EUROPEAN VOLUNTARY SERVICE – COMPETENCES FOR EMPLOYMENT

Full Survey Report

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For quotes from this report, please use the following reference:

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Senyuva, Ozgehan, EVS Competences for Employment, *EVS C4E Full Survey Report*, 2014.

The opinions expressed in this work are the responsibility of the author and do not necessarily reflect the official policy of the National Agencies involved in the project.

This report presents primarily the analysis of the data collected via online surveys conducted as part of the EVS Competences for Employment project. For more information on the project, related activities, overall findings and outcomes, please refer to the main project narrative report composed by Gisele Evrard Markovic and Darko Markovic.

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TECHNICAL NOTE

Background[1]

The idea of the project was born in 2012 and further developed by eight National Agencies (hereinafter NAs) of the Youth in Action programme, together with two SALTO[2] Resource Centres. The common motivation and focus were to explore the relevance of competences[3] developed during a European Voluntary Service project (hereinafter EVS) for the labour market. In the past years, employability, employment, and entrepreneurship gained importance and visibility on European political agendas, particularly in light of increasing youth unemployment rates, despite the very recent *youth guarantee*. Further developed during the first preparatory meeting in January 2013, the **aim** of the project was therefore defined as: looking into competences that EVS volunteers have gained in their EVS projects and their relevance for future employability and employment prospects.

The **objectives** of the project were as follows:

1. To find out more about which competences EVS volunteers typically develop in their EVS projects and which are perceived by EVS stakeholders to be of particular relevance for future employment and/or employability and/or entrepreneurship. Specific attention was given to competences developed by EVS volunteers from inclusion target groups;

2. To evaluate how the EVS competences are perceived by stakeholders from the employment sector (which are the competences the employers (valued/recognised) look for?);

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[1] *EVS Competences for Employment Project Narrative Report*, Markovic & Markovic, 2014

[2] SALTO-YOUTH stands for Support, Advanced Learning and Training Opportunities within the European YOUTH programme (now E+/YiA)

[3] Competences in this project are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.

3. To map national commonalities and differences in this field and which aspects could be characteristic for the broader European situation;

4. To identify what is needed for the development of learning processes for EVS volunteers. Moreover, to elaborate fields where additional support is needed, as well as possible follow up.

5. To improve communication/connection and mutual understanding between the stakeholders within/outside the field.

Structure

The project was divided into four main phases, implemented within a period of 18 months. The phases were (*see point 2 for more information about each phase*):

Research:

a. Desk research: to check what is already there, what has been done and what is known on the topic of competences acquired through non-formal learning activities (hereinafter NFL);

b. EVS focus groups: to be implemented for countries that aren't part of the RAY network[4] and SALTO South-East Europe (hereinafter SALTO SEE);

c. Survey of different stakeholders (ex-EVS volunteers, EVS organisations and employers).

1. **National meetings** involving ex-EVS volunteers, EVS organisations, employers, job centres, career centres, to:

- Talk about the surveys → present & discuss the results, having qualitative data;

[4] *RAY stands for Research-based analysis and monitoring of the Youth in Action Programme (YiA).*

- Exchange and explore with the stakeholders on issues that were not tackled in the survey.

2. **An international symposium in Slovenia (May 2014) to:**

- Discuss differences and similarities with some of the participants of the national meetings and/or those who have been involved in some phases of the project;
- Work on proposals for a possible follow-up (points to tackle or areas that deserve more attention).

3. **A report** to present and use. Outcomes: a general narrative report at the end of the project aswell as an analysis and compilation of the results of the surveys. The aim is to be able to use those tools for future development of the project (possible follow-up) and to support different actors in this field.

Participating countries

The countries involved in the project were (per alphabetical order):

British Council

London, United Kingdom

www.britishcouncil.org/youthinaction.htm

IUVENTA - Slovenský inštitút mládeže

Bratislava, Slovakia

www.mladezvakcii.sk

European Union Programmes Agency

Santa Venera, Malta

www.yia.eupa.org.mt

JINT v.z.w.

National agency & SALTO Inclusion RC

Brussels, Belgium

www.jint.be

Fundacja Rozwoju Systemu Edukacji

Warsaw, Poland

www.mlodziez.org.pl

MOVIT, Ljubljana

National agency & SALTO SEE RC

Ljubljana, Slovenia

www.salto-youth.net/see

Institut National de la Jeunesse et de l'Education Populaire (INJEP)

Paris, France

www.jeunesseenaction.fr

National Institute of Family and Social Policy

Budapest, Hungary

www.yia.hu | www.erasmusplusz.hu

With the launch of the Erasmus+/Youth in Action programme, Ecorys UK partnered up with the British Council and thus became partner in this project as well: https://www.erasmusplus.org.uk. Two SALTO Resource Centres were also actively involved in the development and implementation of the project: SALTO Inclusion and SALTO SEE (with a focus on Serbia and Bosnia-Herzegovina).

The project involved three experts: one researcher and in charge of the survey report (Ozgehan Senyuva) and two facilitators of the international seminars and contributors to the narrative report (Darko Markovic and Gisele Evrard). Aline Rollin was the graphic recorder of the International Symposium.

The motivation of the partners to engage in this project – in addition to pursuing previously set objectives and further build upon previous outcomes – was as follows:

- 'Employability' of young people became a priority topic for several partners and some are actively working on it already;
- Some of the partners need more resources, tools and data to start working on employability;

- Depending on the national realities, in some cases there is a real need to improve the number of EVS volunteers sent, prove the necessity of volunteering, bridge formal and non-formal learning, link to qualifications, reach new audiences (employment world, job centres, career guidance centres), etc.;
- Recognition should be looked at from a different perspective (not only though Youthpass);
- EVS ought to be made more visible to the 'outside world' and in particular to the employment sector;
- Inclusion needs to be tackled from different perspectives and there is a need to explore and address the specific needs of young people with fewer opportunities in EVS;
- The project will contribute to the new 3-year strategy on improving chances of young people with fewer opportunities in the labour market.

Phases of the project

Research

Desk research

The elaboration of the desk research and what it should focus on started looking at what we knew about and what existed. For instance, the questions asked in the framework of the European Youth Forum's Research Study on **'The Impact of Non-Formal Education in Youth Organisations on Young People's Employability'** were of particular relevance for the project:

- *Soft skills and competences recognised by the labour market?*
- *Soft skills and competences developed in EVS?*
- *Awareness about these skills and transferability?*

- *To what extent accept skills and competences acquired?*
- *Other ways skills are developed in youth work?*

The European Youth Forum study therefore served as a basis, for it addressed the same question as those that were at the very origin of the project, even though they nonetheless needed to be fine-tuned to fit the sole frame of EVS. Other studies and research processes such as the project of NAPOR (Serbia) on recognition of competences acquired through youth work were also considered good sources of 'food for thought'.

The importance of **desk research** independent of the actual existing surveys was underlined, especially with regard to youth unemployment. For instance, many analyses did not yet include skills employers are missing or that they would give a higher priority, among others. Hence, this project had a specific role in explaining or highlighting what EVS is offering with regard to some of the challenges identified. Speaking the 'evidence-based language' about competences developed is something that employers could understand and the project intended to approach them in a very open and 'partnership' manner, taking into consideration the fact that the degree of their knowledge of youth work (and what they understand by 'youth work') wasn't always very clear, in addition to the fact that such knowledge depended on sector of activity/work and country.

Therefore, the desk research was meant to provide basic information of existing research material on competences developed in youth work (and more concretely through volunteering) and how far the link with what employers are aware of, in need of and ready to acknowledge and recognise was made.

Focus groups

Because focus groups can reveal a wealth of detailed information, deep insight and – when well executed - create an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers – a number of focus groups were planned in addition to the online surveys that were being conducted. Indeed, surveys alone were good for collecting information about people's attributes and attitudes, but to understand certain dimension more in depth required using approaches such as focus groups.

Hence, to reach this objective the research process had to particularly take into account implementing a number of EVS focus groups for partners that were not involved in the RAY network. Indeed, the RAY network had already performed a series of focus groups on this topic (or beyond) which would be made available for the preparation of the project and in particular for the national meetings and the international symposium. But for countries that were not part of RAY, these focus groups would therefore have to be organised.

The focus groups generally involved from 8 to 10 participants (8 being the ideal number). They involved solely ex-EVS volunteers, who had completed and returned from their project abroad, came from different regions or environments (e.g. urban/rural), giving also a proper space to those who were involved in projects with young people with fewer opportunities (or were considered as such themselves). Where possible, the gender balance was to be respected when selecting participants. The number of ex-EVS volunteers with short-term projects (max 2 months) and who were part of a group EVS project were to represent a minor part of the group (max 2 for a group of 8). The focus groups had a duration of approximately two hours

(max). In the case of SALTO SEE, the focus groups had been organised during the Annual EVS Event in Belgrade in March 2013.

All organisers have been provided clear guidelines to conduct the focus groups with different types of questions to address participants with, including opening and concluding ones.

Surveys

Three different questionnaires (surveys) were developed for three target groups: ex-EVS volunteers, EVS organisations and employers/the employment sector. Those surveys were online though they could also be submitted via e-mail if necessary (e.g. for employers).

The first sample of questions for each survey was developed in English and later on translated into the national languages of the partners of the project.

While brainstorming on the important aspects to keep in mind while elaborating the surveys, it is worth highlighting the following:

- The importance of linking the surveys with the outcomes of the focus groups that took place in the frame of RAY, keeping in mind that some of them don't have data for employers, among other points for attention;
- The harmony of the terminology used in the different results that already exist (skills vs. competences, competencies vs. competences, etc.);
- The fact that some existing national survey or outcomes of focus groups are developed based on specific listed skills (e.g. the UK or Serbia);

- The relevance to perhaps approach the survey with EVS-specific questions about the competences gained and then ask employers their opinion about it?
- The need to have country-specific data on EVS and employment
- The need to tackle young people with fewer opportunities in all the stages and aspects of the survey but to also have specific questions about this.

For the employers, the points requiring specific attention were as follows:

- Who follows them up? In case of data protection, the owner of the data (the NA) had to send the results directly to the researcher;
- The need to developed specific questions for them;
- Would different employers in different countries demand different things? And if so, how to deal with that aspect?
- The necessity to perhaps have a country approach with employers' associations;
- To keep in mind multinational, regional & local employers.

At the end of the brainstorming that led to the development of the questionnaires for the surveys, partners decided to:

- Get the contacts of the main stakeholders (to send them to the researcher) and motivate them to participate. In the case of ex-EVS volunteers, the focus was on those who took part in projects in the past seven years of Youth in Action as well as of those NAs had contact details for;
- Check whether contacts of ex-EVS volunteers could be shared. If not, the link to the questionnaire will be sent directly to them by the NA;

- Not opt for a minimum numbers of respondents for the surveys but 'the more, the better' as to have useful data;
- Where possible, encourage answering the surveys in English;
- For each NA to translate the questionnaires (surveys) in their national language(s);
- Elaborate an introductory letter in the national language(s) of the partners.

Objectives and Structure of the Online Survey:

In the design of the online survey for Ex-EVS volunteers, Sending and Hosting organizations and employers that was conducted in participating countries, the Kirkpatrick model of evaluation was used as the main framework.[5] This model aims at looking at:

Reaction: Personal Reflection from participants; i.e. perceptions, satisfaction, experience

Learning: Growth of knowledge, learning achievements

Behaviour: Changes in behaviour, transfer of competences into concrete actions/situations

Results: Long-lasting transfer.

The online survey was designed in order to take an in-depth look at the attitudes and opinions of ex-EVS volunteers, SoHos and Employers across participating countries on the following points (not exclusively):

Ex-EVS Volunteers Survey (27 questions):

- General background of the participants of the survey (age, sex, EVS type, education and employment status);
- Learning in EVS (awareness of learning, support mechanisms for learning);
- Impact of EVS experience on future (education and employment) plans;

[5] For detailed discussion and presentation of the Kirkpatrick model, see: Kirkpatrick D. and Kirkpatrick J. (2006), Evaluating Training Programs: The Four Levels, *3rd edition,* Berrett-Koehler. For examples and discussion of using Kirkpatrick model in youth work, see *T-Kit No 10, Educational Evaluation in Youth Work,* by Youth Partnership, available for free download at: http://pjp-eu.coe.int/en/web/youth-partnership

- Perceived competence development during the EVS experience;
- Recognition of the competence development in EVS;
- Presentation of EVS during job-seeking;
- Obstacles that young people face in their search for employment

SOHO Survey (16 questions):

- General background of the participants of the survey (level and type of activity of the SOHO, the role and responsibility of the respondent individual);
- Learning in EVS (awareness of learning, support mechanisms for learning);
- Impact of EVS experience on future (education and employment) plans;
- Perceived competence development during the EVS experience;
- Recognition of the competence development in EVS;
- Presentation of EVS during job-seeking;
- Obstacles that young people face in their search of employment

Employers Survey (16 questions):

- General background of the participants of the survey (level and type of activity of the employer, the role and responsibility of the respondent individual);
- Level of awareness of EVS and other forms of learning mobility / volunteer schemes;
- Competences most sought by employers;
- Presentation of learning mobility / volunteer schemes during recruitment process;
- Obstacles that young people face in their search for employment

Method, sample and execution:

The online survey aimed at reaching three specific target groups composed of ex-EVS volunteers, SOHOs and employers of any kind.

For the data collection, web-based survey software was used: Lime Service. A professional version of it was purchased. Lime Service enabled the team to design and implement multi-lingual surveys, with a very user-friendly language option. This also contributed to the coverage of the survey: it made it possible to reach all nine language versions through one link. Due to an internal decision by the French partner, French surveys were conducted in another platform, in French only, and the results were incorporated to main data set in the analysis stage. All data cleaning of French data was conducted by the French researchers.

The links for the three surveys were launched in September 2013 for testing purposes and were heavily promoted from October 2013 onwards. The survey links expired in April 2014.

Through the period that the link was online, it received 1643 responses out of which 1210 respondents completed all questions.

As every online survey without an invited respondent list (the survey link was open to all) the team had minimal control on the geographic coverage of the survey (no geographical limitation was placed based on IP numbers). As a result, the link became viral among the ex EVS volunteers, resulting with a sizeable number of responses from non-participating countries. As a result, for the purposes of comparison, these ex-EVS volunteers were included in the analysis under the *Other* category.

Sample before data cleaning

Table 1 Ex-EVS Volunteers Survey

When I became an EVS volunteer, my country of residence was:		
	Frequency	Percent
Belgium	22	2,42%
Bosnia and Herzegovina	22	2,42%
France *	15	1,65%
Hungary	159	17,47%
Ireland	4	0,44%
Malta	25	2,75%
Poland	222	24,40%
Serbia	92	10,11%
Slovakia	51	5,60%
Slovenia	89	9,78%
United Kingdom	73	8,02%
Other	135	14,84%
No answer	1	0,11%

*Although France had its own online survey, some ex-EVS volunteers have filled out the main survey. In order to avoid the risk of duplication, these responses have been omitted in the cleaning stage.

Table 2 SOHO Survey

Please indicate the country where your organization is located at:		
	Frequency	Percent
Belgium	18	7,06%
Bosnia and Herzegovina	18	7,06%
Hungary	27	10,59%
Malta	7	2,75%
Poland	42	16,47%
Serbia	22	8,63%
Slovakia	40	15,69%
Slovenia	33	12,94%
United Kingdom	43	16,86%
Other	4	1,57%
No answer	1	0,39%

Table 3 Employers Survey

Please indicate the country where your company/institution/organization is located at:		
	Frequency	Percent
Belgium	125	57,08%
Bosnia and Herzegovina	6	2,74%
Hungary	7	3,20%
Malta	2	0,91%
Poland	4	1,83%
Serbia	12	5,48%
Slovakia	31	14,16%
Slovenia	23	10,50%
United Kingdom	5	2,28%
Other	4	1,83%
No answer	0	0,00%

Data cleaning and weighting

The collected data set was subjected to a data cleaning process. The responses that did not include the vital information '*country*' were eliminated in the first round of cleaning. Furthermore, the responses that answered less than 20% of the questionnaire were omitted. In addition, the data set from the French sample was also integrated into the main data. As a result of different rounds of data cleaning the following numbers were reached:

Sample after data cleaning

Table 4 Ex EVS Volunteers sample after cleaning

When I became an EVS volunteer, my country of residence was:		
	Frequency	Percent
Belgium	20	1,4
Bosnia and Herzegovina	22	1,5
France	542	38,1
Hungary	161	11,3
Malta	26	1,8
Poland	223	15,7
Serbia	88	6,2
Slovakia	51	3,6
Slovenia	88	6,2
United Kingdom	71	5,0
Other	132	9,3
Total	1424	100,0%

Due to the major differences of the samples by country, the data provided in this report have been weighted taking into ideal and equal number of respondents as shown in table 5. This statistical procedure adjusts the weight of each country in the overall scores depending upon its ideal size.

Table 5 EX EVS Volunteers Sample Size by country before and after weighting

When I became an EVS volunteer, my country of residence was:		
	Real Sample	Ideal Sample
Belgium	20	129
Bosnia and Herzegovina	22	129
France	542	129
Hungary	161	129
Malta	26	129
Poland	223	129
Serbia	88	129
Slovakia	51	129
Slovenia	88	129
United Kingdom	71	129
Other	132	129
Total	1424	1419

Table 6 SOHOs Sample Size by country before and after weighting

Please indicate the country where your organization is located at:		
	Real Sample	Ideal Sample
Belgium	18	33
Bosnia and Herzegovina	17	33
France	84	33
Hungary	28	33
Malta	8	33
Poland	40	33
Serbia	22	33
Slovakia	38	33
Slovenia	33	33
United Kingdom	44	33
Total	332	330

The employers survey was not subjected to weighting and the analysis was done at an individual level. Due to differences in respondent numbers from different countries, national level comparisons were not carried out. After cleaning, data from **220 employers** were used in analysis. Employers from each and every participating country participated in the survey, in varying numbers. The most number of employer response was received from Belgium (121) and lowest was from Malta (2).

Youth Employment in Europe

EU-CoE youth partnership policy sheet[6]

Young people and employment became an important and equally controversial topic over the last decade, particularly with the ongoing global financial and economic crisis. According to the European Commission's own assessment, structural unemployment and labour market mismatches have been growing. Net job destruction has been coinciding with an increase in precarious jobs. Young people are facing increasing levels of atypical, and often precarious, working conditions as well as the number of young people working in temporary, part-time, especially involuntary part-time, jobs have been increasing. According to the European Commission, more than 40 % of young employees in the EU are on temporary contracts. Overall youth unemployment rate has reached worrying unprecedented levels in many of the European states. The youth unemployment rate reached new historic high of 23.5 % in February 2013, more than twice as high as the adult rate, with some 5.7 million young people affected. Certain countries were affected the worst, in 2012 youth unemployment rate for those aged 15-24 was 55.3 % in Greece, and the projections indicate that these figures are getting worse. Europe is being affected as a whole, while the disparities in employment rates between countries and even regions within countries are also prone to a larger scale of challenges such as population movements or new forms of migration. The increasing rates of youth unemployment, particularly in certain regions, are considered by many as a potential source for instability and threat in social cohesion and politics. The EU recognizes that the EU is struggling with many challenges such as high unemployment, labor mismatches, and increasing numbers of young people not in education, employment and training1. Poverty and social exclusion has increased, especially for the working age population, and household incomes declined. Social expenditure has been reduced significantly throughout Europe, with more negative consequences to follow. What is noteworthy is that, this is not a limited European crisis. Whole world is in the grasp of unemployment crisis, and young people are the ones

[6] Written by Özgehan Şenyuva, for the EU-CoE youth partnership, original available at http://pjp-eu.coe.int/documents/1017981/1668235/Employment-2014.pdf/3a1d2ada-78a3-4443-b236-eedda1b4286c

who are being affected most adversely. According to International Labour Organization –ILO, young people are three times more likely to be unemployed than adults (The global youth unemployment rate reached 13.1%) and almost 73 million youth worldwide are looking for work. In developing countries, six out of ten workers in the 15-29 age group lacked a stable employment contract, six out of ten had below average wages and eight out of ten were in informal employment in 2012.

The socio-demographic studies and projections also imply that young people are among the most vulnerable group to be affected from the global socio-economic trends. The analyses establish that European states are the most vulnerable group on youth issues. Under the current trends, the median age of population in 2030 will be 44.7 in the European Union member states, making it the oldest, 10 years older than the world (33.2 years). Same projections indicate that old age dependency ratio (ratio of individuals aged 65 or above to working age population) will reach 38.3% for EU 27 in 2030 and 50.2 % in 2050, up from 26 % in 2010. Old age dependency ratio is a crucial measure for a society, particularly for young people, as rising dependency ratios bring higher burdens to economy for pension and social security systems to provide for a significantly older, non-working population. In short, in the future, European youth will have to deal with increasing challenge from the society to provide higher costs for social security and pension systems, which are already over stretched in many EU member states.

While the future projections and the current figures illustrate a negative situation, certain issues should be highlighted: the youth unemployment problem is not a new phenomenon, over the last two decades it has been slowly growing and has always been significantly higher than general unemployment rates. The figures have reached historic highs and reached critical levels as a result of the global developments over the past few years. This demonstrates the crucial fact that youth unemployment is not a youth problem, but a repercussion of the social-economic structure and is not the cause but outcome of socio-economic problems faced by the society. Youth unemployment cannot be isolated and addressed in a vacuum without taking into all different structures and institutions of the society, ranging from market structure to education system. Thus, any policy or remedy targeting youth unemployment should have a holistic approach encompassing all relevant determinants. A good starting point is the exploration of the causes of youth unemployment: is it lack of jobs, or lack of skills, or

lack of coordination between the skills gained and skills needed? For instance, an extensive study showed that in Europe, 74 percent of education providers were confident that their graduates were prepared for work, but only 38 percent of youth and 35 percent of employers agreed. Thus, this proves that the level of analysis should move up from youth–only level, investigating the shortcomings of the young people to a more systemic level, exploring the inputs, process and outputs of the whole socio-economic system, which is clearly failing over time. The debate on over-education for instance, is also interesting. The link between education and employment seems to be weaker for two groups particularly; unskilled or low-skilled young people in Europe are among the most vulnerable groups, regardless of financial crisis. Due to global division of labor, manual and low-skilled jobs are being significantly reduced and outsourced in Europe. Another dimension would be that amongst the low-skilled are more often young people from migrant or socially disadvantaged backgrounds, and the education systems are not able to compensate.

The European Union, to its own credit, has been rather alert and engaged in youth unemployment issues. The White Paper – A New Impetus for European Youth and the European Youth Pact (2005) are two important EU documents that attempt to address the issue. It is also important to acknowledge that the EU and the Council of Europe have been trying to adopt a holistic approach, integrating different policy areas when addressing the youth issues. This is particularly clear in two key European mission statements: the European Commission's An EU Strategy for Youth – Investing and Empowering and the Council of Europe's Agenda 2020. As Jonathan Evans asserts in the previous edition of the Employment Policy Paper, "The European Commission document makes links across the full range of policy domains: education and training; employment and entrepreneurship; health and well-being; participation; voluntary activities; social inclusion; creativity and culture; and youth and the world". However, the difficult times also require stronger commitment and action, as recognised in the 2013 Annual Growth Survey (AGS) and in the European Council's Youth Employment initiative there is need for strong efforts to reduce youth unemployment and to promote young people's participation in the labour market. The YEI funding will comprise EUR 3 billion from a specific EU budget line dedicated to youth employment and another at least EUR 3 billion from the European Social Fund national allocations. Youth Employment Initiative is also highly linked with The Youth Guarantee Council

Recommendation which was formally adopted on 22 April 2013. The youth Guarantee aims to ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within four months of becoming unemployed or leaving formal education. However, while the European Commission initiatives are promising, one should keep in mind the past record, which did not always produce the most efficient outcomes, such as the flexicurity model launched in mid 2000s.

The role of the youth work and contribution of non-formal and informal learning in tackling youth unemployment is also under discussion. As Ms. Androulla Vassiliou, Member of the European Commission responsible for Education, Culture, Multilingualism and Youth asserts in a speech to the EP, the most urgent challenge Europe faces is that its education and training systems are falling short when it comes to equipping people with both basic skills – such as reading and writing – and transversal skills – such as civic participation, cultural awareness and expression, media literacy, digital and ICT competences, an entrepreneurial attitude, or proficiency in foreign languages. Therefore, the new European Commission initiative, Erasmus+ programme aims to boost skills and employability, as well as modernising Education, Training, and Youth work. The seven year programme (2014-2021) will have a budget of €14.7 billion. At this stage, one should approach the potential of youth work and non-formal-informal learning in tackling youth unemployment with caution. While evidence clearly proves that such projects contribute significantly to the competence development of young people, it would be over optimistic that the systemic causes of youth unemployment can be tackled through increased mobility of young people. It is also important to bear in mind that while youth work and non-formal and informal learning are significantly contributing to the competence development of young people, there is still the challenge of recognition of these competences gained. The Strasbourg Process, initiated with the Symposium on Recognition of Youth Work and Non-formal Learning in 2011, and its action plan should be integrated into the future mobility and learning schemes if youth unemployment is going to be addressed more efficiently. How recognition of youth work and NFIL will be integrated into the new mobility and learning schemes and what further process will be taken at national and European levels is yet to be seen. The European Youth Forum also issued a comprehensive policy paper on youth employment in 2013, where the members have drawn attention to the

Long Term Unemployment as a growing risk faced by European young people. The Youth Forum policy paper also demonstrates the contribution of non-formal learning to the development of some soft skills through their own commissioned research and calls for more extensive recognition of youth work as well. In addition to the list of possible measures recommended tackling the youth unemployment, the Youth Forum policy paper also rightfully criticizes the negative consequences of certain severe austerity measures put in place in some countries in Europe, young people being affected the most. The European Commission's own remedy to youth unemployment is indeed very accurate, and should remain high on political agenda: Investing in jobs and people; improving labour market functioning; increasing the effectiveness and efficiency of tax and benefit systems; supporting transitions away from unemployment and poverty. A strict binary approach between employed vs unemployed to the issue would also be misleading. In work poverty is a reality and once employed the problems of young people are not over. The policies aimed at reducing unemployment must also take into consideration important issues such as work-life balance, freedom from all forms of discrimination; precarious working conditions; self-fulfillment and social and personal development.

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MAIN RESULTS

Profile of the Participants of the Study

The project reached a diverse group…

The EVS Competences project attracted the interest of a large variety of related parties. The analysis of surveys revealed that the respondents were diverse and there was no particularly one dominant group in any of the three surveys.

EX-EVS SURVEY RESPONDENTS

In the Ex-EVS survey, there was a clear majority of female ex-EVS volunteers (65,6%). However, when the overall EVS volunteers are examined, the number of female of EVS volunteers are higher than male ones, thus the survey numbers are in line with the reality.

TABLE 1 GENDER DISTRIBUTION OF EX – EVS VOLUNTEERS (N=1419)

	Belgium	*Bosnia and Herzegovina*	*France*	*Hungary*	*Malta*	*Poland*	*Serbia*	*Slovakia*	*Slovenia*	*United Kingdom*	*Other*	*Total*
Female	59,7%	58,9%	72,1%	68,2%	42,6%	76,7%	58,9%	69,0%	78,3%	65,1%	72,1%	65,6%
Male	40,3%	41,1%	27,9%	31,8%	57,4%	23,3%	41,1%	31,0%	21,7%	34,9%	27,9%	34,4%
Total	100%	100%		100%	100%	100%	100%	100%	100%	100%	100%	100%

In terms of age of the respondent ex-EVS volunteers, the majority of the respondents were 26 years and older (68,8%) and the rest were 25 years and younger (31,2%).

However, in terms of education, there seems a dominance of respondents with **high education**. As the samples are not selected with the aim of representativeness, *it is an important question for further research:*

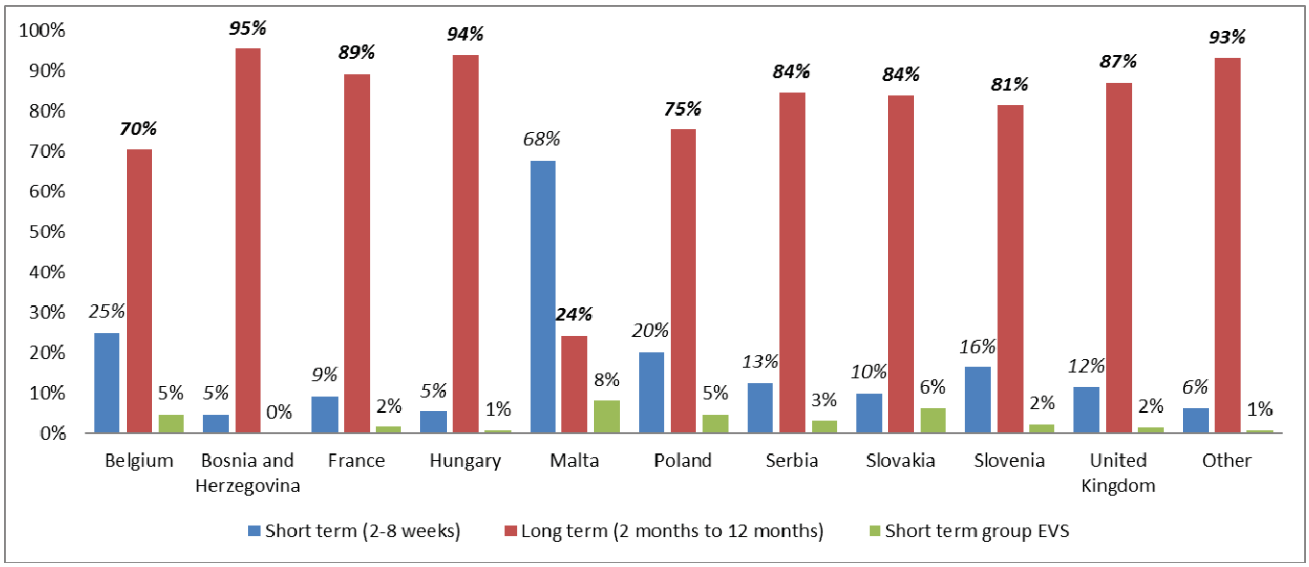
Are the EVS volunteers characteristically better-educated young people?

Around **71%** of the respondents of the ex-EVS survey stated that they have *University, Polytechnic, post-secondary/tertiary level College* degrees. The Maltese volunteers were

the ones with the highest education levels, 92% with university level degrees, while Bosnia and Serbia appear to ex-volunteers with lesser degrees of education (Table 2-Appendix A).

Another important aspect for the analysis was the type of EVS projects that the respondents have experience in. The analysis revealed that **majority (80%)** of the ex-EVS volunteers who have participated in the study took part in **Long Term EVS projects**, ranging from 2 months to 12 months. However, the respondent project profiles range between participating countries (Chart 1).

Chart 1 Type of EVS project (Ex-EVS Survey, N=1413)



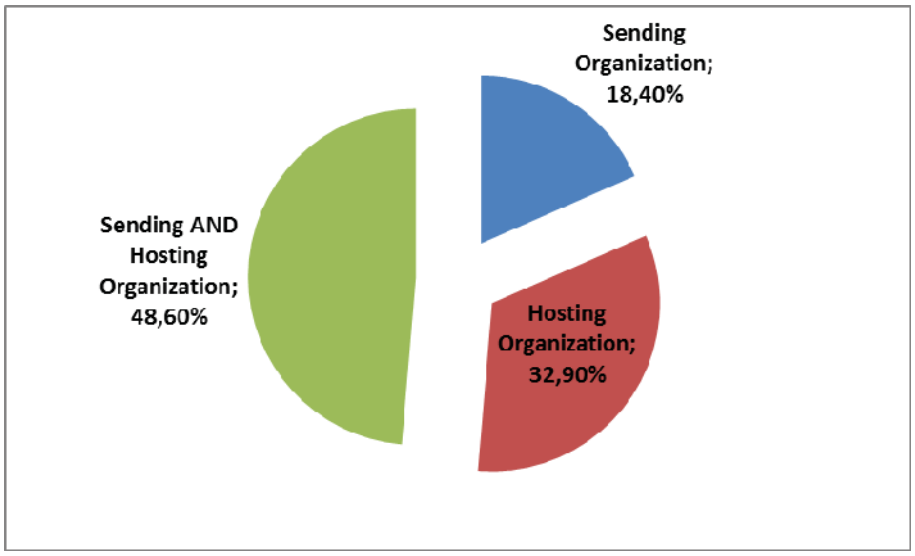
As the project focused on employment, a particular question was placed to learn about the employment status of the respondents at the time of survey. The responses revealed that **13,6% of the respondents were unemployed,** while **30,2% were still in education or in training.** The survey also inquired about their employment status *before they did EVS.* The survey results showed that **20,6% of the respondents were unemployed before they did EVS**, while almost **half of them, 47,7%, were in some form of education or training before** they became volunteers. The country figures also vary, **France** has the highest percent of **unemployed** respondents with **20,7%**, and

Malta with the highest figures both for **education** and **employment**. (Table 4-5, Appendix A).

SENDING and HOSTING ORGANIZATIONS –SOHOs SURVEY RESPONDENTS

The SOHOs that responded to the survey called and filled out the questionnaires are also diverse in their composition. While almost half of the respondents (48,6%) are involved in both *Hosting* and *Sending* volunteers, 18,4% only *sends* and 32,4% only hosts (Chart 2).

Chart 2 Type of SOHOs (SOHO Survey, N=331)



The respondent SOHOs are mainly occupied with Long Term EVS, but there were also organizations dealing with all types of EVS projects:

TABLE 2 Types of Projects realized by SOHOs (SOHO Survey N=326)

	Belgium	*Bosnia and Herzegovina*	*France*	*Hungary*	*Malta*	*Poland*	*Serbia*	*Slovakia*	*Slovenia*	*United Kingdom*	*Other*
Short Term EVS	12,1%	24,2%	6,1%	6,5%	12,1%	0,0%	6,3%	9,4%	6,1%	6,1%	8,9%
Long term EVS	60,6%	51,5%	72,7%	87,1%	75,8%	90,9%	75,0%	71,9%	84,8%	78,8%	74,8%
Short term Group EVS	0,0%	0,0%	3,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	3,0%	,6%
All of the above	27,3%	24,2%	18,2%	6,5%	12,1%	9,1%	18,8%	18,8%	9,1%	12,1%	15,6%
Total	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

The people that have filled out the survey on behalf of the SOHOs are also relevant for getting accurate information and their capacity to evaluate the EVS experience. When asked for their roles within the organization they represent, the results were that **34,4% of them were EVS coordinators; 9,9% EVS mentors; 21,4% General coordinators; 25,1% project coordinators and 9,3% in other related roles.** (Table 3 Appendix B). This demonstrates that individuals who are directly linked with EVS projects and volunteers, thus in capacity to express opinion and comment on the EVS in general were reached, which in return contributes to the validity and reliability of the collected responses.

