



# Flash Eurobarometer 466

Report

## The European Education Area

Fieldwork  
April 2018  
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Survey requested by the European Commission,  
Directorate-General for Education, Youth, Sport and Culture  
and co-ordinated by the Directorate-General for Communication

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

Flash Eurobarometer 466 – TNS Political & Social



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Survey conducted by Kantar Public Brussels on behalf of TNS political & social  
at the request of the European Commission, Directorate-General for Education and Culture

Survey co-ordinated by the European Commission, Directorate-General for Communication  
(DG COMM "Media monitoring, media analysis and Eurobarometer" Unit)

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## INTRODUCTION

The primary responsibility for education, training and culture policies lies with the Member States, at national, regional and local levels. Yet, the European Union plays an increasingly important and complementary role in these areas, particularly in the case of cross-border initiatives such as the Erasmus programme, (Erasmus+ since 2014), which has enabled 9 million people to study, train, teach, or volunteer in another country.

In recent years, the EU has developed a range of 'soft policy' tools to support Member States in the reforms of national education and training policies. The Strategic Framework for European cooperation in education and training, in operation since 2000, has set common objectives and benchmarks, allowing the Member States to assess the development of their education systems. Furthermore, in 2010 the EU set itself two education targets under the Europe 2020 Strategy resulting in real progress. Early school leaving has been reduced from 14.7% in 2010 to 10.7% in 2016, targeting 10% by 2020, while tertiary educational attainment is up to 39.1% in 2016 from 31.1% in 2008, targeting 40% by 2020<sup>1</sup>.

In the meantime, education, training and culture have been placed high on the Union's political agenda. In the Rome Declaration of March 2017, EU leaders pledged to work towards a *Union where young people receive the best education and training and can study and find jobs across the continent; a Union which preserves our cultural heritage and promotes cultural diversity*. The European Pillar of Social Rights was jointly proclaimed by the European Parliament, the Council and the Commission in November 2017 and establishes the right to quality education, training and lifelong learning as its first principle.

At the November 2017 Gothenburg Summit, education and culture became the first topics for debate under the new Leaders' Agenda, which focuses on key issues for Europe's future. As input for this discussion, the Commission set out its vision for a European Education Area by 2025, for *"a Europe in which learning, studying and doing research would not be hampered by borders. A continent, where spending time in another Member State – to study, to learn, or to work – has become the standard and where, in addition to one's mother tongue, speaking two other languages has become the norm. A continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity."*

As the Commission has clarified in its Communication of 22 May 2018 on Building a stronger Europe: the role of youth, education and culture policies, the European Education Area has three main components:

- promoting cross-border mobility and cooperation in education and training;
- helping to overcome unjustified obstacles that make it more difficult to learn, train or work in another country with the aim of realising the "free movement of learners" and creating a genuine European learning space;
- supporting Member States in improving the inclusive, lifelong-learning based and innovation-driven nature of their education and training systems.

The Area will be underpinned by the lifelong learning continuum, and concern all education sectors from early childhood education and care, through school and vocational education and training to higher education and adult learning.

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<sup>1</sup> <http://ec.europa.eu/eurostat/documents/3217494/8113874/KS-EZ-17-001-EN-N.pdf/>

In December 2017, the European Council identified a number of concrete work strands to take work forward on priority issues such as:

- stepping up mobility and exchanges, including through a substantially strengthened, inclusive and extended Erasmus+ programme;
- strengthening strategic partnerships across the EU between higher education institutions and encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities;
- enhancing the learning of languages, so that more young people will speak at least two European languages in addition to their mother tongue;
- promoting student mobility and participation in educational and cultural activities, including through a 'European Student Card';
- promoting cooperation of Member States on mutual recognition of higher education and school leaving diplomas at secondary education level in the appropriate framework;

This survey was carried out by the TNS Political & Social network among young people between 15 to 30 in all 28 Member States of the European Union, between 16 and 20 April 2018. 8,153 respondents from different social and demographic groups were interviewed via telephone in their mother tongue on behalf of the Directorate-General for Education, Youth, Sport and Culture.

The methodology used is that of Eurobarometer surveys as carried out by the Directorate-General for Communication ("Media monitoring, media analysis and Eurobarometer" Unit)<sup>2</sup>. A technical note on the manner in which interviews were conducted by the Institutes within the TNS Political & Social network is appended as an annex to this report. Also included are the interview methods and confidence intervals<sup>3</sup>.

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

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

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

<sup>2</sup> [http://ec.europa.eu/public\\_opinion/index\\_en.htm](http://ec.europa.eu/public_opinion/index_en.htm)

<sup>3</sup> 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 has the possibility of giving several answers to the question.

## KEY FINDINGS

- 90% of young Europeans consider it important to have an experience abroad.
- 91% agree that automatic recognition of academic qualifications and learning periods abroad would be useful to young people.
- 93% think that it would be useful to create EU degrees delivered by networks of European universities, offering students the chance to study in different EU countries, with a flexible choice of courses or modules offered within the network.
- 97% of young Europeans polled agree that it would be useful to give students the chance to work on innovative projects alongside academics, researchers and companies from different countries. They would also welcome more opportunities to study and work together across disciplines and departments.
- At least nine in ten (90%) young Europeans think that a range of services provided by a European Student Card would be useful.
- One third of all respondents declare themselves unable to study in more than one. Language. Yet, 77% of young Europeans say they would like to learn a new language, while 84% would like to improve the knowledge of a foreign language they have previously learnt.

## I. MOBILITY AND RECOGNITION IN THE EUROPEAN EDUCATION AREA

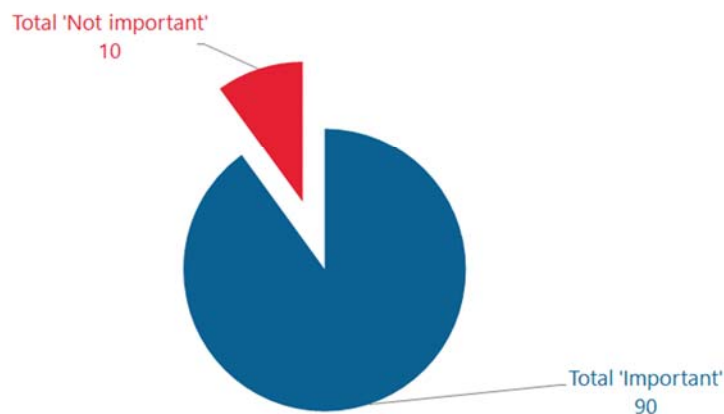
This section presents findings about young Europeans' experiences abroad. First, it focuses on the perceived importance of having experiences abroad in areas such as studying, traineeships, working, and exchange visits. It then looks at respondents' personal experiences abroad, including the nature of those experiences, the benefits they derived from them, and any difficulties they experienced with recognition of their qualifications. Finally, it looks at the reasons why some young Europeans have not had experiences abroad.

### 1 Importance of experiences abroad

#### A vast majority of young Europeans think that having experiences abroad is important

First, respondents were asked how important<sup>4</sup> they think it is that young people have experiences abroad<sup>5</sup>. There is vast support for this idea, with nine in ten (90%) of those polled saying that it is very or fairly important. Nearly half (45%) of respondents say that it is very important that young people have experiences abroad.

**Q1** Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad?  
(% - EU)



Base: All respondents (N=8,153)

There are some differences on this question across countries, although in all cases the majority of respondents think it is very or fairly important for young people to have experiences abroad. Looking at overall levels of support, at least three quarters (75%) of those polled in all countries say that this is important, ranging from just under eight in ten of those polled in Sweden (77%) and Denmark (78%) to nearly all of those surveyed in Portugal (96%), Cyprus (97%) and Italy (99%).

<sup>4</sup> 'Total 'Important'' sums the results of 'Very important' and 'Fairly important', and 'Total 'Not important'' is the sum of 'Not very important' and 'Not at all important'

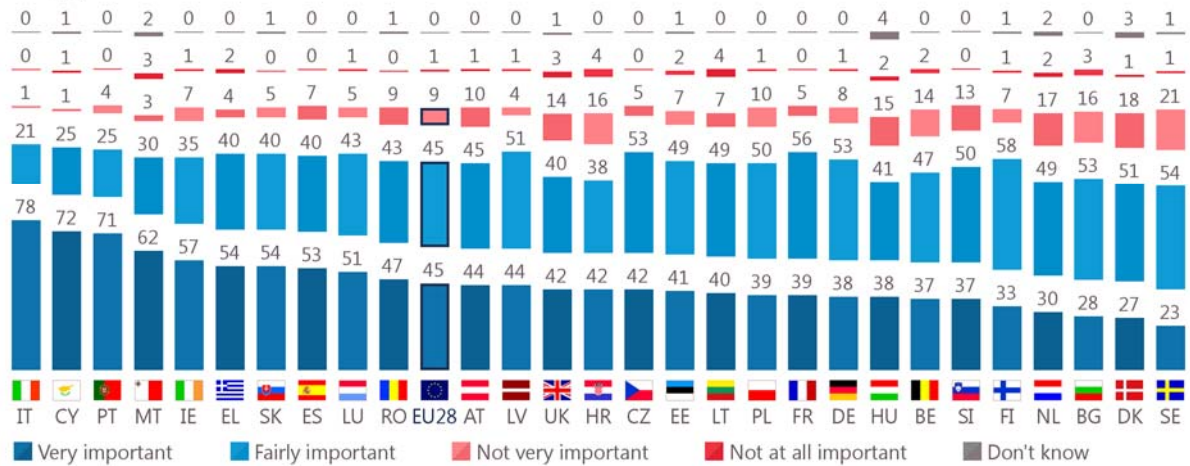
<sup>5</sup> Q1 Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad? ONE ANSWER ONLY Very important; Fairly important; Not very important; Not at all important; Don't know.



The most notable differences are in the proportions of those who think that it is very important for young people to have an experience abroad. Again, the highest proportions are in Portugal (71%), Cyprus (72%) and Italy (78%), where over seven in ten respondents give this answer, as do a majority of respondents in a further six countries. In the remaining 19 countries, a minority of respondents think having experiences abroad are very important for young people, with less than a quarter (23%) of those surveyed in Sweden giving this answer.

In all countries, only a very small minority of respondents think that this is not at all important, but in Sweden (21%) over a fifth think that it is not very important, as do just under a fifth of those polled in Denmark (18%).

**Q1** Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad? (%)






Base: All respondents (N=8,153)

For the **socio-demographic analysis**, we focus on the proportions of respondents who think that it is very important that young people have an experience abroad, as this is where the largest differences can be found:

- Women (50%) are more likely than men (40%) to agree with this statement.
- Those who live in large towns (49%) are more likely than those who live in rural villages (40%) to agree.
- The self-employed (48%) are more likely than employees (41%) and manual workers (36%) to agree.
- There is a link between linguistic competence and the tendency to think experiences abroad are very important: over half (56%) of those who are comfortable using three or more languages think like this, compared with less than four in ten (39%) of those who speak only one language.
- Those who have had experiences abroad are much more likely to think this is important: nearly two thirds (64%) of respondents in this category consider such experiences very important for young people, compared with less than four in ten (39%) of those who have not had an experience abroad.

**Q1** Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad? (% - EU28)

	Very important	Fairly important	Not very important	Not at all important	Don't know
EU28	45	45	9	1	0
 Gender					
Male	40	47	11	2	0
Female	50	42	7	1	0
 Subjective urbanisation					
Rural village	40	48	10	1	1
Small/mid size town	45	45	8	1	1
Large town	49	40	9	1	1
 Respondent occupation scale					
Self-employed	48	40	9	3	0
Employee	41	48	9	2	0
Manual workers	36	45	17	1	1
Not working	48	42	9	1	0
Studying	50	42	7	1	0
<b>Comfortable in</b>					
1 language	39	45	13	2	1
2 languages	46	46	7	1	0
3+ languages	56	39	4	0	1
<b>Had an experience abroad</b>					
Yes	64	32	3	0	1
No	39	49	11	1	0

Base: All respondents (N=8,153)

## 2 Experiences abroad

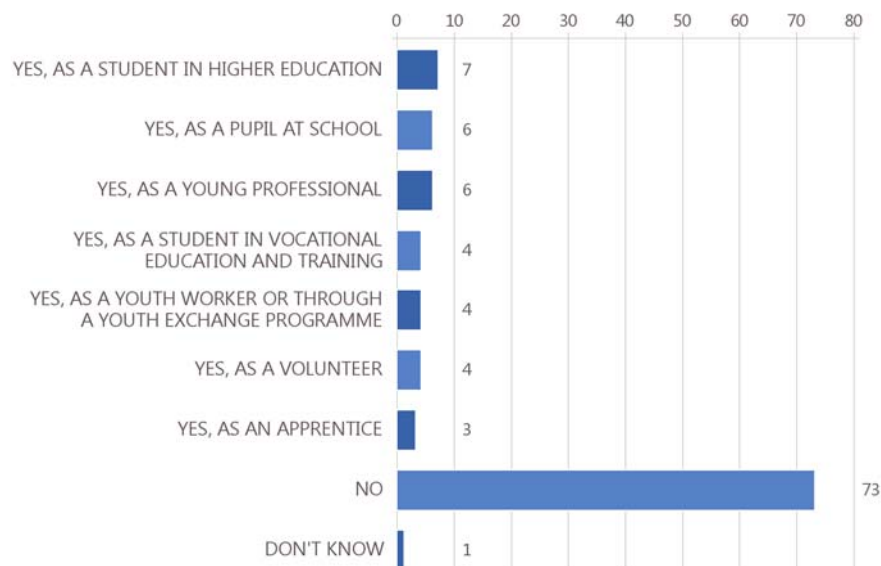
Respondents were then asked whether they have studied, trained or worked in another country<sup>6</sup>. Those who had done this were asked to identify the three main benefits of their experience<sup>7</sup>. Those without an experience abroad were asked the reason for not having an experience abroad<sup>8</sup>.

### a. Experiences abroad and benefits

#### Over a quarter (26%) of young Europeans have had an experience abroad

The majority of respondents have not studied, trained or worked in another country. Just under three quarters (73%) of those polled say they have not had such experiences, and none of the positive responses was chosen by more than 10% of the respondents. The most frequently chosen response is “as a student in higher education” (7%), followed by “as a pupil at school” and “as a young professional” (both 6%). Other types of mobility experiences were mentioned by smaller proportions of respondents.

Q2 Have you studied, trained or worked in another country? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU)



Base: All respondents (N=8,153)

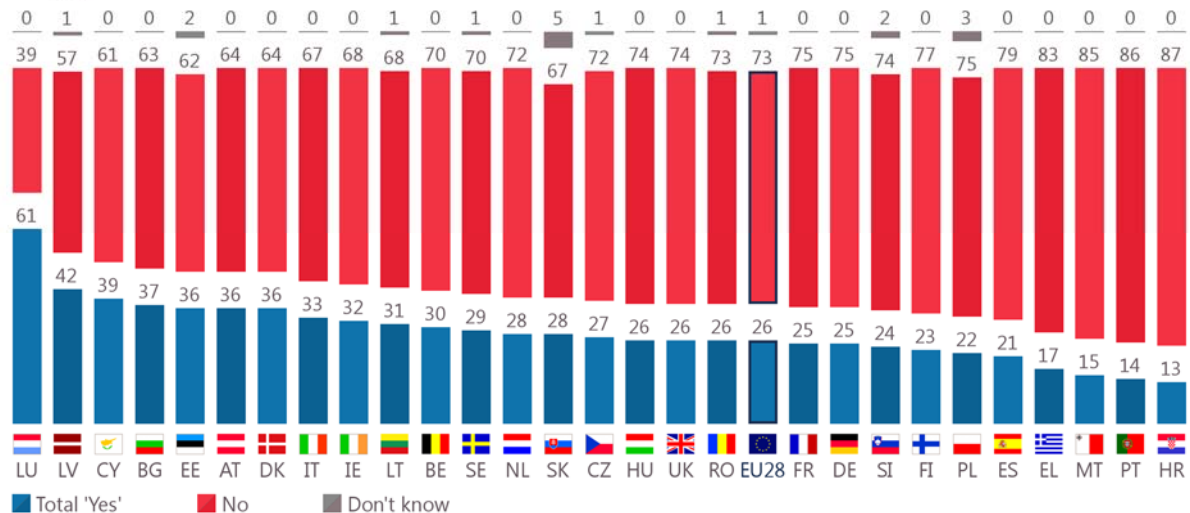
<sup>6</sup> Q2 Have you studied, trained or worked in another country? MULTIPLE ANSWERS POSSIBLE Yes, as a pupil at school; Yes, as a student in higher education; Yes, as a student in vocational education and training; Yes, as an apprentice; Yes, as a volunteer; Yes, as a youth worker or through a youth exchange programme; Yes, as a young professional; No; Don't know.

<sup>7</sup> Q3 What do you think were the three main benefits of your experience abroad? MAXIMUM THREE ANSWERS Opportunity to meet new people; Discovering other cultures and habits; Becoming more independent; Developing new skills; Improving your chances for a good job or career; Having a fresh outlook on work or studies; Becoming more open-minded; Other; None; Don't know.

<sup>8</sup> Q4 For which of the following reasons have you not had an experience abroad? MULTIPLE ANSWERS POSSIBLE Lack of financial means; Insufficient language skills; Lack of information on how to proceed or apply; Fear that it would be too difficult; Fear that your experience will not be recognised; You would be away for too long; Family, personal or work-related reasons; You have not had the opportunity yet; Other; None; Don't know.

Comparing the overall proportions of respondents who say that they have had an experience abroad, there are large country-level differences. Luxembourg stands out as the only country in which a majority of respondents (61%) have had such experiences. Among the remaining countries, the proportion of respondents who give this answer ranges from around four in ten in Latvia (42%) and Cyprus (39%) to less than a fifth in Greece (17%), Malta (15%), Portugal (14%) and Croatia (13%).

Q2 Have you studied, trained or worked in another country? (MULTIPLE ANSWERS POSSIBLE)  
(%)



Base: All respondents (N=8,153)






























In all countries, the answer most frequently given is that the respondent has not studied, trained or worked in another country. However, there are big differences when it comes to the most frequently mentioned experiences in each country.

In all but three cases, the most cited option is “as a student in higher education”. However, the proportion of respondents who mention this item ranges from very few of those polled in Romania (3%), Greece and Croatia (both 4%) to over a quarter of respondents in Cyprus (27%) and over a third in Luxembourg (35%). Meanwhile, both Luxembourg (18%) and Austria (14%) stand out as the only countries in which more than one in ten respondents have been abroad as a pupil at school, and only in Luxembourg (23%) have more than one in ten been abroad as students in vocational education and training.

In five countries – the United Kingdom, Sweden (both 10%), Ireland (11%), Latvia (12%) and Luxembourg (20%) – at least one in ten respondents have been abroad as a young professional, and in Sweden and the United Kingdom this is the second most frequently mentioned item. Similar proportions of respondents in the Czech Republic, Denmark (both 10%), Bulgaria (13%), Lithuania (13%) and Latvia (14%) have been abroad as youth workers or through a youth exchange programme.

In most of the countries surveyed, very few respondents have been abroad as a volunteer or as an apprentice. The exception is Luxembourg, where both of these items are mentioned by 15% of respondents.

**Q2** Have you studied, trained or worked in another country?  
(MULTIPLE ANSWERS POSSIBLE)  
(%)





		Yes, as a student in higher education	Yes, as a pupil at school	Yes, as a young professional	Yes, as a student in vocational education and training	Yes, as a youth worker or through a youth exchange programme	Yes, as a volunteer	Yes, as an apprentice	No	Don't know	Total 'Yes'
EU28		7	6	6	4	4	4	3	73	1	26
BE		10	8	7	4	5	7	8	70	0	30
BG		8	6	7	5	13	6	3	63	0	37
CZ		10	8	4	6	10	8	3	72	1	27
DK		11	6	3	3	10	7	2	64	0	36
DE		6	8	4	4	2	6	2	75	0	25
EE		7	8	7	3	6	5	5	62	2	36
IE		12	5	11	5	6	3	1	68	0	32
EL		4	3	3	0	4	4	2	83	0	17
ES		5	8	4	1	4	2	3	79	0	21
FR		6	8	8	3	5	3	2	75	0	25
HR		4	3	3	2	2	3	0	87	0	13
IT		11	3	4	9	5	2	3	67	0	33
CY		27	3	5	9	5	2	4	61	0	38
LV		7	5	12	5	14	7	6	57	1	42
LT		5	3	5	1	13	4	4	68	1	31
LU		35	18	20	23	9	15	15	39	0	61
HU		6	6	8	3	5	3	2	74	0	26
MT		3	3	1	2	1	1	4	85	0	15
NL		11	4	4	6	5	2	9	72	0	28
AT		8	14	7	9	1	6	6	64	0	36
PL		5	6	2	4	2	1	4	75	3	22
PT		5	3	7	2	2	1	1	86	0	14
RO		3	4	9	2	1	1	7	73	1	26
SI		7	7	3	2	3	7	5	74	2	24
SK		7	6	6	9	3	9	2	67	5	28
FI		8	5	2	7	4	1	0	77	0	23
SE		7	10	10	3	4	3	2	70	1	29
UK		5	5	10	2	4	5	1	74	0	26
		1st MOST FREQUENTLY MENTIONED ITEM									
		2nd MOST FREQUENTLY MENTIONED ITEM									
		3rd MOST FREQUENTLY MENTIONED ITEM									

Base: All respondents (N=8,153)

For the **socio-demographic analysis**, we focus on the proportions of respondents who have had at least one of these experiences.

- Age is strongly associated with having experiences abroad: three in ten (30%) of those aged between 25 and 30 mention at least one of these experiences, compared with less than a fifth (19%) of those aged between 15 and 19.
- There is also a relationship with levels of education. Over a third (37%) of those with the highest levels of education (who left education at the age of 20 or more) say that they have had experiences abroad, compared with less than a fifth (15%) of those with the lowest levels of education (who left education at or before the age of 15).
- Respondents who live in large towns (30%) are more likely than those who live in rural villages (21%) to have had experiences abroad.
- Twice as many self-employed respondents (36%) as manual workers (18%) and those not in work (18%) have had experiences abroad.
- Over four in ten (44%) of those who are comfortable in three or more languages have had experiences abroad, compared with less than a fifth (16%) of those who are only comfortable using one language.

**Q2** Have you studied, trained or worked in another country? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU28)

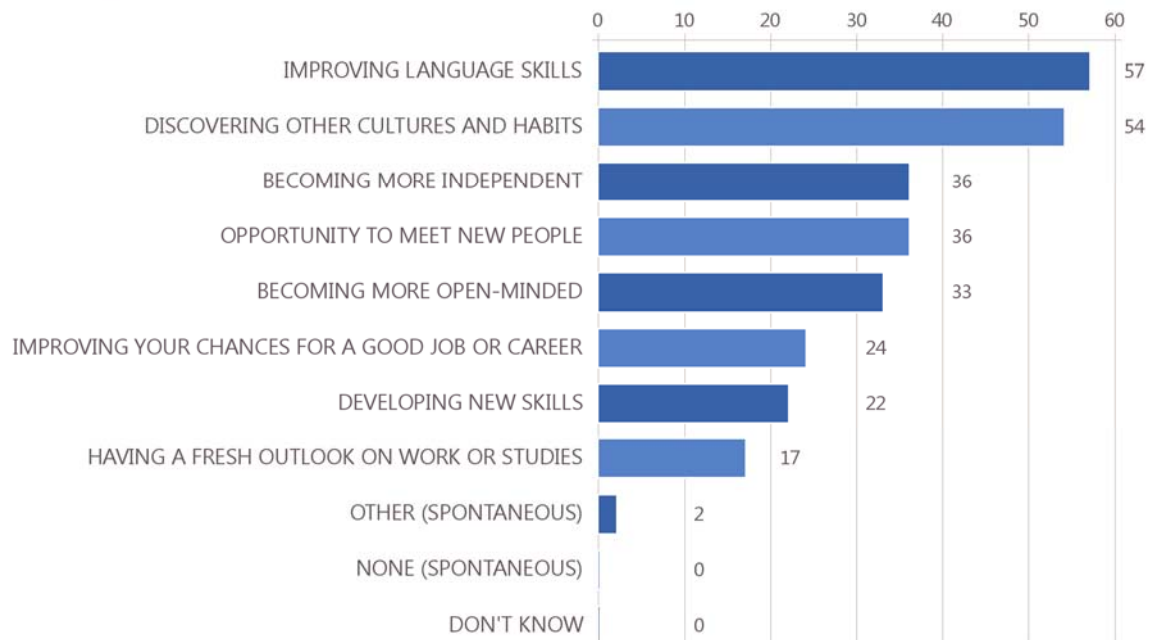
	Total 'Yes'	No	Don't know
EU28	26	73	1
 <b>Age</b>			
15-19	19	81	0
20-24	26	74	0
25-30	30	69	1
 <b>Education (End of)</b>			
15-	15	85	0
16-19	19	80	1
20+	37	62	1
Still studying	26	74	0
 <b>Subjective urbanisation</b>			
Rural village	21	79	0
Small/mid size town	27	73	0
Large town	30	70	1
 <b>Respondent occupation scale</b>			
Self-employed	36	63	0
Employee	29	71	1
Manual workers	18	81	1
Not working	18	81	1
Studying	26	74	0
<b>Comfortable in</b>			
1 language	16	84	0
2 languages	27	72	1
3+ languages	44	55	0

Base: All respondents (N=8,153)

## Over half of young Europeans who have had experiences abroad improved their language skills and benefited from discovering other cultures and habits

Those respondents who have had experiences abroad were asked to mention a variety of benefits they gained from this. The most frequently mentioned benefits are improving language skills (57%) and discovering other cultures and habits (54%). Large proportions of respondents also mention the benefits of becoming more independent, the opportunity to meet new people (both 36%), and becoming more open-minded (33%). Fewer mention improving job and career chances (24%), developing new skills (22%) and gaining a fresh outlook on work or studies (17%).

