

Youth on the move

Summary

Fieldwork: January 2011

Publication: May 2011

Flash Eurobarometer 319b: EDUCATION AND TRAINING, MOBILITY, EMPLOYMENT AND ENTREPRENEURSHIP

This survey was requested by Directorate-General Education and Culture and coordinated by Directorate-General 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 EB Series #319b

Youth on the move

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



Coordinated by Directorate-General
Communication

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.

THE GALLUP ORGANIZATION

Table of contents

Table of contents.....	3
Introduction	4
1. Education and training	5
1.1 Attractiveness of vocational education and training.....	5
1.2 Reasons for going into vocational education and training.....	5
1.3 Attractiveness of higher education	7
1.4 Reasons for going into higher education	7
1.5 Guidance and counselling received during school education.....	9
2. Youth mobility	10
2.1 Stays abroad for education or training purposes.....	10
2.2 Purpose of young people’s learning mobility period abroad.....	10
2.3 Length of young people’s learning mobility period abroad	13
2.4 Learning mobility periods for young people with a vocational or higher education qualification.....	13
2.5 Financial resources for mobility periods abroad	14
2.6 Benefits of spending time abroad for education or training purposes	15
2.7 Staying abroad for volunteering or work-related purposes	16
2.8 Young people’s reasons for not spending any time abroad.....	16
3. Employment and entrepreneurship.....	19
3.1 Young people’s difficulties in finding a job.....	19
3.2 Young people’s desire to work in another European country	20
3.3 Young people’s desire to set up their own business	21

Introduction

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

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

More precisely, the survey covered the following topics:

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

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

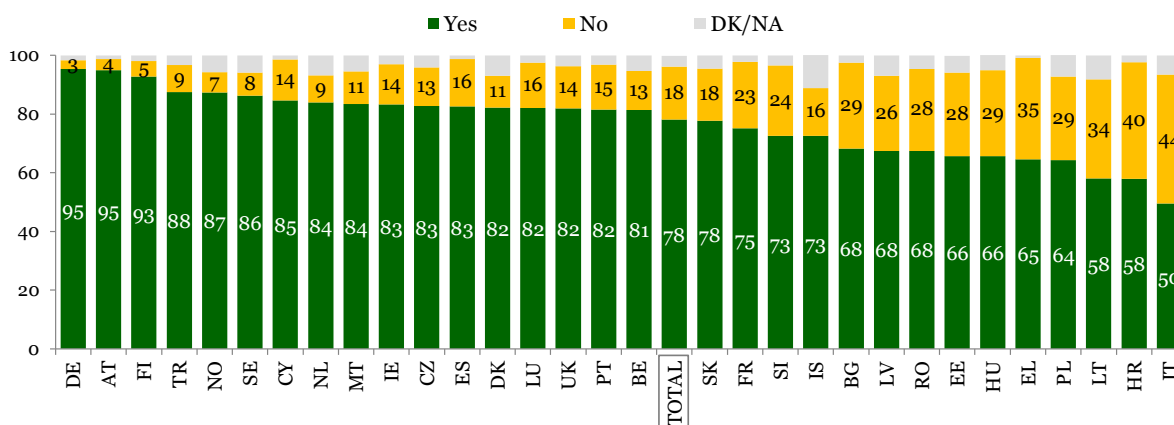
¹ For more details, see: <http://europa.eu/youthonthemove/>

1. Education and training

1.1 Attractiveness of vocational education and training

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

Attractiveness of vocational education and training



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

Base: all respondents, % by country

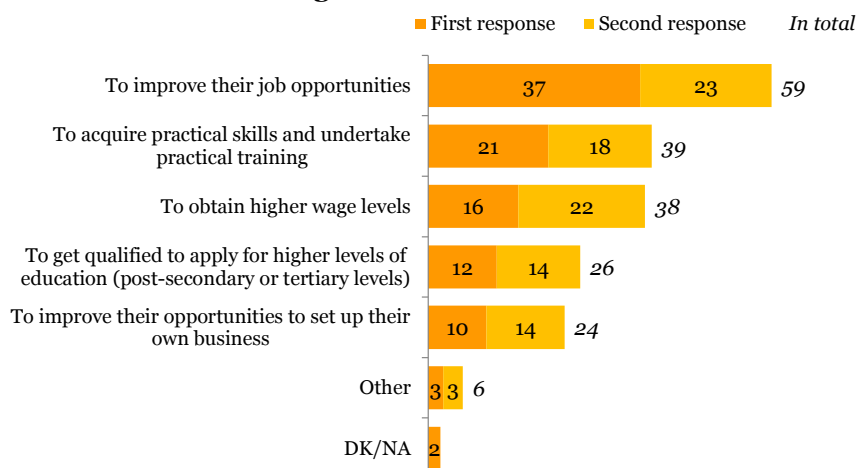
Note: DK/NA = "don't know"/"no answer"

Respondents currently in vocational education and training were the most likely to think that this type of education and training was an attractive option for young people in their country (88%); students in higher education, on the other hand, were among the least likely to say that vocational education and training was an attractive option (75%).

1.2 Reasons for going into vocational education and training

About 6 in 10 (59%) respondents considered “improving one’s job opportunities” to be the *most* or *second most important* reason for pursuing vocational education and training. Roughly equal proportions said that young people wanted to “obtain a higher wage level” or “acquire practical skills” (38%-39%). About a quarter (26%) selected “being qualified to apply for higher levels of education” and a similar proportion (24%) mentioned “improving one’s opportunities to set up a business”.

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



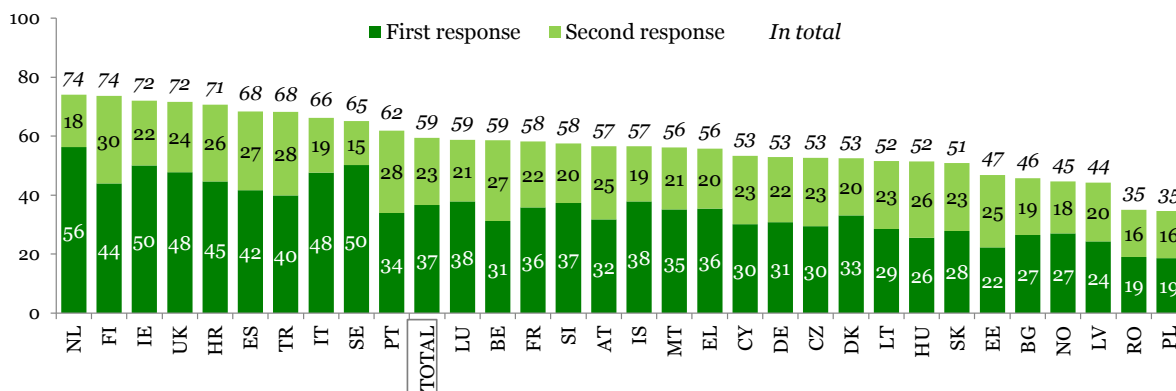
Q2. In your opinion what is the most important reason for young people to go into vocational education and training? And the second most important reason?

