



**MY EU. Youth in the move Portal to active citizenship
of the European Union**

Type of action: REC-AG

Proposal number: 767317



REPORT on Training Needs Analysis

An overview of the responses given by the partner organisations and learners in relation to the content of the MyEU project learning offering.

COMPARATIVE REPORT

Annex 1 to the Training Curriculum for Three Webinars: Working, Studying and Volunteering in Other EU countries



Project co-funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).



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Report on Training Needs Analysis

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GENERAL INTRODUCTION

The partnership shared and agreed during a Skype meeting the methodology for creating syllabuses for the learning offering, which would **take the form of webinars**. There were two aspects to this training needs analysis:

- Partners would do an **in-house training needs analysis** to define the target groups, materials and other variables,
- A **leaners' questionnaire** would be disseminated to gauge what topics leaners would like to focus on.

In this summary we describe and analyze the results of both the partners' and the learners' needs analyses.

EXECUTIVE SUMMARY

In house needs analysis

The main problem that in house analysis identified was that young people are unaware of their possibilities and rights concerning, studying, working and volunteering in other EU countries.

The learning needs analysis helped identify the correct target group for the three webinars, namely young EU citizens. It also helped us to identify the goal of the learning offering, namely to provide information on their rights, the opportunities open to them and how they can go about finding opportunities and applying for them.

In terms of materials to use for the webinars, the in-house needs analysis identified the MyEU portal and other EU portals as the main source of information.

It was decided, based on this analysis, that we would do a simple feedback questionnaire to gauge the effectiveness of the webinars.

Learners' needs analysis

Although there was some variation from country to country, the learners' needs analysis showed that potential learners were most interested in learning about their rights, administrative to-dos, and where to find information about studying working or volunteering in other EU countries.





1. Introduction to the partners' in-house training needs analysis

We used six questions to create the needs analysis, each of which we answered separately for each webinar (studying, working and volunteering in another EU country).

The questions were as follows:

1. What problem are we trying to solve?
2. What is the instructional goal of the webinars??
3. Who are our learners?
4. Are there existing materials or documents associated with this webinar training?
5. How will we know that the webinars have been successful?
6. Other than project completion, are there metrics you want to track?

In the following sections we present the responses that the project partners gave to these questions.





2. Poland: Responses to the organisers' questionnaire on learning needs FAIE

Poland: planned webinar on studying in the EU

Question 1: What problem are we trying to solve?

The problem is that quite many (if not the most of) young people are not aware of the possibilities to learn abroad (study, realise practices, participate in trainings, youth exchanges) - and therefore they do not consider this option as realistic. Most of the young people are not aware of the possibilities offered by the Erasmus+ programme - where you can cover most of the costs of learning abroad from the grant. There is almost no information available at secondary schools (2nd level schools), and not all the high schools/universities (3rd level schools) run cooperation with other schools/universities within Erasmus - so they do not inform about this possibility either. Young people are, in general, not aware they can learn in EU on the same conditions as the locals. They do not know, for example, that they could contact a university in other EU country themselves and organise their studying there. Where from do we know that? FAIE, as a EURODESK network member, runs workshops at secondary schools. Most of the young people we met do not know about the possibilities to learn abroad.

Question 2: What is the instructional goal of the webinars?

1. Name at least 3 possibilities to learn abroad, being able to say where to turn to (to which organisation/institution/body) to organise a learning experience abroad. 2. Name at least 3 possibilities to co-finance the learning experience in another EU country. 3. Name at least 3 benefits of learning in some other EU country. 4. Name the basic rights concerning learning abroad, deriving from citizenship of the EU.

Question 3: Who are our learners?

FAIE would direct the webinars to two main target groups: 1) Secondary school students (both in general and vocational education) and to the university students (3rd level of education). 2) Young people active in the CSOs working for the benefit of the young - educators, tutors, youth workers, Eurodesk consultants. Due to the form - webinars - there will be no geographical restrictions. First of all FAIE will turn to the people who already participated in FAIEs activities. Still - the invitation to take part in the webinars will be published openly and promoted in all-Polish social media, portals, through youth organisations, NGO supporting bodies etc.





Question 4: Are there existing materials or documents associated with this webinar training?

We believe most of the information/teaching materials needed are already available. These are the information/knowledge/support we are to link to through the MyEU Portal. So the starting point should be information linked through the MyEU Portal. After deciding on the specific subject/content of each webinar - the Partners would probably need to deepen their knowledge in the subject and search for additional information; possibly - inviting external experts for support.

Question 5: How will we know that the webinars have been successful?

Good question. It would be great to, somehow, measure the results of the webinars. Shall we propose some quiz at the end of each webinar? Or ask the webinar participants to fill in mini-quiz questions during the webinar? Or shall we construct some kind of a pre-and post-knowledge test (i.e. we ask the webinar participants to fill in a short knowledge test at the beginning of the webinar - and then - the same - at the end)? Or shall we ask for some feedback with some open questions?

Question 6: Other than project completion are there metrics you want to track?

We would like to observe: increased visits to the MyEU Portal - since the webinar participants would recommend the portal to their friends, increased number of registrations (creating an account on the portal); more articles proposed by the MyEU Portal users - for ex. new 'success stories' (after creating an account, the user may propose own content - to be published after the approval of the portal administrator). Plus more mentions of the portal in social media (we need it to have the portal visible in internet browsers).

Poland: planned webinar on working in the EU

Question 1: What problem are we trying to solve?

