



## Special Eurobarometer 417

# EUROPEAN AREA OF SKILLS AND QUALIFICATIONS

## REPORT

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[http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm)

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**Special Eurobarometer 417 / Wave EB81.3 – TNS Opinion & Social**

**Special Eurobarometer 417**

**European area of skills and qualifications**

Conducted by TNS Political & Social at the request of the  
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## INTRODUCTION

In recent years the European Commission, in cooperation with Member States, has placed a growing emphasis on the transparency and recognition of skills and qualifications acquired by individuals during their education and professional life. Encouraging the transparency and recognition of skills and qualifications is in line with the overall aim of increasing the mobility of the labour force within Europe.

To date, a variety of initiatives have been launched with a view to simplifying the transparency and recognition of skills and qualifications across Europe. These include:

- The European Qualifications Framework, which helps in comparing national qualifications systems, frameworks and their levels to make qualifications more readable and understandable across different countries and systems in Europe.
- Validation of non-formal and informal learning; the aim is to recognise the full range of an individual's knowledge, skills and competences, regardless of whether they are acquired within or outside the formal education system.
- Europass, a set of five standardised documents and a skills passport available for free in 26 languages, designed to enable users to present their skills, qualifications and experience across Europe.
- Credit systems: 'ECTS' for higher education and 'ECVET' for vocational education and training. These are tools that help to design, describe, and deliver study programmes and award qualifications. The use of the credit systems, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.
- Quality assurance arrangements in higher education and vocational education and training.

Building on these initiatives, the European Commission ran a consultation on the European Area of Skills and Qualifications in December 2013-April 2014. The objective of the consultation was to collect the views of stakeholders on the problems faced by learners and workers with regard to the transparency and recognition of their skills and qualifications when moving within and between EU Member States, on the adequacy of the related European policies and instruments, and on the potential benefits of developing a "European Area of Skills and Qualifications".

This survey will provide important data on a number of issues that are relevant to current policies on education and skills in Europe.

The survey highlights EU citizens' attitudes towards the education that they have received and the priorities for education and training in their country, as well as their views on the most important aspects of education, and the main skills that education can provide. It also reveals experiences of working in other countries (both inside and outside of the EU), and perceptions of the extent to which qualifications are recognised in different Member States. The survey also probes Europeans' awareness of the European Qualifications Framework and of ways of documenting skills and qualifications; their use of career guidance services; and their experience of looking for information on education, training and career guidance.

The survey also provides detailed socio-demographic information to help understand how experience and attitudes vary across different sections of European society. The statistical breakdowns include: male/female; age range, divided into four categories; the impact of education levels; and a range of other socio-economic factors.

This survey was carried out by TNS Opinion & Social network in the 28 Member States of the European Union between 26 April and 11 May 2014. Some 27,998 respondents from different social and demographic groups were interviewed face-to-face at home in their mother tongue on behalf of the Directorate-General for Education and Culture.

The methodology used is that of Eurobarometer surveys as carried out by the Directorate-General for Communication ("Strategy, Corporate Communication Actions and Eurobarometer" Unit).

A technical note on the manner in which interviews were conducted by the Institutes within the TNS Opinion & Social network is appended as an annex to this report. Also included are the interview methods and confidence intervals.

**Note:** In this report, countries are referred to by their official abbreviation. The abbreviations used in this report correspond to:

ABBREVIATIONS			
BE	Belgium	LT	Lithuania
BG	Bulgaria	LU	Luxembourg
CZ	Czech Republic	HU	Hungary
DK	Denmark	MT	Malta
DE	Germany	NL	The Netherlands
EE	Estonia	AT	Austria
IE	Ireland	PL	Poland
EL	Greece	PT	Portugal
ES	Spain	RO	Romania
FR	France	SI	Slovenia
HR	Croatia	SK	Slovakia
IT	Italy	FI	Finland
CY	Republic of Cyprus***	SE	Sweden
LV	Latvia	UK	The United Kingdom
		EU28	European Union – 28 Member States
		EU15	BE, IT, FR, DE, LU, NL, DK, UK, IE, PT, ES, EL, AT, SE, FI*
		NMS13	BG, CZ, EE, HR, CY, LT, LV, MT, HU, PL, RO, SI, SK**
		EURO AREA	BE, FR, IT, LU, DE, AT, ES, PT, IE, NL, FI, EL, EE, SI, CY, MT, SK, LV

\* EU15 refers to the 15 countries forming the European Union before the enlargements of 2004, 2007 and 2013.

\*\* The NMS13 are the 13 'new Member States' which joined the European Union during the 2004, 2007 and 2013 enlargements.

\*\*\* Cyprus as a whole is one of the 28 European Union Member States. However, the 'acquis communautaire' has been suspended in the part of the country which is not controlled by the government of the Republic of Cyprus. For practical reasons, only the interviews carried out in the part of the country controlled by the government of the Republic of Cyprus are included in the 'CY' category and in the EU28 average.

\* \* \* \* \*

*We wish to thank the people throughout Europe who have given their time to take part in this survey. Without their active participation, this study would not have been possible.*

## KEY FINDINGS

The main findings of this Eurobarometer survey on skills and qualifications are as follows:

- The most important aspects of education relate to individual teachers, in particular the teacher's ability to engage and motivate students. This is also the area seen as needing the most improvement.
- EU citizens acknowledge that various skills can be obtained outside of formal education, most notably foreign language skills and skills that can be used in different jobs.
- Attitudes to respondents' own education are generally positive, particularly their experience of school education (86% say this was good).
- Nearly three-quarters of EU citizens (73%) agree that their education or training has provided them with the necessary skills to find a job in line with their qualifications.
- Just over half of respondents (56%) think that their qualifications would be recognised in other EU Member States. Similar proportions also think experiences of working or studying in another Member State would be recognised in their own country.
- 6% of EU citizens say that they have tried to work or study in another EU Member State, including remote working or distance learning, but were not able to do so. The main reason for this, in relation to their qualifications, was that they were not recognised by either their prospective employer (12%) or by the education institution (7%), or that they did not have enough information on whether their qualifications would be recognised in another EU Member State (17%).
- Only 9% say they know the level of the European Qualifications Framework to which their qualifications correspond, and just 12% more have heard (in general) about the European Qualifications Framework.
- A third of EU citizens (34%) say that they have heard of at least one of the various tools for documenting skills and qualifications, most commonly the Europass CV (15%).
- More than two-thirds (69%) assume that a combination of skills or competences acquired in different ways can be used to obtain a qualification.
- A quarter of respondents (24%) have used a career guidance service. This varies considerably by Member State; in some countries, only 3% of respondents say they have used a career guidance service.
- The main reason for never having used a career guidance service is the lack of access (45%).

- The majority of EU citizens have positive views about the availability and usefulness of career guidance services; for example, 71% agree that they are useful for making the right choice for further studies.
- In total, 44% of EU citizens say that they have looked for information of some kind on education, training or career guidance. Just over half of respondents (56%) say they found it at least quite easy to find the information they needed.
- Only 18% of EU citizens say they are aware of at least one of the European information points (e.g. Europass contact centres).

## I. SKILLS OBTAINED IN EDUCATION AND TRAINING

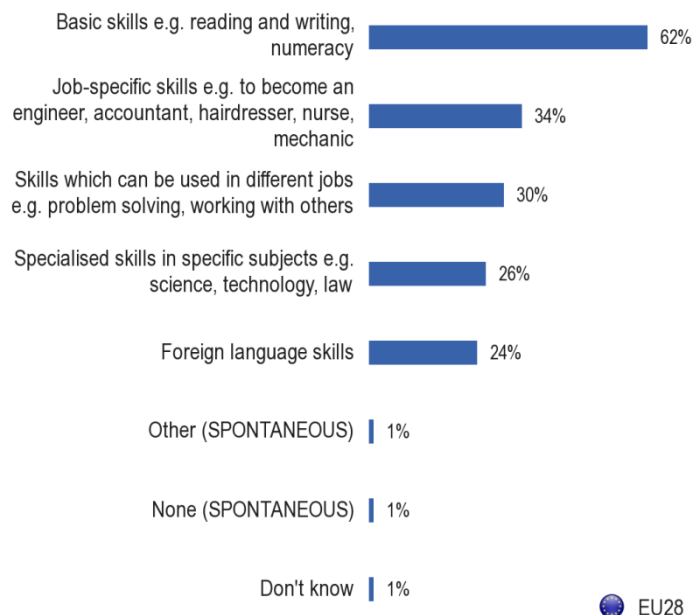
This chapter examines the views of EU citizens on the main skills that can be obtained from education. It also covers their perceptions of the skills that can be obtained outside formal education, and the extent to which respondents feel that their own education or training has given them the skills they need to find an appropriate job.

### 1.1. Most important skills

#### - Basic skills are seen as the most important type of skill that education provides -

**EU citizens think that basic skills** (e.g. reading and writing, and numeracy) **are the most important type of skill that education provides**. This is chosen by 62% of respondents, ahead of the other types of skill included in the question: job-specific skills (34%), skills that can be used in different jobs (30%), specialised skills in specific subjects (26%) and foreign language skills (24%)<sup>1</sup>.

QB2. In your opinion, which of the following are the most important skills that education provides?



(Multiple answers possible)

**Base:** All respondents = 27,998

<sup>1</sup> QB2: 'In your opinion, which of the following are the most important skills that education provides?' Possible responses: 'Basic skills e.g. reading and writing, numeracy', 'Specialised skills in specific subjects e.g. science, technology, law', 'Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic', 'Skills which can be used in different jobs e.g. problem solving, working with others', 'Foreign language skills', 'Other', 'None', 'Don't know'.

The findings for **individual EU Member States** show a broad distinction between EU15 countries and NMS13 countries<sup>2</sup>. Respondents in EU15 countries are more likely than those in NMS13 countries to say that basic skills are important (65%, compared with 51%), as well as skills which can be used in different jobs (31%, compared with 25%) and specialised skills in specific subjects (27%, compared with 20%).

By contrast, respondents in NMS13 countries are more likely than those in EU15 countries to see the value in job-specific skills (43%, compared with 31%) and foreign language skills (27%, compared with 23%).

Looking at the findings in more detail, in all Member States, basic skills are seen as one of the most important skills that education provides. The highest figures are seen in Germany (73%), France (69%), the Netherlands (68%), Austria (68%) and the UK (68%). The lowest proportions are in Croatia (43%), Poland (44%), Latvia (48%) and Slovakia (48%).

Respondents in Slovakia are most likely to value job-specific skills as an important part of education (48%), with high figures also in Bulgaria (46%), Hungary (46%) and Poland (45%). The lowest figures are in Germany (23%), Austria (24%), Cyprus (26%) and Luxembourg (27%).

More general job-related skills (those that can be used in different jobs) are most likely to be seen as important in Denmark (52%), Sweden (51%), Ireland (47%) and the Netherlands (44%), while respondents in Romania (15%), Greece (18%), Portugal (20%), Bulgaria (21%) and Cyprus (22%) are least likely to see these skills as important.

Greece (41%) and Estonia (34%) have the highest proportions that think specialised skills in specific subjects are important, with the lowest figures in Hungary (17%), Finland (17%), Poland (18%) and Romania (19%).

Finally, foreign language skills are most likely to be seen as an important aspect of education in Luxembourg (43%), Cyprus (38%), Austria (37%) and the Czech Republic (37%). Respondents in the UK (12%), Ireland (16%), Sweden (17%) and the Netherlands (17%) are least likely to see the importance of foreign language skills.

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<sup>2</sup> Definitions are provided at the beginning of the report.



QB2 In your opinion, which of the following are the most important skills that education provides?

	Basic skills e.g. reading and writing, numeracy	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic	Skills which can be used in different jobs e.g. problem solving, working with others	Specialised skills in specific subjects e.g. science, technology, law	Foreign language skills	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28	62%	34%	30%	26%	24%	1%	1%	1%
BE	63%	37%	31%	30%	27%	0%	0%	0%
BG	51%	46%	21%	26%	22%	0%	1%	2%
CZ	54%	41%	30%	23%	37%	0%	0%	0%
DK	57%	33%	52%	26%	19%	1%	0%	0%
DE	73%	23%	27%	26%	35%	1%	0%	0%
EE	54%	37%	30%	34%	34%	1%	0%	0%
IE	61%	30%	47%	24%	16%	1%	0%	0%
EL	64%	37%	18%	41%	19%	1%	1%	0%
ES	57%	37%	30%	30%	19%	2%	1%	2%
FR	69%	30%	28%	24%	24%	1%	1%	1%
HR	43%	40%	31%	23%	31%	0%	1%	0%
IT	52%	30%	29%	31%	19%	1%	2%	1%
CY	63%	26%	22%	27%	38%	0%	0%	1%
LV	48%	41%	33%	24%	35%	1%	0%	1%
LT	52%	44%	27%	25%	35%	0%	0%	1%
LU	63%	27%	29%	22%	43%	2%	0%	1%
HU	57%	46%	23%	17%	22%	1%	1%	1%
MT	61%	40%	26%	29%	28%	1%	1%	0%
NL	68%	40%	44%	24%	17%	1%	0%	0%
AT	68%	24%	28%	23%	37%	1%	1%	0%
PL	44%	45%	30%	18%	27%	1%	1%	2%
PT	62%	29%	20%	30%	22%	1%	1%	2%
RO	61%	38%	15%	19%	21%	1%	2%	3%
SI	51%	43%	24%	21%	30%	2%	0%	0%
SK	48%	48%	28%	22%	31%	0%	0%	1%
FI	61%	43%	35%	17%	31%	1%	0%	0%
SE	62%	32%	51%	30%	17%	2%	0%	0%
UK	68%	35%	37%	24%	12%	1%	1%	2%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

Base: All respondents = 27,998

There are differences between **socio-demographic groups**, as follows:

- **Basic skills** are most likely to be seen as important by people with lower levels of education or training. The proportion choosing basic skills is 69% among those educated to lower secondary level, and 69% among those with no formal level of education, compared with 57-61% among those with higher levels of education.

Older people are more likely than younger people to value basic skills (65% of those aged 55 or over).

- By contrast, **specialised skills in specific subjects** are more likely to be valued by people with higher levels of education or training: 30% of those who completed higher education, and 29% of those who completed post-secondary non-higher education, think that these are among the most important skills that education provides, compared with 17% of those with no formal level of education. These types of skills are less likely to be valued by older people (23% of those aged 55 or over).
- Similarly, **skills that can be used in different jobs** are more likely to be seen as important by those with higher levels of education or training. The amount of variation is even greater for this type of skill, ranging from 37% of those who completed higher education to 23% of those educated to lower secondary level and 21% of those with no formal level of education. There is no difference by age.
- Younger people (aged 15-24) are most likely to say that **foreign language skills** are important (30%, compared with 22-24% in older age groups). Those with no formal level of education are least likely to see the importance of foreign language skills (14%).
- Job-specific skills** are most likely to be valued by people educated to upper secondary level (general vocational education and training). This was chosen by 39% of those with this level of education.

QB2 In your opinion, which of the following are the most important skills that education provides? (MAX. 3 ANSWERS)

	Basic skills e.g. reading and writing, numeracy	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic	Skills which can be used in different jobs e.g. problem solving, working with others	Specialised skills in specific subjects e.g. science, technology, law	Foreign language skills	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28	62%	34%	30%	26%	24%	1%	1%	1%
<b>Age</b>								
15-24	59%	31%	29%	28%	30%	1%	0%	2%
25-39	58%	34%	33%	27%	24%	1%	0%	1%
40-54	62%	34%	32%	27%	22%	1%	1%	1%
55 +	65%	35%	27%	23%	22%	1%	1%	2%
<b>Level of education</b>								
Lower secondary level	69%	28%	23%	24%	21%	1%	1%	1%
Upper second. level, general ed.	58%	34%	31%	26%	25%	1%	1%	2%
Upper second. level, vocational ed. & training	61%	39%	28%	22%	25%	1%	1%	1%
Post second., non-higher	60%	32%	33%	29%	24%	1%	1%	1%
Higher education	57%	33%	37%	30%	25%	1%	0%	0%
None of these	69%	35%	21%	17%	14%	1%	2%	4%

(Multiple answers possible)

Base: All respondents = 27,998

## 1.2. Skills obtained outside of formal education

### - Foreign language skills and skills that can be used in different jobs are seen as the main skills that can be obtained outside of formal education -

EU citizens were asked which types of skill they think it is possible to obtain outside of formal education, choosing from the same list of five types of skill as seen in the previous question. **Respondents are most likely to say that foreign language skills (54%) and skills that can be used in different jobs (52%) are skills that can be obtained outside of formal education**, while a slightly lower proportion (44%) say that job-specific skills can be obtained in this way. Respondents are less likely to think that basic skills (29%) and specialised skills in specific subjects (29%) can be obtained outside of formal education. Only 3% of respondents think that none of these skills can be obtained outside of formal education<sup>3</sup>.

QB3. Which of the following skills do you think it is possible to obtain outside of formal education?



(Multiple answers possible)

Base: All respondents = 27,998

The findings for **individual EU Member States** show that respondents in Latvia (74%) and Greece (72%) are most likely to say that foreign language skills can be obtained outside of formal education, while the lowest proportions are in Portugal, Italy and Romania (34% in each case).

<sup>3</sup> QB3: Which of the following skills do you think it is possible to obtain outside of formal education? By "outside of formal education", we mean outside schools, vocational education and training and university. Possible responses: 'Basic skills e.g. reading and writing, numeracy', 'Specialised skills in specific subjects e.g. science, technology, law', 'Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic', 'Skills which can be used in different jobs e.g. problem solving, working with others', 'Foreign language skills', 'None', 'Don't know'.






























Denmark (74%) and Sweden (73%) have the highest proportions of respondents that say it is possible to obtain skills which can be used in different jobs outside of formal education, while people in Bulgaria (36%), Romania (37%), Lithuania (39%) and Poland (39%) are least likely to say this.

Respondents in the UK are most likely to say that job-specific skills can be obtained outside of formal education (61%), with high proportions also seen in Cyprus (53%), Austria (52%), Lithuania (51%), the Netherlands (51%), Malta (50%) and Italy (50%). The lowest figures are in Croatia (26%) and Sweden (28%).

Respondents in Austria (48%) and Germany (44%) are most likely to say that specialised skills in specific subjects can be obtained outside of formal education, with the lowest proportions in Croatia (16%), Sweden (17%), Poland (17%) and Spain (17%).

A high proportion of respondents say that basic skills can be obtained outside of formal education in Malta (46%), the UK (46%), Ireland (43%) and Lithuania (42%). Respondents in Italy (16%), Bulgaria (16%), Slovakia (17%) and the Czech Republic (18%) are least likely to say this.

## QB3 Which of the following skills do you think it is possible to obtain outside of formal education?

	Foreign language skills	Skills which can be used in different jobs e.g. problem solving, working with others	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic	Basic skills e.g. reading and writing, numeracy	Specialised skills in specific subjects e.g. science, technology, law	None (SPONTANEOUS)	Don't know
 EU28	54%	52%	44%	29%	29%	3%	3%
 BE	63%	59%	39%	28%	27%	3%	1%
 BG	57%	36%	46%	16%	20%	4%	6%
 CZ	67%	61%	36%	18%	27%	0%	2%
 DK	59%	74%	35%	39%	27%	3%	2%
 DE	65%	58%	46%	28%	44%	2%	1%
 EE	69%	65%	33%	29%	25%	1%	2%
 IE	46%	58%	46%	43%	22%	2%	1%
 EL	72%	47%	44%	24%	27%	5%	2%
 ES	59%	56%	36%	28%	17%	2%	4%
 FR	59%	55%	38%	39%	22%	2%	1%
 HR	62%	51%	26%	26%	16%	2%	1%
 IT	34%	42%	50%	16%	30%	4%	5%
 CY	50%	46%	53%	23%	23%	5%	4%
 LV	74%	52%	35%	32%	21%	2%	2%
 LT	51%	39%	51%	42%	33%	1%	5%
 LU	61%	53%	32%	35%	21%	8%	2%
 HU	52%	40%	39%	26%	26%	3%	2%
 MT	44%	50%	50%	46%	27%	2%	4%
 NL	59%	65%	51%	22%	37%	1%	1%
 AT	62%	63%	52%	23%	48%	3%	1%
 PL	57%	39%	39%	23%	17%	2%	8%
 PT	34%	51%	34%	32%	20%	4%	8%
 RO	34%	37%	41%	29%	29%	4%	6%
 SI	63%	46%	46%	25%	23%	1%	2%
 SK	61%	49%	41%	17%	21%	1%	2%
 FI	67%	59%	33%	29%	29%	2%	2%
 SE	64%	73%	28%	39%	17%	6%	1%
 UK	43%	53%	61%	46%	32%	1%	5%

Highest percentage per country	Lowest percentage per country
Highest percentage per item	Lowest percentage per item

(Multiple answers possible)

Base: All respondents = 27,998

The findings are generally consistent across **socio-demographic groups**, although there are some differences by level of education:

- More highly educated people are more likely to say that **foreign language skills** can be obtained outside of formal education. The proportion ranges from 64% of those who completed higher education, to 46% of those educated to lower secondary level and 40% of those with no formal education level. In addition, older people (aged 55 or over) are less likely to say that foreign language skills can be obtained outside of formal education (50%, compared with 56% of those aged under 55); there are no differences by age on any of the other answers.
- Similarly, those with higher levels of education are also more likely to say that **skills that can be used in different jobs** can be obtained outside of formal education. As many as 62% of those who completed higher education say this, falling to 44% of those educated to lower secondary level and 39% of those with no formal level of education.
- There is little variation in responses in relation to **job-specific skills** or **specialised skills in specific subjects**. However, respondents with no formal level of education are least likely to say these can be obtained outside of formal education (29% for job-specific skills and 17% for specialised skills in specific subjects).
- People with lower levels of education or training are most likely to say that **basic skills** can be obtained outside of formal education. The proportion is 33% among those educated to lower secondary level, and 34% among those with no formal level of education, compared with 26-29% among those with higher levels of education.

QB3 Which of the following skills do you think it is possible to obtain outside of formal education? (MULTIPLE ANSWERS POSSIBLE)

	Foreign language skills	Skills which can be used in different jobs e.g. problem solving, working with others	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic	Basic skills e.g. reading and writing, numeracy	Specialised skills in specific subjects e.g. science, technology, law	None (SPONTANEOUS)	Don't know
EU28	54%	52%	44%	29%	29%	3%	3%
<b>Age</b>							
15-24	56%	51%	43%	29%	29%	1%	3%
25-39	56%	56%	45%	26%	28%	1%	2%
40-54	56%	54%	46%	30%	30%	3%	3%
55 +	50%	49%	43%	31%	28%	4%	5%
<b>Level of education</b>							
Lower secondary level	46%	44%	43%	33%	27%	4%	5%
Upper second. level, general ed.	50%	51%	47%	26%	30%	2%	3%
Upper second. level, vocational ed. & training	54%	52%	46%	28%	29%	2%	2%
Post second., non-higher	60%	59%	45%	28%	31%	2%	2%
Higher education	64%	62%	46%	29%	31%	1%	1%
None of these	40%	39%	29%	34%	17%	5%	12%

(Multiple answers possible)

Base: All respondents = 27,998

Respondents who thought it was possible to obtain **skills outside of formal education** (all but 6% of the total number of respondents surveyed) were asked where or how they thought these skills could be obtained. **Respondents are most likely to say that skills can be obtained in the workplace:** 62% through work experience, and 54% through training in work or on the job. Other methods are through self-education (47%) or courses other than through school, vocational education/training or university (45%). A similar proportion (45%) say that these skills can be gained by travelling, working or living abroad. Respondents are less likely to say that skills can be gained from voluntary work experience (31%) or from online courses that are not part of a formal educational programme (27%)<sup>4</sup>.

QB4. Where or how would you be able to obtain these skills outside of formal education?



(Multiple answers possible)

**Base:** Respondents who think it is possible to obtain skills outside of formal education= 26,356

Findings for **individual Member States** show that respondents in Sweden are particularly likely to think that skills can be obtained in different ways outside of formal education. They are most likely to say that skills can be obtained from work experience (86%), followed by respondents in the Netherlands (79%) and Denmark (77%). Sweden also has the highest proportion that say skills can be obtained from training in work or on the job (76%), followed by Belgium (71%). The lowest figures on these items are in Bulgaria (33%) in relation to work experience, and in Hungary (28%), Lithuania (34%) and Romania (34%) in relation to training in work or on the job.

<sup>4</sup> QB4: 'Where or how would you be able to obtain these skills outside of formal education?' Possible responses: 'Work experience', 'Training in work or on the job', 'Voluntary work or experience', 'Self-education', 'Courses other than school, vocational education and training or university', 'Online courses which are not part of a formal educational programme', 'Travelling, living or working abroad', 'Other', 'None', 'Don't know'.

Respondents in Finland (75%) and Estonia (71%) are most likely to say that skills can be obtained from self-education, with respondents in Portugal (18%) and Italy (24%) least likely to say this.

Respondents are most likely to say that skills can be gained from courses outside of school, vocational education/training or university in Germany (64%), Austria (63%), the Netherlands (62%) and Sweden (61%), with the lowest proportions in Hungary (27%) and France (28%).






























Sweden (75%) and Denmark (67%) have the highest proportions of respondents who say that skills can be gained from travelling, living or working abroad. The lowest figures are in Romania (17%), Hungary (25%) and Portugal (26%). Sweden also has the highest proportion who say that voluntary work or experience can provide skills (60%), followed by the Netherlands (52%), while respondents in Italy (13%), Bulgaria (14%), Poland (14%) and Hungary (17%) are least likely to say this.

Finally, respondents in the UK (47%) and Sweden (43%) are most likely to say that skills can be gained from online courses that are not part of a formal educational programme. The lowest proportions are in Italy (10%), Romania (13%), Portugal (13%) and Hungary (14%).

Overall, there is a tendency for respondents in EU15 countries to be more likely than those in NMS13 countries to say that skills can be obtained in different ways outside of formal education. Specifically, respondents in EU15 countries are more likely than those in NMS13 countries to say that skills can be obtained from work experience (65%, compared with 50%), training in work or on the job (58%, compared with 39%), travelling, living or working abroad (48%, compared with 35%) and voluntary work or experience (34%, compared with 20%).



## QB4 Where or how would you be able to obtain these skills outside of formal education?

	Work experience	Training in work or on the job	Self-education	Courses other than school, vocational education and training or university	Travelling, living or working abroad	Voluntary work or experience	Online courses which are not part of a formal educational programme	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
 EU28	62%	54%	47%	45%	45%	31%	27%	1%	1%	1%
 BE	<b>72%</b>	71%	53%	43%	44%	32%	30%	1%	1%	0%
 BG	<b>33%</b>	45%	37%	<b>59%</b>	36%	14%	16%	1%	2%	3%
 CZ	59%	43%	<b>61%</b>	41%	47%	21%	27%	0%	1%	2%
 DK	<b>77%</b>	65%	57%	49%	67%	45%	33%	2%	1%	0%
 DE	<b>66%</b>	57%	64%	<b>64%</b>	49%	34%	35%	3%	0%	0%
 EE	68%	60%	<b>71%</b>	47%	52%	33%	32%	1%	0%	1%
 IE	<b>66%</b>	53%	48%	42%	44%	37%	38%	1%	0%	1%
 EL	<b>61%</b>	48%	42%	50%	31%	23%	28%	2%	1%	0%
 ES	49%	53%	35%	45%	<b>57%</b>	27%	28%	1%	1%	1%
 FR	<b>64%</b>	59%	37%	28%	52%	34%	15%	1%	1%	1%
 HR	<b>58%</b>	41%	43%	31%	44%	25%	20%	0%	1%	0%
 IT	<b>60%</b>	50%	24%	30%	39%	<b>13%</b>	<b>10%</b>	1%	2%	1%
 CY	<b>74%</b>	51%	42%	38%	31%	35%	28%	0%	1%	0%
 LV	63%	47%	<b>64%</b>	54%	38%	24%	24%	0%	1%	1%
 LT	<b>62%</b>	34%	49%	39%	34%	24%	21%	1%	4%	2%
 LU	<b>67%</b>	65%	54%	39%	50%	41%	31%	1%	1%	1%
 HU	45%	<b>28%</b>	<b>52%</b>	<b>27%</b>	25%	17%	14%	2%	4%	1%
 MT	<b>67%</b>	57%	38%	49%	38%	42%	37%	2%	0%	2%
 NL	<b>79%</b>	60%	58%	62%	57%	52%	36%	1%	0%	0%
 AT	<b>65%</b>	61%	55%	63%	61%	36%	31%	1%	0%	0%
 PL	43%	40%	<b>48%</b>	46%	39%	14%	24%	2%	2%	3%
 PT	<b>63%</b>	57%	<b>18%</b>	33%	26%	33%	13%	1%	1%	3%
 RO	<b>56%</b>	34%	50%	38%	<b>17%</b>	29%	13%	1%	1%	1%
 SI	58%	55%	<b>62%</b>	51%	43%	32%	29%	2%	0%	0%
 SK	54%	39%	<b>61%</b>	45%	45%	23%	24%	0%	1%	0%
 FI	73%	53%	<b>75%</b>	35%	57%	35%	27%	2%	1%	0%
 SE	<b>86%</b>	<b>76%</b>	55%	61%	<b>75%</b>	<b>60%</b>	43%	1%	0%	0%
 UK	<b>72%</b>	67%	51%	50%	40%	48%	<b>47%</b>	1%	0%	1%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

**Base:** Respondents who think it is possible to obtain skills outside of formal education= 26,356

Looking at variations across **socio-demographic groups**, **more highly educated respondents** are more likely to say that a number of methods can provide skills outside of formal education. The differences are strongest in relation to travelling, living or working abroad (60% among those who completed higher education, falling to 34% of those who reached lower secondary level only) and self-education (56% among those who completed higher education, falling to 40% of those who reached lower secondary level only, and 30% of those with no formal educational level).

There are also **differences by age**, with older respondents (aged 55 or over) less likely to say that skills can be obtained through travelling, living or working abroad (40%), from online courses that are not part of a formal educational programme (20%) or from voluntary work or experience (26%).

For online courses that are not part of a formal educational programme, **more frequent Internet users** are more likely that say that skills can be obtained in this way (32% of daily Internet users, compared with 14% of those who never use the Internet). However, this is part of a broader pattern, whereby frequent Internet users are more likely to say that skills can be obtained from a number of different methods. This is because frequent Internet users tend to be more highly qualified, and therefore fit into the general pattern noted above (where more highly educated respondents are more likely to say that a number of methods can provide skills outside of formal education).

QB4 Where or how would you be able to obtain these skills outside of formal education? (MULTIPLE ANSWERS POSSIBLE)

	Work experience	Training in work or on the job	Self-education	Courses other than school, vocational education and training or university	Travelling, living or working abroad	Voluntary work or experience	Online courses which are not part of a formal educational programme	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28	62%	54%	47%	45%	45%	31%	27%	1%	1%	1%
<b>Age</b>										
15-24	60%	48%	47%	47%	51%	35%	29%	1%	0%	0%
25-39	63%	54%	47%	46%	47%	33%	30%	1%	0%	1%
40-54	63%	58%	49%	48%	47%	33%	31%	1%	0%	1%
55 +	61%	54%	45%	43%	40%	26%	20%	2%	2%	2%
<b>Use of the Internet</b>										
Everyday	64%	56%	51%	49%	52%	35%	32%	1%	0%	0%
Often/ Sometimes	61%	57%	44%	44%	39%	28%	24%	1%	1%	1%
Never	55%	49%	35%	37%	29%	21%	14%	1%	3%	3%
<b>Level of education</b>										
Lower secondary level	61%	50%	40%	42%	34%	25%	20%	2%	1%	2%
Upper second. level, general ed.	60%	53%	42%	43%	43%	28%	25%	1%	1%	1%
Upper second. level, vocational ed. & training	61%	56%	48%	47%	40%	28%	26%	1%	1%	1%
Post second., non-higher	63%	58%	55%	50%	53%	35%	34%	2%	0%	0%
Higher education	66%	57%	56%	50%	60%	40%	35%	1%	0%	0%
None of these	53%	47%	30%	31%	35%	20%	14%	2%	4%	3%

(Multiple answers possible)

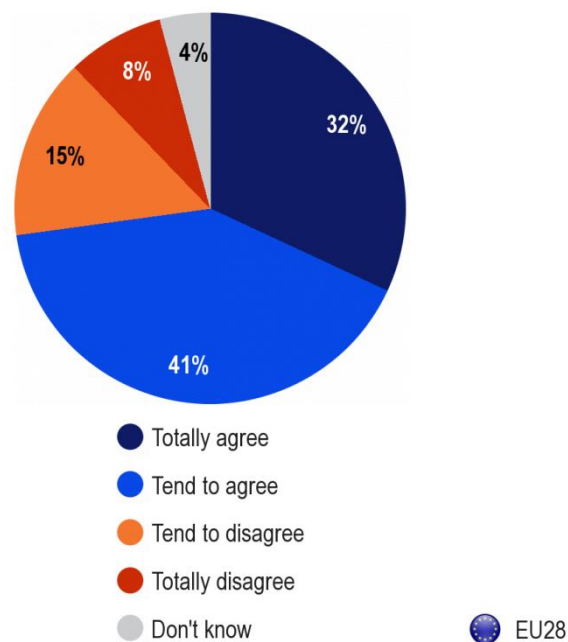
**Base:** Respondents who think it is possible to obtain skills outside of formal education= 26,356

### 1.3. Preparation for finding a relevant job

**- Most EU citizens feel that their education or training has provided them with the necessary skills to find a job in line with their qualifications -**

**Nearly three-quarters of EU citizens (73%) agree that their education or training has provided them with the necessary skills to find a job in line with their qualifications**, including a third (32%) who strongly agree. However, around a quarter (23%) disagree<sup>5</sup>.

QB8. To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?

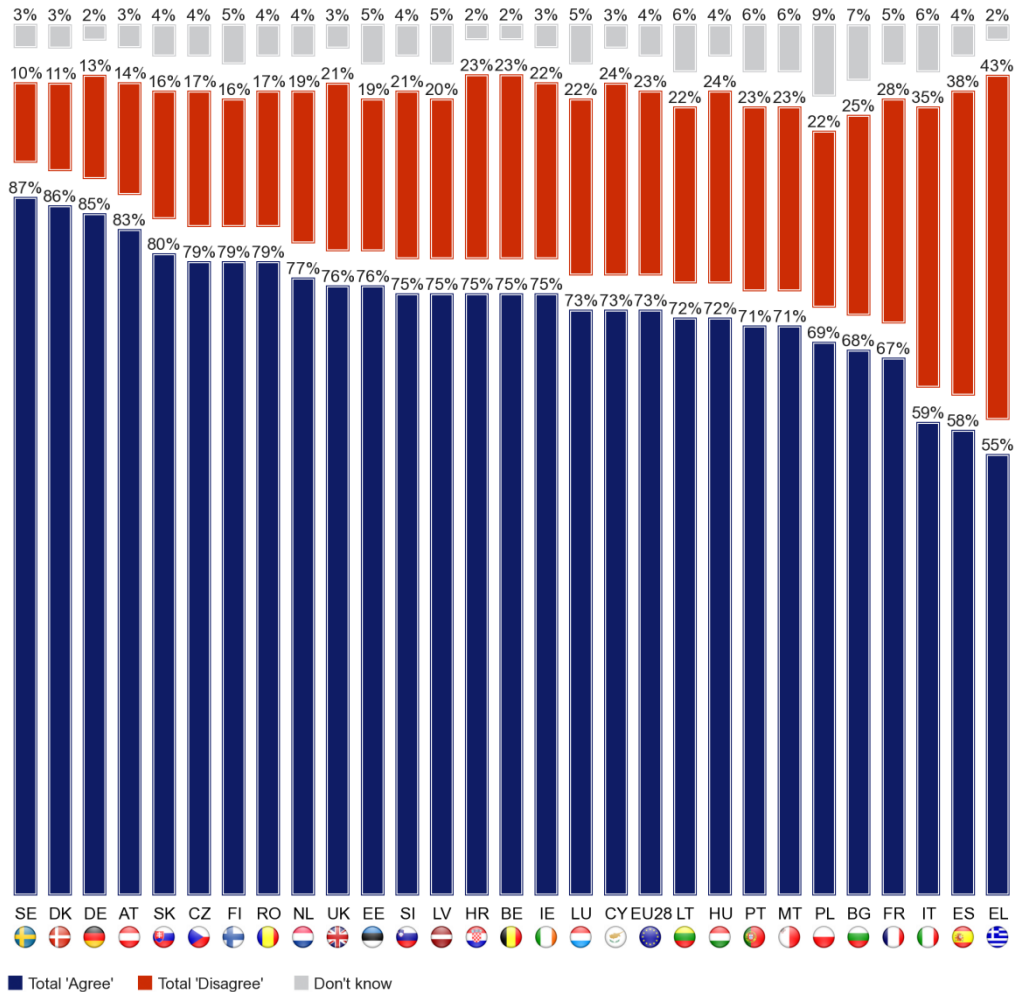


**Base:** All respondents = 27,998

Looking at the findings for **individual EU Member States**, respondents in Sweden (87%), Denmark (86%), Germany (85%) and Austria (83%) are most likely to agree that their education or training has provided them with the necessary skills to find a job in line with their qualifications. The highest levels of disagreement are in Greece (43%) and Spain (38%), the two countries which have experienced the highest levels of unemployment during the economic crisis. Italy also shows a high level of disagreement (35%).

<sup>5</sup> QB8: 'To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?' Possible responses: 'Totally agree', 'Tend to agree', 'Tend to disagree', 'Totally disagree', 'Don't know'.

QB8. To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?



Base: All respondents = 27,998

The main variation across **socio-demographic groups** is in relation to **level of education**. More highly educated people are more likely to say that their education or training has provided them with the necessary skills to find a job in line with their qualifications. Those educated to upper secondary level (general vocational education and training) or above show similar levels of agreement (between 80% and 82%), falling to 70% among those educated to upper secondary level (general education), and 61% among those educated to lower secondary level. The proportion that agrees is lower still among those with no formal level of education (42%).

There are also **differences by occupation**. Managers (87%) are most likely to agree that their education or training has provided them with the necessary skills to find a job in line with their qualifications, while those who are not currently working are least likely to agree (58% of house persons and 59% of unemployed respondents).

QB8 To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?

	Total 'Agree'	Total 'Disagree'	Don't know
EU28	73%	23%	4%
<b>Socio-professional category</b>			
Self-employed	74%	23%	3%
Managers	87%	13%	-
Other white collars	76%	22%	2%
Manual workers	72%	26%	2%
House persons	58%	36%	6%
Unemployed	59%	37%	4%
Retired	72%	21%	7%
Students	70%	19%	11%
<b>Level of education</b>			
Lower secondary level	61%	32%	7%
Upper second. level, general ed.	70%	25%	5%
Upper second. level, vocational ed. & training	80%	18%	2%
Post second., non-higher	82%	16%	2%
Higher education	82%	17%	1%
None of these	42%	42%	16%

**Base:** All respondents = 27,998

## II. THE DIFFERENT ASPECTS OF EDUCATION AND TRAINING

This chapter covers the attitudes of EU citizens towards education and training, including the aspects of education that are considered the most important, and the aspects that need most improvement in the respondents' own country. The chapter also examines attitudes towards the quality of education that EU citizens have received.

### 2.1. Most important aspects

#### **- The skills of individual teachers are seen as the most important aspects of education -**

Respondents were asked what they thought were the most important aspects of education, choosing up to three answers from a list of eight.

**The most important aspects of education relate to individual teachers.** The two items that rank the highest are the teacher's ability to engage and motivate students (65%), and the teacher's expertise or subject knowledge (50%). In addition, 24% say that the teacher's ability to ensure an orderly learning environment is important.

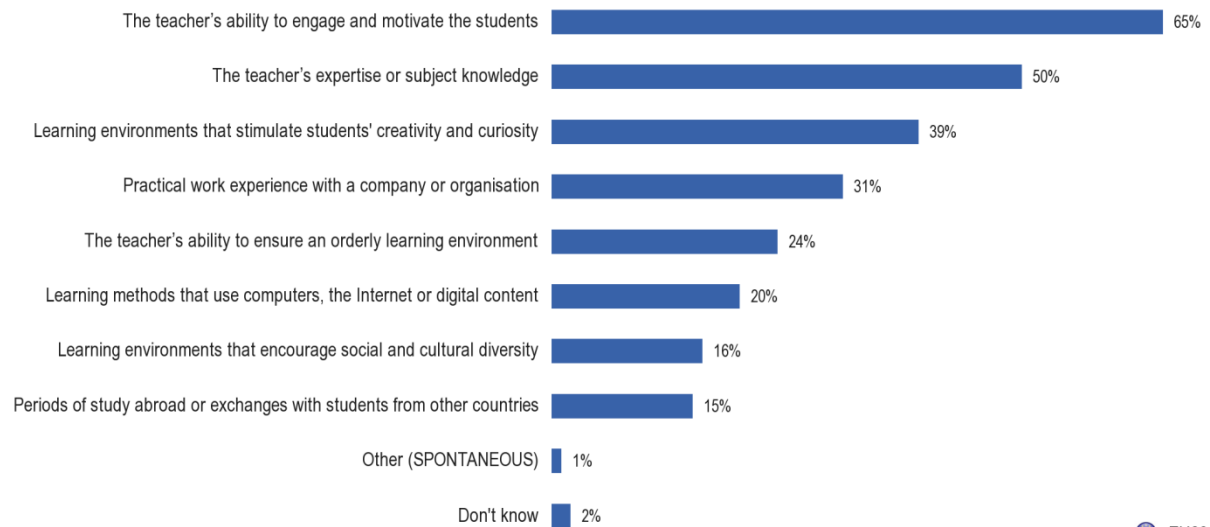
Some of the items concern learning methods or the learning environment. The aspect that ranks third in overall importance is the presence of learning environments that stimulate students' creativity and curiosity (39%), while 20% say that learning methods that use computers, the Internet or digital content are important, and 16% say this about learning environments that encourage social and cultural diversity.

In addition, 31% say that practical work experience with a company or organisation is important, and 15% say periods of study abroad or exchanges with students from other countries are important<sup>6</sup>.

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<sup>6</sup> QB5: 'In your opinion, which of the following are the most important aspects of education?' Possible responses: 'The teacher's expertise or subject knowledge', 'The teacher's ability to engage and motivate the students', 'The teacher's ability to ensure an orderly learning environment', 'Learning environments that stimulate students' creativity and curiosity', 'Learning methods that use computers, the Internet or digital content', 'Learning environments that encourage social and cultural diversity', 'Periods of study abroad or exchanges with students from other countries', 'Practical work experience with a company or organisation', 'Other', 'Don't know'.

QB5. In your opinion, which of the following are the most important aspects of education?



EU28

*(Multiple answers possible)*

**Base:** All respondents = 27,998

The teacher's ability to engage and motivate students is considered the most important aspect of education in nearly every **individual EU Member State**. The proportions that rate this as important are highest in Sweden (90%), Denmark (83%) and the Netherlands (81%), while the lowest figures are seen in Italy (49%), Romania (50%), Poland (50%), Hungary (52%) and Bulgaria (53%).

The proportions that say the teacher's expertise or subject knowledge is important are highest in the Netherlands (64%), the Czech Republic (63%), Sweden (61%), Finland (61%) and Denmark (60%), and lowest in Spain (38%), Bulgaria, Ireland and Greece (40% in each case).

Respondents in Greece (35%), Spain (34%) and Bulgaria (33%) are most likely to say the teacher's ability to ensure an orderly learning environment is important, with the lowest proportions in Croatia (11%) and the Netherlands (14%).

Learning environments that stimulate students' creativity and curiosity are valued most highly in the Netherlands (56%) and in Sweden (52%). Respondents in Romania (27%), Slovakia, the Czech Republic and Italy (all 29%) are least likely to rate this as an important aspect of education.

Slovenia has the highest proportion of respondents that think practical work experience is an important aspect of education (46%), followed by Latvia (40%), while the lowest figures are in Romania (19%) and Portugal (20%).

Respondents in Slovakia are most likely to say that electronic and digital learning methods are important (32%), followed by Bulgaria (29%), the Czech Republic, Ireland and Malta (28% in each case). This is least likely to be considered an important aspect of education in Sweden (9%) and the Netherlands (11%).






























There is little variation in the proportions that think it is important to have learning environments that encourage social and cultural diversity. The highest proportions are in Austria (20%), Belgium, Bulgaria, Ireland, Italy and Romania (all 19%), while the lowest proportions are in Cyprus (9%) and Croatia (10%).

Periods of study abroad or exchanges with students from other countries are most highly valued in France (22%), Italy (22%) and the Czech Republic (21%), while respondents in Portugal, Sweden and the UK (all 5%) are least likely to think this important.

Overall, the findings are similar between EU15 countries and NMS13 countries, except that respondents in EU15 countries are more likely to say that the teacher's ability to engage and motivate students is important (67%, compared with 54%), while those in NMS13 countries are more likely to see the importance of learning methods that use computers, the Internet or digital content (25%, compared with 19%).



QB5 In your opinion, which of the following are the most important aspects of education?

		The teacher's ability to engage and motivate the students	The teacher's expertise or subject knowledge	Learning environments that stimulate students' creativity and curiosity	Practical work experience with a company or organisation	The teacher's ability to ensure an orderly learning environment	Learning methods that use computers, the Internet or digital content	Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries	Other (SPONTANEOUS)	Don't know
	EU28	65%	50%	39%	31%	24%	20%	16%	15%	1%	2%
	BE	65%	56%	41%	30%	20%	23%	19%	17%	1%	1%
	BG	53%	40%	37%	28%	33%	29%	19%	12%	1%	2%
	CZ	61%	63%	29%	36%	17%	28%	14%	21%	0%	0%
	DK	83%	60%	47%	33%	24%	17%	11%	10%	0%	0%
	DE	73%	57%	42%	33%	20%	19%	16%	14%	1%	1%
	EE	71%	56%	43%	33%	23%	14%	13%	15%	0%	2%
	IE	71%	40%	41%	29%	22%	28%	19%	11%	0%	1%
	EL	69%	40%	43%	31%	35%	25%	16%	13%	1%	1%
	ES	69%	38%	47%	23%	34%	18%	16%	17%	2%	1%
	FR	68%	46%	36%	38%	22%	16%	17%	22%	1%	2%
	HR	56%	49%	37%	36%	11%	24%	10%	14%	0%	1%
	IT	49%	49%	29%	33%	17%	27%	19%	22%	0%	1%
	CY	74%	44%	35%	28%	32%	27%	9%	16%	0%	1%
	LV	67%	45%	38%	40%	16%	22%	12%	16%	0%	1%
	LT	67%	52%	35%	30%	25%	25%	15%	15%	0%	2%
	LU	68%	54%	37%	31%	27%	14%	18%	15%	4%	1%
	HU	52%	55%	30%	31%	25%	22%	17%	14%	2%	0%
	MT	70%	54%	33%	26%	27%	28%	12%	14%	0%	1%
	NL	81%	64%	56%	32%	14%	11%	18%	11%	0%	0%
	AT	64%	49%	42%	36%	24%	20%	20%	17%	1%	1%
	PL	50%	46%	47%	23%	22%	24%	13%	13%	1%	5%
	PT	59%	50%	42%	20%	31%	23%	17%	5%	1%	3%
	RO	50%	45%	27%	19%	30%	24%	19%	13%	2%	4%
	SI	64%	44%	32%	46%	16%	17%	13%	14%	2%	2%
	SK	61%	48%	29%	38%	17%	32%	12%	15%	0%	1%
	FI	71%	61%	40%	38%	22%	18%	16%	9%	0%	1%
	SE	90%	61%	52%	32%	21%	9%	17%	5%	0%	1%
	UK	69%	50%	37%	31%	30%	16%	15%	5%	0%	5%

Highest percentage per country	Lowest percentage per country
Highest percentage per item	Lowest percentage per item

(Multiple answers possible)

Base: All respondents = 27,998

There is very little variation across **socio-demographic groups** in relation to the aspects of education that are considered most important.

The main differences are by **level of education**. More highly educated respondents are more likely to say that the following aspects of education are most important: the teacher's ability to engage and motivate students (73% among those who completed higher education) and learning environments that stimulate students' creativity and curiosity (46% among those who completed higher education, and 45% among those who reached the level of post-secondary non-higher education). These aspects are also highly rated by **managers** (75% for the teacher's ability to engage and motivate students, and 50% for learning environments that stimulate students' creativity and curiosity).

By contrast, respondents who reached only lower secondary level are most likely to say that the teacher's expertise or subject knowledge is important (54%), while those with no formal level of education are most likely to say that it is important for the teacher to ensure an orderly learning environment (34%).

If respondents have spent time **working or studying abroad**, they are more likely than other respondents to say that studying abroad is an important aspect of education (20%, compared with 14%)<sup>7</sup>.

QB5 In your opinion, which of the following are the most important aspects of education? (MAX. 3 ANSWERS)

	The teacher's ability to engage and motivate the students	The teacher's expertise or subject knowledge	Learning environments that stimulate students' creativity and curiosity	Practical work experience with a company or organisation	The teacher's ability to ensure an orderly learning environment	Learning methods that use computers, the Internet or digital content	Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries	Other (SPONTANEOUS)	Don't know
EU28	65%	50%	39%	31%	24%	20%	16%	15%	1%	2%
<b>Socio-professional category</b>										
Self-employed	64%	50%	40%	33%	21%	22%	16%	16%	0%	1%
Managers	75%	48%	50%	32%	21%	17%	20%	14%	1%	1%
Other white collars	65%	49%	42%	32%	20%	22%	18%	19%	0%	2%
Manual workers	63%	48%	38%	33%	24%	20%	17%	13%	1%	2%
House persons	63%	50%	34%	29%	27%	20%	15%	13%	0%	3%
Unemployed	61%	48%	39%	26%	24%	24%	17%	13%	1%	2%
Retired	61%	52%	34%	31%	27%	20%	13%	13%	1%	3%
Students	66%	54%	41%	27%	22%	19%	17%	20%	1%	2%
<b>Level of education</b>										
Lower secondary level	60%	54%	33%	27%	25%	22%	15%	12%	1%	2%
Upper second. level, general ed.	63%	49%	36%	30%	25%	22%	16%	18%	1%	2%
Upper second. level, vocational ed. & training	63%	51%	40%	34%	22%	22%	16%	13%	1%	2%
Post second., non-higher	67%	48%	45%	33%	19%	21%	18%	15%	0%	2%
Higher education	73%	48%	46%	33%	20%	17%	20%	18%	1%	1%
None of these	55%	46%	32%	26%	34%	17%	9%	13%	2%	6%
<b>Spent time working/ studying abroad</b>										
Yes	66%	48%	42%	32%	21%	19%	18%	20%	1%	2%
No	64%	50%	39%	31%	24%	21%	16%	14%	1%	2%

(Multiple answers possible)

Base: All respondents = 27,998

<sup>7</sup> See Section III 'Working or studying abroad' for more information.

## 2.2. Areas for improvement

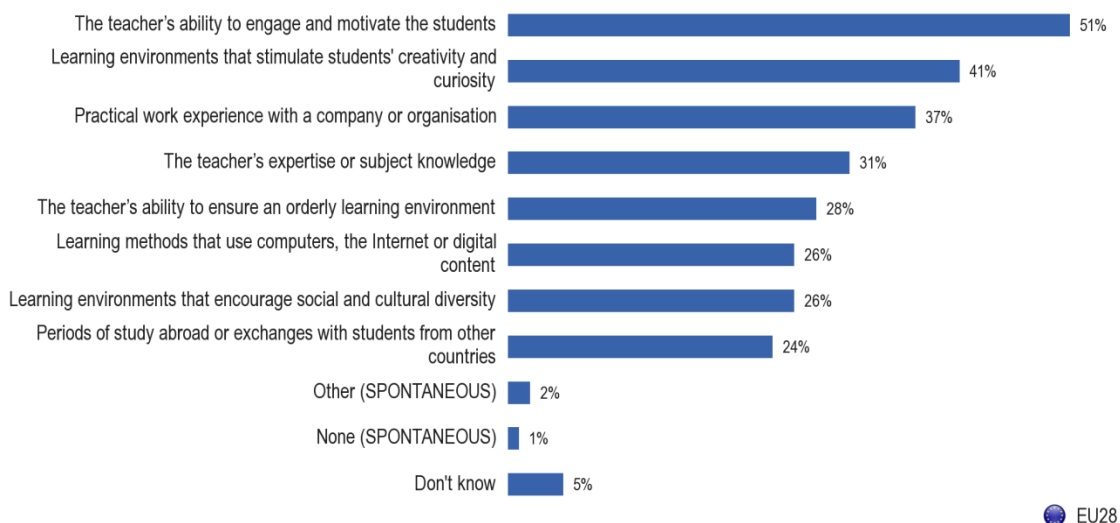
### - The main area of improvement needed in education is the ability of teachers to engage and motivate students -

Respondents were given the same list of aspects of education, and were asked which aspects need to be improved the most in their own country. Across the EU as a whole, **respondents are most likely to say that the teacher's ability to engage and motivate students is an area that needs improvement (51%)**; this was also the aspect considered the most important in the previous question, indicating that this is a key area of concern for EU citizens.

The other aspects of education that are seen as in most need of improvement are learning environments that stimulate students' creativity and curiosity (41%) and practical work experience with a company or organisation (37%).

The teacher's expertise or subject knowledge is felt to need improvement by 31% of EU citizens, slightly more than the proportion that think the teacher's ability to ensure an orderly learning environment needs to be improved (28%). The three other aspects are each chosen by around a quarter of respondents: learning methods that use computers, the Internet or digital content (26%), learning environments that encourage social and cultural diversity (26%) and periods of study abroad or exchanges (24%)<sup>8</sup>.

QB6. In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)?



(Multiple answers possible)

Base: All respondents = 27,998

<sup>8</sup> QB6: 'In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)?' Possible responses: 'The teacher's expertise or subject knowledge', 'The teacher's ability to engage and motivate the students', 'The teacher's ability to ensure an orderly learning environment', 'Learning environments that stimulate students' creativity and curiosity', 'Learning methods that use computers, the Internet or digital content', 'Learning environments that encourage social and cultural diversity', 'Periods of study abroad or exchanges with students from other countries', 'Practical work experience with a company or organisation', 'Other', 'Don't know'.

Turning to the findings for **individual EU Member States**, respondents in Sweden (72%) are much more likely than those in other countries to say that the teacher's ability to engage and motivate students needs improvement. The lowest figures are in Croatia (38%), Hungary (39%), Italy (40%) and Poland (40%). Sweden also has the highest proportion of respondents who think that there needs to be an improvement in learning environments that stimulate students' creativity and curiosity (59%), while those in the Czech Republic, Italy, Romania and the UK (all 32%) are least likely to say this.

Sweden also has the highest proportion of respondents that say there needs to be improvement in other aspects of teachers' performance: expertise or subject knowledge (46%) and ensuring an orderly learning environment (49%). In relation to expertise or subject knowledge, the proportion in the Netherlands is also high (44%), while the lowest figures are in Luxembourg (22%) and France (23%). As well as Sweden, Greece has a high proportion of respondents who say that the teacher's ability to ensure an orderly learning environment needs improvement (47%), while respondents in Croatia (13%) are least likely to say this.






























