



## **Green Jobs and Green Education in Germany, Hungary, Poland and Romania - Which skills and knowledge is necessary and desirable for potential employees?**

### **Questionnaire evaluation of four European Countries**

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## Impressum – Legal Notice

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## Foreword

With reference to the ERASMUS Plus project “European Educational Concept in Environmental-, Nature- and Climate Protection” (EUBILD UNAKLIM 2016-1-DE02-KA204-003254), a questionnaire on green jobs and desired knowledge of potential course participants was sent out and evaluated. The results of the survey will be incorporated into the further education concept for adult education (to be prepared), which is planned in the four project partner countries: Germany, Hungary, Poland and Romania. The answers will be confronted with the hypotheses set earlier. The results of the survey are differences in the perceptions and wishes of employers and educational institutions or financing bodies. The planned further education will incorporate the results into the curriculum.

## 2 Questionnaire

The questionnaire was published online for 4 months. It was prepared in the 4 partner languages: German, Hungarian, Polish and Romanian, as well as in English. The questions referred to the desired knowledge of employees, the demand for further education and the subjects. In total, 112 questions were published: 20 open questions, 23 questions that could be answered with "Yes" or "No" and 69 questions that contained a rating from 1= totally unimportant to 6= very important.

This questionnaire was available online for several weeks and some reminders were sent out to improve the response rate. It was closed on 25.03.2017. The achieved response rates ranged from 4 to 14%.

Sent out to	Germany	Poland	Romania	Hungary	Total
Employers	470	198	140	191	999
Educational institutions and financing bodies	187	221	220	233	861
<b>Total</b>	<b>657</b>	<b>419</b>	<b>360</b>	<b>424</b>	<b>1,860</b>

Return	Germany	Poland	Romania	Hungary	Total
Employers	45	9	5	25	84
	9.57%	4.54%	3.67%	13.03%	8.9%
Educational institutions and financing bodies	15	31	10	23	79
	0.02%	14.02%	4.54%	9.87%	9.17%
<b>Total</b>	<b>60</b>	<b>40</b>	<b>15</b>	<b>48</b>	<b>163</b>
	<b>9.13%</b>	<b>9.54%</b>	<b>4.16%</b>	<b>11.32%</b>	<b>6.73%</b>

## 3 Evaluation of questionnaires filled in by employers

84 / 70 questionnaires were filled in completely. Answers to some questions provided by respondents included also n.i.= “no information” or blank spaces. Only **the answered** questions are included in the statistics. In some cases “n.i.” answers were included in the histograms to demonstrate the quality of the answer.

Comparisons of absolute figures as well as % figures were derived from the completely filled in questionnaires. In this analysis, the countries with the highest absolute number of returns influence the overall result unevenly due

to their high weighting, which is why also an internal comparison by country was carried out (i.e. there is a 100% value for the individual countries). This comparison evens out the different weighting.

However, it must be always borne in mind that Germany with a relative share of 54%, followed by Hungary with 30%, Poland with 10% and Romania with 6% still have different weightings.

### 3.1 Evaluation techniques

The questions were **categorised according to both comparisons by country and comparisons by type of organisation**. First, the statistical measures were calculated: mean, median, standard deviation, 95% confidence interval and confidence interval + and confidence interval - as well as skewness.

This procedure was applied to the questions that contained a **rating of 1-6**. Moreover, the populations of the answers were evaluated in this manner. The mean across all answers as well as all values that are greater than the mean are coloured green, while everything below the arithmetic mean is coloured red. This makes it easy to recognise which answers are above and below the average. If too few or too uniform data are collected for a calculation operation so that the calculation of the size does not work, this is indicated with a red "n.a."

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

The **open questions** are left as they were filled in in the questionnaire; they are categorised by country and institution, and where possible, the frequency of answers are counted and a ranking is prepared. Sometimes pie charts are possible.

### 3.2 Visualisation

Histograms are presented for comparisons by country and by institution and display absolute and percentage numbers. Wherever possible, pie charts are prepared. Sometimes - e.g. in the case of open questions - only tables and perhaps rankings are possible. Extrapolations are prepared a few times to identify possible trends in weightings.

## 4 Results

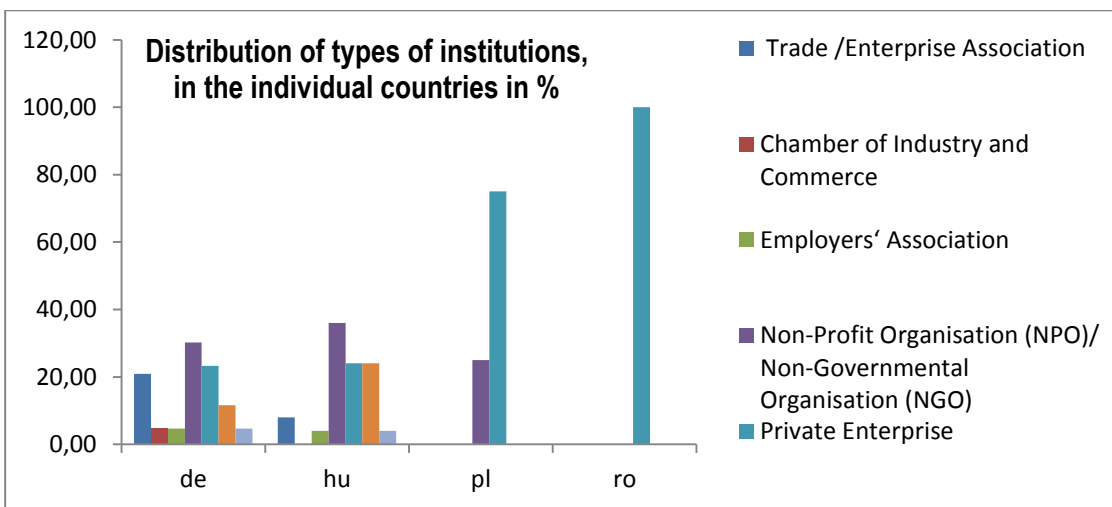
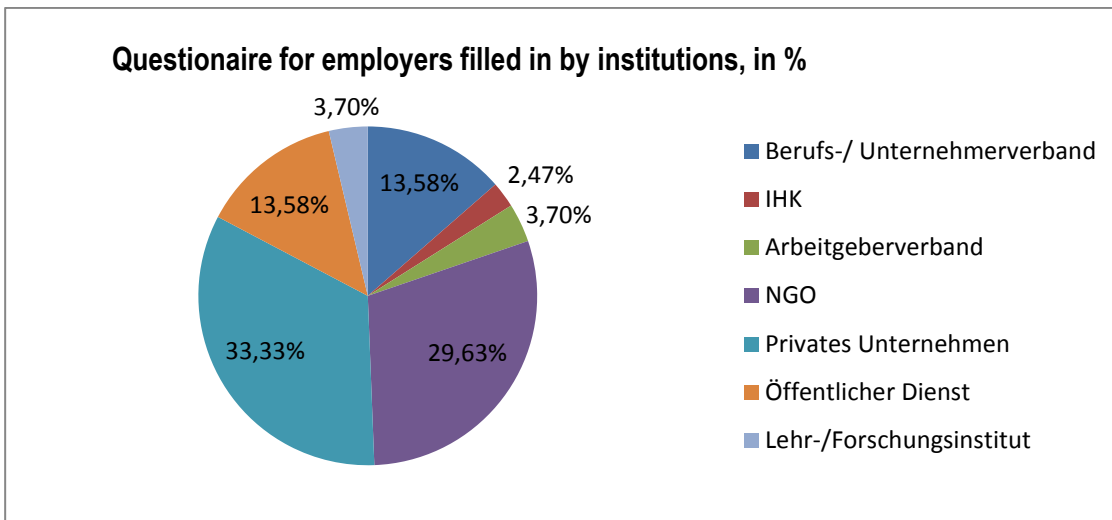
### 4.1 Statistical measures

The statistical measures are included in Appendices from 1.1 to 1.4.

### 4.2 Evaluation by country

#### Question 1            Your type of institution

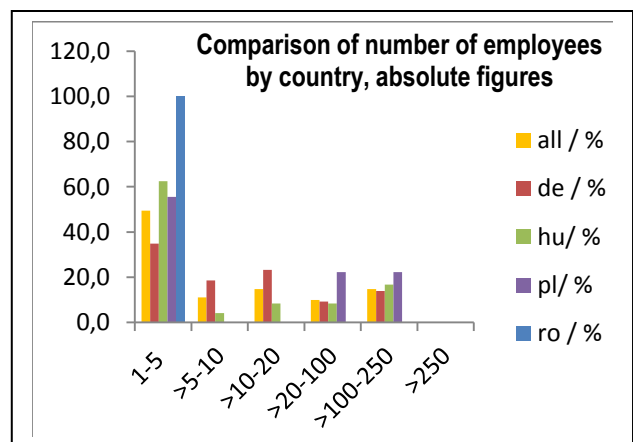
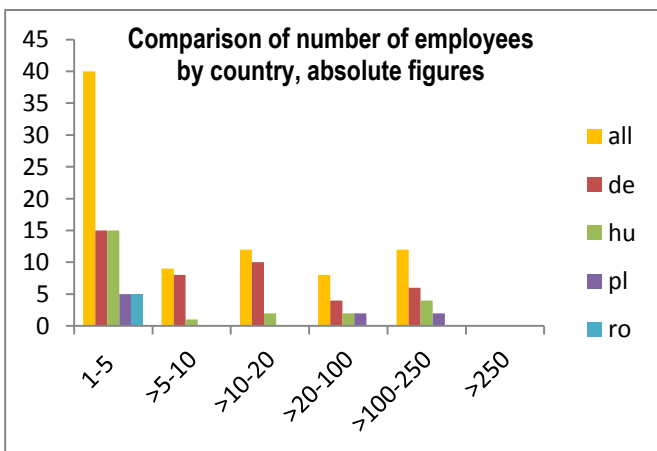
In Germany, mainly associations, NGOs and private enterprises took part in the survey. In Hungary, there were more NGOs and public institutions; in Poland - private enterprises and NGOs; in Romania - only private enterprises.



As far as individual countries are concerned, Germany and Hungary recorded the highest number of non-profit organisations, while Poland and Romania - the highest number of private enterprises.

**Question 2 Number of employees**

The majority of respondents have 1-5 employees, i.e. they are small enterprises.