FAIE has no 'personal' experience here, but out of some general knowledge: It seems that many young people work below their qualifications abroad. It seems that many do not know they have equal rights concerning recruitment process, conditions of employment, and social benefits as the locals. It seems many young people are not aware how to find a 'safe' job abroad. This information is, of course, available, but not well accessible (who have heard about EURES? type). The other problem/challenge is that the side-benefits of working abroad are not very well recognised: you earn money (probably better money than in PL) - but you also upgrade independence, resourcefulness, cultural awareness, command of the foreign language, language skills etc.





Question 2: What is the instructional goal of the webinars??

1. Name the basic workers' rights in the EU, deriving from the citizenship of the EU. 2. Name at least 3 organisations/institutions/bodies supporting workers working in host EU countries. 3. Name at least 3 benefits of working in another EU country (apart from better pay).

Question 3: Who are our learners?

FAIE would direct the webinars to two main target groups: 1) Secondary school students (both in general and vocational education) and to the university students (3rd level of education). 2) Young people active in the CSOs working for the benefit of the young - educators, tutors, youth workers, Eurodesk consultants. Due to the form - webinars - there will be no geographical restrictions. First of all FAIE will turn to the people who already participated in FAIEs activities. Still - the invitation to take part in the webinars will be published openly and promoted in all-Polish social media, portals, through youth organisations, NGO supporting bodies etc.

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Question 6: Other than project completion are there metrics you want to track?

We would like to observe: increased visits to the MyEU Portal - since the webinar participants would recommend the portal to their friends, increased number of registrations (creating an account on the portal); more articles proposed by the MyEU Portal users - for ex. new 'success stories' (after creating an account, the user may propose own content - to be published after the approval of the portal administrator). Plus more mentions of the portal in social media (we need it to have the portal visible in internet browsers).





Poland: planned webinar on volunteering in the EU

Question 1: What problem are we trying to solve?

First of all: similar to learning abroad - most of the young people are still unaware of the possibilities of volunteering abroad, including the support of the Erasmus+ Programme. Secondly: meeting young people as Eurodesk network consultants, we often encounter an attitude 'there is no use to volunteer, because you do not earn money!' Young people are not aware of the benefits of volunteering for the professional and personal development. Thirdly - there are some stereotypes and the family's attitude: 'This may be not safe for you' type. The families are worried that something wrong would happen to their 'children' while abroad. Concerning the political life activity - we believe most of the young people going abroad do not consider voting/standing as a candidate in the elections in the host country, because they do not know they could. Another issue is that most of the young are not interested in politics at all. Still - they may be interested in working for the benefit of the local community in the host countries as CSO sector workers/volunteers.

Question 2: What is the instructional goal of the webinars??

1. Name at least 3 possibilities to volunteer abroad, being able to say where to turn to (to which organisation/institution/body) to organise a volunteering experience abroad. 2. Name at least 3 possibilities to co-finance/cover some of the volunteering related costs in another EU country. 3. Name at least 3 benefits of volunteering in some other EU country. 4. Name the basic rights concerning volunteering abroad, deriving from citizenship of the EU. 5. Name the basic rights related to voting/standing as a candidate while living in a host EU country, deriving from the European citizenship.

Question 3: Who are our learners?

FAIE would direct the webinars to two main target groups: 1) Secondary school students (both in general and vocational education) and to the university students (3rd level of education). 2) Young people active in the CSOs working for the benefit of the young - educators, tutors, youth workers, Eurodesk consultants. Due to the form - webinars - there will be no geographical restrictions. First of all FAIE will turn to the people who already participated in FAIEs activities. Still - the invitation to take part in the webinars will be published openly and promoted in all-Polish social media, portals, through youth organisations, NGO supporting bodies etc.

Question 4: Are there existing materials or documents associated with this webinar training?





We believe most of the information/teaching materials needed are already available. These are the information/knowledge/support we are to link to through the MyEU Portal. So the starting point should be information linked through the MyEU Portal. After deciding on the specific subject/content of each webinar - the Partners would probably need to deepen their knowledge in the subject and search for additional information; possibly - inviting external experts for support.

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Question 6: Other than project completion are there metrics you want to track?

We would like to observe: increased visits to the MyEU Portal - since the webinar participants would recommend the portal to their friends, increased number of registrations (creating an account on the portal); more articles proposed by the MyEU Portal users - for ex. new 'success stories' (after creating an account, the user may propose own content - to be published after the approval of the portal administrator). Plus more mentions of the portal in social media (we need it to have the portal visible in internet browsers).





3. Italy: Responses to the organisers' questionnaire on learning needs COOSS

Italy: planned webinar on studying in the EU

Question 1: What problem are we trying to solve?

- Be aware about the possibility to have recognised the study period abroad.
- Be aware about the possibilities of studying abroad at different level.
- Lack of knowledge about the financial support available to study abroad.
- Lack of knowledge about rights of students that are moving abroad.

Question 2: What is the instructional goal of the webinars?

Know/be aware about:

- Possibilities given by their school/university or different programme (opportunities).
- The basic rights concerning learning abroad, deriving from citizenship of the EU (rights).

Will be able to:

- Assess Pro/Cons of a learning experience abroad.
- Define, with the support of school/university/parents or other organization, the better experience of study abroad for them.

Question 3: Who are our learners?

COOSS target group in this webinar will be:

1. Students of secondary schools already cooperating with our cooperative.
2. Young trainers of our courses (and their trainees).
3. Young users of COOSS services.