Respondents in Slovenia are most likely to think there needs to be an improvement in practical work experience (57%), while the lowest proportions are in Poland (24%) and Portugal (28%).

Greece has by far the highest proportion of respondents who say that electronic and digital learning methods need to be improved (47%). This is lowest in Luxembourg (15%).

Respondents in Sweden (35%), Greece (33%) and Austria (32%) are most likely to say that there needs to be an improvement in learning environments that encourage social and cultural diversity, while the proportions are lowest in Slovenia (14%) and Latvia (15%).

Finally, respondents in France (35%) and Spain (33%) are most likely to say that there needs to be improvement in periods of study abroad or exchanges, while the lowest proportions are in Sweden (12%), Portugal (13%), the Netherlands (14%) and the UK (15%).

QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)?

		The teacher's ability to engage and motivate the students	Learning environments that stimulate students' creativity and curiosity	Practical work experience with a company or organisation	The teacher's expertise or subject knowledge	The teacher's ability to ensure an orderly learning environment	Learning methods that use computers, the Internet or digital content	Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries	Other (SPONTA NEOUS)	None (SPONTA NEOUS)	Don't know
	EU28	51%	41%	37%	31%	28%	26%	26%	24%	2%	1%	5%
	BE	51%	41%	45%	33%	24%	24%	25%	24%	2%	1%	2%
	BG	42%	35%	33%	27%	36%	31%	23%	19%	1%	1%	5%
	CZ	55%	32%	45%	36%	19%	32%	23%	31%	1%	0%	4%
	DK	53%	48%	41%	33%	35%	25%	24%	22%	2%	1%	4%
	DE	61%	46%	36%	30%	27%	26%	30%	20%	3%	2%	5%
	EE	53%	42%	39%	27%	26%	19%	22%	21%	1%	1%	6%
	IE	52%	38%	37%	28%	24%	32%	25%	19%	0%	1%	3%
	EL	62%	49%	46%	39%	47%	47%	33%	26%	2%	0%	1%
	ES	57%	49%	37%	26%	37%	31%	28%	33%	3%	1%	3%
	FR	57%	42%	44%	23%	31%	23%	27%	35%	2%	1%	4%
	HR	38%	35%	45%	31%	13%	31%	20%	28%	0%	1%	2%
	IT	40%	32%	41%	35%	18%	29%	26%	31%	0%	2%	3%
	CY	62%	42%	44%	38%	41%	36%	27%	27%	1%	1%	1%
	LV	51%	38%	46%	31%	16%	26%	15%	22%	1%	2%	3%
	LT	52%	39%	39%	29%	28%	25%	23%	20%	1%	2%	4%
	LU	46%	36%	35%	22%	24%	15%	25%	20%	6%	3%	13%
	HU	39%	34%	36%	31%	26%	29%	25%	23%	3%	1%	2%
	MT	50%	38%	41%	32%	32%	31%	28%	29%	0%	0%	5%
	NL	61%	50%	36%	44%	24%	18%	28%	14%	2%	1%	2%
	AT	58%	43%	45%	32%	26%	29%	32%	30%	3%	1%	3%
	PL	40%	42%	24%	25%	23%	27%	19%	19%	1%	2%	9%
	PT	45%	42%	28%	32%	28%	30%	24%	13%	1%	2%	7%
	RO	45%	32%	30%	36%	31%	29%	24%	25%	1%	1%	4%
	SI	50%	34%	57%	28%	17%	19%	14%	20%	4%	1%	2%
	SK	53%	36%	45%	29%	19%	33%	17%	23%	1%	1%	2%
	FI	46%	38%	39%	26%	34%	25%	28%	17%	1%	1%	2%
	SE	72%	59%	40%	46%	49%	18%	35%	12%	3%	0%	2%
	UK	44%	32%	34%	33%	33%	18%	23%	15%	1%	3%	12%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, there are some differences by level of education. **More highly educated respondents** are more likely to say that several of the aspects of education need improvement:

- The teacher's ability to engage and motivate students is most likely to be seen as needing improvement by those who completed higher education (56%) and those who reached the level of post-secondary non-higher education (55%).
- Learning environments that stimulate students' creativity and curiosity are seen as needing improvement by 50% of respondents who completed higher education, falling to 33% of those who reached only lower secondary level and 32% of those with no formal level of education.

- The proportion that says there needs to be an improvement in learning environments that encourage social and cultural diversity ranges from 31% of those who completed higher education, to 19% of those with no formal level of education.
- Respondents who completed higher education are also most likely to say that periods of study abroad and exchanges are an area for improvement (31%).
- The proportion that says there needs to be an improvement in practical work experience ranges from 42% of those who completed higher education, to 31% of those with no formal level of education.

There are also some **differences by age**. Older people (aged 55 or over) are more likely than younger people to say that the teacher's expertise or subject knowledge needs improvement (34%), but are less likely to say that there needs to be improvement in the teacher's ability to engage and motivate students (48%), or in learning environments that stimulate students' creativity and curiosity (36%). There is also a difference by age in the proportion that say study abroad or exchanges need improvement: this ranges from 29% among those aged under 25 to 21% among those aged 55 or over.

QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)? (MULTIPLE ANSWERS POSSIBLE)

	The teacher's ability to engage and motivate the students	Learning environments that stimulate students' creativity and curiosity	Practical work experience with a company or organisation	The teacher's expertise or subject knowledge	The teacher's ability to ensure an orderly learning environment	Learning methods that use computers, the Internet or digital content	Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28	51%	41%	37%	31%	28%	26%	26%	24%	2%	1%	5%
<b>Age</b>											
15-24	53%	39%	33%	28%	28%	28%	25%	29%	1%	1%	3%
25-39	52%	43%	36%	29%	28%	26%	27%	26%	1%	1%	3%
40-54	54%	45%	40%	31%	28%	28%	29%	25%	2%	1%	4%
55 +	48%	36%	38%	34%	29%	24%	24%	21%	2%	2%	8%
<b>Level of education</b>											
Lower secondary level	49%	33%	33%	35%	28%	26%	23%	19%	2%	2%	7%
Upper second. level, general ed.	49%	38%	34%	32%	28%	28%	27%	27%	1%	1%	4%
Upper second. level, vocational ed. & training	51%	41%	38%	31%	29%	27%	25%	20%	2%	1%	5%
Post second., non-higher	55%	44%	40%	30%	27%	27%	27%	28%	1%	2%	5%
Higher education	56%	50%	42%	29%	28%	26%	31%	31%	2%	1%	3%
None of these	40%	32%	31%	27%	32%	21%	19%	17%	3%	3%	10%

(Multiple answers possible)

**Base:** All respondents = 27,998

### 2.3. Quality of education and training

#### - EU citizens are mostly positive towards the education and training that they have received -

Respondents were asked to rate the quality of education and training that they received in various settings.

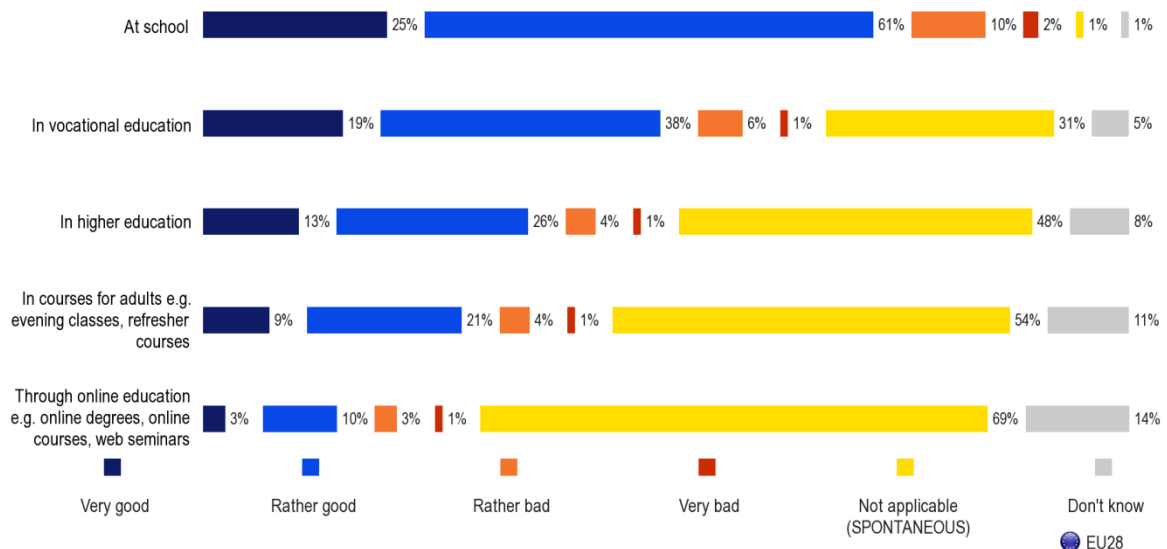
**A high proportion of EU citizens say that the education they received at school was very or fairly good (86%),** while 12% say that it was bad. A quarter say that their school education was very good.

Views are also generally positive towards **vocational education**, with 57% describing this as good and 7% as bad; if 'not applicable' answers are excluded, 83% of respondents say this aspect of their education was good and 10% bad<sup>9</sup>.

If 'not applicable' answers are excluded from the other items, this shows that:

- there are positive views of **higher education** (75% good, 9% bad);
- attitudes towards **courses for adults** are also generally positive (66% good, 11% bad);
- respondents are somewhat less positive about **online education** (41% good, 15% bad).

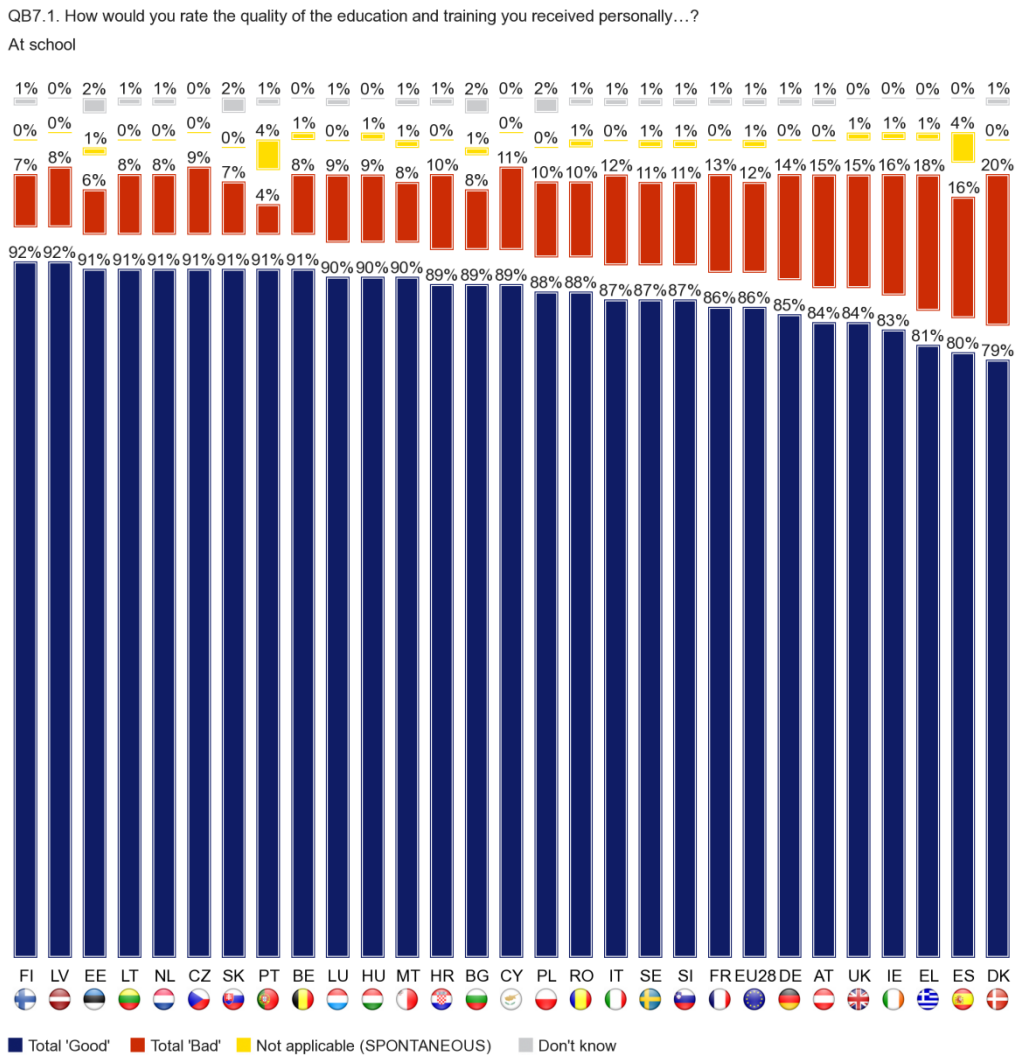
QB7. How would you rate the quality of the education and training you received personally...?



Base: All respondents = 27,998

<sup>9</sup> QB7: 'How would you rate the quality of the education and training you received personally...? 1) At school. 2) In vocational education. 3) In higher education. 4) In courses for adults e.g. evening classes, refresher courses. 5) Through online education e.g. online degrees, online courses, web seminars'. Possible responses: 'Very good', 'Fairly good', 'Fairly bad', 'Very bad', 'Not applicable', 'Don't know'.

Attitudes towards the education respondents received **at school** are consistently positive across **individual EU Member States**. In several countries, 90% or more of respondents say that their school education was good; the highest figures are in Finland and Latvia (92%). Respondents are most likely to describe their school education as bad in Denmark (20%) and in three countries that have been particularly affected by the crisis: Greece (18%), Spain (16%) and Ireland (16%).



Base: All respondents = 27,998



Attitudes towards **school education** are generally very consistent across **socio-demographic groups**, although there are certain groups that have a more negative view of their school education:

- those with **lower levels of education** (15% of those who only reached lower secondary level say that their school education was bad, as do 19% of those with no formal level of education);
- respondents on **lower incomes** (20% of those who have difficulties paying bills most of the time describe their school education as bad);
- respondents who are **not working** (16% of house persons and 17% of unemployed respondents say that their school education was bad).

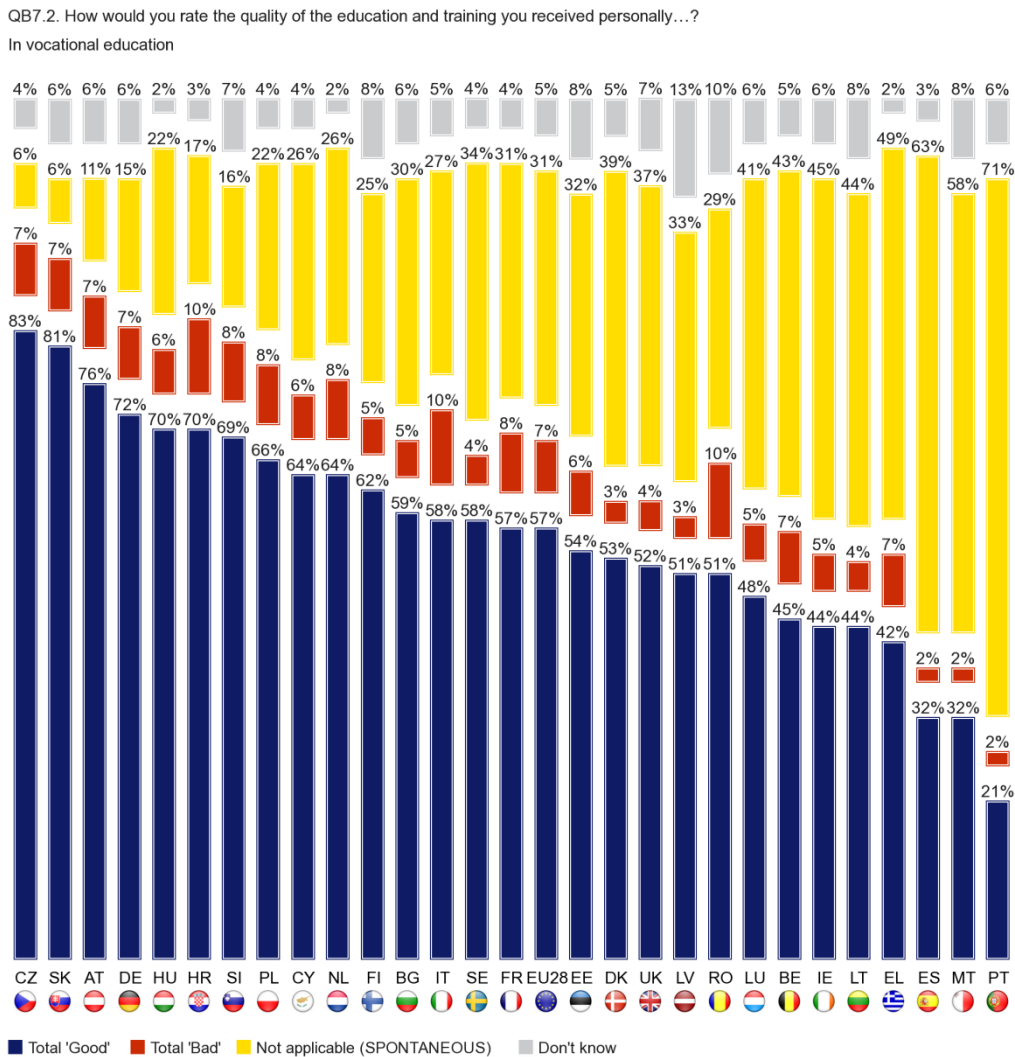
QB7.1 How would you rate the quality of the education and training you received personally...?

At school

	Total 'Good'	Total 'Bad'	Not applicable (SPONTANEOUS)	Don't know
EU28	86%	12%	1%	1%
<b>Socio-professional category</b>				
Self-employed	86%	13%	0%	1%
Managers	90%	10%	0%	0%
Other white collars	88%	11%	1%	0%
Manual workers	85%	13%	1%	1%
House persons	79%	16%	4%	1%
Unemployed	81%	17%	1%	1%
Retired	87%	11%	1%	1%
Students	88%	12%	0%	0%
<b>Difficulties paying bills</b>				
Most of the time	77%	20%	2%	1%
From time to time	84%	14%	1%	1%
Almost never	87%	11%	1%	1%
<b>Level of education</b>				
Lower secondary level	83%	15%	1%	1%
Upper second. level, general ed.	89%	11%	0%	0%
Upper second. level, vocational ed. & training	88%	11%	0%	1%
Post second., non-higher	86%	13%	0%	1%
Higher education	90%	10%	0%	0%
None of these	70%	19%	9%	2%

Base: All respondents = 27,998

The proportion of respondents that have received **vocational education** varies by **individual Member State**. For example, 71% of respondents in Portugal give a ‘not applicable’ answer, compared with just 6% in the Czech Republic and Slovakia. If ‘not applicable’ answers are excluded, the most positive views are found in the Czech Republic (89% say their vocational education was good), Hungary (89%) and Sweden (88%). No countries have particularly negative views.



Base: All respondents = 27,998

Attitudes towards **vocational education** are generally consistent across **socio-demographic groups**. When 'not applicable' answers are excluded, the most positive views are among those who completed **higher levels of vocational education**: 91% of those who completed upper secondary level (general vocational education and training) are positive towards their vocational education.

Negative views of vocational education are most common among those on **lower incomes** (15% of those who have difficulties paying bills most of the time say that their vocational education was bad), and among those who position themselves at the **low end of the 'social staircase'** (15% bad).

QB7b.2 How would you rate the quality of the education and training you received personally...?

In vocational education

	Total 'Good'	Total 'Bad'	Don't know
EU28	83%	10%	7%
<b>Difficulties paying bills</b>			
Most of the time	77%	15%	8%
From time to time	81%	13%	6%
Almost never	85%	8%	7%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	78%	15%	7%
Medium (5-6)	85%	9%	6%
High (7-10)	85%	8%	7%
<b>Level of education</b>			
Lower secondary level	75%	12%	13%
Upper second. level, general ed.	79%	12%	9%
Upper second. level, vocational ed. & training	91%	7%	2%
Post second., non-higher	85%	9%	6%
Higher education	83%	10%	7%
None of these	66%	14%	20%

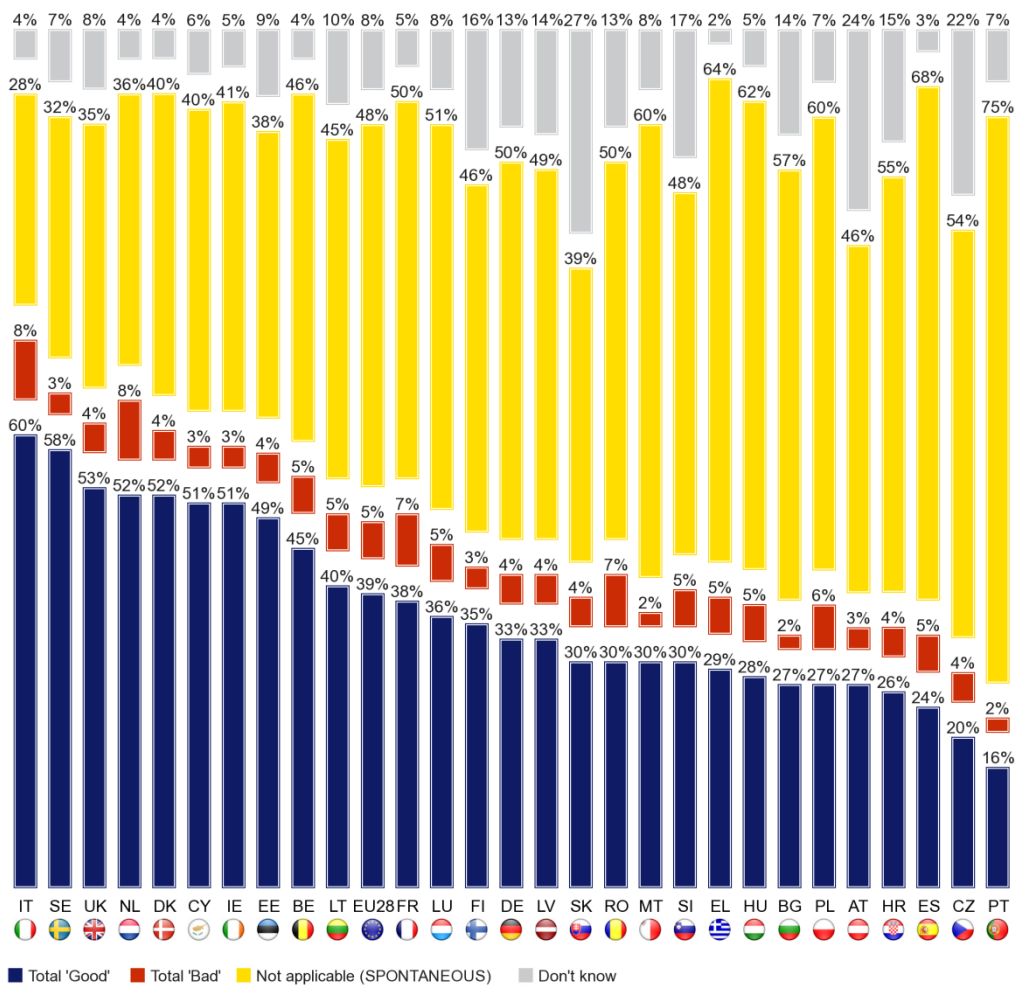
Base: All respondents = 27,998

Only a proportion of respondents went on to **higher education**, and this varies by **individual Member State**. In Portugal, 75% of respondents give a ‘not applicable’ answer, whereas this is much lower in Italy (28%).

If ‘not applicable’ answers are excluded, the most positive views are seen in Ireland (87% say their higher education was good), Denmark (86%), Sweden (86%) and Cyprus (85%). The most negative views are in Poland (where 16% say their higher education was bad), Spain (15%) and Hungary (15%).

There is a general distinction between EU15 countries and NMS13 countries. Respondents in EU15 countries are more likely to describe their experience of higher education as good (77%) than those in NMS13 countries (62%). This is in contrast to the other types of education (school, vocational education, etc.), where the findings are similar between EU15 countries and NMS13 countries.

QB7.3. How would you rate the quality of the education and training you received personally...?  
In higher education



Base: All respondents = 27,998

When looking at the **socio-demographic breakdowns for higher education**, particular differences can be found when looking at occupation, difficulties paying bills and whether they spent time working or studying abroad. When excluding the 'not applicable' answers we find those most likely to describe their experience of higher education as good in the following categories:

- The self-employed (80%), managers (87%) and other white collar workers (80%), compared with 61% of manual workers (61%) and the unemployed (63%).
- Those who almost never have difficulties paying their bills (77%), compared with 63% of respondents who struggle most of the time.
- Respondents who have spent time working or studying abroad (83%), compared to 72% who have not.

**QB7b.3 How would you rate the quality of the education and training you received personally...?**

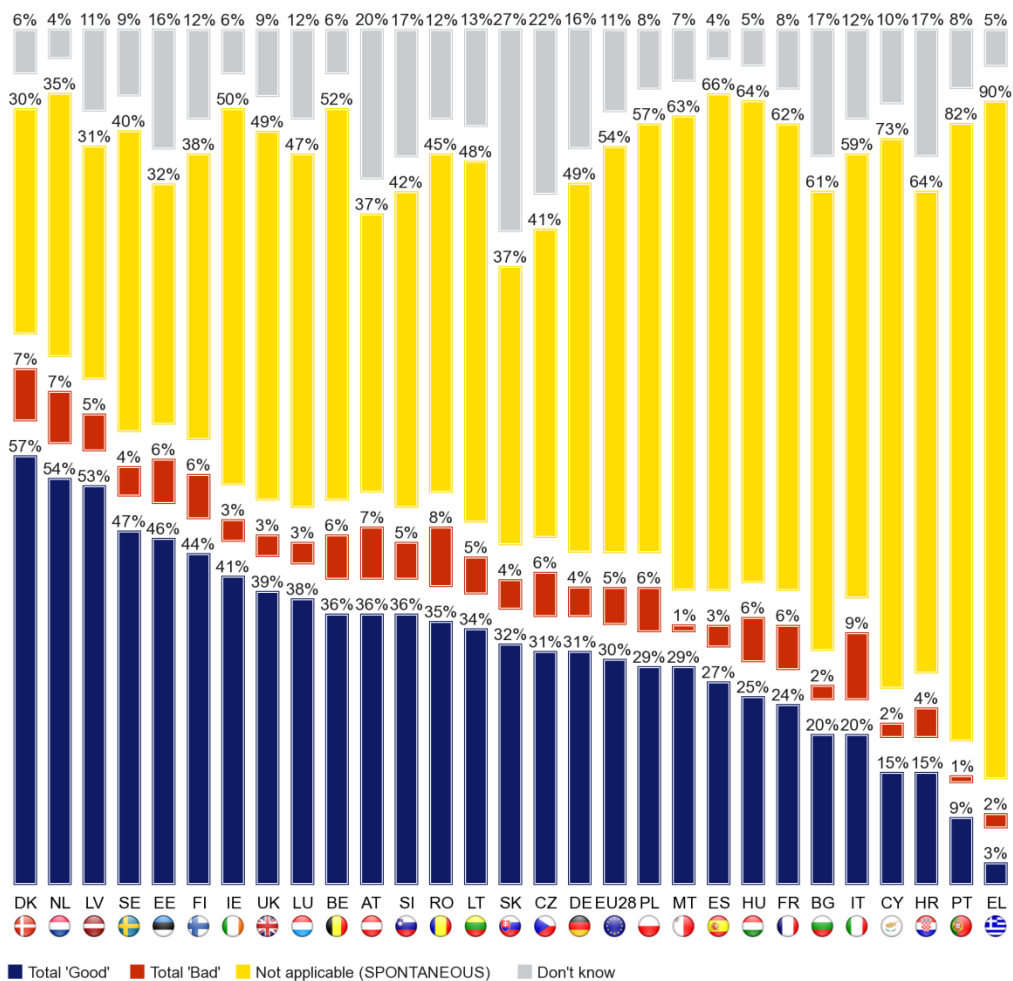
<b>In higher education</b>			
	<b>Total 'Good'</b>	<b>Total 'Bad'</b>	<b>Don't know</b>
EU28	75%	9%	16%
<b>Socio-professional category</b>			
Self-employed	80%	11%	9%
Managers	87%	9%	4%
Other white collars	80%	11%	9%
Manual workers	61%	14%	25%
House persons	68%	11%	21%
Unemployed	63%	14%	23%
Retired	68%	6%	26%
Students	79%	8%	13%
<b>Difficulties paying bills</b>			
Most of the time	63%	15%	22%
From time to time	70%	14%	16%
Almost never	77%	8%	15%
<b>Spent time working/ studying abroad</b>			
Yes	83%	11%	6%
No	72%	10%	18%

**Base:** Respondents who were able to answer this question (without 'Not applicable') = 14,611

In **individual Member States** such as Greece, only a minority of respondents have attended **courses for adults** (90% of respondents in Greece give a ‘not applicable’ answer), although participation is higher in other countries such as Denmark (where only 30% give a ‘not applicable’ answer).

If ‘not applicable’ answers are excluded, the most positive views are seen in the Netherlands (84% say the education and training in adult courses were good), Ireland (82%) and Denmark (82%). The most negative views are in Greece and Italy (where 21% describe it as bad).

QB7.4. How would you rate the quality of the education and training you received personally...?  
In courses for adults e.g. evening classes, refresher courses



Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, attitudes towards **adult education** are most positive among those **educated to a higher level**: 74% of those who completed higher education describe their experience of adult education as good, as do 73% of those who reached the level of post-secondary non-higher education.

Attitudes are also more positive among those who are **higher on the 'social staircase'**, with the proportion describing adult education as good ranging from 71% among those at the high end to 59% among those at the lower end.

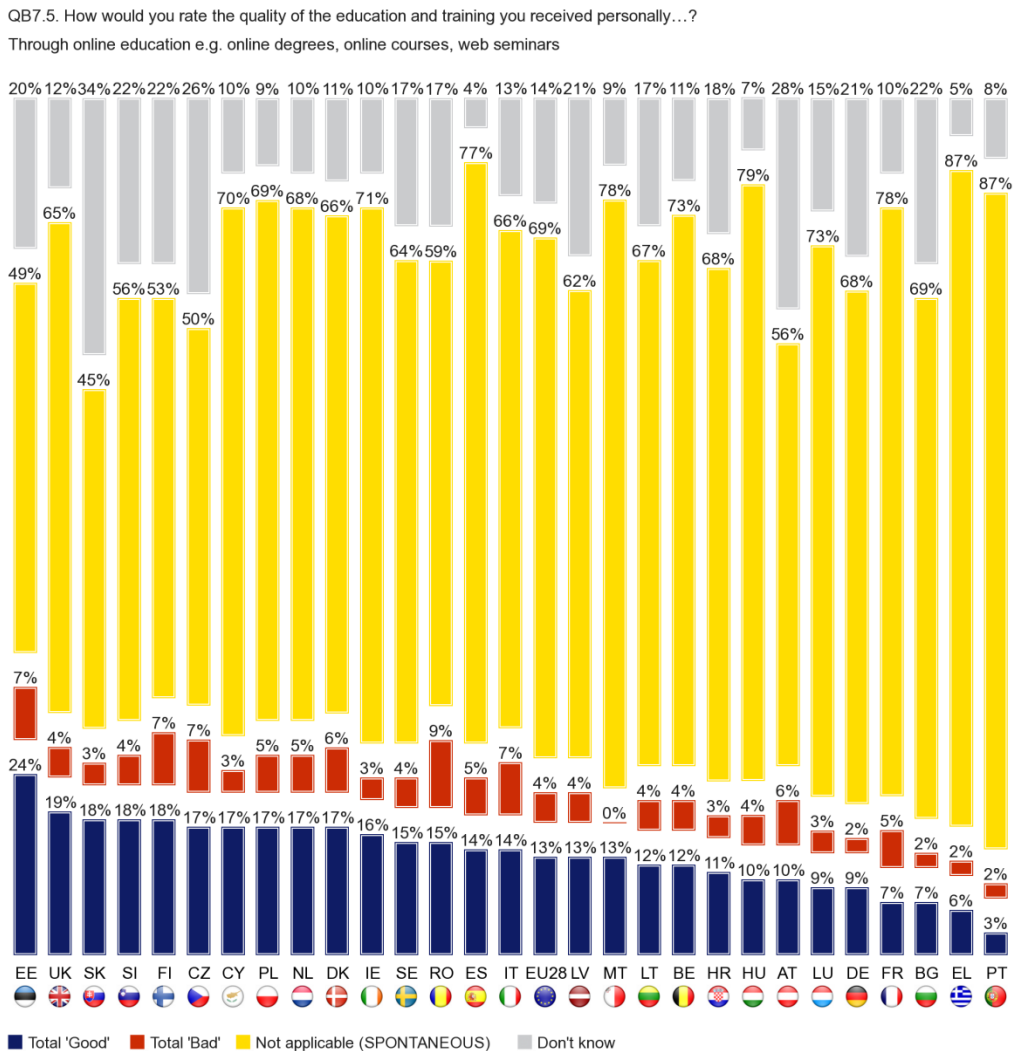
**QB7b.4 How would you rate the quality of the education and training you received personally...?**

In courses for adults e.g. evening classes, refresher courses

	Total 'Good'	Total 'Bad'	Don't know
EU28	66%	11%	23%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	59%	15%	26%
Medium (5-6)	65%	11%	24%
High (7-10)	71%	9%	20%
<b>Level of education</b>			
Lower secondary level	54%	10%	36%
Upper second. level, general ed.	60%	11%	29%
Upper second. level, vocational ed. & training	68%	11%	21%
Post second., non-higher	73%	9%	18%
Higher education	74%	11%	15%
None of these	53%	14%	33%

**Base:** Respondents who were able to answer this question (without 'Not applicable') = 12,736

In all **individual Member States**, only a minority of respondents give an opinion on **online education**. If ‘not applicable’ answers are excluded, respondents in Spain (61% good), Cyprus (59%), Malta (58%) and Ireland (57%) give the most positive views, while the most negative views are in France (where 24% describe it as bad), Hungary (21%) and Romania (21%).



Base: All respondents = 27,998

It is not possible to conduct detailed analysis of attitudes towards **online education** across **socio-demographic groups**, because the proportion of ‘not applicable’ and ‘don’t know’ answers is very high. However, the analysis indicates that views are more positive among those who have completed higher education (54% of whom describe their online education as good and 15% bad).



### III. STUDYING OR WORKING ABROAD

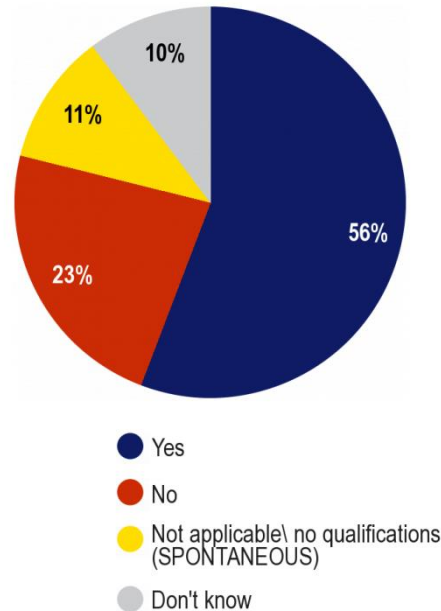
This chapter examines respondents' experiences and perceptions of studying in other EU Member States. The chapter starts by looking at the extent to which qualifications and other aspects of study are transferable across EU Member States. It then focuses on experiences of studying or working in other Member States.

#### 3.1. Recognition of qualifications

- **Just over half of EU citizens think their qualifications would be recognised in other EU Member States, but there are mixed views as to how different work/study/training-related experiences in other Member States would be viewed in their own country -**

**Just over half of EU citizens (56%) believe that the qualifications they have gained from education or training would be recognised in other EU Member States.** Around one in four (23%) think that their qualifications would not be recognised and an additional 10% are unable to give an answer, while the remainder do not have qualifications (11%)<sup>10</sup>.

QB9. Do you think that qualifications from your education or training would be recognised in other EU Member States?



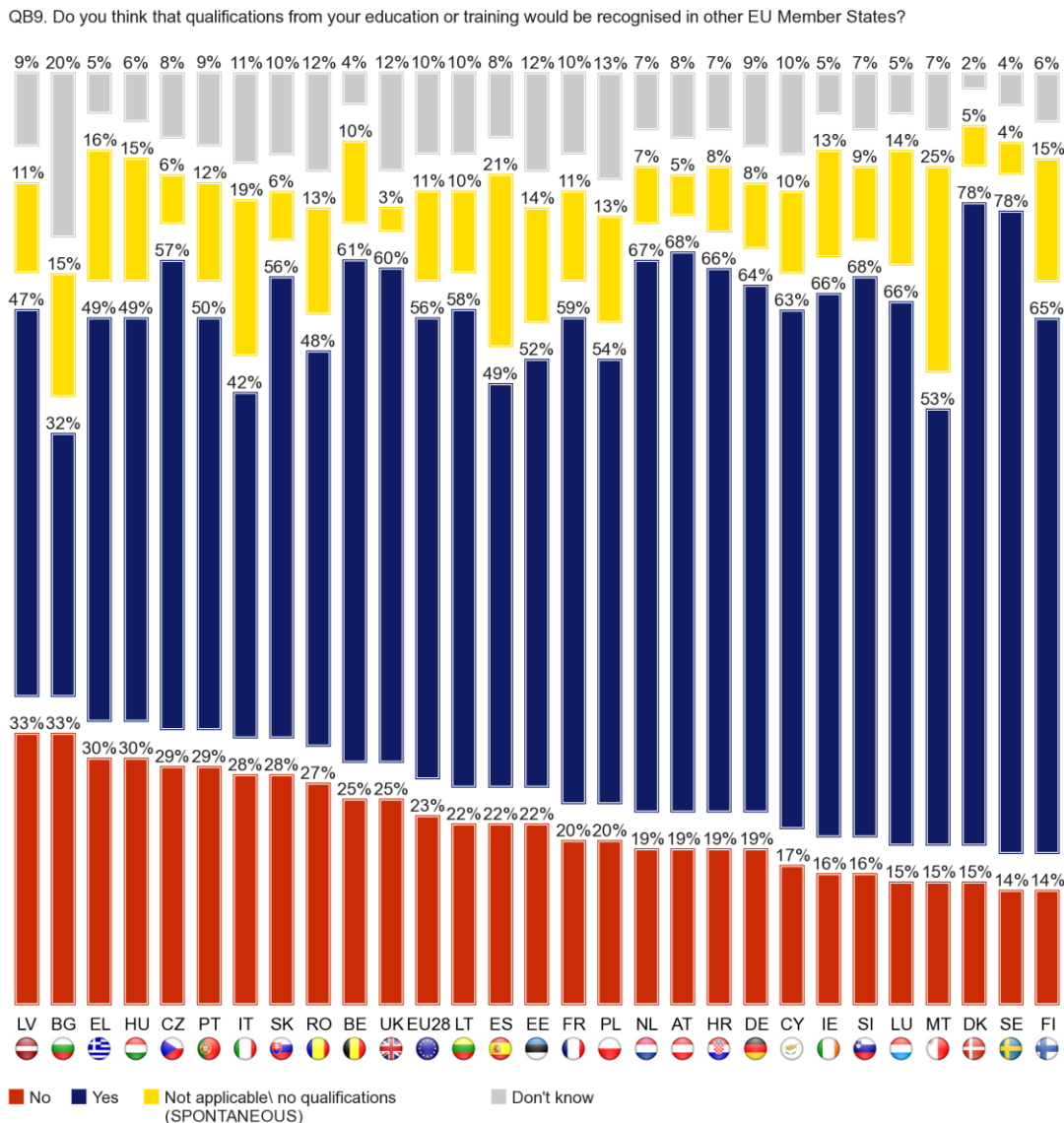
 EU28

**Base:** All respondents = 27,998

<sup>10</sup> QB9: 'Do you think that qualifications from your education or training would be recognised in other EU Member States? By "recognised", we mean that they can be used for work or further education'. Possible responses: 'Yes', 'No', 'Not applicable/no qualifications', 'Don't know'.

There is a fair degree of variation across **individual Member States** in the proportion of respondents who say that their qualifications would be recognised in other EU countries. In particular, respondents in Denmark and Sweden (78% in each case) are much more likely than those in other countries to say that their qualifications would be recognised, while those in Bulgaria (32%) are far less likely to say this.

Overall, respondents in EU15 countries are more likely than those in NMS13 countries to say that their qualifications would be recognised in other EU countries (58%, compared with 52%).



Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, there are large differences by **level of education**. People educated to a higher level are much more likely to say that their qualifications would be recognised in other Member States. The proportion ranges from 77% among those who completed higher education, to 37% among those who reached only lower secondary level, and 20% among those with no formal education level. These differences remain, even when 'not applicable' answers are excluded.

There are also differences by **gender and age**. Men are more likely than women to say that their qualifications would be recognised in other EU Member States (62%, compared with 51%), while older people are much less likely than younger people to say this (45% of people aged 55 or over). In addition, people who have already spent time **working or studying abroad** are more likely to say that their qualifications would be recognised (72%, compared with 53% of those who have not worked or studied abroad).

These variations (by gender, age and working or studying abroad) are linked to the differences by level of education: women, older people and those that have not studied or worked abroad tend to have lower levels of education, and are therefore less likely to think that their qualifications would be recognised in other Member States.

**QB9 Do you think that qualifications from your education or training would be recognised in other EU Member States?**

	Yes	No	Not applicable\ no qualifications (SPONTANEOUS)	Don't know
EU28	56%	23%	11%	10%
<b>Gender</b>				
Man	62%	20%	9%	9%
Woman	51%	25%	13%	11%
<b>Age</b>				
15-24	65%	16%	11%	8%
25-39	65%	23%	5%	7%
40-54	60%	24%	8%	8%
55 +	45%	25%	18%	12%
<b>Level of education</b>				
Lower secondary level	37%	28%	24%	11%
Upper second. level, general ed.	52%	29%	8%	11%
Upper second. level, vocational ed. & training	62%	22%	5%	11%
Post second., non-higher	67%	21%	3%	9%
Higher education	77%	16%	2%	5%
None of these	20%	21%	47%	12%
<b>Spent time working/ studying abroad</b>				
Yes	72%	18%	5%	5%
No	53%	24%	13%	10%

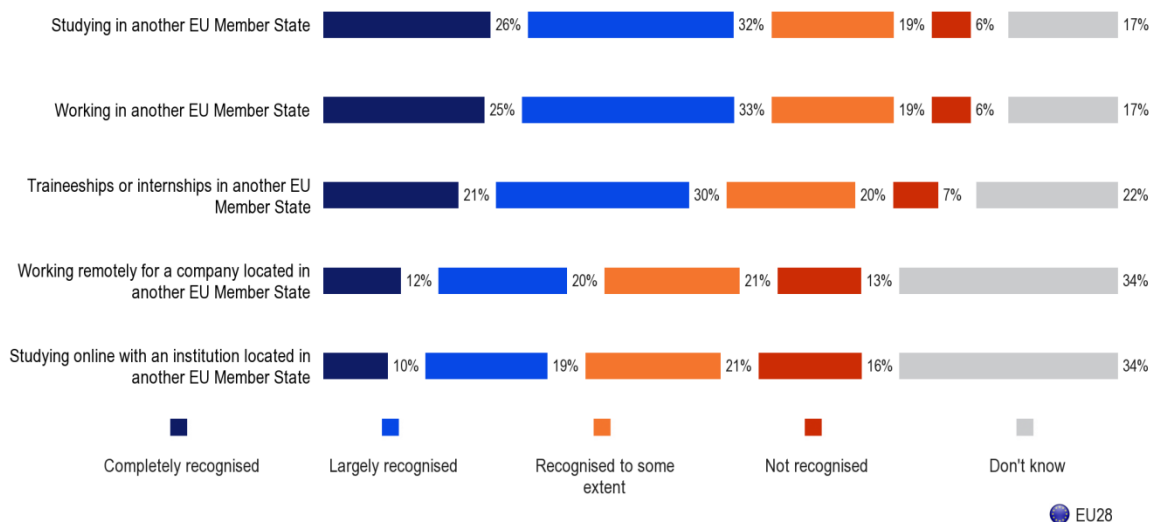
**Base:** All respondents = 27,998

**There are mixed views among EU citizens as to whether experiences of working or studying in another Member State would be recognised in their own country.**

Around a quarter (26%) say that **studying** in another EU Member State would be recognised 'completely' in their own country, while a further 32% say that this experience would be 'largely' recognised. However, 19% think that this would only be recognised 'to some extent' and 6% not at all. One in six (17%) are not sure how this type of experience would be recognised.

Similar responses can be seen in relation to **working** in another EU Member State, with 58% saying this experience would be recognised 'completely' or 'largely' in their own country. However, this proportion is lower for other types of experience: **traineeships or internships** in other Member States (51%), **working remotely** for a company located in another Member State (32%) and **studying online** with an institution located in another Member State (29%). On these last two items, a large proportion of respondents give a 'don't know' answer (34% in each case)<sup>11</sup>.

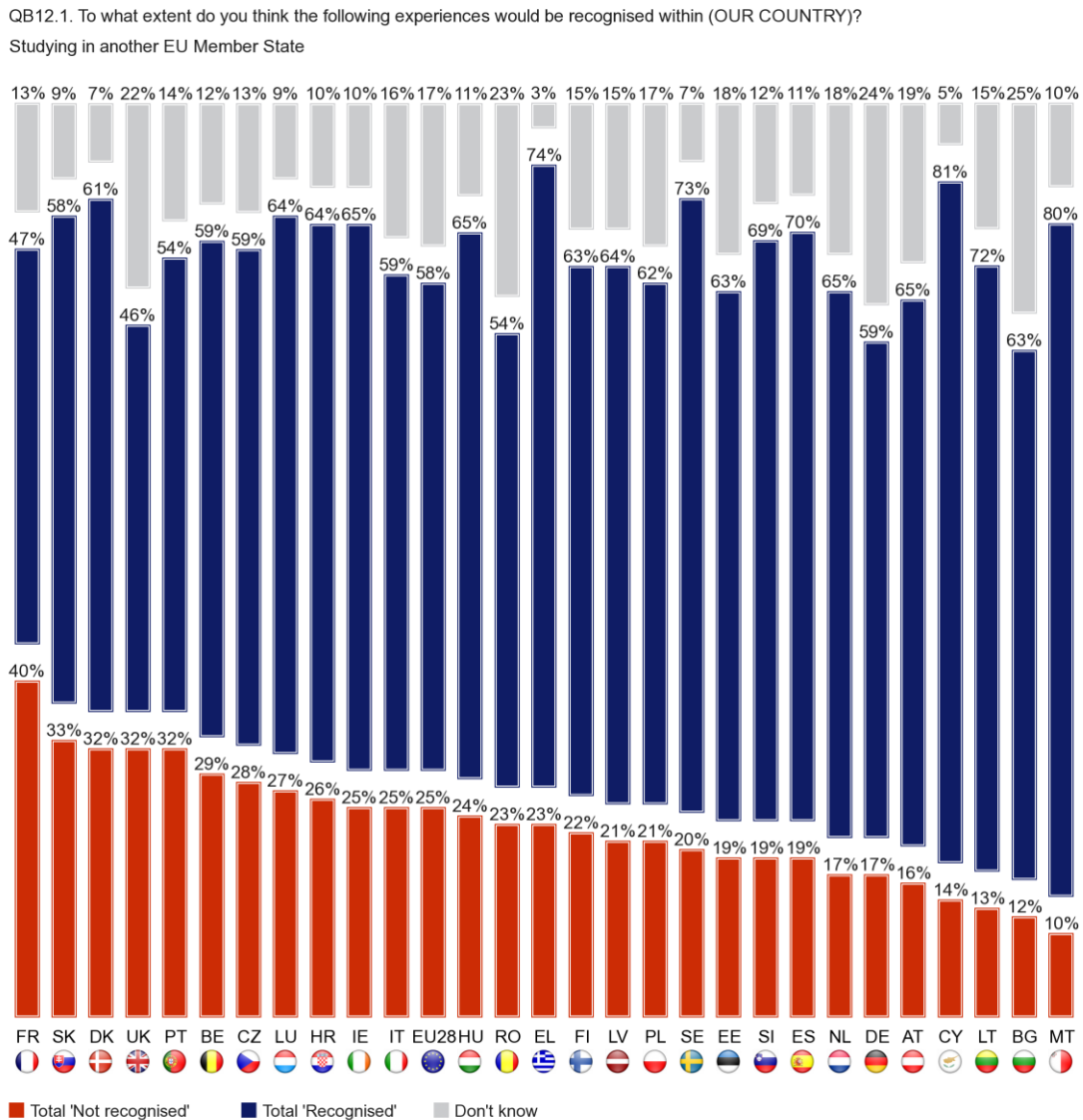
QB12. To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?



**Base:** All respondents = 27,998

<sup>11</sup> QB12: 'To what extent do you think the following experiences would be recognised within (OUR COUNTRY)? By "recognised" we mean that they can be used for work or further education. 1) Studying in another EU Member State. 2) Working in another EU Member State. 3) Traineeships or internships in another EU Member State. 4) Studying online with an institution located in another EU Member State. 5) Working remotely for a company located in another EU Member State'. Possible responses: 'Completely recognised', 'Largely recognised', 'Recognised to some extent', 'Not recognised', 'Don't know'.

Looking at the variations by **individual Member State**, respondents in Cyprus (81%) and Malta (80%) are most likely to say that **studying in another EU Member State** would be recognised in their own country (either ‘completely’ or ‘largely’ recognised). The lowest proportions are in France (47%) and the UK (46%), where less than half of respondents think that studying in another EU Member State would be recognised in their own country.



Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, there are differences by **level of education**. People educated to a higher level are much more likely to say that **studying in another EU Member State** would be recognised in their own country (either ‘completely’ or ‘largely’ recognised). The proportion ranges from 68% among those who completed higher education, to 50% among those who reached only lower secondary level, and 47% among those with no formal education level.

Respondents who have **studied or worked** abroad previously are more likely to say that this experience would be recognised in their own country (67%, compared with 57% who have not worked or studied abroad). The proportion that says studying in another EU Member State would be recognised in their own country is also high among managers (71%).

**Older people** (aged 55 or over) are less likely to say that studying in another EU Member State would be recognised in their own country (52%, compared with 61% or more in the younger age groups). **Men are more likely than women** to say this experience would be recognised (60%, compared with 56%).

In all of these socio-demographic groups, the proportion that says this experience *would not* be recognised is very consistent. The differences relate to the proportions that say the experience *would* be recognised (as reported above) and the proportions that do not know.

**QB12.1 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?**

**Studying in another EU Member State**

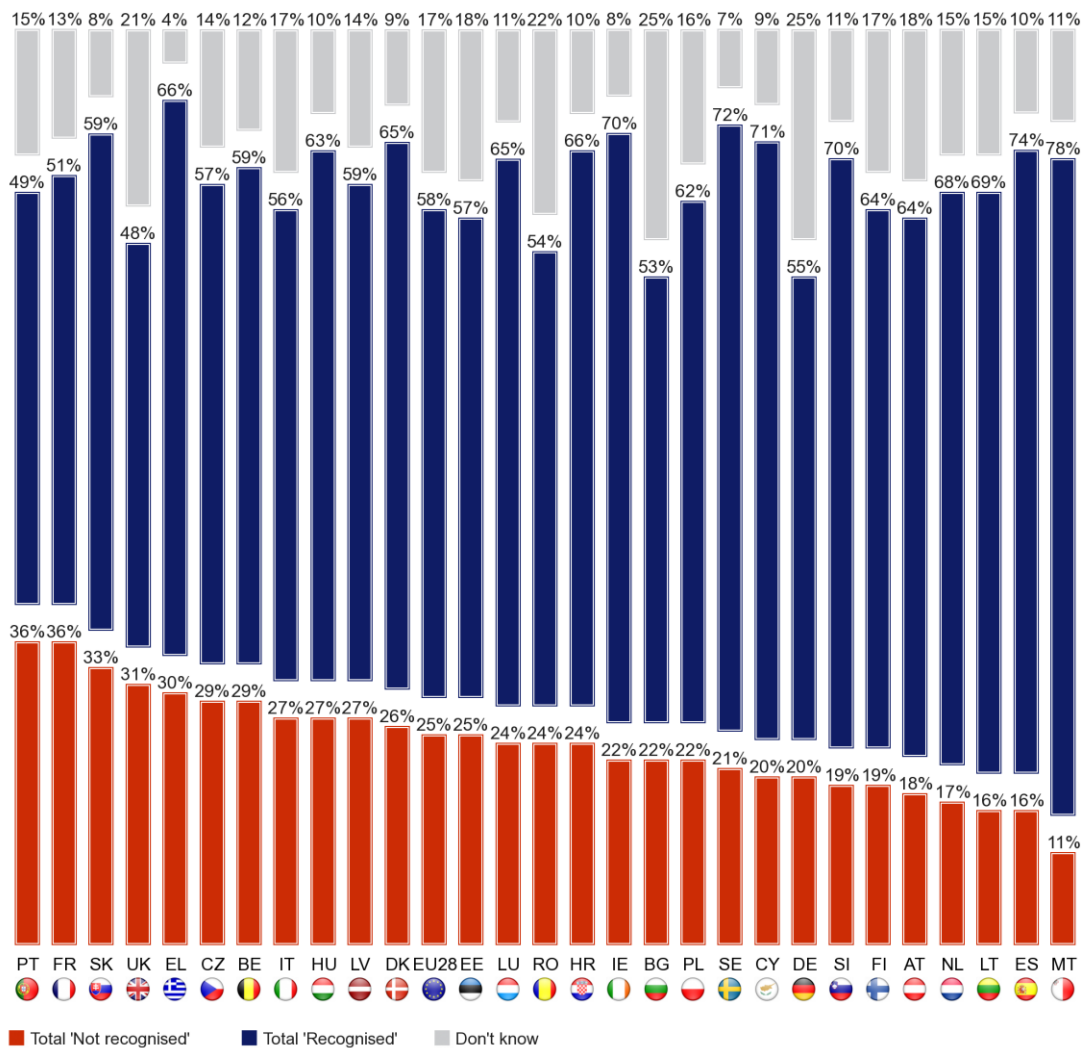
	Total 'Recognised'	Total 'Not recognised'	Don't know
EU28	58%	25%	17%
<b>Gender</b>			
Man	60%	25%	15%
Woman	56%	26%	18%
<b>Age</b>			
15-24	65%	23%	12%
25-39	63%	26%	11%
40-54	61%	25%	14%
55 +	52%	24%	24%
<b>Level of education</b>			
Lower secondary level	50%	25%	25%
Upper second. level, general ed.	59%	27%	14%
Upper second. level, vocational ed. & training	57%	26%	17%
Post second., non-higher	61%	24%	15%
Higher education	68%	24%	8%
None of these	47%	22%	31%
<b>Spent time working/ studying abroad</b>			
Yes	67%	24%	9%
No	57%	25%	18%

**Base:** All respondents = 27,998

In relation to **working in another EU Member State**, the findings across **individual Member States** are broadly similar to those seen above in relation to studying. Respondents in Malta (78%) are most likely to say that working in another EU Member State would be recognised in their own country (either ‘completely’ or ‘largely’ recognised), with high proportions also seen in Spain (74%), Sweden (72%) and Cyprus (71%). Respondents in the UK (48%), Portugal (49%), Portugal (49%) and France (51%) are least likely to think that working in another EU Member State would be recognised in their own country.