EMPLOYERS SURVEY RESPONDENTS

The employers survey was aimed at any individual that has a managerial role in any structure that employs people. The survey got diverse responses from individuals in the public sector as the majority of the respondents stated that they represent *public sector*. The types of respondents' institutions are presented in Table 3:

TABLE 3 Employment Sector of the Employers (Employers Survey)

	Frequency	*Valid Percent*
Private sector	*79*	*35,7%*
Public sector	*116*	*52,5%*
Not-for-profit sector	*18*	*8,1%*
Social enterprise	*8*	*3,6%*
Total	*221*	*100,0*

The number of people working for the respondent employers was diverse. **62,7%** of the respondents stated that they employ **more than 250 people**; while 19,1% employ between 1 to 25 people. 26 to 100 people are employed by 11% of the respondents, and 7,2% of the respondents have 101 to 250 people working for them.

Overall, all three surveys managed to reach a diverse and related group who have knowledge and experience in their fields and are in a relevant position to answer questions related to EVS and Employment as well as Competences.

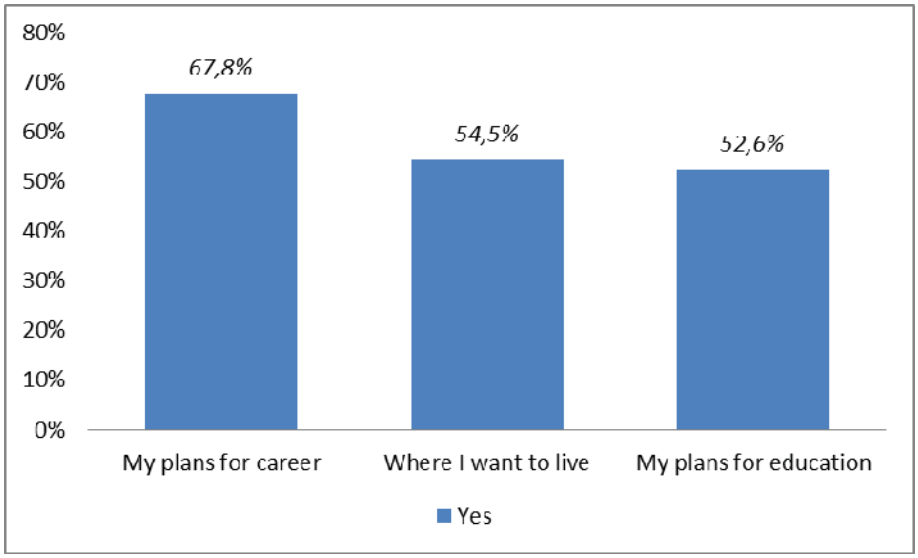
Impact of European Voluntary Service on Future Plans

EVS is a Life-Changer…

The ex-EVS volunteers that have participated in the study have stated that the EVS experience played a very important role in shaping their lives. Following EVS, they seem to have re-evaluated their future plans, mainly regarding their plans for *education, career* and *where they would like to live*.

As seen in chart 3, the *plans for career* is clearly the most affected one, 7 out of 10 ex-EVS volunteers state that the EVS experience affected their plans for career, while more than half of them say EVS also affected their education plans and where they want to live.

Chart 3 Impact of EVS on Future Plans (Ex EVS Volunteers Survey, N=1312)



In the focus groups, where the ex EVS volunteers spoke in depth about the experiences, the impact of the EVS experience was expressed clearly. In the Slovenian focus group, one ex-EVS volunteer stated:

"They asked me in my sending organisation when I came back if it was worth investing a year and I said then that I bagged enough for ten years in Slovenia. Now I think at least five years. You grow up quickly."

Another ex-Volunteer, again from Slovenia, says that EVS helped her to find what she wanted to do with her life:

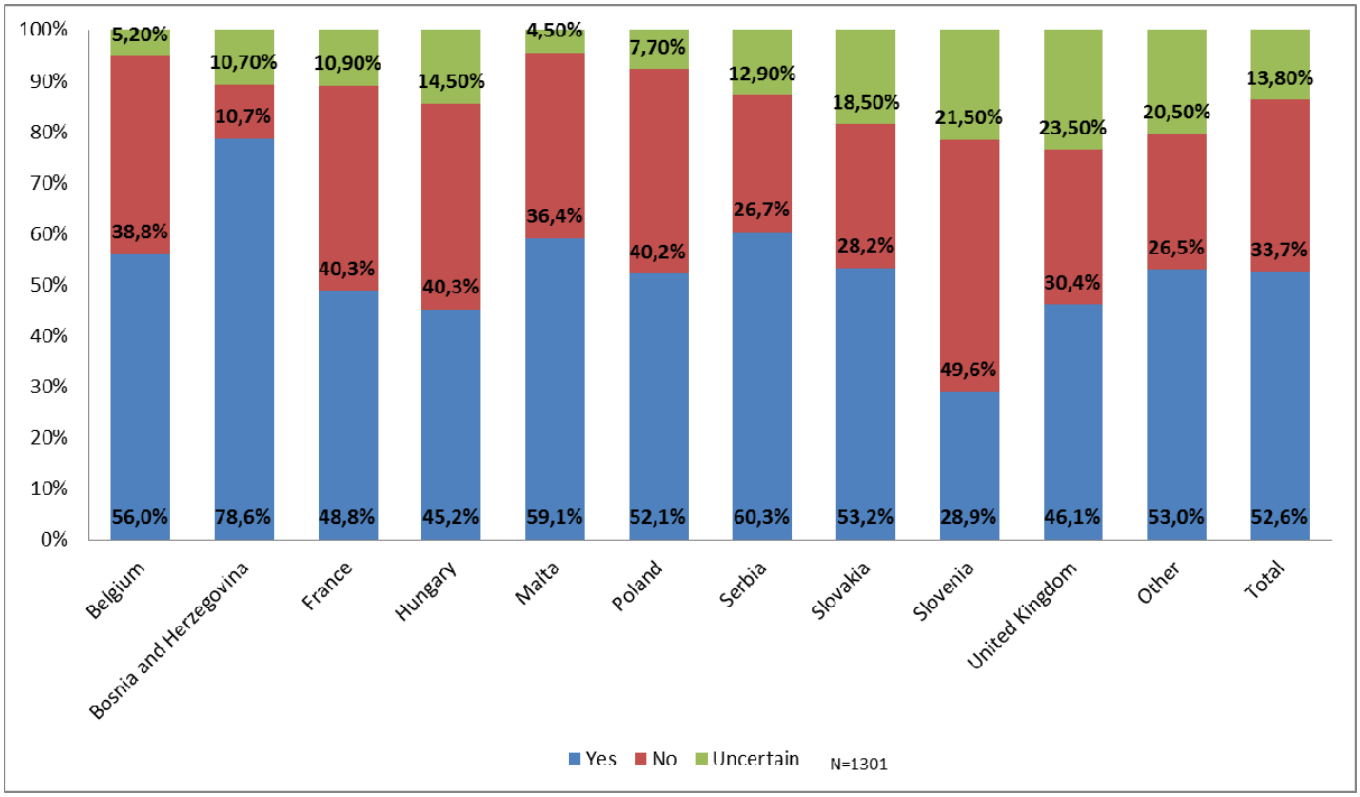
"(Colleagues and friends say that) I became more serious and that Maja now only works all the time anyway, but this seems like a positive change to me, because in fact maybe I straightened things up what I want to do with my life, what my role is. And what I find very important is also the self-evaluation."

Just as another ex-Volunteer stated in the comments section of the online survey:

"I totally recommend youth to go for EVS because I personnaly believe that it was the strongest experience of my life. Living in another country with different culture and traditions isn't that easy at the beginning but if your host NGO people are educated and aware about YIA & EVS then your volunteering experience will be great. I'm so happy now because only accredited NGOs with trained tutors will be able to host EVS volunteers. This would make the volunteer mission pretty clear from the beginning. I have to say that I discovered the opportunity I've had (EVS) unil going back home and starting a job related to my EVS project topic. I sincerly would love to live this experience again but I know it's impossible even for Erasmus + but still would love to experience the job shadowing that can last till 6 weeks (I guess). Good luck to all "y que viva el SVE" :)"

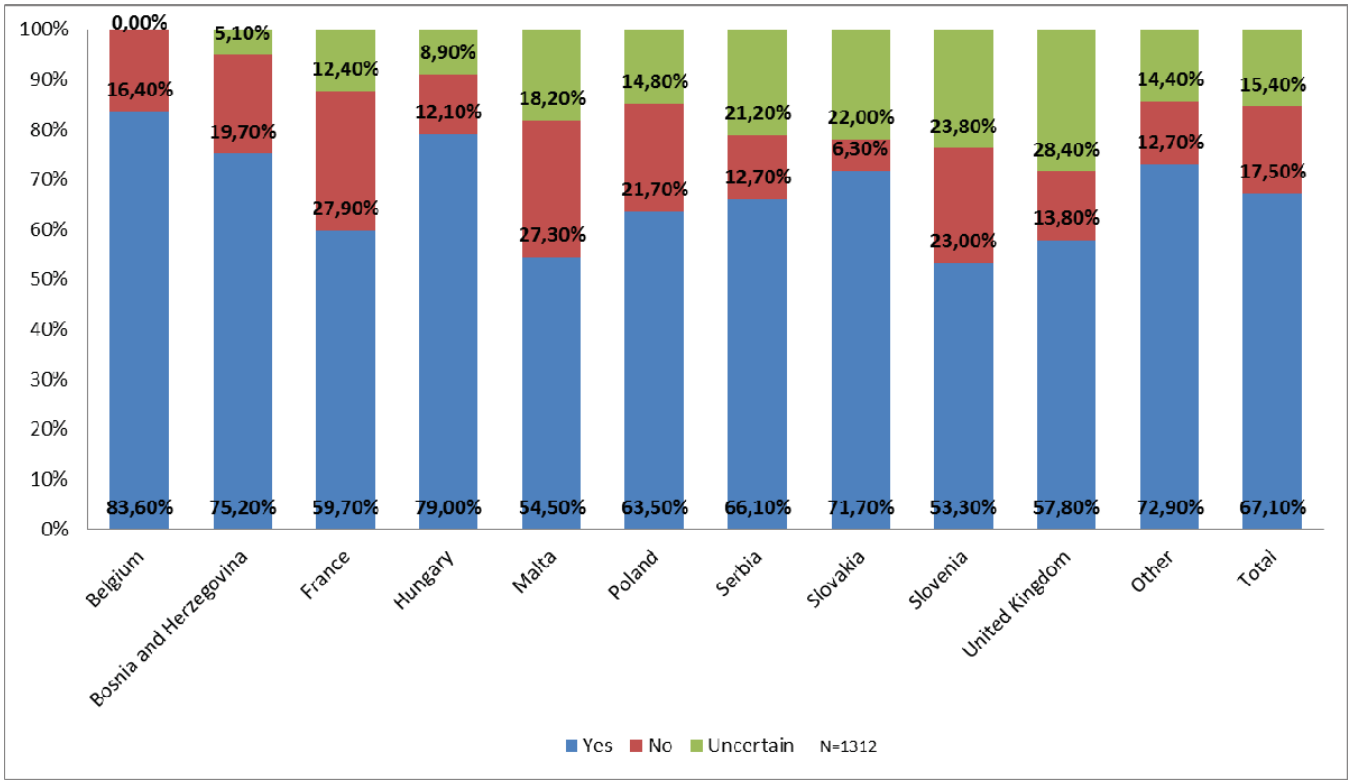
When analyzed at country level, it appears that the impact of EVS experience is very different from one country to another. For instance, in terms of affecting education plans, the volunteers from Bosnia are the biggest group, with almost 8 out of 10 Bosnian former volunteers saying that EVS affected their future education plans (chart 3). On the other hand, Slovenian volunteers are the least affected group in terms of education plans.

Chart 4 Impact of EVS on future: *education* (Ex EVS Volunteers Survey, N=1301)



The biggest impact of the EVS experience seems to be in the plans for career. This is particularly true for ex-EVS volunteers from Belgium (Chart 5). It seems that **9 out of 10 ex EVS volunteers from Belgium** changed their career plans following their EVS project.

Chart 5 Impact of EVS on future: *career* (Ex EVS Volunteers Survey, N=1312)



In a testimonial in the comments section of the survey, the EVS coordinator of a SOHO from the UK shared the experience of a returning volunteer:

"Yes, one boy changed his mind and instead of law started to learn how to teach English and now succesfully works as the teacher. One girl was working with children realised that do not want to continue doing this and now works with animals at the zoo. Boy and girl became more assure that the want to continue with photography and children learning and already for 2 years are busy with this. A guy was assisting at the office and now is working in one of the embassies"

European Voluntary Service and Learning

As with all learning mobility schemes, the crux of the EVS experience is learning. However, what makes this learning experience different is its non-formal and informal structure, which lays a lot of emphasis on the volunteer and their working and living environment. In contrast to, say Erasmus student exchanges, there is no course list or European Credit Transfer Systems, or grades. The volunteer is exposed to learning experience even before they leave their country, and the learning is continued well after the project is over.

As part of the survey, the ex-EVS volunteers were asked **how** they became aware of their learning. The results were particularly revealing:

TABLE 4 Awareness of learning in EVS by… (EX-EVS Volunteers survey)

	1st Choice	2nd Choice	3rd Choice
Ongoing self-reflection during the project	40,8%	24,5%	11,8%
Receiving feedback from people in my host organization	16,6%	18,1%	15,8%
Applying my newly gained competences after my EVS	16,5%	15,0%	20,2%
By reflecting on my EVS once back home	13,5%	20,0%	21,9%
Receiving feedback from people once back home	5,3%	9,9%	14,9%
Filling in the Youthpass self-assessment	4,4%	8,8%	13,5%
Other…	2,9%	3,6%	1,7%
Total	100,0%	100,0%	100,0%
N	*1336*	*1323*	*835*

The popularity of ongoing self-reflection during the project as the first choice in almost all countries (see Table 7 Appendix A) indicate that the volunteers benefit mostly from ongoing reflection to have the full grasp of their learning process. What is also interesting to note is that *Youthpass is not considered as a valuable learning reflection tool*.

For a better awareness of learning in EVS, the volunteers should be provided with necessary time, guidance and tools for ongoing reflection.

The approach of SOHOs to awareness of learning during EVS is similar to that of the ex-volunteers on average: *On-Going self-reflection during the project* is the first choice (37,7%), followed by *receiving feedback from people in host organization* as the second choice (26,5%).

However, at national level, there seems to be certain exceptions (Tables 5-6 Appendix B). *Receiving feedback from people in host organizations* seems to be the obvious first choice for the SOHOs from France (27,3%), Belgium (50%) and Malta (63,6%). In Hungary, the SOHOs consider *applying newly gained competences after EVS* as the most obvious way for a volunteer to become aware of his/her learning (20,6%). For SOHOs from these countries, the priority lies in either *host organization* or *application of competences*.

When compared with volunteers from these countries, there appears a disagreement. *The feedback from people in host organization* is the first choice for only 13,2% of French volunteers and 16,4% of Belgium volunteers. Maltese ex-EVS volunteers on the other hand, agree with Maltese SOHOs, prioritizing *feedback from host organization* (36,4%). In Hungary, ex-EVS volunteers also value *application of newly gained competences* (20,6%), but not as much as Hungarian SOHOs (36,4%).

As in all forms of non-formal learning, there is a need for support mechanisms for volunteers during EVS experience. When asked to identify *the most important sources of support for learning during EVS* the ex-EVS volunteers agreed with clear majority on their own contribution and openness:

TABLE 5 Support for Learning in EVS (EX EVS Volunteers Survey)

	1st Choice	2nd Choice	3rd Choice
My openness and readiness to learn	**50,4%**	**17,9%**	**12,7%**
Mentoring / tutoring	7,7%	6,7%	10,2%
Use of learning support tools (e.g. diary, blog…)	**1,6%**	**5,4%**	**5,1%**
Peer support (e.g. from other EVS volunteers)	14,4%	21,0%	16,3%
Supportive environment in my host organization	**8,9%**	**17,7%**	**16,6%**
Clear guidance and tasks by project coordinator	3,8%	4,8%	9,4%
Informal networks with local community	**5,7%**	**14,9%**	**12,4%**
Attending EVS trainings /seminars/ events	7,1%	9,8%	16,4%
Other…	**0,5%**	**1,7%**	**0,8%**
Total	100,0%	100,0%	100,0%
N	**1330**	**1323**	**975**

The volunteers mainly rely on themselves as the main source of support for their learning during their project. As seen in Table 5, **half of the respondents** chose the option *My Openness and readiness to learn* as their first choice of support. The most

popular answer option for the 2nd choice is the peer support, with **21%** of respondents indicating that they *rely on their peers such as other EVS volunteers as a support base for their learning* during their project. Personal openness and readiness to learn also appears as a popular second choice as well: 17,9%. The environment in the host organization is also considered important, however only as a second choice (17,7%).

What about the mentors? What role do they perform? According to the ex-EVS volunteers, mentors/tutors are not significant contributors and supporters of volunteer's learning process.

The striking point in this analysis is the low amount of reference to mentoring and tutoring. Although theoretically supporting the learning process of a volunteer is within the role description of a mentor /tutor, it appears that among ex-EVS volunteers who have participated in this research, this mechanism is not considered to function properly. Only 7,7% of the respondents chose mentoring / tutoring as their first choice of learning support, while the figure remains low even as second and third choices (6,7% and 10,2% respectively). There appears a clear need for further detailed analysis of the role and function of mentors and tutors within the learning process of EVS volunteers. Further statistical tests reveal that there seems to be no significant relation between time spent in an EVS project (short term vs long term) and the support for learning.[7]

The SOHOs think DIFFERENT: Mentors are important!

The representatives of SOHOs participating in our study have a different viewpoint of the support mechanisms, *but only at the second level.* While they value the same point, *the volunteer's openness and readiness to learn* as the most important support mechanism

[7] Contingency Coefficient for Type of EVS project X 1st choice of learning support: 0,220

(49,7%), the most important second option for SOHOs is *supportive environment in host organization* (31,3%). Mentoring and Tutoring on average is also valued by SOHOs more than the ex-EVS volunteers (8,2% 1st choice and 14,8% as the 2nd choice). In Belgium particularly, for SOHOs, mentoring seemed very important and crucial (30% as the 2nd choice). In between countries, there seems not much of a difference in evaluating the support mechanisms for learning (Tables 8-9 Appendix B).

European Voluntary Service and Employment

As the EVS competences for employment aims at analyzing the relation between EVS experience and employability of young people, the starting question was *whether the ex-EVS volunteers consider their EVS experience contributing to their employability?*

EX EVS Volunteers believe EVS experience increased their chances to find a job!

When asked whether they agree with the statement: *"I believe that my EVS experience increased my chances to find a job"* **a clear majority (67,5%)** of ex-EVS volunteers participating in the study responded positively (Agree strongly + agree). The ones who **disagree** were **only 13,9%**, and the rest remaining neutral. When looked at national level, there are certain differences between countries. **Polish ex-EVS volunteers** are slightly more **pessimistic** in their evaluations of increased chances of employment after EVS **(58,8% agree)** while **ex-EVS volunteers in Hungary** believe **strongest** that EVS experience increases their chances of finding a job **(75,4% agree)**. In any case, for ex-EVS volunteers there is a strong link between EVS experience and chances of finding a job without a doubt.

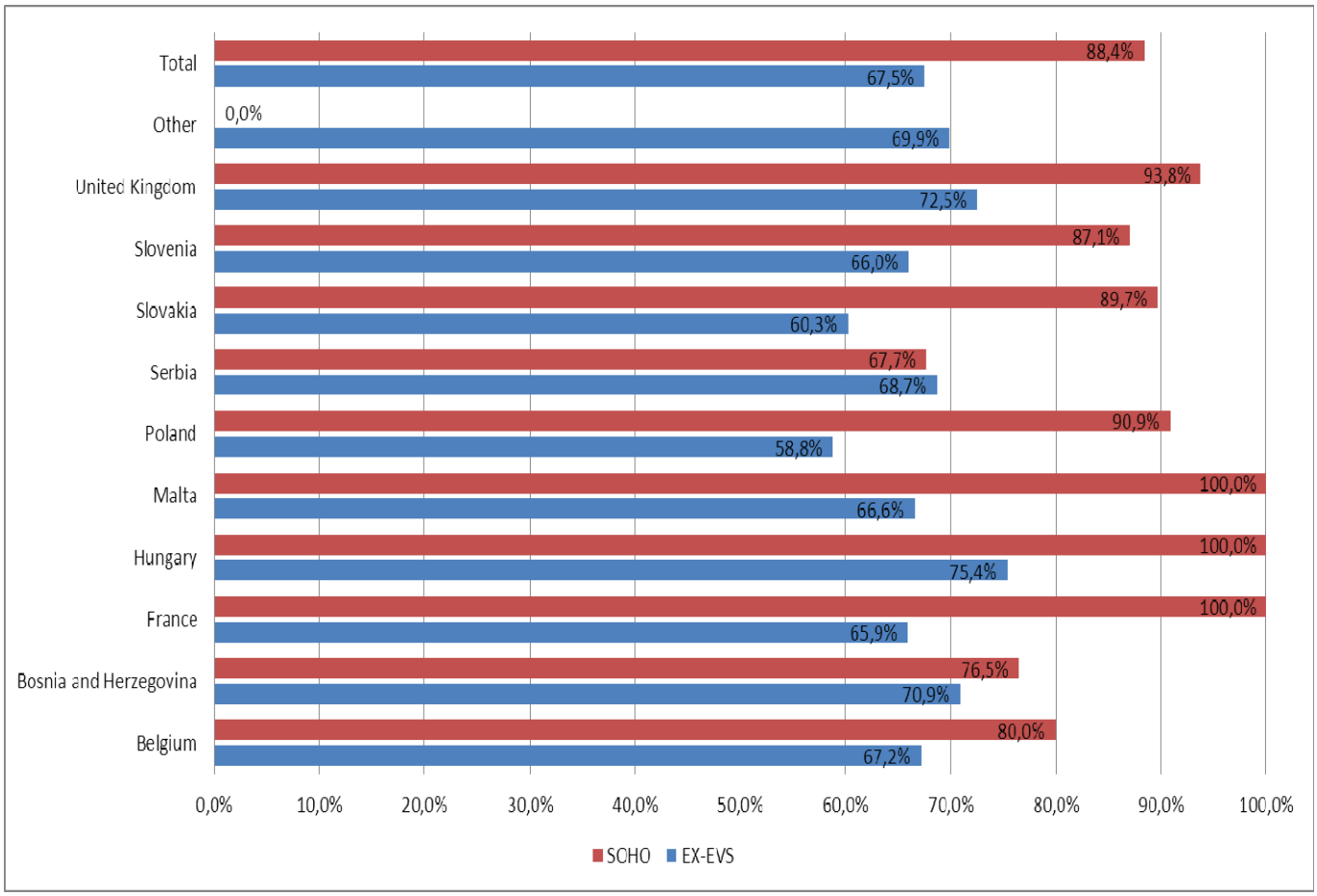
SOHOs are sure that EVS experience increases the chances of finding a job, more optimistic than the ex-EVS volunteers.

For SOHOs, the link between EVS experience and chances of finding a job is even stronger. For SOHOs from France, Hungary and Malta, the agreement level is 100%, meaning each and every SOHO that participated in survey agree that EVS increases chances of finding a job. Even for Serbian SOHOs, who has the lowest rate of agreement, the average is **still 7 out of 10.**

It appears that SOHOs are much more optimistic about EVS increasing the chances of finding a job. The **overall average of SOHOs** is also high, **88,4%** overall, which is *significantly higher* than **the average of the EX-EVS volunteers**, which is **67,5%**.

While 100 % of SOHOs in France believe that EVS increases the chances of finding a job, French ex-EVS volunteers do not appear that confident. The percentage of French ex-EVS volunteers who agree is only 65,9%, which is still a high figure, however the disparity between SOHOs and ex-EVS volunteers require in depth analysis. A similar situation is also valid for the cases of Malta, Poland, Slovakia, UK, Slovenia and Hungary, where *the difference between SOHOs and ex-EVS volunteers* is **20 percentage points or more**.

Chart 6 EVS increases chances to find a job (Ex EVS Volunteers Survey, N=1295 / SOHOs Survey, N=320)



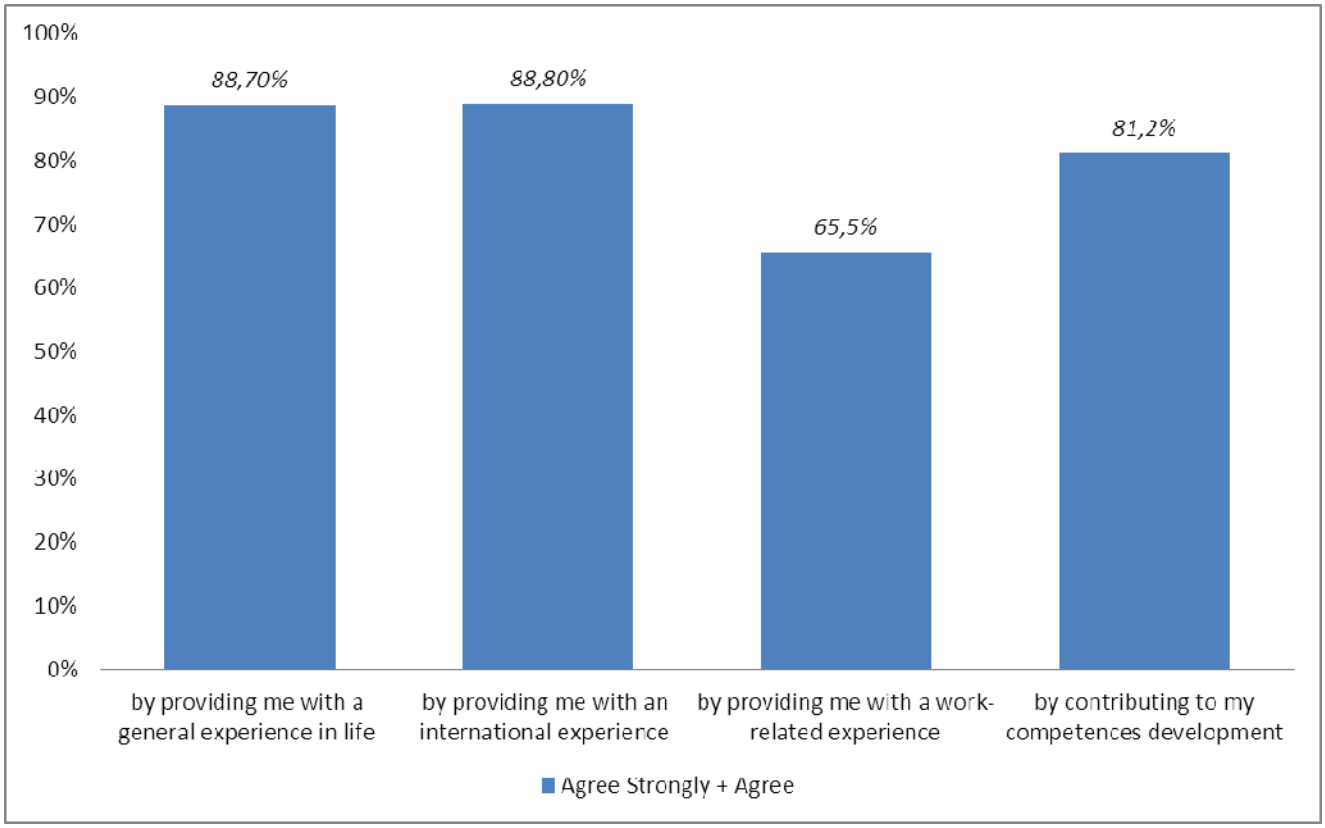
Good News! Employers also agree that EVS experience increases chances of finding a job!

An interesting approach comes from the **employers'** side. When asked *"Do you believe that a young person being a volunteer in another country for a period of time increases his/her chances to find a job?"* **a very clear majority (76,4%) of employers agree.** While **11,2%** *disagree*, **12,5%** *neither agree nor disagree*.

How can EVS experience increase the chances of a young person to find a job? One possible answer is by spending certain time as a volunteer they gain certain levels of experience and develop competences that would make them better prepared for employment. Particularly by gaining *general experience in life and international experience* during EVS, **88,7%** and **88,8%** (respectively) of ex-EVS volunteers state that their readiness for the labor market increased.

Being a volunteer increases readiness for the labor market by providing life experience, international experience and by developing competences.

Chart 7 EVS experience increase readiness in labor market… (Ex EVS Volunteers Survey, N=1291)



At national level, **ex EVS volunteers from Slovakia** are the most sceptic ones, with the lowest percentages of agreement with each statement. The percentages of Slovak ex-EVS volunteers that agree with above statements are: **75,2%** *for general experience and*

international experience; **54,8%** *for work experience and* **69,6%** *for competence development.* (Tables 23-24-25-26 Appendix A).

TABLE 6 EVS experience increase readiness in labor market – (EX EVS Volunteers Survey, N=1293)

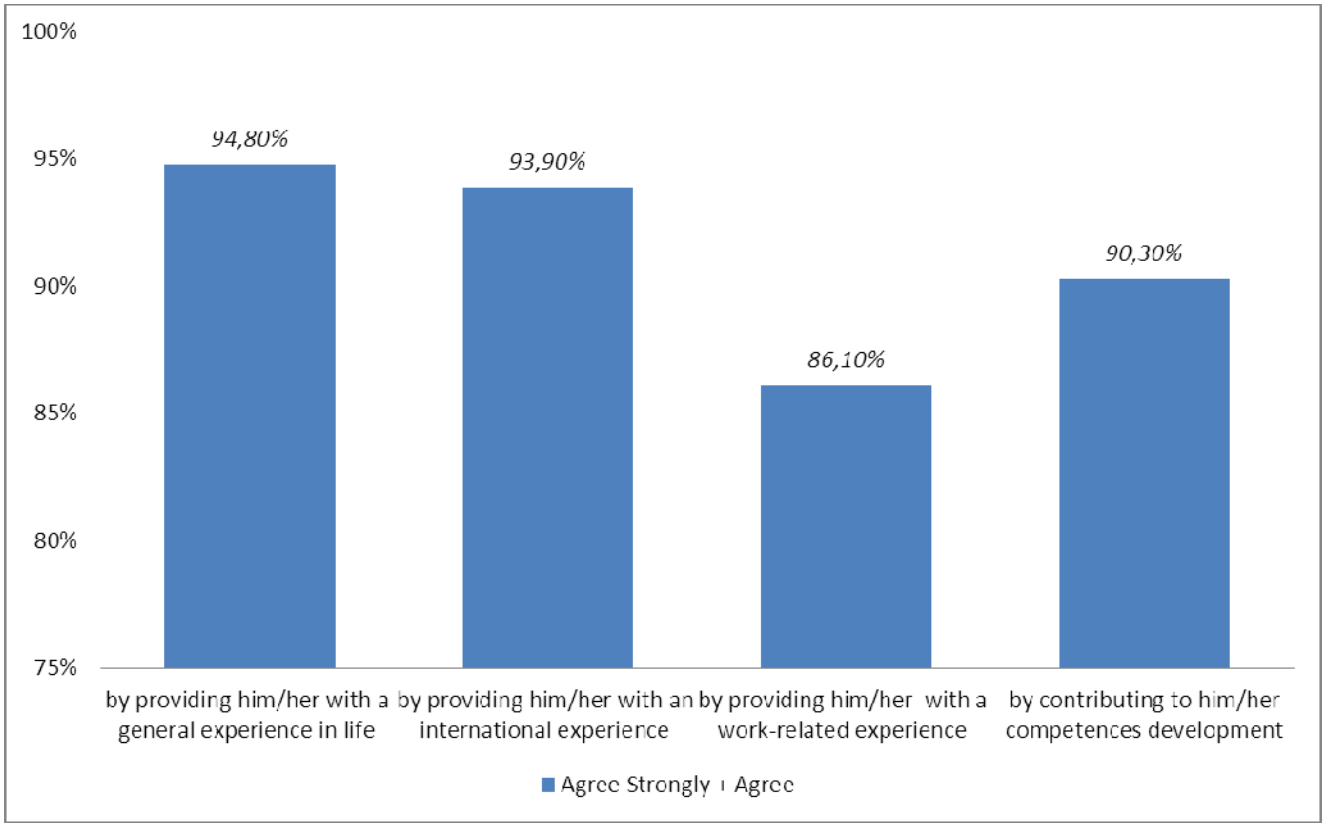
	Belgium	*Bosnia and Herzegovina*	*France*	*Hungary*	*Malta*	*Poland*	*Serbia*	*Slovakia*	*Slovenia*	*United Kingdom*	*Other*
by providing me with a general experience in life	94,80%	90,30%	83,60%	93,40%	100,00%	86,20%	85,70%	75,20%	93,10%	85,20%	90,40%
by providing me with an international experience	89,60%	85,50%	86,70%	94,30%	100,00%	89,60%	89,30%	75,20%	89,70%	83,50%	95,60%
by providing me with a work-related experience	61,20%	71,00%	55,40%	63,10%	61,90%	61,40%	74,20%	54,80%	68,60%	78,00%	72,20%
by contributing to my competences development	78,40%	90,20%	74,20%	87,70%	85,70%	85,90%	77,70%	69,60%	87,80%	79,10%	78,20%

The SOHOs are more positive and optimistic (again) about the EVS experience and its contribution to the readiness for the labor market

When the same question was asked to SOHOs, once again a more positive and optimistic evaluation than the ex EVS volunteers was received. Especially regarding the *increase in readiness by gaining general experience in life in EVS*, the SOHO representatives stated a positive opinion with the rate of **94,5%,** compared with 88,7%

of the volunteers. In all other items, SOHOs present a more positive outlook and have more confidence in EVS experience and its contribution to the readiness in labor market (Chart 8).

Chart 8 EVS experience increase readiness in labor market… (SOHO Survey, N=309)



Similar with the ex-EVS volunteers, Slovak SOHOs are once again well below the average in positive evaluations. Maltese SOHOs on the other hand are the most positive ones, with **100%** agreement with all above statements (Tables 12-13-14-15 Appendix B).

