

The Nordic Youth Research 2010

A comparative research among 16 to 19 year old students
in The Åland Islands, Denmark, The Faroe Islands,
Finland, Greenland, Iceland, Norway and Sweden



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Ministry of Education, Science and Culture



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RANNSÓKNIR & GREINING
Icelandic Centre for Social Research and Analysis

The Nordic Youth Research among 16 to 19 year old
in Åland Islands, Denmark, Faroe Islands, Finland,
Greenland, Iceland, Norway and Sweden

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Icelandic Centre for Social Research and Analysis

Rannsóknir & greining

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About the Report

The research reported on here is done so by the initiative of the Ministry for Education, Science and Culture in Iceland as a component of the Minister's programme in the Nordic Council of Ministers in 2009. The research received excellent support from the Nordic Co-operation Ministers, as well from NORDBUK (Nordic committee for Children and Young People). The Nordic Ministers for Social Affairs and for Education, Science and Culture also provided considerable financial support for the research. The survey was given to Danish, Finnish, Norwegian, Swedish, Icelandic, Alandic, Greenlandic and Faroese secondary education students and contained questions regarding a number of important components connected to the events, life and general state of being of youth in the eight Nordic countries. The questions numbered into the hundreds and it is therefore apparent that the body text of this report just barely scrapes the tip of the iceberg of the concerned data. There are a total of 93 figures and 65 tables contained in the body text. In all instances, results are provided for each country and in several instances they are also presented by gender of the participants. In the report's appendix, all questions arranged by country are displayed in a total of 510 tables. The collaborative group behind this research intends to delve more deeply into individual factors and that project should be executed over the coming semesters – for the benefit of Nordic Co-operation. There are also plans to provide access to the data to other scholars, researchers and policy makers.

It is our hope as the undertakers of this research project that the presented results will further policy making and support plans for implementation concerning issues affecting youth and their families in Nordic countries.

The research institute Rannsóknir & greining at Reykjavik University (e. ICSRA – Icelandic Centre for Social Research and Analysis, Reykjavik University) coordinated the work of the institutes in all of the concerned countries and provides information about the research project to those who would like to know more. Inquiries should be directed to rannsoknir@rannsoknir.is.

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Participants' background

In total, 13,417 secondary education students participated in the survey. Table 1 displays how the percentages are arranged by country and by sex within each country's data field. If taking into account the total number of participants, 6,383 (47.6%) males and 6,960 (51.9%) females participated. Information was unavailable on the sex of 75 participants. The number of participants in each respective country is non-uniform, but that is of course a result of the fact that each country has a different population size and the facility with which students could be reached varied from country to country. Participants totalled 592 in the Åland Islands, 1428 in Denmark, 2189 in Finland and 1483 in the Faroe Islands. On behalf of Greenland, 225 students responded; in Iceland 2,134 participated, whereas in Norway 2,700 did so and 2,666 in Sweden.

Table 1. Sex of respondent, by country.

Country:		Males	Females	No info.	Total count within country:
Åland Islands	Count:	339	248	5	592
	%:	57.3	41.9	0.8	
Denmark	Count:	714	703	11	1428
	%:	50.0	49.2	0.8	
Finland	Count:	956	1220	13	2189
	%:	43.7	55.7	0.6	
Faroe Islands	Count:	719	753	11	1483
	%:	48.5	50.8	0.7	
Greenland	Count:	97	128	0	225
	%:	43.1	56.9	0.0	
Iceland	Count:	1066	1055	13	2134
	%:	50.0	49.4	0.6	
Norway	Count:	1219	1472	9	2700
	%:	45.1	54.5	0.3	
Sweden	Count:	1272	1381	13	2666
	%:	47.7	51.8	0.5	
Total	Count:	6382	6960	75	13.417
	%:	47.6	51.9	0.6	

In figure 1, one can furthermore see the sex ratio arranged by country when exclusively considering those participants who disclosed their sex. In Sweden 52% of the respondents were female and accordingly 48% were male; in Norway approximately 55% of participants were female and 45% male. With respect to sex, participants in Iceland were fairly equal with roughly 50% of participants being male and over 49% female. Roughly 57% of participants in Greenland were female while right around 43% were male. About 51% of respondents were female and about 49% male in the Faroe Islands and the sex ratio of participants was additionally very equal in Denmark where 49% were female and 50% were male. About 42% of respondents from the Åland Islands were female while 58% were male.

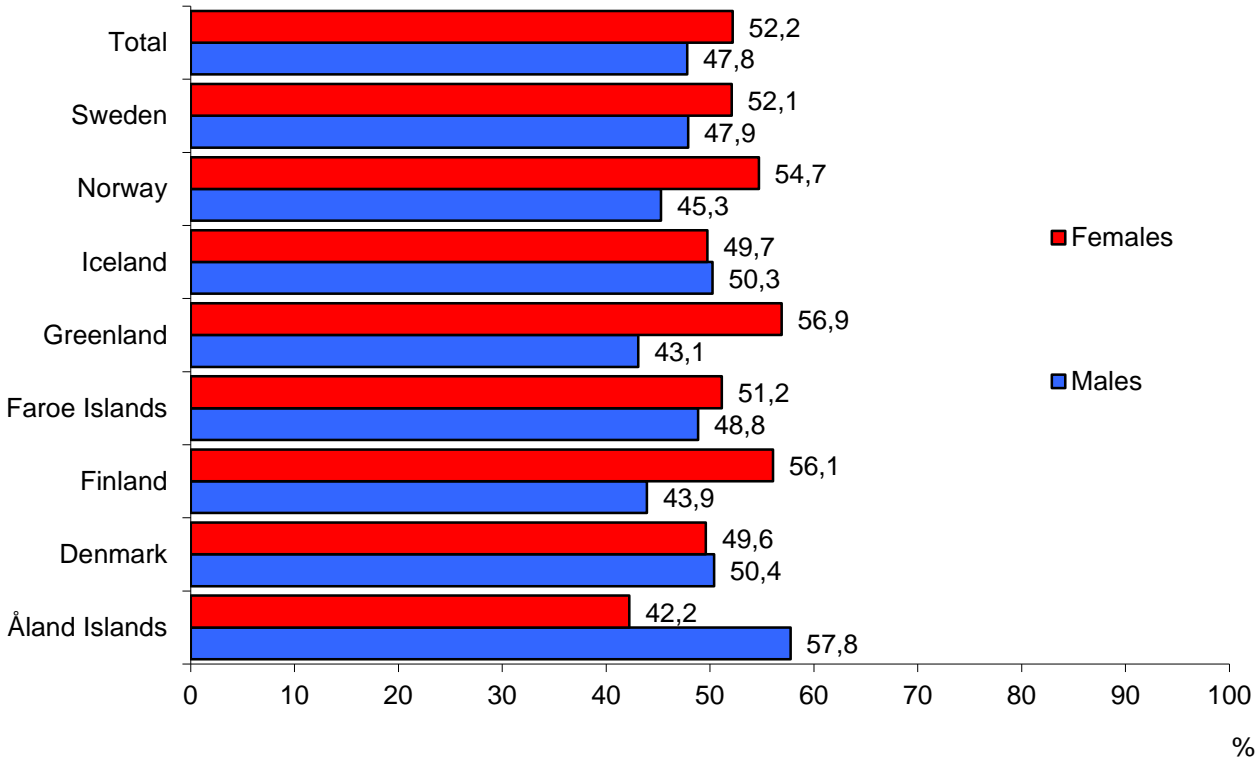


Figure 1. Sex of respondent, by country.

In figure 2 the age of participants is arranged by country; the figure displays both the number of participants in each age group as well as the percentage. Of the 13,138 participants who disclosed their age, the percentage lay most heavily in the 17 year old age group (30.4%). After them, 16 years of age was most commonly reported (28.9%). In figure 3 the average age of participants in each respective country is shown as well as the average for them all combined. If taking all of the concerned countries into consideration, the average age of participants is 17.4 years old. Of the eight countries which participated, six reported an average age around and above 17 years old. Only Greenland and the Faroe Islands did not conform to the trend, reporting an average participant age of about 18 years of age (see further explanation on table 3).

Table 2. Age of the respondent, by country.

Country:		Age of respondent							Total within country
		15	16	17	18	19	20	21 and older	
Åland Islands	Count:	3	150	178	172	55	15	12	585
	%:	0.5	25.6	30.4	29.4	9.4	2.6	2.1	100
Denmark	Count:	13	378	513	298	113	45	37	1397
	%:	0.9	27.1	36.7	21.3	8.1	3.2	2.6	100
Finland	Count:	7	775	811	415	100	48	16	2172
	%:	0.3	35.7	37.3	19.1	4.6	2.2	0.7	100
Faroe Islands	Count:	0	85	339	289	297	219	125	1354
	%:	0.0	6.3	25.0	21.3	21.9	16.2	9.2	100
Greenland	Count:	1	25	53	46	40	23	28	216
	%:	0.5	11.6	24.5	21.3	18.5	10.6	13.0	100
Iceland	Count:	9	707	493	343	290	165	77	2084
	%:	0.4	33.9	23.7	16.5	13.9	7.9	3.7	100
Norway	Count:	7	887	746	839	102	75	21	2677
	%:	0.3	33.1	27.9	31.3	3.8	2.8	0.8	100
Sweden	Count:	25	788	860	853	109	18	0	2653
	%:	0.9	29.7	32.4	32.2	4.1	0.7	0.0	100
Total:	Count :	65	3795	3993	3255	1106	608	316	13138
	%:	0.5	28.9	30.4	24.8	8.4	4.6	2.4	100

Table 3. Average age of the respondent, by country.

Country:	Mean	Count	Std. Deviation
Åland Islands	17.4	585	1.31
Denmark	17.3	1397	1.40
Finland	17.0	2172	1.10
Faroe Islands	18.6	1354	1.81
Greenland	18.5	216	2.03
Iceland	17.5	2084	1.65
Norway	17.2	2677	1.13
Sweden	17.1	2653	0.93
Total	17.4	13138	1.41

In accordance with the results, figure 2 shows that the percentage of participants older than 18 years of age is highest among respondents from the Faroe Islands (68.7%) and Greenland (63.4%). In comparison, most participants from the other countries belong to age groups younger than 18 years of age.

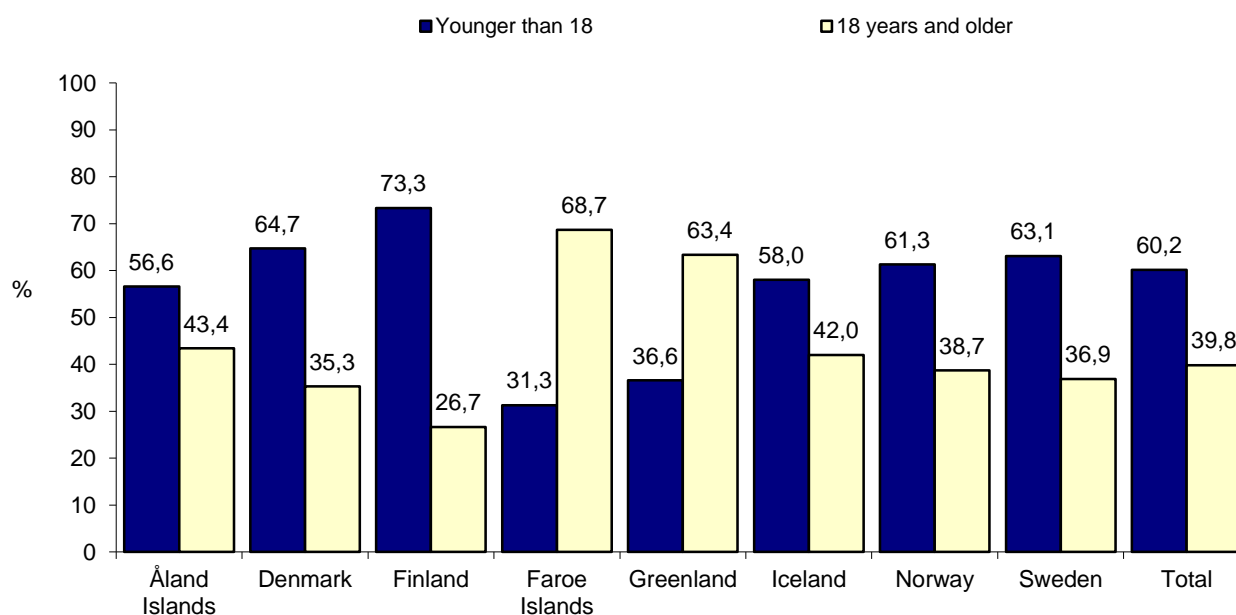


Figure 2. Figure 2. Age of respondent, by country.

While viewing table 4, it is possible to see how common it is for secondary school students to work and receive monetary compensation while enrolled in school. In doing so, one can see that overall, over half of participants report not doing paid work while enrolled in school. There is, however, a visible difference between countries. Approximately 39% of students in Denmark report that they do not work with school while the percentage is even lower in this regard in Norway (48.5%), Iceland (50.3%) and the Faroe Islands (45.3%). The percentage of students who report not working while in school is therefore lower among students in these four countries. The highest percentage of students who report not working while enrolled in school is found in Finland (nearly 80%), followed by Sweden (about 70%) and then Greenland (68%) and the Åland Islands (around 64%). If looking at the percentage of students who work 25 hours or more, it is most common among students in the Faroe Islands (3.4%) and in Iceland (3.3%).

Table 4. How many hours per week do you spend doing paid work?

	Not working (%)	1-4 hours (%)	5-9 hours (%)	10-14 hours (%)	15-19 hours (%)	20-24 hours (%)	25 hours or more (%)
Åland Islands	64.4	16.9	9.7	3.8	2.6	1.0	1.5
Denmark	38.5	16.5	26.0	12.0	3.8	1.1	2.1
Finland	79.7	8.6	5.3	2.9	2.0	0.7	0.7
Faroe Islands	45.3	13.1	17.6	13.2	5.2	2.2	3.4
Greenland	68.2	6.8	9.7	6.3	5.7	0.6	2.8
Iceland	50.3	8.7	13.9	12.6	7.1	4.1	3.3
Norway	48.5	15.4	17.4	10.6	4.8	1.9	1.4
Sweden	70.3	14.0	8.2	3.9	2.2	0.8	0.6
Total	57.8	12.7	13.5	8.4	4.0	1.7	1.8

In order to see in which year the students are in their studies, refer to figure 3. Most are comparatively in their first year. On the whole, the results show that nearly 42% of respondents report being in their first year of secondary studies, about 31% in their second year, 24% in their third year and approximately 3% in their fourth. Considerable fluctuations can be seen in regard to this according to which country is viewed. About 62% of respondents in Denmark were in their first year, while the percentage was lowest in Sweden where 35% of participants reported being in their first year of secondary school (college) studies.

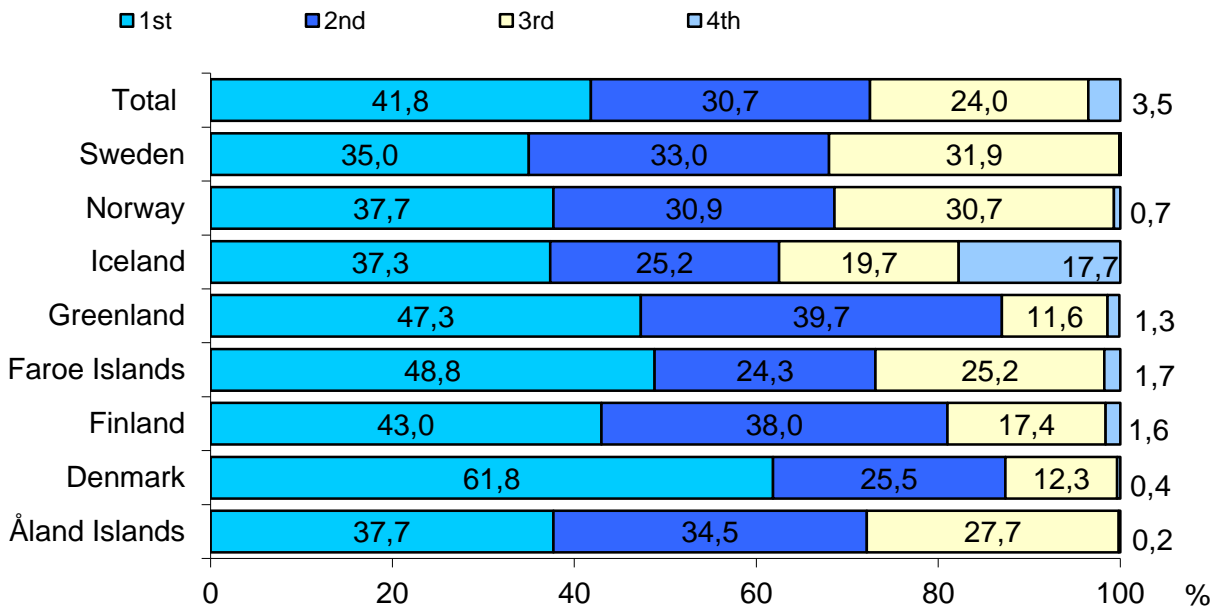


Figure 3. Year in college, by country.

In the survey participants were asked to classify their living conditions. Four answer possibilities were provided: on my own, student dormitory, rented flat or different arrangements. Students most commonly marked “different arrangements” and that was true of all of the countries except for the Faroe Islands where most respondents reported living on their own.

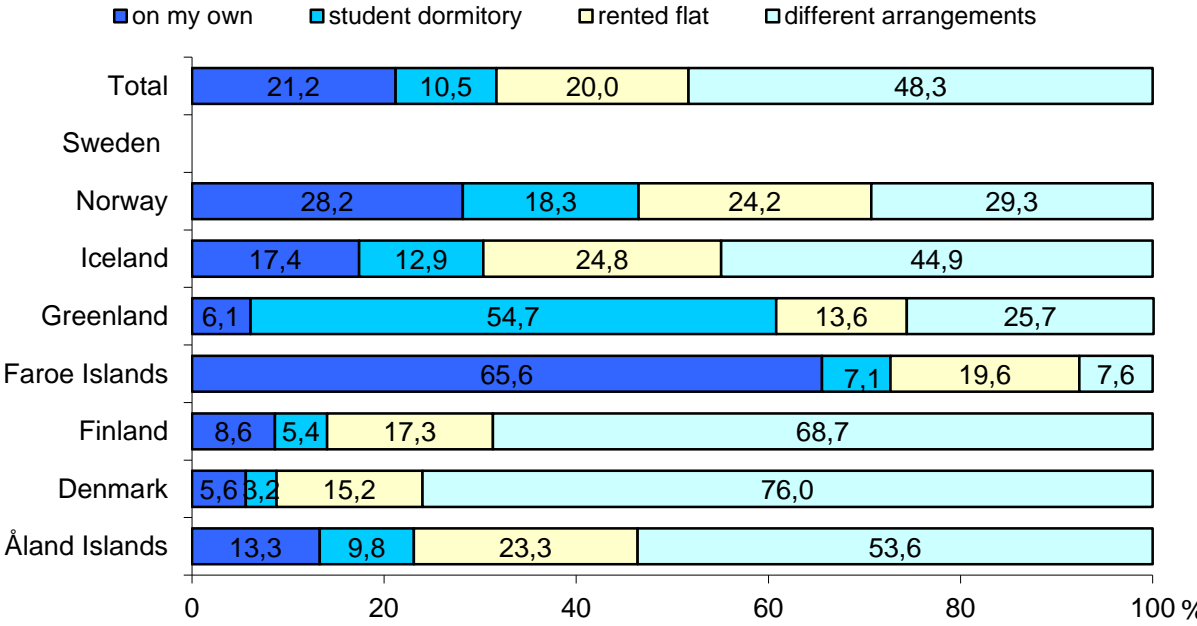


Figure 4. Respondents living conditions, by country.¹

¹ No data from Sweden.

Language and culture

One of the subjects that was very important to the researchers revolved around questions about the language and culture of the Nordic students. With that in mind, questions were included which pertained to language knowledge, familiarity with the culture of other Nordic countries than one's own as well as questions about the respondents' interest in getting to know people from other Nordic countries.

Students were asked whether they had any interest in learning another Nordic language than their own; with this in mind, they were asked about their interest in learning Danish, Norwegian, Swedish and then one of the other Nordic languages. The results from these questions can be seen in figures 5 through 8. When examining the results for interest in learning Danish in figure 5, it is readily noticed that there is a non-uniform level of interest depending on the students' country of origin. About 66% of students in the Faroe Islands reported interest in Danish and about 52% of students in Greenland indicated that they were interested in increasing their knowledge of the Danish language. The interest in learning Danish is comparatively lowest among students in Finland (7.0%) and in Norway (16.4%).

Are you interested in learning other Nordic languages other than your first / native language?

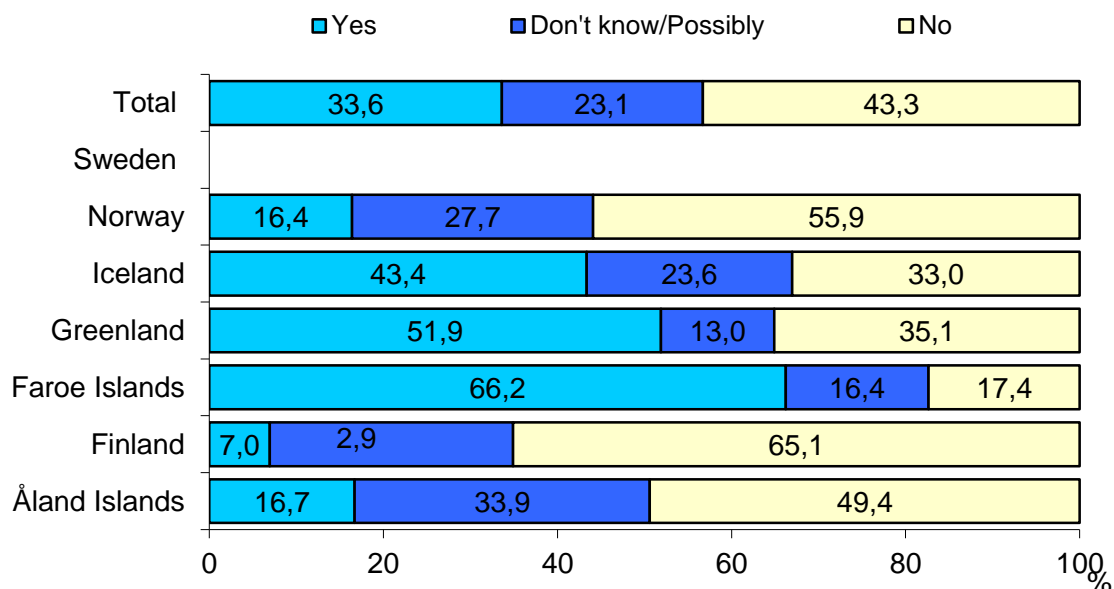


Figure 5. Interest in learning other Scandinavian languages other than your first / native language? – Danish.²

² No data from Sweden.

When viewing how much interest is present among upper secondary school students for learning Norwegian (figure 6), it can be seen that the highest percentage of those having interest is in Greenland (67.1%). On the whole, 29% of participants report wanting to learn Norwegian, nearly 32% say that it is a possibility while 39% do not foresee learning it due to lack of interest.

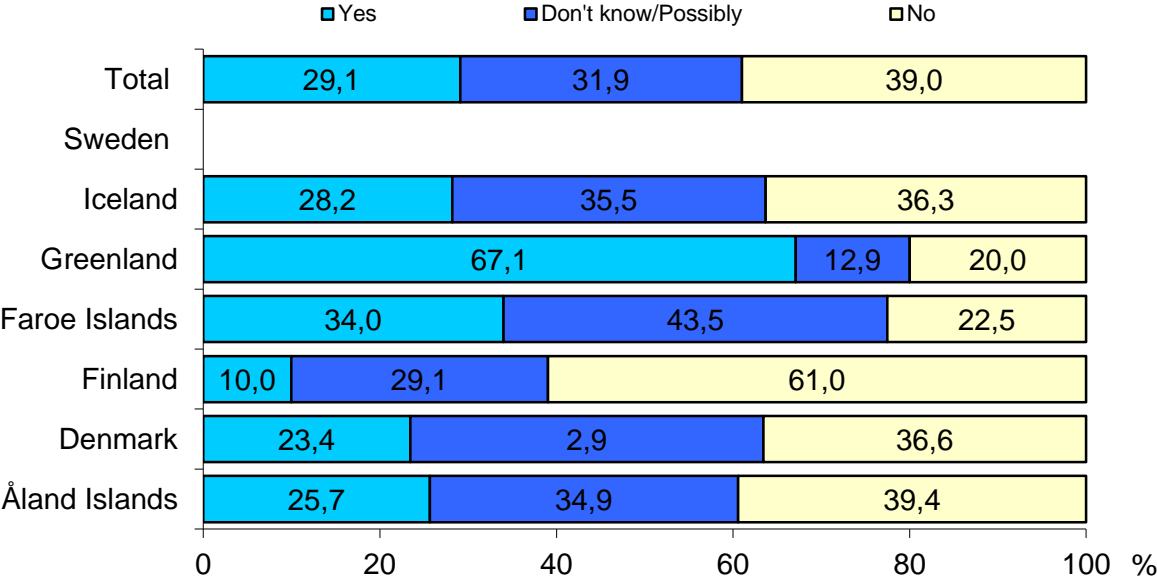


Figure 6. Interest in learning other Scandinavian languages other than your first / native language? – Norwegian.³

If viewing interest in learning Swedish, figure 7 displays that most interest in learning it is found in the Åland Islands where 52% of respondents indicated having an interest in increasing their proficiency in Swedish. Trailing behind them were students from Finland, 46% of who answered the question affirmatively.

³ No data from Sweden.

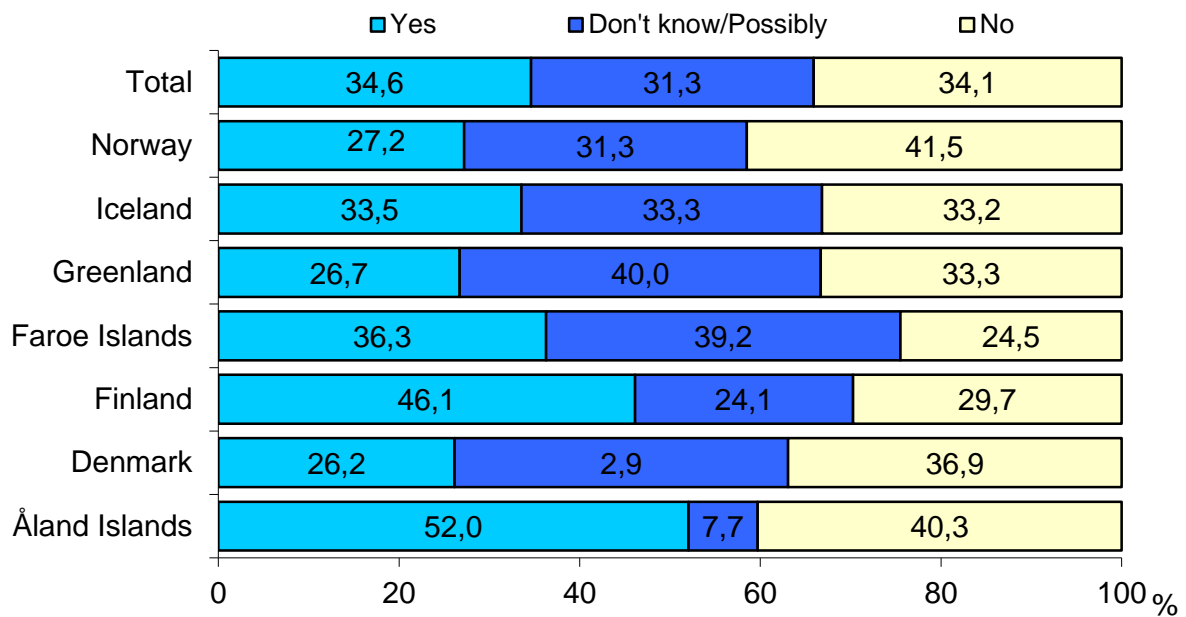


Figure 7. Interest in learning other Scandinavian languages other than your first / native language? – Swedish.

Finally, students were asked whether they would be interested in learning another Nordic language than their own. In figure 8 one can see that Faroese secondary school students are among the most interested in increasing their knowledge of another Nordic language. Nearly 58% answered yes to the question, 25% listed it as a possibility, whereas only 16% of them said no in relation to the question. The interest was shown to be least among Finnish students, nearly half of whom reported not having interest in learning another Scandinavian language.

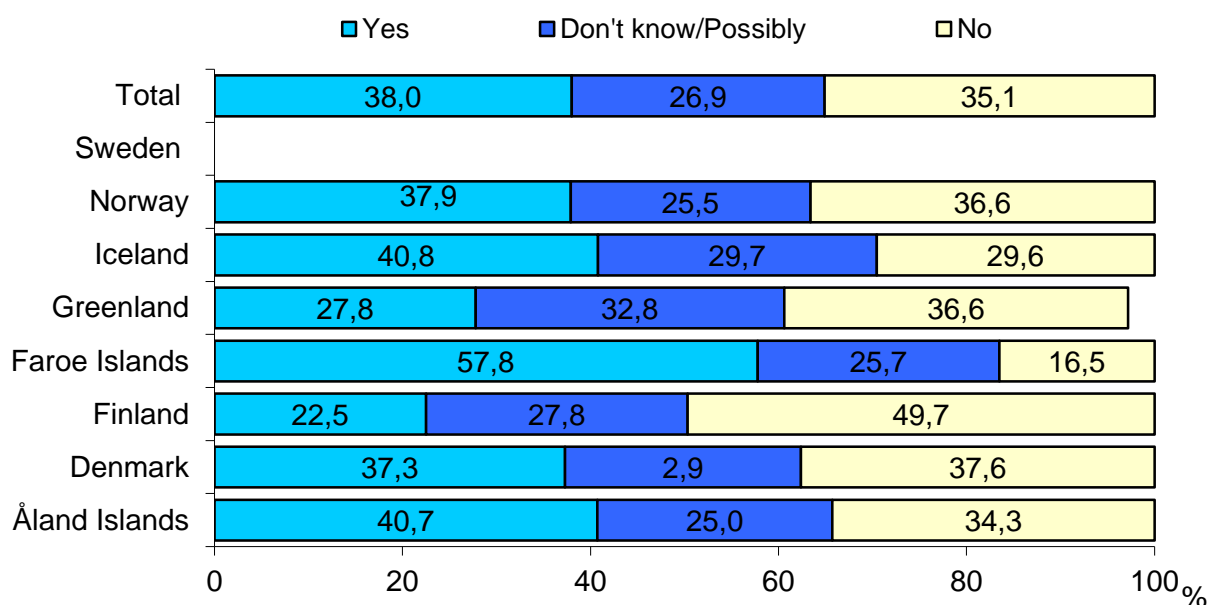


Figure 8. Interest in learning other Scandinavian languages other than your first / native language? – Other than Danish, Norwegian and Swedish.⁴

Students were asked whether they communicate with other people from Nordic countries. In figure 9 the percentage of those who said yes to the question is visible. The most common scenario was that students communicated with other people in Denmark (46%) and 42% reported communicating with people in Norway. The least commonly cited places were Samic areas (3.4%), Greenland (6.1%) and the Åland Islands (8.5%).

In addition, the students were asked about whether they were interested in increasing their knowledge of the culture and history of other Nordic countries. Figure 10 displays the percentage of the students who answered yes in relation to the respective countries. Denmark, Iceland, Norway and Sweden were most often listed as the countries about which respondents wanted to know more. The results also suggest that interest existed in increasing knowledge of the culture and history of other countries and the percentage of those who answered affirmatively was 13.4% (Åland Islands) up to 20% who have interest in learning more about the Finnish speaking part of Finland (figure 10).

⁴ No data from Sweden.

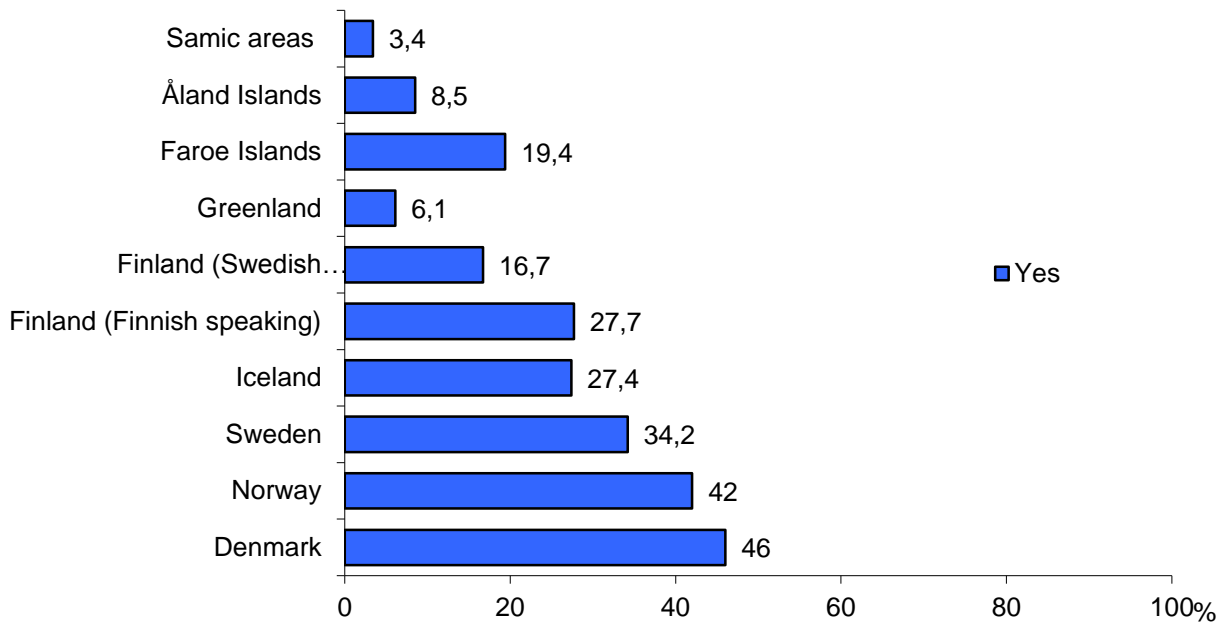


Figure 9. Do you have contact with people in the following countries and areas?

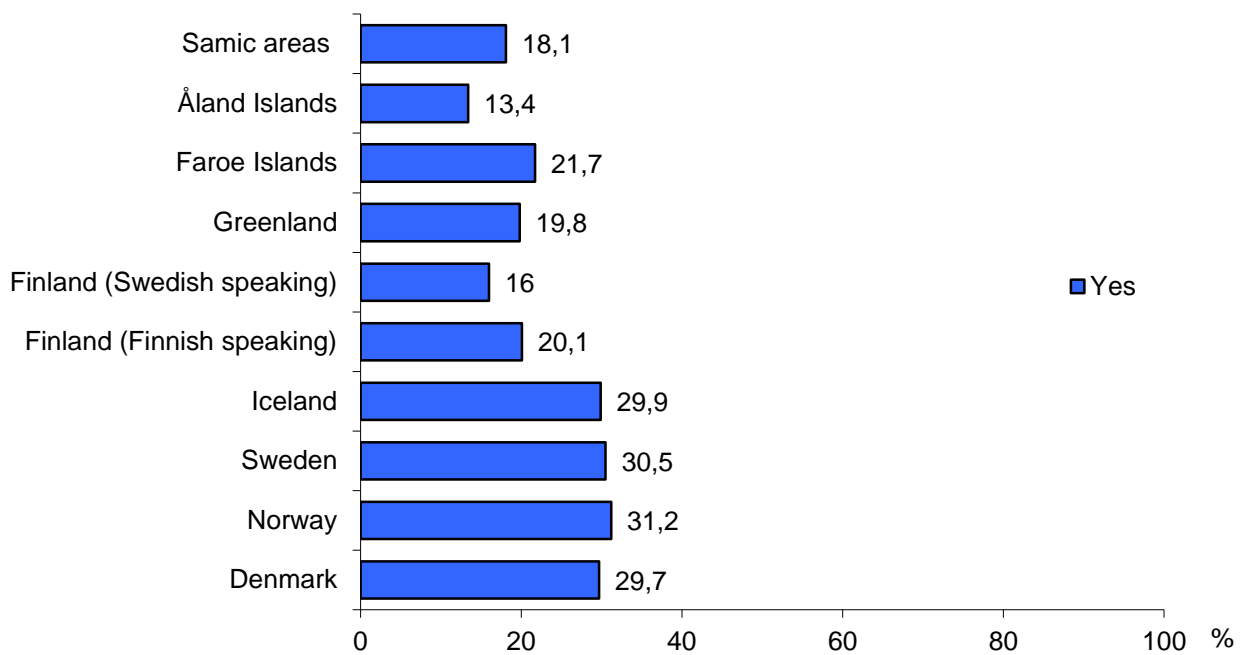


Figure 10. Are you interested in improving your knowledge about other Nordic countries, their culture and history? By country.

Students were asked about their language knowledge in Danish, Norwegian, and Swedish. In tables 5, 6 and 7 the results from the questions are displayed. As one can understandably deduce, the students' language knowledge is highest for their native languages and accordingly language skills in Danish are highest in Denmark, language skills in Norwegian highest in Norway and language skills in Swedish are highest in the Åland Islands as the question was not asked in Sweden. These results provide, however, certain indications about how language skills in these three languages are among students of other countries.

Table 5. Language skills: Danish, by country.⁵

Language skills: Danish					
Country	1: No understanding	2	3: some understanding	4	5: Very good understanding
Åland Islands	38.4	46.2	13.0	1.8	0.7
Denmark	1.5	0.1	1.7	7.5	89.3
Finland	85.6	12.3	1.5	0.2	0.4
Faroe Islands	0.9	1.0	10.1	39.5	48.6
Iceland	7.2	18.6	50.0	19.3	4.9
Norway	8.3	30.2	47.8	11.6	2.0
Total	24.4	16.2	24.2	13.7	21.5

⁵ No data from Sweden and different arrangement in Greenland.

Table 6. Language skills: Norwegian, by country.⁶

Language skills: Norwegian					
Country	1: No understanding	2	3: some understanding	4	5: Very good understanding
Åland Islands	20.8	35.7	35.3	7.2	0.9
Denmark	12.0	38.8	41.0	7.5	0.8
Finland	76.6	19.3	3.3	0.4	0.5
Faroe Islands	5.7	26.6	53.4	12.5	1.8
Iceland	61.0	26.5	9.0	2.1	1.4
Norway	0.5	0.1	1.8	6.5	91.1
Total	33.0	20.9	18.4	5.3	22.4

Table 7. Language skills: Swedish divided by country.⁷

Language skills: Swedish					
Country	1: No understanding	2	3: some understanding	4	5: Very good understanding
Åland Islands	0.3	0.2	0.3	7.2	92.0
Denmark	18.5	44.5	30.9	5.3	0.7
Finland	5.4	22.6	45.6	19.9	6.5
Faroe Islands	12.5	40.0	41.2	5.4	0.8
Iceland	61.7	26.7	7.9	1.8	1.9
Norway	2.5	15.5	46.3	30.0	5.6
Total	19.1	26.1	32.5	13.5	8.7

⁶ No data from Sweden and different arrangement in Greenland.

⁷ No data from Sweden and different arrangement in Greenland.

In the survey students were asked how much they liked living in their neighbourhoods. Figure 11 displays the results arranged by country. A large majority of students fall into the category of liking their neighbourhoods very much or reasonably well. Looking at the whole, 74% of students report that such a statement applies to them, 19.5% report their neighbourhoods to be satisfactory while only 6% say that they do not like their neighbourhoods so well – or not at all. When looking at the percentages of those who like (reasonably well/like it very much) their neighbourhoods by country, Icelandic students report the highest satisfaction (87%) whereas it is lowest amongst students with their residence in Greenland (64%).

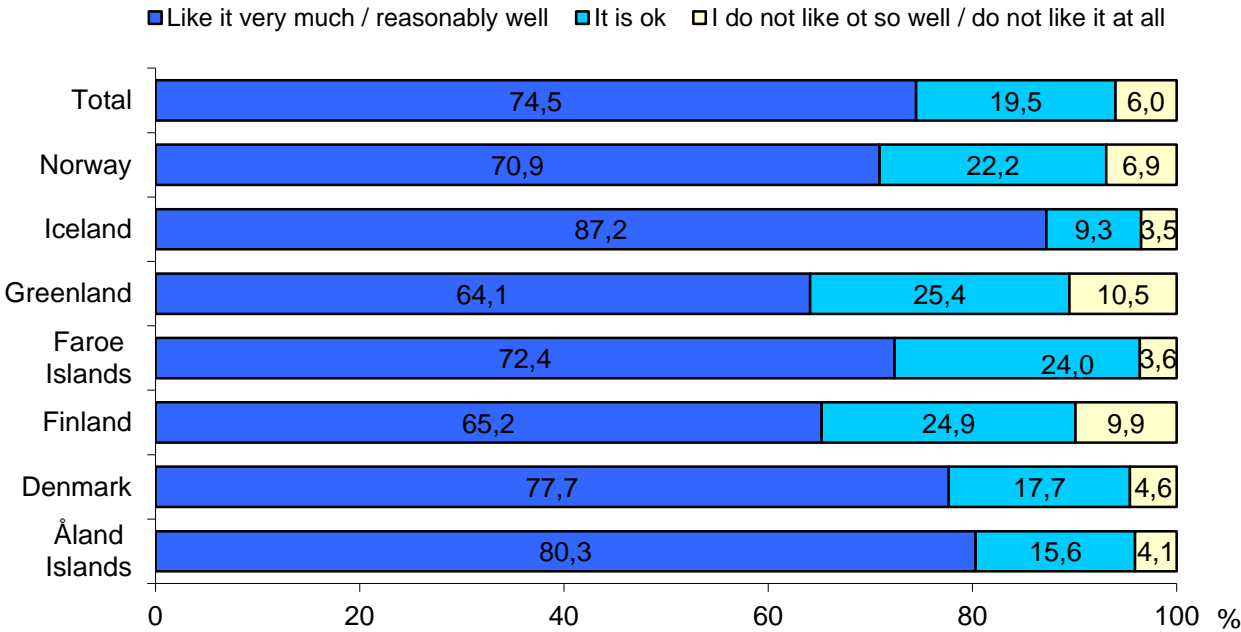


Figure 11. How do you like living in your neighbourhood?, By country.⁸

Moreover, students were asked to imagine that they currently had children, and if so, would they want to raise their children in the neighbourhood in which they currently live. Looking at the total, the results show (figure 12) that about 71% of students said yes, nearly 17% were indifferent while about 12% stated that they would want to raise their children somewhere else. In figure 12, the results of these questions are shown arranged by country and considerable variance is visible depending on which country the respondent is from. The percentage of students who want to raise their children somewhere other than their current

⁸ No data from Sweden.

neighbourhood is found in Greenland where about 37% of respondents indicated that. The percentage of students who would like to raise their children in their current neighbourhood is highest among Icelandic students (77.8%) and Danish (77.3%).

