



Attitudes towards vocational education and training

REPORT

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Special Eurobarometer 369

ATTITUDES TOWARDS VOCATIONAL EDUCATION AND TRAINING

Conducted by TNS Opinion & Social at the request of Directorate-General Education and Culture

Survey co-ordinated by Directorate-General Communication

TABLE OF CONTENTS

INT	RODUCTION	4
EXE	CUTIVE SUMMARY	7
1. E	ACKGROUND INFORMATION ABOUT THE SURVEY'S RESPONDENTS	. 10
1.1 and	The proportion of respondents who are taking/took Vocational Education	
1.2	Educational attainment of the respondents	. 14
1.3	Educational attainment of the respondents' parents	. 17
	HE ATTRACTIVENESS OF VOCATIONAL EDUCATION AND TRAINING IN THOPEAN UNION	
2.1	The general image of Vocational Education and Training	. 21
for 2. 2. 2.	Perceptions of relevance of Vocational Education and Training provision the labour market and learners' needs	24 24 27 30
2. 2. 2.	Ouality of VET learning	35 38 41
2. 2. 2. 2.	Perceptions of status of vocational occupations. 4.1 Level of salaries in vocational occupations. 4.2 Societal appreciation of vocational jobs. 4.3 Demand for vocational occupations in the economy. 4.4 Career perspective of vocational professions. 4.5 The possibility of practising a vocational occupation in another Member State EU	48 51 53 55
	ERCEPTIONS OF THE IMPACT OF VOCATIONAL EDUCATION AND TRAININGOCIETY	
3.1	The impact on the economy	. 61
3.2	The social impact	. 64
3.3	The impact on entrepreneurship	. 67
3.4	The impact on the quality of services	. 69
3.5	The impact on the environment	. 72

	idance for learning pathway choices	75
4.1.1	Quality of guidance services in general	75
4.1.2	Actors influencing the choice of a learning pathway	79
4.1.3	Sources of information used for choosing a learning pathway	85
4.2 Ch	oosing vocational education and training or general secondary	//higher
educati	on	93
4.2.1	Factors for choosing a vocational course	93
4.2.2	Factors for choosing general secondary or higher education	98
4 0 0	Whether to recommend VET or general education	104
4.2.3		
4.2.3 4.2.4	Accessibility of different educational systems	

ANNEXES

Technical specifications Questionnaire Tables

INTRODUCTION

The European Union has identified Vocational Education and Training (VET) as an essential tool in its attempts to prepare young people for work in the modern economy and also in its bid to ensure that Europe remains competitive and innovative in the face of increasing global competition and shifting demographics.

Building on the 'Copenhagen Process'¹, which set out in 2002 to develop new European policies to improve the quality of VET in EU, as well as some non-EU countries, the European Commission launched a ten-year plan in 2010 with the aims of encouraging more people into VET and of raising the standard of vocational training still further. This action falls within the wider 'Europe 2020' initiative², which is designed to ensure Europe's healthy development in a range of policy areas over the next decade. It also ties in with the Europe 2020 Flagship initiatives 'Youth on the Move'³ which aims to improve education and training systems, youth employment and mobility, as well as 'An Agenda for New Skills and Jobs'⁴, which aims to improve the relevance of education and training systems to labour market needs.

Announcing the initiative in June 2010, Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, said the plan was intended "to transform the image of vocational education and training across Europe and make it more relevant to today's realties"⁵. Specifically, this means: ensuring that access to training and qualifications is flexible and open to people of all ages; promoting mobility to make it easier for individuals to gain experience abroad or in different sectors of the economy; ensuring the highest possible quality of education and training; providing more opportunities for disadvantaged groups, such as the low-skilled and migrant workers; and nurturing creative, innovative and entrepreneurial thinking in students.

The details of the ten-year plan were finalised by European ministers in December 2010 and published in the Bruges Communiqué⁶. This communiqué discussed some specific initiatives through which "by 2020, European VET systems should be more attractive, relevant, career-oriented, innovative, accessible and flexible than [they were] in 2010". It also outlined a timetable for the individual projects that fall within the overall VET strategy.

¹ More information on the Copenhagen Process can be accessed here: http://ec.europa.eu/education/vocational-education/doc1143_en.htm

² More detail on Europe 2020 can be found here: http://ec.europa.eu/europe2020/index_en.htm

³ Information about Youth on the Move is accessible here: http://ec.europa.eu/youthonthemove/index_en.htm

⁴ Information about An Agenda for New Skills and Jobs is accessible here:

http://ec.europa.eu/social/main.jsp?langId=en&catId=958

⁵ The announcement of the initiative is available here:

http://europa.eu/rapid/pressReleasesAction.do?reference=IP/10/707&format=HTML&aged=0&language=EN&guiLanguage=fr

⁶ The text of the Bruges Communiqué can be read here: http://ec.europa.eu/education/lifelong-learning-policy/doc/vocational/bruges_en.pdf

Within this context, this Eurobarometer survey sets out to gauge the opinion of European citizens about vocational education and training in 2011 to help inform the work of the European Commission and Member States as they begin to implement the new VET strategy. It sets out to assess the image of vocational education and training, and people's impression of VET's potential benefits within the EU. It evaluates the impact of VET on society and on the economy, and looks at the factors that influence young people as they choose between VET and other forms of education.

In the course of this survey, 26,840 European citizens aged 15 and above were interviewed about VET by the TNS Opinion & Social network between the 4th and the 19th June 2011 in all 27 European Union Member States⁷, as requested by the European Commission's Directorate-General for Education and Culture. The methodology used is that of surveys as carried out by the Directorate General for Communication ("Research and Speechwriting" Unit)⁸. A technical note on the methodology for interviews conducted by the institutes within the TNS Opinion & Social network is annexed to this report. This note indicates the interview methods and the confidence intervals⁹.

The study provides detailed analysis of the way in which VET and issues relating to it are perceived both at EU level and within individual Member States. It also provides sociodemographic analysis to help understand how some sections of European society tend to regard vocational training and education differently from others. The statistical breakdowns include: male/female; age range; the impact of education; social and financial status; and a range of other socio-economic factors.

The Eurobarometer web site can be consulted at the following address: http://ec.europa.eu/public_opinion/index_en.htm

We would like to take this opportunity to thank all the respondents throughout the continent who gave their time to take part in this survey.

Without their active participation, this survey would quite simply not have been possible.

⁷ Further information on the methodology used can be found in the technical note which specifies the interview methods as well as the confidence intervals.

http://ec.europa.eu/public_opinion/index_en.htm

The results tables are included in the annex. It should be noted that the total of the percentages in the tables of this report may exceed 100% when the respondent can give several answers to the same question.

In this report, the countries are referred to by their official abbreviation:

ABREVIATIONS

EU27	European Union – 27 Member States
DK	Don't know
BE	Belgium
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
EL	Greece
ES	Spain
FR	France
IE	Ireland
IT	Italy
CY	Republic of Cyprus
LT	Lithuania
LV	Latvia
LU	Luxembourg
HU	Hungary
MT	Malta
NL	The Netherlands
AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK	United Kingdom

EXECUTIVE SUMMARY

The key findings of this Eurobarometer survey include:

- 47% of European respondents have taken VET in the past or are doing so currently.
- 71% of the Europeans think that VET has a positive image in their country.
- European citizens overwhelmingly believe that VET is relevant: 82% say that people in vocational education and training acquire skills that are needed by employers.
- VET is also widely understood to offer high-quality learning, with 75% of respondents believing this to be the case.
- Over half (55%) of all respondents believe that VET leads to jobs which are well paid, with 72% of respondents thinking that VET offers good career opportunities.
- The economic benefits of VET are accepted by most of European society, with 83% of people saying that VET contributes positively to the economy of their country.
- Approximately half of EU citizens (52%) think that young people receive enough advice concerning their learning and career opportunities from schools and employment services.
- While family and schools remain the most used sources of guidance when choosing an educational path, the internet and social online networks are increasingly influential.
- In spite of the perceived benefits of VET, a relative majority of respondents say that they would recommend general secondary or higher education to a young person who is finishing compulsory education rather than VET, by a margin of 34% to 32%.

A strong majority of European citizens think that vocational education and training has a positive image, though it is clear that impressions of VET are not uniform across the European Union. Nor are Member States in which large numbers of people take VET necessarily the countries where it has the most positive image. In Malta, for example, where 92% of people say that VET has a positive image, only 27% of people have actually taken VET; while in Finland, where a very similar number of people (90%) say VET has a positive image, a much higher 65% of people have taken it themselves. In the Netherlands, where 76% of respondents have a vocational background, only 50% think VET has a positive image.

While most Europeans accept that people in VET acquire skills that are needed by employers, many respondents are unconvinced that VET prepares people to set up their own business. However, a narrow majority think that VET teaches such skills as communication and teamwork, and an even clearer majority believe that VET offers high-quality learning.

Countries in which a high number of respondents think VET has a positive image in their country – notably Malta, Austria and Finland – are also the countries where the most people think VET offers high-quality learning. Respondents in countries with a relatively negative image of VET – such as Latvia, Lithuania and Slovenia – are the least likely to regard VET as offering high-quality learning.

VET is thought by most Europeans to give people access to modern equipment, with similarly high numbers of people believing that teachers and trainers in VET programmes are competent. There is also broad agreement that VET enables people to continue with university studies afterwards, though less than half feel that VET enables people to study abroad.

While 55% of all EU respondents believe that VET leads to jobs which are well paid, the differences between individual Member States are significant on this question, ranging from the 79% who take this view in Austria to the 34% who do so in France. A majority of Europeans disagree with the idea that VET leads to jobs which are not well regarded in society, although over 50% of people in three countries – Slovenia, Belgium and Hungary – do hold this opinion. There is also strong agreement that vocational training leads to professions which are in high demand on the labour market, with similarly high numbers of respondents agreeing that VET offers good career opportunities. But country variations on this point are again very significant: 91% in Malta and 88% in Finland think VET offers good career opportunities, but only 43% in Lithuania and 48% in Hungary feel the same way. Half of EU respondents also think that it is easy for people who have received VET to practise their profession in another EU Member State.

On people's perceptions of the impact of VET in society, a very high proportion of respondents agree that it contributes positively to the economy and that it plays a role in reducing unemployment. However, only about a third of respondents think that VET sufficiently stimulates the creation of small companies. A sizeable proportion of Europeans say that VET contributes to the quality of services, while only half argue that it encourages environmentally friendly attitudes.

On the issue of guidance influencing the selection of an educational path, half of EU respondents think that young people receive enough advice about learning and career opportunities, though 4 in 10 do not believe that this is the case. Country variations are very wide on this point, ranging from the 85% of people in Malta who think young people get sufficient advice to the 36% in France who feel the same way. In terms of the ways in which individuals obtain educational advice, family is the most common source, followed by people from the world of work and teachers, although the internet and online social networks are emerging as increasingly important sources of information. More people report that they were advised to take VET than general secondary or higher education. Personal interest in the subject being studied is cited by most respondents as the most important factor in choosing a vocational pathway, with future employment opportunities the next most significant. The priorities of people deciding to follow general secondary or higher education are very similar to the priorities of people deciding to follow vocational pathways, with cost the only factor seen as more important by those who chose to go into general secondary or higher education.

While a majority of respondents in 19 countries think that people who have completed VET are more likely to be able to find a job than people who have completed their general secondary or higher education, slightly more people say they would recommend general secondary or higher education to a young person than say they would recommend VET. This suggests that while VET is widely seen as a sensible and practical option that should lead to a job, it is perhaps not seen as being quite as aspirational as general secondary or higher education. This is despite the fact that a majority of people in the EU think that VET leads to jobs which are well regarded in society and to jobs which are well paid, as well as the fact that more people say they themselves were advised to take VET. These findings are reflected in the fact that a majority of people in all EU Member States – with the exception of Lithuania – think that VET is easier to be accepted for than general secondary or higher education.

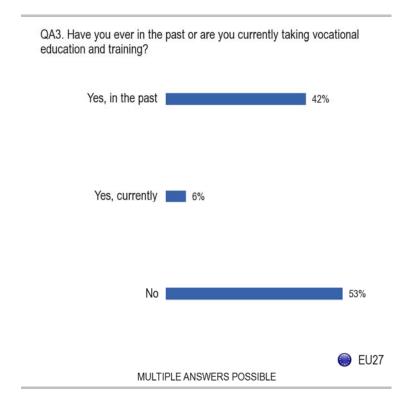
Despite more people saying they would recommend general secondary or higher education to a young person than VET, most EU respondents think that individuals who have completed VET are more likely to be able to find a job than individuals who have completed general secondary or higher education. However, there are wide country variations on this point. In Sweden and Finland, 78% and 77% of respondents respectively think that someone who has taken VET is the more likely to find a job, whereas only 30% of people in Ireland and 31% in Lithuania say the same thing. This certainly points to broad differences in the perception of VET's employment potential, and to possible problems in specific Member States. The quality of VET is similarly questioned in certain countries, notably Lithuania, Latvia and Poland, where the number of people agreeing that VET offers high-quality learning is a long way below the EU average.

The socio-demographic data show that more men take VET than women, by a margin of 51% to 43%. The survey also finds that people with a higher level of education tend to be more positive about VET than people who left school at a relatively young age, in terms of its positive contribution to the economy and its role in reducing unemployment, for example. Respondents who have a lower level of educational attainment, who have difficulty paying bills and who place themselves low down on the social staircase are generally the least likely to believe that VET can have positive effects, such as leading to a well-paid job.

1. BACKGROUND INFORMATION ABOUT THE SURVEY'S RESPONDENTS

- 1.1 The proportion of respondents who are taking/took Vocational Education and Training
- While close to half of EU citizens are taking or have taken vocational training, fewer than one in four have done so in some Member States -

Almost half of all EU respondents have either taken vocational education and training (VET) in the past or are doing so currently¹⁰. This result breaks down into 42% who say that they have taken vocational education and training in the past, and 6% who are taking a vocational course at the moment. Over half of all EU respondents (53%) say that they have never taken this kind of education.



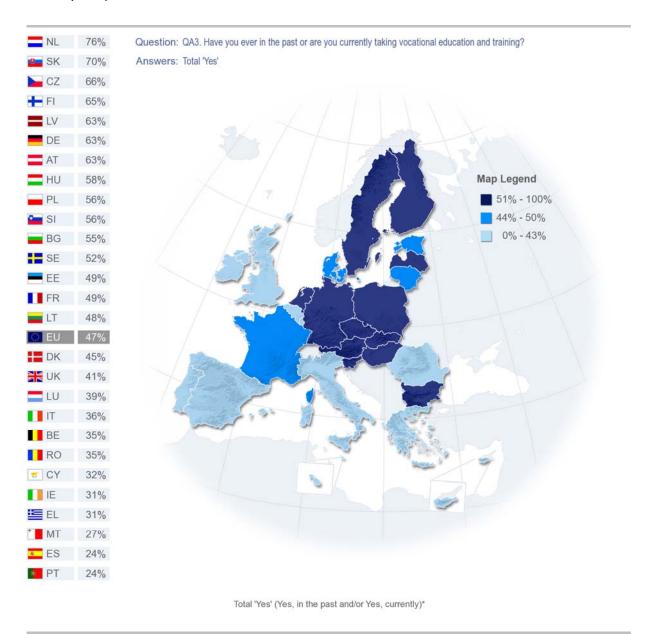
At individual country level, a majority of respondents say they have taken vocational education and training in 12 Member States, with the highest proportions of people who have taken or are taking vocational training coming from the Netherlands (76%), Slovakia (70%) and the Czech Republic (66%). The number of people saying that they have taken this kind of training in the past is highest in the Netherlands (67%), Germany (59%) and Slovakia (59%).

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¹⁰ QA3: 'Have you ever in the past or are you currently taking vocational education and training?' Possible answers: yes, in the past; yes, currently; no. (MULTIPLE ANSWERS POSSIBLE)

A majority of people say they did not follow a vocational path in 15 EU countries, with the highest proportion of people answering this way in Spain (76%), Portugal (76%) and Malta (73%).



TOTAL 'YES' = Respondents who said that they took and/or are taking VET¹¹

The socio-demographic data show that men are more likely than women to have taken VET at some time in their lives: 51% of men say they have taken such training, compared with 43% of women.

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The 'Total Yes' is calculated on the number of respondents who took VET and/or are taking VET. A respondent who took VET and is currently taking VET is thus counted as one respondent in the Total 'Yes".

People in the 25-39 and 40-54 **age groups** are also more likely to have experienced vocational training, with 52% and 54% of people in these two groups respectively saying that they have done so. This compares with 41% of respondents in both the 15-24 and 55-and-over age brackets.

In terms of the **respondents' level of education**, individuals who say they are educated to level 4 (post-secondary non-tertiary education) are also the most likely to have taken vocational training: 72% of people in this group say they have benefitted from vocational education. This falls to 55% among people educated to level 5 (first stage of tertiary education) and to 54% among those educated to level 3 (upper secondary education). Only 39% of respondents educated to level 6 (second stage of tertiary education) say they have also taken vocational training, as do 38% of people educated to level 2 (lower secondary or second stage of basic education). Just 14% and 3% of those educated to levels 1 (primary education or first stage of basic education) and 0 (pre-primary education) respectively have had the opportunity of taking vocational training.

Respondents are much more likely to have taken VET if their parents also benefitted from such training. 64% of people whose father took vocational training and 63% of those whose mother took similar training say they too have taken VET at some time in their lives. This falls to 46% and 50% among those whose father and/or mother respectively received a general secondary-level education, and to 47% and 43% among people whose father and/or mother respectively received a higher-level education. Just 41% and 42% of respondents whose father and/or mother respectively received primary education or below say they have taken vocational training.

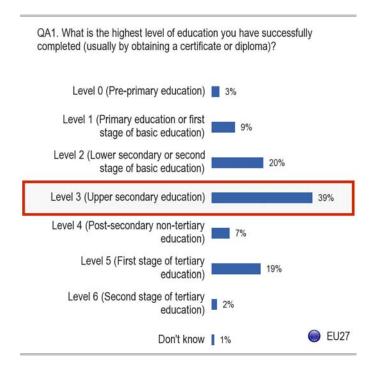
QA3 Have you ever in the past or are you currently taking vocational education and training? (MULTIPLE ANSWERS POSSIBLE)

	Total 'Yes'						
EU27	47%						
₹ Sex							
Male	51%						
Female	43%						
Age							
15-24	41%						
25-39	52%						
40-54	54%						
55 +	41%						
Level of education	(ISCED)						
Level 0	3%						
Level 1	14%						
Level 2	38%						
Level 3	54%						
Level 4	72%						
Level 5	55%						
Level 6	39%						
Level of education	of the father						
Primary or below	41%						
General	46%						
VET	64%						
Higher	47%						
Level of education of the mother							
Primary or below	42%						
General	50%						
VET	63%						
Higher	43%						

1.2 Educational attainment of the respondents

- Level 3 upper secondary education is the most commonly attained academic level, and the level completed by the most people who have benefitted from vocational training -

The level of education¹² completed by most EU respondents is Level 3 upper secondary education, which 39% of people say they have successfully completed¹³. Just 3% say they never progressed beyond level 0 pre-primary education. Level 1 primary education or first-stage basic education has been completed by 9% of EU respondents and 20% of people have completed level 2 lower secondary or second-stage basic education. 7% report that they completed the level 4 post-secondary non-tertiary stage and 19 % completed the level 5 first-stage tertiary education. Only 2% of the respondents have completed a level 6 second-stage tertiary education.



At individual country level, the most frequent level completed is 'level 3' (in 18 Member States), with a majority of people giving this answer in six of those countries. The highest proportion of respondents saying they have completed level 3 education is recorded in the Czech Republic (74%), Slovakia (71%) and Poland (59%).

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¹² The education levels used throughout this report refers to ISCED codes and their equivalent are: Level 0 (Pre-primary education); Level 1 (Primary education or first stage of basic education); Level 2 (Lower secondary or second stage of basic education); Level 3 (Upper secondary education); Level 4 (Post-secondary non-tertiary education); Level 5 (First stage of tertiary education); Level 6 (Second stage of tertiary education).
¹³ QA1: 'What is the highest level of education you have successfully completed (usually by obtaining a certificate or diploma)?' Possible answers: level 0 (pre-primary education); level 1 (primary education or first stage of basic education); level 2 (lower secondary or second stage of basic education); level 3 (upper secondary education); level 4 (post-secondary non-tertiary education); level 5 (first stage of tertiary education); level 6 (second stage of tertiary education); level 6 (second stage of tertiary education); don't know.

In Germany (39%), Hungary (34%) and Ireland (26%) most of the respondents completed level 2. 'Level 5' is the most common response in the Netherlands (42%), Finland (38%) and Sweden (37%). At least 20% of respondents say they have reached level 5 in 10 Member States.

'Level 1' is the most frequent answer in two countries: Portugal, where 42% say they have completed this level of education, and Spain (22%). An exceptionally high proportion of people also say that they did not advance beyond level zero in these two countries, with 17% saying this in Portugal and 14% doing so in Spain.

'Level 4' is the most common answer in one EU country, Latvia, where 36% report that they have completed this educational level. A high proportion of people in the Netherlands (27%) also give this response. While few people overall say they have attained level 6 education, a relatively high proportion of people in Ireland (9%) and France (7%) have done so.

	Level 0 (Pre- primary education)	Level 1 (Primay education or first stage of basic education)	Level 2 (Lower secondary or second stage of basic education)	Level 3 (Upper secondary education)	Level 4 (Post- secondary non- tertiary education)	Level 5 (First stage of tertiary education)	Level 6 (Second stage of tertiary education)	Don't know
EU27	3%	9%	20%	39%	7%	19%	2%	1%
BE	1%	11%	17%	39%	0%	31%	1%	0%
BG	1%	3%	18%	53%	6%	18%	0%	1%
CZ	1%	0%	13%	74%	0%	12%	0%	0%
DK	0%	2%	20%	40%	9%	28%	1%	0%
DE	0%	4%	39%	29%	8%	19%	1%	0%
EE	0%	3%	20%	35%	17%	24%	1%	0%
IE	3%	9%	26%	25%	17%	10%	9%	1%
EL	4%	21%	13%	38%	8%	16%	0%	0%
ES	14%	22%	20%	14%	12%	17%	1%	0%
FR	0%	13%	11%	46%	0%	23%	7%	0%
IT	2%	11%	24%	46%	2%	10%	0%	5%
CY	2%	16%	16%	42%	11%	13%	0%	0%
LV	0%	1%	21%	23%	36%	17%	2%	0%
LT	0%	7%	14%	45%	17%	17%	0%	0%
LU	0%	11%	21%	37%	2%	27%	2%	0%
HU	0%	27%	34%	26%	1%	12%	0%	0%
MT	1%	18%	11%	43%	15%	11%	1%	0%
NL	0%	5%	18%	7%	27%	42%	1%	0%
AT	1%	4%	25%	46%	17%	6%	1%	0%
PL	1%	1%	21%	59%	4%	13%	1%	0%
PT	17%	42%	19%	14%	1%	6%	1%	0%
RO	0%	3%	23%	50%	6%	15%	3%	0%
SI	4%	2%	16%	56%	0%	21%	1%	0%
SK	1%	0%	10%	71%	3%	15%	0%	0%
FI	3%	7%	13%	31%	6%	38%	2%	0%
SE	1%	5%	10%	25%	16%	37%	2%	4%
UK	2%	1%	8%	49%	9%	30%	1%	0%

Highest percentage per item

Lowest percentage per item

The socio-demographic data show that, while gender makes little difference to the respondent's level of education, age does tend to influence the level of education that he or she received. Older respondents are the most likely to say they completed only level 1 or 0 education: 16% of those in the 55-and-over group say they completed level 1, while 6% say they did not progress past level 0. However, only 3-6% of people in the other three age groups say they completed level 1, with just 1% in all three groups saying they did not get beyond level 0.

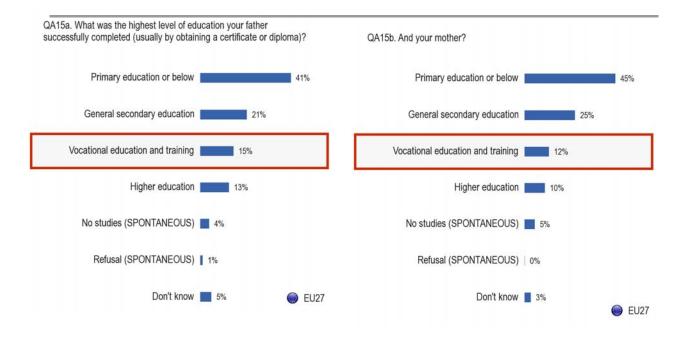
Individuals who say they have taken vocational education and training are most likely to have completed level 3 upper secondary education: 45% of people who have had VET reached this educational level, far more than the second highest group, the 23% who completed level 5 first-stage tertiary education.

QA1 What is the highest level of education you have successfully completed (usually by obtaining a certificate or diploma)?									
	Level 0 (Pre-primary education)	Level 1 (Primay education or first stage of basic education)	Level 2 (Lower secondary or second stage of basic education)	Level 3 (Upper secondary education)	Level 4 (Post-secondary non-tertiary education)	Level 5 (First stage of tertiary education)	Level 6 (Second stage of tertiary education)		
EU27	3%	9%	20%	39%	7%	19%	2%		
Age	Age Age								
15-24	1%	6%	28%	49%	6%	9%	-		
25-39	1%	3%	15%	41%	8%	29%	3%		
40-54	1%	5%	18%	43%	7%	23%	2%		
55 +	6%	16%	24%	31%	6%	15%	1%		
Vocational education and training									
Yes, in the past	-	2%	15%	46%	11%	24%	1%		
Yes, currently	-	4%	25%	41%	7%	20%	2%		
Total Yes	-	3%	17%	45%	10%	23%	1%		
No	5%	14%	24%	34%	3%	17%	2%		

1.3 Educational attainment of the respondents' parents

- There is little distinction between the educational achievements of the fathers and mothers of most respondents -

The level of education most commonly completed by both the fathers and mothers of EU respondents is primary education or below, with 41% saying that their father did not go beyond this level and 45% saying their mother did not go beyond it¹⁴. There is generally very little difference between fathers and mothers when it comes to educational attainment. General secondary education was completed by the fathers of 21% of respondents, and by the mothers of 25% of respondents. Slightly more fathers (15%) took vocational training and education than mothers (12%), with slightly more fathers (13%) also completing higher education than mothers (10%). A small minority say that their father (4%) and/or mother (5%) did not study at all.



The fact that only 15% of respondents' fathers and 12% of their mothers took VET demonstrates the extent to which the opportunities to take VET have increased across European society, with 47% of all respondents saying that they have taken or are taking VET themselves. The older generation's overall educational profile is also clearly very different from that of their children's generation. For both fathers and mothers, the results show a downward curve, with fewer individuals achieving each successive educational level.

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¹⁴ QA15a: 'What was the highest level of education your father successfully completed (usually by obtaining a certificate or diploma)?' QA15b: 'And your mother?' Possible answers: primary education or below; general secondary education; vocational education and training; higher education; no studies (SPONTANEOUS); refusal (SPONTANEOUS); don't know.

This is very different from the educational pattern shown by the current generation of respondents, whose educational level, as shown in section 1.2, peaks in the middle at educational Level 3.

It is also instructive to cross-reference the individual country results for this question with the results for section 1.1, which asked people whether they had taken VET themselves. High numbers of people say that their father took VET in Austria (48%), Denmark (46%) and Slovakia (40%), with a high proportion of respondents saying that their mother took VET in Austria (38%), the Czech Republic (32%) and Slovakia (30%). While Austria, the Czech Republic and Slovakia all score highly on the question of how many respondents have taken VET themselves, Denmark is slightly below average: only 45% of people there have taken VET themselves, slightly lower than the number of respondents who say their father took VET, which is a surprising result given that the numbers of people taking VET have generally increased. At the other end of the scale, only 1% of respondents in Portugal say their father took vocational training, as do 3% in both Spain and Malta; and just 1% of respondents say their mother took VET in both Malta and Portugal, as do 2% in Greece and Spain. These four countries also have the lowest numbers of respondents who have taken VET themselves, although even in these four Member States there has been a clear improvement in the numbers of people taking VET.

QA15a What was the highest level of education your father successfully completed (usually by obtaining a certificate or diploma)?

QA15b And your mother?

		Primary education or below	General secondary education	Vocational education and training	Higher education	Primary education or below	General secondary education	Vocational education and training	Higher education
	EU27	41%	21%	15%	13%	45%	25%	12%	10%
	BE	38%	20%	17%	20%	45%	23%	14%	15%
	BG	40%	23%	24%	11%	42%	29%	13%	13%
	CZ	20%	28%	39%	9%	29%	31%	32%	4%
	DK	31%	3%	46%	18%	46%	6%	27%	17%
	DE	55%	15%	7%	16%	58%	20%	7%	10%
	EE	31%	17%	25%	17%	33%	18%	28%	17%
\mathbf{O}	ΙE	47%	31%	7%	11%	42%	39%	5%	9%
<u> </u>	EL	57%	24%	5%	6%	59%	25%	2%	4%
	ES	65%	15%	3%	9%	69%	15%	2%	5%
0	FR	45%	15%	16%	14%	47%	22%	11%	11%
0	IT	48%	26%	5%	12%	50%	24%	4%	12%
	CY	55%	27%	7%	6%	55%	29%	4%	4%
	LV	28%	17%	31%	14%	32%	19%	28%	17%
	LT	37%	18%	22%	13%	38%	19%	21%	16%
	LU	38%	17%	19%	18%	46%	23%	13%	11%
	HU	39%	13%	38%	8%	50%	17%	24%	8%
	MT	41%	27%	3%	9%	45%	32%	1%	2%
	NL	22%	17%	29%	27%	28%	29%	27%	13%
	AT	26%	11%	48%	12%	40%	15%	38%	5%
\bigcirc	PL	39%	16%	34%	7%	43%	20%	27%	6%
	PT	58%	10%	1%	3%	52%	10%	1%	2%
	RO	32%	34%	19%	8%	35%	37%	15%	7%
(SI	34%	18%	33%	12%	50%	18%	21%	9%
U	SK	28%	22%	40%	8%	34%	28%	30%	6%
\bigoplus	FI	50%	5%	28%	13%	48%	8%	28%	14%
	SE	45%	12%	13%	25%	46%	15%	15%	21%
4	UK	11%	44%	11%	16%	11%	50%	9%	13%

Highest percentage per country

Highest percentage per item

Lowest percentage per item

The socio-demographic data again show little variation regarding the gender of respondents. However, age does have a significant impact, with older respondents far more likely to have parents who received a more basic level of education, reinforcing the picture of educational opportunities in Europe generally improving over time. 58% of people in the 55-and-over category say their father did not progress beyond primary education, with 63% saying the same of their mother. Yet at the other end of the scale only 17-18% of 15-24 year-olds say this of their father and mother, while 24-25% of people in this group say their father and mother received higher education (only 3-6% of over-55s say the same).

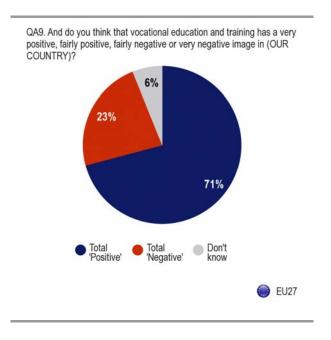
Individuals who themselves have a low level of education appear much more likely to have had parents who also received only a basic level of education. For example, 67-68% of people who left school at 15 or under say their father and/or mother did not go beyond primary education, whereas only 28-32% of people who completed their education aged 20 or above say the same. By contrast, 18-25% of people who finished their education at 20 or over say their father and/or mother also received higher education, whereas only 1-2% of those who left school at 15 or under say the same. Perhaps most significantly of all, respondents who have taken VET themselves are twice as likely to have had a father who took VET (by a margin of 21% to 10%) and a mother who took VET (by a margin of 16% to 9%).

2. THE ATTRACTIVENESS OF VOCATIONAL EDUCATION AND TRAINING IN THE EUROPEAN UNION

2.1 The general image of Vocational Education and Training

- Most people in the EU think that VET has a positive image in their country, although this belief is held much more strongly in some Member States than in others -

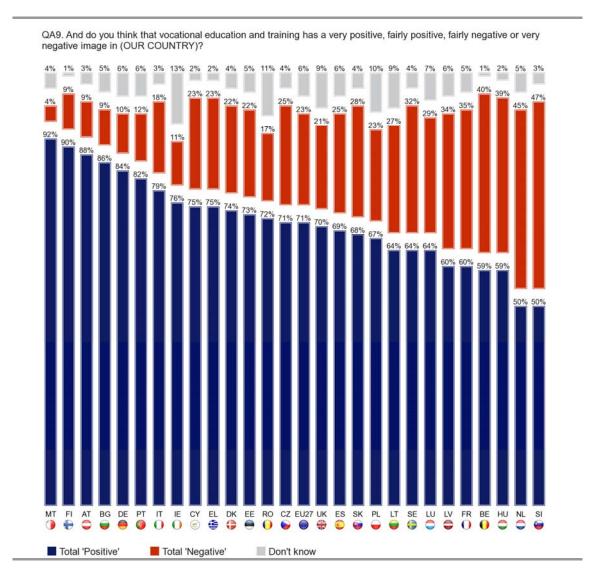
European citizens generally think that vocational education and training has a positive image, with 71% of respondents regarding this kind of training either as having a very positive (17%) or a fairly positive (54%) image in their country¹⁵. Around one in four (23%) respondents think that VET has a negative image, with 20% saying it is viewed fairly negatively and just 3% saying it is regarded very negatively.



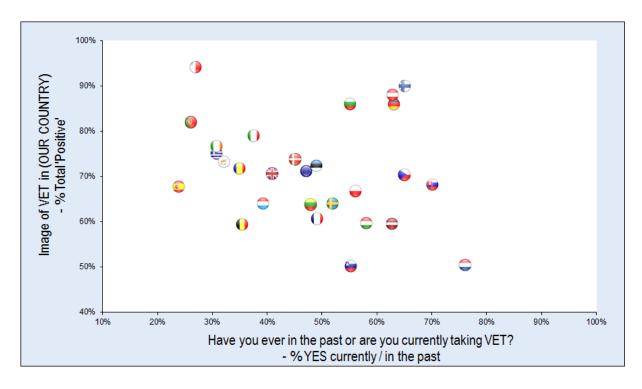
At individual country level, while at least 50% of people in all Member States think that vocational education has a positive image, the differences between individual countries are considerable. At least three quarters of respondents in 10 countries say that vocational training has a positive image, with levels of approval highest in Malta (92%), Finland (90%) and Austria (88%). However, in Slovenia and the Netherlands only 50% of people say that vocational training has a positive image despite the fact that many people in those countries say they have taken VET, especially in the Netherlands¹⁶.

¹⁵ QA9: 'And do you think that vocational education and training has a very positive, fairly positive, fairly negative or very negative image in (OUR COUNTRY)?' Possible answers: very positive; fairly positive; fairly negative; very negative; don't know.

¹⁶ In reference to chapter 1.1: The proportion of respondents who are taking/took VET.



Cross-referencing these results with those from the earlier question which asked respondents whether they had ever experienced vocational training themselves, it becomes clear that there is no correlation between people's impression of how positive an image VET has in their country and whether they have taken such training themselves. In Malta, for example, where 92% of people say that vocational training has a positive image, only 27% of people have actually taken VET. Yet in Finland, where 90% of people say vocational training has a positive image, a much higher 65% of people have benefitted from it personally. At the other end of the spectrum, just 59% of respondents in Belgium say that VET has a positive image, and only 35% of people in that country say they have taken vocational training themselves. But in the Netherlands, where even fewer people (50%) say that vocational education has a positive image, far more respondents (76%) have taken this kind of training.



The socio-demographic data suggest that while age and gender have little bearing on whether respondents view vocational training positively or negatively, his or her level of education is a relevant factor. Individuals who left school earlier are more inclined to regard VET positively: 76% of people who quit education at 15 or under say they think vocational training has a positive image in their country, compared with 73% who left at 16-19, and 67% who finished their education aged 20 or over. This result is repeated when analysing the level of education of respondents. Only 53% of people educated to the highest level (level 6) think that vocational training has a positive image, as do just 66% of people educated to level 5. However, 71-75% of people in the five lower educational bands say that vocational training has a positive image in their country.

It is also interesting to note that **managers are the least likely to say that vocational education has a positive image in their country**. Only 67% of managers say this, compared with 75% of manual workers and house persons.

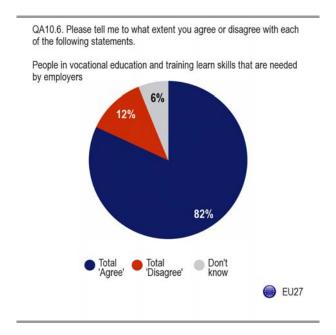
Respondents who agree that young people receive enough advice are also more likely to think that vocational training has a positive image in their country. 81% of people in this group think this, compared with just 62% of people who disagree that young people get enough information.

2.2 Perceptions of relevance of Vocational Education and Training provision for the labour market and learners' needs

2.2.1 Match-up between skills provided by VET and employers' needs

- There is widespread agreement that vocational education and training meets employers' expectations -

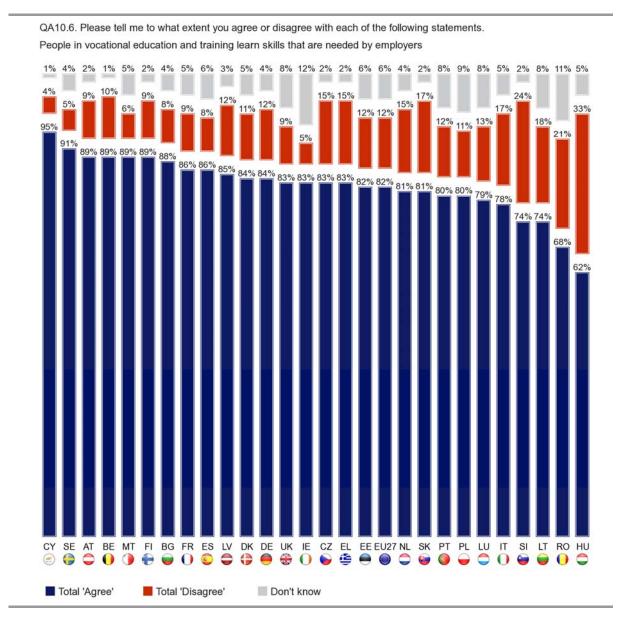
There is strong agreement across the EU that people in vocational education and training acquire skills that are needed by employers¹⁷. Overall, 82% of people agree that this is the case; this comprises 32% who totally agree and 50% who tend to agree. Just 12% of respondents disagree that people in vocational training learn skills that are needed by employers, with 10% tending to disagree and 2% totally disagreeing.



Agreement with this statement is stronger in some countries than in others. In Cyprus, 95% of people agree, as do 91% in Sweden and 89% in Austria, Finland, Malta and Belgium. Over three quarters of respondents agree in all but four Member States: Hungary, where just 62% agree, Romania (68%), Lithuania (74%) and Slovenia (74%).

24

¹⁷ QA10.6: 'Please tell me to what extent you agree or disagree with each of the following statement: People in vocational education and training learn skills that are needed by employers.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



The socio-demographic variations are negligible on this question. However, it does appear that individuals who have difficulty paying their bills most of the time are somewhat less inclined to agree that vocational training provides skills that are needed by employers. Only 78% of people in this group agree, compared with 81% of those who only have trouble paying their bills from time to time, and 83% who almost never have trouble.

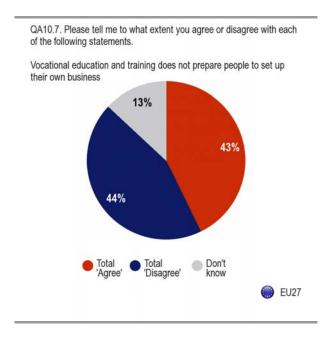
It also emerges that **people educated to levels 3 and 4 are the most likely to agree** that vocational training delivers the skills that are needed by employers. 85% of people educated to level 4 and 83% educated to level 3 agree, compared with just 75% of those at level 0, and 80% of those at levels 1 and 6.

Individuals who have taken vocational training themselves are highly likely to agree that it teaches skills that are needed by employers: 84% of people in this group say so, compared with just 13% who disagree. However, people who have not taken VET tend to have the same opinion – 80% of people who have not experienced VET agree, while only 12% do not – showing that there is no correlation between personal experience of VET and impressions of whether it meets employers' needs.

2.2.2 Preparing people to set up their own business through VET

- There is uncertainty about whether VET prepares people to set up their own business -

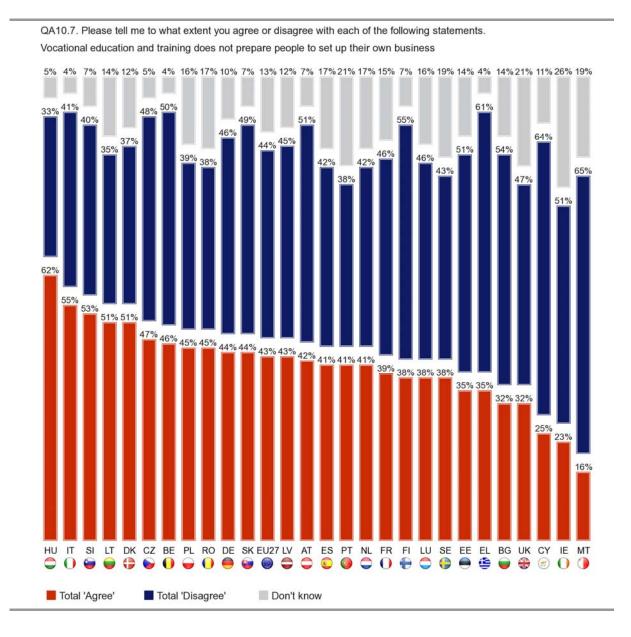
European citizens are divided on the question of whether vocational training prepares people for setting up their own business¹⁸. Overall, 43% of people agree that VET does not prepare people for this, with 12% totally agreeing and 31% tending to agree. However, an almost identical number – 44% - disagree that this is the case, with 30% tending to disagree and 14% totally disagreeing. A further 13% say they don't know whether vocational training prepares individuals to set up their own business.



In just five Member States do a majority of respondents agree that vocational training does not prepare people to set up their own business: Hungary (62%), Italy (55%), Slovenia (53%), Lithuania (51%) and Denmark (51%). At the other end of the scale, under one-third of respondents agree in five countries: Malta (16%), Ireland (23%), Cyprus (25%), the UK (32%) and Bulgaria (32%). A relatively high proportion of respondents also say they don't know whether vocational training prepares individuals to set up their own business in Ireland (26%), Portugal (21%) and the UK (21%).

-

¹⁸ QA10.7: 'Please tell me to what extent you agree or disagree with each of the following statement: Vocational education and training does not prepare people to set up their own business.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



The socio-demographic variations again show only minor variations on this question. However, respondents in the middle two age groups are slightly more likely to agree that vocational training does not prepare people to set up their own business. 47% of those in the 25-39 age group and 44% of those in the 40-54 age range agree that vocational training does this, compared with 40-41% of people in the 15-25 and over-55 age groups.

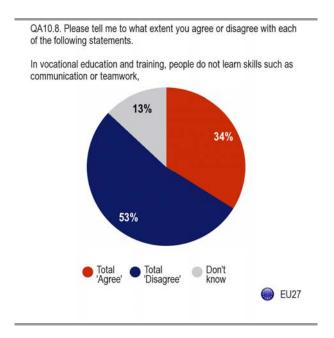
People who spent longer in education are also more likely to be unconvinced that vocational training prepares people to set up their own business. While 44-45% of people who left education at 16-19 or 20 and over agree that VET does not prepare people for this, only 39% of those who left at 15 or under do so.

There appears to be little correlation between people having taken VET at some time in their lives and their view of whether VET prepares people to set up their own business. While 44% of people who have experienced VET agree that it does not prepare you to start a business, 47% of those with experience of VET disagree with this. Similarly, people who have not taken VET tend to share this viewpoint: 41% of people who have not experienced VET agree, while 42% disagree.

2.2.3 Provision of soft and transversal skills in VET

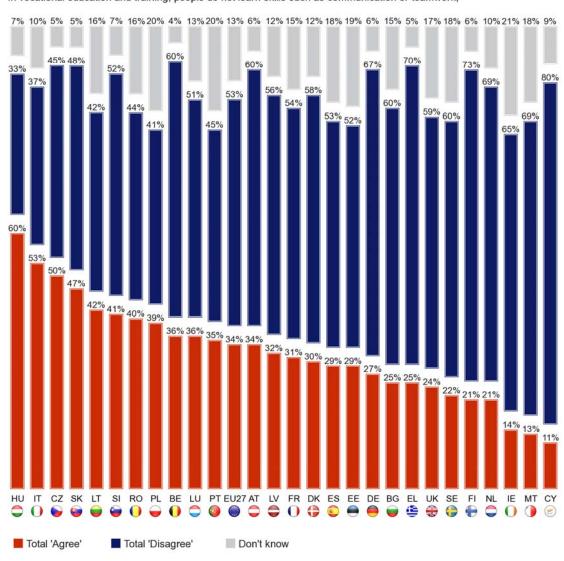
- Most respondents believe that communication and teamwork are skills learnt in vocational training -

European citizens generally believe that VET teaches such skills as communication and teamwork¹⁹. One-third (34%) of respondents agree that VET does not teach these kinds of skills, of whom just 9% totally agree and 25% tend to agree. By contrast, a majority (53%) disagree that VET does not teach people these kinds of skills, with 34% tending to disagree and 19% totally disagreeing. The remaining 13% say they don't know.



A majority of respondents agree that VET fails to teach communication and teamwork skills in just three Member States: Hungary (60%), Italy (53%) and the Czech Republic (50%) (people in these countries also strongly agree that VET does not prepare people to set up their own business). But in 15 countries, less than one-third of respondents agree, with the lowest levels of agreement coming in Cyprus (11%), Malta (13%) and Ireland (14%), the countries which also had the lowest level of agreement that VET fails to prepare people to set up their own business.