Base: all respondents, % TOTAL

In almost all countries, **improving one’s job opportunities** was the most frequently mentioned reason for choosing this type of education. Young people in Croatia, the UK, Ireland, the Netherlands and Finland were the most likely to select this reason (71%-74%). In some countries, such as Ireland, the Netherlands and the UK, the proportion selecting this reason was about 30 percentage points higher than the proportion for the second most frequently mentioned reason.

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

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



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

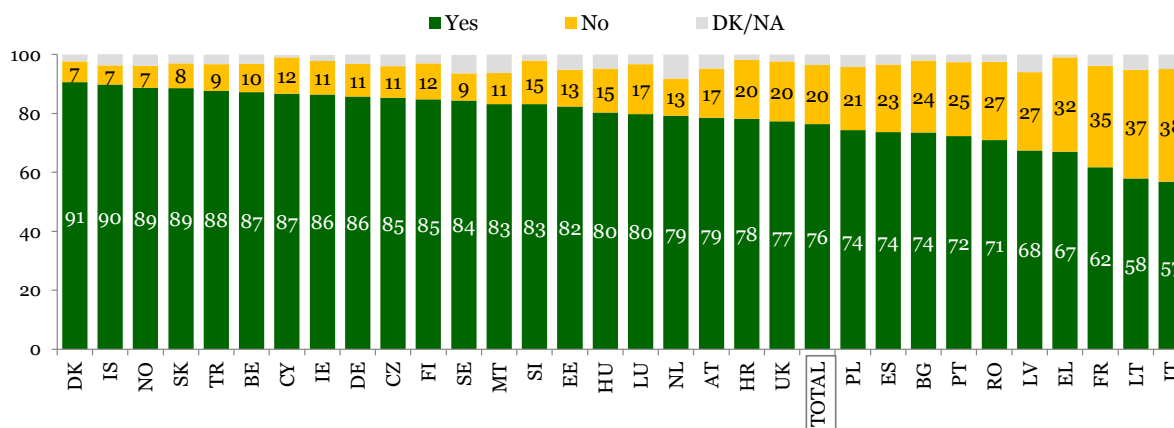
Across all socio-demographic segments, **“improving one’s job opportunities”** was by far the most commonly selected as the *most* or *second most important* reason for pursuing a professional qualification. For example, among respondents who had completed their education, the proportion selecting this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

Respondents currently in lower secondary education were overall the least likely to say that young people did vocational education and training to improve their *job opportunities* (49%), while respondents in post-secondary (non-higher) education and those in higher education were among the most likely to say so (both 60%); the corresponding figure for those currently in vocational education and training was 57%. Members of the latter group – along with those in post-secondary (non-higher) education – were more likely than their counterparts to think that *acquiring practical skills and undertaking practical training* was a major reason for pursuing vocational education and training.

1.3 Attractiveness of higher education

About three-quarters (76%) of interviewees thought that higher education was an attractive option for young people in their country. The highest proportions of young people who expressed this view were seen in Turkey, Slovakia, Norway, Iceland and Denmark (88%-91%). In Greece, France, Lithuania and Italy, on the other hand, between 32% and 38% said that higher education was *not* an attractive option.

Attractiveness of higher education



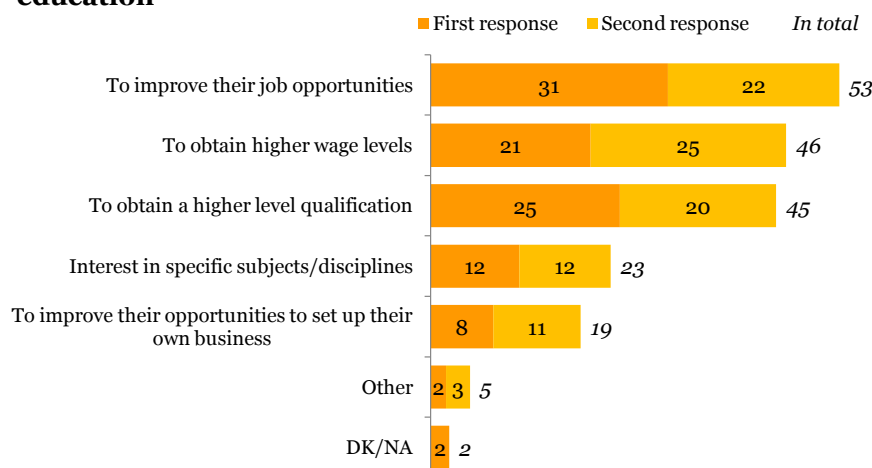
Q3. In your opinion, is higher education an attractive option for young people in your country?
Base: all respondents, % by country

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

1.4 Reasons for going into higher education

A slim majority (53%) of respondents said that young people went into higher education mainly to **improve their job opportunities**; this was also the most frequently selected reason for going into vocational education and training. Roughly equal shares thought that young people chose this type of studies to **obtain a higher level qualification** or a **higher wage level** (45%-46%). Other reasons were “**being interested in specific subjects or disciplines**” (selected by 23%) and “**improving one’s opportunities to set up a business**” (19%).