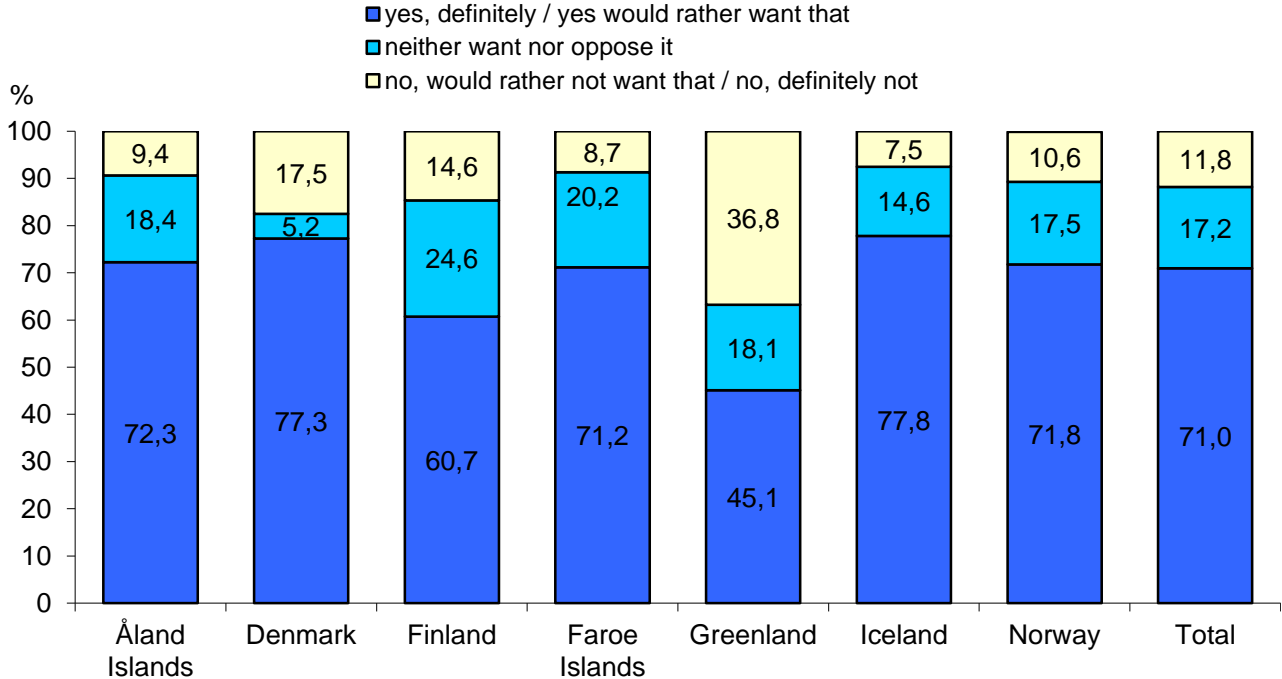


Figure 12. Imagine that you had a child now. Would you like your child to grow up in the neighbourhood that you live in?⁹

⁹ No Data from Sweden.

In the survey the students were asked to identify how much/little trust they had in certain institutions. The following 15 institutions were listed: the church, the educational system, the press, the police, the parliament, the social security system, the EU, NATO, the UN organizations, the health care system, the justice system, major companies, environmental organizations, political parties and the government. In tables 8 to 22 results are arranged by country. If the results are viewed in their entirety, students give the police a great deal of trust (26.9%), the health care system (21.8%), the justice system (12.7%) and the educational system (12.1%). The designation of trust “not at all” was given when questioned about the church (29.2%), the government (20.7%), political parties (19.4%), the parliament (16.3%) and the Press (16%). The percentage is, notwithstanding, certainly non-uniform viewing the results and the respondents’ countries of origin; this can be readily seen in the following tables (tables 8-22).

Table 8. How much confidence do you have in the following? - The church. By country.

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	3.2	16.5	37.0	43.3
Denmark	4.3	20.0	40.9	34.9
Finland	7.9	30.3	37.0	24.9
Faroe Islands	25.0	39.9	23.2	11.9
Greenland	14.5	24.8	43.6	17.0
Iceland	15.2	44.2	22.6	18.0
Norway	11.4	32.3	29.0	27.3
Sweden	6.4	14.7	31.3	47.5
Total	10.8	29.0	31.0	29.2

Table 9. How much confidence do you have in the following? - The educational system. By country.

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	6.3	64.7	23.9	5.1
Denmark	14.5	67.3	16.7	1.6
Finland	12.8	67.1	16.7	3.4
Faroe Islands	6.8	48.6	38.3	6.3
Greenland	21.5	52.1	25.2	1.2
Iceland	19.4	66.9	10.2	3.5
Norway	11.7	59.6	24.1	4.6
Sweden	10.7	56.1	26.8	6.4
Total	12.5	61.1	22.0	4.4

Table 10. How much confidence do you have in the following? - The press. By country.

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	4.3	33.1	47.5	15.1
Denmark	2.8	35.7	50.6	11.0
Finland	1.3	29.3	54.3	15.1
Faroe Islands	1.5	22.4	58.9	17.1
Greenland	6.1	30.5	53.7	9.8
Iceland	3.4	32.7	48.1	15.9
Norway	2.2	24.7	54.9	18.3
Sweden	3.2	28.3	51.2	17.3
Total	2.6	28.8	52.6	16.0

Table 11. How much confidence do you have in the following? - The Police. By country.

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	15.0	41.3	30.4	13.3
Denmark	29.0	51.1	15.5	4.4
Finland	33.5	50.0	12.5	4.0
Faroe Islands	24.2	49.0	21.1	5.7
Greenland	9.1	45.5	34.5	10.9
Iceland	29.1	49.2	14.8	6.8
Norway	29.7	47.5	16.7	6.1
Sweden	20.8	46.9	22.0	10.3
Total	26.9	48.3	18.0	6.9

Table 12. How much confidence do you have in the following? - The Parliament. By country.

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	5.3	35.5	41.6	17.6
Denmark	9.5	51.0	31.2	8.4
Finland	6.4	41.7	38.5	13.3
Faroe Islands	4.3	30.1	49.1	16.5
Greenland	6.7	22.6	53.7	17.1
Iceland	3.7	25.2	42.2	28.9
Norway	12.1	45.6	31.6	10.7
Sweden	7.4	36.2	38.1	18.3
Total	7.4	38.0	38.3	16.3

Table 13. How much confidence do you have in the following? - The social security system. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	4.1	40.9	38.8	16.2
Denmark	11.9	54.8	26.8	6.5
Finland	12.9	56.0	25.2	6.0
Faroe Islands	4.4	42.7	42.5	10.5
Greenland	6.1	34.8	48.2	11.0
Iceland	5.9	44.8	35.0	14.3
Norway	10.0	42.9	35.0	12.1
Sweden	6.5	39.5	37.2	16.8
Total	8.4	45.8	34.1	11.7

Table 14. How much confidence do you have in the following? - The European Union. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	6.0	36.4	37.0	20.6
Denmark	9.7	52.3	29.3	8.8
Finland	8.5	50.3	31.9	9.2
Faroe Islands	7.6	44.3	38.3	9.8
Greenland	6.2	41.4	45.1	7.4
Iceland	7.3	37.5	32.3	23.0
Norway	9.7	41.1	34.1	15.1
Sweden	9.6	39.8	34.2	16.5
Total	8.6	43.2	33.7	14.5

Table 15. How much confidence do you have in the following? - NATO. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	6.5	33.5	40.2	19.8
Denmark	12.7	52.4	27.2	7.7
Finland	4.3	31.6	46.2	18.0
Faroe Islands	7.9	42.9	38.0	11.3
Greenland	6.9	40.3	44.0	8.8
Iceland	7.8	39.9	35.9	16.4
Norway	17.8	48.4	23.6	10.1
Sweden	7.4	32.0	39.2	21.4
Total	9.6	40.0	35.4	15.0

Table 16. How much confidence do you have in the following? - United Nations Organization. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	10.3	44.3	32.1	13.4
Denmark	14.7	53.7	24.4	7.2
Finland	10.4	50.9	30.7	8.0
Faroe Islands	7.4	45.4	37.2	10.0
Greenland	7.4	43.2	41.4	8.0
Iceland	16.9	51.0	23.3	8.8
Norway	28.4	47.9	16.3	7.4
Sweden	15.2	44.2	27.2	13.4
Total	16.1	48.3	26.2	9.4

Table 17. How much confidence do you have in the following? - The health care system. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	17.3	53.7	20.9	8.1
Denmark	19.9	54.0	21.9	4.2
Finland	20.0	60.8	16.0	3.2
Faroe Islands	13.2	47.0	30.6	9.2
Greenland	13.0	47.5	32.1	7.4
Iceland	29.1	56.3	10.7	3.8
Norway	23.9	53.4	18.2	4.5
Sweden	22.7	51.1	19.3	6.8
Total	21.8	53.9	19.0	5.3

Table 18. How much confidence do you have in the following? - The justice system. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	8.4	43.5	33.9	14.2
Denmark	18.9	53.5	22.1	5.4
Finland	16.3	55.5	23.0	5.2
Faroe Islands	3.0	37.1	49.7	10.2
Greenland	14.7	35.6	42.9	6.7
Iceland	7.8	35.7	36.4	20.2
Norway	18.0	52.5	22.7	6.9
Sweden	10.8	41.9	32.4	14.9
Total	12.7	46.1	30.5	10.8

Table 19. How much confidence do you have in the following? - Major companies. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	2.9	35.2	44.3	17.6
Denmark	4.5	39.6	44.9	10.9
Finland	4.5	41.8	44.3	9.4
Faroe Islands	4.0	36.0	50.8	9.3
Greenland	5.1	32.3	52.5	10.1
Iceland	5.0	28.4	44.3	22.3
Norway	4.4	39.4	43.1	13.1
Sweden	5.7	35.5	42.3	16.4
Total	4.7	36.6	44.6	14.1

Table 20. How much confidence do you have in the following? - Environmental organizations. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	7.2	36.9	38.5	17.4
Denmark	9.7	45.4	35.7	9.1
Finland	6.8	49.7	34.0	9.5
Faroe Islands	6.8	41.6	40.2	11.3
Greenland	9.5	34.8	48.1	7.6
Iceland	13.5	50.2	23.9	12.4
Norway	13.2	46.7	28.7	11.4
Sweden	12.3	40.2	31.4	16.1
Total	10.6	45.2	32.1	12.1

Table 21. How much confidence do you have in the following? - Political parties. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	2.4	20.4	51.5	25.7
Denmark	3.2	43.8	43.2	9.8
Finland	2.2	31.6	51.7	14.5
Faroe Islands	2.5	21.2	56.4	20.0
Greenland	4.4	21.3	59.4	15.0
Iceland	2.9	20.9	46.5	29.7
Norway	4.0	32.9	47.5	15.6
Sweden	3.8	28.7	44.8	22.7
Total	3.2	29.1	48.4	19.4

Table 22. How much confidence do you have in the following? - The Government. By country

	A great deal (%)	Quite a lot (%)	Not very much (%)	None at all (%)
Åland Islands	4.8	34.7	39.8	20.7
Denmark	11.6	42.9	32.3	13.1
Finland	6.0	43.3	37.6	13.0
Faroe Islands	5.3	29.9	46.3	18.5
Greenland	5.0	29.2	49.1	16.8
Iceland	3.7	21.8	35.2	39.3
Norway	8.3	42.5	33.6	15.5
Sweden	7.2	33.8	35.8	23.1
Total	6.8	35.8	36.7	20.7

Academic performance and education

Numerous questions in the survey pertained to education and the academic performance of students. In the following section, the focus will be on questions that revolve around factors that play a role in students' academic performance, while results concerning studies at the end of upper secondary school studies will be also be analysed. In addition, results that concern the feelings and state of being of students about their educational trajectory will be discussed.

Students were asked to indicate how much, if at all, the following factors had on their academic performance: *dyslexia, slow reading, other reading difficulties, writing difficulties, attention deficit, concentration difficulties, hearing disabilities* and *lack of motor skills*. In figures 13 to 20 the results derived from the answers to these questions appear, arranged by country.

If ones begins by looking at figure 13 to see how large of an impact students consider dyslexia to have on their academic performance, it appears to be relatively little on the whole wherein about 10% of students say it has had little impact, while 6% state that it has had much/very much on their academic performance. The percentage of students who consider dyslexia to have had an impact on their academic performance is highest among Icelandic students (16%), but lowest among students in the Faroe Islands.

How much do the following affect your academic performance?

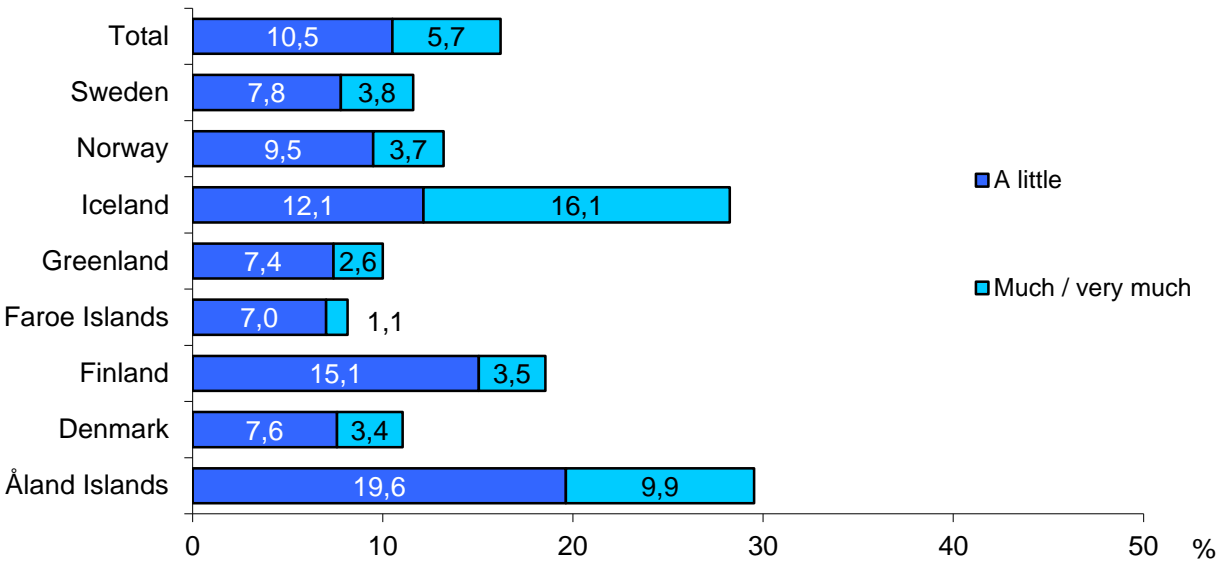


Figure 13. How much do the following affect your academic performance? Dyslexia, by country.

Moreover, Icelandic students indicate in a higher proportion than all other groups that they consider “slow reading” to have had an impact on their academic performance (figure 14). Nearly 23% of Icelandic students report that they believe slow reading to have had much/very much impact on their reading while the percentage of students from all of the concerned countries is 9.4%. Students citing this element least as having had an impact on their academic performance are Finnish and Faroese at 5% and 5.6% respectively.

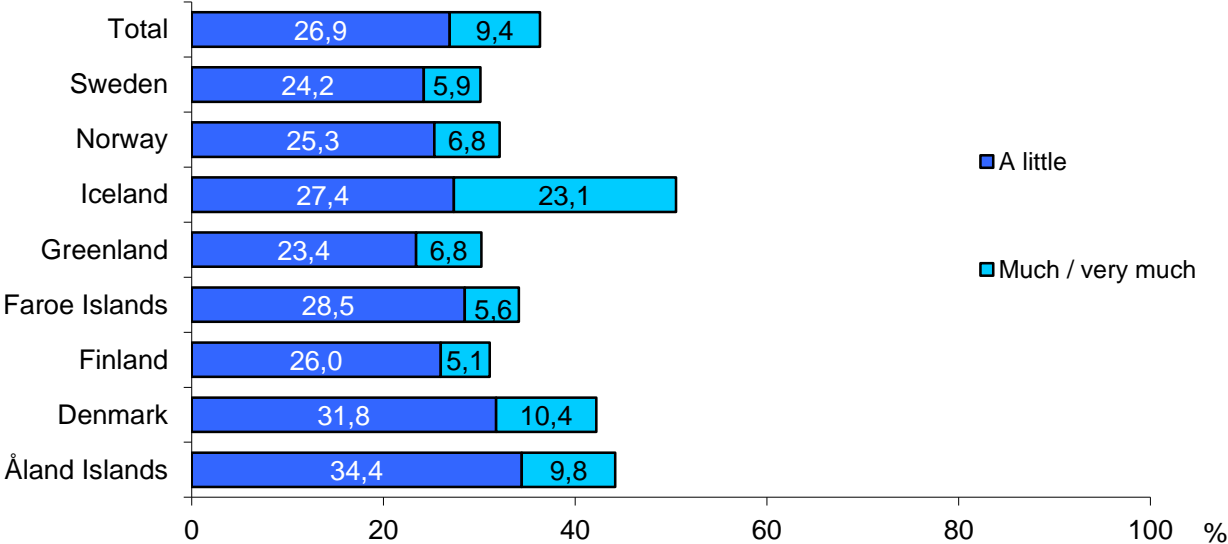


Figure 14. How much do the following affect your academic performance? Slow reading, by country.

Figure 15 displays the percentage of the students who consider reading difficulties to have had much/very much impact on their academic performance that amounts to about 5% without regard to country of residence. In addition, the results suggest that the percentage is highest among Icelandic students (12%). The next highest percentage of students answering affirmatively to the aforementioned question is found in the Åland Islands (7.6%). If the results are compared for those who indicated that reading difficulties have had little, much or very much impact on their academic performance, Icelandic, Greenlandic and Ålandic students diverge somewhat from their counterparts in other countries without regard to place of residence, reaching over 30%. Swedish students are least likely to indicate believing other reading difficulties impact their academic performance.

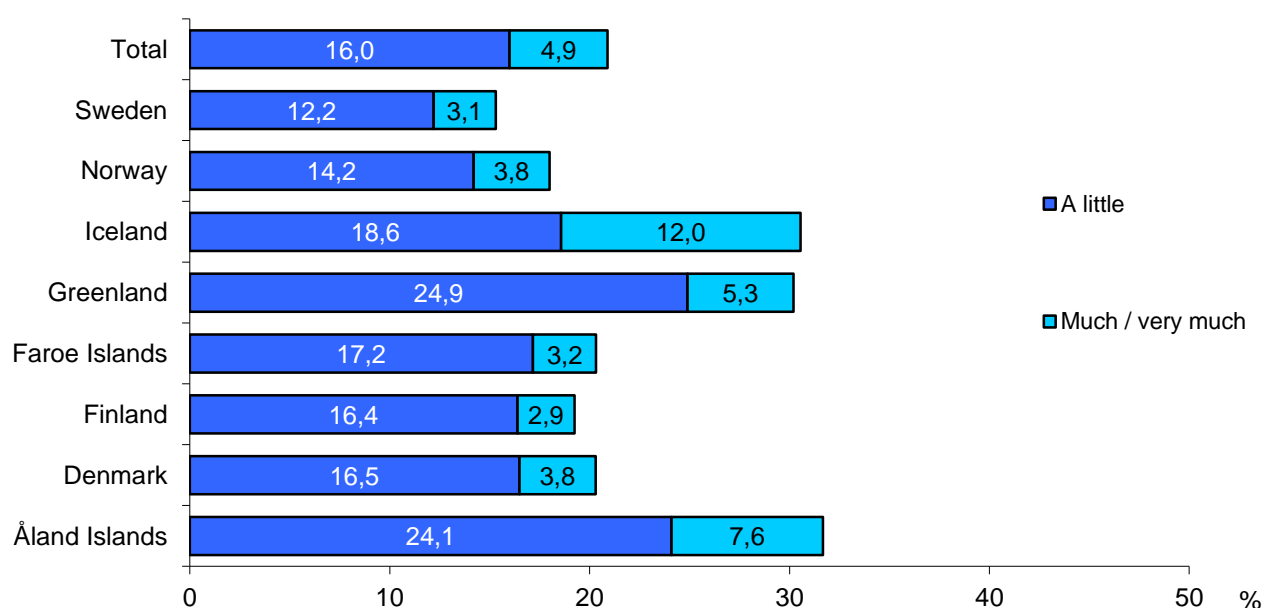


Figure 15. How much do the following affect your academic performance? Other reading difficulties, by country.

Figure 16 shows distinctions among questions concerning writing difficulties. Like on some previous related measures, Icelandic students list writing difficulties as having much/very much of an impact on their academic performance (10.5%). The proportion of students reporting that reading difficulties have little, much or very much impact on their academic performance are, however, high among Faroese; or, in other words, these responses constitute nearly 35% of their answers on this measure. Finnish students are least likely to report that writing difficulties affect their academic performance.

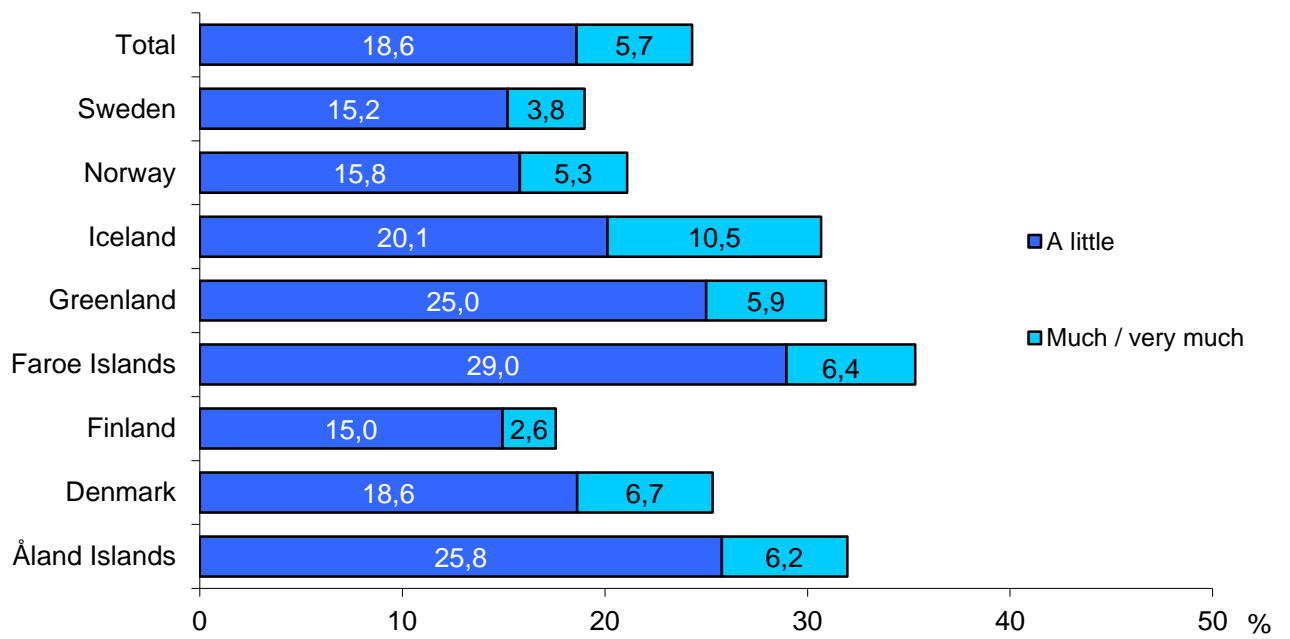


Figure 16. How much do the following affect your academic performance? Writing difficulties, by country.

When viewing figure 17 one can see how commonly attention deficit disorder is listed as affecting academic performance. Across all countries, 22% of students consider it to have a little bit of an effect on their academic performance and 9% say that it has much/very much impact. When examining the results for individual countries, the percentage of students who report that attention deficit has much impact on their academic performance is highest among Icelandic students (nearly 20%), but lowest among Finnish students (2.6%).

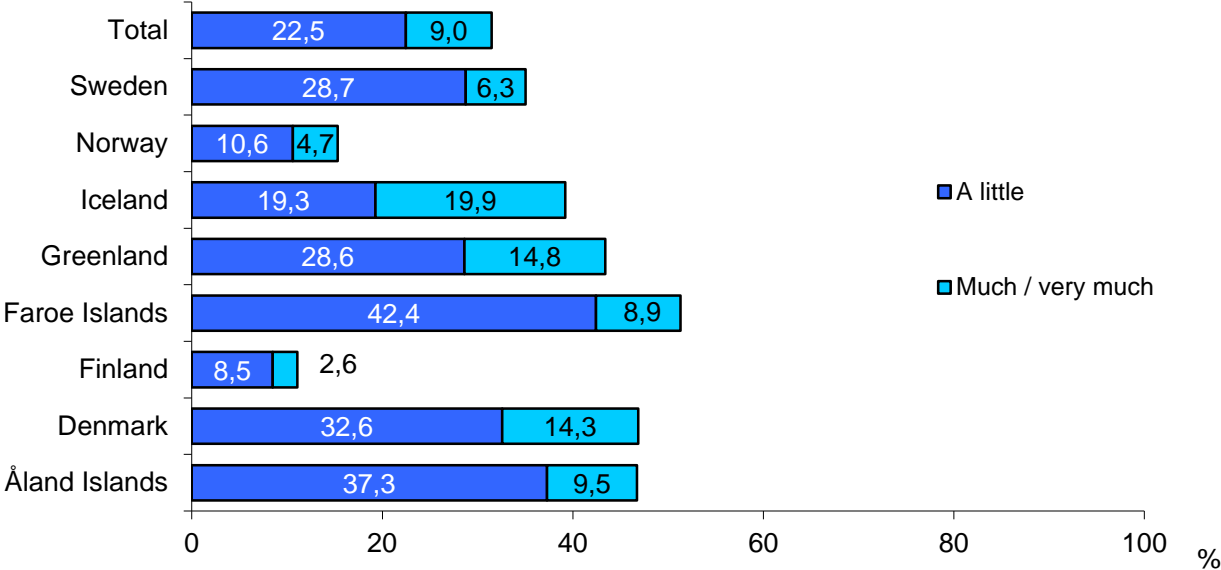


Figure 17. How much do the following affect your academic performance? Attention deficit, by country.

About 16% of students, regardless of country of origin, report that concentration difficulties have much or very much impact on their academic performance, whereas right about 38% report that they have little impact on their academic performance. By looking at the results for individual countries, it becomes apparent that Icelandic students are proportionately the most likely to report that concentration difficulties have much/very much impact on their academic performance, while Finnish are lowest in this regard (9.2%)

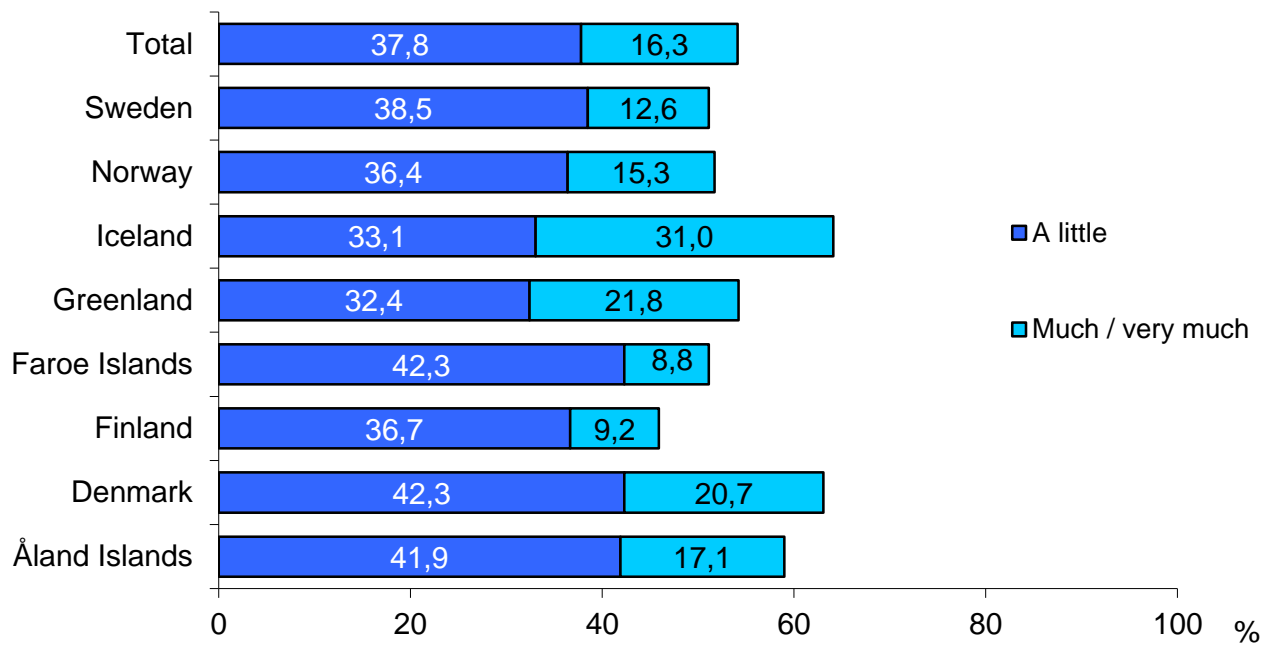


Figure 18. How much do the following affect your academic performance? Concentration difficulties, by country.

In comparing the students who report that hearing disabilities have an impact on their academic performance, most reside in Iceland; there 3.5% of students report much/very much impact on their academic performance due to hearing disabilities. The lowest proportion of students reporting such an impact from hearing disabilities is found in Sweden (1.5%).

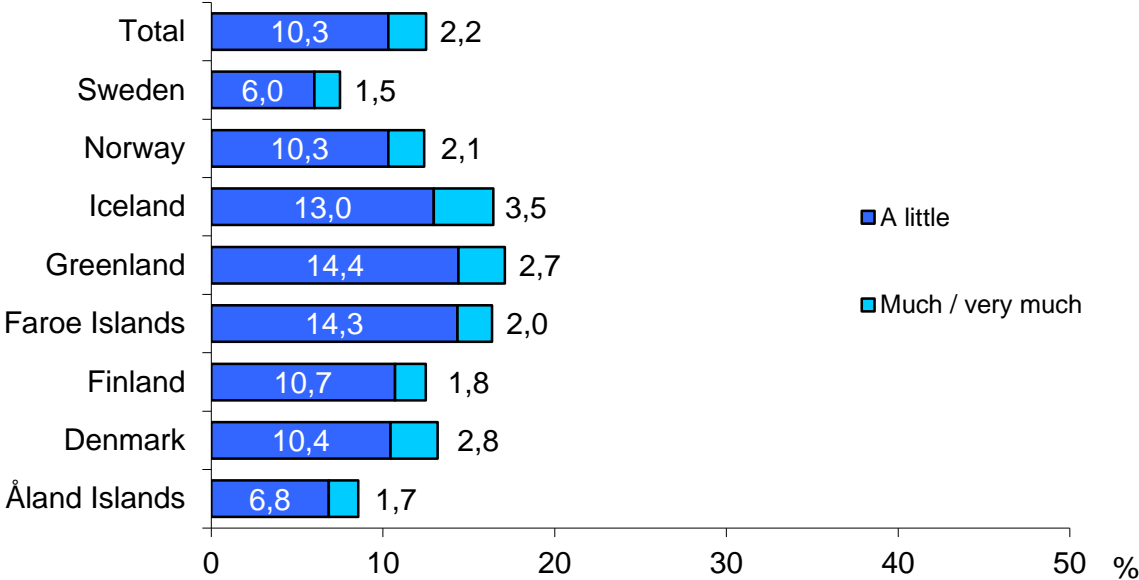


Figure 19. How much do the following affect your academic performance? Hearing disabilities, by country.

Similarly to the last several measures, if Icelandic students are asked about the impact of lack of motor skills on their academic performance, they report much/very much impact (1.5%). The percentage is nonetheless low and there is little variance in this regard amongst students (see figure 20). If the answer possibilities “a little” and “ much/very much” impact on academic performance due to lack of motor skills are examined together, the percentage of students is lowest among the Icelandic students, but proportionately highest among Norwegian and Greenlandic students, though the differences are negligible as stated previously.

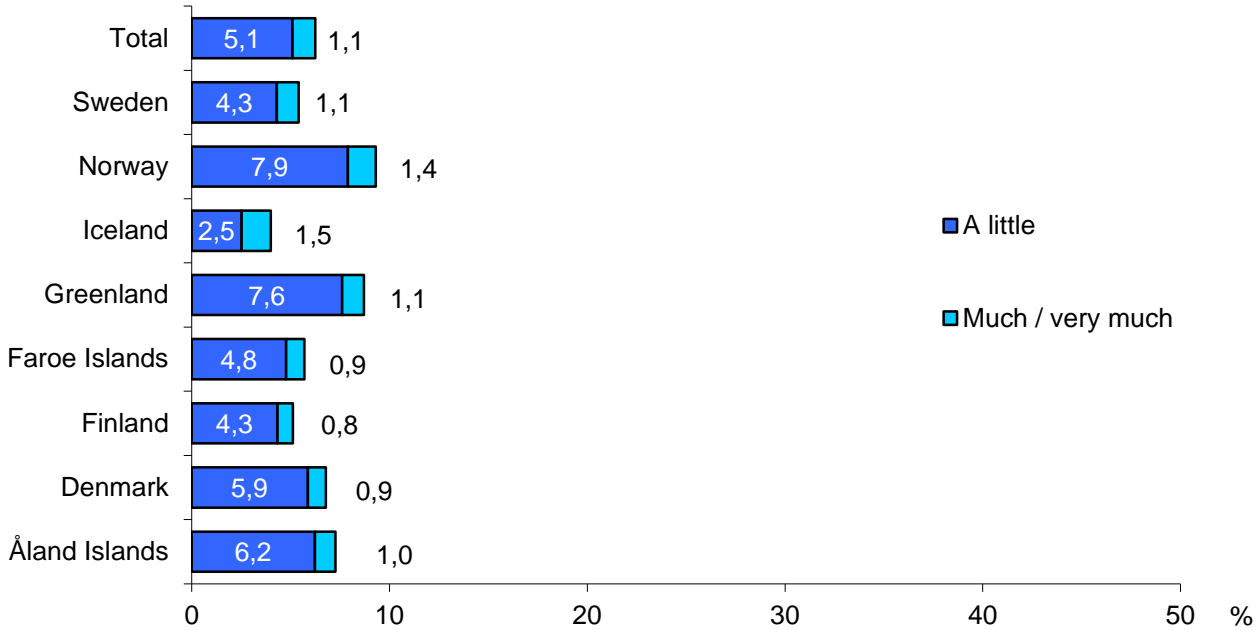


Figure 20. How much do the following affect your academic performance? Lack of motor skills, by country.

Students were asked in the survey to respond to questions pertaining to their future study plans. Figure 21 displays the proportion of those students who reported that it was very or rather likely that they would go on to do university studies in their own country. Examining the data without regard to the country of residence, 53% agree to this aforementioned statement. Swedish students agree in the highest proportion (72%), then Norwegians (67.3%) and finally Icelandic students (66%). Faroese students are least likely to report planning to participate in university studies in their own country (about 12%) and then come students residing in the Åland Islands (23.3%).

If these results are examined by gender (figure 22), it is apparent that females are proportionately more likely to consider it very or rather likely that they will attend a domestic university in comparison to males. This appears true for all countries except Denmark and in the Åland Islands where the variance between genders on this measure was negligible.

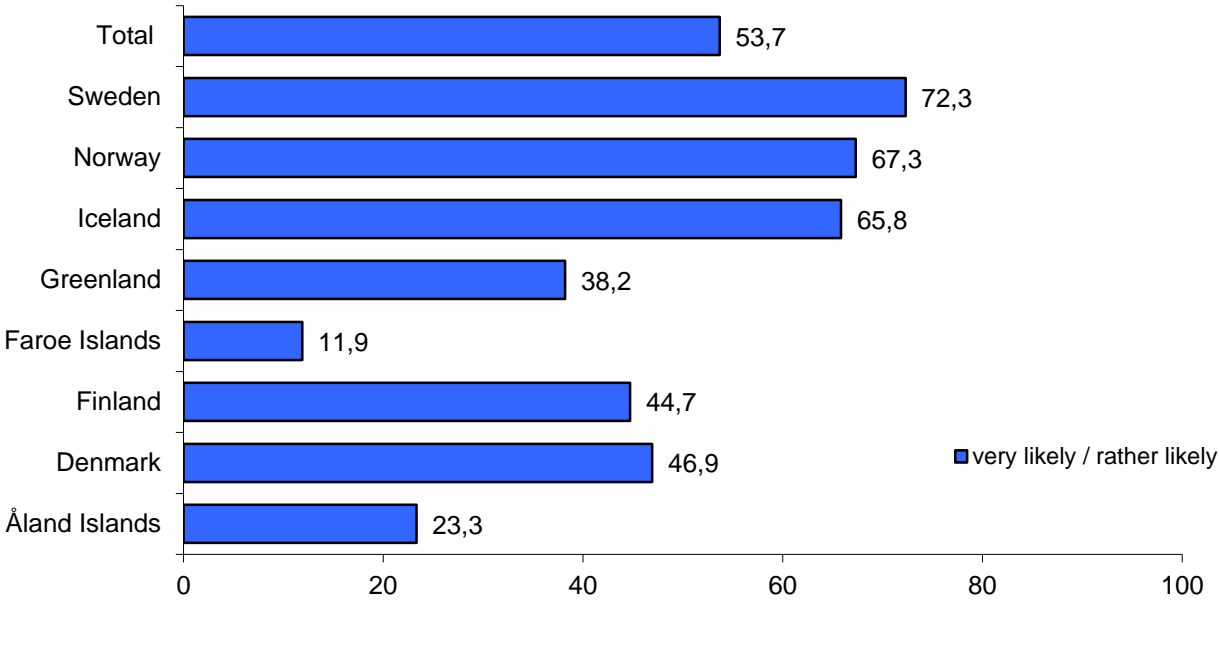


Figure 21. After this education: Enrol in a university in my country, - very or rather likely, by country.

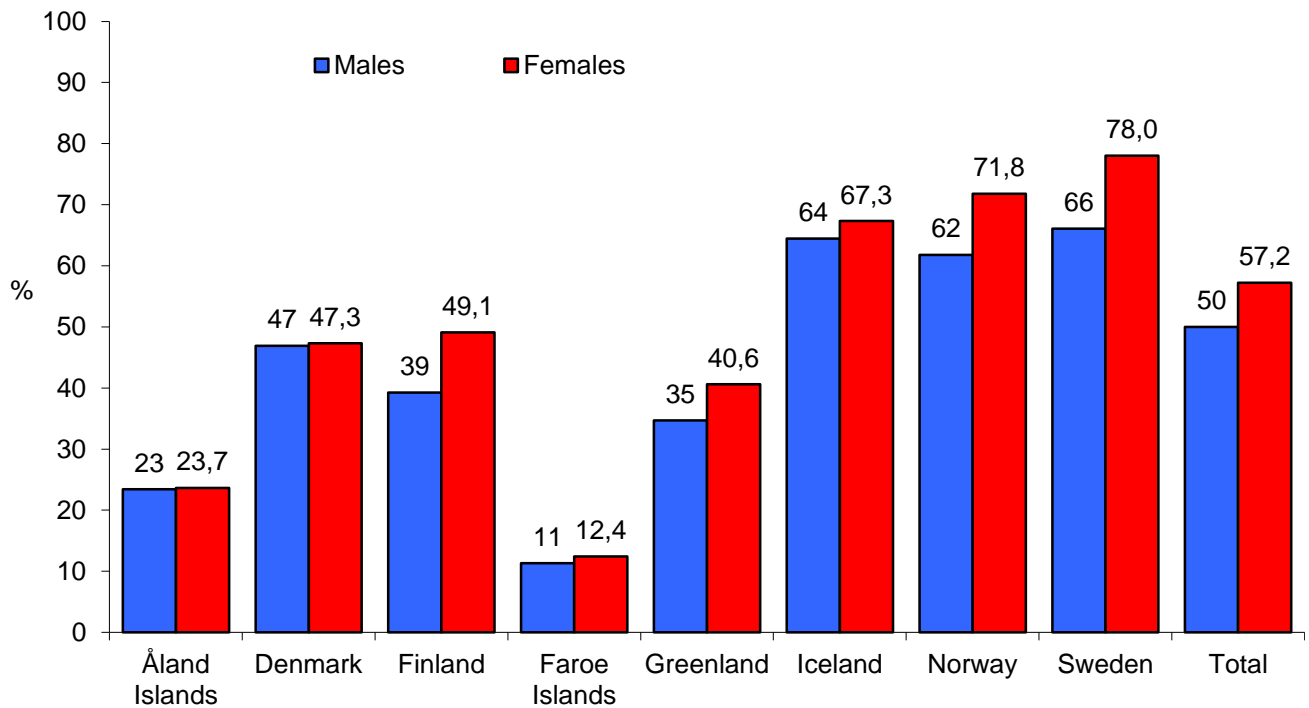


Figure 22. After this education: Enrol in a university in my country, - very or rather likely, by gender.

In line with these results, the students in Greenland and in the Faroe Islands are most likely to state that it is very or rather likely for them to attend university in another country. About 69% of Greenlandic students and about 63% of Faroese students say that attending university abroad is likely for them.

On the whole, regardless of country of residence, the percentage of students reporting that it is likely that they will go abroad is about 36%. Students in Finland (12.8%) and in Denmark (14.5%) are least likely to plan on attending a foreign university. Examining this for sex, one sees that females are most likely to say it is very likely for them to attend a foreign university, and this is true across all of the concerned countries.

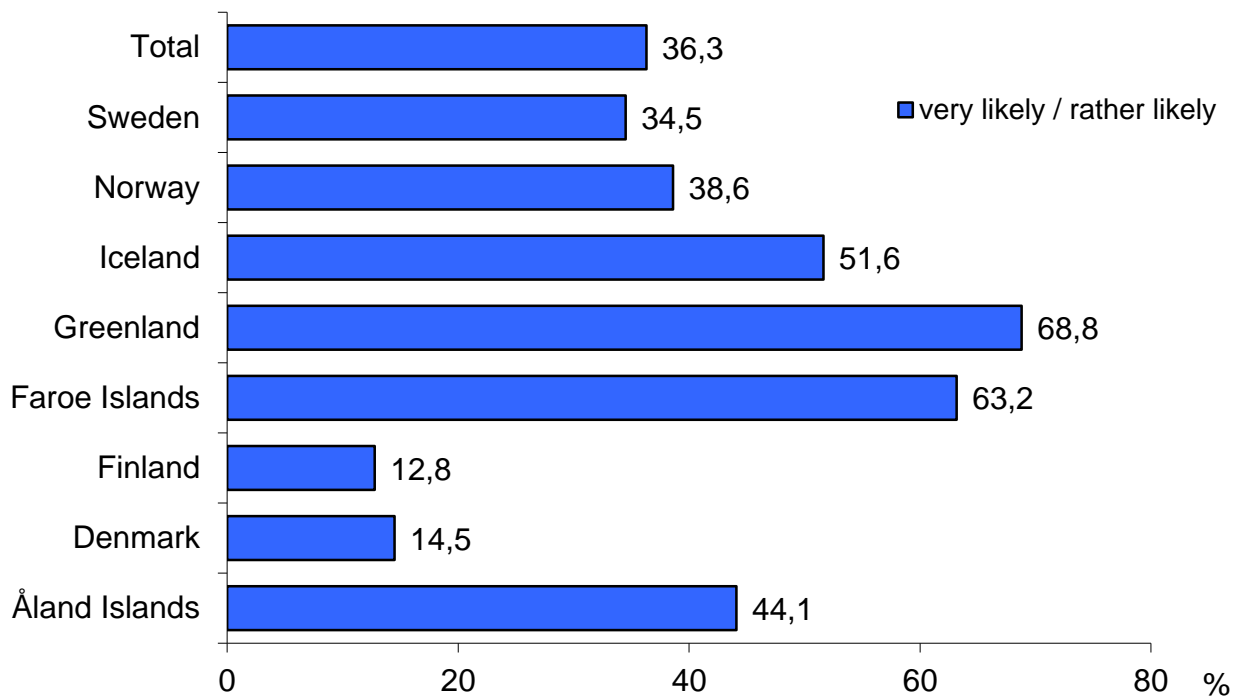


Figure 23. After this education: Enrol in a university abroad, - very or rather likely, by country.

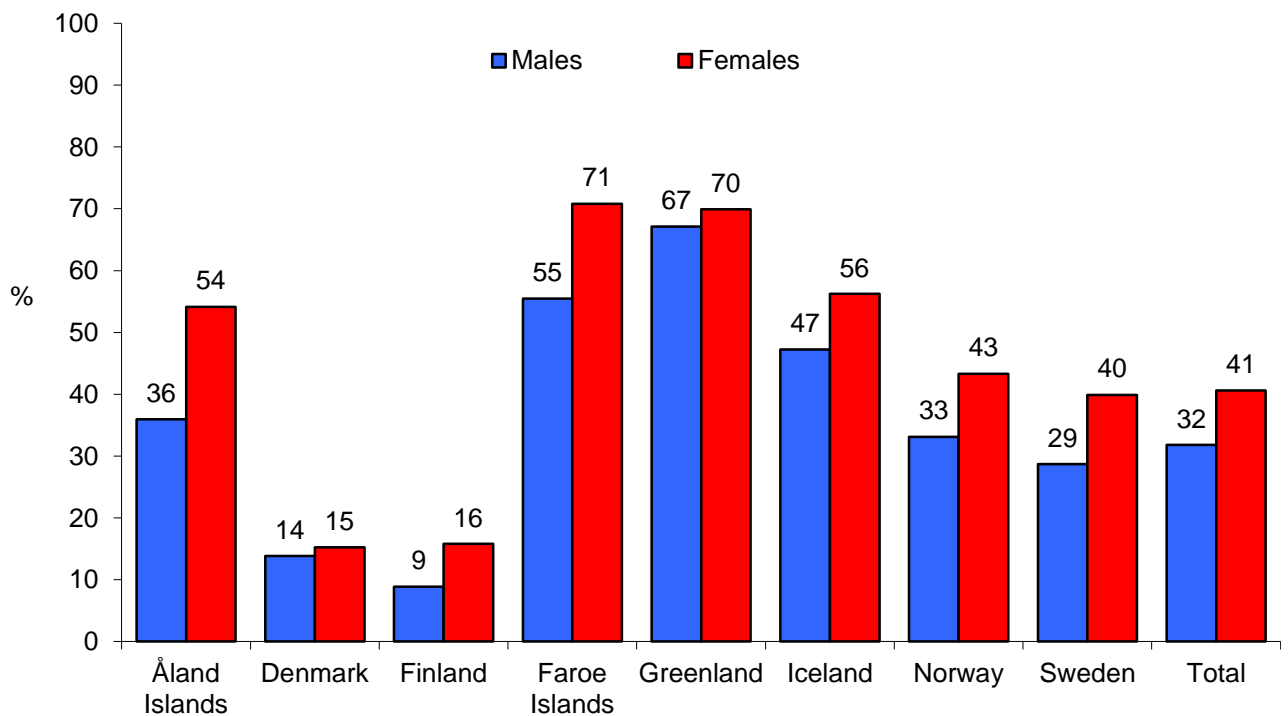


Figure 24. After this education: Enrol in a university abroad, - very or rather likely, by gender.