¹⁹ QA10.8: 'Please tell me to what extent you agree or disagree with each of the following statement: In vocational education and training, people do not learn skills such as communication or teamwork.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.8. Please tell me to what extent you agree or disagree with each of the following statements. In vocational education and training, people do not learn skills such as communication or teamwork,

As before, the socio-demographic data reveal only slight variations on this question. However, respondents who have reached educational level 3 are the most likely to agree that people do not learn communication and education skills from VET. 36% of people in this group agree with this, compared with just 27% who attained level 6 and 29% who attained levels 0 or 4.

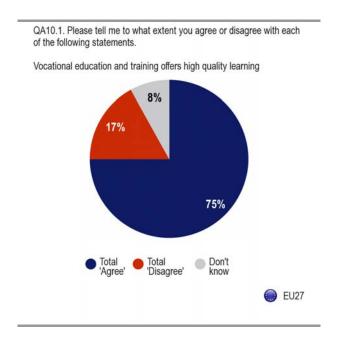
Individuals who have taken VET are far more likely to disagree with the notion that it does not teach communication and teamwork skills. 60% of people who have taken VET disagree with this, while just 33% agree. Fewer people who have not taken VET disagree – just 48% - but a similar number, 34%, agree.

2.3 Perceptions of quality of Vocational Education and Training provision

2.3.1 Quality of VET learning

- A large majority of European citizens think that VET offers high-quality learning -

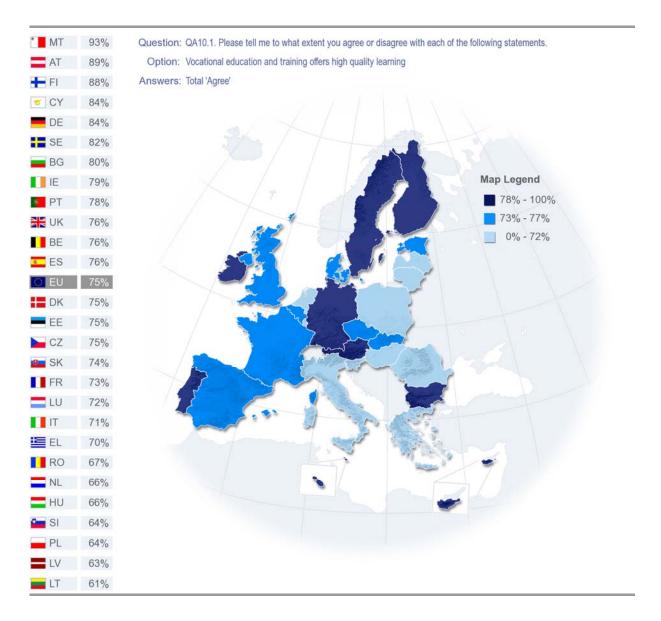
Three-quarters of all respondents (75%) agree that VET offers high-quality learning, with 22% totally agreeing and 53% tending to agree²⁰. Just 17% disagree, of whom 15% tend to disagree and 2% totally disagree. Respondents in the EU15 countries are more likely to agree than those in the NMS12: 77% of EU15 respondents think that VET offers high-quality learning, compared with 67% of NMS12 respondents.



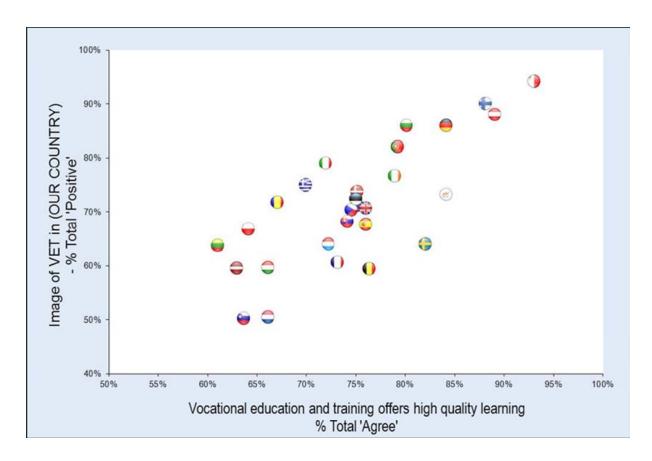
A majority of respondents in all 27 Member States agree that VET offers high-quality learning, and at least 75% do so in 15 countries. Agreement is particularly strong in Malta (93%), Austria (89%) and Finland (88%); but under 70% of people agree that VET offers high-quality learning in seven Member States, with the level of agreement lowest in Lithuania (61%), Latvia (63%), Poland and Slovenia (both 64%).

-

²⁰ QA10.1: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training offers high-quality learning.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



Cross-referencing these results with those of the earlier question asking whether VET has a positive image in each Member State, we can see that there is a correlation between people's overall impression of VET and whether they think it offers high-quality learning. Malta, Austria and Finland, the three countries with the highest level of agreement that VET offers high-quality learning, are also the three countries with the most positive image of VET. But respondents in countries with a relatively negative image of VET – such as Latvia, Lithuania and Slovenia – are also more likely to disagree that VET offers high-quality learning.

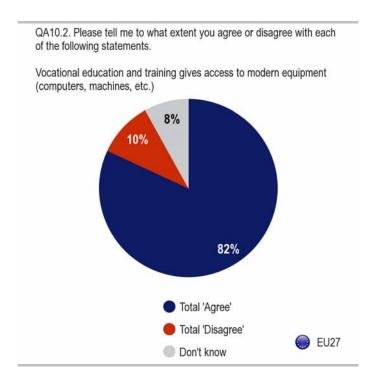


The socio-demographic data show only minor variations on this question. However, respondents who agree that young people receive enough advice about learning and career opportunities are also more likely to agree that VET offers high-quality learning: 83% of people in this group say this, compared with 66% who disagree that young people get sufficient advice. People who think that VET has a positive image in their country are also much more inclined to say that the quality of learning offered by VET courses is high: 85% of those in this category say this, as opposed to just 51% who say that VET has a negative image where they come from.

2.3.2 Access to state-of-art equipment in VET

- VET is widely thought to give access to modern equipment -

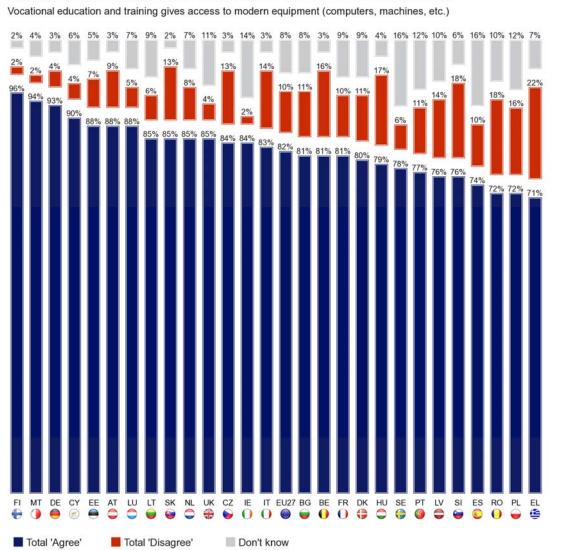
There is a strong consensus that VET gives people access to modern equipment: 82% of respondents agree that this is the case, 34% of them totally agreeing and 48% tending to agree²¹. Only 10% of EU citizens disagree, of whom 9% tend to disagree and 1% totally disagrees. A further 8% say they don't know whether VET gives access to modern equipment. Respondents in the EU15 countries are again more likely to agree than their NMS12 counterparts: 84% of EU15 respondents agree that VET gives access to modern equipment, compared with 76% of NMS12 respondents.



At least 70% of respondents in all Member States agree that VET gives access to modern equipment, with at least 80% agreeing in 18 countries. In Finland, 96% of people agree that this is the case, as do 94% in Malta and 93% in Germany. However, agreement is relatively low in Greece, where 71% of people think that VET gives access to modern equipment as well as in Poland (72%) and Romania (72%).

-

²¹ QA10.2: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training gives access to modern equipment (computers, machines, etc.).' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.2. Please tell me to what extent you agree or disagree with each of the following statements.

The socio-demographic data show that the respondent's level of education affects his or her impression of whether VET gives access to modern equipment. While 88% of people educated to level 4 agree that VET gives this type of access, and 83-84% of people at levels 2-3 also agree, only 70% of people at level 0 and 76% of those at level 6 agree.

Respondents who agree that young people receive enough advice about learning and career opportunities are also more likely to agree that VET offers access to modern equipment: 88% of people in this group say so, compared with 77% who disagree that young people get enough advice. People who think that VET has a positive image in their country are also much more likely to say that VET gives people access to modern equipment: 88% of individuals in this category say so, as opposed to 70% who say that VET has a negative image where they come from.

QA10.2 Please tell me to what extent you agree or disagree with each of the following statements.

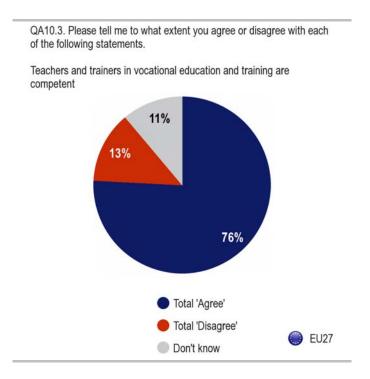
Vocational education and training gives access to modern equipment (computers, machines, etc.)

	Total 'Agree'	Total 'Disagree'	DK
EU27	82%	10%	8%
Level of education	(ISCED)		
Level 0	70%	7%	23%
Level 1	78%	7%	15%
Level 2	84%	9%	7%
Level 3	83%	11%	6%
Level 4	88%	7%	5%
Level 5	81%	10%	9%
Level 6	76%	15%	9%
Young people rece	ive enough advise		
Agree	88%	7%	5%
Disagree	77%	16%	7%
Image of VET			
Positive	88%	7%	5%
Negative	70%	21%	9%

2.3.3 Competence of VET teachers and trainers

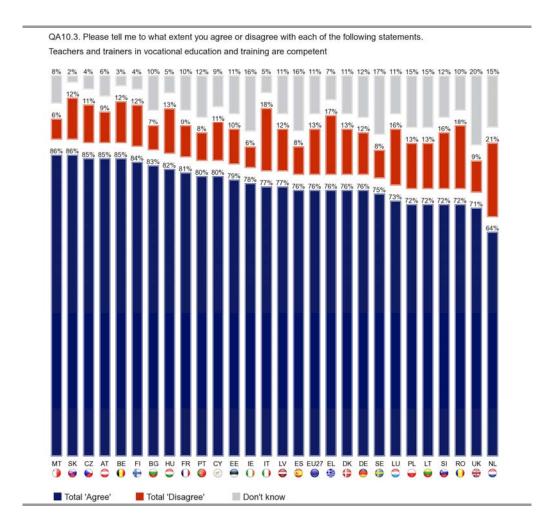
- Most EU citizens have confidence in the competence of VET teachers and trainers -

Three-quarters of all EU respondents (76%) take the view that teachers and trainers in VET programmes are competent²². Of these, 23% totally agree that they are competent, while 53% tend to agree. Just 13% of people disagree that VET teachers and trainers are competent, 11% of them tending to disagree and 2% totally disagreeing. A further 11% say they don't know how competent they are. There is no distinction between EU15 and NMS12 respondents on this question.



At individual country level, at least three-quarters of respondents consider VET teachers and trainers to be competent in all but seven Member States. Belief in their competence is highest in Malta (86%) and Slovakia (86%), and lowest by some distance in the Netherlands, where just 64% regard VET teachers and trainers as competent, as well as in the UK (71%). Relatively high numbers of people also say that they don't know how competent VET teachers and trainers are in the UK (20%) and Sweden (17%).

²² QA10.3: 'Please tell me to what extent you agree or disagree with each of the following statements: Teachers and trainers in vocational education and training are competent.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



The socio-demographic results show that respondents in the 25-39 age group are the most likely to regard VET teachers and trainers as competent: 80% of people in this group say they are competent, but this falls to 74% in the 55-and-over age bracket.

People who have taken VET courses are more likely to believe in the teachers' competence than those who have not: 79% of people who have taken VET courses say the teachers and trainers are competent, as opposed to 73% of those who have not taken vocational training. People currently taking VET courses are the most likely to regard their teachers and trainers as competent (84% do so).

Individuals with a very low level of educational attainment are the most likely to doubt the competence of VET teachers and trainers. Only 68% of respondents at educational level 0 think that VET teachers and trainers are competent, compared with 80% of those at levels 4 or 6.

Respondents who agree that young people receive enough advice about learning and career opportunities are also more likely to agree that VET teachers and trainers are competent: 84% of people in this group say so, compared with 69% who disagree that young people get enough advice.

People who think that VET has a positive image in their country are also more inclined to say that VET teachers and trainers are competent: 83% of people in this group think this, as opposed to 63% who say that VET has a negative image in their country.

QA10.3 Please tell me to what extent you agree or disagree with each of the following statements.

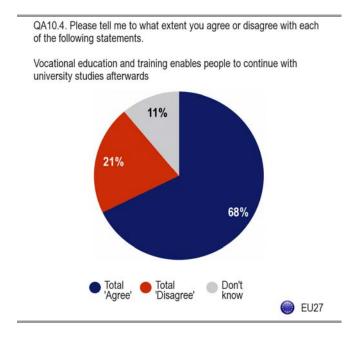
Teachers and trainers in vocational education and training are competent

	Total 'Agree'	Total 'Disagree'	DK
EU27	76%	13%	11%
Age			
15-24	76%	13%	11%
25-39	80%	12%	8%
40-54	77%	13%	10%
55 +	74%	11%	15%
Level of education	(ISCED)		
Level 0	68%	9%	23%
Level 1	76%	9%	15%
Level 2	75%	13%	12%
Level 3	77%	13%	10%
Level 4	80%	11%	9%
Level 5	74%	13%	13%
Level 6	80%	10%	10%
Vocational educati	on and training		
Yes, in the past	79%	13%	8%
Yes, currently	84%	12%	4%
Yes	79%	13%	8%
No	73%	12%	15%
Young people rece	ive enough advise		
Agree	84%	8%	8%
Disagree	69%	20%	11%
Image of VET			
Positive	83%	8%	9%
Negative	63%	25%	12%

2.3.4 The opportunity for VET graduates to study at university

- VET is widely thought to enable people to continue with university studies afterwards -

Over two-thirds of all EU respondents (68%) believe that VET enables people to continue with university studies afterwards²³. Of these, 25% totally agree, while 43% tend to agree. A fifth of respondents (21%) do not agree that VET enables people to continue with university studies afterwards, 16% of them tending to disagree and 5% totally disagreeing. A further 11% say they don't know whether VET leads to subsequent study. There is no significant distinction between EU15 and NMS12 respondents on this question.

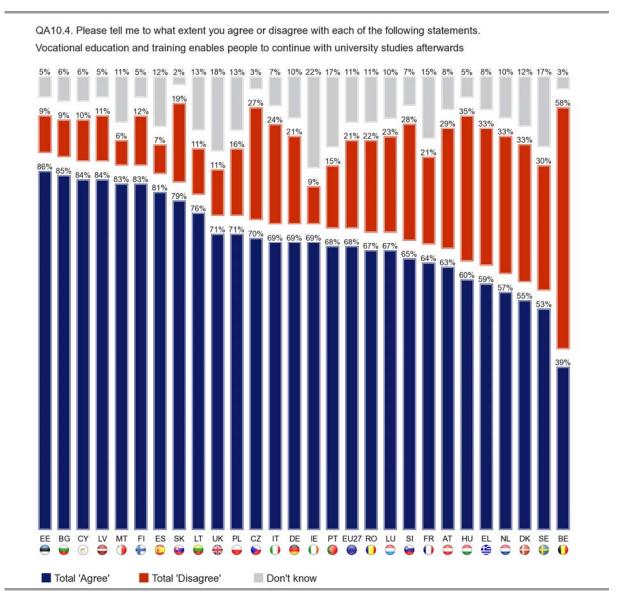


At individual country level, at least two-thirds of respondents think that VET enables people to continue with university studies afterwards in 18 Member States. The highest proportions of people agree that this is the case in Estonia (86%) and Bulgaria (85%). A majority agree in every country except for Belgium, where only 39% agree that VET enables people to continue with university studies afterwards and where 58% disagree. This is by far the most negative set of responses: the next highest level of disagreement is the 35% recorded in Hungary, while the next lowest level of agreement is the 53% recorded in Sweden.

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²³ QA10.4: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training enables people to continue with university studies afterwards.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.

The previous question on whether people think VET has a positive image in their country showed that respondents in Belgium had a relatively negative image of VET (40% answered negatively), though this was not as high as in some other countries. Relatively high numbers of people say that they don't know whether VET prepares you for university in Ireland (22%) and the UK (18%).



The socio-demographic results show that people in certain occupations are more likely to disagree with the idea that vocational training enables people to continue with university studies afterwards. While 26% of other white collars and 24% of self-employed people disagree with this, only 17% of retired people and 18% of house persons disagree.

Individuals who place themselves in the middle of the social staircase are the most likely to agree that a VET qualification enables people to continue with university studies afterwards: 71% of people in this group believe this to be true, compared with 68% of those high up on the staircase and 65% of those who regard themselves as being low on the staircase. People high up on the social staircase are the most ready to disagree that VET enables people to continue with university studies afterwards: 24% of those in this group disagree, compared with 19% of those in the middle and bottom of the social staircase.

In terms of educational attainment, individuals at certain positions on the ISCED scale are more likely than others to think that VET enables people to continue with university studies afterwards. 74% of people who have attained level 4 think this, compared with just 63-64% of those at levels 0 and 1. However, those at level 0 are also the least likely to disagree that VET enables people to continue with university studies afterwards: only 9% of people at level 0 disagree that this is the case, compared with 22-23% of those at levels 3, 5 and 6.

Individuals who have taken VET courses are more likely to believe that vocational training enables people to continue with university studies afterwards: 76% of people currently taking VET and 70% who have taken a vocational course in the past think that this is true, as opposed to 66% of people with no vocational training.

Respondents who agree that young people receive enough advice about learning and career opportunities are also more likely to agree that VET enables people to continue with university studies afterwards: 75% of people in this group agree with this, compared with 64% who disagree that young people get enough advice. People who think that VET has a positive image in their country are also much more inclined to say that VET enables people to continue with university studies afterwards: 74% of people in this group think that this is the case, as opposed to 58% who say that VET has a negative image in their country.

QA10.4 Please tell me to what extent you agree or disagree with each of the following statements.

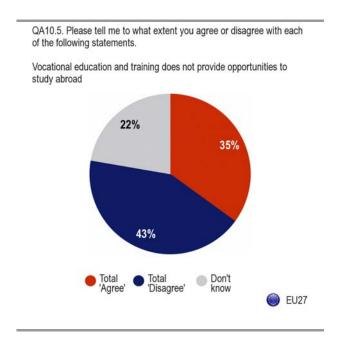
Vocational education and training enables people to continue with university studies afterwards

Studies afterwards			
	Total 'Agree'	Total 'Disagree'	DK
EU27	68%	21%	11%
Respondent occup	ation scale		
Self-employed	67%	24%	9%
Managers	69%	23%	8%
Other white collars	67%	26%	7%
Manual workers	70%	20%	10%
House persons	67%	18%	15%
Unemployed	68%	20%	12%
Retired	68%	17%	15%
Students	70%	21%	9%
Self-positioning on	the social staircase	е	
Low (1-4)	65%	19%	16%
Medium (5-6)	71%	19%	10%
High (7-10)	68%	24%	8%
Level of education	(ISCED)		
Level 0	64%	9%	27%
Level 1	64%	16%	20%
Level 2	69%	18%	13%
Level 3	68%	22%	10%
Level 4	74%	18%	8%
Level 5	69%	23%	8%
Level 6	70%	22%	8%
Vocational educati	on and training		
Yes, in the past	70%	22%	8%
Yes, currently	76%	18%	6%
Yes	71%	22%	7%
No	66%	20%	14%
Young people rece	ive enough advise		
Agree	75%	16%	9%
Disagree	64%	27%	9%
Image of VET			
Positive	74%	17%	9%
Negative	58%	32%	10%

2.3.5 Opportunities for VET learners to study abroad

- Views are mixed as to whether VET provides opportunities to study abroad -

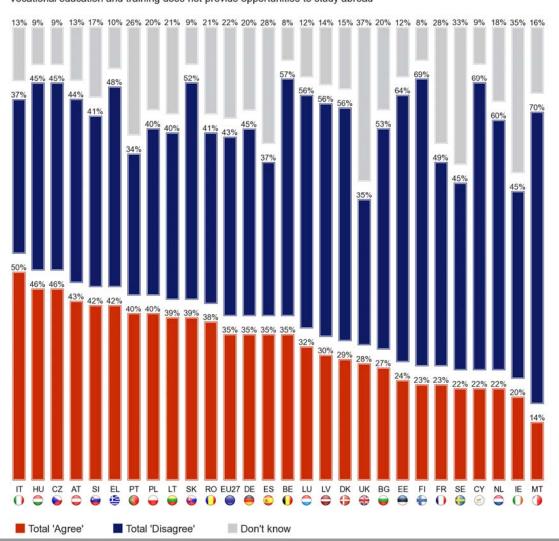
Opinion is divided on the question of whether VET enables people to study abroad²⁴. Over one-third of respondents (35%) agree that VET does not offer this opportunity, with 9% totally agreeing and 26% tending to agree. However, 43% of people disagree, arguing that VET does give people the chance to study abroad; of these, 29% tend to disagree and 14% totally disagree. A further 22% of respondents say they don't know whether VET opens up this kind of opportunity to students. NMS12 respondents are slightly more likely to agree on this question than people in the EU15: 39% of people in the NMS12 think that VET does not provide opportunities to study abroad, whereas only 34% of those in the EU15 agree.



At least one-third of respondents agree that vocational training does not provide opportunities to study abroad in 14 countries, with the highest levels of agreement coming in Italy (50%), Hungary (46%) and the Czech Republic (46%). However, only 14% of people in Malta agree with this statement, and 70% disagree; disagreement is also very strong in Cyprus (69%) and Finland (69%). Agreement on the lack of opportunities to study abroad is also very low in Ireland (20%), but there a high proportion (35%) say that they don't know whether VET provides opportunities to study abroad, as do many respondents in the UK (37%) and Sweden (33%).

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²⁴ QA10.5: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training does not provide opportunities to study abroad.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.5. Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training does not provide opportunities to study abroad

The socio-demographic data suggest that older respondents are the most likely to say they don't know whether VET provides opportunities to study abroad. 28% of people in the 55-and-over group say they don't know, compared with 21% of 40-54 year-olds and 17% of 15-24 and 25-39 year-olds. The level of agreement is similar for all four age groups, but respondents are more likely to disagree with the idea that VET does not provide opportunities to study abroad the younger they are.

Respondents with a higher level of education are more likely to disagree with the notion that VET does not provide opportunities to study abroad. 49% of people who finished their studies aged 20 or over disagree with this, but this falls to 43% among those who left school aged 16-19, and again to 35% among those who left school at 15 or under. By contrast, people with a lower level of education are more likely to say that they don't know whether VET provides opportunities to study abroad.

The occupation of respondents also reveals variations, with students (51%) and managers (50%) the most likely to disagree that VET does not provide opportunities to study abroad. House persons (37%) and retired people (38%) are the least likely to disagree and the most likely to say that they don't know.

People who have taken VET are more likely to disagree that VET does not provide opportunities to study abroad than those who have not taken VET: 48% of people who have taken VET disagree, as opposed to 38% who have not. People currently taking VET courses are even more likely to disagree, by a margin of 53% to 48%.

QA10.5 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training doe	not provide on	oportunities to study	abroad
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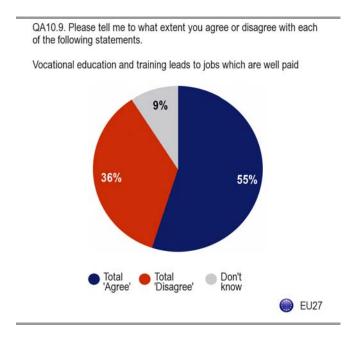
	Total 'Agree'	Total 'Disagree'	DK
EU27	35%	43%	22%
Age			
15-24	35%	48%	17%
25-39	37%	46%	17%
40-54	35%	44%	21%
55 +	34%	38%	28%
Education (End of)			
15-	34%	35%	31%
16-19	36%	43%	21%
20+	34%	49%	17%
Still studying	34%	51%	15%
Respondent occup	ation scale		
Self-employed	39%	41%	20%
Managers	34%	50%	16%
Other white collars	36%	46%	18%
Manual workers	36%	43%	21%
House persons	37%	37%	26%
Unemployed	35%	43%	22%
Retired	33%	38%	29%
Students	34%	51%	15%
Vocational educati	on and training		
Yes, in the past	33%	48%	19%
Yes, currently	34%	53%	13%
Yes	34%	48%	18%
No	36%	38%	26%

2.4 Perceptions of status of vocational occupations

2.4.1 Level of salaries in vocational occupations

- While up to three quarters of people believe that VET is a route to a well-paid job in some Member States, in others only a third of people take this view -

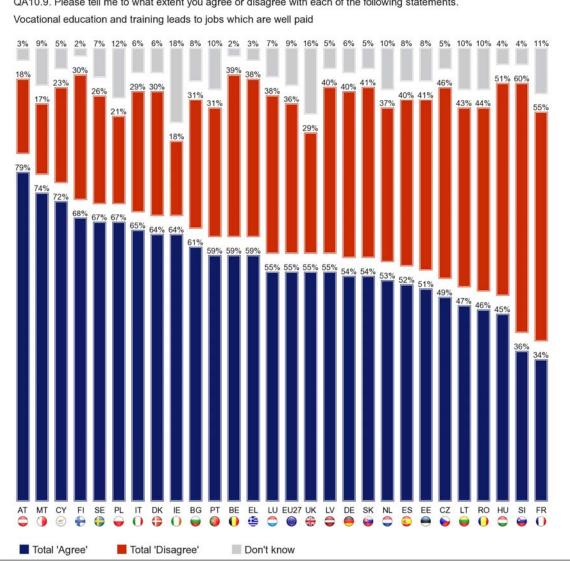
A majority of EU respondents (55%) believe that vocational training leads to jobs which are well paid²⁵. Most of these individuals (42%) tend to agree with this, while 13% totally agree. However, 36% of people disagree; of these, 28% tend to disagree and 8% totally disagree. A further 9% of respondents say they don't know whether VET leads to jobs which are well paid. There is no significant distinction between EU15 and NMS12 respondents on this question.



The individual country results show a very wide difference of opinion about whether VET leads to jobs which are well paid. A majority of people believe that it does have this potential in all but six Member States, and in some cases confidence in VET is very high on this issue. In Austria, 79% of people think VET leads to jobs which are well paid, as do 74% in Malta and 72% in Cyprus. But in France only 34% of respondents agree with this, as do 36% of those in Slovenia. Results in the UK and Ireland again show a relatively high number of people saying they that don't know whether VET leads to jobs which are well paid (16% and 18% respectively).

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²⁵ QA10.9: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training leads to jobs which are well paid.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.9. Please tell me to what extent you agree or disagree with each of the following statements.

The socio-demographic results show that respondents with a lower level of educational attainment are the most likely to believe that VET leads to jobs which are well paid. While 58% of people who left school at 15 or under agree that VET leads to jobs which are well paid, this falls to 54% among those who left school aged 16-19 and again to 52% among people who left education at 20 or over.

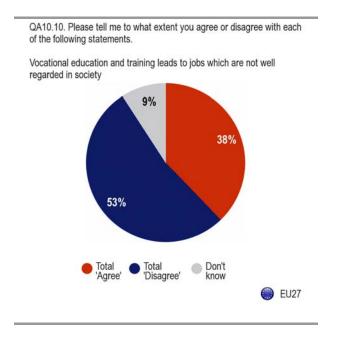
However, individuals who place themselves high on the social scale are the most likely to agree that VET leads to jobs which are well paid. 59% of those who place themselves high on the scale say that VET leads to jobs which are well paid, but this falls to 55% among those in the middle of the scale, and again to 50% among people low down.

Respondents who feel that young people receive enough advice concerning their learning and career opportunities are more likely to agree that VET leads to jobs which are well paid: 64% of people in this group say so, compared with 44% who do not agree that young people get enough advice. People who think that VET has a positive image in their country are also much more inclined to say that vocational training leads to jobs which are well paid: 61% of people in this group think this, as opposed to 39% who say that VET has a negative image in their country.

2.4.2 Societal appreciation of vocational jobs

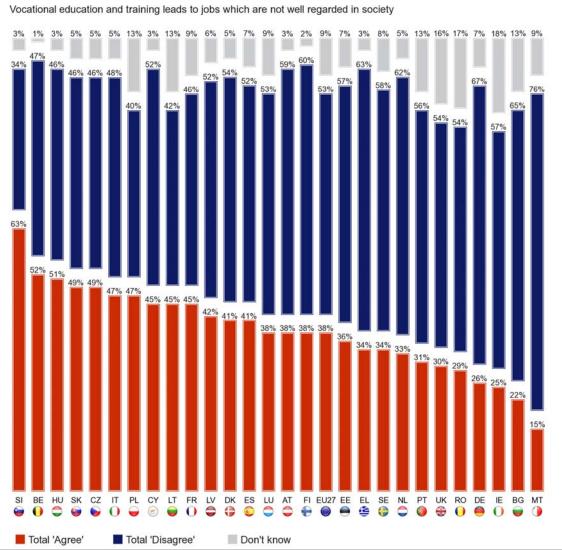
- In a handful of Member States there is a widespread belief that vocational training leads to jobs which are not well regarded in society -

Only a minority of EU respondents (38%) believe that vocational training leads to jobs which are not well regarded in society²⁶ (8% totally agree, with 30% tending to agree). But a majority (53%) disagree with this suggestion, of which 36% of people tend to disagree and 17% totally disagree. 9% of respondents say they don't know whether VET leads to jobs which are not well regarded in society. **NMS12 respondents are slightly more likely to agree** than EU15 respondents on this question. While 42% of those in the NMS12 agree that VET leads to jobs which are not well regarded in society, only 37% of EU15 respondents say this.



Only three Member States have majorities that agree with the suggestion that VET leads to jobs which are not well regarded in society: Slovenia, where a relatively high proportion of people agree (63%), Belgium (52%) and Hungary (51%). Respondents in Slovenia and Hungary were also reluctant to believe that VET leads to a well-paid job (although this was not true of those in Belgium). But in seven countries, less than a third of people believe that VET leads to jobs which are not well regarded in society, with agreement lowest in Malta (15%), Bulgaria (22%) and Ireland (25%).

²⁶ QA10.10: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training leads to jobs which are not well regarded in society.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.10. Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training leads to jobs which are not well regarded in society

Socio-demographic variations are generally quite minor on this question. However, respondents with a **low level of educational attainment** are the most likely to say they don't know whether VET leads to jobs which are not well regarded in society: 22% of people educated to level 0 say they don't know and only 42% disagree that VET leads to jobs which are not well regarded in society, whereas only 6% of people educated level 4 don't know and 61% of people in this group disagree.

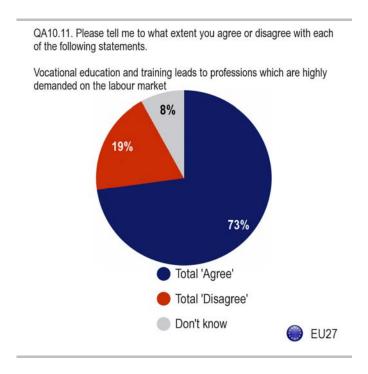
People with personal experience of VET are also more likely to disagree with the notion that VET leads to jobs which are not well regarded in society. 62% of people who are currently taking vocational training and 57% of those who have taken VET previously disagree with this suggestion, compared with just 49% of people who have never taken a vocational course.

Respondents who think that VET has a positive image in their country are less inclined to agree that it leads to jobs which are not well regarded in society: only 35% of people in this group agree with this, compared with 51% of people who think that VET has a negative image in their country.

2.4.3 Demand for vocational occupations in the economy

- Most people believe that vocational training leads to professions which are highly demanded on the labour market -

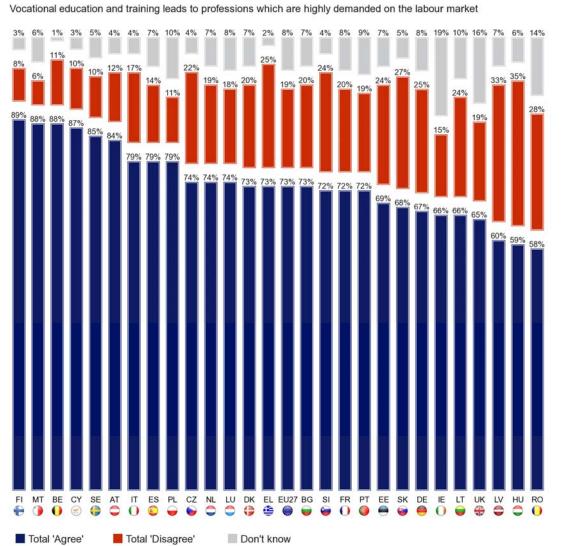
Three quarters of EU respondents (73%) take the view that vocational training leads to professions which are highly demanded on the labour market²⁷ (22% totally agree, with 51% tending to agree). Only 19% disagree, of whom 16% tend to disagree and 3% totally disagree. 8% of respondents say they don't know whether VET leads to professions which are highly demanded on the labour market.



A majority of people in all Member States agree that VET leads to professions which are highly demanded on the labour market, and at least 70% of people share this opinion in 18 countries. An exceptionally high proportion of people hold this belief in Finland (89%), Malta (88%) and Belgium (88%), while agreement is lowest in Romania (58%), Hungary (59%) and Latvia (60%). There seems to be no correlation between whether respondents think VET leads to professions which are highly demanded on the labour market and whether they think it leads to jobs which are well regarded in society.

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²⁷ QA10.11: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training leads to professions which are highly demanded on the labour market.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.



QA10.11. Please tell me to what extent you agree or disagree with each of the following statements. Vocational education and training leads to professions which are highly demanded on the labour market

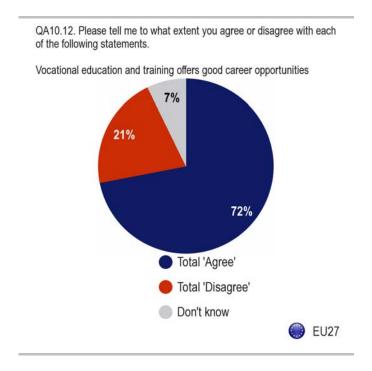
The socio-demographic data show that individuals who have difficulty paying their bills most of the time are less likely to believe that VET leads to professions which are highly demanded on the labour market. 65% of people in this group agree with this, compared with 72-73% of respondents who have financial trouble sometimes or almost never. Similarly, respondents with a very low level of academic attainment are the least likely to agree that the jobs that VET leads to professions which are highly demanded on the labour market: only 65% of people educated to level 0 agree with this, compared with 71-75% of people at higher levels of academic achievement.

Respondents who think young people receive enough advice about learning and career opportunities are more likely to agree that VET leads to professions which are highly demanded on the labour market: 79% of people in this group think this, compared with 66% who do not agree that young people get enough advice. People who think that VET has a positive image in their country are also more likely to say that vocational training leads to professions which are highly demanded on the labour market: 78% of people in this group think this, as opposed to 65% who say that VET has a negative image in their country.

2.4.4 Career perspective of vocational professions

 Most people think vocational training offers good career opportunities, though this is seriously questioned in some countries -

Nearly three-quarters of EU respondents (72%) express confidence that vocational training offers good career opportunities²⁸ (20% totally agree, with 52% tending to agree). A fifth of respondents (21%) disagree, of whom 18% tend to disagree and 3% totally disagree. 7% of respondents say they don't know. People in the EU15 are more ready to argue that VET offers good career opportunities than those in the NMS12: 74% of EU15 respondents take this line, whereas only 64% of NMS12 respondents say this.

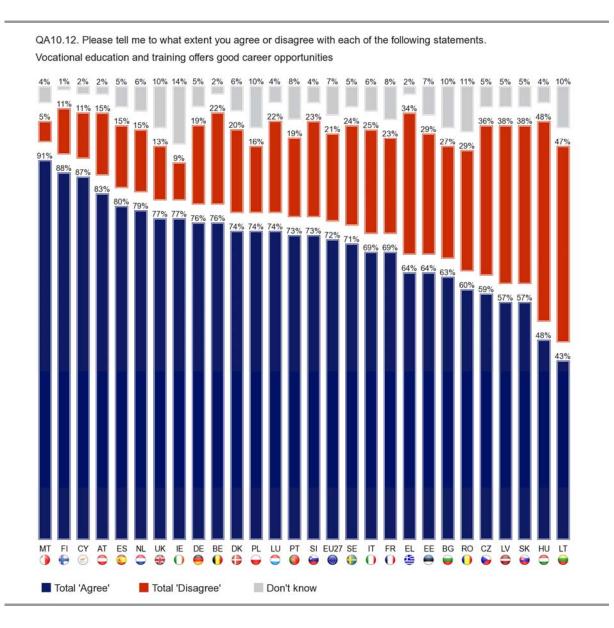


The differences between individual Member States on this question are particularly wide. At least two-thirds of respondents agree that VET offers good career opportunities in 18 countries, and agreement is extremely high in countries including Malta (91%), Finland (88%) and Cyprus (87%). Yet in Lithuania only 43% of people agree with this, as do 48% in Hungary and 57% in both Latvia and Slovakia. It is interesting to note that the results to the earlier question about whether VET helps people to secure well-paid jobs do not overlap entirely with this question about 'good career opportunities'. Countries such as Malta, Finland and Cyprus registered high levels of agreement on both questions.

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²⁸ QA10.12: 'Please tell me to what extent you agree or disagree with each of the following statements: Vocational education and training offers good career opportunities.' Possible answers: totally agree; tend to agree' tend to disagree; totally disagree; don't know.

However, people in France and Slovenia, who were the least likely to agree that VET leads to a well-paid job, are not among those least inclined to agree that VET leads to good career opportunities, suggesting that in some countries 'a good career' is not necessarily seen as being well paid.



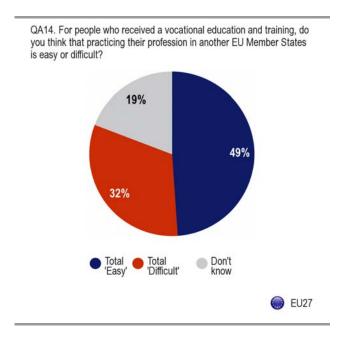
The socio-demographic data again show that individuals who have difficulty paying their bills most of the time are the least likely to have faith in VET's ability to offer good career opportunities. Only 66% of people in this group agree that vocational training affords these opportunities, compared with 71% of people who have financial trouble sometimes and 74% of those who almost never have problems with their bills. Respondents with a very low level of academic attainment are the least likely to agree that VET offers good career opportunities: 69% of people educated to level 0 agree with this, compared with 78% of people educated to level 4.

Respondents who think young people receive enough advice about learning and career opportunities are more likely to agree that vocational training offers good job opportunities: 79% of people in this group think this, compared with 65% who do not think young people get sufficient advice. People who think that VET has a positive image in their country are also more likely to say that vocational training offers good career opportunities: 79% of people in this group say this, as opposed to 58% who say that VET has a negative image in their country.

2.4.5 The possibility of practising a vocational occupation in another Member State of the EU

- Half of EU respondents think that it is easy for people who received vocational education and training to practise their profession in another EU Member State -

Almost half (49%) of European respondents think that it is easy for people who received vocational education and training to practise their profession in another EU Member State²⁹. Of these, just 8% say this ought to be very easy, while 41% think it should be fairly easy. Around one-third of respondents (32%) think that people who received vocational training find it difficult to practise their profession in another EU Member State, of whom 26% say this would prove fairly difficult and 6% very difficult. A fifth (19%) of respondents say they don't know whether this would be easy or difficult to do. People in the NMS12 countries are slightly more likely than EU15 respondents to agree that it is easy for people with vocational training to practise their profession in another EU Member State: 53% of NMS12 respondents agree with this, compared with 47% of EU15 respondents.

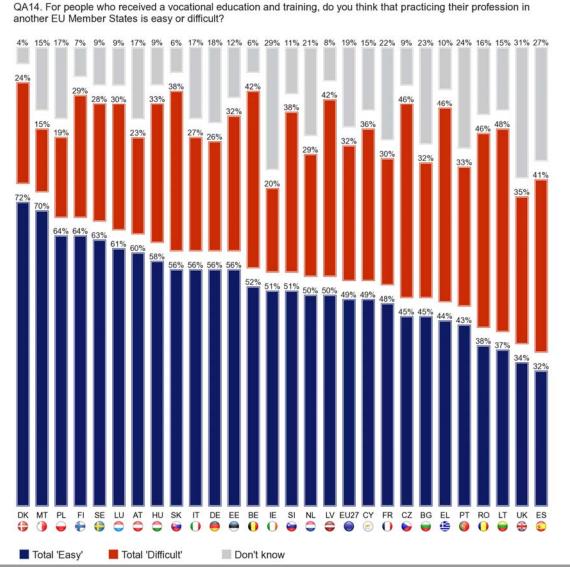


A majority of people in 17 Member States think that people who received VET should find it easy to practise their profession in another EU country. This view is held particularly strongly in Denmark, where 72% think that individuals with VET can easily work abroad, and in Malta (70%). However, relatively few respondents share this opinion in Spain (32%), the UK (34%) and Lithuania (37%).

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²⁹ QA14: 'For people who received a vocational education and training, do you think that practising their profession in another EU Member State is easy or difficult?' Possible answers: very easy; fairly easy; fairly difficult; very difficult; don't know.

In the UK, 31% also say they don't know how easy it is to practise one's profession in another Member State, as do 29% in Ireland. These two countries have consistently registered a high proportion of people answering 'don't know'.



The socio-demographic data again show that individuals who have a very low level of academic attainment are the least likely to think that it is easy for people with vocational training to practise their profession in another EU Member State. Only 34% of people educated to level 0 agree that this is easy, compared with 53% of those at level

6, and 51% of people at levels 2 and 3.

Respondents with personal experience of VET are more likely to expect it to be easy for people with vocational training to practise their profession in another EU Member State. 57% of people who are currently taking vocational training and 52% of those who have taken VET in the past believe that this is easy, compared with 45% of people who have never taken a vocational course.

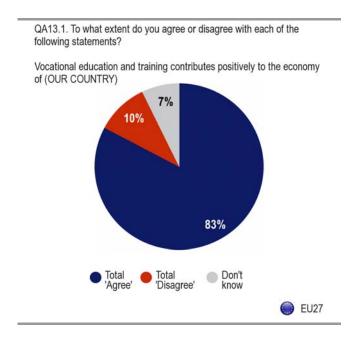
Respondents who think young people receive enough advice about learning and career opportunities are more likely to agree that it is easy for people with vocational training to practise their profession in another EU Member State: 53% of people in this group say so, as opposed to 45% who do not think young people get sufficient advice. People who think that VET has a positive image in their country are also more likely to believe that it is easy for people with vocational training to practise their profession in another EU Member State: 52% of people in this group say this, compared with 42% who say that VET has a negative image in their country.

3. PERCEPTIONS OF THE IMPACT OF VOCATIONAL EDUCATION AND TRAINING IN SOCIETY

3.1 The impact on the economy

- Mainstream opinion holds that vocational education and training contributes positively to the economy -

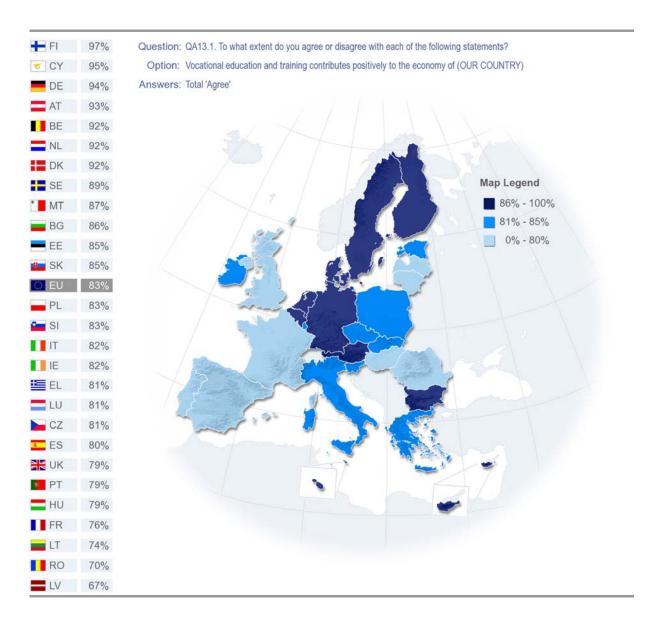
There is overwhelming agreement among EU citizens that vocational education and training contributes positively to the economy of their country³⁰: 83% of people agree that this is the case, with 33% totally agreeing and 50% tending to agree. Just 10% of respondents do not think that VET contributes positively to the economy (of whom 8% tend to disagree, and 2% totally disagree). A further 7% say they don't know whether VET contributes positively to the economy. EU15 respondents are more inclined to agree that VET contributes positively to the economy, with 84% of people from those countries saying VET has a positive economic effect, as opposed to 79% of NMS12 respondents.



At least 80% of people believe that VET has a positive economic effect in all but seven Member States, with exceptionally high levels of agreement being recorded in Finland (97%), Cyprus (95%), Germany (94%) and Austria (93%). The economic benefits of vocational training are most widely questioned in Latvia, where only 67% of people agree that it boosts the economy, and in Romania (70%) and Lithuania (74%).

61

³⁰ QA13.1: 'To what extent you agree or disagree with each of the following statements: Vocational education and training contributes positively to the economy of (OUR COUNTRY).' Possible answers: totally agree; tend to agree; tend to disagree; totally disagree; don't know.



The socio-demographic data show that respondents who have trouble paying their bills most of the time are the least likely to think that VET contributes positively to the economy. 74% of people in this group agree that VET contributes positively to the economy of their country, but this rises to 82% among those who only have trouble paying their bills sometimes, and to 86% among those who almost never have this kind of trouble. Similarly, only 79% of people who position themselves low down on the social scale agree that VET contributes positively to the economy, as opposed to 84% who place themselves in the middle and 86% who position themselves towards the top.