Most important reasons for young people to go into higher education



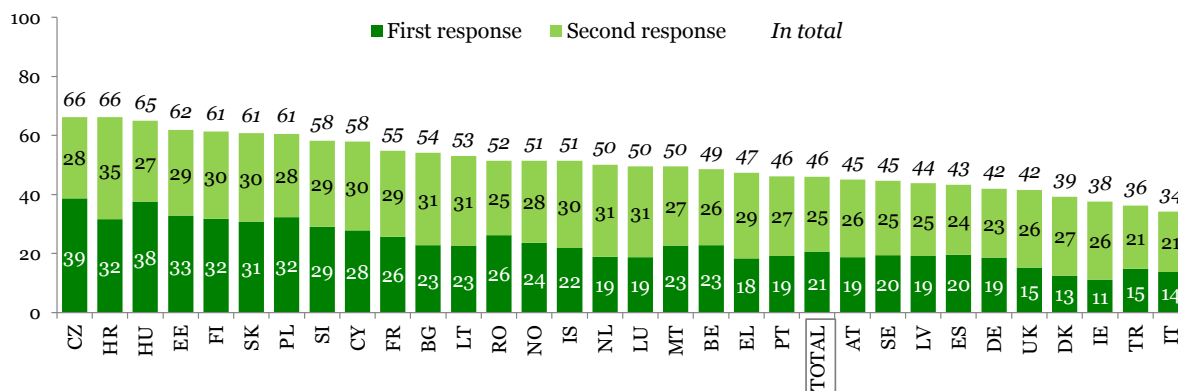
Q4. In your opinion what is the most important reason for young people to go into higher education? And the second most important reason?
Base: all respondents, % TOTAL

Improving one’s job opportunities was the most frequently mentioned reason in about half of the countries surveyed. For example, 69% of respondents in the UK and 74% in Ireland thought that this was a main reason for young people to go into higher education; moreover, these proportions were considerably higher than those for the second and third most frequently mentioned reasons.

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

Most important reasons for young people to go into higher education

To obtain higher wage levels



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

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

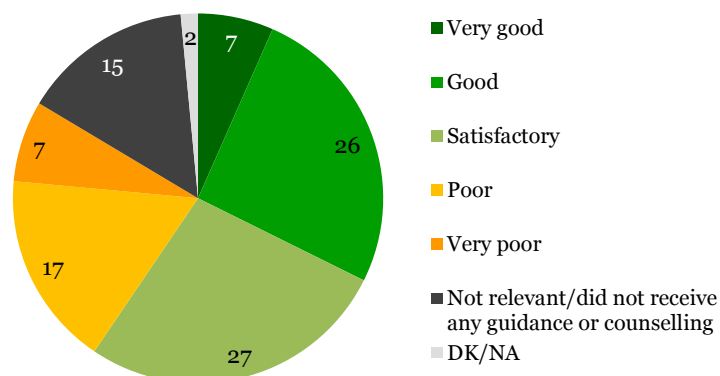
Furthermore, across some socio-demographic groups, similar numbers selected “improving one’s job opportunities” or “obtaining higher wage levels” as young people’s main reasons to go into higher education. For example, 51% of respondents who had completed vocational education and training selected the former reason and 53% selected the latter.

1.5 Guidance and counselling received during school education

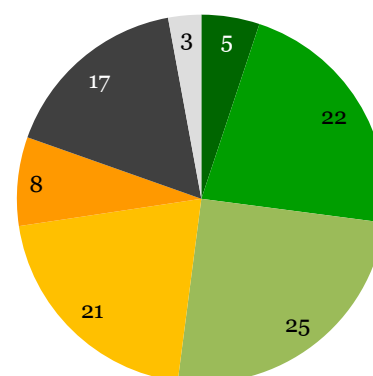
Roughly equal shares answered that the **educational advice** they had received during their education had been either “satisfactory” (27%) or “good” (26%), while less than a tenth (7%) said it had been “very good”. Young people were somewhat less likely to feel satisfied with the guidance and counselling on **employment opportunities**: roughly a fifth (22%) of young people described the career advice received at school as “good” and a quarter said it had been “satisfactory”, while a minority (5%) said that counselling on employment opportunities had been “very good”.

Guidance and counselling received during school education...

... on the different further education and training options open to them



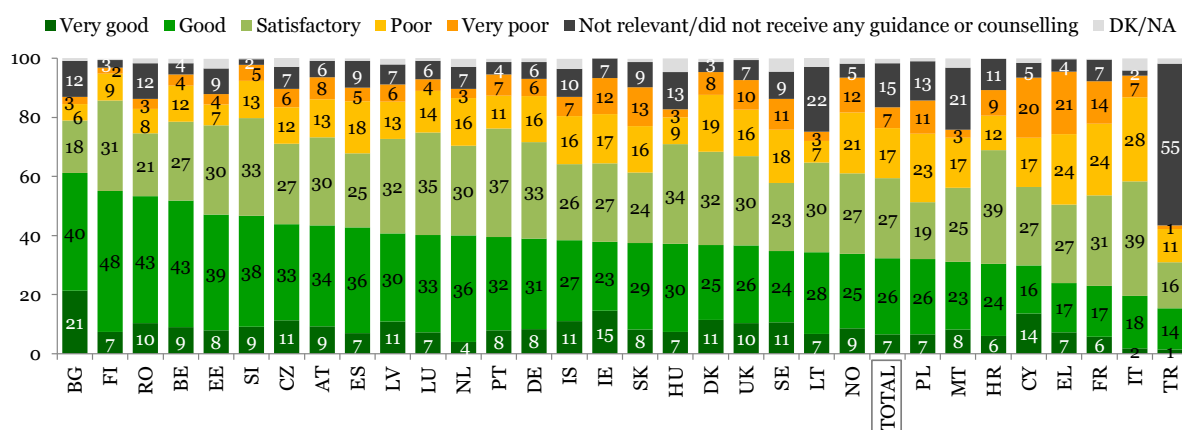
... on future employment opportunities



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

Young people in Finland, Belgium and Bulgaria were among the most likely to describe the guidance and counselling they had received at school as “good” or “very good”, while those in France, Greece and Italy were more likely to describe this guidance as “poor” or “very poor”. For example, the proportion of young people who rated the guidance they had received on further education and training options open to them as “good” or “very good” ranged from less than a quarter in Turkey, Italy, France and Greece (15%-24%) to a majority in Belgium, Romania, Finland and Bulgaria (51%-61%).