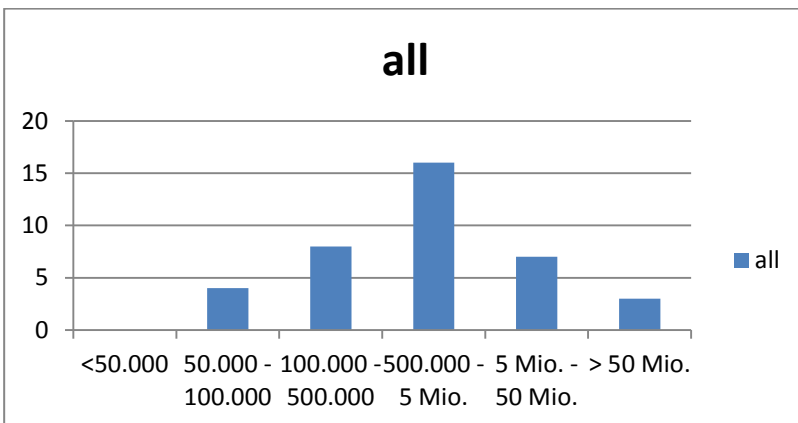
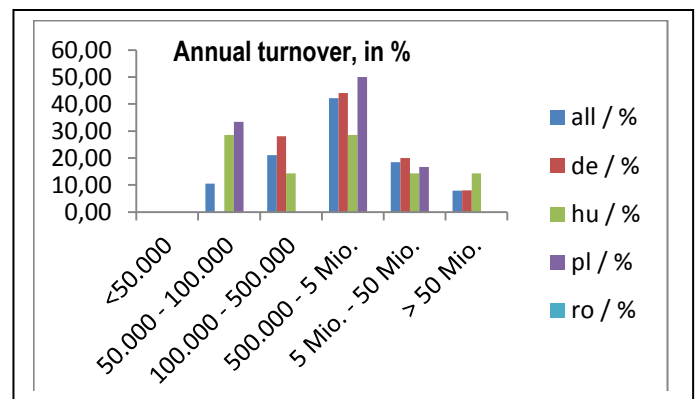
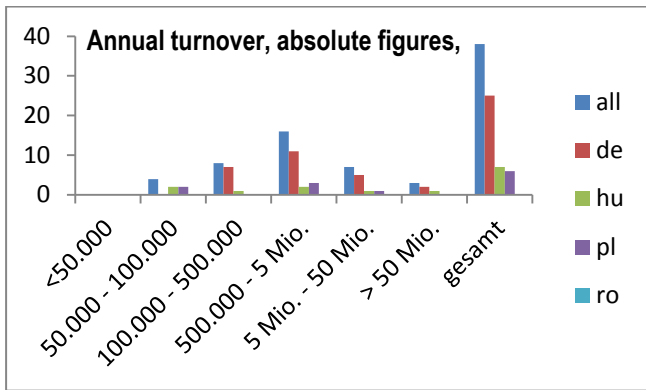


No institution employed more than 250 people. Germany and Hungary most often employed fewer than 5 employees, and Germany also >5-10 and >10-20 employees. Poland employed only >20 and >100 employees.

This means that in Poland mainly big enterprises participated in the survey. Romania is an outlier in the comparison by country: there were only 5 answers, all with <5 employees. This means that only small enterprises in Romania participated.

**Question 3 Annual turnover**

Only 47% (n=38) of the respondents answered this question. Nearly normal distribution. In the case of all of them. With the maximum being 500,000 - 5 million turnover per year. Also in Germany. Germany starts with the 3rd category (EUR >100,000 / year). Hungary and Poland are rather indifferent, Romania too.



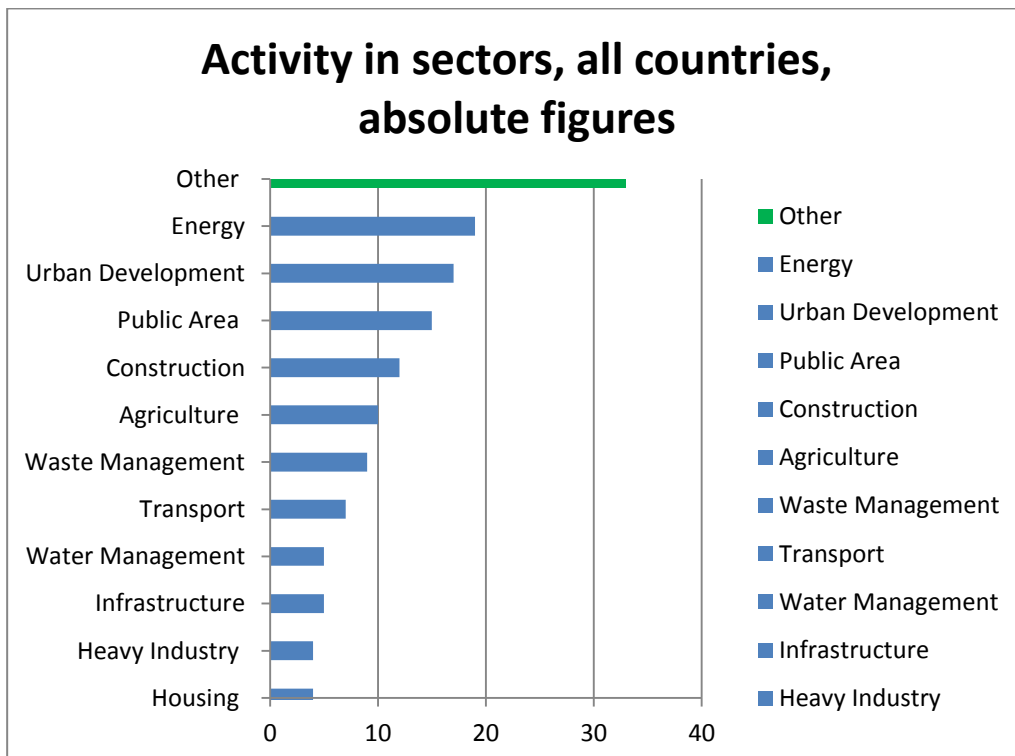
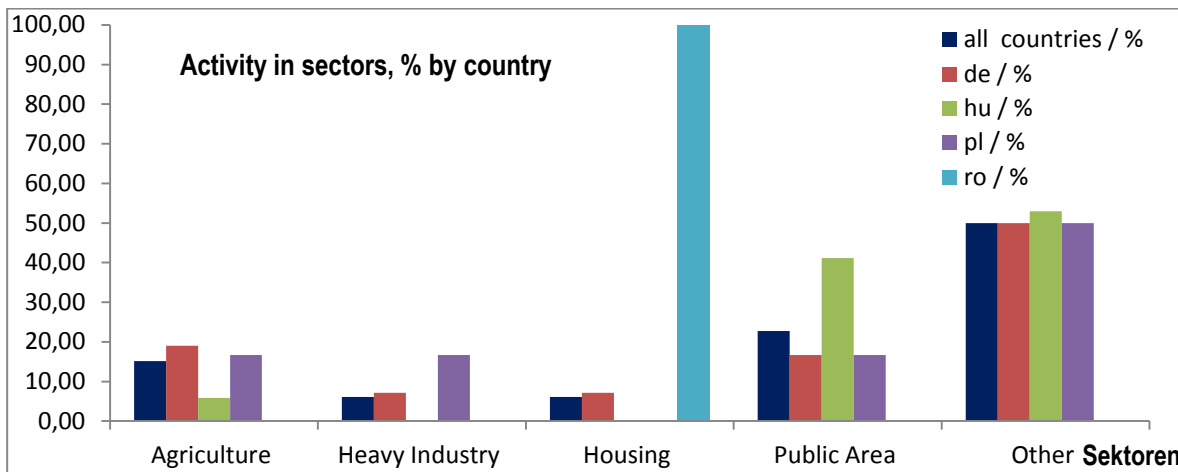
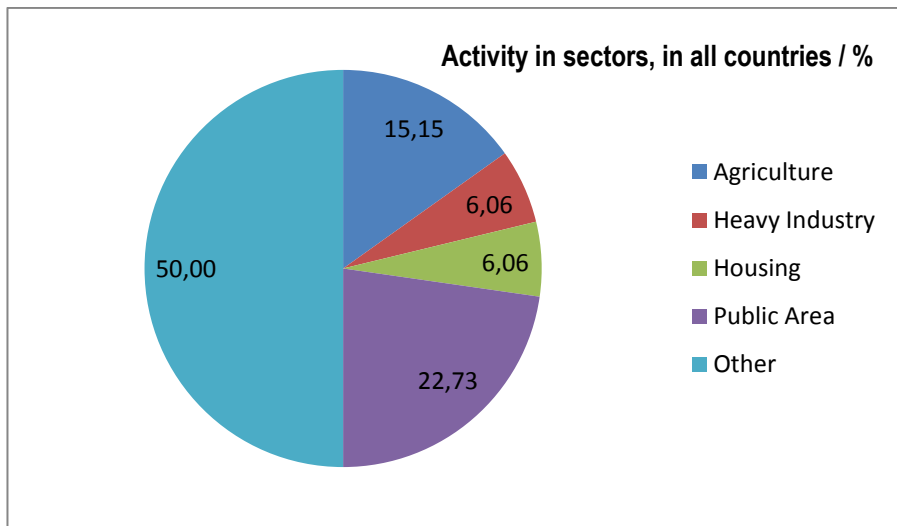
The overall view is normally distributed, with the maximum of all answers being in the range from EUR 500,000 to 5 million of turnover per year.

Germany is in the range of the maximum. Hungary is a little lower. Most enterprises would still count as SMEs (except the category EUR >50 million turnover per year).

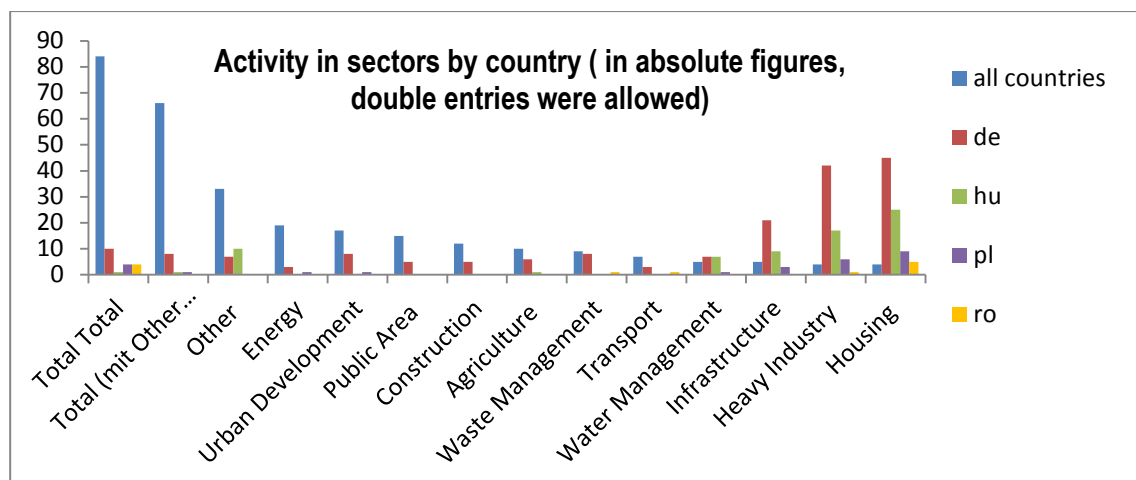
**Question 4 Activity in the following sectors**

The sectors represented were: Agriculture, heavy industry, housing and renting, public area, "other" with a further explanation were selected 33 times. "Other" without a further explanation - 51 times.