Individuals with a low level of educational attainment are the least likely to think that vocational training contributes positively to the economy: only 69% of respondents at educational level 0 and 78% at level 1 agree that VET contributes positively to the economy, compared with 88-89% of those at levels 4, 5 and 6.

People who have taken VET courses are more likely to accept that vocational training contributes positively to the economy than those who have not: 87% of people who have taken VET courses agree that this is the case, as opposed to 80% of those with no vocational training background.

Respondents who think that young people receive sufficient advice about learning and career opportunities are also more likely to agree that VET contributes positively to the economy: 88% of people in this group believe this to be the case, compared with 79% who disagree that young people get enough advice. People who think that VET has a positive image in their country are also more inclined to argue that VET contributes positively to the economy: 88% of people in this group say VET contributes positively to the economy, as opposed to 76% who say that VET has a negative image in their country.

QA13.1 To what extent do you agree or disagree with each of the following statements?

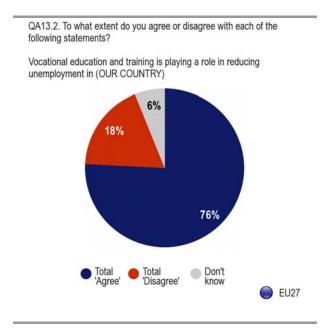
Vocational education and training contributes positively to the economy of (OUR
COUNTRY)

COUNTRY)			
	Total 'Agree'	Total 'Disagree'	DK
EU27	83%	10%	7%
Difficulties paying	bills		
Most of the time	74%	16%	10%
From time to time	82%	12%	6%
Almost never	86%	8%	6%
Self-positioning o	n the social staircas	e	
Low (1-4)	79%	13%	8%
Medium (5-6)	84%	9%	7%
High (7-10)	86%	9%	5%
Level of education	(ISCED)		
Level 0	69%	12%	19%
Level 1	78%	10%	12%
Level 2	83%	9%	8%
Level 3	82%	12%	6%
Level 4	88%	7%	5%
Level 5	89%	7%	4%
Level 6	88%	8%	4%
Vocational educa	tion and training		
Yes, in the past	87%	9%	4%
Yes, currently	87%	8%	5%
Yes	87%	9%	4%
No	80%	11%	9%
Young people rec	eive enough advise		
Agree	88%	7%	5%
Disagree	79%	15%	6%
Image of VET			
Positive	88%	7%	5%
Negative	76%	18%	6%

3.2 The social impact

- Vocational training is widely accepted to play a role in reducing unemployment -

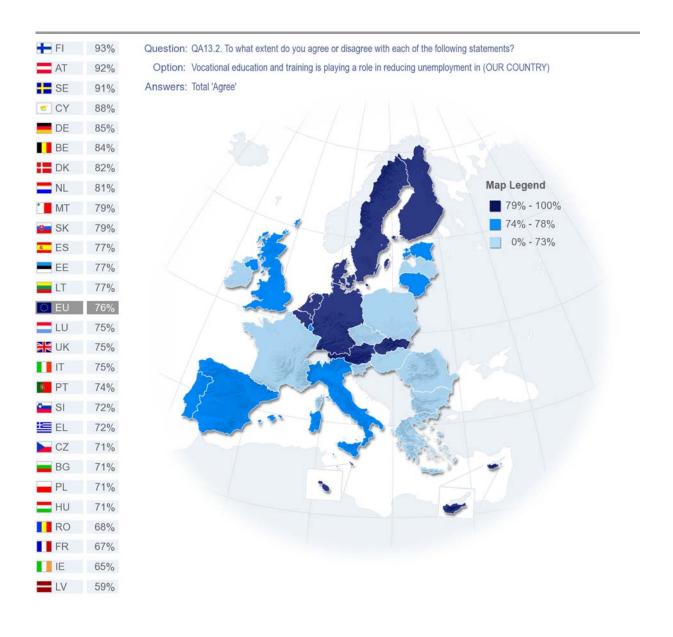
Three-quarters (76%) of EU respondents believe that vocational training plays a role in reducing unemployment in their country (31% totally agree and 45% tend to agree)³¹. Around a fifth (18%) do not think VET plays a role in reducing unemployment, with 14% tending to disagree and 4% totally disagreeing. 6% say they don't know whether VET plays a role in reducing unemployment in their country. EU15 respondents more readily agree that VET plays a role in reducing unemployment, with 78% of people in the EU15 countries agreeing it has this effect as opposed to 71% of NMS12 respondents.



At least three-quarters of respondents agree that vocational training plays a role in reducing unemployment in 16 Member States, with agreement particularly strong in Finland (93%), Austria (92%) and Sweden (91%). These same countries also registered very high numbers of people arguing that VET contributes positively to the economy. However, in Latvia only 59% of people agree that vocational training plays a role in reducing unemployment, as do 65% of those in Ireland and 67% in France. Latvia was also the lowest-ranked country in terms of the number of people who thought that VET contributed positively to the economy.

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³¹ QA13.2: 'To what extent you agree or disagree with each of the following statements: Vocational education and training is playing a role in reducing unemployment in (OUR COUNTRY).' Possible answers: totally agree; tend to disagree; totally disagree; don't know.



The socio-demographic data suggest that respondents with a higher level of educational attainment are the most likely to think that vocational training plays a role in reducing unemployment: 81% of people who completed their education aged 20 or over think that VET has this effect, but this falls to 75% among those who left school age 16-19 and again to 73% among those who left at 15 or under. Similarly, 81-82% of respondents who attained educational levels 4 and 5 say that VET plays a role in reducing unemployment, compared with 66% of people at level 0 and 72% of those at level 1.

Respondents who have trouble paying their bills most of the time are the least likely to believe that VET plays a role in reducing unemployment. 67% of people in this group agree that VET helps to tackle this problem, but this rises to 76% among those who only have trouble paying their bills sometimes, and to 78% among those who almost never have trouble with bills.

Similarly, only 71% of **people who position themselves low down on the social scale** agree that VET plays a role in reducing unemployment, as opposed to 76% who place themselves in the middle and 79% who describe themselves as being near the top.

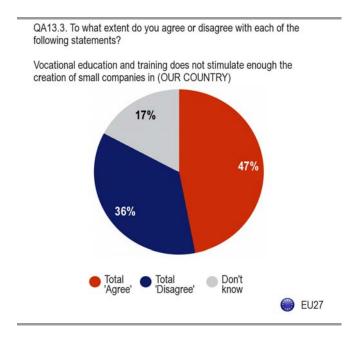
People who have taken VET courses are more likely to think that vocational training plays a role in reducing unemployment: 78% of people who have taken VET courses agree that this is the case, as opposed to 73% of those who have no vocational training.

Respondents who think that young people receive sufficient advice about learning and career opportunities are also more likely to agree that VET plays a role in reducing unemployment: 82% of people in this group believe VET has this effect, compared with 70% who disagree that young people get enough advice. People who think that VET has a positive image in their country are also more inclined to believe that it plays a role in reducing unemployment: 80% of people in this group say VET plays a role in reducing unemployment, as opposed to 69% who say that VET has a negative image in their country.

3.3 The impact on entrepreneurship

- Close to half of EU respondents believe that vocational training does not sufficiently stimulate the creation of small companies-

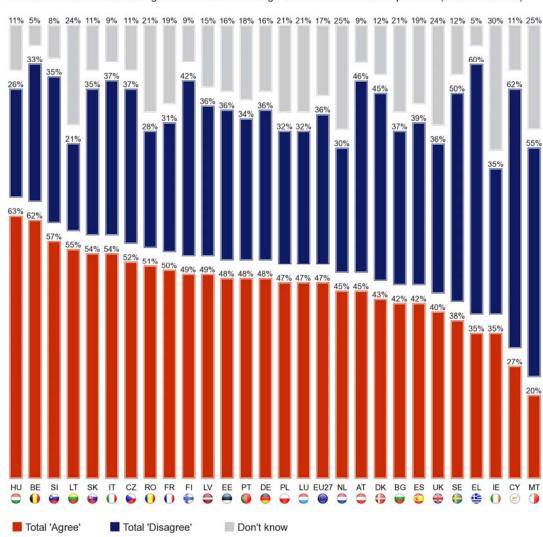
Around half (47%) of EU respondents agree that vocational training does not sufficiently stimulate the creation of small companies in their country³² (14% totally agree and 33% tend to agree). Just over a third (36%) disagree and think that VET does sufficiently stimulate the creation of small companies (28% tend to disagree and 8% totally disagree). A considerable 17% minority also say they don't know whether VET stimulates the creation of small companies. There are only negligible differences between the answers given by EU15 and NMS12 respondents on this question.



A majority of respondents agree that VET does not sufficiently stimulate the creation of small companies in nine Member States, foremost among them being Hungary (63%), Belgium (62%) and Slovenia (57%). But in other countries relatively few people share this position, notably in Malta (20%), Cyprus (27%), Greece (35%) and Ireland (35%). A significant section of society also does not know whether VET sufficiently stimulates the creation of small companies in Ireland (30%), Malta (25%), the Netherlands (25%) the UK and Lithuania (both 24%) – all far higher than the EU average of 17%.

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³² QA13.3: 'To what extent you agree or disagree with each of the following statements: Vocational education and training does not stimulate enough the creation of small companies in (OUR COUNTRY).' Possible answers: totally agree; tend to agree; tend to disagree; totally disagree; don't know.



QA13.3. To what extent do you agree or disagree with each of the following statements?

Vocational education and training does not stimulate enough the creation of small companies in (OUR COUNTRY)

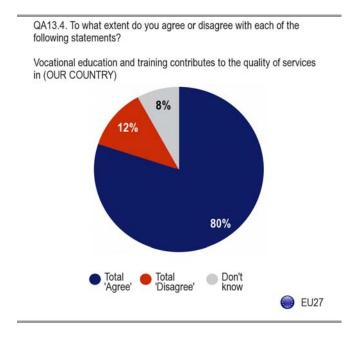
The socio-demographic data show that younger respondents are somewhat less likely to agree that vocational training does not sufficiently stimulate the creation of small companies: only 42% of 15-24 year-olds think this, compared with 47-50% of people in the three older age groups.

People who think that VET has a positive image in their country are also more inclined to think that it sufficiently stimulates the creation of small companies: only 47% agree VET does not sufficiently stimulate the creation of small companies, as opposed to 53% who say that VET has a negative image in their country.

3.4 The impact on the quality of services

-- There is a clear link between vocational training and the quality of services, according to four-fifths of respondents --

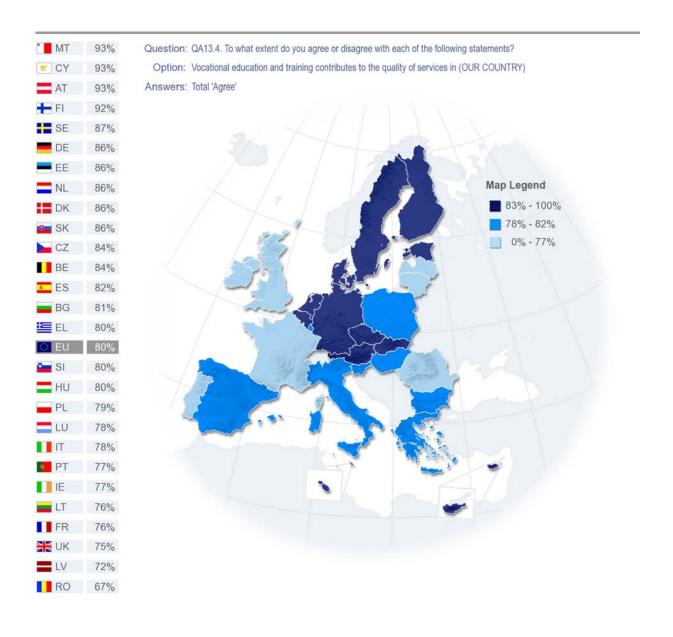
A strong majority of EU respondents (80%) take the view that vocational training contributes to the quality of services in their country³³ (26% totally agree and 54% tend to agree). Just 12% of people disagree with this (10% tend to disagree and 2% totally disagree), while 8% say they don't know. There is very little difference between the EU15 and NMS12 on this question.



At least 80% of respondents agree that vocational training boosts the quality of services in 17 Member States, and over 90% do so in four: Malta (93%), Cyprus (93%), Austria (93%) and Finland (92%). In only two Member States do less than 75% of respondents agree that VET improves services: Romania (67%), and Latvia (72%).

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³³ QA13.4: 'To what extent you agree or disagree with each of the following statements: Vocational education and training contributes to the quality of services in (OUR COUNTRY).' Possible answers: totally agree; tend to agree; tend to disagree; totally disagree; don't know.



The socio-demographic data show that respondents who have difficulty paying their bills most of the time are the least likely to agree that VET improves the quality of services in their country. 71% of people in this category agree with this, but this rises to 79% among those who only have trouble with bills sometimes, and to 82% among those who almost never have difficulty. Similarly, only 76% of people who position themselves low down on the social scale agree that vocational training contributes to the quality of services, as opposed to 81-82% who place themselves in the middle or at the top.

Individuals with a low level of educational attainment are the least likely to think that vocational training contributes to the quality of services: only 67% of respondents at educational level 0 and 76% at level 1 agree with this, compared with 85% of those at level 4.

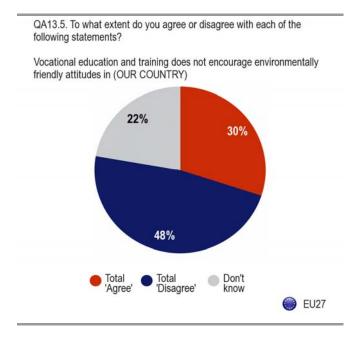
People who have taken VET courses themselves are more likely to argue that vocational training contributes to the quality of their country's services than those who have not: 84% of people who have taken VET courses agree, as opposed to 77% of those with no personal experience of VET.

Respondents who think that young people receive sufficient advice about learning and career opportunities are also more likely to agree that VET contributes to the quality of their country's services: 86% of people in this group agree with this, as opposed to 74% who do not believe that young people get enough advice. People who think that VET has a positive image in their country are also quicker to argue that vocational training contributes to the quality of services: 85% of people in this group agree, whereas only 71% who say that VET has a negative image in their country do so.

3.5 The impact on the environment

- Less than half of EU citizens (48%) think that VET encourages environmentally-friendly attitudes -

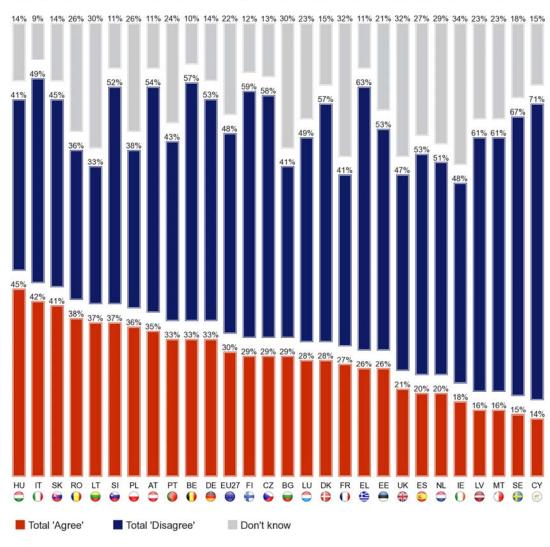
Almost a third (30%) of EU respondents agree that vocational training does not encourage environmentally-friendly attitudes³⁴ (8% totally agree and 22% tend to agree). Less than a half – 48% - disagree with this, and think that VET does encourage environmentally friendly attitudes (32% tend to disagree and 16% totally disagree). Nearly a quarter (22%) of respondents say they don't know whether VET encourages environmentally friendly attitudes. NMS12 respondents are somewhat more likely to agree on this question: 35% of people in the NMS12 do not think that VET encourages environmentally friendly attitudes, whereas only 29% of EU15 respondents agree with this point of view.



At least one-third of respondents agree that VET does not promote environmentally friendly attitudes in 11 countries. The countries with the highest levels of agreement are Hungary (45%), Italy (42%) and Slovakia (41%). Agreement is lowest in Cyprus (14%), Sweden (15%), Malta (16%) and Latvia (16%); disagreement is also highest in Cyprus (71%) and Sweden (67%). A majority of people disagree with the suggestion that vocational training does not promote environmentally-friendly attitudes in 15 countries. In five Member States at least 30% of respondents say they don't know whether VET encourages environmentally-friendly attitudes: Ireland (34%), France (32%), the UK (32%), Bulgaria (30%) and Lithuania (30%).

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³⁴ QA13.5: 'To what extent you agree or disagree with each of the following statements: Vocational education and training does not encourage environmentally friendly attitudes in (OUR COUNTRY).' Possible answers: totally agree; tend to agree; tend to disagree; totally disagree; don't know.



QA13.5. To what extent do you agree or disagree with each of the following statements?

Vocational education and training does not encourage environmentally friendly attitudes in (OUR COUNTRY)

The socio-demographic data show that older respondents are the least likely to disagree with the idea that that vocational training does not promote environmentally-friendly attitudes. Only 45% of over-55s disagree with this, compared with 50% of people in the three younger age brackets. Older respondents are also the most likely to answer 'don't know': 25% say this, compared with 18-21% of people in the other three age groups.

Respondents who have difficulty paying their bills most of the time are the least likely to disagree that VET does not encourage environmentally-friendly attitudes. 44% of people in this group disagree with this, but this rises to 47% among those who only have trouble with bills sometimes, and to 50% among those who almost never have difficulties paying their bills. Similarly, only 43% of people who position themselves low down on the social scale disagree that vocational training does not promote environmentally-friendly attitudes, as opposed to 50% of people who place themselves in the middle or at the top.

Individuals with a low level of educational attainment are the least likely to disagree that vocational training does not encourage environmentally–friendly attitudes: only 39% of respondents at educational level 0 and 43% at level 1 disagree with this, compared with 55% of those at level 4.

People who have taken VET courses themselves are more likely to argue that vocational training does encourage environmentally-friendly attitudes than those who have not: 51% of people who have taken VET courses think this (i.e. disagree), as opposed to 46% of those with no personal experience of VET.

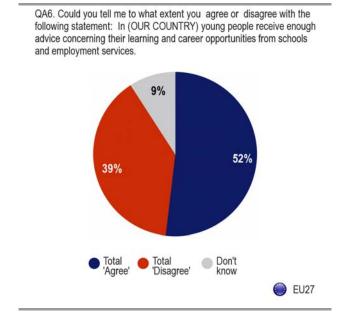
4. GUIDANCE AND INFORMATION FOR CHOOSING A LEARNING PATHWAY

4.1 Guidance for learning pathway choices

4.1.1 Quality of guidance services in general

- A majority of EU respondents think that young people receive enough advice concerning their learning and career opportunities from schools and employment services, though this is disputed in some individual countries -

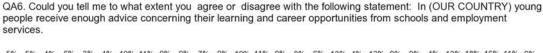
A majority (52%) of EU citizens think that young people receive enough advice concerning their learning and career opportunities from schools and employment services³⁵: of these, 14% totally agree and 38% tend to agree that they get the advice that they need. However, a large minority (39%) do not agree that this is the case (26% tend to disagree, 13% totally disagree), while a further 9% say they don't know whether young people receive enough advice concerning their learning and careers. There is no significant distinction between EU15 and NMS12 results on this question.

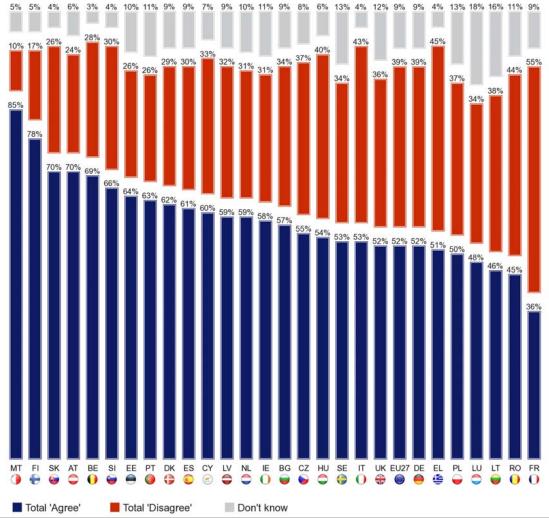


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³⁵ QA6: 'Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY) young people receive enough advice concerning their learning and career opportunities from schools and employment services.' Possible answers: totally agree; tend to agree; tend to disagree; totally disagree; don't know.

At least 50% of people in all but four Member States agree that young people receive enough advice concerning their learning and career opportunities. In some countries, a considerable majority of respondents believe that a satisfactory level of advice is provided to young people: in Malta 85% of respondents agree that this is the case, as do 78% in Finland and 70% in both Slovakia and Austria. But the amount of learning and career advice is called into question elsewhere in the EU. The four countries where less than 50% of respondents agree that young people receive enough advice concerning their learning and careers are France (36%), Romania (45%), Lithuania (46%) and Luxembourg (48%). France is the only country in which a majority (55%) of respondents disagree that young people get sufficient advice.





The socio-demographic data show that respondents in the middle two age groups – 25-39 and 40-54 – are the least likely to agree that young people receive enough advice concerning their learning and career opportunities. Only 49% of people in these two age groups agree, compared with 55% of 15-24 year-olds and 57% of over-55s. People in the over-55 group are the most likely to say they don't know (14%, compared with 3% of 15-24 year-olds) and the least likely to disagree (29%, compared with 42-45% for the other three groups) that young people receive enough advice concerning their learning and career opportunities.

Respondents with a higher level of education are the least inclined to agree that young people get enough learning and career advice. While only 49% of people who finished their education aged 20 or over agree, this climbs to 52% among those in the 16-19 bracket and again to 56% among those who left school at 15 or under. People in the latter group are the most likely to say they don't know (14%, compared with 7-8% for the more highly educated groups) and the least likely to disagree (30%, versus 40-44% for the other two groups). These results are reflected in the ISCED scale results: 60% of individuals who did not progress beyond educational level 0 agree that young people get enough advice about their learning and career opportunities, but this falls to 38% among people who reached level 6.

However, in results that might seem to conflict with the educational data, **individuals** who have difficulty paying their bills are the least likely to agree that young people get enough advice about their learning and career opportunities. While 44% of people who have trouble paying their bills most of the time agree that this is the case, this rises to 50% among those who have trouble sometimes, and again to 55% among those who almost never have difficulty with their bills. The outcome is similar when we look at how respondents position themselves on the social scale. Just 46% of those who put themselves towards the bottom of the scale agree that young people get enough advice about their learning and career opportunities, but this climbs to 54% among those in the middle, and again to 56% among people at the top.

Respondents who have a positive image of vocational training are much more likely to agree that young people receive enough advice about their learning and career opportunities: 59% of people in this group agree, compared with just 36% of people who say that VET has a negative image in their country.

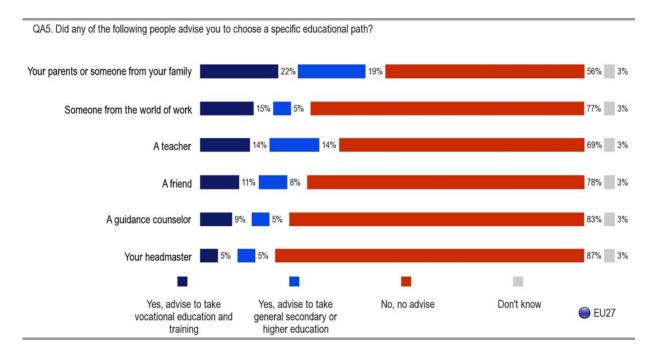
QA6 Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY) young people receive enough advice concerning their learning and career opportunities from schools and employment services.

	Total 'Agree'	Total 'Disagree'	DK
EU27	52%	39%	9%
	32.70	3970	570
Age Age			
15-24	55%	42%	3%
25-39	49%	45%	6%
40-54	49%	44%	7%
55 +	57%	29%	14%
S Education (End o	of)		
15-	56%	30%	14%
16-19	52%	40%	8%
20+	49%	44%	7%
Still studying	55%	42%	3%
Difficulties payin	g bills		
Most of the time	44%	45%	11%
From time to time	50%	42%	8%
Almost never	55%	36%	9%
Self-positioning	on the social staircas	e	
Low (1-4)	46%	42%	12%
Medium (5-6)	54%	38%	8%
High (7-10)	56%	38%	6%
Level of education	on (ISCED)		
Level 0	60%	19%	21%
Level 1	57%	30%	13%
Level 2	54%	35%	11%
Level 3	53%	40%	7%
Level 4	56%	37%	7%
Level 5	47%	45%	8%
Level 6	38%	54%	8%
Image of VET			
Positive	59%	33%	8%
Negative	36%	57%	7%

4.1.2 Actors influencing the choice of a learning pathway

- More people in the EU are advised to choose vocational training than are advised to pursue general secondary or higher education -

The most common source of advice for EU respondents is parents or another family member³⁶: 41% of people say they received advice from this source, with 22% saying that their parents or family advised them to choose vocational education or training, and 19% saying their parents or family advised them to choose general secondary or higher education. However, 56% of EU citizens say that they received no advice on learning pathways from their family. NMS12 respondents are more likely than their EU15 counterparts to receive advice from this source: 50% of NMS12 respondents say that their family advised them about their education, compared with just 39% of EU15 respondents. NMS12 respondents are also much more likely to be advised by their family to choose vocational training, by a margin of 30% to 20%.



Overall, 20% of EU respondents say they took educational advice from someone from the world of work: 15% say that they advised them to choose vocational education or training, and 5% say they advised them to choose general secondary or higher education. Altogether 77% say they received no advice on learning pathways from a person in the working world. EU15 respondents are more likely to receive advice from this source, with 21% of people from these countries doing so as opposed to 16% of NMS12 respondents.

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³⁶ QA5: 'Did any of the following people advise you to choose a specific educational path: your parents or someone from your family; a friend; a teacher; a guidance counsellor; your headmaster; someone from the world of work?' Possible answers: no, no advice; yes, advice to take vocational education and training; yes, advice to take general secondary or higher education; don't know.

A total of 28% of EU respondents say they obtained educational advice from a teacher: 14% say that a teacher advised them to choose vocational education and training, and 14% say a teacher advised them to choose general secondary or higher education. Altogether 69% say they received no advice on learning pathways from any of their teachers. There is no significant EU15-NMS12 distinction on this question.

Overall, 19% of people in the EU say that they received educational advice from a friend: 11% say that a friend advised them to choose vocational education or training, and 8% say a friend advised them to choose general secondary or higher education. 78% say they received no advice on learning pathways from this kind of source. NMS12 respondents are more likely to receive advice from friends: 25% of people in those countries say they took a friend's advice, as opposed to 18% of those in the EU15.

Altogether 14% of EU respondents say they took educational advice from a guidance counsellor: 9% say that a guidance counsellor advised them to choose vocational education or training, and 5% say a guidance counsellor advised them to choose general secondary or higher education. 83% say they received no advice on learning pathways from this kind of source. EU15 respondents are more likely to receive advice from this source: 14% of EU15 respondents were given advice by a guidance counsellor, as opposed to just 9% of those in the NMS12.

A total of 10% of EU citizens say they were given educational advice by their headmaster: 5% say their headmaster advised them to choose vocational education or training, and 5% say a headmaster advised them to choose general secondary or higher education. Altogether 87% say they received no advice on learning pathways from this source. There is no important EU15-NMS12 distinction on this question.

At individual country level, a majority of respondents in eight Member States say that they received educational advice from their family, with the highest proportion of people answering this way in Slovakia (67%), the Czech Republic (66%), Romania (66%) and Austria (65%). 46% of respondents in Slovakia, the Czech Republic and Austria say their family advised them to choose VET, however, in Ireland, an exceptionally high proportion of respondents (43%) say their family advised them to choose general secondary or higher education, as do 30% of people in Romania and 28% in Cyprus. People most commonly say that they did not obtain any advice on learning pathways from their family in Portugal (78%), Finland (76%), the UK (68%) and Sweden (67%).

At least 20% of respondents in 11 Member States say that they received **educational advice from someone in the world of work**, with the most people saying this in Austria (35%), Hungary (32%) and Germany (30%). These are also the three countries where the most people say that they were advised by someone in the world of work to choose VET: Austria (26%), Germany (25%) and Hungary (24%), with 24% of people in Slovakia also saying this. 9% of people in Austria also say that they advised them to choose general secondary or higher education.

People most commonly say that they did not obtain any educational advice from people in the working world in Poland (87%), Portugal (87%), Denmark (85%), and Spain (85%). At least 80% of respondents in 14 Member States say they did not get any advice on learning pathways from this source.

At least one-third of respondents in seven Member States say that they received educational advice from a teacher, with the highest number of people saying this in Slovakia (52%), the Czech Republic (48%) and Hungary (47%). These three countries also have the most people who say that a teacher advised them to choose VET: Slovakia (37%), the Czech Republic (30%) and Hungary (29%). In Ireland, a relatively high number of people (27%) were told by a teacher to choose general secondary or higher education, as were 21% of respondents in Italy. However, a high proportion of respondents say that they did not obtain any advice on learning pathways from their teachers in Finland (88%), Portugal (85%), and Sweden (81%). At least 75% of respondents in 9 Member States say they did not get this kind of advice from a teacher.

At least 20% respondents in 13 Member States say that they received **educational advice from a friend**, with the largest numbers of people saying this in Austria (39%), Bulgaria (35%), Hungary (34%) and Slovakia (34%). These countries also have the most people who say that a friend advised them to choose VET: Austria (28%), Slovakia (25%), Bulgaria (23%) and Hungary (22%). A relatively high number of people in Romania (13%) say that a friend advised them to choose general secondary or higher education, as do 12% of respondents in Bulgaria, Ireland, Italy and Hungary. However, a very high proportion of respondents say that they did not obtain advice on learning pathways from their friends in France, the Netherlands and the UK (all 87%). At least 75% of respondents in 16 Member States say they did not get this kind of advice from a friend.

In only four EU countries do at least 20% of respondents say that they received educational advice from a guidance counsellor: Slovakia (31%), Austria (24%), Ireland (23%) and Slovenia (20%). In Slovakia, 21% say their guidance counsellor advised them to choose vocational training; 17% of people in Austria and 16% of those in Germany say the same. Relatively large numbers of respondents in Ireland (17%) and Cyprus (13%) say that a guidance counsellor advised them to choose general secondary or higher education. People most commonly say that they did not obtain any advice on learning pathways from this source in Greece (92%), Bulgaria (91%) and Poland (91%). At least 80% of respondents in 18 Member States say they did not get this kind of advice from a guidance counsellor.

In only eight Member States do at least 10% of respondents say that they **obtained educational advice from their headmaster**, with the most responses to this effect coming in Ireland (19%), Italy (15%), Malta (15%) and Austria (15%). In all countries, fewer than 10% of respondents say that a headmaster advised them to choose vocational training. In Ireland, 14% say their headmaster recommended that they choose general secondary or higher education. In all countries except for Ireland at least 80% of respondents say they did not receive any advice on learning pathways from this source.

QA5 Did any of the following people advise you to choose a specific educational path?

		someone	rents or from your nily	Someone world		A tea	icher	A fri	end	A guidance	counselor	Your hea	admaster
		Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education										
	EU27	22%	19%	15%	5%	14%	14%	11%	8%	9%	5%	5%	5%
	BE	16%	25%	9%	7%	9%	13%	6%	9%	6%	7%	6%	7%
$\tilde{\bullet}$	BG	35%	26%	14%	8%	21%	12%	23%	12%	3%	2%	3%	2%
ŏ	CZ	46%	20%	14%	3%	30%	18%	19%	9%	12%	7%	4%	4%
\bullet	DK	23%	17%	8%	4%	8%	13%	8%	8%	7%	11%	1%	4%
	DE	34%	15%	25%	5%	17%	11%	14%	5%	16%	2%	5%	4%
	EE	14%	19%	6%	3%	9%	12%	11%	9%	3%	2%	3%	3%
Ŏ	IE	18%	43%	7%	8%	12%	27%	7%	12%	6%	17%	5%	14%
(a)	EL	22%	24%	11%	4%	10%	15%	14%	11%	3%	4%	3%	6%
E	ES	13%	21%	2%	4%	7%	15%	9%	9%	4%	6%	1%	5%
0	FR	19%	14%	17%	6%	13%	12%	7%	5%	11%	6%	7%	2%
\mathbf{O}	IT	19%	24%	16%	7%	17%	21%	13%	12%	11%	8%	8%	7%
(CY	13%	28%	10%	6%	6%	15%	8%	9%	6%	13%	2%	5%
	LV	17%	14%	8%	4%	6%	10%	12%	6%	2%	1%	2%	2%
	LT	19%	16%	12%	8%	11%	12%	11%	8%	6%	4%	4%	4%
	LU	13%	20%	13%	6%	9%	17%	10%	8%	6%	7%	4%	5%
	HU	38%	21%	24%	8%	29%	18%	22%	12%	7%	5%	8%	5%
	MT	27%	27%	11%	6%	21%	17%	12%	11%	9%	9%	6%	9%
	NL	19%	17%	17%	5%	15%	11%	7%	5%	7%	4%	6%	5%
	AT	46%	19%	26%	9%	26%	16%	28%	11%	17%	7%	8%	7%
$\overline{\bigcirc}$	PL	19%	13%	9%	2%	10%	8%	12%	8%	5%	2%	4%	3%
0	PT	10%	10%	9%	2%	6%	6%	10%	4%	5%	3%	3%	2%
	RO	36%	30%	8%	4%	15%	17%	13%	13%	1%	1%	4%	4%
(SI	24%	23%	8%	6%	10%	13%	10%	10%	9%	11%	2%	2%
	SK	46%	21%	24%	5%	37%	15%	25%	9%	21%	10%	7%	4%
•	FI	14%	9%	10%	4%	6%	4%	10%	4%	10%	4%	2%	1%
	SE	10%	22%	13%	8%	6%	12%	9%	11%	7%	10%	1%	2%
4	UK	13%	18%	17%	6%	11%	18%	6%	6%	4%	4%	3%	6%

The socio-demographic data show that older respondents are the least likely to have received educational advice from any of the six sources under discussion here. For example, 58% of 15-24 year-olds say they obtained advice from their family, but this falls to 46% among 25-39 year-olds, to 39% among 40-54 year-olds, and again to 31% among the over-55s. Similarly, 44% of 15-24 year-olds say they received advice from a teacher, but this dips to 33% among 25-39 year-olds, to 27% among 40-54 year-olds, and again to 18% among the over-55s.

Individuals who spent less time in formal education are also the least likely to have received educational advice. While 44-45% of all those who left school at 16 or over say they obtained some advice from their family, only 24% of those who left at 15 or under say the same. And while 23-24% of those who finished their education at 16 or above say they received advice from someone in the working world, just 13% of those who left at 15 or under say this. The ISCED education scale reveals even wider variations. Only 5% of respondents at education level 0 and 17% at level 1 received some kind of educational advice from their family, compared with 44-47% of individuals at levels 3 to 6. Similarly, just 1% of respondents at education level 0 and 7% at level 1 obtained educational advice from someone from the world of work, compared with 22-27% of individuals at levels 3 to 6. The data also show that people at lower educational levels are more likely to have been advised to choose vocational training, whereas highly educated respondents are more likely to have been advised to choose general secondary or higher education. For example, 29% of respondents who attained ISCED level 4 say their family advised them to choose VET, while just 17% say their family advised them to to choose general secondary or higher education; yet this is reversed among respondents who attained ISCED level 5, with just 15% saying their family advised them to choose VET and 30% saying their family advised them to choose general secondary or higher education

People who live in larger households appear more likely to obtain educational advice from all kinds of sources. While 47% of individuals who live in a household of four or more say they received advice from their family, this falls to 45% among those in a household of three, to 38% among people in a household of two, and again to 33% among respondents who live alone. In the same way, 33% of respondents who live in a household of four or more say they obtained advice from a teacher, as opposed to 30% of those in a household of three, 25% of those in a household of two, and 23% of people who live alone.

There is also a link between a respondent's **self-positioning on the social scale** and the likelihood that he or she has received educational advice. While 47% of respondents who place themselves towards the top of the scale have obtained advice from their family, only 41% of people in the middle and 33% at the bottom of the scale have received advice from parents or other relatives. In particular, individuals who are at the top of the social scale are more likely to be told by their family members to take general secondary or higher education: 27% of these individuals received this advice from their family, compared with 18% of people in the middle and 10% of people at the bottom of the scale. Similarly, while 24% of respondents who place themselves at the top of the scale say they have obtained educational advice from someone from the world of work, only 20% of people in the middle and 16% of those at the bottom say the same thing.

Respondents who have received vocational training are more likely to have received educational advice from their family: 46% of people who have taken VET courses were given advice by their family, compared with 37% of people who have not received any VET. However, people who have not received VET are more likely to have been advised by their family to choose general secondary or higher education: 24% in this group were advised by their family to do this, whereas just 13% were advised to choose VET. This compares with people who have taken vocational training, 33% of whom were advised by their family to choose VET and 13% of whom were advised to choose general secondary or higher education. Similarly, 29% of people who have taken VET received educational advice from someone from the world of work, of whom 25% were advised to choose vocational training and just 4% were advised to choose general secondary or higher education. But only 12% of people who have no vocational training were given educational advice by the same source, 6% being advised to choose VET and 6% being advised to choose general secondary or higher education.

4.1.3 Sources of information used for choosing a learning pathway

- Most people in the EU cite family as the source that influenced their educational choices -

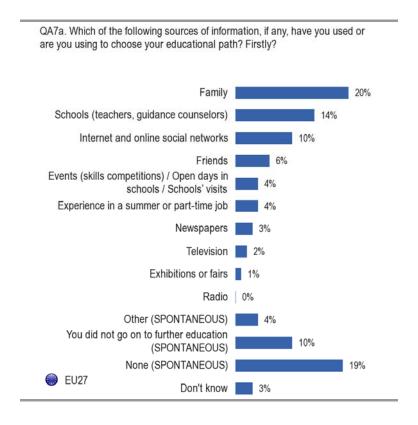
In this survey we asked respondents to specify which sources of information they had used/were using to choose their educational path. They were first asked to indicate the most important source of information (first?), with only one answer allowed; then the others (and then?), this time with the option of giving multiple answers. The total answers to this two-part question provide an overall league table. In this report, we analyse in particular the combined results (total answers); but also the results for the first information source cited (first answer).

Family is the source of information that EU respondents use the most when it comes to choosing an educational path³⁷: 20% of people say this is their primary source (34% when first answers and the other answers are combined). Schools are cited as the most important information source by 14% (28% in total). 10% of respondents say that the Internet and online social networks are their primary information source when making educational choices (17% in total). Just 6% of respondents identify friends as their main information source (21% when considering total answers). Events and open days in schools are cited by 4% of respondents as their primary information source (12% in total). 4% say that work experience or a part-time job was their main source of educational information (10% in total). Newspapers are named first by 3% of respondents (10% in total), television by 2% (7% in total), and exhibitions or fairs by 1% (5% in total). Radio is mentioned by just 2% of respondents when first answers and other answers are combined. 4% of respondents say they used other sources first to obtain their information, while 10% say that they did not go on to further education. 19% of people say they did not use any source of educational information.

not go on to further education (SPONTANEOUS); none (SPONTANEOUS); don't know.

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³⁷ QA7: 'Which of the following sources of information, have you used/are you using to choose your educational path? Firstly? And then?' Possible answers: family; schools (teachers, guidance counsellors); friends; internet and online social networks; events (skills competitions)/ open days in schools/ schools' visits; newspapers; experience in a summer or part-time job; television; exhibitions or fairs; radio; other (SPONTANEOUS); you did



Family is the most commonly cited source of information used in choosing an educational path in 20 Member States, with at least a third of people mentioning family in 13 countries. In Austria 59% of respondents cite family as an important information source, as do 56% in Bulgaria, Romania and Slovakia. However, just 16% of respondents say they used their family as a source of information in choosing an educational path in Portugal, as do 22% in the UK and 23% in Finland.

Schools are the main source of information used in choosing an educational path for respondents in six Member States, with at least a third of people mentioning schools in nine countries. Schools are cited by the highest proportion of people in Slovakia, where they are mentioned by 47% of respondents, followed by 42% in Hungary and 39% in the Czech Republic. However, only 14% of respondents cite schools in Latvia and Lithuania, 15% in Poland, as do 17% in Estonia and Portugal.

Friends are said to be the most important source of educational information used in choosing an educational path in just one country, Sweden³⁸, although at least a quarter of respondents mention friends in 13 countries. 41% of people in Bulgaria say that friends played an important part in informing their decision, as do 37% in Austria and 36% in Slovakia. Yet just 9% of people in Malta say that friends were important to their decision-making process, as do only 13% in Portugal.

³⁸ Equal numbers of people (30%) in Sweden cite school, friends, and internet and online social networks.

The Internet and online social networks are the primary source of information used in choosing an educational path for respondents in three Member States, Estonia, Sweden and the UK³⁹, with at least a fifth of respondents mentioning these in 13 countries. 33% of respondents in Estonia cite online sources as an important source, followed by 30% in Sweden and 25% in Slovakia. At the other end of the scale, just 7% of people in Portugal say that online sources influenced their educational choices, as do 9% in Spain and 10% in Bulgaria.

In just six EU countries do at least a fifth of respondents say that they used events and open days in schools as a source of information in choosing an educational path. The highest proportions of people relying on this information source are in the Netherlands (26%), Slovenia (25%) and Austria (23%). But in 10 Member States, fewer than 10% of respondents say that they used these as a source of information in choosing an educational path, with the lowest levels mentioning this kind of source in Greece (2%), Cyprus (4%), Portugal (5%) and Spain (5%).

Ten percent of respondents or more say that newspapers are one of the main sources of information which they used in choosing an educational path in 15 Member States, with people in Estonia (18%), Germany (17%) and Latvia (16%) relying on them the most. By contrast only 2% of respondents in both Portugal and Spain say they sourced educational information from newspapers.

At least ten percent of respondents say that work experience was one of the main sources of information which they used in choosing an educational path in 14 EU countries, with people in Austria (23%), Finland (19%) and Germany (16%) most reliant on summer jobs and similar experiences for their information. By contrast only 3% of respondents in Spain and 4% in both Bulgaria and Lithuania say they used these sources.

In only seven Member States do at least 10% of people cite television as one of the main sources of information which they used in choosing an educational path, although relatively high numbers of people in Romania (19%) and Slovakia (14%) do so. **Exhibitions and fairs** are mentioned by more than one tenth of respondents in just two countries, Luxembourg (12%) and Austria (11%), while Romania (7%) registers the most people who place **the radio** in their information sources.

'Other' sources of information are mentioned by at least 10% of respondents in three countries: Lithuania (13%), the Netherlands (13%) and Slovenia (11%). However, there are much wider variations between individual countries when it comes to respondents who say that they did not go on to further education. 38% of people in Portugal give this answer, as do 21% in Malta and 20% in Greece. Yet only 2% of people in Lithuania and 3% in the Netherlands and Sweden give this response.

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³⁹ Equal numbers of people (22%) in the UK mention family and online sources.

Generally, far more respondents say that **they did not use any sources of information** about learning pathways, and at least a third of people answer this way in 14 Member States. 50% of respondents say this in Cyprus, as do 47% in the UK and 42% in Spain. But in other countries, notably Slovakia (13%) and the Czech Republic (17%), relatively few people say that they didn't use any information of this kind at all.

QA7T Which of the following sources of information, have you used/are you using to choose your educational path? Firstly? And then?

	Family	Schools (teachers, guidance counselors)	Friends	Internet and online social networks	Events (skills competitions) / Open days in schools / Schools' visits	Newspapers	Experience in a summer or part-time job	Television	Exhibitions or fairs	Radio	Other (SPONTANEOUS)	You did not go on to further education (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU27	34%	28%	21%	17%	12%	10%	10%	7%	5%	2%	5%	11%	34%	2%
BE	43%	33%	24%	13%	21%	9%	8%	7%	7%	3%	5%	7%	33%	1%
BG	56%	30%	41%	10%	6%	5%	4%	11%	1%	3%	4%	8%	27%	1%
CZ	55%	39%	26%	19%	20%	9%	13%	7%	5%	2%	2%	10%	17%	1%
DK	39%	27%	26%	21%	17%	9%	15%	6%	6%	2%	9%	7%	36%	1%
DE	40%	34%	26%	20%	16%	17%	16%	7%	8%	2%	7%	7%	28%	1%
EE	24%	17%	26%	33%	17%	18%	6%	11%	9%	6%	4%	4%	24%	6%
IE	39%	32%	18%	19%	16%	10%	12%	5%	5%	3%	3%	9%	34%	1%
EL ES	41%	27%	28%	11%	2%	8%	7%	12%	2%	2%	1%	20%	33%	1%
ES	30%	24%	20%	9%	5%	2%	3%	3%	2%	0%	3%	17%	42%	3%
FR	26%	28%	14%	15%	11%	8%	15%	3%	5%	2%	8%	7%	39%	3%
IT	32%	27%	17%	17%	6%	10%	8%	9%	3%	2%	4%	18%	30%	1%
CY	38%	24%	17%	14%	4%	3%	11%	4%	4%	0%	3%	11%	50%	1%
LV	31%	14%	28%	21%	19%	16%	8%	8%	5%	2%	3%	10%	26%	4%
LT	28%	14%	19%	21%	13%	13%	4%	9%	3%	3%	13%	2%	34%	8%
LU	27%	28%	20%	20%	15%	15%	11%	4%	12%	3%	5%	4%	38%	1%
HU	50%	42%	26%	16%	20%	7%	11%	10%	3%	3%	5%	12%	18%	1%
MT	28%	23%	9%	13%	7%	11%	8%	8%	5%	3%	2%	21%	38%	1%
NL	31%	36%	17%	22%	26%	10%	11%	3%	7%	0%	13%	3%	31%	0%
AT	59%	33%	37%	14%	23%	10%	23%	8%	11%	2%	7%	11%	18%	1%
PL	27%	15%	21%	17%	6%	7%	6%	6%	5%	2%	5%	8%	37%	7%
PT	16%	17%	13%	7%	5%	2%	5%	3%	1%	0%	2%	38%	36%	2%
RO	56%	31%	31%	20%	8%	10%	5%	19%	3%	7%	2%	5%	22%	5%
SI	43%	33%	25%	22%	25%	10%	10%	12%	5%	6%	11%	8%	28%	0%
SK	56%	47%	36%	25%	15%	8%	10%	14%	6%	3%	4%	6%	13%	1%
FI	23%	33%	23%	22%	6%	13%	19%	3%	3%	2%	9%	9%	30%	1%
SE	28%	30%	30%	30%	14%	11%	15%	3%	8%	2%	8%	3%	33%	1%
UK	22%	21%	15%	22%	14%	12%	8%	6%	8%	2%	5%	9%	47%	2%

Highest percentage per country

Highest percentage per item

Lowest percentage per item

Lowest percentage per item

The socio-demographic data show that the respondent's age affects the types of information sources that he or she is likely to use. Young respondents tend to be more inclined to use a whole range of sources in order to obtain information about their educational pathway than older individuals. For example, young respondents are much more likely to have sourced educational information online. While 43% of 15-24 year-olds say they made use of online sources, this falls to 25% among 25-39 year-olds, 14% among 40-54 year-olds, and again to 4% among respondents over 55 years old. Respondents in the 15-24 bracket are also the most likely to make use of events, exhibitions or fairs, their school, family, and friends, with reliance on all of these sources decreasing with age. Older respondents are the most likely to say that they did not go on to further education (17% of over-55s say this, compared with 4% of 15-24 year-olds) and that they did not use any educational information: 42% of over-55s say this, compared with just 19% of 15-24 year-olds.