In figure 25 results are displayed for how likely students consider it that they will seek education other than university education in their country of residence. Overall, without regard to country of residence, roughly 47% of students consider that possibility to be very or rather likely. The highest percentage is found among Finnish students, 66% of whom envision undertaking such education and consider it very likely or rather likely. The percentage is lowest among students in the Faroe Islands (30%) and in the Åland Islands (31.7%)

Examining these data by sex (figure 26), more females than males consider this possibility to be very or rather likely in nearly all cases except for in the Faroe Islands where males are in the majority in this regard.

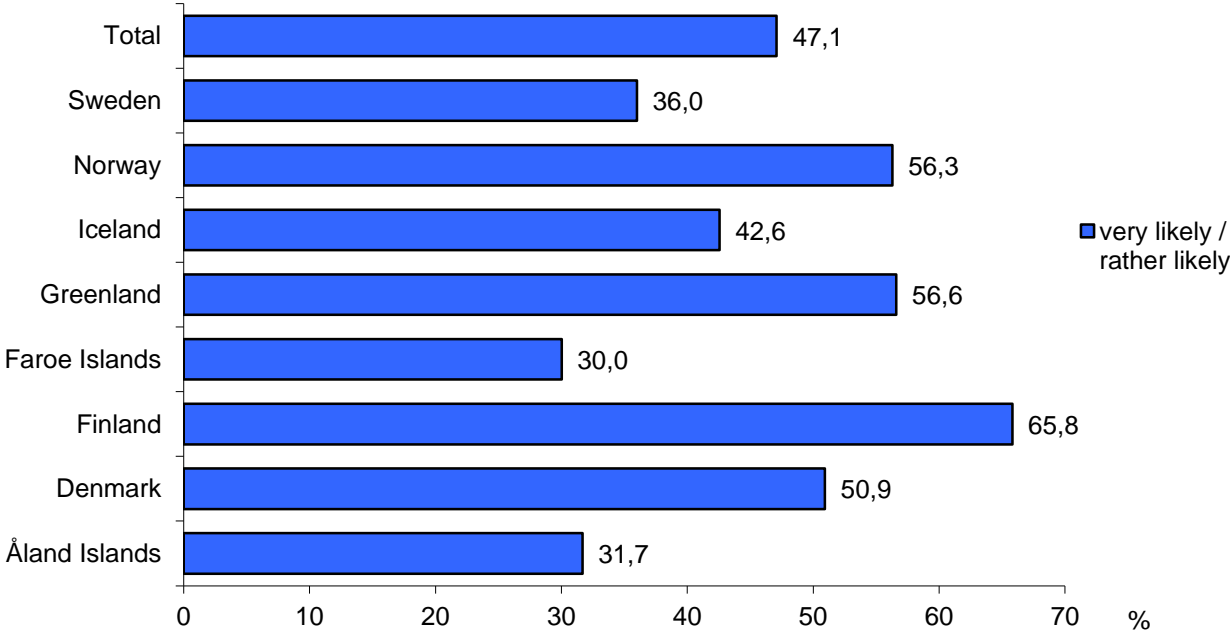


Figure 25. After this education: Enrol in other education in my country, - very or rather likely, by country.

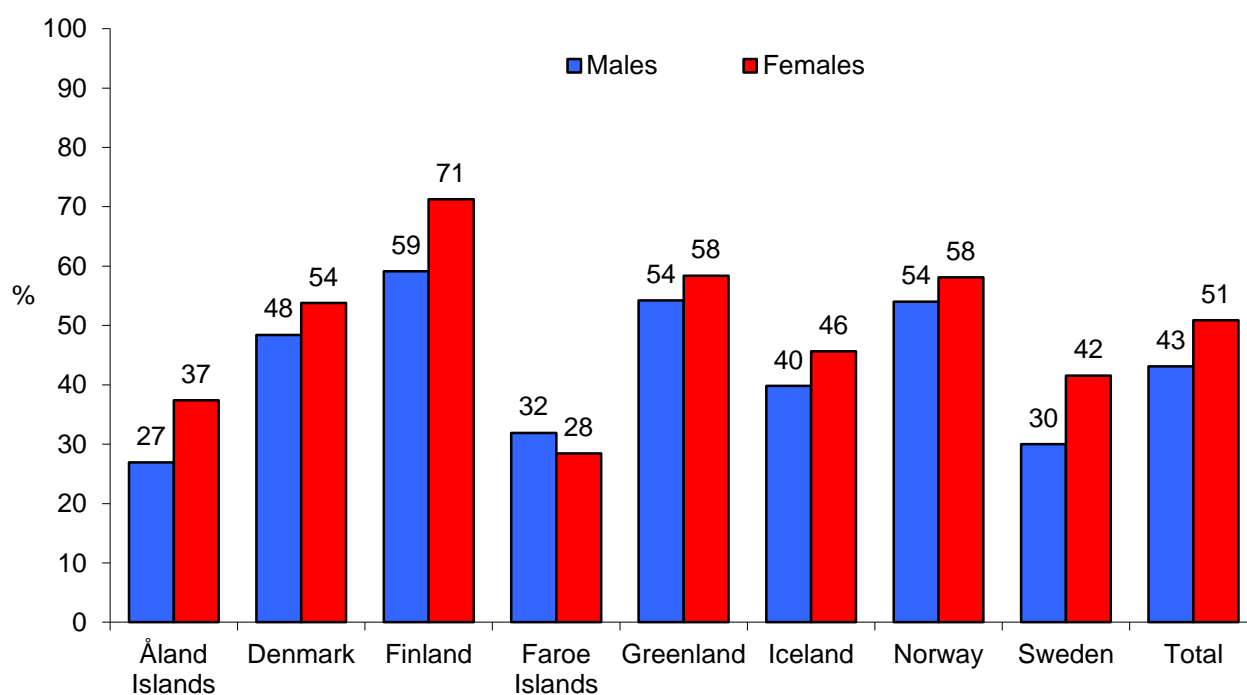


Figure 26. After this education: Enrol in other education in my country, - very or rather likely, by gender.

Students were subsequently asked about how likely or unlikely it would be for them to join the workforce upon the completion of their studies (figure 27). Looking at the data without regard to country of residence, about 53% of students considered it very or rather likely that they would do so. When analysing individual countries on this measure, the percentage of students is considerably higher in Sweden and in the Åland Islands who agree to this statement in comparison to other countries. Moreover, 72% of Swedish and Ålandic secondary school students consider such a possibility very or rather likely, whereas this percentage is lowest among Finnish and Danish students, 42% of whom report that such a possibility is very or rather likely. In figure 28, this question is arranged by sex and the variance between the sexes appears to be less than with the previous questions and in two cases males are comparatively more likely to say that it is very or rather likely that they will join the workforce after completing their secondary school studies (in the Åland Islands and in the Faroe Islands). The same is true if the results are examined without regard to the country of residence as about 54% of males and 52.6% of females agree that it is very or rather likely that they will begin working upon the completion of their secondary studies.

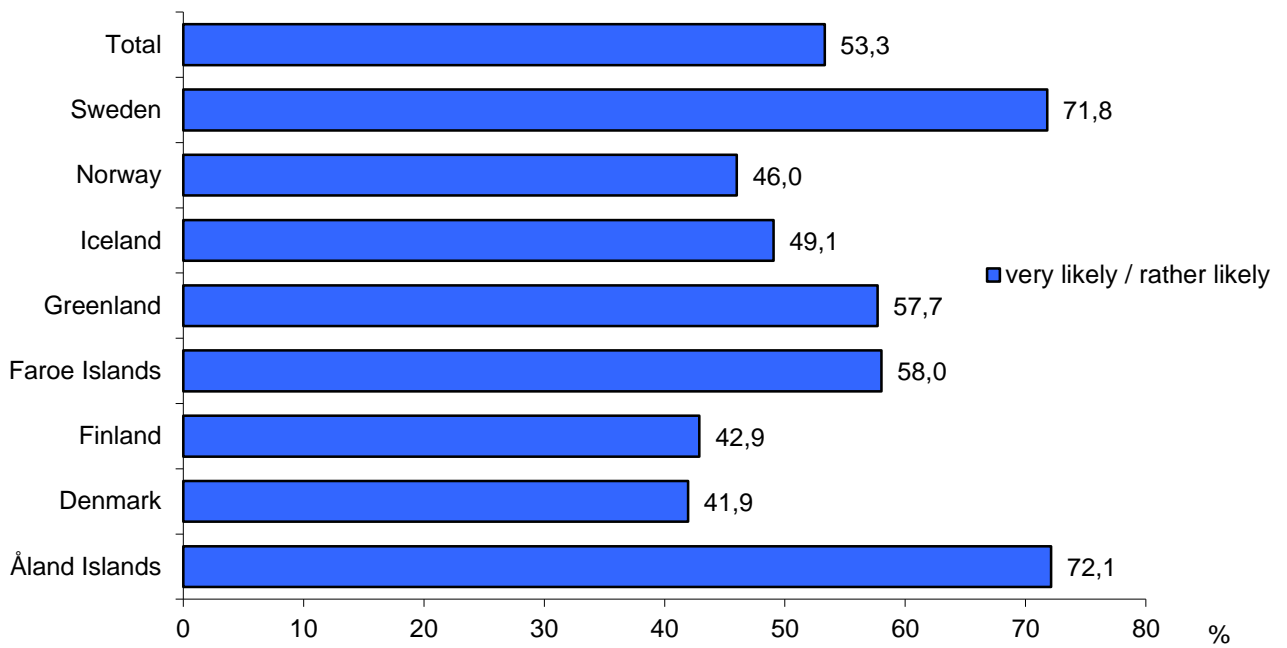


Figure 27. After this education: start working in the job market, - very or rather likely, by country.

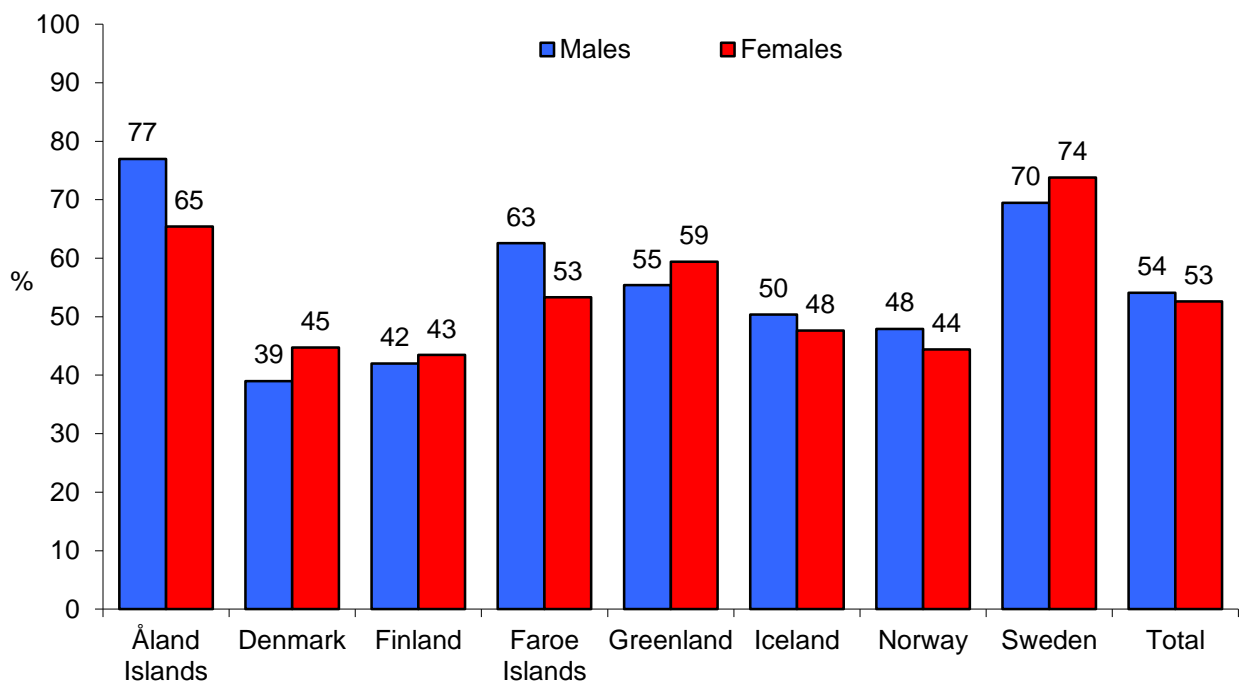


Figure 28. After this education: start working in the job market, - very or rather likely, by gender.

Students were asked about how likely it would be for them to take a break after completing their current studies (figure 29). On the whole, regardless of country of residence, about 25% considered the possibility to be very likely or rather likely. If the responses are viewed in relation to the students' countries of residence, Icelandic students were most likely to answer this statement affirmatively (nearly 42%) while the percentage was lowest among Greenlandic secondary school students. Little variance was found in this regard if the results are arranged by respondents' sex (figure 30) as about 25% of males and around 24% of females considered it a likely possibility that they would take a break after completion of their current studies.

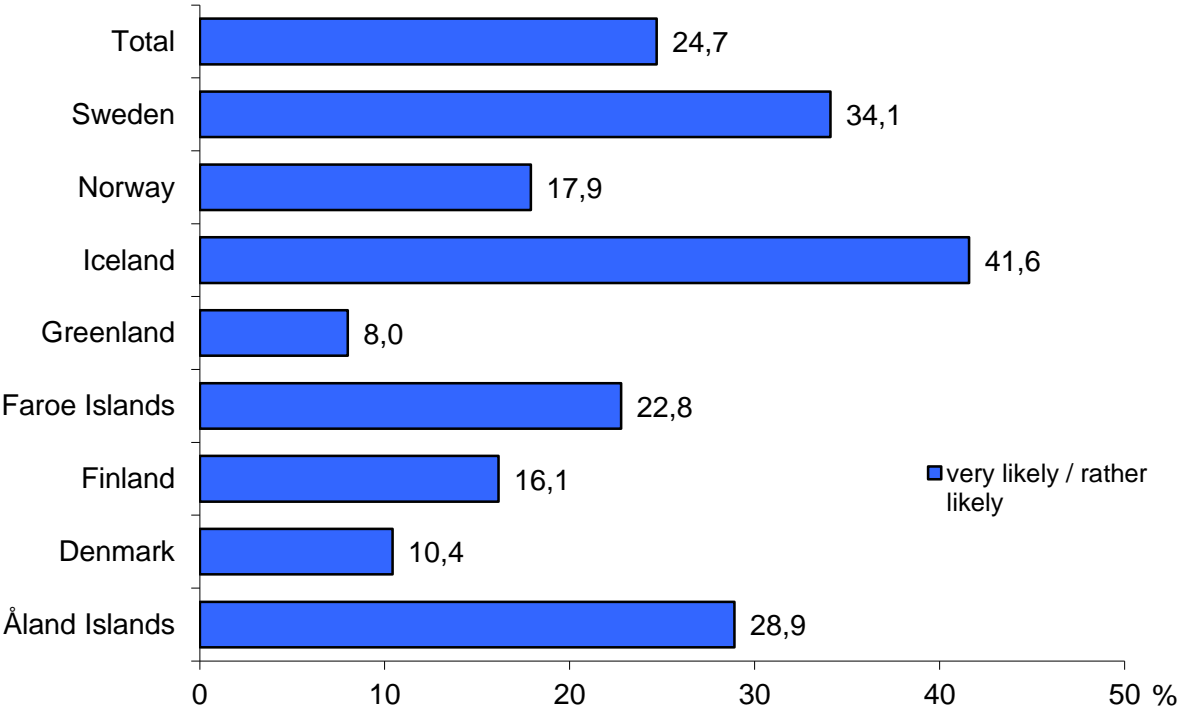


Figure 29. After this education: Just take a break, - very or rather likely, by country.

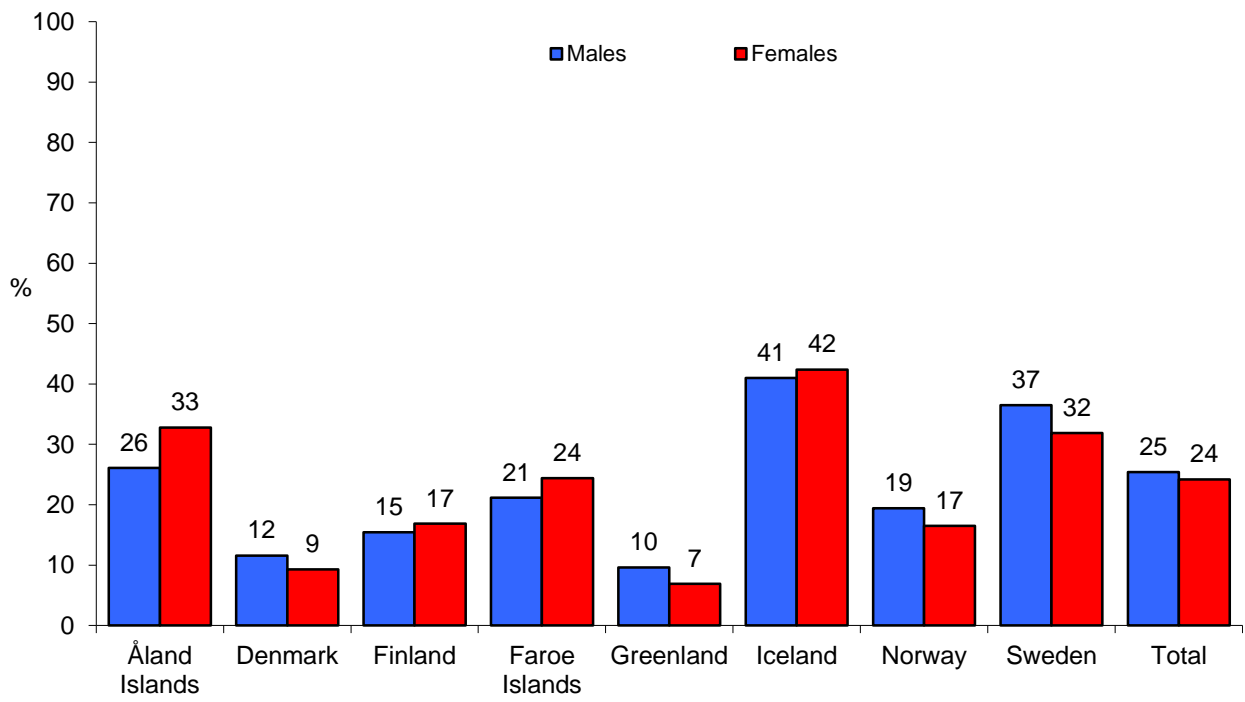


Figure 30. After this education: Just take a break, - very or rather likely, by gender.

State of being at school

Secondary school students were to respond to 14 statements connected to how they are doing in school and their attitudes to school. In the following section the results are laid out first by country and then by and country jointly.

Overall, the majority of students are satisfied with school and experience positive feelings while there. There are nevertheless exceptions and in nearly all cases males report relatively more negative attitudes for school and related issues than females.

The main results are hereunder compared for the responses to the questions, but further elaboration can be found on the figures themselves (figures 31 to 58).

In order to assess whether students find their studies to be pointless, one can look to figures 31 and 32 where the large majority profess to seldom or never feel that it would be a true statement to say that of them. If the results are examined without regard to country of residence, then around 10% say that they often or always find their studies pointless. The countries that stand out in this concern are Sweden (16.3%), the Faroe Islands (15.8%), the Åland Islands and Greenland (11.3%). If the results are analysed by sex, in all cases males are proportionately more likely than females to report that they find their studies pointless often or almost always. The proportion of males stating making such a claim is highest among Swedes (21%) and the Faroese (18.8%).

Students were asked to define to what extent, if any, that they are bored in their academic endeavours (figures 33 and 34). Overall, without regard to country of residence, 35% of students report often or almost always being bored in their studies. This percentage is highest in Sweden (49.2%) and following Swedish students are then the Faroese (39.6%) and Ålandic students (37.3%). Considerably few students in Denmark experience boredom with their studies in Denmark (23.5%) and Iceland (26.6%). If the results are assessed by gender (figure 34), males are in all cases more likely than females to agree that it is an accurate statement to say that they are very often or nearly always bored with their studies.

Looking at the whole, without regard to country of residence, 24% of students agree that it is often or nearly always an accurate statement about them to say that they are ill prepared for their lessons (figure 35). The highest proportions of students to agree to this is are in Greenland (33%) and in Finland (32.8%). Similarly to previous measures about education, males are proportionately more likely than females to consider themselves poorly prepared for

lessons (figure 36). The difference is greatest, however, among Greenlandic students as 48% of males agree to this statement whereas only 24% of females respond likewise.

About 35% of students report agreeing that the statement that they do not put enough effort into their studies applies often or nearly always (figure 37). There is little variance in this regard among the eight Nordic countries, but the percentage is highest among students in Sweden and Finland where around 39% say the statement applies often or nearly always. Nevertheless, the results show some consistency in regard to sex in the Åland Islands where a difference between the two is hardly discernable (figure 8).

About 12% of students agree with the statement that they find their studies to be too easy, regardless of country of residence (figure 39). In relation to this statement, Greenlandic students deviated from others in that around 33% of them agreed that this statement is true often or nearly always. The same variance between the sexes occurs here as in other countries wherein males are proportionately more likely to report that their studies are often or nearly always too easy (figure 40).

According to the results, about 9% of secondary education students in the Nordic countries agree with the statement that they feel bad often or almost always in school (figure 41). The proportion is highest among Norwegian students (16.8%) and in Greenland (13%). On the contrary, Danish students are comparatively least likely to agree that this aforementioned statement is often or almost always valid about them (5.2%). When the results are analysed by sex, another pattern emerges unlike the previous ones (figure 42). Feeling bad at school, or indisposition, is more common for females than for males in the Åland Islands, Denmark, the Faroe Islands, Norway and Sweden; the results show the highest percentage in males in Greenland (17.1%) and for females in Norway (17.2%).

About 12% of students in total– without regard to country of residence – agree that the statement that they would like to quit school is valid often or almost always (figure 43). The percentage is highest in this regard among Swedish students (18.6%) and in the Åland Islands (16.1%), but lowest among Finnish students (6.9%). The results show that males in general are more likely to agree with this statement more often than females except in Denmark where the gender variance is within one percentage point (figure 44).

Figure 45 shows the data resulting from student responses to the statement about how much they wanted to change schools. Nearly 8% of secondary school students agreed with this statement, regardless of country of residence. When examining the results for individual countries, Icelandic and Greenlandic students agree with this statement in the highest proportion (13.5% and 13% respectively). The lowest proportion of secondary school students who would like to change schools is found in the Faroe Islands (4.1%) and Denmark (4.4%). In regard to gender differences, Greenlandic males (17.1%) and Icelandic females (roughly 14%) proportionately agree to the aforementioned statement (figure 46).

The survey also asked students about their relationships and communication with their teachers. The suggest overall that students have good relationships with their teachers and only 5.4% of students agree to the statement that they often or nearly always often have a poor relationship with their teacher (figure 47). The percentage is highest in this regard among Greenlandic secondary school students; about 10% of them agree that the statement is often or nearly always true. The lowest percentage is among Faroese students, only 3% of whom report that the statement that they often or nearly always get along poorly with their teachers is true. Figure 48 displays the gender specific data wherein strikingly over 17% of Greenlandic males report that the statement that they get along poorly with their teachers often or almost always is true.

On the whole, 4.6% of students report feeling bad in class (figure 49). The percentage is similar regardless of country of residence except that nearly 12% of Greenlandic students report feeling bad often or nearly always in class. This difference clearly is apparent when looking at the data through the lens of gender variance, where over 17% of Greenlandic males agree with the statement as well (figure 50).

A similar pattern emerges when examining the results to the questions about the statement regarding feeling bad in school during breaks (figure 51). Overall and without regard to country of residence, over 3% of students agree to this statement; Greenlandic secondary school students stand out in this trend in that 8.5% of them agree to this aforementioned statement. Furthermore, if one looks at the gender of the Greenlandic students, 12% of males in Greenland say that this statement is nearly always true or often true of them (figure 52).

About 13% of students say that they almost always or often find their studies to be too difficult (figure 53). The highest percentage of studies to agree to this statement is found in the Faroe Islands (21%) and the lowest among Danish secondary school students (9.4%). There does not appear to be a significant difference accounted for by gender in this case (figure 54), excluding students from the Åland Islands and Denmark where a higher percentage of females say that this statement is valid about them. In comparison with females in Greenland, more males agree to the statement that they almost always or often find their studies too difficult.

Figure 55 displays the responses to a statement about how often students feel left out while at school. Without regard to country of residence, about 5% of students agree that this statement was almost always or often valid about them. The percentage blooms above 6% in three countries, i.e. Iceland (6.8%), Greenland (6.2%), and Finland (6.5%); Danish students come in last in this regard as only 3% agree that the statement is often or almost always valid about them. As for any variance by gender (see figure 56), the proportion of males agreeing to this statement is highest in Greenland (9.2%) and lowest among Danes (2%).

Finally, students were asked to respond to a statement about bullying in school and whether and how often they had experienced it (figure 57). On the whole, 2% of students across the respective countries agree that they have experienced bullying. Students residing in the Åland Islands are proportionately most likely to agree that the statement is nearly always or often valid about them, whereas 1% of Danish students agreed with the statement. Looking at the results in terms of gender (figure 58), one sees that Greenlandic males (5.3%) are proportionately most likely to experience bullying in school (often or nearly always often).

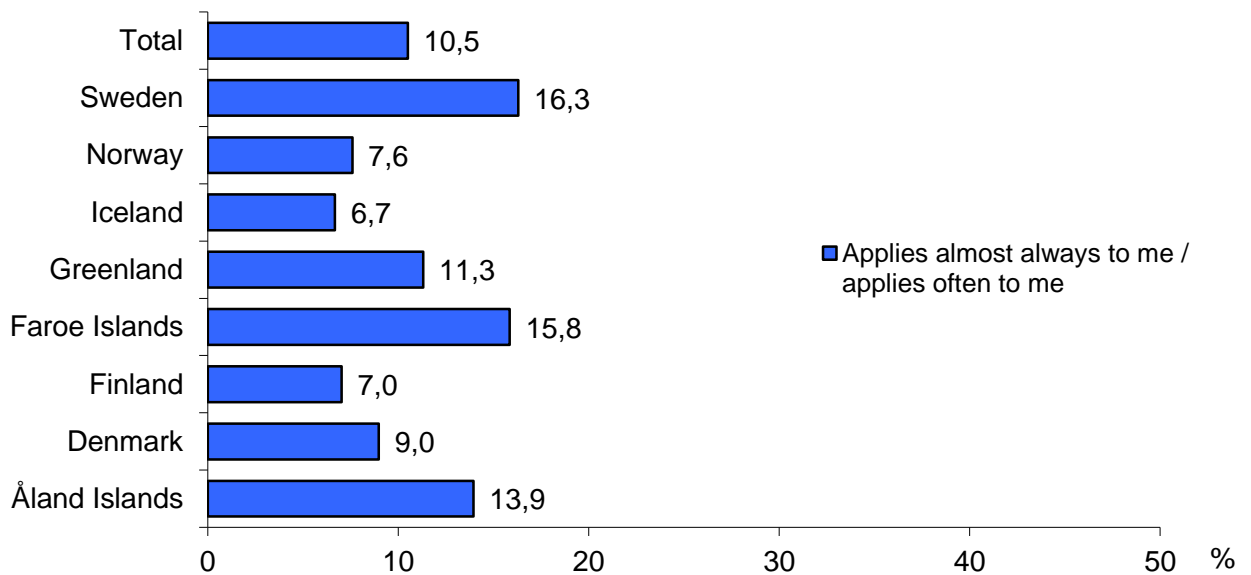


Figure 31. I find the school studies pointless, applies almost always to me / applies often to me, by country.

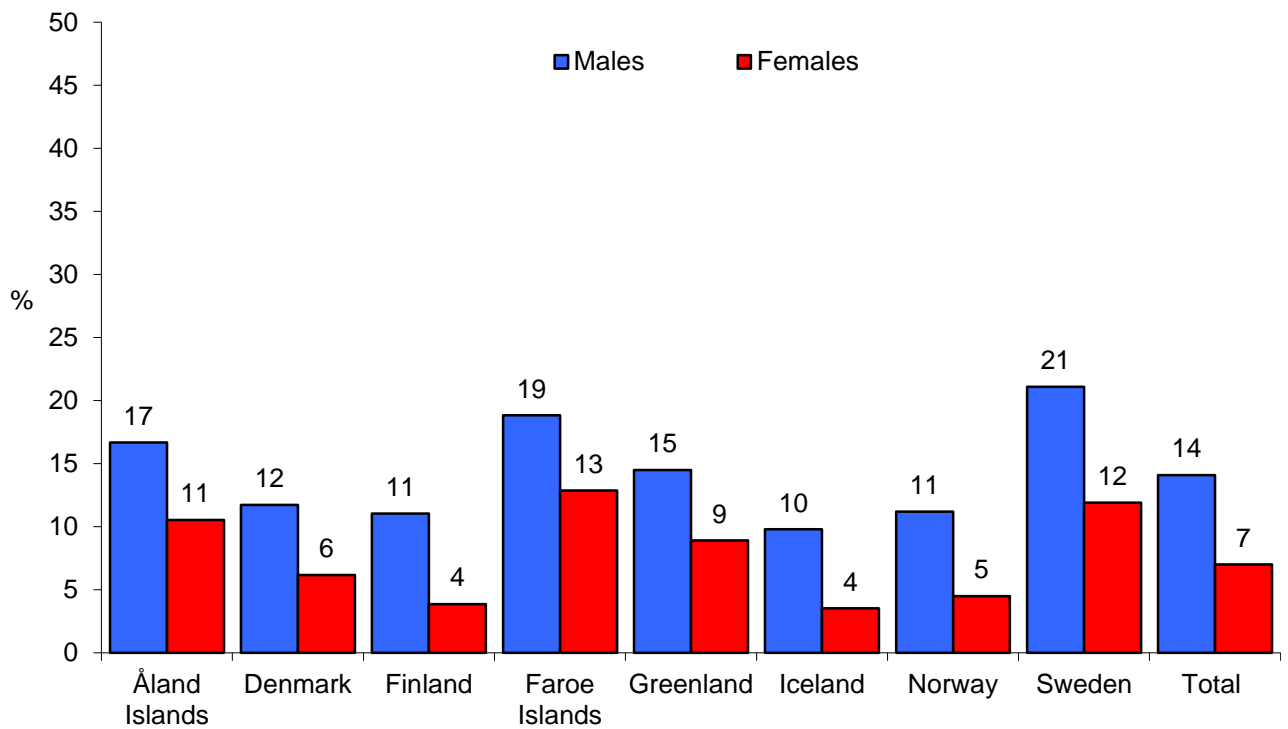


Figure 32. I find the school studies pointless, applies almost always to me / applies often to me, by gender.

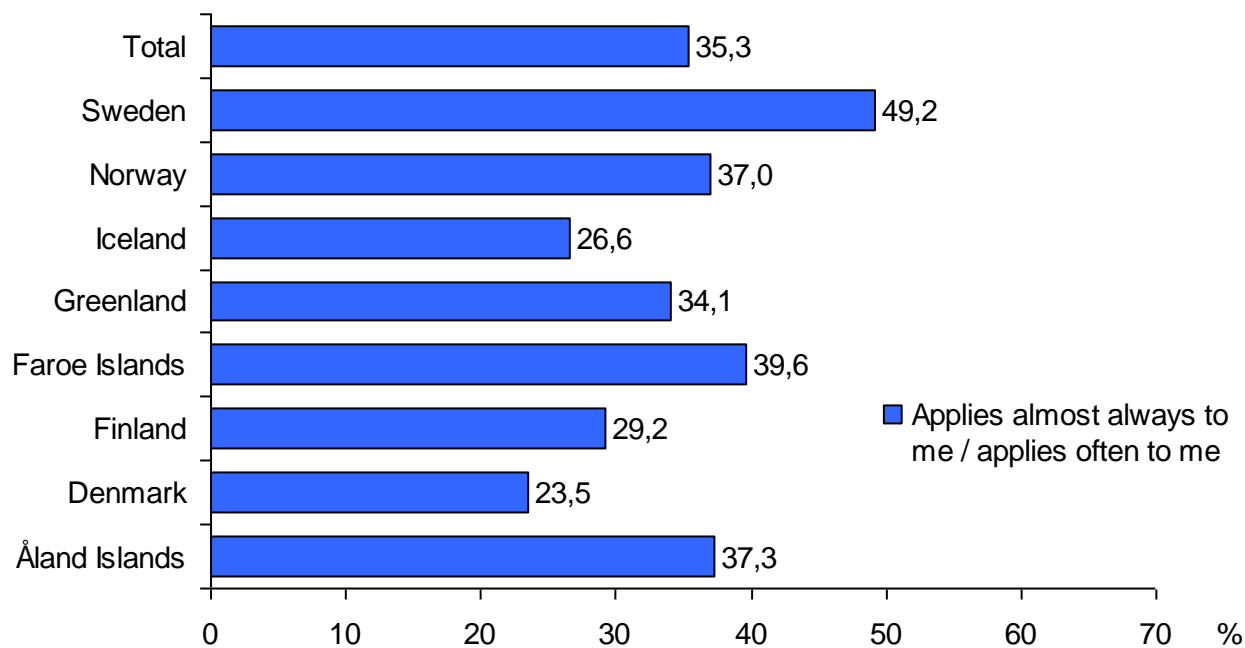


Figure 33. I am bored with the studies, applies almost always to me / applies often to me, by country.

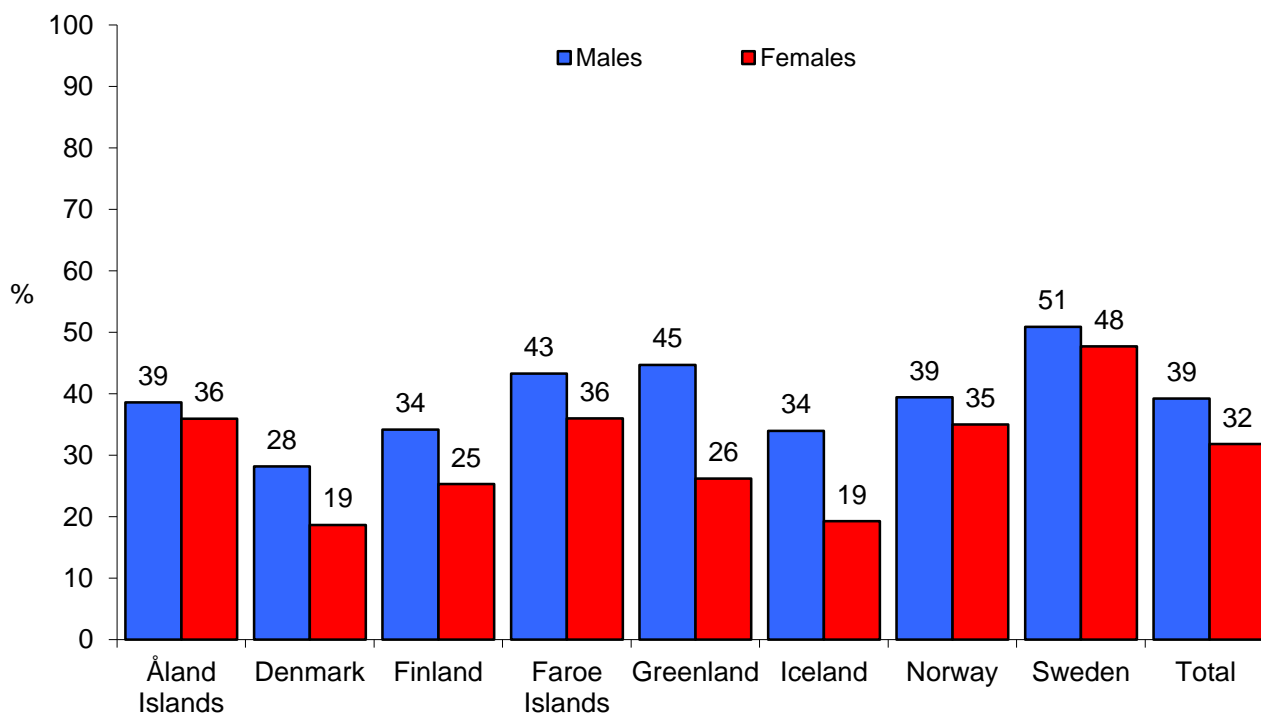


Figure 34. I am bored with the studies, applies almost always to me / applies often to me, by gender.

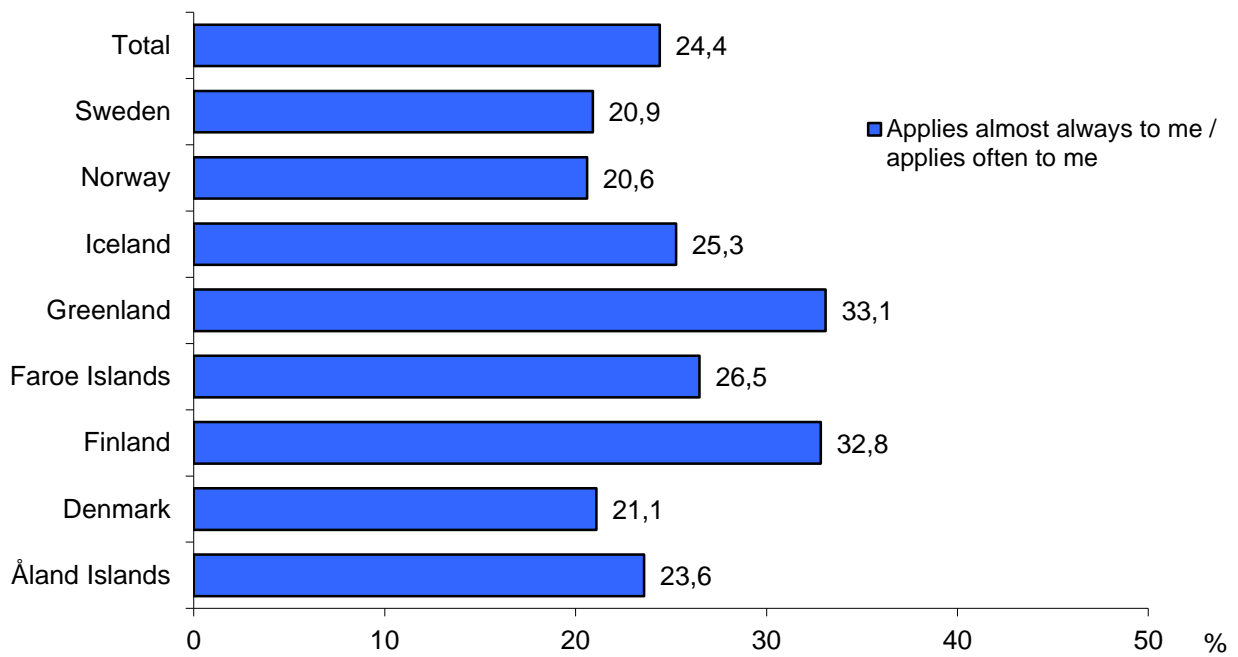


Figure 35. I am poorly prepared for classes, applies almost always to me / applies often to me, by country.

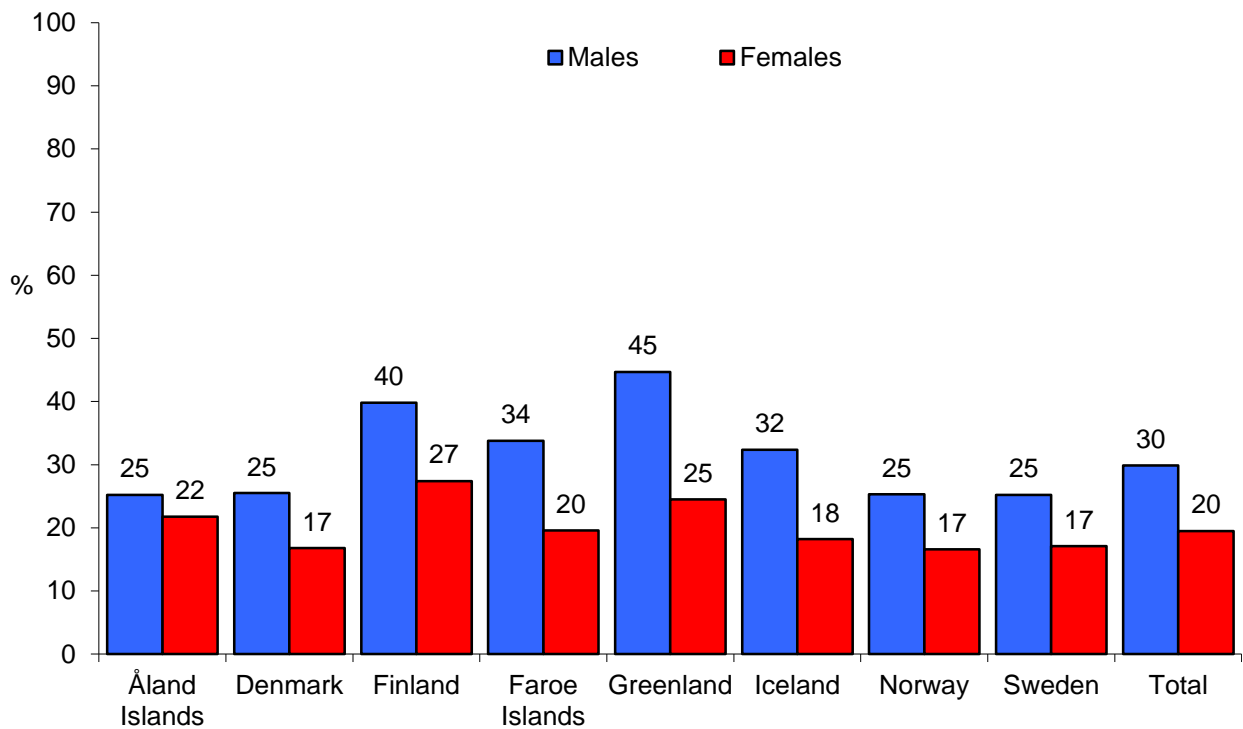


Figure 36. I am poorly prepared for classes, applies almost always to me / applies often to me, by gender.