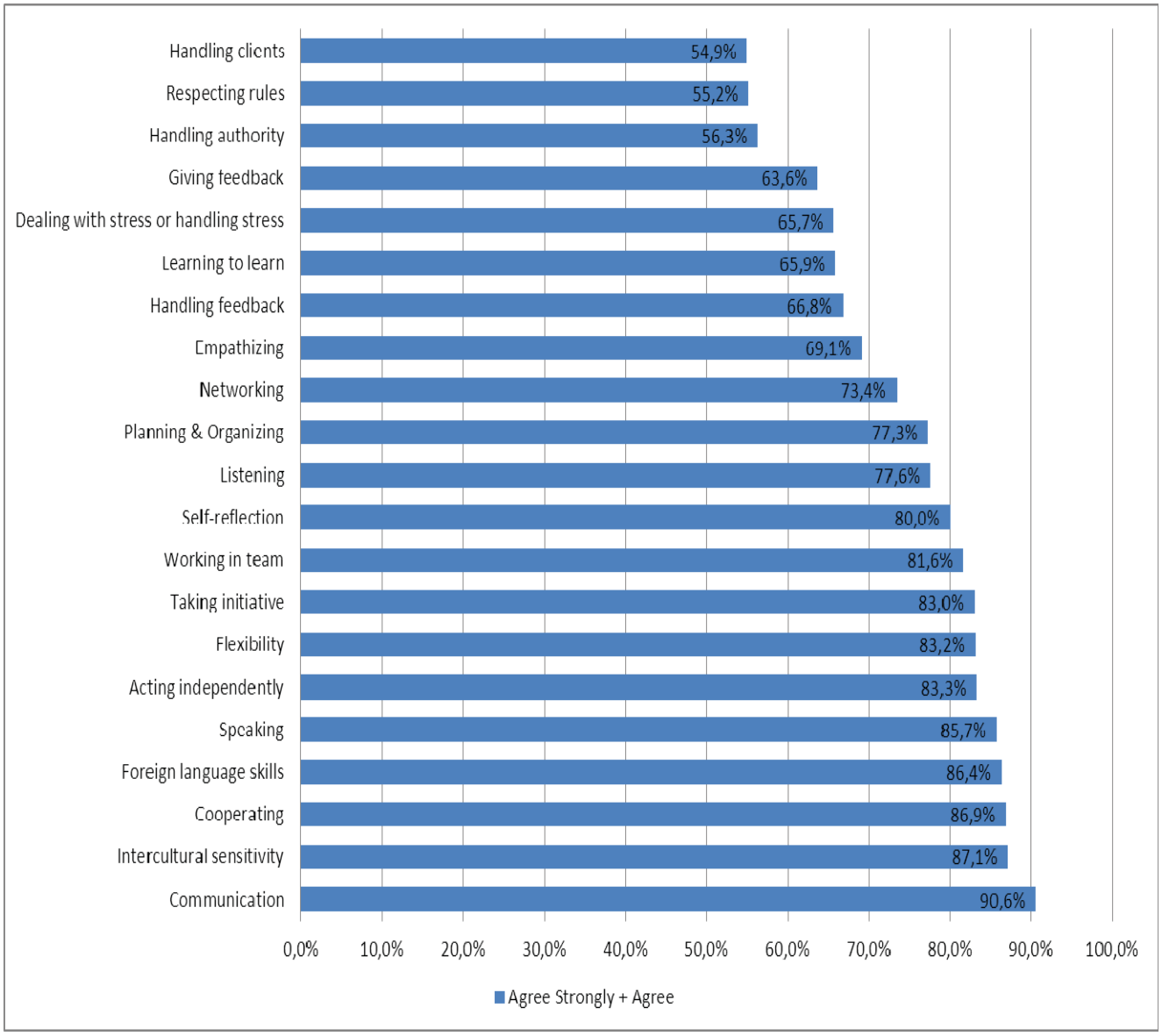
Competence Development: Something both Ex-EVS Volunteers and SOHOs agree…But which ones are more developed and which are less?

As the main working argument is *EVS experience contributes to the employability of a young person by increasing his/her competences*, the study also looked further into the perceived competence development as stated by the ex-EVS volunteers and SOHOs.

The respondents were given a list of 21 competences and were asked to evaluate their development during the EVS experience.

Communication is clearly one competence that **9 out of 10** ex volunteers claim to have developed during their EVS experience. **Handling clients** on the other hand is one competence that is believed to be developed least (**54,9%).**

Chart 9 Competence Development (EX EVS Survey)



When looked into overall average, competence development during the EVS experience is at a very significant level of **75% (average of all 21 competences)**. Ex-EVS volunteers are clearly convinced that during their EVS experience they develop **all of the 21 listed competences** in varying degrees.

EVS experience develops all 21 competences in varying degrees, most developed being ***communication***

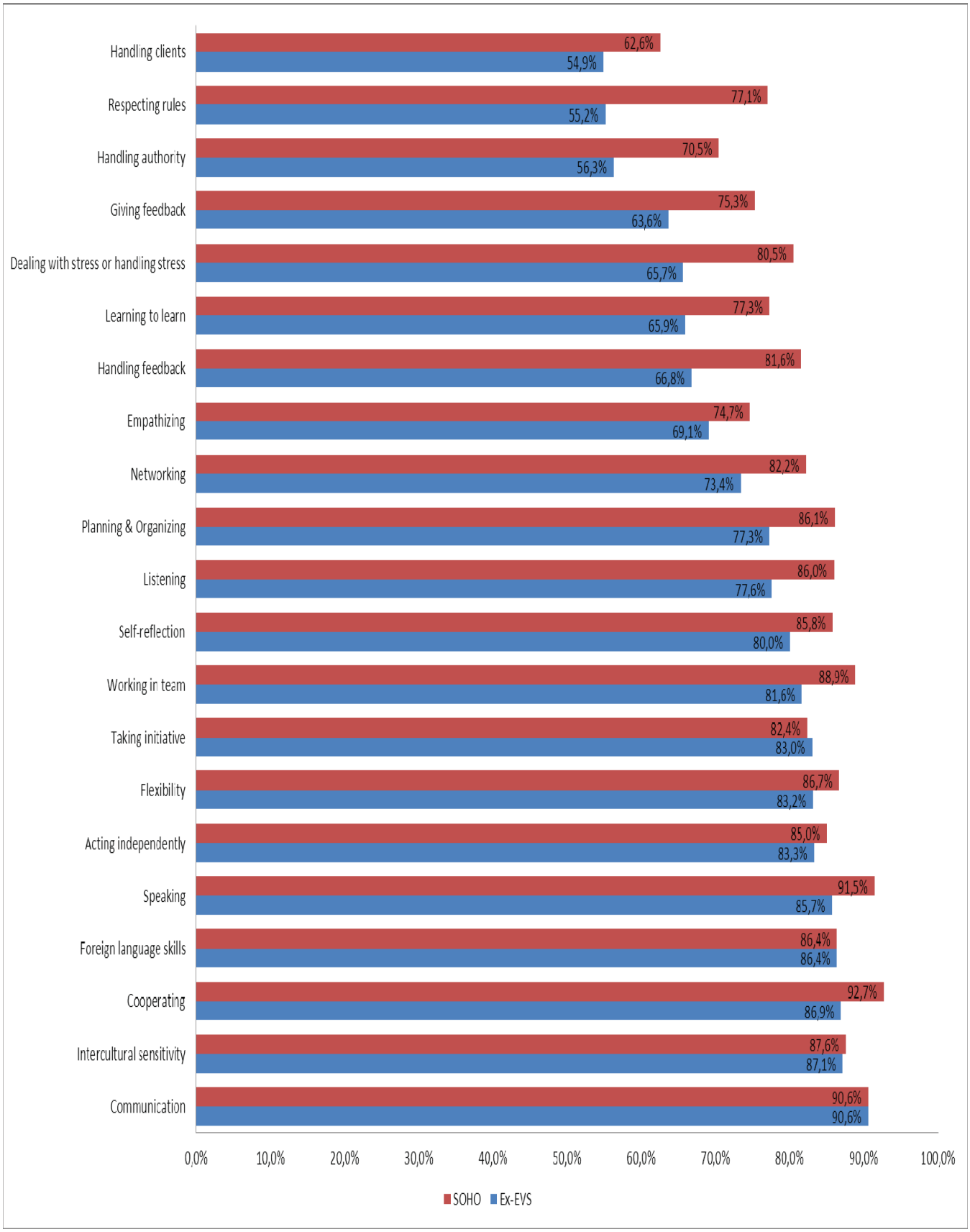
At national level, the perceived competence development is varying to a significant degree, deserving further national level analysis in terms of these major divergences (Appendix A).

Certain competences are perceived to be developed much more by ex EVS volunteers from certain countries, while some other competences are perceived to be developed much less by other nationalities. In table 7, national level of agreement in competence development is presented. **The red figures** represent the highest figure among countries, while *the lowest* are marked in *blue*. As seen in table, overall Belgian ex EVS volunteers appear to be more skeptical than ex volunteers from other countries, while Maltese volunteers overall are more confident in competence development during EVS.

TABLE 7 Competence development during EVS (Ex EVS Volunteers Data, *Strongly agree+agree*)

	BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other
Cooperating	88,8%	80,6%	80,6%	91,8%	**100,0%**	84,2%	92,0%	79,2%	88,8%	82,5%	90,4%
Speaking	88,8%	80,6%	88,3%	**91,0%**	90,4%	***79,1%***	86,6%	83,2%	82,6%	79,8%	93,0%
Listening	72,4%	85,5%	80,6%	***59,0%***	**90,4%**	78,1%	85,8%	66,9%	77,4%	76,3%	83,5%
Flexibility	77,6%	80,6%	81,5%	86,1%	85,6%	80,7%	85,8%	***75,2%***	86,2%	**87,0%**	89,6%
Planning & Organizing	66,4%	85,5%	***62,5%***	77,9%	**90,4%**	68,4%	87,5%	83,2%	72,4%	78,1%	80,0%
Learning to learn	***27,6%***	80,6%	72,1%	56,6%	**95,2%**	63,2%	77,9%	51,2%	59,5%	63,5%	80,9%
Giving feedback	***38,8%***	**85,5%**	52,7%	62,8%	76,0%	65,2%	76,8%	61,3%	60,9%	46,1%	75,7%
Handling feedback	***44,4%***	85,5%	49,6%	69,2%	**95,2%**	62,6%	75,2%	61,3%	66,1%	52,2%	77,4%
Self-reflection	78,3%	75,8%	79,7%	81,0%	**95,2%**	78,9%	83,2%	***66,9%***	73,9%	79,8%	90,4%
Networking	77,6%	**90,2%**	56,6%	89,3%	52,4%	86,7%	77,9%	***49,2%***	72,4%	73,0%	82,6%
Handling authority	***33,6%***	**85,5%**	34,9%	56,6%	71,2%	56,5%	71,7%	57,3%	39,1%	50,9%	64,0%
Respecting rules	***38,8%***	75,8%	39,1%	46,3%	**80,8%**	57,4%	75,2%	48,8%	44,0%	44,3%	60,5%
Handling clients	44,4%	**85,5%**	30,2%	74,2%	47,6%	***18,4%***	75,2%	61,3%	60,9%	42,6%	62,3%
Taking initiative	**88,8%**	80,6%	82,9%	83,5%	95,2%	76,3%	81,3%	80,8%	***75,9%***	81,7%	87,8%
Acting independently	83,6%	80,6%	85,3%	**89,3%**	85,6%	81,4%	84,8%	84,8%	***67,2%***	82,5%	91,3%
Empathizing	66,4%	75,8%	68,8%	**76,0%**	71,2%	***53,9%***	69,9%	72,8%	54,3%	67,8%	82,6%
Intercultural sensitivity	***78,3%***	80,6%	90,7%	93,4%	**100,0%**	84,2%	79,5%	85,5%	88,8%	88,7%	89,6%
Dealing with stress or handling stress	***38,8%***	80,6%	52,7%	69,4%	52,4%	62,6%	73,2%	72,8%	**81,7%**	64,9%	71,9%
Working in team	72,4%	85,5%	79,1%	82,6%	**95,2%**	77,4%	84,8%	81,5%	83,6%	***69,6%***	87,8%
Foreign language skills	83,6%	85,5%	N/A	**97,5%**	***76,0%***	87,8%	87,5%	83,9%	93,0%	76,3%	91,3%
Communication	**100,0%**	85,5%	N/A	96,7%	**100,0%**	85,2%	90,2%	***81,5%***	84,5%	88,7%	95,6%

Chart 10 Competence Development (EX EVS Survey vs SOHO Survey)

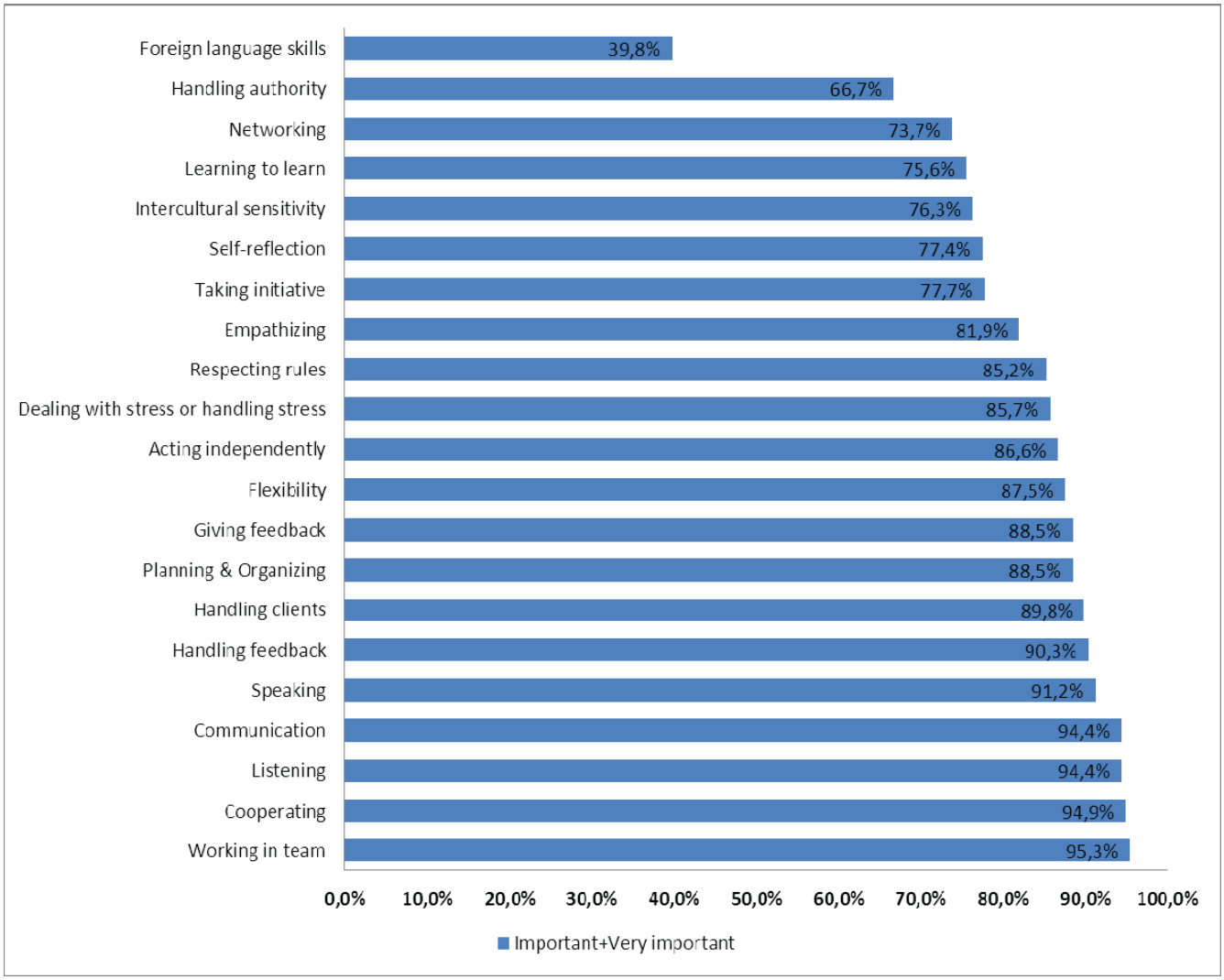


As seen in Chart 10, SOHO representatives overall are, once again, more optimistic in their evaluations of the EVS experience. Overall, their average in 21 competence development is **82,4%**, which is significantly higher than the average of ex EVS volunteers **(75%)**.

Why SOHOs tend to evaluate the EVS experience more positively? Is it because they have a better overview of the process, or is it self-fulfilling prophecy?

The same list of 21 competences was given to the employers, for them to evaluate the importance for them among their employees. The results were surprisingly in line with the evaluations of the ex EVS volunteers and SOHOs. For employers, the most important competence is **working in a team (95,3%)** and the least important is **foreign language skills (39,8%).** Speaking a foreign language is not considered to be a must these days, which may explain the lesser degree of importance given by the employers to this specific competence. In chart 11, the evaluation of employers for each competence is presented.

Chart 11 Importance of competences among employees (Employers Survey- Important + Very important)



The presentation of the EVS experience and the use of YOUTHPASS as a recognition tool was another important aspect of the study.

When asked how and where ex-EVS volunteers present their EVS experience in their job application, there was a consensus on the presentation. The most common way of presenting the EVS experience is **the CV. 81,8%** of ex EVS volunteers stated that they have presented their experience **within their CVs**, while **33%** of them **spoke about it during a job interview**. Once again, national differences are also in play; in some countries ex EVS volunteers did not even present their EVS experiences (Table 8).

TABLE 7 Presentation of EVS experience (Ex EVS Volunteer Survey)

	BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Yes, I included it in my CV	83,6%	82,2%	81,6%	85,6%	**90,8%**	82,4%	77,8%	78,0%	***72,1%***	81,7%	84,9%	81,8%
Yes, I mentioned it in my letter of intent (motivation letter)	44,4%	22,5%	***5,1%***	42,4%	18,3%	26,7%	23,9%	38,1%	24,0%	**45,8%**	35,6%	30,2%
Yes, I spoke about it in my job interview	38,8%	27,1%	***9,2%***	**50,4%**	22,9%	35,0%	27,4%	34,1%	31,1%	46,7%	34,7%	33,0%
No, I didn't present it	5,2%	***0,0%***	4,0%	4,6%	**6,7%**	6,0%	2,4%	0,8%	4,2%	5,9%	3,9%	5,2%

The employers also agree that the CV is the right place to present the EVS experience **(91,7%).** Also, 6 out 10 the employers also think the EVS experience should be presented / mentioned during a job interview. The motivation letter also seems like a good place for half of the employers **(51,8%)** to present the EVS experience.

Employers want to hear about the EVS experience, and definitely they want to see it in the CV, but also it is a good idea to bring it up in a job interview!

Youthpass on the other hand is considered as a useful tool for demonstrating the learning and competence development of an EVS volunteer by **57%** of the SOHOs (Table 11 Appendix B). It seems to be more popular among Maltese SOHOs **(87,9%)**, while Slovenian SOHOs have a less positive opinion on the usefulness of Youthpass **(40%)**. Close to half of the employers **(47,7%)** on the other hand indicate that the presentation of a Youthpass would contribute positively to the evaluation of a potential employee.

About the Youthpass, one SOHO representative shared their comments in the survey:

(the usefulness of Youthpass…) "Depends on awareness and recognition of EVS/Youthpass in your country, In UK EVS is not very widely known but I believe the process of completing the Youthpass document is a good opportunity to volunteers to reflect on learning and development and practice articulating this in a formal written way"

Another British SOHO representative shared his/her concerns about the recognition of Youthpass:

(Youthpass is useful…) "if used properly, yes, but there is a difficulty of course with the lack of widespread recognition/awareness of the tool/document (i.e. not known outside of international non-formal youth sector")

The complexity and structure of Youthpass was also mentioned in the comments section of the survey (by a Maltese SOHO representative):

"Some of our volunteers find the categories of youthpass difficult to understand and fit their skills into. It would be better to have a broader menu of competencies from which you could select the most relevant to showcase."

Obstacles to Employment: Young People and Employers

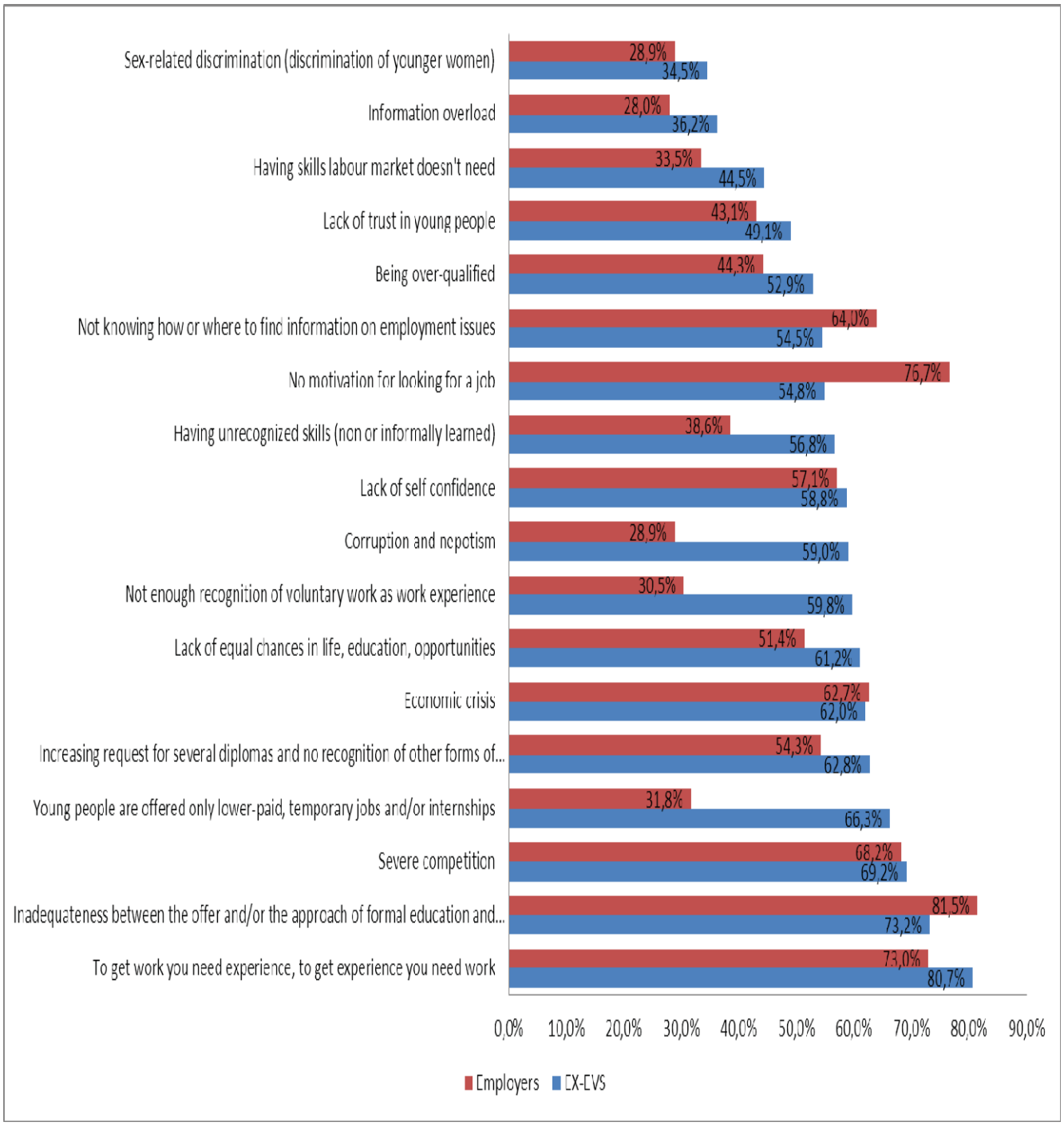
Young people do not live in a vacuum, they are an integral part of the society they live in and they are subject to the social, political and economic realities of their societies. When analyzing the relation between EVS experience and employment, it is also crucial to look at these realities that ex EVS volunteers face in their search for employment. Based on previous research, a list of potential obstacles that young people face when they are searching for employment was provided within the surveys for ex EVS volunteers and employers alike.

The comparative results are presented in chart 12. As it can be seen in Chart 12, there is a significant difference between what young people see as an obstacle and what the

employers see as obstacles. This is particularly true for the statement: *Young people are offered only lower-paid, temporary jobs and/or internships*. While **66,3%** of ex EVS volunteers agree with this statement, only **31,8%** of employers see this situation as an obstacle. *Corruption and nepotism* is considered as another major obstacle by almost **6 out of 10** ex EVS volunteers, while only **3 out of 10** employers consider it as an obstacle. On the other hand, **76,7%** of the employers consider that *young people do not have motivation to look for a job*, and **54,8%** of ex EVS volunteers tend to agree.

Both the employers and ex EVS volunteers see the *experience dilemma* as a major obstacle for youth employment. The *experience dilemma*, which refers to the situation that *to get work you need experience, to get experience you need work,* is indeed considered as the most important obstacle by ex EVS volunteers that young people face. **80,7% of ex EVS volunteers** consider experience dilemma as an obstacle, while **73% of the employers agree.** However, the most important obstacle in the eyes of employers is *Inadequateness between the offer and/or the approach of formal education and the needs of the labor market*. For **81,5% of the employers** this is an obstacle for youth employment, while **73,2%** of ex EVS volunteers agree.

Chart 11 What are the major obstacles for youth employment? (Employers Survey-Ex EVS Volunteers Survey)



What is noteworthy is the fact that despite the financial crisis that is affecting all European countries, ex EVS volunteers do not consider the economic crisis as "the" obstacle; **62% of the ex-volunteers** and **62,7% of the employers** see economic crisis as an obstacle.

National realities and differences of course matter when it comes to obstacles to youth employment. Indeed, when each and every obstacle is analyzed it is apparent that certain obstacles are considered more effective in some countries. An in depth analysis of each item at national levels can be found in Appendix A and Appendix B.

Instead of a Conclusion:

With all the data and information presented in this report and its two appendices where topline data of Ex EVS Volunteers and SOHO surveys are presented with national level analysis, one should have a lot of food for thought.

If the starting hypothesis is revisited, it seems that EVS Competences for Employment achieved to produce evidence for future analysis:

EVS Experience helps competence development; competence development is highly related to employability

EVS is a life-changing experience, and the participants perceive that they have developed their competences as a result of this experience. If demonstrated efficiently, this competence development may facilitate employment for ex EVS volunteers. However, it would be naïve to jump to simple conclusions; going on EVS is not going to guarantee employment for a young person. The complex reality requires a much more diverse set of qualifications and the competition is fierce. Young people have to face different national and international obstacles in their search for employment. But all the evidence points to one simple fact: being an ex EVS volunteer gives a young person certain advantages.

What is needed is to work for better recognition of the positive outcomes of EVS experience and strive for better visibility and recognition of EVS as a life-changing experience.

APPENDIX A

EX EVS VOLUNTEERS TOP LINE DATA BY COUNTRY

APPENDIX A – TABLES

1. EX-EVS

TABLE 1 Number of participants by gender

		Belgium	Bosnia and Herzegovina	France	Hungary	Malta	Poland	Serbia	Slovakia	Slovenia	United Kingdom	Other	Total
Female	Count	77	76	93	88	55	99	76	89	101	84	93	931
	%	59,7%	58,9%	72,1%	68,2%	42,6%	76,7%	58,9%	69,0%	78,3%	65,1%	72,1%	65,6%
Male	Count	52	53	36	41	74	30	53	40	28	45	36	488
	%	40,3%	41,1%	27,9%	31,8%	57,4%	23,3%	41,1%	31,0%	21,7%	34,9%	27,9%	34,4%
Total	Count	129	129	129	129	129	129	129	129	129	129	129	1419
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 2 Number of participants by education

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Primary school	Count	6	6	0	0	0	0	0	3	0	0	0	15
	%	4,7%	4,7%	0,0%	0,0%	0,0%	0,0%	0,0%	2,3%	0,0%	0,0%	0,0%	1,1%
Lower secondary school	Count	0	0	1	0	0	1	1	5	1	0	0	9
	%	0,0%	0,0%	,8%	0,0%	0,0%	,8%	,8%	3,8%	,8%	0,0%	0,0%	,6%
Technical school	Count	0	41	0	6	0	2	23	3	0	0	1	76
	%	0,0%	31,8%	0,0%	4,7%	0,0%	1,6%	18,0%	2,3%	0,0%	0,0%	,8%	5,4%
Upper secondary school	Count	32	0	11	18	10	14	16	8	25	11	14	159
	%	25,0%	0,0%	8,5%	14,1%	7,8%	10,9%	12,5%	6,1%	19,5%	8,5%	10,8%	11,2%
Upper vocational school	Count	6	59	5	4	0	1	51	13	4	5	9	157
	%	4,7%	45,7%	3,9%	3,1%	0,0%	,8%	39,8%	9,9%	3,1%	3,9%	6,9%	11,1%
University, Polytechnic, post-secondary/tertiary level College	Count	84	23	112	100	119	111	37	99	98	113	106	1002
	%	65,6%	17,8%	86,8%	78,1%	92,2%	86,0%	28,9%	75,6%	76,6%	87,6%	81,5%	70,7%
Total	Count	128	129	129	128	129	129	128	131	128	129	130	1418
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 3 Number of participants by project type

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Short term (2-8 weeks)	Count	32	6	12	7	84	26	16	13	21	15	8	240
	%	25,0%	4,7%	9,3%	5,4%	67,7%	20,2%	12,5%	10,0%	16,4%	11,5%	6,2%	17,0%
Long term (2 months to 12 months)	Count	90	123	115	121	30	97	108	109	104	113	120	1130
	%	70,3%	95,3%	89,1%	93,8%	24,2%	75,2%	84,4%	83,8%	81,3%	86,9%	93,0%	80,0%
Short term group EVS	Count	6	0	2	1	10	6	4	8	3	2	1	43
	%	4,7%	0,0%	1,6%	,8%	8,1%	4,7%	3,1%	6,2%	2,3%	1,5%	,8%	3,0%
Total	Count	128	129	129	129	124	129	128	130	128	130	129	1413
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 4 Number of participants by employment status– *current situation*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
in education or training	Count	45	41	35	29	55	32	40	23	32	35	42	409
	%	36,9%	31,8%	27,1%	24,0%	44,0%	26,7%	32,8%	18,9%	27,4%	28,5%	34,1%	30,2%
employed full-time	Count	32	18	39	66	50	49	26	63	40	53	40	476
	%	26,2%	14,0%	30,2%	54,5%	40,0%	40,8%	21,3%	51,6%	34,2%	43,1%	32,5%	35,2%
employed part-time	Count	13	0	16	9	20	11	12	3	10	11	6	111
	%	10,7%	0,0%	12,4%	7,4%	16,0%	9,2%	9,8%	2,5%	8,5%	8,9%	4,9%	8,2%
self-employed	Count	6	23	4	2	0	11	7	20	4	9	6	92
	%	4,9%	17,8%	3,1%	1,7%	0,0%	9,2%	5,7%	16,4%	3,4%	7,3%	4,9%	6,8%
unemployed	Count	26	23	27	14	0	10	26	5	21	11	21	184
	%	21,3%	17,8%	20,9%	11,6%	0,0%	8,3%	21,3%	4,1%	17,9%	8,9%	17,1%	13,6%
a volunteer	Count	0	12	6	1	0	2	4	8	7	0	7	47
	%	0,0%	9,3%	4,7%	,8%	0,0%	1,7%	3,3%	6,6%	6,0%	0,0%	5,7%	3,5%
not in paid work (e.g. taking care of children, relatives, household etc.)	Count	0	12	2	0	0	5	7	0	3	4	1	34
	%	0,0%	9,3%	1,6%	0,0%	0,0%	4,2%	5,7%	0,0%	2,6%	3,3%	,8%	2,5%
Total	Count	122	129	129	121	125	120	122	122	117	123	123	1353
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 5 Number of participants by employment status– *before EVS*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
in education or training	Count	58	53	31	71	99	86	48	38	79	33	46	642
	%	50,4%	40,8%	23,8%	56,3%	83,2%	68,8%	38,7%	31,1%	66,4%	27,5%	37,1%	47,4%
employed full-time	Count	19	12	17	30	0	13	18	25	7	36	16	193
	%	16,5%	9,2%	13,1%	23,8%	0,0%	10,4%	14,5%	20,5%	5,9%	30,0%	12,9%	14,3%
employed part-time	Count	6	6	14	6	20	8	9	13	3	11	16	112
	%	5,2%	4,6%	10,8%	4,8%	16,8%	6,4%	7,3%	10,7%	2,5%	9,2%	12,9%	8,3%
self-employed	Count	0	6	1	1	0	5	9	3	1	2	4	32
	%	0,0%	4,6%	,8%	,8%	0,0%	4,0%	7,3%	2,5%	,8%	1,7%	3,2%	2,4%
unemployed	Count	32	35	47	13	0	10	29	35	23	29	26	279
	%	27,8%	26,9%	36,2%	10,3%	0,0%	8,0%	23,4%	28,7%	19,3%	24,2%	21,0%	20,6%
a volunteer	Count	0	12	11	3	0	3	7	8	6	7	12	69
	%	0,0%	9,2%	8,5%	2,4%	0,0%	2,4%	5,6%	6,6%	5,0%	5,8%	9,7%	5,1%
not in paid work (e.g. taking care of children, relatives, household etc.)	Count	0	6	9	2	0	0	4	0	0	2	4	26
	%	0,0%	4,6%	7,0%	1,6%	0,0%	0,0%	3,2%	0,0%	0,0%	1,7%	3,2%	1,9%
Total	Count	115	130	130	126	119	125	124	122	119	120	124	1354
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 6 Number of participants by "I became aware of my learning in EVS by " RANK 1

		BE	BA		HU	MT	PL	RS	SK	SI	UK	Other	Total
Ongoing self-reflection during the project	Count	52	41	50	59	30	57	63	35	40	49	69	545
	%	44,8%	31,8%	38,8%	46,8%	27,3%	47,1%	53,4%	27,8%	32,8%	40,8%	58,0%	40,8%
By reflecting on my EVS once back home	Count	13	12	22	6	15	22	15	13	28	22	12	180
	%	11,2%	9,3%	17,1%	4,8%	13,6%	18,2%	12,7%	10,3%	23,0%	18,3%	10,1%	13,5%
Receiving feedback from people in my host organization	Count	19	23	17	16	40	13	12	30	16	20	16	222
	%	16,4%	17,8%	13,2%	12,7%	36,4%	10,7%	10,2%	23,8%	13,1%	16,7%	13,4%	16,6%
Receiving feedback from people once back home	Count	13	18	5	9	5	2	3	0	6	5	5	71
	%	11,2%	14,0%	3,9%	7,1%	4,5%	1,7%	2,5%	0,0%	4,9%	4,2%	4,2%	5,3%
Applying my newly gained competences after my EVS	Count	13	35	16	26	15	10	15	43	21	15	11	220
	%	11,2%	27,1%	12,4%	20,6%	13,6%	8,3%	12,7%	34,1%	17,2%	12,5%	9,2%	16,5%
Filling in the Youthpass self-assessment	Count	0	0	14	6	5	9	4	5	7	5	4	59
	%	0,0%	0,0%	10,9%	4,8%	4,5%	7,4%	3,4%	4,0%	5,7%	4,2%	3,4%	4,4%
Other…	Count	6	0	5	4	0	8	6	0	4	4	2	39
	%	5,2%	0,0%	3,9%	3,2%	0,0%	6,6%	5,1%	0,0%	3,3%	3,3%	1,7%	2,9%
Total	Count	116	129	129	126	110	121	118	126	122	120	119	1336
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 7 Number of participants by "I became aware of my learning in EVS by "RANK 2

