker	1797	9.8	9.3	78.2	2.7
Other	521	21.3	20.8	54.1	3.8
 CURRENTLY IN WORK / EDUCATION					
Full-time work, not in education	10828	25.5	22.1	49.7	2.8
Part-time work, not in education	1900	21.6	18.9	55	4.4
Full-time work, in education	1689	33.2	27.7	36.2	2.9
Part-time work, in education	2004	38.4	31.8	27.4	2.3
Full-time education, not working	8137	35.9	30	30.7	3.4
Not in education, not working	5692	19.8	20.5	56.3	3.4
 URBANISATION					
Metropolitan	5681	31.1	31.2	34.9	2.8
Urban	15131	26.6	24.3	45.6	3.5
Rural	9346	29.4	21.5	46.4	2.7

II. Survey details

This special target group survey “*Youth on the Move*” (N° 319b) was conducted for the European Commission, DG Education and Culture, Unit C1 - Higher Education/Erasmus.

Telephone interviews were conducted in each country from 26th to 30th January, 2011 by the following institutes:

Belgium	BE	Gallup Europe	(Interviews: 26/01/2011 - 30/01/2011)
Czech Republic	CZ	Focus Agency	(Interviews: 26/01/2011 - 30/01/2011)
Denmark	DK	Norstat Denmark	(Interviews: 26/01/2011 - 30/01/2011)
Germany	DE	IFAK	(Interviews: 26/01/2011 - 30/01/2011)
Estonia	EE	Saar Poll	(Interviews: 26/01/2011 - 30/01/2011)
Greece	EL	Metroanalysis	(Interviews: 26/01/2011 - 30/01/2011)
Spain	ES	Gallup Spain	(Interviews: 26/01/2011 - 30/01/2011)
France	FR	Efficience3	(Interviews: 26/01/2011 - 30/01/2011)
Ireland	IE	Gallup UK	(Interviews: 26/01/2011 - 30/01/2011)
Italy	IT	Demoskopoea	(Interviews: 26/01/2011 - 30/01/2011)
Cyprus	CY	CYMAR	(Interviews: 26/01/2011 - 30/01/2011)
Latvia	LV	Latvian Facts	(Interviews: 26/01/2011 - 30/01/2011)
Lithuania	LT	Baltic Survey	(Interviews: 26/01/2011 - 30/01/2011)
Luxembourg	LU	Gallup Europe	(Interviews: 26/01/2011 - 30/01/2011)
Hungary	HU	Gallup Hungary	(Interviews: 26/01/2011 - 30/01/2011)
Malta	MT	MISCO	(Interviews: 26/01/2011 - 30/01/2011)
Netherlands	NL	MSR	(Interviews: 26/01/2011 - 30/01/2011)
Austria	AT	Spectra	(Interviews: 26/01/2011 - 30/01/2011)
Poland	PL	Gallup Poland	(Interviews: 26/01/2011 - 30/01/2011)
Portugal	PT	Consulmark	(Interviews: 26/01/2011 - 30/01/2011)
Slovenia	SI	Cati d.o.o	(Interviews: 26/01/2011 - 30/01/2011)
Slovakia	SK	Focus Agency	(Interviews: 26/01/2011 - 30/01/2011)
Finland	FI	Norstat Finland Oy	(Interviews: 26/01/2011 - 30/01/2011)
Sweden	SE	Norstat Sweden	(Interviews: 26/01/2011 - 30/01/2011)
United Kingdom	UK	Gallup UK	(Interviews: 26/01/2011 - 30/01/2011)
Bulgaria	BG	Vitosha	(Interviews: 26/01/2011 - 30/01/2011)
Romania	RO	Gallup Romania	(Interviews: 26/01/2011 - 30/01/2011)
Croatia	HR	Gallup Croatia	(Interviews: 26/01/2011 - 30/01/2011)
Turkey	TR	Konsensus	(Interviews: 26/01/2011 - 30/01/2011)
Norway	NO	Fieldwork Scandinavia	(Interviews: 26/01/2011 - 30/01/2011)
Iceland	IS	Capacent Gallup	(Interviews: 26/01/2011 - 30/01/2011)

Representativeness of the results

Each national sample is representative of the population between 15 and 35 years-of-age.