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



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

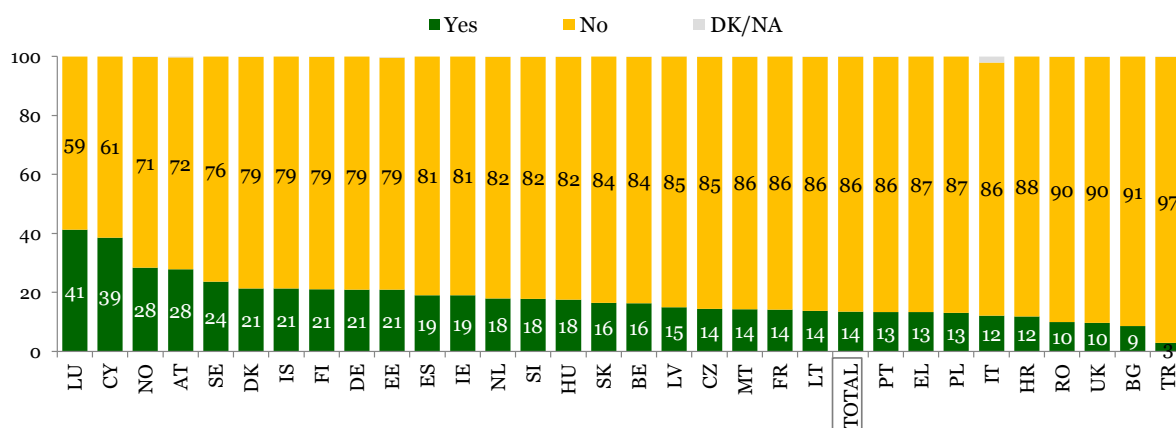
Among respondents still in education, students in higher education were more likely to be unsatisfied with the guidance and advice they had received at school. Roughly a third (32%) of respondents in higher education described the advice they had received on future employment opportunities as either “poor” or “very poor” and 28% said the same about counselling on further education options; the corresponding figures were between 18% and 24% for those currently in upper secondary general education, vocational education and training or post-secondary (non-higher) education.

2. Youth mobility

2.1 Stays abroad for education or training purposes

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

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



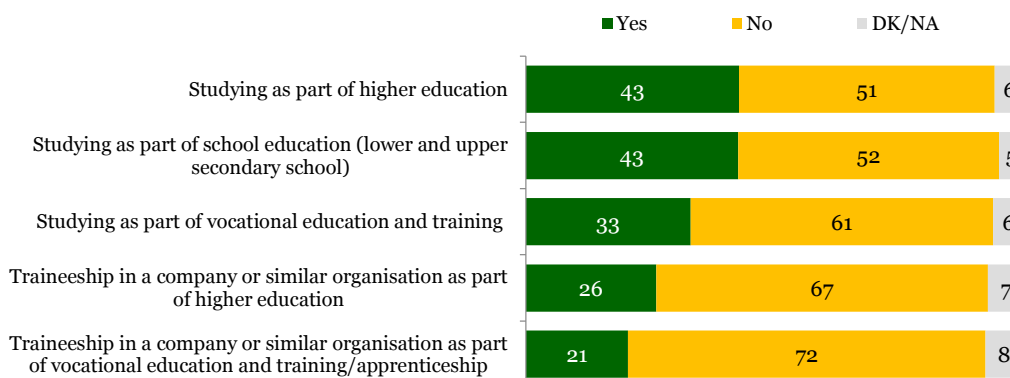
Q5. Have you ever stayed abroad for learning or training purposes (outside the country where you received your prior education) or are you currently abroad?
Base: all respondents, % by country

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

2.2 Purpose of young people’s learning mobility period abroad

Of the respondents who had stayed abroad, 43% said they had studied abroad as part of their higher education studies and the same proportion answered that they had done so as part of their secondary school education; one-third of respondents had studied abroad as part of their vocational education and training. Roughly a quarter (26%) of these young people went abroad for a traineeship in a company or a similar organisation during their higher education studies, while 21% went for a traineeship as part of their vocational education or training.

Main purpose of young people’s learning mobility period abroad

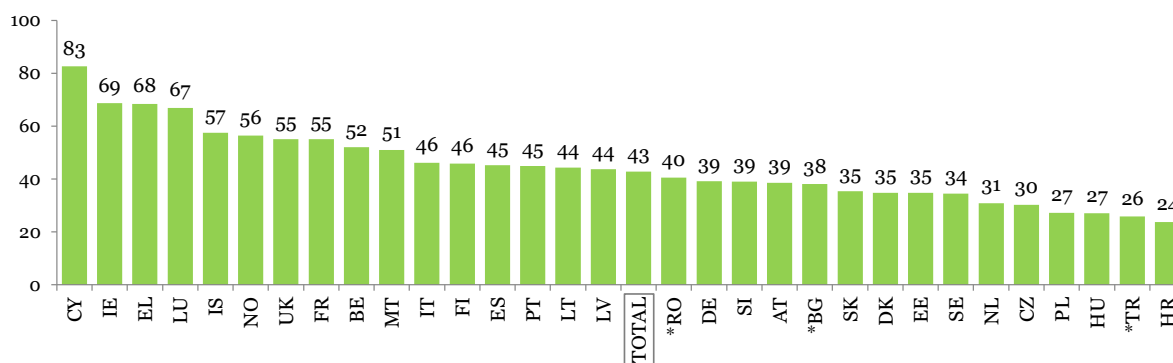


Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length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

Still focusing solely on respondents who had stayed abroad for education or training purposes, those in Cyprus (83%) were the most likely to have studied abroad **as part of their higher education studies**. Young people in Cyprus were followed by those in Luxembourg, Greece and Ireland (67%-69%).

In Cyprus, Bulgaria and Lithuania, almost half of respondents who had stayed abroad for education or training purposes said that their learning mobility period abroad had been during their years in **vocational education or training** (46%-47%). **Studying abroad as part of their secondary school education** (lower or upper secondary education) was mentioned by a slim majority of Austrian, Swedish, German and Czech respondents (51%-55%).

Studying abroad as part of higher education

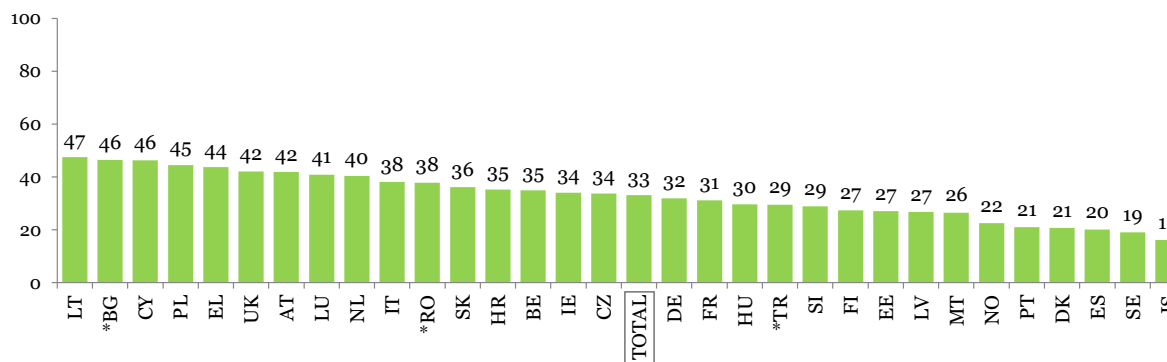


Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length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

