



ERASMUS PLUS EUBILD UNAKLIM 2016-1-DE02-KA204-003254



Study on a survey on adult further training opportunities in the Field of environmental, nature and climate protection

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SUMMARY

In the context of ERASMUS Plus project European Educational Concept in Environment, Nature and Climate Protection (EUBILD UNAKLIM 2016-1-DE02-KA204-003254), a questionnaire on green jobs and desired knowledge of the potential course participants was sent out and evaluated. The results of the survey will be incorporated into the further education concept for adult education to be developed, which is planned in the four countries of the project partners Germany, Hungary, Poland and Romania. The answers will be compared with the hypotheses that have been created beforehand. The results of the survey are the differences in the way of perception and wishes of the employers and educational institutions or financing bodies. The planned further education will incorporate the results into the curriculum.

2 Questionnaire

A questionnaire was prepared in the four partner languages German, Hungarian, Polish and Romanian as well as in English and put online for four months. It was addressed to the employers on the one hand and educational institutions and their financing institutions on the other. The questions referred to the desired knowledge of employees, the need for further training and subject matters. The aim of the mirror image questionnaire for both target groups was to find out whether the wishes and expectations of the potential new, trained employees of the employers actually coincided with the topics offered by further education providers or whether there were fundamental gaps or even misunderstandings. A total of 112 questions were published: 20 open questions, 23 questions that could be answered with "Yes" or "No" and 69 questions that contained a rating from 1= not important at all to 6= very important. For each country, 400 addresses were written to, i.e. a total of 1,600 addressees was included. The online survey was supported by structured personal interviews, five in each country. The results were included in the statistics.

Sent	Germany	Poland	Romania	Hungary	Total
Employer	470	198	140	191	999
Educational institutions and financing bodies	187	221	220	233	861
Total	657	419	360	424	1,860

The questionnaire was available online from November 2016 to March 2017 and the reminders were sent to improve the response rate. The following response rates were achieved

	Germany	Poland	Romania	Hungary	Total
Employer	45	9	5	25	84
	9.57%	4.54%	3.67%	13.03%	8.9%
Educational institutions and financing bodies	15	31	10	23	79
	8.02%	14.02%	4.54%	9.87%	9.17%
Total	60	40	15	48	163
	9.13%	9.54%	4.16%	11.32%	8.73%

It was found that the Hungarian partners had the best network, with a response rate of more than 10% (the target).

3 Evaluation of the questionnaire for financing bodies / further education institutions

Generally: 79 valid responses were counted. Within the questions, the respondents also responded with I do not know or leaving blank spaces. Always only **the answered** questions are included in the statistics. In some cases the I do not know answers were included in the histograms to show a statement about the quality of the response.

Response	Germany	Poland	Romania	Hungary	Total
absolute	15	31	10	23	79
percentage	18.90%	39.20%	17.60%	29.10%	100%

The comparisons of the absolute numbers and the % numbers, based on $n=79 = 100\%$, will be worked out. As the countries with the highest response rates have an unequal influence on the overall result, the internal country comparison was also carried out. The different weighting – at least as far as the individual countries are concerned internally – will be balanced out there.

However, it must be borne in mind that Poland with a relative share of 39.2%, followed by Hungary with 29.1%, Germany with 18.9% and Romania with 17.6% still have different answer shares.

3.1 Evaluation techniques

The questions were **categorised according to both country comparisons and organisation type comparisons**. First the statistical measures: mean, median, standard deviation, the confidence interval at 95% and the confidence interval + and the confidence interval - as well as the skewness were calculated. The measures are quoted in Annexes 1.1 to 1.6.

This was applied to the questions that contained a **score of 1-6**. The total groups of answers were also evaluated in this way. The mean of all answers and all values of > than the mean are coloured green, everything below the arithmetic mean is coloured red. This makes it easy to see which answers are above or below the average. If too little or the same data is collected for a calculation operation, so that the size calculation does not work, this is indicated with a red "n.a."

The **yes/no questions** are evaluated on a percentage basis.

The **open questions** will be left as they were prepared in the questionnaire; they will be categorised by country and institution, whenever possible, the frequency of answers will be counted and a ranking will be drawn up. Sometimes pie charts are possible.

In some questions, which allow a gradation (ranking) of answers, an indicator was created. It evaluates both the number of occurrences of the response within the rank using a weighting and it also gives a

multiplication factor for the rank position. This indicator is somewhat more robust than looking at the mean values alone.

3.2 Visualization

Histograms are displayed in a country and institution comparison, both for absolute and percentage numbers. Wherever possible, pie charts are created. Sometimes – e.g. with open questions – only tables and rankings as may be the case are possible. Extrapolations will be made sometimes to identify possible trends in weightings.

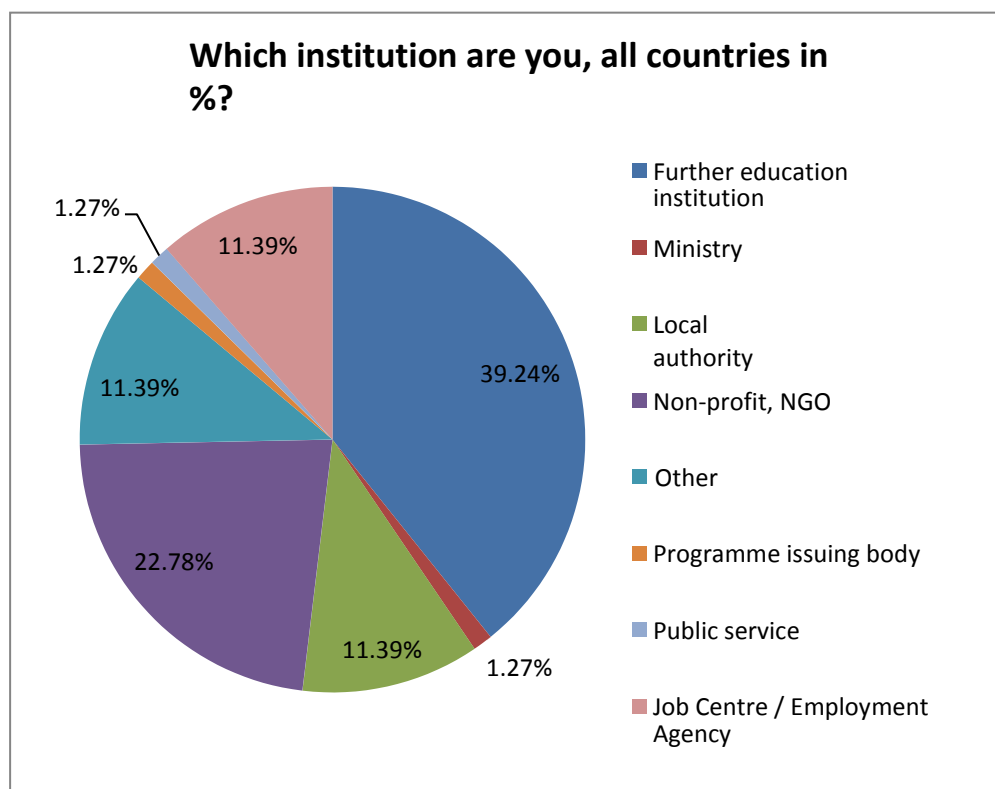
4 Results sorted by country

4.1 Statistical measures

The statistical measures are contained in Annex 1.4 and 1.5. The questionnaires were only evaluated according to the country comparisons. The institutions vary widely within the countries. The response to the questionnaire was not comprehensive enough to evaluate the differences between the institutions across countries in a statistically significant way. However, the measures of the Institutional Evaluation are listed in Annexes 1.5 and 1.6.

4.2 Visualizations

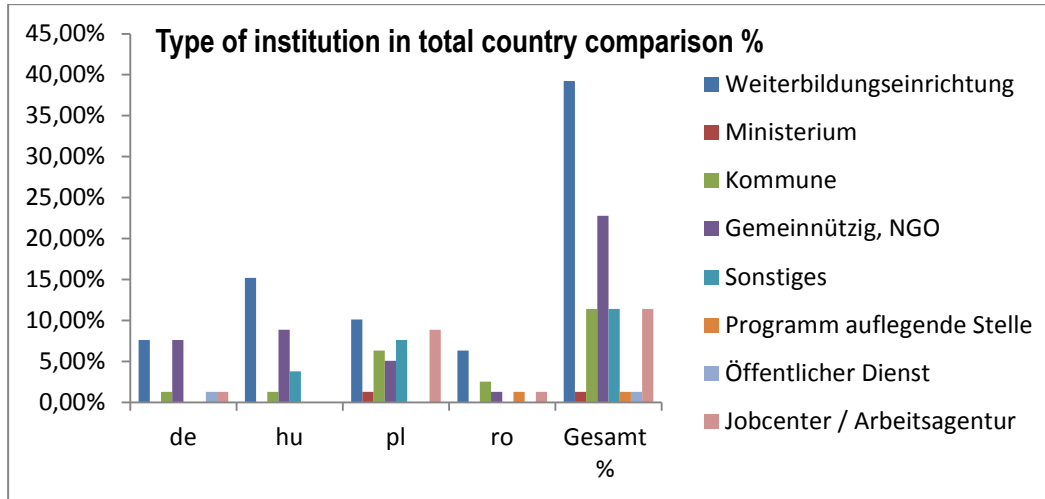
Question 1: What kind of institution are you?



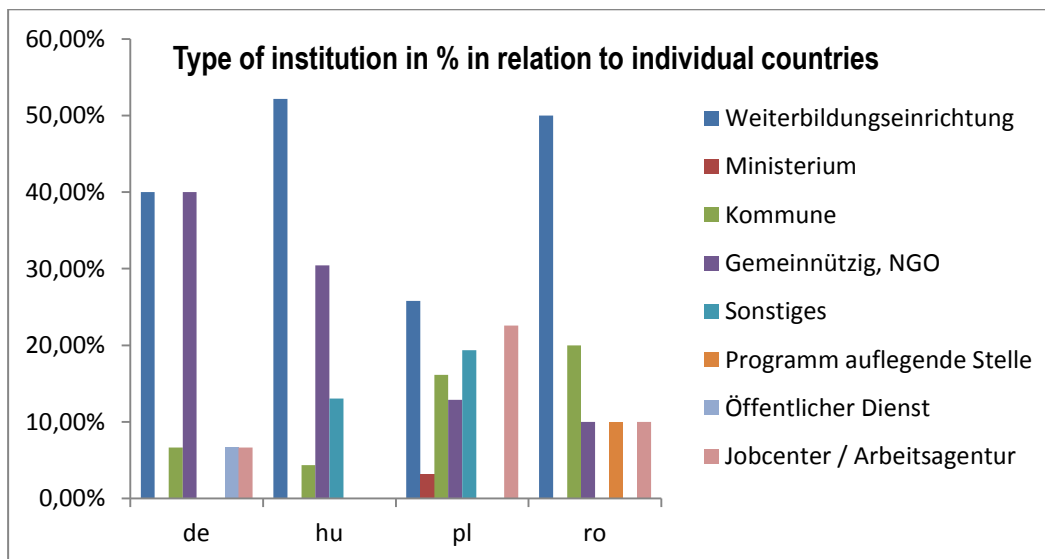
In Germany it were mostly further education institutions and non-profit organisations that participated (7.59% each). It was apparently sometimes unclear whether the non-profit organisations were to be classified as "further education" or "employer". Therefore, there is a classification in both types of questionnaires. In Hungary it were mostly further education institutions (15%) and non-profit organisations (8.86%), in Poland further education institutions (10%), municipal institutions (6%) – the most among the countries – employment office with 9% and "others" with 8%. In Romania 6% further education institutions and 3% urban and municipal authorities. The pie chart illustrates this.

What kind of institution are you?	de	hu	pl	ro	Total
Total % in all countries	18.99%	29.11%	39.24%	12.66%	100.00%
Further education institution	7.59%	15.19%	10.13%	6.33%	39.24%
Ministry	0.00%	0.00%	1.27%	0.00%	1.27%
Local authority	1.27%	1.27%	6.33%	2.53%	11.39%
Non-profit, NGO	7.59%	8.86%	5.06%	1.27%	22.78%
Other	0.00%	3.80%	7.59%	0.00%	11.39%
Programme issuing body	0.00%	0.00%	0.00%	1.27%	1.27%
Public service	1.27%	0.00%	0.00%	0.00%	1.27%
Job centre / Employment agency	1.27%	0.00%	8.86%	1.27%	11.39%
Labour union	0.00%	0.00%	0.00%	0.00%	0.00%

Country-specific, Germany and Hungary had the most non-profit and further education institutions, Poland the most "others" and employment offices, Romania the further education institutions. The two histograms illustrate this trend.



Art der Institution im Gesamt-Ländervergleich %	Type of institution in total country comparison %
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune	Local authority
Gemeinnützig, NGO	Non-profit, NGO
Sonstiges	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Jobcenter / Arbeitsagentur	Job Centre / Employment Agency
Gesamt	Total



Art der Institution % auf Einzelland bezogen	Type of institution in % in relation to individual countries
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry

Kommune	Local authority
Gemeinnützig, NGO	Non-profit, NGO
Sonstiges	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Jobcenter / Arbeitsagentur	Job Centre / Employment Agency

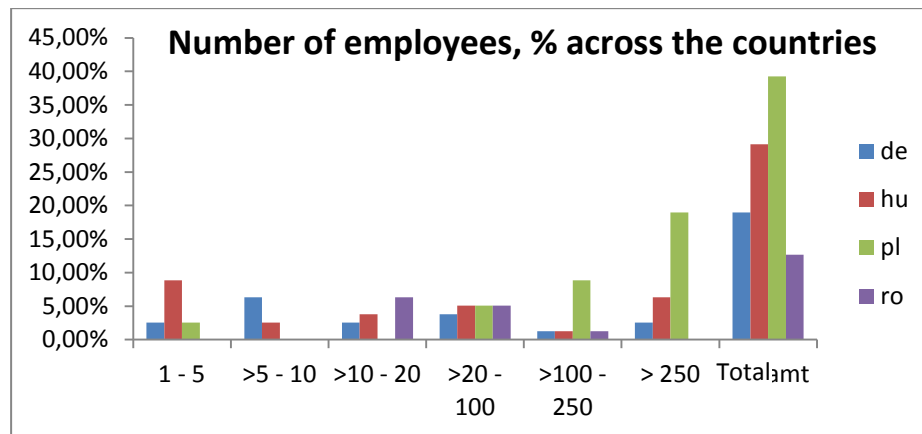
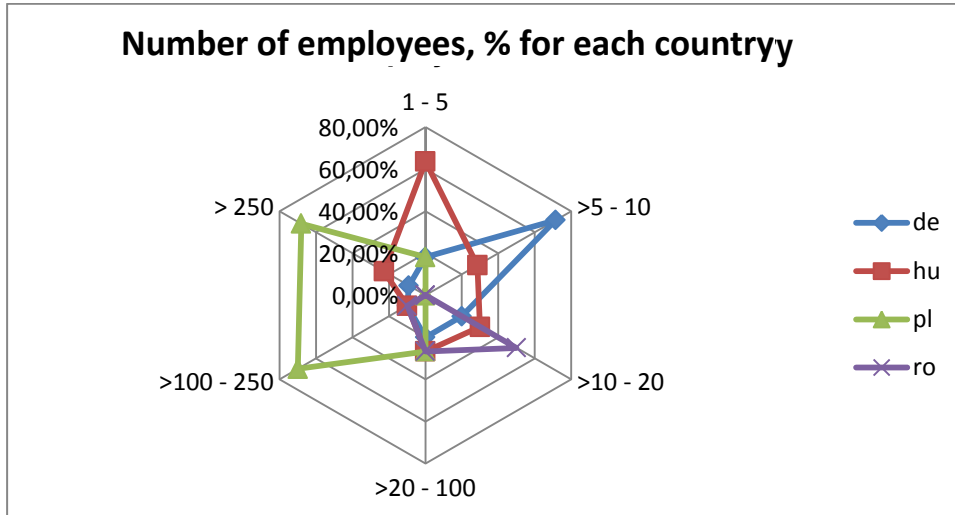
Answers to **question 1.2 "Other institutions"** were only given in detail by Hungary twice, by Poland three times, the others did not enter anything here.

Country	What other type of institution are you?	German
pl	Uczelnia Wyższa	University
pl	rządowa agencja wykonawcza	Government agency
pl	Research Institute	Research institution
hu	egyházi intézmény	Church department
hu	Gazdálkodó szervezet	Household services

Question 2 How many employees does your institution have?

Question 2	How many employees do you have? 1= 1-5; 2= >5-10; 3= >10-20; 4= >20-100; 5= >100-250; 6= >250				
Mean	3.95	3.13	3.18	5.11	3.60
Standard deviation	1.77	1.64	1.92	1.37	0.70
Median	4.00	3.00	3.00	6.00	3.50
Confidence 95%	0.40	0.83	0.80	0.51	0.43
Confidence interval +	4.35	3.96	3.98	5.61	4.03
Confidence interval -	3.55	2.30	2.38	4.60	3.17
Skewness	-0.37	0.54	0.21	-2.07	0.78
n	75	15	22	28	10
	all countries	de	hu	pl	ro

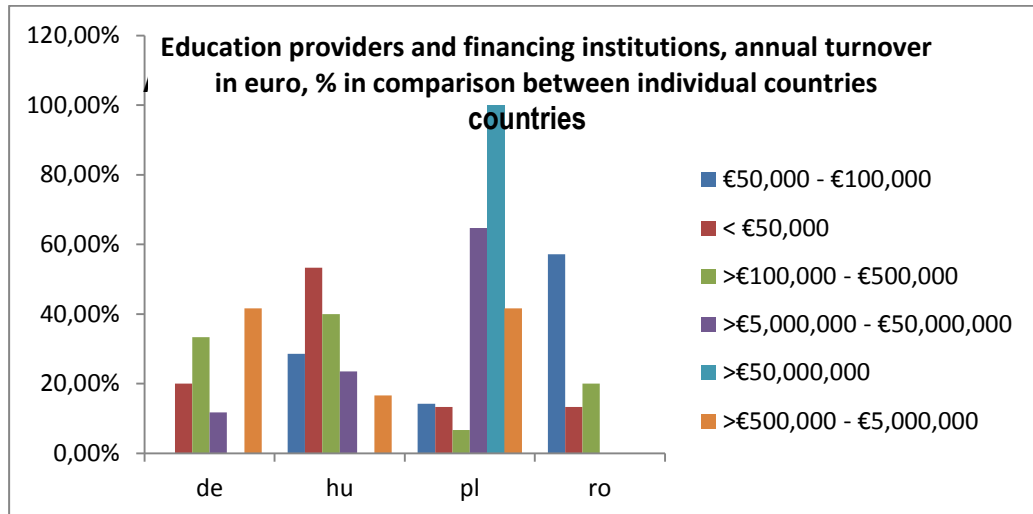
On average, there is between 10 and 100 employees. Germany has between 10 and 20 employees, Hungary, Poland more than 100 and Romania between 50 and 100. In the individual categories, Hungary usually has 1-5 employees (64%), Germany mostly between 5-10 employees (71%), Romania (50%) and Hungary (30%) with 10-20 employees. Polish companies almost always have 100 – 250 (70%) or > 250 employees (68%). But in the highest category Hungary also has 23% of the answers.



Question 3: How much annual turnover does your institution have?

Question 3	What is your annual turnover? 1= <50.000 EUR; 2= > 50.000 EUR - 100.000 EUR; 3= > 100.000 EUR - 500.000 EUR; 4= > 500.000 EUR – 5 million EUR; 5= > 5 million EUR – 50 million EUR; 6= > 50 million EUR				
Mean	3.34	3.20	2.64	4.48	2.11
Standard deviation	1.62	1.32	1.53	1.42	0.78
Median	3.06	3.00	3.00	5.00	2.00
Confidence 95%	0.38	0.67	0.64	0.56	0.51
Confidence interval +	3.72	3.87	3.28	5.04	2.62
Confidence interval -	2.96	2.53	2.00	3.92	1.60
Skewness	-0.11	-0.11	0.33	-1.34	-0.22
n	71	15	22	25	9
	all countries	de	hu	pl	ro

10% of respondents did not answer this question. On average, the respondents generate a turnover of > 100.00 EUR per year up to > 500.000 EUR (average value 3.34) Poland is above this, all others below. Romania generates on average slightly more than EUR 100,000 per year, the same applies for Hungary. Germany generates 100,000 Euro and somewhat more than 0.5 million EUR.



Romania is indifferent and generates up to EUR 0.5 million EUR in the three lowest categories, Hungary in all categories with a focus on < EUR 50,000 and > EUR 100,00 – EUR 500,000. Poland represents the category > 50 million EUR.

Question 4 / 5: Other further education offers and environmentally relevant keywords

The topics include expert conferences, symposia, workshops for experienced speakers, regarding water management, GIS in the environmental protection, spatial planning, energy-efficient construction, the topics are popular both in school education until postgraduate and university education.

In approx. 70% to 50% of the cases, the environmental issues are also an important topic within speakers trainings for the educators and teaching staff, within business start-up consulting and support programme consulting. In technical terms, the main areas mentioned here are waste, recycling, organic waste, soil protection and the creation of ecological corridors for climate protection and agriculture.

Approximately 50% to 30% have UNAKLIM topics in adult education, according to the legal requirements (Romania), furthermore the topics are present in the fire brigade training, environmental engineer training and again in the workshops and conferences.

Less frequently (20% – 10%) these topics are taught within activation measures (Germany), advanced training and retraining (Germany), health, care, commercial issues (Germany). In Poland are to be mentioned: Postgraduate education, cooperation with schools, vocational training or change. Thematically it is recycling and circular economy. Among the polish topics worth mentioning is the "Third Age" project within the POWER programme.

Hungary also mentions a small usage of the UNAKLIM topics within the voluntary service, in language courses for volunteers, but also in higher education such as in Master and Bachelor programmes. Romania trains the topics less, here in the EU Long Life Learning Programme at the Ministry of Education (see Annex 1.5)

Of the 73 responses, 17 (23%) stated that 100% – 50% of their keywords concerned the UNAKLIM, 29 (=39%) did not have these keywords in their repertoire, and 27 (34%) were in the midfield between 30% and 1%. The complete translated tables are listed in Annex 1.5.

Question 6: Popular course topics

Question 6.1: Which topics are particularly popular with the participants?

10% answered with "None", 18% with "n.a.= question does not fit". The remaining replies are distributed as follows (see also Annex 1.6):

Country	Which topics are particularly popular with the participants?
de	all countries
de	Application courses
de	ESD in school, nursery school, everyday life
de	Energy+water management
de	Greening of courtyards, composting, construction of raised beds
de	IT applications
de	Air conditioning
de	Training courses, vocational school
de	Qualification offers and series for new and experienced instructors in Global Learning
de	Regional development
de	Animal welfare issues
de	Environmental and nature conservation
de	Environmental education
hu	5 órás tanártovábbképzés
hu	BSc és Tanári mester
hu	érettségire felkészítés
hu	felsőoktatási képzés
hu	ifjúsági vezetőképzés
hu	Kereskedelem, közgazdaság, ügyvitel, turisztika
hu	kézműves-, tánc-, informatikai
hu	középfokú szakképzés
hu	népszerű
hu	nyelvi
hu	nyelvoktatás
hu	nyelvoktatás
hu	oktatás
hu	önkéntesség
hu	Rendészet
hu	Szalamabála építészet
hu	személyiségfejlesztés
pl	Currently the most popular studies are: Environmental Management, Chemicals management in the enterprise with regard to the REACH Regulation, Power Management. In case of courses the most popular are those who refer to the new regulations,

	standards
pl	entrepreneurship, digital skills
pl	geodezja i kartografia
pl	Jak bezpiecznie podejmować pracę za granicą?
pl	Kursy
pl	kursy doszkalcające
pl	new law regulations, certificates, adaptation to EMAS, ISO
pl	ochrona środowiska
pl	ochrona środowiska
pl	pierwszy
pl	Short training or courses, specific courses.
pl	studia podyplomowe
pl	szkolenia wewnętrzne
pl	wszystkie
pl	żaden
pl	żadne
pl	zmiany prawne
ro	Abilitare curriculara
ro	Conservarea biodiversitatii
ro	Cursuri acreditate
ro	Educatie
ro	lucrator in comert
ro	nu este cazul
ro	perfectionare prin grade didactice
ro	protectia mediului
ro	toate

Question 6.2: Which topics are particularly popular with the employers?

Of the 79 responses, 20% voted "no topics" and 16% "I do not know". Of the remaining 64%, the following answers were mentioned.

Country	Which topics are popular with the employers?
de	Work-related language courses
de	ESD in school and kindergarten

de	Volunteer work and everything that contributes to the improvement of teaching skills
de	Energy
de	Further training ESD
de	Air conditioning
de	Courses
de	Social affairs
de	Environmental and nature conservation
de	Environmental education
hu	BSc és Tanári mester
hu	felnőttképzés
hu	felsőoktatási képzés
hu	fenntartói értekezlet
hu	ifjúsági vezetőképzés
hu	informatikai
hu	kereskedelem
hu	népszerű
hu	nyelvi
hu	nyelvoktatás
hu	OKJ-s képzés
hu	oktatás
hu	Rendészet
hu	Szalmabála építészet
hu	szelíd és szolidáris vállalkozás
pl	brak
pl	Courses that provide soft skills. Mainly technical sciences.
pl	drugi
pl	For employers are important courses that give permission, this person can conduct training for others.
pl	further development of company
pl	geodezja i kartografia
pl	integration, interculturalism
pl	Kursy

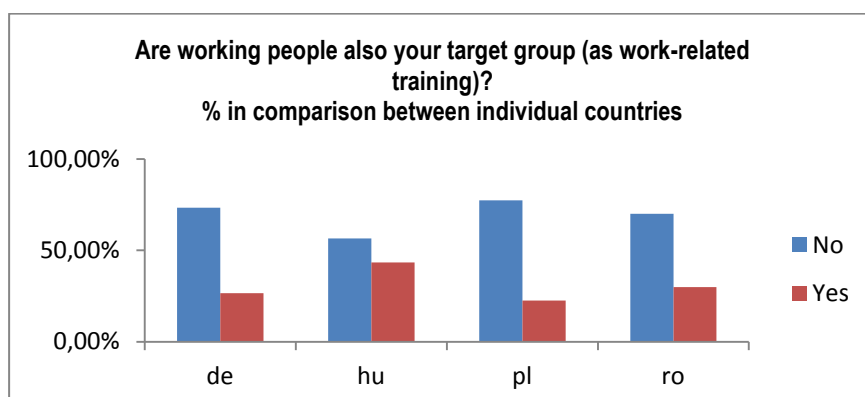
pl	ochrona środowiska
pl	ochrona środowiska
pl	studia podyplomowe
pl	studia podyplomowe
pl	szkolenia wewnętrzne
pl	żaden
pl	żadne
pl	Zatrudnianie cudzoziemców.
pl	zmiany prawne
ro	dezvoltare durabila
ro	Ecologie
ro	Educatie
ro	La fel
ro	Modulul psihopedagogic
ro	nu este cazul
ro	nu se aplică
ro	ospatar-chelner

Question 7: What are your target groups?

Question 7.1: Are working people your target group?

Employed persons e.g. as work-related further education are not the target group of the interviewees. This can also be seen in comparison within the interviewed country groups.

Question 7.1	Are work-related participants one of your target groups? 69.62% No 30.38% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	69.62%	73.33%	56.52%	77.42%	70.00%
Yes	30.38%	26.67%	43.48%	22.58%	30.00%

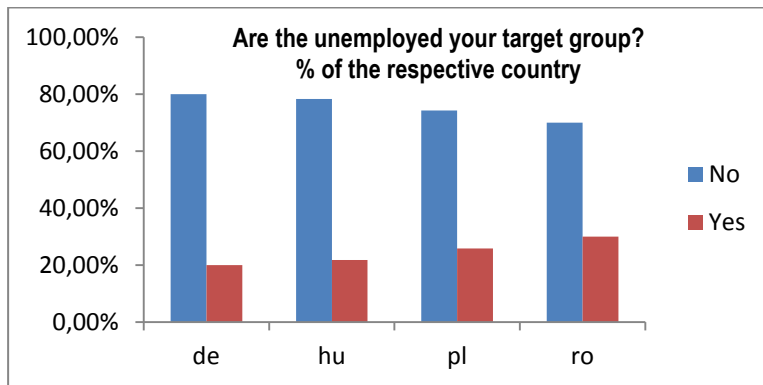


Sind auch Berufstätige Ihre Zielgruppe (als berufsbegleitende Ausbildung)?	Are working people also your target group (as work-related training)?
% im Einzelländervergleich	% in comparison between individual countries
No	No
Yes	Yes

Question 7.2 Are the unemployed people your target group?

The unemployed people are not the target group within the countries either.

Question 7.2	Are jobseekers one of your target groups? 75.95% No 24.05% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	75.95%	80.00%	78.26%	74.19%	70.00%
Yes	24.05%	20.00%	21.74%	25.81%	30.00%

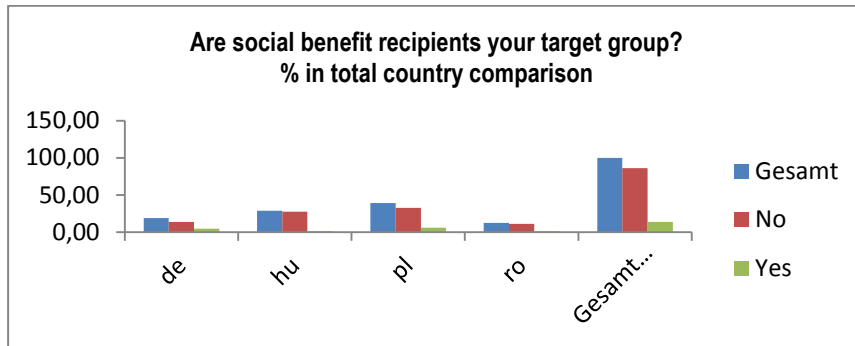


Sind Arbeitslose Ihre Zielgruppe?	Are the unemployed your target group?
% des jeweiligen Landes	% of the respective country
Yes	Yes
No	No

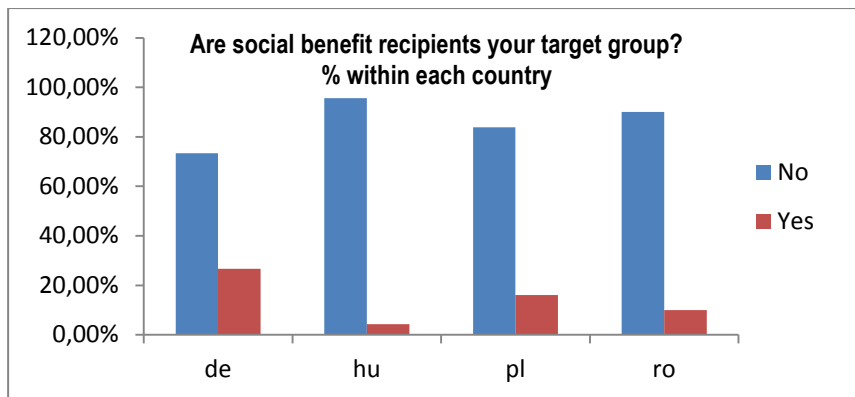
Question 7.3 Are social benefit recipients your target group?

This target group is not much attended either.

Question 7.3	Are Hartz IV recipients one of your target groups? 86.08% No 13.92% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	86.08%	73.33%	95.65%	83.87%	90.00%
Yes	13.92%	26.67%	4.35%	16.13%	10.00%



Sind Bezieher von Sozialleistungen Ihre Zielgruppe?	Are social benefit recipients your target group?
% im Gesamtländervergleich	% in total country comparison
Gesamt	Total
No	No
Yes	Yes



Sind Bezieher von Sozialleistungen Ihre Zielgruppe?	Are social benefit recipients your target group?
% innerhalb des einzelnen Landes	% within each country
No	No
Yes	Yes

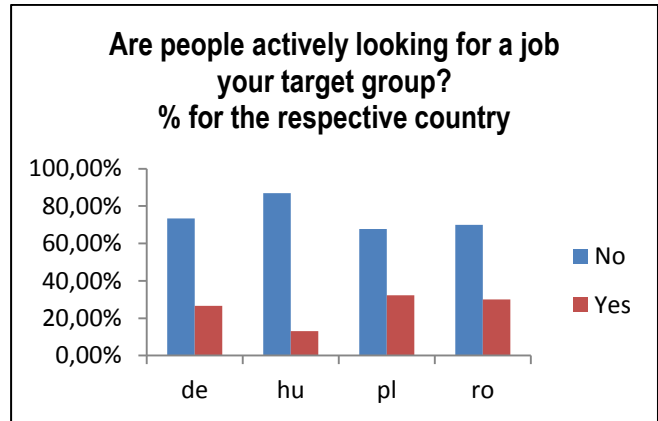
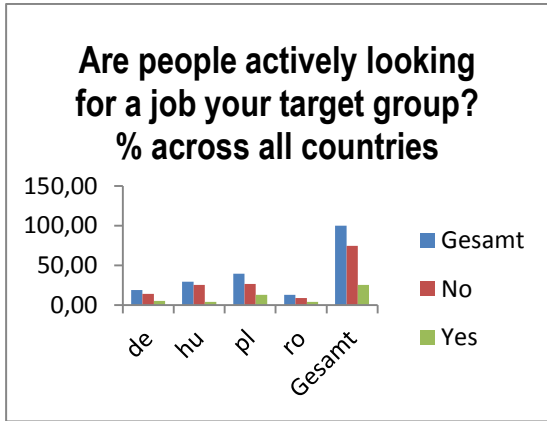
A similar picture emerges within the individual countries: other target groups are mainly addressed. Germany has the strongest focus on welfare recipients, followed by Poland and Romania. Hungary is least oriented towards this target group.

Question 7.4 Active job seekers as a target group

There is a weak focus on active job seekers here. Poland has the strongest focus in the overall comparison. Poland and Romania show the strongest focus on this target group in comparison within the countries.

Question 7.4	Are active job seekers one of your target groups? 74.68% No 25.32% Yes				
	all countries	de	hu	pl	ro

Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	74.68%	73.33%	86.96%	67.74%	70.00%
Yes	25.32%	26.67%	13.04%	32.26%	30.00%



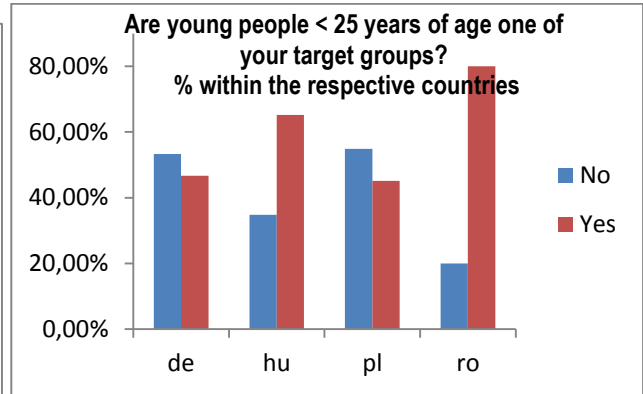
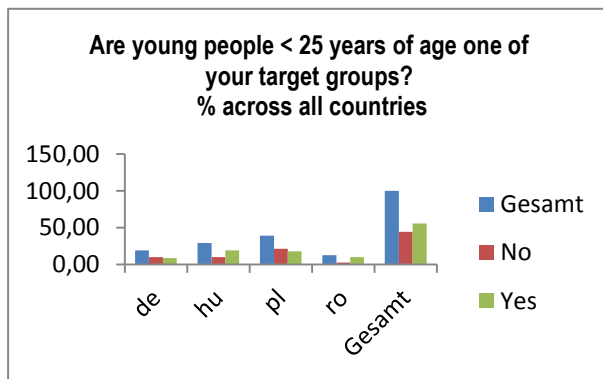
Sind Leute, die aktiv Arbeit suchen, Ihre Zielgruppe?	Are people actively looking for a job your target group?
% über alle Länder	% across all countries
Sind Leute, die aktiv Arbeit suchen, Ihre Zielgruppe?,	Are people actively looking for a job your target group?
% für das jeweilige Land	% for the respective country
Gesamt	Total
No	No
Yes	Yes

Question 7.5 Are people < 25 years of age your target group?

On average, the countries focus more frequently on this target group (55.7% Yes). In an overall comparison, Hungary shows the largest focus, followed by Poland. In comparison between the countries, Romania shows the greatest focus on young people (80%), followed by Hungary (65%). Poland and Germany are almost equal with about 50%.

Question 7.5	Are young people < 25 years of age one of your target groups? 44.3% No 55.7% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	44.30%	53.33%	34.78%	54.84%	20.00%
Yes	55.70%	46.67%	65.22%	45.16%	80.00%



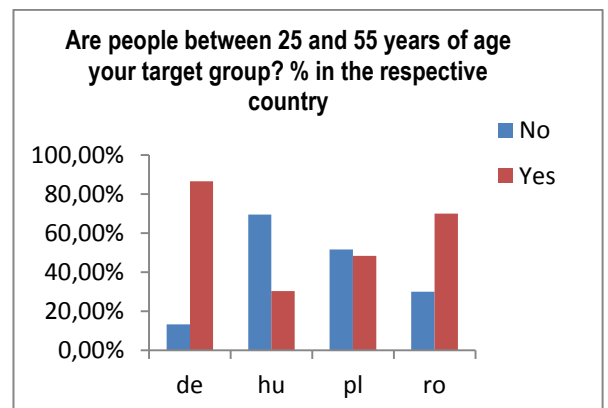
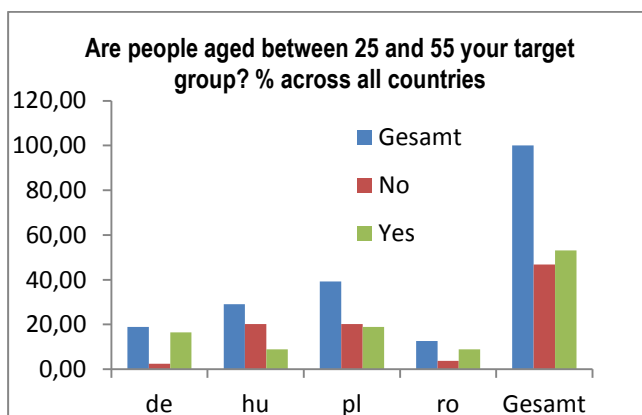


Sind junge Leute < 25 Jahre eine Ihrer Zielgruppen?	Are young people < 25 years of age one of your target groups?
% über alle Länder	% across all countries
Sind junge Leute < 25 Jahre eine Ihrer Zielgruppen?	Are young people < 25 years of age one of your target groups?
% innerhalb der jeweiligen Länder	% within the respective countries
Gesamt	Total
No	No
Yes	Yes

Question 7.6 Are people aged between 25 and 55 your target group?

Overall view indicates "yes" as slightly more frequent answer, Poland is the most active along with Germany. Within the individual countries, Germany is the leader, closely followed by Romania, Poland and Hungary.

Question 7.6	Are Young People > 25 years of age and <55 years of age one of your target groups? 46.84% No 53.16% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	46.84%	13.33%	69.57%	51.61%	30.00%
Yes	53.16%	86.67%	30.43%	48.39%	70.00%

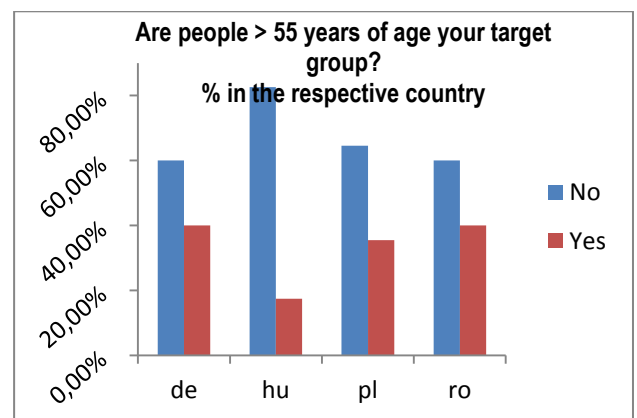
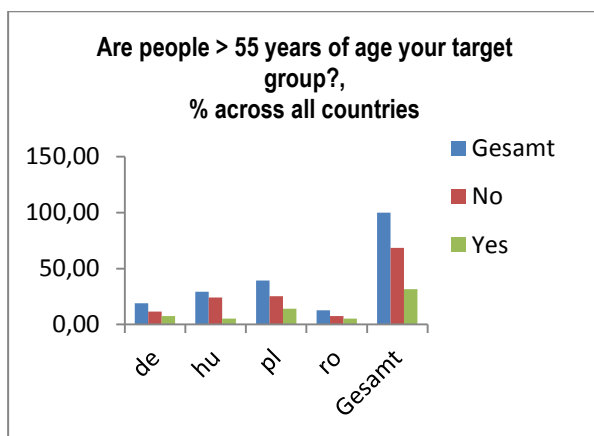


Sind Menschen zwischen 25 und 55 Jahren Ihre Zielgruppe?, % über alle Länder	Are people aged between 25 and 55 your target group? % across all countries
Sind Menschen zwischen 25 und 55 Jahren Ihre Zielgruppe?, % im jeweiligem Land	Are people between 25 and 55 years of age your target group? % in the respective country
Gesamt	Total
No	No
Yes	Yes

Question 7.7 Are people > 55 years of age your target group?

Poland targets this group the most, followed by Germany. In general, the focus on older people is low. This can also be seen in comparison between the countries: Hungary is least focused (80%) on the target group, the others are similar (around 60%). The overall average is 68% No.

Question 7.7	Are people > 55 years of age one of your target groups? 68.35% No 31.65% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	68.35%	60.00%	82.61%	64.52%	60.00%
Yes	31.65%	40.00%	17.39%	35.48%	40.00%



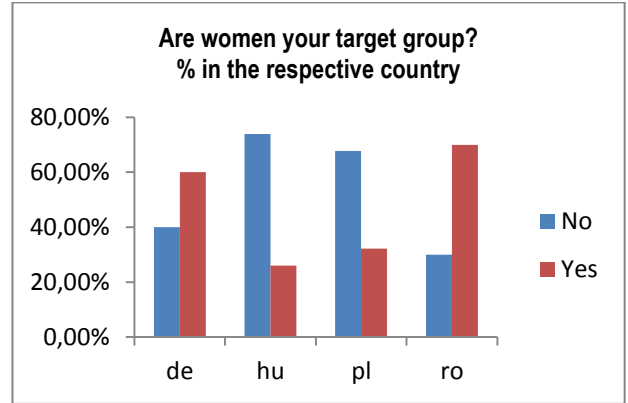
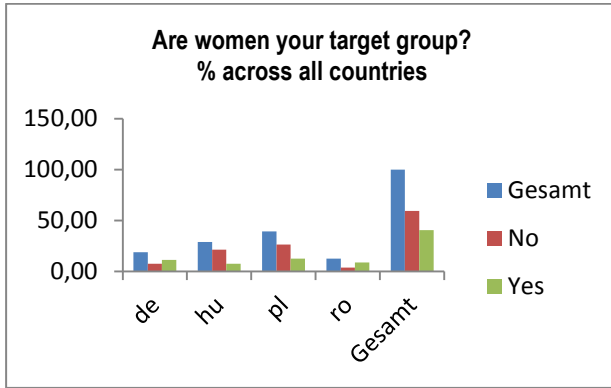
Sind Menschen > 55 Jahre Ihre Zielgruppe?, % über alle Länder	Are people > 55 years of age your target group?, % across all countries
Sind Menschen > 55 Jahre Ihre Zielgruppe?, % im jeweiligen Land	Are people > 55 years of age your target group?, % in the respective country
Gesamt	Total
No	No
Yes	Yes

Question 7.8 Are women your target group?

The "no" prevails in the overall comparison. Within the individual countries, Germany and Romania focus more strongly on women (De: 60/40 Yes/No), Ro: 70/25 Yes/No).

Question 7.8	Are women one of your target groups? 59.49% No 40.51% Yes				
	all countries	de	hu	pl	ro

Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	59.49%	40.00%	73.91%	67.74%	30.00%
Yes	40.51%	60.00%	26.09%	32.26%	70.00%

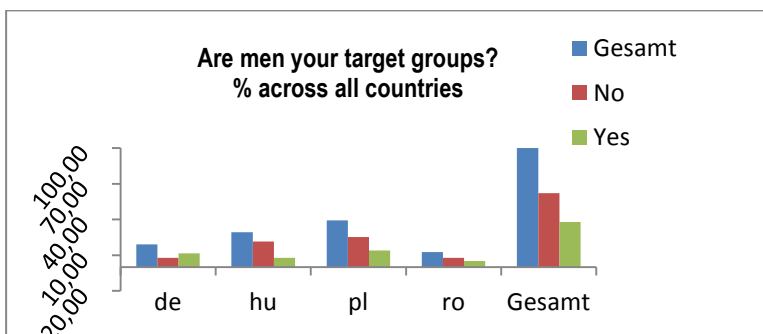


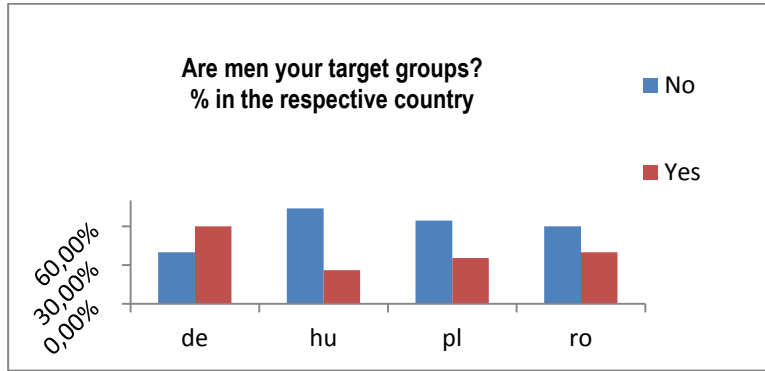
Haben Sie Frauen als Zielgruppe?	Are women your target group?
% über alle Länder	% across all countries
Haben Sie Frauen als Zielgruppe?	Are women your target group?
% im jeweiligen Land	% in the respective country
Gasamt	Total
No	No
Yes	Yes

Question 7.9 Are men your target group?

In the overall country comparison – except for Germany – the men are not the target group. The average in comparison between the individual countries is 62% No and 38% Yes. Germany shows above-average 60% Yes.

Question 7.9	Are men one of your target groups? 62.03% No 37.97% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	62.03%	40.00%	73.91%	64.52%	60.00%
Yes	37.97%	60.00%	26.09%	35.43%	40.00%

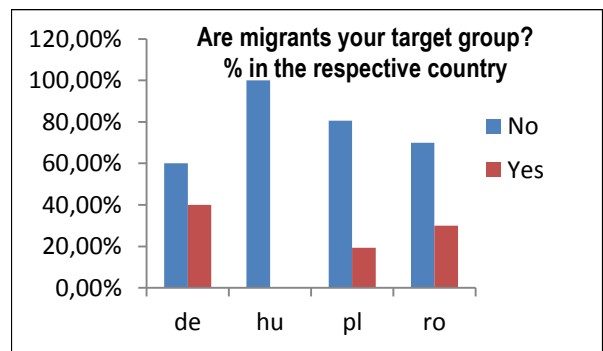
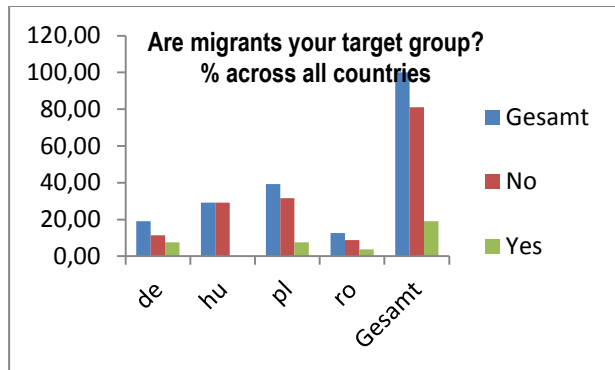




Sind Männer Ihre Zielgruppen?	Are men your target groups?
% über alle Länder	% across all countries
Sind Männer Ihre Zielgruppen?	Are men your target groups?
% im jeweiligen Land	% in the respective country
Gesamt	Total
Yes	Yes
No	No

Question 7.10 Migrants as a target group

Migrants are not an explicit target group. Neither in the overall nor in the individual country comparison. Hungary has never answered with "yes". Germany is most migrant-friendly with approx. 40/60 "yes"/"no" in the individual country comparison, followed by Romania with 30/70 "yes"/"no".



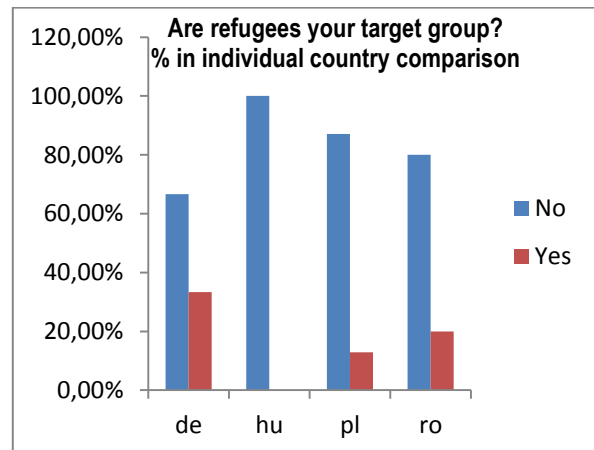
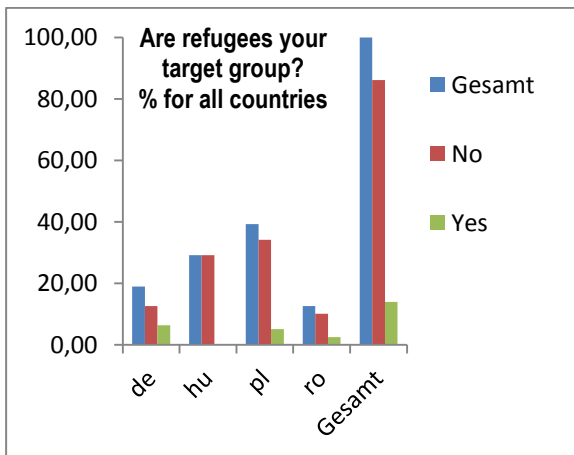
Sind Migranten Ihre Zielgruppe?	Are migrants your target group?
% über alle Länder	% across all countries
Sind Migranten Ihre Zielgruppe?	Are migrants your target group?
% im jeweiligen Land	% in the respective country
Gesamt	Total
Yes	Yes
No	No

Question 7.10	Are people with a migration background one of your target groups? 81.1% No 18.99% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	81.01%	60.00%	100.00%	80.65%	70.00%
Yes	18.99%	40.00%	0.00%	19.35%	30.00%

Question 7.11 Are refugees your target group?

Question 7.11	Are refugees one of your target groups? 86.08% No 13.92% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	86.08%	66.67%	100.00%	87.10%	80.00%
Yes	13.92%	33.33%	0.00%	12.90%	20.00%

In all countries the "no" is predominant, Hungary even answered with "no" at 100%. Germany is most open with about 67% / 33% No / Yes, followed by Romania, then Poland.



Sind Flüchtlinge Ihre Zielgruppe? % für alle Länder	Are refugees your target group? % for all countries
Sind Flüchtlinge Ihre Zielgruppe? % im Einzellandvergleich	Are refugees your target group? % in individual country comparison
Gesamt	Total
No	No
Yes	Yes

Question 7.12 What other target groups do you have?

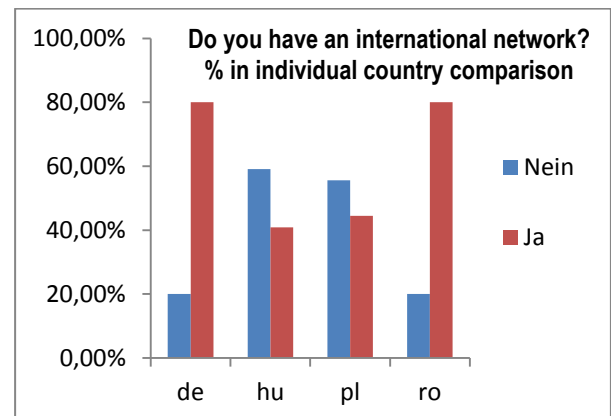
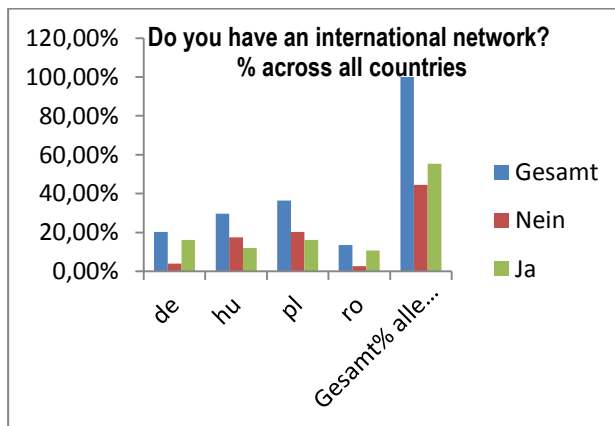
The following other target groups are also mentioned:

Country	What other target groups do you have?
de	all employees

de	NGO
hu	12 éves kortól, 8. általánostól, középfokú végzettségtől, pedagógusoknak is
hu	aktív pedagógus
hu	roma nemzetiség
hu	Munkavállalók
pl	researcher, entrepreneur
pl	zainteresowani tematem, sluzby doradcze w rolnictwie, rolnicy
pl	wszyscy chętni
pl	badacze
pl	pracownicy PSZ
pl	instytucji publicznych
ro	persoane din programul A Doua Sansa
ro	personal din învățământul preuniversitar
ro	cadre didactice

Question 8: Do you have an international network?

Question 8	Do you have an international network? 44.59% No 55.41% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	44.59%	20.00%	59.09%	55.50%	20.00%
Yes	55.41%	80.00%	40.91%	44.44%	80.00%



Sind Sie international vernetzt?	Do you have an international network?
% über alle Länder	% across all countries
Sind Sie international vernetzt?	Do you have an international network?
% im Einzellandvergleich	% in individual country comparison
Gesamt	Total
Nein	No
Ja	Yes

More than a half of the companies answered the **question on networking** with "Yes" 6% do not provide any information. The Germans and Romanians are the most networked. Hungary, Poland and Romania are less

networked, some respondents do not know. They still have the need to catch up there. Cross-border projects are also very important for these countries.

Question 9: Which countries or regions does your international network cover?

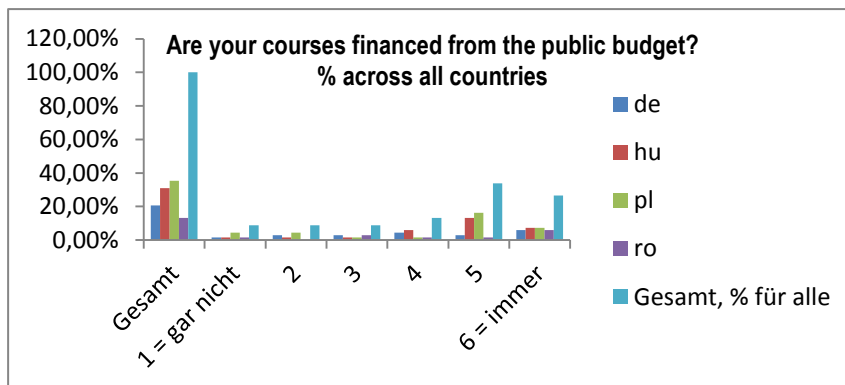
The table shows where the companies are networked.

Country	In which regions and countries do you have your international networks?
de	EU-wide
de	Austria, Switzerland
de	EU
de	England, Spain, France, Turkey, Sweden, Czech Republic
de	Europe
de	http://www.sbg-dresden.de/projekte.html
de	USA, India, Brazil, Mexico, Spain, Italy, UK, Belgium
de	Europe-wide: UK, Spain, Greece, Ireland, Italy, Bulgaria, Romania, Denmark, Finland, Norway, Sweden, Portugal.
de	Italy, Austria, South Africa
de	Europe
de	various African countries
de	France, Czech Republic, GB, Finland, Sweden
hu	CEEC, OIEC, Europa und Weltweit
hu	Deutschland, Malta, England, Siebenbürgen, den Woiwodschaften
hu	Frankreich, Rumänien
hu	Mediterranes Europa, Afrika, Südafrika, Asien, Kaukasus, gesamt 42 Länder
hu	Deutschland
hu	Frankreis, Griechenland, Finland, Vereinigte Emirate, Deutschland, Spanien
hu	Europa
hu	EU
hu	Deutschland
pl	Europa
pl	European Institute of Innovation & Technology (EIT) - EIT Raw Materials

pl	As an university we have some international agreements, also University is participating in Erasmus program and program POWER Some departments have accreditations from the recognizable institutions like The Royal Institute of British Architects (RIBA).
pl	Belgien
pl	Europa
pl	Europa
pl	Europa
pl	EU, US
pl	Europa
pl	International Geothermal Association - global range; European Geothermal Energy Council - European range
pl	ganze Welt
ro	Deutschland, Türkei, Rumänien, China, Portugal, viele andere EU-Länder
ro	Italien, Türkei, Deutschland, Tschechien, Ungarn, England
ro	Europa
ro	Frankreich
ro	UE
ro	IAEA-Wien, Universität von Savoien - Frankreich
ro	Italien, England, Schweden, YouthPEER, Zentraleuropa und Südosteuropa
ro	Spanien, Italien, Schweden

Question 10: How are the further education courses financed?

Question 10.1 Public funds

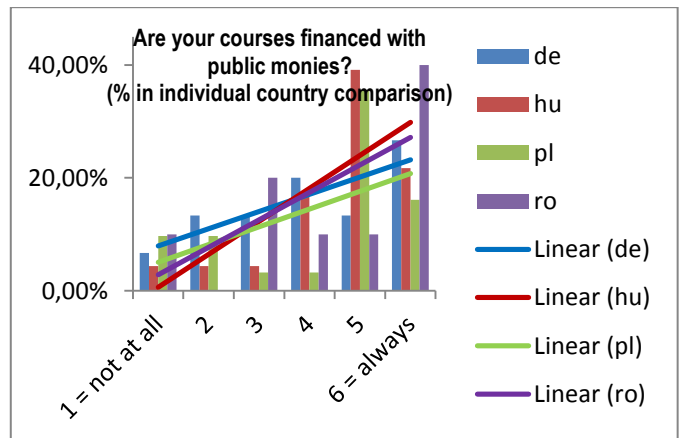
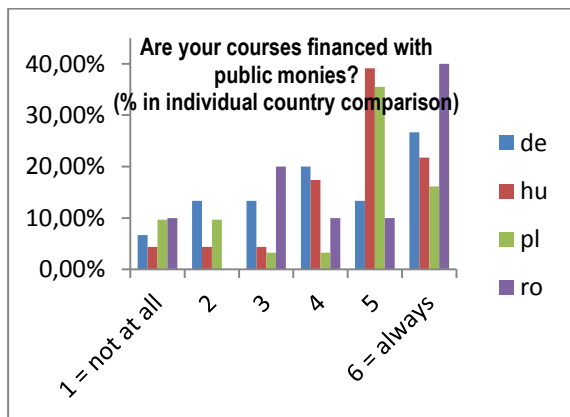


Werden Ihre Kurse durch öffentliches Budget finanziert?	Are your courses financed from the public budget?
% über alle Länder	% across all countries
Gesamt, % für alle	Total, % for all

Gesamt	Total
1 = gar nicht	1 = not at all
6= immer	6 = always

In Hungary and Poland the courses are rarely paid for with public money, only some mention "6=always". Romania is indifferent. Germany pays more frequently from its public budget. Hungary is indifferent, but has a peak at "5 = very frequent", as does Poland. Romania is also increasingly being paid from the public purse (3 and 6). A comparison within the individual countries shows Germany and Romania to be above average.

Question 10.1	Are your courses financed from the public budget? 1 = not at all; 6 = always				
Mean	3.38	4.07	3.24	2.71	4.44
Standard deviation	2.09	1.82	2.21	2.03	1.88
Median	3.00	4.50	3.00	2.00	5.00
Confidence 95%	0.50	0.95	0.95	0.81	1.23
Confidence interval +	3.88	5.02	4.18	3.52	5.67
Confidence interval -	2.89	3.12	2.29	1.90	3.22
Skewness	0.06	-0.57	0.06	0.77	-0.98
n	68	14	21	24	9
	all countries	de	hu	pl	ro

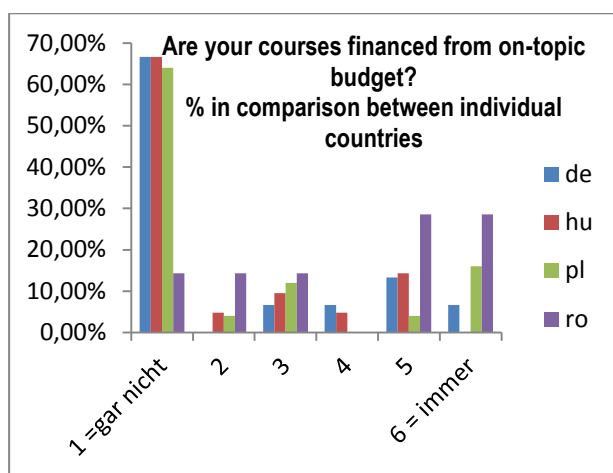


Sind Ihre Kurse mit öffentlichen Geldern finanziert? (% im Einzellandvergleich)	Are your courses financed from public funds? (% in individual country comparison)
Sind Ihre Kurse mit öffentlichen Geldern finanziert? (% im Einzellandvergleich)	Are your courses financed from public funds? (% in individual country comparison)
1 = not at all	1 = not at all
6 = always	6 = always

If a trend line will be drawn through the values by country, a trend towards more frequent financing with public funds can be seen – despite all the inaccuracies due to the lack of data.

Question 10.2 Specific on-topic budget

Question 10.2	Are your courses financed from on-topic budget? 1 = not at all; 6 = always				
Mean	2.32	2.20	1.95	2.24	4.00
Standard deviation	1.86	1.86	1.53	1.94	2.00
Median	1.00	1.00	1.00	1.00	5.00
Confidence 95%	0.44	0.94	0.66	0.76	1.48
Confidence interval +	2.77	3.14	2.61	3.00	5.48
Confidence interval -	1.88	1.26	1.30	1.48	2.52
Skewness	0.99	1.13	1.29	1.26	-0.53
n	68	15	21	25	7
	all countries	de	hu	pl	ro

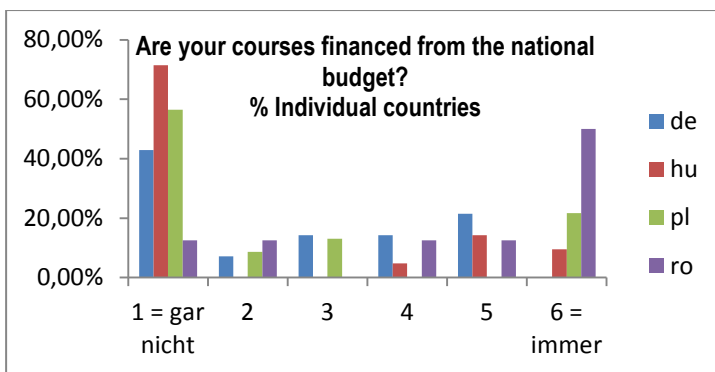
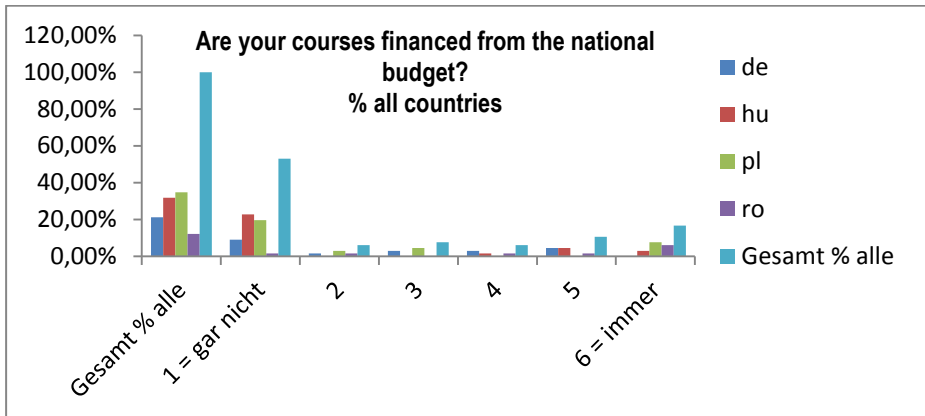


A comparison between individual countries usually shows that there is no on-topic budget. Germany has some focus on "3" to "6", also Romania ("5" to "6" and Hungary on "5" and Poland on "5" to "6")

Werden Ihre Kurse durch ein thematisches Budget finanziert?	Are your courses financed from on-topic budget?
% Einzellandvergleich	% in comparison between individual countries
1 = gar nicht	1 = not at all
6= immer	6 = always

14% of respondents answered "I do not know". Basically, this is a rather rare form of financing.

Question 10.3 Financing from the national budget



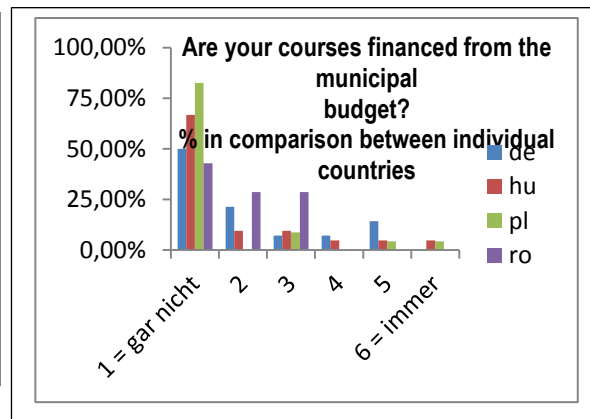
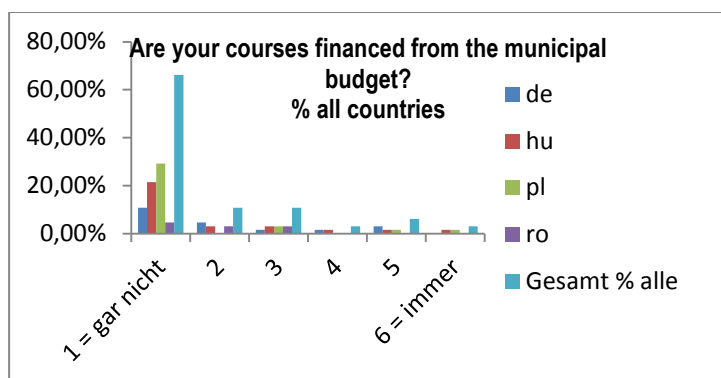
Werden Ihre Kurse über ein Nationales Budget finanziert? % alle Länder	Are your courses financed from the national budget? % all countries
Werden Ihre Kurse über ein Nationales Budget finanziert? % Einzelländer	Are your courses financed from the national budget? % individual countries
Gesamt, % für alle	Total, % for all
Gesamt	Total
1 = gar nicht	1 = not at all
6= immer	6 = always

Almost 50% of all answers are in the "not at all" range, about 10% are "5=very frequent" and just under 20% are "always". Within the countries, Hungary is never financed from the national budget to approx. 65%, Germany and Poland to approx. 40%. The other posts are indifferent. Romania shows 40% at "6=always". Romania is financed above average from the national budget, the others "not" or "rarely".

Question 10.3	Are your courses financed from the national budget? 1 = not at all; 6 = always				
Mean	2.65	2.64	2.19	2.43	4.50
Standard deviation	2.03	1.69	1.97	2.04	2.00
Median	1.00	2.50	1.00	1.00	5.50
Confidence 95%	0.49	0.89	0.84	0.83	1.39
Confidence interval +	3.14	3.53	3.03	3.27	5.89
Confidence interval -	2.16	176	1.35	1.60	3.11
Skewness	0.68	0.32	1.15	-1.07	-1.07
n	66	14	21	23	8
	all countries	de	hu	pl	ro

Question 10.4 Municipal budget

The overall country comparison shows a strong focus on the "none at all" answer with approx. 65% of all answers there. The focus on less probable categories is also evident in the other assessments. The statistical measures also illustrate this trend. 18% of respondents did not answer this question.