Sample sizes

In most countries the target sample size was 1000 respondents, but in Cyprus, Luxembourg, Malta and Iceland the sample size was 800 respondents. The table below shows the achieved sample size by country.

A weighting factor was applied to the national results in order to compute a marginal total where each country contributes to the total result in proportion to its population.

The table below presents, for each of the countries:

- (1) the number of interviews actually carried out
- (2) the population-weighted total number of interviews

TOTAL INTERVIEWS

	Total Interviews			
	Conducted	% of Total	TOTAL weighted	% of Total (weighted)
Total	30312	100	30312	100
BE	1001	3.3	523	1.7
BG	1000	3.3	398	1.3
CZ	1008	3.3	588	1.9
DK	1002	3.3	261	0.9
DE	1003	3.3	3657	12.1
EE	1008	3.3	74	0.2
EL	1000	3.3	555	1.8
ES	1001	3.3	2405	7.9
FR	1003	3.3	3117	10.3
IE	1002	3.3	258	0.9
IT	1012	3.3	2712	8.9
CY	801	2.6	48	0.2
LV	1005	3.3	126	0.4
LT	1000	3.3	186	0.6
LU	806	2.7	26	0.1
HU	1006	3.3	548	1.8
MT	805	2.7	23	0.1
NL	1001	3.3	779	2.6
AT	1004	3.3	408	1.3
PL	1000	3.3	2273	7.5
PT	1005	3.3	539	1.8
RO	1001	3.3	1238	4.1
SI	1002	3.3	106	0.3
SK	1004	3.3	332	1.1
FI	1008	3.3	258	0.9
SE	1006	3.3	464	1.5
UK	1002	3.3	3123	10.3
HR	1004	3.3	224	0.7
TR	1000	3.3	4802	15.8
NO	1000	3.3	243	0.8
IS	812	2.7	18	0.1

Questionnaires

1. The questionnaire prepared for this survey is reproduced at the end of this results volume, in English.
2. The institutes listed above translated the questionnaire in their respective national language(s).
3. One copy of each national questionnaire is annexed to the results (volume tables).

Tables of results**VOLUME A: COUNTRY BY COUNTRY**

The VOLUME A tables present the total results country by country.

VOLUME B: RESPONDENTS' DEMOGRAPHICS

The VOLUME B tables present the total results with the following socio-demographic characteristics of respondents as breakdowns:

Volume B:

Sex (*Male, Female*)

Nationality (*Country of residence, Other nationality*)

Age (*15-19, 20-24, 25-29, 30-35*)

Currently in education or training (*Yes, No*)

Current education or training (*Lower secondary level; Upper secondary level, general education; Upper secondary level, vocational education and training, including apprenticeships; Post-secondary, non-higher education; Higher education*)

Completed education or training (*Left school before completing lower secondary education; Lower secondary level; Upper secondary level, general education; Upper secondary level, vocational education and training, including apprenticeships; Post-secondary, non-higher education; Higher education*)

Currently in work (*Full-time; Part-time; No*)

Current situation (*Unemployed; Disability or illness; On maternity/paternity/parental leave; Homemaker; Other*)

Subjective urbanisation (*Metropolitan zone, Other town/urban centre, Rural zone*)

Currently in work or /and education (*Full-time work, no education; Part-time work, no education; Full-time work, education; Part-time work, education; Full-time education, no work; Not in education, no work*)

Sampling error

Surveys are designed and conducted to provide an estimate of a true value of characteristics of a population at a given time. An estimate of a survey is unlikely to exactly equal the true population quantity of interest for a variety of reasons. One of these reasons is that data in a survey are collected from only some – a sample of – members of the population, this to make data collection cheaper and faster. The “margin of error” is a common summary of **sampling error**, which quantifies uncertainty about (or confidence in) a survey result.

