

Employers' perception of graduate employability

Analytical report

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

Flash EB Series #304

Employers' perception of graduate employability

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



Coordinated by Directorate-General
Communication

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THE GALLUP ORGANIZATION

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Introduction

This Flash Eurobarometer “*Employers' perception of graduate employability*” (N° 304) provides insights into the needs and perceptions of graduate recruiters by monitoring the opinions of staff in companies throughout Europe with at least 50 employees across a range of business sectors.

In addition to identifying the background of the higher education graduates currently recruited in the surveyed countries, this Flash survey covered:

- the importance of various skills and abilities required by graduates
- the levels of satisfaction as to whether or not graduates have these skills
- which levels of graduate education are best suited to fill vacant positions
- the factors that influence the level of graduate recruitment
- the importance of educational institutions' reputation
- the amount and type of training given to graduates
- the numbers of graduates recruited from abroad and the reasons why such graduates are hired
- the major challenges that companies face in hiring graduates
- the amount and type of cooperation between companies and educational institutions
- views on how graduates could be made more employable.

The survey covered all 27 EU Member States, as well as Norway, Iceland, Croatia and Turkey. Companies included in this study had recruited higher education graduates in the past five years and/or were planning to recruit such graduates in the next five years. More than a third (35%) of respondents estimated that more than a fifth of their employees were that type of graduate. Although companies included in this study recruited such graduates from a variety of educational fields, the areas most frequently mentioned were business or economic studies and engineering (54%-55% of companies). For more details about the characteristics of the companies surveyed, see chapter 1.

The targeted number of interviews varied depending on the size of the respective country. Overall, 7,036 companies were interviewed, between 30 August and 7 September 2010, using a fixed-line telephone methodology. Eligible respondents were chief human resource officers or chief executive officers. Of the companies surveyed, about three-quarters (76%) were medium-sized companies (with between 50 and 249 employees) and the rest (24%) were large companies with 250 employees or more. The largest share of companies included in the survey were active in the industry sector (36%), followed by the sectors of non-public services (23%) and public services (17%). About one in eight (12%) companies were active in the trade, accommodation and food services sector and the same proportion (12%) in the construction, transport and ICT sector.

Post-stratification weights were used to restore the artificially-distorted proportions according to company size and industry sector. When summary (“total”) estimates are discussed, the results of the interviews have been weighted to correct for the disproportional selection of countries in the starting sample. For more details about interviewing methods, sampling and the margins of sampling error, see the “survey details” section.

Main findings

- Companies included in this study had recruited higher education graduates in the past five years and/or were planning to recruit such graduates in the next five years. Approximately two-thirds (68%) of employers participating in this study had recruited higher education graduates in the past five years and were planning to recruit such graduates in the next five years. More than a third (35%) of respondents estimated that more than a fifth of their employees were that type of a graduate.
- Somewhat more than 4 in 10 (42%) respondents estimated that at least 10% of their day-to-day operations involved dealing with people in – or from – other countries. Three in 10 respondents said this percentage was less than 10% and about a quarter (26%) answered that they did not deal with people abroad.

Skills and capabilities: importance and satisfaction

- Almost all skills and capabilities listed in the survey – such as the ability to work in a team or computer literacy – were considered to be *very* or *rather* important when recruiting higher education graduates. In total, between 88% and 98% of respondents ranked these skills as “very” or “rather important”.
- In terms of rating certain skills and capabilities as being “very important”, graduate recruiters were most likely to highlight the importance of teamworking (67%), by sector-specific skills, communication skills, computer literacy, being able to adapt to new situations, first-class ability in reading/writing, and analytical and problem-solving skills (all 58%-62%). Graduate employers were less likely to highlight the importance of foreign language skills: 33% rated these skills as “very important” and 34% as “rather important”. Foreign languages skills, however, were the only skills that were ranked higher as a requirement for future graduates.
- All other skills and capabilities were ranked similarly when comparing graduate recruiters' views about the importance of various skills and capabilities required by today's employees and those required by future higher education graduates (5 to 10 years from now).
- A large majority (89%) of employers – who had recruited higher education graduates in the past five years – agreed that these graduates had the skills required to work in their company. The proportion of employers who agreed with this proposition ranged from 65% in Lithuania to 98% in Sweden. Respondents in Malta, however, were the most likely to *strongly* agree with this statement (69%).
- A large majority of employers appeared to be at least *rather satisfied* when evaluating the skills and capabilities of the higher education graduates that their company had hired in the past three to five years. The overall satisfaction levels (i.e. the sum of “very satisfied” and “rather satisfied” responses) ranged from 80% for decision-making skills to 91% for computer skills. Graduate employers' satisfaction with their employees' foreign language capabilities was lower as just two-thirds (67%) said they were *satisfied*.
- Skills and capabilities were ranked similarly when comparing graduate employers' views about the importance of various skills and capabilities and their actual satisfaction with their employees' skills and capabilities.

Importance of graduates' educational establishment

- A slim majority of graduate recruiters (55%) answered that graduates with bachelor's degrees would best match the skill requirements in their company and 35% said that graduates with master's degrees would be a better fit.
- Graduate recruiters in medium-sized companies and those in the private sector were more likely to answer that graduates with bachelor's degrees would best match the skill requirements in their company. Graduate recruiters in large companies and those in the public sector, on the other hand, more frequently said that graduates with master's degrees would be a better fit.

- Almost 9 in 10 graduate recruiters agreed that work experience was a crucial asset for new recruits (87% *rather or strongly agreed*). They did not agree, however, that it was very important that new recruits had studied or worked abroad before joining their company (70% or more *rather or strongly disagreed*).
- Graduate recruiters with international contacts were more likely to value international mobility – i.e. they more frequently agreed that it was very important for graduates to have studied or worked abroad before joining their company. Employers in the industry sector were also more likely to agree that it was very important for new recruits to have studied or worked abroad.
- Graduate employers in Cyprus and Turkey were the most likely to highlight the importance of having studied, or having had a work-placement, abroad. For example, 81% of respondents in Cyprus and 65% of those in Turkey agreed that it was very important that new recruits had studied abroad; in comparison, this view was shared by less than a tenth of respondents in the UK, Sweden, Norway, Croatia and Hungary (6%-9%).
- The proportion of employers who said that it was *very* or *rather* important to recruit graduates from higher education institutions with high international rankings and a good reputation ranged from less than a quarter in Germany, Sweden and France (20%-23%) to more than two-thirds in Greece, Turkey and Cyprus (69%-77%).
- When asked to choose one action that higher education institutions should take to improve the employability of their graduates, 36% of respondents said that sector-specific work-placements should be included as an integral part of study programmes. Including practical experience in such programmes was selected by 30% of graduate employers and 18% said there would be most benefit if courses were more relevant to employers' needs.

Training activities for graduate employees

- A third (34%) of graduate employers reported that more than 50% of their employees with higher education degrees had received training to update their skills in the past two years. The proportion who said that less than 10% had received such training was 33%.
- More than 6 in 10 employers in Austria (63%), and about half of those in Iceland, the Czech Republic and Slovakia (50%-55%) answered that more than half of their graduate employees had received training in the past two years; this proportion was the lowest in Romania (11%) and Bulgaria (17%).
- A large majority (83%) of respondents said that their employees with higher education degrees had participated in training and development programmes organised at their workplace; 55% mentioned training offered by continuing education institutions. The proportion of employers mentioning training offered in-house ranged from 60% in Bulgaria to 94% in Ireland, Austria and Finland.
- Other training activities listed in the survey were mentioned by less than half of graduate employers; for example, 41% said that their employees with higher education degrees had participated in short courses offered by universities and other higher education institutions and 30% mentioned part-time study programmes at such institutions.
- Distance learning programmes were the least frequently mentioned type of training (among those listed in the survey) in more than half of the countries surveyed; the proportion of employers mentioning this type of training ranged from 13% in Slovakia to 62% in Estonia.

Challenges to fill graduate vacancies

- When asked to name the two most important challenges they faced in filling vacancies, almost half (47%) of graduate recruiters mentioned a shortage of applicants, in their country, with the right skills and capabilities; a somewhat smaller number of respondents (43%) saw a difficulty in being able to offer a competitive starting salary as one of the two main challenges. All other challenges were mentioned by less than a quarter of employers.

- A shortage of applicants with the right skills and capabilities, in their country, was most frequently mentioned as an obstacle to fill graduate vacancies in Luxembourg (73%), Turkey (68%), Germany, Austria and Norway (61%-63%). Offering a competitive starting salary, on the other hand, was cited most frequently in Hungary (67%), Romania, Poland and Slovakia (59%-60%).
- More than a quarter (27%) of respondents had recruited higher education graduates from other European countries and about a sixth (18%) had recruited such graduates from countries outside Europe.

Cooperation with higher education institutions

- Somewhat more than a tenth of graduate employers said they cooperated with higher education institutions in discussing curriculum design and study programmes; 6% said they *very frequently* cooperated, 8% said this had happened *rather frequently*. Cooperating with higher education institutions in the recruitment of their graduates, on the other hand, appeared to happen more frequently.
- Across almost all countries surveyed, less than a quarter of respondents said they *very* or *rather frequently* cooperated with higher education institutions to discuss curriculum design and study programmes. In Malta and Turkey, on the other hand, slightly more than a quarter of graduate employers said they *very* or *rather frequently* had such cooperation (26%-27%).
- Graduate employers in the industry sector and those in the sectors of public and non-public services were more likely to have cooperated with higher education institutions in the design of curricula and study programmes (13%-18% vs. 9% in the other sectors).
- The proportion of graduate employers who thought it would be *very* or *rather* important to cooperate with higher education institutions in the design of curricula and study programmes ranged from roughly a third in the Czech Republic, Hungary and France (30%-35%) to about two-thirds in Turkey, Slovenia and Portugal (65%-67%).
- Roughly one in two (52%) graduate employers said that one of the best ways of cooperating with higher education institutions on recruitment was their participation in internship programmes and about a third (32%) selected direct recruitment from schools.

1. Characteristics of companies in the survey

For this Flash Eurobarometer “*Employers' perception of graduate employability*” (N° 304), interviews were conducted with senior staff in companies with at least 50 employees across a range of business sectors. Companies included in this study had recruited higher education graduates in the past five years and/or were planning to recruit such graduates in the next five years. The survey covered all 27 EU Member States, Norway, Iceland, Croatia and Turkey.

1.1 Company size, ownership structure, sector of activity and international contacts

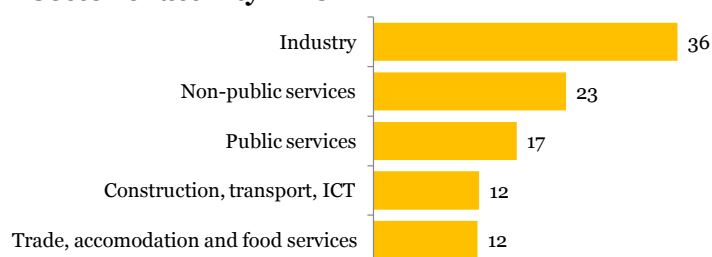
Of the companies surveyed, about a quarter (76%) were medium-sized companies (with between 50 and 249 employees) and the rest (24%) were large companies with 250 employees or more. About three-quarters (74%) of companies were private, 21% were public organisations and 4% had a mixed ownership structure.

The largest share of companies included in the survey were active in the industry sector (36%), followed by the sector of non-public services (23%) and public services (17%). About one in eight (12%) companies were active in the trade, accommodation and food services sector and the same proportion (12%) in the construction, transport and ICT sector.

Somewhat more than 4 in 10 (42%) respondents estimated that at least 10% of their day-to-day operations involved dealing with people in – or from – other countries. Three in 10 respondents said this percentage was less than 10% and about a quarter (26%) answered that they did not deal with people abroad.

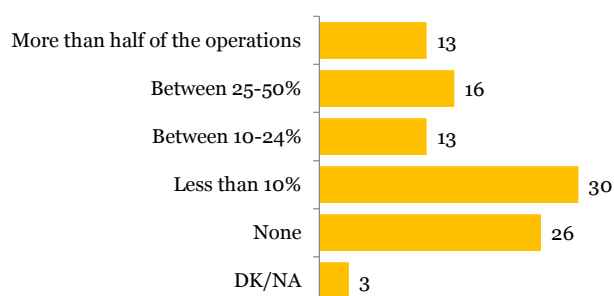
Respondents with international contacts – i.e. those who said that at least part of their day-to-day operations involved dealing with people in (or from) other countries – were more likely to be working in private companies. In terms of activities, graduate employers active in the industry sector were most likely to have such international contacts; for example, about one in six (17%) estimated that more than 50% of their day-to-day operations involved dealing with people in – or from – other countries, compared to 3% of graduate employers in the public services sector.

Sector of activity – TOTAL



Q1.4. What is the main activity of your company?
Base: all companies, % TOTAL

Percentage of day-to-day operations involving dealing with people abroad – TOTAL



Q1.5. What percentage of your day-to-day operations involves dealing with people in - or from - other countries?
Base: all companies, % TOTAL

1.2 Recruitment of higher education graduates

Approximately two-thirds (68%) of employers participating in this study had recruited higher education graduates in the past five years and were planning to recruit such graduates in the next five years.

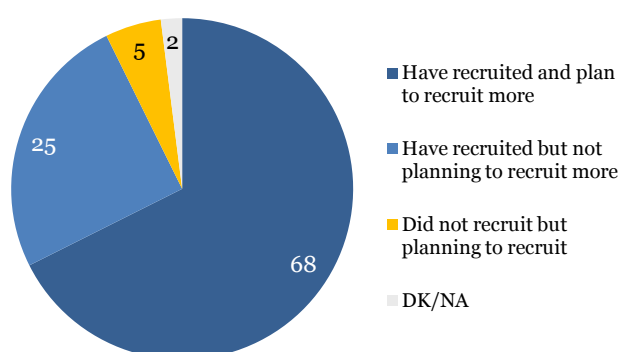
A minority (5%) of respondents had not recruited higher education graduates in the past five years, but were planning such recruitment in the next five years; a quarter said they had recruited such graduates in the past but were not planning to recruit more in the next five years.

The proportion of employers who said that they *had recruited higher education graduates in the past five years and/or were planning to recruit such graduates in the next five years* ranged from a slim majority in the Czech Republic and Romania (both 53%) to more than 9 in 10 respondents in Iceland and Estonia (92%-93%).

In six countries, a third or more respondents *had recruited higher education graduates in the past five years, but were not planning to recruit such graduates in the next five years*: Ireland (33%), Italy (34%), Lithuania (35%), Spain, Romania and the Czech Republic (all 37%).

Across all countries, employers who *had not recruited higher education graduates in the past five years, but who were planning to recruit such graduates in the next five years* formed a minority (from 1% in Malta and Croatia to 10% in the Czech Republic and Portugal).

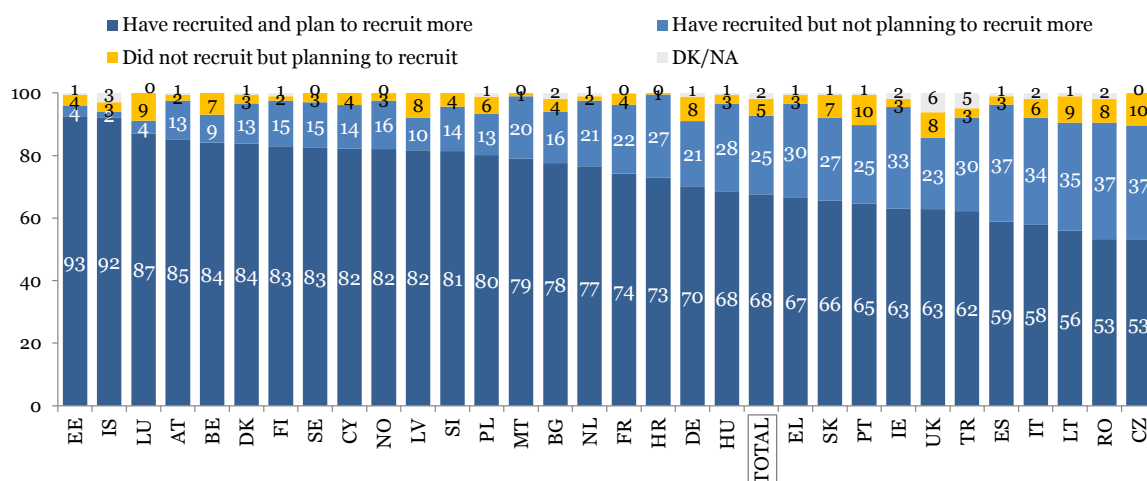
Recruitment of higher education graduates – TOTAL



Q1.2. Did you recruit higher education graduates in the last 5 years, or are you planning to recruit higher education graduates in the next 5 years?

Base: all companies, % TOTAL

Recruitment of higher education graduates



Q1.2. Did you recruit higher education graduates in the last 5 years, or are you planning to recruit higher education graduates in the next 5 years?

Base: all companies, % by country

More than a third (35%) of respondents estimated that more than a fifth of their employees were higher education graduates: 15% felt it was more than half and 20% said between 21% and 50%. Roughly 4 in 10 (41%) respondents estimated that 10% or less of their employees were that type of graduate.

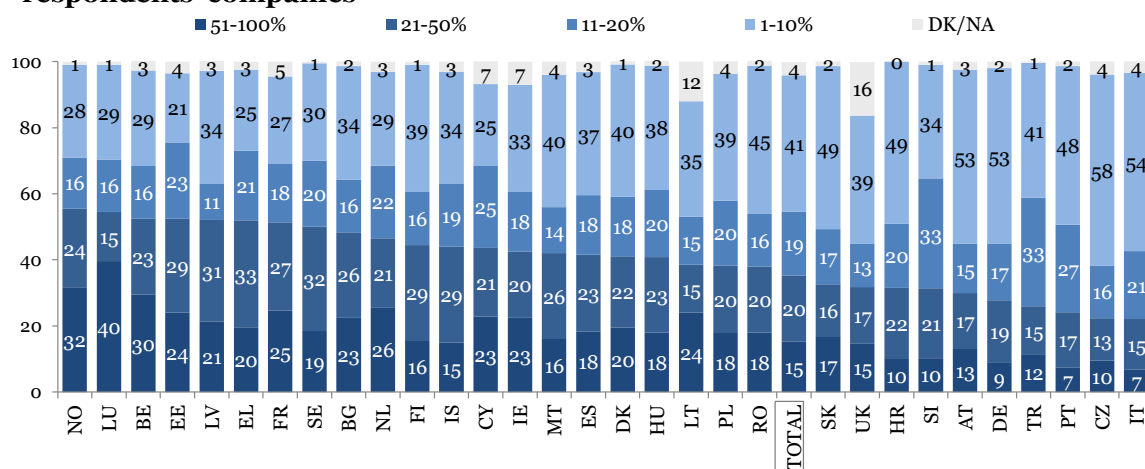
Large companies (with at least 250 employees), public organisations and those in the non-public services sector were more likely to estimate that more than a fifth of their employees were higher education graduates. For example, 46% of respondents in public organisations gave this response, compared to 32% in the private sector.

Respondents with international contacts – i.e. those who said that at least part of their day-to-day operations involved dealing with people in (or from) other countries – were more likely to estimate that more than a fifth of their employees were higher education graduates (37% for those with more than 50% of “international” day-to-day operations, compared to 31% for those with no international contacts).

In eight countries, a majority of employers answered that at least a fifth of their employees were higher education graduates: Norway (56%), Luxembourg (55%), Belgium, Estonia and Greece (all 53%), Latvia and France (both 52%), and Sweden (51%). Respondents in Luxembourg were also the most likely to answer that more than 50% of their company's employees were this type of graduates (40%).

In Austria, Germany, Italy and the Czech Republic, on the other hand, a majority of respondents estimated that the percentage of higher education graduates currently employed in their company was 10% or less (between 53% and 58%).

Estimated percentage of higher education graduates currently employed in respondents' companies



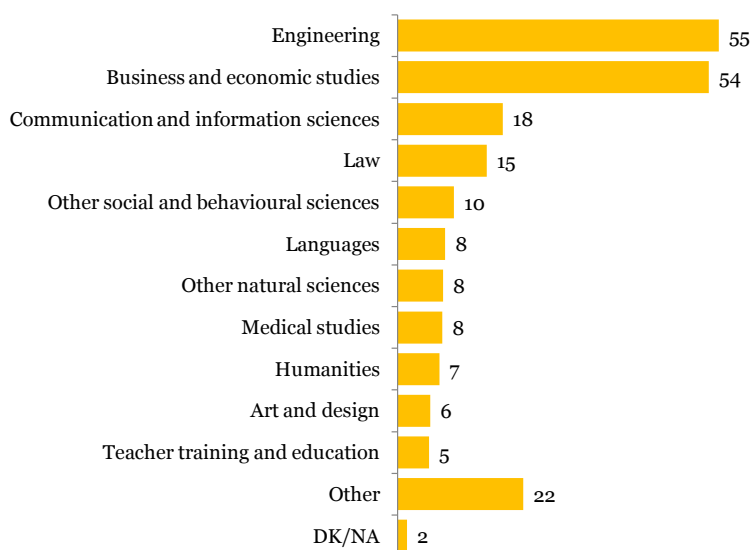
Q2.1. In your estimation, what is the overall percentage of higher education graduates currently employed in your company?
Base: all companies, % by country

Although companies included in this study recruited higher education graduates from a variety of educational fields, the areas most frequently mentioned were business or economic studies and engineering (54%-55% of companies).

In all countries surveyed, the educational fields most frequently mentioned were engineering and business or economic studies. Nonetheless, a large variation was observed in the actual proportions of graduate recruiters who mentioned these areas across the different countries.

The proportion of respondents who answered that they mostly recruited engineers ranged from 25% in

Educational background of higher education graduate recruits – TOTAL



Q2.2. From which educational fields do you mostly recruit higher education graduates?
Base: all companies, % TOTAL

Iceland and the Netherlands to 86% in Turkey. Similarly, the proportion who said that their company mostly recruited graduates from the field of business or economic studies ranged from 28% in Belgium and the Czech Republic to 86% in Greece.

For more details, see annex tables 1a through 9b.

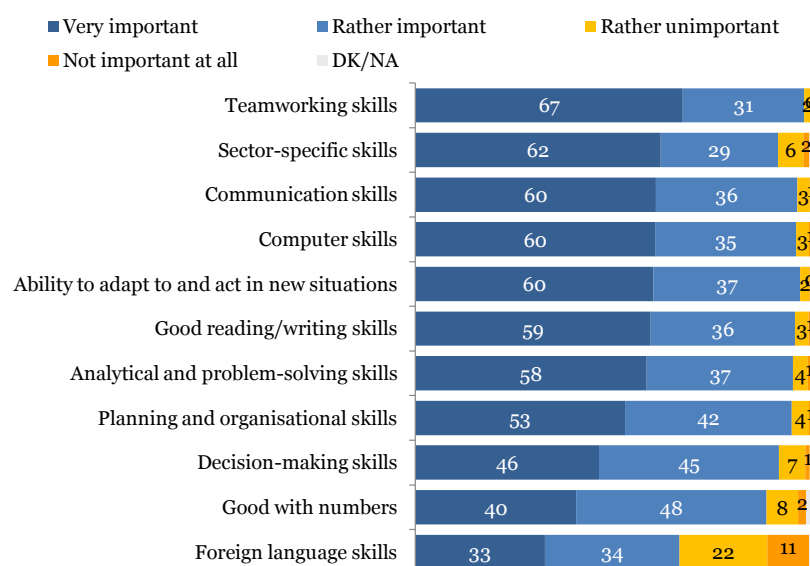
2. Important skills and capabilities when recruiting higher education graduates

2.1 Skills and capabilities required for today's employees

Almost all skills and capabilities listed in the survey – such as the ability to work in a team or computer literacy – were considered to be *very* or *rather* important when recruiting higher education graduates (between 88% and 98% of respondents ranked these skills as “very” or “rather important”). Graduate employers, however, were less likely to highlight the importance of foreign language skills: 33% rated these skills as “very important” and 34% as “rather important”.

In terms of rating certain skills and capabilities as being “very important”, graduate recruiters were most likely to highlight the importance of teamworking (67%), followed by sector-specific skills, communication skills, computer literacy, being able to adapt to new situations, first-class ability in reading/writing, and analytical and problem-solving skills (all 58%-62%).

Importance of various skills and capabilities when recruiting higher education graduates – TOTAL



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % TOTAL

Company characteristics¹

Graduate recruiters across all types of companies surveyed were in agreement that all skills and capabilities (listed in the survey) were *at least rather* important when recruiting higher education graduates. In terms of rating certain skills and capabilities as being “very important”, graduate recruiters in medium-sized companies were more likely to highlight the importance of foreign language skills (34% vs. 28%), while those from large companies were somewhat more likely to highlight the importance of communication skills (63% vs. 60% in medium-sized companies) and being able to adapt to new situations (62% vs. 59%).

In terms of activities, the largest differences were found for the importance of foreign language skills. Graduate recruiters in the industry sector were most likely to highlight the importance of foreign language skills when recruiting higher education graduates (43% vs. 16% in the public services

¹ This section – and other sections discussing results by company characteristics – focuses on interviews conducted in the EU, Croatia, Turkey, Iceland and Norway (taking into account differences in population size across individual countries).

sector); however, they were less likely to highlight the importance of other skills and capabilities, such as communication skills (56% vs. 67% in the non-public services sector).

As would be expected, a higher proportion of graduate recruiters with international contacts indicated that foreign language skills were very important when recruiting higher education graduates (58% for those with more than 50% of “international” day-to-day operations, compared to 17% for those with no international contacts).

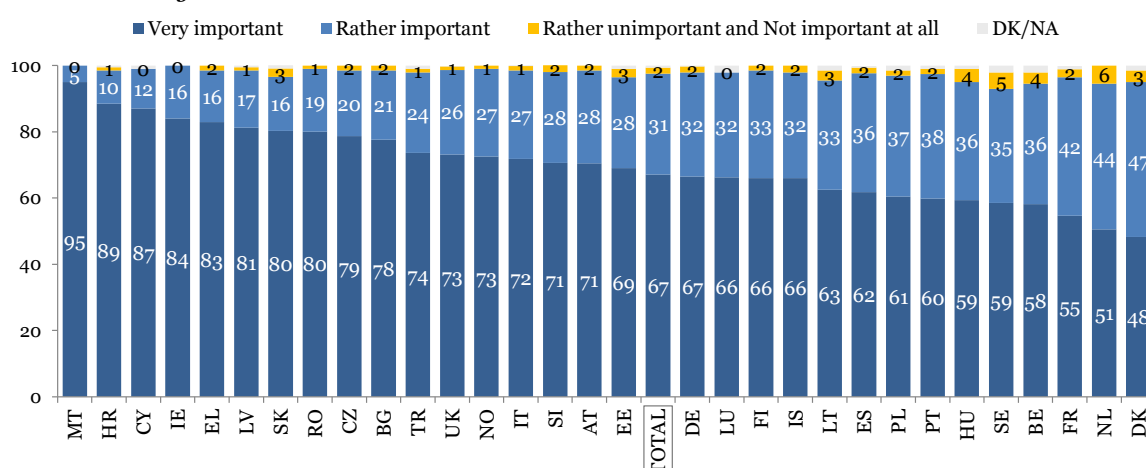
For more details, see annex tables 10b through 20b.

Country variations²

Graduate recruiters across all countries surveyed were in agreement that **teamworking skills** were important when hiring higher education graduates in their company; the total proportion of “very” and “rather important” responses varied between 94% and 100%. A larger variation was seen when the focus was placed exclusively on the proportions of graduate employers who said that such skills were *very important*; respondents in Denmark were the least likely to share this view and those in Malta were the most likely to do so (48% vs. 95%; a difference of 43 percentage points).

Importance of various skills when recruiting higher education graduates

Teamworking skills



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % by country

The following five skills and capabilities – computer literacy, first-class ability in reading/writing, being able to adapt to new situations, communication skills, and analytical and problem-solving skills – were also considered important by a large majority of respondents across all countries surveyed (between 82% and 100% “very” and “rather important” responses). The proportions of graduate recruiters who rated each of these skills and capabilities as *very important*, once again, showed more variation across countries.

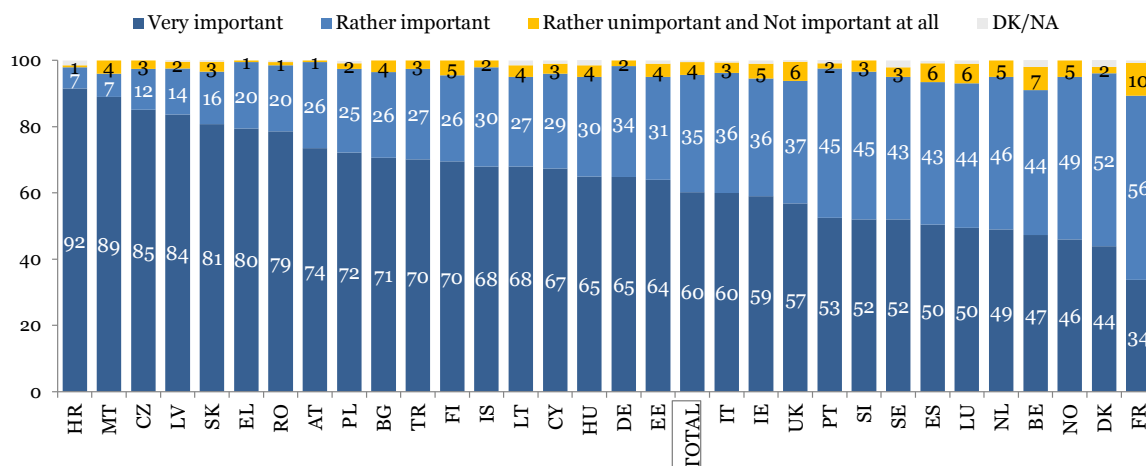
- Between 34% of graduate employers in France and 92% in Croatia answered that **computer literacy** was *very important* when recruiting higher education graduates in their company.
- The proportion of “very important” responses for the importance of **first-class ability in reading/writing** ranged from 38% in Spain to 86% in Malta.
- Less than half (45%) of graduate recruiters in the Netherlands identified being **able to adapt to new situations** as an important skill, compared to more than 8 in 10 (84%) employers in Malta.

² Country charts in this report show the results for each of the 27 EU Member States and for Croatia, Turkey, Iceland and Norway. The “total” results present the average result for the 27 EU Member States, Croatia, Turkey, Iceland and Norway – taking into account differences in population size across individual countries.

- **Communication skills** were considered to be *very important* when recruiting higher education graduates by 26% of respondents in France; this proportion increased to 91% in Malta.
- The proportion of graduate recruiters choosing the “very important” response for **analytical and problem-solving skills** ranged from 32% in France to 84% in Iceland.

Importance of various skills when recruiting higher education graduates

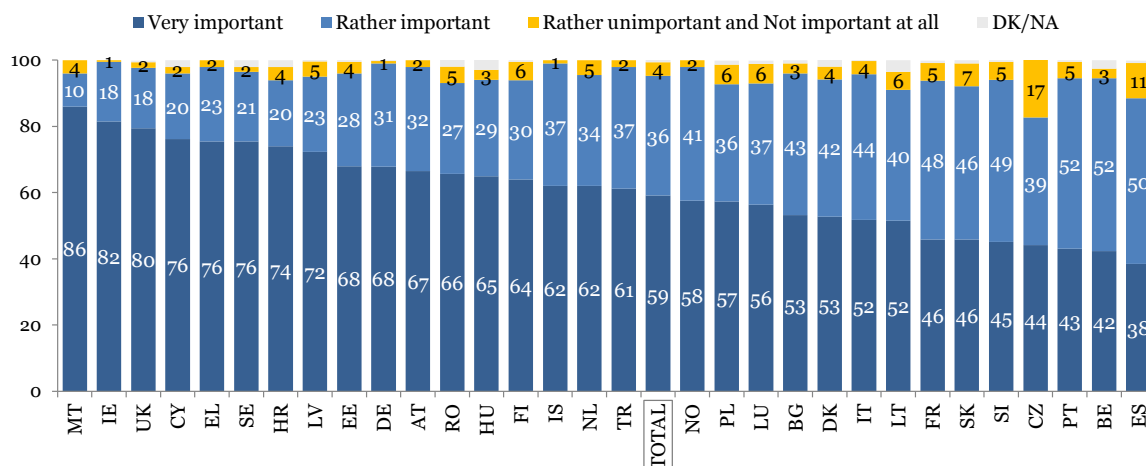
Computer skills



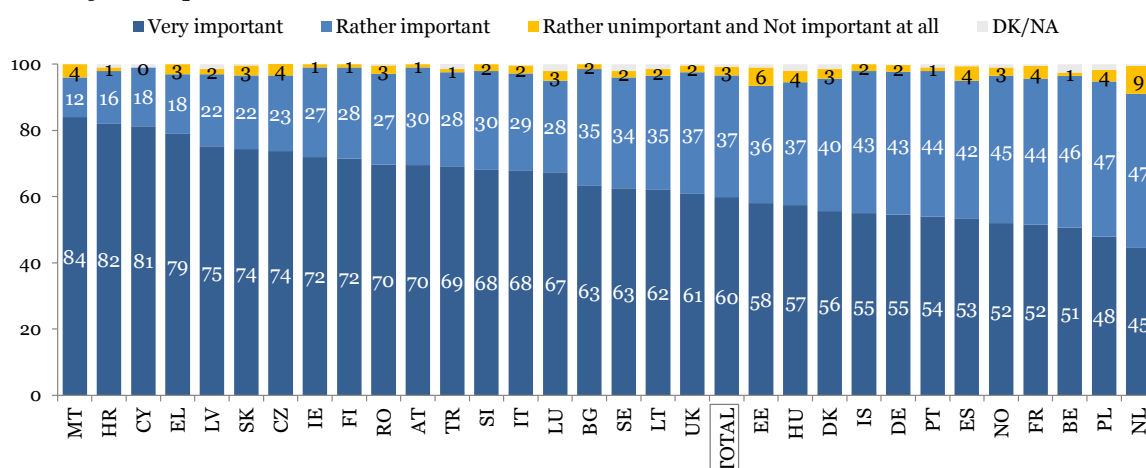
Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.
Base: all companies, % by country

Importance of various skills when recruiting higher education graduates

Good literacy (reading and writing) skills

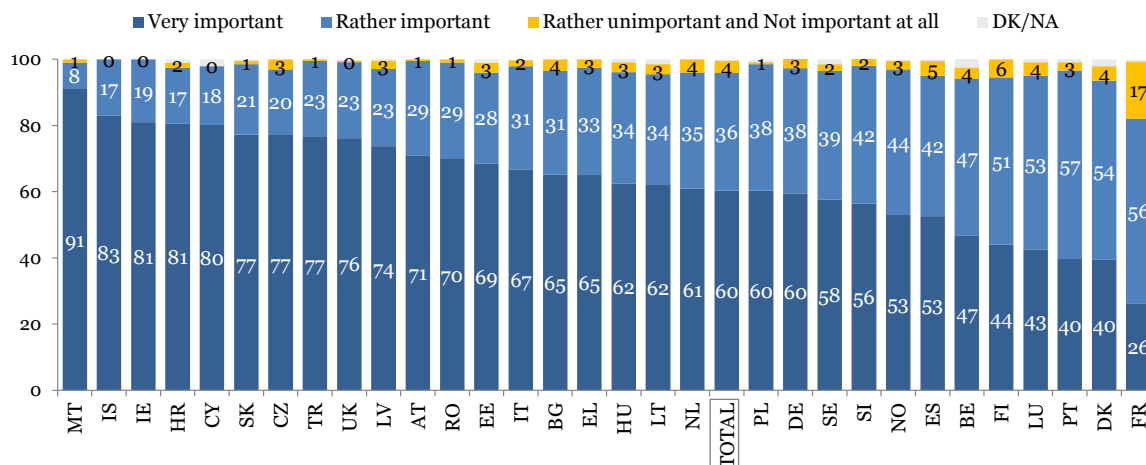


Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.
Base: all companies, % by country

Importance of various skills when recruiting higher education graduates*Ability to adapt to and act in new situations*

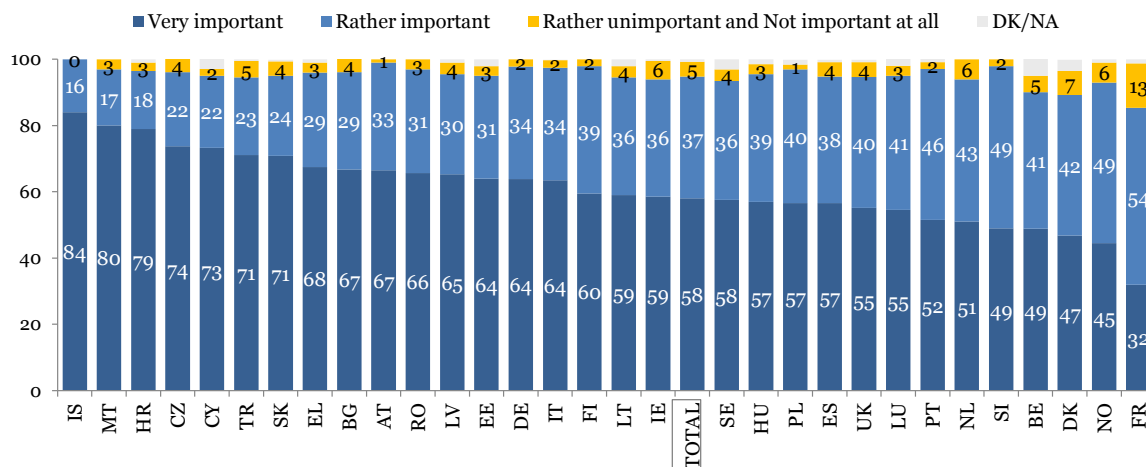
Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % by country

Importance of various skills when recruiting higher education graduates*Communication skills*

Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % by country

Importance of various skills when recruiting higher education graduates*Analytical and problem-solving ability*

Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

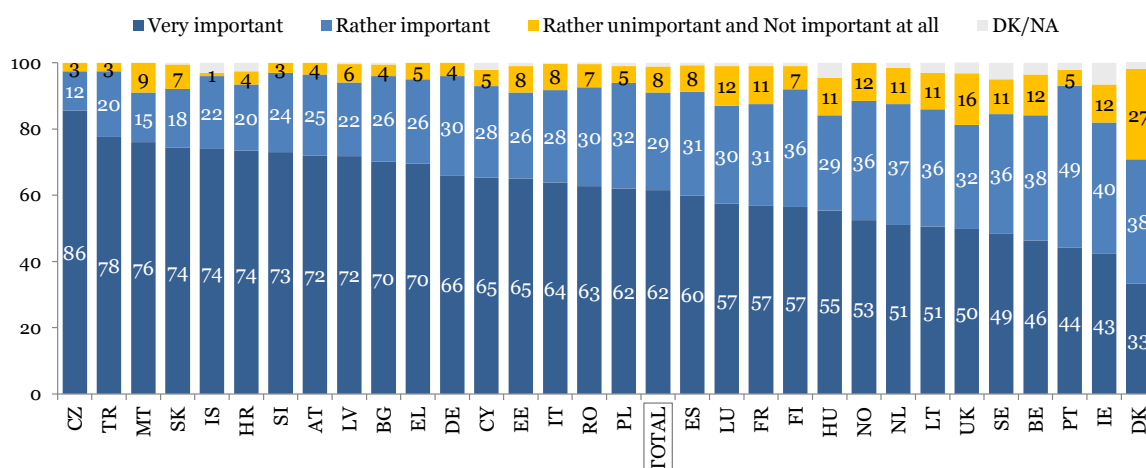
Base: all companies, % by country

Sector-specific skills were considered important by more than 80% of graduate employers in almost all countries included in this study; the only exception being Denmark: 27% of employers in this country thought that sector-specific skills were *rather unimportant* or *not important at all* when recruiting higher education graduates in their company.

Respondents in the Czech Republic were the most likely to highlight the importance of sector-specific skills (86% of “very important” responses). Countries close to the Czech Republic were Croatia, Iceland, Slovakia, Malta and Turkey (74%-78% “very important”).

Importance of various skills when recruiting higher education graduates

Sector-specific skills



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

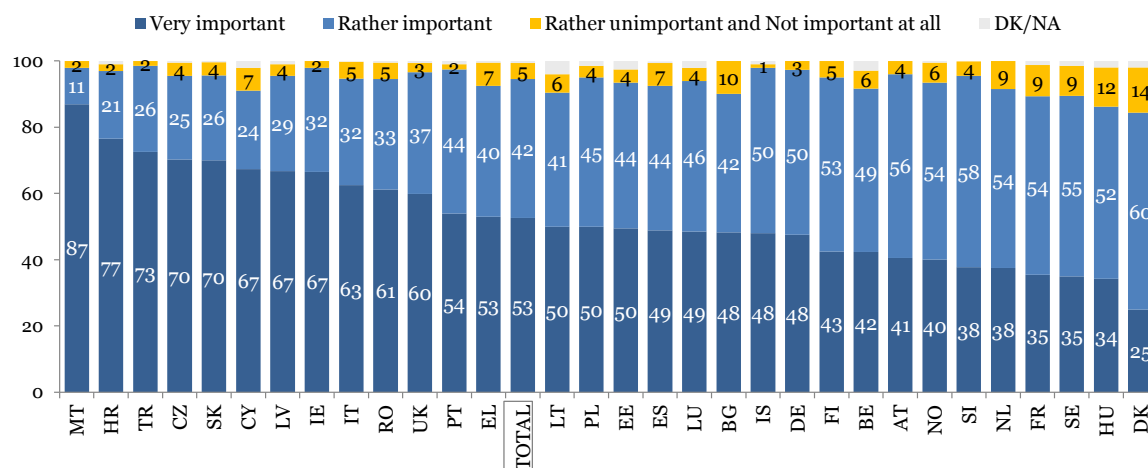
Base: all companies , % by country

As for all skills and capabilities mentioned so far, the results for planning and organisational skills, decision-making skills and good numeracy skills were considered to be important by at least 80% of graduate employers across almost all countries surveyed. For example, the proportion of employers who said that decision-making skills were *very* or *rather important* when recruiting higher education graduates in their company ranged from 78% in France to 100% in Iceland.

Graduate recruiters across most countries, nonetheless, were less likely to consider these three above-mentioned skills as being *very important* and, in more than half of the countries surveyed, the proportion of “very important” responses remained below 50%.

Respondents in Malta were the most likely to highlight the importance of **planning and organisational skills** when recruiting higher education graduates in their company (87% of “very important” responses). In 10 countries, however, not even half as many graduate employers said that these skills were *very important*; this proportion was the lowest in Denmark (25%).

Importance of various skills when recruiting higher education graduates Planning and organisational ability

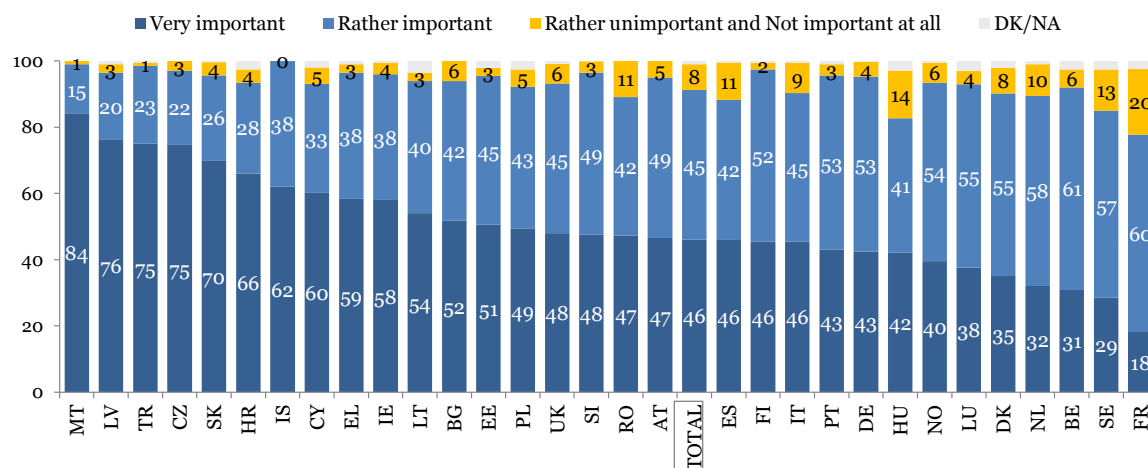


Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % by country

In four countries, three-quarters or more respondents said that **decision-making skills** were *very important* when recruiting higher education graduates in their company: Malta (84%), Latvia (76%), Turkey and the Czech Republic (both 75%). In 18 countries, however, less than half of interviewees shared this view; for example, just 18% of respondents in France and 29% in Sweden said that decision-making skills were *very important*.

Importance of various skills when recruiting higher education graduates Decision-making capability



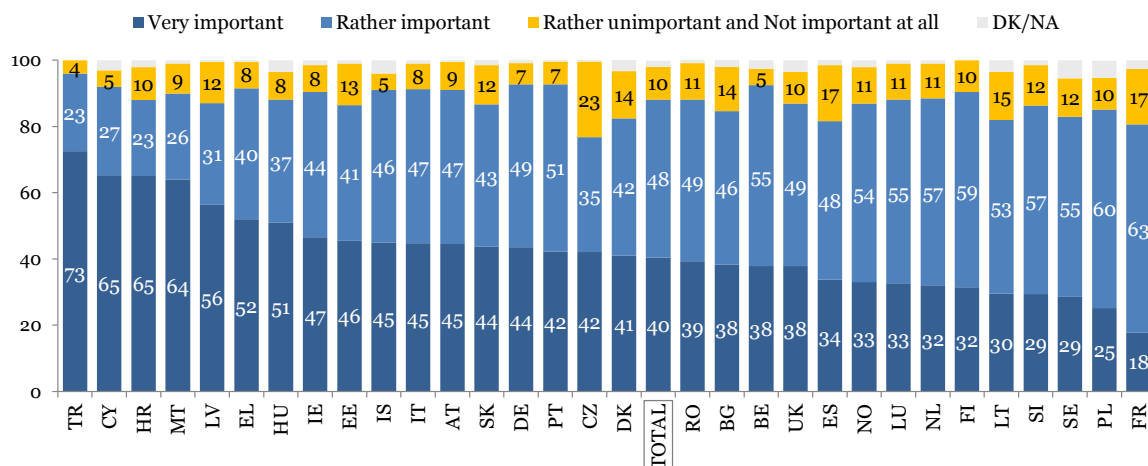
Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

Base: all companies, % by country

The proportion of “very important” responses for the importance of **good numeracy skills** ranged from 18% in France to 73% in Turkey. Malta, Croatia and Cyprus were close to Turkey with 64%-65% of respondents who said that good numeracy skills were important when recruiting higher education graduates in their company.

Importance of various skills when recruiting higher education graduates

Good numeracy skills (good with numbers)



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

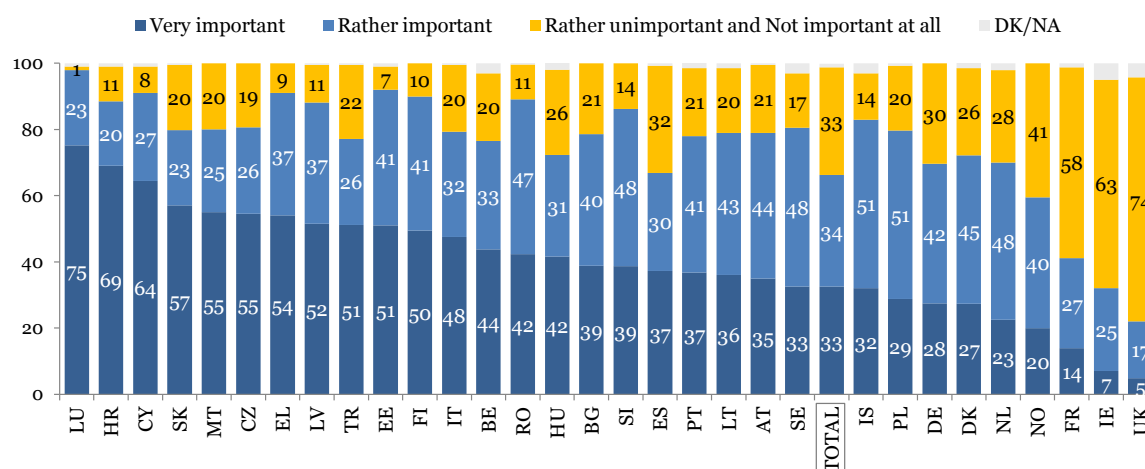
Base: all companies , % by country

Finally, individual country results for the importance of **foreign language skills**, on the other hand, showed a very different picture. Although in 24 countries, at least three-quarters of respondents answered that foreign language skills were *very* or *rather important* when recruiting higher education graduates; the corresponding proportions were just 22% in the UK, 32% in Ireland and 41% in France.

Focusing solely on “very important” responses, it was noted that graduate employers in Luxembourg appeared to attach the highest value to foreign language skills (75% “very important”). Cyprus and Croatia were close to Luxembourg with approximately two-thirds of respondents who said that foreign language skills were *very important* when recruiting higher education graduates in their company (64% and 69%, respectively).

Importance of various skills when recruiting higher education graduates

Foreign language skills



Q3.2. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

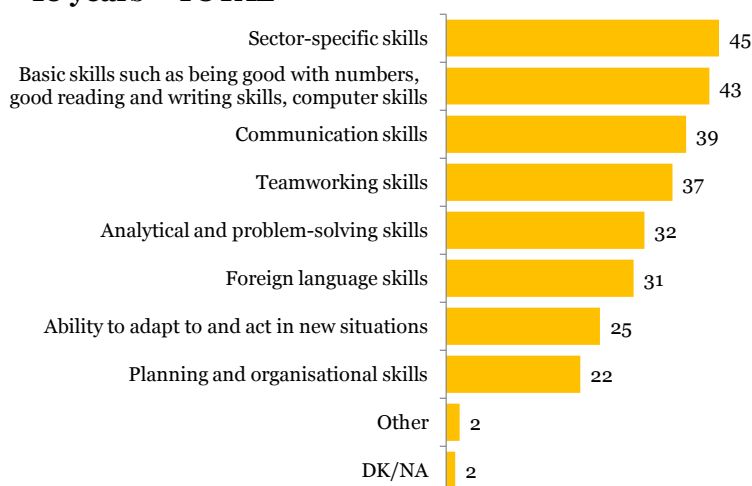
Base: all companies , % by country

2.2 Skills and capabilities required from future graduates

When asked about the skills and capabilities that would be most important for future higher education graduates (in 5 to 10 years from now), more than 4 in 10 (45%) employers selected sector-specific skills, and a similar proportion (43%) mentioned basic capabilities, such as having good numeracy, literacy and computer skills. About 4 in 10 (39%) respondents felt that communication skills would be important for future higher education graduates and 37% said the same about teamworking skills.

Looking at graduate recruiters' views about the importance of various skills and capabilities required for today's employees (see previous section), it was noted that they were more likely to say that planning and organisational skills and being able to adapt and act in new situations were *very important* than they were to say the same about foreign language skills (53%-60% vs. 33% of "very important" responses). Looking ahead, however, at employers' views about the importance of these skills for future higher education graduates, foreign language capabilities were ranked as a higher requirement; the proportion selecting foreign language capabilities was higher than the corresponding proportions for the other two skills (31% vs. 22%-25%).

Opinions about the skills and capabilities that higher education graduates should have in next 5-10 years – TOTAL



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % TOTAL

Company characteristics

An analysis in terms of company characteristics also showed similarities in graduate employers' views about the importance of various skills and capabilities required by today's employees and those required from future higher education graduates (5 to 10 years from now).

For example, graduate recruiters in medium-sized companies were more likely to highlight the importance of foreign language skills for future graduates (32% vs. 27%). Similarly, 40% of respondents in the industry sector said that foreign language skills would be essential for future graduates, compared to 15% in the public services sector and 27%-31% in the remaining sectors. Finally, a higher proportion of graduate recruiters with international contacts indicated that foreign language skills were important for future higher education graduates (48% for those with more than 50% of "international" day-to-day operations, compared to 18% for those with no international contacts).

The proportion of graduate recruiters who said that sector-specific skills would be among the most important skills for future higher education graduates ranged from 40% in the trade, accommodation and food services sector to 48% in the industry sector.

Among employers who were planning to recruit higher education graduates in the next five years, those who had not recruited any such graduates in the past five years differed from those who had recruited such graduates, in that timeframe, in terms of their perceptions about the skills and capabilities that would be most important for future higher education graduates (in 5 to 10 years from now). The former type of employers were more likely to say that basic capabilities, such as having good numeracy, literacy and computer skills (49% vs. 42%) and teamworking skills (43% vs. 36%) would be essential for future higher education graduates. The latter type of graduate employers, on the other hand, highlighted the importance of communication skills (40% vs. 35%), analytical and problem-solving skills (35% vs. 26%) and being able to adapt to new situations (26% vs. 22%).

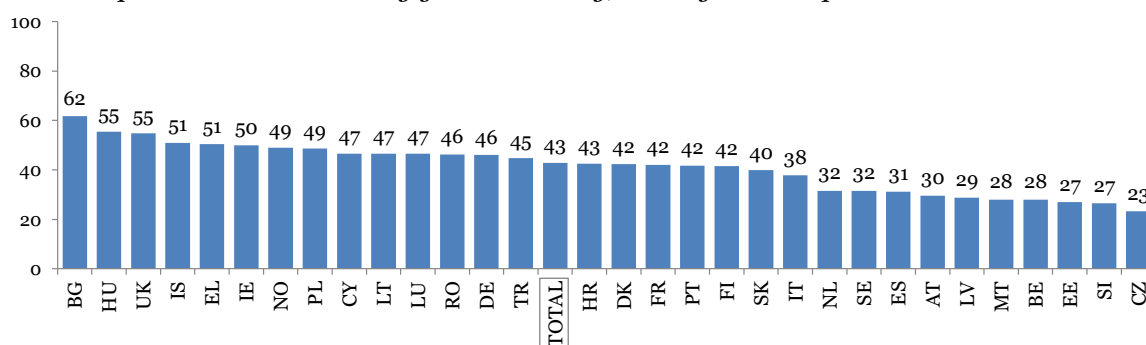
For more details, see annex table 32b.

Country variations

The proportion of graduate recruiters who said that **basic capabilities, such as having good numeracy, literacy and computer skills**, would be essential for future higher education graduates (in 5 to 10 years from now) ranged from 23% in the Czech Republic to 62% in Bulgaria. Hungary and the UK were close to Bulgaria with 55% of employers selecting such skills; countries, such as Slovenia, Estonia, Belgium and Malta, on the other hand, joined the Czech Republic at the lower end of the distribution (all 27%-28%).

Opinions about the skills that higher education graduates should have in next 5-10 years

Basic capabilities such as having good numeracy, literacy and computer skills



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % by country

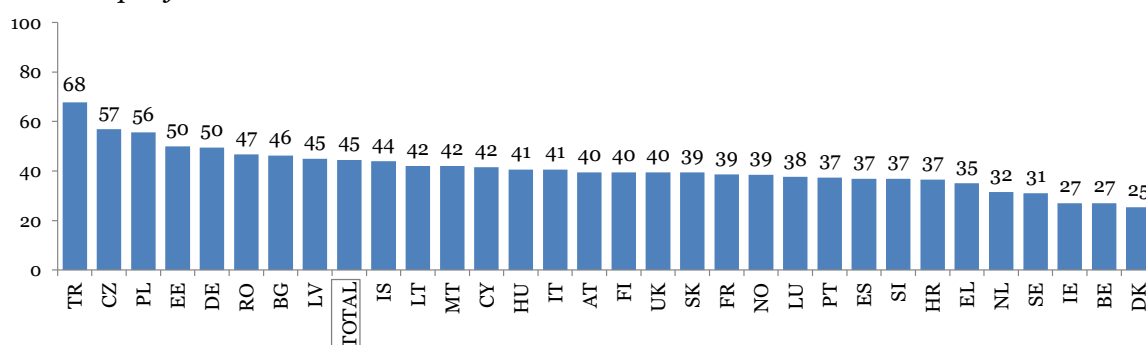
The same countries appeared at the higher or lower ends of the distribution for views about the importance of various skills and capabilities required by today's employees and those required from future higher education graduates (5 to 10 years from now).

For example, employers in Turkey were not only among the most likely to say that **sector-specific skills** were *very important* when recruiting higher education graduates in their company, they were also the most likely to answer that these skills would be among the most important for future higher education graduates.

Similarly, employers in Denmark, Belgium and Ireland were not only among the least likely to highlight the importance of sector-specific skills when recruiting higher education graduates, they were also the least likely to think that these skills would be essential for future graduates (25%-27%).