Individuals with a higher level of education are also more likely to have used certain types of information sources. For example, 21% of people who finished their education aged 20 or over say they used online sources, compared with 15% of those in the 16-19 age group and 5% of those who left school at 15 or under. Similarly, 35% of respondents who finished their education aged 20 or over say they obtained information from their school, compared with 27% of those in the 16-19 group and 12% of those who left school at 15 or under. However, 41% of respondents in the latter group say they received information from no particular source, more than the 31-35% of people in the other two groups who spent longer in formal education. The respondent's level on the ISCED scale reflects these results. Only 2% of individuals at level 0 and 5% at level 1 say they obtained information online, whereas 22-24% of people at levels 4, 5 and 6 say the same. Similarly, only 5% of people at level 0 and 12% at level 1 say they obtained information from their school, whereas 36% of people at level 5 and 39% at level 6 say that they used their school as a source of information in choosing an educational path.

Respondents who live in large households also appear more likely to have used various sources of information in choosing an educational path. For example, 22-23% of people who live in a household of three or more say they have sourced information online, whereas only 11-13% of people who live in households of two or less say the same. Likewise, 34% of people who live in a household of four or more say they obtained educational information from their school, but this dips to 29% among those in a household of three, to 25% among those in a household of two, and to 21% among respondents who live alone.

People who are currently taking vocational courses are by far the most likely to have sourced educational information online: 46% of people in this group got their information from the web, compared with 17% of people who took VET in the past and 15% who have never taken VET. People who are taking VET at the moment are more likely to have obtained information from a range of sources – including events and open days, schools, family and friends – than either former VET students or people with no vocational training. However, people who took VET in the past are as likely to say that they obtained no educational information as people who have never taken VET (35% and 34% respectively); just 18% of people currently taking VET say the same.

QA7T - Which of the following sources of information, have you used/are you using to choose your educational path? And then?

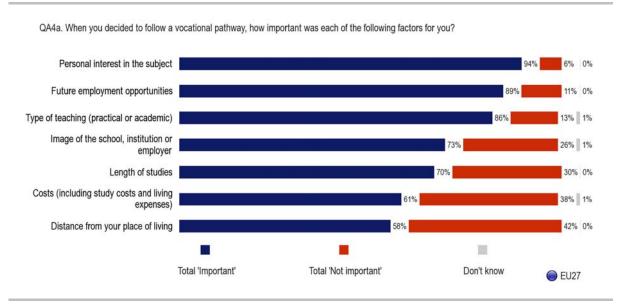
	Family	Schools (teachers, guidance counselors)	Friends	Internet and online social networks	Events (skills competitions)/ Open days in schools/ Schools' visits	Newspapers	Experience in a summer or part-time job	Television	Exhibitions or fairs	Radio	Other (SPONTANEOUS)	You did not go on to further education (SPONTANEOUS)	None (SPONTANEOUS)	DK
EU27	34%	28%	21%	17%	12%	10%	10%	7%	5%	2%	5%	11%	34%	2%
Age														
15-24	47%	41%	31%	43%	21%	8%	11%	7%	10%	1%	3%	4%	19%	1%
25-39	37%	31%	25%	25%	15%	11%	12%	8%	7%	2%	6%	6%	29%	2%
40-54	31%	27%	20%	14%	12%	12%	11%	7%	6%	2%	6%	9%	35%	2%
55 +	28%	19%	15%	4%	5%	8%	7%	6%	2%	2%	6%	17%	42%	3%
Education (End	of)												in the second	
15-	22%	12%	13%	5%	4%	7%	6%	6%	2%	1%	3%	26%	41%	3%
16-19	36%	27%	22%	15%	10%	10%	11%	7%	4%	2%	5%	8%	35%	2%
20+	35%	35%	24%	21%	17%	13%	13%	7%	8%	3%	8%	2%	31%	2%
Still studying	49%	48%	31%	48%	24%	8%	9%	7%	11%	1%	4%	1%	16%	1%
Household com	nosition													
1	29%	21%	18%	11%	9%	9%	9%	7%	4%	3%	6%	13%	38%	3%
2	32%	25%	19%	13%	9%	10%	10%	6%	5%	2%	6%	12%	37%	3%
3	35%	29%	25%	22%	13%	10%	10%	8%	6%	2%	5%	8%	32%	2%
4+	38%	34%	23%	23%	15%	10%	11%	7%	6%	2%	5%	8%	29%	2%
Level of educati	on /ICCED\													
_evel 0	11%	5%	6%	2%	1%	2%	1%	5%	2%	0%	3%	38%	41%	6%
Level 1	20%	12%	12%	5%	4%	3%	4%	5%	1%	1%	2%	35%	36%	3%
_evel 2	34%	24%	20%	14%	9%	9%	8%	7%	3%	2%	4%	16%	35%	2%
_evel 3	38%	29%	23%	19%	11%	10%	11%	7%	5%	2%	5%	7%	33%	3%
Level 4	37%	32%	25%	22%	14%	14%	13%	7%	6%	2%	7%	2%	33%	2%
Level 5	34%	36%	24%	24%	18%	12%	14%	6%	9%	2%	8%	2%	32%	2%
Level 6	32%	39%	21%	22%	24%	17%	8%	8%	11%	6%	8%	1%	31%	0%
		55.70	2170	22.70	2770	11.79	5,0	0,0	1170	0,0	5,0	179	5179	370
	ation and training	000/	0.404	470/	400/	400/	440/	70/	00/	00/	00/	201	250/	021
es, in the past	37%	29%	24%	17%	12%	13%	14%	7%	6%	2%	8%	3%	35%	2%
es, currently	42%	40%	31%	46%	22%	14%	14%	8%	9%	2%	8%	1%	18%	1%
Yes	38%	31%	25%	20%	13%	13%	14%	7%	7%	2%	8%	2%	33%	2%
No	30%	25%	18%	15%	10%	7%	6%	7%	4%	2%	3%	18%	34%	3%

4.2 Choosing vocational education and training or general secondary/higher education

4.2.1 Factors for choosing a vocational course

- Interest in the subject and future employment opportunities are generally thought to be more important factors in choosing a vocational pathway than issues such as cost -

Personal interest in the subject being studied is the reason cited by most respondents for deciding to follow a vocational pathway⁴⁰: 94% of people who decided to follow a vocational pathway say this was important, with 63% considering interest in the subject to have been very important and 31% fairly important. Just 6% of respondents say that interest in the subject was not an important factor (5% say not very important, 1% not at all important).



Asked to those who took a vocational pathway (n= 12610) excluding those who answered "not applicable"

important; not at all important; not applicable (SPONTANEOUS); don't know.

93

⁴⁰ QA4a: 'When you decided to follow a vocational pathway, how important was each of the following factors for you? Personal interest in the subject; future employment opportunities; type of teaching (practical or academic; image of the school, institution or employer; length of studies; costs (including study costs and living expenses; distance from your place of living.' Possible answers: very important; fairly important; not very

Future employment opportunities are the next most important factor determining the choice of a vocational pathway: 89% of respondents say that future employment opportunities were an important consideration, of whom 58% say these were very important and 31% say they were fairly important. 11% say that future employment opportunities were not important to their decision, with 8% saying they were not very important and 3% saying they were not at all important.

The type of teaching (practical or academic) was important to 86% of individuals in deciding to follow a vocational pathway, with 43% saying the type of teaching was very important to their decision and 43% regarding it as fairly important. Of the 13% who say the type of teaching was not important in deciding to follow a vocational pathway 10% say it was not very important and 3% not at all important.

The image of the school, institution or employer influenced 73% of people in deciding to follow a vocational pathway, though only 28% considered this very important, while 45% said it was fairly important. The image of the institution chosen was unimportant to 26% of respondents, with 17% saying it was not very important in their calculations and 9% judging it to have been not at all important.

70% of respondents said that the **length of studies** was important in deciding to follow a vocational pathway: 28% say this factor was very important, while 42% describe the length of studies as a fairly important factor in their decision. Length of studies did not influence the decision of 30% of respondents, with 21% saying it was not very important and 9% considering it not at all important.

Costs including study costs and living expenses were important in deciding to follow a vocational pathway for 61% of people, with 28% perceiving cost to have been very important in their decision and 33% saying it was fairly important. Cost was not an important factor to 38% of respondents, of whom 20% saw it as not very important and 18% as not at all important.

The distance from their place of living was important in deciding to follow a vocational pathway for 58% of individuals, with 25% saying this was a very important factor and 33% saying that it was fairly important. But the distance from their place of living did not influence the decisions of 42% of respondents, of whom 23% say distance was not very important and 19% say it was not at all important.

At individual country level, personal interest in the subject was important in deciding to follow a vocational pathway for at least 90% of respondents in all but five Member States, and especially so in Malta (99%), Greece (98%) and the Netherlands (97%). The fewest people for whom interest in the subject was important are in Belgium (82%) and Latvia (84%).

Future employment opportunities are cited as important in deciding to follow a vocational pathway by at least 90% of respondents in 12 Member States. Respondents in Greece, where 98% say future employment opportunities were important, take this factor particularly seriously, as do those in Austria (96%) and the Czech Republic (96%). Employment prospects received the least consideration from respondents in Denmark (75%), Belgium (77%) and the Netherlands (77%).

The type of teaching is considered an important factor by at least 90% of respondents in just seven EU countries. Yet in some countries it is regarded as a very important consideration, notably in Malta (96%), Cyprus (95%), Portugal (93%) and the UK (93%). The type of teaching is less important in deciding to follow a vocational pathway elsewhere, however, most obviously in Denmark, where only 62% say it is an important factor, and in Slovenia (67%).

The image of the school, institution or employer was an important factor to over 90% of respondents in just three Member States: Bulgaria, Cyprus and Greece (all 91%). The image of the institution is much less important elsewhere, however, with far fewer people in Latvia (51%), Finland (53%) and Slovenia (58%) citing it as a determining factor.

Length of studies was important in deciding to follow a vocational pathway for at least 80% of respondents in eight EU countries, with the most people mentioning this factor in Portugal (90%), Austria (85%) and Italy (85%). However, length of studies is regarded as an important issue by fewer than half of all respondents in Denmark (40%), the Netherlands (45%) and Sweden (48%).

Costs including study costs and living expenses were seen as important in deciding to follow a vocational pathway by at least 70% of respondents in 10 Member States. In Portugal, 89% of people who have taken VET say costs influenced their selection, as do 83% of those in Austria and 80% in Hungary. However, relatively few people factored cost into their decision in Denmark (30%), Sweden (33%) and the Netherlands (37%) – the three countries where the fewest people took length of studies into account.

Distance to your place of living was thought to be important in deciding to follow a vocational pathway by at least 70% of respondents in just four Member States: Portugal (87%), Italy (75%), Austria (72%) and Ireland (70%). This was not a factor that rated highly amongst people deciding to follow a vocational pathway in other countries, however, the lowest figures being recorded in Sweden (31%), Denmark (32%) and Latvia (36%).

QA4a When you decided to follow a vocational pathway, how important was each of the following factors for you?

QA4b If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Answer: % Total 'Important'

		nterest in the ibject		nployment tunities		ning (practical idemic)		the school, or employer	Length of studies Costs (including study costs and living expense			Distance from your place of living		
	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION	VET	GENERAL EDUCATION
EU27	94%	86%	89%	81%	86%	78%	73%	70%	70%	68%	61%	66%	58%	58%
BE	82%	86%	77%	75%	81%	78%	70%	77%	56%	49%	45%	41%	44%	43%
BG	94%	71%	95%	65%	79%	56%	91%	70%	69%	53%	60%	59%	41%	45%
CZ	94%	94%	96%	93%	88%	86%	79%	85%	73%	79%	77%	79%	67%	72%
DK	88%	94%	75%	72%	62%	67%	59%	64%	40%	45%	30%	37%	32%	38%
DE	94%	81%	89%	83%	84%	79%	68%	61%	60%	65%	53%	65%	53%	59%
EE	89%	86%	79%	75%	72%	71%	60%	69%	53%	51%	45%	63%	41%	46%
IE	91%	77%	91%	80%	84%	75%	67%	69%	75%	64%	70%	63%	70%	67%
EL	98%	84%	98%	83%	92%	76%	91%	76%	83%	70%	72%	69%	64%	61%
ES	94%	88%	88%	80%	92%	82%	64%	70%	72%	69%	58%	68%	54%	59%
FR	92%	86%	88%	82%	87%	79%	70%	66%	70%	66%	50%	63%	46%	45%
IT	95%	84%	93%	81%	88%	79%	88%	78%	85%	80%	79%	69%	75%	59%
CY	96%	87%	95%	87%	95%	83%	91%	82%	80%	73%	66%	69%	59%	62%
LV	84%	80%	82%	75%	76%	68%	51%	51%	55%	52%	42%	55%	36%	35%
LT	88%	93%	84%	88%	83%	78%	64%	68%	67%	72%	62%	82%	49%	57%
LU	95%	91%	84%	81%	83%	84%	72%	73%	61%	59%	39%	42%	42%	42%
HU	95%	85%	94%	84%	89%	80%	87%	81%	78%	76%	80%	77%	68%	69%
MT	99%	84%	95%	83%	96%	81%	72%	67%	83%	67%	56%	53%	48%	41%
NL	97%	90%	77%	61%	84%	86%	67%	66%	45%	34%	37%	33%	43%	34%
AT	96%	91%	96%	84%	89%	81%	83%	82%	85%	82%	83%	80%	72%	73%
PL	90%	91%	87%	93%	86%	87%	76%	85%	82%	82%	72%	84%	68%	74%
PT	93%	89%	94%	88%	93%	83%	81%	84%	90%	82%	89%	86%	87%	81%
RO	91%	73%	89%	72%	73%	59%	81%	66%	77%	63%	75%	70%	61%	59%
SI	90%	88%	87%	76%	67%	63%	58%	57%	57%	45%	61%	50%	52%	43%
SK	94%	91%	94%	92%	91%	81%	78%	76%	80%	78%	77%	81%	64%	72%
FI	91%	91%	85%	79%	71%	62%	53%	68%	56%	42%	50%	50%	51%	49%
SE	92%	95%	88%	81%	84%	73%	62%	65%	48%	44%	33%	30%	31%	41%
UK	96%	88%	93%	80%	93%	83%	73%	65%	75%	66%	63%	64%	61%	60%

According to the socio-demographic data, there is some gender variation when it comes to some of the factors that were important when people were deciding to follow a vocational pathway. Women are more likely than men to consider the distance from their place of living as an important factor, by a margin of 62% to 53%. Women also see costs as more of an issue than men (by 64% to 57%), as well the image of the institution (by 76% to 71%). However, there is little difference between the sexes for the other four factors.

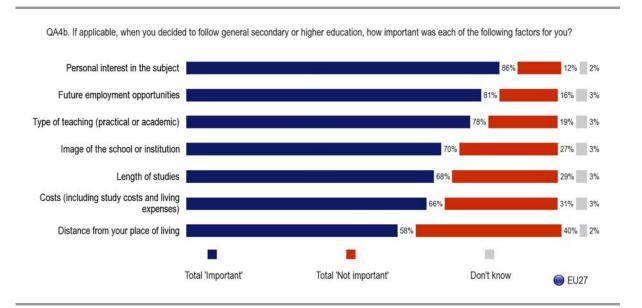
Younger respondents are also more likely to have considered certain factors important when deciding to follow a vocational pathway. While 62% of 15-24 year-olds think that the distance from their place of living is important, this falls to 50% among the over-55s. 68% of 15-24 year-olds consider cost to be an important factor, compared with 54% of over-55s. And while 78% of 15-24 year-olds think the image of the institution was important, only 71% of over-55s say the same.

Respondents who spent longer in formal education are the least likely to have considered distance from their place of living an important factor when deciding to follow a vocational pathway: 51% of those who completed their education aged 20 or over say they took distance into account, compared with 58-60% of people who left school aged 19 or under. However, individuals who completed their education aged 20 or over are the most likely to regard the image of the selected institution as important: 75% of people in this group say this, compared with 73% of those in the 16-19 category and 66% of those in the 15-and-under group.

4.2.2 Factors for choosing general secondary or higher education

- Cost is the only factor regarded as being important by more people who decided to follow general secondary or higher education than people who decided to follow vocational pathways -

The priorities of people deciding to follow general secondary or higher education⁴¹ are very similar to the priorities of people deciding to follow vocational pathways, with the seven factors under consideration here ranked in the same order of importance by the two different groups. However, cost is the only factor which more people who decided to follow general secondary or higher education than people who decided to follow vocational pathways rank as having been important to their decision.



Asked to those who followed general secondary or higher education (n= 14230) excluding those who answered "not applicable"

Personal interest in the subject is the reason given by most people who decided to follow general secondary or higher education: 86% say this was important (compared with 94% of VET students who said the same), with 50% saying it was very important and 36% fairly important. 12% of respondents say that interest in the subject was not an important factor (8% say not very important, 4% not at all important).

know.

⁴¹ QA4b: 'If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you? Personal interest in the subject; future employment opportunities; type of teaching (practical or academic); image of the school, institution or employer; length of studies; costs (including study costs and living expenses); distance from your place of living.' Possible answers: very important; fairly important; not very important; not at all important; not applicable (SPONTANEOUS); don't

Future employment opportunities are the next most significant factor: 81% of respondents say this was an important consideration (compared with 89% of people who decided to follow vocational pathways who said the same), of whom 45% say that future employment opportunities were very important and 36% say they were fairly important. 16% did not regard employment opportunities as having been important to their decision, with 11% saying these were not very important and 5% not at all important.

The type of teaching was important to 78% of respondents who decided to follow general secondary or higher education (compared with 86% of people who decided to follow vocational pathways who said the same), with 34% saying this was very important and 44% regarding it as fairly important. Of the 19% who say the type of teaching was not really relevant to their course selection, 14% say it was not very important and 5% not at all important.

The image of the school, institution or employer was thought to be important by 70% of respondents (compared with 73% of people who decided to follow vocational pathways): 27% considered this very important, while 43% felt it to be fairly important. The institution's image was not viewed as important by 27% of respondents, with 18% saying it was not very important and 9% considering it not at all important.

Length of studies was important to 68% of respondents (70% of people who decided to follow vocational pathways said the same): 25% reckon that this was very important, while 43% say it was fairly important. Length of studies did not influence the decision of 29% of respondents, with 21% saying it was not very important and 8% considering it not at all important.

Costs including study costs and living expenses were an important consideration to 66% of people who decided to follow general secondary or higher education (compared with 61% of people who decided to follow vocational pathways): 29% regard cost as having been very important and 37% say it was fairly important. Cost was not an important factor to 31% of respondents, of whom 18% saw it as not very important and 13% as not at all important.

The distance from their home to the place of learning was a significant issue for 58% of individuals who decided to follow general secondary or higher education (58% of people who decided to follow vocational pathways also think this), with 22% saying this was a very important factor and 36% saying it was fairly important. But distance did not greatly affect the decisions of 40% of respondents, of whom 23% say distance was not very important and 17% say it was not at all important.

At individual country level, personal interest in the subject was an important factor for at least 90% of respondents who decided to follow general secondary or higher education in 10 Member States (compared with 22 countries for people who decided to follow vocational pathways), with the highest proportion of people giving this response in Sweden (95%), the Czech Republic (94%) and Denmark (94%). Fewest people said that interest in the subject was important in Bulgaria (71%), Romania (73%) and Ireland (77%). More people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that personal interest in the subject was an important factor in 20 Member States; in only five countries – Belgium, Denmark, Lithuania, Poland and Sweden - do more who decided to follow general secondary or higher education cite personal interest in the subject. In two countries, the Czech Republic and Finland, equal numbers cite this factor. In some countries, the margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is quite wide: in Bulgaria, 94% of people who decided to follow vocational pathways but only 71% of those who decided to follow general secondary or higher education say interest in the subject mattered to them, while in Romania 91% of people who decided to follow vocational pathways but only 73% of those who decided to follow general secondary or higher education say the same.

Future employment opportunities are cited as an important factor by at least 90% of respondents who decided to follow general secondary or higher education in just three Member States (compared with 12 for people who decided to follow vocational pathways): the Czech Republic (93%), Poland (93%) and Slovakia (92%). The fewest people who say that future employment opportunities were an important factor are in the Netherlands (61%) and Bulgaria (65%). More people who decided to follow vocational pathways than general education students say that future employment prospects were an important factor in 25 Member States; in only two countries – Poland and Lithuania – do more people who decided to follow general secondary or higher education cite future employment opportunities. The margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is again widest in Bulgaria, where 95% of people who decided to follow vocational pathways but only 65% of people who decided to follow general secondary or higher education say future employment opportunities mattered to them.

The type of teaching is not considered an important factor by over 90% of people who decided to follow general secondary or higher education in any Member State, though this was true for seven countries in the case of people who decided to follow vocational pathways. Poland (87%), the Czech Republic (86%) and the Netherlands (86%) record the most people who say that the type of teaching was important to their decision, with the fewest people saying this in Bulgaria (56%) and Romania (59%). More people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that the type of teaching was an important factor in 23 Member States; in only four countries – Denmark, Luxembourg, the Netherlands and Poland – do more people who decided to follow general secondary or higher education cite the kind of teaching approach used.

The margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is once again widest in Bulgaria, where 79% of people who decided to follow vocational pathways but only 56% of people who decided to follow general secondary or higher education say the type of teaching was important to them. The margin is also wide in Greece, where 92% of people who decided to follow vocational pathways but only 76% of people who decided to follow general secondary or higher education say the type of teaching influenced their decisions.

The image of the school, institution or employer was an important factor for over 90% of people who decided to follow vocational pathways in three Member States, but in no country do more than 85% of people who decided to follow general secondary or higher education say that this was a significant factor. The highest numbers of people cited the image of the institution in the Czech Republic (85%), Poland (85%) and Portugal (84%); the lowest in Latvia (51%) and Slovenia (57%). The responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education are much more evenly balanced on this question. While more people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that the image of the institution was an important factor in 14 Member States, more people who decided to follow general secondary or higher education give this answer in 12 countries (in one, Latvia, both answers were given equal weight). The margin of difference between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is once again widest in Bulgaria, where 91% of people who decided to follow vocational pathways but only 70% of people who decided to follow general secondary or higher education say the type of teaching was important to them. However, in Finland the margin is fairly wide in the opposite direction, with only 53% of people who decided to follow vocational pathways but 68% of people who decided to follow general secondary or higher education saying that the institution's image affected their decisions.

Length of studies is viewed as an important factor by at least 80% of respondents in just four EU countries (compared with eight for people who decided to follow vocational pathways): Portugal (82%), Austria (82%), Poland (82%) and Italy (80%). However, length of studies is regarded as an important issue by far fewer respondents in the Netherlands (34%) and Finland (42%). More people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that length of studies was an important factor in 22 Member States; in only four countries – the Czech Republic, Denmark, Germany and Lithuania – do more people who decided to follow general secondary or higher education cite this as a significant factor (respondents in Poland are evenly divided on this question).

The margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is once again widest in Bulgaria, where 69% of people who decided to follow vocational pathways but only 53% of people who decided to follow general secondary or higher education say that length of studies influenced their decision, and in Malta, where 83% of people who decided to follow vocational pathways but only 67% of people who decided to follow general secondary or higher education say the same.

Costs including study costs and living expenses are seen as an important consideration by at least 70% of respondents in eight Member States - fewer than the 10 countries in which this was true for people who decided to follow vocational pathways, even though more people who decided to follow general secondary or higher education overall say that cost was important. In Portugal, 86% of respondents say costs influenced their decision, as do 84% of those in Poland and 82% in Lithuania. However, relatively few respondents in Sweden (30%), the Netherlands (33%) and Denmark (37%) say that cost affected their higher education choices. While more people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that cost was an important factor in 13 Member States, in an equal number of countries more people who decided to follow general secondary or higher education cite this as a significant factor (respondents in Finland are evenly divided). The margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is widest in Lithuania, where 82% of general education students but only 62% of people who decided to follow vocational pathways say that cost influenced their decision. However, in Slovenia the margin is quite wide in the opposite direction, with only 50% of people who decided to follow general secondary or higher education but 61% of people who decided to follow vocational pathways saying that cost significantly influenced their decisions.

Distance from one's place of living is considered an important factor by at least 70% of respondents in five Member States (compared to four in the case of people who decided to follow vocational pathways): Portugal (81%), Poland (74%), Austria (73%), the Czech Republic (72%) and Slovakia (72%). This factor was viewed as important by relatively few people who decided to follow general secondary or higher education in the Netherlands (34%), Latvia (35%) and Denmark (38%). While more people who decided to follow vocational pathways than people who decided to follow general secondary or higher education say that distance from their place of living was an important factor in 13 Member States, in the same number of countries more people who decided to follow general secondary or higher education cite this as a significant factor (in Luxembourg equal numbers cite cost). The margin between the responses of people who decided to follow vocational pathways and people who decided to follow general secondary or higher education is widest in Italy, where 75% of people who decided to follow vocational pathways but only 59% of people who decided to follow general secondary or higher education say that distance affected their decision.

However, in Sweden the margin is quite wide in the opposite direction, with only 31% of people who decided to follow vocational pathways but 41% of people who decided to follow general secondary or higher education saying that distance was a factor.

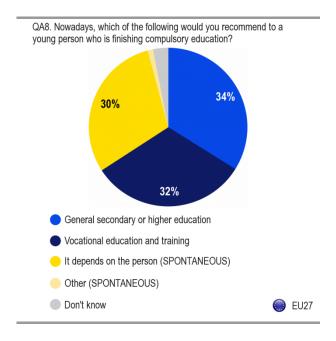
The socio-demographic data for people who decided to follow general secondary or higher education do not reveal significant gender variations, unlike the data for people who decided to follow vocational pathways. However, as with people who decided to follow vocational pathways, younger respondents are more likely to regard certain factors as important. While 72% of 15-24 year-olds and 75% of 25-39 year-olds think that the image of the institution is important, this falls to 65% among the over-55s. Similarly, 90% of both 15-24 year-olds and 25-39 year-olds say that interest in the subject was an important factor, compared with 78% of over-55s. And while 89% of 15-24 year-olds say that future employment opportunities influenced their decision, only 74% of over-55s say the same.

Respondents who spent relatively little time in formal education are more likely to have regarded distance from their place of living and cost as important factors. 60-61% of people who left school at 19 or under say that distance was an important factor when deciding to follow general secondary or higher education, whereas only 48% of those who completed their education aged 20 or over agree; and while 68-69% of people who left school at 19 or under say that cost influenced their decision, just 59% of those who completed their education aged 20 or over say the same. By contrast, people who spent longer in formal education are more likely to have given consideration to other factors. For example, 95% of people in the 20-and-over group say they regarded interest in the subject as a core consideration, compared with 84% of those in the 16-19 category and 71% of those in the 15-and-under group. People who spent longer in education also give more priority to the image of the institution, future employment opportunities and the type of teaching than individuals who left school earlier.

4.2.3 Whether to recommend VET or general education

- Public opinion is evenly split between recommending general secondary or higher education, VET and tailoring educational advice to the individual -

At EU level, slightly more respondents (34%) say they would recommend general secondary or higher education to a young person than say they would recommend vocational training (32%)⁴². Almost as many people (30%) say that their advice would depend on the person concerned. NMS12 respondents are quicker to recommend general secondary or higher education, with 44% doing so compared with 32% of EU15 respondents. However, people in the EU15 are more likely to say that their advice would depend on the person they were talking to, by a margin of 33% to 19%.



At individual country level, general secondary or higher education is the most common response in 14 countries, with a majority of people recommending this in Lithuania (58%) and Romania (52%). By contrast, general secondary or higher education is not so widely recommended in France (18%) or Austria (21%). VET is the most common response in eight Member States⁴³, including France (50%) and Bulgaria (47%). Only 10% of respondents in Ireland say they would recommend VET, however, as would just 14% of people in Denmark. In six EU countries, the commonest response is that educational advice would depend on the person concerned, with particularly high numbers of people making this argument in Luxembourg (46%) and Ireland (45%). But only 15% of people in both Lithuania and Poland say this.

⁴² QA8: 'Nowadays, which of the following would you recommend to a young person who is finishing compulsory education?' Possible answers: general secondary or higher education; vocational education and training; It depends on the person (SPONTANEOUS); other; don't know.

 43 Equal numbers of people (41%) in the Czech Republic say they would recommend general secondary or higher education and VET.

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QA8 Nowadays, which of the following would you recommend to a young person who is finishing compulsory education?

		General secondary or higher education	Vocational education and training	It depends on the person (SPONTANEOUS)	Other (SPONTANEOUS)	Don't know
	EU27	34%	32%	30%	1%	3%
	BE	41%	24%	34%	1%	0%
	BG	29%	47%	20%	0%	4%
	CZ	41%	41%	17%	0%	1%
	DK	43%	14%	41%	1%	1%
	DE	35%	26%	37%	1%	1%
	EE	41%	30%	27%	1%	1%
0	ΙE	41%	10%	45%	0%	4%
	EL	25%	41%	31%	1%	2%
	ES	37%	30%	28%	1%	4%
\mathbf{O}	FR	18%	50%	29%	1%	2%
\mathbf{O}	IT	32%	29%	34%	1%	4%
\bigcirc	CY	31%	38%	31%	0%	0%
	LV	40%	37%	22%	1%	0%
	LT	58%	21%	15%	2%	4%
	LU	32%	20%	46%	1%	1%
	HU	23%	46%	27%	1%	3%
	MT	41%	23%	33%	1%	2%
	NL	25%	44%	28%	1%	2%
	AT	21%	37%	39%	1%	2%
$\overline{}$	PL	48%	32%	15%	0%	5%
	PT	33%	31%	30%	1%	5%
	RO	52%	25%	18%	1%	4%
()	SI	28%	24%	44%	3%	1%
(SK	48%	34%	16%	1%	1%
(FI	23%	43%	34%	0%	0%
	SE	46%	17%	35%	0%	2%
1	UK	36%	26%	33%	1%	4%

Highest percentage per country Lowest percentage per country

	per dedirery
Highest percentage	Lowest percentage
per item	per item

The socio-demographic data show that younger respondents are the most likely to recommend general secondary or higher education and the least likely to recommend vocational training. 41% of people in the 15-24 group say they would recommend general secondary or higher education, but this falls to 34-36% in the two middle age groups and again to 30% among over-55s. By contrast, only 27% of 15-24 year-olds say they would advise someone to take VET, as opposed to 32% of those in the two middle age groups and 34% of over-55s.

Respondents with a higher level of educational achievement are the most likely to recommend general secondary or higher education and the least likely to recommend vocational training. 37% of people who completed their education aged 20 or above say they would recommend general secondary or higher education, but this drops to 33% among those who left school age 16-19 and again to 29% among those who left at 15 or under. However, while only 28% of respondents who ended their education aged 20 or over say they would recommend VET to someone, this climbs to 36% among people in the other two educational brackets.

There is also a difference between rural and urban respondents when it comes to recommending an educational pathway. Urban residents are more likely to recommend general secondary or higher education: 40% say they would do this, compared with 32-33% of people who live in small towns or a rural village. However, only 27% of urban respondents would recommend VET, compared with 33-35% of people in more rural areas.

Respondents who live in large households appear the most likely to recommend general secondary or higher education. While 36-38% of individuals who live in households of three or more say that general secondary or higher education would be their recommendation, only 31-32% of people who live in households of two or less agree. Yet 34% of people in these latter groups would recommend VET, compared with just 29-31% of people in households of three or more.

Respondents who have trouble paying their bills most of the time are the least likely to recommend general secondary or higher education and the most likely to recommend vocational training. Just 31% of people in this group say they would advise someone to go on to general secondary or higher education, but this rises to 33% among those who have trouble paying their bills sometimes, and to 36% among those who almost never have trouble with bills. However, 37% of respondents who have trouble with bills most of the time would advise someone to take a VET course, compared with 35% of those who have trouble paying their bills sometimes and 30% who almost never have trouble with bills. Similarly, people who position themselves towards the bottom of the social scale are the least likely to recommend general secondary or higher education and the most likely to recommend vocational training. Only 30% of people in this group say they would recommend general secondary or higher education, but this rises to 34% among those in the middle of the scale, and again to 39% among those who position themselves towards the top of the scale.

However, 38% of people at the bottom of the scale would advise someone to take VET, as opposed to 33% of those in the middle and 27% of those at the top.

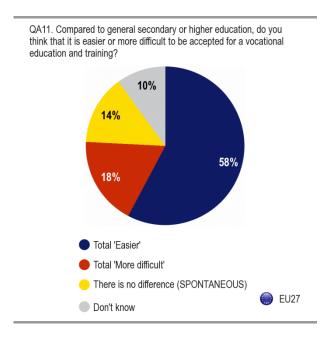
QA8 Nowadays, which of the following would you recommend to a young person who is finishing compulsory education?

	General secondary or higher education	Vocational education and training	It depends on the person (SPONTANEOUS)	Other (SPONTANEOUS)	DK
EU27	34%	32%	30%	1%	3%
Age					
15-24	41%	27%	29%	-	3%
25-39	36%	32%	28%	1%	3%
40-54	34%	32%	31%	1%	2%
55 +	30%	34%	31%	1%	4%
Education (End o	f)				
15-	29%	36%	29%	1%	5%
16-19	33%	36%	28%	1%	2%
20+	37%	28%	33%	1%	1%
Still studying	47%	20%	31%	-	2%
Subjective urban	isation				
Rural village	32%	35%	29%	1%	3%
Small/ Mid-size town	33%	33%	31%	-	3%
Large town	40%	27%	29%	1%	3%
Household comp	osition				
1	31%	34%	31%	-	4%
2	32%	34%	30%	1%	3%
3	36%	31%	29%	1%	3%
4+	38%	29%	30%	1%	2%
Difficulties payin	g bills				
Most of the time	31%	37%	26%	2%	4%
From time to time	33%	35%	28%	1%	3%
Almost never	36%	30%	31%	1%	2%
Self-positioning	on the social staircase				
Low (1-4)	30%	38%	27%	1%	4%
Medium (5-6)	34%	33%	30%	1%	2%
High (7-10)	39%	27%	31%	1%	2%

4.2.4 Accessibility of different educational systems

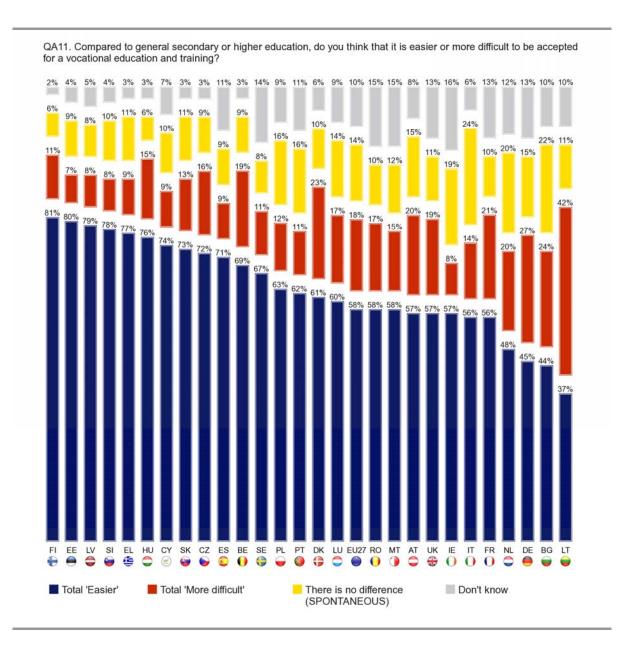
- In all Member States, with one exception, VET is perceived as being easier to be accepted for than general secondary or higher education -

A clear majority (58%) of EU respondents think that it is easier to be accepted for VET than for general secondary or higher education course⁴⁴. However, 18% of respondents think that it is more difficult to be accepted for VET, while 14% say there is no difference. A further 10% of respondents say they do not know which pathway is easier to access. NMS12 respondents are somewhat more likely to think VET is easier to be accepted for: 63% say this, compared with 57% of EU15 respondents.



At individual country level, a majority of respondents think that vocational education and training is easier to be accepted for than general secondary or higher education courses in all but four Member States. This opinion is widely held in Finland, where 81% think VET is easier to be accepted for, as well as in Estonia (80%) and Latvia (79%). However, fewer than half think that VET is easier to be accepted for in Lithuania (37%), Bulgaria (44%), Germany (45%) and the Netherlands (48%). Lithuania is the only country where more people (42%) think that VET is more difficult to be accepted for than general secondary or higher education, although significant minorities in Germany (27%) and Bulgaria (24%) also hold this view. At least a fifth of respondents in Italy (24%), Bulgaria (22%) and the Netherlands (20%) think that there is no difference between the two pathways in terms of ease of being accepted. At least 10% of respondents say they don't know which is more difficult to be accepted for in 12 countries, with 16% respondents in Ireland giving this response.

⁴⁴ QA11: 'Compared to general secondary or higher education, do you think that it is easier or more difficult to be accepted for a vocational education and training?' Possible answers: much easier; slightly easier; slightly more difficult; much more difficult; there is no difference (SPOTANEOUS); don't know.



The socio-demographic data suggest that younger respondents are the most inclined to believe that VET is easier to be accepted for than general education. While 63% of 15-24 year-olds think VET is easier to be accepted for, only 62% of 25-39 year-olds, 59% of those in the 40-54 age group, and 55% of those in the over-55 group say the same.

Respondents who have spent longer in formal education are also the most likely to regard VET as easier to be accepted for. While 61% of people who completed their education aged 20 or above say they think VET is easier to be accepted for, only 59% of those who left school age 16-19 and 53% of those who left at 15 or under say this. Looking at the position of respondents on the ISCED scale produces similar results. 60-61% of people at levels 3 to 6 think that VET is easier, but only 55-56% of people at levels 1 and 2, and 47% of people at level 0 hold this view.

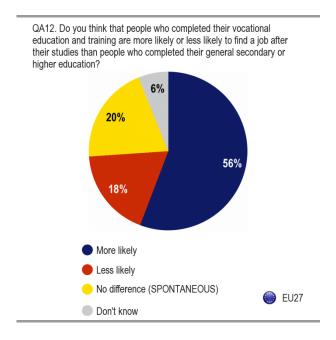
While the financial situation of respondents does not greatly affect their opinions on this question, their **self-positioning on the social scale** is relevant. 63% of people who regard themselves as being towards the top of the scale say that VET is easier to be accepted for, compared with 59% of those in the middle and 54% of those at the bottom of the scale.

Individuals who are currently taking VET are the most likely to say that VET is easier to be accepted for than general secondary or higher education: 64% of people in this group say that VET is easier to access, compared with 58% of people who took VET in the past and 57% of people who have never taken a VET programme.

4.2.5 Ease of finding a job after obtaining a VET qualification

- Across most of the EU, people who have completed their vocational education and training are believed to be more likely to find a job after their studies than people who have completed their general secondary or higher education, although this idea is questioned in some Member States -

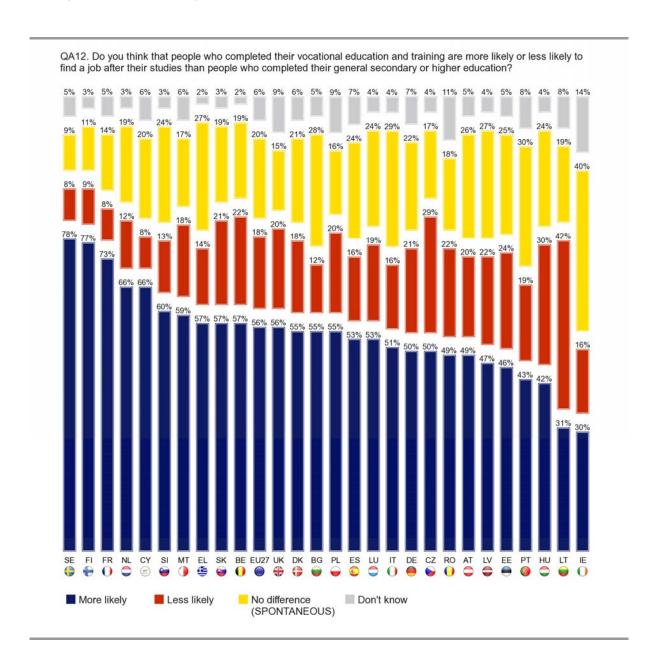
Most EU respondents (56%) express confidence that individuals who have completed VET are more likely to be able to find a job than individuals who have completed their general secondary or higher education⁴⁵. However, around one person in five (18%) thinks that someone will be less likely to find a job after completing VET than someone who has completed general secondary or higher education, while a similar number (20%) say they do not think there is any difference. There is no significant difference between the answers given by EU15 and NMS12 respondents on this question.



A majority of respondents in 19 Member States believe that completing vocational education and training makes a person more likely to find a job than someone who has completed general secondary or higher education. Significant numbers of people believe this to be the case in Sweden (78%), Finland (77%) and France (73%), though at the other end of the scale only 30% of respondents in Ireland and 31% in Lithuania think that VET makes people more likely to find work than people who have completed their general secondary or higher education.

⁴⁵ QA12: 'Do you think that people who completed their vocational education and training are more likely or less likely to find a job after their studies than people who completed their general secondary or higher education?' Possible answers: more likely; less likely; no difference (SPONTANEOUS); don't know.

An exceptionally large number (42%) of respondents in Lithuania believe that VET makes people less likely to find work than people who have completed general secondary or higher education, with 30% in Hungary and 29% in the Czech Republic sharing this opinion. In Ireland, 40% of respondents say that there is no difference, as do 30% in Portugal and 29% in Italy.



The socio-demographic data suggest that respondents who spent longer in formal education are more inclined to argue that people who have completed VET are more likely to find a job than people who have completed their general secondary or higher education. While 60% of people who completed their education aged 20 or over say people who have completed VET are the more likely to get a job, only 57% of those who left school age 16-19 and 52% of those who left at 15 or under say the same.

The ISCED educational scale demonstrates a similar pattern. 62% of respondents who have reached level 6 and 58-59% of people at levels 4 and 5 think that people who have completed VET are the more likely to get a job, compared with 53% of people at level 1 and 2 and 41% of people at level 0 who take this view.

People who are currently taking vocational courses are the most ready to argue that people who have completed VET are more likely to find a job than people who have completed their general secondary or higher education: 63% of people in this group say this, compared with 58% of people who took VET in the past and 54% of people who have not taken VET.

CONCLUSION

The European Union is seeking to modernise vocational education and training in order to help young people into work and give adults the chance to build upon their existing skills, and the findings of this report provide a useful guide that should inform this undertaking.

First, it is encouraging to observe that there is generally no kind of stigma attached to vocational training as an alternative to academic studies, with 71% of all European respondents saying that VET has a positive image in their country. However, the significant difference between the image of VET in different Member States – only 50% of people in both the Netherlands and Slovenia, for example, say that VET is viewed positively – highlights the fact that making VET a universally attractive option within the next decade will be more challenging in some countries than in others.

Many of the metrics in this report suggest that some of the important messages about VET – that it teaches skills that employers require, that it offers high-quality learning – have already got through to most parts of European society. But in some cases, there is a lack of confidence in VET in certain geographies: in Lithuania and Latvia, for example, only 61% and 63% of people respectively (far lower than the EU average) regard VET as offering high-quality learning. In Lithuania, uniquely among the 27 EU countries, more people also say that having a VET qualification actually makes a person less likely to find a job than someone who has completed their general secondary or higher education, suggesting specific issues in that country either with the information that the public receives about VET or structural problems within the VET system itself.

In other cases, there is a lack of confidence in VET in certain socio-demographic groups. For example, people who see themselves as being low down on the social scale have less belief that VET can improve their job prospects than people higher up the scale. This represents a major challenge: one of the EU's main objectives is to open up opportunities to disadvantaged groups, but these results show that these very groups, which have the lowest aspirations in general, have the least faith in the ability of vocational training to change and improve their circumstances. Informing and educating these underprivileged groups about the potential that VET can unlock is therefore an obvious priority.

With VET's ability to guide and influence society in line with the EU's wider policy goals in mind, it is disconcerting to find that less than a half (48%) of all respondents think VET encourages environmentally friendly attitudes, with 30% saying it fails to do this. At least one-third of respondents agree that VET does not promote environmentally friendly attitudes in 11 countries. This outcome poses a challenge for VET's potential in supporting the green agenda and in assisting Europe's transition to a low-carbon economy.

VET's ability to boost the economy by stimulating the creation of small companies is also less proven, with around half of all respondents saying that VET does not stimulate small companies (only 36% of people think that it does). This is a disappointing result in the context of the slow economic growth that most of Europe is currently experiencing.