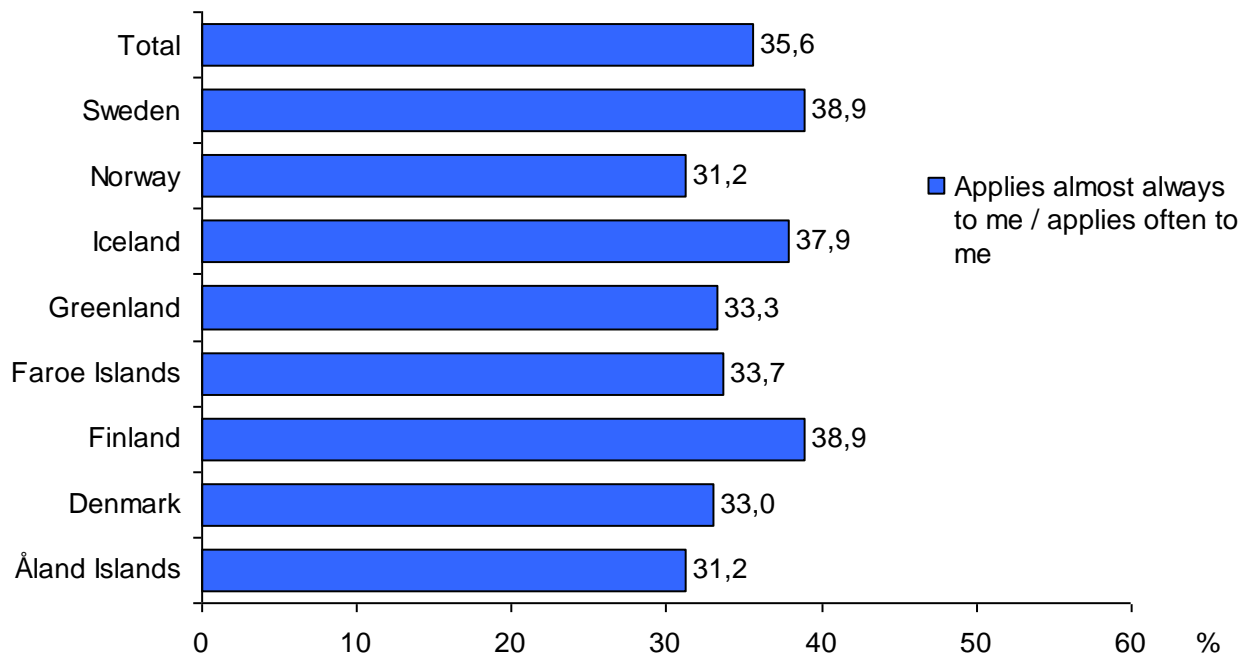


Figure 37. I feel I do not put enough effort into the studies, applies almost always to me / applies often to me, by country.

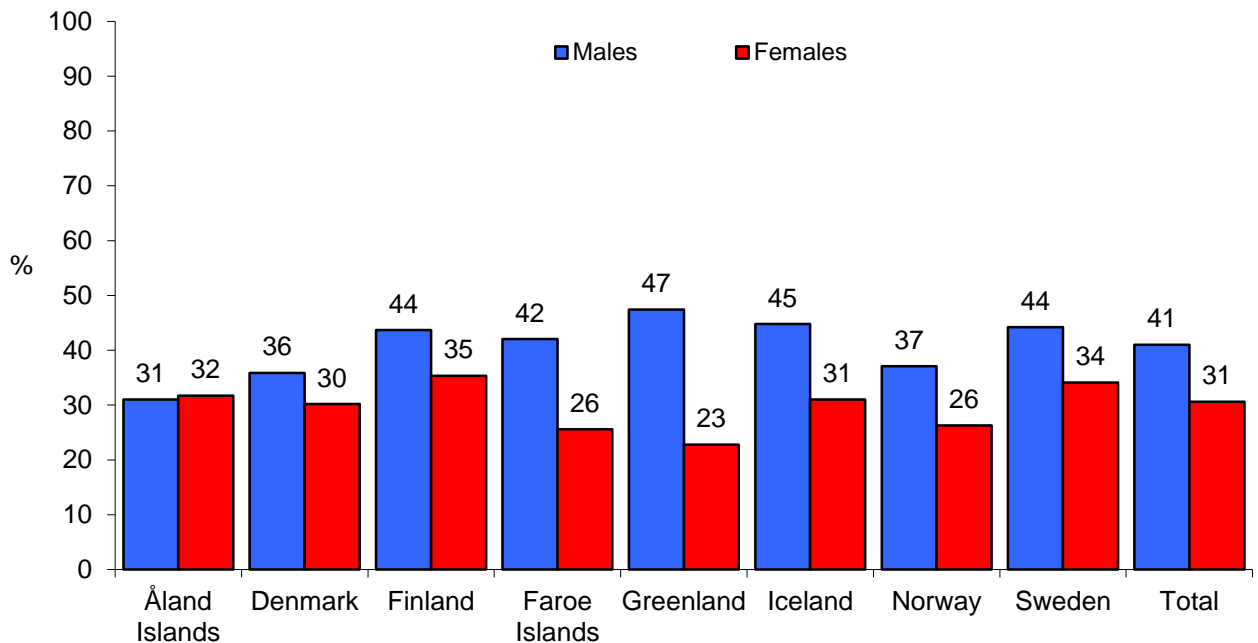


Figure 38. I feel I do not put enough effort into the studies, applies almost always to me / applies often to me, by gender.

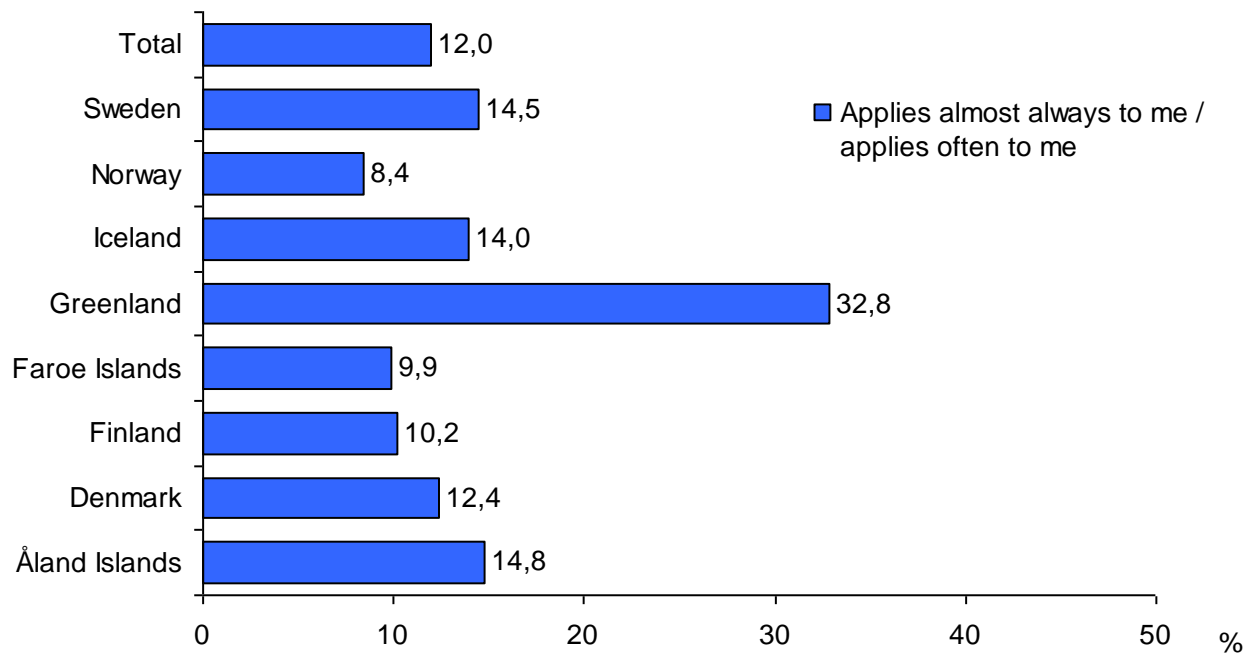


Figure 39. I find the studies too easy, applies almost always to me / applies often to me, by country.

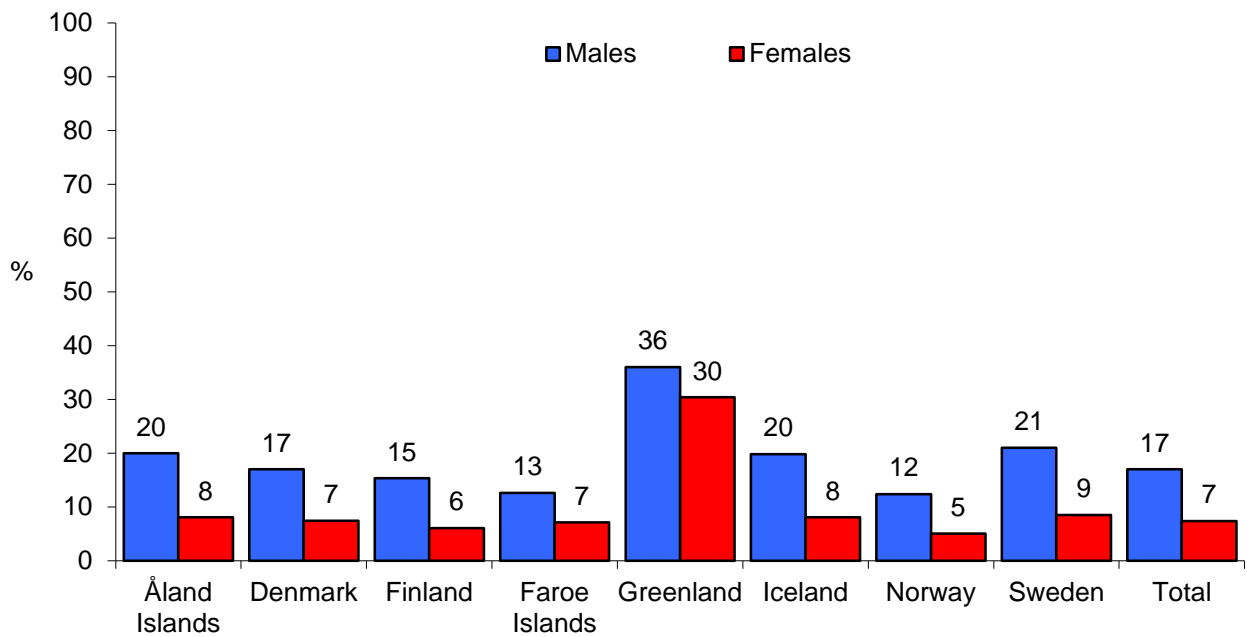


Figure 40. I find the studies too easy, applies almost always to me / applies often to me, by gender.

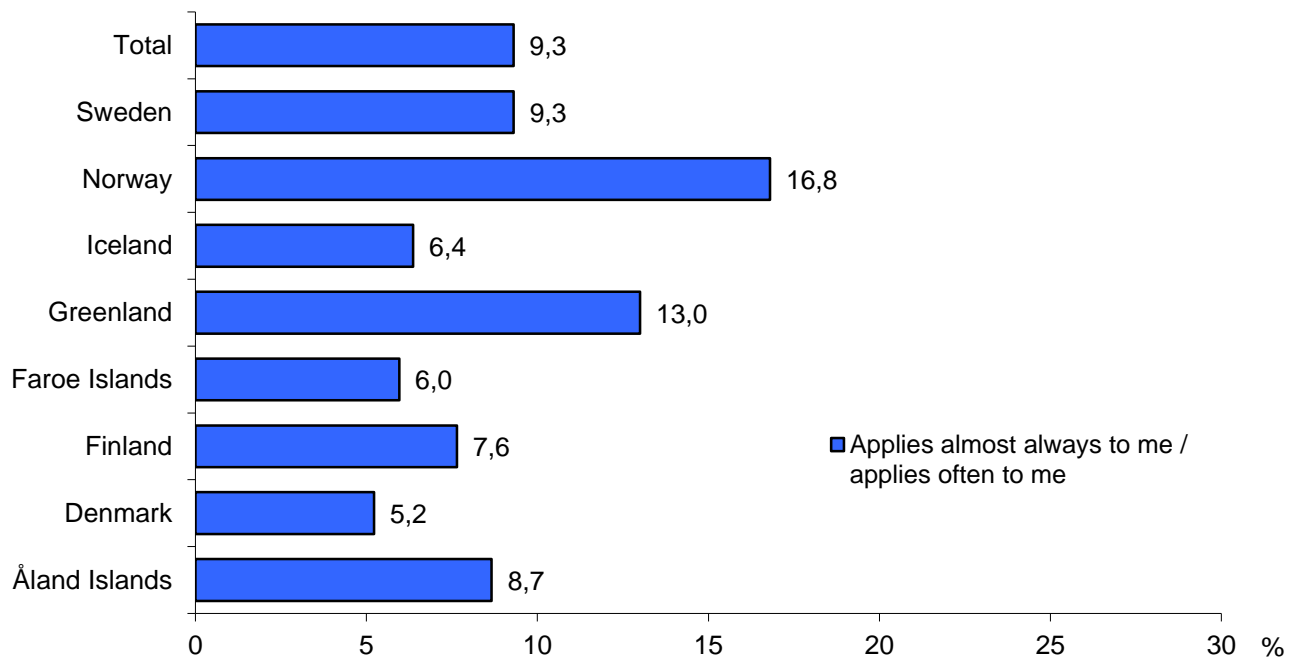


Figure 41. I feel bad at school, applies almost always to me / applies often to me, by country.

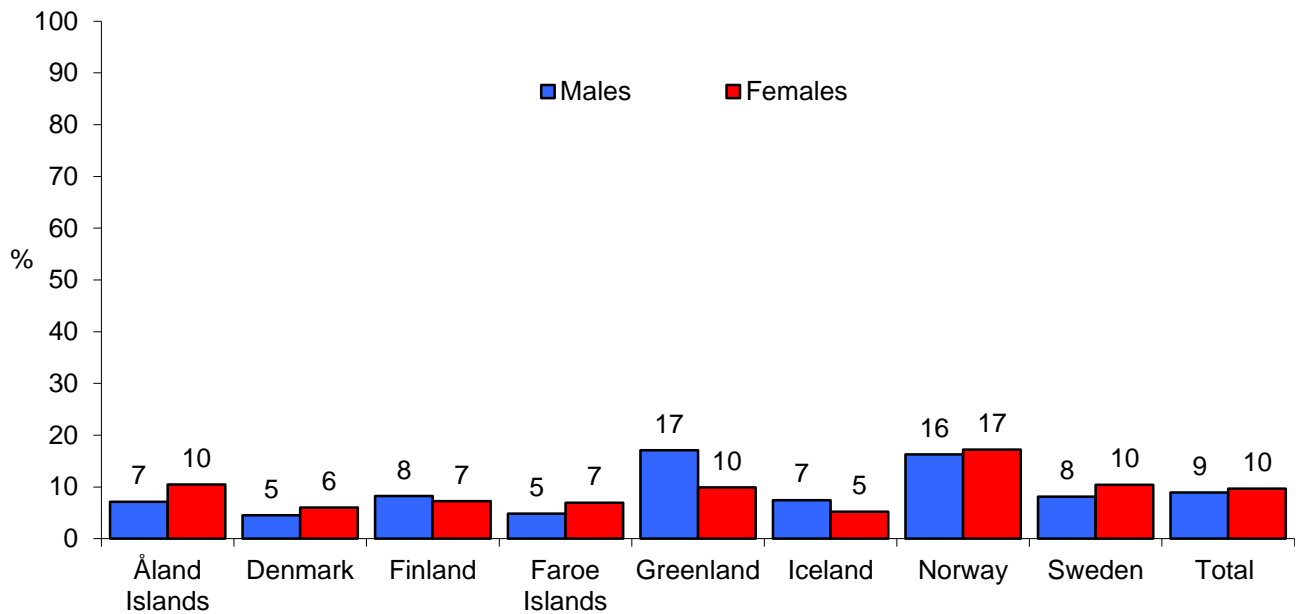


Figure 42. I feel bad at school, applies almost always to me / applies often to me, by gender.

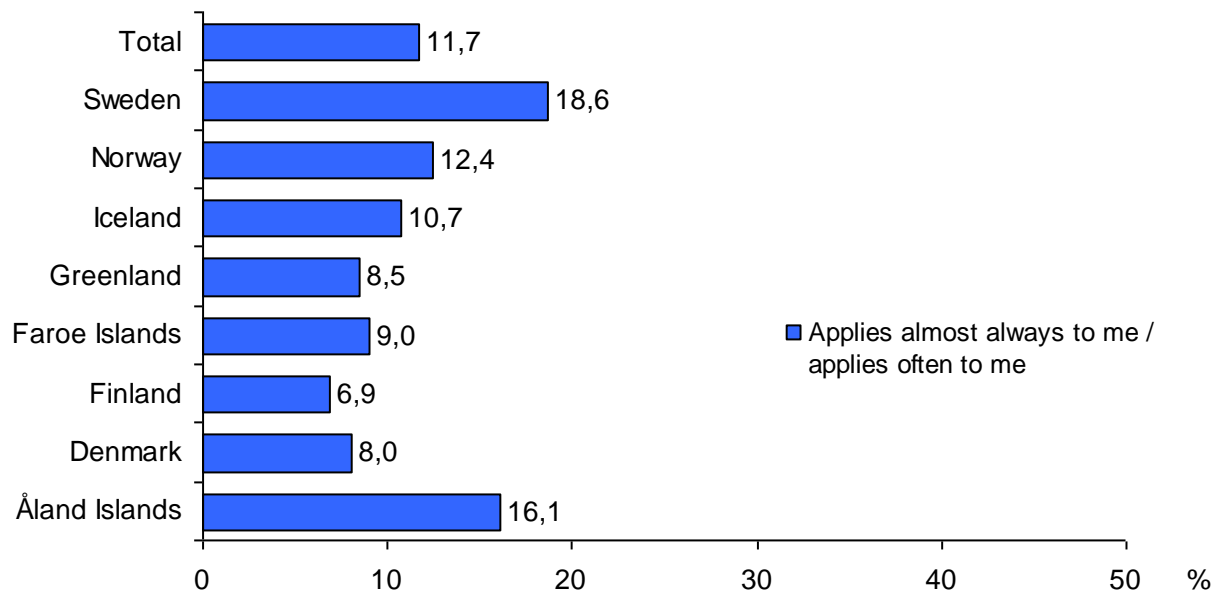


Figure 43. I want to quit school, applies almost always to me / applies often to me, by country.

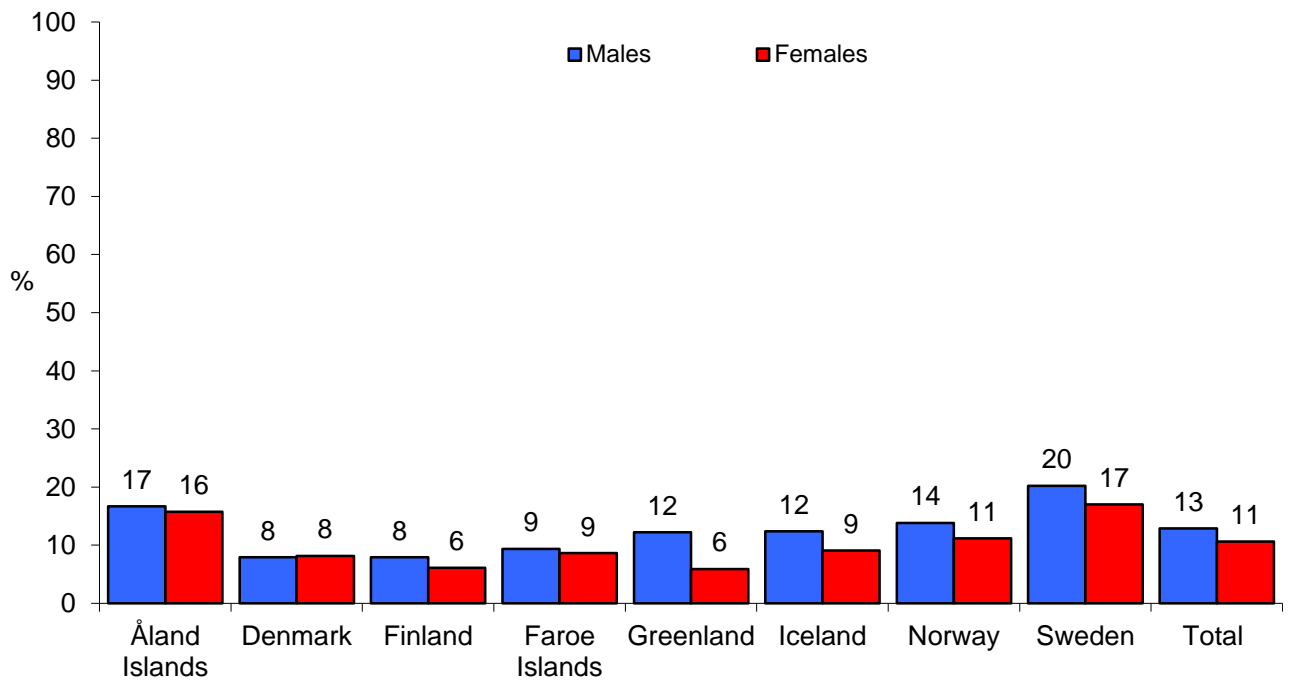


Figure 44. I want to quit school, applies almost always to me / applies often to me, by gender.

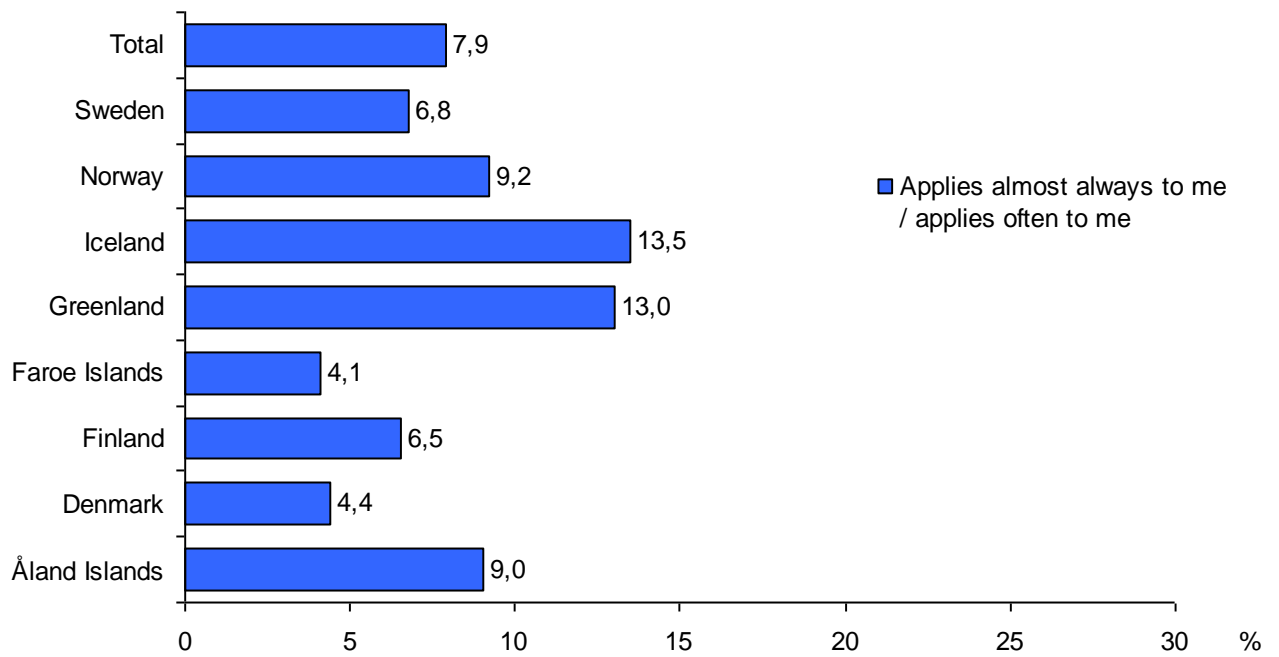


Figure 45. I want to change school, applies almost always to me / applies often to me, by country.

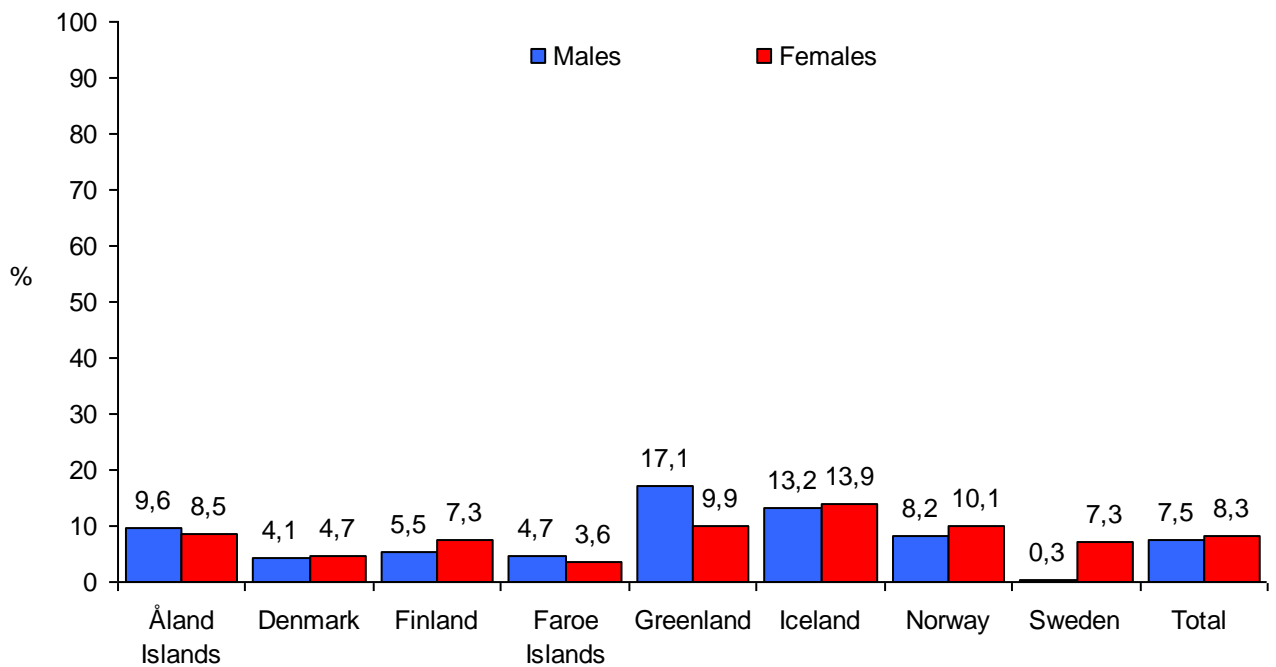


Figure 46. I want to change school, applies almost always to me / applies often to me, by gender.

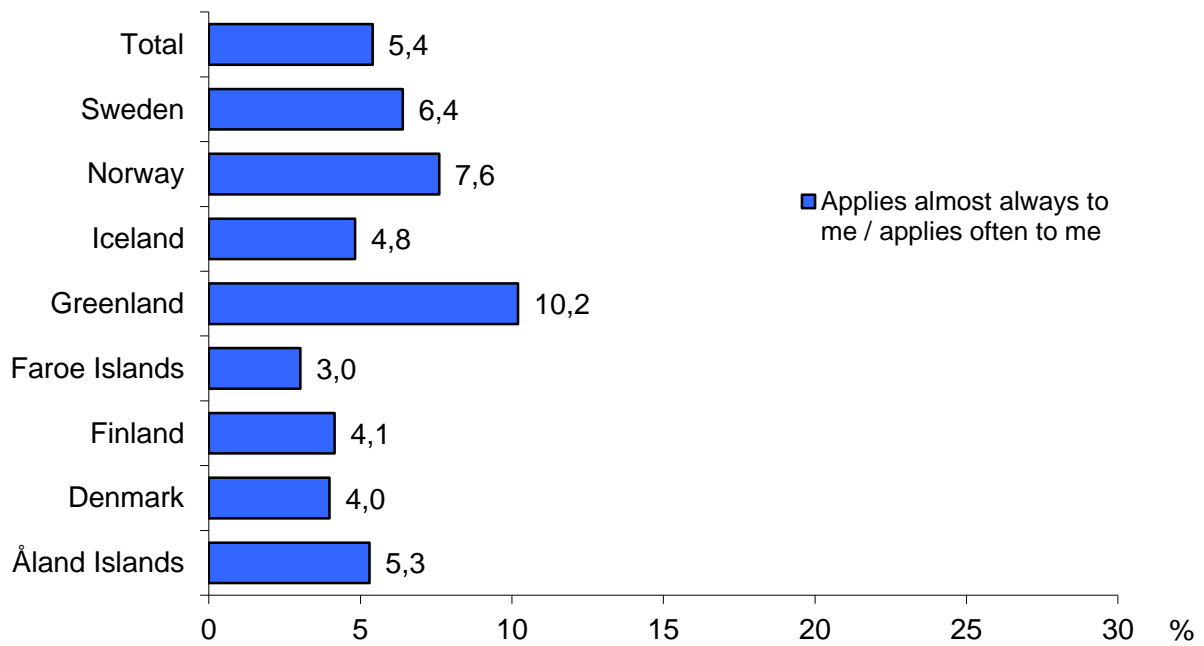


Figure 47. I get on badly with the teachers, applies almost always to me / applies often to me, by country.

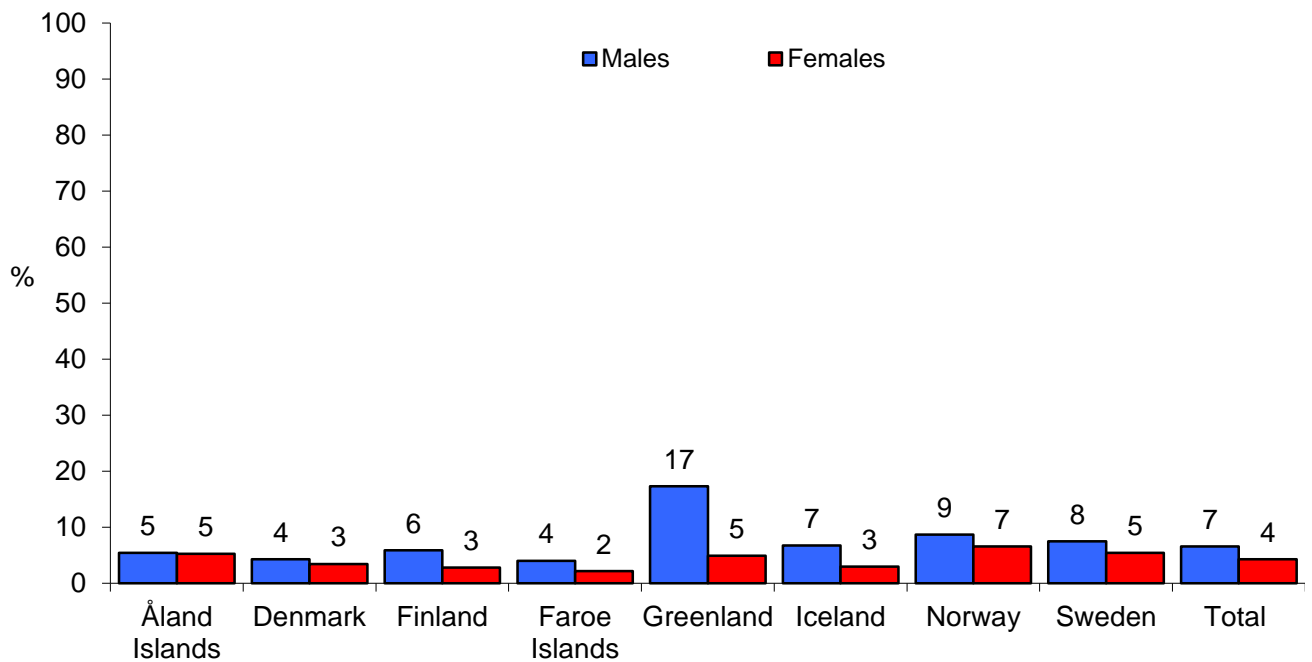


Figure 48. I get on badly with the teachers, applies almost always to me / applies often to me, by gender.

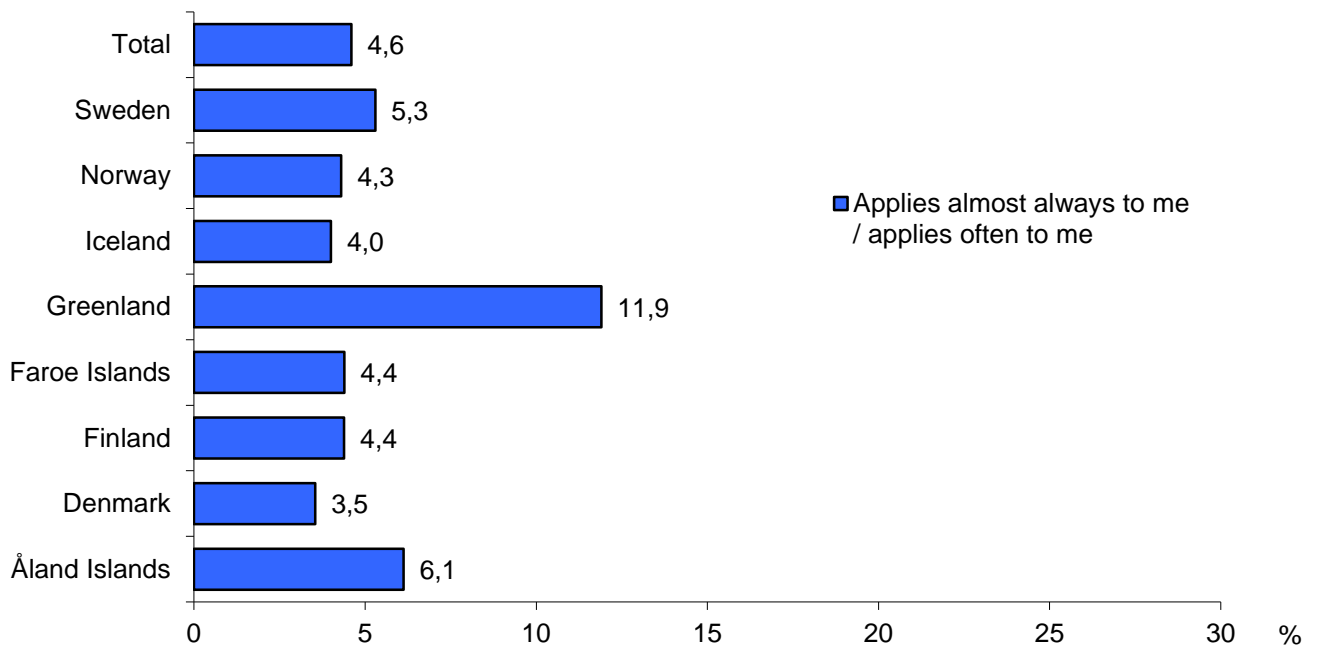


Figure 49. I feel bad at class, applies almost always to me / applies often to me, by country.

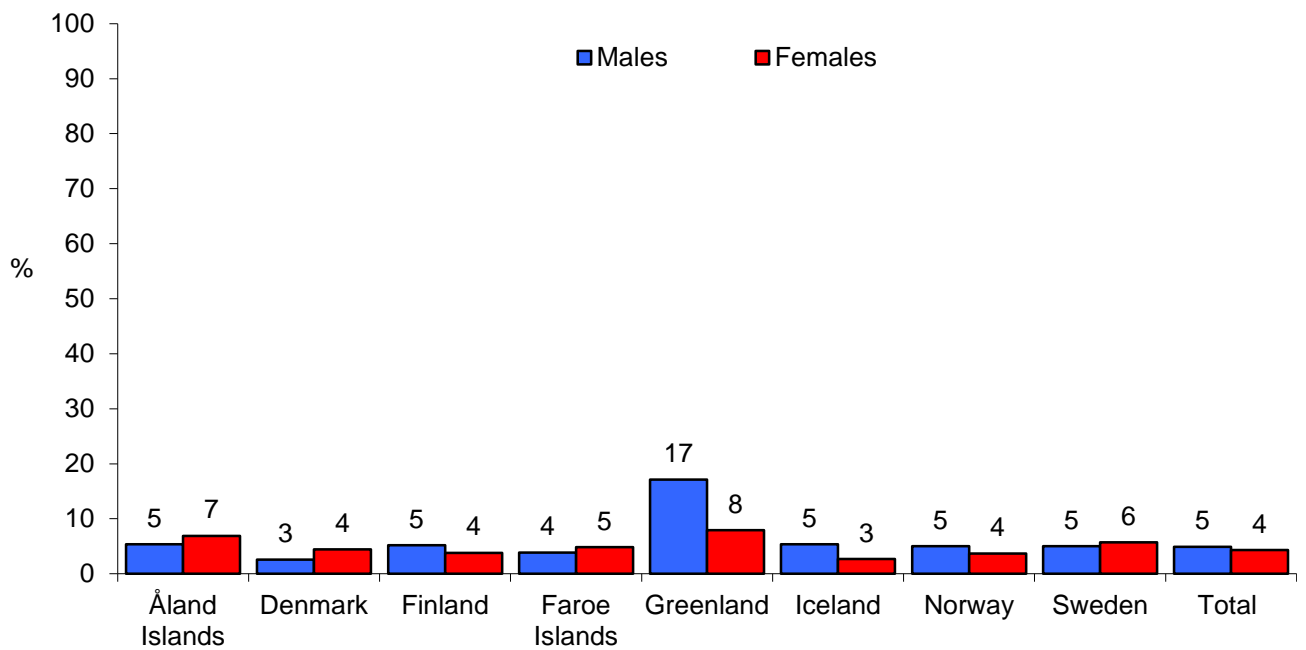


Figure 50. I feel bad at class, applies almost always to me / applies often to me, by gender.

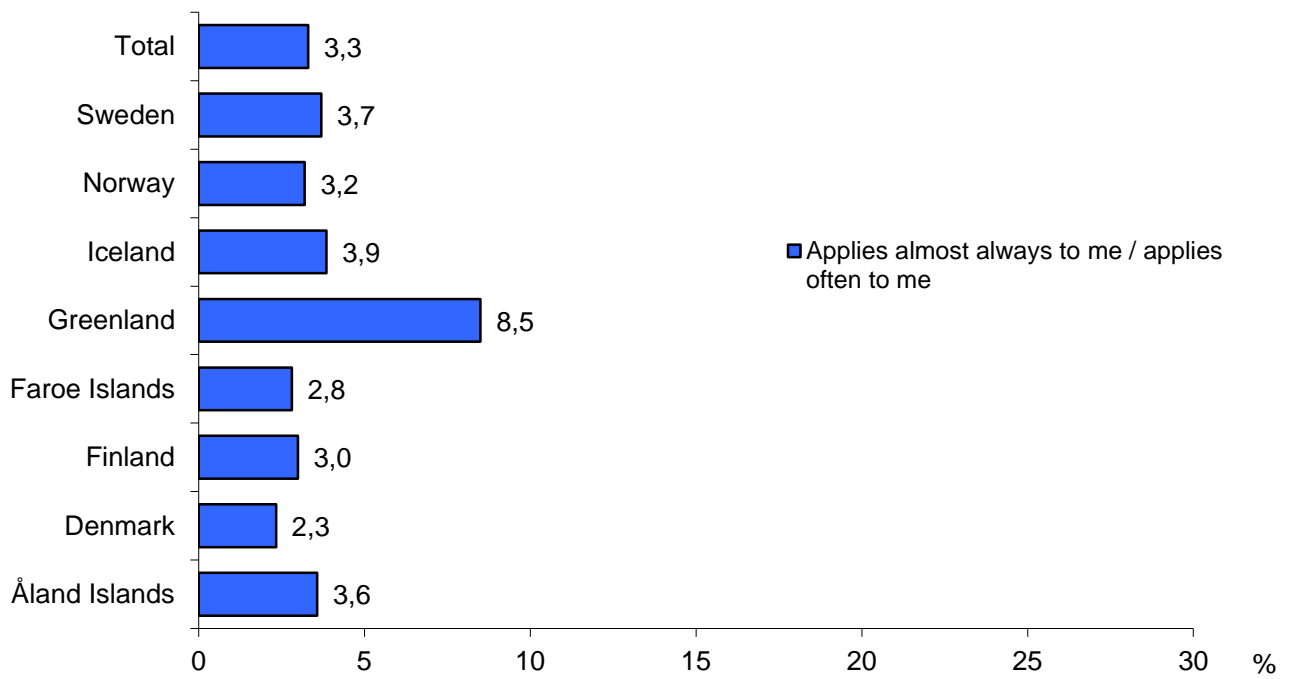


Figure 51. I feel bad during breaks, applies almost always to me / applies often to me, by country.

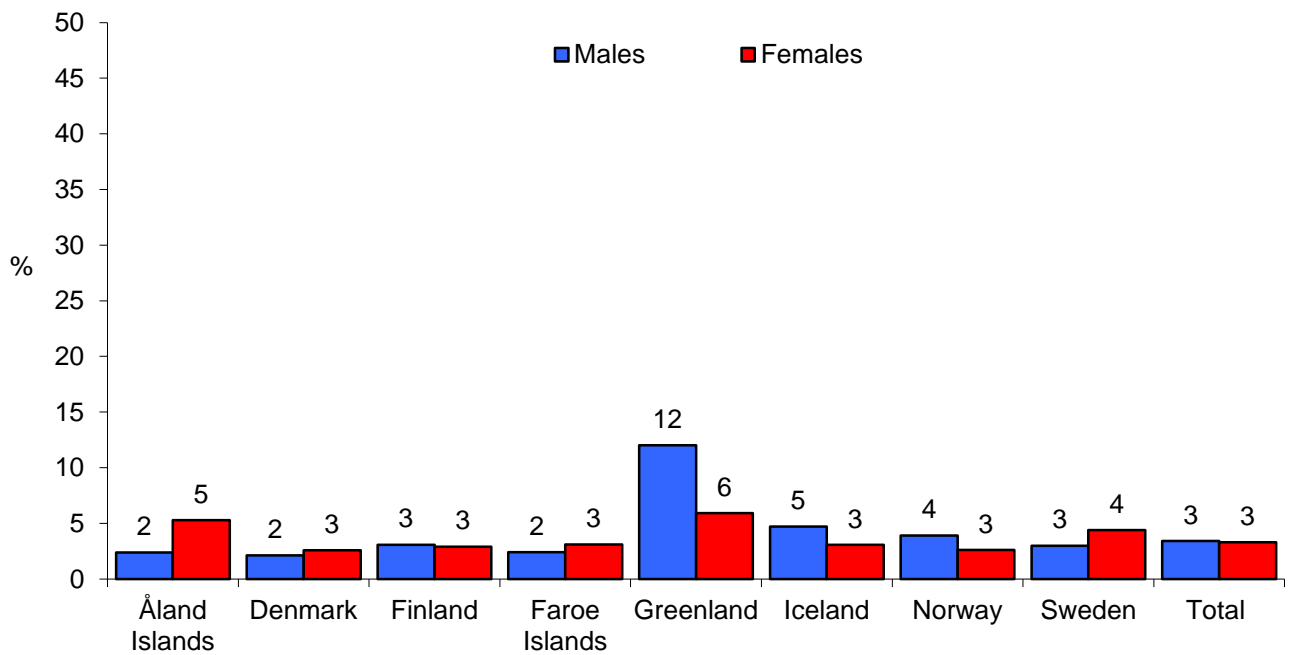


Figure 52. I feel bad during breaks, applies almost always to me / applies often to me, by gender.

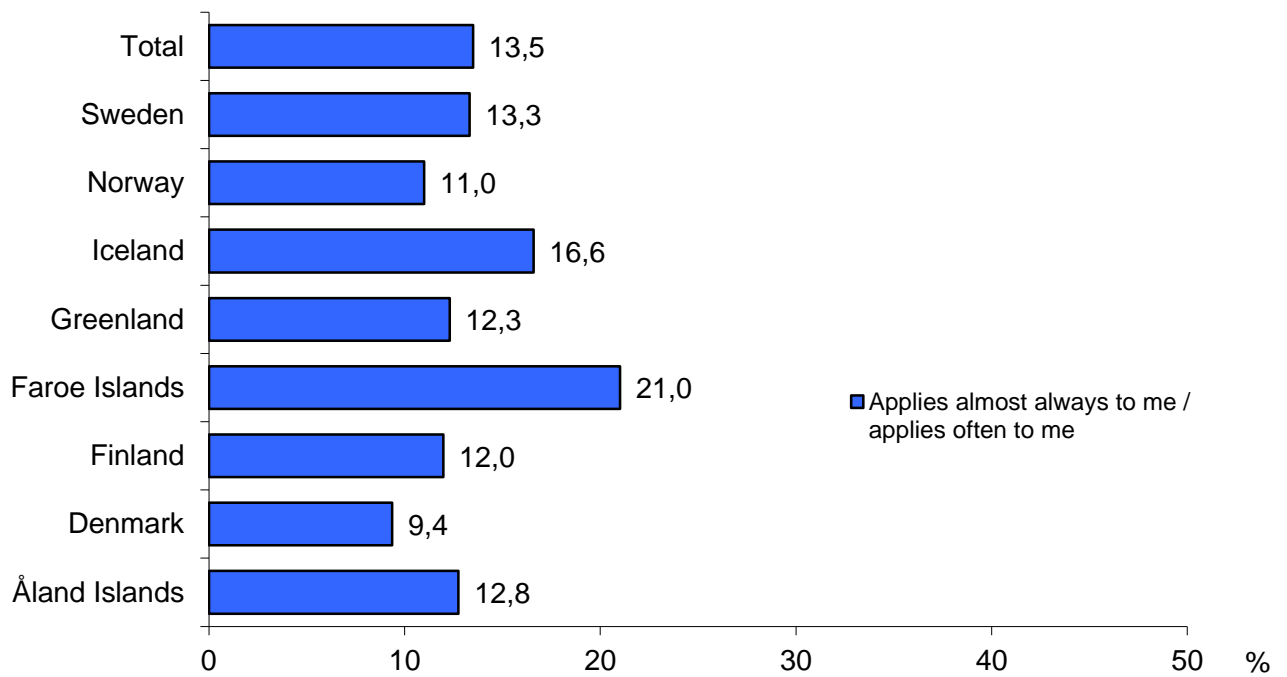


Figure 53. I find the studies too difficult, applies almost always to me / applies often to me, by country.

