



European Institute for
Gender Equality

CARE Survey – Second wave

Online Panel Survey on Gender Gaps in Unpaid Care,
Individual and Social Activities
Technical report



An EU agency



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Gender Equality

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Gaps in Unpaid Care, Individual and
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Gender Equality

The European Institute for Gender Equality (EIGE) produces independent research and shares best practice to promote gender equality and eliminate discrimination based on gender. As the EU agency for gender equality, we help people achieve equal opportunities so everyone can thrive, independent of their gender and background.

We combine research, data and tools to help policymakers design measures that are inclusive and transformative and promote gender equality in all areas of life. We communicate our expertise and research effectively. We work closely with partners to raise awareness. We do this at the EU and national levels, as well as with EU candidate and potential candidate countries.

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Contents

Introduction	9
1. Sampling	11
1.1. Survey mode and sample design	11
1.2. Sample quotas	13
1.3. Sample size	15
1.4. Comparison with the first wave	15
2. Validation and translation of the questionnaire	18
2.1. Questionnaire refinement	18
2.2. Cognitive testing	20
2.3. Mitigating AI-generated responses	21
2.4. Technical testing of the questionnaire	21
2.5. Translation of the questionnaire	22
2.6. Piloting of the online survey	22
3. Fieldwork	24
3.1. Respondent recruitment	24
3.2. Monitoring and intervening	24
3.3. Fieldwork timeline and outcomes	25
4. Social media sampling	27
5. Data processing	31
5.1. Data validation	31
5.2. Weighting	34
5.3. Anonymisation and data protection procedures	37
6. Annexes	38
Annex 1. Quota overview by Member State	38
Annex 2. Survey questionnaire in English	65
Annex 3. Fieldwork dates by Member State	102
Annex 4. Summary of Facebook group engagement by special interest groups and by Member State	103

Contents

Annex 5. Survey duration by Member State	109
Annex 6. Data validation flags	110
Annex 7. National education levels	112
Annex 8. National income ranges (monthly)	130

List of figures

Figure 1. Summary statistics of the social media campaign (%)	30
Figure 2. Observations by number of checks failed	34

List of tables

Table 1.	NUTS level used to establish quotas for each Member State	13
Table 2.	Acceptable deviations based on proportion of the quota target	14
Table 3.	Monitoring quotas	14
Table 4.	Target sample size by Member State	15
Table 5.	Key differences in approach between the first and second survey waves	16
Table 6.	New questions introduced in the second survey wave	18
Table 7.	Survey response breakdown by Member State	25
Table 8.	Membership in Facebook groups targeted during social media sampling	28
Table 9.	Social media sampling distribution in the 10 selected Member States	29
Table 10.	Eurostat population sources for weighting targets	35
Table 11.	Effective sample size before and after trimming weights	36

Abbreviations

AI	artificial intelligence
CARE Survey	Survey on Gender Gaps in Unpaid Care, Individual and Social Activities
CAWI	computer-assisted web interview
EIGE	European Institute for Gender Equality
EU-27	27 EU Member States
EU-SILC	European Union Statistics on Income and Living Conditions
ISCED	International Standard Classification of Education
LAU	local administrative unit
NUTS	nomenclature of territorial units for statistics
SynoInt	Syno International

EU Member State codes

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

Introduction

This technical report details the methodology of the second wave of the Survey on Gender Gaps in Unpaid Care, Individual and Social Activities (the CARE Survey) carried out by the European Institute for Gender Equality (EIGE) ⁽¹⁾. It builds on the first wave conducted in 2022. The survey findings are published in the survey report and country factsheets for the EU and for individual EU Member States, in addition to being published in the Gender Equality Index 2025 Selected survey indicators are available in EIGE's Gender Statistics Database ⁽²⁾, and, in 2026, survey microdata will be made accessible through an open data archive on the Leibniz Institute for the Social Sciences repository ⁽³⁾.

The CARE Survey aims to address gender inequalities in care, enhancing the Gender Equality Index's ability to monitor changes over of time more effectively and consistently. The survey allows for an examination of the interactions between the provision of informal care, access to formal care services, employment and work–life balance. Analysis of these interactions will feed into the monitoring of and reporting on the European care strategy, which includes addressing inequalities in childcare, long-term care, access to formal care services and the impact of care responsibilities on work–life balance.

The survey questionnaire covers five key thematic areas: informal long-term care, informal childcare, housework, leisure and volunteering. Additionally, it explores topics of growing policy relevance, including transport use, digital tools and eco-friendly considerations in informal care, along with exploring respondents' view on gender roles. The survey also provides background information on individual and household characteristics, enabling in-depth intersectional analysis.

The survey was conducted in all 27 EU Member States (EU-27) through online panels, resulting in a total sample of 65 202 respondents aged 16–74. Quota sampling based on age, sex and region was used during fieldwork. Subsequently, the sample was additionally adjusted using weights to ensure a more representative sample composition by education, the share of parents with children under the age of 12 and the share of long-term caregivers. Appropriate measures were also taken to reduce the risk of fraudulent responses. Fieldwork was carried out between October and December 2024. Afterwards the necessary preprocessing steps for analysis, including data cleaning and weighting, were carried out.

This report provides a comprehensive overview of the survey process, from design to data preparation:

- **Section 1** covers the pre-fieldwork phase, focusing on sampling design;

⁽¹⁾ EIGE commissioned the PPMI Group (part of the Verian Group) to carry out the second wave of the survey.

⁽²⁾ EIGE's website provides more information on the Gender Equality Index (<https://eige.europa.eu/gender-equality-index/2024>) and the Gender Statistics Database (https://eige.europa.eu/gender-statistics/dgs/browse/eige/eige_gap).

⁽³⁾ See <https://www.gesis.org/en/services/finding-and-accessing-data>.

- **Section 2** details questionnaire refinement, cognitive testing and translation;
- **Section 3** outlines the fieldwork process;
- **Section 4** presents our approach to social media sampling, including some reflections on its outputs;
- **Section 5** describes post-fieldwork adjustments, including data cleaning and weighting procedures.

1. Sampling

The survey covered the general population aged 16–74 in all Member States through computer-assisted web interviews (CAWIs). Additional effort was made to include hard-to-reach respondents belonging to the following population groups of special interest:

- parents caring for children under 12 years old,
- informal long-term caregivers,
- migrants.

The rationale for targeting parents caring for children under 12 years old and informal long-term caregivers is based on the survey's objective to support the monitoring of and reporting on the European care strategy, where a particular focus is on childcare and long-term care.

The survey also sought to better target the population of people with migrant backgrounds, as this group is normally hard to reach. In the context of the survey, migrants were defined as non-EU-born nationals residing within the EU and EU-born nationals who have relocated within the EU. The rationale for targeting this group is also based on evidence of the extensive engagement of migrant workers in undeclared domestic work, particularly in care-related sectors ⁽⁴⁾, which is relevant to the aims of the survey. These categories were targeted using a recruitment strategy based on advertising the survey in selected Facebook groups, as detailed in Section 4.

1.1. Survey mode and sample design

The data collection was based on CAWIs in all Member States. Non-probability online panels were used to recruit respondents to this survey. Online panels are pools of individuals who have actively joined a panel through a registration process and are willing to participate in online surveys for market and social research purposes. The survey relied on Syno International (SynoInt) as the panel aggregator, which oversaw the sampling across online panel partners. The following online panels were used for sampling (in bold are those that were also used for the first wave of the survey): Syno, Triaba, **PureSpectrum**, **Lucid Measurement by Cint**, Vyacom Media, Marketing Advisory Services, CYMAR, **Global Opine**, Mirats Insights, Glee Research, The Rewards Nation, GNN Research Group, Asia Monitor Group, **Norstat** and Global Matrix Survey.

Several of the panels substantially overlap with those used for the first wave, which can help improve the consistency of results over time. Furthermore, all these panels are ESOMAR-compliant, and their processes are aligned with market research standards certified by the

⁽⁴⁾ International Labour Organization, *Migrant Workers in the Care Economy*, Geneva, 2024, https://www.ilo.org/sites/default/files/2024-10/Migrant%20Workers%20in%20the%20Care%20Economy_Note_2024_Final.pdf.

1. Sampling

International Organization for Standardization ⁽⁵⁾. Multiple panels were available for each Member State. This ensured the presence of sufficient panellists to meet the quota requirements for each Member State (see Section [1.3](#)) and, within a Member State, for sex, age and region. Synolnt identified the panels used for each Member State based on target quotas supplied by the research team (see Section [1.2](#)). Where other hard or soft quotas were required, sampling was adjusted to target the necessary groups (see Section [3.2](#)).

Each panel used a tailored invitation template. In addition to a written introduction, the panel invitation usually contained information about the survey length and the survey incentive, a link to the survey itself, and opt-out and unsubscribe links. Panellists received invitations by email or accessed the available survey list in their panellist portal. Screening and quotas were used based on profile or survey questions. To register for the panel, a participant must be in the country of the panel they are seeking to join, and their language skills must be sufficient to complete a questionnaire in the local language. If there is more than one commonly spoken language in the country, the panellist is asked to choose their preferred language at the beginning of the survey. To help encourage responses, panellists receive a reward for each survey they complete, based on country and survey length, for example, in the form of points that can be exchanged for a voucher after reaching a certain level or other incentives such as donations to a charity of their choice.

However, since online panels are non-probability samples, where people self-select to join the panel, the sample can suffer from low-quality data and is typically not representative of the underlying population due to errors in coverage and non-response. Moreover, online panels, by definition, exclude the part of the population without internet access. Given that, as demonstrated by Eurostat, 94 % of households across the EU have access to the internet, only a small fraction of the population is excluded due to being offline – many of whom are likely to already be over 75 and are therefore outside the age range of interest for this study ⁽⁶⁾.

Low-educated respondents and people with lower income levels tend to be under-represented in online panels ⁽⁷⁾. Moreover, evidence indicates that rural areas in many Member States still suffer from lower levels of broadband coverage, potentially limiting researchers' ability to reach rural populations via online surveys ⁽⁸⁾. In general, online panels are likely to over-represent more educated, urban and affluent individuals. Quota-based sampling design (Section [1.2](#)) and weights (Section [5.2](#)) were employed to improve the quality and representativeness of the sample acquired through the panels.

⁽⁵⁾ For more information, see <https://shop.esomar.org/what-we-do/code-guidelines/esomargrbn-guideline-on-online-sample-quality>.

⁽⁶⁾ Eurostat, 'Digital economy and society statistics – Households and individuals', Eurostat website, December 2024, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Digital_economy_and_society_statistics_-_households_and_individuals.

⁽⁷⁾ Craig, B. M., Hays, R. D., Pickard, A. S., Cella, D., Revicki, D. A. et al., 'Comparison of US panel vendors for online surveys', *Journal of Medical Internet Research*, Vol. 15, No 11, 2013, e260, <https://www.jmir.org/2013/11/e260>.

⁽⁸⁾ See, for example, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Urban-rural_Europe_-_digital_society&oldid=649579.

Furthermore, multiple strategies were employed to improve the quality and representativeness of the panels. With regard to panel quality, the research team considered the possibility of malicious actors exploiting the monetary incentives and anonymity of online surveys, threatening the integrity of the survey data. Bots (short for ‘robots’) are also a relatively recent but emerging problem that increases the risk of fraudulent responses. Synolnt uses multiple metrics to ensure that respondents are real, unique, engaged and representative. All the panellists are opted in based on a combination of personal, behavioural and demographic data points to ensure quality. A mix of advanced solutions (including artificial intelligence (AI)) ensures that, regardless of the number of accounts, panellists can attempt a specific survey only once. The research team took additional actions to identify and discard responses that may have been provided by bots, as detailed in Section [5.1](#).

1.2. Sample quotas

The research team set hard quotas on sex, age and region to guide sample management within each Member State ⁽⁹⁾. Official 2023 population statistics from Eurostat were used to define the quota targets ⁽¹⁰⁾. Within the 16–to 74-year-old population, the following age breaks were used for hard quotas: 16–24, 25–39, 40–54 and 55–74. An additional age break was also included in the monitoring quotas for those aged 65–74, given the difficulty in reaching this group through online panels.

The region quota was operationalised using NUTS (nomenclature of territorial units for statistics) regions or LAUs (local administrative units). The NUTS level varied based on the Member State’s population size and number of regions, as shown in [Table 1](#). These replicate the level used in the first wave, except for in three Member States where no subdivision by NUTS 3 exists: Cyprus, Luxembourg and Malta. In these three Member States, target quotas were set at the lowest local administrative unit (LAU) level: districts for Cyprus and Malta, and cantons for Luxembourg.

Table 1. NUTS level used to establish quotas for each Member State

NUTS level	Member State
NUTS 1	Germany, France
NUTS 2	Belgium, Bulgaria, Czechia, Denmark, Greece, Spain, Italy, Hungary, Netherlands, Austria, Poland, Portugal, Romania, Slovakia, Finland, Sweden
NUTS 3	Estonia, Ireland, Croatia, Latvia ⁽¹¹⁾ , Lithuania, Slovenia
LAU 1	Cyprus, Luxembourg, Malta

⁽⁹⁾ Sex and age quotas were interlocked, while region quotas were used separately.

⁽¹⁰⁾ See <https://ec.europa.eu/eurostat/web/population-demography/demography-population-stock-balance/database>.

⁽¹¹⁾ The nomenclature for the NUTS regions had recently changed in Latvia. The Pierīga region (LV007) was absorbed by two other regions (LV006 and LV008). Because of this, the sum of the quotas in the three regions was used as the target quota.

1. Sampling

The quota targets for the regions and for sex combined with age are presented in Annex 1. During fieldwork (see Section 3.2) adjustments to tolerance for hard-to-reach quotas were introduced following standard practices, knowing that any small deviations from the quotas could be corrected through weights. Deviations in relative terms (not absolute) varied based on the proportion of the quota target within the total sample size and followed the rule of thumb set out in Table 2.

Table 2. Acceptable deviations based on proportion of the quota target

Share of the quota target out of the total sample	Acceptable deviation
40 % or more	± 10 %
Between 20 % and 39 %	± 15 %
Between 10 % and 19 %	± 20 %
Between 1 % and 9 %	± 25 %

Monitoring quotas ⁽¹²⁾ were also used to evaluate the representativeness of the responding sample during fieldwork. These quotas were set on the following socio-demographic variables: educational level (by International Standard Classification of Education (ISCED) level), household size and the presence of children in the household, as shown in Table 3. Furthermore, the research team monitored the age break at 65–74 and the sample profile within regions by sex and age.

Table 3. Monitoring quotas

Monitoring quotas	Categories	Source
Educational attainment	ISCED level: primary (0–2), secondary (3–4) or tertiary (5+)	Population by educational attainment level, sex and age (1 000) (edat_lfs_9901)
Household size	1, 2, 3 or 4	Distribution of households by household size – EU-SILC survey (ilc_lvph03)
Presence of children	Yes or no	Distribution of households by household type from 2003 onwards – EU-SILC survey (ilc_lvph02)
Age	65–74 years	Population on 1 January by age, sex and NUTS 2 region (demo_r_d2jan)
Age within region	16–24 years, 25–39 years, 40–54 years and 55–74 years, by region	Population on 1 January by age, sex and NUTS 2 region (demo_r_d2jan)
Sex within region	Sex by region	Population on 1 January by age, sex and NUTS 2 region (demo_r_d2jan)

NB: EU-SILC, European Union Statistics on Income and Living Conditions.

⁽¹²⁾ The monitoring quotas were predefined variables that were included in the monitoring stage to track the variables' frequencies during fieldwork. However, they were not supposed to affect the screening process.

1.3. Sample size

The creation of the total sample from the panels across Member States was guided by a constrained optimal allocation approach. The optimal allocation was designed to allocate the total sample for the EU-27 across the Member States in the most efficient manner to optimise the weighting efficiency and thus maximise the effective sample size ⁽¹³⁾. It did so by allocating the sample by Member State in proportion to the square root of each Member State's proportional representation of the total 16–to 74-year-old population. Constraints could be added to the allocation to ensure a minimum and maximum sample size in any one Member State.

This resulted in a target sample of 60 705 respondents across all Member States. A breakdown by target sample size is presented in [Table 4](#).

Table 4. Target sample size by Member State

Target sample size	Member State
1 000	Estonia, Ireland, Croatia, Cyprus, Latvia, Lithuania, Luxembourg, Malta, Slovenia
1 500	Slovakia
1 750	Finland
2 000	Bulgaria, Denmark, Austria
2 500	Greece, Hungary, Portugal
3 000	Belgium, Czechia, Netherlands, Romania, Sweden
4 000	Germany, Spain, France, Italy, Poland

1.4. Comparison with the first wave

While the methodology of the second wave of the CARE Survey remained largely consistent with the first wave, several targeted improvements were introduced to enhance data quality, representativeness and comparability across the Member States (see [Table 5](#)).

⁽¹³⁾ The formula to calculate the optimal allocation is $n_i = \min[n_{\max}, \max(n_{\min}, k\sqrt{s_i})]$, where k is determined by the requirement that the Member State allocations n_i sum up to the total sample size; n_{\min} is the minimum sample size for a Member State (1 000); n_{\max} is the maximum sample size for a Member State (4 000); and s_i is the estimated size of the 16–to 74-year-old population in Member State i .

Table 5. Key differences in approach between the first and second survey waves

Aspect	Wave 1	Wave 2
Survey mode	Mixed-mode: CAWIs in most Member States; computer-assisted telephone interviews in Luxembourg and Malta	Single-mode: CAWIs (online only) in all Member States
Sample size in Cyprus, Luxembourg and Malta	500 respondents	Increased to 1 000 respondents
Age range	Varied: 16–64 in Romania; 16+ in Luxembourg and Malta; some respondents over 74 included	Harmonised: 16–74 across all Member States; no respondents under 16 or over 74 included
Panels used in Luxembourg and Malta	Relied on telephone interviews (random digit dialling sampling)	Used additional online panels to meet quotas
Stratification method	Not specified or limited in small Member States	Used lowest administrative units in Cyprus, Luxembourg and Malta for better representativeness
Targeted recruitment of subgroups	Limited or not systematic	Promoted the survey in social media groups targeting parents, informal long-term caregivers and migrants
Language options	Limited to official languages of the Member State	Available in all EU languages plus Catalan and Russian, regardless of respondent location
Weighting strategy	General weighting	Revised to include specific weights for long-term carers and parents of children under 12

Several of these changes were introduced to address limitations encountered in the first wave and to ensure greater alignment with the survey’s overarching objectives, including improved comparability between Member States and better inclusion of key subpopulations. For example, the harmonisation of the age range to 16–74 across all Member States in the second wave addressed inconsistencies from the first wave, where Romania had an upper age limit of 64 and some Member States allowed the participation of individuals over 74. This standardisation improved comparability across Member States and ensured that demographic quotas were consistently applied.

The switch to a fully online mode (CAWIs) in all Member States also improved methodological consistency and reduced mode effects. This was facilitated by recruiting additional online panels in Luxembourg and Malta, where telephone interviews had been used in the first wave due to the absence of suitable online panels at that time.

To strengthen representativeness in small Member States, the second wave also introduced stratification by the lowest-level administrative units in Cyprus, Luxembourg and Malta. This ensured a more accurate reflection of geographic and demographic variation within these populations. The sample size in Cyprus, Luxembourg and Malta was increased from 500 to 1 000

respondents, aligning the targets for these Member States with the standard target for the other Member States and enabling more robust subgroup analysis.

Targeted efforts were made to increase the inclusion of parents with children under 12, informal long-term caregivers and migrants, mainly through tailored outreach through social media groups and by offering the survey in all EU languages, plus Catalan and Russian, in every Member State (see Sections [4](#) and [2.5](#)). The availability of the survey in a broader set of languages aimed to reduce linguistic barriers and make participation more accessible for mobile and migrant populations.

The weighting strategy was also revised in the second wave to ensure more accurate representation of key target groups, particularly long-term carers and parents of young children.

2. Validation and translation of the questionnaire

2.1. Questionnaire refinement

Building on the first-wave questionnaire, the second-wave questionnaire was refined in close collaboration with the European Commission’s Directorate-General for Employment, Social Affairs and Inclusion and Directorate-General for Justice and Consumers and other relevant stakeholders to align with key EU policy priorities. As part of this revision, seven questions were removed. In addition, 12 new questions were introduced to strengthen the survey’s ability to capture key insights into gender inequalities related to caregiving responsibilities, access to services and personal well-being (Table 6). The English master version of the second-wave questionnaire is provided in Annex 2.

Table 6. New questions introduced in the second survey wave

Category	Question	Justification
Perceptions of intimate partner violence	In general, how common do you think intimate partner violence against women is in your country?	These two questions aim to measure public perceptions of the prevalence of intimate partner violence against women and men in the respondent’s country, providing insight into societal awareness and gendered differences in the recognition of intimate partner violence.
	In general, how common do you think intimate partner violence against men is in your country?	
Support and leave for caregivers	Over the last 12 months, have you received the following types of professional support or special leave with your care activities?	These questions assess access to and uptake of formal support for caregiving responsibilities. The first measures the availability and use of professional support and special leave for caregivers. The second examines parental leave usage, providing insights into gendered caregiving responsibilities.
	Thinking about your youngest child, how much of parental leave did you take before your child reached 6 years of age?	

Category	Question	Justification
Access to out-of-school-hours care services	Do you currently use formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) for your children aged 6–11 years?	These questions assess the use of, accessibility of and barriers to out-of-school-hours care services for children aged 6–11. The first identifies the extent of service utilisation, the second evaluates unmet demand and the third explores the reasons for limited access. The inclusion of these questions provides insights into gendered differences in access to formal care services.
	During the last 3 months, were you able to access the formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) that you needed for your children aged 6–11 years?	
	Why were you unable to access the formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) for your children aged 6–11 years that you needed?	
Undeclared work in care and domestic services	Do you personally know any people who provide the following types of services without declaring all or part of their income to tax or social security authorities?	This question provides insights into the prevalence of undeclared work in domestic and care services, shedding light on informal labour markets and potential gaps in access to formal care and domestic services.
Work–life balance	What is the biggest challenge you personally face when navigating multiple responsibilities and activities in your everyday life, such as work, caregiving, household tasks, or other personal commitments?	This open-ended question captures individual experiences and perceptions of the challenges in managing multiple responsibilities, providing qualitative insights into work–life balance pressures. The open-ended question was also used in data quality assurance procedures (see Section 2.3).
Mental well-being	Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks?	This question assesses recent emotional well-being, providing insights into stress levels, mental health and overall life satisfaction.
Sexual orientation and gender identity	Please select the answer that best matches your sexual orientation.	These questions assess sexual orientation and gender identity, ensuring that the survey captures the diversity of experiences across different population groups.
	How do you describe yourself? This question refers to your current gender identity, which may be different to sex recorded at birth and may be different to what is indicated on your legal documents.	