Also somewhat mixed are the findings on VET's capacity to improve the geographical mobility of students by enabling VET learners to study in another country. Though 43% of people think that VET does give people this opportunity, 35% do not think it enables them to study abroad. While it is encouraging to see that a relative majority regard VET as a route to educational mobility, more work is clearly needed to ensure that an absolute majority comes to view it in this positive light.

Europeans are slightly more positive when it comes to the possibility of practising a vocational occupation abroad, with 49% of respondents thinking that it is easy for people who received VET to practise their profession in another EU Member State (and 32% finding it difficult).

The fact that students selecting vocational education and training take much the same factors into consideration as students selecting general secondary or higher education suggests that there is no great social divide separating the young people who choose the two different educational pathways. The struggle may instead be to reach those parts of society which do not seriously consider taking either educational route. A fifth (21%) of all EU respondents currently believe that VET does not offer good career opportunities, and this is one of the key statistics that the EU initiative needs to improve by 2020, both through enhancements in the VET system and through the education of young people and of the adult workforce. Unlike purely academic studies, vocational courses are very much tied to careers and job prospects, and as such the 21% of European society who currently do not see VET as a route to a good career have no reason to take VET themselves or advise others to do so.









SPECIAL EUROBAROMETER 369

"Vocational Education and Training"
TECHNICAL SPECIFICATIONS

Between the 4th of June and the 19th of June 2011, TNS Opinion & Social, a consortium created between TNS plc and TNS opinion, carried out the wave 75.4 of the EUROBAROMETER, on request of the EUROPEAN COMMISSION, Directorate-General for Communication, "Research and Speechwriting".

The SPECIAL EUROBAROMETER 369 is part of wave 75.4 and covers the population of the respective nationalities of the 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





ABBREVIATIONS	COUNTRIES	INSTITUTES	N° INTERVIEWS		WORK TES	POPULATION 15+
BE	Belgium	TNS Dimarso	1.025	04/06/2011	19/06/2011	8.939.546
BG	Bulgaria	TNS BBSS	1.002	04/06/2011	13/06/2011	6.537.510
CZ	Czech Rep.	TNS Aisa	1.019	04/06/2011	16/06/2011	9.012.443
DK	Denmark	TNS Gallup DK	1.012	04/06/2011	19/06/2011	4.561.264
DE	Germany	TNS Infratest	1.572	04/06/2011	19/06/2011	64.409.146
EE	Estonia	Emor	1.001	04/06/2011	19/06/2011	945.733
IE	Ireland	Ipsos MRBI	1.016	04/06/2011	17/06/2011	3.522.000
EL	Greece	TNS ICAP	1.000	04/06/2011	17/06/2011	8.693.566
ES	Spain	TNS Demoscopia	1.004	04/06/2011	19/06/2011	39.035.867
FR	France	TNS Sofres	1.068	07/06/2011	19/06/2011	47.756.439
IT	Italy	TNS Infratest	1.044	04/06/2011	18/06/2011	51.862.391
CY	Rep. of Cyprus	Synovate	504	04/06/2011	19/06/2011	660.400
LV	Latvia	TNS Latvia	1.019	04/06/2011	19/06/2011	1.447.866
LT	Lithuania	TNS Gallup Lithuania	1.026	04/06/2011	16/06/2011	2.829.740
LU	Luxembourg	TNS ILReS	507	04/06/2011	17/06/2011	404.907
HU	Hungary	TNS Hungary	1.004	04/06/2011	19/06/2011	8.320.614
MT	Malta	MISCO	500	04/06/2011	18/06/2011	335.476
NL	Netherlands	TNS NIPO	1.001	04/06/2011	19/06/2011	13.371.980
AT	Austria	Österreichisches Gallup-Institut	1.005	04/06/2011	19/06/2011	7.009.827
PL	Poland	TNS OBOP	1.000	04/06/2011	19/06/2011	32.413.735
PT	Portugal	TNS EUROTESTE	1.048	04/06/2011	19/06/2011	8.080.915
RO	Romania	TNS CSOP	1.075	04/06/2011	15/06/2011	18.246.731
SI	Slovenia	RM PLUS	1.019	04/06/2011	19/06/2011	1.759.701
SK	Slovakia	TNS Slovakia	1.000	04/06/2011	17/06/2011	4.549.955
FI	Finland	TNS Gallup Oy	1.008	04/06/2011	19/06/2011	4.440.004
SE	Sweden	TNS GALLUP	1.019	04/06/2011	19/06/2011	7.791.240
UK	United Kingdom	TNS UK	1.342	04/06/2011	19/06/2011	51.848.010
TOTAL EU27			26.840	04/06/2011	19/06/2011	408.787.006





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 above.

Readers are reminded that survey results are <u>estimations</u>, 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:

Observed percentages	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
Confidence limits	± 1.9 points	± 2.5 points	± 2.7 points	± 3.0 points	± 3.1 points



		1		
What is the highest level of education you have successfully completed (usual a certificate or diploma)?	ally by obtaining	QA1	Quel est le niveau d'étude que vous avez terminé (généralement en obtenan un certificat) ?	t un diplô
(USE ISCED 97 CODES)		1	(UTILICED LEC CODEC ICCED 07)	
(192-193)		l	(UTILISER LES CODES ISCED 97) (192-193)	
ISCED CODE			CODE ISCED	
NEW]	NEW	
NEW CONTRACTOR OF THE PROPERTY		l	INEW	
ASK QA2 IF "CURRENTLY WORKING", CODES 5 TO 18 IN D15a – OTHEF	RS GO TO QA3		POSER QA2 SI "TRAVAILLE ACTUELLEMENT", CODES 5 A 18 EN D15a ALLER EN QA3	– LES AL
In which sector do you work?		QA2	Dans quel secteur travaillez-vous ?	
(SHOW CARD – DO NOT READ OUT – ONE ANSWER ONLY)]	(MONTRER CARTE – NE PAS LIRE – UNE SEULE REPONSE)	
(CHOW CARE BOTTOT READ OUT CALLANOWER CHET)	(194-195)		(MONTHER ONRICE NETTIONER ONE GEGEE RETONGE)	(194-195
Agriculture, forestry and fishing	1 1		Agriculture, activités forestières et pêche	7 1
Mining and quarrying	2		Exploitation minière et de carrières	2
Manufacturing	3		La fabrication	3
Electricity, gas, steam and air conditioning supply	4		Fourniture d'électricité, gaz, vapeur et climatisation	4
Water supply; sewerage; waste management and remediation activities	† 7		Distribution d'eau ; d'eaux usées ; gestion de déchets et des activités de	
vvator suppry, sewerage, waste management and remodiation activities	5		recyclage	5
Construction	1 6		BTP : la construction	6
Wholesale and retail trade; repair of motor vehicles and motorcycles	7		La vente en gros et au détail ; la réparation de véhicules et de motos	7
Transporting and storage	8		Le transport et les entrepôts	8
Accommodation and food service activities	9		Des activités d'hébergement et services d'alimentation	9
Information and communication	10		Information et communication	10
Financial and insurance activities	1 11		Des activités financières et d'assurance	11
Real estate activities	12		Des activités immobilières	12
	13		Des activités professionnelles, scientifiques et techniques	13
IProfessional scientific and technical activities			Des activités administratives et services de soutien	14
Professional, scientific and technical activities Administrative and support service activities	1 14			15
Administrative and support service activities	14		L'administration publique et la défense, sécurité sociale obligatoire	
Administrative and support service activities Public administration and defence; compulsory social security	15		L'administration publique et la défense, sécurité sociale obligatoire	
Administrative and support service activities Public administration and defence; compulsory social security Education	15 16		L'éducation	16
Administrative and support service activities Public administration and defence; compulsory social security Education Human health and social work activities	15 16 17		L'éducation Des activités de santé humaine et de travail social	16 17
Administrative and support service activities Public administration and defence; compulsory social security Education Human health and social work activities Arts, entertainment and recreation	15 16 17 18		L'éducation Des activités de santé humaine et de travail social L'art, le divertissement et les activités récréatives	16 17 18
Administrative and support service activities Public administration and defence; compulsory social security Education Human health and social work activities Arts, entertainment and recreation Other services activities	15 16 17		L'éducation Des activités de santé humaine et de travail social L'art, le divertissement et les activités récréatives D'autres activités de services	16 17
Administrative and support service activities Public administration and defence; compulsory social security Education Human health and social work activities Arts, entertainment and recreation	15 16 17 18 19		L'éducation Des activités de santé humaine et de travail social L'art, le divertissement et les activités récréatives	16 17 18 19
Administrative and support service activities Public administration and defence; compulsory social security Education Human health and social work activities Arts, entertainment and recreation Other services activities Activities of households as employers; undifferentiated goods - and services	15 16 17 18		L'éducation Des activités de santé humaine et de travail social L'art, le divertissement et les activités récréatives D'autres activités de services Activités domestiques comme employeur ; des activités de production	16 17 18

NEW

NEW

ASK ALL I would like to ask you some questions about vocational education and training (VET). Vocational education and training is a type of learning which has a practical orientation towards a particular profession as well as preparing people for jobs which can be both manual and sophisticated (different from more general education).

QA3 Have you ever in the past or are you currently taking vocational education and training?

 (READ OUT – MULTIPLE ANSWERS POSSIBLE)

 Yes, in the past
 1,

 Yes, currently
 2,

 No
 3,

NEW

A TOUS

Je vais maintenant vous poser quelques questions sur l'enseignement et la formation professionnels (EFP). L'enseignement et la formation professionnels sont un type d'apprentissage qui a une orientation pratique pour une profession particulière, tout en préparant les gens pour des emplois qui peuvent être à la fois manuels et sophistiqués (elle se distingue d'une formation plus générale).

QA3 Avez-vous déjà suivi ou suivez-vous actuellement un enseignement et une formation professionnels ?

	(196-198)
Oui, par le passé	1,
Oui, actuellement	2,
Non	3,
NOTI	

																_
	hen you decided to follow a vocational pathway, how i ctors for you?	mportant	was e	each o	f the f	ollowir	ng	QA4a		que vous avez décidé de suivre un parcours de fo ure chacun des facteurs suivants était-il important			onnell	e, dan	s que	lle
(Sł	HOW CARD WITH SCALE – ONE ANSWER PER LIN	1E)							(MOI	NTRER CARTE AVEC ECHELLE – UNE REPONS	E PAR L	IGNE)				
	(READ OUT)	impo	impo		impo	Not appli cabl e (SP ONT ANE OUS	DK			(LIRE)	Très impo rtant	ôt impo	Pas très impo rtant	du tout impo	Pas appli cabl e (SP ONT ANE	
<u> </u>	Distance from your place of living		2	3	4	5	6	(199)	1	La distance par rapport à votre domicile	l 1	2	3	4	5	Τ
2	Costs (including study costs and living expenses)	1	2	3	4	5	6	(200)	2	Les coûts (y compris les frais d'inscription et de subsistance)	1	2	3	4	5	Ī
3	Image of the school, institution or employer	1	2	3	4	5	6	(201)	3	L'image de l'école, de l'institution ou de l'employe	ur 1	2	3	4	5	
4	4 Personal interest in the subject	1	2	3	4	5	6	(202)	4	L'intérêt personnel pour le sujet	1	2	3	4	5	t
5		1	2	3	4	5	6	(203)		Les possibilités d'emploi dans l'avenir	1	2	3	4	5	t
6	6 Type of teaching (practical or academic)	1	2	3	4	5	6	(204)	6	Le type d'enseignement (pratique ou académique) 1	2	3	4	5	Ī
 -	7 Length of studies	1	2	3	4	5	6	(204)	7	La durée des études	1	2	3	4	5	t

	SPLI	T: ASK QA4b IF "NO", CODE 3 IN QA3 – OTHERS (OT O	QA5						SPLI	T : POSER QA4b SI "NON", CODE 3 EN QA3 – LES	AUTR	ES AL	LER E	EN QA	5	
QA4b		olicable, when you decided to follow general seconda rtant was each of the following factors for you?	ry or hi	igher e	educat	ion, ho	DW .		QA4b		plicable, lorsque vous avez décidé de suivre un ense rieur, dans quelle mesure chacun des facteurs suiva						
	(SHC	OW CARD WITH SCALE – ONE ANSWER PER LINE	<u>:</u>)						•	(MON)	NTRER CARTE AVEC ECHELLE – UNE REPONSE	PAR LI	GNE)				
		(READ OUT)	impo	impo		impo		DK			(LIRE)	impo	impo	très impo	du tout impo	Pas appli cabl e (SP ONT ANE	NSP
(206)	1	Distance from your place of living	1 1	2	3	1	5	6	(206)	1	La distance par rapport à votre domicile	1	2	3	4	5	6
(200)	2	Costs (including study costs and living expenses)	1	2	3	4	5	6	(207)	2	Les coûts (y compris les frais d'inscription et de subsistance)	1	2	3	4	5	6
(208)	3	Image of the school or institution	1	2	3	4	5	6	(208)	3	L'image de l'école ou de l'institution	1	2	3	4	5	6
(209)	4	Personal interest in the subject	1	2	3	4	5	6	(209)	4	L'intérêt personnel pour le sujet	1	2	3	4	5	6
(210)	5	Future employment opportunities	1	2	3	4	5	6	(210)	5	Les possibilités d'emploi dans l'avenir	1	2	3	4	5	6
(211)	6	Type of teaching (practical or academic)	1	2	3	4	5	6	(211)	6	Le type d'enseignement (pratique ou académique)	1	2	3	4	5	6
(212)	7	Length of studies	1	2	3	4	5	6	(212)	7	La durée des études	1	2	3	4	5	6
	NEW									NEW							

		any of the following people advise you to o	'		onal path?		QA5	qu'u	personnes suivantes vous ont-elles don ne autre ? NTRER CARTE AVEC ECHELLE – UN			r une voie pl	utôt
	Corre	(READ OUT)	No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK		(inc	(LIRE)	Non, pas de conseils	Oui, conseils pour choisir	Oui, conseils pour choisir enseignem ent secondair e général ou supérieur	NSP
·)	1	Your parents or someone from your family	1	2	3	4	(213)	1	Vos parents ou d'autres membres de votre famille	1	2	3	4
.)	2	A friend	1	2	3	4	(214)	2	Un(e) ami(e)	1	2	3	4
)	3	A teacher	1	2	3	4	(215)		Un(e) enseignant(e)	1	2	3	4
)	4	A guidance counselor	1	2	3	4	(216)		Un conseiller d'orientation	1	2	3	4
)	5 6	Your headmaster Someone from the world of work	1 1	2	3	4	(217)			1 1	2	3	4
)	Ь	Someone from the world of work		2	3	4	(218)	6	Une personne appartenant au monde du travail	1	2	3	4
	(OUF	d you tell me to what extent you agree or R COUNTRY) young people receive enourtunities from schools and employment se	igh advice co]] QA6	prop	vez-vous me dire dans quelle mesure voosition suivante : En (NOTRE PAYS) le es et des services à l'emploi sur les pos	s jeunes reçoi	vent suffisam	ment de con	
	(REA	AD OUT – ONE ANSWER ONLY)			(219)]	(LIR	E – UNE SEULE REPONSE)			(219)	
	Teno Teno	ly agree I to agree I to disagree			1 2 3			Pluté	à fait d'accord ôt d'accord ôt pas d'accord			1 2 3	
		ly disagree			1 4			IPas	du tout d'accord			4	

Which of the following sources of information, if any, have you used or an choose your educational path? Firstly?	re you using to	QA7a	Quelle source d'information parmi les suivantes, s'il y en a, avez-vous utilis pour choisir votre parcours de formation. En premier ?	isée ou utilise:
(SHOW CARD – READ OUT – ROTATE – ONE ANSWER ONLY)			(MONTRER CARTE – LIRE – ROTATION – UNE SEULE REPONSE)	
	(220-221)			(220-221)
Television	1		La télévision	1 1
Internet and online social networks	2		Internet et les réseaux sociaux en ligne	2
Newspapers	3		Les journaux	3
Radio	4		La radio	4
Events (skills competitions)/ Open days in schools/ Schools' visits	5		Des événements (concours d'artisans)/ Les journées portes ouvertes d'écoles/ Visites d'écoles	5
Exhibitions or fairs	6		Des expositions ou des foires	6
Schools (teachers, guidance counselors)	7		Les écoles (enseignants, conseillers d'orientation)	7
Family	8		La famille	8
Friends	9		Les amis	9
Experience in a summer or part-time job	10		L'expérience tirée d'un emploi d'été ou à temps partiel	10
Other (SPONTANEOUS)	11		Autre (SPONTANE)	11
You did not go on to further education (SPONTANEOUS)	12		N'a pas suivi d'autres études (SPONTANE)	12
NI (ODONITANIEGUIO)	13		A (ODONITANIE)	13
None (SPONTANEOUS)	13		Aucun (SPONTANE)	
None (SPONTANEOUS) DK NEW	14		NEW	13
DK		QA7b	NSP	
DK NEW	14 SIBLE)	QA7b	NSP NEW	14 DSSIBLES)
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS	14 SIBLE) (222-235)	QA7b	NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO	14 DSSIBLES) (222-235)
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television	SIBLE) (222-235) 1,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POLICY La télévision	DSSIBLES) (222-235) 1,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks	SIBLE) (222-235) 1, 2,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POLICY La télévision Internet et les réseaux sociaux en ligne	DSSIBLES) (222-235) 1, 2,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers	SIBLE) (222-235) 1, 2, 3,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux	DSSIBLES) (222-235) 1, 2, 3,
NEW And then? [(SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio	SIBLE) (222-235) 1, 2,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux La radio	DSSIBLES) (222-235) 1, 2,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers	SIBLE) (222-235) 1, 2, 3, 4,	QA7b	NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes	DSSIBLES) (222-235) 1, 2, 3, 4,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits	SIBLE) (222-235) 1, 2, 3, 4, 5,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles	DSSIBLES) (222-235) 1, 2, 3, 4, 5,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs	SIBLE) (222-235) 1, 2, 3, 4, 5, 6,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POLICY PLUSION PLUSIEURS REPONSES POLICY PLUSIEURS PLUSIEURS REPONSES POLICY PLUSIEURS REPONSES POLICY PLUSIEURS PLUSI	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors)	SIBLE) (222-235) 1, 2, 3, 4, 5, 6, 7,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POLICY PLUSION PLUSIEURS REPONSES POLICY PLUSIEURS PLUSIEURS PLUSIEURS REPONSES POLICY PLUSIEURS REPONSES POLICY PLUSIEURS P	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors) Family	14 SIBLE) (222-235) 1, 2, 3, 4, 5, 6, 7, 8,	QA7b	NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POLICY La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles Des expositions ou des foires Les écoles (enseignants, conseillers d'orientation) La famille	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7, 8,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors) Family Friends	SIBLE) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9,	QA7b	NEW Et ensuite? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles Des expositions ou des foires Les écoles (enseignants, conseillers d'orientation) La famille Les amis	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors) Family Friends Experience in a summer or part-time job	SIBLE) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POR La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles Des expositions ou des foires Les écoles (enseignants, conseillers d'orientation) La famille Les amis L'expérience tirée d'un emploi d'été ou à temps partiel	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
NEW And then? [SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors) Family Friends Experience in a summer or part-time job Other (SPONTANEOUS)	5IBLE) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	QA7b	NEW Et ensuite ? [MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES PO La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles Des expositions ou des foires Les écoles (enseignants, conseillers d'orientation) La famille Les amis L'expérience tirée d'un emploi d'été ou à temps partiel Autre (SPONTANE)	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,
NEW And then? (SHOW CARD – READ OUT – ROTATE – MULTIPLE ANSWERS POSS Television Internet and online social networks Newspapers Radio Events (skills competitions)/ Open days in schools/ Schools' visits Exhibitions or fairs Schools (teachers, guidance counselors) Family Friends Experience in a summer or part-time job	SIBLE) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	QA7b	NSP NEW Et ensuite ? (MONTRER CARTE – LIRE – ROTATION – PLUSIEURS REPONSES POR La télévision Internet et les réseaux sociaux en ligne Les journaux La radio Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles Des expositions ou des foires Les écoles (enseignants, conseillers d'orientation) La famille Les amis L'expérience tirée d'un emploi d'été ou à temps partiel	DSSIBLES) (222-235) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,

Nowadays, which of the following would you recommend to a y compulsory education? (M)	young person who is finishing	QA8	De nos jours, parmi les propositions suivantes, que recommande termine sa scolarité obligatoire ? (M)	eriez-vous à un jeune qui
(READ OUT – ONE ANSWER ONLY)		1	(LIRE – UNE SEULE REPONSE)	
	(236)	_	,	(236)
General secondary or higher education (M)	1		L'enseignement secondaire général ou supérieur (M)	1
Vocational education and training (M)	2		L'enseignement et la formation professionnels (M)	2
It depends on the person (SPONTANEOUS)	3		Cela dépend de la personne (SPONTANE)	3
Other (SPONTANEOUS)	4		Autre (SPONTANE)	4
DK	5		NSP	5
And do you think that vocational education and training has a v	very positive, fairly positive,] QA9	Et pensez-vous que l'enseignement et la formation professionne	ls ont une image très
And do you think that vocational education and training has a value fairly negative or very negative image in (OUR COUNTRY)?	very positive, fairly positive,	QA9	Et pensez-vous que l'enseignement et la formation professionne positive, plutôt positive, plutôt négative ou très négative en (NOT	· ·
,] QA9]	1	RE PAYS) ?
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY)	very positive, fairly positive,	QA9	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE)	· ·
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive] QA9]	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive	RE PAYS) ?
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive Fairly positive] QA9 	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive Plutôt positive	RE PAYS) ?
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive Fairly positive Fairly negative] QA9 	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive Plutôt positive Plutôt négative	RE PAYS) ?
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive Fairly positive Fairly negative Very negative] QA9 	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive Plutôt positive Plutôt négative Très négative	(237) 1 2 3 4
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive Fairly positive Fairly negative] QA9 	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive Plutôt positive Plutôt négative	RE PAYS) ?
fairly negative or very negative image in (OUR COUNTRY)? (ONE ANSWER ONLY) Very positive Fairly positive Fairly negative Very negative]	positive, plutôt positive, plutôt négative ou très négative en (NOT (UNE SEULE REPONSE) Très positive Plutôt positive Plutôt négative Très négative	(237) 1 2 3 4

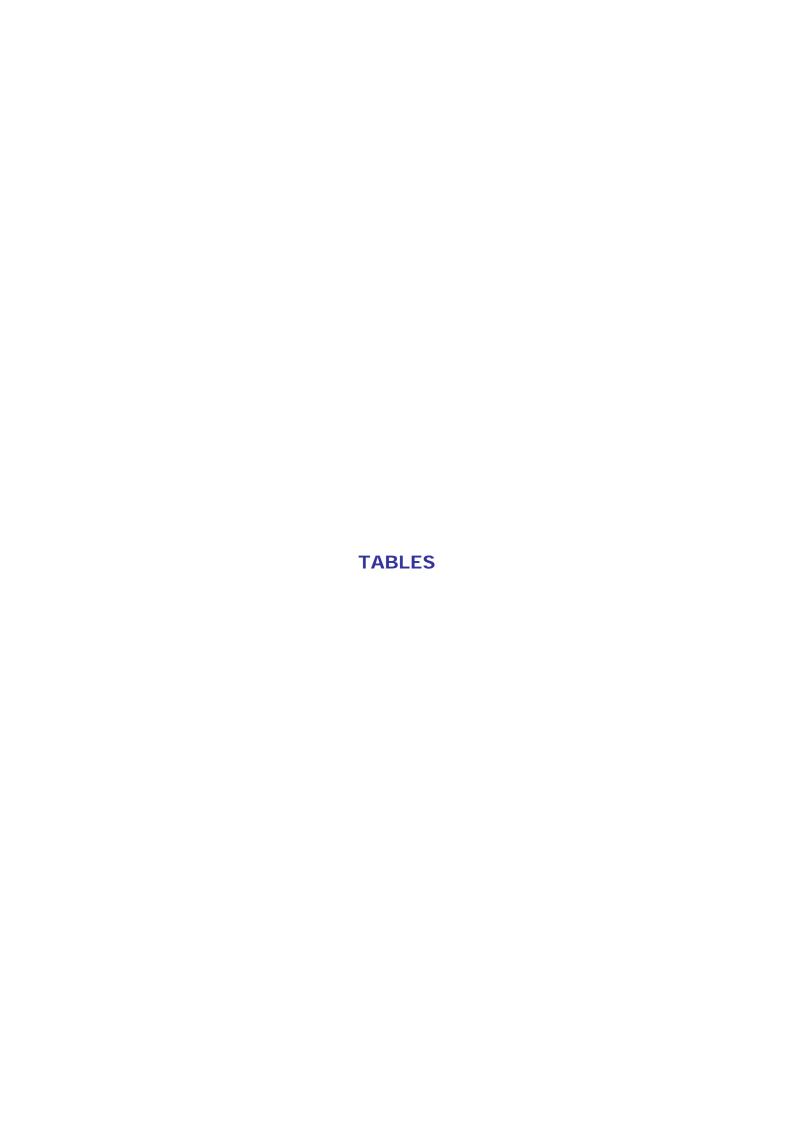
QA10	Pleas	se tell me to what extent you a	gree or disa	gree with ea	ach of the fo	llowing stater	ments.	QA10		llez me dire dans quelle mesu ositions suivantes.	re vous êtes	d'accord o	u pas d'accoi	rd avec chac	une des
	(SHC	OW CARD WITH SCALE - ON	E ANSWER	PER LINE)					(MOI	NTRER CARTE AVEC ECHEL	LE – UNE R	EPONSE F	PAR LIGNE)		
		(READ OUT)	Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK			(LIRE)	Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP
(238)	1	Vocational education and training offers high quality learning	1	2	3	4	5	(238)	1	L'enseignement et la formation professionnels offrent un enseignement de haute qualité	1	2	3	4	5
, ,	2	Vocational education and training gives access to modern equipment (computers, machines, etc.)	1	2	3	4	5	- ` ´	2		1	2	3	4	5
(239)		Teachers and trainers in	1	2	3	4	5	(239)		l an amazimanta at lan	1		3	4	5
	3	vocational education and training are competent	1	2	3	4	5		3	Les enseignants et les formateurs de la filière de l'enseignement et la formation professionnels	1	2	3	4	5
(240)	4	Vocational education and training enables people to continue with university studies afterwards	1	2	3	4	5	(240)	4	sont compétents L'enseignement et la formation professionnels permettent de suivre des études universitaires par la suite	1	2	3	4	5
(241)	5	Vocational education and training does not provide opportunities to study abroad	1	2	3	4	5	_ (241)	5	L'enseignement et la formation professionnels ne permettent pas de suivre des études à l'étranger	1	2	3	4	5
(242)				_				(242)					_		
	6	People in vocational education and training learn skills that are needed by employers	1	2	3	4	5		6	Les personnes qui suivent la filière de l'enseignement et la formation professionnels acquièrent des compétences dont les	1	2	3	4	5
(243)								(243)		employeurs ont besoin					

(244)	7	Vocational education and training does not prepare people to set up their own business	1	2	3	4	5	(244)	7	L'enseignement et la formation professionnels ne préparent pas les gens à créer leur propre entreprise	1	2	3	4	5
	8	In vocational education and training, people do not learn skills such as communication or teamwork,	1	2	3	4	5		8	Dans la filière de l'enseignement et la formation professionnels, les gens ne développent pas des compétences comme la communication, ou le travail	1	2	3	4	5
(245)								(245)		d'équipe					
(246)	9	Vocational education and training leads to jobs which are well paid	1	2	3	4	5	(246)	9	L'enseignement et la formation professionnels débouchent sur des emplois bien payés	1	2	3	4	5
(= 10)	10	Vocational education and training leads to jobs which are not well regarded in society	1	2	3	4	5	(= 10)	10	L'enseignement et la formation professionnels débouchent sur des emplois qui ne sont pas bien considérés par la société	1	2	3	4	5
(247)								(247)		•					
	11	Vocational education and training leads to professions which are highly demanded on the labour market	1	2	3	4	5		11	L'enseignement et la formation professionnels débouchent sur des emplois qui sont très demandés sur	1	2	3	4	5
(248)								(248)		le marché de l'emploi					
(240)	12	Vocational education and training offers good career opportunities	1	2	3	4	5		12	L'enseignement et la formation professionnels offrent de bonnes	1	2	3	4	5
(249)								(249)		perspectives de carrière					
	NEV	V]	NEW	1					
QA11		pared to general secondary or cult to be accepted for a vocatio				t is easier o	or more	QA11	facile	apport à l'enseignement secone ou plus difficile d'être accepté essionnels ?					
	(RE/	AD OUT – ONE ANSWER ONL	Υ)					1	(LIDI	E – UNE SEULE REPONSE)					
	(1 \L)	IS SOT SIVE ANOVVER ONE	,			(250)		ı	_IIXI	- SINE SESEE INEL SINGE)				(250)	
		h easier				1				icoup plus facile				1	
		ntly easier				2				eu plus facile				2	
		ntly more difficult				3				eu plus difficile				3	
		h more difficult	OHE)			4				coup plus difficile	IE)			4	
	DK	re is no difference (SPONTANE	005)			5 6			II n'y NSP	a pas de différence (SPONTAN	NE)			5 6	
	אט					°			INOI					0	
	NEV	V						Ī	NEW	1					
								-							·

likely or less likely to find a job after their studi secondary or higher education?	vocational education and training are more es than people who completed their general	QA12	Pensez-vous que les personnes ayant terminé leur enseigner ont plus de chances ou moins de chances de trouver un emp qui ont terminé l'enseignement secondaire général et supérie	loi après leurs études que celles
(ONE ANSWER ONLY)	(5-1)]	(UNE SEULE REPONSE)	
Maria Phala	(251)		Diviside also assess	(251)
More likely	<u> </u>		Plus de chances	<u> </u>
Less likely	2		Moins de chances	2
No difference (SPONTANEOUS)	3		Pas de différence (SPONTANE)	3
INO dillerence (SPONTANEOUS)			NSP	

A13	To w	hat extent do you agree or disa	igree with e	ach of the fo	ollowing stat	ements?		QA13		s quelle mesure êtes-vous d'ac antes ?	cord ou pas	d'accord av	vec chacune	des proposit	ions
	(SHC	OW CARD WITH SCALE - ON	E ANSWER	PER LINE)]	(MO	NTRER CARTE AVEC ECHEL	LE – UNE R	EPONSE F	PAR LIGNE)		
		(READ OUT)	Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK			(LIRE)	Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP
252)	1	Vocational education and training contributes positively to the economy of (OUR COUNTRY)	1	2	3	4	5	(252)	1	L'enseignement et la formation professionnels contribuent de manière positive à l'économie de (NOTRE PAYS)	1	2	3	4	5
:53)	2	Vocational education and training is playing a role in reducing unemployment in (OUR COUNTRY)	1	2	3	4	5	(253)	2	L'enseignement et la formation professionnels jouent un rôle dans la réduction du chômage en (NOTRE PAYS)	1	2	3	4	5
	3	Vocational education and training does not stimulate enough the creation of small companies in (OUR COUNTRY)	1	2	3	4	5		3	L'enseignement et la formation professionnels ne stimulent pas assez la création de petites entreprises en (NOTRE	1	2	3	4	5
54)	4	Vocational education and training contributes to the quality of services in (OUR COUNTRY)	1	2	3	4	5	(254)	4	PAYS) L'enseignement et la formation professionnels contribuent à la qualité des services en (NOTRE PAYS)	1	2	3	4	5
55) 56)	5	Vocational education and training does not encourage environmentally friendly attitudes in (OUR COUNTRY)	1	2	3	4	5	(255)	5	L'enseignement et la formation professionnels n'encouragent pas les attitudes visant à préserver l'environnement en (NOTRE PAYS)	1	2	3	4	5

	For people who received a vocational education and tra profession in another EU Member States is easy or diffi		at practicing their	QA14	Pensez-vous que les personnes qui ont suivi un ense professionnels peuvent facilement ou difficilement ex membre de l'UE ?		
	(READ OUT – ONE ANSWER ONLY)				(LIRE – UNE SEULE REPONSE)		
			(257)	<u>-</u> '			(257)
	Very easy		1		Très facilement		1
	Fairly easy		2		Plutôt facilement		2
	Fairly difficult		3		Plutôt difficilement		3
	Very difficult		4		Très difficilement		4
	DK		5		NSP		5
	NEW				NEW		
	Finally I need to ask you a question about your parents'	'education.		 	Finalement, je dois vous poser une question sur le n	iveau d'études de vos	parents.
ōa	Finally I need to ask you a question about your parents' What was the highest level of education your father suc obtaining a certificate or diploma)? And your mother?		usually by	QA15a QA15b	Finalement, je dois vous poser une question sur le n Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ?		
5a 5b	What was the highest level of education your father suc obtaining a certificate or diploma)? And your mother?		usually by		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ?	généralement en obte	
5a 5b	What was the highest level of education your father suc obtaining a certificate or diploma)?	ccessfully completed (Quel est le niveau d'étude que votre père a terminé (un certificat) ?	(généralement en obte	nant un diplôm
a b	What was the highest level of education your father suc obtaining a certificate or diploma)? And your mother? [SHOW CARD – ONE ANSWER PER COLUMN]	ccessfully completed ((259)		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON	(généralement en obte NNE) (258)	nant un diplôm
a b	What was the highest level of education your father suc obtaining a certificate or diploma)? And your mother?	ccessfully completed ((258) QA15a	(259) QA15b		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ?	(généralement en obte NNE) (258) QA15a	(259)
a b	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? [SHOW CARD – ONE ANSWER PER COLUMN) [READ OUT]	ccessfully completed ((259)		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON (LIRE)	(généralement en obte NNE) (258)	(259)
aa b	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? [SHOW CARD – ONE ANSWER PER COLUMN) [READ OUT] Primary education or below	(258) QA15a FATHER 1	(259) QA15b MOTHER		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON (LIRE) Primaire ou en-dessous	(généralement en obte	(259) QA15b MERE
o	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? [SHOW CARD – ONE ANSWER PER COLUMN) [READ OUT] Primary education or below General secondary education	(258) QA15a FATHER 1 2	(259) QA15b MOTHER 1 2		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON (LIRE) Primaire ou en-dessous Secondaire général	(généralement en obte	(259) QA15b MERE 1 2
a	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? [(SHOW CARD – ONE ANSWER PER COLUMN)] [(READ OUT) Primary education or below General secondary education Vocational education and training	(258) QA15a FATHER 1 2 3	(259) QA15b MOTHER 1 2 3		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON (LIRE) Primaire ou en-dessous Secondaire général Enseignement et formation professionnels	(généralement en obte	(259) QA15b MERE 1 2 3
b l	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? (SHOW CARD – ONE ANSWER PER COLUMN) (READ OUT) Primary education or below General secondary education Vocational education and training Higher education	(258) QA15a FATHER 1 2 3 4	(259) QA15b MOTHER 1 2 3 4		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? (MONTRER CARTE – UNE REPONSE PAR COLON (LIRE) Primaire ou en-dessous Secondaire général Enseignement et formation professionnels Etudes supérieures	(généralement en obte	(259) QA15b MERE 1 2 3
b l	What was the highest level of education your father succeptaining a certificate or diploma)? And your mother? [(SHOW CARD – ONE ANSWER PER COLUMN)] [(READ OUT) Primary education or below General secondary education Vocational education and training	(258) QA15a FATHER 1 2 3	(259) QA15b MOTHER 1 2 3		Quel est le niveau d'étude que votre père a terminé (un certificat) ? Et celui de votre mère ? [MONTRER CARTE – UNE REPONSE PAR COLON (LIRE) Primaire ou en-dessous Secondaire général Enseignement et formation professionnels	(généralement en obte	(259) QA15b MERE 1 2 3





QA1 Quel est le niveau d'étude que vous avez terminé (généralement en obtenant un diplôme ou un certificat) ?

QA1 What is the highest level of education you have successfully completed (usually by obtaining a certificate or diploma)?

QA1 Was ist der höchste Bildungsabschluss, den Sie erreicht haben (in der Regel haben Sie dafür ein Zeugnis oder ein Diplom erhalten)?

		Niveau 0 (Education préprimaire)	Niveau 1 (Enseignement primaire ou premier cycle de l'éducation de base)	Niveau 2 (Premier cycle de l'enseignement secondaire/deuxième cycle de l'éducation de base)	Niveau 3 (Enseignement secondaire)
		Level 0 (Pre-primary education)	Level 1 (Primay education or first stage of basic education)	Level 2 (Lower secondary or second stage of basic education)	Level 3 (Upper secondary education)
		Niveau 0 (Vorschulische Bildung)	Niveau 1 (Grundschulbildung)	Niveau 2 (Sekundarbildung, Unterstufe)	Niveau 3 (Sekundarbildung, Oberstufe)
	%	EB	EB	EB	EB
	EU 27	75.4 2	75.4 9	75.4 21	75.4 39
	BE	1	11	17	39
	BG	1	3	18	53
	CZ	1	0	13	74
	DK	0	2	20	40
	DE	0	4	39	29
	EE	0	3	20	35
O	IE	3	9	26	25
	EL	4	21	13	38
(6)	ES	14	22	20	14
0	FR	0	13	11	46
O	IT	2	11	24	46
(CY	2	16	16	42
	LV	0	1	21	23
	LT	0	7	14	45
	LU	0	11	21	37
	HU	0	27	34	26
	MT	1	18	11	43
	NL	0	5	18	7
	AT	1	4	25	46
	PL	1	1	21	59
	PT	17	42	19	14
	RO	0	3	23	50
	SI	4	2	16	56
	SK	1 3	0 7	10 13	71 31
	FI	1	5	10	25
	SE UK	2	1	8	49
A D	UK	2	ı	0	47



QA1 Quel est le niveau d'étude que vous avez terminé (généralement en obtenant un diplôme ou un certificat) ?

QA1 What is the highest level of education you have successfully completed (usually by obtaining a certificate or diploma)?

QA1 Was ist der höchste Bildungsabschluss, den Sie erreicht haben (in der Regel haben Sie dafür ein Zeugnis oder ein Diplom erhalten)?

		Niveau 4 (Enseignement post-secondaire non- supérieur)	Niveau 5 (Premier cycle de l'enseignement supérieur)	Niveau 6 (Deuxième cycle de l'enseignement supérieur)	NSP
		Level 4 (Post-secondary non-tertiary education)	Level 5 (First stage of tertiary education)	Level 6 (Second stage of tertiary education)	DK
		Niveau 4 (Postsekundaere Bildung)	Niveau 5 (Tertiäre Bildung, erste Stufe, Hochschulausbildung)	Niveau 6 (Tertiäre Bildung, Forschungsqualifikation, Doktorat)	WN
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	7	19	2	1
	BE BG	0 6	31 18	0	0
	CZ	0	12	0	0
A	DK	9	28	1	0
	DE	8	19	1	0
	EE	17	24	1	0
Ŏ	ΙE	17	10	9	1
	EL	8	16	0	0
	ES	12	17	1	0
Ŏ	FR	0	23	7	0
Ŏ	IT	2	10	0	5
	CY	11	13	0	0
	LV	36	17	2	0
	LT	17	17	0	0
	LU	2	27	2	0
	HU	1	12	0	0
	MT	15	11	1	0
	NL	27	42	1	0
	AT	17	6	1	0
	PL	4	13	1	0
	PT	1	6	1	0
	RO	6	15	3	0
	SI	0	21	1	0
	SK	3	15	0	0
	FI	6	38	2	0
	SE	16	37	2	4
a D	UK	9	30	1	0



		Agriculture, activités forestières et pêche	Extraction minière	La fabrication
		Agriculture, forestry and fishing	Mining and quarrying	Manufacturing
		Landwirtschaft, Forstwirtschaft, Fischerei	Bergbau, Gewinnung von Steinen und Erden	Verarbeitendes Gewerbe
	%	EB 75.4	EB 75.4	EB 75.4
	EU 27	4	0	10
	BE	2	1	12
	BG	3	2	6
S	CZ	4	1	16
(DK	3	0	10
	DE	1	0	17
	EE	7	1	13
0	IE	6	0	5
	EL	8	1	4
	ES	6	1	4
O	FR	3	0	8
O	IT	2	0	10
(CY	2	0	2
	LV	8	1	12
	LT	7	0	8
	LU	3	0	4
	HU	5	1	14
	MT	1	0	17
	NL	2	0	4
	AT	2	1	7
	PL	12	1	12
	PT	7	1	10 8
	RO	12 3	1 0	8 15
	SI SK	3	0	18
	FI	2	0	16
	SE	2	0	10
	UK	2	0	8



		Fourniture d'électricité, gaz, vapeur et climatisation	Distribution d'eau ; d'eaux usées ; gestion de déchets et des activités de recyclage	Construction
		Electricity, gas, steam and air conditioning supply	Water supply; sewerage; waste management and remediation activities	Construction
		Energieversorgung	Wasserversorgung; Abwasser- und Abfallentsorgung und Beseitigung von Umweltverschmutzungen	Baugewerbe
	%	EB	EB	EB
	EU 27	75.4 2	75.4 1	75.4 7
Ŏ	BE	1	0	6
	BG	1	2	12
	CZ	2	o	10
	DK	2	1	9
	DE	1	1	6
	EE	3	1	12
	IE	2	1	5
9	EL	2	1	6
	ES	2	1	6
Q	FR	1	0	8
\mathbf{Q}	IT	2	1	6
	CY	1	0	11
	LV	1	1	10
	LT	3	1	12
	LU	1	0	5
	HU	3 1	1	9
	MT	0	2	3
	NL AT	1	1	9
\equiv	PL	0	1	8
	PT	1	1	10
	RO	1	1	8
	SI	3	2	6
	SK	2	0	10
	FI	1	1	8
	SE	3	0	3
1010013404	UK	3	0	8



		La vente en gros et au détail ; la réparation de véhicules et de motos	Le transport et les entrepôts	Des activités d'hébergement et services d'alimentation
		Wholesale and retail trade; repair of motor vehicles and motorcycles	Transporting and storage	Accommodation and food service activities
		Handel; Instandhaltung und Reparatur von Kraftfahrzeugen	Transport und Lagerung	Hotel- und Gastgewerbe
	%	EB	EB	EB
	EU 27	75.4 9	75.4 5	75.4 4
	BE	6	4	3
	BG	18	6	6
	CZ	9	7	7
lack	DK	6	4	2
	DE	8	5	4
	EE	7	4	4
O	IE	9	2	5
9	EL	23	5	9
	ES	10	5	10
Q	FR	5	5	1
\mathbf{Q}	ΙΤ	13	3	4
	CY	13	1	2
	LV	12	5	3
	LT	11	9	2
	LU	4	5	4
7	HU MT	11	10 5	10
		,		_
	NL AT	7	2	11
\preceq	PL	16	4	3
	PT	10	2	5
Ŏ	RO	7	6	1
	SI	6	3	5
	SK	6	6	5
	FI	5	5	4
	SE	5	4	1
a D	UK	8	5	4



		Information et communication	Des activités financières et d'assurance	Des activités immobilières
		Information and communication	Financial and insurance activities	Real estate activities
		Information und Kommunikation	Finanz- und Versicherungsdienstleistungen	Grundstücks- und Wohnungswesen, Immobilien
	%	EB	EB	EB
	EU 27	75.4 3	75.4 4	75.4 1
	BE	3	5	1
<u> </u>	BG	1	4	1
S	CZ	2	4	2
	DK	3	2	1
	DE	4	3	1
	EE	2	5	1
Q	ΙE	5	6	1
9	EL	2	3	0
	ES	3	3	0
9	FR	3	3	1
	IT	3	5	2
	CY	0	5	0
	LV	5	3	1
	LT LU	3 4	3 13	1
	HU	3	3	0
7	MT	3	4	0
				1
	NL AT	7	4	1
	PL	2	2	1
Ŏ	PT	1	2	0
Ŏ	RO	2	3	1
~	SI	3	5	0
)() () () () () () () ()	SK	3	5	1
1	FI	6	2	3
	SE	7	3	2
	UK	4	7	2



		Des activités professionnelles, scientifiques et techniques	Des activités administratives et services de soutien	L'administration publique et la défense, sécurité sociale obligatoire
		Professional, scientific and technical activities	Administrative and support service activities	Public administration and defence; compulsory social security
		Freiberufliche, wissenschaftliche und technische Dienstleistungen	Privatwirtschaftliche Verwaltungs- und unterstützende Dienstleistungen	Öffentliche Verwaltung, Verteidigung, Sozialversicherung
	%	EB	EB	EB
	EU 27	75.4 4	75.4 4	75.4 7
ŏ	BE	2	6	5
	BG	1	7	2
	CZ	2	5	4
	DK	4	3	7
9	DE	2	1	8
	EE	2	1	4
Q	IE	4	4	5
	EL	6	4	5
	ES	4	4	6
\mathbf{x}	FR IT	5 6	2 7	7
	CY	7	3	6
	LV	2	0	6
	LT	2	6	3
Ŏ	LU	3	9	7
	HU	1	5	4
	MT	7	2	4
	NL	4	6	7
	AT	1	6	6
	PL	1	1	4
	PT	4	5	6
	RO	2	4	7
	SI	4	3	7
	SK	1 5	6 4	5 4
K	FI SE	8	0	6
VO 100033404	UK	7	4	5



		L'éducation	Des activités de santé humaine et de travail social	L'art, le divertissement et les activités récréatives
		Education	Human health and social work activities	Arts, entertainment and recreation
		Bildung	Gesundheits- und Sozialwesen	Kunst, Unterhaltung und Erholung
	%	EB	EB	EB
		75.4 7	75.4	75.4
	EU 27 BE	12	10 15	2
	BG	7	5	2
	CZ	3	9	1
4	DK	10	23	2
ĕ	DE	5	14	1
	EE	11	7	2
	IE	6	11	2
•	EL	7	5	4
(K)	ES	6	7	1
Q	FR	10	13	1
	IT	4	8	1
	CY	5	8	4
	LV	10	6	1
	LT LU	9 10	6	1
	HU	5	6	1
7	MT	9	11	2
	NL	10	15	4
Ŏ	AT	4	9	2
	PL	6	4	1
0	PT	7	4	1
O	RO	7	4	1
	SI	8	7	0
	SK	5	9	1
1	FI	8	16	1
000000000000000000000000000000000000000	SE	11	20	3
4	UK	10	11	2