They are all located in COOSS region (Marche, Italy).





Question 4: Are there existing materials or documents associated with this webinar training?

For sure the material exist and we have a lot in our MyEU Portal.

But, from our side, we need to deepen the arguments, the specific regulation, and the specific information to argue and answer every doubt or question.

Question 5: How will we know that the webinars have been successful?

Double evaluation:

- 1) About contents (ante-post).
- 2) About satisfaction (ante/expectations-post/feedback).

If needed we can provide evaluation sheets.

Question 6: Other than project completion are there metrics you want to track?

- Number of access / registrations.
- Number of contacts received by each partner (through the MyEU Portal) both for receive information and share their own experience.
- If possible, to verify if the webinar has been seen until the end or it has been only opened: this indicator may be useful to understand if they were interested in webinar or they visit it just for curiosity.

Italy: planned webinar on working in the EU

Question 1: What problem are we trying to solve?

- "• Be aware about the possibility to have recognised the work skills acquired during the period abroad as important part of their CV.
- Be aware about the platform/website to find a job abroad.
- Lack of knowledge about the working conditions available for people who are working abroad (tax, assurance, health, different kind of leave...).





- Lack of knowledge about rights in general, when you're abroad.

Question 2: What is the instructional goal of the webinars?

"Know/be aware about:

- Support given by organization/institution to EU citizens who decide to start a working experience abroad.
- Support given by organization/institution and platforms to EU citizens who are working abroad.
- The basic rights concerning working abroad, deriving from citizenship of the EU (rights).

Will be able to:

- Assess Pro/Cons of a working experience abroad.

Question 3: Who are our learners?

1. Students of secondary schools already cooperating with our cooperative.
2. Young trainers of our courses (and their trainees).
3. Young users of COOSS services.

They are all located in COOSS region (Marche, Italy).

Question 4: Are there existing materials or documents associated with this webinar training?

For sure the material exists and we have a lot in our MyEU Portal.

But, from our side, we need to deepen the arguments, the specific regulation, and the specific information to argue and answer every doubt or question.

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Question 6: Other than project completion are there metrics you want to track?

- Number of access / registrations.
- Number of contacts received by each partner (through the MyEU Portal) both for receive information and share their own experience.
- If possible, to verify if the webinar has been seen until the end or it has been only opened: this indicator may be useful to understand if they were interested in webinar or they visit it just for curiosity.

Italy: planned webinar on volunteering in the EU

Question 1: What problem are we trying to solve?

- Be aware about the possibility to have recognised the work skills acquired during the period abroad as important part of their CV, also if you're a volunteer and not an employee.
- Be aware about the platform/website to find a volunteering occasion abroad.
- Lack of knowledge about the social conditions available for people who are living abroad (tax, assurance, health, different kind of leave...).
- Lack of knowledge about rights in general, when you're abroad.

Question 2: What is the instructional goal of the webinars?

"Know/be aware about:

- Possibilities given by their school/university, different programme or institutions/organization to have a volunteering experience abroad (opportunities).
- The possibility to have and economical support when you're abroad, also for a volunteering experience.
- The basic rights of a volunteer abroad, deriving from citizenship of the EU (rights).





Will be able to:

- Assess Pro/Cons of a volunteering experience abroad.
- Capitalize this experience for their future both as worker and citizens in EU".

Question 3: Who are our learners?

"COOSS target group in this webinar will be:

1. Students of secondary schools already cooperating with our cooperative.
2. Young trainers of our courses (and their trainees).
3. Young users of COOSS services.

They are all located in COOSS region (Marche, Italy)."

Question 4: Are there existing materials or documents associated with this webinar training?

"For sure the material exist and we have a lot in our MyEU Portal.

But, from our side, we need to deepen the arguments, the specific regulation, and the specific information to argue and answer every doubt or question".

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- Number of access / registrations.
- Number of contacts received by each partner (through the MyEU Portal) both for receive information and share their own experience.





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- If possible, to verify if the webinar has been seen until the end or it has been only opened: this indicator may be useful to understand if they were interested in webinar or they visit it just for curiosity.



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4. Hungary: Responses to the organisers' questionnaire on learning needs HFHSS

Hungary: planned webinar on studying in the EU

Question 1: What problem are we trying to solve?

We want the participants to feel more open towards studying in other EU countries and to realise that it's easier to do than it might seem at first. It should increase their confidence and encourage them to search out opportunities.

Question 2: What is the instructional goal of the webinars?

After the training, learners will be able to search for opportunities to study in other EU countries and realise that their school or university can probably easily help them as well.

Question 3: Who are our learners?

Young adult's finishing school or who are already at university of in vocational education.

Question 4: Are there existing materials or documents associated with this webinar training?

Euro portals. Appropriate materials are available for the development of work-related competences that are hardly applicable to learning and volunteering. Adaptation is also needed in the field of working, but the development of studying and volunteering requires the development of a completely new material. It takes time to create content

Question 5: How will we know that the webinars have been successful?

Questionnaires - training assessment sheet (short) We find it problematic to produce numerical results, however, if at least 25% of webinar participants indicate that they have found a suitable learning opportunity in an EU member state, if 25% indicate that they will work abroad shortly, and a quarter of those who want to volunteer will return positively then we can definitely talk about success.

Question 6: Other than project completion are there metrics you want to track?





Track downloads/views + visits to the portal. It is difficult to measure behaviour change in such a short period of time, although it is certainly one of the biggest and surest benefits to the webinar.