QB12.2. To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?

Working in another EU Member State



Base: All respondents = 27,998

The variations across **socio-demographic groups** are almost identical for this question on working abroad as they were for studying abroad. Specifically, the proportion that says **working in another EU Member State** would be recognised in their own country is higher among:

- **People educated to a higher level.** The proportion ranges from 68% among those who completed higher education, to 49% among those who reached only lower secondary level, and 46% among those with no formal education level.
- Respondents who have **studied or worked abroad** previously (69%, compared with 55% who have not worked or studied abroad).
- **Managers** (71%).
- **Younger people** (at least 62% in age groups under 55) rather than older people (52% of those aged 55 or over).
- **Men** (61%, compared with 56% of women).

Again, the differences between socio-demographic groups relate to the proportions that say the experience *would* be recognised (as reported above) and the proportions that do not know. The proportion that says this experience *would not* be recognised is very consistent. This same pattern also applies to the other three types of experience described below.




QB12.2 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?

Working in another EU Member State


	Total 'Recognised'	Total 'Not recognised'	Don't know
EU28	58%	25%	17%

 Gender

Man	61%	25%	14%
Woman	56%	26%	18%

 Age

15-24	62%	24%	14%
25-39	63%	26%	11%
40-54	61%	26%	13%
55 +	52%	24%	24%

 Socio-professional category

Self-employed	63%	26%	11%
Managers	71%	21%	8%
Other white collars	61%	27%	12%
Manual workers	56%	30%	14%
House persons	52%	26%	22%
Unemployed	60%	26%	14%
Retired	50%	24%	26%
Students	62%	24%	14%

Level of education

Lower secondary level	49%	26%	25%
Upper second. level, general ed.	58%	27%	15%
Upper second. level, vocational ed. & training	57%	27%	16%
Post second., non-higher	63%	24%	13%
Higher education	68%	24%	8%
None of these	46%	23%	31%

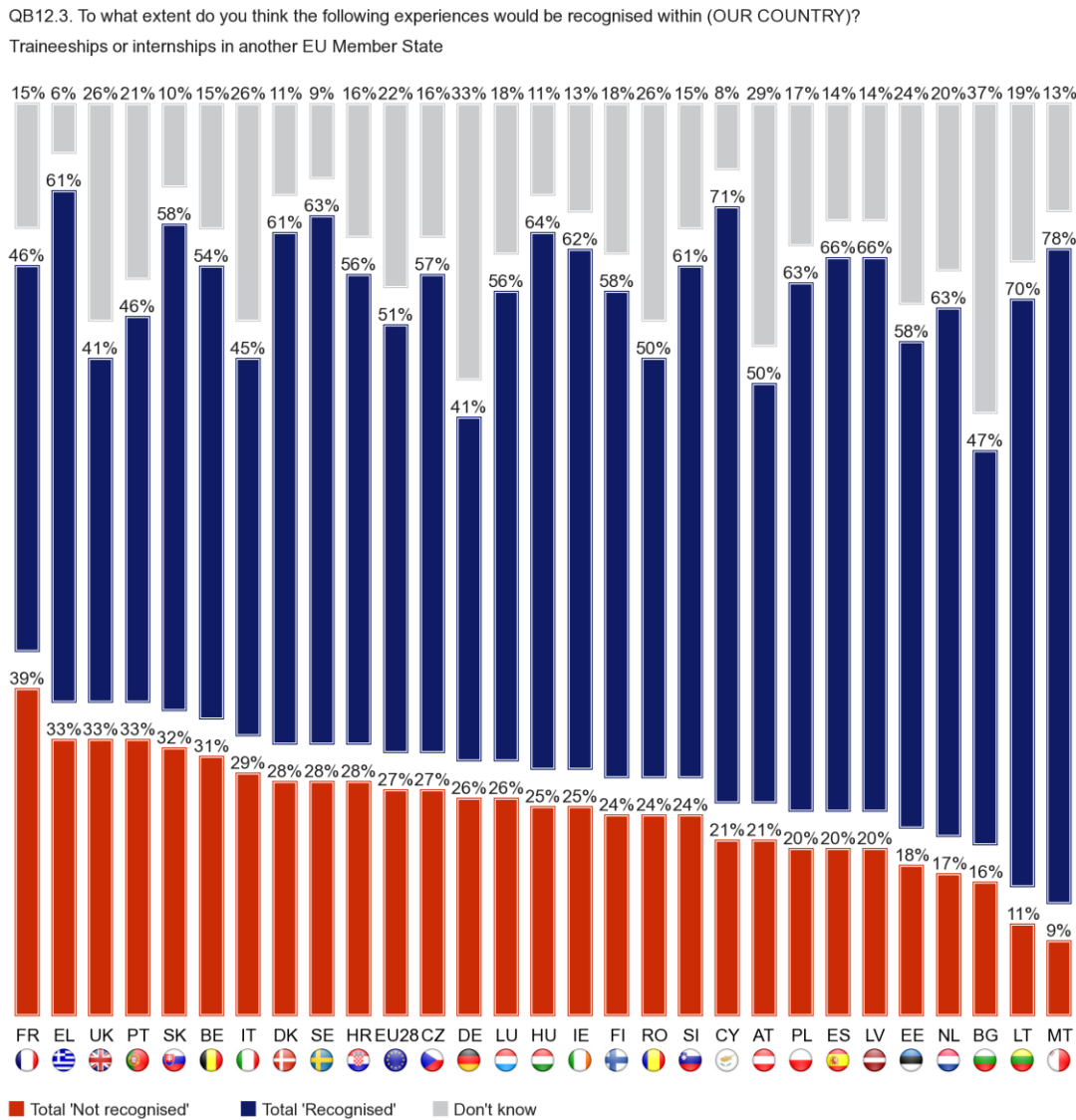
Spent time working/ studying abroad

Yes	69%	23%	8%
No	55%	27%	18%

Base: All respondents = 27,998

Respondents in Malta (78%) are most likely to say that **traineeships or internships in another EU Member State** would be recognised in their own country (either ‘completely’ or ‘largely’ recognised), followed by those in Cyprus (71%) and Lithuania (70%). The lowest figures are seen in the UK and Germany (41% in each case).

On this question, there is a general pattern whereby respondents in NMS13 countries are more likely than those in EU15 countries to say that traineeships or internships in another EU Member State would be recognised in their own country (58%, compared with 49%).



Base: All respondents = 27,998

The variations across **socio-demographic groups** are again very similar to previous items. People educated to a higher level are more likely to say that **traineeships or internships in another EU Member State** would be recognised in their own country (either 'completely' or 'largely' recognised). The proportion ranges from 61% among those who completed higher education, to 41% among those who reached only lower secondary level, and 42% among those with no formal education level.

Other socio-demographic variations mirror those seen above:

- Respondents who have **studied or worked abroad** previously are more likely to say that traineeships or internships in another EU Member State would be recognised in their own country (60%, compared with 49% who have not worked or studied abroad).
- The proportion that says this is again high among **managers** (62%).
- The proportion is lower among **older people** (45% among those aged 55 or over).
- **Men are more likely than women** to say that traineeships or internships in another EU Member State would be recognised (52%, compared with 49% of women).

QB12.3 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?

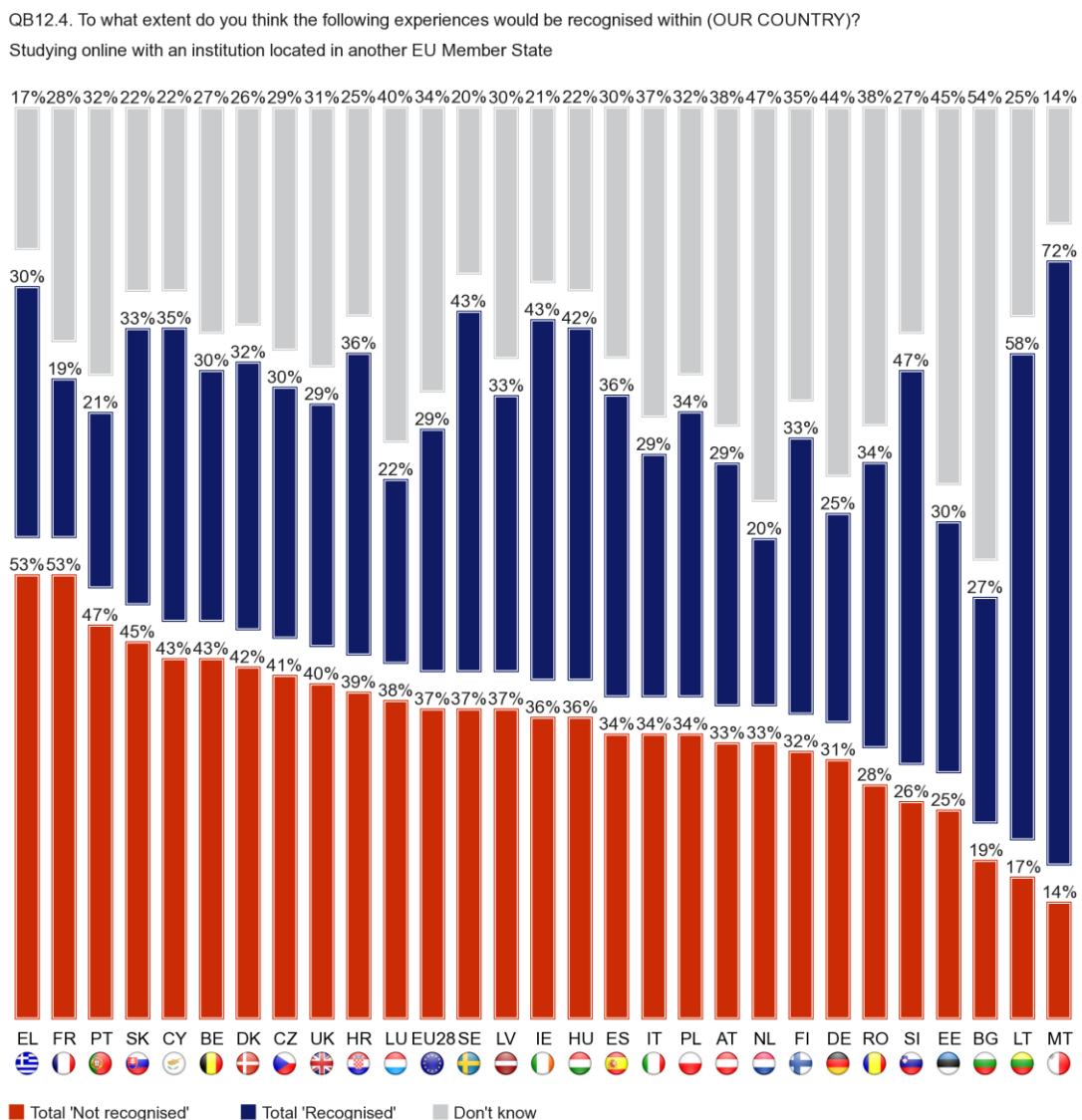
**Traineeships or internships in another EU Member State**

	Total 'Recognised'	Total 'Not recognised'	Don't know
EU28	51%	27%	22%
<b>Gender</b>			
Man	52%	28%	20%
Woman	49%	28%	23%
<b>Age</b>			
15-24	57%	25%	18%
25-39	56%	29%	15%
40-54	52%	29%	19%
55 +	45%	26%	29%
<b>Socio-professional category</b>			
Self-employed	55%	28%	17%
Managers	62%	27%	11%
Other white collars	53%	29%	18%
Manual workers	49%	30%	21%
House persons	48%	25%	27%
Unemployed	53%	28%	19%
Retired	43%	26%	31%
Students	58%	25%	17%
<b>Level of education</b>			
Lower secondary level	41%	29%	30%
Upper second. level, general ed.	51%	28%	21%
Upper second. level, vocational ed. & training	52%	27%	21%
Post second., non-higher	53%	26%	21%
Higher education	61%	27%	12%
None of these	42%	22%	36%
<b>Spent time working/ studying abroad</b>			
Yes	60%	26%	14%
No	49%	28%	23%

**Base:** All respondents = 27,998

Malta has by far the highest proportion of respondents who say that **studying online with an institution located in another EU Member State** would be recognised in their own country (78% say this would be either ‘completely’ or ‘largely’ recognised). The proportion in Lithuania (58%) is also much higher than in most other countries. Respondents in France (19%), the Netherlands (20%), Portugal (21%) and Luxembourg (22%) are least likely to say that this type of experience would be recognised in their own country.

Once again, respondents in NMS13 countries are more likely than those in EU15 countries to say that the experience would be recognised in their own country (35%, compared with 28%).



Base: All respondents = 27,998

The variations across **socio-demographic groups** are similar to those seen above on other items, although the differences here are less extreme. People **educated to a higher level** are somewhat more likely to say that **studying online with an institution located in another EU Member State** would be recognised in their own country (either 'completely' or 'largely' recognised). The proportion is 33% among those who completed higher education, compared with 25% among those who reached only lower secondary level, and 24% among those with no formal education level. Once again:

- Respondents who have **studied or worked abroad** previously are more likely to say that studying online with an institution located in another EU Member State would be recognised in their own country (34%, compared with 28% who have not worked or studied abroad).
- The proportion is somewhat lower among **older people** (26% among those aged 55 or over).
- **Men are more likely than women** to say that studying online with an institution located in another EU Member State would be recognised (31%, compared with 27% of women).

QB12.4 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?

Studying online with an institution located in another EU Member State

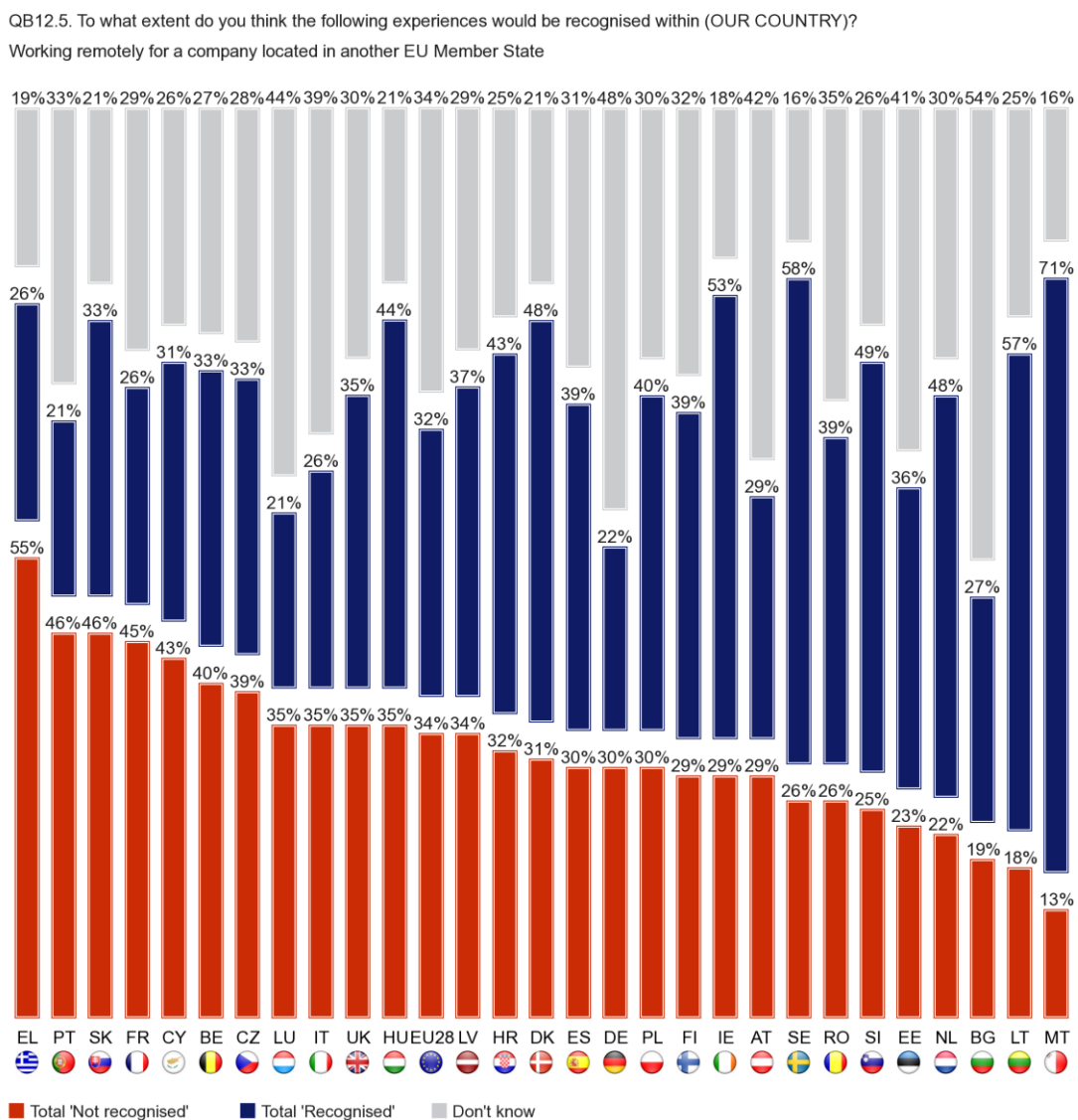
	Total 'Recognised'	Total 'Not recognised'	Don't know
EU28	29%	37%	34%
<b>Gender</b>			
Man	31%	37%	32%
Woman	27%	37%	36%
<b>Age</b>			
15-24	30%	44%	26%
25-39	31%	43%	26%
40-54	30%	39%	31%
55 +	26%	30%	44%
<b>Level of education</b>			
Lower secondary level	25%	34%	41%
Upper second. level, general ed.	29%	40%	31%
Upper second. level, vocational ed. & training	29%	37%	34%
Post second., non-higher	31%	35%	34%
Higher education	33%	42%	25%
None of these	24%	25%	51%
<b>Spent time working/ studying abroad</b>			
Yes	34%	38%	28%
No	28%	37%	35%

Base: All respondents = 27,998

As on previous items, Malta has the highest proportion of respondents who say that **working remotely for a company located in another EU Member State** would be recognised in their own country (71% say this would be either ‘completely’ or ‘largely’ recognised). The proportions are also high in Sweden (58%), Lithuania (57%) and Ireland (53%).

Respondents in Portugal (21%), Luxembourg (21%) and Germany (22%) are least likely to say that this type of experience would be recognised in their own country.

Once again there is a general difference between NMS13 countries and EU15 countries, with respondents in NMS13 countries more likely than those in EU15 countries to say that working remotely for a company located in another EU Member State would be recognised in their own country (39%, compared with 31%).



Base: All respondents = 27,998

Once again, people **educated to a higher level** are more likely to say that **working remotely for a company located in another EU Member State** would be recognised in their own country (either 'completely' or 'largely' recognised). The proportion is 40% among those who completed higher education, compared with 26% among those who reached only lower secondary level, and 25% among those with no formal education level.

In line with previous items, the proportion that says working remotely for a company located in another EU Member State would be recognised in their own country is higher among:

- Respondents who have **studied or worked abroad** previously (41%, compared with 30% who have not worked or studied abroad).
- **Younger people** (at least 35% in age groups under 55) rather than older people (27% of those aged 55 or over).
- **Men** (35%, compared with 30% of women).

QB12.5 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?

Working remotely for a company located in another EU Member State

	Total 'Recognised'	Total 'Not recognised'	Don't know
EU28	32%	34%	34%
<b>Gender</b>			
Man	35%	33%	32%
Woman	30%	34%	36%
<b>Age</b>			
15-24	36%	36%	28%
25-39	36%	38%	26%
40-54	35%	35%	30%
55 +	27%	30%	43%
<b>Level of education</b>			
Lower secondary level	26%	32%	42%
Upper second. level, general ed.	31%	37%	32%
Upper second. level, vocational ed. & training	32%	34%	34%
Post second., non-higher	35%	32%	33%
Higher education	40%	36%	24%
None of these	25%	24%	51%
<b>Spent time working/ studying abroad</b>			
Yes	41%	32%	27%
No	30%	35%	35%

Base: All respondents = 27,998



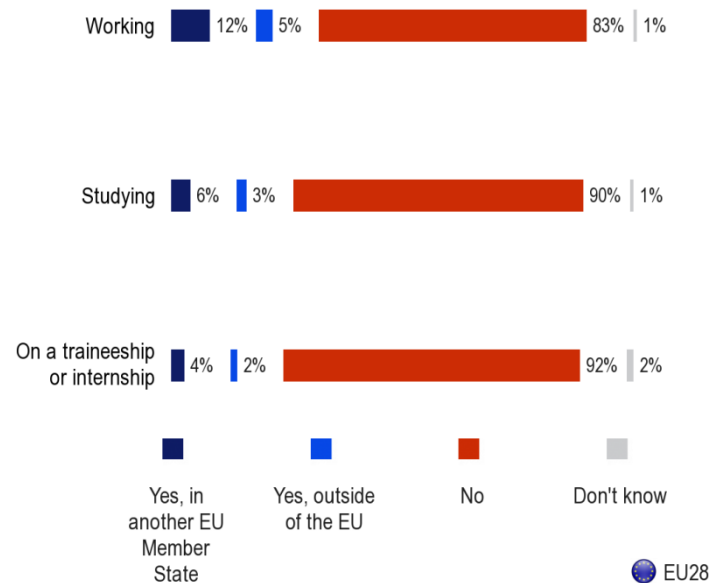
### 3.2. Time spent abroad

#### - Respondents in Luxembourg and Cyprus are most likely to have worked or studied in other EU Member States -

In total, 12% of EU citizens say they have spent time working in another EU Member State, while 6% have studied in another Member State and 4% have been on a traineeship or internship in another EU country.

Respondents are around twice as likely to have worked or studied in another EU Member State as they are to have done so outside of the EU. In total, 5% of EU citizens have worked outside of the EU, 3% have studied and 2% have been on a traineeship or internship outside of the EU<sup>12</sup>.

QB10. Have you ever spent time in another EU Member State or outside of the EU...?



(Multiple answers possible)






























Base: All respondents = 27,998

Respondents in Luxembourg are much more likely than those in other **individual Member States** to have studied in another EU country (41%). The proportion is also high in Cyprus (20%), followed by Sweden (12%), Denmark (11%) and Estonia (11%). In Lithuania, Romania and Bulgaria, just 2% of respondents have studied in another EU Member State.

The proportion that has studied outside of the EU is highest in Sweden (8%), Luxembourg (7%), Denmark, Finland and the UK (6% in each case).

<sup>12</sup> QB10: 'Have you ever spent time in another EU Member State or outside of the EU...? 1) Studying. 2) On a traineeship or internship. 3) Working'. Possible responses: 'Yes, in another EU Member State', 'Yes, outside of the EU', 'No', 'Don't know'.

QB10.1 Have you ever spent time in another EU Member State or outside of the EU...?  
Studying

		Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
	EU28	6%	3%	90%	1%	8%
	LU	41%	7%	55%	1%	44%
	CY	20%	2%	78%	0%	22%
	SE	12%	8%	81%	0%	18%
	DK	11%	6%	84%	1%	16%
	EE	11%	4%	84%	1%	14%
	FI	8%	6%	85%	2%	13%
	UK	8%	6%	87%	0%	12%
	IE	9%	3%	88%	1%	11%
	NL	7%	5%	88%	0%	11%
	BE	7%	3%	89%	1%	10%
	FR	8%	2%	89%	1%	10%
	IT	7%	3%	88%	2%	10%
	ES	6%	3%	90%	1%	9%
	EL	6%	2%	92%	0%	8%
	HR	5%	2%	92%	1%	8%
	MT	7%	1%	92%	1%	8%
	LV	5%	2%	90%	3%	7%
	AT	6%	2%	92%	1%	7%
	SI	5%	2%	93%	1%	7%
	SK	6%	1%	92%	1%	7%
	CZ	3%	2%	93%	2%	5%
	HU	4%	2%	94%	1%	5%
	PT	3%	2%	95%	1%	5%
	DE	3%	2%	93%	3%	4%
	LT	2%	2%	95%	1%	4%
	PL	3%	1%	94%	2%	4%
	RO	2%	2%	93%	2%	4%
	BG	2%	1%	97%	1%	2%

(Multiple answers possible)

Base: All respondents = 27,998

There are variations across **socio-demographic groups** in the proportions that have studied in other countries. **More highly educated** respondents are more likely to have studied both in other EU Member States and outside of the EU. The proportion that has studied in other Member States ranges from 13% among those who completed higher education, to 3% among those who reached only lower secondary level, and 1% among those with no formal educational level. There is a similar variation in relation to studying outside of the EU, ranging from 7% among those who completed higher education, to 1% among those who reached only lower secondary level or with no formal educational level.

Respondents who are now **managers** (10%) or **self-employed** (9%) are more likely than other respondents to have studied in other EU Member States, and to have studied outside of the EU (both 5%).

**Older people** (aged 55 or over) are less likely to have studied in another EU Member State (3%, compared with 6% or more in younger age groups).

**QB10.1 Have you ever spent time in another EU Member State or outside of the EU...? (MULTIPLE ANSWERS POSSIBLE)**






























	Studying				
	Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
EU28	6%	3%	90%	1%	8%
<b>Age</b>					
15-24	8%	2%	89%	2%	9%
25-39	9%	4%	87%	1%	12%
40-54	6%	4%	90%	1%	9%
55 +	3%	2%	93%	2%	5%
<b>Socio-professional category</b>					
Self-employed	9%	5%	86%	2%	13%
Managers	10%	5%	86%	0%	14%
Other white collars	5%	3%	90%	1%	8%
Manual workers	5%	3%	91%	1%	8%
House persons	4%	3%	92%	2%	6%
Unemployed	5%	3%	91%	1%	8%
Retired	3%	2%	94%	2%	4%
Students	10%	3%	86%	2%	12%
<b>Level of education</b>					
Lower secondary level	3%	1%	94%	3%	4%
Upper second. level, general ed.	5%	2%	92%	1%	7%
Upper second. level, vocational ed. & training	3%	1%	94%	1%	4%
Post second., non-higher	6%	3%	90%	2%	9%
Higher education	13%	7%	81%	1%	18%
None of these	1%	1%	96%	2%	3%

(Multiple answers possible)

**Base:** All respondents = 27,998

Respondents in Luxembourg are also more likely than those in other **individual Member States** to have been on a **traineeship or internship in another EU country** (26%). The proportion is also high in Cyprus (13%) and Belgium (10%). Respondents in Italy, Croatia, Portugal and Bulgaria are least likely to have been on a traineeship or internship in another EU Member State (2% in each case). The proportion that has been on a traineeship or internship outside of the EU is also highest in Luxembourg (5%).

QB10.2 Have you ever spent time in another EU Member State or outside of the EU...?  
On a traineeship or internship

		Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
	EU28	4%	2%	92%	2%	6%
	LU	26%	5%	70%	1%	29%
	CY	13%	3%	85%	0%	15%
	BE	10%	3%	87%	1%	12%
	DK	7%	4%	89%	1%	11%
	FI	8%	4%	88%	1%	11%
	EE	8%	3%	88%	2%	10%
	FR	8%	2%	90%	1%	10%
	NL	6%	4%	90%	0%	10%
	SE	6%	5%	89%	0%	10%
	MT	8%	2%	90%	1%	9%
	AT	8%	2%	90%	2%	9%
	SK	6%	3%	89%	1%	9%
	IE	5%	2%	93%	1%	7%
	LV	5%	2%	89%	3%	7%
	CZ	5%	1%	92%	2%	6%
	EL	4%	1%	94%	0%	6%
	LT	5%	2%	93%	1%	6%
	DE	3%	2%	92%	3%	5%
	HU	4%	2%	94%	1%	5%
	RO	3%	2%	92%	3%	5%
	SI	4%	2%	94%	1%	5%
	UK	3%	2%	94%	1%	5%
	ES	4%	1%	95%	1%	4%
	HR	2%	1%	95%	1%	4%
	IT	2%	2%	93%	3%	4%
	PL	3%	1%	94%	2%	4%
	BG	2%	1%	96%	1%	3%
	PT	2%	1%	96%	1%	3%

(Multiple answers possible)

Base: All respondents = 27,998

Looking at **socio-demographic groups, more highly educated** respondents are more likely to have been on a **traineeship or internship in other countries**. The proportion that has had this experience in another Member State ranges from 9% among those who completed higher education, to 1% of those who reached only lower secondary level or with no formal educational level. There is a similar variation in relation to doing an internship or traineeship outside of the EU, ranging from 5% among those who completed higher education, to 1% among those who reached only lower secondary level or with no formal educational level.

People aged 25-39 (6%) are more likely than those in other **age groups** to have been on a traineeship or internship in another EU Member State.

**QB10.2 Have you ever spent time in another EU Member State or outside of the EU...? (MULTIPLE ANSWERS POSSIBLE)**

On a traineeship or internship					
	Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
EU28	4%	2%	92%	2%	6%
<b>Age</b>					
15-24	4%	1%	92%	3%	5%
25-39	6%	3%	90%	1%	9%
40-54	4%	3%	92%	1%	7%
55 +	3%	2%	94%	2%	4%
<b>Level of education</b>					
Lower secondary level	1%	1%	95%	3%	2%
Upper second. level, general e	2%	1%	95%	1%	3%
Upper second. level, vocational ed. & training	3%	1%	95%	1%	4%
Post second., non-higher	5%	3%	90%	2%	8%
Higher education	9%	5%	86%	1%	14%
None of these	1%	1%	96%	2%	2%






























*(Multiple answers possible)*

**Base:** All respondents = 27,998

Luxembourg has the highest proportion of respondents who have **spent time working in another EU Member State** (32%), followed by Ireland (22%), Estonia (19%) and Sweden (18%). Respondents in Germany (7%), Malta (7%), Greece (8%), Italy (9%) and Hungary (9%) are least likely to have worked in another Member State.

The proportion that has worked outside of the EU is highest in Sweden and Denmark (both 12%), and is lowest in the Czech Republic (2%), Hungary (3%) and Greece (3%).

QB10.3 Have you ever spent time in another EU Member State or outside of the EU...?  
Working

	Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
 EU28	12%	5%	83%	1%	16%
 LU	32%	8%	63%	1%	36%
 IE	22%	10%	70%	1%	29%
 SE	18%	12%	75%	0%	25%
 DK	16%	12%	76%	0%	24%
 EE	19%	4%	77%	1%	22%
 PL	17%	5%	78%	2%	21%
 LV	16%	4%	78%	3%	19%
 LT	14%	6%	80%	1%	19%
 NL	14%	7%	81%	0%	19%
 AT	15%	7%	80%	1%	19%
 SK	15%	5%	79%	1%	19%
 UK	14%	8%	81%	0%	19%
 HR	14%	4%	82%	1%	18%
 CY	14%	4%	83%	0%	17%
 BE	13%	5%	84%	1%	16%
 BG	13%	4%	84%	1%	16%
 RO	13%	4%	81%	3%	16%
 SI	13%	4%	83%	1%	16%
 FI	12%	7%	82%	1%	16%
 ES	12%	4%	84%	1%	15%
 FR	11%	6%	84%	1%	15%
 PT	10%	4%	86%	1%	14%
 CZ	10%	2%	87%	2%	12%
 IT	9%	4%	86%	2%	12%
 HU	9%	3%	88%	1%	12%
 DE	7%	4%	86%	2%	11%
 MT	7%	4%	88%	1%	11%
 EL	8%	3%	90%	0%	10%

(Multiple answers possible)

Base: All respondents = 27,998

There are large variations across **socio-demographic groups** in the proportions that have **worked in other countries**. In relation to **educational level**, the proportion that has worked in other Member States ranges from 19% among those who completed higher education, to 6% among those who reached only lower secondary level or with no formal educational level.

There is a similar variation in relation to working outside of the EU, ranging from 11% among those who completed higher education, to 2% among those who reached only lower secondary level, and 3% among those with no formal educational level.

Respondents who are now **managers** (18%) or **self-employed** (20%) are more likely than other respondents to have worked in other EU Member States, and to have studied outside of the EU (10% and 9%, respectively).

There is also a strong **gender difference**: men are more likely than women to have worked in other EU Member States (16%, compared with 7%) and to have worked outside of the EU (7%, compared with 4%).

People in the **middle age bands** are most likely to have worked in another Member State: 16% of 25-39 year-olds and 14% of 40-54 year-olds.

**QB10.3 Have you ever spent time in another EU Member State or outside of the EU...? (MULTIPLE ANSWERS POSSIBLE)**

	Working				
	Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
EU28	12%	5%	83%	1%	16%
<b>Gender</b>					
Man	16%	7%	78%	1%	21%
Woman	7%	4%	88%	1%	10%
<b>Age</b>					
15-24	6%	2%	90%	2%	8%
25-39	16%	6%	79%	1%	20%
40-54	14%	6%	80%	1%	19%
55 +	9%	5%	86%	1%	13%
<b>Socio-professional category</b>					
Self-employed	20%	9%	72%	1%	26%
Managers	18%	10%	75%	1%	24%
Other white collars	12%	4%	83%	2%	15%
Manual workers	13%	5%	82%	1%	17%
House persons	7%	4%	89%	1%	10%
Unemployed	12%	5%	84%	1%	16%
Retired	9%	4%	87%	1%	12%
Students	5%	3%	90%	2%	8%
<b>Level of education</b>					
Lower secondary level	6%	2%	90%	2%	8%
Upper second. level, general ed.	9%	4%	86%	1%	13%
Upper second. level, vocational ed. & training	12%	4%	84%	1%	14%
Post second., non-higher	14%	7%	80%	1%	19%
Higher education	19%	11%	74%	1%	26%
None of these	6%	3%	90%	2%	8%

(Multiple answers possible)

**Base:** All respondents = 27,998

### 3.3. Remote working and distance learning

#### - A substantial minority of EU citizens have had experience of remote working or distance learning for an organisation based abroad -

In total, **11% of respondents across the EU say they have worked or studied with a company or institution located in another EU Member State or outside of the EU**, while they were based in their own country. This was most likely to involve work rather than study, either in another EU Member State (7%) or outside the EU (3%). Two per cent of respondents say that they have studied in this way in another EU Member State, and 1% outside the EU<sup>13</sup>.

QB11. Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses.



(Multiple answers possible)

Base: All respondents = 27,998

Looking at **individual Member States**, previous findings (section 3.2) showed that respondents in Luxembourg and Cyprus are most likely to have worked or studied in other EU Member States. These countries also have the highest proportions of respondents who have worked or studied with a company or institution located abroad, while they were based in their own country: 23% in Luxembourg and 19% in Cyprus, followed by 18% in Ireland. The lowest proportions are in Finland (5%), Hungary (7%), Germany, the Czech Republic and Bulgaria (all 8%).

<sup>13</sup> QB11: 'Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses'. Possible responses: 'Yes, worked in another EU Member State', 'Yes, worked outside of the EU', 'Yes, studied in another EU Member State', 'Yes, studied outside of the EU', 'No', 'Don't know'.
































Specifically, Luxembourg has the highest proportion of respondents who have worked remotely for an organisation located in another EU Member State (15%), followed by Ireland (12%), Austria (11%) and Slovakia (11%). Respondents in Finland are least likely to have worked in this way (3%).

Respondents in Luxembourg are also most likely to have worked remotely for an organisation located outside of the EU (8%), followed by Ireland (6%) and Denmark (6%). The lowest figure is in Hungary (1%).

In relation to studying, Luxembourg (13%) and Cyprus (11%) have the highest proportions that have studied with an institution located in another EU Member State, while they were based in their own country. In a number of countries, just one per cent of respondents have studied in this way: Romania, the UK, Poland, Slovenia, Bulgaria, Germany, Hungary and Finland.

Luxembourg is also the country with the highest proportion of respondents who have studied with an institution located outside of the EU (3%).

**QB11 Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses.**

	Yes, worked in another EU Member State	Yes, worked outside of the EU	Yes, studied in another EU Member State	Yes, studied outside of the EU	No	Don't know	Total 'Yes'
 EU28	7%	3%	2%	1%	87%	2%	11%
 LU	<b>15%</b>	<b>8%</b>	<b>13%</b>	<b>3%</b>	77%	0%	23%
 CY	8%	4%	<b>11%</b>	2%	81%	0%	19%
 IE	<b>12%</b>	6%	4%	1%	82%	0%	18%
 AT	<b>11%</b>	5%	2%	1%	85%	0%	15%
 EE	8%	3%	5%	2%	85%	0%	14%
 LT	9%	4%	2%	1%	86%	0%	14%
 SK	<b>11%</b>	3%	2%	1%	86%	0%	14%
 BE	8%	4%	3%	2%	87%	0%	13%
 DK	6%	<b>6%</b>	3%	2%	88%	0%	12%
 ES	7%	3%	4%	1%	88%	0%	12%
 NL	7%	5%	2%	2%	88%	0%	12%
 RO	8%	3%	<b>1%</b>	<b>0%</b>	88%	1%	12%
 SE	7%	4%	2%	2%	88%	0%	12%
 FR	7%	4%	3%	2%	89%	0%	11%
 HR	7%	3%	2%	1%	89%	0%	11%
 IT	6%	2%	4%	1%	73%	16%	11%
 LV	6%	4%	2%	1%	89%	0%	11%
 MT	4%	3%	<b>5%</b>	2%	88%	1%	11%
 UK	7%	5%	<b>1%</b>	1%	89%	1%	11%
 PL	9%	2%	<b>1%</b>	<b>0%</b>	89%	1%	10%
 PT	6%	2%	2%	1%	90%	0%	10%
 EL	5%	3%	3%	1%	91%	0%	9%
 SI	6%	2%	<b>1%</b>	1%	91%	0%	9%
 BG	6%	2%	<b>1%</b>	<b>0%</b>	91%	0%	8%
 CZ	6%	2%	2%	<b>0%</b>	92%	0%	8%
 DE	6%	3%	<b>1%</b>	1%	91%	0%	8%
 HU	6%	<b>1%</b>	1%	<b>0%</b>	92%	0%	7%
 FI	<b>3%</b>	2%	1%	1%	94%	1%	5%

**Highest percentage per country**      *Lowest percentage per country*

Highest percentage per item	Lowest percentage per item
-----------------------------	----------------------------

*(Multiple answers possible)*

**Base:** All respondents = 27,998

There are variations across **socio-demographic groups** in the proportions that have worked or studied with a company or institution located in another EU Member State or outside of the EU, while they were based in their own country.

In relation to **educational level**, the proportion that has worked or studied in this way is higher among those who are more highly educated (18% of those who completed higher education and 13% of those who reached post-secondary non-higher education). The proportion is also higher among **managers** (20%) and **self-employed** people (17%) than among other occupational groups.

**Men are more likely than women** to have worked or studied with a company or institution located abroad (14%, compared with 8%). This difference relates specifically to work (rather than study), either for an organisation located in another EU Member State (9%, compared with 4%) or outside of the EU (5%, compared with 2%).

People in the **middle age bands** are most likely to have worked or studied in this way: 14% of 25-39 year-olds and 13% of 40-54 year-olds.

There is a strong link between remote working and distance learning, and with **working or studying abroad**. Among those who have worked or studied abroad, 43% have also worked or studied with a company or institution located abroad, while they were based in their own country; this compares with just two per cent of respondents who have not worked or studied abroad.

QB11 Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses. (MULTIPLE ANSWERS POSSIBLE)

	Yes, worked in another EU Member State	Yes, worked outside of the EU	Yes, studied in another EU Member State	Yes, studied outside of the EU	No	Don't know	Total 'Yes'
EU28	7%	3%	2%	1%	87%	2%	11%
<b>Gender</b>							
Man	9%	5%	2%	1%	84%	2%	14%
Woman	4%	2%	2%	1%	90%	2%	8%
<b>Age</b>							
15-24	3%	2%	3%	1%	90%	3%	7%
25-39	9%	4%	4%	2%	84%	2%	14%
40-54	9%	4%	2%	1%	85%	2%	13%
55 +	5%	3%	1%	1%	90%	2%	8%
<b>Socio-professional category</b>							
Self-employed	12%	6%	4%	1%	78%	4%	17%
Managers	12%	8%	5%	3%	79%	1%	20%
Other white collars	7%	3%	2%	1%	87%	3%	11%
Manual workers	7%	3%	1%	1%	89%	1%	9%
House persons	4%	2%	1%	1%	91%	3%	6%
Unemployed	7%	3%	3%	1%	87%	2%	11%
Retired	5%	2%	1%	0%	91%	2%	7%
Students	2%	2%	4%	1%	90%	3%	8%
<b>Level of education</b>							
Lower secondary level	4%	1%	1%	0%	91%	3%	6%
Upper second. level, general ed.	6%	2%	2%	0%	86%	4%	9%
Upper second. level, vocational ed. & training	6%	2%	1%	1%	91%	1%	8%
Post second., non-higher	8%	5%	3%	1%	86%	1%	13%
Higher education	11%	7%	5%	3%	80%	1%	18%
None of these	3%	1%	0%	0%	93%	3%	5%
<b>Spent time working/ studying abroad</b>							
Yes	28%	13%	10%	4%	56%	1%	43%
No	1%	1%	0%	0%	95%	2%	2%

(Multiple answers possible)

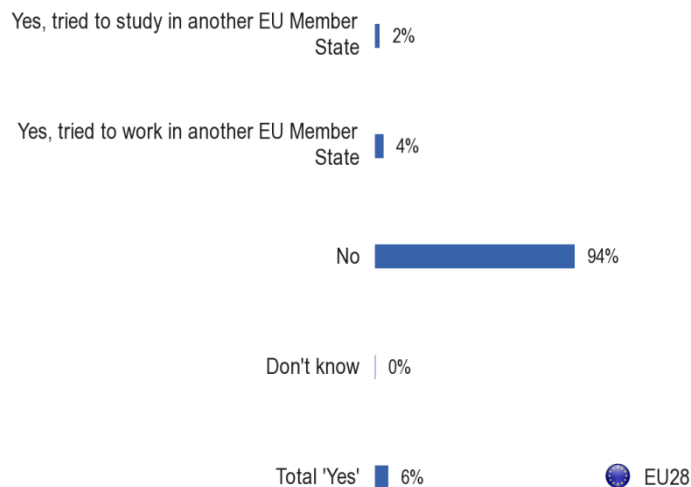
**Base:** All respondents = 27,998

### 3.4. Barriers to working or studying abroad

#### - 6% of EU citizens have tried unsuccessfully to work or study in another Member State -

In total, **6% of EU citizens say that they have unsuccessfully tried to work or study in another EU Member State**, including remote working or distance learning, but were not able to do so. This comprises 4% who tried to work and 2% who tried to study<sup>14</sup>.

QB13. Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so?



(Multiple answers possible)






























**Base:** All respondents = 27,998

The findings for **individual Member States** show that respondents in Lithuania, Luxembourg, Austria and Slovakia are most likely to say that they have unsuccessfully tried to work or study in another EU Member State (each 10%). Luxembourg is unusual in that most of these respondents were looking to study in another Member State (8%) rather than work (5%). In most other countries, respondents are more likely to say that they were looking to work rather than study.

Overall, Finland (2%) and the UK (3%) have the lowest proportions of respondents who say they have unsuccessfully tried work or study in another EU Member State.

<sup>14</sup> QB13: 'Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so?' Possible responses: 'Yes, tried to study in another EU Member State', 'Yes, tried to work in another EU Member State', 'No', 'Don't know'.

**QB13 Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so?**

		Yes, tried to study in another EU Member State	Yes, tried to work in another EU Member State	No	Don't know	Total 'Yes'
	EU28	2%	4%	94%	0%	6%
	LT	2%	9%	89%	0%	10%
	LU	8%	5%	90%	0%	10%
	AT	3%	8%	90%	0%	10%
	SK	3%	8%	90%	0%	10%
	HR	3%	7%	91%	0%	9%
	RO	2%	7%	90%	1%	9%
	BG	1%	7%	92%	0%	8%
	EE	3%	6%	92%	0%	8%
	ES	3%	6%	92%	0%	8%
	BE	3%	5%	93%	0%	7%
	CZ	2%	5%	93%	0%	7%
	FR	3%	5%	93%	0%	7%
	LV	2%	6%	93%	0%	7%
	IE	3%	4%	94%	0%	6%
	HU	1%	5%	94%	0%	6%
	NL	2%	5%	93%	0%	6%
	PL	2%	4%	94%	1%	6%
	SI	2%	4%	94%	0%	6%
	DE	2%	3%	95%	0%	5%
	EL	2%	4%	95%	0%	5%
	IT	2%	3%	95%	0%	5%
	CY	3%	3%	95%	0%	5%
	MT	4%	3%	94%	0%	5%
	PT	2%	3%	95%	0%	5%
	DK	2%	3%	96%	0%	4%
	SE	2%	2%	96%	0%	4%
	UK	2%	1%	97%	0%	3%
	FI	0%	1%	98%	0%	2%

*(Multiple answers possible)*

**Base:** All respondents = 27,998

**More highly qualified** people are more likely to have tried unsuccessfully to work or study in another Member State (9% of those who completed higher education and 8% of those who reached post-secondary non-higher education). This is also higher among **self-employed** respondents (9%) and **managers** (8%), as well as those who are **unemployed** (9%).

**Men are more likely than women** to have tried unsuccessfully to work or study in another EU Member State (7%, compared with 4%), and this is also more common in the **younger and middle age bands**. Specifically, those aged 15-39 are more likely to have tried unsuccessfully to study in another Member State (4%), while those aged 25-54 are more likely to have tried to work (6% of 25-39 year-olds and 5% of 40-54 year-olds).

QB13 Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so? (MULTIPLE ANSWERS POSSIBLE)

	Yes, tried to study in another EU Member State	Yes, tried to work in another EU Member State	No	Don't know	Total 'Yes'
EU28	2%	4%	94%	0%	6%
<b>Gender</b>					
Man	3%	5%	93%	0%	7%
Woman	2%	3%	95%	0%	4%
<b>Age</b>					
15-24	4%	3%	93%	0%	7%
25-39	4%	6%	91%	0%	9%
40-54	2%	5%	94%	0%	6%
55 +	1%	2%	97%	0%	3%
<b>Socio-professional category</b>					
Self-employed	3%	6%	91%	1%	9%
Managers	4%	5%	92%	0%	8%
Other white collars	3%	3%	94%	0%	6%
Manual workers	2%	4%	94%	0%	6%
House persons	1%	2%	97%	0%	3%
Unemployed	3%	8%	91%	0%	9%
Retired	1%	2%	97%	0%	3%
Students	5%	2%	93%	0%	7%
<b>Level of education</b>					
Lower secondary level	1%	2%	97%	0%	3%
Upper second. level, general ed.	2%	4%	94%	0%	5%
Upper second. level, vocational ed. & training	1%	4%	94%	0%	5%
Post second., non-higher	3%	5%	92%	0%	8%
Higher education	4%	6%	91%	0%	9%
None of these	1%	2%	97%	0%	3%
<b>Spent time working/ studying abroad</b>					
Yes	8%	15%	79%	0%	21%
No	1%	1%	98%	0%	2%

(Multiple answers possible)

Base: All respondents = 27,998

If respondents said they had been unsuccessful in trying to work or study in another EU Member State, they were asked if they had experienced **difficulties related to their qualifications**. Where respondents did have this type of problem, it often related to a **lack of relevant information**.

Around one in six respondents (17%) say that they did not have enough information on whether their qualifications would be recognised in another Member State, while a similar proportion (16%) say they did not have enough information on opportunities for grants and scholarships. In other cases, respondents' qualifications were either not accepted by a prospective employer (12%) or were not recognised by an educational institution (7%).

A substantial minority (38%) say that they did not have difficulties related to their qualifications<sup>15</sup>.

QB14. Which difficulties related to your qualifications did you experience?



*(Multiple answers possible)*

**Base:** Respondents who unsuccessfully tried to study or work abroad = 1,593

<sup>15</sup> QB14: 'Which difficulties related to your qualifications did you experience?' Possible responses: 'Your qualifications were not accepted by prospective employer', 'Your qualifications were not recognised by educational institution', 'You did not have enough information on whether your qualifications would be recognised in another EU Member State', 'You did not have enough information on opportunities for grants and scholarships', 'Other', 'None', 'Don't know'.



The number of respondents answering this question is too small to allow analysis by **individual Member State**. However, broader analysis shows that respondents in NMS13 countries are more likely than those in EU15 countries to say that they did not have enough information on whether their qualifications would be recognised in another EU Member State (22%, compared with 16%), and that their qualifications were not accepted by a prospective employer (17%, compared with 10%). By contrast, respondents in EU15 countries are more likely than those in NMS13 countries to say they did not have enough information on opportunities for grants or scholarships (18%, compared with 10%).

The small base size also means that it is difficult to analyse the findings by **socio-demographic groups**. However, it is clear that problems with qualifications not being accepted by prospective employers are most likely to have been encountered by those at lower educational levels, specifically those who reached only lower secondary level (24%), as well as by those who are unemployed (26%). In addition, a lack of information on grants and scholarships is more likely to have been a problem for people who have never worked or studied in another country (25%) rather than those who have worked or studied abroad at some point (13%).

## IV. DOCUMENTATION OF SKILLS AND QUALIFICATIONS AND FLEXIBLE LEARNING PATHWAYS

This chapter examines respondents' awareness of the European Qualifications Framework. It also assesses their knowledge of the various ways of documenting skills and qualifications, and of the ways in which skills or competences acquired in different ways can be combined.

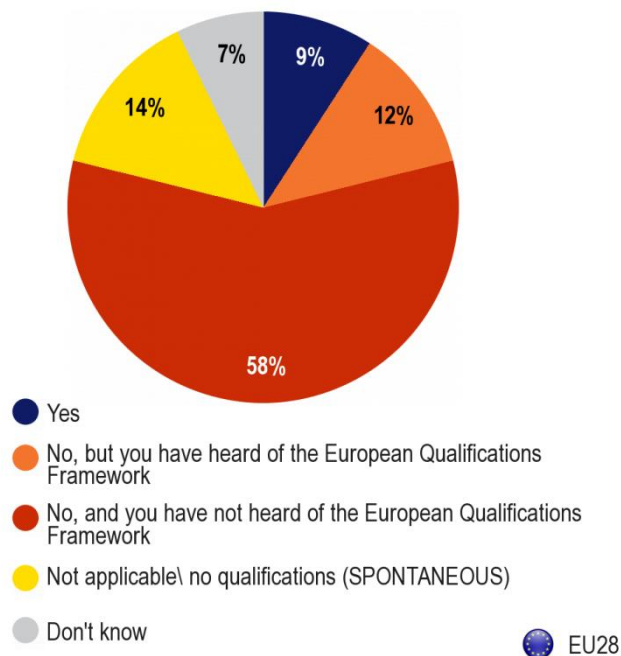
### 4.1. Awareness of the European Qualifications Framework

#### - Most EU citizens have limited knowledge of the European Qualifications Framework -

**Only a small minority of EU citizens (9%) say that they know the level of the European Qualifications Framework** to which their qualifications correspond. An additional 12% say that they have heard of the European Qualifications Framework but still don't know to which level their qualifications correspond.

The majority of respondents say either that they have not heard of the European Qualifications Framework (58%), that they have no qualifications (14%) or do not give an answer (7%)<sup>16</sup>.

QB15. Do you know to which level of the European Qualifications Framework your qualifications correspond?



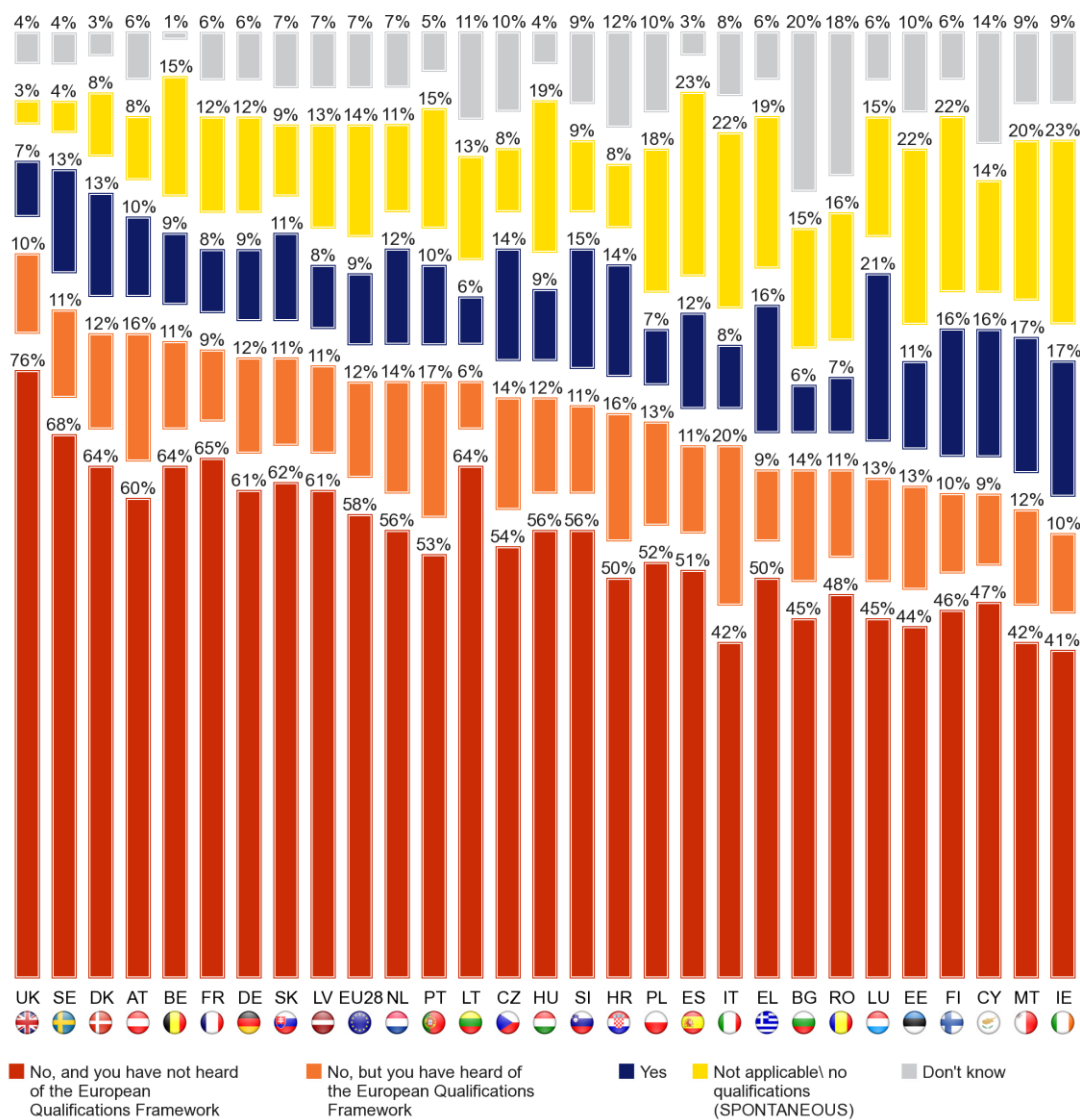
Base: All respondents = 27,998

<sup>16</sup> QB15: 'Do you know to which level of the European Qualifications Framework your qualifications correspond?' Possible responses: 'Yes', 'No, but you have heard of the European Qualifications Framework', 'No, and you have not heard of the European Qualifications Framework', 'Not applicable\ no qualifications', 'Don't know'.