		D'autres activités de services	Activités domestiques comme employeur ; des activités de production domestique de bien ou de services sans distinction pour usage personnel	Des activités dans des organisations extraterritoriales
		Other services acivities	Activities of households as employers; undifferentiated goods - and services - producing activities of households for own use	Activities of extraterritorial organisations and bodies
		Sonstige Dienstleistungen	Herstellung von Waren und Erbringung von Dienstleistungen durch private Haushalte für den Eigenbedarf ohne ausgeprägten Schwerpunkt	Extraterritoriale Organisationen und Körperschaften
	%	EB	EB	EB 75.4
	EU 27	75.4 13	75.4 2	0
ŏ	BE.	11	2	0
	BG	12	0	0
	CZ	12	0	0
	DK	8	0	0
	DE	16	2	0
	EE	11	1	0
Q	IE	15	0	1
7	EL	3	1	0
	ES	15	5	1
\mathbf{S}	FR	14	2	0
	IT	12	2	0
	CY	28	2	0
	LV LT	13 10	0	0
	LU	12	3	1
	HU	14	0	0
	MT	10	0	1
	NL	14	1	0
	AT	14	1	0
	PL	16	0	0
	PT	18	3	1
	RO	18	1	0
	SI	16	2	0
	SK	14	0	0
	FI	8	0	0
1010013404	SE	12	0	0
4 N	UK	9	1	0



QA2 Dans quel secteur travaillez-vous ? (NE PAS LIRE)
QA2 In which sector do you work? (DO NOT READ OUT)
QA2 In welcher Branche arbeiten Sie? (NICHT VORLESEN)

Refus (SPONTANE)

Refusal (SPONTANEOUS)

Verweigert/Keine Antwort (SPONTAN)

	%	EB 75.4
	EU 27	2
	BE	1
	BG	2
	CZ	0
M	DK	0
	DE	0
	EE	1
	IE	5
=	EL	1
(B)	ES	0
	FR	6
	IT	2
(3)	CY	0
	LV	0
	LT	2
	LU	1
	HU	0
	MT	1
	NL	1
	AT	4
	PL	5
	PT	1
	RO	5
(SI	2
	SK	0
	FI	1
	SE	0
	UK	О



QA3 Avez-vous déjà suivi ou suivez-vous actuellement un enseignement et une formation professionnels ? (PLUSIEURS REPONSES POSSIBLES)

QA3 Have you ever in the past or are you currently taking vocational education and training? (MULTIPLE ANSWERS POSSIBLE)

QA3 Haben Sie in der Vergangenheit eine berufliche Aus- oder Weiterbildung gemacht bzw. daran teilgenommen oder nehmen Sie im Moment an einer solchen teil? (MEHRFACHNENNUNGEN MÖGLICH)

		Oui, par le passé	Oui, actuellement	Non	Total 'Oui'
		Yes, in the past	Yes, currently	No	Total 'Yes'
		Ja, in der Vergangenheit	Ja, im Moment	Nein	Gesamt 'Ja'
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	42	6 5	53	47
	BE BG	30 50	5	65 45	35 55
	CZ	58	10	34	66
	DK	43	2	55	45
	DE	59	5	37	63
	EE	42	8	51	49
	IE	29	2	69	31
	EL	27	3	69	31
	ES	23	2	76	24
Ŏ	FR	44	6	51	49
Ŏ	IT	29	7	64	36
(CY	28	5	68	32
	LV	58	5	37	63
	LT	41	7	52	48
	LU	35	5	61	39
	HU	52	7	42	58
	MT	22	5	73	27
	NL	67	10	24	76
	AT	57	6	37	63
	PL	52	5	44	56
	PT	20	4	76	24
	RO	29	6	65	35
(SI	47	12	44	56
9	SK	59	12	30	70
	FI	58	8	35	65
	SE	49	3	48	52
4	UK	37	6	59	41



QA4a.1 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La distance par rapport à votre domicile

QA4a.1 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Distance from your place of living

QA4a.1 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Entfernung vom Wohnort

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	24	33	23	19	1
Ŏ	BE	14	30	32	23	1
	BG	16	25	26	33	o
	CZ	33	33	23	11	o
	DK	11	20	33	34	2
	DE	23	29	23	24	1
	EE	15	25	27	30	3
O	IE	35	34	16	11	1
=	EL	33	28	18	18	3
	ES	26	27	30	16	1
	FR	19	27	27	27	0
	IT	30	44	17	8	1
(CY	41	18	16	25	0
	LV	16	19	35	27	2
	LT	22	26	29	21	1
	LU	14	26	36	21	3
	HU	29	39	20	11	1
	MT	16	31	12	40	1
	NL	13	28	23	34	1
	AT	31	41	23	5	0
	PL	22	45	19	11	2
	PT	18	68	10	3	1
	RO	26	34	23	15	1
—	SI	21	30	32	15	1
	SK	32	32	26	10	0
	FI	18	32	28	20	2
	SE	11	20	30	36	3
ৰ চ	UK	34	27	23	15	1



QA4a.1 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

La distance par rapport à votre domicile

QA4a.1 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Distance from your place of living

QA4a.1 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Entfernung vom Wohnort

		NSP
		DV
		DK
		WN
	%	EB 75.4
	EU 27	0
	BE	0
	BG	О
	CZ	0
	DK	0
	DE	0
	EE	0
	IE	3
	EL	0
	ES	0
0	FR	О
	IT	0
(5)	CY	О
	LV	1
	LT	1
	LU	О
	HU	О
	MT	О
	NL	1
	AT	О
	PL	1
9	PT	0
V	RO	1
	SI	1
	SK	0
	FI	0
	SE	0
45	UK	0

Total 'Important'	Total 'Pas important'	
Total 'Important'	Total 'Not important'	
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'	
EB 75.4	EB	
57	75.4 42	
44	55	
41	59	
66	34	
31	67	
52	47	
40	57	
69	27	
61	36	
53	46	
46	54	
74	25	
59	41	
35	62	
48	50	
40	57	
68	31	
47	52	
41	57	
72	28	
67	30	
86	13	
60	38	
51	47	
64	36	
50	48	
31	66	

61



QA4a.2 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Les coûts (y compris les frais d'inscription et de subsistance)

QA4a.2 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Costs (including study costs and living expenses)

QA4a.2 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Kosten (einschließlich Studien-/Ausbildungs- und Lebenshaltungskosten)

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
	EU 27	75.4 27	75.4 32	75.4 20	75.4 17	75.4 3
	BE	16	28	33	21	1
	BG	26	34	20	19	0
	CZ	43	34	15	8	0
	DK	10	19	33	33	5
	DE	22	30	22	23	3
	EE	17	23	23	25	11
Ŏ	IE	36	32	13	10	5
	EL	41	29	14	13	3
	ES	24	33	27	14	1
Ŏ	FR	19	29	19	25	6
Ŏ	ΙΤ	30	47	13	8	2
(CY	39	24	15	18	4
	LV	21	18	27	26	6
	LT	29	28	17	16	8
	LU	9	28	33	25	5
	HU	41	38	13	7	1
	MT	19	35	11	33	2
	NL	12	23	26	34	4
	AT	40	42	13	4	1
$\overline{\bigcirc}$	PL	31	38	16	9	4
	PT	29	59	7	3	1
	RO	37	37	14	9	1
	SI	27	32	27	12	1
	SK	42	35	18	5	0
	FI	16	33	32	17	2
	SE	12	19	28	34	6
4 P	UK	36	24	18	15	7



QA4a.2 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Les coûts (y compris les frais d'inscription et de subsistance)

QA4a.2 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Costs (including study costs and living expenses)

QA4a.2 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Kosten (einschließlich Studien-/Ausbildungs- und Lebenshaltungskosten)

		NSP
		DK
		WN
		EB
	%	75.4
	EU 27	1
	BE	1
	BG	1
	CZ	0
	DK	0
	DE	0
	EE	1
Q	IE	4
9	EL	0
	ES	1
Y	FR	2
	IT	О
(5)	CY	О
	LV	2
	LT	2
	LU	О
	HU	О
	MT	О
	NL	1
	AT	0
	PL	2
9	PT	1
	RO	2
	SI	1
	SK	0
	FI	0
	SE	1
45	UK	0

Total 'Important'	Total 'Pas important'
Total 'Important'	Total 'Not important'
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'
EB 75.4	EB
59	75.4 37
44	54
60	39
77	23
29	66
52	45
40	48
68	23
70	27
57	41
48	44
77	21
63	33
39	53
57	33
37	58
79	20
54	44
35	60
82	17
69	25
88	10
74	23
59	39
77	23
49	49
31	62

60



QA4a.3 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

L'image de l'école, de l'institution ou de l'employeur

QA4a.3 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Image of the school, institution or employer

QA4a.3 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Image der Schule, der Einrichtung oder des Arbeitgebers

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	28	44	17	9	1
Ŏ	BE	28	42	22	8	О
	BG	50	40	8	2	О
	CZ	37	42	16	5	0
	DK	21	36	22	17	3
	DE	23	44	19	13	1
	EE	21	38	25	13	2
0	IE	28	38	19	10	2
	EL	49	40	5	4	2
	ES	19	44	25	10	1
	FR	23	46	18	11	1
	IT	33	54	8	4	1
(CY	51	38	6	3	2
	LV	17	33	31	15	2
	LT	24	39	23	11	1
	LU	25	45	17	10	3
	HU	41	45	11	2	1
	MT	37	35	11	17	0
	NL	24	41	15	17	2
	AT	41	42	14	2	1
$\overline{\bigcirc}$	PL	25	49	17	5	2
	PT	18	62	13	5	2
	RO	41	40	13	4	0
(SI	16	42	26	14	1
	SK	34	44	18	3	0
	FI	14	38	30	16	2
	SE	24	36	21	15	3
4 P	UK	32	38	17	9	3



QA4a.3 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

L'image de l'école, de l'institution ou de l'employeur

QA4a.3 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Image of the school, institution or employer

QA4a.3 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Image der Schule, der Einrichtung oder des Arbeitgebers

		NSP
		DK
		WN
		EB
	%	75.4
	EU 27	1
	BE	0
	BG	О
	CZ	О
	DK	1
	DE	0
	EE	1
	IE	3 0
	EL	1
	ES FR	1
\mathbb{R}^{2}	IT	0
	CY	0
	LV	2
	LT	2
	LU	0
	HU	О
	MT	О
	NL	1
	AT	0
	PL	2
	PT	0
	RO	2
(SI	1
	SK	1
	FI	О
	SE	1
4 P	UK	1

rbengebers					
Total 'Important'	Total 'Pas important'				
Total 'Important'	Total 'Not important'				
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'				
EB	EB				
75.4	75.4				
72 70	26 30				
90	10				
79	21				
57	39				
67	32				
59	38				
66	29				
89	9				
63	35				
69	29				
87	12				
89	9				
50	46				
63	34				
70	27				
86	13				
72	28				
65	32				
83	16				
74	22				
80	18 17				
81 58	40				
58 78	21				
78 52	46				
J2	70				
60	36				



QA4a.4 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? L'intérêt personnel pour le sujet

QA4a.4 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Personal interest in the subject

QA4a.4 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Persönliches Interesse am Thema

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	62	30	5	2	1
	BE	47	35	13	5	0
	BG	66	28	5	1	0
	CZ	70	24	5	1	o
	DK	70	18	9	2	1
	DE	67	27	5	1	0
	EE	54	33	8	3	2
O	IE	64	27	4	1	1
•	EL	65	32	1	1	1
	ES	59	34	6	0	1
	FR	62	30	5	3	0
	IT	55	39	4	1	1
(CY	74	22	3	1	0
	LV	49	33	12	3	2
	LT	50	37	8	3	1
	LU	62	32	3	0	2
	HU	62	32	3	2	1
	MT	70	28	1	0	1
	NL	77	19	2	1	1
	AT	64	32	4	0	0
	PL	44	45	7	2	2
	PT	32	59	5	2	2
	RO	54	37	5	2	0
—	SI	53	37	7	2	1
	SK	62	32	6	0	0
	FI	61	29	6	2	2
	SE	69	22	6	2	1
4	UK	77	19	3	0	1



QA4a.4 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

L'intérêt personnel pour le sujet

QA4a.4 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Personal interest in the subject

QA4a.4 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Persönliches Interesse am Thema

		NSP
		DK
		DK
		WN
		EB
	%	75.4
	EU 27	0
	BE	О
	BG	0
	CZ	О
	DK	О
	DE	О
	EE	О
Q	ΙE	3
7	EL	0
S	ES	О
	FR	0
	IT	0
	CY	О
	LV	1
	LT	1
	LU	1
	HU	0
	MT	0
	NL	0
	AT	0
	PL	0
	PT	0
	RO SI	2 0
	SI SK	0
	SK FI	0
\sim	SE	0
	UK	0
4 P	UK	Ŭ.

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4 92	75.4 7		
82	18		
94	6		
94	6		
88	11		
94	6		
87	11		
91	5		
97	2		
93	6		
92	8		
94	5		
96	4		
82	15		
87	11		
94	3		
94	5		
98	1		
96	3		
96	4		
89	9		
91	7		
91	7		
90	9		
94	6		
90	8		
91	8		



QA4a.5 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Les possibilités d'emploi dans l'avenir

QA4a.5 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Future employment opportunities

QA4a.5 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Künftige Beschäftigungsmöglichkeiten

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	58	31	7	3	1
O	BE	43	33	17	6	1
	BG	65	30	3	2	О
	CZ	69	27	3	1	o
	DK	46	29	17	7	1
	DE	62	26	7	4	1
	EE	42	34	12	8	3
	IE	64	27	4	1	1
	EL	65	32	1	1	1
	ES	58	30	9	2	1
0	FR	57	30	8	4	1
	IT	50	42	6	1	1
(CY	77	18	3	1	0
	LV	52	28	12	5	2
	LT	48	34	10	5	2
	LU	47	35	12	3	3
	HU	63	30	5	1	1
	MT	63	32	4	1	0
	NL	39	37	15	8	1
	AT	63	33	4	0	0
	PL	46	39	9	2	2
	PT	40	52	6	0	2
	RO	58	31	5	2	1
	SI	46	41	9	3	1
9	SK	64	30	4	1	0
	FI	47	36	10	5	2
	SE	55	31	8	4	2
4 5	UK	72	20	5	2	1



QA4a.5 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Les possibilités d'emploi dans l'avenir

QA4a.5 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Future employment opportunities

QA4a.5 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Künftige Beschäftigungsmöglichkeiten

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	0
	BE	0
	BG	0
	CZ	О
•	DK	О
	DE	О
	EE	1
	IE	3
=	EL	0
	ES	0
0	FR	0
	IT	0
(CY	1
	LV	1
	LT	1
	LU	0
	HU	0
	MT	0
	NL	О
	AT	О
	PL	2
9	PT	0
	RO	3
	SI	0
	SK	1
	FI	0
	SE UK	0
4	UK	0

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4 89	75.4 10		
89 76	23		
76 95	5		
96	4		
75	24		
88	11		
76	20		
91	5		
97	2		
88	11		
87	12		
92	7		
95	4		
80	17		
82	15		
82	15		
93	6		
95	5		
76	23		
96	4		
85	11		
92	6		
89	7		
87	12		
94	5		
83	15		
86	12		



QA4a.6 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Le type d'enseignement (pratique ou académique)

QA4a.6 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Type of teaching (practical or academic)

QA4a.6 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Art des Unterrichts (praxisorientiert oder theoretisch)

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	42	42	10	4	1
	BE	33	47	16	3	1
	BG	35	43	14	5	1
	CZ	50	38	8	3	О
	DK	22	38	25	12	2
	DE	42	41	10	5	1
	EE	29	41	15	9	3
0	IE	42	41	8	4	1
=	EL	53	38	5	3	1
	ES	51	40	7	1	1
	FR	42	45	8	3	1
	IT	46	41	10	2	1
(%)	CY	59	35	4	1	1
	LV	32	42	15	6	2
	LT	36	44	10	4	3
	LU	31	49	12	3	4
	HU	48	41	8	2	1
	MT	65	31	3	1	0
	NL	37	46	10	5	2
	AT	51	38	9	1	1
	PL	30	53	9	3	3
9	PT	21	70	7	0	2
	RO	34	38	18	4	1
	SI	22	44	21	9	2
	SK	47	44	8	1	0
	FI	23	46	21	6	3
	SE	47	35	10	5	2
4 P	UK	56	35	5	2	2



QA4a.6 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ?

Le type d'enseignement (pratique ou académique)

QA4a.6 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Type of teaching (practical or academic)

QA4a.6 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Art des Unterrichts (praxisorientiert oder theoretisch)

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	1
Ŏ	BE	0
	BG	2
	CZ	1
	DK	1
	DE	1
	EE	3
O	IE.	4
9	EL	0
	ES	0
l Q	FR	1
	IT	0
	CY	0
	LV	3
	LT	3
	LU	1
	HU	0
	MT	0
	NL	0 0
	AT	2
	PL PT	0
	RO	5
	SI	2
	SK	0
	FI	1
	SE	1
	UK	0

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4 84	75.4 14		
80	19		
78	19		
88	11		
60	37		
83	15		
70	24		
83	12		
91	8		
91	8		
87	11		
87	12		
94	5		
74	21		
80	14		
80	15		
89	10		
96	4		
83	15		
89	10		
83	12		
91	7		
72	22		
66	30		
91	9		
69 82	27		
82 91	15 7		



QA4a.7 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La durée des études

QA4a.7 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Length of studies

QA4a.7 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Dauer der Ausbildung/beruflichen Bildungsmaßnahme

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
	EU 27	75.4 28	75.4 41	75.4 21	75.4 9	75.4 1
	BE	19	37	34	10	0
	BG	29	39	23	7	1
	CZ	34	39	21	6	0
3	DK	12	28	41	17	2
	DE	26	34	26	13	1
	EE	16	35	30	16	2
Ŏ	ΙE	30	43	16	5	2
	EL	45	37	14	2	2
	ES	22	49	22	6	1
O	FR	26	43	21	9	1
	IT	36	49	10	4	1
(CY	49	30	14	6	1
	LV	21	33	30	13	2
	LT	23	43	22	10	1
	LU	20	38	28	9	5
	HU	34	44	16	6	0
	MT	42	40	12	5	1
	NL	13	32	30	24	1
	AT	43	42	13	2	0
	PL	30	50	13	3	2
	PT	18	70	9	1	2
	RO	34	43	15	6	0
	SI	16	40	28	13	2
	SK	32	48	17	3	0
	FI	13	42	32	10	3
	SE	14	32	37	14	3
4	UK	31	42	20	5	2



QA4a.7 Lorsque vous avez décidé de suivre un parcours de formation professionnelle, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La durée des études

QA4a.7 When you decided to follow a vocational pathway, how important was each of the following factors for you?

Length of studies

QA4a.7 Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, einen beruflichen Bildungsweg einzuschlagen?

Dauer der Ausbildung/beruflichen Bildungsmaßnahme

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	0
Ŏ	BE	О
	BG	1
	CZ	О
	DK	0
	DE	0
	EE	1
Q	IE	4
9	EL	0
	ES	О
9	FR	О
	IT	О
	CY	0
	LV	1
	LT	1
	LU	0
	HU	0
	MT	0
	NL	0 0
	AT PL	2
	PT PT	0
	RO	2
	SI	1
E3	SK	o .
	FI	0
	SE	0
	UK	0

Brianine			
Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4 69	75.4 30		
56	44		
68	30		
73	27		
40	58		
60	39		
51	46		
73	21		
82	16		
71	28		
69	30		
85	14		
79	20		
54	43		
66	32		
58	37		
78	22		
82	17		
45	54		
85	15		
80	16		
88 77	10 21		
7 <i>7</i> 56	41		
80	20		
55	42		
46	51		
70	25		

73



QA4b.1 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La distance par rapport à votre domicile

QA4b.1 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Distance from your place of living

QA4b.1 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Entfernung vom Wohnort

			Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
			Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
			Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
		%	EB	EB	EB	EB	EB
			75.4	75.4	75.4	75.4	75.4
9	9	EU 27	15	24	16	11	32
•		BE	10	24	28	16	22
<u></u>	7	BG	16	22	20	16	15
9		CZ	25	37	15	7	14
Į į	7	DK	8	21	22	23	25
		DE 	17	24	16	11	31
>	<	EE	11	22	21	18	27
	_	IE	26	30	13	9	17
	3	EL	20	20	10	13	36
2	\	ES	13 12	19 21	14 20	8 19	44 27
}	<	FR	10	28	16	9	36
		IT CY	28	18	9	19	26
	2	LV	12	14	24	22	26
>		LT	17	32	21	13	15
		LU	9	15	17	15	43
>		HU	24	29	13	7	24
7	5	MT	9	11	9	, 18	52
2	5	NL	8	19	21	30	22
		AT	21	28	11	6	32
2	5	PL	16	30	10	4	39
6	5	PT	6	18	3	1	71
	5	RO	24	31	18	11	7
6	S	SI	13	24	31	15	16
6	5	SK	29	30	13	10	18
4	5	FI	7	26	17	16	33
		SE	14	19	23	26	18
	N.	UK	18	22	16	11	33



QA4b.1 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La distance par rapport à votre domicile

QA4b.1 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Distance from your place of living

QA4b.1 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Entfernung vom Wohnort

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	2
Ŏ	BE	О
	BG	11
	CZ	2
	DK	1
	DE	1
	EE	1
Ŏ	ΙE	5
	EL	1
	ES	2
O	FR	1
	IT	1
(CY	0
	LV	2
	LT	2
	LU	1
	HU	3
	MT	1
	NL	0
	AT	2
	PL	1
	PT	1
	RO	9
	SI	1
	SK	0
	FI	1
	SE	0
	UK	0

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4	75.4		
39 34	27 44		
34	36		
62	22		
29	45		
41	27		
33	39		
56	22		
40	23		
32	22		
33	39		
38	25		
46	28		
26	46		
49	34		
24	32		
53	20		
20	27		
27	51		
49	17		
46	14		
24	4		
55	29		
37	46		
59	23		
33	33		
33	49		

40



QA4b.2 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Les coûts (y compris les frais d'inscription et de subsistance)

QA4b.2 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Costs (including study costs and living expenses)

QA4b.2 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Kosten (einschließlich Studien-/Schul- und Lebenshaltungskosten)

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	19	24	12	75.4	34
	BE.	10	22	29	16	23
	BG	28	22	16	8	15
	CZ	38	31	12	5	13
	DK	8	19	25	19	28
	DE	20	24	13	9	33
	EE	18	23	9	13	35
Ŏ	IE	24	27	13	11	19
	EL	27	18	8	10	36
	ES	15	23	11	6	44
O	FR	19	26	14	10	29
	IT	14	30	11	8	36
(CY	33	17	10	12	27
	LV	21	18	14	16	29
	LT	35	34	7	5	16
	LU	7	16	16	14	46
	HU	33	26	8	6	23
	MT	9	16	9	12	53
	NL	11	14	24	28	22
	AT	30	25	9	4	31
	PL	20	30	5	4	40
(2)	PT	8	16	2	2	71
	RO	32	32	11	8	8
(SI	16	27	24	16	16
	SK	42	24	11	5	18
	FI	10	24	21	11	33
	SE	6	17	26	28	23
4 P	UK	22	18	12	10	37



QA4b.2 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Les coûts (y compris les frais d'inscription et de subsistance)

QA4b.2 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Costs (including study costs and living expenses)

QA4b.2 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Kosten (einschließlich Studien-/Schul- und Lebenshaltungskosten)

		NSP
		DV
		DK
		WN
	%	EB 75.4
	EU 27	2
	BE	О
	BG	11
	CZ	1
	DK	1
	DE	1
	EE	2
	ΙE	6
=	EL	1
	ES	1
0	FR	2
	IT	1
(CY	1
	LV	2
	LT	3
	LU	1
	HU	4
	MT	1
	NL	1
	AT	1
	PL	1
(2)	PT	1
Q	RO	9
=	SI	1
9	SK	О
	FI	1
	SE	0
45	UK	1

och shartungskosterry				
Total 'Important'	Total 'Pas important'			
Total 'Important'	Total 'Not important'			
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'			
EB	EB			
75.4 43	75.4 21			
32	45			
50	24			
69	17			
27	44			
44	22			
41	22			
51	24			
45	18			
38	17			
45	24			
44	19			
50	22			
39	30			
69	12			
23	30			
59	14			
25	21			
25	52			
55	13			
50	9			
24	4			
64	19			
43	40			
66	16			
34	32			
23	54			

40



QA4b.3 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? L'image de l'école ou de l'institution

QA4b.3 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Image of the school or institution

QA4b.3 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Image der Schule oder Hochschule

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	18	29	12	6	33
U	BE	26	34	12	6	22
	BG	31	28	9	5	15
	CZ	33	41	7	3	13
	DK	18	29	16	10	26
	DE 	16	26	15	9	32
	EE	23	27	13	8	28
	IE	26	31	12	10	16
	EL	25	23	7	7	37
	ES	12 15	27 34	11 15	5 8	44 27
	FR	19	31	9	4	36
	IT CY	40	21	7	6	25
	LV	15	22	26	8	25 27
	LT	17	41	19	5	14
	LU	15	26	12	3	44
	HU	32	30	6	4	24
7	MT	14	18	7	8	52
	NL	21	32	18	10	19
	AT	24	31	9	2	33
	PL	20	31	6	2	39
	PT	6	18	3	1	71
To the second	RO	26	35	16	6	7
~	SI	17	31	25	9	17
	SK	30	33	15	4	17
	FI	12	34	13	7	33
	SE	15	38	20	8	18
	UK	19	25	14	8	33



QA4b.3 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? L'image de l'école ou de l'institution

QA4b.3 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Image of the school or institution

QA4b.3 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Image der Schule oder Hochschule

## Company			NSP
WN EB 75.4 EU 27 2 BE			
WN EB 75.4 EU 27 2 BE			
WN EB 75.4 EU 27 2 BE			DK
## FB ## 75.4 ## FU 27 ## BE			DK
## FB ## 75.4 ## FU 27 ## BE			
## FB ## 75.4 ## FU 27 ## BE			
## 75.4 BE			WN
## 75.4 BE			
## 75.4 BE			FR
BE BG 12 CZ 3 DK 1 DE 2 EE 1 IE 5 ES 1 FR 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1		%	
BG CZ 3 DK 1 DE 2 EE 1 IE 5 EL 1 ES 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10			
CZ 3 DK 1 DE 2 EE 1 IE 5 EL 1 ES 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10			
DK DE 2 EE 1 IE 5 ES 1 FR 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
DE EE 1 IE 5 EL 1 ES 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
EE 1 1 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		DK	
EL 5 ES 1 FR 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
EL			
ES 1 FR 1 IT 1 CY 2 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1	Q		
FR 1 IT 1 CY 1 LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1	9		
CY 1 1 2 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
CY	Q		
LV 2 LT 4 LU 0 HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1	\mathbf{Q}		
LT	(5)		
LU 0 HU 4 NT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
HU 4 MT 1 NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
MT 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
NL 0 AT 1 PL 2 PT 1 RO 10 SI 1			
AT 1 2 2 PT 1 1 PT 10 SI 1			
PL 2 PT 1 RO 10 SI 1			
PT 1 1 1 10 10 10 10 10 11 11 11 11 11 11	$\overline{}$		
RO 10			
	9		
	—		
FI 1			
SE 1			
UK 1	45	UK	1

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4 47	75.4 18		
60	18		
59	14		
74	10		
47	26		
42	24		
50	21		
57	22		
48	14		
39	16		
49	23		
50	13		
61	13		
37	34		
58	24		
41	15		
62	10		
32	15		
53	28		
55	11		
51 24	8 4		
24 61	4 22		
48	34		
63	19		
46	20		
53	28		
44			

44



QA4b.4 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? L'intérêt personnel pour le sujet

QA4b.4 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Personal interest in the subject

QA4b.4 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Persönliches Interesse am Thema

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB 75.4
	EU 27	75.4 34	75.4 24	75.4 5	75.4 3	75.4 32
	BE	45	23	7	3	22
	BG	36	24	9	3	16
	CZ	54	28	2	2	13
	DK	56	14	3	1	25
	DE	33	22	7	4	32
	EE	38	20	7	2	32
0	IE	35	29	7	7	16
	EL	34	20	5	4	36
	ES	25	24	4	2	44
O	FR	37	26	5	4	27
0	IT	26	28	7	3	35
(CY	46	19	5	4	26
	LV	37	20	9	4	28
	LT	43	37	3	1	14
	LU	32	19	5	0	44
	HU	39	25	5	4	25
	MT	24	16	3	4	52
	NL	53	18	4	3	22
	AT	38	25	3	1	31
	PL	28	28	3	1	39
	PT	10	16	2	0	71
	RO	32	35	12	3	8
	SI	44	30	6	2	17
	SK	48	26	6	2	18
X	FI	42	19	4	1	33
	SE	57	22	3 4	1	17
45	UK	43	17	4	2	33



QA4b.4 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? L'intérêt personnel pour le sujet

QA4b.4 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Personal interest in the subject

QA4b.4 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Persönliches Interesse am Thema

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	2
Ŏ	BE	О
	BG	12
	CZ	1
	DK	1
	DE	2
	EE	1
Ŏ	ΙE	6
	EL	1
	ES	1
O	FR	1
	IT	1
(CY	0
	LV	2
	LT	2
	LU	0
	HU	2
	MT	1
	NL	0
	AT	2
	PL	1
	PT	1
	RO	10
	SI	1
	SK	0
	FI	1
	SE	0
	UK	1

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4	75.4		
58 68	8 10		
60	12		
82	4		
70	4		
55	11		
58	9		
64	14		
54	9		
49	6		
63	9		
54	10		
65	9		
57	13		
80	4		
51	5		
64	9		
40	7		
71	7		
63	4		
56	4		
26	2		
67	15		
74	8		
74	8		
61	5		
79	4		

60



QA4b.5 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Les possibilités d'emploi dans l'avenir

QA4b.5 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you? Future employment opportunities

QA4b.5 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Künftige Beschäftigungsmöglichkeiten

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	30	24	8	4	32
\mathbf{Y}	BE	31	28	14	5	22
	BG	35	20	11 3	5	15 12
7	CZ	54	28 26		2 4	
×	DK	29 35	26	15 6	4	25 32
\equiv	DE EE	28	23	11	5	31
\mathbf{a}	IE	41	26	6	5	16
X	EL	36	18	5	5	35
Z	ES	23	21	8	3	44
T	FR	35	25	7	5	27
X	IT	23	29	9	3	36
	CY	43	22	6	4	25
	LV	36	18	11	5	28
_	LT	43	33	6	2	14
\geq	LU	26	20	8	2	44
<u> </u>	HU	42	23	6	4	22
7	MT	23	17	4	3	52
ă	NL	21	26	19	12	22
ă	АТ	33	24	8	2	32
Ŏ	PL	28	29	2	1	39
lacksquare	PT	10	15	3	0	71
Ŏ	RO	34	33	11	4	7
(SI	33	30	13	6	17
<u></u>	SK	47	30	5	1	17
	FI	24	29	11	2	33
	SE	39	28	12	4	17
4	UK	35	19	8	4	33



QA4b.5 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Les possibilités d'emploi dans l'avenir

QA4b.5 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you? Future employment opportunities

QA4b.5 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Künftige Beschäftigungsmöglichkeiten

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	2
Ŏ	BE	О
	BG	14
	CZ	1
	DK	1
	DE	2
	EE	2
O	IE	6
9	EL	1
	ES	1
\mathbf{Q}	FR	1
\mathbf{Q}	IT	О
	CY	О
	LV	2
	LT	2
	LU	О
	HU	3
	MT	1
	NL	0
	AT	1
	PL	1
	PT	1
	RO	11 1
	SI	
	SK FI	0 1
*	SE	0
	UK	1
4	310	·

Total 'Important'	Total 'Pas important'
Total 'Important'	Total 'Not important'
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'
EB	EB
75.4 54	75.4 12
59	19
55	16
82	5
55	19
56	10
51	16
67	11
54	10
44	11
60	12
52	12
65	10
54	16
76	8
46	10
65	10
40	7
47	31
57	10
57	3
25	3
67	15
63	19
77	6
53 67	13 16
5/	16

54



QA4b.6 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Le type d'enseignement (pratique ou académique)

QA4b.6 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Type of teaching (practical or academic)

QA4b.6 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Art des Unterrichts (praxisorientiert oder theoretisch)

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	23	29	9	4	33
y	BE	23	37	14	4	22
	BG	24	23	14	8	16
	CZ	34	41	6	3	13
	DK	22	28	17	6	26
	DE	25	29	9	4	32
8	EE IE	20 30	30 33	13 9	4 6	30 17
	EL	24	24	8	7	36
	ES	20	26	6	3	44
	FR	22	36	10	3	27
	IT	21	29	10	3	37
	CY	39	24	8	4	25
	LV	25	26	14	5	27
	LT	23	44	10	4	15
	LU	16	31	7	2	44
	HU	33	28	8	4	24
	MT	20	19	5	3	52
	NL	39	29	6	4	21
	AT	27	28	9	2	32
	PL	21	32	4	2	39
0	PT	8	16	3	1	71
Ĭ	RO	21	34	20	5	7
<u></u>	SI	18	35	22	6	17
$\widetilde{\mathbf{o}}$	SK	36	31	12	3	17
1	FI	12	30	20	4	33
) SE	23	36	17	5	18
4	UK	30	26	7	4	32



QA4b.6 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? Le type d'enseignement (pratique ou académique)

QA4b.6 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Type of teaching (practical or academic)

QA4b.6 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Art des Unterrichts (praxisorientiert oder theoretisch)

		NSP
		DK
		WN
	%	EB
		75.4
	EU 27 BE	0
	BG	15
	CZ	3
	DK	1
	DE	1
	EE	3
	IE	5
\simeq	EL	1
	ES	1
Ŏ	FR	2
	IT	О
(CY	О
	LV	3
	LT	4
	LU	О
	HU	3
	MT	1
	NL	1
	AT	2
	PL	2
	PT	1
	RO	13
	SI	2
	SK	1
	FI	1
	SE	1
	UK	1

retiseri)	
Total 'Important'	Total 'Pas important'
Total 'Important'	Total 'Not important'
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'
EB	EB
75.4 52	75.4 13
60	18
47	22
75	9
50	23
54	13
50	17
63	15
48	15
46	9
58	13
50	13
63	12
51	19
67	14
47	9
61	12
39	8
68	10
55	11
53	6
24	4
55	25
53	28
67	15
42	24
59	22

56



QA4b.7 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La durée des études

QA4b.7 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Length of studies

QA4b.7 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Dauer des Studiums/Schulbesuchs

		Très important	Plutôt important	Pas très important	Pas du tout important	Pas applicable (SPONTANE)
		Very important	Fairly important	Not very important	Not at all important	Not applicable (SPONTANEOUS)
		Sehr wichtig	Ziemlich wichtig	nicht sehr wichtig	Überhaupt nicht wichtig	Trifft nicht zu (SPONTAN)
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	17	29	14	6	32
•	BE	11	27	31	9	22
	BG	23	22	20	6	15
	CZ	30	38	14	4	13
	DK	8	25	27	13	26
	DE	16	27	15	7	33
	EE	11 18	25 34	23 16	10 8	29 17
	IE EL	23	22	11	7	36
	ES	12	26	12	5	44
	FR	16	31	17	7	27
X	IT	19	32	10	3	36
	CY	30	24	8	13	25
	LV	15	24	22	12	26
	LT	21	40	17	5	14
	LU	13	19	18	4	46
	HU	24	35	11	5	22
7	MT	16	16	8	7	52
	NL	10	16	32	21	21
	AT	26	30	8	3	32
	PL	18	32	8	2	39
	PT	7	16	4	1	71
Ŏ	RO	21	38	17	6	7
6	SI	10	27	30	15	17
6	SK	28	36	13	5	18
	FI	5	23	32	6	33
••••••••••••••••••••••••••••••••••••••	SE	8	27	32	13	20
	UK	17	27	16	5	34



QA4b.7 Si applicable, lorsque vous avez décidé de suivre un enseignement secondaire général ou supérieur, dans quelle mesure chacun des facteurs suivants était-il important pour vous ? La durée des études

QA4b.7 If applicable, when you decided to follow general secondary or higher education, how important was each of the following factors for you?

Length of studies

QA4b.7 Falls zutreffend: Wie wichtig waren die folgenden Faktoren bei Ihrer Entscheidung, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen? Dauer des Studiums/Schulbesuchs

		NSP
		DK
		WN
	%	EB 75.4
	EU 27	2
	BE	О
	BG	14
	CZ	1
	DK	1
	DE	2
	EE	2
	IE.	7
9	EL	1
	ES	1
Q	FR	2
	IT	0
(5)	CY	0
	LV	1
	LT	3
	LU	0
	HU	3
	MT	1
	NL	0
	AT	1
	PL	1
9	PT	1
Y	RO	11
	SI	1
	SK	0
	FI	1
	SE	0
4 5	UK	1

Total 'Important'	Total 'Pas important'		
Total 'Important'	Total 'Not important'		
Gesamt 'Wichtig'	Gesamt 'Nicht wichtig'		
EB	EB		
75.4	75.4		
46 38	20 40		
45	26		
68	18		
33	40		
43	22		
36	33		
52	24		
45	18		
38	17		
47	24		
51	13		
54	21		
39	34		
61	22		
32	22		
59	16		
32	15		
26	53		
56	11		
50	10		
23	5		
59 37	23 45		
64	45 18		
28	38		
35	45		
44	21		



QA5.1 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Vos parents ou d'autres membres de votre famille

QA5.1 Did any of the following people advise you to choose a specific educational path? Your parents or someone from your family

QA5.1 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von Ihren Eltern oder jemandem aus Ihrer Familie

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	56	22	19	3	41
	BE	57	16	25	2	41
	BG	37	35 46	26 20	2 2	61
	CZ	32 59	23	17	1	66 40
X	DK DE	49	34	15	2	49
	EE	63	14	19	4	33
	IE	38	18	43	1	61
×	EL	53	22	24	1	46
	ES	55	13	21	11	34
Ŏ	FR	66	19	14	1	33
	IT	55	19	24	2	43
(CY	57	13	28	2	41
	LV	65	17	14	4	31
	LT	60	19	16	5	35
	LU	66	13	20	1	33
	HU	40	38	21	1	59
	MT	45	27	27	1	54
	NL	63	19	17	1	36
	AT	33	46	19	2	65
$\overline{\mathbf{Q}}$	PL	66	19	13	2	32
	PT	78	10	10	2	20
	RO	30	36	30	4	66
(SI	52	24	23	1	47
	SK	32	46	21	1	67
	FI	76	14	9	1	23
	SE	67	10	22	1	32
	UK	68	13	18	1	31



QA5.2 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Un(e) ami(e)

QA5.2 Did any of the following people advise you to choose a specific educational path? A friend $\,$

QA5.2 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von einem/r Freund/in

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	78	11	8	3	19
	BE	83	6	9	2	15
	BG	62	23	12	3	35
	CZ	70	19	9	2	28
	DK	82	8	8	2	16
	DE	79	14	5	2	19
	EE	76	11	9	4	20
O	ΙE	74	7	12	7	19
4	EL	74	14	11	1	25
•	ES	73	9	9	9	18
	FR	87	7	5	1	12
	IT	72	13	12	3	25
(CY	81	8	9	2	17
	LV	78	12	6	4	18
	LT	74	11	8	7	19
	LU	81	10	8	1	18
	HU	64	22	12	2	34
	MT	75	12	11	2	23
	NL	87	7	5	1	12
	AT	56	28	11	5	39
	PL	78	12	8	2	20
	PT	84	10	4	2	14
	RO	64	13	13	10	26
(SI	79	10	10	1	20
	SK	63	25	9	3	34
	FI	84	10	4	2	14
1	SE	79	9	11	1	20
	UK	87	6	6	1	12



QA5.3 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Un(e) enseignant(e)

QA5.3 Did any of the following people advise you to choose a specific educational path?

QA5.3 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von einem Lehrer

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	69	14	14	3	28
	BE	76	9	13	2	22
	BG	64	21	12	3	33
	CZ	51	30	18	1	48
	DK	77	8	13	2	21
	DE	71	17	11	1	28
	EE	74	9	12	5	21
Ŏ	ΙE	55	12	27	6	39
	EL	74	10	15	1	25
	ES	70	7	15	8	22
O	FR	74	13	12	1	25
	IT	60	17	21	2	38
(CY	76	6	15	3	21
	LV	80	6	10	4	16
	LT	71	11	12	6	23
	LU	73	9	17	1	26
	HU	51	29	18	2	47
	MT	59	21	17	3	38
	NL	73	15	11	1	26
	AT	54	26	16	4	42
	PL	80	10	8	2	18
	PT	85	6	6	3	12
	RO	58	15	17	10	32
(SI	76	10	13	1	23
	SK	46	37	15	2	52
1	FI	88	6	4	2	10
1	SE	81	6	12	1	18
	UK	70	11	18	1	29



QA5.4 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Un conseiller d'orientation

QA5.4 Did any of the following people advise you to choose a specific educational path? A guidance counselor

QA5.4 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von einem Berufsberater

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	83	9	5	3	14
	BE	85	6	7	2	13
	BG	91	3	2	4	5
	CZ	79	12	7	2	19
	DK	80	7	11	2	18
	DE	80	16	2	2	18
	EE	87	3	2	8	5
	IE	71	6	17	6	23
	EL	92	3	4	1	7
	ES	81	4	6	9	10
0	FR	81	11	6	2	17
	IT	79	11	8	2	19
(CY	78	6	13	3	19
	LV	90	2	1	7	3
	LT	77	6	4	13	10
	LU	86	6	7	1	13
	HU	85	7	5	3	12
	MT	78	9	9	4	18
	NL	88	7	4	1	11
	AT	72	17	7	4	24
	PL	91	5	2	2	7
	PT	89	5	3	3	8
	RO	86	1	1	12	2
	SI	78	9	11	2	20
	SK	65	21	10	4	31
1	FI	84	10	4	2	14
	SE	82	7	10	1	17
	UK	90	4	4	2	8



QA5.5 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Votre chef d'établissement

QA5.5 Did any of the following people advise you to choose a specific educational path? Your headmaster

QA5.5 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von Ihrem Schulleiter

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	87	5	5	3	10
	BE	85	6	7	2	13
	BG	92	3	2	3	5
	CZ	90	4	4	2	8
	DK	93	1	4	2	5
	DE	89	5	4	2	9
	EE	88	3	3	6	6
	IE	74	5	14	7	19
=	EL	89	3	6	2	9
	ES	85	1	5	9	6
0	FR	89	7	2	2	9
	IT	83	8	7	2	15
(CY	89	2	5	4	7
	LV	92	2	2	4	4
	LT	84	4	4	8	8
	LU	90	4	5	1	9
	HU	85	8	5	2	13
	MT	82	6	9	3	15
	NL	88	6	5	1	11
	AT	81	8	7	4	15
	PL	91	4	3	2	7
	PT	93	3	2	2	5
O	RO	80	4	4	12	8
(SI	94	2	2	2	4
<u></u>	SK	86	7	4	3	11
1	FI	95	2	1	2	3
	SE	96	1	2	1	3
	UK	90	3	6	1	9



QA5.6 Les personnes suivantes vous ont-elles donné des conseils pour choisir une voie plutôt qu'une autre ? Une personne appartenant au monde du travail

QA5.6 Did any of the following people advise you to choose a specific educational path? Someone from the world of work

QA5.6 Haben Sie von folgenden Personen den Rat erhalten, sich für einen bestimmten Bildungsweg zu entscheiden? Von einer Person aus der Arbeitswelt

		Non, pas de conseils	Oui, conseils pour choisir enseignement et formation professionnels	Oui, conseils pour choisir enseignement secondaire général ou supérieur	NSP	Total 'Oui'
		No, no advise	Yes, advise to take vocational education and training	Yes, advise to take general secondary or higher education	DK	Total 'Yes'
		Nein, keinen Rat	Ja, den Rat zur beruflichen Bildung	Ja, den Rat, eine allgemeinbildende weiterführende Schule oder eine Hochschule zu besuchen	WN	Gesamt 'Ja'
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27	77	15	5	3	20
	BE	82	9	7	2	16
	BG	74	14	8	4	22
	CZ	81	14	3	2	17
	DK	85	8	4	3	12
	DE	67	25	5	3	30
$\overline{}$	EE	83	6	3	8	9
\mathbf{X}	IE	77 84	7 11	8 4	8 1	15 15
	EL	85	2	4	9	6
	ES FR	76	17	6	1	23
X	IT	75 75	16	7	2	23
	CY	82	10	6	2	16
	LV	83	8	4	5	12
	LT	72	12	8	8	20
	LU	80	13	6	1	19
	HU	66	24	8	2	32
7	MT	80	11	6	3	17
	NL	77	17	5	1	22
ă	АТ	62	26	9	3	35
	PL	87	9	2	2	11
	PT	87	9	2	2	11
	RO	77	8	4	11	12
	SI	84	8	6	2	14
	SK	69	24	5	2	29
	FI	84	10	4	2	14
	SE	78	13	8	1	21
4 5	UK	76	17	6	1	23



QA6 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec la proposition suivante : En (NOTRE PAYS) les jeunes reçoivent suffisamment de conseils des écoles et des services à l'emploi sur les possibilités de formation et de carrière.

QA6 Could you tell me to what extent you agree or disagree with the following statement: In (OUR COUNTRY) young people receive enough advice concerning their learning and career opportunities from schools and employment services.

QA6 Bitte sagen Sie mir, inwieweit Sie der folgenden Aussage zustimmen oder nicht zustimmen: In (UNSEREM LAND) werden junge Menschen von Schulen und Arbeitsvermittlungen ausreichend über ihre Karriere- und Weiterbildungsmöglichkeiten beraten.