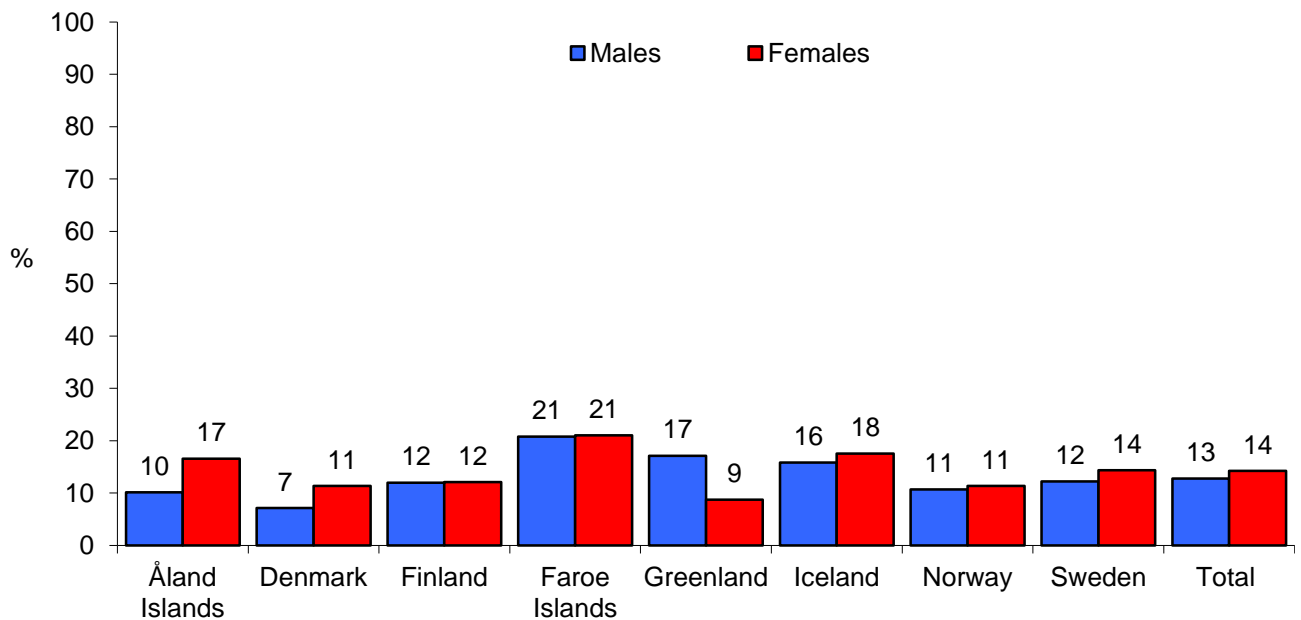


Figure 54. I find the studies too difficult, applies almost always to me / applies often to me, by gender.

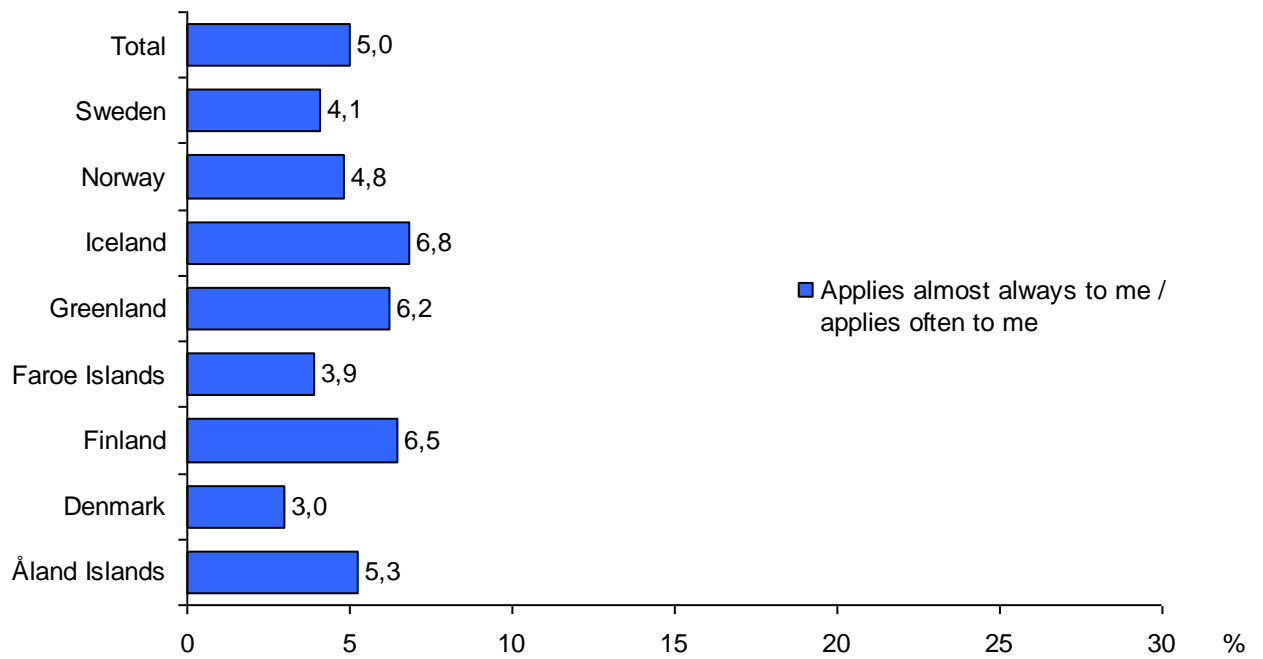


Figure 55. I feel left out at school, applies almost always to me / applies often to me, by country.

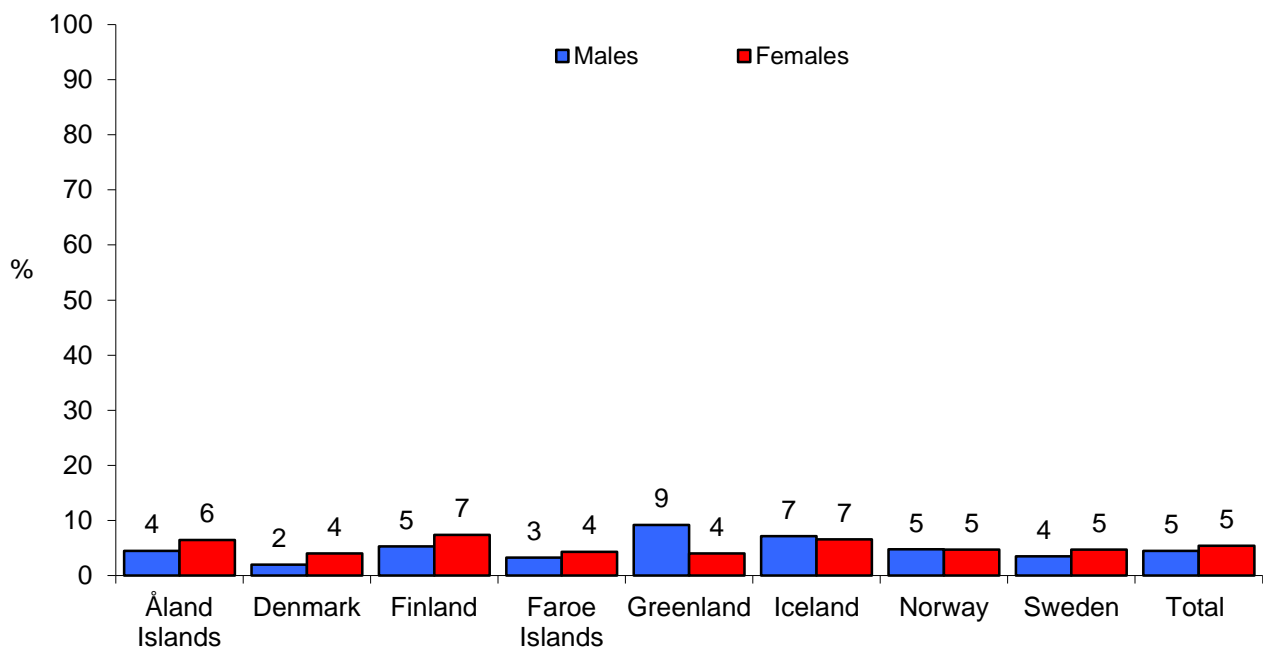


Figure 56. I feel left out at school, applies almost always to me / applies often to me, by gender.

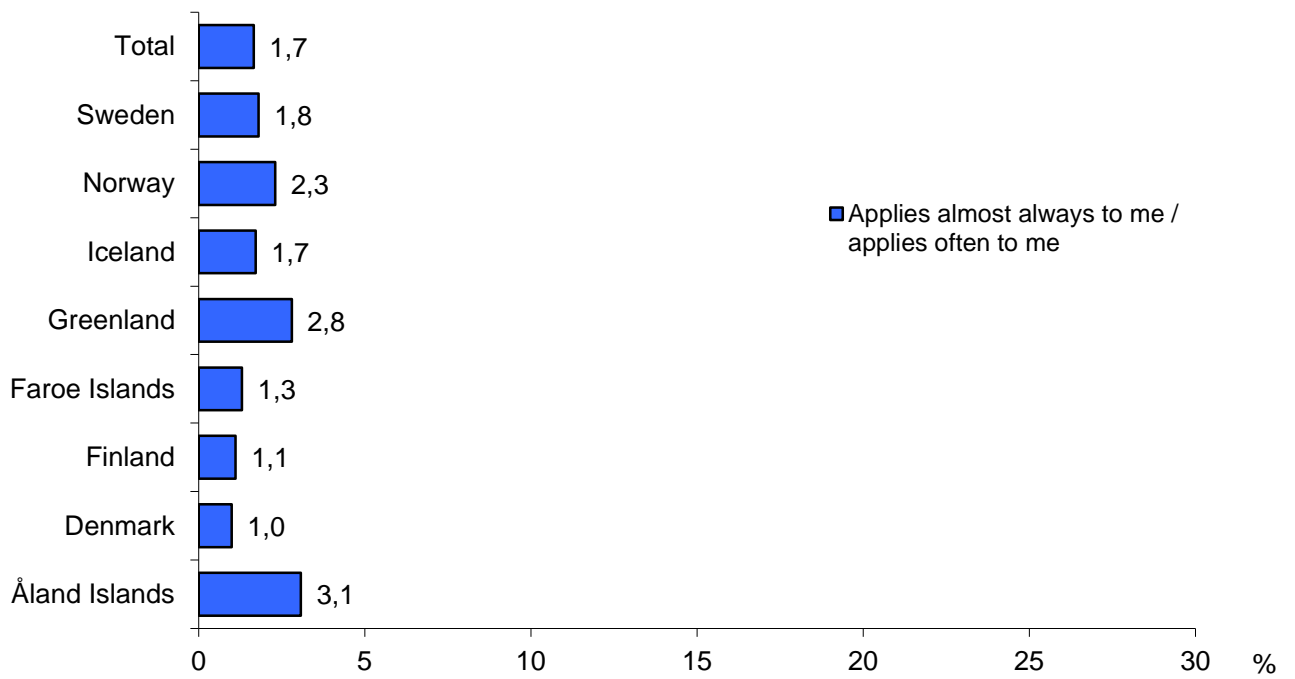


Figure 57. I feel bullied at school, applies almost always to me / applies often to me, by country.

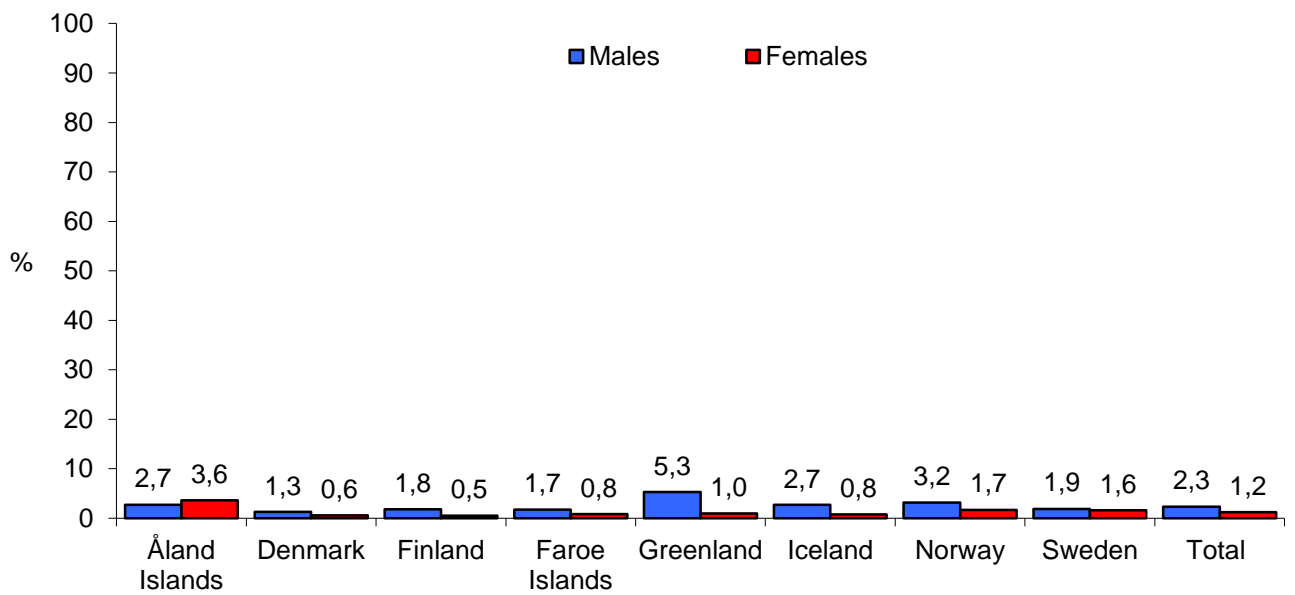


Figure 58. I feel bullied at school, applies almost always to me / applies often to me, by gender.

IT, media and communication technologies.

The survey contained numerous questions connected to information technology and how much time students spend utilising certain media. It is quite apparent that significant changes have taken place in communication technologies and the availability with which students have access to them. It is therefore informative to examine in what manner and how much students have incorporated such technology into their daily lives.

One can begin by looking at how much students agree to the statement *I have access to the Internet that I need in my everyday life*. Figure 59 displays that the overwhelming majority of students agrees to that statement as over 95% of all students say that it applies very/rather well to them. Greenlandic secondary school students are outside of this trend a bit - though the majority agrees to the statement - in that they agree to the statement considerably less than students from other concerned countries. That is to say that right about 80% of them say that the statement applies very/rather well to them. The percentage is highest among Danish students, where nearly 99% of them agrees to the statement (applies very well/rather well). On the same token, the overwhelming majority of students agrees to the statement *I have the access to computers that I need in my everyday life* (figure 60). The percentage is well over 90% among all students, though lowest among Greenlandic students.

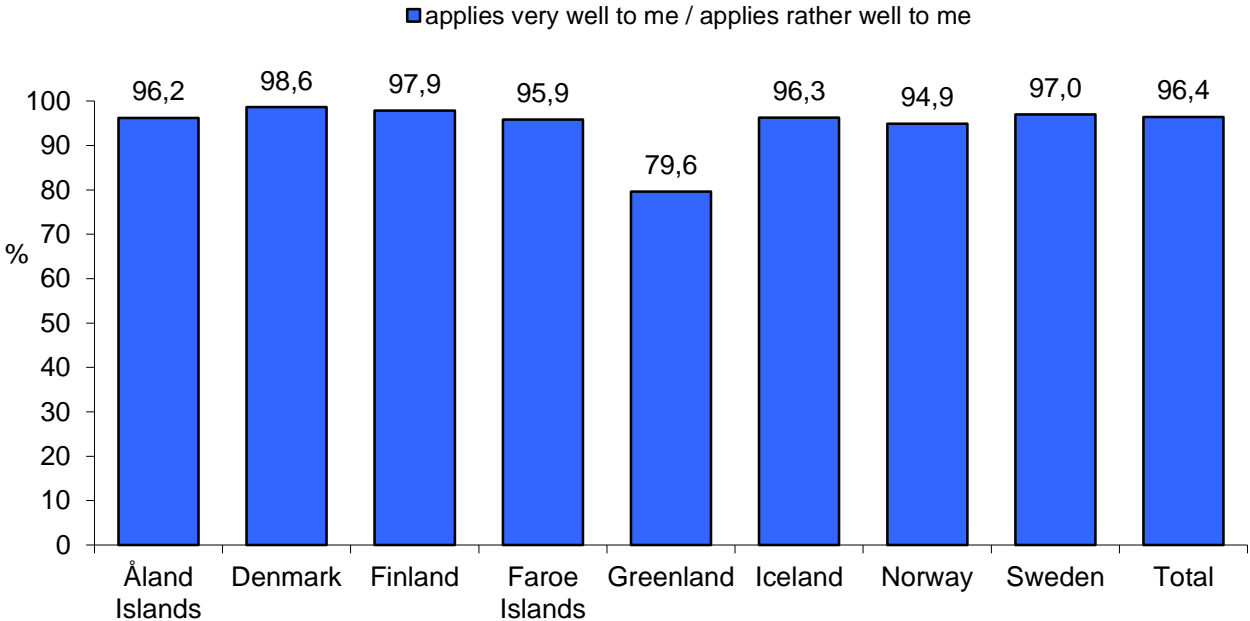


Figure 59. I have access to the Internet that I need in my everyday life - applies very well to me / applies rather well to me, by country

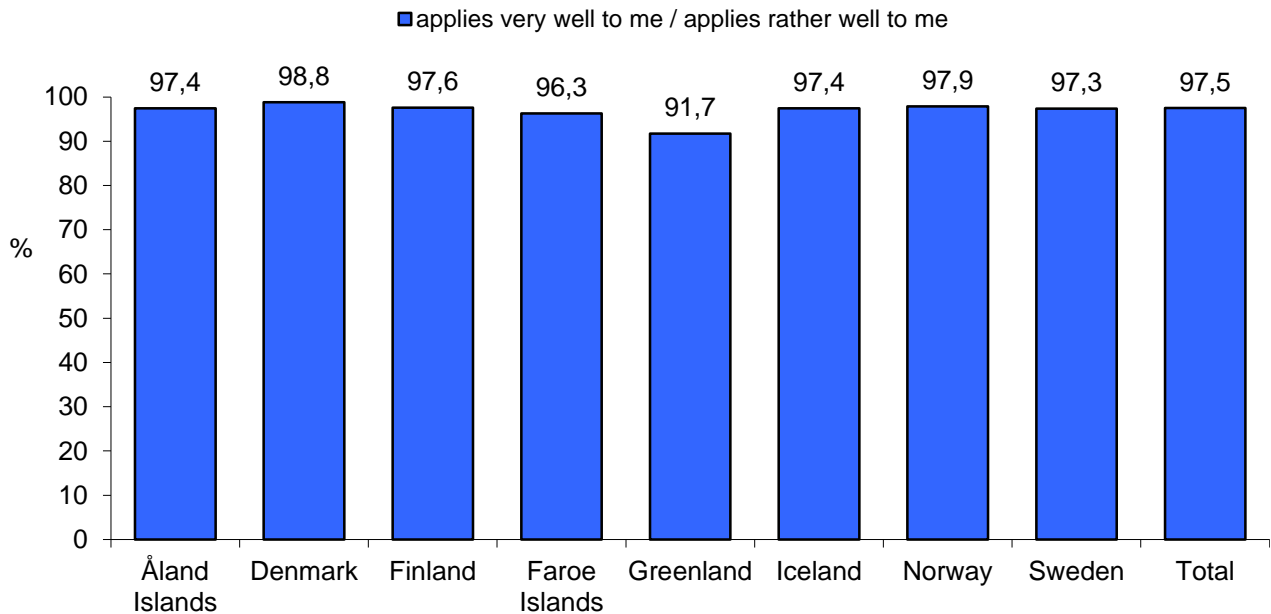


Figure 60. I have the access to computers that I need in my everyday life - applies very well to me / applies rather well to me, by country.

If the subject of how important students consider the internet to be to their social lives is examined, (figure 61) displays that a considerable majority agree that the internet is an important part of their social life. Nearly 77% of Nordic secondary school students say that the statement is often or nearly always valid about them. Looking at the results by country, students in the Faroe Islands agree least (63.5%) and the Finnish students also deviate a bit from other countries as the percentage is 70% for them. The percentage is highest among students in the Åland Islands where over 83% of the students say the statement applies very well/rather well to them.

Students were then asked to rate how much the statement *my school has good computer facilities* (figure 62) applied to them. Overall and across all countries, about 78% of students agreed strongly or somewhat that the statement applied to them. The percentage was highest among Ålandic students (85.6%) and lowest among Greenlandic students (61.1%). Examining the statement *the Internet access is good in my school* (figure 63) shows that more than 78% of students say the statement applies very well/rather well. A marked difference can be seen in regard to the responses from Greenlandic students in comparison to other countries. Only over 42% of Greenlandic students say the statement applies very well/rather well to them but the percentage agreeing to the statement soars up to 85% in Denmark.

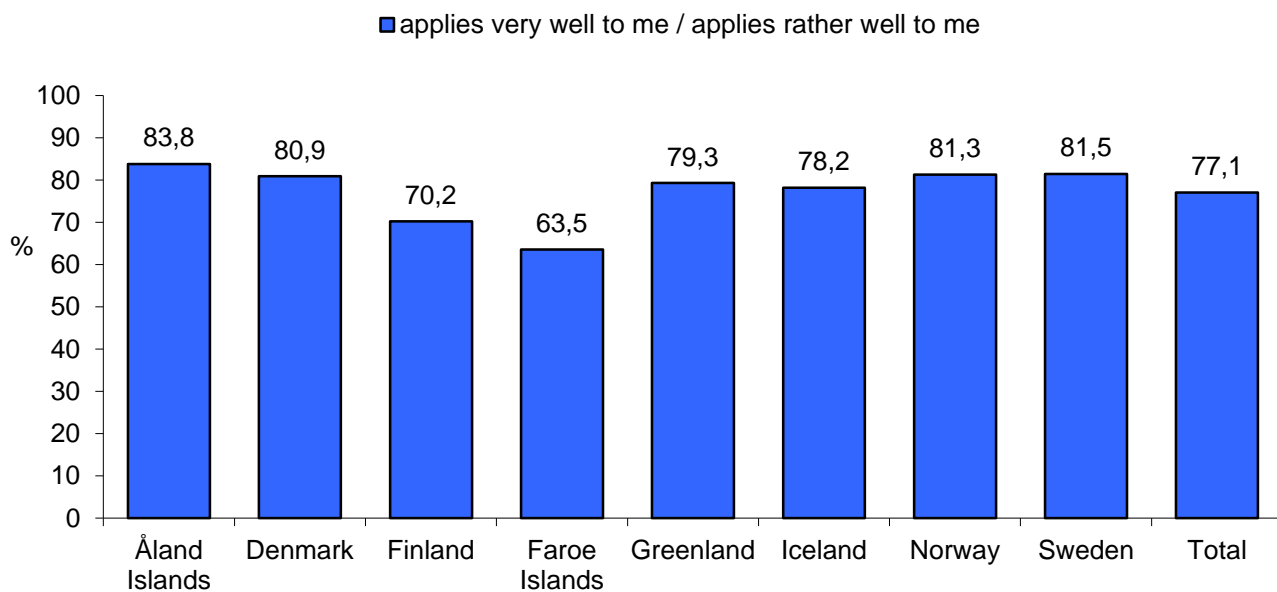


Figure 61. The Internet is an important part of my social life - applies very well to me / applies rather well to me, by country.

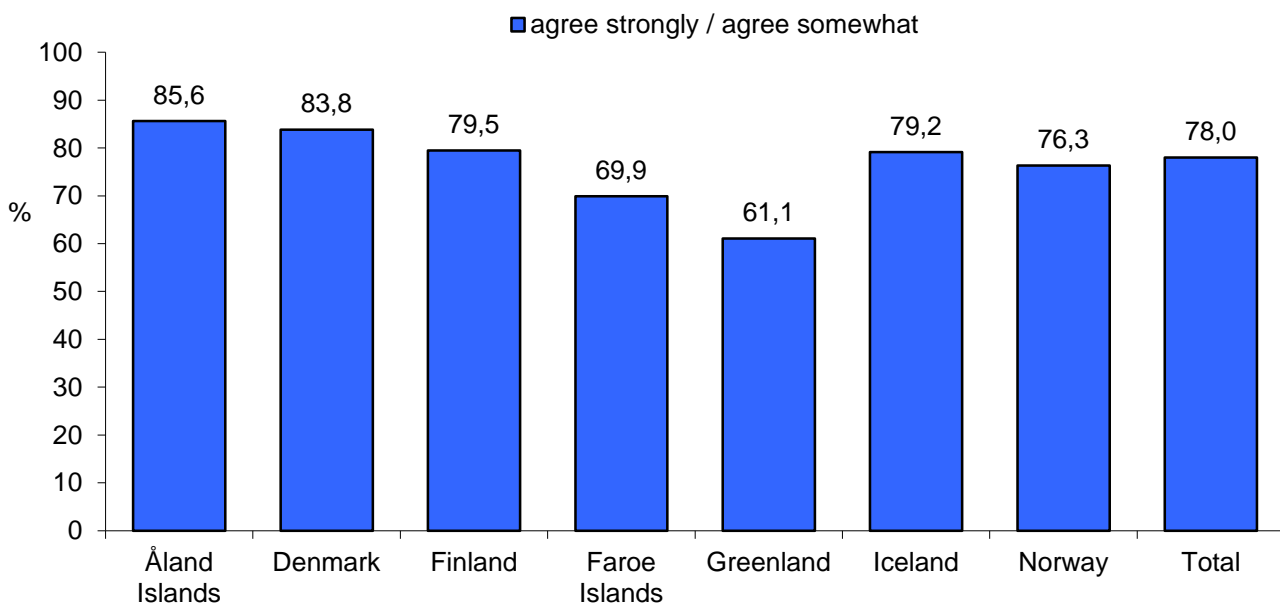


Figure 62. My school has good computer facilities - agree strongly / agree somewhat, by country.¹⁰

¹⁰ No data from Sweden.

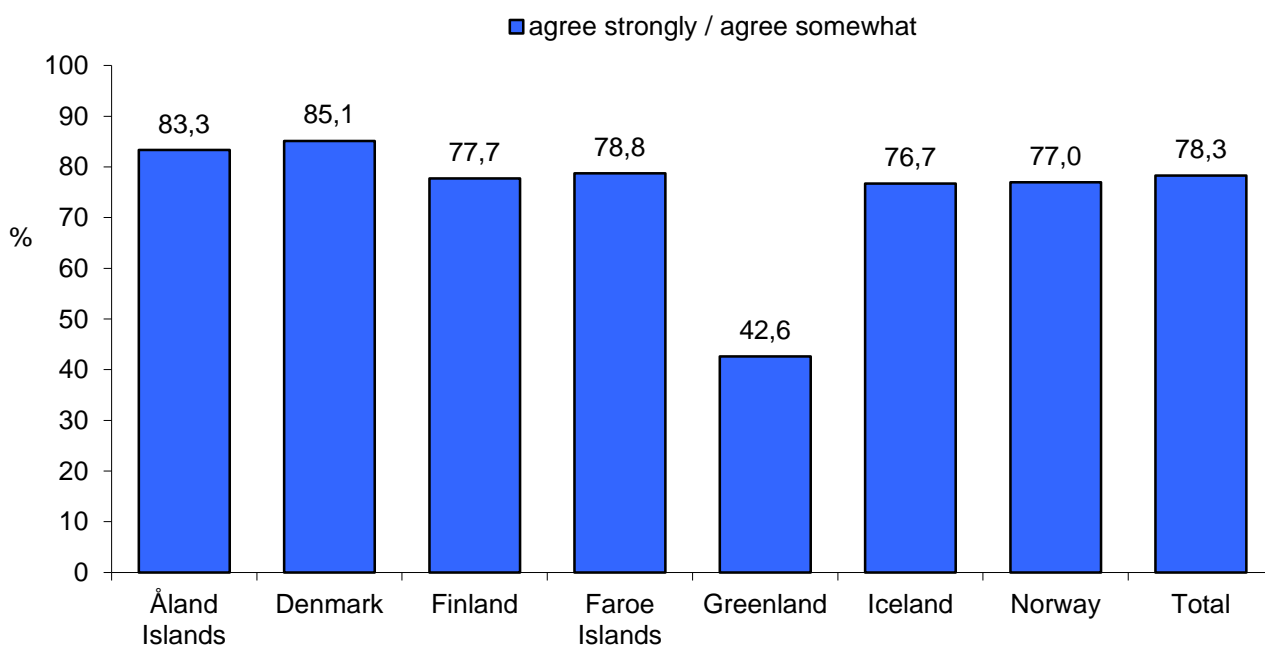


Figure 63. The Internet access is good in my school - agree strongly / agree somewhat, by country.¹¹

In tables 24 to 27 results are shown from the questions pertaining to students' daily usage of various media.

In table 23, the results for how time students spend watching TV / DVD / VCR / BLUE RAY are displayed. Across all of the countries, a little less than 18% of students say they spend nearly no time watching such media, 19% ½ to 1 hour, and nearly 38% say 1-2 hours daily while over 18% report 3-4 hours. Moreover, the results show that about 7% of Nordic secondary school students spend 5 or more hours watching TV / DVD / VCR / BLUE RAY daily. Analysing the results by country, one sees that those purporting to spend almost no time watching these media are residing most in Finland (24%) and Iceland (25%). Of those claiming to watch 5 or more hours of these media per day, Faroese students constitute the highest percentage (17%).

Table 24 displays results for the question about how much time students spend play computer games on the internet. Overall, about half of Nordic students say that they spend almost no time playing computer games. Nearly 17% claim to spend ½ to 1 hour playing such games per day, and a similar percentage occurs for the 1-2 category (16.6%). About 8% of all Nordic

¹¹ No data from Sweden.

secondary school students claim to spend 3 to 4 hours playing computer games per day and roughly 5% say they spend more than 5 hours per day playing computer games. Greenlandic secondary school students are one of the least likely groups to play computer games (63.7% spend almost no time with them). Students in the Åland Islands and in the Faroe Islands appear to be most likely by percentage to spend 5 hours more per day playing computer games (8% and 7% respectively).

Table 25 displays the results for students being questioned about how much time they spend playing computer games that are not online and nearly 70% of secondary school students – without regard to country of residence – report spending almost no time playing such games. About 11% say that they spend ½ to 1 hour per day, roughly 12% 1-2 hours per day, and a little less than 5% claim to spend 3-4 hours per day playing. The percentage of Nordic students spending 5 or more hours playing such games is about 3%. Looking at the results by country for the 5 or more hour category, Greenlandic students come out on top whereas over 72% of Finnish and Norwegian students report spending almost no time playing non-online computer games per day.

Table 26 displays the results on how much time students spend in online communication channels. On the whole, 9% of Nordic students say that they spend almost no time in such communication channels, about 15% say ½ to 1 hour while around 36% spend 1-2 hours per day; about 23% of Nordic students report spending 3 to 4 hours per day and about 16% spend 5 or more hours per day on online communication channels. Students in Finland (14.8%) and in Greenland (20.7%) are proportionately most likely to report spending almost no time using such communication channels while the 5 hour or more category is most cited by students in the Faroe Islands (24%), the Åland Islands and in Norway (19.3%).

Table 27 displays data about how much time students spend blogging. Without regard to country of residence, the large majority of students report spending almost no time blogging per day with the percentages being over 71% in the Åland Islands and over 89% among Danish, Finnish and Faroese students. A question was then posed about daily home computer usage outside school (table 28). Only a little over 18% of all Nordic students report spending almost no time using a home computer outside of school. At the same time, nearly 20% of Nordic students spend 5 hours or more per day using a home computer outside school.

Table 23. How much time on average do you spend every day on the following? - Watch TV / DVD/ VCR / BLUE RAY.¹²

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	14.3	8.4	24.0	12.9	6.8	25.4	16.1	17.9
1/2-1 hour	17.9	17.4	23.1	13.2	15.8	23.2	16.9	19.0
1 - 2 hours	43.0	41.9	38.5	33.6	35.6	34.7	38.8	37.8
3- 4 hours	19.3	25.1	11.7	23.3	30.8	13.1	21.3	18.5
5 or more hours	5.4	7.3	2.7	17.0	11.0	3.6	6.9	6.8

Table 24. How much time on average do you spend every day on the following? - Play computer games on the internet.¹³

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	45.9	50.1	55.8	53.5	63.7	51.7	54.9	53.2
1/2-1 hour	16.7	17.9	17.1	17.1	15.8	18.8	14.5	16.9
1 - 2 hours	19.3	19.4	15.6	14.8	14.4	17.5	15.9	16.6
3- 4 hours	10.1	7.4	7.0	7.6	4.1	7.4	9.6	8.0
5 or more hours	8.0	5.1	4.4	7.0	2.1	4.6	5.1	5.2

¹² No data from Sweden.

¹³ No data from Sweden.

Table 25. How much time on average do you spend every day on the following? - Play computer games that are not on the internet.¹⁴

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	8.6	7.2	14.8	8.3	20.7	7.3	7.9	9.4
1/2-1 hour	13.5	15.7	19.8	11.9	21.4	14.8	13.2	15.2
1 - 2 hours	34.0	38.8	39.2	31.7	35.2	38.9	33.8	36.4
3- 4 hours	23.9	24.4	18.3	24.2	14.4	25.1	25.8	23.4
5 or more hours	20.0	13.8	7.9	24.0	10.3	13.9	19.3	15.7

Table 26. How much time on average do you spend every day on the following? - Use internet communication channels (MSN, Facebook, Twitter, IRC e.t.c.) .¹⁵

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	63.6	68.6	72.3	67.0	54.4	67.4	72.8	69.4
1/2-1 hour	12.9	12.1	10.6	9.1	12.9	11.0	10.2	10.7
1 - 2 hours	14.0	13.3	12.0	12.9	21.1	13.5	10.5	12.5
3- 4 hours	6.3	4.1	3.3	6.9	6.1	4.9	4.4	4.7
5 or more hours	3.1	1.9	1.8	4.2	5.4	3.1	2.3	2.7

¹⁴ No data from Sweden.

¹⁵ No data from Sweden.

Table 27. How much time on average do you spend every day on the following? – Blogging.¹⁶

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	71.7	89.5	89.6	89.7	80.4	87.2	86.9	87.3
1/2-1 hour	12.1	5.4	5.9	5.3	7.0	5.1	6.2	6.0
1 - 2 hours	11.4	4.0	3.3	3.2	10.5	4.7	4.9	4.6
3- 4 hours	3.0	0.7	0.8	1.1	2.1	1.9	1.3	1.3
5 or more hours	1.9	0.4	0.5	0.7	0	1.1	0.8	0.8

Table 28. How much time on average do you spend every day on the following? - Using a home computer outside of school.¹⁷

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
almost no time	18.3	18.9	26.3	24.3	25.7	21.4	5.5	18.4
1/2-1 hour	9.2	10.3	15.4	10.1	10.4	10.7	7.8	10.7
1 - 2 hours	22.9	27.7	29.1	25.2	25.0	26.0	28.1	27.1
3- 4 hours	23.2	25.0	18.1	19.8	16.7	23.5	31.8	24.1
5 or more hours	26.4	18.1	11.1	20.7	22.2	18.3	26.9	19.8

¹⁶ No data from Sweden.¹⁷ No data from Sweden.

Table 29. How often do you use a PC/Mac in the following settings? - At school

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost never	22.1	11.0	46.5	27.7	7.5	32.9	5.8	11.3	21.6
weekly	34.6	10.1	30.8	15.3	13.0	25.7	11.4	25.7	21.1
1-3 days per week	13.0	12.6	9.8	12.1	27.4	10.8	8.2	18.3	12.2
several days per week	8.6	12.2	9.2	8.3	19.9	7.2	5.9	16.2	10.0
daily or almost daily	21.8	54.1	3.7	36.6	32.2	23.4	68.7	28.5	35.1

Table 30. How often do you use a PC/Mac in the following settings? - At home

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost never	14.6	1.1	18.7	6.9	5.4	2.0	1.8	2.2	5.8
weekly	15.1	1.6	16.9	7.9	4.1	11.5	5.5	6.1	8.7
1-3 days per week	5.3	3.8	6.4	10.6	16.9	2.7	3.1	5.3	5.2
several days per week	11.4	12.5	37.4	6.6	19.6	5.3	5.6	12.2	13.4
daily or almost daily	53.5	81.0	20.7	68.0	54.1	78.6	84.0	74.2	66.9

Table 31. How often do you do you use a PC/Mac in the following settings? - In the library

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost never	94.2	93.4	91.6	96.2	82.3	72.9	81.3	81.1	85.2
weekly	2.3	3.8	3.9	1.8	12.2	12.8	7.5	7.3	6.5
1-3 days per week	1.1	1.0	2.0	0.6	2.0	5.3	3.9	5.5	3.3
several days per week	0.5	0.7	1.3	0.6	0.7	4.0	2.8	3.1	2.2
daily or almost daily	1.9	1.3	1.2	0.6	2.7	5.1	4.5	3.0	2.8

Table 32. How often do you do you use a PC/Mac in the following settings? - When you are with friends

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost never	43.3	26.5	51.9	46.1	21.9	33.1	26.1	25.7	34.4
weekly	24.3	25.4	27.6	22.8	34.2	25.5	23.0	23.1	24.6
1-3 days per week	13.1	22.9	10.9	10.1	26.7	13.2	16.6	18.5	15.4
several days per week	11.0	14.1	6.8	14.9	10.3	16.0	20.3	18.4	15.2
daily or almost daily	8.4	11.2	2.7	6.0	6.8	12.2	14.0	14.2	10.4

Table 33. How often do you do one of the following? - Play computer games or TV games.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	25.8	19.8	32.7	34.1	16.7	27.8	20.5	19.6	25.1
1-3 days a week	25.8	12.0	19.6	13.2	16.7	25.1	14.5	15.5	17.4
weekly	9.5	20.2	12.6	12.2	21.2	4.9	13.4	14.4	12.6
several days per week	12.9	18.1	13.6	14.3	22.7	13.0	15.4	16.6	15.1
daily or almost daily	26.1	29.9	21.5	26.2	22.7	29.3	36.2	34.0	29.8
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	74.9	69.5	75.3	80.6	53.8	82.7	75.0	73.9	75.8
1-3 days a week	14.0	13.2	11.1	8.2	25.6	10.4	11.7	13.1	11.7
weekly	5.3	9.8	5.6	4.2	15.4	2.5	5.4	7.3	5.8
several days per week	3.7	3.5	4.0	4.0	3.8	2.1	3.8	2.8	3.4
daily or almost daily	2.1	4.0	4.1	2.9	1.3	2.1	4.0	2.9	3.3

Table 34. How often do you do one of the following? - Use the PC/Mac for homework or school tasks

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	45.4	2.5	50.1	9.9	2.9	14.1	8.9	16.6	18.9
1-3 days a week	29.6	7.6	25.1	20.5	2.9	28.5	15.2	24.0	21.1
weekly	9.8	14.7	17.0	22.0	42.6	10.4	16.3	19.4	16.5
several days per week	7.0	25.9	4.9	20.4	22.1	26.6	21.7	20.1	19.1
daily or almost daily	8.2	49.3	3.0	27.2	29.4	20.4	37.8	19.9	24.4
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	34.8	4.4	51.0	9.1	5.1	7.4	4.1	5.5	14.9
1-3 days a week	30.7	5.1	30.1	13.6	12.8	30.3	17.5	29.6	22.9
weekly	14.8	14.5	13.8	25.1	38.5	7.5	16.6	17.4	15.7
several days per week	9.4	26.2	3.7	17.3	21.8	29.1	17.2	24.6	18.8
daily or almost daily	10.2	49.7	1.4	34.9	21.8	25.7	44.6	22.9	27.7

Table 35. How often do you do one of the following? - Search for information on the Internet (for instance for schoolwork or leisure time interests).