The following sectors were mentioned among the 50% "Other":



In the comparison by individual country, Hungary was more active in infrastructure and water management than average, and in "Other", but surprisingly below average in agriculture. The country was not active at all in the remaining sectors. Germany displayed strong activity in infrastructure, water management, agriculture, urban development, construction and energy. Poland - in infrastructure, water management, urban development and energy, while Romania strong activity in transport and water management. The open declarations of "Other" are as follows:

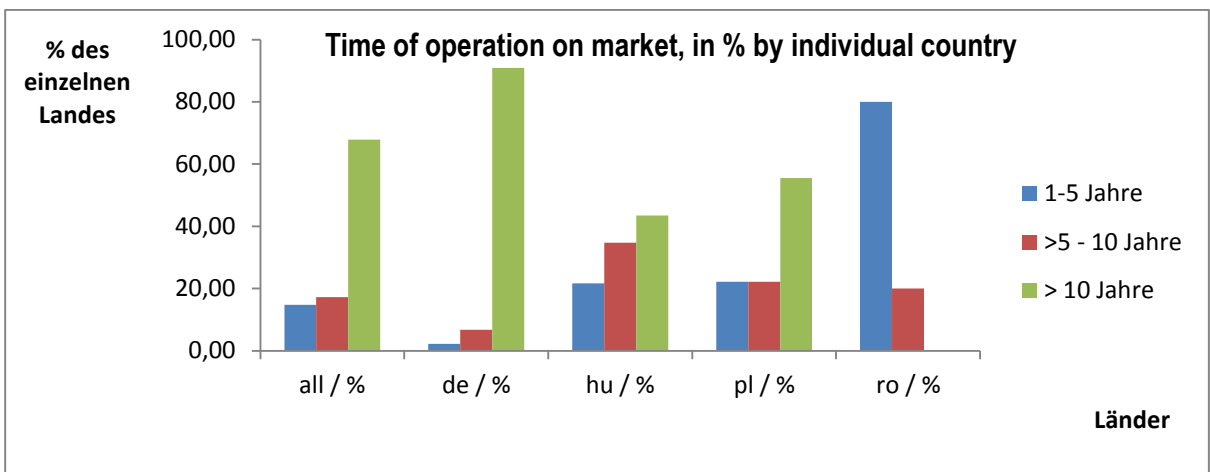
Country	Which other sector do you work in?	English
de	Bergbau	Mining

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de	Bergbau	Mining
de	Bergbau, Bodenschutz	Mining, Soil protection
de	Bergsport und Naturschutz	Mountaineering and environmental protection
de	Bildung; Naturschutz	Education, environmental protection
de	BNE	Sustainable development
de	Dienstleistung	Services general
de	Entwicklungszusammenarbeit	Development cooperation
de	Gartenbau	Gardening
de	Gesundheitsförderung	Health
de	Interessenvertretung BTA	Representation BTA
de	Klimaschutz	Climate protection
de	Natur- und Umweltschutz	Nature, environmental protection
de	Natur-, Tier- u. Umweltschutz	Nature, environmental and animal protection
de	Naturschutz	Environmental protection
de	Naturschutz	Environmental protection
de	Pflege	health, nursing, care
de	Pharmazeutisch	pharmaceutical
de	Umwelt, Verbraucherschutz	environment, user, customer protection
de	Umweltbildung	environmental education
de	umweltschutz	Environmental protection
hu	Autoipar	Car repair
hu	Gazdasági tanácsadás	economic consulting
hu	HR	HR
hu	Ifjúsági	youth
hu	kereskedelem	traffic
hu	oktatás és képzés	Training and education
hu	Oktatás, képzés	Training and education
hu	Természetvédelem	Environmental protection
hu	természetvédelem	Environmental protection
pl	Consulting	Consulting
pl	Górnictwo	Mining
pl	uczelnie publiczne	public universities

**Question 5** Time of operation on the market

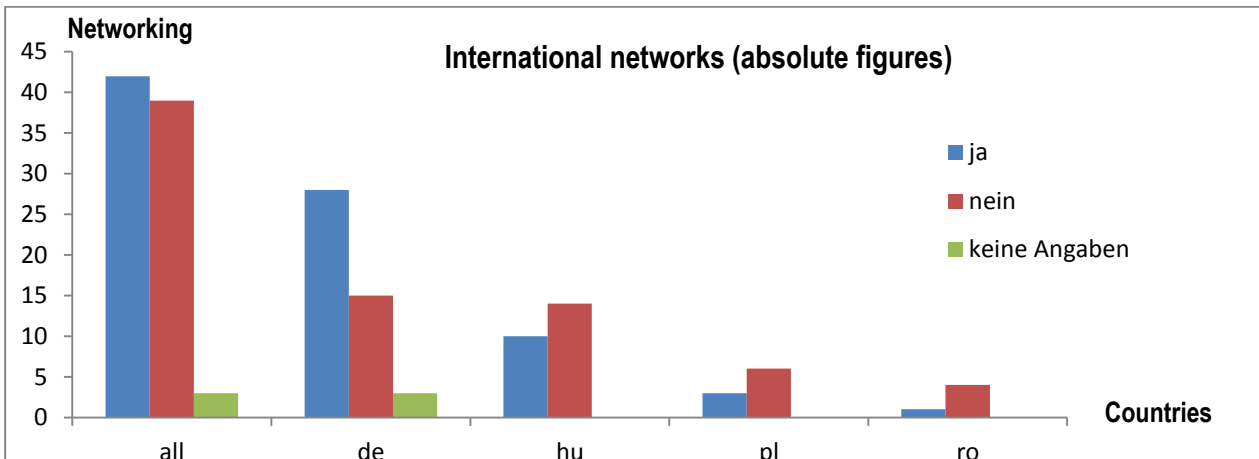
On average, the countries **have operated for more than 10 years on the market**, with the exception of Romania, where young enterprises responded.



**Question 6 The question about networking**

was answered with “Yes” by more than half of the enterprises. The Germans are characterised by the largest degree of networking. Hungary, Poland and Romania most often have no networks. **So they still need to catch up in this area. This means that such projects are very important for these countries.**

Question 6	Do you have international networks? 48.15% No 51.85% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	48.15%	34.88%	58.33%	66.67%	80.00%
Yes	51.85%	65.12%	41.67%	33.33%	20.00%



**Question 7 Where enterprises have networks**

Country	Where are your networks	English
de	Europa und Weltweit	Europe and worldwide
de	Europa und weltweit	Europe and worldwide
de	Weltweit	worldwide
de	Österreich Schweiz Tschechien Niederlande Belgien	Austria, Switzerland, Czech Republic, Netherlands, Belgium
de	Weltweit	worldwide

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de	Brasilien, Kuba	Brazil, Cuba
de	Europa, Asien, Amerika	Europe, Asia, America
de	Europa	Europe
de	Weltweit	worldwide
de	alle Kontinente	all continents
de	Taiwan Schweiz Niederlande	Taiwan, Switzerland, Netherlands
de	EU, Russland, China und USA	EU, Russia, China, USA
de	Europa	Europe
de	Weltweit	worldwide
de	ganz Europa, Nord Afrika ein wenig	All of Europe, a little North Africa
de	Europa	Europe
de	Russland, Österreich, Chile, Vietnam	Russia, Austria, Chile, Vietnam
de	Weltweit	worldwide
de	vornehmlich Europa	mainly Europe
de	Weltweit	worldwide
de	Rußland,China,Vereinigte Arabische Emirate,	Russia, China, Emirates
de	Mitteuropa	Central Europe
de	u.a. USA, Japan, China, BENELUX, Europa	USA, Japan, China, BENELUX, Europe
de	Alpenweit	across the Alps
de	Europa	Europe
de	Europäische Union	European Union
de	China, Thailand, Vietnam, Philippinen	China, Thailand, Vietnam, Philippines
de	Rumänien	Romania
hu	ELARD - európai Leader Hálózat Calidad Rural program - vidék minősége védjegy hálózat, Spanyolország (itt több tartományban, közel 80 térség csatlakozott, Magyarországról 4 térség lépett be a hálózatba)	ELARD - European Leader Network Calidad Rural programme – Quality of the countryside brand network, Spain (in several regions, almost 80 regions have joined, in Hungary 4 regions have joined the network)
hu	Baranya	Baranya county in Hungary
hu	EUROPARC - Európai szövetség	EUROPAR - European Union
hu	Európa	Europe
hu	Franciaország, Finnország, Németország, Olaszország, Spanyolország	France, Finland, Germany, Italy, Spain
hu	Németország Portugália Románia	Germany Portugal Romania
hu	Németország Románia	Germany Romania
hu	Románia	Romania
pl	małopolska	Małopolska
pl	Na wszystkich kontynentach prócz Australii	On all continents except Australia
pl	europajske i światowe organizacje skupiające szkoły wyższe, stowarzyszenia branżowe	European and global organizations associating universities, industry associations
ro	Polonia, UK, USA, Grecia.	Poland, UK, USA, Greece

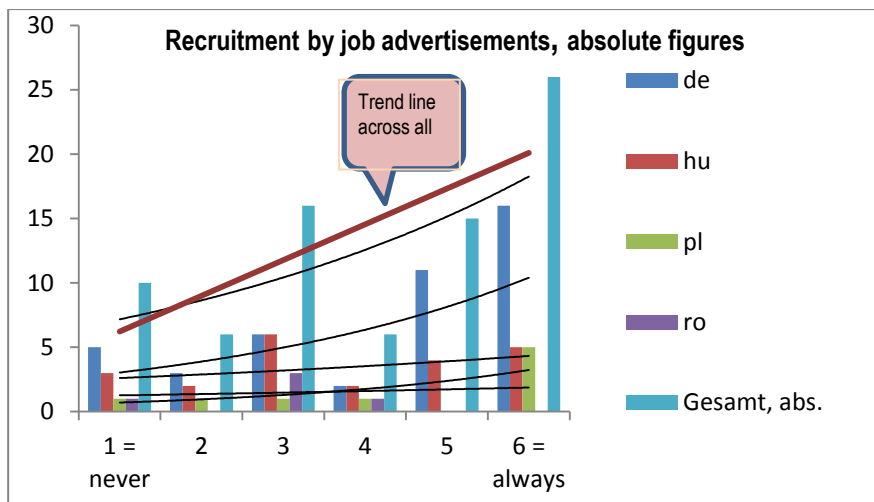
### Question 8 How do you recruit your staff? - Questions about staff acquisition strategy

#### 8.1 By job advertisements

Question 8.1	Do you recruit employees by job advertisements? 1= never; 6= yes, always
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Mean	5.33	3.80	3.96	5.30	2.60
SD	1.36	2.02	2.08	2.36	2.07
Median	6.00	3.63	4.86	6.00	2.00
95% confidence	0.30	0.60	0.89	1.46	1.82
Confidence interval +	5.64	5.81	4.85	6.76	4.42
Confidence interval -	5.03	1.78	3.07	3.84	0.78
Skewness	-1.72	-0.15	-0.39	0.12	1.45
n	79	43	21	10	5
	all	de	hu	pl	ro



It is shown that job advertisements are becoming an increasingly more important staff recruitment strategy for all countries. The red trend line concerns the population of the answers, the other and the histograms can be read.