Following these updates, an assessment was conducted to refine the questionnaire further, guaranteeing clarity and alignment with the survey's overarching objectives. At the same time, efforts were made to maintain comparability across survey waves. This assessment focused on:

- ensuring the relevance and coherence of the newly added questions within the overall survey structure;
- conducting internal logic and consistency checks to identify and resolve any discrepancies;
- refining the filtering and routing framework to enhance respondent navigation and data accuracy;
- assessing the questionnaire length to minimise respondent fatigue.

2.2. Cognitive testing

As part of the questionnaire review, cognitive interviews were conducted to ensure the clarity, accessibility and technical functionality of the questionnaire. Specifically, this process aimed to refine question wording, verify the appropriate use of gender-sensitive language and assess how respondents across different socio-demographic groups – such as individuals with and without childcare or long-term care responsibilities – interpreted the survey. Additionally, the testing sought to identify questions that might increase dropout rates or cause difficulties recalling past events.

The cognitive interviews were conducted with a convenience sample of 10 respondents using the full English master questionnaire. Respondents were recruited using both formal and informal networks. The average age of the respondents was 35.2 years (median 33.5). Six women and four men were interviewed. They had different care responsibilities (three had none, two had informal long-term care duties and five were engaged in either informal childcare or childcare and long-term care).

Methodologically, the cognitive testing used the think-aloud technique, where respondents were encouraged to vocalise their thoughts as they navigated the questionnaire. Moreover, probing techniques (both concurrent and retrospective) and paraphrasing were used to assess whether respondents' understanding matched the intended meaning of each question. Particular attention was given to newly introduced questions to ensure their clarity, relevance and logical integration within the questionnaire structure.

The results of the cognitive testing led to several key changes.

- **Definition and standardisation.** A concise definition of intimate partner violence, based on the Eurostat methodological manual for the EU Gender-based Violence Survey, was added. Moreover, gender-neutral language was reinforced and ambiguous phrasing was simplified.

- **Survey logic and layout.** Numeric input layouts were adjusted to reduce inconsistencies, and logic checks were introduced to prevent implausible responses.
- **Error handling.** Soft warning messages were added for numeric fields, and the feasibility of hard error messages was assessed to prevent unrealistic entries.

2.3. Mitigating AI-generated responses

While online panels work diligently to detect AI bots, the digital landscape is changing rapidly, and fraudsters are adapting their tactics quickly. In light of this, additional security measures were implemented in the questionnaire to uphold data integrity. These include the following measures.

- A captcha test was added directly to the survey page. Albeit not foolproof, this measure significantly reduces bot entries by verifying human engagement.
- A hidden question (honeypot) was incorporated, which was invisible to human respondents but detectable by bots. While many bots can bypass these, the strategy remains useful for identifying some automated responses.
- The survey also included a mandatory open-ended question, as bots often struggle to generate meaningful or coherent responses. This serves as an additional layer of protection against AI-generated entries.

Findings regarding the effectiveness of these security measures are discussed further below, as part of the data validation stage (Section [5.1](#)).

2.4. Technical testing of the questionnaire

The survey was fully scripted using Alchemer ⁽¹⁴⁾. The tool allows the survey to be accessible from desktop computers, smartphones and tablets, as most consumer surveys are being increasingly completed on mobile devices, especially among the younger age cohorts.

To ensure the optimal functionality of the questionnaire on the online survey platform, the research team undertook a thorough process of technical testing to ensure the correct functioning of response validation, multilingual support, data integrity and security, and compatibility across operating systems, devices and browsers.

⁽¹⁴⁾ More information is available at <https://www.alchemer.com/>. The research team uses the version that complies with EU standards and the General Data Protection Regulation.

The process of iterative review and modifications of the questionnaire was repeated several times, until the survey instrument was accurate enough to ensure a standardised and secure data collection process across respondent types.

2.5. Translation of the questionnaire

After the questionnaire was validated through cognitive interviewing and tested on the online survey platform, the revised English master questionnaire was translated into all official EU languages (except Irish) and into Catalan and Russian. Given that the second-wave survey aimed to increase the number of migrants in the sample, all translations were available to all respondents (regardless of the Member State in which they were based), except for three Member-State-specific questions on education, region and income deciles.

Translations were carried out through Synolnt by professional translators specialising in survey questionnaires. The process consisted of two key steps:

- first, existing translations from the first wave were used but refined for greater quality and consistency in gender-neutral language;
- second, new questions in the second wave required full translation, ensuring alignment with the terminology established in the first-wave questionnaire for consistency and comparability.

Overall, special attention was given to Member-State-specific terminology to ensure accurate and contextually appropriate translations in the questionnaires. The primary focus was on achieving cultural equivalence rather than adhering to a literal translation. Additionally, linguistic adaptations were made for Dutch (Belgium, Netherlands), French (Belgium, France, Luxembourg), German (Germany, Luxembourg, Austria) and Greek (Greece, Cyprus). These adaptations involved improving phrasing, terminology and sentence structure to better reflect linguistic and cultural nuances, enhancing clarity and relevance for respondents in each Member State.

Each translation underwent a peer review process, in which a qualified reviewer – different from the original translator and proficient in either the source or target language – assessed its accuracy and suitability for the intended purpose. Feedback from this review was then incorporated into a revision process to refine the translations and ensure consistency and precision across languages.

2.6. Piloting of the online survey

Before the full mail-out, the survey was tested in all official languages through a pilot phase in all participating Member States to validate the questionnaire and assess the operational set-up.

The purpose of the pilot was to test the survey methodology – that is, respondent recruitment and the questionnaire in terms of screening, routing, wording and translations, and overall

quality – and also to test the overall infrastructure put in place for the main phase, such as data collection and coordination. In particular, the piloting focused on:

- the duration of the questionnaire (i.e. evaluating the average time required to complete the survey across different devices);
- non-response patterns (i.e. identifying questions that might lead to a high proportion of 'don't know' or 'prefer not to answer' responses);
- the logical flow of the questionnaire (i.e. confirming that routing and filters functioned correctly and that responses maintained internal consistency);
- the operational and technical set-up (i.e. verifying the performance of the data collection platform and coordination workflows across Member States);
- device usage analysis (i.e. assessing whether respondents completed the survey on a personal computer, mobile or tablet and whether any device-related usability issues arose).

As part of this testing, 100 completed responses were collected per Member State, reflecting the main target population of individuals aged 16–74, for a total of 2 704 valid responses. This approach maintained methodological consistency with the first-wave pilot. The pilot process revealed no major issues, requiring only minor refinements.

3. Fieldwork

3.1. Respondent recruitment

Respondents were recruited using the commercial user panel aggregator Synolnt following strict quality control measures:

- online panel respondents were pre-approved by panel managers, ensuring the verification of their ID, home address and bank details;
- they were also profiled based on socio-demographic characteristics such as sex, age and region, to help meet the sample quotas (see Section [1.2](#));
- the sample was drawn from multiple panels simultaneously to minimise source and recruitment mode biases;
- respondents could not be invited to the same survey more than once, even if they were members of multiple panels;
- panellists previously flagged as fraudulent in other surveys were excluded.

3.2. Monitoring and intervening

Data collection was closely monitored throughout fieldwork to track progress and identify potential issues. This included analysing paradata (e.g. respondent location, device type, operating system or browser, completion time and response patterns) to assess response quality and investigate non-response causes and profiles. Specifically, the following indicators were closely monitored:

- number of responses by Member State and quota,
- number of responses per panel,
- number of timed out / partially completed responses by Member State and quota,
- number of respondents who were captured by our panel providers but not in our survey tool or vice versa,
- item non-response (i.e. questions or pages skipped),
- survey break-off rate (i.e. panellist leaving the survey incomplete) and frequency of break-offs on each page,
- the time needed to complete the questionnaire.

Overall, no significant issues emerged, and only two minor adjustments were made to the survey. Education variable values in Cyprus were refined to better align with existing educational levels in the Member State as per feedback from the online panel provider. Moreover, the monitoring allowed the research team to notice suspicious response patterns. For instance, a region in Latvia had a very low number of responses compared with other regions, which was the result of a recent NUTS reclassification. Three region quotas were therefore merged to reflect the classification update (see Section [1.2](#)).

Another key aspect of fieldwork involved monitoring sample quotas by Member State to ensure targets were met for sex, age and region. Initially, fixed quotas were applied across all Member States, but a degree of flexibility was introduced through limited deviations where necessary (see Section [1.2](#)). In addition, extra panels were recruited to accelerate data collection in Luxembourg and Malta, where progress was slower for certain quotas.

3.3. Fieldwork timeline and outcomes

Fieldwork started in October 2024 and ended in December 2024 (see Annex 3 for a detailed overview of the fieldwork dates for each Member State). Most Member States completed fieldwork within five to seven weeks, although timelines varied based on how efficiently sampling targets were met. While some Member States, such as France and Sweden, reached their quotas quickly, Ireland, Luxembourg and Malta required more time, mainly due to challenges in meeting sex, age and region quotas.

Overall, a total of 96 844 responses were collected across the EU-27, including completed, disqualified and partial responses (see [Table 7](#)). The final target sample sizes were achieved across all Member States when only completed responses were considered. Additionally, some respondents started but did not complete the survey (deemed as partial responses). These dropout rates may be linked to the survey length or respondent engagement. Respondents were disqualified if they were outside the target population (under 16, over 74 or residing outside the EU) or if they attempted to participate after the quota for their demographic group had already been met.

Table 7. Survey response breakdown by Member State

Member State	Complete	Disqualified	Partial	Total number of responses
Belgium	2 979	1 024	846	4 849
Bulgaria	1 996	621	414	3 031
Czechia	3 005	889	884	4 778
Denmark	1 983	384	415	2 782
Germany	4 095	744	958	5 797
Estonia	991	371	196	1 558

3. Fieldwork

Member State	Complete	Disqualified	Partial	Total number of responses
Ireland	1 010	371	184	1 565
Greece	2 500	798	444	3 742
Spain	3 999	692	760	5 451
France	3 985	1 018	964	5 967
Croatia	1 000	250	214	1 464
Italy	4 092	1 874	652	6 618
Cyprus	985	189	192	1 366
Latvia	1 002	353	231	1 586
Lithuania	1 001	343	199	1 543
Luxembourg	992	1 312	193	2 497
Hungary	2 503	1 954	808	5 265
Malta	992	717	215	1 924
Netherlands	2 968	655	540	4 163
Austria	1 973	327	548	2 848
Poland	4 158	2 010	1 226	7 394
Portugal	2 572	847	711	4 130
Romania	3 002	1 098	776	4 876
Slovenia	995	223	216	1 434
Slovakia	1 504	386	442	2 332
Finland	1 734	1 400	315	3 449
Sweden	2 999	588	848	4 435
Total	61 015	21 438	14 391	96 844

The survey duration underscores variations in how long respondents took to complete it (see Annex 5). Median duration times ranged from 11 minutes and 5 seconds in Belgium to 18 minutes and 15 seconds in Cyprus. Similarly, average completion times differed, with some Member States recording shorter durations, while others noted considerably longer durations. Moreover, maximum durations revealed outliers, with some respondents taking several hours or days to finish, probably due to respondents facing interruptions or leaving the survey open for extended periods.

4. Social media sampling

As mentioned in Section 1.4, the second-wave survey sought to increase the number of sample observations for individuals belonging to population groups of special interest: migrants, parents of children younger than 12 and long-term caregivers.

Implementing social media sampling

Social media sampling took place in parallel to sampling through online panels. Key activities related to social media sampling included:

- drafting invitations to take the survey through Facebook, including translations into local languages;
- identifying relevant Facebook groups where invitations would be placed (Annex 4), sending requests to join these groups and getting posts approved;
- piloting the social media sampling approach and assessing its effectiveness and reliability;
- following the pilot, identifying additional Facebook groups for the expanded launch of social media sampling;
- launching social media sampling, including posting reminders.

Quota sampling for social media respondents

Unlike online panel sampling, no quotas were set for the targeted populations of interest, except for the total number of interviews by Member State. Quotas are not advisable for these groups, as it is difficult to predict how many responses will be received from a social media advertising campaign. Instead, all eligible individuals were allowed to respond, with the intention being to mitigate any skews in the sample composition through weights.

Piloting social media sampling

For the social media sampling pilot, the research team targeted Facebook groups in Germany, Spain, France, Italy and Poland – the five largest Member States. The selection process prioritised groups relevant to the target population, with the largest membership within the selected Member States and either open or permitted to share surveys according to their group rules.

Of the 32 Facebook groups identified for the pilot, membership requests were approved for 28, allowing the survey link to be shared alongside a brief message about participation in the survey. To maximise engagement, the message was tailored to each of the three groups of

special interest and translated into the Member State’s official language(s). However, only 11 groups approved the post, while the remaining 17 either declined the request or left it pending administrative approval. In cases where group administrators rejected the survey link, resubmission attempts were made when feasible. Two reminders were shared in groups where the post was approved to boost participation.

Despite these efforts, response rates remained low, yielding only 10 responses during the pilot. Based on this outcome, social media recruitment was extended to Czechia, Latvia, Austria, Romania and Slovakia. Facebook groups across all these Member States represented the main fieldwork.

Fieldwork and monitoring social media sampling

The selection of Facebook groups for the main fieldwork followed the same approach as in the pilot testing. A total of 91 Facebook groups were identified, of which 83 approved membership requests (see Annex 4). Among these, group administrators granted permission to post survey promotion posts in 39 groups. A detailed summary is provided in Annex 4, whereas [Table 8](#) displays the potential outreach of these groups, based on the status of the survey invitation.

Table 8. Membership in Facebook groups targeted during social media sampling

	All identified groups	Groups that approved membership request	Groups that approved the survey link post	Groups that allowed reminders
Parents with children under 12 years old	1 031 810	828 565	213 567	152 420
Informal long-term caregivers	242 506	236 158	60 694	53 952
Migrants	968 190	965 624	294 937	273 358
Total	2 242 506	2 030 347	569 198	479 730

Social media sampling was also actively monitored throughout fieldwork. As in the pilot, when feasible, the survey link was resubmitted to groups that initially rejected it, while approved posts received multiple reminders to maximise participation.

Outcomes of and reflections on social media sampling

Despite considerable efforts to promote the survey through Facebook groups, the response rate remained low. In the 10 Member States selected for the social media campaign, only 45 responses were collected: 17 complete and 28 partial responses (see [Table 9](#)). All 17 complete responses were added to the total survey sample.

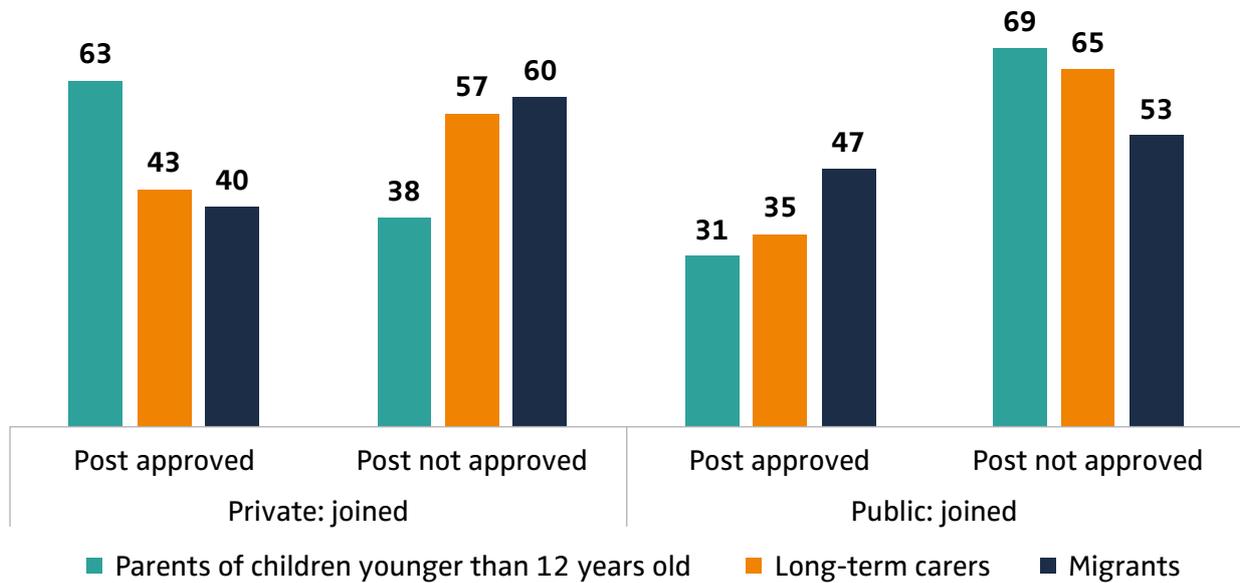
This outcome suggests that the survey questionnaire was too long for voluntary respondents who received no incentives to take the survey, unlike in online panels. 62 % of respondents recruited through social media dropped out before finishing the survey, compared with 19 % for those recruited through online panels.

Table 9. Social media sampling distribution in the 10 selected Member States

Member State	Complete	Partial	Final sample size
Romania	0	0	0
Italy	0	1	1
Austria	1	2	3
Czechia	1	2	3
Latvia	1	2	3
Spain	1	1	2
Germany	2	4	6
France	3	5	8
Poland	4	11	15
Slovakia	4	0	4
Total	17	28	45

Moreover, this experience suggests that future social media campaigns might fare better when focusing on private social media groups, as opposed to public ones. While the barriers to access for private groups are higher, since membership must be approved, the share of posts containing the survey link that group moderators approved was also higher: 48 % in private groups compared with 38 % in public groups. The highest share of posts approved was found in groups for parents of young children (47 % across groups, with 63 % in private groups), while the lowest was found in groups for long-term carers (39 % across groups, with 43 % in private groups), as shown in [Figure 1](#). Nevertheless, the low number of groups analysed warrants caution when generalising these findings.

Figure 1. Summary statistics of the social media campaign (%)



It is also possible that, with increased digital literacy, people are less likely to trust and click on survey links, especially since it was not possible to post links via institutional or verified accounts. Within large groups with a high rate of posts per day, group members might also miss a large portion of posts.

Future campaigns could also benefit from alternative engagement strategies within available resources, such as offering financial rewards or the possibility of entering a raffle, leveraging targeted advertisements to enhance visibility or broadening dissemination across additional social media platforms, including Instagram, to reach a wider audience.

5. Data processing

The data processing phase began immediately after the survey data collection was completed. This phase involved data validation, weighting, codification and procedures for anonymisation and data protection.

5.1. Data validation

The dataset was cleaned to ensure the quality of its data. A number of data quality- and validity-related issues were identified and fixed before proceeding with the calculation of survey weights, as outlined below.

The total sample of 96 844 responses was subject to a series of checks aimed at filtering out low-quality responses and potentially AI-generated responses (see Section [2.1](#) for some measures that were implemented within the questionnaire). These included checks for speeding, patterned answers, logical inconsistencies and outliers, profanities and indicators of bot usage. The following sections describe the quality check processes for each flag type.

Speeding

The survey collected 29 variables for time checks, which divided the questionnaire into 'pages', allowing researchers to assess how quickly respondents went through each page. Knowing that the median survey time was around 13 minutes, three flag variables were created, namely:

- respondents who were in the top 5 % for speed for each page on at least three pages;
- respondents who were not involved in care (informal care and childcare) and who took less than 5 minutes to complete the survey;
- respondents who were involved in care (informal care and childcare) and took less than 8 minutes to complete the survey.

Patterned answers

The research team checked for two types of patterned answers: straight-lining and diagonal answers. Straight-lining occurs when respondents always choose the same answer (usually the first one), while diagonal answers most commonly occur for grid questions, with respondents selecting the first, second, third, and so on, response in order of options.

Checks for straight-lining first involved a calculation of the number of valid questions – that is, the columns where there were no null values as answers – to which the straight-lining check

should apply. Then, counts of how many times respondents selected the first option were generated. Finally, those respondents who selected the first option for at least 90 % of the valid questions were flagged.

Checks for diagonal patterns involved assessing whether a diagonal sequence in grid questions existed. Survey questions with a randomised order and those with a filtering criterion (i.e. the respondent only answered the question if they had answered a previous question in a certain way) were excluded from this check. Hence, the check was based on three questions: Q20, Q75 and Q76 ⁽¹⁵⁾. A flag was assigned if the respondent answered diagonally in all three checks.

Logical inconsistencies and outliers

Three types of checks were employed to assess logical inconsistencies and outliers.

- First, the team checked whether information on socio-demographic characteristics provided in the survey matched those the same respondents shared with panel providers, flagging inconsistencies.
- Second, checks for logical inconsistencies were carried out – that is, those cases where, given an answer provided in a previous question, the answer to the current question was not logically consistent. For instance, if the respondent were to say that the main recipient of care was a parent (Q25), but the age of the recipient was between 0 and 5 years old (Q27), this would be flagged as an inconsistent response.
- Finally, outliers were flagged – that is, cases that were highly unlikely to be true and where the respondent might have inadvertently inputted wrong values. All questions asking for numeric answers were subject to this check.

A full list of the inconsistency checks implemented is provided in Annex 6.

Open answers

The survey included three questions where an open answer was a possibility (Q79, Q80 and Q81, on assigned sex at birth, gender and sexuality) and one mandatory question on what challenges respondents face when navigating multiple responsibilities in everyday life, which required an open answer. For each question, certain conditions were checked, namely:

- whether the answer contained profanities, foul language or insults;
- whether the answer was AI-generated.

⁽¹⁵⁾ Q20 is about intimate partner violence; Q75 and Q76 are about feeling cheerful and in good spirits, or particularly tense, respectively.

This check included several steps.

1. First was the translation of the answer, written in the language of the respondent, into English. The translation was done automatically using machine learning.
2. Once the answers were translated, sets of regular expressions using English words were created to identify profanities and AI-generated answers ⁽¹⁶⁾.
3. As a robustness check, the large language model was also asked to check whether the original text contained profanities or was likely to be AI-generated ⁽¹⁷⁾. This allowed for the identification of answers that, while not containing profanities, were still offensive within the given context. In addition, it helped with the identification of cases where the respondent relied on predictive tools to answer (i.e. virtual keyboards on smartphones, as these are likely to create repetitive or nonsensical answers).

All answers flagged by the large language model were then manually reviewed. Cases where the researchers agreed with the model's judgement were then flagged. In total, 131 responses failing these checks were immediately discarded from the data, regardless of the outcomes of other checks.