Q3 What do you think were the three main benefits of your experience abroad? (MAX. 3 ANSWERS)  
(% - EU)



Base: Respondents who had an experience abroad (N=2,127)

In 15 of the 28 Member States, the most frequently mentioned benefit of experiences abroad is the opportunity to improve language skills. In Croatia and Bulgaria (both 51%) just over half of those polled cite this as a benefit, but in Latvia (77%) over three quarters do, followed by just under three quarters in the Czech Republic (74%) and Estonia (72%). In nine of the 28 Member States, only a minority of respondents mention improving language skills as a benefit of their experience abroad. This proportion is particularly low in Malta (26%), Cyprus (25%) and Ireland (22%).

There is a similar range of responses in the case of discovering other cultures and habits, which is the most frequently mentioned response in eight Member States. In Ireland, half (50%) of those polled mention this as a benefit of their experience abroad, compared with six in ten respondents (60%) in the United Kingdom, nearly two thirds (65%) in Portugal and France, and three quarters (75%) of those polled in Denmark. However, in Slovenia only just over a quarter of respondents give this answer (27%).



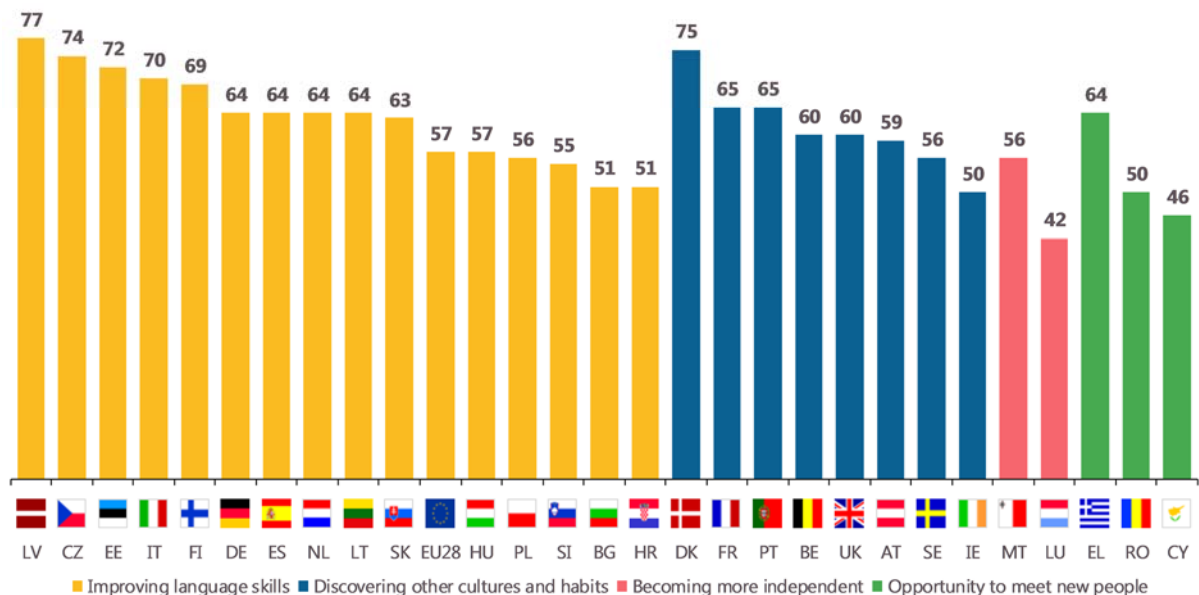
In Malta (56%) and Luxembourg (42%) the most frequently mentioned benefit is the chance to become more independent, yet in Latvia (9%) and Lithuania (10%) only around one in ten of those polled mention this as a benefit: in these countries, it is the least frequently mentioned answer. In Greece (64%), Romania (50%) and Cyprus (46%) the most common response is the opportunity that experiences abroad offer to meet new people. Significant minorities of respondents in all countries mention this benefit, with the lowest proportions found in Hungary and Portugal (both 27%).

There are substantial country-level differences in the proportions of respondents who think that the key benefit of experiences abroad is that they make you more open-minded. In Ireland, nearly half (46%) of those polled give this answer, as do at least four in ten of those polled in Bulgaria, Italy (both 40%), Cyprus (42%) and Spain (43%). However, less than one in ten (8%) of those surveyed in Croatia give this answer. As well as being the least frequently mentioned benefit in Croatia (8%), it is also the least mentioned in Hungary, Poland (both 18%) and Portugal (20%).

Slovenia (43%) is the only country in which more than four in ten respondents mention improving chances for a good job or career as an advantage of their experience abroad. In Belgium (16%), Greece (18%) and Slovakia (19%) this is the least frequently mentioned response. There is also clear variation in the proportions of respondents who see developing new skills as a benefit; in Estonia (44%), Portugal (42%) and Sweden (41%) over four in ten mention this, as do over a third (36%) of those polled in Romania and Slovenia. In seven countries it is the least frequently mentioned benefit, with a particularly low proportion of respondents in Denmark (14%) and Cyprus (16%) giving this answer.






























Finally, having a fresh outlook on work or studies is the least frequently mentioned benefit in 15 of the 28 Member States, with the lowest figures recorded in Estonia and Spain (both 7%). However, in several countries a larger minority of respondents give this answer, particularly in Greece (32%), Cyprus (29%) and Slovakia (28%).

**Q3** What do you think were the three main benefits of your experience abroad? (MAX. 3 ANSWERS)  
(% - THE MOST MENTIONED ANSWER BY COUNTRY)



Base: Respondents who had an experience abroad (N=2,127)

**Q3** What do you think were the three main benefits of your experience abroad?  
(MAX. 3 ANSWERS)  
(%)

		Improving language skills	Discovering other cultures and habits	Becoming more independent	Opportunity to meet new people	Becoming more open-minded	Improving your chances for a good job or career	Developing new skills	Having a fresh outlook on work or studies
EU28		57	54	36	36	33	24	22	17
BE		56	60	33	28	39	16	23	16
BG		51	43	27	39	40	31	19	24
CZ		74	50	33	35	25	28	28	13
DK		49	75	34	34	28	22	14	20
DE		64	63	42	28	32	19	18	22
EE		72	45	41	32	25	23	44	7
IE		22	50	42	45	46	21	26	16
EL		51	35	20	64	36	18	20	32
ES		64	50	47	34	43	33	17	7
FR		61	65	37	38	39	23	18	13
HR		51	49	34	41	8	27	23	13
IT		70	42	34	28	40	19	21	12
CY		25	39	42	46	42	23	16	29
LV		77	56	9	37	22	27	32	21
LT		64	28	10	33	33	21	27	22
LU		39	41	42	40	39	32	25	18
HU		57	40	50	27	18	30	18	20
MT		26	45	56	47	26	32	23	20
NL		64	63	44	28	32	24	27	11
AT		54	59	27	32	27	26	22	22
PL		56	50	22	42	18	30	21	19
PT		37	65	45	27	20	25	42	23
RO		38	31	34	50	20	29	36	18
SI		55	27	41	42	20	43	36	15
SK		63	43	20	48	22	19	23	28
FI		69	57	29	30	25	32	17	19
SE		42	56	43	38	26	18	41	17
UK		38	60	38	43	37	27	21	19

Highest percentage per country

Lowest percentage per country

Highest percentage per item




Lowest percentage per item

Base: Respondents who had an experience abroad (N=2,127)

There are some important **socio-demographic differences** on this question, although not concerning all the listed benefits.

- Women (62%) are much more likely than men (47%) to mention discovering new cultures and habits as a benefit of their experience abroad, and also more likely to mention becoming more independent (43%, compared with 29% of men).
- The largest age difference concerns the opportunity to meet new people, mentioned by half (50%) of those aged between 15 and 19 but only by three in ten (30%) of those aged between 25 and 30. However, respondents in the oldest cohort are slightly more likely to mention becoming more open-minded (36%, compared with 30%).
- Respondents with the highest levels of education are more likely than those with the lowest levels of education to see the opportunity to learn new language skills as a benefit (60%, compared with 47%). However, respondents with the lowest levels of education are more likely than those with the highest levels to value experience abroad as improving their chances for a good job or career (32%, compared with 25%), giving them a fresh outlook on work or studies (32% vs 17%), and helping them become more open-minded (48% vs 38%).

**Q3** What do you think were the three main benefits of your experience abroad? (MAX. 3 ANSWERS)  
(% - EU28)

	Improving language skills	Discovering other cultures and habits	Opportunity to meet new people	Becoming more independent	Becoming more open-minded	Improving your chances for a good job or career	Developing new skills	Having a fresh outlook on work or studies
EU28	57	54	36	36	33	24	22	17
 Gender								
Male	57	47	37	29	35	24	24	20
Female	57	62	34	43	31	23	19	14
 Age								
15-19	57	54	50	34	30	14	24	15
20-24	60	52	36	38	31	28	23	15
25-30	54	56	30	36	36	24	19	19
 Education (End of)								
15-	47	53	14	30	48	32	15	32
16-19	48	43	39	38	28	24	20	23
20+	60	59	30	34	38	25	20	17
Still studying	61	57	39	37	33	22	23	13

Base: Respondents who had an experience abroad (N=2,127)

## b. Reasons for not having an experience abroad

### Half of young Europeans who have not had an experience abroad say it is because they have not had the opportunity yet

The survey figures also indicate that nearly three quarters (73%) of young Europeans have not had any personal longer-term experiences abroad (studying, training, working or volunteering in another country), although this varies substantially across Member States.

Among those respondents who say that they have not had an experience abroad, the most frequently mentioned reason is that they had not had the opportunity yet, with half (50%) of those polled giving this answer. Over a third of respondents mention family, personal or work-related reasons or the lack of financial means (both 37%).

More than a fifth mention that they have not had an experience abroad due to the lack of information on how to proceed or apply and the fact that it would take them away from home for too long (both 22%), or because they do not possess sufficient language skills (21%). A further 16% say that it would be too difficult for them. Only a small proportion of respondents fear that their experience would not be recognised (7%).



Base: Respondents who have not had an experience abroad (N=5,985)

In 21 of the 28 Member States, the most frequently mentioned reason for not having had an experience abroad is because they have not had the chance to do so yet. However, this varies a lot: France (69%) stands out for the particularly high proportion of respondents who say that they have not had the opportunity yet, followed by Germany (56%), Ireland and Luxembourg (both 55%). At the other end of the scale, while this is the most common response in Cyprus, only 29% of those polled say that the lack of opportunity is the reason why they have not yet had an experience abroad. Similar figures are recorded in Lithuania and Denmark (both 33%).

In three cases, the most common response is family, work or personal reasons. At least half of those polled in Portugal (50%) and Czech Republic (53%) give this answer, as do nearly four in ten (39%) of respondents in Sweden. On the contrary, only just over one in ten (11%) of those polled in Malta mention family, work, or personal reasons. In Austria (53%), Latvia (40%), Poland (39%) and Romania (36%), equal proportions of respondents give the two aforementioned reasons.

France (51%) is the only country in which a majority of respondents say that they have not had an experience abroad due to lack of financial means. However, the proportion of respondents who give this answer varies a great deal. In Germany, Spain (both 45%), Portugal (44%), the Czech Republic and the United Kingdom (both 42%), over four in ten of those polled say that financial means is a factor, compared with less than one in ten of those polled in Malta (7%).

The lack of information on how to proceed or apply is a factor mentioned by only a minority of respondents in each country. However, France (39%) stands out for a particularly large proportion of respondents who give this answer. Elsewhere, no more than three in ten (30%) mention the lack of information. In Italy (3%), Lithuania (4%), Malta (6%), Cyprus and Romania (both 7%) less than one in ten say that the lack of information is a factor.

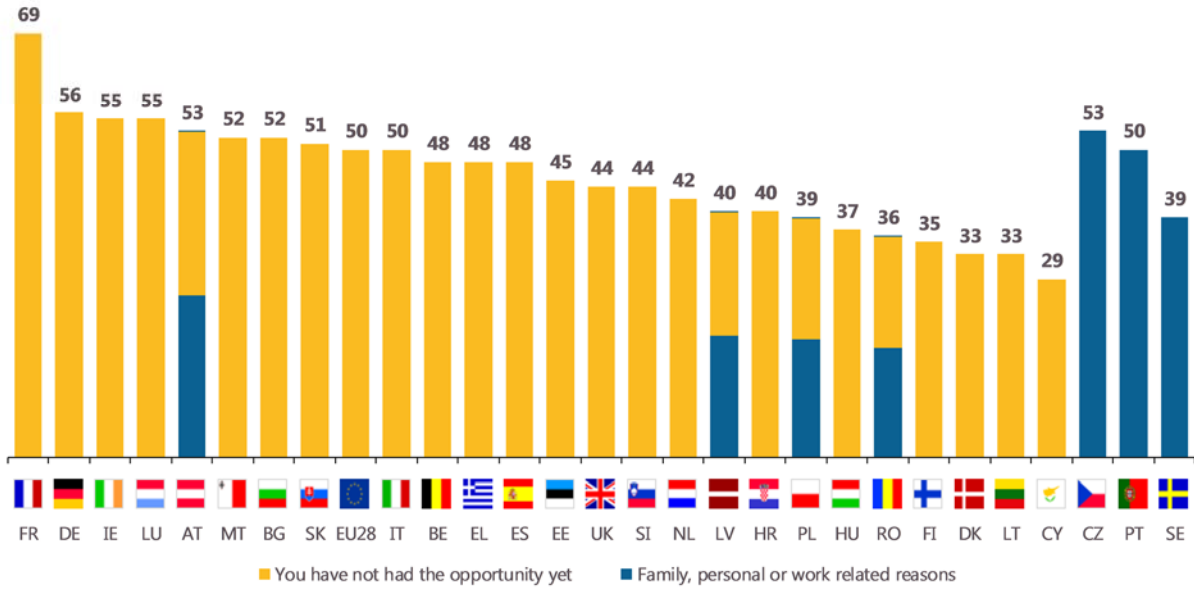
There is a similar country-level distribution in the case of those who have not had an experience abroad because it would take them away from home for too long. In the Czech Republic, just over a third of respondents (35%) give this answer, followed by Portugal (32%), Spain, France (both 31%) and Austria (30%). Again, the lowest figures are in Italy (2%), and in Denmark (4%), Cyprus (5%), Greece (9%) and Romania (9%), where less than one in ten give this answer.

Nearly four in ten (38%) of those polled in France say that insufficient language skills have prevented them from having an experience abroad, with nearly as many giving this answer in the Czech Republic (35%) and the United Kingdom (34%). In 11 countries, less than one in ten respondents mention the lack of language skills, with only 1% of those surveyed in Malta giving this answer.

In the Czech Republic (29%) and Portugal (27%) over a quarter of respondents say that they have not had an experience abroad for fear that it would be too difficult, as do over a fifth of respondents in Germany (22%), Belgium and France (both 23%). In 10 countries, less than one in ten of those polled fear that it would be too difficult, with only 1% of respondents in Denmark giving this answer.






























Fear that experience would not be recognised is mentioned by the fewest respondents in all countries. In the Czech Republic, 16% of those polled mention this reason for not having an experience abroad, yet this is still the least frequently mentioned reason in this country. In seven other cases, at least one in ten (10%) mention their fear that experience would not be recognised, but in the remaining 20 countries, fewer than one in ten do. Only 1% of those polled give this response in Denmark, Italy and Cyprus.

**Q4** For which of the following reasons have you not had an experience abroad? (MULTIPLE ANSWERS POSSIBLE)  
 (% - THE MOST MENTIONED ANSWER BY COUNTRY)



Base: Respondents who have not had an experience abroad (N=5,985)

**Q4** For which of the following reasons have you not had an experience abroad?  
(MULTIPLE ANSWERS POSSIBLE)  
(%)

		You have not had the opportunity yet	Family, personal or work related reasons	Lack of financial means	Lack of information on how to proceed or apply	You would be away for too long	Insufficient language skills	Fear that it would be too difficult	Fear that your experience will not be recognised
EU28		50	37	37	22	22	21	16	7
BE		48	36	28	27	23	28	23	9
BG		52	32	34	17	26	15	14	9
CZ		52	53	42	26	35	35	29	16
DK		33	32	23	14	4	4	1	1
DE		56	48	45	21	28	14	22	10
EE		45	37	14	11	13	9	15	2
IE		55	33	41	27	16	22	15	12
EL		48	26	36	14	9	11	10	3
ES		48	41	45	23	31	28	19	5
FR		69	41	51	39	31	38	23	10
HR		40	32	29	13	14	5	8	4
IT		50	15	20	3	2	6	4	1
CY		29	20	26	7	5	5	7	1
LV		40	40	28	23	26	23	14	12
LT		33	29	17	4	11	9	3	2
LU		55	34	25	19	16	4	9	10
HU		37	22	35	10	12	14	8	5
MT		52	11	7	6	11	1	8	3
NL		42	28	25	22	15	4	3	2
AT		53	53	25	28	30	18	16	8
PL		39	39	26	23	22	15	8	7
PT		49	50	44	25	32	29	27	11
RO		36	36	23	7	9	5	11	6
SI		44	25	24	15	16	12	13	5
SK		51	31	21	14	14	18	13	4
FI		35	33	23	14	22	16	15	3
SE		33	39	23	18	22	9	13	3
UK		44	33	42	28	19	34	17	10

Highest percentage per country

Lowest percentage per country

Highest percentage per item

Lowest percentage per item

Base: Respondents who have not had an experience abroad (N=5,985)

There are several **socio-demographic differences** on this question, as follows:

- Women are generally more likely than men to identify specific reasons why they have not had an experience abroad, particularly concerning the lack of financial means (41%, compared with 32%) and family, personal or work-related reasons (41% vs 33%).
- Respondents aged between 25 and 30 are more likely than those aged between 15 and 19 to say that family, personal or work-related reasons have prevented them from having an experience abroad (45%, compared with 23%), while the youngest respondents are much more likely to say that they have not had the opportunity yet (66%, compared with 38% of those aged between 25 and 30).
- Respondents with the highest levels of education are more likely to say that the lack of information on how to proceed or apply was an impediment to gaining experience abroad (20%, compared with 10% of those with the lowest levels), and to cite family, personal or work-related reasons (44% vs 30%). On the other hand, those with the lowest levels of education are more likely to say that they have not had the opportunity yet (55%, compared with 38%).
- Manual workers are more likely than the self-employed to say that they have not had an experience abroad because of their lack of financial means (37%, compared with 25%), or because of the fear that it would be too difficult (17%, compared with 4%).

**Q4** For which of the following reasons have you not had an experience abroad? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU28)

	You have not had the opportunity yet	Lack of financial means	Family, personal or work related reasons	Lack of information on how to proceed or apply	You would be away for too long	Insufficient language skills	Fear that it would be too difficult	Fear that your experience will not be recognised
EU28	50	37	37	22	22	21	16	7
<b>Gender</b>								
Male	51	32	33	20	20	20	13	6
Female	48	41	41	25	23	22	19	8
<b>Age</b>								
15-19	66	32	23	26	20	20	17	8
20-24	51	38	38	22	20	21	16	8
25-30	38	38	45	19	24	22	15	6
<b>Education (End of)</b>								
15-	55	30	30	10	12	23	12	11
16-19	48	42	43	22	24	26	16	8
20+	38	37	44	20	24	21	15	6
Still studying	57	33	29	24	19	17	16	7
<b>Respondent occupation scale</b>								
Self-employed	47	25	44	18	25	22	4	4
Employee	44	37	46	22	23	19	14	8
Manual workers	46	37	34	19	25	23	17	7
Not working	43	47	40	22	20	29	20	7
Studying	60	33	26	24	20	19	18	7

Base: Respondents who have not had an experience abroad (N=5,985)



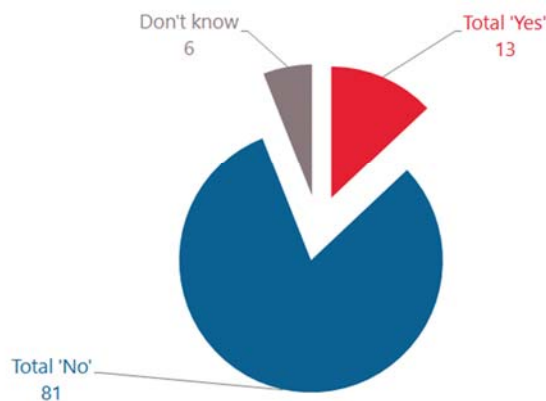
### 3 Recognition of qualification received abroad

Respondents who said they had had an experience abroad were asked whether they had encountered any difficulties with the recognition of their qualifications<sup>9</sup>. All respondents were also asked whether they considered a system of automatic recognition of qualifications to be a useful idea<sup>10</sup>.

#### **Most young Europeans have not had substantial difficulties with the recognition of their qualifications abroad, but nevertheless 13% say they have experienced such problems**

In all of the 28 Member States, of those respondents who have had an experience working or studying abroad, a large majority of (81%) say that they did not experience many difficulties with the recognition of those qualifications. Nevertheless there is still 13% who say that they have experienced such problems<sup>11</sup>.

**Q5** Did you have any difficulties with the recognition of the qualifications, degrees, credits or learning outcomes obtained during your experience abroad?  
(% - EU)



Base: Respondents who had an experience abroad (N=2,127)

65% of respondents say that they have experienced no difficulties at all with the recognition of their qualifications, while 16% experienced not many difficulties. In fact, in all but one country, a majority of those polled say that they have not experienced *any* difficulties at all, with the exception being Italy (49%). In Slovakia (87%), Malta and Slovenia (both 88%), nearly nine in ten respondents say that they have not experienced any problems at all.

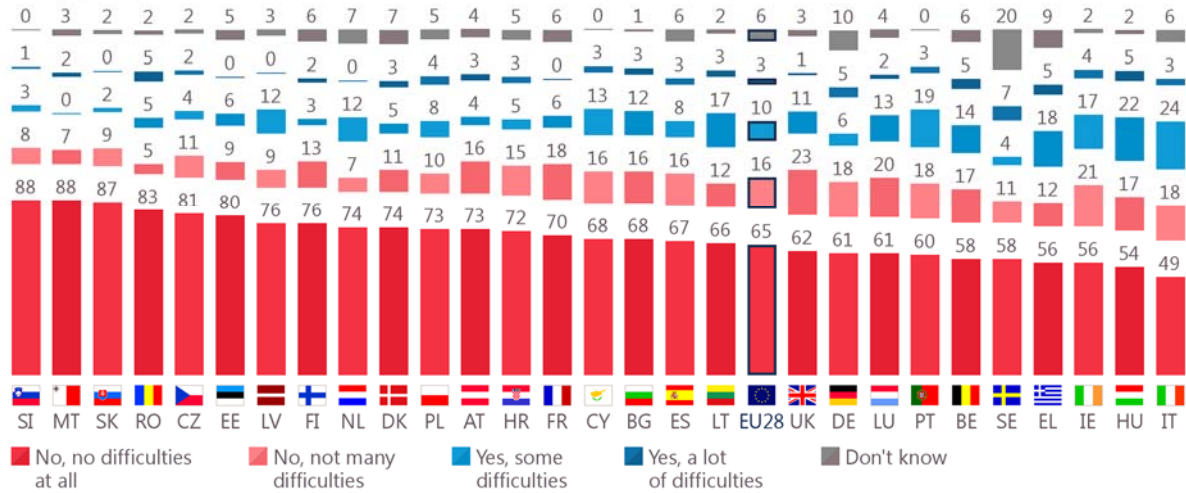
<sup>9</sup> Q5 Did you have any difficulties with the recognition of the qualifications, degrees, credits or learning outcomes obtained during your experience abroad? ONE ANSWER ONLY Yes, a lot of difficulties; Yes, some difficulties; No, not many difficulties; No, no difficulties at all; Don't know.