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	0/	EB	EB	EB	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	14	38	26	13	9	52	39
	BE	22	47	21	7	3	69	28
	BG	19	38	24	10	9	57	34
	CZ	13	42	28	9	8	55	37
	DK	20	42	22	7	9	62	29
	DE	15	37	27	12	9	52	39
	EE	18	46	20	6	10	64	26
	IE	21	37	18	13	11	58	31
9	EL	14	37	28	17	4	51	45
(K)	ES	20	41	19	11	9	61	30
Q	FR	9	27	30	25	9	36	55
	IT	12	41	30	13	4	53	43
(5)	CY	23	37	20	13	7	60	33
	LV	20	39	23	9	9	59	32
	LT	8	38	27	11	16	46	38
	LU	17	31	24	10	18	48	34
	HU	14	40	30	10	6	54	40
	MT	46	39	7	3	5	85	10
	NL	19	40	22	9	10	59	31
	AT	15	55	18	6	6	70	24
	PL	10	40	28	9	13	50	37
	PT	12	51	19	7	11	63	26
	RO	12	33	26	18	11	45	44
—	SI	20	46	23	7	4	66	30
	SK	23	47	21	5	4	70	26
	FI	25	53	14	3	5	78	17
	SE	14	39	26	8	13	53	34
	UK	15	37	23	13	12	52	36



QA7a Which of the following sources of information, if any, have you used or are you using to choose your educational path? Firstly? (ROTATE)

		Une télévision	Internet et les réseaux sociaux en ligne	Les journaux	Radio
		Television	Internet and online social networks	Newspapers	Radio
		Dem Fernsehen	Internet und soziale Online-Netzwerke	Den Tageszeitungen	Dem Radio
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	2	10	3	0
<u> </u>	BE	2	6	3	0
	BG	3	4	1	1
	CZ	2	11	3	0
	DK	1	12 10	3 4	0
	DE	3	23	7	0 1
K	EE	1	12	3	0
X	IE EL	4	4	1	0
	ES	2	5	1	0
l n	FR	2	9	3	0
K	IT	4	9	4	1
	CY	1	10	1	0
	LV	2	14	9	0
	LT	2	13	6	1
	LU	2	13	6	0
	HU	5	8	2	0
7	MT	4	8	5	0
	NL	0	13	4	0
	AT	1	4	2	0
	PL	3	11	2	0
Ŏ	PT	1	3	1	0
Ŏ	RO	8	10	2	1
<u>~</u>	SI	2	10	3	0
<u></u>	SK	4	13	1	0
	FI	1	14	5	0
	SE	1	23	5	0
	UK	2	13	4	1



QA7a Which of the following sources of information, if any, have you used or are you using to choose your educational path? Firstly? (ROTATE)

		Des événements (concours d'artisans)/ Les journées portes ouvertes d'écoles/ Visites d'écoles	Des expositions ou des foires	Les écoles (enseignants, conseillers d'orientation)	La famille
		Events (skills competitions)/ Open days in schools/ Schools' visits	Exhibitions or fairs	Schools (teachers, guidance counselors)	Family
		Veranstaltungen (Leistungswettbewerbe)/ Tag der offenen Tür an Schulen/Schul- besichtigungen	Ausstellungen oder Messen	Schulen (Lehrer, Berufsberater)	Familie
	%	EB	EB	EB	EB
	FU 07	75.4 4	75.4 1	75.4 14	75.4 20
	EU 27 BE	8	2	19	25
	BG	1	0	12	41
	CZ	6	1	15	33
4	DK	7	1	11	20
	DE	4	2	16	23
	EE	5	3	7	12
Ŏ	ΙE	6	1	17	21
	EL	0	0	13	22
	ES	2	0	12	22
O	FR	4	1	17	14
	IT	2	0	15	18
(CY	0	2	13	24
	LV	7	2	7	20
	LT	5	1	6	17
	LU	6	3	15	12
	HU	6	0	16	31
	MT	2	2	14	14
	NL	12	2	19	17
	AT	6	2	9	39
	PL	2	2	8	16
	PT	1	0	12	8
	RO	1	1	13	36
	SI	10	1	16	20
	SK	4	1	21	31
	FI	2	0	20	10
	SE	5	2	12	12
4	UK	7	3	13	11



QA7a Which of the following sources of information, if any, have you used or are you using to choose your educational path? Firstly? (ROTATE)

L'expérience tirée d'un	
Les amis emploi d'été ou à temps Autre (SPONTANE) partiel) N'a pas suivi d'autres études (SPONTANE)
Friends Experience in a summer or part-time job Other (SPONTANEOL	You did not go on to JS) further education (SPONTANEOUS)
Freunde Erfahrung durch Ferien- oder Teilzeitjobs Sonstige (SPONTAN	Habe keine Aus- oder N) Weiterbildung gemacht (SPONTAN)
% EB EB EB	EB
/5.4 /5.4 /5.4	75.4
EU 27 6 4 4	10
BE 9 3 3	6
BG 11 1 2	7
CZ 5 6 1	9
[DK 9 7 6	7
DE 7 7 4	7
● EE 10 2 4	4
1 IE 3 4 2	8
👙 EL 7 3 1	20
€ ES 6 1 2	16
FR 5 8 7	7
1 IT 5 3 2	16
CY 4 4 2	10
LV 12 4 2	9
	2
C LU 9 4 3	3
□ HU 5 3 3	11
MT 2 2 1	20
NL 4 7 8	3
6 3	10
PL 9 2 3	8
O PT 4 2 1	36
0 RO 4 1 1	5
EU 27 ■ BE ■ BE ■ P ■ DE ■ DE ■ T ■ DE ■ DE	8
6 SK 8 3 2	6
— FI 11 11 6	9
SE 10 8 5	2
UK 5 3 4	8



QA7a Which of the following sources of information, if any, have you used or are you using to choose your educational path? Firstly? (ROTATE)

		Aucun (SPONTANE)	NSP
		None (SPONTANEOUS)	DK
		Nichts davon (SPONTAN)	WN
	%	EB	EB
		75.4	75.4
	EU 27	19	3
\mathbf{Y}	BE	13	1
	BG	15	1
	CZ DK	7 15	1
X	DE	14	1
	EE	13	6
8	IE	21	1
×	EL	24	1
	ES	28	3
ŏ	FR	19	4
ŏ	IT	20	1
	CY	28	1
	LV	8	4
	LT	20	8
	LU	23	1
	HU	9	1
	MT	25	1
	NL	11	0
	AT	10	1
	PL	27	7
	PT	29	2
	RO	12	5
	SI	15	1
	SK	5	1
	FI	10	1
	SE	14	1
4 D	UK	24	2



QA7b And then? (ROTATE – MULTIPLE ANSWERS POSSIBLE)

		Une télévision	Internet et les réseaux sociaux en ligne	Les journaux	Radio
		Television	Internet and online social networks	Newspapers	Radio
		Dem Fernsehen	Internet und soziale Online-Netzwerke	Den Tageszeitungen	Dem Radio
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	6	11	10	2
	BE	6	9	8	4
	BG	11	8	6	3
	CZ	6	10	8	2
	DK	6	11	8	2
	DE	7	14	15	2
\sim	EE	10	13	15	6
\mathbf{Z}	IE	6	11	9	5
	EL	15	13	13	3
	ES	2	7	3	0
\mathbb{R}^{2}	FR	3	8	7	2
	IT	9	12	10	2
	CY	4	6	4	0
	LV	7 9	10	8	2
	LT	4	11 10	10 12	3
	LU HU	7	10	6	3
7	MT	9	9	11	5
	NL	3	10	7	1
×	AT	9	13	11	2
	PL	5	12	8	4
	PT	8	11	4	1
	RO	14	12	10	7
	SI	13	15	10	7
	SK	11	14	8	3
	FI	3	10	10	2
	SE	3	9	8	2
	UK	6	13	11	2
- AID					



QA7b And then? (ROTATE – MULTIPLE ANSWERS POSSIBLE)

		Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles	Des expositions ou des foires	Les écoles (enseignants, conseillers d'orientation)	La famille
		Events (skills competitions)/ Open days in schools/ Schools' visits	Exhibitions or fairs	Schools (teachers, guidance counselors)	Family
		Veranstaltungen (Leistungswettbewerbe)/ Tag der offenen Tür an Schulen/Schul- besichtigungen	Ausstellungen oder Messen	Schulen (Lehrer, Berufsberater)	Familie
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	11	6	20	20
	BE	15	7	18	22
	BG	6	2	23	20
	CZ	17	5	29	27
X	DK	14	6	20	24
	DE	15	8 8	23 14	22
K	EE	15 14	6	21	15 26
\mathbf{X}	IE EL	4	3	26	33
	ES	5	3	22	16
K	FR	10	5	15	17
X	IT	6	4	19	21
	CY	6	3	17	24
	LV	14	4	9	14
	LT	11	2	11	16
	LU	13	13	18	21
	HU	18	4	33	24
	MT	9	6	17	25
	NL	17	6	20	17
$\tilde{\Box}$	АТ	21	12	30	25
$\tilde{\bullet}$	PL	6	6	12	19
	PT	11	3	15	24
O	RO	8	4	23	26
	SI	19	5	23	29
	SK	13	5	29	29
	FI	5	3	16	16
	SE	11	7	22	20
4	UK	10	9	13	16



QA7b And then? (ROTATE – MULTIPLE ANSWERS POSSIBLE)

		Les amis	L'expérience tirée d'un emploi d'été ou à temps partiel	Autre (SPONTANE)	N'a pas suivi d'autres études (SPONTANE)
		Friends	Experience in a summer or part-time job	Other (SPONTANEOUS)	You did not go on to further education (SPONTANEOUS)
		Freunde	Erfahrung durch Ferien- oder Teilzeitjobs	Sonstige (SPONTAN)	Habe keine Aus- oder Weiterbildung gemacht (SPONTAN)
	0/	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4
	EU 27	22	8	4	1
	BE	19	6	4	1
	BG	39	5	3	1
	CZ	26	9	0	1
	DK	21	11	4	1
	DE	25	12	6	1
	EE	21	5	1	0
\mathbf{Q}	IE	22	12	2	0
9	EL	39	8	0	0
	ES	26	4	3	3
Q	FR	13	9	2	0
Q	IT	19	8	3	2
(E)	CY	21	12	2	1
	LV	20	5	1	1
	LT	15	3	9	0
	LU	14	11	4	1
	HU	26	10	2	1
	MT	12	10	1	2
	NL	15	5	8	0
	AT	39	21	6	1
	PL	21	6	4	0
	PT	28	10	1	5
	RO	34	5	1	1
	SI	26	8 7	6	1
	SK	32		3	1
	FI	15 24	10 9	6	0
	SE			5	1
4 P	UK	16	7	3	1



QA7b And then? (ROTATE – MULTIPLE ANSWERS POSSIBLE)

		Aucun (SPONTANE)	NSP
		None (SPONTANEOUS)	DK
		Nichts davon (SPONTAN)	WN
	%	EB	EB
		75.4	75.4
	EU 27	21	3
	BE	25	1
	BG	15	6
	CZ	13 28	1 2
X	DK DE	18	1
	EE	14	15
K	IE	18	2
\mathbf{x}	EL	16	1
	ES	26	1
7	FR	28	8
X	IT	17	0
	CY	36	0
	LV	23	10
	LT	21	7
8	LU	21	3
	HU	12	2
	MT	25	3
	NL	23	1
	AT	10	1
	PL	17	7
	PT	20	2
	RO	13	7
	SI	16	3
	SK	9	1
	FI	26	3
	SE	23	1
1	UK	35	2



QA7T - Which of the following sources of information, have you used/are you using to choose your educational path? And then?

		Une télévision	Internet et les réseaux sociaux en ligne	Les journaux	Radio
		Television	Internet and online social networks	Newspapers	Radio
		Dem Fernsehen	Internet und soziale Online-Netzwerke	Den Tageszeitungen	Dem Radio
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	7	17	10	2
	BE	7	13	9	3
	BG	11	10	5	3
	CZ	7	19	9	2
	DK 	6	21	9	2
	DE 	7	20	17	2
	EE	11	33	18	6
Y	IE 	5	19	10	3
	EL	12	11	8	2
	ES	3	9	2	0
	FR	3	15	8	2
	IT	9	17	10	2
	CY	4	14	3	0
	LV	8	21	16	2
	LT	9	21	13	3
	LU	4	20 16	15 7	3
7	HU	10 8	13	11	3
	MT	3	22	10	0
	NL AT	8	14	10	2
\geq	PL	6	17	7	2
	PT PT	3	7	2	0
	RO	19	20	10	7
	SI	12	22	10	6
	SK	14	25	8	3
	FI	3	22	13	2
	SE	3	30	11	2
	UK	6	22	12	2
- W	JI	<u> </u>		12	



QA7T - Which of the following sources of information, have you used/are you using to choose your educational path? And then?

		Des événements (concours d'artisan)/ Les journées portes ouvertes d'écoles/ Visites d'écoles	Des expositions ou des foires	Les écoles (enseignants, conseillers d'orientation)	La famille
		Events (skills competitions)/ Open days in schools/ Schools' visits	Exhibitions or fairs	Schools (teachers, guidance counselors)	Family
		Veranstaltungen (Leistungswettbewerbe)/ Tag der offenen Tür an Schulen/Schul- besichtigungen	Ausstellungen oder Messen	Schulen (Lehrer, Berufsberater)	Familie
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	12	5 7	28	34
	BE BG	21 6	1	33 30	43 56
	CZ	20	5	39	55
	DK	17	6	27	39
×	DE	16	8	34	40
	EE	17	9	17	24
	IE	16	5	32	39
*	EL	2	2	27	41
	ES	5	2	24	30
Ŏ	FR	11	5	28	26
H	IT	6	3	27	32
	CY	4	4	24	38
	LV	19	5	14	31
	LT	13	3	14	28
	LU	15	12	28	27
	HU	20	3	42	50
	MT	7	5	23	28
	NL	26	7	36	31
	AT	23	11	33	59
	PL	6	5	15	27
0	PT	5	1	17	16
	RO	8	3	31	56
	SI	25	5	33	43
	SK	15	6	47	56
	FI	6	3	33	23
	SE	14	8	30	28
	UK	14	8	21	22



QA7T - Which of the following sources of information, have you used/are you using to choose your educational path? And then?

		Les amis	L'expérience tirée d'un emploi d'été ou à temps partiel	Autre (SPONTANE)	N'a pas suivi d'autres études (SPONTANE)
		Friends	Experience in a summer or part-time job	Other (SPONTANEOUS)	You did not go on to further education (SPONTANEOUS)
		Freunde	Erfahrung durch Ferien- oder Teilzeitjobs	Sonstige (SPONTAN)	Habe keine Aus- oder Weiterbildung gemacht (SPONTAN)
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	21	10	5	11
	BE	24	8	5	7
	BG	41	4	4	8
	CZ	26	13	2	10
	DK	26	15	9	7
	DE	26	16	7	7
	EE	26	6	4	4
\mathbf{Q}	IE	18	12	3	9
9	EL	28	7	1	20
	ES	20	3	3	17
\mathbf{Q}	FR	14	15	8	7
\mathbf{Q}	IT	17	8	4	18
(5)	CY	17	11	3	11
	LV	28	8	3	10
	LT	19	4	13	2
	LU	20	11	5	4
	HU	26	11	5	12
	MT	9	8	2	21
	NL 	17	11	13	3
	AT	37	23	7	11
	PL	21	6	5	8
	PT	13	5	2	38
	RO	31	5	2	5
	SI	25	10	11	8
	SK	36	10	4	6
	FI	23	19	9	9
	SE	30	15	8	3
4 V	UK	15	8	5	9



 ${\tt QA7T}$ - Which of the following sources of information, have you used/are you using to choose your educational path? And then?

		Aucun (SPONTANE)	NSP
		None (SPONTANEOUS)	DK
		Nichts davon (SPONTAN)	WN
	%	EB	EB
		75.4	75.4
	EU 27	34	2
	BE	33 27	1 1
	BG CZ	17	1
7	DK	36	1
×	DE	28	1
	EE	24	6
Ŏ	IE	34	1
ă	EL	33	1
	ES	42	3
Ŏ	FR	39	3
Ŏ	IT	30	1
()	CY	50	1
	LV	26	4
	LT	34	8
	LU	38	1
	HU	18	1
	MT	38	1
	NL	31	0
$\overline{}$	AT	18	1
	PL	37	7
	PT	36	2
	RO	22	5
	SI	28	0
	SK	13	1
	FI SE	30 33	1 1
	SE UK	47	2
4 ×	ΟK	7/	



QA8 De nos jours, parmi les propositions suivantes, que recommanderiez-vous à un jeune qui termine sa scolarité obligatoire ?

QA8 Nowadays, which of the following would you recommend to a young person who is finishing compulsory education?

QA8 Was würden Sie heutzutage einem jungen Menschen raten, der gerade seine Pflichtschulausbildung beendet?

		L'enseignement secondaire général ou supérieur	L'enseignement et la formation professionnels	Cela dépend de la personne (SPONTANE)	Autre (SPONTANE)	NSP
		General secondary or higher education	Vocational education and training	It depends on the person (SPONTANEOUS)	Other (SPONTANEOUS)	DK
		Auf eine höhere Schule zu gehen oder zu studieren	Eine berufliche Ausbildung zu machen	Das hängt von der Person ab (SPONTAN)	Sonstige (SPONTAN)	WN
	%	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4
	EU 27 BE	34 41	32 24	30 34	1 1	3
	BG	29	47	20	0	4
	CZ	41	41	17	0	1
4	DK	43	14	41	1	1
	DE	35	26	37	1	1
	EE	41	30	27	1	1
Ŏ	IE	41	10	45	0	4
(EL	25	41	31	1	2
	ES	37	30	28	1	4
Ŏ	FR	18	50	29	1	2
O	IT	32	29	34	1	4
(CY	31	38	31	0	0
	LV	40	37	22	1	0
	LT	58	21	15	2	4
	LU	32	20	46	1	1
	HU	23	46	27	1	3
	MT	41	23	33	1	2
	NL	25	44	28	1	2
	AT	21	37	39	1	2
	PL	48	32	15	0	5
	PT	33	31	30	1	5
V	RO	52	25	18	1	4
	SI	28	24	44	3	1
	SK	48	34	16	1	1
	FI	23	43	34	0	0
	SE	46	17	35	0	2
Q V	UK	36	26	33	1	4



QA9 Et pensez-vous que l'enseignement et la formation professionnels ont une image très positive, plutôt positive, plutôt négative ou très négative en (NOTRE PAYS) ?

QA9 And do you think that vocational education and training has a very positive, fairly positive, fairly negative or very negative image in (OUR COUNTRY)?

QA9 Sind Sie der Meinung, dass die berufliche Aus- und Weiterbildung ein sehr positives, ein ziemlich positives, ein ziemlich negatives oder ein sehr negatives Image in (UNSEREM LAND) hat?

Very positive										
Sehr positive Ziemlich positive Sehr positive Ziemlich positive Sehr negative Sehr negative WN Gesamt 'Positive' Total 'Negative' Negative' Nega				Very positive	Assez positive		Très négative	NSP	Total 'Positive'	
Sehr positiv positiv negativ Sehr negativ WN 'Positiv' Total 'Negativ'				Very positive	Fairly positive	Fairly negative	Very negative	DK	Total 'Positive'	
% 75.4 75.4 75.4 75.4 75.4 75.4 75.4				Sehr positiv			Sehr negativ	WN		Total 'Negativ'
75.4 75.4 75.4 75.4 75.4 75.4				EB	EB	EB	EB	EB	EB	EB
EU 27 17 54 20 3 6 71 23 BE 11 48 35 5 1 5 1 59 40 BG 30 56 8 1 5 86 9 CZ 13 58 22 3 4 71 25 DK 15 59 21 1 4 74 22 DE 30 54 9 1 6 84 10 EE 11 62 21 1 5 73 22 IE 29 47 10 1 13 76 11 EL 20 55 19 4 2 75 23 ES 11 58 21 4 6 69 25 FR 11 49 32 3 5 60 35 IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 9 2 4 NL 6 44 40 5 5 5 50 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 FR 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SK 14 54 26 2 4 68 8 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 WK 19 51 18 3 9 70 21			6	75.4	75.4	75.4	75.4	75.4	75.4	75.4
BE 11		E U	27	17	54	20	3	6	71	23
BG 30 56 8 1 5 5 86 9 CZ 13 58 22 3 4 71 25 DK 15 59 21 1 4 74 22 DE 30 54 9 1 6 84 10 EE 11 62 21 1 5 73 22 IE 29 47 10 1 13 76 11 EL 20 55 19 4 2 75 23 ES 11 58 21 4 6 6 69 25 IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 35 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 HT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 NL 6 44 40 5 5 5 50 45 NL 6 44 40 5 5 5 50 45 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 99 9 9 SE 10 54 30 2 4 64 32 TO 21) B	E	11	48	35	5	1	59	40
CZ	_) B	G	30	56	8	1	5	86	9
DK 15 59 21 1 4 74 22 DE 30 54 9 1 6 84 10 EE 11 62 21 1 5 73 22 DE EE 11 62 21 1 5 73 22 DE EE 11 58 21 4 6 69 25 DE ES 11 58 21 4 6 69 25 DE FR 11 49 32 3 5 60 35 DE TO TO TO TO TO DE TO TO TO TO DE TO TO TO TO DE T	•) c	Z	13	58	22	3	4	71	25
DE 30 54 9 1 6 84 10 EE 11 62 21 1 5 73 22 IE 29 47 10 1 13 76 11 EL 20 55 19 4 2 75 23 ES 11 58 21 4 6 69 25 FR 11 49 32 3 5 60 35 IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 TO TO 21	4) D	K	15	59	21	1	4	74	22
EE 11 62 21 1 5 73 22 11 1 5 73 22 11 1 1 5 73 22 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1) D	E	30	54	9	1	6	84	10
IE		Ē	E	11	62	21	1	5	73	22
EL 20 55 19 4 2 75 23 ES 11 58 21 4 6 69 25 FR 11 49 32 3 5 60 35 IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 TO 21		<u>)</u> I	E	29	47	10	1	13	76	11
ES 11 58 21 4 6 69 25 FR 11 49 32 3 5 60 35 IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 WK 19 51 18 3 9 70 21	(e	} □	L	20	55	19	4	2	75	23
FR 11 49 32 3 5 60 35 79 18 CY 31 44 21 2 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 WK 19 51 18 3 9 70 21	(6)) E	S	11	58	21	4	6	69	25
IT 20 59 16 2 3 79 18 CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) F	R	11	49	32	3	5	60	35
CY 31 44 21 2 2 75 23 LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) 1	T	20	59	16	2	3	79	18
LV 6 54 31 3 6 60 34 LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21	() c	Υ	31	44	21	2	2	75	23
LT 6 58 24 3 9 64 27 LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21		<u> </u>	V	6	54	31	3	6	60	34
LU 15 49 25 4 7 64 29 HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21		L	T.	6	58	24	3	9	64	27
HU 9 50 32 7 2 59 39 MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21		L	U	15	49	25	4	7	64	29
MT 35 57 4 0 4 92 4 NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21		Н	U	9	50	32	7	2	59	39
NL 6 44 40 5 5 5 50 45 AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) N	IT	35	57	4	0	4	92	4
AT 25 63 9 0 3 88 9 PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) N	IL	6	44	40	5	5	50	45
PL 11 56 21 2 10 67 23 PT 10 72 11 1 6 82 12 RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) A	T.	25	63	9	0	3	88	9
PT 10 72 11 1 6 82 12 12 17 RO 19 53 14 3 11 72 17 17 16 SI 7 43 40 7 3 50 47 18 SK 14 54 26 2 4 68 28 19 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 12 17 18 3 9 70 21		P	L	11	56	21	2	10	67	23
RO 19 53 14 3 11 72 17 SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21	0	P	т	10	72	11	1	6	82	12
SI 7 43 40 7 3 50 47 SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21) R	0	19	53	14	3	11	72	17
SK 14 54 26 2 4 68 28 FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21	•) S	SI	7	43	40	7	3	50	47
FI 22 68 9 0 1 90 9 SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21	Q	S	K	14	54	26	2	4	68	28
SE 10 54 30 2 4 64 32 UK 19 51 18 3 9 70 21	-	F	1	22	68	9	0	1	90	9
# UK 19 51 18 3 9 70 21	-	S	E	10	54	30	2	4	64	32
		U	K	19	51	18	3	9	70	21



QA10.1 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels offrent un enseignement de haute qualité

 ${\tt QA10.1}$ Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training offers high quality learning

QA10.1 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung bietet eine hochwertige Weiterbildung

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	22	53	15	2	8	75	17
	BE	19	57	20	3	1	76	23
	BG	27	53	13	1	6	80	14
	CZ	18	57	20	2	3	75	22
	DK	23	52	17	2	6	75	19
	DE	35	49	9	1	6	84	10
	EE	21	54	15	1	9	75	16
Q	IE	33	46	6	1	14	79	7
9	EL	22	48	20	5	5	70	25
	ES	25	51	12	2	10	76	14
	FR	16	57	16	3	8	73	19
	IT	17	54	21	3	5	71	24
(5)	CY	37	47	12	1	3	84	13
	LV	11	52	25	4	8	63	29
	LT	8	53	23	3	13	61	26
	LU	17	55	19	1	8	72	20
	HU	15	51	26	4	4	66	30
	MT	40	53	3	О	4	93	3
	NL	15	51	23	3	8	66	26
	AT	34	55	9	0	2	89	9
	PL	11	53	20	2	14	64	22
	PT	14	64	13	1	8	78	14
	RO	18	49	21	4	8	67	25
(SI	13	51	28	2	6	64	30
	SK	17	57	21	2	3	74	23
1	FI	29	59	10	1	1	88	11
	SE	27	55	9	2	7	82	11
	UK	23	53	9	2	13	76	11



QA10.2 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels donnent accès à des équipements modernes (ordinateurs, machines, etc.)

QA10.2 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training gives access to modern equipment (computers, machines, etc.)

QA10.2 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung ermöglicht den Zugang zu modernen Geräten (Computer, Maschinen etc.)

Total fait d'accord Plutot pas d'accord									
Stimme voll und ganz zu Stimme eher zu Stimme eher nicht zu Stimme eher nicht zu Stimme eher nicht zu Stimme eher zu Stimme eher überhaupt nicht zu WN Gesamt 'Stimme zu' Stimme zu' Gesamt 'Stimme nicht zu' BB EB FB FB FB FB FB FB FB FB							NSP		
Stimme voll und ganz zu Stimme eher zu nicht zu Stimme eher nicht zu überhaupt nicht zu WN Gesamt 'Stimme nicht zu' EB T5.4 T5.4 T5.4 T5.4 T5.4 T5.4			Totally agree	Tend to agree			DK	Total 'Agree'	
% 75.4 75.4 75.4 75.4 75.4 75.4 75.4						überhaupt	WN		'Stimme nicht
		%							
BE 30 51 15 1 3 81 16 BG 34 47 10 1 8 8 81 11 CZ 33 51 12 1 3 84 13 DK 38 42 9 2 9 80 11 DE 57 36 4 0 3 93 4 EE 42 46 6 1 5 88 7 IE 44 40 2 0 14 84 2 EE 27 44 17 5 7 71 22 ES 27 47 8 2 16 74 10 FR 29 52 8 2 9 81 10 IT 27 56 12 2 3 83 14 CY 48 42 4 0 6 90 4 LV 24 52 12 2 10 76 14 LT 34 51 5 1 9 85 6 LU 37 51 4 1 7 88 5 HU 27 52 14 3 4 79 17 MT 45 49 2 0 4 94 2 NL 39 46 6 2 7 85 8 AT 45 43 8 1 3 88 9 PL 16 56 14 2 12 77 11 RO 20 52 15 3 10 72 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6		FII 27							
BG 34 47 10 1 8 81 11 CZ 33 51 12 1 3 84 13 DK 38 42 9 2 9 80 11 DE 57 36 4 0 3 93 4 EE 42 46 6 1 5 5 88 7 IE 44 40 2 0 14 84 2 EL 27 44 17 5 7 71 22 ES 27 47 8 2 16 74 10 IT 27 56 12 2 3 83 14 CY 48 42 4 0 6 90 4 CY 48 42 4 0 6 90 4 CY 48 42 4 0 6 90 4 CU 24 52 12 2 10 76 14 CU 37 51 4 1 7 88 5 CHU 37 51 4 1 7 88 5 CHU 37 52 14 3 4 79 17 MT 45 49 2 0 4 94 2 NL 39 46 6 2 7 85 8 AT 45 43 8 1 3 88 9 PL 16 56 14 2 12 72 16 CY 17 17 60 10 1 12 77 11 CRO 20 52 15 3 10 72 18 CR 5K 29 56 11 2 2 85 13 CR 5K 29 56 11 2 2 85 13 CR 5K 29 56 11 2 2 9 96 2									
CZ 33 51 12 1 3 84 13 DK 38 42 9 2 9 80 111 DE 57 36 4 0 3 93 4 EE 42 46 6 11 5 88 7 IIE 44 40 2 0 14 84 2 EL 27 44 17 5 7 71 22 ES 27 47 8 2 16 74 10 IT 27 56 12 2 3 83 14 CY 48 42 4 0 6 90 4 LV 24 52 12 2 10 76 14 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 LU 37 51 4 1 7 88 5 EN B 5 8 8 9 9 RT 45 43 8 1 3 88 9 9 PL 16 56 14 2 12 72 16 PT 17 60 10 1 12 77 11 RO 20 52 15 3 10 72 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6									
DK 38 42 9 2 9 80 11 DE 57 36 4 0 3 93 4 EE 42 46 6 1 5 5 88 7 IE 44 40 2 0 14 84 2 EL 27 44 17 5 7 71 22 ES 27 47 8 2 16 74 10 FR 29 52 8 2 9 81 10 IT 27 56 12 2 3 83 14 CY 48 42 4 0 6 90 4 LV 24 52 12 2 10 76 14 LT 34 51 5 1 9 85 6 LU 37 51 4 1 7 88 5 HU 27 52 14 3 4 79 17 MT 45 49 2 0 4 94 2 NL 39 46 6 2 7 85 8 AT 45 43 8 1 3 88 9 PL 16 56 14 2 12 72 16 PT 17 60 10 1 12 77 11 RO 20 52 15 3 10 72 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6									
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LU 37 51 4 1 7 88 5 1 17 17 11 1 1 1 1 1 1 1 1 1 1 1 1 1			34	51	5	1	9	85	6
HU 27 52 14 3 4 79 17 MT 45 49 2 0 4 94 2 NL 39 46 6 2 7 85 8 AT 45 43 8 1 3 88 9 PL 16 56 14 2 12 72 16 PT 17 60 10 1 12 77 11 RO 20 52 15 3 10 72 18 SI 26 50 17 1 6 76 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6						1	7		
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PL 16 56 14 2 12 72 16 16 PT 17 60 10 1 12 77 11 11 PRO 20 52 15 3 10 72 18 PT SK 29 56 11 2 2 85 13 PT FI 46 50 2 0 2 96 2 PT SE 37 41 5 1 16 78 6		AT	45	43	8	1	3	88	9
PT 17 60 10 1 12 77 11 11 RO 20 52 15 3 10 72 18 SI 26 50 17 1 6 76 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6		PL	16	56	14	2	12	72	16
RO 20 52 15 3 10 72 18 SI 26 50 17 1 6 76 18 SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6		PT	17	60	10	1	12	77	11
SI 26 50 17 1 6 76 18 SK 29 56 11 2 2 85 13 SE 37 41 5 1 16 78 6	O	RO	20	52	15	3	10	72	18
SK 29 56 11 2 2 85 13 FI 46 50 2 0 2 96 2 SE 37 41 5 1 16 78 6	(SI	26	50	17	1	6	76	18
FI 46 50 2 0 2 96 2 FI SE 37 41 5 1 16 78 6		SK	29	56	11	2	2	85	13
SE 37 41 5 1 16 78 6	1	FI	46	50	2	О	2	96	2
™ uv 20 47 2 4 14 25 4		SE	37	41	5	1	16	78	6
UK 38 4/ 3 1 11 85 4		UK	38	47	3	1	11	85	4



QA10.3 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

Les enseignants et les formateurs de la filière de l'enseignement et la formation professionnels sont compétents

 ${\tt QA10.3}$ Please tell me to what extent you agree or disagree with each of the following statements.

Teachers and trainers in vocational education and training are competent

QA10.3 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die Lehrer und Ausbilder in der beruflichen Aus- und Weiterbildung sind kompetent

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	23	53	11	2	11	76	13
	BE	27	58	11	1	3	85	12
	BG	30	53	6	1	10	83	7
	CZ	25	60	10	1	4	85	11
	DK	23	53	12	1	11	76	13
	DE	29	47	11	1	12	76	12
	EE	29	50	9	1	11	79	10
Q	ΙE	34	44	5	1	16	78	6
9	EL	25	51	14	3	7	76	17
	ES	28	48	7	1	16	76	8
	FR	21	60	8	1	10	81	9
	IT	19	58	15	3	5	77	18
(5)	CY	31	49	9	2	9	80	11
	LV	21	56	11	1	11	77	12
	LT	18	54	12	1	15	72	13
	LU	18	55	14	2	11	73	16
	HU	29	53	11	2	5	82	13
	MT	34	52	5	1	8	86	6
	NL	12	52	19	2	15	64	21
	AT	33	52	7	2	6	85	9
	PL	16	56	12	1	15	72	13
	PT	17	63	8	0	12	80	8
	RO	19	53	16	2	10	72	18
(SI	19	53	15	1	12	72	16
	SK	27	59	11	1	2	86	12
	FI	27	57	11	1	4	84	12
	SE	25	50	7	1	17	75	8
	UK	21	50	7	2	20	71	9
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QA10.4 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels permettent de suivre des études universitaires par la suite

QA10.4 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training enables people to continue with university studies afterwards

QA10.4 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung ermöglicht den Menschen im Anschluss den Besuch einer Hochschule

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	25	43	16	5	11	68	21
U	BE	10	29	35	23	3	39	58
	BG	42	43	8	1	6	85	9
	CZ	25	45	23	4	3	70	27
	DK	21	34	24	9	12	55	33
	DE	30	39	15	6	10	69	21
	EE	43	43	8	1	5	86	9
	ΙE	32	37	8	1	22	69	9
	EL	21	38	21	12	8	59	33
	ES	40	41	5	2	12	81	7
	FR	18	46	17	4	15	64	21
	IT	22	47	19	5	7	69	24
()	CY	35	49	9	1	6	84	10
	LV	40	44	10	1	5	84	11
	LT	23	53	9	2	13	76	11
	LU	22	45	18	5	10	67	23
	HU	20	40	24	11	5	60	35
	MT	33	50	5	1	11	83	6
	NL	18	39	25	8	10	57	33
	AT	24	39	22	7	8	63	29
	PL	20	51	14	2	13	71	16
	PT	17	51	12	3	17	68	15
	RO	22	45	18	4	11	67	22
~	SI	22	43	24	4	7	65	28
<u></u>	SK	27	52	16	3	2	79	19
4	FI	44	39	10	2	5	83	12
	SE	23	30	24	6	17	53	30
	UK	27	44	9	2	18	71	11
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QA10.5 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels ne permettent pas de suivre des études à l'étranger

QA10.5 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training does not provide opportunities to study abroad

QA10.5 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung eröffnet nicht die Möglichkeit, im Ausland zu studieren

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	9	26	29	14	22	35	43
U	BE	7	28	41	16	8	35	57
	BG	10	17	33	20	20	27	53
	CZ	12	34	34	11	9	46	45
	DK	7	22	36	20	15	29	56
	DE	12	23	26	19	20	35	45
	EE	5	19	40	24	12	24	64
Q	IE	6	14	24	21	35	20	45
9	EL	11	31	32	16	10	42	48
	ES	10	25	23	14	28	35	37
	FR	5	18	33	16	28	23	49
	IT	15	35	28	9	13	50	37
(5)	CY	8	14	38	31	9	22	69
	LV	6	24	36	20	14	30	56
	LT	8	31	29	11	21	39	40
	LU	7	25	37	19	12	32	56
	HU	15	31	32	13	9	46	45
	MT	3	11	39	31	16	14	70
	NL	6	16	35	25	18	22	60
	AT	17	26	27	17	13	43	44
	PL	7	33	29	11	20	40	40
	PT	7	33	26	8	26	40	34
	RO	10	28	29	12	21	38	41
(SI	10	32	33	8	17	42	41
	SK	8	31	39	13	9	39	52
	FI	6	17	37	32	8	23	69
	SE	6	16	28	17	33	22	45
	UK	7	21	25	10	37	28	35
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QA10.6 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

Les personnes qui suivent la filière de l'enseignement et la formation professionnels acquièrent des compétences dont les employeurs ont besoin

QA10.6 Please tell me to what extent you agree or disagree with each of the following statements.

People in vocational education and training learn skills that are needed by employers

QA10.6 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die Menschen, die an einer beruflichen Aus- und Weiterbildung teilnehmen, erhalten die Fähigkeiten, die von Arbeitgebern gesucht werden

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	32	50	10	2	6	82	12
••••••••••••••••••••••••••••••••••••••	BE	38	51	9	1	1	89	10
	BG	40	48	7	1	4	88	8
	CZ	29	54	12	3	2	83	15
	DK	37	47	9	2	5	84	11
	DE	35	49	11	1	4	84	12
	EE	37	45	11	1	6	82	12
Q	ΙE	38	45	4	1	12	83	5
(EL	33	50	12	3	2	83	15
(6)	ES	35	51	6	2	6	86	8
	FR	40	46	8	1	5	86	9
	IT	24	54	15	2	5	78	17
	CY	56	39	3	1	1	95	4
	LV	34	51	11	1	3	85	12
	LT	20	54	14	4	8	74	18
	LU	26	53	12	1	8	79	13
	HU	16	46	27	6	5	62	33
	MT	33	56	5	1	5	89	6
	NL	31	50	13	2	4	81	15
	AT	36	53	7	2	2	89	9
	PL	23	57	10	1	9	80	11
Ŏ	PT	21	59	11	1	8	80	12
Ŏ	RO	17	51	18	3	11	68	21
~	SI	24	50	21	3	2	74	24
	SK	27	54	14	3	2	81	17
4	FI	39	50	8	1	2	89	9
	SE	43	48	4	1	4	91	5
	UK	38	45	7	2	8	83	9
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QA10.7 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels ne préparent pas les gens à créer leur propre entreprise

QA10.7 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training does not prepare people to set up their own business

QA10.7 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung bereitet die Menschen nicht darauf vor, sich selbstständig zu machen

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	12	31	30	14	13	43	44
	BE	11 10	35 22	37 36	13 18	4 14	46 32	50 54
	BG CZ	13	34	36	12	5	47	48
	DK	16	35	28	9	12	51	37
		15	29	30	16	10	44	46
	DE EE	9	26	38	13	14	35	51
7	IE	7	16	26	25	26	23	51
\mathbf{X}	EL	10	25	38	23	4	35	61
	ES	11	30	24	18	17	41	42
	FR	13	26	31	15	15	39	46
X	IT	16	39	30	11	4	55	41
	CY	6	19	38	26	11	25	64
	LV	9	34	33	12	12	43	45
	LT	11	40	28	7	14	51	35
	LU	10	28	33	13	16	38	46
	HU	24	38	26	7	5	62	33
7	MT	3	13	39	26	19	16	65
	NL	13	28	31	11	17	41	42
	AT	15	27	31	20	7	42	51
\equiv	PL	8	37	27	12	16	45	39
	PT	7	34	30	8	21	41	38
	RO	11	34	32	6	17	45	38
	SI	14	39	32	8	7	53	40
	SK	9	35	37	12	7	44	49
4	FI	10	28	39	16	7	38	55
	SE	11	27	31	12	19	38	43
	UK	9	23	32	15	21	32	47
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QA10.8 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

Dans la filière de l'enseignement et la formation professionnels, les gens ne développent pas des compétences comme la communication, ou le travail d'équipe

QA10.8 Please tell me to what extent you agree or disagree with each of the following statements.