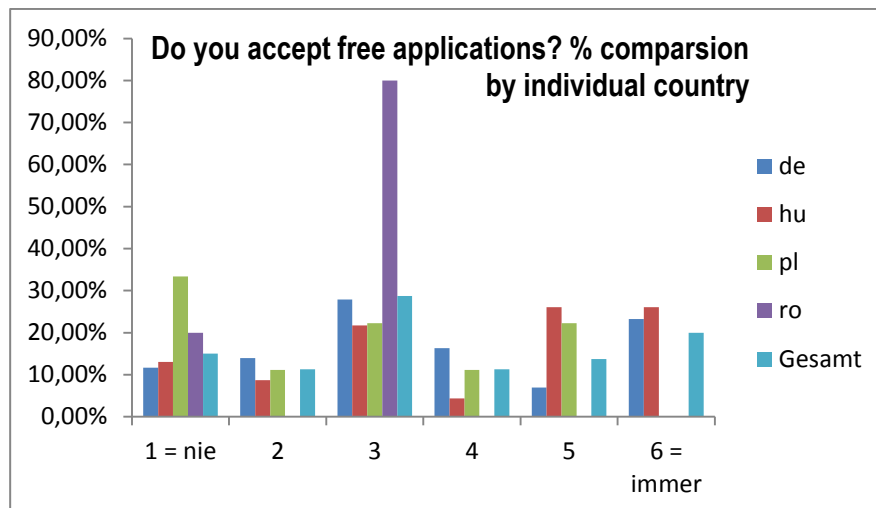
**8.2 By headhunters:** this strategy is not employed.

**8.3 The question about free applications** resulted in an indifferent picture: All countries rate it as "more often" (3.58), Germany and Hungary use them more often than average, Poland and Romania use them rather less often.

Question 8.3	Do you accept free applications? 1= never; 6= yes, always				
Mean	3.58	3.63	4.00	2.78	2.60
SD	1.70	1.68	1.78	1.64	0.89

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Median	3.00	3.00	5.00	3.00	3.00
95% confidence	0.37	0.50	0.73	1.07	0.78
Confidence interval +	3.95	4.13	4.73	3.85	3.38
Confidence interval -	3.20	3.13	3.27	1.71	1.82
Skewness	0.04	0.12	-0.42	0.24	-2.24
n	80	43	23	9	5
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>



The overall comparison by country is indifferent, Germany with the focus on "3" and "6", Romania on "3", Hungary indifferent from "3" to "6", Poland from "1" to "5".

This means that it is generally worth submitting a free application.

6= always
1= never

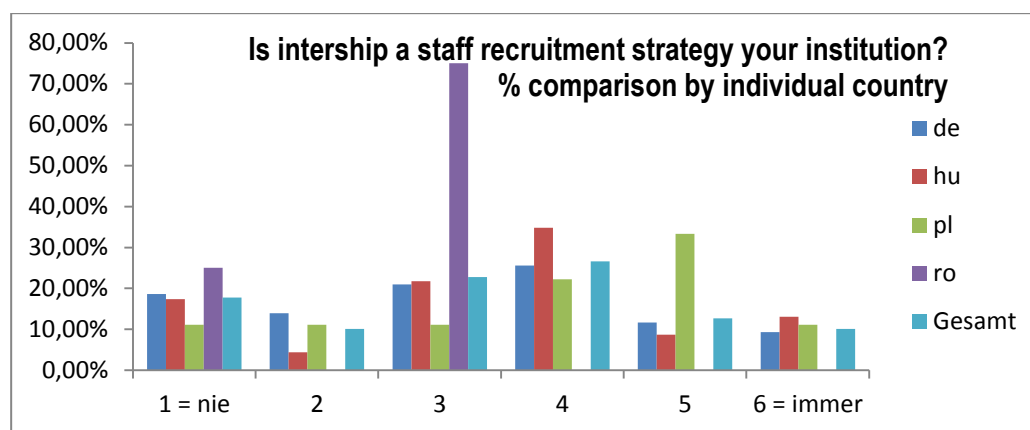
## 8.4 Internship strategy

Question 8.4	Do you recruit employees by internship? 1= never; 6= yes, always				
Mean	3.37	3.26	3.52	3.89	2.50
SD	1.55	1.56	1.56	1.62	1.00
Median	3.00	3.00	4.00	4.00	3.00
95% confidence	0.35	0.35	0.64	1.06	0.98
Confidence interval +	3.72	3.61	4.16	4.94	3.48
Confidence interval -	3.02	2.90	2.88	2.83	1.62

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Skewness	-0.04	0.06	-0.20	-0.69	-2.00
n	75	43	23	9	4
	all	de	Hu	pl	ro

The overall mean is 3.37 ("more often"). Generally, internship is not a very important criterion of the recruitment strategy. The trend in Poland and Hungary was slightly increasing. The overall trend in the bar chart is 3-4. Germany 4 but also mentions at 1 and 2, 5 and 6 were recorded. This strategy is most often present in Hungary and Poland (4/5). Romania is at 3 with some mentions of 1.



6= always
1= never

### 8.5 By recommendations

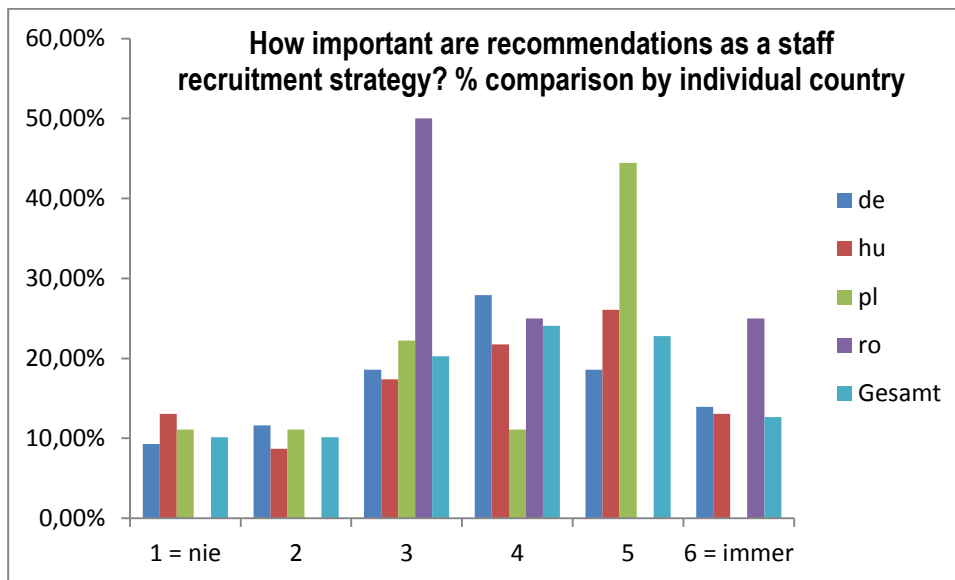
Recommendations, i.e. word of mouth, are important for staff recruitment in general. While more important than average in Germany, they are slightly less important in Hungary, Poland and Romania.

Question 8.5	Do you recruit employees by recommendations? 1= never; 6= yes, always				
Mean	4.60	4.86	4.48	4.33	3.25
SD	1.27	1.07	1.31	1.41	2.06



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Median	5.00	5.00	5.00	5.00	3.00
95% confidence	0.23	0.32	0.54	0.92	2.02
Confidence interval +	4.88	5.18	5.01	5.26	5.27
Confidence interval -	4.32	4.54	3.94	3.41	1.23
Skewness	-0.88	-0.82	-0.48	-1.78	0.71
n	79	43	23	9	4
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

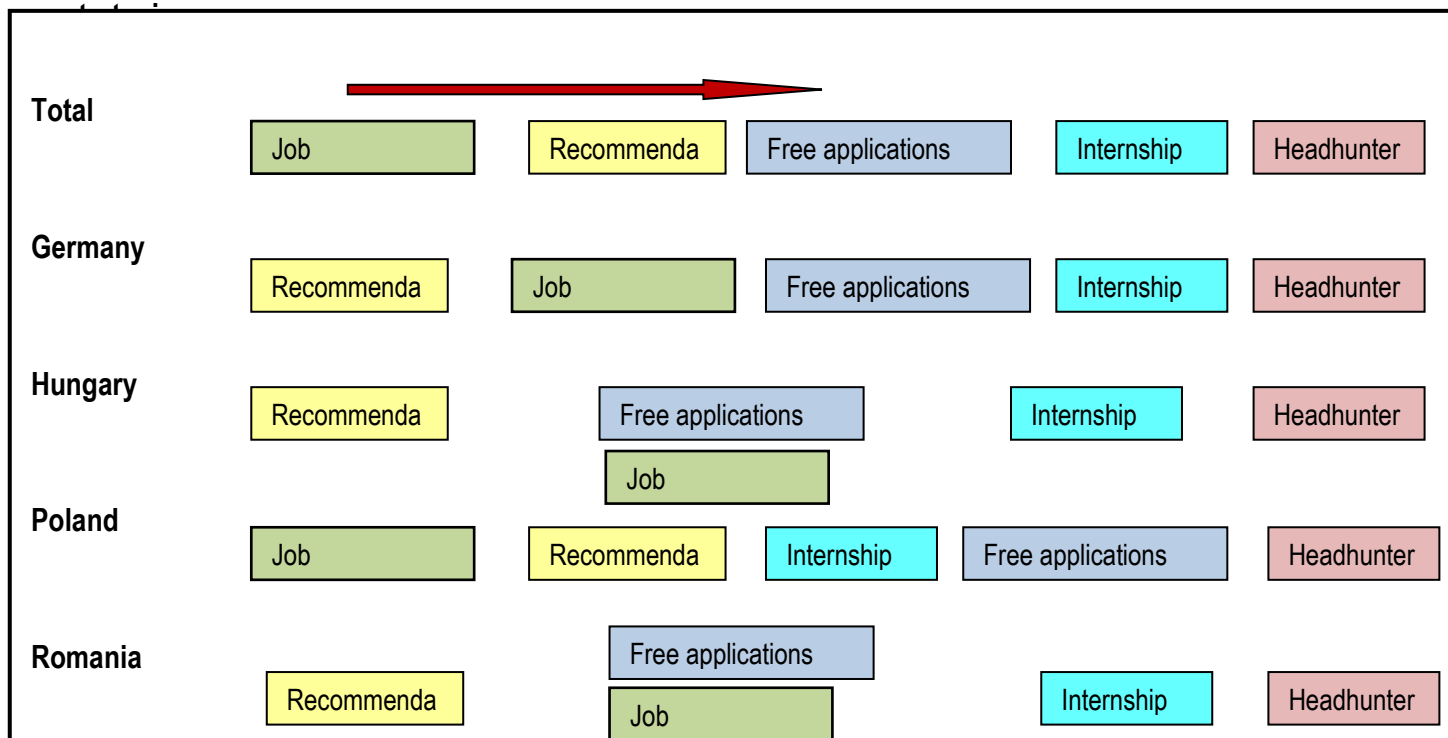


6= always
1= never

The bar charts show a nearly normal distribution for the overall view with the focus on "4-5", i.e. from "quite important" to "important". There are also mentions for "6= very important" and "3= moderately important".