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	16.2	3.6	17.1	8.7	0.0	7.3	5.7	10.1	9.2
1-3 days a week	31.7	5.6	33.7	18.9	14.9	23.5	14.5	19.2	20.3
weekly	17.7	19.9	23.2	23.0	38.8	8.6	15.3	16.5	17.4
several days per week	14.9	26.3	14.7	19.4	16.4	25.2	20.5	21.9	20.8
daily or almost daily	19.5	44.7	11.4	30.0	29.9	35.3	44.0	32.3	32.2
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	11.5	6.5	16.4	7.1	7.7	6.3	5.8	3.0	7.6
1-3 days a week	37.3	7.6	40.7	18.5	23.1	25.3	16.6	24.3	23.9
weekly	20.9	19.9	28.0	25.9	30.8	9.0	16.3	17.4	19.2
several days per week	17.2	30.0	10.0	23.8	21.8	31.5	22.6	28.2	23.5
daily or almost daily	13.1	36.0	4.9	24.6	16.7	27.9	38.7	27.1	25.8

Table 36. How often do you do one of the following? - Surf on the Internet without looking for anything in particular.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	11.4	12.4	11.1	9.3	7.4	12.2	9.9	10.3	10.8
1-3 days a week	26.8	10.9	20.7	13.1	19.1	16.8	15.5	14.8	16.2
weekly	10.8	19.9	20.7	20.0	26.5	8.8	14.3	11.4	15.0
several days per week	16.6	21.1	21.9	14.7	22.1	21.3	17.3	19.0	19.1
daily or almost daily	34.5	35.7	25.5	42.9	25.0	40.9	43.1	44.5	38.8
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	11.2	20.3	13.2	9.2	14.3	13.7	13.4	9.0	12.7
1-3 days a week	25.2	16.9	22.1	11.0	23.4	15.9	16.6	15.2	17.0
weekly	7.4	20.6	21.4	21.9	29.9	8.4	14.7	10.2	15.3
several days per week	23.1	20.1	19.7	15.3	18.2	23.1	16.9	21.5	19.7
daily or almost daily	33.1	22.1	23.6	42.6	14.3	38.9	38.5	44.1	35.3

Table 37. How often do you do one of the following? - Find information on the Internet for other family members

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	56.1	74.9	36.5	47.0	50.0	33.4	36.8	47.6	45.1
1-3 days a week	24.5	10.1	27.3	22.9	23.5	21.4	23.6	20.5	21.6
weekly	10.1	6.8	25.5	15.0	11.8	17.6	14.4	14.0	15.5
several days per week	5.2	3.1	6.1	9.8	5.9	17.1	14.0	9.3	10.1
daily or almost daily	4.0	5.1	4.6	5.3	8.8	10.5	11.1	8.6	7.7
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	60.3	79.3	46.8	61.1	53.2	42.9	46.6	56.3	53.5
1-3 days a week	21.9	12.1	26.2	19.1	24.7	16.4	21.4	20.7	20.2
weekly	9.5	3.7	19.5	8.3	7.8	17.3	12.1	10.1	12.4
several days per week	2.9	2.6	5.3	6.8	9.1	17.0	13.0	7.1	8.9
daily or almost daily	5.4	2.4	2.1	4.7	5.2	6.4	6.9	5.8	5.0

Table 38. How often do you do one of the following? - Keep in touch with friends via the Internet.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	11.7	5.4	15.2	10.5	10.3	8.8	7.9	7.0	9.2
1-3 days a week	20.2	7.0	16.5	16.4	13.2	16.4	13.6	11.7	14.1
weekly	11.7	15.1	16.4	17.7	33.8	5.7	11.3	11.0	12.6
several days per week	16.6	23.5	21.2	14.0	23.5	22.0	15.7	18.8	19.0
daily or almost daily	39.9	49.0	30.7	41.4	19.1	47.1	51.5	51.6	45.2
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	5.0	4.1	8.9	6.0	5.1	7.7	4.2	5.2	6.0
1-3 days a week	17.0	5.6	17.5	14.5	14.1	17.6	16.3	15.2	15.2
weekly	10.0	15.3	16.5	18.3	33.3	5.1	12.5	10.6	12.8
several days per week	18.7	25.5	21.5	13.1	17.9	22.1	16.2	20.3	19.6
daily or almost daily	49.4	49.5	35.6	48.0	29.5	47.5	50.8	48.6	46.4

Table 39. How often do you do one of the following? - Use the Internet to communicate with people that you do not previously know.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	43.7	53.9	43.3	59.7	48.5	49.9	44.2	40.7	47.2
1-3 days a week	17.6	12.2	17.2	13.7	22.1	14.0	13.3	13.4	14.3
weekly	8.7	11.0	15.3	9.4	17.6	8.6	10.0	8.3	10.3
several days per week	9.9	6.7	10.8	8.2	7.4	13.0	9.5	12.5	10.4
daily or almost daily	20.1	16.2	13.4	9.1	4.4	14.5	23.0	25.1	17.9
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	51.0	77.5	55.1	72.6	52.6	72.9	64.3	55.1	63.8
1-3 days a week	12.8	8.8	15.0	9.8	28.2	7.1	10.4	11.9	11.1
weekly	9.1	6.2	11.8	5.6	10.3	5.1	6.0	7.5	7.3
several days per week	7.4	3.4	8.4	5.1	2.6	6.8	7.9	8.9	7.2
daily or almost daily	19.8	4.1	9.7	6.9	6.4	8.1	11.4	16.5	10.6

Table 40. How often do you do one of the following? - Watch adult entertainment / pornography

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	42.0	27.7	40.6	40.0	44.1	24.1	32.2	41.3	35.1
1-3 days a week	22.5	19.7	23.9	19.7	25.0	23.3	20.6	20.1	21.4
weekly	12.0	23.1	15.5	14.3	17.6	8.9	14.7	13.3	14.4
several days per week	10.8	14.3	10.7	15.4	2.9	23.3	13.8	12.1	14.5
daily or almost daily	12.7	15.2	9.3	10.6	10.3	20.4	18.7	13.3	14.7
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
never or almost no time	91.4	94.7	95.1	96.7	92.3	92.6	93.9	93.3	94.1
1-3 days a week	6.2	2.9	2.6	2.4	5.1	2.8	3.5	3.2	3.1
weekly	1.6	1.2	1.8	0.4	1.3	2.6	1.3	1.4	1.5
several days per week	0.8	0.9	0.2	0.4	0.0	1.2	0.7	0.7	0.7
daily or almost daily	0.0	0.3	0.3	0.1	1.3	0.7	0.6	1.4	0.6

Table 41. Have you met someone face to face after first making contact with that person on the Internet?¹⁸

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
no	43.4	51.0	56.4	53.3	50.0	44.4	54.4	51.3
yes. once	22.9	19.0	16.9	15.3	20.6	18.5	17.8	18.0
yes 2-3 times	20.5	18.6	15.2	16.2	22.1	20.5	17.0	17.8
yes 4 times or more	13.1	11.4	11.5	15.3	7.4	16.5	10.8	13.0
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Total (%)
no	51.4	63.7	57.9	58.5	44.9	57.0	59.8	58.6
yes. once	24.7	19.0	20.1	19.8	32.1	21.8	21.8	21.1
yes 2-3 times	15.6	12.8	14.9	15.3	19.2	13.9	14.1	14.4
yes 4 times or more	8.2	4.6	7.0	6.4	3.8	7.3	4.3	6.0

¹⁸ No data from Sweden.

Equality

In the next section, results for questions are analysed that pertain to the financial situations of students and of their families as well as to their attitudes toward equality, such as issues surrounding gender equality or immigrants.

Figure 64 displays the results to questions regarding economic status; on it one can see that the large majority of students believe that it seldom/never occurs that their parents/guardians are poorly off economically. Looking at the total results without regard to country of residence, about 78% of respondents claim that such a scenario seldom/never occurs, over 16% say that it sometimes occurs and right about 5% claim that it is often or always true that their parents/guardians are poorly off financially. Figure 64 shows, however, that Greenlandic students stand out in this regard; right about 58% of them report that the statement is never or seldom valid about them, 28% say it sometimes valid and right around 14% claim that it is often or always true that their parents/guardians are poorly off financially. The financial situation of parents/guardians appears to be best among Norwegians where 87% Norwegian students report that the aforementioned statement is never or seldom valid about them and only 2.6% report that it is often or always true that their parents/guardians are poorly off financially.

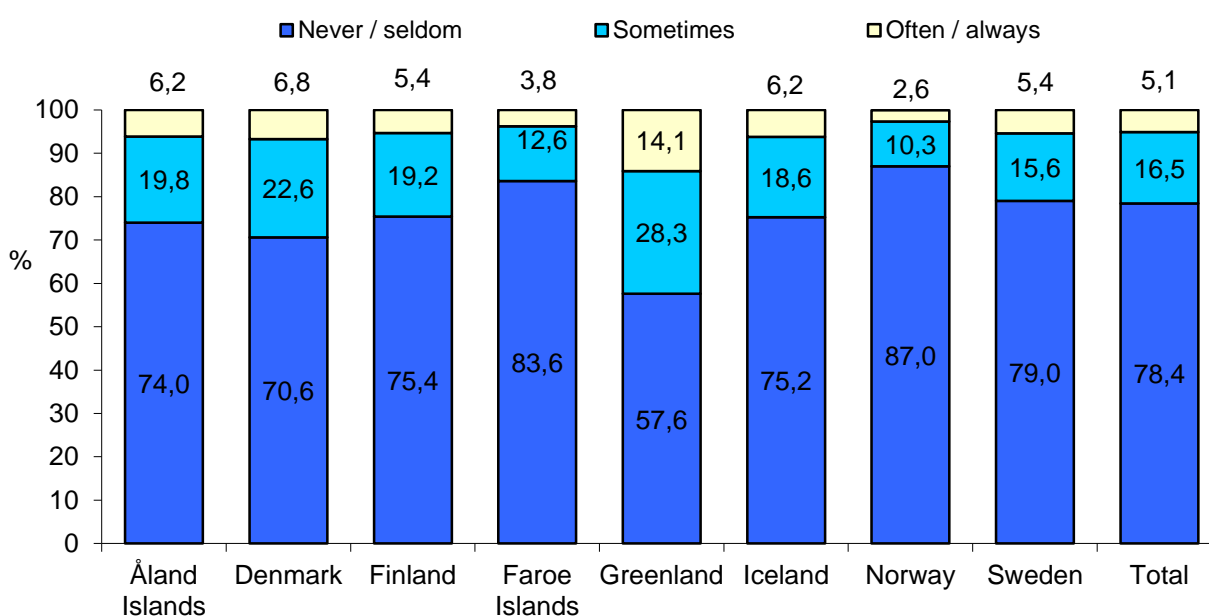


Figure 64. Please state if and to what extent the following applies to your situation - My parents are poorly-off financially, by country.

Figure 65 shows data regarding how often students think that their parents/guardians cannot afford to have a car. A similar figure is depicted here and in the above figure. It shows that the large majority of all Nordic students, excluding Greenlandic, report that it is seldom or never a valid statement that their parents cannot afford a car. The results show that right about half of Greenlandic students report that such a situation is never or seldom true of their parents while over 12% report that it is sometimes true and nearly 37% report that it is often or always true that their parents/guardians cannot afford a car.

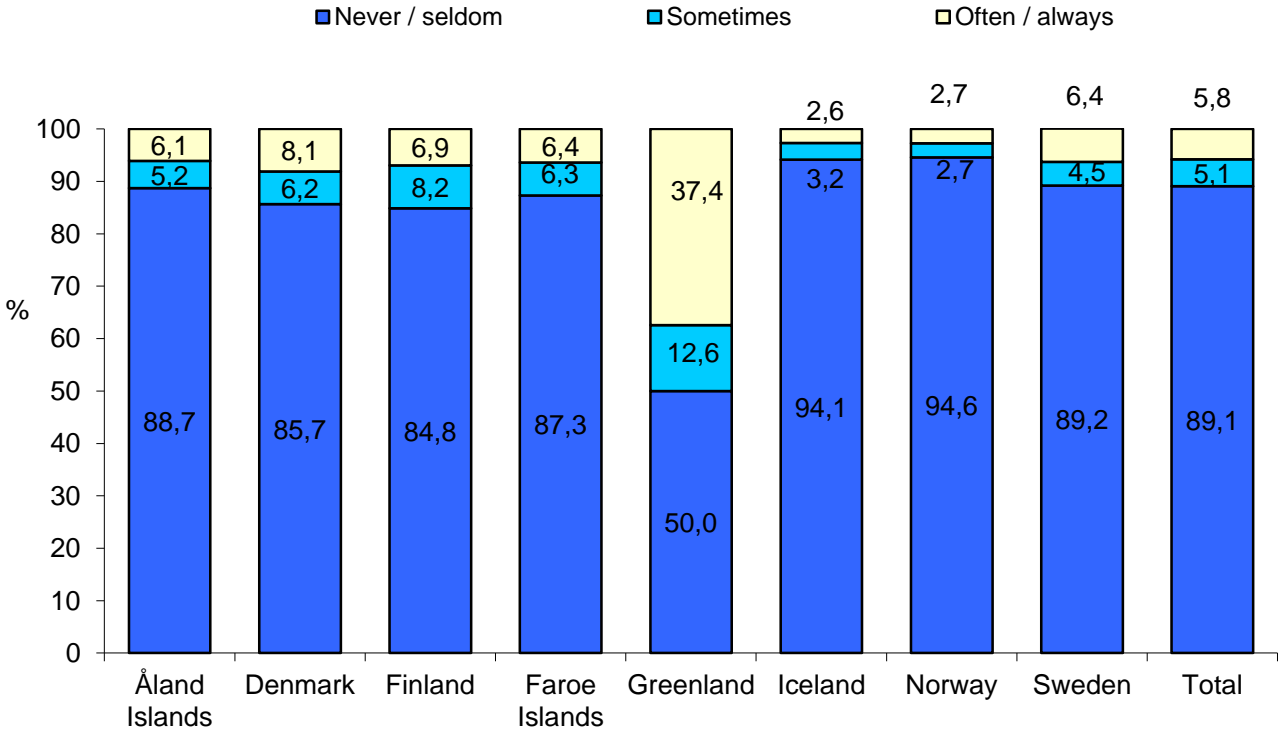


Figure 65. Please state if and to what extent the following applies to your situation - My parents can't afford to have a car, by country.

Figure 66 displays the results to the statement *my parents hardly have enough money to pay for necessities (e.g. food, housing, phone)*, arranged by country. The results show that the overwhelming majority of students, without regard to country of residence, report that it is never or seldom the case that their parents do not have enough money to pay for necessities. However, there are about 7% of Greenlandic students and 5.5% of Finnish students that report that such a statement is sometimes valid; among those saying that such a statement is often or always true, Danish students claim this most (5.1%).

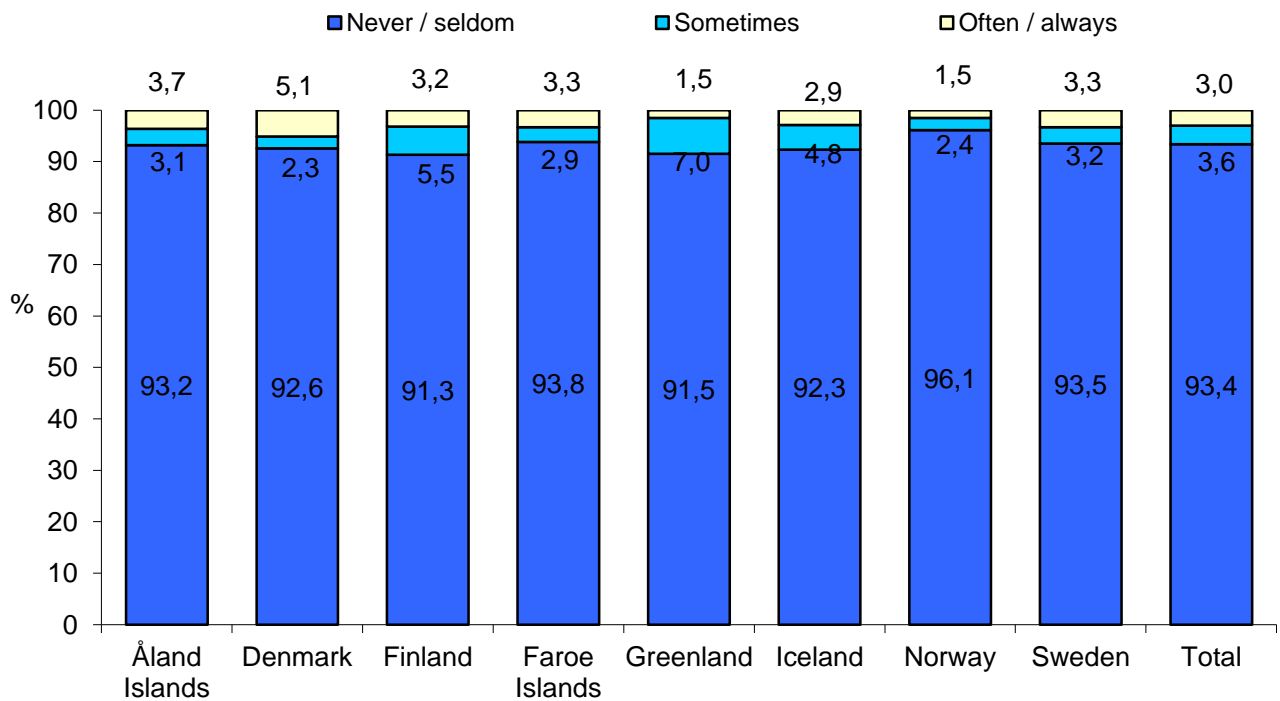


Figure 66. Please state if and to what extent the following applies to your situation - My parents hardly have enough money to pay for necessities (e.g. food, housing, phone), by country.

Students were then asked to define how well the statement *my parents do not have enough money to pay for the extracurricular activities that I would most like to participate in (e.g. practice musical instruments or sports)* could be considered valid about them. Figure 67 displays the results arranged by country. Here as before, the overwhelming majority of students say that this statement is never or seldom true about their parents/guardians. Looking at the percentage of students who report that this statement is often or always valid about them, one sees that Finnish students and Danish students select this category most (7.5% and 7.3% respectively).

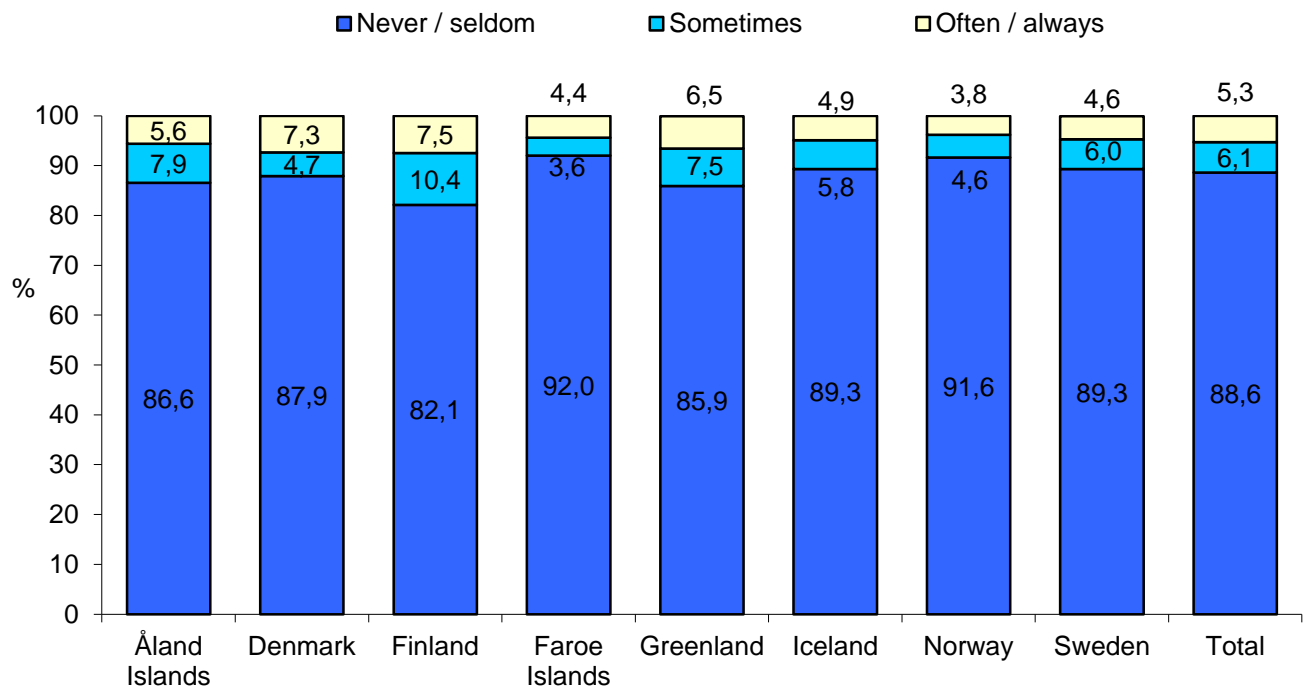


Figure 67. Please state if and to what extent the following applies to your situation - My parents do not have enough money to pay for the extracurricular activities that I would most like to participate in (e.g. practice musical instruments or sports), by country.

Gender Equality

In the questionnaire survey students were asked to take a stance on nine given statements which all touched upon gender equality in one way or another. In figures 68-76 the results are displayed for each of these statements and the students' stances on them, arranged by country and gender of the respondents.

If one begins by looking at how much students agree or disagree with the statement that *women should stay at home and take care of the children when they are young*, one can see in (figure 68) that overall – without regard to country of residence – about half of males and about 36% of females say that they are in agreement strongly or somewhat. The percentage of males that agree strongly or somewhat is highest among Finnish students (62.2%) and in Norway (60%). The results also indicate that Danish students are one of the nationality groups who disagree most with this statement, as about 32% of Danish males and nearly 16% of Danish females claim to agree with the aforementioned statement.

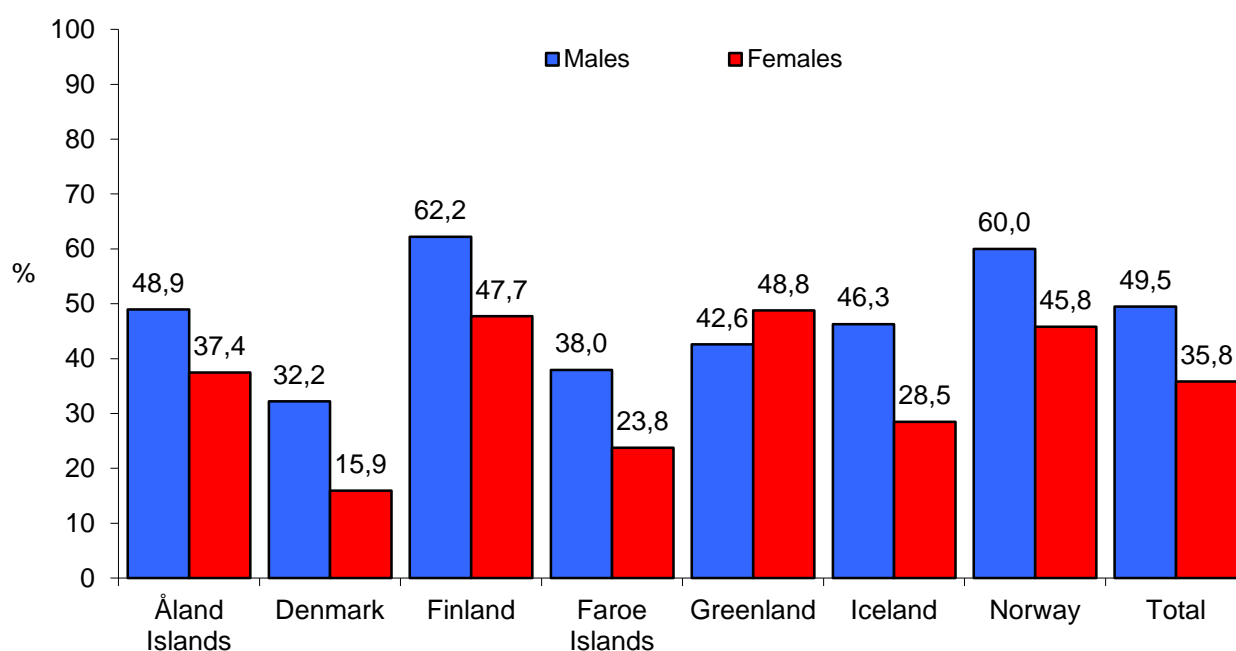


Figure 68. Women should stay at home and take care of the children when they are young - agree strongly / agree somewhat, by gender.¹⁹

¹⁹ No data from Sweden.

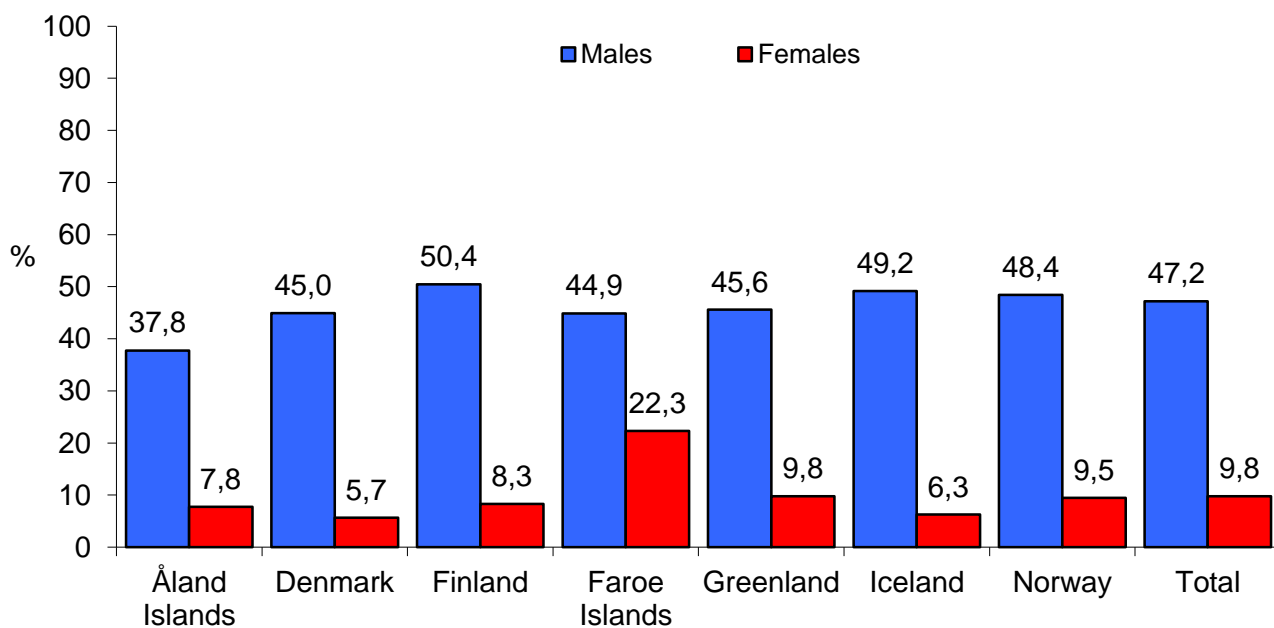


Figure 69. Men are better leaders than women - agree strongly / agree somewhat, by gender.²⁰

Figure 69 displays the results to the students' responses to the statement *men are better leaders than women*. The difference in the responses between the genders is quite apparent here. Examining the total results without regard to country of residence, one can see that about 47% of males claim to agree with the statement whereas about 10% of females do. The highest percentage of males agreeing to the statement can be found in Finland while the highest percentage of females agreeing to the statement can be found in the Faroe Islands.

Another tone, so to speak, resonated when the results to the statement *women and men should have equal rights* are examined. The overwhelming majority of students claim to strongly or somewhat agree to the statement. The results, however, paint a bit of a different picture in regard to the Faroe Islands. While the percentage of male students agreeing to the statement is well over 80% in the other concerned countries, only 58% of males in the Faroe Islands agree to the statement; the statement is also less agreed to among Faroese females where about 80% of whom agree to the statement whereas 90% of females from the other concerned countries agree strongly or somewhat that males and females should have equal rights.

²⁰ No data from Sweden.

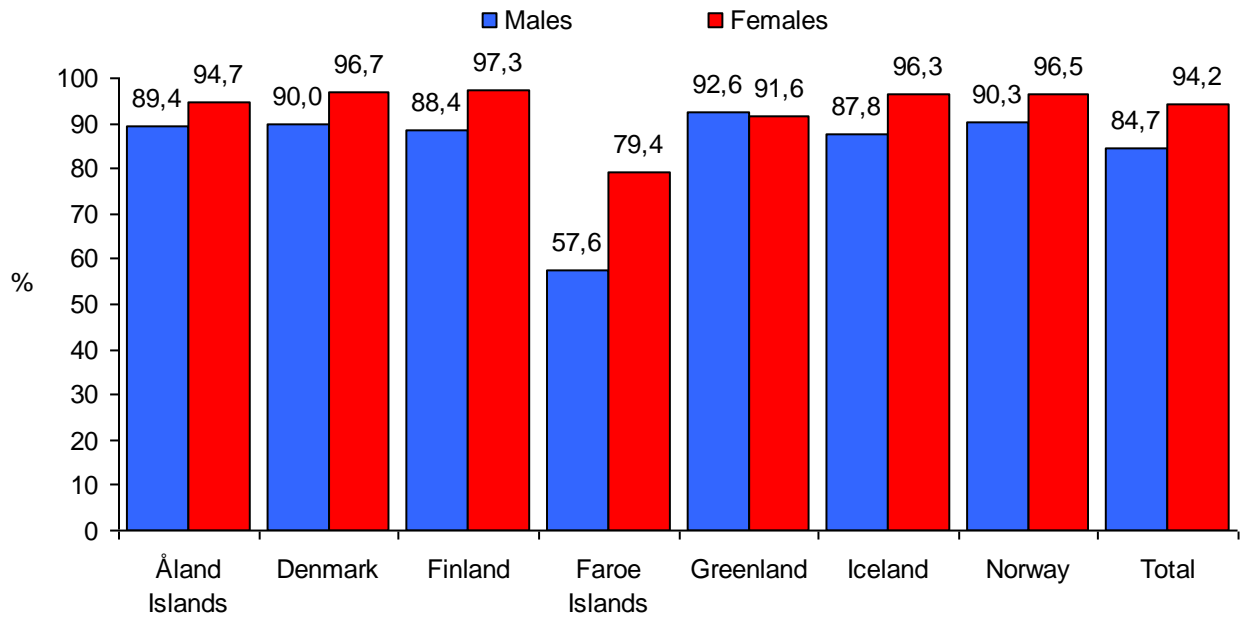


Figure 70. Women and men should have equal rights - agree strongly / agree somewhat, by gender.²¹

²¹ No data from Sweden.

One can then look at the results for the students' responses to the statement *overall it is better when men, rather than women, make decisions*, arranged by country. Overall, without regard to country of residence, a considerable difference is apparent among the genders. About 36% of males agree to the statement while about 9% of females do. The percentage is highest among Faroese males (47.3%) and Faroese females (24.5%).

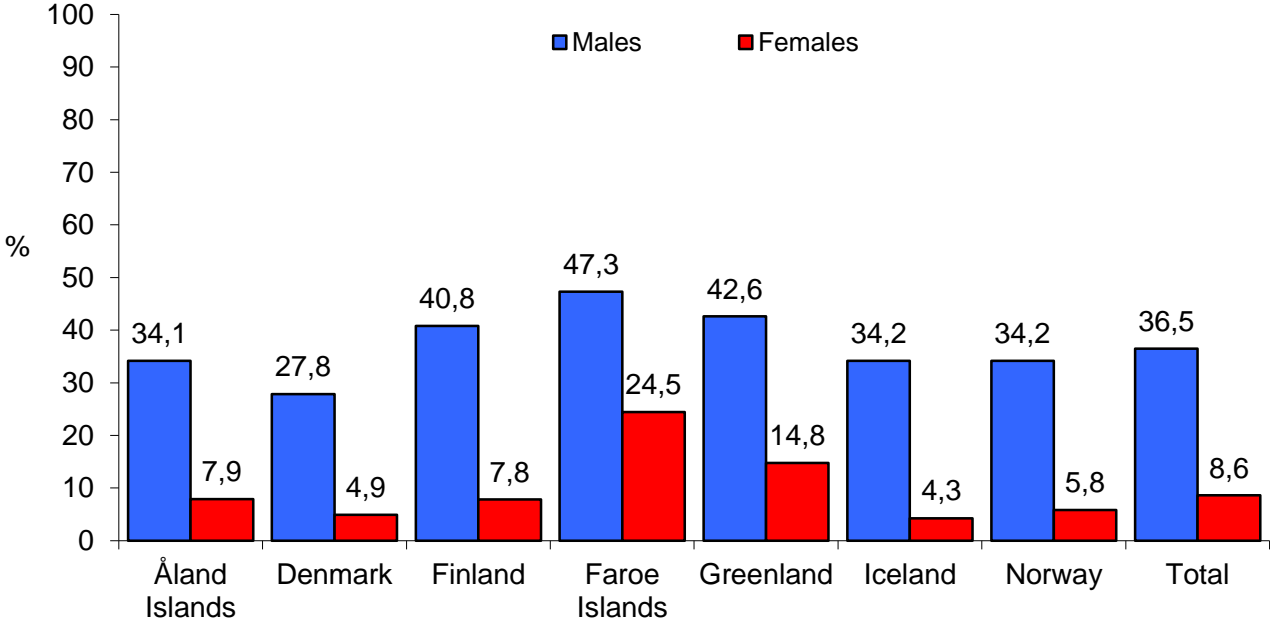


Figure 71. Overall it is better when men, rather than women, make decisions - agree strongly / agree somewhat, by gender.²²

²² No data from Sweden.

Examining the results in figure 72 regarding to what extent students agree or disagree with the statement *women are fit to be religious leaders (priests etc.)*, one can see that overall – without regard to country of residence – the percentage among the genders is rather equal. About 55% of males and over 56% of females claim to strongly or somewhat agree to the statement. Icelandic students undeniably draw attention to themselves in this regard as they deviate from the overall trend; only about a little more than 23% of males and over 13% of females residing in Iceland agree with the statement *women are fit to be religious leaders*.

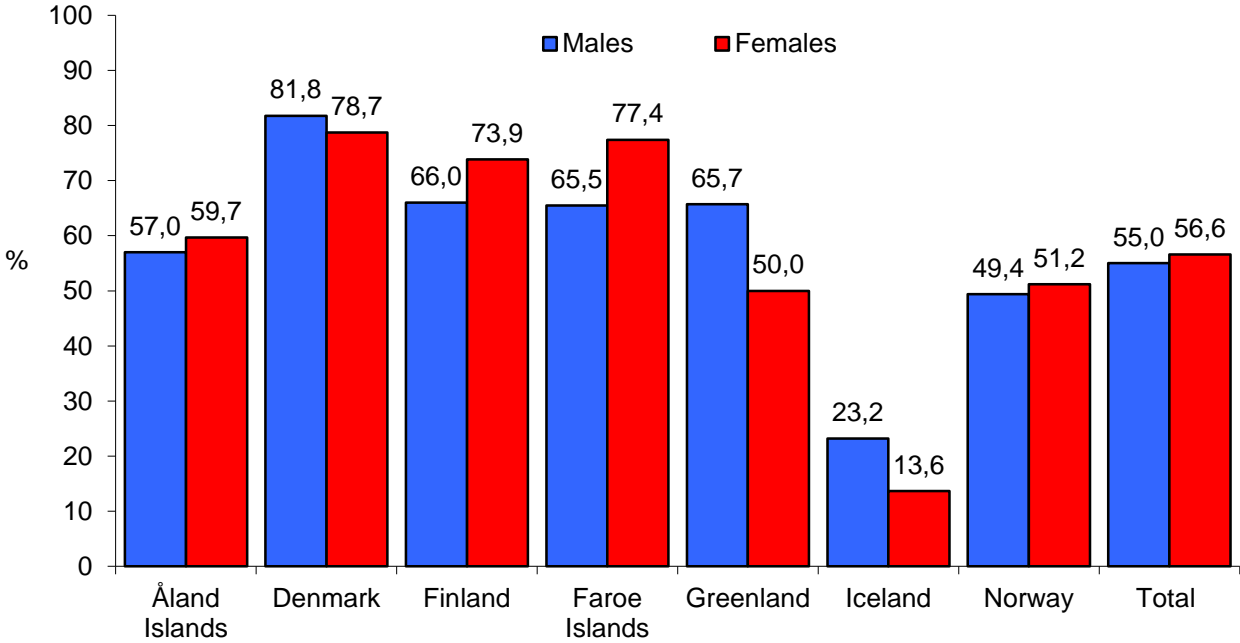


Figure 72. Women are fit to be religious leaders (priests etc.) - agree strongly / agree somewhat, by gender.²³

²³ No data from Sweden.

The next results to appear are those concerning the responses to the statement *women should not work outside the home*. While viewing figure 73, it is possible to see that overall, and without regard to country of residence, about 13% of males and around 4% of females strongly or somewhat agree to the statement. In addition, the results show that the percentages are similar across countries, though Faroese males (29.4%) and Faroese females (12%) deviate considerably from the overall trend.

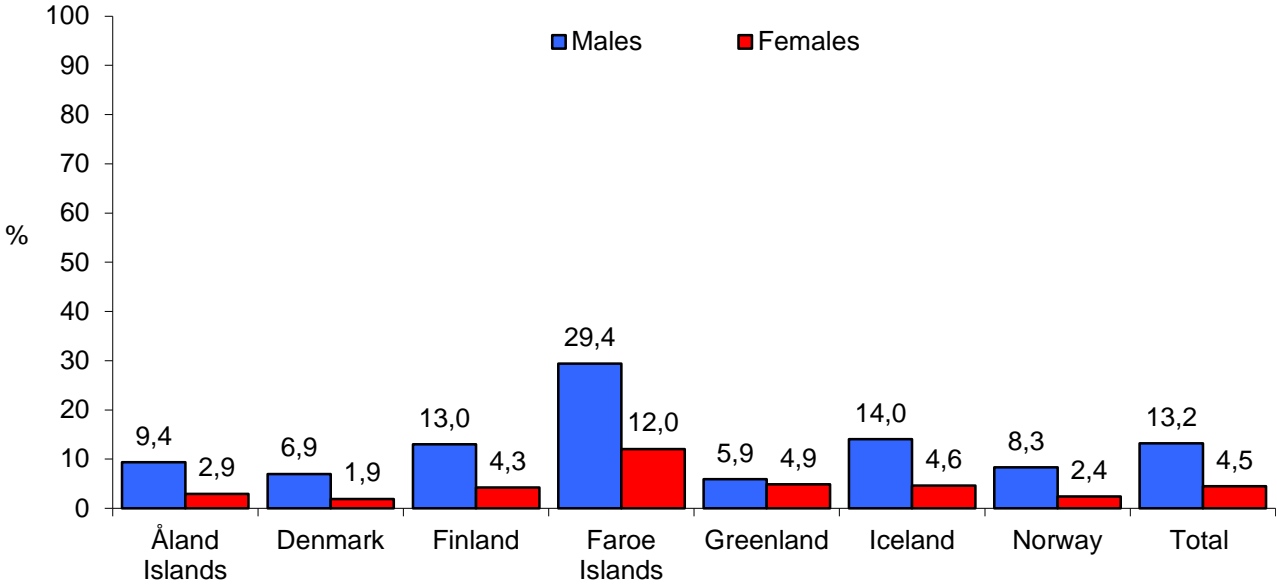


Figure 73. Women should not work outside the home - agree strongly / agree somewhat, by gender.²⁴

²⁴ No data from Sweden.

Figure 74 displays the results for the amount of students agreeing to the statement *women are better leaders than men*. Viewing the total results without regard to country of residence, about 16% of males and over 33% of females agree to the statement. The percentage of females agreeing most to the statement is found in Greenland (54.4%) and the highest percentage of males who agree to statement is found in the Faroe Islands (over 37%).

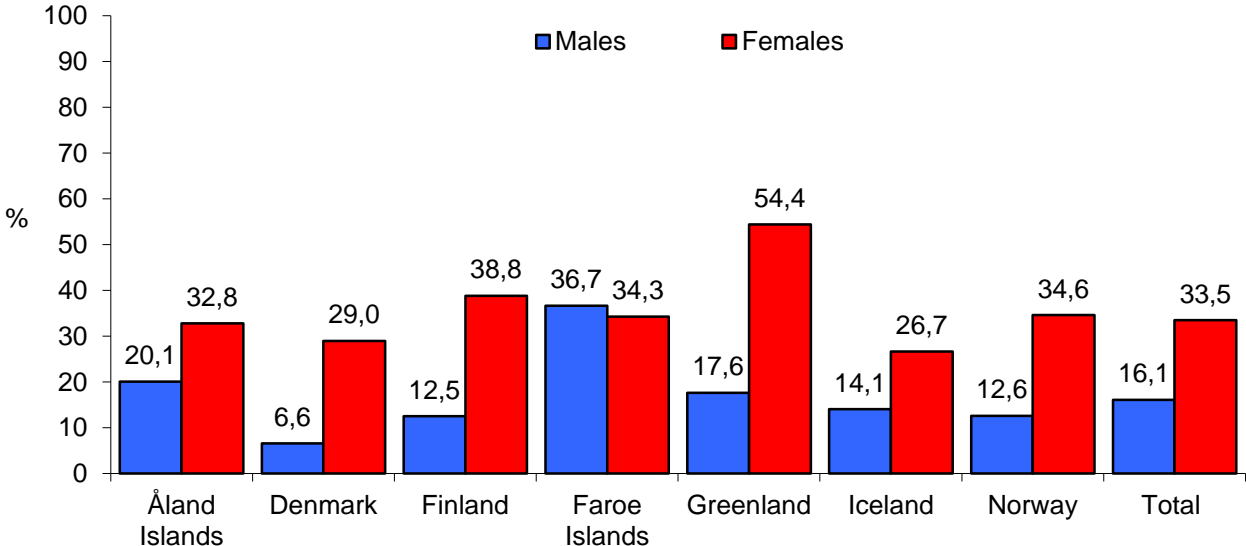


Figure 74. Women are better leaders than men- agree strongly / agree somewhat, by gender.
25

²⁵ No data from Sweden.

Students were then asked to take a stance on the statement *when a man and a woman live together, I consider the man to be the head of their home*. The results in figure 75 show that a considerable difference exists among the genders in this regard. About 44% of males and roughly 17% of females in Nordic countries claim to agree to the statement. The highest percentage is found among Finnish males, 56% of whom agree to the statement while the lowest percent of males agreeing to the statement is found in the Åland Islands (29.5%). The percentage of females who agree to the statement is highest in Greenland (21.8%), though little difference exists between that percentage and the percentage of females agreeing to the statement in Finland (21.4%) and in the Faroe Islands (21.5%). The lowest percentage of females agreeing to the statement is found in Iceland where only a little over 7% of females agree to it.

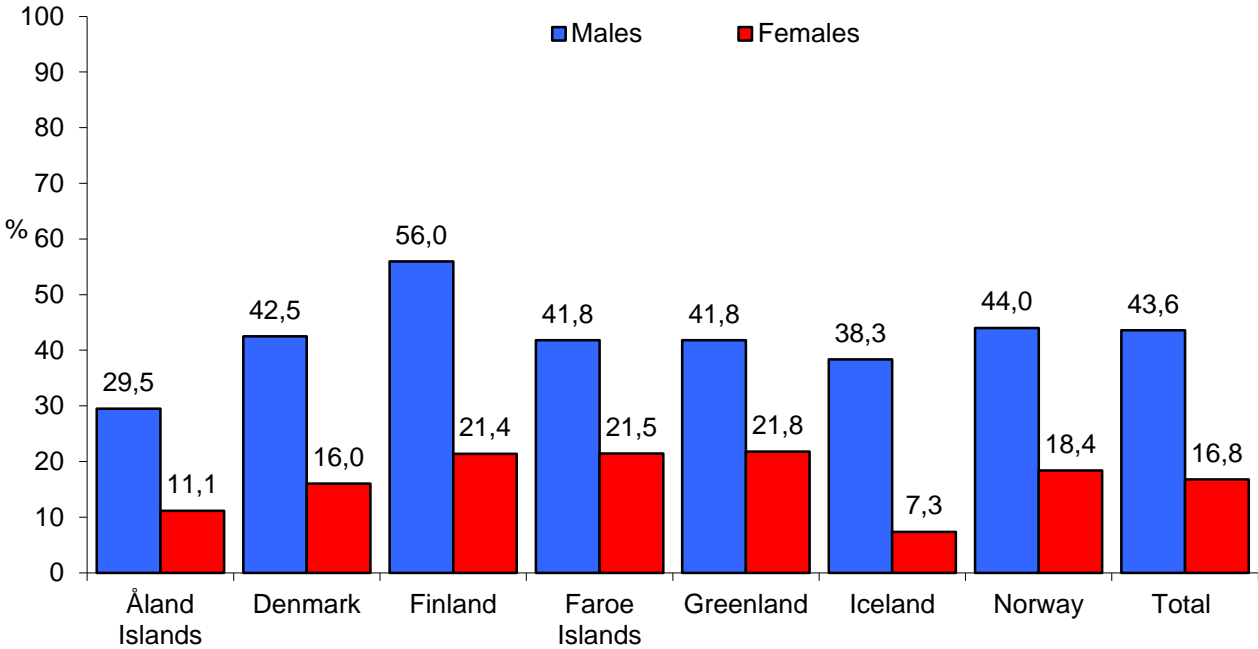


Figure 75. When a man and a woman live together, I consider the man to be the head of their home - agree strongly / agree somewhat, by gender. ²⁶

Finally, students were asked to take a stance on the statement *when jobs are scarce, men should have more right to a job than women*. Figure 76 displays the results for those who agreed to the statement; looking at the whole – without regard to country of residence – about 26% of males agreed and roughly 7% of females to the statement. The highest percentage

²⁶ No data from Sweden.

among males is found in Iceland (36.4%), whereas the lowest is among Danish males. In regard to female responses, the lowest percentage agreeing is found in Denmark (1.6%), while the highest is in Greenland (15%) and in the Faroe Islands (14.3%).

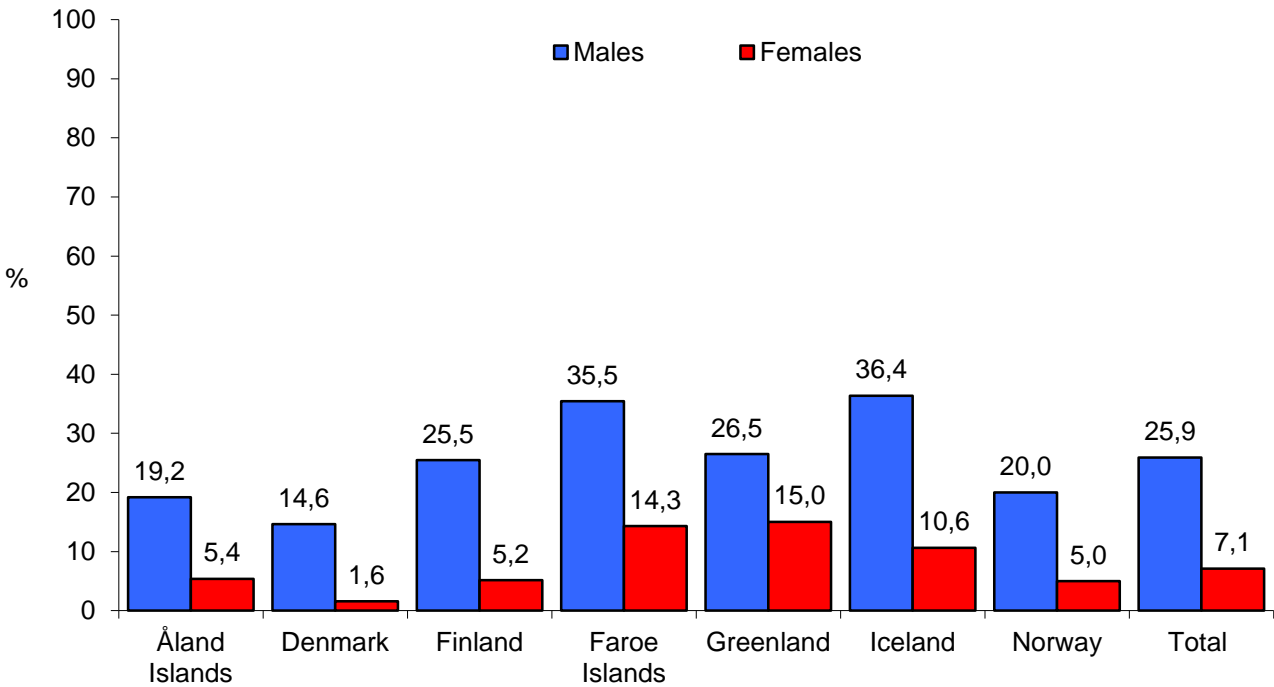


Figure 76. When jobs are scarce, men should have more right to a job than women - agree strongly / agree somewhat, by gender.²⁷

²⁷ No data from Sweden.