* Note: countries with less than 100 respondents

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

Studying abroad as part of vocational education and training



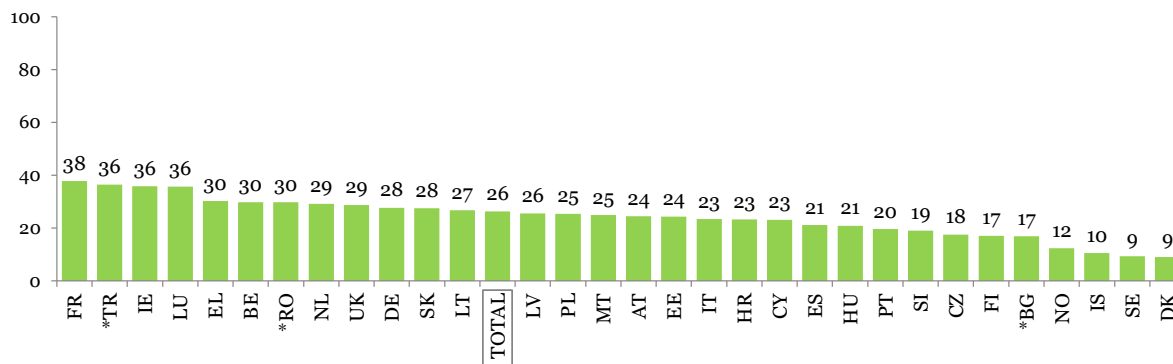
Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length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

* Note: countries with less than 100 respondents

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

The proportion of respondents who said they had stayed abroad for a **traineeship in a company or a similar organisation during their higher education studies** remained below a third in almost all countries included in this survey. Somewhat higher proportions were found in France (38%), Turkey, Ireland and Luxembourg (all 36%). The proportions of young people who had stayed abroad for a traineeship in a company or a similar organisation as **part of their vocational education and training** were the highest in Turkey and Croatia (35%-36%).

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

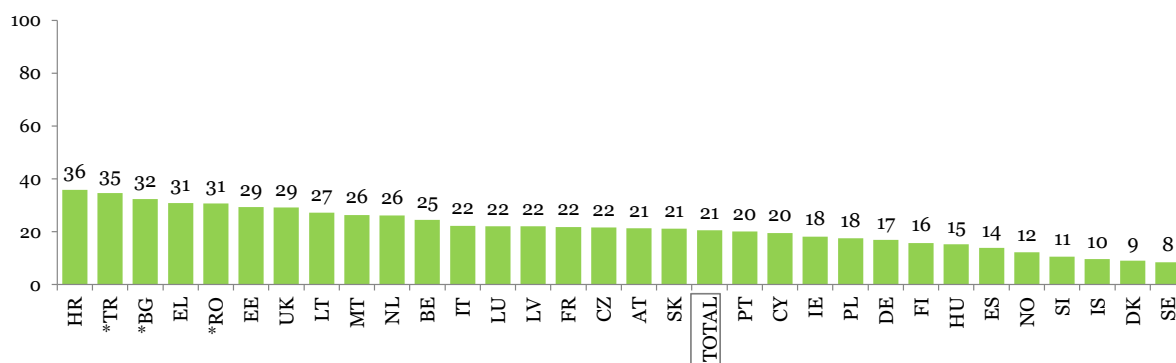


Q6. I will read out examples of different learning mobility periods abroad. Please tell me what the main purpose of your mobility period was/is and for how long it lasted. In case you have been abroad within the same type of learning mobility more than once, please indicate the total combined length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

* Note: countries with less than 100 respondents

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

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



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

* Note: countries with less than 100 respondents

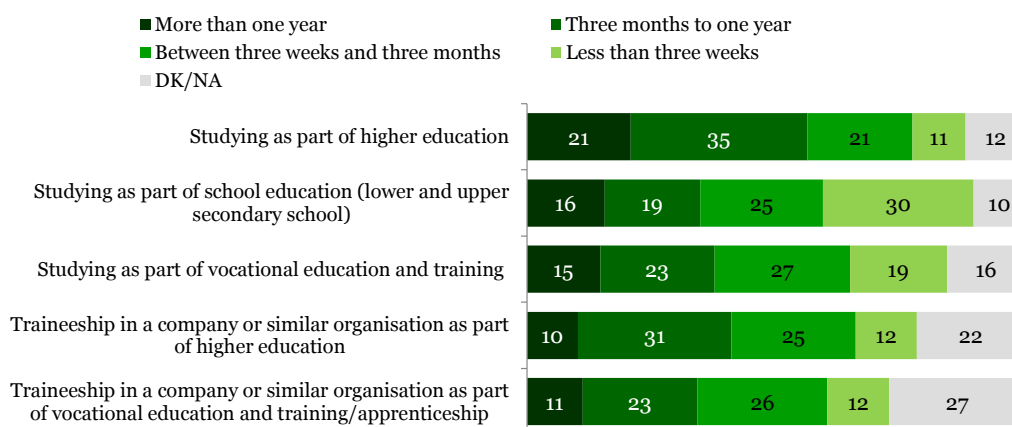
Base: respondents who have stayed abroad or who are currently abroad for education or training purposes, % by country

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

2.3 Length of young people's learning mobility period abroad

Learning mobility periods that were part of higher education training lasted longer than those during secondary school education or vocational education and training. For example, 21% of respondents who had studied abroad during their higher education studies answered that they had been abroad for more than one year, while 35% said they had been abroad for a period between three months and a year.

Length of young people's learning mobility periods abroad



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

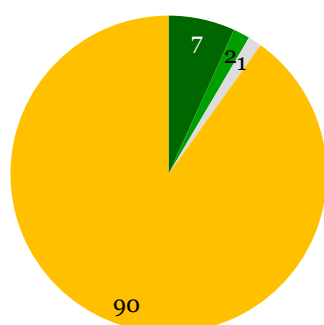
Base: respondents who have stayed abroad or who are currently abroad for any type of education or training purposes
% TOTAL

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

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

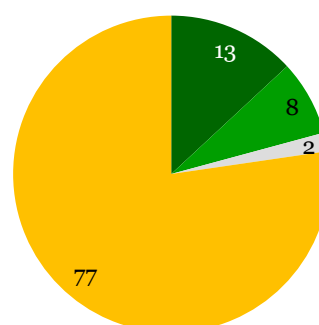
Having stayed abroad for education or training purposes