<sup>10</sup> Q7.1 For each of the following options, please tell me whether you think it would be useful for young people in the EU? A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU. SINGLE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

<sup>11</sup> 'Total 'Yes'' is the sum of 'Yes, a lot of difficulties' and 'Yes, some difficulties', while 'Total 'No'' is the sum of 'No, not many difficulties' and 'No, no difficulties at all'.

The proportion of respondents that indicated having experienced difficulties with the recognition of their qualifications obtained abroad is very low across most of the polled countries. The exceptions are both Italy and Hungary, where over a quarter of respondents (27%) indicated that they had experienced such problems.

**Q5** Did you have any difficulties with the recognition of the qualifications, degrees, credits or learning outcomes obtained during your experience abroad? (%)



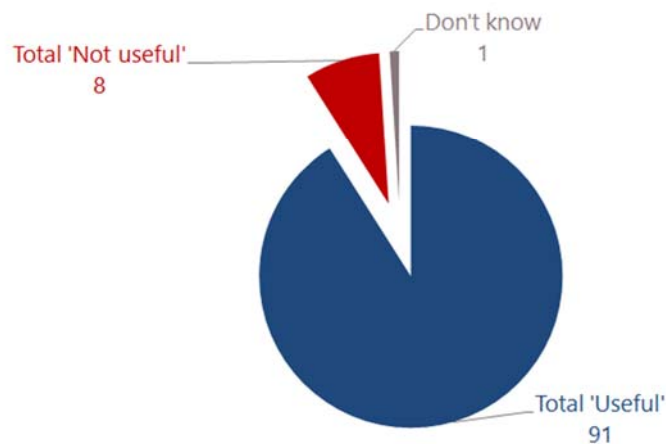
Base: Respondents who had an experience abroad (N=2,127)

There are **no clear socio-demographic differences** on this question.

## A vast majority of young Europeans are in favour of a system of automatic recognition of qualifications

Over nine in ten (91%) respondents agree that a system of automatic recognition of diplomas or credits would be very or somewhat useful. Over half (56%) think this would be very useful, while just over a third (35%) say it would be somewhat useful. Very few say it would be not very useful (6%), and even fewer think it would be not at all useful (2%)<sup>12</sup>.

**Q7.1** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU**  
 (% - EU)



Base: All respondents (N=8,153)

There is little difference at the country level in the proportions of respondents who agree that a system of automatic recognition would be very or somewhat useful. In Romania, nearly all (97%) of those polled hold this view, compared with 84% in Austria and Belgium. However, there are differences in the proportions of respondents who think that such a system would be very useful. In Croatia, nearly three quarters (73%) of respondents express this view, as do over two thirds of those polled in Malta, Lithuania (both 68%) and Romania (70%). In the majority of the remaining countries, at least half of the respondents say that automatic recognition of diplomas would be very useful. The exceptions are Belgium (48%), Finland, the Czech Republic (both 46%), Hungary (44%) and Poland (43%).

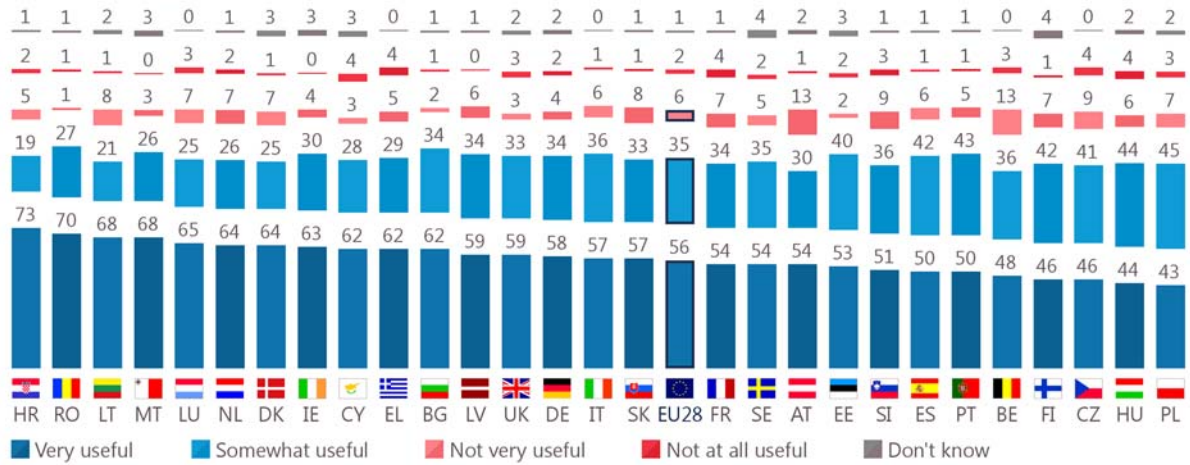
The proportion of respondents who state that such system of automatic recognition would not be at all useful is extremely low across Member States. Only in Austria and Belgium over one in ten (13%) say that the system would not be very useful. In the rest of the countries, such proportion is lower than 10%.

<sup>1</sup> Throughout the report, 'Total 'Important'' sums the results for 'Very important' and 'Fairly important', and 'Total 'Not important'' is the sum of 'Not very important' and 'Not at all important'

<sup>12</sup> 'Total 'Useful'' is the sum of 'Very useful' and 'Somewhat useful', and 'Total 'Not useful'' is the sum of 'Not very useful' and 'Not at all useful'.

**Q7.1** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

**A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU (%)**








Base: All respondents (N=8,153)

The most important **socio-demographic** differences are found when looking at 'very useful'.

- Women (60%) are more likely than men (51%) to consider such a system very useful.
- Six in ten (62%) of those with the highest levels of education think that this system would be very useful, compared with a third (32%) of those with the lowest levels of education.
- Respondents in large towns (62%) are more likely than those in rural villages (51%) to think this system would be very useful.
- A majority of employees (60%) think a system of automatic recognition would be useful, compared with less than half of the self-employed (47%) or manual workers (43%).

**Q7.1** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

**A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU (% - EU28)**

	Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know
EU28	56	35	6	2	1
 <b>Gender</b>					
Male	51	38	7	3	1
Female	60	32	5	1	2
 <b>Age</b>					
15-19	49	40	8	1	2
20-24	58	34	4	2	2
25-30	57	34	5	3	1
 <b>Education (End of)</b>					
15-	32	52	5	8	3
16-19	52	37	6	3	2
20+	62	30	5	2	1
Still studying	57	35	5	2	1
 <b>Subjective urbanisation</b>					
Rural village	51	41	5	2	1
Small/mid size town	53	36	6	3	2
Large town	62	30	5	2	1
 <b>Respondent occupation scale</b>					
Self-employed	47	42	6	3	2
Employee	60	31	5	3	1
Manual workers	43	44	6	2	5
Not working	49	40	7	2	2
Studying	57	34	6	2	1

Base: All respondents (N=8,153)

## II. TEACHING AND LEARNING IN THE EUROPEAN EDUCATION AREA

This section presents findings about respondents' attitudes to the European Education Area, looking at answers to questions about the European Universities Initiative, about initiatives to open the minds of students to cross-disciplinary and cross-cultural exchange, and about the European Student Card initiative.

### **At least nine in ten young Europeans support the initiatives aimed at building a European Education Area supportive to teaching and learning**

The vast majority of respondents (over 90% in all cases) agree that the proposed initiatives would be useful for young people in the EU.

A very large majority (93%) think that it would be very or somewhat useful to create **degrees delivered by networks of European universities** that would offer students the chance to study in different EU countries<sup>13</sup>, or offer students a **flexible choice of courses or modules via a network** of European universities (92%)<sup>14</sup>.

Nine in ten of those polled agree that it would be very or somewhat useful to **increase cross-cultural exchanges** in schools and universities within the EU<sup>15</sup> (91%), and to increase the teaching of **creativity or critical thinking** in European schools or universities (91%)<sup>16</sup>.

Nearly all (97%) of those polled agree that it would be very or somewhat useful to give students the chance to **work with academics, researchers and companies from different countries, on innovative projects**<sup>17</sup>. Almost as many (95%) would welcome more opportunities for young people to **study and work together across disciplines and departments**<sup>18</sup>.

<sup>13</sup> Q7.2 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? The creation of degrees delivered by networks of European universities, which offer the chance to study in different EU countries. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

<sup>14</sup> Q7.3 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? Allowing students a flexible choice of courses or modules offered by a network of different European universities. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

<sup>15</sup> Q7.7 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? Increasing cross-cultural exchanges in schools and universities within the EU. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

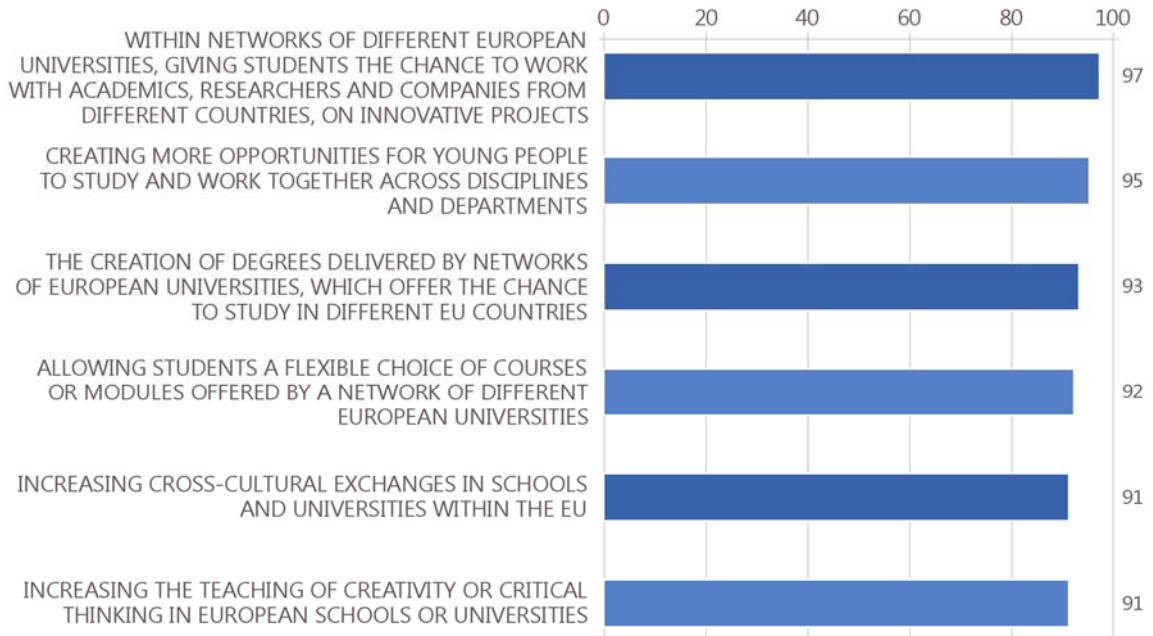
<sup>16</sup> Q7.5 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? Increasing the teaching of creativity or critical thinking in European schools or universities. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

<sup>17</sup> Q7.4 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? Within networks of different European universities, giving students the chance to work with academics, researchers and companies from different countries, on innovative projects. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

<sup>18</sup> Q7.6 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU? Creating more opportunities for young people to study and work together across disciplines and departments. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Not at all useful; Don't know.

**Q7T** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

(% - TOTAL 'USEFUL' - EU)



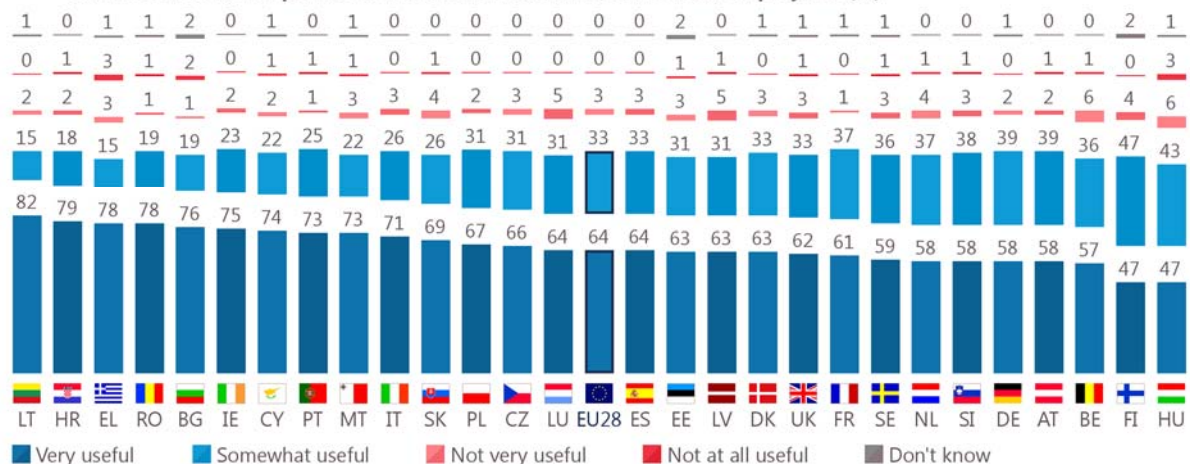
Base: All respondents (N=8,153)

## 1 European Universities Initiative

In all countries, a large majority of respondents agree that it would be very or somewhat useful to give students the chance to **work on innovative projects alongside academics, researchers and companies from different countries**. Only a small minority disagree with this in any of the countries surveyed. However, there are some noteworthy differences in the proportions of respondents who think that this initiative would be very useful. In all but two of the 28 Member States, a majority of those polled say the initiative would be very useful, the exceptions being Hungary and Finland, where just under half (47%) of respondents give this answer. Among the remaining countries, the proportion of respondents who think this initiative would be very useful ranges from 59% in Sweden to 82% in Lithuania.

**Q7.4** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

**Within networks of different European universities, giving students the chance to work with academics, researchers and companies from different countries, on innovative projects (%)**

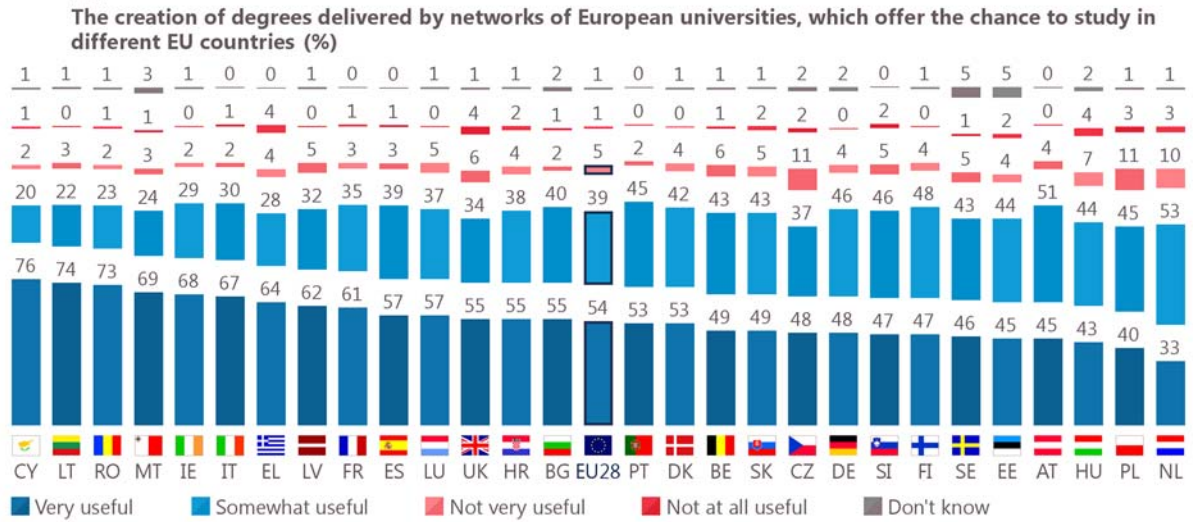


Base: All respondents (N=8,153)

On the question of whether it would be useful to create **degrees delivered by networks of European universities**, similar proportions of those polled in all countries give a positive answer to this question. However, there are some differences in the proportions of those who think it would be very useful. In 12 of the 28 Member States, less than half of those polled give this answer, with only a third (33%) of those polled in the Netherlands agreeing that this initiative would be very useful. In the remaining countries, the proportion of respondents who agree varies from just over half of those polled in Denmark and Portugal (both 53%) to over three quarters (76%) of respondents in Cyprus, and nearly as many in Lithuania (74%) and Romania (73%).



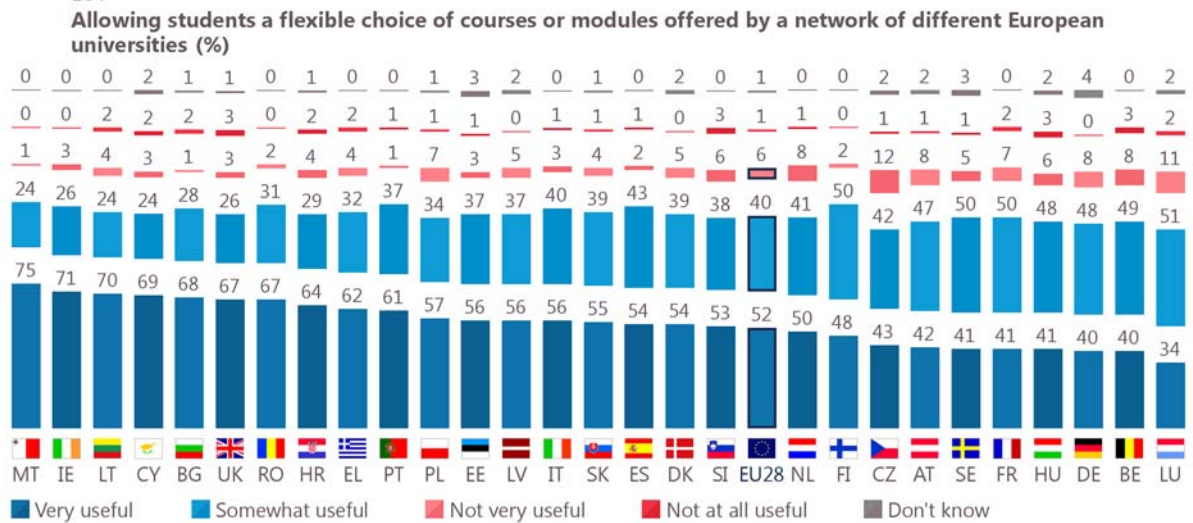
**Q7.2** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?



Base: All respondents (N=8,153)

There is a very similar pattern in the case of allowing students a **flexible choice of courses or modules** offered by a network of different European universities, although the countries in question vary. While at least 85% of young people in every country find the initiative very or somewhat useful, in Luxembourg only over a third (34%) of those polled say that this initiative would be very useful for young people, and in a further eight countries less than half of those polled give this response. However, in Malta three quarters (75%) of respondents see this initiative as very useful, as do seven in ten of those polled in Lithuania (70%) and Ireland (71%).

**Q7.3** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?






Base: All respondents (N=8,153)

For the **socio-demographic breakdown**, we look at the proportions of respondents who agree that these initiatives are very useful.

- In each case, women are more likely than men to say that each initiative is very useful. Two thirds (66%) of women say that giving students the chance to work on projects with academics, researchers and companies from different countries would be very useful, compared with 62% of men. Over half (55%) of women think that allowing students a flexible choice of courses or modules would be very useful, compared with less than half (49%) of men. Nearly six in ten (59%) women say that degrees delivered by networks of European universities would be a very useful initiative, compared with less than half (49%) of men.
- Those with the highest levels of education are more likely than those with the lowest levels of education to agree that a flexible choice of courses or modules (53%, compared with 43%) or degrees delivered by networks of European universities (55% vs 44%) would be very useful initiatives.

**Q7.2-3-4** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

**Very useful (% - EU28)**

	Within networks of different European universities, giving students the chance to work with academics, researchers and companies from different countries, on innovative projects	The creation of degrees delivered by networks of European universities, which offer the chance to study in different EU countries	Allowing students a flexible choice of courses or modules offered by a network of different European universities
EU28	64	54	52
 Gender			
Male	62	49	49
Female	66	59	55
 Age			
15-19	62	57	54
20-24	65	55	50
25-30	64	52	52
 Education (End of)			
15-	65	44	43
16-19	59	51	51
20+	66	55	53
Still studying	67	57	53

Base: All respondents (N=8,153)

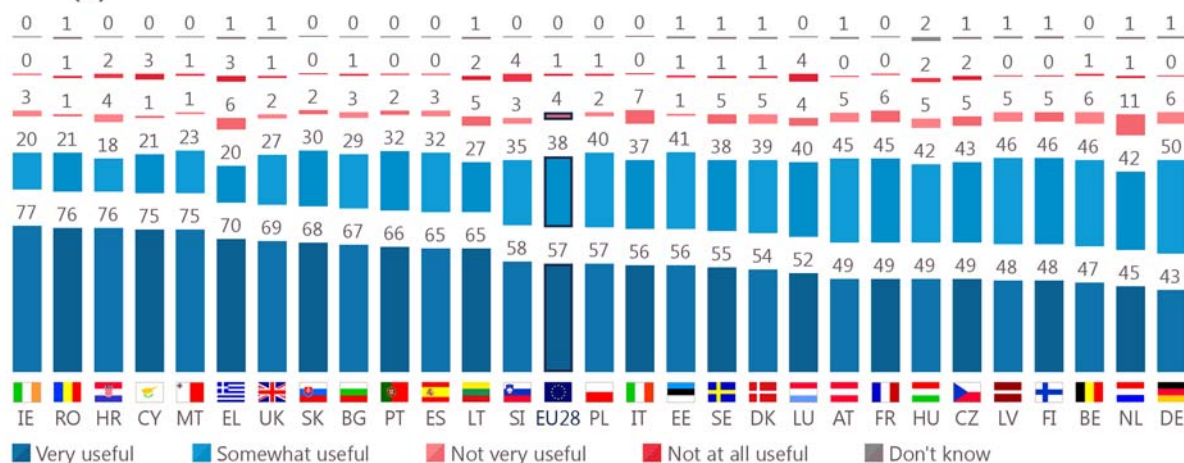
## 2 Opening the minds of students

### Young Europeans consider it a good idea to promote cooperation across disciplines in European schools and universities and to increase the emphasis on the teaching of creativity and critical thinking.

The country-level patterns are very similar in the case of initiatives aimed at opening the minds of students. In all countries, a majority of respondents agree that it would be very or somewhat useful to promote **interdisciplinarity** in the curricula by creating more opportunities for young people to study and work together across disciplines and departments. Yet in Germany (43%) and the Netherlands (45%) less than half of those polled say that this would be a very useful initiative, compared with three quarters or more of those surveyed in Malta, Cyprus (both 75%), Croatia, Romania (both 76%) and Ireland (77%).