Werden Ihre Kurse über das kommunale Budget finanziert? % alle Länder	Are your courses financed from the municipal budget? % all countries
Werden Ihre Kurse über das Kommunale Budget finanziert? % Einzellandvergleich	Are your courses financed from the municipal budget? % in comparison between individual countries
Gesamt, % für alle	Total, % for all
Gesamt	Total
1 = gar nicht	1 = not at all
6= immer	6 = always

Question 10.4	Are your courses financed from the municipal budget? 1=not at all 6= always				
Mean	1.82	2.14	1.86	1.57	1.86
Standard deviation	1.39	1.51	1.49	1.38	0.90
Median	1.00	1.50	1.00	1.00	2.00
Confidence 95%	0.34	0.79	0.64	0.56	0.67
Confidence interval +	2.15	2.93	2.50	2.13	2.52
Confidence interval -	1.48	1.35	1.22	1.00	1.19
Skewness	1.71	1.12	1.76	2.49	0.35
n	65	14	21	23	7
	all countries	de	hu	pl	ro

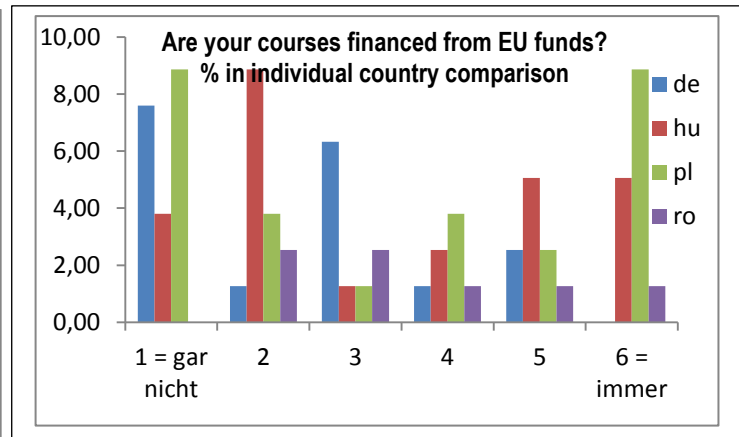
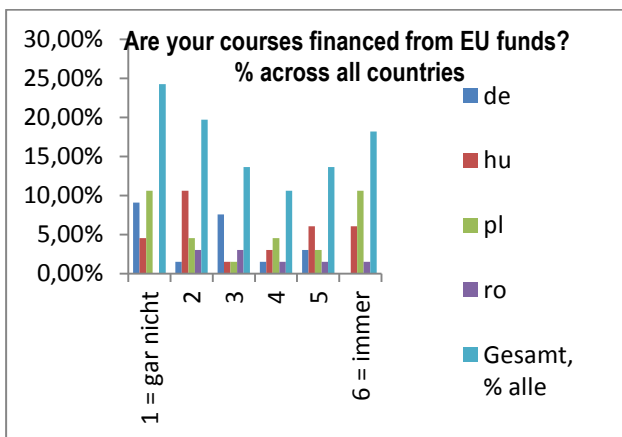
Question 10.5 EU funds

16% did not answer the question about EU funds. In the overall comparison, the focus is both on "never", but also increasingly on the answers "frequently" to "always". Thus, EU funds are acquired in different amounts. In comparison between individual countries, Germany shows an above-average number of "not at all",

Hungary mainly "rarely", but also increasingly "frequently to always". Poland both "never" and "always", also very indifferent. Romania also indifferent, with 2-3, in addition, but also with "frequently" and "always".

It shows that all countries still have major deficits and need to catch up when it comes to attracting the EU funds.

Question 10.5	Are your courses financed from EU funds? 1 = not at all 6 = always				
Mean	3.24	2.47	3.43	3.48	3.57
Standard deviation	1.86	1.46	1.86	2.13	1.51
Median	3.00	3.00	3.00	4.00	3.00
Confidence 95%	0.45	0.74	0.78	0.87	1.12
Confidence interval +	3.69	3.20	4.21	4.35	4.69
Confidence interval -	2.79	1.73	2.65	2.61	2.45
Skewness	0.24	0.48	0.18	0.02	0.62
n	66	15	22	23	7
	all countries	de	hu	pl	ro

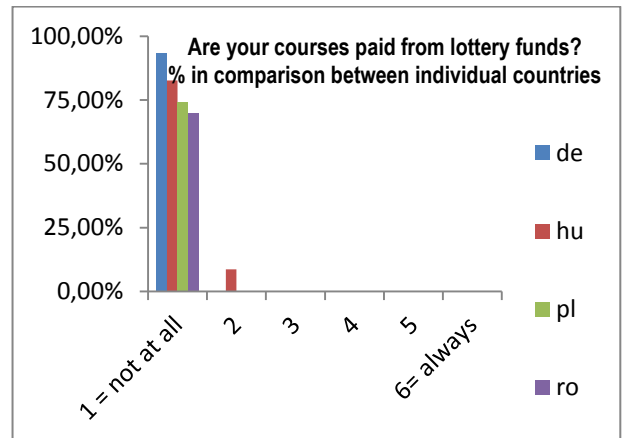
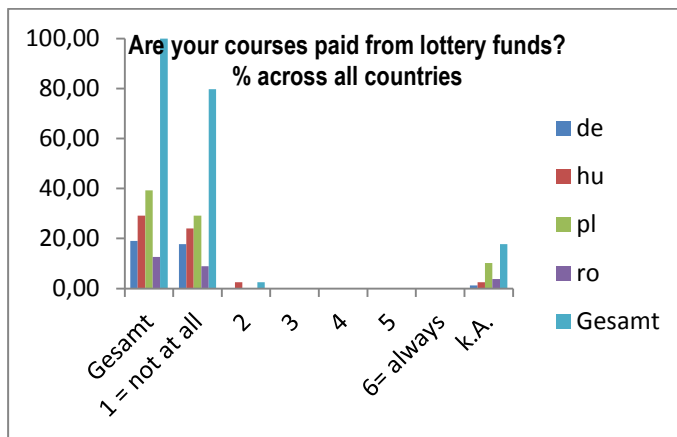


Werden Ihre Kurse über EU-Gelder finanziert?	Are your courses financed from EU funds?
% über alle Länder	% across all countries
Gesamt, % für alle	Total, % for all
Gesamt	Total
1 = gar nicht	1 = not at all
6= immer	6 = always

The individual country comparison is similar to the overall country comparison.

Question 10.6 Lottery funds

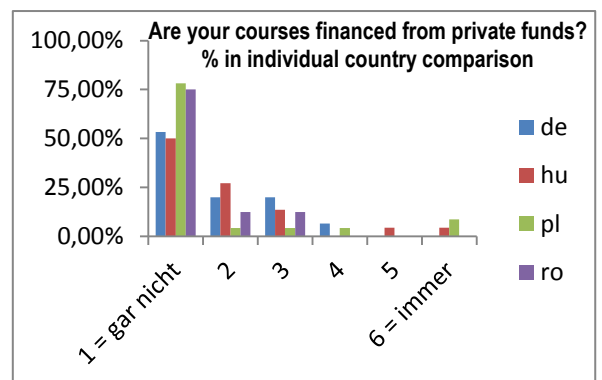
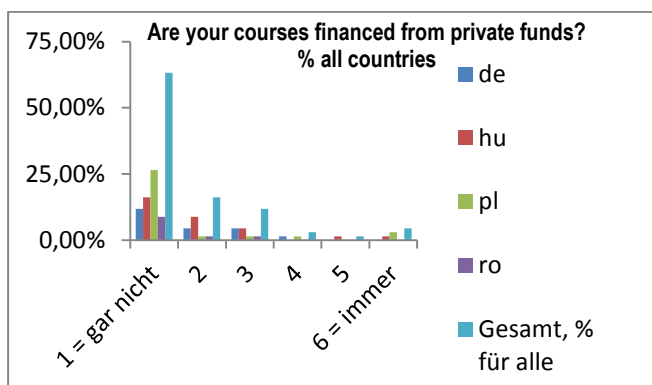
Lottery funds are not known or not applicable. 18% answered this question with "I do not know".



Werden Ihre Kurse durch Lottomittel gezahlt?	Are your courses paid from lottery funds?
% über alle Länder	% across all countries
Werden Ihre Kurse durch Lottomittel gezahlt?	Are your courses paid from lottery funds?
% im Einzelländervergleich	% in comparison between individual countries
Gesamt, % für alle	Total, % for all
Gesamt	Total
1 = gar nicht	1 = not at all
6 = immer	6 = always

Question 10.7 Financing from private funds

50% in the total comparison receive no financing from private funds. However, some do receive financing from private funds, there were even indications with "always". In a comparison between individual countries, Hungary and Poland already use private funds more frequently. Hungary 1 indication of 22, Poland 2 indication of 23.



Werden Ihre Kurse durch private Gelder finanziert?	Are your courses financed from private funds?
% alle Länder	% all countries
Werden Ihre Kurse durch private Gelder finanziert?	Are your courses financed from private funds?
% im Einzellandvergleich	% in individual country comparison
Gesamt, % für alle	Total, % for all
Gesamt	Total

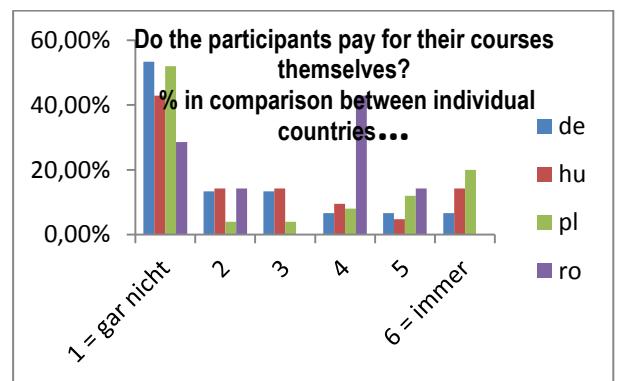
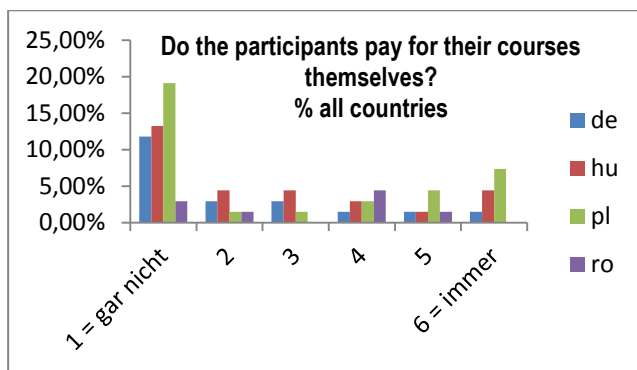
1 = gar nicht	1 = not at all
6= immer	6 = always

Question 10.7	Are your courses financed from private funds (e.g. donations, foundations)? 1 = not at all 6= always				
Mean	1.76	1.80	1.95	1.70	1.38
Standard deviation	1.29	1.01	1.36	1.55	0.74
Median	1.00	1.00	1.50	1.00	1.00
Confidence 95%	0.31	0.51	0.57	0.63	0.52
Confidence interval +	2.07	2.31	2.52	2.33	1.89
Confidence interval -	1.46	1.29	1.39	1.06	0.86
Skewness	1.99	0.93	1.83	2.24	1.95
n	68	15	22	23	8
	all countries	de	hu	pl	ro

The statistical measures show the same picture. The average is 1.76, i.e. from "not at all" to "no".

Question 10.8 Financing through self-payment

About 40% of all answers were "not at all" but the remaining 60% are very balanced. It is noticeable that three countries also have self-payers (Hungary, Poland, Romania), while Germany does not.



Zahlen die Teilnehmer Ihre Kurse selbst?	Do the participants pay for their courses themselves?
% alle Länder	% all countries
Zahlen die Teilnehmer ihre Kurse selbst?	Do the participants pay for their courses themselves?
% Einzellandvergleich	% in comparison between individual countries
Gesamt, % für alle	Total, % for all
Gesamt	Total
1 = gar nicht	1 = not at all
6= immer	6 = always

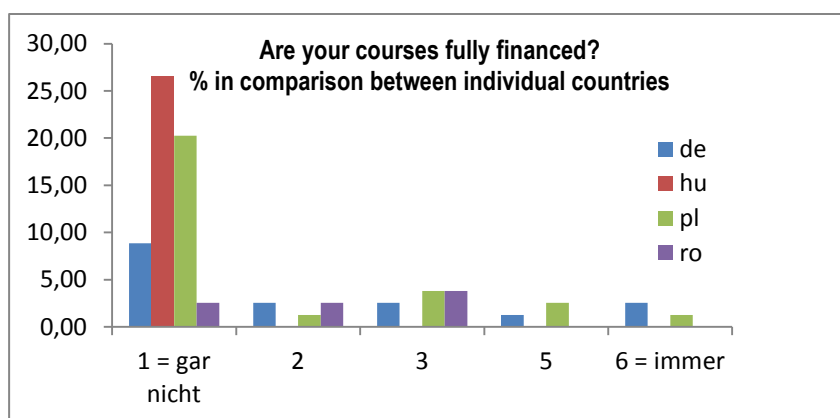
The comparison between individual countries illustrates the trend. Germany almost never has self-payers (50%) 10% "rarely" "2-3", "5" "4-6". Hungary and Poland 40% never, but up to 15% indicate more often and "always". Romania – to be read with caution due to the few answers – 20% with "Never", 30% with "40= more frequently". The statistical measures also show indicate this trend. The measure $x_{\text{medium}} = 2.65$ means: "no" or "rarely."

Question 10.8	Are your courses financed from participation fees of the participants? 1 = not at all; 6 = always				
Mean	2.65	2.20	2.62	2.84	3.00
Standard deviation	1.89	1.66	1.86	2.15	1.63
Median	2.00	1.00	2.00	1.00	4.00
Confidence 95%	0.45	0.84	0.79	0.84	1.21
Confidence interval +	3.10	3.04	3.41	3.68	4.21
Confidence interval -	2.20	1.36	1.82	2.00	1.79
Skewness	0.67	1.27	0.83	0.50	-0.32
n	68	15	21	25	7
	all countries	de	hu	pl	ro

Question 10.9 Full financing of the courses

Question 10.9	Are your courses fully or partially financed? 1=not at all 6= always				
Mean	1.74	2.43	1.00	1.87	2.14
Standard deviation	1.40	1.91	0.00	1.55	0.90
Median	1.00	1.50	1.00	1.00	2.00
Confidence 95%	0.34	1.00	n.a.	0.63	0.67
Confidence interval +	2.08	3.43	n.a.	2.50	2.81
Confidence interval -	1.40	1.43	n.a.	1.24	1.48
Skewness	1.98	1.13	n.a.	1.69	-0.35
n	65	14	21	23	7
	all countries	de	hu	pl	ro

18% of all respondents answered "I do not know". Very rarely the courses are fully financed. In comparison between individual countries, at least Germany shows signs of full financing, slightly Poland and Romania, but Hungary never.



Werden Ihre Kurse voll finanziert?	Are your courses fully financed?
% Einzellandvergleich	% in comparison between individual countries
1 = gar nicht	1 = not at all
6= immer	6 = always

Question 11: Which other types of budget are your further education opportunities financed from?
 Only seven respondents answered the open question (=9%), some keywords were also asked in question 8. Once again the EU funds in the ERASMUS+ area and the BMBF, integration courses, education vouchers

and study leave were mentioned, integration of refugees, German courses, local municipal budget, as well as IT financing and specific institutions.

Country	What types of specific, thematic public budgets finance your further education courses?	English
de	EU Mitteln: Programm Erasmus + BAMF: Allgemeine Integrationskurse und Deutsch für den Beruf Bildungsgutscheine Bildungsurlaub / Firmen Private Budgets	EU Funding, Erasmus + and BAMF, Integration courses, German for the professionals, vouchers for education, private Budgets, enterprises pay
de	Förderung der Umweltbildung in BBayern durch das Bayer StMUV	funding of environmental education by Bavarian ministry
hu	IT kepzesekek	IT trainings
hu	Szakmai programtámogatások.	professional program support
pl	Fundusz Pracy	Labor Found
pl	Integration of refugees - ministerial budget language courses for refugees - local municipality budget	Integration of refugees - ministerial budget language courses for refugees - local municipality budget
ro	Bugetul national	National Budget

Question 12: Are there any other financing possibilities for your further education opportunities?

There is hardly any other financing in all the countries.

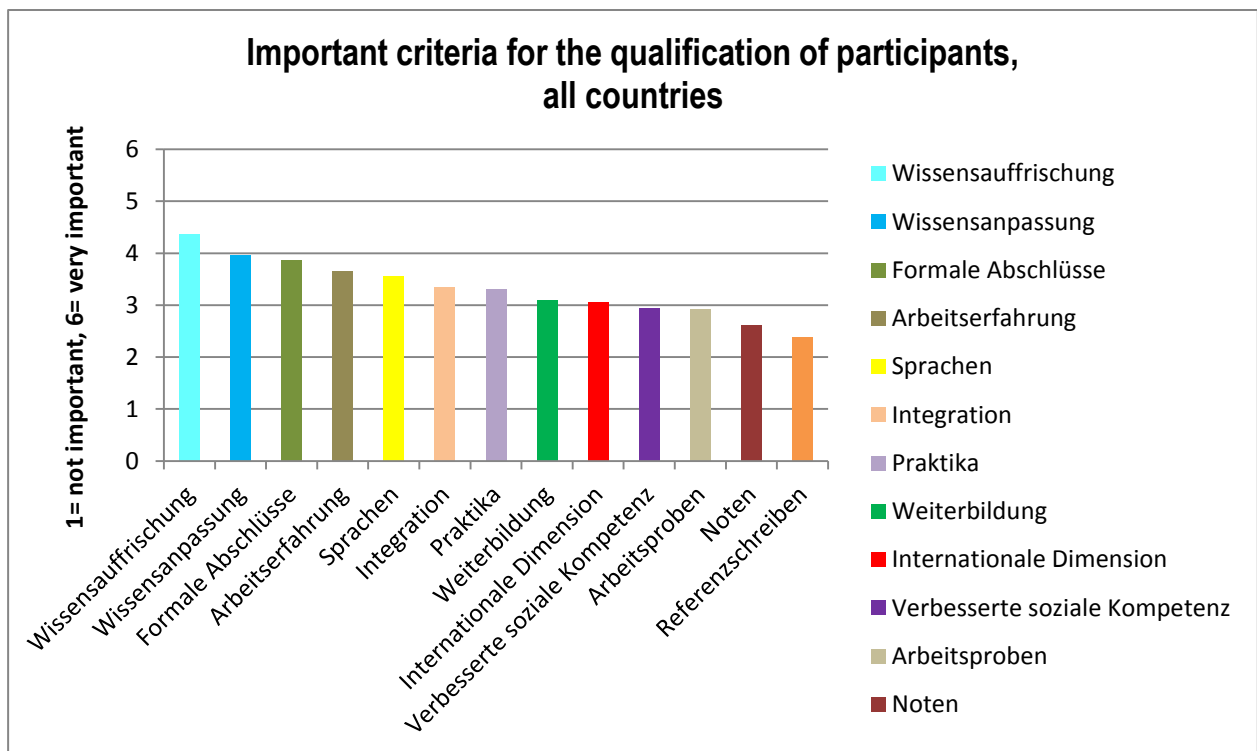
Question 12	Are there any other financing possibilities for your further education offers besides the options mentioned in previous question? 85.14% No 14.86% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	85.14%	93.33%	82.61%	70.97%	80.00%
Yes	14.86%	6.67%	13.04%	16.13%	20.00%

Question 13: Further financing options

Nine institutions (11%) have also identified their other financing sources. In case of the Poles, education vouchers from the employment office were also listed, as is the case in Germany. In Poland they apply in consultation with the employee. Education vouchers are designed for small and medium-sized enterprises (SME). See also Annex 1.6. Students receive their own funds, tuition fees, state funds, ERASMUS Plus Programme, money from the employment office and student fees.

Country	Please describe other available financing options	English
de	Grundversorgung Brandenburgisches Werterbi 1 du ngsgeztz	Basic provisions according to the regulation on Further education of Brandenburg
hu	A résztvevők befizetései	The participant fees
hu	saját forrás: a hallgatók a képzéseket önfinanszírozóban avagy munkáltatói támogatással végzik	own resources, money
hu	Tandj	Tutorial Money
PI	Budżet własny jednostki	Own budget of the unit
PI	Institutional funding schemes for training by different methods (vouchers)	Institutional funding schemes for training by different methods (vouchers)
PI	Money from Labor Office - National Training Found - to finance training for workers and employers undertaken at the initiative of or with the consent of the employer Training Voucher - entrepreneur-friendly tool for financing the training of employees Vouchers are designed for small and medium-sized enterprises (SMEs).	Money from Labor Office - National Training Found - to finance training for workers and employers undertaken at the initiative of or with the consent of the employer Training Voucher - entrepreneur-friendly tool for financing the training of employees Vouchers are designed for small and medium-sized enterprises (SMEs).
ro	Erasmus Plus Programme POCU	Erasmus Plus Programme
ro	Taxe student)	Student Fees

Question 14: What is important to you when it comes to the qualification of participants?



Wichtige Kriterien bei der Qualifikation von Teilnehmer*innen, alle Länder	Important criteria for the qualification of participants, all countries
1= nicht wichtig, 6= sehr wichtig	1= not important, 6= very important
Wissensauffrischung	Knowledge refresher
Wissensanpassung	Knowledge adaptation

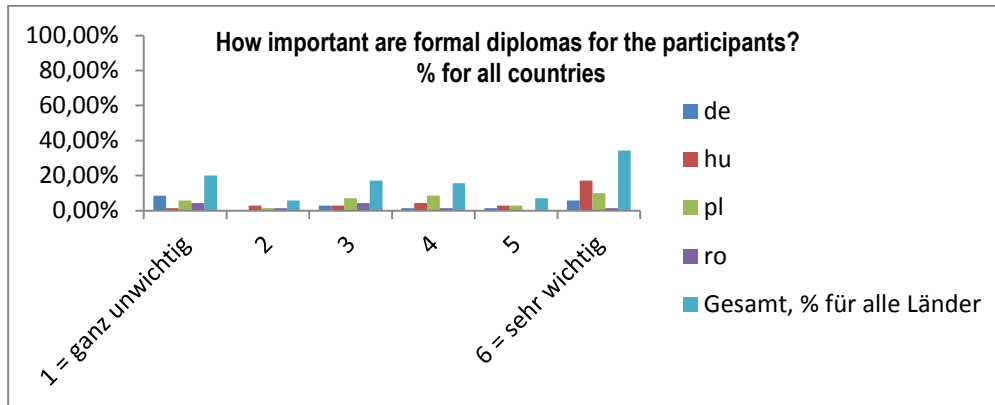
Formale Abschlüsse	Formal diplomas
Arbeitserfahrung	Work experience
Sprachen	Languages
Integration	Integration
Praktika	Internships
Weiterbildung	Further education
Internationale Dimension	International dimension
Verbesserte soziale Kompetenz	Improved social competence
Arbeitsproben	Work samples
Noten	Grades
Referenzschreiben	Letter of reference
Wissensauffrischung	Knowledge refresher
Wissensanpassung	Knowledge adaptation
Formale Abschlüsse	Formal diplomas
Arbeitserfahrung	Work experience
Sprachen	Languages
Integration	Integration
Praktika	Internships
Weiterbildung	Further education
Internationale Dimension	International dimension
Verbesserte soziale Kompetenz	Improved social competence
Arbeitsproben	Work samples
Noten	Grades

In all countries, refreshing and adapting knowledge, formal diplomas and work experience are of higher priority. Languages, integration, internships and the international dimension are in the midfield. Less important are the improved social skills, work samples, grades and references. The order differs slightly from country to country. Individual countries are listed in Annex 1.8.

Question 14.1 Importance of formal diplomas from the participant's point of view

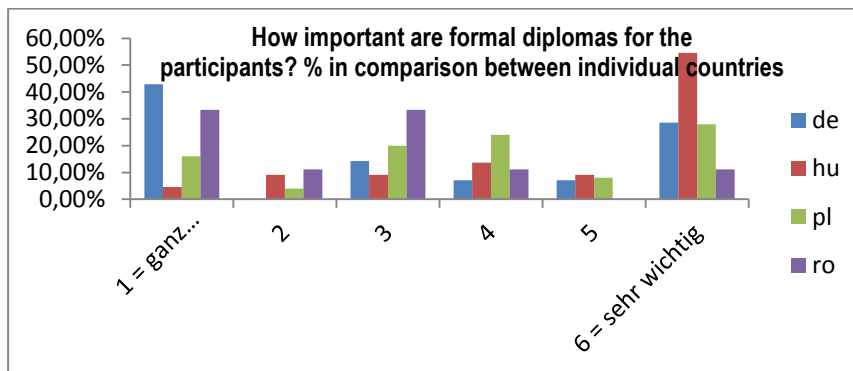
Here the answers were indifferent, and there were also some uncertainties about the answer. Between 11 and 19% responded with "I do not know", which resulted in an average value of 14.84% "I do not know".

Question 11.1	Are formal diplomas important as the final criteria for your participants?				
Mean	3.87	3.21	4.77	3.88	2.67
Standard deviation	1.92	2.22	1.63	1.76	1.66
Median	4.00	3.00	6.00	4.00	3.00
Confidence 95%	0.45	1.17	0.68	0.69	1.08
Confidence interval +	4.32	4.38	5.45	4.57	3.75
Confidence interval -	3.42	2.05	4.09	3.19	1.58
Skewness	-0.27	0.22	-1.05	-0.30	0.89
n	70	14	22	25	9
	all countries	de	hu	pl	ro



Wie wichtig sind Formale Abschlüsse für die Teilnehmer*innen?	How important are formal diplomas for the participants?
% für alle Länder	% for all countries
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6= very important

In the overall comparison, formal diplomas after the course are important (30% of all answers). Almost 20% call it "very unimportant". Hungary finds them very important, as does Poland, although not so much. Romania is indifferent. In comparison between individual countries they are not important at all for 40% of the German respondents, but they are also "very important" for about 25%. The other answers are evenly distributed in the midfield. Hungary also finds it very important here (50%), all others indifferently distributed. Poland shows an increase towards "very important", Romania focuses on "not important" and in the middle.



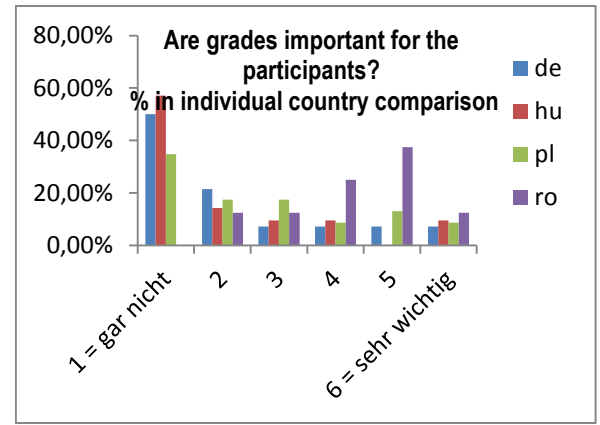
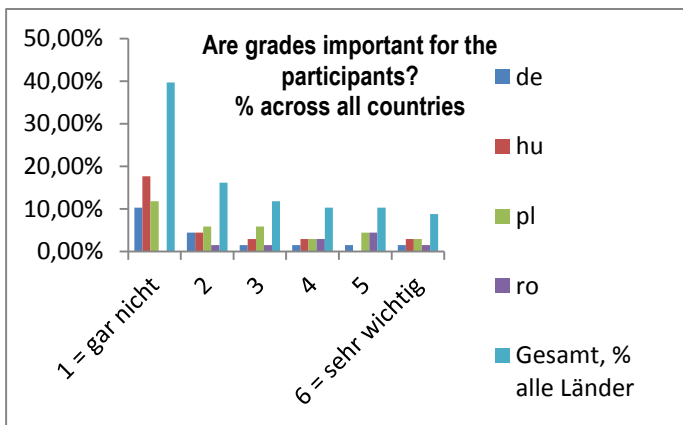
Wie wichtig sind Formale Abschlüsse für die Teilnehmer*innen? % Einzellandvergleich	How important are formal diplomas for the participants? % in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6= very important

Question 14.2 Grades

In the overall view, they are not important at all, 17% answered with I do not know. It is least important in Hungary, as it is in Germany and Poland. Otherwise very indifferent, evenly over all answers. In the

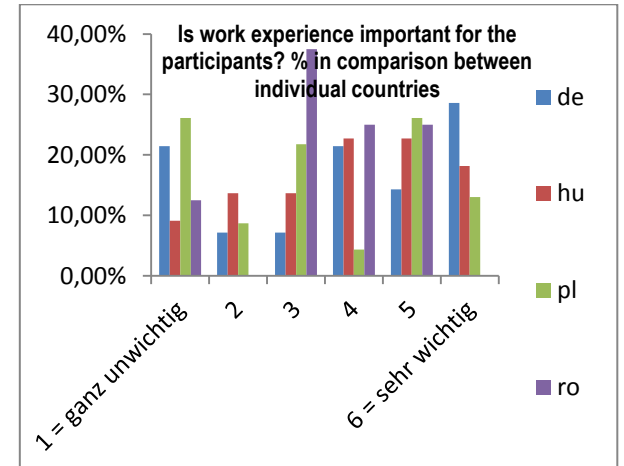
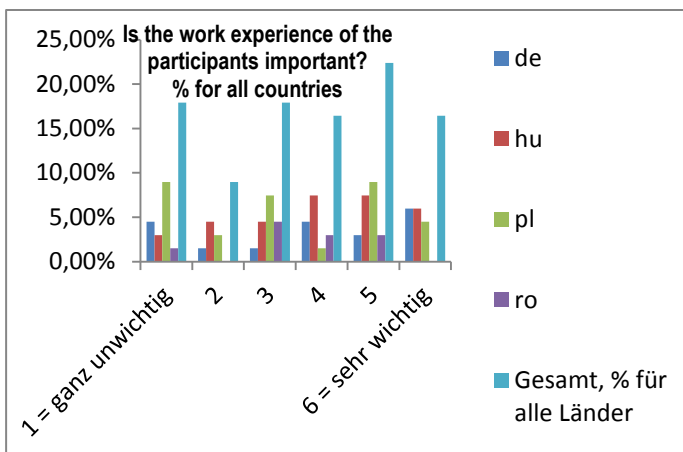
individual country comparison Romania answered with 5=quite important, the others with "very unimportant" and afterwards indifferently distributed.

Question 14.2	Are grades important as the final criteria for the qualification of participants? 1= not important: 6=very important				
Mean	2.61	2.21	2.10	2.74	4.25
Standard deviation	1.74	1.67	1.64	1.74	1.28
Median	2.00	1.50	1.00	2.00	4.50
Confidence 95%	0.42	0.88	0.70	0.71	0.89
Confidence interval +	3.03	3.09	2.80	3.45	5.14
Confidence interval -	2.19	1.34	1.39	2.03	3.36
Skewness	0.70	1.33	1.49	0.61	-0.61
n	66	14	21	23	8
	all countries	de	hu	pl	ro



Sind Noten wichtig für die Teilnehmer*innen?	Are grades important for the participants?
% über alle Länder	% across all countries
Sind Noten wichtig für die Teilnehmer*innen?	Are grades important for the participants?
% im Einzellandvergleich	% in individual country comparison
Gesamt, % für alle Länder	Total, % for all countries
1 = gar nicht	1 = not at all
6= sehr wichtig	6= very important

Question 14.3 Work experience



Ist Arbeitserfahrung der Teilnehmer*innen wichtig?	Is the work experience of the participants important?
% für alle Länder	% for all countries
Ist Arbeitserfahrung für die Teilnehmer*innen wichtig? % Einzellandvergleich	Is work experience important for the participants? % in comparison between individual countries
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6= very important

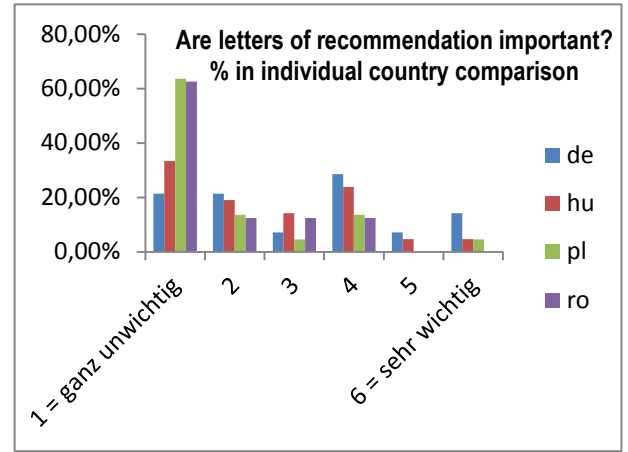
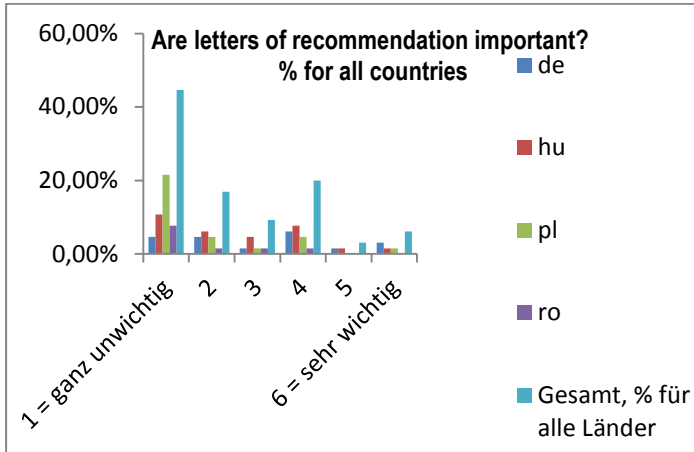
This response was indifferently distributed across all response types. In principle, it was regarded as quite important (total average = 3.66), Germany and Hungary above average, Poland and Romania just below average. Also in comparison between individual countries, the focus in Germany slightly tends towards "more important", Hungary as well, but rather weak.

Question 14.3	Is work experience an important criterion for the qualification of participants? 1= not important: 6= very important				
Mean	3.66	3.86	3.91	3.35	3.50
Standard deviation	1.72	1.96	1.60	1.85	1.31
Median	4.00	4.00	4.00	3.00	3.50
Confidence 95%	0.41	1.02	0.68	0.76	0.91
Confidence interval +	4.07	4.88	4.59	4.10	4.41
Confidence interval -	3.24	2.83	3.22	2.59	2.59
Skewness	-0.24	-0.42	-0.37	0.00	-0.76
n	66	14	21	23	8
	all countries	de	hu	pl	ro

Question 14.4 Letter of reference

Letters of reference of the participants are rather unimportant. Poland and Romania are below the average of 2.38 ("unimportant").

Question 14.3	Is work experience an important criterion for the qualification of participants? 1= not important: 6= very important				
Mean	2.38	3.21	2.62	1.86	1.75
Standard deviation	1.58	1.76	1.53	1.42	1.16
Median	2.00	3.50	2.00	1.00	1.00
Confidence 95%	0.39	0.92	0.66	0.60	0.81
Confidence interval +	2.77	4.14	3.27	2.46	2.56
Confidence interval -	2.00	2.29	1.96	1.27	0.94
Skewness	0.83	0.21	0.53	1.68	1.36
n	64	14	21	22	8
	all countries	de	hu	pl	ro

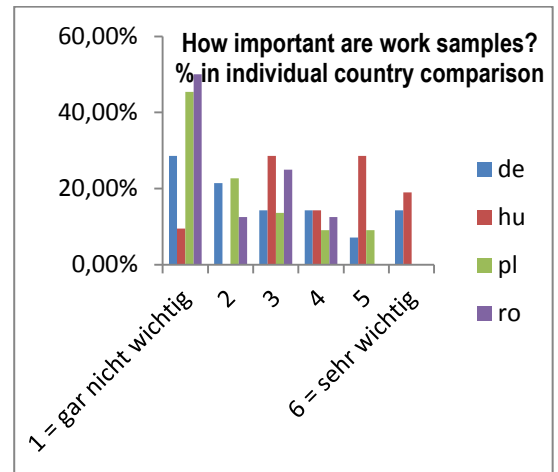
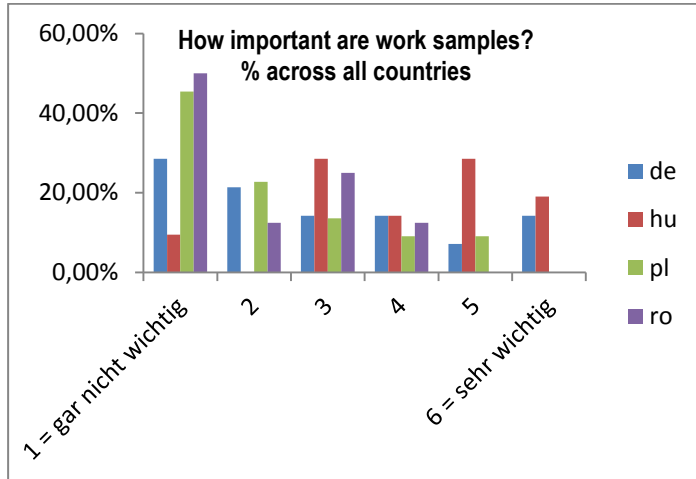


Sind Empfehlungsschreiben wichtig?	Are letters of recommendation important?
% für alle Länder	% for all countries
Sind Empfehlungsschreiben wichtig?	Are letters of recommendation important?
% im Einzellandvergleich	% in individual country comparison
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6= very important

Question 14.5 Work samples

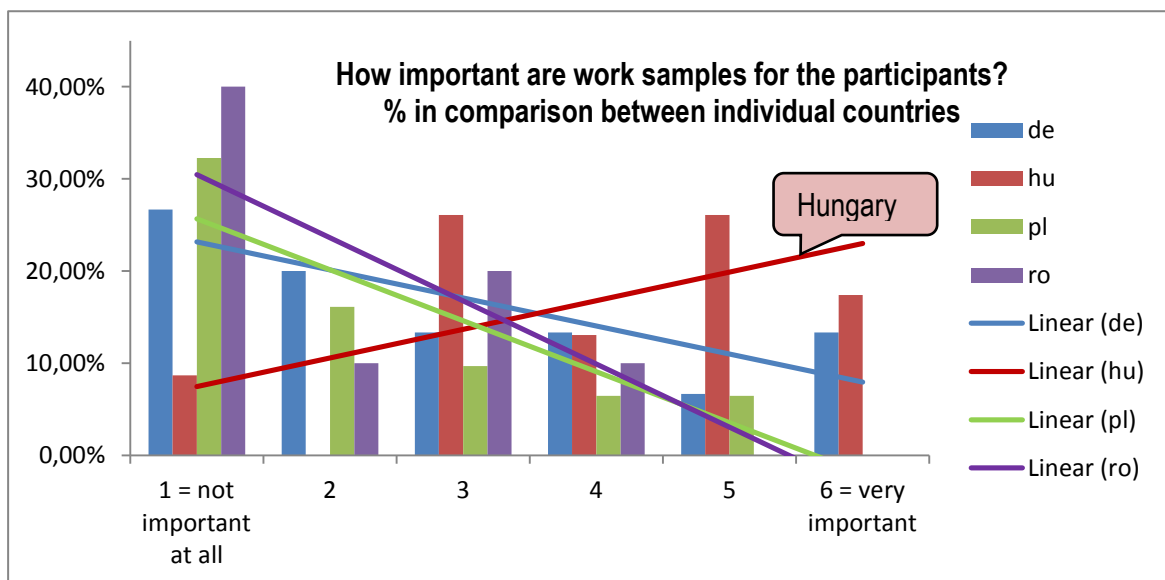
Work samples are predominantly unimportant in Germany, Poland and Romania, and increasingly important in Hungary.

Question 14.5	Are work samples an important criterion for the qualification of participants? 1= not important: 6= very important				
Mean	2.92	2.93	4.10	2.14	2.00
Standard deviation	1.71	1.82	1.81	1.36	1.20
Median	3.00	2.50	4.00	2.00	1.50
Confidence 95%	0.42	0.95	0.65	0.57	0.83
Confidence interval +	3.34	3.88	4.74	2.70	2.83
Confidence interval -	2.51	1.98	3.45	1.57	1.17
Skewness	0.38	0.57	-0.56	0.99	0.67
n	55	14	21	22	8
	all countries	de	hu	pl	ro



Wie wichtig sind Arbeitsproben?	How important are work samples?
% über alle Länder	% across all countries
Wie wichtig sind Arbeitsproben?	How important are work samples?
% im Einzellandvergleich	% in individual country comparison
1 = gar nicht	1 = not at all
6= sehr wichtig	6 = very important

They are mostly unimportant, except in Hungary. There are peaks at "3", "5" and "6". However, in the overall comparison increasingly unimportant. This is also shown by the **trend lines**; Hungary is the only country to show a positive trend towards "important".

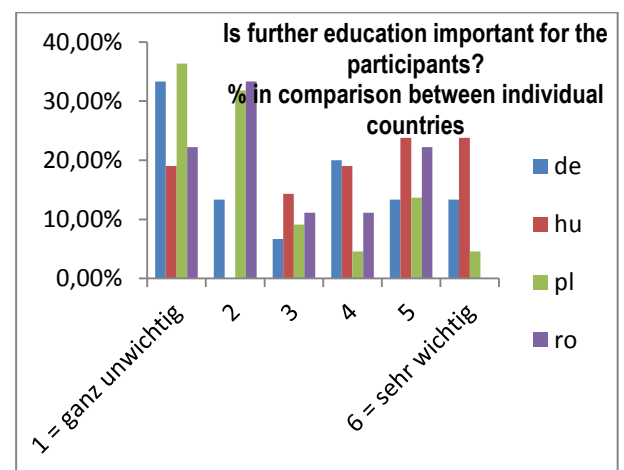
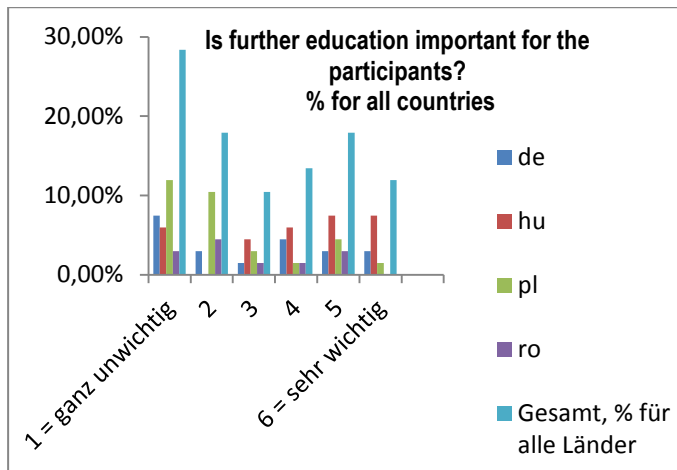


Wie wichtig sind Arbeitsproben für die Teilnehmer?	How important are work samples for the participants?
% im Einzellandvergleich	% in comparison between individual countries
Ungarn	Hungary
1 = not important at all	1 = not important at all
6 = very important	6 = very important
Liniowa	Linear

Question 14.6 Importance of further education

Question 14.8	Is improved social competence an important criterion for the qualification of participants? 1= not important; 6= very important				
Mean	3.10	3.07	4.00	2.41	2.78
Standard deviation	1.81	1.91	1.79	1.59	1.56
Median	3.00	3.00	4.00	2.00	2.00
Confidence 95%	0.43	0.97	0.77	0.67	1.02
Confidence interval +	3.54	4.03	4.77	3.07	3.80
Confidence interval -	2.67	2.10	3.23	1.74	1.76
Skewness	0.23	0.25	-0.64	1.04	0.47
n	67	15	21	22	9
	all countries	de	hu	pl	ro

On average, further education is important to quite important (average total). = 3.10). It is rated above average at 4.0 in Hungary, in Germany it is only moderately important (3.07), in Poland and Romania "little to quite important, < 3.0".



Ist Weiterbildung wichtig für die Teilnehmer*innen?	Is further education important for the participants?
% für alle Länder	% for all countries
Ist Weiterbildung wichtig für die Teilnehmer*innen?	Is further education important for the participants?
% Einzellandvergleich	% in comparison between individual countries
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important

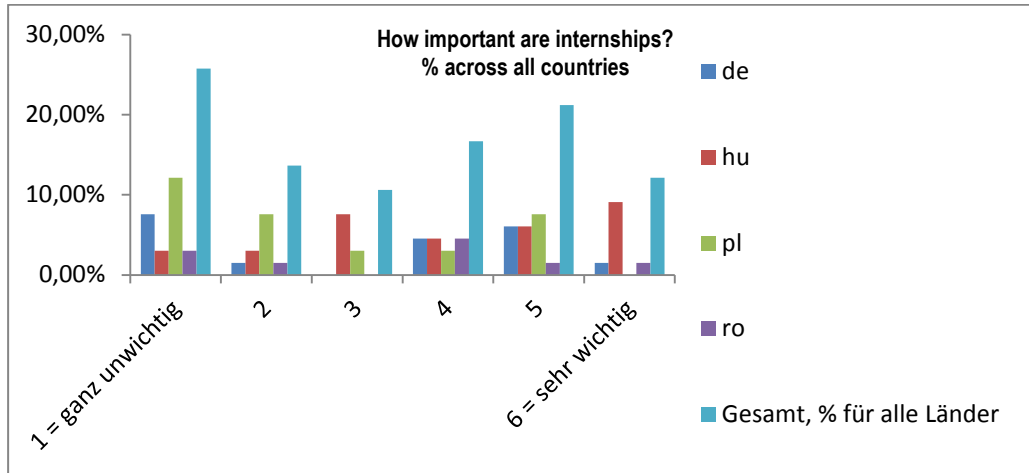
Germany finds it mostly unimportant, the same in Poland, Romania is indifferent, Hungary is indifferent, but slightly rising towards "very important".

Question 14.7 Internships

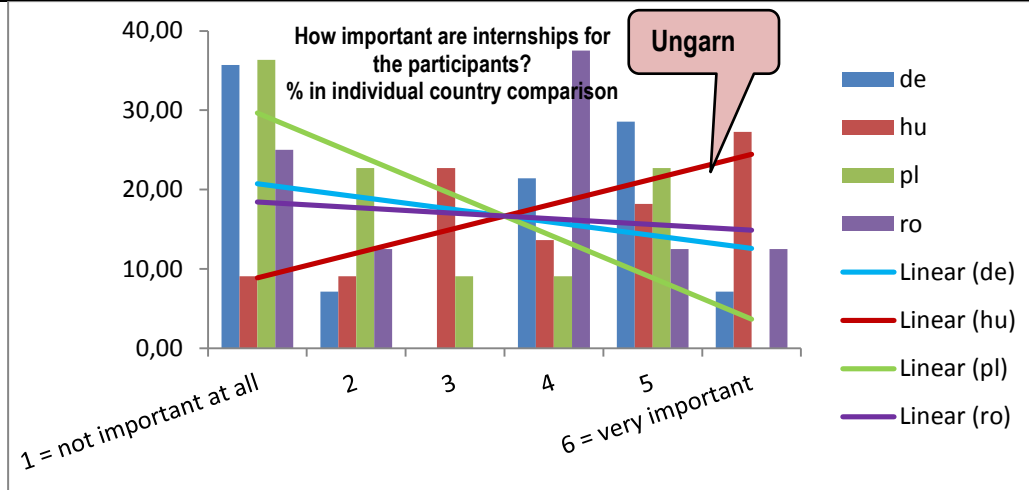
Question 14.7	Are internships an important criterion for the qualification of participants? 1=not important; 6=very important				
Mean	3.30	3.21	4.05	2.59	3.38
Standard deviation	1.80	1.93	1.68	1.62	1.85
Median	3.50	4.00	4.00	2.00	4.00
Confidence 95%	0.43	1.01	0.70	0.68	1.28

In a comparison between individual countries, the average is at "3.3 = medium to slightly important" – above average "important" for Hungary and Romania. 16% gave no assessment. In the overall country overview "indifferent" predominates, the focus is on "very unimportant", but also on "4" – "6". Hungary is above average, Germany is "1", but also "5".

Confidence interval +	3.74	4.22	4.75	3.27	4.65
Confidence interval -	2.87	2.20	3.35	1.91	2.10
Skewness	0.00	-0.13	-0.35	0.52	-0.19
n	66	14	22	22	8
	all	de	hu	pl	ro



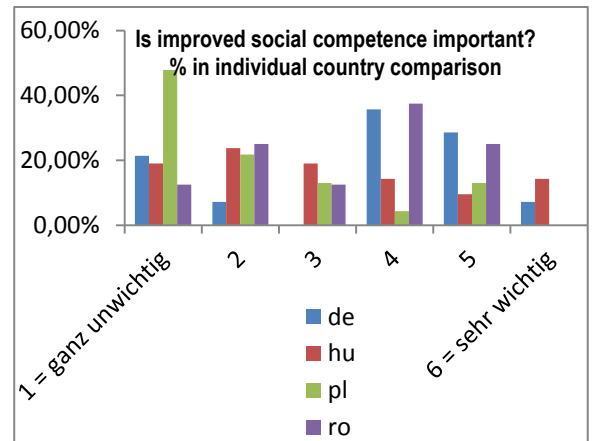
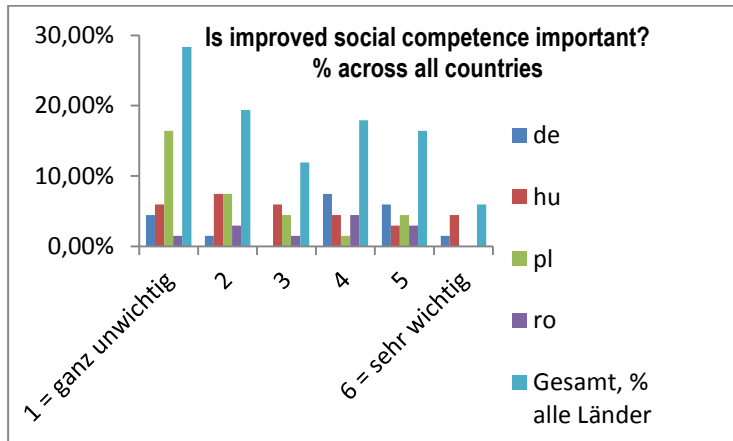
Wie wichtig sind Praktika?	How important are internships?
% über alle Länder	% across all countries
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important



Wie wichtig sind Arbeitsproben für die Teilnehmer?	How important are work samples for the participants?
% imEinzelländervergleich	% in comparison between individual countries
Ungarn	Hungary
1 = not important at all	1 = not important at all
6 = very important	6 = very important
Liniowa	Linear

Question 14.8 Improved social skills

In the overall view, the answers are balanced, with a slight emphasis on "very unimportant".



Ist verbesserte Sozialkompetenz wichtig?	Is improved social competence important?
% über alle Länder	% across all countries
Ist verbesserte Sozialkompetenz wichtig?	Is improved social competence important?
% im Einzellandvergleich	% in individual country comparison
Gesamt, % für alle Länder	Total, % for all countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important

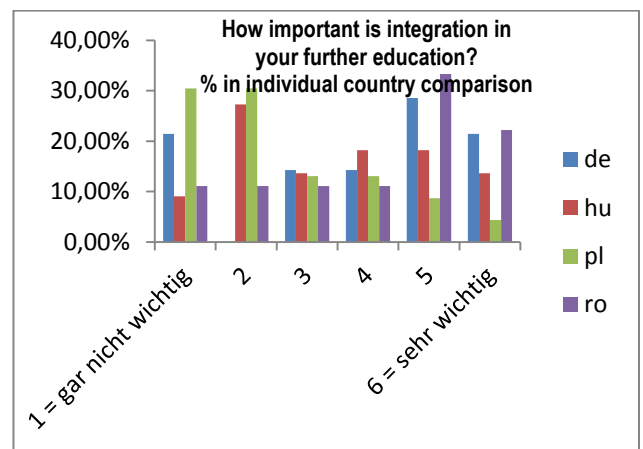
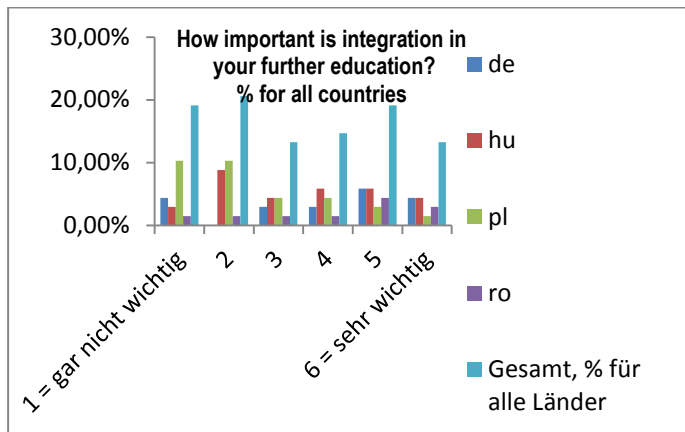
In a comparison between individual countries, Germany and Romania find the improved social competence most important (4 to 5), Hungary is balanced, while Poland considers social competence to be fully unimportant. The measures show an average of 2.93 ("medium important"), all other countries are close to this value, Poland considers it important below average.

Question 14.8	Is improved social competence an important criterion for the qualification of participants? 1= not important: 6= very important				
Mean	2.93	3.64	3.14	2.13	3.33
Standard deviation	1.65	1.69	1.71	1.42	1.41
Median	3.00	4.00	3.00	2.00	4.00
Confidence 95%	0.40	0.89	0.73	0.58	0.92
Confidence interval +	3.32	4.53	3.87	2.71	4.26
Confidence interval -	2.53	2.76	2.41	1.55	2.41
Skewness	0.29	-0.68	0.42	1.09	-0.42
n	67	14	21	23	9
	all countries	de	hu	pl	ro

Question 14.9 Integration

In the overall comparison indifferent, in Poland and Hungary "not important", Germany and Romania are indifferent. The average is 3.34 ("medium – more important"), Romania with 4.11 and Poland with 2.52 are significantly below that. Hungary and Germany are just above average.

Question 14.9	Is integration is an important criterion for the qualification of participants? 1= not important; 6=very important				
Mean	3.34	3.93	3.50	2.52	4.11
Standard deviation	1.73	1.86	1.63	1.50	1.76
Median	3.00	4.50	3.50	2.00	5.00
Confidence 95%	0.41	0.97	0.68	0.61	1.15
Confidence interval +	3.75	4.90	4.18	3.14	5.26
Confidence interval -	2.93	2.95	2.82	1.91	2.96
Skewness	0.10	-0.63	0.11	0.83	-0.74
n	68	14	22	23	9
	all countries	de	hu	pl	ro



Wie wichtig ist Integration in Ihren Weiterbildungen?	How important is integration in your further education?
% für alle Länder	% for all countries
Wie wichtig ist Integration in Ihren Weiterbildungen?	How important is integration in your further education?
% im Einzellandvergleich	% in individual country comparison
1 = gar nicht wichtig	1 = not important at all
6 – sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries

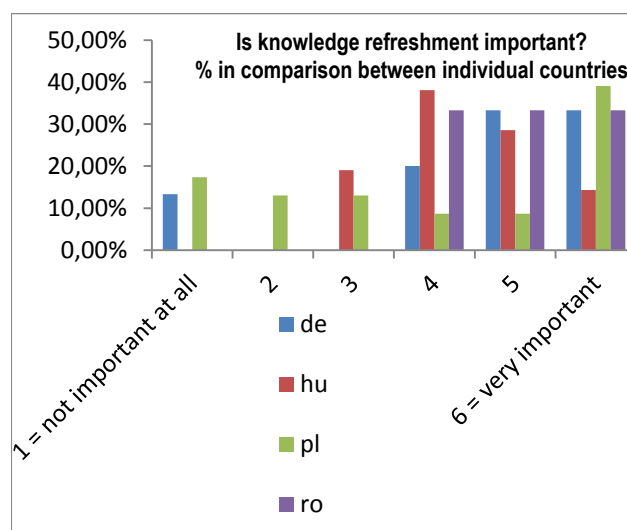
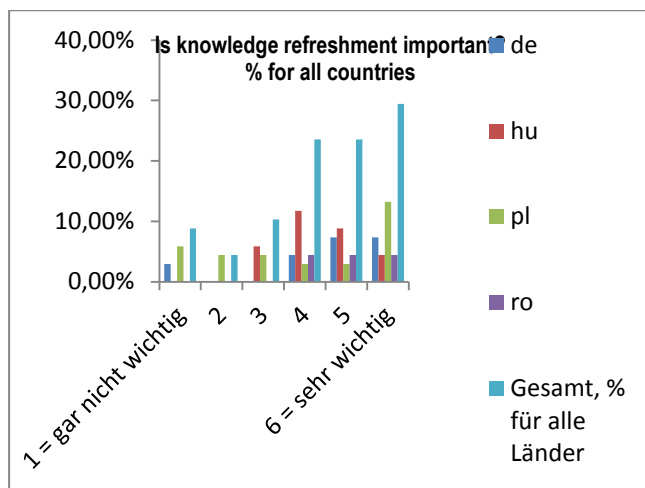
Within the individual countries, Poland is clearly focused on "not important", the others on an upward trend towards "more important". Hungary is indifferent, with similar values everywhere, with a slight focus on "2".

Question 14.10 Knowledge refresher

In overall and country comparisons the focus clearly increases towards "very important".

Question 14.10	Is knowledge refresher an important criterion in the qualification of participants? 1 = not important; 6=very important				
Mean	4.37	4.60	4.38	3.96	5.00
Standard deviation	1.54	1.64	0.97	2.01	0.87
Median	5.00	5.00	4.00	4.00	5.00
Confidence 95%	0.37	0.83	0.42	0.82	0.57
Confidence interval +	4.73	5.43	4.80	4.78	5.57
Confidence interval -	4.00	3.77	3.96	3.13	4.43

Skewness	-0.82	-1.50	0.19	-0.30	0.00
n	68	15	21	23	9
	all countries	de	hu	pl	ro



Ist Wissensauffrischung wichtig?	Is knowledge refreshment important?
% für alle Länder	% for all countries
Ist Wissensauffrischung wichtig?	Is knowledge refreshment important?
% Einzellandvergleich	% in comparison between individual countries
1 = gar nicht wichtig	1 = not important at all
6 – sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries
1 = not important at all	1 = not important at all
6 = very important	6 = very important

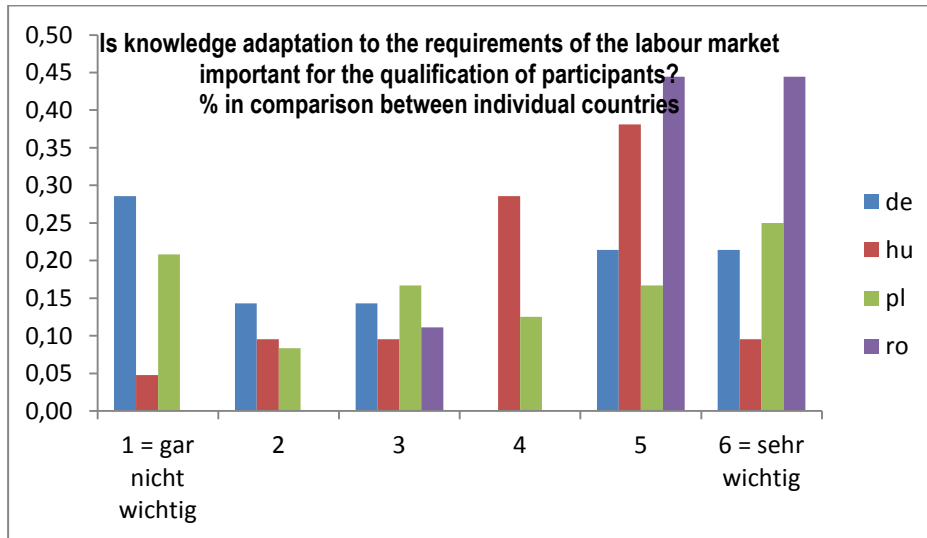
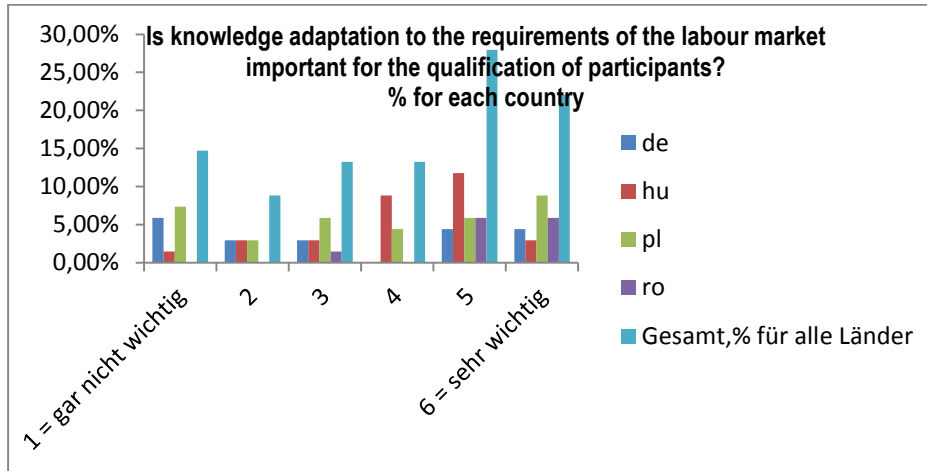
Both overall and individual country comparisons rate the knowledge refresher as quite important to very important. Poland, however, is indifferent and has indications stating "not important at all", as does Germany.

Question 14.11 Knowledge adaptation

Knowledge adaptation is increasingly important, in overall comparison and in Poland, Romania and Hungary. Germany is surprisingly indifferent. In comparison between individual countries, Hungary and Romania are clearly tending to "important", Germany indifferent with focus with "very unimportant". The measures show an average of 3.97 "important to quite important". Hungary with 4.14 and Romania with 5.22 are above average. Germany with 3.36 and Poland with 3.71 are below average. Also in the histograms the importance shows up clearly. Poland is still a little indifferent.

Question 14.11	Is the adaptation of knowledge to the new working conditions an important criterion in the qualification of participants? "1" not important; 6- very important				
Mean	3.97	3.36	4.14	3.71	5.22
Standard deviation	1.74	2.06	1.31	1.90	0.97
Median	4.50	3.00	4.00	4.00	5.00
Confidence 95%	0.41	1.08	0.56	0.76	0.63
Confidence interval +	4.38	4.44	4.71	4.47	5.86
Confidence interval -	3.56	2.28	3.58	2.95	4.59
Skewness	-0.50	0.11	-0.87	-0.21	-1.60

n	68	14	21	24	9
	all countries	de	hu	pl	ro

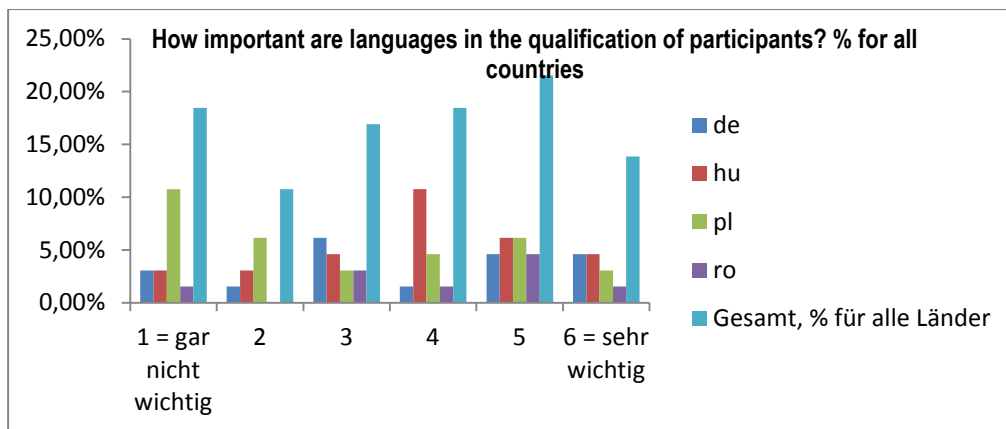


Ist Wissensanpassung an die Anforderungen des Arbeitsmarktes wichtig bei der Qualifikation von Teilnehmer*innen?	Is knowledge adaptation to the requirements of the labour market important for the qualification of participants?
% für jedes Land	% for each country
Ist Wissensanpassung an die Anforderungen des Arbeitsmarktes wichtig bei der Qualifikation von Teilnehmer*innen?	Is knowledge adaptation to the requirements of the labour market important for the qualification of participants?
% Einzellandvergleich	% in comparison between individual countries
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries

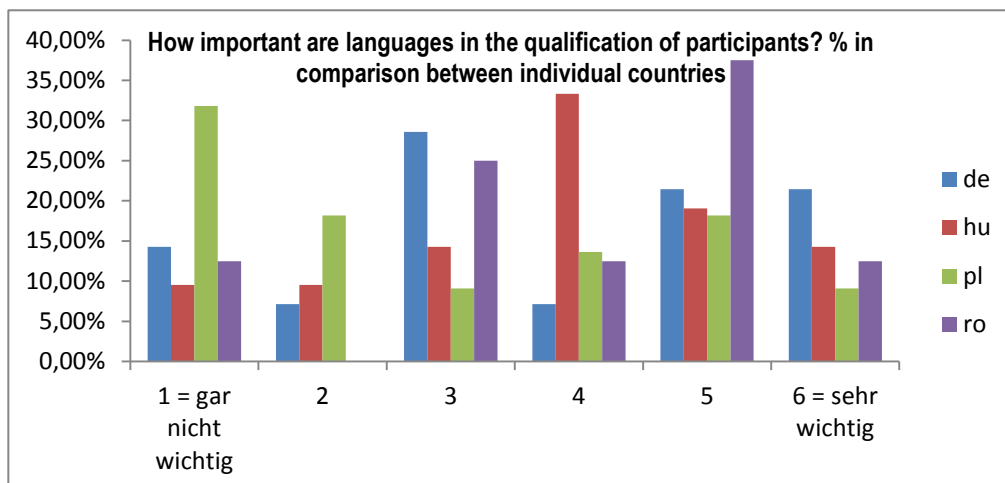
Question 14.12 Languages

Languages are indifferent in the overall view and in the individual view, rather unimportant for Poland, rather important for Hungary, Germany and Romania indifferent. The average value is 3.55, with an above-average importance Germany, Hungary and Romania. Only Poland is at 2.95.

Question 14.12	Are languages an important criterion in the qualification of participants? 1= not important; 6= very important				
Mean	3.55	3.79	3.86	2.95	4.00
Standard deviation	1.70	1.76	1.49	1.81	1.60
Median	4.00	3.50	4.00	2.50	4.50
Confidence 95%	0.41	0.92	0.64	0.76	1.11
Confidence interval +	3.97	4.71	4.50	3.71	5.11
Confidence interval -	3.14	2.86	3.22	2.20	2.89
Skewness	-0.17	-0.21	-0.43	0.34	-0.83
n	65	14	21	22	8
	all countries	de	hu	pl	ro



Wie wichtig sind Sprachen bei der Qualifikation von Teilnehmer*innen? % für alle Länder	How important are languages in the qualification of participants? % for all countries
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries



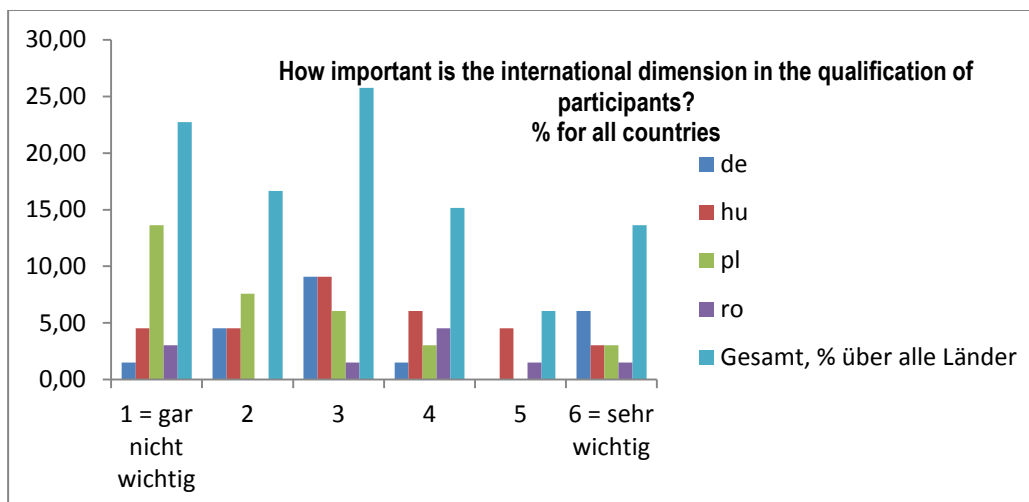
Wie wichtig sind Sprachen bei der Qualifikation von Teilnehmer*innen? % Einzellandvergleich	How important are languages in the qualification of participants? % in comparison between individual countries
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries

The overall country view is very indifferent about all the importance levels. In both representations, Hungary mostly rates languages as important, with a focus on "4". Germany shows indifferent scores in all 6 categories. Romania attaches increasing importance to languages. Poland, more like "unimportant".