Hungary: planned webinar on working in the EU

Question 1: What problem are we trying to solve?

Strengthening the appropriate orientation in employment, getting to know the services justifies the experience of those already working abroad. That working in another EU country shouldn't be scary and is a great opportunity.

Question 2: What is the instructional goal of the webinars?

Feel confident about finding more information on working in another EU country and feel that it is a realistic opportunity for them.

Question 3: Who are our learners?

In the field of employment, we can mainly expect young people who are dissatisfied with their current job, as well as those who are currently unemployed. The eastern part of the country will surely be expected to be more interested.

Question 4: Are there existing materials or documents associated with this webinar training?

Euro portals. Appropriate materials are available for the development of work-related competences that are hardly applicable to learning and volunteering. Adaptation is also needed in the field of working, but the development of studying and volunteering requires the development of a completely new material. It takes time to create content.

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positively then we can definitely talk about success.

Question 6: Other than project completion are there metrics you want to track?

Track downloads/views + visits to the portal. It is difficult to measure behaviour change in such a short period of time, although it is certainly one of the biggest and surest benefits to the webinar.

Hungary: planned webinar on volunteering in the EU

Question 1: What problem are we trying to solve?

Most people do not know the diversity of volunteering, especially in the more developed EU member states and the My EU portal helps in orientation.

Question 2: What is the instructional goal of the webinars?

Understand the range of possibilities open to them and be able to find these and apply for them online.

Question 3: Who are our learners?

Students may also be most interested in volunteering, but they will be those who have already completed their studies. The dominant group may be the 23-35 age group.

Question 4: Are there existing materials or documents associated with this webinar training?

Euro portals. Appropriate materials are available for the development of work-related competences that are hardly applicable to learning and volunteering. Adaptation is also needed in the field of working, but the development of studying and volunteering requires the development of a completely new material. It takes time to create content

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Question 6: Other than project completion are there metrics you want to track?

Track downloads/views + visits to the portal. It is difficult to measure behaviour change in such a short period of time, although it is certainly one of the biggest and surest benefits to the webinar.



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5. Learners' questionnaire

Introduction to the questionnaire

We designed a learners' questionnaire to discover what young people considering moving to other EU countries for work, study or volunteering wanted to learn about.

We used google forms to create the questionnaire, which had three sections; one focusing on studying, one on working and one on volunteering. The questions were as follows:

Write your name in the "your name" cell 2. For each category give a score from 1-10 to tell us how important this category is to you. 1 means not important at all, 10 means very important.

Studying in another EU country
Your rights when studying in another EU country
Administrative to dos when studying in another EU country
Where can I find information about studying in another EU country
The pros and cons of studying in another EU country
Foreign language and communication skills
Cultural and customs in the host country
Details about the education system in the host country

Working in another EU country
Your rights when working in another EU country
Administrative to dos when working in another EU country
Where can I find information about working in another EU country
The pros and cons of working in another EU country
Foreign language and communication skills
Cultural and customs in the host country
Details about the labour market system in the host country

Volunteering + social and political life activity in another EU country
Your rights when volunteering in another EU country
Administrative to dos when volunteering in another EU country
Where can I find information about volunteering in another EU country
The pros and cons of volunteering in another EU country
Foreign language and communication skills
Cultural and customs in the host country
Details about the volunteering system in the host country





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Your rights concerning voting in local, regional, national elections in
your host country

Your rights concerning standing as a candidate in local, regional,
national elections in your host country



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Analysis of the responses

In total 62 people responded to the questionnaire in the three partner countries (22 in Poland, 23 in Italy and 17 in Hungary)

You can see from the results that in all three areas the following 4 topics were the most important overall:

- Rights
- Administration
- Finding information
- Language and communication skills

The results from Poland and Hungary were in line with this, while the Italian results were a little different. In Italy other categories seemed to be of importance to the respondents.