Bot usage

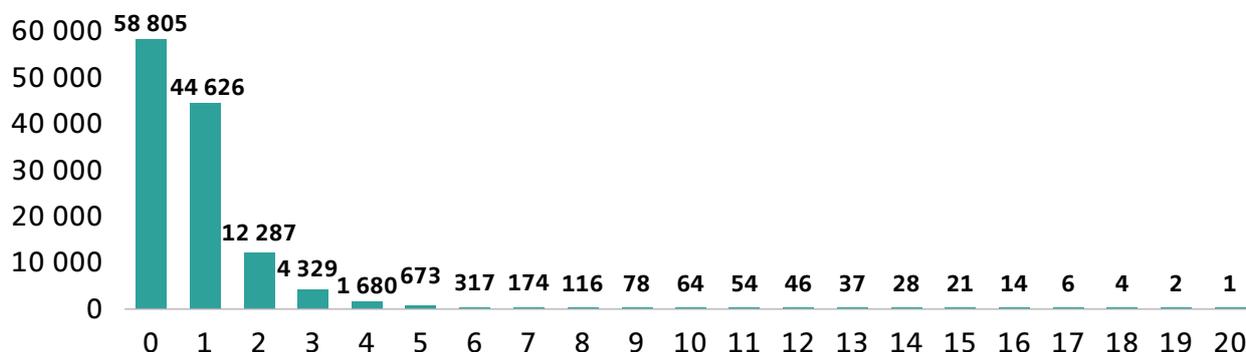
A honeypot question was used to check whether respondents automated the completion of the survey. This question is invisible to the human eye, but bots may catch and answer the questions, since bots just parse any text they see on the page, regardless of its visibility to humans. The results showed that no respondent automated the task.

Results of validation checks

For each respondent, the research team counted how many times flagged variables appeared, signalling failed checks. The distribution for all 96 844 observations is presented in [Figure 2](#). Based on this distribution, only those responses that failed four or more checks were excluded' (with the exception of responses failing open answer checks, which were discarded outright). This is because some mistakes may not have been malicious.

⁽¹⁶⁾ Regular expressions (regex) are sequences of characters that specify a match pattern in text. For instance, the regex 'hous+' identifies any word containing the stem 'hous' and one or more characters, such as 'house', 'houses', 'housing', 'housed' and 'housework'. See Wikipedia, 'Regular expression', last updated 20 October 2025, accessed 07 November 2025, https://en.wikipedia.org/wiki/Regular_expression.

⁽¹⁷⁾ The open question also included the word 'personally', which an AI would not be able to answer properly, given that an AI lacks personal preferences.

Figure 2. Observations by number of checks failed

NB: The sum of the observations is higher than 96 844, as a respondent who fails at least two checks is included in the count for the previous checks (e.g. a respondent who failed six checks would be included in the count of those who failed 1–5 checks).

As a final step, only responses that were fully completed and failed no more than three quality checks were retained, resulting in 59 799 valid responses. However, a further review revealed 5 403 additional respondents who had completed the survey at least up to the question on assigned sex at birth (Q79). Of these, 5 390 had completed the full survey but were disqualified during fieldwork because the target quotas for their demographic group had already been met. The remaining 13 respondents had answered most, but not all, questions in the survey. Given that these respondents had provided extensive data, their responses were considered valuable for analysis and were included in the final dataset. This brought the total number of validated responses to 65 202.

5.2. Weighting

Following the cleaning process, the data underwent a weighting procedure, including the estimation of calibration weights, trimmed weights and population size weights. This ensured representativeness, reduced potential biases and aligned the sample with population benchmarks, enhancing the reliability and accuracy of the survey findings. All weighting calculations were performed twice following the same procedure to minimise the risk of errors in post-fieldwork adjustments.

Calibration weights

Responses that passed the quality validation processes (see Section 5.1) were calibrated to population benchmarks using iterative proportional fitting, also known as the RAS (Rivest–Shamir–Adleman) algorithm. This mathematical scaling procedure is widely used in social science research to adjust the marginal distribution of a contingency table (representing the unweighted responding sample) to align with fixed population benchmarks. At the same time, it preserves the relationships between row and column variables, ensuring that key associations within the data remain intact. The sources of population benchmarks used to estimate calibration weights

are summarised in [Table 10](#). The data was from the latest year for which data was available at the time of collection.

Table 10. Eurostat population sources for weighting targets

Weighting variable	Population sources
Sex and age	Eurostat, Population on 1 January by age, sex and NUTS 2 region (demo_r_d2jan), 2023. Targets were based on age ranges 16–24, 25–39, 40–54 and 55–74 and split by sex.
Region	Eurostat, Population on 1 January by age, sex and NUTS 1 or 2 region (demo_r_d2jan) or NUTS 3 region (demo_r_pjanaggr3), 2023. Luxembourg: Lustat, Population by canton and municipality, 2023. Malta: National Statistics Office, Total population by region, district and locality, 2023.
Educational attainment	Eurostat, Population by sex, age, educational attainment level and NUTS 2 region (1 000) (fst_r_ifsd2pop), 2023. Targets were based on ISCED levels (0–2 low, 3–4 medium, 5+ high).
Parents caring for children under 12 years old	Eurostat, Number of adults by sex, age groups, number of children, age of youngest child and working status (1 000) (fst_hhacwnc), 2023. Targets were based on parents aged 18+ with at least one child aged under 12.
Informal long-term caregivers	Eurostat, Persons providing informal care or assistance at least once a week by sex, age and educational attainment level (hlth_ehis_ic1e), 2019.

Weight trimming

The resulting calibration weights were highly variable. Hence, an assessment was conducted to determine the need for trimming to improve weighting efficiency and increase the effective sample size. Results using both original untrimmed weights and trimmed weights were compared to identify any significant changes. Where no substantial differences were detected, trimming was applied to enhance efficiency. In cases where differences emerged, a careful assessment was made to determine whether the improvement in weighting efficiency outweighed the bias introduced by trimming. Where applied, trimmed weights were subsequently standardised to a mean of 1 within each Member State to maintain consistency.

As shown in [Table 11](#), weights were trimmed in all Member States except Czechia, Ireland, Lithuania, Poland and Romania. This helped improve the effective sample size, especially in Greece and, to a lesser extent, in Bulgaria, Italy and several other Member States.

Table 11. Effective sample size before and after trimming weights

Member State	Target sample size	Effective sample size before trimming	Effective sample size after trimming	Improvement in effective sample size due to trimming
Belgium	3 000	2 206	2 225	19
Bulgaria	2 000	751	1 268	517
Czechia	3 000	2 782	2 782	0
Denmark	2 000	1 748	1 759	11
Germany	4 000	2 463	2 634	171
Estonia	1 000	729	794	65
Ireland	1 000	832	832	0
Greece	2 500	894	2 079	1 185
Spain	4 000	2 941	3 071	130
France	4 000	3 424	3 495	71
Croatia	1 000	457	862	405
Italy	4 000	1 792	2 463	671
Cyprus	1 000	402	748	346
Latvia	1 000	748	874	126
Lithuania	1 000	742	742	0
Luxembourg	1 000	106	500	394
Hungary	2 500	2 155	2 170	15
Malta	1 000	232	510	278
Netherlands	3 000	2 400	2 438	38
Austria	2 000	1 688	1 700	12
Poland	4 000	3 424	3 424	0
Portugal	2 500	1 341	1 524	183
Romania	3 000	1 577	1 577	0
Slovenia	1 000	813	825	12
Slovakia	1 500	1 311	1 319	8
Finland	1 750	1 400	1 498	98
Sweden	3 000	2 128	2 284	156

Population size weights

Population size weights were applied to ensure proportional representation across Member States. These weights adjusted respondent weights in each Member State to align with its 16–to 74-year-old population ⁽¹⁸⁾, ensuring that each Member State’s influence on cross-Member-State estimates reflected its actual population size. This approach prevented the over-representation of small Member States in cross-country analysis, resulting in a more balanced and accurate comparison.

Reporting thresholds

During the data analysis stage, EIGE applies the following minimum effective sample size thresholds when reporting survey results:

- if the effective sample size is below 40, results are not reported;
- if the effective sample size is between 40 and 69, results are marked and a footnote explains that the data point has low reliability;
- if the effective sample size is 70 or higher, results are reported without restrictions.

5.3. Anonymisation and data protection procedures

The study strictly complies with national and EU data protection legislation, in particular the General Data Protection Regulation (Regulation (EU) 2016/679), Regulation (EU) 2018/1725 on the protection of natural persons with regard to the processing of personal data and Regulation (EC) No 223/2009 on the processing of data for statistical purposes. Data collected in the online panel survey about individuals’ personal experiences was processed anonymously, ensuring that the individual could not be identified.

To ensure transparency and uphold ethical standards, a consent clause was embedded within the survey’s introductory section. For social media sampling, this clause included a link to a privacy statement that clearly communicated to respondents their rights, including the right to access, rectify, withdraw and restrict their data. Additionally, it informed them of their right to object to data processing and the right to file a complaint with the data protection authority. Respondents taking the survey through an online panel agreed to that panel’s privacy rules.

⁽¹⁸⁾ Based on Eurostat, Population on 1 January by age, sex and NUTS 2 region (demo_r_d2jan__custom_10252642).

6. Annexes

Annex 1. Quota overview by Member State

Comparison of quotas, weighted samples and unweighted samples in Belgium (%)

Belgium	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	24.4	30.6	24.5
Medium	38.1	32.8	38.0
High	37.5	36.7	37.5
Sex by age			
Female 16–24	6.9	8.9	6.9
Female 25–39	22.0	20.3	22.0
Female 40–54	13.6	13.4	13.6
Female 55–74	7.4	8.6	7.4
Male 16–24	7.3	7.6	7.3
Male 25–39	22.2	19.2	22.1
Male 40–54	13.7	14.1	13.7
Male 55–74	6.8	7.9	6.8
Long-term carer			
Yes	13.4	31.1	13.4
No	86.6	68.9	86.6
Parents with children younger than 12			
Yes	24.2	28.5	24.2
No	75.8	71.5	75.8
Region			
Prov. Antwerpen	16.2	16.8	16.2
Prov. Brabant wallon	3.5	3.7	3.5
Prov. Hainaut	11.7	11.8	11.7
Prov. Limburg (BE)	7.7	8.0	7.7
Prov. Liège	9.6	9.3	9.6
Prov. Luxembourg (BE)	2.6	2.4	2.5
Prov. Namur	4.4	4.4	4.4
Prov. Oost-Vlaanderen	13.3	13.4	13.3
Prov. Vlaams-Brabant	10.0	9.4	10.0
Prov. West-Vlaanderen	10.3	10.3	10.3
Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest	10.8	10.5	10.8

Note: Numerical data in this annex are rounded to one decimal place; therefore, small differences in the percentages cited may not show and may not add up to 100 %

Comparison of quotas, weighted samples and unweighted samples in Bulgaria (%)

Bulgaria	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	19.5	3.6	8.3
Medium	55.1	42.4	61.7
High	25.5	54.0	30.0
Sex by age			
Female 16–24	5.1	5.2	4.5
Female 25–39	20.7	20.6	20.6
Female 40–54	14.7	14.7	14.2
Female 55–74	10.4	10.0	11.5
Male 16–24	5.4	5.6	5.1
Male 25–39	21.9	20.7	21.4
Male 40–54	14.1	15.2	14.7
Male 55–74	7.8	8.1	8.0
Long-term carer			
Yes	14.0	24.8	14.9
No	86.0	75.2	85.1
Parents with children younger than 12			
Yes	16.9	29.4	19.1
No	83.2	70.6	80.9
Region			
Северен централен (Severen tsentralen)	10.7	10.2	9.9
Северозападен (Severozapaden)	10.3	9.9	10.0
Североизточен (Severoiztochen)	12.9	12.5	12.9
Югозападен (Yugozapaden)	31.6	32.7	32.4
Югоизточен (Yugoiztochen)	14.5	14.6	14.2
Южен централен (Yuzhen tsentralen)	20.2	20.1	20.6

Comparison of quotas, weighted samples and unweighted samples in Czechia (%)

Czechia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	13.3	9.8	13.2
Medium	64.8	67.4	64.9
High	21.9	22.8	21.9
Sex by age			
Female 16–24	5.7	6.1	5.7
Female 25–39	23.0	23.2	23.0
Female 40–54	12.6	12.9	12.6
Female 55–74	8.6	8.7	8.6
Male 16–24	6.0	6.4	6.0
Male 25–39	24.0	22.6	24.0
Male 40–54	12.6	12.6	12.6
Male 55–74	7.2	7.2	7.2
Long-term carer			
Yes	13.4	22.8	13.4
No	86.6	77.2	86.6
Parents with children younger than 12			
Yes	25.2	29.8	25.2
No	74.8	70.2	74.8
Region			
Jihovýchod	15.9	14.9	15.9
Jihozápad	11.6	11.9	11.7
Moravskoslezsko	11.1	11.1	11.1
Praha	12.6	13.0	12.5
Severovýchod	14.1	13.2	14.1
Severozápad	10.3	11.0	10.4
Střední Morava	11.2	11.4	11.2
Střední Čechy	13.1	13.4	13.1

Comparison of quotas, weighted samples and unweighted samples in Denmark (%)

Denmark	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	26.1	15.3	26.0
Medium	39.3	41.4	39.3
High	34.6	43.3	34.7
Sex by age			
Female 16–24	7.4	7.7	7.4
Female 25–39	21.5	20.2	21.4
Female 40–54	13.5	13.9	13.5
Female 55–74	7.5	7.5	7.4
Male 16–24	7.7	8.2	7.7
Male 25–39	21.9	19.9	21.8
Male 40–54	13.5	14.3	13.5
Male 55–74	7.0	8.0	7.0
Long-term carer			
Yes	28.9	23.6	28.7
No	71.2	76.4	71.3
Parents with children younger than 12			
Yes	18.3	21.7	18.3
No	81.8	78.3	81.7
Region			
Hovedstaden	32.4	31.4	32.4
Midtjylland	22.9	22.3	22.9
Nordjylland	10.0	10.1	10.0
Sjælland	14.1	14.6	14.1
Syddanmark	20.6	21.5	20.6

Comparison of quotas, weighted samples and unweighted samples in Germany (%)

Germany	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	22.3	52.3	22.8
Medium	48.8	24.9	47.8
High	28.9	22.8	29.4
Sex by age			
Female 16–24	5.9	6.0	6.0
Female 25–39	20.7	20.4	20.7
Female 40–54	15.3	15.2	15.2
Female 55–74	7.9	8.8	8.1
Male 16–24	6.4	6.2	6.3
Male 25–39	21.4	21.2	21.5
Male 40–54	15.1	14.9	15.0
Male 55–74	7.1	7.2	7.1
Long-term carer			
Yes	22.5	25.4	22.8
No	77.6	74.6	77.2
Parents with children younger than 12			
Yes	19.9	26.3	20.2
No	80.2	73.7	79.8
Region			
Baden-Württemberg	13.4	13.3	13.3
Bayern	16.0	15.8	15.9
Berlin	4.5	4.5	4.6
Brandenburg	3.0	2.9	3.0
Bremen	0.8	1.0	0.8
Hamburg	2.3	2.4	2.3
Hessen	7.6	7.2	7.6
Mecklenburg-Vorpommern	1.9	1.9	1.9
Niedersachsen	9.6	9.8	9.6
Nordrhein-Westfalen	21.5	22.3	21.9
Rheinland-Pfalz	5.0	5.1	5.0
Saarland	1.2	1.2	1.2
Sachsen	4.7	4.4	4.6
Sachsen-Anhalt	2.6	2.4	2.4
Schleswig-Holstein	3.5	3.4	3.3
Thüringen	2.5	2.4	2.4

Comparison of quotas, weighted samples and unweighted samples in Estonia (%)

Estonia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	17.0	10.5	16.3
Medium	46.8	43.6	45.9
High	36.2	45.9	37.8
Sex by age			
Female 16–24	5.9	5.8	6.0
Female 25–39	22.6	24.9	22.5
Female 40–54	13.8	14.0	13.8
Female 55–74	9.0	7.9	9.0
Male 16–24	6.1	6.2	6.2
Male 25–39	24.1	22.4	24.0
Male 40–54	12.5	13.0	12.5
Male 55–74	6.0	5.8	6.1
Long-term carer			
Yes	14.5	19.3	14.6
No	85.5	80.7	85.4
Parents with children younger than 12			
Yes	25.3	18.8	25.0
No	74.7	81.2	75.0
Region			
Kesk-Eesti	9.0	9.2	8.9
Kirde-Eesti	10.0	11.1	9.9
Lääne-Eesti	10.7	11.2	10.8
Lõuna-Eesti	23.3	22.5	23.3
Põhja-Eesti	47.0	46.0	47.1

Comparison of quotas, weighted samples and unweighted samples in Ireland (%)

Ireland	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	19.8	15.8	19.8
Medium	35.7	28.8	35.6
High	44.5	55.3	44.6
Sex by age			
Female 16–24	7.4	8.4	7.5
Female 25–39	24.7	23.1	24.7
Female 40–54	12.5	14.2	12.5
Female 55–74	6.0	8.8	6.1
Male 16–24	7.8	7.0	7.8
Male 25–39	23.5	18.3	23.3
Male 40–54	12.3	14.9	12.3
Male 55–74	5.8	5.2	5.8
Long-term carer			
Yes	13.0	22.8	13.0
No	87.0	77.2	87.0
Parents with children younger than 12			
Yes	27.7	27.2	27.6
No	72.3	72.8	72.4
Region			
Border	7.9	8.4	7.9
Dublin	29.1	27.2	29.0
Mid-East	14.6	12.3	14.5
Mid-West	9.8	11.1	9.8
Midland	6.1	6.2	6.1
South-East	8.8	9.1	8.8
South-West	14.3	15.8	14.4
West	9.4	10.0	9.4

Comparison of quotas, weighted samples and unweighted samples in Greece (%)

Greece	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	26.5	3.8	8.3
Medium	45.2	50.0	56.3
High	28.3	46.2	35.4
Sex by age			
Female 16–24	5.9	5.8	5.8
Female 25–39	21.3	20.9	24.6
Female 40–54	15.1	15.6	14.7
Female 55–74	8.1	7.8	7.1
Male 16–24	6.4	6.7	6.4
Male 25–39	21.8	21.1	20.9
Male 40–54	14.2	14.7	13.3
Male 55–74	7.2	7.4	7.1
Long-term carer			
Yes	15.0	23.8	14.3
No	85.0	76.2	85.7
Parents with children younger than 12			
Yes	20.4	26.2	22.1
No	79.6	73.8	77.9
Region			
Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki)	5.3	5.5	4.6
Αττική (Attiki)	37.1	36.9	38.5
Ήπειρος (Ipeiros)	3.0	3.2	2.6
Βόρειο Αιγαίο (Voreio Aigaio)	1.8	1.8	2.0
Δυτική Ελλάδα (Dytiki Ellada)	6.2	6.6	6.3
Δυτική Μακεδονία (Dytiki Makedonia)	2.4	2.5	2.9
Θεσσαλία (Thessalia)	6.4	6.3	7.0
Ιόνια Νησιά (Ionia Nisia)	1.9	1.9	2.0
Κεντρική Μακεδονία (Kentriki Makedonia)	17.1	17.2	16.8
Κρήτη (Kriti)	5.9	6.3	5.7
Νότιο Αιγαίο (Notio Aigaio)	3.1	2.8	3.0
Πελοπόννησος (Peloponnisos)	5.0	5.1	4.2
Στερεά Ελλάδα (Sterea Ellada)	4.8	4.0	4.2

Comparison of quotas, weighted samples and unweighted samples in Spain (%)

Spain	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	41.1	29.7	40.1
Medium	24.0	23.1	23.7
High	34.9	47.2	36.2
Sex by age			
Female 16–24	6.1	6.0	6.1
Female 25–39	22.3	24.6	22.3
Female 40–54	14.7	14.5	14.7
Female 55–74	7.2	6.9	7.2
Male 16–24	6.5	6.3	6.5
Male 25–39	22.6	21.3	22.4
Male 40–54	14.3	14.4	14.4
Male 55–74	6.4	6.1	6.4
Long-term carer			
Yes	11.3	25.7	11.4
No	88.7	74.3	88.6
Parents with children younger than 12			
Yes	21.7	32.6	21.8
No	78.3	67.4	78.2
Region			
Andalucía	18.0	18.0	18.0
Aragón	2.8	2.7	2.8
Canarias	4.9	4.9	4.9
Cantabria	1.2	1.1	1.2
Castilla y León	4.9	4.6	4.9
Castilla-La Mancha	4.3	4.3	4.3
Cataluña	16.4	17.1	16.4
Ciudad de Ceuta	0.2	0.2	0.2
Ciudad de Melilla	0.2	0.2	0.2
Comunidad de Madrid	14.4	13.9	14.3
Comunidad Foral de Navarra	1.4	1.4	1.4
Comunitat Valenciana	10.9	11.4	10.9
Extremadura	2.2	2.3	2.2
Galicia	5.5	5.6	5.5
Illes Balears	2.6	1.8	2.4
La Rioja	0.7	0.7	0.7
País Vasco	4.6	4.7	4.5
Principado de Asturias	2.1	2.0	2.1
Región de Murcia	3.2	3.2	3.2

Comparison of quotas, weighted samples and unweighted samples in France (%)

France	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	23.4	21.4	23.4
Medium	41.2	38.6	41.2
High	35.4	40.0	35.4
Sex by age			
Female 16–24	7.3	6.9	7.3
Female 25–39	21.5	23.6	21.5
Female 40–54	13.9	13.6	13.9
Female 55–74	8.4	8.8	8.4
Male 16–24	7.7	6.5	7.6
Male 25–39	20.8	18.8	20.7
Male 40–54	13.2	14.3	13.2
Male 55–74	7.3	7.3	7.3
Long-term carer			
Yes	25.3	21.0	25.2
No	74.8	79.0	74.8
Parents with children younger than 12			
Yes	23.3	15.5	23.2
No	76.7	84.5	76.8
Region			
Auvergne-Rhône-Alpes	12.3	12.7	12.4
Bourgogne-Franche-Comté	4.2	4.4	4.2
Bretagne	5.2	5.4	5.2
Centre-Val de Loire	3.8	4.1	3.8
Corse	0.5	0.5	0.5
Grand Est	8.5	8.6	8.6
Hauts-de-France	9.1	8.4	9.1
Île-de-France	19.1	19.0	19.1
Normandie	5.0	5.0	5.0
Nouvelle-Aquitaine	9.3	9.3	9.3
Occitanie	9.2	9.3	9.2
Pays de la Loire	5.9	5.9	5.9
Provence-Alpes-Côte d'Azur	7.7	7.6	7.7

Comparison of quotas, weighted samples and unweighted samples in Croatia (%)