In the findings for **individual Member States**, respondents in Luxembourg (21%), Malta (17%) and Ireland (17%) are most likely to say that they know the level of the European Qualifications Framework to which their qualifications correspond. Overall awareness of the European Qualifications Framework (including those who say they know their own level as well as other respondents who claim to have heard of the Framework) is highest in Luxembourg (34%), Croatia (30%), Malta (29%), the Czech Republic (28%) and Italy (28%).

Respondents in Lithuania (6%) and Bulgaria (6%) are least likely to say that they know the level of the European Qualifications Framework to which their qualifications correspond. Overall awareness of the European Qualifications Framework is lowest in Lithuania (12%), the UK (17%), France (17%) and Romania (18%).

QB15. Do you know to which level of the European Qualifications Framework your qualifications correspond?



Base: All respondents = 27,998

Looking at **socio-demographic variations**, respondents who **completed higher education** are much more likely than other respondents to say that they know the level of the European Qualifications Framework to which their qualifications correspond (21%, compared with no more than 11% for other educational levels). They also have a higher general awareness of the European Qualifications Framework (39% of those who completed higher education either say that they know their own level or have at least heard of the Framework).

**People aged 25-39** are more likely than those in other age groups to say that they know the level of the European Qualifications Framework to which their qualifications correspond (13%) and also have a higher level of general awareness (29% either claim to know their own level or have at least heard of the Framework).

QB15 Do you know to which level of the European Qualifications Framework your qualifications correspond?

	Yes	No, but you have heard of the European Qualifications Framework	No, and you have not heard of the European Qualifications Framework	Not applicable/ no qualifications (SPONTANEOUS)	Don't know	Total 'No'
EU28	9%	12%	58%	14%	7%	70%
<b>Age</b>						
15-24	8%	14%	57%	15%	6%	71%
25-39	13%	16%	57%	8%	6%	73%
40-54	11%	13%	60%	10%	6%	73%
55 +	6%	9%	56%	21%	8%	65%
<b>Level of education</b>						
Lower secondary level	3%	7%	53%	28%	9%	60%
Upper second. level, general ed.	7%	14%	59%	12%	8%	73%
Upper second. level, vocational ed. & training	5%	11%	69%	8%	7%	80%
Post second., non-higher	11%	14%	63%	7%	5%	77%
Higher education	21%	18%	53%	3%	5%	71%
None of these	1%	4%	39%	46%	10%	43%

**Base:** All respondents = 27,998

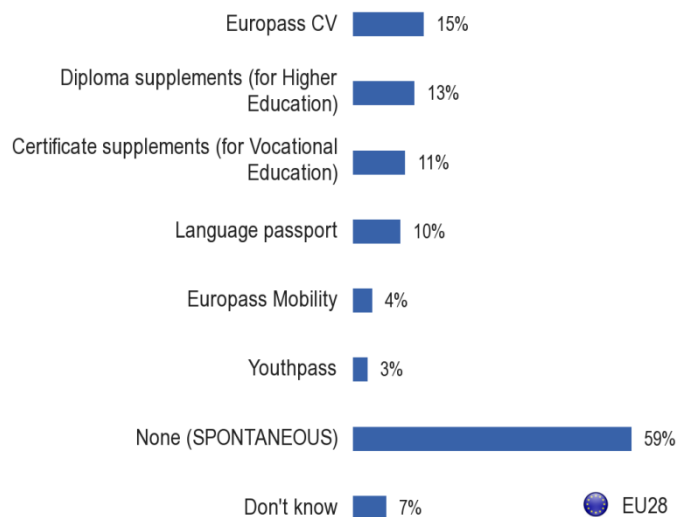
## 4.2. Tools for documenting skills and qualifications

### - A third of EU citizens are aware of at least one way of documenting skills and qualifications -

Respondents were asked whether they are aware of a number of ways of documenting their skills and qualifications, either for employment in their own country, or when working in another EU Member State.

Overall, **a third of EU citizens (34%) say that they have heard of at least one of the various tools**, most commonly the Europass CV (15%), followed by Diploma supplements (13%), Certificate supplements (11%) and Language passports (10%). Awareness is lower for Europass Mobility (4%) and Youthpass (3%)<sup>17</sup>.

QB17. There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of?



*(Multiple answers possible)*

**Base:** All respondents = 27,998

Awareness of tools for documenting skills and qualifications tends to be higher in NMS13 countries than in EU15 countries, specifically in relation to the Europass CV (22%, compared with 14%), Diploma supplements (17%, compared with 12%) and Certificate supplements (15%, compared with 9%).

<sup>17</sup> QB17: 'There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of?' Possible responses: 'Europass CV', 'Europass Mobility', 'Language passport', 'Diploma supplements (for Higher Education)', 'Certificate supplements (for Vocational Education)', 'Youthpass', 'None', 'Don't know'.






























Levels of awareness vary substantially across **individual Member States**. Awareness of the Europass CV is highest in Lithuania (52%) and Malta (48%), while very few respondents claim to have heard of this in the UK (4%), France (5%), Denmark (5%) and Belgium (7%). A high proportion of respondents in Lithuania say they have also heard of Diploma supplements (38%), with awareness also high in Denmark (30%). The lowest levels of awareness of Diploma supplements are in the Netherlands (5%), Germany (8%) and Spain (9%).

Awareness of Certificate supplements is highest in Hungary (27%), Slovenia (26%), Lithuania (26%) and Latvia (23%), while the lowest figures are in France (2%), Belgium (4%), the Netherlands (5%) and Portugal (5%).

Respondents in Finland are most likely to say they have heard of Language passports (23%), while the lowest proportions are in the UK and the Netherlands (5% in each case).

Malta has a high proportion of respondents who say they are aware of Europass Mobility (15%) and Youthpass (20%). The Netherlands also has a high proportion of respondents who claim to have heard of Youthpass (16%).

QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of?

	Europass CV	Diploma supplements (for Higher Education)	Certificate supplements (for Vocational Education)	Language passport	Europass Mobility	Youthpass	None (SPONTANEOUS)	Don't know
 EU28	15%	13%	11%	10%	4%	3%	59%	7%
 BE	7%	11%	4%	14%	3%	5%	70%	4%
 BG	29%	24%	21%	8%	6%	1%	45%	12%
 CZ	24%	14%	19%	12%	5%	4%	24%	32%
 DK	5%	30%	16%	9%	2%	3%	54%	7%
 DE	11%	8%	14%	11%	4%	2%	62%	6%
 EE	16%	24%	21%	14%	5%	6%	40%	16%
 IE	13%	19%	11%	9%	5%	7%	59%	7%
 EL	25%	12%	10%	11%	5%	3%	60%	5%
 ES	28%	9%	7%	6%	5%	3%	63%	3%
 FR	5%	10%	2%	10%	2%	2%	71%	8%
 HR	26%	12%	21%	9%	9%	5%	43%	12%
 IT	22%	21%	13%	12%	5%	2%	47%	9%
 CY	30%	17%	17%	10%	6%	4%	51%	7%
 LV	20%	27%	23%	11%	4%	2%	49%	6%
 LT	52%	38%	26%	12%	6%	6%	35%	4%
 LU	15%	14%	9%	13%	9%	8%	58%	6%
 HU	28%	24%	27%	9%	4%	2%	49%	2%
 MT	48%	16%	11%	13%	15%	20%	34%	9%
 NL	11%	5%	5%	5%	3%	16%	57%	13%
 AT	26%	15%	14%	18%	8%	3%	50%	4%
 PL	13%	16%	11%	10%	3%	2%	59%	8%
 PT	23%	6%	5%	7%	7%	2%	63%	7%
 RO	24%	12%	7%	8%	4%	3%	53%	12%
 SI	32%	25%	26%	13%	9%	3%	44%	3%
 SK	30%	16%	16%	10%	8%	7%	48%	6%
 FI	14%	21%	16%	23%	7%	4%	44%	8%
 SE	19%	26%	16%	10%	3%	3%	51%	6%
 UK	4%	13%	7%	5%	2%	4%	72%	6%

**Highest percentage per country**

*Lowest percentage per country*

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

**Base:** All respondents = 27,998

Looking at the differences across **socio-demographic groups, more highly educated** respondents are more likely to say that they have heard of the various tools. The differences are greatest in relation to Diploma supplements, with awareness ranging from 24% among those who completed higher education, to 6% among those who reached only lower secondary level, and 3% among those with no formal educational level.

There are also **differences by age**, with younger people more likely to say that they have heard of the various tools. The differences are most pronounced in relation to the Europass CV, with awareness ranging from 25% among 15-24 year-olds to 8% of those aged 55 or over. Awareness of the tools is also much higher among current students; for example, 25% have heard of the Europass CV and 23% have heard of Diploma supplements.

QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of? (MULTIPLE ANSWERS POSSIBLE)

	Europass CV	Europass Mobility	Language passport	Diploma supplements (for Higher Education)	Certificate supplements (for Vocational Education)	Youthpass	None (SPONTANEOUS)	Don't know
EU28	15%	4%	10%	13%	11%	3%	59%	7%
<b>Age</b>								
15-24	25%	5%	15%	21%	15%	7%	44%	6%
25-39	21%	5%	11%	18%	13%	4%	52%	6%
40-54	16%	4%	10%	13%	12%	2%	59%	7%
55 +	8%	2%	6%	8%	7%	1%	70%	9%
<b>Level of education</b>								
Lower secondary level	11%	2%	6%	6%	8%	1%	68%	8%
Upper second. level, general ed.	19%	4%	10%	16%	11%	4%	55%	7%
Upper second. level, vocational ed. & training	14%	3%	8%	8%	12%	2%	62%	8%
Post second., non-higher	17%	5%	10%	16%	13%	5%	54%	8%
Higher education	20%	6%	15%	24%	12%	4%	49%	5%
None of these	7%	1%	3%	3%	3%	2%	81%	7%

(Multiple answers possible)

**Base:** All respondents = 27,998

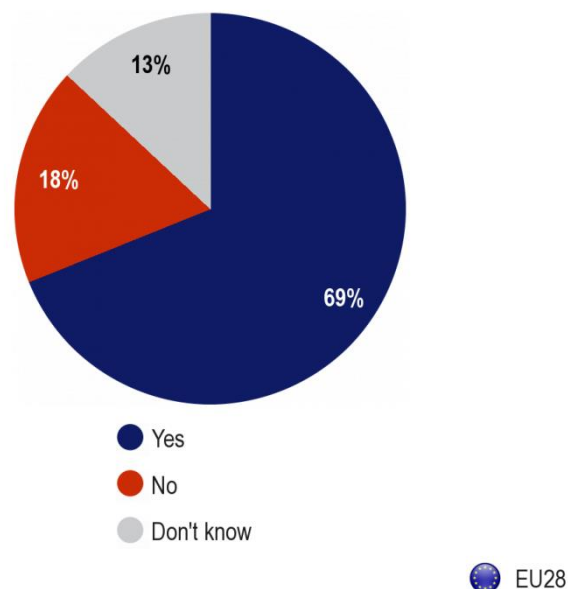


### 4.3. Possibility of acquiring a qualification through flexible learning pathways

**- Most EU citizens assume that a combination of skills or competences can be used to obtain a qualification -**

The majority of respondents (69%) think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification, while 18% say that this is not the case, and the remainder (13%) do not know<sup>18</sup>.

QB16. In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?

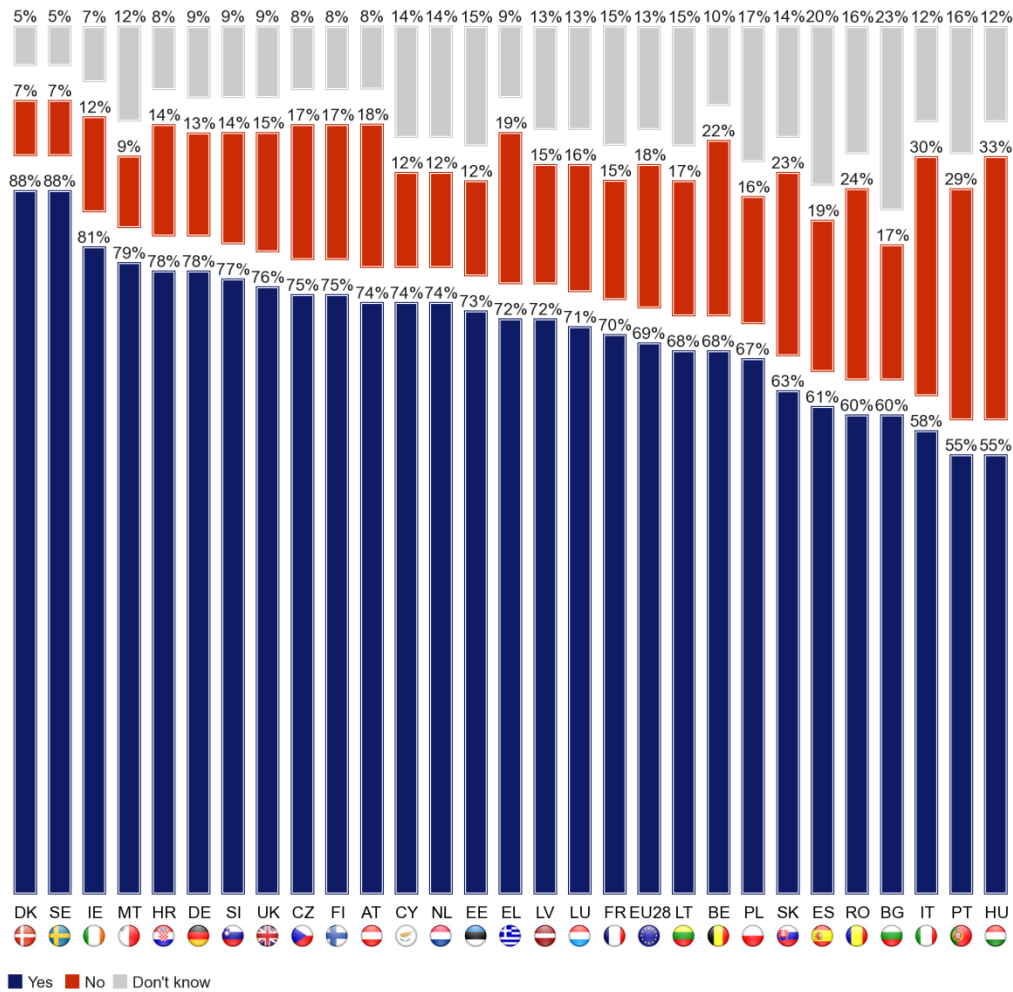


**Base:** All respondents = 27,998

Looking at findings for **individual Member States**, respondents in Denmark (88%) and Sweden (88%) are most likely to assume that a combination of skills or competences can be used to obtain a qualification. The lowest proportions are in Portugal (55%), Hungary (55%) and Italy (58%).

<sup>18</sup> QB16: 'In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?' Possible responses: 'Yes', 'No', 'Don't know'.

QB16. In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?



Base: All respondents = 27,998

Looking at the differences across **socio-demographic groups**, **more highly educated** respondents are more likely to think that a combination of skills or competences can be used to obtain a qualification. The proportion ranges from 79% of those who completed higher education, to 62% of those who reached only lower secondary level and 45% of those with no formal educational level. **Managers** are also more likely than those in other occupational groups to say this (82%).

**Men are more likely than women** to say that a combination of skills or competences can be used to obtain a qualification (72%, compared with 67%). The proportion who think this is also lower among **older people** aged 55 or over (65%).

QB16 In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?

	Yes	No	Don't know
EU28	69%	18%	13%
<b>Gender</b>			
Man	72%	17%	11%
Woman	67%	19%	14%
<b>Age</b>			
15-24	74%	17%	9%
25-39	71%	19%	10%
40-54	71%	18%	11%
55 +	65%	18%	17%
<b>Socio-professional category</b>			
Self-employed	75%	17%	8%
Managers	82%	13%	5%
Other white collars	70%	20%	10%
Manual workers	69%	19%	12%
House persons	60%	22%	18%
Unemployed	65%	22%	13%
Retired	64%	18%	18%
Students	77%	15%	8%
<b>Level of education</b>			
Lower secondary level	62%	22%	16%
Upper second. level, general ed.	68%	20%	12%
Upper second. level, vocational ed. & training	72%	17%	11%
Post second., non-higher	75%	17%	8%
Higher education	79%	14%	7%
None of these	45%	22%	33%

**Base:** All respondents = 27,998

## V. THE USE AND PERCEPTION OF CAREER GUIDANCE SERVICES

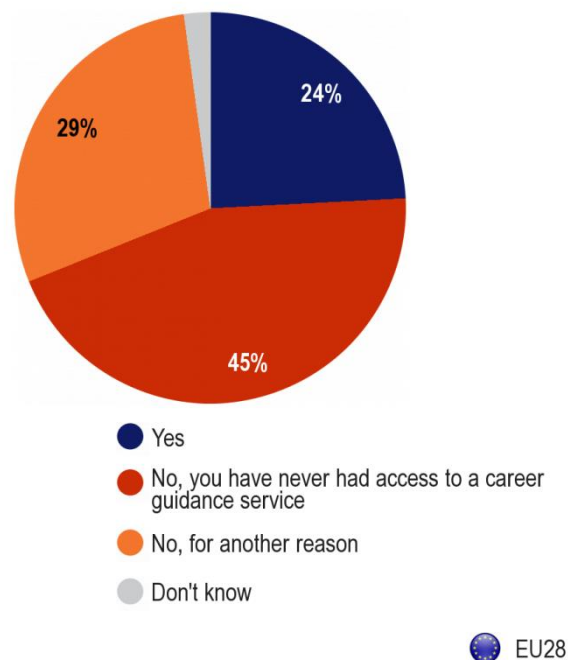
In this chapter, EU citizens are asked about their experiences of career guidance services, specifically whether they have ever used them and, if so, when. The chapter also examines respondents' attitudes to career guidance services, in terms of their availability and usefulness.

### 5.1. Utilising career guidance services

#### - A quarter of EU citizens have used a career guidance service, mostly while they were still in education -

Across the EU, **around a quarter of respondents (24%) have used a career guidance service** at some point. If respondents have never used a career guidance service, this is often because of lack of access to services (45% of all respondents), rather than for other reasons (29%)<sup>19</sup>.

QB18. Have you ever used a career guidance service?



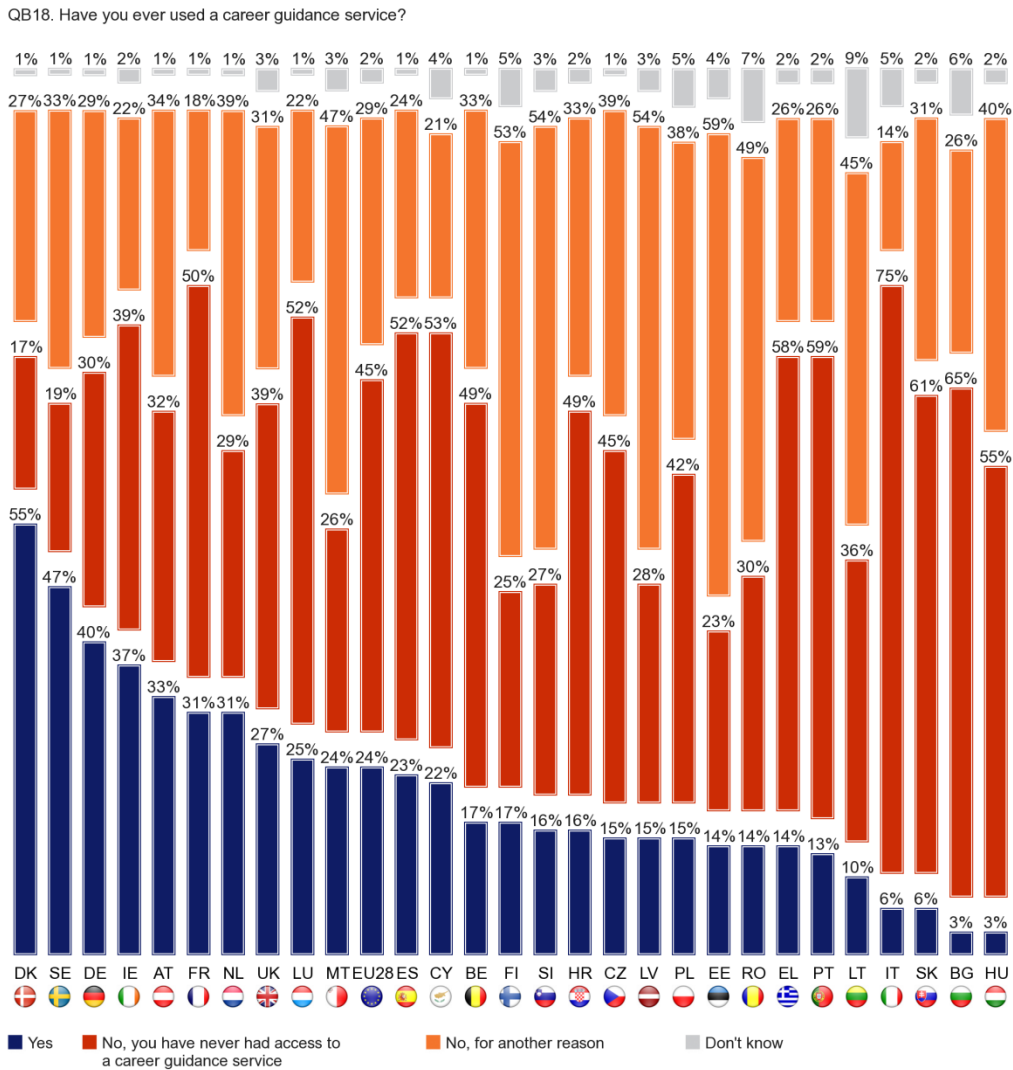
Base: All respondents = 27,998

The findings for **individual Member States** show substantial variations in the use of career guidance services. A high proportion of respondents in Denmark (55%) and Sweden (47%) have used a career guidance service, and the proportions are also relatively high in Germany (40%) and Ireland (37%). By contrast, very few respondents say they have used a career guidance service in Hungary (3%), Bulgaria (3%), Slovakia (6%) and Italy (6%).

<sup>19</sup> QB18: 'Have you ever used a career guidance service?' Possible responses: 'Yes', 'No, you have never had access to a career guidance service', 'No, for another reason', 'Don't know'.

Lack of access to career guidance services is most common in Italy (75%), Bulgaria (65%), Slovakia (61%), Portugal (59%) and Greece (58%).

Overall, respondents in EU15 countries are more likely than those in NMS13 countries to have used a career guidance service (27%, compared with 13%), although this does not appear to be because of access to services: the proportions who say they have never had access to a career guidance service are similar. Rather, this is more likely to be for other reasons (25% in EU15 countries, 40% in NMS13 countries).



Base: All respondents = 27,998

Turning to variations by **socio-demographic group**, the use of career guidance services varies by **age group**. Younger people are much more likely to say they have used a service at some point, the proportion ranging from 36% of 15-24 year-olds to 12% of those aged 55 or over.

**More highly educated** respondents are more likely to have used a career guidance service; the main difference is the low proportion among those with no formal educational level (9%).

There are also differences by **occupational group**: managers (34%), unemployed respondents (33%) and students (37%) are more likely than those in other groups to have used a career guidance service.

Socio-demographic groups that are less likely to have used a career guidance service generally say this is because they have never had access to a service (e.g. 55% of people aged 55 or over say this).

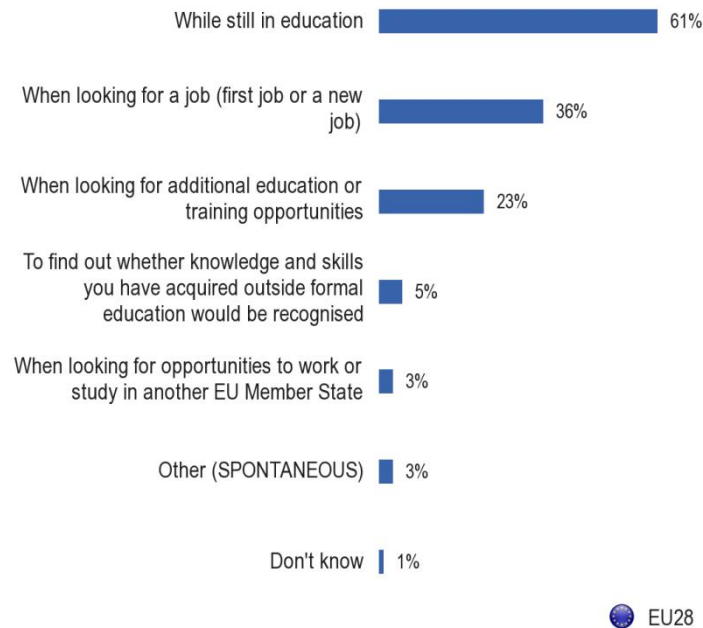
**QB18 Have you ever used a career guidance service?**

	Yes	No, you have never had access to a career guidance service	No, for another reason	Don't know	Total 'No'
EU28	24%	45%	29%	2%	74%
<b>Age</b>					
15-24	36%	35%	26%	3%	61%
25-39	31%	38%	30%	1%	68%
40-54	27%	44%	27%	2%	71%
55 +	12%	55%	30%	3%	85%
<b>Socio-professional category</b>					
Self-employed	19%	47%	32%	2%	79%
Managers	34%	33%	32%	1%	65%
Other white collars	29%	43%	26%	2%	69%
Manual workers	27%	44%	27%	2%	71%
House persons	16%	54%	26%	4%	80%
Unemployed	33%	41%	24%	2%	65%
Retired	11%	56%	30%	3%	86%
Students	37%	34%	27%	2%	61%
<b>Level of education</b>					
Lower secondary level	19%	53%	25%	3%	78%
Upper second. level, general ed.	17%	54%	26%	3%	80%
Upper second. level, vocational ed. & training	26%	42%	29%	3%	71%
Post second., non-higher	30%	36%	32%	2%	68%
Higher education	33%	33%	33%	1%	66%
None of these	9%	64%	23%	4%	87%

**Base:** All respondents = 27,998

**The majority of people that have used a career guidance service say they did so while they were still in education (61%),** although services have also been used by respondents when looking for a job (36%) or when looking for additional education or training opportunities (23%). Small proportions of respondents say they have used a career guidance service when finding out whether knowledge or skills gained outside formal education would be recognised (5%) or when looking for opportunities to work or study in another EU Member State (3%)<sup>20</sup>.

QB19. When have you used a career guidance service?



(Multiple answers possible)

**Base:** Respondents who have used a career guidance service = 6,673

The findings for **individual Member States** should be viewed with some caution, as the number of respondents in some countries is quite small<sup>21</sup>.






























Respondents in Cyprus (91%), Ireland (84%) and Denmark (82%) are most likely to have used a career guidance service while still in education, while the proportions using a service when looking for a job are highest in Romania (57%), Spain (55%), Poland (51%) and Latvia (50%).

<sup>20</sup> QB19: 'When have you used a career guidance service?' Possible responses: 'While still in education', 'When looking for additional education or training opportunities', 'When looking for a job (first job or a new job)', 'When looking for opportunities to work or study in another EU Member State', 'To find out whether knowledge and skills you have acquired outside formal education would be recognised', 'Other', 'Don't know'.

<sup>21</sup> In particular, caution should be used with the findings from Bulgaria (35 respondents), Hungary (36 respondents), Italy (57 respondents) and Slovakia (60 respondents).

The low base sizes make it difficult to identify clear differences between countries on the other responses. In general, respondents in EU15 countries are more likely than those in NMS13 countries to have used a career guidance service while still in education (64%, compared with 37%), whereas those in NMS13 countries are more likely to have used a service when looking for a job (48%, compared with 35%). Respondents in NMS13 countries are also more likely to have used a service when looking for opportunities to work or study in another EU Member State (5%, compared with 3%).

QB19 When have you used a career guidance service?

	While still in education	When looking for a job (first job or a new job)	When looking for additional education or training opportunities	To find out whether knowledge and skills you have acquired outside formal education would be recognised	When looking for opportunities to work or study in another EU Member State	Other (SPONTA NEOUS)	Don't know
 EU28	61%	36%	23%	5%	3%	3%	1%
 BE	44%	48%	17%	4%	6%	7%	1%
 BG	43%	29%	10%	26%	26%	11%	0%
 CZ	60%	45%	19%	6%	6%	0%	0%
 DK	82%	18%	30%	6%	5%	2%	1%
 DE	72%	33%	25%	3%	3%	2%	0%
 EE	44%	43%	20%	6%	7%	5%	1%
 IE	84%	15%	14%	2%	2%	0%	0%
 EL	65%	24%	28%	3%	6%	1%	0%
 ES	38%	55%	25%	4%	5%	2%	0%
 FR	62%	41%	21%	6%	3%	4%	0%
 HR	34%	37%	31%	11%	6%	5%	0%
 IT	30%	41%	34%	16%	9%	6%	0%
 CY	91%	9%	19%	4%	2%	1%	0%
 LV	36%	50%	20%	8%	6%	3%	2%
 LT	47%	32%	13%	11%	4%	3%	2%
 LU	68%	26%	21%	5%	6%	5%	0%
 HU	27%	42%	24%	0%	16%	5%	6%
 MT	65%	23%	26%	3%	3%	4%	0%
 NL	40%	36%	35%	5%	2%	10%	0%
 AT	65%	38%	30%	4%	4%	1%	0%
 PL	31%	51%	17%	3%	3%	6%	3%
 PT	58%	13%	27%	10%	1%	3%	0%
 RO	29%	57%	28%	5%	7%	3%	2%
 SI	49%	42%	11%	4%	5%	4%	0%
 SK	44%	48%	37%	10%	1%	2%	0%
 FI	68%	23%	22%	1%	0%	2%	3%
 SE	75%	18%	31%	4%	3%	2%	0%
 UK	73%	25%	10%	4%	2%	1%	1%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

Base: Respondents who have used a career guidance service = 6,673



There are variations by **age group** in the use of career guidance services. Younger people are much more likely to say they have used a service while still in education (ranging from 79% of 15-24 year-olds to 49% of those aged 55 or over), while those aged 25-39 (41%) and 40-54 (44%) are most likely to have used a service when looking for a job.

Variations by **level of education** show that those who reached post-secondary non-higher education are most likely to have used a career guidance service when looking for additional education or training opportunities (36%). However, the use of a service when looking for a job is highest among those who reached upper secondary level (vocational education and training) (44%) and those with no formal educational level (52%).

There are also differences by **occupational group**: managers (72%) and students (86%) are more likely than those in other groups to have used a career guidance service while still in education, while unemployed respondents are most likely to have used a service while looking for a job (59%).

QB19 When have you used a career guidance service? (MULTIPLE ANSWERS POSSIBLE)

	While still in education	When looking for additional education or training opportunities	When looking for a job (first job or a new job)	When looking for opportunities to work or study in another EU Member State	To find out whether knowledge and skills you have acquired outside formal education would be recognised	Other (SPONTANEOUS)	Don't know
EU28	61%	23%	36%	3%	5%	3%	1%
<b>Age</b>							
15-24	79%	24%	17%	2%	4%	1%	1%
25-39	64%	23%	41%	5%	3%	1%	0%
40-54	52%	23%	44%	3%	6%	3%	1%
55 +	49%	21%	37%	3%	7%	7%	1%
<b>Socio-professional category</b>							
Self-employed	61%	21%	33%	6%	6%	2%	0%
Managers	72%	24%	29%	5%	3%	3%	0%
Other white collars	59%	23%	40%	2%	5%	2%	0%
Manual workers	55%	23%	43%	3%	5%	3%	1%
House persons	60%	18%	41%	2%	3%	0%	1%
Unemployed	39%	23%	59%	4%	5%	2%	1%
Retired	48%	23%	38%	5%	7%	7%	1%
Students	86%	23%	10%	1%	4%	1%	1%
<b>Level of education</b>							
Lower secondary level	60%	22%	38%	3%	6%	3%	1%
Upper second. level, general ed.	63%	21%	28%	4%	3%	3%	1%
Upper second. level, vocational ed. & training	57%	22%	44%	3%	5%	2%	1%
Post second., non-higher	62%	36%	30%	3%	6%	3%	0%
Higher education	65%	22%	33%	4%	5%	3%	0%
None of these	32%	13%	52%	8%	2%	9%	1%

(Multiple answers possible)

**Base:** Respondents who have used a career guidance service = 6,673

## 5.2. Perception of career guidance services

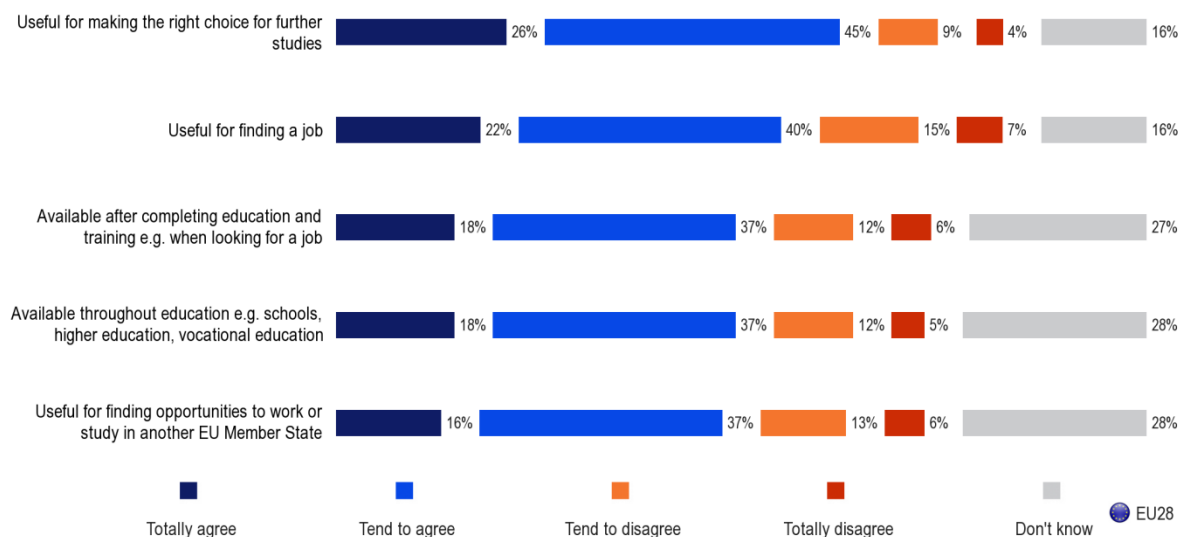
### - The majority of EU citizens have positive views about the availability and usefulness of career guidance services -

Respondents were asked about five aspects of career guidance services. Most EU citizens (71%) agree that they are **useful for making the right choice for further studies**, while just 13% disagree. A slightly smaller proportion agree that career guidance services are **useful for finding a job** (62%), although 22% disagree.

On the other aspects of career guidance services, similar proportions agree: that they are **useful for finding opportunities to work or study in another EU Member State** (53%); that they are **available throughout education** (55%); and that they are **available after completing education and training** (55%)<sup>22</sup>.

On each item, a substantial minority of respondents do not have sufficient knowledge to give an answer (between 16% and 28%).

QB20. Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...



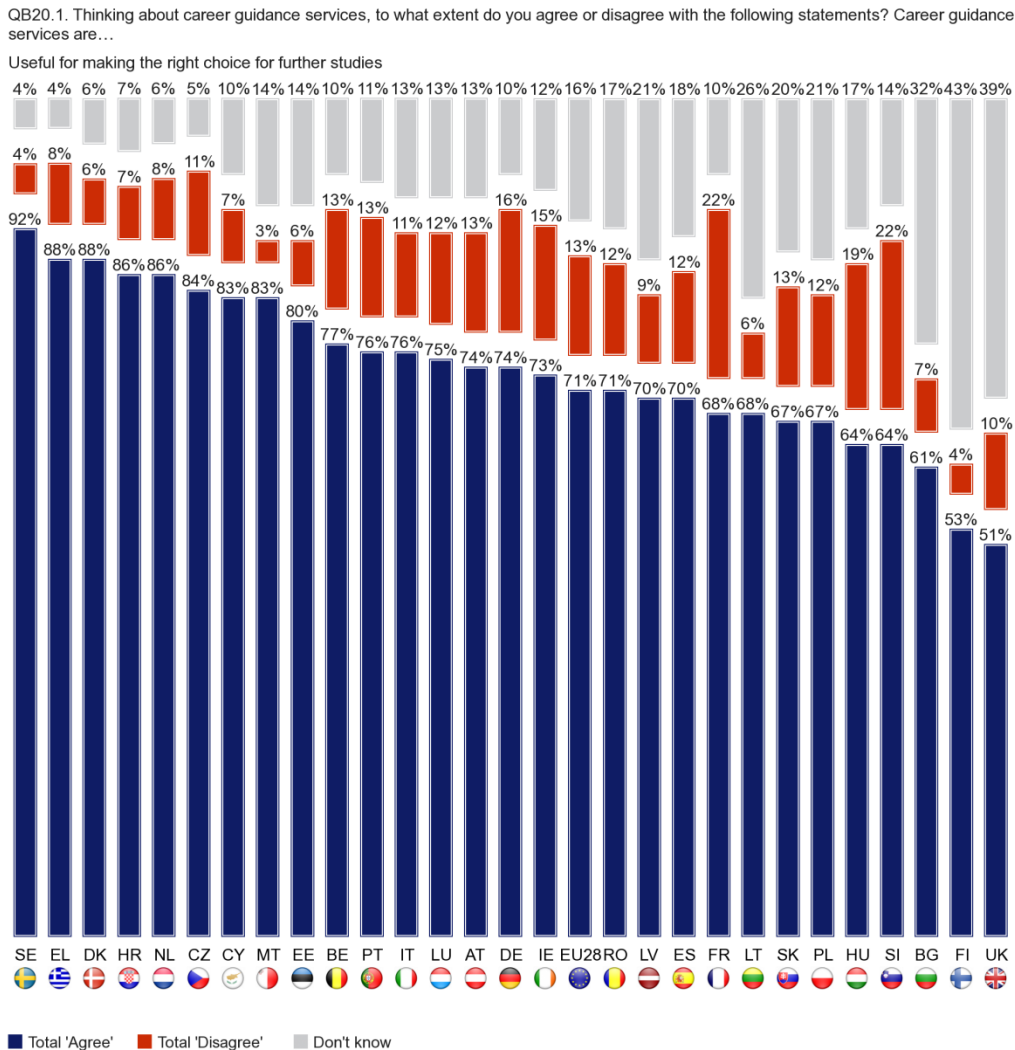
Base: All respondents = 27,998

The findings for **individual EU Member States** show that respondents in Sweden (92%) are most likely to agree that career guidance services are **useful for making the right choice for further studies**, followed by respondents in Greece (88%), Denmark (88%), Croatia (86%) and the Netherlands (86%).

<sup>22</sup> QB20: 'Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are... 1) Useful for making the right choice for further studies. 2) Useful for finding opportunities to work or study in another EU Member State. 3) Useful for finding a job. 4) Available throughout education e.g. schools, higher education, vocational education. 5) Available after completing education and training e.g. when looking for a job'. Possible responses: 'Totally agree', 'Tend to agree', 'Tend to disagree', 'Totally disagree', 'Don't know'.

Respondents in the UK (51%) and Finland (53%) are least likely to agree that career guidance services are useful for making the right choice for further studies, although this is partly because of a large number of ‘don’t know’ responses.

France (22%) and Slovenia (22%) have the highest proportions that disagree about the usefulness of services for making the right choice for further studies.



Base: All respondents = 27,998

The findings across **socio-demographic groups** show that **younger people** are more likely than older people to agree that career guidance services are **useful for making the right choice for further studies** (75% of 15-24 year-olds agree).

In terms of **educational level**, findings are generally consistent, except that those with no level of formal education are less likely to agree (56%).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to agree that career guidance services are useful for making the right choice for further studies (74%), compared with those at the low end (66%).

QB20.1 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...

Useful for making the right choice for further studies

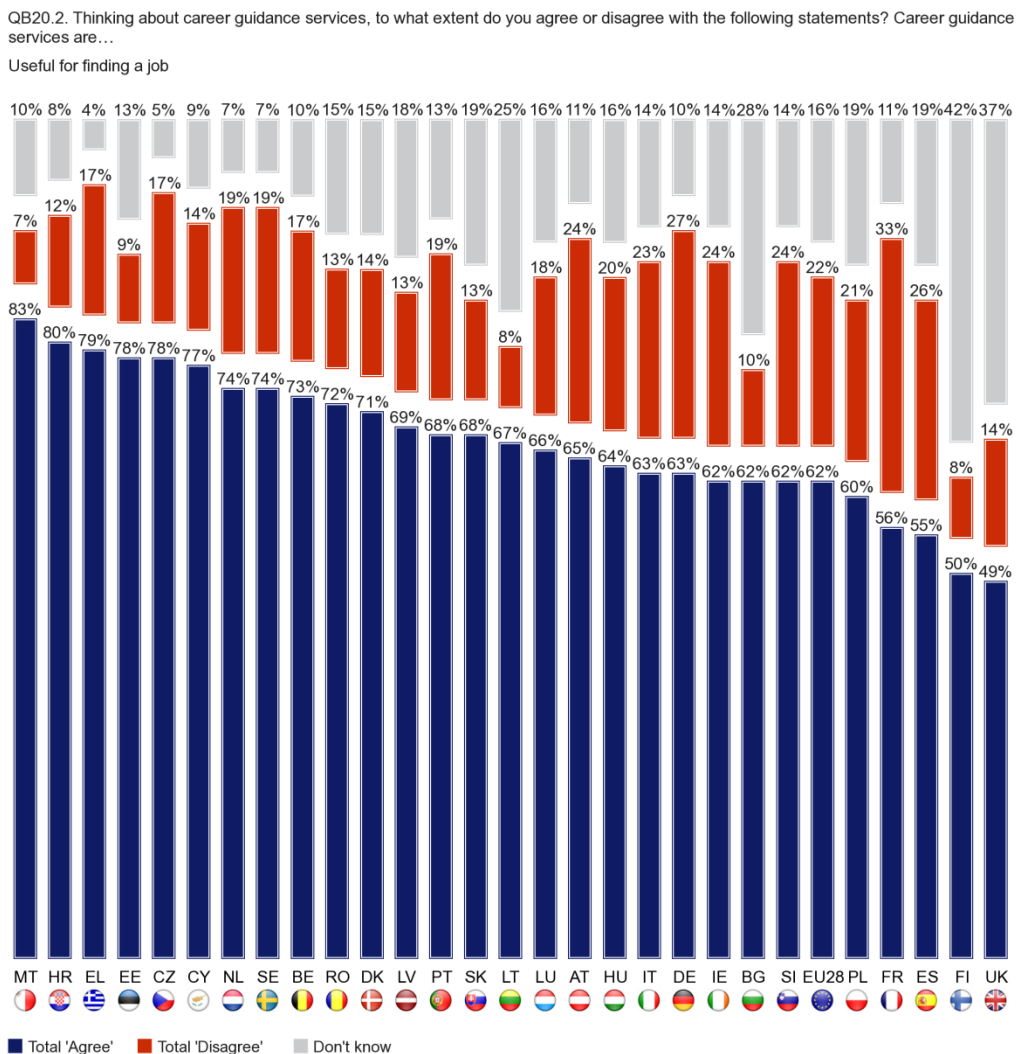
	Total 'Agree'	Total 'Disagree'	Don't know
EU28	71%	13%	16%
<b>Age</b>			
15-24	75%	12%	13%
25-39	70%	16%	14%
40-54	72%	14%	14%
55 +	68%	11%	21%
<b>Socio-professional category</b>			
Self-employed	72%	14%	14%
Managers	71%	16%	13%
Other white collars	75%	14%	11%
Manual workers	71%	14%	15%
House persons	69%	12%	19%
Unemployed	68%	16%	16%
Retired	67%	11%	22%
Students	75%	13%	12%
<b>Level of education</b>			
Lower secondary level	71%	11%	18%
Upper second. level, general ed.	74%	11%	15%
Upper second. level, vocational ed. & training	72%	13%	15%
Post second., non-higher	68%	16%	16%
Higher education	71%	16%	13%
None of these	56%	12%	32%

**Base:** All respondents = 27,998

Malta has the highest proportion of respondents who agree that career guidance services are **useful for finding a job** (83%), followed by Croatia (80%), Greece (79%), Estonia (78%), the Czech Republic (78%) and Cyprus (77%).

Respondents in the UK (49%) and Finland (50%) are again the least likely to agree, partly because of a large number of ‘don’t know’ responses. France (33%) has the highest proportion that disagree about the usefulness of services for finding a job.

In general, respondents in NMS13 countries are more likely than those in EU15 countries to agree that career guidance services are useful for finding a job (67%, compared with 61%).



Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, there is no clear pattern in relation to **educational level**, except that those with no level of formal education are less likely to agree that career guidance services are **useful for finding a job** (53%).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to agree that career guidance services are useful for finding a job (65%), compared with those at the low end (59%).

**QB20.2 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

**Useful for finding a job**

	Total 'Agree'	Total 'Disagree'	Don't know
EU28	62%	22%	16%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	59%	22%	19%
Medium (5-6)	62%	22%	16%
High (7-10)	65%	22%	13%
<b>Level of education</b>			
Lower secondary level	64%	18%	18%
Upper second. level, general ed.	63%	21%	16%
Upper second. level, vocational ed. & training	65%	21%	14%
Post second., non-higher	61%	24%	15%
Higher education	58%	28%	14%
None of these	53%	15%	32%

**Base:** All respondents = 27,998

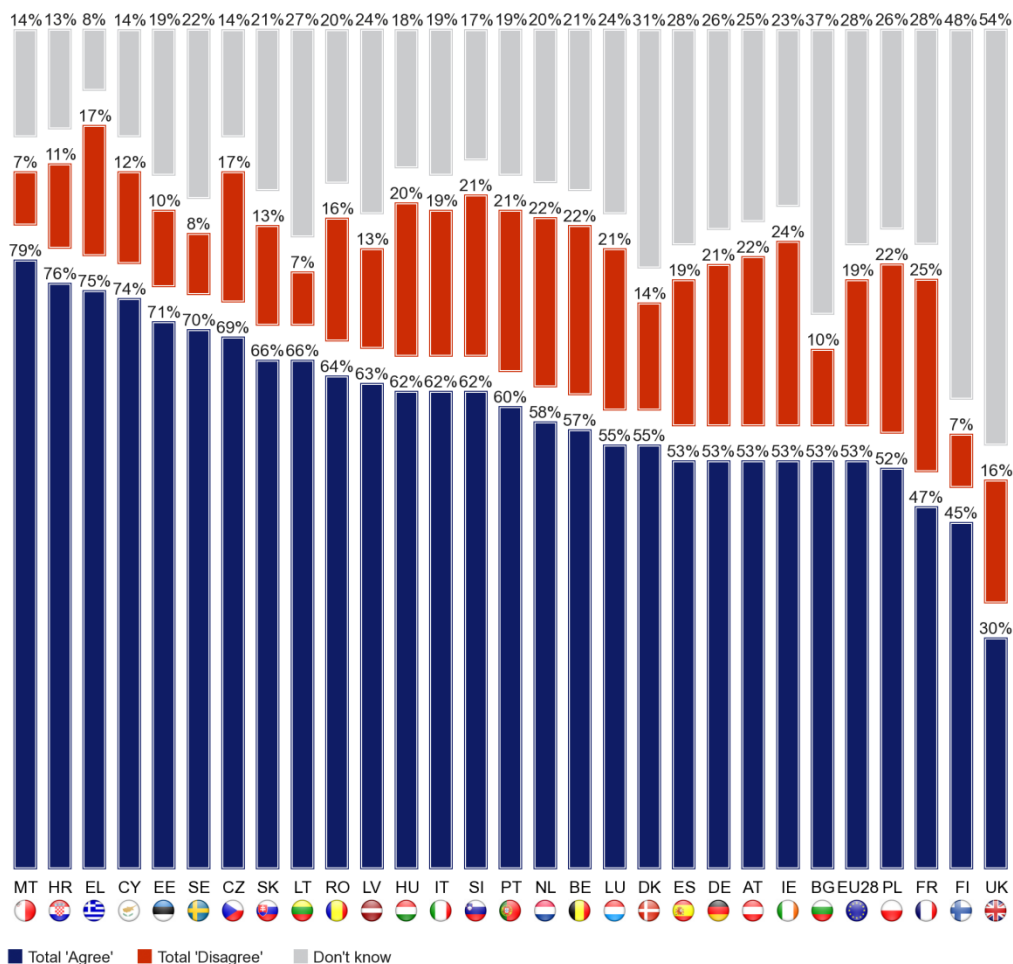
The figures for **individual Member States** on **finding opportunities to work or study in another EU Member State** are similar to those seen above in relation to finding a job. Respondents are most likely to agree that career guidance services are useful in this respect in Malta (79%), Croatia (76%), Greece (75%) and Cyprus (74%).

Because of a large proportion of ‘don’t know’ answers, respondents in the UK (30%) are again the least likely to agree. France (25%) and Ireland (24%) have the highest proportions that disagree that services are useful for finding opportunities to work or study in another EU Member State.

In general, respondents in NMS13 countries are more likely than those in EU15 countries to agree that career guidance services are useful for finding opportunities to work or study in another EU Member State (60%, compared with 51%).

QB20.3. Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...

Useful for finding opportunities to work or study in another EU Member State



Base: All respondents = 27,998

Findings are generally consistent across **socio-demographic groups** in terms of the proportion that agree that career guidance services are **useful for finding opportunities to work or study in another EU Member State**. Respondents who place themselves at the **high end of the 'social staircase'** are more likely to agree than those at the low end (57%, compared with 48%). In addition, **self-employed** respondents are more likely than those in other occupational groups to agree (60%).

There is no difference according to whether respondents have worked or studied abroad at some point.

**QB20.3 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

**Useful for finding opportunities to work or study in another EU Member State**

	Total 'Agree'	Total 'Disagree'	Don't know
EU28	53%	19%	28%
<b>Socio-professional category</b>			
Self-employed	60%	19%	21%
Managers	52%	23%	25%
Other white collars	55%	23%	22%
Manual workers	52%	20%	28%
House persons	52%	20%	28%
Unemployed	49%	22%	29%
Retired	52%	14%	34%
Students	54%	23%	23%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	48%	20%	32%
Medium (5-6)	54%	19%	27%
High (7-10)	57%	20%	23%
<b>Spent time working/ studying abroad</b>			
Yes	54%	22%	24%
No	54%	18%	28%

**Base:** All respondents = 27,998

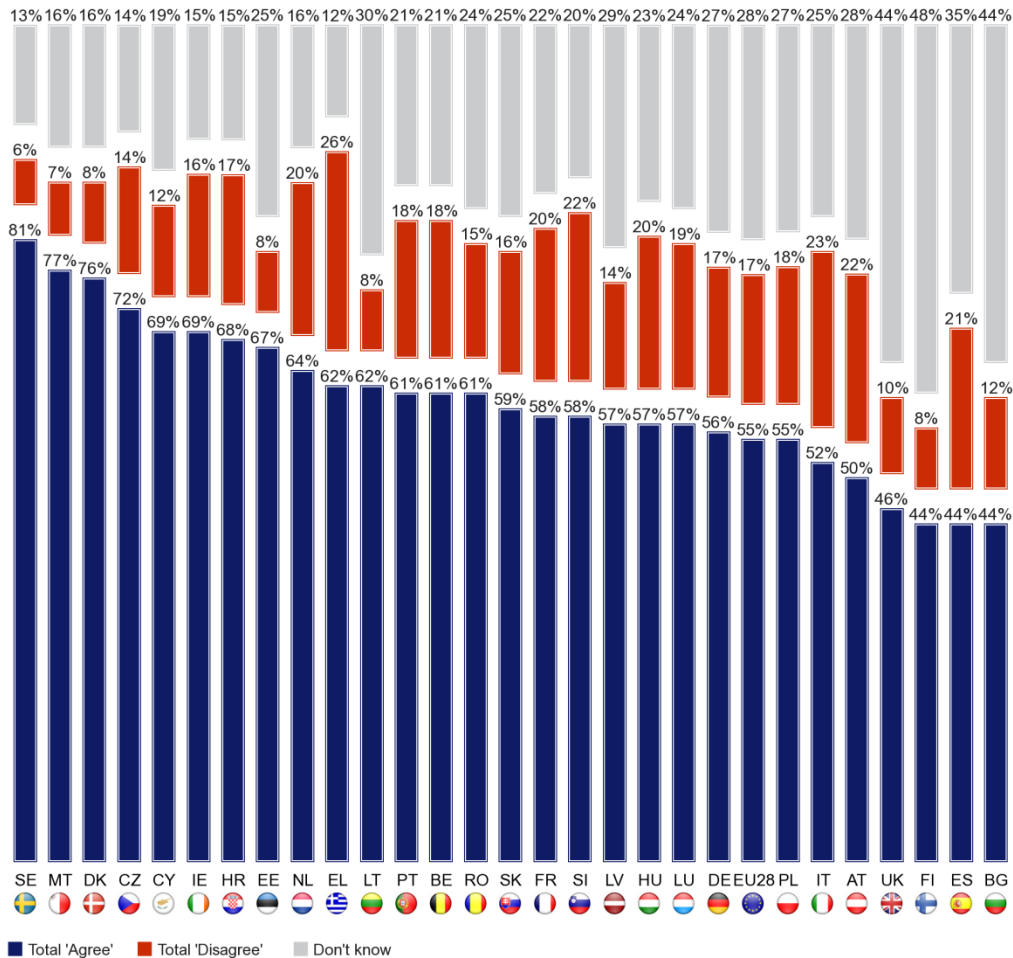


The findings for **individual Member States** show that respondents in Sweden (81%), Malta (77%) and Denmark (76%) are most likely to agree that career guidance services are **available throughout education**.

Respondents are least likely to agree in Bulgaria (44%), Spain (44%), Finland (44%) and the UK (46%). However, Greece has the highest proportion of respondents that disagree (26%) about the availability of services throughout education.

QB20.4. Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...

Available throughout education e.g. schools, higher education, vocational education



Base: All respondents = 27,998

Looking at the findings across **socio-demographic groups**, respondents with **lower levels of education** are less likely to agree that career guidance services are **available throughout education** (50% of those who reached only lower secondary level, and 38% of those with no level of formal education).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to agree that career guidance services are available throughout education (61%), compared with those at the low end (48%). In addition, **current students** are more likely to agree (64%) than those in other occupational groups.

Findings are generally similar across **age groups**, although older respondents are less likely to have an opinion than younger respondents (36% of those aged 55 or over gave a 'don't know' response).