Opinions about the skills that higher education graduates should have in next 5-10 years

Sector-specific skills



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

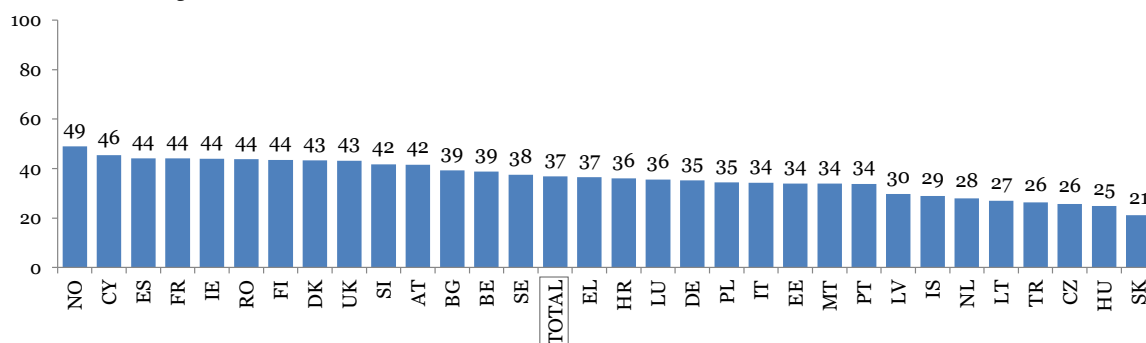
Base: all companies, % by country

Although the country rankings for views about the importance of various skills and capabilities required for today's employees and those required from future higher education graduates were similar, there were also a number of dissimilarities.

For example, while employers in France were among the least likely to answer that **teamworking skills** were *very important* when recruiting higher education graduates in their company, they were among the most likely to highlight their importance for future graduates (44%); a figure similar to the ones observed in Spain, Cyprus and Norway (44%-49%). At the lower end of the distribution, just half as many respondents selected these skills: 21% in Slovakia and 25% in Hungary.

Opinions about the skills that higher education graduates should have in next 5-10 years

Teamworking skills



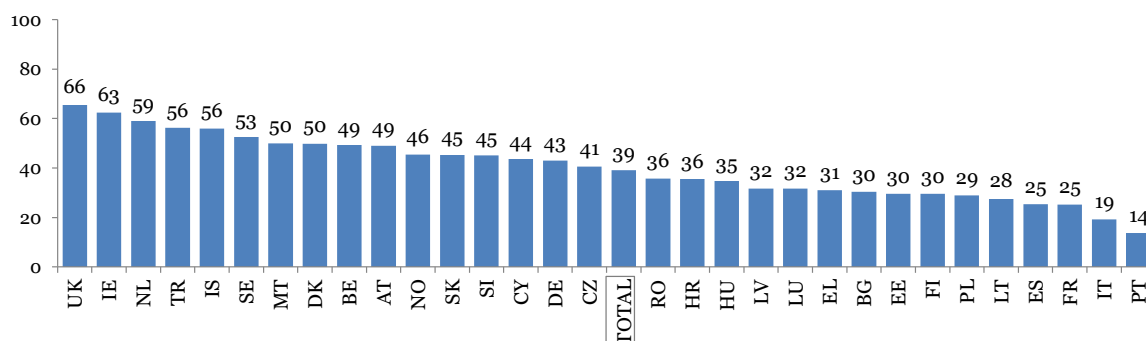
Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % by country

The proportion of graduate recruiters who answered that **communication skills** would be important for future higher education graduates showed a large variation across countries; this ranged from less than a fifth in Portugal and Italy (14% and 19%, respectively) to almost two-thirds in Ireland and the UK (63% and 66%, respectively). Other countries where a majority of respondents selected communication skills were Sweden (53%), Iceland and Turkey (both 56%) and the Netherlands (59%).

Opinions about the skills that higher education graduates should have in next 5-10 years

Communication skills



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

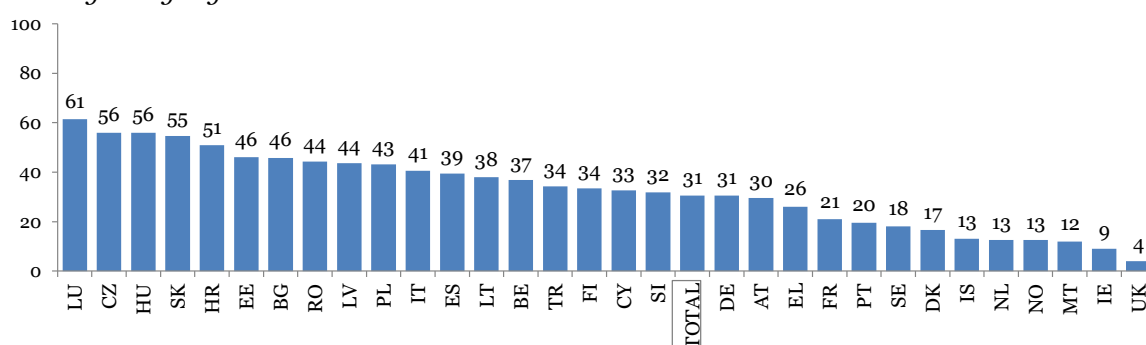
Base: all companies, % by country

The individual country results for the importance of **foreign language skills** again showed similarities in the country rankings for their importance for current employees and future graduates. For example, employers in Luxembourg were not only the most likely to highlight the importance of foreign language skills when recruiting higher education graduates, they were also the most likely to think that these skills would be essential for future graduates (61%). Similarly, only a minority of graduate employers in the UK said foreign language skills were important for current employees and just 4% selected these skills as being essential for future graduates.

The most notable exception was Malta: although it was among the countries where employers were very likely to answer that foreign language skills were *very important* when recruiting higher education graduates in their company, employers in Malta were not much more likely than those in the UK to select these skills as being essential for future graduates (12%).

Opinions about the skills that higher education graduates should have in next 5-10 years

Foreign language skills



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

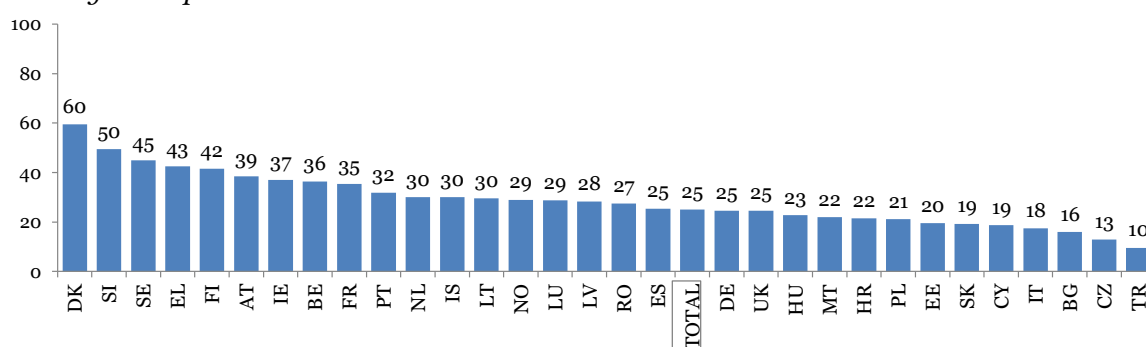
Base: all companies, % by country

Being able to adapt to and act in new situations was selected by 6 in 10 graduate employers in Denmark; they were the most likely to select such capabilities as being important for future higher education graduates. Sweden and Slovenia were close to Denmark with, respectively, 50% and 45% selecting this answer.

In Turkey, on the other hand, just 10% of graduate recruiters felt that being able to adapt to and act in new situations would be important for future higher education graduates. The Czech Republic and Bulgaria followed with, respectively, 13% and 16% selecting this particular skill.

Opinions about the skills that higher education graduates should have in next 5-10 years

Ability to adapt to and act in new situations



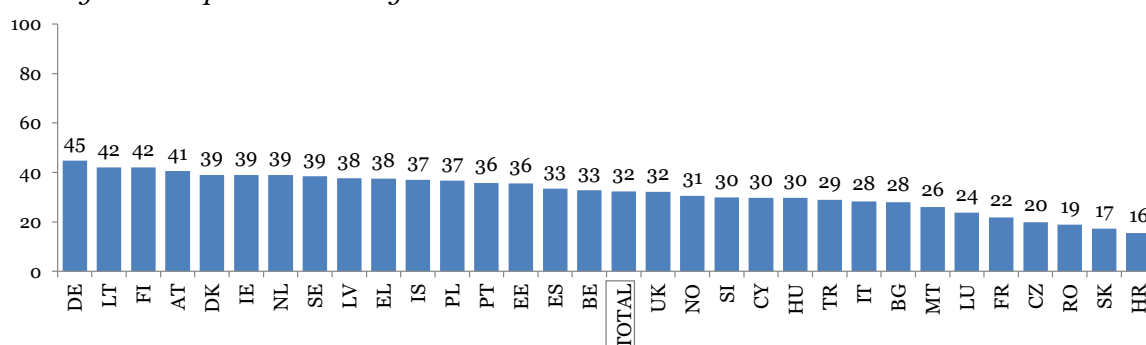
Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % by country

In all of the countries surveyed, **analytical and problem-solving skills** and **planning and organisational skills** were selected by less than 50% of graduate recruiters. The proportions highlighting the importance of analytical and problem-solving skills for future higher education graduates were the highest in Austria, Finland, Lithuania and Germany (41%-45%) and the lowest in Croatia, Slovakia, Romania and the Czech Republic (16%-20%). The proportions of graduate employers selecting planning and organisational skills ranged from 9% in Slovakia to 36% in Portugal.

Opinions about the skills that higher education graduates should have in next 5-10 years

Analytical and problem-solving skills

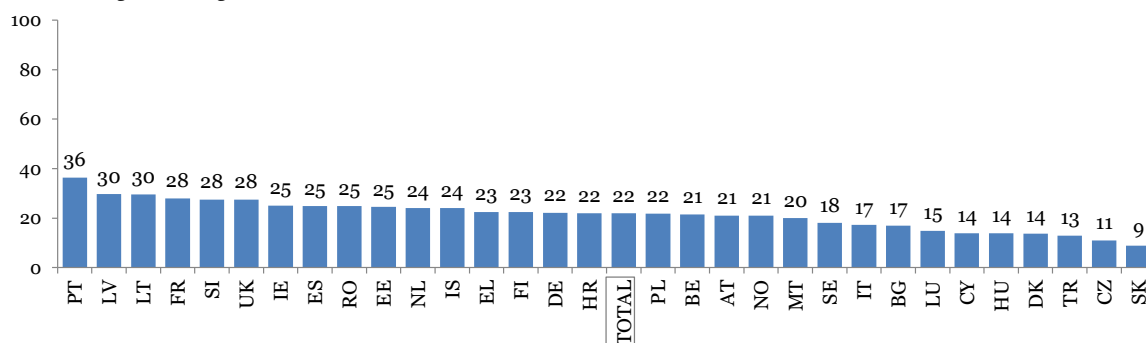


Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % by country

Opinions about the skills that higher education graduates should have in next 5-10 years

Planning and organisational skills



Q3.4. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

Base: all companies, % by country

3. Employers' satisfaction with graduate skills

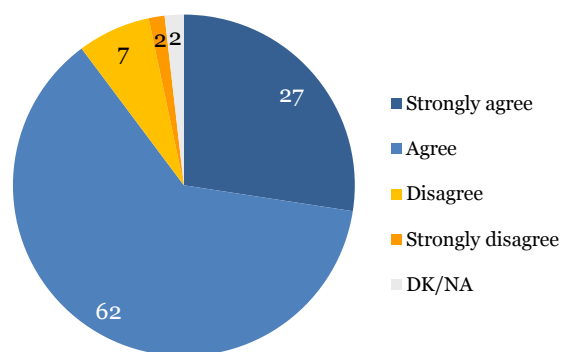
3.1 Overall satisfaction with graduates' skills

A large majority (89%) of employers – who had recruited higher education graduates in the past five years – agreed that these graduates had the skills required to work in their company. Moreover, more than a quarter (27%) of respondents *strongly agreed* with this proposition.

Country variations

The proportions of employers who agreed that higher education graduates recruited in their company in the last three to five years had the skills required to work in their company were the highest in Sweden (98%), Norway (97%) and Denmark (96%). Respondents in Malta, however, were the most likely to *strongly agree* with this statement (69%).

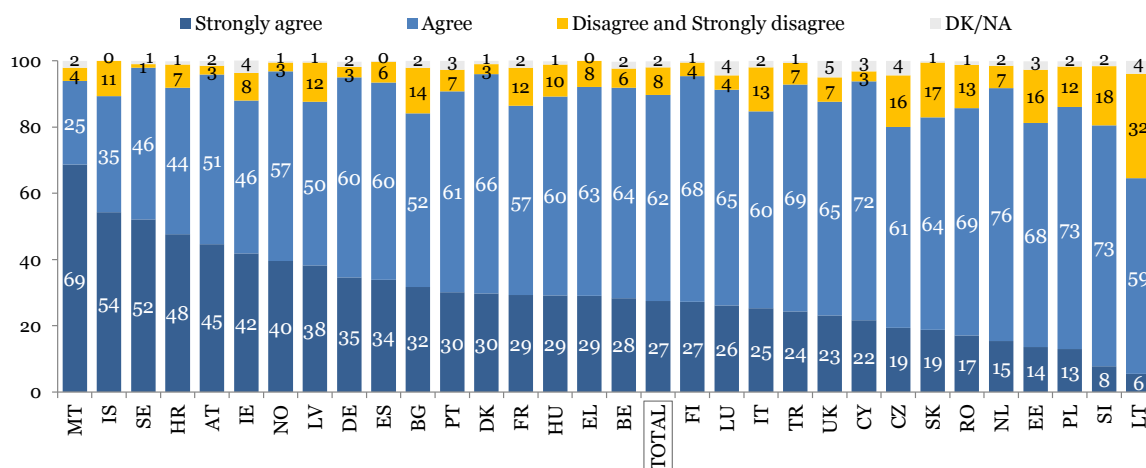
Higher education graduates recruited in the last 3-5 years have the skills required to work in respondents' companies – TOTAL



Q3.1. How much do you agree or disagree with the following statement? "Higher education graduates recruited in the last three to five years have the skills required to work in my company".
Base: companies that have recruited higher education graduates, % TOTAL

In Lithuania, on the other hand, just 65% of employers agreed that higher education graduates recruited in their company in the last three to five years had the skills required to work in their company, while a third (32%) of them *disagreed* with this statement.

Higher education graduates recruited in the last 3-5 years have the skills required to work in respondents' companies



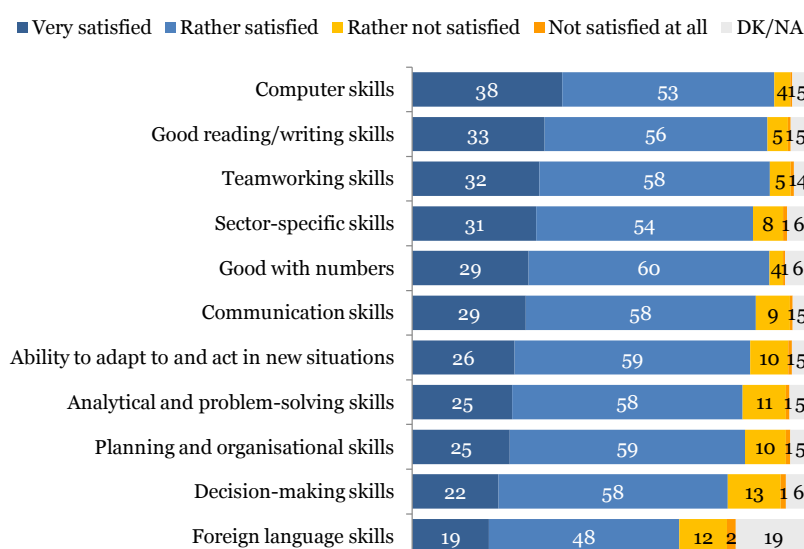
Q3.1. How much do you agree or disagree with the following statement? "Higher education graduates recruited in the last three to five years have the skills required to work in my company".
Base: companies that have recruited higher education graduates, % by country

3.2 Satisfaction in terms of various skills and capabilities

Employers – who had recruited higher education graduates in the past five years – were also asked to rate their satisfaction with new graduates in their company in terms of having the skills and capabilities as listed in chapter 2.

A large majority of employers appeared to be at least *rather satisfied* when evaluating the skills and capabilities of the higher education graduates that their company had hired in the past three to five years. The overall satisfaction levels (i.e. the sum of “very satisfied” and “rather satisfied” responses) ranged from 80% for decision-making skills to 91% for computer skills. Graduate employers' satisfaction with their employees' foreign language capabilities was lower as just two-thirds (67%) said they were *satisfied*.

Satisfaction with higher education graduate recruits in terms of their various skills and capabilities - TOTAL



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % TOTAL

Looking only at the proportions of respondents who reported being *very satisfied*, however, showed a different picture; for only one of the skills and capabilities listed in the survey – computer skills (38%) – did more than a third of graduate employers answer that they were *very satisfied* with the higher education graduates recently hired by their company.

A third (33%) of respondents said they were *very satisfied* with higher education graduate recruits in terms of their levels of literacy, and somewhat more than 3 in 10 respondents said the same about these recruits' sector-specific and teamworking skills (31%-32%). For all other skills listed in the survey the proportion of “very satisfied” graduate employers ranged from 19% for foreign language skills to 29% for numeracy skills and communications skills.

Skills and capabilities were ranked similarly when comparing graduate employers' views about the importance of various skills and capabilities and their actual satisfaction with their employees' skills and capabilities. For example, graduate employers were least likely to highlight the importance of foreign language skills (33% rated these skills as “very important”), but they were also less likely to say that they were *very satisfied* with higher education graduate recruits in terms of their foreign language skills (19% were “very satisfied”).

Company characteristics

Employers in the public sector were more likely than those in the private one to *strongly agree* that recently recruited graduates had the necessary skills required to work in their company (33% vs. 26%). Furthermore, it appeared that employers in the construction, transport and ICT sector were the least likely to be satisfied with the skills and capabilities of graduate recruits. For example, the proportion of graduate recruiters choosing the “very satisfied” response for planning and organisational skills ranged from 21% in the construction, transport and ICT sector to 27% in the public services sector. Similarly, while 27% of employers in the construction, transport and ICT sector said they were *very satisfied* with the teamworking skills of higher education graduate recruits, this proportion increased to 36% in the non-public services sector.

Graduate recruiters with international contacts appeared to attach the highest value to foreign language skills, and they were also the most likely to be *very satisfied* with higher education graduate recruits in terms of their foreign language skills (28% for those with more than 50% of “international” day-to-day operations, compared to 14% for those with no international contacts).

Among employers who had recruited higher education graduates in the past five years, those who were planning to recruit more graduates were somewhat more likely than those who did not have such plans for future recruitment to *strongly agree* that recent recruits had the skills required to work in their company (29% vs. 23%). This lower level of satisfaction among employers who did not plan to recruit new graduates was not seen when the satisfaction levels with specific skills and capabilities were examined.

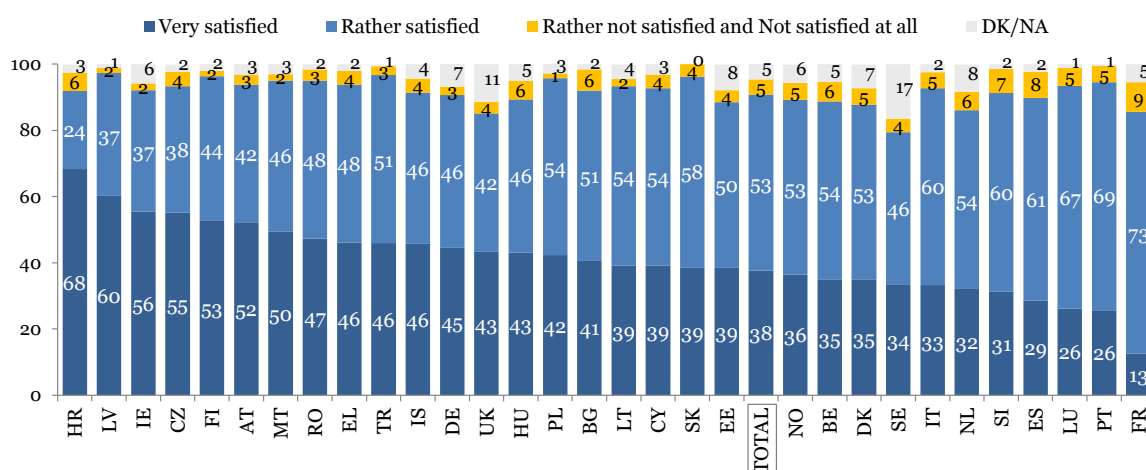
For more details, see annex tables 9b, and 21b through 31b.

Country variations

The individual country results for employers' satisfaction with the **computer skills** of higher education graduates hired by their company in the past three to five years showed a large variation across countries; while 68% of respondents in Croatia said they were *very satisfied* in this respect, this proportion decreased to 26% in Portugal and Luxembourg and 13% in France.

Across all countries included in this study, less than a tenth of graduate employers said they were *rather not satisfied* or *not at all satisfied* (ranging from 1% in Poland to 9% in France).

Satisfaction with the skills and capabilities of higher education graduate recruits Computer skills



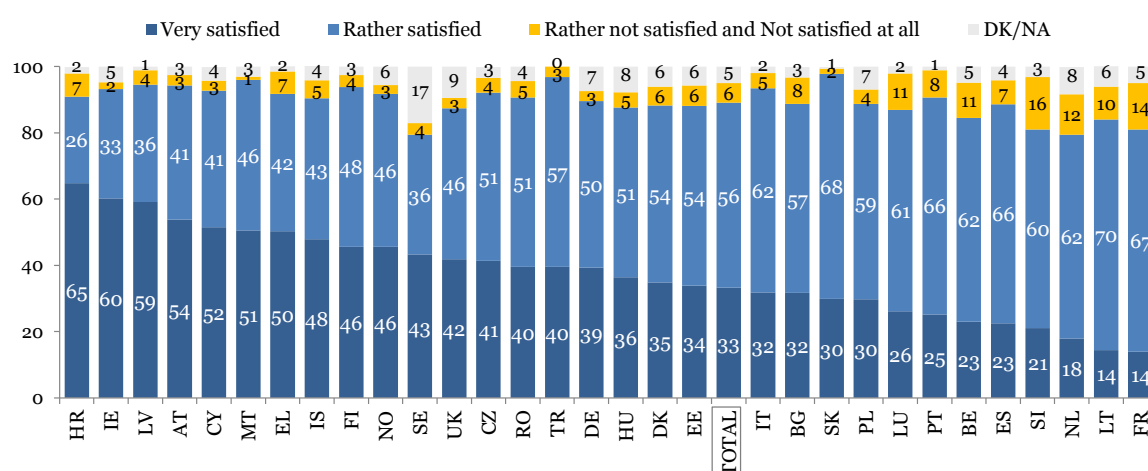
Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

Respondents in Croatia were also the most likely to report being *very satisfied* with higher education graduate recruits in terms of their levels of **literacy** and **numeracy**, while respondents in France – this time joined by those in Lithuania – were once again the least likely to be *very satisfied*. The proportion of employers who were “very satisfied” with the levels of literacy ranged from 14% in France and Lithuania to 65% in Croatia and the corresponding proportion for the levels of numeracy ranged from 13%-14% in Lithuania and France to 58% in Croatia.

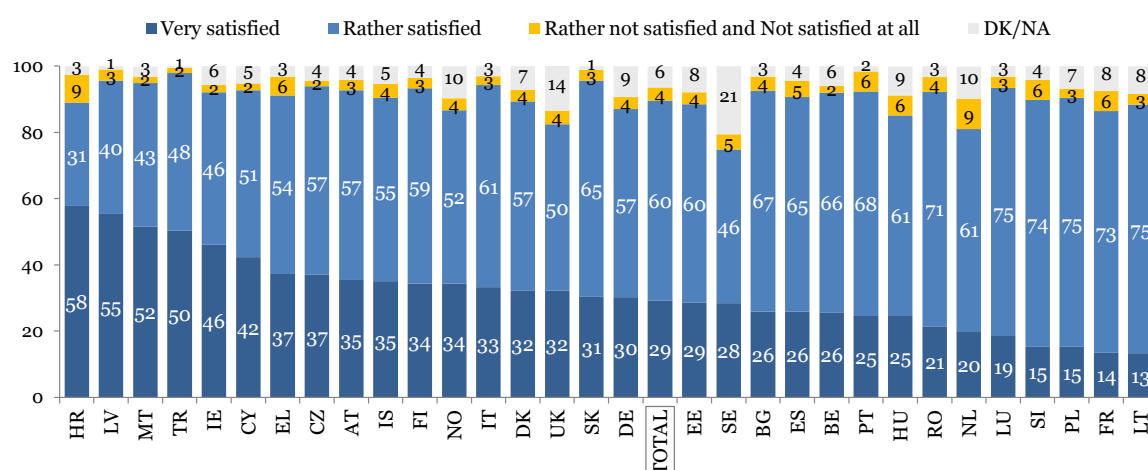
Across all countries surveyed, less than a tenth of employers said they were *rather not satisfied* or *not at all satisfied* with the levels of numeracy of higher education graduate recruits in their company. There were, nevertheless, a few countries were more than 10% of graduate employers who were not satisfied with their recruits' levels of literacy: Belgium (11%), the Netherlands (12%), France (14%) and Slovenia (16%).

Satisfaction with the skills and capabilities of higher education graduate recruits Good literacy (reading and writing) skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?
Base: companies that have recruited higher education graduates, % by country

Satisfaction with the skills and capabilities of higher education graduate recruits Good numeracy skills (good with numbers)



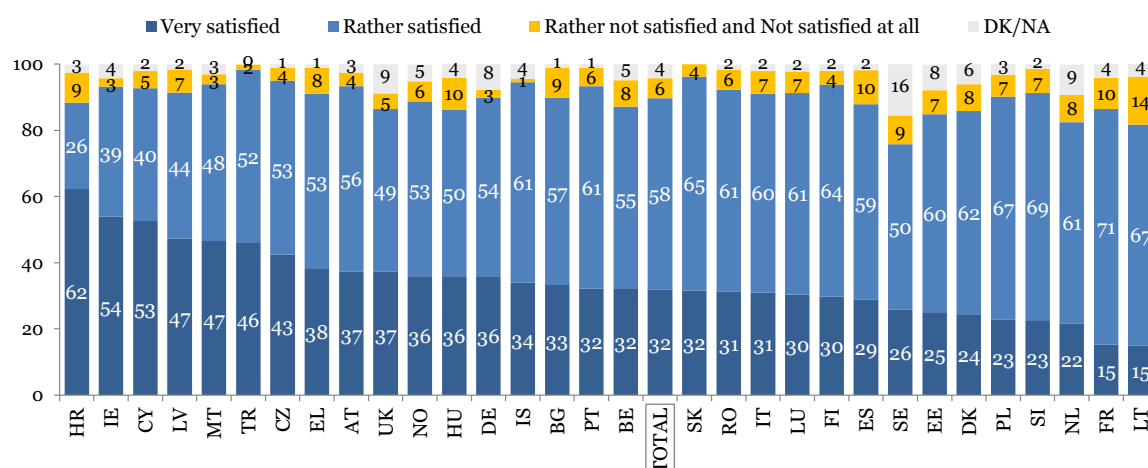
Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?
Base: companies that have recruited higher education graduates, % by country

The individual country results for employers' satisfaction with **teamworking skills** and **sector-specific skills** illustrated once more that employers in France and Lithuania were the least likely to be satisfied with the skills and capabilities of graduate recruits and those in Croatia the most satisfied.

The proportion of “very satisfied” graduate employers in terms of teamworking skills ranged from 15% in Lithuania and France to 62% in Croatia, and for sector-specific skills from 12% in Lithuania and France to 53% in Croatia.

Satisfaction with the skills and capabilities of higher education graduate recruits

Teamworking skills

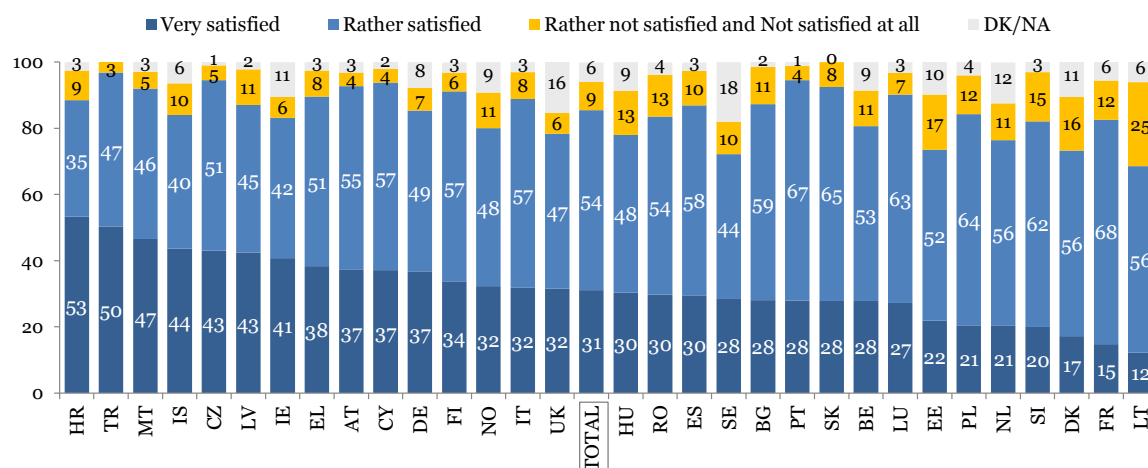


Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

Satisfaction with the skills and capabilities of higher education graduate recruits

Sector-specific skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

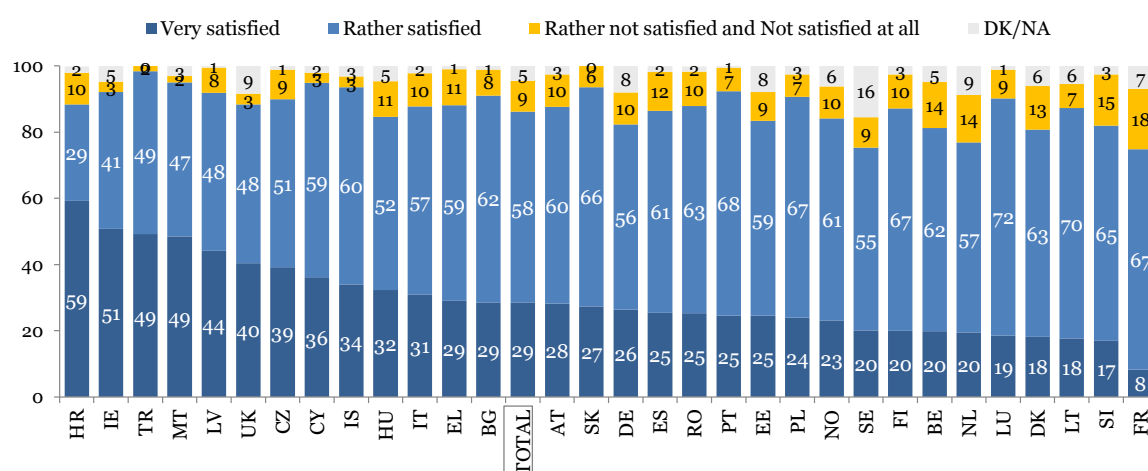
Base: companies that have recruited higher education graduates, % by country

Croatia was the only country where the proportion of “very satisfied” graduate employers remained higher than 50% for each of the following four skills and capabilities – communication skills (59%), being able to adapt to new situations (54%), analytical and problem-solving skills (51%) and planning and organisational skills (54%).

Croatia was, however, not the only country that was consistently found at the higher end of the country rankings; employers in Malta, Ireland and Turkey also appeared to be more likely than their counterparts to be *very satisfied* with the above-mentioned skills and capabilities of the higher education graduates that their company had hired in the past three to five years.

For example, while roughly one in two respondents in Malta, Ireland and Turkey said they were *very satisfied* with the communication skills of higher education graduate recruits, this proportion decreased to 8% in France.

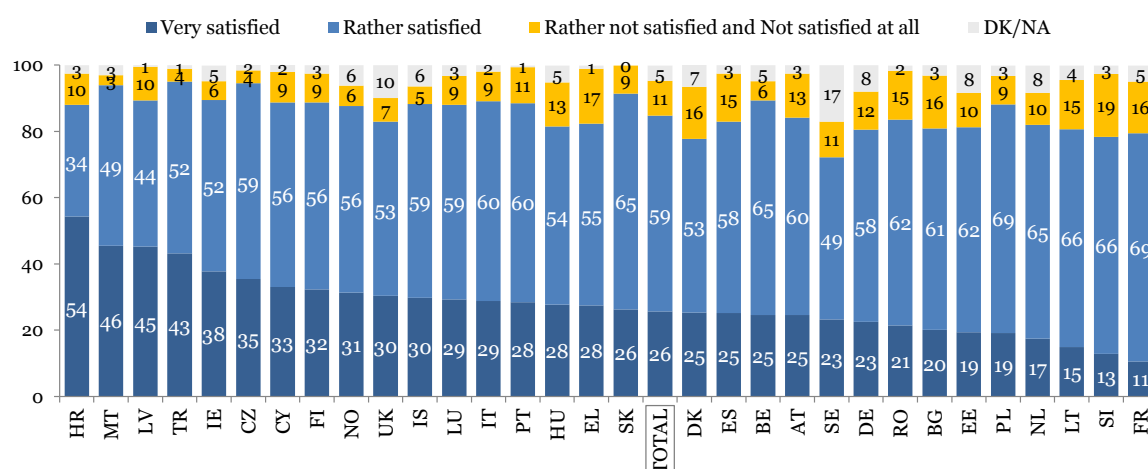
Satisfaction with the skills and capabilities of higher education graduate recruits Communication skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

Satisfaction with the skills and capabilities of higher education graduate recruits Ability to adapt to and act in new situations

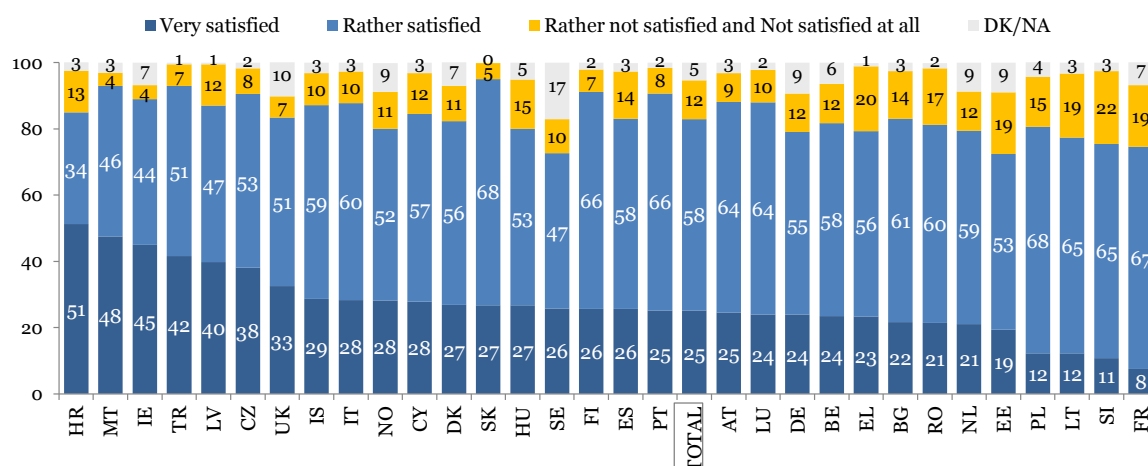


Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

Satisfaction with the skills and capabilities of higher education graduate recruits

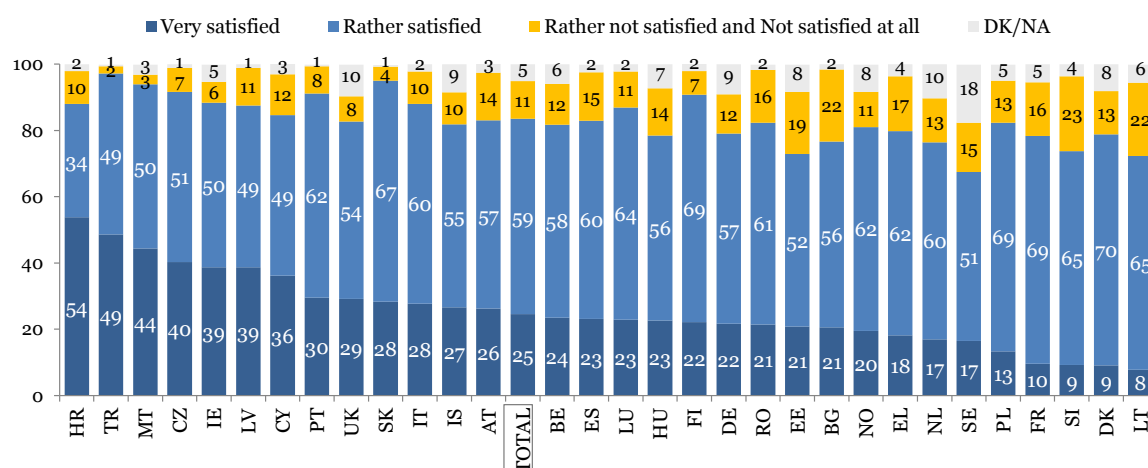
Analytical and problem-solving skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?
Base: companies that have recruited higher education graduates, % by country

Satisfaction with the skills and capabilities of higher education graduate recruits

Planning and organisational skills



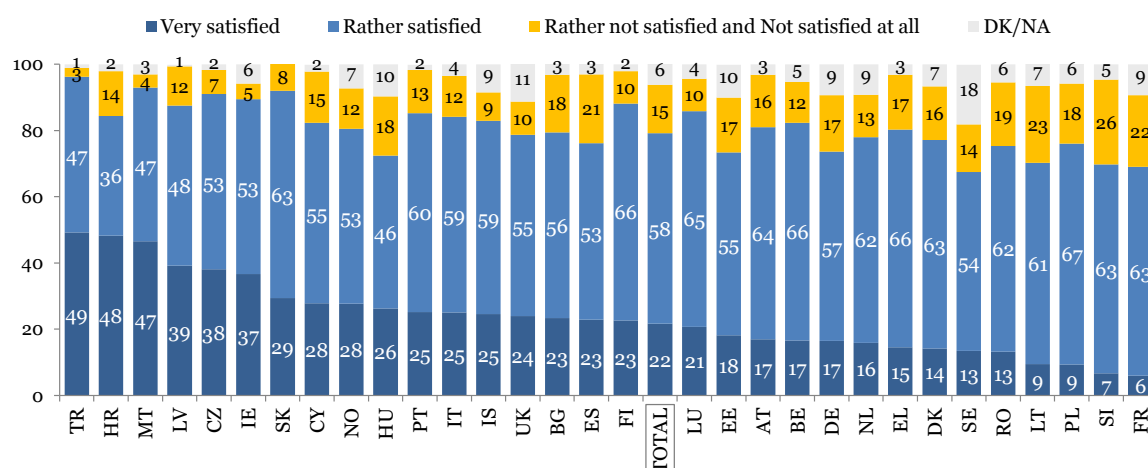
Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?
Base: companies that have recruited higher education graduates, % by country

As noted above, France and Lithuania were consistently found among the countries where employers were the least likely to be *very satisfied* with the skills and capabilities of higher education graduate recruits. The individual country results for the five previous skills and capabilities and for decision-making skills (next chart), however, showed that Slovenia also belonged to this groups of countries.

For example, the proportion of “very satisfied” graduate employers in terms of evaluating **decision-making skills** ranged from 6% in France and 7% in Slovenia to 49% in Turkey. Furthermore, employers in Slovenia were the most likely to be *rather not* or *not at all satisfied* with the decision-making skills of their graduate recruits (26%); the corresponding proportion for France was 22%.

Satisfaction with the skills and capabilities of higher education graduate recruits

Decision-making skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

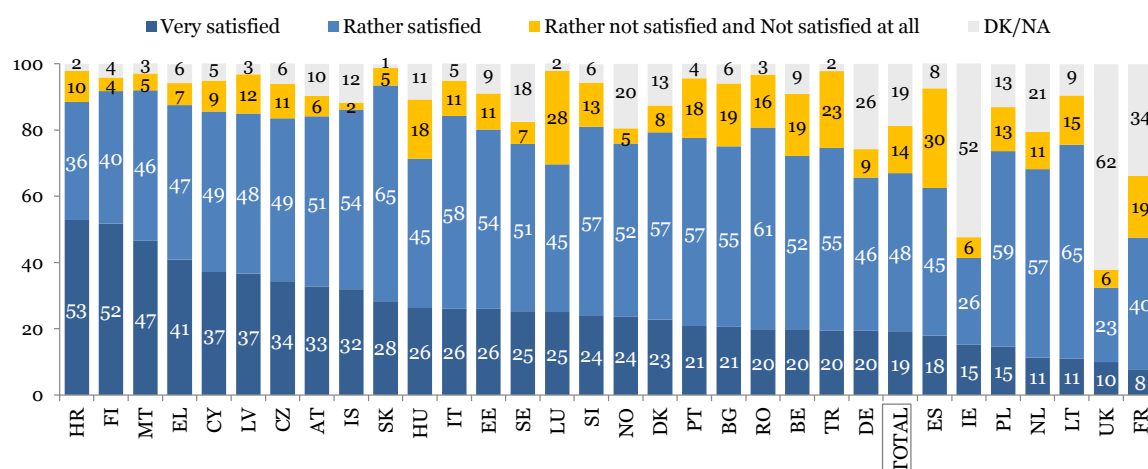
Satisfaction with the **foreign language skills** of higher education recruits was somewhat more difficult to compare across countries; in many countries, a considerable number of respondents did not answer this question because they did not think that language skills were important when recruiting higher education graduates (see chapter 1).

For example, 52% of graduate employers in Ireland and 62% of those in the UK did not answer this question. That was not surprising given that 62% of graduate employers in the former country and 74% in the latter answered that foreign language skills were rather not, or *not at all important* for current employees.

Another country's results that are worth pointing out are those of Luxembourg: graduate employers in Luxembourg appeared to attach the highest value to foreign language skills (75% said that such skills were very important for graduate recruits). However, just 25% of respondents in Luxembourg were *very satisfied* with higher education graduate recruits in terms of their foreign language skills and a slightly higher proportion reported being *rather not* or *not at all satisfied*.

Satisfaction with the skills and capabilities of higher education graduate recruits

Foreign language skills



Q3.3. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skill and competencies?

Base: companies that have recruited higher education graduates, % by country

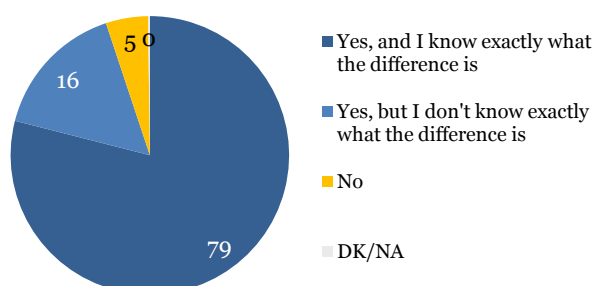
4. Importance of graduates' educational establishment

4.1 Awareness of the difference between bachelor's and master's degrees

Employers appeared to be well aware of the difference between bachelor's and master's degrees: just 5% admitted not being able to differentiate between these types of degrees, compared to 79% who had no problem in doing this.

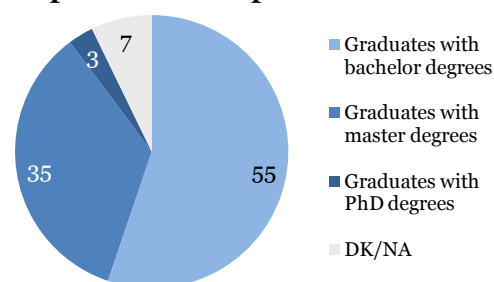
A slim majority of employers (55%) answered that graduates with bachelor's degrees would best match the skill requirements in their company, while 35% said that graduates with master's degrees would be a better fit. Just 3% of respondents answered that their company would need graduates with a PhD.

Respondents' awareness of the difference between bachelor's and master's degrees – TOTAL



Q3.6. Are you aware of the difference between bachelor's and master's degrees?
Base: all companies, % TOTAL

Level of graduate that will best fit the skill requirements in respondents' companies – TOTAL



Q3.5. Which level of graduate would best fit the skill requirements for the positions in your company in the future?
Base: all companies, % TOTAL

Company characteristics

Graduate recruiters in medium-sized companies and those in the private sector were more likely to answer that graduates with bachelor's degrees would best match the skill requirements in their company (56%-57% vs. 51%-52% in large companies or in public organisations). Graduate recruiters in large companies and those in the public sector, on the other hand, more frequently said that graduates with master's degrees would be a better fit (37%-38% vs. 34%).

Employers who had not recently recruited any higher education graduates were more likely to answer that graduates with bachelor's degrees would best match the skill requirements in their company (66% vs. 53% for employers who had recently recruited graduates); those who had recruited new graduates more frequently said that graduates with master's degrees would be a better fit (38% vs. 25%).

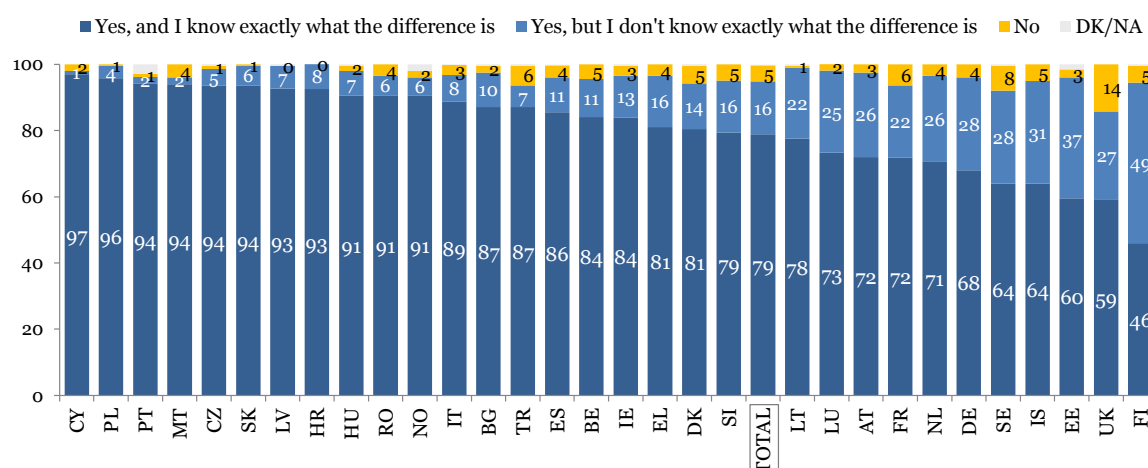
For more details, see annex tables 33b and 34b.

Country variations

The proportion of respondents who were **not aware of the difference between bachelor's and master's degrees** remained below 15% in all countries surveyed: ranging from virtually none of the respondents in Latvia and Croatia to 14% in the UK.

Additionally, in 11 countries, more than 9 in 10 graduate recruiters said they knew exactly what the difference was between bachelor's and master's degrees; for example, 93% in Croatia and Latvia, and 96% in Poland. Finland stood out with just 46% of respondents who said they knew exactly what the difference was between these two degrees.

Awareness of the difference between bachelor's and master's degrees



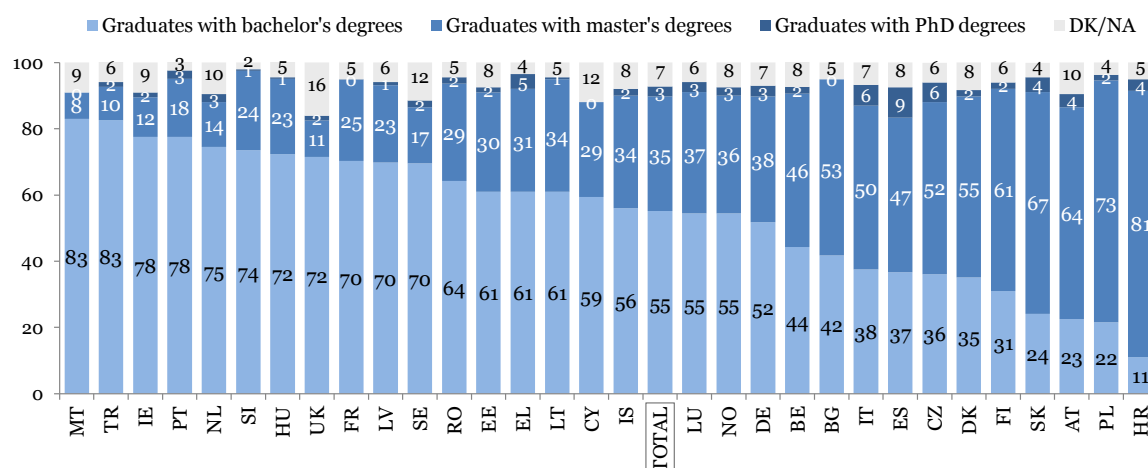
Q3.6. Are you aware of the difference between bachelor's and master's degrees?

Base: all companies, % by country

Respondents in Malta and Turkey were the most likely to answer that graduates with bachelor's degrees would best fit the skill requirements in their company (both 83%); just 8% of the former and 10% of the latter said that graduates with master's degrees would be a better match. The corresponding result for Croatia was almost a mirror image: while 81% of graduate recruiters in this country expressed a preference for graduates with master's degrees, just 11% opted for those with bachelor's degrees.

A minority of respondents across all countries surveyed answered that graduates with PhD degrees would best fit the skill requirements in their company; this proportion ranged from virtually none of the respondents in Malta, France, Cyprus and Bulgaria to almost a tenth (9%) in Spain.

Level of graduate that best fit the skill requirements in the company



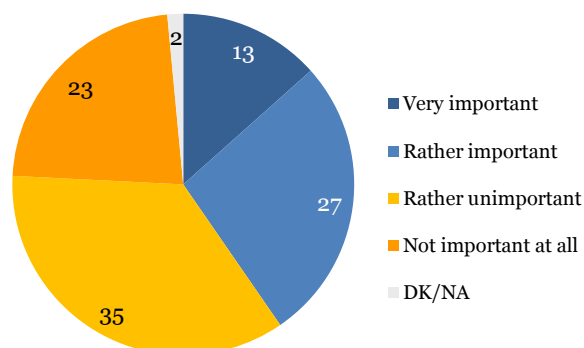
Q3.5. Which level of graduate would best fit the skill requirements for the positions in your company in the future?

Base: all companies, % by country

4.2 Importance of a qualification from an institution with a good international reputation

While about one in seven (13%) graduate recruiters said that it was *very important* for their company to hire graduates from higher education institutions with high international rankings and a good reputation, somewhat more than a quarter (27%) just felt that this was *rather important*. A majority of respondents, however, disagreed with this proposition: 35% said it was *rather unimportant*, and 23% said it was *not at all important*, to recruit graduates from higher education institutions with a good international reputation.

Importance of employing graduates from higher education institutions that have a good international reputation - TOTAL



Q4.2. How important is it for you to employ graduates from higher education institutions with high international rankings (with good reputations)?
Base: all companies, % TOTAL

Company characteristics

Graduate recruiters with international contacts more frequently said that it was *very* or *rather important* for their company to hire graduates from higher education institutions with high international rankings and a good reputation (47% of those with “frequent” international contacts vs. 32% with no such contacts).

Graduate recruiters in large companies or in public organisations, and employers who had recently recruited graduates, were also somewhat more likely than their counterparts to pay attention to graduates' international experience in terms of having a qualification from a higher education institution with a good international reputation. For example, 48% of respondents in large companies answered that a qualification from an institution with a good international reputation was *very* or *rather important*, compared to 38% of respondents in medium-sized companies.

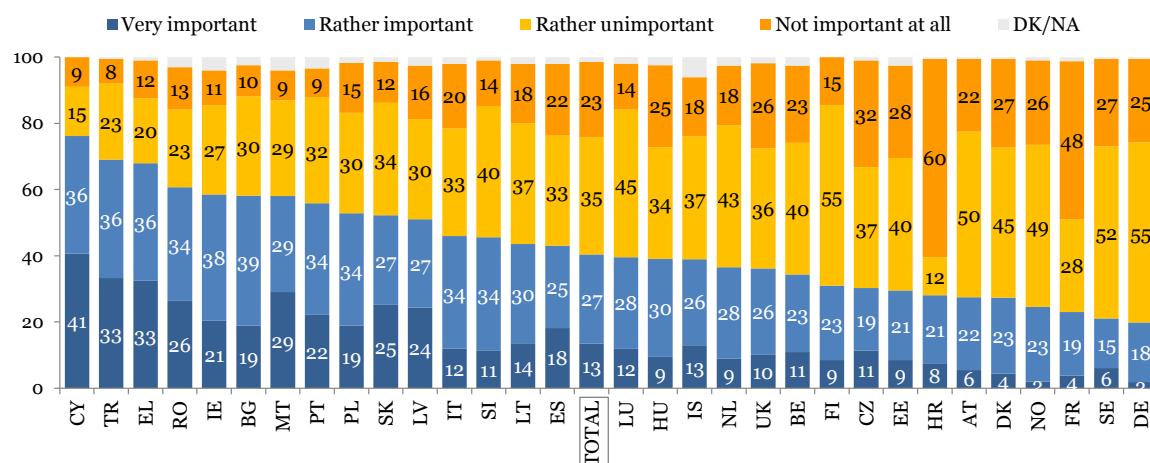
For more details, see annex table 42b.

Country variations

The proportion of employers who said that it was *very* or *rather important* to recruit graduates from higher education institutions with high international rankings and a good reputation ranged from less than a quarter in Germany, Sweden and France (20%-23%) to more than two-thirds in Greece, Turkey and Cyprus (69%-77%). Respondents in the latter countries were also the most likely to say that a qualification from an institution with a good international reputation was *very important*: 33% in Greece and Turkey and 41% in Cyprus.

Although the proportions of respondents who said that it was important to recruit graduates from higher education institutions with high international rankings were the lowest in Germany, Sweden and France, interviewees in Croatia were the most likely to say that a qualification from an institution with a good international reputation was *not at all important* (60%).

Importance of employing graduates from higher education institutions that have a good international reputation



Q4.2. How important is it for you to employ graduates from higher education institutions with high international rankings (with good reputations)?

Base: all companies, % by country

5. Importance of new employees' past experience

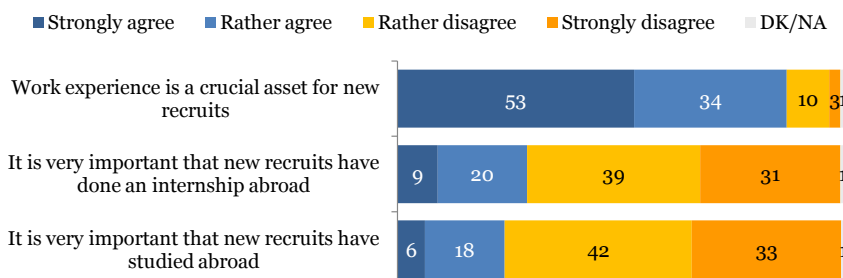
Graduate recruiters emphasised the importance of new employees having work experience: 53% of respondents *strongly agreed* and 34% *rather agreed* with the statement that work experience was a crucial asset for new recruits.

These graduate employers did not agree, however, that it was very important for graduates to have studied or worked abroad before joining their company. About 3 in 10 (31%) respondents *strongly disagreed* and 39% *rather disagreed* that it was very important that new recruits had done an internship abroad, while just 25% *agreed* with this proposition. The corresponding proportions for the importance of having studied abroad were similar (33% “strongly disagreed” and 42% “rather disagreed”).

The statement about the importance of work experience used the term “a crucial asset” (rather than “an asset”) and both statements about the importance of international mobility measured if this was considered to be “very important” (rather than “important”). In other words, each of these statements was formulated quite strongly which made it somewhat more difficult to interpret the results. Nonetheless, it was still possible to make a comparison across these three items.

In total, 87% of graduate recruiters agreed with the statement that work experience was a crucial asset for new recruits; the proportions of respondents that agreed with the statements about international mobility, however, were considerably lower (29% for “a work-placement abroad” and 24% for “having studied abroad”). As such, it can be concluded that graduate recruiters appear to be more likely to emphasise the importance of *work experience* than they are to emphasise the importance of *international mobility*.

Views about new recruits' work experience - TOTAL



Q4.5. How much do you agree or disagree with the following statements?
Base: all companies, % TOTAL

Company characteristics

Graduate recruiters in the private sector were somewhat more likely than those in public organisations to *strongly agree* that work experience was a crucial asset for new recruits (54% vs. 51%). In terms of activities, those graduate employers active in the industry sector or in the trade, accommodation and food services sector were the ones that particularly emphasised the importance of new employees having work experience. Employers in the industry sector were also most likely to agree that it was necessary for graduates to have studied or worked abroad before joining their company. For example, while 38% of employers in the industry sector *strongly agreed* or *rather agreed* that it was very important that new recruits had completed an internship abroad, this proportion was 23%-25% in the other sectors.

Graduate recruiters with international contacts were more likely to value international mobility – i.e. they more frequently agreed that it was very important for graduates to have studied or worked abroad before joining their company. For example, while 32% of employers with more than 50% of “international” day-to-day operations *strongly agreed* or *rather agreed* that it was very important that new recruits had studied abroad, this proportion was 17% for those with no international contacts.

Among employers who were planning to recruit higher education graduates in the next five years, employers who had not recently recruited any higher education graduates were most likely to value work experience (57% of “strongly agree” responses vs. 52% for employers who had recently recruited graduates); those who had recently recruited graduates were more likely than their counterparts to pay attention to graduates’ international experience in terms of either having studied or worked abroad before joining their company (for example, 30% of “strongly agree” and “rather agree” responses vs. 18% for “having completed an internship abroad”).