Overall responses

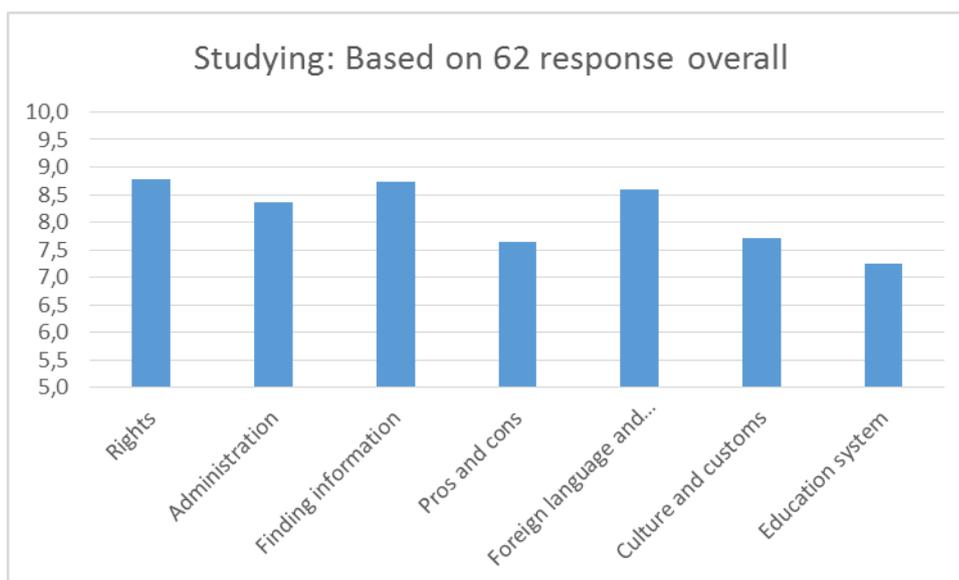


Figure 1. Response from all three countries for the studying questionnaire



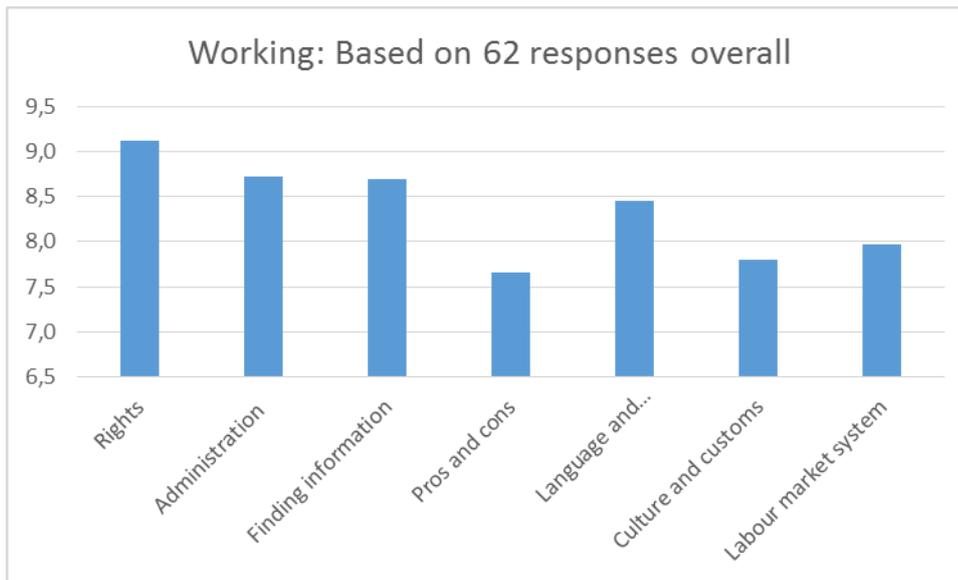


Figure 2. Response from all three countries for the working questionnaire

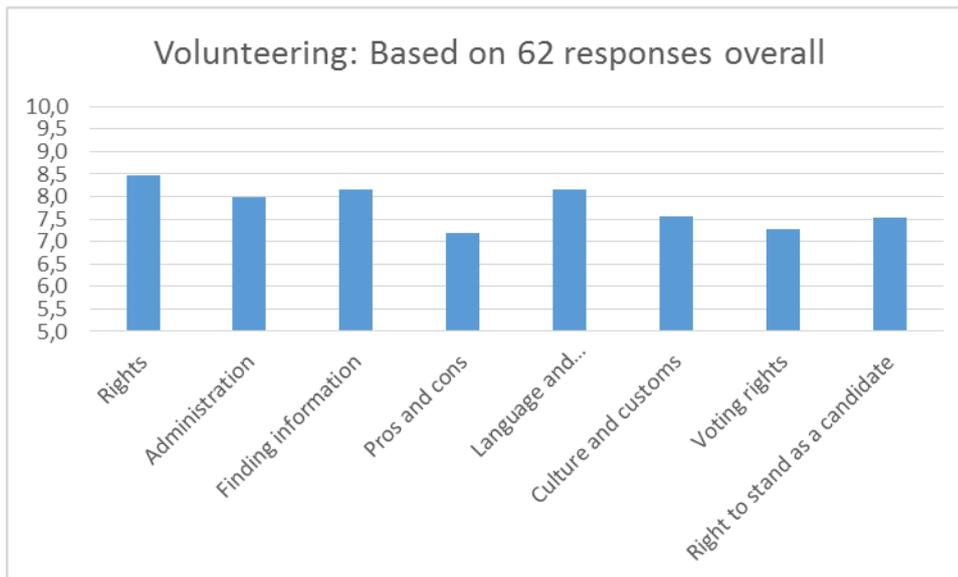


Figure 3. Response from all three countries for the volunteering questionnaire





Italian responses

The responses to the Italian questionnaire showed more variations with culture and customs, educations system, labour market and voting rights also important.