**Q7.6** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?

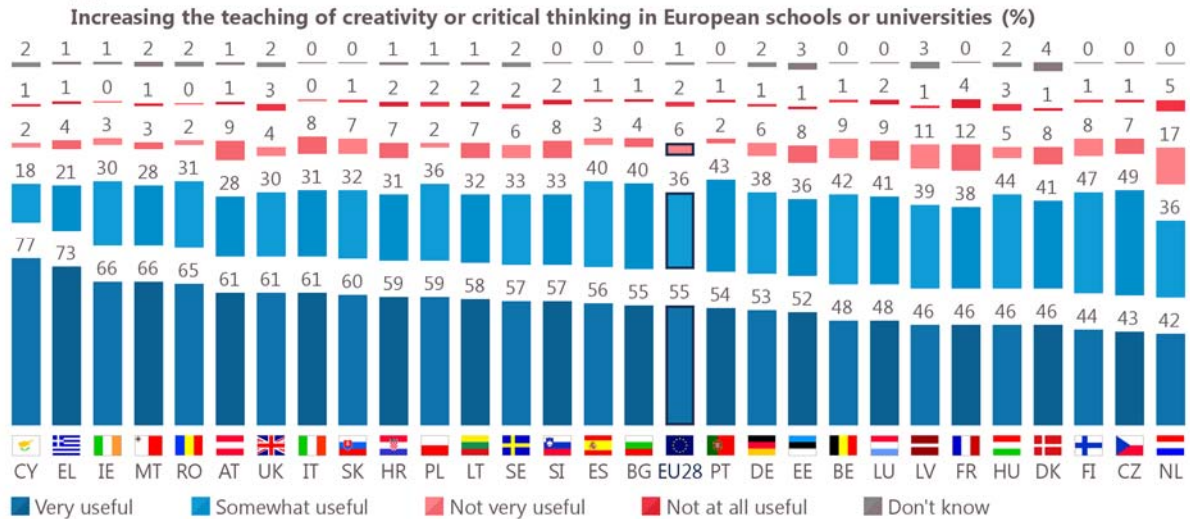
**Creating more opportunities for young people to study and work together across disciplines and departments (%)**



Base: All respondents (N=8,153)

A majority of respondents in all countries think that increasing the teaching of **creativity or critical thinking** in European schools or universities would be a good idea. There is somewhat more variation on this question: in Portugal (97%), Spain, Romania and Ireland (all 96%) nearly all of those polled say that this initiative would be very useful or somewhat useful, a view shared by comparatively fewer in the Netherlands (78%), where over a fifth (22%) say that it would not be very useful or not useful at all. Most differences, however, are between cohorts who say that the initiative is very useful. In nine countries, less than half of those polled give this answer, with the lowest figures in the Netherlands (42%) and the Czech Republic (43%). In all other countries, between half (50%) and two thirds (66%) of respondents say that this initiative would be very useful, with the exception of Greece, where over seven in ten (73%) give this response, and Cyprus, where over three quarters (77%) do.

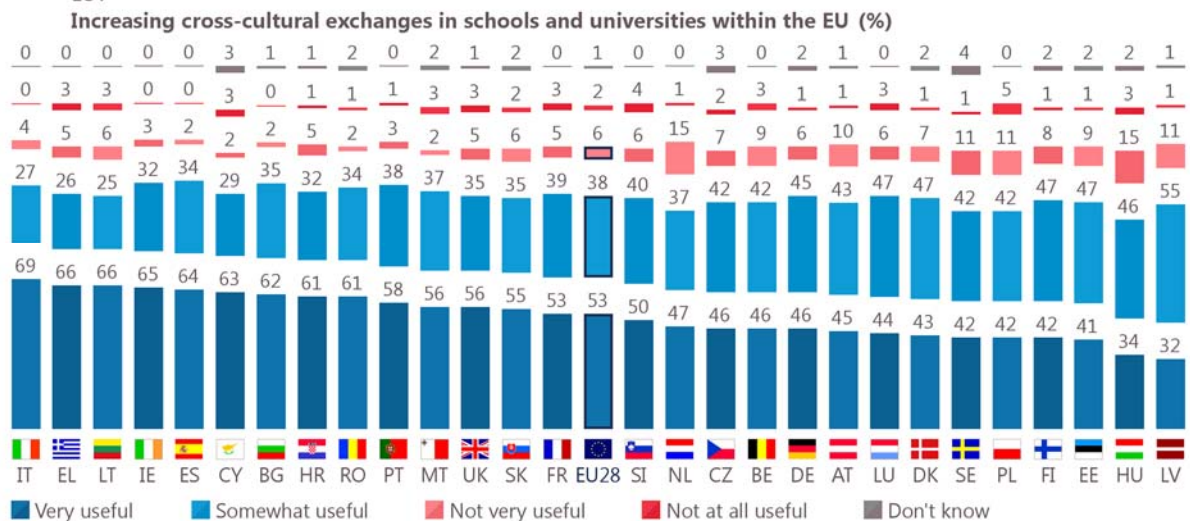
**Q7.5** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?



Base: All respondents (N=8,153)

There is a similar pattern in the case of **cross-cultural exchanges** in schools and universities within the EU. In Spain (98%), Ireland and Bulgaria (both 97%) nearly all of those polled say that this initiative would be very or somewhat useful, compared with only eight in ten (80%) respondents in Hungary, where just under a fifth (18%) say that it would not be useful. Hungary (34%) and Latvia (32%) stand out for the particularly low proportion of respondents who think that it would be very useful for young people if cross-cultural exchanges were increased, and in a further 11 countries less than half of those polled share this view. No countries stand out for a particularly high proportion of respondents who think this initiative would be very useful, although in Lithuania, Greece (both 66%) and Italy (69%) at least two thirds of those polled give this response.

**Q7.7** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?






Base: All respondents (N=8,153)

There are not many **socio-demographic differences** on this question.

- Women are more likely than men to think that it would be very useful to create more opportunities for young people to study and work together across disciplines and departments (60%, compared with 53%), and to increase cross-cultural exchanges in schools and universities (59%, compared with 48%).
- Respondents with the highest levels of education are more likely than those with the lowest levels of education to agree that increasing cross-cultural exchanges would be very useful for young people in the EU (56%, compared with 40%).

**Q7.5-6-7** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Very useful (% - EU28)**

	Creating more opportunities for young people to study and work together across disciplines and departments	Increasing the teaching of creativity or critical thinking in European schools or universities	Increasing cross-cultural exchanges in schools and universities within the EU
EU28	57	55	53
 Gender			
Male	53	54	48
Female	60	57	59
 Age			
15-19	55	57	56
20-24	57	53	52
25-30	57	56	53
 Education (End of)			
15-	56	52	40
16-19	59	53	49
20+	60	56	56
Still studying	53	56	57

Base: All respondents (N=8,153)

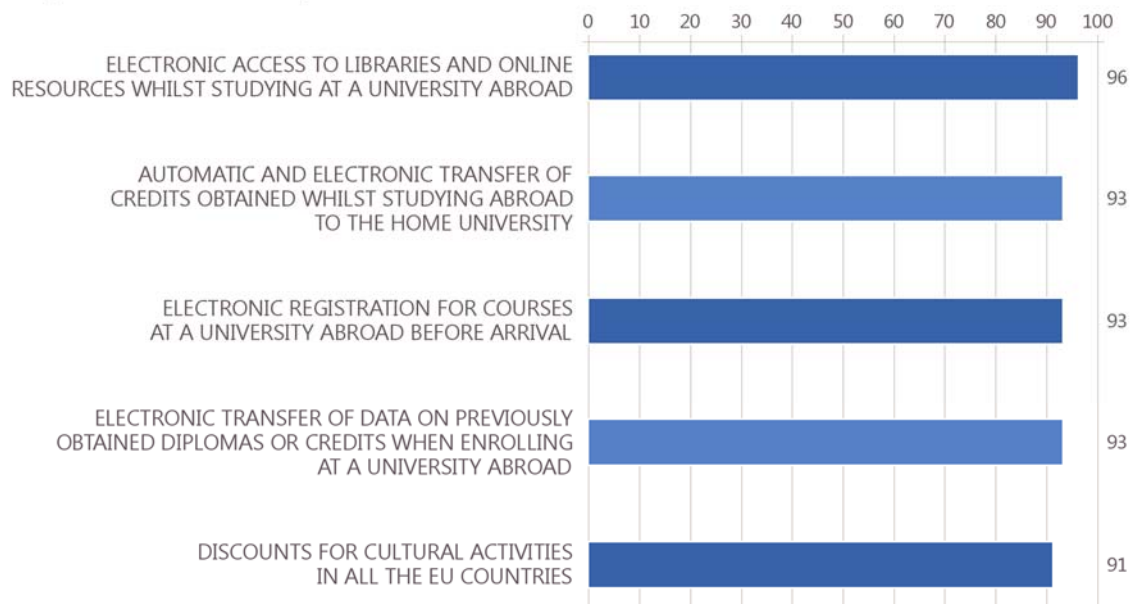
### 3 European Student Card initiative

Respondents were asked how useful they thought a range of (mostly electronic) services offered by a European Student Card would be<sup>19</sup>.

#### Nine in ten young Europeans think that the services offered by a European Student Card would be useful

Overall, there is very strong support for the proposed features of the European Student Card. Nearly all (96%) of those polled say that **electronic access to libraries and online resources** would be very or somewhat useful, and over nine in ten think this of the **automatic and electronic transfer of credits, electronic registration for courses prior to arrival at a university abroad, electronic transfer of data on previously obtained diplomas or credits** (all 93%), and **discounts for cultural activities in the EU countries** (91%).

**Q8T** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?  
(% - TOTAL 'USEFUL' - EU)

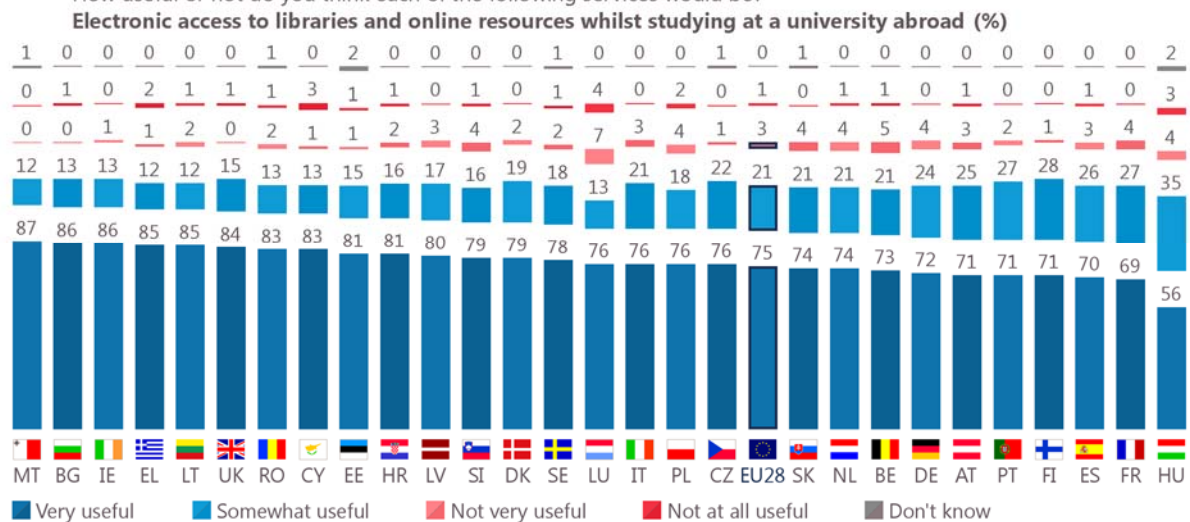


Base: All respondents (N=8,153)

<sup>19</sup> Q8. Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be? 1. Electronic transfer of data on previously obtained diplomas or credits when enrolling at a university abroad. 2. Electronic registration for courses at a university abroad before arrival. 3. Electronic access to libraries and online resources whilst studying at a university abroad. 4. Discounts for cultural activities in all the EU countries. 5. Automatic and electronic transfer of credits obtained whilst studying abroad to the home country. ONE ANSWER ONLY Very useful; Somewhat useful; Not very useful; Don't know.

In all but one country, over nine in ten respondents say that **electronic access to libraries and online resources while studying at a university abroad** would be very or somewhat useful for young people. The exception is Luxembourg (89%). There is some variation in the proportions of respondents who say that electronic access would be very useful. In Hungary, only six in ten (56%) of those polled give this answer. In all other countries, over two thirds of respondents do, but this ranges from seven in ten of those surveyed in France (69%) and Spain (70%) to well over eight in ten of those polled in Ireland, Bulgaria (both 86%) and Malta (87%).

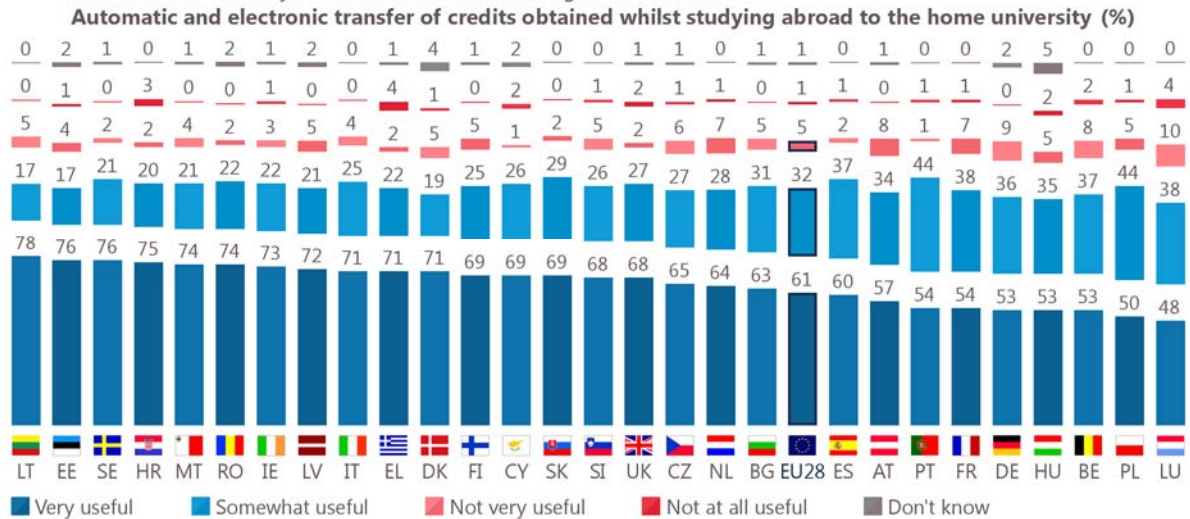
**Q8.3** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?



Base: All respondents (N=8,153)

In all countries, a majority of respondents say that **automatic and electronic transfer of credits obtained while studying abroad** would be very or somewhat useful. In Slovakia, Portugal (both 98%), Sweden and Spain (both 97%) nearly all respondents give this answer. There is more variation in the proportions of those who say that this service would be very useful. In Luxembourg, less than half (48%) give this response. In all other countries, at least half of those polled say this service would be very useful, but this varies from just half (50%) of respondents in Poland to over three quarters of those polled in Sweden, Estonia (both 76%) and Lithuania (78%). In all countries except Luxembourg (14%) and Belgium (10%), less than one in ten (10%) of those polled says that automatic transfer of credits would not be useful.

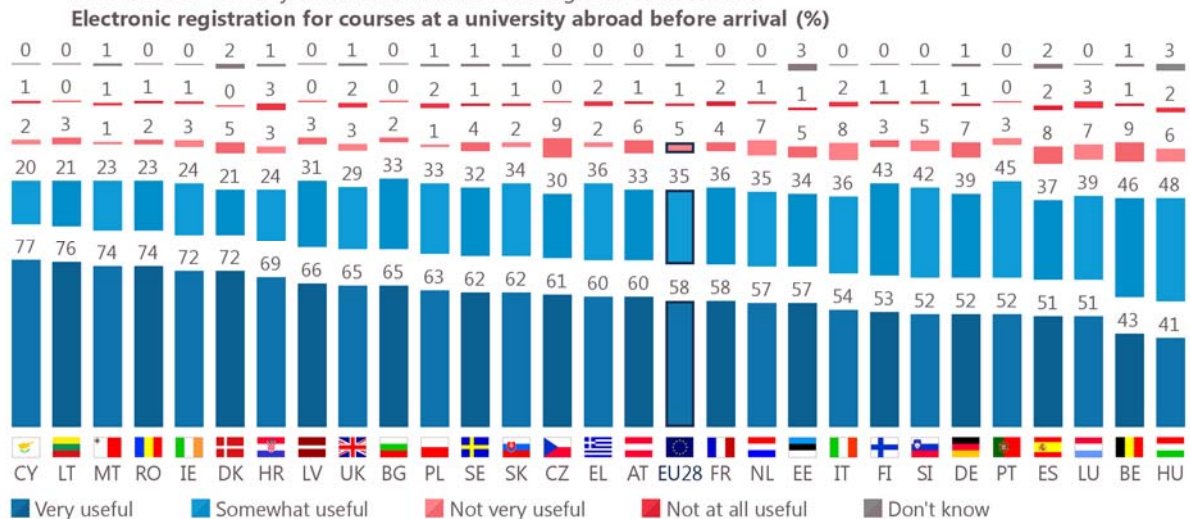
**Q8.5** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?



Base: All respondents (N=8,153)

There is a similar pattern in the case of **electronic registration for courses prior to arrival at a university abroad**. Large majorities of respondents in all countries say that this service would be very or somewhat useful, varying from just under nine in ten of those polled in Spain (88%), Hungary and Belgium (both 89%) to nearly all of those surveyed in Bulgaria (98%). In all countries, one in ten (10%) respondents or less say that this service would not be very useful or not useful at all. Once again, the largest differences concern the proportions of respondents who think this service would be very useful. In Hungary (41%) and Belgium (43%) just over four in ten give this response, with a higher proportion of respondents saying that the service would be somewhat useful (48% and 46%, respectively). In all other countries, at least half say that this service would be very useful, ranging from just over half (51%) in Luxembourg and Spain to over three quarters of those polled in Lithuania (76%) and Cyprus (77%).

**Q8.2** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?



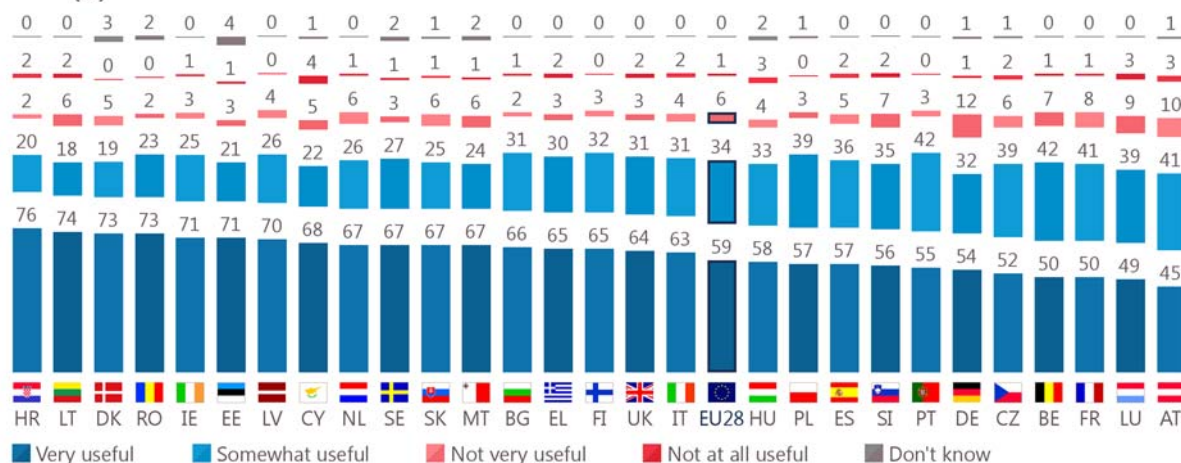
Base: All respondents (N=8,153)



There is also a similar pattern in the case of the **electronic transfer of data on previously obtained diplomas or credits**. In all countries, a large majority of respondents think that this service would be very or somewhat useful. Again, nearly all of those polled in Portugal and Bulgaria give this response, along with those surveyed in Finland (all 97%). In three countries, one in ten respondents think that electronic transfer of data would not be very useful or not at all useful: Germany, Austria (both 13%) and Luxembourg (12%). In all other cases, less than 10% give this response. In Austria (45%) and Luxembourg (49%) less than half of the respondents think that this service would be very useful; in all other countries at least half of those polled do, ranging from half (50%) of those polled in France and Belgium to around three quarters in Lithuania (74%) and Croatia (76%).

**Q8.1** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

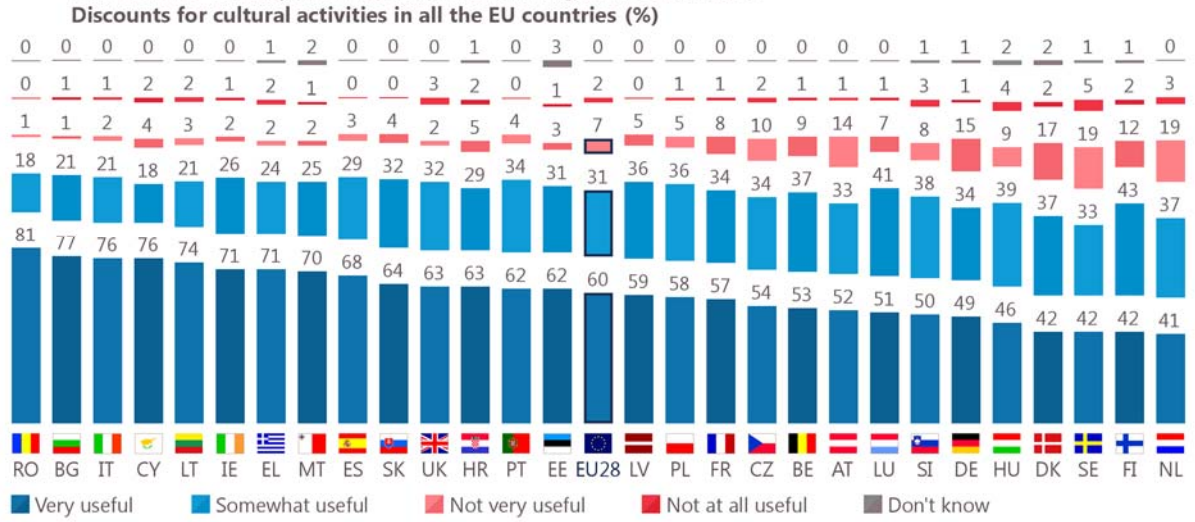
**Electronic transfer of data on previously obtained diplomas or credits when enrolling at a university abroad (%)**



Base: All respondents (N=8,153)

A majority in each country thinks that **discounts for cultural activities** would be very or somewhat useful, however there is more variation on this question. In Romania (99%) and Bulgaria (98%) almost all of those polled agree that this service would be very or somewhat useful, compared with three quarters (75%) of those polled in Sweden, where the proportion of those who think it would not be very or at all useful is just under a quarter (24%). There are also significant proportions of respondents who think this service would not be useful in the Netherlands (22%), Denmark (19%), Germany (16%) and Austria (15%). In six of the 28 Member States, less than half of those polled think that this service would be very useful, with particularly low figures in the Netherlands (41%), Finland, Sweden and Denmark (all 42%). On the other hand, over three quarters of respondents in Cyprus, Italy (both 76%), Bulgaria (77%) and Romania (81%) think that this service would be very useful.

**Q8.4** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?






Base: All respondents (N=8,153)

For the **socio-demographic analysis**, we focus on the proportions of respondents who think these services would be very useful.

- Those with the highest levels of education are much more likely than those with the lowest levels of education to think that these services would be very useful.
- Twice as many of those who finished their education at or after the age of twenty think that electronic transfer of data on diplomas or credits would be very useful (64%, compared with 32% of those who finished their education at or before the age of 15).
- There are also substantial differences between these groups in the case of electronic registration for courses (63%, compared with 42%), electronic access to libraries and online resources (79%; 57%), and the automatic and electronic transfer of credits (68%; 49%).
- There are no large differences between educational groups in the case of discounts for cultural activities.

**Q8** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Very useful (% - EU28)**

	Electronic access to libraries and online resources whilst studying at a university abroad	Automatic and electronic transfer of credits obtained whilst studying abroad to the home university	Discounts for cultural activities in all the EU countries	Electronic transfer of data on previously obtained diplomas or credits when enrolling at a university abroad	Electronic registration for courses at a university abroad before arrival
EU28	75	61	60	59	58
 Gender					
Male	57	49	55	32	42
Female	72	57	59	54	53
 Age					
15-19	73	54	61	55	52
20-24	74	62	61	61	60
25-30	77	64	58	59	60
 Education (End of)					
15-	57	49	55	32	42
16-19	72	57	59	54	53
20+	79	68	58	64	63
Still studying	76	63	62	62	60

Base: All respondents (N=8,153)

### III. KNOWLEDGE AND LEARNING OF LANGUAGES IN THE EUROPEAN EDUCATION AREA

This section presents the findings of questions about respondents' knowledge of languages; whether they have studied in their first language(s) and which other languages they have studied in; and whether they would like to learn other languages, and if so, which ones.