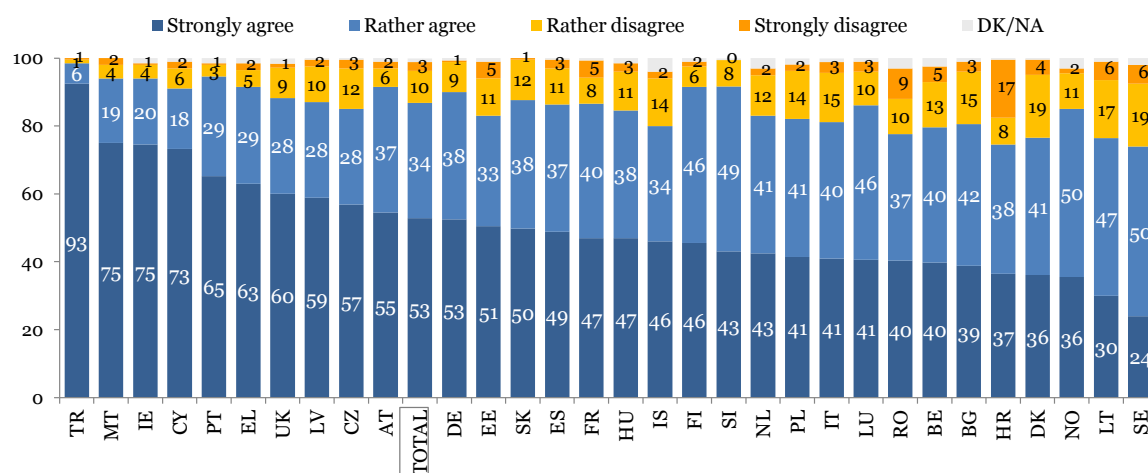
For more details, see annex tables 47b, 48b and 49b.

Country variations

Across all countries surveyed, a large majority of respondents agreed with the statement that **work experience was a crucial asset for new recruits**; the *total level* of agreement ranged from 74% in Sweden to 99% in Turkey. Graduate recruiters in the latter country were also by far the most likely to *strongly agree* that work experience was a crucial asset for new recruits (93%) – Cyprus, Ireland and Malta followed with 73%-75% expressing such strong agreement.

It is also worth noting that the proportion of graduate employers who *strongly disagreed* that new employees should have work experience remained below 10% in all countries, with the exception of Croatia. In that country, 17% of respondents selected the “strongly disagree” response.

Work experience is a crucial asset for new recruits



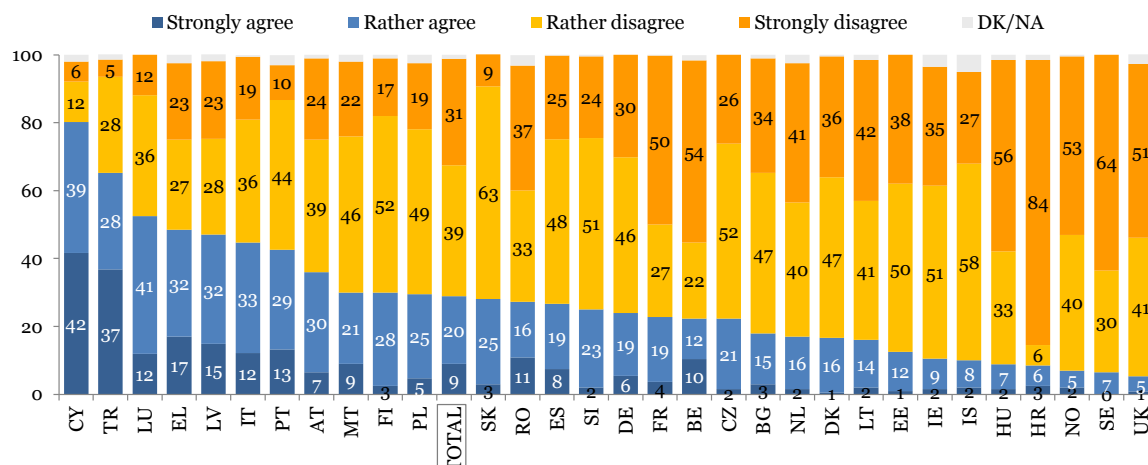
Q4.5. How much do you agree or disagree with the following statements?

Base: all companies, % by country

Similar to results obtained for the importance of new employees having work experience, employers in Cyprus and Turkey were the most likely to highlight the importance of having had a work-placement abroad; employers in Sweden were, once again, found at the bottom of the country rankings.

A majority of respondents in Cyprus (81%) and Turkey (65%) agreed that it was very important that **new recruits had completed an internship abroad** (37%-42% of them “strongly agreed”); in comparison, this view was shared by 7% of respondents in Sweden. Other countries where less than a tenth of graduate employers agreed that it was very important that new employees had done an internship abroad were the UK, Norway, Croatia and Hungary (6%-9%). The proportion of respondents expressing strong disagreement, however, was by far the highest in Croatia (84%).

It is very important that new recruits have done an internship abroad

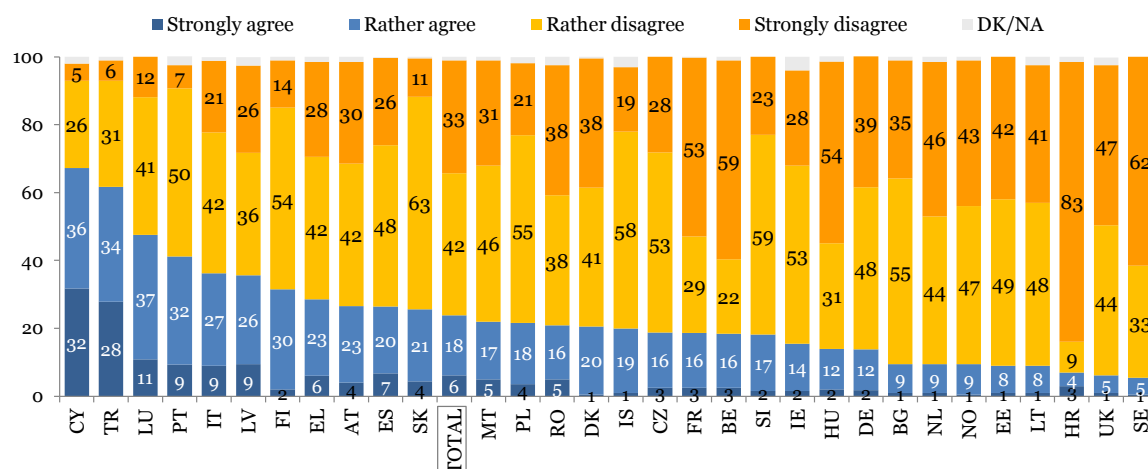


Q4-5. How much do you agree or disagree with the following statements?

Base: all companies, % by country

The individual country results for the **importance of having studied abroad** were very similar to those observed for the importance of having completed a work-placement abroad. The proportion of graduate employers who agreed that such an experience was very important ranged from less than a tenth in Sweden, the UK, Croatia, Lithuania and Estonia (6%-9%) to over 60% in Turkey and Cyprus (62% and 68%, respectively). The proportion of respondents expressing strong disagreement was – once more – the highest in Croatia (83%).

It is very important that new recruits have studied abroad



Q4-5. How much do you agree or disagree with the following statements?

Base: all companies, % by country

6. Training activities for graduate employees

6.1 Percentage of graduate employees participating in training

A third (34%) of graduate employers reported that more than 50% of their employees with higher education degrees had received training to update their skills in the past two years; the proportion who said that less than 10% had received such training was somewhat lower (33%).

Company characteristics

Almost 4 in 10 (38%) respondents from large companies, and a similar proportion (39%) of those working in public organisations, said that more than 50% of their employees with higher education degrees had received training to update their skills in the past two years; the corresponding proportions for medium-sized companies and companies in the private sector was 33%.

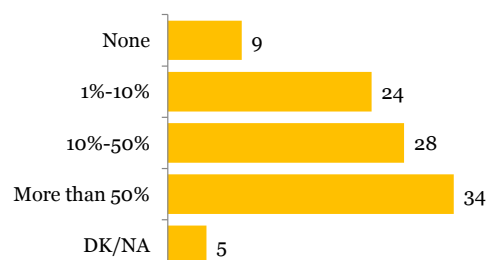
For more details, see annex table 36b.

Country variations

More than 6 in 10 employers in Austria (63%), and about half of those in Iceland, the Czech Republic and Slovakia (50%-55%) answered that more than half of their graduate employees had received training in the past two years; this proportion was the lowest in Romania (11%) and Bulgaria (17%).

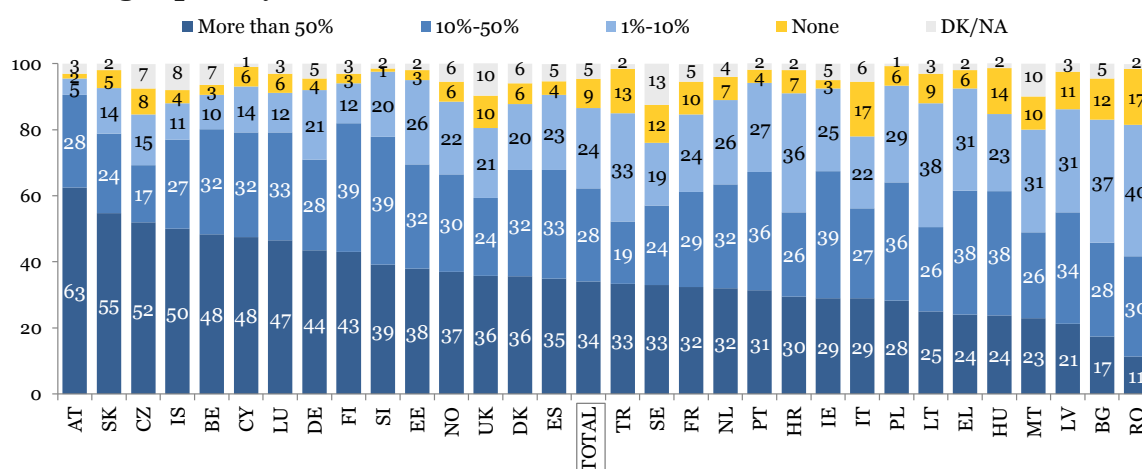
In Romania, almost 6 in 10 (57%) respondents said that less than 10% of their employees with higher education degrees had received training to update their skills in the past two years; the corresponding proportion for Bulgaria was 49%. Furthermore, in both countries, more than a tenth of respondents answered that none of their employees had received such training (17% and 12%, respectively); similar proportions were observed in Latvia, Sweden, Turkey, Hungary and Italy (between 11% and 17%).

Percentage of employees with higher education degrees that have participated in training in past 2 years - TOTAL



Q3.8. What percentage of your employees with higher education degrees participated in training to update their skills in the past two years?
Base: all companies, % TOTAL

Percentage of employees with higher education degrees that have participated in training in past 2 years



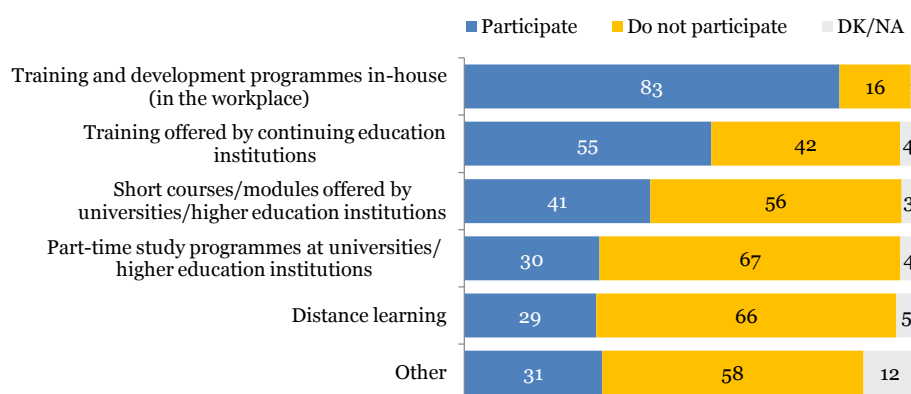
Q3.8. What percentage of your employees with higher education degrees participated in training to update their skills in the past two years?
Base: all companies, % by country

6.2 Training activities for graduate employees

A large majority (83%) of respondents said that their employees with higher education degrees had participated in training and development programmes organised at their workplace; 55% mentioned training offered by continuing education institutions.

Other training activities listed in the survey were mentioned by less than half of graduate employers. For example, 41% said that their employees with higher education degrees had participated in short courses offered by universities and other higher education institutions and 30% mentioned part-time study programmes at such institutions.

Training activities that employees with higher education degrees have participated/participate in - TOTAL



Q3.7. Which of the following training activities do/have your employees with higher education degrees participate(d) in?

Base: all companies, % TOTAL

Company characteristics

It was noted above that respondents from large companies were more likely to say that more than 50% of their employees with higher education degrees had received training to update their skills in the past two years. Furthermore, for each of the training activities listed in the survey, respondents from large companies were more likely to say that their employees with higher education degrees had participated in such activities. For example, 51% of respondents in large companies said that graduate employees in their company had participated in short courses offered by higher education institutions and 39% mentioned part-time study programmes from these institutions. The corresponding proportions for respondents in medium-sized companies were 38% and 27%, respectively.

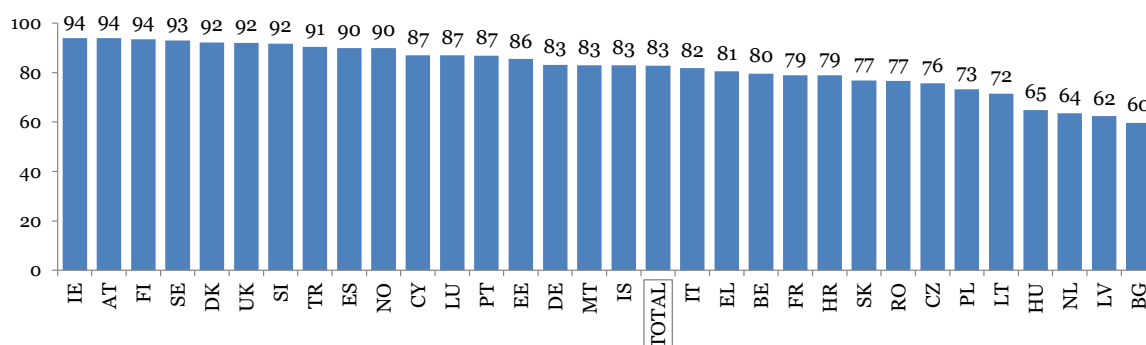
Although respondents in the private sector and those working in public organisations were as likely to say that their employees with higher education degrees had participated in training and development programmes organised *at their workplace* (82%-83%), those in public organisations were more likely to mention each of the other training activities listed in the survey (for example, 62% vs. 52% for “training offered by continuing education institutions”).

For more details, see annex table 35b.

Country variations

Across all countries surveyed, a majority of respondents said that their employees with higher education degrees had participated in **training and development programmes organised at their workplace** (ranging from 60% in Bulgaria to 94% in Ireland, Austria and Finland). Furthermore, training and development programmes offered in-house were the most frequently mentioned type of training across all countries included in this study.

Employees with higher education degrees have participated/participate in training and development programmes in-house

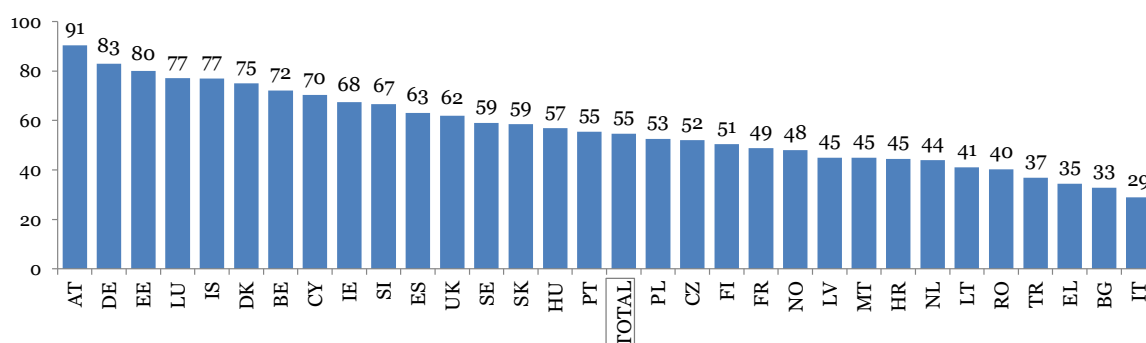


Q3.7. Which of the following training activities do your employees with higher education degrees participate or participated in?

Base: all companies, % of 'Participate' shown by country

The individual country results for **training offered by continuing education institutions** showed a large variation across countries: the proportion of respondents mentioning this type of training ranged from 29% in Italy to 91% in Austria. Other countries where training offered by continuing education institutions appeared to be more popular included Germany (83%), Estonia (80%), Luxembourg and Iceland (both 77%).

Employees with higher education degrees have participated/participate in training offered by continuing education institutions



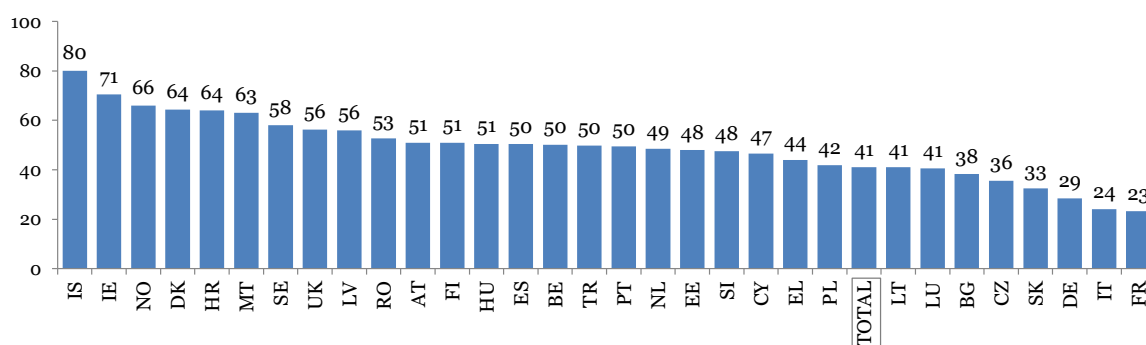
Q3.7. Which of the following training activities do your employees with higher education degrees participate or participated in?

Base: all companies, % of 'Participate' shown by country

Although respondents in Germany were among the most likely to say that their graduate employees had participated in training programmes offered by continuing education institutions (see above), they were among the least likely to mention **training offered by universities and other higher education institutions**: 29% mentioned short courses offered by such institutions and 23% referred to part-time study programmes at these institutions. Graduate recruiters in Italy and France were, nonetheless, even less likely to refer to such training activities: almost a quarter (23%-24%) mentioned *short courses* and between 9% and 18% cited *part-time study programmes*.

Training programmes offered by universities and other higher education institutions appeared to be the most popular in Iceland and Ireland. In Iceland, 80% of respondents said that graduate employees in their company had participated in short courses offered by higher education institutions and 75% mentioned part-time study programmes of these institutions. The corresponding proportions for Ireland were 71% and 77%, respectively.

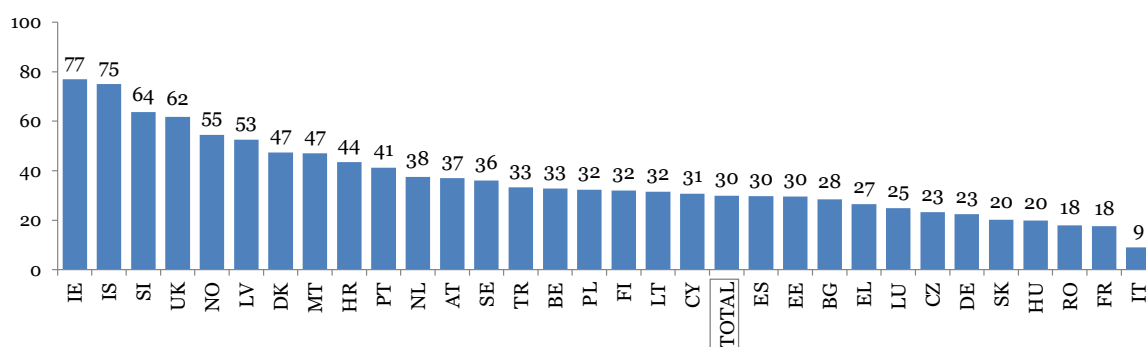
Employees with higher education degrees have participated/participate in short courses or modules offered by universities or higher education institutions



Q3.7. Which of the following training activities do your employees with higher education degrees participate or participated in?

Base: all companies, % of 'Participate' shown by country

Employees with higher education degrees have participated/participate in part-time study programmes at universities or higher education institutions

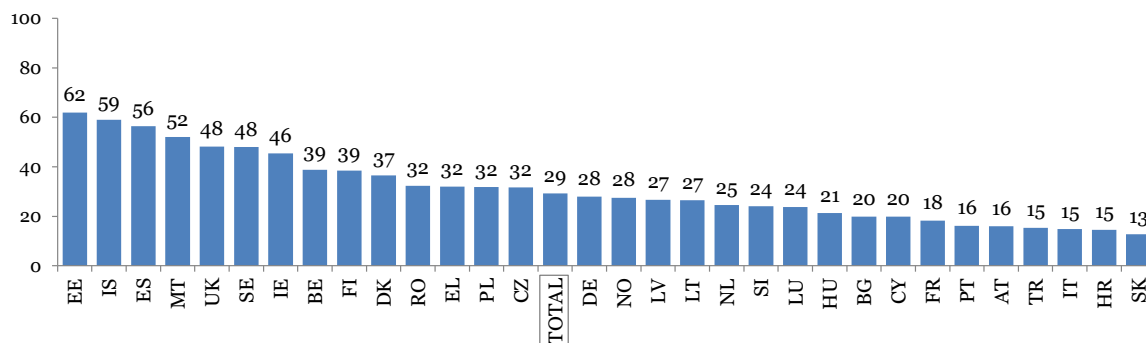


Q3.7. Which of the following training activities do your employees with higher education degrees participate or participated in?

Base: all companies, % of 'Participate' shown by country

The proportion of respondents who said that their employees with higher education degrees had participated in **distance-learning programmes** ranged from 13% in Slovakia to 62% in Estonia. In a further three countries more than half of respondents mentioned this type of training: Iceland (59%), Spain (56%) and Malta (52%). Nonetheless, distance learning was the least frequently mentioned type of training (among those listed in the survey) in more than half of the countries surveyed.

Employees with higher education degrees have participated/participate in distance learning



Q3.7. Which of the following training activities do your employees with higher education degrees participate or participated in?

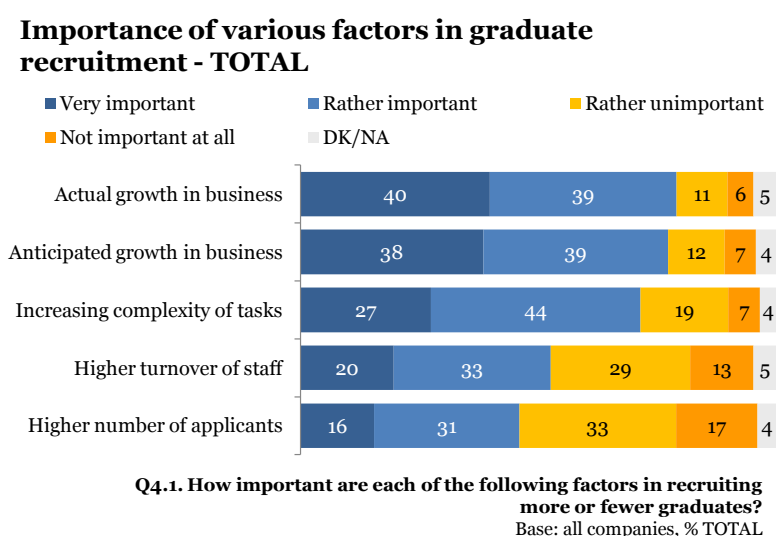
Base: all companies , % of 'Participate' shown by country

7. Factors influencing graduate recruitment

Approximately 8 in 10 graduate recruiters said that actual growth in business was important in deciding whether to recruit more or less graduates (40% “very important” and 39% “rather important”) and a similar proportion said the same about anticipated growth of business (38% “very important” and 39% “rather important”).

The increasing complexity of tasks facing employees was also considered to be an important factor in recruiting graduates by a large majority of graduate recruiters; 27% said this factor was *very important* and 44% said it was *rather important*.

A higher turnover of staff and a higher number of applicants, on the other hand, appeared to be less important as factors that influenced the numbers of graduates recruited. A slim majority (53%) of graduate employers answered that higher turnover of staff was *very* or *rather* important in recruiting more or less graduates; 42% said that this factor did not influence such decisions. As to whether the greater number of applicants had an impact on the numbers of graduates recruited, 47% said this was an “important” factor and 50% felt this was “not important”.



Company characteristics

Across almost all types of companies included in this survey, two-thirds – or more – respondents thought that actual and anticipated growth in business were important factors when it came to influencing the number of graduates that would be hired. Public organisations were the exception; 58% of graduate recruiters in such organisations said that actual growth in business was important in deciding whether to recruit more or less graduates and 54% said the same about anticipated growth of business.

Employers working in the public services sector were more likely than their counterparts to say that a higher turnover of staff influenced decisions on whether or not to hire graduates (56% vs. 50% in the construction, transport and ICT sector). Respondents in the non-public services sector, on the other hand, were more likely to say that a higher number of applicants was an important factor in recruiting graduates (50% vs. 40% in the construction, transport and ICT sector). Finally, respondents in the industry sector and public services sectors more frequently said that the increasing complexity of tasks faced by employees was important in their decision to recruit more or less graduates (73%-74% vs. 67% in the construction, transport and ICT sector).

For more details, see annex tables 37b through 41b.

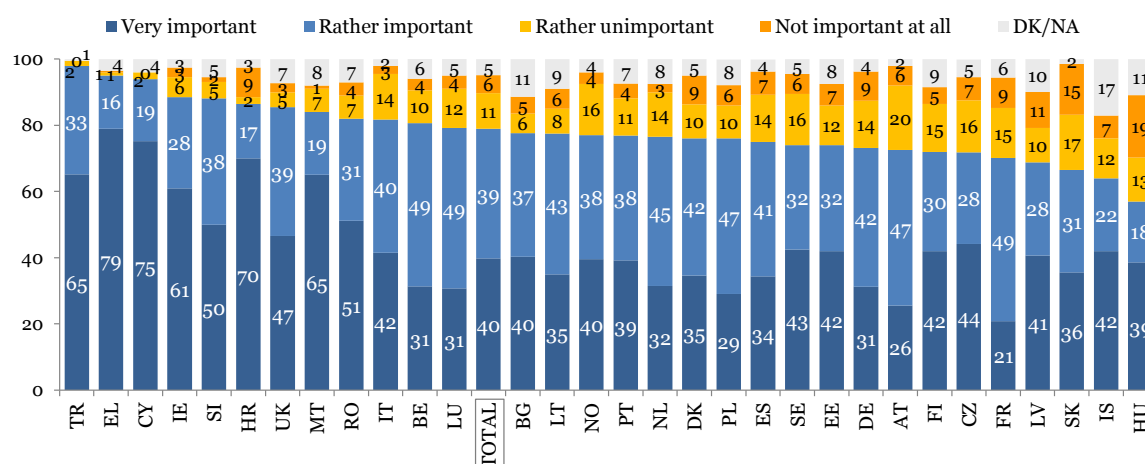
Country variations

Across all countries included in the study, more than half of respondents thought that **the actual growth in business** was an important factor when it came to influencing the number of graduates that would be hired. Respondents in Cyprus, Greece and Turkey were the most likely to say that this factor was *rather* or *very important* (94%-98%); furthermore, a large majority of respondents in these countries said that this factor was *very important* (65%-79%). The proportion of “very important” responses was also above 60% in Croatia, Malta and Ireland (61%-70%).

Employers in Hungary, on the other hand, were the least likely to say that actual growth in business was important in recruiting more or less graduates (39% “very important” and 18% “rather important”). In fact, about a third (32%) of graduate employers in this country agreed that this factor was *rather not* or *not at all* important; respondents in Slovakia were just as likely as to share this view (32%).

The country results about the importance of **the anticipated growth in business** showed the same variation across countries as the question that concerned actual growth in business.

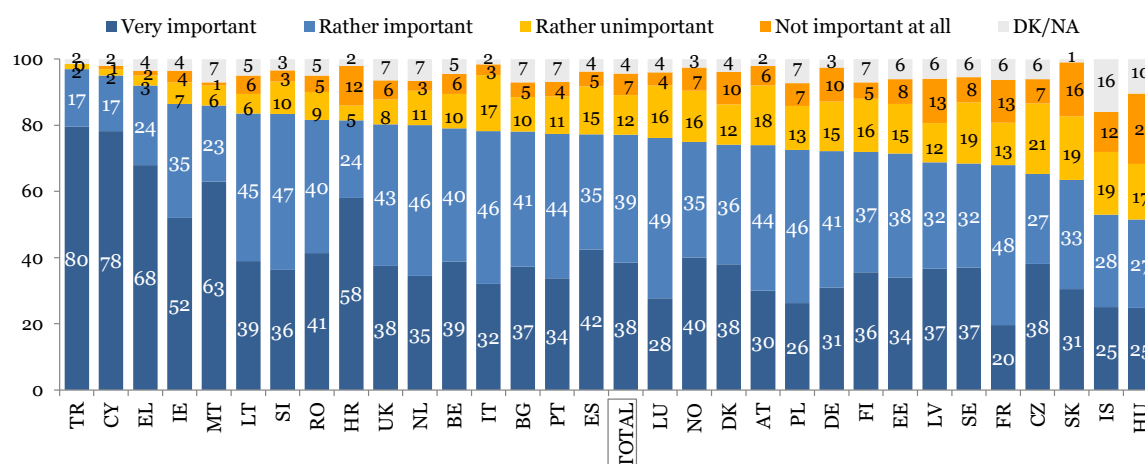
Importance of actual growth in business in recruiting graduates



Q4.1. How important are each of the following factors in recruiting more or fewer graduates?

Base: all companies, % by country

Importance of anticipated growth in business in graduate recruitment



Q4.1. How important are each of the following factors in recruiting more or fewer graduates?

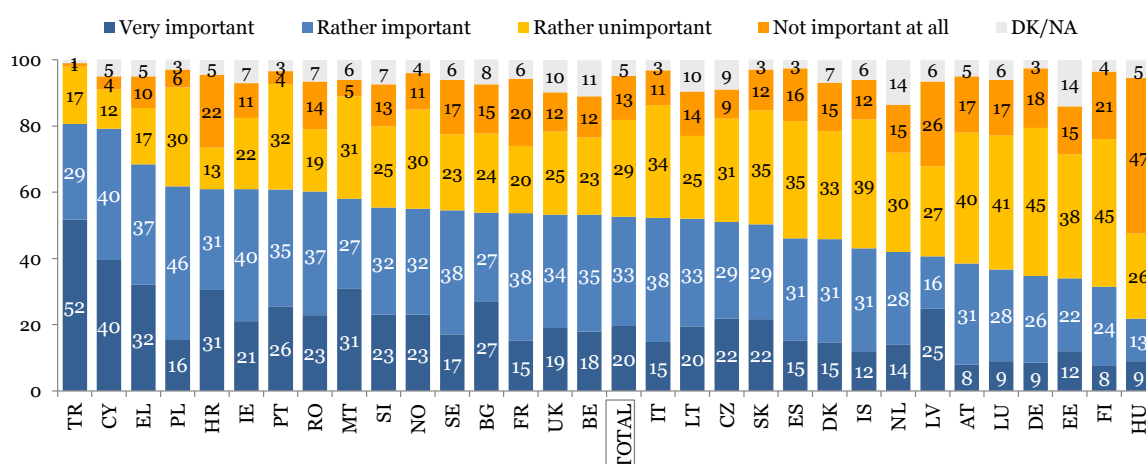
Base: all companies, % by country

The next two factors – a higher turnover of staff and an increase in the number of applicants – showed a larger variation across countries.

Employers in Turkey were the most likely to say that **a higher turnover of staff** influenced decisions on whether to hire graduates (52% said it was “very important” and 29% “rather important”); just a sixth of graduate employers in this country took an opposite view. The corresponding results for Hungary were almost a mirror image: approximately one in five (22%) respondents felt that a higher turnover in staff was an important factor and about three-quarters (73%) disagreed.

Similarly, respondents in Hungary were the least likely to say that **a higher number of applicants** was an important factor in recruiting graduates (25% “important” vs. 69% “not important”). Respondents in Turkey were again among the most likely to think that this factor was important (70% “important” vs. 28% “not important”). It was Cyprus, however, that had the most respondents who said that a higher number of applicants was an important factor in the numbers of graduates recruited (76%).

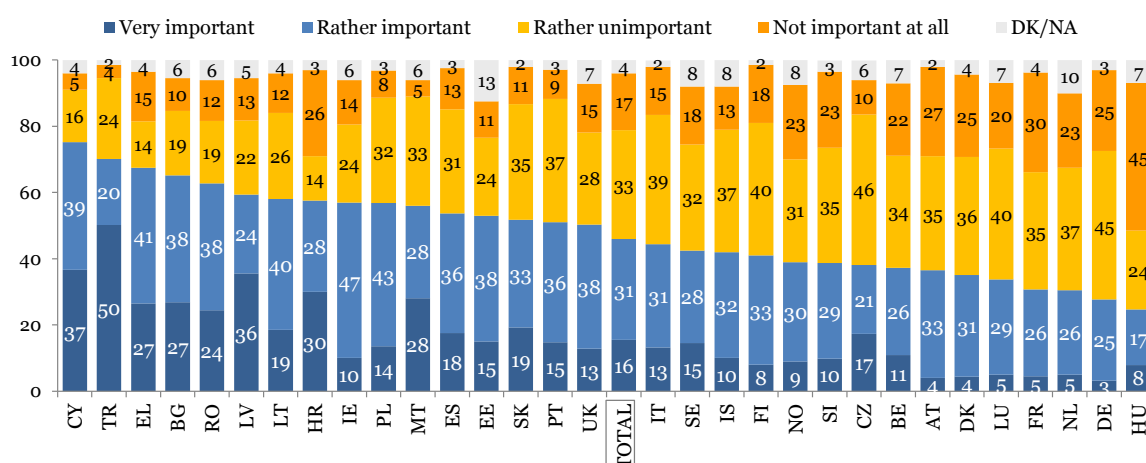
Importance of higher turnover of staff in recruiting graduates



Q4.1. How important are each of the following factors in recruiting more or fewer graduates?

Base: all companies, % by country

Importance of higher number of applicants in recruiting graduates



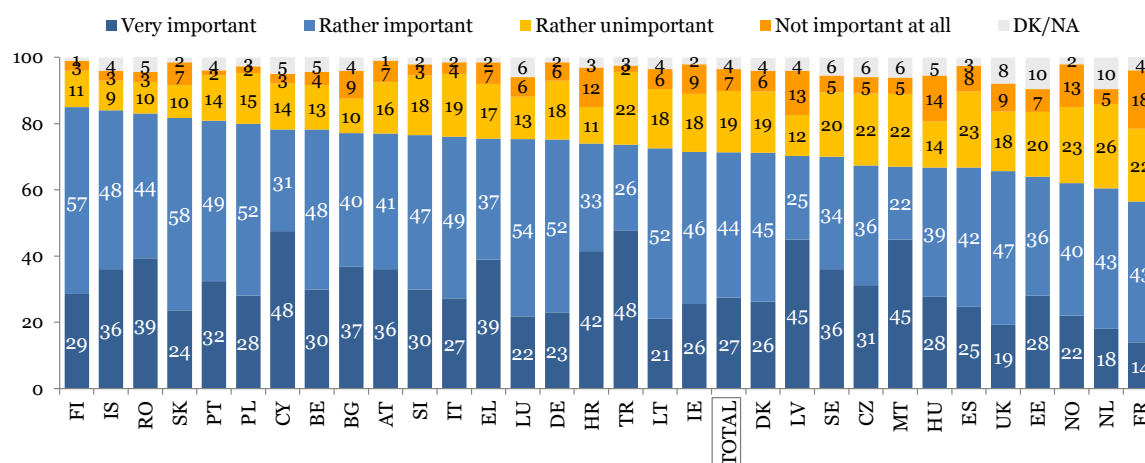
Q4.1. How important are each of the following factors in recruiting more or fewer graduates?

Base: all companies, % by country

The proportion of employers who thought that the **increasing complexity of tasks** faced by employees was important in their decision to recruit more or less graduates ranged from 57% in France to 86% in Finland. The proportion of “very important” responses, on the other hand, ranged from 14% in France to 48% in Cyprus and Turkey.

Across almost all countries included in this study, less than 30% of respondents said that the increasing complexity of tasks did not play a role in recruiting more graduates (for example, 12% in Iceland and 19% in Luxembourg). France (40% of “rather not important” and “not at all important” responses), Norway (36%), the Netherlands and Spain (both 31%) were exceptions.

Importance of increasing complexity of tasks in recruiting graduates



Q4.1. How important are each of the following factors in recruiting more or fewer graduates?

Base: all companies, % by country

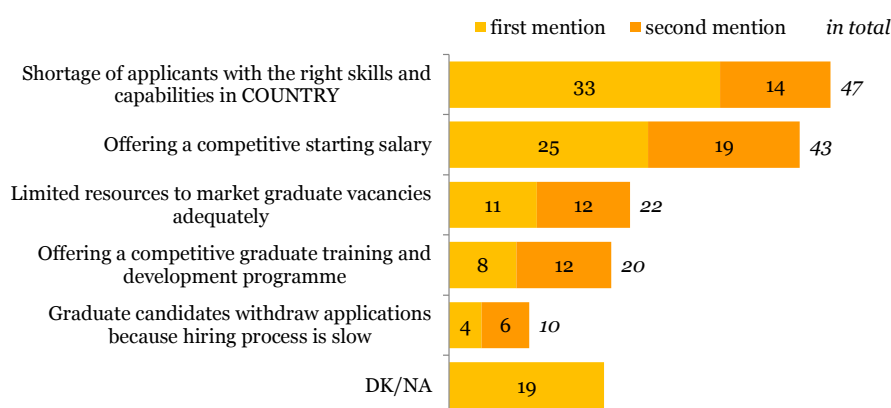
8. Challenges to fill graduate vacancies

Graduate recruiters were asked to name the two most important challenges they faced in filling their vacancies. Interviewers read out five potential challenges and asked respondents to choose the two most important ones. In the following section, we focus on a discussion of the *total percentages* of respondents who selected a certain challenge they faced when trying to fill graduate vacancies.

Asked to identify the greatest challenges, almost half (47%) of graduate recruiters selected a shortage of applicants with the right skills and capabilities, in their country, to do the job; a somewhat smaller number of respondents (43%) saw a difficulty in being able to offer a competitive starting salary.

All other challenges were mentioned by less than a quarter of graduate employers: 22% referred to limited resources to allow adequate marketing of graduate vacancies and 20% found it difficult to offer a competitive graduate training and development programme. Just 10% of respondents said that one of the greatest challenges in filling graduate vacancies was that candidates withdrew applications (because the hiring process was slow).

Greatest challenges in filling vacancies - TOTAL



**Q5.1. What are the greatest challenges you face in filling your vacancies?
Please select the two most important ones.**

Base: all companies, % TOTAL

Please note that due to rounding, the percentages for "first mention" and "second mention" do not always add up exactly to the total percentages

Company characteristics

A shortage of applicants with the right skills and capabilities, in their country, was most frequently mentioned as one of the greatest challenges in filling graduate vacancies by graduate recruiters with international contacts (54% of those with "frequent" international contacts vs. 38% with no such contacts).

A shortage of applicants with the right skills and capabilities was less frequently seen as an obstacle by respondents working in public organisations (38% vs. 49% in the private sector); respondents in such public organisations, however, were more likely than their counterparts to refer to other obstacles listed in the survey, such as limited resources to allow adequate marketing of graduate vacancies (29% vs. 21%).

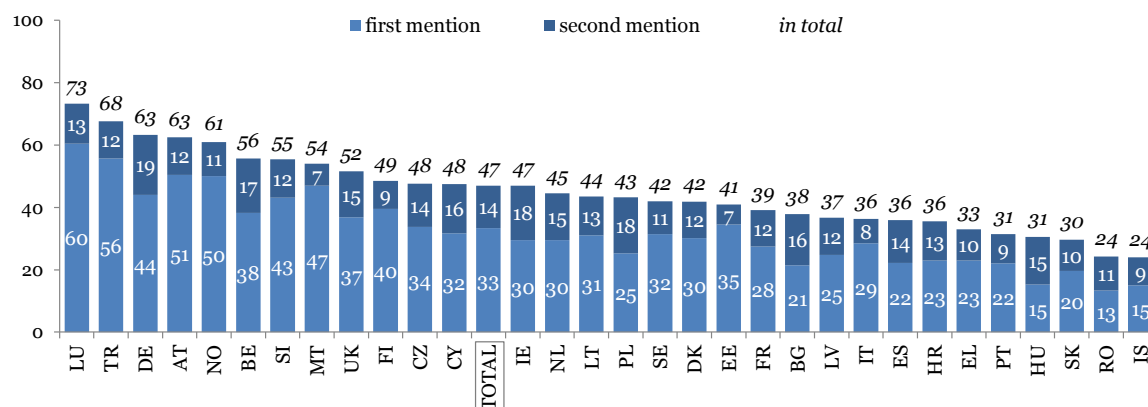
For more details, see annex tables 50b and 51b.

Country variations

A shortage of applicants with the right skills and capabilities, in their country, was most frequently mentioned as an obstacle for companies trying to fill graduate vacancies in Luxembourg (73%), Turkey (68%), Germany, Austria and Norway (61%-63%). In Iceland and Romania, on the other hand, just about a quarter of respondents saw this as an obstacle (both 24%).

Greatest challenges in filling vacancies

Shortage of applicants with the right skills and capabilities in respondents' countries



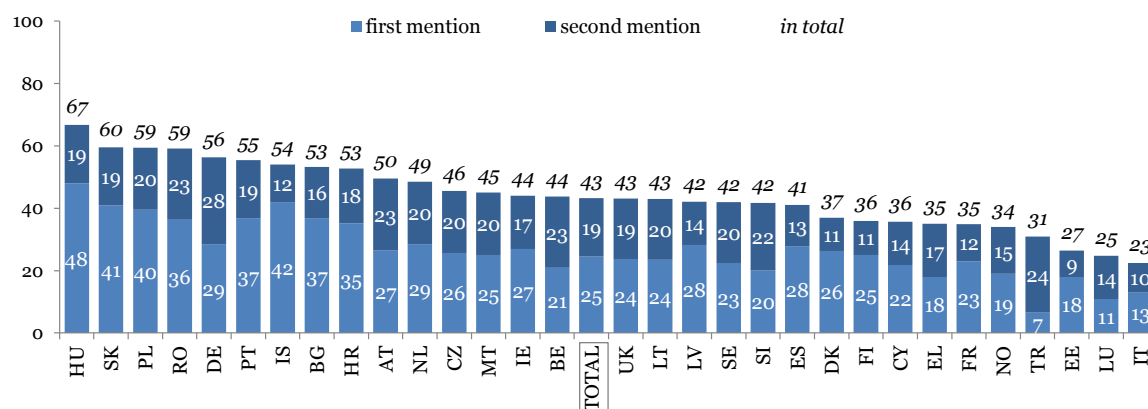
Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.

Base: all companies, % by country

The proportion of graduate employers who saw a difficulty in **being able to offer a competitive starting salary** as one of the two main challenges ranged from less than a third in Italy (23%), Luxembourg (25%), Estonia (27%) and Turkey (31%) to twice as many respondents in Hungary (67%). Respondents in Romania, Poland and Slovakia shared the Hungarians' concern (59%-60% saw this as a challenge).

Greatest challenges in filling vacancies

Being able to offer a competitive starting salary



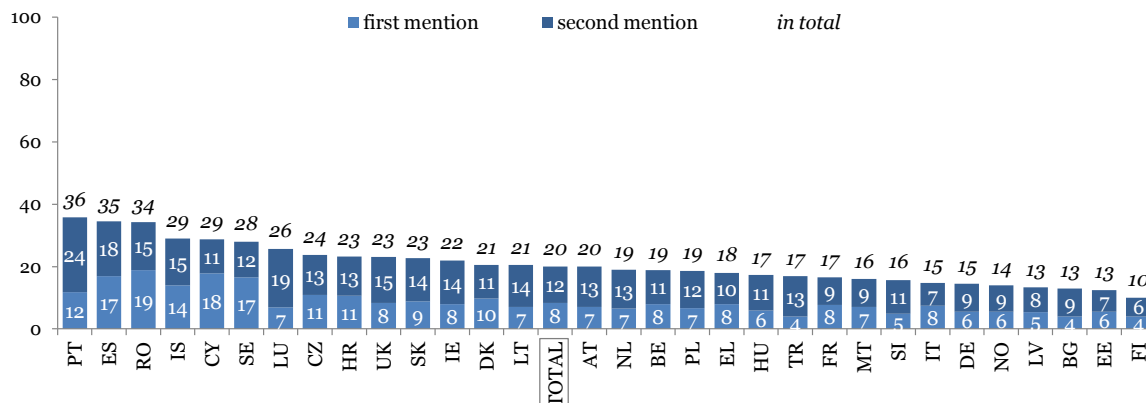
Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.

Base: all companies, % by country

Over a third of graduate recruiters in Romania, Spain and Portugal (34%-36%) answered that one of the greatest challenges in filling graduate vacancies was **being able to offer a competitive graduate training and development programme**. In Finland, Estonia, Bulgaria, Latvia and Norway, on the other hand, less than half as many respondents mentioned this challenge (between 10% and 14%).

Greatest challenges in filling vacancies

Being able to offer a competitive graduate training and development programme



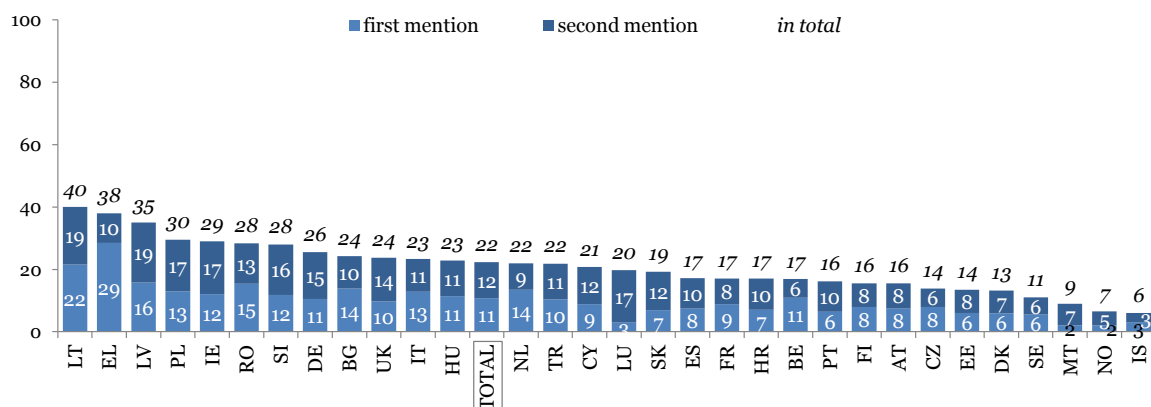
Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.

Base: all companies, % by country

Limited resources to allow adequate marketing of graduate vacancies was cited most frequently in Lithuania (40%), Greece (38%) and Latvia (35%). In all other countries surveyed, however, less than a third of respondents selected this challenge; the proportions ranged from 6%-7% in Iceland and Norway to 29%-30% in Ireland and Poland.

Greatest challenges in filling vacancies

Limited resources to allow adequate marketing of graduate vacancies



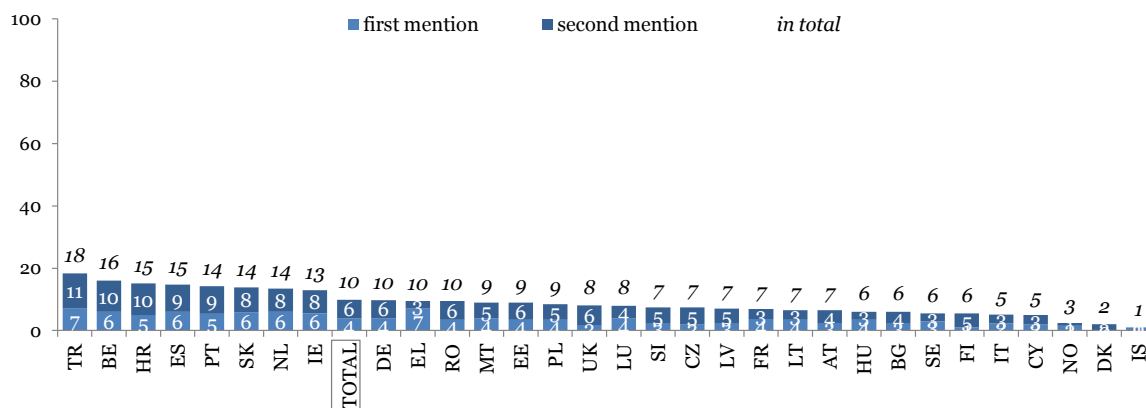
Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.

Base: all companies, % by country

Across all countries, less than a fifth of respondents said that **a slow hiring process for graduates and a subsequent withdrawal of candidates' applications** were among the most important challenges they faced in filling vacancies (ranging from 1% in Iceland to 18% in Turkey). This challenge was identified by the smallest number of respondents in all countries.

Greatest challenges in filling vacancies

Graduate candidates withdraw applications because hiring process is slow



Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.

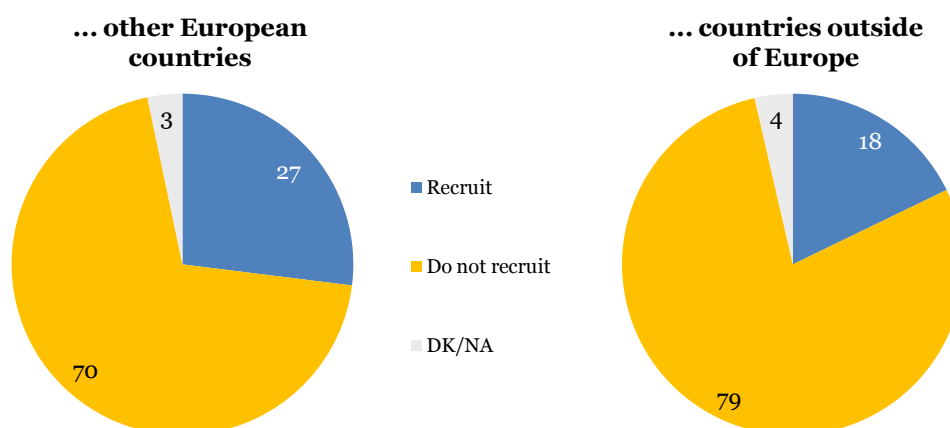
Base: all companies, % by country

9. Recruiting graduates from other countries

9.1 Recruitment of graduates from other countries

More than a quarter (27%) of respondents answered that they had recruited higher education graduates from other European countries and about a sixth (18%) had recruited such graduates from countries outside of Europe. The vast majority of graduate employers with employees recruited from other countries estimated that these employees represented less than 10% of all their employees with higher education degrees.

Situation regarding recruitment of higher education graduates from ...



Q4.4a. What is the percentage of employees with higher education degrees who are recruited from other European countries?

Q4.4b. What is the percentage of employees with higher education degrees who are recruited from countries outside of Europe?

Base: all companies , % TOTAL

Company characteristics

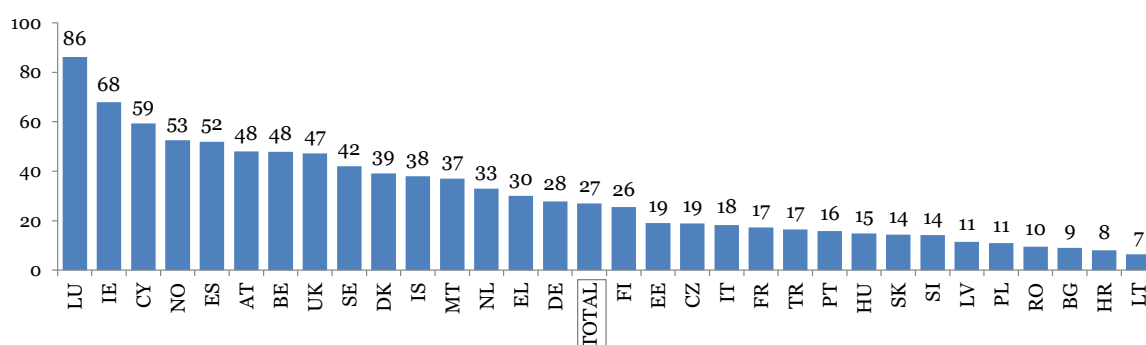
It was noted in chapter 1 that large companies (with at least 250 employees) and those in the non-public services sector were more likely to estimate that more than a fifth of their employees were higher education graduates. Furthermore, the likelihood that at least some of these graduate employees were recruited from other countries was higher for this grouping of companies than for other types. For example, 38% of respondents in large companies said they recruited graduates with higher education degrees from other European countries, compared to 24% of respondents in medium-sized companies. Similarly, 33% of companies in the non-public services sector had employees recruited from other European countries, compared to 24%-29% of companies in the other sectors.

For more details, see annex tables 43b through 44b.

Country variations

Respondents in Luxembourg were the most likely to say they recruited graduates with higher education degrees from other European countries (86%). In a further four countries, a majority of employers had recruited higher education graduates from other European countries: Ireland (68%), Cyprus (59%), Norway (53%) and Spain (52%). In sharp contrast, in Lithuania, Croatia and Bulgaria, the corresponding proportions were between 7% and 9%.

Situation regarding recruitment of higher education graduates from other European countries



Q4.4a. What is the percentage of employees with higher education degrees who are recruited from other European countries?

Base: all companies, % of 'Recruit' shown by country

In accordance with the results for graduate recruitment from other European countries, respondents in Ireland, Cyprus and Spain most frequently reported having recruited graduates from non-European countries (39%-40%). These three countries were joined by the UK where 39% of companies had employees recruited from countries outside of Europe.

Situation regarding recruitment of higher education graduates from countries outside of Europe



Q4.4b. What is the percentage of employees with higher education degrees who are recruited from countries outside of Europe?

Base: all companies, % of 'Recruit' shown by country

9.2 Reasons for recruiting graduates from other countries

Although 47% of graduate employers said it was difficult to find applicants in their country with the right skills and capabilities (see above), only 35% of graduate recruiters – who had actually recruited higher education graduates from other countries – said they had done so because there were insufficient candidates in their country.

A larger proportion (41%) of respondents said they had recruited graduates from other countries because they wanted to hire the very best talent available, while 15% said this was because graduates from other countries had a strong work ethic. Somewhat more than a quarter (27%) of respondents said they had recruited higher education graduates from other countries because they needed to have an international workforce. Just 5% of respondents said they had recruited graduates from other countries because this meant they would receive subsidies.

Reasons for recruiting higher education graduates from other countries - TOTAL



Q4.4c. What is your reason for recruiting graduates who are not resident in [COUNTRY]?

Base: companies that recruit higher education graduates from other countries, % TOTAL

About 3 in 10 (31%) respondents in the industry sector said they had recruited graduates from other countries because there were insufficient candidates in their country; in comparison, in the other sectors, more than a third of respondents gave this response (35%-37%).

Four in 10 respondents with more than 50% of “international” day-to-day operations said they had recruited higher education graduates from other countries because they needed to have an international workforce; this proportion decreased to 12% for respondents without international contacts.

Questions about the reasons for recruiting graduates from other countries were only presented to respondents who had actually recruited such graduates; as a result, the sample size per country was relatively small and caution should be exercised when interpreting the results at an individual country level. Nonetheless, a few conclusions can be drawn:

- Luxembourg (73%) and Ireland (67%) were the countries where graduate employers most frequently cited an insufficient number of suitable candidates in their own country as a reason for recruiting graduates from other countries.
- Irish respondents were also the most likely to say they had recruited graduates from other countries simply because they wanted to recruit the very best talent available (85%); the UK followed with 69% of respondents citing this reason.
- Those two countries (Ireland and the UK) also stood out from the pack with a very high proportion of graduate recruiters saying that they had conducted such recruitment from other countries because such graduates have a strong work ethic (44% in Ireland and 37% in the UK).

For more details, see annex tables 45a and 45b.

9.3 Reasons for not recruiting graduates from other countries

A slim majority (56%) of employers – who had not recruited higher education graduates from other countries – said there was no need to hire such graduates, or in other words, there were enough graduates with the right skills in their own country. This was the most frequently mentioned reason, for not recruiting graduates from other countries, in all of the countries surveyed³: for example, 89% of respondents in Croatia and 74% in Germany gave this reason.