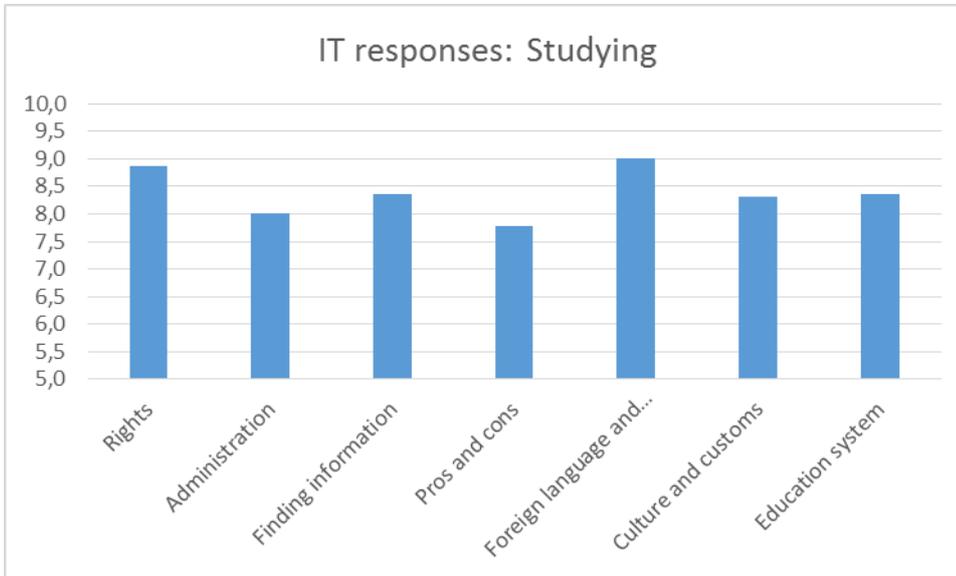


Figure 4. Responses from Italy for the studying questionnaire

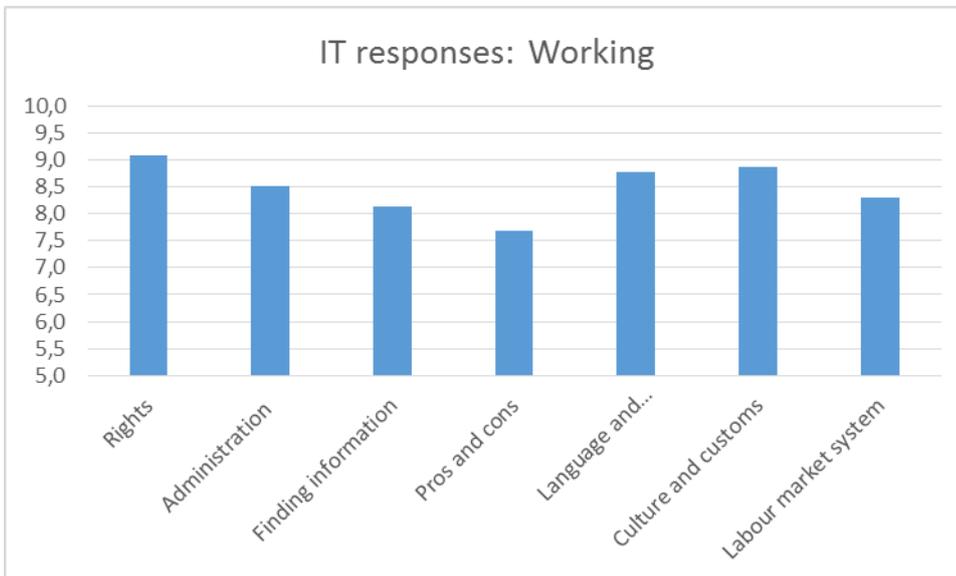


Figure 5. Responses from Italy for the working questionnaire



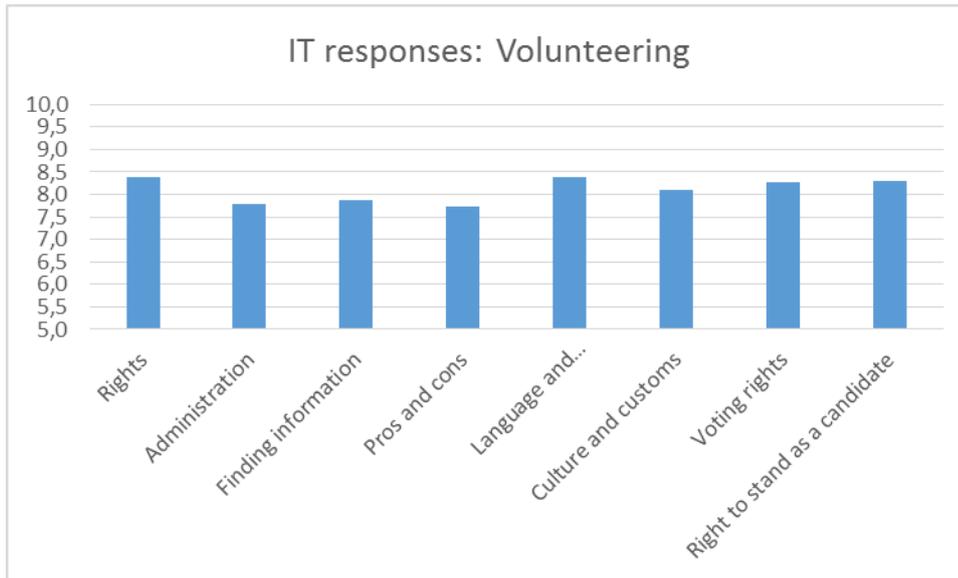


Figure 6. Responses from Italy for the volunteering questionnaire

Polish responses

Polish responders marked knowing about rights, administrative to dos and sources of information as the most important in all three questionnaires.