The survey contained six questions concerning students' beliefs regarding immigrants and subjects surrounding them. Questions were constructed in such a way that a scale with 10 values was included, where the value of 1 stood for a negative attitude and the value of 10 stood for a positive attitude. In tables 42 to 47 the results to the six questions are displayed. In each figure, the averaged responses for each country are displayed as well as for the average of all of them in which a higher value translates to being closer to a positive mind set for the concerned party and a lower value in the same manner corresponding to a more negative mind set for the concerned party. It is also possible to see how the answers lined up by percentage for each value.

The first question pertained to employment affairs and the negative statement was worded in the following manner: Immigrants take jobs away from natives in this country. The positive one was worded as follows: Immigrants do Not take jobs away from natives in this country was found among Finnish students (5.34%) and in Greenland (5.35%) The most positive attitude was found among Danish secondary school students, where the average was 6.68.

Table 43 shows the results for the statement *this countries cultural life is undermined by immigrants* (negative attitude) and *this countries cultural life is NOT undermined by immigrants* (positive attitude). The most negative attitude in this question was found among Greenlandic secondary school students (5.38), whereas results from Danish secondary school students were highest with 6.30 as the average.

Then students were asked about the relationship between immigrants and crime wherein the statement was worded the following way: *Immigrants make crime problems worse*. The positive version was: *Immigrants do NOT make crime problems worse* (table 44). Here one can see that the average is overall, without regard to residence, lower than in the above questions. The most negative attitude came from Norway (4.94), though there was little variance among Norwegian and students and Icelandic and Danish ones where the averages came out to 5.01. Furthermore, students in the Åland Islands provided an average of 5.02. The most positive average in relation to this question was found among Greenlandic students (6.69).

Table 42. Immigrants take jobs away from natives in this country (1) vs. Immigrants do Not take jobs away from natives in this country (10), Scale from 1 to 10, by Country. 28

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.61	11.7	5.5	10.8	11.7	12.7	5.5	9.1	11.7	7.2	13.9
Denmark	6.68	6.3	3.9	7.8	7.8	10.1	5.1	10.1	14.5	12.5	21.9
Finland	5.34	12.7	7.6	9.6	10.1	15.3	6.9	9.4	11.8	7.0	9.6
Faroe Islands	5.84	9.8	6.2	10.0	9.0	13.5	5.6	10.2	12.8	8.3	14.6
Greenland	5.35	13.7	5.6	7.5	13.0	24.2	4.3	4.3	5.0	5.6	16.8
Iceland	5.62	9.7	5.2	11.0	10.7	17.1	6.3	9.2	11.7	5.8	13.3
Norway	5.76	10.6	4.9	9.9	10.7	13.9	6.2	9.2	12.3	8.5	13.8
Total	5.77	10.3	5.6	9.8	10.1	14.3	6.1	9.4	12.3	8.0	14.1

Table 43. This countries cultural life is undermined by immigrants (1) vs. This countries cultural life is NOT undermined by immigrants (10), Scale from 1 to 10, by Country.²⁹

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.66	12.5	7.3	10.1	9.4	11.1	7.6	8.3	8.8	8.8	16.1
Denmark	6.30	8.3	6.5	8.7	8.7	9.2	5.9	8.2	12.2	11.8	20.6
Finland	5.98	10.7	6.0	7.7	8.4	12.2	7.3	9.5	12.4	10.3	15.5
Faroe Islands	6.06	9.3	6.3	8.8	9.1	12.3	6.2	9.3	9.5	10.4	18.9
Greenland	5.38	10.5	7.4	11.7	7.4	23.5	6.8	6.2	7.4	4.3	14.8
Iceland	5.71	7.6	5.0	9.6	10.1	21.9	7.9	8.5	10.1	6.4	13.0
Norway	5.59	11.4	6.5	10.5	9.9	13.6	8.0	9.2	9.3	7.9	13.7
Total	5.85	9.8	6.1	9.2	9.3	14.2	7.2	8.9	10.4	9.0	15.7

²⁸ No data from Sweden.

²⁹ No data from Sweden.

Table 44. Immigrants make crime problems worse (1) vs. Immigrants do NOT make crime problems worse (10), Scale from 1 to 10, by Country.³⁰

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.02	17.2	10.0	9.3	10.3	13.1	7.1	7.1	6.4	8.3	11.4
Denmark	5.01	17.4	9.4	10.9	10.3	9.3	6.4	9.5	11.0	6.8	9.1
Finland	5.08	14.5	8.4	11.1	11.7	12.7	7.7	8.0	10.9	6.8	8.2
Faroe Islands	5.53	14.5	7.0	10.7	7.8	11.2	7.5	8.1	10.1	9.1	14.0
Greenland	6.69	5.0	1.9	6.2	6.2	21.1	6.2	9.9	11.2	8.1	24.2
Iceland	5.01	15.3	8.2	12.9	10.1	12.7	7.0	9.6	8.8	6.3	9.1
Norway	4.94	19.0	9.2	11.2	9.9	10.2	7.2	7.6	7.8	5.1	12.8
Total	5.11	16.2	8.5	11.2	10.0	11.6	7.2	8.4	9.4	6.7	10.9

Table 45 displays the results of the statements which relate to the welfare system. The negative statement was as follows: *Immigrants are a strain on this country's welfare system* while its positive counterpart was phrased: *Immigrants are NOT a strain on this country's welfare system*. The average for the total—without regard to country of residence—is 5.48. The ratio is highest among students in Greenland (6.64) and lowest among students in the Åland Island (5.32) and in Norway (5.37).

The students were then asked if they thought that the proportion of immigrants would be a threat to society in the future (table 46). The negative statement was as follows: *In the future the proportion of immigrants will be a threat to society* while its positive counterpart was: *In the future the proportion of immigrants will NOT become a threat to society*. Here the total average is 5.74 and the most positive attitude is found among the Greenlandic students (6.81) while the most negative attitude is found among the Norwegian students (5.37).

Finally, the students were asked about their attitude toward the customs and traditions of the immigrants (table 47). The negative statement was: *For the greater good of society it is better*

³⁰ No data from Sweden.

if immigrants maintain their distinct customs and traditions while its positive counterpart was put: For the greater good of society it is better if immigrants do NOT maintain their distinct customs and traditions. Here the average, regardless of country of residence, is 5.93. The most positive attitude comes up among the Faroese (6.31) and the Danish (6.20) students, while the Greenlandic students have the most negative attitude with an average of (5.57).

Table 45. Immigrants are a strain on this countries welfare system (1) vs. Immigrants are NOT a strain on this countries welfare system, Scale from 1 to 10, by Country.³¹

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.32	14.5	7.8	9.3	10.6	15.2	5.9	7.8	8.1	7.1	13.7
Denmark	5.74	11.9	6.4	8.5	10.1	11.1	7.5	9.0	12.4	9.0	13.9
Finland	5.06	14.8	7.3	11.5	12.0	13.4	7.9	8.4	9.4	6.6	8.7
Faroe Islands	6.06	7.6	5.3	7.3	8.2	18.3	8.4	10.0	9.8	8.2	17.0
Greenland	6.64	3.7	2.5	5.6	7.5	26.7	5.0	7.5	7.5	8.1	26.1
Iceland	5.53	9.0	4.4	9.0	10.8	23.4	8.9	9.6	8.4	5.4	11.2
Norway	5.37	13.7	6.4	10.6	11.3	13.1	8.4	7.7	8.7	6.9	13.1
Total	5.50	11.8	6.1	9.6	10.7	15.9	8.1	8.7	9.4	7.0	12.7

³¹ No data from Sweden.

Table 46. In the future the proportion of immigrants will a threat to society (1) vs. In the future the proportion of immigrants will NOT become a threat to society (10), Scale from 1 to 10, by Country.³²

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.55	15.2	8.1	8.1	9.2	11.9	5.5	6.7	10.4	8.1	16.6
Denmark	6.04	11.9	5.8	8.1	8.4	10.7	6.0	8.4	10.3	11.4	18.9
Finland	5.81	11.7	5.8	7.2	9.3	15.0	7.0	9.1	10.5	9.5	14.9
Faroe Islands	5.57	13.3	7.0	8.2	8.8	13.5	8.0	9.1	10.8	8.4	12.9
Greenland	6.81	5.6	3.1	6.8	4.9	17.9	8.6	5.6	8.0	10.5	29.0
Iceland	5.79	9.8	5.9	8.2	9.0	18.0	7.5	8.2	10.5	7.9	14.9
Norway	5.37	14.9	6.8	8.2	8.9	12.3	7.1	7.8	8.7	7.7	17.6
Total	5.76	15.2	8.1	8.1	9.2	11.9	5.5	6.7	10.4	8.1	16.6

³² No data from Sweden.

Table 47. For the greater good of society it is better if immigrants maintain their distinct customs and traditions (1) vs. For the greater good of society it is better if immigrants do NOT maintain their distinct customs and traditions (10), Scale from 1 to 10, by Country.³³

Country	mean	Negative (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	7 (%)	8 (%)	9 (%)	Positive (%)
Åland Islands	5.92	10.7	5.2	6.6	7.4	19.6	8.1	8.5	8.3	6.6	19.0
Denmark	6.20	6.7	5.7	6.5	7.0	19.9	7.7	10.1	9.5	7.3	19.6
Finland	5.77	7.0	4.5	6.7	8.2	27.8	9.0	9.4	8.9	6.5	12.0
Faroe Islands	6.31	9.3	3.8	5.7	5.8	20.7	7.4	7.5	8.6	7.7	23.5
Greenland	5.57	9.9	4.3	8.1	6.2	34.8	6.8	4.3	3.1	5.0	17.4
Iceland	5.71	6.8	4.1	8.4	8.1	31.2	6.8	7.3	8.9	5.2	13.3
Norway	5.90	12.3	4.7	6.9	7.4	17.7	7.9	7.9	9.0	7.1	19.1
Total	5.93	8.8	4.6	7.0	7.4	23.5	7.8	8.3	8.8	6.6	17.1

³³ No data from Sweden.

Activities, extra curriculum participation

The following section deals with the results of questions which concern the students' leisure activities together with organised youth and leisure activities. Examining how often Nordic secondary school students participate in organised youth and leisure activities, one sees (figure 77) that the percentage of the students who report never taking part in such activities is nearly half of all the students. More precisely, about 45% of the males and roughly 48% of the females report that they never take part in such activities. On the other hand, 9% of the males and just about 5% of the females report taking part in youth and leisure activities every day. If this question is particularly examined by country of residence of the participating students, one sees (table 48) that the percentage of males taking part in these activities every day is highest among the Icelandic (15.4%) and Norwegian (11.7%) males. With the females, it is the Icelandic females, too, who are comparatively the most likely to engage in such activities, just about 12.4%. Greenlandic students, on the other hand, are comparatively the least likely to participate in organised youth and leisure activities—the percentage of the Greenlandic students who report almost never taking part in these activities is the highest one of the participating countries, similar for both the Greenlandic males (66.2%) and females (63.3%).

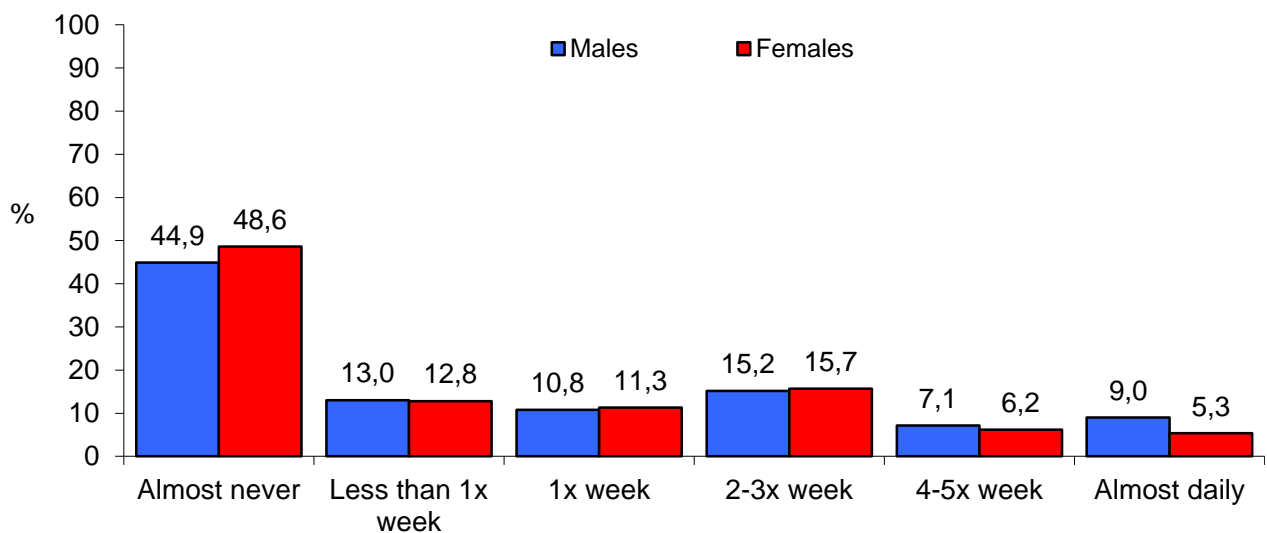


Figure 77. Do you take part in any organised recreational or extracurricular activities? Whole population by gender.

Table 48. Do you take part in any organized recreational or extracurricular activities? By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Greenland (%)	Faroe Islands (%)	Iceland (%)	Norway (%)	Sweden (%)
Almost never	51.4	46.1	44.1	66.2	49.8	35.6	44.0	47.2
Less than 1x week	10.2	14.5	22.7	13.2	12.5	11.7	10.0	9.9
1x week	11.1	14.5	11.8	7.4	10.7	11.5	9.4	8.9
2-3x week	16.9	12.9	11.1	4.4	13.8	17.1	18.3	15.9
4-5x week	5.2	7.9	4.2	5.9	7.6	8.6	6.6	8.5
Almost daily	5.2	4.0	6.1	2.9	5.6	15.4	11.7	9.5
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Greenland (%)	Faroe Islands (%)	Iceland (%)	Norway (%)	Sweden (%)
Almost never	49.0	56.8	42.7	63.3	51.2	38.2	53.2	50.6
Less than 1x week	12.0	14.6	22.1	16.5	10.3	13.9	8.3	8.7
1x week	9.5	13.9	12.4	10.1	12.9	10.2	10.4	10.4
2-3x week	19.5	8.4	14.1	7.6	15.3	17.5	17.8	17.2
4-5x week	5.4	4.4	5.2	2.5	6.1	7.8	5.7	7.8
Almost daily	4.6	1.8	3.4	0.0	4.2	12.4	4.6	5.3

If we examine how often the students engage in organised sports activities besides the sports activities that take place at school, one sees (table 49), looking at the results as a whole, regardless of country of residence, that nearly 34% of all males and roughly 23% of the females engage in such activities four or more times a week. When analysing these results by country, one sees that the Icelandic males (42.4%) and the Icelandic females (28%) are comparatively the most likely to engage in these kinds of activities four times or more often a week. The percentage of students almost never taking part in such activities is highest among the students in the Faroe Islands for both males and females.

Table 49. How often do you participate in sports and physical training outside the compulsory classes at school? – by country and gender.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	32.8	17.6	21.8	35.9	22.1	25.7	19.2	20.6	23.5
Once a week	23.3	12.8	13.4	7.7	16.2	8.3	12.5	14.9	12.6
2-3 times a week	24.8	38.8	30.5	27.2	41.2	23.5	31.4	28.0	29.4
4 times a week or more	19.0	30.8	34.3	29.2	20.6	42.4	36.9	36.5	34.6
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	30.7	21.8	21.7	39.8	28.2	30.5	20.7	24.1	25.7
Once a week	21.2	19.4	20.3	12.9	28.2	10.5	15.4	17.0	16.3
2-3 times a week	34.0	39.9	33.1	25.6	41.0	31.0	41.0	34.8	34.8
4 times a week or more	14.1	18.9	24.9	21.8	2.6	28.0	22.9	24.1	23.2

The students were asked if and, if so, how often they engage in sports (practise or compete) in a sports club/team. Table 50 displays the results of this question. Looking at the results as a whole, without regard to country of residence, over 52% of the males and over 64% of the females report that they never engage in sports in a sports club/team. The lowest percentage of the males and females who never engage in sports in a sports club/team is to be found among the Danish students. The Icelandic males (28.8%) are comparatively the most likely to engage in sports in a sports club/team four or more times a week, like the Icelandic females (16.2%).

Table 50. How often do you engage in sports (practise or compete) in a sports club/team? – by country and gender.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	56.3	44.6	54.1	59.5	55.9	54.2	54.2	46.6	52.3
Once a week	10.2	11.2	8.6	7.5	8.8	5.8	9.1	7.4	8.2
2-3 times a week	20.3	29.7	16.0	13.7	27.9	11.2	18.1	21.5	18.4
4 times a week or more	13.2	14.5	21.3	19.3	7.4	28.8	18.6	24.5	21.1
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	59.2	57.9	66.7	64.3	73.1	68.3	67.5	58.4	64.1
Once a week	13.5	14.4	6.7	8.3	10.3	5.3	7.9	10.0	8.6
2-3 times a week	19.2	19.7	13.7	13.5	15.4	10.2	14.8	18.1	15.1
4 times a week or more	8.2	8.0	12.9	13.8	1.3	16.2	9.8	13.6	12.2

The students were asked how often they exert themselves physically so they exhaust themselves or sweat (table 51). Examining the results as a whole—i.e. without any regard to residence—one sees that about 15% of the males and roughly 19% of the females report that they almost never exert themselves. Looking at the results by country, one sees that Icelandic (44.4%) and Swedish (43.9%) males are some of the most likely to engage in such exercise four times or more often a week, and the results show the same tendency when looking at the females' answers where the Icelandic (29.3%) and the Swedish (27.2%) females exert themselves physically comparatively most (four times a week or more often).

Table 51. How often do you exert yourself physically so you exhaust yourself or sweat? – by country and gender.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	14.0	11.2	17.2	16.2	11.8	16.2	17.5	11.5	14.9
Once a week	18.7	10.9	16.7	14.3	26.5	11.0	17.3	10.7	14.0
2-3 times a week	38.3	40.9	29.5	35.0	44.1	28.3	32.4	33.9	33.3
4 times a week or more	29.0	37.0	36.7	34.5	17.6	44.4	32.8	43.9	37.8
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)	Total (%)
Almost never	17.6	16.7	18.9	18.9	23.1	19.3	24.0	16.5	19.3
Once a week	25.0	21.1	26.0	20.3	30.8	14.6	22.1	15.8	20.3
2-3 times a week	36.1	42.2	34.9	37.1	43.6	36.7	38.7	40.5	38.2
4 times a week or more	21.3	19.9	20.2	23.7	2.6	29.3	15.2	27.2	22.1

Other leisure activities

In the survey various questions were asked concerning how the students spend their free time, both in organised and non-organised youth and leisure activities. Tables 52–58 show the answers of some of the questions which pertain to non-organised leisure activities during the last 30 days before the survey. If one begins by examining how often the students had been to the cinema during the last 30 days (table 52), one sees that students in the Åland Islands are the most likely to report never having gone with no significant variation by gender. Students in Greenland (males and females) are on the other hand comparatively the most likely to report having been to the cinema four or more times a week.

Table 52. How often have you taken part in the following during the last 30 days? - Been to the cinema/movies. By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	82.0	14.9	57.4	52.8	24.6	15.2	37.1	38.7
Once	12.0	45.4	31.0	33.0	31.9	35.8	42.0	45.3
2-3 times	4.2	35.5	9.7	12.9	33.3	39.3	17.8	14.0
4 times or more	1.8	4.3	1.9	1.3	10.1	9.8	3.2	2.0
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	65.3	20.5	40.0	47.0	26.4	19.3	31.7	34.5
Once	31.0	50.6	41.3	39.1	26.4	39.7	44.5	45.6
2-3 times	2.9	26.0	17.2	12.8	33.3	36.3	21.7	18.4
4 times or more	0.8	2.9	1.4	1.1	13.8	4.6	2.1	1.5

If one examines how often the students have been to a café during the last 30 days, one sees that the Icelandic students are the most likely to report that they have not gone at all (table 53). The percentage of students having gone four or more times is highest among the Finnish males (23.4%) and the Ålandic females (roughly 19%), though there is only a small variation to be found between females from there and females from Finland (18.3%) and Sweden (17.6%).

Table 53. How often have you taken part in the following during the last 30 days? - Been to a café. By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	26.5	16.6	28.8	54.5	40.6	61.8	47.3	40.5
Once	24.7	30.6	22.0	18.2	36.2	21.5	26.3	31.1
2-3 times	32.1	31.0	25.8	18.9	14.5	12.1	19.4	20.3
4 times or more	16.7	21.8	23.4	8.3	8.7	4.6	7.0	8.1
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	15.9	27.5	21.3	37.9	48.3	43.0	24.1	20.4
Once	26.9	39.8	24.7	20.3	33.3	30.8	35.2	27.4
2-3 times	38.4	24.0	35.8	27.8	9.2	18.9	30.1	34.6
4 times or more	18.8	8.7	18.3	14.0	9.2	7.3	10.7	17.6

Table 54 shows how often the students had gone to a party during the last 30 days before the survey was performed. The highest percentage that reports having never gone to a party is found among the Greenlandic students, 73.9% for males and 62.1% for females. Males from the Åland Islands (25.5%) and females from Sweden (18.2%) are comparatively most likely to report having been to a party four times or more often during the last 30 days before the survey was performed.

Table 54. How often have you taken part in the following during the last 30 days? Been to a party. By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	24.6	59.9	29.6	22.5	73.9	22.0	32.0	29.8
Once	20.2	29.6	23.7	22.8	13.0	26.0	23.0	22.3
2-3 times	29.7	7.3	29.6	34.6	8.7	35.9	27.3	30.7
4 times or more	25.5	3.3	17.0	20.2	4.3	16.1	17.7	17.2
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	16.7	59.6	21.6	21.7	62.1	16.4	24.5	25.1
Once	26.8	31.3	29.1	25.9	26.4	29.6	27.0	26.7
2-3 times	41.1	6.8	34.0	35.2	8.0	39.7	34.0	30.0
4 times or more	15.4	2.3	15.3	17.3	3.4	14.3	14.6	18.2

Table 55 shows the results of the question *how often have you been to a theatre?* In this regard Denmark and Greenland clearly stand out from the others. About 55% of the males and nearly 43% of the females in Denmark report having been to a theatre during the last 30 days. The percentage is even higher when one looks at the Greenlandic students where it applies to 74% of the males and 58% of the females.

Table 55. How often have you taken part in the following during the last 30 days? Been to a theatre. By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	88.4	2.3	90.5	90.4	1.4	73.1	85.1	90.7
Once	9.2	9.6	8.5	8.9	11.6	22.7	9.2	8.3
2-3 times	0.6	32.7	0.6	0.6	13.0	3.1	3.0	0.7
4 times or more	1.8	55.4	0.3	0.1	73.9	1.1	2.8	0.3
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	83.7	3.5	84.2	83.6	1.2	65.6	82.3	86.1
Once	15.4	11.3	13.2	14.9	11.6	28.4	11.1	12.1
2-3 times	0.8	42.3	2.0	1.2	29.1	5.0	3.9	1.2
4 times or more	0.0	42.9	0.6	0.3	58.1	1.0	2.7	0.7

If one looks into how common it is for students to have gone to a party, one sees (table 56) that nearly 87% of the males and 69% of the females in Greenland report having gone to a bar four times or more often during the last 30 days before the survey was performed. The percentage of students reporting to never have gone to a bar is highest among Swedish and Norwegian students.

Table 56. How often have you taken part in the following during the last 30 days? Been to a bar. By country.

Males:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	53.0	37.4	69.0	32.0	2.9	46.3	92.0	96.9
Once	15.8	28.7	10.9	13.1	1.5	15.5	2.4	2.5
2-3 times	18.8	16.1	12.9	29.7	8.8	22.5	1.7	0.3
4 times or more	12.5	17.8	7.2	25.1	86.8	15.7	3.9	0.2
Females:	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
Never	60.6	26.7	71.9	33.4	1.1	45.9	91.0	97.3
Once	19.9	30.9	11.4	19.7	5.7	19.3	3.0	1.9
2-3 times	13.4	19.7	10.4	26.4	24.1	23.5	1.2	0.6
4 times or more	6.1	22.8	6.4	20.5	69.0	11.3	4.8	0.1

Substance abuse

The following section will focus on drug abuse among the secondary school students. First, the results on smoking will be discussed, then alcohol consumption and finally illegal drugs.

If one begins by examining how common smoking on a daily basis is among secondary school students one sees that (figure 78) the percentage is considerably different by country. The highest percentage of smoking on a daily basis is found among Norwegian (12%), Swedish (15%), and Icelandic (17%) students, while as many as 42% of the Greenlandic students report that they smoke on a daily basis. About 34% of the Faroese students and 33% of the students in the Åland Islands report that they smoke on a daily basis. If one looks at the results by gender (figure 79), one sees some variation by gender among students in Greenland and the Åland Islands where females are more likely to smoke on a daily basis compared to males, whereas males in Finland and in the Faroe Islands are more likely to smoke on a daily basis than females.

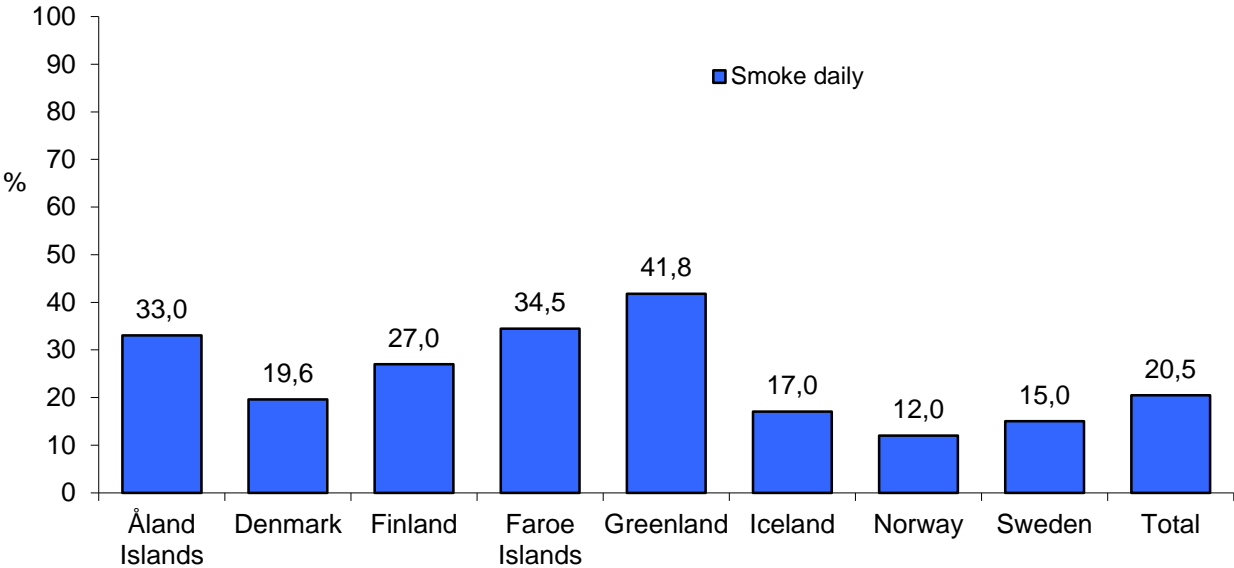


Figure 78. How much have you smoked, on average, during the last 30 days? – Daily smoking, by country.

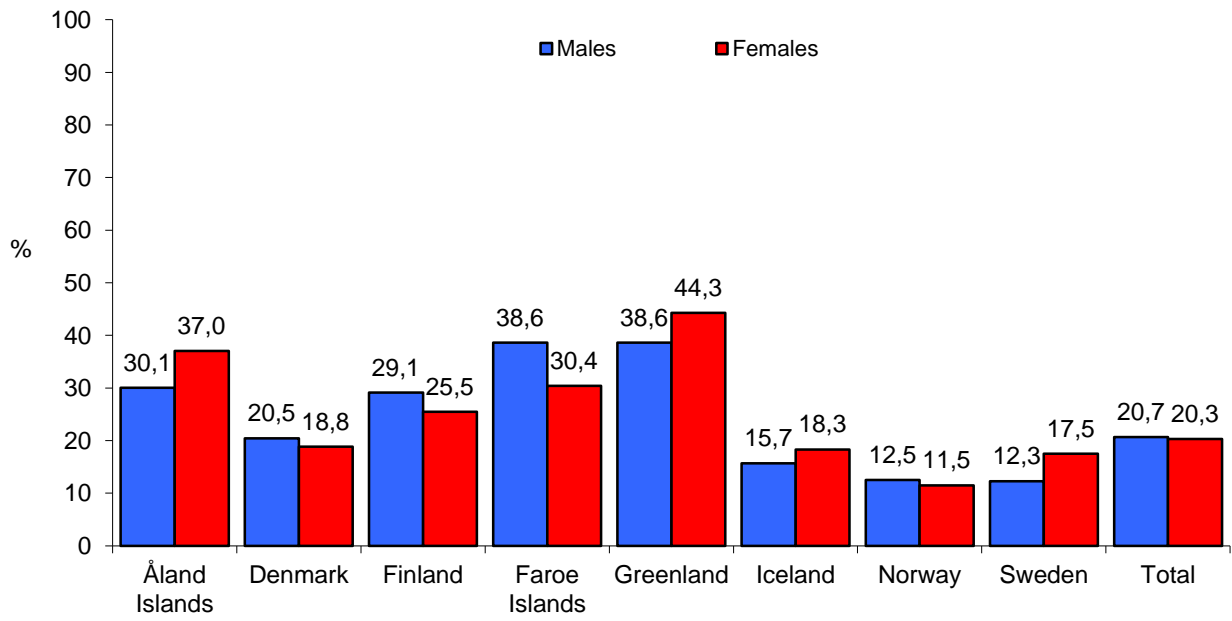


Figure 79. How much have you smoked, on average, during the last 30 days? – Daily smoking, by gender.

Figure 80 shows the results for all the Nordic secondary school students by gender of the question *how old were you the first time when you had one whole drink or more of any kind?* Only 12% of the students report that they have never drunk any alcohol. This applies to just about the same amount of males that is does to females. Comparatively, most students report that they were 14 or 15 years old when they had their first alcoholic drink. Examining the results by country (table 57), a considerable variation by residence country of the students appears. Less than 1% of the Greenlandic students report never having had a whole alcoholic drink, while this applies to around 16% of the students in Iceland and Norway. Also, it is worth noticing the low percentage of students who had their first alcoholic drink after they turned 18.

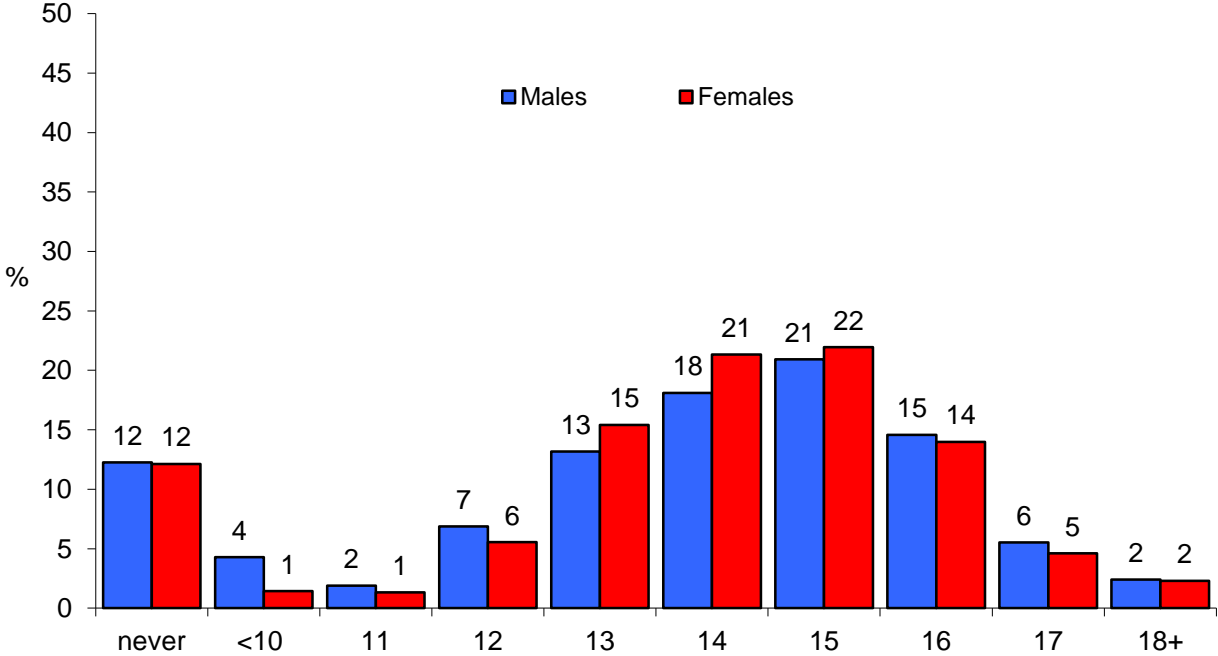


Figure 80. How old were you the first time you had one whole drink or more of alcohol of any kind? Whole population, by gender. ³⁴

³⁴ No data from Sweden.

Table 57. How old were you the first time you had one whole drink or more of alcohol of any kind? By country.³⁵

	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)
Never	9.6	3.1	11.5	10.4	0.6	16.3	16.5
10 years or younger	5.5	3.5	3.0	2.1	3.8	3.1	1.7
11	2.1	1.9	2.0	1.7	1.9	1.6	1.0
12	7.7	9.3	8.8	5.6	7.0	4.1	3.9
13	17.4	23.8	16.6	14.1	23.6	8.3	11.2
14	19.1	26.5	21.7	23.7	28.0	14.0	16.7
15	20.7	21.1	21.8	20.3	22.3	20.1	23.1
16	10.6	8.2	10.2	13.1	8.9	21.9	16.7
17	4.8	1.7	3.0	5.4	2.5	7.9	6.4
18 years or older	2.6	0.9	1.4	3.6	1.3	2.8	2.8

³⁵ No data from Sweden.

Figure 81 shows the percentage of the students who report having been drunk once or more often in their lifetimes. The percentage is highest among Danish (92.5%) and Greenlandic (96.2%) secondary school students, though a large majority of all the students, regardless of residence, report that they have been drunk once or more often in their lifetimes. The percentage is lowest among the Icelandic and the Norwegian students where less than 75% report having been drunk in their lifetimes. No specific variance is accounted for by gender here (figure 82). The results show, however, that Faroese males are comparatively more likely than Faroese females to report having been drunk once or more often in their lifetimes.

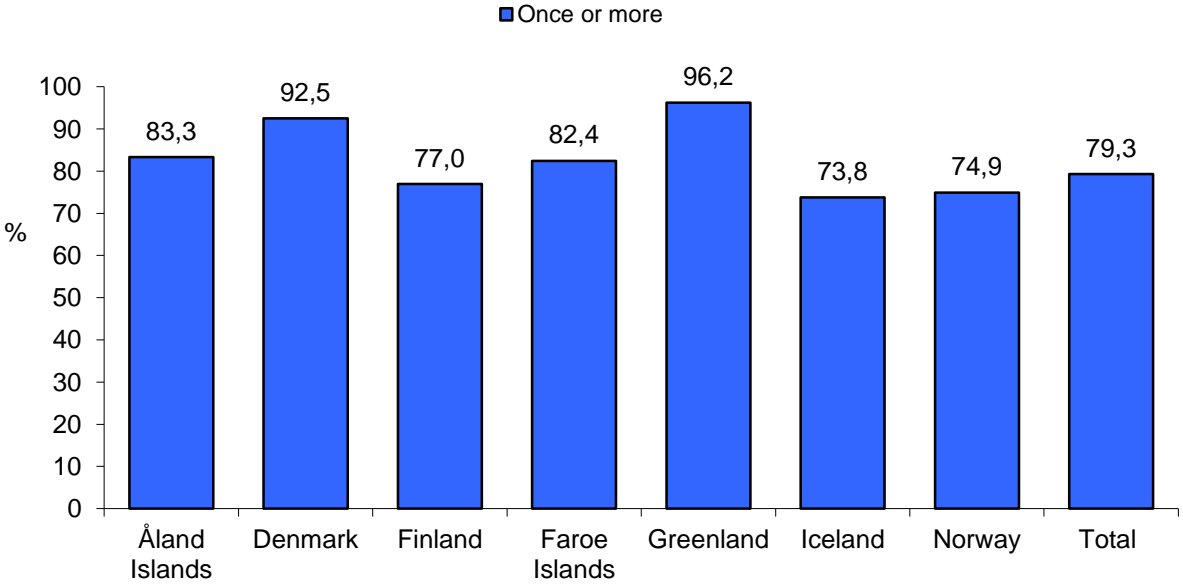


Figure 81. How often have you got drunk? In your lifetime. Once or more often, by country.³⁶

³⁶ No data from Sweden.

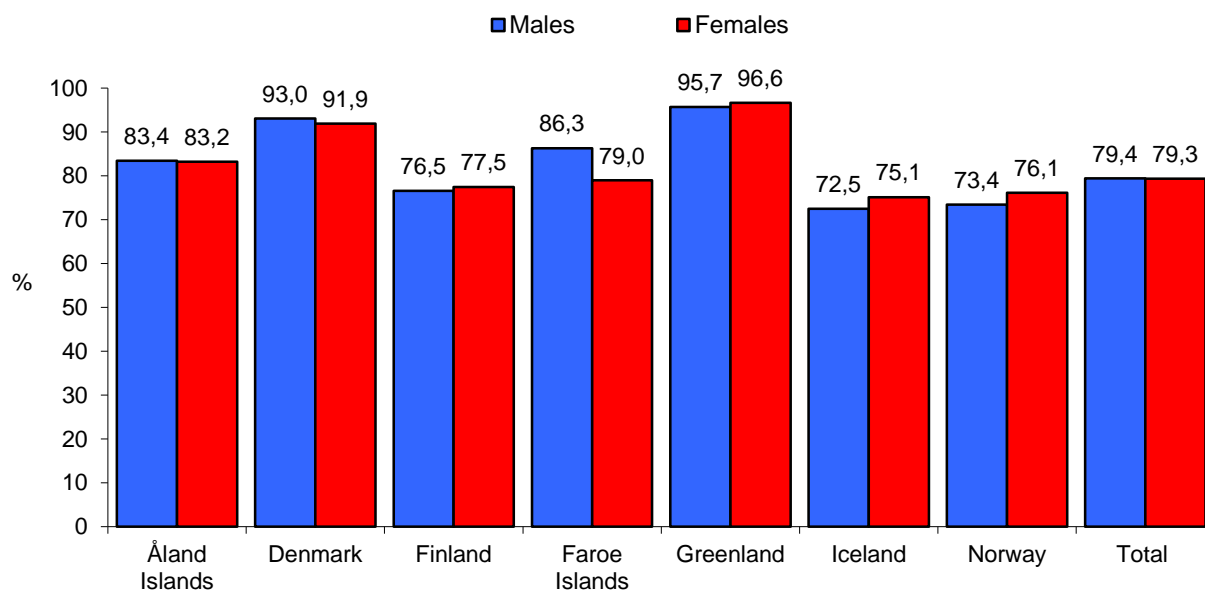


Figure 82. How often have you got drunk? In your lifetime. Once or more often, by gender.³⁷

³⁷ No data from Sweden.

Figure 83 shows the percentage of students who report that they have been drunk once or more often during the last 30 days. The percentage of this is highest among Greenlandic (79.7%) and Danish (about 74%) students. However, these results also show that more than half of the students in the eight countries have been drunk once or more often during the last 30 days.

If one looks at the results by the students' gender (figure 84), one sees that males are comparatively more likely to report having been drunk once or more often during the last 30 days than females in all the countries except Iceland. There on other hand females are the most likely to report having been drunk in this period. In Norway no significant variance is accounted for by gender.

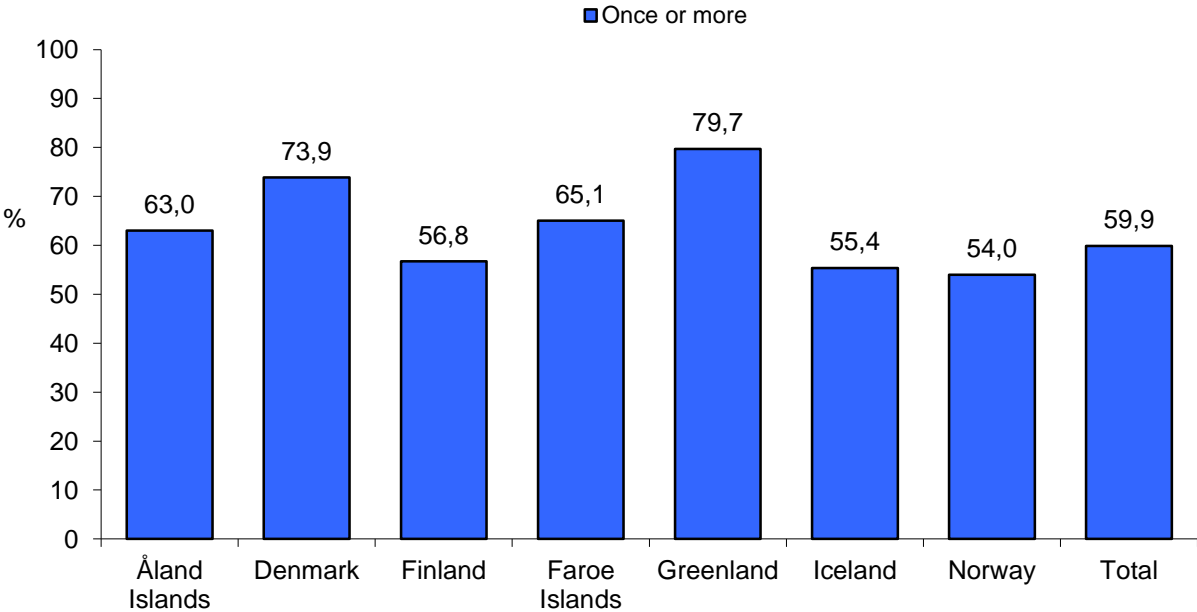


Figure 83. How often have you got drunk? During the last 30 days. Once or more often, by country.³⁸

³⁸ No data from Sweden.