Croatia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	17.8	2.4	4.7
Medium	58.3	56.0	67.5
High	23.8	41.6	27.8
Sex by age			
Female 16–24	5.9	6.2	5.6
Female 25–39	20.7	20.2	24.0
Female 40–54	14.4	14.9	15.7
Female 55–74	9.6	9.6	9.5
Male 16–24	6.3	6.4	4.8
Male 25–39	21.4	20.4	17.4
Male 40–54	13.5	14.3	13.5
Male 55–74	8.0	7.8	9.3
Long-term carer			
Yes	28.5	22.4	25.1
No	71.5	77.6	74.9
Parents with children younger than 12			
Yes	22.8	22.9	21.5
No	77.2	77.1	78.5
Region			
Grad Zagreb	19.8	19.3	19.1
Jadranska Hrvatska	33.6	35.1	32.7
Panonska Hrvatska	26.1	26.3	28.2
Sjeverna Hrvatska	20.5	19.3	20.0

Comparison of quotas, weighted samples and unweighted samples in Italy (%)

Italy	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	40.4	11.3	33.6
Medium	41.8	51.7	46.3
High	17.9	37.0	20.1
Sex by age			
Female 16–24	5.7	5.4	5.6
Female 25–39	20.2	20.0	19.9
Female 40–54	16.0	16.8	16.0
Female 55–74	8.3	8.6	8.5
Male 16–24	6.2	5.6	6.1
Male 25–39	20.6	19.0	20.0
Male 40–54	15.4	16.3	15.6
Male 55–74	7.4	8.1	8.1
Long-term carer			
Yes	17.4	26.3	19.3
No	82.6	73.7	80.7
Parents with children younger than 12			
Yes	19.4	19.2	19.2
No	80.6	80.8	80.8
Region			
Abruzzo	2.2	2.0	2.2
Basilicata	0.9	0.9	0.9
Calabria	3.2	3.1	3.1
Campania	9.7	8.8	9.4
Emilia-Romagna	7.5	7.7	7.5
Friuli-Venezia Giulia	2.0	2.1	2.1
Lazio	9.8	9.6	9.6
Liguria	2.5	2.7	2.5
Lombardia	16.9	16.9	16.9
Marche	2.5	2.5	2.6
Molise	0.5	0.6	0.5
Piemonte	7.1	7.0	7.1
Provincia Autonoma di Bolzano / Bozen	0.9	0.8	0.9
Provincia Autonoma di Trento	0.9	0.9	0.9
Puglia	6.7	6.7	6.7
Sardegna	2.7	2.8	2.7
Sicilia	8.2	8.3	8.2
Toscana	6.1	6.1	6.1
Umbria	1.4	1.7	1.5
Valle d'Aosta / Vallée d'Aoste	0.2	0.2	0.2
Veneto	8.2	8.5	8.3

Comparison of quotas, weighted samples and unweighted samples in Cyprus (%)

Cyprus	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	20.5	3.1	7.2
Medium	36.1	35.7	42.1
High	43.4	61.3	50.7
Sex by age			
Female 16–24	7.0	5.8	8.2
Female 25–39	26.0	26.9	27.3
Female 40–54	11.9	11.6	12.3
Female 55–74	6.4	6.7	5.8
Male 16–24	7.1	5.6	6.5
Male 25–39	24.1	25.3	23.1
Male 40–54	11.5	11.8	11.6
Male 55–74	6.1	6.2	5.1
Long-term carer			
Yes	8.4	16.4	8.9
No	91.6	83.6	91.1
Parents with children younger than 12			
Yes	25.7	30.0	25.6
No	74.3	70.0	74.4
Region			
Famagusta	5.9	6.1	4.9
Larnaca	16.9	17.1	16.3
Limassol	28.4	27.8	31.4
Nicosia	38.0	38.0	37.1
Paphos	10.8	11.0	10.4

Comparison of quotas, weighted samples and unweighted samples in Latvia (%)

Latvia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	14.8	17.8	14.8
Medium	52.1	42.0	52.1
High	33.1	40.3	33.1
Sex by age			
Female 16–24	5.7	6.0	5.7
Female 25–39	21.8	21.7	21.8
Female 40–54	15.4	15.4	15.4
Female 55–74	9.4	9.6	9.4
Male 16–24	6.0	5.6	6.0
Male 25–39	22.5	21.1	22.4
Male 40–54	13.0	14.1	13.1
Male 55–74	6.0	6.2	6.0
Long-term carer			
Yes	18.0	17.3	17.9
No	82.0	82.7	82.1
Parents with children younger than 12			
Yes	25.9	28.9	25.9
No	74.1	71.1	74.1
Region			
Kurzeme	12.2	13.2	12.3
Latgale	13.4	13.7	13.4
Pierīga	20.3	15.0	20.3
Rīga	32.6	35.7	32.6
Vidzeme	9.5	10.4	9.5
Zemgale	11.9	12.0	12.0

Comparison of quotas, weighted samples and unweighted samples in Lithuania (%)

Lithuania	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	10.6	20.1	10.6
Medium	50.0	26.5	49.9
High	39.4	53.4	39.5
Sex by age			
Female 16–24	5.5	5.5	5.6
Female 25–39	21.8	20.5	21.8
Female 40–54	15.9	15.0	15.9
Female 55–74	8.7	8.8	8.7
Male 16–24	5.8	4.9	5.8
Male 25–39	22.5	20.0	22.4
Male 40–54	13.8	17.1	13.8
Male 55–74	5.7	7.9	5.8
Long-term carer			
Yes	14.3	17.1	14.3
No	85.7	82.9	85.7
Parents with children younger than 12			
Yes	21.0	24.8	21.1
No	79.0	75.2	78.9
Region			
Alytaus apskritis	4.8	5.6	4.8
Kauno apskritis	20.1	20.5	20.2
Klaipėdos apskritis	11.6	12.9	11.6
Marijampolės apskritis	4.8	4.2	4.8
Panevėžio apskritis	7.4	6.2	7.3
Tauragės apskritis	3.2	2.7	3.2
Telšių apskritis	4.6	4.7	4.6
Utenos apskritis	4.5	4.6	4.5
Vilniaus apskritis	29.6	28.7	29.6
Šiaulių apskritis	9.3	9.8	9.3

Comparison of quotas, weighted samples and unweighted samples in Luxembourg (%)

Luxembourg	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	25.0	11.8	22.1
Medium	31.1	27.8	32.0
High	44.0	60.5	46.0
Sex by age			
Female 16–24	6.3	5.1	6.2
Female 25–39	24.6	24.7	24.9
Female 40–54	12.6	10.1	11.7
Female 55–74	5.5	5.6	5.5
Male 16–24	6.8	4.9	6.6
Male 25–39	25.4	29.1	26.3
Male 40–54	13.3	14.1	13.2
Male 55–74	5.2	6.1	5.3
Long-term carer			
Yes	14.1	9.5	12.7
No	85.9	90.5	87.3
Parents with children younger than 12			
Yes	23.2	21.6	22.8
No	76.8	78.4	77.2
Region			
Capellen	8.0	8.2	7.9
Clervaux	28.8	22.0	27.5
Diekirch	30.7	29.6	30.6
Echternach	5.4	6.4	5.5
Esch-sur-Alzette	3.1	11.6	5.1
Grevenmacher	5.3	4.4	4.9
Luxembourg	3.2	3.0	3.2
Mersch	2.9	2.9	2.9
Redange	0.9	0.8	0.9
Remich	3.1	2.8	3.0
Vianden	4.9	4.2	4.9
Wiltz	3.7	4.2	3.7

Comparison of quotas, weighted samples and unweighted samples in Hungary (%)

Hungary	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	18.4	10.1	18.3
Medium	56.4	64.2	56.5
High	25.2	25.8	25.2
Sex by age			
Female 16–24	6.0	7.3	6.1
Female 25–39	22.4	20.9	22.3
Female 40–54	13.0	16.3	13.0
Female 55–74	9.2	9.6	9.2
Male 16–24	6.4	5.7	6.4
Male 25–39	23.6	21.0	23.6
Male 40–54	12.4	13.0	12.4
Male 55–74	6.7	6.0	6.7
Long-term carer			
Yes	14.3	18.6	14.4
No	85.7	81.4	85.6
Parents with children younger than 12			
Yes	23.0	30.1	23.0
No	77.0	69.9	77.0
Region			
Budapest	17.6	16.7	17.5
Dél-Alföld	12.5	12.5	12.5
Dél-Dunántúl	9.0	8.7	9.0
Közép-Dunántúl	11.1	12.7	11.1
Nyugat-Dunántúl	10.4	10.9	10.4
Pest	13.6	12.2	13.6
Észak-Alföld	14.6	15.7	14.6
Észak-Magyarország	11.3	10.5	11.3

Comparison of quotas, weighted samples and unweighted samples in Malta (%)

Malta	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	35.4	9.9	29.6
Medium	36.7	18.4	39.0
High	27.9	71.7	31.4
Sex by age			
Female 16–24	5.3	3.9	5.4
Female 25–39	23.9	24.0	24.1
Female 40–54	10.4	10.7	10.7
Female 55–74	6.7	4.1	6.7
Male 16–24	6.2	5.9	6.9
Male 25–39	29.9	35.9	29.5
Male 40–54	11.1	9.9	10.2
Male 55–74	6.5	5.4	6.5
Long-term carer			
Yes	15.2	12.3	14.7
No	84.8	87.7	85.3
Parents with children younger than 12			
Yes	22.7	20.4	21.5
No	77.3	79.6	78.5
Region			
Gozo and Comino	8.7	9.6	8.3
Northern District	18.0	16.5	17.9
Northern Harbour	30.7	24.0	27.4
South Eastern District	14.4	15.2	15.3
Southern Harbour	15.9	19.4	17.8
Western District	12.2	15.3	13.2

Comparison of quotas, weighted samples and unweighted samples in the Netherlands (%)

Netherlands	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	26.2	19.1	26.1
Medium	37.2	38.8	37.3
High	36.6	42.1	36.6
Sex by age			
Female 16–24	7.4	6.9	7.4
Female 25–39	20.9	20.4	20.9
Female 40–54	14.1	16.4	14.1
Female 55–74	7.5	8.2	7.5
Male 16–24	7.7	6.4	7.7
Male 25–39	21.1	18.5	21.1
Male 40–54	14.0	14.6	14.0
Male 55–74	7.2	8.5	7.2
Long-term carer			
Yes	16.0	29.2	16.0
No	84.0	70.8	84.0
Parents with children younger than 12			
Yes	20.0	30.6	20.1
No	80.0	69.4	79.9
Region			
Drenthe	2.8	3.0	2.8
Flevoland	2.5	2.7	2.5
Friesland (NL)	3.6	3.5	3.6
Gelderland	11.9	11.6	11.9
Groningen	3.4	3.5	3.4
Limburg (NL)	6.4	6.1	6.4
Noord-Brabant	14.8	14.4	14.8
Noord-Holland	16.8	17.0	16.8
Overijssel	6.6	6.8	6.6
Utrecht	7.8	7.8	7.8
Zeeland	2.1	2.2	2.1
Zuid-Holland	21.3	21.4	21.4

Comparison of quotas, weighted samples and unweighted samples in Austria (%)

Austria	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	19.4	23.5	19.4
Medium	48.5	55.3	48.5
High	32.2	21.3	32.1
Sex by age			
Female 16–24	6.1	6.8	6.1
Female 25–39	22.0	22.0	22.0
Female 40–54	14.9	14.9	14.8
Female 55–74	7.1	7.6	7.1
Male 16–24	6.5	6.7	6.5
Male 25–39	22.5	19.5	22.4
Male 40–54	14.6	14.2	14.6
Male 55–74	6.3	8.0	6.3
Long-term carers			
Yes	15.8	17.1	15.8
No	84.3	82.9	84.2
Parents with children younger than 12			
Yes	21.2	24.4	21.2
No	78.8	75.6	78.8
Region			
Burgenland	3.3	3.4	3.3
Kärnten	6.2	6.1	6.2
Niederösterreich	18.7	18.8	18.6
Oberösterreich	16.6	16.6	16.6
Salzburg	6.2	6.4	6.2
Steiermark	13.9	13.9	13.9
Tirol	8.5	8.0	8.5
Vorarlberg	4.4	4.3	4.4
Wien	22.2	22.6	22.2

Comparison of quotas, weighted samples and unweighted samples in Poland (%)

Poland	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	12.5	16.1	12.5
Medium	57.0	45.7	57.0
High	30.5	38.2	30.5
Sex by age			
Female 16–24	5.6	5.9	5.6
Female 25–39	23.5	23.9	23.5
Female 40–54	12.7	13.1	12.6
Female 55–74	9.1	9.1	9.1
Male 16–24	5.8	5.7	5.8
Male 25–39	24.3	22.6	24.2
Male 40–54	11.9	12.7	11.9
Male 55–74	7.1	6.8	7.1
Long-term carer			
Yes	14.9	23.5	14.9
No	85.2	76.5	85.1
Parents with children younger than 12			
Yes	24.1	35.4	24.1
No	75.9	64.6	75.9
Region			
Dolnośląskie	7.8	7.4	7.8
Kujawsko-pomorskie	5.3	5.1	5.3
Łódzkie	6.4	6.2	6.4
Lubelskie	5.3	6.7	5.3
Lubuskie	2.6	3.3	2.6
Małopolskie	8.9	8.6	8.9
Mazowiecki regionalny	6.0	7.7	6.0
Opolskie	2.5	2.3	2.5
Podkarpackie	5.3	5.1	5.3
Podlaskie	2.9	2.8	2.9
Pomorskie	6.2	5.9	6.2
Śląskie	11.6	11.2	11.6
Świętokrzyskie	3.1	3.0	3.1
Warmińsko-mazurskie	3.6	3.6	3.6
Warszawski stołeczny	8.8	8.0	8.8
Wielkopolskie	9.4	8.8	9.4
Zachodniopomorskie	4.4	4.3	4.4

Comparison of quotas, weighted samples and unweighted samples in Portugal (%)

Portugal	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	47.0	16.7	43.7
Medium	28.2	37.3	29.6
High	24.8	46.0	26.8
Sex by age			
Female 16–24	6.2	6.1	6.1
Female 25–39	21.3	22.0	21.2
Female 40–54	15.2	15.4	14.8
Female 55–74	8.9	9.3	9.1
Male 16–24	6.4	5.9	6.3
Male 25–39	20.7	19.4	20.5
Male 40–54	13.5	14.6	14.0
Male 55–74	7.6	7.4	7.9
Long-term carer			
Yes	12.6	19.1	14.0
No	87.4	80.9	86.0
Parents with children younger than 12			
Yes	21.4	24.3	22.1
No	78.6	75.7	77.9
Region			
Alentejo	6.6	5.5	6.5
Algarve	4.5	4.7	4.7
Área Metropolitana de Lisboa	27.4	27.5	27.1
Centro (PT)	21.2	21.1	21.4
Norte	35.4	35.5	35.0
Região Autónoma da Madeira	2.5	3.1	2.7
Região Autónoma dos Açores	2.4	2.6	2.6

Comparison of quotas, weighted samples and unweighted samples in Romania (%)

Romania	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	24.6	15.2	22.7
Medium	60.8	40.2	62.1
High	14.6	44.6	15.2
Sex by age			
Female 16–24	6.2	6.2	6.4
Female 25–39	21.4	22.1	21.1
Female 40–54	13.9	14.0	13.9
Female 55–74	9.2	8.9	9.2
Male 16–24	6.6	6.2	6.7
Male 25–39	22.7	22.1	22.5
Male 40–54	13.2	13.5	13.0
Male 55–74	6.8	6.8	7.0
Long-term carer			
Yes	7.8	31.4	8.2
No	92.2	68.6	91.8
Parents with children younger than 12			
Yes	25.6	34.2	26.2
No	74.4	65.8	73.8
Region			
București-Ilfov	12.2	12.5	12.1
Centru	11.9	12.1	12.1
Nord-Est	16.4	16.6	16.6
Nord-Vest	13.3	13.4	13.3
Sud-Est	12.4	12.9	12.4
Sud-Muntenia	14.9	13.6	14.8
Sud-Vest Oltenia	9.9	10.1	9.8
Vest	8.9	8.9	9.0

Comparison of quotas, weighted samples and unweighted samples in Slovenia (%)

Slovenia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	18.5	8.1	17.8
Medium	53.7	52.2	54.2
High	27.8	39.7	28.1
Sex by age			
Female 16–24	5.4	5.8	5.4
Female 25–39	20.8	19.8	20.4
Female 40–54	13.9	13.9	13.9
Female 55–74	8.4	8.2	8.5
Male 16–24	6.0	6.0	6.0
Male 25–39	23.5	24.6	23.7
Male 40–54	14.2	14.1	14.2
Male 55–74	7.7	7.5	7.7
Long-term carer			
Yes	15.2	19.6	15.4
No	84.8	80.4	84.6
Parents with children younger than 12			
Yes	22.7	24.7	22.8
No	77.3	75.3	77.2
Region			
Gorenjska	9.8	10.4	9.8
Goriška	5.5	5.3	5.6
Jugovzhodna Slovenija	6.9	7.0	6.9
Koroška	3.3	3.2	3.3
Obalno-kraška	5.7	5.5	5.6
Osrednjeslovenska	26.4	27.8	26.5
Podravska	15.7	14.9	15.6
Pomurska	5.5	5.7	5.5
Posavska	3.6	3.3	3.5
Primorsko-notranjska	2.5	1.8	2.5
Savinjska	12.4	12.6	12.5
Zasavska	2.7	2.8	2.7

Comparison of quotas, weighted samples and unweighted samples in Slovakia (%)

Slovakia	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	13.2	9.0	12.9
Medium	62.4	63.4	62.1
High	24.4	27.6	25.0
Sex by age			
Female 16–24	5.6	5.5	5.6
Female 25–39	23.5	23.5	23.5
Female 40–54	12.9	14.0	12.9
Female 55–74	8.3	8.4	8.3
Male 16–24	5.9	5.5	5.9
Male 25–39	24.9	23.5	24.8
Male 40–54	12.4	13.1	12.4
Male 55–74	6.5	6.4	6.5
Long-term carer			
Yes	13.9	23.5	13.9
No	86.1	76.5	86.1
Parents with children younger than 12			
Yes	29.5	25.0	29.3
No	70.5	75.0	70.7
Region			
Bratislavský kraj	13.3	13.6	13.3
Stredné Slovensko	24.2	23.8	24.2
Východné Slovensko	28.7	29.4	28.7
Západné Slovensko	33.8	33.1	33.8

Comparison of quotas, weighted samples and unweighted samples in Finland (%)

Finland	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	19.8	9.6	19.1
Medium	45.2	46.8	45.6
High	35.0	43.7	35.4
Sex by age			
Female 16–24	6.6	5.7	6.6
Female 25–39	21.1	21.5	21.2
Female 40–54	12.9	15.3	13.0
Female 55–74	9.0	9.2	9.0
Male 16–24	7.0	5.8	6.9
Male 25–39	22.5	19.4	22.1
Male 40–54	12.8	13.5	12.9
Male 55–74	8.1	9.4	8.2
Long-term carer			
Yes	20.0	13.7	19.3
No	80.0	86.3	80.7
Parents with children younger than 12			
Yes	18.1	22.1	18.2
No	81.9	77.9	81.8
Region			
Åland	0.5	0.5	0.5
Etelä-Suomi	20.5	20.1	20.4
Helsinki-Uusimaa	31.8	32.5	31.8
Länsi-Suomi	24.6	24.4	24.7
Pohjois- ja Itä-Suomi	22.6	22.6	22.6

Comparison of quotas, weighted samples and unweighted samples in Sweden (%)

Sweden	Representative quota	Unweighted sample	Weighted sample
Education level			
Low	19.5	10.6	19.0
Medium	39.7	54.6	40.0
High	40.8	34.8	41.1
Sex by age			
Female 16–24	6.8	6.5	6.8
Female 25–39	22.4	23.4	22.4
Female 40–54	12.6	12.8	12.7
Female 55–74	7.2	7.5	7.3
Male 16–24	7.4	7.2	7.4
Male 25–39	23.5	22.9	23.4
Male 40–54	12.9	12.9	13.0
Male 55–74	7.0	6.9	7.0
Long-term carer			
Yes	10.7	17.6	10.8
No	89.3	82.4	89.2
Parents with children younger than 12			
Yes	24.3	20.6	23.8
No	75.7	79.4	76.2
Region			
Mellersta Norrland	3.5	3.5	3.5
Norra Mellansverige	8.0	8.0	8.0
Östra Mellansverige	16.6	17.3	16.7
Övre Norrland	5.0	4.4	5.0
Småland med öarna	8.2	8.3	8.2
Stockholm	23.7	23.8	23.8
Sydsverige	14.9	14.3	14.8
Västsverige	20.0	20.4	20.0

Annex 2. Survey questionnaire in English

Survey on Gender Gaps in Unpaid Care, Individual and Social Activities (CARE Survey) – 2nd wave

General information

In the beginning, please share with us some details about yourself and your household.

Q_2) Which country do you live in?*

A top down-menu with a list of countries were included here.

Don't know

Prefer not to answer

Q_3) In which country were you born?*

A top down-menu with a list of countries were included here.

Don't know

Prefer not to answer

Q_4) How old are you?*

_____ years [numeric]

Q_5) Where do you live?*

NOTE: Answer options are adapted individually for each country, this is an example for Ireland.

Border

Dublin

Midland

Mid-East

Mid-West
South-East
South-West
West

Q_6) Thinking of your current living area, which of the following describes it best? Is it a...*

Densely populated area
Intermediate density area
Sparsely populated area
Don't know
Prefer not to answer

Q_7) What is the highest level of education you have successfully completed?*

NOTE: Answer options are adapted individually for each country, this is an example for Ireland.