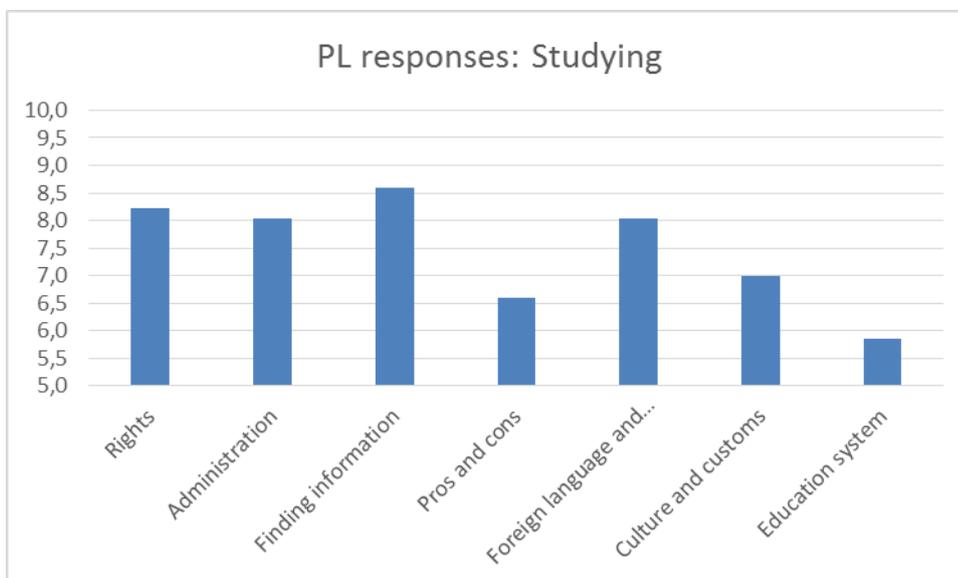


Figure 6. Responses from Poland for the studying questionnaire



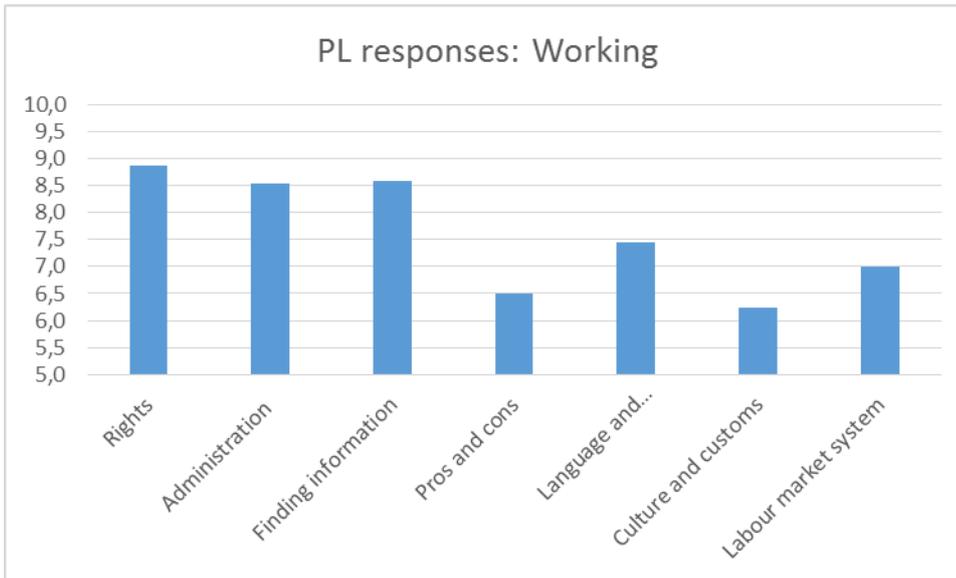


Figure 8. Responses from Poland for the working questionnaire

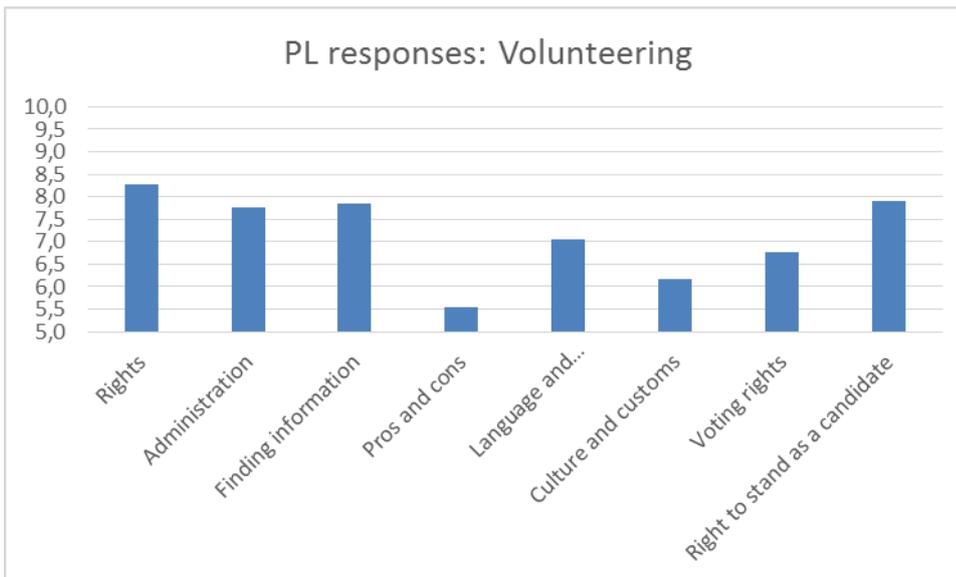


Figure 9. Responses from Poland for the volunteering questionnaire





Hungarian responses

Knowing about rights, administrative to dos and sources of information were the most important in the studying and working questionnaire, while language and skills were marked as important in the volunteering questionnaire.