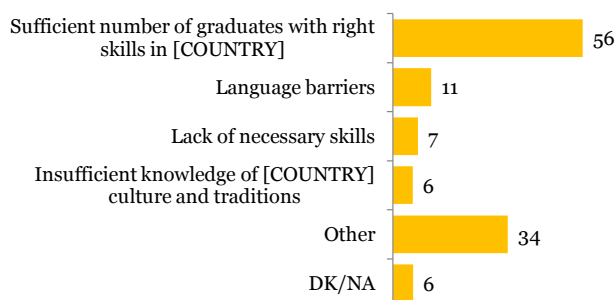
About a tenth (11%) of these employers had not recruited graduates from other countries because of language barriers, 7% thought that graduates from other countries did not have the necessary skills and a similar proportion (6%) saw problems due to an insufficient knowledge of their country's culture and traditions.

About one in two (49%) respondents working in public organisations said that there were enough graduates with the right skills in their own country; in comparison, in the private sector, 57% of respondents gave this response. In terms of activities, the proportion of respondents selecting this response ranged from 48% in the public services sector to 61% in the trade, accommodation and food services sector.

The individual country results showed that respondents in the UK, Denmark, Ireland and Turkey were the most likely to say that they had not hired graduates from other countries because such graduates did not have the necessary skills (between 15% and 20%).

For more details, see annex tables 46a and 46b.

Reasons for not recruiting higher education graduates from other countries – TOTAL



Q4.4d. What is your reason for NOT recruiting graduates from other countries?

Base: companies that do not recruit higher education graduates from other countries, % TOTAL

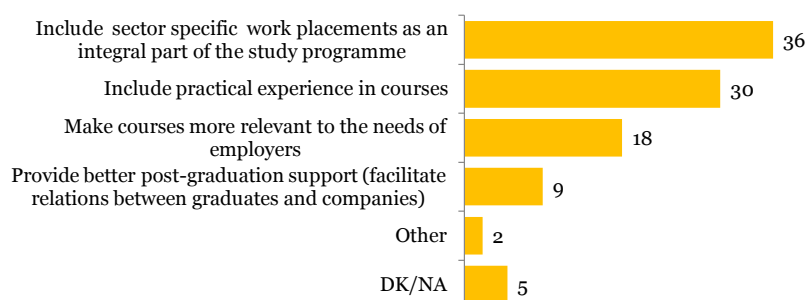
³ Luxembourg appears to be the exception; however, caution should be exercised when interpreting the result for this country as only a small number of its interviewed companies had not recruited higher education graduates from other countries.

10. Improving the employability of new graduates

When asked to choose one action that higher education institutions should take to improve the employability of their graduates, 36% of graduate employers said that sector-specific work-placements should be included as an integral part of study programmes. Including practical experience in such programmes was selected by 30% of graduate employers and 18% said there would be most benefit if courses were more relevant to employers' needs.

Finally, about a tenth (9%) of respondents said that higher education institutions should provide better post-graduate support by facilitating relations between graduates and companies in order to increase the employability of their graduates.

Actions that higher education institutions should take to improve the employability of their graduates – TOTAL



Q7.1. Which actions should higher education institutions take in order to improve the employability of their graduates? Choose one of the following choices.

Base: all companies, % TOTAL

Company characteristics

Across almost all types of companies surveyed, graduate recruiters were most likely to think that graduates' employability could be improved by sector-specific work-placements; for example, this response was selected by 40% of respondents in large companies and by 38% of respondents in the non-public services sector. Providing better post-graduation support, on the other hand, was selected by the smallest proportion of respondents across all types of companies (between 7% and 11%).

In the trade, accommodation and food services sector, respondents were as likely to mention sector-specific work-placements as they were to select including practical experience in courses (both 32%). The latter action was also selected by 34% of respondents with more than 50% of "international" day-to-day operations; across many other types of companies, however, less than 30% of respondents expected most benefits from this action.

For more details, see annex table 57b.

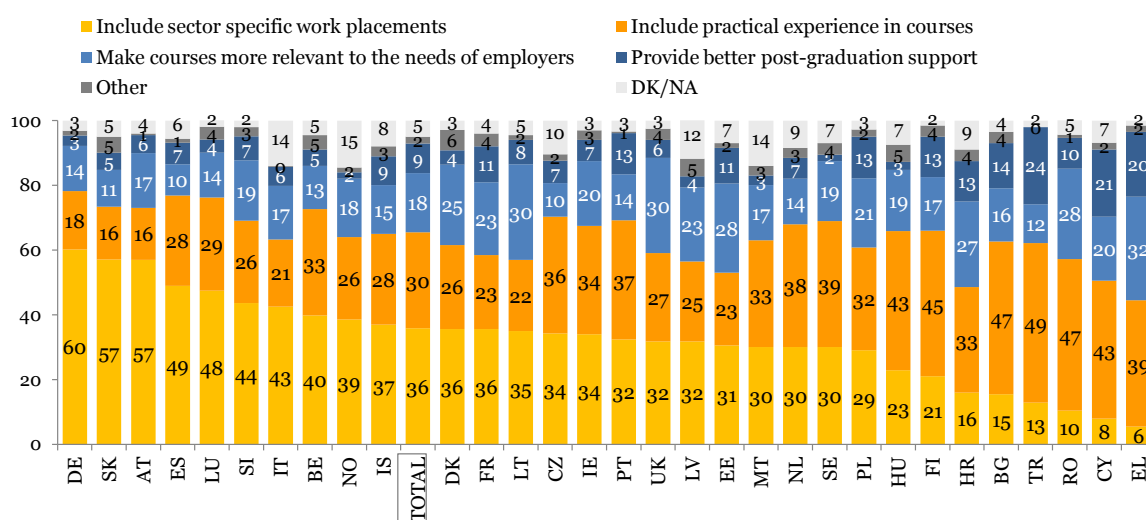
Country variations

In three countries, a majority of respondents said that sector-specific work-placements should be included as an integral part of study programmes if higher education institutions wanted to improve their graduates' employability: Germany (60%), Slovakia and Austria (both 57%). In about half of the other countries surveyed, a relative majority of respondents expected most benefits from this action.

In the remaining countries, a relative majority of graduate employers thought that graduates' employability could be improved by including practical experience in study programmes. Respondents in Romania, Bulgaria and Turkey were the most likely to share this view (47%-49%).

Making courses more relevant to graduate employers' needs was most frequently mentioned by respondents in Lithuania, the UK and Greece (30%-32%), while respondents in Turkey were the most likely to mention providing better post-graduation support (24%). In many other countries, however, the former action was mentioned by less than a quarter of graduate recruiters; the latter action was selected by not more than a tenth of respondents.

Actions that higher education institutions should take to improve the employability of their graduates



Q7.1. Which actions should higher education institutions take in order to improve the employability of their graduates? Choose one of the following choices.

Base: all companies, % by country

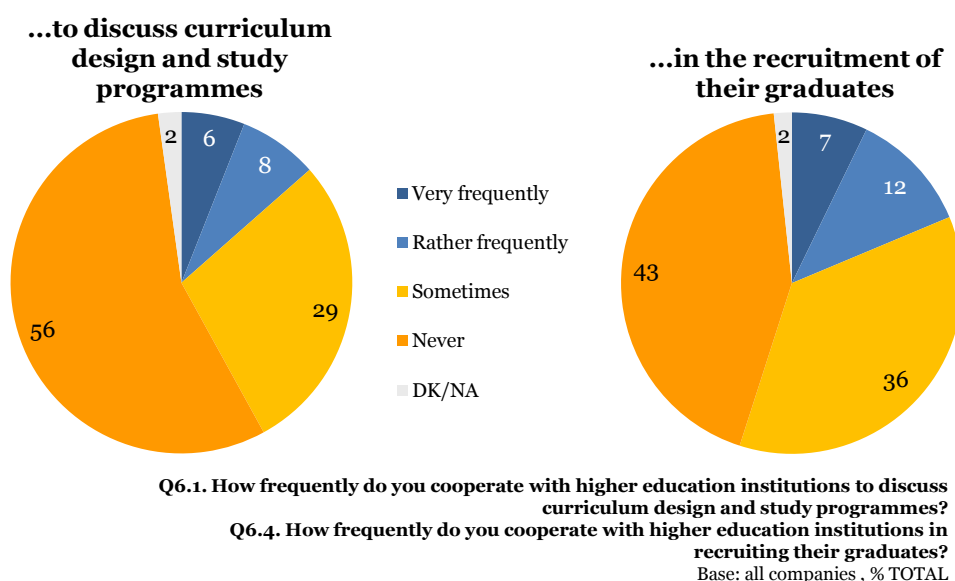
11. Cooperation with higher education institutions

11.1 Frequency of cooperation with higher education institutions

Somewhat more than a tenth of graduate employers said they cooperated with higher education institutions to discuss curriculum design and study programmes; 6% said they *very frequently* cooperated, 8% said this happened *rather frequently*. A slim majority (56%) of graduate recruiters had never cooperated with higher education institutions to discuss curriculum design and study programmes.

Cooperating with higher education institutions in the recruitment of their graduates, on the other hand, appeared to happen more frequently. While less than half (43%) of respondents had never cooperated in such a way, all others said this happened at least occasionally: 36% “sometimes”, 12% “rather frequently” and 7% “very frequently”.

Frequency of cooperation with higher education institutions...



Company characteristics

While 59% of respondents in medium-sized companies said that they had never cooperated with higher education institutions to discuss curriculum design and study programmes, this proportion dropped to 47% for respondents in large companies. The corresponding proportions in regard to never having cooperated with higher education institutions when recruiting graduates were, respectively, 46% and 35%.

In terms of activities, it was noted that graduate employers in the industry sector and those in the sectors of public and non-public services were more likely to have cooperated with higher education institutions in curriculum design (13%-18% vs. 9% in the other sectors). Finally, respondents with international contacts were almost twice as likely as their counterparts without such contacts to cooperate with higher education institutions.

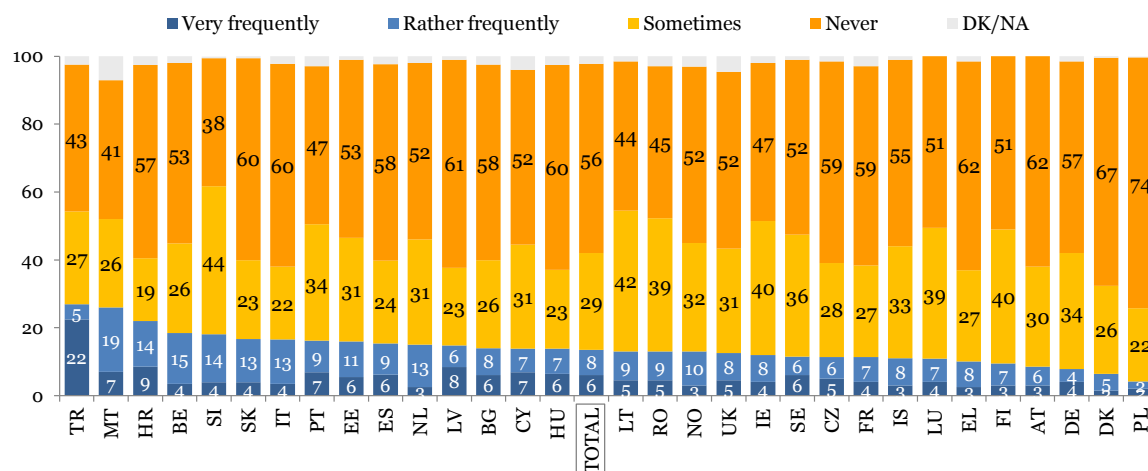
For more details, see annex tables 52b and 54b.

Country variations

Across almost all countries surveyed, less than a quarter of respondents said they *very* or *rather frequently* cooperated with higher education institutions to **discuss curriculum design and study programmes**. In Malta and Turkey, on the other hand, slightly more than a quarter of graduate employers said they *very* or *rather frequently* had such cooperation (26%-27%).

Furthermore, in most countries, a majority of respondents said they had never cooperated with higher education institutions to discuss curriculum design and study programmes; interviewees in Poland were the most likely to give this response (74%). The corresponding proportion for Malta was 41% and for Turkey 43%; these figures were similar to those observed in Slovenia (38%) and Lithuania (44%).

Frequency of cooperation with higher education institutions to discuss curriculum design and study programmes



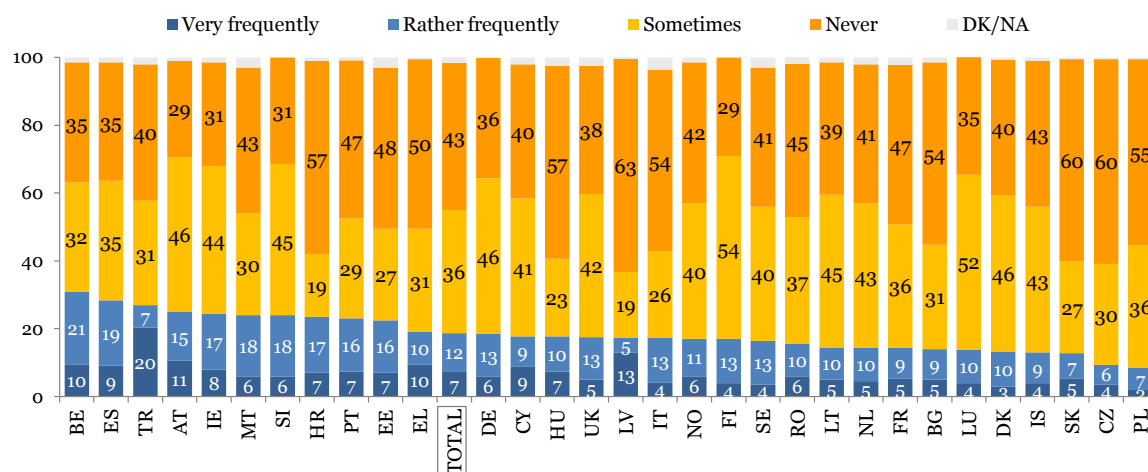
Q6.1. How frequently do you cooperate with higher education institutions to discuss curriculum design and study programmes?

Base: all companies, % by country

Turkish respondents were also among the most likely to answer that they *very* or *rather frequently* cooperated with higher education institutions in **the recruitment of their graduates** (27%); employers in Spain and Belgium, however, were the most likely to report such cooperation (28%-31%). In almost all of the remaining countries, less than a quarter of graduate recruiters gave a similar response.

Poland was, once again, found at the bottom of the distribution with just 9% of respondents who said they *very* or *rather frequently* cooperated with higher education institutions in recruiting their graduates. The highest proportions of respondents who said they had never cooperated with higher education institutions, however, were found in Latvia (63%), Slovakia and the Czech Republic (both 60%).

Frequency of cooperation with higher education institutions in the recruitment of their graduates



Q6.4. How frequently do you cooperate with higher education institutions in recruiting their graduates?

Base: all companies, % by country

11.2 Importance of cooperation with higher education institutions

Graduate recruiters were divided on the importance of cooperation with higher education institutions in the design of curricula and study programmes: 48% considered such cooperation to be important for their company and 47% said the opposite.

Focusing solely on the more extreme responses, it was noted that respondents who said that cooperation with higher education institutions in the design of curricula and study programmes was *not at all important* outnumbered those who said that such cooperation was *very important* (26% vs. 16%).

Company characteristics

Almost 6 in 10 (57%) respondents in large companies considered cooperation with higher education institutions to be *very* or *rather* important for their company; in comparison, this view was shared by 45% of respondents in medium-sized companies.

In terms of activities, graduate employers in the industry and public or non-public services sectors were more likely than their counterparts in other sectors to value cooperation with higher education institutions (for example, 50% of “very” and “rather important” responses in the industry sector vs. 39% in the construction, transport and ICT sector).

While 38% of respondents without international contacts thought that it was *very* or *rather* important for their company to cooperate with higher education institutions in the design of curricula and study programmes, this proportion increased to approximately 50% for those with international contacts (for example, 55% for those with between 10% and 49% of “international contacts” in day-to-day operations).

For more details, see annex table 53b.

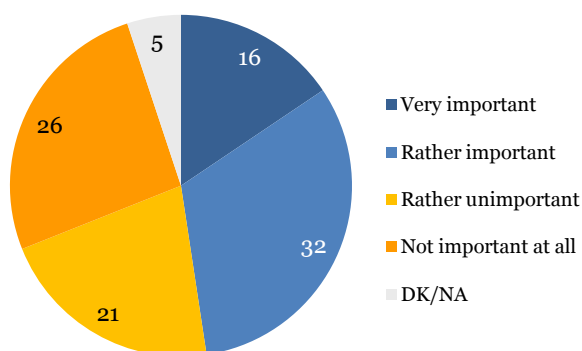
Country variations

The proportion of graduate employers who thought it was *very* or *rather* important for their company to cooperate with higher education institutions in the design of curricula and study programmes ranged from roughly a third in the Czech Republic, Hungary and France (30%-35%) to about two-thirds in Turkey, Slovenia and Portugal (65%-67%).

Although the total proportion of “very” and “rather” important responses was somewhat lower in Malta than in Portugal, graduate recruiters in the former country were the most likely to think that cooperation with higher education institutions was *very important* for their company (38%, compared to 21% in Portugal).

Respondents in Hungary and the Czech Republic were not only the least likely to say that cooperation with higher education institutions was important, they were also the most likely to say that such cooperation was *not at all important* (46%-48%). Respondents in Croatia were almost as likely to select the “not at all important” response (45%).

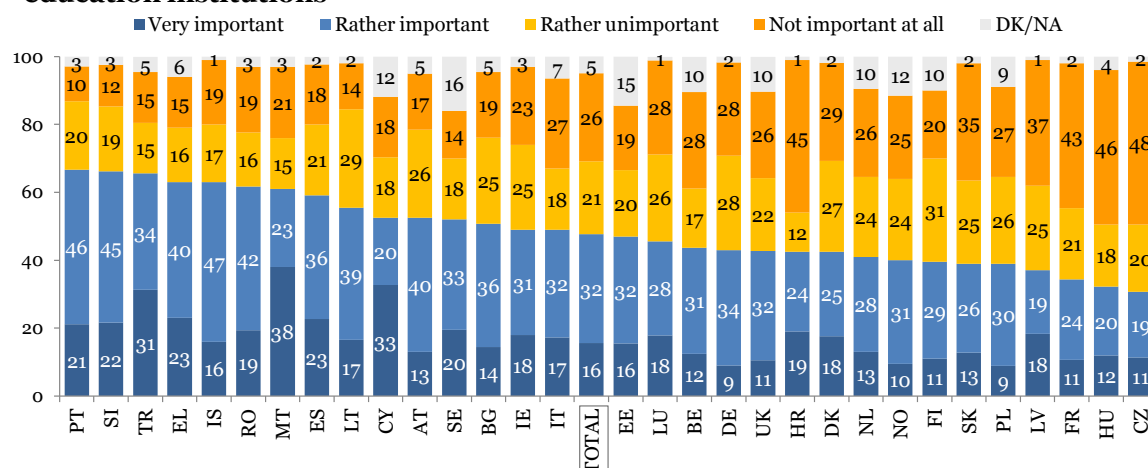
Respondents' opinions about the importance of cooperation with higher education institutions - TOTAL



Q6.2. How important is the cooperation for your organization? Please rate the importance of cooperating with higher education institutions the design of curricula and study programmes.

Base: all companies, % TOTAL

Respondents' opinions about the importance of cooperation with higher education institutions



Q6.2. How important is the cooperation for your organization? Please rate the importance of cooperating with higher education institutions in the design of curricula and study programmes.

Base: all companies, % by country

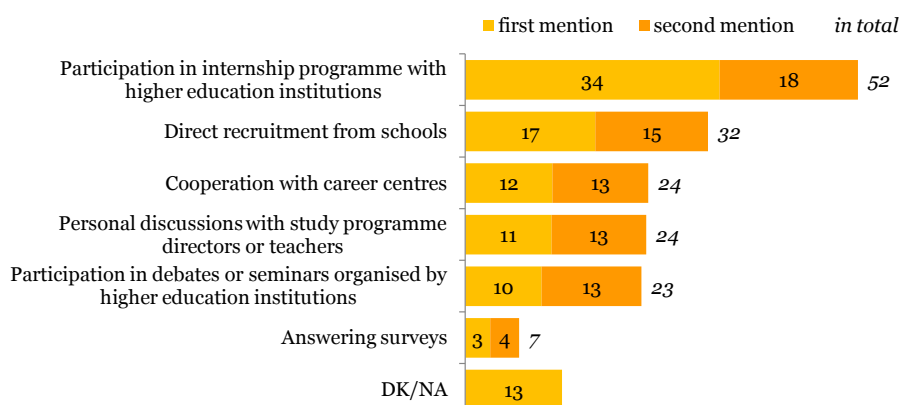
11.3 Best ways of cooperating with higher education institutions on recruitment

The survey also sought opinions about the best ways of cooperating with higher education institutions on recruitment. Interviewers read out six potential ways of cooperating and asked respondents to choose two measures. In the following section, we focus on a discussion of the *total percentages* of respondents who selected a certain method of cooperation.

Roughly one in two (52%) graduate employers said that one of the best ways of cooperating with higher education institutions on recruitment was their participation in internship programmes and about a third (32%) selected direct recruitment from schools.

Other topics were selected by a quarter or less respondents: 24% thought that personal discussions with study programme directors or teachers would be a good way to cooperate, 24% selected cooperation with career centres and 23% opted for participation in debates or seminars organised by higher education institutions. Just 7% of graduate employers thought that answering surveys was one of the best ways of cooperating with higher education institutions on recruitment.

Opinions about the best ways of cooperating with higher education institutions on recruitment – TOTAL



Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment? Please select two from the six items I am going to read to you.

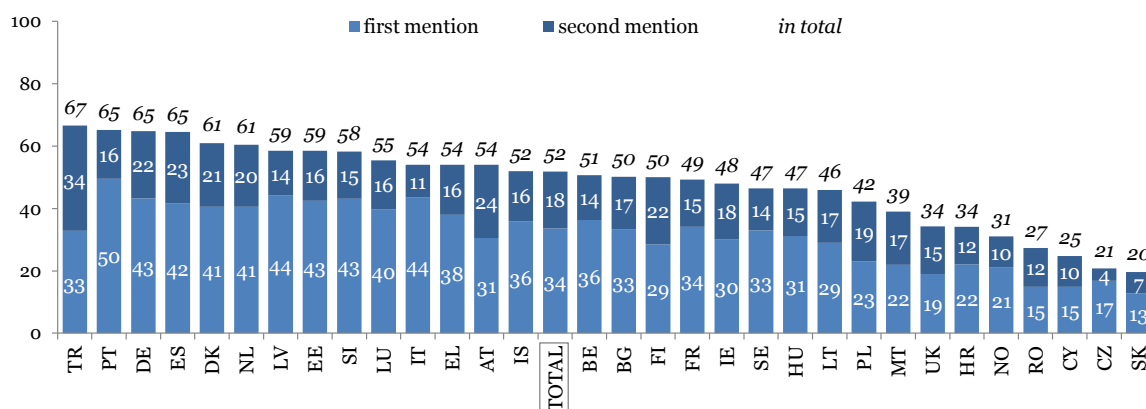
Base: all companies, % TOTAL

Please note that due to rounding, the percentages for "first mention" and "second mention" do not always add up exactly to the total percentages

Country variations

The proportion of graduate employers who said that one of the best ways to cooperate with higher education institutions on recruitment was their **participation in internship programmes** ranged from approximately a fifth in Slovakia and the Czech Republic (20%-21%) to roughly two-thirds in Spain, Germany, Portugal and Turkey (65%-67%). Participation in internship programmes was the most frequently selected method of cooperation in almost all of the countries surveyed.

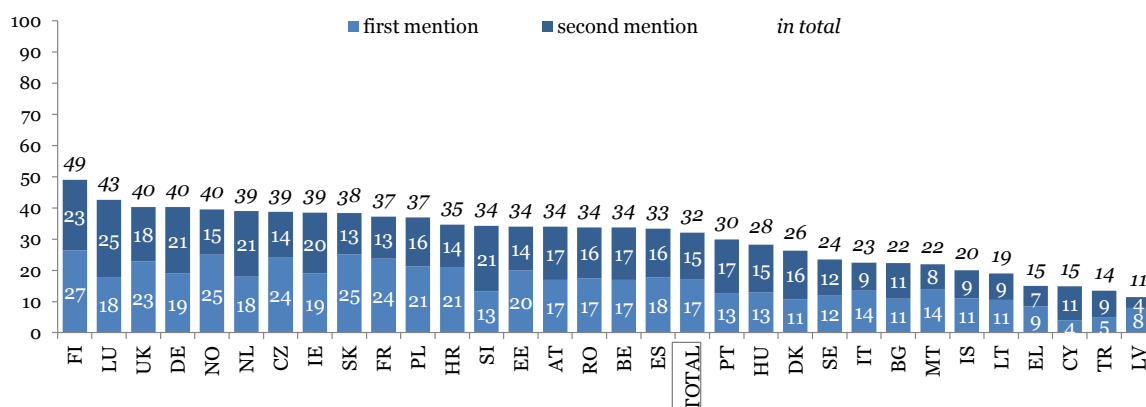
Opinions about the best ways of cooperating with higher education institutions on recruitment Participation in an internship programme with higher education institutions



Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
Please select two from the six items I am going to read to you.
Base: all companies, % by country

Respondents in Turkey were the most likely to answer that one of the best ways to cooperate with higher education institutions on recruitment was to participate in internship programmes; however, they were among the least likely to think that **direct recruitment from schools** was a good method of cooperation (14%); this was a figure similar to those observed in Latvia (11%), Cyprus and Greece (both 15%). Direct recruitment from schools as a method of cooperation was most frequently selected in Finland (49%).

Opinions about the best ways of cooperating with higher education institutions on recruitment Direct recruitment from schools

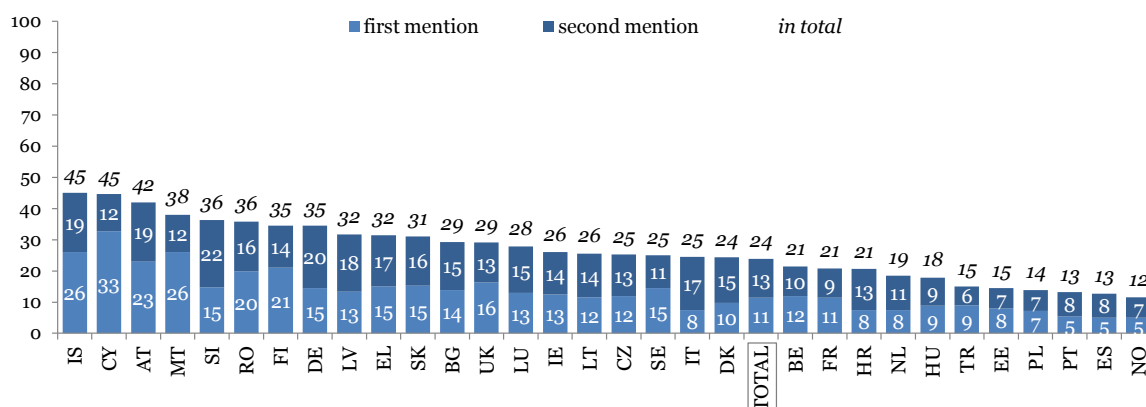


Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
Please select two from the six items I am going to read to you.
Base: all companies, % by country

Only a minority of graduate employers in Cyprus preferred cooperating with higher education institutions by participating in internship programmes or by direct recruitment from schools; they were, however, among the most likely to say that **personal discussions with study programme directors or teachers** would be a good way to cooperate (45%). The same proportion was seen in Iceland (45%); in sharp contrast, in Norway, Spain, Portugal and Poland, not more than one in seven graduate recruiters selected this method of cooperation (12%-14%).

Opinions about the best ways of cooperating with higher education institutions on recruitment

Personal discussions with study programme directors or teachers



Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?

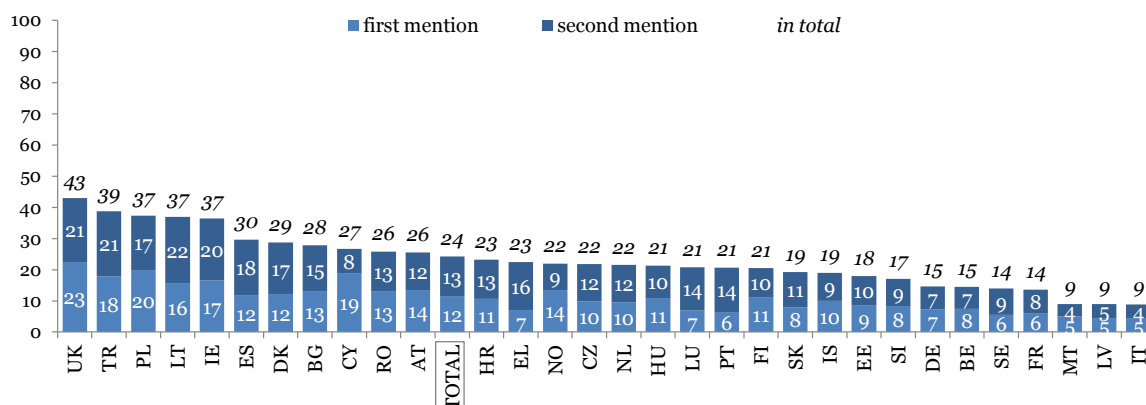
Please select two from the six items I am going to read to you.

Base: all companies, % by country

A large variation across countries was also seen in the proportion of graduate recruiters who thought that **cooperation with career centres** would be a good way to collaborate with higher education institutions; the proportion selecting this response ranged from 9% in Italy, Latvia and Malta to 43% in the UK.

Opinions about the best ways of cooperating with higher education institutions on recruitment

Cooperation with career centres



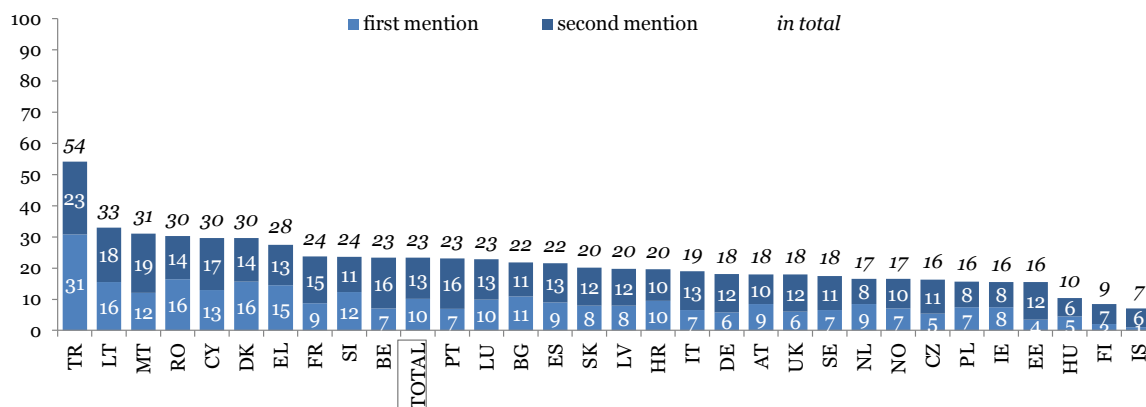
Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?

Please select two from the six items I am going to read to you.

Base: all companies, % by country

Turkey stood out from the pack with 54% of respondents who thought that one of the best ways of cooperating with higher education institutions on recruitment was their **participation in debates or seminars organised by higher education institutions**. In all other countries, however, not more than a third of respondents preferred this method of cooperation (ranging from 7% in Iceland to 33% in Lithuania).

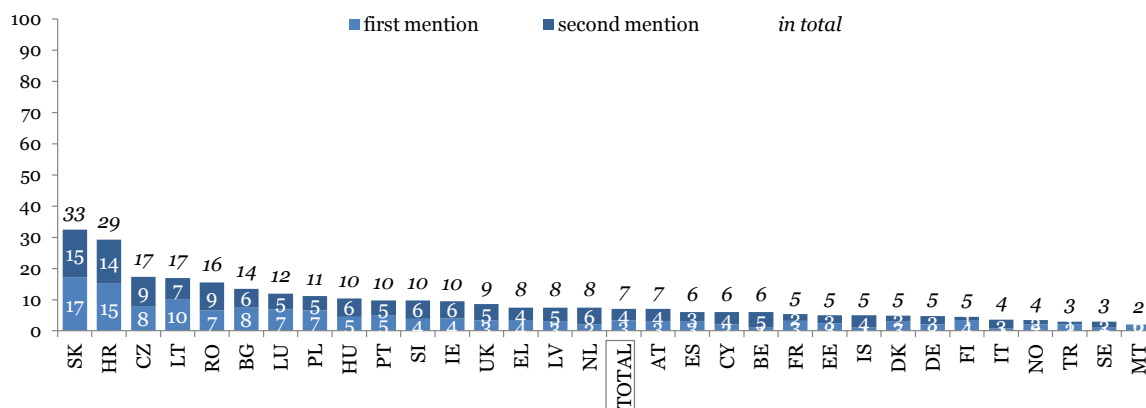
Opinions about the best ways of cooperating with higher education institutions on recruitment
Participation in debates or seminars organised by higher education institutions



Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
 Please select two from the six items I am going to read to you.
 Base: all companies, % by country

Across all countries included in this study, not more than a sixth of respondents thought of **participating in surveys** as a way of cooperating with higher education institutions on recruitment; the only exceptions were Croatia and Slovakia (29% and 33%, respectively).

Opinions about the best ways of cooperating with higher education institutions on recruitment
Answering surveys



Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
 Please select two from the six items I am going to read to you.
 Base: all companies, % by country

Flash EB Series #304

Employers'
perception of
graduate
employability

Annex
tables and
survey
details

THE GALLUP ORGANIZATION

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Table 1a. Size of companies/organisations – *by country*

QUESTION: Q1.1. How many employees does your company/organisation have in [COUNTRY]?























	Total N	% 50-249	% 250 or more	% DK/NA
 TOTAL	7036	75.9	23.9	0.1
COUNTRY				
 Belgium	201	79.1	20.9	0
 Bulgaria	201	84.1	15.9	0
 Czech Rep.	202	80.7	18.8	0.5
 Denmark	205	73.2	26.8	0
 Germany	400	72.8	27.2	0
 Estonia	200	84.5	15.5	0
 Greece	200	81	19	0
 Spain	401	71.6	28.4	0
 France	404	83.4	16.6	0
 Ireland	200	75	25	0
 Italy	400	77.8	22.2	0
 Cyprus	101	82.2	17.8	0
 Latvia	202	76.7	23.3	0
 Lithuania	200	84	16	0
 Luxembourg	101	77.2	22.8	0
 Hungary	202	82.2	17.8	0
 Malta	100	78	22	0
 Netherlands	200	79.5	20.5	0
 Austria	200	80	20	0
 Poland	403	76.4	23.6	0
 Portugal	204	81.4	18.6	0
 Romania	201	79.6	20.4	0
 Slovenia	204	67.2	32.8	0
 Slovakia	203	84.2	15.8	0
 Finland	200	78.5	21.5	0
 Sweden	200	51.5	48.5	0
 United Kingdom	400	71.2	27.5	1.2
 Croatia	200	82.5	17.5	0
 Turkey	201	72.6	27.4	0
 Norway	200	70.5	29.5	0
 Iceland	100	77	23	0

Table 1b. Size of companies/organisations – *by segments*

QUESTION: Q1.1. How many employees does your company/organisation have in [COUNTRY]?






	Total N	%50-249	%250 or more	%DK/NA
TOTAL	7036	75.9	23.9	0.1
 COMPANY SIZE				
50-249 employees	5344	100	0	0
250 or more employees	1682	0	100	0
 HIGHER EDUCATION GRADUATES				
Have recruited and plan to recruit more	4759	72.8	27.1	0.1
Have recruited but not planning to recruit more	1764	83.9	15.9	0.2
Did not recruit but planning to recruit	375	86	13.5	0.5
 OWNERSHIP STRUCTURE				
Public	1490	50.9	48.9	0.2
Private	5204	84.5	15.3	0.1
Mixed	291	52.5	47.5	0
 INTERNATIONAL CONTACTS				
More than 50%	877	81.6	18	0.4
10-50%	1982	77	22.9	0
Less than 10%	2122	74.4	25.5	0.1
None	1815	74.9	24.9	0.2
 MAIN ACTIVITY				
Industry	2514	82	17.9	0.1
Construction, transport, ICT	876	82.6	17.3	0.1
Trade, accommodation and food services	862	80.3	19.3	0.4
Public services	1183	53	46.7	0.3
Non-public services	1600	77.4	22.6	0

Table 2a. Recruitment of higher education graduates – *by country*

QUESTION: Q1.2. Did you recruit higher education graduates in the last 5 years, or are you planning to recruit higher education graduates in the next 5 years?

































		Total N	% Have recruited and plan to recruit more	% Have recruited but not planning to recruit more	% Did not recruit but planning to recruit	% DK/NA
	TOTAL	7036	67.6	25.1	5.3	2
	COUNTRY					
	Belgium	201	84.1	9	7	0
	Bulgaria	201	77.6	16.4	4	2
	Czech Rep.	202	53	36.6	10.4	0
	Denmark	205	83.9	12.7	2.9	0.5
	Germany	400	70.2	20.8	7.8	1.2
	Estonia	200	92.5	3.5	3.5	0.5
	Greece	200	66.5	30	3	0.5
	Spain	401	58.9	37.4	2.7	1
	France	404	74.3	22	3.5	0.2
	Ireland	200	63	32.5	2.5	2
	Italy	400	58	34	6	2
	Cyprus	101	82.2	13.9	4	0
	Latvia	202	81.7	10.4	7.9	0
	Lithuania	200	56	34.5	8.5	1
	Luxembourg	101	87.1	4	8.9	0
	Hungary	202	68.3	28.2	3	0.5
	Malta	100	79	20	1	0
	Netherlands	200	76.5	21	1.5	1
	Austria	200	85	12.5	2	0.5
	Poland	403	80.1	13.2	5.5	1.2
	Portugal	204	64.7	25	9.8	0.5
	Romania	201	53.2	37.3	7.5	2
	Slovenia	204	81.4	14.2	4.4	0
	Slovakia	203	65.5	26.6	7.4	0.5
	Finland	200	83	14.5	1.5	1
	Sweden	200	82.5	14.5	3	0
	United Kingdom	400	62.8	22.8	8.2	6.2
	Croatia	200	73	26.5	0.5	0
	Turkey	201	62.2	29.9	3	5
	Norway	200	82	15.5	2.5	0
	Iceland	100	92	2	3	3

Table 2b. Recruitment of higher education graduates – *by segments*

QUESTION: Q1.2. Did you recruit higher education graduates in the last 5 years, or are you planning to recruit higher education graduates in the next 5 years?






	Total N	% Have recruited and plan to recruit more	% Have recruited but not planning to recruit more	% Did not recruit but planning to recruit	% DK/NA
TOTAL	7036	67.6	25.1	5.3	2
 COMPANY SIZE					
50-249 employees	5344	64.8	27.7	6	1.4
250 or more employees	1682	76.7	16.6	3	3.6
 HIGHER EDUCATION GRADUATES					
Have recruited and plan to recruit more	4759	100	0	0	0
Have recruited but not planning to recruit more	1764	0	100	0	0
Did not recruit but planning to recruit	375	0	0	100	0
 OWNERSHIP STRUCTURE					
Public	1490	69.2	23.4	3.8	3.5
Private	5204	66.9	25.9	5.8	1.5
Mixed	291	71.8	20	5.3	2.8
 INTERNATIONAL CONTACTS					
More than 50%	877	71.6	22.3	4	2
10-50%	1982	68.9	24.4	5.5	1.2
Less than 10%	2122	69.4	23.9	5.1	1.6
None	1815	62.4	28.6	6.1	2.9
 MAIN ACTIVITY					
Industry	2514	65.3	27.2	6.3	1.2
Construction, transport, ICT	876	62.2	29.9	6.1	1.8
Trade, accommodation and food services	862	64	26.4	7.1	2.5
Public services	1183	73.8	20.8	3.5	1.9
Non-public services	1600	71.6	21.6	3.8	3

Table 3a. Ownership structure of companies – *by country*

QUESTION: Q1.3. What is the ownership structure of your company/organisation?

































	Total N	% Public	% Private	% Mixed	% DK/NA
 TOTAL	7036	21.2	74	4.1	0.7
COUNTRY					
 Belgium	201	19.4	78.6	1.5	0.5
 Bulgaria	201	20.4	73.6	4.5	1.5
 Czech Rep.	202	21.3	73.8	3.5	1.5
 Denmark	205	19	74.6	5.9	0.5
 Germany	400	21.8	74.8	3.2	0.2
 Estonia	200	20	75.5	4.5	0
 Greece	200	22.5	75	2.5	0
 Spain	401	21.4	75.1	3.5	0
 France	404	22.5	74.8	2.5	0.2
 Ireland	200	21	73.5	4	1.5
 Italy	400	16	76	8	0
 Cyprus	101	14.9	82.2	2	1
 Latvia	202	22.3	74.8	2.5	0.5
 Lithuania	200	23.5	73.5	1.5	1.5
 Luxembourg	101	15.8	76.2	7.9	0
 Hungary	202	20.8	74.3	4	1
 Malta	100	10	74	16	0
 Netherlands	200	14.5	70.5	10.5	4.5
 Austria	200	14	73.5	11	1.5
 Poland	403	22.3	74.4	2.5	0.7
 Portugal	204	24	74	1.5	0.5
 Romania	201	23.4	74.6	2	0
 Slovenia	204	28.9	62.3	8.3	0.5
 Slovakia	203	23.2	73.4	3	0.5
 Finland	200	22.5	72.5	2.5	2.5
 Sweden	200	41.5	57.5	1	0
 United Kingdom	400	19.5	71.5	6.2	2.8
 Croatia	200	29	64.5	6.5	0
 Turkey	201	23.4	74.6	2	0
 Norway	200	14.5	77	8.5	0
 Iceland	100	14	43	11	32

Table 3b. Ownership structure of companies – *by segments*

QUESTION: Q1.3. What is the ownership structure of your company/organisation?






	Total N	% Public	% Private	% Mixed	% DK/NA
TOTAL	7036	21.2	74	4.1	0.7
 COMPANY SIZE					
50-249 employees	5344	14.2	82.3	2.9	0.6
250 or more employees	1682	43.4	47.4	8.2	1
 HIGHER EDUCATION GRADUATES					
Have recruited and plan to recruit more	4759	21.7	73.2	4.4	0.8
Have recruited but not planning to recruit more	1764	19.8	76.4	3.3	0.5
Did not recruit but planning to recruit	375	15.2	79.9	4.1	0.7
 OWNERSHIP STRUCTURE					
Public	1490	100	0	0	0
Private	5204	0	100	0	0
Mixed	291	0	0	100	0
 INTERNATIONAL CONTACTS					
More than 50%	877	6.5	88.7	4.1	0.8
15-50%	1982	11.9	84.6	2.7	0.8
Less than 10%	2122	24.1	71.2	3.9	0.7
None	1815	33.8	59.7	5.9	0.6
 MAIN ACTIVITY					
Industry	2514	4.9	92.1	2.6	0.4
Construction, transport, ICT	876	8.3	87.2	4	0.4
Trade, accommodation and food services	862	2.9	93.1	3.3	0.7
Public services	1183	81.8	12.5	4.6	1
Non-public services	1600	18.8	73.4	6.6	1.2

Table 4a. Sector of activity – *part 1 – by country*

QUESTION: Q1.4. What is the main activity of your company?

		Total N	% Mining and quarrying	% Manufacturing	% Electricity, gas, steam and air conditioning supply	% Water supply; sewerage, waste management and remediation activities	% Construction	% Transportation and storage	% Information and communication	% Wholesale and retail trade; repair of motor vehicles and motorcycles	% Accommodation and food service activities
	TOTAL	7036	1.4	30.9	2.3	1.1	6.5	3.6	2.3	8.8	3.4
	COUNTRY										
	Belgium	201	1.5	24.9	2.5	3.5	9.5	6	1.5	5	5
	Bulgaria	201	3	19.4	2.5	1.5	10.9	5.5	3.5	11.4	6
	Czech Rep.	202	2	24.3	3.5	4.5	16.3	7.9	3.5	5.4	2.5
	Denmark	205	0	24.4	2	1.5	3.9	1.5	3.9	14.6	1
	Germany	400	0.2	34.5	2.8	1.8	5.8	2.5	4	5.2	3
	Estonia	200	1.5	26.5	3.5	0.5	9.5	8.5	3.5	12	5.5
	Greece	200	1	16.5	1.5	2	3.5	3	1.5	28.5	6.5
	Spain	401	1	18	1.5	0	7.5	5.2	5.2	10.2	5.5
	France	404	1.5	25.2	1.2	1.5	6.9	6.2	1	12.4	2
	Ireland	200	0	22.5	2	1	3.5	5	2.5	14	12
	Italy	400	2.2	33.2	3	1.2	4.2	3.5	1.2	8	2
	Cyprus	101	0	10.9	1	1	9.9	0	1	23.8	19.8
	Latvia	202	2	30.2	0.5	1	8.9	5	1.5	7.9	1.5
	Lithuania	200	1	13	1.5	2.5	14	5	5.5	12	2
	Luxembourg	101	0	13.9	4	1	8.9	2	1	7.9	4
	Hungary	202	0	16.3	3.5	2	5	3	1	9.9	3
	Malta	100	0	7	1	1	2	2	4	2	3
	Netherlands	200	2	18	3	2.5	6.5	8	4	19.5	6
	Austria	200	0	21	3.5	0	8	2.5	2.5	9	1.5
	Poland	403	0.7	37.7	1	1.2	10.7	3.2	3	13.9	0.7
	Portugal	204	1	33.3	2	0	5.9	1.5	0	10.3	2.9
	Romania	201	3	14.4	4	1	11.9	4	1	13.9	4.5
	Slovenia	204	1	43.1	4.4	4.9	6.9	1	1	3.9	2.5
	Slovakia	203	3	22.2	1.5	1.5	9.9	3.4	3	9.9	3.4
	Finland	200	0.5	35	4	0	3	1.5	4	7	0
	Sweden	200	0.5	29.5	3	0.5	3.5	5.5	0.5	4	1.5
	United Kingdom	400	0.2	23	1.2	0	6	2.2	1.8	6.8	7.8
	Croatia	200	0.5	21	3.5	4.5	15	2.5	2	11	3.5
	Turkey	201	4	69.2	2.5	0	2.5	1	0	0	1
	Norway	200	0.5	18	6.5	2.5	3	5.5	6	8	6
	Iceland	100	0	12	4	2	5	2	2	7	1

Table 4b. Sector of activity – *part 1 – by segments*

QUESTION: Q1.4. What is the main activity of your company?





	Total N	% Mining and quarrying	% Manufacturing	% Electricity, gas, steam and air conditioning supply	% Water supply; sewerage, waste management and remediation activities	% Construction	% Transportation and storage	% Information and communication	% Wholesale and retail trade; repair of motor vehicles and motorcycles	% Accommodation and food service activities
TOTAL	7036	1.4	30.9	2.3	1.1	6.5	3.6	2.3	8.8	3.4
 COMPANY SIZE										
50-249 employees	5344	1.2	34	2.2	1.2	7.4	3.7	2.5	9.5	3.5
250 or more employees	1682	2	21.4	2.4	1	4	3.5	1.6	6.8	3.1
 HIGHER EDUCATION GRADUATES										
Have recruited and plan to recruit more	4759	1.1	30	2.3	1	6.1	3	2.4	8.2	3.4
Have recruited but not planning to recruit more	1764	2	33.1	2	1.6	7.7	5.1	2	9.8	3
Did not recruit but planning to recruit	375	0.5	36.9	3.8	0.9	8.1	4.6	1.5	11.5	4.8
 OWNERSHIP STRUCTURE										
Public	1490	1.5	3.9	1.6	1.3	2.3	2	0.6	1	0.7
Private	5204	1.2	39.9	2.3	1	8	4	2.8	11.4	4
Mixed	291	3.9	12.5	4.3	2.2	3.3	6.7	2.2	4	5.9
 INTERNATIONAL CONTACTS										
More than 50%	877	2.2	44.5	1.3	1.3	2.8	6.1	2	6.5	8.8
10-50%	1982	1.4	42	2.3	1	4.7	3.7	2.1	9.7	4
Less than 10%	2122	1	28.4	2.1	0.9	7.3	3	2.9	8.9	2.4
None	1815	1.5	15.6	2.8	1.6	9.6	3	1.9	9.3	1.7
 MAIN ACTIVITY										
Industry	2514	3.9	86.6	6.3	3.2	0	0	0	0	0
Construction, transport, ICT	876	0	0	0	0	52.5	29.2	18.3	0	0
Trade, accommodation and food services	862	0	0	0	0	0	0	0	72	28
Public services	1183	0	0	0	0	0	0	0	0	0
Non-public services	1600	0	0	0	0	0	0	0	0	0

Table 5a. Sector of activity – *part 2 – by country*

QUESTION: Q1.4. What is the main activity of your company?




		Total N	% Public administration and defence; compulsory social security	% Human health and social work activities	% Financial and insurance activities	% Real estate activities	% Professional, scientific and technical activities	% Administrative and support service activities	% Arts, entertainment and recreation	% Other service activities	% Activities of households as employers; undifferentiated goods- and services-producing activities of households for own u	% Activities of extraterritorial organisations and bodies
	TOTAL	7036	12.3	4.5	2.5	0.7	2.8	2.3	1.6	12.1	0.3	0.3
	COUNTRY											
	Belgium	201	7.5	8	4.5	3.5	4.5	1.5	2	5.5	2.5	1.5
	Bulgaria	201	7	8	1	0.5	0	2	1.5	15.9	0.5	0
	Czech Rep.	202	6.4	5.4	1.5	1	2.5	2.5	4	5.9	0.5	0.5
	Denmark	205	12.7	5.4	8.3	1	2.9	4.4	2.4	9.3	0	1
	Germany	400	14.5	3.2	3.2	0.2	3.5	5.5	1.5	8.5	0	0
	Estonia	200	8	6	3	1	1	0.5	1.5	7	0.5	0.5
	Greece	200	13	8	3.5	0	1	1	2	7	0	0.5
	Spain	401	18.2	3	2.7	0.5	2	2.7	3.2	12.2	0.7	0.5
	France	404	19.8	1.2	2	0.5	1.5	3.7	2	10.1	0.7	0.5
	Ireland	200	3.5	5	3.5	1	2	1.5	2	18	0.5	0.5
	Italy	400	13.2	5.8	1.8	0.8	1.5	1.8	2	14.2	0.2	0
	Cyprus	101	2	4	6.9	0	4	1	2	12.9	0	0
	Latvia	202	12.9	4.5	2	1.5	5.9	3.5	1.5	8.9	0.5	0.5
	Lithuania	200	7.5	3	0.5	1.5	0	1.5	1	27	1	0.5
	Luxembourg	101	9.9	6.9	16.8	1	7.9	4	0	8.9	1	1
	Hungary	202	11.9	5.9	5.9	2	4	1	1	22.8	1.5	0.5
	Malta	100	6	2	4	0	6	0	3	57	0	0
	Netherlands	200	4.5	5.5	2	1	2	0	1	12.5	0	2
	Austria	200	5.5	5.5	17.5	1.5	5.5	5	3	8.5	0	0
	Poland	403	10.9	7.7	1.2	0.7	1.7	1.2	0.2	3.7	0	0.2
	Portugal	204	21.6	2	1.5	0.5	2	1	3.9	9.8	0	1
	Romania	201	15.9	0.5	1	1	2	1	0.5	17.9	1	1.5
	Slovenia	204	3.4	13.7	0.5	0	2.5	0.5	1.5	8.8	0.5	0
	Slovakia	203	17.7	5.9	1.5	0	1	0.5	0	15.3	0	0.5
	Finland	200	14.5	4	3.5	1	3.5	0.5	0.5	16	0.5	1
	Sweden	200	29	7	2.5	0.5	3.5	0.5	0.5	7.5	0	0.5
	United Kingdom	400	7.8	8.5	2.8	1.8	8.8	0.2	1.8	19.2	0.2	0
	Croatia	200	4.5	6.5	1.5	0	1.5	1	2.5	19	0	0
	Turkey	201	3	1.5	0	0	0.5	1.5	0	13.4	0	0
	Norway	200	8	3.5	5	2	6.5	1	1	16	0.5	0.5
	Iceland	100	21	16	7	0	3	1	0	16	1	0

Table 5b. Sector of activity – *part 2 – by segments*

QUESTION: Q1.4. What is the main activity of your company?






	Total N	% Public administration and defence; compulsory social security	% Human health and social work activities	% Financial and insurance activities	% Real estate activities	% Professional, scientific and technical activities	% Administrative and support service activities	% Arts, entertainment and recreation	% Other service activities	% Activities of households as employers; undifferentiated goods- and services-producing activities of households for own u	% Activities of extraterritorial organisations and bodies
TOTAL	7036	12.3	4.5	2.5	0.7	2.8	2.3	1.6	12.1	0.3	0.3
 COMPANY SIZE											
50-249 employees	5344	8.5	3.2	2	0.7	3	2.4	1.7	12.6	0.4	0.4
250 or more employees	1682	24.4	8.4	4.1	0.8	2.3	2	1.1	10.8	0.3	0.2
 HIGHER EDUCATION GRADUATES											
Have recruited and plan to recruit more	4759	13.4	5	3.1	0.9	3.6	2.4	1.5	11.8	0.3	0.5
Have recruited but not planning to recruit more	1764	10.5	3.4	1.3	0.4	1	2	1.8	12.4	0.5	0.1
Did not recruit but planning to recruit	375	7.3	3.8	0.5	0.3	1.7	2.4	1.6	9.5	0.4	0
 OWNERSHIP STRUCTURE											
Public	1490	52.9	12	2.9	0.4	1.1	2.4	0.8	12.1	0.1	0.5
Private	5204	0.9	2	2	0.8	3.3	2.2	1.7	11.8	0.4	0.3
Mixed	291	11.4	7.4	6.8	1.9	3.2	3.7	3.1	17.5	0	0
 INTERNATIONAL CONTACTS											
More than 50%	877	2	1.8	1.3	0.3	3.6	1.5	1.4	11.8	0.3	0.5
10-50%	1982	5.3	2.7	1.7	1.2	3	1.5	2	10.9	0.2	0.4
Less than 10%	2122	16	5.8	2.7	0.7	3.2	2.5	1.5	10.3	0.2	0.2
None	1815	20.3	6.2	3.5	0.5	1.9	3.4	1.2	14.9	0.6	0.4
 MAIN ACTIVITY											
Industry	2514	0	0	0	0	0	0	0	0	0	0
Construction, transport, ICT	876	0	0	0	0	0	0	0	0	0	0
Trade, accommodation and food services	862	0	0	0	0	0	0	0	0	0	0
Public services	1183	73.4	26.6	0	0	0	0	0	0	0	0
Non-public services	1600	0	0	10.8	3.3	12.5	10.1	7	53.3	1.5	1.5

Table 6a. Percentage of day-to-day operations involving dealing with people abroad – *by country*

QUESTION: Q1.5. What percentage of your day-to-day operations involves dealing with people in - or from - other countries?














		Total N	% More than half of the operations	% Between 25-50%	% Between 10-24%	% Less than 10%	% None	% DK/NA
	TOTAL	7036	12.5	15.7	12.5	30.2	25.8	3.4
	COUNTRY							
	Belgium	201	18.4	15.4	12.9	35.8	13.9	3.5
	Bulgaria	201	15.9	13.9	10	29.9	27.4	3
	Czech Rep.	202	17.3	18.3	12.9	25.7	21.3	4.5
	Denmark	205	13.7	11.7	11.7	38	22.4	2.4
	Germany	400	9.8	10.2	14.5	42.2	23	0.2
	Estonia	200	19	18.5	13	28	19.5	2
	Greece	200	12	16.5	23.5	27.5	17	3.5
	Spain	401	16.7	17.7	13.5	24.7	23.2	4.2
	France	404	11.1	9.9	7.2	30.4	37.9	3.5
	Ireland	200	24	19.5	13	33	7	3.5
	Italy	400	11	19	8.8	21	35	5.2
	Cyprus	101	25.7	14.9	12.9	20.8	12.9	12.9
	Latvia	202	25.7	12.4	12.4	22.8	25.7	1
	Lithuania	200	13.5	7.5	6	26.5	40.5	6
	Luxembourg	101	55.4	14.9	14.9	10.9	3	1
	Hungary	202	21.3	12.4	7.9	27.7	27.7	3
	Malta	100	49	17	9	14	8	3
	Netherlands	200	17	12	14	29.5	25	2.5
	Austria	200	12	12.5	19	40.5	14.5	1.5
	Poland	403	7.7	12.2	12.4	32.3	30	5.5
	Portugal	204	10.3	11.8	8.8	20.1	44.6	4.4
	Romania	201	13.4	18.4	12.4	27.9	24.9	3
	Slovenia	204	23.5	16.2	12.3	28.4	15.7	3.9
	Slovakia	203	14.8	16.3	12.8	28.1	25.1	3
	Finland	200	7.5	9	20	41	22	0.5
	Sweden	200	15	15.5	19	38	9	3.5
	United Kingdom	400	15.2	14.5	13.8	34.2	18.2	4
	Croatia	200	15.5	19	11.5	17.5	32	4.5
	Turkey	201	8	31.3	13.4	20.4	22.9	4
	Norway	200	12.5	11	21	43.5	8.5	3.5
	Iceland	100	5	8	14	57	13	3

Table 6b. Percentage of day-to-day operations involving dealing with people abroad – *by segments*

QUESTION: Q1.5. What percentage of your day-to-day operations involves dealing with people in - or from - other countries?