Base: respondents with a vocational qualification



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

Base: respondents with a higher education qualification



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

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

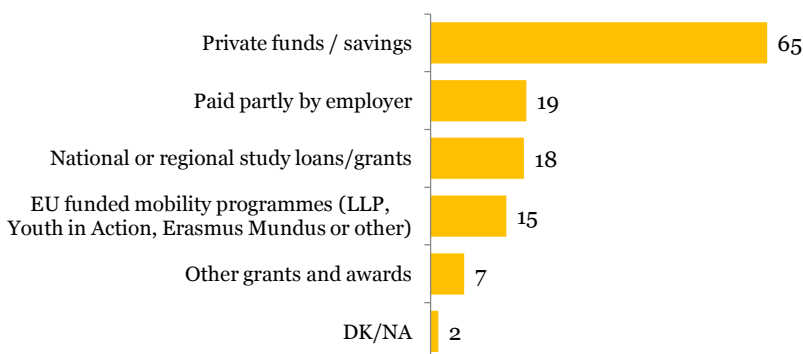
% TOTAL

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

2.5 Financial resources for mobility periods abroad

Roughly two-thirds (65%) of respondents – who had stayed abroad for education or training purposes – said they had used private funds or savings to finance their longest stay abroad. All other financial resources listed in the survey were mentioned by less than a fifth of respondents: for example, 18% had received a national or regional study loan or grant and 15% mentioned a scholarship of an EU mobility programme.

Financial resources of young people’s longest stay abroad

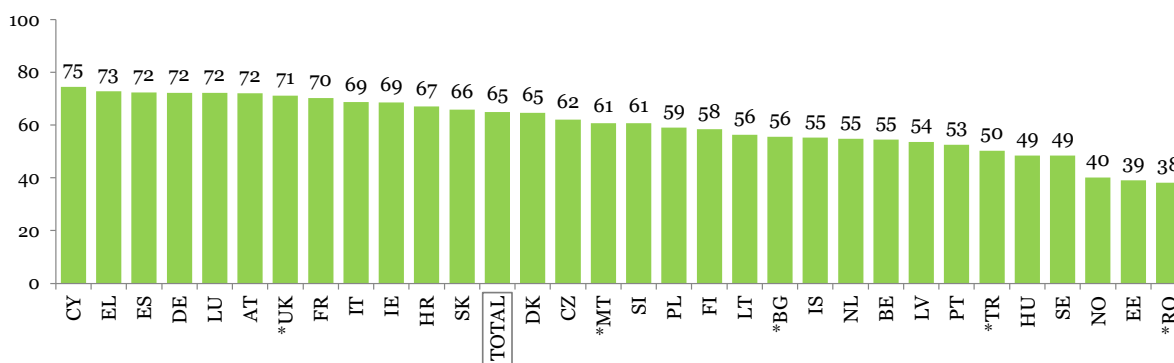


Q7. Thinking about your longest stay abroad, how did you finance your stay?
 Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown, TOTAL

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

Financial resources for young people’s longest stay abroad

Private funds and savings



Q7. Thinking about your longest stay abroad, how did you finance your stay?
 Base: respondents who have been abroad for at least one of the tested learning mobility periods, % of 'mentions' shown by country
 * Note: countries with less than 100 respondents

Respondents across all socio-demographic segments were most likely to say that they had mainly used private funds or savings to finance their longest learning mobility period abroad. Some groups, however, were more likely to answer that their stay abroad had been financed partially by their employer or that they had received a study loan, grant or scholarship. For example, more likely to have studied abroad in the framework of an EU funded mobility programme were women (17% vs. 12% of men), 20-29 year-olds (17% vs. 9% of 15-19 year-olds and 13% of 30-35 year-olds) and city dwellers (15%-17% vs. 11% of rural residents).

2.6 Benefits of spending time abroad for education or training purposes

When young adults who had stayed abroad (or were abroad at the time of the survey) were asked to identify the *most or second most important* benefit of spending time abroad, almost 6 in 10 (57%) named their **improved foreign language skills** and 4 in 10 selected a **greater awareness of another culture**. Smaller shares of respondents listed a greater ability to adapt to new situations (22%), new professional skills (18%), better interpersonal skills (17%), better opportunities for subsequent employment (16%) or better academic knowledge (12%).

Most important benefits of young people's longest stay abroad



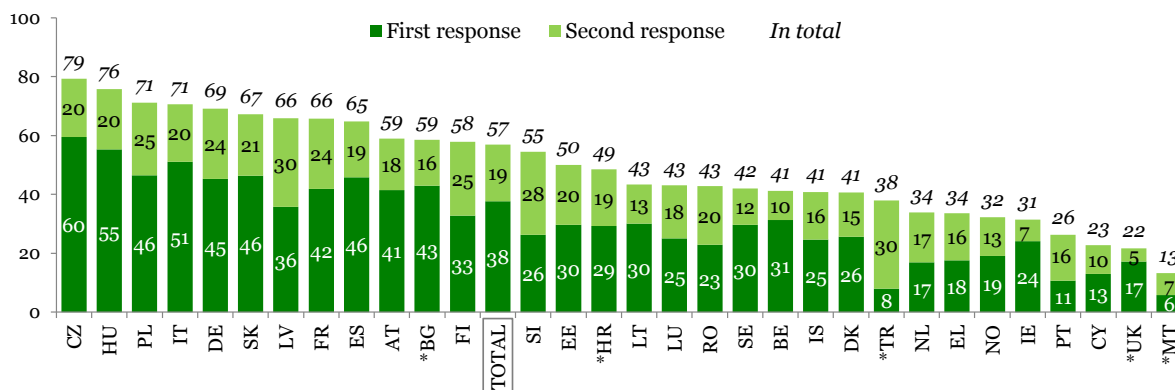
Q8. Spending time abroad could bring several benefits. Please list the most important benefit of your longest stay abroad. And what would be the second most important benefit?

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

In 18 out of 31 countries surveyed, the largest proportion of respondents thought that having **improved their foreign language skills** was the *most or second most important* benefit of their longest learning mobility period abroad. More than three-quarters of respondents in Hungary (76%) and the Czech Republic (79%) said that their improved foreign language skills were a major outcome of their longest stay abroad.

In 12 countries, the largest proportion of respondents selected a greater **awareness of another culture** as the *most or second most important* outcome of their longest stay abroad. Finally, Ireland was the only county where **better academic knowledge** was the most frequently selected reason (selected by 34%).