Left school before finishing primary school; NFQ Level 1
Left school after the end of primary school but before reaching the end of junior cycle (Junior Certificate); NFQ level 2
Junior Certificate; NFQ Level 3 (including Transition Year)
Vocational NFQ Level 3 courses, certified by FETAC, e.g. Community training centres
Vocational NFQ level 4 courses, e.g. FETAC specific skills courses
Leaving Certificate Established (LCE); Leaving Certificate Vocational Programme (LCVP); NFQ levels 4–5
Leaving Certificate Applied programme (LCA); NFQ levels 4–5
Apprenticeship – FAS/SOLAS etc.
Post-Leaving Certificate (PLC) courses (duration of 1 year); Teagasc and Failte Ireland Advanced Certificate; NFQ level 5
Post-Leaving Certificate (PLC) courses of 2 or more years duration and NFQ level 6
Edexcel/BTEC/BEC/TEC – Higher National Certificate (HNC) or equivalent
Higher Certificate – NFQ level 6
Diploma, now termed 'Ordinary level bachelor degree' – NFQ level 7
Higher level/honours bachelor degree; NFQ level 8
Higher/Graduate Diploma, NFQ level 8

Post-graduate Diploma; NFQ level 9
 Masters Degree, M.Phil; NFQ level 9
 Ph.D, D.Phil or equivalent; NFQ level 10

Q_8) Which of these categories best describes your current situation?*

Employed or self-employed
 Unemployed
 Retired
 Unable to work due to long-standing health problems
 Student, pupil
 Fulfilling domestic tasks
 Compulsory military or civilian service
 Other
 Don't know
 Prefer not to answer

Logic: Ask if respondent is employed or self-employed (Q_8 = EMPLOYED OR SELF-EMPLOYED)

Q_9) What is your employment status in your main job?*

Self-employed person with employees
 Self-employed person without employees
 Employee
 Family worker (unpaid), helping another family member to run a farm or other business, not considered as employees
 Not applicable
 Don't know
 Prefer not to answer

Logic: Ask if respondent is employed or self-employed (Q_8 = EMPLOYED OR SELF-EMPLOYED)

Q_10) Thinking of the actual working time you dedicate to all paying jobs, how many hours a week do you work?*

_____ weekly hours [numeric]

Logic: Ask if respondent is employed or self-employed (Q_8 = EMPLOYED OR SELF-EMPLOYED)

Q_11) Thinking about all your paying jobs, how frequently do you work from home?*

Daily

Several times a week

Several times a month

Less often

Never even though I can work from home

Due to the nature of my work I can't work from home

Prefer not to answer

Q_12) How many people usually live in your household? Please include yourself. *

A household includes either one person living alone or a group of people who are presently residing together.

_____ number of people [numeric]

Logic: Ask if respondent answered at least two people are living in the household (Q_12 > 1)

Considering other members of your household, please answer the following questions.

Q_13) How many children aged less than 25 are living in your household?

*Please exclude yourself, your partner and/or roommates, if any of you are younger than 25 years old. Please enter the number of children in each age bracket whenever applicable.**

None

0–2 years: * _____ number of children [numeric]

3–5 years: * _____ number of children [numeric]

6–11 years: * _____ number of children [numeric]
 12–17 years: * _____ number of children [numeric]
 18–24 years: * _____ number of children [numeric]
 Prefer not to answer

Logic: Ask if respondent answered at least two people are living in the household (Q_12 > 1)

Q_14) Do you have a spouse/partner who lives in your household?*

Yes
 No
 Prefer not to answer

Logic: Ask if respondent has a cohabiting spouse/partner (Q_14 = YES)

Q_15) How would you describe your spouse/partner?*

Woman
 Man
 Non-binary / or with a different term
 Prefer not to answer

Logic: Ask if respondent has a cohabiting spouse/partner (Q_14 = YES)

Q_16) Which of these categories best describes your spouse/partner's current situation?*

Employed or self-employed
 Unemployed
 Retired
 Unable to work due to long-standing health problems
 Student, pupil
 Fulfilling domestic tasks

6. Annexes

Compulsory military or civilian service

Other

Don't know

Prefer not to answer

Logic: Ask if respondent has a cohabiting spouse/partner and they are employed or self-employed. (Q_14 = YES AND Q_16 = EMPLOYED OR SELF-EMPLOYED)

Q_17) Thinking of the actual working time your spouse/partner dedicates to all paying jobs, how many hours a week does she/he work?*

_____ weekly hours [numeric]

Logic: Ask if respondent answered at least two people are living in the household (Q_12 > 1)

Q_18) Do any of your parents or grandparents (including in-law) live in your household?*

Yes

No

Prefer not to answer

Q_19) To what extent do you agree or disagree...?

*Please provide your opinion about the roles of women and men.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
In general, fathers are as well suited to look after their children as mothers						
If childcare services are not available, mothers should stay at home with the child and fathers should prioritise their job						
When the child is ill, fathers and mothers should equally share the responsibility of taking time off work to care for the child						
It is good for family wellbeing when fathers and mothers equally share parental leave						
Women should make most of the decisions on how to run a household (planning and organising meals, doing shopping lists, arranging doctor appointments, etc.)						
It is more important for women than for men to choose jobs that are flexible enough to take care of family matters						

Q_20) Please provide your opinion on the following issues:*

	Very common	Fairly common	Not very common	Not common at all / does not occur	Don't want to answer	Don't know / Can't remember
In general, how common do you think intimate partner violence* against women is in your country?						
In general, how common do you think intimate partner violence* against men is in your country?						

* Intimate partner violence is a type of domestic violence perpetrated by a current or former spouse or partner in an intimate relationship against the other spouse or partner. It covers psychological, sexual and physical violence (including threatening).

Informal care

This section focuses on informal care. The following questions refer to unpaid care activities for family members, relatives, neighbours or friends (including children) who have needed others' support as a result of mental, physical frailty, disability or old age for at least 3 months. Informal care concerns daily living activities (e.g. dressing, showering, eating, moving around, using the toilet) and instrumental activities of daily living (e.g. grocery shopping, preparing meals, managing money, and managing housework).

Q_21) Do you provide care for people who, as a result of mental, physical frailty, disability or old age, need help with daily living activities and instrumental activities of daily living?*

Yes

No

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_22) How many persons do you provide care for?

*Please fill in the number of persons you care for based on their living situation. Please select all that apply. **

Person(s) living in your household: *

Person(s) living in another household: *

Person(s) living in a care institution (full time or part-time): *

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_23) In a typical week, how often are you involved in caring for all your care recipients in total?

*If you do not provide care on a regular basis, please think of the latest week in which you provided care.**

Every day

4 to 6 days a week

1 to 3 days a week

Less often

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_24) Over the last 12 months, have you received the following types of professional support or special leave with your care activities?*

Please exclude any unpaid help that you have received with your care activities from relatives, friends or neighbours. Please select all categories that apply.

Training on care provision and/or self-care

Counselling on care provision and/or self-care

Psychological support

Respite care (short-term care provision, allowing you to take a break from care activities)

Carers' leave

None of the above

Logic: Ask if respondent provides informal care (Q_21 = YES)

Please answer the following questions about one person you provide care for. If you provide care for more than one person, please think about your main care recipient for whom you provide the highest total weekly hours of care.

Q_25) What is your main care recipient's relationship to you?*

Child (including step-child and adopted child)

Spouse/partner

Parent, parent-in-law, stepparent, grandparent

Other relative / in-law person (e.g. grandchild, cousin, nephew, niece, uncle, aunt, sibling, child-in-law)

Other non-relative (e.g. friend, neighbour)

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_26) How would you describe your main care recipient?*

Woman

Man

Non-binary / or with a different term

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_27) How old is your main care recipient?*

0–5 years

6–11 years

12–17 years

18–24 years

25–49 years

- 50–64 years
- 65–74 years
- 75 or more years
- Prefer not to answer
- Don't know

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_28) Where does your main care recipient live during the period you take care for him/her?*

- In your household
- In another household
- In a care institution (full-time or part-time)
- Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_29) How often in a typical week do you provide the following types of help to your main care recipient?

*If you do not provide care on a regular basis, please think of a week in which you do provide care.**

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Prefer not to answer
Personal and emotional care (e.g. bathing, dressing, getting out of bed, comforting a person)						
Household help (e.g. shopping, cooking, cleaning)						
Administrative/other help (e.g. helping with paperwork, managing finances, transportation)						

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_30) How many hours in a typical week do you spend on caring for your main care recipient?

*Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.**

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

36–49 weekly hours (e.g. more than 5 up to 7 hours per day)

50–70 weekly hours (e.g. more than 7 up to 10 hours per day)

71 or more weekly hours (e.g. more than 10 hours per day)

Prefer not to answer

Logic: Ask if respondent has a cohabiting spouse/partner and provides informal care for at least 1 person living in their household (IF Q_14 = YES AND IF Q_21 = YES AND IF Q_22 > 1)

Q_31) Who in your household generally performs the following care tasks for your main care recipient?*

	Almost completely my partner	More my partner than me	Equally me and my partner	More me than my partner	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Prefer not to answer
Personal and emotional care (e.g. bathing, dressing, getting out of bed, comforting a person)								
Household help (e.g. shopping, cooking, cleaning)								
Administrative/other help (e.g. helping with paperwork, managing finances, transportation)								

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_32) Over the last 12 months, have you received unpaid help with care activities for your main care recipient from relatives, friends or neighbours?*

Yes, every day

Yes, 4 to 6 days a week

Yes, 1 to 3 days a week

Yes, less often

No, never, even though I needed it

No, I did not need it

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_33) How frequently does your main care recipient currently use the following care services?*

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Don't know	Prefer not to answer
Residential long-term care facilities/institutions							
Daycare centre							
Personal care workers visiting at home							
Nurse visiting at home							
Domestic cleaners and helpers							
Live-in carers (paid professionals living in the household)							
Social worker							
Volunteer							
Other healthcare professionals visiting you at home (e.g. general practitioner, mental health professional, physical therapist)							

Logic: Ask if respondent provides informal care and answered their care recipient uses at least one of the care services. (IF Q_21 = YES AND ANY Q_33_1 TO Q_33_9 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_34) How many hours in a typical week does your main care recipient use any of the care services?

*Please choose the hour band which best applies.**

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

36–49 weekly hours (e.g. more than 5 up to 7 hours per day)

50–70 weekly hours (e.g. more than 7 up to 10 hours per day)

71 or more weekly hours (e.g. more than 10 hours per day)

Don't know

Prefer not to answer

Logic: Ask if respondent provides informal care (Q_21 = YES)

Q_35) In your opinion, during the last 3 months was your main care recipient able to get the care that she or he needed from care services?*

Yes

No

She/he does not need care from care services

Don't know

Prefer not to answer

Logic: Ask if respondent answered care recipient is not able to get all the care needed from care services. (Q_35 = NO)

Q_36) Why did your main care recipient not get the care that she or he needed from care services?

Please report up to 3 most important reasons. *

Can't afford it

The main care recipient needing such support refuses it

The main care recipient needing service is not eligible

Administrative burden to access services is too heavy

No such care services are available

The quality of the services available is not satisfactory
 Services are too far away
 Waiting list is too long
 No suitable opening hours
 Other reasons (e.g. language barriers, lack of information)
 Don't know
 Prefer not to answer

Informal Childcare

This section deals with care of children aged less than 25. The following questions refer to unpaid childcare, including parental childcare, grandparenting and any other forms of childcare outside of family care. Childcare includes personal care, assistance with school tasks, managing children's activities, leisure, supervision and emotional support. Please exclude here any long-term care provided to children due to their long-standing health problems and/or disabilities.

Q_37) Do you currently provide childcare?*

	Yes	No	Not applicable	Prefer not to answer
To your children (including step-children and adopted children)				
To other children (e.g. grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbours)				

Logic: Ask if respondent answered providing childcare to own children (including step-children and adopted children) (Q_37 = YES)

Considering all your children aged less than 25 whom you are providing childcare for, please tell us:

Q_38 To how many of your children aged less than 25 do you currently provide childcare for?

*Please enter numbers different from 0 whenever it applies to you or specify 0 otherwise.**

	Living in your household	Living in another household	Joint custody (living in your and another household)
My children 0–2 years old	___ ___ number	___ ___ number	___ ___ number
My children 3–5 years old	___ ___ number	___ ___ number	___ ___ number
My children 6–11 years old	___ ___ number	___ ___ number	___ ___ number
My children 12–17 years old	___ ___ number	___ ___ number	___ ___ number
My children 18–24 years old	___ ___ number	___ ___ number	___ ___ number

Logic: Ask if respondent answered providing childcare to own children (including step-children and adopted children) (Q_37 = YES)

Q_39) Thinking about your youngest child, how much of parental leave did you take before your child reached 6 years of age?*

If you did not take any parental leave, please indicate 0. If you took less than one month, please round it to 1 month.

_____ number of months [numeric]

Logic: Ask if respondent answered providing childcare to own children (including step-children and adopted children) (Q_37 = YES)

Q_40) On average, how often in a typical week do you provide the following types of childcare for your children?

Please exclude household tasks with regard to children (e.g. cooking, laundry, cleaning after the children). If you do not provide care on a regular basis, please think of a week in which you provide care.*

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Not applicable	Prefer not to answer
Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)							
Assistance with homework and school tasks							
Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)							
Leisure-type activities (e.g. playing, reading, doing sports)							
Supervising and emotional support (e.g. listening to, talking to and advising the children)							

Logic: Ask if respondent answered providing childcare to own children (including step-children and adopted children) (Q_37 = YES)

Q_41) How many hours in a typical week are you involved in providing childcare for your children?

Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.*

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

36–49 weekly hours (e.g. more than 5 up to 7 hours per day)

50–70 weekly hours (e.g. more than 7 up to 10 hours per day)

71 or more weekly hours (e.g. more than 10 hours per day)

Prefer not to answer

Logic: Ask if respondent has a cohabiting spouse/partner and provides childcare to own children (including step-children and adopted children) (Q_14 = YES AND Q_37 = YES)

Q_42) Who in your household generally performs the following childcare tasks? *

	Almost completely my partner	More my partner than me	Equally me and my partner	More me than my partner	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Not applicable	Prefer not to answer
Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)									
Assistance with homework and school tasks									
Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)									
Leisure-type activities (e.g. playing, reading, doing sports)									
Supervising and emotional support (e.g. listening to, talking to and advising the child, if she or he has problems)									

Logic: Ask if respondent answered providing childcare to own children (including step-children and adopted children) and has at least 1 child aged less than 18 in their household. (Q_37 = YES AND Q_13 ≥ 1 (CHILDREN AGED 0–17))

Q_43) Over the last 12 months, have you received unpaid help with caring for children aged less than 18 from relatives, friends or neighbours?*

- Yes, every day
- Yes, 4 to 6 days a week
- Yes, 1 or 3 days a week
- Yes, less often
- No, never even though I needed it
- No, I did not need it
- Prefer not to answer

Logic: Ask if the respondent has at least 1 child aged 0 to 5 years old in their household. (Q_13 ≥ 1 (CHILDREN AGED 0–5))

Q_44) Do you currently use formal early childhood education and care services (e.g. kindergarten, daycare centre, family day-care, a crèche, professional certified childminders) for your children aged 0–5 years?*

- Yes
- No
- Prefer not to answer

Logic: Ask if respondent answered using formal early childhood education and care services for children ages 0–5 years old (Q_44 = YES)

Q_45) How many hours in a typical week do you usually use early childhood education and care services (e.g. kindergarten, day-care centre, family day-care, a crèche, professional certified childminders)?

*Please choose the hour band which best applies to you. **

- 1–7 weekly hours (e.g. up to 1 hour per day)
- 8–21 weekly hours (e.g. more than 1 up to 3 hours per day)
- 22–35 weekly hours (e.g. more than 3 up to 5 hours per day)
- 36–49 weekly hours (e.g. more than 5 up to 7 hours per day)
- 50–70 weekly hours (e.g. more than 7 up to 10 hours per day)
- 71 or more weekly hours (e.g. more than 10 hours per day)

Prefer not to answer

Logic: Ask if respondent has at least 1 child aged 0–5 years old in their household. (Q_13 ≥ 1 (CHILDREN AGED 0–5))

Q_46) During the last 3 months, were you able to access the formal early childhood education and care services (e.g. kindergarten, day-care centre, family day-care, a crèche, professional certified childminders) that you needed for your children aged 0–5 years?*

Yes

No

I don't have a need for formal early childhood education and care services

Prefer not to answer

Logic: Ask if respondent answered they were unable to get all care services needed for childcare for their own children aged 0–5 years old (Q_46 = NO)

Q_47) Why were you unable to access the formal early childhood education and care services (e.g. kindergarten, daycare centre, family day-care, a crèche, professional certified childminders) for your children aged 0–5 years that you needed?

*Please report up to 3 most important reasons. **

Can't afford it

No such care services are available

Waiting list is too long

Administrative burden to access services is too heavy

The person needing service is not eligible

The quality of the services available is not satisfactory

Services are too far away

No suitable opening hours

Other reasons (e.g. language barriers, lack of information)

Prefer not to answer

Logic: Ask if respondents has at least 1 child aged 6–11 years old in their household (Q_13 ≥ 1 (CHILDREN AGED 6–11))

Q_48) Do you currently use formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) for your children aged 6–11 years?*

Yes

No

Prefer not to answer

Logic: if respondents has at least 1 child aged 6–11 years old in their household (Q_13 ≥ 1 (CHILDREN AGED 6–11))

Q_49) During the last 3 months, were you able to access the formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) that you needed for your children aged 6–11 years?*

Yes

No

I don't have a need for formal out-of-school-hours care services

Prefer not to answer

Logic: Ask if respondent answered they were unable to get all formal out-of-school-hours care services needed for childcare for their own children aged 6–11 years old (Q_49 = NO)

Q_50) Why were you unable to access the formal out-of-school-hours care services (e.g. supervised learning, recreation and leisure activities) for your children aged 6–11 years that you needed? Please report up to 3 most important reasons.*

Can't afford it

No such care services are available

Waiting list is too long

Administrative burden to access services is too heavy

The person needing service is not eligible

The quality of the services available is not satisfactory

Services are too far away

No suitable opening hours

Other reasons (e.g. language barriers, lack of information)

Prefer not to answer

Section on other children

Considering all other children (e.g. grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbours) aged less than 25 you are providing unpaid childcare for, please tell us:

Logic: Ask if respondent provides childcare to other children (including grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbours) (Q_37_2 = YES)

Q_51) On average, how often in a typical week do you provide the following types of unpaid childcare for children other than your own children?*

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Not applicable	Prefer not to answer
Personal and physical care (e.g. bathing, feeding, changing diapers, help with taking medicines)							
Assistance with homework and school tasks							
Planning, organising and managing children's activities and transportation (e.g. getting to appointments, sport, school and healthcare, talking to teachers, organising parties)							
Leisure-type activities (e.g. playing, reading, doing sports)							
Supervising and emotional support (e.g. listening to, talking to and advising the child, if she or he has problems)							

Logic: Ask if respondent provides childcare to other children (including grandchildren, children-in-law, siblings, cousins, other relatives, friends, neighbours) (Q_37_2 = YES)

Q_52) How many hours in a typical week are you providing unpaid childcare for children other than your own children?

*Please choose the hour band which best applies to you. If you do not provide care on a regular basis, please think of a week in which you do provide care.**

- 1–7 weekly hours (e.g. up to 1 hour per day)
- 8–21 weekly hours (e.g. more than 1 up to 3 hours per day)
- 22–35 weekly hours (e.g. more than 3 up to 5 hours per day)
- 36–49 weekly hours (e.g. more than 5 up to 7 hours per day)
- 50–70 weekly hours (e.g. more than 7 up to 10 hours per day)
- 71 or more weekly hours (e.g. more than 10 hours per day)
- Prefer not to answer

Logic: Ask if respondent is employed or self-employed and provides any childcare. (Q_8 = EMPLOYED OR SELF EMPLOYED AND Q_37_1 = YES OR Q_37_2 = YES)

Considering all people whom you are providing care for (e.g. people with disabilities, older people, children), regardless of their age, please tell us:

Q_53) In a typical week, how often do you experience difficulties in combining paid work with your care responsibilities?*

- Every day
- 4 to 6 days a week
- 1 to 3 days a week
- Less often
- Never
- Prefer not to answer

Logic: Ask if respondent provides any childcare (Q_37_1 = YES OR Q_37_2 = YES)

Q_54) Have your caring responsibilities ever had any of the following implications for your working life or career?

*Please select all categories that apply.**

6. Annexes

I had to reduce my working hours

I had to increase my working hours

I had to change my working schedule (e.g. work more during atypical hours)

I had to stop working

I had to take on an additional job

I could not dedicate as much time as I would have liked to career or studies

I can/could work only occasionally

I had to take extended periods out of work (e.g. unpaid leave, career breaks)

I had to arrange external care support / hire staff (e.g. private care workers) to be able to continue with my work

I had obtained flexible working arrangements from my employer (e.g. work from home) to help me to reconcile work and care duties

I had to change jobs to better reconcile work with my care duties

I had experienced other consequences on my working life or career

Caring responsibilities had no consequences for my working life or career

Prefer not to answer

Housework

The next questions focus on housework. By housework we mean activities that people do without being paid, such as grocery shopping, housework chores (cooking, cleaning, doing laundry, etc.), financial and administrative matters (paying bills, etc.), planning, scheduling and organising (organising daily life and activities, planning health appointments and leisure time etc.), house and general maintenance tasks (gardening, etc.).

Q_55) How often are you involved in housework?*

Every day

4 to 6 days a week

1 to 3 days a week

Less often

Never

Prefer not to answer

Q_56) How frequently do you currently rely on external services for housework (e.g. domestic cleaners, helpers, gardeners, etc.)?*

Daily

Several times a week

Several times a month

Less often

Never

Prefer not to answer

Q_57) Do you personally know any people who provide the following types of services without declaring all or part of their income to tax or social security authorities?*

	Yes	No	Prefer not to answer
External services for housework (e.g. domestic cleaner, helper, gardener, etc.)			
Childcare services			
Care services provided to people who, as a result of mental, physical frailty, disability or old age, need help with daily living activities and instrumental activities of daily living			

Logic: Ask if respondent is involved in housework (Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_58) How often in a typical week do you carry out the following housework activities?*

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Prefer not to answer
Shopping for groceries						
Housework chores (e.g. cooking, cleaning, laundry)						
Financial and administrative matters (paying bills, etc.)						
Planning, scheduling and organising the life of the household (e.g. organising daily life and activities, planning health appointment and leisure time)						
House and general maintenance tasks (e.g. house repair, gardening, arranging services)						

Logic: Ask if respondent is involved in housework (Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_59) How many hours in a typical week are you involved in housework?

*Please choose the hour band which best applies to you.**

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

36–49 weekly hours (e.g. more than 5 up to 7 hours per day)

50–70 weekly hours (e.g. more than 7 up to 10 hours per day)

71 or more weekly hours (e.g. more than 10 hours per day)

Prefer not to answer

Logic: Ask if respondent is involved in housework and has a spouse/partner living in their household (Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN AND Q_14 = YES)

Q_60) Who in your household generally does the following housework activities?*

	Almost completely my partner	More my partner than me	Equally me and my partner	More me than my partner	Almost completely me	Almost completely or for the most part someone else (paid)	Almost completely or for the most part someone else (unpaid)	Prefer not to answer
Shopping for groceries								
Housework chores (e.g. cooking, cleaning, laundry)								
Financial and administrative matters								
Thinking, planning, scheduling and organising the life of the household (e.g. organising daily life and activities, planning health appointment and leisure time)								
House and general maintenance tasks (e.g. house repair, gardening, arranging services)								

Logic: Ask if respondent is employed or self-employed and involved in housework. (Q_8 = EMPLOYED OR SELF-EMPLOYED AND Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_61) In a typical week, how often do you experience difficulties in combining paid work with housework?*

- Every day
- 4 to 6 days a week
- 1 to 3 days a week
- Less often
- Never
- Prefer not to answer

Leisure

Now we ask about leisure. By leisure, we mean time spent outside of paid and unpaid work. Leisure activities are sport, religious, cultural activities, relaxing, meeting family and friends, sightseeing, holidays, watching TV, listening to the radio and hobbies. Leisure excludes volunteering and life sustaining activities (e.g. personal care, eating, sleeping, visiting doctor).