Germany's focus is on 4, Hungary's on 5, the same as Poland. Romania prefers 3, but also 4 and 6.

The following picture results from a comparison of the mean values of the individual recruitment



**Question 9 Further staff recruitment strategies**

90% of respondents in total say “no” to this question, with merely 10% pursuing other strategies. Hungary applies them in 8%, Germany in 12% and Romania in 20% of cases.

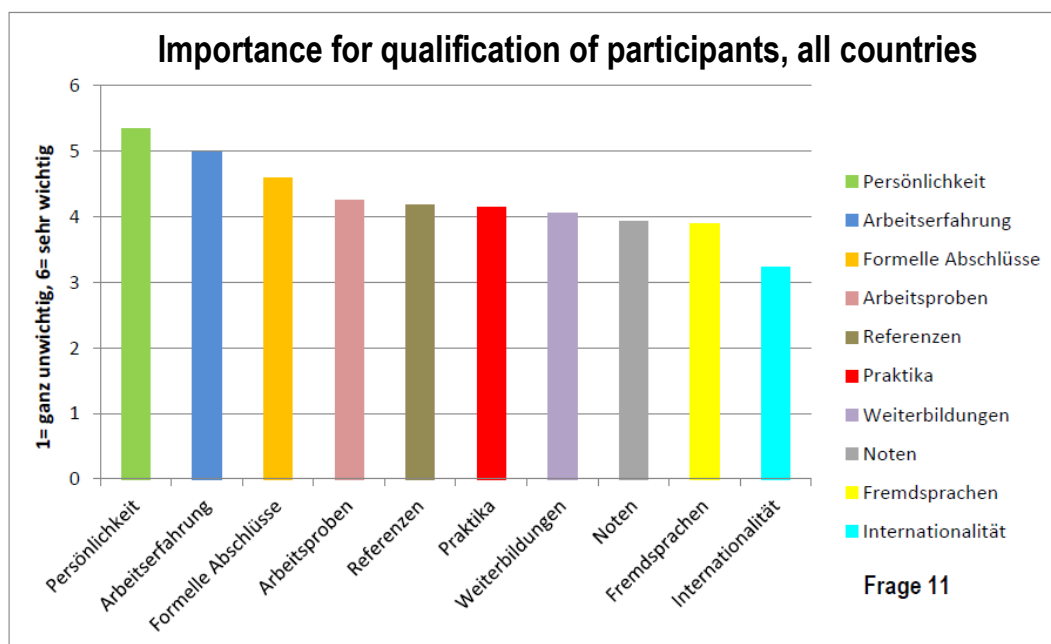
**Question 10 What other staff recruitment strategies do you apply?**

Further staff recruitment strategies are rarely used; those mentioned additionally are listed below.

Country	What other strategies do you use to recruit personnel?	English
de	eigene Personalentwicklung durch Qualifizierung	internal personal qualification
de	Hohe Arbeitgeberattraktivität	high employer's attractiveness
de	Traineeships (1 Jahr)	Traineeships (1 year)
de	Über die Agentur für Arbeit	via Unemployment Office
de	Zusammenarbeit mit Fachhochschulen und Universitäten	Cooperation with Applied Universities and Universities
hu	társégi ajánlás	Regional recommendation

**Question 11 What diplomas are important to you as an employer?**

The following illustration results from all data. The individual countries are listed in Appendix 1.9.



1= totally unimportant, 6= very important

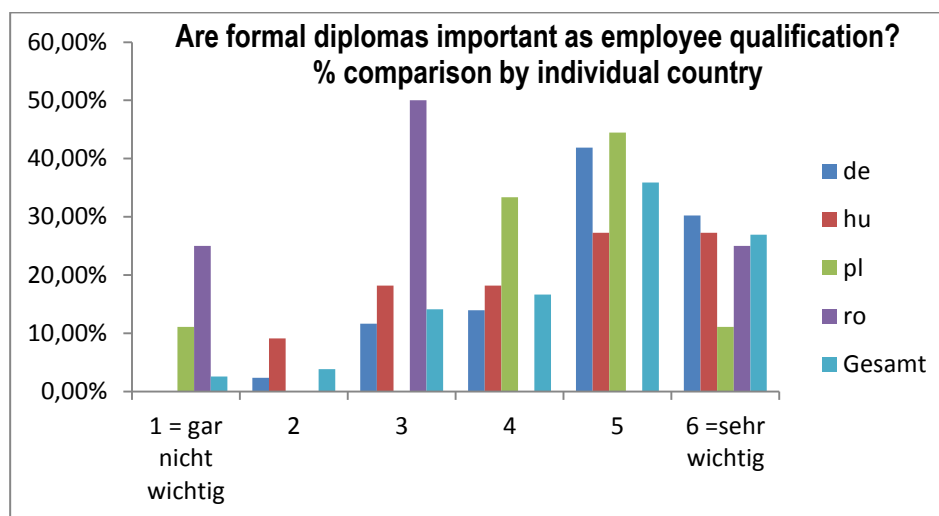
**Personality** is listed first four times, and once (Poland) in fifth place. **Professional experience** was in second place 4 times, and even in first place in Poland. **Formal diplomas** are ranked 3rd overall and for Germany, in fourth place in Romania and in 5th place in Hungary. **Work samples** are ranked 4th 2 times (overall and Germany) and lower in the other countries. **References** are rather unimportant, they are ranked low. Only Romania ranks them third. **Internships** are rather low, except among the Hungarian respondents; they rank them 3rd. **Further education** was unimportant too. Only Poland evaluates it in 4th place. Also **grades** are unimportant: only Hungary evaluates them in 4th place. **Foreign languages** were the second most important only in Poland, while in the other countries they were evaluated low. **Internationality** was totally unimportant, it only reached rank 8-10. Professional experience, work samples can be hardly replaced in a further education course. Therefore, the internship is used. According to our experience, the internship has always been very important in further education courses. At first sight it is surprising that it is rated low here. Probably "work samples" and "professional experience" were often already selected in the evaluation, which is the reason for the lower position of "internship." However, these 3 evaluations combined are at the top. Hence the internship, which follows our course, is of great importance, even though it may seem less important here at first glance.

**11.1 Formal diplomas**

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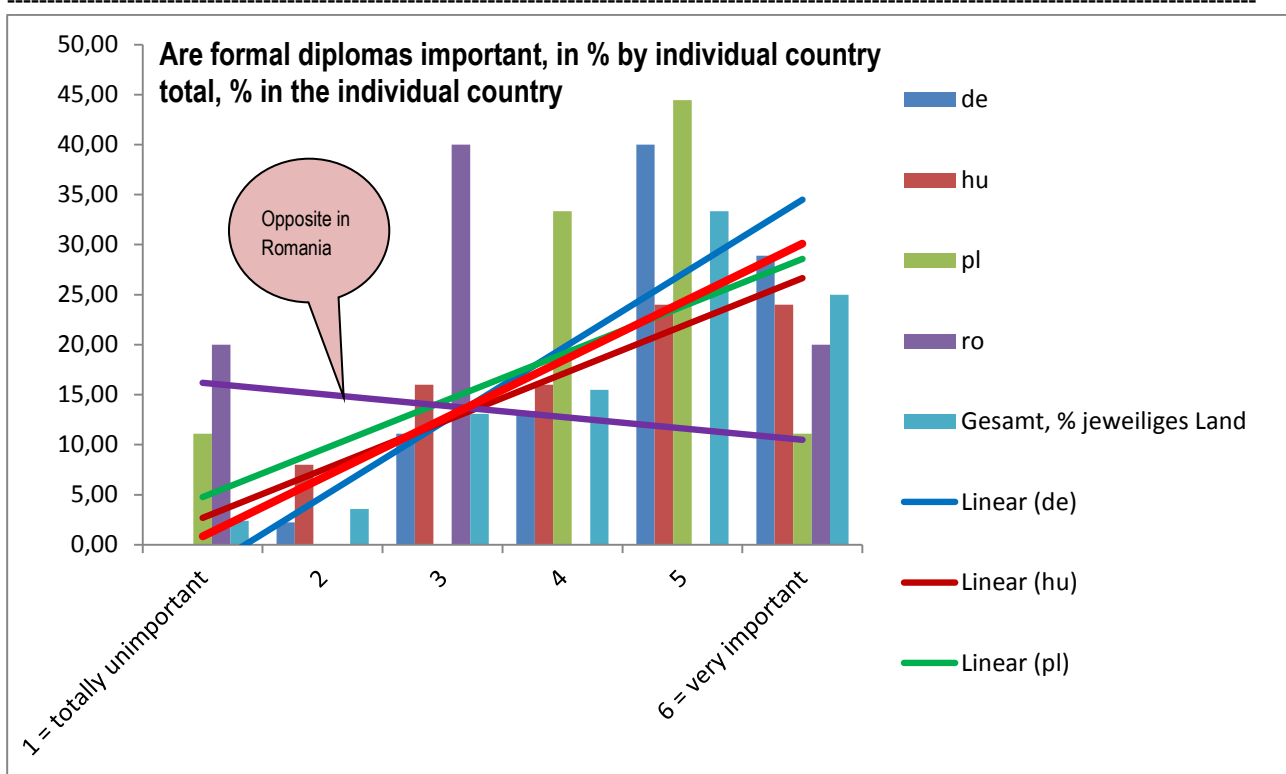
Question 11.1	Are formal diplomas important for qualification of employees? 1= totally unimportant; 6= very important				
Mean	4.60	4.86	4.45	4.33	3.25
SD	1.27	1.06	1.34	1.41	2.06
Median	5.00	5.00	5.00	5.00	3.00
95% confidence	0.28	0.32	0.56	0.92	2.02
Confidence interval +	4.88	5.18	5.01	5.26	5.27
Confidence interval -	4.32	4.54	3.90	3.41	1.23
Skewness	-0.88	-0.84	-0.42	0.71	0.71
n	78	43	22	9	4
	all	de	hu	pl	ro

Formal diplomas are quite important (mean 4.60 across all countries), and slightly less important for Romania (3.25).