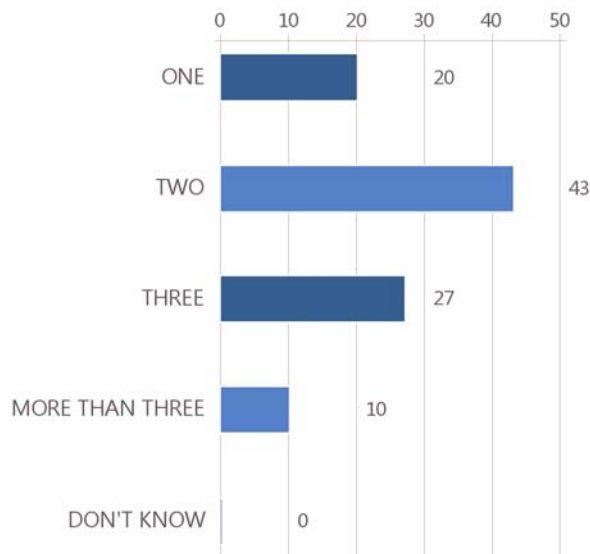
#### 1 Knowledge of languages

Respondents were asked how many languages they could read and write in<sup>20</sup>, and then to indicate the number of languages in which they would be comfortable following a course of study<sup>21</sup>.

#### Most young European citizens can read and write in more than one language, but only two thirds can follow a course of study in more than one language

Eight out of ten (80%) respondents say that they are able to read and write in more than one language. The largest proportion (43%) can use two languages, while over a quarter (27%) can read and write in three languages, and one in ten (10%) have a command of more than three languages. One fifth (20%) of those polled cannot read and write in more than one language.

**DX9** In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child.  
(% - EU)



Base: All respondents (N=8,153)

<sup>20</sup> DX9. In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child. ONE ANSWER ONLY One; Two; Three; More than three; Don't know.

<sup>21</sup> DX11. In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue. ONE ANSWER ONLY One; Two; Three or more; Don't know.

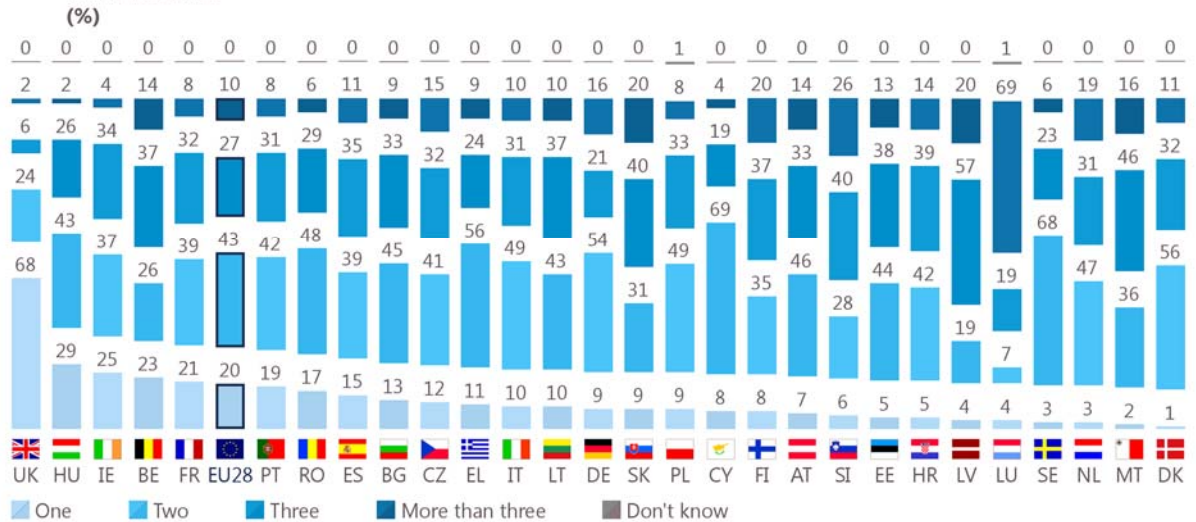
There is large variation in answers between countries on this question. In all but one country, less than three in ten of those polled can read and write in only one language: this ranges from nearly three in ten in Hungary (29%) to less than 5% of those polled in Latvia, Luxembourg (both 4%), Sweden, Netherlands (both 3%), Malta (2%) and Denmark (1%). The exception is the United Kingdom, where over two thirds (68%) of respondents have only one language at their disposal.

There is also much variation among the proportions of respondents who can read or write in two languages. Nearly seven in ten of those polled give this response in Sweden (68%) and Cyprus (69%), and it is also the majority response in Greece, Denmark (both 56%) and Germany (54%). In all other countries a minority say they can read or write in two languages, but in most cases at least a quarter (25%) of respondents give this answer. The exceptions are Latvia (19%) and Luxembourg (7%). In 20 of the 28 Member States, this is the most frequently cited number of languages.

In Latvia (57%), a majority of respondents can make use of three languages. In all other countries, only a minority give this response, but this varies from less than one in ten of those polled in the United Kingdom (6%) to nearly half of respondents in Malta (46%). Aside from Latvia and Malta, this is also the most common response in Belgium, Finland (both 37%), Slovakia and Slovenia (both 40%).

In most cases, no more than a fifth (20%) of those polled can use more than three languages. The most notable exception is Luxembourg, where nearly seven in ten (69%) of respondents give this answer. In Slovenia, just over a quarter do (26%). In 11 Member States, less than one in ten (10%) of those surveyed have more than three languages at their disposal, with the lowest proportions in the United Kingdom and Hungary (both 2%).

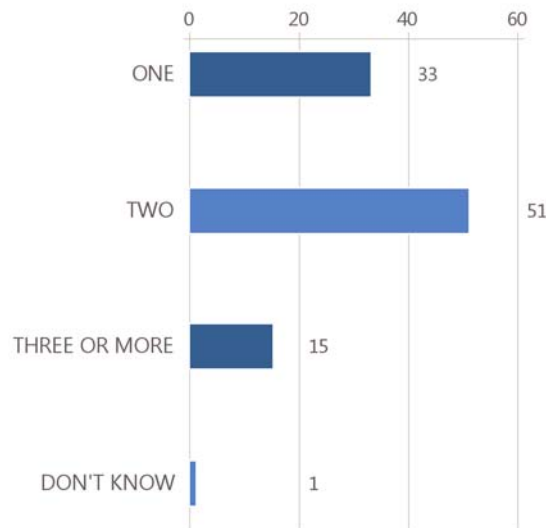
**DX9** In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child.



Base: All respondents (N=8,153)

Just over half (51%) of those polled say that they would be able to follow their studies in two languages. A further 15% say that they would be comfortable doing so in three or more languages, while a third (33%) would only be comfortable studying in one language.

**DX11** In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue.  
(% - EU)



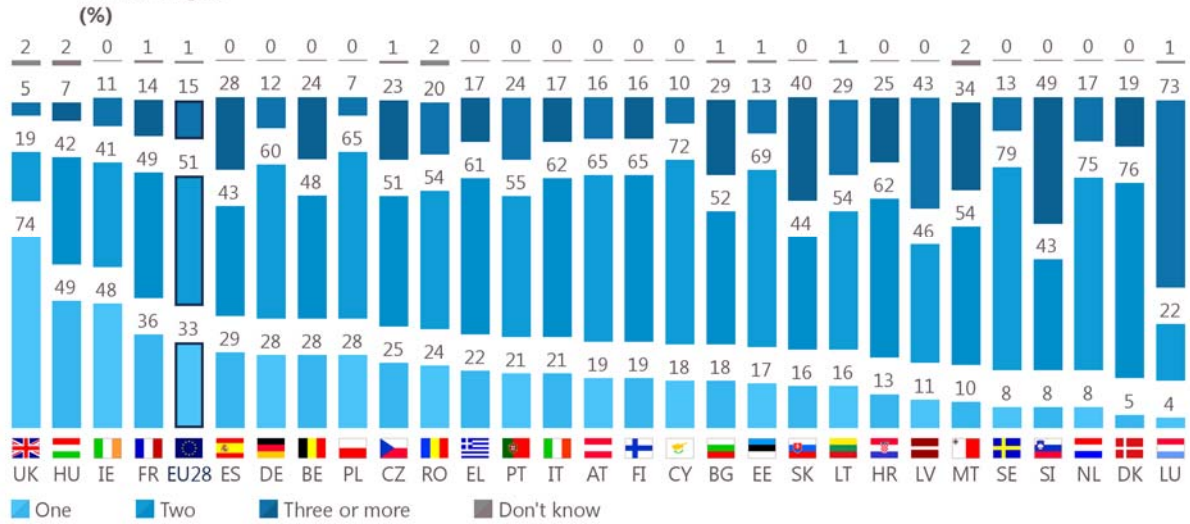
Base: All respondents (N=8,153)

Nearly three quarters (74%) of respondents in the United Kingdom say that they would only be comfortable studying in one language. This is also the most common response in Hungary (49%) and Ireland (48%). Elsewhere, less than four in ten of those polled mention only one language, ranging from over a third (36%) in France to less than one in ten of those polled in Sweden, Slovenia, the Netherlands (all 8%), Denmark (5%) and Luxembourg (4%).

In 23 of the 28 Member States, the largest proportion of respondents say that they would be comfortable following their studies in two languages. Over seven in ten respondents give this answer in Cyprus (72%), the Netherlands (75%), Denmark (76%) and Sweden (79%), as do at least half (50%) of those surveyed in a further 14 countries. The lowest proportions of respondents who give this answer are found in the United Kingdom (19%) and Luxembourg (22%).

Luxembourg stands out for the particularly large proportion of respondents who say they would be comfortable following their studies in three or more languages. Nearly three quarters (73%) of those polled give this answer. In all other countries, less than half of those polled mention three or more languages, but this ranges from nearly half (49%) of those polled in Slovenia (where it is the most common answer) to less than one in ten respondents in the United Kingdom (5%), Hungary and Poland (both 7%).

**DX11** In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue.






Base: All respondents (N=8,153)

The only relevant **socio-demographic difference** is between educational groups.

- Nearly six in ten (59%) of respondents with the lowest levels of education can only read and write in one language, and less than a fifth can read or write in two (16%) or three (18%) languages. Among those with the highest levels of education, less than a fifth (17%) only have one language at their disposal; compared with nearly half (46%) who can read and write in two languages, and over a quarter (28%) who can in three languages. Above three languages, there is no difference between these groups.
- When it comes to the number of languages respondents would feel comfortable to follow studies in, those with the lowest education levels are more likely to mention one language (54%, compared to 31% of those with the highest education levels), while respondents with the highest levels of education are more likely to mention two languages (53% vs 31%). Again, there is no difference between these groups when looking at three languages.

**DX11** In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue.  
(% - EU28)

	One	Two	Three or more	Don't know
EU28	33	51	15	1
 Gender				
Male	31	54	14	1
Female	35	49	16	0
 Age				
15-19	28	51	20	1
20-24	30	57	13	0
25-30	37	47	15	1
 Education (End of)				
15-	54	31	15	0
16-19	46	42	11	1
20+	31	53	16	0
Still studying	22	60	18	0

Base: All respondents (N=8,153)



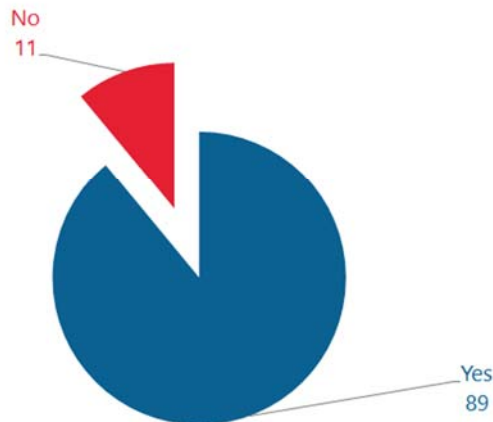
## 2 Languages used in education

Respondents were asked whether they were currently studying, or had previously studied, in their mother tongue<sup>22</sup>. They were then asked to identify the languages in which they had studied, including their own language<sup>23</sup>.

### Most young Europeans are currently studying, or have studied, in their mother tongue

Nearly nine in ten (89%) respondents are currently studying, or have studied, in their mother tongue. Only just over 11% of those polled have studied in a language other than their own.

**DX10** Are you currently studying or have you studied in your mother tongue?  
(% - EU)



Base: All respondents (N=8,153)

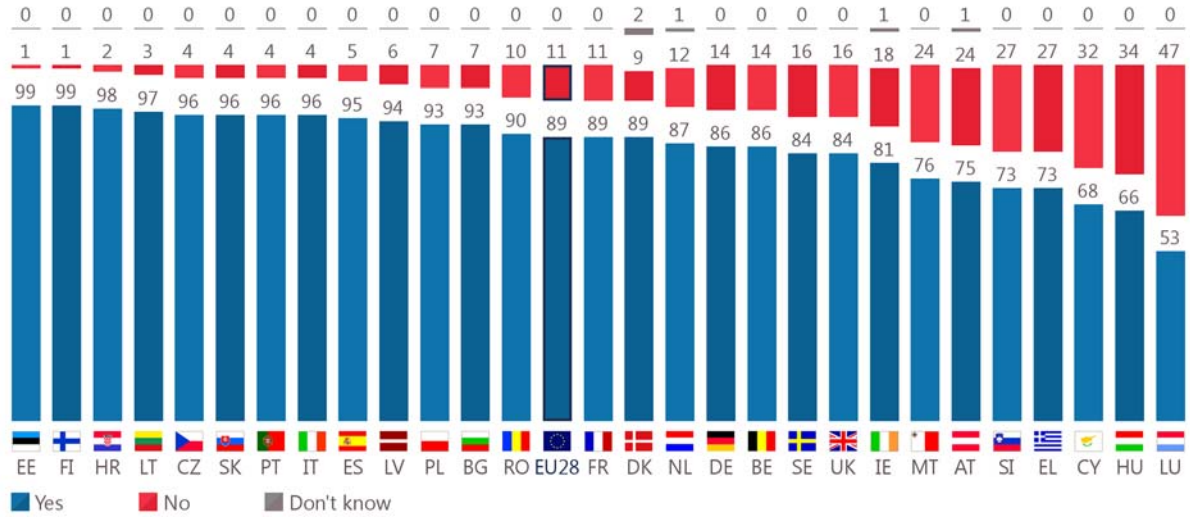
In all countries, a majority of respondents are studying, or have studied, in their mother tongue. In Estonia, Finland (both 99%), Croatia (98%) and Lithuania (97%) nearly all respondents give this answer, and in all but seven of the 28 Member States at least eight in ten (80%) of those polled have studied in their mother tongue. The major exception is Luxembourg, where only just over half (53%) give this reply. It should be noted that Luxembourg stands out as a country with a particularly high proportion of respondents who speak three or more languages, with nearly three quarters (73%) saying that they are comfortable following a course of study in several languages.

Among those countries with lower proportions of respondents who read and write in several languages, Hungary (66%) has a relatively low level of respondents who have studied, or are currently studying, in their own language. While a large proportion of young Hungarians stated they have studied *in* English (63%) or German (44%), young Hungarians demonstrate a relatively low inclination to learn a new foreign language (61%) or to improve their knowledge of a language they know already (72%); of the latter group, 66% want to improve their English and 42% their German.

<sup>22</sup> DX10. Are you currently studying or have you studied in your mother tongue? ONE ANSWER ONLY Yes; No; Don't know.

<sup>23</sup> Q9A. In which language(s) have you studied at school or university? MULTIPLE ANSWERS POSSIBLE English; French; German; Spanish; Russian; Italian; Other; Don't know. [Interviewer instruction: This means the language of schooling or instruction used by the teacher. This does not mean learning English or Spanish for example, as a foreign language.]

**DX10** Are you currently studying or have you studied in your mother tongue? (%)

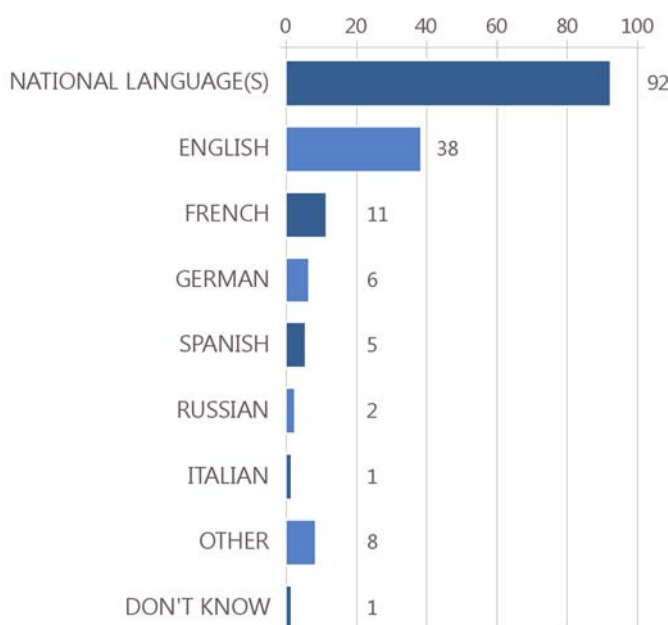


Base: All respondents (N=8,153)

There are **no relevant socio-demographic differences** on this question.

Just over nine in ten (92%) say that they have studied at school or university in the national language of the country in which they were surveyed. Aside from the national language, just under four in ten (38%) have studied in English. Only a small minority have studied in other languages, with just over one in ten (11%) mentioning French, and less than one in ten mentioning any other languages. Depending on the pedagogical practices on foreign language teaching in countries, these responses may include for some countries study *in* a foreign language (as a language of instruction used by the teacher in different forms of immersion or content and language integrated learning, CLIL).

**Q9A** In which language(s) have you studied at school or university?  
(MULTIPLE ANSWERS POSSIBLE)  
(% - EU)



Base: All respondents (N=8,153)

Unsurprisingly, national languages are the most frequently mentioned language of study in each of the countries surveyed. In France, Malta, Slovenia (all 99%), Finland (98%) and Germany (97%) nearly all respondents mention the national language, compared with close to three quarters (72%) of those surveyed in Hungary.

English is the second most frequently mentioned language in all countries except those in which it is one of the official languages (United Kingdom, Ireland, Malta). However, there are large differences in the proportions of respondents who mention having studied in this language. The highest proportions are in Spain (71%), Austria, Sweden (both 68%), Hungary (63%) and the Netherlands (60%), where at least six in ten of those polled mention English. The lowest proportions of respondents who mention English as a language of study are found in Croatia (19%) and France (20%), where only a fifth (20%) of those polled give this answer, and in Portugal where less than a quarter do (24%).

French is the second most frequently mentioned language of study in Ireland (27%) and the United Kingdom (24%) and is also mentioned by close to a quarter of respondents in Spain (24%). It is the third most frequently mentioned language in eight countries. However, in 20 of the 28 Member States, no more than 5% of those polled say that they have studied in French.

In Hungary, over four in ten (44%) respondents mention German as a language of study. This is by far the largest country-level proportion, although nearly a fifth (18%) of respondents in the Czech Republic say they have studied in German, and it is the third most frequently mentioned language in 13 of the 28 Member States. In 22 countries, less than one in ten (10%) of those polled gives this answer.






























In all but two cases, less than one in ten (10%) respondents mention Spanish. The exceptions are Germany (12%) and the United Kingdom (11%), where just over one in ten have studied in this language.

The proportion of respondents who mention Russian as a language of study is significantly higher than elsewhere in the Baltic States, which have substantial Russian minorities. In Latvia, nearly four in ten (38%) of those polled have studied in the Russian language, as have over a fifth (22%) of those polled in Estonia and just under a fifth (17%) in Lithuania. In these three countries, Russian is the third most frequently mentioned language. With the exception of Bulgaria (11%), elsewhere less than one in ten of those polled have studied in the Russian language.

In all but two cases, Italian is mentioned by no more than 5% of those polled. Malta (37%) stands out for the substantial proportion of respondents who mention having studied in Italian; here, it is the second most frequently mentioned item. The only other country with a non-negligible proportion of respondents who have studied in Italian is Austria (9%).






Other languages are mentioned by significant proportions of respondents in Spain, the Czech Republic, Luxembourg, Slovakia and the United Kingdom. They consist of regional languages in Spain (Basque (13%), Catalan (46%), Valencian (24%) and Galician (15%)), Czech in Slovakia (87%), Slovak in the Czech Republic (67%), Portuguese in Luxembourg (36%) and Welsh in the United Kingdom (24%).

**Q9A** In which language(s) have you studied at school or university?  
(MULTIPLE ANSWERS POSSIBLE)  
(%)

		National language(s)	English	French	German	Spanish	Russian	Italian	Other	Don't know
EU28		92	38	11	6	5	2	1	8	1
BE		94	30	0	0	4	0	1	3	0
BG		93	44	3	15	3	11	1	2	0
CZ		85	48	4	18	2	5	0	8	1
DK		94	55	2	6	2	0	1	5	0
DE		97	55	14	0	12	2	4	5	0
EE		94	45	2	4	1	22	1	2	0
IE		96	0	27	8	5	2	2	6	0
EL		93	26	4	6	0	0	1	2	0
ES		89	71	24	5	0	0	1	35	0
FR		99	20	0	1	3	0	0	2	0
HR		94	19	1	5	0	1	2	2	1
IT		91	49	16	5	5	0	0	3	0
CY		94	46	3	0	0	0	2	0	0
LV		95	45	1	4	1	38	0	3	0
LT		92	36	1	4	1	17	0	3	0
LU		90	57	0	0	7	1	2	17	0
HU		72	63	2	44	2	0	4	5	1
MT		99	0	16	6	2	0	37	1	0
NL		96	60	5	8	2	0	0	2	0
AT		96	68	17	0	7	2	9	8	0
PL		92	25	2	9	0	4	0	2	1
PT		95	24	3	1	2	0	0	0	0
RO		85	33	12	2	2	0	1	2	4
SI		99	40	1	15	1	1	4	2	0
SK		90	47	5	15	1	7	1	18	1
FI		98	47	1	4	1	1	1	4	0
SE		95	68	5	7	8	0	0	6	1
UK		86	0	24	12	11	1	1	14	3
		1st MOST FREQUENTLY MENTIONED ITEM								
		2nd MOST FREQUENTLY MENTIONED ITEM								
		3rd MOST FREQUENTLY MENTIONED ITEM								

Base: All respondents (N=8,153)

**Q9B** In which other language(s) have you studied at school or university?  
(DO NOT READ OUT - MULTIPLE ANSWERS POSSIBLE)  
(%)

		Basque	Catalan	Valencian	Gallician	Czech	Portuguese	Slovak	Welsh
ES		13	46	24	15	-	-	-	-
CZ		-	-	-	-	-	-	67	-
LU		-	-	-	-	-	36	-	-
SK		-	-	-	-	87	-	-	-
UK		-	-	-	-	-	-	-	24

Base: Respondents who said 'Other' in Q9A (N=614)

There are few relevant **socio-demographic differences** on this question, and they mostly stem from the second-language dominance of English, rather than from group characteristics.

- Four in ten (40%) of respondents with the highest levels of education have studied in the English language, compared with only just over a quarter (26%) of those with the lowest levels of education.
- Nearly half of those who read and write in at least three languages (46%) or have had experience abroad (47%) have studied in English, compared with just over one in ten (13%) of those who read and write only in one language, and just over a third (34%) of those without experience abroad.