Question 14.13 International dimension

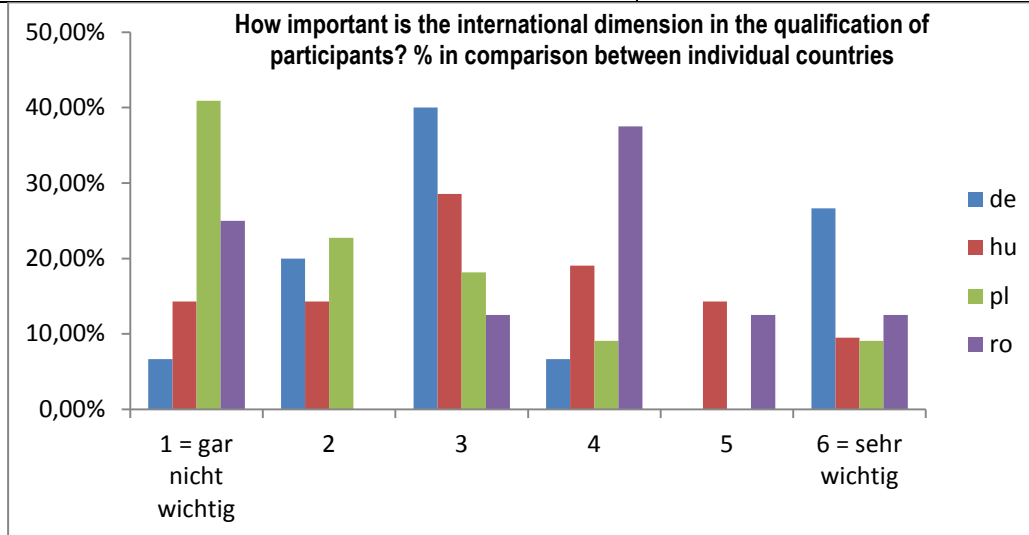
Question 14.13	Is the international dimension important for the qualification of participants? 1= not important; 6= very important				
Mean	3.06	3.53	3.33	2.32	3.50
Standard deviation	1.65	1.68	1.53	1.55	1.77
Median	3.00	3.00	3.00	2.00	4.00
Confidence 95%	0.40	0.85	0.65	0.65	1.23
Confidence interval ♦	3.46	4.39	3.99	2.97	4.73
Confidence interval -	2.66	2.68	2.68	1.67	2.27
Skewness	0.43	0.55	0.12	1.25	-0.41
n	66	15	21	22	8
	all countries	de	hu	pl	ro

The international dimension is considered to be of medium importance (measures). In the overall comparison (histograms) the answers almost represent Gaussian distribution, with the emphasis on "3"= somewhat important". In the individual country comparison, Germany and Hungary show the focus at "3" with nearly Gaussian distribution, Poland clearly shows the focus at "1= not important at all!" Romania focuses on "4", otherwise evenly distributed.



Wie wichtig ist die Internationale Dimension bei der Qualifikation von Teilnehmer*innen?	How important is the international dimension in the qualification of participants?
--	--

% für alle Länder	% for all countries
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important
Gesamt, % für alle Länder	Total, % for all countries



<i>Wie wichtig ist die Internationale Dimension bei der Qualifikation von Teilnehmer*innen? % Einzellandvergleich</i>	<i>How important is the international dimension in the qualification of participants? % in comparison between individual countries</i>
<i>1 = gar nicht wichtig</i>	<i>1 = not important at all</i>
<i>6 = sehr wichtig</i>	<i>6 = very important</i>

Question 15 Keywords from preferred diplomas

37 answered with I do not know here, that's 47%. The table can be found in Annex 1.6.

Country	If formal diplomas are important, which diplomas do you prefer?
de	Professional qualifications, certified qualifications
de	Qualifications recognised under the Vocational Training Act
de	School reports
de	Language certificates, no more than 1 year old
de	Certificates
de	Certification of government and non-profit organizations
hu	alapfokú végzettség (Ált. iskola) középfokú végzettség (érettségi)
hu	általánosiskolai bizonyítvány, középfokú végzettség, pedagógus diploma, stb.
hu	bölcsész közgazdász
hu	BSc
hu	BSc, MSc
hu	elhívottság
hu	érettségi és megkezdett egyetemi félév
hu	Mindig azt, ami a képzés elvégzéséhez bemenetiszint.
hu	Msc
hu	Nem tartom fontosnak a mi esetünkben.
hu	Nem tartottam fontosnak. Szakmai tapasztalat fontosabb, mint az elmélet tudás.

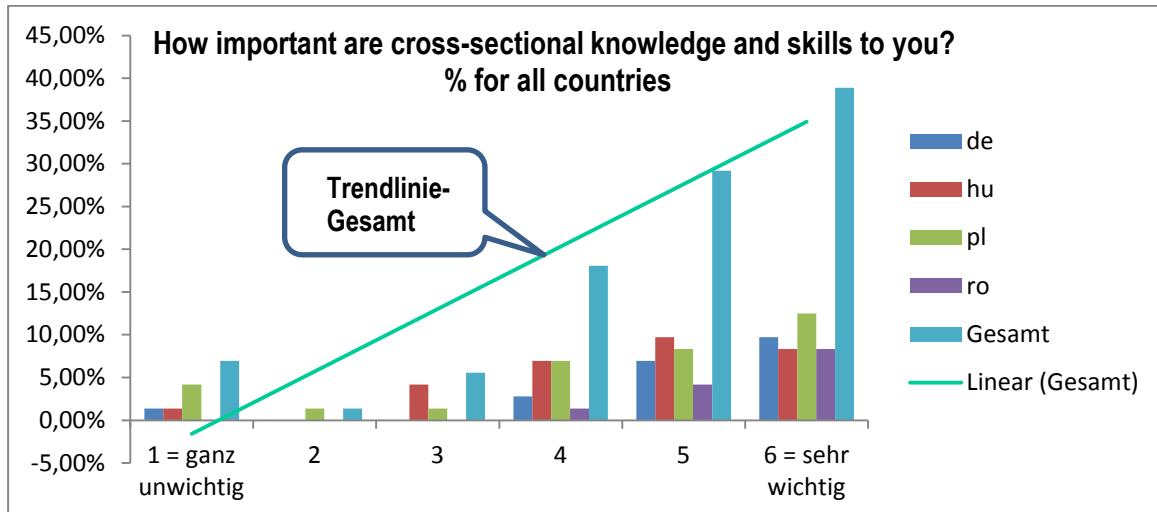
hu	nincs ilyen elvárásunk
hu	nyelvtanári közgazdasági
hu	nyelvtanári oklevél informatikus oklevél
hu	OKJ-s képzés
hu	szakember, mérnök
hu	szociális munkás ifjúsági munkás
hu	természettudományos szakokon szerzett végzettségek
pl	Aktualizacja wiedzy
pl	Aktualne zatrudnienie.
pl	dla studiów podyplomowych jest to konieczny warunek wstępny
pl	Kształcenie dodatkowe, praktyki, integracja
pl	master, bachelor, engineer
pl	master, bachelor, engineer
pl	master, engineer, bachelor
pl	minimum poziom gimnazjalny
pl	rolnictwo
pl	Should be competence level
pl	thematic linked with energy, RES, environmental protection, sustainable development
pl	Wykształcenie średnie Wykształcenie wyższe
pl	Wykształcenie wyższe
pl	zdana matura
ro	Studii de licență și de masterat
ro	university, master

Question 16: How important are cross-sectional knowledge and skills to you?

Question 16	How important are cross-sectional knowledge and skills to you in addition to the technical topics? 1= not important; 6= very important				
Mean	4.78	5.07	4.59	4.48	5.50
Standard deviation	1.42	1.33	1.30	1.69	0.71
Median	5.00	5.00	5.00	5.00	6.00
Confidence 95%	0.33	0.08	0.54	0.66	0.44
Confidence interval +	5.10	5.74	5.13	5.14	5.94
Confidence interval -	4.45	4.39	4.05	3.82	5.06
Skewness	-1.37	-2.22	-1.01	-1.07	-1.18
n	72	15	22	25	10
	all countries	de	hu	pl	ro

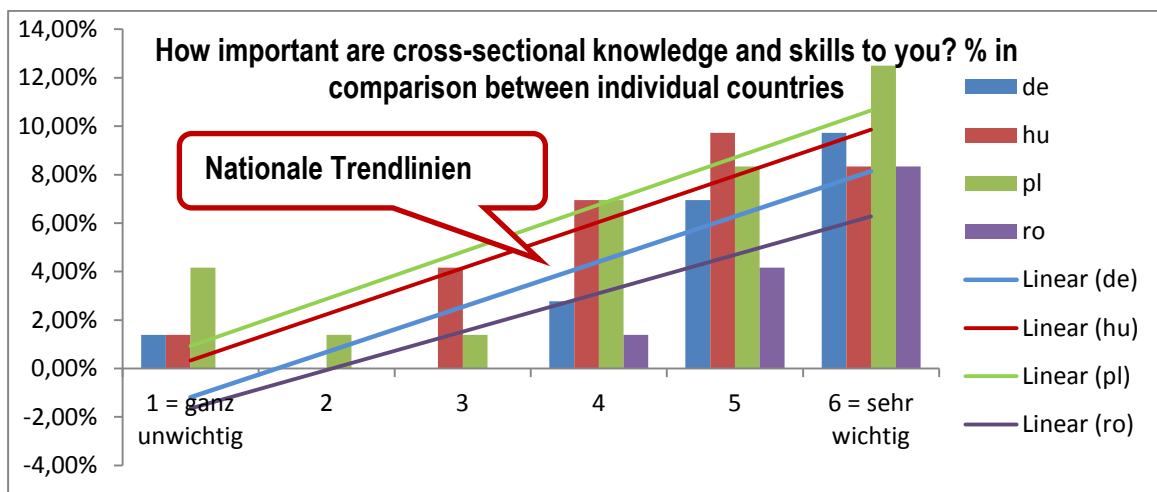
Cross-sectional knowledge is regarded as important (average = 4.78), Germany and Romania consider it to be of above-average importance.

Also in the overall comparison the emphasis is clearly on "4-6".



Wie wichtig sind Ihnen Querschnittskenntnisse und -fähigkeiten?	How important are cross-sectional knowledge and skills to you?
% für alle Länder	% for all countries
Trendlinie-Gesamt	Total trendline
Gesamt	Total
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important
Liniowa	Linear

Also in the individual country comparison, all respondents rate cross-sectional knowledge as important to very important.



Wie wichtig sind Ihnen Querschnittskenntnisse und -fähigkeiten? % Einzellandvergleich	How important are cross-sectional knowledge and skills to you? % in comparison between individual countries
Nationale Trendlinien	National trendlines
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important
Liniowa	Linear

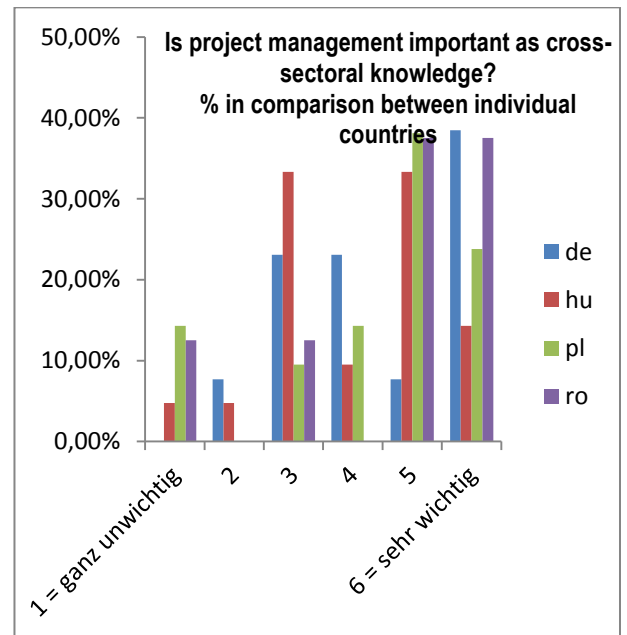
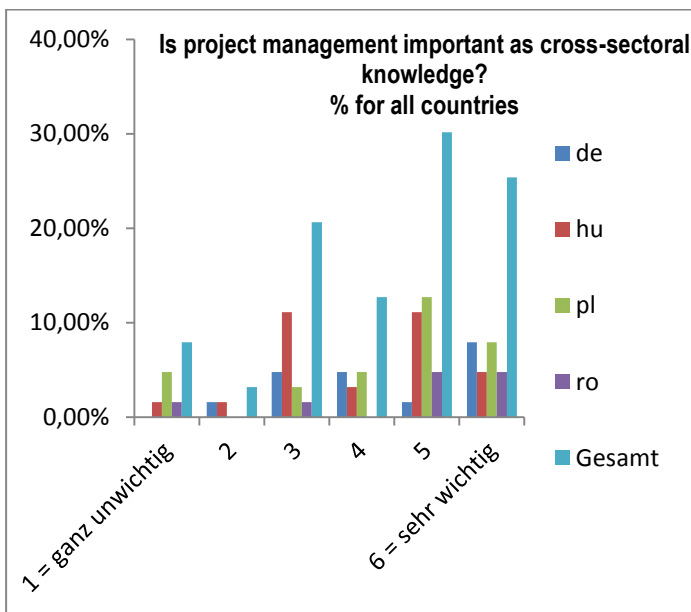
Here, between 9% and 23% respondents answered with I do not know in the surveys; on average this is 19.3%. Cross-sectoral knowledge is increasingly important in all countries and across all approach types. Even the trendlines could be created with the data. And they all have the same pattern.

Question 17: How important is cross-sectoral knowledge?

Question 17.1 Project management as cross-sectoral knowledge

Both approaches show a trend towards "very important". In comparison between individual countries, it stands out for Germany, Poland and Romania. Hungary is indifferent with focus on "3" and "5". The statistical measures are on average 4.30, and from 4.05 (Hungary) to 4.63 (Romania). Cross-sectoral knowledge is clearly perceived as important by all respondents.

Question 17.1	Is project management important as cross-sectoral knowledge? 1 = not important; 6= very important				
Mean	4.30	4.46	4.05	4.33	4.63
Standard deviation	1.52	.45	1.40	1.65	1.77
Median	5.00	4.00	4.00	5.00	5.00
Confidence 95%	0.38	0.79	0.60	0.71	1.22
Confidence interval +	4.68	5.25	4.64	5.04	5.85
Confidence interval -	3.93	3.67	3.45	3.63	3.40
Skewness	-0.70	-0.20	-0.34	-1.11	-1.52
n	63	13	21	21	8
	all countries	de	hu	pl	ro



Ist Projektmanagement wichtig als sektorenübergreifendes Wissen?	Is project management important as cross-sectoral knowledge?
% für alle Länder	% for all countries
Ist Projektmanagement wichtig als	Is project management important as cross-sectoral

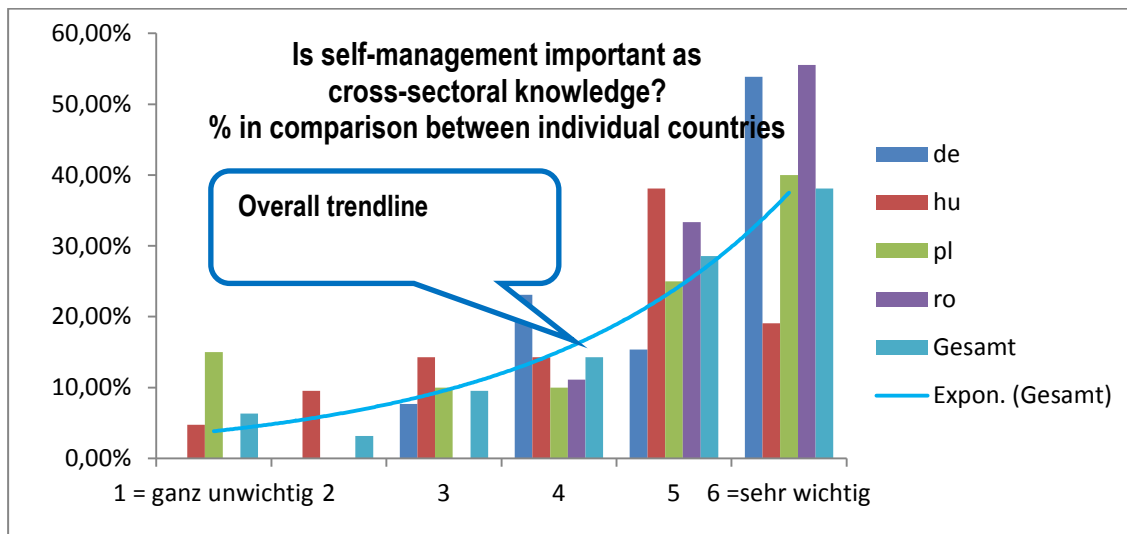
sektorenübergreifendes Wissen?	knowledge?
% Einzellandvergleich	% in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important
Gesamt	Total

Question 17.2 Self-management

Question 17.2	Is self-management important as cross-sectoral knowledge? 1= not important; 6=very important				
Mean	4.70	5.15	4.29	4.50	5.44
Standard deviation	1.47	1.07	1.45	1.79	0.73
Median	5.00	6.00	5.00	5.00	6.00
Confidence 95%	0.35	0.26	0.36	0.43	0.17
Confidence interval +	5.05	5.42	4.64	4.93	5.62
Confidence interval -	4.35	4.89	3.93	4.07	5.27
Skewness	-1.17	-0.84	-0.77	-1.10	-1.01
n	63	13	21	20	9
	all countries	de	hu	pl	ro

Self-management is very important. This is clearly shown by the average and country individual values in the high 4 and 5 rang. The median even shows the 6 twice and 3 times the 5.

However, 20% of the respondents did not answer this question.



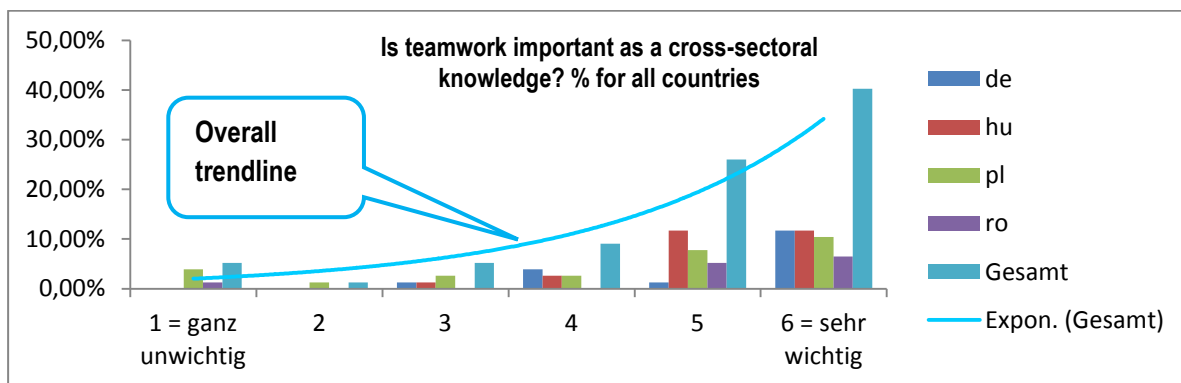
Ist Selbstmanagement wichtig als sektorenübergreifendes Wissen?	Is self-management important as cross-sectoral knowledge?
% Einzellandvergleich	% in comparison between individual countries
Gesamt-Trendlinie	Overall trendline
1 = ganz unwichtig	1 = completely unimportant
6= sehr wichtig	6 = very important
Gesamt	Total
Wykl. (Gesamt)	Exponential (total)

It shows a clear increase towards "very important", so that even the trendlines can be derived.

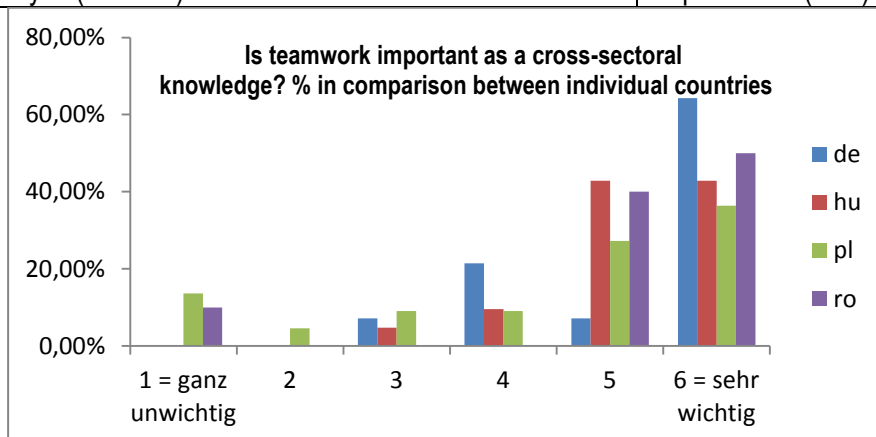
Question 17.3 Team work

Question 17.3	Is teamwork important as cross-sectoral knowledge? 1= not important: 6 = very important				
Mean	4.96	5.29	5.24	4.41	5.10
Standard deviation	1.39	1.07	0.83	1.79	1.52
Median	5.06	6.00	5.00	5.00	5.50
Confidence 95%	0.33	0.56	0.36	0.75	0.94
Confidence interval +	5.29	5.85	5.59	5.16	6.04
Confidence interval -	4.62	4.73	4.88	3.66	4.16
Skewness	-1.61	-1.11	-1.07	-0.96	-2.56
n	66	4	21	22	10
	all countries	de	hu	pl	ro

Teamwork is considered very important (average 4.96), Poland even > 5.



Ist Team-Arbeit als sektorenübergreifendes Wissen wichtig? % für alle Länder	Is teamwork important as cross-sector knowledge? % for all countries
Gesamt-Trendlinie	Overall trendline
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total
Wykl. (Gesamt)	Exponential (total)



Ist Team-Arbeit als sektorenübergreifendes Wissen wichtig? % Einzelländervergleich	Is teamwork important as cross-sector knowledge? % in comparison between individual countries
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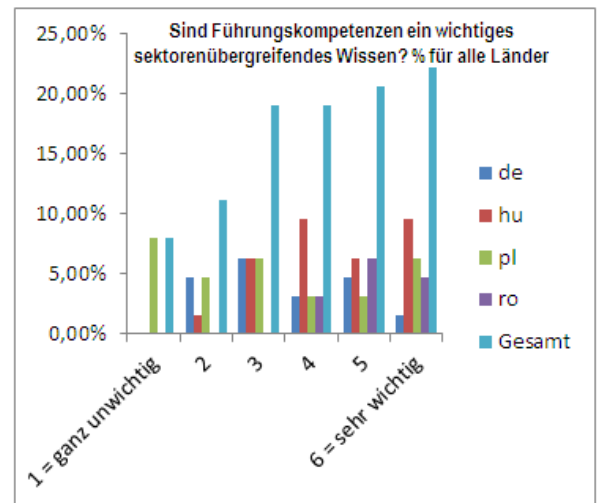
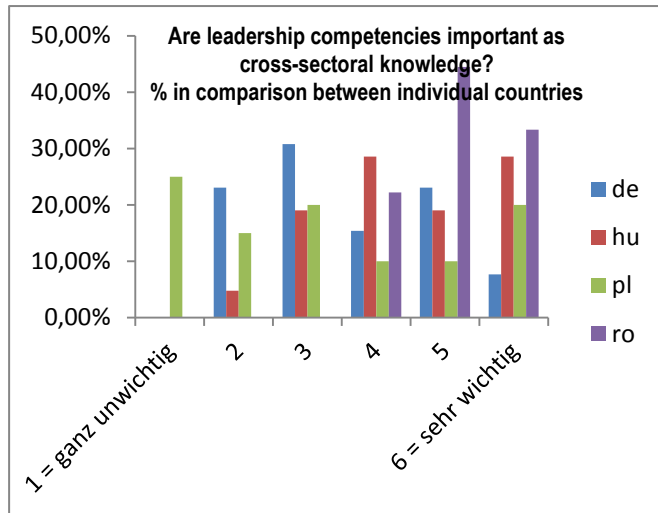
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important

It turns out that team work is also becoming increasingly important. It becomes clear in both diagrams. The patterns of Germany, Hungary and Romania are almost identical.

Question 17.4 Leadership competencies

Question 17.4	Is leadership important as cross-sectoral knowledge? 1= not important; 6= very important				
Mean	4.00	3.62	4.48	3.25	5.11
Standard deviation	1.58	1.33	1.25	1.89	0.78
Median	4.00	3.00	4.00	3.00	5.00
Confidence 95%	0.39	0.72	0.53	0.83	0.51
Confidence interval +	4.39	4.34	5.01	4.08	5.62
Confidence interval -	3.61	2.89	3.94	2.42	4.60
Skewness	-0.33	0.34	-0.20	0.28	-0.22
n	63	13	21	20	9
	all countries	de	hu	pl	ro

The statistical average of all respondents is "4", Hungary and Romania rate it even more important ("4.48" and "5.11"). Here the overall trend is "more important", but not very clearly. It already starts with "3 = medium important" and then remains equally strong. 80% of respondents rated from "3" to "6".



Sind Führungskompetenzen ein wichtiges sektorenübergreifendes Wissen?	Are leadership competencies important as cross-sector knowledge?
% Einzellandvergleich	% in comparison between individual countries
Sind Führungskompetenzen ein wichtiges sektorenübergreifendes Wissen? %für alle Länder	Are leadership competencies important as cross-sector knowledge? % for all countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

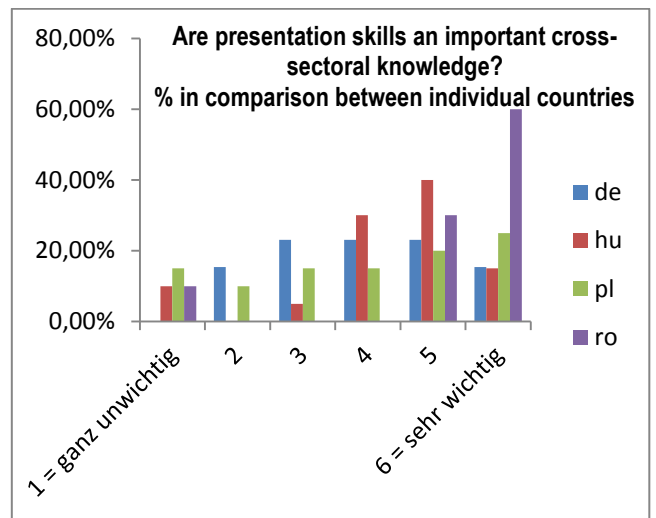
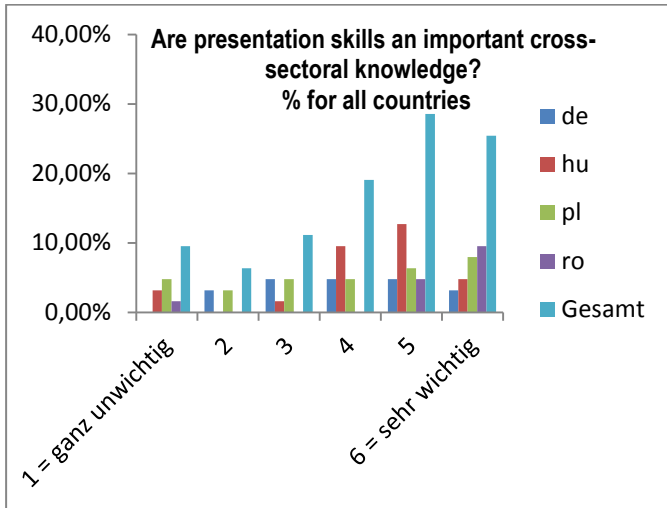
In comparison between individual countries, Germany shows a focus on "3", then falling in both directions relatively in accordance with Gaussian function, Hungary with a focus on "4" and "6". Poland is very

balanced, but it is the only country with a focus on "not important at all". Romania regards leadership skills as important to very important. Hungary indifferent, but showing tendency towards higher categories.

Question 17.5 Presentation skills

Question 17.5	Are presentation techniques important as cross-sectoral knowledge? 1= not important;6= very important				
Mean	4.27	4.00	4.35	3.90	5.20
Standard deviation	1.58	1.35	1.39	1.80	1.55
Median	5.08	4.00	5.00	4.00	6.00
Confidence 95%	0.39	0.74	0.61	0.79	0.96
Confidence interval +	4.60	4.74	4.96	4.69	6.16
Confidence interval -	3.88	3.26	3.74	3.11	4.24
Skewness	-0.77	0.00	-1.36	-0.37	-2.65
n	63	13	20	20	10
	all countries	de	hu	pl	ro

The overall comparison shows a clear development after "very important", in the individual country comparison Germany is indifferent at 3 – 5, Hungary is increasing to 5, Poland indifferent and Romania distinctly at "5" and "6". The average values of all respondents are 4.27, i.e. "important". Hungary and Romania are above average at 4.35 and 5.00 respectively.

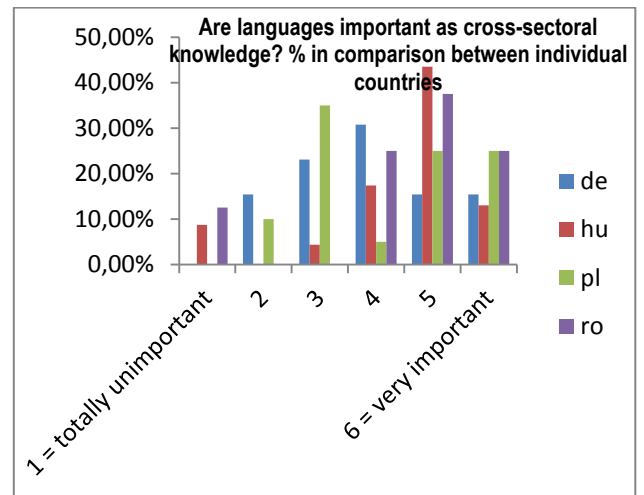
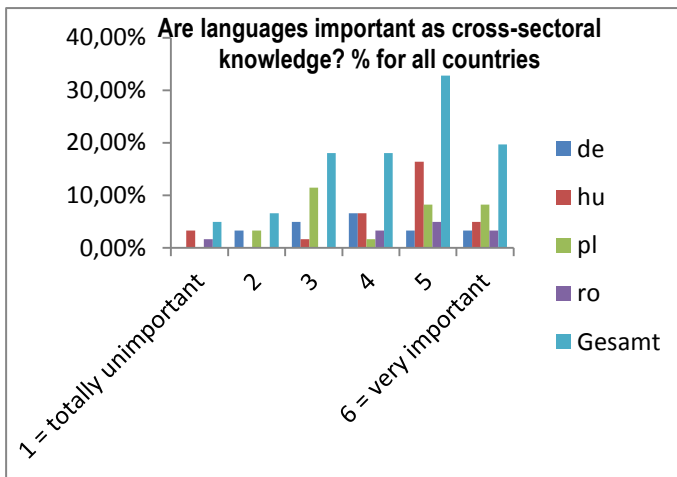


Sind Präsentations-Fähigkeiten ein wichtiges sektorenübergreifendes Wissen?	Are presentation skills an important cross-sectoral knowledge?
% für alle Länder	% for all countries
Sind Präsentations-Fähigkeiten ein wichtiges sektorenübergreifendes Wissen?	Are presentation skills an important cross-sectoral knowledge?
% Einzellandvergleich	% in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

Question 17.6 Languages

Question 17.6	Are languages important as cross-sectoral knowledge? 1= not important; 6= very important				
Mean	4.26	3.92	4.45	4.20	4.50
Standard deviation	1.40	1.32	1.39	1.44	1.60
Median	5.00	4.00	5.00	4.50	5.00
Confidence 95%	0.35	0.72	0.61	0.63	1.11
Confidence interval +	4.61	4.64	5.06	4.83	5.61
Confidence interval -	3.91	3.21	3.84	3.57	3.39
Skewness	-0.64	0.16	-1.57	-0.03	-1.66
n	61	13	20	20	8
	all countries	de	hu	pl	ro

The statistical average for languages is 4.26 of all respondents and between 3.92 (Germany) and 4.50 (Romania). So they are considered important. In the overall comparison with focus on "5", in the individual country comparison Germany similar to the Gaussian function with focus on "4", Hungary lognormal with focus on "5", Poland indifferent with focus on "3", "5" and "6". Romania focuses on "4-6", but also with some indications of "1= totally unimportant".



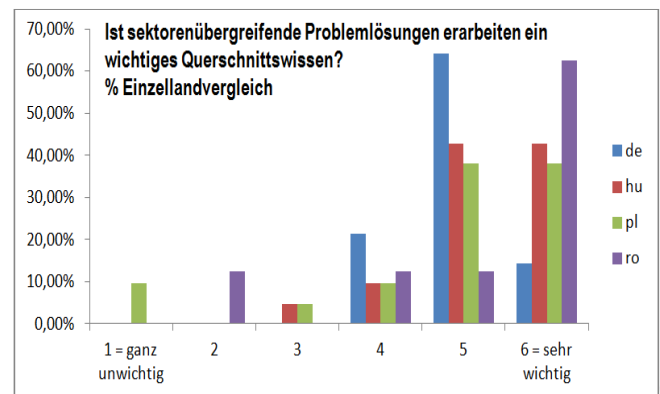
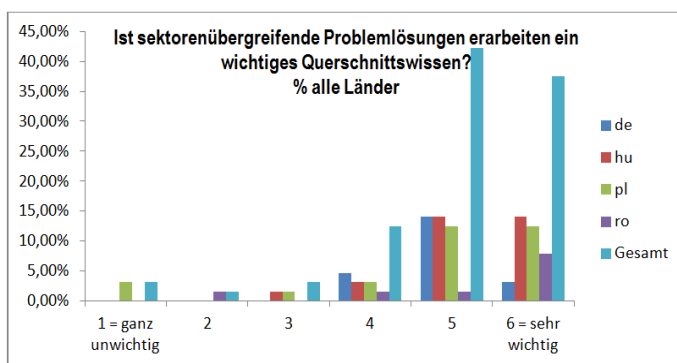
Sind Sprachen wichtiges sektorenübergreifendes Wissen? % für alle Länder	Are languages important as cross-sectoral knowledge? % for all countries
1 = totally unimportant	1 = totally unimportant
6 = very important	6 = very important
Gesamt	Total

Question 17.7 Solving cross-sectoral problems

Question 17.7	Are cross-sectoral problem-solving skills important as cross-sectoral knowledge? 1= not important: 6 = very important				
Mean	5.02	4.93	5.24	4.81	5.13
Standard deviation	0.3	0.02	0.83	1.50	1.46
Median	5.00	5.00	5.00	5.00	6.00
Confidence 95%	0.28	0.32	0.36	0.64	1.01
Confidence interval +	5.29	5.25	5.59	5.45	6.14
Confidence interval -	4.74	4.61	4.88	4.17	4.11

Skewness	-1.79	0.02	-1.07	-1.69	-1.76
n	64	14	21	21	8
	all countries	de	hu	pl	ro

These skills are considered very important. Average is 5.02, Hungary and Romania rate it even higher. Germany and Poland slightly lower. There are hardly any answers with 1, 2 and 3. A strong orientation towards 5 and 6=very important in the overall comparison. Hungary shows the trend also in the individual country comparison, Germany indicates rather Gaussian distribution with focus on the area "4= quite important", Poland rather on the area "3" and distinctly on 5 and 6, Romania increasingly at 4-6.



Ist sektorenübergreifende Problemlösungen erarbeiten ein wichtiges Querschnittswissen?	Are cross-sectoral problem-solving skills important as cross-sectional knowledge?
% alle Länder	% all countries
Ist sektorenübergreifende Problemlösungen erarbeiten ein wichtiges Querschnittswissen?	Are cross-sectoral problem-solving skills important as cross-sectional knowledge?
% Einzellandvergleich	% in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

In comparison between individual countries, Germany considers it to be quite important = 5, Poland strongly with 5-6, and Hungary as well. Romania is indifferent, but also with many indications of "6"="very important"

Question 17.8 Project marketing (without picture)

In the overall comparison indifferent and with many indications in the range 3-5, hardly any indication of "6=very important". Also rather indifferent in individual country comparison, hardly any indications of "6". Romania with strong focus on 5 (50%). The averages at 3.43 (total), Romania highest at 4.38.

Question 17.8	Is project marketing important as cross-sector knowledge? 1= not important; 6= very important				
Mean	3.43	3.46	3.35	3.10	4.38
Standard deviation	1.40	1.27	1.27	1.45	1.60
Median	3.00	3.00	3.50	3.00	5.00
Confidence 95%	0.35	0.69	0.56	0.63	1.11
Confidence interval +	3.78	4.15	3.91	3.73	5.48
Confidence interval -	3.08	2.77	2.79	2.47	3.27
Skewness	-0.20	0.10	-0.40	0.04	-1.66
n	61	13	20	20	8

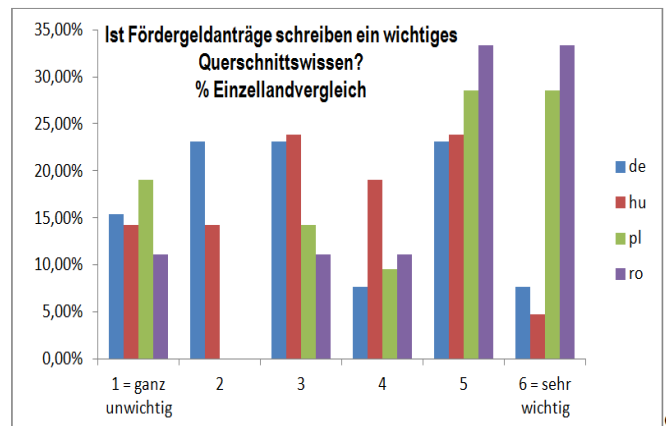
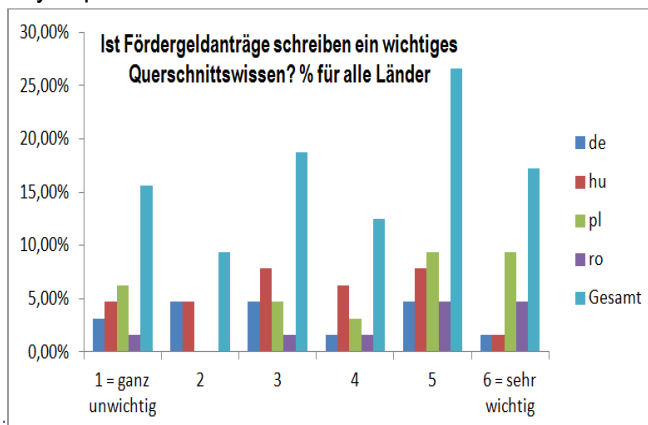
	all countries	de	hu	pl	ro
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Question 17.9 Writing project proposals

It is considered to be of medium importance, the average value of all respondents being 3.77. Poland and Romania rate it higher at 4.14 and 4.56 respectively, Germany and Hungary at 3.23 and 3.38 respectively.

Question 17.9	Is writing grants applications important as cross-sectoral knowledge? 1= not important; 6= very important				
Mean	3.77	3.23	3.38	4.14	4.56
Standard deviation	1.71	1.64	1.50	1.85	1.67
Median	4.00	3.00	3.00	5.00	5.00
Confidence 95%	0.42	0.89	0.64	0.79	1.09
Confidence interval *	4.18	4.12	4.02	4.93	5.64
Confidence interval -	3.35	2.34	2.74	3.35	3.47
Skewness	-0.31	0.23	-0.14	-0.75	-1.37
n	64	13	21	21	9
	all countries	de	hu	pl	ro

In the overall view of histograms there is a rising trend to "5=quite important", individual countries are indifferent with several mentions both in "unimportant" and in "important". Poland and Romania consider it as very important.



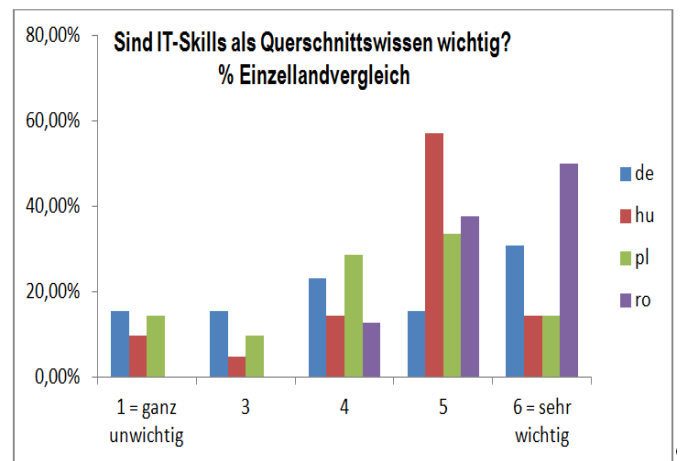
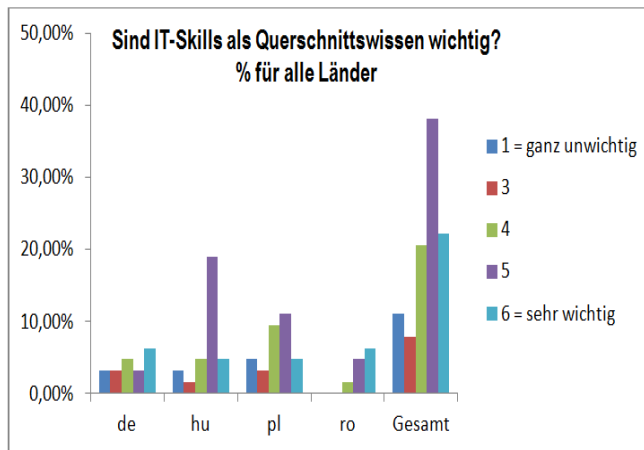
Ist Fördergeldanträge schreiben ein wichtiges Querschnittswissen? % für alle Länder	Is writing grants applications important as cross-sectional knowledge? % for all countries
Ist Fördergeldanträge schreiben ein wichtiges Querschnittswissen? % Einzellandvergleich	Is writing grants applications important as cross-sectional knowledge? % in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

Question 17.10 IT Skills

Question 17.10	Are IT skills important as cross-sector knowledge? 1= not important; 6- very important				
Mean	4.41	4.15	4.52	4.10	5.38
Standard deviation	1.49	1.77	1.36	1.55	0.74

Median	5.00	4.00	5.00	4.00	5.50
Confidence 95%	0.37	0.96	0.58	0.66	0.52
Confidence interval +	4.78	5.12	5.11	4.76	5.89
Confidence interval -	4.05	3.19	3.94	3.43	4.86
Skewness	-1.18	-8.70	-1.75	-0.98	-0.82
n	63	13	21	21	8
	all countries	de	hu	pl	ro

On average, the respondents rated IT skills as 4.41, i.e. important, Hungary and Romania find them above average (4.52 / 5.38), Germany and Poland below average (4.15/4.10). The total comparison shows a focus at "4-5-6" and looks lognormally distributed. Thus IT skills are considered important to very important skills.



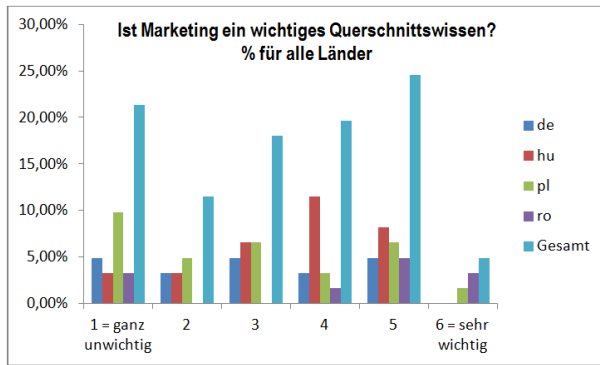
Sind IT-Skills als Querschnittswissen wichtig?% für alle Länder	Are IT skills important as cross-sectional knowledge? % for all countries
Sind IT-Skills als Querschnittswissen wichtig? % Einzellandvergleich	Are IT skills important as cross-sectional knowledge? % in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

In the individual country comparison Hungary shows a very strong focus on IT ("5" with 50% of all Hungarian answers), Poland follows the Hungarian pattern, Romania has no answers with 1-3, then rising at 4-5-6 (40% of answers). Germany distributed the focus more evenly, with 1= total unimportant 14%, then rising to 6 with just under 30%.

Question 17.11 Marketing

Question 17.11	Is marketing important as cross-sectoral knowledge? 1= not important; 6= very important				
Mean	3.30	3.00	3.55	2.90	4.13
Standard deviation	1.60	1.53	1.28	1.68	2.03
Median	3.00	3.00	4.00	3.00	5.00
Confidence 95%	0.40	0.83	0.56	0.74	1.41
Confidence interval +	3.70	3.83	4.11	3.64	5.53
Confidence interval -	2.89	2.17	2.99	2.16	2.72
Skewness	-0.15	0.00	-0.71	0.32	-1.04
n	61	13	20	20	8
	all countries	de	hu	pl	ro

The statistical averages are around "3", i.e. not very important. Romania has the highest score with 4.13. Below-average values are represented in Germany and Poland (3.0/2.9). In the overall comparison, the evaluation is very indifferent with equal indications of 1=total unimportant to 5= quite important and few indications of 6= totally important.



Ist Marketing ein wichtiges Querschnittswissen? % für alle Länder	Is marketing an important cross-sectional knowledge? % for all countries
Ist Marketing ein wichtiges Querschnittswissen? % Einzellandvergleich	Is marketing an important cross-sectional knowledge? % in comparison between individual countries
1 = ganz unwichtig	1 = completely unimportant
6 = sehr wichtig	6 = very important
Gesamt	Total

Question 18: Do you consider further cross-sectional knowledge to be important?

There are some other skills, but the vast majority of respondents have no further suggestions. 18% have other suggestions.

Question 18	Do you consider other cross-sectional knowledge and skills to be important? 78.57% No 21.43% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	78.57%	80.95%	63.64%	80.00%	74.63%
Yes	21.43%	19.05%	36.36%	20.00%	25.37%

Question 19: What other cross-sectional skills do you mean?

The table shows further skills, it is also listed in Annex 1.6

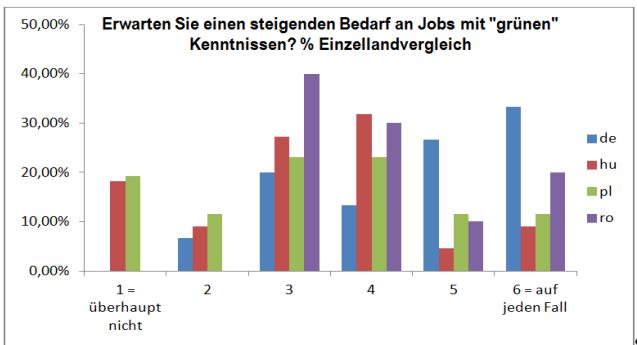
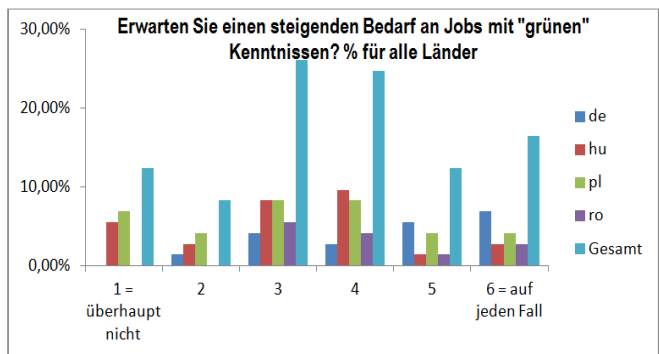
Country	What other cross-sectoral knowledge is important to you?	English
de	Für Dozenten zum Beispiel: Erfahrungen im Bereich Social Media Erfahrungen mit Digitalen Medien Soziale Kompetenzen Informale Eignungen von Didaktischen Erfahrungen	trans-sectoral experiences in Social media, digital media, social competences and informal knowledge and didactic experiences
de	Politisches eingreifendes Handeln	political intervening, political intervention activities

de	vernetztes Denken, exemplarisches Lernen, Lerntypenvielfalt	thinking in networks, exemplaric learning, diverse learning types
hu	akart, kitartás, megbízhatóság, anyagi megbízhatóság	will, perseverance, reliability, financial reliability.
hu	Környezettudományi	environmental Science
hu	pedagógia, pszichológia, szociológia	pedagogy, psychology, sociology
hu	Rendszerszemlélet, Közgazdaság, Energetika	Systematics, Economics, Power Engineering
P ¹	Fluidity and flexibility of thinking - creativity, social competences	Fluidity and flexibility of thinking - creativity social competences
pl	Komunikacja naukowa	scientific communication
pl	komunikacja, rozwiązywanie konfliktów, zarządzanie ryzykiem	communication, conflict resolution, risk management
pl	planowanie kariery zawodowej, praca indywidualna	career planning, individual work
pl	Self-improvement in science, personal development, ability to use own strengths	Self-improvement in science, personal development, ability to use own strengths
pl	solidarity, thinking in "win-win" ways of solving problems	solidarity, thinking in "win-win" ways of solving problems
pl	związane z energetyką i z ochroną środowiska	related to energy and environmental protection
ro	managements timpului	time management

Question 20: Do you expect an increasing number of "green" jobs in the future?

8% answered here with I do not know. The average is 3.66. Germany and Romania expect an above-average increase in the number of "green" jobs, Hungary and Poland slightly below average.

Question 20	Do you expect an increasing demand for job vacancies with "green", sustainability and cross-sectional knowledge in the future? 1= not at all; 6= yes, very much				
Mean	3.66	4.60	3.23	3.31	4.10
Standard deviation	1.55	1.35	1.48	1.62	1.20
Median	4.00	5.00	3.00	3.00	4.00
Confidence 95%	0.36	0.68	0.62	0.62	0.74
Confidence interval +	4.01	5.28	3.84	3.93	4.84
Confidence interval -	3.30	3.92	2.61	2.69	3.36
Skewness	-0.10	-0.54	0.06	0.07	0.74
n	73	15	22	26	10
	all countries	de	hu	pl	ro



Erwarten Sie einen steigenden Bedarf an Jobs mit "grünen" Kenntnissen? % für alle Länder	Do you expect an increasing demand for jobs with "green" skills? % for all countries
Erwarten Sie einen steigenden Bedarf an Jobs mit "grünen" Kenntnissen? % Einzellandvergleich	Do you expect an increasing demand for jobs with "green" skills? % in comparison between individual countries
1 = überhaupt nicht	1 = not at all

6 = auf jeden Fall	6 = absolutely
Gesamt	Total

The centre of gravity in the overall comparison is "3", the curve resembles a normal distribution. In the area "6" = "absolutely" there is also a strong centre of gravity. In comparison between individual countries, Germany shows the highest expectations, Hungary not so much, Poland is rather indifferent with indications even at 1=never, Romania from 3 to 6= "absolutely". The statistical measures show an average of 3.66; Germany (4.60) and Romania (4.10) are above average optimistic. Hungary and Poland are below average optimistic (3.23/3.31).

Hypothesis: it also depends on the environmental policy of the country concerned.

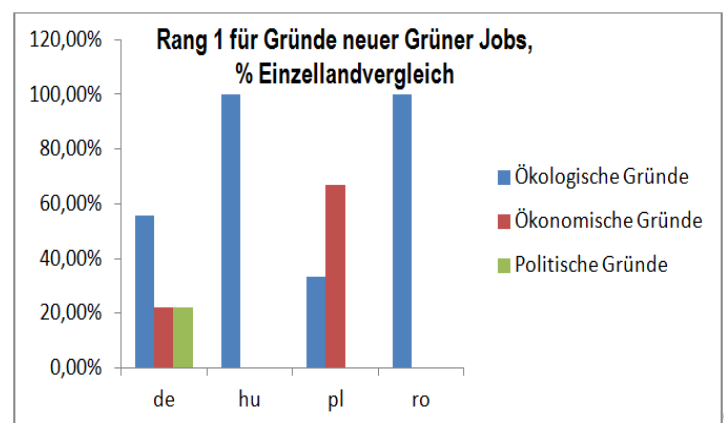
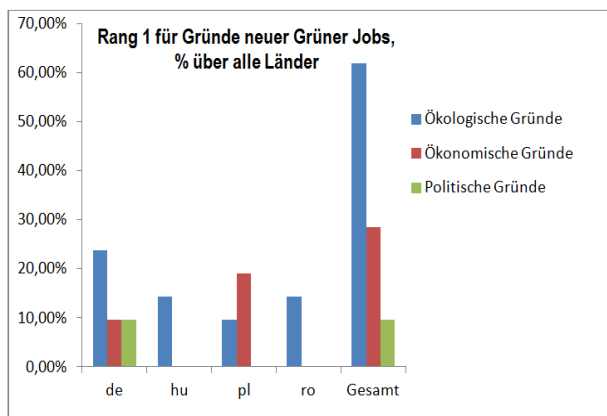
Question 21: What are the most important reasons for the increase in green jobs for you?

First of all, there is an above-average uncertainty in the answers to this question. 73% of all respondents did not provide any information here. Germany is clearly the most sure of all countries, with only about 40% respondents in Germany not providing any information. Up to 80% in the individual country comparison did not provide any data in Hungary, Poland and Romania.

Rank 1:

60% of all respondents in the first place suggest **ecological reasons** for the increase in green jobs. Germany means this with above-average frequency. In second place, Poland and Germany mention the economic reasons. Hungary and Romania only give ecological reasons. Germany is the only country that also gives political reasons here.

Hypothesis: in Germany, the ecological awareness has already advanced and is also reflected in political strategies. According to these statistics, the other countries did not reach this level yet.



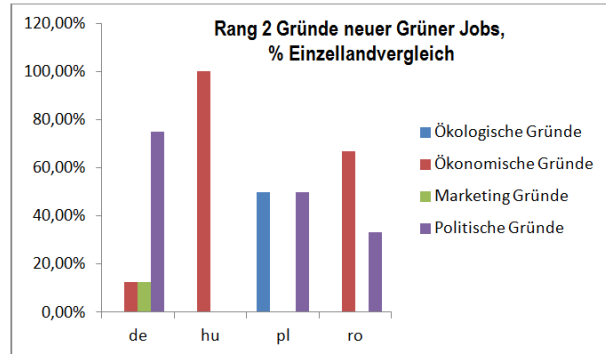
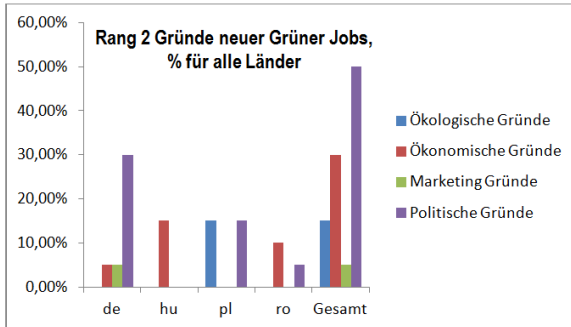
Rang 1 für Gründe neuer Grüner Jobs, % über alle Länder	countries
Rang 1 für Gründe neuer Grüner Jobs, % Einzellandvergleich	Rank 1 Reasons for new green jobs, % individual country comparison
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons

Gesamt	Total
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Rank 2

In the overall view, **political reasons** come second place. This is determined above all by Germany, which has a great weight in the overall view due to the numerous responses. Poland and a slightly Romania also quote political reasons. Hungary, on the other hand, only suggests economic reasons.

Hypothesis: in the opinion of the interviewees the topic "green jobs" has either not entered their political discussion yet or they do not trust the politics at this point.

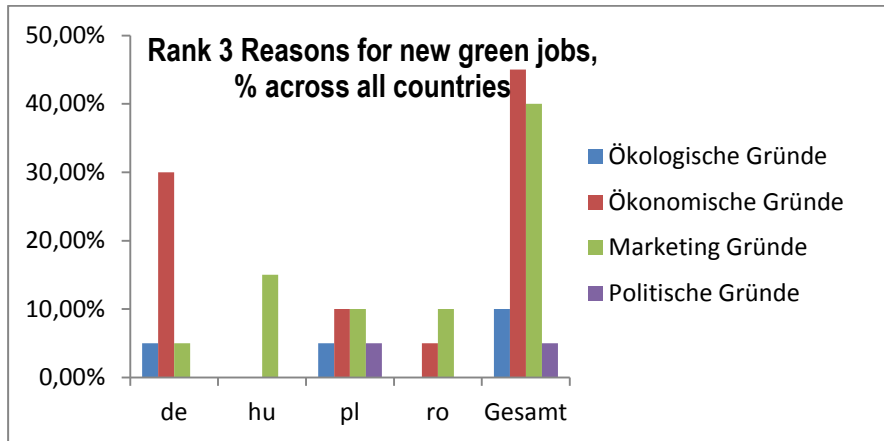


Rang 2 Gründe neuer Grüner Jobs, % für alle Länder	Rank 2 Reasons for new green jobs, % for all countries
Rang 2 Gründe neuer Grüner Jobs, % Einzellandvergleich	Rank 2 Reasons for new green jobs, % individual country comparison
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons
Gesamt	Total

Within the individual countries, Germany mostly suggest **political reasons on rank 2**, very little indications of marketing and economic reasons. Hungary gives only economic reasons, Poland equally ecological and political reasons. Romania indicates 70% economic reasons and 30% political reasons

Rank 3

In the overall view, it is for economic and marketing reasons that new green jobs may be created. Germany sees mainly economic reasons, Hungary exclusively marketing, Poland suggests a bit of both reasons, Romania some economic reasons and more marketing reasons.



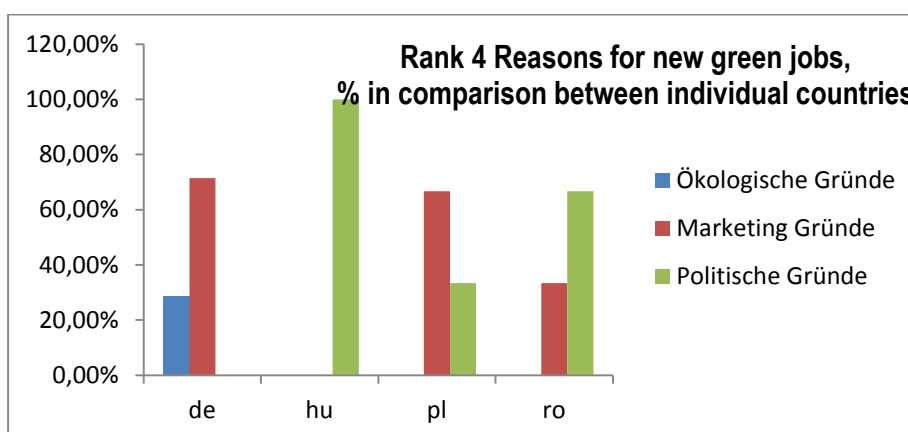
Rang 3 Gründe für neue Grüne Jobs, % über alle Länder	Rank 3 Reasons for new green jobs, % across all countries
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Marketing Gründe	Marketing reasons
Politische Gründe	Political reasons
Gesamt	Total

The pattern of the single country comparison is very similar to the overall picture (without picture).

Hypothesis: this corresponds to a logical development: first the ecological reasons (rank 1), which are reflected in the political actions (rank 2), which has influence on the economy (rank 3): it is actually a quite logical development, wonderfully illustrated for Germany.

For Hungary and Romania, the marketing reasons do not play an above-average role in Poland. Political reasons play a minor role for rank 3 in Poland. This could mean that the Poles do not trust the politicians so much at this point.

Rank 4



Rang 4 Gründe für neue Grüne Jobs, % Einzellandvergleich	Rank 4 Reasons for new green jobs, % individual country comparison
Ökologische Gründe	Ecological reasons
Marketing Gründe	Marketing reasons
Politische Gründe	Political reasons

The most insignificant reasons for the increase of green jobs were – above the total average – marketing reasons and a bit of ecological reasons for Germany, marketing reasons for Poland and Romania. Above the country average, political reasons were often cited as the most insignificant reasons by Hungary, Romania and, to a lesser extent, Poland. Here one can also derive a weak environmental policy in Hungary and – partly also in Poland.

The rankings in the country comparison

Total	Rang 1	Rang 2	Rang 3	Rang 4
Ecological	13	3	2	2
Economic	6	6	9	0
Political	2	9	1	7
Marketing	0	1	8	11

de	Rang 1	Rang 2	Rang 3	Rang 4
Ecological	5	0	1	2
Economic	2	1	6	0
Political	2	6	0	0
Marketing	0	1	1	6

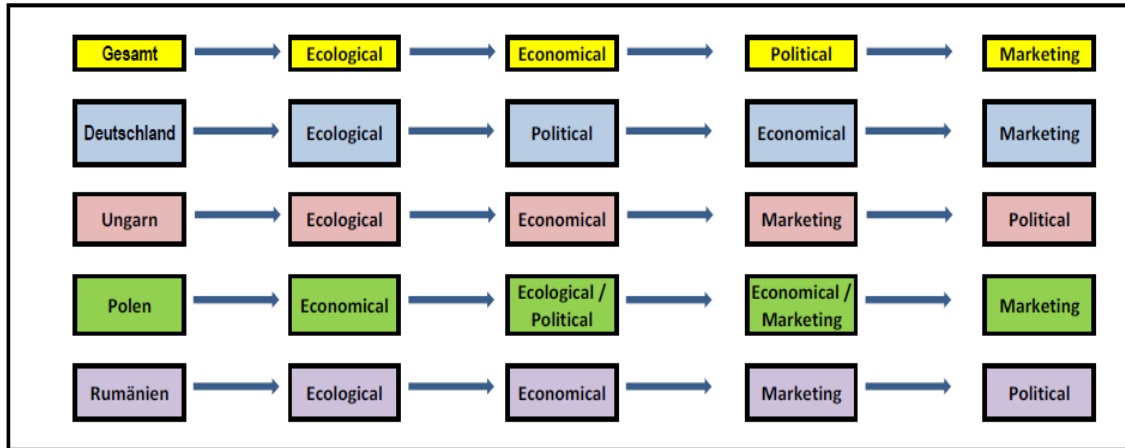
hu	Rang 1	Rang 2	Rang 3	Rang 4
Ecological	3	0	0	0
Economic	0	3	0	0
Political	0	0	0	3
Marketing	0	0	3	0

pl	Rang 1	Rang 2	Rang 3	Rang 4
Ecological	2	3	1	0
Economic	4	0	2	0
Political	0	3	1	2
Marketing	0	0	2	4

ro	Rang 1	Rang 2	Rang 3	Rang 4
----	--------	--------	--------	--------

Ecological	3	0	0	0
Economic	0	2	1	0
Political	0	1	0	2
Marketing	0	0	2	1

In comparison the priorities are as follows:



Deutschland	Germany
Ungarn	Hungary
Polen	Poland
Rumänien	Romania
Ecological	Ecological
Economical	Economic
Political	Political
Marketing	Marketing

According to everyone, the ecological reasons play a central role for green jobs, followed by economic constraints, followed by political and, in the end, marketing reasons. However, 76% did not answer the question here either.

Germany: Ecology – Political – Economy – Marketing

Hungary: Ecological – Economic – Marketing – Political

Poland: Economic – Ecological – Economic / Marketing, somewhat indifferent

Romania: Ecological – Economic – Marketing – then Political.

Question 22: Are the courses you finance certified? (without picture)

Question 22	Are the training courses you finance certified? 57.53% No 42.47% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	57.53%	53.33%	63.64%	76.92%	0.00%
Yes	42.47%	46.67%	36.36%	23.08%	100.00%

Especially in Romania the courses are frequently certified (100%). The others rather not.

Question 23: Which certificates do you award?

Only 35% of respondents answered this question. The table contains the list of certificates.

Country	What types of certification have been provided to programmes that you provide?	English	English
de	Abschlusszertifikate Senior-Umwelttrainer akkreditierte Lehrerfortbildung	Certificate as Senior Environmental accredited teacher furthering education	Certificate as Senior Environmental accredited teacher furthering education
de	Auszeichnung durch das Bayer. StMUV, die Bundes-ANU und die LH München	Auszeichnung durch das Bayer. StMUV, die Bundes-ANU und die LH München	Auszeichnung durch das Bayer. StMUV, die Bundes-ANU und die LH München
de	AZAV EMAS	AZAV EMAS	AZAV EMAS
de	ISO	ISO	ISO
de	Nach § 176 Sozialgesetzbuch III durch Fachkundige Stellen	Nach § 176 Code of social law and expert bodies	Nach § 176 Code of social law and expert bodies
de	Teilnahmebescheinigung	participation certificate	participation certificate
hu	Energia takarékoság a háztartásokban	Energy saving in households	Energy saving in households
hu	Építőiparal kapcsolatos szakismeretek.	Building industry expertise.	Building industry experts
hu	fenntartható fejlődés	sustainable development	sustainable development
hu	klimavédelmi tanfolyamnak	climate protection course	a climate protection course
hu	Környezetten BSc	Surrounded by BSc	Surrounded by BSc
hu	nem tudom	I do not know	I do not know
hu	Nincs ebben tapasztalatom, de ha erre a tudásra szükség van, nyilván ráhangolódnék.	I have no experience in this, but if this knowledge is needed, I would obviously be tuned.	I have no experience in this, but if this knowledge is needed, I would obviously be tuned.
hu	ÖKO-Turizmus	Eco-Tourism	Eco-Tourism
pl	Certified Auditor of Internal Environment Management System according to ISO 14001 Assistant Certification Environmental Management System issued by PCBC S.A. Internal Auditor Energy Management System ISO 50001 Certificate EMAS	Certified Auditor of Internal Environment Management System according to ISO 14001 Assistant Certification Environmental Management System issued by PCBC S.A. Internal Auditor Energy Management System ISO 50001 Certificate EMAS	Certified Auditor of Internal Environment Management System according to ISO 14001 Assistant Certification Environmental Management System issued by PCBC S.A. Internal Auditor Energy Management System ISO 50001 Certificate EMAS
pl	Certified Auditor of Internal Environment Management System according to ISO 14001 System ISO 9001 Certificate EMAS Energetic Auditor	Certified Auditor of Internal Environment Management System according to ISO 14001 System ISO 9001 Certificate EMAS Energetic Auditor	Certified Auditor of Internal Environment Management System according to ISO 14001 System ISO 9001 Certificate EMAS Energetic Auditor
pl	Installer certificate for lower heat sources - heat pumps; energetic auditors	Installer certificate for lower heat sources - heat pumps; energetic auditors	Installer certificate for lower heat sources - heat pumps; energetic auditors.
pl	świadectwo ukończenia studiów podyplomowych	x	x
ro	Atestat de formare continuă	Certificate of long life learning	Certificate of long life learning
ro	Certificat	Certificate	Certificate
ro	certificat de calificare sau absolvire, cf cadrului national al formarii la nivel national	Qualification or graduation certificate according to national legislation	Qualification or graduation certificate according to national legislation
ro	certificat de calificare, certificat de absolvire	qualification certificate, graduation certificate	qualification certificate, graduation certificate
ro	certificat de obtinere a gradelor didactice	certificates of acquiring didactical grades	certificates of acquiring didactical grades
ro	Certificat Ministerul Educației Naționale	Certificat by Ministry of Education	Certificat by Ministry of Education
ro	Certificat/atestat de formare profesională a cadrelor didactice	certificates/atestates of long life learning courses for teachers	certificates/atestates of long life learning courses for teachers
ro	credite transferabile de formare continuă	credite transferabile de formare continuă	credite transferabile de formare continuă
ro	Diploma de bacalaureat, certificat de absolvire, certificat de calificare	Bacalaureate diploma, graduation certificate, qualification certificate	Bacalaureate diploma, graduation certificate, qualification certificate
ro	Diploma de licență Diploma de master	Ms.C. diploma, Bs.C. diploma	Ms C diploma. Bs.C. diploma

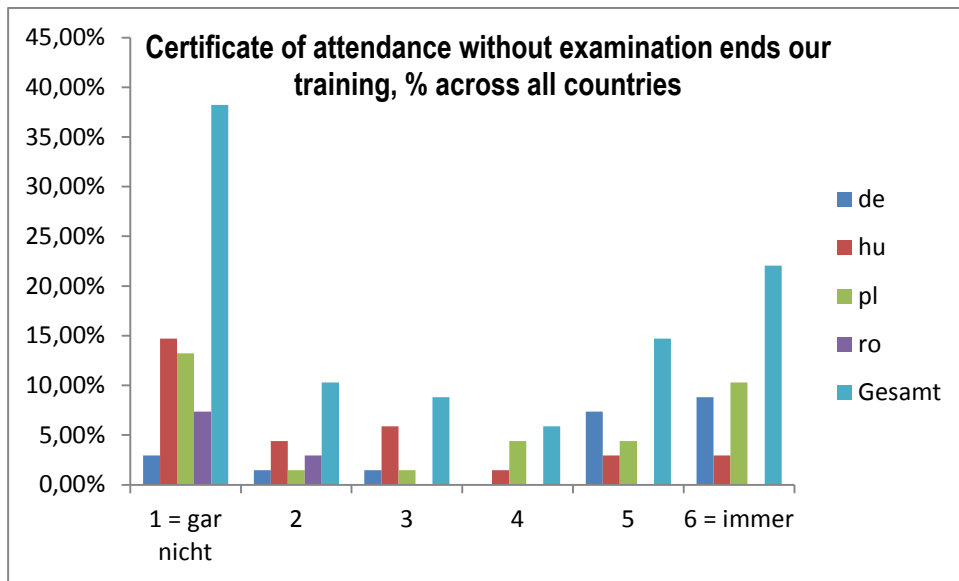
Question 24: What diplomas do your further education courses offer?