**QB20.4 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

**Available throughout education e.g. schools, higher education, vocational education**

	Total 'Agree'	Total 'Disagree'	Don't know
EU28	55%	17%	28%
<b>Age</b>			
15-24	62%	17%	21%
25-39	58%	20%	22%
40-54	56%	19%	25%
55 +	50%	14%	36%
<b>Socio-professional category</b>			
Self-employed	57%	21%	22%
Managers	60%	19%	21%
Other white collars	59%	20%	21%
Manual workers	57%	17%	26%
House persons	49%	19%	32%
Unemployed	51%	21%	28%
Retired	50%	12%	38%
Students	64%	17%	19%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	48%	18%	34%
Medium (5-6)	57%	17%	26%
High (7-10)	61%	16%	23%
<b>Level of education</b>			
Lower secondary level	50%	16%	34%
Upper second. level, general ed.	56%	17%	27%
Upper second. level, vocational ed. & training	60%	15%	25%
Post second., non-higher	55%	20%	25%
Higher education	61%	19%	20%
None of these	38%	13%	49%

**Base:** All respondents = 27,998

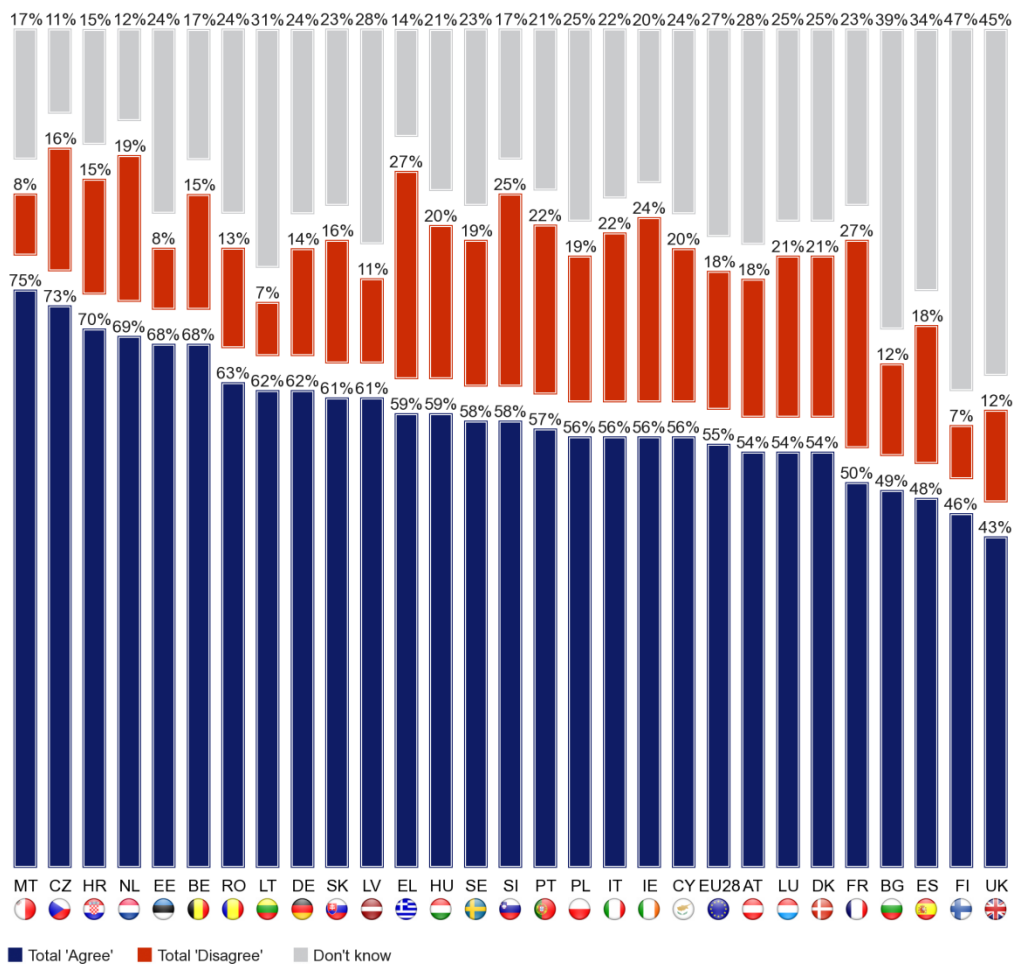
The findings for **individual Member States** show that respondents in Malta (75%) are most likely to agree that career guidance services are **available after completing education and training**, followed by those in the Czech Republic (73%), Croatia (70%), the Netherlands (69%), Estonia (68%) and Belgium (68%).

The lowest proportions that agree are in the UK (43%) and Finland (46%), although this is partly because of a large number of ‘don’t know’ answers. Respondents in France (27%) and Greece (27%) are most likely to disagree that career guidance services are available after completing education and training.

In general, respondents in NMS13 countries are more likely than those in EU15 countries to agree that career guidance services are available after completing education and training (60%, compared with 55%).

QB20.5. Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...

Available after completing education and training e.g. when looking for a job



Base: All respondents = 27,998

Looking at variations across **socio-demographic groups**, there is no clear pattern in relation to **educational level**, except that those with no level of formal education are less likely to agree that career guidance services are **available after completing education and training** (42%).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to agree that career guidance services are useful for finding a job (60%), compared with those at the low end (51%).

**QB20.5 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

**Available after completing education and training e.g. when looking for a job**

	Total 'Agree'	Total 'Disagree'	Don't know
EU28	55%	18%	27%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	51%	18%	31%
Medium (5-6)	56%	18%	26%
High (7-10)	60%	18%	22%
<b>Level of education</b>			
Lower secondary level	54%	14%	32%
Upper second. level, general ed.	57%	17%	26%
Upper second. level, vocational ed. & training	60%	17%	23%
Post second., non-higher	58%	19%	23%
Higher education	56%	23%	21%
None of these	42%	13%	45%

**Base:** All respondents = 27,998

## VI. WHAT EUROPEANS LOOK FOR INFORMATION ON

This chapter looks at information about education, training and careers; specifically, whether respondents have looked for various types of information, how easy they found it to get the information they needed, and whether they are aware of European information points.

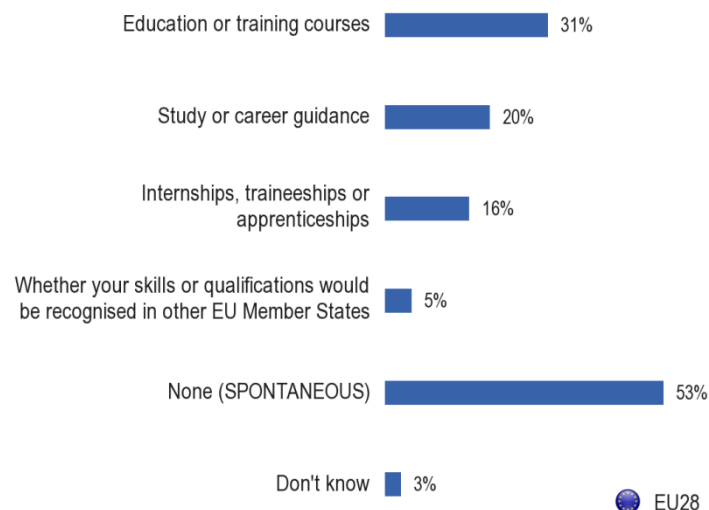
### 6.1. Areas of interest

#### - Just under half of EU citizens have looked for information on education, training and careers -

Respondents were asked whether they have ever looked for information about a number of topics related to education, training and careers. In total, **44% of EU citizens say that they have looked for information** of some kind. Respondents are most likely to have looked for information about education or training courses (31%), while 20% have looked for information on study or career guidance, and 16% information on internships, traineeships or apprenticeships.

Five per cent of respondents say that they have looked for information on whether their skills or qualifications would be recognised in other EU Member States<sup>23</sup>.

QB21. Have you ever looked for information about any of the following?



(Multiple answers possible)

Base: All respondents = 27,998

<sup>23</sup> QB21: 'Have you ever looked for information about any of the following?' Possible responses: 'Study or career guidance', 'Education or training courses', 'Internships, traineeships or apprenticeships', 'Whether your skills or qualifications would be recognised in other EU Member States', 'None', 'Don't know'.

Overall, respondents in EU15 countries are more likely than those in NMS13 countries to have looked for information on various issues. This applies specifically to information on education or training courses (33%, compared with 21%), study or career guidance (23%, compared with 10%), and internships, traineeships or apprenticeships (17%, compared with 12%).






























Looking at the findings for **individual Member States**, respondents in Denmark (63%), Sweden (61%), the Netherlands (56%) and Finland (52%) are most likely to say that they have looked for information about **education or training courses**. The lowest proportions are in Greece (10%), Portugal (13%) and Bulgaria (14%).

Sweden has by far the highest proportion of respondents who have looked for information on **study or career guidance** (51%), while the proportions are lowest in Bulgaria (4%), Hungary (5%), Italy (8%), Poland (8%) and Slovakia (8%).

Respondents in the Netherlands (31%), Finland (27%), France (27%) and Luxembourg (26%) are most likely to say that they have looked for information on **internships, traineeships or apprenticeships**, while the lowest proportions are in Bulgaria (6%), Italy (6%) and the Czech Republic (8%).

The highest proportions of respondents who have looked for information on **whether their skills or qualifications would be recognised in other EU Member States** are in Croatia (12%), Luxembourg (11%), Malta (10%) and Slovenia (10%). The lowest figures are in Greece, France, Poland and Portugal (3% in each case).

## QB21 Have you ever looked for information about any of the following?

		Education or training courses	Study or career guidance	Internships, traineeships or apprenticeships	Whether your skills or qualifications would be recognised in other EU Member States	None (SPONTANEOUS)	Don't know
	EU28	31%	20%	16%	5%	53%	3%
	BE	38%	20%	17%	5%	50%	1%
	BG	14%	4%	6%	8%	70%	5%
	CZ	28%	14%	8%	7%	40%	15%
	DK	63%	31%	21%	6%	29%	1%
	DE	27%	30%	17%	4%	49%	2%
	EE	43%	12%	14%	7%	45%	4%
	IE	38%	24%	13%	9%	46%	1%
	EL	10%	11%	11%	3%	73%	1%
	ES	32%	19%	15%	7%	58%	0%
	FR	39%	29%	27%	3%	44%	1%
	HR	21%	15%	10%	12%	54%	4%
	IT	19%	8%	6%	5%	66%	3%
	CY	17%	22%	11%	6%	60%	2%
	LV	37%	10%	10%	4%	50%	5%
	LT	18%	14%	9%	7%	65%	3%
	LU	41%	30%	26%	11%	42%	2%
	HU	16%	5%	11%	6%	70%	1%
	MT	38%	25%	12%	10%	47%	4%
	NL	56%	32%	31%	6%	31%	1%
	AT	41%	29%	19%	9%	43%	1%
	PL	21%	8%	14%	3%	62%	6%
	PT	13%	11%	9%	3%	72%	3%
	RO	19%	17%	11%	6%	58%	4%
	SI	22%	17%	21%	10%	54%	2%
	SK	26%	8%	9%	6%	60%	3%
	FI	52%	21%	27%	7%	35%	2%
	SE	61%	51%	20%	6%	27%	1%
	UK	41%	23%	13%	4%	48%	4%

**Highest percentage per country**

*Lowest percentage per country*

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

**Base:** All respondents = 27,998

Analysis by **socio-demographic groups** shows that there are differences by age, occupation and level of education.

**Younger people** are more likely than older people to have looked for information. For example, 37% of 15-24 year-olds say they have looked for information about study or career guidance, and this falls steadily to 9% among those aged 55 or over.

**Current students** are more likely than other respondents to have looked for the various types of information: 46% have looked for information on study or career guidance, 42% on education or training courses, and 32% on internships, traineeships or apprenticeships. The proportions are also high among **managers** in relation to information on study or career guidance (35%) and education or training courses (49%); and also among **unemployed** respondents in relation to education or training courses (40%).

**More highly educated** respondents are more likely to have looked for the various types of information. The differences are most pronounced in relation to information on education or training courses: 48% of respondents who completed higher education have looked for this type of information, falling to 18% of those who reached only lower secondary level, and 10% of those with no level of formal education.

QB21 Have you ever looked for information about any of the following? (MULTIPLE ANSWERS POSSIBLE)

	Study or career guidance	Education or training courses	Internships, traineeships or apprenticeships	Whether your skills or qualifications would be recognised in other EU Member States	None (SPONTANEOUS)	Don't know
EU28	20%	31%	16%	5%	53%	3%
<b>Age</b>						
15-24	37%	41%	32%	6%	28%	3%
25-39	28%	43%	22%	8%	38%	2%
40-54	21%	35%	14%	6%	50%	2%
55 +	9%	16%	6%	2%	74%	3%
<b>Socio-professional category</b>						
Self-employed	19%	30%	13%	8%	53%	2%
Managers	35%	49%	23%	9%	32%	2%
Other white collars	22%	35%	15%	5%	46%	2%
Manual workers	18%	33%	17%	6%	50%	3%
House persons	13%	21%	11%	2%	66%	3%
Unemployed	21%	40%	22%	6%	44%	3%
Retired	8%	14%	5%	2%	76%	3%
Students	46%	42%	32%	7%	26%	2%
<b>Level of education</b>						
Lower secondary level	12%	18%	10%	3%	68%	3%
Upper second. level, general ed.	18%	27%	13%	4%	57%	2%
Upper second. level, vocational ed. & training	15%	29%	15%	4%	55%	3%
Post second., non-higher	30%	41%	22%	7%	39%	3%
Higher education	35%	48%	23%	9%	33%	2%
None of these	4%	10%	7%	2%	80%	4%

(Multiple answers possible)

Base: All respondents = 27,998



## 6.2. Availability of information

### - The majority of respondents say they found it at least quite easy to find the information they needed on education, training and guidance, but a significant minority found it difficult -

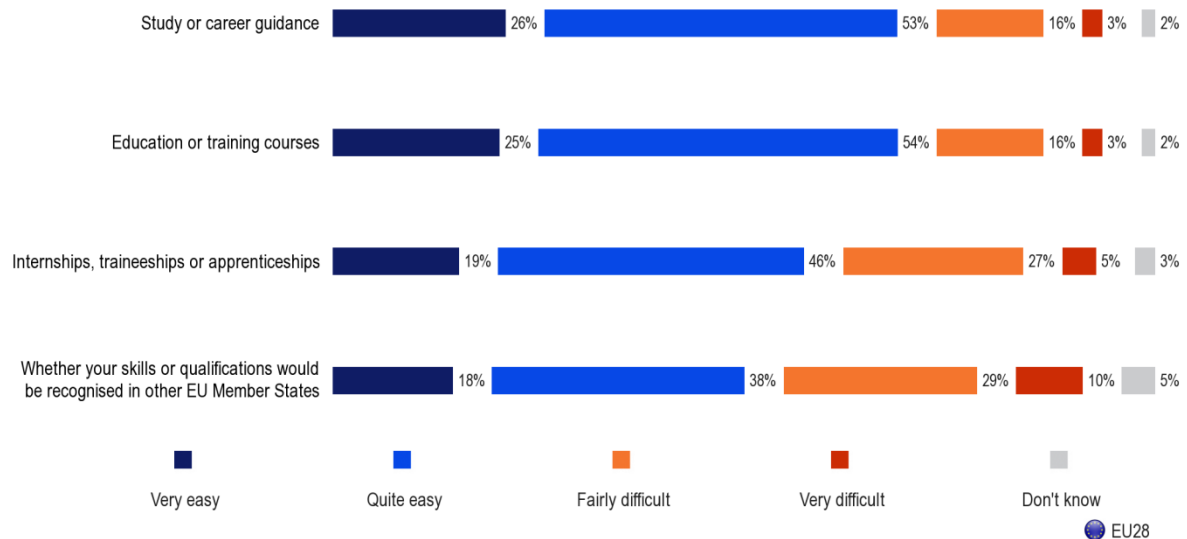
Respondents who said they had looked for each type of information were asked how easy it was to find the information they needed. Most respondents (79%) say that they found it at least quite easy to get this information about **study or career guidance**, including 26% who found it very easy. Around one in five (19%) found it difficult.

The figures are very similar in relation to information about **education or training courses**. The same proportion (79%) say that it was easy to find the information that they needed, including 25% who say that it was very easy, while 19% say they found it difficult to get this information.

Views are somewhat less positive towards information on **internships, traineeships or apprenticeships**. Although most respondents (65%) say they found it very or quite easy to get this information, around a third (32%) found it fairly or very difficult.

Respondents are more negative about information on **whether skills or qualifications would be recognised in other EU Member States**. While 56% say this information was easy to find, 39% found it difficult, including 10% who say that it was very difficult to get this type of information<sup>24</sup>.

QB22. How easy or difficult was it to find the information that you needed?

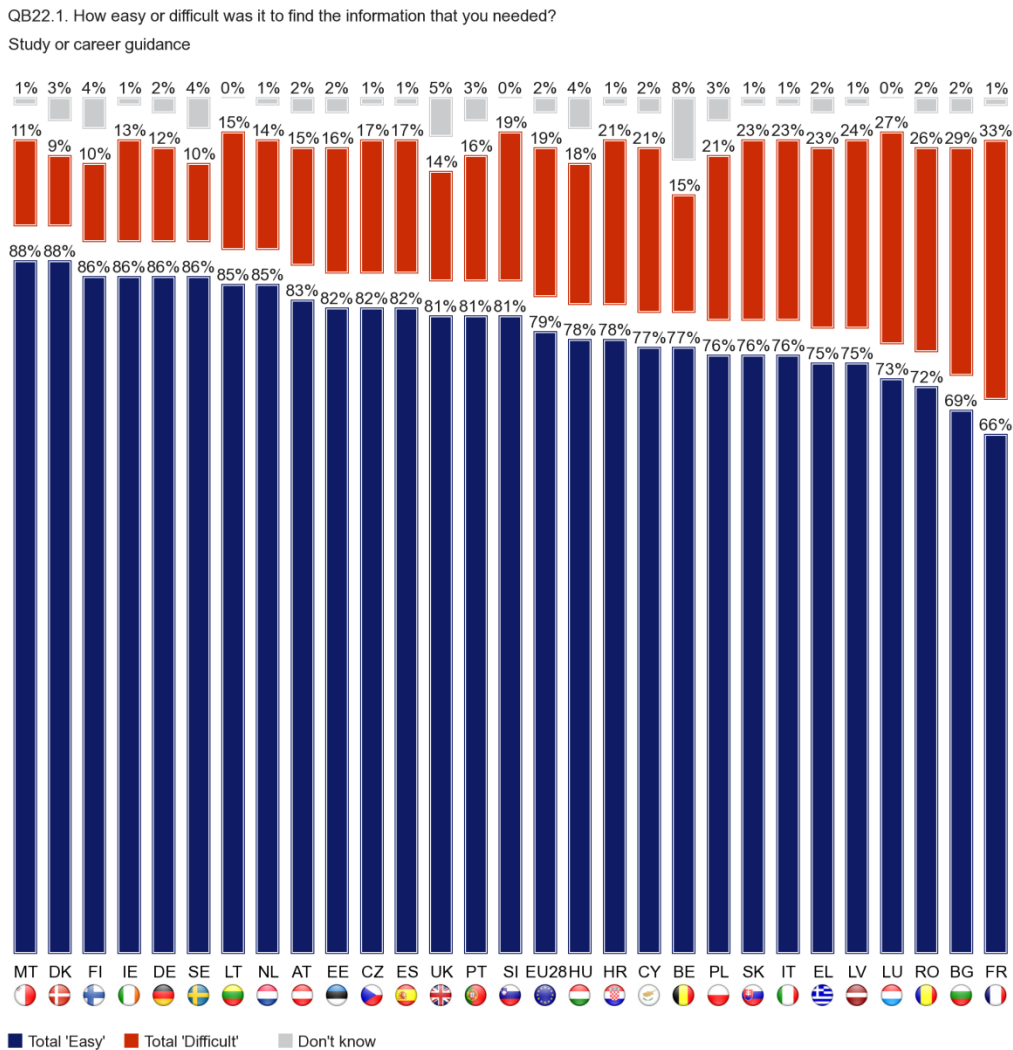


**Base:** Respondents who have looked for information on study or career guidance (5,711) / education or training courses (8,586) / internships, traineeships or apprenticeships (4,387) and whether their skills or qualifications would be recognised in other EU Member States (1,413)

<sup>24</sup> QB22: 'How easy or difficult was it to find the information that you needed? 1) Study or career guidance. 2) Education or training courses. 3) Internships, traineeships or apprenticeships. 4) Whether your skills or qualifications would be recognised in other EU Member States'. Possible responses: 'Very easy', 'Quite easy', 'Quite difficult', 'Very difficult', 'Don't know'.

There is little variation in the findings for **individual Member States** in relation to **study or career guidance**, with at least two-thirds of respondents in each country saying that it was easy to get the information they needed. Respondents are most likely to say that they found it easy to get this type of information in Malta (88%) and Denmark (88%). In addition, Ireland has a large proportion of respondents who say they found it very easy (42%).

Respondents are least positive in France (where 66% found it easy and 33% difficult) and in Bulgaria (69% and 29%, respectively).



**Base:** Respondents who have looked for information on study or career guidance = 5,711

The main variation across **socio-demographic groups** is by **age**. Younger people are more likely than older people to say that they found it easy to get the information they needed on **study or career guidance** (ranging from 87% of 15-24 year-olds to 71% of those aged 55 or over).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to say that it was easy to find the information they wanted (84%, compared with 72% of those at the low end). There are no differences by level of education.

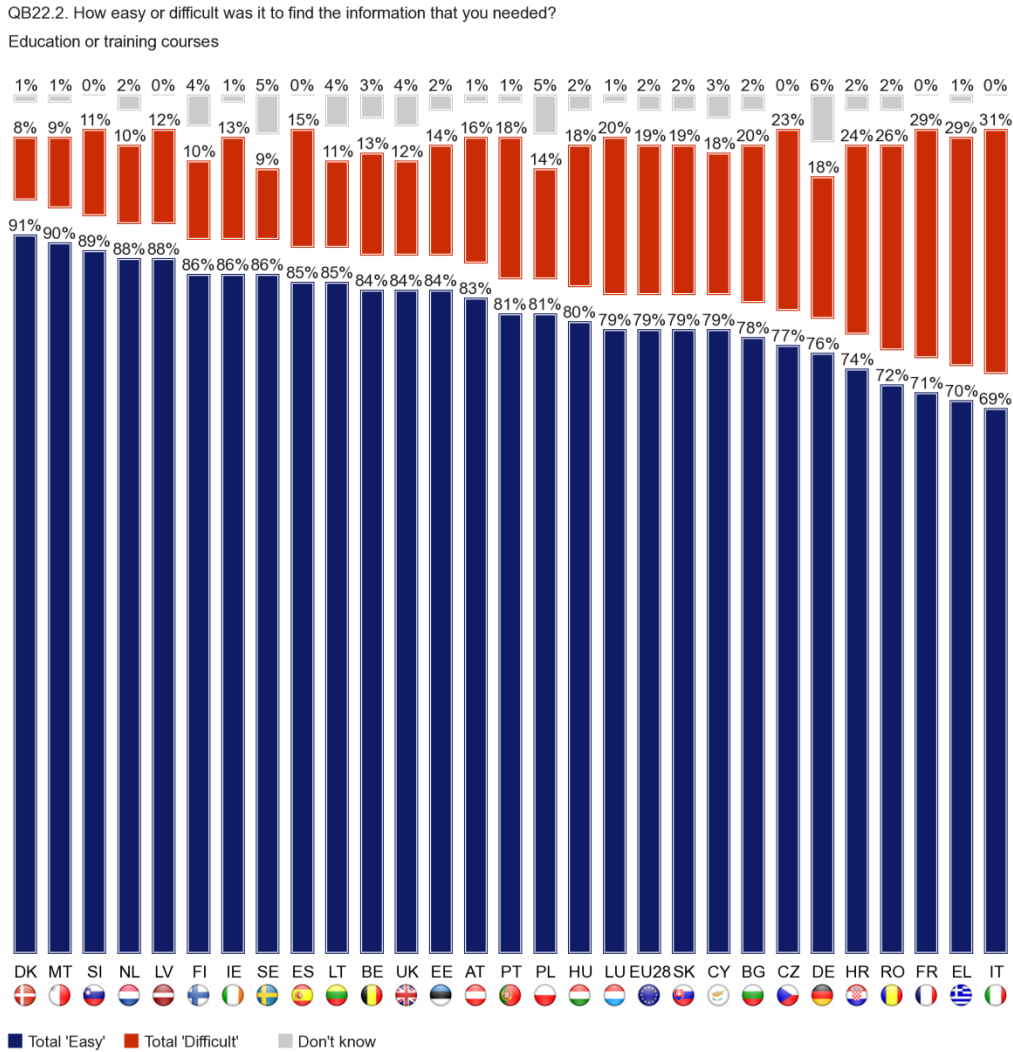
**QB22.1 How easy or difficult was it to find the information that you needed?**

Study or career guidance			
	Total 'Easy'	Total 'Difficult'	Don't know
EU28	79%	19%	2%
<b>Age</b>			
15-24	87%	12%	1%
25-39	81%	17%	2%
40-54	75%	22%	3%
55 +	71%	22%	7%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	72%	25%	3%
Medium (5-6)	79%	19%	2%
High (7-10)	84%	13%	3%

**Base:** Respondents who have looked for information on study or career guidance = 5,711

Respondents are most likely to say that they found it easy to get the information they needed on **education or training courses** in Denmark (91%), Malta (90%), Slovenia (89%), the Netherlands (88%) and Latvia (88%).

Respondents are least likely to have found it easy in Italy (69%), Greece (70%) and France (71%).



**Base:** Respondents who have looked for information on education or training courses = 8,586

**Younger people** are more likely than older people to say that they found it easy to get the information they needed on **education or training courses** (ranging from 83% of 15-24 year-olds to 73% of those aged 55 or over).

Findings are similar across different **educational levels**, except that respondents who reached only lower secondary level are less likely to say that they found it easy to get the information they needed (73%).

Respondents who place themselves at the **high end of the 'social staircase'** are more likely to say that it was easy to find the information they needed on education or training courses (84%, compared with 71% of those at the low end).

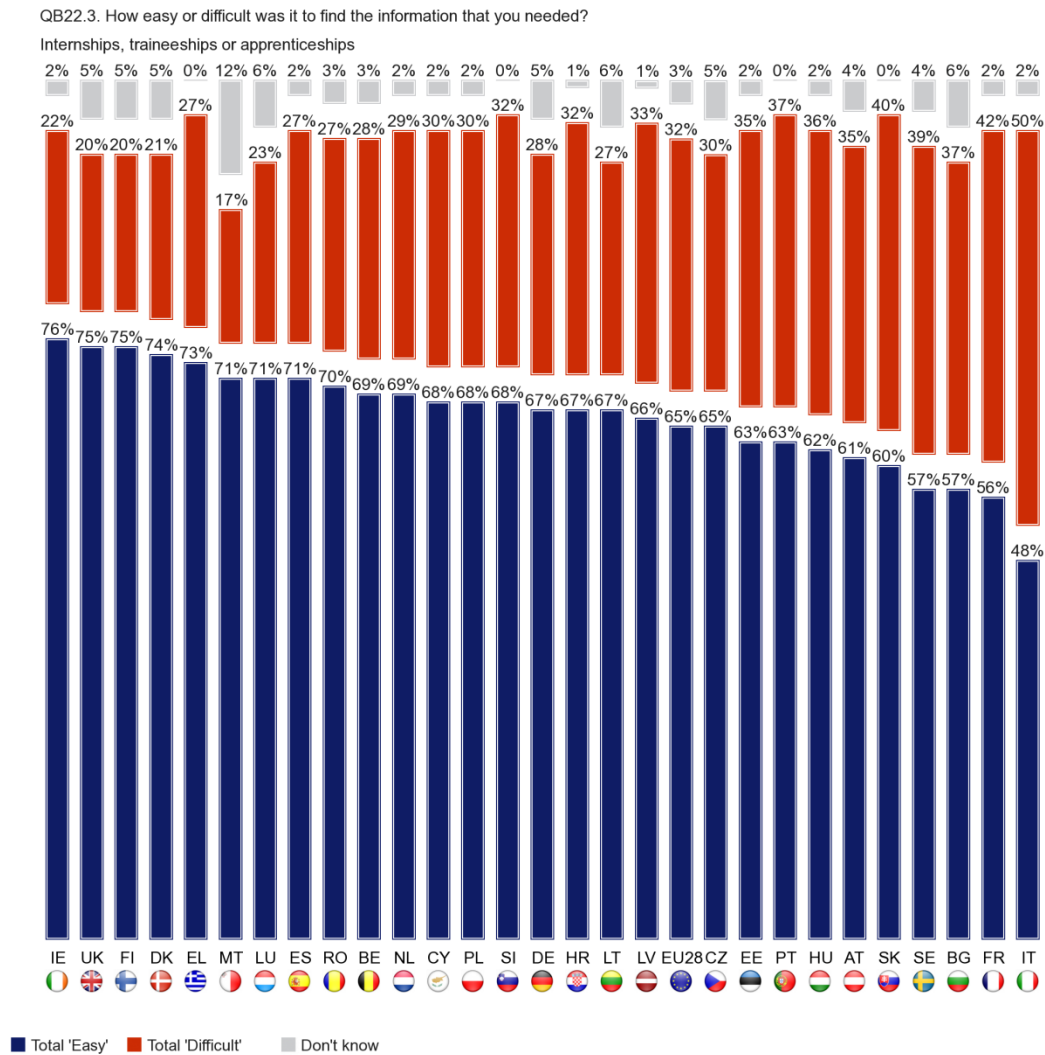
**QB22.2 How easy or difficult was it to find the information that you needed?**

**Education or training courses**

	Total 'Easy'	Total 'Difficult'	Don't know
EU28	79%	19%	2%
<b>Age</b>			
15-24	83%	15%	2%
25-39	81%	17%	2%
40-54	79%	19%	2%
55 +	73%	22%	5%
<b>Self-positioning on the social staircase</b>			
Low (1-4)	71%	27%	2%
Medium (5-6)	79%	18%	3%
High (7-10)	84%	14%	2%
<b>Level of education</b>			
Lower secondary level	73%	24%	3%
Upper second. level, general ed.	79%	19%	2%
Upper second. level, vocational ed. & training	79%	17%	4%
Post second., non-higher	81%	18%	1%
Higher education	81%	17%	2%
None of these	80%	15%	5%

**Base:** Respondents who have looked for information on education or training courses = 8,586

Ireland (76%), the UK (75%), Finland (75%) and Denmark (74%) have the highest proportions of respondents who say that it was easy to find the information they needed on **internships, traineeships or apprenticeships**. In several Member States, a third or more of respondents say that it was difficult to find the information they needed, with the highest proportions in Italy (50%) and France (42%).



**Base:** Respondents who have looked for information on internships, traineeships or apprenticeships = 4,387

The findings for information on **internships, traineeships or apprenticeships** are generally consistent across different **socio-demographic groups**.

The only variation is that respondents who place themselves at the **high end of the 'social staircase'** are more likely to say that it was easy to find the information they needed (69%, compared with 58% of those at the low end).

Only a small number of respondents tried to find **information on whether skills or qualifications would be recognised in other Member States**. It is therefore not possible to analyse the findings for individual Member States or by different socio-demographic groups.

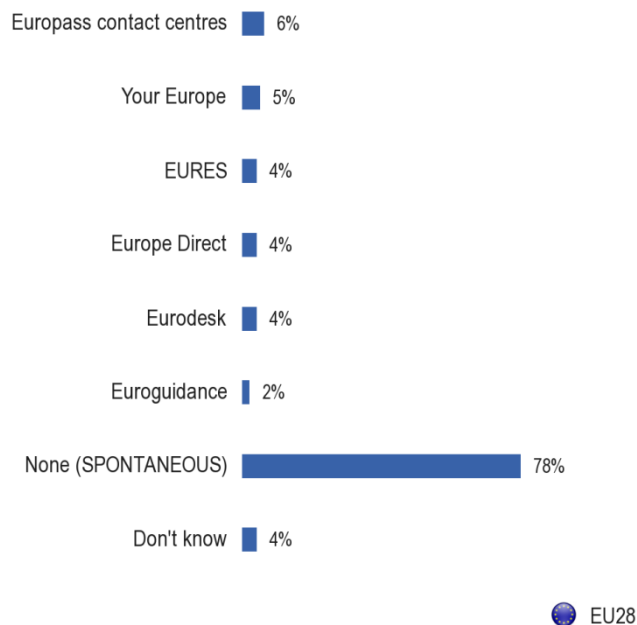
### 6.3. Awareness of European information points

#### - Only 18% of EU citizens say they are aware of at least one European information point or service -

Respondents were asked which of a number of European information points and services they were aware of.

Most respondents say that they have not heard of any of the European information points. Only **18% of EU citizens are aware of at least one** of them. The highest awareness is registered for the Europass contact centres (6%), while 5% say they are aware of 'Your Europe', and 4% say they have heard of each of the following: EURES, Europe Direct and Eurodesk. Only two per cent say they are aware of Euroguidance<sup>25</sup>.

QB23. Which of the following European information points and services are you aware of?



(Multiple answers possible)

Base: All respondents = 27,998

Looking at the findings for **individual Member States**, awareness of the various European contact points is highest in Malta, where 45% of respondents say they have heard of at least one of them. Specifically, a high proportion of respondents in Malta claim to be aware of EURES (19%) and 'Your Europe' (14%). Awareness of EURES is also high in Estonia (15%) and Slovenia (13%), while awareness of 'Your Europe' is high in Finland (12%).

<sup>25</sup> QB23: 'Which of the following European information points and services are you aware of?' Possible responses: 'Your Europe', 'Europass contact centres', 'EURES', 'Europe Direct', 'Eurodesk', 'Euroguidance', 'None', 'Don't know'.

Respondents in Croatia also show a high awareness of the different contact points (33% say they have heard of at least one of them). In particular, Croatia has the highest awareness of Europass contact centres (17%), with awareness also high in Latvia (16%).






























Awareness of Eurodesk is highest in the Netherlands (11%), while awareness of Euroguidance is highest in Bulgaria (10%). Respondents in Sweden are most likely to say they have heard of Europe Direct (10%).

Awareness of the various information points is lowest in the UK, where only 8% of respondents claim to be aware of any of the information points, and in France (10%).

Overall, respondents in NMS13 countries tend to have slightly higher awareness of the European contact points than those in EU15 countries (22% and 17%, respectively, are say they are aware of at least one of the contact points).



## QB23 Which of the following European information points and services are you aware of?

	Europass contact centres	Your Europe	EURES	Europe Direct	Eurodesk	Euroguidance	None (SPONTANEOUS)	Don't know
 EU28	6%	5%	4%	4%	4%	2%	78%	4%
 BE	3%	5%	3%	4%	7%	2%	80%	2%
 BG	6%	7%	3%	5%	2%	10%	74%	5%
 CZ	11%	10%	10%	6%	6%	1%	43%	26%
 DK	2%	7%	4%	5%	2%	1%	82%	4%
 DE	6%	6%	3%	4%	4%	1%	78%	3%
 EE	7%	5%	15%	7%	5%	1%	63%	8%
 IE	6%	5%	4%	5%	6%	5%	76%	4%
 EL	11%	4%	4%	5%	4%	2%	79%	3%
 ES	5%	2%	6%	4%	2%	1%	85%	1%
 FR	3%	2%	1%	3%	2%	1%	87%	3%
 HR	17%	10%	6%	4%	9%	3%	56%	11%
 IT	8%	8%	7%	3%	5%	3%	72%	4%
 CY	13%	6%	7%	7%	5%	2%	71%	6%
 LV	16%	6%	6%	7%	5%	1%	67%	5%
 LT	10%	5%	5%	6%	5%	4%	75%	2%
 LU	8%	4%	11%	7%	10%	4%	70%	5%
 HU	8%	8%	4%	7%	4%	2%	75%	1%
 MT	14%	14%	19%	9%	10%	7%	49%	6%
 NL	2%	4%	4%	4%	11%	1%	78%	3%
 AT	11%	9%	9%	7%	7%	4%	69%	2%
 PL	4%	5%	4%	3%	3%	0%	80%	6%
 PT	7%	6%	4%	9%	5%	1%	75%	4%
 RO	10%	8%	9%	4%	3%	2%	69%	7%
 SI	13%	8%	13%	5%	8%	2%	66%	3%
 SK	10%	7%	10%	7%	5%	2%	69%	4%
 FI	5%	12%	11%	5%	5%	2%	66%	5%
 SE	5%	7%	5%	10%	6%	3%	74%	4%
 UK	1%	2%	1%	3%	2%	2%	87%	5%

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

(Multiple answers possible)

Base: All respondents = 27,998

There is a large variation by **age group** in the levels of awareness of different European information points. The proportion of respondents who say they have heard of at least one of the information points ranges from 27% of 15-24 year-olds to 10% of those aged 55 or over. Specifically, respondents aged 15-24 are most likely to claim to be aware of Europass contact centres (10%), while those in the 25-39 age group have the highest awareness of EURES (8%).

Awareness of the various European information points is lower among those who are **less highly educated**. Just 12% of those who reached no more than lower secondary level say they are aware of at least one of the information points, and this is lower still (5%) among those with no formal educational level.

Respondents who place themselves at the **high end of the 'social staircase'** are more likely than those at the low end to say they are aware of at least one of the information points (23%, compared with 13%).

QB23 Which of the following European information points and services are you aware of? (MULTIPLE ANSWERS POSSIBLE)

	Europass contact centres	Your Europe	EURES	Europe Direct	Eurodesk	Euroguidance	None (SPONTANEOUS)	Don't know
EU28	6%	5%	4%	4%	4%	2%	78%	4%
<b>Age</b>								
15-24	10%	7%	4%	6%	6%	3%	68%	5%
25-39	7%	6%	8%	5%	6%	2%	72%	4%
40-54	5%	5%	4%	4%	3%	2%	78%	5%
55 +	3%	4%	2%	2%	2%	1%	86%	4%
<b>Self-positioning on the social staircase</b>								
Low (1-4)	4%	4%	3%	3%	3%	1%	82%	5%
Medium (5-6)	5%	5%	4%	4%	3%	1%	79%	4%
High (7-10)	7%	7%	6%	6%	6%	3%	72%	5%
<b>Level of education</b>								
Lower secondary level	3%	5%	2%	3%	2%	1%	84%	4%
Upper second. level, general ed.	7%	6%	5%	4%	3%	2%	76%	4%
Upper second. level, vocational ed. & training	5%	5%	4%	4%	3%	2%	78%	5%
Post second., non-higher	6%	6%	6%	5%	6%	2%	74%	4%
Higher education	8%	5%	7%	6%	6%	3%	73%	4%
None of these	2%	2%	0%	1%	1%	0%	92%	3%

(Multiple answers possible)

**Base:** All respondents = 27,998

## CONCLUSIONS

The survey provides important findings that relate to the **transparency and recognition of skills and qualifications**.

Just over half of respondents think that their qualifications would be recognised in other EU Member States, they are less certain as to whether experiences of working or studying in another Member State would be recognised in their own country. For example, 58% say that working in another EU Member State would be at least 'largely recognised' in their own country, but one in four of the respondents think this would be recognised only to some extent or not at all.

Significantly, six per cent of EU citizens say that they have tried to work or study in another EU Member State, including remote working or distance learning, but were not able to do so. In some cases, these respondents had difficulties related to their qualifications, most commonly because of a lack of information on whether their qualifications would be recognised in another Member State or because their qualifications were not recognised by prospective employers or education institutions.

The survey indicates that a large majority of EU citizens (95%) consider that skills can be gained outside of formal education, particularly foreign language skills and skills that can be used in different jobs. The workplace is seen as an important focus for gaining skills outside of formal education, either through work experience or work-based training.

The survey also examines the **resources and instruments** available to European citizens.

Awareness of the European Qualifications Framework is limited: just 21% have heard of the Framework, including 9% who say they know the EQF level to which their qualifications correspond.

Overall, when looking at a variety of tools that can be used to document skills and qualifications, the most commonly mentioned is the Europass CV (15%). Awareness of these methods varies considerably between individual Member States (e.g. 52% of respondents in Lithuania are aware of the Europass CV, compared with 4% in the UK).

Across the EU, around a quarter of respondents (24%) have used a career guidance service at some point. This varies considerably by Member State; in some countries, only 3% of respondents say they have used a career guidance service. The majority of EU citizens have positive views about the availability and usefulness of career guidance services.

In total, 44% of EU citizens say that they have looked for information about education, skills or training. This includes 5% who say that they have looked for information on whether their skills or qualifications would be recognised in other EU Member States, which also happens to be the information that respondents say is most difficult to find (39%).

When provided with a range of European information points, just six per cent of respondents say they are aware of Europass contact centres, while 5% are aware of 'Your Europe', and 4% have heard of each of the following: EURES, Europe Direct and Eurodesk. Two per cent are aware of Euroguidance.

The main variation in responses throughout the survey is by **level of education**. The main variations are as follows:

- More highly educated respondents are more likely to have studied abroad - both in other EU Member States and outside of the EU.
- People educated to a higher level are much more likely to say that their qualifications would be recognised in other Member States.
- Respondents who completed higher education have a much higher level of awareness of the European Qualifications Framework.
- More highly educated respondents are more likely to have heard of the various tools for documenting skills and qualifications.
- More highly educated respondents are more likely to have looked for information on various issues related to education, skills and training.

The survey also identified some broad **differences between EU15 countries and NMS13 countries**:

- Higher education is rated more highly in EU15 countries than NMS13 countries, although other types of education have similar ratings.
- Awareness of tools for documenting skills and qualifications tends to be higher in NMS13 countries than in EU15 countries, specifically in relation to the Europass CV (22%, compared with 14%), Diploma supplements (17%, compared with 12%) and Certificate supplements (15%, compared with 9%).
- Respondents in EU15 countries are more likely than those in NMS13 countries to have used a career guidance service (27%, compared with 13%).
- Respondents in EU15 countries are more likely than those in NMS13 countries to have looked for information on various issues related to education, skills and training.

## **ANNEXES**

## **TECHNICAL SPECIFICATIONS**

## **SPECIAL EUROBAROMETER 417**

### **European Area of Skills and Qualifications**

### **TECHNICAL SPECIFICATIONS**

Between the 26<sup>th</sup> April and the 11<sup>th</sup> of May 2014, TNS opinion & social, a consortium created between TNS political & social, TNS UK and TNS opinion, carried out the wave 81.3 of the EUROBAROMETER survey, on request of the EUROPEAN COMMISSION, Directorate-General for Communication, "Strategy, Corporate Communication Actions and Eurobarometer".

The SPECIAL EUROBAROMETER 417 (wave 81.3) covers the population of the respective nationalities of the 28 European Union Member States, resident in each of the Member States and aged 15 years and over.

The basic sample design applied in all states is a multi-stage, random (probability) one. In each country, a number of sampling points was drawn with probability proportional to population size (for a total coverage of the country) and to population density.

In order to do so, the sampling points were drawn systematically from each of the "administrative regional units", after stratification by individual unit and type of area. They thus represent the whole territory of the countries surveyed according to the EUROSTAT NUTS II (or equivalent) and according to the distribution of the resident population of the respective nationalities in terms of metropolitan, urban and rural areas. In each of the selected sampling points, a starting address was drawn, at random. Further addresses (every Nth address) were selected by standard "random route" procedures, from the initial address. In each household, the respondent was drawn, at random (following the "closest birthday rule"). All interviews were conducted face-to-face in people's homes and in the appropriate national language. As far as the data capture is concerned, CAPI (*Computer Assisted Personal Interview*) was used in those countries where this technique was available.

For each country a comparison between the sample and the universe was carried out. The Universe description was derived from Eurostat population data or from national statistics offices. For all countries surveyed, a national weighting procedure, using marginal and intercellular weighting, was carried out based on this Universe description. In all countries, gender, age, region and size of locality were introduced in the iteration procedure. For international weighting (i.e. EU averages), TNS Opinion & Social applies the official population figures as provided by EUROSTAT or national statistic offices. The total population figures for input in this post-weighting procedure are listed below.

ABBR.	COUNTRIES	INSTITUTES	N° INTERVIEWS	DATES		POPULATION 15+	PROPORTION EU28
				FIELDWORK			
BE	Belgium	TNS Dimarso	1.007	26/04/14	6/05/14	9.263.570	2,18%
BG	Bulgaria	TNS BBSS	1.066	26/04/14	5/05/14	6.294.563	1,48%
CZ	Czech Rep.	TNS Aisa	1.056	26/04/14	5/05/14	8.955.829	2,11%
DK	Denmark	TNS Gallup DK	1.007	26/04/14	9/05/14	4.625.032	1,09%
DE	Germany	TNS Infratest	1.546	26/04/14	6/05/14	71.283.580	16,79%
EE	Estonia	TNS Emor	1.043	26/04/14	5/05/14	1.113.355	0,26%
IE	Ireland	Behaviour & Attitudes	1.005	26/04/14	6/05/14	3.586.829	0,84%
EL	Greece	TNS ICAP	1.008	26/04/14	5/05/14	8.791.499	2,07%
ES	Spain	TNS Spain	1.039	26/04/14	6/05/14	39.506.853	9,31%
FR	France	TNS Sofres	1.027	26/04/14	5/05/14	51.668.700	12,17%
HR	Croatia	HENDAL	1.012	26/04/14	5/05/14	3.625.601	0,85%
IT	Italy	TNS Italia	1.007	26/04/14	6/05/14	51.336.889	12,09%
CY	Rep. Of Cyprus	CYMAR	500	26/04/14	5/05/14	724.084	0,17%
LV	Latvia	TNS Latvia	1.002	26/04/14	6/05/14	1.731.509	0,41%
LT	Lithuania	TNS LT	1.013	26/04/14	5/05/14	2.535.329	0,60%
LU	Luxembourg	TNS ILReS	504	26/04/14	7/05/14	445.806	0,11%
HU	Hungary	TNS Hoffmann	1.085	26/04/14	7/05/14	8.477.933	2,00%
MT	Malta	MISCO	501	26/04/14	6/05/14	360.045	0,08%
NL	Netherlands	TNS NIPO	1.032	26/04/14	6/05/14	13.901.653	3,27%
AT	Austria	ipr Umfrageforschung	1.000	26/04/14	11/05/14	7.232.497	1,70%
PL	Poland	TNS Polska	1.001	26/04/14	6/05/14	32.736.685	7,71%
PT	Portugal	TNS Portugal	1.008	26/04/14	6/05/14	8.512.269	2,01%
RO	Romania	TNS CSOP	1.062	26/04/14	6/05/14	16.880.465	3,98%
SI	Slovenia	RM PLUS	1.063	26/04/14	7/05/14	1.760.726	0,41%
SK	Slovakia	TNS Slovakia	1.057	26/04/14	7/05/14	4.580.260	1,08%
FI	Finland	TNS Gallup Oy	1.016	26/04/14	6/05/14	4.511.446	1,06%
SE	Sweden	TNS Sifo	1.025	26/04/14	11/05/14	7.944.034	1,87%
UK	United Kingdom	TNS UK	1.306	26/04/14	8/05/14	52.104.731	12,27%
<b>TOTAL EU28</b>			<b>27.998</b>	<b>26/04/14</b>	<b>11/05/14</b>	<b>424.491.772</b>	<b>100%*</b>

\* It should be noted that the total percentage shown in this table may exceed 100% due to rounding



Readers are reminded that survey results are estimations, the accuracy of which, everything being equal, rests upon the sample size and upon the observed percentage. With samples of about 1,000 interviews, the real percentages vary within the following confidence limits:

**Statistical Margins due to the sampling process  
(at the 95% level of confidence)**

*various sample sizes are in rows*

*various observed results are in columns*

	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	
	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	
N=50	6,0	8,3	9,9	11,1	12,0	12,7	13,2	13,6	13,8	13,9	N=50
N=500	1,9	2,6	3,1	3,5	3,8	4,0	4,2	4,3	4,4	4,4	N=500
N=1000	1,4	1,9	2,2	2,5	2,7	2,8	3,0	3,0	3,1	3,1	N=1000
N=1500	1,1	1,5	1,8	2,0	2,2	2,3	2,4	2,5	2,5	2,5	N=1500
N=2000	1,0	1,3	1,6	1,8	1,9	2,0	2,1	2,1	2,2	2,2	N=2000
N=3000	0,8	1,1	1,3	1,4	1,5	1,6	1,7	1,8	1,8	1,8	N=3000
N=4000	0,7	0,9	1,1	1,2	1,3	1,4	1,5	1,5	1,5	1,5	N=4000
N=5000	0,6	0,8	1,0	1,1	1,2	1,3	1,3	1,4	1,4	1,4	N=5000
N=6000	0,6	0,8	0,9	1,0	1,1	1,2	1,2	1,2	1,3	1,3	N=6000
N=7000	0,5	0,7	0,8	0,9	1,0	1,1	1,1	1,1	1,2	1,2	N=7000
N=7500	0,5	0,7	0,8	0,9	1,0	1,0	1,1	1,1	1,1	1,1	N=7500
N=8000	0,5	0,7	0,8	0,9	0,9	1,0	1,0	1,1	1,1	1,1	N=8000
N=9000	0,5	0,6	0,7	0,8	0,9	0,9	1,0	1,0	1,0	1,0	N=9000
N=10000	0,4	0,6	0,7	0,8	0,8	0,9	0,9	1,0	1,0	1,0	N=10000
N=11000	0,4	0,6	0,7	0,7	0,8	0,9	0,9	0,9	0,9	0,9	N=11000
N=12000	0,4	0,5	0,6	0,7	0,8	0,8	0,9	0,9	0,9	0,9	N=12000
N=13000	0,4	0,5	0,6	0,7	0,7	0,8	0,8	0,8	0,9	0,9	N=13000
N=14000	0,4	0,5	0,6	0,7	0,7	0,8	0,8	0,8	0,8	0,8	N=14000
N=15000	0,3	0,5	0,6	0,6	0,7	0,7	0,8	0,8	0,8	0,8	N=15000
	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	
	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	

## QUESTIONNAIRE

## B. SKILLS AND QUALIFICATIONS

- QB1** **What is the highest level of education or training that you have completed?**  
 (READ OUT – ONE ANSWER ONLY)
- |  |   |
|--|---|
| Lower secondary level  | 1 |
| Upper secondary level, general education   | 2 |
| Upper secondary level, general vocational education and training including apprenticeships | 3 |
| Post-secondary non-higher education  | 4 |
| Higher education   | 5 |
| None of these  | 6 |
| DK   | 7 |
- NEW*
- QB2: MAX. 3 ANSWERS*  
*QB2: CODES 7 AND 8 ARE EXCLUSIVE*
- QB2** **In your opinion, which of the following are the most important skills that education provides?**  
 (SHOW SCREEN – READ OUT – MAX. 3 ANSWERS)
- |  |    |
|--|----|
| Basic skills e.g. reading and writing, numeracy  | 1, |
| Specialised skills in specific subjects e.g. science, technology, law                    | 2, |
| Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic | 3, |
| Skills which can be used in different jobs e.g. problem solving, working with others     | 4, |
| Foreign language skills  | 5, |
| Other (SP.)  | 6, |
| None (SP.)   | 7  |
| DK   | 8  |
- NEW*
- QB3: CODES 6 AND 7 ARE EXCLUSIVE*
- QB3** **Which of the following skills do you think it is possible to obtain outside of formal education? By "outside of formal education", we mean outside schools, vocational education and training and university.**  
 (SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)
- |  |    |
|--|----|
| Basic skills e.g. reading and writing, numeracy  | 1, |
| Specialised skills in specific subjects e.g. science, technology, law                    | 2, |
| Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic | 3, |
| Skills which can be used in different jobs e.g. problem solving, working with others     | 4, |
| Foreign language skills  | 5, |
| None (SP.)   | 6  |
| DK   | 7  |
- NEW*

**ASK QB4 IF "THINK IT IS POSSIBLE TO OBTAIN SKILLS OUTSIDE OF FORMAL EDUCATION", CODE 1 TO 5 IN QB3 – OTHERS GO TO QB5**

*QB4: CODES 9 AND 10 ARE EXCLUSIVE*

**QB4 Where or how would you be able to obtain these skills outside of formal education?**

(SHOW SCREEN – READ OUT– MULTIPLE ANSWERS POSSIBLE)

Work experience	1,
Training in work or on the job	2,
Voluntary work or experience	3,
Self-education	4,
Courses other than school, vocational education and training or university	5,
Online courses which are not part of a formal educational programme	6,
Travelling, living or working abroad	7,
Other (SP.)	8,
None (SP.)	9
DK	10

*NEW*

**ASK ALL**

*QB5: MAX. 3 ANSWERS*

*QB5: CODE 10 IS EXCLUSIVE*

(By "teacher", we mean anyone who educates others. This includes school teachers, professors, lecturers, vocational trainers, etc.)