Most important benefits of young people’s longest stay abroad Improved foreign language skills



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

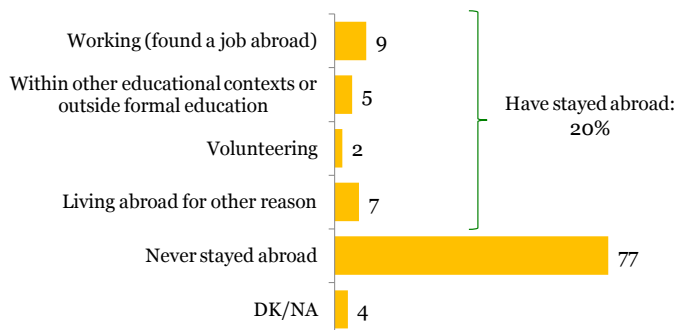
Base: respondents who have been abroad for at least one of the tested learning mobility periods, % by country
* Note: countries with less than 100 respondents

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

2.7 Staying abroad for volunteering or work-related purposes

In total, a fifth of young people participating in this study said they had stayed abroad for at least one month for reasons other than vacation/tourism or education/training; this figure was somewhat higher than the one observed for learning mobility periods abroad (14%). More precisely, 2% of young people reported having stayed abroad for volunteering, 5% mentioned other educational purposes than the ones discussed so far, 9% had been abroad for work-related purposes and 7% listed “other” purposes.

Other types of stay abroad



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

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

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

When young adults who had *never stayed abroad* for education, training, working or volunteering purposes were asked to select the *most* or *second most important reason* for not having spent time abroad, almost 4 in 10 (37%) said they were **not interested in going abroad**. A third of respondents answered that they had **no access to funding** or that it would have been too expensive to stay abroad, while a quarter had **family commitments** that kept them from going abroad (i.e. they had children or dependent relatives who needed to be taken care of).

A **lack of foreign language skills** and a **lack of information** about mobility opportunities were selected as the most important reasons for not having spent time abroad by 14% and 13%, respectively. Small percentages (3%-4%) selected other reasons listed in the survey, such as legal obstacles and concerns about the quality of training or other activities. Finally, 39% of respondents had not stayed abroad for reasons other than the ones listed in the survey.

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



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

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

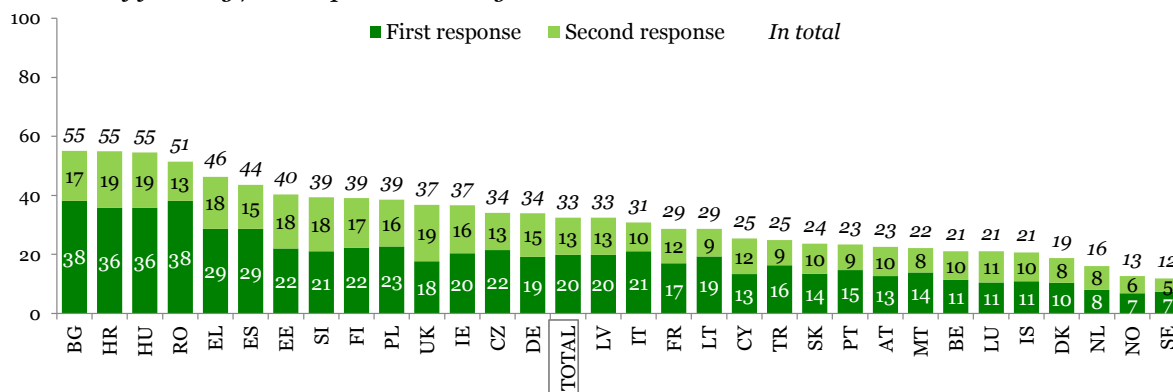
Of the 10 potential reasons listed in the survey, three were mentioned most frequently as young people's main reasons for not having spent time abroad: (1) not interested in going abroad, (2) lack of funding and (3) family commitments.

The proportion of respondents who said they had not spent any time abroad mainly because they were **not interested in going abroad** ranged from 25% in Turkey to 56% in Cyprus. In a further three countries, a slim majority of interviewees said they were not interested in going abroad: Greece (52%), Poland and Luxembourg (both 51%).

A slim majority of respondents in Romania (51%), Hungary, Croatia and Bulgaria (all 55%) said that a **lack of funding** was the *most* or *second most important* reason for not having spent time abroad. Respondents in Spain (44%) and Greece (46%) were also more likely to answer that it would have been too expensive to stay abroad. Respondents in Turkey were the most likely to say that **family commitments** had stopped them from going abroad (41%). In seven other countries, roughly 3 in 10 respondents mentioned this reason (from 29% in Hungary and Estonia to 32% in Ireland).

Young people’s reasons for not having spent time abroad

A lack of funding / too expensive to stay abroad



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

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

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

3. Employment and entrepreneurship

3.1 Young people's difficulties in finding a job

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

Young people's difficulties in finding a job



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

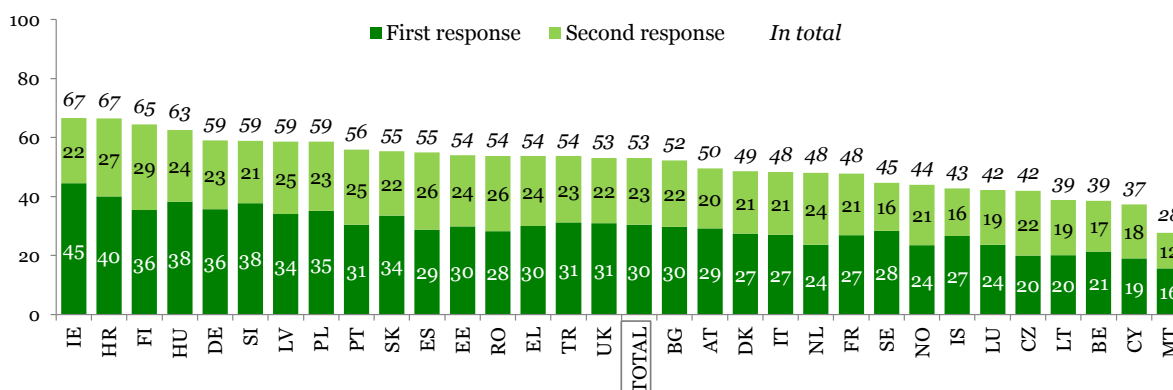
Base: all respondents, % TOTAL

Of the five challenges listed in the survey, three were mentioned most frequently as young people's main concerns to find a job: (1) **absence of jobs in one's city or region**, (2) a **lack of good job opportunities in one's field of study** and (3) **all available jobs being poorly paid ones**.