		BE	BA		HU	MT	PL	RS	SK	SI	UK	Other	Total
Ongoing self-reflection during the project	Count	13	47	27	25	40	29	18	33	31	36	25	324
	%	11,3%	36,2%	22,5%	20,0%	36,4%	24,2%	15,3%	26,0%	25,6%	30,0%	21,4%	24,5%
By reflecting on my EVS once back home	Count	45	18	27	10	20	27	25	23	22	27	21	265
	%	39,1%	13,8%	22,5%	8,0%	18,2%	22,5%	21,2%	18,1%	18,2%	22,5%	17,9%	20,0%
Receiving feedback from people in my host organization	Count	26	29	15	29	10	16	26	23	16	25	25	240
	%	22,6%	22,3%	12,5%	23,2%	9,1%	13,3%	22,0%	18,1%	13,2%	20,8%	21,4%	18,1%
Receiving feedback from people once back home	Count	13	6	15	22	0	6	12	23	13	4	17	131
	%	11,3%	4,6%	12,5%	17,6%	0,0%	5,0%	10,2%	18,1%	10,7%	3,3%	14,5%	9,9%
Applying my newly gained competences after my EVS	Count	6	12	20	30	20	20	18	15	25	13	19	198
	%	5,2%	9,2%	16,7%	24,0%	18,2%	16,7%	15,3%	11,8%	20,7%	10,8%	16,2%	15,0%
Filling in the Youthpass self-assessment	Count	6	6	15	7	20	12	15	5	13	11	7	117
	%	5,2%	4,6%	12,5%	5,6%	18,2%	10,0%	12,7%	3,9%	10,7%	9,2%	6,0%	8,8%
Other…	Count	6	12	1	2	0	10	4	5	1	4	3	48
	%	5,2%	9,2%	,8%	1,6%	0,0%	8,3%	3,4%	3,9%	,8%	3,3%	2,6%	3,6%
Total	Count	115	130	120	125	110	120	118	127	121	120	117	1323
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 8 Number of participants by "I became aware of my learning in EVS by "RANK 3

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Ongoing self-reflection during the project	Count	6	0	16	12	5	6	4	23	12	9	7	100
	%	9,5%	0,0%	14,2%	12,1%	6,3%	10,3%	6,3%	30,7%	15,4%	13,4%	9,6%	12,0%
By reflecting on my EVS once back home	Count	19	12	23	17	35	12	9	10	9	20	17	183
	%	30,2%	18,2%	20,4%	17,2%	43,8%	20,7%	14,3%	13,3%	11,5%	29,9%	23,3%	21,9%
Receiving feedback from people in my host organization	Count	13	12	15	8	10	9	6	13	22	15	9	132
	%	20,6%	18,2%	13,3%	8,1%	12,5%	15,5%	9,5%	17,3%	28,2%	22,4%	12,3%	15,8%
Receiving feedback from people once back home	Count	6	6	16	24	10	8	16	15	6	5	12	124
	%	9,5%	9,1%	14,2%	24,2%	12,5%	13,8%	25,4%	20,0%	7,7%	7,5%	16,4%	14,9%
Applying my newly gained competences after my EVS	Count	19	18	24	21	10	16	12	8	12	13	16	169
	%	30,2%	27,3%	21,2%	21,2%	12,5%	27,6%	19,0%	10,7%	15,4%	19,4%	21,9%	20,2%
Filling in the Youthpass self-assessment	Count	0	18	18	15	10	6	13	3	16	5	9	113
	%	0,0%	27,3%	15,9%	15,2%	12,5%	10,3%	20,6%	4,0%	20,5%	7,5%	12,3%	13,5%
Other…	Count	0	0	1	2	0	1	3	3	1	0	3	14
	%	0,0%	0,0%	,9%	2,0%	0,0%	1,7%	4,8%	4,0%	1,3%	0,0%	4,1%	1,7%
Total	Count	63	66	113	99	80	58	63	75	78	67	73	835
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 9 Number of participants by "The most important sources of support for my learning during EVS were by " RANK 1

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
My openness and readiness to learn	Count	45	88	80	50	65	58	69	68	59	31	57	670
	%	39,1%	67,7%	61,5%	40,3%	59,1%	48,7%	59,5%	53,1%	48,4%	26,3%	48,3%	50,4%
Mentoring / tutoring	Count	13	0	9	9	15	5	12	8	6	16	9	102
	%	11,3%	0,0%	6,9%	7,3%	13,6%	4,2%	10,3%	6,3%	4,9%	13,6%	7,6%	7,7%
Use of learning support tools (e.g. diary, blog…)	Count	0	0	1	4	5	1	1	0	1	4	4	21
	%	0,0%	0,0%	,8%	3,2%	4,5%	,8%	,9%	0,0%	,8%	3,4%	3,4%	1,6%
Peer support (e.g. from other EVS volunteers)	Count	32	18	17	18	15	17	7	13	19	24	11	191
	%	27,8%	13,8%	13,1%	14,5%	13,6%	14,3%	6,0%	10,2%	15,6%	20,3%	9,3%	14,4%
Supportive environment in my host organization	Count	6	12	11	19	0	10	10	8	10	18	15	119
	%	5,2%	9,2%	8,5%	15,3%	0,0%	8,4%	8,6%	6,3%	8,2%	15,3%	12,7%	8,9%
Clear guidance and tasks by project coordinator	Count	0	0	1	3	0	3	0	15	9	13	6	50
	%	0,0%	0,0%	,8%	2,4%	0,0%	2,5%	0,0%	11,7%	7,4%	11,0%	5,1%	3,8%
Informal networks with local community	Count	6	6	4	10	0	15	4	8	9	5	9	76
	%	5,2%	4,6%	3,1%	8,1%	0,0%	12,6%	3,4%	6,3%	7,4%	4,2%	7,6%	5,7%
Attending EVS trainings /seminars/ events	Count	13	6	5	9	10	8	12	8	9	7	7	94
	%	11,3%	4,6%	3,8%	7,3%	9,1%	6,7%	10,3%	6,3%	7,4%	5,9%	5,9%	7,1%
Other…	Count	0	0	2	2	0	2	1	0	0	0	0	7
	%	0,0%	0,0%	1,5%	1,6%	0,0%	1,7%	,9%	0,0%	0,0%	0,0%	0,0%	,5%
Total	Count	115	130	130	124	110	119	116	128	122	118	118	1330
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 10 Number of participants by "The most important sources of support for my learning during EVS were by " RANK 2

		BE	FR	BA	HU	MT	PL	RS	SK	SI	UK	Other	Total
My openness and readiness to learn	Count	32	12	21	23	10	28	13	25	23	25	25	237
	%	27,8%	9,2%	16,5%	18,3%	9,1%	23,7%	11,2%	19,8%	19,2%	21,4%	21,2%	17,9%
Mentoring / tutoring	Count	6	0	15	8	15	5	7	10	10	5	8	89
	%	5,2%	0,0%	11,8%	6,3%	13,6%	4,2%	6,0%	7,9%	8,3%	4,3%	6,8%	6,7%
Use of learning support tools (e.g. diary, blog…)	Count	13	12	4	10	0	3	7	5	6	5	7	72
	%	11,3%	9,2%	3,1%	7,9%	0,0%	2,5%	6,0%	4,0%	5,0%	4,3%	5,9%	5,4%
Peer support (e.g. from other EVS volunteers)	Count	26	18	33	28	35	30	32	10	26	20	20	278
	%	22,6%	13,8%	26,0%	22,2%	31,8%	25,4%	27,6%	7,9%	21,7%	17,1%	16,9%	21,0%
Supportive environment in my host organization	Count	6	23	19	21	40	14	15	30	25	20	21	234
	%	5,2%	17,7%	15,0%	16,7%	36,4%	11,9%	12,9%	23,8%	20,8%	17,1%	17,8%	17,7%
Clear guidance and tasks by project coordinator	Count	0	12	5	5	5	5	12	3	7	4	6	64
	%	0,0%	9,2%	3,9%	4,0%	4,5%	4,2%	10,3%	2,4%	5,8%	3,4%	5,1%	4,8%
Informal networks with local community	Count	13	29	16	19	5	23	10	30	10	25	17	197
	%	11,3%	22,3%	12,6%	15,1%	4,5%	19,5%	8,6%	23,8%	8,3%	21,4%	14,4%	14,9%
Attending EVS trainings /seminars/ events	Count	19	18	14	10	0	9	19	13	9	9	10	130
	%	16,5%	13,8%	11,0%	7,9%	0,0%	7,6%	16,4%	10,3%	7,5%	7,7%	8,5%	9,8%
Other…	Count	0	6	0	2	0	1	1	0	4	4	4	22
	%	0,0%	4,6%	0,0%	1,6%	0,0%	,8%	,9%	0,0%	3,3%	3,4%	3,4%	1,7%
Total	Count	115	130	127	126	110	118	116	126	120	117	118	1323
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 11 Number of participants by "The most important sources of support for my learning during EVS were by " RANK 3

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
My openness and readiness to learn	Count	0	12	8	16	25	7	10	3	15	20	8	124
	%	0,0%	12,6%	8,0%	14,8%	27,8%	8,1%	12,2%	3,1%	17,6%	23,3%	9,8%	12,7%
Mentoring / tutoring	Count	13	12	11	13	0	4	9	13	7	4	13	99
	%	20,3%	12,6%	11,0%	12,0%	0,0%	4,7%	11,0%	13,4%	8,2%	4,7%	15,9%	10,2%
Use of learning support tools (e.g. diary, blog…)	Count	6	6	5	6	0	4	7	5	6	2	3	50
	%	9,4%	6,3%	5,0%	5,6%	0,0%	4,7%	8,5%	5,2%	7,1%	2,3%	3,7%	5,1%
Peer support (e.g. from other EVS volunteers)	Count	26	0	18	14	20	12	16	8	13	15	17	159
	%	40,6%	0,0%	18,0%	13,0%	22,2%	14,0%	19,5%	8,2%	15,3%	17,4%	20,7%	16,3%
Supportive environment in my host organization	Count	13	18	21	20	20	12	12	13	12	9	12	162
	%	20,3%	18,9%	21,0%	18,5%	22,2%	14,0%	14,6%	13,4%	14,1%	10,5%	14,6%	16,6%
Clear guidance and tasks by project coordinator	Count	6	18	7	6	10	8	9	10	6	7	5	92
	%	9,4%	18,9%	7,0%	5,6%	11,1%	9,3%	11,0%	10,3%	7,1%	8,1%	6,1%	9,4%
Informal networks with local community	Count	0	0	14	15	0	25	4	25	16	11	11	121
	%	0,0%	0,0%	14,0%	13,9%	0,0%	29,1%	4,9%	25,8%	18,8%	12,8%	13,4%	12,4%
Attending EVS trainings /seminars/ events	Count	0	29	15	18	15	12	12	20	10	16	13	160
	%	0,0%	30,5%	15,0%	16,7%	16,7%	14,0%	14,6%	20,6%	11,8%	18,6%	15,9%	16,4%
Other…	Count	0	0	1	0	0	2	3	0	0	2	0	8
	%	0,0%	0,0%	1,0%	0,0%	0,0%	2,3%	3,7%	0,0%	0,0%	2,3%	0,0%	,8%
Total	Count	64	95	100	108	90	86	82	97	85	86	82	975
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 12 Number of participants by "My experience as an EVS volunteer affected my future plans *for education"*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Yes	Count	65	88	63	56	65	61	70	66	35	53	62	684
	%	56,0%	78,6%	48,8%	45,2%	59,1%	52,1%	60,3%	53,2%	28,9%	46,1%	53,0%	52,6%
No	Count	45	12	52	50	40	47	31	35	60	35	31	438
	%	38,8%	10,7%	40,3%	40,3%	36,4%	40,2%	26,7%	28,2%	49,6%	30,4%	26,5%	33,7%
Uncertain	Count	6	12	14	18	5	9	15	23	26	27	24	179
	%	5,2%	10,7%	10,9%	14,5%	4,5%	7,7%	12,9%	18,5%	21,5%	23,5%	20,5%	13,8%
Total	Count	116	112	129	124	110	117	116	124	121	115	117	1301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 13 Number of participants by "My experience as an EVS volunteer affected my future plans *for career"*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Yes	Count	97	88	77	98	60	73	78	91	65	67	86	880
	%	83,6%	75,2%	59,7%	79,0%	54,5%	63,5%	66,1%	71,7%	53,3%	57,8%	72,9%	67,1%
No	Count	19	23	36	15	30	25	15	8	28	16	15	230
	%	16,4%	19,7%	27,9%	12,1%	27,3%	21,7%	12,7%	6,3%	23,0%	13,8%	12,7%	17,5%
Uncertain	Count	0	6	16	11	20	17	25	28	29	33	17	202
	%	0,0%	5,1%	12,4%	8,9%	18,2%	14,8%	21,2%	22,0%	23,8%	28,4%	14,4%	15,4%
Total	Count	116	117	129	124	110	115	118	127	122	116	118	1312
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 14 Number of participants by "My experience as an EVS volunteer affected my future plans *where I want to live"*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Yes	Count	58	70	67	89	30	63	65	78	63	49	66	698
	%	50,0%	66,7%	51,9%	71,8%	28,6%	54,3%	55,6%	61,9%	51,6%	43,0%	57,9%	54,2%
No	Count	32	23	30	21	25	36	18	25	25	25	22	282
	%	27,6%	21,9%	23,3%	16,9%	23,8%	31,0%	15,4%	19,8%	20,5%	21,9%	19,3%	21,9%
Uncertain	Count	26	12	32	14	50	17	34	23	34	40	26	308
	%	22,4%	11,4%	24,8%	11,3%	47,6%	14,7%	29,1%	18,3%	27,9%	35,1%	22,8%	23,9%
Total	Count	116	105	129	124	105	116	117	126	122	114	114	1288
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 15 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *I decided to work in a particular field related to my EVS experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	71	53	73	62	74	84	78	71	65	78	70	779
	%	61,2%	41,1%	56,6%	49,6%	67,9%	70,6%	66,1%	55,9%	53,3%	65,0%	59,3%	58,5%
Yes	Count	45	76	56	63	35	35	40	56	57	42	48	553
	%	38,8%	58,9%	43,4%	50,4%	32,1%	29,4%	33,9%	44,1%	46,7%	35,0%	40,7%	41,5%
Total	Count	116	129	129	125	109	119	118	127	122	120	118	1332
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 16 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *I decided to work in the country where I did my EVS project*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	97	65	110	70	104	97	88	94	100	102	96	1023
	%	83,6%	50,0%	85,3%	56,0%	95,4%	80,8%	75,2%	74,0%	82,0%	85,0%	81,4%	76,7%
Yes	Count	19	65	19	55	5	23	29	33	22	18	22	310
	%	16,4%	50,0%	14,7%	44,0%	4,6%	19,2%	24,8%	26,0%	18,0%	15,0%	18,6%	23,3%
Total	Count	116	130	129	125	109	120	117	127	122	120	118	1333
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 17 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *I decided to work in a different country*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	97	111	94	95	94	97	70	96	91	100	83	1028
	%	83,6%	86,0%	72,9%	76,0%	86,2%	80,8%	59,8%	76,2%	74,6%	83,3%	70,3%	77,2%
Yes	Count	19	18	35	30	15	23	47	30	31	20	35	303
	%	16,4%	14,0%	27,1%	24,0%	13,8%	19,2%	40,2%	23,8%	25,4%	16,7%	29,7%	22,8%
Total	Count	116	129	129	125	109	120	117	126	122	120	118	1331
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 18 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *I decided to get education or training in a particular field*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	77	82	89	97	69	90	70	89	92	85	71	911
	%	66,4%	63,6%	69,0%	77,6%	63,3%	75,6%	59,8%	70,1%	76,0%	70,8%	60,2%	68,5%
Yes	Count	39	47	40	28	40	29	47	38	29	35	47	419
	%	33,6%	36,4%	31,0%	22,4%	36,7%	24,4%	40,2%	29,9%	24,0%	29,2%	39,8%	31,5%
Total	Count	116	129	129	125	109	119	117	127	121	120	118	1330
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 19 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *I decided to change my work*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	116	117	109	105	99	99	100	109	108	94	98	1154
	%	100,0%	90,7%	84,5%	84,0%	90,8%	82,5%	84,7%	85,8%	89,3%	79,0%	82,4%	86,6%
Yes	Count	0	12	20	20	10	21	18	18	13	25	21	178
	%	0,0%	9,3%	15,5%	16,0%	9,2%	17,5%	15,3%	14,2%	10,7%	21,0%	17,6%	13,4%
Total	Count	116	129	129	125	109	120	118	127	121	119	119	1332
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 20 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *EVS experience did not affect my employment plans*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	97	111	95	107	79	84	91	104	86	100	101	1055
	%	83,6%	86,0%	73,6%	85,6%	72,5%	70,0%	77,8%	81,9%	71,1%	83,3%	84,9%	79,2%
Yes	Count	19	18	34	18	30	36	26	23	35	20	18	277
	%	16,4%	14,0%	26,4%	14,4%	27,5%	30,0%	22,2%	18,1%	28,9%	16,7%	15,1%	20,8%
Total	Count	116	129	129	125	109	120	117	127	121	120	119	1332
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 21 Number of participants by My EVS experience affected my EMPLOYMENT plans in the following manner: *My EVS experience confused me, I don’t / didn't know what to do*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	110	129	113	119	109	108	101	121	113	107	110	1240
	%	94,8%	100,0%	87,6%	95,2%	100,0%	90,0%	86,3%	96,0%	92,6%	89,2%	93,2%	93,2%
Yes	Count	6	0	16	6	0	12	16	5	9	13	8	91
	%	5,2%	0,0%	12,4%	4,8%	0,0%	10,0%	13,7%	4,0%	7,4%	10,8%	6,8%	6,8%
Total	Count	116	129	129	125	109	120	117	126	122	120	118	1331
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 22 Number of participants by "I believe that my EVS experience increased my chances to find a job"