1= totally unimportant
6= very important

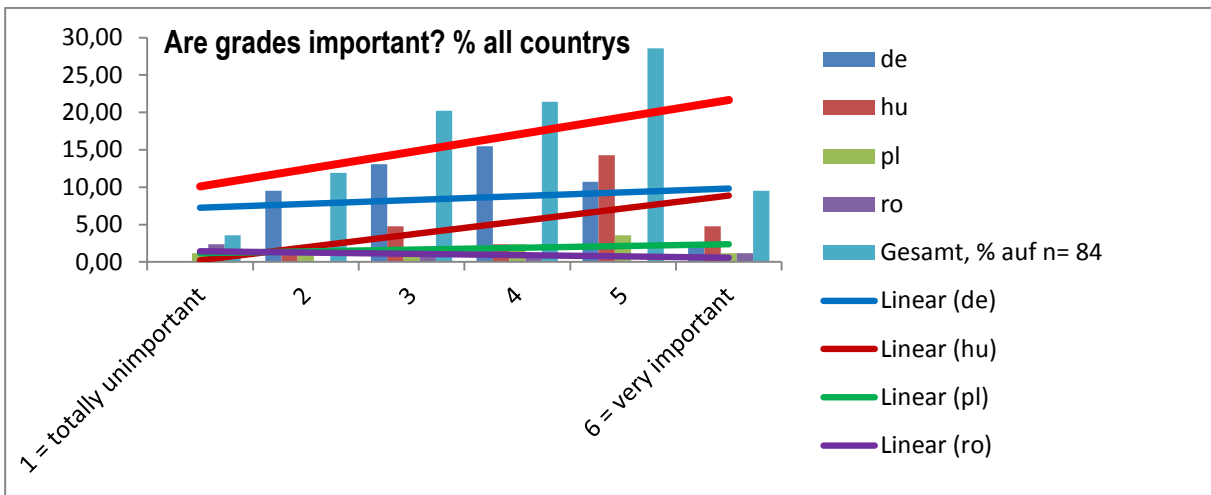
However, it results from the comparison of the choices in individual countries that Romania is an outlier. Formal diplomas are rather unimportant in that country. In the other countries they continue to be increasingly more important, with Germany **above** the average.



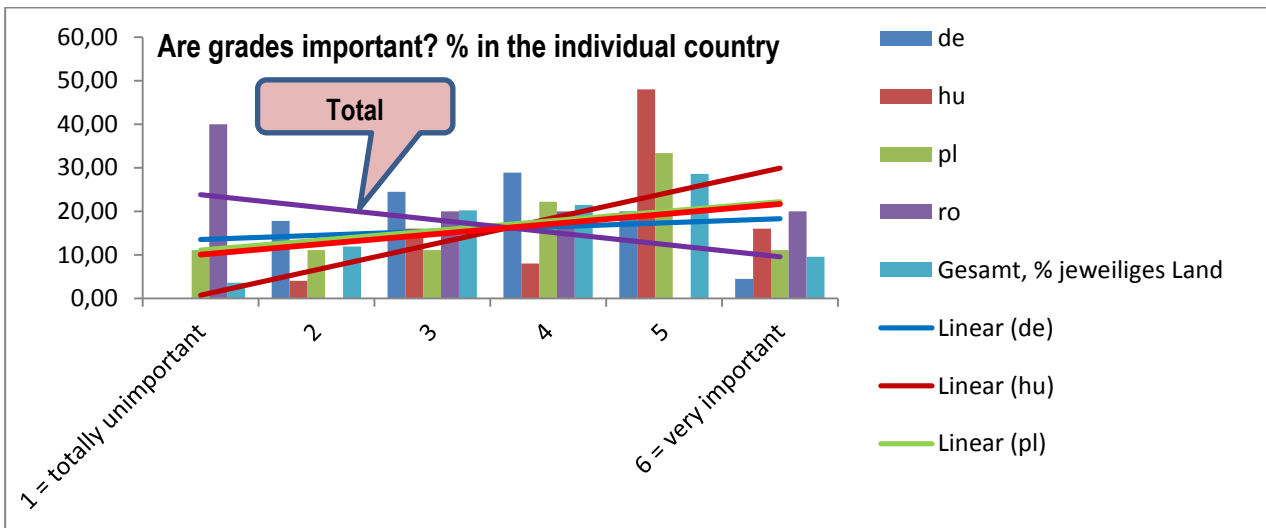
### 11.2 Are grades important?

Overall they are very important, also in Hungary. Also in Germany but not as much as in Hungary. Indifferent in Poland and Romania.

Question 11.2	Are grades important for qualification of employees? 1= totally unimportant; 6= very important				
Mean	3.93	3.67	4.61	3.89	3.00
SD	1.33	1.15	1.12	1.62	2.12
Median	4.00	4.00	2.86	4.00	3.00
95% confidence	0.29	0.34	0.46	1.06	1.86
Confidence interval +	4.22	4.02	5.07	4.94	4.86
Confidence interval -	3.63	3.33	4.15	2.83	1.14
Skewness	-0.32	0.09	-0.83	-0.69	0.52
n	80	43	23	9	5
	all	de	hu	pl	ro



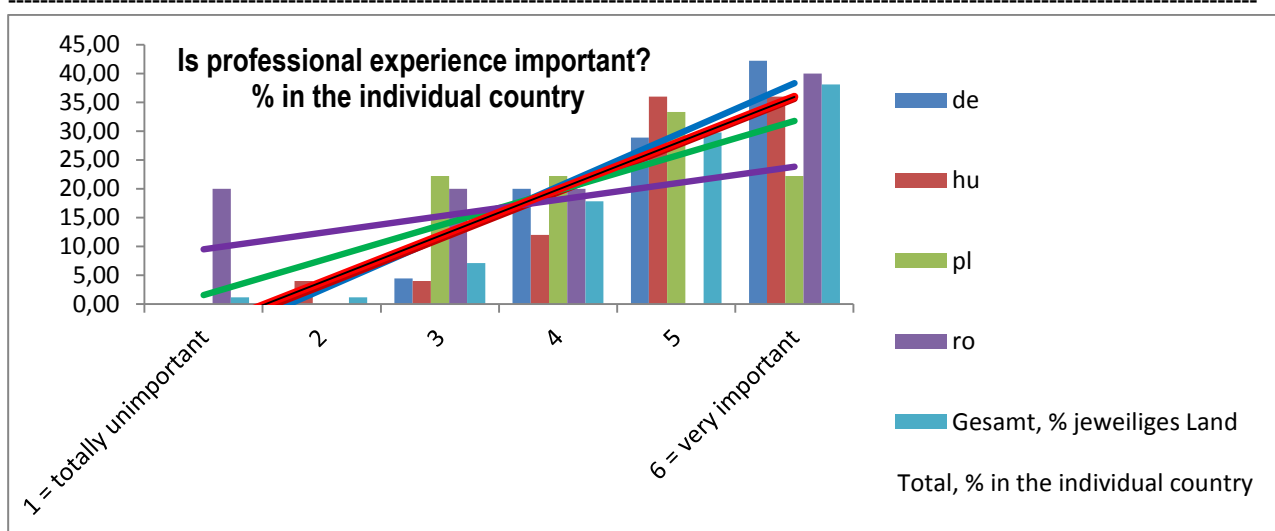
In a comparison by individual country grades in Romania - as an outlier among the 4 countries - are rather less important.



### 11.3 Is professional experience important?

Question 11.3	Is professional experience important to you for qualification of employees? 1= totally unimportant; 6= very important				
Mean	4.98	5.14	5.14	4.56	4.00
SD	1.10	0.91	0.91	1.13	2.12
Median	5.00	5.00	5.00	5.00	4.00
95% confidence	0.24	0.27	0.37	0.74	1.86
Confidence interval +	5.22	5.41	5.51	5.29	5.86
Confidence interval -	4.73	4.87	4.77	3.82	2.14
Skewness	-1.11	-0.68	-0.68	-0.18	-0.52
n	80	43	23	9	5
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

Very important on country average (4.98), with Germany and Hungary above average, Poland and Romania just below. Analysis of individual countries reveals that it becomes steeply more important for all countries. Romania displays the flattest curve.



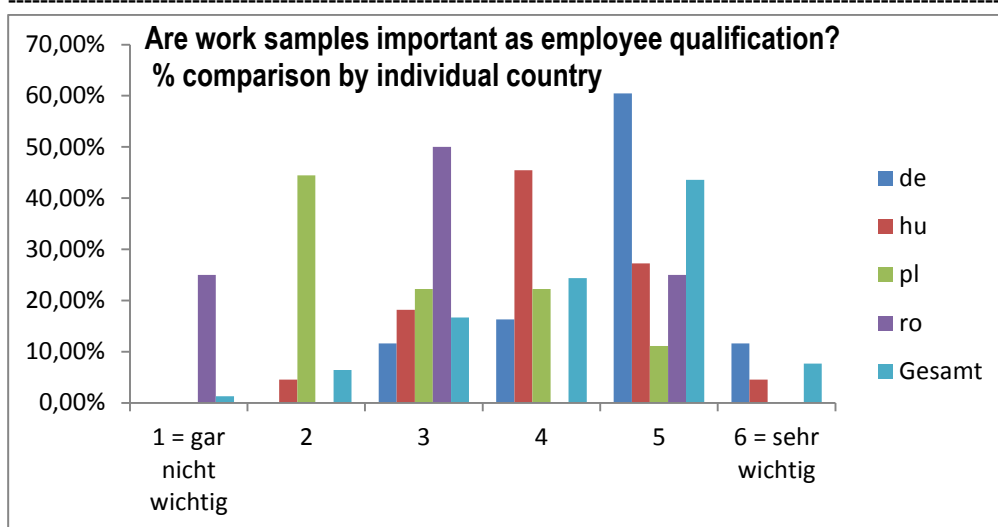
#### 11.4 Letters of recommendation: (without illustration)

They are very important in the overall comparison, just like in Germany. Romania, Poland and Hungary are indifferent here. The same pattern can be noticed in the internal comparison by country: In Germany, letters of reference are the most important in comparison, followed by Hungary. An indifferent picture is revealed in the case of Poland and Romania.

#### 11.5 Are work samples important?

Question 11.5	Are work samples important to you for qualification of employees? 1= totally unimportant; 6= very important				
Mean	4.26	4.72	4.09	3.00	3.00
SD	1.11	0.83	0.92	1.12	1.63
Median	5.00	5.00	4.00	3.00	3.00
95% confidence	0.25	0.25	0.38	0.73	1.60
Confidence interval +	4.50	4.97	4.48	3.73	4.60
Confidence interval -	4.01	4.47	3.71	2.27	1.40
Skewness	-0.70	-0.76	-0.19	0.69	0.00
n	73	43	22	9	4
	all	de	hu	pl	ro

They are very important in the overall comparison, just like in Germany and Hungary. Poland and Romania show no interest, neither in the overall comparison nor - more evidently - in the purely internal comparison by country.



1= totally unimportant
6= very important

### 11.6. Is further education important?

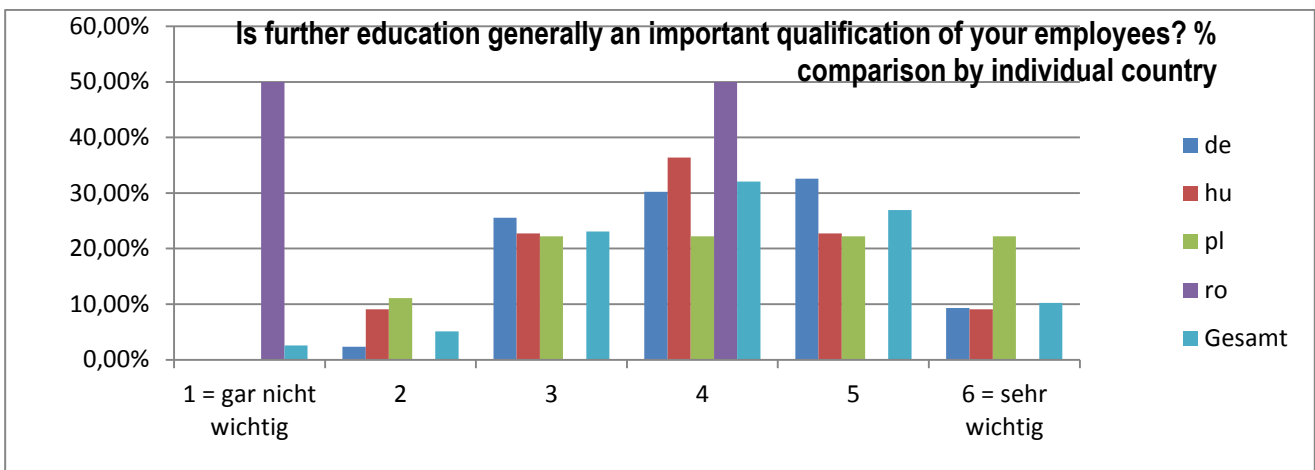
Overall, further education is very important (4.06), Germany and Poland regard its importance as slightly above average; Romania - as below average.