Usually, one calculates a 95 percent confidence interval of the format: **survey estimate +/- margin of error**. This interval of values will contain the true population value at least 95% of time.

For example, if it was estimated that 45% of EU citizens are in favour of a single European currency and this estimate is based on a sample of 100 EU citizens, the associated margin of error is about 10 percentage points. The 95 percent confidence interval for support for a European single currency would be *(45%-10%) to (45%+10%)*, suggesting that in the EU the support for a European single currency could range from 35% to 55%. Because of the small sample size of 100 EU citizens, there is considerable uncertainty about whether or not the citizens of the EU support a single currency.

As a general rule, the more interviews conducted (sample size), the smaller the margin of error. Larger samples are more likely to give results closer to the true population quantity and thus have smaller margins of error. For example, a sample of 500 will produce a margin of error of no more than about 4.5 percentage points, and a sample of 1,000 will produce a margin of error of no more than about 3 percentage points.

Margin of error (95% confidence interval)

Survey estimate	Sample size (n)									
	10	50	100	150	200	400	800	1000	2000	4000
5%	13.5%	6.0%	4.3%	3.5%	3.0%	2.1%	1.5%	1.4%	1.0%	0.7%
10%	18.6%	8.3%	5.9%	4.8%	4.2%	2.9%	2.1%	1.9%	1.3%	0.9%
25%	26.8%	12.0%	8.5%	6.9%	6.0%	4.2%	3.0%	2.7%	1.9%	1.3%
50%	31.0%	13.9%	9.8%	8.0%	6.9%	4.9%	3.5%	3.1%	2.2%	1.5%
75%	26.8%	12.0%	8.5%	6.9%	6.0%	4.2%	3.0%	2.7%	1.9%	1.3%
90%	18.6%	8.3%	5.9%	4.8%	4.2%	2.9%	2.1%	1.9%	1.3%	0.9%
95%	13.5%	6.0%	4.3%	3.5%	3.0%	2.1%	1.5%	1.4%	1.0%	0.7%

(The values in the table are the margin of error – at 95% confidence level – for a given survey estimate and sample size)

The examples show that the size of a sample is a crucial factor affecting the margin of error. Nevertheless, once past a certain point – a sample size of 800 or 1,000 – the improvement is small. For example, to reduce the margin of error to 1.5% would require a sample size of 4,000.

III. Questionnaire

SCREENER

S0. Is anyone in your household between 15 and 35 years-of-age?

- Yes 1
- No [THANK AND TERMINATE]
- [DK/NA] [THANK AND TERMINATE]

S1. Is more than one person in your household between 15 and 35 years-of-age?

- Yes 1
- No 2
- [DK/NA] 9

DEMO

D0. What is your nationality?

D1. How old are you?

- [_][_]years old
- [REFUSAL/NO ANSWER]00

D2. Gender

- Male 1
- Female 2

D3. Are you currently in education or training? This can be full-time or part-time.

- Yes 1
- No 2
- [DK/NA] 9

[ASK IF D3=1]

D4a. What type of education or training are you in?

- Lower secondary level 1
- Upper secondary level, general education 2
- Upper secondary level, vocational education and training,
including apprenticeships..... 3
- Post-secondary, non-higher education 4
- Higher education..... 5
- [DK/NA] 9

[ASK IF D3=2 or 9]

D4b. What is the highest level of education or training that you have completed?

- Left school before completing lower secondary education 1
- Lower secondary level..... 2
- Upper secondary level, general education 3
- Upper secondary level, vocational education and training,
including apprenticeships..... 4
- Post-secondary non-higher education..... 5
- Higher education..... 6
- [DK/NA] 9

D7. Are you currently in work? This can be full-time or part-time, including alongside education / training.