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	18	4	2	5	8	6	10	7	4	1	78
	%	11,2%	14,5%	3,1%	1,6%	4,8%	7,0%	5,2%	7,9%	6,1%	3,5%	,9%	6,0%
Disagree	Count	6	6	7	6	5	26	9	10	16	5	6	102
	%	5,2%	4,8%	5,4%	4,9%	4,8%	22,8%	7,8%	7,9%	13,9%	4,4%	5,2%	7,9%
Neither agree nor disagree	Count	19	12	33	22	25	13	21	30	16	22	28	241
	%	16,4%	9,7%	25,6%	18,0%	23,8%	11,4%	18,3%	23,8%	13,9%	19,5%	24,1%	18,6%
Agree	Count	52	53	57	58	50	36	57	25	38	38	51	515
	%	44,8%	42,7%	44,2%	47,5%	47,6%	31,6%	49,6%	19,8%	33,0%	33,6%	44,0%	39,8%
Agree strongly	Count	26	35	28	34	20	31	22	51	38	44	30	359
	%	22,4%	28,2%	21,7%	27,9%	19,0%	27,2%	19,1%	40,5%	33,0%	38,9%	25,9%	27,7%
Total	Count	116	124	129	122	105	114	115	126	115	113	116	1295
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 23 Number of participants by Being a volunteer in another country for a period of time increased my readiness in the labour market *by providing me with a general experience in life*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	3	1	0	8	6	8	1	2	1	36
	%	0,0%	4,9%	2,3%	,8%	0,0%	6,9%	5,4%	6,4%	,9%	1,7%	,9%	2,8%
Disagree	Count	0	0	4	2	0	5	6	5	3	0	3	28
	%	0,0%	0,0%	3,1%	1,6%	0,0%	4,3%	5,4%	4,0%	2,6%	0,0%	2,6%	2,2%
Neither agree nor disagree	Count	6	6	14	3	0	2	4	10	3	15	6	69
	%	5,2%	4,9%	10,9%	2,5%	0,0%	1,7%	3,6%	8,0%	2,6%	13,0%	5,3%	5,3%
Agree	Count	52	35	57	46	55	28	26	38	34	42	37	450
	%	44,8%	28,5%	44,5%	37,7%	52,4%	24,1%	23,2%	30,4%	29,6%	36,5%	32,5%	34,9%
Agree strongly	Count	58	76	50	68	50	72	70	56	73	56	66	695
	%	50,0%	61,8%	39,1%	55,7%	47,6%	62,1%	62,5%	44,8%	63,5%	48,7%	57,9%	53,8%
Not relevant / applicable	Count	0	0	0	2	0	1	0	8	1	0	1	13
	%	0,0%	0,0%	0,0%	1,6%	0,0%	,9%	0,0%	6,4%	,9%	0,0%	,9%	1,0%
Total	Count	116	123	128	122	105	116	112	125	115	115	114	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 24 Number of participants by Being a volunteer in another country for a period of time increased my readiness in the labour market *by providing me with an international experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	12	3	0	0	8	7	10	0	2	1	43
	%	0,0%	9,7%	2,3%	0,0%	0,0%	6,9%	6,3%	8,0%	0,0%	1,7%	,9%	3,3%
Disagree	Count	6	0	2	1	0	1	4	3	3	4	0	24
	%	5,2%	0,0%	1,6%	,8%	0,0%	,9%	3,6%	2,4%	2,6%	3,5%	0,0%	1,9%
Neither agree nor disagree	Count	6	0	12	6	0	2	1	13	6	9	2	57
	%	5,2%	0,0%	9,4%	4,9%	0,0%	1,7%	,9%	10,4%	5,2%	7,8%	1,8%	4,4%
Agree	Count	39	18	51	31	35	20	31	28	35	36	31	355
	%	33,6%	14,5%	39,8%	25,4%	33,7%	17,2%	27,7%	22,4%	30,2%	31,3%	27,2%	27,5%
Agree strongly	Count	65	88	60	84	69	84	69	66	69	60	78	792
	%	56,0%	71,0%	46,9%	68,9%	66,3%	72,4%	61,6%	52,8%	59,5%	52,2%	68,4%	61,3%
Not relevant / applicable	Count	0	6	0	0	0	1	0	5	3	4	2	21
	%	0,0%	4,8%	0,0%	0,0%	0,0%	,9%	0,0%	4,0%	2,6%	3,5%	1,8%	1,6%
Total	Count	116	124	128	122	104	116	112	125	116	115	114	1292
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 25 Number of participants by Being a volunteer in another country for a period of time increased my readiness in the labour market *by providing me with a work-related experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	0	9	2	5	12	6	10	10	9	1	77
	%	11,2%	0,0%	6,9%	1,6%	4,8%	10,5%	5,4%	8,1%	8,7%	7,9%	,9%	6,0%
Disagree	Count	26	6	14	6	5	16	6	15	7	5	7	113
	%	22,4%	4,8%	10,8%	4,9%	4,8%	14,0%	5,4%	12,1%	6,1%	4,4%	6,1%	8,8%
Neither agree nor disagree	Count	6	18	35	27	30	14	16	18	15	11	20	210
	%	5,2%	14,5%	26,9%	22,1%	28,6%	12,3%	14,3%	14,5%	13,0%	9,6%	17,4%	16,3%
Agree	Count	58	41	42	44	35	35	48	30	28	47	50	458
	%	50,0%	33,1%	32,3%	36,1%	33,3%	30,7%	42,9%	24,2%	24,3%	41,2%	43,5%	35,5%
Agree strongly	Count	13	47	30	33	30	35	35	38	51	42	33	387
	%	11,2%	37,9%	23,1%	27,0%	28,6%	30,7%	31,3%	30,6%	44,3%	36,8%	28,7%	30,0%
Not relevant / applicable	Count	0	12	0	10	0	2	1	13	4	0	4	46
	%	0,0%	9,7%	0,0%	8,2%	0,0%	1,8%	,9%	10,5%	3,5%	0,0%	3,5%	3,6%
Total	Count	116	124	130	122	105	114	112	124	115	114	115	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 26 Number of participants by Being a volunteer in another country for a period of time increased my readiness in the labour market *by contributing to my competences development*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	0	4	0	0	5	3	5	4	4	0	31
	%	5,2%	0,0%	3,1%	0,0%	0,0%	4,4%	2,7%	3,9%	3,5%	3,5%	0,0%	2,4%
Disagree	Count	0	0	5	3	5	6	4	8	4	5	6	46
	%	0,0%	0,0%	3,9%	2,5%	4,8%	5,3%	3,6%	6,3%	3,5%	4,3%	5,2%	3,6%
Neither agree nor disagree	Count	19	6	24	11	10	3	15	18	3	15	16	140
	%	16,4%	4,9%	18,8%	9,0%	9,5%	2,6%	13,4%	14,1%	2,6%	13,0%	13,9%	10,8%
Agree	Count	65	41	57	49	50	34	40	33	32	49	45	495
	%	56,0%	33,3%	44,5%	40,2%	47,6%	29,8%	35,7%	25,8%	27,8%	42,6%	39,1%	38,3%
Agree strongly	Count	26	70	38	58	40	64	47	56	69	42	45	555
	%	22,4%	56,9%	29,7%	47,5%	38,1%	56,1%	42,0%	43,8%	60,0%	36,5%	39,1%	42,9%
Not relevant / applicable	Count	0	6	0	1	0	2	3	8	3	0	3	26
	%	0,0%	4,9%	0,0%	,8%	0,0%	1,8%	2,7%	6,3%	2,6%	0,0%	2,6%	2,0%
Total	Count	116	123	128	122	105	114	112	128	115	115	115	1293
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 26 Number of participants by My EVS experience developed following competences that are important in getting a job: *Cooperating*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	3	0	0	6	1	3	0	2	0	21
	%	0,0%	4,8%	2,3%	0,0%	0,0%	5,3%	,9%	2,4%	0,0%	1,8%	0,0%	1,6%
Disagree	Count	0	0	3	0	0	7	3	3	3	0	1	20
	%	0,0%	0,0%	2,3%	0,0%	0,0%	6,1%	2,7%	2,4%	2,6%	0,0%	,9%	1,5%
Neither agree nor disagree	Count	13	12	19	9	0	3	4	18	7	16	9	110
	%	11,2%	9,7%	14,7%	7,4%	0,0%	2,6%	3,6%	14,3%	6,0%	14,0%	7,8%	8,5%
Agree	Count	77	47	65	70	60	37	47	28	50	56	48	585
	%	66,4%	37,9%	50,4%	57,4%	57,1%	32,5%	42,0%	22,2%	43,1%	49,1%	41,7%	45,2%
Agree strongly	Count	26	53	39	42	45	59	56	71	53	38	56	538
	%	22,4%	42,7%	30,2%	34,4%	42,9%	51,8%	50,0%	56,3%	45,7%	33,3%	48,7%	41,6%
Not relevant / applicable	Count	0	6	0	1	0	2	1	3	3	2	1	19
	%	0,0%	4,8%	0,0%	,8%	0,0%	1,8%	,9%	2,4%	2,6%	1,8%	,9%	1,5%
Total	Count	116	124	129	122	105	114	112	126	116	114	115	1293
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 27 Number of participants by My EVS experience developed following competences that are important in getting a job: *Speaking*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	1	0	0	6	1	3	0	2	0	19
	%	0,0%	4,9%	,8%	0,0%	0,0%	5,3%	,9%	2,4%	0,0%	1,8%	0,0%	1,5%
Disagree	Count	0	0	4	1	0	6	3	3	6	5	2	30
	%	0,0%	0,0%	3,1%	,8%	0,0%	5,3%	2,7%	2,4%	5,2%	4,4%	1,7%	2,3%
Neither agree nor disagree	Count	13	6	10	8	5	8	10	8	13	16	4	101
	%	11,1%	4,9%	7,8%	6,6%	4,8%	7,0%	8,9%	6,3%	11,2%	14,0%	3,5%	7,8%
Agree	Count	52	29	62	59	60	38	34	38	31	55	48	506
	%	44,4%	23,6%	48,4%	48,8%	57,1%	33,3%	30,4%	30,2%	26,7%	48,2%	41,7%	39,2%
Agree strongly	Count	52	70	51	51	35	53	63	66	65	36	59	601
	%	44,4%	56,9%	39,8%	42,1%	33,3%	46,5%	56,3%	52,4%	56,0%	31,6%	51,3%	46,6%
Not relevant / applicable	Count	0	12	0	2	5	3	1	8	1	0	2	34
	%	0,0%	9,8%	0,0%	1,7%	4,8%	2,6%	,9%	6,3%	,9%	0,0%	1,7%	2,6%
Total	Count	117	123	128	121	105	114	112	126	116	114	115	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 28 Number of participants by My EVS experience developed following competences that are important in getting a job: *Listening*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	6	2	0	0	6	0	3	1	2	0	26
	%	5,2%	4,8%	1,6%	0,0%	0,0%	5,2%	0,0%	2,4%	,9%	1,8%	0,0%	2,0%
Disagree	Count	0	0	3	5	0	9	6	8	3	7	4	45
	%	0,0%	0,0%	2,3%	4,1%	0,0%	7,8%	5,3%	6,3%	2,6%	6,1%	3,5%	3,5%
Neither agree nor disagree	Count	26	6	20	38	5	8	9	23	19	16	12	182
	%	22,4%	4,8%	15,5%	31,1%	4,8%	7,0%	8,0%	18,3%	16,4%	14,0%	10,4%	14,1%
Agree	Count	58	47	61	45	40	40	50	33	47	47	46	514
	%	50,0%	37,9%	47,3%	36,9%	38,1%	34,8%	44,2%	26,2%	40,5%	41,2%	40,0%	39,7%
Agree strongly	Count	26	59	43	27	55	49	47	51	43	40	50	490
	%	22,4%	47,6%	33,3%	22,1%	52,4%	42,6%	41,6%	40,5%	37,1%	35,1%	43,5%	37,8%
Not relevant / applicable	Count	0	6	0	7	5	3	1	8	3	2	3	38
	%	0,0%	4,8%	0,0%	5,7%	4,8%	2,6%	,9%	6,3%	2,6%	1,8%	2,6%	2,9%
Total	Count	116	124	129	122	105	115	113	126	116	114	115	1295
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 29 Number of participants by My EVS experience developed following competences that are important in getting a job: *Flexibility*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	6	2	0	0	7	0	3	0	0	0	24
	%	5,2%	4,8%	1,6%	0,0%	0,0%	6,1%	0,0%	2,4%	0,0%	0,0%	0,0%	1,9%
Disagree	Count	6	0	2	1	0	6	6	5	3	0	3	32
	%	5,2%	0,0%	1,6%	,8%	0,0%	5,3%	5,3%	4,0%	2,6%	0,0%	2,6%	2,5%
Neither agree nor disagree	Count	13	12	19	14	10	6	7	13	10	15	7	126
	%	11,2%	9,7%	14,7%	11,6%	9,5%	5,3%	6,2%	10,4%	8,6%	13,0%	6,1%	9,8%
Agree	Count	52	35	49	54	35	32	37	23	31	53	36	437
	%	44,8%	28,2%	38,0%	44,6%	33,3%	28,1%	32,7%	18,4%	26,7%	46,1%	31,6%	33,8%
Agree strongly	Count	39	65	57	50	55	60	60	71	69	47	66	639
	%	33,6%	52,4%	44,2%	41,3%	52,4%	52,6%	53,1%	56,8%	59,5%	40,9%	57,9%	49,5%
Not relevant / applicable	Count	0	6	0	2	5	3	3	10	3	0	2	34
	%	0,0%	4,8%	0,0%	1,7%	4,8%	2,6%	2,7%	8,0%	2,6%	0,0%	1,8%	2,6%
Total	Count	116	124	129	121	105	114	113	125	116	115	114	1292
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 30 Number of participants by My EVS experience developed following competences that are important in getting a job: *Planning & Organizing*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	4	1	0	6	1	3	1	0	1	36
	%	11,2%	4,8%	3,1%	,8%	0,0%	5,3%	,9%	2,4%	,9%	0,0%	,9%	2,8%
Disagree	Count	0	0	10	2	0	17	6	0	4	5	2	46
	%	0,0%	0,0%	7,8%	1,6%	0,0%	14,9%	5,3%	0,0%	3,5%	4,4%	1,7%	3,6%
Neither agree nor disagree	Count	26	6	34	23	10	10	6	10	23	18	19	185
	%	22,4%	4,8%	26,6%	18,7%	9,5%	8,8%	5,3%	8,0%	20,2%	15,8%	16,5%	14,3%
Agree	Count	71	41	52	57	40	32	43	46	38	45	54	519
	%	61,2%	33,1%	40,6%	46,3%	38,1%	28,1%	38,1%	36,8%	33,3%	39,5%	47,0%	40,2%
Agree strongly	Count	6	65	28	38	55	46	56	58	45	44	38	479
	%	5,2%	52,4%	21,9%	30,9%	52,4%	40,4%	49,6%	46,4%	39,5%	38,6%	33,0%	37,1%
Not relevant / applicable	Count	0	6	0	2	0	3	1	8	3	2	1	26
	%	0,0%	4,8%	0,0%	1,6%	0,0%	2,6%	,9%	6,4%	2,6%	1,8%	,9%	2,0%
Total	Count	116	124	128	123	105	114	113	125	114	114	115	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 31 Number of participants by My EVS experience developed following competences that are important in getting a job: *Learning to learn*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	0	3	2	0	7	3	3	3	0	1	28
	%	5,2%	0,0%	2,3%	1,6%	0,0%	6,1%	2,7%	2,4%	2,6%	0,0%	,9%	2,2%
Disagree	Count	13	0	6	6	0	12	6	18	6	11	4	82
	%	11,2%	0,0%	4,7%	4,9%	0,0%	10,4%	5,3%	14,5%	5,2%	9,6%	3,5%	6,3%
Neither agree nor disagree	Count	65	18	27	37	5	20	13	25	35	27	15	287
	%	56,0%	14,5%	21,1%	30,1%	4,8%	17,4%	11,5%	20,2%	30,2%	23,7%	13,0%	22,2%
Agree	Count	26	47	52	46	50	35	35	33	32	47	49	452
	%	22,4%	37,9%	40,6%	37,4%	47,6%	30,4%	31,0%	26,6%	27,6%	41,2%	42,6%	35,0%
Agree strongly	Count	6	53	40	23	50	37	53	30	37	25	44	398
	%	5,2%	42,7%	31,3%	18,7%	47,6%	32,2%	46,9%	24,2%	31,9%	21,9%	38,3%	30,8%
Not relevant / applicable	Count	0	6	0	9	0	4	3	15	3	4	2	46
	%	0,0%	4,8%	0,0%	7,3%	0,0%	3,5%	2,7%	12,1%	2,6%	3,5%	1,7%	3,6%
Total	Count	116	124	128	123	105	115	113	124	116	114	115	1293
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 32 Number of participants by My EVS experience developed following competences that are important in getting a job: *Giving feedback*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	0	5	1	0	5	1	10	1	2	1	39
	%	11,2%	0,0%	3,9%	,8%	0,0%	4,3%	,9%	8,1%	,9%	1,7%	,9%	3,0%
Disagree	Count	0	0	10	6	5	12	4	8	7	11	5	68
	%	0,0%	0,0%	7,8%	4,9%	4,8%	10,4%	3,6%	6,5%	6,1%	9,6%	4,3%	5,3%
Neither agree nor disagree	Count	58	12	46	34	20	20	16	25	35	45	20	331
	%	50,0%	9,8%	35,7%	27,9%	19,0%	17,4%	14,4%	20,2%	30,4%	39,1%	17,4%	25,7%
Agree	Count	39	76	48	59	60	46	41	43	43	33	56	544
	%	33,6%	61,8%	37,2%	48,4%	57,1%	40,0%	36,9%	34,7%	37,4%	28,7%	48,7%	42,2%
Agree strongly	Count	6	29	20	17	20	29	45	33	28	20	31	278
	%	5,2%	23,6%	15,5%	13,9%	19,0%	25,2%	40,5%	26,6%	24,3%	17,4%	27,0%	21,6%
Not relevant / applicable	Count	0	6	0	5	0	3	4	5	1	4	2	30
	%	0,0%	4,9%	0,0%	4,1%	0,0%	2,6%	3,6%	4,0%	,9%	3,5%	1,7%	2,3%
Total	Count	116	123	129	122	105	115	111	124	115	115	115	1290
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 33 Number of participants by My EVS experience developed following competences that are important in getting a job: *Handling feedback*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	0	5	2	0	5	3	8	0	2	1	32
	%	5,2%	0,0%	3,9%	1,7%	0,0%	4,4%	2,7%	6,5%	0,0%	1,7%	,9%	2,5%
Disagree	Count	6	0	11	5	5	14	6	15	4	11	5	82
	%	5,2%	0,0%	8,5%	4,1%	4,8%	12,3%	5,3%	12,1%	3,5%	9,6%	4,3%	6,4%
Neither agree nor disagree	Count	52	12	49	28	0	20	15	20	34	40	19	289
	%	44,8%	9,7%	38,0%	23,1%	0,0%	17,5%	13,3%	16,1%	29,6%	34,8%	16,5%	22,4%
Agree	Count	39	65	46	63	65	41	35	48	41	38	51	532
	%	33,6%	52,4%	35,7%	52,1%	61,9%	36,0%	31,0%	38,7%	35,7%	33,0%	44,3%	41,2%
Agree strongly	Count	13	41	18	20	35	31	50	28	35	22	38	331
	%	11,2%	33,1%	14,0%	16,5%	33,3%	27,2%	44,2%	22,6%	30,4%	19,1%	33,0%	25,6%
Not relevant / applicable	Count	0	6	0	3	0	3	4	5	1	2	1	25
	%	0,0%	4,8%	0,0%	2,5%	0,0%	2,6%	3,5%	4,0%	,9%	1,7%	,9%	1,9%
Total	Count	116	124	129	121	105	114	113	124	115	115	115	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 34 Number of participants by My EVS experience developed following competences that are important in getting a job: *Self reflection*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	6	2	0	0	5	1	5	0	2	0	27
	%	5,2%	4,8%	1,6%	0,0%	0,0%	4,4%	,9%	4,0%	0,0%	1,8%	0,0%	2,1%
Disagree	Count	0	0	4	2	0	5	4	10	4	5	0	34
	%	0,0%	0,0%	3,1%	1,7%	0,0%	4,4%	3,6%	8,0%	3,5%	4,4%	0,0%	2,6%
Neither agree nor disagree	Count	19	12	20	18	5	10	10	23	26	16	9	168
	%	16,5%	9,7%	15,5%	14,9%	4,8%	8,8%	8,9%	18,4%	22,6%	14,0%	7,8%	13,0%
Agree	Count	58	35	59	56	55	35	22	38	38	55	42	493
	%	50,4%	28,2%	45,7%	46,3%	52,4%	30,7%	19,6%	30,4%	33,0%	48,2%	36,5%	38,2%
Agree strongly	Count	32	59	44	42	45	55	72	46	47	36	62	540
	%	27,8%	47,6%	34,1%	34,7%	42,9%	48,2%	64,3%	36,8%	40,9%	31,6%	53,9%	41,9%
Not relevant / applicable	Count	0	12	0	3	0	4	3	3	0	0	2	27
	%	0,0%	9,7%	0,0%	2,5%	0,0%	3,5%	2,7%	2,4%	0,0%	0,0%	1,7%	2,1%
Total	Count	115	124	129	121	105	114	112	125	115	114	115	1289
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 35 Number of participants by My EVS experience developed following competences that are important in getting a job: *Networking*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	0	5	1	0	6	6	5	1	2	1	27
	%	0,0%	0,0%	3,9%	,8%	0,0%	5,3%	5,3%	4,1%	,9%	1,8%	,9%	2,1%
Disagree	Count	0	0	12	1	15	5	6	5	4	9	2	59
	%	0,0%	0,0%	9,3%	,8%	14,3%	4,4%	5,3%	4,1%	3,5%	7,9%	1,7%	4,6%
Neither agree nor disagree	Count	26	6	39	9	30	3	12	25	26	20	15	211
	%	22,2%	4,9%	30,2%	7,4%	28,6%	2,6%	10,6%	20,3%	22,6%	17,5%	13,0%	16,4%
Agree	Count	39	29	47	51	30	30	25	25	34	45	46	401
	%	33,3%	23,6%	36,4%	41,8%	28,6%	26,3%	22,1%	20,3%	29,6%	39,5%	40,0%	31,1%
Agree strongly	Count	52	82	26	58	25	68	63	35	50	38	49	546
	%	44,4%	66,7%	20,2%	47,5%	23,8%	59,6%	55,8%	28,5%	43,5%	33,3%	42,6%	42,3%
Not relevant / applicable	Count	0	6	0	2	5	2	1	28	0	0	2	46
	%	0,0%	4,9%	0,0%	1,6%	4,8%	1,8%	,9%	22,8%	0,0%	0,0%	1,7%	3,6%
Total	Count	117	123	129	122	105	114	113	123	115	114	115	1290
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 36 Number of participants by My EVS experience developed following competences that are important in getting a job: *Handling authority*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	0	11	2	0	9	9	3	12	2	2	63
	%	11,3%	0,0%	8,5%	1,6%	0,0%	7,8%	8,0%	2,4%	10,3%	1,7%	1,8%	4,9%
Disagree	Count	32	0	21	7	10	14	4	5	18	15	5	131
	%	27,8%	0,0%	16,2%	5,7%	9,5%	12,2%	3,5%	4,0%	15,5%	13,0%	4,4%	10,1%
Neither agree nor disagree	Count	32	12	53	38	15	20	18	35	37	38	29	327
	%	27,8%	9,7%	40,8%	31,1%	14,3%	17,4%	15,9%	28,2%	31,9%	33,0%	25,4%	25,3%
Agree	Count	32	65	28	41	60	38	47	51	26	36	48	472
	%	27,8%	52,4%	21,5%	33,6%	57,1%	33,0%	41,6%	41,1%	22,4%	31,3%	42,1%	36,5%
Agree strongly	Count	6	41	17	28	15	27	34	20	19	22	25	254
	%	5,2%	33,1%	13,1%	23,0%	14,3%	23,5%	30,1%	16,1%	16,4%	19,1%	21,9%	19,6%
Not relevant / applicable	Count	0	6	0	6	5	7	1	10	4	2	5	46
	%	0,0%	4,8%	0,0%	4,9%	4,8%	6,1%	,9%	8,1%	3,4%	1,7%	4,4%	3,6%
Total	Count	115	124	130	122	105	115	113	124	116	115	114	1293
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 37 Number of participants by My EVS experience developed following competences that are important in getting a job: *Respecting rules*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	7	2	5	6	7	3	4	2	3	58
	%	11,2%	4,8%	5,4%	1,7%	4,8%	5,3%	6,3%	2,4%	3,4%	1,7%	2,6%	4,5%
Disagree	Count	19	0	15	10	0	16	7	5	12	22	7	113
	%	16,4%	0,0%	11,6%	8,3%	0,0%	14,0%	6,3%	4,0%	10,3%	19,1%	6,1%	8,8%
Neither agree nor disagree	Count	39	18	57	47	15	20	12	43	43	36	31	361
	%	33,6%	14,5%	44,2%	38,8%	14,3%	17,5%	10,7%	34,4%	37,1%	31,3%	27,2%	28,0%
Agree	Count	32	41	35	34	60	39	50	33	29	29	35	417
	%	27,6%	33,1%	27,1%	28,1%	57,1%	34,2%	44,6%	26,4%	25,0%	25,2%	30,7%	32,3%
Agree strongly	Count	13	53	15	22	25	27	35	28	22	22	34	296
	%	11,2%	42,7%	11,6%	18,2%	23,8%	23,7%	31,3%	22,4%	19,0%	19,1%	29,8%	22,9%
Not relevant / applicable	Count	0	6	0	6	0	6	1	13	6	4	4	46
	%	0,0%	4,8%	0,0%	5,0%	0,0%	5,3%	,9%	10,4%	5,2%	3,5%	3,5%	3,6%
Total	Count	116	124	129	121	105	114	112	125	116	115	114	1291
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 38 Number of participants by My EVS experience developed following competences that are important in getting a job: *Handling clients*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	22	0	0	23	7	0	6	4	3	84
	%	11,2%	4,8%	17,1%	0,0%	0,0%	20,2%	6,3%	0,0%	5,2%	3,5%	2,6%	6,5%
Disagree	Count	13	0	18	3	5	18	4	10	6	20	11	108
	%	11,2%	0,0%	14,0%	2,5%	4,8%	15,8%	3,6%	8,1%	5,2%	17,4%	9,6%	8,4%
Neither agree nor disagree	Count	26	6	50	26	40	25	13	20	29	35	22	292
	%	22,4%	4,8%	38,8%	21,8%	38,1%	21,9%	11,6%	16,1%	25,2%	30,4%	19,3%	22,7%
Agree	Count	45	65	24	58	30	17	51	43	32	29	46	440
	%	38,8%	52,4%	18,6%	48,7%	28,6%	14,9%	45,5%	34,7%	27,8%	25,2%	40,4%	34,2%
Agree strongly	Count	6	41	15	30	20	5	34	33	38	20	25	267
	%	5,2%	33,1%	11,6%	25,2%	19,0%	4,4%	30,4%	26,6%	33,0%	17,4%	21,9%	20,7%
Not relevant / applicable	Count	13	6	0	2	10	26	3	18	4	7	7	96
	%	11,2%	4,8%	0,0%	1,7%	9,5%	22,8%	2,7%	14,5%	3,5%	6,1%	6,1%	7,5%
Total	Count	116	124	129	119	105	114	112	124	115	115	114	1287
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 39 Number of participants by My EVS experience developed following competences that are important in getting a job: *Taking initiative*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	3	0	0	6	3	3	1	0	0	22
	%	0,0%	4,8%	2,3%	0,0%	0,0%	5,3%	2,7%	2,4%	,9%	0,0%	0,0%	1,7%
Disagree	Count	0	0	3	2	0	10	7	5	4	4	3	38
	%	0,0%	0,0%	2,3%	1,7%	0,0%	8,8%	6,3%	4,0%	3,5%	3,4%	2,6%	2,9%
Neither agree nor disagree	Count	13	6	15	13	5	9	7	13	21	13	10	125
	%	11,2%	4,8%	11,7%	10,7%	4,8%	7,9%	6,3%	10,4%	18,3%	11,2%	8,7%	9,7%
Agree	Count	45	35	53	54	30	39	34	40	37	53	49	469
	%	38,8%	28,2%	41,4%	44,6%	28,8%	34,2%	30,4%	32,0%	32,2%	45,7%	42,6%	36,4%
Agree strongly	Count	58	65	54	47	69	48	57	61	51	42	52	604
	%	50,0%	52,4%	42,2%	38,8%	66,3%	42,1%	50,9%	48,8%	44,3%	36,2%	45,2%	46,8%
Not relevant / applicable	Count	0	12	0	5	0	2	4	3	1	4	1	32
	%	0,0%	9,7%	0,0%	4,1%	0,0%	1,8%	3,6%	2,4%	,9%	3,4%	,9%	2,5%
Total	Count	116	124	128	121	104	114	112	125	115	116	115	1290
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 40 Number of participants by My EVS experience developed following competences that are important in getting a job: *Acting independently*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	2	0	0	7	3	3	4	0	0	25
	%	0,0%	4,9%	1,6%	0,0%	0,0%	6,2%	2,7%	2,4%	3,5%	0,0%	0,0%	1,9%
Disagree	Count	0	0	2	0	0	6	7	5	4	2	3	29
	%	0,0%	0,0%	1,6%	0,0%	0,0%	5,3%	6,3%	4,0%	3,5%	1,8%	2,6%	2,3%
Neither agree nor disagree	Count	19	6	14	8	15	6	6	8	26	16	6	130
	%	16,4%	4,9%	10,9%	6,6%	14,3%	5,3%	5,4%	6,4%	22,6%	14,0%	5,2%	10,1%
Agree	Count	58	23	43	29	40	31	28	43	21	45	42	403
	%	50,0%	18,7%	33,6%	24,0%	38,1%	27,4%	25,0%	34,4%	18,3%	39,5%	36,5%	31,3%
Agree strongly	Count	39	76	67	79	50	61	67	63	57	49	63	671
	%	33,6%	61,8%	52,3%	65,3%	47,6%	54,0%	59,8%	50,4%	49,6%	43,0%	54,8%	52,1%
Not relevant / applicable	Count	0	12	0	5	0	2	1	3	3	2	1	29
	%	0,0%	9,8%	0,0%	4,1%	0,0%	1,8%	,9%	2,4%	2,6%	1,8%	,9%	2,3%
Total	Count	116	123	128	121	105	113	112	125	115	114	115	1287
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 41 Number of participants by My EVS experience developed following competences that are important in getting a job: *Emphatizing*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	4	1	0	8	4	0	1	2	0	39
	%	11,2%	4,8%	3,1%	,8%	0,0%	7,0%	3,5%	0,0%	,9%	1,7%	0,0%	3,0%
Disagree	Count	13	0	5	1	0	16	6	8	4	9	2	64
	%	11,2%	0,0%	3,9%	,8%	0,0%	13,9%	5,3%	6,4%	3,5%	7,8%	1,7%	4,9%
Neither agree nor disagree	Count	13	18	31	22	25	20	18	13	41	22	15	238
	%	11,2%	14,5%	24,0%	18,2%	23,8%	17,4%	15,9%	10,4%	35,7%	19,0%	13,0%	18,4%
Agree	Count	45	47	45	42	45	33	28	48	22	44	39	438
	%	38,8%	37,9%	34,9%	34,7%	42,9%	28,7%	24,8%	38,4%	19,1%	37,9%	33,9%	33,8%
Agree strongly	Count	32	47	44	50	30	29	51	43	41	35	56	458
	%	27,6%	37,9%	34,1%	41,3%	28,6%	25,2%	45,1%	34,4%	35,7%	30,2%	48,7%	35,4%
Not relevant / applicable	Count	0	6	0	5	5	9	6	13	6	4	3	57
	%	0,0%	4,8%	0,0%	4,1%	4,8%	7,8%	5,3%	10,4%	5,2%	3,4%	2,6%	4,4%
Total	Count	116	124	129	121	105	115	113	125	115	116	115	1294
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 42 Number of participants by My EVS experience developed following competences that are important in getting a job: *Intercultural sensitivity*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	2	0	0	6	1	5	0	0	0	20
	%	0,0%	4,8%	1,6%	0,0%	0,0%	5,3%	,9%	4,0%	0,0%	0,0%	0,0%	1,6%
Disagree	Count	6	0	1	1	0	3	3	0	0	2	2	18
	%	5,2%	0,0%	,8%	,8%	0,0%	2,7%	2,7%	0,0%	0,0%	1,7%	1,8%	1,4%
Neither agree nor disagree	Count	13	6	9	6	0	5	19	0	13	7	8	86
	%	11,3%	4,8%	7,0%	5,0%	0,0%	4,4%	17,0%	0,0%	11,3%	6,1%	7,0%	6,7%
Agree	Count	58	18	40	39	25	19	26	25	35	44	32	361
	%	50,4%	14,5%	31,0%	32,2%	24,0%	16,8%	23,2%	20,2%	30,4%	38,3%	28,1%	28,1%
Agree strongly	Count	32	82	77	74	79	77	63	81	67	58	70	760
	%	27,8%	66,1%	59,7%	61,2%	76,0%	68,1%	56,3%	65,3%	58,3%	50,4%	61,4%	59,1%
Not relevant / applicable	Count	6	12	0	1	0	3	0	13	0	4	2	41
	%	5,2%	9,7%	0,0%	,8%	0,0%	2,7%	0,0%	10,5%	0,0%	3,5%	1,8%	3,2%
Total	Count	115	124	129	121	104	113	112	124	115	115	114	1286
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 43 Number of participants by My EVS experience developed following competences that are important in getting a job: *Dealing with stress or handling stress*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	7	1	0	8	0	3	3	0	1	42
	%	11,2%	4,8%	5,4%	,8%	0,0%	6,9%	0,0%	2,4%	2,6%	0,0%	,9%	3,3%
Disagree	Count	26	0	12	7	5	13	1	5	4	11	3	87
	%	22,4%	0,0%	9,3%	5,8%	4,8%	11,2%	,9%	4,0%	3,5%	9,6%	2,6%	6,7%
Neither agree nor disagree	Count	32	12	42	25	30	17	26	13	13	27	26	263
	%	27,6%	9,7%	32,6%	20,7%	28,6%	14,7%	23,2%	10,4%	11,3%	23,5%	22,8%	20,4%
Agree	Count	26	35	38	41	35	39	32	51	43	40	38	418
	%	22,4%	28,2%	29,5%	33,9%	33,3%	33,6%	28,6%	40,8%	37,4%	34,8%	33,3%	32,4%
Agree strongly	Count	19	65	30	43	20	34	50	40	51	35	44	431
	%	16,4%	52,4%	23,3%	35,5%	19,0%	29,3%	44,6%	32,0%	44,3%	30,4%	38,6%	33,4%
Not relevant / applicable	Count	0	6	0	4	15	5	3	13	1	2	2	51
	%	0,0%	4,8%	0,0%	3,3%	14,3%	4,3%	2,7%	10,4%	,9%	1,7%	1,8%	3,9%
Total	Count	116	124	129	121	105	116	112	125	115	115	114	1292
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 44 Number of participants by My EVS experience developed following competences that are important in getting a job: *Working in a team*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	4	2	0	5	4	3	3	0	1	28
	%	0,0%	4,9%	3,1%	1,6%	0,0%	4,3%	3,6%	2,4%	2,6%	0,0%	,9%	2,2%
Disagree	Count	13	0	5	2	0	8	7	8	6	13	2	64
	%	11,2%	0,0%	3,9%	1,6%	0,0%	7,0%	6,3%	6,4%	5,2%	11,3%	1,7%	5,0%
Neither agree nor disagree	Count	19	6	18	16	5	9	4	10	7	18	9	121
	%	16,4%	4,9%	14,0%	13,1%	4,8%	7,8%	3,6%	8,0%	6,0%	15,7%	7,8%	9,4%
Agree	Count	39	23	51	55	25	38	31	38	41	38	38	417
	%	33,6%	18,7%	39,5%	45,1%	24,0%	33,0%	27,7%	30,4%	35,3%	33,0%	33,0%	32,3%
Agree strongly	Count	45	82	51	45	74	51	65	63	56	42	63	637
	%	38,8%	66,7%	39,5%	36,9%	71,2%	44,3%	58,0%	50,4%	48,3%	36,5%	54,8%	49,3%
Not relevant / applicable	Count	0	6	0	2	0	4	1	3	3	4	2	25
	%	0,0%	4,9%	0,0%	1,6%	0,0%	3,5%	,9%	2,4%	2,6%	3,5%	1,7%	1,9%
Total	Count	116	123	129	122	104	115	112	125	116	115	115	1292
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 45 Number of participants by My EVS experience developed following competences that are important in getting a job: *Foreign language skills*

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	0	0	6	4	10	0	4	1	31
	%	0,0%	4,9%	0,0%	0,0%	5,3%	3,6%	8,1%	0,0%	3,5%	,9%	2,7%
Disagree	Count	0	0	0	0	3	3	0	1	4	3	14
	%	0,0%	0,0%	0,0%	0,0%	2,7%	2,7%	0,0%	,9%	3,5%	2,6%	1,2%
Neither agree nor disagree	Count	19	6	0	25	0	4	0	6	15	3	78
	%	16,4%	4,9%	0,0%	23,8%	0,0%	3,6%	0,0%	5,2%	13,0%	2,6%	6,7%
Agree	Count	26	23	22	40	12	13	10	22	25	31	224
	%	22,4%	18,7%	18,2%	38,1%	10,6%	11,6%	8,1%	19,1%	21,7%	27,2%	19,3%
Agree strongly	Count	71	82	96	40	88	85	94	85	62	73	776
	%	61,2%	66,7%	79,3%	38,1%	77,9%	75,9%	75,8%	73,9%	53,9%	64,0%	67,0%
Not relevant / applicable	Count	0	6	3	0	4	3	10	1	5	3	35
	%	0,0%	4,9%	2,5%	0,0%	3,5%	2,7%	8,1%	,9%	4,3%	2,6%	3,0%
Total	Count	116	123	121	105	113	112	124	115	115	114	1158
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 46 Number of participants by My EVS experience developed following competences that are important in getting a job: *Communication*

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	0	0	6	0	3	0	0	0	15
	%	0,0%	4,8%	0,0%	0,0%	5,3%	0,0%	2,4%	0,0%	0,0%	0,0%	1,3%
Disagree	Count	0	0	0	0	4	4	3	3	0	0	14
	%	0,0%	0,0%	0,0%	0,0%	3,5%	3,6%	2,4%	2,6%	0,0%	0,0%	1,2%
Neither agree nor disagree	Count	0	6	3	0	5	6	13	12	11	3	59
	%	0,0%	4,8%	2,5%	0,0%	4,4%	5,4%	10,4%	10,3%	9,6%	2,6%	5,1%
Agree	Count	77	12	47	35	28	23	48	26	36	36	368
	%	66,4%	9,7%	38,8%	33,7%	24,6%	20,5%	38,4%	22,4%	31,6%	31,6%	31,7%
Agree strongly	Count	39	94	70	69	69	78	53	72	65	73	682
	%	33,6%	75,8%	57,9%	66,3%	60,5%	69,6%	42,4%	62,1%	57,0%	64,0%	58,8%
Not relevant / applicable	Count	0	6	1	0	2	1	5	3	2	2	22
	%	0,0%	4,8%	,8%	0,0%	1,8%	,9%	4,0%	2,6%	1,8%	1,8%	1,9%
Total	Count	116	124	121	104	114	112	125	116	114	114	1160
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 47 Number of participants by Since the completion of my EVS project, I actively looked for a job

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Other	Total
Yes	Count	65	94	74	65	39	88	86	67	94	88	760
	%	55,6%	76,4%	61,7%	61,9%	34,8%	77,9%	69,4%	58,8%	82,5%	77,9%	65,8%
No	Count	52	29	46	40	73	25	38	47	20	25	395
	%	44,4%	23,6%	38,3%	38,1%	65,2%	22,1%	30,6%	41,2%	17,5%	22,1%	34,2%
Total	Count	117	123	120	105	112	113	124	114	114	113	1155
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 48 Number of participants by While seeking for a job, I presented and/or described my EVS experience : *Yes, I included it in my CV*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	19	23	18	18	10	21	26	28	34	22	18	237
	%	16,4%	17,8%	18,4%	14,4%	9,2%	17,6%	22,2%	22,0%	27,9%	18,3%	15,1%	18,2%
Yes	Count	97	106	80	107	99	98	91	99	88	98	101	1064
	%	83,6%	82,2%	81,6%	85,6%	90,8%	82,4%	77,8%	78,0%	72,1%	81,7%	84,9%	81,8%
Total	Count	116	129	98	125	109	119	117	127	122	120	119	1301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 49 Number of participants by While seeking for a job, I presented and/or described my EVS experience : *Yes, I mentioned it in my letter of intent (motivation letter)*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	65	100	93	72	89	88	89	78	92	65	76	907
	%	55,6%	77,5%	94,9%	57,6%	81,7%	73,3%	76,1%	61,9%	76,0%	54,2%	64,4%	69,8%
Yes	Count	52	29	5	53	20	32	28	48	29	55	42	393
	%	44,4%	22,5%	5,1%	42,4%	18,3%	26,7%	23,9%	38,1%	24,0%	45,8%	35,6%	30,2%
Total	Count	117	129	98	125	109	120	117	126	121	120	118	1300
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 50 Number of participants by While seeking for a job, I presented and/or described my EVS experience : *Yes, I spoke about it in my job interview*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	71	94	89	62	84	78	85	83	84	64	77	871
	%	61,2%	72,9%	90,8%	49,6%	77,1%	65,0%	72,6%	65,9%	68,9%	53,3%	65,3%	67,0%
Yes	Count	45	35	9	63	25	42	32	43	38	56	41	429
	%	38,8%	27,1%	9,2%	50,4%	22,9%	35,0%	27,4%	34,1%	31,1%	46,7%	34,7%	33,0%
Total	Count	116	129	98	125	109	120	117	126	122	120	118	1300
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 51 Number of participants by While seeking for a job, I presented and/or described my EVS experience : *NO*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Not selected	Count	110	129	120	104	112	110	124	120	114	111	1154	110
	%	94,8%	100,0%	96,0%	95,4%	93,3%	94,0%	97,6%	99,2%	95,8%	94,1%	96,1%	94,8%
Yes	Count	6	0	5	5	8	7	3	1	5	7	47	6
	%	5,2%	0,0%	4,0%	4,6%	6,7%	6,0%	2,4%	,8%	4,2%	5,9%	3,9%	5,2%
Total	Count	116	129	125	109	120	117	127	121	119	118	1201	116
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 52 Number of participants by In my CV, EVS experience is placed...