**QB5 In your opinion, which of the following are the most important aspects of education?**

(SHOW SCREEN – READ OUT – MAX. 3 ANSWERS)

The teacher's expertise or subject knowledge	1,
The teacher's ability to engage and motivate the students	2,
The teacher's ability to ensure an orderly learning environment	3,
Learning environments that stimulate students' creativity and curiosity	4,
Learning methods that use computers, the Internet or digital content	5,
Learning environments that encourage social and cultural diversity	6,
Periods of study abroad or exchanges with students from other countries	7,
Practical work experience with a company or organisation	8,
Other (SP.)	9,
DK	10

*NEW*

QB6: CODES 10 AND 11 ARE EXCLUSIVE

**QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

The teacher's expertise or subject knowledge	1,
The teacher's ability to engage and motivate the students	2,
The teacher's ability to ensure an orderly learning environment	3,
Learning environments that stimulate students' creativity and curiosity	4,
Learning methods that use computers, the Internet or digital content	5,
Learning environments that encourage social and cultural diversity	6,
Periods of study abroad or exchanges with students from other countries	7,
Practical work experience with a company or organisation	8,
Other (SP.)	9,
None (SP.)	10
DK	11

NEW

**QB7 How would you rate the quality of the education and training you received personally...?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

		Very good	Fairly good	Fairly bad	Very bad	Not applicable (SP.)	DK
1	At school	1	2	3	4	5	6
2	In vocational education	1	2	3	4	5	6
3	In higher education	1	2	3	4	5	6
4	In courses for adults e.g. evening classes, refresher courses	1	2	3	4	5	6
5	Through online education e.g. online degrees, online courses, web seminars	1	2	3	4	5	6

NEW

**QB8 To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?**

(READ OUT – ONE ANSWER ONLY)

Totally agree	1
Tend to agree	2
Tend to disagree	3
Totally disagree	4
DK	5

NEW

**QB9 Do you think that qualifications from your education or training would be recognised in other EU Member States? By "recognised", we mean that they can be used for work or further education.**

(ONE ANSWER ONLY)

Yes 1  
 No 2  
 Not applicable/ no qualifications (SP.) 3  
 DK 4

NEW

*QB10: CODES 3 AND 4 ARE EXCLUSIVE IN EACH ITEM*

**QB10 Have you ever spent time in another EU Member State or outside of the EU...?**

(SHOW SCREEN WITH SCALE – READ OUT – MULTIPLE ANSWERS PER LINE)

		Yes, in another EU Member State	Yes, outside of the EU	No	DK
1	Studying	1,	2,	3	4
2	On a traineeship or internship	1,	2,	3	4
3	Working	1,	2,	3	4

NEW

*QB11: CODES 5 AND 6 ARE EXCLUSIVE*

**QB11 Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses.**

(READ OUT – MULTIPLE ANSWERS POSSIBLE)

Yes, worked in another EU Member State 1,  
 Yes, worked outside of the EU 2,  
 Yes, studied in another EU Member State 3,  
 Yes, studied outside of the EU 4,  
 No 5  
 DK 6

NEW

**QB12 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)? By "recognised" we mean that they can be used for work or further education.**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	DK
1	Studying in another EU Member State	1	2	3	4	5
2	Working in another EU Member State	1	2	3	4	5
3	Traineeships or internships in another EU Member State	1	2	3	4	5
4	Studying online with an institution located in another EU Member State	1	2	3	4	5
5	Working remotely for a company located in another EU Member State	1	2	3	4	5

NEW

*QB13: CODES 3 AND 4 ARE EXCLUSIVE*

**QB13 Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so?**

(READ OUT – MULTIPLE ANSWERS POSSIBLE)

Yes, tried to study in another EU Member State 1,  
 Yes, tried to work in another EU Member State 2,  
 No 3  
 DK 4

NEW

**ASK QB14 IF "UNSUCCESSFULLY TRIED TO STUDY OR WORK ABROAD", CODE 1 OR 2 IN QB13 – OTHERS GO TO QB15**

*QB14: CODES 6 AND 7 ARE EXCLUSIVE*

**QB14 Which difficulties related to your qualifications did you experience?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

Your qualifications were not accepted by prospective employer 1,  
 Your qualifications were not recognised by educational institution 2,  
 You did not have enough information on whether your qualifications would be recognised in another EU Member State 3,  
 You did not have enough information on opportunities for grants and scholarships 4,  
 Other (SP.) 5,  
 None (SP.) 6  
 DK 7

NEW

**ASK ALL****QB15 Do you know to which level of the European Qualifications Framework your qualifications correspond?**

(READ OUT – ONE ANSWER ONLY)

Yes	1
No, but you have heard of the European Qualifications Framework	2
No, and you have not heard of the European Qualifications Framework	3
Not applicable/ no qualifications (SP.)	4
DK	5

*NEW***QB16 In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?**

(ONE ANSWER ONLY)

Yes	1
No	2
DK	3

*NEW**QB17: CODES 7 AND 8 ARE EXCLUSIVE***QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

Europass CV	1,
Europass Mobility	2,
Language passport	3,
Diploma supplements (for Higher Education)	4,
Certificate supplements (for Vocational Education)	5,
Youthpass	6,
None (SP.)	7
DK	8

*NEW***QB18 Have you ever used a career guidance service?**

(READ OUT – ONE ANSWER ONLY)

Yes	1
No, you have never had access to a career guidance service	2
No, for another reason	3
DK	4

*NEW*



**ASK QB19 IF "HAS USED A CAREER GUIDANCE SERVICE", CODE 1 IN QB18 – OTHERS GO TO QB20**

*QB19: CODE 7 IS EXCLUSIVE*

**QB19 When have you used a career guidance service?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

- While still in education 1,
- When looking for additional education or training opportunities 2,
- When looking for a job (first job or a new job) 3,
- When looking for opportunities to work or study in another EU Member State 4,
- To find out whether knowledge and skills you have acquired outside formal education would be recognised 5,
- Other (SP.) 6,
- DK 7

*NEW*

**ASK ALL**

**QB20 Thinking about career guidance services, to what extent do you agree or disagree with the following statements? Career guidance services are...**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK
1	Useful for making the right choice for further studies	1	2	3	4	5
2	Useful for finding a job	1	2	3	4	5
3	Useful for finding opportunities to work or study in another EU Member State	1	2	3	4	5
4	Available throughout education e.g. schools, higher education, vocational education	1	2	3	4	5
5	Available after completing education and training e.g. when looking for a job	1	2	3	4	5

*NEW*

*QB21: CODES 5 AND 6 ARE EXCLUSIVE*

**QB21 Have you ever looked for information about any of the following?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

- Study or career guidance 1,
- Education or training courses 2,
- Internships, traineeships or apprenticeships 3,
- Whether your skills or qualifications would be recognised in other EU Member States 4,
- None (SP.) 5
- DK 6

*NEW*

**ASK QB22 IF "HAS LOOKED FOR INFORMATION", CODE 1 TO 4 IN QB21 – OTHERS GO TO QB23**

**QB22 How easy or difficult was it to find the information that you needed?**

(SHOW SCREEN WITH SCALE – READ OUT – ONE ANSWER PER LINE)

		Very easy	Quite easy	Quite difficult	Very difficult	DK
1	Study or career guidance	1	2	3	4	5
2	Education or training courses	1	2	3	4	5
3	Internships, traineeships or apprenticeships	1	2	3	4	5
4	Whether your skills or qualifications would be recognised in other EU Member States	1	2	3	4	5

NEW

**ASK ALL**

*QB23: ROTATE CODES 1 TO 6*

*QB23: CODES 7 AND 8 ARE EXCLUSIVE*

**QB23 Which of the following European information points and services are you aware of?**

(SHOW SCREEN – READ OUT – MULTIPLE ANSWERS POSSIBLE)

Your Europe	1,
Europass contact centres	2,
EURES	3,
Europe Direct	4,
Eurodesk	5,
Euroguidance	6,
None (SP.)	7
DK	8






























NEW

## TABLES

QB1 Quel est le plus haut niveau d'éducation ou de formation que vous avez obtenu ?

QB1 What is the highest level of education or training that you have completed?






























QB1 Welches ist Ihr höchster Schul-, Hochschul- oder Berufsausbildungsabschluss?

		Enseignement secondaire du premier cycle	Enseignement secondaire du deuxième cycle, enseignement général	Enseignement secondaire du deuxième cycle, enseignement et formation professionnels généraux, dont l'apprentissage	Enseignement post- secondaire non supérieur
		Lower secondary level	Upper secondary level, general education	Upper secondary level, general vocational education and training including apprenticeships	Post-secondary non-higher education
		Sekundarstufe 1	Sekundarstufe 2, Allgemeinbildung	Sekundarstufe 2, Berufsausbildung, einschließlich der Lehrlingsausbildung	Postsekundäre Bildung, keine Hochschulbildung
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	21	18	23	7
	BE	16	21	23	25
	BG	19	22	30	6
	CZ	10	12	59	8
	DK	17	6	34	1
	DE	34	8	28	8
	EE	14	19	23	12
	IE	14	24	11	11
	EL	26	28	13	4
	ES	21	17	13	6
	FR	16	9	24	7
	HR	14	14	47	5
	IT	31	38	10	2
	CY	17	28	9	9
	LV	13	21	34	0
	LT	13	17	16	18
	LU	16	13	22	8
	HU	13	15	34	12
	MT	8	35	10	17
	NL	9	9	23	13
	AT	19	12	34	18
	PL	11	14	39	4
	PT	33	26	12	3
	RO	21	30	20	7
	SI	16	20	38	2
	SK	15	24	40	2
	FI	21	9	29	15
	SE	14	16	14	9
	UK	13	20	16	9

QB1 Quel est le plus haut niveau d'éducation ou de formation que vous ayez obtenu ?

QB1 What is the highest level of education or training that you have completed?






























QB1 Welches ist Ihr höchster Schul-, Hochschul- oder Berufsausbildungsabschluss?

		Enseignement supérieur	Rien de tout cela	Ne sais pas
		Higher education	None of these	Don't know
		Akademische Bildung	Nichts davon	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>25</b>	<b>6</b>	<b>0</b>
	BE	<b>12</b>	<b>3</b>	<b>0</b>
	BG	<b>21</b>	<b>2</b>	<b>0</b>
	CZ	<b>11</b>	<b>0</b>	<b>0</b>
	DK	<b>41</b>	<b>1</b>	<b>0</b>
	DE	<b>20</b>	<b>2</b>	<b>0</b>
	EE	<b>31</b>	<b>1</b>	<b>0</b>
	IE	<b>33</b>	<b>7</b>	<b>0</b>
	EL	<b>22</b>	<b>7</b>	<b>0</b>
	ES	<b>19</b>	<b>24</b>	<b>0</b>
	FR	<b>37</b>	<b>7</b>	<b>0</b>
	HR	<b>18</b>	<b>2</b>	<b>0</b>
	IT	<b>13</b>	<b>6</b>	<b>0</b>
	CY	<b>26</b>	<b>11</b>	<b>0</b>
	LV	<b>30</b>	<b>2</b>	<b>0</b>
	LT	<b>34</b>	<b>2</b>	<b>0</b>
	LU	<b>33</b>	<b>8</b>	<b>0</b>
	HU	<b>17</b>	<b>9</b>	<b>0</b>
	MT	<b>19</b>	<b>11</b>	<b>0</b>
	NL	<b>42</b>	<b>4</b>	<b>0</b>
	AT	<b>16</b>	<b>1</b>	<b>0</b>
	PL	<b>18</b>	<b>13</b>	<b>1</b>
	PT	<b>13</b>	<b>13</b>	<b>0</b>
	RO	<b>19</b>	<b>3</b>	<b>0</b>
	SI	<b>23</b>	<b>1</b>	<b>0</b>
	SK	<b>19</b>	<b>0</b>	<b>0</b>
	FI	<b>25</b>	<b>1</b>	<b>0</b>
	SE	<b>46</b>	<b>0</b>	<b>1</b>
	UK	<b>40</b>	<b>2</b>	<b>0</b>

QB2 D'après vous, quels sont les compétences les plus importantes que transmet le système éducatif ?  
(MAX. 3 REPONSES)

QB2 In your opinion, which of the following are the most important skills that education provides?  
(MAX. 3 ANSWERS)






























QB2 Was sind Ihrer Meinung nach die wichtigsten Fähigkeiten, die durch das Bildungssystem vermittelt werden? (MAXIMAL  
3 NENNUNGEN)

		Les compétences de base comme lire et écrire ou le calcul	Des compétences spécialisées dans des matières spécifiques comme les sciences, la technologie ou le droit	Des compétences spécifiques à un emploi comme pour devenir ingénieur, comptable, coiffeur, infirmière ou mécanicien
		Basic skills e.g. reading and writing, numeracy	Specialised skills in specific subjects e.g. science, technology, law	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic
		Grundlegende Fähigkeiten, wie z. B. Lesen, Schreiben und Rechnen	Fachkenntnisse in bestimmten Fächern, z. B. Wissenschaft, Technik, Recht	Berufsspezifische Fähigkeiten, um z. B. Ingenieur, Buchhalter, Friseur, Krankenpfleger oder Mechaniker zu werden
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>62</b>	<b>26</b>	<b>34</b>
	BE	<b>63</b>	<b>30</b>	<b>37</b>
	BG	<b>51</b>	<b>26</b>	<b>46</b>
	CZ	<b>54</b>	<b>23</b>	<b>41</b>
	DK	<b>57</b>	<b>26</b>	<b>33</b>
	DE	<b>73</b>	<b>26</b>	<b>23</b>
	EE	<b>54</b>	<b>34</b>	<b>37</b>
	IE	<b>61</b>	<b>24</b>	<b>30</b>
	EL	<b>64</b>	<b>41</b>	<b>37</b>
	ES	<b>57</b>	<b>30</b>	<b>37</b>
	FR	<b>69</b>	<b>24</b>	<b>30</b>
	HR	<b>43</b>	<b>23</b>	<b>40</b>
	IT	<b>52</b>	<b>31</b>	<b>30</b>
	CY	<b>63</b>	<b>27</b>	<b>26</b>
	LV	<b>48</b>	<b>24</b>	<b>41</b>
	LT	<b>52</b>	<b>25</b>	<b>44</b>
	LU	<b>63</b>	<b>22</b>	<b>27</b>
	HU	<b>57</b>	<b>17</b>	<b>46</b>
	MT	<b>61</b>	<b>29</b>	<b>40</b>
	NL	<b>68</b>	<b>24</b>	<b>40</b>
	AT	<b>68</b>	<b>23</b>	<b>24</b>
	PL	<b>44</b>	<b>18</b>	<b>45</b>
	PT	<b>62</b>	<b>30</b>	<b>29</b>
	RO	<b>61</b>	<b>19</b>	<b>38</b>
	SI	<b>51</b>	<b>21</b>	<b>43</b>
	SK	<b>48</b>	<b>22</b>	<b>48</b>
	FI	<b>61</b>	<b>17</b>	<b>43</b>
	SE	<b>62</b>	<b>30</b>	<b>32</b>
	UK	<b>68</b>	<b>24</b>	<b>35</b>

QB2 D'après vous, quels sont les compétences les plus importantes que transmet le système éducatif ?  
(MAX. 3 REponses)

QB2 In your opinion, which of the following are the most important skills that education provides?  
(MAX. 3 ANSWERS)






























QB2 Was sind Ihrer Meinung nach die wichtigsten Fähigkeiten, die durch das Bildungssystem vermittelt werden?  
(MAXIMAL 3 NENNUNGEN)

		Des compétences qui peuvent être utilisées dans différents emplois comme résoudre des problèmes ou travailler avec les autres Skills which can be used in different jobs e.g. problem solving, working with others Fähigkeiten, die in unterschiedlichen Berufen einsetzbar sind, z. B. Problemlösung, Teamarbeit	Des compétences en langues étrangères Foreign language skills Fremdsprachenkenntnisse	Autre (SPONTANE) Other (SPONTANEOUS) Sonstige (SPONTAN)	Aucun (SPONTANE) None (SPONTANEOUS) Keine (SPONTAN)	Ne sais pas Don't know Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>30</b>	<b>24</b>	<b>1</b>	<b>1</b>	<b>1</b>
	BE	<b>31</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>
	BG	<b>21</b>	<b>22</b>	<b>0</b>	<b>1</b>	<b>2</b>
	CZ	<b>30</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>0</b>
	DK	<b>52</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>0</b>
	DE	<b>27</b>	<b>35</b>	<b>1</b>	<b>0</b>	<b>0</b>
	EE	<b>30</b>	<b>34</b>	<b>1</b>	<b>0</b>	<b>0</b>
	IE	<b>47</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>0</b>
	EL	<b>18</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>0</b>
	ES	<b>30</b>	<b>19</b>	<b>2</b>	<b>1</b>	<b>2</b>
	FR	<b>28</b>	<b>24</b>	<b>1</b>	<b>1</b>	<b>1</b>
	HR	<b>31</b>	<b>31</b>	<b>0</b>	<b>1</b>	<b>0</b>
	IT	<b>29</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>1</b>
	CY	<b>22</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>1</b>
	LV	<b>33</b>	<b>35</b>	<b>1</b>	<b>0</b>	<b>1</b>
	LT	<b>27</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>1</b>
	LU	<b>29</b>	<b>43</b>	<b>2</b>	<b>0</b>	<b>1</b>
	HU	<b>23</b>	<b>22</b>	<b>1</b>	<b>1</b>	<b>1</b>
	MT	<b>26</b>	<b>28</b>	<b>1</b>	<b>1</b>	<b>0</b>
	NL	<b>44</b>	<b>17</b>	<b>1</b>	<b>0</b>	<b>0</b>
	AT	<b>28</b>	<b>37</b>	<b>1</b>	<b>1</b>	<b>0</b>
	PL	<b>30</b>	<b>27</b>	<b>1</b>	<b>1</b>	<b>2</b>
	PT	<b>20</b>	<b>22</b>	<b>1</b>	<b>1</b>	<b>2</b>
	RO	<b>15</b>	<b>21</b>	<b>1</b>	<b>2</b>	<b>3</b>
	SI	<b>24</b>	<b>30</b>	<b>2</b>	<b>0</b>	<b>0</b>
	SK	<b>28</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>1</b>
	FI	<b>35</b>	<b>31</b>	<b>1</b>	<b>0</b>	<b>0</b>
	SE	<b>51</b>	<b>17</b>	<b>2</b>	<b>0</b>	<b>0</b>
	UK	<b>37</b>	<b>12</b>	<b>1</b>	<b>1</b>	<b>2</b>

QB3 Parmi les compétences suivantes, d'après vous, quelles sont celles qu'il est possible d'acquérir en dehors de l'enseignement officiel ? (PLUSIEURS REPONSES POSSIBLES)

QB3 Which of the following skills do you think it is possible to obtain outside of formal education? (MULTIPLE ANSWERS POSSIBLE)

QB3 Welche der folgenden Fähigkeiten lassen sich Ihrer Meinung nach außerhalb des formalen Bildungssystems erwerben? Mit "außerhalb des formalen Bildungssystems" meinen wir außerhalb der Schule, der Berufsbildung und der Hochschulbildung. (MEHRFACHNENNUNGEN MÖGLICH)






























		Les compétences de base comme lire et écrire ou le calcul	Des compétences spécialisées dans des matières spécifiques comme les sciences, la technologie ou le droit	Des compétences spécifiques à un emploi comme pour devenir ingénieur, comptable, coiffeur, infirmière ou mécanicien
		Basic skills e.g. reading and writing, numeracy	Specialised skills in specific subjects e.g. science, technology, law	Job-specific skills e.g. to become an engineer, accountant, hairdresser, nurse, mechanic
		Grundlegende Fähigkeiten, wie z. B. Lesen, Schreiben und Rechnen	Fachkenntnisse in bestimmten Fächern, z. B. Wissenschaft, Technik, Recht	Berufsspezifische Fähigkeiten, um z. B. Ingenieur, Buchhalter, Friseur, Krankenpfleger oder Mechaniker zu werden
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>29</b>	<b>29</b>	<b>44</b>
	BE	<b>28</b>	<b>27</b>	<b>39</b>
	BG	<b>16</b>	<b>20</b>	<b>46</b>
	CZ	<b>18</b>	<b>27</b>	<b>36</b>
	DK	<b>39</b>	<b>27</b>	<b>35</b>
	DE	<b>28</b>	<b>44</b>	<b>46</b>
	EE	<b>29</b>	<b>25</b>	<b>33</b>
	IE	<b>43</b>	<b>22</b>	<b>46</b>
	EL	<b>24</b>	<b>27</b>	<b>44</b>
	ES	<b>28</b>	<b>17</b>	<b>36</b>
	FR	<b>39</b>	<b>22</b>	<b>38</b>
	HR	<b>26</b>	<b>16</b>	<b>26</b>
	IT	<b>16</b>	<b>30</b>	<b>50</b>
	CY	<b>23</b>	<b>23</b>	<b>53</b>
	LV	<b>32</b>	<b>21</b>	<b>35</b>
	LT	<b>42</b>	<b>33</b>	<b>51</b>
	LU	<b>35</b>	<b>21</b>	<b>32</b>
	HU	<b>26</b>	<b>26</b>	<b>39</b>
	MT	<b>46</b>	<b>27</b>	<b>50</b>
	NL	<b>22</b>	<b>37</b>	<b>51</b>
	AT	<b>23</b>	<b>48</b>	<b>52</b>
	PL	<b>23</b>	<b>17</b>	<b>39</b>
	PT	<b>32</b>	<b>20</b>	<b>34</b>
	RO	<b>29</b>	<b>29</b>	<b>41</b>
	SI	<b>25</b>	<b>23</b>	<b>46</b>
	SK	<b>17</b>	<b>21</b>	<b>41</b>
	FI	<b>29</b>	<b>29</b>	<b>33</b>
	SE	<b>39</b>	<b>17</b>	<b>28</b>
	UK	<b>46</b>	<b>32</b>	<b>61</b>



QB3 Parmi les compétences suivantes, d'après vous, quelles sont celles qu'il est possible d'acquérir en dehors de l'enseignement officiel ? (PLUSIEURS REPOSES POSSIBLES)

QB3 Which of the following skills do you think it is possible to obtain outside of formal education? (MULTIPLE ANSWERS POSSIBLE)






























QB3 Welche der folgenden Fähigkeiten lassen sich Ihrer Meinung nach außerhalb des formalen Bildungssystems erwerben? Mit "außerhalb des formalen Bildungssystems" meinen wir außerhalb der Schule, der Berufsbildung und der Hochschulbildung. (MEHRFACHNENNUNGEN MÖGLICH)

		Des compétences qui peuvent être utilisées dans différents emplois comme résoudre des problèmes ou travailler avec les autres  Skills which can be used in different jobs e.g. problem solving, working with others  Fähigkeiten, die in unterschiedlichen Berufen einsetzbar sind, z. B. Problemlösung, Teamarbeit	Des compétences en langues étrangères  Foreign language skills  Fremdsprachenkenntnisse	Aucun (SPONTANE)  None (SPONTANEOUS)  Keine (SPONTAN)	Ne sais pas  Don't know  Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>52</b>	<b>54</b>	<b>3</b>	<b>3</b>
	BE	<b>59</b>	<b>63</b>	<b>3</b>	<b>1</b>
	BG	<b>36</b>	<b>57</b>	<b>4</b>	<b>6</b>
	CZ	<b>61</b>	<b>67</b>	<b>0</b>	<b>2</b>
	DK	<b>74</b>	<b>59</b>	<b>3</b>	<b>2</b>
	DE	<b>58</b>	<b>65</b>	<b>2</b>	<b>1</b>
	EE	<b>65</b>	<b>69</b>	<b>1</b>	<b>2</b>
	IE	<b>58</b>	<b>46</b>	<b>2</b>	<b>1</b>
	EL	<b>47</b>	<b>72</b>	<b>5</b>	<b>2</b>
	ES	<b>56</b>	<b>59</b>	<b>2</b>	<b>4</b>
	FR	<b>55</b>	<b>59</b>	<b>2</b>	<b>1</b>
	HR	<b>51</b>	<b>62</b>	<b>2</b>	<b>1</b>
	IT	<b>42</b>	<b>34</b>	<b>4</b>	<b>5</b>
	CY	<b>46</b>	<b>50</b>	<b>5</b>	<b>4</b>
	LV	<b>52</b>	<b>74</b>	<b>2</b>	<b>2</b>
	LT	<b>39</b>	<b>51</b>	<b>1</b>	<b>5</b>
	LU	<b>53</b>	<b>61</b>	<b>8</b>	<b>2</b>
	HU	<b>40</b>	<b>52</b>	<b>3</b>	<b>2</b>
	MT	<b>50</b>	<b>44</b>	<b>2</b>	<b>4</b>
	NL	<b>65</b>	<b>59</b>	<b>1</b>	<b>1</b>
	AT	<b>63</b>	<b>62</b>	<b>3</b>	<b>1</b>
	PL	<b>39</b>	<b>57</b>	<b>2</b>	<b>8</b>
	PT	<b>51</b>	<b>34</b>	<b>4</b>	<b>8</b>
	RO	<b>37</b>	<b>34</b>	<b>4</b>	<b>6</b>
	SI	<b>46</b>	<b>63</b>	<b>1</b>	<b>2</b>
	SK	<b>49</b>	<b>61</b>	<b>1</b>	<b>2</b>
	FI	<b>59</b>	<b>67</b>	<b>2</b>	<b>2</b>
	SE	<b>73</b>	<b>64</b>	<b>6</b>	<b>1</b>
	UK	<b>53</b>	<b>43</b>	<b>1</b>	<b>5</b>

QB4 Où ou comment seriez-vous en mesure d'acquérir ces compétences en dehors de l'enseignement officiel ?  
(PLUSIEURS REPONSES POSSIBLES)

QB4 Where or how would you be able to obtain these skills outside of formal education?  
(MULTIPLE ANSWERS POSSIBLE)






























QB4 Wo oder wie wäre man in der Lage, diese Fähigkeiten außerhalb des formalen Bildungssystems zu erwerben?  
(MEHRFACHNENNUNGEN MÖGLICH)

		Par l'expérience professionnelle	Par la formation sur le lieu de travail	Par du travail ou une expérience bénévole	Par l'autoformation	Par des formations ailleurs qu'à l'école, que l'enseignement et la formation professionnels ou qu'à l'université
		Work experience	Training in work or on the job	Voluntary work or experience	Self-education	Courses other than school, vocational education and training or university
		Berufserfahrung g. z. B. Praktikum	Innerbetriebliche Ausbildung oder Schulungen am Arbeitsplatz	Ehrenamtliche Arbeit/Freiwilligenarbeit	Selbstbildung	Kurse außerhalb der Schule, Berufsausbildung oder Hochschulbildung
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	62	54	31	47	45
	BE	72	71	32	53	43
	BG	33	45	14	37	59
	CZ	59	43	21	61	41
	DK	77	65	45	57	49
	DE	66	57	34	64	64
	EE	68	60	33	71	47
	IE	66	53	37	48	42
	EL	61	48	23	42	50
	ES	49	53	27	35	45
	FR	64	59	34	37	28
	HR	58	41	25	43	31
	IT	60	50	13	24	30
	CY	74	51	35	42	38
	LV	63	47	24	64	54
	LT	62	34	24	49	39
	LU	67	65	41	54	39
	HU	45	28	17	52	27
	MT	67	57	42	38	49
	NL	79	60	52	58	62
	AT	65	61	36	55	63
	PL	43	40	14	48	46
	PT	63	57	33	18	33
	RO	56	34	29	50	38
	SI	58	55	32	62	51
	SK	54	39	23	61	45
	FI	73	53	35	75	35
	SE	86	76	60	55	61
	UK	72	67	48	51	50

QB4 Où ou comment seriez-vous en mesure d'acquérir ces compétences en dehors de l'enseignement officiel ?  
(PLUSIEURS REPONSES POSSIBLES)

QB4 Where or how would you be able to obtain these skills outside of formal education?  
(MULTIPLE ANSWERS POSSIBLE)






























QB4 Wo oder wie wäre man in der Lage, diese Fähigkeiten außerhalb des formalen Bildungssystems zu erwerben?  
(MEHRFACHNENNUNGEN MÖGLICH)

		Par des formations en ligne qui ne font pas partie d'un programme d'enseignement officiel	Par les voyages, la vie ou le travail à l'étranger	Autre (SPONTANE)	Aucun (SPONTANE)	Ne sais pas
		Online courses which are not part of a formal educational programme	Travelling, living or working abroad	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
		Online-Kurse, die nicht Teil eines formalen Bildungsprogramms sind	Reisen, Leben oder Arbeiten im Ausland	Sonstiges (SPONTAN)	Nichts davon (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		<b>27</b>	<b>45</b>	<b>1</b>	<b>1</b>	<b>1</b>
 BE		<b>30</b>	<b>44</b>	<b>1</b>	<b>1</b>	<b>0</b>
 BG		<b>16</b>	<b>36</b>	<b>1</b>	<b>2</b>	<b>3</b>
 CZ		<b>27</b>	<b>47</b>	<b>0</b>	<b>1</b>	<b>2</b>
 DK		<b>33</b>	<b>67</b>	<b>2</b>	<b>1</b>	<b>0</b>
 DE		<b>35</b>	<b>49</b>	<b>3</b>	<b>0</b>	<b>0</b>
 EE		<b>32</b>	<b>52</b>	<b>1</b>	<b>0</b>	<b>1</b>
 IE		<b>38</b>	<b>44</b>	<b>1</b>	<b>0</b>	<b>1</b>
 EL		<b>28</b>	<b>31</b>	<b>2</b>	<b>1</b>	<b>0</b>
 ES		<b>28</b>	<b>57</b>	<b>1</b>	<b>1</b>	<b>1</b>
 FR		<b>15</b>	<b>52</b>	<b>1</b>	<b>1</b>	<b>1</b>
 HR		<b>20</b>	<b>44</b>	<b>0</b>	<b>1</b>	<b>0</b>
 IT		<b>10</b>	<b>39</b>	<b>1</b>	<b>2</b>	<b>1</b>
 CY		<b>28</b>	<b>31</b>	<b>0</b>	<b>1</b>	<b>0</b>
 LV		<b>24</b>	<b>38</b>	<b>0</b>	<b>1</b>	<b>1</b>
 LT		<b>21</b>	<b>34</b>	<b>1</b>	<b>4</b>	<b>2</b>
 LU		<b>31</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>1</b>
 HU		<b>14</b>	<b>25</b>	<b>2</b>	<b>4</b>	<b>1</b>
 MT		<b>37</b>	<b>38</b>	<b>2</b>	<b>0</b>	<b>2</b>
 NL		<b>36</b>	<b>57</b>	<b>1</b>	<b>0</b>	<b>0</b>
 AT		<b>31</b>	<b>61</b>	<b>1</b>	<b>0</b>	<b>0</b>
 PL		<b>24</b>	<b>39</b>	<b>2</b>	<b>2</b>	<b>3</b>
 PT		<b>13</b>	<b>26</b>	<b>1</b>	<b>1</b>	<b>3</b>
 RO		<b>13</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>1</b>
 SI		<b>29</b>	<b>43</b>	<b>2</b>	<b>0</b>	<b>0</b>
 SK		<b>24</b>	<b>45</b>	<b>0</b>	<b>1</b>	<b>0</b>
 FI		<b>27</b>	<b>57</b>	<b>2</b>	<b>1</b>	<b>0</b>
 SE		<b>43</b>	<b>75</b>	<b>1</b>	<b>0</b>	<b>0</b>
 UK		<b>47</b>	<b>40</b>	<b>1</b>	<b>0</b>	<b>1</b>

QB5 Et d'après vous, quels sont les aspects liés au système éducatif les plus importants ? (MAX. 3 REPONSES)

QB5 In your opinion, which of the following are the most important aspects of education? (MAX. 3 ANSWERS)






























QB5 Welche der folgenden Aspekte sind Ihrer Meinung nach bei der Bildung am wichtigsten?  
(MAXIMAL 3 NENNUNGEN)

		La compétence ou connaissance de l'enseignant dans la matière	La capacité de l'enseignant à faire participer et à motiver les élèves ou étudiants	La capacité de l'enseignant à garantir un environnement propice à l'apprentissage	Les environnements d'apprentissage qui stimulent la créativité et la curiosité des élèves ou étudiants
		The teacher's expertise or subject knowledge	The teacher's ability to engage and motivate the students	The teacher's ability to ensure an orderly learning environment	Learning environments that stimulate students' creativity and curiosity
		Die Fachkenntnisse oder das Fachwissen der Lehrkraft	Die Fähigkeit der Lehrkraft, die Schüler oder Studenten einzubinden und zu motivieren	Die Fähigkeit der Lehrkraft, für eine geordnete Lernumgebung zu sorgen	Lernumgebungen, die die Kreativität und Neugier der Schüler oder Studenten fördern
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>50</b>	<b>65</b>	<b>24</b>	<b>39</b>
	BE	<b>56</b>	<b>65</b>	<b>20</b>	<b>41</b>
	BG	<b>40</b>	<b>53</b>	<b>33</b>	<b>37</b>
	CZ	<b>63</b>	<b>61</b>	<b>17</b>	<b>29</b>
	DK	<b>60</b>	<b>83</b>	<b>24</b>	<b>47</b>
	DE	<b>57</b>	<b>73</b>	<b>20</b>	<b>42</b>
	EE	<b>56</b>	<b>71</b>	<b>23</b>	<b>43</b>
	IE	<b>40</b>	<b>71</b>	<b>22</b>	<b>41</b>
	EL	<b>40</b>	<b>69</b>	<b>35</b>	<b>43</b>
	ES	<b>38</b>	<b>69</b>	<b>34</b>	<b>47</b>
	FR	<b>46</b>	<b>68</b>	<b>22</b>	<b>36</b>
	HR	<b>49</b>	<b>56</b>	<b>11</b>	<b>37</b>
	IT	<b>49</b>	<b>49</b>	<b>17</b>	<b>29</b>
	CY	<b>44</b>	<b>74</b>	<b>32</b>	<b>35</b>
	LV	<b>45</b>	<b>67</b>	<b>16</b>	<b>38</b>
	LT	<b>52</b>	<b>67</b>	<b>25</b>	<b>35</b>
	LU	<b>54</b>	<b>68</b>	<b>27</b>	<b>37</b>
	HU	<b>55</b>	<b>52</b>	<b>25</b>	<b>30</b>
	MT	<b>54</b>	<b>70</b>	<b>27</b>	<b>33</b>
	NL	<b>64</b>	<b>81</b>	<b>14</b>	<b>56</b>
	AT	<b>49</b>	<b>64</b>	<b>24</b>	<b>42</b>
	PL	<b>46</b>	<b>50</b>	<b>22</b>	<b>47</b>
	PT	<b>50</b>	<b>59</b>	<b>31</b>	<b>42</b>
	RO	<b>45</b>	<b>50</b>	<b>30</b>	<b>27</b>
	SI	<b>44</b>	<b>64</b>	<b>16</b>	<b>32</b>
	SK	<b>48</b>	<b>61</b>	<b>17</b>	<b>29</b>
	FI	<b>61</b>	<b>71</b>	<b>22</b>	<b>40</b>
	SE	<b>61</b>	<b>90</b>	<b>21</b>	<b>52</b>
	UK	<b>50</b>	<b>69</b>	<b>30</b>	<b>37</b>

QB5 Et d'après vous, quels sont les aspects liés au système éducatif les plus importants ?  
(MAX. 3 REPONSES)

QB5 In your opinion, which of the following are the most important aspects of education?  
(MAX. 3 ANSWERS)






























QB5 Welche der folgenden Aspekte sind Ihrer Meinung nach bei der Bildung am wichtigsten? (MAXIMAL 3  
NENNUNGEN)

		Les méthodes d'apprentissage qui utilisent des ordinateurs, Internet ou du contenu numérique	Les environnements d'apprentissage qui encouragent la diversité sociale et culturelle	Les périodes d'études à l'étranger ou d'échanges avec des élèves ou étudiants étrangers
		Learning methods that use computers, the Internet or digital content	Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries
		Lernmethoden, bei denen Computer, das Internet oder digitale Inhalte eingesetzt werden	Lernumgebungen, die soziale und kulturelle Vielfalt fördern	Lern-/Studienaufenthalte im Ausland oder Austausch mit Schülern oder Studenten aus anderen Ländern
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>20</b>	<b>16</b>	<b>15</b>
	BE	<b>23</b>	<b>19</b>	<b>17</b>
	BG	<b>29</b>	<b>19</b>	<b>12</b>
	CZ	<b>28</b>	<b>14</b>	<b>21</b>
	DK	<b>17</b>	<b>11</b>	<b>10</b>
	DE	<b>19</b>	<b>16</b>	<b>14</b>
	EE	<b>14</b>	<b>13</b>	<b>15</b>
	IE	<b>28</b>	<b>19</b>	<b>11</b>
	EL	<b>25</b>	<b>16</b>	<b>13</b>
	ES	<b>18</b>	<b>16</b>	<b>17</b>
	FR	<b>16</b>	<b>17</b>	<b>22</b>
	HR	<b>24</b>	<b>10</b>	<b>14</b>
	IT	<b>27</b>	<b>19</b>	<b>22</b>
	CY	<b>27</b>	<b>9</b>	<b>16</b>
	LV	<b>22</b>	<b>12</b>	<b>16</b>
	LT	<b>25</b>	<b>15</b>	<b>15</b>
	LU	<b>14</b>	<b>18</b>	<b>15</b>
	HU	<b>22</b>	<b>17</b>	<b>14</b>
	MT	<b>28</b>	<b>12</b>	<b>14</b>
	NL	<b>11</b>	<b>18</b>	<b>11</b>
	AT	<b>20</b>	<b>20</b>	<b>17</b>
	PL	<b>24</b>	<b>13</b>	<b>13</b>
	PT	<b>23</b>	<b>17</b>	<b>5</b>
	RO	<b>24</b>	<b>19</b>	<b>13</b>
	SI	<b>17</b>	<b>13</b>	<b>14</b>
	SK	<b>32</b>	<b>12</b>	<b>15</b>
	FI	<b>18</b>	<b>16</b>	<b>9</b>
	SE	<b>9</b>	<b>17</b>	<b>5</b>
	UK	<b>16</b>	<b>15</b>	<b>5</b>

QB5 Et d'après vous, quels sont les aspects liés au système éducatif les plus importants ? (MAX. 3 REPONSES)

QB5 In your opinion, which of the following are the most important aspects of education? (MAX. 3 ANSWERS)






























QB5 Welche der folgenden Aspekte sind Ihrer Meinung nach bei der Bildung am wichtigsten? (MAXIMAL 3 NENNUNGEN)

		L'expérience professionnelle pratique en entreprise ou dans une organisation	Autre (SPONTANE)	Ne sais pas
		Practical work experience with a company or organisation	Other (SPONTANEOUS)	Don't know
		Praktische Arbeitserfahrungen in einem Unternehmen oder einer Organisation	Sonstige (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>31</b>	<b>1</b>	<b>2</b>
	BE	<b>30</b>	<b>1</b>	<b>1</b>
	BG	<b>28</b>	<b>1</b>	<b>2</b>
	CZ	<b>36</b>	<b>0</b>	<b>0</b>
	DK	<b>33</b>	<b>0</b>	<b>0</b>
	DE	<b>33</b>	<b>1</b>	<b>1</b>
	EE	<b>33</b>	<b>0</b>	<b>2</b>
	IE	<b>29</b>	<b>0</b>	<b>1</b>
	EL	<b>31</b>	<b>1</b>	<b>1</b>
	ES	<b>23</b>	<b>2</b>	<b>1</b>
	FR	<b>38</b>	<b>1</b>	<b>2</b>
	HR	<b>36</b>	<b>0</b>	<b>1</b>
	IT	<b>33</b>	<b>0</b>	<b>1</b>
	CY	<b>28</b>	<b>0</b>	<b>1</b>
	LV	<b>40</b>	<b>0</b>	<b>1</b>
	LT	<b>30</b>	<b>0</b>	<b>2</b>
	LU	<b>31</b>	<b>4</b>	<b>1</b>
	HU	<b>31</b>	<b>2</b>	<b>0</b>
	MT	<b>26</b>	<b>0</b>	<b>1</b>
	NL	<b>32</b>	<b>0</b>	<b>0</b>
	AT	<b>36</b>	<b>1</b>	<b>1</b>
	PL	<b>23</b>	<b>1</b>	<b>5</b>
	PT	<b>20</b>	<b>1</b>	<b>3</b>
	RO	<b>19</b>	<b>2</b>	<b>4</b>
	SI	<b>46</b>	<b>2</b>	<b>2</b>
	SK	<b>38</b>	<b>0</b>	<b>1</b>
	FI	<b>38</b>	<b>0</b>	<b>1</b>
	SE	<b>32</b>	<b>0</b>	<b>1</b>
	UK	<b>31</b>	<b>0</b>	<b>5</b>

QB6 Et d'après vous, parmi les aspects suivants liés à l'éducation, lesquels ont le plus besoin d'être améliorés en (NOTRE PAYS) ? (PLUSIEURS REponses POSSIBLES)

QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)? (MULTIPLE ANSWERS POSSIBLE)






























QB6 Welche dieser Aspekte müssen Ihrer Meinung nach in (UNSEREM LAND) am meisten verbessert werden? (MEHRFACHNENNUNGEN MÖGLICH)

		La compétence ou connaissance de l'enseignant dans la matière	La capacité de l'enseignant à faire participer et à motiver les élèves ou étudiants	La capacité de l'enseignant à garantir un environnement propice à l'apprentissage	Les environnements d'apprentissage qui stimulent la créativité et la curiosité des élèves ou étudiants	Les méthodes d'apprentissage qui utilisent des ordinateurs, Internet ou du contenu numérique
		The teacher's expertise or subject knowledge	The teacher's ability to engage and motivate the students	The teacher's ability to ensure an orderly learning environment	Learning environments that stimulate students' creativity and curiosity	Learning methods that use computers, the Internet or digital content
		Die Fachkenntnisse oder das Fachwissen der Lehrkräfte	Die Fähigkeit der Lehrkräfte, die Schüler oder Studenten einzubinden und zu motivieren	Die Fähigkeit der Lehrkräfte, für eine geordnete Lernumgebung zu sorgen	Lernumgebungen, die die Kreativität und Neugier der Schüler oder Studenten fördern	Lernmethoden, bei denen Computer, das Internet oder digitale Inhalte eingesetzt werden
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	31	51	28	41	26
	BE	33	51	24	41	24
	BG	27	42	36	35	31
	CZ	36	55	19	32	32
	DK	33	53	35	48	25
	DE	30	61	27	46	26
	EE	27	53	26	42	19
	IE	28	52	24	38	32
	EL	39	62	47	49	47
	ES	28	57	37	49	31
	FR	23	57	31	42	23
	HR	31	38	13	35	31
	IT	35	40	18	32	29
	CY	38	62	41	42	36
	LV	31	51	16	38	26
	LT	29	52	28	39	25
	LU	22	46	24	36	15
	HU	31	39	26	34	29
	MT	32	50	32	38	31
	NL	44	61	24	50	18
	AT	32	58	26	43	29
	PL	25	40	23	42	27
	PT	32	45	28	42	30
	RO	36	45	31	32	29
	SI	28	50	17	34	19
	SK	29	53	19	36	33
	FI	26	46	34	38	25
	SE	46	72	49	59	18
	UK	33	44	33	32	18

QB6 Et d'après vous, parmi les aspects suivants liés à l'éducation, lesquels ont le plus besoin d'être améliorés en (NOTRE PAYS) ? (PLUSIEURS REPONSES POSSIBLES)

QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)? (MULTIPLE ANSWERS POSSIBLE)

QB6 Welche dieser Aspekte müssen Ihrer Meinung nach in (UNSEREM LAND) am meisten verbessert werden? (MEHRFACHNENNUNGEN MÖGLICH)






























		Les environnements d'apprentissage qui encouragent la diversité sociale et culturelle	Les périodes d'études à l'étranger ou d'échanges avec des élèves ou étudiants étrangers	L'expérience professionnelle pratique en entreprise ou dans une organisation
		Learning environments that encourage social and cultural diversity	Periods of study abroad or exchanges with students from other countries	Practical work experience with a company or organisation
		Lernumgebungen, die soziale und kulturelle Vielfalt fördern	Lern-/Studienaufenthalte im Ausland oder Austausch mit Schülern oder Studenten aus anderen Ländern	Praktische Arbeitserfahrungen in einem Unternehmen oder einer Organisation
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>26</b>	<b>24</b>	<b>37</b>
	BE	<b>25</b>	<b>24</b>	<b>45</b>
	BG	<b>23</b>	<b>19</b>	<b>33</b>
	CZ	<b>23</b>	<b>31</b>	<b>45</b>
	DK	<b>24</b>	<b>22</b>	<b>41</b>
	DE	<b>30</b>	<b>20</b>	<b>36</b>
	EE	<b>22</b>	<b>21</b>	<b>39</b>
	IE	<b>25</b>	<b>19</b>	<b>37</b>
	EL	<b>33</b>	<b>28</b>	<b>46</b>
	ES	<b>28</b>	<b>33</b>	<b>37</b>
	FR	<b>27</b>	<b>35</b>	<b>44</b>
	HR	<b>20</b>	<b>28</b>	<b>45</b>
	IT	<b>26</b>	<b>31</b>	<b>41</b>
	CY	<b>27</b>	<b>27</b>	<b>44</b>
	LV	<b>15</b>	<b>22</b>	<b>46</b>
	LT	<b>23</b>	<b>20</b>	<b>39</b>
	LU	<b>25</b>	<b>20</b>	<b>35</b>
	HU	<b>25</b>	<b>23</b>	<b>36</b>
	MT	<b>28</b>	<b>29</b>	<b>41</b>
	NL	<b>28</b>	<b>14</b>	<b>36</b>
	AT	<b>32</b>	<b>30</b>	<b>45</b>
	PL	<b>19</b>	<b>19</b>	<b>24</b>
	PT	<b>24</b>	<b>13</b>	<b>28</b>
	RO	<b>24</b>	<b>25</b>	<b>30</b>
	SI	<b>14</b>	<b>20</b>	<b>57</b>
	SK	<b>17</b>	<b>23</b>	<b>45</b>
	FI	<b>28</b>	<b>17</b>	<b>39</b>
	SE	<b>35</b>	<b>12</b>	<b>40</b>
	UK	<b>23</b>	<b>15</b>	<b>34</b>



QB6 Et d'après vous, parmi les aspects suivants liés à l'éducation, lesquels ont le plus besoin d'être améliorés en (NOTRE PAYS) ? (PLUSIEURS REPONSES POSSIBLES)

QB6 In your opinion, which of these aspects need to be improved the most in (OUR COUNTRY)? (MULTIPLE ANSWERS POSSIBLE)

QB6 Welche dieser Aspekte müssen Ihrer Meinung nach in (UNSEREM LAND) am meisten verbessert werden? (MEHRFACHNENNUNGEN MÖGLICH)

		Autre (SPONTANE)	Aucun (SPONTANE)	Ne sais pas
		Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
		Sonstige (SPONTAN)	Keine (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	2	1	5
	BE	2	1	2
	BG	1	1	5
	CZ	1	0	4
	DK	2	1	4
	DE	3	2	5
	EE	1	1	6
	IE	0	1	3
	EL	2	0	1
	ES	3	1	3
	FR	2	1	4
	HR	0	1	2
	IT	0	2	3
	CY	1	1	1
	LV	1	2	3
	LT	1	2	4
	LU	6	3	13
	HU	3	1	2
	MT	0	0	5
	NL	2	1	2
	AT	3	1	3
	PL	1	2	9
	PT	1	2	7
	RO	1	1	4
	SI	4	1	2
	SK	1	1	2
	FI	1	1	2
	SE	3	0	2
	UK	1	3	12

QB7.1 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























A l'école

QB7.1 How would you rate the quality of the education and training you received personally...?

At school

QB7.1 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Schule

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANÉ)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	25	61	10	2	1	1	86	12
	BE	30	61	7	1	1	0	91	8
	BG	45	44	7	1	1	2	89	8
	CZ	35	56	8	1	0	0	91	9
	DK	23	56	16	4	0	1	79	20
	DE	21	64	12	2	0	1	85	14
	EE	21	70	6	0	1	2	91	6
	IE	40	43	12	4	1	0	83	16
	EL	23	58	14	4	1	0	81	18
	ES	25	55	13	3	4	0	80	16
	FR	25	61	11	2	0	1	86	13
	HR	36	53	8	2	0	1	89	10
	IT	9	78	10	2	0	1	87	12
	CY	31	58	7	4	0	0	89	11
	LV	28	64	7	1	0	0	92	8
	LT	21	70	7	1	0	1	91	8
	LU	31	59	7	2	0	1	90	9
	HU	35	55	7	2	1	0	90	9
	MT	37	53	7	1	1	1	90	8
	NL	25	66	6	2	0	1	91	8
	AT	33	51	13	2	0	1	84	15
	PL	18	70	8	2	0	2	88	10
	PT	24	67	3	1	4	1	91	4
	RO	38	50	7	3	1	1	88	10
	SI	25	62	9	2	1	1	87	11
	SK	43	48	7	0	0	2	91	7
	FI	25	67	5	2	0	1	92	7
	SE	26	61	10	1	1	1	87	11
	UK	35	49	10	5	1	0	84	15

QB7.2 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans l'enseignement professionnel

QB7.2 How would you rate the quality of the education and training you received personally...?

In vocational education

QB7.2 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Berufsausbildung

	%	Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		<b>19</b>	<b>38</b>	<b>6</b>	<b>1</b>	<b>31</b>	<b>5</b>	<b>57</b>	<b>7</b>
 BE		<b>14</b>	<b>31</b>	<b>6</b>	<b>1</b>	<b>43</b>	<b>5</b>	<b>45</b>	<b>7</b>
 BG		<b>34</b>	<b>25</b>	<b>4</b>	<b>1</b>	<b>30</b>	<b>6</b>	<b>59</b>	<b>5</b>
 CZ		<b>32</b>	<b>51</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>4</b>	<b>83</b>	<b>7</b>
 DK		<b>20</b>	<b>33</b>	<b>3</b>	<b>0</b>	<b>39</b>	<b>5</b>	<b>53</b>	<b>3</b>
 DE		<b>25</b>	<b>47</b>	<b>6</b>	<b>1</b>	<b>15</b>	<b>6</b>	<b>72</b>	<b>7</b>
 EE		<b>13</b>	<b>41</b>	<b>6</b>	<b>0</b>	<b>32</b>	<b>8</b>	<b>54</b>	<b>6</b>
 IE		<b>18</b>	<b>26</b>	<b>4</b>	<b>1</b>	<b>45</b>	<b>6</b>	<b>44</b>	<b>5</b>
 EL		<b>13</b>	<b>29</b>	<b>5</b>	<b>2</b>	<b>49</b>	<b>2</b>	<b>42</b>	<b>7</b>
 ES		<b>11</b>	<b>21</b>	<b>2</b>	<b>0</b>	<b>63</b>	<b>3</b>	<b>32</b>	<b>2</b>
 FR		<b>20</b>	<b>37</b>	<b>7</b>	<b>1</b>	<b>31</b>	<b>4</b>	<b>57</b>	<b>8</b>
 HR		<b>28</b>	<b>42</b>	<b>8</b>	<b>2</b>	<b>17</b>	<b>3</b>	<b>70</b>	<b>10</b>
 IT		<b>9</b>	<b>49</b>	<b>8</b>	<b>2</b>	<b>27</b>	<b>5</b>	<b>58</b>	<b>10</b>
 CY		<b>26</b>	<b>38</b>	<b>4</b>	<b>2</b>	<b>26</b>	<b>4</b>	<b>64</b>	<b>6</b>
 LV		<b>18</b>	<b>33</b>	<b>3</b>	<b>0</b>	<b>33</b>	<b>13</b>	<b>51</b>	<b>3</b>
 LT		<b>12</b>	<b>32</b>	<b>3</b>	<b>1</b>	<b>44</b>	<b>8</b>	<b>44</b>	<b>4</b>
 LU		<b>14</b>	<b>34</b>	<b>5</b>	<b>0</b>	<b>41</b>	<b>6</b>	<b>48</b>	<b>5</b>
 HU		<b>30</b>	<b>40</b>	<b>5</b>	<b>1</b>	<b>22</b>	<b>2</b>	<b>70</b>	<b>6</b>
 MT		<b>13</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>58</b>	<b>8</b>	<b>32</b>	<b>2</b>
 NL		<b>18</b>	<b>46</b>	<b>7</b>	<b>1</b>	<b>26</b>	<b>2</b>	<b>64</b>	<b>8</b>
 AT		<b>34</b>	<b>42</b>	<b>6</b>	<b>1</b>	<b>11</b>	<b>6</b>	<b>76</b>	<b>7</b>
 PL		<b>19</b>	<b>47</b>	<b>6</b>	<b>2</b>	<b>22</b>	<b>4</b>	<b>66</b>	<b>8</b>
 PT		<b>5</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>71</b>	<b>6</b>	<b>21</b>	<b>2</b>
 RO		<b>19</b>	<b>32</b>	<b>7</b>	<b>3</b>	<b>29</b>	<b>10</b>	<b>51</b>	<b>10</b>
 SI		<b>23</b>	<b>46</b>	<b>7</b>	<b>1</b>	<b>16</b>	<b>7</b>	<b>69</b>	<b>8</b>
 SK		<b>35</b>	<b>46</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>81</b>	<b>7</b>
 FI		<b>18</b>	<b>44</b>	<b>5</b>	<b>0</b>	<b>25</b>	<b>8</b>	<b>62</b>	<b>5</b>
 SE		<b>30</b>	<b>28</b>	<b>3</b>	<b>1</b>	<b>34</b>	<b>4</b>	<b>58</b>	<b>4</b>
 UK		<b>19</b>	<b>33</b>	<b>3</b>	<b>1</b>	<b>37</b>	<b>7</b>	<b>52</b>	<b>4</b>

QB7.3 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans l'enseignement supérieur

QB7.3 How would you rate the quality of the education and training you received personally...?

In higher education

QB7.3 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

An der Fachhochschule, Hochschule

%		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>13</b>	<b>26</b>	<b>4</b>	<b>1</b>	<b>48</b>	<b>8</b>	<b>39</b>	<b>5</b>
	BE	<b>15</b>	<b>30</b>	<b>4</b>	<b>1</b>	<b>46</b>	<b>4</b>	<b>45</b>	<b>5</b>
	BG	<b>15</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>57</b>	<b>14</b>	<b>27</b>	<b>2</b>
	CZ	<b>9</b>	<b>11</b>	<b>3</b>	<b>1</b>	<b>54</b>	<b>22</b>	<b>20</b>	<b>4</b>
	DK	<b>18</b>	<b>34</b>	<b>4</b>	<b>0</b>	<b>40</b>	<b>4</b>	<b>52</b>	<b>4</b>
	DE	<b>11</b>	<b>22</b>	<b>3</b>	<b>1</b>	<b>50</b>	<b>13</b>	<b>33</b>	<b>4</b>
	EE	<b>14</b>	<b>35</b>	<b>4</b>	<b>0</b>	<b>38</b>	<b>9</b>	<b>49</b>	<b>4</b>
	IE	<b>28</b>	<b>23</b>	<b>2</b>	<b>1</b>	<b>41</b>	<b>5</b>	<b>51</b>	<b>3</b>
	EL	<b>10</b>	<b>19</b>	<b>3</b>	<b>2</b>	<b>64</b>	<b>2</b>	<b>29</b>	<b>5</b>
	ES	<b>9</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>68</b>	<b>3</b>	<b>24</b>	<b>5</b>
	FR	<b>8</b>	<b>30</b>	<b>7</b>	<b>0</b>	<b>50</b>	<b>5</b>	<b>38</b>	<b>7</b>
	HR	<b>11</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>55</b>	<b>15</b>	<b>26</b>	<b>4</b>
	IT	<b>8</b>	<b>52</b>	<b>7</b>	<b>1</b>	<b>28</b>	<b>4</b>	<b>60</b>	<b>8</b>
	CY	<b>22</b>	<b>29</b>	<b>2</b>	<b>1</b>	<b>40</b>	<b>6</b>	<b>51</b>	<b>3</b>
	LV	<b>11</b>	<b>22</b>	<b>4</b>	<b>0</b>	<b>49</b>	<b>14</b>	<b>33</b>	<b>4</b>
	LT	<b>11</b>	<b>29</b>	<b>5</b>	<b>0</b>	<b>45</b>	<b>10</b>	<b>40</b>	<b>5</b>
	LU	<b>12</b>	<b>24</b>	<b>4</b>	<b>1</b>	<b>51</b>	<b>8</b>	<b>36</b>	<b>5</b>
	HU	<b>13</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>62</b>	<b>5</b>	<b>28</b>	<b>5</b>
	MT	<b>14</b>	<b>16</b>	<b>2</b>	<b>0</b>	<b>60</b>	<b>8</b>	<b>30</b>	<b>2</b>
	NL	<b>17</b>	<b>35</b>	<b>7</b>	<b>1</b>	<b>36</b>	<b>4</b>	<b>52</b>	<b>8</b>
	AT	<b>11</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>46</b>	<b>24</b>	<b>27</b>	<b>3</b>
	PL	<b>5</b>	<b>22</b>	<b>5</b>	<b>1</b>	<b>60</b>	<b>7</b>	<b>27</b>	<b>6</b>
	PT	<b>5</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>75</b>	<b>7</b>	<b>16</b>	<b>2</b>
	RO	<b>12</b>	<b>18</b>	<b>4</b>	<b>3</b>	<b>50</b>	<b>13</b>	<b>30</b>	<b>7</b>
	SI	<b>8</b>	<b>22</b>	<b>4</b>	<b>1</b>	<b>48</b>	<b>17</b>	<b>30</b>	<b>5</b>
	SK	<b>10</b>	<b>20</b>	<b>3</b>	<b>1</b>	<b>39</b>	<b>27</b>	<b>30</b>	<b>4</b>
	FI	<b>11</b>	<b>24</b>	<b>3</b>	<b>0</b>	<b>46</b>	<b>16</b>	<b>35</b>	<b>3</b>
	SE	<b>22</b>	<b>36</b>	<b>3</b>	<b>0</b>	<b>32</b>	<b>7</b>	<b>58</b>	<b>3</b>
	UK	<b>28</b>	<b>25</b>	<b>3</b>	<b>1</b>	<b>35</b>	<b>8</b>	<b>53</b>	<b>4</b>

QB7.4 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans les formations pour adultes comme les cours du soir ou les cours de remise à niveau

QB7.4 How would you rate the quality of the education and training you received personally...?