The fact that no jobs were available in young people's city or region was cited as one of the main challenges for finding a job by more than 6 in 10 respondents in Hungary (63%), Finland (65%), Croatia and Ireland (both 67%). Although respondents in Malta were the least likely to mention a lack of jobs in their region, they were the most likely to say that young people in their country were worried about a lack of good job opportunities in their field of study (59%). Roughly two-thirds of respondents in Romania (65%) and Bulgaria (66%) said that one of the main concerns of young job seekers in their country was that the available jobs were poorly paid.

Young people's difficulties in finding a job

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



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

Base: all respondents, % by country

Almost 6 in 10 (58%) respondents with a lower secondary qualification and the same number of those who had left school without completing their lower secondary education answered that young job seekers in their country were worried about the *absence of jobs in their city or region*, this proportion decreased to 50% among those who had gained a post-secondary (non-higher) qualification and 53% among those with a higher education qualification. Respondents with an upper secondary general education qualification and those with a vocational qualification were equally likely to select this concern (both 54%).

Respondents with a higher education qualification and those currently in higher education, on the other hand, were more likely than their counterparts to say that young people in their country were worried about a lack of good job opportunities *in their field of study*.

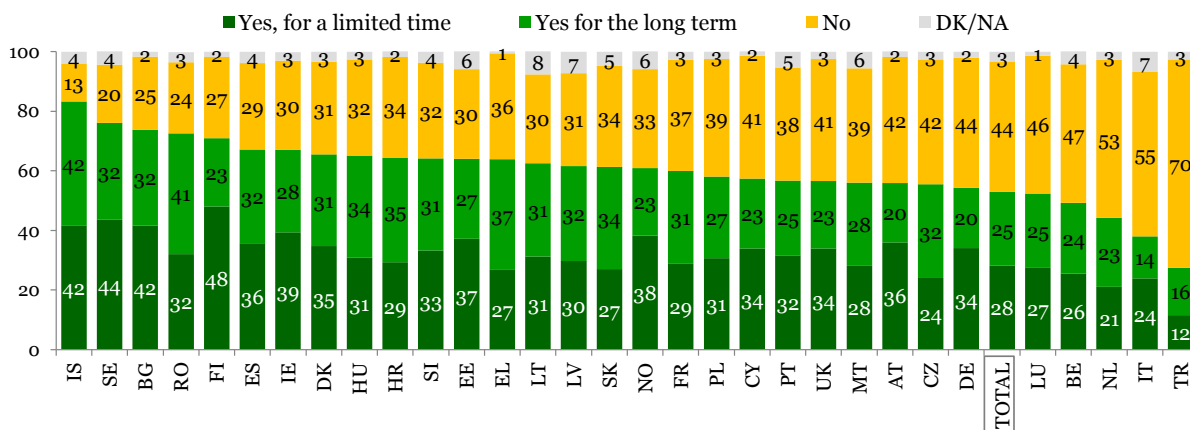
A slim majority of young people who had left school without completing their lower secondary education said that one of the main concerns of young job seekers in their country was that the *available jobs were poorly paid* (54% vs. 48% of respondents with a vocational qualification and 42%-44% across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

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

A slim majority of young adults said they were willing – or would like – to work in another European country. Roughly equal shares of respondents would like to work abroad for a limited amount of time (28%) and for a longer period (25%). Conversely, more than 4 in 10 (44%) young people were not willing or would not like to work in another European country.

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

Young people’s willingness to work in another European country



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

Those willing to work in another European country were more likely to be male (56% vs. 49% of women), young (63% of 15-19 year-olds vs. 42% of 30-35 year-olds), still in education (66% vs. 45% among those who had completed their education) or living in metropolitan areas (62% vs. 51% in urban and rural areas).

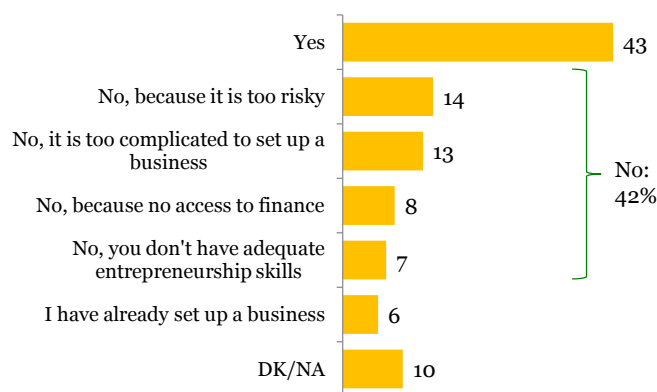
Looking only at respondents who had completed their education, the higher the level of education they reached, the more likely they were to be willing to work abroad (55% of respondents with a higher education qualification, compared to 33% of those with a lower secondary level qualification).

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

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

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

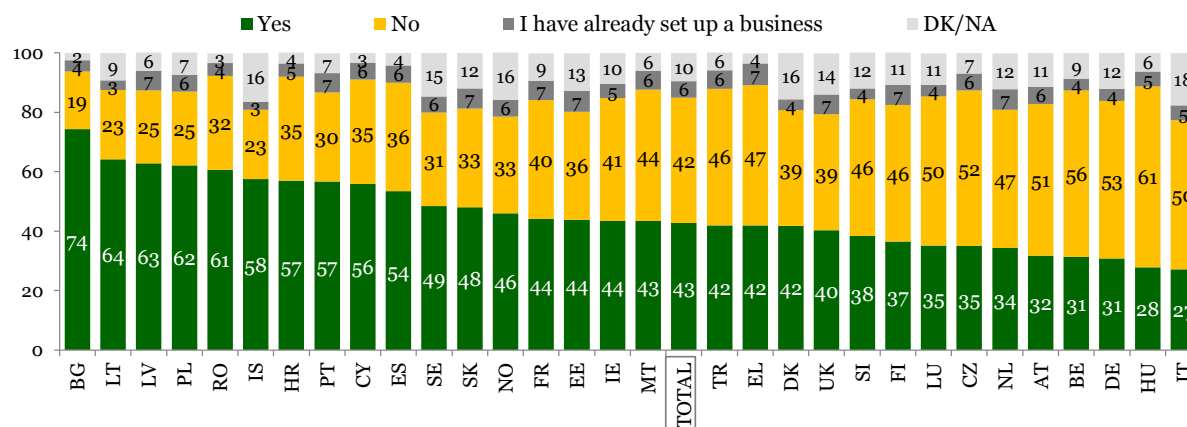
Young people's desire to set up a business



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

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

Young people's desire to set up a business



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

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

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