In vocational education and training, people do not learn skills such as communication or teamwork,

QA10.8 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Bei der beruflichen Aus- und Weiterbildung lernen die Menschen keine Fähigkeiten wie Kommunikation oder Teamarbeit

Total fait d'accord									
Stimme voll und ganz zu							NSP		
Stimme voll und ganz zu Stimme eher zu Stimme eher nicht zu Stimme eher nicht zu Stimme eher zu Stimme eher nicht zu Stimme eher zu Stimme eher nicht zu Stimme eher zu Stimme eher nicht zu Stimme zu Stimme zu Stimme nicht zu Stimme zu Stimme nicht zu Stimme nicht zu Stimme zu			Totally agree	Tend to agree		_	DK	Total 'Agree'	
% 75.4 75.4 75.4 75.4 75.4 75.4 75.4 EU 27 9 25 34 19 13 34 53						überhaupt	WN		'Stimme nicht
(i) EU 27 9 25 34 19 13 34 53		%							
		EU 07							
BG 7 18 38 22 15 25 60 CZ 12 38 35 10 5 50 45 DK 6 24 36 22 12 30 58 DE 8 19 35 32 6 27 67 EE 7 22 34 18 19 29 52 I IE 3 11 31 34 21 14 65 ES 6 23 31 22 18 29 53 IT 16 37 29 8 10 53 37 CY 2 9 41 39 9 11 80 LV 6 26 40 16 12 32 56 LT 7 35 33 9 16 42 42 LU 7 29 36 15 13 36 51 HU 22 38 24 9 7 60 33 MT 3 10 39 30 18 13 69 NL 4 17 43 26 10 21 69 NL 4 17 43 26 10 21 69 NL 4 17 43 26 10 21 69 PL 7 32 30 11 20 39 41 O PL 7 32 30 11 20 39 41 O PT 5 30 36 9 20 35 45 O RO 9 31 34 10 16 40 44 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 10 5 47 48 O RO 9 31 34 38 22 18 22 60 O RO 9 31 38 22 18 22 60 O RO 9 31 34 38 30 6 6 21 73 3									
CZ 12 38 35 10 5 50 45 DK 6 24 36 22 12 30 58 DE 8 19 35 32 6 27 67 EE 7 22 34 18 19 29 52 IE 3 11 31 34 21 14 65 EE 7 18 44 26 5 25 70 ES 6 23 31 22 18 29 53 FR 8 23 37 17 15 31 54 IT 16 37 29 8 10 53 37 CY 2 9 41 39 9 11 80 LV 6 26 40 16 12 32 56 LT 7 35 33 9 16 42 42 LU 7 29 36 15 13 36 51 HU 22 38 24 9 7 60 33 MT 3 10 39 30 18 13 69 NL 4 17 43 26 10 21 69 NL 4 17 43 26 10 21 69 NL 4 17 43 26 10 21 69 AT 12 22 29 31 6 34 60 PL 7 32 30 11 20 39 41 O PT 5 30 36 9 20 35 45 O RO 9 31 34 10 16 40 44 SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 SE 4 18 38 22 18 22 60									
DK 6 24 36 22 12 30 58 DE 8 19 35 32 6 27 67 EE 7 22 34 18 19 29 52 IE 3 11 31 34 21 14 65 EL 7 18 44 26 5 25 70 ES 6 23 31 22 18 29 53 FR 8 23 37 17 15 31 54 IT 16 37 29 8 10 53 37 CY 2 9 41 39 9 11 80 LV 6 26 40 16 12 32 56 LT 7 35 33 9 16 42 42 LU 7 29 36 15 13 36 51 HU 22 38 24 9 7 60 33 MT 3 10 39 30 18 13 69 NL 4 17 43 26 10 21 69 NL 7 32 30 11 20 39 41 PT 5 30 36 9 20 35 45 RO 9 31 34 10 16 40 44 SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 66									
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NL		MT	3	10	39	30	18	13	69
AT 12 22 29 31 6 34 60 PL 7 32 30 11 20 39 41 PT 5 30 36 9 20 35 45 RO 9 31 34 10 16 40 44 SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60		NL	4	17	43	26	10	21	69
PL 7 32 30 11 20 39 41 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7		AT	12	22	29	31	6	34	60
PT 5 30 36 9 20 35 45 RO 9 31 34 10 16 40 44 SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60		PL	7	32	30	11	20	39	41
RO 9 31 34 10 16 40 44 SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60		PT	5	30	36	9	20	35	45
SI 8 33 41 11 7 41 52 SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60		RO	9	31	34	10	16	40	44
SK 13 34 38 10 5 47 48 FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60	—	SI	8	33	41	11	7	41	52
FI 5 16 43 30 6 21 73 SE 4 18 38 22 18 22 60	<u></u>	SK	13	34	38	10	5	47	48
(a) SE		FI	5	16	43	30	6	21	73
		SE	4	18	38	22	18	22	60
UK 6 18 37 22 17 24 59		UK	6	18	37	22	17	24	59



QA10.9 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels débouchent sur des emplois bien payés

QA10.9 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training leads to jobs which are well paid

QA10.9 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung mündet in gut bezahlten Arbeitsplätzen

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4	EB 75.4
	EU 27	13	42	28	8	9	55	36
Ŏ	BE	17	42	32	7	2	59	39
	BG	19	42	25	6	8	61	31
	CZ	11	38	36	10	5	49	46
	DK	12	52	27	3	6	64	30
	DE	15	39	32	8	6	54	40
	EE	13	38	33	8	8	51	41
	ΙE	19	45	15	3	18	64	18
	EL	16	43	30	8	3	59	38
(4%)	ES	11	41	28	12	8	52	40
	FR	5	29	40	15	11	34	55
	IT	18	47	23	6	6	65	29
(CY	24	48	21	2	5	72	23
	LV	14	41	31	9	5	55	40
	LT	10	37	31	12	10	47	43
	LU	12	43	33	5	7	55	38
	HU	9	36	37	14	4	45	51
	MT	24	50	14	3	9	74	17
	NL	8	45	30	7	10	53	37
	AT	23	56	16	2	3	79	18
	PL	16	51	18	3	12	67	21
	PT	8	51	26	5	10	59	31
	RO	10	36	34	10	10	46	44
(SI	7	29	45	15	4	36	60
	SK	13	41	31	10	5	54	41
	FI	18	50	26	4	2	68	30
	SE	11	56	22	4	7	67	26
4 P	UK	12	43	25	4	16	55	29



QA10.10 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels débouchent sur des emplois qui ne sont pas bien considérés par la société

QA10.10 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training leads to jobs which are not well regarded in society

QA10.10 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung mündet in Arbeitsplätzen, die kein hohes Ansehen in der Gesellschaft haben

Tout à fait Plutôt Plutôt pas Pas du tout NSP Total d'accord d'accord d'accord d'accord	Total 'Pas d'accord'
	u accoru
Totally agree Tend to agree Tend to disagree Totally disagree DK Total 'Agree'	Total 'Disagree'
Stimme voll und ganz zu Stimme eher nicht zu Stimme überhaupt nicht zu Stimme WN Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
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75.4 75.4 75.4 75.4 75.4 75.4	75.4
€ EU 27 8 30 36 17 9 38	53
● BE 11 41 39 8 1 1 52	47
₩ BG 6 16 40 25 13 22	65
CZ 10 39 38 8 5 49	46
DK 7 34 41 13 5 41	54
● DE 5 21 39 28 7 26	67
● EE 6 30 40 17 7 36	57
● 1E 5 20 30 27 18 25	57
€ EL 9 25 40 23 3 34	63
€ ES 9 32 35 17 7 41	52
() FR 10 35 35 11 9 45	46
1	48
CY 6 39 36 16 3 45	52
EV 10 32 37 15 6 42	52
● LT 6 39 34 8 13 45	42
C LU 7 31 41 12 9 38	53
HU 12 39 35 11 3 51	46
MT 2 13 45 31 9 15	76
NL 6 27 43 19 5 33	62
AT 10 28 29 30 3 38	59
→ PL 8 39 29 11 13 47	40
O PT 4 27 32 24 13 31	56
RO 5 24 39 15 17 29	54
€ SI 18 45 29 5 3 63	34
6 SK 10 39 33 13 5 49 49 €	46
€ FI 6 32 41 19 2 38	60
BE 11 41 39 8 1 52 BE 11 41 39 8 1 52 BG 6 16 40 25 13 22 CZ 10 39 38 8 5 49 DK 7 34 41 13 5 41 DE 5 21 39 28 7 26 EE 6 30 40 17 7 36 EE E 6 30 40 23 3 3 34 ES 9 32 35 17 7 41 FR 10 35 35 35 11 9 45 LV 10 32 37 15 6 42 LU 7 31 41 12 9 38 HU 12 39 35 11 3 51 MT 2 13 45 31 9 15 MT 2 13 45 31 9 15 NL 6 27 43 19 5 33 AT 10 28 29 30 3 38 PL 8 39 29 11 13 47 FR 0 5 24 39 15 17 RO 5 24 39 13 13 5 49 EE 2 32 34 24 8 34 LU K 4 26 39 33 13 5 5 49	58
# UK 4 26 39 15 16 30	54



QA10.11 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels débouchent sur des emplois qui sont très demandés sur le marché de l'emploi

QA10.11 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training leads to professions which are highly demanded on the labour market

QA10.11 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung mündet in Berufen, für die auf dem Arbeitsmarkt eine große Nachfrage herrscht

Total fait d'accord Plutot pas d'accord Plutot pas d'accord Plutot pas d'accord Pas du tout d'accord Pas du tout d'accord Pas du tout d'accord Pas d'accord									
Stimme voll und ganz zu Bernard in disagree dis							NSP		
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% 75.4 75.4 75.4 75.4 75.4 75.4 75.4						überhaupt	WN		'Stimme nicht
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EU 27		<u></u> %	75.4	75.4	75.4	75.4	75.4	75.4	75.4
BE 43 45 10 1 1 1 88 11 73 20 CZ 18 56 19 3 4 74 22 DK 23 50 18 2 7 73 20 DE 21 46 22 3 8 67 25 EE 21 48 21 3 7 69 24 IE 20 46 12 3 19 66 15 EL 23 50 21 4 2 73 25 ES 26 53 12 2 7 79 14 FR 19 53 17 3 8 72 20 IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 CHU 20 54 16 2 8 74 18 CHU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 8 SE 31 54 9 1 5 85 10 BE 43 4 74 15 4 16 65 19 BE 50 25 10 10 1 TO 40 10 10 10 10 10 10 10 10 10 10 10 10 10		EU 27	22	51	16	3	8	73	19
BG		BE	43	45	10	1	1	88	11
CZ		BG	22	51	16	4	7	73	20
DK 23 50 18 2 7 73 20 DE 21 46 22 3 8 67 25 EE 21 48 21 3 7 69 24 IE 20 46 12 3 19 66 15 EL 23 50 21 4 2 73 25 ES 26 53 12 2 7 79 14 FR 19 53 17 3 8 72 20 IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 FR D PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 EE 21 3 89 8 EE 31 54 9 1 5 85 10 EE 21 48 22 7 73 25 FI 33 56 7 1 3 89 8 EE 31 54 9 1 5 85 10		CZ	18	56	19	3	4	74	22
DE		DK	23	50	18	2	7	73	20
EE 21 48 21 3 7 69 24 IE 20 46 12 3 19 66 15 EL 23 50 21 4 2 73 25 ES 26 53 12 2 7 79 14 IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 WK 18 47 15 4 16 65 19		DE	21	46	22	3	8	67	25
IE		EE	21	48	21	3	7	69	24
EL 23 50 21 4 2 73 25 ES 26 53 12 2 7 79 14 FR 19 53 17 3 8 72 20 IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 3 89 8 SE 31 54 9 1 5 85 10 WK 18 47 15 4 16 65 19 9 1		ΙE	20	46	12	3	19	66	15
ES 26 53 12 2 7 79 14 FR 19 53 17 3 8 72 20 IIT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19	=	EL	23	50	21	4	2	73	25
FR 19 53 17 3 8 72 20 IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		ES	26	53	12	2	7	79	14
IT 25 54 14 3 4 79 17 CY 42 45 8 2 3 87 10 LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 PR 14 48 21 3 4 72 24 PR 18 50 23 4		FR	19	53	17	3	8	72	20
CY		IT	25	54	14	3	4	79	17
LV 14 46 27 6 7 60 33 LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19	(5)	CY	42	45	8	2	3	87	10
LT 13 53 20 4 10 66 24 LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		LV	14	46	27	6	7	60	33
LU 20 54 16 2 8 74 18 HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		LT	13	53	20	4	10	66	24
HU 12 47 29 6 6 6 59 35 MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		LU	20	54	16	2	8	74	18
MT 27 61 5 1 6 88 6 NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		HU	12	47	29	6	6	59	35
NL 24 50 17 2 7 74 19 AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		MT	27	61	5	1	6	88	6
AT 31 53 10 2 4 84 12 PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		NL	24	50	17	2	7	74	19
PL 23 56 10 1 10 79 11 PT 14 58 16 3 9 72 19 RO 10 48 22 6 14 58 28 SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		AT	31	53	10	2	4	84	12
PT		PL	23	56	10	1	10	79	11
RO 10 48 22 6 14 58 28 15 10 16 17 18 18 19 19 11 15 4 16 65 19		PT	14	58	16	3	9	72	19
SI 24 48 21 3 4 72 24 SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		RO	10	48	22	6	14	58	28
SK 18 50 23 4 5 68 27 FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19	(SI	24	48	21	3	4	72	24
FI 33 56 7 1 3 89 8 SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19		SK	18	50	23	4	5	68	27
SE 31 54 9 1 5 85 10 UK 18 47 15 4 16 65 19	1	FI	33	56	7	1	3	89	8
UK 18 47 15 4 16 65 19		SE	31	54	9	1	5	85	10
	4	UK	18	47	15	4	16	65	19



QA10.12 Pouvez-vous me dire dans quelle mesure vous êtes d'accord ou pas d'accord avec chacune des propositions suivantes.

L'enseignement et la formation professionnels offrent de bonnes perspectives de carrière

QA10.12 Please tell me to what extent you agree or disagree with each of the following statements.

Vocational education and training offers good career opportunities

QA10.12 Bitte sagen Sie mir für jede der folgenden Aussagen, inwieweit Sie ihr zustimmen oder nicht zustimmen.

Die berufliche Aus- und Weiterbildung bietet gute Karrierechancen

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	0/	EB	EB	EB	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	20	52	18	3	7	72	21
U	BE	27	49	20	2	2	76	22
	BG	19	44	22	5	10	63	27
	CZ	12	47	30	6	5	59	36
	DK	22	52	18	2	6	74	20
	DE	26	50	17	2	5	76	19
	EE	18	46	24	5	7	64	29
Q	ΙE	25	52	8	1	14	77	9
9	EL	18	46	29	5	2	64	34
	ES	23	57	12	3	5	80	15
	FR	16	53	19	4	8	69	23
	IT	19	50	21	4	6	69	25
(5)	CY	32	55	10	1	2	87	11
	LV	13	44	30	8	5	57	38
	LT	7	36	36	11	10	43	47
	LU	23	51	18	4	4	74	22
	HU	10	38	35	13	4	48	48
	MT	33	58	5	О	4	91	5
	NL	23	56	13	2	6	79	15
	AT	34	49	13	2	2	83	15
	PL	18	56	15	1	10	74	16
	PT	15	58	17	2	8	73	19
	RO	13	47	23	6	11	60	29
(SI	19	54	21	2	4	73	23
	SK	12	45	31	7	5	57	38
	FI	30	58	10	1	1	88	11
	SE	22	49	22	2	5	71	24
	UK	24	53	11	2	10	77	13
							-	



QA11 Par rapport à l'enseignement secondaire général ou supérieur, pensez-vous qu'il est plus facile ou plus difficile d'être accepté(e) dans une filière d'enseignement et formation professionnels ?

QA11 Compared to general secondary or higher education, do you think that it is easier or more difficult to be accepted for a vocational education and training?

QA11 Würden Sie sagen, dass es im Vergleich zu allgemeinbildenden weiterführenden Schulen oder Hochschulen einfacher oder schwieriger ist, einen Platz in der beruflichen Aus- und Weiterbildung zu erhalten?

	1								
		Beaucoup plus facile	Un peu plus facile	Un peu plus difficile	Beaucoup plus difficile	II n'y a pas de différence (SPONTANE)	NSP	Total 'Plus facile'	Total 'Plus difficile'
		Much easier	Slightly easier	Slightly more difficult	Much more difficult	There is no difference (SPONTANEOUS)	DK	Total 'Easier'	Total More difficult'
		Viel einfacher	Etwas einfacher	Etwas schwieriger	Viel schwieriger	Es gibt keinen Unterschied (SPONTAN)	WN	Gesamt 'Leichter'	Gesamt 'Schwieriger'
	0/	EB	EB	EB	EB	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	20	38	14	4	14	10	58	18
	BE	20	49	16	3	9	3	69	19
	BG	16	28	19	5	22	10	44	24
	CZ	24	48	13	3	9	3	72	16
	DK	21	40	19	4	10	6	61	23
	DE	14	31	21	6	15	13	45	27
	EE	38	42	6	1	9	4	80	7
Q	IE	29	28	6	2	19	16	57	8
9	EL	34	43	6	3	11	3	77	9
	ES	42	29	7	2	9	11	71	9
Q	FR	13	43	17	4	10	13	56	21
	IT	18	38	11	3	24	6	56	14
(5)	CY	49	25	7	2	10	7	74	9
	LV	42	37	7	1	8	5	79	8
—	LT	7	30	29	13	11	10	37	42
	LU	20	40	15	2	14	9	60	17
	HU	33	43	11	4	6	3	76	15
	MT	27	31	12	3	12	15	58	15
	NL	12	36	17	3	20	12	48	20
	AT	13	44	17	3	15	8	57	20
	PL	18	45	10	2	16	9	63	12
	PT	16	46	9	2	16	11	62	11
	RO	23	35	11	6	10	15	58	17
	SI	35	43	7	1	10	4	78	8
	SK	31	42	11	2	11	3	73	13
	FI	24	57	10	1	6	2	81	11
	SE	21	46	10	1	8	14	67	11
	UK	14	43	15	4	11	13	57	19



QA12 Pensez-vous que les personnes ayant terminé leur enseignement ou formation professionnels ont plus de chances ou moins de chances de trouver un emploi après leurs études que celles qui ont terminé l'enseignement secondaire général et supérieur?

QA12 Do you think that people who completed their vocational education and training are more likely or less likely to find a job after their studies than people who completed their general secondary or higher education?

QA12 Würden Sie sagen, dass Menschen, die ihre berufliche Aus- und Weiterbildung abgeschlossen haben, im Anschluss mit einer größeren oder einer geringeren Wahrscheinlichkeit einen Job finden als Menschen, die eine allgemeinbildende weiterführende Schule oder eine Hochschule besucht haben?

		Plus de chances	Moins de chances	Pas de différence (SPONTANE)	NSP
		More likely	Less likely	No difference (SPONTANEOUS)	DK
		Wahrscheinlicher	Weniger wahrscheinlich	Es gibt keinen Unterschied (SPONTAN)	WN
		EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4
	EU 27	56	18	20	6
	BE	57	22	19	2
	BG	55	12	28	5
	CZ	50	29	17	4
	DK	55	18	21	6
	DE	50	21	22	7
	EE	46	24	25	5
	IE	30	16	40	14
=	EL	57	14	27	2
	ES	53	16	24	7
	FR	73	8	14	5
	IT	51	16	29	4
(CY	66	8	20	6
	LV	47	22	27	4
	LT	31	42	19	8
	LU	53	19	24	4
	HU	42	30	24	4
	MT	59	18	17	6
	NL	66	12	19	3
	AT	49	20	26	5
$\overline{}$	PL	55	20	16	9
	PT	43	19	30	8
	RO	49	22	18	11
	SI	60	13	24	3
	SK	57	21	19	3
(FI	77	9	11	3
	SE	78	8	9	5
	UK	56	20	15	9



QA13.1 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec chacune des propositions suivantes ?

L'enseignement et la formation professionnels contribuent de manière positive à l'économie de (NOTRE PAYS)

QA13.1 To what extent do you agree or disagree with each of the following statements?

Vocational education and training contributes positively to the economy of (OUR COUNTRY)

QA13.1 Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?

Die berufliche Aus- und Weiterbildung leistet einen positiven Beitrag zur Wirtschaft in (UNSEREM LAND)

		Tout à fait d'accord	Plutôt d'accord	Plutôt pas d'accord	Pas du tout d'accord	NSP	Total 'D'accord'	Total 'Pas d'accord'
		Totally agree	Tend to agree	Tend to disagree	Totally disagree	DK	Total 'Agree'	Total 'Disagree'
		Stimme voll und ganz zu	Stimme eher zu	Stimme eher nicht zu	Stimme überhaupt nicht zu	WN	Gesamt 'Stimme zu'	Gesamt 'Stimme nicht zu'
	%	EB	EB	EB	EB	EB	EB	EB
		75.4	75.4	75.4	75.4	75.4	75.4	75.4
	EU 27	33	50	8	2	7	83	10
	BE	38	54	6	1	1 _	92	7
	BG	35	51	7	2	5	86	9
	CZ	26	55	12	4	3	81	16
	DK	55	37	5	0	3	92	5
	DE	53	41	4	0	2	94	4
	EE	37	48	7	1	7	85	8
Q	ΙE	33	49	5	1	12	82	6
—	EL	33	48	12	3	4	81	15
	ES	32	48	8	2	10	80	10
	FR	26	50	11	4	9	76	15
	IT	25	57	11	2	5	82	13
(CY	62	33	2	1	2	95	3
	LV	18	49	18	7	8	67	25
	LT	18	56	10	4	12	74	14
	LU	29	52	9	2	8	81	11
	HU	26	53	13	4	4	79	17
	MT	36	51	3	1	9	87	4
	NL	50	42	4	0	4	92	4
	AT	49	44	4	1	2	93	5
	PL	22	61	7	1	9	83	8
	PT	21	58	9	2	10	79	11
	RO	24	46	15	4	11	70	19
	SI	38	45	12	1	4	83	13
<u></u>	SK	32	53	11	1	3	85	12
(FI	48	49	2	О	1	97	2
	SE	55	34	4	1	6	89	5
	UK	29	50	7	2	12	79	9
41>								



QA13.2 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec chacune des propositions suivantes ?

L'enseignement et la formation professionnels jouent un rôle dans la réduction du chômage en (NOTRE PAYS)

QA13.2 To what extent do you agree or disagree with each of the following statements?

Vocational education and training is playing a role in reducing unemployment in (OUR COUNTRY)

QA13.2 Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?

Die berufliche Aus- und Weiterbildung spielt eine Rolle bei der Verringerung der Arbeitslosigkeit in (UNSEREM LAND)

Total fait d'accord Plutot pas d'accord Plutot pas d'accord Total	
Stimme voll und ganz zu	
Stimme voll und ganz zu Stimme eher zu Stimme eher nicht zu überhaupt nicht zu WN Gesamt 'Stimme zu' 'Stimme zu' % EB EB EB EB EB EB EB EB FB FB FB FB FB 75.4 <	
% 75.4 75.4 75.4 75.4 75.4 75.4 75.4 EU 27 31 45 14 4 6 76 18	
75.4 75.4 75.4 75.4 75.4 75.4 75.4 75.4	
BE 35 49 13 2 1 84 15 BG 29 42 17 6 6 6 71 23 CZ 25 46 18 7 4 71 25 DK 42 40 13 2 3 82 15 DE 49 36 10 3 2 85 13 EE 36 41 14 4 5 77 18 IE 25 40 15 4 16 65 19 EL 30 42 18 8 2 72 26 ES 30 47 11 3 9 77 14 FR 21 46 18 8 7 67 26 CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
BG	
CZ	
DK 42 40 13 2 3 82 15 DE 49 36 10 3 2 85 13 EE 36 41 14 4 5 77 18 IE 25 40 15 4 16 65 19 EL 30 42 18 8 2 72 26 ES 30 47 11 3 9 77 14 FR 21 46 18 8 7 67 26 IT 25 50 16 4 5 75 20 CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
DE	
EE 36 41 14 4 5 77 18 18 16 65 19 19 EL 30 42 18 8 2 72 26 19 ES 30 47 11 3 9 77 14 14 16 16 17 18 18 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19	
IE	
EL 30 42 18 8 2 72 26 ES 30 47 11 3 9 77 14 FR 21 46 18 8 7 67 26 IT 25 50 16 4 5 75 20 CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
ES 30 47 11 3 9 77 14 FR 21 46 18 8 7 67 26 IT 25 50 16 4 5 75 20 CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
FR 21 46 18 8 7 67 26 11 25 50 16 4 5 75 20 16 25 17 17 18 59 10 4 9 77 14 18 18 18 18 18 18 18 18 18 18 18 18 18	
IT 25 50 16 4 5 75 20 CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14 A 10 4 9 77 14	
CY 49 39 8 1 3 88 9 LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
LV 16 43 24 11 6 59 35 LT 18 59 10 4 9 77 14	
LT 18 59 10 4 9 77 14	
C LU 26 49 16 2 7 75 18	
→ HU 26 45 19 7 3 71 26	
MT 28 51 8 4 9 79 12	
AT 53 39 5 1 2 92 6	
PL 19 52 15 4 10 71 19	
O PT 18 56 16 3 7 74 19	
O RO 24 44 19 4 9 68 23	
€ SI 30 42 20 5 3 72 25	
№ SK 29 50 16 2 3 79 18	
€ FI 47 46 5 1 1 93 6	
SE 59 32 5 1 3 91 6	
# UK 26 49 12 4 9 75 16	



QA13.3 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec chacune des propositions suivantes ?

L'enseignement et la formation professionnels ne stimulent pas assez la création de petites entreprises en (NOTRE PAYS)

QA13.3 To what extent do you agree or disagree with each of the following statements?

Vocational education and training does not stimulate enough the creation of small companies in (OUR COUNTRY)

QA13.3 Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?

Die berufliche Aus- und Weiterbildung fördert nicht in ausreichendem Umfang die Gründung kleiner Unternehmen in (UNSEREM LAND)

Total fait d'accord Plutot pas d'accord Pas du tout d'accord Pas d'accord Pas d'accord Pas du tout d'accord Pas d'									
Stimme voll und ganz zu Stimme eher zu EB EB EB EB EB EB T5.4 Stimme eher nicht zu Gesamt Stimme eher nicht zu Gesamt Stimme überhaupt nicht zu WN Gesamt Stimme zu Gesamt Stimme zu Stimme zu BEB EB EB EB FB FB FB FB FB F							NSP		
Stimme voil und ganz zu			Totally agree	Tend to agree		, ,	DK	Total 'Agree'	
% 75.4 75.4 75.4 75.4 75.4 75.4						überhaupt	WN		'Stimme nicht
75.4 75.4 75.4 75.4 75.4 75.4		04	EB	EB	EB	EB	EB	EB	EB
EU 27 14 33 28 8 17 47 36 37 36 BE 17 45 31 2 5 62 33 BG 12 30 29 8 21 42 37 DK 10 42 30 7 11 52 37 DK 10 33 37 8 12 43 45 DE 18 30 26 10 16 48 36 EE 12 36 27 9 16 48 36 EE 11 10 25 23 12 30 35 35 EL 10 25 44 16 5 35 60 ES 13 29 28 11 19 42 39 FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 EVY 11 38 29 7 15 27 LV 11 38 29 7 15 20 EVY 11 38 29 7 15 5 21 EVY 11 38 29 7 15 5 21 EVY 11 38 29 7 15 5 21 EVY 11 38 30 36 6 6 6 21 47 32 EVY 11 37 26 6 6 21 47 32 EVY 11 38 39 16 25 5 5 25 45 30 EVY 14 31 31 31 15 9 45 46 EVY 14 31 31 31 15 9 45 46 EVY 15 38 36 32 3 8 57 35 EVY 17 38 38 32 3 8 57 35 EVY 18 5 5 7 31 39 11 19 49 42 EVY 19 38 50 0 50 0 50 0 50 0 50 0 50 0 50 0 5		%	75.4	75.4	75.4	75.4	75.4	75.4	75.4
BE 17		EU 27	14	33	28	8	17	47	36
BG 12 30 29 8 21 42 37 CZ 10 42 30 7 11 52 37 DK 10 33 37 8 12 43 45 DE 18 30 26 10 16 48 36 EE 12 36 27 9 16 48 36 EE 12 36 27 9 16 48 36 EE 10 25 23 12 30 35 35 EL 10 25 44 16 5 35 60 ES 13 29 28 11 19 42 39 FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 CY 5 22 44 18 11 27 62 LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 LU 10 37 26 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 NT 14 31 31 15 9 45 PT 9 38 26 6 21 47 32 PT 9 38 32 3 5 21 51 28 SK 13 41 29 6 11 51 28 SK 13 41 29 6 11 54 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		BE	17					62	33
CZ 10 42 30 7 11 52 37 DK 10 33 37 8 12 43 45 DE 18 30 26 10 16 48 36 EE 12 36 27 9 16 48 36 EE 11 10 25 23 12 30 35 35 EL 10 25 44 16 5 35 60 ES 13 29 28 11 19 42 39 FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 CY 5 22 44 18 11 27 62 LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 21 LU 10 37 26 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 FR O 17 34 23 5 21 51 28 SK 13 41 29 6 11 54 35 SK 13 41 29 6 11 54 35 SK 13 41 29 6 11 54 35 SK 13 41 29 6 11 59 49 42 SE 7 31 39 11 12 38 50 SK 13 41 29 6 11 59 49 42 SE 7 31 39 11 12 38 50 SK 10 30 28 8 24 40 36 SC O 36 50 50 50 50 50 50 50 50 50 50 50 50 50		BG	12	30	29		21	42	37
DK 10 33 37 8 12 43 45 DE 18 30 26 10 16 48 36 EE 12 36 27 9 16 48 36 EE 12 36 27 9 16 48 36 EE 10 25 23 12 30 35 35 EL 10 25 44 16 5 35 60 ES 13 29 28 11 19 42 39 FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 CY 5 22 44 18 11 27 62 LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 21 LU 10 37 26 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 FR O 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		CZ	10	42	30	7	11	52	37
DE		DK	10	33	37	8	12	43	45
EE 12 36 27 9 16 48 36 36 16 17 18 16 18 36 36 36 36 36 36 36 36 36 36 36 36 36		DE	18	30	26	10	16	48	36
IE		EE	12	36	27	9	16	48	36
EL 10 25 44 16 5 35 60 ES 13 29 28 11 19 42 39 FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 CY 5 22 44 18 11 27 62 LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 21 LU 10 37 26 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36	Q	ΙE	10	25	23	12	30	35	35
ES 13 29 28 11 19 42 39 10 FR 14 36 25 6 19 50 31 11 17 16 38 29 8 9 54 37 62 11 18 11 27 62 11 11 38 29 7 15 49 36 11 11 12 38 30 16 25 11 16 39 16 25 20 55 11 63 26 11 16 39 16 25 20 55 11 63 26 11 16 39 16 25 20 55 11 16 25 20 55 11 16 25 20 55 11 16 25 20 55 11 16 25 20 55 11 16 25 20 15 11 16 30 16 16 16 16 16 16 16 16 16 16 16 16 16	9	EL	10	25	44	16	5	35	60
FR 14 36 25 6 19 50 31 IT 16 38 29 8 9 54 37 CY 5 22 44 18 11 27 62 LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 21 LU 10 37 26 6 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36	(E)	ES	13	29	28	11	19	42	39
IT		FR	14	36	25	6	19	50	31
CY		IT	16	38	29	8	9	54	37
LV 11 38 29 7 15 49 36 LT 12 43 18 3 24 55 21 LU 10 37 26 6 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36	(5)	CY	5	22	44	18	11	27	62
LT 12 43 18 3 24 55 21 LU 10 37 26 6 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		LV	11	38	29	7	15	49	36
LU 10 37 26 6 21 47 32 HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		LT	12	43	18	3	24	55	21
HU 23 40 21 5 11 63 26 MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		LU	10	37	26	6	21	47	32
MT 4 16 39 16 25 20 55 NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		HU	23	40	21	5	11	63	26
NL 12 33 25 5 25 45 30 AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		MT	4	16	39	16	25	20	55
AT 14 31 31 15 9 45 46 PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		NL	12	33	25	5	25	45	30
PL 9 38 26 6 21 47 32 PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		ΑT	14	31	31	15	9	45	46
PT 9 39 27 7 18 48 34 RO 17 34 23 5 21 51 28 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		PL	9	38	26	6	21	47	32
RO 17 34 23 5 21 51 28 5 SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		PT	9	39	27		18	48	34
SI 19 38 32 3 8 57 35 SK 13 41 29 6 11 54 35 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		RO	17	34	23	5	21	51	28
SK 13 41 29 6 11 54 35 FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36	(SI	19	38	32	3	8	57	35
FI 12 37 31 11 9 49 42 SE 7 31 39 11 12 38 50 UK 10 30 28 8 24 40 36		SK	13	41	29	6	11	54	35
Geometric SE 7 31 39 11 12 38 50 Geometric SE 10 30 28 8 24 40 36		FI	12	37	31	11	9	49	42
UK 10 30 28 8 24 40 36		SE	7	31	39	11	12	38	50
		UK	10	30	28	8	24	40	36



QA13.4 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec chacune des propositions suivantes ?

L'enseignement et la formation professionnels contribuent à la qualité des services en (NOTRE PAYS)

QA13.4 To what extent do you agree or disagree with each of the following statements?

Vocational education and training contributes to the quality of services in (OUR COUNTRY)

QA13.4 Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?

Die berufliche Aus- und Weiterbildung trägt zur Qualität von Dienstleistungen in (UNSEREM LAND) bei

Total fail d'accord									
Stimme voll und ganz zu Stimme eher zu EB EB EB EB EB EB EB F5.4 Stimme eher nicht zu Gesamt Stimme überhaupt nicht zu WN Gesamt Stimme zu' Stimme zu' Stimme zu' Stimme überhaupt nicht zu WN Gesamt Stimme zu' Stimme nicht zu' WN Gesamt Stimme zu' Stimme nicht zu' Stimme 75.4 75.4 75.4 75.4							NSP		
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EU 27		70	75.4	75.4	75.4	75.4	75.4	75.4	75.4
BE 20 64 12 2 2 8 84 14 BG 26 55 9 2 8 8 81 11 OCZ 28 56 111 3 2 8 84 14 DK 35 51 8 2 4 86 10 DE 40 46 8 2 2 4 86 10 EE 36 50 7 2 5 86 9 IE 24 53 6 1 16 77 7 EL 27 53 13 3 4 80 16 ES 30 52 7 2 9 82 9 FR 17 59 11 2 11 76 13 IT 23 55 14 2 6 78 16 CY 44 49 4 1 2 93 5 LV 17 55 17 3 8 72 20 LT 17 59 10 3 11 76 13 LU 23 55 14 1 7 78 15 HU 28 52 12 5 3 80 17 MT 31 62 2 0 5 93 2 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 SK 32 54 11 1 1 2 86 12 SK 32 54 11 1 1 2 86 12 FI 36 56 6 0 2 99 6 6 SE 41 46 6 1 6 87 7 III 1 2 86 12 FI 36 56 6 6 0 2 99 6 6 SE 41 46 6 1 6 87 7 III 1 2 86 12 FI 36 56 6 6 0 2 99 6 6 SE 41 46 6 1 6 87 7 III 1 2 86 12 FI 36 56 6 6 0 2 99 6 6 SE 41 46 6 1 6 87 7 III 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1									
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DK 35 51 8 2 4 86 10 DE 40 46 8 2 4 86 10 EE 36 50 7 2 5 86 9 IE 24 53 6 1 16 77 7 EL 27 53 13 3 4 80 16 ES 30 52 7 2 9 82 9 FR 17 59 11 2 11 76 13 IT 23 55 14 2 6 78 16 CY 44 49 4 1 2 93 5 LV 17 55 17 3 8 72 20 LT 17 59 10 3 11 76 13 LU 23 55 14 1 7 78 15 HU 28 52 12 5 3 80 17 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 NL 30 56 7 1 6 86 8 SI 30 50 16 1 3 80 17 SK 32 54 11 1 2 86 12 FI 36 56 6 6 0 2 992 6 SE 41 46 6 1 6 87 7 IS N. SK 32 54 11 1 2 86 12 SE 41 46 6 1 6 87 7 IS N. SK 32 55 10 3 12									
DE		DK							
EE 36 50 7 2 5 86 9 1 16 77 7 7 17 13 16 19 10 17 13 1 62 2 0 0 5 93 2 10 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8		DE	40	46				86	
IE									
EL 27 53 13 3 4 80 16 ES 30 52 7 2 9 9 82 9 FR 17 59 11 2 11 76 13 IT 23 55 14 2 6 78 16 CY 44 49 4 1 2 93 5 LV 17 55 17 3 8 72 20 LT 17 59 10 3 11 76 13 LU 23 55 14 1 7 78 15 HU 28 52 12 5 3 80 17 MT 31 62 2 0 5 93 2 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 PL 19 60 9 2 10 79 11 PT 17 60 12 1 10 77 13 RO 19 48 18 4 11 67 SK 32 54 11 1 2 86 12 FI 36 56 6 0 0 2 92 6 SE 41 46 6 1 6 1 6 87 7 UK 20 55 10 3 12									
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FR 17 59 11 2 11 76 13 16 2									
TT 23 55 14 2 6 78 16 16 16 17 17 13 15 15 17 17 18 15 16 17 17 18 15 18 16 18 18 18 18 18 18 18 18 18 18 18 18 18		FR							
CY									
LV 17 55 17 3 8 72 20 LT 17 59 10 3 11 76 13 LU 23 55 14 1 7 78 15 HU 28 52 12 5 3 80 17 MT 31 62 2 0 5 93 2 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 PL 19 60 9 2 10 79 11 PT 17 60 12 1 10 77 13 RO 19 48 18 4 11 67 22 SI 30 50 16 1 3 80 17 SK 32 54 11 1 2 86 12 FI 36 56 6 0 2 92 6 SE 41 46 6 1 6 87 7 UK 20 55 10 3 12 75 13	9	CY	44	49	4	1	2	93	5
LT 17 59 10 3 11 76 13 15 15 14 1 7 78 15 15 14 15 15 15 15 14 15 15 15 15 14 15 15 15 15 15 16 15 15 15 16 15 15 15 15 15 15 15 15 15 15 15 15 15		LV							
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HU 28 52 12 5 3 80 17 MT 31 62 2 0 5 93 2 NL 30 56 7 1 6 86 8 AT 45 48 4 1 2 93 5 PL 19 60 9 2 10 79 11 PT 17 60 12 1 10 77 13 RO 19 48 18 4 11 67 22 SI 30 50 16 1 3 80 17 SK 32 54 11 1 2 86 12 FI 36 56 6 0 2 92 6 SE 41 46 6 1 6 87 7 UK 20 55 10 3 12 75 13		LU							
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NL 30 56 7 1 6 86 8 8 93 5 93 5 94 11 1 1 1 2 86 12 95 10 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18		MT						93	
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PL 19 60 9 2 10 79 11 PT 17 60 12 1 10 77 13 RO 19 48 18 4 11 67 22 SI 30 50 16 1 3 80 17 SK 32 54 11 1 2 86 12 FI 36 56 6 0 2 92 6 SE 41 46 6 1 6 1 6 87 7 UK 20 55 10 3 12 75 13		AT							
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FI 36 56 6 0 2 92 6 SE 41 46 6 1 6 87 7 UK 20 55 10 3 12 75 13		SK	32	54	11	1	2	86	12
SE 41 46 6 1 6 87 7 UK 20 55 10 3 12 75 13		FI	36	56	6	0	2	92	
UK 20 55 10 3 12 75 13		SE	41	46	6		6	87	7
		UK	20	55	10	3	12	75	13



QA13.5 Dans quelle mesure êtes-vous d'accord ou pas d'accord avec chacune des propositions suivantes ?

L'enseignement et la formation professionnels n'encouragent pas les attitudes visant à préserver l'environnement en (NOTRE PAYS)

QA13.5 To what extent do you agree or disagree with each of the following statements?

Vocational education and training does not encourage environmentally friendly attitudes in (OUR COUNTRY)

QA13.5 Inwieweit stimmen Sie den folgenden Aussagen zu oder nicht zu?

Die berufliche Aus- und Weiterbildung trägt nicht zur Förderung einer umweltfreundlichen Einstellung in (UNSEREM LAND) bei

Total fait d'accord									
Stimme voll Stimme eher Stimme eher Stimme Stimme Uberhaupt Inicht zu Stimme eher Stimme Uberhaupt Inicht zu Stimme Uberhaupt Inicht zu Stimme Stimme Uberhaupt Inicht zu Stimme zu Stimme zu Stimme Inicht zu Stimme nicht zu Stimme zu Zu Zu Zu Zu Zu Zu Zu							NSP		
Stimme oil und ganz zu **Stimme oil und ganz zu **Stimme oil zu **Stimme oil zu **Stimme oil zu **Stimme oil zu **Stimme zu **Stime			Totally agree	Tend to agree			DK	Total 'Agree'	
## Fig. 12 ## Fig. 14 ## Fig. 14 ## Fig. 15 ## Fig. 16 ## Fig. 17 ## Fig. 16 ## Fig. 17 ## Fig. 18 ## Fig						überhaupt	WN		'Stimme nicht
EU 27		%							
BE 6 27 45 12 10 33 57 BG 7 22 31 10 30 29 41 CZ 6 23 44 14 13 29 58 DK 7 21 39 18 15 28 57 DE 10 23 33 20 14 33 53 EE 5 21 34 19 21 26 53 IE 4 14 28 20 34 18 48 EL 6 20 41 22 11 26 63 ES 5 15 30 23 27 20 53 FR 7 20 29 12 32 27 41 IT 13 29 30 19 9 42 49 CY 3 11 41 30 15 14 71 LV 2 14 41 20 23 16 61 LT 5 32 27 6 30 37 33 CU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 41 45 FII 6 23 43 16 12 29 59		FII 27							
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DE		DK	7	21	39	18	15	28	57
EE		DE	10	23	33	20	14	33	53
IE		EE	5	21	34	19	21	26	53
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FR 7 20 29 12 32 27 41 IT 13 29 30 19 9 42 49 CY 3 11 41 30 15 14 71 LV 2 14 41 20 23 16 61 LT 5 32 27 6 30 37 33 LU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67	©	ES	5	15	30	23	27	20	53
IT 13 29 30 19 9 42 49 CY 3 11 41 30 15 14 71 LV 2 14 41 20 23 16 61 LT 5 32 27 6 30 37 33 LU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67	O	FR	7	20	29	12	32	27	41
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LV 2 14 41 20 23 16 61 LT 5 32 27 6 30 37 33 LU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67	(CY	3	11	41	30	15	14	71
LT 5 32 27 6 30 37 33 LU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		LV	2	14	41	20	23	16	61
LU 4 24 36 13 23 28 49 HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		LT	5	32	27	6	30	37	33
HU 13 32 30 11 14 45 41 MT 3 13 33 28 23 16 61 MT 3 13 33 28 23 16 61 61 ML 5 15 35 16 29 20 51 MT 13 22 32 22 11 35 54 MT 13 22 32 22 11 35 54 MT 15 15 28 31 12 24 33 43 MT 16 MT 17 18 MT 18		LU	4	24	36	13	23	28	49
MT 3 13 33 28 23 16 61 NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		HU	13	32	30	11	14	45	41
NL 5 15 35 16 29 20 51 AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		MT	3	13	33	28	23	16	61
AT 13 22 32 22 11 35 54 PL 6 30 28 10 26 36 38 PT 5 28 31 12 24 33 43 RO 8 30 27 9 26 38 36 SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		NL	5	15	35	16	29	20	51
PL 6 30 28 10 26 36 38 38 43		AT	13	22	32	22	11	35	54
PT 5 28 31 12 24 33 43 43	$\overline{}$	PL	6	30	28	10	26	36	38
RO 8 30 27 9 26 38 36 36		PT	5	28	31	12	24	33	43
SI 9 28 39 13 11 37 52 SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		RO	8	30	27	9	26	38	36
SK 9 32 35 10 14 41 45 FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		SI	9	28	39	13	11	37	52
FI 6 23 43 16 12 29 59 SE 3 12 39 28 18 15 67		SK	9	32	35	10	14	41	45
SE 3 12 39 28 18 15 67	+	FI	6	23	43	16	12	29	59
AID.		SE	3	12	39	28	18	15	67
# UK 5 16 34 13 32 21 47		UK	5	16	34	13	32	21	47



QA14 Pensez-vous que les personnes qui ont suivi un enseignement et une formation professionnels peuvent facilement ou difficilement exercer leur métier dans un autre Etat membre de l'UE ?

QA14 For people who received a vocational education and training, do you think that practicing their profession in another EU Member States is easy or difficult?

QA14 Sind Sie der Meinung, dass es für Menschen, die eine Berufsausbildung haben, einfach oder schwierig ist, ihrem Beruf in einem anderen Mitgliedstaat der EU nachzugehen?

		Très facile	Plutôt facile	Plutôt difficile	Très difficile	NSP	Total 'Facilement'	Total 'Difficilement'
		Very easy	Fairly easy	Fairly difficult	Very difficult	DK	Total 'Easy'	Total 'Difficult'
		Sehr einfach	Ziemlich einfach	Ziemlich schwierig	Sehr schwierig	WN	Gesamt 'Leicht'	Gesamt 'Schwierig'
		EB	EB	EB	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4	75.4	75.4	75.4
••••••••••••••••••••••••••••••••••••••	EU 27	8	41	26	6	19	49	32
	BE	8	44	37	5	6	52	42
	BG	8	37	25	7	23	45	32
	CZ	4	41	38	8	9	45	46
	DK	20	52	21	3	4	72	24
	DE	12	44	22	4	18	56	26
	EE	7	49	28	4	12	56	32
Q	ΙE	11	40	15	5	29	51	20
•	EL	8	36	31	15	10	44	46
	ES	5	27	28	13	27	32	41
Q	FR	7	41	26	4	22	48	30
	IT	11	45	22	5	17	56	27
(5)	CY	17	32	30	6	15	49	36
	LV	6	44	35	7	8	50	42
—	LT	4	33	34	14	15	37	48
	LU	13	48	25	5	9	61	30
	HU	10	48	27	6	9	58	33
	MT	25	45	13	2	15	70	15
	NL	6	44	27	2	21	50	29
	AT	9	51	20	3	17	60	23
	PL	10	54	17	2	17	64	19
	PT	4	39	27	6	24	43	33
	RO	6	32	33	13	16	38	46
	SI	8	43	33	5	11	51	38
	SK	7	49	33	5	6	56	38
	FI	9	55	27	2	7	64	29
	SE	9	54	26	2	9	63	28
	UK	5	29	29	6	31	34	35



QA15a Quel est le niveau d'étude que votre père a terminé (généralement en obtenant un diplôme ou un certificat) ?

QA15a What was the highest level of education your father successfully completed (usually by obtaining a certificate or diploma)?

QA15a Was ist der höchste Bildungsabschluss, den Ihr Vater erreicht hat (in der Regel hat er dafür ein Zeugnis oder ein Diplom erhalten)?

		Primaire ou en-dessous	Secondaire général	Enseignement et formation professionnels
		Primary education or below	General secondary education	Vocational education and training
		Hauptschulabschluss oder weniger	Realschulabschluss/POS	Berufsqualifizierender Abschluss an Berufsfachschulen/Kolleg- schulen
		EB	EB	EB
	%	75.4	75.4	75.4
	EU 27	41	21	15
	BE	38	20	17
	BG	40	23	24
	CZ	20	28	39
	DK	31	3	46
	DE	55	15	7
	EE	31	17	25
\mathbf{Q}	ΙE	47	31	7
9	EL	57	24	5
	ES	65	15	3
\mathbf{Q}	FR	45	15	16
\mathbf{Q}	ΙΤ	48	26	5
	CY	55	27	7
	LV	28	17	31
	LT	37	18	22
	LU	38	17	19
	HU	39	13	38
	MT	41	27	3
	NL	22	17	29
	AT	26	11	48
	PL	39	16	34
	PT	58	10	1
	RO	32	34	19
	SI	34	18	33
	SK	28	22	40
	FI	50	5	28
	SE	45 11	12 44	13 11
4 D	UK	11	44	11



 ${\tt QA15a\ Quel\ est\ le\ niveau\ d'étude\ que\ votre\ p\`ere\ a\ termin\'e\ (g\'en\'eralement\ en\ obtenant\ un\ diplôme\ ou\ un\ certificat)\ ?}$

QA15a What was the highest level of education your father successfully completed (usually by obtaining a certificate or diploma)?

QA15a Was ist der höchste Bildungsabschluss, den Ihr Vater erreicht hat (in der Regel hat er dafür ein Zeugnis oder ein Diplom erhalten)?

		Etudes supérieures	Pas d'études (SPONTANE)	Refus (SPONTANE)	NSP
		Higher education	No studies (SPONTANEOUS)	Refusal (SPONTANEOUS)	DK
		Abitur oder (Fach-)Hochschulabschluss	Kein Bildungsabschluss (SPONTAN)	Verweigert (SPONTAN)	WN
	%	EB	EB	EB	EB
		75.4	75.4	75.4	75.4
	EU 27	13	4	1	5
<u> </u>	BE	20	1	1	3
	BG C7	11 9	2 1	0 1	0 2
	CZ DK	18	1	0	1
×	DE	16	2	1	4
	EE	17	1	3	6
	IE	11	0	0	4
	EL	6	7	1	0
	ES	9	7	0	1
Ŏ	FR	14	2	1	7
	IT	12	8	0	1
	CY	6	4	0	1
	LV	14	1	4	5
	LT	13	2	1	7
	LU	18	4	0	4
	HU	8	0	1	1
	MT	9	9	0	11
	NL	27	1	0	4
	AT	12	1	1	1
	PL	7	1	1	2
	PT	3	25	0	3
	RO	8	2	1	4
	SI	12	1	1	1
	SK	8	1	0	1
(FI	13	3	0	1
	SE	25	1	0	4
	UK	16	3	1	14



QA15b Et celui de votre mère?

QA15b And your mother?

QA15b Und Ihre Mutter?

		Primaire ou en-dessous	Secondaire général	Enseignement et formation professionnels
		Primary education or below	General secondary education	Vocational education and training
		Hauptschulabschluss oder weniger	Realschulabschluss/POS	Berufsqualifizierender Abschluss an Berufsfachschulen/Kolleg- schulen
	%	EB	EB	EB
		75.4	75.4	75.4
	EU 27	45	25	12
y	BE	45	23	14
	BG	42	29	13
	CZ	29	31	32
×	DK	46	6	27
	DE	58	20	7
8	EE	33 42	18	28
\mathbb{Z}	IE EL	59	39 25	5 2
	ES	69	15	2
	FR	47	22	11
	IT	50	24	4
	CY	55	29	4
	LV	32	19	28
	LT	38	19	21
	LU	46	23	13
	HU	50	17	24
	MT	45	32	1
	NL	28	29	27
	AT	40	15	38
	PL	43	20	27
Ŏ	PT	52	10	1
Ŏ	RO	35	37	15
6	SI	50	18	21
	SK	34	28	30
	FI	48	8	28
	SE	46	15	15
4 6	UK	11	50	9
All V				



QA15b Et celui de votre mère?

QA15b And your mother?

QA15b Und Ihre Mutter?

		Etudes supérieures	Pas d'études (SPONTANE)	Refus (SPONTANE)	NSP
		Higher education	No studies (SPONTANEOUS)	Refusal (SPONTANEOUS)	DK
		Abitur oder (Fach-)Hochschulabschluss	Kein Bildungsabschluss (SPONTAN)	Verweigert (SPONTAN)	WN
	0.4	EB	EB	EB	EB
	%	75.4	75.4	75.4	75.4
	EU 27	10	5	0	3
U	BE	15	2	0	1
	BG	13	3	0	0
	CZ	4	1	1	2
	DK	17	3	0	1
	DE	10	2	0	3
	EE	17	1	1	2
\mathbf{Q}	IE	9	1	1	3
7	EL	4	8	1	1
	ES	5	8	0	1
8	FR	11	4	0	5
	IT	12	9	0	1
	CY	4	7	0	1
	LV	17	1	1	2
	LT	16	2	1	3
	LU	11 8	5 0	0 1	2
7	HU	2			
	MT NL	13	10 1	0	10 2
	AT	5	1	1	0
\succeq	PL	6	2	1	1
	PT	2	32	0	3
	RO	7	3	1	2
	SI	9	1	1	0
	SK	6	1	0	1
	FI	14	2	0	0
	SE	21	1	0	2
	UK	13	4	1	12
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