Q_62) In a typical week, how often are you involved in leisure activities?*

- Every day
- 4 to 6 days a week
- 1 to 3 days a week
- Less often
- Never
- Prefer not to answer

(Open_question) What is the biggest challenge you personally face when navigating multiple responsibilities and activities in your everyday life, such as work, caregiving, household tasks, or other personal commitments?*

----- (Open answer)

Logic: Ask if respondent is involved in leisure activities (Q_62 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_63) How many hours in a typical week do you spend on leisure activities (e.g. cultural activities, holidays, hobbies), excluding sports?

*Please choose the hour band which best applies to you.**

- 1–7 weekly hours (e.g. up to 1 hour per day)
- 8–21 weekly hours (e.g. more than 1 up to 3 hours per day)
- 22–35 weekly hours (e.g. more than 3 up to 5 hours per day)
- More than 35 weekly hours (e.g. more than 5 hours per day)
- Prefer not to answer

Logic: Ask if respondent is involved in leisure activities (Q_62 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_64) How many hours in a typical week do you spend on health-enhancing (non-work-related) physical activities (e.g. sports, jogging, cycling)?

*Please choose the hour band which best applies to you.**

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

More than 35 weekly hours (e.g. more than 5 hours per day)

I don't do (non-work-related) physical activities (e.g. sports, jogging, cycling)

Prefer not to answer

Volunteering, charitable and political activities

By volunteering, we mean unpaid activity where someone gives their time to help a not-for-profit organisation or an individual who they are not related to. Volunteering includes being engaged in cultural, educational, sporting, charitable activities, distributing food, teaching, medical support, animal care, art and music, environmental work, support fundraising, donations, etc. By political activities, we refer to running or helping a political campaign, distributing campaign material, signing a petition, protesting, contacting officials, etc.

Q_65) In the last 6 months, have you been involved in voluntary, charitable or political activities outside of paid work?*

Yes

No

Prefer not to answer

Logic: Ask if respondent was involved in voluntary, charitable or political activities in the last 6 months (Q_65 = YES)

Q_66) How often are you involved in the following voluntary, charitable or political activities outside of paid work?*

	Every day	4 to 6 days a week	1 to 3 days a week	Less often	Never	Prefer not to answer
Volunteering for an organisation outside of paid work (e.g. organisations helping people in need, educational/cultural/sports/professional associations, social movements, trade unions, etc.)						
Actively performing charitable activities to help other people (e.g. fundraising, donations, in-kind support, etc)						
Being actively involved in political activities (e.g. running or helping a political campaign, signing a petition, protesting, contacting officials, etc.)						

Logic: Ask if respondent was involved in voluntary, charitable or political activities in the last 6 months (Q_65 = YES)

Q_67) How many hours in a typical week do you spend on voluntary, charitable or political activities outside of paid work?

*Please choose the hour band which best applies to you.**

1–7 weekly hours (e.g. up to 1 hour per day)

8–21 weekly hours (e.g. more than 1 up to 3 hours per day)

22–35 weekly hours (e.g. more than 3 up to 5 hours per day)

36–49 weekly hours (e.g. more than 5 up to 7 hours per day)

50–70 weekly hours (e.g. more than 7 up to 10 hours per day)

71 or more weekly hours (e.g. more than 10 hours per day)

Prefer not to answer

Means of transport, digitalisation and environment

In this section, we ask about means of transport, digital tools and environmental issues to understand how they influence your time use.

Q_68) What means of transport do you use most often during a typical week? This includes transport to work.

*Please select up to 3, which you use most often.**

- Car
- Car sharing (including taxi)
- Privately owned motorbike or moped
- Public transport (bus, metro, tram, ferry, train, ship, etc.)
- Privately owned bike or scooter (including electric)
- Shared bike, scooter or moped (including electric)
- Walking
- No daily or regular mobility
- Other
- Prefer not to answer

Logic for Q_69_1: Ask if respondent provides informal long-term care (Q_21 = Yes)

Logic for Q_69_2: Ask if respondent is involved in housework (Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Logic for Q_69_3: Ask if respondent provides childcare to own or other children (Q_37_1 = YES OR Q_37_2 = YES)

Q_69) How often do you use digital tools and resources in any way related to...?*

	Daily	Several times a week	Several times a month	Less often	Never	Prefer not to answer
Your role as a carer for people who depend on help with daily living activities (e.g. E-health tools, web platforms / apps with reminders about medications)						
Housework tasks you perform (e.g. vacuum robot, smart homes, robotic lawn mowers, ordering grocery delivery)						
Childcare activities you perform (e.g. online learning, childcare management apps and tools, leisure time tools)						

Q_70) Generally thinking about your personal consumption and behaviour, how often...*

	Always	Most of the time	Sometimes	Rarely	Never	Prefer not to answer
Do you avoid plastic and/or disposable/single-use products?						
Do you recycle?						
Do you avoid animal products?						
Are you using low carbon-emission modes of transport (cycling, public transport, car-pooling)?						
Do you buy sustainably or eco-friendly products and services?						
Do you buy fair trade products and services?						
Do you buy used instead of new items (e.g. second-hand clothes, used furniture)?						
Do you prioritise seasonal and local food products?						
Do you pay attention that products or packaging are recyclable or biodegradable?						
Are you mindful of your consumption of natural resources (water, electricity and heating)?						

Logic for Q_71_1: Ask if respondent provides informal long-term care (Q_21 = Yes)

Logic for Q_71_2: Ask if respondent provides childcare to own or other children (Q_37_1 = YES OR Q_37_2 = YES)

Logic for Q_71_3: Ask if respondent is involved in housework (Q_55 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Logic for Q_71_4: Ask if respondent is involved in leisure activities (Q_62 = EVERY DAY; 4 TO 6 DAYS A WEEK; 1 TO 3 DAYS A WEEK; LESS OFTEN)

Q_71) And now more specifically thinking about your role as a carer or during your housework and leisure activities, how often do you choose environmentally friendly options in...?*

	Always	Most of the time	Sometime	Rarely	Never	Prefer not to answer
Your role as a carer for people who depend on help with daily living activities (e.g. prioritising eco-friendly care products and services)						
Your childcare activities (e.g. avoiding single use items, shopping for second hand items, educating on environmental issues)						
Your housework (e.g. recycling, using eco-friendly cleaning products, using renewable energy to reduce carbon emissions)						
Your leisure activities (e.g. choosing more carbon neutral activities)						

Other information

Health and well-being

The following questions ask about your health status, which includes physical, emotional, behavioural and mental health.

Q_72) Are you limited because of a health problem in activities people usually do? Would you say you are...*

Severely limited (i.e. usual activities cannot be done or only done with extreme difficulty)

Limited but not severely (i.e. usual activity can be done but only with some difficulties)

Not limited at all (i.e. usual activities can be done without any difficulties)

Prefer not to answer

Logic: Ask if respondent was limited or severely limited because of a health problem in activities people usually do (Q_72 = SEVERELY LIMITED OR LIMITED BUT NOT SEVERELY)

Q_73) Have you been limited for at least the past 6 months?*

Yes

No

Prefer not to answer

Q_74) How is your health in general?*

Very good

Good

Fair (neither good nor bad)

Bad

Very bad

Prefer not to answer

Q_75) Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks.*

	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	Don't know	Prefer not to answer
I have felt cheerful and in good spirits								
I have felt calm and relaxed								
I have felt active and vigorous								
I woke up feeling fresh and rested								
My daily life has been filled with things that interest me								

Q_76) Please indicate for each of the three statements which is closest to how you have been feeling over the last two weeks.*

	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time	Don't know	Prefer not to answer
I have felt particularly tense								
I have felt lonely								
I have felt downhearted and depressed								

Other information

Q_77) On average, what is your personal monthly income after the deduction of taxes and contributions to social security and pensions? Please also deduct cash transfers you pay such as alimony or child support payments.

*Please note that personal income refers to all your wages, salaries, pensions, investments, rent and other income that you receive, after taxes and other deductions.**

NOTE: Answer options are adapted individually for each country, this is an example for Malta.

6. Annexes

Less than € 1 471
€ 1 471 to € 1 760
€ 1 761 to € 2 050
€ 2 051 to € 2 290
€ 2 291 to € 2 560
€ 2 561 to € 2 860
€ 2 861 to € 3 270
€ 3 271 to € 3 720
€ 3 721 to € 4 480
More than € 4 480
Don't know
Prefer not to answer

Logic: Ask if respondent has a spouse/partner living in their household (Q_14 = YES)

Q_78) How would you assess your contribution to the household income compared to your spouse/partner's contribution?*

My spouse/partner does not contribute financially
I contribute more than my spouse/partner
We contribute equally
My spouse/partner contributes more than me
I do not contribute financially
Don't know
Prefer not to answer

Q_79) What was your sex recorded at birth?*

Note that a further question on gender identity will follow, allowing respondents to self-identify.

Female
Male
Another term (please specify):

Q_80) How do you describe yourself? *

This question refers to your current gender identity, which may be different to sex recorded at birth and may be different to what is indicated on your legal documents.

Woman

Man

Non-binary

I use a different term (please specify):

Prefer not to answer

Q_81) Please select the answer that best matches your sexual orientation*

Straight/heterosexual

Lesbian/gay/homosexual

Bisexual

Other sexual orientation (please specify):

Don't know

Prefer not to answer

Thank You!

Thank you for your answers!

Annex 3. Fieldwork dates by Member State

Member State	Start of fieldwork	End of fieldwork
Belgium	21 October 2024	2 December 2024
Bulgaria	21 October 2024	27 November 2024
Czechia	21 October 2024	27 November 2024
Denmark	21 October 2024	5 December 2024
Germany	23 October 2024	29 November 2024
Estonia	21 October 2024	5 December 2024
Ireland	23 October 2024	6 December 2024
Greece	21 October 2024	27 November 2024
Spain	23 October 2024	26 November 2024
France	22 October 2024	25 November 2024
Croatia	23 October 2024	27 November 2024
Italy	23 October 2024	2 December 2024
Cyprus	23 October 2024	4 December 2024
Latvia	23 October 2024	5 December 2024
Lithuania	23 October 2024	28 November 2024
Luxembourg	23 October 2024	15 December 2024
Hungary	23 October 2024	27 November 2024
Malta	21 October 2024	9 December 2024
Netherlands	23 October 2024	29 November 2024
Austria	22 October 2024	2 December 2024
Poland	22 October 2024	3 December 2024
Portugal	23 October 2024	3 December 2024
Romania	23 October 2024	27 November 2024
Slovenia	23 October 2024	2 December 2024
Slovakia	21 October 2024	29 November 2024
Finland	23 October 2024	29 November 2024
Sweden	23 October 2024	25 November 2024

Annex 4. Summary of Facebook group engagement by special interest groups and by Member State

Parents caring for children under 12

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Czechia				
Rodiče dětí s vývojovou dysfázií	Parents of children with developmental dysphasia	15 109	Rejected	X
Rodiče objevují – cesty, zábava a inspirace	Parents discovering – Journeys, fun and inspiration	22 479	Approved	Rejected
Akce pro děti a rodiče Brno a okolí	Events for children and parents Brno and surroundings	9 117	Approved	Approved
Germany				
Elterngeld / Elternzeit / Kindergeld – Alles rund um deine Anträge	Parental allowance / parental leave / child benefit – Everything about your applications	38 787	Rejected	X
Elterngeld – Hilfe bei Fragen	Parental allowance – Help with questions	88 227	Approved	Approved
Hilfe für Kinder und Eltern rund um Sorgerecht, Umgang und Unterhalt	Help for children and parents with custody, contact and child support	24 551	Approved	Approved
Spain				
Amore de Padres	Parents' love	198 554	Approved	Rejected
Mamás en Madrid	Mothers in Madrid	10 165	Approved	Approved
Madrid con niños	Madrid with children	11 144	Approved	Rejected
Ocio para niños Madrid	Leisure for children Madrid	33 360	Approved	Approved
France				
Parent épuisé – on va tout partager	Exhausted parent – We'll share everything	178 506	Approved	Rejected
SOS Parentalité, le groupe de discussion du réseau Parentalité Créative	SOS Parentalité, the discussion group of the Creative Parenting network	18 689	Rejected	X
Parentalité bienveillante et activités	Gentle parenting and activities	5 895	Approved	Approved

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Astuces Bienveillantes, groupe de soutien à la parentalité positive	Kind tips, positive parenting support group	33 825	Approved	Rejected
Italy				
Twinkl Italia – Gruppo per insegnanti e genitori	Twinkl Italia – Group for teachers and parents	13 661	Approved	Rejected
Mamme al lavoro	Working moms	123 839	Rejected	X
Genitori in Italia – Dove andare e cosa fare con i bambini	Parents in Italy – Where to go and what to do with children	6 821	Rejected	X
Genitori	Parents	4 558	Approved	Rejected
Latvia				
Vecāķi	Parents	4 237	Approved	Rejected
Idejas – kopā ar bērniem	Ideas – Together with children	5 340	Approved	Approved
Austria				
Eltern in Wien	Parents in Vienna	8 423	Approved	Approved
Baby & Kind in Wien & Umgebung	Baby & child in Vienna & surrounding areas	7 011	Approved	Rejected
Poland				
Samodzielni Rodzice	Single parents	18 135	Approved	Approved
Rodzice Rodzicom. Pomagamy	Parents for parents. We help	3 433	Approved	Approved
Rodzice pomagają Rodzicom	Parents help parents	13 397	Approved	Rejected
Romania				
Parinti	Parents	20 737	Approved	Approved
Prieteni Parinti si Copii	Friends parents and children	16 437	Approved	Approved
Evenimente pentru copii si parinti	Events for children and parents	20 737	Approved	Approved
Bunici, Părinți, Copii si Nepoti	Grandparents, parents, children and grandchildren	73 105	Approved	Rejected
Slovakia				
Opatrovateľky & Rodičia (celé Slovensko)	Babysitters & parents (all of Slovakia)	2 890	Approved	Rejected
Rodičia a deti	Parents and children	641	Approved	Approved

Informal long-term caregivers

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Czechia				
Pečovatelky.. stále v akci	Caregivers ... still in action	12 452	Approved	Rejected
Domácí péče	Home care	741	Approved	Rejected
Domácí péče o rodiče a osoby blízké	Home care for parents and loved ones	1 826	Rejected	X
Germany				
24 Stunden Pflegekraft – 24 H Betreuung – Altenpflege – Haushaltshilfe	24 hour carer – 24 hour care – Care for older persons – Household help	31 906	Approved	Rejected
Pflegende Angehörige, Pflegekräfte und -helfer denken Pflege anders	Caregiving relatives, caregivers and care assistants thinking differently about care	6 221	Approved	Rejected
24h Pflege – 24h Betreuung für Angehörige & Pflegende	24h care – 24h support for relatives & caregivers	7 255	Approved	Rejected
Pflegende Angehörige – Beratung und Tipps für Pflegende Angehörige	Caring relatives – Advice and tips for caring relatives	2 213	Approved	Rejected
Spain				
Cuidadores de persons con Alzheimer	Caregivers of persons with Alzheimer's	3 589	Approved	Rejected
Ley de dependencia España	Dependency Law in Spain	3 284	Approved	Rejected
Cuidadores y familiares de persons mayores en situación de dependencia	Caregivers and family members of older people in a situation of dependency	1 487	Approved	Approved
France				
Aide aux aidants familiaux	Help for family caregivers	7 758	Approved	Approved
Aide aux personnes âgées	Help for older persons	4 835	Approved	Approved
Groupe de soutien aux aidants familiaux	Support group for family caregivers	4 522	Rejected	X
Italy				
Caregiver Familiari Comma255	Family caregivers paragraph 255	6 361	Approved	Rejected

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Assistenza anziani e disabili	Assistance for older persons and persons with disabilities	3 397	Approved	Approved
Alzheimer e demenza: Aiuto e supporto per i familiari	Alzheimer's and dementia: Help and support for family members	2 153	Approved	Rejected
Latvia				
Izmisuma zonā. Paliatīvā aprūpe Latvijā.	In the zone of despair. Palliative care in Latvia	1 221	Approved	Rejected
Austria				
Gruppe für häusliche Pflege / Pflegende Angehörige	Group for home care / caregiving relatives	6 010	Approved	Rejected
Pflege daheim – Plattform für PatientInnen und pflegende Angehörige zuhause	Care at home – Platform for patients and family caregivers at home	6 001	Approved	Approved
Poland				
Grupa Opiekunów i Opiekunek / Wspierajmy się	Group of caregivers / Let's support each other	11 879	Approved	Approved
Opiekunowie Opiekunom	Caregivers to caregivers	16 946	Approved	Approved
Niepełnosprawni i ich opiekunowie w Polsce	Persons with disabilities and their caregivers in Poland	1 725	Approved	Rejected
Romania				
Ingrijiri batrani / bolnavi la domiciliu, doar pe teritoriul României	Home care for older persons / older persons at home, only in Romania	25 921	Approved	Rejected
Ingrijitorii de batrani si problemele lor	Carers for older persons and their problems	26 120	Approved	Rejected
Slovakia				
Opatrovateľky radia opatrovatelkam – životné skúsenosti	Caregivers advise caregivers – Life experiences	7 840	Approved	Approved
Pomoc chorým a chudobným	Helping the sick and poor	1 298	Approved	Approved
Opatrovatelia, ktorí voňajú človečinou	Carers who smell of humanity (caregivers with empathy, compassion)	15 458	Approved	Approved

Migrants

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Czechia				
Prague expats	Prague expats	43 494	Approved	Rejected
Expats in Prague	Expats in Prague	34 522	Approved	Approved
Expats Czech Republic	Expats Czech Republic	5 827	Approved	Approved
Expats and foreigners in the Czech Republic #LifeInCzechia	Expats and foreigners in the Czech Republic #LifeInCzechia	6 622	Approved	Approved
Germany				
Berlin expats	Berlin expats	91 406	Approved	Rejected
Migrants in Germany – Migrant*innen in Deutschland	Migrants in Germany	2 556	Rejected	X
Expats in Germany	Expats in Germany	26 240	Approved	Approved
Ausländer in Deutschland	Foreigners in Germany	10 411	Approved	Rejected
Spain				
Extranjeros en España	Foreigners in Spain	69 396	Approved	Rejected
Latinos en España	Latinos in Spain	67 549	Approved	Approved
Spain's help group for expats	Spain's help group for expats	72 848	Approved	Rejected
Extranjeros en Madrid	Foreigners in Madrid	6 542	Approved	Approved
France				
Les étrangers de France	Foreigners in France	14 539	Approved	Rejected
Conseils aux immigrés en France Droit et intégration	Advice for immigrants in France law and integration	6 323	Approved	Rejected
Expatriés en France (Officiel)	Expats in France (Official)	10 955	Approved	Approved
International expats / friends living in Paris	International expats / friends living in Paris	19 816	Approved	Rejected
Italy				
Stranieri in Italia	Foreigners in Italy	15 858	Approved	Rejected
Sportello Immigrazione	Immigration desk	8 335	Approved	Rejected
Expats in Italy	Expats in Italy	87 552	Approved	Rejected
Expats in Rome	Expats in Rome	42 081	Approved	Approved

6. Annexes

Group name (original)	Group name (English)	Total members	Membership request outcome	Survey promotion post outcome
Latvia				
Expats & foreigners in Latvia	Expats & foreigners in Latvia	7 241	Approved	Approved
Expats in Latvia	Expats in Latvia	27 009	Approved	Rejected
Austria				
Expats in Vienna	Expats in Vienna	16 993	Approved	Rejected
Foreigners and expats in Vienna and Austria	Foreigners and expats in Vienna and Austria	27 716	Approved	Approved
Expats & foreigners in Austria	Expats & foreigners in Austria	3 701	Approved	Rejected
Poland				
Expats in Poland	Expats in Poland	46 549	Approved	Rejected
Foreigners in Warsaw, Poland	Foreigners in Warsaw, Poland	9 386	Approved	Rejected
Migrantki i migranci – wspieramy się!	Migrant women and migrants – We support each other!	972	Approved	Approved
Romania				
Expats in Romania	Expats in Romania	64 706	Approved	Approved
Expats in Bucharest – Living in Romania	Expats in Bucharest – Living in Romania	37 808	Approved	Rejected
Slovakia				
Foreigners / Expats in Kosice * Cudzinci v Košiciach	Foreigners / expats in Kosice	4 055	Approved	Approved
Foreigners in Bratislava	Foreigners in Bratislava	63 912	Approved	Approved
Foreigners & expats in Slovakia	Foreigners & expats in Slovakia	21 260	Approved	Approved

Annex 5. Survey duration by Member State

Member State	Minimum duration	Median duration	Average duration	Maximum duration
Belgium	00:01:44	00:11:05	00:19:56	17:46:56
Bulgaria	00:02:24	00:14:58	00:25:26	22:34:37
Czechia	00:02:46	00:13:50	00:30:26	145:57:47
Denmark	00:02:13	00:12:03	00:19:22	18:26:46
Germany	00:02:29	00:11:39	00:17:45	21:18:46
Estonia	00:02:31	00:13:08	00:29:15	100:50:57
Ireland	00:03:19	00:12:01	00:20:43	23:17:37
Greece	00:02:38	00:13:23	00:23:03	70:02:18
Spain	00:01:51	00:12:44	00:22:00	96:27:58
France	00:02:12	00:11:43	00:17:59	47:20:21
Croatia	00:02:44	00:12:36	00:38:34	242:28:46
Italy	00:02:11	00:11:51	00:20:27	36:43:34
Cyprus	00:01:50	00:18:15	01:07:55	289:30:25
Latvia	00:03:11	00:14:30	00:28:46	97:31:51
Lithuania	00:03:00	00:14:00	00:22:55	15:45:32
Luxembourg	00:01:57	00:15:14	00:22:25	37:58:53
Hungary	00:02:45	00:13:27	00:22:09	43:12:02
Malta	00:03:42	00:16:30	00:24:11	21:16:48
Netherlands	00:01:55	00:11:36	00:21:44	41:39:08
Austria	00:01:55	00:11:56	00:24:11	90:46:51
Poland	00:02:11	00:13:19	00:24:31	164:24:33
Portugal	00:02:33	00:14:32	00:25:03	29:10:32
Romania	00:02:45	00:14:13	00:23:02	68:08:17
Slovenia	00:02:22	00:12:06	00:23:08	42:53:55
Slovakia	00:02:50	00:13:41	00:27:05	54:24:59
Finland	00:02:45	00:12:21	00:22:23	36:54:22
Sweden	00:01:51	00:12:40	00:25:30	46:05:50