**Q9A** In which language(s) have you studied at school or university? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU28)

	National language(s)	English	French	German	Spanish	Russian	Italian	Other	Don't know
EU28	92	38	11	6	5	2	1	8	1
<b>Gender</b>									
Male	93	38	8	6	4	2	1	8	1
Female	92	37	14	6	6	1	2	8	1
<b>Age</b>									
15-19	93	31	14	5	6	1	1	9	1
20-24	93	43	8	6	5	2	1	7	0
25-30	92	37	12	7	5	2	2	7	1
<b>Education (End of)</b>									
15-	93	26	14	7	0	1	1	13	7
16-19	90	30	10	7	5	2	1	8	1
20+	93	40	10	6	5	2	2	7	1
Still studying	94	43	12	5	6	1	1	7	1
<b>Number of languages they can read and write in</b>									
One	88	13	17	7	6	2	0	3	2
Two	94	40	6	4	3	1	0	6	0
Three	94	46	11	6	4	2	2	11	0
More than three	91	55	18	10	17	4	7	15	1
<b>Had an experience abroad</b>									
Yes	91	47	13	9	8	1	2	12	0
No	93	34	11	5	4	2	1	6	1

Base: All respondents (N=8,153)

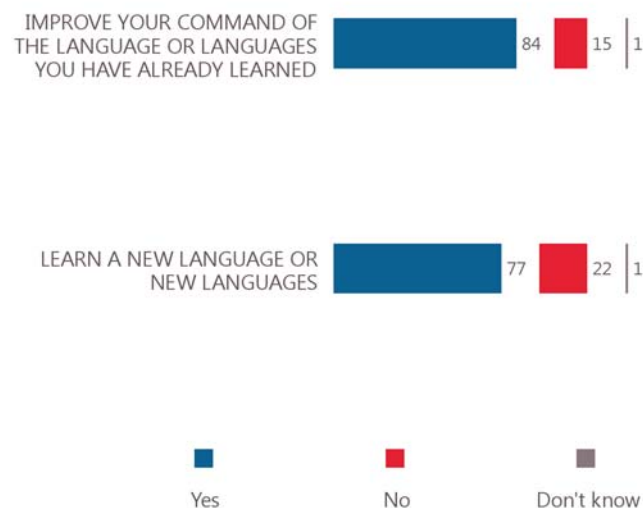
### 3 Improving and learning new languages

Respondents were asked a series of questions about learning new languages. First, they were asked whether they would like to improve their command of languages they already know, and whether they would like to learn new languages<sup>24</sup>. Those who said that they would like to learn new languages were then asked to identify which languages they would like to learn<sup>25</sup>. Those who said that they would like to improve their knowledge of languages that they already know, were asked which languages they wished to improve<sup>26</sup>.

#### A large majority of young Europeans would like to improve the languages they already know, or learn new ones

Large proportions of respondents would like to improve or learn new languages. Over eight in ten (84%) of those polled say that they would like to improve their command of a language they already have some knowledge of, while over three quarters (77%) express the wish to learn a new language.

Q10 Would you like to...?  
(% - EU)



Base: All respondents (N=8,153)

In all countries, at least a majority of respondents would like to learn a new language, but there is substantial variation. In Hungary (61%) and Malta (63%), less than two thirds of those polled express the wish to learn a new language, compared with nearly nine in ten of those surveyed in Croatia (89%), Romania and Italy (both 87%).

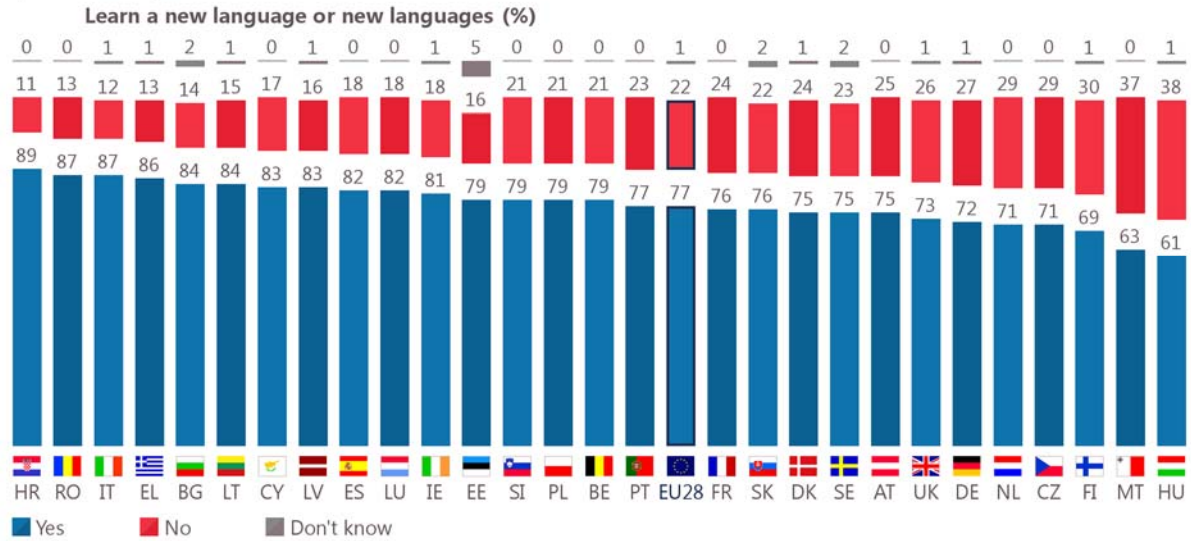
<sup>24</sup> Q10. Would you like to...? 1. Learn a new language or new languages? 2. Improve your command of the language or languages you have already learned? ONE ANSWER ONLY Yes; No; Don't know.

<sup>25</sup> Q11. Which new languages would you like to learn? MULTIPLE ANSWERS POSSIBLE English; French; German; Spanish; Russian; Italian; Other; None; Don't know.

<sup>26</sup> Q12. Which language(s) would you like to improve? MULTIPLE ANSWERS POSSIBLE English; French; German; Spanish; Russian; Italian; Other; None; Don't know.



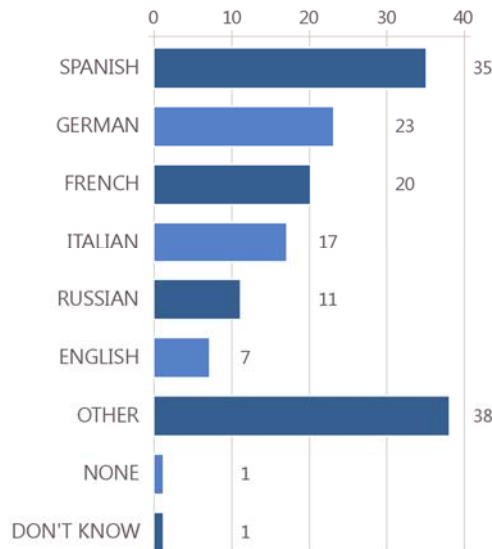
**Q10.1** Would you like to...?



Base: All respondents (N=8,153)

Spanish (35%) is the language most often mentioned by those who would like to learn a new language, followed by German (23%) and French (20%), with less than a fifth mentioning Italian (17%) and Russian (11%), and less than one in ten mentioning English (7%). Nearly four in ten (38%) of respondents mentioned at least one of several other languages.

**Q11** Which new language(s) would you like to learn?  
(MULTIPLE ANSWERS POSSIBLE)  
(% - EU)



Base: Respondents who would like to learn a new language (N=6,288)

In 19 of the 28 Member States, Spanish is the most popular choice among those who would like to learn a new language. However, there are still large differences between these countries: in the Netherlands (59%) and Ireland (51%) over half of those who would like to learn a new language mention Spanish, compared with less than three in ten of those polled in Hungary (29%) and France (26%). In five countries, Spanish is the second most frequently chosen language, while in two countries it is the third most popular. Aside from Spain, the lowest proportion of respondents who want to learn Spanish is found in Portugal (12%).

In six countries, German is the most frequently mentioned answer, ranging from just over half (51%) in Romania and just under half (48%) in Portugal to just over a third (36%) of those polled in Latvia. In a further eight countries, German is the second most frequently mentioned option, and in nine countries is the third most popular choice. Aside from Germany and Austria, the lowest proportions of respondents who want to learn German are in Luxembourg (12%), Cyprus (13%) and Poland (14%).

French is the language most frequently mentioned in the Czech Republic (28%) and Lithuania (27%). It is the second most frequently mentioned language in 11 countries, and the third most popular in seven countries. The highest proportions of those who wish to learn French are found in Spain (33%) and Latvia (34%). Aside from France, Luxembourg and Belgium, the lowest proportion of respondents who want to learn French are in Cyprus (13%), Italy, Romania (both 17%) and Austria (19%).

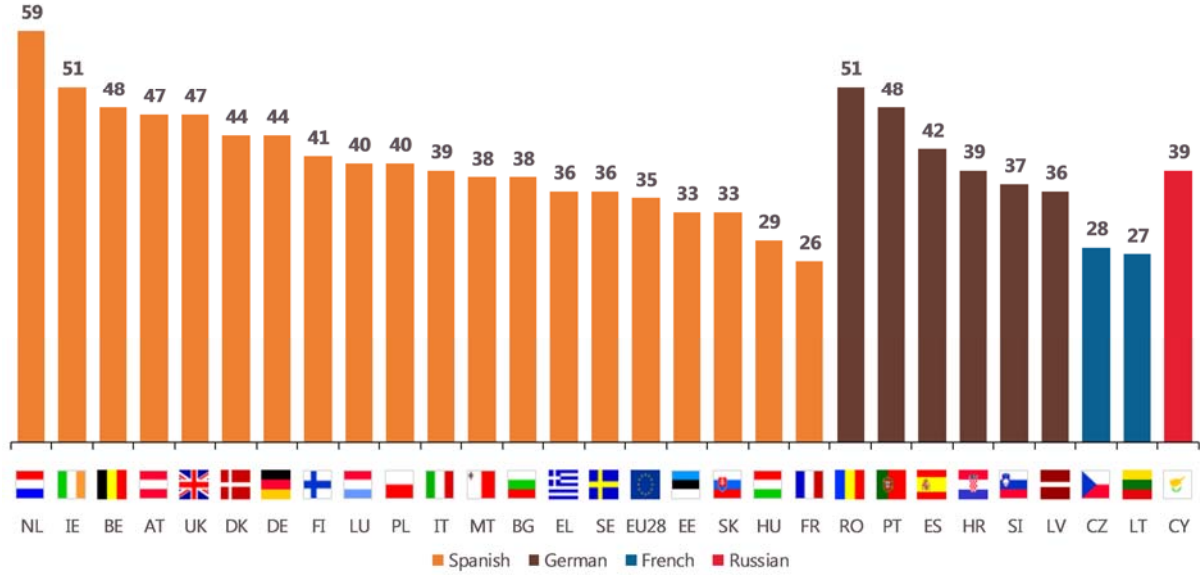
While Italian is not the first choice of new language in any of the countries surveyed, it is the second most frequently mentioned language in five countries, and the third most frequently mentioned in eight countries. Nearly three in ten (28%) of those polled in Croatia would like to learn Italian, as would close to a quarter of respondents in France, Greece (both 24%), Slovenia and Luxembourg (both 25%). Less than one in ten respondents in Estonia (8%), Latvia (9%) and Finland (9%) mention Italian.

In Cyprus, nearly four in ten (39%) respondents would like to learn Russian, as would significant proportions of those polled in Finland (33%), Slovakia, Slovenia (both 25%) and Austria (24%), compared with very few of those polled in Ireland (2%) or the United Kingdom (3%).

In 19 of the 28 Member States, no more than one in ten (10%) of respondents say they would like to learn English. The highest proportions are found in Romania and Belgium (both 17%).






























There is variation at the country level in the proportions of respondents who would like to learn new languages other than those mentioned above. In Slovakia, only just over one in ten (11%) of those polled mentions at least one other language, compared with over half of respondents in Luxembourg (52%) and France (57%).

**Q11** Which new language(s) would you like to learn? (MULTIPLE ANSWERS POSSIBLE)  
 (% - THE MOST MENTIONED ANSWER BY COUNTRY)



Base: Respondents who would like to learn a new language (N=6,288)

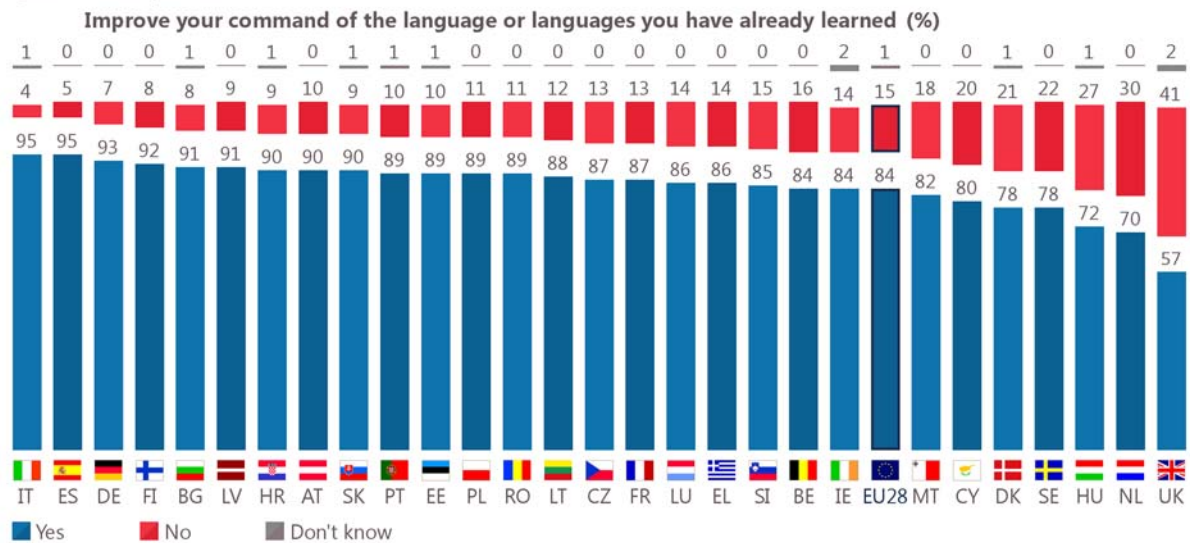
**Q11** Which new language(s) would you like to learn? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		Spanish	German	French	Italian	Russian	English	Other	None	Don't know
EU28		35	23	20	17	11	7	38	1	1
BE		48	18	7	22	6	17	28	1	0
BG		38	27	23	19	20	10	22	1	0
CZ		25	24	28	14	19	15	21	2	2
DK		44	22	29	13	9	0	37	8	2
DE		44	0	25	21	15	4	45	1	2
EE		33	23	23	8	22	3	34	2	2
IE		51	25	23	16	2	0	31	0	0
EL		36	31	21	24	22	7	27	0	1
ES		0	42	33	21	7	12	40	1	1
FR		26	22	0	24	13	11	57	3	0
HR		31	39	25	28	10	4	26	1	0
IT		39	27	17	0	11	9	27	0	1
CY		34	13	13	23	39	11	16	0	1
LV		29	36	34	9	4	3	31	1	1
LT		25	24	27	16	21	6	30	1	1
LU		40	12	1	25	11	6	52	2	0
HU		29	25	23	19	18	13	19	0	0
MT		38	16	20	21	5	0	25	1	1
NL		59	21	25	18	9	2	37	0	0
AT		47	0	19	23	24	3	48	1	1
PL		40	14	28	16	14	1	30	0	0
PT		12	48	29	23	5	6	28	2	3
RO		14	51	17	17	8	17	18	0	1
SI		35	37	27	25	25	3	23	0	1
SK		33	23	25	17	25	14	11	0	1
FI		41	36	21	9	33	2	31	1	0
SE		36	21	23	10	10	2	46	0	3
UK		47	23	21	13	3	0	43	1	4
		1st MOST FREQUENTLY MENTIONED ITEM								
		2nd MOST FREQUENTLY MENTIONED ITEM								
		3rd MOST FREQUENTLY MENTIONED ITEM								

Base: Respondents who would like to learn a new language (N=6,288)

A majority of respondents in all countries would like to improve their command of the language or languages they have already learned, but there is important variation between countries on this question. In nine countries, at least nine in ten (90%) respondents give this answer, with the highest proportions in Italy and Spain (both 95%). In all but three countries, at least three quarters (75%) of respondents would like to improve their command of languages. In Hungary (72%) and the Netherlands (70%) less than three quarters give this response, while in the United Kingdom – which has by far the smallest proportion of respondents who can read and write in more than one language – less than six in ten (57%) of those polled would like to improve their command of the languages they have learned.

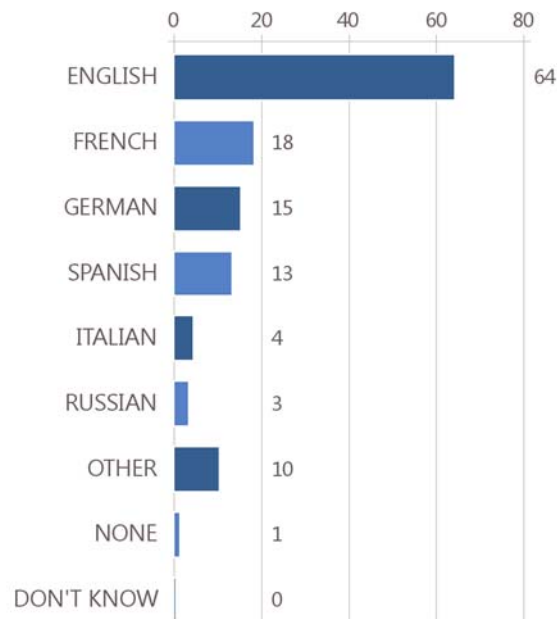
#### Q10.2 Would you like to...?



Base: All respondents (N=8,153)

When asked to identify the languages they would like to improve, nearly two thirds (64%) of those polled answer that they would like to improve their English. No more than a fifth (20%) of respondents mention any of the other languages, and very few would like to improve their knowledge of Italian (4%) or Russian (3%).

**Q12** Which language(s) would you like to improve?  
(MULTIPLE ANSWERS POSSIBLE)  
(% - EU)



*Base: Respondents who would like to improve their command of a language they have already learned (N=6,879)*

In all but four countries, English is the language most frequently mentioned by those who would like to improve their knowledge of at least one of the languages they have learned. In the remaining countries – including the United Kingdom, Ireland and Malta – it is the second most frequently mentioned. Yet there is large variation between countries in the proportions of respondents who give this answer. In all but seven of the 28 Member States, at least half (50%) say that they would like to improve their English, ranging from half (50%) of those surveyed in Denmark to eight in ten (80%) of respondents in Spain. Aside from the three countries in which English is an official language, the lowest proportion of respondents who would like to improve their English is found in Slovenia, at just under half (45%) of those polled.

In two countries, French is the language most frequently mentioned by respondents who would like to improve their knowledge of a language they have already learned. In Ireland, over four in ten (43%) give this response, as do over a quarter (28%) of those polled in the United Kingdom. French is the second most frequently mentioned language in eight countries, with significant proportions of those in Belgium (35%), Portugal (30%), Luxembourg and Romania (both 26%) saying they would like to improve their knowledge of it. It is the third most popular choice in a further seven countries. In 14 of the 28 Member States, less than one in ten (10%) of those polled would like to improve their knowledge of French.

Just over half (51%) of respondents in Slovenia would like to improve their knowledge of German. It is the second most frequently mentioned language in 12 other countries, mentioned by over four in ten respondents in Hungary, Slovakia (both 42%) and Denmark (46%). In eight countries, German is the third most frequently mentioned language, and in seven countries less than one in ten (10%) of those polled would like to improve their knowledge of it, with almost no respondents in Cyprus (1%) expressing the wish to do so.

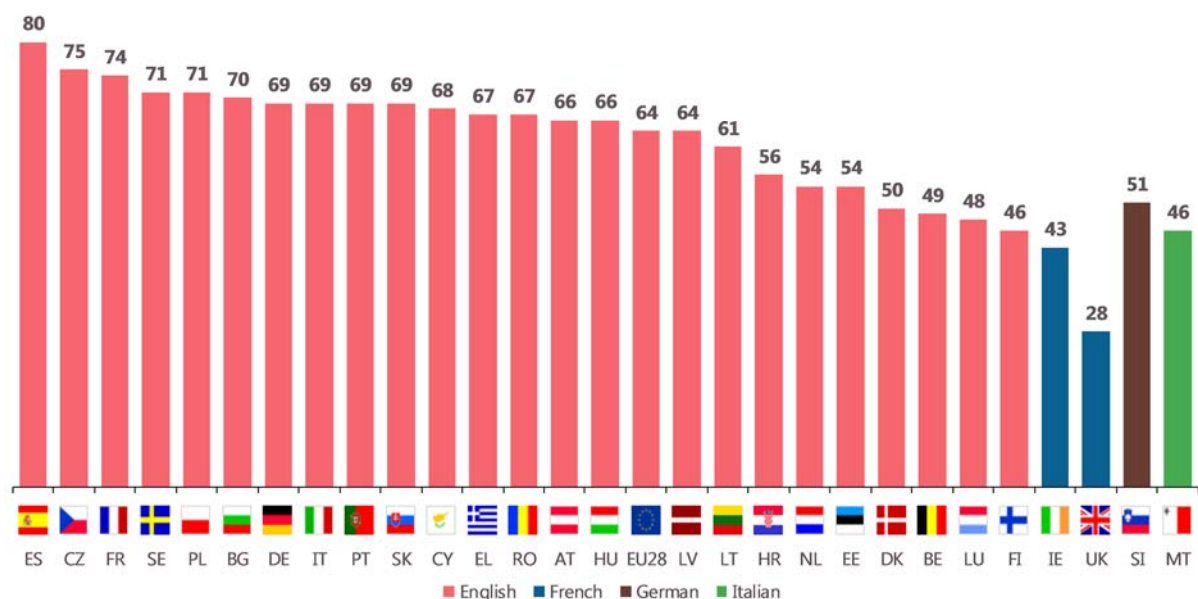
Nearly a third (32%) of respondents in France would like to improve their existing knowledge of Spanish, as would just over a fifth (21%) of those polled in the United Kingdom. Elsewhere, no more than a fifth of respondents mention Spanish, with particularly low levels of interest in Lithuania (2%) Estonia, Hungary and Slovakia (all 3%).

In Malta, nearly half (46%) of respondents would like to improve their knowledge of Italian, which is the language most frequently mentioned by respondents in this country. In almost all other cases the proportion of respondents who give this answer is in the single figures, the only exceptions being Croatia (12%) and Austria (16%).

In Estonia (48%), Lithuania (40%) and Latvia (34%), the second most frequently mentioned language is Russian. Elsewhere, no more than one in ten (10%) give this response, with the exception of Bulgaria, where just over one in ten (13%) do.






























Among those who say they would like to improve their knowledge of another language, there are large country-level differences. In Finland, over half (53%) of respondents mention a language other than those specified above, as do over a third (35%) of those surveyed in Ireland and a quarter (25%) of respondents in Belgium. Yet in 16 cases no more than one in ten (10%) mention other languages.

**Q12** Which language(s) would you like to improve? (MULTIPLE ANSWERS POSSIBLE)  
(% - THE MOST MENTIONED ANSWER BY COUNTRY)



Base: Respondents who would like to improve their command of a language they have already learned (N=6,879)

**Q12** Which language(s) would you like to improve? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		English	French	German	Spanish	Italian	Russian	Other	None	Don't know
EU28		64	18	15	13	4	3	10	1	0
BE		49	35	12	10	2	0	25	2	1
BG		70	9	18	11	4	13	8	2	1
CZ		75	9	31	5	1	10	6	0	0
DK		50	14	46	17	2	2	10	1	1
DE		69	22	2	15	5	2	8	1	0
EE		54	5	18	3	0	48	18	0	2
IE		12	43	12	12	1	2	35	2	1
EL		67	13	20	4	6	4	9	0	0
ES		80	24	9	4	4	0	6	0	0
FR		74	5	14	32	5	1	14	1	0
HR		56	5	37	5	12	2	7	0	0
IT		69	21	9	10	2	1	1	1	0
CY		68	9	1	10	4	9	11	4	0
LV		64	3	15	7	1	34	8	0	0
LT		61	6	10	2	1	40	5	1	0
LU		48	26	18	11	7	1	16	0	1
HU		66	4	42	3	4	1	2	1	0
MT		25	18	9	9	46	1	13	2	1
NL		54	22	38	10	0	0	17	0	0
AT		66	18	7	10	16	6	7	1	0
PL		71	8	34	4	3	5	3	1	0
PT		69	30	7	17	3	0	3	0	0
RO		67	26	10	6	7	0	3	1	1
SI		45	6	51	8	7	4	5	2	0
SK		69	4	42	3	1	7	2	0	0
FI		46	9	16	7	2	9	53	1	1
SE		71	9	19	16	1	1	18	2	0
UK		22	28	11	21	5	2	20	4	1
		1st MOST FREQUENTLY MENTIONED ITEM								
		2nd MOST FREQUENTLY MENTIONED ITEM								
		3rd MOST FREQUENTLY MENTIONED ITEM								

Base: Respondents who would like to improve their command of a language they have already learned (N=6,879)






There are few **socio-demographic differences** on these questions:

- Women (81%) are somewhat more likely than men (74%) to want to learn a new language or languages, but there is no difference when it comes to improving a language they already know. Men are more likely than women to want to learn German (26%, compared with 20%), but women are more likely to want to learn Spanish (38%; 32%) and Italian (19%; 14%).
- As we have already established, respondents with the highest levels of education are more likely than those with the lowest levels of education to have knowledge of more than one language. Nevertheless, they are still clearly more interested in furthering their language skills: among those with the highest levels of education, just over three quarters (76%) would like to learn a new language, while just over eight in ten (82%) would like to improve their existing language skills, compared with 67% and 60% respectively of those with the lowest levels of education.