24.1 Certificates of participation without examination

Question 24.1	Do you end your further education with a certificate of attendance without an examination? 1= not at all; 6= always				
Mean	3.15	4.53	2.45	3.46	1.29
Standard deviation	2.08	1.86	1.74	2.19	0.49
Median	3.00	6.00	2.00	4.00	1.00
Confidence 95%	0.49	0.93	0.73	0.87	0.36
Confidence interval +	3.64	6.47	3.18	4.33	1.65
Confidence interval -	2.66	3.60	1.73	2.58	0.92
Skewness	0.26	-1.16	0.95	-0.05	1.23
n	68	15	22	24	7
	all countries	de	hu	pl	ro

The overall average is 3.15, i.e. it is "rare" that the certificates are awarded. In Germany the certificates are awarded frequently (4.53), in Hungary and Romania rarely (2.45/1.29). Poland slightly above average. In the overall country comparison, a certificate is not issued very frequently (almost 40% of all respondents). However, there is also a group that issues the certificate very frequently to always (total approx. 35%).

Germany often issues the certificates frequently to always, Hungary rather not at all, Poland is split between "not at all/always", Romania not at all.



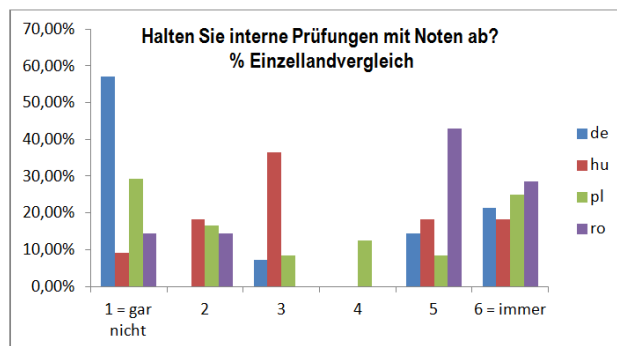
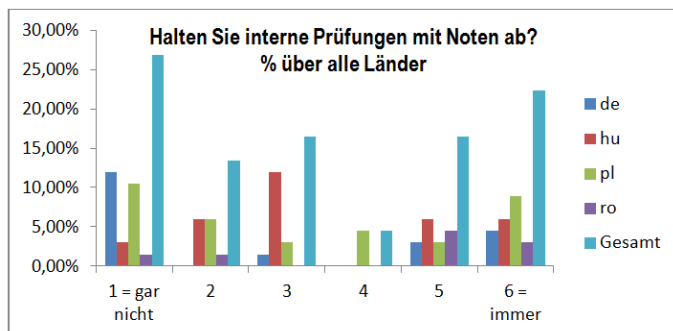
Teilnahmezertifikat ohne Prüfung beendet unsere Weiterbildungen, % über alle Länder	Certificate of attendance without examination ends our training, % across all countries
1 = gar nicht	1 = not at all
6 = immer	6 = always
Gesamt	Total

Within the individual countries the pattern looks very similar (without picture).

24.2 Internal diplomas with grades

Question 24.2	Do you finish your further education course with internal exams and grades? 1= not at all; 6= always				
Mean	3.37	2.79	3.55	3.29	4.29
Standard deviation	1.96	2.26	1.65	2.03	1.98
Median	3.00	1.00	3.00	3.00	5.00
Confidence 95%	0.47	1.18	0.69	0.81	1.46
Confidence interval +	3.84	3.97	4.24	4.10	5.75
Confidence interval -	2.90	1.60	2.85	2.48	2.82
Skewness	0.12	0.59	0.26	0.26	-1.10
n	67	14	22	24	7
	all countries	de	hu	pl	ro

On average it is medium to rare, in Hungary and Romania the courses are finished with internal exams with above-average frequency, in Germany significantly less frequently. The histograms are indifferent with equal indications in all categories.



Halten Sie interne Prüfungen mit Noten ab? % über alle Länder	Do you organise internal exams with grades? % across all countries
Halten Sie interne Prüfungen mit Noten ab? % Einzellandvergleich	Do you organise internal exams with grades? % in comparison between individual countries
1 = gar nicht	1 = not at all
6 = immer	6 = always
Gesamt	Total

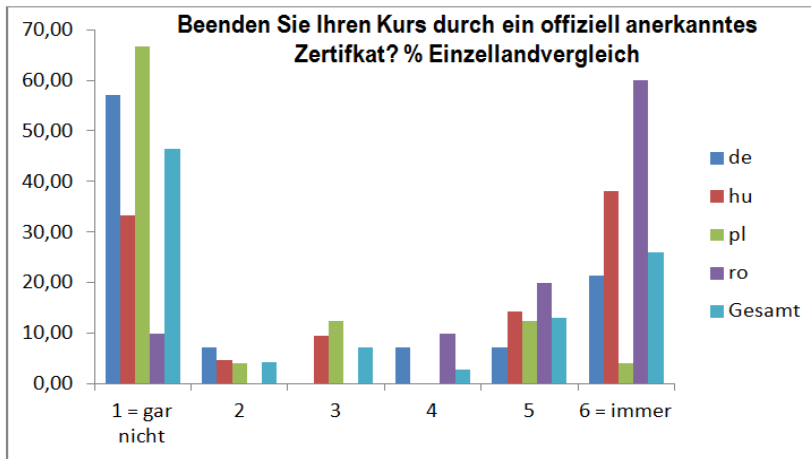
Within the individual countries, Germany very rarely organises these examinations (55% "not at all"), but 20% always do. Hungary organises the examinations mostly "sometimes" (focus on "3"), Poland is split between "never" and "always" and Romania is indifferent, but focuses on "very often".

24.3 Degree through officially recognised certificate

Question 24.3	Do you end your further education with an officially recognised certificate? 1= not at all; 6= always				
Mean	3.10	2.64	3.71	2.00	5.10
Standard deviation	2.20	2.21	2.26	1.64	1.60
Median	2.00	1.00	5.00	.00	6.00
Confidence 95%	0.52	1.16	0.97	0.66	0.99
Confidence interval +	3.62	3.80	4.68	2.66	6.09
Confidence interval -	2.58	1.49	2.75	1.34	4.11
Skewness	0.28	0.78	-0.21	1.41	-2.25
n	69	14	21	24	10
	all countries	de	hu	pl	ro

On average, the further education courses are rather moderately often completed with an officially recognised certificate. Less frequently in Germany and Poland, very frequently in Romania ("5.10"), also above average in Hungary (3.71, i.e. "moderate" to "frequent").

The histograms of the individual country comparison clearly show that the answers to this question are polarized. Germany (55%), Hungary (30%) and Poland (almost 70%) responded above average with "not at all". In the "6=always" range, Romania and Hungary responded with an above-average frequency, Germany just below the average. Poland almost never issues recognised certificates.



Beenden Sie Ihren Kurs durch ein offiziell anerkanntes Zertifikat?	Do you complete your course with an officially recognised certificate?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 = gar nicht	1 = not at all
6 = immer	6 = always

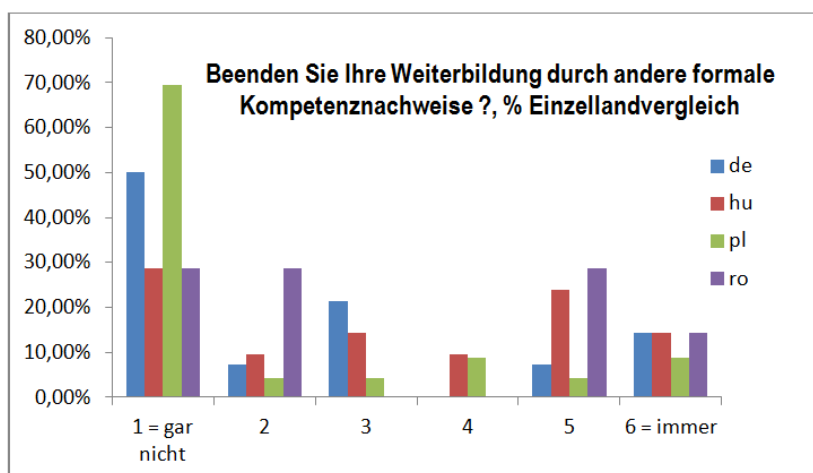
24.4 Other external examinations

Question 24.4	Do you end your further education course with another external exam? 1= not at all; 6= always				
Mean	2.29	2.71	2.59	1.70	2.43
Standard deviation	1.68	2.27	1.47	1.33	1.81
Median	1.00	1.00	3.00	1.00	2.00
Confidence 95%	0.41	1.19	0.61	0.54	1.34
Confidence interval +	2.69	3.90	3.20	2.24	3.77
Confidence interval -	1.88	1.53	1.98	1.15	1.09
Skewness	1.05	0.69	0.70	1.76	1.45
n	66	14	22	23	7
	all countries	de	hu	pl	ro

Other external examinations are rarely performed (no picture).

24.5 Do you complete the course with other formal progress assessment?

Question 24.5	Do you use other recognised competence progress methods in your final examination? 1= not at all; 6= always				
Mean	2.66	2.50	3.33	2.00	3.14
Standard deviation	1.91	1.91	1.91	1.73	2.12
Median	2.00	1.50	3.00	1.00	2.00
Confidence 95%	0.47	1.00	0.82	0.71	1.57
Confidence interval +	3.13	3.50	4.15	2.71	4.71
Confidence interval -	2.20	1.50	2.52	1.29	1.58
Skewness	0.64	1.00	0.00	1.49	0.33
n	65	14	21	23	7
	all countries	de	hu	pl	ro



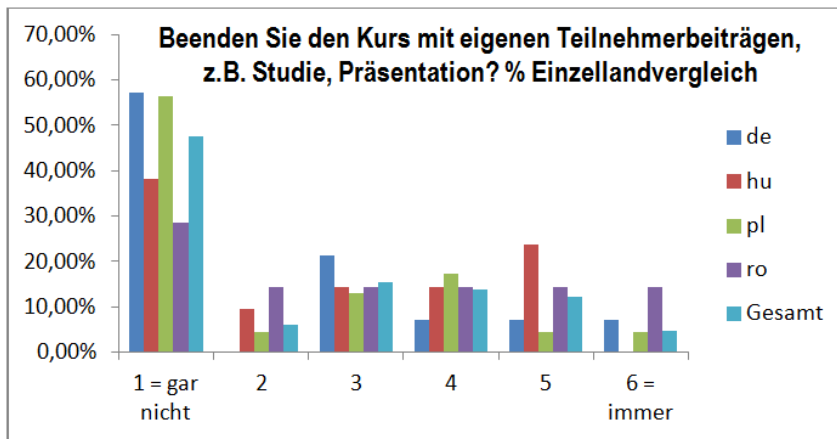
Beenden Sie Ihre Weiterbildung durch andere formale Kompetenznachweise?, % Einzellandvergleich	Do you end your further education course with other formal competence certificates? % individual country comparison
6 = immer	6 = always
1 = gar nicht	1 = not at all

Germany and Poland are once again less frequent than the average, Hungary and Romania the highest with the mean values of 3.33 and 3.14, respectively, compared with the overall average of 2.66.

24.6 Own contributions (study, lecture, presentation)

This type of course completion is in midfield (overall average 2.51), even less frequent in Germany and Poland. Romania uses this type of course completion most frequently (3.14). The histograms show that a few people use this method more frequently, e.g. Hungary (25%), Romania (approx. 30%). Germany and Poland rarely use them (Germany approx. 10% and Poland <10%).

Question 24.6	Are the own contributions of the participants e.g. presentations, studies, regarded as an exam at the end of the course? 1= not at all, 6= always				
Mean	2.51	2.29	2.76	2.22	3.14
Standard deviation	1.68	1.73	1.67	1.59	1.95
Median	2.00	1.00	3.00	1.00	3.00
Confidence 95%	0.41	0.91	0.71	0.65	1.45
Confidence interval +	2.92	3.19	3.48	2.87	4.59
Confidence interval -	2.10	1.38	2.05	1.57	1.70
Skewness	0.60	1.05	0.20	0.94	0.29
n	65	14	21	23	7
	all countries	de	hu	pl	ro

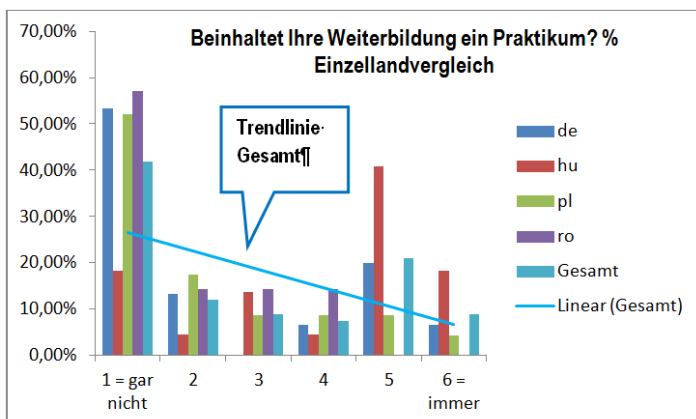


Beenden Sie den Kurs mit eigenen Teilnehmerbeiträgen, z.B. Studie, Präsentation? % Einzellandvergleich	Do you complete the course with your own contributions, e.g. study, presentation? % in comparison between individual countries
Gesamt	Total
1 = gar nicht	1 = not at all
6 = immer	6 = always

24.7 Internships as the course completion

Question 24.7	If your Kura includes an internship 1= not at all; 6= always				
Mean	2.81	2.47	4.00	2.17	1.86
Standard deviation	1.88	1.92	1.80	1.59	1.21
Median	2.00	1.00	5.00	1.00	1.00
Confidence 95%	0.45	0.97	0.75	0.65	0.90
Confidence interval +	3.26	3.44	4.75	2.82	2.76
Confidence interval -	2.36	1.49	3.25	1.53	0.96
Skewness	0.43	0.82	-0.70	1.19	1.15
n	67	15	22	23	7
	all countries	de	hu	pl	ro

On average, there is seldom an internship (2.81) within further training courses; Hungary, on the other hand, attaches importance to internships (4.0). Germany, Poland and Romania have below-average ratings here.



The histogram shows that all countries except Hungary, as well as the overall view, do not find internships important. The focus is at "1=not at all". Only Hungary shows the opposite trend, many indications of "5" and "6".

Beinhaltet Ihre Weiterbildung ein Praktikum?	Does your further education course include an internship?
% Einzellandvergleich	% in comparison between individual countries
Trendlinie- Gesamtff	Trendline – Total
Gesamt	Total

Linear (Gesamt)	Linear (total)
1 = gar nicht	1 = not at all
6 = immer	6 = always

Question 25: Are there any other forms of diplomas in your further education?

Basically, here the respondents were agreed regarding their answers. The "I do not know" responses varied from 10% to 19%, on average 14% of respondents answered with "No information". Further 89% of all respondents gave negative answer to this question.

Question 26: What other forms of graduation do you have?

Two respondents had the following suggestions.

Country	Other graduation types	German
hu	résztvevői viszsajelzés	Feedback from participants
ro	Evaluare finală pentru fiecare curs acreditat	Final evaluation for each accredited course

Question 27: Duration of courses

The data of 80% of the interviewees are listed in the table below:

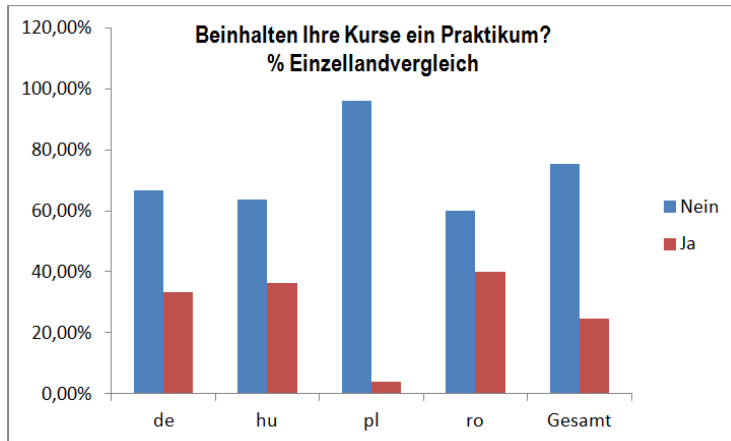
Number of responses	%	Duration
12	19.0	between 1 week and 1 month
8	12.7	> 1/2 year to 1 year
7	11.1	> 3 days up to 1 week
7	11.1	> 1 month to 3 months
7	11.1	> 2 years to 5 years
6	9.5	< 1 day
6	9.5	> 3 months to 1/2 year
5	7.9	> 1 day to 3 days
5	7.9	> 1 year to 2 years
63	100.00%	Total

Most courses (=19%) last between 1 week and 1 month.

Question 28: Internship within further education

Question 28	Do the further education courses include an internship? 75.34% No 24.66% Yes				
	Total	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.60%	100.00%
No	75.34%	56.67%	63.64%	96.15%	60.00%
Yes	24.66%	33.33%	36.36%	3.85%	40.00%

60% to 75% of the courses do not offer an integrated internship. Poland offers almost no internships (96%=no).



Beinhalten Ihre Kurse ein Praktikum?	Do your courses include an internship?
% Einzellandvergleich	% in comparison between individual countries
Nein	No
Ja	Yes

Question 29: Duration of the internship

Only 23% of respondents answered this question. The duration of internship varies greatly – from a few days to one year, in most cases a few weeks to 3 months.

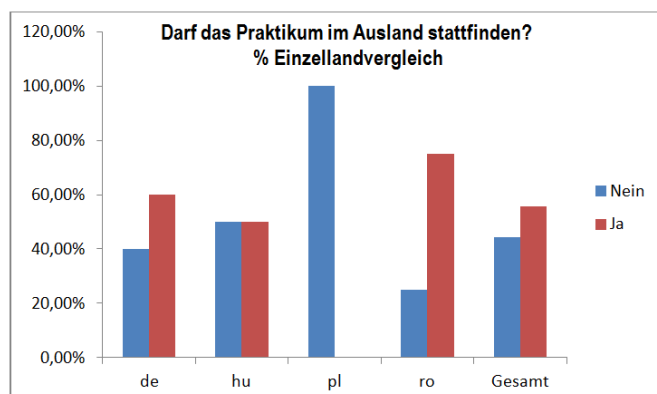
Country	Internship duration
de	1 - 3 days
de	1 year for technicians, for the others no internship
de	1 - 6 months
de	2 weeks to 20 weeks
de	different
hu	2-3 Monate
hu	2-4 Wochen
hu	6 Wochen
hu	6 Wochen bis 1 Jahr
hu	70 Stunden
hu	Im allgemeinen 60%-70% der Ausbildung
hu	Je nach Anforderung
hu	1 Woche (40 Stunden)
pl	1 Semester
ro	1-2 Monate

ro	verschiedentlich
ro	Zwischen 30 Stunden und 240 Stunden
ro	Als ERASMUS Partner

Question 30: Can the internship be completed abroad?

Question 30	Can the internship also be completed abroad? 44.44% No 55.56% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	44.44%	40.00%	50.00%	100.00%	25.00%
Yes	55.56%	60.00%	50.00%	0.00%	75.00%

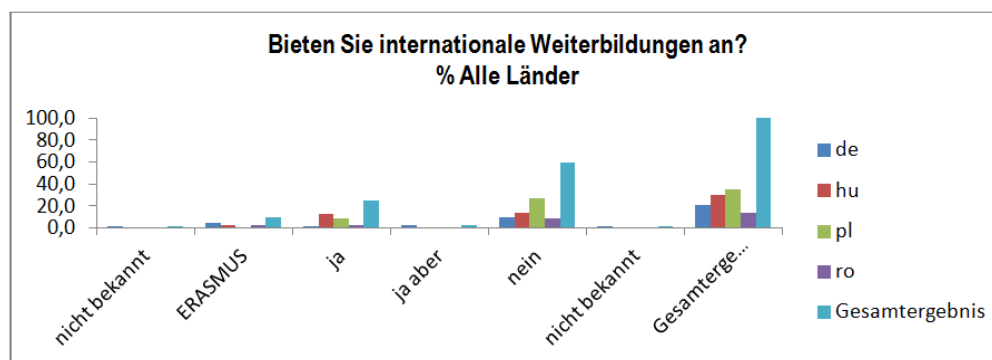
77% of respondents do not know. Poland does not offer internships abroad at all, the other countries offer both in equal amount. Germany and Romania offer an above-average number of internships abroad.



Darf das Praktikum im Ausland stattfinden?	Can the internship take place abroad?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Nein	No
Ja	Yes

Question 31: Do you offer international further education possibilities??

43% of all respondents do not offer international further education possibilities, 23% answered "yes", 13% who also answered with "yes" either had only one specific target group or indicated ERASMUS programmes for their international further education possibilities. So it was 39% in total who – to some limited extent – offer international further education possibilities. 7% did not answer the question.



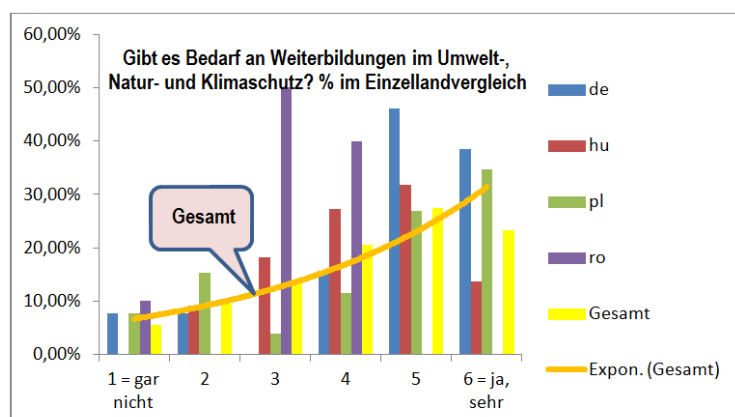
Bieten Sie internationale Weiterbildungen an?	Do you offer international further education possibilities?
% Alle Länder	% all countries
Gesamtergebnis	Overall result
Nicht bekannt	Not known
ERASMUS	ERASMUS
Ja	Yes
Ja aber	Yes, but
Nein	No
Nicht bekannt	Not known

Hungary is best positioned in international comparison, offering 43 (52%) international further education courses. With 39% "No", it is also well below the country average. **Germany** is below average with only 7% of international further education possibilities, but together with 33% of limited "yes" amounts to 40% of international further education above the country average of 36%. But 60% "No", above the country average of 43%. **Poland** with 16% "Yes" and 3% "Yes, but", i.e. a total of 19% is well below the country average of 36%, respectively with 61% "No", above (43%). 19% did not provide any information here either. (7% country average). **Romania** with 40% total "Yes" is above the country average, with 60% "No" but also above the country average.

Question 32: Is there a need for further education within the environmental, nature and climate protection?

Question 32	Do you think there is a need for further education within the climate, environment and nature conservation? 1= not at all; 6= yes, very much				
Mean	4.25	4.73	4.23	4.38	3.20
Standard deviation	1.48	1.49	1.19	1.72	0.92
Median	5.00	5.00	4.00	5.00	3.00
Confidence 95%	0.34	0.75	0.50	0.66	0.57
Confidence interval +	4.59	5.49	4.73	5.05	3.77
Confidence interval -	3.91	3.98	3.73	3.72	2.63
Skewness	-0.60	-1.58	-0.30	-0.81	-1.55
n	73	15	22	26	10
	all countries	de	hu	pl	ro

The statistical measures – closely together – point at medium to higher importance of these issues. Romania sees these issues as less important. The overall trend of histograms clearly shows a tendency towards "yes, very much". Germany, Hungary and Poland are following this trend. Romania slightly more in the midfield (3-4)



Gibt es Bedarf an Weiterbildungen im Umwelt-, Natur- und Klimaschutz? % im Einzellandvergleich	Is there a need for further education within the environmental, nature and climate protection? % in individual country comparison
Gesamt	Total
Expon. (Gesamt)	Expon. (total)
1 = gar nicht	1 = not at all
6 = ja, sehr	6 = yes, very much
Das heißt, es gibt Bedarf	That is, there is a need.

Question 33: What results do you expect from further education?

In principle, there was some uncertainty about the answers here. The "I do not know" responses varied from 10% to 19%, on average 14% of respondents answered with "No information".

In summary, there is the following picture:

Knowledge refreshment is in first place four times out of 10 (all countries, Germany, Poland, Romania), once in second place (Hungary). Cross-sectoral problem solving ranks second three times (all countries, Germany, Poland), and ranks fourth and fifth once (Romania / Hungary).

Increased placement potential is quoted first in Hungary and three times on the third place (all countries, Poland, Romania). In Germany it appears only on the seventh place out of 10.

Integration into the society is mentioned in second place in Romania, in third place in Germany, and in fourth place both in Hungary and on average. In Poland, it is the seventh place out of 10.

Surprisingly, **the placement in the primary labour market** is rated on a further place on the list of priorities: 4th place in Poland, 5th place for "all countries", in Germany it is only the 6th place and twice (Hungary and Romania) 7th place. The placement in the second labour market is also estimated surprisingly low:

Placement in the secondary labour market: for Poland it is the 6th place, for Romania 7th place, 9th place for Germany (= penultimate place), and twice it is the 10th and the last place ("all countries", Hungary).

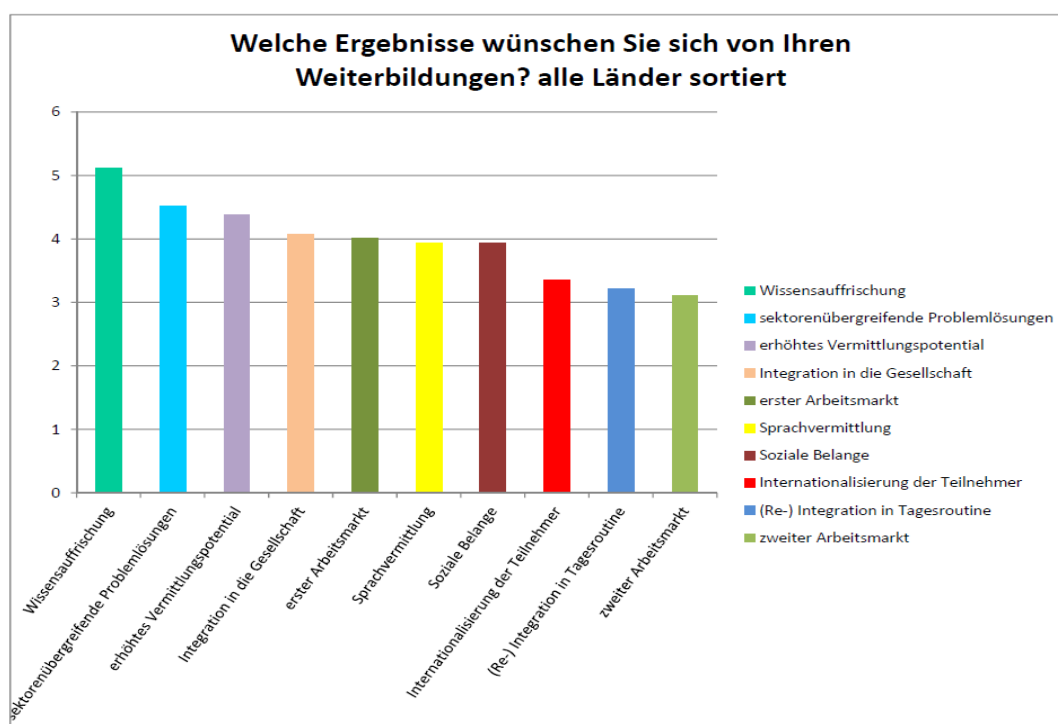
Language teaching is on the 3rd place for Hungary, for Germany and Poland it is the 5th place in the midfield, for "all countries" it is 6th place and 10th place for Romania, which is the last place.

Social issues are ranked 4th for Germany and 6th for Hungary and Romania, for "all countries" it is the 7th place and for Poland the 8th place. So you're further back in midfield.

Internationalization of the participants was for "all countries" and Germany at the 8th place, i.e. far behind, for Hungary, Poland and Romania it was the 9th place.

Re-integration into a regulated daily routine was also not an important priority in this query: for Romania, it was the 5th place, for Hungary the 8th place, for "all countries" 9th place and for Germany and Poland it was 10th place each. place.

An exemplary visualization follows below, together with the individual listings. All other pictures can be found in Annex 1.7.

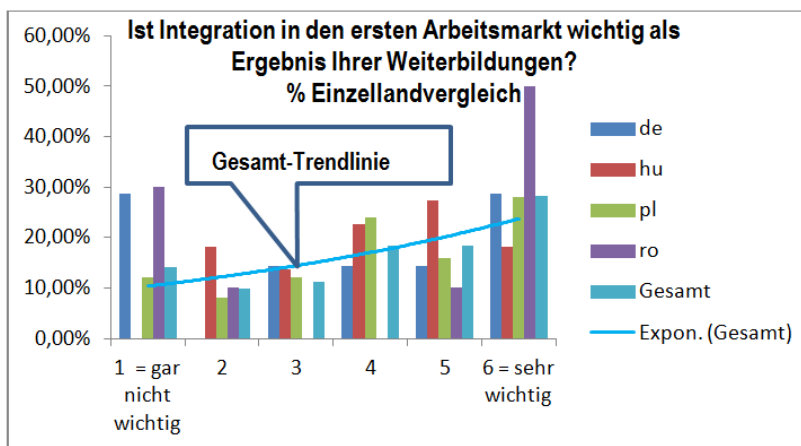


Welche Ergebnisse wünschen Sie sich von Ihren Weiterbildungen? alle Länder sortiert	What results do you expect from your further education? all countries sorted
Wissensauffrischung	Knowledge refresher
sektorenübergreifende Problemlösungen	cross-sectoral solutions
erhöhtes Vermittlungspotential	increased placement potential
Integration in die Gesellschaft	integration into the society
erster Arbeitsmarkt	primary labour market
Sprachvermittlung	language teaching
Soziale Belange	social issues
Internationalisierung der Teilnehmer	internationalization of the participants
(Re-) Integration in Tagesroutine	(re-)integration in daily routine
zweiter Arbeitsmarkt	secondary labour market

33.1 Integration into the primary labour market

Question 33.1	Is integration into the primary labour market your preferred goal? 1= not important at all; 6=very important				
Mean	4.01	3.71	4.14	4.08	4.00
Standard deviation	1.77	2.05	1.39	1.71	2.40
Median	4.00	4.00	4.00	4.00	5.50
Confidence 95%	0.41	1.08	0.58	0.67	1.49
Confidence interval +	4.43	4.79	4.72	4.75	5.49
Confidence interval -	3.60	2.64	3.56	3.41	2.51
Skewness	-0.45	-0.30	-0.27	-0.52	-0.48
n	71	14	22	25	10
	all countries	de	hu	pl	ro

This expectation is considered important (average=4), Germany considers it slightly less important (3.71). Increasingly important overall for all countries. In Poland, the pattern is very well-marked. Hungary is rather balanced, Germany is polarised with a clear focus on "1=not important at all" and "6=very important", Romania is similar to Germany.



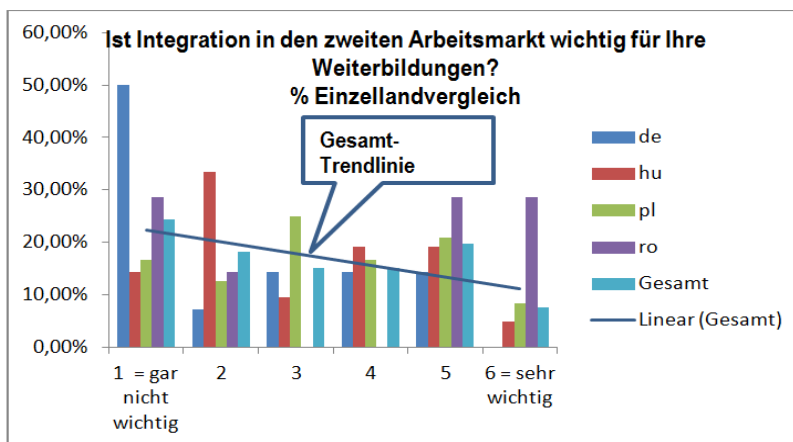
Ist Integration in den ersten Arbeitsmarkt wichtig als Ergebnis Ihrer Weiterbildungen?	Is integration into the primary labour market important as a result of your further education?
% Einzellandvergleich	% in comparison between individual countries
Gesamt-Trendlinie	Overall trendline
Gesamt	Total
Expon.(Gesamt)	Exponent (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.2 Integration into the secondary labour market.

Question 33.2	Is integration into the secondary labour market your preferred goal? 1=not important at all; 6=very important				
Mean	3.11	2.36	3.10	3.38	3.71
Standard deviation	1.67	1.60	1.55	1.58	2.29
Median	3.00	1.50	3.00	3.00	5.00
Confidence 95%	0.40	0.84	0.66	0.63	1.70
Confidence interval +	3.51	3.19	3.76	4.01	5.41
Confidence interval -	2.70	1.52	2.43	2.74	2.02
Skewness	0.17	0.63	0.27	-0.04	-0.33
n	66	14	21	24	7
	all countries	de	hu	pl	ro

The average opinion is "medium to less important" (3.11). In Germany it is much less important (2.36). In Romania it is the most important (3.71). The histogram shows that the trend is clearly "not important". In addition to the "not important" segment, Romania also has a focus in the "5" and "6" segment. This could be due to regionally high unemployment there or due to the low number of responses.

Basically it is understandable that the trendline here is negative, i.e. declining to segment "very important". The answers are complementary to question 25.1 "Integration into the primary labour market". There the focus is on the importance, i.e. the trendline is increasing. Apart from that, there is a strong focus on the unimportance left in comparison. **So the primary labour market is the focus, which is understandable.**

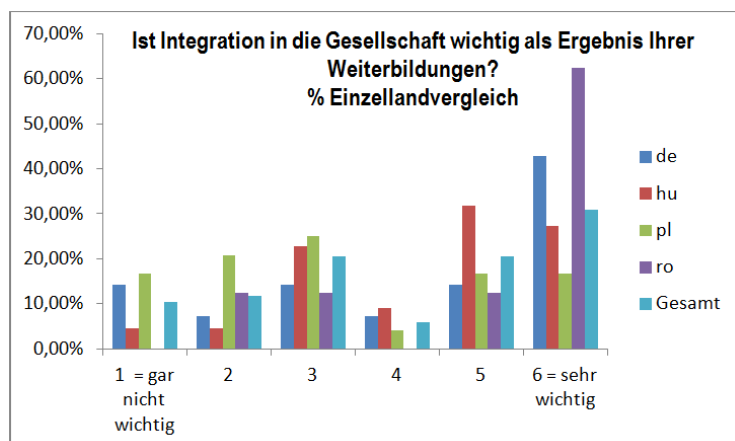


st Integration in den zweiten Arbeitsmarkt wichtig für Ihre Weiterbildungen?	Is integration into the secondary labour market important for your further education?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Trendlinie	Trendline
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.3 Integration into the society

Question 33.3	Is integration into the society your preferred goal? 1= not important at all; 6=very important				
Mean	4.07	4.29	4.41	3.33	5.00
Standard deviation	1.76	1.94	1.47	1.76	1.60
Median	5.00	5.00	5.00	3.00	6.00
Confidence 95%	0.42	0.95	0.61	0.70	1.11
Confidence interval +	4.49	5.24	5.02	4.04	6.11
Confidence interval -	3.66	3.34	3.80	2.63	3.89
Skewness	-6.37	-6.66	-0.70	0.28	-1.39
n	68	6	22	24	8
	all countries	de	hu	pl	ro

Integration is assessed as "important". Romania rates it as "very important" = "5". Poland considers it below average with medium importance (3.33). Integration is becoming increasingly important in the overall picture, as it is within the individual countries. Poland focuses on the less important categories.



Ist Integration in die Gesellschaft wichtig als Ergebnis Ihrer Weiterbildungen?	Is integration into the society important as a result of your further education?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Trendlinie	Trendline
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.4 Familiarising the participants with the regular daily rhythms again (without picture)

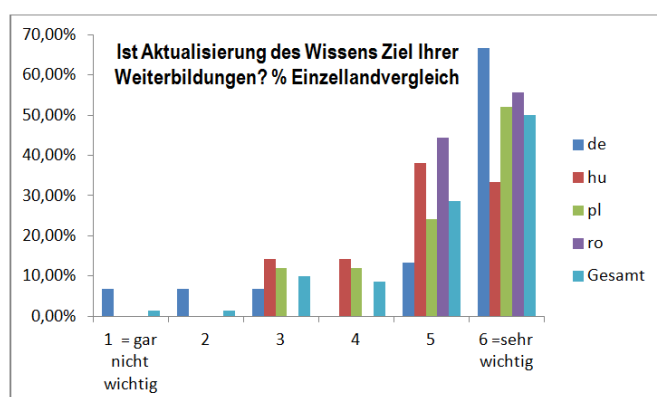
The answers are heterogeneous, Hungary and Romania find it important, Poland rather not. Germany shows strong focus on "not important at all". It can be assumed that integration into the primary labour market has a clear priority here. Therefore, this question is not so important because it is complementary to a more important one.

Question 33.4	Is (re-)integration into the daily routine your preferred goal? 1= not important at all; 6=very important				
Mean	3.22	2.14	3.91	2.83	4.57
Standard deviation	1.87	1.83	1.72	1.63	1.90
Median	3.00	1.00	4.00	2.50	5.00
Confidence 95%	0.45	0.96	0.72	0.65	1.41
Confidence interval +	3.67	3.10	4.63	3.49	5.98
Confidence interval -	2.78	1.18	3.19	2.18	3.16
Skewness	0.25	1.59	-0.28	0.62	-1.37
n	67	14	22	24	7
	all countries	de	hu	pl	ro

33.5 Is knowledge refreshment important?

Question 33.5	Is knowledge refreshment your preferred goal? 1- not important at all; 6 - very important				
Mean	5.11	5.07	4.90	5.16	5.56
Standard deviation	1.16	1.67	1.04	1.07	0.53
Median	5.50	6.00	5.00	6.00	6.00
Confidence 95%	0.27	0.84	0.45	0.42	0.34
Confidence interval +	5.39	5.91	5.35	5.58	5.90
Confidence interval -	4.84	4.22	4.46	4.74	5.21
Skewness	-1.43	-1.72	-0.67	-1.01	-0.27
n	70	15	21	25	9
	all countries	de	hu	pl	ro

With an $X_{\text{average}} = 5.11$, it is rated as clearly important; Romania and Poland are even slightly above this (5.56/5.16). Germany and Hungary consider it slightly less important. Also in the histogram there is a clear vote for "very important". Germany, Poland and Romania are above the country average, while Hungary is above the country average at "5". It is astonishing that Germany was the only country to choose "not at all" and "no" as the answer.



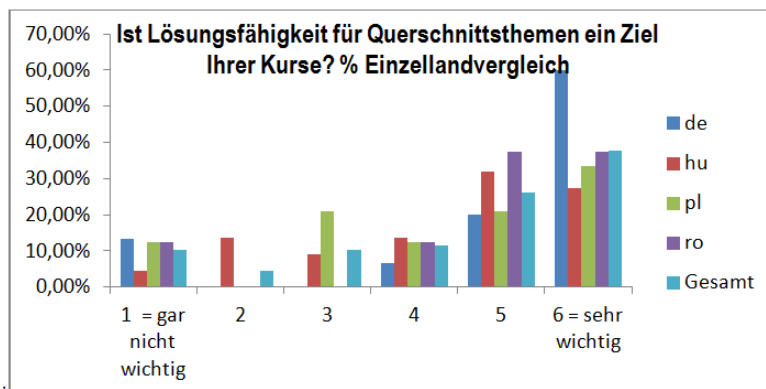
Ist Aktualisierung des Wissens Ziel Ihrer Weiterbildungen?	Is updating the knowledge the goal of your further education?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Trendlinie	Trendline
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.6 Are problem-solving skills important?

Question 33.6	Are cross-sectoral problem-solving skills your preferred goal? 1= not important at all; 6= very important				
Mean	4.52	5.00	4.36	4.29	4.75
Standard deviation	1.65	1.73	1.56	1.71	1.67
Median	5.00	6.00	5.00	5.00	5.00

Confidence 95%	0.39	0.88	0.65	0.68	1.16
Confidence interval +	4.91	5.88	5.02	4.97	5.91
Confidence interval -	4.13	4.12	3.71	3.61	3.59
Skewness	-0.99	-1.90	-0.76	-0.73	-1.94
n	69	15	22	24	8
	all countries	de	hu	pl	ro

The statistical measures range from 4.29 (Poland) to 5.00 (Germany) with $X_{average} = 4.52$. These skills are considered important to very important. In the histogram about 10% of the answers are also in the "not important at all" range. Germany attaches most importance to these cross-sectional skills (sector "6").

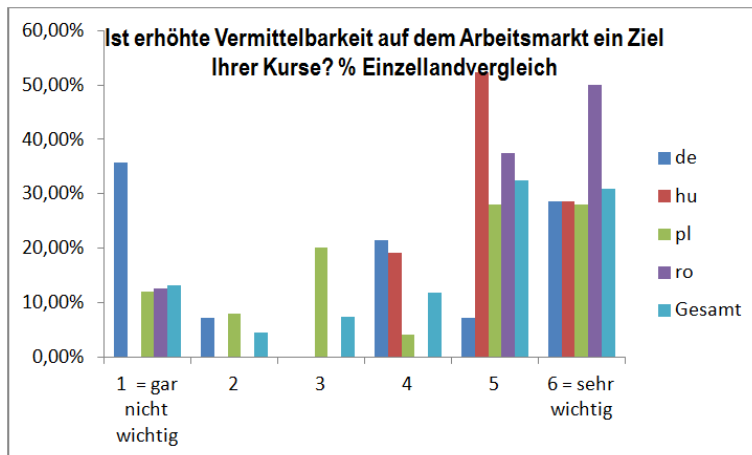


Ist erhöhte Vermittelbarkeit auf dem Arbeitsmarkt ein Ziel Ihrer Kurse? % Einzellandvergleich	Is increased employability on the labour market a goal of your courses? % in comparison between individual countries
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Trendlinie	Trendline
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.7 Is improved employability on the labour market important?

Question 33.7	Is increased placement potential of the participants your preferred goal? 1= not important at all; 6=very important				
Mean	4.38	3.43	5.10	4.12	5.00
Standard deviation	1.70	2.17	0.70	1.70	1.69
Median	5.00	4.00	5.00	5.00	5.50
Confidence 95%	0.40	1.14	0.30	0.69	1.17
Confidence interval +	4.79	4.57	5.39	4.81	6.17
Confidence interval -	3.98	2.29	4.80	3.43	3.83
Skewness	-0.96	-0.02	-0.13	-0.54	-2.37
n	68	14	21	25	8
	all countries	de	hu	pl	ro

The statistical measures range from 3.43 (Germany) to 5.00 (Romania). It is therefore clearly seen as important. In the histogram, the pattern is somewhat more differentiated: in total, the indications are primarily placed at "5" and "6". About 60% of all answers are made here. In Germany approx. 35% of the answers are "not at all important", then again "very important". Hungary is in the midfield with a focus on "5" "quite important", Poland linearly increasing to "very important" and Romania with a focus on "5 - 6".

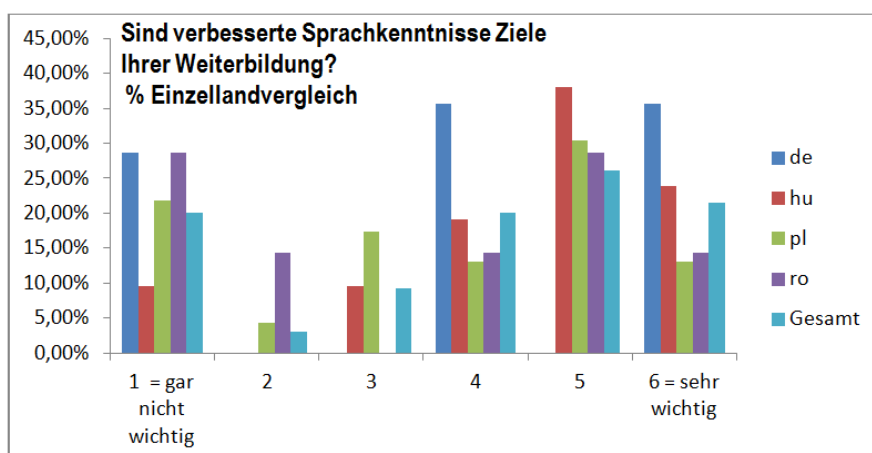


Ist erhöhte Vermittelbarkeit auf dem Arbeitsmarkt ein Ziel Ihrer Kurse? % Einzellandvergleich	Is increased employability on the labour market a goal of your courses? % in comparison between individual countries
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.8 Are improved language skills important?

The statistical measures are in the middle range, Hungary finds it above average important. Perhaps because Hungarian language is spoken by few people in the world and therefore English and other languages are all the more important. The histogram shows a heterogeneous picture, with a focus on "very important", here above average from Germany and Hungary, and less from Romania. But even in "not important at all" answers Germany is above average, Romania and Poland are split with emphasis on "5-6" and also on "not important at all".

Question 33.8	Is improving the participants' language skills your preferred goal? 1= not important at all; 6= very important				
Mean	3.94	3.86	4.48	3.65	3.43
Standard deviation	1.78	2.07	1.47	1.77	2.07
Median	4.00	4.00	5.00	4.00	4.00
Confidence 95%	0.43	1.08	0.63	0.72	1.53
Confidence interval +	4.37	4.94	5.11	4.38	4.96
Confidence interval -	4.37	4.94	5.11	4.38	4.96
Skewness	-0.59	-0.45	-1.25	-0.38	-0.17
n	05	14	21	23	7
	all countries	de	hu	pl	ro



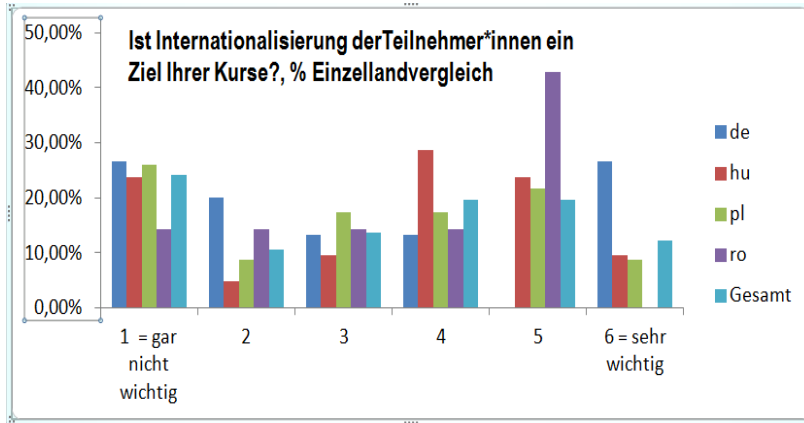
Sind verbesserte Sprachkenntnisse Ziele Ihrer Weiterbildung?	Are improved language skills the aim of your further education?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.9 Is internationalisation of the participants important?

The statistical measures are close to each other in the midfield, Romania rates it most important (3.57) and Germany least important (3.20).

Question 33.9	Is the internationalization of participants your preferred goal? 1=not important at all; 6=very important				
Mean	3.36	3.20	3.52	3.26	3.57
Standard deviation	1.75	2.01	1.72	1.74	1.62
Median	4.00	3.00	4.00	3.00	4.00
Confidence 95%	0.42	1.02	0.74	0.71	1.20
Confidence interval +	3.79	4.22	4.26	3.97	4.77
Confidence interval -	2.94	2.18	2.79	2.55	2.37
Skewness	-0.07	0.42	-0.40	-0.04	-0.67
n	66	15	21	23	7
	all countries	de	hu	pl	ro

The histogram is heterogeneous, indifferent, a systematic trend is not recognizable. Internationalisation is nevertheless recognised as important ($x_{\text{average}} = 3.36$).

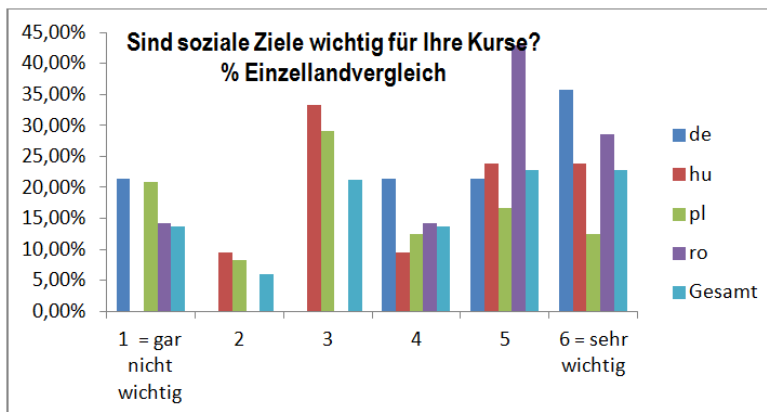


Ist Internationalisierung der TeilnehmerInnen ein Ziel Ihrer Kurse?	Is internationalisation of the participants a goal of your courses?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

33.10 Are social goals desirable outcomes of your courses?

Question 33.10	Are social issues your preferred goal? 1= not important at all; 6=very important				
Mean	3.94	4.29	4.19	3.33	4.57
Standard deviation	1.69	1.94	1.40	1.69	1.72
Median	4.00	5.00	4.00	3.00	5.00
Confidence 95%	0.41	1.02	0.60	0.67	1.27
Confidence interval +	4.35	5.30	4.79	4.01	5.84
Confidence interval -	3.53	3.27	3.59	2.00	3.30
Skewness	-0.39	-0.99	-0.01	0.08	-1.82
n	66	14	21	24	7
	all countries	de	hu	pl	ro

Social goals are considered to be of medium to high importance. Germany scores above the country average with 4.29, Hungary with 4.19 and Romania even with 4.57. For Poland it is a little less important (3.33).



Sind soziale Ziele wichtig für Ihre Kurse?	Are social goals important for your courses?
% Einzellandvergleich	% in comparison between individual countries

Gesamt	Total
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

The question appears very heterogeneous in the histogram, but a weak trend towards "important" can be observed (3-6). Germany is indifferent, Hungary focuses on "3", but is also represented with 20% of "important" and "very important" each, Poland is equally distributed, with focus on "3", Romania indifferent at "1" and "5-6".

Question 34: Do you expect another results from your further education?

Question 34	Do you also expect another results from your further education? 88.14% No 11.59% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	88.41%	93.33%	86.36%	87.50%	87.50%
Yes	11.59%	6.67%	13.64%	12.50%	12.50%

88.4% of the interviewees denied this question.

Question 35: What other goals do you expect?

A few expected further goals:

Country	Which other goals do you wish for further education courses?	English
de	Vertiefung und Aktualisierung vorhandener Kenntnisse	in-depth and actualisation of existing knowledge
hu	szakmai ismeretek naprakészen tartása, élethosszig tanulás, továbbképzés	up-to-date professional knowledge, lifelong learning, further education
hu	pályázati kiírásoknak való megfelelés és munkakör betöltéséhez szükséges szakképesítés megszerzésének szükségessége	complying with tender requirements and the necessity of obtaining the qualifications required for the post
hu	Helyi gazdaság fejlesztése. Közösségi finanszírozás. Technológia fejlesztés. Önrendelkezés	developing local economy, community financing, technological development. Autonomy

pl	We definitely need to support education, especially that we have a lot of environmental, climate problems. Education should be introduced at lower levels — for children Cooperation lecturers with children Lecturers (academicals) should promote consumer awareness, engage in pro-social activities, collaborate with teachers and local governments More conferences for public education and public awareness. Promotion, promotion, promotion. We have to go beyond the environmental science and government, straight to ordinary people	We definitely need to support education, especially that we have a lot of environmental, climate problems. Education should be introduced at lower levels — for children Cooperation lecturers with children Lecturers (academicals) should promote consumer awareness, engage in pro-social activities, collaborate with teachers and local governments. More conferences for public education and public awareness. Promotion, promotion, promotion. We have to go beyond the environmental science and government, straight to ordinary people
pl	Self-awareness / Raising your own sense of worth	Self-awareness / Raising your own sense of worth
pl	Development of social competences	Development of social competences

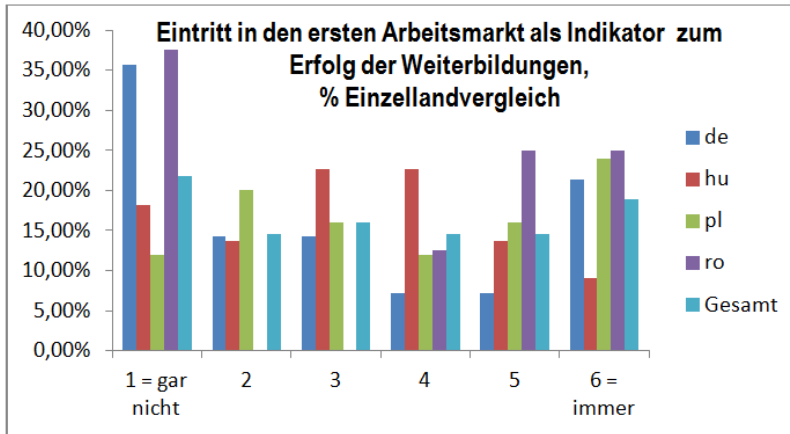
Question 36: Which indicators do you use to measure the success of your further education?

16% of respondents did not answer this question.

36.1 Indicator re-entering the primary labour market

Question 36.1	Is the beginning of work on the primary labour market a success indicator of your courses? 1= not at all; 6= always				
Mean	3.42	3.00	3.27	3.72	3.63
Standard deviation	1.82	2.04	1.58	1.79	2.26
Median	3.00	2.50	3.00	4.00	4.50
Confidence 95%	0.43	1.07	0.66	0.70	1.57
Confidence interval +	3.85	4.07	3.93	4.42	5.19
Confidence interval -	2.99	1.93	2.61	3.02	2.06
Skewness	0.06	0.51	0.06	-0.06	-0.36
n	69	14	22	25	8
°n	all countries	de	hu	pl	ro

On average, this indicator is of moderate importance ($x_{\text{average}} = 3.42$, highest rated by Poland ($x_{\text{PL average}} = 3.72$). Germany gave it a below-average rating of 3.0. The question was answered very indifferently; there were indications of any type. There are no patterns visible.

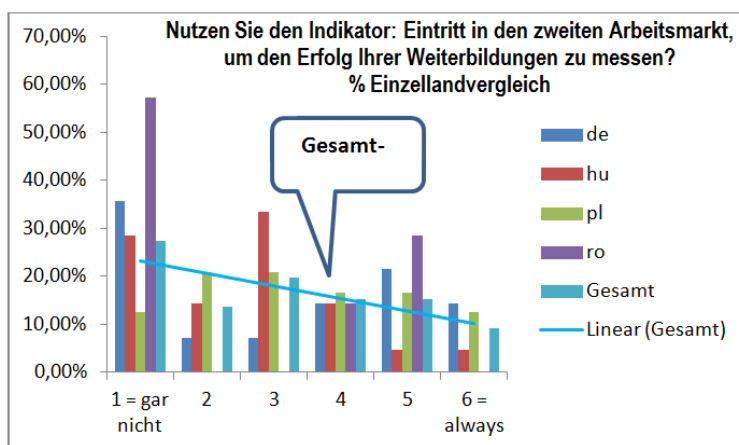


No great importance is attached to this indicator.

Eintritt in den ersten Arbeitsmarkt als Indikator zum Erfolg der Weiterbildungen	Entry into the first labour market as an indicator of the successful further training courses
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

36.2 Indicator re-entering the primary labour market

Question 36.2	Is the beginning of work on the secondary labour market a success indicator of your courses? 1=not at all; 6=always				
Mean	3.05	3.21	2.67	3.42	2.57
Standard deviation	1.69	2.01	1.43	1.61	1.99
Median	3.00	3.50	3.00	3.00	1.00
Confidence 95%	0.41	1.05	0.61	0.65	1.47
Confidence interval +	3.45	4.27	3.28	4.06	4.04
Confidence interval -	2.64	2.16	2.06	2.77	1.10
Skewness	0.24	0.06	0.54	0.16	0.48
n	66	14	21	24	7
n	all countries	de	hu	pl	ro



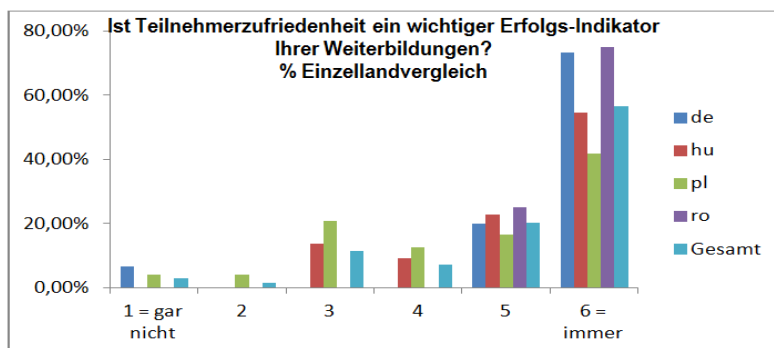
Nutzen Sie den Indikator: Eintritt in den zweiten Arbeitsmarkt, um den Erfolg Ihrer Weiterbildungen zu messen?	Use the indicator: Entering the second labour market to measure the success of your training?
--	---

% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

36.3 Participant satisfaction

Question 36.3	Is participant satisfaction a success indicator of your courses? 1=not at all; 6=always				
Mean	5.10	5.47	5.18	4.58	5.75
Standard deviation	1.31	1.30	1.10	1.53	0.46
Median	6.00	6.00	6.00	5.00	6.00
Confidence 95%	0.31	0.66	0.46	0.61	0.32
Confidence interval +	5.41	6.13	5.64	5.20	6.07
Confidence interval -	4.79	4.81	4.72	3.97	5.43
Skewness	-1.49	-3.28	-1.11	-0.73	-1.44
n	69	15	22	24	8
n	all countries	de	hu	pl	ro

Participant satisfaction is an important indicator across all countries. The overall average is 5.10. Poland is slightly lower at 4.58.

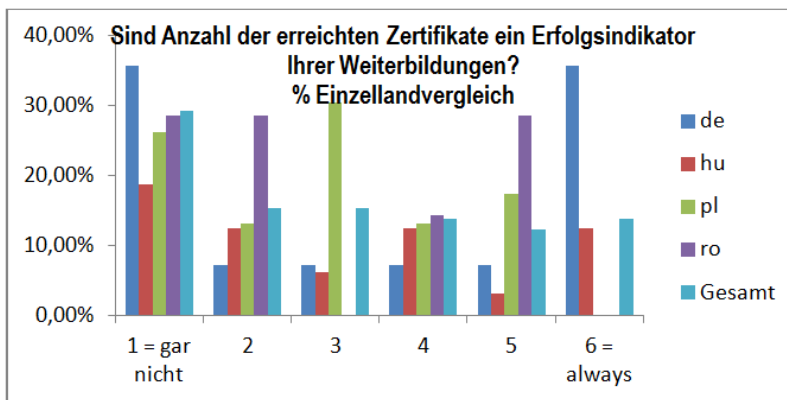


Ist Teilnehmerzufriedenheit ein wichtiger Erfolgs-Indikator Ihrer Weiterbildungen?	Is participant satisfaction an important success indicator of your training courses?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

36.4 Number of certificates achieved

Question 36.4	Is the number of diplomas achieved a success indicator of your courses? 1=not at all; 6= always				
Mean	3.06	3.50	3.10	2.83	2.86
Standard deviation	1.80	2.28	1.89	1.44	1.77
Median	3.00	3.50	3.00	3.00	2.00
Confidence 95%	0.44	1.19	0.81	0.59	1.31
Confidence interval +	3.50	4.69	3.91	3.41	4.17
Confidence interval -	2.62	2.31	2.28	2.24	1.54
Skewness	0.32	0.00	0.39	0.13	0.30
n	65	14	21	23	7
°n	all countries	de	hu	pl	ro

This indicator is in the midfield and slightly below (Poland, Romania).



Sind Anzahl der erreichten Zertifikate ein Erfolgsindikator Ihrer Weiterbildungen?	Is the number of certificates achieved a success indicator of your further training?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

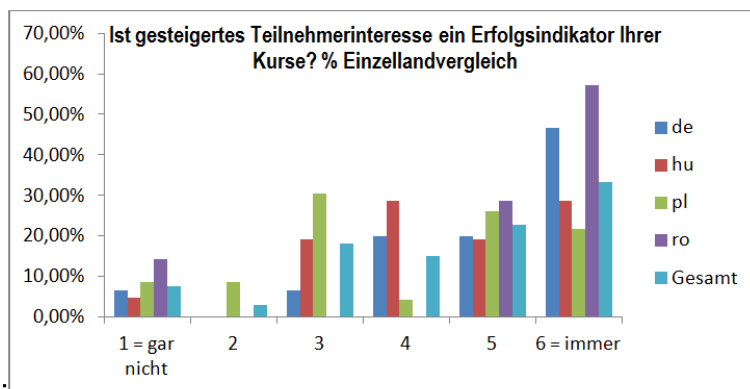
The histograms are very evenly distributed across all categories. Germany appears bipolar with a maximum both at "1" and at "6", the other countries are indifferent.

36.5 Increasing number of participant applications

This indicator is often used to measure the success of further education opportunities, reaching an average of 4.42 = "frequent to very frequent", Romania rates it as very frequent, Germany just a bit lower.

Question 36.5	Is an increased interest of participants in your courses a success indicator of your courses? 1 = not at all; 6 = always				
Mean	4.42	4.87»	4.43	3.96	5.00
Standard deviation	1.55	1.46»	1.36	1.64	1.83
Median	5.00	5.00»	4.00	4.00	6.00
Confidence 95%	0.37	0.74»	0.58	0.67	1.35
Confidence interval +	4.80	5.60»	5.01	4.63	6.35
Confidence interval -	4.05	4.13»	3.85	3.29	3.65
Skewness	-0.75	-1.49	-0.62	-0.26	-2.30
n	66	15	21	23	7
°n	all countries»	de	hu	pl	ro

All respondents attach great importance to the interest of participants

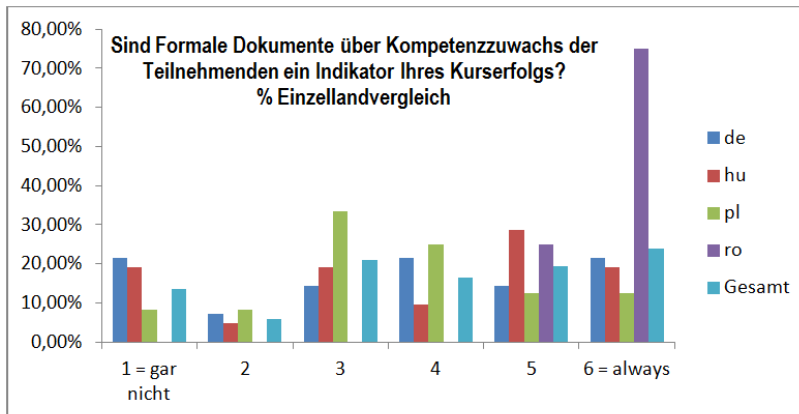


Ist gesteigertes Teilnehmerinteresse ein Erfolgsindikator Ihrer Kurse?	Is increased participant interest a success indicator of your courses?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

36.6 Formal competence increase of the participants

Question 36.6	Are formal documents regarding the increase in competence a success indicator of your course? 1 = not at all; 6 = always				
Mean	3.94	3.64	3.81	3.63	5.75
Standard deviation	1.69	1.86	1.81	1.41	0.46
Median	4.00	4.00	4.00	3.50	6.00
Confidence 95%	0.40	0.98	0.77	0.56	0.32
Confidence interval +	4.34	4.62	4.58	4.19	6.07
Confidence interval -	3.54	2.67	3.04	3.06	5.43
Skewness	-0.37	-0.22	-0.42	0.03	-1.44
n	67	14	21	24	8
°n	all countries	de	hu	pl	ro

This indicator is important ($x_{\text{average}} = 3.63 - 3.94$). It is almost always used for Romania ($x_{\text{Ro-average}} = 5.75$). The bar chart shows a mixed picture across all categories.



So the training institutions are not so much interested in a formal (=certified) documents.

On the contrary, the employers insist very strongly on formal documents (see here).

Sind Formale Dokumente über Kompetenzzuwachs der Teilnehmenden ein Indikator Ihres Kurserfolgs?	Are formal documents regarding the increase in competence of the participants an indicator of your course success?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Linear(Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 37: Do you measure further indicators to document your course success?

Question 37	Do you measure other success indicators of your courses than those mentioned in previous questions? 88.73% No 11.27% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	88.73%	80.00%	95.45%	96.00%	66.67%
Yes	11.27%	20.00%	4.55%	4.00%	33.33%

The overwhelming majority (average 89%) does not measure any other success indicators

Question 38: What are the other success indicators?

Here is the list of the few additional success indicators mentioned:

Country	Please describe other indicators to determine the success of further education courses	English
de	praxisorientierte Ausrichtung	practice-oriented

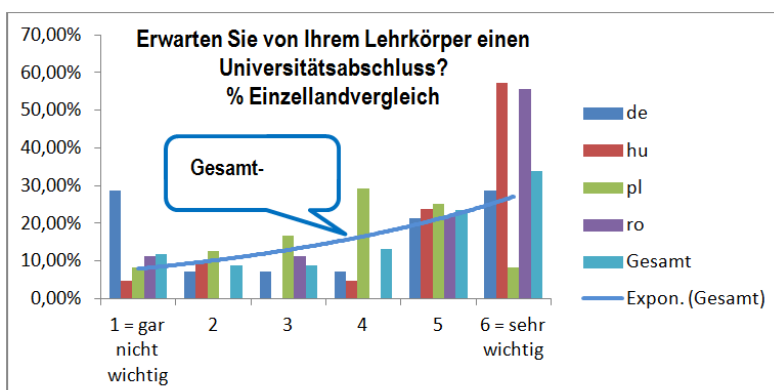
de	Zufriedenheit der Dozenten und des Büropersonals mit der Massnahme	trainer satisfaction, admin people satisfaction with the training course
de	Rückmeldungen der TeilnehmerInnen, Bewertung der Angebote der AbsolventInnen durch die TN	feedback of participants
hu	fenntatói és munkáltatói igények teljesítése	meeting the needs of the conservator and employer
pl	Increased motivation for lifelong learning	Increased motivation for lifelong learning
ro	angajarea după absolvirea cursurilor într-o anumita perioada de timp	enrolment after a certain time period after graduation
ro	gradul de implicare în derularea ulterioară a programelor educaționale	degree of involvement in future educational programmes implementation

Question 39: What qualities do you expect from your lecturers?

Question 39.1 Final degree

Question 39.1	Is a university degree of your lecturers important to you? 1 = not important at all; 6 = very important				
Mean	4.29	3.71	5.05	3.75	4.89
Standard deviation	1.75	2.13	1.53	1.42	1.76
Median	5.00	4.50	6.00	4.00	6.00
Confidence 95%	0.41	1.11	0.66	0.57	1.15
Confidence interval +	4.71	4.83	5.70	4.32	6.04
Confidence interval -	3.88	2.60	4.39	3.18	3.74
Skewness	-0.73	-0.29	-1.75	-0.41	-1.72
n	68	14	21	24	9
	all countries	de	hu	pl	ro

Often to very often the university degree is expected from the teaching staff.