	Total N	% More than half of the operations	% Between 25-50%	% Between 10-24%	% Less than 10%	% None	% DK/NA
TOTAL	7036	12.5	15.7	12.5	30.2	25.8	3.4
 COMPANY SIZE							
50-249 employees	5344	13.4	15.6	12.9	29.6	25.4	3
250 or more employees	1682	9.4	15.9	11.1	32.1	26.8	4.7
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	4759	13.2	15.8	12.9	30.9	23.8	3.4
Have recruited but not planning to recruit more	1764	11.1	16.7	10.8	28.8	29.5	3.2
Did not recruit but planning to recruit	375	9.4	13.3	15.7	28.9	29.3	3.4
 OWNERSHIP STRUCTURE							
Public	1490	3.8	8	7.8	34.4	41.1	4.8
Private	5204	14.9	18	14.2	29	20.8	3
Mixed	291	12.2	14.3	4.2	28.6	37.1	3.5
 INTERNATIONAL CONTACTS							
More than 50%	877	100	0	0	0	0	0
10-50%	1982	0	55.7	44.3	0	0	0
Less than 10%	2122	0	0	0	100	0	0
None	1815	0	0	0	0	100	0
 MAIN ACTIVITY							
Industry	2514	17.2	22.9	13.9	27.3	15.6	3
Construction, transport, ICT	876	10.9	10.9	12.9	32.1	29.8	3.5
Trade, accommodation and food services	862	15.6	14.8	16.8	27.8	23	2
Public services	1183	2.8	6	7.4	39	40.8	4
Non-public services	1600	11.4	14.5	11.5	28.3	30.1	4.3

Table 7a. Estimated percentage of higher education graduates employed in respondents' companies – *by country*

QUESTION: Q2.1. In your estimation, what is the overall percentage of higher education graduates currently employed in your company?

































	Total N	% 1- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% 51- 60%	% 61- 70%	% 71- 80%	% 81- 90	% 91- 100%	% DK/NA
 TOTAL	7036	41.2	19.3	9.8	5.4	4.8	4	3.3	3.4	2.5	2.1	4.1
COUNTRY												
 Belgium	201	28.9	15.9	9.5	8	5.5	5	5.5	6	5.5	7.5	3
 Bulgaria	201	34.3	15.9	11.9	9.5	4.5	3.5	4	6	5.5	3.5	1.5
 Czech Rep.	202	57.9	15.8	6.4	3.5	3	2	3.5	3	0.5	0.5	4
 Denmark	205	40	18	8.8	7.3	5.4	4.9	4.4	4.9	3.4	2	1
 Germany	400	53.2	17	10	4.8	4	2.8	1.5	2.2	1	1.5	2
 Estonia	200	21	23	13	7.5	8	4	6	3	6.5	4.5	3.5
 Greece	200	24.5	21	17	12	3.5	7	5	3.5	2	2	2.5
 Spain	401	37.2	18	12.5	5	5.7	5.2	5.7	3	3.5	1	3.2
 France	404	26.5	17.6	10.6	6.9	9.2	6.4	5	5.4	3.7	4.2	4.5
 Ireland	200	32.5	18	9	5.5	5.5	6.5	3.5	6	5	1.5	7
 Italy	400	54	20.5	8	4	3.2	2	0.8	1.8	1.8	0.5	3.5
 Cyprus	101	24.8	24.8	9.9	6.9	4	8.9	3	5.9	3	2	6.9
 Latvia	202	34.2	10.9	13.9	7.9	8.9	4.5	3.5	4	2	7.4	3
 Lithuania	200	35	14.5	6.5	6	2	2.5	4	6.5	4.5	6.5	12
 Luxembourg	101	28.7	15.8	7.9	4	3	10.9	11.9	5.9	5.9	5	1
 Hungary	202	37.6	20.3	9.4	9.4	4	4	5	2.5	4	2.5	1.5
 Malta	100	40	14	11	10	5	3	5	2	3	3	4
 Netherlands	200	28.5	22	9.5	8	3.5	6	7.5	6	1.5	4.5	3
 Austria	200	52.5	15	7	6.5	3.5	4	2.5	1.5	4	1	2.5
 Poland	403	38.5	19.6	12.4	4.5	3.5	3.5	2.5	4.2	3.2	4.5	3.7
 Portugal	204	48	26.5	9.3	5.4	2	1	2	2.9	1	0.5	1.5
 Romania	201	44.8	15.9	10	6.5	3.5	4	3	5	4.5	1.5	1.5
 Slovenia	204	34.3	33.3	12.3	4.4	4.4	3.4	1.5	3.4	1	1	1
 Slovakia	203	49.3	16.7	9.9	3	3	2.5	1	3.4	5.9	3.9	1.5
 Finland	200	38.5	16	11.5	12	5.5	5	2.5	4.5	3	0.5	1
 Sweden	200	29.5	20	10	14	7.5	4.5	4.5	2.5	3.5	3.5	0.5
 United Kingdom	400	38.8	13	8.2	3.8	5.2	5.2	4.2	4	1	0.2	16.2
 Croatia	200	49	19.5	10	8.5	3	3.5	1	2.5	2.5	0.5	0
 Turkey	201	40.8	32.8	8	2.5	4	2.5	3	2	2	2	0.5
 Norway	200	28	15.5	10	8.5	5.5	6.5	4.5	4.5	8.5	7.5	1
 Iceland	100	34	19	12	8	9	5	2	3	1	4	3

Table 7b. Estimated percentage of higher education graduates employed in respondents' companies – *by segments*

QUESTION: Q2.1. In your estimation, what is the overall percentage of higher education graduates currently employed in your company?






	Total N	% 1- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% 51- 60%	% 61- 70%	% 71- 80%	% 81- 90	% 91- 100%	% DK/NA
TOTAL	7036	41.2	19.3	9.8	5.4	4.8	4	3.3	3.4	2.5	2.1	4.1
 COMPANY SIZE												
50-249 employees	5344	45	19.2	9.2	4.5	4.6	3.6	2.8	3.3	2.7	2.2	2.9
250 or more employees	1682	29	19.7	12.1	8.4	5.2	5.2	5	3.9	2	1.9	7.7
 HIGHER EDUCATION GRADUATES												
Have recruited and plan to recruit more	4759	33.4	20.2	11.3	6.8	5.6	5	4	4	3.1	2.8	3.7
Have recruited but not planning to recruit more	1764	56.6	19.1	7.8	3	3.4	1.9	1.8	2.3	1.2	0.4	2.5
Did not recruit but planning to recruit	375	67.9	11.7	2.5	1.2	0.6	1.3	0.8	0.3	1.5	1.2	11
 OWNERSHIP STRUCTURE												
Public	1490	30.5	17.4	12.3	7.7	5.5	4.5	5.7	4.4	3.3	2.7	5.9
Private	5204	44.9	20	9.1	4.7	4.5	3.7	2.5	3	2.3	2	3.5
Mixed	291	33.5	17.6	9.8	8	4.9	6.5	5.8	6.3	2.2	1.1	4.3
 INTERNATIONAL CONTACTS												
More than 50%	877	40.3	19.3	9.7	5.2	5.1	4.9	4.3	2.6	3.1	2.2	3.2
10-50%	1982	35.9	22.4	10.9	5.2	4.8	4.1	3.2	4.8	3	2.9	2.8
Less than 10%	2122	42.5	18.8	10	5.7	4.5	3.6	3.6	3.2	2	2.1	4
None	1815	47.3	17.3	9	5.6	4.3	3.6	2.4	2.6	2.3	0.9	4.7
 MAIN ACTIVITY												
Industry	2514	48.4	24.4	9.7	4.7	3.1	2	1.6	1.6	1.2	0.8	2.5
Construction, transport, ICT	876	48.8	16.5	7.8	4.1	4.5	4.8	2.4	3.3	2.1	2.7	2.9
Trade, accommodation and food services	862	44.7	20	9	5.3	5.3	3.7	2	2.6	1.7	0.5	5.2
Public services	1183	29	17.1	13.3	7.1	5.8	4.7	6.1	4.9	3.6	2.4	6.1
Non-public services	1600	32.9	14.1	9.2	6	6.4	6.2	5.3	5.7	4.4	4.6	5.2

Table 8a. Educational background of higher education graduate recruits – *by country*

QUESTION: Q2.2_01-99. From which EDUCATIONAL fields do you mostly recruit higher education graduates?

% of "Mentioned" shown
















	Total N	Engineering	Business and economic studies	Languages	Law	Teacher training and education	Medical Studies	Humanities	Art and design	Communication and Information Sciences	Other social and behavioural sciences	Other natural sciences	Other	DK/NA
 TOTAL	7036	55.2	53.5	8.2	15.3	5.4	7.7	7.2	5.6	18.1	9.7	7.8	21.6	1.6
COUNTRY														
 Belgium	201	35.8	28.4	7.5	8	2.5	9	3	3	5	3	5	18.9	7
 Bulgaria	201	62.2	76.1	10.9	11.4	5.5	10	9	5	13.9	6	5.5	4.5	1
 Czech Rep.	202	51	29.2	1	5	2	5	5	2	7.4	2	3	26.7	0.5
 Denmark	205	46.8	56.6	10.7	20.5	5.9	6.3	18.5	4.9	28.8	9.3	14.1	20	1
 Germany	400	66.2	59.8	7.2	18	6.2	6.5	6.8	3.2	25.8	10.5	16.2	13	0
 Estonia	200	42	47.5	4.5	16	2	7	5.5	4.5	7.5	7.5	6.5	26.5	5
 Greece	200	59	85.5	15	18	4.5	14	8.5	15	39	16	13	13.5	0
 Spain	401	53.6	56.1	13	27.7	9.2	9	10	8	12.2	14.7	10	27.4	0.7
 France	404	41.6	43.8	9.2	22.3	5	5.7	6.7	4.5	21.5	8.7	3.2	46.5	2.5
 Ireland	200	31.5	65	9	9.5	7.5	7.5	9.5	12.5	32	14	12.5	54.5	0.5
 Italy	400	52.2	42	13.8	13.5	1.8	7.2	5	3.5	4.8	4.2	3.5	9.8	3.8
 Cyprus	101	40.6	67.3	11.9	8.9	5	9.9	8.9	11.9	24.8	14.9	14.9	26.7	3
 Latvia	202	52.5	62.4	2.5	19.3	5.9	7.4	8.9	3.5	6.9	12.9	8.4	7.9	1
 Lithuania	200	38	37	1	7	0.5	3	3.5	1.5	7.5	7	1.5	17	4
 Luxembourg	101	38.6	39.6	6.9	18.8	2	6.9	1	2	9.9	5	2	26.7	0
 Hungary	202	50.5	59.9	11.9	10.4	6.4	4	5.9	1.5	13.9	4	3	20.3	1
 Malta	100	35	46	4	7	1	6	2	5	19	4	5	35	3
 Netherlands	200	25	35	2	4	1.5	3	0	2	14.5	5	3.5	38	1
 Austria	200	46.5	64.5	5.5	26.5	3.5	4	10	1.5	14.5	8.5	11	9.5	0
 Poland	403	66	45.7	4.2	11.2	1.7	7.9	4.2	1	9.7	4.7	5.7	11.2	1.7
 Portugal	204	67.2	52.5	7.8	19.1	5.9	6.4	8.3	9.8	15.2	10.8	3.9	14.2	0.5
 Romania	201	67.2	49.8	2	14.4	1.5	1.5	1	0.5	5	2	2	15.9	1
 Slovenia	204	46.1	50	3.9	6.9	2	14.7	1.5	1.5	7.8	14.7	16.2	19.6	0.5
 Slovakia	203	44.3	38.9	3	8.4	11.3	5.9	3.4	1	3.9	2	1	27.1	0
 Finland	200	52	48.5	4.5	9	15.5	6	7.5	2	9.5	6.5	9.5	7	0.5
 Sweden	200	53.5	43.5	3.5	11	27.5	15.5	10	3	22	20	14	11	0.5
 United Kingdom	400	34.8	55.8	14.2	19.5	10	11.8	18.5	18.5	37.8	24	14.8	36.8	4
 Croatia	200	57.5	51.5	2.5	14.5	0.5	6	2	2	2.5	4	3.5	10.5	0
 Turkey	201	85.6	75.6	2.5	2.5	2.5	9.5	3.5	5	18.9	6.5	1.5	12.9	0
 Norway	200	49	43	1	6	10	8.5	3.5	2	10	7	9	21	2.5
 Iceland	100	25	50	0	7	23	9	1	1	5	5	3	19	0

Table 8b. Educational background of higher education graduate recruits – *by segments*

QUESTION: Q2.2_01-99. From which EDUCATIONAL fields do you mostly recruit higher education graduates?

% of "Mentioned" shown






	Total N	Engineering	Business and economic studies	Languages	Law	Teacher training and education	Medical Studies	Humanities	Art and design	Communication and Information Sciences	Other social and behavioural sciences	Other natural sciences	Other	DK/NA
TOTAL	7036	55.2	53.5	8.2	15.3	5.4	7.7	7.2	5.6	18.1	9.7	7.8	21.6	1.6
 COMPANY SIZE														
50-249 employees	5344	55.2	52.2	8.1	11.8	4	5.2	5.9	5.4	16.3	7	6.8	21.2	1.5
250 or more employees	1682	55.6	57.8	8.7	26.3	10.1	15.3	11	6.4	24	18.2	10.9	23	2
 HIGHER EDUCATION GRADUATES														
Have recruited and plan to recruit more	4759	56.6	54.6	8.7	17.2	6.4	9.5	8.1	5.9	20.2	11.3	9.3	21.3	1.1
Have recruited but not planning to recruit more	1764	53.3	52.9	7.7	12.7	4.2	4	5.1	4.8	13.7	6.8	5	22	1.7
Did not recruit but planning to recruit	375	48.2	44.1	5.1	6	0.6	3.4	4.3	5	14.2	3.6	4.3	23.7	5.1
 OWNERSHIP STRUCTURE														
Public	1490	52.2	50.7	6.3	37	13.9	16.1	13.8	7.1	22.6	20.8	9.9	22.9	1.8
Private	5204	56.6	54.7	8.7	9	2.8	5.1	5.2	5.3	16.7	6.3	7.1	21.1	1.5
Mixed	291	51.7	45.5	9	16.2	6.2	8.7	8.9	3.4	17.6	9.5	10.8	23.4	2
 INTERNATIONAL CONTACTS														
More than 50%	877	60.3	53.9	16.8	7.7	2.6	4.2	6.5	5.5	18.5	5.8	8.3	24	2.1
10-50%	1982	59.8	59	11.3	11.9	4.4	7	6.7	6.6	19.6	8.3	8.3	21.6	1.5
Less than 10%	2122	54.3	54.6	6.4	17.5	6.7	9.6	9.1	5.9	19.7	12.4	9.7	19.4	0.8
None	1815	48.7	47.4	2.7	19.3	6.4	7.7	5.9	4	14.9	10.1	4.7	23.2	1.9
 MAIN ACTIVITY														
Industry	2514	77.3	53.4	7.2	5.1	1	3.8	2.1	4.7	13.2	3.5	7.1	16.7	1
Construction, transport, ICT	876	62.2	46.3	5.1	8.8	1.5	0.9	4.3	3.6	18.2	4.4	4.8	21.2	2
Trade, accommodation and food services	862	25.5	70.2	10.6	7.4	2.5	2.8	5.6	5.4	17.8	6	5.3	30.9	1.9
Public services	1183	43.4	43.1	6	41.5	17	25.1	16.2	7.3	22.4	26.9	11.1	22.1	2.1
Non-public services	1600	41.5	56.3	12.1	19.6	7.5	7.1	11.2	7.1	22.8	11.6	9.6	24.2	1.9

Table 9a. Higher education graduates recruited in the last 3-5 years have the skills required to work in respondents' companies – *by country*

QUESTION: Q3.1. How much do you agree or disagree with the following statement? "Higher education graduates recruited in the last three to five years have the skills required to work in my company".

Base: those who have recruited higher education graduates in the last 5 years

	Total N	% Strongly disagree	% Disagree	% Agree	% Strongly agree	% DK/NA
 TOTAL	6523	1.5	6.9	62.3	27.4	1.8
COUNTRY						
 Belgium	187	0.5	5.3	63.6	28.3	2.1
 Bulgaria	189	1.6	12.2	52.4	31.7	2.1
 Czech Rep.	181	2.2	13.3	60.8	19.3	4.4
 Denmark	198	0	3	66.2	29.8	1
 Germany	364	0.5	2.7	60.4	34.6	1.6
 Estonia	192	2.6	13.5	67.7	13.5	2.6
 Greece	193	1.6	6.2	63.2	29	0
 Spain	386	1	5.2	59.6	33.9	0.3
 France	389	2.3	9.3	57.1	29.3	2.1
 Ireland	191	0	8.4	46.1	41.9	3.7
 Italy	368	3	10.3	59.5	25.3	1.9
 Cyprus	97	0	3.1	72.2	21.6	3.1
 Latvia	186	0.5	11.3	49.5	38.2	0.5
 Lithuania	181	3.3	28.2	59.1	5.5	3.9
 Luxembourg	92	0	4.3	65.2	26.1	4.3
 Hungary	195	1.5	8.2	60	29.2	1
 Malta	99	2	2	25.3	68.7	2
 Netherlands	195	0	6.7	76.4	15.4	1.5
 Austria	195	0.5	2.1	51.3	44.6	1.5
 Poland	376	1.3	10.9	73.1	13	1.6
 Portugal	183	1.6	4.9	60.7	30.1	2.7
 Romania	182	2.7	10.4	68.7	17	1.1
 Slovenia	195	0.5	17.4	72.8	7.7	1.5
 Slovakia	187	1.1	15.5	64.2	18.7	0.5
 Finland	195	1	3.1	68.2	27.2	0.5
 Sweden	194	0.5	0.5	45.9	52.1	1
 United Kingdom	342	1.2	6.1	64.6	23.1	5
 Croatia	199	3.5	3.5	44.2	47.7	1
 Turkey	185	2.2	4.3	68.6	24.3	0.5
 Norway	195	0	2.6	57.4	39.5	0.5
 Iceland	94	0	10.6	35.1	54.3	0

Table 9b. Higher education graduates recruited in the last 3-5 years have the skills required to work in respondents' companies – *by segments*

QUESTION: Q3.1. How much do you agree or disagree with the following statement? "Higher education graduates recruited in the last three to five years have the skills required to work in my company".

Base: those who have recruited higher education graduates in the last 5 years

	Total N	% Strongly disagree	% Disagree	% Agree	% Strongly agree	% DK/NA
TOTAL	6523	1.5	6.9	62.3	27.4	1.8
 COMPANY SIZE						
50-249 employees	4945	1.7	7.7	61.9	27.1	1.6
250 or more employees	1571	0.9	4.5	63.4	28.6	2.5
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	1.3	6.7	61.3	28.9	1.7
Have recruited but not planning to recruit more	1764	2.1	7.6	65	23.3	2.1
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	1	5.7	58.4	32.7	2.2
Private	4829	1.6	7.5	63.2	25.9	1.7
Mixed	267	1.2	4.3	65.9	27.8	0.9
 INTERNATIONAL CONTACTS						
More than 50%	824	1.2	7.2	60.2	29.8	1.5
10-50%	1850	2	7.3	63.2	26.3	1.2
Less than 10%	1979	1	5.8	64.3	27.1	1.8
None	1652	2	7.6	59.5	28.7	2.1
 MAIN ACTIVITY						
Industry	2326	2.2	6.6	64.5	25	1.6
Construction, transport, ICT	807	1.1	8.3	65.6	23	2
Trade, accommodation and food services	779	1.8	9.2	61.7	26.2	1
Public services	1119	1.4	5.3	57.9	33.4	2
Non-public services	1491	0.6	6.8	60.6	29.7	2.3

Table 10a. Importance of various skills and capabilities when recruiting higher education graduates: Good numeracy skills (good with numbers) – *by country*

QUESTION: Q3.2_A. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Good with numbers




























		Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
	TOTAL	7036	2	8	47.7	40.4	1.8
	COUNTRY						
	Belgium	201	0	5	54.7	37.8	2.5
	Bulgaria	201	3.5	10	46.3	38.3	2
	Czech Rep.	202	3	19.8	34.7	42.1	0.5
	Denmark	205	2	12.2	41.5	41	3.4
	Germany	400	0.5	6	49.2	43.5	0.8
	Estonia	200	1	11.5	41	45.5	1
	Greece	200	2.5	5.5	39.5	52	0.5
	Spain	401	2	15	47.9	33.7	1.5
	France	404	5.7	11.1	62.9	17.8	2.5
	Ireland	200	2.5	5.5	44	46.5	1.5
	Italy	400	1.2	6.5	46.5	44.8	1
	Cyprus	101	1	4	26.7	65.3	3
	Latvia	202	2	10.4	30.7	56.4	0.5
	Lithuania	200	1.5	13	52.5	29.5	3.5
	Luxembourg	101	0	10.9	55.4	32.7	1
	Hungary	202	1	7.4	37.1	51	3.5
	Malta	100	2	7	26	64	1
	Netherlands	200	1.5	9	56.5	32	1
	Austria	200	0.5	8	46.5	44.5	0.5
	Poland	403	1.7	7.9	60	25.1	5.2
	Portugal	204	1	5.9	50.5	42.2	0.5
	Romania	201	3.5	7.5	48.8	39.3	1
	Slovenia	204	3.9	8.3	56.9	29.4	1.5
	Slovakia	203	2	9.9	42.9	43.8	1.5
	Finland	200	0	9.5	59	31.5	0
	Sweden	200	1.5	10	54.5	28.5	5.5
	United Kingdom	400	3	6.5	49.2	37.8	3.5
	Croatia	200	6	4	23	65	2
	Turkey	201	0.5	3.5	23.4	72.6	0
	Norway	200	1	10	54	33	2
	Iceland	100	0	5	46	45	4

Table 10b. Importance of various skills and capabilities when recruiting higher education graduates: Good numeracy skills (good with numbers) – *by segments*

QUESTION: Q3.2_A. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Good with numbers






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	2	8	47.7	40.4	1.8
 COMPANY SIZE						
50-249 employees	5344	2.2	7.9	47.5	41.1	1.3
250 or more employees	1682	1.6	8.4	48.7	38.1	3.1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	1.8	8	48.3	40.1	1.7
Have recruited but not planning to recruit more	1764	2.2	8.4	45.8	42.3	1.2
Did not recruit but planning to recruit	375	3	9.2	44.5	40.8	2.5
 OWNERSHIP STRUCTURE						
Public	1490	2.3	11.5	48.7	35	2.5
Private	5204	1.9	7.1	47.3	42	1.6
Mixed	291	2.5	7.3	49.3	40.1	0.9
 INTERNATIONAL CONTACTS						
More than 50%	877	1.5	6.6	47.2	43.6	1.1
10-50%	1982	1.2	5.7	46.5	45.6	1
Less than 10%	2122	2.1	9.8	49	36.8	2.2
None	1815	3	9.1	48	37.9	1.9
 MAIN ACTIVITY						
Industry	2514	0.9	5.1	46	46.4	1.7
Construction, transport, ICT	876	1.7	8.7	47.8	40.6	1.2
Trade, accommodation and food services	862	2.6	7.3	50.4	38.2	1.5
Public services	1183	2.9	13.3	50.1	30.5	3.2
Non-public services	1600	3	8.8	47.3	39.5	1.4

Table 11a. Importance of various skills and capabilities when recruiting higher education graduates: Good literacy (reading and writing) skills – *by country*

QUESTION: Q3.2_B. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Good reading /writing skills
























	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.7	3.4	36.2	59.1	0.7
COUNTRY						
 Belgium	201	0	3	52.2	42.3	2.5
 Bulgaria	201	0.5	2.5	42.8	53.2	1
 Czech Rep.	202	3.5	13.9	38.6	44.1	0
 Denmark	205	0	3.9	41.5	52.7	2
 Germany	400	0	0.8	31.2	67.8	0.2
 Estonia	200	0	3.5	28	68	0.5
 Greece	200	0.5	1.5	22.5	75.5	0
 Spain	401	1	9.7	50.1	38.4	0.7
 France	404	1.2	4.2	48	45.8	0.7
 Ireland	200	0.5	0	18	81.5	0
 Italy	400	0.5	3.5	44	51.8	0.2
 Cyprus	101	1	1	19.8	76.2	2
 Latvia	202	0.5	4	22.8	72.3	0.5
 Lithuania	200	1	4.5	39.5	51.5	3.5
 Luxembourg	101	0	5.9	36.6	56.4	1
 Hungary	202	0	3	29.2	64.9	3
 Malta	100	0	4	10	86	0
 Netherlands	200	0	4.5	33.5	62	0
 Austria	200	0	2	31.5	66.5	0
 Poland	403	1.2	4.7	35.5	57.3	1.2
 Portugal	204	1	3.9	51.5	43.1	0.5
 Romania	201	1.5	3.5	27.4	65.7	2
 Slovenia	204	1.5	3.9	49	45.1	0.5
 Slovakia	203	1.5	5.4	46.3	45.8	1
 Finland	200	0	5.5	30	64	0.5
 Sweden	200	0.5	1	21	75.5	2
 United Kingdom	400	0.5	1.2	18.2	79.5	0.5
 Croatia	200	2.5	1.5	20	74	2
 Turkey	201	0.5	1.5	36.8	61.2	0
 Norway	200	0	2	40.5	57.5	0
 Iceland	100	0	1	37	62	0

Table 11b. Importance of various skills and capabilities when recruiting higher education graduates: Good literacy (reading and writing) skills – *by segments*

QUESTION: Q3.2_B. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Good reading /writing skills





	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.7	3.4	36.2	59.1	0.7
 COMPANY SIZE						
50-249 employees	5344	0.7	3.6	36.3	58.8	0.6
250 or more employees	1682	0.6	2.8	36.1	59.6	0.9
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.7	3.3	35	60.3	0.6
Have recruited but not planning to recruit more	1764	0.7	3.1	39.2	56.7	0.3
Did not recruit but planning to recruit	375	0.8	5.6	32.7	59.3	1.6
 OWNERSHIP STRUCTURE						
Public	1490	0.7	2.8	30.4	65	1.1
Private	5204	0.7	3.6	38	57.2	0.6
Mixed	291	0.6	3.6	37.9	57.9	0
 INTERNATIONAL CONTACTS						
More than 50%	877	0.6	4.3	37	57.2	0.8
10-50%	1982	0.7	2.9	33	63	0.4
Less than 10%	2122	0.3	3	37.3	58.6	0.8
None	1815	1.1	3.9	38.5	56.1	0.4
 MAIN ACTIVITY						
Industry	2514	0.5	3.4	40.6	55	0.5
Construction, transport, ICT	876	1.3	4.2	42.8	51.3	0.4
Trade, accommodation and food services	862	0.8	5.1	35.9	57.8	0.5
Public services	1183	0.7	2.1	31	65	1.2
Non-public services	1600	0.5	3	29.8	66	0.7

Table 12a. Importance of various skills and capabilities when recruiting higher education graduates: Foreign language ability – *by country*

QUESTION: Q3.2_C. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Foreign language skills































	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	10.5	22	33.8	32.5	1.1
COUNTRY						
 Belgium	201	4.5	15.9	32.8	43.8	3
 Bulgaria	201	5	16.4	39.8	38.8	0
 Czech Rep.	202	5.4	13.9	26.2	54.5	0
 Denmark	205	5.9	20.5	44.9	27.3	1.5
 Germany	400	3.5	26.8	42.2	27.5	0
 Estonia	200	0.5	6.5	41	51	1
 Greece	200	0	9	37	54	0
 Spain	401	6.2	26.2	29.7	37.2	0.7
 France	404	33.4	24.3	27.2	13.9	1.2
 Ireland	200	30	33	25	7	5
 Italy	400	3.2	17	31.8	47.5	0.5
 Cyprus	101	0	7.9	26.7	64.4	1
 Latvia	202	2	9.4	36.6	51.5	0.5
 Lithuania	200	3	16.5	43	36	1.5
 Luxembourg	101	0	1	22.8	75.2	1
 Hungary	202	5	20.8	30.7	41.6	2
 Malta	100	3	17	25	55	0
 Netherlands	200	5.5	22.5	47.5	22.5	2
 Austria	200	1.5	19	44	35	0.5
 Poland	403	1.2	18.4	50.9	28.8	0.7
 Portugal	204	2.5	18.1	41.2	36.8	1.5
 Romania	201	3.5	7	46.8	42.3	0.5
 Slovenia	204	2	11.8	47.5	38.7	0
 Slovakia	203	3.9	15.8	22.7	57.1	0.5
 Finland	200	1	9	40.5	49.5	0
 Sweden	200	1	15.5	48	32.5	3
 United Kingdom	400	38	35.8	17.2	4.8	4.2
 Croatia	200	5.5	5	19.5	69	1
 Turkey	201	2	20.4	25.9	51.2	0.5
 Norway	200	4.5	36	39.5	20	0
 Iceland	100	1	13	51	32	3

Table 12b. Importance of various skills and capabilities when recruiting higher education graduates: Foreign language ability – *by segments*

QUESTION: Q3.2_C. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Foreign language skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	10.5	22	33.8	32.5	1.1
 COMPANY SIZE						
50-249 employees	5344	10.7	21.2	33.2	34.1	0.8
250 or more employees	1682	9.8	24.8	35.9	27.5	2.1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	10.1	20.6	34.4	33.8	1.1
Have recruited but not planning to recruit more	1764	10.7	24.7	32.1	31.9	0.6
Did not recruit but planning to recruit	375	12.7	29.6	32	23.4	2.3
 OWNERSHIP STRUCTURE						
Public	1490	13.3	30.4	34.5	19.3	2.4
Private	5204	9.5	19.3	33.7	36.7	0.7
Mixed	291	11.3	28.1	32.5	26.8	1.4
 INTERNATIONAL CONTACTS						
More than 50%	877	3.6	9.9	27.1	58.4	1.1
10-50%	1982	3.7	17.2	34	44.3	0.8
Less than 10%	2122	11.6	25.1	38.3	23.8	1.2
None	1815	20	30.3	31	17.4	1.3
 MAIN ACTIVITY						
Industry	2514	5.2	15.9	35.8	42.5	0.6
Construction, transport, ICT	876	11.9	25.2	31.8	30.6	0.5
Trade, accommodation and food services	862	12	22.6	34	30.3	1.1
Public services	1183	15.5	32.9	33	16.3	2.3
Non-public services	1600	13.5	21.6	32.3	31.1	1.5

Table 13a. Importance of various skills and capabilities when recruiting higher education graduates: Computer skills – *by country*

QUESTION: Q3.2_D. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Computer skills








	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.7	3.2	35.4	60.2	0.5
COUNTRY						
 Belgium	201	0	7	43.8	47.3	2
 Bulgaria	201	0	3.5	25.9	70.6	0
 Czech Rep.	202	1	1.5	12.4	85.1	0
 Denmark	205	0	2	52.2	43.9	2
 Germany	400	0.2	1.5	33.5	64.8	0
 Estonia	200	1	3	31	64	1
 Greece	200	0	0.5	20	79.5	0
 Spain	401	0.2	5.5	43.1	50.4	0.7
 France	404	2.5	7.4	55.7	33.7	0.7
 Ireland	200	1	3.5	35.5	59	1
 Italy	400	0.2	3	36.2	60	0.5
 Cyprus	101	1	2	28.7	67.3	1
 Latvia	202	0.5	1.5	13.9	83.7	0.5
 Lithuania	200	0.5	3	27	68	1.5
 Luxembourg	101	0	5.9	43.6	49.5	1
 Hungary	202	0	3.5	30.2	64.9	1.5
 Malta	100	0	4	7	89	0
 Netherlands	200	0.5	4.5	46	49	0
 Austria	200	0.5	0	26	73.5	0
 Poland	403	0.2	1.5	25.3	72.2	0.7
 Portugal	204	0	1.5	45.1	52.5	1
 Romania	201	0	1	19.9	78.6	0.5
 Slovenia	204	0	3.4	44.6	52	0
 Slovakia	203	1	2	15.8	80.8	0.5
 Finland	200	0.5	4	26	69.5	0
 Sweden	200	0	3	43	52	2
 United Kingdom	400	2	3.8	37	56.8	0.5
 Croatia	200	0.5	0	6.5	91.5	1.5
 Turkey	201	0.5	2	27.4	70.1	0
 Norway	200	1	4	49	46	0
 Iceland	100	0	2	30	68	0

Table 13b. Importance of various skills and capabilities when recruiting higher education graduates: Computer skills – *by segments*

QUESTION: Q3.2_D. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Computer skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.7	3.2	35.4	60.2	0.5
 COMPANY SIZE						
50-249 employees	5344	0.8	3.3	35.1	60.5	0.4
250 or more employees	1682	0.4	3	36.2	59.4	0.9
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.7	3.1	34.6	61.2	0.4
Have recruited but not planning to recruit more	1764	0.8	3.1	34.7	61.2	0.2
Did not recruit but planning to recruit	375	0.6	5.1	39.5	52.3	2.5
 OWNERSHIP STRUCTURE						
Public	1490	0.3	2.8	34.2	62	0.7
Private	5204	0.8	3.3	35.5	60.1	0.4
Mixed	291	0.7	5	39.3	53.7	1.3
 INTERNATIONAL CONTACTS						
More than 50%	877	1	2.7	34	61.8	0.5
10-50%	1982	0.4	2.2	32.6	64.2	0.6
Less than 10%	2122	0.3	3.6	36.4	59.2	0.5
None	1815	1.4	4.2	37.5	56.5	0.3
 MAIN ACTIVITY						
Industry	2514	0.3	2.1	36.4	60.9	0.4
Construction, transport, ICT	876	1.2	2.5	34.3	61.7	0.3
Trade, accommodation and food services	862	1.4	5.3	39.5	53.5	0.2
Public services	1183	0.7	3.5	35	60.1	0.7
Non-public services	1600	0.8	4	32.5	61.9	0.8

Table 14a. Importance of various skills and capabilities when recruiting higher education graduates: Sector-specific skills – *by country*

QUESTION: Q3.2_E. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Sector specific skills





















	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	1.5	6.4	29.4	61.6	1.1
COUNTRY						
 Belgium	201	1	11.4	37.8	46.3	3.5
 Bulgaria	201	1.5	2	25.9	70.1	0.5
 Czech Rep.	202	0	2.5	11.9	85.6	0
 Denmark	205	2	25.4	37.6	33.2	2
 Germany	400	0.5	3.5	30	66	0
 Estonia	200	2	6	26	65	1
 Greece	200	2.5	2.5	25.5	69.5	0
 Spain	401	1.5	6.5	31.4	59.9	0.7
 France	404	2	9.4	30.7	56.9	1
 Ireland	200	2	9.5	39.5	42.5	6.5
 Italy	400	1.2	6.8	28	63.8	0.2
 Cyprus	101	0	5	27.7	65.3	2
 Latvia	202	1	4.5	22.3	71.8	0.5
 Lithuania	200	3	8	35.5	50.5	3
 Luxembourg	101	2	9.9	29.7	57.4	1
 Hungary	202	0.5	10.9	28.7	55.4	4.5
 Malta	100	1	8	15	76	0
 Netherlands	200	0.5	10.5	36.5	51	1.5
 Austria	200	0	3.5	24.5	72	0
 Poland	403	0.5	4.5	32	62	1
 Portugal	204	0.5	4.4	49	44.1	2
 Romania	201	2	5	29.9	62.7	0.5
 Slovenia	204	1	2	24	73	0
 Slovakia	203	1.5	5.9	17.7	74.4	0.5
 Finland	200	0	7	35.5	56.5	1
 Sweden	200	1	9.5	36	48.5	5
 United Kingdom	400	4.8	10.8	31.5	49.8	3.2
 Croatia	200	2.5	1.5	20	73.5	2.5
 Turkey	201	0.5	2	19.9	77.6	0
 Norway	200	1.5	10	36	52.5	0
 Iceland	100	0	1	22	74	3

Table 14b. Importance of various skills and capabilities when recruiting higher education graduates: Sector-specific skills – *by segments*

QUESTION: Q3.2_E. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Sector specific skills





	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	1.5	6.4	29.4	61.6	1.1
 COMPANY SIZE						
50-249 employees	5344	1.7	6.3	29.1	62	0.9
250 or more employees	1682	0.7	6.6	30.5	60.7	1.6
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	1.2	6.4	29	62.5	0.9
Have recruited but not planning to recruit more	1764	1.7	6.3	29.1	61.9	1
Did not recruit but planning to recruit	375	3.3	6	29.4	59.3	2.1
 OWNERSHIP STRUCTURE						
Public	1490	1	4.4	26.1	66.9	1.6
Private	5204	1.6	6.9	30.3	60.2	0.9
Mixed	291	1.5	7.7	27.6	62.9	0.2
 INTERNATIONAL CONTACTS						
More than 50%	877	1.7	8.4	29.7	59.3	0.9
10-50%	1982	1.3	6.8	29.1	62.2	0.7
Less than 10%	2122	1.3	5.9	28.9	62.7	1.2
None	1815	1.7	5.2	30.2	61.9	1
 MAIN ACTIVITY						
Industry	2514	1.3	6.6	29	62.3	0.8
Construction, transport, ICT	876	2.1	6.1	29.2	62.1	0.5
Trade, accommodation and food services	862	1.6	8.3	33.8	55.6	0.7
Public services	1183	0.9	4.3	25.2	68	1.7
Non-public services	1600	1.8	6.7	31.1	59	1.5

Table 15a. Importance of various skills and capabilities when recruiting higher education graduates: Communication skills – *by country*

QUESTION: Q3.2_F. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Communication skills

	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.6	3.1	35.5	60.4	0.4
COUNTRY						
 Belgium	201	0	3.5	47.3	46.8	2.5
 Bulgaria	201	0	3.5	31.3	65.2	0
 Czech Rep.	202	0	3	19.8	77.2	0
 Denmark	205	0	4.4	54.1	39.5	2
 Germany	400	0	2.8	37.8	59.5	0
 Estonia	200	0	3	27.5	68.5	1
 Greece	200	0.5	2	32.5	65	0
 Spain	401	0.5	4	42.4	52.6	0.5
 France	404	3.2	14.1	55.9	26.2	0.5
 Ireland	200	0	0	19	81	0
 Italy	400	0.2	1.5	31.2	66.8	0.2
 Cyprus	101	0	0	17.8	80.2	2
 Latvia	202	0	2.5	23.3	73.8	0.5
 Lithuania	200	0	3	33.5	62	1.5
 Luxembourg	101	0	4	52.5	42.6	1
 Hungary	202	0	3	33.7	62.4	1
 Malta	100	0	1	8	91	0
 Netherlands	200	1	3	35	61	0
 Austria	200	0	0.5	28.5	71	0
 Poland	403	0.2	0.5	38.2	60.3	0.7
 Portugal	204	0	2.5	56.9	39.7	1
 Romania	201	0	1	28.9	70.1	0
 Slovenia	204	0	2	41.7	56.4	0
 Slovakia	203	1	0	21.2	77.3	0.5
 Finland	200	0	5.5	50.5	44	0
 Sweden	200	0	2	39	57.5	1.5
 United Kingdom	400	0.2	0.2	23	76.2	0.2
 Croatia	200	1	0.5	17	80.5	1
 Turkey	201	0.5	0	22.9	76.6	0
 Norway	200	0.5	2	44	53	0.5
 Iceland	100	0	0	17	83	0

Table 15b. Importance of various skills and capabilities when recruiting higher education graduates: Communication skills – *by segments*

QUESTION: Q3.2_F. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Communication skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.6	3.1	35.5	60.4	0.4
 COMPANY SIZE						
50-249 employees	5344	0.5	3.2	36.3	59.8	0.3
250 or more employees	1682	0.8	3	33.1	62.5	0.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.6	3.4	35.1	60.6	0.3
Have recruited but not planning to recruit more	1764	0.7	2.7	35.5	61	0.1
Did not recruit but planning to recruit	375	0.2	1.7	35.6	61.1	1.3
 OWNERSHIP STRUCTURE						
Public	1490	0.9	2.7	33	62.6	0.8
Private	5204	0.5	3.2	36.6	59.4	0.2
Mixed	291	0	3.9	30.5	65.6	0
 INTERNATIONAL CONTACTS						
More than 50%	877	1.1	3.4	35.8	59.4	0.2
10-50%	1982	0.2	2.4	34.4	62.8	0.3
Less than 10%	2122	0.4	3.1	36	60	0.5
None	1815	0.9	3.7	36.5	58.7	0.2
 MAIN ACTIVITY						
Industry	2514	0.8	3.2	39.9	55.9	0.3
Construction, transport, ICT	876	0.6	3.9	41.9	53.3	0.2
Trade, accommodation and food services	862	0.4	2.6	32.1	64.9	0.1
Public services	1183	0.5	3.4	31.5	63.9	0.8
Non-public services	1600	0.3	2.6	29.9	66.7	0.4

Table 16a. Importance of various skills and capabilities when recruiting higher education graduates: Analytical and problem-solving ability – *by country*

QUESTION: Q3.2_G. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Analytical and problem solving skills



	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.8	3.7	36.7	58.1	0.7
COUNTRY						
 Belgium	201	0	5	41.3	48.8	5
 Bulgaria	201	0.5	3.5	29.4	66.7	0
 Czech Rep.	202	0	4	22.3	73.8	0
 Denmark	205	0	7.3	42.4	46.8	3.4
 Germany	400	0.2	2	34	63.8	0
 Estonia	200	0.5	2.5	31	64	2
 Greece	200	0.5	2.5	28.5	67.5	1
 Spain	401	0.7	3.7	38.2	56.6	0.7
 France	404	2.5	10.9	53.5	31.9	1.2
 Ireland	200	1.5	4	35.5	58.5	0.5
 Italy	400	0.2	2	34	63.5	0.2
 Cyprus	101	0	2	21.8	73.3	3
 Latvia	202	0	3.5	30.2	65.3	1
 Lithuania	200	1	2.5	35.5	59	2
 Luxembourg	101	0	3	40.6	54.5	2
 Hungary	202	0	3	38.6	56.9	1.5
 Malta	100	0	3	17	80	0
 Netherlands	200	0.5	5.5	43	51	0
 Austria	200	0	1	32.5	66.5	0
 Poland	403	0.2	1.2	40.4	56.6	1.5
 Portugal	204	0	2	45.6	51.5	1
 Romania	201	0.5	2.5	31.3	65.7	0
 Slovenia	204	0.5	1.5	49	49	0
 Slovakia	203	1	3.4	24.1	70.9	0.5
 Finland	200	0	2	38.5	59.5	0
 Sweden	200	0	3.5	36	57.5	3
 United Kingdom	400	1.2	3.2	39.5	55.2	0.8
 Croatia	200	1	1.5	17.5	79	1
 Turkey	201	2	3	23.4	71.1	0.5
 Norway	200	1	5	48.5	44.5	1
 Iceland	100	0	0	16	84	0

Table 16b. Importance of various skills and capabilities when recruiting higher education graduates: Analytical and problem-solving ability – *by segments*

QUESTION: Q3.2_G. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Analytical and problem solving skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.8	3.7	36.7	58.1	0.7
 COMPANY SIZE						
50-249 employees	5344	0.7	3.8	37	57.8	0.6
250 or more employees	1682	1.2	3.1	35.4	59.1	1.2
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.6	3.4	37	58.2	0.8
Have recruited but not planning to recruit more	1764	1.3	4	34.5	60.1	0.2
Did not recruit but planning to recruit	375	1.7	5	38.1	53.7	1.5
 OWNERSHIP STRUCTURE						
Public	1490	0.3	3.2	34.9	60.2	1.4
Private	5204	1	3.8	37.1	57.7	0.6
Mixed	291	0.7	5.1	37.7	56.5	0
 INTERNATIONAL CONTACTS						
More than 50%	877	1	3.3	36.9	58.4	0.4
10-50%	1982	0.6	2.7	33.7	62.5	0.5
Less than 10%	2122	0.4	3.8	38.2	56.9	0.8
None	1815	1.3	4.9	38.3	54.8	0.7
 MAIN ACTIVITY						
Industry	2514	1	3	35.1	60.3	0.6
Construction, transport, ICT	876	1.2	4.1	33.5	60.7	0.4
Trade, accommodation and food services	862	1.3	5.8	44.7	47.8	0.4
Public services	1183	0	3.3	37.5	57.6	1.6
Non-public services	1600	0.8	3.5	35.8	59.2	0.7

Table 17a. Importance of various skills and capabilities when recruiting higher education graduates: Ability to adapt to and act in new situations – *by country*

QUESTION: Q3.2_H. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Ability to adapt to and act in new situations


	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.4	2.3	36.8	59.8	0.7
COUNTRY						
 Belgium	201	0	1	45.8	50.7	2.5
 Bulgaria	201	0.5	1	35.3	63.2	0
 Czech Rep.	202	0	3.5	22.8	73.8	0
 Denmark	205	0	2.9	40	55.6	1.5
 Germany	400	0	2	43.2	54.5	0.2
 Estonia	200	1.5	4	35.5	58	1
 Greece	200	1	2	18	79	0
 Spain	401	0.7	3.7	41.6	53.4	0.5
 France	404	0.7	3.2	44.1	51.5	0.5
 Ireland	200	0.5	0.5	27	72	0
 Italy	400	0.2	2.2	29.2	68	0.2
 Cyprus	101	0	0	17.8	81.2	1
 Latvia	202	0	1.5	21.8	75.2	1.5
 Lithuania	200	0	2	34.5	62	1.5
 Luxembourg	101	0	3	27.7	67.3	2
 Hungary	202	0.5	3	37.1	57.4	2
 Malta	100	0	4	12	84	0
 Netherlands	200	0	8.5	46.5	44.5	0.5
 Austria	200	0	1	29.5	69.5	0
 Poland	403	0.5	3	46.9	47.9	1.7
 Portugal	204	0	1	44.1	53.9	1
 Romania	201	0.5	2	27.4	69.7	0.5
 Slovenia	204	0	2	29.9	68.1	0
 Slovakia	203	1	2	22.2	74.4	0.5
 Finland	200	0	1	27.5	71.5	0
 Sweden	200	0	2	33.5	62.5	2
 United Kingdom	400	0.2	1.8	36.8	60.8	0.5
 Croatia	200	0	1	16	82	1
 Turkey	201	0.5	0.5	28.4	69.2	1.5
 Norway	200	0	2.5	44.5	52	1
 Iceland	100	1	1	43	55	0

Table 17b. Importance of various skills and capabilities when recruiting higher education graduates: Ability to adapt to and act in new situations – *by segments*

QUESTION: Q3.2_H. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Ability to adapt to and act in new situations






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.4	2.3	36.8	59.8	0.7
 COMPANY SIZE						
50-249 employees	5344	0.3	2.5	37.4	59.2	0.6
250 or more employees	1682	0.4	2	35	61.6	1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.3	2.2	37.1	59.6	0.7
Have recruited but not planning to recruit more	1764	0.4	2.6	35.5	61.2	0.2
Did not recruit but planning to recruit	375	0.2	3.1	34.3	60.9	1.5
 OWNERSHIP STRUCTURE						
Public	1490	0.5	2.3	34.1	62.2	0.8
Private	5204	0.3	2.3	37.7	59	0.7
Mixed	291	0	4.3	37.4	58.3	0
 INTERNATIONAL CONTACTS						
More than 50%	877	0.5	1.9	35.1	61.5	1
10-50%	1982	0.2	2.1	36.1	61.2	0.4
Less than 10%	2122	0.1	2.9	38.6	57.8	0.7
None	1815	0.8	2.3	36	60.6	0.4
 MAIN ACTIVITY						
Industry	2514	0.3	2.2	38.2	58.5	0.8
Construction, transport, ICT	876	0.6	2.1	39.5	57.5	0.3
Trade, accommodation and food services	862	0.8	3.3	33.7	62.2	0.1
Public services	1183	0.2	2.8	34.5	61.6	0.9
Non-public services	1600	0.3	1.8	36.7	60.3	0.9

Table 18a. Importance of various skills and capabilities when recruiting higher education graduates: Decision-making capability – *by country*

QUESTION: Q3.2_I. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Decision-making skills



	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	1.1	6.6	45.2	46.1	1
COUNTRY						
 Belgium	201	0.5	5	61.2	30.8	2.5
 Bulgaria	201	1	5	42.3	51.7	0
 Czech Rep.	202	0	3	22.3	74.8	0
 Denmark	205	0	7.8	55.1	35.1	2
 Germany	400	0.2	4.2	52.8	42.5	0.2
 Estonia	200	1.5	1	45	50.5	2
 Greece	200	2	0.5	38	58.5	1
 Spain	401	1.7	9.5	42.4	45.9	0.5
 France	404	3.5	16.3	59.7	18.1	2.5
 Ireland	200	0.5	3	38	58	0.5
 Italy	400	1	8.2	44.8	45.5	0.5
 Cyprus	101	0	5	32.7	60.4	2
 Latvia	202	0	2.5	20.3	76.2	1
 Lithuania	200	0.5	2	40	54	3.5
 Luxembourg	101	1	3	55.4	37.6	3
 Hungary	202	1.5	12.9	40.6	42.1	3
 Malta	100	0	1	15	84	0
 Netherlands	200	0	9.5	57.5	32	1
 Austria	200	0	5	48.5	46.5	0
 Poland	403	0.5	4.7	42.9	49.4	2.5
 Portugal	204	0	3.4	52.5	43.1	1
 Romania	201	3	8	41.8	47.3	0
 Slovenia	204	0	3.4	49	47.5	0
 Slovakia	203	1.5	2.5	25.6	70	0.5
 Finland	200	0	2	52	45.5	0.5
 Sweden	200	1	11.5	56.5	28.5	2.5
 United Kingdom	400	0.8	5.2	45.2	48	0.8
 Croatia	200	2	2	27.5	66	2.5
 Turkey	201	0.5	0.5	23.4	75.1	0.5
 Norway	200	0	6	54	39.5	0.5
 Iceland	100	0	0	38	62	0

Table 18b. Importance of various skills and capabilities when recruiting higher education graduates: Decision-making capability – *by segments*

QUESTION: Q3.2_I. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Decision-making skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	1.1	6.6	45.2	46.1	1
 COMPANY SIZE						
50-249 employees	5344	1.2	6.9	45.3	45.7	1
250 or more employees	1682	0.8	5.9	44.9	47.4	1.1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.9	6.6	46	45.3	1.2
Have recruited but not planning to recruit more	1764	1.6	7.1	42.5	48.4	0.4
Did not recruit but planning to recruit	375	1.1	5.8	40.6	51	1.5
 OWNERSHIP STRUCTURE						
Public	1490	1.4	5.5	40.7	51	1.4
Private	5204	1	7	46.4	44.7	0.9
Mixed	291	0.7	7.1	45.1	47.1	0
 INTERNATIONAL CONTACTS						
More than 50%	877	1.9	6.9	46.3	43.5	1.3
10-50%	1982	0.9	5.8	44.6	48	0.7
Less than 10%	2122	0.6	6.8	46.4	45.3	0.9
None	1815	1.4	7.1	44	46.7	0.7
 MAIN ACTIVITY						
Industry	2514	0.8	5.6	45.6	46.9	1.1
Construction, transport, ICT	876	1.5	7.3	47.2	43.5	0.4
Trade, accommodation and food services	862	1.6	7.4	48	42.7	0.2
Public services	1183	0.9	6.4	41.6	49.4	1.6
Non-public services	1600	1.1	7.6	44.4	45.8	1.1

Table 19a. Importance of various skills and capabilities when recruiting higher education graduates: Teamworking skills – *by country*

QUESTION: Q3.2_J. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Team-working skills



	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.3	1.5	30.5	67.1	0.6
COUNTRY						
 Belgium	201	0	3.5	36.3	58.2	2
 Bulgaria	201	0	1.5	20.9	77.6	0
 Czech Rep.	202	0	1.5	19.8	78.7	0
 Denmark	205	0	3.4	46.8	48.3	1.5
 Germany	400	0	1.8	31.5	66.5	0.2
 Estonia	200	0.5	2	27.5	69	1
 Greece	200	0.5	1	15.5	83	0
 Spain	401	0	1.7	35.9	61.8	0.5
 France	404	0.7	1.7	41.8	54.7	1
 Ireland	200	0	0	16	84	0
 Italy	400	0.5	0.8	26.8	71.8	0.2
 Cyprus	101	0	0	11.9	87.1	1
 Latvia	202	0	1	17.3	81.2	0.5
 Lithuania	200	0	3	33	62.5	1.5
 Luxembourg	101	0	0	31.7	66.3	2
 Hungary	202	0	4	35.6	59.4	1
 Malta	100	0	0	5	95	0
 Netherlands	200	0	5.5	44	50.5	0
 Austria	200	0	1.5	28	70.5	0
 Poland	403	0.5	1	36.5	60.5	1.5
 Portugal	204	0	1.5	37.7	59.8	1
 Romania	201	0	1	18.9	80.1	0
 Slovenia	204	0	2	27.5	70.6	0
 Slovakia	203	1	1.5	16.3	80.3	1
 Finland	200	0	1.5	32.5	66	0
 Sweden	200	0.5	4.5	34.5	58.5	2
 United Kingdom	400	0	1	25.5	73.2	0.2
 Croatia	200	1	0	10	88.5	0.5
 Turkey	201	0.5	0.5	24.4	73.6	1
 Norway	200	0	1	26.5	72.5	0
 Iceland	100	0	2	32	66	0

Table 19b. Importance of various skills and capabilities when recruiting higher education graduates: Teamworking skills – *by segments*

QUESTION: Q3.2_J. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Team-working skills



	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.3	1.5	30.5	67.1	0.6
 COMPANY SIZE						
50-249 employees	5344	0.3	1.7	30.8	66.7	0.6
250 or more employees	1682	0.2	1	29.5	68.6	0.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.3	1.5	30.6	67	0.7
Have recruited but not planning to recruit more	1764	0.2	1.7	29.3	68.8	0.1
Did not recruit but planning to recruit	375	0.2	1.2	28.3	68.8	1.5
 OWNERSHIP STRUCTURE						
Public	1490	0.3	0.9	29.3	68.7	0.8
Private	5204	0.3	1.6	31.2	66.4	0.6
Mixed	291	0	2.7	24.8	72.4	0
 INTERNATIONAL CONTACTS						
More than 50%	877	0.3	1.6	28.4	68.6	1.1
10-50%	1982	0.2	1.3	29.9	68.4	0.3
Less than 10%	2122	0.2	1.4	31.9	65.9	0.6
None	1815	0.5	1.8	29.5	67.9	0.3
 MAIN ACTIVITY						
Industry	2514	0.2	1.5	33.9	63.8	0.6
Construction, transport, ICT	876	0.8	2.5	31.6	64.7	0.3
Trade, accommodation and food services	862	0.3	1.4	28.8	68.9	0.6
Public services	1183	0.1	1.2	27.6	70.3	0.8
Non-public services	1600	0.2	1.3	27.5	70.5	0.5

Table 20a. Importance of various skills and capabilities when recruiting higher education graduates: Planning and organisational ability – *by country*

QUESTION: Q3.2_K. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Planning and organisational skills










	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
 TOTAL	7036	0.6	4.3	41.9	52.6	0.6
COUNTRY						
 Belgium	201	0.5	5	49.3	42.3	3
 Bulgaria	201	2.5	7.5	41.8	48.3	0
 Czech Rep.	202	0	4	25.2	70.3	0.5
 Denmark	205	1	12.7	59.5	24.9	2
 Germany	400	0	2.8	49.8	47.5	0
 Estonia	200	0	4	44	49.5	2.5
 Greece	200	1	6	39.5	53	0.5
 Spain	401	0.7	6.2	43.6	48.9	0.5
 France	404	1.7	7.7	54	35.4	1.2
 Ireland	200	0.5	1.5	31.5	66.5	0
 Italy	400	0.8	4.2	32.2	62.5	0.2
 Cyprus	101	1	5.9	23.8	67.3	2
 Latvia	202	0	3.5	28.7	66.8	1
 Lithuania	200	0.5	5	40.5	50	4
 Luxembourg	101	0	4	45.5	48.5	2
 Hungary	202	0.5	11.4	52	34.2	2
 Malta	100	0	2	11	87	0
 Netherlands	200	0	8.5	54	37.5	0
 Austria	200	0	4	55.5	40.5	0
 Poland	403	0	3.5	45.2	49.9	1.5
 Portugal	204	0.5	1	43.6	53.9	1
 Romania	201	1	4	33.3	61.2	0.5
 Slovenia	204	0	4.4	57.8	37.7	0
 Slovakia	203	1	3	25.6	70	0.5
 Finland	200	0	5	52.5	42.5	0
 Sweden	200	0	9	54.5	35	1.5
 United Kingdom	400	0.8	2	36.8	59.8	0.8
 Croatia	200	1.5	0.5	20.5	76.5	1
 Turkey	201	0.5	1	25.9	72.6	0
 Norway	200	0.5	5.5	53.5	40	0.5
 Iceland	100	0	1	50	48	1

Table 20b. Importance of various skills and capabilities when recruiting higher education graduates: Planning and organisational ability – *by segments*

QUESTION: Q3.2_K. Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company. - Planning and organisational skills