Question 11.6	Is further education important to you for qualification of employees? 1= totally unimportant; 6= very important				
	all	de	hu	pl	ro
Mean	4.06	4.21	4.00	4.22	2.50
SD	1.17	1.01	1.11	1.39	1.73
Median	4.00	4.00	4.00	4.00	2.50
95% confidence	0.26	0.30	0.46	0.91	1.70
Confidence interval +	4.32	4.51	4.46	5.13	4.20
Confidence interval -	3.81	3.91	3.54	3.31	0.80
Skewness	-0.33	-0.01	4.00	4.00	2.50
n	78	43	22	9	4
	all	de	hu	pl	ro

The trend runs clearly towards 4-5, i.e. important, clear for Germany and Hungary and indifferent for Poland and Romania. In the presentation for each individual country, the trend is very clear for Germany, consistently normally distributed for Hungary, completely indifferent for Poland and not evaluable for Romania.



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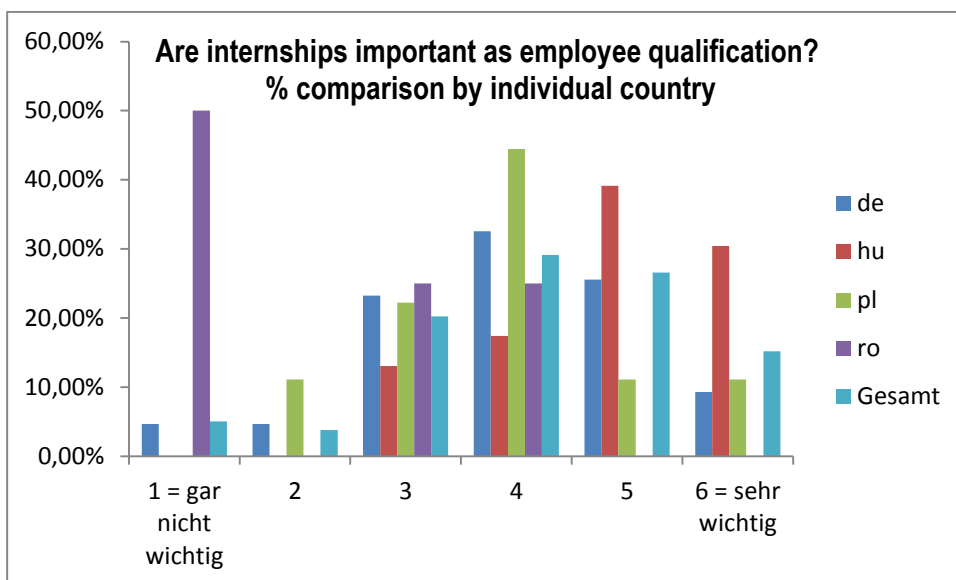


1= totally unimportant
6= very important

**11.7 Are internships important?**

Question 11.7	Are internships important to you for qualification of employees? 1= totally unimportant; 6= very important				
Mean	4.14	3.98	4.87	3.89	2.25
SD	1.30	1.22	1.01	1.17	1.50
Median	4.00	4.00	5.00	4.00	2.00
95% confidence	0.29	0.37	0.42	0.76	1.47
Confidence interval +	4.43	4.34	5.29	4.65	3.72
Confidence interval -	3.85	3.61	4.45	3.13	0.78
Skewness	-0.52	-0.44	-0.58	0.27	0.37
n	78	43	22	9	4
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

The following distributions are recorded for the individual countries: Germany 4-6, Hungary 5-6, Poland 4, Romania indifferent, with the trend towards "1= totally unimportant". The comparison of the statistical measures by country reveals the same picture: Mean is 4.14, the minimum belongs to Romania with 2.25. However, there were only 4 answer returns for this question in Romania. The maximum belongs to Hungary with 4.87. Germany is below average with 3.98, similar to Poland. Hungary attaches above-average importance to internships, Romania is clearly below the country average (0.78-3.72), mean 2.25, with a high dispersion of answers.



1= totally unimportant
6= very important

### 11.8 Foreign languages (without illustration)

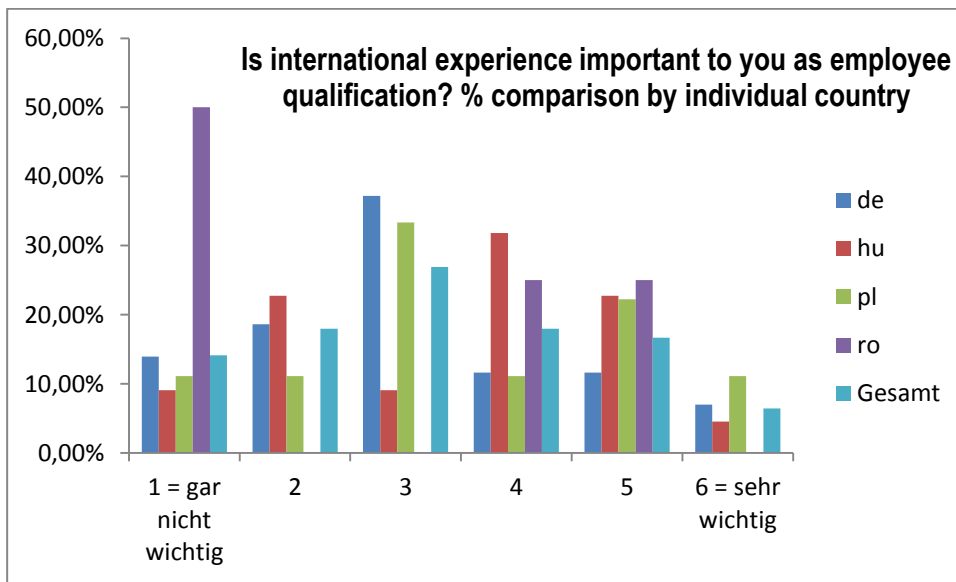
Very important in the comparison by country, important in Poland and Hungary, rather unimportant in Romania and Germany. In the individual countries, they are very important for Poland, Germany and Hungary indifferently below average, Romania rather unimportant.

Question 11.8	Are foreign language skills important to you for qualification of employees? 1= totally unimportant; 6= very important				
Mean	3.89	3.47	3.47	4.52	3.25
SD	1.51	1.65	0.99	1.13	1.71
Median	4.00	3.00	5.00	5.00	3.50
95% confidence	0.33	0.49	0.41	0.74	1.67
Confidence interval +	4.22	3.96	3.87	5.26	4.92
Confidence interval -	3.55	2.97	3.06	3.78	1.58
Skewness	-0.19	0.30	-0.07	-0.18	-0.75
n	79	43	23	9	4
	all	de	hu	pl	ro

**Hypothesis:** Poland and Hungary already have a certain number of foreign links, so foreign languages are important there. However, Romania does not have them, so foreign languages are not so important there yet. Germany: why indifferent? Probably different groups of questions.

### 11.9 Internationality

Question 11.9	Is internationality important to you for qualification of employees? 1= totally unimportant; 6= very important				
Mean	3.24	3.09	3.50	3.56	2.75
SD	1.46	1.41	1.44	1.59	2.06
Median	3.00	3.00	4.00	3.00	2.50
95% confidence	0.32	0.42	0.60	1.04	2.02
Confidence interval +	3.57	3.51	4.10	4.59	4.77
Confidence interval -	2.92	2.67	2.90	2.52	0.73
Skewness	0.13	0.41	-0.26	-0.01	0.20
N	78	43	22	9	4
	all	de	hu	pl	ro



1= totally unimportant
6= very important

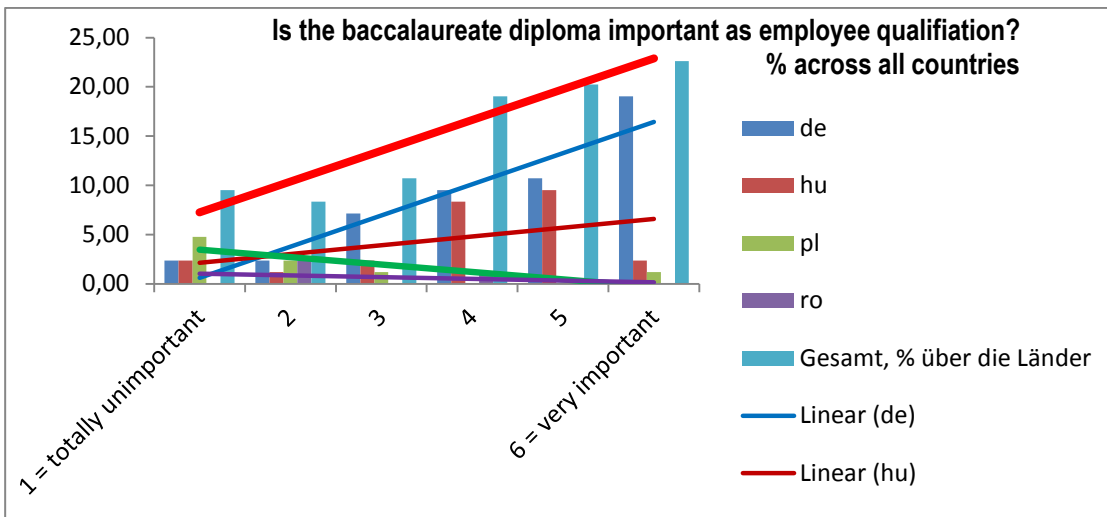
Overall, a clear maximum at 3 and an even decline to the edges. Germany lies exactly in the overall country pattern, Hungary finds internationality more important ("4"), Poland and Romania are indifferent. The same pattern is revealed in the comparison by individual country.

### 11.10 Personality

Germany and Hungary clearly tend towards 6= very important, Poland and Romania, indifferent horizontally.