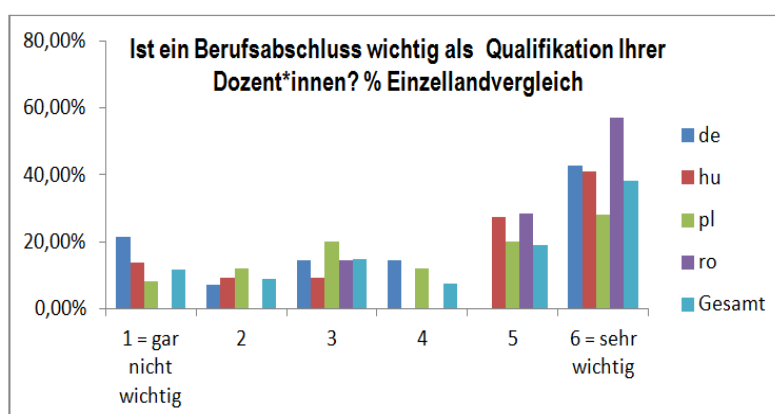
Erwarten Sie von Ihrem Lehrkörper einen Universitätsabschluss?	Do you expect your teaching staff to have a university degree?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Expón. (Gesamt)	Expón. (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

University studies are becoming increasingly important for all countries. For Poland the focus is on "3" = "medium important", Germany is split between: approx. 30% indicate "1" and "6" each.

Question 39.2 Professional experience

Question 39.2	Is a completed vocational training of your lecturers important to you? 1=not important at all; 6= very important				
Mean	4.28	3.93	4.41	4.08	5.29
Standard deviation	1.80	2.09	1.89	1.68	1.11
Median	5.00	4.00	5.00	4.00	6.00
Confidence 95%	0.43	1.10	0.79	0.66	0.82
Confidence interval +	4.71	5.02	5.20	4.74	6.11
Confidence interval -	3.85	2.83	3.62	3.42	4.46
Skewness	-0.52	-0.30	-0.89	-0.36	-1.78
n	68	14	22	25	7
	all countries	de	hu	pl	ro

On average, a completed vocational training is important to quite important ($x_{\text{average}} = 4.28$). For Germany and Poland it is not quite as important (3.93/4.08). For Hungary and Romania, on the other hand, it is quite important to very important (4.41/5.29). The histogram clearly shows the Polish trend towards "very important", Hungary also shows this trend, Germany and Romania as well, even if not very clearly highlighted. The focus is always on "5-6".



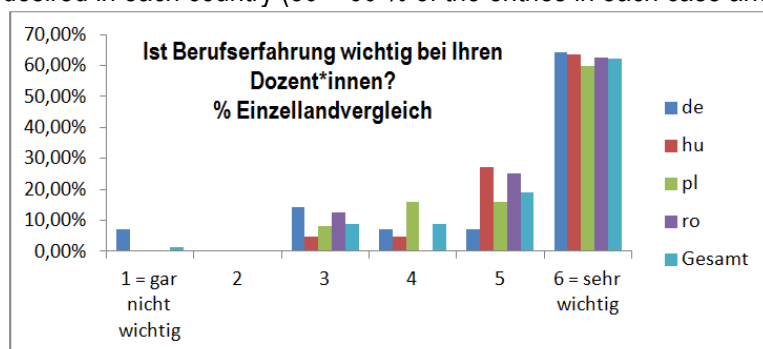
Ist ein Berufsabschluss wichtig als Qualifikation Ihrer Dozent*innen?	Is a vocational qualification important as a qualification of your lecturers?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total

Expón. (Gesamt)	Expón. (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.3 Is professional experience of your lecturers important?

Question 39.3	Is professional experience of your lecturers important to you? 1= not important at all; 6= very important				
Mean	5.30	5.00	5.50	5.28	5.38
Standard deviation	1.10	1.62	0.80	1.02	1.06
Median	6.00	6.00	6.00	6.00	6.00
Confidence 95%	0.26	0.85	0.34	0.40	0.73
Confidence interval +	5.56	5.85	5.84	5.68	6.11
Confidence interval -	5.04	4.15	5.16	4.88	4.64
Skewness	-1.72	-1.53	-1.83	-1.13	-1.96
n	69	14	22	25	8
	all countries	de	hu	pl	ro

Professional experience of the lecturers is highly valued. The work experience of the lecturers is clearly desired in each country (50 – 60 % of the entries in each case and total).

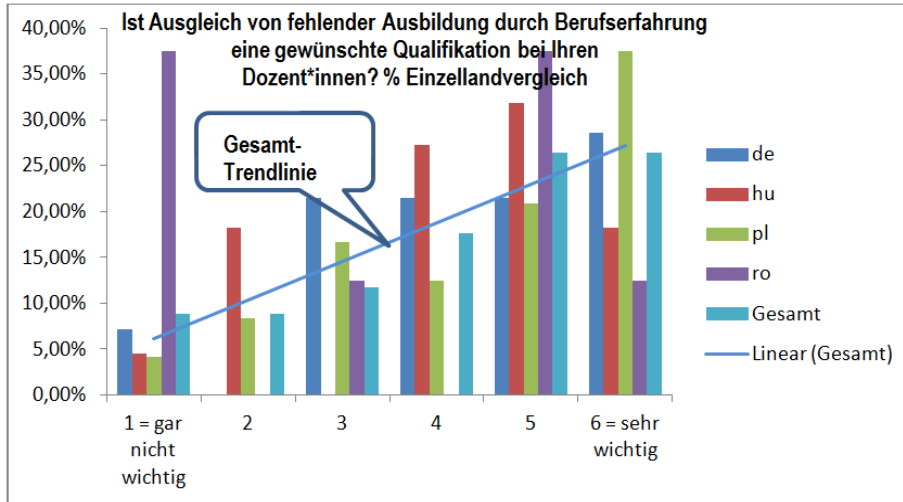


Ist Berufserfahrung wichtig bei Ihren Dozent*innen?	Is professional experience of your lecturers important?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.4 Compensation for the lack of vocational training through work experience

Question 39.4	Compensation of the missing educational certificates through professional experience of your lecturers? 1= not important at all; 6= very important				
Mean	4.24	4.36	4.18	4.50	3.38
Standard deviation	1.60	1.50	1.50	1.56	2.13
Median	5.00	4.50	4.50	5.00	4.00
Confidence 95%	0.38	0.79	0.63	0.62	1.48
Confidence interval +	1.98	2.28	2.13	2.18	3.61
Confidence interval -	3.85	3.57	3.55	3.88	1.90
Skewness	-0.67	-0.72	-0.71	-0.71	-0.18
n	68	14	22	24	8
	all countries	de	hu	pl	ro

Compensation through work experience is important for the respondents, on average they consider it important with $x_{\text{average}} = 4.24$. For Romania it is slightly less important and it is divided in two, it is never allowed for 37%, the other 37% often accept it. In Germany and Poland it is allowed above average, very often to always. Hungary has the focus on "5" = "very frequent".



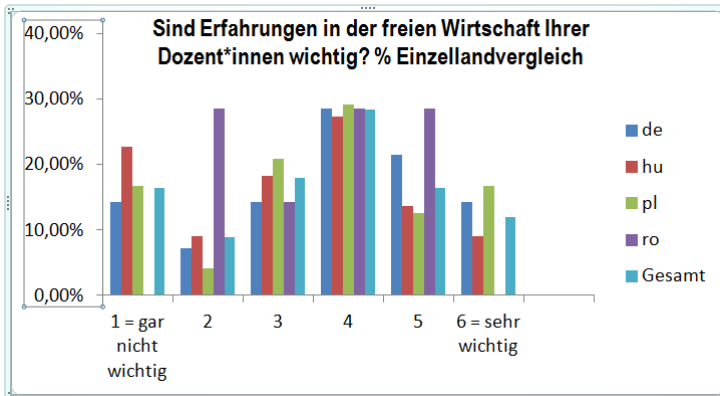
Ist Ausgleich von fehlender Ausbildung durch Berufserfahrung eine gewünschte Qualifikation bei Ihren Dozent*innen? %	Is compensation for the missing education through professional experience a desired qualification of your lecturers? %
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
Gesamt- Trendlinie	Overall trendline
Expón. (Gesamt)	Expón. (total)
Linear (Gesamt)	Linear (total)
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.5 Experience in private enterprise

Question 39.5	Is your lecturers' experience in private enterprise important to you? 1= not important at all; 6 = very important				
Mean	3.55	3.79	3.27	3.67	3.57
Standard deviation	1.58	1.63	1.64	1.63	1.27
Median	4.00	4.00	3.50	4.00	4.00
Confidence 95%	0.38	0.85	0.68	0.65	0.94
Confidence interval +	3.93	4.64	3.96	4.32	4.51
Confidence interval -	3.17	2.93	2.59	3.01	2.63
Skewness	-0.48	-0.48	-0.05	-0.26	-0.22
n	67	14	22	24	7
	all countries	de	hu	pl	ro

The **statistical average** is between 3.27 and 3.67, the country average 3.55, i.e. "important". The **histograms** are very balanced, they resemble Gaussian distribution with the emphasis at "4= quite

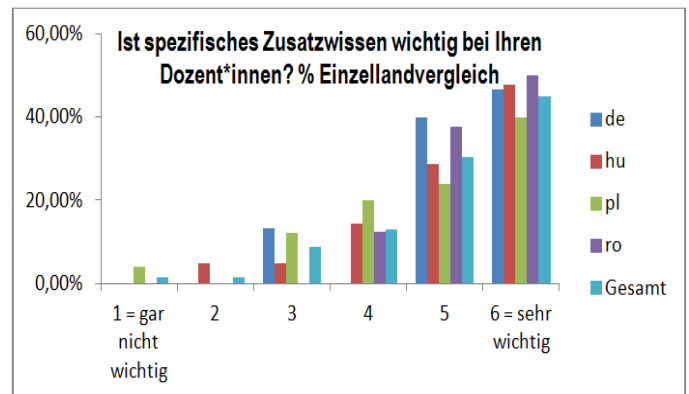
important". 20% – 27% of all answers are located here. Hungary finds it of below-average importance ("1-4"). Romania is indifferent with entries in "2 to 5". Germany is balanced with focus on "3-5".



Sind Erfahrungen in der freien Wirtschaft Ihrer Dozent*innen wichtig? %	Are the experiences of your lecturers in the private enterprise important? %
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.6 Special additional knowledge

Question 39.6	Is specific additional knowledge of your lecturers important to you? 1=not important at all, 6= very important				
Mean	5.04	5.20	5.10	4.80	5.38
Standard deviation	1.14	1.01	1.14	1.32	0.74
Median	5.00	5.00	5.00	5.00	5.50
Confidence 95%	0.27	0.51	0.49	0.52	0.52
Confidence interval +	5.31	5.71	5.58	5.32	5.89
Confidence interval -	4.77	4.69	4.61	4.28	4.86
Skewness	-1.30	-1.40	-1.33	-1.13	-0.82
n	69	15	21	25	8
	all countries	de	hu	pl	ro

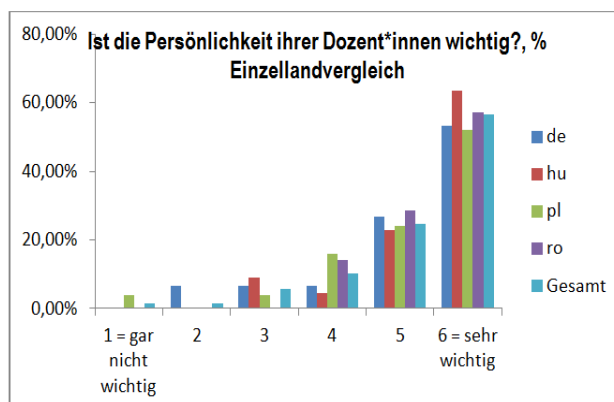


Ist spezifisches Zusatzwissen wichtig bei Ihren Dozentinnen? %	Is specific additional knowledge of your lecturers important? %
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Additional knowledge is important to very important. The average figures for the countries show $x_{average} = 5.08$, Poland with 4.8 finds somewhat it less important, Germany and Romania find it with 5.2/5.38 very important. The bar chart is very clear.

Question 39.7 Personality

Question 39.7	Is the personality of your lecturers important to you? 1= not important at all; 6= very important				
Mean	5.25	5.13	5.41	5.12	5.43
Standard deviation	1.10	1.25	0.96	1.24	0.79
Median	6.00	6.00	6.00	6.00	6.00
Confidence 95%	0.26	0.63	0.40	0.48	0.58
Confidence interval +	5.51	5.76	5.81	5.60	6.01
Confidence interval -	4.99	4.50	5.01	4.64	4.85
Skewness	-1.73	-1.57	-1.68	-1.83	-1.11
n	69	15	22	25	7
	all countries	de	hu	pl	ro



Ist die Persönlichkeit ihrer Dozentinnen wichtig?	Is the personality of your lecturers important?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

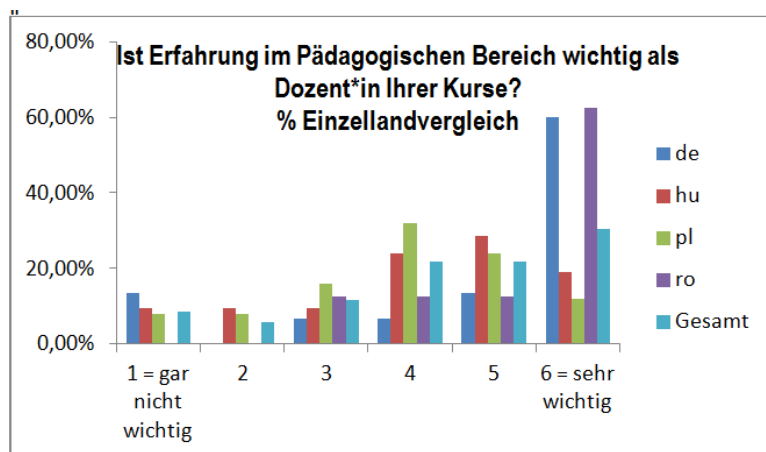
Personality of the lecturers is very important. The countries agree on this. The answers hardly diverge here.

Question 39.8 Pedagogical experience

Question 39.8	Is education/training /experience of your lecturers in the pedagogical field important? 1= not important at all; 6 = very important				
Mean	4.33	4.87	4.10	3.92	5.25
Standard deviation	1.58	1.81	1.58	1.41	1.16
Median	5.00	6.00	4.00	4.00	6.00
Confidence 95%	0.37	0.91	0.67	0.55	0.81
Confidence interval +	4.71	5.78	4.77	4.47	6.06
Confidence interval -	3.96	3.95	3.42	3.37	4.44
Skewness	-0.74	-1.53	-0.68	-0.52	-1.36
n	69	15	21	25	8
	all countries	de	hu	pl	ro

This experience is considered to be important to very important (country total average: 4.33), in Germany and Romania even more important (4.87/5.25).

The histogram shows the trend towards "very important", Germany and Romania value it above average (50% – 60% vs. 30% country average).



Ist Erfahrung im Pädagogischen Bereich wichtig als Dozent*in Ihrer Kurse?	Is the experience of your lecturers in the pedagogical field important in your courses?
% Einzellandvergleich	% in comparison between individual countries
Gesamt	Total
1 =gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 40: Would you like your lecturers to have further qualifications?

More than 80% do not require any further qualifications from their lecturers.

Question 40	Are you looking for further qualifications of your lecturers? 86.11% No 13.89% Yes				
	all countries	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	86.11%	86.67%	90.91%	84.00%	80.00%
Yes	13.89%	13.33%	9.09%	16.00%	20.00%

Question 41: What other qualifications would you like your lecturers to have?

The few suggestions are listed below.

Country	Which other qualifications do you seek in your training instructors?	English
de	Soziale Kompetenzen und Teamfähigkeit	social competence, team issues
de	Verständnis für die globale Dimension der Fragestellungen, Herkunft aus Ländern des Globalen Südens	intercultural dimensions specifically for people of the global south
hu	specifikus ismeretek, a szakmája szakértője	specific knowledge, expert of his/her field
hu	PhD	PhD
pl	Experience in the pedagogic field	Experience in the pedagogic field
pl	Pedagogical study tutor certificate	Pedagogical study Tutor certificate
pl	pedagogi	pedagogi

pl	Skilful selection of methods	Skilful selection of methods
ro	abilități de comunicare: atitudine nediscriminatorie și abilități de combatere a discursului instigator la ură: abordare bazată pe respectarea drepturilor omului; abilități de lucru în echipă; atitudine pozitivă și promovarea programelor bazate pe dovezi din știință	communication skills; non-discriminatory attitude and abilities to combat hate speech; attitude based on respect for human rights; teamwork skills; positive attitude, and the promotion of science-based programs

Question 42: Do you also wish / finance Train-the-Trainer programmes for your lecturers?

Question 42	Financing 1 Are you also looking for training programmes for your lecturers (e.g. for a specific target group)? 71.83% No 28.17% Yes				
	all countries	de	hu	pl	no
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	71.63%	42.86%	66.30%	84.00%	50.00%
Yes	26.17%	57.14%	13.64%	16.00%	50.00%

Mostly no Train-the-Trainer courses are financed. Germany and Romania, however, are looking for these courses above average (53% and 50% respectively compared to an average of 28%).

Question 43: What Train-the-Trainer programmes do you finance?

The following specific programmes have been mentioned.

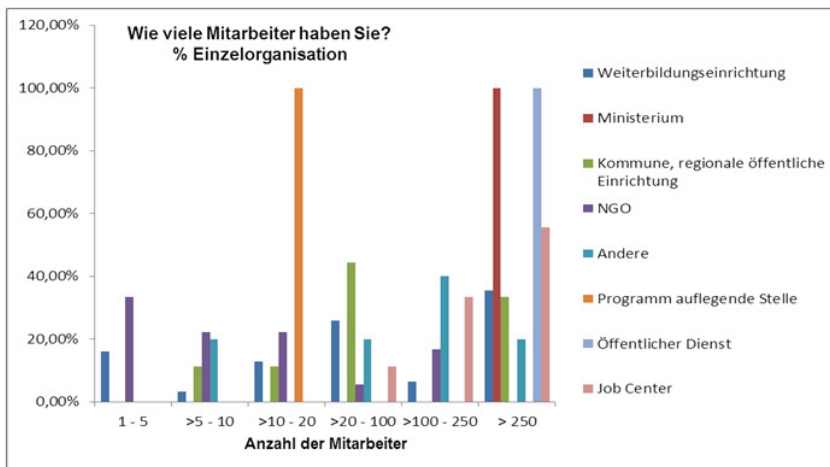
Country	Which train-the-trainers programmes do you finance?	English
de	keine	none
de	Weiterbildungen für Dozenten z B EDV auf regelmäßiger Basis, Fremdsprachen, Selbstmanagement	computer and edv-Training, languages, Self-Management
de	keines	none
de	Weiterbildungen, Schulungen/Workshops oder Job Shadowings (teilw. im Ausland), die Kommunikationsfähigkeit und Didaktik trainieren	Job shadowing, partly abroad, communication, didactical issues
de	Weiterbildungsmassnahmen im Bereich Didaktik: Emotionale Intelligenz, Kommunikatives Lehren, Digitale Fähigkeiten	didactical, emotional intelligence, Communicative Training, digital issues
de	Wunsch nach Trainingsprogrammen zur Sensibilisierung für kulturelle Differenzen (interkulturelle Kompetenzen)	Sensitivity for cultural differences, intercultural competences
de	Regenerative Energien, Wassermanagement, Umwelt	renwable energies, Water Management, environment
de	Regenerative Energien, Wassermanagement, Umweltschutz	renwable energies, Water Management, environment
hu	TRÉNER - engedélyezett D típusú képzés	TRAINER - licensed Type D training
hu	Módszertani megújulást segítő tréning	training helping methodological renewal
pl	Entrepreneurship course, antiracism course, intercultural exchange	Entrepreneurship course, antiracism course, intercultural exchange
pl	We have Center of Pedagogy and Psychology in our university with trainings preparing to conduct employee training (obtaining new training skills) and pedagogic courses.	We have Center of Pedagogy and Psychology in our university with trainings preparing to conduct employee training (obtaining new training skills) and pedagogic courses.

5 Results by the institution types

Question 2 How many employees does your institution have?

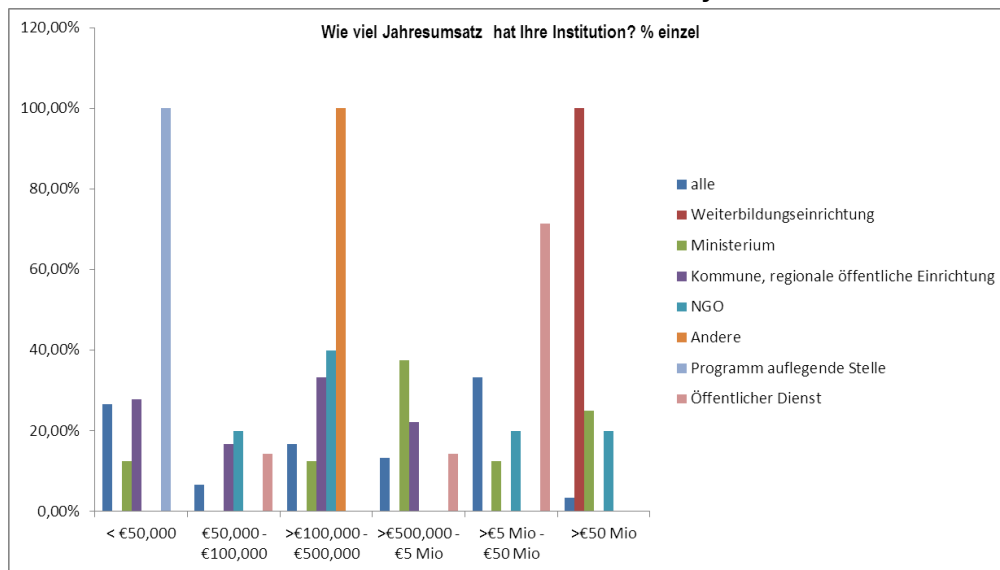
Question 2	How many employees does your institution have? (1=>1-5,-2 =>5-10,-3 =>10-20,-4 =>20-100,-5 =>100-250,-6 => > 250)								
Mean	3.96	4.10	6.00	4.33	2.50	4.40	3.00	6.00	5.44
Standard deviation	1.78	1.81	n.a.	1.41	1.47	1.52	na	n.a.	0.73
Median	4.00	4.00	n.a.	4.00	2.00	5.00	na	n.a.	6.00
Confidence 95%	0.40	0.64	n.a.	0.92	0.68	1.33	n.a.	n.a.	0.47
Confidence interval +	4.36	4.74	n.a.	5.26	3.18	5.73	na	na.	5.92
Confidence interval -	3.56	3.46	n.a.	3.41	1.82	3.07	n.a.	n.a.	4.97
Skewness	-0.37	-0.51	n.a.	-0.08	0.63	-1.12	n.a.	n.a.	-1.01
n	75	31	1	9	18	5	1	1	9
n	all countries	Further education facilities	Ministry	Municipal, regional or public facilities	NGO	Other	Programme issuing body	Public services	Job Centres

Most employees are employed in the public service and the ministry, followed by job centres (approx. 150 employees), others (approx. 50 employees), municipal institutions (approx. 45 employees), further education institutions (approx. 30 employees). The NGOs are the smallest with an average of 7-8 employees. On average, the institutions have 20 employees.



Wie viele Mitarbeiter haben Sie?	How many employees do you have?
% Einzelorganisation	% Individual organization
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Anzahl der Mitarbeiter	Number of employees

Question 3 **How much annual turnover does your institution have?**



Wie viel Jahresumsatz hat Ihre Institution? % einzel	How much annual turnover does your institution have? % individual
alle	all countries
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service

Most of turnover is generated by the public sector and further education institutions. The ministries are somewhat distributed at 0.5 to 5 million annual turnover. The NGOs usually have between 100,000 and 500.00 EUR turnover, as do the municipal institutions and the "others".

Questions 4 and 5 Training topics

A variety of topics are offered, ranging from professional training, education, teaching and university, to environmentally relevant topics as well as business and career training, market-oriented training, but also anti-stress trainings or social skills or special computer programmes such as Geographical Information Systems (GIS). Trainings for trainers are also offered.

Institution	Welche Themen bieten Sie in Ihren Weiterbildungen an?	English
Furthering education /Educational Institution	Beratung zur Unternehmens-/Existenzgründung, Beratung zu Landes- Bundes- und EU-Förderprogrammen	Consulting to company foundation, entrepreneurship, Länder, National and EU Funding
Furthering education /Educational Institution	Bildungsseminare Studienexkursionen Fortbildungen	Excursions, seminars
Furthering education /Educational Institution	http://www.sbg-dresden.de/bildungsangebote.html	http://www.sbg-dresden.de/bildungsangebote.html
Furthering education /Educational Institution	Qualifizierungsangebote- und -reihen für neue und erfahrene Referent_innen des Globalen Lernens	Trainings courses for trainers
Furthering education /Educational Institution	Fortbildung Wassermanagement, Regenerative Energien	Water management, renewable energies

Furthering education /Educational Institution	Fachschule: Meisterausbildung, Technikerausbildung; Fachagrarwirt+Baumpfleger	Master, technician agrarian topics, arborist
Furthering education /Educational Institution	középszintű oktatás nappali/OKJ	secondary education
Furthering education /Educational Institution	pedagógiai szakmai szolgáltatás, 5-8-10 órás képzések, felnőttképzési és pedagógus akkreditált 30 órás képzések	pedagogical professional service, 5-8-10 hour trainings, adult training and pedagogical accredited 30-hour trainings
Furthering education /Educational Institution	Szakközépiskolai négy éves képzések: 0300 Közlekedési szak 0301 Közgazdasági szak 0302 Informatikai szakmacsoport 0303 Rendészet 0304 Kereskedelmi szak 0305 Közlekedésgépészeti szak OKJ képzések: Pedagógiai és családsegítő Postai ügyintéző Irodai asszisztens és ügyintéző titkár Pénzügyi-számviteli ügyintéző Informatikai szakmák: Informatikai rendszergazda Gazdasági informatikus Vasúti járműszerelő Vasúti jármű-technikus Vasútüzemvitel-ellátó Logisztikai ügyintéző Esti felnőttoktatás: Dolgozók szakközépiskolája	Gymnasium four-year education: 0300 Transport 0301 Economics 0302 IT specialist 0303 Law education 0304 Trade 0305 Transportation engineering OKJ training: Pedagogical and family assistant Post office assistant Office assistant and secretary secretary Financial accountant IT professions: IT administrator Economic informatics Railway vehicle mechanic Rail- Technician Railway Operator Logistics Manager Adult Education: Workers' Secondary School
Furthering education /Educational Institution	informatika villamosipar távközlés gépészet vegyész vegyipar környezetvédelem rendészet sport	informatics and computer knowledge
Furthering education /Educational Institution	OKJ-s felnőttképzés	OKJ Adult Education
Furthering education /Educational Institution	nyelvoktatás informatika oktatás	computer languages
Furthering education /Educational Institution	középszintű szakképzés felnőttképzés felnőttoktatás	secondary vocational training adult training adult education
Furthering education /Educational Institution	Gazdasági képzések: Közgazdaság ágazat, Kereskedelem ágazat, Turisztika ágazat, Ügyvitel ágazat, Kereskedelem- marketing, üzleti adminisztráció szakmacsoport - szakközépiskolai, szakközépiskolai, érettségire épülő szakképzés	Economic training: Economy sector, Trade sector, Tourism sector, Business sector, Trade marketing, Business administration vocational school - Secondary vocational secondary school, vocational secondary education, vocational secondary education
Furthering education /Educational Institution	felsőoktatási képzés felsőoktatási továbbképzés pedagógus továbbképzés felnőttképzés	pedagogical adult training, higher education
Furthering education /Educational Institution	nyelvi számítástechnika	language computer science
Furthering education /Educational Institution	BSc és Tanári Mester képzések	Bachelor and Master classes
Furthering education /Educational Institution	Középszintű oktatási intézmény	secondary grade education

Furthering education /Educational Institution	Center for Energy Efficient Buildings in Lesser Poland – where we addressed training and courses related to topics of energy efficiency. Training Centre and the Organization for Quality Systems organize and conduct postgraduate studies, specialized courses and training requested by universities and individuals. Post-graduate studies are addressed to people who want to improve their skills, knowledge and qualifications. For example studies “Environmental Management”, participants receive documents (certificate of completion of studies (always), certified auditor internal environmental management system according to ISO 14001; Assistant Certification environmental management system (issued by the Polish Centre for Testing and Certification SA) after graduation. Some of courses and trainings are ending with recognizable certificate (e.g. certified auditor of internal environment management system according to ISO 14001 or Assistant Certification environmental management system issued by PCBC S.A.)	Center for Energy Efficient Buildings in Lesser Poland – where we addressed training and courses related to topics of energy efficiency. Training Centre and the Organization for Quality Systems organize and conduct postgraduate studies, specialized courses and training requested by universities and individuals. Post-graduate studies are addressed to people who want to improve their skills, knowledge and qualifications. For example studies “Environmental Management”, participants receive documents (certificate of completion of studies (always), certified auditor internal environmental management system according to ISO 14001; Assistant Certification environmental management system (issued by the Polish Centre for Testing and Certification SA) after graduation. Some of courses and trainings are ending with recognizable certificate (e.g. certified auditor of internal environment management system according to ISO 14001 or Assistant Certification environmental management system issued by PCBC S.A.)
Furthering education /Educational Institution	Post-graduate studies at the Faculty of Environmental Engineering and Biotechnology of Częstochowa University of Technology University of the Third Age Projects under POWER program Cooperation with schools, junior high schools, high schools – Uniwersytet Przyjaznego Środowiska (eco-positive 6-12 lat edu-positive >12) Workshops – Positive Education Industry training - for certificates, performed by specialists from UCz e-learning platform	Post-graduate studies at the Faculty of Environmental Engineering and Biotechnology of Częstochowa University of Technology University of the Third Age Projects under POWER program Cooperation with schools, junior high schools, high schools – Uniwersytet Przyjaznego Środowiska (eco-positive 6-12 lat edu-positive >12) Workshops – Positive Education Industry training - for certificates, performed by specialists from UCz e-learning platform
Furthering education /Educational Institution	Studia podyplomowe, kursy dokształcające	Postgraduate studies, training courses
Furthering education /Educational Institution	Studia podyplomowe Kursy	Postgraduate courses
Furthering education /Educational Institution	poziom wydziału - studia podyplomowe, kursy dokształcające	Faculty level - postgraduate studies, further training courses
Furthering education /Educational Institution	inżynieria środowiska, geodezja i kartografia, odnawialne źródła energii	environmental engineering, geodesy and cartography, renewable energy sources
Furthering education /Educational Institution	postgraduate study (studia podyplomowe), ERAMSUS, intersips (staże naukowe)	postgraduates studies, ERASMUS, interships
Furthering education /Educational Institution	Prin instituția conexă numită Casa Corpului Didactic se oferă cursuri de formare pentru cadrele didactice.	Through the medium of Teachers House training courses are offered for teachers
Furthering education /Educational Institution	Cursuri pentru cadre didactice	Courses for teachers
Furthering education /Educational Institution	formare profesionala a adultilor cf legislatiei in vigoare50	adult professional conversion according to current legislation 50
Furthering education /Educational Institution	Învățământ Superior - Universitatea Ecologica din Bucuresti Facultatea de Ecologie și Protecția Mediului	Higher Education – Ecological University Bucharest, Faculty of Ecology and Environmental Protection
Furthering education /Educational Institution	Programe de formare continua acreditate MEN Programe de formare continua avizate MEN Activitati metodice, stiintifice si culturale	Long life learning programmes accredited by Ministry of Education, long life learning programmes endorsed by Ministry of Education, methodical, scientific and cultural activities
Ministries / Governmental Authority	brak	lack

Municipal, communal, regional public institution	Aktivierungsmaßnahmen Berufsschule Fortbildung/Umschulung Lehrgänge (Kraftfahrer, Schweißer) Integrationsmaßnahme	retraining furthering education (Lorry driver, welder), integration measures
Municipal, communal, regional public institution	Formális és informális tanulás, rendszeres művelődési formákban, felnőtteképzés.	Formális és informális tanulás, rendszeres művelődési formákban, felnőttképzés.
Municipal, communal, regional public institution	żadnych	any
Municipal, communal, regional public institution	nie oferuje	Do not offer
Municipal, communal, regional public institution	szkolenia wewnętrzne i zewnętrzne, konferencje i warsztaty	internal and external trainings, conferences and workshops
Municipal, communal, regional public institution	Szkolenia bieżące	Current training
Municipal, communal, regional public institution	formare continua, perfectionare prin grade didactice	long life learning and skills improvement with the help of didactic grades
Municipal, communal, regional public institution	Coordoneaza educatia din unitatile de invatamant preuniversitar din judet.	Coordinates the teaching activities within the county
NGO	Seminartage Berufsbegleitende Weiterbildungen Fachtagungen	in-service training, specific conferences
NGO	Pflege, Gesundheit, kaufmännische Berufe	Health, nursing, business topics, commercial topics
NGO	Infostände, Workshops und Schulungen	information booths, Workshops
NGO	Sprach- aus und weiterbildungsmassnahmen Weiterbildung für Erwachsenen	Language courses for adults
NGO	ErzieherInnen und LehrerInnenfortbildung BNE-Lehrgänge Senior-Umwelttrainer	courses for kindergarten teachers, sustainable development
NGO	Gärtnern, Umweltbildung, Kreativität	Gardening, environmental topics, creativity
NGO	Antidiskriminációs és esélyegyenlőségi képzés Életpálya-építés az iskolában Hálózati tanulás az életpálya építés támogatásában Ifjúság szakmai alapismeretek Média alapismeretek képzés Mentálhigiénés alapfokú továbbképzés pedagógusoknak Nyitottság, kezdeményezés, vállalkozás - pedagógusok felkészítése a vállalkozói készségek fejlesztésére Önkéntesek a szervezetben Önkéntesek összefogása és vezetés Utak és lehetőségek tehetségmentorok számára, tehetségmentor képzés tehetséggondozó szakemberek részére	Anti-discrimination and equal opportunities training Lifelong learning at school Networking in support of lifelong learning Basic knowledge of youth professions Media basics training Mental Hygiene and Primary Training for Pedagogic Students Openness, initiative, preparation of entrepreneurs - educators to develop entrepreneurial skills Volunteers in the body Combining and guiding volunteers Talks and Opportunities for Talent Mentors, Talent Mentoring for Graduates
NGO	Nincsenek engedélyezett képzéseink, csupán tréningeket tartunk.	We do not have our licensed training, we only train.
NGO	nyelvoktatás önkéntesség tréning	language training for volunteers
NGO	Ifjúságsegítés; önkéntesség; projektmenedzsment; szociális kompetencia segítés; szelíd, szolidáris vállalkozás indítása	Youthworker, Volunteering; project management; social competence assistance; launching a gentle, solidarity venture
NGO	önkéntesség pályaaorientáció ifjúsági vezetőképzés	Voluntary and professional orientation
NGO	EVS on-arrival training	EVS on-arrival training
NGO	Szalmabála építést, Környezettudatos építést.	environmentally aware buildings
NGO	Language courses for refugees, IT course for refugees, anti-racism and anti-discrimination courses for trainers, intercultural trainings, entrepreneurship courses for migrants and refugees, exchange trips in the topic of migration/minorities	Language courses for refugees, IT course for refugees, anti-racism and anti-discrimination courses for trainers, intercultural trainings, entrepreneurship courses for migrants and refugees, exchange trips in the topic of migration/minorities

NGO	Perspektywy kreowania korytarzy ekologicznych w skali lokalnej z korzyścią dla przyrody i rolnika. Możliwości utylizacji odpadów organicznych, poprawy plonowania i właściwości gleb przez zastosowanie biowęglu.	Perspectives of creating ecological corridors on a local scale for the benefit of nature and the farmer. Possibilities of utilization of organic waste, improvement of yield and soil properties by using biocarbon.
NGO	GIS&INSPIRE w ochronie środowiska GIS&INSPIRE w planowaniu przestrzennym	GIS in environmental protection, GIS in spatial planning
NGO	not yet, We run workshops within projects on the order of business entities	not yet, We run workshops within projects on the order of business entities
NGO	- programe de formare continuă acreditate pentru diferite categorii de personal din sistemul de învățământ preuniversitar (cadre didactice, consilieri școlari, personal de conducere) - cursuri de instruire pentru educatorii între egali/ voluntari care derulează programe educaționale pentru elevii de gimnaziu și liceu	accredited long life programmes for different employees categories from highschool teaching system (teachers, school counsellors, managers) - training courses for educators/volunteers who runs educational programmes for students from highschool and gymnasium levels
Other	Munka és Tűzvédelem területén.	Working conditions and fire prevention topics
Other	szakkollégiumi képzés	vocational college
Other	Studia podyplomowe, kursy dokształcające	Postgraduate studies, training courses
Other	recycling, circular economy, waste management, lice cycle assessment	recycling, circular economy, waste management, lice cycle assessment
Other	żadne	any
Programme initiating institution	cursuri de perfectionare avizate de MEN sau acreditate	long life learning programmes endorsed or accredited by Ministry of Education
Public Service / Public Administration	Innerbetriebliche Weiterbildung Nutzung Angebote AVS Meißen Teilnahme an Kursen/Veranstaltungen außerhalb der Uni	in-house courses, AVS Meißen courses, courses outside university
Unemployment office	Wir greifen in der Regel auf zertifizierte, auf dem freien Markt angebotene Weiterbildungen zu, speziell in dem Thema Umwelt/Natur/Klimaschutz.	we select topics and courses on the market
Unemployment office	wspieranie rozwoju zawodowego poprzez szkolenia w zakresie całonocnego poradnictwa zawodowego	supporting professional development through training in lifelong professional counseling
Unemployment office	Jak zbudować swoją karierę zawodową? Jak przeciwdziałać wypaleniu zawodowemu? Zatrudnianie cudzoziemców przez pracodawców. Jak bezpiecznie podejmować pracę za granicą?	How to build your professional career? How to countreact of burnout? Employing foreigners by employers. How to safely take a job abroad?
Unemployment office	zadnych	any
Unemployment office	finansowane z EFS - zgodnie z SzOOP RPO WP oraz PO WER	financed from the ESF - in accordance with Detailed Description of the Regional Priority Axes - Regional Operational Program and Knowledge Education Development Programme
Unemployment office	Szkolenia dla pracowników urzędów pracy z zakresu usług rynku pracy oraz doskonalenia warsztatu pracy z klientem (np. Profilowanie pomocy dla osób bezrobotnych, Narzędzie do Badania Kompetencji, Szukam Pracy, Kwestionariusz Zainteresowań Zawodowych, szkolenia antystresowe)	Training for employees of labor offices in the field of labor market services and improvement of the workshop with the client (e.g. profilinf assistance for the unemployed, the Competence Research Tool, Job Seeking, Questionnaire of Professional Interests, anti-stress training)
Unemployment office	Programy szeroko pojętego rozwijania podnoszenia i zmiany kwalifikacji zawodowych	Programs for the broadly understood development of lifting and changing professional qualifications

Unemployment office	1. Headquarters of Information and Planning Careers (Cracow, Tarnów, Nowy Sacz): Workshops for persons wishing to establish their own business activity; Other workshops; Training for public service employees 2. External trainingtrzne (dla pracowników)	1. Headquarters of Information and Planning Careers (Cracow, Tarnów, Nowy Sacz): Workshops for persons wishing to establish their own business activity; Other workshops; Training for public service employees 2. External trainingtrzne (for employees)
Unemployment office	programe de formare profesionala, specializare, perfectionare	programmes of professional conversion, specializations, upgrading activities

Question 6 Popular course topics

Question 6.1 Which topics are particularly popular with your participants?

The participants particularly like topics such as environmental protection and renewable energies, regional development, animal welfare, but also language courses, legislation and working abroad. Train-the-Trainer courses are also popular.

Institution	Which of the topics are very popular with your participants	English
Furthering education /Educational Institution	Energie+Wassermanagement	Energy and Water Management
Furthering education /Educational Institution	Lehrgänge, Berufsschule	Vocational business school
Furthering education /Educational Institution	Qualifizierungsangebote- und -reihen für neue und erfahrene Referent_innen des Globalen Lernens	Training courses for trainers
Furthering education /Educational Institution	Regionalentwicklung	Regional development
Furthering education /Educational Institution	Umwelt- u. Naturschutz	Environmental topics
Furthering education /Educational Institution	5 órás tanártovábbképzés	
Furthering education /Educational Institution	BSc és Tanári mester	Bachelor and Training Masters
Furthering education /Educational Institution	érettségire felkészítés	
Furthering education /Educational Institution	felsőoktatási képzés	
Furthering education /Educational Institution	Kereskedelem, közgazdaság, ügyvitel, turisztika	
Furthering education /Educational Institution	középfokú szakképzés	
Furthering education /Educational Institution	nyelvi	Languages
Furthering education /Educational Institution	nyelvoktatás	
Furthering education /Educational Institution	oktatás	
Furthering education /Educational Institution	Rendészet	
Furthering education /Educational Institution	Currently the most popular studies are: Environmental Management, Chemicals management in the enterprise with regard to the REACH Regulation, Power Management. In case of courses the most popular are those who refer to the new regulations	Currently the most popular studies are: Environmental Management, Chemicals management in the enterprise with regard to the REACH Regulation, Power Management. In case of courses the most popular are those who refer to the new regulations
Furthering education /Educational Institution	geodezja i kartografia	geodesy and cartography

Furthering education /Educational Institution	Kursy	courses
Furthering education /Educational Institution	kursy dokształcające	training courses
Furthering education /Educational Institution	Short training or courses, specific courses.	Short training or courses, specific courses.
Furthering education /Educational Institution	Abilitare curriculara	curriculum habilitation
Furthering education /Educational Institution	Conservarea biodiversitatii	biodiversity conservation
Furthering education /Educational Institution	Cursuri acreditate	accredited courses
Furthering education /Educational Institution	protectia mediului	environment protection
Municipal, communal, regional public institution	kézműves-, tánc-, informatikai	
Municipal, communal, regional public institution	ochrona środowiska	environment protection
Municipal, communal, regional public institution	szkolenia wewnętrzne	internal trainings
Municipal, communal, regional public institution	żaden	no
Municipal, communal, regional public institution	zmiany prawne	legal changes
Municipal, communal, regional public institution	nu este cazul	no case
Municipal, communal, regional public institution	perfectionare prin grade didactice	Improvement through didactic degrees
Non-Profit Organisation or Non-Governmental Organisation	Bewerbungskurse	Application courses
Non-Profit Organisation or Non-Governmental Organisation	BNE in Schule, KITA, Alltag	Sustainable Development at School, Kindergarten, everyday Life
Non-Profit Organisation or Non-Governmental Organisation	Hofbegrünung, Kompostierung, Hochbeete-Bau	Yard greening, Compost, High Beds in Garden
Non-Profit Organisation or Non-Governmental Organisation	Tierschutzthemen	Animal protection
Non-Profit Organisation or Non-Governmental Organisation	Umweltbildung	Environmental education
Non-Profit Organisation or Non-Governmental Organisation	ifjúsági vezetőképzés	
Non-Profit Organisation or Non-Governmental Organisation	nem tudom	
Non-Profit Organisation or Non-Governmental Organisation	nyelvoktatás	
Non-Profit Organisation or Non-Governmental Organisation	önkéntesség	
Non-Profit Organisation or Non-Governmental Organisation	Szalamabála építészet	
Non-Profit Organisation or Non-Governmental Organisation	entrepreneurship, digital skills	entrepreneurship, digital skills
Non-Profit Organisation or Non-Governmental Organisation	pierwszy	first
Non-Profit Organisation or Non-Governmental Organisation	toate	all
Other	népszerű	
Other	személyiségfejlesztés	
Other	new law regulations, certificates, adaptation to EMAS, ISO	new law regulations, certificates, adaptation to EMAS, ISO

Other	studia podyplomowe	postgraduates studies
Other	żadne	no
Programme initiating institution	Educatie	Education
Public Service / Public Administration	IT-Anwendungen	IT Practical issues
Unemployment office	Klimatechnik	Climate technology
Unemployment office	Jak bezpiecznie podejmować pracę za granicą?	How to safely take a job abroad?
Unemployment office	ochrona środowiska	environment protection
Unemployment office	wszystkie	all
Unemployment office	lucrator in comert	Trade worker

Question 6.2 Which topics are popular with the employers?

Similar issues were important for the employers: Energy, environmental protection, general vocational training, languages, train-the-trainer courses, but also volunteer work, how to work successfully abroad, intercultural skills, soft skills and psychological knowledge, often for young people and children.

Institution	Which topics are popular with the employers?	English
Furthering education /Educational Institution	Energie	Energy
Furthering education /Educational Institution	Lehrgänge	Vocational business school
Furthering education /Educational Institution	keine	none
Furthering education /Educational Institution	Fortbildung BNE	Sustainable Development
Furthering education /Educational Institution	Umwelt- u. Naturschutz	Environmental topics
Furthering education /Educational Institution	fenntartói értekezlet	
Furthering education /Educational Institution	BSc és Tanári mester	BSC and Training master
Furthering education /Educational Institution	OKJ-s képzés	
Furthering education /Educational Institution	felsőoktatási képzés	
Furthering education /Educational Institution	kereskedelem	Traffic

Furthering education /Educational Institution	felnőttképzés	Adult Learning
Furthering education /Educational Institution	nyelvi	Languages
Furthering education /Educational Institution	informatikai	Informatical topics
Furthering education /Educational Institution	oktatás	
Furthering education /Educational Institution	Rendészet	
Furthering education /Educational Institution	For employers are important courses that give permission, this person can conduct training for others.	For employers are important courses that give permission, this person can conduct training for others.
Furthering education /Educational Institution	geodezja i kartografia	geodesy and cartography
Furthering education /Educational Institution	Kursy	courses
Furthering education /Educational Institution	studia podyplomowe	postgraduates studies
Furthering education /Educational Institution	Courses that provide soft skills. Mainly technical sciences.	Courses that provide soft skills. Mainly technical sciences.
Furthering education /Educational Institution	Modulul psihopedagogic	Psychopedagogical module
Furthering education /Educational Institution	Ecologie	Ecology
Furthering education /Educational Institution	La fel	Same
Furthering education /Educational Institution	dezvoltare durabila	sustainable development
Municipal, communal, regional public institution	0	
Municipal, communal, regional public institution	ochrona środowiska	environment protection
Municipal, communal, regional public institution	szkolenia wewnętrzne	internal trainings
Municipal, communal, regional public institution	żaden	no
Municipal, communal, regional public institution	zmiany prawne	legal changes

Municipal, communal, regional public institution	nu este cazul	No case
NGO	Berufsbezogene Sprachkurse	vocation related language courses
NGO	BNE in Schule und Kita	Sustainable Development at School, Kindergarten
NGO	keine	none
NGO	Ehrenamtlichenarbeit und alles, was zur Verbesserung der "Teaching skills" beiträgt	Voluntary work and Training skills
NGO	Umweltbildung	Environmental education
NGO	ifjúsági vezetőképzés	
NGO	nem tudom	
NGO	nyelvoktatás	
NGO	szelíd és szolidáris vállalkozás	
NGO	Szalmabála építészet	
NGO	integration, interculturalism	integration, interculturalism
NGO	drugi	second
NGO	nu se aplică	not applicable
Other	népszerű	
Other	0	
Other	further development of company	further development of company
Other	studia podyplomowe	postgraduates studies
Other	žadne	no
Programme initiating institution	Educatie	Education
Public Service / Public Administration	Soziales	Social issues
Unemployment office	Klimatechnik	Climate technology
Unemployment office	Zatrudnianie cudzoziemców.	How to safely take a job abroad?
Unemployment office	ochrona środowiska	environment protection
Unemployment office	brak	lack of
Unemployment office	ospatar-chelner	waiter

Question 7 What are your target groups?

Special target groups are often not addressed. Young people are often addressed. Working people are addressed in the ministry and the programme placement body. Also jobseekers, Hartz IV recipients, active jobseekers are addressed by individual types of institutions. Job Centres naturally target with their further education programmes the ALG 1 (67% yes), active job seekers (67% yes), surprisingly the Hartz IV recipients only with 44% yes and mostly with no.

Question 7.1 Are working persons your target groups?

Question 7.1	Are working people one of your target groups? –68.0% No 32.0% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public services	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	68.00%	61.29%	0.00%	100.00%	61.11%	80.00%	0.00%	100.00%	77.78%
Yes	32.00%	38.71%	100.00%	0.00%	38.89%	20.00%	100.00%	0.00%	22.22%

Question 7.2 Are jobseekers (ALG 1) your target groups?

Question 7.2	Are jobseekers (ALG 1) one of your target groups? 74.67% No 25.33% Yes								
	all countries	Further education facility	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	74.67%	77.42%	100.00%	77.78%	77.78%	100.00%	100.00%	100.00%	33.33%
Yes	25.33%	22.58%	0.00%	22.22%	22.22%	0.00%	0.00%	0.00%	66.67%

Question 7.3 Are Hartz IV recipients one of your target groups?

Question 7.3	Are Hartz IV recipients one of your target groups? 85.33% No 14.67% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	85.33%	90.32%	100.00%	77.78%	88.89%	100.00%	100.00%	100.00%	55.56%

Question 7.4 Are active jobseekers one of your target groups?

Question 7.4	Are active jobseekers one of your target groups? 73.33% No 26.67% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	73.33%	77.42%	100.00%	66.67%	77.78%	100.00%	100.00%	100.00%	33.33%
Yes	20.67%	22.58%	0.00%	33.33%	22.22%	0.00%	0.00%	0.00%	66.67%

Question 7.5 Are people younger than 25 years of age one of your target groups?

Question 7.5	Are young people <25 years of age one of your target groups? 41.33% No 58.67% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	41.33%	35.48%	100.00%	66.67%	38.89%	60.00%	0.00%	100.00%	22.22%
Yes	58.67%	64.52%	0.00%	33.33%	61.11%	40.00%	100.00%	0.00%	77.78%

People younger than 25 years of age are the preferred target group in all institutions, on average 59% "Yes", 78% "Yes" at Job Centre, otherwise between 61% and 100% "Yes". For the 25 – 55 year old people the overall average was 56% "Yes", the Job Centre had 78% "Yes". Further education institutions 55% yes, all

others did not have this age group as a target group. Those older than 55 years of age only are the target group for Job Centres (78% "Yes"), for all others not.

Question 7.6 Are people between the 25 and 55 years of age one of your target groups?

Question 7.6 Are people >25 years old and 55 years old one of your target groups? 44.00% No 56.00% Yes									
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	44.00%	45.16%	100.00%	44.44%	38.89%	80.00%	0.00%	100.00%	22.22%
Yes	56.00%	54.84%	0.00%	55.56%	61.11%	20.00%	100.00%	0.00%	77.78%

Question 7.7 Are people older than 55 one of your target groups?

Question 7.7 Are people > 55 years of age one of your target groups? 66.67% No 33.33% Yes									
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	66.67%	67.74%	100.00%	66.67%	72.22%	100.00%	100.00%	100.00%	22.22%
Yes	33.33%	32.26%	0.00%	33.33%	27.78%	0.00%	0.00%	0.00%	77.78%

Question 7.8 Are women one of your target groups?

Women are a target group at job centres (78% Yes), also at further education institutions (58%), at NGOs 50% equally distributed, otherwise they are no target group. The same picture emerges for the men.

Question 7.8 Are women one of your target groups? 57.3% No 42.67% Yes									
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	57.33%	58.06%	100.00%	77.78%	50.00%	100.00%	0.00%	100.00%	22.22%
Yes	42.67%	41.94%	0.00%	22.22%	50.00%	0.00%	100.00%	0.00%	77.78%

Question 7.9 Are men one of your target groups?

Question 7.9 Are men one of your target groups? 60% No 40% Yes									
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centres
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	60.00%	64.52%	100.00%	66.67%	50.00%	100.00%	100.00%	100.00%	22.22%
Yes	40.00%	35.48%	0.00%	33.33%	50.00%	0.00%	0.00%	0.00%	77.78%

Question 7.10 Are people with a migration background one of your target groups?

Migrants are generally not a target group (average 80% No). Only the Job Centre has it as a target group with 56% answers with yes. For refugees, these trends are even stronger, with only the Job Centre taking care of this target group with 56% yes and 44% no.

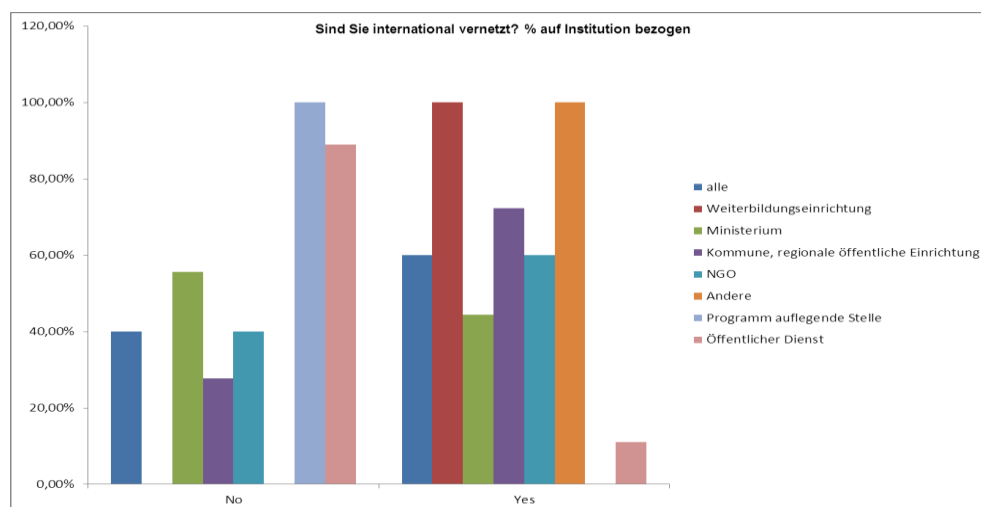
Question 7.10 Are people with a migration background one of your target groups? 80% No 20% Yes									
	all countries	Further education facility	Ministries	Municipal, regional, public facilities	NGO	Other	Programme issuing bodies	Public service	Job centres
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	80.00%	83.87%	100.00%	88.89%	77.78%	100.00%	100.00%	100.00%	44.44%
Yes	20.00%	16.13%	0.00%	11.11%	22.22%	0.00%	0.00%	0.00%	55.56%

Question 7.11 Are refugees one of your target groups?

Question 7.11 Are refugees one of your target groups? 85.33% No 14.67% Yes									
	all countries	Further education facility	Ministries	Municipal, regional, public facilities	NGO	Other	Programme issuing bodies	Public service	Job centres
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	85.33%	90.32%	100.00%	100.00%	77.78%	100.00%	100.00%	100.00%	55.56%
Yes	14.67%	9.68%	0.00%	0.00%	22.22%	0.00%	0.00%	0.00%	44.44%

Question 8 Are you internationally networked?

It were mostly training institutions, municipalities, NGOs and others that had a network. Programme issuing bodies, public service, some municipalities were less networked. In the ministries, both the networking and a lack of balance were stated.



Sind Sie international vernetzt? % auf Institution bezogen	Do you have an international network? % related to institution
alle	all countries
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service

Question 9 In which countries do you have the networks?

Mostly Europe is indicated, but there are also relations to America, Africa, Asia and China.

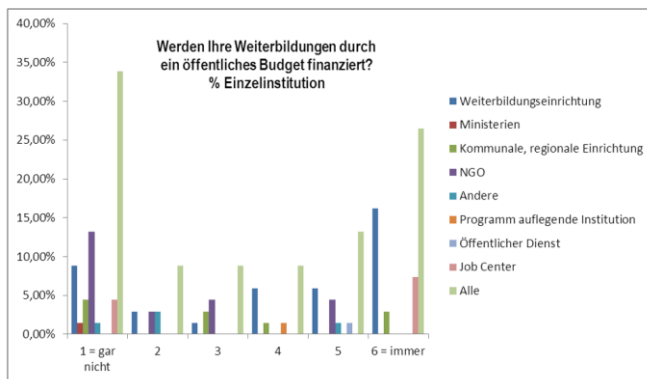
Institution	In which countries do you have the networks?	English
Furthering education Institution	Europa	Europa
Furthering education Institution	http://www.sbg-dresden.de/projekte.html	http://www.sbg-dresden.de/projekte.html
Furthering education Institution	Italien, Österreich, Süd-Afrika	Italy, Austria, South Africa
Furthering education Institution	diverse afrikanische Länder	some african countries
Furthering education Institution	Frankreich, Tschechien, GB, Finnland, Schweden	France, Chec Terepublic, UK, Finland, Sweden
Furthering education Institution	CEEC, OIEC (európa és világ) szintű nemzetközi kapcsolatok	Europe and the world
Furthering education Institution	Vajdaság, Erdély, Felvidék, Németország, Málta, Anglia.	some counties, Transsylvania, the mountain counties, Germany, Malta, UK
Furthering education Institution	Németország	Germany
Furthering education Institution	EU	EU
Furthering education Institution	Németország	Germany
Furthering education Institution	As an university we have some international agreements, also University is participating in Erasmus program and program POWER Some departments have accreditations from the recognizable institutions like The Royal Institute of British Architects (RIBA).	As an university we have some international agreements, also University is participating in Erasmus program and program POWER Some departments have accreditations from the recognizable institutions like The Royal Institute of British Architects (RIBA).
Furthering education Institution	Europa	Europa
Furthering education Institution	wole world	whole world
Furthering education Institution	Germania, Turcia, R. Chineză, Portugalia și multe alte țări europene	Germany, Turkeym China, Portugal and many other european countries

Furthering education Institution	Italia, Turcia, Germania, Cehia, Ungaria, Anglia	Italy, Turkey, Germany, Chec Republic, Hungary, UK
Furthering education Institution	IAEA -Viena, Universite de Savoie - Franta, etc	Vienna, Austria, France
Furthering education Institution	Spania, Italia, Suedia	Spain, Italy, Sweden
Ministries / Governmental Authority	Europa	Europa
Municipal, communal, regional public institution	EU-weit	Europa
Municipal, communal, regional public institution	Belgia	Belgium
Municipal, communal, regional public institution	Europa	Eueope
Municipal, communal, regional public institution	UE	UK
NGO	Österreich, Schweiz	Austria, Switzerland
NGO	England, Spanien, Frankreich, Türkei, Schweden, Tschechien	UK, Spain, France, Turkey, Sweden, Chec Republic
NGO	USA, Indien, Brasilien, Mexiko, Spanien, Italien, UK, Belgien	US, India, Brazil, Mexico, Spain, Italy, UK, Belgium
NGO	Europaweit: UK, Spanien, Griechenland, Irland, Italien, Bulgarien, Rumanien, Dänmark, Finland, Norwegen, Schweden, Portugal..	Europa
NGO	Europa	Europa
NGO	Franciaország, Románia	France, Romania
NGO	Euro-Mediterrán; Afrika; Dél-Amerika; Ázsia; Kaukázus 42 országban	Mediterranean Europe, Africa, South America, Asia, Kaukasus and 42 countries
NGO	Franciaország, Olaszország, Finnország, Egyesület Királyság, Németország, Spanyolország	France, Italy, Finland, United Kingdom, Germany, Spain
NGO	Európa	Europe
NGO	Europe	Europe

NGO	większość krajów UE poprzez AEBIOM	większość krajów UE poprzez AEBIOM
NGO	International Geothermal Association - global range; European Geothermal Energy Council - European range	International Geothermal Association - global range; European Geothermal Energy Council - European range
NGO	CE/ JUST: Italia, UK, Suedia; YouthPEER: regiunea Europa Centrală și de Sud-Est	Italy, UK, Sweden, central and South-Eastern Europe
Other	European Institute of Innovation & Technology (EIT) - EIT Raw Materials	European Institute of Innovation & Technology (EIT) - EIT Raw Materials
Other	Europa	Europa
Other	EU, US	EU, US
Programme initiating institution	Franta	France
Unemployment office	EU	Europa

Question 10 Financing of further training courses

Question 10.1 Are your training courses financed by a public budget?

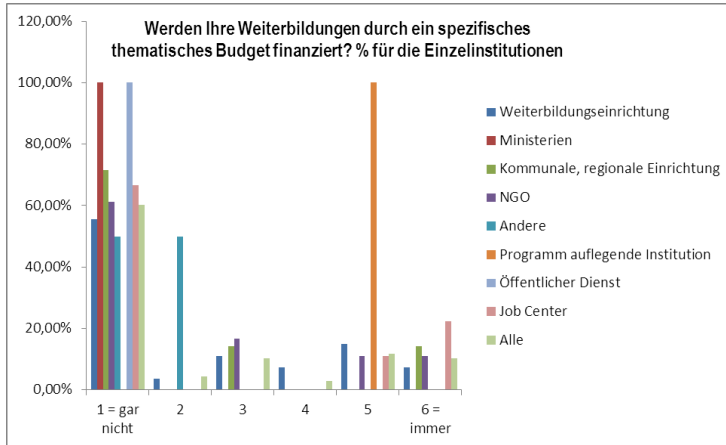


The measures for Question 10 can be found in Annex 1.5, page 5 et seq. The answers are heterogeneous, many institutions are not financed by a public budget like NGOs and municipal institutions, some like Job Centres almost always, also further education institutions are often financed by a public budget.

Werden Ihre Weiterbildungen durch ein öffentliches Budget finanziert? % Einzelinstitution	Are your training courses financed by a public budget? % individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerien	Ministries
Kommunale, regionale Einrichtung	Municipal, regional institution
NGO	NGO
Andere	Other
Programm auflegende Institution	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht	1 = not at all
6 = immer	6 = always

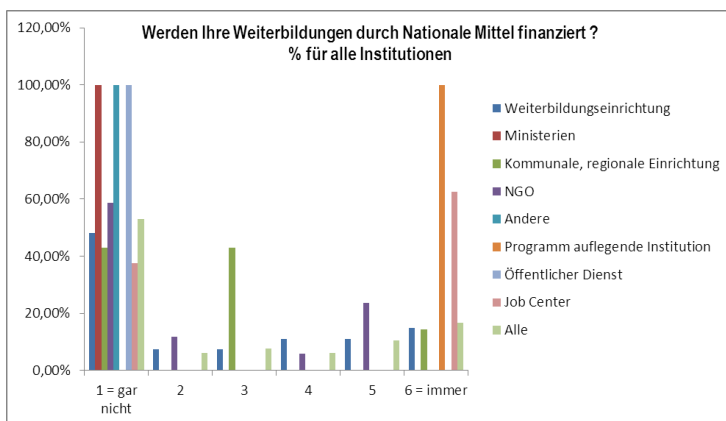
Question 10.2 Are your training courses financed with a specific thematic budget?

A special thematic budget is available for a few positions, such as programme issuing bodies, and partly for Job Centres. But also further education institutions, job centres and others have a specific budget.



Werden Ihre Weiterbildungen durch ein spezifisches thematisches Budget finanziert? % für die Einzelinstitutionen	Are your training courses financed with a specific thematic budget? % for individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerien	Ministries
Kommunale, regionale Einrichtung	Municipal, regional institution
NGO	NGO
Andere	Other
Programm auflegende Institution	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht	1 = not at all
6 = immer	6 = always

Question 10.3 Are your further education courses financed by national funds?

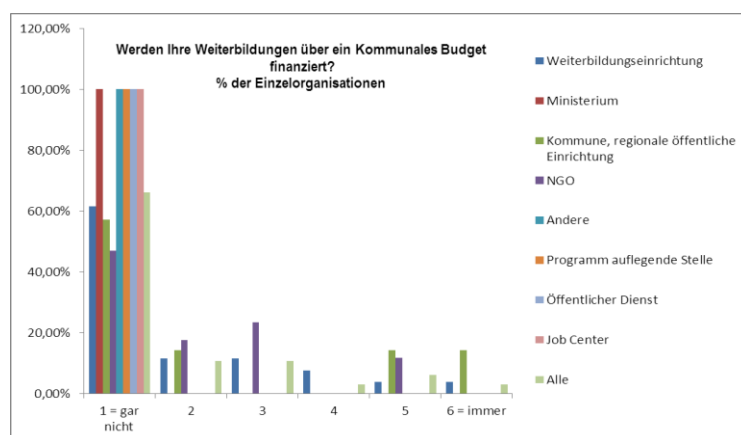


Further education courses are rarely financed by national funds. The programme issuing bodies are financed to a large extent by Job Centres.

Werden Ihre Weiterbildungen durch Nationale Mittel finanziert? % für alle Institutionen	Are your further education courses financed by national funds? % for all institutions
---	---

Weiterbildungseinrichtung	Further education institution
Ministerien	Ministries
Kommunale, regionale Einrichtung	Municipal, regional institution
NGO	NGO
Andere	Other
Programm auflegende Institution	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = immer	6 = always
1 = gar nicht	1 = not at all

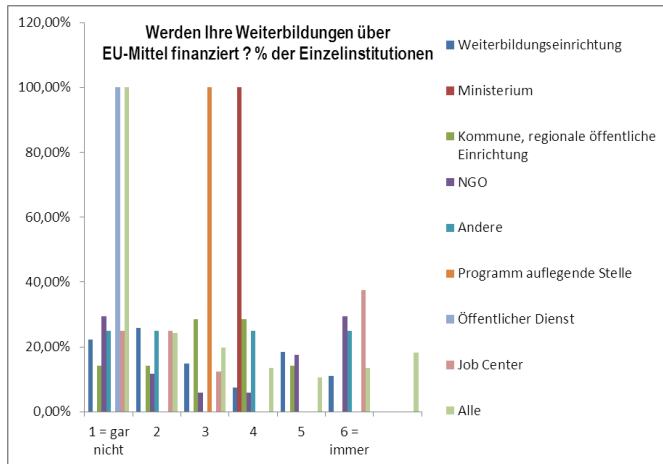
Question 10.4 Are your further education courses financed by a municipal budget?



They're almost never financed by municipal budget.

Werden Ihre Weiterbildungen über ein Kommunales Budget finanziert? % der Einzelorganisationen	Are your further education courses financed through a municipal budget? % of individual organisations
Weiterbildungseinrichtung	Further education institution
Ministerien	Ministries
Kommunale, regionale Einrichtung	Municipal, regional institution
NGO	NGO
Andere	Other
Programm auflegende Institution	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = immer	6 = always
1 = gar nicht	1 = not at all

Question 10.5 Are your further education courses financed by EU funds?



Here the answers are diverse, job centres, others and NGOs are often financed by EU funds, public service not at all, some other institutions are occasionally financed by EU funds

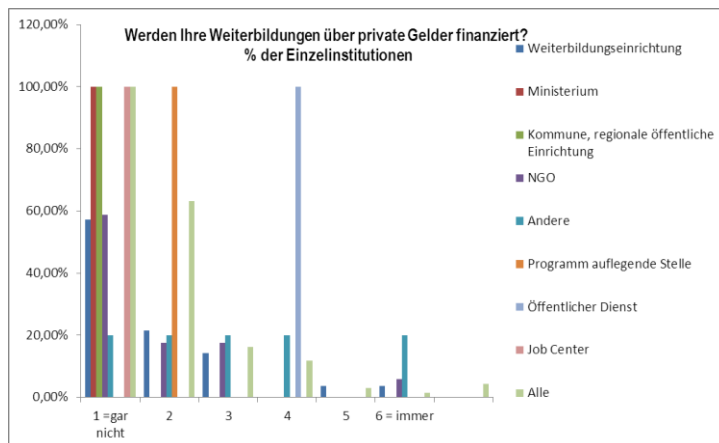
Werden Ihre Weiterbildungen über EU-Mittel finanziert ? % der Einzelinstitutionen	Are your further education courses financed by EU funds? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerien	Ministries
Kommunale, regionale Einrichtung	Municipal, regional institution
NGO	NGO
Andere	Other
Programm auflegende Institution	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = immer	6 = always
1 = gar nicht	1 = not at all

Question 10.6 Are your further education courses financed by lottery funds?

Lottery funds are not used.

Question 10.7 Are your further education courses financed by private funds?

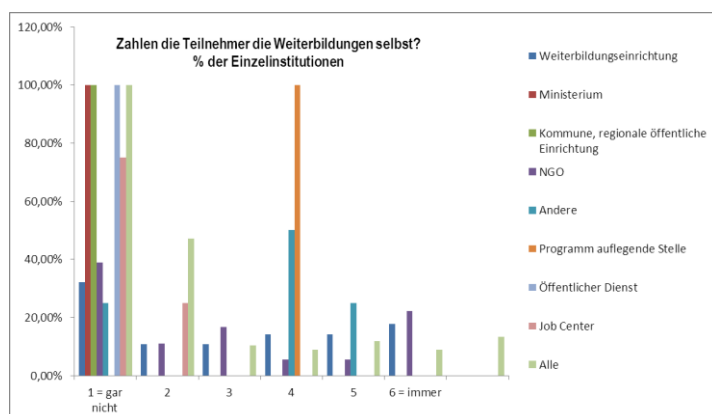
Private money is rarely used, public service sometimes has it, as do some others.