**Q10** Would you like to...?

Yes (% - EU28)

	Improve your command of the language or languages you have already learned	Learn a new language or new languages
EU28	84	77
 Gender		
Male	84	74
Female	85	81
 Age		
15-19	89	78
20-24	87	79
25-30	80	75
 Education (End of)		
15-	60	67
16-19	79	72
20+	82	76
Still studying	91	82




Base: All respondents (N=8,153)

**Q11** Which new language(s) would you like to learn? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU28)

	Spanish	German	French	Italian	Russian	English	Other	None	Don't know
EU28	35	23	20	17	11	7	38	1	1
 Gender									
Male	32	26	19	14	13	7	37	1	2
Female	38	20	21	19	10	6	38	1	1
 Age									
15-19	33	19	22	22	10	4	44	1	4
20-24	36	26	21	13	12	5	36	1	1
25-30	34	21	18	16	12	10	35	1	1
 Education (End of)									
15-	34	19	40	15	13	12	40	0	2
16-19	35	23	20	16	10	13	34	2	0
20+	36	24	17	18	11	6	38	1	1
Still studying	34	23	21	17	12	3	40	1	2

Base: Respondents who would like to learn a new language (N=6,288)

**Q12** Which language(s) would you like to improve? (MULTIPLE ANSWERS POSSIBLE)  
(% - EU28)

	English	French	German	Spanish	Russian	Italian	Other	None	Don't know
EU28	64	18	15	13	3	4	10	1	0
 Gender									
Male	66	15	15	12	3	3	8	2	1
Female	62	20	14	15	3	5	11	0	0
 Age									
15-19	63	19	13	16	2	5	13	2	1
20-24	64	17	15	14	3	4	8	1	0
25-30	65	17	15	11	3	4	10	1	0
 Education (End of)									
15-	72	30	24	5	5	5	11	0	3
16-19	68	15	11	10	2	5	9	3	0
20+	65	18	16	16	3	3	10	0	0
Still studying	61	19	16	16	3	3	10	1	1

Base: Respondents who would like to improve their command of a language they have already learned (N=6,879)

## TECHNICAL SPECIFICATIONS

Between the 13<sup>th</sup> and the 23<sup>rd</sup> of April 2018, TNS Political & Social, a consortium created between TNS political & social, Kantar UK and Kantar Public Brussels, carried out the survey FLASH EUROBAROMETER 466 survey on request of the EUROPEAN COMMISSION, Directorate-General for Education, Youth, Sport and Culture. It is a general public survey co-ordinated by the Directorate-General for Communication, "Media monitoring, media analysis and Eurobarometer" Unit.

The FLASH EUROBAROMETER 466 survey covers the population of the respective nationalities of the European Union Member States, resident in each of the 28 Member States and aged between 15 and 30.

All interviews were carried using the Kantar e-Call center (our centralized CATI system). In every country respondents were called both on fixed lines and mobile phones. The basic sample design applied in all states is multi-stage random (probability). In each household, the respondent was drawn at random following the "last birthday rule".

Kantar has developed its own RDD sample generation capabilities based on using contact telephone numbers from responders to random probability or random location face to face surveys, such as Eurobarometer, as seed numbers. The approach works because the seed number identifies a working block of telephone numbers and reduces the volume of numbers generated that will be ineffective. The seed numbers are stratified by NUTS2 region and urbanisation to approximate a geographically representative sample. From each seed number the required sample of numbers are generated by randomly replacing the last two digits. The sample is then screened against business databases in order to exclude as many of these numbers as possible before going into field. This approach is consistent across all countries.

	COUNTRIES	INSTITUTES	N° INTERVIEWS	DATES FIELDWORK		POPULATION 15-30	PROPORTION EU28
BE	Belgium	Kantar TNS	300	16/04/2018	22/04/2018	2.200.481	2,31%
BG	Bulgaria	Kantar TNS BBSS	300	16/04/2018	18/04/2018	1.265.199	1,33%
CZ	Czech Rep.	Kantar TNS	300	13/04/2018	18/04/2018	1.883.656	1,98%
DK	Denmark	Kantar Gallup A/S	308	13/04/2018	20/04/2018	1.166.640	1,23%
DE	Germany	Kantar	300	16/04/2018	22/04/2018	15.193.806	15,96%
EE	Estonia	Kantar Emor	300	16/04/2018	18/04/2018	252.574	0,27%
IE	Ireland	Behaviour & Attitudes	299	16/04/2018	22/04/2018	896.727	0,94%
EL	Greece	Kantar TNS	300	16/04/2018	22/04/2018	1.811.234	1,90%
ES	Spain	Kantar TNS	300	16/04/2018	20/04/2018	7.594.119	7,98%
FR	France	Kantar TNS	302	13/04/2018	22/04/2018	12.640.621	13,28%
HR	Croatia	HENDAL	300	13/04/2018	18/04/2018	795.102	0,84%
IT	Italy	Kantar TNS	300	16/04/2018	20/04/2018	9.856.495	10,35%
CY	Rep. Of Cyprus	CYMAR	205	13/04/2018	17/04/2018	202.433	0,21%
LV	Latvia	Kantar TNS	301	16/04/2018	22/04/2018	369.882	0,39%
LT	Lithuania	Kantar TNS	300	13/04/2018	20/04/2018	591.435	0,62%
LU	Luxembourg	Kantar TNS Ilres	203	16/04/2018	20/04/2018	119.041	0,13%
HU	Hungary	Kantar Hoffmann	313	16/04/2018	18/04/2018	1.859.740	1,95%
MT	Malta	MISCO	218	13/04/2018	17/04/2018	91.530	0,10%
NL	Netherlands	Kantar Public	301	16/04/2018	23/04/2018	3.363.503	3,53%
AT	Austria	Öst. Gallup Institut	300	16/04/2018	22/04/2018	1.718.291	1,80%
PL	Poland	Kantar TNS	300	16/04/2018	22/04/2018	7.773.667	8,17%
PT	Portugal	Marktest Limitada	300	13/04/2018	18/04/2018	1.779.440	1,87%
RO	Romania	Kantar TNS	300	16/04/2018	18/04/2018	3.786.061	3,98%
SI	Slovenia	Mediana DOO	301	13/04/2018	17/04/2018	355.012	0,37%
SK	Slovakia	Kantar TNS	300	16/04/2018	22/04/2018	1.126.622	1,18%
FI	Finland	Kantar TNS Oy	302	16/04/2018	18/04/2018	1.052.490	1,11%
SE	Sweden	Kantar Sifo AB	300	16/04/2018	22/04/2018	1.989.607	2,09%
UK	United Kingdom	Kantar TNS	300	16/04/2018	20/04/2018	13.462.748	14,14%
TOTAL EU28			8.153	13/04/2018	23/04/2018	95.198.156	100%

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

Statistical Margins due to the sampling process

(at the 95% level of confidence)

*various sample sizes are in rows*

*various observed results are in columns*

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

**QUESTIONNAIRE**

**DX9 In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child.**

*(READ OUT – ONE ANSWER ONLY)*

- |                 |   |
|-----------------|---|
| One             | 1 |
| Two             | 2 |
| Three           | 3 |
| More than three | 4 |
| DK/NA           | 5 |

NEW

**DX10 In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue.**

*(READ OUT – ONE ANSWER ONLY)*

- |               |   |
|---------------|---|
| One           | 1 |
| Two           | 2 |
| Three or more | 3 |
| DK/NA         | 4 |

NEW

**Q1 Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad?**

*(READ OUT – ONE ANSWER ONLY)*

- |                      |   |
|----------------------|---|
| Very important       | 1 |
| Fairly important     | 2 |
| Not very important   | 3 |
| Not at all important | 4 |
| DK/NA                | 5 |

NEW

**Q2 Have you studied, trained or worked in another country?**

*(READ OUT – MULTIPLE ANSWERS POSSIBLE)*

- |  |   |
|--|---|
| Yes, as a pupil at school                                    | 1 |
| Yes, as a student in higher education                        | 2 |
| Yes, as a student in vocational education and training       | 3 |
| Yes, as an apprentice  | 4 |
| Yes, as a volunteer  |   |
| Yes, as a youth worker or through a youth exchange programme |   |
| Yes, as a young professional                                 | 5 |
| No   |   |
| DK/NA  |   |

NEW

**ASK Q3 IF CODE 1 TO 7 IN Q2****Q3 What do you think were the three main benefits of your experience abroad?***(READ OUT – MAX. 3 ANSWERS)*

Opportunity to meet new people	1,
Discovering other cultures and habits	2,
Becoming more independent	3,
Developing new skills	4,
Improving your chances for a good job or career	5,
Having a fresh outlook on work or studies	6,
Improving language skills	7,
Becoming more open-minded	8,
Other (SP.)	9
None (SP.)	10
DK/NA	11

NEW

**ASK Q4 IF CODE 8 IN Q2****Q4 For which of the following reasons have you not had an experience abroad?***(READ OUT – MULTIPLE ANSWERS POSSIBLE)*

Lack of financial means	1,
Insufficient language skills	2,
Lack of information on how to proceed or apply	3,
Fear that it would be too difficult	4,
Fear that your experience will not be recognised	5,
You would be away for too long	6,
Family, personal or work-related reasons	7,
You have not had the opportunity yet	8
Other (SP.)	9
None (SP.)	10
DK/NA	11

NEW

**ASK Q5 IF CODE 1 TO 7 IN Q2****Q5 Did you have any difficulties with the recognition of the qualifications, degrees, credits or learning outcomes obtained during your experience abroad?***(READ OUT – ONE ANSWER ONLY)*

Yes, a lot of difficulties	1
Yes, some difficulties	2
No, not many difficulties	3
No, no difficulties at all	4
DK/NA	5

NEW

**ASK ALL****Q6 Which of the following applies to you?***(READ OUT – MULTIPLE ANSWERS POSSIBLE)*

You are currently studying at university or another higher education institution	1,
You have studied at university or another higher education institution in the past	2,
You are planning to study at university or another higher education institution	3,
None of these (SP.)	4,
DK/NA	5

NEW

**Q7 For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?**

(READ OUT – ONE ANSWER ONLY)

		Very useful	Somewh at useful	Not very useful	Not at all useful	DK/NA
1	A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU	1	2	3	4	5
2	The creation of degrees delivered by networks of European universities, which offer the chance to study in different EU countries	1	2	3	4	5
3	Allowing students a flexible choice of courses or modules offered by a network of different European universities	1	2	3	4	5
4	Within networks of different European universities, giving students the chance to work with academics, researchers and companies from different countries, on innovative projects	1	2	3	4	5
5	Increasing the teaching of creativity or critical thinking in European schools or universities	1	2	3	4	5
6	Creating more opportunities for young people to study and work together across disciplines and departments	1	2	3	4	5
7	Increasing cross-cultural exchanges in schools and universities within the EU	1	2	3	4	5

NEW

**Q8 Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?**

*(READ OUT – ONE ANSWER ONLY)*

		Very useful	Somewhat useful	Not very useful	Not at all useful	DK/NA
1	Electronic transfer of data on previously obtained diplomas or credits when enrolling at a university abroad	1	2	3	4	5
2	Electronic registration for courses at a university abroad before arrival	1	2	3	4	5
3	Electronic access to libraries and online resources whilst studying at a university abroad	1	2	3	4	5
4	Discounts for cultural activities in all the EU countries	1	2	3	4	5
5	Automatic and electronic transfer of credits obtained whilst studying abroad to the home university	1	2	3	4	5

NEW

**DO NOT SHOW CODE 2 IN IE, MT AND UK**

**DO NOT SHOW CODE 3 IN BE, FR AND LU**

**DO NOT SHOW CODE 4 IN AT, BE, DE, LU**

**DO NOT SHOW CODE 5 IN ES**

**DO NOT SHOW CODE 7 IN IT**

**Q9A In which language(s) have you studied at school or university? (Interviewer instruction: This means the language of schooling or instruction used by the teacher. This does not mean learning English or Spanish for example, as a foreign language.)**

*(READ OUT – MULTIPLE ANSWERS POSSIBLE)*

[INSERT NATIONAL LANGUAGE(S)]

English

French

German

Spanish

Russian

Italian

Other

DK/NA

1,  
2,  
3,  
4,  
5,  
6,  
7,  
8  
9

NEW



**ASK Q9B IF CODE 8 IN Q9A**

**Q9B In which other language(s) have you studied at school or university?**  
(MULTIPLE ANSWERS POSSIBLE)

--

1,

NEW

**Q10 Would you like to...?**

(READ OUT – ONE ANSWER ONLY)

		Yes	No	DK/NA
1	Learn a new language or new languages	1	2	3
2	Improve your command of the language or languages you have already learned	1	2	3

NEW

**ASK Q11 IF CODE 1 IN Q10.1**

**Q11 Which new language(s) would you like to learn?**  
(DO NOT READ OUT – MULTIPLE ANSWERS POSSIBLE)

English

1,

French

2,

German

3,

Spanish

4,

Russian

5,

Italian

6,

Other (SP.)

7

None (SP.)

8

DK/NA

9

NEW

**ASK Q12 IF CODE 1 IN Q10.2**

**Q12 Which new language(s) would you like to improve?**  
(DO NOT READ OUT – MULTIPLE ANSWERS POSSIBLE)

English

1,

French

2,

German

3,

Spanish

4,

Russian

5,

Italian

6,

Other (SP.)

7

None (SP.)






























8

DK/NA






























9

NEW

**DX9** In how many languages can you read and write? This includes your mother tongue, meaning the first language(s) you learnt as a child.  
(%)






























		One	Two	Three	More than three	Don't know
EU28		20	43	27	10	0
BE		23	26	37	14	0
BG		13	45	33	9	0
CZ		12	41	32	15	0
DK		1	56	32	11	0
DE		9	54	21	16	0
EE		5	44	38	13	0
IE		25	37	34	4	0
EL		11	56	24	9	0
ES		15	39	35	11	0
FR		21	39	32	8	0
HR		5	42	39	14	0
IT		10	49	31	10	0
CY		8	69	19	4	0
LV		4	19	57	20	0
LT		10	43	37	10	0
LU		4	7	19	69	1
HU		29	43	26	2	0
MT		2	36	46	16	0
NL		3	47	31	19	0
AT		7	46	33	14	0
PL		9	49	33	8	1
PT		19	42	31	8	0
RO		17	48	29	6	0
SI		6	28	40	26	0
SK		9	31	40	20	0
FI		8	35	37	20	0
SE		3	68	23	6	0
UK		68	24	6	2	0

**DX10** Are you currently studying or have you studied in your mother tongue?  
(%)

		Yes	No	Don't know
EU28		89	11	0
BE		86	14	0
BG		93	7	0
CZ		96	4	0
DK		89	9	2
DE		86	14	0
EE		99	1	0
IE		81	18	1
EL		73	27	0
ES		95	5	0
FR		89	11	0
HR		98	2	0
IT		96	4	0
CY		68	32	0
LV		94	6	0
LT		97	3	0
LU		53	47	0
HU		66	34	0
MT		76	24	0
NL		87	12	1
AT		75	24	1
PL		93	7	0
PT		96	4	0
RO		90	10	0
SI		73	27	0
SK		96	4	0
FI		99	1	0
SE		84	16	0
UK		84	16	0






























**DX11** In how many languages do you believe that you are comfortable enough to follow your studies? This includes your mother tongue.

(%)






























		One	Two	Three or more	Don't know
EU28		33	51	15	1
BE		28	48	24	0
BG		18	52	29	1
CZ		25	51	23	1
DK		5	76	19	0
DE		28	60	12	0
EE		17	69	13	1
IE		48	41	11	0
EL		22	61	17	0
ES		29	43	28	0
FR		36	49	14	1
HR		13	62	25	0
IT		21	62	17	0
CY		18	72	10	0
LV		11	46	43	0
LT		16	54	29	1
LU		4	22	73	1
HU		49	42	7	2
MT		10	54	34	2
NL		8	75	17	0
AT		19	65	16	0
PL		28	65	7	0
PT		21	55	24	0
RO		24	54	20	2
SI		8	43	49	0
SK		16	44	40	0
FI		19	65	16	0
SE		8	79	13	0
UK		74	19	5	2

**Q1** Young people can have experiences abroad as pupils, students, trainees, apprentices, volunteers or youth workers, as young professionals or on youth exchanges. How important or not do you think it is for young people to have an experience abroad?






























(%)

		Very important	Fairly important	Not very important	Not at all important	Don't know	Total 'Important'	Total 'Not important'
EU28		45	45	9	1	0	90	10
BE		37	47	14	2	0	84	16
BG		28	53	16	3	0	81	19
CZ		42	53	5	0	0	95	5
DK		27	51	18	1	3	78	19
DE		38	53	8	1	0	91	9
EE		41	49	7	2	1	90	9
IE		57	35	7	1	0	92	8
EL		54	40	4	2	0	94	6
ES		53	40	7	0	0	93	7
FR		39	56	5	0	0	95	5
HR		42	38	16	4	0	80	20
IT		78	21	1	0	0	99	1
CY		72	25	1	1	1	97	2
LV		44	51	4	1	0	95	5
LT		40	49	7	4	0	89	11
LU		51	43	5	1	0	94	6
HU		38	41	15	2	4	79	17
MT		62	30	3	3	2	92	6
NL		30	49	17	2	2	79	19
AT		44	45	10	1	0	89	11
PL		39	50	10	1	0	89	11
PT		71	25	4	0	0	96	4
RO		47	43	9	0	1	90	9
SI		37	50	13	0	0	87	13
SK		54	40	5	0	1	94	5
FI		33	58	7	1	1	91	8
SE		23	54	21	1	1	77	22
UK		42	40	14	3	1	82	17






























**Q2** Have you studied, trained or worked in another country? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		Yes, as a pupil at school	Yes, as a student in higher education	Yes, as a student in vocational education and training	Yes, as an apprentice	Yes, as a volunteer	Yes, as a youth worker or through a youth exchange programme	Yes, as a young professional	No	Don't know	Total 'Yes'
EU28		6	7	4	3	4	4	6	73	1	26
BE		8	10	4	8	7	5	7	70	0	30
BG		6	8	5	3	6	13	7	63	0	37
CZ		8	10	6	3	8	10	4	72	1	27
DK		6	11	3	2	7	10	3	64	0	36
DE		8	6	4	2	6	2	4	75	0	25
EE		8	7	3	5	5	6	7	62	2	36
IE		5	12	5	1	3	6	11	68	0	32
EL		3	4	0	2	4	4	3	83	0	17
ES		8	5	1	3	2	4	4	79	0	21
FR		8	6	3	2	3	5	8	75	0	25
HR		3	4	2	0	3	2	3	87	0	13
IT		3	11	9	3	2	5	4	67	0	33
CY		3	27	9	4	2	5	5	61	0	39
LV		5	7	5	6	7	14	12	57	1	42
LT		3	5	1	4	4	13	5	68	1	31
LU		18	35	23	15	15	9	20	39	0	61
HU		6	6	3	2	3	5	8	74	0	26
MT		3	3	2	4	1	1	1	85	0	15
NL		4	11	6	9	2	5	4	72	0	28
AT		14	8	9	6	6	1	7	64	0	36
PL		6	5	4	4	1	2	2	75	3	22
PT		3	5	2	1	1	2	7	86	0	14
RO		4	3	2	7	1	1	9	73	1	26
SI		7	7	2	5	7	3	3	74	2	24
SK		6	7	9	2	9	3	6	67	5	28
FI		5	8	7	0	1	4	2	77	0	23
SE		10	7	3	2	3	4	10	70	1	29
UK		5	5	2	1	5	4	10	74	0	26

**Q3** What do you think were the three main benefits of your experience abroad? (MAX. 3 ANSWERS)  
(%)





























		Opportunity to meet new people	Discovering other cultures and habits	Becoming more independent	Developing new skills	Improving your chances for a good job or career	Having a fresh outlook on work or studies	Improving language skills	Becoming more open-minded	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28		36	54	36	22	24	17	57	33	2	0	0
BE		28	60	33	23	16	16	56	39	4	2	0
BG		39	43	27	19	31	24	51	40	0	0	0
CZ		35	50	33	28	28	13	74	25	0	0	0
DK		34	75	34	14	22	20	49	28	1	0	1
DE		28	63	42	18	19	22	64	32	0	0	0
EE		32	45	41	44	23	7	72	25	2	0	0
IE		45	50	42	26	21	16	22	46	0	0	0
EL		64	35	20	20	18	32	51	36	2	0	0
ES		34	50	47	17	33	7	64	43	1	0	0
FR		38	65	37	18	23	13	61	39	0	0	0
HR		41	49	34	23	27	13	51	8	4	5	0
IT		28	42	34	21	19	12	70	40	0	0	0
CY		46	39	42	16	23	29	25	42	3	0	0
LV		37	56	9	32	27	21	77	22	1	0	0
LT		33	28	10	27	21	22	64	33	2	2	0
LU		40	41	42	25	32	18	39	39	1	0	0
HU		27	40	50	18	30	20	57	18	1	0	0
MT		47	45	56	23	32	20	26	26	3	0	0
NL		28	63	44	27	24	11	64	32	0	0	0
AT		32	59	27	22	26	22	54	27	1	1	2
PL		42	50	22	21	30	19	56	18	4	0	0
PT		27	65	45	42	25	23	37	20	0	0	0
RO		50	31	34	36	29	18	38	20	5	3	1
SI		42	27	41	36	43	15	55	20	1	0	0
SK		48	43	20	23	19	28	63	22	0	0	0
FI		30	57	29	17	32	19	69	25	1	0	1
SE		38	56	43	41	18	17	42	26	2	0	0
UK		43	60	38	21	27	19	38	37	4	0	0

**Q4** For which of the following reasons have you not had an experience abroad? (MULTIPLE ANSWERS POSSIBLE)  
(%)






























		Lack of financial means	Insufficient language skills	Lack of information on how to proceed or apply	Fear that it would be too difficult	Fear that your experience will not be recognised	You would be away for too long	Family, personal or work related reasons	You have not had the opportunity yet	Other (SPONTANEOUS)	None (SPONTANEOUS)	Don't know
EU28		37	21	22	16	7	22	37	50	6	3	0
BE		28	28	27	23	9	23	36	48	4	2	0
BG		34	15	17	14	9	26	32	52	8	5	0
CZ		42	35	26	29	16	35	53	52	2	2	0
DK		23	4	14	1	1	4	32	33	17	5	0
DE		45	14	21	22	10	28	48	56	8	1	0
EE		14	9	11	15	2	13	37	45	6	3	0
IE		41	22	27	15	12	16	33	55	3	1	0
EL		36	11	14	10	3	9	26	48	4	3	0
ES		45	28	23	19	5	31	41	48	3	1	0
FR		51	38	39	23	10	31	41	69	5	0	0
HR		29	5	13	8	4	14	32	40	5	6	0
IT		20	6	3	4	1	2	15	50	8	0	0
CY		26	5	7	7	1	5	20	29	13	3	0
LV		28	23	23	14	12	26	40	40	6	6	2
LT		17	9	4	3	2	11	29	33	11	1	1
LU		25	4	19	9	10	16	34	55	4	5	0
HU		35	14	10	8	5	12	22	37	5	9	1
MT		7	1	6	8	3	11	11	52	20	4	0
NL		25	4	22	3	2	15	28	42	7	11	1
AT		25	18	28	16	8	30	53	53	6	1	0
PL		26	15	23	8	7	22	39	39	1	6	0
PT		44	29	25	27	11	32	50	49	1	2	0
RO		23	5	7	11	6	9	36	36	5	3	1
SI		24	12	15	13	5	16	25	44	11	2	0
SK		21	18	14	13	4	14	31	51	6	1	0
FI		23	16	14	15	3	22	33	35	9	1	0
SE		23	9	18	13	3	22	39	33	14	6	1
UK		42	34	28	17	10	19	33	44	7	6	1































**Q5** Did you have any difficulties with the recognition of the qualifications, degrees, credits or learning outcomes obtained during your experience abroad?  
(%)