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Under some sort of experience section	Count	97	94	112	95	69	92	92	94	92	93	90	1020
	%	94,2%	79,7%	87,5%	84,1%	69,7%	85,2%	83,6%	83,2%	86,8%	93,0%	85,7%	84,8%
Under some sort of education section	Count	0	18	9	2	10	2	7	8	4	7	9	76
	%	0,0%	15,3%	7,0%	1,8%	10,1%	1,9%	6,4%	7,1%	3,8%	7,0%	8,6%	6,3%
Under some sort of hobby-extra curriculum activities section	Count	0	0	6	15	15	10	4	8	6	0	4	68
	%	0,0%	0,0%	4,7%	13,3%	15,2%	9,3%	3,6%	7,1%	5,7%	0,0%	3,8%	5,7%
I did not mention it in my CV	Count	6	6	1	1	5	4	7	3	4	0	2	39
	%	5,8%	5,1%	,8%	,9%	5,1%	3,7%	6,4%	2,7%	3,8%	0,0%	1,9%	3,2%
Total	Count	103	118	128	113	99	108	110	113	106	100	105	1203
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 53 Number of participants by Young people today face a series of obstacles in finding a job: *Having skills labour market doesn't need*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	12	18	24	0	12	10	23	22	4	11	136
	%	0,0%	10,3%	14,0%	20,0%	0,0%	11,0%	8,9%	18,9%	19,8%	3,5%	9,9%	10,8%
Disagree	Count	13	23	24	46	25	21	9	28	13	27	31	260
	%	11,8%	19,7%	18,6%	38,3%	25,0%	19,3%	8,0%	23,0%	11,7%	23,7%	27,9%	20,7%
Neither agree nor disagree	Count	39	23	25	22	30	10	38	30	26	27	31	301
	%	35,5%	19,7%	19,4%	18,3%	30,0%	9,2%	33,9%	24,6%	23,4%	23,7%	27,9%	24,0%
Agree	Count	58	53	32	26	40	41	37	33	41	45	33	439
	%	52,7%	45,3%	24,8%	21,7%	40,0%	37,6%	33,0%	27,0%	36,9%	39,5%	29,7%	35,0%
Agree strongly	Count	0	6	30	2	5	25	18	8	9	11	5	119
	%	0,0%	5,1%	23,3%	1,7%	5,0%	22,9%	16,1%	6,6%	8,1%	9,6%	4,5%	9,5%
Total	Count	110	117	129	120	100	109	112	122	111	114	111	1255
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 54 Number of participants by Young people today face a series of obstacles in finding a job: *Having unrecognized skills (non or informally learned)*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	18	10	8	0	12	6	28	12	5	6	111
	%	5,5%	15,4%	7,8%	6,7%	0,0%	10,8%	5,4%	23,1%	10,7%	4,4%	5,4%	8,8%
Disagree	Count	26	23	16	25	5	31	12	30	13	13	13	207
	%	23,6%	19,7%	12,4%	20,8%	5,0%	27,9%	10,7%	24,8%	11,6%	11,4%	11,6%	16,5%
Neither agree nor disagree	Count	13	18	18	30	15	11	34	28	21	13	25	226
	%	11,8%	15,4%	14,0%	25,0%	15,0%	9,9%	30,4%	23,1%	18,8%	11,4%	22,3%	18,0%
Agree	Count	65	35	51	54	65	39	44	25	32	47	55	512
	%	59,1%	29,9%	39,5%	45,0%	65,0%	35,1%	39,3%	20,7%	28,6%	41,2%	49,1%	40,7%
Agree strongly	Count	0	23	34	3	15	18	16	10	34	36	13	202
	%	0,0%	19,7%	26,4%	2,5%	15,0%	16,2%	14,3%	8,3%	30,4%	31,6%	11,6%	16,1%
Total	Count	110	117	129	120	100	111	112	121	112	114	112	1258
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 55 Number of participants by Young people today face a series of obstacles in finding a job: *Being over-qualified*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	6	11	6	5	14	12	25	1	5	6	97
	%	5,6%	5,1%	8,5%	5,0%	5,0%	12,7%	10,6%	20,7%	,9%	4,4%	5,4%	7,7%
Disagree	Count	6	18	19	15	15	31	18	28	12	11	21	194
	%	5,6%	15,4%	14,6%	12,6%	15,0%	28,2%	15,9%	23,1%	10,7%	9,6%	18,8%	15,4%
Neither agree nor disagree	Count	32	41	28	26	25	24	21	28	21	29	26	301
	%	29,6%	35,0%	21,5%	21,8%	25,0%	21,8%	18,6%	23,1%	18,8%	25,4%	23,2%	24,0%
Agree	Count	45	29	41	63	35	28	41	30	53	53	39	457
	%	41,7%	24,8%	31,5%	52,9%	35,0%	25,5%	36,3%	24,8%	47,3%	46,5%	34,8%	36,4%
Agree strongly	Count	19	23	31	9	20	13	21	10	25	16	20	207
	%	17,6%	19,7%	23,8%	7,6%	20,0%	11,8%	18,6%	8,3%	22,3%	14,0%	17,9%	16,5%
Total	Count	108	117	130	119	100	110	113	121	112	114	112	1256
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 56 Number of participants by Young people today face a series of obstacles in finding a job: *Not knowing how or where to find information on employment issues*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	18	7	6	0	8	6	13	7	4	4	79
	%	5,5%	15,3%	5,4%	5,0%	0,0%	7,2%	5,4%	10,7%	6,4%	3,5%	3,6%	6,3%
Disagree	Count	39	12	10	31	5	31	25	15	16	16	20	220
	%	35,8%	10,2%	7,7%	26,1%	5,0%	27,9%	22,5%	12,4%	14,5%	13,9%	17,9%	17,5%
Neither agree nor disagree	Count	19	29	23	33	25	13	22	25	32	20	32	273
	%	17,4%	24,6%	17,7%	27,7%	25,0%	11,7%	19,8%	20,7%	29,1%	17,4%	28,6%	21,7%
Agree	Count	39	41	52	43	45	40	48	38	51	53	41	491
	%	35,8%	34,7%	40,0%	36,1%	45,0%	36,0%	43,2%	31,4%	46,4%	46,1%	36,6%	39,1%
Agree strongly	Count	6	18	38	6	25	19	10	30	4	22	15	193
	%	5,5%	15,3%	29,2%	5,0%	25,0%	17,1%	9,0%	24,8%	3,6%	19,1%	13,4%	15,4%
Total	Count	109	118	130	119	100	111	111	121	110	115	112	1256
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 57 Number of participants by Young people today face a series of obstacles in finding a job: *No motivation for looking for a job*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	19	6	5	10	5	8	7	18	12	13	9	112
	%	17,4%	5,1%	3,8%	8,4%	5,0%	7,2%	6,3%	14,9%	10,6%	11,3%	8,0%	8,9%
Disagree	Count	26	12	6	32	20	22	10	25	22	25	32	232
	%	23,9%	10,2%	4,6%	26,9%	20,0%	19,8%	8,9%	20,7%	19,5%	21,7%	28,6%	18,4%
Neither agree nor disagree	Count	19	35	18	22	15	13	31	15	21	22	14	225
	%	17,4%	29,7%	13,8%	18,5%	15,0%	11,7%	27,7%	12,4%	18,6%	19,1%	12,5%	17,9%
Agree	Count	32	47	58	45	30	36	43	20	43	31	43	428
	%	29,4%	39,8%	44,6%	37,8%	30,0%	32,4%	38,4%	16,5%	38,1%	27,0%	38,4%	34,0%
Agree strongly	Count	13	18	43	10	30	32	21	43	15	24	14	263
	%	11,9%	15,3%	33,1%	8,4%	30,0%	28,8%	18,8%	35,5%	13,3%	20,9%	12,5%	20,9%
Total	Count	109	118	130	119	100	111	112	121	113	115	112	1260
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 58 Number of participants by Young people today face a series of obstacles in finding a job: *Information overload*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	18	10	2	0	6	15	15	7	7	6	92
	%	5,5%	15,4%	7,8%	1,7%	0,0%	5,5%	13,4%	12,4%	6,3%	6,1%	5,4%	7,3%
Disagree	Count	45	35	27	38	15	25	31	33	23	22	25	319
	%	41,3%	29,9%	20,9%	31,7%	15,0%	22,7%	27,7%	27,3%	20,7%	19,3%	22,5%	25,4%
Neither agree nor disagree	Count	26	23	53	42	50	32	32	30	37	36	28	389
	%	23,9%	19,7%	41,1%	35,0%	50,0%	29,1%	28,6%	24,8%	33,3%	31,6%	25,2%	31,0%
Agree	Count	26	41	27	34	35	34	31	40	38	42	43	391
	%	23,9%	35,0%	20,9%	28,3%	35,0%	30,9%	27,7%	33,1%	34,2%	36,8%	38,7%	31,2%
Agree strongly	Count	6	0	12	4	0	13	3	3	6	7	9	63
	%	5,5%	0,0%	9,3%	3,3%	0,0%	11,8%	2,7%	2,5%	5,4%	6,1%	8,1%	5,0%
Total	Count	109	117	129	120	100	110	112	121	111	114	111	1254
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 59 Number of participants by Young people today face a series of obstacles in finding a job: *Not enough recognition of voluntary work as work experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	7	8	0	23	6	15	7	4	2	78
	%	0,0%	5,1%	5,4%	6,7%	0,0%	21,1%	5,4%	12,3%	6,3%	3,5%	1,8%	6,2%
Disagree	Count	19	0	24	30	10	29	9	13	6	18	12	170
	%	17,4%	0,0%	18,6%	25,0%	10,0%	26,6%	8,0%	10,7%	5,4%	15,8%	10,8%	13,5%
Neither agree nor disagree	Count	32	12	31	26	20	16	19	43	13	18	26	256
	%	29,4%	10,2%	24,0%	21,7%	20,0%	14,7%	17,0%	35,2%	11,7%	15,8%	23,4%	20,4%
Agree	Count	39	53	44	42	45	28	40	18	38	49	47	443
	%	35,8%	44,9%	34,1%	35,0%	45,0%	25,7%	35,7%	14,8%	34,2%	43,0%	42,3%	35,3%
Agree strongly	Count	19	47	23	14	25	13	38	33	47	25	24	308
	%	17,4%	39,8%	17,8%	11,7%	25,0%	11,9%	33,9%	27,0%	42,3%	21,9%	21,6%	24,5%
Total	Count	109	118	129	120	100	109	112	122	111	114	111	1255
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 60 Number of participants by Young people today face a series of obstacles in finding a job: *To get work you need experience, to get experience you need work*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	5	0	0	11	3	10	4	0	1	40
	%	0,0%	5,1%	3,9%	0,0%	0,0%	10,0%	2,7%	8,3%	3,6%	0,0%	,9%	3,2%
Disagree	Count	0	6	14	6	0	12	7	13	7	4	10	79
	%	0,0%	5,1%	10,9%	5,0%	0,0%	10,9%	6,3%	10,7%	6,3%	3,5%	8,9%	6,3%
Neither agree nor disagree	Count	13	6	23	14	5	11	10	20	9	5	7	123
	%	11,8%	5,1%	17,8%	11,8%	5,0%	10,0%	9,0%	16,5%	8,1%	4,4%	6,3%	9,8%
Agree	Count	45	47	46	49	35	37	43	35	37	40	43	457
	%	40,9%	39,8%	35,7%	41,2%	35,0%	33,6%	38,7%	28,9%	33,3%	35,1%	38,4%	36,4%
Agree strongly	Count	52	53	41	50	60	39	48	43	54	65	51	556
	%	47,3%	44,9%	31,8%	42,0%	60,0%	35,5%	43,2%	35,5%	48,6%	57,0%	45,5%	44,3%
Total	Count	110	118	129	119	100	110	111	121	111	114	112	1255
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 61 Number of participants by Young people today face a series of obstacles in finding a job: *Young people are offered only lower-paid, temporary jobs and/or internships*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	4	0	5	7	3	18	3	0	1	47
	%	0,0%	5,1%	3,1%	0,0%	5,0%	6,4%	2,7%	14,8%	2,7%	0,0%	,9%	3,7%
Disagree	Count	26	6	7	18	15	17	7	18	10	4	11	139
	%	23,6%	5,1%	5,4%	15,3%	15,0%	15,6%	6,3%	14,8%	8,9%	3,5%	9,8%	11,1%
Neither agree nor disagree	Count	39	23	9	18	10	10	19	43	21	24	21	237
	%	35,5%	19,7%	6,9%	15,3%	10,0%	9,2%	17,0%	35,2%	18,8%	20,9%	18,8%	18,9%
Agree	Count	32	59	34	60	60	51	40	20	40	47	46	489
	%	29,1%	50,4%	26,2%	50,8%	60,0%	46,8%	35,7%	16,4%	35,7%	40,9%	41,1%	38,9%
Agree strongly	Count	13	23	76	22	10	24	43	23	38	40	33	345
	%	11,8%	19,7%	58,5%	18,6%	10,0%	22,0%	38,4%	18,9%	33,9%	34,8%	29,5%	27,4%
Total	Count	110	117	130	118	100	109	112	122	112	115	112	1257
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 62 Number of participants by Young people today face a series of obstacles in finding a job: *Economic crisis*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	0	4	4	0	9	6	18	6	5	1	59
	%	5,6%	0,0%	3,1%	3,4%	0,0%	8,2%	5,4%	14,8%	5,3%	4,4%	,9%	4,7%
Disagree	Count	6	6	9	10	15	18	3	15	18	7	9	116
	%	5,6%	5,1%	7,0%	8,4%	15,0%	16,4%	2,7%	12,3%	15,9%	6,1%	8,1%	9,3%
Neither agree nor disagree	Count	45	23	20	30	25	31	26	28	21	27	25	301
	%	41,7%	19,7%	15,6%	25,2%	25,0%	28,2%	23,4%	23,0%	18,6%	23,7%	22,5%	24,0%
Agree	Count	45	41	44	58	40	39	44	46	28	40	52	477
	%	41,7%	35,0%	34,4%	48,7%	40,0%	35,5%	39,6%	37,7%	24,8%	35,1%	46,8%	38,1%
Agree strongly	Count	6	47	51	17	20	13	32	15	40	35	24	300
	%	5,6%	40,2%	39,8%	14,3%	20,0%	11,8%	28,8%	12,3%	35,4%	30,7%	21,6%	23,9%
Total	Count	108	117	128	119	100	110	111	122	113	114	111	1253
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 63 Number of participants by Young people today face a series of obstacles in finding a job: *Lack of trust in young people*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	13	6	7	6	0	8	0	18	9	5	1	73
	%	11,9%	5,1%	5,4%	5,1%	0,0%	7,3%	0,0%	14,8%	8,0%	4,4%	,9%	5,8%
Disagree	Count	13	6	11	34	20	28	16	33	12	22	18	213
	%	11,9%	5,1%	8,5%	28,8%	20,0%	25,5%	14,3%	27,0%	10,6%	19,3%	16,1%	16,9%
Neither agree nor disagree	Count	45	47	34	31	15	27	31	28	18	42	36	354
	%	41,3%	40,2%	26,2%	26,3%	15,0%	24,5%	27,7%	23,0%	15,9%	36,8%	32,1%	28,2%
Agree	Count	32	23	50	40	50	38	37	33	43	27	42	415
	%	29,4%	19,7%	38,5%	33,9%	50,0%	34,5%	33,0%	27,0%	38,1%	23,7%	37,5%	33,0%
Agree strongly	Count	6	35	28	7	15	9	28	10	31	18	15	202
	%	5,5%	29,9%	21,5%	5,9%	15,0%	8,2%	25,0%	8,2%	27,4%	15,8%	13,4%	16,1%
Total	Count	109	117	130	118	100	110	112	122	113	114	112	1257
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 64 Number of participants by Young people today face a series of obstacles in finding a job: *Sex-related discrimination (discrimination of younger women)*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	6	8	13	20	10	4	20	12	5	9	113
	%	5,6%	5,1%	6,2%	10,9%	20,0%	9,1%	3,6%	16,5%	10,7%	4,4%	8,1%	9,0%
Disagree	Count	19	6	14	30	25	31	22	48	15	22	26	258
	%	17,6%	5,1%	10,9%	25,2%	25,0%	28,2%	19,8%	39,7%	13,4%	19,3%	23,4%	20,6%
Neither agree nor disagree	Count	77	29	51	43	35	28	38	30	38	45	35	449
	%	71,3%	24,8%	39,5%	36,1%	35,0%	25,5%	34,2%	24,8%	33,9%	39,5%	31,5%	35,9%
Agree	Count	6	53	37	27	15	32	34	13	34	33	32	316
	%	5,6%	45,3%	28,7%	22,7%	15,0%	29,1%	30,6%	10,7%	30,4%	28,9%	28,8%	25,2%
Agree strongly	Count	0	23	19	6	5	9	13	10	13	9	9	116
	%	0,0%	19,7%	14,7%	5,0%	5,0%	8,2%	11,7%	8,3%	11,6%	7,9%	8,1%	9,3%
Total	Count	108	117	129	119	100	110	111	121	112	114	111	1252
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 65 Number of participants by Young people today face a series of obstacles in finding a job: *Lack of self confidence*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	0	4	2	0	4	3	18	3	2	3	39
	%	0,0%	0,0%	3,1%	1,7%	0,0%	3,6%	2,7%	14,8%	2,7%	1,7%	2,7%	3,1%
Disagree	Count	26	0	10	18	10	8	13	13	21	18	14	151
	%	23,9%	0,0%	7,8%	15,3%	10,0%	7,3%	11,6%	10,7%	18,8%	15,7%	12,5%	12,0%
Neither agree nor disagree	Count	45	53	25	30	40	18	21	30	18	22	26	328
	%	41,3%	44,9%	19,5%	25,4%	40,0%	16,4%	18,8%	24,6%	16,1%	19,1%	23,2%	26,1%
Agree	Count	32	53	42	54	45	52	60	33	48	53	61	533
	%	29,4%	44,9%	32,8%	45,8%	45,0%	47,3%	53,6%	27,0%	42,9%	46,1%	54,5%	42,4%
Agree strongly	Count	6	12	47	14	5	28	15	28	22	20	8	205
	%	5,5%	10,2%	36,7%	11,9%	5,0%	25,5%	13,4%	23,0%	19,6%	17,4%	7,1%	16,3%
Total	Count	109	118	128	118	100	110	112	122	112	115	112	1256
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 66 Number of participants by Young people today face a series of obstacles in finding a job: *Severe competition*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	18	3	1	0	2	7	10	1	0	1	43
	%	0,0%	15,3%	2,3%	,8%	0,0%	1,8%	6,3%	8,3%	,9%	0,0%	,9%	3,4%
Disagree	Count	13	18	6	4	0	7	9	10	12	4	6	89
	%	11,9%	15,3%	4,7%	3,4%	0,0%	6,4%	8,0%	8,3%	10,8%	3,5%	5,4%	7,1%
Neither agree nor disagree	Count	19	35	28	15	15	10	34	35	26	13	24	254
	%	17,4%	29,7%	21,7%	12,6%	15,0%	9,2%	30,4%	29,2%	23,4%	11,3%	21,6%	20,3%
Agree	Count	58	41	52	74	55	54	47	35	51	45	58	570
	%	53,2%	34,7%	40,3%	62,2%	55,0%	49,5%	42,0%	29,2%	45,9%	39,1%	52,3%	45,5%
Agree strongly	Count	19	6	40	25	30	36	15	30	21	53	22	297
	%	17,4%	5,1%	31,0%	21,0%	30,0%	33,0%	13,4%	25,0%	18,9%	46,1%	19,8%	23,7%
Total	Count	109	118	129	119	100	109	112	120	111	115	111	1253
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 67 Number of participants by Young people today face a series of obstacles in finding a job: *Corruption and nepotism*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	10	4	5	10	1	8	1	7	4	56
	%	0,0%	5,1%	7,7%	3,4%	5,0%	8,9%	,9%	6,5%	,9%	6,1%	3,6%	4,5%
Disagree	Count	39	6	18	11	5	17	0	8	4	11	18	137
	%	35,8%	5,1%	13,8%	9,3%	5,0%	15,2%	0,0%	6,5%	3,6%	9,6%	16,2%	10,9%
Neither agree nor disagree	Count	45	0	55	26	40	27	12	23	21	49	24	322
	%	41,3%	0,0%	42,3%	22,0%	40,0%	24,1%	10,8%	18,7%	18,9%	43,0%	21,6%	25,6%
Agree	Count	19	41	27	57	45	35	35	38	35	31	37	400
	%	17,4%	34,7%	20,8%	48,3%	45,0%	31,3%	31,5%	30,9%	31,5%	27,2%	33,3%	31,8%
Agree strongly	Count	6	65	20	20	5	23	63	46	50	16	28	342
	%	5,5%	55,1%	15,4%	16,9%	5,0%	20,5%	56,8%	37,4%	45,0%	14,0%	25,2%	27,2%
Total	Count	109	118	130	118	100	112	111	123	111	114	111	1257
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 68 Number of participants by Young people today face a series of obstacles in finding a job: *Inadequateness between the offer and/or the approach of formal education and the needs of the labour market*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	5	0	0	4	0	5	0	0	1	21
	%	0,0%	5,1%	3,9%	0,0%	0,0%	3,6%	0,0%	4,1%	0,0%	0,0%	,9%	1,7%
Disagree	Count	6	0	7	4	5	6	3	5	1	9	7	53
	%	5,5%	0,0%	5,4%	3,4%	5,0%	5,5%	2,7%	4,1%	,9%	7,9%	6,3%	4,2%
Neither agree nor disagree	Count	45	18	21	11	30	8	16	20	18	36	39	262
	%	41,3%	15,3%	16,3%	9,2%	30,0%	7,3%	14,3%	16,5%	16,2%	31,6%	35,1%	20,9%
Agree	Count	32	53	45	62	60	33	53	43	47	38	42	508
	%	29,4%	44,9%	34,9%	52,1%	60,0%	30,0%	47,3%	35,5%	42,3%	33,3%	37,8%	40,5%
Agree strongly	Count	26	41	51	42	5	59	40	48	45	31	22	410
	%	23,9%	34,7%	39,5%	35,3%	5,0%	53,6%	35,7%	39,7%	40,5%	27,2%	19,8%	32,7%
Total	Count	109	118	129	119	100	110	112	121	111	114	111	1254
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 69 Number of participants by Young people today face a series of obstacles in finding a job: *Increasing request for several diplomas and no recognition of other forms of learning*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	6	0	3	1	0	10	4	5	7	4	3	43
	%	5,5%	0,0%	2,3%	,8%	0,0%	9,1%	3,6%	4,1%	6,3%	3,5%	2,7%	3,4%
Disagree	Count	13	6	11	14	0	21	6	3	25	16	15	130
	%	11,9%	5,1%	8,6%	11,8%	0,0%	19,1%	5,4%	2,5%	22,3%	13,9%	13,5%	10,4%
Neither agree nor disagree	Count	45	18	21	25	10	20	28	35	25	36	30	293
	%	41,3%	15,3%	16,4%	21,0%	10,1%	18,2%	25,2%	28,7%	22,3%	31,3%	27,0%	23,4%
Agree	Count	32	53	40	49	69	30	41	51	34	35	38	472
	%	29,4%	44,9%	31,3%	41,2%	69,7%	27,3%	36,9%	41,8%	30,4%	30,4%	34,2%	37,6%
Agree strongly	Count	13	41	53	30	20	29	32	28	21	24	25	316
	%	11,9%	34,7%	41,4%	25,2%	20,2%	26,4%	28,8%	23,0%	18,8%	20,9%	22,5%	25,2%
Total	Count	109	118	128	119	99	110	111	122	112	115	111	1254
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 70 Number of participants by Young people today face a series of obstacles in finding a job: *Lack of equal chances in life, education, opportunities*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Other	Total
Disagree strongly	Count	0	6	4	6	0	6	1	13	7	0	3	46
	%	0,0%	5,1%	3,1%	5,1%	0,0%	5,5%	,9%	10,7%	6,3%	0,0%	2,7%	3,7%
Disagree	Count	13	0	8	15	15	10	4	20	10	7	9	111
	%	11,8%	0,0%	6,2%	12,7%	15,0%	9,1%	3,6%	16,5%	9,0%	6,1%	8,0%	8,8%
Neither agree nor disagree	Count	32	12	28	35	35	21	28	35	38	25	41	330
	%	29,1%	10,2%	21,5%	29,7%	35,0%	19,1%	25,2%	28,9%	34,2%	21,9%	36,6%	26,3%
Agree	Count	52	47	45	55	45	42	59	33	40	51	47	516
	%	47,3%	39,8%	34,6%	46,6%	45,0%	38,2%	53,2%	27,3%	36,0%	44,7%	42,0%	41,1%
Agree strongly	Count	13	53	45	7	5	31	19	20	16	31	12	252
	%	11,8%	44,9%	34,6%	5,9%	5,0%	28,2%	17,1%	16,5%	14,4%	27,2%	10,7%	20,1%
Total	Count	110	118	130	118	100	110	111	121	111	114	112	1255
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

APPENDIX B

SENDING AND HOSTING ORGANIZATIONS TOP LINE DATA BY COUNTRY

APPENDIX B – TABLES

2. SOHO – Sending and Hosting Organization

TABLE 1 Number of SOHOs by type of organization

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Sending Organization	Count	7	6	8	5	12	1	6	10	1	5	61
	%	21,2%	18,2%	24,2%	15,2%	36,4%	2,9%	18,2%	30,3%	3,0%	15,2%	18,4%
Hosting Organization	Count	13	0	11	8	17	21	3	11	10	15	109
	%	39,4%	0,0%	33,3%	24,2%	51,5%	61,8%	9,1%	33,3%	30,3%	45,5%	32,9%
Sending AND Hosting Organization	Count	13	27	14	20	4	12	24	12	22	13	161
	%	39,4%	81,8%	42,4%	60,6%	12,1%	35,3%	72,7%	36,4%	66,7%	39,4%	48,6%
Total	Count	33	33	33	33	33	34	33	33	33	33	331
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 2 Number of SOHOs by project type

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Short term EVS	Count	4	8	2	2	4	0	2	3	2	2	29
	%	12,1%	24,2%	6,1%	6,5%	12,1%	0,0%	6,3%	9,4%	6,1%	6,1%	8,9%
Long term EVS	Count	20	17	24	27	25	30	24	23	28	26	244
	%	60,6%	51,5%	72,7%	87,1%	75,8%	90,9%	75,0%	71,9%	84,8%	78,8%	74,8%
Short term Group EVS	Count	0	0	1	0	0	0	0	0	0	1	2
	%	0,0%	0,0%	3,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	3,0%	,6%
All of the above	Count	9	8	6	2	4	3	6	6	3	4	51
	%	27,3%	24,2%	18,2%	6,5%	12,1%	9,1%	18,8%	18,8%	9,1%	12,1%	15,6%
Total	Count	33	33	33	31	33	33	32	32	33	33	326
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 3 Number of SOHOs by role in the organization

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
EVS coordinator	Count	7	6	14	11	8	13	11	9	12	20	111
	%	22,6%	17,6%	42,4%	34,4%	25,0%	40,6%	31,4%	31,0%	38,7%	58,8%	34,4%
EVS mentor	Count	7	2	6	6	0	2	3	1	3	2	32
	%	22,6%	5,9%	18,2%	18,8%	0,0%	6,3%	8,6%	3,4%	9,7%	5,9%	9,9%
General coordinator	Count	13	16	4	2	8	4	8	5	5	4	69
	%	41,9%	47,1%	12,1%	6,3%	25,0%	12,5%	22,9%	17,2%	16,1%	11,8%	21,4%
Project coordinator	Count	4	6	7	8	8	11	11	10	10	6	81
	%	12,9%	17,6%	21,2%	25,0%	25,0%	34,4%	31,4%	34,5%	32,3%	17,6%	25,1%
Other	Count	0	4	2	5	8	2	2	4	1	2	30
	%	0,0%	11,8%	6,1%	15,6%	25,0%	6,3%	5,7%	13,8%	3,2%	5,9%	9,3%
Total	Count	31	34	33	32	32	32	35	29	31	34	323
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 4 Number of SOHOs by "a young person being a volunteer in another country for a period of time increases his/her chances to find a job"

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	0	2	0	0	0	1	2	1	0	0	6
	%	0,0%	5,9%	0,0%	0,0%	0,0%	3,0%	5,9%	3,4%	0,0%	0,0%	1,9%
Disagree	Count	4	4	0	0	0	1	3	0	0	0	12
	%	13,3%	11,8%	0,0%	0,0%	0,0%	3,0%	8,8%	0,0%	0,0%	0,0%	3,8%
Neither agree nor disagree	Count	2	2	0	0	0	1	6	2	4	2	19
	%	6,7%	5,9%	0,0%	0,0%	0,0%	3,0%	17,6%	6,9%	12,9%	6,3%	5,9%
Agree	Count	15	16	17	17	25	20	12	10	15	14	161
	%	50,0%	47,1%	53,1%	53,1%	75,8%	60,6%	35,3%	34,5%	48,4%	43,8%	50,3%
Agree strongly	Count	9	10	15	15	8	10	11	16	12	16	122
	%	30,0%	29,4%	46,9%	46,9%	24,2%	30,3%	32,4%	55,2%	38,7%	50,0%	38,1%
Total	Count	30	34	32	32	33	33	34	29	31	32	320
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 5 Number of SOHOs by "An EVS volunteer becomes aware of his/her learning process and outcomes in EVS by " RANK 1

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Ongoing self-reflection during the project	Count	13	16	4	8	8	15	15	12	10	16	117
	%	43,3%	50,0%	12,1%	26,7%	24,2%	51,7%	48,4%	41,4%	33,3%	48,5%	37,7%
By reflecting on his/her EVS once back home	Count	2	8	3	1	4	2	8	3	3	2	36
	%	6,7%	25,0%	9,1%	3,3%	12,1%	6,9%	25,8%	10,3%	10,0%	6,1%	11,6%
Receiving feedback from people in his/her host organization	Count	15	2	9	6	21	5	0	3	9	9	79
	%	50,0%	6,3%	27,3%	20,0%	63,6%	17,2%	0,0%	10,3%	30,0%	27,3%	25,5%
Receiving feedback from people once back home	Count	0	0	1	2	0	0	2	1	0	0	6
	%	0,0%	0,0%	3,0%	6,7%	0,0%	0,0%	6,5%	3,4%	0,0%	0,0%	1,9%
Applying his/her newly gained competences after his/her EVS	Count	0	6	8	13	0	4	3	9	6	5	54
	%	0,0%	18,8%	24,2%	43,3%	0,0%	13,8%	9,7%	31,0%	20,0%	15,2%	17,4%
Filling in the Youthpass self-assessment	Count	0	0	7	0	0	3	3	1	2	1	17
	%	0,0%	0,0%	21,2%	0,0%	0,0%	10,3%	9,7%	3,4%	6,7%	3,0%	5,5%
Other…	Count	0	0	1	0	0	0	0	0	0	0	1
	%	0,0%	0,0%	3,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	,3%
Total	Count	30	32	33	30	33	29	31	29	30	33	310
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 6 Number of SOHOs by "An EVS volunteer becomes aware of his/her learning process and outcomes in EVS by " RANK 2

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Ongoing self-reflection during the project	Count	11	4	6	8	4	6	2	4	7	11	63
	%	36,7%	12,5%	17,6%	27,6%	12,5%	20,0%	6,5%	14,3%	23,3%	32,4%	20,3%
By reflecting on his/her EVS once back home	Count	4	6	4	2	0	7	6	3	3	4	39
	%	13,3%	18,8%	11,8%	6,9%	0,0%	23,3%	19,4%	10,7%	10,0%	11,8%	12,6%
Receiving feedback from people in his/her host organization	Count	9	4	7	8	12	5	6	10	7	14	82
	%	30,0%	12,5%	20,6%	27,6%	37,5%	16,7%	19,4%	35,7%	23,3%	41,2%	26,5%
Receiving feedback from people once back home	Count	2	0	2	2	0	1	6	3	5	2	23
	%	6,7%	0,0%	5,9%	6,9%	0,0%	3,3%	19,4%	10,7%	16,7%	5,9%	7,4%
Applying his/her newly gained competences after his/her EVS	Count	2	14	6	8	12	5	8	5	6	3	69
	%	6,7%	43,8%	17,6%	27,6%	37,5%	16,7%	25,8%	17,9%	20,0%	8,8%	22,3%
Filling in the Youthpass self-assessment	Count	2	4	9	1	4	6	3	3	1	0	33
	%	6,7%	12,5%	26,5%	3,4%	12,5%	20,0%	9,7%	10,7%	3,3%	0,0%	10,6%
Other…	Count	0	0	0	0	0	0	0	0	1	0	1
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	3,3%	0,0%	,3%
Total	Count	30	32	34	29	32	30	31	28	30	34	310
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 7 Number of SOHOs by "An EVS volunteer becomes aware of his/her learning process and outcomes in EVS by "RANK 3

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Total
Ongoing self-reflection during the project	Count	2	2	5	7	1	1	2	3	1	24
	%	10,0%	12,5%	23,8%	36,8%	8,3%	5,9%	16,7%	23,1%	5,3%	16,1%
By reflecting on his/her EVS once back home	Count	3	7	1	4	1	5	3	2	3	29
	%	15,0%	43,8%	4,8%	21,1%	8,3%	29,4%	25,0%	15,4%	15,8%	19,5%
Receiving feedback from people in his/her host organization	Count	0	2	4	0	4	4	3	1	3	21
	%	0,0%	12,5%	19,0%	0,0%	33,3%	23,5%	25,0%	7,7%	15,8%	14,1%
Receiving feedback from people once back home	Count	0	3	5	0	0	0	2	1	1	12
	%	0,0%	18,8%	23,8%	0,0%	0,0%	0,0%	16,7%	7,7%	5,3%	8,1%
Applying his/her newly gained competences after his/her EVS	Count	5	2	4	4	4	4	1	3	6	33
	%	25,0%	12,5%	19,0%	21,1%	33,3%	23,5%	8,3%	23,1%	31,6%	22,1%
Filling in the Youthpass self-assessment	Count	8	0	2	4	2	3	1	3	5	28
	%	40,0%	0,0%	9,5%	21,1%	16,7%	17,6%	8,3%	23,1%	26,3%	18,8%
Other…	Count	2	0	0	0	0	0	0	0	0	2
	%	10,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	1,3%
Total	Count	20	16	21	19	12	17	12	13	19	149
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 8 Number of SOHOs by "The most important sources of support for an EVS volunteer's learning during the EVS project are " RANK 1

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
The volunteer's openness and readiness to learn	Count	17	27	11	9	8	22	14	11	18	15	152
	%	56,7%	87,1%	34,4%	30,0%	25,0%	78,6%	42,4%	39,3%	60,0%	46,9%	49,7%
Mentoring / tutoring	Count	2	0	4	0	8	1	2	3	2	3	25
	%	6,7%	0,0%	12,5%	0,0%	25,0%	3,6%	6,1%	10,7%	6,7%	9,4%	8,2%
Use of learning support tools (e.g. diary, blog…)	Count	2	0	0	0	0	0	0	0	0	0	2
	%	6,7%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	,7%
Peer support (e.g. from other EVS volunteers)	Count	0	0	1	2	0	1	2	1	0	2	9
	%	0,0%	0,0%	3,1%	6,7%	0,0%	3,6%	6,1%	3,6%	0,0%	6,3%	2,9%
Supportive environment in my host organization	Count	9	4	11	6	12	2	9	8	4	10	75
	%	30,0%	12,9%	34,4%	20,0%	37,5%	7,1%	27,3%	28,6%	13,3%	31,3%	24,5%
Clear guidance and tasks by project coordinator	Count	0	0	4	8	4	1	2	3	4	2	28
	%	0,0%	0,0%	12,5%	26,7%	12,5%	3,6%	6,1%	10,7%	13,3%	6,3%	9,2%
Informal networks with local community	Count	0	0	0	5	0	0	0	2	1	0	8
	%	0,0%	0,0%	0,0%	16,7%	0,0%	0,0%	0,0%	7,1%	3,3%	0,0%	2,6%
Attending EVS trainings /seminars/ events	Count	0	0	1	0	0	1	2	0	1	0	5
	%	0,0%	0,0%	3,1%	0,0%	0,0%	3,6%	6,1%	0,0%	3,3%	0,0%	1,6%
Other…	Count	0	0	0	0	0	0	2	0	0	0	2
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	6,1%	0,0%	0,0%	0,0%	,7%
Total	Count	30	31	32	30	32	28	33	28	30	32	306
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 9 Number of SOHOs by "The most important sources of support for an EVS volunteer's learning during the EVS project are " RANK 2

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
The volunteer's openness and readiness to learn	Count	6	2	6	4	0	2	5	6	6	5	42
	%	20,0%	6,3%	18,2%	13,3%	0,0%	7,1%	15,6%	22,2%	20,0%	14,3%	13,5%
Mentoring / tutoring	Count	9	8	2	2	0	5	8	6	1	5	46
	%	30,0%	25,0%	6,1%	6,7%	0,0%	17,9%	25,0%	22,2%	3,3%	14,3%	14,8%
Use of learning support tools (e.g. diary, blog…)	Count	0	2	2	1	4	1	0	0	1	1	12
	%	0,0%	6,3%	6,1%	3,3%	12,1%	3,6%	0,0%	0,0%	3,3%	2,9%	3,9%
Peer support (e.g. from other EVS volunteers)	Count	2	6	4	2	0	3	0	1	1	2	21
	%	6,7%	18,8%	12,1%	6,7%	0,0%	10,7%	0,0%	3,7%	3,3%	5,7%	6,8%
Supportive environment in my host organization	Count	7	8	8	7	12	9	11	6	15	14	97
	%	23,3%	25,0%	24,2%	23,3%	36,4%	32,1%	34,4%	22,2%	50,0%	40,0%	31,3%
Clear guidance and tasks by project coordinator	Count	4	4	4	6	17	4	5	3	4	5	56
	%	13,3%	12,5%	12,1%	20,0%	51,5%	14,3%	15,6%	11,1%	13,3%	14,3%	18,1%
Informal networks with local community	Count	2	2	3	6	0	3	3	4	2	2	27
	%	6,7%	6,3%	9,1%	20,0%	0,0%	10,7%	9,4%	14,8%	6,7%	5,7%	8,7%
Attending EVS trainings /seminars/ events	Count	0	0	3	2	0	1	0	0	0	1	7
	%	0,0%	0,0%	9,1%	6,7%	0,0%	3,6%	0,0%	0,0%	0,0%	2,9%	2,3%
Other…	Count	0	0	1	0	0	0	0	1	0	0	2
	%	0,0%	0,0%	3,0%	0,0%	0,0%	0,0%	0,0%	3,7%	0,0%	0,0%	,6%
Total	Count	30	32	33	30	33	28	32	27	30	35	310
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 10 Number of SOHOs by “The most important sources of support for an EVS volunteer's learning during the EVS project are “ RANK 3

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Total
The volunteer's openness and readiness to learn	Count	2	2	4	14	1	5	1	0	3	32
	%	8,7%	10,0%	17,4%	63,6%	6,3%	23,8%	6,7%	0,0%	15,0%	18,0%
Mentoring / tutoring	Count	3	3	4	4	1	6	3	7	4	35
	%	13,0%	15,0%	17,4%	18,2%	6,3%	28,6%	20,0%	38,9%	20,0%	19,7%
Use of learning support tools (e.g. diary, blog…)	Count	2	3	3	0	1	1	1	1	0	12
	%	8,7%	15,0%	13,0%	0,0%	6,3%	4,8%	6,7%	5,6%	0,0%	6,7%
Peer support (e.g. from other EVS volunteers)	Count	3	2	2	0	1	4	2	0	4	18
	%	13,0%	10,0%	8,7%	0,0%	6,3%	19,0%	13,3%	0,0%	20,0%	10,1%
Supportive environment in my host organization	Count	2	3	4	0	4	0	2	4	3	22
	%	8,7%	15,0%	17,4%	0,0%	25,0%	0,0%	13,3%	22,2%	15,0%	12,4%
Clear guidance and tasks by project coordinator	Count	6	5	4	4	6	4	2	5	4	40
	%	26,1%	25,0%	17,4%	18,2%	37,5%	19,0%	13,3%	27,8%	20,0%	22,5%
Informal networks with local community	Count	0	0	1	0	1	1	0	0	1	4
	%	0,0%	0,0%	4,3%	0,0%	6,3%	4,8%	0,0%	0,0%	5,0%	2,2%
Attending EVS trainings /seminars/ events	Count	5	2	1	0	1	0	4	1	1	15
	%	21,7%	10,0%	4,3%	0,0%	6,3%	0,0%	26,7%	5,6%	5,0%	8,4%
Other…	Count	0	0	0	0	0	0	0	0	0	0
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Total	Count	23	20	23	22	16	21	15	18	20	178
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 11 Number of SOHOs by "YOUTHPASS is a useful tool for demonstrating the development learning and competence development of an EVS volunteer"