Werden Ihre Weiterbildungen über private Gelder	Are your further education courses financed by
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finanziert? % der Einzelinstitutionen	private funds? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 =gar nicht	1 =not at all
6 = immer	6 = always
Zahlen die Teilnehmer die Weiterbildungen selbst? % der Einzelinstitutionen	Do the participants pay for the further education courses themselves? % of individual institutions

Question 10.8 Do the participants pay for their further education courses themselves?

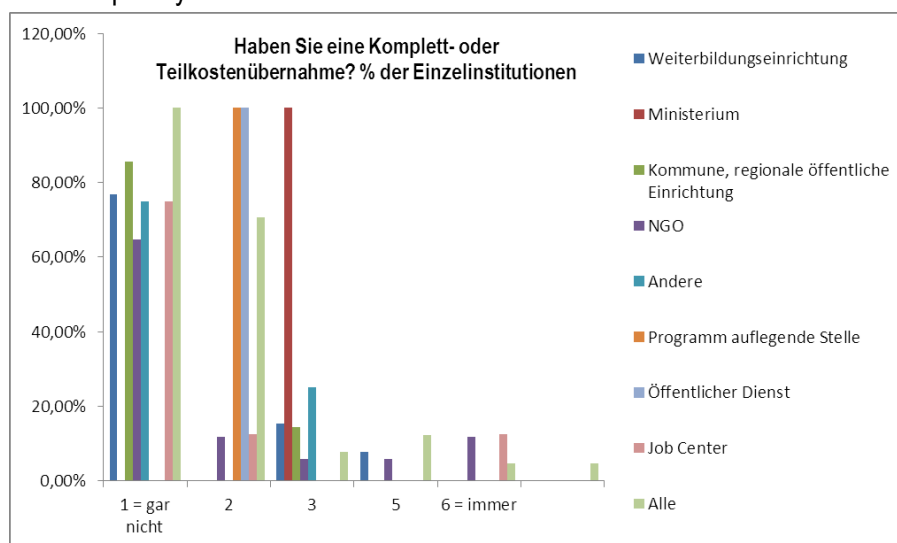


Self-payers are sometimes represented in the programme issuing bodies and others, occasionally in the NGOs.

Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 =gar nicht	1 =not at all
6 = immer	6 = always
Zahlen die Teilnehmer die Weiterbildungen selbst? % der Einzelinstitutionen	Do the participants pay for the further education courses themselves? % of individual institutions

Question 10.9 Do you offer a complete or partial assumption of costs?

There are also fewer complete assumption of the costs, sometimes in the case of programme issuing bodies, more frequently in the case of NGOs and others.



Haben Sie eine Komplett- oder Teilkostenübernahme? % der Einzelinstitutionen	Do you offer a complete or partial assumption of costs? % of the individual institutions?
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 =gar nicht	1 =not at all
6 = immer	6 = always

Question 11 What other thematic budgets offer financing to your further education institutions?

Institution	What other thematic budgets offer financing to your further education institutions?	English
Furthering education /Educational Institution	Bugetul national	National Budget
Municipal, communal, regional public institution	professional program support	professional program support
NGO	EU Mittel: Programm Erasmus + BAMF: Allgemeine Integrationskurse und Deutsch für den Beruf Bildungsgutscheine Bildungsurlaub / Firmen, Private Budgets	EU Funding, Erasmus + and BAMF, Integration courses, German for the professionals, vouchers for education, private Budgets, enterprises pay
NGO	Förderung der Umweltbildung in BBayern durch das Bayer. StMUUV	funding of environmental education by Bavarian ministry
NGO	IT trainings	IT trainings
NGO	Integration of refugees - ministerial budget language courses for refugees - local municipality budget	Integration of refugees - ministerial budget language courses for refugees - local municipality budget
Unemployment office	Fundusz Pracy	Labor Found

Other thematic budgets include ERASMUS, BAMF, integration courses, education vouchers from the Polish employment office and special national programmes.

Question 12 There are no other thematic budgets.

Question 13 Do you have other financial options?

Few other financial possibilities were mentioned, e.g. further education budget in Brandenburg according to the Brandenburg Further Education Act, tutor fees, participation fees and funds of the Polish Employment Office, they also often apply to small and medium-sized enterprises.

Institution	Welche anderen finanziellen Optionen haben Sie	English
Furthering education /Educational Institution	Grundversorgung Brandenburgisches Weiterbildungsgesetz	Basic provisions according to the regulation on Further education of Brandenburg
Furthering education /Educational Institution	saját forrás: a hallgatók a képzéseket önfelkészítőben avagy munkáltatói támogatással végzik	own resources, money
Furthering education /Educational Institution	Tandij	Tutorial Money

Furthering education /Educational Institution	Money from Labor Office – National Training Found - to finance training for workers and employers, undertaken at the initiative of or with the consent of the employer. Training Voucher – entrepreneur-friendly tool for financing the training of employees. Vouchers are designed for small and medium-sized enterprises (SMEs).	Money from Labor Office – National Training Found - to finance training for workers and employers, undertaken at the initiative of or with the consent of the employer. Training Voucher – entrepreneur-friendly tool for financing the training of employees. Vouchers are designed for small and medium-sized enterprises (SMEs).
Furthering education /Educational Institution	Erasmus Plus Programme POCU	Erasmus Plus Programme
Furthering education /Educational Institution	Taxe studenti	Student Fees
Municipal, communal, regional public institution	Budżet własny jednostki	Own budget of the unit
NGO	A résztvevők befizetései.	The participant fees
Unemployment office	Institutional funding schemes for training by different methods (vouchers)	Institutional funding schemes for training by different methods (vouchers)

Question 14 Important diplomas in the qualification of participants

In addition to the statistical mean for the comparison of all answers, an indicator was also developed for the purpose of evaluation, which also indicates the position within the rank order and the frequency of indications by means of weighting. It is a little more robust than the average. In the single representation this indicator is not so useful, because only single institutions are considered there.

Among the most frequently mentioned topics were **knowledge refresher** (4 times in first place), **knowledge adaptation** (once in first place, 3 times in second place), **work experience** (once in first place, once in second place), once in third place and 4 times in 4th place. **Internships** are in the midfield (2nd place once), 2 times 4th place), **languages, integration, improved social competence**. The **international dimension and references** were the least mentioned. The individual institutions show the following rankings:

Question 14 – What is important in the TN qualification (mean values)?	Further education institution
Formal diplomas	4.61
Knowledge refresher	4.36
Languages	4.12
Knowledge adaptation	4.04
Work experiences	3.77
International dimension	3.70
Further education courses	3.64
Internships	3.58
Integration	3.33
Work samples	3.27
Grades	3.04

Question 14 – What is important in the TN qualification (mean values)?	Ministry
Formal diplomas	3.00
Grades	3.00
Work experiences	3.00
Internships	3.00
Integration	3.00
Knowledge refresher	3.00
Knowledge adaptation	3.00
Languages	3.00
Recommendations	1.00
Work samples	1.00

Recommendations	2.96
Improved social competence	2.13

Further education courses	1.00
Improved social competence	1.00
International dimension	1.00

Question 14 – What is important in the TN qualification (mean values)?	Municipal facility
Knowledge refresher	4.50
Knowledge adaptation	4.11
Formal diplomas	3.78
Work experiences	3.50
Languages	3.13
Grades	2.88
Integration	2.63
International dimension	2.63
Internships	2.25
Improved social competence	2.13
Work samples	2.00
Further education courses	2.00
Recommendations	1.88

Question 14 – What is important in the TN qualification (mean values)?	NGO
Knowledge refresher	4.41
Work experiences	3.82
Knowledge adaptation	3.59
Internships	3.53
Integration	3.29
Languages	3.29
Further education courses	3.12
Work samples	3.06
Improved social competence	3.06
Formal diplomas	3.00
International dimension	2.94
Recommendations	2.35
Grades	1.71

Question 14 – What is important in the TN qualification (mean values)?	Public service
Work experiences	5.00
Internships	5.00
Improved social competence	5.00
Integration	5.00
Knowledge refresher	5.00
Knowledge adaptation	5.00
Languages	5.00
Work samples	3.00
Further education courses	3.00
Grades	2.00
Recommendations	2.00
International dimension	2.00

Question 14 – What is important in the TN qualification (mean values)?	Programme issuing body
Knowledge adaptation	5.00
Formal diplomas	4.00
Knowledge refresher	4.00
Languages	4.00
International dimension	4.00
Work experiences	3.00
Further education courses	3.00
Integration	3.00
Grades	2.00
Work samples	2.00
Internships	2.00
Improved social competence	2.00

Formal diplomas	1.00
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Recommendations	1.00
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Question 14 – What is important in the TN qualification (mean values)?	Other
Formal diplomas	4.4
Knowledge refresher	3.5
Integration	3.4
Work experiences	3
Work samples	3
Knowledge adaptation	3
Internships	2.8
Languages	2.5
Grades	2.25
Further education courses	2
Improved social competence	1.75

Question 14 – What is important in the TN qualification (mean values)?	Job centre
Knowledge refresher	4.75
Knowledge adaptation	4.75
Integration	4.00
Work experiences	3.50
Improved social competence	3.50
Formal diplomas	3.38
Internships	3.29
Further education courses	3.14
Grades	3.13
Languages	3.00
Work samples	2.71
International dimension	2.43
Recommendations	2.00

At the Job Centre, knowledge refreshing and adaptation are the highest priority, along with the integration (into the society), but also gaining work experience, improved social competence. And formal diplomas are also important.

Comparing the total number of responses, both the averages and the more robust indicators put **knowledge refreshing and adaptation** on the first place, followed by **formal qualifications** and **work experience gained**. The 5th till 7th place belongs in both calculations to the languages, integration into society and internships. Further education in general is still important, recommendations, work samples and grades are less important. The international dimension and improved social competence are also unimportant.

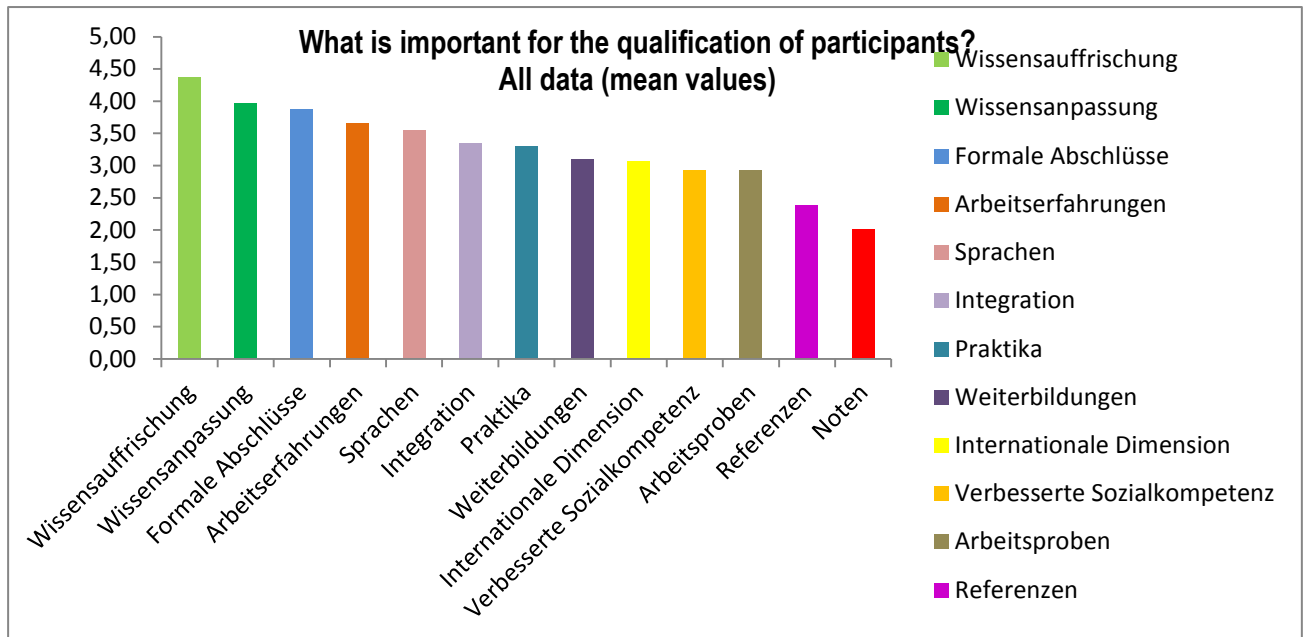
Question 14 – What is important in the TN qualification?	All (mean values)
Knowledge refresher	4.37
Knowledge adaptation	3.97
Formal diplomas	3.87
Work experiences	3.66
Languages	3.55
Integration	3.34
Internships	3.30

Question 14 – What is important in the TN qualification?	All (indicators)
Knowledge refresher	104
Knowledge adaptation	93
Work experiences	93
Formal diplomas	86
Integration	76
Languages	70
Internships	67

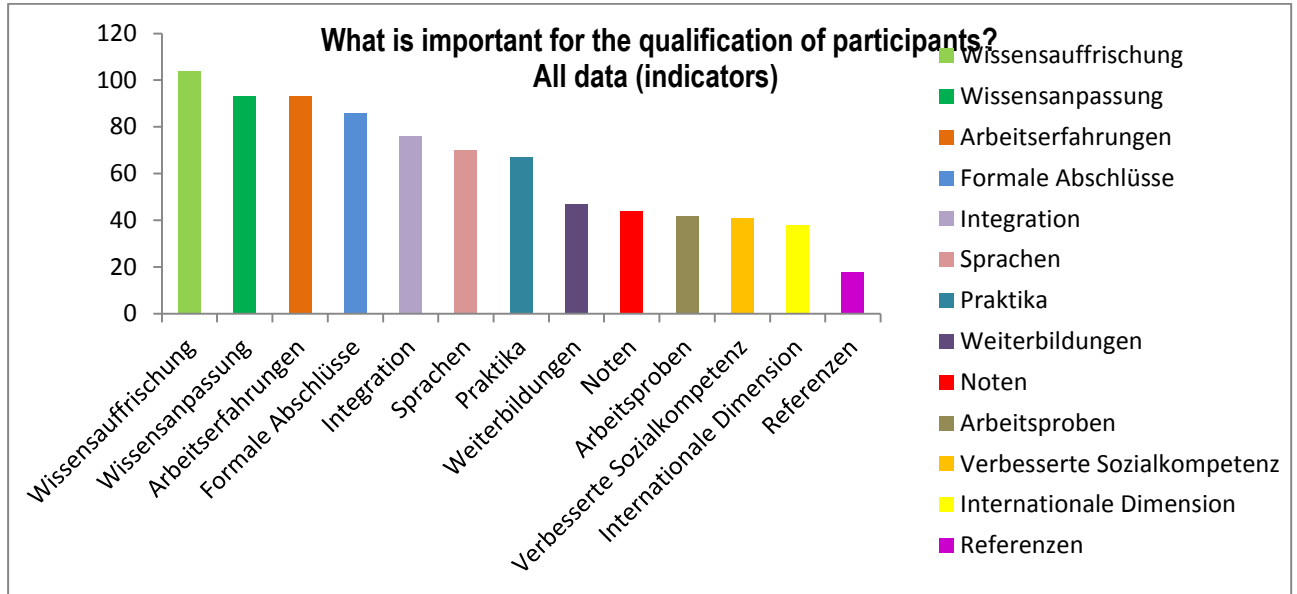
Further education courses	3.10
International dimension	3.06
Improved social competence	2.93
Work samples	2.92
Recommendations	2.38
Grades	2.01

Further education courses	47
Grades	44
Work samples	42
Improved social competence	41
International dimension	38
Recommendations	18

The histograms are as follows:

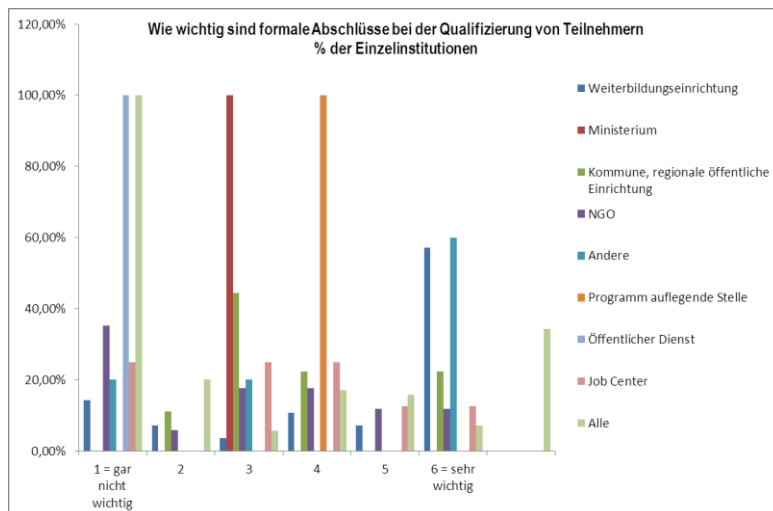


Was ist wichtig bei der Teilnehmerqualifizierung? Alle Daten (Mittelwerte)	What is important for the qualification of participants? All data (mean values)
Wissensauffrischung	Knowledge refresher
Wissensanpassung	Knowledge adaptation
Formale Abschlüsse	Formal diplomas
Arbeitserfahrungen	Work experiences
Sprachen	Languages
Integration	Integration
Praktika	Internships
Weiterbildungen	Further education courses
Internationale Dimension	International dimension
Verbesserte Sozialkompetenz	Improved social competence
Arbeitsproben	Work samples
Referenzen	Recommendations



Was ist wichtig bei der Teilnehmerqualifizierung? Alle Daten (Indikatoren)	What is important for the qualification of participants? All data (indicators)
Wie wichtig sind formale Abschlüsse bei der Qualifizierung von Teilnehmern % der Einzelinstitutionen	How important are formal diplomas for the qualification of participants % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

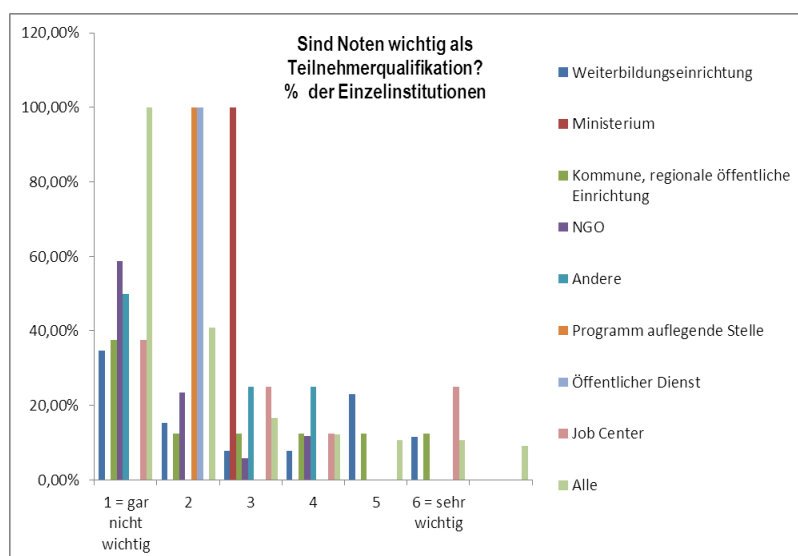
Question 14.1 How important are formal diplomas in the qualification of participants?



Job Centres see the formal degrees quite differently "1" to "6", municipalities, NGOs and the public service see them less important, programme issuing bodies and the ministry are in the lower midfield.

Wie wichtig sind formale Abschlüsse bei der Qualifizierung von Teilnehmern % der Einzelinstitutionen	How important are formal diplomas for the qualification of participants % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.2 How important are grades in the qualification of participants?

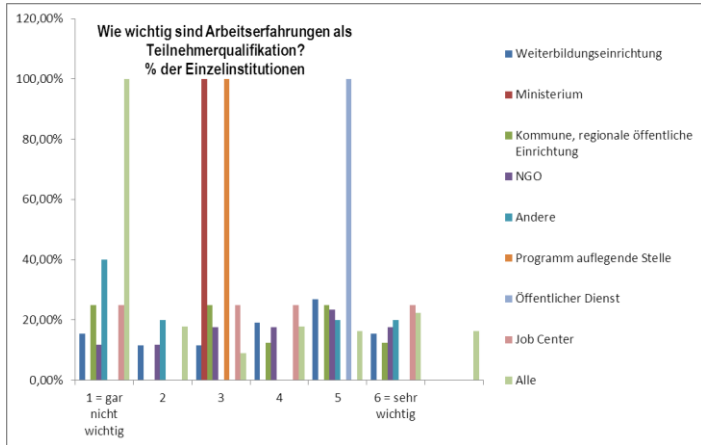


Grades are generally less important.

Sind Noten wichtig als Teilnehmerqualifikation? % der Einzelinstitutionen	Are grades important as the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

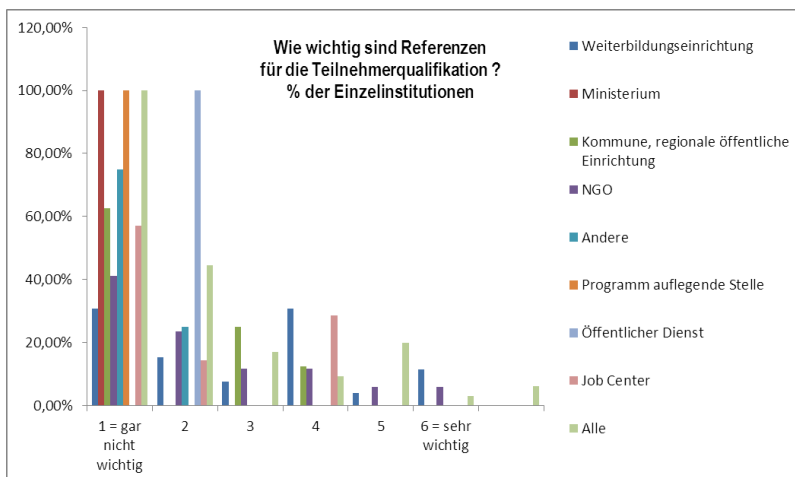
Question 14.3 How important is work experience as the participant qualification?

On average, work experience is quite important (mean 3.66), further education institutions and the public sector value it above average (see Annex 1.5 Statistical measures). The opinions are homogeneous across the institutions, as can be seen also from the low standard deviation.



Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important
Wie wichtig sind Arbeitserfahrungen als Teilnehmerqualifikation? % der Einzelinstitutionen	How important is work experience as the participant qualification? % of individual institutions

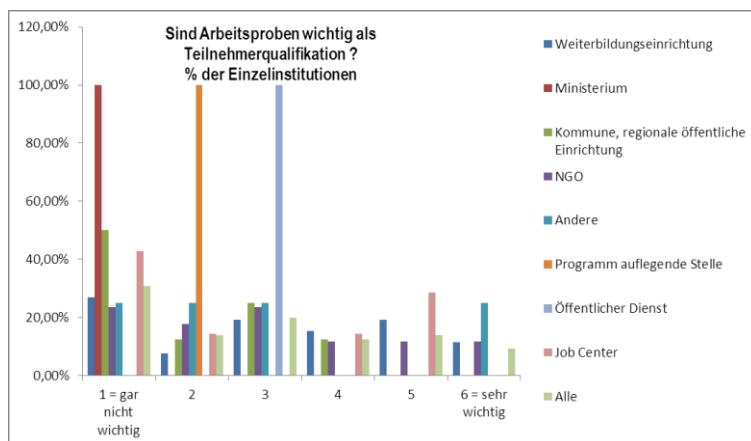
Question 14.4 How important are references as the participant qualification?



Wie wichtig sind Referenzen für die Teilnehmerqualifikation ? % der Einzelinstitutionen	How important are references for the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.5 How important are work samples as the participant qualification?

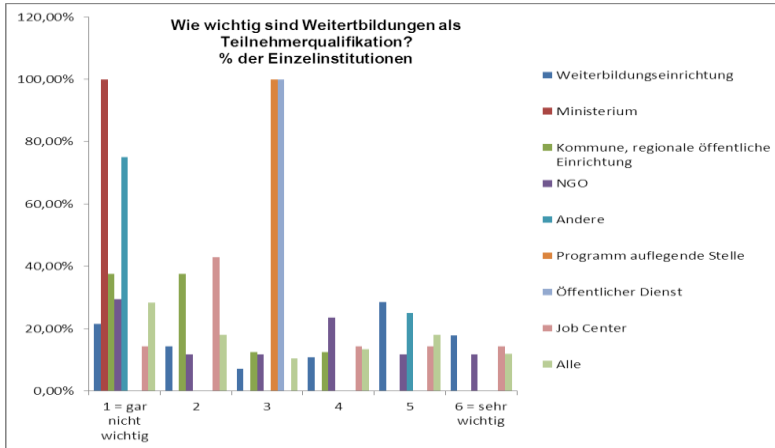
Here the opinions are somewhat more diversified. Job Centre, other and NGO finds them partially very important. On average, however, they are regarded as less important (statistical measures across all institutions 2.92). The municipalities are in the midfield, the ministry finds it of little importance.



Sind Arbeitsproben wichtig als Teilnehmerqualifikation ? % der Einzelinstitutionen	Are work samples important as the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.6 How important are further training courses as the participant qualification?

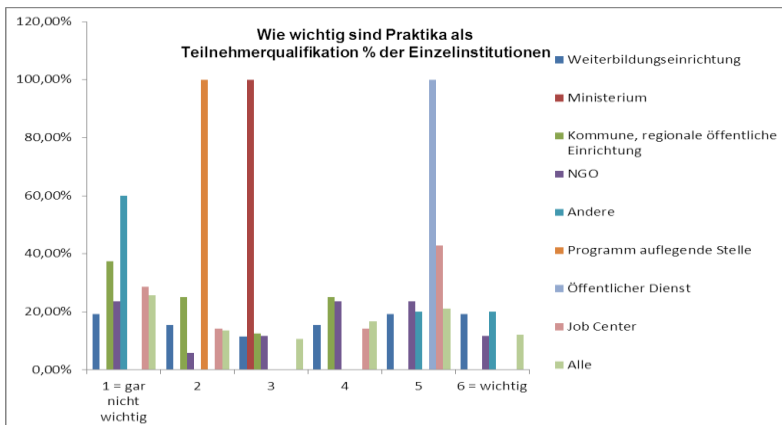
Also here the scores are more in the midfield (average of all = 3.10, minimum 1.0 (ministry) maximum 3.64 (further education institution)).



Wie wichtig sind Weiterbildungen als Teilnehmerqualifikation? % der Einzelinstitutionen	How important are further training courses as the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.7 How important are internships as the participant qualification?

Internships are rated at 3.30 on average. The opinions are, however, distributed.

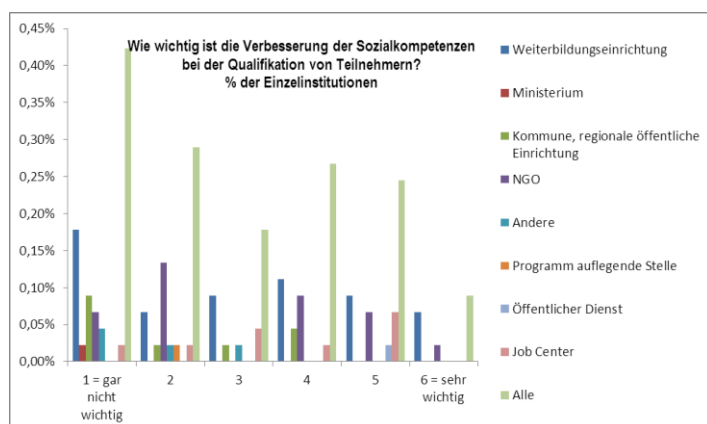


Wie wichtig sind Praktika als Teilnehmerqualifikation % der Einzelinstitutionen	How important are internships as the participant qualification % of the individual institutions
---	---

Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

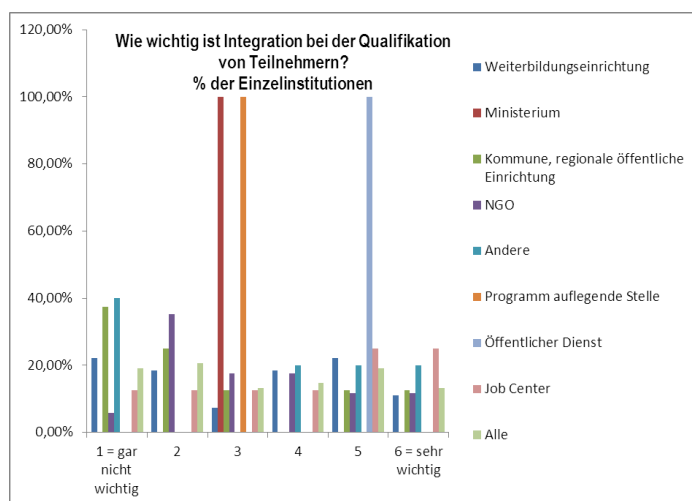
Question 14.8 How important is the improvement of social competences in the qualification of participants?

The improvement of social competence is understood heterogeneously, distributed from little to very important. Others, the municipality and partly also the Job Centre find it less important, but "very important" is also indicated by the public service, the others and the Job Centre.



Wie wichtig ist die Verbesserung der Sozialkompetenzen bei der Qualifikation von Teilnehmern? % der Einzelinstitutionen	How important is the improvement of social competences in the qualification of participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

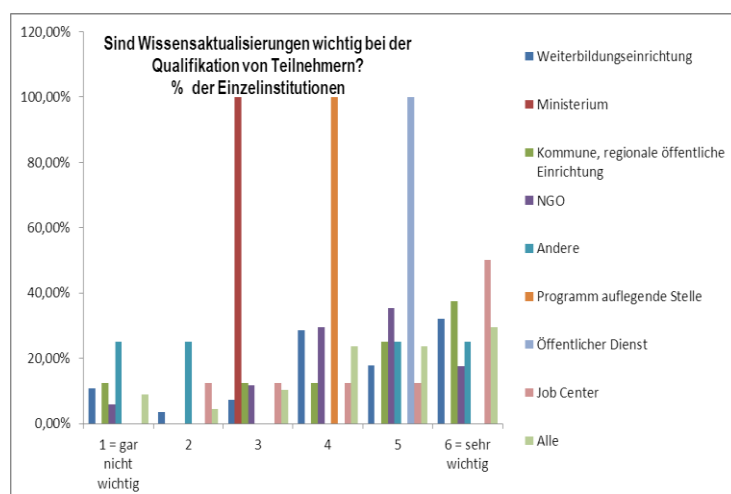
Question 14.9 How important is integration in the qualification of participants?



This question is moderately important, (total mean=3.34), the answers are distributed across the entire range of possibilities.

Wie wichtig ist Integration bei der Qualifikation von Teilnehmern? % der Einzelinstitutionen	How important is integration in the qualification of participants? % of individual institutions?
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.10 Are knowledge updates important for the qualification of participants?

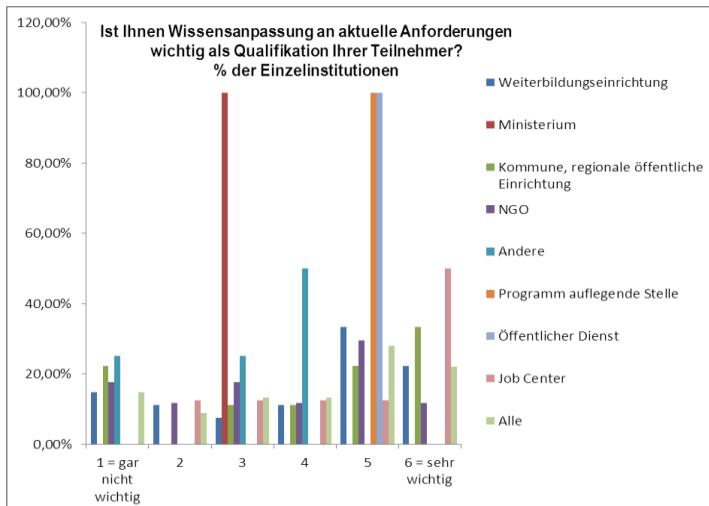


Updating the knowledge is generally considered important. Some answers from "Other", occasionally from local authorities and NGOs, considered it to be "2" to "1", i.e. unimportant. The overall statistical measure is 4.37, with the municipalities, NGOs, the public service and the Job Centre all finding it more important than average.

Sind Wissensaktualisierungen wichtig bei der Qualifikation von Teilnehmern? % der	Are knowledge updates important for the qualification of participants? % of individual institutions?
---	--

Einzelinstitutionen	
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

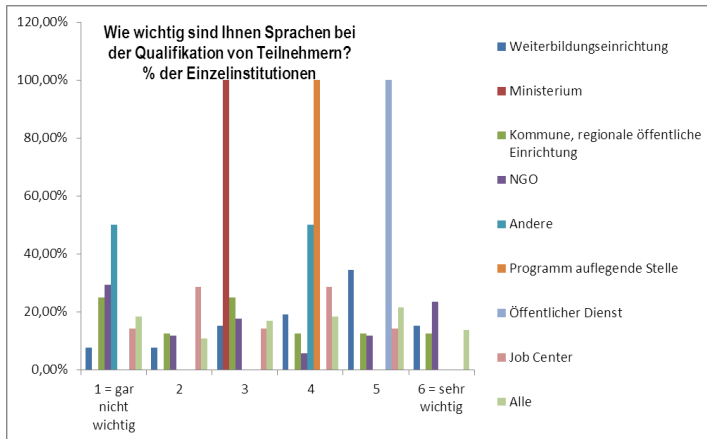
Question 14.11 Is knowledge adaptation to the current requirements important as the participant qualification?



Also here the overall statistical measure is 3.97, but above-average importance is indicated by further education institutions, the municipality, the programme issuing body, the public service and the job centre.

Ist Ihnen Wissensanpassung an aktuelle Anforderungen wichtig als Qualifikation Ihrer Teilnehmer? % der Einzelinstitutionen	Is knowledge adaptation to the current requirements important to you as the qualification of your participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.12 Are languages important as the qualification of participants?

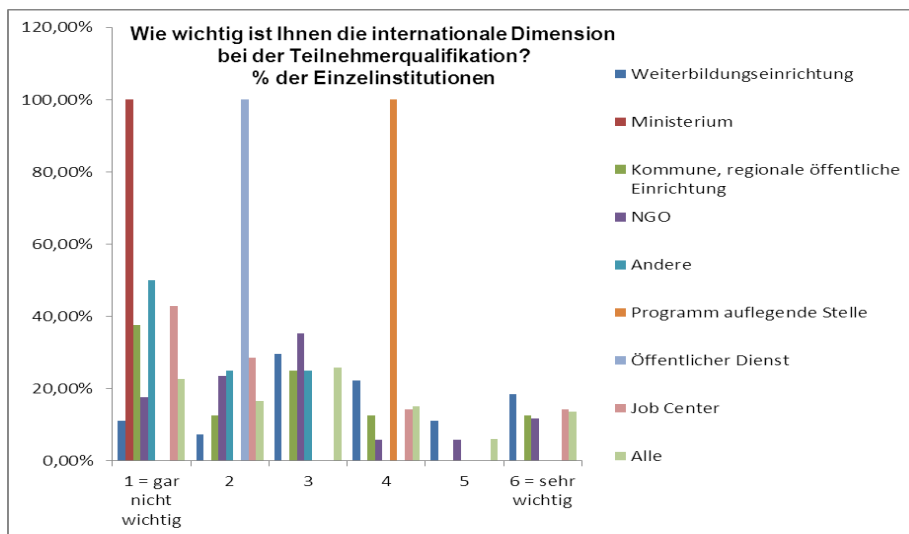


Languages are quite important ($x_{\text{average}} = 3.55$), the programme issuing body, public service as well as further education institutions gave them an above-average importance.

Wie wichtig sind Ihnen Sprachen bei der Qualifikation von Teilnehmern? % der Einzelinstitutionen	How important are languages to you in the qualification of participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 14.13 How important is the international dimension in the qualification of participants?

The international dimension is less important (total average=3.06).



Wie wichtig ist Ihnen die internationale Dimension bei der Teilnehmerqualifikation? % der	How important is the international dimension to you in the participant qualification? % of individual
---	---

Einzelinstitutionen	institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

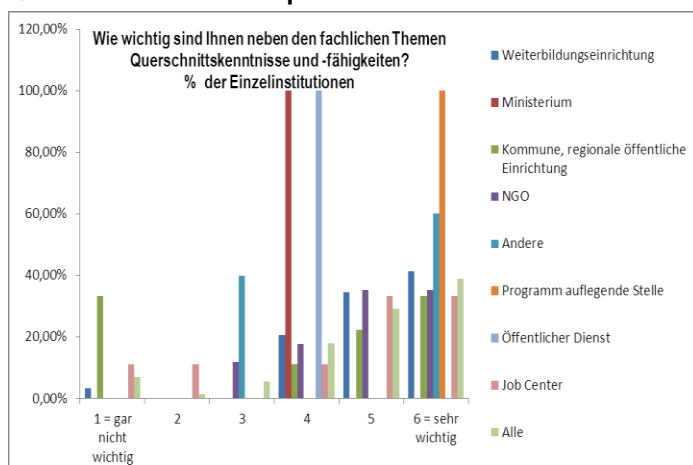
Question 15 Which formal diplomas are still important?

Institution	Which formal diplomas are important to you?	English
Educational Institution	Schulzeugnisse	school certificate
Educational Institution	Zertifikate	certificates
Educational Institution	alapfokú végzettség (Ált. iskola) középfokú végzettség (érettségi)	
Educational Institution	bölcsész közgazdász	
Educational Institution	BSc	BSc
Educational Institution	BSc, MSc	BSc, MSc
Educational Institution	Mindig azt, ami a képzés elvégzéséhez bemenetiszint.	
Educational Institution	Msc	master, bachelor, engineer
Educational Institution	nem releváns	not relevant
Educational Institution	nyelvtanári oklevél informatikus oklevél	
Educational Institution	OKJ-s képzés	
Educational Institution	szakember, mérnök	expert, ingeener
Educational Institution	természettudományos szakokon szerzett végzettségek	
Educational Institution	Aktualne zatrudnienie.	Current employment
Educational Institution	dla studiów podyplomowych jest to konieczny warunek wstępny	for post-graduate studies it is a necessary prerequisite
Educational Institution	master, bachelor, engineer	master, bachelor, engineer
Educational Institution	master, bachelor, engineer	master, bachelor, engineer
Educational Institution	zdana matura	passed Matura exam
Educational Institution	Licence and Master degree studies	Licences and master
Educational Institution	university, master	university ans master
Municipal, communal, regional public institution	Nem tartom fontosnak a mi esetünkben.	In our cases not important
Municipal, communal, regional public institution	Aktualizacja wiedzy	knowledge update

Municipal, communal, regional public institution	Wykształcenie wyższe	Higher education
NGO	Berufsabschlüsse, zertifizierte Qualifikationen	vocational certificates, certified training
NGO	Sprachabschlüsse die nicht mehr als 1 Jahr alt sind	language certificate not older than 1 year
NGO	Zertifizierungen von staatlichen und gemeinnützigen Einrichtungen	state and NGO-certificates
NGO	általánosiskolai bizonyítvány, középfokú végzettség, pedagógus diploma, stb.	
NGO	Nem tartottam fontosnak. Szakmai tapasztalat fontosabb, mint az elmélet tudás.	
NGO	nincs ilyen elvárásunk	
NGO	nyelvtanári közgazdasági	
NGO	szociális munkás ifjúsági munkás	social and youth worker
NGO	rolnictwo	agriculture
NGO	thematic linked with energy, RES, environmental protection, sustainable development	thematic linked with energy, RES, environmental protection, sustainable development
Other	elhivatottság	
Other	érettségi és megkezdett egyetemi félév	
Other	master, engineer, bachelor	master, bachelor, engineer
Other	Wykształcenie średnie Wykształcenie wyższe	Secondary education. Higher education
Unemployment office	Nach dem Berufsbildungsgesetz anerkannte Abschlüsse	certified trainings according to law
Unemployment office	Kształcenie dodatkowe, praktyki, integracja	Additional education, internships, integration
Unemployment office	minimum poziom gimnazjalny	minimum junior high school level
Unemployment office	nd	no data
Unemployment office	Should be competence level	Should be competence level

Expert knowledge, diplomas and formal diplomas are important for everyone.

Question 16 How important is cross-sectional knowledge?



Cross-sectional knowledge is very important, only a few answer call it less important.

The tables below show which cross-sectional knowledge is particularly important, including the ranking list of importance.

Wie wichtig sind Ihnen neben den fachlichen Themen Querschnittskenntnisse und -fähigkeiten? % der Einzelinstitutionen	How important are cross-sectional knowledge and skills to you in addition to the technical topics? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

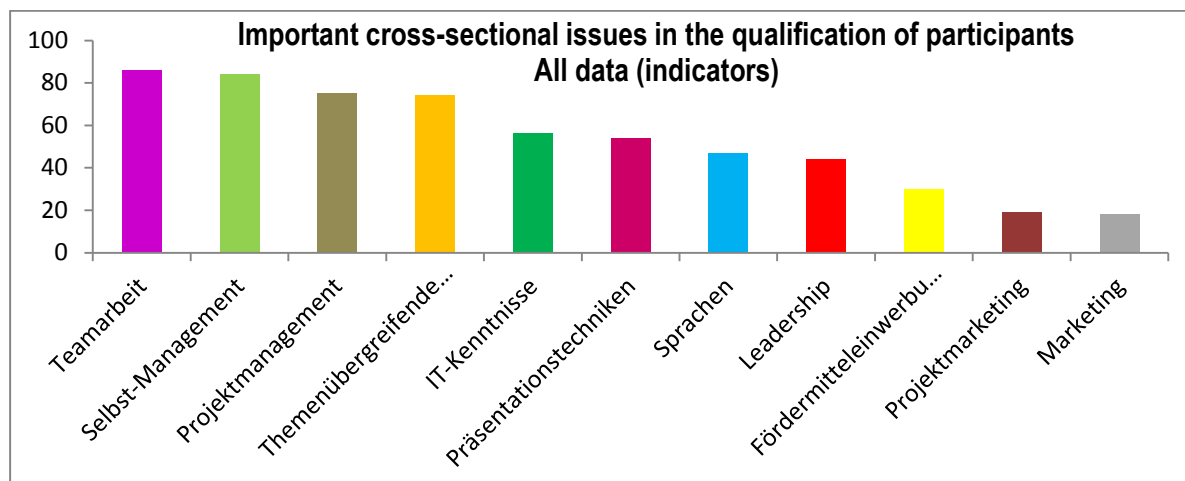
Question 17 What cross-sectional knowledge is important?

In addition to the statistical means, an indicator was developed for the comparison of all answers, which also indicates the position within the ranking and the frequency of indications by means of weighting. It is a little more robust than the average. In the single representation this indicator is not so useful, because only single institutions are considered there.

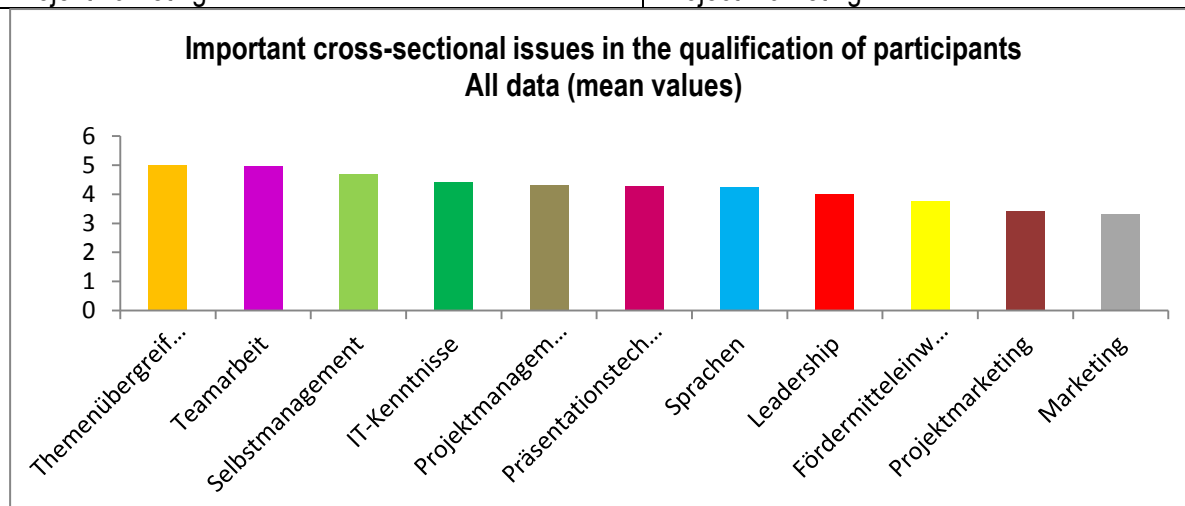
Question 17 (Which cross-sectional issues are important?)	All (indicators)
Team work	86
Self-management	84
Project management	75
Cross-thematic approaches to solutions	74
IT skills	56
Presentation techniques	54
Languages	47
Leadership	44
Subsidies acquisition	30
Project marketing	19
Marketing	18

Question 17 (Which cross-sectional issues are important?)	All (mean values)
Cross-thematic approaches to solutions	5.02
Team work	4.96
Self-management	4.7
IT skills	4.41
Project management	4.3
Presentation techniques	4.27
Languages	4.26
Leadership	4
Fundraising	3.77
Project marketing	3.43
Marketing	3.3

This results in some small differences in ranking depending on the statistical evaluation method:



Wichtige Querschnittsthemen bei der Teilnehmerqualifikation Alle Daten (Indikatoren)	Important cross-sectional issues in the qualification of participants All data (indicators)
Themenübergreifende Lösungsansätze	Cross-thematic approaches to solutions
Sprachen	Languages
Teamarbeit	Team work
Selbstmanagement	Self-management
IT-Kenntnisse	IT skills
Präsentieren	Presentation
Projektmanagement	Project management
Leadership	Leadership
Fördermitteleinwerbung	Fundraising
Marketing	Marketing
Projektmarketing	Project marketing



Wichtige Querschnittsthemen bei der Teilnehmerqualifikation Alle Daten (Mittelwerte)	Important cross-sectional issues in the qualification of participants All data (mean values)
Themenübergreifende Lösungsansätze	Cross-thematic approaches to solutions
Sprachen	Languages
Teamarbeit	Team work
Selbstmanagement	Self-management
IT-Kenntnisse	IT skills
Präsentieren	Presentation

Projektmanagement	Project management
Leadership	Leadership
Fördermitteleinwerbung	Fundraising
Marketing	Marketing
Projektmarketing	Project marketing

The six least important skills do not change, project management changes from third place within the indicators to 5. The mean values, cross-thematic solutions change from fourth place of indicators to first place of mean values.

Question 17 (Cross-sectional issues)	Further education institutions (mean values)
Cross-thematic approaches to solutions	5.12
Languages	4.8
Team work	4.79
Self-management	4.65
IT skills	4.64
Presentation	4.52
Project management	4.32
Leadership	4.12
Fundraising	4.04
Marketing	3.44
Project marketing	3.36

Question 17 (Cross-sectional issues)	Ministry (mean values)
Project management	5
Self-management	5
Team work	5
Presentation	5
Cross-thematic approaches to solutions	5
Fundraising	5
IT skills	5
Marketing	5
Leadership	3
Languages	3
Project marketing	3

Question 17 (Cross-sectional issues)	Municipality (mean values)
Team work	4.83
Languages	4.4
IT skills	4.2
Project management	4.17
Cross-thematic approaches to solutions	4
Self-management	3.8
Presentation	3.6
Leadership	3.2
Fundraising	3.17
Project marketing	3
Marketing	2.4

Question 17 (Cross-sectional issues)	NGO (mean values)
Team work	5.12
Cross-thematic approaches to solutions	5.06
Self-management	4.59
Project management	4.06
Leadership	3.94
IT skills	3.88
Presentation	3.82
Languages	3.65
Project marketing	3.29
Fundraising	3.18
Marketing	2.76

Question 17 (Cross-sectional issues)	Other (mean values)
Project management	5.2
Self-management	5.2
Team work	5.2
Cross-thematic approaches to solutions	5
Leadership	4.6
Presentation	4.5
Fundraising	4.4
IT skills	4.4
Languages	4.25
Project marketing	4
Marketing	3.5

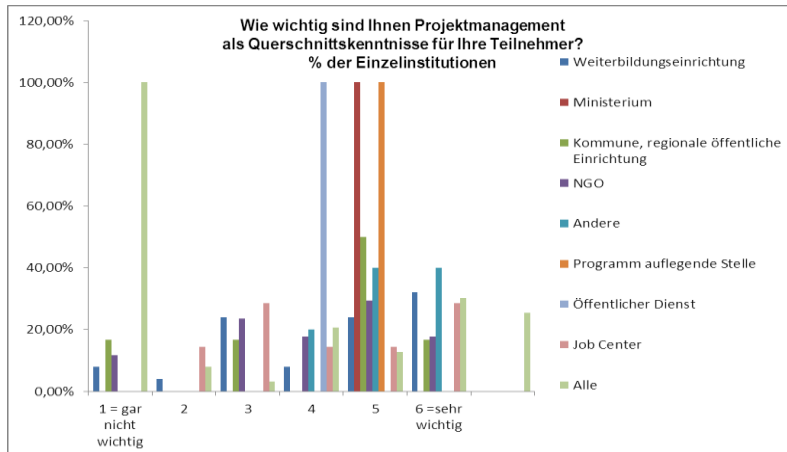
Question 17 (Cross-sectional issues)	Programme issuing body (mean values)
Self-management	6
Cross-thematic approaches to solutions	6
Project management	5
Team work	5
Leadership	5
Presentation	5
Languages	5
Project marketing	5
Fundraising	5
IT skills	5
Marketing	5

Question 17 (Cross-sectional issues)	Public service (mean values)
Project management	4
Self-management	4
Team work	4
Cross-thematic approaches to solutions	4
IT skills	4
Leadership	3
Presentation	2
Languages	2
Project marketing	2
Fundraising	2
Marketing	1

Question 17 (Cross-sectional issues)	Job Centre (mean values)
Self-management	5.29
Team work	5.25
Cross-thematic approaches to solutions	5.25
IT skills	4.88
Presentation	4.86
Marketing	4.43
Project management	4.14
Languages	4.14
Fundraising	4.14
Leadership	4
Project marketing	4

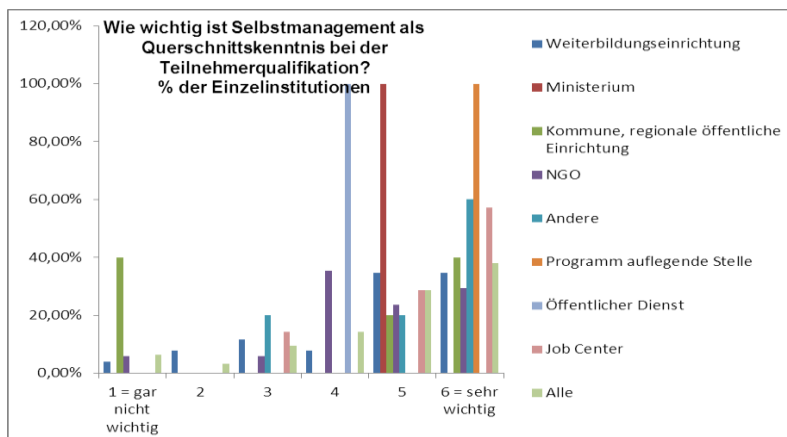
Below you will find the visualizations of the answers within the institutions. The statistical measures are set out in the Annex.

Question 17.1 How important is project management?



Wie wichtig sind Ihnen Projektmanagement als Querschnittskennnisse für Ihre Teilnehmer? % der Einzelinstitutionen	How important is project management to you as cross-sectional knowledge for your participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

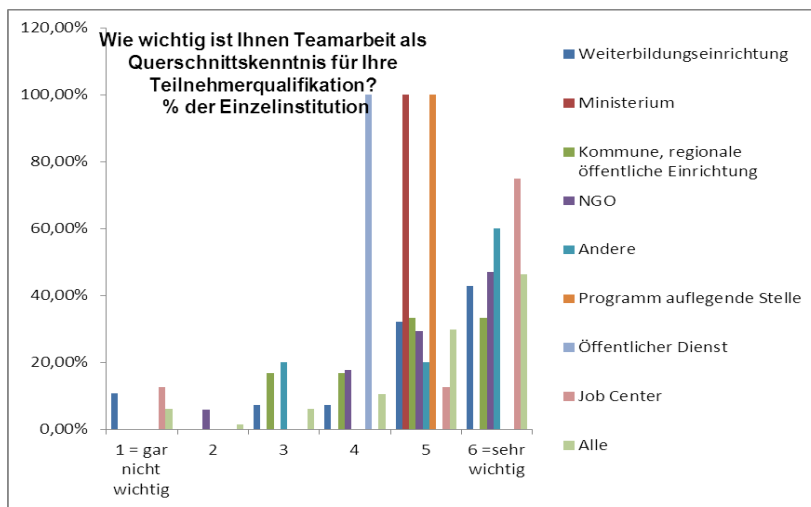
Question 17.2 How important is self-management?



Wie wichtig ist Selbstmanagement als Querschnittskennnis bei der Teilnehmerqualifikation? % der Einzelinstitutionen	How important is self-management as cross-sectional knowledge in the qualification of participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution

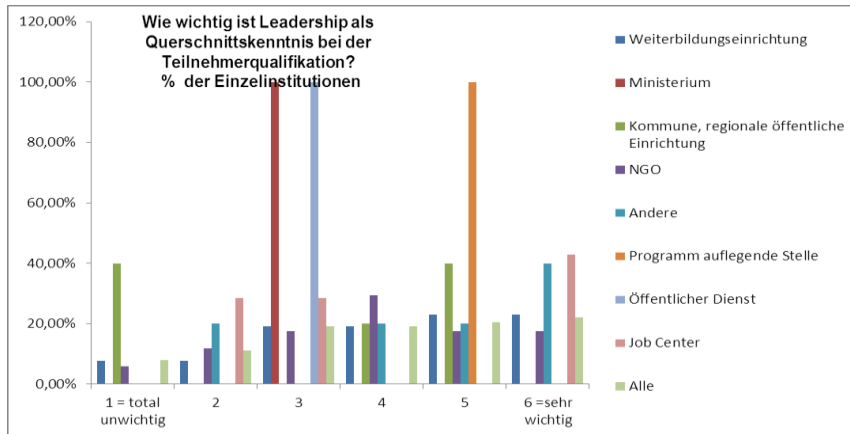
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehrwichtig	6= very important

Question 17.3 How important is teamwork?



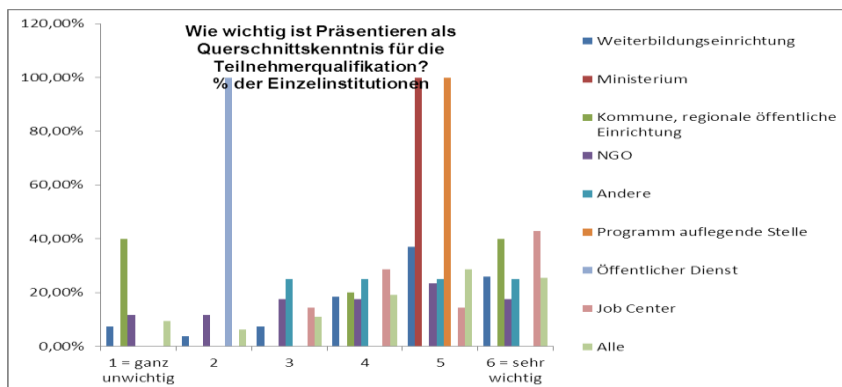
Wie wichtig ist Ihnen Teamarbeit als Querschnittskennntnis für Ihre Teilnehmerqualifikation? % der Einzelinstitution	How important is teamwork to you as cross-sectional knowledge for your participant qualification? % of individual institution
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.4 How important is leadership?



Wie wichtig ist Leadership als Querschnittskennntnis bei der Teilnehmerqualifikation? % der Einzelinstitutionen	How important is leadership as cross-sectional knowledge in the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

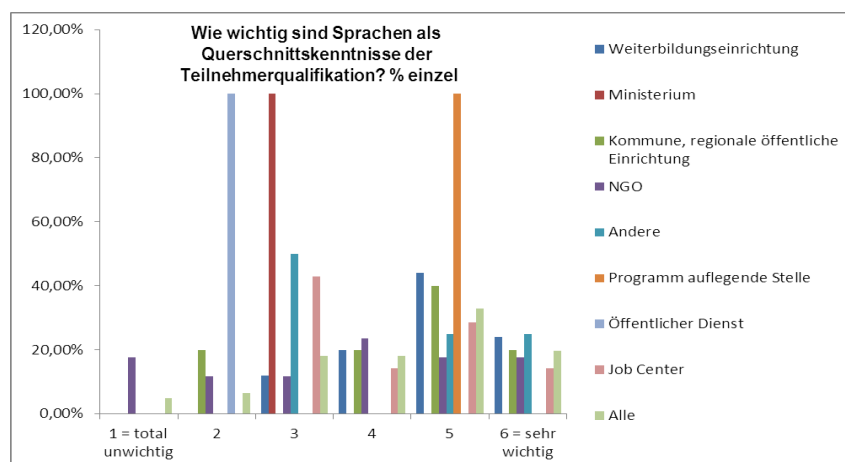
Question 17.5 How important is presentation?



Wie wichtig ist Präsentieren als Querschnittskennntnis für die Teilnehmerqualifikation? % der Einzelinstitutionen	How important is presentation as cross-sectional knowledge for the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities

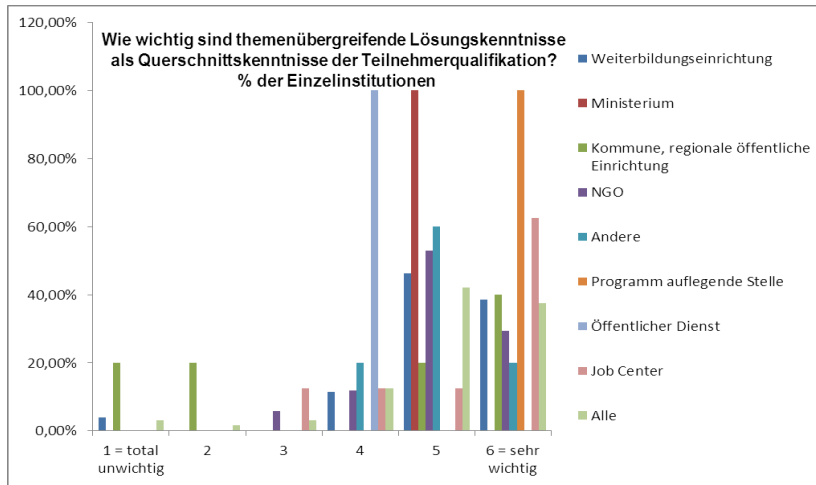
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.6 How important are languages?



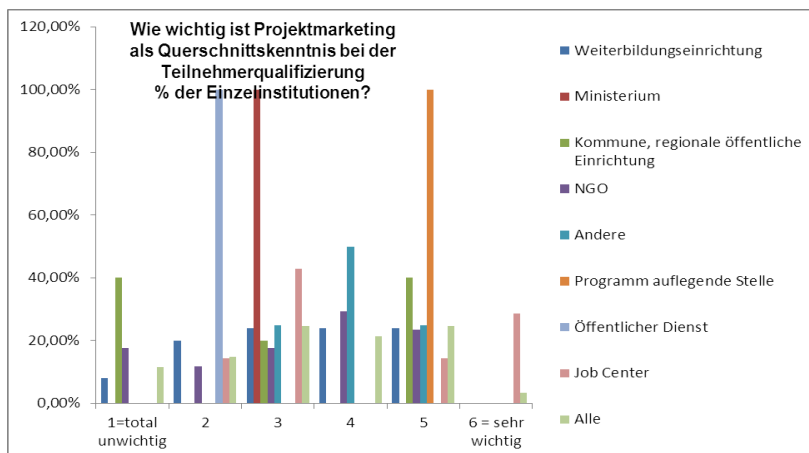
Wie wichtig sind Sprachen als Querschnittskennnisse der Teilnehmerqualifikation? % einzel	How important are languages as cross-sectional knowledge of the participant qualification? % individual
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.7 How important are cross-thematic solutions?



Wie wichtig sind themenübergreifende Lösungskennnisse als Querschnittskennnisse der Teilnehmerqualifikation? % der Einzelinstitutionen	How important is cross-thematic solution knowledge as cross-sectional knowledge of the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

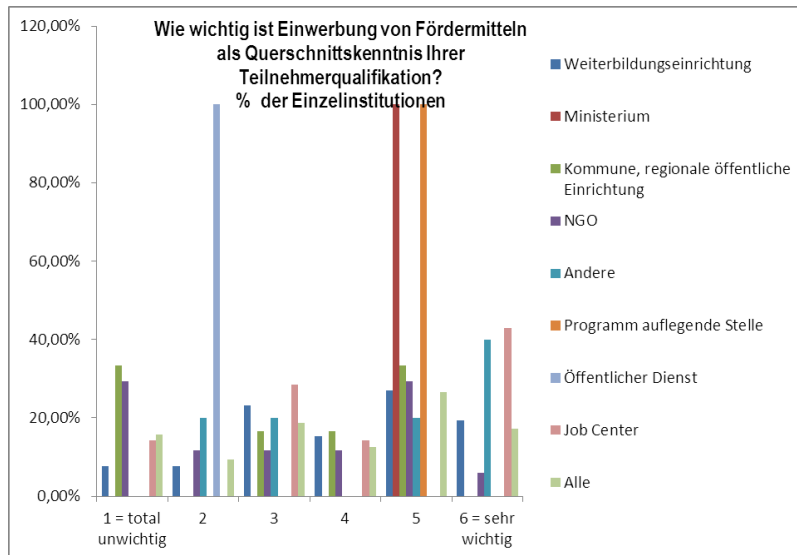
Question 17.8 How important is project marketing?



Wie wichtig ist Projektmarketing als Querschnittskennnis bei der Teilnehmerqualifizierung % der Einzelinstitutionen?	How important is project marketing as cross-sectional knowledge for the participant qualification % of the individual institutions?
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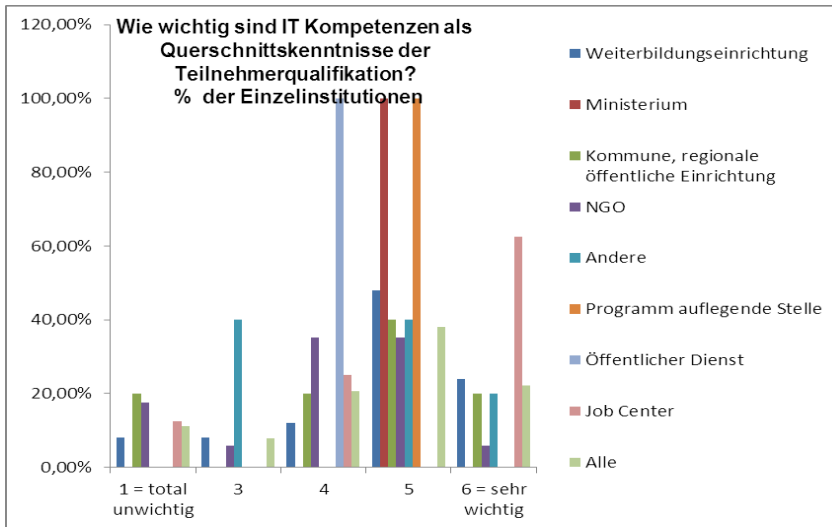
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.9 How important is raising funds?



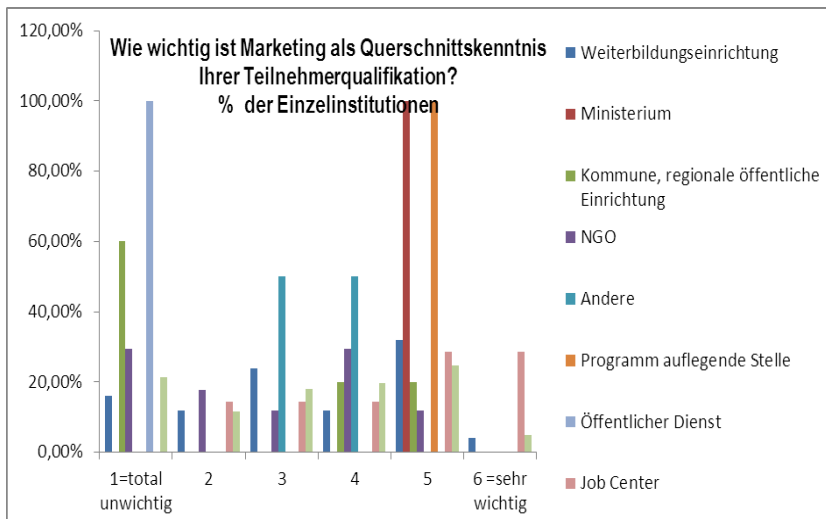
Wie wichtig ist Einwerbung von Fördermitteln als Querschnittskennntnis Ihrer Teilnehmerqualifikation? % der Einzelinstitutionen	How important is raising funds as cross-sectional knowledge of your participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.10 How important are IT competencies?



Wie wichtig sind IT Kompetenzen als Querschnittskennnisse der Teilnehmerqualifikation? % der Einzelinstitutionen	How important are IT competences as cross-sectional knowledge of the participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 17.11 How important is marketing for your participant qualification?



Wie wichtig ist Marketing als Querschnittskenntnis Ihrer Teilnehmerqualifikation? % der Einzelinstitutionen	How important is marketing as a cross-sectional knowledge of your participant qualification? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1= gar nicht wichtig	1= not important at all
6 =sehr wichtig	6= very important

Question 18 Are other cross-sectional skills important to you?

Some other cross-cutting knowledge is important, but most of it has been covered in the previous questions.

Question 18	Do you consider other cross-sectional knowledge and skills to be important?								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	74.63%	75.00%	100.00%	83.33%	70.59%	80.00%	100.00%	100.00%	62.50%
Yes	25.37%	25.00%	0.00%	16.67%	29.41%	20.00%	0.00%	0.00%	37.50%

Question 19 What other cross-sectional knowledge do you consider important?

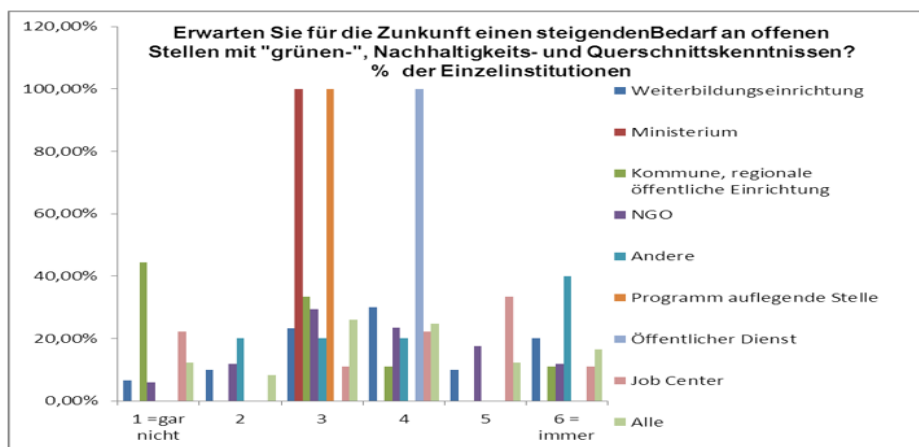
It is not so much the technical expertise that is addressed here as "softer" criteria: Network thinking, political action, steadfastness and reliability, self-management and personality development, recognition of one's own strengths, trans-sectoral action, also in the social media, win-win and solidarity thinking, risk and time management, communication and conflict resolution skills, once scientific communication was called.