		Yes, a lot of difficulties	Yes, some difficulties	No, not many difficulties	No, no difficulties at all	Don't know	Total 'Yes'	Total 'No'
EU28		3	10	16	65	6	13	81
BE		5	14	17	58	6	19	75
BG		3	12	16	68	1	15	84
CZ		2	4	11	81	2	6	92
DK		3	5	11	74	7	8	85
DE		5	6	18	61	10	11	79
EE		0	6	9	80	5	6	89
IE		4	17	21	56	2	21	77
EL		5	18	12	56	9	23	68
ES		3	8	16	67	6	11	83
FR		0	6	18	70	6	6	88
HR		3	5	15	72	5	8	87
IT		3	24	18	49	6	27	67
CY		3	13	16	68	0	16	84
LV		0	12	9	76	3	12	85
LT		3	17	12	66	2	20	78
LU		2	13	20	61	4	15	81
HU		5	22	17	54	2	27	71
MT		2	0	7	88	3	2	95
NL		0	12	7	74	7	12	81
AT		3	4	16	73	4	7	89
PL		4	8	10	73	5	12	83
PT		3	19	18	60	0	22	78
RO		5	5	5	83	2	10	88
SI		1	3	8	88	0	4	96
SK		0	2	9	87	2	2	96
FI		2	3	13	76	6	5	89
SE		7	4	11	58	20	11	69
UK		1	11	23	62	3	12	85






























**Q6** Which of the following applies to you? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		You are currently studying at university or another higher education institution	You have studied at university or another higher education institution in the past	You are planning to study at university or another higher education institution	None of these (SPONTANEOUS)	Don't know
EU28		33	28	23	23	0
BE		38	36	20	18	0
BG		39	25	30	12	0
CZ		28	23	31	32	1
DK		40	26	19	16	0
DE		35	17	22	31	0
EE		25	28	25	26	1
IE		36	33	32	8	0
EL		36	24	23	21	0
ES		32	25	32	26	0
FR		20	37	25	29	0
HR		30	19	22	32	0
IT		55	36	10	3	0
CY		41	30	21	11	0
LV		25	39	38	7	0
LT		23	40	26	15	0
LU		22	30	41	18	1
HU		20	14	22	44	1
MT		25	27	18	31	0
NL		49	30	29	12	0
AT		34	15	24	37	0
PL		35	31	22	17	0
PT		30	18	27	37	0
RO		35	22	20	24	0
SI		30	32	24	20	1
SK		32	18	23	38	1
FI		32	18	28	24	0
SE		22	32	29	23	1
UK		26	36	24	20	0





























**Q7.1** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**A system of automatic recognition of diplomas or credits obtained at other schools and universities within the EU (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		56	35	6	2	1	91	8
BE		48	36	13	3	0	84	16
BG		62	34	2	1	1	96	3
CZ		46	41	9	4	0	87	13
DK		64	25	7	1	3	89	8
DE		58	34	4	2	2	92	6
EE		53	40	2	2	3	93	4
IE		63	30	4	0	3	93	4
EL		62	29	5	4	0	91	9
ES		50	42	6	1	1	92	7
FR		54	34	7	4	1	88	11
HR		73	19	5	2	1	92	7
IT		57	36	6	1	0	93	7
CY		62	28	3	4	3	90	7
LV		59	34	6	0	1	93	6
LT		68	21	8	1	2	89	9
LU		65	25	7	3	0	90	10
HU		44	44	6	4	2	88	10
MT		68	26	3	0	3	94	3
NL		64	26	7	2	1	90	9
AT		54	30	13	1	2	84	14
PL		43	45	7	3	2	88	10
PT		50	43	5	1	1	93	6
RO		70	27	1	1	1	97	2
SI		51	36	9	3	1	87	12
SK		57	33	8	1	1	90	9
FI		46	42	7	1	4	88	8
SE		54	35	5	2	4	89	7
UK		59	33	3	3	2	92	6






























**Q7.2** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**The creation of degrees delivered by networks of European universities, which offer the chance to study in different EU countries (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		54	39	5	1	1	93	6
BE		49	43	6	1	1	92	7
BG		55	40	2	1	2	95	3
CZ		48	37	11	2	2	85	13
DK		53	42	4	0	1	95	4
DE		48	46	4	0	2	94	4
EE		45	44	4	2	5	89	6
IE		68	29	2	0	1	97	2
EL		64	28	4	4	0	92	8
ES		57	39	3	1	0	96	4
FR		61	35	3	1	0	96	4
HR		55	38	4	2	1	93	6
IT		67	30	2	1	0	97	3
CY		76	20	2	1	1	96	3
LV		62	32	5	0	1	94	5
LT		74	22	3	0	1	96	3
LU		57	37	5	0	1	94	5
HU		43	44	7	4	2	87	11
MT		69	24	3	1	3	93	4
NL		33	53	10	3	1	86	13
AT		45	51	4	0	0	96	4
PL		40	45	11	3	1	85	14
PT		53	45	2	0	0	98	2
RO		73	23	2	1	1	96	3
SI		47	46	5	2	0	93	7
SK		49	43	5	2	1	92	7
FI		47	48	4	0	1	95	4
SE		46	43	5	1	5	89	6
UK		55	34	6	4	1	89	10






























**Q7.3** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Allowing students a flexible choice of courses or modules offered by a network of different European universities**  
 (%)

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		52	40	6	1	1	92	7
BE		40	49	8	3	0	89	11
BG		68	28	1	2	1	96	3
CZ		43	42	12	1	2	85	13
DK		54	39	5	0	2	93	5
DE		40	48	8	0	4	88	8
EE		56	37	3	1	3	93	4
IE		71	26	3	0	0	97	3
EL		62	32	4	2	0	94	6
ES		54	43	2	1	0	97	3
FR		41	50	7	2	0	91	9
HR		64	29	4	2	1	93	6
IT		56	40	3	1	0	96	4
CY		69	24	3	2	2	93	5
LV		56	37	5	0	2	93	5
LT		70	24	4	2	0	94	6
LU		34	51	11	2	2	85	13
HU		41	48	6	3	2	89	9
MT		75	24	1	0	0	99	1
NL		50	41	8	1	0	91	9
AT		42	47	8	1	2	89	9
PL		57	34	7	1	1	91	8
PT		61	37	1	1	0	98	2
RO		67	31	2	0	0	98	2
SI		53	38	6	3	0	91	9
SK		55	39	4	1	1	94	5
FI		48	50	2	0	0	98	2
SE		41	50	5	1	3	91	6
UK		67	26	3	3	1	93	6





























**Q7.4** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Within networks of different European universities, giving students the chance to work with academics, researchers and companies from different countries, on innovative projects (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		64	33	3	0	0	97	3
BE		57	36	6	1	0	93	7
BG		76	19	1	2	2	95	3
CZ		66	31	3	0	0	97	3
DK		63	33	3	0	1	96	3
DE		58	39	2	0	1	97	2
EE		63	31	3	1	2	94	4
IE		75	23	2	0	0	98	2
EL		78	15	3	3	1	93	6
ES		64	33	3	0	0	97	3
FR		61	37	1	0	1	98	1
HR		79	18	2	1	0	97	3
IT		71	26	3	0	0	97	3
CY		74	22	2	1	1	96	3
LV		63	31	5	1	0	94	6
LT		82	15	2	0	1	97	2
LU		64	31	5	0	0	95	5
HU		47	43	6	3	1	90	9
MT		73	22	3	1	1	95	4
NL		58	37	4	1	0	95	5
AT		58	39	2	1	0	97	3
PL		67	31	2	0	0	98	2
PT		73	25	1	1	0	98	2
RO		78	19	1	1	1	97	2
SI		58	38	3	1	0	96	4
SK		69	26	4	1	0	95	5
FI		47	47	4	0	2	94	4
SE		59	36	3	1	1	95	4
UK		62	33	3	1	1	95	4

**Q7.5** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Increasing the teaching of creativity or critical thinking in European schools or universities (%)**






























		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		55	36	6	2	1	91	8
BE		48	42	9	1	0	90	10
BG		55	40	4	1	0	95	5
CZ		43	49	7	1	0	92	8
DK		46	41	8	1	4	87	9
DE		53	38	6	1	2	91	7
EE		52	36	8	1	3	88	9
IE		66	30	3	0	1	96	3
EL		73	21	4	1	1	94	5
ES		56	40	3	1	0	96	4
FR		46	38	12	4	0	84	16
HR		59	31	7	2	1	90	9
IT		61	31	8	0	0	92	8
CY		77	18	2	1	2	95	3
LV		46	39	11	1	3	85	12
LT		58	32	7	2	1	90	9
LU		48	41	9	2	0	89	11
HU		46	44	5	3	2	90	8
MT		66	28	3	1	2	94	4
NL		42	36	17	5	0	78	22
AT		61	28	9	1	1	89	10
PL		59	36	2	2	1	95	4
PT		54	43	2	1	0	97	3
RO		65	31	2	0	2	96	2
SI		57	33	8	2	0	90	10
SK		60	32	7	1	0	92	8
FI		44	47	8	1	0	91	9
SE		57	33	6	2	2	90	8
UK		61	30	4	3	2	91	7

**Q7.6** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Creating more opportunities for young people to study and work together across disciplines and departments**  
 (%)

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		57	38	4	1	0	95	5
BE		47	46	6	1	0	93	7
BG		67	29	3	1	0	96	4
CZ		49	43	5	2	1	92	7
DK		54	39	5	1	1	93	6
DE		43	50	6	0	1	93	6
EE		56	41	1	1	1	97	2
IE		77	20	3	0	0	97	3
EL		70	20	6	3	1	90	9
ES		65	32	3	0	0	97	3
FR		49	45	6	0	0	94	6
HR		76	18	4	2	0	94	6
IT		56	37	7	0	0	93	7
CY		75	21	1	3	0	96	4
LV		48	46	5	0	1	94	5
LT		65	27	5	2	1	92	7
LU		52	40	4	4	0	92	8
HU		49	42	5	2	2	91	7
MT		75	23	1	1	0	98	2
NL		45	42	11	1	1	87	12
AT		49	45	5	0	1	94	5
PL		57	40	2	1	0	97	3
PT		66	32	2	0	0	98	2
RO		76	21	1	1	1	97	2
SI		58	35	3	4	0	93	7
SK		68	30	2	0	0	98	2
FI		48	46	5	0	1	94	5
SE		55	38	5	1	1	93	6
UK		69	27	2	1	1	96	3
































**Q7.7** For each of the following options, please tell me whether or not you think it would be useful for young people in the EU?  
**Increasing cross-cultural exchanges in schools and universities within the EU (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		53	38	6	2	1	91	8
BE		46	42	9	3	0	88	12
BG		62	35	2	0	1	97	2
CZ		46	42	7	2	3	88	9
DK		43	47	7	1	2	90	8
DE		46	45	6	1	2	91	7
EE		41	47	9	1	2	88	10
IE		65	32	3	0	0	97	3
EL		66	26	5	3	0	92	8
ES		64	34	2	0	0	98	2
FR		53	39	5	3	0	92	8
HR		61	32	5	1	1	93	6
IT		69	27	4	0	0	96	4
CY		63	29	2	3	3	92	5
LV		32	55	11	1	1	87	12
LT		66	25	6	3	0	91	9
LU		44	47	6	3	0	91	9
HU		34	46	15	3	2	80	18
MT		56	37	2	3	2	93	5
NL		47	37	15	1	0	84	16
AT		45	43	10	1	1	88	11
PL		42	42	11	5	0	84	16
PT		58	38	3	1	0	96	4
RO		61	34	2	1	2	95	3
SI		50	40	6	4	0	90	10
SK		55	35	6	2	2	90	8
FI		42	47	8	1	2	89	9
SE		42	42	11	1	4	84	12
UK		56	35	5	3	1	91	8






























**Q8.1** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Electronic transfer of data on previously obtained diplomas or credits when enrolling at a university abroad (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		59	34	6	1	0	93	7
BE		50	42	7	1	0	92	8
BG		66	31	2	1	0	97	3
CZ		52	39	6	2	1	91	8
DK		73	19	5	0	3	92	5
DE		54	32	12	1	1	86	13
EE		71	21	3	1	4	92	4
IE		71	25	3	1	0	96	4
EL		65	30	3	2	0	95	5
ES		57	36	5	2	0	93	7
FR		50	41	8	1	0	91	9
HR		76	20	2	2	0	96	4
IT		63	31	4	2	0	94	6
CY		68	22	5	4	1	90	9
LV		70	26	4	0	0	96	4
LT		74	18	6	2	0	92	8
LU		49	39	9	3	0	88	12
HU		58	33	4	3	2	91	7
MT		67	24	6	1	2	91	7
NL		67	26	6	1	0	93	7
AT		45	41	10	3	1	86	13
PL		57	39	3	0	1	96	3
PT		55	42	3	0	0	97	3
RO		73	23	2	0	2	96	2
SI		56	35	7	2	0	91	9
SK		67	25	6	1	1	92	7
FI		65	32	3	0	0	97	3
SE		67	27	3	1	2	94	4
UK		64	31	3	2	0	95	5






























**Q8.2** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Electronic registration for courses at a university abroad before arrival (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		58	35	5	1	1	93	6
BE		43	46	9	1	1	89	10
BG		65	33	2	0	0	98	2
CZ		61	30	9	0	0	91	9
DK		72	21	5	0	2	93	5
DE		52	39	7	1	1	91	8
EE		57	34	5	1	3	91	6
IE		72	24	3	1	0	96	4
EL		60	36	2	2	0	96	4
ES		51	37	8	2	2	88	10
FR		58	36	4	2	0	94	6
HR		69	24	3	3	1	93	6
IT		54	36	8	2	0	90	10
CY		77	20	2	1	0	97	3
LV		66	31	3	0	0	97	3
LT		76	21	3	0	0	97	3
LU		51	39	7	3	0	90	10
HU		41	48	6	2	3	89	8
MT		74	23	1	1	1	97	2
NL		57	35	7	1	0	92	8
AT		60	33	6	1	0	93	7
PL		63	33	1	2	1	96	3
PT		52	45	3	0	0	97	3
RO		74	23	2	1	0	97	3
SI		52	42	5	1	0	94	6
SK		62	34	2	1	1	96	3
FI		53	43	3	1	0	96	4
SE		62	32	4	1	1	94	5
UK		65	29	3	2	1	94	5






























**Q8.3** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Electronic access to libraries and online resources whilst studying at a university abroad (%)**

		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		75	21	3	1	0	96	4
BE		73	21	5	1	0	94	6
BG		86	13	0	1	0	99	1
CZ		76	22	1	0	1	98	1
DK		79	19	2	0	0	98	2
DE		72	24	4	0	0	96	4
EE		81	15	1	1	2	96	2
IE		86	13	1	0	0	99	1
EL		85	12	1	2	0	97	3
ES		70	26	3	1	0	96	4
FR		69	27	4	0	0	96	4
HR		81	16	2	1	0	97	3
IT		76	21	3	0	0	97	3
CY		83	13	1	3	0	96	4
LV		80	17	3	0	0	97	3
LT		85	12	2	1	0	97	3
LU		76	13	7	4	0	89	11
HU		56	35	4	3	2	91	7
MT		87	12	0	0	1	99	0
NL		74	21	4	1	0	95	5
AT		71	25	3	1	0	96	4
PL		76	18	4	2	0	94	6
PT		71	27	2	0	0	98	2
RO		83	13	2	1	1	96	3
SI		79	16	4	1	0	95	5
SK		74	21	4	0	1	95	4
FI		71	28	1	0	0	99	1
SE		78	18	2	1	1	96	3
UK		84	15	0	1	0	99	1






























**Q8.4** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Discounts for cultural activities in all the EU countries (%)**






























		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		60	31	7	2	0	91	9
BE		53	37	9	1	0	90	10
BG		77	21	1	1	0	98	2
CZ		54	34	10	2	0	88	12
DK		42	37	17	2	2	79	19
DE		49	34	15	1	1	83	16
EE		62	31	3	1	3	93	4
IE		71	26	2	1	0	97	3
EL		71	24	2	2	1	95	4
ES		68	29	3	0	0	97	3
FR		57	34	8	1	0	91	9
HR		63	29	5	2	1	92	7
IT		76	21	2	1	0	97	3
CY		76	18	4	2	0	94	6
LV		59	36	5	0	0	95	5
LT		74	21	3	2	0	95	5
LU		51	41	7	1	0	92	8
HU		46	39	9	4	2	85	13
MT		70	25	2	1	2	95	3
NL		41	37	19	3	0	78	22
AT		52	33	14	1	0	85	15
PL		58	36	5	1	0	94	6
PT		62	34	4	0	0	96	4
RO		81	18	1	0	0	99	1
SI		50	38	8	3	1	88	11
SK		64	32	4	0	0	96	4
FI		42	43	12	2	1	85	14
SE		42	33	19	5	1	75	24
UK		63	32	2	3	0	95	5

**Q8.5** Imagine that students at universities in Europe could receive a European Student Card offering a range of services. How useful or not do you think each of the following services would be?

**Automatic and electronic transfer of credits obtained whilst studying abroad to the home university (%)**






























		Very useful	Somewhat useful	Not very useful	Not at all useful	Don't know	Total 'Useful'	Total 'Not useful'
EU28		61	32	5	1	1	93	6
BE		53	37	8	2	0	90	10
BG		63	31	5	0	1	94	5
CZ		65	27	6	1	1	92	7
DK		71	19	5	1	4	90	6
DE		53	36	9	0	2	89	9
EE		76	17	4	1	2	93	5
IE		73	22	3	1	1	95	4
EL		71	22	2	4	1	93	6
ES		60	37	2	1	0	97	3
FR		54	38	7	1	0	92	8
HR		75	20	2	3	0	95	5
IT		71	25	4	0	0	96	4
CY		69	26	1	2	2	95	3
LV		72	21	5	0	2	93	5
LT		78	17	5	0	0	95	5
LU		48	38	10	4	0	86	14
HU		53	35	5	2	5	88	7
MT		74	21	4	0	1	95	4
NL		64	28	7	1	0	92	8
AT		57	34	8	0	1	91	8
PL		50	44	5	1	0	94	6
PT		54	44	1	1	0	98	2
RO		74	22	2	0	2	96	2
SI		68	26	5	1	0	94	6
SK		69	29	2	0	0	98	2
FI		69	25	5	0	1	94	5
SE		76	21	2	0	1	97	2
UK		68	27	2	2	1	95	4

**Q9A** In which language(s) have you studied at school or university? (MULTIPLE ANSWERS POSSIBLE)  
(%)

National language(s)		English	French	German	Spanish	Russian	Italian	Other	Don't know	
EU28		92	38	11	6	5	2	1	8	1
BE		94	30	0	0	4	0	1	3	0
BG		93	44	3	15	3	11	1	2	0
CZ		85	48	4	18	2	5	0	8	1
DK		94	55	2	6	2	0	1	5	0
DE		97	55	14	0	12	2	4	5	0
EE		94	45	2	4	1	22	1	2	0
IE		96	0	27	8	5	2	2	6	0
EL		93	26	4	6	0	0	1	2	0
ES		89	71	24	5	0	0	1	35	0
FR		99	20	0	1	3	0	0	2	0
HR		94	19	1	5	0	1	2	2	1
IT		91	49	16	5	5	0	0	3	0
CY		94	46	3	0	0	0	2	0	0
LV		95	45	1	4	1	38	0	3	0
LT		92	36	1	4	1	17	0	3	0
LU		90	57	0	0	7	1	2	17	0
HU		72	63	2	44	2	0	4	5	1
MT		99	0	16	6	2	0	37	1	0
NL		96	60	5	8	2	0	0	2	0
AT		96	68	17	0	7	2	9	8	0
PL		92	25	2	9	0	4	0	2	1
PT		95	24	3	1	2	0	0	0	0
RO		85	33	12	2	2	0	1	2	4
SI		99	40	1	15	1	1	4	2	0
SK		90	47	5	15	1	7	1	18	1
FI		98	47	1	4	1	1	1	4	0
SE		95	68	5	7	8	0	0	6	1
UK		86	0	24	12	11	1	1	14	3






























## Q10.1 Would you like to...?

## Learn a new language or new languages (%)






























		Yes	No	Don't know
EU28		77	22	1
BE		79	21	0
BG		84	14	2
CZ		71	29	0
DK		75	24	1
DE		72	27	1
EE		79	16	5
IE		81	18	1
EL		86	13	1
ES		82	18	0
FR		76	24	0
HR		89	11	0
IT		87	12	1
CY		83	17	0
LV		83	16	1
LT		84	15	1
LU		82	18	0
HU		61	38	1
MT		63	37	0
NL		71	29	0
AT		75	25	0
PL		79	21	0
PT		77	23	0
RO		87	13	0
SI		79	21	0
SK		76	22	2
FI		69	30	1
SE		75	23	2
UK		73	26	1
































**Q10.2** Would you like to...?**Improve your command of the language or languages you have already learned (%)**

		Yes	No	Don't know
EU28		84	15	1
BE		84	16	0
BG		91	8	1
CZ		87	13	0
DK		78	21	1
DE		93	7	0
EE		89	10	1
IE		84	14	2
EL		86	14	0
ES		95	5	0
FR		87	13	0
HR		90	9	1
IT		95	4	1
CY		80	20	0
LV		91	9	0
LT		88	12	0
LU		86	14	0
HU		72	27	1
MT		82	18	0
NL		70	30	0
AT		90	10	0
PL		89	11	0
PT		89	10	1
RO		89	11	0
SI		85	15	0
SK		90	9	1
FI		92	8	0
SE		78	22	0
UK		57	41	2

**Q11** Which new language(s) would you like to learn? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		English	French	German	Spanish	Russian	Italian	Other	None	Don't know
EU28		7	20	23	35	11	17	38	1	1
BE		17	7	18	48	6	22	28	1	0
BG		10	23	27	38	20	19	22	1	0
CZ		15	28	24	25	19	14	21	2	2
DK		0	29	22	44	9	13	37	8	2
DE		4	25	0	44	15	21	45	1	2
EE		3	23	23	33	22	8	34	2	2
IE		0	23	25	51	2	16	31	0	0
EL		7	21	31	36	22	24	27	0	1
ES		12	33	42	0	7	21	40	1	1
FR		11	0	22	26	13	24	57	3	0
HR		4	25	39	31	10	28	26	1	0
IT		9	17	27	39	11	0	27	0	1
CY		11	13	13	34	39	23	16	0	1
LV		3	34	36	29	4	9	31	1	1
LT		6	27	24	25	21	16	30	1	1
LU		6	1	12	40	11	25	52	2	0
HU		13	23	25	29	18	19	19	0	0
MT		0	20	16	38	5	21	25	1	1
NL		2	25	21	59	9	18	37	0	0
AT		3	19	0	47	24	23	48	1	1
PL		1	28	14	40	14	16	30	0	0
PT		6	29	48	12	5	23	28	2	3
RO		17	17	51	14	8	17	18	0	1
SI		3	27	37	35	25	25	23	0	1
SK		14	25	23	33	25	17	11	0	1
FI		2	21	36	41	33	9	31	1	0
SE		2	23	21	36	10	10	46	0	3
UK		0	21	23	47	3	13	43	1	4

**Q12** Which language(s) would you like to improve? (MULTIPLE ANSWERS POSSIBLE)  
(%)

		English	French	German	Spanish	Italian	Russian	Other	None	Don't know
EU28		64	18	15	13	4	3	10	1	0
BE		49	35	12	10	2	0	25	2	1
BG		70	9	18	11	4	13	8	2	1
CZ		75	9	31	5	1	10	6	0	0
DK		50	14	46	17	2	2	10	1	1
DE		69	22	2	15	5	2	8	1	0
EE		54	5	18	3	0	48	18	0	2
IE		12	43	12	12	1	2	35	2	1
EL		67	13	20	4	6	4	9	0	0
ES		80	24	9	4	4	0	6	0	0
FR		74	5	14	32	5	1	14	1	0
HR		56	5	37	5	12	2	7	0	0
IT		69	21	9	10	2	1	1	1	0
CY		68	9	1	10	4	9	11	4	0
LV		64	3	15	7	1	34	8	0	0
LT		61	6	10	2	1	40	5	1	0
LU		48	26	18	11	7	1	16	0	1
HU		66	4	42	3	4	1	2	1	0
MT		25	18	9	9	46	1	13	2	1
NL		54	22	38	10	0	0	17	0	0
AT		66	18	7	10	16	6	7	1	0
PL		71	8	34	4	3	5	3	1	0
PT		69	30	7	17	3	0	3	0	0
RO		67	26	10	6	7	0	3	1	1
SI		45	6	51	8	7	4	5	2	0
SK		69	4	42	3	1	7	2	0	0
FI		46	9	16	7	2	9	53	1	1
SE		71	9	19	16	1	1	18	2	0
UK		22	28	11	21	5	2	20	4	1