	Total N	% Not important at all	% Rather unimportant	% Rather important	% Very important	% DK/NA
TOTAL	7036	0.6	4.3	41.9	52.6	0.6
 COMPANY SIZE						
50-249 employees	5344	0.7	4.6	41.8	52.4	0.5
250 or more employees	1682	0.4	3.4	42.2	53	1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	0.5	4.5	42.6	51.7	0.6
Have recruited but not planning to recruit more	1764	1.1	4	38	56.7	0.2
Did not recruit but planning to recruit	375	0.5	2.3	45.7	50	1.5
 OWNERSHIP STRUCTURE						
Public	1490	0.5	3.6	38.7	56.1	1.1
Private	5204	0.7	4.6	42.8	51.4	0.5
Mixed	291	0	3.3	42.4	54.3	0
 INTERNATIONAL CONTACTS						
More than 50%	877	1	3.5	42.1	52.6	0.8
10-50%	1982	0.2	3.8	40.9	54.8	0.4
Less than 10%	2122	0.3	5.5	44.6	48.9	0.8
None	1815	1.3	4.1	38.9	55.3	0.4
 MAIN ACTIVITY						
Industry	2514	0.4	3.8	43.6	51.7	0.5
Construction, transport, ICT	876	1	4.8	36.6	57.1	0.4
Trade, accommodation and food services	862	0.6	4.9	47	46.8	0.7
Public services	1183	0.6	4	38	56.3	1.2
Non-public services	1600	0.8	4.7	42.1	51.7	0.6

Table 21a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Good numeracy skills (good with numbers) – *by country*

QUESTION: Q3.3_A. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Good with numbers

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	29.2	60.4	3.5	0.5	6.4
COUNTRY						
 Belgium	187	25.7	66.3	1.6	0.5	5.9
 Bulgaria	189	25.9	66.7	3.7	0.5	3.2
 Czech Rep.	181	37	56.9	1.1	0.6	4.4
 Denmark	198	32.3	57.1	3.5	0	7.1
 Germany	364	30.2	56.9	3.3	0.3	9.3
 Estonia	192	28.6	59.9	3.1	0.5	7.8
 Greece	193	37.3	53.9	5.7	0	3.1
 Spain	386	25.9	64.8	4.4	0.5	4.4
 France	389	13.6	72.8	4.6	1.5	7.5
 Ireland	191	46.1	46.1	1.6	0.5	5.8
 Italy	368	33.2	61.1	2.2	0.5	3
 Cyprus	97	42.3	50.5	1	1	5.2
 Latvia	186	55.4	40.3	2.2	1.1	1.1
 Lithuania	181	13.3	75.1	3.3	0	8.3
 Luxembourg	92	18.5	75	3.3	0	3.3
 Hungary	195	24.6	60.5	5.6	0.5	8.7
 Malta	99	51.5	43.4	2	0	3
 Netherlands	195	20	61	9.2	0	9.7
 Austria	195	35.4	57.4	3.1	0	4.1
 Poland	376	15.2	75.3	2.7	0	6.9
 Portugal	183	24.6	67.8	5.5	0.5	1.6
 Romania	182	21.4	70.9	4.4	0	3.3
 Slovenia	195	15.4	74.4	5.6	0.5	4.1
 Slovakia	187	30.5	65.2	3.2	0	1.1
 Finland	195	34.4	59	3.1	0	3.6
 Sweden	194	28.4	46.4	4.1	0.5	20.6
 United Kingdom	342	32.2	50.3	3.8	0.3	13.5
 Croatia	199	57.8	31.2	6	2.5	2.5
 Turkey	185	50.3	47.6	1.1	0.5	0.5
 Norway	195	34.4	52.3	2.6	1	9.7
 Iceland	94	35.1	55.3	3.2	1.1	5.3

Table 21b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Good numeracy skills (good with numbers) – *by segments*

QUESTION: Q3.3_A. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Good with numbers

Base: those who have recruited higher education graduates in the last 5 years



	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	29.2	60.4	3.5	0.5	6.4
 COMPANY SIZE						
50-249 employees	4945	29.6	61.2	3.6	0.6	5.1
250 or more employees	1571	28.2	57.4	3.3	0.3	10.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	27.5	61.3	3.8	0.5	6.9
Have recruited but not planning to recruit more	1764	33.7	57.9	2.7	0.6	5.2
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	31.4	55.8	3.2	0.7	8.9
Private	4829	28.5	61.8	3.5	0.4	5.8
Mixed	267	31.4	59	5.5	0	4.1
 INTERNATIONAL CONTACTS						
More than 50%	824	28.4	60.6	3.6	1	6.3
10-50%	1850	33.8	58.8	3.6	0.2	3.6
Less than 10%	1979	26.7	62.3	3.6	0.1	7.2
None	1652	28	60.4	3.4	0.8	7.4
 MAIN ACTIVITY						
Industry	2326	29.5	62.9	2.6	0.3	4.7
Construction, transport, ICT	807	28.6	60.8	4.5	0.3	5.7
Trade, accommodation and food services	779	26.2	62	5.4	0.6	5.9
Public services	1119	29.4	56.1	3.2	0.9	10.5
Non-public services	1491	30.5	58.5	3.6	0.6	6.8

Table 22a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Good literacy (reading and writing) skills – *by country*

QUESTION: Q3.3_B. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Good reading /writing skills

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	33.2	55.9	5.2	0.7	5
COUNTRY						
 Belgium	187	23	61.5	10.7	0	4.8
 Bulgaria	189	31.7	57.1	7.4	0.5	3.2
 Czech Rep.	181	41.4	50.8	4.4	0	3.3
 Denmark	198	34.8	53.5	5.6	0	6.1
 Germany	364	39.3	50.3	3	0	7.4
 Estonia	192	33.9	54.2	5.2	1	5.7
 Greece	193	50.3	41.5	6.7	0	1.6
 Spain	386	22.5	66.1	7	0.3	4.1
 France	389	13.9	67.1	11.3	2.8	4.9
 Ireland	191	60.2	33	2.1	0	4.7
 Italy	368	31.8	61.7	3.5	1.1	1.9
 Cyprus	97	51.5	41.2	2.1	1	4.1
 Latvia	186	59.1	35.5	3.2	1.1	1.1
 Lithuania	181	14.4	69.6	9.4	0.6	6.1
 Luxembourg	92	26.1	60.9	10.9	0	2.2
 Hungary	195	36.4	51.3	4.1	0.5	7.7
 Malta	99	50.5	45.5	1	0	3
 Netherlands	195	17.9	61.5	12.3	0	8.2
 Austria	195	53.8	40.5	3.1	0	2.6
 Poland	376	29.8	59	3.5	0.8	6.9
 Portugal	183	25.1	65.6	7.7	0.5	1.1
 Romania	182	39.6	51.1	3.8	1.1	4.4
 Slovenia	195	21	60	14.9	1	3.1
 Slovakia	187	29.9	67.9	1.6	0	0.5
 Finland	195	45.6	48.2	3.6	0	2.6
 Sweden	194	43.3	36.1	3.1	0.5	17
 United Kingdom	342	41.8	45.6	2.9	0.3	9.4
 Croatia	199	64.8	26.1	4	3	2
 Turkey	185	39.5	57.3	2.7	0.5	0
 Norway	195	45.6	46.2	2.1	0.5	5.6
 Iceland	94	47.9	42.6	4.3	1.1	4.3

Table 22b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Good literacy (reading and writing) skills – *by segments*

QUESTION: Q3.3_B. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Good reading /writing skills

Base: those who have recruited higher education graduates in the last 5 years



	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	33.2	55.9	5.2	0.7	5
 COMPANY SIZE						
50-249 employees	4945	33.2	56.6	5.6	0.8	3.8
250 or more employees	1571	33.4	53.5	3.9	0.4	8.8
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	31.7	56.6	5.7	0.8	5.2
Have recruited but not planning to recruit more	1764	37.4	54	3.7	0.5	4.5
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	35.4	52.6	3.9	1.1	7.1
Private	4829	32.5	57	5.4	0.6	4.5
Mixed	267	35.4	53.7	8.6	0.7	1.6
 INTERNATIONAL CONTACTS						
More than 50%	824	33.7	54.9	6.3	0.7	4.5
10-50%	1850	37.5	53.7	5.2	0.4	3.2
Less than 10%	1979	32.4	57.3	4.9	0.9	4.5
None	1652	30.5	57.1	4.9	0.8	6.7
 MAIN ACTIVITY						
Industry	2326	30.5	60.5	5	0.4	3.6
Construction, transport, ICT	807	30.9	56.2	6.4	1.2	5.4
Trade, accommodation and food services	779	34.5	54.5	6.6	0.3	4.1
Public services	1119	34.2	53	4.3	1	7.6
Non-public services	1491	37.5	51.5	4.6	1	5.4

Table 23a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Foreign language ability – *by country*

QUESTION: Q3.3_C. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Foreign language skills

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	19.2	47.8	12	2.2	18.8
COUNTRY						
 Belgium	187	19.8	52.4	15.5	3.2	9.1
 Bulgaria	189	20.6	54.5	16.9	2.1	5.8
 Czech Rep.	181	34.3	49.2	9.4	1.1	6.1
 Denmark	198	22.7	56.6	7.1	1	12.6
 Germany	364	19.5	46.2	8	0.5	25.8
 Estonia	192	26	54.2	10.9	0	8.9
 Greece	193	40.9	46.6	6.7	0	5.7
 Spain	386	17.9	44.6	25.4	4.7	7.5
 France	389	7.7	39.8	13.6	5.1	33.7
 Ireland	191	15.2	26.2	5.8	0.5	52.4
 Italy	368	26.1	58.2	7.3	3.3	5.2
 Cyprus	97	37.1	48.5	6.2	3.1	5.2
 Latvia	186	36.6	48.4	11.8	0	3.2
 Lithuania	181	11	64.6	13.8	1.1	9.4
 Luxembourg	92	25	44.6	25	3.3	2.2
 Hungary	195	26.2	45.1	16.4	1.5	10.8
 Malta	99	46.5	45.5	5.1	0	3
 Netherlands	195	11.3	56.9	10.3	1	20.5
 Austria	195	32.8	51.3	6.2	0	9.7
 Poland	376	14.6	59	12.5	0.8	13
 Portugal	183	20.8	56.8	15.8	2.2	4.4
 Romania	182	19.8	61	14.8	1.1	3.3
 Slovenia	195	24.1	56.9	12.3	1	5.6
 Slovakia	187	28.3	65.2	5.3	0	1.1
 Finland	195	51.8	40	4.1	0	4.1
 Sweden	194	25.3	50.5	6.2	0.5	17.5
 United Kingdom	342	9.9	22.5	3.2	2.3	62
 Croatia	199	52.8	35.7	7.5	2	2
 Turkey	185	19.5	55.1	21.6	1.6	2.2
 Norway	195	23.6	52.3	4.1	0.5	19.5
 Iceland	94	31.9	54.3	2.1	0	11.7

Table 23b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Foreign language ability – *by segments*

QUESTION: Q3.3_C. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Foreign language skills

Base: those who have recruited higher education graduates in the last 5 years



	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	19.2	47.8	12	2.2	18.8
 COMPANY SIZE						
50-249 employees	4945	19.6	48.6	11.7	2.4	17.7
250 or more employees	1571	18.1	45.2	13	1.3	22.4
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	19.2	48.3	11.4	2.1	19
Have recruited but not planning to recruit more	1764	19.3	46.3	13.8	2.4	18.3
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	16.7	41.3	12.4	1.7	28
Private	4829	19.9	49.9	12.1	2.2	15.9
Mixed	267	21.1	46.5	8.4	2.7	21.3
 INTERNATIONAL CONTACTS						
More than 50%	824	27.5	48.8	11	1.8	10.9
10-50%	1850	21.6	50.7	17.7	1.7	8.3
Less than 10%	1979	18.4	48.8	10.5	2.2	20.1
None	1652	13.7	42.4	8.7	2.9	32.3
 MAIN ACTIVITY						
Industry	2326	19.1	53.5	14.5	1.9	11.1
Construction, transport, ICT	807	17.8	48.2	11.6	2.8	19.6
Trade, accommodation and food services	779	20.1	49.2	11.3	1.6	17.9
Public services	1119	16.5	40.6	10.6	2.2	30.1
Non-public services	1491	21.8	43.4	9.7	2.6	22.5

Table 24a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Computer skills – *by country*

QUESTION: Q3.3_D. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Computer skills

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	37.6	53.2	4.1	0.5	4.7
COUNTRY						
 Belgium	187	34.8	54	5.9	0	5.3
 Bulgaria	189	40.7	51.3	4.8	1.6	1.6
 Czech Rep.	181	55.2	38.1	4.4	0	2.2
 Denmark	198	34.8	53	4.5	0.5	7.1
 Germany	364	44.5	46.2	2.5	0	6.9
 Estonia	192	38.5	50	3.6	0	7.8
 Greece	193	46.1	47.7	4.1	0	2.1
 Spain	386	28.5	61.4	7.8	0	2.3
 France	389	12.6	73	7.7	1.3	5.4
 Ireland	191	55.5	36.6	2.1	0	5.8
 Italy	368	33.2	59.5	3.5	1.4	2.4
 Cyprus	97	39.2	53.6	3.1	1	3.1
 Latvia	186	60.2	37.1	1.6	0	1.1
 Lithuania	181	39.2	54.1	2.2	0	4.4
 Luxembourg	92	26.1	67.4	5.4	0	1.1
 Hungary	195	43.1	46.2	5.6	0	5.1
 Malta	99	49.5	45.5	2	0	3
 Netherlands	195	32.3	53.8	5.6	0	8.2
 Austria	195	52.3	41.5	3.1	0	3.1
 Poland	376	42.3	53.5	1.1	0.3	2.9
 Portugal	183	25.7	68.9	4.9	0	0.5
 Romania	182	47.3	47.8	3.3	0	1.6
 Slovenia	195	31.3	60	7.2	0	1.5
 Slovakia	187	38.5	57.8	3.7	0	0
 Finland	195	52.8	43.6	1.5	0	2.1
 Sweden	194	33.5	45.9	3.1	1	16.5
 United Kingdom	342	43.3	41.8	3.2	0.3	11.4
 Croatia	199	68.3	23.6	4	1.5	2.5
 Turkey	185	45.9	50.8	2.2	0.5	0.5
 Norway	195	36.4	52.8	5.1	0	5.6
 Iceland	94	45.7	45.7	3.2	1.1	4.3

Table 24b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Computer skills – *by segments*

QUESTION: Q3.3_D. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Computer skills

Base: those who have recruited higher education graduates in the last 5 years



		Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
	TOTAL	6523	37.6	53.2	4.1	0.5	4.7
	COMPANY SIZE						
	50-249 employees	4945	37.5	54.1	4.3	0.5	3.5
	250 or more employees	1571	37.8	50.4	3.3	0.2	8.2
	HIGHER EDUCATION GRADUATES						
	Have recruited and plan to recruit more	4759	36.4	54.4	3.9	0.4	4.9
	Have recruited but not planning to recruit more	1764	40.8	50.2	4.5	0.6	3.9
	Did not recruit but planning to recruit	0	0	0	0	0	0
	OWNERSHIP STRUCTURE						
	Public	1381	41.5	48.1	3.7	0.5	6.3
	Private	4829	36.4	54.9	4.1	0.4	4.1
	Mixed	267	39.9	50	4.8	0.1	5.2
	INTERNATIONAL CONTACTS						
	More than 50%	824	38.9	53.7	2.9	0.8	3.8
	10-50%	1850	41.6	51	3.7	0.5	3.1
	Less than 10%	1979	37.7	53.1	4.2	0.3	4.6
	None	1652	33.3	55.9	4.6	0.4	5.7
	MAIN ACTIVITY						
	Industry	2326	36.1	56.9	3.4	0.6	2.9
	Construction, transport, ICT	807	40.3	51.6	3.4	0.1	4.5
	Trade, accommodation and food services	779	35.3	54.4	5.3	0.1	4.9
	Public services	1119	37.5	49.6	5.3	0.3	7.3
	Non-public services	1491	39.6	50.5	3.8	0.6	5.5

Table 25a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Sector-specific skills – *by country*

QUESTION: Q3.3_E. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Sector specific skills

Base: those who have recruited higher education graduates in the last 5 years
























	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	31.1	54.4	7.6	1	5.8
COUNTRY						
 Belgium	187	27.8	52.9	10.2	0.5	8.6
 Bulgaria	189	28	59.3	10.1	1.1	1.6
 Czech Rep.	181	43.1	51.4	3.9	0.6	1.1
 Denmark	198	17.2	56.1	15.7	0.5	10.6
 Germany	364	36.8	48.6	6.9	0	7.7
 Estonia	192	21.9	51.6	14.1	2.6	9.9
 Greece	193	38.3	51.3	6.2	1.6	2.6
 Spain	386	29.5	57.5	9.3	1	2.6
 France	389	14.7	67.9	10.3	1.5	5.7
 Ireland	191	40.8	42.4	6.3	0	10.5
 Italy	368	31.8	57.1	6.5	1.6	3
 Cyprus	97	37.1	56.7	2.1	2.1	2.1
 Latvia	186	42.5	44.6	10.2	0.5	2.2
 Lithuania	181	12.2	56.4	21.5	3.9	6.1
 Luxembourg	92	27.2	63	5.4	1.1	3.3
 Hungary	195	30.3	47.7	13.3	0	8.7
 Malta	99	46.5	45.5	5.1	0	3
 Netherlands	195	20.5	55.9	9.7	1.5	12.3
 Austria	195	37.4	55.4	3.6	0.5	3.1
 Poland	376	20.5	63.8	11.2	0.5	4
 Portugal	183	27.9	66.7	3.8	0.5	1.1
 Romania	182	29.7	53.8	11.5	1.1	3.8
 Slovenia	195	20	62.1	12.8	2.1	3.1
 Slovakia	187	27.8	64.7	7.5	0	0
 Finland	195	33.8	57.4	4.6	1	3.1
 Sweden	194	28.4	43.8	8.8	1	18
 United Kingdom	342	31.6	46.8	4.7	1.5	15.5
 Croatia	199	53.3	35.2	6	3	2.5
 Turkey	185	50.3	46.5	2.2	1.1	0
 Norway	195	32.3	47.7	8.7	2.1	9.2
 Iceland	94	43.6	40.4	8.5	1.1	6.4

Table 25b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Sector-specific skills – *by segments*

QUESTION: Q3.3_E. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Sector specific skills

Base: those who have recruited higher education graduates in the last 5 years




	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	31.1	54.4	7.6	1	5.8
 COMPANY SIZE						
50-249 employees	4945	31.2	55.3	7.9	1.1	4.6
250 or more employees	1571	31.1	51.6	6.7	0.9	9.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	29.9	55.3	7.6	1	6.3
Have recruited but not planning to recruit more	1764	34.6	52.2	7.5	1	4.6
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	35.8	52.3	4.5	0.3	7.1
Private	4829	29.6	55.4	8.4	1.2	5.4
Mixed	267	36.1	50.2	7.3	0.8	5.5
 INTERNATIONAL CONTACTS						
More than 50%	824	28.5	55.2	9	1.5	5.8
10-50%	1850	35.1	51.1	8.8	1.1	3.9
Less than 10%	1979	30.3	55.4	7.8	0.8	5.7
None	1652	29.9	56.9	5.6	0.8	6.8
 MAIN ACTIVITY						
Industry	2326	30.8	54.9	8.2	1.3	4.8
Construction, transport, ICT	807	26.1	60.8	7.2	1.2	4.7
Trade, accommodation and food services	779	26.2	55.8	11.5	1	5.5
Public services	1119	35.5	51.7	4.9	0.4	7.4
Non-public services	1491	33.7	51.6	6.9	0.8	6.9

Table 26a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Communication skills – *by country*

QUESTION: Q3.3_F. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Communication skills

Base: those who have recruited higher education graduates in the last 5 years
























	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	28.5	57.7	8.6	0.7	4.5
COUNTRY						
 Belgium	187	19.8	61.5	13.4	0.5	4.8
 Bulgaria	189	28.6	62.4	7.9	0	1.1
 Czech Rep.	181	39.2	50.8	8.3	0.6	1.1
 Denmark	198	18.2	62.6	12.1	1	6.1
 Germany	364	26.4	56	9.3	0.3	8
 Estonia	192	24.5	58.9	8.3	0.5	7.8
 Greece	193	29	59.1	8.8	2.1	1
 Spain	386	25.4	61.1	11.7	0	1.8
 France	389	8.2	66.6	16.5	1.8	6.9
 Ireland	191	50.8	41.4	3.1	0	4.7
 Italy	368	31	56.8	9.2	0.8	2.2
 Cyprus	97	36.1	58.8	2.1	1	2.1
 Latvia	186	44.1	47.8	6.5	1.1	0.5
 Lithuania	181	17.7	69.6	7.2	0	5.5
 Luxembourg	92	18.5	71.7	8.7	0	1.1
 Hungary	195	32.3	52.3	10.8	0	4.6
 Malta	99	48.5	46.5	2	0	3
 Netherlands	195	19.5	57.4	12.3	2.1	8.7
 Austria	195	28.2	59.5	9.2	0.5	2.6
 Poland	376	23.9	66.8	6.4	0.3	2.7
 Portugal	183	24.6	67.8	7.1	0	0.5
 Romania	182	25.3	62.6	9.9	0.5	1.6
 Slovenia	195	16.9	65.1	14.9	0.5	2.6
 Slovakia	187	27.3	66.3	6.4	0	0
 Finland	195	20	67.2	10.3	0	2.6
 Sweden	194	20.1	55.2	8.2	1	15.5
 United Kingdom	342	40.4	48	2.6	0.6	8.5
 Croatia	199	59.3	29.1	6.5	3	2
 Turkey	185	49.2	49.2	0.5	1.1	0
 Norway	195	23.1	61	8.7	1	6.2
 Iceland	94	34	59.6	3.2	0	3.2

Table 26b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Communication skills – *by segments*

QUESTION: Q3.3_F. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Communication skills

Base: those who have recruited higher education graduates in the last 5 years






	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	28.5	57.7	8.6	0.7	4.5
 COMPANY SIZE						
50-249 employees	4945	28.6	58.7	8.6	0.8	3.3
250 or more employees	1571	28.1	54.6	8.5	0.5	8.2
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	27.1	58.3	8.9	0.8	4.8
Have recruited but not planning to recruit more	1764	32.2	56	7.7	0.5	3.6
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	31	55.9	6.5	0.4	6.3
Private	4829	27.7	58.4	9	0.8	4
Mixed	267	30.4	54.2	12.7	0.1	2.6
 INTERNATIONAL CONTACTS						
More than 50%	824	29.7	57.1	8.6	0.8	3.7
10-50%	1850	31.8	55.8	8.5	1	2.8
Less than 10%	1979	26.1	59.5	9.5	0.5	4.4
None	1652	27.8	58.2	8	0.5	5.6
 MAIN ACTIVITY						
Industry	2326	26.8	59.3	9.6	1.2	3.2
Construction, transport, ICT	807	23.9	60.6	10.3	0.4	4.7
Trade, accommodation and food services	779	29	56.3	9.3	1	4.4
Public services	1119	31	54.6	7.2	0.5	6.6
Non-public services	1491	31.3	56.8	6.8	0.3	4.8

Table 27a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Analytical and problem-solving ability – *by country*

QUESTION: Q3.3_G. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Analytical and problem solving skills

Base: those who have recruited higher education graduates in the last 5 years
































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	25.1	57.8	10.9	0.9	5.3
COUNTRY						
 Belgium	187	23.5	58.3	11.8	0	6.4
 Bulgaria	189	21.7	61.4	13.8	0.5	2.6
 Czech Rep.	181	38.1	52.5	7.7	0	1.7
 Denmark	198	26.8	55.6	10.1	0.5	7.1
 Germany	364	23.9	55.2	11.3	0.3	9.3
 Estonia	192	19.3	53.1	15.1	3.6	8.9
 Greece	193	23.3	56	15.5	4.1	1
 Spain	386	25.6	57.5	14.2	0	2.6
 France	389	7.5	67.1	16.5	2.1	6.9
 Ireland	191	45	44	3.7	0.5	6.8
 Italy	368	28.3	59.5	8.7	0.8	2.7
 Cyprus	97	27.8	56.7	10.3	2.1	3.1
 Latvia	186	39.8	47.3	10.8	1.6	0.5
 Lithuania	181	12.2	65.2	18.2	1.1	3.3
 Luxembourg	92	23.9	64.1	9.8	0	2.2
 Hungary	195	26.7	53.3	14.9	0	5.1
 Malta	99	47.5	45.5	4	0	3
 Netherlands	195	21	58.5	11.8	0	8.7
 Austria	195	24.6	63.6	8.7	0	3.1
 Poland	376	12.2	68.4	14.9	0.3	4.3
 Portugal	183	25.1	65.6	7.7	0	1.6
 Romania	182	21.4	59.9	15.4	1.6	1.6
 Slovenia	195	10.8	64.6	20.5	1.5	2.6
 Slovakia	187	26.7	68.4	4.8	0	0
 Finland	195	25.6	65.6	6.7	0	2.1
 Sweden	194	25.8	46.9	9.8	0.5	17
 United Kingdom	342	32.5	50.9	5.3	1.2	10.2
 Croatia	199	51.3	33.7	10.6	2	2.5
 Turkey	185	41.6	51.4	4.9	1.6	0.5
 Norway	195	28.2	51.8	9.7	1.5	8.7
 Iceland	94	28.7	58.5	9.6	0	3.2

Table 27b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Analytical and problem-solving ability – *by segments*

QUESTION: Q3.3_G. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Analytical and problem solving skills

Base: those who have recruited higher education graduates in the last 5 years






	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	25.1	57.8	10.9	0.9	5.3
 COMPANY SIZE						
50-249 employees	4945	25.2	58.6	11	1.1	4
250 or more employees	1571	24.6	55.3	10.5	0.3	9.3
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	23.5	58.8	11.3	0.9	5.6
Have recruited but not planning to recruit more	1764	29.3	55.3	10	1	4.4
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	28.8	54.7	8.8	0.2	7.5
Private	4829	23.8	58.8	11.6	1.1	4.7
Mixed	267	27.9	58	9.3	0.1	4.7
 INTERNATIONAL CONTACTS						
More than 50%	824	25.1	59.5	9.9	0.9	4.5
10-50%	1850	29.3	55	11.6	1.1	3.1
Less than 10%	1979	23	59.5	11.3	1.1	5.1
None	1652	23.5	58.2	10.7	0.6	7
 MAIN ACTIVITY						
Industry	2326	23.9	59.5	11.3	1.2	4
Construction, transport, ICT	807	22.2	59.3	12.9	0.9	4.8
Trade, accommodation and food services	779	23.2	55.5	14.5	1.8	5
Public services	1119	28.5	54.4	9.2	0.3	7.6
Non-public services	1491	26.7	58.2	8.7	0.3	6

Table 28a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Ability to adapt to and act in new situations – *by country*

QUESTION: Q3.3_H. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Ability to adapt to and act in new situations

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	25.7	59.1	9.6	0.9	4.6
COUNTRY						
 Belgium	187	24.6	64.7	5.9	0	4.8
 Bulgaria	189	20.1	60.8	14.8	1.1	3.2
 Czech Rep.	181	35.4	59.1	3.9	0	1.7
 Denmark	198	25.3	52.5	15.7	0	6.6
 Germany	364	22.5	58	11.5	0	8
 Estonia	192	19.3	62	7.8	2.6	8.3
 Greece	193	27.5	54.9	12.4	4.1	1
 Spain	386	25.1	57.8	14	0.5	2.6
 France	389	10.5	68.9	14.1	1.5	4.9
 Ireland	191	37.7	51.8	5.2	0.5	4.7
 Italy	368	28.8	60.3	7.1	1.9	1.9
 Cyprus	97	33	55.7	6.2	3.1	2.1
 Latvia	186	45.2	44.1	8.6	1.6	0.5
 Lithuania	181	14.9	65.7	13.8	1.1	4.4
 Luxembourg	92	29.3	58.7	8.7	0	3.3
 Hungary	195	27.7	53.8	12.3	1	5.1
 Malta	99	45.5	48.5	3	0	3
 Netherlands	195	17.4	64.6	9.2	0.5	8.2
 Austria	195	24.6	59.5	12.3	1	2.6
 Poland	376	19.1	69.1	8.2	0.3	3.2
 Portugal	183	28.4	60.1	10.9	0	0.5
 Romania	182	21.4	62.1	13.2	1.6	1.6
 Slovenia	195	12.8	65.6	17.4	1.5	2.6
 Slovakia	187	26.2	65.2	8	0.5	0
 Finland	195	32.3	56.4	8.7	0	2.6
 Sweden	194	23.2	49	10.8	0	17
 United Kingdom	342	30.4	52.6	5.6	1.5	9.9
 Croatia	199	54.3	33.7	6.5	3	2.5
 Turkey	185	43.2	51.9	3.8	0	1.1
 Norway	195	31.3	56.4	4.6	1.5	6.2
 Iceland	94	29.8	58.5	5.3	0	6.4

Table 28b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Ability to adapt to and act in new situations – *by segments*

QUESTION: Q3.3_H. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Ability to adapt to and act in new situations

Base: those who have recruited higher education graduates in the last 5 years





	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	25.7	59.1	9.6	0.9	4.6
 COMPANY SIZE						
50-249 employees	4945	25.9	60.1	9.5	1.1	3.4
250 or more employees	1571	25.1	56	10.1	0.2	8.5
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	24.4	59.8	10	0.8	5
Have recruited but not planning to recruit more	1764	29.4	57.4	8.6	1	3.7
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	28	56.4	8.1	0.4	7
Private	4829	25.1	60	9.9	1	4
Mixed	267	26.5	59.1	11.1	0.7	2.6
 INTERNATIONAL CONTACTS						
More than 50%	824	23.5	61.3	9.7	0.9	4.6
10-50%	1850	29.1	56.6	10.7	1	2.7
Less than 10%	1979	24.5	60.2	9.8	0.7	4.7
None	1652	25.2	59.6	8.9	1	5.4
 MAIN ACTIVITY						
Industry	2326	25.3	60	10.2	1.1	3.3
Construction, transport, ICT	807	21.1	63.8	9.9	1	4.1
Trade, accommodation and food services	779	24.9	58.6	10.7	1.2	4.6
Public services	1119	28.5	55.4	8.6	0.3	7.2
Non-public services	1491	27.1	58.4	8.7	0.7	5.1

Table 29a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Decision-making capability – *by country*

QUESTION: Q3.3_I. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Decision-making skills

Base: those who have recruited higher education graduates in the last 5 years































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	21.6	57.6	13.3	1.3	6.3
COUNTRY						
 Belgium	187	16.6	65.8	12.3	0	5.3
 Bulgaria	189	23.3	56.1	15.9	1.6	3.2
 Czech Rep.	181	38.1	53	7.2	0	1.7
 Denmark	198	14.1	63.1	16.2	0	6.6
 Germany	364	16.5	57.1	16.8	0.3	9.3
 Estonia	192	18.2	55.2	13.5	3.1	9.9
 Greece	193	14.5	65.8	14.5	2.1	3.1
 Spain	386	22.8	53.4	19.2	1.6	3.1
 France	389	5.9	63.2	19	2.6	9.3
 Ireland	191	36.6	52.9	4.7	0	5.8
 Italy	368	25	59.2	9	3.3	3.5
 Cyprus	97	27.8	54.6	14.4	1	2.1
 Latvia	186	39.2	48.4	9.1	2.7	0.5
 Lithuania	181	9.4	60.8	22.7	0.6	6.6
 Luxembourg	92	20.7	65.2	9.8	0	4.3
 Hungary	195	26.2	46.2	17.4	0.5	9.7
 Malta	99	46.5	46.5	4	0	3
 Netherlands	195	15.9	62.1	12.3	0.5	9.2
 Austria	195	16.9	64.1	15.4	0.5	3.1
 Poland	376	9.3	66.8	17.3	0.8	5.9
 Portugal	183	25.1	60.1	13.1	0	1.6
 Romania	182	13.2	62.1	15.9	3.3	5.5
 Slovenia	195	6.7	63.1	24.6	1	4.6
 Slovakia	187	29.4	62.6	7	1.1	0
 Finland	195	22.6	65.6	9.7	0	2.1
 Sweden	194	13.4	54.1	13.9	0.5	18
 United Kingdom	342	24	54.7	9.1	0.9	11.4
 Croatia	199	48.2	36.2	10.1	3.5	2
 Turkey	185	49.2	47	2.7	0	1.1
 Norway	195	27.7	52.8	11.8	0.5	7.2
 Iceland	94	24.5	58.5	8.5	0	8.5

Table 29b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Decision-making capability – *by segments*

QUESTION: Q3.3_I. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Decision-making skills

Base: those who have recruited higher education graduates in the last 5 years






	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	21.6	57.6	13.3	1.3	6.3
 COMPANY SIZE						
50-249 employees	4945	21.6	58.4	13.5	1.5	5.1
250 or more employees	1571	21.6	54.9	12.8	0.6	10.2
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	20	58.4	14.1	1.1	6.5
Have recruited but not planning to recruit more	1764	25.9	55.5	11.2	1.8	5.7
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	24.6	55.4	11.2	0.6	8.1
Private	4829	20.4	58.3	14	1.5	5.8
Mixed	267	27.7	54.9	12.8	0	4.6
 INTERNATIONAL CONTACTS						
More than 50%	824	19.5	60	13.8	1.3	5.3
10-50%	1850	23.9	55.9	14.7	1.4	4.1
Less than 10%	1979	20.3	58.5	14.7	0.9	5.6
None	1652	22.1	57.1	11.1	1.5	8.2
 MAIN ACTIVITY						
Industry	2326	22.2	57.3	14.2	1.2	5.1
Construction, transport, ICT	807	17.8	60.5	13.6	1.8	6.2
Trade, accommodation and food services	779	17.6	59.7	16.2	1.2	5.4
Public services	1119	24.4	54.8	12	0.6	8.2
Non-public services	1491	22.6	57.5	11.2	1.5	7.2

Table 30a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Teamworking skills – *by country*

QUESTION: Q3.3_J. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Team-working skills

Base: those who have recruited higher education graduates in the last 5 years

































	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	31.9	57.8	5.3	0.8	4.2
COUNTRY						
 Belgium	187	32.1	55.1	8	0	4.8
 Bulgaria	189	33.3	56.6	7.4	1.6	1.1
 Czech Rep.	181	42.5	52.5	3.9	0	1.1
 Denmark	198	24.2	61.6	8.1	0	6.1
 Germany	364	35.7	54.1	2.5	0	7.7
 Estonia	192	25	59.9	6.2	1	7.8
 Greece	193	38.3	52.8	6.2	1.6	1
 Spain	386	28.8	59.1	9.3	1	1.8
 France	389	15.2	71.2	7.2	2.3	4.1
 Ireland	191	53.9	39.3	2.6	0	4.2
 Italy	368	31	60.1	5.7	1.1	2.2
 Cyprus	97	52.6	40.2	4.1	1	2.1
 Latvia	186	47.3	44.1	6.5	0.5	1.6
 Lithuania	181	14.9	66.9	14.4	0	3.9
 Luxembourg	92	30.4	60.9	6.5	0	2.2
 Hungary	195	35.9	50.3	8.7	1	4.1
 Malta	99	46.5	47.5	3	0	3
 Netherlands	195	21.5	61	8.2	0	9.2
 Austria	195	37.4	55.9	4.1	0	2.6
 Poland	376	22.9	67.3	6.1	0.5	3.2
 Portugal	183	32.2	61.2	5.5	0	1.1
 Romania	182	31.3	61	5.5	0.5	1.6
 Slovenia	195	22.6	68.7	6.7	0.5	1.5
 Slovakia	187	31.6	64.7	3.7	0	0
 Finland	195	29.7	64.1	4.1	0	2.1
 Sweden	194	25.8	50	8.2	0.5	15.5
 United Kingdom	342	37.4	49.1	3.5	1.2	8.8
 Croatia	199	62.3	26.1	4.5	4.5	2.5
 Turkey	185	45.9	52.4	1.6	0	0
 Norway	195	35.9	52.8	5.6	0.5	5.1
 Iceland	94	34	60.6	1.1	0	4.3

Table 30b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Teamworking skills – *by segments*

QUESTION: Q3.3_J. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Team-working skills

Base: those who have recruited higher education graduates in the last 5 years






	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	31.9	57.8	5.3	0.8	4.2
 COMPANY SIZE						
50-249 employees	4945	32.1	58.7	5.2	0.9	3
250 or more employees	1571	31.4	55.1	5.4	0.3	7.9
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	31.3	58.1	5.4	0.7	4.6
Have recruited but not planning to recruit more	1764	33.5	57.2	5.1	1.1	3.2
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	33.3	55.4	4.5	1	5.8
Private	4829	31.2	59	5.4	0.7	3.8
Mixed	267	38.4	51.4	7.1	0.5	2.6
 INTERNATIONAL CONTACTS						
More than 50%	824	32	56.6	6.4	1.2	3.8
10-50%	1850	36.3	54.6	5.6	1	2.4
Less than 10%	1979	29.9	59.8	5.5	0.7	4.2
None	1652	30.3	59.8	4.4	0.5	5
 MAIN ACTIVITY						
Industry	2326	30.2	60.9	5.3	0.9	2.8
Construction, transport, ICT	807	26.6	60.8	7.2	0.8	4.7
Trade, accommodation and food services	779	32.9	56.4	6.5	0.3	3.8
Public services	1119	33.3	55.1	4.4	1	6.2
Non-public services	1491	36	54.3	4.3	0.7	4.7

Table 31a. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Planning and organisational ability – *by country*

QUESTION: Q3.3_K. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Planning and organisational skills

Base: those who have recruited higher education graduates in the last 5 years
























	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
 TOTAL	6523	24.5	59	10.3	1.1	5.1
COUNTRY						
 Belgium	187	23.5	58.3	11.2	1.1	5.9
 Bulgaria	189	20.6	56.1	18.5	3.2	1.6
 Czech Rep.	181	40.3	51.4	6.6	0.6	1.1
 Denmark	198	9.1	69.7	12.1	1	8.1
 Germany	364	21.7	57.4	11.5	0.3	9.1
 Estonia	192	20.8	52.1	17.7	1	8.3
 Greece	193	18.1	61.7	14.5	2.1	3.6
 Spain	386	23.1	59.8	14.2	0.5	2.3
 France	389	9.5	68.9	13.4	2.8	5.4
 Ireland	191	38.7	49.7	5.8	0.5	5.2
 Italy	368	27.7	60.3	8.4	1.4	2.2
 Cyprus	97	36.1	48.5	10.3	2.1	3.1
 Latvia	186	38.7	48.9	10.8	0.5	1.1
 Lithuania	181	7.7	64.6	21	1.1	5.5
 Luxembourg	92	22.8	64.1	9.8	1.1	2.2
 Hungary	195	22.6	55.9	13.8	0.5	7.2
 Malta	99	44.4	49.5	3	0	3
 Netherlands	195	16.9	59.5	13.3	0	10.3
 Austria	195	26.2	56.9	14.4	0	2.6
 Poland	376	13.3	69.1	11.4	1.3	4.8
 Portugal	183	29.5	61.7	7.7	0.5	0.5
 Romania	182	21.4	61	13.2	2.7	1.6
 Slovenia	195	9.2	64.6	22.1	0.5	3.6
 Slovakia	187	28.3	66.8	3.7	0.5	0.5
 Finland	195	22.1	68.7	7.2	0	2.1
 Sweden	194	16.5	51	14.9	0	17.5
 United Kingdom	342	29.2	53.5	6.4	1.2	9.6
 Croatia	199	53.8	34.2	7.5	2.5	2
 Turkey	185	48.6	48.6	2.2	0	0.5
 Norway	195	19.5	61.5	9.2	1.5	8.2
 Iceland	94	26.6	55.3	8.5	1.1	8.5

Table 31b. Satisfaction with higher education graduate recruits in terms of their various skills and capabilities: Planning and organisational ability – *by segments*

QUESTION: Q3.3_K. Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies? - Planning and organisational skills

Base: those who have recruited higher education graduates in the last 5 years






	Total N	% Very satisfied	% Rather satisfied	% Rather not satisfied	% Not satisfied at all	% DK/NA
TOTAL	6523	24.5	59	10.3	1.1	5.1
 COMPANY SIZE						
50-249 employees	4945	24.3	60	10.6	1.2	4
250 or more employees	1571	25.1	55.9	9.5	0.8	8.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	23	59.4	11	1.2	5.5
Have recruited but not planning to recruit more	1764	28.6	58	8.5	0.7	4.1
Did not recruit but planning to recruit	0	0	0	0	0	0
 OWNERSHIP STRUCTURE						
Public	1381	27	56.4	9	0.6	6.9
Private	4829	23.6	60	10.7	1.1	4.6
Mixed	267	29.9	55.2	9.5	1.4	3.9
 INTERNATIONAL CONTACTS						
More than 50%	824	22.8	59.6	11.4	1.3	4.9
10-50%	1850	27.6	57.7	10.4	1.5	2.8
Less than 10%	1979	24.2	59.3	10.6	1.1	4.9
None	1652	22.9	59.8	10.1	0.7	6.6
 MAIN ACTIVITY						
Industry	2326	25.8	59.1	10.3	1.1	3.7
Construction, transport, ICT	807	20.6	62.7	11	0.7	5
Trade, accommodation and food services	779	22.2	58.8	13.4	1.2	4.4
Public services	1119	26.5	55.4	9.4	0.8	7.8
Non-public services	1491	24.2	59.5	9.2	1.3	5.7

Table 32a. Opinions about the skills and capabilities that higher education graduates should have in next 5-10 years – *by country*

QUESTION: Q3.4_01-99. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones !

% of "Mentioned" shown

	Total N	Basic skills such as being good with numbers, good reading and writing skills, computer skills	Foreign language skills	Sector specific skills	Communication skills	Team-working skills	Analytical and problem solving skills	Ability to adapt to and act in new situations	Planning and organisational skills	Other	DK/NA
 TOTAL	7036	42.9	30.6	44.5	39.1	36.9	32.3	25.1	21.9	2.2	1.5
COUNTRY											
 Belgium	201	27.9	36.8	26.9	49.3	38.8	32.8	36.3	21.4	2	2.5
 Bulgaria	201	61.7	45.8	46.3	30.3	39.3	27.9	15.9	16.9	1	2
 Czech Rep.	202	23.3	55.9	56.9	40.6	25.7	19.8	12.9	10.9	5.9	1.5
 Denmark	205	42.4	16.6	25.4	49.8	43.4	39	59.5	13.7	1	1.5
 Germany	400	46	30.5	49.5	43	35.2	44.8	24.5	22.2	0.5	0.2
 Estonia	200	27	46	50	29.5	34	35.5	19.5	24.5	5.5	2
 Greece	200	50.5	26	35	31	36.5	37.5	42.5	22.5	1.5	0.5
 Spain	401	31.2	39.4	36.9	25.4	44.1	33.4	25.4	24.9	1.2	5
 France	404	42.1	21	38.6	25.2	44.1	21.8	35.4	28	5.4	2
 Ireland	200	50	9	27	62.5	44	39	37	25	1	1.5
 Italy	400	37.8	40.5	40.5	19.2	34.2	28.2	17.5	17.2	1	1.5
 Cyprus	101	46.5	32.7	41.6	43.6	45.5	29.7	18.8	13.9	3	2
 Latvia	202	28.7	43.6	45	31.7	29.7	37.6	28.2	29.7	1	1.5
 Lithuania	200	46.5	38	42	27.5	27	42	29.5	29.5	0.5	2
 Luxembourg	101	46.5	61.4	37.6	31.7	35.6	23.8	28.7	14.9	3	0
 Hungary	202	55.4	55.9	40.6	34.7	24.8	29.7	22.8	13.9	4	1.5
 Malta	100	28	12	42	50	34	26	22	20	12	5
 Netherlands	200	31.5	12.5	31.5	59	28	39	30	24	5	4
 Austria	200	29.5	29.5	39.5	49	41.5	40.5	38.5	21	1.5	1.5
 Poland	403	48.6	43.2	55.6	29	34.5	36.7	21.1	21.8	1.2	0.2
 Portugal	204	41.7	19.6	37.3	13.7	33.8	35.8	31.9	36.3	2	1
 Romania	201	46.3	44.3	46.8	35.8	43.8	18.9	27.4	24.9	1	1.5
 Slovenia	204	26.5	31.9	36.8	45.1	41.7	29.9	49.5	27.5	2.5	0
 Slovakia	203	39.9	54.7	39.4	45.3	21.2	17.2	19.2	8.9	3	2.5
 Finland	200	41.5	33.5	39.5	29.5	43.5	42	41.5	22.5	1	1
 Sweden	200	31.5	18	31	52.5	37.5	38.5	45	18	5.5	3
 United Kingdom	400	54.8	4	39.5	65.5	43.2	32.2	24.5	27.5	3	1.5
 Croatia	200	42.5	51	36.5	35.5	36	15.5	21.5	22	5	0
 Turkey	201	44.8	34.3	67.7	56.2	26.4	28.9	9.5	12.9	1.5	0
 Norway	200	49	12.5	38.5	45.5	49	30.5	29	21	9	0.5
 Iceland	100	51	13	44	56	29	37	30	24	1	2

Table 32b. Opinions about the skills and capabilities that higher education graduates should have in next 5-10 years – *by segments*

QUESTION: Q3.4_01-99. In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones !

% of "Mentioned" shown






	Total N	Basic skills such as being good with numbers, good reading and writing skills, computer skills	Foreign language skills	Sector specific skills	Communication skills	Team-working skills	Analytical and problem solving skills	Ability to adapt to and act in new situations	Planning and organisational skills	Other	DK/NA
TOTAL	7036	42.9	30.6	44.5	39.1	36.9	32.3	25.1	21.9	2.2	1.5
 COMPANY SIZE											
50-249 employees	5344	43.6	31.9	44.2	37.8	36.3	31.9	24.4	22.2	2.3	1.7
250 or more employees	1682	40.8	26.8	45.5	43.1	38.7	33.7	27.2	21	1.9	1
 HIGHER EDUCATION GRADUATES											
Have recruited and plan to recruit more	4759	42.2	30.9	43.9	40.1	36.1	34.6	26.4	22	2.4	1.1
Have recruited but not planning to recruit more	1764	44.6	31.6	46.3	37.3	37.7	27.3	22.4	21.3	1.6	2.5
Did not recruit but planning to recruit	375	48.9	29.3	43.7	35	42.7	26.3	21.7	25.1	2.3	0.7
 OWNERSHIP STRUCTURE											
Public	1490	44.4	16.4	47.7	42.4	37.3	35.7	25	26.6	1.6	1.4
Private	5204	42.3	35	43.7	38.2	36.5	31.4	25.1	21.1	2.3	1.5
Mixed	291	46.1	27.8	42.3	36.6	42	32.3	27	14.3	4.3	0.4
 INTERNATIONAL CONTACTS											
More than 50%	877	39.4	48.4	39.4	34.7	34.5	30.7	29.3	21.6	1.4	1
10-50%	1982	44.5	40.6	43.5	39.5	35.1	33.8	24.2	18.3	1.5	1.3
Less than 10%	2122	43.7	25.1	43.6	42.3	38	35.2	26.1	24.6	2.4	1.3
None	1815	43	18.4	49.2	37.4	39.2	28.7	23.4	23.2	3	1.6
 MAIN ACTIVITY											
Industry	2514	42.2	40	48.1	36.3	33.5	31.7	23.4	20.2	2	0.9
Construction, transport, ICT	876	44	30	42.6	33.3	37.9	34.4	24.6	23.6	2	2.7
Trade, accommodation and food services	862	43.5	30.9	39.8	39.8	41.5	29.5	26.4	23.3	2.3	2.1
Public services	1183	45.6	15.4	47.1	41.4	37.7	34.5	25.1	26.7	2.4	1.3
Non-public services	1600	41.2	27.3	40.6	44.6	38.6	32.2	27.3	19.4	2.5	1.6

Table 33a. Level of graduate that will best fit the skill requirements in respondents' companies – *by country*

QUESTION: Q3.5. Which level of graduate would best fit the skill requirements for the positions in your company in the future?
































	Total N	% Graduates with bachelor's degrees	% Graduates with master's degrees	% Graduates with PhD degrees	% DK/NA
TOTAL	7036	55.2	34.6	3	7.2
COUNTRY					
 Belgium	201	44.3	46.3	2	7.5
 Bulgaria	201	41.8	53.2	0	5
 Czech Rep.	202	36.1	52	5.9	5.9
 Denmark	205	35.1	54.6	2	8.3
 Germany	400	51.8	38	3.2	7
 Estonia	200	61	30	1.5	7.5
 Greece	200	61	31	4.5	3.5
 Spain	401	36.7	46.6	9.2	7.5
 France	404	70.3	24.5	0.2	5
 Ireland	200	77.5	12	1.5	9
 Italy	400	37.5	49.5	6.2	6.8
 Cyprus	101	59.4	28.7	0	11.9
 Latvia	202	69.8	23.3	1	5.9
 Lithuania	200	61	34	0.5	4.5
 Luxembourg	101	54.5	36.6	3	5.9
 Hungary	202	72.3	22.8	0.5	4.5
 Malta	100	83	8	0	9
 Netherlands	200	74.5	13.5	2.5	9.5
 Austria	200	22.5	64	4	9.5
 Poland	403	21.6	73	1.7	3.7
 Portugal	204	77.5	17.6	2.5	2.5
 Romania	201	64.2	29.4	2	4.5
 Slovenia	204	73.5	24	0.5	2
 Slovakia	203	24.1	67	4.4	4.4
 Finland	200	31	61	2	6
 Sweden	200	69.5	17	2	11.5
 United Kingdom	400	71.5	11	1.5	16
 Croatia	200	11	80.5	3.5	5
 Turkey	201	82.6	10	1.5	6
 Norway	200	54.5	35.5	2.5	7.5
 Iceland	100	56	34	2	8

Table 33b. Level of graduate that will best fit the skill requirements in respondents' companies – *by segments*

QUESTION: Q3.5. Which level of graduate would best fit the skill requirements for the positions in your company in the future?


	Total N	% Graduates with bachelor's degrees	% Graduates with master's degrees	% Graduates with PhD degrees	% DK/NA
TOTAL	7036	55.2	34.6	3	7.2
 COMPANY SIZE					
50-249 employees	5344	56.5	33.5	2.9	7.1
250 or more employees	1682	51.1	38	3.6	7.3
 HIGHER EDUCATION GRADUATES					
Have recruited and plan to recruit more	4759	53.3	37.8	2.6	6.3
Have recruited but not planning to recruit more	1764	57.5	28.9	4.9	8.6
Did not recruit but planning to recruit	375	66.1	25.1	1.2	7.7
 OWNERSHIP STRUCTURE					
Public	1490	52.4	37	3.7	7
Private	5204	56.2	33.8	2.8	7.2
Mixed	291	52.3	35.3	4.5	7.8
 INTERNATIONAL CONTACTS					
More than 50%	877	57	33.8	2.8	6.4
10-50%	1982	54.2	35.3	4.2	6.3
Less than 10%	2122	55.6	34.9	2.3	7.2
None	1815	56.7	33.1	2.3	7.8
 MAIN ACTIVITY					
Industry	2514	55.9	35.4	2.5	6.3
Construction, transport, ICT	876	52.6	37.2	3.2	7
Trade, accommodation and food services	862	63.2	27.6	2.1	7.1
Public services	1183	48.8	39.6	4.1	7.4
Non-public services	1600	55.9	31.9	3.6	8.6

Table 34a. Respondents' awareness of the difference between bachelor's and master's degrees – *by country*

QUESTION: Q3.6. Are you aware of the difference between bachelor's and master's degrees?

































	Total N	% Yes, and I know exactly what the difference is	% Yes, but I don't know exactly what the difference is	% No	% DK/NA
 TOTAL	7036	78.9	15.9	4.9	0.2
COUNTRY					
 Belgium	201	84.1	11.4	4.5	0
 Bulgaria	201	87.1	10.4	2	0.5
 Czech Rep.	202	93.6	5	1	0.5
 Denmark	205	80.5	13.7	5.4	0.5
 Germany	400	68	28	4	0
 Estonia	200	59.5	36.5	2.5	1.5
 Greece	200	81	15.5	3.5	0
 Spain	401	85.5	10.5	3.7	0.2
 France	404	71.8	21.8	6.4	0
 Ireland	200	84	12.5	3	0.5
 Italy	400	88.8	8	3	0.2
 Cyprus	101	97	1	2	0
 Latvia	202	92.6	6.9	0	0.5
 Lithuania	200	77.5	21.5	0.5	0.5
 Luxembourg	101	73.3	24.8	2	0
 Hungary	202	90.6	7.4	1.5	0.5
 Malta	100	94	2	4	0
 Netherlands	200	70.5	26	3.5	0
 Austria	200	72	25.5	2.5	0
 Poland	403	95.8	3.7	0.5	0
 Portugal	204	94.1	2	1	2.9
 Romania	201	90.5	6	3.5	0
 Slovenia	204	79.4	15.7	4.9	0
 Slovakia	203	93.6	5.9	0.5	0
 Finland	200	46	48.5	5	0.5
 Sweden	200	64	28	7.5	0.5
 United Kingdom	400	59	26.8	14.2	0
 Croatia	200	92.5	7.5	0	0
 Turkey	201	87.1	6.5	6	0.5
 Norway	200	90.5	5.5	2	2
 Iceland	100	64	31	5	0

Table 34b. Respondents' awareness of the difference between bachelor's and master's degrees – *by segments*

QUESTION: Q3.6. Are you aware of the difference between bachelor's and master's degrees?

	Total N	% Yes, and I know exactly what the difference is	% Yes, but I don't know exactly what the difference is	% No	% DK/NA
TOTAL	7036	78.9	15.9	4.9	0.2
 COMPANY SIZE					
50-249 employees	5344	77.4	17.1	5.3	0.2
250 or more employees	1682	84	12.2	3.6	0.2
 HIGHER EDUCATION GRADUATES					
Have recruited and plan to recruit more	4759	80.8	14.9	4.1	0.2
Have recruited but not planning to recruit more	1764	77.9	16.5	5.4	0.3
Did not recruit but planning to recruit	375	64.3	26.3	9.1	0.3
 OWNERSHIP STRUCTURE					
Public	1490	82	15.2	2.7	0.1
Private	5204	78	16.4	5.4	0.3
Mixed	291	82.5	11.8	5.7	0.1
 INTERNATIONAL CONTACTS					
More than 50%	877	79.7	16	3.8	0.5
10-50%	1982	81.6	12.1	6.1	0.2
Less than 10%	2122	77.3	18.5	4.2	0.1
None	1815	77.7	17.1	5.1	0.2
 MAIN ACTIVITY					
Industry	2514	79.5	15.3	5	0.3
Construction, transport, ICT	876	77.5	17.6	4.5	0.3
Trade, accommodation and food services	862	74.3	19	6.4	0.3
Public services	1183	80.3	16.4	3.2	0.1
Non-public services	1600	80.4	14.1	5.3	0.2

Table 35a. Training activities that employees with higher education degrees have participated/participate in – *by country*

QUESTION: Q3.7_A-F. Which of the following training activities do your employees with higher education degrees participate or participated in?

% of "Participate" shown

	Total N	Training and development programmes in-house (in the workplace)	Short courses/modules offered by universities/higher education institutions	Part-time study programmes at universities/higher education institutions	Training offered by continuing education institutions	Distance learning	Other
 TOTAL	7036	82.9	41.1	29.9	54.6	29.2	30.5
COUNTRY							
 Belgium	201	79.6	50.2	32.8	72.1	38.8	41.8
 Bulgaria	201	59.7	38.3	28.4	32.8	19.9	42.8
 Czech Rep.	202	75.7	35.6	23.3	52	31.7	31.7
 Denmark	205	92.2	64.4	47.3	75.1	36.6	36.1
 Germany	400	83.2	28.5	22.5	83	28	22.5
 Estonia	200	85.5	48	29.5	80	62	17.5
 Greece	200	80.5	44	26.5	34.5	32	18.5
 Spain	401	90	50.4	29.7	63.1	56.4	34.2
 France	404	79	23.3	17.6	48.8	18.3	34.7
 Ireland	200	94	70.5	77	67.5	45.5	21
 Italy	400	81.8	24	9	29	14.8	16.5
 Cyprus	101	87.1	46.5	30.7	70.3	19.8	2
 Latvia	202	62.4	55.9	52.5	45	26.7	27.7
 Lithuania	200	71.5	41	31.5	41	26.5	52.5
 Luxembourg	101	87.1	40.6	24.8	77.2	23.8	21.8
 Hungary	202	64.9	50.5	19.8	56.9	21.3	21.8
 Malta	100	83	63	47	45	52	32
 Netherlands	200	63.5	48.5	37.5	44	24.5	49
 Austria	200	94	51	37	90.5	16	27
 Poland	403	73.2	41.9	32.3	52.6	31.8	52.4
 Portugal	204	86.8	49.5	41.2	55.4	16.2	19.1
 Romania	201	76.6	52.7	17.9	40.3	32.3	20.9
 Slovenia	204	91.7	47.5	63.7	66.7	24	30.4
 Slovakia	203	76.8	32.5	20.2	58.6	12.8	27.6
 Finland	200	93.5	51	32	50.5	38.5	51.5
 Sweden	200	93	58	36	59	48	30
 United Kingdom	400	92	56.2	61.8	62	48.2	32.2
 Croatia	200	79	64	43.5	44.5	14.5	11.5
 Turkey	201	90.5	49.8	33.3	36.8	15.4	34.3
 Norway	200	90	66	54.5	48	27.5	32.5
 Iceland	100	83	80	75	77	59	34

Table 35b. Training activities that employees with higher education degrees have participated/participate in – *by segments*

QUESTION: Q3.7_A-F. Which of the following training activities do your employees with higher education degrees participate or participated in?