Annex 6. Data validation flags

The age of the respondent (Q4) does not match the age provided by the online panel company (two-year leeway)
The sex (Q79) or gender (Q80) of the respondent does not match the sex or gender provided by the online panel company
The main recipient of care is said to be a parent/step-parent (Q25), but the age of the recipient is 24 or younger (Q27)
The respondent says that they have a spouse (Q14) and at least one child living in the household (Q13), but answers that two people or fewer, including themselves, live in the household (Q12)
The number of children in the household (Q13) is equal to or larger than the number of people in the household minus 1 (the respondent) (Q12)
The recipient of care is a child of the respondent (Q25), but the maximum possible age for the recipient (Q27) is higher than the age of the respondent (Q4)
The sum of the lowest number of hours spent in a week across multiple activities (including work) is larger than 168 (Q10, Q30, Q41, Q52, Q59, Q63, Q64, Q67)
The respondent is 40 or younger (Q4), but their employment status is 'Retired' (Q8)
The respondent says that they work at least 133 hours a week in their paying job (Q10)
The respondent says that their partner works at least 133 hours a week in their paying job (Q17)
The respondent says that they provide care to 15 people or more (Q22)
The respondent says that they are in the top 10 % of the income distribution (Q77), but cannot afford early education for their children (Q47)
The respondent says that they are in the top 10 % of the income distribution (Q77), but cannot afford out-of-school care for their children (Q50)
The respondent says that there are at least 20 people including themselves living in the household (Q12)
The respondent says that there are at least 15 children aged 0–2 living in the household (Q13)
The respondent says that there are at least 15 children aged 3–5 living in the household (Q13)
The respondent says that there are at least 15 children aged 6–11 living in the household (Q13)
The respondent says that there are at least 15 children aged 12–17 living in the household (Q13)
The respondent says that there are at least 15 children aged 18–24 living in the household (Q13)
The respondent says that they provide care to at least 15 of their own children aged 0–2 in their own household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 0–2 in another household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 0–2 in joint custody (Q38)
The respondent says that they provide care to at least 15 of their own children aged 3–5 in their own household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 3–5 in another household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 3–5 in joint custody (Q38)

The respondent says that they provide care to at least 15 of their own children aged 6–11 in their own household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 6–11 in another household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 6–11 in joint custody (Q38)
The respondent says that they provide care to at least 15 of their own children aged 12–17 in their own household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 12–17 in another household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 12–17 in joint custody (Q38)
The respondent says that they provide care to at least 15 of their own children aged 18–24 in their own household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 18–24 in another household (Q38)
The respondent says that they provide care to at least 15 of their own children aged 18–24 in joint custody (Q38)
The respondent says that they took more than 72 months (6 years) of parental leave for their youngest child before they reached the age of 6 (Q39)

Annex 7. National education levels

Belgium (Dutch)

Niet voltooid lager onderwijs
Getuigschrift Basisonderwijs
Diploma van het lager beroepsonderwijs; Diploma van het lager technisch onderwijs
Getuigschrift van de eerste graad secundair onderwijs
Studiegetuigschrift van het (hoger) secundair beroepsonderwijs (BSO) na 6 e jaar
Studiegetuigschrift van het 7e jaar TSO, KSO of BSO; 4de graad BSO; Diploma Ondernemersopleiding
Diploma van het 7e jaar secundair beroepsonderwijs (BSO)
Diploma van het (hoger) secundair technisch of kunst onderwijs (TSO of KSO)
Diploma van het (hoger) algemeen secundair onderwijs (ASO)
Secundair onderwijs voorbereidend jaar op het hoger onderwijs
Certificaat van schakelprogramma of voorbereidingsprogramma
Diploma hogescholenonderwijs van 1 cyclus: graduaat of professionele bachelor
Universitair diploma van kandidaat of academische bachelor
Diploma hogescholenonderwijs van 2 cycli: licentiaat of master; Diploma van industrieel ingenieur
Voortgezette opleiding volgend op hogescholenonderwijs van 2 cycli
Universitair diploma van licentiaat of master; Diploma van doctor, ingenieur (universitair)
Master-na-master (universiteit); Postgraduaat; Gediplomeerde in de aanvullende studies
Doctoraat; post-doctoraat

Belgium (French)

Aucun diplôme – N'a pas achevé l'enseignement primaire
Ecole primaire uniquement, certificat d'études de base (CEB) ou primaire
Diplômé de l'enseignement secondaire inférieur technique et professionnel
Diplômé de l'enseignement secondaire inférieur général ou du premier cycle de l'enseignement secondaire
Certificat de qualification de l'enseignement professionnel
7ème année de l'enseignement secondaire professionnel et technique de qualification; Diplôme de formation des chefs d'entreprise
7ème année de l'enseignement secondaire professionnel permettant d'obtenir le certificat d'enseignement secondaire supérieur
Certificat de qualification de l'enseignement technique ou artistique
Certificat d'enseignement secondaire supérieur général ou technique de transition
Année préparatoire à l'enseignement supérieur

Baccalauréat professionnalisant, diplôme de l'enseignement supérieur de type court (gradués, régents, instituteurs). Diplômes complémentaires de l'enseignement supérieur de type court; Enseignement artistique supérieur de type court.
Diplôme de candidature universitaire ou bachelier universitaire
Diplôme de l'enseignement supérieur de type long (non universitaire); Diplôme d'ingénieur industriel (niveau universitaire)
Master complémentaire et diplôme complémentaire après une formation d'ingénieur industriel (niveau universitaire)
Licence universitaire, master universitaire, ingénieur civil, docteur en médecine, docteur en médecine vétérinaire, pharmacien
Maîtrise après une licence, DEA, DES, Master complémentaire; Agrégation
Doctorat avec thèse
Doctoraat; post-doctoraat

Bulgaria

Незавършено начално
Начално образование
Основно образование
Средно общо образование
Средно специално общо образование (езикови училища, природо-математически училища)
Средно образование в училища по изкуства и спорт
Средно професионално образование
Полувисше
Колеж
Висше – бакалавърска степен
Висше – магистърска степен
Доктор по наука (кандидат на науките)

Czechia

Nedokončené základní vzdělání, neukončený 1. stupeň školní docházky (méně než 5 let)
Nedokončené základní vzdělání (5 nebo více let školní docházky, dokončen pouze 1. stupeň ZŠ, SZŠ, ZZŠ, obecná škola)
Základní vzdělání (měšťanská škola)
Střední vzdělání s výučním listem, Střední vzdělání bez maturity
Středoškolské vzdělání bez maturity (závěrečná zkouška) po níž následovalo další studium zakončené závěrečnou zkouškou (učební obory, rekvalifikační studium, studium jazyků, apod.)

Vyučení s maturitou, Úplné střední odborné vzdělání s maturitou
Střední vzdělání s maturitou následované studiem s maturitou (nástavba, kvalifikační pomaturitní studium, atd.)
Střední všeobecné vzdělání s maturitou (gymnázia)
Pomaturitní vzdělání s diplomem: Vyšší odborná škola (DiS), 5. a 6. ročník konzervatoře (absolutorium)
Vysokoškolské bakalářské vzdělání
Vysokoškolské magisterské vzdělání (Mgr., Ing., Ing. arch., MUDr., DDr., MVDr., ...)
Vědecká výchova, postgraduální vzdělání (Ph.D., Th.D., CSc., ...)

Denmark

Ingen skolegang. Børnehaveklasse. 1.–5. klasse
Folkeskole 6.–8. klasse
Folkeskole 9.–10. klasse
Gymnasielle uddannelser, studentereksamen, HF, HHX, HTX
Kort erhvervsuddannelse under 1–2 års varighed, F.eks. AMU Arbejdsmarkedsuddannelser, Basisår på Erhvervsfaglige uddannelse
Faglig uddannelse (håndværk, handel, landbrug mv.), F.eks. Faglærte, Social- og sundhedsassistent-uddannelsen og tilsvarende
Kort videregående uddannelse af op til 2–3 års varighed, F.eks. Erhvervsakademiuddannelser f.eks. datamatiker, tandplejer, byggetekniker, installatør, HD
Mellemlang videregående uddannelse af 3–4 års varighed. Professionsbachelor, F.eks. Diplomingeniør, sygeplejerske, skolelærer, pædagog, journalist, HA
Universitetsbachelor. 1. del af kandidatuddannelse
Lang videregående uddannelse. Kandidatuddannelser af 5.–6. års varighed, F.eks. Cand.mag., cand.jur., cand. polyt. etc
Licentiat
Forskeruddannelse. Ph.d., doktor

Germany

Grundschule nicht beendet
Grundschule beendet, aber (noch) kein Abschluss einer weiterführenden Schule
Volks-/Hauptschule bzw. Polytechnische Oberschule mit Abschluss 8. oder 9. Klasse
Mittlere Reife/Realschulabschluss bzw. Polytechnische Oberschule mit Abschluss 10. Klasse
Fachhochschulreife (Abschluss einer Fachoberschule etc.)
Abitur bzw. Erweiterte Oberschule mit Abschluss 12. Klasse (Hochschulreife)
Zwischenprüfung, Vordiplom

Diplom einer Verwaltungs-/Fachoberschule
Diplom einer Berufsakademie
Bachelor einer Verwaltungs-/Fachhochschule
Bachelor einer Berufsakademie
Bachelor einer Universität, Kunst- Musik- oder pädagogischen Hochschule
Master einer Verwaltungs-/Fachhochschule
Master einer Berufsakademie
Diplom, Magister, Staatsexamen einer Universität, Kunst-, Musik- oder pädagogischen Hochschule
Master oder Aufbaustudium einer Universität, Kunst-, Musik- oder pädagogischen Hochschule
Promotion: Habilitation

Estonia

Alghariduseta (alla 4 klassi)
Lõpetatud algharidus (4–6 klassi)
Kutseõpe ilma alghariduse lõpetamiseta
Lõpetatud põhiharidus (7–9 klassi)
Kutseharidus põhihariduse baasil õppekava alla 2 aasta
Lõpetatud üldkeskharidus
Kutseharidus põhihariduse baasil õppekava 2 aastat või enam
Kutseharidus koos keskhariduse omandamisega või keskeri-/tehnikumiharidus pärast põhiharidust
Kutseharidus keskhariduse baasil, keskeriharidus või kutsekeskharidus keskhariduse baasil
Keskhariduse baasil kutsekõrgkooli, rakenduskõrgkooli diplomiõpe (kuni 2 aastat õpinguid, kuid mitte bakalaureuse kraad)
Kutsekõrgharidus, rakenduskõrgharidus diplomiõpe või bakalaureus (3–4 aastat õpingud)
Ülikooli bakalaureusekraad (3–4 aastat õpinguid)
Magistrikraad rakenduskõrgkoolist, kutsekõrgkoolist
Magistrikraad (3 + 2, 4 + 2, või 5 + 4 süsteemi järgi, sh integreeritud bakalaureuse- ja magistriõpe), enne 1992. aastat alustatud kõrgharidus (diplomeeritud spetsialistiõpe), arstiõpe
Doktorikraad (sh kandidaadikraad)

Ireland

Left school before finishing primary school; NFQ Level 1
Left school after the end of primary school but before reaching the end of junior cycle (Junior Certificate); NFQ level 2
Junior Certificate; NFQ Level 3 (including Transition Year)

6. Annexes

Vocational NFQ Level 3 courses, certified by FETAC, e.g. Community training centres
Vocational NFQ level 4 courses, e.g. FETAC specific skills courses
Leaving Certificate Established (LCE); Leaving Certificate Vocational Programme (LCVP); NFQ levels 4–5
Leaving Certificate Applied programme (LCA); NFQ levels 4–5
Apprenticeship – FAS/SOLAS etc.
Post-Leaving Certificate (PLC) courses (duration of 1 year); Teagasc and Failte Ireland Advanced Certificate; NFQ level 5
Post-Leaving Certificate (PLC) courses of 2 or more years duration and NFQ level 6
Edexcel/BTEC/BEC/TEC – Higher National Certificate (HNC) or equivalent
Higher Certificate – NFQ level 6
Diploma, now termed ‘Ordinary level bachelor degree’ – NFQ level 7
Higher level / honours bachelor degree; NFQ level 8
Higher/Graduate Diploma, NFQ level 8
Post-graduate Diploma; NFQ level 9
Masters Degree, M.Phil; NFQ level 9
Ph.D, D.Phil or equivalent; NFQ level 10

Greece

Δεν αποφοίτησε από δημοτικό σχολείο
Απολυτήριο δημοτικού
Απολυτήριο γυμνασίου
Απολυτήριο λυκείου
Σύστημα μαθητείας
Απολυτήριο μέσης τεχνικής εκπαίδευσης
Δίπλωμα κολεγίου (μονοετούς φοίτησης)
Δίπλωμα κολεγίου ή Μεταλυκειακού Ινστιτούτου Επαγγελματικής Εκπαίδευσης και Κατάρτισης (διετούς ή τριετούς φοίτησης)
Δίπλωμα κολεγίου (μονοετούς, διετούς ή τριετούς φοίτησης) / Δίπλωμα κολεγίου (διετούς ή τριετούς φοίτησης)
Πτυχίο κολεγίου (Τετραετούς φοίτησης)
Πτυχίο πανεπιστημίου
Μεταπτυχιακό δίπλωμα κολεγίου
Πτυχίο Πολυτεχνικής ή Ιατρικής σχολής
Μεταπτυχιακό δίπλωμα πανεπιστημίου
Διδακτορικό

Spain

Sin estudios
Estudios primarios sin completar (menos de 5 años)
Antigua Educación Primaria (Certificado de Estudios Primarios)
Hasta 5º de EGB
Educación Primaria (LOGSE)
Grado Elemental en Música y Danza
Bachillerato elemental
EGB
ESO
Bachillerato Superior o BUP
PREU o COU
Bachillerato (LOGSE)
F.P. de iniciación
Programas de garantía social, Programas de Cualificación Profesional Inicial (PCPI)
F.P. Oficialía
F.P. de 1er grado (FP I)
C.F. de Grado Medio (Técnico Medio)
C.F. de Grado Medio en Artes Plásticas y Diseño
Grado Medio en Música y Danza
F.P. Maestría
F.P. de 2º Grado (FP II)
C.F. de Grado Superior (Técnico Superior)
C.F. de Grado Superior en Escuelas de Arte
Peritaje, Enfermería, Magisterio o Asistente Social
Diploma, Ingeniero o Arquitecto Técnico, 3 años de licenciatura, Grado (Bolonia), Título Superior en Diseño
Licenciado, Ingeniero Superior, Arquitecto, Máster (Bolonia), título Superior en Música, Danza o Arte Dramático
Doctorado

France

Non scolarisé ou école primaire non achevée
Ecole primaire uniquement
Certificat d'études primaires
Scolarité suivie de la 6ème à la 3ème (sans brevet)

6. Annexes

Brevet élémentaire, Brevet d'étude du premier cycle, Brevet des collèges (BEPC), Diplôme national du Brevet (DNB)
Scolarité suivie de la 2nde à la Terminale (sans Bac)
CAP, BEP, examen de fin d'apprentissage artisanal
Diplôme d'aide soignante, auxiliaire de puériculture, aide médico-pédagogique, aide à domicile
Baccalauréat professionnel, Brevet de technicien
Baccalauréat technologique, Baccalauréat de technicien, BEA, BEC, BEI, BES
Baccalauréat général, Brevet supérieur
Diplôme de la capacité en droit, Diplôme d'accès aux études universitaires (DAEU)
Diplôme de moniteur-éducateur, Brevet Professionnel
Diplôme universitaire du premier cycle (DEUG), Classes préparatoires aux grandes écoles
Diplôme universitaire de technologie (DUT), Brevet de technicien supérieur (BTS)
Certificat d'aptitude pédagogique (instituteur), Diplôme d'éducateur spécialisé, Diplôme d'assistante sociale, Diplôme paramédical (laborantin, infirmier, etc...)
Licence professionnelle
Licence
Diplôme d'école d'ingénieurs
DESS, Master deuxième année professionnel
Maîtrise, CAPES, CRPE (professeur des écoles)
DEA, DES, Master deuxième année recherche, Agrégation
Diplômes professionnels supérieurs divers (notaire, architecte, vétérinaire, journaliste...)
Diplôme des grandes écoles (hors écoles d'ingénieurs)
Doctorat en médecine ou équivalents (Médecine, Dentaire, Pharmacie, Vétérinaire)
Doctorat

Croatia

Bez škole (do tri razreda osnovne škole)
Nedovršena osnovna škola (4 do 7 razreda)
Završena osnovna škola
Srednja strukovna škola u trajanju 1–2 godine (obrtnička, industrijska, KV)
Srednja strukovna škola u trajanju 3 godine (obrtnička, industrijska, VKV)
Tehničke i srodne strukovne škole, škole za zanimanje u trajanju od 4 godine ili više
Gimnazija
Stručni studij na visokoj školi ili veleučilištu (2–3 godine)
Preddiplomski sveučilišni studij – za akademski naslov 'baccalaureus' (3–4 godine); umjetnička akademija (preddiplomski studij)

Specijalistički diplomski stručni studij (4–5 godina); specijalist struke
Diplomski sveučilišni studij (4–6 godina) – stari program
Stručni magisterij (5 godina); umjetnička akademija (diplomski studij)
Postignut magisterij znanosti ili završen poslijediplomski specijalistički studij
Postignut doktorat znanosti

Italy

Senza titolo
Licenza elementare
Avviamento professionale
Licenza media
Qualifica professionale regionale post-obbligo
Diploma di qualifica di istituto professionale (2 o 3 anni), compreso diploma di maestro d'arte e diploma di Scuola magistrale e qualifica di infermiere (vecchio ordinamento).
Diploma di scuola media superiore (5 anni), istituto tecnico o professionale, compreso il diploma quinquennale dell'Istituto d'arte.
Diploma di scuola media superiore (4 o 5 anni), liceo classico, scientifico, linguistico o psico-pedagogici, musicale, compresi i diplomi di maturità magistrale e artistica.
Specializzazione post-diploma, qualifica professionale regionale post-diploma, certificato di specializzazione tecnica superiore
Diploma universitario vecchio ordinamento (2 o 3 anni), compresi il diploma ISEF, di servizio sociale e di statistica
Diploma di istruzione terziaria non universitaria: conservatorio di musica, Accademia di Belle Arti e simili
Laurea triennale o di primo livello
Master di 1° livello
Laurea vecchio ordinamento, laurea specialistica o magistrale, laurea a ciclo unico
Master di 2° livello
Specializzazioni post laurea magistrale (1 o 2 anni)
Specializzazioni post laurea magistrale (3 o 4 anni), comprese le specializzazioni mediche.
Dottorato di ricerca

Cyprus

Educational level
Δεν αποφοίτησε από δημοτικό σχολείο
Απολυτήριο δημοτικού
Απολυτήριο γυμνασίου

Απολυτήριο λυκείου
Σύστημα μαθητείας
Απολυτήριο μέσης τεχνικής εκπαίδευσης
Δίπλωμα κολεγίου (μονοετούς φοίτησης)
Δίπλωμα κολεγίου ή Μεταλυκειακού Ινστιτούτου Επαγγελματικής Εκπαίδευσης και Κατάρτισης (διετούς ή τριετούς φοίτησης)
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Πτυχίο πανεπιστημίου
Μεταπτυχιακό δίπλωμα κολεγίου
Πτυχίο Πολυτεχνικής ή Ιατρικής σχολής
Μεταπτυχιακό δίπλωμα πανεπιστημίου
Διδακτορικό

Latvia

Nav mācījies(-usies) skolā
Sākumskolas –1–6 klases / nepabeigta pamatizglītība
Apliecība par profesionālo pamatizglītību (bez vidējās)
Apliecība par vispārējo pamatizglītību; Apliecība par astoņgadīgo izglītību; Apliecība par nepilnu vidējo izglītību
Profesionālās kvalifikācijas apliecība, pēc 9. klases beigšanas, mācību ilgums 1 gads
Atestāts par arodizglītību, pēc 9. klases beigšanas, mācību ilgums 3 gadi; Diploms par arodpamatizglītības iegūšanu; Diploms par vidējo arodizglītību; Atestāts par kvalifikācijas piešķiršanu profesijā
Diploms par profesionālo vidējo izglītību, pēc 9. klases beigšanas vai arodizglītības turpinājums
Noteikta parauga diploms un kvalifikācija specialitātē, pēc 8. / 9. klases beigšanas vai arodizglītības turpinājums
Atestāts par vispārējo vidējo izglītību, pēc 9. klases beigšanas vai arodizglītības turpinājums
Profesionālās kvalifikācijas apliecība, pēc 12. klases beigšanas
Noteikta parauga diploms un kvalifikācija specialitātē, pēc 12. klases beigšanas
Diploms par profesionālo vidējo izglītību, pēc 12. klases beigšanas
Pirmā līmeņa profesionālās augstākās izglītības diploms
Profesionālā bakalaura diploms, augstākās profesionālās kvalifikācijas diploms, profesionālās augstākās izglītības diploms
Bakalaura diploms -akadēmiskais
Profesionālā maģistra diploms, augstākās profesionālās kvalifikācijas diploms
Maģistra diploms -akadēmiskais;Pabeigta augstākā izglītība -iegūta padomju laikā
Doktora (vai zinātņu kandidāta) grāds

Lithuania

Nebaigtas pradinis
Pradinis
Profesinis, įgytas nebaigus pagrindinio išsilavinimo
Pagrindinis (apima ir jaunimo, vakarines mokyklas)
Profesinis, įgytas kartu baigiant ir pagrindinį išsilavinimą
Profesinis, įgytas po pagrindinio išsilavinimo baigimo (kai profesinio mokymo programa truko mažiau nei dvejus metus)
Profesinis, įgytas po pagrindinio išsilavinimo baigimo (kai profesinio mokymo programa truko dvejus ar daugiau metų)
Vidurinis (apima ir gimnazijas, licėjus, vakarines mokyklas)
Profesinis, įgytas po pagrindinio išsilavinimo baigimo, kartu įgyjant ir vidurinį išsilavinimą
Profesinis, įgytas po vidurinio išsilavinimo baigimo
Aukštesnysis arba specialusis vidurinis, įgytas po pagrindinio išsilavinimo baigimo (apima ir technikumus, jei įstota įgijus pagrindinį išsilavinimą)
Aukštesnysis arba specialusis vidurinis, įgytas po vidurinio išsilavinimo baigimo (apima ir technikumus, jei įstota įgijus vidurinį išsilavinimą)
Aukštasis neuniversitetinis arba koleginis
Aukštasis universitetinis, įgytas baigus bakalauro studijas
Aukštasis universitetinis, įgytas baigus vientišąsias (įskaitant studijas aukštesiose mokyklose iki reformos 1991–1992 m.) arba specialiąsias profesines (diplomuoto specialisto) studijas po bakalauro studijų baigimo
Aukštasis universitetinis, įgytas baigus magistro arba rezidentūros studijas
Mokslų daktaro ar kandidato laipsnis