In courses for adults e.g. evening classes, refresher courses

QB7.4 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Erwachsenenbildung, z. B. Abendkurse, Auffrischkurse

%		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>9</b>	<b>21</b>	<b>4</b>	<b>1</b>	<b>54</b>	<b>11</b>	<b>30</b>	<b>5</b>
	BE	<b>11</b>	<b>25</b>	<b>5</b>	<b>1</b>	<b>52</b>	<b>6</b>	<b>36</b>	<b>6</b>
	BG	<b>8</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>61</b>	<b>17</b>	<b>20</b>	<b>2</b>
	CZ	<b>9</b>	<b>22</b>	<b>5</b>	<b>1</b>	<b>41</b>	<b>22</b>	<b>31</b>	<b>6</b>
	DK	<b>19</b>	<b>38</b>	<b>6</b>	<b>1</b>	<b>30</b>	<b>6</b>	<b>57</b>	<b>7</b>
	DE	<b>7</b>	<b>24</b>	<b>3</b>	<b>1</b>	<b>49</b>	<b>16</b>	<b>31</b>	<b>4</b>
	EE	<b>11</b>	<b>35</b>	<b>5</b>	<b>1</b>	<b>32</b>	<b>16</b>	<b>46</b>	<b>6</b>
	IE	<b>19</b>	<b>22</b>	<b>2</b>	<b>1</b>	<b>50</b>	<b>6</b>	<b>41</b>	<b>3</b>
	EL	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>90</b>	<b>5</b>	<b>3</b>	<b>2</b>
	ES	<b>10</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>66</b>	<b>4</b>	<b>27</b>	<b>3</b>
	FR	<b>8</b>	<b>16</b>	<b>5</b>	<b>1</b>	<b>62</b>	<b>8</b>	<b>24</b>	<b>6</b>
	HR	<b>5</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>64</b>	<b>17</b>	<b>15</b>	<b>4</b>
	IT	<b>3</b>	<b>17</b>	<b>7</b>	<b>2</b>	<b>59</b>	<b>12</b>	<b>20</b>	<b>9</b>
	CY	<b>5</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>73</b>	<b>10</b>	<b>15</b>	<b>2</b>
	LV	<b>14</b>	<b>39</b>	<b>4</b>	<b>1</b>	<b>31</b>	<b>11</b>	<b>53</b>	<b>5</b>
	LT	<b>10</b>	<b>24</b>	<b>3</b>	<b>2</b>	<b>48</b>	<b>13</b>	<b>34</b>	<b>5</b>
	LU	<b>11</b>	<b>27</b>	<b>3</b>	<b>0</b>	<b>47</b>	<b>12</b>	<b>38</b>	<b>3</b>
	HU	<b>9</b>	<b>16</b>	<b>4</b>	<b>2</b>	<b>64</b>	<b>5</b>	<b>25</b>	<b>6</b>
	MT	<b>10</b>	<b>19</b>	<b>1</b>	<b>0</b>	<b>63</b>	<b>7</b>	<b>29</b>	<b>1</b>
	NL	<b>15</b>	<b>39</b>	<b>6</b>	<b>1</b>	<b>35</b>	<b>4</b>	<b>54</b>	<b>7</b>
	AT	<b>15</b>	<b>21</b>	<b>5</b>	<b>2</b>	<b>37</b>	<b>20</b>	<b>36</b>	<b>7</b>
	PL	<b>6</b>	<b>23</b>	<b>4</b>	<b>2</b>	<b>57</b>	<b>8</b>	<b>29</b>	<b>6</b>
	PT	<b>2</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>82</b>	<b>8</b>	<b>9</b>	<b>1</b>
	RO	<b>11</b>	<b>24</b>	<b>6</b>	<b>2</b>	<b>45</b>	<b>12</b>	<b>35</b>	<b>8</b>
	SI	<b>9</b>	<b>27</b>	<b>4</b>	<b>1</b>	<b>42</b>	<b>17</b>	<b>36</b>	<b>5</b>
	SK	<b>10</b>	<b>22</b>	<b>3</b>	<b>1</b>	<b>37</b>	<b>27</b>	<b>32</b>	<b>4</b>
	FI	<b>12</b>	<b>32</b>	<b>5</b>	<b>1</b>	<b>38</b>	<b>12</b>	<b>44</b>	<b>6</b>
	SE	<b>17</b>	<b>30</b>	<b>4</b>	<b>0</b>	<b>40</b>	<b>9</b>	<b>47</b>	<b>4</b>
	UK	<b>18</b>	<b>21</b>	<b>2</b>	<b>1</b>	<b>49</b>	<b>9</b>	<b>39</b>	<b>3</b>

QB7.5 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Via l'enseignement en ligne comme des diplômes, formations ou séminaires en ligne

QB7.5 How would you rate the quality of the education and training you received personally...?

Through online education e.g. online degrees, online courses, web seminars

QB7.5 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

Durch Onlineschulungen, z. B. Online-Abschlüsse, Onlinekurse, Web-Seminare

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	3	10	3	1	69	14	13	4
	BE	2	10	3	1	73	11	12	4
	BG	3	4	1	1	69	22	7	2
	CZ	4	13	5	2	50	26	17	7
	DK	4	13	5	1	66	11	17	6
	DE	2	7	2	0	68	21	9	2
	EE	4	20	6	1	49	20	24	7
	IE	6	10	2	1	71	10	16	3
	EL	1	5	1	1	87	5	6	2
	ES	3	11	3	2	77	4	14	5
	FR	1	6	4	1	78	10	7	5
	HR	4	7	2	1	68	18	11	3
	IT	1	13	5	2	66	13	14	7
	CY	6	11	2	1	70	10	17	3
	LV	3	10	3	1	62	21	13	4
	LT	2	10	3	1	67	17	12	4
	LU	2	7	3	0	73	15	9	3
	HU	3	7	3	1	79	7	10	4
	MT	3	10	0	0	78	9	13	0
	NL	3	14	4	1	68	10	17	5
	AT	4	6	4	2	56	28	10	6
	PL	4	13	4	1	69	9	17	5
	PT	0	3	1	1	87	8	3	2
	RO	4	11	6	3	59	17	15	9
	SI	5	13	3	1	56	22	18	4
	SK	4	14	3	0	45	34	18	3
	FI	4	14	6	1	53	22	18	7
	SE	3	12	4	0	64	17	15	4
	UK	7	12	2	2	65	12	19	4

QB7b.1 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























A l'école

QB7b.1 How would you rate the quality of the education and training you received personally...?

At school

QB7b.1 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Schule

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	25	62	10	2	0	1	87	12
	BE	30	62	7	1	0	0	92	8
	BG	46	44	7	1	0	2	90	8
	CZ	35	56	8	1	0	0	91	9
	DK	23	57	16	3	0	1	80	19
	DE	21	64	12	2	0	1	85	14
	EE	21	70	6	0	0	3	91	6
	IE	40	44	12	4	0	0	84	16
	EL	24	58	14	4	0	0	82	18
	ES	27	57	13	3	0	0	84	16
	FR	25	61	11	2	0	1	86	13
	HR	36	53	8	2	0	1	89	10
	IT	9	78	10	2	0	1	87	12
	CY	31	58	7	4	0	0	89	11
	LV	28	64	7	1	0	0	92	8
	LT	21	70	7	1	0	1	91	8
	LU	31	59	7	2	0	1	90	9
	HU	35	55	7	2	0	1	90	9
	MT	37	53	7	2	0	1	90	9
	NL	25	66	6	2	0	1	91	8
	AT	33	51	13	2	0	1	84	15
	PL	18	70	8	2	0	2	88	10
	PT	26	69	3	1	0	1	95	4
	RO	39	50	7	3	0	1	89	10
	SI	26	62	9	2	0	1	88	11
	SK	43	48	7	0	0	2	91	7
	FI	25	67	5	2	0	1	92	7
	SE	26	61	11	1	0	1	87	12
	UK	35	50	10	5	0	0	85	15

QB7b.2 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans l'enseignement professionnel

QB7b.2 How would you rate the quality of the education and training you received personally...?

In vocational education

QB7b.2 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Berufsausbildung

%		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>27</b>	<b>56</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>83</b>	<b>10</b>
	BE	<b>24</b>	<b>56</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>80</b>	<b>12</b>
	BG	<b>49</b>	<b>35</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>84</b>	<b>7</b>
	CZ	<b>34</b>	<b>55</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>89</b>	<b>7</b>
	DK	<b>33</b>	<b>53</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>86</b>	<b>6</b>
	DE	<b>30</b>	<b>55</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>85</b>	<b>8</b>
	EE	<b>19</b>	<b>60</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>79</b>	<b>9</b>
	IE	<b>33</b>	<b>47</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>80</b>	<b>10</b>
	EL	<b>25</b>	<b>58</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>83</b>	<b>14</b>
	ES	<b>30</b>	<b>55</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>85</b>	<b>7</b>
	FR	<b>29</b>	<b>54</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>83</b>	<b>12</b>
	HR	<b>33</b>	<b>51</b>	<b>10</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>84</b>	<b>13</b>
	IT	<b>12</b>	<b>67</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>7</b>	<b>79</b>	<b>14</b>
	CY	<b>35</b>	<b>51</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>86</b>	<b>8</b>
	LV	<b>26</b>	<b>49</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>19</b>	<b>75</b>	<b>6</b>
	LT	<b>21</b>	<b>57</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>78</b>	<b>7</b>
	LU	<b>24</b>	<b>57</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>81</b>	<b>9</b>
	HU	<b>38</b>	<b>51</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>89</b>	<b>9</b>
	MT	<b>30</b>	<b>46</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>76</b>	<b>4</b>
	NL	<b>25</b>	<b>62</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>87</b>	<b>10</b>
	AT	<b>38</b>	<b>47</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>85</b>	<b>8</b>
	PL	<b>25</b>	<b>60</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>85</b>	<b>10</b>
	PT	<b>16</b>	<b>56</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>22</b>	<b>72</b>	<b>6</b>
	RO	<b>26</b>	<b>46</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>14</b>	<b>72</b>	<b>14</b>
	SI	<b>27</b>	<b>55</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>8</b>	<b>82</b>	<b>10</b>
	SK	<b>37</b>	<b>49</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>7</b>	<b>86</b>	<b>7</b>
	FI	<b>24</b>	<b>58</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>82</b>	<b>7</b>
	SE	<b>45</b>	<b>43</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>88</b>	<b>6</b>
	UK	<b>30</b>	<b>52</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>11</b>	<b>82</b>	<b>7</b>



QB7b.3 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans l'enseignement supérieur

QB7b.3 How would you rate the quality of the education and training you received personally...?

In higher education

QB7b.3 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

An der Fachhochschule, Hochschule

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	24	51	8	1	0	16	75	9
	BE	28	56	7	1	0	8	84	8
	BG	35	27	5	1	0	32	62	6
	CZ	19	24	6	2	0	49	43	8
	DK	29	57	7	0	0	7	86	7
	DE	22	44	7	1	0	26	66	8
	EE	23	57	5	0	0	15	80	5
	IE	47	40	3	1	0	9	87	4
	EL	27	55	8	4	0	6	82	12
	ES	28	47	13	2	0	10	75	15
	FR	16	60	13	1	0	10	76	14
	HR	24	35	6	2	0	33	59	8
	IT	10	73	10	2	0	5	83	12
	CY	36	49	3	2	0	10	85	5
	LV	21	43	7	1	0	28	64	8
	LT	21	52	8	1	0	18	73	9
	LU	25	49	8	1	0	17	74	9
	HU	34	39	11	4	0	12	73	15
	MT	35	40	5	0	0	20	75	5
	NL	27	55	10	1	0	7	82	11
	AT	20	30	6	1	0	43	50	7
	PL	13	54	13	3	0	17	67	16
	PT	21	45	4	1	0	29	66	5
	RO	25	35	8	5	0	27	60	13
	SI	15	41	9	1	0	34	56	10
	SK	17	33	5	1	0	44	50	6
	FI	20	44	6	1	0	29	64	7
	SE	33	53	4	0	0	10	86	4
	UK	43	39	4	1	0	13	82	5

QB7b.4 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Dans les formations pour adultes comme les cours du soir ou les cours de remise à niveau

QB7b.4 How would you rate the quality of the education and training you received personally...?

In courses for adults e.g. evening classes, refresher courses

QB7b.4 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?

In der Erwachsenenbildung, z. B. Abendkurse, Auffrischkurse

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
	%	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	21	45	9	2	0	23	66	11
	BE	23	54	10	1	0	12	77	11
	BG	21	31	4	1	0	43	52	5
	CZ	15	38	8	2	0	37	53	10
	DK	28	54	9	1	0	8	82	10
	DE	14	47	6	1	0	32	61	7
	EE	16	52	7	2	0	23	68	9
	IE	38	44	4	1	0	13	82	5
	EL	5	27	6	15	0	47	32	21
	ES	30	49	9	1	0	11	79	10
	FR	21	43	13	2	0	21	64	15
	HR	14	29	8	3	0	46	43	11
	IT	6	42	17	4	0	31	48	21
	CY	19	36	7	0	0	38	55	7
	LV	21	57	5	1	0	16	78	6
	LT	20	47	5	3	0	25	67	8
	LU	21	50	6	0	0	23	71	6
	HU	26	45	10	5	0	14	71	15
	MT	28	50	2	2	0	18	78	4
	NL	24	60	9	1	0	6	84	10
	AT	24	34	8	3	0	31	58	11
	PL	14	54	10	4	0	18	68	14
	PT	10	40	5	1	0	44	50	6
	RO	20	44	10	4	0	22	64	14
	SI	15	47	7	2	0	29	62	9
	SK	16	35	4	2	0	43	51	6
	FI	20	52	8	1	0	19	72	9
	SE	28	50	7	0	0	15	78	7
	UK	36	40	4	1	0	19	76	5

QB7b.5 Comment évalueriez-vous la qualité de l'enseignement et de la formation que vous avez personnellement reçu(e)s ... ?






























Via l'enseignement en ligne comme des diplômes, formations ou séminaires en ligne

QB7b.5 How would you rate the quality of the education and training you received personally...?

Through online education e.g. online degrees, online courses, web seminars

QB7b.5 Wie würden Sie die Qualität der Bildung und Ausbildung bewerten, die Sie persönlich ... erhalten haben?






























Durch Onlineschulungen, z. B. Online-Abschlüsse, Onlinekurse, Web-Seminare

		Très bonne	Plutôt bonne	Plutôt mauvaise	Très mauvaise	Pas applicable (SPONTANE)	Ne sais pas	Total 'Bonne'	Total 'Mauvaise'
		Very good	Rather good	Rather bad	Very bad	Not applicable (SPONTANEOUS)	Don't know	Total 'Good'	Total 'Bad'
		Sehr gut	Ziemlich gut	Ziemlich schlecht	Sehr schlecht	Trifft nicht zu (SPONTAN)	Weiß nicht	Gesamt 'Gut'	Gesamt 'Schlecht'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	9	32	11	4	0	44	41	15
	BE	7	36	13	4	0	40	43	17
	BG	8	13	4	2	0	73	21	6
	CZ	8	26	10	4	0	52	34	14
	DK	13	37	14	3	0	33	50	17
	DE	6	20	6	1	0	67	26	7
	EE	8	39	11	2	0	40	47	13
	IE	22	35	8	2	0	33	57	10
	EL	9	41	6	9	0	35	50	15
	ES	14	47	14	6	0	19	61	20
	FR	4	26	19	5	0	46	30	24
	HR	13	20	7	4	0	56	33	11
	IT	3	39	13	5	0	40	42	18
	CY	21	38	6	3	0	32	59	9
	LV	8	28	7	1	0	56	36	8
	LT	8	29	8	2	0	53	37	10
	LU	8	26	11	1	0	54	34	12
	HU	16	31	17	4	0	32	47	21
	MT	13	45	3	0	0	39	58	3
	NL	10	45	12	3	0	30	55	15
	AT	10	14	8	4	0	64	24	12
	PL	11	42	14	4	0	29	53	18
	PT	1	23	8	4	0	64	24	12
	RO	11	28	14	7	0	40	39	21
	SI	10	30	7	3	0	50	40	10
	SK	8	26	5	1	0	60	34	6
	FI	8	30	13	2	0	47	38	15
	SE	7	34	12	1	0	46	41	13
	UK	20	34	6	5	0	35	54	11

QB8 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec le fait que votre formation vous a apporté (vous apporte) les compétences nécessaires pour trouver un emploi correspondant à vos certifications ?

QB8 To what extent do you agree or disagree that your education or training has provided (or is providing) you with the necessary skills to find a job in line with your qualifications?






























QB8 Inwieweit stimmen Sie zu oder nicht zu, dass Sie durch Ihre Bildung oder Ausbildung die erforderlichen Fähigkeiten erhalten haben (oder erhalten), um eine Arbeit zu finden, die Ihren Qualifikationen entspricht?

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht / Keine Angabe	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>32</b>	<b>41</b>	<b>15</b>	<b>8</b>	<b>4</b>	<b>73</b>	<b>23</b>
	BE	<b>30</b>	<b>45</b>	<b>17</b>	<b>6</b>	<b>2</b>	<b>75</b>	<b>23</b>
	BG	<b>34</b>	<b>34</b>	<b>15</b>	<b>10</b>	<b>7</b>	<b>68</b>	<b>25</b>
	CZ	<b>32</b>	<b>47</b>	<b>13</b>	<b>4</b>	<b>4</b>	<b>79</b>	<b>17</b>
	DK	<b>54</b>	<b>32</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>86</b>	<b>11</b>
	DE	<b>49</b>	<b>36</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>85</b>	<b>13</b>
	EE	<b>39</b>	<b>37</b>	<b>13</b>	<b>6</b>	<b>5</b>	<b>76</b>	<b>19</b>
	IE	<b>42</b>	<b>33</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>75</b>	<b>22</b>
	EL	<b>20</b>	<b>35</b>	<b>23</b>	<b>20</b>	<b>2</b>	<b>55</b>	<b>43</b>
	ES	<b>23</b>	<b>35</b>	<b>21</b>	<b>17</b>	<b>4</b>	<b>58</b>	<b>38</b>
	FR	<b>33</b>	<b>34</b>	<b>16</b>	<b>12</b>	<b>5</b>	<b>67</b>	<b>28</b>
	HR	<b>35</b>	<b>40</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>75</b>	<b>23</b>
	IT	<b>10</b>	<b>49</b>	<b>23</b>	<b>12</b>	<b>6</b>	<b>59</b>	<b>35</b>
	CY	<b>38</b>	<b>35</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>73</b>	<b>24</b>
	LV	<b>37</b>	<b>38</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>75</b>	<b>20</b>
	LT	<b>36</b>	<b>36</b>	<b>12</b>	<b>10</b>	<b>6</b>	<b>72</b>	<b>22</b>
	LU	<b>41</b>	<b>32</b>	<b>16</b>	<b>6</b>	<b>5</b>	<b>73</b>	<b>22</b>
	HU	<b>29</b>	<b>43</b>	<b>15</b>	<b>9</b>	<b>4</b>	<b>72</b>	<b>24</b>
	MT	<b>31</b>	<b>40</b>	<b>13</b>	<b>10</b>	<b>6</b>	<b>71</b>	<b>23</b>
	NL	<b>37</b>	<b>40</b>	<b>14</b>	<b>5</b>	<b>4</b>	<b>77</b>	<b>19</b>
	AT	<b>41</b>	<b>42</b>	<b>10</b>	<b>4</b>	<b>3</b>	<b>83</b>	<b>14</b>
	PL	<b>19</b>	<b>50</b>	<b>17</b>	<b>5</b>	<b>9</b>	<b>69</b>	<b>22</b>
	PT	<b>21</b>	<b>50</b>	<b>16</b>	<b>7</b>	<b>6</b>	<b>71</b>	<b>23</b>
	RO	<b>37</b>	<b>42</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>79</b>	<b>17</b>
	SI	<b>34</b>	<b>41</b>	<b>15</b>	<b>6</b>	<b>4</b>	<b>75</b>	<b>21</b>
	SK	<b>35</b>	<b>45</b>	<b>13</b>	<b>3</b>	<b>4</b>	<b>80</b>	<b>16</b>
	FI	<b>41</b>	<b>38</b>	<b>12</b>	<b>4</b>	<b>5</b>	<b>79</b>	<b>16</b>
	SE	<b>50</b>	<b>37</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>87</b>	<b>10</b>
	UK	<b>34</b>	<b>42</b>	<b>14</b>	<b>7</b>	<b>3</b>	<b>76</b>	<b>21</b>

QB9 Pensez-vous que les certifications acquises par votre enseignement ou formation seraient reconnues dans d'autres Etats membres de l'UE ?

QB9 Do you think that qualifications from your education or training would be recognised in other EU Member States?






























QB9 Sind Sie der Meinung, dass die Qualifikationen, die Sie im Rahmen Ihrer Bildung oder Ausbildung erworben haben, in anderen EU-Mitgliedstaaten anerkannt werden würden? Mit "anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.

		Oui	Non	Pas applicable\ pas de certifications (SPONTANE) Not applicable\ no qualifications (SPONTANEOUS) Nicht zutreffend/keine Qualifikationen (SPONTAN)	Ne sais pas
		Yes	No		Don't know
		Ja	Nein		Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>56</b>	<b>23</b>	<b>11</b>	<b>10</b>
	BE	<b>61</b>	<b>25</b>	<b>10</b>	<b>4</b>
	BG	<b>32</b>	<b>33</b>	<b>15</b>	<b>20</b>
	CZ	<b>57</b>	<b>29</b>	<b>6</b>	<b>8</b>
	DK	<b>78</b>	<b>15</b>	<b>5</b>	<b>2</b>
	DE	<b>64</b>	<b>19</b>	<b>8</b>	<b>9</b>
	EE	<b>52</b>	<b>22</b>	<b>14</b>	<b>12</b>
	IE	<b>66</b>	<b>16</b>	<b>13</b>	<b>5</b>
	EL	<b>49</b>	<b>30</b>	<b>16</b>	<b>5</b>
	ES	<b>49</b>	<b>22</b>	<b>21</b>	<b>8</b>
	FR	<b>59</b>	<b>20</b>	<b>11</b>	<b>10</b>
	HR	<b>66</b>	<b>19</b>	<b>8</b>	<b>7</b>
	IT	<b>42</b>	<b>28</b>	<b>19</b>	<b>11</b>
	CY	<b>63</b>	<b>17</b>	<b>10</b>	<b>10</b>
	LV	<b>47</b>	<b>33</b>	<b>11</b>	<b>9</b>
	LT	<b>58</b>	<b>22</b>	<b>10</b>	<b>10</b>
	LU	<b>66</b>	<b>15</b>	<b>14</b>	<b>5</b>
	HU	<b>49</b>	<b>30</b>	<b>15</b>	<b>6</b>
	MT	<b>53</b>	<b>15</b>	<b>25</b>	<b>7</b>
	NL	<b>67</b>	<b>19</b>	<b>7</b>	<b>7</b>
	AT	<b>68</b>	<b>19</b>	<b>5</b>	<b>8</b>
	PL	<b>54</b>	<b>20</b>	<b>13</b>	<b>13</b>
	PT	<b>50</b>	<b>29</b>	<b>12</b>	<b>9</b>
	RO	<b>48</b>	<b>27</b>	<b>13</b>	<b>12</b>
	SI	<b>68</b>	<b>16</b>	<b>9</b>	<b>7</b>
	SK	<b>56</b>	<b>28</b>	<b>6</b>	<b>10</b>
	FI	<b>65</b>	<b>14</b>	<b>15</b>	<b>6</b>
	SE	<b>78</b>	<b>14</b>	<b>4</b>	<b>4</b>
	UK	<b>60</b>	<b>25</b>	<b>3</b>	<b>12</b>

QB9b Pensez-vous que les certifications acquises par votre enseignement ou formation seraient reconnues dans d'autres Etats membres de l'UE ?

QB9b Do you think that qualifications from your education or training would be recognised in other EU Member States?

QB9b Sind Sie der Meinung, dass die Qualifikationen, die Sie im Rahmen Ihrer Bildung oder Ausbildung erworben haben, in anderen EU-Mitgliedstaaten anerkannt werden würden? Mit "anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.

		Oui	Non	Pas applicable\ pas de certifications (SPONTANE)	Ne sais pas
		Yes	No	Not applicable\ no qualifications (SPONTANEOUS)	Don't know
		Ja	Nein	Nicht zutreffend/keine Qualifikationen (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		<b>63</b>	<b>26</b>	<b>0</b>	<b>11</b>
 BE		<b>68</b>	<b>28</b>	<b>0</b>	<b>4</b>
 BG		<b>38</b>	<b>39</b>	<b>0</b>	<b>23</b>
 CZ		<b>60</b>	<b>31</b>	<b>0</b>	<b>9</b>
 DK		<b>82</b>	<b>16</b>	<b>0</b>	<b>2</b>
 DE		<b>70</b>	<b>20</b>	<b>0</b>	<b>10</b>
 EE		<b>60</b>	<b>26</b>	<b>0</b>	<b>14</b>
 IE		<b>76</b>	<b>18</b>	<b>0</b>	<b>6</b>
 EL		<b>59</b>	<b>35</b>	<b>0</b>	<b>6</b>
 ES		<b>62</b>	<b>28</b>	<b>0</b>	<b>10</b>
 FR		<b>66</b>	<b>23</b>	<b>0</b>	<b>11</b>
 HR		<b>72</b>	<b>20</b>	<b>0</b>	<b>8</b>
 IT		<b>52</b>	<b>35</b>	<b>0</b>	<b>13</b>
 CY		<b>70</b>	<b>19</b>	<b>0</b>	<b>11</b>
 LV		<b>53</b>	<b>37</b>	<b>0</b>	<b>10</b>
 LT		<b>64</b>	<b>25</b>	<b>0</b>	<b>11</b>
 LU		<b>77</b>	<b>17</b>	<b>0</b>	<b>6</b>
 HU		<b>57</b>	<b>36</b>	<b>0</b>	<b>7</b>
 MT		<b>70</b>	<b>20</b>	<b>0</b>	<b>10</b>
 NL		<b>72</b>	<b>20</b>	<b>0</b>	<b>8</b>
 AT		<b>71</b>	<b>21</b>	<b>0</b>	<b>8</b>
 PL		<b>62</b>	<b>22</b>	<b>0</b>	<b>16</b>
 PT		<b>57</b>	<b>33</b>	<b>0</b>	<b>10</b>
 RO		<b>55</b>	<b>31</b>	<b>0</b>	<b>14</b>
 SI		<b>75</b>	<b>17</b>	<b>0</b>	<b>8</b>
 SK		<b>60</b>	<b>30</b>	<b>0</b>	<b>10</b>
 FI		<b>76</b>	<b>17</b>	<b>0</b>	<b>7</b>
 SE		<b>82</b>	<b>14</b>	<b>0</b>	<b>4</b>
 UK		<b>62</b>	<b>26</b>	<b>0</b>	<b>12</b>

QB10.3 Avez-vous déjà passé du temps dans un autre Etat membre de l'UE ou en dehors de l'UE ... ?  
(PLUSIEURS REPONSES POSSIBLES)






























Pour étudier

QB10.3 Have you ever spent time in another EU Member State or outside of the EU...?  
(MULTIPLE ANSWERS POSSIBLE)

Studying

QB10.1 Haben Sie jemals Zeit in einem anderen Mitgliedstaat der EU oder außerhalb der EU verbracht, um dort ...?  
(MEHRFACHNENNUNGEN PRO ZEILE MÖGLICH)

Zu studieren

		Oui, dans un autre Etat membre de l'UE	Oui, en dehors de l'UE	Non	Ne sais pas	Total 'Oui'
		Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
		Ja, in einem anderen EU-Mitgliedstaat	Ja, außerhalb der EU	Nein	Weiß nicht	Gesamt 'Ja'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	6	3	90	1	8
	BE	7	3	89	1	10
	BG	2	1	97	1	2
	CZ	3	2	93	2	5
	DK	11	6	84	1	16
	DE	3	2	93	3	4
	EE	11	4	84	1	14
	IE	9	3	88	1	11
	EL	6	2	92	0	8
	ES	6	3	90	1	9
	FR	8	2	89	1	10
	HR	5	2	92	1	8
	IT	7	3	88	2	10
	CY	20	2	78	0	22
	LV	5	2	90	3	7
	LT	2	2	95	1	4
	LU	41	7	55	1	44
	HU	4	2	94	1	5
	MT	7	1	92	1	8
	NL	7	5	88	0	11
	AT	6	2	92	1	7
	PL	3	1	94	2	4
	PT	3	2	95	1	5
	RO	2	2	93	2	4
	SI	5	2	93	1	7
	SK	6	1	92	1	7
	FI	8	6	85	2	13
	SE	12	8	81	0	18
	UK	8	6	87	0	12

QB10.3 Avez-vous déjà passé du temps dans un autre Etat membre de l'UE ou en dehors de l'UE ... ?  
(PLUSIEURS REPONSES POSSIBLES)






























Pour un apprentissage ou un stage

QB10.3 Have you ever spent time in another EU Member State or outside of the EU...?  
(MULTIPLE ANSWERS POSSIBLE)

On a traineeship or internship

QB10.2 Haben Sie jemals Zeit in einem anderen Mitgliedstaat der EU oder außerhalb der EU verbracht, um dort ...?  
(MEHRFACHNENNUNGEN PRO ZEILE MÖGLICH)

An einem Trainee-Programm teilzunehmen oder ein Praktikum zu machen

		Oui, dans un autre Etat membre de l'UE	Oui, en dehors de l'UE	Non	Ne sais pas	Total 'Oui'
		Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
		Ja, in einem anderen EU-Mitgliedstaat	Ja, außerhalb der EU	Nein	Weiß nicht	Gesamt 'Ja'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	4	2	92	2	6
	BE	10	3	87	1	12
	BG	2	1	96	1	3
	CZ	5	1	92	2	6
	DK	7	4	89	1	11
	DE	3	2	92	3	5
	EE	8	3	88	2	10
	IE	5	2	93	1	7
	EL	4	1	94	0	6
	ES	4	1	95	1	4
	FR	8	2	90	1	10
	HR	2	1	95	1	4
	IT	2	2	93	3	4
	CY	13	3	85	0	15
	LV	5	2	89	3	7
	LT	5	2	93	1	6
	LU	26	5	70	1	29
	HU	4	2	94	1	5
	MT	8	2	90	1	9
	NL	6	4	90	0	10
	AT	8	2	90	2	9
	PL	3	1	94	2	4
	PT	2	1	96	1	3
	RO	3	2	92	3	5
	SI	4	2	94	1	5
	SK	6	3	89	1	9
	FI	8	4	88	1	11
	SE	6	5	89	0	10
	UK	3	2	94	1	5



QB10.3 Avez-vous déjà passé du temps dans un autre Etat membre de l'UE ou en dehors de l'UE ... ?  
(PLUSIEURS REPONSES POSSIBLES)






























Pour travailler

QB10.3 Have you ever spent time in another EU Member State or outside of the EU...?  
(MULTIPLE ANSWERS POSSIBLE)

Working

QB10.3 Haben Sie jemals Zeit in einem anderen Mitgliedstaat der EU oder außerhalb der EU verbracht, um dort ...?  
(MEHRFACHNENNUNGEN PRO ZEILE MÖGLICH)






























Zu arbeiten

		Oui, dans un autre Etat membre de l'UE	Oui, en dehors de l'UE	Non	Ne sais pas	Total 'Oui'
		Yes, in another EU Member State	Yes, outside of the EU	No	Don't know	Total 'Yes'
		Ja, in einem anderen EU-Mitgliedstaat	Ja, außerhalb der EU	Nein	Weiß nicht	Gesamt 'Ja'
	%	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>12</b>	<b>5</b>	<b>83</b>	<b>1</b>	<b>16</b>
	BE	<b>13</b>	<b>5</b>	<b>84</b>	<b>1</b>	<b>16</b>
	BG	<b>13</b>	<b>4</b>	<b>84</b>	<b>1</b>	<b>16</b>
	CZ	<b>10</b>	<b>2</b>	<b>87</b>	<b>2</b>	<b>12</b>
	DK	<b>16</b>	<b>12</b>	<b>76</b>	<b>0</b>	<b>24</b>
	DE	<b>7</b>	<b>4</b>	<b>86</b>	<b>2</b>	<b>11</b>
	EE	<b>19</b>	<b>4</b>	<b>77</b>	<b>1</b>	<b>22</b>
	IE	<b>22</b>	<b>10</b>	<b>70</b>	<b>1</b>	<b>29</b>
	EL	<b>8</b>	<b>3</b>	<b>90</b>	<b>0</b>	<b>10</b>
	ES	<b>12</b>	<b>4</b>	<b>84</b>	<b>1</b>	<b>15</b>
	FR	<b>11</b>	<b>6</b>	<b>84</b>	<b>1</b>	<b>15</b>
	HR	<b>14</b>	<b>4</b>	<b>82</b>	<b>1</b>	<b>18</b>
	IT	<b>9</b>	<b>4</b>	<b>86</b>	<b>2</b>	<b>12</b>
	CY	<b>14</b>	<b>4</b>	<b>83</b>	<b>0</b>	<b>17</b>
	LV	<b>16</b>	<b>4</b>	<b>78</b>	<b>3</b>	<b>19</b>
	LT	<b>14</b>	<b>6</b>	<b>80</b>	<b>1</b>	<b>19</b>
	LU	<b>32</b>	<b>8</b>	<b>63</b>	<b>1</b>	<b>36</b>
	HU	<b>9</b>	<b>3</b>	<b>88</b>	<b>1</b>	<b>12</b>
	MT	<b>7</b>	<b>4</b>	<b>88</b>	<b>1</b>	<b>11</b>
	NL	<b>14</b>	<b>7</b>	<b>81</b>	<b>0</b>	<b>19</b>
	AT	<b>15</b>	<b>7</b>	<b>80</b>	<b>1</b>	<b>19</b>
	PL	<b>17</b>	<b>5</b>	<b>78</b>	<b>2</b>	<b>21</b>
	PT	<b>10</b>	<b>4</b>	<b>86</b>	<b>1</b>	<b>14</b>
	RO	<b>13</b>	<b>4</b>	<b>81</b>	<b>3</b>	<b>16</b>
	SI	<b>13</b>	<b>4</b>	<b>83</b>	<b>1</b>	<b>16</b>
	SK	<b>15</b>	<b>5</b>	<b>79</b>	<b>1</b>	<b>19</b>
	FI	<b>12</b>	<b>7</b>	<b>82</b>	<b>1</b>	<b>16</b>
	SE	<b>18</b>	<b>12</b>	<b>75</b>	<b>0</b>	<b>25</b>
	UK	<b>14</b>	<b>8</b>	<b>81</b>	<b>0</b>	<b>19</b>

QB11 Avez-vous déjà travaillé ou étudié avec une société ou institution située dans un autre Etat membre de l'UE ou en dehors de l'UE, alors que vous étiez dans votre propre pays ? Par exemple une formation à distance, des cours en ligne ou du télétravail. (PLUSIEURS REPONSES POSSIBLES)

QB11 Have you ever worked or studied with a company or institution located in another EU Member State or outside of the EU, while you were based in your own country? For example, remote working, distance learning or online courses. (MULTIPLE ANSWERS POSSIBLE)






























QB11 Haben Sie jemals von Ihrem eigenen Land aus für ein Unternehmen gearbeitet oder an einer Einrichtung studiert, die in einem anderen EU-Mitgliedstaat oder außerhalb der EU ansässig ist? Zum Beispiel in Form von Telearbeit, Fernunterricht oder Onlineschulungen? (MEHRFACHNENNUNGEN MÖGLICH)

		Oui, travaillé dans un autre Etat membre de l'UE	Oui, travaillé en dehors de l'UE	Oui, étudié dans un autre Etat membre de l'UE	Oui, étudié en dehors de l'UE	Non	Ne sais pas	Total 'Oui'
		Yes, worked in another EU Member State	Yes, worked outside of the EU	Yes, studied in another EU Member State	Yes, studied outside of the EU	No	Don't know	Total 'Yes'
		Ja, in einem anderen EU-Mitgliedstaat gearbeitet	Ja, außerhalb der EU gearbeitet	Ja, in einem anderen EU-Mitgliedstaat studiert	Ja, außerhalb der EU studiert	Nein	Weiß nicht	Gesamt 'Ja'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	7	3	2	1	87	2	11
	BE	8	4	3	2	87	0	13
	BG	6	2	1	0	91	0	8
	CZ	6	2	2	0	92	0	8
	DK	6	6	3	2	88	0	12
	DE	6	3	1	1	91	0	8
	EE	8	3	5	2	85	0	14
	IE	12	6	4	1	82	0	18
	EL	5	3	3	1	91	0	9
	ES	7	3	4	1	88	0	12
	FR	7	4	3	2	89	0	11
	HR	7	3	2	1	89	0	11
	IT	6	2	4	1	73	16	11
	CY	8	4	11	2	81	0	19
	LV	6	4	2	1	89	0	11
	LT	9	4	2	1	86	0	14
	LU	15	8	13	3	77	0	23
	HU	6	1	1	0	92	0	7
	MT	4	3	5	2	88	1	11
	NL	7	5	2	2	88	0	12
	AT	11	5	2	1	85	0	15
	PL	9	2	1	0	89	1	10
	PT	6	2	2	1	90	0	10
	RO	8	3	1	0	88	1	12
	SI	6	2	1	1	91	0	9
	SK	11	3	2	1	86	0	14
	FI	3	2	1	1	94	1	5
	SE	7	4	2	2	88	0	12
	UK	7	5	1	1	89	1	11

QB12.1 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ?  
Etudier dans un autre Etat membre de l'UE

QB12.1 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?  
Studying in another EU Member State






























QB12.1 Inwieweit würden die folgenden Erfahrungen Ihrer Meinung nach in (UNSEREM LAND) anerkannt werden? Mit  
"anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.  
Studienaufenthalte in einem anderen EU-Mitgliedstaat

%		Complètement reconnues	Largement reconnues	Reconnues dans une certaine mesure	Pas reconnues	Ne sais pas	Total 'Reconnues'	Total 'Pas reconnues'
		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	Don't know	Total 'Recognised'	Total 'Not recognised'
		Vollständig anerkannt	Weitgehend anerkannt	Teilweise anerkannt	Nicht anerkannt	Weiß nicht	Total 'Reconnues'	Total 'Pas reconnues'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	26	32	19	6	17	58	25
	BE	26	33	22	7	12	59	29
	BG	38	25	7	5	25	63	12
	CZ	34	25	23	5	13	59	28
	DK	21	40	29	3	7	61	32
	DE	26	33	11	6	24	59	17
	EE	27	36	18	1	18	63	19
	IE	31	34	20	5	10	65	25
	EL	40	34	15	8	3	74	23
	ES	42	28	14	5	11	70	19
	FR	21	26	35	5	13	47	40
	HR	35	29	22	4	10	64	26
	IT	24	35	16	9	16	59	25
	CY	56	25	12	2	5	81	14
	LV	29	35	15	6	15	64	21
	LT	47	25	9	4	15	72	13
	LU	31	33	22	5	9	64	27
	HU	25	40	16	8	11	65	24
	MT	56	24	7	3	10	80	10
	NL	26	39	13	4	18	65	17
	AT	36	29	13	3	19	65	16
	PL	27	35	17	4	17	62	21
	PT	16	38	21	11	14	54	32
	RO	26	28	16	7	23	54	23
	SI	31	38	16	3	12	69	19
	SK	34	24	26	7	9	58	33
	FI	19	44	19	3	15	63	22
	SE	29	44	18	2	7	73	20
	UK	13	33	24	8	22	46	32

QB12.2 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ?  
Travailler dans un autre Etat membre de l'UE

QB12.2 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?  
Working in another EU Member State






























QB12.2 Inwieweit würden die folgenden Erfahrungen Ihrer Meinung nach in (UNSEREM LAND) anerkannt werden? Mit  
"anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.  
Arbeitsaufenthalte in einem anderen EU-Mitgliedstaat

	%	Complètement reconnues	Largement reconnues	Reconnues dans une certaine mesure	Pas reconnues	Ne sais pas	Total 'Reconnues'	Total 'Pas reconnues'
		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	Don't know	Total 'Recognised'	Total 'Not recognised'
		Vollständig anerkannt	Weitgehend anerkannt	Teilweise anerkannt	Nicht anerkannt	Weiß nicht	Total 'Reconnues'	Total 'Pas reconnues'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	25	33	19	6	17	58	25
	BE	24	35	21	8	12	59	29
	BG	30	23	14	8	25	53	22
	CZ	29	28	22	7	14	57	29
	DK	23	42	24	2	9	65	26
	DE	24	31	13	7	25	55	20
	EE	22	35	22	3	18	57	25
	IE	31	39	18	4	8	70	22
	EL	28	38	21	9	4	66	30
	ES	44	30	11	5	10	74	16
	FR	22	29	31	5	13	51	36
	HR	36	30	20	4	10	66	24
	IT	22	34	18	9	17	56	27
	CY	38	33	16	4	9	71	20
	LV	24	35	20	7	14	59	27
	LT	42	27	12	4	15	69	16
	LU	27	38	20	4	11	65	24
	HU	26	37	21	6	10	63	27
	MT	53	25	9	2	11	78	11
	NL	25	43	14	3	15	68	17
	AT	34	30	15	3	18	64	18
	PL	28	34	17	5	16	62	22
	PT	15	34	25	11	15	49	36
	RO	24	30	17	7	22	54	24
	SI	33	37	16	3	11	70	19
	SK	31	28	27	6	8	59	33
	FI	22	42	16	3	17	64	19
	SE	25	47	19	2	7	72	21
	UK	14	34	24	7	21	48	31

QB12.3 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ?  
Un stage ou un apprentissage dans un autre Etat membre de l'UE

QB12.3 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?  
Traineeships or internships in another EU Member State






























QB12.3 Inwieweit würden die folgenden Erfahrungen Ihrer Meinung nach in (UNSEREM LAND) anerkannt werden? Mit  
"anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.  
Trainee-Programme oder Praktika in einem anderen EU-Mitgliedstaat

		Complètement reconnues	Largement reconnues	Reconnues dans une certaine mesure	Pas reconnues	Ne sais pas	Total 'Reconnues'	Total 'Pas reconnues'
		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	Don't know	Total 'Recognised'	Total 'Not recognised'
		Vollständig anerkannt	Weitgehend anerkannt	Teilweise anerkannt	Nicht anerkannt	Weiß nicht	Total 'Reconnues'	Total 'Pas reconnues'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	21	30	20	7	22	51	27
	BE	19	35	23	8	15	54	31
	BG	26	21	11	5	37	47	16
	CZ	30	27	20	7	16	57	27
	DK	21	40	25	3	11	61	28
	DE	14	27	17	9	33	41	26
	EE	25	33	17	1	24	58	18
	IE	27	35	19	6	13	62	25
	EL	26	35	24	9	6	61	33
	ES	36	30	13	7	14	66	20
	FR	20	26	31	8	15	46	39
	HR	27	29	22	6	16	56	28
	IT	16	29	19	10	26	45	29
	CY	38	33	16	5	8	71	21
	LV	28	38	16	4	14	66	20
	LT	45	25	7	4	19	70	11
	LU	21	35	20	6	18	56	26
	HU	24	40	19	6	11	64	25
	MT	52	26	7	2	13	78	9
	NL	20	43	14	3	20	63	17
	AT	23	27	16	5	29	50	21
	PL	26	37	15	5	17	63	20
	PT	12	34	22	11	21	46	33
	RO	22	28	17	7	26	50	24
	SI	27	34	20	4	15	61	24
	SK	28	30	25	7	10	58	32
	FI	19	39	20	4	18	58	24
	SE	21	42	23	5	9	63	28
	UK	12	29	26	7	26	41	33

QB12.4 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ?  
Etudier en ligne dans une institution située dans un autre Etat membre de l'UE

QB12.4 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?  
Studying online with an institution located in another EU Member State






























QB12.4 Inwieweit würden die folgenden Erfahrungen Ihrer Meinung nach in (UNSEREM LAND) anerkannt werden? Mit  
"anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.  
Online-Studium bei einer Bildungseinrichtung, die in einem anderen EU-Mitgliedstaat ansässig ist

		Complètement reconnues	Largement reconnues	Reconnues dans une certaine mesure	Pas reconnues	Ne sais pas	Total 'Reconnues'	Total 'Pas reconnues'
		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	Don't know	Total 'Recognised'	Total 'Not recognised'
		Vollständig anerkannt	Weitgehend anerkannt	Teilweise anerkannt	Nicht anerkannt	Weiß nicht	Total 'Reconnues'	Total 'Pas reconnues'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		10	19	21	16	34	29	37
 BE		11	19	23	20	27	30	43
 BG		13	14	11	8	54	27	19
 CZ		13	17	26	15	29	30	41
 DK		10	22	31	11	26	32	42
 DE		7	18	17	14	44	25	31
 EE		13	17	19	6	45	30	25
 IE		17	26	25	11	21	43	36
 EL		11	19	30	23	17	30	53
 ES		17	19	16	18	30	36	34
 FR		6	13	29	24	28	19	53
 HR		17	19	25	14	25	36	39
 IT		9	20	18	16	37	29	34
 CY		12	23	27	16	22	35	43
 LV		13	20	24	13	30	33	37
 LT		34	24	12	5	25	58	17
 LU		9	13	26	12	40	22	38
 HU		13	29	23	13	22	42	36
 MT		48	24	10	4	14	72	14
 NL		5	15	19	14	47	20	33
 AT		10	19	19	14	38	29	33
 PL		11	23	19	15	32	34	34
 PT		4	17	25	22	32	21	47
 RO		14	20	17	11	38	34	28
 SI		19	28	21	5	27	47	26
 SK		14	19	30	15	22	33	45
 FI		9	24	23	9	35	33	32
 SE		14	29	29	8	20	43	37
 UK		7	22	27	13	31	29	40

QB12.5 Dans quelle mesure pensez-vous que les expériences suivantes seraient reconnues en (NOTRE PAYS) ?  
Faire du télétravail pour une entreprise située dans un autre Etat membre de l'UE

QB12.5 To what extent do you think the following experiences would be recognised within (OUR COUNTRY)?  
Working remotely for a company located in another EU Member State






























QB12.5 Inwieweit würden die folgenden Erfahrungen Ihrer Meinung nach in (UNSEREM LAND) anerkannt werden? Mit  
"anerkannt" meinen wir, dass diese für die Arbeit oder Weiterbildung genutzt werden können.  
Telearbeit für ein Unternehmen, das in einem anderen EU-Mitgliedstaat ansässig ist

	%	Complètement reconnues	Largement reconnues	Reconnues dans une certaine mesure	Pas reconnues	Ne sais pas	Total 'Reconnues'	Total 'Pas reconnues'
		Completely recognised	Largely recognised	Recognised to some extent	Not recognised	Don't know	Total 'Recognised'	Total 'Not recognised'
		Vollständig anerkannt	Weitgehend anerkannt	Teilweise anerkannt	Nicht anerkannt	Weiß nicht	Total 'Reconnues'	Total 'Pas reconnues'
		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	12	20	21	13	34	32	34
	BE	12	21	23	17	27	33	40
	BG	15	12	11	8	54	27	19
	CZ	15	18	24	15	28	33	39
	DK	16	32	25	6	21	48	31
	DE	7	15	14	16	48	22	30
	EE	14	22	20	3	41	36	23
	IE	20	33	21	8	18	53	29
	EL	8	18	31	24	19	26	55
	ES	19	20	15	15	31	39	30
	FR	10	16	28	17	29	26	45
	HR	22	21	23	9	25	43	32
	IT	10	16	19	16	39	26	35
	CY	11	20	26	17	26	31	43
	LV	14	23	24	10	29	37	34
	LT	33	24	12	6	25	57	18
	LU	8	13	21	14	44	21	35
	HU	14	30	22	13	21	44	35
	MT	46	25	9	4	16	71	13
	NL	19	29	16	6	30	48	22
	AT	11	18	17	12	42	29	29
	PL	15	25	20	10	30	40	30
	PT	4	17	26	20	33	21	46
	RO	15	24	16	10	35	39	26
	SI	21	28	20	5	26	49	25
	SK	15	18	30	16	21	33	46
	FI	13	26	23	6	32	39	29
	SE	19	39	22	4	16	58	26
	UK	9	26	25	10	30	35	35

QB13 Avez-vous déjà essayé d'étudier ou de travailler dans un autre Etat membre de l'UE, y compris le télétravail ou étudier à distance depuis (NOTRE PAYS), sans y parvenir ? (PLUSIEURS REponses POSSIBLES)

QB13 Have you ever tried to work or study in another EU Member State, including remote working and distance learning from (OUR COUNTRY) and not been able to do so? (MULTIPLE ANSWERS POSSIBLE)

QB13 Haben Sie jemals versucht, von (UNSEREM LAND) aus in einem anderen EU-Mitgliedstaat zu arbeiten oder zu studieren, einschließlich Telearbeit oder Fernunterricht, und konnten dies nicht? (MEHRFACHNENNUNGEN MÖGLICH)






























		Oui, essayé d'étudier dans un autre Etat membre de l'UE	Oui, essayé de travailler dans un autre Etat membre de l'UE	Non	Ne sais pas	Total 'Oui'
		Yes, tried to study in another EU Member State	Yes, tried to work in another EU Member State	No	Don't know	Total 'Yes'
		Ja, versucht in einem anderen EU-Mitgliedstaat zu studieren	Ja, versucht in einem anderen EU-Mitgliedstaat zu arbeiten	Nein	Weiß nicht	Gesamt 'Ja'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	2	4	94	0	6
	BE	3	5	93	0	7
	BG	1	7	92	0	8
	CZ	2	5	93	0	7
	DK	2	3	96	0	4
	DE	2	3	95	0	5
	EE	3	6	92	0	8
	IE	3	4	94	0	6
	EL	2	4	95	0	5
	ES	3	6	92	0	8
	FR	3	5	93	0	7
	HR	3	7	91	0	9
	IT	2	3	95	0	5
	CY	3	3	95	0	5
	LV	2	6	93	0	7
	LT	2	9	89	0	10
	LU	8	5	90	0	10
	HU	1	5	94	0	6
	MT	4	3	94	0	5
	NL	2	5	93	0	6
	AT	3	8	90	0	10
	PL	2	4	94	1	6
	PT	2	3	95	0	5
	RO	2	7	90	1	9
	SI	2	4	94	0	6
	SK	3	8	90	0	10
	FI	0	1	98	0	2
	SE	2	2	96	0	4
	UK	2	1	97	0	3



QB14 Quelles difficultés liées à vos certifications avez-vous rencontrées ? (PLUSIEURS REPONSES POSSIBLES)

QB14 Which difficulties related to your qualifications did you experience? (MULTIPLE ANSWERS POSSIBLE)






























QB14 Welche Schwierigkeiten haben Sie in Bezug auf Ihre Qualifikationen erlebt? (MEHRFACHNENNUNGEN MÖGLICH)

		L'employeur potentiel n'a pas accepté vos certifications	L'établissement éducatif n'a pas reconnu vos certifications	Vous n'avez pas eu suffisamment d'informations sur la reconnaissance éventuelle ou non de vos certifications dans un autre Etat membre de l'UE
		Your qualifications were not accepted by prospective employer	Your qualifications were not recognised by educational institution	You did not have enough information on whether your qualifications would be recognised in another EU Member State
		Ihre Qualifikationen wurden von dem potenziellen Arbeitgeber nicht anerkannt	Ihre Qualifikationen wurden von der Bildungseinrichtung nicht anerkannt	Sie hatten nicht genügend Informationen darüber, ob Ihre Qualifikationen in einem anderen EU-Mitgliedstaat anerkannt werden würden
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>12</b>	<b>7</b>	<b>17</b>
	BE	<b>8</b>	<b>11</b>	<b>18</b>
	BG	<b>21</b>	<b>5</b>	<b>29</b>
	CZ	<b>21</b>	<b>11</b>	<b>19</b>
	DK	<b>18</b>	<b>4</b>	<b>21</b>
	DE	<b>6</b>	<b>2</b>	<b>14</b>
	EE	<b>7</b>	<b>7</b>	<b>15</b>
	IE	<b>14</b>	<b>13</b>	<b>21</b>
	EL	<b>19</b>	<b>8</b>	<b>11</b>
	ES	<b>11</b>	<b>8</b>	<b>15</b>
	FR	<b>10</b>	<b>5</b>	<b>17</b>
	HR	<b>12</b>	<b>6</b>	<b>25</b>
	IT	<b>10</b>	<b>8</b>	<b>21</b>
	CY	<b>11</b>	<b>4</b>	<b>5</b>
	LV	<b>9</b>	<b>10</b>	<b>19</b>
	LT	<b>17</b>	<b>3</b>	<b>13</b>
	LU	<b>7</b>	<b>2</b>	<b>10</b>
	HU	<b>15</b>	<b>2</b>	<b>33</b>
	MT	<b>3</b>	<b>0</b>	<b>3</b>
	NL	<b>20</b>	<b>4</b>	<b>4</b>
	AT	<b>14</b>	<b>5</b>	<b>18</b>
	PL	<b>16</b>	<b>5</b>	<b>13</b>
	PT	<b>6</b>	<b>15</b>	<b>24</b>
	RO	<b>20</b>	<b>13</b>	<b>32</b>
	SI	<b>17</b>	<b>3</b>	<b>19</b>
	SK	<b>8</b>	<b>2</b>	<b>12</b>
	FI	<b>16</b>	<b>0</b>	<b>28</b>
	SE	<b>12</b>	<b>8</b>	<b>10</b>
	UK	<b>11</b>	<b>14</b>	<b>12</b>

QB14 Quelles difficultés liées à vos certifications avez-vous rencontrées ?  
(PLUSIEURS REPONSES POSSIBLES)

QB14 Which difficulties related to your qualifications did you experience?  
(MULTIPLE ANSWERS POSSIBLE)






























QB14 Welche Schwierigkeiten haben Sie in Bezug auf Ihre Qualifikationen erlebt? (MEHRFACHNENNUNGEN  
MÖGLICH)

		Vous n'avez pas eu suffisamment d'informations sur les possibilités de subventions et de bourses	Autre (SPONTANE)	Aucun (SPONTANE)	Ne sais pas
		You did not have enough information on opportunities for grants and scholarships	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
		Sie hatten nicht genügend Informationen über Möglichkeiten zur Beantragung von Ausbildungsbeihilfen und Stipendien	Sonstige (SPONTAN)	Keine (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>16</b>	<b>15</b>	<b>38</b>	<b>2</b>
	BE	<b>15</b>	<b>5</b>	<b>57</b>	<b>1</b>
	BG	<b>8</b>	<b>10</b>	<b>28</b>	<b>5</b>
	CZ	<b>12</b>	<b>11</b>	<b>23</b>	<b>9</b>
	DK	<b>2</b>	<b>38</b>	<b>22</b>	<b>2</b>
	DE	<b>17</b>	<b>21</b>	<b>47</b>	<b>2</b>
	EE	<b>13</b>	<b>14</b>	<b>46</b>	<b>5</b>
	IE	<b>13</b>	<b>5</b>	<b>35</b>	<b>5</b>
	EL	<b>12</b>	<b>21</b>	<b>35</b>	<b>0</b>
	ES	<b>23</b>	<b>22</b>	<b>35</b>	<b>0</b>
	FR	<b>20</b>	<b>10</b>	<b>45</b>	<b>1</b>
	HR	<b>19</b>	<b>15</b>	<b>34</b>	<b>0</b>
	IT	<b>22</b>	<b>12</b>	<b>30</b>	<b>0</b>
	CY	<b>12</b>	<b>21</b>	<b>48</b>	<b>4</b>
	LV	<b>8</b>	<b>20</b>	<b>37</b>	<b>2</b>
	LT	<b>8</b>	<b>9</b>	<b>52</b>	<b>4</b>
	LU	<b>10</b>	<b>39</b>	<b>32</b>	<b>0</b>
	HU	<b>20</b>	<b>11</b>	<b>25</b>	<b>1</b>
	MT	<b>15</b>	<b>30</b>	<b>51</b>	<b>1</b>
	NL	<b>8</b>	<b>25</b>	<b>39</b>	<b>2</b>
	AT	<b>14</b>	<b>9</b>	<b>45</b>	<b>3</b>
	PL	<b>8</b>	<b>13</b>	<b>39</b>	<b>6</b>
	PT	<b>14</b>	<b>15</b>	<b>31</b>	<b>5</b>
	RO	<b>7</b>	<b>17</b>	<b>24</b>	<b>6</b>
	SI	<b>15</b>	<b>27</b>	<b>25</b>	<b>0</b>
	SK	<b>12</b>	<b>23</b>	<b>41</b>	<b>6</b>
	FI	<b>12</b>	<b>42</b>	<b>9</b>	<b>9</b>
	SE	<b>6</b>	<b>44</b>	<b>20</b>	<b>0</b>
	UK	<b>21</b>	<b>2</b>	<b>51</b>	<b>3</b>

QB15 Savez-vous à quel niveau du Cadre Européen des Certifications vos certifications correspondent ?