% of "Participate" shown



	Total N	Training and development programmes in-house (in the workplace)	Short courses/modules offered by universities/higher education institutions	Part-time study programmes at universities/higher education institutions	Training offered by continuing education institutions	Distance learning	Other
TOTAL	7036	82.9	41.1	29.9	54.6	29.2	30.5
 COMPANY SIZE							
50-249 employees	5344	80.4	38.1	27.1	52.6	26.7	30.7
250 or more employees	1682	90.7	50.6	38.6	60.8	37	30.2
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	4759	85.7	43	32.1	57.5	31.5	30.9
Have recruited but not planning to recruit more	1764	78	38.9	26	49.6	25.1	28.9
Did not recruit but planning to recruit	375	71.4	32.1	20.6	46	21.4	28.3
 OWNERSHIP STRUCTURE							
Public	1490	82.4	50	34.5	61.6	32.5	34.5
Private	5204	82.9	38.4	28	52.3	27.7	29.1
Mixed	291	84.2	43.4	36.4	58.2	32.7	32
 INTERNATIONAL CONTACTS							
More than 50%	877	85.9	39.7	32.1	51	29.6	32.1
10-50%	1982	85.8	45.2	34	55.7	32.6	29.1
Less than 10%	2122	83.9	44.3	30.5	61.6	31	31.6
None	1815	77.1	34.3	23.3	48.1	22.8	30.4
 MAIN ACTIVITY							
Industry	2514	83.9	40	26.9	53	24.1	31.3
Construction, transport, ICT	876	78	35.9	24.5	51.7	27.7	31.3
Trade, accommodation and food services	862	80.4	34.4	25.3	45.7	28.7	27.9
Public services	1183	80.6	48.9	33.5	63.5	33.4	35.7
Non-public services	1600	87	43.7	37.2	56.8	35	26.6

Table 36a. Percentage of employees with higher education degrees that have participated in training in past 2 years – *by country*

QUESTION: Q3.8. What percentage of your employees with higher education degrees participated in training to update their skills in the past two years?






















	Total N	% None	% Less than 10%	% 10-50%	% More than 50%	% DK/NA
 TOTAL	7036	8.8	24.3	28.2	34.1	4.6
COUNTRY						
 Belgium	201	3	10.4	31.8	48.3	6.5
 Bulgaria	201	12.4	37.3	28.4	17.4	4.5
 Czech Rep.	202	7.9	15.3	17.3	52	7.4
 Denmark	205	6.3	20	32.2	35.6	5.9
 Germany	400	3.5	21	27.5	43.5	4.5
 Estonia	200	3	25.5	31.5	38	2
 Greece	200	5.5	31	37.5	24	2
 Spain	401	4.2	22.7	32.9	34.9	5.2
 France	404	9.9	23.5	28.7	32.4	5.4
 Ireland	200	2.5	25	38.5	29	5
 Italy	400	16.5	21.8	27.2	29	5.5
 Cyprus	101	5.9	13.9	31.7	47.5	1
 Latvia	202	11.4	31.2	33.7	21.3	2.5
 Lithuania	200	9	37.5	25.5	25	3
 Luxembourg	101	5.9	11.9	32.7	46.5	3
 Hungary	202	13.9	23.3	37.6	23.8	1.5
 Malta	100	10	31	26	23	10
 Netherlands	200	7	25.5	31.5	32	4
 Austria	200	1.5	5	28	62.5	3
 Poland	403	6	29.3	35.7	28.3	0.7
 Portugal	204	3.9	27	35.8	31.4	2
 Romania	201	16.9	39.8	30.3	11.4	1.5
 Slovenia	204	1	19.6	38.7	39.2	1.5
 Slovakia	203	5.4	13.8	24.1	54.7	2
 Finland	200	3	12	39	43	3
 Sweden	200	11.5	19	24	33	12.5
 United Kingdom	400	9.8	21.2	23.5	35.8	9.8
 Croatia	200	7	36	25.5	29.5	2
 Turkey	201	13.4	32.8	18.9	33.3	1.5
 Norway	200	6	22	29.5	37	5.5
 Iceland	100	4	11	27	50	8

Table 36b. Percentage of employees with higher education degrees that have participated in training in past 2 years – *by segments*

QUESTION: Q3.8. What percentage of your employees with higher education degrees participated in training to update their skills in the past two years?

	Total N	% None	% Less than 10%	% 10-50%	% More than 50%	% DK/NA
TOTAL	7036	8.8	24.3	28.2	34.1	4.6
 COMPANY SIZE						
50-249 employees	5344	10.3	25.8	27.8	32.8	3.3
250 or more employees	1682	3.8	19.5	29.6	38.4	8.8
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	5.6	22.2	30.6	37.4	4.3
Have recruited but not planning to recruit more	1764	14.2	27.9	25.1	28.9	3.9
Did not recruit but planning to recruit	375	21.6	33.7	15.9	20.1	8.8
 OWNERSHIP STRUCTURE						
Public	1490	3.7	19.1	30.7	39.4	7.3
Private	5204	10.4	25.8	27.2	32.6	3.9
Mixed	291	6.3	24.3	32.5	33	4
 INTERNATIONAL CONTACTS						
More than 50%	877	7.3	24.6	26.8	36	5.3
10-50%	1982	8.4	23.9	29.1	35.7	2.9
Less than 10%	2122	7.2	25.4	29.2	33.4	4.8
None	1815	11.3	24.3	26.1	33.4	5
 MAIN ACTIVITY						
Industry	2514	11.3	27.5	26.6	31.4	3.2
Construction, transport, ICT	876	9.6	28.5	26.2	30.5	5.3
Trade, accommodation and food services	862	12.1	28.1	27.7	27.7	4.5
Public services	1183	3.1	16.2	32	41.1	7.6
Non-public services	1600	6.9	20.8	29.3	38.7	4.3

Table 37a. Importance of anticipated growth in business in graduate recruitment – *by country*

QUESTION: Q4.1_A. How important are each of the following factors in recruiting more or fewer graduates? -
Anticipated growth in business

































		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	38.4	38.8	11.9	6.6	4.3
	COUNTRY						
	Belgium	201	38.8	40.3	10.4	6	4.5
	Bulgaria	201	37.3	40.8	10.4	4.5	7
	Czech Rep.	202	38.1	27.2	21.3	7.4	5.9
	Denmark	205	38	36.1	12.2	9.8	3.9
	Germany	400	31	41.2	15	10.2	2.5
	Estonia	200	34	37.5	15	7.5	6
	Greece	200	68	24	3	1.5	3.5
	Spain	401	42.4	34.9	14.5	4.5	3.7
	France	404	19.6	48.3	12.9	12.9	6.4
	Ireland	200	52	34.5	6.5	3.5	3.5
	Italy	400	32	46.2	17	3.2	1.5
	Cyprus	101	78.2	16.8	2	1	2
	Latvia	202	36.6	32.2	11.9	13.4	5.9
	Lithuania	200	39	44.5	6	5.5	5
	Luxembourg	101	27.7	48.5	15.8	4	4
	Hungary	202	24.8	26.7	16.8	21.3	10.4
	Malta	100	63	23	6	1	7
	Netherlands	200	34.5	45.5	10.5	3	6.5
	Austria	200	30	44	18	6	2
	Poland	403	26.3	46.2	13.4	6.9	7.2
	Portugal	204	33.8	43.6	11.3	4.4	6.9
	Romania	201	41.3	40.3	8.5	5	5
	Slovenia	204	36.3	47.1	9.8	3.4	3.4
	Slovakia	203	30.5	33	19.2	16.3	1
	Finland	200	35.5	36.5	16	5	7
	Sweden	200	37	31.5	18.5	7.5	5.5
	United Kingdom	400	37.5	42.8	7.5	5.8	6.5
	Croatia	200	58	23.5	4.5	12	2
	Turkey	201	79.6	17.4	1.5	0	1.5
	Norway	200	40	35	15.5	7	2.5
	Iceland	100	25	28	19	12	16

Table 37b. Importance of anticipated growth in business in graduate recruitment – *by segments*

QUESTION: Q4.1_A. How important are each of the following factors in recruiting more or fewer graduates? -
Anticipated growth in business






	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	38.4	38.8	11.9	6.6	4.3
 COMPANY SIZE						
50-249 employees	5344	39.2	40.2	11.1	5.7	3.8
250 or more employees	1682	35.9	34.3	14.1	9.6	6.1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	38.1	39.4	11.3	6.6	4.6
Have recruited but not planning to recruit more	1764	41.1	36.8	12.6	6.2	3.2
Did not recruit but planning to recruit	375	37.5	32.8	17	9.5	3.2
 OWNERSHIP STRUCTURE						
Public	1490	24.3	30.1	20.3	16	9.3
Private	5204	42.8	41	9.4	4	2.8
Mixed	291	33	41.7	12.3	7.3	5.7
 INTERNATIONAL CONTACTS						
More than 50%	877	39.9	41.7	9.9	4.4	4.1
10-50%	1982	48.5	37.6	8.9	3.1	2
Less than 10%	2122	37.2	38.1	12.6	8.3	3.8
None	1815	29.3	39.7	15.3	9.2	6.5
 MAIN ACTIVITY						
Industry	2514	46.4	38.6	9.3	3	2.6
Construction, transport, ICT	876	39.5	40.7	11	5.5	3.4
Trade, accommodation and food services	862	36.9	43.2	12.4	4.7	2.8
Public services	1183	21	28.1	20.8	18.5	11.6
Non-public services	1600	38.8	43.5	9.5	5.2	2.9

Table 38a. Importance of actual growth in business in graduate recruitment – *by country*

QUESTION: Q4.1_B. How important are each of the following factors in recruiting more or fewer graduates? -
Actual growth in business

































		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	39.8	39.2	10.7	5.5	4.8
	COUNTRY						
	Belgium	201	31.3	49.3	10	3.5	6
	Bulgaria	201	40.3	37.3	6	5	11.4
	Czech Rep.	202	44.1	27.7	15.8	6.9	5.4
	Denmark	205	34.6	41.5	10.2	8.8	4.9
	Germany	400	31.2	42	14.2	8.8	3.8
	Estonia	200	42	32	12	6.5	7.5
	Greece	200	79	16	1	0.5	3.5
	Spain	401	34.4	40.6	14.2	7	3.7
	France	404	20.8	49.3	15.1	9.2	5.7
	Ireland	200	61	27.5	6	3	2.5
	Italy	400	41.5	40.2	13.8	2.5	2
	Cyprus	101	75.2	18.8	2	0	4
	Latvia	202	40.6	28.2	10.4	10.9	9.9
	Lithuania	200	35	42.5	7.5	6	9
	Luxembourg	101	30.7	48.5	11.9	4	5
	Hungary	202	38.6	18.3	13.4	18.8	10.9
	Malta	100	65	19	7	1	8
	Netherlands	200	31.5	45	13.5	2.5	7.5
	Austria	200	25.5	47	19.5	6	2
	Poland	403	29	47.1	9.9	6.2	7.7
	Portugal	204	39.2	37.7	11.3	4.4	7.4
	Romania	201	51.2	30.8	7	4	7
	Slovenia	204	50	38.2	4.9	1.5	5.4
	Slovakia	203	35.5	31	16.7	15.3	1.5
	Finland	200	42	30	14.5	5	8.5
	Sweden	200	42.5	31.5	15.5	6	4.5
	United Kingdom	400	46.5	39	4.5	2.8	7.2
	Croatia	200	70	16.5	2	9	2.5
	Turkey	201	65.2	32.8	1.5	0	0.5
	Norway	200	39.5	37.5	15.5	3.5	4
	Iceland	100	42	22	12	7	17

Table 38b. Importance of actual growth in business in graduate recruitment – *by segments*

QUESTION: Q4.1_B. How important are each of the following factors in recruiting more or fewer graduates? -
Actual growth in business






	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	39.8	39.2	10.7	5.5	4.8
 COMPANY SIZE						
50-249 employees	5344	40.3	40.5	10.2	4.7	4.2
250 or more employees	1682	38.4	35.1	12.1	7.9	6.5
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	39.4	39.7	10.5	5.4	5
Have recruited but not planning to recruit more	1764	43.2	36.3	11.1	5.4	4.1
Did not recruit but planning to recruit	375	35.2	39.9	13.9	6.8	4.2
 OWNERSHIP STRUCTURE						
Public	1490	27.3	30.9	17.1	14.1	10.6
Private	5204	43.5	41.4	9	3.1	3
Mixed	291	40.2	40	8.8	4.3	6.6
 INTERNATIONAL CONTACTS						
More than 50%	877	45.3	39.5	8.4	2.9	3.8
10-50%	1982	49.8	37.7	8.5	2.4	1.6
Less than 10%	2122	38.1	38.6	11.4	6.8	5.1
None	1815	29.5	41.5	13.7	8.1	7.3
 MAIN ACTIVITY						
Industry	2514	45.4	41.7	8.3	2.1	2.5
Construction, transport, ICT	876	39.2	40.3	11.5	4.5	4.4
Trade, accommodation and food services	862	40.6	41.2	10.7	4.3	3.3
Public services	1183	24.1	28.3	18.2	16.4	13.1
Non-public services	1600	42.8	41.8	8.5	3.7	3.2

Table 39a. Importance of higher turnover of staff in graduate recruitment – *by country*

QUESTION: Q4.1_D. How important are each of the following factors in recruiting more or fewer graduates? -
Higher turnover of staff

















		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	19.6	33	29.3	13.3	4.8
	COUNTRY						
	Belgium	201	17.9	35.3	23.4	12.4	10.9
	Bulgaria	201	26.9	26.9	23.9	14.9	7.5
	Czech Rep.	202	21.8	29.2	31.2	8.9	8.9
	Denmark	205	14.6	31.2	32.7	14.6	6.8
	Germany	400	8.5	26.2	44.8	18	2.5
	Estonia	200	12	22	37.5	14.5	14
	Greece	200	32	36.5	17	9.5	5
	Spain	401	15.2	30.9	35.4	16	2.5
	France	404	15.3	38.4	20.3	20.3	5.7
	Ireland	200	21	40	21.5	10.5	7
	Italy	400	14.8	37.5	34	10.5	3.2
	Cyprus	101	39.6	39.6	11.9	4	5
	Latvia	202	24.8	15.8	27.2	25.7	6.4
	Lithuania	200	19.5	32.5	25	13.5	9.5
	Luxembourg	101	8.9	27.7	40.6	16.8	5.9
	Hungary	202	8.9	12.9	25.7	47	5.4
	Malta	100	31	27	31	5	6
	Netherlands	200	14	28	30	14.5	13.5
	Austria	200	8	30.5	39.5	17	5
	Poland	403	15.6	46.2	29.8	5.5	3
	Portugal	204	25.5	35.3	31.9	3.9	3.4
	Romania	201	22.9	37.3	18.9	14.4	6.5
	Slovenia	204	23	32.4	24.5	12.7	7.4
	Slovakia	203	21.7	28.6	34.5	12.3	3
	Finland	200	7.5	24	44.5	20.5	3.5
	Sweden	200	17	37.5	23	16.5	6
	United Kingdom	400	19	34.2	25.2	11.8	9.8
	Croatia	200	30.5	30.5	12.5	22	4.5
	Turkey	201	51.7	28.9	17.4	1	1
	Norway	200	23	32	30	11	4
	Iceland	100	12	31	39	12	6

Table 39b. Importance of higher turnover of staff in graduate recruitment – *by segments*

QUESTION: Q4.1_D. How important are each of the following factors in recruiting more or fewer graduates? -
Higher turnover of staff




	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	19.6	33	29.3	13.3	4.8
 COMPANY SIZE						
50-249 employees	5344	18.9	32.2	30.8	13.3	4.8
250 or more employees	1682	21.6	35.4	24.6	13.6	4.8
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	18.9	34.2	29	13	4.9
Have recruited but not planning to recruit more	1764	21.9	29.4	30	14.6	4.1
Did not recruit but planning to recruit	375	19.8	30.2	30.1	14	5.9
 OWNERSHIP STRUCTURE						
Public	1490	19.3	37.3	23.4	13.6	6.4
Private	5204	19.7	31.7	30.9	13.4	4.3
Mixed	291	18.3	33	33.2	10.7	4.9
 INTERNATIONAL CONTACTS						
More than 50%	877	19.8	30.3	30.5	14.5	5
10-50%	1982	23.6	31.8	30.1	10.9	3.5
Less than 10%	2122	16.5	33	31.7	14.3	4.5
None	1815	18.1	34.6	26.8	14.4	6.2
 MAIN ACTIVITY						
Industry	2514	22.2	29.6	33.4	11.3	3.5
Construction, transport, ICT	876	17.6	32.4	31.7	13.5	4.7
Trade, accommodation and food services	862	18.3	34	26.9	14.9	5.9
Public services	1183	18.4	37.6	23.5	13.5	7.1
Non-public services	1600	18	34.6	27.1	15.6	4.7

Table 40a. Importance of increasing complexity of tasks in graduate recruitment – *by country*

QUESTION: Q4.1_E. How important are each of the following factors in recruiting more or fewer graduates? -
Increasing complexity of tasks

































		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	27.4	44	18.5	6.6	3.5
	COUNTRY						
	Belgium	201	29.9	48.3	13.4	4	4.5
	Bulgaria	201	36.8	40.3	10.4	8.5	4
	Czech Rep.	202	31.2	36.1	21.8	5	5.9
	Denmark	205	26.3	44.9	18.5	6.3	3.9
	Germany	400	23	52.2	17.8	5.5	1.5
	Estonia	200	28	36	19.5	7	9.5
	Greece	200	39	36.5	16.5	6.5	1.5
	Spain	401	24.7	42.1	22.9	7.7	2.5
	France	404	13.9	42.6	22	17.6	4
	Ireland	200	25.5	46	17.5	9	2
	Italy	400	27.2	48.8	19	3.5	1.5
	Cyprus	101	47.5	30.7	13.9	3	5
	Latvia	202	45	25.2	12.4	13.4	4
	Lithuania	200	21	51.5	18	6	3.5
	Luxembourg	101	21.8	53.5	12.9	5.9	5.9
	Hungary	202	27.7	39.1	13.9	13.9	5.4
	Malta	100	45	22	22	5	6
	Netherlands	200	18	42.5	25.5	4.5	9.5
	Austria	200	36	41	15.5	6.5	1
	Poland	403	28	51.9	15.4	2	2.7
	Portugal	204	32.4	48.5	13.7	1.5	3.9
	Romania	201	39.3	43.8	9.5	3	4.5
	Slovenia	204	29.9	46.6	18.1	3.4	2
	Slovakia	203	23.6	58.1	9.9	6.9	1.5
	Finland	200	28.5	56.5	11	3	1
	Sweden	200	36	34	19.5	5	5.5
	United Kingdom	400	19.2	46.5	18	8.5	7.8
	Croatia	200	41.5	32.5	11	12	3
	Turkey	201	47.8	25.9	21.9	2	2.5
	Norway	200	22	40	23	13	2
	Iceland	100	36	48	9	3	4

Table 40b. Importance of increasing complexity of tasks in graduate recruitment – *by segments*

QUESTION: Q4.1_E. How important are each of the following factors in recruiting more or fewer graduates? -
Increasing complexity of tasks




	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	27.4	44	18.5	6.6	3.5
 COMPANY SIZE						
50-249 employees	5344	27.2	44.2	18.6	6.6	3.4
250 or more employees	1682	28	43.3	18.2	6.8	3.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	27.2	43.5	19.5	6.3	3.4
Have recruited but not planning to recruit more	1764	29.7	43.5	16.6	7.1	3.1
Did not recruit but planning to recruit	375	23.3	47.8	16.7	8.4	3.7
 OWNERSHIP STRUCTURE						
Public	1490	28.4	45.3	16	5.8	4.4
Private	5204	27.2	43.8	18.9	7	3.2
Mixed	291	27.6	40.6	24.3	4.6	2.8
 INTERNATIONAL CONTACTS						
More than 50%	877	27.9	44.1	18	5.5	4.5
10-50%	1982	32.4	42.2	18.1	5.5	1.8
Less than 10%	2122	23.9	44.4	22.1	6.6	2.9
None	1815	25.8	45.2	16.1	8.4	4.5
 MAIN ACTIVITY						
Industry	2514	29.7	44.1	19.2	4.6	2.4
Construction, transport, ICT	876	26.3	41.2	20.7	7.8	4.1
Trade, accommodation and food services	862	23.4	45.2	17.9	9.7	3.8
Public services	1183	27.9	44.8	16.4	6.2	4.7
Non-public services	1600	26.1	44.1	18.1	7.9	3.8

Table 41a. Importance of higher number of applicants in graduate recruitment – *by country*

QUESTION: Q4.1_F. How important are each of the following factors in recruiting more or fewer graduates? -
Higher number of applicants




























		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	15.5	30.5	32.9	17.1	4
	COUNTRY						
	Belgium	201	10.9	26.4	33.8	21.9	7
	Bulgaria	201	26.9	38.3	19.4	10	5.5
	Czech Rep.	202	17.3	20.8	45.5	10.4	5.9
	Denmark	205	4.4	30.7	35.6	24.9	4.4
	Germany	400	3.2	24.5	44.8	24.5	3
	Estonia	200	15	38	23.5	11	12.5
	Greece	200	26.5	41	14	15	3.5
	Spain	401	17.5	36.2	31.4	12.5	2.5
	France	404	4.5	26.2	35.4	30.2	3.7
	Ireland	200	10	47	23.5	13.5	6
	Italy	400	13.2	31.2	39	14.5	2
	Cyprus	101	36.6	38.6	15.8	5	4
	Latvia	202	35.6	23.8	22.3	12.9	5.4
	Lithuania	200	18.5	39.5	26	12	4
	Luxembourg	101	5	28.7	39.6	19.8	6.9
	Hungary	202	7.9	16.8	23.8	44.6	6.9
	Malta	100	28	28	33	5	6
	Netherlands	200	5	25.5	37	22.5	10
	Austria	200	4	32.5	34.5	27	2
	Poland	403	13.6	43.2	31.8	8.2	3.2
	Portugal	204	14.7	36.3	37.3	8.8	2.9
	Romania	201	24.4	38.3	18.9	12.4	6
	Slovenia	204	9.8	28.9	34.8	23	3.4
	Slovakia	203	19.2	32.5	35	11.3	2
	Finland	200	8	33	40	17.5	1.5
	Sweden	200	14.5	28	32	17.5	8
	United Kingdom	400	12.8	37.5	27.8	14.8	7.2
	Croatia	200	30	27.5	13.5	26	3
	Turkey	201	50.2	19.9	24.4	4	1.5
	Norway	200	9	30	31	22.5	7.5
	Iceland	100	10	32	37	13	8

Table 41b. Importance of higher number of applicants in graduate recruitment – *by segments*

QUESTION: Q4.1_F. How important are each of the following factors in recruiting more or fewer graduates? -
Higher number of applicants


	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	15.5	30.5	32.9	17.1	4
 COMPANY SIZE						
50-249 employees	5344	14.9	30.9	33.1	17.2	3.9
250 or more employees	1682	17.2	29.1	32.4	17.2	4.2
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	14.9	30.3	33	17.6	4.2
Have recruited but not planning to recruit more	1764	17.9	29.4	32.1	17.3	3.2
Did not recruit but planning to recruit	375	13.2	32.8	37.5	14.4	2.2
 OWNERSHIP STRUCTURE						
Public	1490	17.3	28.9	31.4	17.5	4.9
Private	5204	15	31	32.8	17.5	3.7
Mixed	291	16.4	27.5	43.7	9.7	2.8
 INTERNATIONAL CONTACTS						
More than 50%	877	15.2	31.8	29.9	18.4	4.7
10-50%	1982	22.3	30.2	30.5	13.7	3.2
Less than 10%	2122	10.6	29.3	38.2	18.7	3.2
None	1815	13.7	31.1	32.4	18.2	4.6
 MAIN ACTIVITY						
Industry	2514	17.9	29.1	34.8	15.2	2.9
Construction, transport, ICT	876	10.8	28.8	36.4	19.3	4.6
Trade, accommodation and food services	862	13.1	33.3	32.3	17.6	3.8
Public services	1183	15.1	28.1	31.9	19.8	5.2
Non-public services	1600	15.7	33.9	29.2	16.7	4.5

Table 42a. Importance of employing graduates from higher education institutions that have a good international reputation – *by country*

QUESTION: Q4.2. How important is it for you to employ graduates from higher education institutions with high international rankings (with good reputations)?









		Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
	TOTAL	7036	13.4	27	35.4	22.7	1.5
	COUNTRY						
	Belgium	201	10.9	23.4	39.8	23.4	2.5
	Bulgaria	201	18.9	39.3	29.9	9.5	2.5
	Czech Rep.	202	11.4	18.8	36.6	32.2	1
	Denmark	205	4.4	22.9	45.4	26.8	0.5
	Germany	400	1.8	18	54.5	25.2	0.5
	Estonia	200	8.5	21	40	28	2.5
	Greece	200	32.5	35.5	19.5	11.5	1
	Spain	401	18.2	24.9	33.2	21.7	2
	France	404	3.7	19.3	28	47.8	1.2
	Ireland	200	20.5	38	27	10.5	4
	Italy	400	12	34	32.5	19.5	2
	Cyprus	101	40.6	35.6	14.9	8.9	0
	Latvia	202	24.3	26.7	30.2	16.3	2.5
	Lithuania	200	13.5	30	36.5	18	2
	Luxembourg	101	11.9	27.7	44.6	13.9	2
	Hungary	202	9.4	29.7	33.7	24.8	2.5
	Malta	100	29	29	29	9	4
	Netherlands	200	9	27.5	43	18	2.5
	Austria	200	5.5	22	50	22	0.5
	Poland	403	18.9	34	30.3	15.1	1.7
	Portugal	204	22.1	33.8	31.9	8.8	3.4
	Romania	201	26.4	34.3	23.4	12.9	3
	Slovenia	204	11.3	34.3	39.7	13.7	1
	Slovakia	203	25.1	27.1	34	12.3	1.5
	Finland	200	8.5	22.5	54.5	14.5	0
	Sweden	200	6	15	52	26.5	0.5
	United Kingdom	400	10	26.2	36.2	25.8	1.8
	Croatia	200	7.5	20.5	11.5	60	0.5
	Turkey	201	33.3	35.8	22.9	7.5	0.5
	Norway	200	2	22.5	49	25.5	1
	Iceland	100	13	26	37	18	6

Table 42b. Importance of employing graduates from higher education institutions that have a good international reputation – *by segments*

QUESTION: Q4.2. How important is it for you to employ graduates from higher education institutions with high international rankings (with good reputations)?


	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	13.4	27	35.4	22.7	1.5
 COMPANY SIZE						
50-249 employees	5344	12.3	25.9	36.4	24	1.4
250 or more employees	1682	17	30.6	32.1	18.6	1.6
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	12.9	28.3	36.4	21	1.5
Have recruited but not planning to recruit more	1764	15.3	23.8	33	26.6	1.3
Did not recruit but planning to recruit	375	14.1	18.3	36.6	29.5	1.5
 OWNERSHIP STRUCTURE						
Public	1490	17.7	25.2	32.4	23.2	1.5
Private	5204	12.3	27.2	36.5	22.7	1.4
Mixed	291	12.8	32	33.4	20.9	0.9
 INTERNATIONAL CONTACTS						
More than 50%	877	16.5	30.1	34.2	17.3	1.9
10-50%	1982	19.3	30.2	32.7	16.9	0.9
Less than 10%	2122	9.5	26.4	40.6	22.3	1.1
None	1815	10.4	22	32.6	33	2
 MAIN ACTIVITY						
Industry	2514	14.1	29.1	37.7	18.1	1
Construction, transport, ICT	876	10.7	25.8	35.8	25.5	2.1
Trade, accommodation and food services	862	11	24.9	34.6	27.7	1.9
Public services	1183	14.5	25.8	32	25.8	1.9
Non-public services	1600	14.4	26.3	34.3	23.6	1.3

Table 43a. Estimated percentage of higher education graduates who are recruited from other European countries – *by country*

QUESTION: Q4.4a. What is the percentage of employees with higher education degrees who are recruited from other European countries?

































	Total N	% None	% Less than 5%	% 5- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% More than 50%	% DK/NA
 TOTAL	7036	69.8	17.2	5.5	1.8	0.9	0.6	0.4	0.7	3.3
COUNTRY										
 Belgium	201	49.8	22.9	11.9	7.5	3	0.5	0.5	1.5	2.5
 Bulgaria	201	89.6	6.5	2	0	0.5	0	0	0	1.5
 Czech Rep.	202	77.2	13.4	3.5	1	0	0.5	0	0.5	4
 Denmark	205	59.5	24.4	11.2	2	0	1	0	0.5	1.5
 Germany	400	70.8	19	5	0.5	1.2	0.8	0.5	0.8	1.5
 Estonia	200	80	13	5	0.5	0	0	0	0.5	1
 Greece	200	67.5	19.5	7.5	1	1.5	0.5	0	0	2.5
 Spain	401	45.9	34.4	11	3.2	1.7	0.7	0.2	0.7	2
 France	404	77.5	11.4	4	0.5	0.5	0.2	0.2	0.5	5.2
 Ireland	200	25	32	17.5	9.5	3.5	3	1.5	1	7
 Italy	400	75.5	13.2	4.2	0.5	0.2	0	0	0.2	6
 Cyprus	101	37.6	11.9	15.8	8.9	4	5	6.9	6.9	3
 Latvia	202	88.1	5.9	4	1	0.5	0	0	0	0.5
 Lithuania	200	90.5	6	0.5	0	0	0	0	0	3
 Luxembourg	101	10.9	5.9	12.9	5	3	5	3	51.5	3
 Hungary	202	84.2	10.9	1.5	1	1	0	0	0.5	1
 Malta	100	60	28	3	2	2	0	0	2	3
 Netherlands	200	63	17.5	8.5	3.5	0.5	0	1	2	4
 Austria	200	49	25	12	5	2	1.5	1.5	1	3
 Poland	403	88.8	10.2	0.7	0	0	0	0	0	0.2
 Portugal	204	82.4	12.3	1.5	1.5	0	0	0	0.5	2
 Romania	201	89.6	8	0.5	0.5	0	0	0	0.5	1
 Slovenia	204	85.3	12.7	1.5	0	0	0	0	0	0.5
 Slovakia	203	85.7	12.8	1	0	0.5	0	0	0	0
 Finland	200	74.5	22	2.5	0.5	0	0	0.5	0	0
 Sweden	200	56.5	26.5	14	1	0.5	0	0	0	1.5
 United Kingdom	400	43.2	27.8	10.8	3.5	1.5	1.2	1.2	1.2	9.5
 Croatia	200	91.5	7.5	0.5	0	0	0	0	0	0.5
 Turkey	201	83.1	8	1.5	4	0.5	1.5	0.5	0.5	0.5
 Norway	200	44	27	16.5	3.5	3.5	1	0	1	3.5
 Iceland	100	61	30	3	2	2	0	1	0	1

Table 43b. Estimated percentage of higher education graduates who are recruited from other European countries – *by segments*

QUESTION: Q4.4a. What is the percentage of employees with higher education degrees who are recruited from other European countries?






	Total N	% None	% Less than 5%	% 5- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% More than 50%	% DK/NA
TOTAL	7036	69.8	17.2	5.5	1.8	0.9	0.6	0.4	0.7	3.3
 COMPANY SIZE										
50-249 employees	5344	74	15.1	4.6	1.5	0.8	0.6	0.3	0.7	2.3
250 or more employees	1682	56.2	23.9	8.4	2.7	0.8	0.5	0.7	0.6	6.3
 HIGHER EDUCATION GRADUATES										
Have recruited and plan to recruit more	4759	65.8	19.8	6.9	2.1	0.9	0.8	0.4	0.6	2.8
Have recruited but not planning to recruit more	1764	78.1	12	2.9	1.3	1	0.2	0.5	0.7	3.2
Did not recruit but planning to recruit	375	81.7	10	2.2	0.6	0.2	0	0.4	1.2	3.8
 OWNERSHIP STRUCTURE										
Public	1490	72.6	16.8	3.5	1.5	0.4	0.5	0.4	0.5	3.9
Private	5204	69.8	17	6	1.7	1	0.6	0.4	0.7	2.9
Mixed	291	58.2	21.1	6.9	5.1	1.2	0.1	1.2	0.6	5.7
 INTERNATIONAL CONTACTS										
More than 50%	877	53.9	21.7	8.9	3.2	2.8	1.8	1.1	3.2	3.4
10-50%	1982	61.8	20.7	8	3.2	1.4	0.8	0.5	0.7	2.9
Less than 10%	2122	70.2	20.3	5.1	0.6	0.2	0.4	0.2	0.2	2.7
None	1815	87.1	6.7	2	0.9	0.2	0	0.1	0	2.8
 MAIN ACTIVITY										
Industry	2514	74.2	15	5	1.6	0.6	0.9	0.3	0.5	2
Construction, transport, ICT	876	70.1	17	3.6	2.2	0.9	0.3	0.1	0.9	4.9
Trade, accommodation and food services	862	68.6	18.3	5.1	1.5	1.5	0.5	0.9	0.9	2.8
Public services	1183	70.2	20	4.2	1	0.3	0.2	0	0.3	3.6
Non-public services	1600	62.8	18.1	8.6	2.6	1.3	0.6	0.6	0.9	4.4

Table 44a. Estimated percentage of higher education graduates who are recruited from countries outside of Europe – *by country*

QUESTION: Q4.4b. What is the percentage of employees with higher education degrees who are recruited from countries outside of Europe?

































	Total N	% None	% Less than 5%	% 5- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% More than 50%	% DK/NA
 TOTAL	7036	78.5	12.9	2.9	0.9	0.5	0.2	0	0.4	3.6
COUNTRY										
 Belgium	201	67.2	18.4	7	2.5	2	0.5	0	0.5	2
 Bulgaria	201	91.5	5.5	1	0	0	0	0	0	2
 Czech Rep.	202	87.6	7.9	0.5	1.5	0	0	0	0	2.5
 Denmark	205	78.5	17.1	2.9	0.5	0	0	0	0	1
 Germany	400	82	11.2	2.2	1.5	0.8	0.5	0	0.2	1.5
 Estonia	200	94.5	3	1	0	0	0.5	0	0	1
 Greece	200	79	16	1	0.5	0.5	0	0	0	3
 Spain	401	59.1	28.7	7.2	2	0.2	0.7	0	0.2	1.7
 France	404	83.2	8.4	1.5	0.5	0	0	0	0.5	5.9
 Ireland	200	53	30	2.5	3.5	1.5	1	1	0.5	7
 Italy	400	80.2	10.5	1.5	0	0.5	0	0	0.2	7
 Cyprus	101	57.4	20.8	10.9	4	3	1	0	0	3
 Latvia	202	92.1	3	3.5	0.5	0	0	0	0.5	0.5
 Lithuania	200	87.5	4.5	1.5	0.5	0	0.5	0.5	2.5	2.5
 Luxembourg	101	77.2	12.9	4	2	0	0	0	1	3
 Hungary	202	95	4	0	0	0.5	0	0	0	0.5
 Malta	100	79	14	4	0	0	0	0	1	2
 Netherlands	200	79.5	8.5	3.5	1.5	0	0	1	1	5
 Austria	200	76.5	14	5	3	0	0	0	0	1.5
 Poland	403	94	5	0.5	0	0	0	0	0	0.5
 Portugal	204	90.7	6.9	1	0	0	0	0	0	1.5
 Romania	201	94.5	3.5	1.5	0	0	0	0	0	0.5
 Slovenia	204	88.2	9.8	0.5	0.5	0	0	0	0	1
 Slovakia	203	94.6	4.4	0	0.5	0.5	0	0	0	0
 Finland	200	85	13	1	0.5	0	0	0	0	0.5
 Sweden	200	68.5	25	3.5	0.5	0	0	0	0	2.5
 United Kingdom	400	50.5	28.5	5.8	1.5	1.5	0.5	0	1.2	10.5
 Croatia	200	93.5	5.5	0	0	0	0	0	0.5	0.5
 Turkey	201	88.1	5	3.5	0.5	1	0	0	0.5	1.5
 Norway	200	63.5	23.5	6	1	1	1	0.5	0	3.5
 Iceland	100	81	15	0	2	0	0	0	0	2

Table 44b. Estimated percentage of higher education graduates who are recruited from countries outside of Europe – *by segments*

QUESTION: Q4.4b. What is the percentage of employees with higher education degrees who are recruited from countries outside of Europe?






	Total N	% None	% Less than 5%	% 5- 10%	% 11- 20%	% 21- 30%	% 31- 40%	% 41- 50%	% More than 50%	% DK/NA
TOTAL	7036	78.5	12.9	2.9	0.9	0.5	0.2	0	0.4	3.6
 COMPANY SIZE										
50-249 employees	5344	81.6	11	2.6	0.9	0.5	0.2	0	0.3	2.7
250 or more employees	1682	68.8	18.8	3.5	0.8	0.5	0.1	0	0.5	6.8
 HIGHER EDUCATION GRADUATES										
Have recruited and plan to recruit more	4759	75.7	15.1	3.6	1	0.3	0.3	0.1	0.4	3.5
Have recruited but not planning to recruit more	1764	84.7	8.3	1.3	0.7	1.1	0.1	0	0.5	3.3
Did not recruit but planning to recruit	375	87.3	6.4	1.5	0.4	0.5	0.2	0.1	0.1	3.6
 OWNERSHIP STRUCTURE										
Public	1490	81.6	11.9	1.7	0.4	0	0	0.1	0.2	4
Private	5204	78.4	12.7	3.1	1	0.7	0.3	0	0.4	3.4
Mixed	291	69.2	19.3	4	2.4	0	0	0	0.7	4.4
 INTERNATIONAL CONTACTS										
More than 50%	877	66.1	17.2	5.4	2.4	0.7	1.1	0.3	1.8	5
10-50%	1982	72.7	17	4.1	1.4	0.8	0.3	0	0.3	3.3
Less than 10%	2122	80.4	13.5	2.2	0.4	0.4	0	0	0.1	2.9
None	1815	90.5	5	1.2	0.1	0.3	0	0	0.1	2.7
 MAIN ACTIVITY										
Industry	2514	83.3	9.5	2.3	1	0.7	0.2	0.1	0.4	2.6
Construction, transport, ICT	876	77.6	13.7	2.2	1.2	0.1	0.3	0	0.3	4.5
Trade, accommodation and food services	862	79.5	11.9	2.6	1	0.6	0.5	0	0.5	3.3
Public services	1183	78.9	13.6	2.6	0.4	0.1	0	0	0.5	3.8
Non-public services	1600	70.8	17.9	4.4	0.9	0.7	0.2	0.1	0.3	4.9

Table 45a. Reasons for recruiting higher education graduates from other countries – by country

QUESTION: Q4.4c_1-9. What is your reason for recruiting graduates who are not resident in [COUNTRY]?

Base: those who recruited higher education graduates from other countries

% of "Mentioned" shown












	Total N	To recruit the very best talent available	Need to have an international workforce	Insufficient candidates with the right skills in [COUNTRY]	Graduates from other countries have a strong work ethic	Specific financial subsidies received if recruiting from abroad	Other	DK/NA
 TOTAL	2096	41.2	27.2	34.7	14.7	4.7	23	7.8
COUNTRY								
 Belgium	101	15.8	17.8	16.8	5	6.9	44.6	7.9
 Bulgaria	24	37.5	12.5	20.8	25	0	16.7	16.7
 Czech Rep.	40	15	25	35	2.5	2.5	27.5	7.5
 Denmark	83	39.8	28.9	30.1	7.2	3.6	37.3	8.4
 Germany	122	48.4	33.6	43.4	8.2	4.1	18	6.6
 Estonia	38	23.7	31.6	36.8	5.3	2.6	23.7	5.3
 Greece	72	36.1	19.4	31.9	18.1	0	15.3	6.9
 Spain	230	32.6	23.5	23.5	7.4	5.2	21.7	9.1
 France	76	35.5	31.6	19.7	10.5	2.6	34.2	5.3
 Ireland	147	85	31.3	66.7	44.2	4.1	10.2	3.4
 Italy	87	24.1	25.3	18.4	5.7	2.3	17.2	20.7
 Cyprus	63	44.4	22.2	41.3	12.7	7.9	22.2	4.8
 Latvia	29	20.7	17.2	20.7	13.8	0	41.4	0
 Lithuania	28	7.1	14.3	32.1	3.6	0	42.9	7.1
 Luxembourg	89	34.8	19.1	73	4.5	2.2	4.5	0
 Hungary	30	23.3	23.3	20	13.3	3.3	26.7	6.7
 Malta	40	10	17.5	25	7.5	0	52.5	7.5
 Netherlands	73	28.8	11	32.9	6.8	2.7	23.3	6.8
 Austria	99	57.6	39.4	49.5	9.1	0	13.1	2
 Poland	51	23.5	7.8	29.4	2	2	45.1	5.9
 Portugal	34	5.9	20.6	14.7	17.6	5.9	29.4	20.6
 Romania	23	26.1	26.1	8.7	17.4	4.3	21.7	8.7
 Slovenia	41	19.5	12.2	39	4.9	2.4	29.3	9.8
 Slovakia	32	37.5	15.6	9.4	12.5	6.2	34.4	0
 Finland	58	17.2	27.6	32.8	6.9	3.4	27.6	8.6
 Sweden	90	37.8	20	18.9	0	2.2	31.1	13.3
 United Kingdom	209	68.9	34.4	56	37.3	7.2	21.1	3.3
 Croatia	23	4.3	13	26.1	8.7	4.3	43.5	8.7
 Turkey	35	31.4	28.6	34.3	17.1	11.4	17.1	5.7
 Norway	109	32.1	15.6	34.9	11	0	22.9	20.2
Iceland	39	20.5	5.1	33.3	7.7	2.6	20.5	15.4

Table 45b. Reasons for recruiting higher education graduates from other countries – by segments

QUESTION: Q4.4c_1-9. What is your reason for recruiting graduates who are not resident in [COUNTRY]?

Base: those who recruited higher education graduates from other countries

% of "Mentioned" shown






	Total N	To recruit the very best talent available	Need to have an international workforce	Insufficient candidates with the right skills in [COUNTRY]	Graduates from other countries have a strong work ethic	Specific financial subsidies received if recruiting from abroad	Other	DK/NA
TOTAL	2096	41.2	27.2	34.7	14.7	4.7	23	7.8
 COMPANY SIZE								
50-249 employees	1433	40.9	27.4	35.2	15.6	5.6	23.5	9.1
250 or more employees	659	41.5	26.8	33.7	12.3	2.6	21.5	5.1
 HIGHER EDUCATION GRADUATES								
Have recruited and plan to recruit more	1635	42.7	27.6	36.1	14.5	4.4	23.1	6.7
Have recruited but not planning to recruit more	378	36.2	24.3	27.3	14.2	6	21.3	11.4
Did not recruit but planning to recruit	59	36.3	32.8	43.6	15.5	5.3	23.8	9.9
 OWNERSHIP STRUCTURE								
Public	373	37.5	16.9	32.8	16	5.2	25.6	6.5
Private	1585	41.7	29.2	34.9	14.2	4.8	22.5	8.1
Mixed	114	39.3	35.4	36	17.3	1.6	25.5	6.9
 INTERNATIONAL CONTACTS								
More than 50%	414	40	40.1	40.4	19.5	5.8	23.1	6
10-50%	765	42.3	31.9	35.3	16.5	4.4	20	7.2
Less than 10%	624	42.4	18.7	31.9	13.7	4.4	25.3	8.2
None	216	38.1	11.6	28.7	4.4	4.6	29.3	10.3
 MAIN ACTIVITY								
Industry	669	38.4	30.6	31.3	13	4.9	21.7	6.8
Construction, transport, ICT	244	36.7	28.3	35.9	14.6	4.1	25.7	10
Trade, accommodation and food services	267	39	26.4	35.9	19.6	3.4	25.5	7.6
Public services	335	39.2	13.3	35.4	12.2	5	25.8	9.9
Non-public services	582	48.5	31.1	37.1	15.9	5	20.8	6.9

Table 46a. Reasons for not recruiting higher education graduates from other countries – *by country*

QUESTION: Q4.4d_1-9. What is your reason for NOT recruiting graduates from other countries?

Base: those who did not recruit higher education graduates from other countries

% of "Mentioned" shown








	Total N	Language barriers	Insufficient knowledge of [COUNTRY] culture and traditions	Lack of necessary skills	Sufficient number of graduates with the right skills in [COUNTRY]	Other	DK/NA
 TOTAL	4711	11.2	5.8	7.4	55.8	33.8	5.9
COUNTRY							
 Belgium	96	21.9	3.1	1	35.4	35.4	9.4
 Bulgaria	174	9.2	2.9	2.9	42	52.9	1.7
 Czech Rep.	155	8.4	3.2	4.5	61.3	29.7	0.6
 Denmark	119	27.7	11.8	19.3	63	30.3	3.4
 Germany	272	15.1	4.4	9.6	73.9	21.3	4
 Estonia	160	16.9	5	3.8	54.4	31.9	4.4
 Greece	123	20.3	11.4	4.9	48.8	38.2	2.4
 Spain	164	5.5	3	5.5	47	37.8	7.3
 France	307	3.9	3.6	2	47.9	50.5	2.9
 Ireland	42	26.2	16.7	16.7	76.2	26.2	4.8
 Italy	288	4.5	2.8	4.9	50.7	27.8	14.6
 Cyprus	35	45.7	28.6	5.7	51.4	37.1	0
 Latvia	172	9.3	4.7	2.9	66.3	32.6	1.2
 Lithuania	166	13.3	3	3	38.6	46.4	2.4
 Luxembourg	10	60	20	0	10	30	10
 Hungary	170	7.1	1.8	2.9	71.8	25.9	2.4
 Malta	57	1.8	3.5	0	56.1	43.9	3.5
 Netherlands	120	17.5	1.7	5.8	51.7	27.5	8.3
 Austria	95	22.1	14.7	6.3	66.3	20	9.5
 Poland	350	11.4	4.9	5.7	66.6	30.9	3.1
 Portugal	166	5.4	3.6	1.8	56	34.3	6.6
 Romania	176	8.5	4	3.4	58.5	37.5	2.3
 Slovenia	161	13	5.6	3.1	65.2	29.2	1.2
 Slovakia	171	13.5	2.3	1.2	70.8	21.6	0.6
 Finland	141	31.2	11.3	8.5	50.4	29.1	8.5
 Sweden	108	15.7	3.7	4.6	35.2	44.4	13
 United Kingdom	153	22.2	9.2	20.3	57.5	41.2	11.8
 Croatia	176	2.3	2.3	1.1	88.6	16.5	0.6
 Turkey	165	12.1	14.5	15.2	38.8	36.4	5.5
 Norway	85	15.3	5.9	7.1	61.2	22.4	8.2
 Iceland	58	37.9	10.3	5.2	60.3	12.1	1.7

Table 46b. Reasons for not recruiting higher education graduates from other countries – *by segments*

QUESTION: Q4.4d_1-9. What is your reason for NOT recruiting graduates from other countries?

Base: those who did not recruit higher education graduates from other countries

% of "Mentioned" shown





	Total N	Language barriers	Insufficient knowledge of [COUNTRY] culture and traditions	Lack of necessary skills	Sufficient number of graduates with the right skills in [COUNTRY]	Other	DK/NA
TOTAL	4711	11.2	5.8	7.4	55.8	33.8	5.9
 COMPANY SIZE							
50-249 employees	3785	11	5	6.9	56.4	33.8	5.8
250 or more employees	920	11.8	8.8	9.1	53.2	33.7	6.6
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	2989	11.8	4.9	6.7	55.2	35.9	5.5
Have recruited but not planning to recruit more	1330	10.4	7.7	8.6	55	30.8	6.3
Did not recruit but planning to recruit	301	10.1	6.2	8.2	59.9	29.5	8.2
 OWNERSHIP STRUCTURE							
Public	1059	9.9	6.7	6.5	48.8	44.6	5.3
Private	3468	11.7	5.4	7.5	57.4	30.8	6.1
Mixed	162	10.3	7.2	9.9	68.2	26.6	3.9
 INTERNATIONAL CONTACTS							
More than 50%	435	9.7	5.6	4.3	53.1	35.2	6.8
10-50%	1162	11.9	8.6	10.9	52.2	31.3	6.3
Less than 10%	1440	12.6	5.1	7.1	61.5	30	5.8
None	1547	10	4.4	6.4	54.6	38	5
 MAIN ACTIVITY							
Industry	1797	9.7	6.2	8.2	58.2	30	6
Construction, transport, ICT	591	13.4	4.9	8.5	59.2	28	6.9
Trade, accommodation and food services	570	13.1	4.9	5.6	60.5	29.5	4.6
Public services	805	8.7	5.3	5.2	47.5	45.4	6.2
Non-public services	948	13.7	6.3	8	53.2	37.2	5.8

Table 47a. Work experience is a crucial asset for new recruits – *by country*

QUESTION: Q4.5_A. How much do you agree or disagree with the following statements? - Work experience is a crucial asset for new recruits


























	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
 TOTAL	7036	52.8	34	9.5	2.5	1.1
COUNTRY						
 Belgium	201	39.8	39.8	13.4	4.5	2.5
 Bulgaria	201	38.8	41.8	15.4	3	1
 Czech Rep.	202	56.9	28.2	11.9	2.5	0.5
 Denmark	205	36.1	40.5	18.5	4.4	0.5
 Germany	400	52.5	37.5	8.8	0.5	0.8
 Estonia	200	50.5	32.5	11	5	1
 Greece	200	63	28.5	5	2	1.5
 Spain	401	48.9	37.4	10.7	2.5	0.5
 France	404	47	39.6	7.7	5	0.7
 Ireland	200	74.5	19.5	4	0.5	1.5
 Italy	400	41	40.2	14.5	3.2	1
 Cyprus	101	73.3	17.8	5.9	2	1
 Latvia	202	58.9	28.2	10.4	2	0.5
 Lithuania	200	30	46.5	17	5.5	1
 Luxembourg	101	40.6	45.5	9.9	3	1
 Hungary	202	47	37.6	11.4	2.5	1.5
 Malta	100	75	19	4	2	0
 Netherlands	200	42.5	40.5	12	2	3
 Austria	200	54.5	37	5.5	2	1
 Poland	403	41.4	40.7	14.1	2	1.7
 Portugal	204	65.2	29.4	3.4	0.5	1.5
 Romania	201	40.3	37.3	10.4	9	3
 Slovenia	204	43.1	48.5	7.8	0	0.5
 Slovakia	203	49.8	37.9	11.8	0.5	0
 Finland	200	45.5	46	6	1.5	1
 Sweden	200	24	50	18.5	5.5	2
 United Kingdom	400	60	28.2	9	1.2	1.5
 Croatia	200	36.5	38	8	17	0.5
 Turkey	201	92.5	6	1	0.5	0
 Norway	200	35.5	49.5	10.5	1.5	3
 Iceland	100	46	34	14	2	4

Table 47b. Work experience is a crucial asset for new recruits – *by segments*

QUESTION: Q4.5_A. How much do you agree or disagree with the following statements? - Work experience is a crucial asset for new recruits



	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
TOTAL	7036	52.8	34	9.5	2.5	1.1
 COMPANY SIZE						
50-249 employees	5344	53.2	34	9	2.7	1
250 or more employees	1682	51.5	34.1	11.1	2.1	1.2
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	51.6	34.4	10.4	2.4	1.1
Have recruited but not planning to recruit more	1764	54.9	33	7.6	3.5	1
Did not recruit but planning to recruit	375	56.8	34.1	7.7	0.2	1.2
 OWNERSHIP STRUCTURE						
Public	1490	50.5	34.4	10.8	3.4	0.9
Private	5204	54	33.5	8.9	2.4	1.2
Mixed	291	43.6	40.7	13.6	1.4	0.8
 INTERNATIONAL CONTACTS						
More than 50%	877	53.2	34	8	4	0.6
10-50%	1982	58.2	31	7.8	1.5	1.5
Less than 10%	2122	50.3	37	9.5	2	1.2
None	1815	50.2	33.6	12.3	3.5	0.4
 MAIN ACTIVITY						
Industry	2514	57.5	30.5	8.8	1.7	1.4
Construction, transport, ICT	876	50.1	36.8	9.3	2.9	0.9
Trade, accommodation and food services	862	55.9	33.6	6.7	3	0.8
Public services	1183	44.1	39.4	12	3.1	1.3
Non-public services	1600	51.7	34.3	10.4	3	0.7

Table 48a. It is very important that new recruits have studied abroad – *by country*

QUESTION: Q4.5_B. How much do you agree or disagree with the following statements? - It is very important that new recruits have studied abroad
















	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
 TOTAL	7036	6.1	17.8	41.8	33.3	1
COUNTRY						
 Belgium	201	2.5	15.9	21.9	58.7	1
 Bulgaria	201	1	8.5	54.7	34.8	1
 Czech Rep.	202	2.5	16.3	53	28.2	0
 Denmark	205	0.5	20	41	38	0.5
 Germany	400	1.8	12	47.8	38.5	0
 Estonia	200	1	8	49	42	0
 Greece	200	6	22.5	42	28	1.5
 Spain	401	6.7	19.7	47.6	25.7	0.2
 France	404	2.5	16.1	28.5	52.7	0.2
 Ireland	200	1.5	14	52.5	28	4
 Italy	400	9	27.2	41.5	21.2	1
 Cyprus	101	31.7	35.6	25.7	5	2
 Latvia	202	9.4	26.2	36.1	25.7	2.5
 Lithuania	200	1	8	48	40.5	2.5
 Luxembourg	101	10.9	36.6	40.6	11.9	0
 Hungary	202	2	11.9	31.2	53.5	1.5
 Malta	100	5	17	46	31	1
 Netherlands	200	1	8.5	43.5	45.5	1.5
 Austria	200	4	22.5	42	30	1.5
 Poland	403	3.5	18.1	55.3	21.3	1.7
 Portugal	204	9.3	31.9	49.5	6.9	2.5
 Romania	201	5	15.9	38.3	38.3	2.5
 Slovenia	204	1.5	16.7	58.8	23	0
 Slovakia	203	4.4	21.2	62.6	11.3	0.5
 Finland	200	2	29.5	53.5	14	1
 Sweden	200	0.5	5	33	61.5	0
 United Kingdom	400	1	5.2	44.2	47.2	2.2
 Croatia	200	3	4	9	82.5	1.5
 Turkey	201	27.9	33.8	31.3	6	1
 Norway	200	0.5	9	46.5	43	1
 Iceland	100	1	19	58	19	3

Table 48b. It is very important that new recruits have studied abroad – *by segments*

QUESTION: Q4.5_B. How much do you agree or disagree with the following statements? - It is very important that new recruits have studied abroad





	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
TOTAL	7036	6.1	17.8	41.8	33.3	1
 COMPANY SIZE						
50-249 employees	5344	6	17.6	41.7	33.7	1
250 or more employees	1682	6.5	18.2	42	32.2	1.1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	6	17.9	43.3	31.9	0.9
Have recruited but not planning to recruit more	1764	7.8	19.3	36.6	35.3	1
Did not recruit but planning to recruit	375	2.8	12.4	42.2	42.3	0.2
 OWNERSHIP STRUCTURE						
Public	1490	6.3	14	41	37.2	1.4
Private	5204	6.2	18.7	42.1	32.1	0.9
Mixed	291	4.6	22.2	41.1	31.4	0.8
 INTERNATIONAL CONTACTS						
More than 50%	877	8	23.7	43.5	24.3	0.5
10-50%	1982	11.2	21.7	42.1	24.4	0.6
Less than 10%	2122	2.6	15.4	44.5	36.7	0.8
None	1815	3.5	13.5	38.2	43.2	1.6
 MAIN ACTIVITY						
Industry	2514	8.4	23	42.1	25.9	0.7
Construction, transport, ICT	876	3.3	13.9	42.3	39.7	0.8
Trade, accommodation and food services	862	3.9	14.3	45	35.6	1.3
Public services	1183	5.3	14.2	37.9	41	1.6
Non-public services	1600	6	16.2	42.3	34.5	1

Table 49a. It is very important that new recruits have done an internship abroad – *by country*

QUESTION: Q4.5_C. How much do you agree or disagree with the following statements? - It is very important that new recruits have done an internship abroad

















	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
 TOTAL	7036	9	19.9	38.6	31.3	1.2
COUNTRY						
 Belgium	201	10.4	11.9	22.4	53.7	1.5
 Bulgaria	201	3	14.9	47.3	33.8	1
 Czech Rep.	202	1.5	20.8	51.5	26.2	0
 Denmark	205	0.5	16.1	47.3	35.6	0.5
 Germany	400	5.5	18.5	45.8	30.2	0
 Estonia	200	1	11.5	49.5	38	0
 Greece	200	17	31.5	26.5	22.5	2.5
 Spain	401	7.5	19.2	48.4	24.7	0.2
 France	404	3.7	19.1	27.2	49.8	0.2
 Ireland	200	1.5	9	51	35	3.5
 Italy	400	12.2	32.5	36.2	18.5	0.5
 Cyprus	101	41.6	38.6	11.9	5.9	2
 Latvia	202	14.9	32.2	28.2	22.8	2
 Lithuania	200	2	14	41	41.5	1.5
 Luxembourg	101	11.9	40.6	35.6	11.9	0
 Hungary	202	1.5	7.4	33.2	56.4	1.5
 Malta	100	9	21	46	22	2
 Netherlands	200	1.5	15.5	39.5	41	2.5
 Austria	200	6.5	29.5	39	24	1
 Poland	403	4.7	24.8	48.6	19.4	2.5
 Portugal	204	13.2	29.4	44.1	10.3	2.9
 Romania	201	10.9	16.4	32.8	36.8	3
 Slovenia	204	2	23	50.5	24	0.5
 Slovakia	203	3	25.1	62.6	9.4	0
 Finland	200	2.5	27.5	52	17	1
 Sweden	200	0	6.5	30	63.5	0
 United Kingdom	400	0.8	4.5	40.8	51.2	2.8
 Croatia	200	2.5	6	6	84	1.5
 Turkey	201	36.8	28.4	28.4	5	1.5
 Norway	200	2	5	40	52.5	0.5
 Iceland	100	2	8	58	27	5