- Yes, full-time 1
- Yes, part-time 2
- No 3
- [DK/NA] 9

[ASK IF D3 = (2 or 9) AND D7=(3 or 9)]

D8. Which of the following best describes your current situation?

- Unemployed and looking for a job 1
- Unemployed but not looking for work 2
- Unable to work because of a disability or illness 3
- On maternity/paternity/parental leave 4
- A homemaker 5
- Other 8
- [DK/NA] 9

A. EDUCATION & TRAINING

In this section, we will ask you some questions about the education and training options open to young people in your country after the end of compulsory schooling.

[ASK ALL]

Q1. In your opinion, is vocational education and training an attractive option for young people in your country?

- Yes 1
- No 2
- [DK/NA] 9

[ASK ALL]

Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason?

[READ PUT- ROTATE – RECORD FIRST ANSWER, THEN THE SECOND ANSWER]

- To acquire practical skills and undertake practical training 1
- To improve their job opportunities 2
- To get qualified to apply for higher levels of education (post-secondary or tertiary levels) 3
- To obtain higher wage levels 4
- To improve their opportunities to set up their own business 5
- Other 6
- [DK/NA] 9

[ASK ALL]

Q3. In your opinion, is higher education an attractive option for young people in your country?

- Yes 1
- No 2
- [DK/NA] 9

[ASK ALL]

Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?

[READ OUT – ROTATE – RECORD FIRST ANSWER, THEN THE SECOND ANSWER]

- Interest in specific subjects/disciplines 1
- To improve their job opportunities 2
- To obtain a higher level qualification 3
- To obtain higher wage levels 4
- To improve their opportunities to set up their own business 5
- Other 7
- [DK/NA] 9

B. YOUTH MOBILITY

[ASK ALL]

Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?

- Yes 1
- No 2
- [DK/NA] 9

[ASK IF THE ANSWER IS “NO” IN Q5, GO TO Q9]

Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted.

In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length of the stay for that type of mobility period.

[INTERVIEWER, ASK RESPONDENT TO ADD THE NUMBER OF WEEKS/MONTHS TOGETHER FOR ALL THE STAY **FOR THE SAME TYPE** OF MOBILITY PERIOD]

- None 1
- Less than three weeks 2
- Between three weeks and three months 3
- Three months to one year 4
- More than one year 5
- [DK/NA] 9

- A. Studying as part of school education (lower and upper secondary school) 1 2 3 4 5 9
- B. Studying as part of vocational education and training 1 2 3 4 5 9
- C. Studying as part of higher education 1 2 3 4 5 9
- D. Traineeship in a company or similar organisation as part of higher education 1 2 3 4 5 9
- E. Traineeship in a company or similar organisation as part of vocational education and training/apprenticeship 1 2 3 4 5 9

[ASK IF THE ANSWER ON Q6 IS “2” OR “3” OR “4” OR ‘5”]

Q7. Thinking about your longest stay abroad, how did you finance your stay?

[READ OUT MULTIPLE ANSWERS POSSIBLE]

- Private funds / savings 1
- National or regional study loans/grants 2
- Paid partly by employer 3
- EU funded mobility programmes (LLP, Youth in Action, Erasmus Mundus or other) 4
- Other grants and awards 5
- [DK/NA] 9

[ASK IF THE ANSWER ON Q6 IS “2” OR “3” OR “4” OR ‘5”]

Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad.

[READ OUT- ROTATE – RECORD THE FIRST ANSWER]

- Credits / points for the programme of study / training01
- Improved opportunities for subsequent employment02
- Professional skills you did not already have.....03
- Improved academic knowledge04
- Improved foreign language skills05
- Greater ability to adapt to new situations06
- Improved awareness of another culture07
- Better interpersonal skills08
- Other benefits09
- [DK/NA].....99

And what would be the second most important benefit?