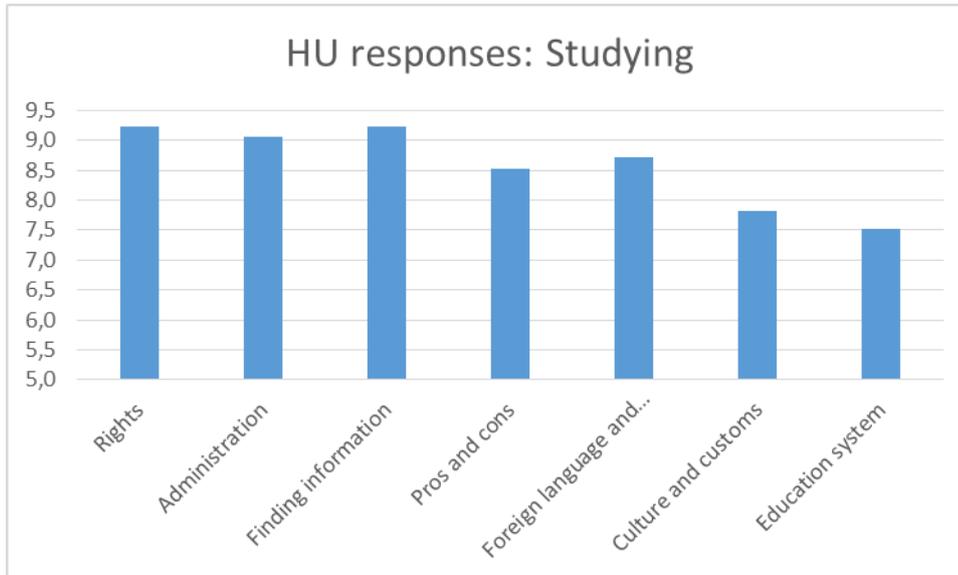


Figure 10. Responses from Hungary for the studying questionnaire

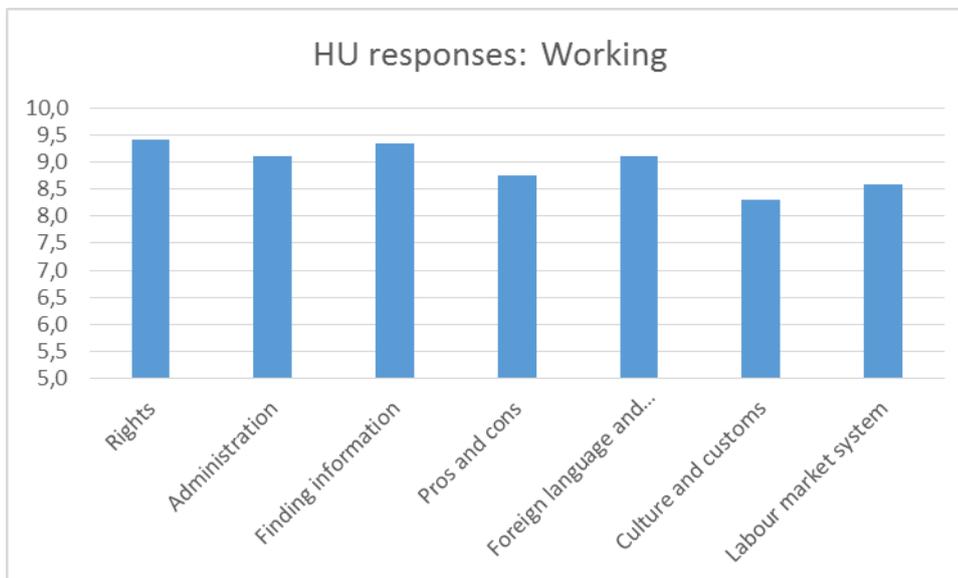


Figure 11. Responses from Hungary for the working questionnaire



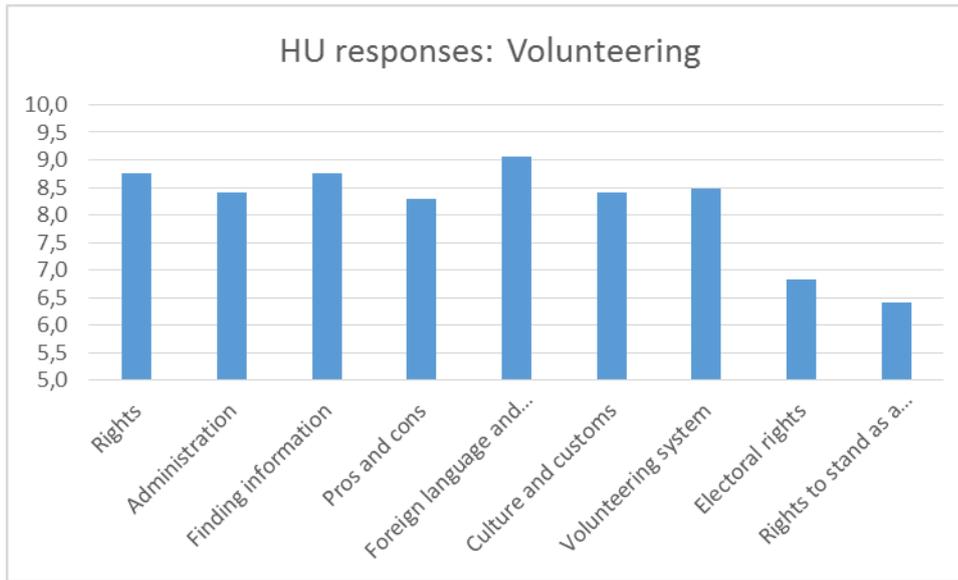


Figure 12. Responses from Hungary for the volunteering questionnaire