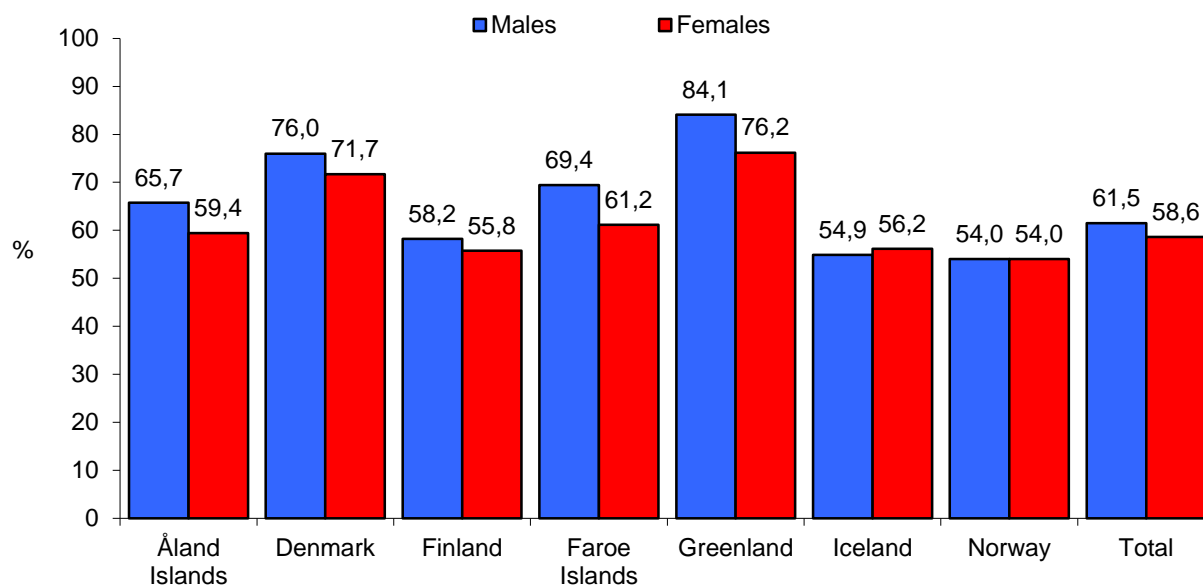


Figure 84. How often have you got drunk? During the last 30 days. Once or more often, by gender.³⁹

³⁹ No data from Sweden.

Illegal drugs

Figures 85 and 86 show the percentage of students having consumed illegal drugs on one occasion or more often in their lifetimes. If one examines figure 85 first, one sees that hash consumption is considerable in Denmark, in the Faroe Islands and in Greenland. There roughly 30% report having consumed hash once or more often in their lifetimes. The percentage of the students having consumed hash once or more often in their lifetimes is lowest in Finland (8%).

The percentage of the students having consumed marijuana once or more often in their lifetimes is highest in Iceland (22.6%) and lowest among students in Norway (7%).

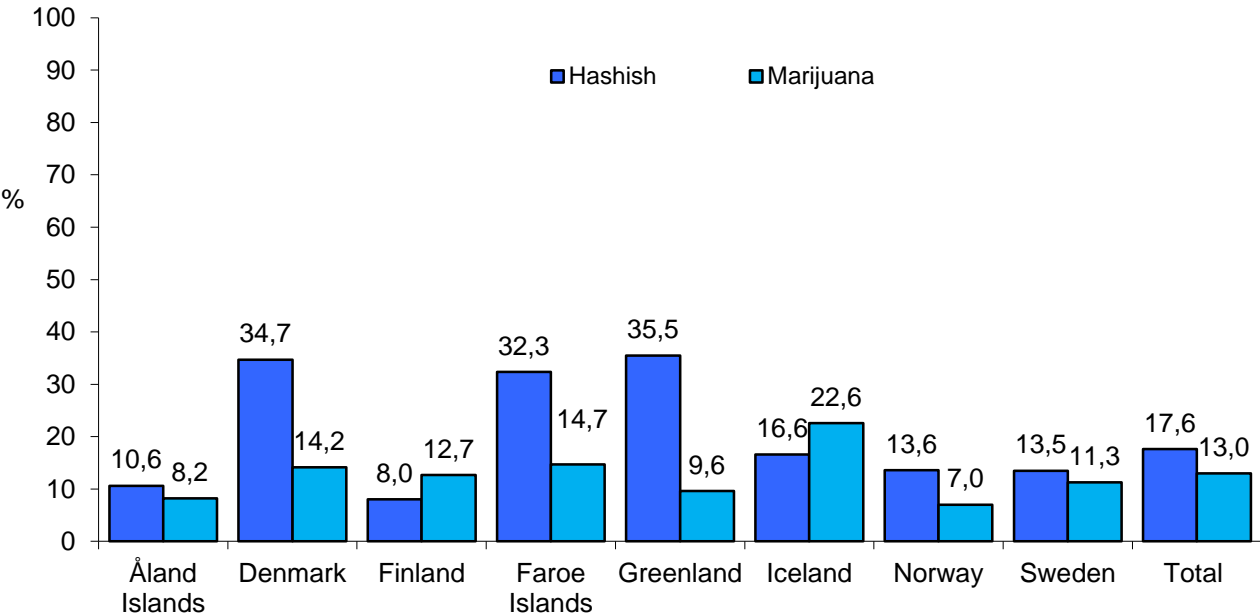


Figure 85. How often (if ever) have you used any of the following?- Hash/Marijuana once or more often, by country.

Consumption of amphetamines and ecstasy is not as high among Nordic secondary school students as results for hash and marijuana show. Nevertheless, 12% of the Icelandic students report having consumed amphetamines once or more often in their lifetimes. This applies also to about 7% of the Danish students. The percentage of the students having consumed ecstasy once or more often in their lifetimes is highest in Iceland, too (about 5%).

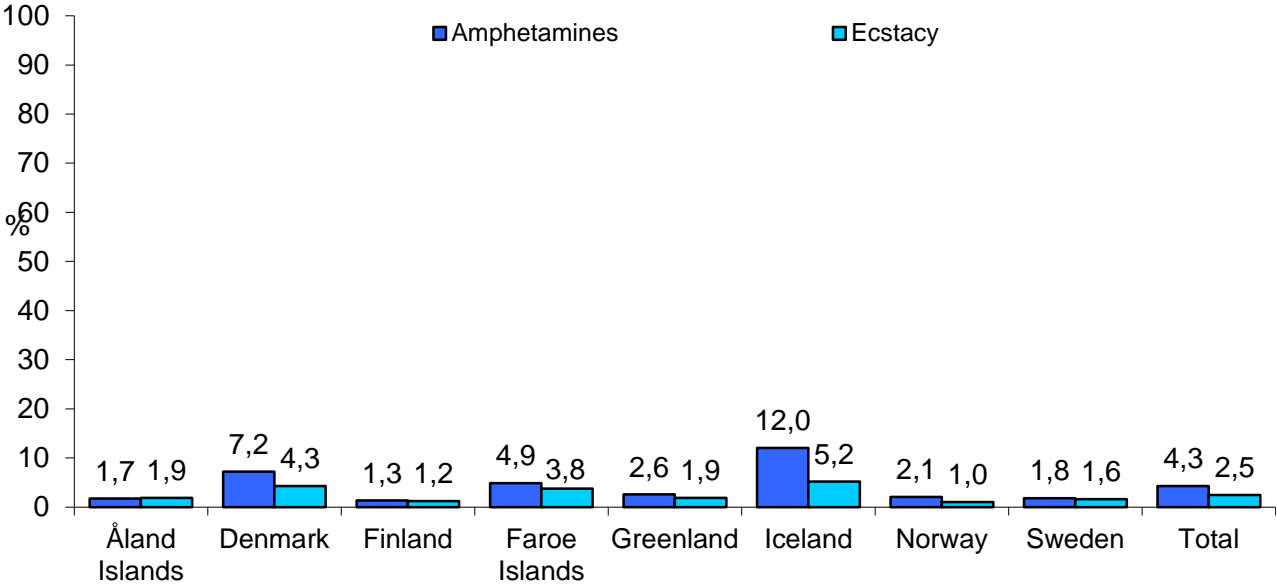


Figure 86. How often (if ever) have you used any of the following?- Amphetamines / Ecstasy once or more often, by country.

Adolescent health

The following section will focus on the mental and physical health of the secondary school students.

As can be seen in figure 87, a large percentage of all the students considers their physical health good or very good. Looking at the results with no regard to residence, one sees that the percentage of the students who consider their physical health good or very good is about 75%, roughly 21% report their physical health to be fair and 4% report that it is bad/poor. The percentage of the students who reports their physical health to be good or very good is lowest among students in the Åland Islands (68%) and in Greenland (69%) and highest in Denmark where this applies to almost 79% of the students. Table 58 shows the results by country and gender of the participants. There one notices that in all cases females are less likely than males to consider their physical health good or very good.

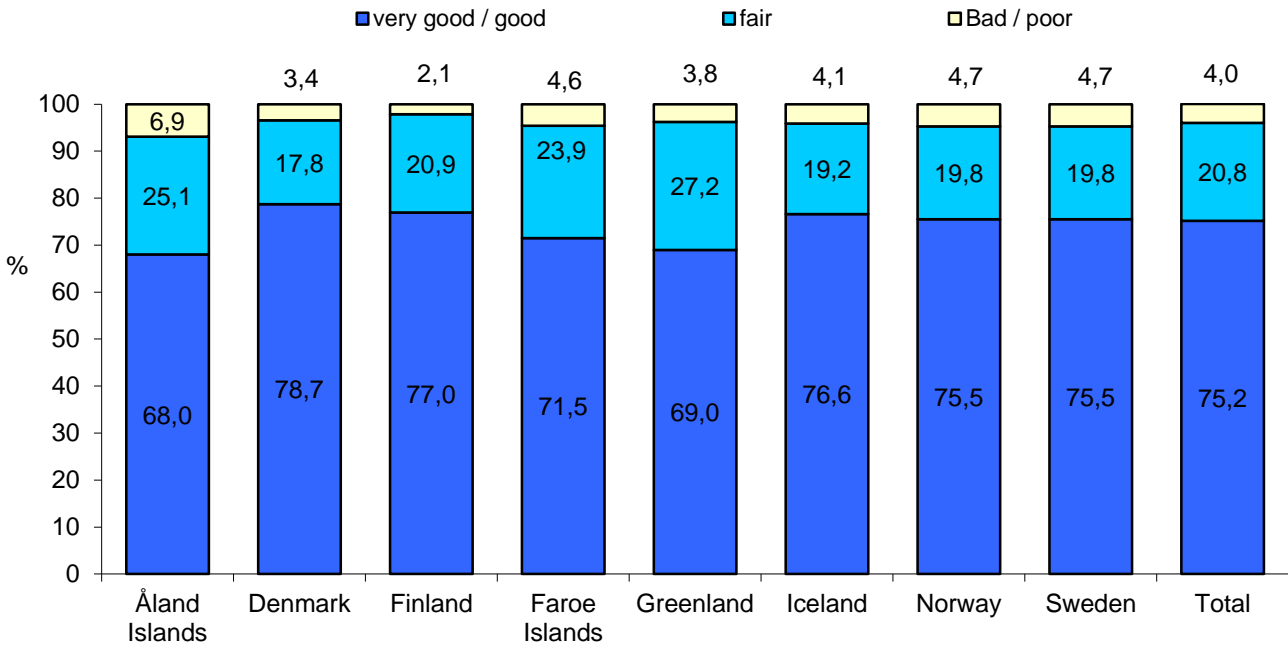


Figure 87. How would you describe your physical health? By country.

Table 58. How would you describe your physical health? By gender.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
very good / good	73.9	84.1	78.3	75.2	74.3	83.4	79.6	82.2
fair	21.9	12.6	19.2	19.9	24.3	13.3	17.0	15.3
Bad / poor	4.3	3.3	2.6	4.9	1.4	3.3	3.4	2.5
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
very good / good	60.2	73.0	76.1	68.5	64.8	70.1	70.0	69.3
fair	29.1	23.4	22.1	27.5	29.5	24.9	25.2	24.0
Bad / poor	10.7	3.6	1.8	4.0	5.7	5.0	4.7	6.7

Similarly, results show that a large majority of the students consider their mental health good or very good. This matches roughly 76% of the students, regardless of country of residence (figure 88). About 19% of the students consider their mental health fair and just about 6% consider it bad/poor.

Looking at the results by the gender and country of residence of the students, one sees that (table 59), as were the results with physical health, females are relatively less likely to experience their mental health as very good/good compared to males. As before, females are more likely to report that their mental health is bad/poor.

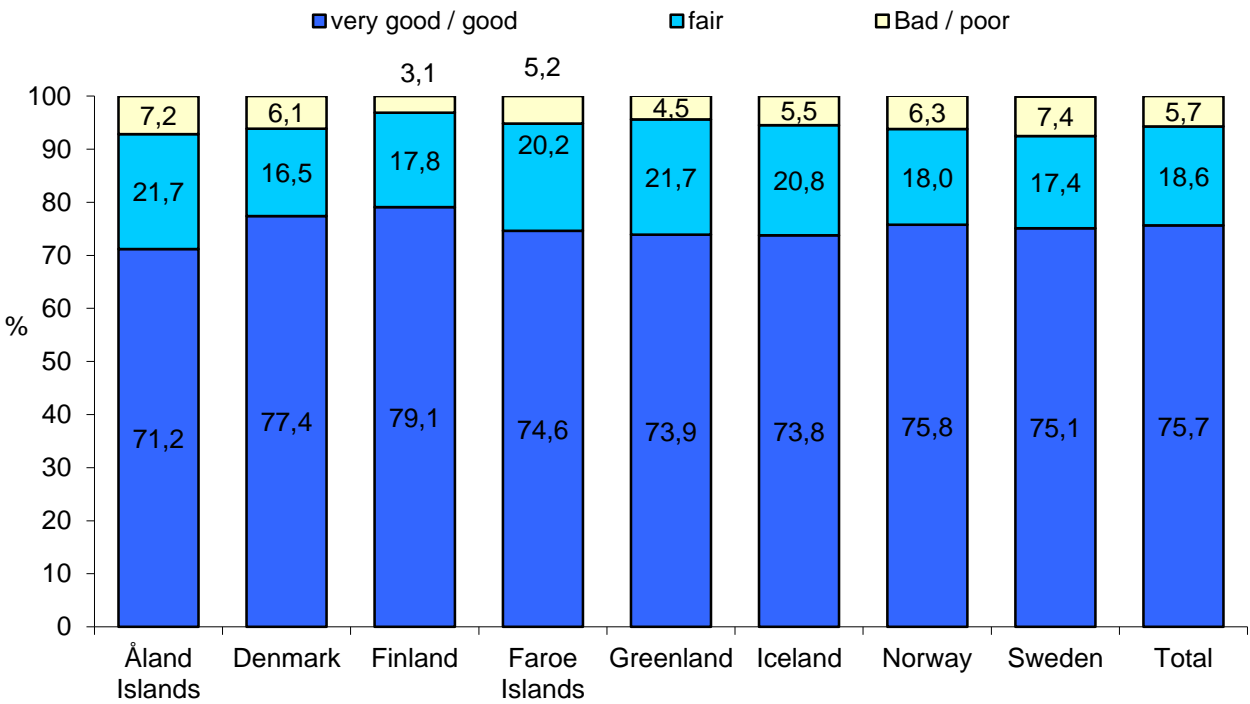


Figure 88. How would you describe your mental health? By country.

Table 59. How would you describe your mental health? By gender.

Males	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)	Greenland (%)	Iceland (%)	Norway (%)	Sweden (%)
very good / good	79.7	85.6	84.7	80.1	78.3	78.7	82.9	85.2
fair	16.4	11.3	13.3	16.7	17.4	16.5	13.3	10.9
Bad / poor	3.9	3.1	2.0	3.3	4.3	4.8	3.8	3.9
Females	Åland Islands (%)	Denmark (%)	Finland (%)	Faroe Islands (%)		Iceland (%)	Norway (%)	Sweden (%)
very good / good	59.8	69.0	74.6	69.3	70.5	68.9	70.1	65.8
fair	28.9	21.9	21.4	23.8	25.0	25.0	21.6	23.5
Bad / poor	11.4	9.1	4.0	6.9	4.5	6.1	8.3	10.7

In the survey the students were asked to reflect upon some statements that are connected to their self-image. Pictures 89–94 show the results by country.

A large majority of the students report that the statement *when I think about how I will look in the future, I am pleased* is very or rather true about them. When examining the total—without regard to residence—roughly 85% agree that statement. About 23%, regardless of country of residence, report that the statement *I most often think that I am ugly and unattractive* is very or rather true about them. This percentage is highest in the Åland Islands and lowest among students in Denmark (figure 90). Roughly 68% of the students, regardless of residence, report that the statement *I am happy with my body* is very or rather true about them. This percentage is highest among students living in Greenland (nearly 77%). Nearly 74% of the students report that it is very or rather true that they experience themselves as being *physically strong and healthy* (picture 92) and around 88% of the students report that it is true (very or rather) that they are *happy with their lives* (figure 93). It is in line with these positive results that nearly 88% of the students report that it is very or rather true that *they are happy* (figure 94).

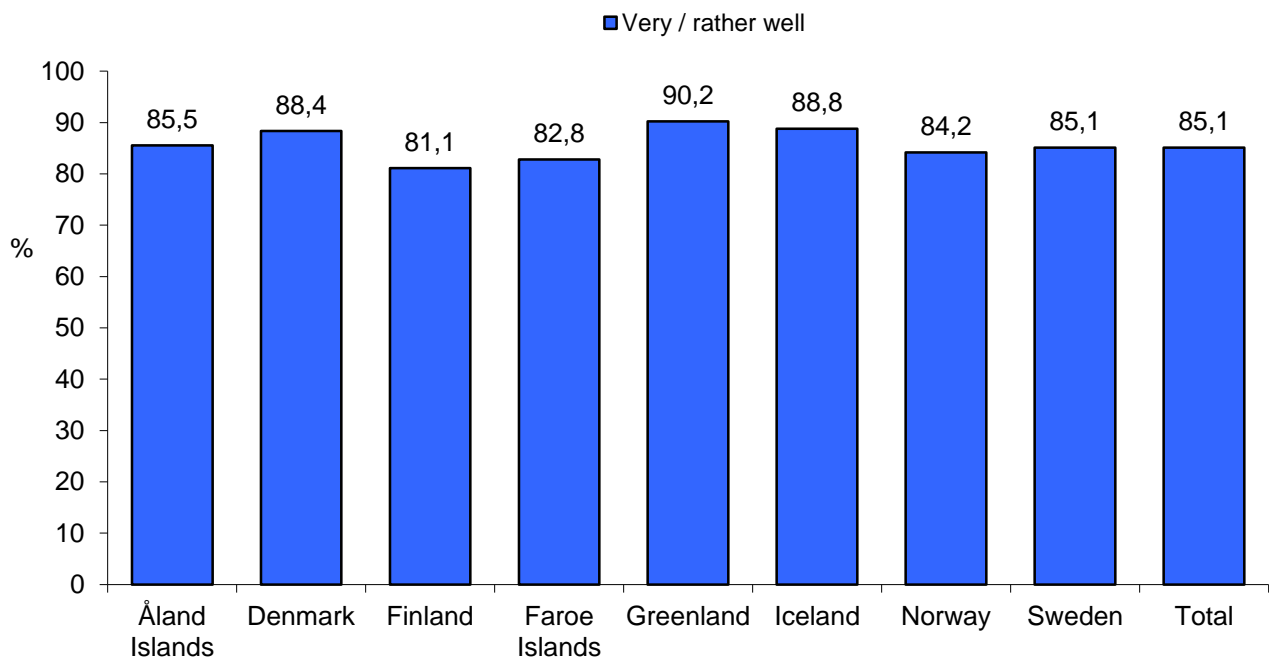


Figure 89. How well do the following statements apply to you? When I think about how I will look in the future, I am pleased – very or rather well. By country.

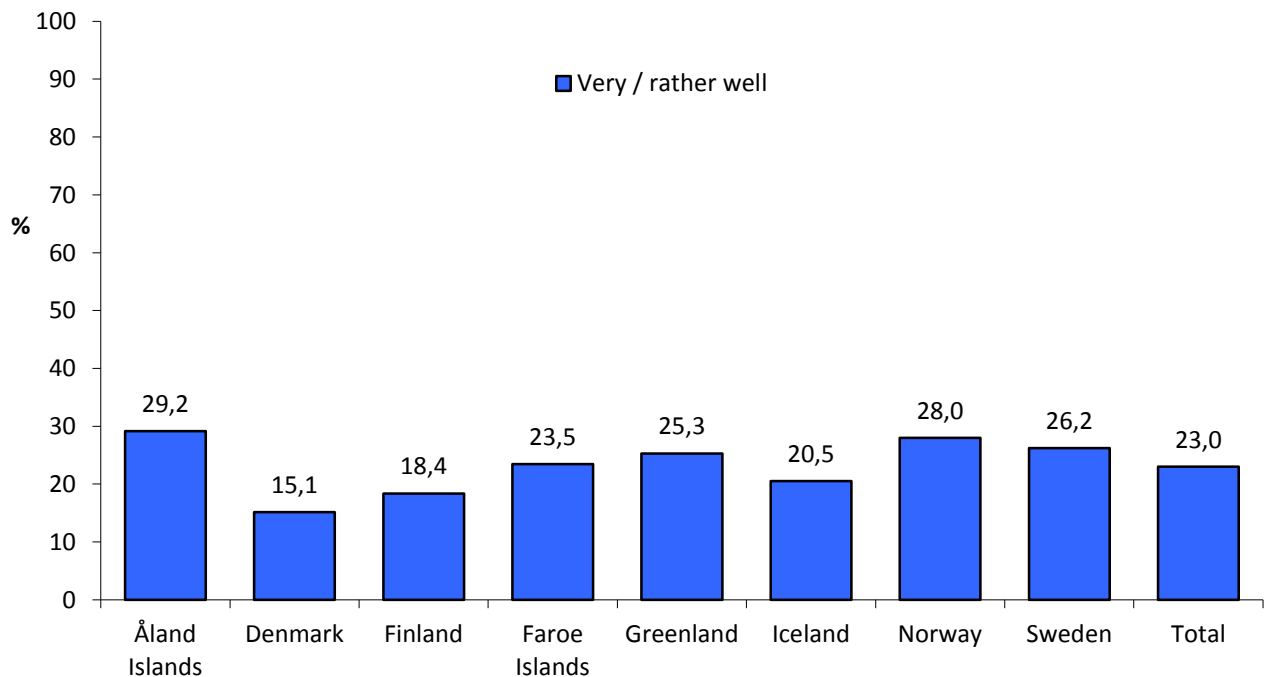


Figure 90. How well do the following statements apply to you? I most often think that I am ugly and unattractive – very or rather well. By country.

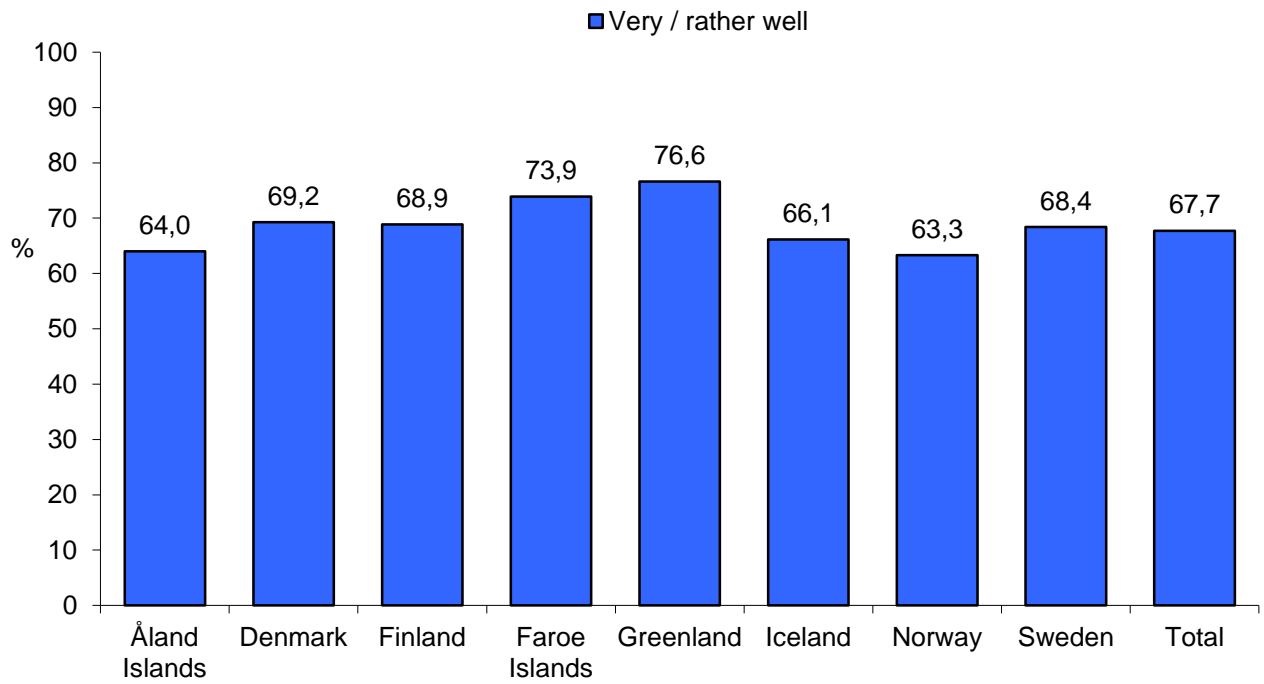


Figure 91. How well do the following statements apply to you? I am happy with my body – very or rather well. By country.

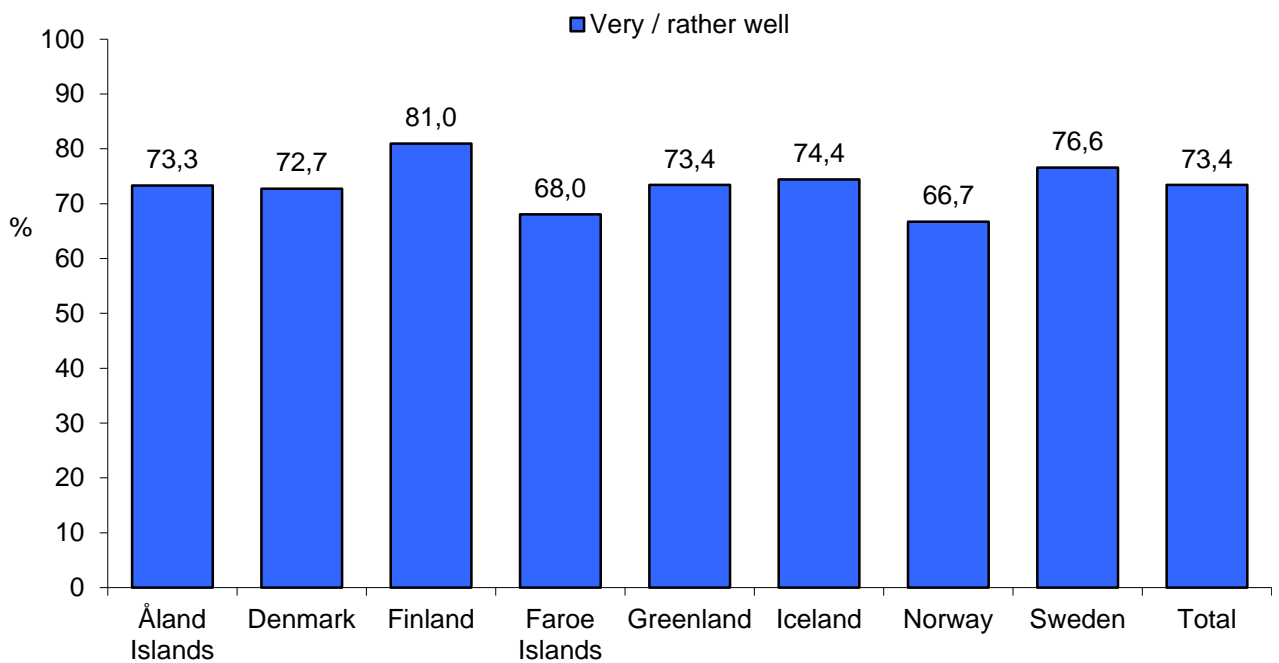


Figure 92. How well do the following statements apply to you? I feel physically strong and healthy – very or rather well. By country.

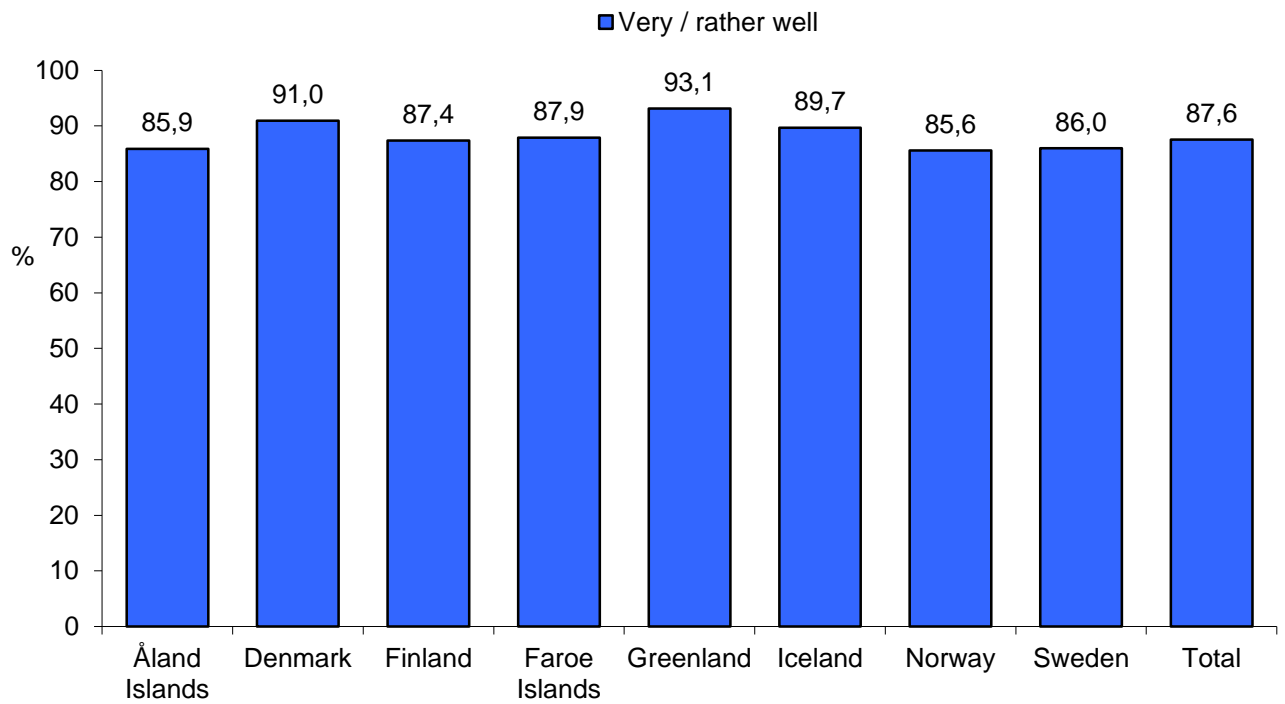


Figure 93. How well do the following statements apply to you? I am content with my life—very or rather well. By country.

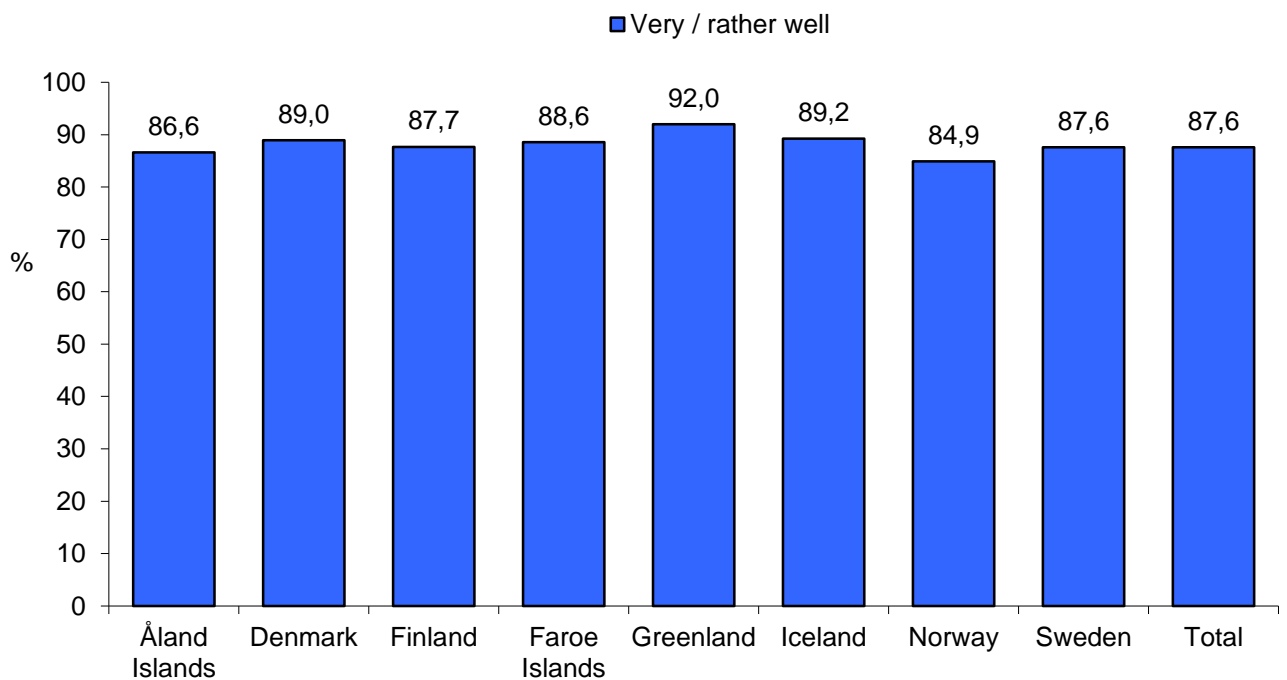


Figure 94. How well do the following statements apply to you? I am happy – very or rather well. By country.

The students were asked if they had experienced physical and/or mental unpleasantness during the last six months before the survey took place. They were asked about the following kinds of unpleasantness: *difficulties with concentration, sleeping difficulties, suffered from headache, suffered from stomach ache, felt tense, had little appetite, felt sad, felt dizziness*. Tables 60–67 show the results of these questions by country of residence. If the results are examined with no regard to country of residence, one sees that nearly 17% of the students report that they have never experienced any difficulties with concentration during the last six months (table 60), whereas about 2% report that this is always the case.

Nearly 4% of the students, regardless of country of residence, reported that they consistently have sleeping difficulties and nearly 15% say that such difficulties are a frequent occurrence (table 61). The percentage of students reporting that they always have sleeping difficulties is highest among students in Sweden and Denmark, where nearly 5% say that that is the case. Nearly 3% of the students, regardless of residence, report that they consistently have a headache, whereas nearly 21% say that they never have any headaches (table 62). Furthermore, 27% of all students have never suffered from stomach ache and nearly 10% report that it occurs often (table 63). Nearly 3% of the students in total—i.e. without regard to country of residence—report that they frequently feel tense, and in this regard the percentage is highest in Norway where 5% of the students report that this is the case (table 64). Nearly 40% of the students—regardless of country of residence—report that they have little appetite, whereas this is the case for roughly 2% of the secondary school students. About 25% of the students, regardless of country of residence, report that they never feel depressed, around 13% report having suffered from depression, while just about 2% of all the Nordic secondary school students report that they are always depressed (table 61). Roughly 41% of all the students never experience dizziness, about 19% report that it happens occasionally and just about 1% report that dizziness is something that is always present (table 67).

Table 60. How often did you feel any of the following mental or physical discomforts over the last six months - Have you felt that you have had difficulty in concentrating?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	12.9	30.6	40.2	13.4	2.9
Denmark	8.0	29.5	44.2	16.3	2.0
Finland	25.7	36.1	28.4	8.9	1.0
Faroe Islands	30.7	32.6	29.0	6.9	0.8
Greenland	20.5	30.4	38.6	9.9	0.6
Iceland	15.3	29.5	33.2	18.4	3.7
Norway	21.0	27.2	32.9	15.7	3.2
Sweden	7.0	24.7	45.3	20.2	2.8
Total	17.4	29.6	35.8	14.8	2.4

Table 61. How often did you feel any of the following mental or physical discomforts over the last six months - Have you felt that you have had difficulty in sleeping?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	20.1	25.9	33.4	16.7	3.9
Denmark	21.9	27.7	28.7	16.5	5.2
Finland	19.2	33.2	32.8	12.2	2.6
Faroe Islands	29.6	28.5	24.2	13.3	4.4
Greenland	22.1	27.3	32.0	16.3	2.3
Iceland	29.0	29.9	24.8	12.6	3.6
Norway	22.1	27.3	32.0	16.3	2.3
Sweden	15.6	27.8	31.7	19.6	5.3
Total	22.9	28.9	28.9	15.2	4.2

Table 62. How often did you feel any of the following mental or physical discomforts over the last six months - Have you suffered from headaches?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	26.3	29.4	26.3	13.8	4.3
Denmark	24.4	33.5	25.6	14.6	1.8
Finland	16.8	30.9	35.7	15.0	1.6
Faroe Islands	20.2	33.8	27.5	14.9	3.6
Greenland	22.1	35.5	32.6	7.0	2.9
Iceland	27.4	31.5	23.8	14.0	3.2
Norway	18.7	27.1	33.7	18.0	2.5
Sweden	20.8	33.3	28.2	14.3	3.5
Total	21.3	31.3	29.5	15.1	2.8

Table 63. How often did you feel any of the following mental or physical discomforts over the last six months - Have you suffered from stomach aches?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	36.2	31.0	21.6	9.3	1.9
Denmark	36.1	34.2	21.1	7.7	0.9
Finland	23.4	35.1	32.4	8.4	0.7
Greenland	34.3	37.8	22.7	5.2	0.0
Faroe Islands	20.7	35.5	29.3	12.7	1.9
Iceland	29.9	34.6	23.0	10.5	1.9
Norway	22.4	31.6	33.3	11.2	1.5
Sweden	29.6	34.3	23.7	10.2	2.1
Total	27.2	34.0	27.2	10.1	1.5

Table 64. How often did you feel any of the following mental or physical discomforts over the last six months - Have you felt tense?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	22.4	36.0	28.3	10.6	2.7
Denmark	21.4	25.1	32.3	17.1	4.1
Finland	23.5	35.4	30.9	9.2	1.1
Faroe Islands	38.3	28.8	20.8	10.0	2.1
Greenland	22.8	32.2	29.8	14.0	1.2
Iceland	24.3	27.8	28.7	15.8	3.4
Norway	15.5	22.1	35.1	22.2	5.0
Sweden	17.5	29.0	32.0	17.4	4.0
Total	22.2	28.4	30.5	15.6	3.3

Table 65. How often did you feel any of the following mental or physical discomforts over the last six months - Have you had little appetite?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	39.9	32.7	17.5	7.9	2.1
Denmark	49.7	27.4	15.4	6.4	1.2
Finland	42.9	31.0	19.4	5.7	1.1
Faroe Islands	42.4	31.1	18.6	6.4	1.5
Greenland	37.8	33.1	20.3	8.1	0.6
Iceland	39.6	30.7	20.9	7.1	1.8
Norway	33.5	30.1	24.1	9.4	2.9
Sweden	37.5	31.7	20.2	8.5	2.0
Total	39.9	30.6	20.1	7.5	1.9

Table 66. How often did you feel any of the following mental or physical discomforts over the last six months - Have you felt sad?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	29.2	30.8	26.5	11.8	1.7
Denmark	37.8	29.6	22.9	8.4	1.3
Finland	26.3	34.9	29.3	8.6	0.8
Faroe Islands	16.3	34.7	32.0	15.1	2.0
Greenland	36.0	32.6	29.1	2.3	0.0
Iceland	37.4	29.8	22.3	8.8	1.8
Norway	14.9	24.8	37.4	18.6	4.4
Sweden	19.1	31.1	31.9	15.0	2.9
Total	24.7	30.5	29.8	12.7	2.3

Table 67. How often did you feel any of the following mental or physical discomforts over the last six months - felt dizziness?, by country.

	Never (%)	Seldom (%)	Sometimes (%)	Often (%)	Always (%)
Åland Islands	38.1	32.1	20.9	7.5	1.4
Denmark	46.0	30.5	17.2	5.3	1.1
Finland	40.6	32.8	20.0	6.2	0.5
Faroe Islands	49.8	29.5	15.5	4.7	0.6
Greenland	48.8	28.8	15.3	7.1	0.0
Iceland	43.5	31.3	16.2	7.7	1.3
Norway	38.5	30.6	21.0	8.4	1.5
Sweden	35.3	32.3	21.6	9.4	1.4
Total	41.2	31.3	19.1	7.3	1.1

Technical information from the research institutions

Name of institution responsible for data collection:

Åland Islands: Ålands fredsinstitut / The Åland Islands Peace Institute

Denmark: The Center for Youth Research, The Danish School of Education, Aarhus University.

Faroe Islands: University of the Faroe Islands

Finland: Finnish Youth Research Network

Greenland: University of Nuuk and Centre for Public Health, Central Denmark Region

Iceland: ICSRA – Icelandic Centre for Social Research and Analysis

Norway: NOVA (Norsk institutt for forskning om oppvekst, velferd og aldring)

Sweden: Karlstad University

Principal Investigator (PI):

Åland Islands: Sarah Stephan, LL.M., project manager

Denmark: Head of the Center for Youth Research, Lektor Noemi Katznelson

Faroe Islands: Firouz Gaini, Ph.D, lecturer at the University of the Faroe Islands

Finland: Sami Myllyniemi, Statistical designer

Greenland: Pia Vedel Ankersen Ph.D

Iceland: Inga Dora Sigfusdottir, Ph.D, professor, Columbia University, NY

Norway: Tormod Øia Researcher, Ph.D Professor

Sweden: Curt Hagquist, Ph.D Aast. Professor

Names of others working on sampling and data collection:

Åland Islands: Sarah Stephan, LL.M., project manager

Denmark: Scientific Assistant, Arnt Louw Vestergaard and Ulrik Højmark, Center for Youth Research.

Faroe Islands: Firouz Gaini, Ph.D, lecturer at the University of the Faroe Islands

Finland: Kirsi Pohjanen, Finnish Youth Research Network; Riku Salonen, Statics Finland

Iceland: Alfgeir Logi Kristjansson, Hrefna Palsdottir, Margret Lilja Gudmundsdottir and Jon Sigfusson

Norway: Margaret Ford Researcher

Short description of the sampling frame:

Åland Islands: all 8 upper secondary schools on Åland

Denmark: All colleges and vocational schools in Denmark.

Faroe Islands: NO INFO

Finland: List of all secondary schools from which 43 upper secondary schools and 64 vocational schools were selected by means of PPS sampling, where probability to be included in the sample was proportional to number of students.

Iceland: All colleges and vocational schools in the country

Norway: Statistics Norway stratified schools by region, centrality and size. (Based on their register from 2008). Each school was requested to pick 1 class on each level to participate in the study. They were informed that the objective was to get a representative sample. The sample was drawn in two rounds, due to lack of positive response from the schools.

A short but clear description of the nature of the sample:

Åland Islands: all upper secondary schools on Åland, some schools participated with all classes present, others selected certain classes to participate. Here the selection criteria were compatibility of the implementation with the schedule in week 48 and 49.

Denmark: Stratified sampling (Strata: Three different types of colleges and the vocational education system). Class stratified.

Faroe Islands: Complete school sample (all classes at all upper secondary schools + 1 higher education school)

Finland: Cluster sampling. In the first stage a sample of secondary schools was chosen. In the second stage 2 "classes" or "studying groups" were randomly selected. All students of the selected "classes" answered the questionnaire. The reason for cluster sampling is that there is no such statistical unit as „class“ in Finland.

Iceland: Random class based sample.

Norway: Random sample stratified by region, centrality and size.

Where data was collected:

Åland Islands: Schools

Denmark: Schools

Faroe Islands: Schools

Finland: Schools

Greenland: Schools

Iceland: Schools.

Norway: Schools

Sweden: Schools

How many schools are in the sample:

Åland Islands: 8

Denmark: 31

Faroe Islands: 10 schools

Finland: in the sample were 107 schools from ca. 60 participated the survey

Iceland: 32

Norway: Of more than 150 schools that were approached 53 schools agreed to participate. A couple of schools have formally withdrawn from the project due to other circumstances. So far we have received questionnaires from 44 schools. We are hoping that the questionnaires from some of the “missing” schools are on their way.

Time of data collection:

Åland Islands: weeks 48 to 49 (2009)

Denmark: Week 6 to week 12, 2010.

Faroe Islands: Weeks 45 + 46 (2009)

Finland: Week 49 to week 51 (2009)

Iceland: Week 41 to 47 (2009)

Norway: Data were collected from week 50 2009 thru week 9 2010, with a break during the Christmas holidays and winter vacation. The research material from Island arrived at NOVA the 23rd of November 2009.

Method of data collection:

All Countries: Students filled out a questionnaire with a paper and pen in a classroom setting, under the supervision of their teachers. They were instructed not to write their names or any other identifying information on the questionnaire and to seal it in a provided envelope afterwards.