Luxembourg (French)

Pas de formation
École primaire
Primaire supérieur
Enseignement complémentaire
Enseignement général secondaire inférieur
Certificat d'enseignement secondaire technique inférieur
Bac technique (jusque 13e ou 14e du régime technique)
Diplôme de fin d'études secondaires
Diplôme de technicien (jusque 13e du régime technique)
Certificat d'apprentissage professionnel
Certificat de capacité manuelle CCM

Certificat d'initiation technique et professionnelle CITP
Certificat d'Aptitude technique et professionnelle CATP
Brevet de maîtrise artisanale
BTS, instituteur, éducateur gradué, DUT
Enseignement supérieur Bac + 2, DEUG
Enseignement supérieur Bac + 3, Bachelor, Licence
Enseignement supérieur Bac + 4, Master1
Enseignement supérieur Bac + 5, DEA, DESS, Master2
Enseignement supérieur – Doctorat

Luxembourg (Luxembourgish)

Keine Ausbildung
École primaire
Primaire supérieur
Enseignement complémentaire
Enseignement général secondaire inférieur
Certificat d'enseignement secondaire technique inférieur
Bac technique (jusque 13e ou 14e du régime technique)
Diplôme de fin d'études secondaires
Diplôme de technicien (jusque 13e du régime technique)
Certificat d'apprentissage professionnel
Certificat de capacité manuelle CCM
Certificat d'initiation technique et professionnelle CITP
Certificat d'Aptitude technique et professionnelle CATP
Brevet de maîtrise artisanale
BTS, instituteur, éducateur gradué, DUT
Enseignement supérieur Bac + 2, DEUG
Enseignement supérieur Bac + 3, Bachelor, Licence
Enseignement supérieur Bac + 4, Master1
Enseignement supérieur Bac + 5, DEA, DESS, Master2
Enseignement supérieur – Doctorat

Hungary

Nem járt iskolába; 1–3 osztályos elemi iskola vagy azzal egyenértékű
4–7 osztályos elemi iskola vagy azzal egyenértékű
Befejezett általános iskola vagy azzal egyenértékű
Szakmunkásképző, szakiskola
10. évfolyamra épülő szakképzés
Érettségi, befejezett szakközépiskola
Érettségi, befejezett gimnázium
Érettségire épülő felsőfokra nem akkreditált szakképzés, középfokú technikum
Felsőfokú akkreditált szakképzés, felsőfokú technikum
Főiskolai diploma vagy főiskolai alapképzési szak – BA/BSc
Egyetemi alapképzési szak – BA/BSc
Főiskolai mesterképzési szak – MA/MSc
Egyetemi diploma, vagy egyetemi mesterképzési szak MA/MSc
Felsőfokú végzettség tudományos fokozattal

Malta (English)

I did not attend kindergarten
Primary school
Secondary School (Junior Lyceum and other secondary)
Sixth Form, Upper Lyceum, junior college
Malta College of Arts, Science and Technology (MCAST)
University (Bachelor's degree)
University (Master's degree)
Ph.D., D.Phil or equivalent

Malta (Maltese)

Ma attendejtx kindergarten
Skola primarja
Skejjel sekondarji (Junior lyceum and sekondarji ohra)
Sixth Form, Upper Lyceum, junior college
Malta College of Arts, Science and Technology (MCAST)
Universita (bachelor)

Universita (Master's)
Dottorat, PH

The Netherlands

Lagere school niet voltooid
Lagere school voltooid
LBO, VBO, LEAO, LTS ambachtsschool, huishoudschool, LHNO, VMBO (niveaus 1–3; basisberoepsgericht, kaderberoepsgericht, gemengd)
MULO, ULO, MAVO, VMBO (niveau 4; theoretische leerweg); HAVO jaar 3–4; VWO jaar 3–5
MBO niveau 1 (duur < 2 jaar)
HAVO, MMS, MSVM
VWO, HBS, atheneum, gymnasium
KMBO, leerlingwezen, MEAO, MTS (duur 2–3 jaar)
MBO niveau 2 en 3 (duur 2–3 jaar)
MBO niveau 4 (duur 4 jaar)
MBO-plus voor havisten
Propedeuse WO, OU-certificaat
Korte HBO-opleiding eindexamen (2 of 3 jaar)
Bachelor HBO, kweekschool, PABO, conservatorium, MO-akten
Bachelor universiteit
HBO: Master's degree, tweede fase opleidingen; Post HBO-opleidingen, pre-master onderwijs voor HBO
WO/universiteit: Master's degree, tweede fase opleidingen; ingenieur, meester, doctorandus
Doctoraat/gepromoveerd

Austria

Kein Abschluss
Volksschulabschluss (4.Schulstufe)
Abschluss einer Hauptschule, Neuen Mittelschule oder Volksschuloberstufe (8. Schulstufe)
Abschluss der Polytechnischen Schule bzw. einer einjährigen mittleren Schule (9.Schulstufe)
Abschluss der AHS-Unterstufe (8. Schulstufe an einem Gymnasium)
Lehrabschluss (Lehrabschlussprüfung)
Abschluss Berufsbildende mittlere Schule (min. 2-jährig, z.B. Handelsschule, Fachschule)
AHS-Matura (Gymnasium, auch Sonderformen oder Studienberechtigungsprüfung)
Diplom in Gesundheits- und Krankenpflege oder im medizinisch-technischen Fachdienst

BHS-Matura (HAK, HTL, HLW, BAKIP, inkl. Sonderformen und Berufsreifepfung)
Kolleg-Diplom, Meister-Prüfung (Werkmeister, Bauhandwerker), Abschluss eines Universitätslehrgangs
Diplom an pädagogischer Akademie, medizinischer Akademie, Sozialakademie
Bachelor/Bakkalaureat an einer Fachhochschule oder pädagogischen Hochschule
Bachelor/Bakkalaureat an einer Universität
Diplomstudienabschluss/Master an einer Fachhochschule
Diplomstudienabschluss/Master an einer Universität (inkl. Doktorat als Erstabschluss)
Postgraduale Universitätslehrgänge (aufbauend auf Diplomstudienabschluss, z.B. MBA)
Abschluss mit Doktorat (aufbauend auf Diplomstudienabschluss: Dr., PhD)

Poland

Nieukończona szkoła podstawowa
Świadectwo ukończenia szkoły podstawowej (6-klasowej lub 4-klasowej przed wojną)
Świadectwo ukończenia szkoły podstawowej 7 lub 8-klasowej
Świadectwo ukończenia gimnazjum
Świadectwo ukończenia szkoły zasadniczej zawodowej lub szkoły przysposobienia rolniczego (bez ukończenia szkoły podstawowej)
Świadectwo ukończenia szkoły zasadniczej zawodowej lub szkoły przysposobienia rolniczego (po wcześniejszym ukończeniu szkoły podstawowej)
Świadectwo ukończenia szkoły zasadniczej zawodowej (po wcześniejszym ukończeniu gimnazjum)
Świadectwo ukończenia liceum ogólnokształcącego bez matury
Matura uzyskana w liceum ogólnokształcącym
Świadectwo ukończenia średniej szkoły zawodowej (technikum, liceum zawodowe, liceum profilowane) lub dyplom technika bez matury
Matura uzyskana w średniej szkole zawodowej (technikum, liceum zawodowe, liceum profilowane)
Dyplom technika lub świadectwo ukończenia szkoły pomaturalnej lub policealnej
Dyplom ukończenia kolegium lub studium nauczycielskiego
Dyplom licencjacki lub dyplom inżynierski
Dyplom magistra lub dyplom lekarza
Stopień naukowy doktora, doktora habilitowanego lub tytuł profesora

Portugal

Nenhum
Ensino Básico 1 (até à 4ª classe, instrução primária (3º ou 4º ano))

Ensino Básico 2 (preparatório/5º e 6º anos / 5ª ou 6ª classe, 1º ciclo dos liceus ou do ensino técnico comercial ou industrial)
Cursos de educação e formação de tipo 1. Atribuição de 'Diploma de qualificação profissional de nível 1'
Ensino Básico 3 (certificado de conclusão de um dos seguintes graus de escolaridade: 9º ano; 5º ano dos liceus; escola comercial/industrial; 2º ciclo dos liceus ou do ensino técnico comercial ou industrial)
Cursos de educação e formação de tipo 2. Atribuição de 'Diploma de qualificação profissional de nível 2'
Cursos de educação e formação de tipo 3 e 4. Atribuição de 'Diploma de qualificação profissional de nível 2'
Ensino Secundário – cursos científico-humanísticos (certificado de conclusão de um dos seguintes graus de escolaridade: 12º ano; 7º ano dos liceus; propedêutico; serviço cívico)
Ensino secundário – cursos tecnológicos, cursos artísticos especializados (artes visuais e audiovisuais, dança, música), cursos profissionais. Cursos de educação e formação de tipo 5, 6 e 7. Atribuição de 'Diploma de Qualificação Profissional de Nível 3'
Cursos de especialização tecnológica. Atribuição de 'Diploma de Especialização Tecnológica'
Ensino superior politécnico: bacharelato de 3 anos (magistério primário, serviço social, regent agrícola); Antigos cursos médios
Ensino superior politécnico: licenciaturas de 3–4 anos curriculares; licenciatura complemento de formação
Ensino superior universitário: licenciaturas de 3–4 anos curriculares; licenciatura bietápica de 4 anos
Pós-graduação: especialização pós-licenciatura sem atribuição de grau académico, MBA
Ensino superior universitário: licenciatura com mais de 4 anos curriculares; licenciatura bietápica de 5 anos
Mestrado (inclui Mestrado Integrado)
Doutoramento

Romania

Fără școală
Școală primară terminată, 4 ani
Gimnaziu complet, 8 ani
Liceu terminat 10 ani, general/teoretic
Liceu terminat 10 ani, tehnic / Liceu terminat 10 ani, profesional
Diplomă de bacalaureat, general/teoretic
Diplomă de bacalaureat, tehnic / Diplomă de bacalaureat, profesional
Facultate terminată, 3 ani
Facultate terminată, 4–5 ani
Diplomă de doctorat

Slovenia

Brez šolske izobrazbe – oseba, ki nima dokončanega niti enega razreda OŠ, je brez šolske izobrazbe. Brez šolske izobrazbe so tudi osebe, ki imajo narejene 3 razrede osemletke ali manj oz. 5 razredov devetletke ali manj
Nepopolna osnovnošolska izobrazba – osebe, ki imajo več kot 3 razrede osemletke, ali več kot 5 razredov devetletke a niso dokončale OŠ oz. niso pridobile spričevala o končani OŠ.
Osnovnošolska izobrazba – osebe, ki imajo zaključenih vseh osem oz. devet razredov OŠ in so pridobile spričevala o končani OŠ.
Nižja ali srednja poklicna izobrazba – osebe, ki so končale šolanje v 1- do 2,5-letnih programih za pridobitev nižje poklicne izobrazbe oz. osebe, ki se končale šolanje v 3-letnih programih za pridobitev srednje poklicne izobrazbe; certifikat o NPK.
Srednja strokovna izobrazba – osebe, ki so končale srednjo tehniško šolo oz. drugo strokovno izobrazbo, trajanje 4 ali 5 let, opravljena matura; tudi mojstrska oziroma delovodska ali poslovodska šola.
Srednja splošna izobrazba – osebe, ki so končale šolanje v gimnaziji ali strokovni gimnaziji, imajo maturitetno spričevalo.
Višja strokovna izobrazba, višješolska izobrazba – osebe, ki so končale šolanje v 2- letnem programu višjega strokovnega izobraževanja na višji strokovni šoli.
Visokošolska strokovna izobrazba – osebe, ki so končale šolanje v 3- letnem (izjemoma 4-letnem) dodiplomskem visokošolskem programu na visoki strokovni šoli, fakulteti ali akademiji; 1. bolonjska stopnja.
Visokošolska univerzitetna izobrazba – osebe, ki so končale šolanje v 4-letnem dodiplomskem univerzitetnem programu na fakulteti ali akademiji; tudi 1. bolonjska stopnja; običajno 4 leta + diploma.
Bolonjski magisterij – magisterij 2. bolonjske stopnje.
Specializacija – ki so končale šolanje v 1- do 2- letnem podiplomskem specialističnem študijskem programu in si bodo pridobile strokovni naziv specialist; običajno 1 leto.
Magisterij – osebe ki so končale šolanje v 2- letnem podiplomskem magistrskem programu in so si pridobile znanstveni naslov magister znanosti oziroma magister umetnosti. V to stopnjo študija spada tudi študij MBA. V to kategorijo spadajo tudi osebe, ki so se šolale 5 ali 6 let po starem univerzitetnem programu (npr. študij medicine).
Doktorat

Slovakia

Neukončená základná škola (menej ako 4 triedy základnej školy, ľudovej školy)
Neukončený druhý stupeň základnej školy (neukončených osem tried ľudovej školy alebo neukončená meštianka)
Ukončený druhý stupeň základnej školy (osem tried ľudovej školy alebo ukončená meštianka), kurzy na doplnenie základného vzdelania
Učebné programy bez výučného listu (doklad o zaučení, zaškolení praktická (dievčenská) škola, 2 ročné učebné programy, rekvalifikačné kurzy)
Stredná odborná škola bez maturity, stredné odborné učilište bez maturity, odborné učilište (výučný list)
Stredná odborná škola s maturitou, stredné odborné učilište s maturitou
Gymnázium (8 ročné, 4 ročné)

Nadstavbové pomaturitné štúdium
Doplňujúce pedagogické štúdium po maturite
Pomaturitné odborné (kvalifikačné) štúdium
Pomaturitné špecializačné štúdium, konzervatórium (5. a 6. ročník, absolventský diplom)
Vyššie odborné vzdelanie – 6 ročné (absolventský diplom, diplomovaný špecialista DiS)
Vysoká škola – bakalárske štúdium
Vysoká škola – magisterské, doktorské, inžinierske štúdium (Mgr., Ing., MUDr., JUDr. a pod., a ich ekvivalenty)
Doplňujúce pedagogické štúdium po vysokej škole, štátne rigorózne skúšky (PhDr., PaedDr., RNDr. a pod.)
Doktorandské štúdium (PhD., CSc., ArtD., atď.)

Finland

Vähemmän kuin peruskoulun ala-aste tai vähemmän kuin peruskoulu
Peruskoulun ala-aste, kansakoulu tai kansalaiskoulu
Peruskoulun yläaste tai keskikoulu
Lukio, ylioppilastutkinto
Ammatillinen perustutkinto, ammattitutkinto
Sekä ylioppilas- että ammattitutkinto
Erikoisammattitutkinto
Ammatillinen opistoasteen tutkinto
Ammattikorkeakoulututkinto tai ammatillisen korkea-asteen tutkinto
Alempi korkeakoulututkinto tai kandidaatin tutkinto
Ylempi ammattikorkeakoulututkinto
Ylempi korkeakoulututkinto
Lisensiaatintutkinto
Tohtorin tutkinto

Sweden

Ej avslutad Folkskola / Grundskola (1–6 skolår)
Avslutad Folkskola / Grundskola (7–8 skolår)
Avslutad Grundskola (9 skolår) / Realskola
Fackskola (1963–1970) / 2-årig gymnasielinje / 2-årig yrkesskola
Studieförberedande gymnasieprogram (3 år)
Gamla gymnasieutbildningar (2 år) / Flickskola
Yrkesinriktade gymnasieprogram (3 år)

4-årig gymnasielinje (före 1995) / Tekniskt basår
Universitet / Högskola (1 år) med examen
Eftergymnasial utbildning (1 år), t.ex. KY-utb, militärutb (Ej Universitet / Högskola)
Universitet / Högskola (2 år) med examen (högskoleexamen)
Eftergymnasial utbildning (3 år) / KY-utbildning (2–3 år) (Ej Universitet / Högskola)
Kandidat och/eller yrkesexamen från Högskola (3 år)
Kandidat och/eller yrkesexamen från Universitet, KTH, CTH, Handelshögskolan (3 år)
Magisterexamen och/eller yrkesexamen från Högskola (4 år)
Mastersexamen från Högskola
Magisterexamen och/eller yrkesexamen från Universitet, KTH, CTH, Handelshögskolan (4 år)
Mastersexamen från Universitet, KTH, CTH, Handelshögskolan
Forskarutbildning: Licentiatexamen
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Annex 8. National income ranges (monthly)

Member State	Currency	National income ranges (monthly)									
		1	2	3	4	5	6	7	8	9	10
Belgium	EUR	≤ 1 390	1 391–1 630	1 631–1 890	1 891–2 160	2 161–2 420	2 421–2 670	2 671–2 920	2 921–3 240	3 241–3 830	> 3 830
Bulgaria	BGN	≤ 490	491–630	631–750	751–900	901–1 060	1 061–1 250	1 251–1 460	1 461–1 760	1 761–2 320	> 2 320
Czechia	CZK	≤ 16 800	16 801–20 300	20 301–23 000	23 001–25 400	25 401–28 000	28 001–31 300	31 301–34 900	34 901–39 200	39 201–48 300	> 48 300
Denmark	DKK	≤ 11 900	11 901–14 600	14 601–16 800	16 801–18 900	18 901–21 000	21 001–23 300	23 301–26 000	26 001–29 400	29 401–35 200	> 35 200
Germany	EUR	≤ 1 170	1 171–1 470	1 471–1 710	1 711–1 940	1 941–2 190	2 191–2 470	2 471–2 800	2 801–3 270	3 271–4 150	> 4 150
Estonia	EUR	≤ 570	571–720	721–870	871–1 060	1 061–1 260	1 261–1 460	1 461–1 680	1 681–1 980	1 981–2 550	> 2 550
Ireland	EUR	≤ 1 470	1 471–1 760	1 761–2 050	2 051–2 290	2 291–2 560	2 561–2 860	2 861–3 270	3 271–3 720	3 721–4 480	> 4 480
Greece	EUR	≤ 400	401–520	521–640	641–730	731–840	841–950	951–1 080	1 081–1 250	1 251–1 540	> 1 540
Spain	EUR	≤ 670	671–910	911–1 130	1 131–1 330	1 331–1 530	1 531–1 740	1 741–2 000	2 001–2 360	2 361–2 990	> 2 990
France	EUR	≤ 1 040	1 041–1 330	1 331–1 580	1 581–1 800	1 801–2 010	2 011–2 250	2 251–2 550	2 551–2 950	2 951–3 670	> 3 670
Croatia	EUR	≤ 360	361–500	501–610	611–720	721–820	821–930	931–1 050	1 051–1 230	1 231–1 530	> 1 530
Italy	EUR	≤ 770	771–1 020	1 021–1 230	1 231–1 450	1 451–1 650	1 651–1 890	1 891–2 160	2 161–2 540	2 541–3 190	> 3 190
Cyprus	EUR	≤ 860	861–1 050	1 051–1 210	1 211–1 380	1 381–1 570	1 571–1 800	1 801–2 030	2 031–2 340	2 341–2 900	> 2 900
Latvia	EUR	≤ 390	391–530	531–670	671–810	811–940	941–1 090	1 091–1 270	1 271–1 520	1 521–1 980	> 1 980
Lithuania	EUR	≤ 420	421–560	561–690	691–800	801–940	941–1 100	1 101–1 290	1 291–1 580	1 581–2 000	> 2 000
Luxembourg	EUR	≤ 1 980	1 981–2 430	2 431–2 940	2 941–3 410	3 411–3 970	3 971–4 610	4 611–5 290	5 291–6 090	6 091–7 590	> 7 590
Hungary	HUF	≤ 129 300	129 301–164 600	164 601–188 500	188 501–211 700	211 701–242 000	242 001–273 200	273 201–307 900	307 901–358 100	358 101–437 100	> 437 100
Malta	EUR	≤ 760	761–980	981–1 190	1 191–1 380	1 381–1 580	1 581–1 810	1 811–2 110	2 111–2 440	2 441–3 170	> 3 170
Netherlands	EUR	≤ 1 360	1 361–1 690	1 691–2 000	2 001–2 280	2 281–2 570	2 571–2 830	2 831–3 120	3 121–3 550	3 551–4 260	> 4 260

Member State	Currency	National income ranges (monthly)									
		1	2	3	4	5	6	7	8	9	10
Austria	EUR	≤ 1 380	1 381–1 770	1 771–2 080	2 081–2 360	2 361–2 620	2 621–2 910	2 911–3 260	3 261–3 670	3 671–4 460	> 4 460
Poland	PLN	≤ 2 090	2 091–2 660	2 661–3 120	3 121–3 520	3 521–3 920	3 921–4 360	4 361–4 920	4 921–5 690	5 691–7 010	> 7 010
Portugal	EUR	≤ 480	481–630	631–750	751–870	871–990	991–1 120	1 121–1 300	1 301–1 540	1 541–2 100	> 2 100
Romania	RON	≤ 1 000	1 001–1 500	1 501–1 980	1 981–2 350	2 351–2 700	2 701–3 090	3 091–3 530	3 531–4 070	4 071–5 000	> 5 000
Slovenia	EUR	≤ 850	851–1 050	1 051–1 220	1 221–1 370	1 371–1 500	1 501–1 630	1 631–1 830	1 831–2 060	2 061–2 420	> 2 420
Slovakia	EUR	≤ 380	381–540	541–640	641–700	701–770	771–840	841–910	911–1 000	1 001–1 150	> 1 150
Finland	EUR	≤ 1 310	1 311–1 570	1 571–1 810	1 811–2 030	2 031–2 280	2 281–2 530	2 531–2 830	2 831–3 260	3 261–3 970	> 3 970
Sweden	SEK	≤ 12 100	12 101– 15 700	15 701– 18 500	18 501– 21 300	21 301– 24 100	24 101– 26 900	26 901– 30 300	30 301– 34 500	34 501– 41 000	> 41 000

Sources: Eurostat, Distribution of income by quantiles (ilc_di01), 2023, https://doi.org/10.2908/ILC_DI01; European Union Statistics on Income and Living Conditions survey data, 2023; and European Community Household Panel survey data, 2023.

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