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Yes	Count	15	19	18	22	29	12	14	13	12	14	168
	%	60,0%	65,5%	54,5%	73,3%	87,9%	44,4%	45,2%	50,0%	40,0%	45,2%	56,9%
No	Count	4	2	4	4	4	4	2	3	0	7	34
	%	16,0%	6,9%	12,1%	13,3%	12,1%	14,8%	6,5%	11,5%	0,0%	22,6%	11,5%
Depends	Count	6	8	11	4	0	11	15	10	18	10	93
	%	24,0%	27,6%	33,3%	13,3%	0,0%	40,7%	48,4%	38,5%	60,0%	32,3%	31,5%
Total	Count	25	29	33	30	33	27	31	26	30	31	295
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 12 Number of SOHOs by Being a volunteer in another country for a period of time increases one's readiness in the labour market by *providing him/her with a general experience in life*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	2	0	0	0	0	2	0	0	1	0	5
	%	7,1%	0,0%	0,0%	0,0%	0,0%	6,7%	0,0%	0,0%	3,3%	0,0%	1,6%
Disagree	Count	0	0	0	0	0	0	2	1	0	0	3
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	6,5%	3,7%	0,0%	0,0%	1,0%
Neither agree nor disagree	Count	0	2	0	0	0	0	2	3	0	1	8
	%	0,0%	6,1%	0,0%	0,0%	0,0%	0,0%	6,5%	11,1%	0,0%	3,1%	2,6%
Agree	Count	6	12	9	15	21	20	12	17	10	14	136
	%	21,4%	36,4%	27,3%	50,0%	63,6%	66,7%	38,7%	63,0%	33,3%	43,8%	44,3%
Agree strongly	Count	20	19	24	15	12	8	15	6	19	17	155
	%	71,4%	57,6%	72,7%	50,0%	36,4%	26,7%	48,4%	22,2%	63,3%	53,1%	50,5%
Total	Count	28	33	33	30	33	30	31	27	30	32	307
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 13 Number of SOHOs by Being a volunteer in another country for a period of time increases one's readiness in the labour market *by providing him/her with an international experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	2	0	0	0	0	2	2	0	1	0	7
	%	7,1%	0,0%	0,0%	0,0%	0,0%	6,7%	6,3%	0,0%	3,3%	0,0%	2,2%
Disagree	Count	0	0	0	0	0	0	2	0	0	0	2
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	6,3%	0,0%	0,0%	0,0%	,6%
Neither agree nor disagree	Count	0	2	2	0	0	0	2	2	0	2	10
	%	0,0%	5,9%	5,9%	0,0%	0,0%	0,0%	6,3%	7,4%	0,0%	6,3%	3,2%
Agree	Count	9	16	9	13	17	18	8	18	11	12	131
	%	32,1%	47,1%	26,5%	41,9%	50,0%	60,0%	25,0%	66,7%	36,7%	37,5%	42,0%
Agree strongly	Count	17	16	23	18	17	10	18	7	18	18	162
	%	60,7%	47,1%	67,6%	58,1%	50,0%	33,3%	56,3%	25,9%	60,0%	56,3%	51,9%
Total	Count	28	34	34	31	34	30	32	27	30	32	312
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 14 Number of SOHOs by Being a volunteer in another country for a period of time increases one's readiness in the labour market *by providing him/her with a work-related experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	2	0	0	0	0	2	0	0	1	0	5
	%	6,9%	0,0%	0,0%	0,0%	0,0%	6,7%	0,0%	0,0%	3,3%	0,0%	1,6%
Disagree	Count	0	0	1	1	0	0	3	1	0	0	6
	%	0,0%	0,0%	3,0%	3,3%	0,0%	0,0%	9,7%	3,7%	0,0%	0,0%	1,9%
Neither agree nor disagree	Count	4	8	4	1	0	2	3	4	2	4	32
	%	13,8%	24,2%	12,1%	3,3%	0,0%	6,7%	9,7%	14,8%	6,7%	12,1%	10,4%
Agree	Count	6	23	17	13	21	20	17	16	13	14	160
	%	20,7%	69,7%	51,5%	43,3%	63,6%	66,7%	54,8%	59,3%	43,3%	42,4%	51,8%
Agree strongly	Count	17	2	11	15	12	6	8	6	14	15	106
	%	58,6%	6,1%	33,3%	50,0%	36,4%	20,0%	25,8%	22,2%	46,7%	45,5%	34,3%
Total	Count	29	33	33	30	33	30	31	27	30	33	309
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 15 Number of SOHOs by Being a volunteer in another country for a period of time increases one's readiness in the labour market *by contributing to his/her competences development*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	2	0	0	0	0	2	0	0	1	0	5
	%	7,1%	0,0%	0,0%	0,0%	0,0%	6,7%	0,0%	0,0%	3,3%	0,0%	1,6%
Disagree	Count	0	0	0	0	0	1	2	0	0	0	3
	%	0,0%	0,0%	0,0%	0,0%	0,0%	3,3%	6,5%	0,0%	0,0%	0,0%	1,0%
Neither agree nor disagree	Count	2	8	1	0	0	2	2	4	1	2	22
	%	7,1%	24,2%	3,0%	0,0%	0,0%	6,7%	6,5%	14,8%	3,3%	6,3%	7,1%
Agree	Count	6	19	14	14	17	17	12	15	10	12	136
	%	21,4%	57,6%	42,4%	45,2%	50,0%	56,7%	38,7%	55,6%	33,3%	37,5%	44,0%
Agree strongly	Count	18	6	18	17	17	8	15	8	18	18	143
	%	64,3%	18,2%	54,5%	54,8%	50,0%	26,7%	48,4%	29,6%	60,0%	56,3%	46,3%
Total	Count	28	33	33	31	34	30	31	27	30	32	309
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 16 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Cooperating*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	0	2	2	0	1	0	11
	%	13,3%	6,1%	0,0%	0,0%	0,0%	6,7%	6,3%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	0	0	0	0	1	0	0	0	0	1
	%	0,0%	0,0%	0,0%	0,0%	0,0%	3,3%	0,0%	0,0%	0,0%	0,0%	,3%
Neither agree nor disagree	Count	2	2	1	0	0	0	0	3	0	1	9
	%	6,7%	6,1%	3,0%	0,0%	0,0%	0,0%	0,0%	10,3%	0,0%	3,0%	2,9%
Agree	Count	4	12	14	13	17	12	12	10	11	14	119
	%	13,3%	36,4%	42,4%	41,9%	50,0%	40,0%	37,5%	34,5%	36,7%	42,4%	37,8%
Agree strongly	Count	20	17	18	17	17	14	18	16	18	18	173
	%	66,7%	51,5%	54,5%	54,8%	50,0%	46,7%	56,3%	55,2%	60,0%	54,5%	54,9%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,2%	0,0%	3,3%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	30	33	33	31	34	30	32	29	30	33	315
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 17 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Speaking*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	0	2	2	0	1	0	11
	%	13,3%	5,9%	0,0%	0,0%	0,0%	6,7%	6,1%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	0	0	0	0	0	0	0	0	0	0
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Neither agree nor disagree	Count	0	2	2	1	0	0	2	3	2	2	14
	%	0,0%	5,9%	6,1%	3,3%	0,0%	0,0%	6,1%	10,3%	6,7%	6,1%	4,4%
Agree	Count	9	16	10	14	17	15	14	10	9	12	126
	%	30,0%	47,1%	30,3%	46,7%	50,0%	50,0%	42,4%	34,5%	30,0%	36,4%	39,9%
Agree strongly	Count	17	14	21	14	17	12	15	16	18	19	163
	%	56,7%	41,2%	63,6%	46,7%	50,0%	40,0%	45,5%	55,2%	60,0%	57,6%	51,6%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,3%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	30	34	33	30	34	30	33	29	30	33	316
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 18 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Listening*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,3%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	0	1	0	0	0	0	0	0	3
	%	0,0%	6,1%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	1,0%
Neither agree nor disagree	Count	0	2	2	5	4	1	3	6	4	2	29
	%	0,0%	6,1%	6,1%	16,1%	12,1%	3,2%	9,4%	21,4%	13,3%	6,1%	9,2%
Agree	Count	13	19	16	18	17	16	15	12	11	14	151
	%	43,3%	57,6%	48,5%	58,1%	51,5%	51,6%	46,9%	42,9%	36,7%	42,4%	48,1%
Agree strongly	Count	13	10	15	5	12	11	12	10	14	17	119
	%	43,3%	30,3%	45,5%	16,1%	36,4%	35,5%	37,5%	35,7%	46,7%	51,5%	37,9%
Not relevant / applicable	Count	0	0	0	2	0	1	0	0	0	0	3
	%	0,0%	0,0%	0,0%	6,5%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	1,0%
Total	Count	30	33	33	31	33	31	32	28	30	33	314
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 19 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Flexibility*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,7%	6,1%	0,0%	3,3%	0,0%	2,8%
Disagree	Count	2	2	0	0	0	2	0	0	0	0	6
	%	6,7%	5,9%	0,0%	0,0%	0,0%	6,7%	0,0%	0,0%	0,0%	0,0%	1,9%
Neither agree nor disagree	Count	0	4	6	1	4	0	0	5	3	2	25
	%	0,0%	11,8%	17,6%	3,3%	12,1%	0,0%	0,0%	17,2%	10,0%	6,1%	7,9%
Agree	Count	0	16	11	9	8	18	14	9	10	11	106
	%	0,0%	47,1%	32,4%	30,0%	24,2%	60,0%	42,4%	31,0%	33,3%	33,3%	33,5%
Agree strongly	Count	24	12	17	19	21	7	17	15	16	20	168
	%	80,0%	35,3%	50,0%	63,3%	63,6%	23,3%	51,5%	51,7%	53,3%	60,6%	53,2%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,3%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	30	34	34	30	33	30	33	29	30	33	316
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 20 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Planning & Organizing*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	2,8%
Disagree	Count	0	2	1	0	0	2	0	0	0	0	5
	%	0,0%	5,9%	3,0%	0,0%	0,0%	6,5%	0,0%	0,0%	0,0%	0,0%	1,6%
Neither agree nor disagree	Count	2	6	4	1	0	1	3	5	1	5	28
	%	6,7%	17,6%	12,1%	3,2%	0,0%	3,2%	9,1%	17,9%	3,3%	15,2%	8,9%
Agree	Count	13	16	18	17	21	17	20	13	11	12	158
	%	43,3%	47,1%	54,5%	54,8%	63,6%	54,8%	60,6%	46,4%	36,7%	36,4%	50,0%
Agree strongly	Count	11	10	10	12	12	8	8	10	17	16	114
	%	36,7%	29,4%	30,3%	38,7%	36,4%	25,8%	24,2%	35,7%	56,7%	48,5%	36,1%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,2%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	30	34	33	31	33	31	33	28	30	33	316
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 21 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Learning to learn*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	1	0	2	2	0	1	0	10
	%	12,9%	0,0%	0,0%	3,3%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	3,2%
Disagree	Count	0	4	0	0	0	2	0	2	0	0	8
	%	0,0%	11,8%	0,0%	0,0%	0,0%	6,5%	0,0%	6,9%	0,0%	0,0%	2,5%
Neither agree nor disagree	Count	4	8	3	8	8	7	3	6	1	2	50
	%	12,9%	23,5%	9,1%	26,7%	24,2%	22,6%	9,1%	20,7%	3,3%	6,1%	15,8%
Agree	Count	6	16	19	12	17	14	23	13	12	15	147
	%	19,4%	47,1%	57,6%	40,0%	51,5%	45,2%	69,7%	44,8%	40,0%	45,5%	46,4%
Agree strongly	Count	17	6	11	8	8	5	5	7	15	16	98
	%	54,8%	17,6%	33,3%	26,7%	24,2%	16,1%	15,2%	24,1%	50,0%	48,5%	30,9%
Not relevant / applicable	Count	0	0	0	1	0	1	0	1	1	0	4
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	3,4%	3,3%	0,0%	1,3%
Total	Count	31	34	33	30	33	31	33	29	30	33	317
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 22 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Giving feedback*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	2,8%
Disagree	Count	2	2	2	1	0	1	0	1	0	1	10
	%	6,7%	6,1%	5,9%	3,2%	0,0%	3,2%	0,0%	3,4%	0,0%	3,0%	3,2%
Neither agree nor disagree	Count	2	4	7	7	12	4	2	10	1	5	54
	%	6,7%	12,1%	20,6%	22,6%	37,5%	12,9%	6,1%	34,5%	3,3%	15,2%	17,1%
Agree	Count	7	21	20	17	12	17	24	12	17	17	164
	%	23,3%	63,6%	58,8%	54,8%	37,5%	54,8%	72,7%	41,4%	56,7%	51,5%	51,9%
Agree strongly	Count	13	6	5	4	8	6	5	6	11	10	74
	%	43,3%	18,2%	14,7%	12,9%	25,0%	19,4%	15,2%	20,7%	36,7%	30,3%	23,4%
Not relevant / applicable	Count	2	0	0	2	0	1	0	0	0	0	5
	%	6,7%	0,0%	0,0%	6,5%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	1,6%
Total	Count	30	33	34	31	32	31	33	29	30	33	316
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 23 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Handling feedback*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,3%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	1	0	0	1	0	1	0	0	5
	%	0,0%	6,1%	3,0%	0,0%	0,0%	3,2%	0,0%	3,4%	0,0%	0,0%	1,6%
Neither agree nor disagree	Count	0	4	5	6	4	2	3	8	2	4	38
	%	0,0%	12,1%	15,2%	19,4%	12,1%	6,5%	9,4%	27,6%	6,7%	12,1%	12,1%
Agree	Count	7	21	19	18	21	19	21	12	14	18	170
	%	23,3%	63,6%	57,6%	58,1%	63,6%	61,3%	65,6%	41,4%	46,7%	54,5%	54,0%
Agree strongly	Count	17	6	8	5	8	6	6	8	13	10	87
	%	56,7%	18,2%	24,2%	16,1%	24,2%	19,4%	18,8%	27,6%	43,3%	30,3%	27,6%
Not relevant / applicable	Count	2	0	0	2	0	1	0	0	0	1	6
	%	6,7%	0,0%	0,0%	6,5%	0,0%	3,2%	0,0%	0,0%	0,0%	3,0%	1,9%
Total	Count	30	33	33	31	33	31	32	29	30	33	315
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 24 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Self reflection*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	2,8%
Disagree	Count	0	2	0	0	0	1	0	1	0	0	4
	%	0,0%	5,9%	0,0%	0,0%	0,0%	3,2%	0,0%	3,4%	0,0%	0,0%	1,3%
Neither agree nor disagree	Count	0	6	3	4	0	2	0	5	8	1	29
	%	0,0%	17,6%	9,1%	12,9%	0,0%	6,5%	0,0%	17,2%	26,7%	3,0%	9,1%
Agree	Count	2	10	18	17	29	18	17	13	10	11	145
	%	6,7%	29,4%	54,5%	54,8%	87,9%	58,1%	51,5%	44,8%	33,3%	33,3%	45,7%
Agree strongly	Count	24	16	12	9	4	7	14	10	11	20	127
	%	80,0%	47,1%	36,4%	29,0%	12,1%	22,6%	42,4%	34,5%	36,7%	60,6%	40,1%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	1	3
	%	0,0%	0,0%	0,0%	3,2%	0,0%	3,2%	0,0%	0,0%	0,0%	3,0%	,9%
Total	Count	30	34	33	31	33	31	33	29	30	33	317
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 25 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Networking*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	0	2	2	0	1	0	11
	%	13,3%	5,9%	0,0%	0,0%	0,0%	6,5%	6,3%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	2	1	1	0	0	0	0	0	1	5
	%	0,0%	5,9%	3,0%	3,3%	0,0%	0,0%	0,0%	0,0%	0,0%	3,0%	1,6%
Neither agree nor disagree	Count	2	10	7	1	0	1	0	5	5	3	34
	%	6,7%	29,4%	21,2%	3,3%	0,0%	3,2%	0,0%	17,2%	16,7%	9,1%	10,8%
Agree	Count	11	8	13	9	21	10	18	13	10	19	132
	%	36,7%	23,5%	39,4%	30,0%	63,6%	32,3%	56,3%	44,8%	33,3%	57,6%	41,9%
Agree strongly	Count	13	12	12	18	12	16	12	10	12	10	127
	%	43,3%	35,3%	36,4%	60,0%	36,4%	51,6%	37,5%	34,5%	40,0%	30,3%	40,3%
Not relevant / applicable	Count	0	0	0	1	0	2	0	1	2	0	6
	%	0,0%	0,0%	0,0%	3,3%	0,0%	6,5%	0,0%	3,4%	6,7%	0,0%	1,9%
Total	Count	30	34	33	30	33	31	32	29	30	33	315
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 26 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Handling authority*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,5%	6,3%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	2	0	0	4	0	0	1	2	11
	%	0,0%	6,1%	6,1%	0,0%	0,0%	12,9%	0,0%	0,0%	3,3%	5,9%	3,5%
Neither agree nor disagree	Count	4	8	8	8	0	7	6	9	9	8	67
	%	13,3%	24,2%	24,2%	26,7%	0,0%	22,6%	18,8%	31,0%	30,0%	23,5%	21,3%
Agree	Count	11	17	16	13	25	12	15	12	7	15	143
	%	36,7%	51,5%	48,5%	43,3%	75,8%	38,7%	46,9%	41,4%	23,3%	44,1%	45,4%
Agree strongly	Count	9	6	7	8	8	5	9	8	11	8	79
	%	30,0%	18,2%	21,2%	26,7%	24,2%	16,1%	28,1%	27,6%	36,7%	23,5%	25,1%
Not relevant / applicable	Count	2	0	0	1	0	1	0	0	1	1	6
	%	6,7%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	3,3%	2,9%	1,9%
Total	Count	30	33	33	30	33	31	32	29	30	34	315
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 27 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Respecting rules*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,9%	6,1%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	1	0	0	3	0	0	0	1	7
	%	0,0%	6,1%	3,0%	0,0%	0,0%	10,3%	0,0%	0,0%	0,0%	3,0%	2,2%
Neither agree nor disagree	Count	2	8	6	5	4	0	6	9	6	4	50
	%	6,7%	24,2%	18,2%	16,1%	12,1%	0,0%	18,2%	31,0%	20,0%	12,1%	15,9%
Agree	Count	11	17	15	17	12	21	14	12	8	18	145
	%	36,7%	51,5%	45,5%	54,8%	36,4%	72,4%	42,4%	41,4%	26,7%	54,5%	46,2%
Agree strongly	Count	11	6	11	8	17	2	11	8	14	9	97
	%	36,7%	18,2%	33,3%	25,8%	51,5%	6,9%	33,3%	27,6%	46,7%	27,3%	30,9%
Not relevant / applicable	Count	2	0	0	1	0	1	0	0	1	1	6
	%	6,7%	0,0%	0,0%	3,2%	0,0%	3,4%	0,0%	0,0%	3,3%	3,0%	1,9%
Total	Count	30	33	33	31	33	29	33	29	30	33	314
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 28 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Handling clients*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	3	0	0	2	2	0	1	0	12
	%	12,9%	0,0%	8,8%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	3,8%
Disagree	Count	4	2	7	1	0	2	0	0	2	0	18
	%	12,9%	5,9%	20,6%	3,3%	0,0%	6,5%	0,0%	0,0%	6,7%	0,0%	5,7%
Neither agree nor disagree	Count	6	10	13	2	8	6	11	8	8	8	80
	%	19,4%	29,4%	38,2%	6,7%	24,2%	19,4%	33,3%	27,6%	26,7%	24,2%	25,2%
Agree	Count	9	16	9	14	17	17	14	9	13	14	132
	%	29,0%	47,1%	26,5%	46,7%	51,5%	54,8%	42,4%	31,0%	43,3%	42,4%	41,5%
Agree strongly	Count	6	4	2	12	8	3	6	11	6	9	67
	%	19,4%	11,8%	5,9%	40,0%	24,2%	9,7%	18,2%	37,9%	20,0%	27,3%	21,1%
Not relevant / applicable	Count	2	2	0	1	0	1	0	1	0	2	9
	%	6,5%	5,9%	0,0%	3,3%	0,0%	3,2%	0,0%	3,4%	0,0%	6,1%	2,8%
Total	Count	31	34	34	30	33	31	33	29	30	33	318
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 29 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Taking initiative*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,8%	0,0%	0,0%	0,0%	0,0%	6,5%	6,3%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	0	1	0	3	0	0	0	0	6
	%	0,0%	5,9%	0,0%	3,3%	0,0%	9,7%	0,0%	0,0%	0,0%	0,0%	1,9%
Neither agree nor disagree	Count	0	10	1	2	8	6	3	4	2	2	38
	%	0,0%	29,4%	3,0%	6,7%	24,2%	19,4%	9,4%	14,3%	6,7%	6,3%	12,2%
Agree	Count	7	16	15	14	8	14	18	14	12	8	126
	%	24,1%	47,1%	45,5%	46,7%	24,2%	45,2%	56,3%	50,0%	40,0%	25,0%	40,4%
Agree strongly	Count	18	6	17	12	17	5	9	10	15	22	131
	%	62,1%	17,6%	51,5%	40,0%	51,5%	16,1%	28,1%	35,7%	50,0%	68,8%	42,0%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	29	34	33	30	33	31	32	28	30	32	312
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 30 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Acting independently*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	0	2	2	0	1	0	11
	%	13,3%	5,9%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	0	0	1	0	2	0	0	0	0	3
	%	0,0%	0,0%	0,0%	3,3%	0,0%	6,5%	0,0%	0,0%	0,0%	0,0%	1,0%
Neither agree nor disagree	Count	0	10	0	0	4	5	5	4	1	2	31
	%	0,0%	29,4%	0,0%	0,0%	12,1%	16,1%	15,2%	14,3%	3,3%	6,3%	9,9%
Agree	Count	11	12	12	9	8	14	18	13	16	9	122
	%	36,7%	35,3%	36,4%	30,0%	24,2%	45,2%	54,5%	46,4%	53,3%	28,1%	38,9%
Agree strongly	Count	15	10	21	19	21	7	8	11	12	21	145
	%	50,0%	29,4%	63,6%	63,3%	63,6%	22,6%	24,2%	39,3%	40,0%	65,6%	46,2%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	0	2
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	0,0%	0,0%	,6%
Total	Count	30	34	33	30	33	31	33	28	30	32	314
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 31 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Emphatizing*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	0	2	2	0	1	0	11
	%	13,3%	5,9%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	2	0	1	0	1	0	0	0	1	5
	%	0,0%	5,9%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	0,0%	3,0%	1,6%
Neither agree nor disagree	Count	4	10	9	2	4	6	5	10	9	2	61
	%	13,3%	29,4%	27,3%	6,7%	12,1%	19,4%	15,2%	34,5%	30,0%	6,1%	19,3%
Agree	Count	9	14	15	17	17	18	15	12	16	17	150
	%	30,0%	41,2%	45,5%	56,7%	51,5%	58,1%	45,5%	41,4%	53,3%	51,5%	47,5%
Agree strongly	Count	13	6	9	9	12	3	11	7	4	12	86
	%	43,3%	17,6%	27,3%	30,0%	36,4%	9,7%	33,3%	24,1%	13,3%	36,4%	27,2%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	0	1	3
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	0,0%	3,0%	,9%
Total	Count	30	34	33	30	33	31	33	29	30	33	316
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 32 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Intercultural sensitivity*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,7%	6,1%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	4	0	0	0	0	0	0	0	1	5
	%	0,0%	11,8%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	3,1%	1,6%
Neither agree nor disagree	Count	0	2	1	0	8	2	2	2	0	2	19
	%	0,0%	5,9%	3,1%	0,0%	24,2%	6,7%	6,1%	6,9%	0,0%	6,3%	6,1%
Agree	Count	2	16	7	12	4	18	11	9	14	3	96
	%	6,7%	47,1%	21,9%	38,7%	12,1%	60,0%	33,3%	31,0%	46,7%	9,4%	30,6%
Agree strongly	Count	24	12	24	17	21	6	18	18	13	26	179
	%	80,0%	35,3%	75,0%	54,8%	63,6%	20,0%	54,5%	62,1%	43,3%	81,3%	57,0%
Not relevant / applicable	Count	0	0	0	2	0	2	0	0	2	0	6
	%	0,0%	0,0%	0,0%	6,5%	0,0%	6,7%	0,0%	0,0%	6,7%	0,0%	1,9%
Total	Count	30	34	32	31	33	30	33	29	30	32	314
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 33 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Dealing with stress or handling stress*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	2	0	2	2	0	1	0	11
	%	13,3%	0,0%	0,0%	6,7%	0,0%	6,9%	6,1%	0,0%	3,3%	0,0%	3,5%
Disagree	Count	0	2	2	0	0	0	0	2	0	0	6
	%	0,0%	6,1%	6,1%	0,0%	0,0%	0,0%	0,0%	6,9%	0,0%	0,0%	1,9%
Neither agree nor disagree	Count	2	8	7	5	0	2	6	7	2	2	41
	%	6,7%	24,2%	21,2%	16,7%	0,0%	6,9%	18,2%	24,1%	6,7%	6,1%	13,1%
Agree	Count	13	17	16	15	25	17	17	11	12	16	159
	%	43,3%	51,5%	48,5%	50,0%	75,8%	58,6%	51,5%	37,9%	40,0%	48,5%	50,8%
Agree strongly	Count	11	6	8	7	8	7	8	9	14	15	93
	%	36,7%	18,2%	24,2%	23,3%	24,2%	24,1%	24,2%	31,0%	46,7%	45,5%	29,7%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	1	0	3
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,4%	0,0%	0,0%	3,3%	0,0%	1,0%
Total	Count	30	33	33	30	33	29	33	29	30	33	313
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 34 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Working in a team*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	0,0%	6,7%	6,1%	0,0%	3,3%	0,0%	2,9%
Disagree	Count	0	2	0	1	0	0	0	0	0	0	3
	%	0,0%	5,9%	0,0%	3,3%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	1,0%
Neither agree nor disagree	Count	2	4	2	0	0	1	2	5	2	2	20
	%	6,7%	11,8%	6,1%	0,0%	0,0%	3,3%	6,1%	17,2%	6,7%	6,1%	6,3%
Agree	Count	6	14	13	14	12	13	15	10	11	9	117
	%	20,0%	41,2%	39,4%	46,7%	36,4%	43,3%	45,5%	34,5%	36,7%	27,3%	37,1%
Agree strongly	Count	18	14	18	14	21	13	14	14	15	22	163
	%	60,0%	41,2%	54,5%	46,7%	63,6%	43,3%	42,4%	48,3%	50,0%	66,7%	51,7%
Not relevant / applicable	Count	0	0	0	1	0	1	0	0	1	0	3
	%	0,0%	0,0%	0,0%	3,3%	0,0%	3,3%	0,0%	0,0%	3,3%	0,0%	1,0%
Total	Count	30	34	33	30	33	30	33	29	30	33	315
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 35 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Foreign language skills**

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	0	2	2	0	1	0	11
	%	13,3%	5,9%	0,0%	0,0%	6,7%	6,3%	0,0%	3,3%	0,0%	3,9%
Disagree	Count	0	0	0	0	0	0	0	0	1	1
	%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	3,0%	,4%
Neither agree nor disagree	Count	0	4	1	0	0	0	3	1	2	11
	%	0,0%	11,8%	3,3%	0,0%	0,0%	0,0%	10,7%	3,3%	6,1%	3,9%
Agree	Count	2	12	6	12	12	15	8	7	6	80
	%	6,7%	35,3%	20,0%	36,4%	40,0%	46,9%	28,6%	23,3%	18,2%	28,6%
Agree strongly	Count	24	16	22	21	14	15	17	19	24	172
	%	80,0%	47,1%	73,3%	63,6%	46,7%	46,9%	60,7%	63,3%	72,7%	61,4%
Not relevant / applicable	Count	0	0	1	0	2	0	0	2	0	5
	%	0,0%	0,0%	3,3%	0,0%	6,7%	0,0%	0,0%	6,7%	0,0%	1,8%
Total	Count	30	34	30	33	30	32	28	30	33	280
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

- Not asked in French survey

TABLE 36 Number of SOHOs by Being an EVS volunteer contributes to the development of competences that are important in getting a job: *Communication**

		BE	BA	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	0	2	2	0	1	0	9
	%	13,3%	0,0%	0,0%	0,0%	6,5%	6,1%	0,0%	3,3%	0,0%	3,2%
Disagree	Count	0	2	0	0	0	0	0	0	0	2
	%	0,0%	5,9%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	,7%
Neither agree nor disagree	Count	0	2	1	0	2	2	5	0	1	13
	%	0,0%	5,9%	3,3%	0,0%	6,5%	6,1%	17,2%	0,0%	3,1%	4,6%
Agree	Count	4	16	7	8	15	15	14	9	5	93
	%	13,3%	47,1%	23,3%	24,2%	48,4%	45,5%	48,3%	30,0%	15,6%	33,0%
Agree strongly	Count	22	14	21	25	11	14	10	19	26	162
	%	73,3%	41,2%	70,0%	75,8%	35,5%	42,4%	34,5%	63,3%	81,3%	57,4%
Not relevant / applicable	Count	0	0	1	0	1	0	0	1	0	3
	%	0,0%	0,0%	3,3%	0,0%	3,2%	0,0%	0,0%	3,3%	0,0%	1,1%
Total	Count	30	34	30	33	31	33	29	30	32	282
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