[READ OUT- ROTATE – RECORD THE SECOND ANSWER]

- Credits / points for the programme of study / training01
- Improved opportunities for subsequent employment02
- Professional skills you did not already have.....03
- Improved academic knowledge04
- Improved foreign language skills05
- Greater ability to adapt to new situations06
- Improved awareness of another culture07
- Better interpersonal skills08
- Other benefits09
- [DK/NA].....99

[ASK ALL]

Q9. Apart from vacation or tourism, learning or training, have you ever stayed abroad for at least one month for the following purposes?

[READ OUT – ROTATE – MULTIPLE ANSWERS POSSIBLE]

- Working (found a job abroad) 1
- Volunteering2
- Within other educational contexts or outside formal education
(for example a traineeship following graduation, participation in a youth project,
language course, training paid by employer)3
- Living abroad for other reason4
- [Never stayed abroad].....5
- [DK/NA].....9

[ASK IF THE ANSWER IS “NO” IN Q5 AND “NEVER STAYED ABROAD” IN Q9]

Q10. What was the main reason for you not to spend any time abroad for education, training, working or volunteering?

[READ OUT –ROTATE –RECORD THE FIRST ANSWER]

-A lack of information / guidance about mobility opportunities.....	01
- You were not interested in going abroad.....	02
- Lack of foreign language skills.....	03
- Legal obstacles.....	04
- A lack of funding / too expensive to stay abroad.....	05
- National/regional student loans or grants could not be transferred abroad.....	06
- Concerns about the quality of the training or other activities available abroad.....	07
- Could not get your study/training recognised (in cases where studying or training was the plan)	08
- Family commitments (children, dependent relatives etc)	09
- Other reasons	10
- [DK/NA].....	99

What was the second main reason for you not to spend any time abroad for education, training, working or volunteering?

[READ OUT –ROTATE –RECORD THE SECOND ANSWER]

-A lack of information / guidance about mobility opportunities.....	01
- You were not interested in going abroad.....	02
- Lack of foreign language skills.....	03
- Legal obstacles.....	04
- A lack of funding / too expensive to stay abroad.....	05
- National/regional student loans or grants could not be transferred abroad.....	06
- Concerns about the quality of the training or other activities available abroad.....	07
- Could not get your study/training recognised (in cases where studying or training was the plan)	08
- Family commitments (children, dependent relatives etc)	09
- Other reasons	10
- [DK/NA].....	99

C. EMPLOYMENT & ENTREPRENEURSHIP

[ASK ALL]

Q11. Finding a relevant and suitable job after finishing education is often a challenge.

In your opinion, what is the main concern of young people in your country regarding getting a job after finishing education?

And the second main concern?

[READ OUT – ROTATE- RECORD FIRST, THEN SECOND ANSWER]

-That they don't have the right knowledge or skills	1
- No good job opportunities available in their field of studies	2
- No jobs available in their city or region (might have to move)	3
- Jobs are available but they are very poorly paid (salary not adequate for a reasonable standard of living).....	4
- They don't know what job opportunities are out there.....	5
- [DK/NA].....	9

[ASK ALL]

Q12. How would you rate the guidance and counselling you have received during your school education ... [READ A AND B]

- Very poor.....1
- Poor2
- Satisfactory.....3
- Good.....4
- Very good.....5
- [Not relevant/did not receive any guidance or counselling].....8
- [DK/NA]9

A - on the different further education and training options open to you?.... 1 2 3 4 5 8 9

B - on future employment opportunities? 1 2 3 4 5 8 9

[ASK ALL]

Q13. Would you like to set up your own business in the future?

- Yes.....1
- No because it is too risky.....2
- No, you don't have adequate entrepreneurship skills.....3
- No, because no access to finance.....4
- No, it is too complicated to set up a business.....5
- [I have already set up a business].....8
- [DK/NA]9

[ASK ALL]

Q14. Would you be willing / would you like to work in another European country in the future?

- Yes, for a limited time1
- Yes for the long term.....2
- No3
- [DK/NA]9