Institution	Welches anderes Querschnittswissen ist wichtig?	English
Educational Institution	Politisches eingreifendes Handeln	political intervening, political intervention activities
Educational Institution	akart, kitartás, megbízhatóság, anyagi megbízhatóság.	will, perseverance, reliability, financial reliability.
Educational Institution	Környezettudományi	environmental Science
Educational Institution	pedagógia, pszichológia, szociológia	pedagogy, psychology, sociology
Educational Institution	planowanie kariery zawodowej, praca indywidualna	career planning, individual work

Educational Institution	Self-improvement in science, personal development, ability to use own strengths	Self-improvement in science, personal development, ability to use own strengths
NGO	Für Dozenten zum Beispiel: Erfahrungen im Bereich Social Media Erfahrungen mit Digitalen Medien Soziale Kompetenzen Informale Eineignung von Didaktischen Erfahrungen	trans-sectoral experiences in Social media, digital media, social competences and informal knowledge and didactic experiences
NGO	vernetztes Denken, exemplarisches Lernen, Lerntypenvielfalt	thinking in networks, exemplaric learning, diverse learning types
NGO	Rendszerszemlélet, Közgazdaság, Energetika	Systematics, Economics, Power Engineering
NGO	solidarity, thinking in "win-win" ways of solving problems	solidarity, thinking in "win-win" ways of solving problems
NGO	związane z energetyką i z ochroną środowiska	related to energy and environmental protection
Other	Komunikacja naukowa.	scientific communication
Unemployment office	Fluidity and flexibility of thinking - creativity. social competences	Fluidity and flexibility of thinking - creativity. social competences
Unemployment office	komunikacja, rozwiązywanie konfliktów, zarządzanie ryzykiem	communication, conflict resolution, risk management
Unemployment office	managementul timpului	time management

Question 20 Do you expect the number of job vacancies with "green", sustainability and cross-sectional knowledge to increase in the future?

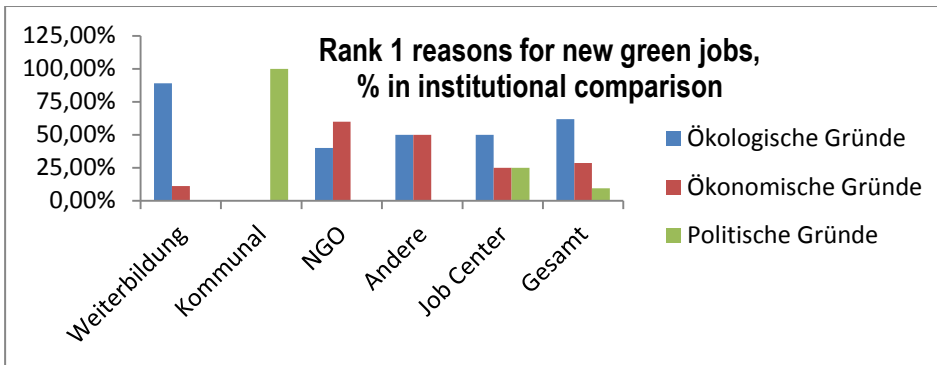
On average, everyone expects an increase (average 3.6). Training institutions, NGOs, other, the public sector and job centres expect an above-average growth. Municipal administration. Ministry and programme issuing body below average growth. The statistical measures are listed in the Annex, the visualisations can be find below.



Do you expect an increasing demand for job vacancies | Do you expect an increasing demand for job vacancies

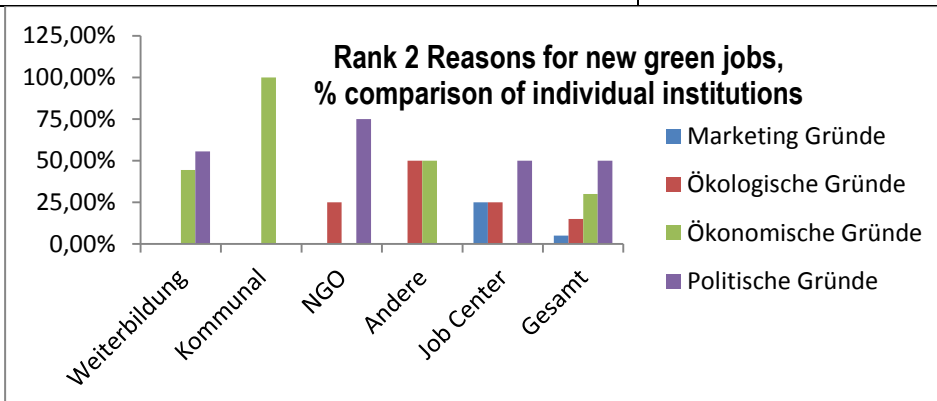
with "green", sustainability and cross-sectional knowledge in the future? % of individual institutions	with "green", sustainability and cross-sectional knowledge in the future? % of individual institutions
Further education institution	Further education institution
Ministry	Ministry
Municipal, regional, public facilities	Municipal, regional, public facilities
NGO	NGO
Other	Other
Programme issuing body	Programme issuing body
Public service	Public service
Job centre	Job centre
All	All
1 =not at all	1 =not at all
6 = always	6 = always

Question 21 What are the most important reasons for the growing need for "green", sustainability and cross-sectional knowledge for you?

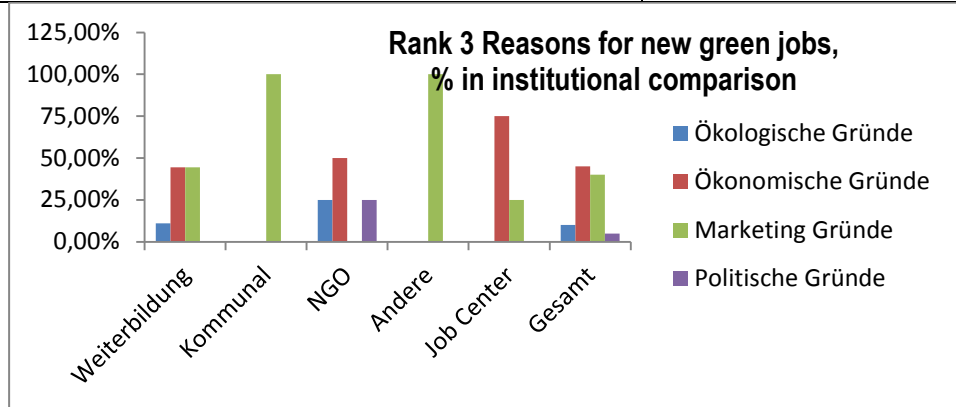


There is a great deal of uncertainty here; only 23% of all have answered this question.

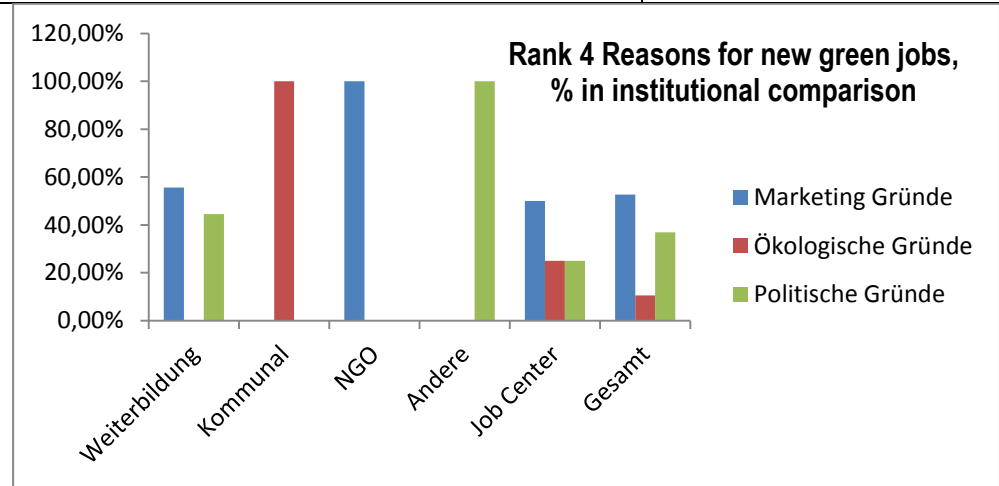
Rang 1 Gründe für neue grüne Jobs, % im Institutionenvergleich	Rank 1 Reasons for new green jobs, % in institutional comparison
Marketing Gründe	Marketing reasons
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons
Weiterbildung	Further education
Kommunal	Municipal
NGO	NGO
Andere	Other
Job Center	Job centre
Gesamt	Total



Rang 2 Gründe für neue grüne Jobs, % Vergleich der Einzelinstitutionen	Rank 2 Reasons for new green jobs, % comparison of individual institutions
Marketing Gründe	Marketing reasons
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons
Weiterbildung	Further education
Kommunal	Municipal
NGO	NGO
Andere	Other
Job Center	Job centre
Gesamt	Total



Rang 3 Gründe für neue Grüne Jobs, % im Institutionenvergleich	Rank 3 Reasons for new green jobs, % in institutional comparison
Marketing Gründe	Marketing reasons
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons
Weiterbildung	Further education
Kommunal	Municipal
NGO	NGO
Andere	Other
Job Center	Job centre
Gesamt	Total



Rang 4 Gründe für neue Grüne Jobs, % im Institutionenvergleich	Rank 4 Reasons for new green jobs, % in institutional comparison
Marketing Gründe	Marketing reasons
Ökologische Gründe	Ecological reasons
Ökonomische Gründe	Economic reasons
Politische Gründe	Political reasons
Weiterbildung	Further education
Kommunal	Municipal
NGO	NGO
Andere	Other
Job Center	Job centre
Gesamt	Total
Die Ranglisten im Institutsvergleich (in absoluten Zahlen)	Rankings in institutional comparison (in absolute figures)

Total	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	13	3	2	2
Economical	6	6	9	0
Political	2	10	1	7
Marketing	0	1	8	10

Further education	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	8	0	1	0
Economical	1	0	4	0
Political	0	4	0	4
Marketing	9	5	4	5

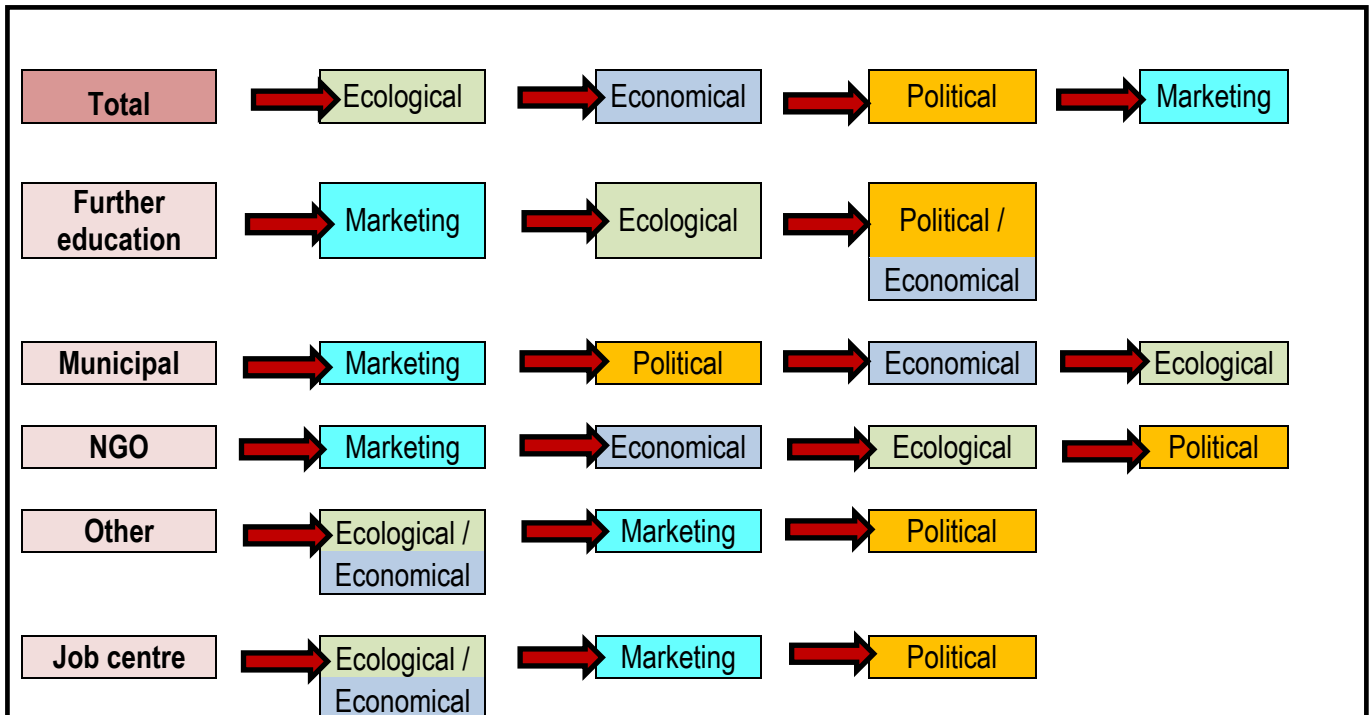
Municipal	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	0	0	0	1
Economical	0	1	0	0
Political	1	0	0	0
Marketing	1	0	1	0

NGO	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	2	1	1	0
Economical	3	0	2	0
Political	0	3	1	0
Marketing	5	0	0	3

Other	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	1	1	0	0
Economical	1	1	0	0
Political	0	0	0	2
Marketing	2	0	2	0

Job centre	Rank 1	Rank 2	Rank 3	Rank 4
Ecological	1	1	0	0
Economical	1	1	0	0
Political	0	0	0	2
Marketing	2	0	2	0

This results in the following overall picture after calculation with a weighting depending on the rank position:



In the overall ranking, the ecological reasons are followed by the economic ones, then the political ones, and finally the marketing ones. Training organisations believe that marketing is most important. This is also the opinion of the municipal institutions and the NGOs. Ecological and equally economic reasons are stated by other, unspecified organizations and the Job Centre. Interesting is that marketing is called far ahead, whereas politics is rather far behind.

Question 22 Are the further education courses that you finance certified?

Most of the further education courses are not certified yet. Approximately 57% of further education institutions are already certified, 100% of programme issuing bodies and 100% of public service institutions are certified. But here there was only 1 entry at a time.

Question 23 Which certifications were awarded to the further education courses you financed?

The certifications are listed below

Certificates issued	Type of institution
Certificate of <u>long life</u> learning	Educational Institution
AZAV EMAS	Educational Institution
Qualification or graduation certificate according to national legislation	Educational Institution
Certificated by Ministry of Education	Educational Institution
certificates/atestates of <u>long life</u> learning courses for teachers	Educational Institution
Certified Auditor of Internal Environment Management System according to ISO 14001 Assistant Certification Environmental Management System issued by PCBC S.A. Internal Auditor Energy Management System ISO 50001 Certificate EMAS	Educational Institution
Certified Auditor of Internal Environment Management System according to ISO 14001 System ISO 9001 Certificate EMAS Energetic Auditor	Educational Institution
Ms.C. diploma, Bs.C. diploma	Educational Institution
sustainable development	Educational Institution
ISO	Educational Institution
climate protection course	Educational Institution
Surrounded by BSc	Educational Institution
I have no experience in this, but if this knowledge is needed, I would obviously be tuned.	Educational Institution
Eco-Tourism	Educational Institution
świadectwo ukończenia studiów podyplomowych	Educational Institution
certificates of acquiring didactical grades	Municipal, communal, regional public institution
Bacalaureate diploma, graduation certificate, qualification certificate	Municipal, communal, regional public institution
Certificate as <u>Senior</u> Environmental accredited teacher furthering education	NGO
Auszeichnung durch <u>das Bayer</u> . StMUV, die Bundes-ANU und die LH München	NGO
credite transferabile de formare continuă	NGO
Energy saving in households	NGO
Building industry expertise.	NGO
Installer certificate for lower heat sources - heat pumps; energetic auditors	NGO
Certificate	Programme initiating institution
participation certificate	Public Service
qualification certificate, graduation certificate	Job Center
Nach § 176 Code of social law and expert bodies	Job Center

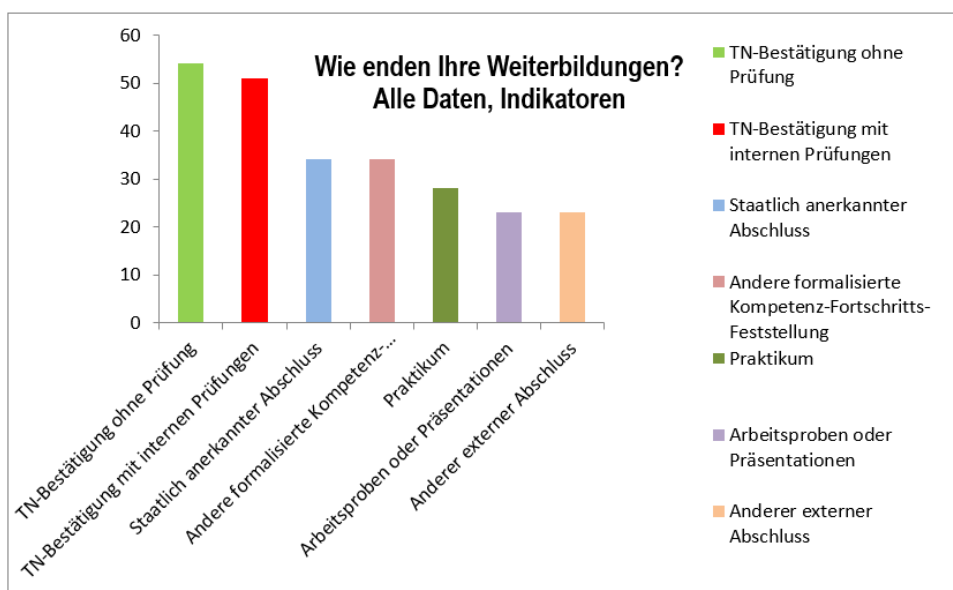
Question 24 Which qualifications do your further education courses end with?

In most cases, they end with the attendance confirmations or a recognised diploma. Work samples are rather rare, as are other tests of competence progress.

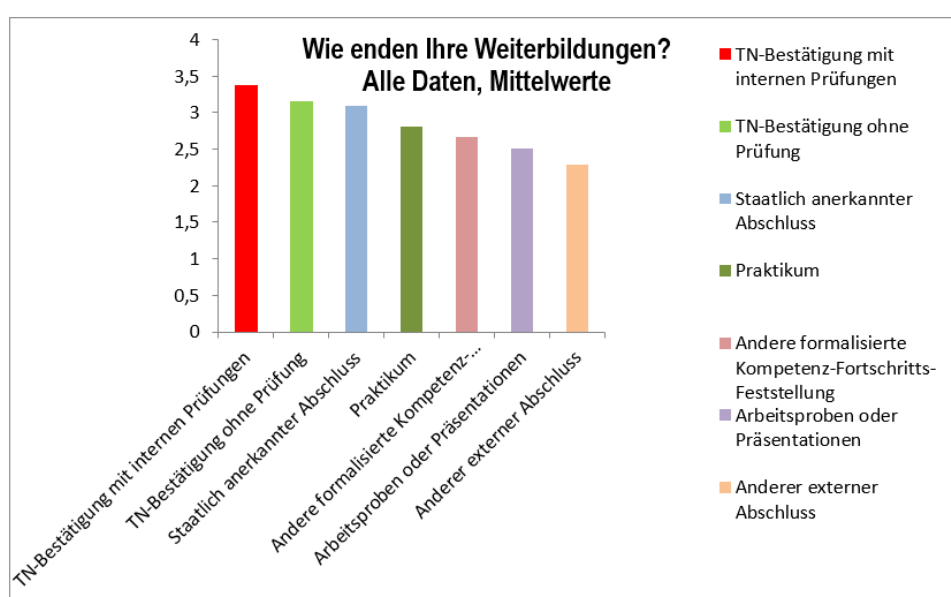
Both the mean values and the indicators were also considered here. The comparison shows small differences in the evaluation. The visualizations are listed below.

Question 24 How do your further education courses end? (Indicators) Rankings	All
Attendance confirmation without examination	54
Attendance confirmation with internal examination	51
State-approved diploma	34
Other formalised competence progress assessment	34
Internship	28
Work samples or presentations	23
Other external examination	23

Question 24 How do your further education courses end? (Mean values) Ranking list	All
Attendance confirmation with internal examination	3.37
Attendance confirmation without examination	3.15
State-approved diploma	3.1
Internship	2.81
Other formalised competence progress assessment	2.66
Work samples or presentations	2.51
Other external examination	2.29



Wie enden Ihre Weiterbildungen? Alle Daten, Indikatoren	How do your further education courses end? All data, indicators
TN-Bestätigung ohne Prüfung	Attendance confirmation without examination
TN-Bestätigung mit internen Prüfungen	Attendance confirmation with internal examination
Staatlich anerkannter Abschluss	State-approved diploma
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination
Anderer externer Abschluss	Other external examination



Wie enden Ihre Weiterbildungen? Alle Daten, Mittelwerte	How do your further education courses end? All data, mean values
TN-Bestätigung ohne Prüfung	Attendance confirmation without examination
TN-Bestätigung mit internen Prüfungen	Attendance confirmation with internal examination
Staatlich anerkannter Abschluss	State-approved diploma
Abschluss	diploma
Anderer formalisierte	Other formalised
Kompetenz-Fortschritts-Feststellung	competence progress assessment
Praktikum	Internship
Arbeitsproben oder Präsentationen	Work samples or presentations
Anderer externer Abschluss	Other external examination
Die unterschiedlichen Antworten der Institutionsarten werden untenstehend dargestellt, jeweils durch die statistischen Mittelwerte.	The different responses of the types of institutions are presented below, in each case by statistical averages.

Question 24 How do your further education courses end? (mean values)	Further education institutions	Question 24 How do your further education courses end? (mean values)	Ministry
State-approved diploma	4.07	Attendance confirmation without examination	5
Attendance confirmation with internal examination	3.74	Attendance confirmation with internal examination	5
Internship	3.19	Other external examination	4
Attendance confirmation without examination	2.78	Other formalised competence progress assessment	4
Other formalised competence progress assessment	2.46	Work samples or presentations	4
Work samples or presentations	2.38	Internship	4
Other external examination	2.23	State-approved diploma	1

Question 24 How do your further education courses end? (mean values)	Local authority	Question 24 How do your further education courses end? (mean values)	NGO
Attendance confirmation with internal examination	3.57	Attendance confirmation without examination	3.41
Attendance confirmation without examination	2.88	Work samples or presentations	3.7
Other formalised competence progress assessment	2.29	Attendance confirmation with internal examination	3.06
State-approved diploma	2.25	Other formalised competence progress assessment	3.06
Other external examination	1.86	Internship	2.53
Internship	1.71	Other external examination	2.35
Work samples or presentations	1.57	State-approved diploma	2.24

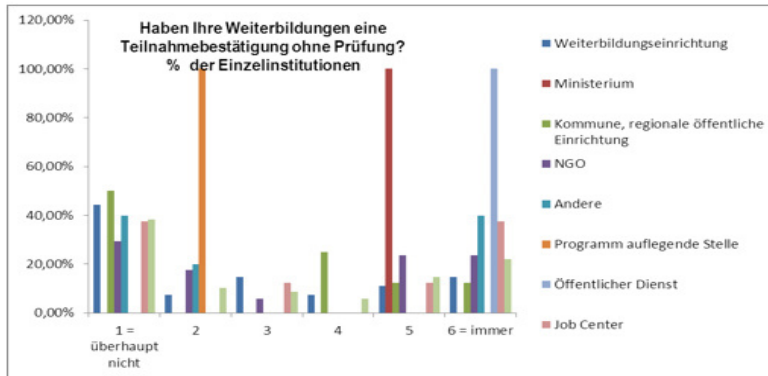
Question 24 How do your further education courses end? (mean values)	Other		Question 24 How do your further education courses end? (mean values)	Programme issuing body
Attendance confirmation with internal examination	4		State-approved diploma	5
Internship	3.6		Other formalised competence progress assessment	5
Attendance confirmation without examination	3.2		Attendance confirmation without examination	2
Other external examination	3.2		Attendance confirmation with internal examination	2
Work samples or presentations	2.5		Work samples or presentations	2
State-approved diploma	2		Other external examination	1
Other formalised competence progress assessment	2		Internship	1

Question 24 How do your further education courses end? (mean values)	Public service		Question 24 How do your further education courses end? (mean values)	Job centre
Attendance confirmation without examination	6		Attendance confirmation without examination	3.63
Attendance confirmation with internal examination	1		State-approved diploma	3.13
State-approved diploma	1		Other formalised competence progress assessment	2.88
Other external examination	1		Internship	2.88
Other formalised competence progress assessment	1		Attendance confirmation with internal examination	2.5
Work samples or presentations	1		Other external examination	2.25
Internship	1		Work samples or presentations	1.88

In the overall comparison, the preference is initially given to internal examinations and grades, certificates of participation without grades, but also state-recognised diplomas and an internship as diplomas. Competence

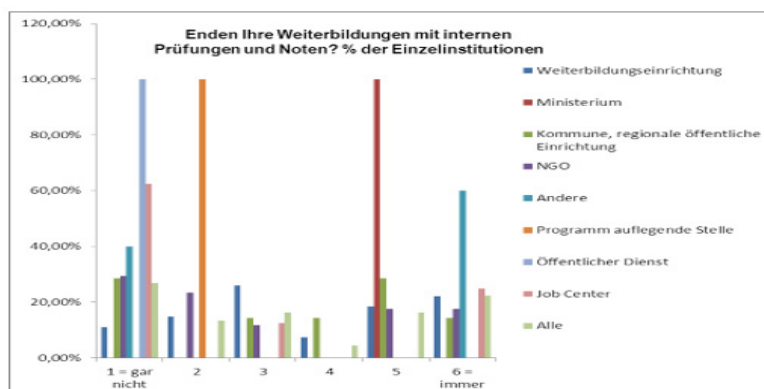
progress assessment is still applied in job centres, programme issuing bodies and municipalities. Work samples and other external diplomas are used less frequently. The details within the institutions are listed below.

Question 24.1 Do your further education courses offer a confirmation of participation without an examination?



Haben Ihre Weiterbildungen eine Teilnahmebestätigung ohne Prüfung? % der Einzelinstitutionen	Do your further education courses offer a confirmation of participation without an examination? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

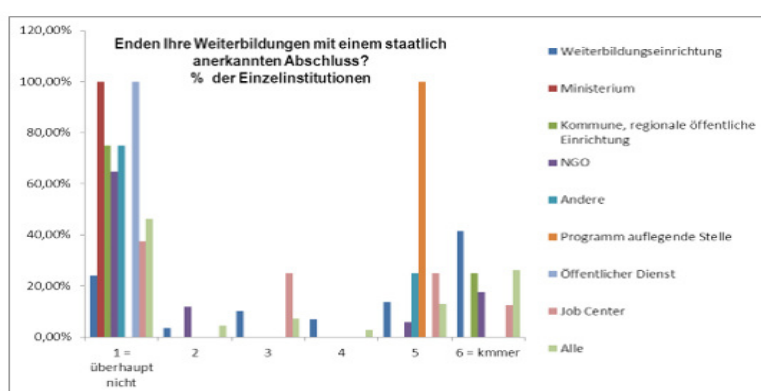
Question 24.2 Do your further education courses end with internal examinations and grades?



Enden Ihre Weiterbildungen mit internen Prüfungen und Noten? % der Einzelinstitutionen	Do your further education courses end with internal examinations and grades? % of individual institutions
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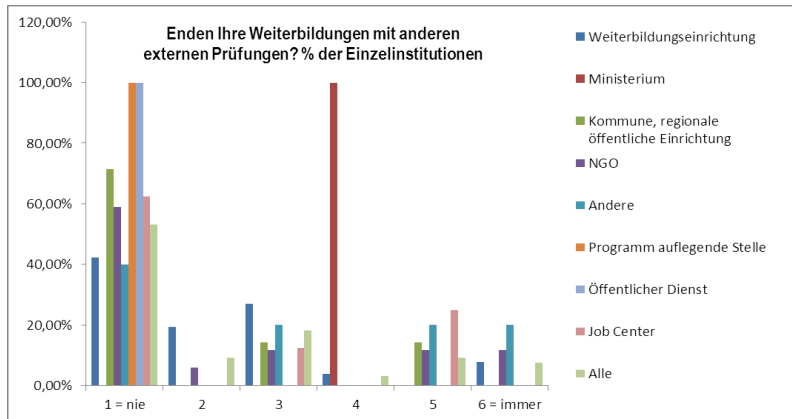
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

Question 24.3 Do your further education courses end with a state-recognised diploma?



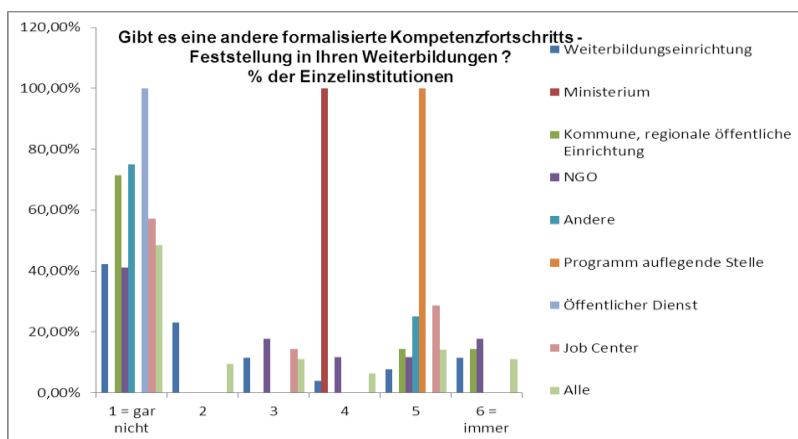
Enden Ihre Weiterbildungen mit einem staatlich anerkannten Abschluss? % der Einzel Institutionen	Do your further education courses end with a state-recognised diploma? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

Question 24.4 Do your further education courses end with other external examinations?



Enden Ihre Weiterbildungen mit anderen externen Prüfungen? % der Einzelinstitutionen	Do your further education courses end with other external examinations? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

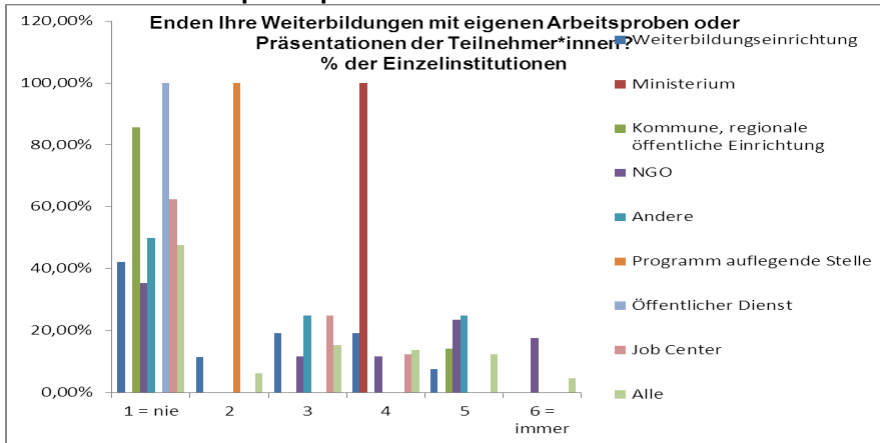
Question 24.5 Is there another formalised competence assessment test in your further education courses?



Gibt es eine andere formalisierte Kompetenzfortschritts Feststellung in Ihren Weiterbildungen? % der Einzelinstitutionen	Are there any other formalised competence progress assessments in your further education course? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities

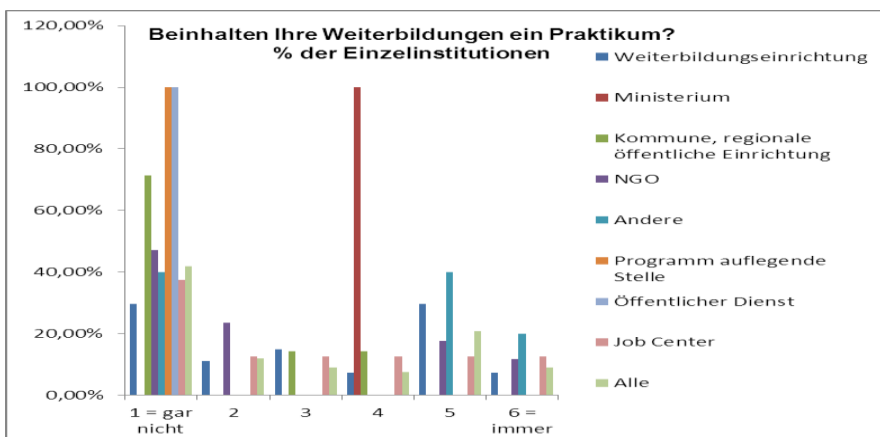
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

Question 24.6 Do your further education courses end with the own work samples or presentations of the participants?



Enden Ihre Weiterbildungen mit eigenen Arbeitsproben oder Präsentationen der Teilnehmer*innen? % der Einzelinstitutionen	Do your further education courses end with the own work samples or presentations of the participants? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

Question 24.7 Do your further education courses include an internship?



Beinhalten Ihre Weiterbildungen ein Praktikum? % der Einzelinstitutionen	Do your further education courses include an internship? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
öffentlicher Dienst	Public service
Job Center	Job centre
1 = überhaupt nicht	1 = not at all
6 = immer	6 = always

Question 25 Are there any other types of examinations that can complete your further education?

There are hardly any other types of diplomas.

Question 25	Are there any other types of exams that complete your further education? 97.22% No 2.78% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	97.22%	93.10%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Yes	2.78%	6.90%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Question 26 What other types of examinations are offered?

Here the feedback of the participants was given only twice.

Question 27 How long do your further education courses last?

Periods from a few days to several years are mentioned for the Master's and Bachelor's programmes. Further education institutions offer courses lasting from a few days to 5 years, municipal institutions offer courses lasting from 1 day to 2 semesters, the NGOs from 1 day to 2 years. It strongly depends on the course and the subject area. The Job Centres offer between 1 day and 24 months.

Institution	How long do your further education courses last?	English
Weiterbildungseinrichtung	unterschiedlich	different
Weiterbildungseinrichtung	ein bis fünf tage	1 - 5 days
Weiterbildungseinrichtung	-	-
Weiterbildungseinrichtung	mehrere Wochenenden über ein Jahr + Hospitaion und Praxisphase	several weekends until more than a year hospitation
Weiterbildungseinrichtung	1 Jahr	1 year
Weiterbildungseinrichtung	2 Jahre	2 years
Weiterbildungseinrichtung	1 év	1 year
Weiterbildungseinrichtung	5-8-10 és 30 órás	5-8-10 and 30 hours

Weiterbildungseinrichtung	Két éves OKJ képzéseink vannak.	2 years
Weiterbildungseinrichtung	0,5 év - 2 év	half until 2 years
Weiterbildungseinrichtung	4 hónap és egy év közt	4 months and 1 year
Weiterbildungseinrichtung	35 óra informatikai tanfolyam	35 hours
Weiterbildungseinrichtung	általában néhány hónap (3-6)	a few months
Weiterbildungseinrichtung	50-1000 óra	50 - 1000 hours
Weiterbildungseinrichtung	2 szemeszter	2 semesters
Weiterbildungseinrichtung	3 hónap	3 months
Weiterbildungseinrichtung	3-5 év	3-5 years
Weiterbildungseinrichtung	36 óra	36 hours
Weiterbildungseinrichtung	depends on the course - 1-2 days, 1 week	depends on the course - 1-2 days, 1 week
Weiterbildungseinrichtung	1 semester	1 semester
Weiterbildungseinrichtung	rok	year
Weiterbildungseinrichtung	Kilja tygodni - kilka miesięcy	few weeks - few months
Weiterbildungseinrichtung	minimum 30 godz	minimum 30 hours
Weiterbildungseinrichtung	4 lata	4 years
Weiterbildungseinrichtung	few days, few years	few days, few years
Weiterbildungseinrichtung	From 2 days to 6 months depending on the course	From 2 days to 6 months depending on the course
Weiterbildungseinrichtung	From case to case	From case to case
Weiterbildungseinrichtung	Between 3 and 9 months	Between 3 and 9 months
Weiterbildungseinrichtung	3 years -Licence 2 years -Master	3 years -Licence 2 years -Master
Weiterbildungseinrichtung	60-120 hours	60-120 hours
Ministerium	8 godzin	8 hours
Municipal, communal, regional public institution	bis zu 6 Monate	up to 6 months
Municipal, communal, regional public institution	Teljese eltérőek, 36 órától egész tanéven át tartó.	from 36 hours to 1 learning year
Municipal, communal, regional public institution	8 h	8 hours
Municipal, communal, regional public institution	0	0

Municipal, communal, regional public institution	24 h	24 hours
Municipal, communal, regional public institution	1 dzień	1 day
Municipal, communal, regional public institution	dwa semestry	two semesters
Municipal, communal, regional public institution	12-24 months	12-24 months
Municipal, communal, regional public institution	Differs, depends on courses type	Differs, depends on courses type
NGO	1-36 Tage	1-36 days
NGO	2 tunden bis 3 Jahre	2 -3 years
NGO	unterschiedlich je nach Thema	different depending on topic
NGO	von 1 Tag bis 9 Monate, je nach Bereich	from 1 day until 9 monthsd depending on topic
NGO	Tages- bis Mehrtagesseminare	days to several days
NGO	1 Tag oder modular	1 day or modular
NGO	6-90 óra	6-90 hours
NGO	24 óra	24 hours
NGO	3 hónap	3 months
NGO	3 nap (30 óra)	3 days (30 hours)
NGO	3 hó	3 months
NGO	2-4- nap	2-4 days
NGO	1 nap, 3 nap.	1 - 3 days
NGO	From 2 days to 6 months depending on the course	From 2 days to 6 months depending on the course
NGO	kilka tygodni	few weeks
NGO		
NGO	IGA courses - 1,2 weeks, IGA Academy - longer courses	IGA courses - 1,2 weeks, IGA Academy - longer courses
NGO	20 sau 40 ore	20 sau 40 ore
Other	3 év alap+ 2 év senior	3 years + 2 years senior
Other	változó	different
Other	1-2 days	
Other	1-3 semestry	1-3 semesters
Other	nie prowadzimy kursów	we do not run courses
Programm auflegende Stelle	1-2 months	1-2 months
Öffentlicher Dienst	1 - 3 Tage	1-3 days
Job Center	ca. 3 Monate bis 24 Monate	ca. 3 months until 24 months
Job Center	0	0
Job Center	0	0
Job Center	1-5 dni	1-5 days
Job Center	miesiące	months
Job Center	its depends few days till few weeks	its depends few days till few weeks
Job Center	Between 1 and 5 months	Between 1 and 5 months

Question 28 Do your further education courses include an internship?

Further education courses rarely include an internship. In an overall comparison, only 25% of the surveyed offer an internship. The further education institutions had almost 50% internship, the two answers of the programme issuing body of the Ministry each offered an internship. Only 11% of the Job Centres offer internships.

Question 28	Do your further education courses include an internship? 75.34% No 24.66% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	75.34%	53.33%	100.00%	100.00%	94.12%	100.00%	0.00%	0.00%	88.89%
Yes	24.66%	46.67%	0.00%	0.00%	5.88%	0.00%	100.00%	100.00%	11.11%

Question 29 How long does the internship last?

The internship lasts between 6 weeks and 6 months, once it makes up 60-70% of the further education share.

Institution	Dauer des Praktikums	English
Weiterbildungsinstitution	1 Jahr für Techniker, die anderen kein Praktikum	1 year for technicians, for the others no internship
Weiterbildungsinstitution	unterschiedlich	different
Weiterbildungsinstitution	2-3 hónap.	2-3 month
Weiterbildungsinstitution	2-4 hét	2-4 weeks
Weiterbildungsinstitution	6 hét	6 weeks
Weiterbildungsinstitution	6 hét, 1 év	6 weeks, 1 year
Weiterbildungsinstitution	70 óra	70 hours
Weiterbildungsinstitution	általában a képzés 60%-70%	in general the training 60-70%
Weiterbildungsinstitution	Az OKJ-s követelényrendszer írja elő.	it is prescribed by OKJ - National Register of Training legislation
Weiterbildungsinstitution	egy hét (40 óra)	1 week (40 hours)
Weiterbildungsinstitution	1 semester	1 semester
Weiterbildungsinstitution	cateva zile in cazul Modulului psihopedagogic	few days in case of psycho-pedagogical module
Weiterbildungsinstitution	Între 30ore și 240ore	Between 30 and 240 hours
Weiterbildungsinstitution	Partenererele ERASMUS	ERASMUS partners
NGO	2 Wochen bis 20 Wochen	2 - 20 weeks
Programm auflegende Stelle	1-2 luni	1-2 months
Öffentlicher Dienst	1 - 3 Tage	1-3 days
Job Center	1-6 Monate	1-6 months

Question 30 Can an internship also be completed abroad?

55% of respondents also allow completing the internships abroad. The NGO always, Job Centre as well, and the programme issuing bodies. Many did not answer the question either.

Question 30	Can the internship also be completed abroad? 44.44% No 55.56% Yes, but total 76% Not reported								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	I do not know	LA	100.00%	I do not know	100.00%	100.00%	100.00%
No	44.44%	50.00%	I do not know	LA	0.00%	I do not know	0.00%	100.00%	0.00%
Yes	55.56%	50.00%	I do not know	LA	100.00%	I do not know	100.00%	0.00%	100.00%

Question 31 Do you offer international further education possibilities, e.g. in cooperation with networks?

International further education possibilities are very rarely offered, and if there are any, then within the framework of the ERASMUS programme.

Institution	Bieten Sie international weiterbildungen an, z.B. in Zusammenarbeit mit internationalen Partners?	English
Weiterbildungsinstitution	nein	no
Weiterbildungsinstitution	ja	yes
Weiterbildungsinstitution	ERASMUS Mobilitäten	ERASMUS Mobilities
Weiterbildungsinstitution	nein	no
Weiterbildungsinstitution	nein	no
Weiterbildungsinstitution	nein	no
Weiterbildungsinstitution	ritkán	seldom
Weiterbildungsinstitution	nincs	no
Weiterbildungsinstitution	Igen, az Erasmus+ program keretében.	yes, via ERASMUS programme
Weiterbildungsinstitution	nincs	no
Weiterbildungsinstitution	nincs	no
Weiterbildungsinstitution	nincs	no
Weiterbildungsinstitution	nincs	no
Weiterbildungsinstitution	igen	yes
Weiterbildungsinstitution	igen	yes
Weiterbildungsinstitution	Igen	yes
Weiterbildungsinstitution	igen	yes
Weiterbildungsinstitution	-	no
Weiterbildungsinstitution	No	No
Weiterbildungsinstitution	No	No
Weiterbildungsinstitution	Nie	No
Weiterbildungsinstitution	nie	No
Weiterbildungsinstitution	nie	No

Weiterbildungsinstitution	No	No
Weiterbildungsinstitution	Within Erasmus Projects, the employees of the institution are involved in these courses	Within Erasmus Projects, the employees of the institution are involved in these courses
Weiterbildungsinstitution	No	No
Weiterbildungsinstitution	No	No
Weiterbildungsinstitution	Within ERASMUS programme	Within ERASMUS programme
Weiterbildungsinstitution	Yes.	Yes.
Ministerien	tak	yes
Municipal, communal, regional public institution	teilweise über ERASMUS+	partly, via ERASMUS
Municipal, communal, regional public institution	Nincs.	no
Municipal, communal, regional public institution	tak	yes
Municipal, communal, regional public institution	nie	no
Municipal, communal, regional public institution	nie	no
Municipal, communal, regional public institution	nie	no
Municipal, communal, regional public institution	Nle	no
Municipal, communal, regional public institution	No	No
Municipal, communal, regional public institution	No	No
NGO	nein	no
NGO	ja, für Fachleute der schulischen Berufsausbildung	yes for specialists of vocational training
NGO	ja, aber nur für Mitarbeiter und Ehrenamtliche	yes, but only for staff and volunteers
NGO	Ja, Weiterbildungen über das Programm erasmus+	yes, via ERASMUS programme
NGO	nein	no
NGO	nein	no
NGO	nem	no
NGO	nincs	no
NGO	Igen	yes

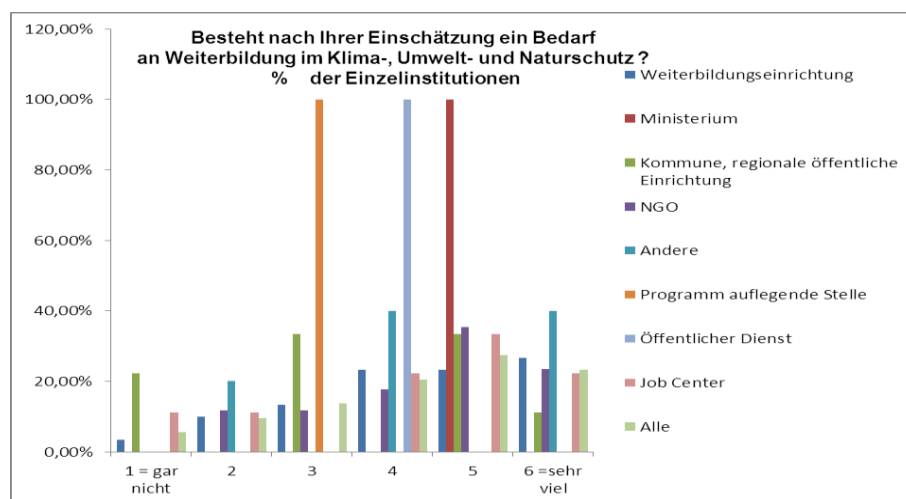
NGO	Igen	yes
NGO	igen	yes
NGO	igen	yes
NGO	Van.	yes
NGO	Yes.	yes
NGO	nie	no
NGO	yes. Thanks to cooperation with partners from aboard - Belgium, Iceland, Germany	yes. Thanks to cooperation with partners from aboard - Belgium, Iceland, Germany
NGO	Not yet	Not yet
Andere	igen, főleg erasmus egyéni hallgatói mobilitás	yes, mostly ERASMUS
Andere	nincs	no
Andere	no	no
Andere	tak	yes
Andere	nie	no
Programm auflegende Institution	Yes.	Yes.
Öffentlicher Dienst	nicht bekannt	not known
Job Center	Derzeit nicht bekannt	not known
Job Center	nie	no
Job Center	nie	no
Job Center	nie	no
Job Center	nd	no data
Job Center	nie	no
Job Center	tak	yes
Job Center	NC	no comment
Job Center	No	no

Question 32 In your opinion, is there a need for further training possibilities within UM-NAT-KLIM?

There is a great need for further training within UnaKlim. On average, it was rated with the statistical average of 4.25, while the training institution, ministry, NGO and others (4.33 to 5) still rated it above average. Job centres, public services and municipal institutions estimate significantly lower (3.00 to 3.56).

Question 32	In your opinion, is there a need for further education possibilities within climate, environmental and nature conservation? 1=not at all: 6= yes very								
Mean	4.25	4.33	5.00	3.56	4.47	4.40	3.00	4.00	4.22
Standard deviation	1.48	1.45	n.a.	1.81	1.33	1.67	n.a.	n.a.	1.72
Median	5.00	4.50	n.a.	3.00	5.00	4.00	n.a.	n.a.	5.00
Confidence 95%	0.34	0.52	n.a.	1.18	0.63	1.47	n.a.	n.a.	1.12
Confidence interval +	4.59	4.85	n.a.	4.74	5.10	5.87	n.a.	n.a.	5.34
Confidence interval -	3.91	3.82	n.a.	2.37	3.84	2.93	n.a.	n.a.	3.10
Skewness	-0.60	-0.56	n.a.	-0.28	-0.65	-0.51	n.a.	n.a.	-1.01

n	73	30	1	9	17	5	1	1	9
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre



Besteht nach Ihrer Einschätzung ein Bedarf an Weiterbildung im Klima-, Umwelt- und Naturschutz? % der Einzelinstitutionen	In your opinion, is there a need for further education possibilities within climate, environmental and nature conservation? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auf legende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

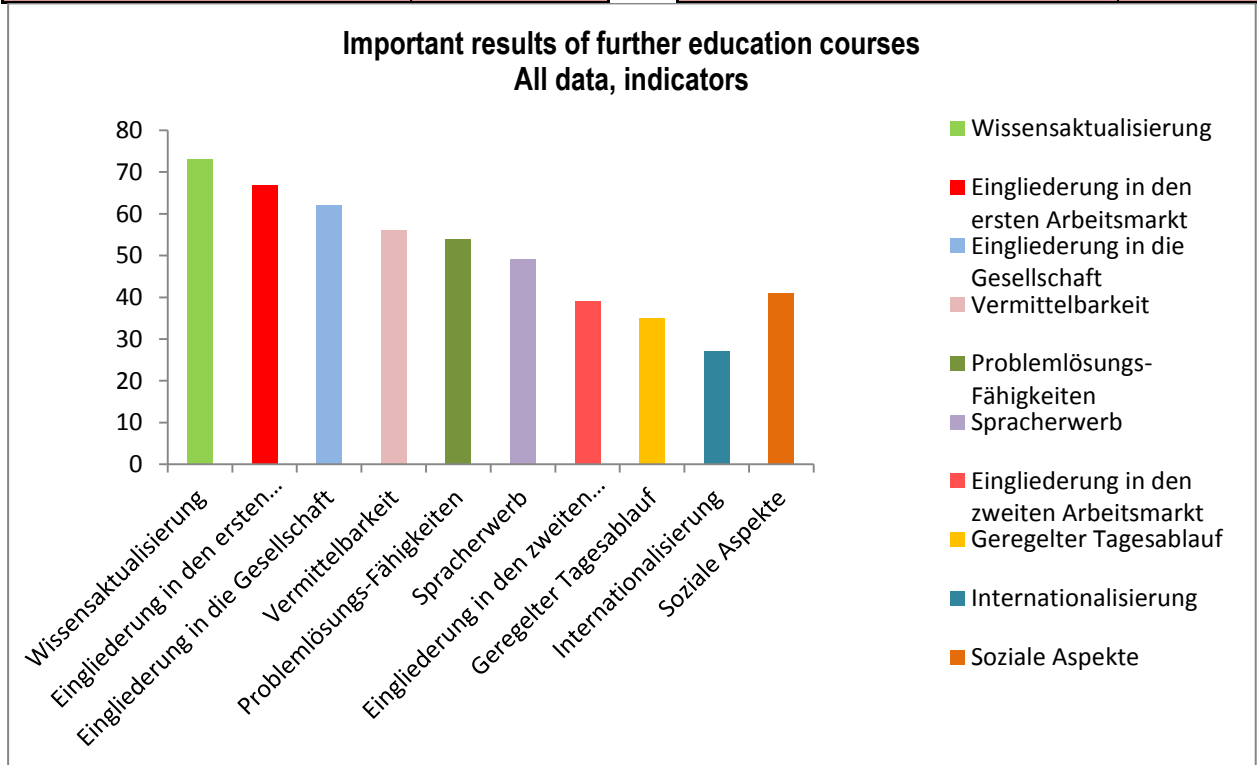
Question 33 What is important as a result of further education?

Depending on the evaluation method, the topics vary considerably. However, in the first place there is always the knowledge refreshment, in the last place there are the social aspects. Less important are always: Language acquisition, secondary labour market, regulated daily routine and internationalisation.

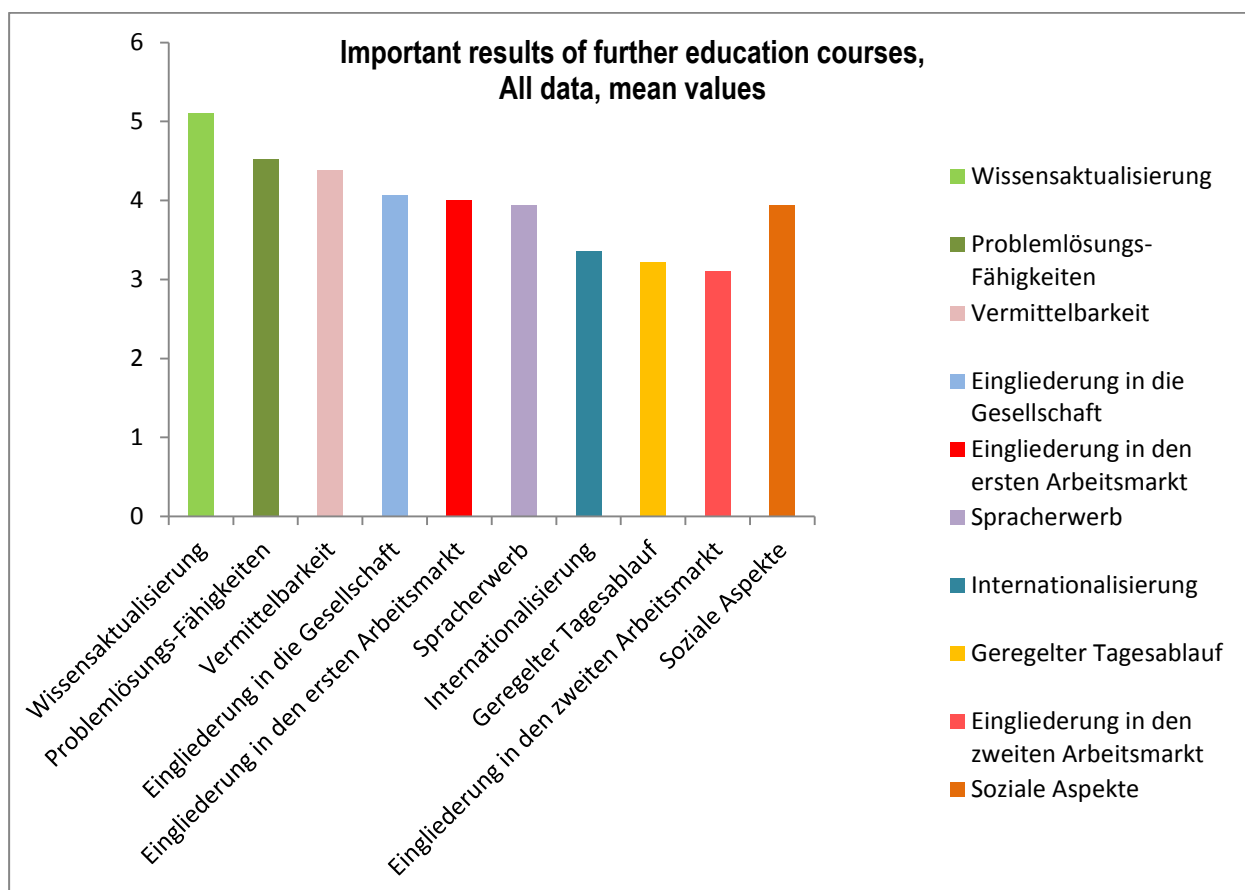
Question 33 (Indicators)	All
Knowledge update	73
Integration into the primary labour market	67
Integration into society	62
Employability	56
Problem-solving skills	54

Question 33 (Mean values)	All
Knowledge update	5.11
Problem-solving skills	4.52
Employability	4.38
Integration into society	4.07
Integration into the primary labour market	4.01

Language acquisition	49	Language acquisition	3.94
Integration into the secondary labour market	39	Internationalisation	3.36
Regulated daily routine	35	Regulated daily routine	3.22
Internationalisation	27	Integration into the secondary labour market	3.11
Social aspects	41	Social aspects	3.94

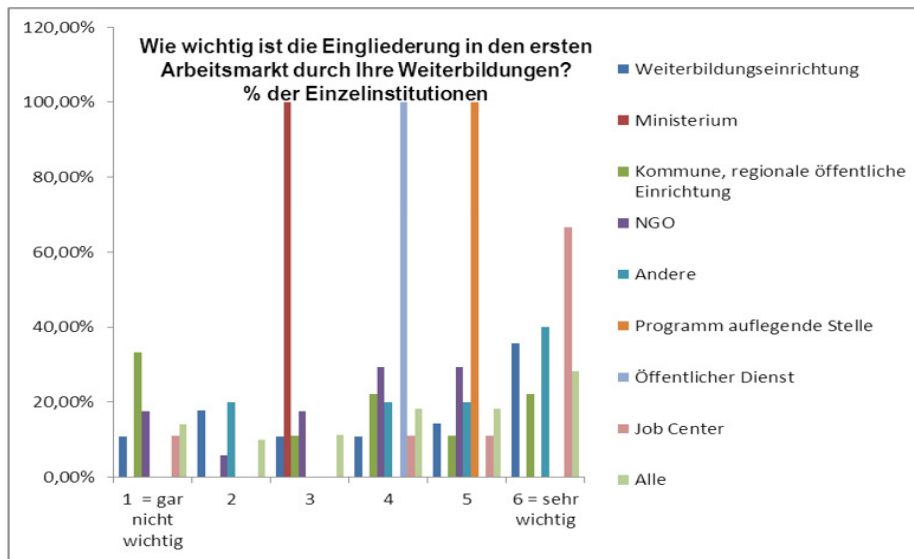


Wichtige Ergebnisse der Weiterbildungen Alle Daten, Indikatoren	Important results of further education courses All data, indicators
Wissensaktualisierung	Knowledge update
Eingliederung in den ersten Arbeitsmarkt	Integration into the primary labour market
Eingliederung in die Gesellschaft	Integration into society
Vermittelbarkeit	Employability
Problemlösungs Fähigkeiten	Problem solving
Spracherwerb	Language acquisition
Eingliederung in den zweiten Arbeitsmarkt	Integration into the secondary labour market
Geregelter Tagesablauf	Regulated daily routine
Internationalisierung	Internationalisation
Soziale Aspekte	Social aspects



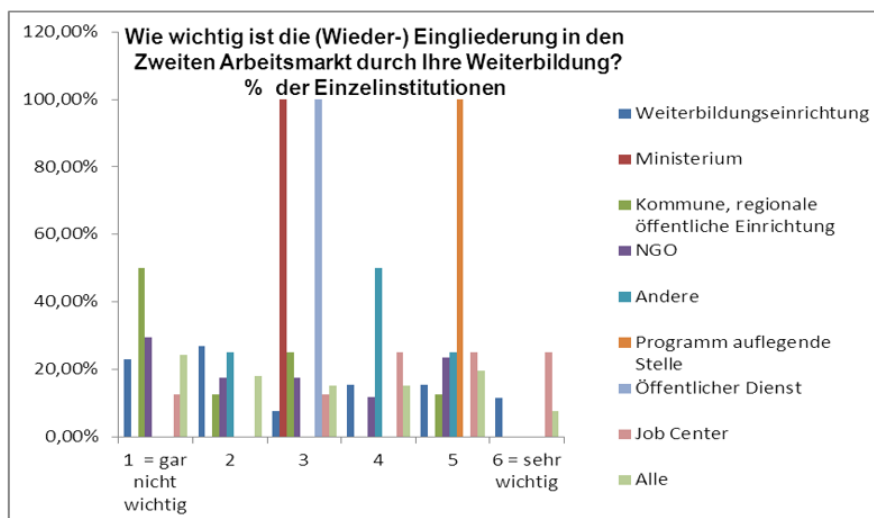
Wichtige Ergebnisse der Weiterbildungen, Alle Daten, Mittelwerte	Important results of further education courses, All data, Mean values
Wissensaktualisierung	Knowledge update
Eingliederung in den ersten Arbeitsmarkt	Integration into the primary labour market
Eingliederung in die Gesellschaft	Integration into society
Vermittelbarkeit	Employability
Problemlösungs	Problem solving
Fähigkeiten	Capabilities
Spracherwerb	Language acquisition
Eingliederung in den zweiten Arbeitsmarkt	Integration into the secondary labour market
Geregelter Tagesablauf	Regulated daily routine
Internationalisierung	Internationalisation
Soziale Aspekte	Social aspects
Die Einzelergebnisse sind untenstehend aufgeführt.	The individual results are presented below.

Question 33.1 How important is integration into the primary labour market?



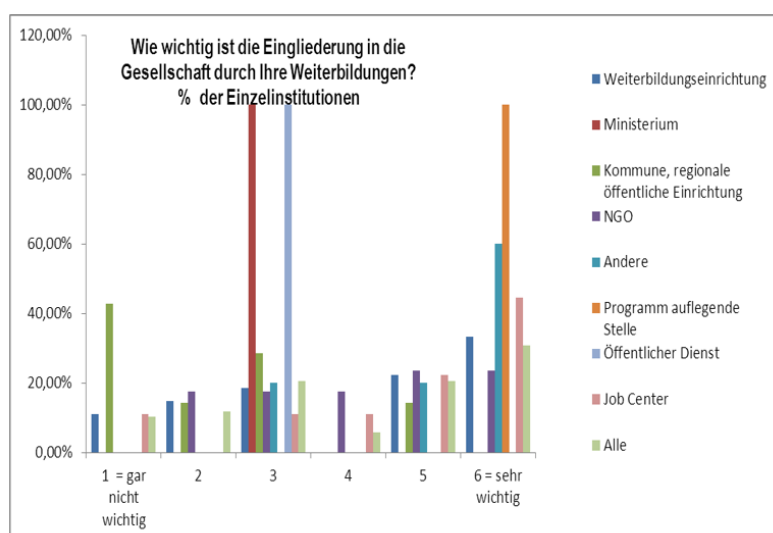
Wie wichtig ist die Eingliederung in den ersten Arbeitsmarkt durch Ihre Weiterbildungen? % der Einzelinstitutionen	How important is integration into the primary labour market through your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.2 How important is integration into the secondary labour market?



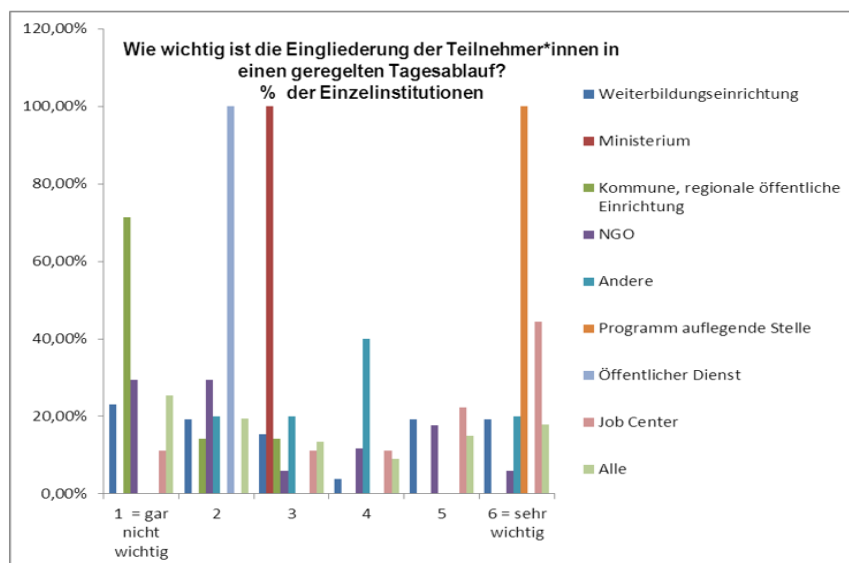
Wie wichtig ist die (Wieder-) Eingliederung in den Zweiten Arbeits markt durch Ihre Weiterbildung? % der Einzelinstitutionen	How important is the (re-)integration into the secondary labour market through your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.3 How important is the integration into society?



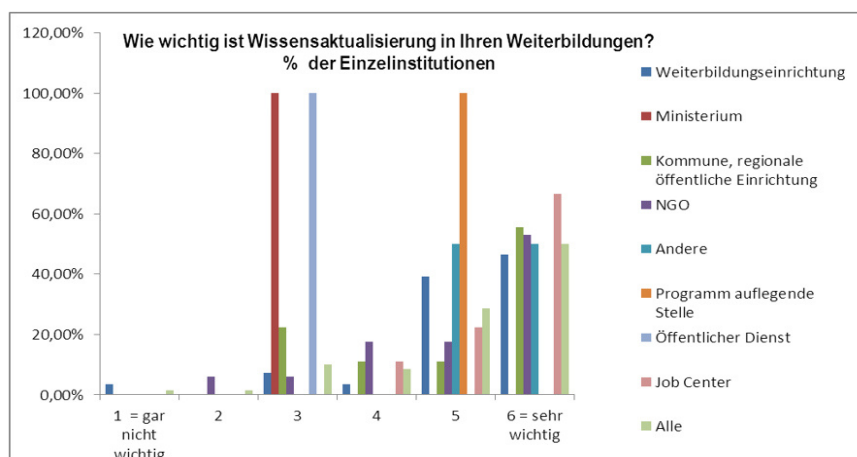
Wie wichtig ist die Eingliederung in die Gesellschaft durch Ihre Weiterbildungen? % der Einzelinstitutionen	How important is the integration into society through your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.4 How important is the integration into a regular daily routine?



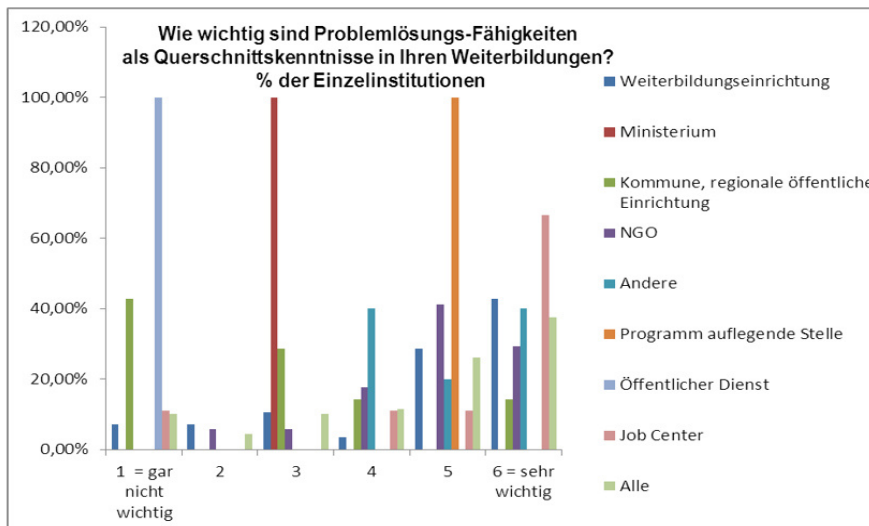
Wie wichtig ist die Eingliederung der Teilnehmer*innen in einen geregelten Tagesablauf? % der Einzelinstitutionen	How important is the integration of participants into a regular daily routine? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.5 How important is updating the knowledge?



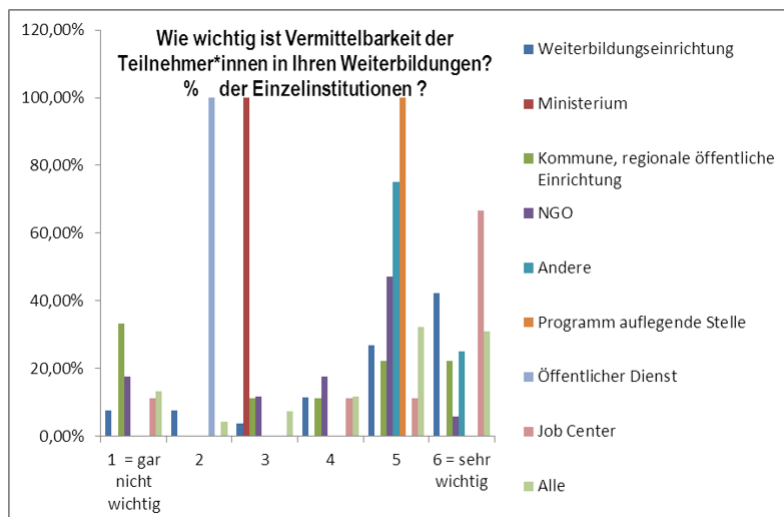
Wie wichtig ist Wissensaktualisierung in Ihren Weiterbildungen? % der Einzelinstitutionen	How important is updating the knowledge within your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.6 How important are problem-solving skills as cross-sectional knowledge?



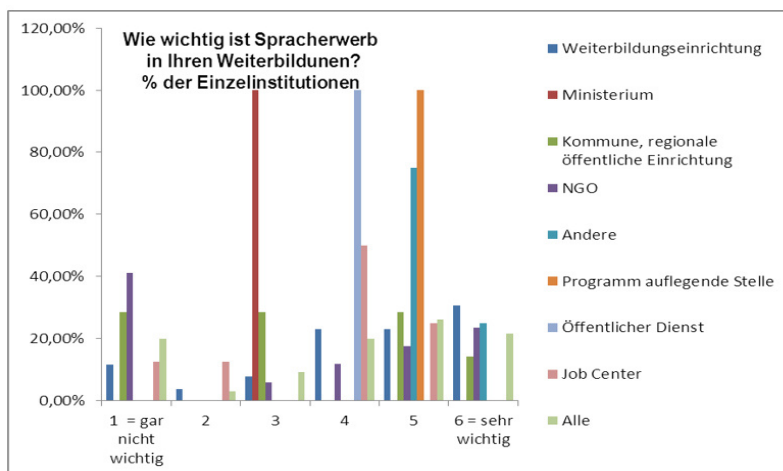
Wie wichtig sind Problemlösungs-Fähigkeiten als Querschnittskenntnisse in Ihren Weiterbildungen? % der Einzelinstitutionen	How important are problem-solving skills as cross-sectional knowledge in your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.7 How important is employability?