- Not asked in French survey

TABLE 37 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Having skills labour market doesn't need*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	7	0	2	9	4	1	3	3	5	1	35
	%	25,0%	0,0%	6,1%	31,0%	12,5%	3,6%	10,0%	11,5%	16,7%	3,0%	11,7%
Disagree	Count	9	6	8	8	8	9	6	6	8	6	74
	%	32,1%	20,0%	24,2%	27,6%	25,0%	32,1%	20,0%	23,1%	26,7%	18,2%	24,7%
Neither agree nor disagree	Count	6	16	6	4	12	4	6	7	9	12	82
	%	21,4%	53,3%	18,2%	13,8%	37,5%	14,3%	20,0%	26,9%	30,0%	36,4%	27,4%
Agree	Count	4	8	13	8	8	13	12	7	6	14	93
	%	14,3%	26,7%	39,4%	27,6%	25,0%	46,4%	40,0%	26,9%	20,0%	42,4%	31,1%
Agree strongly	Count	2	0	4	0	0	1	3	3	2	0	15
	%	7,1%	0,0%	12,1%	0,0%	0,0%	3,6%	10,0%	11,5%	6,7%	0,0%	5,0%
Total	Count	28	30	33	29	32	28	30	26	30	33	299
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 38 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Having unrecognized skills (non or informally learned)*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	7	2	1	2	4	1	6	3	4	0	30
	%	25,0%	6,7%	3,1%	7,1%	12,1%	3,4%	20,0%	11,5%	13,3%	0,0%	10,0%
Disagree	Count	2	4	4	1	8	5	3	10	3	5	45
	%	7,1%	13,3%	12,5%	3,6%	24,2%	17,2%	10,0%	38,5%	10,0%	14,7%	15,0%
Neither agree nor disagree	Count	4	6	6	8	0	6	3	8	2	8	51
	%	14,3%	20,0%	18,8%	28,6%	0,0%	20,7%	10,0%	30,8%	6,7%	23,5%	17,0%
Agree	Count	11	14	14	15	17	15	9	4	12	19	130
	%	39,3%	46,7%	43,8%	53,6%	51,5%	51,7%	30,0%	15,4%	40,0%	55,9%	43,3%
Agree strongly	Count	4	4	7	2	4	2	9	1	9	2	44
	%	14,3%	13,3%	21,9%	7,1%	12,1%	6,9%	30,0%	3,8%	30,0%	5,9%	14,7%
Total	Count	28	30	32	28	33	29	30	26	30	34	300
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 39 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Being over-qualified*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	10	0	0	4	2	5	1	5	1	32
	%	13,8%	33,3%	0,0%	0,0%	12,5%	7,4%	16,1%	3,7%	16,7%	3,0%	10,6%
Disagree	Count	6	2	7	5	8	17	8	6	6	7	72
	%	20,7%	6,7%	21,2%	16,7%	25,0%	63,0%	25,8%	22,2%	20,0%	21,2%	23,8%
Neither agree nor disagree	Count	2	8	13	6	8	4	9	8	7	9	74
	%	6,9%	26,7%	39,4%	20,0%	25,0%	14,8%	29,0%	29,6%	23,3%	27,3%	24,5%
Agree	Count	11	8	11	17	12	3	9	9	9	14	103
	%	37,9%	26,7%	33,3%	56,7%	37,5%	11,1%	29,0%	33,3%	30,0%	42,4%	34,1%
Agree strongly	Count	6	2	2	2	0	1	0	3	3	2	21
	%	20,7%	6,7%	6,1%	6,7%	0,0%	3,7%	0,0%	11,1%	10,0%	6,1%	7,0%
Total	Count	29	30	33	30	32	27	31	27	30	33	302
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 40 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Not knowing how or where to find information on employment issues*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	2	2	1	0	0	0	1	3	0	15
	%	20,7%	6,7%	6,1%	3,4%	0,0%	0,0%	0,0%	3,8%	10,0%	0,0%	5,0%
Disagree	Count	9	2	4	8	12	3	3	2	5	8	56
	%	31,0%	6,7%	12,1%	27,6%	37,5%	10,7%	9,7%	7,7%	16,7%	24,2%	18,6%
Neither agree nor disagree	Count	6	6	5	7	4	2	11	8	9	9	67
	%	20,7%	20,0%	15,2%	24,1%	12,5%	7,1%	35,5%	30,8%	30,0%	27,3%	22,3%
Agree	Count	2	16	9	13	12	21	14	12	9	14	122
	%	6,9%	53,3%	27,3%	44,8%	37,5%	75,0%	45,2%	46,2%	30,0%	42,4%	40,5%
Agree strongly	Count	6	4	13	0	4	2	3	3	4	2	41
	%	20,7%	13,3%	39,4%	0,0%	12,5%	7,1%	9,7%	11,5%	13,3%	6,1%	13,6%
Total	Count	29	30	33	29	32	28	31	26	30	33	301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 41 Number of SOHOs by Young people today face a series of obstacles in finding a job: *No motivation for looking for a job*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	0	0	1	4	1	3	1	2	2	20
	%	20,7%	0,0%	0,0%	3,4%	12,5%	3,7%	9,7%	3,7%	6,7%	6,1%	6,6%
Disagree	Count	4	4	1	6	8	2	2	0	6	8	41
	%	13,8%	13,3%	3,0%	20,7%	25,0%	7,4%	6,5%	0,0%	20,0%	24,2%	13,6%
Neither agree nor disagree	Count	6	6	1	9	4	3	9	3	5	7	53
	%	20,7%	20,0%	3,0%	31,0%	12,5%	11,1%	29,0%	11,1%	16,7%	21,2%	17,6%
Agree	Count	6	16	18	7	8	14	14	15	14	9	121
	%	20,7%	53,3%	54,5%	24,1%	25,0%	51,9%	45,2%	55,6%	46,7%	27,3%	40,2%
Agree strongly	Count	7	4	13	6	8	7	3	8	3	7	66
	%	24,1%	13,3%	39,4%	20,7%	25,0%	25,9%	9,7%	29,6%	10,0%	21,2%	21,9%
Total	Count	29	30	33	29	32	27	31	27	30	33	301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 42 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Information overload*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	7	0	1	2	4	0	2	1	3	0	20
	%	25,9%	0,0%	2,9%	6,9%	12,1%	0,0%	6,5%	3,8%	10,0%	0,0%	6,6%
Disagree	Count	9	8	1	12	8	7	6	8	6	4	69
	%	33,3%	26,7%	2,9%	41,4%	24,2%	25,0%	19,4%	30,8%	20,0%	12,1%	22,9%
Neither agree nor disagree	Count	4	16	23	9	17	12	15	4	13	15	128
	%	14,8%	53,3%	67,6%	31,0%	51,5%	42,9%	48,4%	15,4%	43,3%	45,5%	42,5%
Agree	Count	7	4	5	5	4	7	5	10	7	12	66
	%	25,9%	13,3%	14,7%	17,2%	12,1%	25,0%	16,1%	38,5%	23,3%	36,4%	21,9%
Agree strongly	Count	0	2	4	1	0	2	3	3	1	2	18
	%	0,0%	6,7%	11,8%	3,4%	0,0%	7,1%	9,7%	11,5%	3,3%	6,1%	6,0%
Total	Count	27	30	34	29	33	28	31	26	30	33	301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 43 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Not enough recognition of voluntary work as work experience*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	4	1	2	0	2	2	1	1	0	17
	%	14,8%	13,8%	3,1%	6,9%	0,0%	7,4%	6,3%	4,0%	3,3%	0,0%	5,7%
Disagree	Count	7	0	7	7	12	12	2	4	1	3	55
	%	25,9%	0,0%	21,9%	24,1%	36,4%	44,4%	6,3%	16,0%	3,3%	9,1%	18,5%
Neither agree nor disagree	Count	0	4	13	6	4	4	2	4	7	8	52
	%	0,0%	13,8%	40,6%	20,7%	12,1%	14,8%	6,3%	16,0%	23,3%	24,2%	17,5%
Agree	Count	7	4	7	14	17	7	11	11	10	12	100
	%	25,9%	13,8%	21,9%	48,3%	51,5%	25,9%	34,4%	44,0%	33,3%	36,4%	33,7%
Agree strongly	Count	9	17	4	0	0	2	15	5	11	10	73
	%	33,3%	58,6%	12,5%	0,0%	0,0%	7,4%	46,9%	20,0%	36,7%	30,3%	24,6%
Total	Count	27	29	32	29	33	27	32	25	30	33	297
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 44 Number of SOHOs by Young people today face a series of obstacles in finding a job: *To get work you need experience, to get experience you need work*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	0	2	4	2	2	1	3	0	20
	%	14,3%	6,7%	0,0%	7,1%	12,1%	7,1%	6,5%	3,8%	10,0%	0,0%	6,7%
Disagree	Count	0	0	5	2	0	6	3	1	7	1	25
	%	0,0%	0,0%	15,2%	7,1%	0,0%	21,4%	9,7%	3,8%	23,3%	3,0%	8,3%
Neither agree nor disagree	Count	0	6	6	2	0	3	2	7	3	3	32
	%	0,0%	20,0%	18,2%	7,1%	0,0%	10,7%	6,5%	26,9%	10,0%	9,1%	10,7%
Agree	Count	11	10	13	14	17	12	12	13	9	20	131
	%	39,3%	33,3%	39,4%	50,0%	51,5%	42,9%	38,7%	50,0%	30,0%	60,6%	43,7%
Agree strongly	Count	13	12	9	8	12	5	12	4	8	9	92
	%	46,4%	40,0%	27,3%	28,6%	36,4%	17,9%	38,7%	15,4%	26,7%	27,3%	30,7%
Total	Count	28	30	33	28	33	28	31	26	30	33	300
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 45 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Young people are offered only lower-paid, temporary jobs and/or internships*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	4	0	0	4	0	0	2	2	0	18
	%	20,7%	13,3%	0,0%	0,0%	12,1%	0,0%	0,0%	7,7%	6,7%	0,0%	5,9%
Disagree	Count	6	2	4	5	0	4	6	10	5	5	47
	%	20,7%	6,7%	12,1%	16,7%	0,0%	14,3%	19,4%	38,5%	16,7%	15,2%	15,5%
Neither agree nor disagree	Count	7	4	7	7	12	5	8	6	4	5	65
	%	24,1%	13,3%	21,2%	23,3%	36,4%	17,9%	25,8%	23,1%	13,3%	15,2%	21,5%
Agree	Count	6	16	14	17	17	15	11	8	14	16	134
	%	20,7%	53,3%	42,4%	56,7%	51,5%	53,6%	35,5%	30,8%	46,7%	48,5%	44,2%
Agree strongly	Count	4	4	8	1	0	4	6	0	5	7	39
	%	13,8%	13,3%	24,2%	3,3%	0,0%	14,3%	19,4%	0,0%	16,7%	21,2%	12,9%
Total	Count	29	30	33	30	33	28	31	26	30	33	303
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 46 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Economic crisis*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	2	1	1	0	1	2	3	5	0	19
	%	13,8%	6,7%	2,9%	3,3%	0,0%	3,6%	6,3%	11,5%	16,7%	0,0%	6,2%
Disagree	Count	4	2	2	4	0	2	2	4	2	2	24
	%	13,8%	6,7%	5,9%	13,3%	0,0%	7,1%	6,3%	15,4%	6,7%	6,1%	7,8%
Neither agree nor disagree	Count	2	10	6	6	0	6	14	9	8	4	65
	%	6,9%	33,3%	17,6%	20,0%	0,0%	21,4%	43,8%	34,6%	26,7%	12,1%	21,2%
Agree	Count	13	12	15	14	17	17	9	7	12	20	136
	%	44,8%	40,0%	44,1%	46,7%	50,0%	60,7%	28,1%	26,9%	40,0%	60,6%	44,4%
Agree strongly	Count	6	4	10	5	17	2	5	3	3	7	62
	%	20,7%	13,3%	29,4%	16,7%	50,0%	7,1%	15,6%	11,5%	10,0%	21,2%	20,3%
Total	Count	29	30	34	30	34	28	32	26	30	33	306
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 47 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Lack of trust in young people*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	2	0	0	8	2	3	2	2	1	26
	%	21,4%	6,7%	0,0%	0,0%	25,0%	7,1%	9,7%	7,4%	6,7%	2,9%	8,6%
Disagree	Count	4	2	4	8	8	9	5	9	6	8	63
	%	14,3%	6,7%	12,1%	26,7%	25,0%	32,1%	16,1%	33,3%	20,0%	23,5%	20,8%
Neither agree nor disagree	Count	7	6	8	5	8	3	6	8	4	9	64
	%	25,0%	20,0%	24,2%	16,7%	25,0%	10,7%	19,4%	29,6%	13,3%	26,5%	21,1%
Agree	Count	11	14	13	17	8	12	12	8	15	14	124
	%	39,3%	46,7%	39,4%	56,7%	25,0%	42,9%	38,7%	29,6%	50,0%	41,2%	40,9%
Agree strongly	Count	0	6	8	0	0	2	5	0	3	2	26
	%	0,0%	20,0%	24,2%	0,0%	0,0%	7,1%	16,1%	0,0%	10,0%	5,9%	8,6%
Total	Count	28	30	33	30	32	28	31	27	30	34	303
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 48 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Sex-related discrimination (discrimination of younger women)*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	4	0	0	4	2	3	4	4	2	29
	%	21,4%	13,3%	0,0%	0,0%	12,1%	7,1%	9,7%	15,4%	13,3%	6,3%	9,7%
Disagree	Count	7	4	4	9	8	10	5	13	5	11	76
	%	25,0%	13,3%	12,1%	31,0%	24,2%	35,7%	16,1%	50,0%	16,7%	34,4%	25,3%
Neither agree nor disagree	Count	9	10	9	4	17	6	11	6	11	14	97
	%	32,1%	33,3%	27,3%	13,8%	51,5%	21,4%	35,5%	23,1%	36,7%	43,8%	32,3%
Agree	Count	4	12	14	14	4	9	6	3	9	5	80
	%	14,3%	40,0%	42,4%	48,3%	12,1%	32,1%	19,4%	11,5%	30,0%	15,6%	26,7%
Agree strongly	Count	2	0	6	2	0	1	6	0	1	0	18
	%	7,1%	0,0%	18,2%	6,9%	0,0%	3,6%	19,4%	0,0%	3,3%	0,0%	6,0%
Total	Count	28	30	33	29	33	28	31	26	30	32	300
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 49 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Lack of self confidence*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	0	0	1	4	0	0	2	2	0	15
	%	21,4%	0,0%	0,0%	3,3%	12,5%	0,0%	0,0%	7,7%	6,7%	0,0%	5,0%
Disagree	Count	0	4	4	4	8	3	5	1	4	3	36
	%	0,0%	13,3%	11,8%	13,3%	25,0%	10,7%	16,1%	3,8%	13,3%	9,1%	11,9%
Neither agree nor disagree	Count	6	8	14	6	4	5	12	8	6	9	78
	%	21,4%	26,7%	41,2%	20,0%	12,5%	17,9%	38,7%	30,8%	20,0%	27,3%	25,8%
Agree	Count	9	14	12	18	8	15	8	11	13	16	124
	%	32,1%	46,7%	35,3%	60,0%	25,0%	53,6%	25,8%	42,3%	43,3%	48,5%	41,1%
Agree strongly	Count	7	4	4	1	8	5	6	4	5	5	49
	%	25,0%	13,3%	11,8%	3,3%	25,0%	17,9%	19,4%	15,4%	16,7%	15,2%	16,2%
Total	Count	28	30	34	30	32	28	31	26	30	33	302
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 50 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Severe competition*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	0	2	4	0	0	2	3	0	15
	%	14,3%	0,0%	0,0%	6,9%	12,1%	0,0%	0,0%	7,7%	10,0%	0,0%	5,0%
Disagree	Count	0	2	1	1	0	2	3	5	3	2	19
	%	0,0%	6,7%	3,0%	3,4%	0,0%	7,1%	9,7%	19,2%	10,0%	5,9%	6,3%
Neither agree nor disagree	Count	2	14	9	4	0	4	15	7	6	5	66
	%	7,1%	46,7%	27,3%	13,8%	0,0%	14,3%	48,4%	26,9%	20,0%	14,7%	21,9%
Agree	Count	13	12	17	15	4	20	8	10	13	19	131
	%	46,4%	40,0%	51,5%	51,7%	12,1%	71,4%	25,8%	38,5%	43,3%	55,9%	43,4%
Agree strongly	Count	9	2	6	7	25	2	5	2	5	8	71
	%	32,1%	6,7%	18,2%	24,1%	75,8%	7,1%	16,1%	7,7%	16,7%	23,5%	23,5%
Total	Count	28	30	33	29	33	28	31	26	30	34	302
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 51 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Corruption and nepotism*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	9	0	1	0	0	1	2	1	2	2	18
	%	32,1%	0,0%	3,0%	0,0%	0,0%	3,6%	6,5%	3,8%	6,7%	5,9%	6,0%
Disagree	Count	6	2	8	2	8	2	2	3	0	7	40
	%	21,4%	6,7%	24,2%	6,9%	25,0%	7,1%	6,5%	11,5%	0,0%	20,6%	13,3%
Neither agree nor disagree	Count	9	0	16	9	0	9	3	12	3	13	74
	%	32,1%	0,0%	48,5%	31,0%	0,0%	32,1%	9,7%	46,2%	10,0%	38,2%	24,6%
Agree	Count	4	12	5	13	12	13	9	7	12	10	97
	%	14,3%	40,0%	15,2%	44,8%	37,5%	46,4%	29,0%	26,9%	40,0%	29,4%	32,2%
Agree strongly	Count	0	16	3	5	12	3	15	3	13	2	72
	%	0,0%	53,3%	9,1%	17,2%	37,5%	10,7%	48,4%	11,5%	43,3%	5,9%	23,9%
Total	Count	28	30	33	29	32	28	31	26	30	34	301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 52 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Inadequateness between the offer and/or the approach of formal education and the needs of the labour market*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	4	0	1	0	4	1	2	1	1	0	14
	%	14,3%	0,0%	2,9%	0,0%	12,1%	3,4%	6,5%	4,0%	3,3%	0,0%	4,7%
Disagree	Count	0	2	2	0	0	0	2	0	1	0	7
	%	0,0%	6,7%	5,9%	0,0%	0,0%	0,0%	6,5%	0,0%	3,3%	0,0%	2,3%
Neither agree nor disagree	Count	9	2	6	2	4	1	3	3	2	11	43
	%	32,1%	6,7%	17,6%	6,9%	12,1%	3,4%	9,7%	12,0%	6,7%	34,4%	14,3%
Agree	Count	13	16	14	20	17	21	12	11	17	20	161
	%	46,4%	53,3%	41,2%	69,0%	51,5%	72,4%	38,7%	44,0%	56,7%	62,5%	53,5%
Agree strongly	Count	2	10	11	7	8	6	12	10	9	1	76
	%	7,1%	33,3%	32,4%	24,1%	24,2%	20,7%	38,7%	40,0%	30,0%	3,1%	25,2%
Total	Count	28	30	34	29	33	29	31	25	30	32	301
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

TABLE 53 Number of SOHOs by Young people today face a series of obstacles in finding a job: *Increasing request for several diplomas and no recognition of other forms of learning*

		BE	BA	FR	HU	MT	PL	RS	SK	SI	UK	Total
Disagree strongly	Count	6	0	0	0	4	0	0	1	2	0	13
	%	21,4%	0,0%	0,0%	0,0%	12,1%	0,0%	0,0%	3,7%	6,7%	0,0%	4,3%
Disagree	Count	2	2	2	0	0	6	2	3	3	5	25
	%	7,1%	6,7%	5,9%	0,0%	0,0%	21,4%	6,3%	11,1%	10,0%	15,2%	8,2%
Neither agree nor disagree	Count	2	2	4	6	8	4	2	5	9	10	52
	%	7,1%	6,7%	11,8%	20,0%	24,2%	14,3%	6,3%	18,5%	30,0%	30,3%	17,0%
Agree	Count	11	12	15	20	21	16	14	10	9	13	141
	%	39,3%	40,0%	44,1%	66,7%	63,6%	57,1%	43,8%	37,0%	30,0%	39,4%	46,2%
Agree strongly	Count	7	14	13	4	0	2	14	8	7	5	74
	%	25,0%	46,7%	38,2%	13,3%	0,0%	7,1%	43,8%	29,6%	23,3%	15,2%	24,3%
Total	Count	28	30	34	30	33	28	32	27	30	33	305
	%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%	100,0%

APPENDIX C

EMPLOYERS SURVEY TOP LINE DATA

APPENDIX C – TABLES

Employers

Table 1. Employers by employment sector

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private sector	79	35,0	35,7	35,7
	Public sector	116	51,3	52,5	88,2
	Not-for-profit sector	18	8,0	8,1	96,4
	Social enterprise	8	3,5	3,6	100,0
	Total	221	97,8	100,0	
Missing	System	5	2,2		
Total		226	100,0		

Table 2. Employers by number of people employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 25	40	17,7	19,1	19,1
	26- 100	23	10,2	11,0	30,1
	101 - 250	15	6,6	7,2	37,3
	More than 250	131	58,0	62,7	100,0
	Total	209	92,5	100,0	
Missing	System	17	7,5		
Total		226	100,0		

Table 3. Employers by country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belgium	121	53,5	53,5	53,5
	Bosnia and Herzegovina	5	2,2	2,2	55,8
	France	20	8,8	8,8	64,6
	Hungary	7	3,1	3,1	67,7
	Malta	2	,9	,9	68,6
	Poland	5	2,2	2,2	70,8
	Serbia	12	5,3	5,3	76,1
	Slovakia	26	11,5	11,5	87,6
	Slovenia	23	10,2	10,2	97,8
	United Kingdom	5	2,2	2,2	100,0
	Total	226	100,0	100,0	

Table 4. Employers by level of knowledge about [European Union Youth and Education Programmes]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	97	42,9	42,9	42,9
	2	65	28,8	28,8	71,7
	3	38	16,8	16,8	88,5
	4	17	7,5	7,5	96,0
	5- very knowledgeable	9	4,0	4,0	100,0
	Total	226	100,0	100,0	

Table 5. Employers by level of knowledge about [European Voluntary Service - EVS]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	131	58,0	58,2	58,2
	2	50	22,1	22,2	80,4
	3	19	8,4	8,4	88,9
	4	13	5,8	5,8	94,7
	5- very knowledgeable	12	5,3	5,3	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 6. Employers by level of knowledge about [Erasmus]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	46	20,4	20,4	20,4
	2	67	29,6	29,8	50,2
	3	59	26,1	26,2	76,4
	4	39	17,3	17,3	93,8
	5- very knowledgeable	14	6,2	6,2	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 7. Employers by level of knowledge about [International Voluntary Workcamps]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	107	47,3	47,6	47,6
	2	59	26,1	26,2	73,8
	3	41	18,1	18,2	92,0
	4	14	6,2	6,2	98,2
	5- very knowledgeable	4	1,8	1,8	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 8. Employers by level of knowledge about [Long term high school student exchanges]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	105	46,5	46,7	46,7
	2	63	27,9	28,0	74,7
	3	36	15,9	16,0	90,7
	4	15	6,6	6,7	97,3
	5- very knowledgeable	6	2,7	2,7	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 9. Employers by level of knowledge about [Doctors without Borders]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	64	28,3	28,4	28,4
	2	71	31,4	31,6	60,0
	3	55	24,3	24,4	84,4
	4	25	11,1	11,1	95,6
	5- very knowledgeable	10	4,4	4,4	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 10. Employers by level of knowledge about [United Nations Volunteers - UNV]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	137	60,6	60,9	60,9
	2	60	26,5	26,7	87,6
	3	20	8,8	8,9	96,4
	4	6	2,7	2,7	99,1
	5- very knowledgeable	2	,9	,9	100,0
	Total	225	99,6	100,0	
Missing	System	1	,4		
Total		226	100,0		

Table 11. Employers by level of knowledge about [Peace Corps]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1- not knowledgeable	147	65,0	65,0	65,0
	2	49	21,7	21,7	86,7
	3	20	8,8	8,8	95,6
	4	9	4,0	4,0	99,6
	5- very knowledgeable	1	,4	,4	100,0
	Total	226	100,0	100,0	

Table 12. Employers by *There is a general perception that living in another country for a period of time is socially desirable.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	168	74,3	75,0	75,0
	No	56	24,8	25,0	100,0
	Total	224	99,1	100,0	
Missing	System	2	,9		
Total		226	100,0		

Table 13. Employers by: *a young person being a volunteer in another country for a period of time increases his/her chances to find a job*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree strongly	5	2,2	2,2	2,2
	Disagree somewhat	20	8,8	8,9	11,2
	Neither agree nor disagree	28	12,4	12,5	23,7
	Agree somewhat	122	54,0	54,5	78,1
	Agree strongly	49	21,7	21,9	100,0
	Total	224	99,1	100,0	
Missing	System	2	,9		
Total		226	100,0		

Table 14. Employers by: ***Being a volunteer in another country for a period of time increases one's readiness in the labour market*** **[by providing him/her with a general experience in life]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2,2	2,2	2,2
	Disagree	3	1,3	1,3	3,6
	Neutral	7	3,1	3,1	6,7
	Agree	114	50,4	50,9	57,6
	Strongly agree	95	42,0	42,4	100,0
	Total	224	99,1	100,0	
Missing	System	2	,9		
Total		226	100,0		

Table 15. Employers by: ***Being a volunteer in another country for a period of time increases one's readiness in the labour market*** **[by providing him/her with an international experience]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1,8	1,8	1,8
	Disagree	2	,9	,9	2,7
	Neutral	21	9,3	9,4	12,1
	Agree	110	48,7	49,1	61,2
	Strongly agree	87	38,5	38,8	100,0
	Total	224	99,1	100,0	
Missing	System	2	,9		
Total		226	100,0		

Table 16. Employers by: *Being a volunteer in another country for a period of time increases one's readiness in the labour market* [by providing him/her with a work-related experience]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	1,8	1,8	1,8
	Disagree	10	4,4	4,5	6,3
	Neutral	50	22,1	22,4	28,7
	Agree	109	48,2	48,9	77,6
	Strongly agree	50	22,1	22,4	100,0
	Total	223	98,7	100,0	
Missing	System	3	1,3		
Total		226	100,0		

Table 17. Employers by: *Being a volunteer in another country for a period of time increases one's readiness in the labour market* [by contributing to his/her competences* development]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1,3	1,3	1,3
	Disagree	5	2,2	2,2	3,6
	Neutral	22	9,7	9,8	13,4
	Agree	125	55,3	55,8	69,2
	Strongly agree	69	30,5	30,8	100,0
	Total	224	99,1	100,0	
Missing	System	2	,9		
Total		226	100,0		

Table 18. Employers by: ***the importance of competences among employees*** **[Cooperating]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	6	2,7	2,8	5,1
	Important	79	35,0	36,4	41,5
	Very important	127	56,2	58,5	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 19. Employers by: ***the importance of competences among employees*** **[Speaking]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	14	6,2	6,5	8,8
	Important	124	54,9	57,4	66,2
	Very important	73	32,3	33,8	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 20. Employers by: ***the importance of competences among employees*** **[Listening]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	7	3,1	3,3	5,6
	Important	93	41,2	43,3	48,8
	Very important	110	48,7	51,2	100,0
	Total	215	95,1	100,0	
Missing	System	11	4,9		
Total		226	100,0		

Table 21. Employers by: ***the importance of competences among employees*** **[Flexibility]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	22	9,7	10,2	12,5
	Important	98	43,4	45,4	57,9
	Very important	91	40,3	42,1	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 22. Employers by: ***the importance of competences among employees***
[Planning & Organizing]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	3	1,3	1,4	2,8
	Somewhat important	19	8,4	8,8	11,5
	Important	117	51,8	53,9	65,4
	Very important	75	33,2	34,6	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 23. Employers by: ***the importance of competences among employees***
[Learning to learn]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1,8	1,8	1,8
	Not important	8	3,5	3,7	5,5
	Somewhat important	41	18,1	18,9	24,4
	Important	108	47,8	49,8	74,2
	Very important	56	24,8	25,8	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 24. Employers by: *the importance of competences among employees* [Giving feedback]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	3	1,3	1,4	2,8
	Somewhat important	19	8,4	8,8	11,5
	Important	111	49,1	51,2	62,7
	Very important	81	35,8	37,3	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 25. Employers by: *the importance of competences among employees* [Handling feedback]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	3	1,3	1,4	2,8
	Somewhat important	15	6,6	6,9	9,7
	Important	118	52,2	54,4	64,1
	Very important	78	34,5	35,9	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 26. Employers by: *the importance of competences among employees* [Self-reflection]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	4	1,8	1,8	3,2
	Somewhat important	42	18,6	19,4	22,6
	Important	103	45,6	47,5	70,0
	Very important	65	28,8	30,0	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 27. Employers by: *the importance of competences among employees* [Networking]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1,8	1,8	1,8
	Not important	11	4,9	5,1	6,9
	Somewhat important	42	18,6	19,4	26,3
	Important	82	36,3	37,8	64,1
	Very important	78	34,5	35,9	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 28. Employers by: ***the importance of competences among employees***
[Handling authority]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1,8	1,9	1,9
	Not important	8	3,5	3,7	5,6
	Somewhat important	60	26,5	27,8	33,3
	Important	95	42,0	44,0	77,3
	Very important	49	21,7	22,7	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 29. Employers by: ***the importance of competences among employees***
[Respecting rules]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	5	2,2	2,3	3,7
	Somewhat important	24	10,6	11,1	14,8
	Important	111	49,1	51,4	66,2
	Very important	73	32,3	33,8	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 30. Employers by: *the importance of competences among employees* [Handling clients]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1,8	1,9	1,9
	Not important	3	1,3	1,4	3,2
	Somewhat important	15	6,6	6,9	10,2
	Important	66	29,2	30,6	40,7
	Very important	128	56,6	59,3	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 31. Employers by: *the importance of competences among employees* [Taking initiative]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	2	,9	,9	,9
	Not important	4	1,8	1,9	2,8
	Somewhat important	42	18,6	19,5	22,3
	Important	111	49,1	51,6	74,0
	Very important	56	24,8	26,0	100,0
	Total	215	95,1	100,0	
Missing	System	11	4,9		
Total		226	100,0		

Table 32. Employers by: *the importance of competences among employees* [Acting independently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	24	10,6	11,1	13,4
	Important	113	50,0	52,1	65,4
	Very important	75	33,2	34,6	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 33. Employers by: *the importance of competences among employees* [Empathizing]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	7	3,1	3,2	4,6
	Somewhat important	29	12,8	13,4	18,1
	Important	115	50,9	53,2	71,3
	Very important	62	27,4	28,7	100,0
	Total	216	95,6	100,0	
Missing	System	10	4,4		
Total		226	100,0		

Table 34. Employers by: *the importance of competences among employees* [Intercultural sensitivity]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	5	2,2	2,3	2,3
	Not important	11	4,9	5,1	7,4
	Somewhat important	35	15,5	16,3	23,7
	Important	105	46,5	48,8	72,6
	Very important	59	26,1	27,4	100,0
	Total	215	95,1	100,0	
Missing	System	11	4,9		
Total		226	100,0		

Table 35. Employers by: *the importance of competences among employees* [Dealing with stress or handling stress]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	7	3,1	3,2	4,6
	Somewhat important	21	9,3	9,7	14,3
	Important	110	48,7	50,7	65,0
	Very important	76	33,6	35,0	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 36. Employers by: *the importance of competences among employees* [Working in team]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	3	1,3	1,4	1,4
	Not important	2	,9	,9	2,3
	Somewhat important	5	2,2	2,3	4,7
	Important	99	43,8	46,0	50,7
	Very important	106	46,9	49,3	100,0
	Total	215	95,1	100,0	
Missing	System	11	4,9		
Total		226	100,0		

Table 37. Employers by: *the importance of competences among employees* [Foreign language skills]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	18	8,0	9,2	9,2
	Not important	47	20,8	24,0	33,2
	Somewhat important	53	23,5	27,0	60,2
	Important	47	20,8	24,0	84,2
	Very important	31	13,7	15,8	100,0
	Total	196	86,7	100,0	
Missing	System	30	13,3		
Total		226	100,0		

Table 38. Employers by: ***the importance of competences among employees*** **[Communication]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important at all	4	1,8	2,0	2,0
	Not important	1	,4	,5	2,6
	Somewhat important	6	2,7	3,1	5,6
	Important	99	43,8	50,5	56,1
	Very important	86	38,1	43,9	100,0
	Total	196	86,7	100,0	
Missing	System	30	13,3		
Total		226	100,0		

Table 39. Employers by: ***Do you currently employ a person who has spent a period of time in another country as a volunteer or with similar status?***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	38,1	39,4	39,4
	No	132	58,4	60,6	100,0
	Total	218	96,5	100,0	
Missing	System	8	3,5		
Total		226	100,0		

Table 40. Employers by: ***Ideal place to present volunteer experience*** **[It should be included in the CV]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	18	8,0	8,3	8,3
	Yes	199	88,1	91,7	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 41. Employers by: ***Ideal place to present volunteer experience*** **[It should be included it in the letter of intent (motivation letter)]**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	95	42,0	48,2	48,2
	Yes	102	45,1	51,8	100,0
	Total	197	87,2	100,0	
Missing	System	29	12,8		
Total		226	100,0		

Table 42. Employers by: *Ideal place to present volunteer experience* [It should be presented in the job interview]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	68	30,1	34,2	34,2
	Yes	131	58,0	65,8	100,0
	Total	199	88,1	100,0	
Missing	System	27	11,9		
Total		226	100,0		

Table 43. Employers by: *Ideal place to present volunteer experience* [It is not relevant, therefore should not be presented and / or described]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	197	87,2	100,0	100,0
Missing	System	29	12,8		
Total		226	100,0		

Table 44. Employers by: *Ideal place to present volunteer experience* in the CV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under some sort of experience section	157	69,5	83,1	83,1
	Under some sort of education section	11	4,9	5,8	88,9
	Under some sort of hobby-extra curriculum activities section	21	9,3	11,1	100,0
	Total	189	83,6	100,0	
Missing	System	37	16,4		
Total		226	100,0		

Table 45. Employers by: *Presenting a Youthpass certificate would contribute positively to the evaluation in a job application*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree strongly	9	4,0	4,1	4,1
	Disagree somewhat	14	6,2	6,5	10,6
	Neither agree nor disagree	61	27,0	28,1	38,7
	Agree somewhat	97	42,9	44,7	83,4
	Agree strongly	36	15,9	16,6	100,0
	Total	217	96,0	100,0	
Missing	System	9	4,0		
Total		226	100,0		

Table 46. Employers by: ***In the likelihood of a job applicant with European Voluntary Service Experience in a related field, but with little or poor formal education, what would be your decision?***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	We would be more likely to employ the candidate with better formal education	38	16,8	17,9	17,9
	We would evaluate the candidate with EVS experience slightly more positively	48	21,2	22,6	40,6
	We would be more likely to employ the candidate with EVS experience	9	4,0	4,2	44,8
	EVS experience would make a difference only depending on other qualifications	117	51,8	55,2	100,0
	Total	212	93,8	100,0	
Missing	System	14	6,2		
Total		226	100,0		

Table 47. Employers by: Young people today face a series of obstacles in finding a job [Having skills labour market doesn't need]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	34	15,0	16,0	16,0
	Disagree	49	21,7	23,1	39,2
	Neutral	58	25,7	27,4	66,5
	Agree	50	22,1	23,6	90,1
	Strongly agree	21	9,3	9,9	100,0
	Total	212	93,8	100,0	
Missing	System	14	6,2		
Total		226	100,0		

Table 48. Employers by: Young people today face a series of obstacles in finding a job [Having unrecognized skills (non formally or informally learned]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	14,6	15,7	15,7
	Disagree	52	23,0	24,8	40,5
	Neutral	44	19,5	21,0	61,4
	Agree	70	31,0	33,3	94,8
	Strongly agree	11	4,9	5,2	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 49. Employers by: Young people today face a series of obstacles in finding a job [Being over-qualified]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	11,1	11,9	11,9
	Disagree	48	21,2	22,9	34,8
	Neutral	44	19,5	21,0	55,7
	Agree	75	33,2	35,7	91,4
	Strongly agree	18	8,0	8,6	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 50. Employers by: Young people today face a series of obstacles in finding a job [Not knowing how or where to find information on employment issues]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	5,8	6,2	6,2
	Disagree	28	12,4	13,3	19,4
	Neutral	35	15,5	16,6	36,0
	Agree	87	38,5	41,2	77,3
	Strongly agree	48	21,2	22,7	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 51. Employers by: Young people today face a series of obstacles in finding a job [No motivation for looking for a job]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	4,0	4,3	4,3
	Disagree	18	8,0	8,6	12,9
	Neutral	22	9,7	10,5	23,3
	Agree	69	30,5	32,9	56,2
	Strongly agree	92	40,7	43,8	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 52. Employers by: Young people today face a series of obstacles in finding a job [Information overload]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	6,6	7,1	7,1
	Disagree	62	27,4	29,4	36,5
	Neutral	75	33,2	35,5	72,0
	Agree	51	22,6	24,2	96,2
	Strongly agree	8	3,5	3,8	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 53. Employers by: Young people today face a series of obstacles in finding a job [Not enough recognition of voluntary work as work experience]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	7,1	7,6	7,6
	Disagree	54	23,9	25,7	33,3
	Neutral	76	33,6	36,2	69,5
	Agree	51	22,6	24,3	93,8
	Strongly agree	13	5,8	6,2	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 54. Employers by: Young people today face a series of obstacles in finding a job [To get work you need experience, to get experience you need work]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	5,8	6,2	6,2
	Disagree	18	8,0	8,5	14,7
	Neutral	26	11,5	12,3	27,0
	Agree	99	43,8	46,9	73,9
	Strongly agree	55	24,3	26,1	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 55. Employers by: Young people today face a series of obstacles in finding a job [Young people are offered only lower-paid, temporary jobs and/or internships]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	8,4	9,0	9,0
	Disagree	75	33,2	35,5	44,5
	Neutral	50	22,1	23,7	68,2
	Agree	53	23,5	25,1	93,4
	Strongly agree	14	6,2	6,6	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 56. Employers by: Young people today face a series of obstacles in finding a job [Economic crisis]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	4,9	5,3	5,3
	Disagree	17	7,5	8,1	13,4
	Neutral	50	22,1	23,9	37,3
	Agree	91	40,3	43,5	80,9
	Strongly agree	40	17,7	19,1	100,0
	Total	209	92,5	100,0	
Missing	System	17	7,5		
Total		226	100,0		

Table 57. Employers by: Young people today face a series of obstacles in finding a job [Lack of trust in young people]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	7,5	8,1	8,1
	Disagree	54	23,9	25,6	33,6
	Neutral	49	21,7	23,2	56,9
	Agree	75	33,2	35,5	92,4
	Strongly agree	16	7,1	7,6	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 58. Employers by: Young people today face a series of obstacles in finding a job [Sex-related discrimination (discrimination of younger women)]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	26	11,5	12,3	12,3
	Disagree	64	28,3	30,3	42,7
	Neutral	60	26,5	28,4	71,1
	Agree	47	20,8	22,3	93,4
	Strongly agree	14	6,2	6,6	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 59. Employers by: Young people today face a series of obstacles in finding a job [Lack of self confidence]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	5,3	5,7	5,7
	Disagree	26	11,5	12,4	18,1
	Neutral	52	23,0	24,8	42,9
	Agree	93	41,2	44,3	87,1
	Strongly agree	27	11,9	12,9	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 60. Employers by: Young people today face a series of obstacles in finding a job [Severe competition]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	4,0	4,3	4,3
	Disagree	17	7,5	8,1	12,3
	Neutral	41	18,1	19,4	31,8
	Agree	106	46,9	50,2	82,0
	Strongly agree	38	16,8	18,0	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 61. Employers by: Young people today face a series of obstacles in finding a job [Lack of equal chances in life, education, opportunities]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	4,9	5,2	5,2
	Disagree	28	12,4	13,3	18,6
	Neutral	63	27,9	30,0	48,6
	Agree	82	36,3	39,0	87,6
	Strongly agree	26	11,5	12,4	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		

Table 62. Employers by: Young people today face a series of obstacles in finding a job [Corruption and nepotism]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	29	12,8	13,7	13,7
	Disagree	52	23,0	24,6	38,4
	Neutral	69	30,5	32,7	71,1
	Agree	37	16,4	17,5	88,6
	Strongly agree	24	10,6	11,4	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 63. Employers by: Young people today face a series of obstacles in finding a job [Inadequateness between the offer and/or the approach of formal education and the needs of the labour market]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2,2	2,4	2,4
	Disagree	9	4,0	4,3	6,6
	Neutral	25	11,1	11,8	18,5
	Agree	103	45,6	48,8	67,3
	Strongly agree	69	30,5	32,7	100,0
	Total	211	93,4	100,0	
Missing	System	15	6,6		
Total		226	100,0		

Table 64. Employers by: Young people today face a series of obstacles in finding a job [Increasing request for several diplomas and no recognition of other forms of learning]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	3,5	3,8	3,8
	Disagree	37	16,4	17,6	21,4
	Neutral	51	22,6	24,3	45,7
	Agree	81	35,8	38,6	84,3
	Strongly agree	33	14,6	15,7	100,0
	Total	210	92,9	100,0	
Missing	System	16	7,1		
Total		226	100,0		