Table 49b. It is very important that new recruits have done an internship abroad – *by segments*

QUESTION: Q4.5_C. How much do you agree or disagree with the following statements? - It is very important that new recruits have done an internship abroad


	Total N	% Strongly agree	% Rather agree	% Rather disagree	% Strongly disagree	% DK/NA
TOTAL	7036	9	19.9	38.6	31.3	1.2
 COMPANY SIZE						
50-249 employees	5344	9.1	19.6	37.9	32.2	1.2
250 or more employees	1682	8.6	21.2	40.7	28.5	1
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	9	20.8	39.2	29.9	1.1
Have recruited but not planning to recruit more	1764	10.9	19.7	35.1	33.2	1.1
Did not recruit but planning to recruit	375	3.7	14.6	39.8	41.6	0.3
 OWNERSHIP STRUCTURE						
Public	1490	8.2	16.3	38.8	35.4	1.4
Private	5204	9.4	20.8	38.4	30.2	1.1
Mixed	291	5.9	24.1	39.3	29.7	1
 INTERNATIONAL CONTACTS						
More than 50%	877	12.3	25.3	36.5	24.8	1
10-50%	1982	15.2	25.3	37	21.6	0.9
Less than 10%	2122	4.8	18.2	42.4	33.6	0.9
None	1815	5.7	13.7	37	42	1.6
 MAIN ACTIVITY						
Industry	2514	12.9	25.4	37.5	23.4	0.9
Construction, transport, ICT	876	5.3	17.7	40.1	35.6	1.3
Trade, accommodation and food services	862	6.9	16	43	33.1	1.1
Public services	1183	5.7	17.9	35.6	38.7	2.1
Non-public services	1600	8.4	16.2	39.6	35	0.9

Table 50a. Greatest challenges in filling vacancies – *first mention* – by country

QUESTION: Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones. – First mention


	Total N	% Shortage of applicants with the right skills and capabilities in COUNTRY	% Limited resources to market graduate vacancies adequately	% Offering a competitive starting salary	% Graduate candidates withdraw applications because hiring process is slow	% Offering a competitive graduate training and development programme	% DK/NA
 TOTAL	7036	33.4	10.8	24.5	4	8.3	19.1
COUNTRY							
 Belgium	201	38.3	10.9	20.9	6	8	15.9
 Bulgaria	201	21.4	13.9	36.8	2.5	4	21.4
 Czech Rep.	202	33.7	7.9	25.7	2	10.9	19.8
 Denmark	205	30.2	5.9	26.3		9.8	27.8
 Germany	400	44	10.5	28.5	4	5.5	7.5
 Estonia	200	34.5	6	18	3.5	5.5	32.5
 Greece	200	23	28.5	18	7	8	15.5
 Spain	401	22.2	7.5	27.9	6	17	19.5
 France	404	27.5	8.9	23	3.7	7.7	29.2
 Ireland	200	29.5	12	27	5.5	8	18
 Italy	400	28.5	12.8	13	2.3	7.5	36
 Cyprus	101	31.7	8.9	21.8	2	17.8	17.8
 Latvia	202	24.8	15.8	28.2	2.5	5.4	23.3
 Lithuania	200	31	21.5	23.5	3.5	7	13.5
 Luxembourg	101	60.4	3	10.9	4	6.9	14.9
 Hungary	202	15.3	11.4	48	3.5	5.9	15.8
 Malta	100	47	2	25	4	7	15
 Netherlands	200	29.5	13.5	28.5	6	6.5	16
 Austria	200	50.5	7.5	26.5	2.5	7	6
 Poland	403	25.3	12.9	39.5	3.5	6.7	12.2
 Portugal	204	22.1	6.4	36.8	5.4	11.8	17.6
 Romania	201	13.4	15.4	36.3	3.5	18.9	12.4
 Slovenia	204	43.1	11.8	20.1	2.5	4.9	17.6
 Slovakia	203	19.7	6.9	40.9	5.9	8.9	17.7
 Finland	200	39.5	8	25	1	4	22.5
 Sweden	200	31.5	5.5	22.5	3	16.5	21
 United Kingdom	400	36.8	9.8	23.8	1.8	8.3	19.8
 Croatia	200	23	7.5	35	5	10.5	19
 Turkey	201	55.7	10.4	6.5	7	4	16.4
 Norway	200	50	2	19	1.5	5.5	22
 Iceland	100	15	3	42	1	14	25

Table 50b. Greatest challenges in filling vacancies – *first mention* – by segments

QUESTION: Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones. – First mention



	Total N	% Shortage of applicants with the right skills and capabilities in COUNTRY	% Limited resources to market graduate vacancies adequately	% Offering a competitive starting salary	% Graduate candidates withdraw applications because hiring process is slow	% Offering a competitive graduate training and development programme	% DK/NA
TOTAL	7036	33.4	10.8	24.5	4	8.3	19.1
 COMPANY SIZE							
50-249 employees	5344	33.5	10.6	24.7	3.9	8	19.3
250 or more employees	1682	33	11.2	24	4	9.4	18.4
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	4759	35.7	9.9	25.2	3.5	7.4	18.3
Have recruited but not planning to recruit more	1764	28.7	12.5	23	5.1	10.2	20.4
Did not recruit but planning to recruit	375	31.4	14.4	27.1	4.4	9.2	13.6
 OWNERSHIP STRUCTURE							
Public	1490	22.9	14.1	28.4	5.6	7.6	21.4
Private	5204	36.5	9.7	23.3	3.5	8.6	18.4
Mixed	291	31.8	13.5	25.9	3.4	7.2	18.1
 INTERNATIONAL CONTACTS							
More than 50%	877	38.8	10.1	25.1	4	8.1	14
10-50%	1982	37.1	10.6	24.2	4.8	10	13.2
Less than 10%	2122	33.4	10.7	25.3	3.2	8.1	19.2
None	1815	28	11.2	24.3	3.4	6.7	26.4
 MAIN ACTIVITY							
Industry	2514	40.3	9.6	21.9	3.6	7.8	16.8
Construction, transport, ICT	876	31.5	9.5	24.9	4.1	10.3	19.7
Trade, accommodation and food services	862	31.4	12	24.8	4.5	9.3	18
Public services	1183	20.9	14.7	28.1	4.7	7.3	24.4
Non-public services	1600	33.9	9.7	25.6	3.7	8.2	19

Table 51a. Greatest challenges in filling vacancies – *second mention* – by country

QUESTION: Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones. – Second mention

Base: those who gave an answer firstly

	Total N	% Shortage of applicants with the right skills and capabilities in COUNTRY	% Limited resources to market graduate vacancies adequately	% Offering a competitive starting salary	% Graduate candidates withdraw applications because hiring process is slow	% Offering a competitive graduate training and development programme	% DK/NA
 TOTAL	5694	16.8	14.2	23.1	7.2	14.5	24.2
COUNTRY							
 Belgium	169	20.7	7.1	27.2	11.8	13	20.1
 Bulgaria	158	20.9	13.3	20.9	4.4	11.4	29.1
 Czech Rep.	162	17.3	7.4	24.7	6.8	16	27.8
 Denmark	148	16.2	10.1	14.9	2.7	14.9	41.2
 Germany	370	20.8	16.2	30	6.2	9.7	17
 Estonia	135	9.6	11.1	12.6	8.1	10.4	48.1
 Greece	169	11.8	11.2	20.1	3	11.8	42
 Spain	323	17	12.1	16.4	10.8	21.7	22
 France	286	16.4	11.5	16.8	4.5	12.6	38.1
 Ireland	164	21.3	20.7	20.7	9.1	17.1	11
 Italy	256	12.1	16.4	14.8	4.3	11.3	41
 Cyprus	83	19.3	14.5	16.9	3.6	13.3	32.5
 Latvia	155	15.5	25.2	18.1	5.8	10.3	25.2
 Lithuania	173	14.5	21.4	22.5	3.5	15.6	22.5
 Luxembourg	86	15.1	19.8	16.3	4.7	22.1	22.1
 Hungary	170	18.2	13.5	22.4	2.9	13.5	29.4
 Malta	85	8.2	8.2	23.5	5.9	10.6	43.5
 Netherlands	168	17.9	10.1	23.8	8.9	14.9	24.4
 Austria	188	12.8	8.5	24.5	4.3	13.8	36.2
 Poland	354	20.3	18.9	22.6	5.6	13.6	18.9
 Portugal	168	11.3	11.9	22.6	10.7	29.2	14.3
 Romania	176	12.5	14.8	26.1	6.8	17.6	22.2
 Slovenia	168	14.9	19.6	26.2	6	13.1	20.2
 Slovakia	167	12	15	22.8	9.6	16.8	24
 Finland	155	11.6	9.7	14.2	5.8	7.7	51
 Sweden	158	13.3	7	24.7	3.2	14.6	37.3
 United Kingdom	321	18.4	17.4	24	7.8	18.4	14
 Croatia	162	15.4	12.3	22.2	12.3	15.4	22.2
 Turkey	168	14.3	13.7	29.2	13.7	15.5	13.7
 Norway	156	14.1	5.8	19.2	1.3	10.9	48.7
 Iceland	75	12	4	16	0	20	48

Table 51b. Greatest challenges in filling vacancies – *second mention* – by segments

QUESTION: Q5.1. What are the greatest challenges you face in filling your vacancies? Please select the two most important ones. – Second mention

Base: those who gave an answer firstly






	Total N	% Shortage of applicants with the right skills and capabilities in COUNTRY	% Limited resources to market graduate vacancies adequately	% Offering a competitive starting salary	% Graduate candidates withdraw applications because hiring process is slow	% Offering a competitive graduate training and development programme	% DK/NA
TOTAL	5694	16.8	14.2	23.1	7.2	14.5	24.2
 COMPANY SIZE							
50-249 employees	4315	16.2	14.6	23.6	6.5	14.8	24.3
250 or more employees	1373	18.6	13.2	21.4	9.5	13.4	23.9
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	3889	17.3	13.6	24.1	6.4	13.9	24.7
Have recruited but not planning to recruit more	1403	14.8	15	20.8	9.8	15.7	23.8
Did not recruit but planning to recruit	324	17.8	18.3	23.9	6.2	14.9	19
 OWNERSHIP STRUCTURE							
Public	1172	19.5	14.9	20.3	9.7	13.1	22.5
Private	4246	15.9	14.1	24.2	6.8	14.9	24.2
Mixed	238	20	14.2	18.8	4.1	14.5	28.5
 INTERNATIONAL CONTACTS							
More than 50%	754	17.6	13.9	21.8	6.1	14.9	25.6
10-50%	1720	17.5	15.5	22.6	8.2	14.5	21.7
Less than 10%	1714	18	12.5	26.3	6.8	13.3	23.1
None	1336	13.7	15.3	21.4	6.8	15.7	27.1
 MAIN ACTIVITY							
Industry	2092	15.2	15	24.7	6.9	15.1	23.2
Construction, transport, ICT	704	16	13.4	23.4	5.4	15.6	26.3
Trade, accommodation and food services	707	18.3	14.7	21.2	5.8	15.6	24.4
Public services	895	18.5	14.3	20.3	9.8	11.2	25.9
Non-public services	1296	17.8	13.3	23.1	7.9	14.5	23.4

Table 52a. Frequency of cooperation with higher education institutions to discuss curriculum design and study programmes – *by country*

QUESTION: Q6.1. How frequently do you cooperate with higher education institutions to discuss curriculum design and study programmes?










	Total N	% Very frequently	% Rather frequently	% Sometimes	% Never	% DK/NA
 TOTAL	7036	6	7.5	28.5	55.8	2.2
COUNTRY						
 Belgium	201	3.5	14.9	26.4	53.2	2
 Bulgaria	201	6	8	25.9	57.7	2.5
 Czech Rep.	202	5	6.4	27.7	59.4	1.5
 Denmark	205	1.5	4.9	25.9	67.3	0.5
 Germany	400	4	3.8	34.2	56.5	1.5
 Estonia	200	5.5	10.5	30.5	52.5	1
 Greece	200	2.5	7.5	27	61.5	1.5
 Spain	401	6.2	9.2	24.4	57.9	2.2
 France	404	4	7.4	27	58.7	3
 Ireland	200	4	8	39.5	46.5	2
 Italy	400	3.5	13	21.5	59.8	2.2
 Cyprus	101	6.9	6.9	30.7	51.5	4
 Latvia	202	8.4	6.4	22.8	61.4	1
 Lithuania	200	4.5	8.5	41.5	44	1.5
 Luxembourg	101	4	6.9	38.6	50.5	0
 Hungary	202	6.4	7.4	23.3	60.4	2.5
 Malta	100	7	19	26	41	7
 Netherlands	200	2.5	12.5	31	52	2
 Austria	200	3	5.5	29.5	62	0
 Poland	403	2	2.2	21.6	73.9	0.2
 Portugal	204	6.9	9.3	34.3	46.6	2.9
 Romania	201	4.5	8.5	39.3	44.8	3
 Slovenia	204	3.9	14.2	43.6	37.7	0.5
 Slovakia	203	3.9	12.8	23.2	59.6	0.5
 Finland	200	3	6.5	39.5	51	0
 Sweden	200	6	5.5	36	51.5	1
 United Kingdom	400	4.5	8	30.8	52.2	4.5
 Croatia	200	8.5	13.5	18.5	57	2.5
 Turkey	201	22.4	4.5	27.4	43.3	2.5
 Norway	200	3	10	32	52	3
 Iceland	100	3	8	33	55	1

Table 52b. Frequency of cooperation with higher education institutions to discuss curriculum design and study programmes – *by segments*

QUESTION: Q6.1. How frequently do you cooperate with higher education institutions to discuss curriculum design and study programmes?



	Total N	% Very frequently	% Rather frequently	% Sometimes	% Never	% DK/NA
TOTAL	7036	6	7.5	28.5	55.8	2.2
 COMPANY SIZE						
50-249 employees	5344	4.9	7.4	27.6	58.5	1.7
250 or more employees	1682	9.6	7.7	31.5	47.2	4
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	6.3	8.5	30.7	52.6	1.9
Have recruited but not planning to recruit more	1764	6.1	5.8	24.4	61.9	1.9
Did not recruit but planning to recruit	375	3.1	3	20.9	71.6	1.4
 OWNERSHIP STRUCTURE						
Public	1490	9.2	7.4	27.8	51.7	3.9
Private	5204	5.1	7.4	28.5	57.3	1.6
Mixed	291	5.5	8.3	31.8	51.4	3
 INTERNATIONAL CONTACTS						
More than 50%	877	5.7	9.8	31.3	51.9	1.4
10-50%	1982	10.4	7.8	30.3	49.4	2.1
Less than 10%	2122	4.4	7.9	29.6	56.6	1.5
None	1815	3.4	5.3	24.5	64.1	2.7
 MAIN ACTIVITY						
Industry	2514	6.8	6	29.9	56.1	1.1
Construction, transport, ICT	876	2.6	6.1	25.8	63.6	2
Trade, accommodation and food services	862	2.7	6.4	26.6	62	2.4
Public services	1183	6.5	8.7	30.7	50.6	3.4
Non-public services	1600	8.1	10	27	51.7	3.1

Table 53a. Respondents' opinions about the importance of cooperation with higher education institutions – *by country*

QUESTION: Q6.2. How important is the cooperation for your organization? Please rate the importance of cooperating with higher education institutions the design of curricula and study programmes.





	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
 TOTAL	7036	15.6	32.1	21.4	26	5.1
COUNTRY						
 Belgium	201	12.4	31.3	17.4	28.4	10.4
 Bulgaria	201	14.4	36.3	25.4	19.4	4.5
 Czech Rep.	202	11.4	19.3	19.8	48	1.5
 Denmark	205	17.6	24.9	26.8	28.8	2
 Germany	400	9	34	27.8	27.5	1.8
 Estonia	200	15.5	31.5	19.5	19	14.5
 Greece	200	23	40	16	15	6
 Spain	401	22.7	36.4	20.9	17.7	2.2
 France	404	10.6	23.8	21	42.6	2
 Ireland	200	18	31	25	23	3
 Italy	400	17.2	31.8	18	26.5	6.5
 Cyprus	101	32.7	19.8	17.8	17.8	11.9
 Latvia	202	18.3	18.8	24.8	37.1	1
 Lithuania	200	16.5	39	29	13.5	2
 Luxembourg	101	17.8	27.7	25.7	27.7	1
 Hungary	202	11.9	20.3	18.3	45.5	4
 Malta	100	38	23	15	21	3
 Netherlands	200	13	28	23.5	26	9.5
 Austria	200	13	39.5	26	16.5	5
 Poland	403	8.9	30	25.6	26.6	8.9
 Portugal	204	21.1	45.6	20.1	10.3	2.9
 Romania	201	19.4	42.3	15.9	19.4	3
 Slovenia	204	21.6	44.6	19.1	12.3	2.5
 Slovakia	203	12.8	26.1	24.6	34.5	2
 Finland	200	11	28.5	30.5	20	10
 Sweden	200	19.5	32.5	18	14	16
 United Kingdom	400	10.5	32.2	21.5	25.5	10.2
 Croatia	200	19	23.5	11.5	45	1
 Turkey	201	31.3	34.3	14.9	14.9	4.5
 Norway	200	9.5	30.5	24	24.5	11.5
 Iceland	100	16	47	17	19	1

Table 53b. Respondents' opinions about the importance of cooperation with higher education institutions – *by segments*

QUESTION: Q6.2. How important is the cooperation for your organization? Please rate the importance of cooperating with higher education institutions the design of curricula and study programmes.






	Total N	% Very important	% Rather important	% Rather unimportant	% Not important at all	% DK/NA
TOTAL	7036	15.6	32.1	21.4	26	5.1
 COMPANY SIZE						
50-249 employees	5344	14	30.8	22.3	28.1	4.8
250 or more employees	1682	20.6	36.1	18.4	19	5.9
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	16.6	34.3	21.4	23.1	4.6
Have recruited but not planning to recruit more	1764	14.3	28	20.6	31.6	5.5
Did not recruit but planning to recruit	375	10.9	23.9	26.5	36	2.6
 OWNERSHIP STRUCTURE						
Public	1490	18.6	32.6	18.3	24	6.4
Private	5204	14.7	32	22	26.7	4.6
Mixed	291	15.4	31.2	25.2	23.5	4.8
 INTERNATIONAL CONTACTS						
More than 50%	877	15.4	33.7	22.6	23.1	5.2
10-50%	1982	22.2	33.2	19	21.9	3.7
Less than 10%	2122	13.1	34.7	23.2	25	3.9
None	1815	10.7	27.1	21.1	34	7.2
 MAIN ACTIVITY						
Industry	2514	15.9	34.4	21.3	23.8	4.7
Construction, transport, ICT	876	10.5	28.9	25.2	30.4	5
Trade, accommodation and food services	862	13.2	29.3	22.3	31.3	3.9
Public services	1183	18.1	32.1	20.1	23.4	6.3
Non-public services	1600	17.3	31.6	19.7	25.9	5.4

Table 54a. Frequency of cooperation with higher education institutions in the recruitment of their graduates – *by country*

QUESTION: Q6.4. How frequently do you cooperate with higher education institutions in recruiting their graduates?


	Total N	% Very frequently	% Rather frequently	% Sometimes	% Never	% DK/NA
 TOTAL	7036	7.2	11.5	36.3	43.4	1.7
COUNTRY						
 Belgium	201	9.5	21.4	32.3	35.3	1.5
 Bulgaria	201	5	9	30.8	53.7	1.5
 Czech Rep.	202	3.5	5.9	29.7	60.4	0.5
 Denmark	205	2.9	10.2	46.3	40	0.5
 Germany	400	6	12.5	45.8	35.5	0.2
 Estonia	200	7	15.5	27	47.5	3
 Greece	200	9.5	9.5	30.5	50	0.5
 Spain	401	9.2	19.2	35.2	34.9	1.5
 France	404	5.2	9.2	36.4	47	2.2
 Ireland	200	8	16.5	43.5	30.5	1.5
 Italy	400	4.2	13.2	25.5	53.5	3.5
 Cyprus	101	8.9	8.9	40.6	39.6	2
 Latvia	202	12.9	4.5	19.3	62.9	0.5
 Lithuania	200	5	9.5	45	39	1.5
 Luxembourg	101	4	9.9	51.5	34.7	0
 Hungary	202	7.4	10.4	22.8	56.9	2.5
 Malta	100	6	18	30	43	3
 Netherlands	200	4.5	10	42.5	41	2
 Austria	200	10.5	14.5	45.5	28.5	1
 Poland	403	2	6.5	36.2	54.8	0.5
 Portugal	204	7.4	15.7	29.4	46.6	1
 Romania	201	6	9.5	37.3	45.3	2
 Slovenia	204	5.9	18.1	44.6	31.4	0
 Slovakia	203	5.4	7.4	27.1	59.6	0.5
 Finland	200	4	13	54	29	0
 Sweden	200	3.5	13	39.5	41	3
 United Kingdom	400	5	12.5	42.2	37.8	2.5
 Croatia	200	7	16.5	18.5	57	1
 Turkey	201	20.4	6.5	30.8	40.3	2
 Norway	200	6	11	40	41.5	1.5
 Iceland	100	4	9	43	43	1

Table 54b. Frequency of cooperation with higher education institutions in the recruitment of their graduates – *by segments*

QUESTION: Q6.4. How frequently do you cooperate with higher education institutions in recruiting their graduates?

	Total N	% Very frequently	% Rather frequently	% Sometimes	% Never	% DK/NA
TOTAL	7036	7.2	11.5	36.3	43.4	1.7
 COMPANY SIZE						
50-249 employees	5344	5.9	10.6	36.2	45.9	1.4
250 or more employees	1682	11.1	14.3	36.7	35.3	2.7
 HIGHER EDUCATION GRADUATES						
Have recruited and plan to recruit more	4759	8	13.7	38.5	38.5	1.3
Have recruited but not planning to recruit more	1764	6.1	7.7	31.7	52.9	1.7
Did not recruit but planning to recruit	375	2.9	3.6	30.8	61.7	1
 OWNERSHIP STRUCTURE						
Public	1490	9	8.7	31.7	48.1	2.6
Private	5204	6.7	11.9	37.9	42	1.4
Mixed	291	6.1	16.8	33.9	42.6	0.7
 INTERNATIONAL CONTACTS						
More than 50%	877	8.1	14.2	40.2	36.6	0.9
10-50%	1982	12.1	13.5	39.2	33.7	1.5
Less than 10%	2122	5	11.8	37.4	44.7	1
None	1815	3.7	7.6	30.1	56.3	2.3
 MAIN ACTIVITY						
Industry	2514	7.5	11.2	38.8	41.5	1
Construction, transport, ICT	876	5.2	9.8	36.4	46.9	1.6
Trade, accommodation and food services	862	4.3	10.2	38.5	46.2	0.9
Public services	1183	5.8	10.2	32.7	48.6	2.7
Non-public services	1600	10.3	14.5	33.8	39	2.4

Table 55a. Opinions about the best ways of cooperating with higher education institutions on recruitment –*first mention – by country*

QUESTION: Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?

Please select two from the six items I am going to read to you. – First answer

	Total N	% Participation in debates or seminars organised by higher education institutions	% Personal discussions with study programme directors or teachers	% Answering surveys	% Direct recruitment from schools	% Cooperation with career centres	% Participation in internship programme with higher education institutions	% DK/NA
 TOTAL	7036	10.1	11.4	3.3	17.2	11.5	33.6	12.8
COUNTRY								
 Belgium	201	7	11.9	1	16.9	7.5	36.3	19.4
 Bulgaria	201	10.9	13.9	7.5	10.9	12.9	33.3	10.4
 Czech Rep.	202	5.4	11.9	7.9	24.3	9.9	16.8	23.8
 Denmark	205	15.6	9.8	2.9	10.7	12.2	40.5	8.3
 Germany	400	5.8	14.5	2	19	7.2	43.2	8.2
 Estonia	200	3.5	8	2.5	20	8.5	42.5	15
 Greece	200	14.5	15	3.5	8.5	7	38	13.5
 Spain	401	9	5	3	17.7	11.7	41.6	12
 France	404	8.7	11.4	3.2	23.8	5.9	34.2	12.9
 Ireland	200	7.5	12.5	4	19	16.5	30	10.5
 Italy	400	6.5	7.5	0.8	13.5	4.5	43.5	23.8
 Cyprus	101	12.9	32.7	2	4	18.8	14.9	14.9
 Latvia	202	7.9	13.4	3	7.9	4.5	44.1	19.3
 Lithuania	200	15.5	11.5	10	10.5	15.5	29	8
 Luxembourg	101	9.9	12.9	6.9	17.8	6.9	39.6	5.9
 Hungary	202	4.5	8.9	4.5	12.9	10.9	31.2	27.2
 Malta	100	12	26	2	14	5	22	19
 Netherlands	200	8.5	7.5	2	18	9.5	40.5	14
 Austria	200	8.5	23	3	17	13.5	30.5	4.5
 Poland	403	7.4	7.2	6.5	21.3	19.9	23.1	14.6
 Portugal	204	6.9	5.4	4.9	12.7	6.4	49.5	14.2
 Romania	201	16.4	19.9	6.5	17.4	12.9	14.9	11.9
 Slovenia	204	12.3	14.7	3.9	13.2	8.3	43.1	4.4
 Slovakia	203	7.9	15.3	17.2	25.1	7.9	12.8	13.8
 Finland	200	2	21	3.5	26.5	11	28.5	7.5
 Sweden	200	6.5	14.5	1	12	5.5	33	27.5
 United Kingdom	400	6	16.2	3.2	22.8	22.5	19	10.2
 Croatia	200	9.5	7.5	15	21	10.5	22.5	14
 Turkey	201	30.8	9	2	5	17.9	32.8	2.5
 Norway	200	7	5	2	25	13.5	21	26.5
 Iceland	100	1	26	1	11	10	36	15

Table 55b. Opinions about the best ways of cooperating with higher education institutions on recruitment – *first mention – by segments*

QUESTION: Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
Please select two from the six items I am going to read to you. – First answer






	Total N	% Participation in debates or seminars organised by higher education institutions	% Personal discussions with study programme directors or teachers	% Answering surveys	% Direct recruitment from schools	% Cooperation with career centres	% Participation in internship programme with higher education institutions	% DK/NA
TOTAL	7036	10.1	11.4	3.3	17.2	11.5	33.6	12.8
 COMPANY SIZE								
50-249 employees	5344	9.3	11.9	3.6	16.9	11.5	33.2	13.5
250 or more employees	1682	12.6	9.8	2.4	17.9	11.7	35.3	10.4
 HIGHER EDUCATION GRADUATES								
Have recruited and plan to recruit more	4759	9.9	11.1	3.2	16.9	11.8	35.6	11.5
Have recruited but not planning to recruit more	1764	11.4	13	3.8	17.2	11	28.7	14.9
Did not recruit but planning to recruit	375	3.9	8.9	2.6	21.1	10.3	35.9	17.2
 OWNERSHIP STRUCTURE								
Public	1490	12.2	10.9	3.1	14.2	10.3	32.9	16.2
Private	5204	9.3	11.6	3.5	18.2	11.9	33.9	11.7
Mixed	291	14.5	10.3	2.4	15.7	11.8	32.8	12.4
 INTERNATIONAL CONTACTS								
More than 50%	877	8.7	11.8	2.6	17.2	13.8	35.3	10.5
10-50%	1982	12.8	10.7	3.5	16.8	13.3	32.7	10.2
Less than 10%	2122	8.4	12.2	2.9	18.2	11.1	36.4	10.8
None	1815	10.2	10.8	4	16.9	9.5	30.9	17.5
 MAIN ACTIVITY								
Industry	2514	10.5	10.8	3.4	16.7	12.4	35.7	10.6
Construction, transport, ICT	876	9.5	10.5	4.3	20.9	9.1	33.2	12.5
Trade, accommodation and food services	862	8.8	10.3	3.6	17.6	10.5	35	14.2
Public services	1183	8.8	10	2.8	15.7	9.5	35.4	17.8
Non-public services	1600	11.6	14.6	3	16.8	13.7	28.6	11.8

Table 56a. Opinions about the best ways of cooperating with higher education institutions on recruitment – *second mention* – by country

QUESTION: Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
Please select two from the six items I am going to read to you. – Second answer

Base: those who gave an answer firstly

	Total N	% Participation in debates or seminars organised by higher education institutions	% Personal discussions with study programme directors or teachers	% Answering surveys	% Direct recruitment from schools	% Cooperation with career centres	% Participation in internship programme with higher education institutions	% DK/NA
 TOTAL	6139	15.2	14.4	4.4	17	14.5	21	13.5
COUNTRY								
 Belgium	162	20.4	11.7	6.2	21	8.6	17.9	14.2
 Bulgaria	180	12.2	17.2	6.7	12.8	16.7	18.9	15.6
 Czech Rep.	154	14.3	17.5	12.3	18.8	15.6	5.2	16.2
 Denmark	188	15.4	16	2.1	17	18.1	22.3	9
 Germany	367	13.4	21.8	3	23.2	7.9	23.4	7.4
 Estonia	170	14.1	7.6	2.9	16.5	11.2	18.8	28.8
 Greece	173	15	19.1	4.6	7.5	17.9	18.5	17.3
 Spain	353	14.2	8.8	3.4	17.8	20.4	26.1	9.3
 France	352	17.3	10.8	2.6	15.3	8.8	17.3	27.8
 Ireland	179	8.9	15.1	6.1	21.8	22.3	20.1	5.6
 Italy	305	16.4	22.3	3.6	11.8	5.6	13.8	26.6
 Cyprus	86	19.8	14	4.7	12.8	9.3	11.6	27.9
 Latvia	163	14.7	22.7	5.5	4.3	5.5	17.8	29.4
 Lithuania	184	19	15.2	7.6	9.2	23.4	18.5	7.1
 Luxembourg	95	13.7	15.8	5.3	26.3	14.7	16.8	7.4
 Hungary	147	8.2	12.2	8.2	21.1	14.3	21.1	15
 Malta	81	23.5	14.8	0	9.9	4.9	21	25.9
 Netherlands	172	9.3	12.8	6.4	24.4	14	23.3	9.9
 Austria	191	9.9	19.9	4.2	17.8	12.6	24.6	11
 Poland	344	9.6	7.8	5.5	18.3	20.3	22.4	16
 Portugal	175	18.9	9.1	5.7	20	16.6	18.3	11.4
 Romania	177	15.8	18.1	10.2	18.6	14.7	14.1	8.5
 Slovenia	195	11.8	22.6	6.2	22.1	9.2	15.9	12.3
 Slovakia	175	14.3	18.3	17.7	15.4	13.1	8	13.1
 Finland	185	7	14.6	1.1	24.3	10.3	23.2	19.5
 Sweden	145	15.2	14.5	2.8	15.9	11.7	18.6	21.4
 United Kingdom	359	13.4	14.2	5.8	19.5	22.8	17	7.2
 Croatia	172	11.6	15.1	16.9	15.7	14.5	14	12.2
 Turkey	196	24	6.1	1	8.7	21.4	34.7	4.1
 Norway	147	12.9	8.8	2	19.7	11.6	13.6	31.3
 Iceland	85	7.1	22.4	4.7	10.6	10.6	18.8	25.9

Table 56b. Opinions about the best ways of cooperating with higher education institutions on recruitment –*second mention* – *by segments*

QUESTION: Q6.5. What do you think is the best way to cooperate with higher education institutions on recruitment?
Please select two from the six items I am going to read to you. – Second answer






	Total N	% Participation in debates or seminars organised by higher education institutions	% Personal discussions with study programme directors or teachers	% Answering surveys	% Direct recruitment from schools	% Cooperation with career centres	% Participation in internship programme with higher education institutions	% DK/NA
TOTAL	6139	15.2	14.4	4.4	17	14.5	21	13.5
 COMPANY SIZE								
50-249 employees	4622	14.7	14.1	4.5	17.4	14.8	20.5	14
250 or more employees	1508	16.8	15.1	4	16.1	13.7	22.7	11.7
 HIGHER EDUCATION GRADUATES								
Have recruited and plan to recruit more	4210	15.5	14.8	3.5	17.5	13.9	21.4	13.4
Have recruited but not planning to recruit more	1501	14.8	11.4	6.1	15.3	17.2	20.7	14.5
Did not recruit but planning to recruit	310	16.4	18.8	7.2	21.2	11	14.2	11.1
 OWNERSHIP STRUCTURE								
Public	1249	16.1	13.6	4.6	14.4	14.7	22.1	14.5
Private	4597	15.1	14.6	4.2	17.7	14.6	20.6	13.3
Mixed	255	13.6	14.9	7.6	17.5	13.4	24.3	8.6
 INTERNATIONAL CONTACTS								
More than 50%	785	16.7	14.4	4.6	18.8	15.4	19.2	11
10-50%	1781	15.6	14.4	3.6	16.5	15.6	23.3	11
Less than 10%	1893	15.4	14.1	4.7	17.9	14.4	20	13.5
None	1497	13.9	14.9	5	16.1	12.5	21.3	16.2
 MAIN ACTIVITY								
Industry	2248	15.5	14.6	3.5	17.5	14.2	22.2	12.5
Construction, transport, ICT	767	13.3	15.9	4.5	15.8	15.7	20.1	14.6
Trade, accommodation and food services	740	13.2	14.1	5.6	19.2	16.3	19.9	11.7
Public services	973	15.8	14.8	5.7	15.5	13.1	18.3	16.8
Non-public services	1412	16.3	12.9	4.2	16.9	14.5	22.1	13






Table 57a. Actions that higher education institutions should take to improve the employability of their graduates – *by country*

QUESTION: Q7.1. Which actions should higher education institutions take in order to improve the employability of their graduates? Choose one of the following choices.

	Total N	% Make courses more relevant to the needs of employers	% Include practical experience in courses	% Include sector specific work placements as an integral part of the study programme	% Provide better post-graduation support (facilitate relations between graduates and companies)	% Other	% DK/NA
 TOTAL	7036	18.3	29.7	35.8	9.1	2.1	5
COUNTRY							
 Belgium	201	13.4	32.8	39.8	5	4.5	4.5
 Bulgaria	201	16.4	47.3	15.4	13.9	3.5	3.5
 Czech Rep.	202	10.4	36.1	34.2	6.9	2	10.4
 Denmark	205	24.9	25.9	35.6	4.4	6.3	2.9
 Germany	400	14	18	60.2	3.2	1.5	3
 Estonia	200	27.5	22.5	30.5	11	1.5	7
 Greece	200	32	39	5.5	20	2	1.5
 Spain	401	9.7	27.9	48.9	6.7	1.2	5.5
 France	404	22.5	22.8	35.6	11.1	4	4
 Ireland	200	20	33.5	34	6.5	3	3
 Italy	400	16.5	20.8	42.5	6	0.2	14
 Cyprus	101	19.8	42.6	7.9	20.8	2	6.9
 Latvia	202	22.8	24.8	31.7	3.5	5.4	11.9
 Lithuania	200	29.5	22	35	7.5	1.5	4.5
 Luxembourg	101	13.9	28.7	47.5	4	4	2
 Hungary	202	18.8	43.1	22.8	2.5	5.4	7.4
 Malta	100	17	33	30	3	3	14
 Netherlands	200	14	38	30	6.5	3	8.5
 Austria	200	17	16	57	5.5	0.5	4
 Poland	403	21.3	31.8	29	12.9	2.2	2.7
 Portugal	204	14.2	36.8	32.4	12.7	0.5	3.4
 Romania	201	27.9	46.8	10.4	9.5	1	4.5
 Slovenia	204	18.6	25.5	43.6	7.4	2.9	2
 Slovakia	203	11.3	16.3	57.1	5.4	4.9	4.9
 Finland	200	16.5	45	21	12.5	3.5	1.5
 Sweden	200	18.5	39	30	2	3.5	7
 United Kingdom	400	29.5	27.2	31.8	5.5	3.5	2.5
 Croatia	200	26.5	32.5	16	12.5	3.5	9
 Turkey	201	11.9	49.3	12.9	23.9	0	2
 Norway	200	18	25.5	38.5	2	1.5	14.5
 Iceland	100	15	28	37	9	3	8

Table 57b. Actions that higher education institutions should take to improve the employability of their graduates – *by segments*

QUESTION: Q7.1. Which actions should higher education institutions take in order to improve the employability of their graduates? Choose one of the following choices.

	Total N	% Make courses more relevant to the needs of employers	% Include practical experience in courses	% Include sector specific work placements as an integral part of the study programme	% Provide better post-graduation support (facilitate relations between graduates and companies)	% Other	% DK/NA
TOTAL	7036	18.3	29.7	35.8	9.1	2.1	5
 COMPANY SIZE							
50-249 employees	5344	18.6	30.3	34.6	9.1	1.9	5.5
250 or more employees	1682	17.4	27.7	39.5	9	2.6	3.7
 HIGHER EDUCATION GRADUATES							
Have recruited and plan to recruit more	4759	18.1	29.3	36.6	9.1	2.2	4.7
Have recruited but not planning to recruit more	1764	18.3	31	34.5	9	1.6	5.5
Did not recruit but planning to recruit	375	20.8	28.2	34.5	9.1	1.4	6
 OWNERSHIP STRUCTURE							
Public	1490	17.6	27.7	36.5	10.7	2.5	4.9
Private	5204	18.9	30.1	35.5	8.6	1.8	5
Mixed	291	11.8	31.6	38.2	9.9	3.1	5.5
 INTERNATIONAL CONTACTS							
More than 50%	877	16.8	33.5	36	8.1	2	3.6
10-50%	1982	19.4	31.5	33.6	9.2	1.6	4.6
Less than 10%	2122	19	26.8	38.2	9.6	2.1	4.3
None	1815	17.5	29.2	35.8	8.8	2.3	6.3
 MAIN ACTIVITY							
Industry	2514	18.1	32.7	33.5	9.9	1.3	4.5
Construction, transport, ICT	876	19.2	30.3	35.7	7.4	2.2	5.1
Trade, accommodation and food services	862	20.6	32.1	32	9.1	1.5	4.6
Public services	1183	17	23.9	40.4	9.6	2.6	6.4
Non-public services	1600	18	27.4	38.2	8.1	3.2	5

II. Survey details

This Flash Eurobarometer 304: "Employers' perception of graduate employability", a Special Target Group survey telephone survey, was conducted on behalf of the Education and Culture Directorate-General of the European Commission, Unit C1 - Higher Education/Erasmus. The main aim of the survey was to look at the extent to which employers are employing graduates and how they are valued in the workplace, to gather information from recruiters in enterprises on how they perceive graduate employability and whether higher education institutes are producing the right kind of employees who have the skills, knowledge and competencies necessary to cope with the type of work envisaged for them.

The interviews were conducted between the 30th August and 7th September by partner institutes of The Gallup Organization Hungary:

Belgium	BE	Gallup Europe	(Interviews: 30/08/2010 – 07/09/2010)
Czech Republic	CZ	Focus Agency	(Interviews: 30/08/2010 – 07/09/2010)
Denmark	DK	Norstat Denmark	(Interviews: 30/08/2010 – 07/09/2010)
Germany	DE	IFAK	(Interviews: 30/08/2010 – 07/09/2010)
Estonia	EE	Saar Poll	(Interviews: 30/08/2010 – 07/09/2010)
Greece	EL	Metroanalysis	(Interviews: 30/08/2010 – 07/09/2010)
Spain	ES	Gallup Spain	(Interviews: 30/08/2010 – 07/09/2010)
France	FR	Efficiencie3	(Interviews: 30/08/2010 – 07/09/2010)
Ireland	IE	Gallup UK	(Interviews: 30/08/2010 – 07/09/2010)
Italy	IT	Demoskopoea	(Interviews: 30/08/2010 – 07/09/2010)
Cyprus	CY	CYMAR	(Interviews: 30/08/2010 – 07/09/2010)
Latvia	LV	Latvian Facts	(Interviews: 30/08/2010 – 07/09/2010)
Lithuania	LT	Baltic Survey	(Interviews: 30/08/2010 – 07/09/2010)
Luxembourg	LU	Gallup Europe	(Interviews: 30/08/2010 – 07/09/2010)
Hungary	HU	Gallup Hungary	(Interviews: 30/08/2010 – 07/09/2010)
Malta	MT	MISCO	(Interviews: 30/08/2010 – 07/09/2010)
Netherlands	NL	MSR	(Interviews: 30/08/2010 – 07/09/2010)
Austria	AT	Spectra	(Interviews: 30/08/2010 – 07/09/2010)
Poland	PL	Gallup Poland	(Interviews: 30/08/2010 – 07/09/2010)
Portugal	PT	Consulmark	(Interviews: 30/08/2010 – 07/09/2010)
Slovenia	SI	Cati d.o.o.	(Interviews: 30/08/2010 – 07/09/2010)
Slovakia	SK	Focus Agency	(Interviews: 30/08/2010 – 07/09/2010)
Finland	FI	Norstat Finland Oy	(Interviews: 30/08/2010 – 07/09/2010)
Sweden	SE	Norstat Sweden	(Interviews: 30/08/2010 – 07/09/2010)
United Kingdom	UK	Gallup UK	(Interviews: 30/08/2010 – 07/09/2010)
Bulgaria	BG	Vitosha Research	(Interviews: 30/08/2010 – 07/09/2010)
Romania	RO	Gallup Romania	(Interviews: 30/08/2010 – 07/09/2010)
Croatia	HR	Gallup Croatia	(Interviews: 30/08/2010 – 07/09/2010)
Turkey	TR	Konsensus	(Interviews: 30/08/2010 – 07/09/2010)
Norway	NO	Fieldwork Scandinavia	(Interviews: 30/08/2010 – 07/09/2010)
Iceland	IS	IGM	(Interviews: 30/08/2010 – 07/09/2010)

Representativeness of the results

The target group for this Flash Eurobarometer was defined as companies employing 50 or more persons, operating in the 27 Member States of the European Union, in Croatia, Turkey, Iceland and Norway.

The lists of companies qualified to be interviewed were developed by Dun and Bradstreet. Where the D&B database had a poor coverage (especially in the New Member States) the sample lists were developed by national institutes using local data sources.

Target group of the survey was companies in the private and public sector, excluding the agriculture and educational sector, with more than 50 employees.

As samples were drawn according to Simple Random Procedures and consistent statistical reference was unavailable to perform post-stratification weighting, the results within each country are provided without weighting adjustments. The aggregated EU27 results are weighted according to the population size of the individual Member States.

The person interviewed in each company was responsible of hiring and recruiting people.

The interviewers checked the identity of this person as well as the accuracy of the enterprise characteristics, as delivered by sample list, namely: the number of employees and the activity of the company.

Sizes of the samples

The targeted number of main interviews was 400 in Germany, Spain, France, Italy, Poland, the UK, 100 in the Republic of Cyprus, Luxembourg, Malta and Iceland; in the other countries the target was 200 interviews.

	Total interviews conducted		Total interviews conducted
Belgium	201	Netherlands	200
Czech Republic	202	Austria	200
Denmark	205	Poland	403
Germany	400	Portugal	204
Estonia	200	Slovenia	204
Greece	200	Slovakia	203
Spain	401	Finland	200
France	404	Sweden	200
Ireland	200	United Kingdom	400
Italy	400	Bulgaria	201
Republic of Cyprus	101	Croatia	200
Latvia	202	Romania	201
Lithuania	200	Turkey	201
Luxembourg	101	Norway	200
Hungary	202	Iceland	100
Malta	100	TOTAL	7 036

Questionnaires

The questionnaire prepared for this survey contained two parts: the company information and the question regarding the main questionnaire.

The institutes listed above translated the questionnaire to their respective national language(s) using a centralised process of back-translation procedure, involving two initial local translations, independent back-translation and central verification of the localised questionnaires.

III. Questionnaire

Introduction [INTERVIEWER READ OUT] The main aim of this survey is to look at the extent to which employers are recruiting Higher Education (HE) graduates and at how the latter are valued in the workplace. A graduate is someone who has completed a bachelor's degree or a higher degree from any higher education institution.

1. Background Questions

1.1 How many employees does your company/organisation have in [COUNTRY]?

- Less than 50 1
THANK AND TERMINATE
- 50-249 2
- 250 or more 3
- [DK/NA]..... 9

1.2 Did you recruit higher education graduates in the last 5 years, or are you planning to recruit higher education graduates in the next 5 years?

- Have recruited and plan to recruit more..... 1
- Have recruited but not planning to recruit more 2
- Did not recruit but planning to recruit 3
- Did not recruit and not planning to recruit 4
THANK AND TERMINATE
- [DK/NA]..... 9

1.3 What is the ownership structure of your company/organisation?

- Public..... 1
- Private 2
- Mixed 3
- [DK/NA]..... 9

1.4 What is the main activity of your company?

[READ OUT THE MAIN CATEGORIES FIRST, THEN THE SUBCATEGORIES]

- **Industry**
- Mining and quarrying 1
- Manufacturing..... 2
- Electricity, gas, steam and air conditioning supply..... 3
- Water supply; sewerage, waste management and remediation activities..... 4
- **Construction, Transport, ICT**
- Construction 5
- Transportation and storage..... 6
- Information and communication..... 7
- **Trade, accommodation and food services**
- Wholesale and retail trade; repair of motor vehicles and motorcycles 8
- Accommodation and food service activities 9
- **Public services**
- Public administration and defence; compulsory social security 10
- Human health and social work activities 11
- **Non-public services**
- Financial and insurance activities 12

- Real estate activities 13
- Professional, scientific and technical activities 14
- Administrative and support service activities 15
- Arts, entertainment and recreation..... 16
- Other service activities..... 17
- Activities of households as employers; undifferentiated goods-
and services-producing activities of households for own use 18
- Activities of extraterritorial organisations and bodies 19

1.5 What percentage of your day-to-day operations involves dealing with people in- or from other countries?

- More than half of the operations 1
- Between 25-50% 2
- Between 10-24% 3
- Less than 10% 4
- None 5
- [DK/NA]..... 9

SC3. What is your position in your company/organization?

- HR manager/HR director/Head of HR department 1
- General manager/Director/Managing director..... 2
- Other..... 3
- [DK/NA]..... 9

2. Employment of graduates

ASK ALL

2.1 In your estimation, what is the overall percentage of higher education graduates currently employed in your company?

[OPEN ENDED, DO NOT READ JUST CODE!!]

- None 01
- 1-10% 02
- 11-20% 03
- 21-30% 04
- 31-40% 05
- 41-50% 06
- 51-60% 07
- 61-70% 08
- 71-80% 09
- 81-90% 10
- 91-100% 11
- DK/NA..... 99

ASK ALL

2.2 From which EDUCATIONAL fields do you mostly recruit higher education graduates?

[MULTIPLE ANSWERS ALLOWED]

- Engineering 01
- Business and economic studies 02
- Languages..... 03
- Law 04
- Teacher training and education 05

- Medical Studies	06
- Humanities.....	07
- Art and design	08
- Communication and Information Sciences	09
- Other social and behavioural sciences	10
- Other natural sciences	11
- Other.....	12
- [DK/NA].....	99

3. Skills Set

In the next part of the survey I will ask you questions about skills, competences and knowledge. To clarify, here is what we mean by these terms:

'Knowledge' is the outcome of assimilation of information an individual has gathered through learning. 'Skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems and 'competence' is the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

[ASK IF Q1.2=1 OR 2]

3.1 How much do you agree or disagree with the following statement? "Higher education graduates recruited in the last three to five years have the skills required to work in my company".

- Strongly agree	4
- Agree	3
- Disagree	2
- Strongly disagree.....	1
- [DK/NA].....	9

ASK ALL

3.2 Please rate the following skills and competencies in terms of how important they are when recruiting higher education graduates in your company.

- Very important	4
- Rather important.....	3
- Rather unimportant.....	2
- Not important at all.....	1
- [DK/NA].....	9
a) Good with numbers	1 2 3 4 9
b) Good reading/writing skills	1 2 3 4 9
c) Foreign language skills.....	1 2 3 4 9
d) Computer skills.....	1 2 3 4 9
e) Sector-specific skills	1 2 3 4 9
f) Communication skills	1 2 3 4 9
g) Analytical and problem-solving skills	1 2 3 4 9
h) Ability to adapt to and act in new situations	1 2 3 4 9
i) Decision-making skills	1 2 3 4 9
j) Teamworking skills	1 2 3 4 9
k) Planning and organisational skills	1 2 3 4 9

[ASK IF Q1.2=1 OR 2]

3.3 Can you rate your satisfaction with the higher education graduates that your company/organisation has recruited in the last three to five years in terms of each of the following skills and competencies?

- Very satisfied 1
- Rather satisfied.....2
- Rather not satisfied.....3
- Not satisfied at all 4
- [DK/NA].....9
- a) Good with numbers 1 2 3 4 9
- b) Good reading/writing skills 1 2 3 4 9
- c) Foreign language skills..... 1 2 3 4 9
- d) Computer skills..... 1 2 3 4 9
- e) Sector-specific skills 1 2 3 4 9
- f) Communication skills 1 2 3 4 9
- g) Analytical and problem-solving skills 1 2 3 4 9
- h) Ability to adapt to and act in new situations 1 2 3 4 9
- i) Decision-making skills 1 2 3 4 9
- j) Teamworking skills 1 2 3 4 9
- k) Planning and organisational skills 1 2 3 4 9

ASK ALL

3.4 In your opinion, in the next 5-10 years, which skills and competencies will be the most important for new higher education graduates? Please choose the three most important ones!

[READ OUT AND RECORD UP TO THREE ANSWERS]

- basic skills such as being good with numbers, good reading and writing skills, computer skills..... 01
- Foreign language skills.....02
- Sector-specific skills03
- Communication skills04
- Teamworking skills05
- Analytical and problem-solving skills06
- Ability to adapt to and act in new situations.....07
- Planning and organisational skills.....08
- Other.....09
- [DK/NA].....99

ASK ALL

3.5 Which level of graduate would best fit the skill requirements for the positions in your company in the future?

Graduates with a first degree: by this we mean individuals who have successfully completed a first programme of study at a university or similar third-level institution of at least [3] years this includes “bachelor” / BA degrees and other types of “first cycle” degrees

Graduates with a second-level degree: by this we mean a Master's degree or equivalent qualification
Doctoral or PhD graduates: those with a PhD / doctoral degree from a university.

[READ OUT - ONLY ONE ANSWER IS POSSIBLE]

- Graduates with bachelor degrees or 1
- Graduates with master degrees or.....2
- Graduates with PhD degrees?.....3
- [DK/NA].....9

ASK ALL**3.6. Are you aware of the difference between bachelor's and master's degrees?**

- Yes, and I know exactly what the difference is 1
- Yes, but I don't know exactly what the difference is..... 2
- No 3

ASK ALL**3.7 Which of the following training activities do your employees with higher education degrees participate or participated in?**

- Participate 1
- Do not participate..... 2
- [DK/NA]..... 9
- a) Training and development programmes in-house (in the workplace)..... 1 2 9
- b) Short courses/modules offered by universities/higher education institutions 1 2 9
- c) Part-time study programmes at universities/higher education institutions 1 2 9
- d) Training offered by continuing education institutions 1 2 9
- e) Distance learning 1 2 9
- f) Other 1 2 9

ASK ALL**3.8 What percentage of your employees with higher education degrees participated in training to update their skills in the past two years?**

- None 1
- Less than 10% 2
- 10-50% 3
- More than 50% 4
- [DK/NA]..... 9

4. Recruitment**ASK ALL****4.1 How important are each of the following factors in recruiting more or fewer graduates?**

- Very important 1
- Rather important 2
- Rather unimportant 3
- Not important at all..... 4
- [DK/NA]..... 9
- a) Anticipated growth in business..... 1 2 3 4 9
- b) Actual growth in business 1 2 3 4 9
- d) Higher turnover of staff..... 1 2 3 4 9
- e) Increasing complexity of tasks 1 2 3 4 9
- f) Higher number of applicants 1 2 3 4 9

ASK ALL**4.2 How important is it for you to employ graduates from higher education institutions with high international rankings (with good reputations)?**

- Very important 1
- Rather important 2
- Rather unimportant 4
- Not important at all..... 5
- [DK/NA]..... 9

ASK ALL**4.4a What is the percentage of employees with higher education degrees who are recruited from other European countries?**

- None 1
- Less than 5% 2
- 5-10% 3
- 11-20% 4
- 21-30% 5
- 31-40% 6
- 41-50% 7
- More than 50% 8
- [DK/NA] 9

ASK ALL**4.4b What is the percentage of employees with higher education degrees who are recruited from countries outside of Europe?**

- None 1
- Less than 5% 2
- 5-10% 3
- 11-20% 4
- 21-30% 5
- 31-40% 6
- 41-50% 7
- More than 50% 8
- [DK/NA] 9

SPLIT BALLOT

[If the answer in question 4.4a OR 4.4.b = 2, 3, 4, 5, 6, 7 or 8 ASK]

4.4c What is your reason for recruiting graduates who are not resident in [COUNTRY]?

[READ OUT – ROTATE - SELECT THE CHOICES THAT BEST FIT - MULTIPLE ANSWERS ARE POSSIBLE]

- To recruit the very best talent available 1
- Need to have an international workforce 2
- Insufficient candidates with the right skills in [COUNTRY] 3
- Graduates from other countries have a strong work ethic 4
- Specific financial subsidies received if recruiting from abroad 5
- Other 6
- [DK/NA] 9

[If the answer in question 4.4a AND 4.4.b = 1 ASK]

4.4d What is your reason for NOT recruiting graduates from other countries?

[READ OUT – ROTATE - SELECT THE CHOICES THAT BEST FIT - MULTIPLE ANSWERS ARE POSSIBLE]

- Language barriers 1
- Insufficient knowledge of [COUNTRY] culture and traditions 2
- Lack of necessary skills 3
- Sufficient number of graduates with the right skills in [COUNTRY] 4
- Other 5
- [DK/NA] 9

ASK ALL**4.5 How much do you agree or disagree with the following statements?**

- Strongly agree 1
 - Rather agree..... 2
 - Rather disagree 3
 - Strongly disagree..... 4
 - [DK/NA]..... 9
- a) Work experience is a crucial asset for new recruits 1 2 3 4 9
- b) It is very important that new recruits have studied abroad 1 2 3 4 9
- c) It is very important that new recruits have done an internship abroad..... 1 2 3 4 9

5. Challenges in filling anticipated vacancies**ASK ALL****5.1 What are the greatest challenges you face in filling your vacancies? Please select the two most important ones.**

[READ OUT – ROTATE – RECORD UP TO 2 ANSWERS]

- Shortage of applicants with the right skills and capabilities in
COUNTRY 1
 - Limited resources to market graduate vacancies adequately 2
 - Offering a competitive starting salary..... 3
 - Graduate candidates withdraw applications because hiring
process is slow 4
 - Offering a competitive graduate training and development
programme 5
 - [DK/NA]..... 9
- a) First mention:..... 1 2 3 4 5 9
- b) Second mention: 1 2 3 4 5 9

6. Communication and cooperation with Higher Education Institutions**ASK ALL****6.1 How frequently do you cooperate with higher education institutions to discuss curriculum design and study programmes?**

- Very frequently..... 1
- Rather frequently 2
- Sometimes..... 3
- Never 4
- [DK/NA]..... 9

ASK ALL**6.2 How important is the cooperation for your organization?****Please rate the importance of cooperating with higher education institutions the design of curricula and study programmes.**

- Very important 1
- Rather important..... 2
- Rather unimportant..... 3
- Not important at all..... 4
- [DK/NA]..... 9

ASK ALL**6.4 How frequently do you cooperate with higher education institutions in recruiting their graduates?**

- Very frequently..... 1
- Rather frequently 2
- Sometimes..... 3
- Never 4
- [DK/NA]..... 9

6.5 What do you think is the best way to cooperate with higher education institutions on recruitment? Please select two from the six items I am going to read to you.

[READ OUT - ROTATE]

- Participation in debates or seminars organised by higher education institutions 1
- Personal discussions with study programme directors or teachers..... 2
- Answering surveys..... 3
- Direct recruitment from schools 4
- Cooperation with career centres..... 5
- Participation in internship programme with higher education institutions..... 6

a) First answer: 1 2 3 4 5 6

b) Second answer: 1 2 3 4 5 6

7. Which actions should higher education institutions take in order to improve the employability of their graduates? Choose one of the following choices.

[READ OUT - ROTATE]

- make courses more relevant to the needs of employers 1
- include practical experience in courses 2
- include sector specific work placements as an integral part of the study programme..... 3
- provide better post-graduation support (facilitate relations between graduates and companies)..... 4
- Other 5
- [DK/NA]..... 9