Wie wichtig ist Verwitterbarkeit der Teilnehmerinnen in Ihren Weiterbildungen? % der Einzelinstitutionen ?	How important is the employability of the participants in your training courses? % of individual institutions?
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

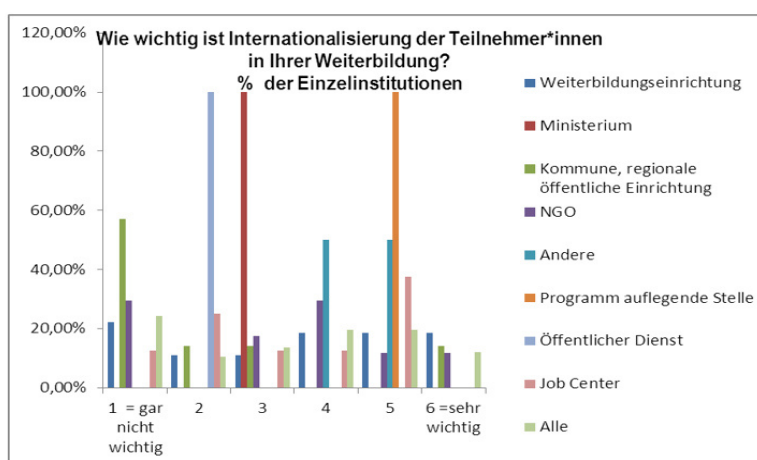
Question 33.8 How important is language acquisition?



Wie wichtig ist Spracherwerb in Ihren Weiterbildungen? % der Einzelinstitutionen	How important is language acquisition in your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution

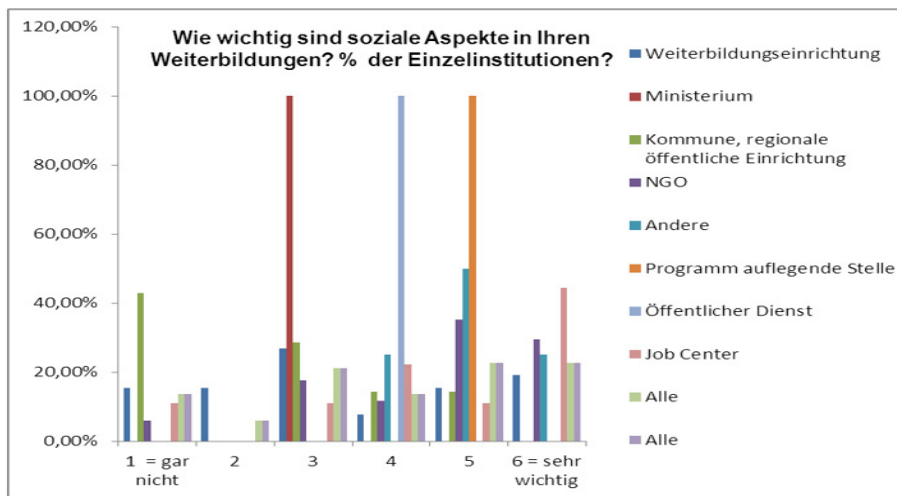
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.9 How important is the internationalisation of participants?



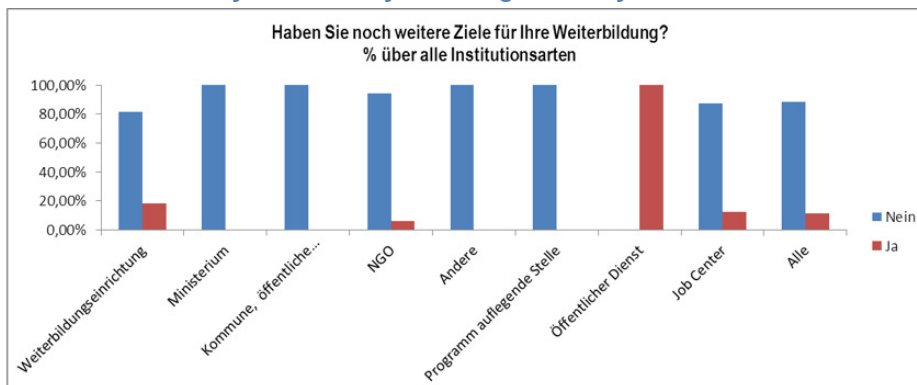
Wie wichtig ist Internationalisierung der Teilnehmer*innen in Ihrer Weiterbildung? % der Einzelinstitutionen	How important is the internationalisation of participants in your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 33.10 How important are social aspects?



Wie wichtig sind soziale Aspekte in Ihren Weiterbildungen? % der Einzelinstitutionen?	How important are social aspects in your training? % of individual institutions?
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
6 = sehr wichtig	6 = very important
1 = gar nicht wichtig	1 = not important at all

Question 34 Do you have any further goals for your further education?



Haben Sie noch weitere Ziele für Ihre Weiterbildung? % über alle Institutionsarten	Do you have any further goals for your further education? % across all types of institutions
Nein	No
Ja	Yes
Weiterbildungseinrichtung	Further education institution

Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

Question 35 What other goals would you like to see in the further education possibilities?

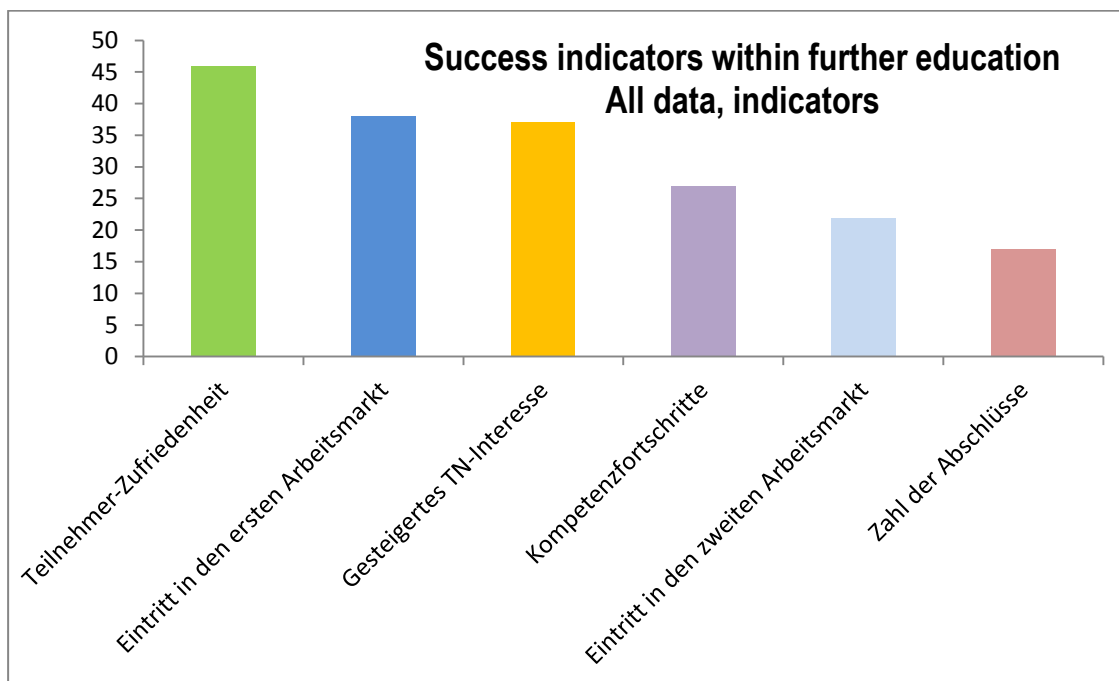
Institution	What other goals would you like to see in your further education?	English
Weiterbildungs-institution	szakmai ismeretek naprakészen tartása, élethosszig tanulás, továbbképzés	up-to-date professional knowledge, lifelong learning, further education
Weiterbildungs-institution	pályázati kiírásoknak való megfelelés és munkakör betöltéséhez szükséges szakképesítés megszerzésének szükségessége	complying with tender requirements and the necessity of obtaining the qualifications required for the post
Weiterbildungs-institution	We definitely need to support education, especially that we have a lot of environmental, climate problems. Education should be introduced at lower levels – for children. Cooperation lecturers with children Lecturers (academicals) should promote consumer awareness, engage in pro-social activities, collaborate with teachers and local governments. More conferences for public education and public awareness. Promotion, promotion, promotion. We have to go beyond the environmental science and government, straight to ordinary people	We definitely need to support education, especially that we have a lot of environmental, climate problems. Education should be introduced at lower levels – for children. Cooperation lecturers with children Lecturers (academicals) should promote consumer awareness, engage in pro-social activities, collaborate with teachers and local governments. More conferences for public education and public awareness. Promotion, promotion, promotion. We have to go beyond the environmental science and government, straight to ordinary people
Weiterbildungs-institution	Self-awareness / Raising your own sense of worth	Self-awareness / Raising your own sense of worth
NGO	Helyi gazdaság fejlesztése, Közösségi finanszírozás, Technológia fejlesztés. Önrendelkezés	developing local economy, community financing, technological development. Autonomy
Öffentlicher Dienst	Vertiefung und Aktualisierung vorhandener Kenntnisse	in-depth and actualisation of existing knowledge
Job Center	Development of social competences	Development of social competences

Question 36 Which success indicators of your further education do you use?

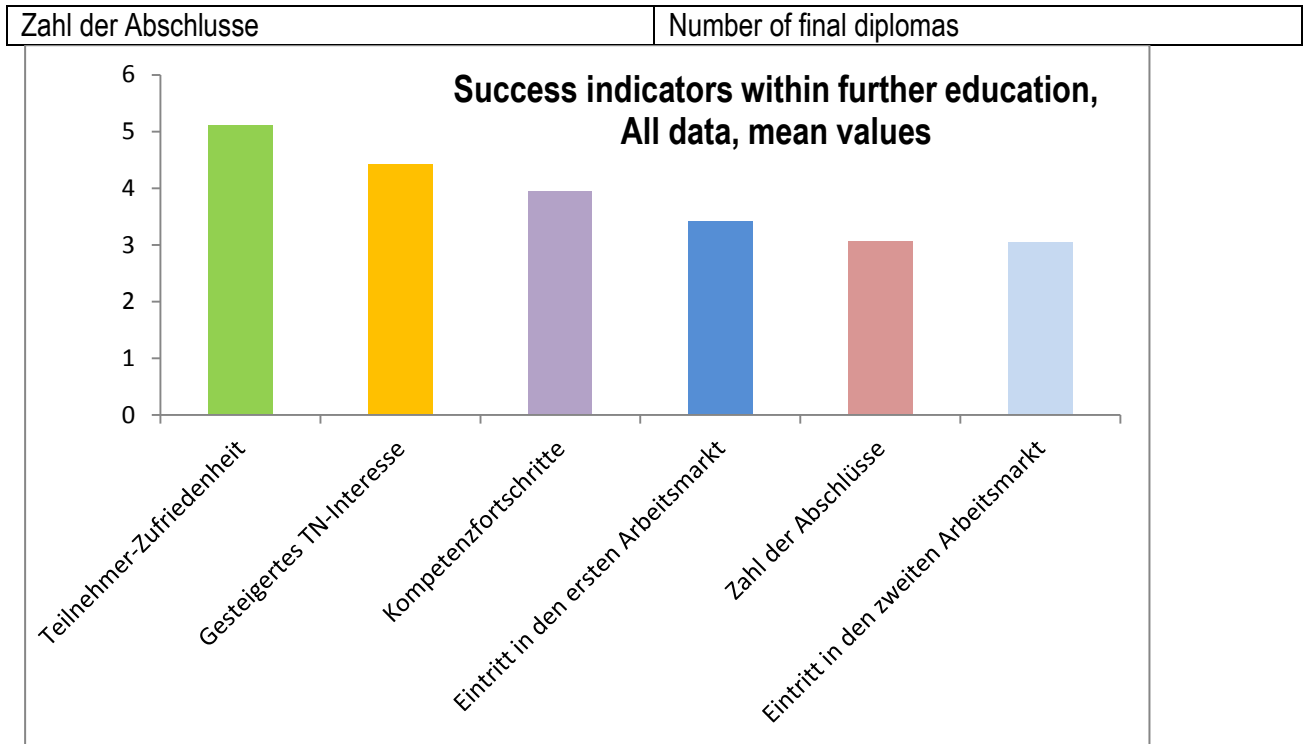
Question 36 Which success indicators of your further education do you use? (Indicators) (Ranking)	All
Participant satisfaction	46
Entry into the primary labour market	38
Increased interest of the participants	37
Competence progress	27
Entry into the secondary labour market	22
Number of diplomas	17

Question 36 Which success indicators of your further education do you use? (Mean values) Ranking list	All
Participant satisfaction	5.1
Increased interest of the participants	4.42
Competence progress	3.94
Entry into the primary labour market	3.42
Number of diplomas	3.06
Entry into the secondary labour market	3.05

The participants' satisfaction was the most important indicator of success, entry into the primary labour market was only in the second or fourth place, followed by an increased interest in participation and competence progress, the number of diplomas and entry into the secondary labour market were less important.

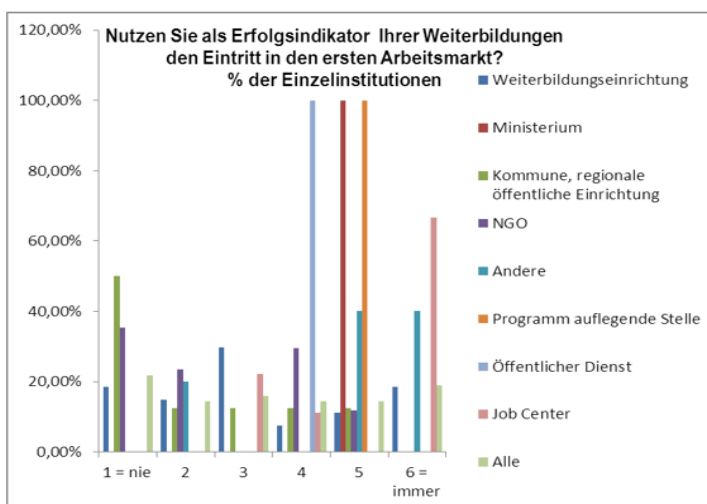


Erfolgsindikatoren der Weiterbildungen Alle Daten, Indikatoren	Success indicators within further education All data, indicators
Teilnehmer-Zufriedenheit	Participant satisfaction
Eintritt in den ersten Arbeitsmarkt	Entry into the primary labour market
Gesteigertes TN-Interesse	Increased interest of the participants
Kompetenzenfortschritte	Competence progress
Eintritt in den zweiten Arbeitsmarkt	Entry into the secondary labour market



Erfolgsindikatoren der Weiterbildungen, Alle Daten, Mittelwerte Teilnehmer-Zufriedenheit	Success indicators within further education, All data, Mean values Participant satisfaction
Eintritt in den ersten Arbeitsmarkt	Entry into the primary labour market
Gesteigertes TN-Interesse	Increased interest of the participants
Kompetenzenfortschritte	Competence progress
Eintritt in den zweiten Arbeitsmarkt	Entry into the secondary labour market
Zahl der Abschlüsse	Number of final diplomas

Question 36.1 Do you use entering the primary labour market as a success indicator?

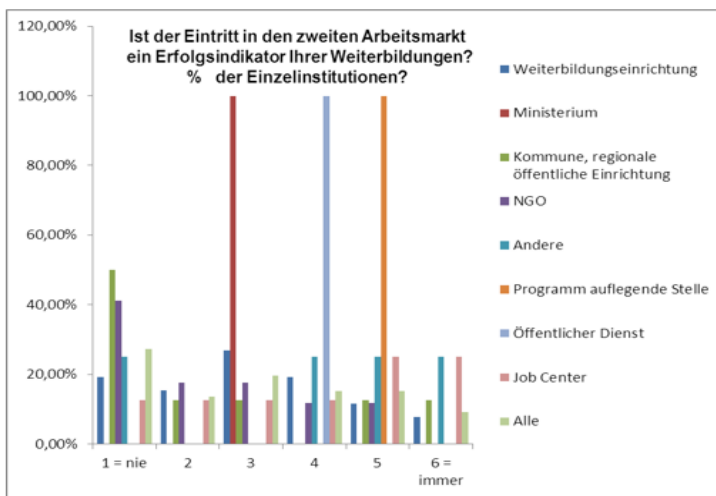


Job centres found the entry into the primary labour market the most important, but some of them found it only moderately important. Ministries, public service and programme issuing bodies found it important, municipalities rather less important.

Nutzen Sie als Erfolgsindikator Ihrer Weiterbildungen den Eintritt in den ersten Arbeitsmarkt? % der Einzelinstitutionen	Do you use entering the primary labour market as a success indicator for your further training courses? % of individual institutions
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Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

Question 36.2 Is the entry into the secondary labour market a success indicator?

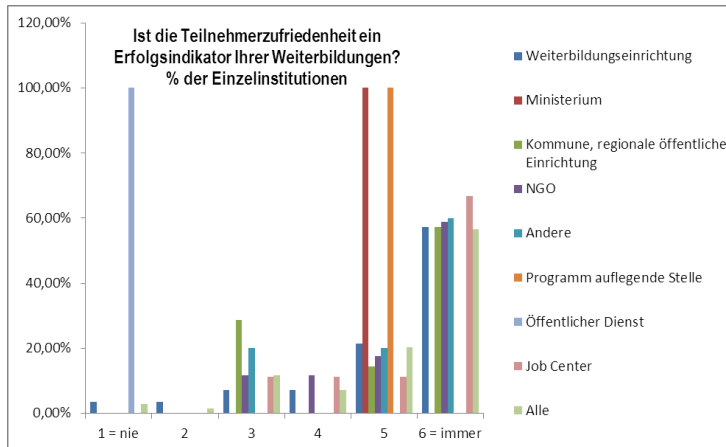


A similar picture can be seen here, however the job centres are not uniform, but spread over all important areas.

The secondary labour market is basically not the focus.

Ist der Eintritt in den zweiten Arbeitsmarkt ein Erfolgsindikator Ihrer Weiterbildungen? % der Einzelinstitutionen?	Is the entry into the secondary labour market a success indicator of your further education? % of individual institutions?
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

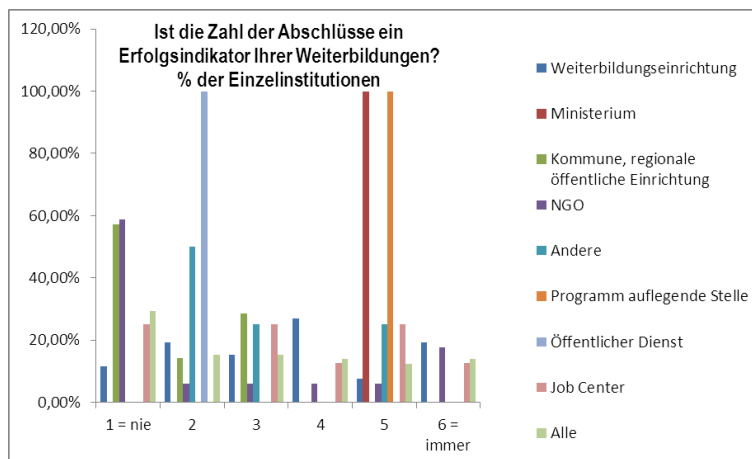
Question 36.3 Is participant satisfaction a success indicator of your further education?



There is a strong focus on participant satisfaction, with the exception of the public sector.

Ist die Teilnehmerzufriedenheit ein Erfolgsindikator Ihrer Weiterbildungen? % der Einzelinstitutionen	Is participant satisfaction a success indicator of your further education courses? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

Question 36.4 Is the number of qualifications a success indicator of your further education?

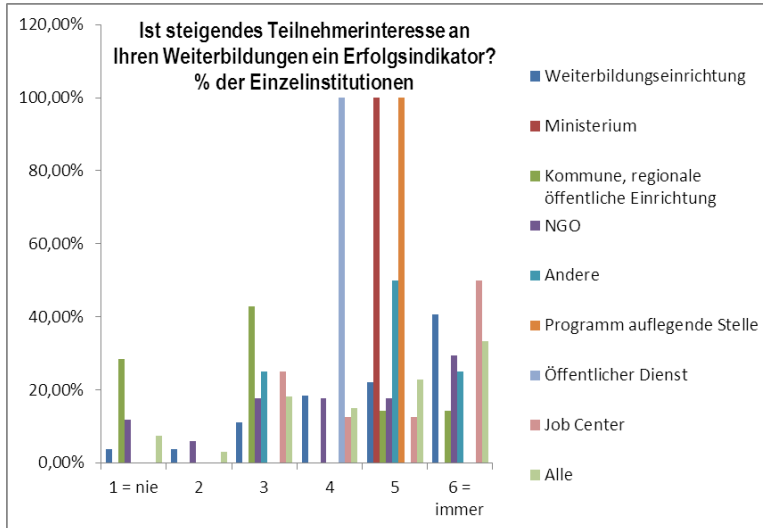


The number of diplomas is not the focus, the answers are very diverse. The ministry and the programme issuing body consider them important, the municipalities, NGOs and the public service consider them to be of little

Ist die Zahl der Abschlüsse ein Erfolgsindikator Ihrer Weiterbildungen? % der Einzelinstitutionen	Is the number of diplomas a success indicator of your further education? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body

Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

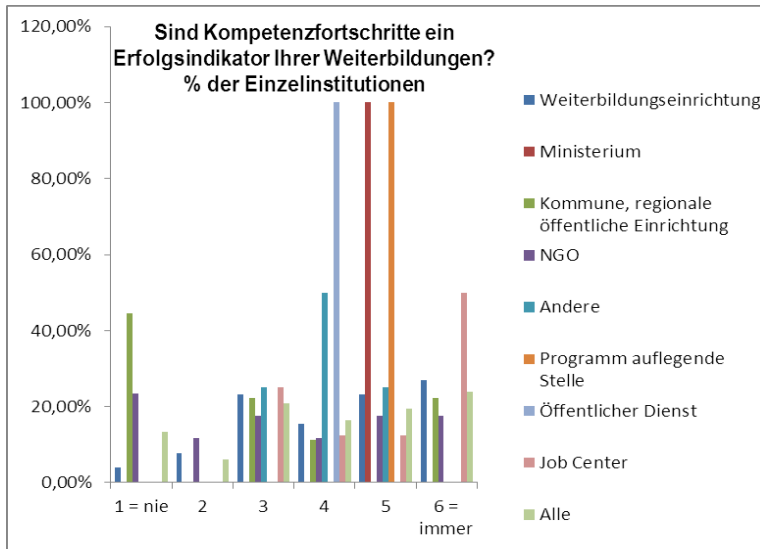
Question 36.5 Is an increasing participant interest in your further education a success indicator?



This is an important success indicator for all respondents. Only the municipalities rate it below average.

Ist steigendes Teilnehmerinteresse an Ihren Weiterbildungen ein Erfolgsindikator? % der Einzelinstitutionen	Is an increasing participant interest in your further education a success indicator? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

Question 36.6 Is competence progress a success indicator of your institutions?



Here the patterns are similar to the previous question. Only the municipality regards competence progress as a less important indicator of success.

Sind Kompetenzfortschritte ein Erfolgsindikator Ihrer Weiterbildungen? % der Einzelinstitutionen	Is competence progress a success indicator for your further education courses? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

Question 37 Do you measure other indicators to determine the success of further education?
Other indicators are hardly measured at all.

Question 37	Do you measure other indicators to determine the success of further education? 88.73% No 11.27% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	88.73%	89.29%	100.00%	100.00%	88.24%	100.00%	100.00%	0.00%	77.78%
Yes	11.27%	10.71%	0.00%	0.00%	11.76%	0.00%	0.00%	100.00%	22.22%

Question 38 If yes, which?

Institution	What other success indicators do you measure?	English
Weiterbildungs-institution	Rückmeldungen der Teilnehmer_innen, Bewertung der Angebote der Absolvent_innen durch die TN	feedback of participants

Weiterbildungs-institution	fenntartói és munkáltatói igények teljesítése	meeting the needs of the conservator and employer
NGO	Die Zufriedenheit der Dozenten und des Büropersonals mit der Massnahme	trainer satisfaction, admin people satisfaction with the training course
NGO	gradul de implicare în derularea ulterioară a programelor educaționale	degree of involvement in future educational programmes implementation
Öffentlicher Dienst	praxisorientierte Ausrichtung	practice-oriented
Job Center	Increased motivation for lifelong learning	Increased motivation for lifelong learning
Job Center	angajarea după absolvirea cursurilor într-o anumita perioada de timp	enrolment after a certain time period after graduation

Feedback from participants, employers, office staff and lecturers was mentioned, as well as practical orientation and motivation for lifelong learning.

Question 39 What do you expect from your trainers?

Study and vocational training were desired, but not as much focused as other skills. The mean values are 4.29 and 4.28. The mean values of the job centres are 3.50 and 4.67 respectively. Probably the two wishes are complementary, therefore they are quite differentiated. Work experience is very important (x_{average} All = 5.30, for Job Centre even 5.56). It can also compensate for a lack of vocational training to a certain extent. Special additional knowledge is sometimes very important (x_{average} for everyone = 5.25, for the Job Centre 5.56). A pedagogical diploma would be good, but is not mandatory. The trainer's experiences within the free economy are quite to very important (x_{average} all data is at 4.24, the job centre even above with 4.63).

Question 39.1 Would you like your trainers to have a final degree?

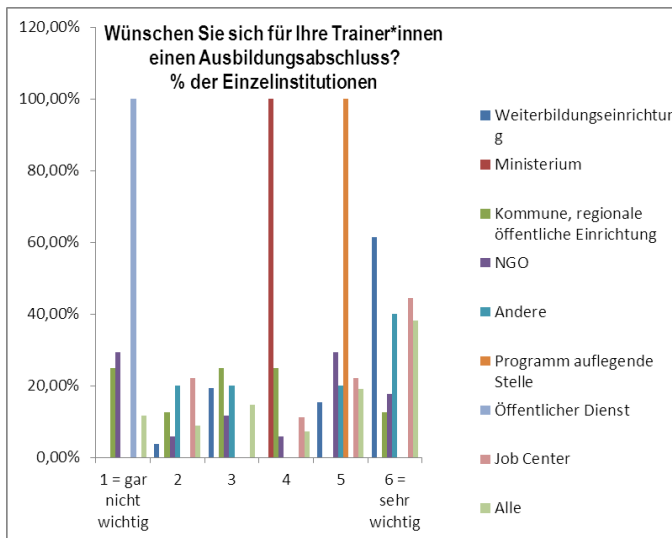
Question 39.1	Would you like your trainers to have a final degree? 1= not important at all; 6= very important								
Mean	4.29	5.04	4.00	3.88	3.65	5.00	5.00	1.00	3.50
Standard deviation	1.75	1.40	n.a.	1.73	1.90	1.41	n.a.	n.a.	1.85
Median	5.00	6.00	n.a.	4.50	5.00	5.50	n.a.	n.a.	3.50
Confidence 95%	0.41	0.52	n.a.	1.20	0.90	1.39	n.a.	n.a.	1.28
Confidence interval +	4.71	5.55	n.a.	5.07	4.55	6.39	n.a.	n.a.	4.78
Confidence interval -	3.88	4.52	n.a.	2.68	2.74	3.61	n.a.	n.a.	2.22
Skewness	-0.73	-1.46	n.a.	-0.63	-0.41	-1.41	n.a.	n.a.	0.27
n	68	28	1	8	17	4	1	1	8
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre



This is very important job centre, municipalities and NGO see it somewhat less important (x_{JC} average = 3.50).

Question 39.2 Would you like your trainers to have a training qualification?

Question 39.2	Would you like your trainers to have a training qualification? 1= not important at all; 6= very important								
Mean	4.28	5.12	4.00	3.00	3.53	4.40	5.00	1.00	4.67
Standard deviation	1.20	1.34	n.a.	1.69	2.00	1.82	n.a.	n.a.	1.66
Median	5.00	6.00	n.a.	3.00	4.00	5.00	n.a.	n.a.	5.00
Confidence 95%	0.43	0.51	n.a.	1.17	0.95	1.59	n.a.	n.a.	1.08
Confidence interval +	4.71	5.63	n.a.	4.17	4.48	5.99	n.a.	n.a.	5.75
Confidence interval -	3.85	4.60	n.a.	1.83	2.58	2.81	n.a.	n.a.	3.58
Skewness	-0.62	-1.21	n.a.	0.47	-0.21	-0.57	n.a.	n.a.	-1.01
n	68	26	1	8	17	5	1	1	9
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre

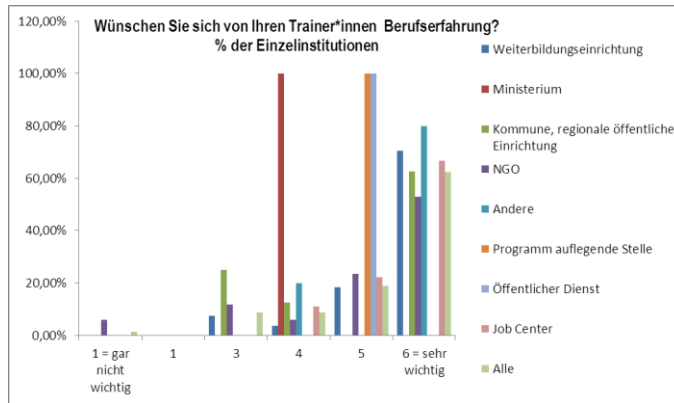


The wish is important, $x_{average} = 4.28$. Job centres, others and educational institutions find it even more important.

Wünschen Sie sich von Ihren Trainer*innen einen Studienabschluss? % der Einzelinstitutionen	Would you like your trainers to have a final degree? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All

1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.3 Do you want your trainers to have professional experience?

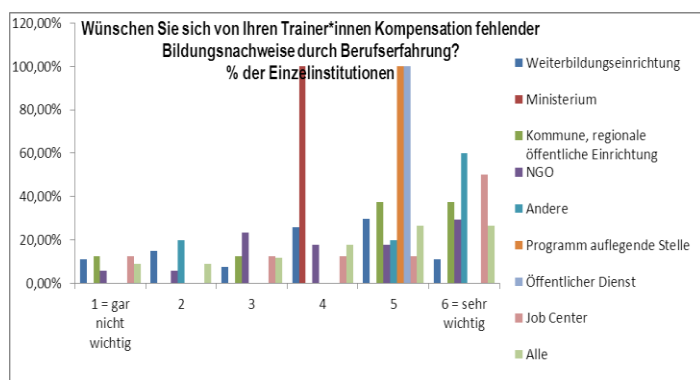


The total average is $x_{average} = 4.24$. All but the ministry and further education institution are even above it.

Wünschen Sie sich von Ihren Trainerinnen Berufserfahrung? % der Einzelinstitutionen	Would you like your trainers to have professional experience? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.4 Would you like your trainers to compensate for the lack of educational qualifications through professional experience?

Question 39.4	Would you like your trainers to compensate for the lack of educational qualifications through professional experience? 1= not important at all; 6= very important								
Mean	3.55	3.46	4.00	2.63	3.24	4.80	5.00	3.00	4.50
Standard deviation	1.58	1.45	n.a.	1.77	1.52	1.30	n.a.	n.a.	1.69
Median	4.00	4.00	n.a.	2.50	3.00	5.00	n.a.	n.a.	4.50
Confidence 95%	0.38	0.56	n.a.	1.22	0.72	1.14	n.a.	n.a.	1.17
Confidence interval +	3.93	4.02	n.a.	3.85	3.96	5.94	n.a.	n.a.	5.67
Confidence interval -	3.17	2.90	n.a.	1.40	2.51	3.66	n.a.	n.a.	3.33
Skewness	-0.22	-0.56	n.a.	0.97	0.15	-0.54	n.a.	n.a.	-1.30
n	67	26	1	8	17	5	1	1	8
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre



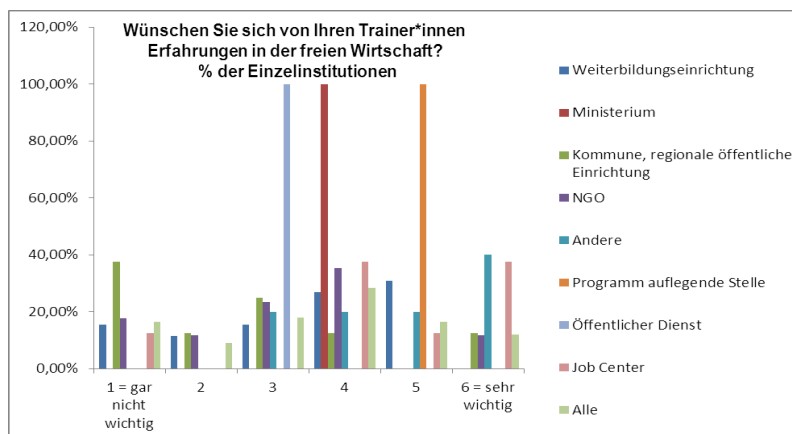
The overall average is 3.55, which is quite important. The Job Centre, Ministry, other and the programme issuing body rank it even more important.

Wünschen Sie sich von Ihren Trainer*innen Kompensation fehlender Bildungsnachweise durch Berufserfahrung? % der Einzelinstitutionen	Would you like your trainers to compensate for the lack of educational qualifications through professional experience? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.5 Do you want your trainers to have experience in the private sector?

Question 39.5	Would you like your trainers to have experience in the private sector? 1= not important at all; 6= very important									
Mean	4.24	3.81	4.00	4.63	4.24	5.00	5.00	5.00	4.63	
Standard deviation	1.60	1.57	n.a.	1.77	1.56	1/3	n.a.	n.a.	1.85	
Median	5.00	4.00	n.a.	5.00	4.00	6.00	n.a.	n.a.	5.50	
Confidence 95%	0.38	0.59	n.a.	1.22	0.74	1.52	n.a.	n.a.	1.28	
Confidence interval +	4.62	4.41	n.a.	5.85	4.98	6.52	n.a.	n.a.	5.90	
Confidence interval -	3.85	3.22	n.a.	3.40	3.49	3.48	n.a.	n.a.	3.35	
Skewness	-0.67	-0.51	n.a.	-1.52	-0.44	-1.92	n.a.	n.a.	-1.26	
n	68	27	1	8	17	5	1	1	8	
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre	

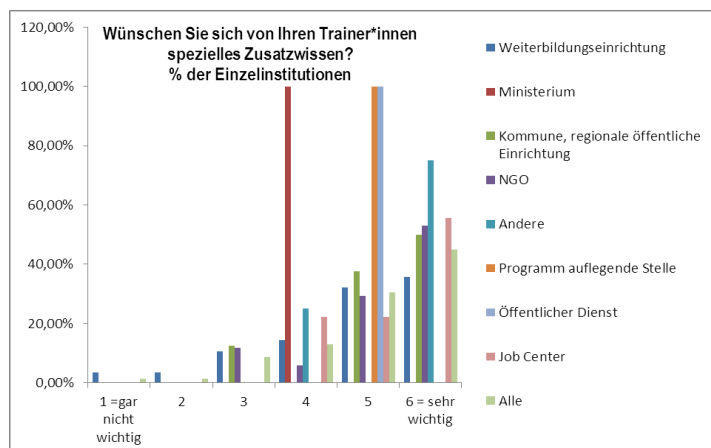
This is also important, the average is $x = 4.24$, all but further education institution and the ministry estimate it even higher.



Wünschen Sie sich von Ihren Trainer*innen Erfahrungen in der freien Wirtschaft? % der Einzelinstitutionen	Do you want your trainers to have experience in the private sector? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.6 Would you like your trainers to provide you with special additional knowledge?

Question 39.6	Would you like your trainers to provide you with special additional knowledge? 1= not important at all; 6= very important								
Mean	5.04	4.75	4.00	5.25	5.24	5.50	5.00	5.00	5.33
Standard deviation	1.14	1.35	n.a.	1.04	1.03	1.00	n.a.	n.a.	0.87
Median	5.00	5.00	n.a.	5.50	6.00	6.00	n.a.	n.a.	6.00
Confidence 95%	0.27	0.50	n.a.	0.72	0.49	0.98	n.a.	n.a.	0.57
Confidence interval +	5.31	5.25	n.a.	5.97	5.73	6.48	n.a.	n.a.	5.90
Confidence interval -	4.77	4.25	n.a.	4.53	4.74	4.52	n.a.	n.a.	4.77
Skewness	-1.30	-1.16	n.a.	-1.67	-1.30	-2.00	n.a.	n.a.	-0.82
n	69	28	1	8	17	4	1	1	9
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre



The average is 5.04, often even higher. The maximum is 5.50 (Other).

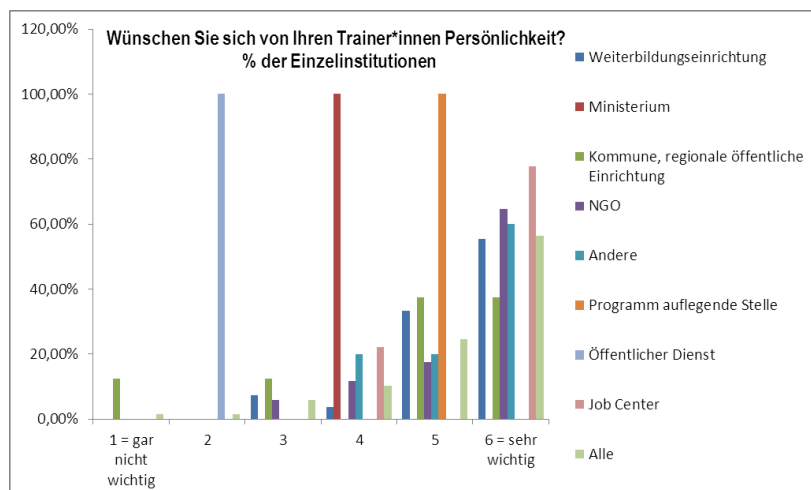
Special additional knowledge is very important everywhere.

Wünschen Sie sich von Ihren Trainerinnen spezielles Zusatzwissen? % der Einzelinstitutionen	Would you like your trainers to provide you with special additional knowledge? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.7 Do you want your trainers to have a personality?

Question 39.7	Do you want your trainers to have a personality? 1= not important at all; 6= very important								
Mean	5.25	5.37	4.00	4.63	5.41	5.40	5.00	2.00	5.56
Standard deviation	1.18	0.88	n.a.	1.77	0.94	0.89	n.a.	n.a.	0.88
Median	6.00	6.00	n.a.	5.00	6.00	6.00	n.a.	n.a.	6.00
Confidence 95%	0.28	0.33	n.a.	1.22	0.45	0.78	n.a.	n.a.	0.58
Confidence interval +	5.52	5.70	n.a.	5.85	5.86	6.18	n.a.	n.a.	6.13
Confidence interval -	4.97	5.04	n.a.	3.40	4.97	4.62	n.a.	n.a.	4.98
Skewness	-1.73	-1.56	n.a.	-1.52	-1.51	-1.26	n.a.	n.a.	-1.62
n	69	27	1	8	17	5	1	1	9
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre

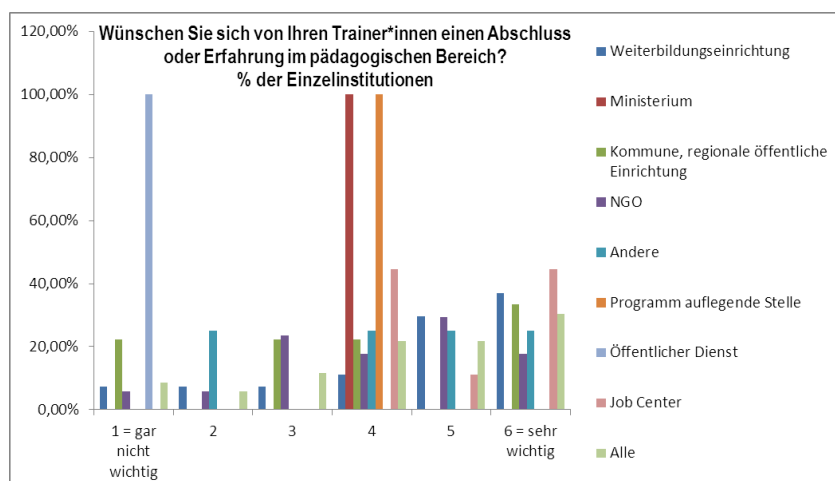
Personality ranks highest, the average is 5.25, so "very important". The Job Centre rates personality of the highest all respondents.



Wünschen Sie sich von Ihren Trainerinnen Persönlichkeit? % der Einzelinstitutionen	Do you want your trainers to have a personality? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 39.8 Would you like your trainers to have a degree in pedagogical field?

Question 39.8	Would you like your trainers to have a degree or experience in pedagogical field? 1= not important at all; 6= very important								
Mean	4.33	4.59	4.00	3.78	4.12	4.25	4.00	1.00	5.00
Standard deviation	1.58	1.60	n.a.	1.99	1.45	1.71	n.a.	n.a.	1.00
Median	5.00	5.00	n.a.	4.00	4.00	4.50	n.a.	n.a.	5.00
Confidence 95%	0.37	0.60	n.a.	1.30	0.69	1.67	n.a.	n.a.	0.65
Confidence interval +	4.71	5.20	n.a.	5.08	4.81	5.92	n.a.	n.a.	5.65
Confidence interval -	3.96	3.99	n.a.	2.48	3.43	2.58	n.a.	n.a.	4.35
Skewness	-0.74	-1.09	n.a.	-0.22	-0.51	-0.75	n.a.	n.a.	0.00
n	69	27	1	9	17	4	1	1	9
	all countries	Further education institution	Ministry	Local authority	NGO	Other	Programme issuing body	Public service	Job centre



Experience in the pedagogical field is considered important ($x_{\text{average}} = 4.33$). Job centres and further education institutions consider it to be of above-average importance.

Wünschen Sie sich von Ihren Trainerinnen einen Abschluss oder Erfahrung im pädagogischen Bereich? % der Einzelinstitutionen	Would you like your trainers to have a degree or experience in pedagogical field? % of individual institutions
Weiterbildungseinrichtung	Further education institution
Ministerium	Ministry
Kommune, regionale öffentliche Einrichtung	Municipal, regional, public facilities
NGO	NGO
Andere	Other
Programm auflegende Stelle	Programme issuing body
Öffentlicher Dienst	Public service
Job Center	Job centre
Alle	All
1 = gar nicht wichtig	1 = not important at all
6 = sehr wichtig	6 = very important

Question 40 Do you expect other qualifications from your trainers?

Question 40	Do you expect other qualifications from your trainers? 86.11% No 13.89% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	86.11%	75.86%	100.00%	100.00%	88.24%	100.00%	100.00%	100.00%	88.89%
Yes	13.89%	24.14%	0.00%	0.00%	11.76%	0.00%	0.00%	0.00%	11.11%

86% and more of all respondents are satisfied with the qualification of their trainers.

Question 41 What other qualifications would you like your trainers to have?

Intercultural understanding, pedagogical experience, communication and social skills are expected from the trainers. Respect for human rights, team skills and a positive attitude towards all social issues. A skilful selection of methods is also important.

Institution	What other qualifications would you like your trainers to have?	English
Weiterbildungs-institution	Verständnis für die globale Dimension der Fragestellungen, Herkunft aus Ländern des Globalen Südens	intercultural dimensions specifically for people of the global south
Weiterbildungs-institution	specifikus ismeretek, a szakmája szakértője	specific knowledge, expert of his/her field
Weiterbildungs-institution	PhD	PhD
Weiterbildungs-institution	Experience in the pedagogic field	Experience in the pedagogic field
Weiterbildungs-institution	Pedagogical study Tutor certificate	Pedagogical study Tutor certificate
Weiterbildungs-institution	pedagogi	pedagogi
NGO	Soziale Kompetenzen und Teamfähigkeit	social competence, team issues
NGO	abilități de comunicare; atitudine nediscriminatorie și abilități de combatere a discursului instigator la ură; abordare bazată pe respectarea drepturilor omului; abilități de lucru în echipă; atitudine pozitivă și promovarea programelor bazate pe dovezi din știință	communication skills; non-discriminatory attitude and abilities to combat hate speech; attitude based on respect for human rights; teamwork skills; positive attitude, and the promotion of science-based programs
Job Center	Skilful selection of methods	Skilful selection of methods

Question 42 Are you financing / do you also expect training programmes for the trainers?

Train-the-Trainer programmes are rarely financed. Exceptions are further education institutions themselves, the NGOs and the Job Centres.

Question 42	Are you financing / do you also expect training programmes for the trainers? (e.g. to train provide a certain target group with professional training)? 71.83% No 28.17% Yes								
	all countries	Further education institution	Ministry	Municipal, regional, public facilities	NGO	Other	Programme issuing body	Public service	Job centre
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	71.83%	65.52%	100.00%	88.89%	64.71%	100.00%	100.00%	100.00%	62.50%
Yes	28.17%	34.48%	0.00%	11.11%	35.29%	0.00%	0.00%	0.00%	37.50%

Question 43 What training programmes for trainers do you finance?

Special environmental topics on methodological competence, pedagogical and psychological aspects are also used to teach EDP and languages. Interesting here is the job shadowing of an NGO. Furthermore, the sensitivity to intercultural differences is conveyed.

Institution	Welche Trainingsprogramme für Trainer finanzieren Sie?	English
Weiterbildungs-institution	keines	none
Weiterbildungs-institution	Regenerative Energien, Wassermanagement, Umwelt	renewable energies, Water Management, environment
Weiterbildungs-institution	Regenerative Energien, Wassermanagement, Umweltschutz	renewable energies, Water Management, environment
Weiterbildungs-institution	TRÉNER - engedélyezett D típusú képzés	TRAINER – licensed Type D training
Weiterbildungs-institution	Módszertani megújulást segítő tréning	training helping methodological renewal
Weiterbildungs-institution	We have Center of Pedagogy and Psychology in our university with trainings preparing to conduct employee training (obtaining new training skills) and pedagogic courses.	We have Center of Pedagogy and Psychology in our university with trainings preparing to conduct employee training (obtaining new training skills) and pedagogic courses.
Weiterbildungs-institution	Cursuri de formator de formatori in domeniul educatiei pentru actualele si potentialele cadre didactice.	Trainings for trainers in the field of education for present and potential teachers
Weiterbildungs-institution	Nu	None
Kommunale Einrichtung	keine	none
NGO	Weiterbildungen für Dozenten z.B. EDV auf regelmäßiger Basis, Fremdsprachen, Selbstmanagement	computer and EDV-Training, Languages, Self-Management
NGO	Weiterbildungen, Schulungen/Workshops oder Job Shadowings (teilw. im Ausland), die Kommunikationsfähigkeit und Didaktik trainieren	Job shadowing, partly abroad, communication, didactical issues
NGO	Weiterbildungsmassnahmen im Bereich Didaktik: Emotionale Intelligenz, Kommunikatives Lehren, Digitale Fähigkeiten	didactical, emotional intelligence, Communicative Training, digital issues
NGO	Wunsch nach Trainingsprogrammen zur Sensibilisierung für kulturelle Differenzen (interkulturelle Kompetenzen)	Sensitivity for cultural differences, intercultural competences
NGO	Entrepreneurship course, antiracism course, intercultural exchange	Entrepreneurship course, antiracism course, intercultural exchange
NGO	programe de perfectionare pentru noi domenii de continut	training programmes for new fields
Job Center	Specjalistyczne metody diagnostyczne.	Specjalistyczne metody diagnostyczne.
Job Center	Career Direction project - adult working people - general competence (10.3 RPO). Vouchers for SMEs (8 RPO Priority). KFS (by PUP)	Career Direction project - adult working people - general competence (10.3 RPO). Vouchers for SMEs (8 RPO Priority). KFS (by PUP)
Job Center	comunicare egalitate de sanse pe piata muncii	equal chances on labour market

6 Comparison with the hypotheses

6.1 Hypotheses for employers

Hypothesis 1: Larger institutions need more qualification or new hires within the UM-NAT-KLIM

Hypothesis rejected. There is no correlation between company size and the need for UM-NAT-KLIM.



No correlation

Hypothesis 2: All need qualifications in UM-NAT-KLIM

The hypothesis is ambivalent. The statistical measures for question 11.6 vary from 5.0 (IHK) to 3.7 (private enterprises), by country from 4.22 (Poland) to 2.5 (Romania), the total average is 4.06. For question 25, which is also appropriate, the statistical measures are 5.0 (apprenticeship) to 1.5 (IHK), 4.33 (Poland) to 3.0 (Romania). The histograms are also very heterogeneous. There are no correlations for question 25.



Statistical measures, histograms,
no correlation

Hypothesis 3: The duration on the market does not correlate with the qualification or new hires within the UM-NAT-KLIM

Hypothesis rejected. Neither the statistical measures nor the correlations provide an evidence of this.



Statistical measures, histograms,
no correlation

Hypothesis 4.1: Non-formal diplomas are also taken into account when recruiting employees if the topic is right.

Hypothesis rejected. The statistical measures in the country comparison show a range from 4.86 (Germany) to 3.25 (Romania), in different types of organisation they range from 6.0 (IHK) to 4.32 (private enterprises). The overall average is 4.60.



Statistical measures

Hypothesis 4.2: Smaller institutions are more likely to consider non-formal diplomas than large institutions

Hypothesis confirmed. The correlation coefficient between institutional size and willingness to accept non-formal diplomas is $k = 0.75$. The statistical measures show that 53% of the smallest companies (1-5 employees) and only between 44% and 17% of the larger ones accept non-formal diplomas. The histograms show the same trend.



Statistical measures

Hypothesis 5: In institutions of all sizes the UM-NAT-KLIM aspects play an important role

Hypothesis confirmed. The statistical measures vary from 5.60 (Romania) to 4.18 (Hungary), from 5.33 (teaching and research) to 3.50 (employers' association). The overall average is 4.94. The histograms show the same image, quite evenly distributed at a high level.



**Statistical measures,
histograms**

Hypothesis 6: The larger the company, the less important cross-sectional knowledge becomes

Hypothesis rejected. The histograms show no systematics, the correlation coefficients compared to the importance assessment and the mean values $k=-0.52$ and $k=-0.54$



**Histograms,
no correlations**

Hypothesis 7.1: The bigger the company, the more important the project management issue is

Hypothesis rejected. This results from the histograms and the correlation coefficients. For the comparison size / importance it is $k=0.5$, for size / mean value $k= -0.53$.



**Histograms,
no correlations**

Hypothesis 7.2: The bigger the company, the more important the teamwork is

Hypothesis rejected. The histograms are evenly distributed, no systematic is recognizable. The correlation coefficient of the comparison: Company size / importance is 0.177, the comparison of company size and mean values of statistical measures $k= -0.28$.



**Histograms,
no correlations**

Hypothesis 7.3: The bigger the company, the more important the IT issues.

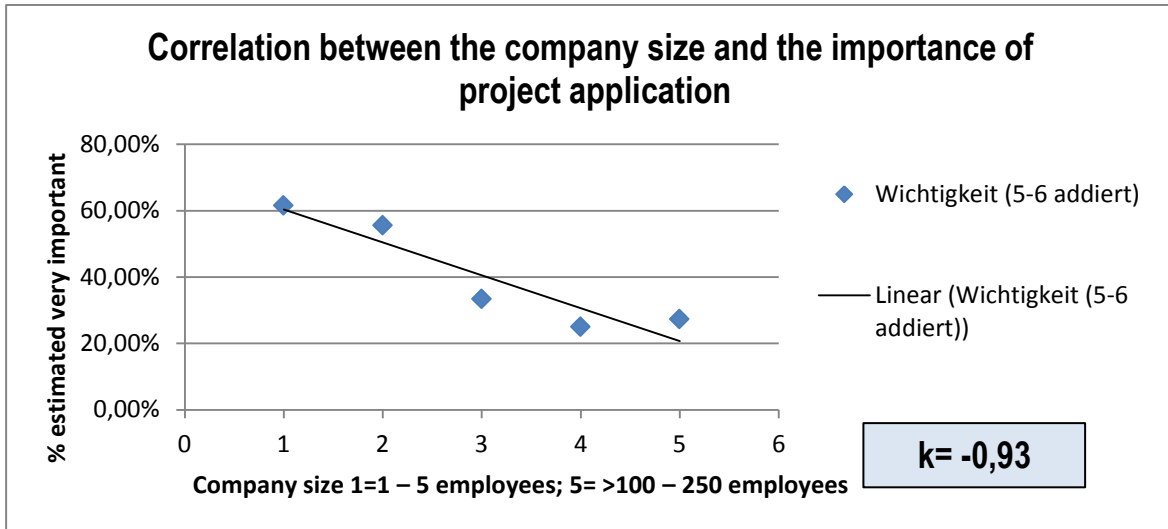
Hypothesis rejected. This is demonstrated by the correlation coefficients, the statistical measures and the histograms.

**Statistical measures, histograms,
no correlations**



Hypothesis 7.4: The larger the company, the more important is the project application issue.

Hypothesis rejected. However, the opposite is true. The smaller the company, the more important the "project application" issue becomes. Statistical measures, correlations and histograms support this hypothesis.



Korrelation von Firmengröße zu Wichtigkeit der Projektbeantragung	Correlation between the company size and the importance of project application
% sehr wichtig geschätzt	% estimated very important
Firmengröße 1=1-5 MA; 5= >100 - 250 MA	Company size 1=1 – 5 employees; 5= >100 – 250 employees
Wichtigkeit (5-6 addiert)	Importance (5-6 added)
Liniowa (Wichtigkeit (5-6 addiert))	Linear (importance (5-6 added))



Statistical measures, histograms, Negative correlations, Trendlines

Hypothesis 8: The bigger the company, the more need for "green" knowledge it has.

Hypothesis confirmed. The correlations and histograms confirm this hypothesis. There is one outlier: Category 2 (5-10 employees). Without it, the correlation coefficients are 0.95 and 0.96 for size / importance estimation and size / mean values, respectively. If the outlier is included, the correlation is lost.



Histograms, Correlations, 1 outlier

Hypothesis 9: There are no further education offers within the UM-NAT-KLIM.

Hypothesis confirmed. This is shown by the statistical measures. In a country comparison with a range of 53% (Germany) – 100% (Romania) "No", in an organisational comparison with 50% (IHK) to 100% (teaching) "No", the public service with 63% "Yes" and the NGOs with 56% "Yes" are the exceptions.

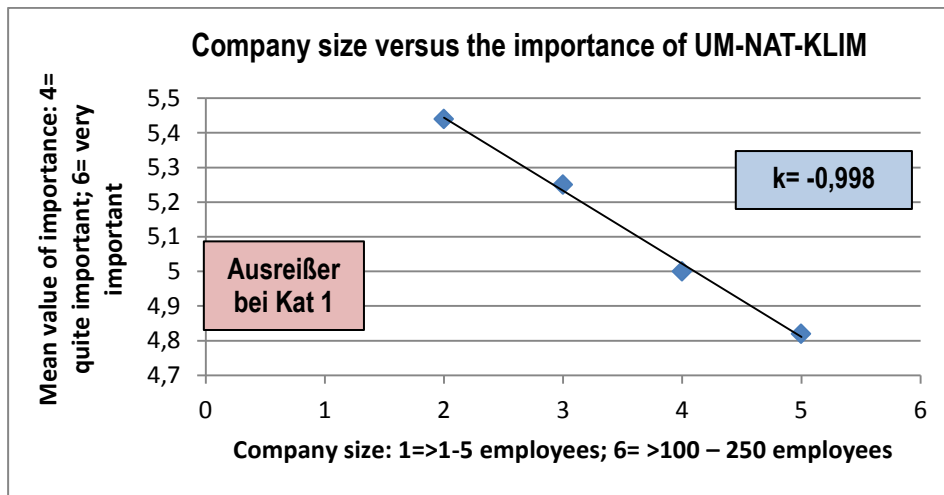


Statistical measures,
histograms

Hypothesis 10: The larger the company, the more important UM-NAT-KLIM issues become

Hypothesis rejected. However, the opposite is true. There is a negative correlation:

$k = -0.99805158$, without the outlier of category 1, the smallest category of the number of employees 1-5 employees. The histogram employee category / UM-NAT-KLIM importance also shows an opposite trend.



Firmengröße gegenüber Wichtigkeit von UM-NAT-KLIM	Company size versus the importance of UM-NAT-KLIM
Mittelwert der Wichtigkeit: 4= ziemlich wichtig; 6= sehr wichtig	Mean value of importance: 4= quite important; 6= very important
Firmengröße: 1=>1-5 MA; 6= >100 - 250 MA	Company size: 1=>1-5 employees; 6= >100 – 250 employees
Ausreißer bei Kat 1	Outlier for Cat 1



Histograms,
negative correlations,

6.2 Hypotheses for training providers and financing bodies

Hypothesis 1: There are not many further education offers within the UM-NAT-KLIM

Hypothesis rejected. Of the 73 thematic indications (see Annex 1.6) only 14 = 19.2% concern environmental protection and green topics, in Poland 7 (26.9%), Hungary 1 (4.5%) and Germany 6 (40%). Romania has not listed any green topic.



Statistical measures,
histograms

Hypothesis 2: Many Um-Nat-Klim further education offers are in demand

Hypothesis confirmed. About 80% of the participants want environmental issues, 60% of the employers want them



Statistical measures,
histograms

Hypothesis 3: Many educational institutions are NOT internationally networked (Question 8)

Hypothesis rejected: Germany and Romania are well networked, Hungary and Poland less, but not significantly, compared to the "networked" countries. Overall, 55.41% are networked and 44.59% are not. The picture is the same for each country.



Statistical measures,
histograms

Hypothesis 4: Formal diplomas and appropriate knowledge are important for the labour market

Hypothesis is ambivalent. Overall view, Germany, Hungary, Poland important, Romania rather unimportant: Mean 2.67. Confidence interval 1.58 - 3.75.



Statistical measures,
Confidence interval

Hypothesis 5: Cross-sectional issues are important

Hypothesis confirmed. (mean value 4.78, confidence interval 4.45 – 5.10), the country ranking is Romania (5.50, Germany 5.07, Hu 4.59 and Poland 4.48)

Within the further education institutions, the mean values are All 5.07, NGO 4.94, others 4.80, municipality 4.17, Job Centre 4.14.

Statistical measures,
histograms



Hypothesis 6: Project management as a cross-sectional issue is important

Hypothesis confirmed. Average of all is 4.30 confidence interval 3.93 – 4.68. Within the countries Romania (4.63) and Germany (4.46), Poland (4.33) and Hungary (4.05)

Within the institutions Other (5.20), further education (4.32), Municipality (4.17), Job Centre (4.14) and NGO (4.06)



Statistical measures,
histograms

Hypothesis 7: Growth in "green" jobs is expected. (Question 20)

Hypothesis confirmed. Within the institutions, the mean value of all data is 3.66, i.e. just > as the mean. Confidence interval 3.3 – 4.01. Highest expectations were registered by the "Others" (4.2), followed by public service average 4.0, further education institution 3.87, Job Centre 3.78 and NGO 3.71. Only the municipalities are somewhat more critical; 2.56, i.e. below average. **Among the countries**, Germany is the most optimistic (4.60), followed by Romania (4.1), Poland (3.3) and Hungary (3.2). The 95% confidence interval for all countries is 3.3, – 4.01, the mean value 3.66.



Statistical measures,
histograms

Hypothesis 8: There are no international training courses in the green sector

Hypothesis rejected. 39% of all institutions offer international further education possibilities.



Statistical measures,
histograms

Hypothesis 9: There is a need for further training in "green" topics

The hypothesis is confirmed.

Within the institutions the mean value of all data is 4.25 with a confidence interval of 3.91 – 4.59, at the top NGO (4.47), "Others" (4.4), further education 4.33, and Job Centre 4.22. The municipalities are the most pessimistic with 3.56. **Within the countries** Germany leads with 4.73, followed by Poland 4.38, Hungary 4.23, somewhat pessimistic Romania 3.20.



Statistical measures,
histograms

Hypothesis 10: Entry into the primary labour market is important

Hypothesis confirmed. For all, the confidence interval is 3.60 – 4.43, mean 4.01. In the country comparison Hungary leads with 4.14, Poland 4.08, Romania 4.0. Least important for Germany 3.71. As expected, within the institutions Job Centre 5.11, others 4.60, further education institutions 4.07, NGOs 3.47 and municipalities 3.44.



Statistical measures,
histograms

Hypothesis 11: The aim is to achieve a formal diploma, but also special additional knowledge

Hypothesis confirmed. The average value for formal knowledge is 3.87, maximum for Hungary with 4.77, Poland and Romania below average (2.88 and 2.67). Specific knowledge, adapted or refreshed, had a mean value of 3.97 or 4.37, with Romania leading with 5.22 and 4.60 respectively. Within the "Refreshment" Poland was at the minimum with 3.96 and in "Adaptation" Germany with 3.36.



Statistical measures,
histograms

7 Comparison of questionnaire between employers and training and financing bodies

The questionnaire was designed to reflect important questions as far as possible for the employers and training institutions. They should work hand in hand as much as possible, so the demands and the services should complement each other as much as possible. Surprisingly, there were some strong differences in the assessment of employers and training / financing institutions:

- **Importance of further education in general:** Employers rate it significantly higher than educational institutions. For Germany there is better accuracy of fit, for Hungary there is a big gap, with the difference of 3 category points!
- **Diploma through an officially recognized certificate / importance of formal diplomas:** Employers consider this to be far more important than education providers and financing bodies.
- **Diplomas with own contributions (e.g. study, presentation) (EDU/FIN) and recruitment via work samples (employer):** This is significantly higher rated by employers than by educational institutions / financing bodies. The difference is almost 2 category points. The exception is Poland, where the difference is smaller.
- **How important is an internship?** Employers regard it as much more important – with almost 3 categories higher – than education providers. Employer: "4" to "5", EDU/FIN: "1" Very distinctive in Germany and Hungary, less distinctive in Poland and Romania
- **The importance of cross-sectional knowledge and project management:** Was very similarly appreciated by both groups as important: Project management as a cross-sectional knowledge was also considered in agreement to be very important

- **Self-management:** is considered much **less** important by **employers** than by training institutions. The mean values differ significantly by 1 category.
- **Teamwork:** is considered similar by both groups. Exception: **Poland's** employers value teamwork significantly less ('4') than their educational providers ('6').
- **Leadership:** Similar assessments for the employers and EDU/FIN. However, Germany's employers rate it significantly lower ("3, 4") than Hungary and Romania ("5, 6"). Poland is indifferent here.
- **Presentation techniques:** **clearly more important** on the employer side than on the training side. The histograms of the country distributions show significant differences. This is particularly clear with the **Hungarian** numbers.
- **Languages:** are less important for the German employers than the educational institutions estimate, in Hungary as well. Poland is balanced, the estimations of employers and educational institutions are very similar. Romania is indifferent
- **Internationality:** much more appreciated by employers than by educational institutions
- **Cross-sectoral problem-solving skills:** Much more important for employers than for educational institutions. The difference is even more pronounced in Poland and Hungary.
- **Do you expect an increasing number of green jobs?:** In Germany, educational institutions are more optimistic than employers. (6+5/2-6), for Romania it is the other way round (6 for employers, 3 for educational institutions). The other figures are comparable
- **Do you need further topics in the field of environmental, nature and climate protection?** Employers rate it significantly higher "6=very important". **Poland** writes similar answers to employers and educational institutions.

The figure below shows the different wishes and importance of employers and educational institutions / financing bodies.

What is important?	Employers	Furthering education and financing bodies	Remarks*
Furthering education is important			* more important less
An official Certificate is important			
Own Contributions of participants/Job Applicants are important (i.e. study, assessment, paper, presentation).			Poland
Internship			Hungary Poland, Romania less significant
Cross-sectoral knowledge is important			
Self-management is important			
Teamwork is important			Poland
Leadership is important			Germany < Hungary, Romania, Poland insignificant
Presentation skills are important			Hungary
Languages are important			Hungary Poland Romania insignificant
Internationalization is important			
Cross-sectoral problem-solving skills are important			Hungary and Poland very significant
Proposal writing skills are important			Germany and Hungary: very important Poland/Romania: insignificant
A rise of jobs with "Green" skills and knowledge is expected			Romania
More topics in environmental furthering education are important			Poland

8 Interpretation and other conclusions

The target groups of further education courses are **young people** and **people up to the age of 55**. Romania and Germany take above-average care of them. Women are also a target group, 70% in Romania and 60% in Germany. All other target groups such as the unemployed, welfare recipients, the elderly, migrants and refugees are below average. The Job Centres still have young people as a target group, women and active job seekers increasingly as a target group.

More than a half of the companies answer the question on networking with "Yes", 6% do not provide any information. The Germans and Romanians are the most networked. Hungary, Poland and Romania are less networked. Things can get better here at least. This need can be satisfied through international trainings

and they would be important for the countries. The NGOs, ministries and other institutions not specifically mentioned are predominantly networked. Public service, job centre less.

The institutions are **financed** from the national funds, less often from regional, thematic or private funds, and to some extent from EU funds. Much can still be improved here by courses on funds raising. Within the acquisition of EU funds, more expertise can be gained through projects such as the planned one. This is important for the participating countries. Apart from the options mentioned, there are hardly any other financial resources. The courses are rarely financed by participation fees.

The most important aspect of course completion is first to refresh the knowledge, followed by cross-sectoral problem-solving skills. Less important are the placement on the primary and secondary labour market, re-integration into daily routine and internationalisation of participants. In the midfield there was an increased placement potential, languages and integration into society.

The criteria for the qualification of participants in the countries and institutions are knowledge refreshment and adaptation, formal diplomas and work experience. Languages, integration, internships and the international dimension are in the midfield. Less important are improved social skills, work samples, grades and recommendations. The order differs slightly from country to country.

Important cross-sectional skills for the participants are project management and self-management, teamwork, leadership skills as well as presentation techniques and IT skills. Furthermore languages and especially the ability to solve cross-sectoral issues. It is important to integrate these aspects into the planned course curriculum. The institutions name slightly different priorities such as cross-thematic approaches. Less important here are languages, leadership qualities, fundraising and marketing.

Green jobs are increasingly expected. Germany and Romania are above average optimistic. The national environmental policy could have an impact on the expectations. The reasons given for the increasing number of green jobs are first ecological, followed by economic and then political. Germany sees above all political reasons for this. This could be due to the fact that a strong environmental policy trend prevails in Germany and that, in the opinion of the interviewees, the topic of "green jobs" has not arrived in the political discussion of the other countries or they do not trust the politicians at this point. The individual institutions are not so optimistic regarding this tendency.

Courses with and without a certificate balance each other more or less, the Romanian respondents even offer only certified courses. Further education providers, public service and programme issuing body also offer certificates more frequently. The awarded certificates are in compliance with ISO, country and national provisions, or special thematic certificates are awarded. If so, the courses are usually completed with certificates of attendance, but also with state-recognised examinations. Grades and external examinations are less frequent. A course can also be completed through the participants' work such as presentations, a project or even through an internship. Basically only Hungary indicates internships as important, the other interviewees saw it rather less important. This contradicts our own experience with the courses. The interns are often offered permanent positions. And even if not, the trainee has gained work experience and receives an employment reference at the end. An internship often sets the frame for the further professional development. An internship can also be a distinguishing feature in comparison with other further education courses. In contrast to Poland and Hungary, Germany and Romania offer more internships abroad. The internship duration varies from a few days to one year. Usually it takes a few weeks to 3 months.

In principle, there is a **need for courses regarding the environmental, nature and climate protection issues**.

The most desired **results of the courses** are welcomed as **knowledge refreshment, increased placement potential and integration into society**. **Surprisingly, in the country comparison the placement on the primary and secondary labour market** is ranked lower on the list of priorities. **Language teaching, social issues, internationalisation and .re-integration into a regulated daily routine** are rated in the midfield or less important. The institutions attach importance to refreshing the knowledge, integration into the primary labour market, integration into society and general employability. Social aspects, a regulated daily routine and the secondary labour market are also of minor importance here. The Job Centres are naturally an exception, as social aspects and integration are central concerns here.

Success indicators of the courses are **participant satisfaction, participant interest in the courses, competence increase and entry into an employment relationship**. Other topics mentioned include practical orientation, trainer satisfaction and correspondence between the topics and the needs of the labour market. The employment offices have an above-average interest in these topics, municipalities and NGOs are less interested in employability and competence progress.

The trainers are expected to have completed vocational training or to have a final degree, professional experience, very important is the personality, pedagogical experience and special additional thematic knowledge. Train-the-Trainer courses are offered less, and if so, then predominantly by Germany. The topics are IT skills, didactics, intercultural issues, communication. Hungary offers a licensed trainer course.

A **further education course that uses the available knowledge** should set its accents where there are still few topics and activities, in accordance with the wishes of the labour market. Starting points for better and more tailor-made course topics can especially be found where there are differences between the needs of the labour market and the topics of the educational institutions or the financing bodies.

9 Literature used and further reading

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