QB15 Do you know to which level of the European Qualifications Framework your qualifications correspond?






























QB15 Wissen Sie, welcher Stufe des Europäischen Qualifikationsrahmens Ihre Qualifikationen entsprechen?

		Oui	Non, mais vous avez entendu parlé du Cadre Européen des Certifications	Non, et vous n'avez pas entendu parlé du Cadre Européen des Certifications	Pas applicable\ pas de certifications (SPONTANE)	Ne sais pas	Total 'Non'
		Yes	No, but you have heard of the European Qualifications Framework	No, and you have not heard of the European Qualifications Framework	Not applicable\ no qualifications (SPONTANEOUS)	Don't know	Total 'No'
		Ja	Nein, aber Sie haben vom Europäischen Qualifikationsrahmen gehört	Nein, und Sie haben noch nie vom Europäischen Qualifikationsrahmen gehört	Nicht zutreffend\keine Qualifikationen (SPONTAN)	Weiß nicht	Gesamt 'Nein'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	9	12	58	14	7	70
	BE	9	11	64	15	1	75
	BG	6	14	45	15	20	59
	CZ	14	14	54	8	10	68
	DK	13	12	64	8	3	76
	DE	9	12	61	12	6	73
	EE	11	13	44	22	10	57
	IE	17	10	41	23	9	51
	EL	16	9	50	19	6	59
	ES	12	11	51	23	3	62
	FR	8	9	65	12	6	74
	HR	14	16	50	8	12	66
	IT	8	20	42	22	8	62
	CY	16	9	47	14	14	56
	LV	8	11	61	13	7	72
	LT	6	6	64	13	11	70
	LU	21	13	45	15	6	58
	HU	9	12	56	19	4	68
	MT	17	12	42	20	9	54
	NL	12	14	56	11	7	70
	AT	10	16	60	8	6	76
	PL	7	13	52	18	10	65
	PT	10	17	53	15	5	70
	RO	7	11	48	16	18	59
	SI	15	11	56	9	9	67
	SK	11	11	62	9	7	73
	FI	16	10	46	22	6	56
	SE	13	11	68	4	4	79
	UK	7	10	76	3	4	86

QB15b Savez-vous à quel niveau du Cadre Européen des Certifications vos certifications correspondent ?

QB15b Do you know to which level of the European Qualifications Framework your qualifications correspond?






























QB15b Wissen Sie, welcher Stufe des Europäischen Qualifikationsrahmens Ihre Qualifikationen entsprechen?

		Oui	Non, mais vous avez entendu parlé du Cadre Européen des Certifications	Non, et vous n'avez pas entendu parlé du Cadre Européen des Certifications	Pas applicable\ pas de certifications (SPONTANE)	Ne sais pas	Total 'Non'
		Yes	No, but you have heard of the European Qualifications Framework	No, and you have not heard of the European Qualifications Framework	Not applicable\ no qualifications (SPONTANEOUS)	Don't know	Total 'No'
		Ja	Nein, aber Sie haben vom Europäischen Qualifikationsrahmen gehört	Nein, und Sie haben noch nie vom Europäischen Qualifikationsrahmen gehört	Nicht zutreffend/keine Qualifikationen (SPONTAN)	Weiß nicht	Gesamt 'Nein'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	11	14	67	0	8	81
	BE	11	13	75	0	1	88
	BG	7	17	52	0	24	69
	CZ	15	15	59	0	11	74
	DK	15	13	69	0	3	82
	DE	10	14	69	0	7	83
	EE	14	16	57	0	13	73
	IE	21	13	54	0	12	67
	EL	20	11	61	0	8	72
	ES	16	14	66	0	4	80
	FR	9	10	74	0	7	84
	HR	16	18	54	0	12	72
	IT	10	26	54	0	10	80
	CY	19	11	54	0	16	65
	LV	9	12	70	0	9	82
	LT	6	7	74	0	13	81
	LU	25	15	53	0	7	68
	HU	11	15	69	0	5	84
	MT	22	15	52	0	11	67
	NL	14	15	63	0	8	78
	AT	11	17	65	0	7	82
	PL	8	16	63	0	13	79
	PT	12	20	62	0	6	82
	RO	9	13	56	0	22	69
	SI	16	12	62	0	10	74
	SK	12	12	68	0	8	80
	FI	21	13	58	0	8	71
	SE	13	12	71	0	4	83
	UK	7	11	78	0	4	89

QB16 EN (NOTRE PAYS), pensez-vous qu'une combinaison de compétences et qualifications acquises de manières différentes (par ex. via des études, l'enseignement et la formation professionnels et les expériences professionnelles) peut-être utilisée pour obtenir une certification ?

QB16 In (OUR COUNTRY), do you think that a combination of skills or competences acquired in different ways (e.g. through education, vocational education and training and work experiences) can be used to obtain a qualification?






























QB16 Sind Sie der Meinung, dass in (UNSEREM LAND) eine Kombination von Fähigkeiten und Fertigkeiten, die auf unterschiedliche Art und Weise erworben wurden (z. B. durch Schul-/Hochschulausbildung, Berufsausbildung und Praktika/Arbeitserfahrung), genutzt werden kann, um eine Qualifikation zu erhalten?

		Oui	Non	Ne sais pas
		Yes	No	Don't know
		Ja	Nein	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>69</b>	<b>18</b>	<b>13</b>
	BE	<b>68</b>	<b>22</b>	<b>10</b>
	BG	<b>60</b>	<b>17</b>	<b>23</b>
	CZ	<b>75</b>	<b>17</b>	<b>8</b>
	DK	<b>88</b>	<b>7</b>	<b>5</b>
	DE	<b>78</b>	<b>13</b>	<b>9</b>
	EE	<b>73</b>	<b>12</b>	<b>15</b>
	IE	<b>81</b>	<b>12</b>	<b>7</b>
	EL	<b>72</b>	<b>19</b>	<b>9</b>
	ES	<b>61</b>	<b>19</b>	<b>20</b>
	FR	<b>70</b>	<b>15</b>	<b>15</b>
	HR	<b>78</b>	<b>14</b>	<b>8</b>
	IT	<b>58</b>	<b>30</b>	<b>12</b>
	CY	<b>74</b>	<b>12</b>	<b>14</b>
	LV	<b>72</b>	<b>15</b>	<b>13</b>
	LT	<b>68</b>	<b>17</b>	<b>15</b>
	LU	<b>71</b>	<b>16</b>	<b>13</b>
	HU	<b>55</b>	<b>33</b>	<b>12</b>
	MT	<b>79</b>	<b>9</b>	<b>12</b>
	NL	<b>74</b>	<b>12</b>	<b>14</b>
	AT	<b>74</b>	<b>18</b>	<b>8</b>
	PL	<b>67</b>	<b>16</b>	<b>17</b>
	PT	<b>55</b>	<b>29</b>	<b>16</b>
	RO	<b>60</b>	<b>24</b>	<b>16</b>
	SI	<b>77</b>	<b>14</b>	<b>9</b>
	SK	<b>63</b>	<b>23</b>	<b>14</b>
	FI	<b>75</b>	<b>17</b>	<b>8</b>
	SE	<b>88</b>	<b>7</b>	<b>5</b>
	UK	<b>76</b>	<b>15</b>	<b>9</b>

QB17 Il y a différentes manières de justifier vos compétences et certifications, que ce soit pour travailler en (NOTRE PAYS) ou dans un autre Etat membre de l'UE. Parmi les dispositifs suivants, pouvez-vous me dire lesquels vous connaissez ? (PLUSIEURS REPONSES POSSIBLES)

QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of? (MULTIPLE ANSWERS POSSIBLE)






























QB17 Es gibt verschiedene Möglichkeiten zur Dokumentation Ihrer Fähigkeiten und Qualifikationen, sowohl bei der Beschäftigung in (UNSEREM LAND) als auch bei der Arbeit in einem anderen EU-Land. Welche der folgenden Möglichkeiten kennen Sie? (MEHRFACHNENNUNGEN MÖGLICH)

		Le CV Europass	Europass mobilité	Le passeport de langues	Les suppléments au diplôme (pour l'enseignement supérieur)	Les suppléments descriptifs du certificat (pour l'enseignement professionnel)
		Europass CV	Europass Mobility	Language passport	Diploma supplements (for Higher Education)	Certificate supplements (for Vocational Education)
		Europass Lebenslauf	Europass Mobilität	Sprachenpass	Diploma Supplement (für das Hochschulwesen)	Zeugniserläuterungen (für Berufsabschlüsse)
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>15</b>	<b>4</b>	<b>10</b>	<b>13</b>	<b>11</b>
	BE	<b>7</b>	<b>3</b>	<b>14</b>	<b>11</b>	<b>4</b>
	BG	<b>29</b>	<b>6</b>	<b>8</b>	<b>24</b>	<b>21</b>
	CZ	<b>24</b>	<b>5</b>	<b>12</b>	<b>14</b>	<b>19</b>
	DK	<b>5</b>	<b>2</b>	<b>9</b>	<b>30</b>	<b>16</b>
	DE	<b>11</b>	<b>4</b>	<b>11</b>	<b>8</b>	<b>14</b>
	EE	<b>16</b>	<b>5</b>	<b>14</b>	<b>24</b>	<b>21</b>
	IE	<b>13</b>	<b>5</b>	<b>9</b>	<b>19</b>	<b>11</b>
	EL	<b>25</b>	<b>5</b>	<b>11</b>	<b>12</b>	<b>10</b>
	ES	<b>28</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>7</b>
	FR	<b>5</b>	<b>2</b>	<b>10</b>	<b>10</b>	<b>2</b>
	HR	<b>26</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>21</b>
	IT	<b>22</b>	<b>5</b>	<b>12</b>	<b>21</b>	<b>13</b>
	CY	<b>30</b>	<b>6</b>	<b>10</b>	<b>17</b>	<b>17</b>
	LV	<b>20</b>	<b>4</b>	<b>11</b>	<b>27</b>	<b>23</b>
	LT	<b>52</b>	<b>6</b>	<b>12</b>	<b>38</b>	<b>26</b>
	LU	<b>15</b>	<b>9</b>	<b>13</b>	<b>14</b>	<b>9</b>
	HU	<b>28</b>	<b>4</b>	<b>9</b>	<b>24</b>	<b>27</b>
	MT	<b>48</b>	<b>15</b>	<b>13</b>	<b>16</b>	<b>11</b>
	NL	<b>11</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>
	AT	<b>26</b>	<b>8</b>	<b>18</b>	<b>15</b>	<b>14</b>
	PL	<b>13</b>	<b>3</b>	<b>10</b>	<b>16</b>	<b>11</b>
	PT	<b>23</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>
	RO	<b>24</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>7</b>
	SI	<b>32</b>	<b>9</b>	<b>13</b>	<b>25</b>	<b>26</b>
	SK	<b>30</b>	<b>8</b>	<b>10</b>	<b>16</b>	<b>16</b>
	FI	<b>14</b>	<b>7</b>	<b>23</b>	<b>21</b>	<b>16</b>
	SE	<b>19</b>	<b>3</b>	<b>10</b>	<b>26</b>	<b>16</b>
	UK	<b>4</b>	<b>2</b>	<b>5</b>	<b>13</b>	<b>7</b>

QB17 Il y a différentes manières de justifier vos compétences et certifications, que ce soit pour travailler en (NOTRE PAYS) ou dans un autre Etat membre de l'UE. Parmi les dispositifs suivants, pouvez-vous me dire lesquels vous connaissez ? (PLUSIEURS REPONSES POSSIBLES)

QB17 There are various ways of documenting your skills and qualifications either for employment in (OUR COUNTRY) or when working in another EU Member State. Which of the following are you aware of? (MULTIPLE ANSWERS POSSIBLE)






























QB17 Es gibt verschiedene Möglichkeiten zur Dokumentation Ihrer Fähigkeiten und Qualifikationen, sowohl bei der Beschäftigung in (UNSEREM LAND) als auch bei der Arbeit in einem anderen EU-Land. Welche der folgenden Möglichkeiten kennen Sie? (MEHRFACHNENNUNGEN MÖGLICH)

		Youthpass	Aucun (SPONTANE)	Ne sais pas
		Youthpass	None (SPONTANEOUS)	Don't know
		Youthpass	Keine (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>3</b>	<b>59</b>	<b>7</b>
	BE	<b>5</b>	<b>70</b>	<b>4</b>
	BG	<b>1</b>	<b>45</b>	<b>12</b>
	CZ	<b>4</b>	<b>24</b>	<b>32</b>
	DK	<b>3</b>	<b>54</b>	<b>7</b>
	DE	<b>2</b>	<b>62</b>	<b>6</b>
	EE	<b>6</b>	<b>40</b>	<b>16</b>
	IE	<b>7</b>	<b>59</b>	<b>7</b>
	EL	<b>3</b>	<b>60</b>	<b>5</b>
	ES	<b>3</b>	<b>63</b>	<b>3</b>
	FR	<b>2</b>	<b>71</b>	<b>8</b>
	HR	<b>5</b>	<b>43</b>	<b>12</b>
	IT	<b>2</b>	<b>47</b>	<b>9</b>
	CY	<b>4</b>	<b>51</b>	<b>7</b>
	LV	<b>2</b>	<b>49</b>	<b>6</b>
	LT	<b>6</b>	<b>35</b>	<b>4</b>
	LU	<b>8</b>	<b>58</b>	<b>6</b>
	HU	<b>2</b>	<b>49</b>	<b>2</b>
	MT	<b>20</b>	<b>34</b>	<b>9</b>
	NL	<b>16</b>	<b>57</b>	<b>13</b>
	AT	<b>3</b>	<b>50</b>	<b>4</b>
	PL	<b>2</b>	<b>59</b>	<b>8</b>
	PT	<b>2</b>	<b>63</b>	<b>7</b>
	RO	<b>3</b>	<b>53</b>	<b>12</b>
	SI	<b>3</b>	<b>44</b>	<b>3</b>
	SK	<b>7</b>	<b>48</b>	<b>6</b>
	FI	<b>4</b>	<b>44</b>	<b>8</b>
	SE	<b>3</b>	<b>51</b>	<b>6</b>
	UK	<b>4</b>	<b>72</b>	<b>6</b>

QB18 Avez-vous déjà eu recours à un service d'orientation professionnelle ?

QB18 Have you ever used a career guidance service?

QB18 Haben Sie jemals ein Berufsberatungsangebot in Anspruch genommen?






























		Oui	Non, vous n'avez jamais eu accès à un service d'orientation professionnelle	Non, autre raison	Ne sais pas	Total 'Non'
		Yes	No, you have never had access to a career guidance service	No, for another reason	Don't know	Total 'No'
		Ja	Nein, Sie hatten noch nie Zugang zu einem Berufsberatungsangebot	Nein, aus einem anderen Grund	Weiß nicht	Gesamt 'Nein'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		<b>24</b>	<b>45</b>	<b>29</b>	<b>2</b>	<b>74</b>
 BE		<b>17</b>	<b>49</b>	<b>33</b>	<b>1</b>	<b>82</b>
 BG		<b>3</b>	<b>65</b>	<b>26</b>	<b>6</b>	<b>91</b>
 CZ		<b>15</b>	<b>45</b>	<b>39</b>	<b>1</b>	<b>84</b>
 DK		<b>55</b>	<b>17</b>	<b>27</b>	<b>1</b>	<b>44</b>
 DE		<b>40</b>	<b>30</b>	<b>29</b>	<b>1</b>	<b>59</b>
 EE		<b>14</b>	<b>23</b>	<b>59</b>	<b>4</b>	<b>82</b>
 IE		<b>37</b>	<b>39</b>	<b>22</b>	<b>2</b>	<b>61</b>
 FI		<b>14</b>	<b>58</b>	<b>26</b>	<b>2</b>	<b>84</b>
 ES		<b>23</b>	<b>52</b>	<b>24</b>	<b>1</b>	<b>76</b>
 FR		<b>31</b>	<b>50</b>	<b>18</b>	<b>1</b>	<b>68</b>
 HR		<b>16</b>	<b>49</b>	<b>33</b>	<b>2</b>	<b>82</b>
 IT		<b>6</b>	<b>75</b>	<b>14</b>	<b>5</b>	<b>89</b>
 CY		<b>22</b>	<b>53</b>	<b>21</b>	<b>4</b>	<b>74</b>
 LV		<b>15</b>	<b>28</b>	<b>54</b>	<b>3</b>	<b>82</b>
 LT		<b>10</b>	<b>36</b>	<b>45</b>	<b>9</b>	<b>81</b>
 LU		<b>25</b>	<b>52</b>	<b>22</b>	<b>1</b>	<b>74</b>
 HU		<b>3</b>	<b>55</b>	<b>40</b>	<b>2</b>	<b>95</b>
 MT		<b>24</b>	<b>26</b>	<b>47</b>	<b>3</b>	<b>73</b>
 NL		<b>31</b>	<b>29</b>	<b>39</b>	<b>1</b>	<b>68</b>
 AT		<b>33</b>	<b>32</b>	<b>34</b>	<b>1</b>	<b>66</b>
 PL		<b>15</b>	<b>42</b>	<b>38</b>	<b>5</b>	<b>80</b>
 PT		<b>13</b>	<b>59</b>	<b>26</b>	<b>2</b>	<b>85</b>
 RO		<b>14</b>	<b>30</b>	<b>49</b>	<b>7</b>	<b>79</b>
 SI		<b>16</b>	<b>27</b>	<b>54</b>	<b>3</b>	<b>81</b>
 SK		<b>6</b>	<b>61</b>	<b>31</b>	<b>2</b>	<b>92</b>
 FI		<b>17</b>	<b>25</b>	<b>53</b>	<b>5</b>	<b>78</b>
 SE		<b>47</b>	<b>19</b>	<b>33</b>	<b>1</b>	<b>52</b>
 UK		<b>27</b>	<b>39</b>	<b>31</b>	<b>3</b>	<b>70</b>



QB19 A quelle occasion avez-vous eu recours à un service d'orientation professionnelle ?  
(PLUSIEURS REPONSES POSSIBLES)

QB19 When have you used a career guidance service? (MULTIPLE ANSWERS POSSIBLE)






























QB19 Wann haben Sie ein Berufsberatungsangebot in Anspruch genommen? (MEHRFACHNENNUNGEN MÖGLICH)

		Lorsque vous étiez encore scolarisé(e)	Lorsque vous cherchiez des opportunités pour poursuivre vos études ou formations	Lorsque vous recherchez un emploi (premier emploi ou nouvel emploi)	Lorsque vous recherchez une expérience de travail ou d'études dans un autre Etat membre de l'UE
		While still in education	When looking for additional education or training opportunities	When looking for a job (first job or a new job)	When looking for opportunities to work or study in another EU Member State
		Während der Schul-/Ausbildungszeit	Bei der Suche nach weiteren Bildungs- und Ausbildungsmöglichkeiten	Bei der Arbeitssuche (erster Job oder neuer Job)	Bei der Suche nach Arbeits- oder Studienmöglichkeiten in einem anderen EU-Mitgliedstaat
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>61</b>	<b>23</b>	<b>36</b>	<b>3</b>
	BE	<b>44</b>	<b>17</b>	<b>48</b>	<b>6</b>
	BG	<b>43</b>	<b>10</b>	<b>29</b>	<b>26</b>
	CZ	<b>60</b>	<b>19</b>	<b>45</b>	<b>6</b>
	DK	<b>82</b>	<b>30</b>	<b>18</b>	<b>5</b>
	DE	<b>72</b>	<b>25</b>	<b>33</b>	<b>3</b>
	EE	<b>44</b>	<b>20</b>	<b>43</b>	<b>7</b>
	IE	<b>84</b>	<b>14</b>	<b>15</b>	<b>2</b>
	EL	<b>65</b>	<b>28</b>	<b>24</b>	<b>6</b>
	ES	<b>38</b>	<b>25</b>	<b>55</b>	<b>5</b>
	FR	<b>62</b>	<b>21</b>	<b>41</b>	<b>3</b>
	HR	<b>34</b>	<b>31</b>	<b>37</b>	<b>6</b>
	IT	<b>30</b>	<b>34</b>	<b>41</b>	<b>9</b>
	CY	<b>91</b>	<b>19</b>	<b>9</b>	<b>2</b>
	LV	<b>36</b>	<b>20</b>	<b>50</b>	<b>6</b>
	LT	<b>47</b>	<b>13</b>	<b>32</b>	<b>4</b>
	LU	<b>68</b>	<b>21</b>	<b>26</b>	<b>6</b>
	HU	<b>27</b>	<b>24</b>	<b>42</b>	<b>16</b>
	MT	<b>65</b>	<b>26</b>	<b>23</b>	<b>3</b>
	NL	<b>40</b>	<b>35</b>	<b>36</b>	<b>2</b>
	AT	<b>65</b>	<b>30</b>	<b>38</b>	<b>4</b>
	PL	<b>31</b>	<b>17</b>	<b>51</b>	<b>3</b>
	PT	<b>58</b>	<b>27</b>	<b>13</b>	<b>1</b>
	RO	<b>29</b>	<b>28</b>	<b>57</b>	<b>7</b>
	SI	<b>49</b>	<b>11</b>	<b>42</b>	<b>5</b>
	SK	<b>44</b>	<b>37</b>	<b>48</b>	<b>1</b>
	FI	<b>68</b>	<b>22</b>	<b>23</b>	<b>0</b>
	SE	<b>75</b>	<b>31</b>	<b>18</b>	<b>3</b>
	UK	<b>73</b>	<b>10</b>	<b>25</b>	<b>2</b>

QB19 A quelle occasion avez-vous eu recours à un service d'orientation professionnelle ? (PLUSIEURS REPONSES POSSIBLES)

QB19 When have you used a career guidance service? (MULTIPLE ANSWERS POSSIBLE)






























QB19 Wann haben Sie ein Berufsberatungsangebot in Anspruch genommen? (MEHRFACHNENNUNGEN MÖGLICH)

		Pour savoir si vos connaissances et compétences acquises hors de l'enseignement officiel seraient reconnues	Autre (SPONTANE)	Ne sais pas
		To find out whether knowledge and skills you have acquired outside formal education would be recognised	Other (SPONTANEOUS)	Don't know
		Um herauszufinden, ob die Fertigkeiten und Fähigkeiten, die Sie außerhalb des formalen Bildungssystems erworben haben, anerkannt werden würden	Sonstiges (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	5	3	1
	BE	4	7	1
	BG	26	11	0
	CZ	6	0	0
	DK	6	2	1
	DE	3	2	0
	EE	6	5	1
	IE	2	0	0
	EL	3	1	0
	ES	4	2	0
	FR	6	4	0
	HR	11	5	0
	IT	16	6	0
	CY	4	1	0
	LV	8	3	2
	LT	11	3	2
	LU	5	5	0
	HU	0	5	6
	MT	3	4	0
	NL	5	10	0
	AT	4	1	0
	PL	3	6	3
	PT	10	3	0
	RO	5	3	2
	SI	4	4	0
	SK	10	2	0
	FI	1	2	3
	SE	4	2	0
	UK	4	1	1

QB20.1 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...  
Utiles pour faire le bon choix pour la poursuite des études

QB20.1 Thinking about career guidance services, to what extent do you agree or disagree with the following statements?  
Career guidance services are...  
Useful for making the right choice for further studies

QB20.1 Inwieweit stimmen Sie den folgenden Aussagen zu Berufsberatungsangeboten zu oder nicht zu?  
Berufsberatungsangebote ...  
Sind nützlich, um die richtige Weiterbildungsentscheidung zu treffen

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28		<b>26</b>	<b>45</b>	<b>9</b>	<b>4</b>	<b>16</b>	<b>71</b>	<b>13</b>
 BE		<b>21</b>	<b>56</b>	<b>9</b>	<b>4</b>	<b>10</b>	<b>77</b>	<b>13</b>
 BG		<b>25</b>	<b>36</b>	<b>4</b>	<b>3</b>	<b>32</b>	<b>61</b>	<b>7</b>
 CZ		<b>30</b>	<b>54</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>84</b>	<b>11</b>
 DK		<b>47</b>	<b>41</b>	<b>5</b>	<b>1</b>	<b>6</b>	<b>88</b>	<b>6</b>
 DE		<b>29</b>	<b>45</b>	<b>11</b>	<b>5</b>	<b>10</b>	<b>74</b>	<b>16</b>
 EE		<b>33</b>	<b>47</b>	<b>4</b>	<b>2</b>	<b>14</b>	<b>80</b>	<b>6</b>
 IE		<b>31</b>	<b>42</b>	<b>11</b>	<b>4</b>	<b>12</b>	<b>73</b>	<b>15</b>
 FI		<b>41</b>	<b>47</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>88</b>	<b>8</b>
 ES		<b>32</b>	<b>38</b>	<b>8</b>	<b>4</b>	<b>18</b>	<b>70</b>	<b>12</b>
 FR		<b>25</b>	<b>43</b>	<b>14</b>	<b>8</b>	<b>10</b>	<b>68</b>	<b>22</b>
 HR		<b>37</b>	<b>49</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>86</b>	<b>7</b>
 IT		<b>22</b>	<b>54</b>	<b>7</b>	<b>4</b>	<b>13</b>	<b>76</b>	<b>11</b>
 CY		<b>48</b>	<b>35</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>83</b>	<b>7</b>
 LV		<b>23</b>	<b>47</b>	<b>7</b>	<b>2</b>	<b>21</b>	<b>70</b>	<b>9</b>
 LT		<b>33</b>	<b>35</b>	<b>4</b>	<b>2</b>	<b>26</b>	<b>68</b>	<b>6</b>
 LU		<b>25</b>	<b>50</b>	<b>9</b>	<b>3</b>	<b>13</b>	<b>75</b>	<b>12</b>
 HU		<b>20</b>	<b>44</b>	<b>12</b>	<b>7</b>	<b>17</b>	<b>64</b>	<b>19</b>
 MT		<b>47</b>	<b>36</b>	<b>3</b>	<b>0</b>	<b>14</b>	<b>83</b>	<b>3</b>
 NL		<b>38</b>	<b>48</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>86</b>	<b>8</b>
 AT		<b>33</b>	<b>41</b>	<b>9</b>	<b>4</b>	<b>13</b>	<b>74</b>	<b>13</b>
 PL		<b>18</b>	<b>49</b>	<b>9</b>	<b>3</b>	<b>21</b>	<b>67</b>	<b>12</b>
 PT		<b>22</b>	<b>54</b>	<b>10</b>	<b>3</b>	<b>11</b>	<b>76</b>	<b>13</b>
 RO		<b>28</b>	<b>43</b>	<b>7</b>	<b>5</b>	<b>17</b>	<b>71</b>	<b>12</b>
 SI		<b>22</b>	<b>42</b>	<b>17</b>	<b>5</b>	<b>14</b>	<b>64</b>	<b>22</b>
 SK		<b>22</b>	<b>45</b>	<b>10</b>	<b>3</b>	<b>20</b>	<b>67</b>	<b>13</b>
 FI		<b>17</b>	<b>36</b>	<b>3</b>	<b>1</b>	<b>43</b>	<b>53</b>	<b>4</b>
 SE		<b>49</b>	<b>43</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>92</b>	<b>4</b>
 UK		<b>14</b>	<b>37</b>	<b>6</b>	<b>4</b>	<b>39</b>	<b>51</b>	<b>10</b>

QB20.2 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...

Utiles pour trouver un emploi

QB20.2 Thinking about career guidance services, to what extent do you agree or disagree with the following statements?






























Career guidance services are...

Useful for finding a job

QB20.2 Inwieweit stimmen Sie den folgenden Aussagen zu Berufsberatungsangeboten zu oder nicht zu?

Berufsberatungsangebote ...

Sind nützlich, um Arbeit zu finden

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	22	40	15	7	16	62	22
	BE	24	49	13	4	10	73	17
	BG	27	35	6	4	28	62	10
	CZ	29	49	13	4	5	78	17
	DK	31	40	11	3	15	71	14
	DE	22	41	19	8	10	63	27
	EE	31	47	7	2	13	78	9
	IE	22	40	17	7	14	62	24
	EL	37	42	12	5	4	79	17
	ES	23	32	16	10	19	55	26
	FR	16	40	21	12	11	56	33
	HR	36	44	9	3	8	80	12
	IT	19	44	17	6	14	63	23
	CY	41	36	9	5	9	77	14
	LV	23	46	10	3	18	69	13
	LT	33	34	5	3	25	67	8
	LU	21	45	14	4	16	66	18
	HU	24	40	15	5	16	64	20
	MT	42	41	5	2	10	83	7
	NL	29	45	15	4	7	74	19
	AT	29	36	15	9	11	65	24
	PL	18	42	14	7	19	60	21
	PT	20	48	15	4	13	68	19
	RO	32	40	8	5	15	72	13
	SI	21	41	18	6	14	62	24
	SK	23	45	9	4	19	68	13
	FI	15	35	7	1	42	50	8
	SE	30	44	14	5	7	74	19
	UK	13	36	11	3	37	49	14

QB20.3 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...

Utiles pour trouver des possibilités de travail ou d'études dans un autre Etat membre de l'UE

QB20.3 Thinking about career guidance services, to what extent do you agree or disagree with the following statements?






























Career guidance services are...

Useful for finding opportunities to work or study in another EU Member State

QB20.3 Inwieweit stimmen Sie den folgenden Aussagen zu Berufsberatungsangeboten zu oder nicht zu?

Berufsberatungsangebote ...

Sind nützlich, um Arbeits- oder Studienmöglichkeiten in einem anderen EU-Mitgliedstaat zu finden

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	16	37	13	6	28	53	19
	BE	13	44	15	7	21	57	22
	BG	23	30	6	4	37	53	10
	CZ	22	47	13	4	14	69	17
	DK	21	34	10	4	31	55	14
	DE	16	37	14	7	26	53	21
	EE	25	46	7	3	19	71	10
	IE	18	35	17	7	23	53	24
	EL	28	47	11	6	8	75	17
	ES	19	34	11	8	28	53	19
	FR	11	36	15	10	28	47	25
	HR	34	42	8	3	13	76	11
	IT	17	45	13	6	19	62	19
	CY	37	37	9	3	14	74	12
	LV	19	44	10	3	24	63	13
	LT	30	36	5	2	27	66	7
	LU	14	41	16	5	24	55	21
	HU	22	40	14	6	18	62	20
	MT	40	39	6	1	14	79	7
	NL	15	43	16	6	20	58	22
	AT	19	34	14	8	25	53	22
	PL	13	39	16	6	26	52	22
	PT	17	43	16	5	19	60	21
	RO	26	38	10	6	20	64	16
	SI	20	42	15	6	17	62	21
	SK	23	43	10	3	21	66	13
	FI	14	31	6	1	48	45	7
	SE	27	43	6	2	22	70	8
	UK	6	24	11	5	54	30	16

QB20.4 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...

Disponibles tout au long des études par ex. les écoles, l'enseignement supérieur ou l'enseignement professionnel

QB20.4 Thinking about career guidance services, to what extent do you agree or disagree with the following statements?






























Career guidance services are...

Available throughout education e.g. schools, higher education, vocational education

QB20.4 Inwieweit stimmen Sie den folgenden Aussagen zu Berufsberatungsangeboten zu oder nicht zu?

Berufsberatungsangebote ...

Stehen während der gesamten Ausbildung zur Verfügung, z. B. in Schulen, Hochschulen, bei der Berufsausbildung

	Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
	Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
	Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
 EU 28	18	37	12	5	28	55	17
 BE	15	46	12	6	21	61	18
 BG	19	25	7	5	44	44	12
 CZ	23	49	12	2	14	72	14
 DK	37	39	6	2	16	76	8
 DE	22	34	12	5	27	56	17
 EE	22	45	6	2	25	67	8
 IE	28	41	11	5	15	69	16
 EL	21	41	17	9	12	62	26
 ES	18	26	11	10	35	44	21
 FR	14	44	13	7	22	58	20
 HR	27	41	13	4	15	68	17
 IT	14	38	15	8	25	52	23
 CY	38	31	8	4	19	69	12
 LV	19	38	11	3	29	57	14
 LT	27	35	6	2	30	62	8
 LU	13	44	14	5	24	57	19
 HU	20	37	14	6	23	57	20
 MT	39	38	5	2	16	77	7
 NL	27	37	16	4	16	64	20
 AT	18	32	13	9	28	50	22
 PL	14	41	13	5	27	55	18
 PT	18	43	13	5	21	61	18
 RO	23	38	10	5	24	61	15
 SI	20	38	16	6	20	58	22
 SK	18	41	12	4	25	59	16
 FI	13	31	7	1	48	44	8
 SE	49	32	5	1	13	81	6
 UK	13	33	7	3	44	46	10

QB20.5 En pensant aux services d'orientation professionnelle, dans quelle mesure êtes-vous d'accord ou pas d'accord avec les propositions suivantes ? Les services d'orientation professionnelle sont ...

Disponibles après la fin des études et de la formation par ex. la recherche d'un emploi

QB20.5 Thinking about career guidance services, to what extent do you agree or disagree with the following statements?






























Career guidance services are...

Available after completing education and training e.g. when looking for a job

QB20.5 Inwieweit stimmen Sie den folgenden Aussagen zu Berufsberatungsangeboten zu oder nicht zu?

Berufsberatungsangebote ...






























Stehen nach Abschluss der Schul-, Hochschul- oder Berufsausbildung zur Verfügung, z. B. bei der Arbeitssuche

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	Ne sais pas	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	Don't know	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	Weiß nicht	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	18	37	12	6	27	55	18
	BE	18	50	11	4	17	68	15
	BG	20	29	7	5	39	49	12
	CZ	25	48	13	3	11	73	16
	DK	24	30	15	6	25	54	21
	DE	25	37	9	5	24	62	14
	EE	24	44	5	3	24	68	8
	IE	20	36	17	7	20	56	24
	EL	21	38	16	11	14	59	27
	ES	18	30	11	7	34	48	18
	FR	12	38	16	11	23	50	27
	HR	29	41	11	4	15	70	15
	IT	16	40	15	7	22	56	22
	CY	26	30	12	8	24	56	20
	LV	18	43	9	2	28	61	11
	LT	28	34	5	2	31	62	7
	LU	15	39	14	7	25	54	21
	HU	21	38	14	6	21	59	20
	MT	38	37	6	2	17	75	8
	NL	27	42	14	5	12	69	19
	AT	20	34	11	7	28	54	18
	PL	13	43	14	5	25	56	19
	PT	14	43	16	6	21	57	22
	RO	24	39	8	5	24	63	13
	SI	21	37	17	8	17	58	25
	SK	20	41	12	4	23	61	16
	FI	14	32	6	1	47	46	7
	SE	25	33	14	5	23	58	19
	UK	11	32	8	4	45	43	12

QB21 Avez-vous déjà cherché des informations sur un des sujets suivants ?  
(PLUSIEURS REPONSES POSSIBLES)

QB21 Have you ever looked for information about any of the following?  
(MULTIPLE ANSWERS POSSIBLE)

QB21 Haben Sie jemals nach Informationen zu folgenden Themen gesucht?  
(MEHRFACHNENNUNGEN MÖGLICH)






























		Des conseils en matière d'études ou de carrière	Des études ou formations	Des stages ou apprentissages
		Study or career guidance	Education or training courses	Internships, traineeships or apprenticeships
		Studien- oder Berufsberatung	Bildungs- oder Ausbildungskurse	Praktika, Trainee-Programme oder Lehrstellen
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>20</b>	<b>31</b>	<b>16</b>
	BE	<b>20</b>	<b>38</b>	<b>17</b>
	BG	<b>4</b>	<b>14</b>	<b>6</b>
	CZ	<b>14</b>	<b>28</b>	<b>8</b>
	DK	<b>31</b>	<b>63</b>	<b>21</b>
	DE	<b>30</b>	<b>27</b>	<b>17</b>
	EE	<b>12</b>	<b>43</b>	<b>14</b>
	IE	<b>24</b>	<b>38</b>	<b>13</b>
	EL	<b>11</b>	<b>10</b>	<b>11</b>
	ES	<b>19</b>	<b>32</b>	<b>15</b>
	FR	<b>29</b>	<b>39</b>	<b>27</b>
	HR	<b>15</b>	<b>21</b>	<b>10</b>
	IT	<b>8</b>	<b>19</b>	<b>6</b>
	CY	<b>22</b>	<b>17</b>	<b>11</b>
	LV	<b>10</b>	<b>37</b>	<b>10</b>
	LT	<b>14</b>	<b>18</b>	<b>9</b>
	LU	<b>30</b>	<b>41</b>	<b>26</b>
	HU	<b>5</b>	<b>16</b>	<b>11</b>
	MT	<b>25</b>	<b>38</b>	<b>12</b>
	NL	<b>32</b>	<b>56</b>	<b>31</b>
	AT	<b>29</b>	<b>41</b>	<b>19</b>
	PL	<b>8</b>	<b>21</b>	<b>14</b>
	PT	<b>11</b>	<b>13</b>	<b>9</b>
	RO	<b>17</b>	<b>19</b>	<b>11</b>
	SI	<b>17</b>	<b>22</b>	<b>21</b>
	SK	<b>8</b>	<b>26</b>	<b>9</b>
	FI	<b>21</b>	<b>52</b>	<b>27</b>
	SE	<b>51</b>	<b>61</b>	<b>20</b>
	UK	<b>23</b>	<b>41</b>	<b>13</b>



QB21 Avez-vous déjà cherché des informations sur un des sujets suivants ? (PLUSIEURS REPONSES POSSIBLES)

QB21 Have you ever looked for information about any of the following? (MULTIPLE ANSWERS POSSIBLE)






























QB21 Haben Sie jemals nach Informationen zu folgenden Themen gesucht? (MEHRFACHNENNUNGEN MÖGLICH)

		Des informations pour savoir si vos compétences ou certifications sont reconnues dans d'autres Etats membres de l'UE	Aucun (SPONTANE)	Ne sais pas
		Whether your skills or qualifications would be recognised in other EU Member States	None (SPONTANEOUS)	Don't know
		Ob Ihre Fähigkeiten oder Qualifikationen in anderen EU-Mitgliedstaaten anerkannt werden würden	Nichts davon (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>5</b>	<b>53</b>	<b>3</b>
	BE	<b>5</b>	<b>50</b>	<b>1</b>
	BG	<b>8</b>	<b>70</b>	<b>5</b>
	CZ	<b>7</b>	<b>40</b>	<b>15</b>
	DK	<b>6</b>	<b>29</b>	<b>1</b>
	DE	<b>4</b>	<b>49</b>	<b>2</b>
	EE	<b>7</b>	<b>45</b>	<b>4</b>
	IE	<b>9</b>	<b>46</b>	<b>1</b>
	EL	<b>3</b>	<b>73</b>	<b>1</b>
	ES	<b>7</b>	<b>58</b>	<b>0</b>
	FR	<b>3</b>	<b>44</b>	<b>1</b>
	HR	<b>12</b>	<b>54</b>	<b>4</b>
	IT	<b>5</b>	<b>66</b>	<b>3</b>
	CY	<b>6</b>	<b>60</b>	<b>2</b>
	LV	<b>4</b>	<b>50</b>	<b>5</b>
	LT	<b>7</b>	<b>65</b>	<b>3</b>
	LU	<b>11</b>	<b>42</b>	<b>2</b>
	HU	<b>6</b>	<b>70</b>	<b>1</b>
	MT	<b>10</b>	<b>47</b>	<b>4</b>
	NL	<b>6</b>	<b>31</b>	<b>1</b>
	AT	<b>9</b>	<b>43</b>	<b>1</b>
	PL	<b>3</b>	<b>62</b>	<b>6</b>
	PT	<b>3</b>	<b>72</b>	<b>3</b>
	RO	<b>6</b>	<b>58</b>	<b>4</b>
	SI	<b>10</b>	<b>54</b>	<b>2</b>
	SK	<b>6</b>	<b>60</b>	<b>3</b>
	FI	<b>7</b>	<b>35</b>	<b>2</b>
	SE	<b>6</b>	<b>27</b>	<b>1</b>
	UK	<b>4</b>	<b>48</b>	<b>4</b>

QB22.1 Dans quelle mesure a-t-il été facile ou difficile de trouver les informations dont vous aviez besoin ?  
Des conseils en matière d'études ou de carrière

QB22.1 How easy or difficult was it to find the information that you needed?  
Study or career guidance






























QB22.1 Wie einfach oder schwierig war es, die erforderlichen Informationen zu folgenden Themen zu finden?  
Studien- oder Berufsberatung

		Très facile	Plutôt facile	Plutôt difficile	Très difficile	Ne sais pas	Total 'Facile'	Total 'Difficile'
		Very easy	Quite easy	Fairly difficult	Very difficult	Don't know	Total 'Easy'	Total 'Difficult'
		Sehr einfach	Ziemlich einfach	Ziemlich schwierig	Sehr schwierig	Weiß nicht	Total 'Facile'	Total 'Difficile'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	26	53	16	3	2	79	19
	BE	22	55	12	3	8	77	15
	BG	33	36	24	5	2	69	29
	CZ	22	60	15	2	1	82	17
	DK	31	57	7	2	3	88	9
	DE	32	54	10	2	2	86	12
	EE	27	55	15	1	2	82	16
	IE	42	44	11	2	1	86	13
	EL	19	56	20	3	2	75	23
	ES	26	56	12	5	1	82	17
	FR	16	50	28	5	1	66	33
	HR	24	54	18	3	1	78	21
	IT	15	61	19	4	1	76	23
	CY	29	48	16	5	2	77	21
	LV	38	37	22	2	1	75	24
	LT	23	62	13	2	0	85	15
	LU	17	56	23	4	0	73	27
	HU	25	53	15	3	4	78	18
	MT	32	56	10	1	1	88	11
	NL	32	53	12	2	1	85	14
	AT	37	46	14	1	2	83	15
	PL	21	55	18	3	3	76	21
	PT	21	60	14	2	3	81	16
	RO	21	51	21	5	2	72	26
	SI	23	58	16	3	0	81	19
	SK	32	44	15	8	1	76	23
	FI	24	62	10	0	4	86	10
	SE	28	58	9	1	4	86	10
	UK	29	52	13	1	5	81	14

QB22.2 Dans quelle mesure a-t-il été facile ou difficile de trouver les informations dont vous aviez besoin ?  
Des informations sur des études ou formations

QB22.2 How easy or difficult was it to find the information that you needed?  
Education or training courses






























QB22.2 Wie einfach oder schwierig war es, die erforderlichen Informationen zu folgenden Themen zu finden?  
Bildungs- oder Ausbildungskurse

		Très facile	Plutôt facile	Plutôt difficile	Très difficile	Ne sais pas	Total 'Facile'	Total 'Difficile'
		Very easy	Quite easy	Fairly difficult	Very difficult	Don't know	Total 'Easy'	Total 'Difficult'
		Sehr einfach	Ziemlich einfach	Ziemlich schwierig	Sehr schwierig	Weiß nicht	Total 'Facile'	Total 'Difficile'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	25	54	16	3	2	79	19
	BE	26	58	11	2	3	84	13
	BG	32	46	15	5	2	78	20
	CZ	22	55	20	3	0	77	23
	DK	36	55	8	0	1	91	8
	DE	24	52	16	2	6	76	18
	EE	21	63	13	1	2	84	14
	IE	40	46	12	1	1	86	13
	EL	25	45	26	3	1	70	29
	ES	26	59	13	2	0	85	15
	FR	16	55	25	4	0	71	29
	HR	17	57	18	6	2	74	24
	IT	8	61	23	8	0	69	31
	CY	30	49	13	5	3	79	18
	LV	33	55	11	1	0	88	12
	LT	19	66	9	2	4	85	11
	LU	18	61	18	2	1	79	20
	HU	29	51	16	2	2	80	18
	MT	33	57	9	0	1	90	9
	NL	39	49	8	2	2	88	10
	AT	37	46	14	2	1	83	16
	PL	16	65	13	1	5	81	14
	PT	29	52	13	5	1	81	18
	RO	19	53	20	6	2	72	26
	SI	22	67	10	1	0	89	11
	SK	27	52	18	1	2	79	19
	FI	24	62	9	1	4	86	10
	SE	29	57	9	0	5	86	9
	UK	33	51	11	1	4	84	12

QB22.3 Dans quelle mesure a-t-il été facile ou difficile de trouver les informations dont vous aviez besoin ?  
Des informations sur des stages ou apprentissages

QB22.3 How easy or difficult was it to find the information that you needed?  
Internships, traineeships or apprenticeships

QB22.3 Wie einfach oder schwierig war es, die erforderlichen Informationen zu folgenden Themen zu finden?  
Praktika, Trainee-Programme oder Lehrstellen

		Très facile	Plutôt facile	Plutôt difficile	Très difficile	Ne sais pas	Total 'Facile'	Total 'Difficile'
		Very easy	Quite easy	Fairly difficult	Very difficult	Don't know	Total 'Easy'	Total 'Difficult'
		Sehr einfach	Ziemlich einfach	Ziemlich schwierig	Sehr schwierig	Weiß nicht	Total 'Facile'	Total 'Difficile'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	19	46	27	5	3	65	32
	BE	16	53	23	5	3	69	28
	BG	19	38	33	4	6	57	37
	CZ	15	50	26	4	5	65	30
	DK	22	52	14	7	5	74	21
	DE	23	44	25	3	5	67	28
	EE	9	54	29	6	2	63	35
	IE	37	39	17	5	2	76	22
	EL	22	51	21	6	0	73	27
	ES	18	53	22	5	2	71	27
	FR	15	41	35	7	2	56	42
	HR	8	59	28	4	1	67	32
	IT	7	41	40	10	2	48	50
	CY	33	35	24	6	2	68	30
	LV	25	41	30	3	1	66	33
	LT	13	54	24	3	6	67	27
	LU	17	54	20	3	6	71	23
	HU	27	35	30	6	2	62	36
	MT	35	36	17	0	12	71	17
	NL	20	49	23	6	2	69	29
	AT	24	37	31	4	4	61	35
	PL	12	56	25	5	2	68	30
	PT	18	45	25	12	0	63	37
	RO	18	52	20	7	3	70	27
	SI	11	57	26	6	0	68	32
	SK	24	36	39	1	0	60	40
	FI	18	57	19	1	5	75	20
	SE	14	43	32	7	4	57	39
	UK	30	45	17	3	5	75	20

QB22.4 Dans quelle mesure a-t-il été facile ou difficile de trouver les informations dont vous aviez besoin ?






























Des informations pour savoir si vos compétences ou certifications seraient reconnues dans d'autres Etats membres de l'UE

QB22.4 How easy or difficult was it to find the information that you needed?

Whether your skills or qualifications would be recognised in other EU Member States

QB22.4 Wie einfach oder schwierig war es, die erforderlichen Informationen zu folgenden Themen zu finden?






























Ob Ihre Fähigkeiten oder Qualifikationen in anderen EU-Mitgliedstaaten anerkannt werden würden

		Très facile	Plutôt facile	Plutôt difficile	Très difficile	Ne sais pas	Total 'Facile'	Total 'Difficile'
		Very easy	Quite easy	Fairly difficult	Very difficult	Don't know	Total 'Easy'	Total 'Difficult'
		Sehr einfach	Ziemlich einfach	Ziemlich schwierig	Sehr schwierig	Weiß nicht	Total 'Facile'	Total 'Difficile'
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	<b>18</b>	<b>38</b>	<b>29</b>	<b>10</b>	<b>5</b>	<b>56</b>	<b>39</b>
	BE	<b>16</b>	<b>27</b>	<b>32</b>	<b>17</b>	<b>8</b>	<b>43</b>	<b>49</b>
	BG	<b>22</b>	<b>39</b>	<b>28</b>	<b>10</b>	<b>1</b>	<b>61</b>	<b>38</b>
	CZ	<b>8</b>	<b>40</b>	<b>30</b>	<b>18</b>	<b>4</b>	<b>48</b>	<b>48</b>
	DK	<b>15</b>	<b>33</b>	<b>33</b>	<b>19</b>	<b>0</b>	<b>48</b>	<b>52</b>
	DE	<b>23</b>	<b>32</b>	<b>23</b>	<b>16</b>	<b>6</b>	<b>55</b>	<b>39</b>
	EE	<b>14</b>	<b>45</b>	<b>21</b>	<b>10</b>	<b>10</b>	<b>59</b>	<b>31</b>
	IE	<b>27</b>	<b>49</b>	<b>16</b>	<b>5</b>	<b>3</b>	<b>76</b>	<b>21</b>
	EL	<b>30</b>	<b>28</b>	<b>38</b>	<b>4</b>	<b>0</b>	<b>58</b>	<b>42</b>
	ES	<b>13</b>	<b>45</b>	<b>31</b>	<b>8</b>	<b>3</b>	<b>58</b>	<b>39</b>
	FR	<b>11</b>	<b>39</b>	<b>30</b>	<b>16</b>	<b>4</b>	<b>50</b>	<b>46</b>
	HR	<b>23</b>	<b>40</b>	<b>26</b>	<b>6</b>	<b>5</b>	<b>63</b>	<b>32</b>
	IT	<b>9</b>	<b>42</b>	<b>37</b>	<b>8</b>	<b>4</b>	<b>51</b>	<b>45</b>
	CY	<b>38</b>	<b>35</b>	<b>17</b>	<b>7</b>	<b>3</b>	<b>73</b>	<b>24</b>
	LV	<b>23</b>	<b>43</b>	<b>28</b>	<b>5</b>	<b>1</b>	<b>66</b>	<b>33</b>
	LT	<b>19</b>	<b>48</b>	<b>17</b>	<b>8</b>	<b>8</b>	<b>67</b>	<b>25</b>
	LU	<b>7</b>	<b>45</b>	<b>32</b>	<b>9</b>	<b>7</b>	<b>52</b>	<b>41</b>
	HU	<b>16</b>	<b>37</b>	<b>35</b>	<b>4</b>	<b>8</b>	<b>53</b>	<b>39</b>
	MT	<b>36</b>	<b>50</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>86</b>	<b>12</b>
	NL	<b>24</b>	<b>30</b>	<b>28</b>	<b>9</b>	<b>9</b>	<b>54</b>	<b>37</b>
	AT	<b>20</b>	<b>26</b>	<b>37</b>	<b>12</b>	<b>5</b>	<b>46</b>	<b>49</b>
	PL	<b>19</b>	<b>33</b>	<b>35</b>	<b>3</b>	<b>10</b>	<b>52</b>	<b>38</b>
	PT	<b>30</b>	<b>47</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>77</b>	<b>23</b>
	RO	<b>12</b>	<b>40</b>	<b>28</b>	<b>15</b>	<b>5</b>	<b>52</b>	<b>43</b>
	SI	<b>9</b>	<b>60</b>	<b>21</b>	<b>5</b>	<b>5</b>	<b>69</b>	<b>26</b>
	SK	<b>15</b>	<b>42</b>	<b>30</b>	<b>10</b>	<b>3</b>	<b>57</b>	<b>40</b>
	FI	<b>11</b>	<b>35</b>	<b>20</b>	<b>3</b>	<b>31</b>	<b>46</b>	<b>23</b>
	SE	<b>32</b>	<b>25</b>	<b>26</b>	<b>7</b>	<b>10</b>	<b>57</b>	<b>33</b>
	UK	<b>30</b>	<b>37</b>	<b>21</b>	<b>11</b>	<b>1</b>	<b>67</b>	<b>32</b>

QB23 Parmi les points et services d'information européens suivants, lesquels connaissez-vous ? (ROTATION - PLUSIEURS REPONSES POSSIBLES)

QB23 Which of the following European information points and services are you aware of? (MULTIPLE ANSWERS POSSIBLE)

QB23 Welche der folgenden europäischen Informationsstellen und -dienste sind Ihnen bekannt? (MEHRFACHNENNUNGEN MÖGLICH)

		Your Europe	Les centres de contact Europass	EURES	Europe Direct	Eurodesk	Euroguidance	Aucun (SPONTANE)	Ne sais pas
		Your Europe	Europass contact centres	EURES	Europe Direct	Eurodesk	Euroguidance	None (SPONTANEOUS)	Don't know
		Ihr Europa	Europass-Zentren	EURES	Europe Direct	Eurodesk	Euroguidance	Keine (SPONTAN)	Weiß nicht
%		EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3	EB 81.3
	EU 28	5	6	4	4	4	2	78	4
	BE	5	3	3	4	7	2	80	2
	BG	7	6	3	5	2	10	74	5
	CZ	10	11	10	6	6	1	43	26
	DK	7	2	4	5	2	1	82	4
	DE	6	6	3	4	4	1	78	3
	EE	5	7	15	7	5	1	63	8
	IE	5	6	4	5	6	5	76	4
	EL	4	11	4	5	4	2	79	3
	ES	2	5	6	4	2	1	85	1
	FR	2	3	1	3	2	1	87	3
	HR	10	17	6	4	9	3	56	11
	IT	8	8	7	3	5	3	72	4
	CY	6	13	7	7	5	2	71	6
	LV	6	16	6	7	5	1	67	5
	LT	5	10	5	6	5	4	75	2
	LU	4	8	11	7	10	4	70	5
	HU	8	8	4	7	4	2	75	1
	MT	14	14	19	9	10	7	49	6
	NL	4	2	4	4	11	1	78	3
	AT	9	11	9	7	7	4	69	2
	PL	5	4	4	3	3	0	80	6
	PT	6	7	4	9	5	1	75	4
	RO	8	10	9	4	3	2	69	7
	SI	8	13	13	5	8	2	66	3
	SK	7	10	10	7	5	2	69	4
	FI	12	5	11	5	5	2	66	5
	SE	7	5	5	10	6	3	74	4
	UK	2	1	1	3	2	2	87	5