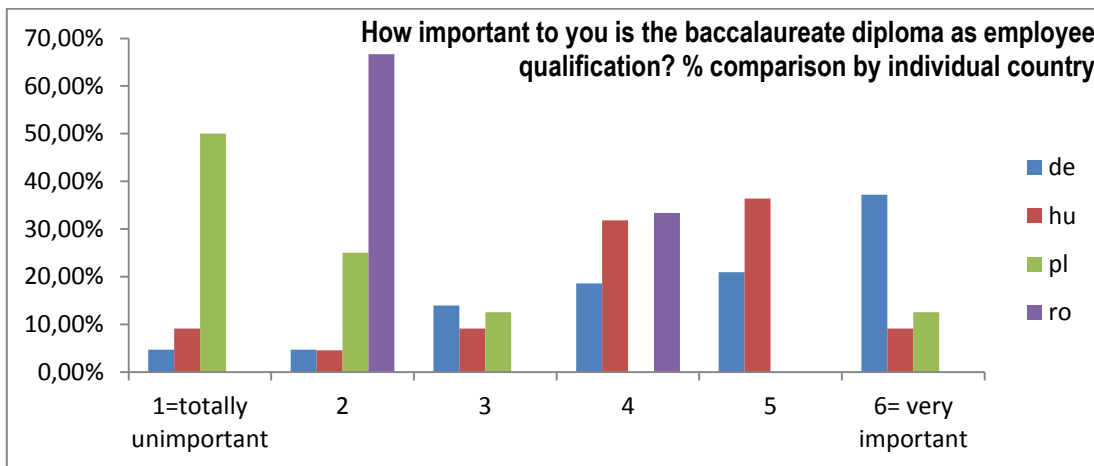
In the comparison by individual country the picture basically remains the same, only Poland shows also here a strong trend towards 6= very important now. Romania is still indifferent without preference.

### Question 12 How important are the following formal diplomas?



### 12.1 Baccalaureate diploma

Overall the baccalaureate diploma is very important, in Germany as well, in Hungary less important but displays the same trend. Poland is an exception (declining), the baccalaureate diploma is often not important there. Romania shows a weak decline, similar to Poland. The % visualisation by individual country shows the same picture.



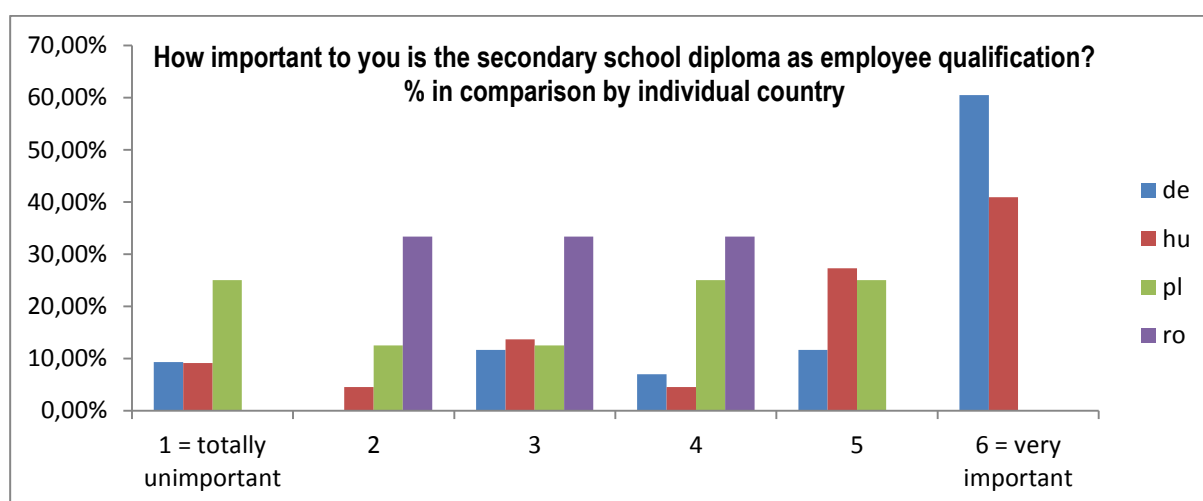
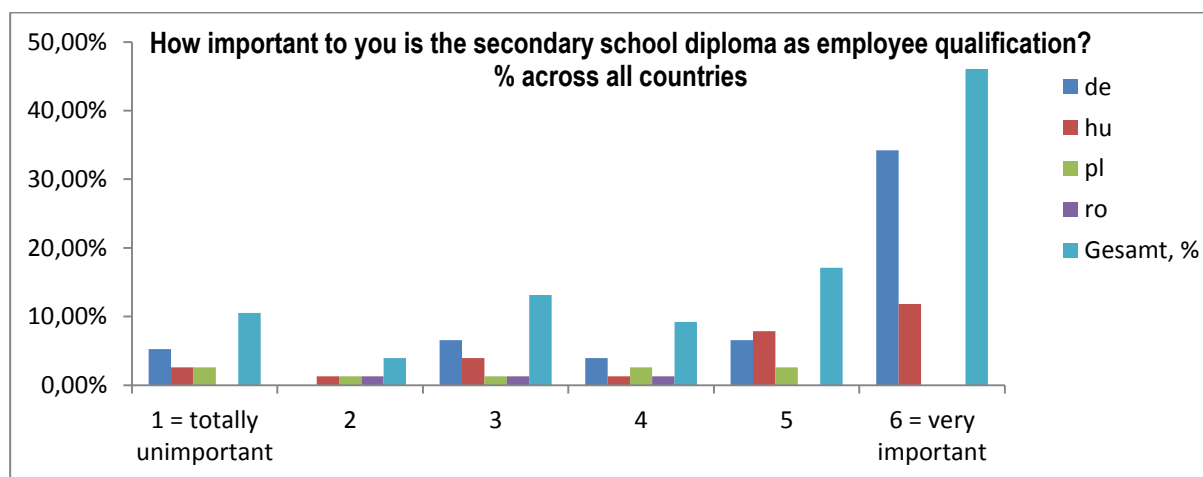
### 12.2 Secondary school

Question 12.2	How important is the secondary school diploma as employee qualification? 1= totally unimportant; 6= very important				
Mean	4.57	4.93	4.59	3.13	3.00

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SD	1.72	1.64	1.68	1.64	1.00
Median	5.00	6.00	5.00	3.50	3.00
95% confidence	0.39	0.49	0.70	1.14	1.13
Confidence interval +	4.95	5.42	5.29	4.26	4.13
Confidence interval -	4.18	4.44	3.89	1.99	1.87
Skewness	-0.93	-1	-1	-0.26	0.00
n	76	43	22	8	3
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

Overall, the secondary school diploma is of above-average importance for Germany and Hungary; the data for Poland and Romania are indifferent and clearly lower.



In the comparison by individual country it is very important for Hungary and Germany, Romania is indifferent in the middle, Poland demonstrates opinions of "totally unimportant", (25% of the Polish answers) but also 25% each of answers from "important" to "quite important."

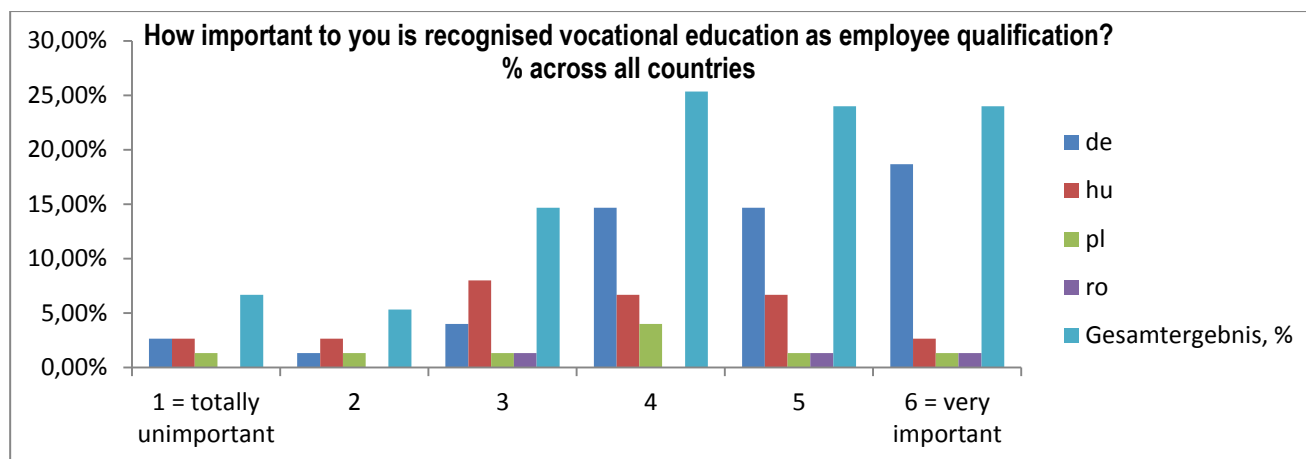
### 12.3 Recognised vocational education

Question 12.3	Recognised vocational education as employee qualification 1= unimportant; 6= very important				
Mean	4.27	4.67	3.68	3.63	4.67
SD	1.46	1.34	1.43	1.60	1.53
Median	4.00	5.00	4.00	4.00	5.00

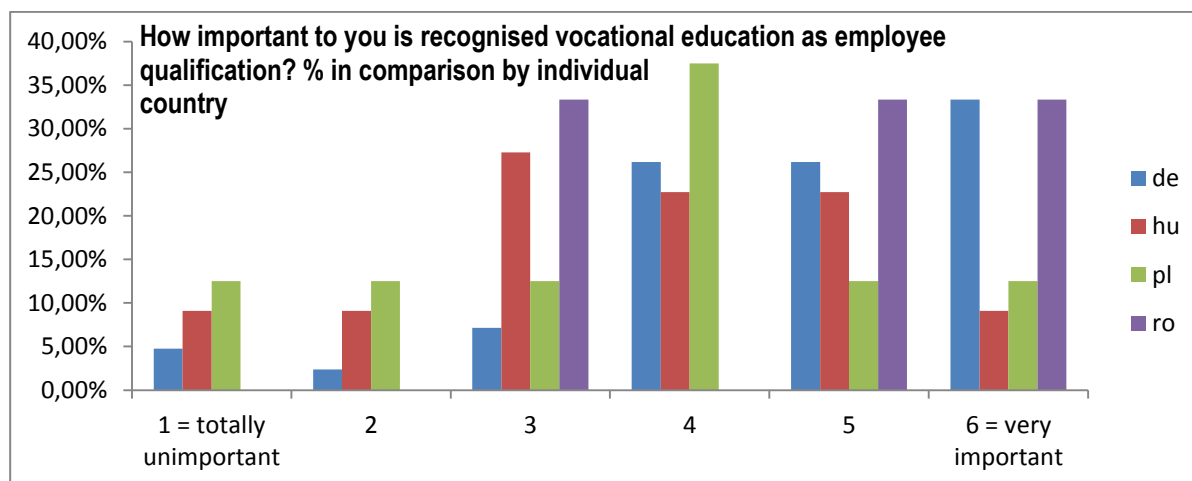
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95% confidence	0.33	0.40	0.60	1.11	1.73
Confidence interval +	4.60	5.07	4.28	4.73	6.40
Confidence interval -	3.94	4.26	3.09	2.52	2.94
Skewness	-0.64	-1.08	-0.24	-0.30	-0.94
n	75	42	22	8	3
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

Overall, it is of above-average importance for Germany and Romania, and of below-average importance for Hungary and Poland.



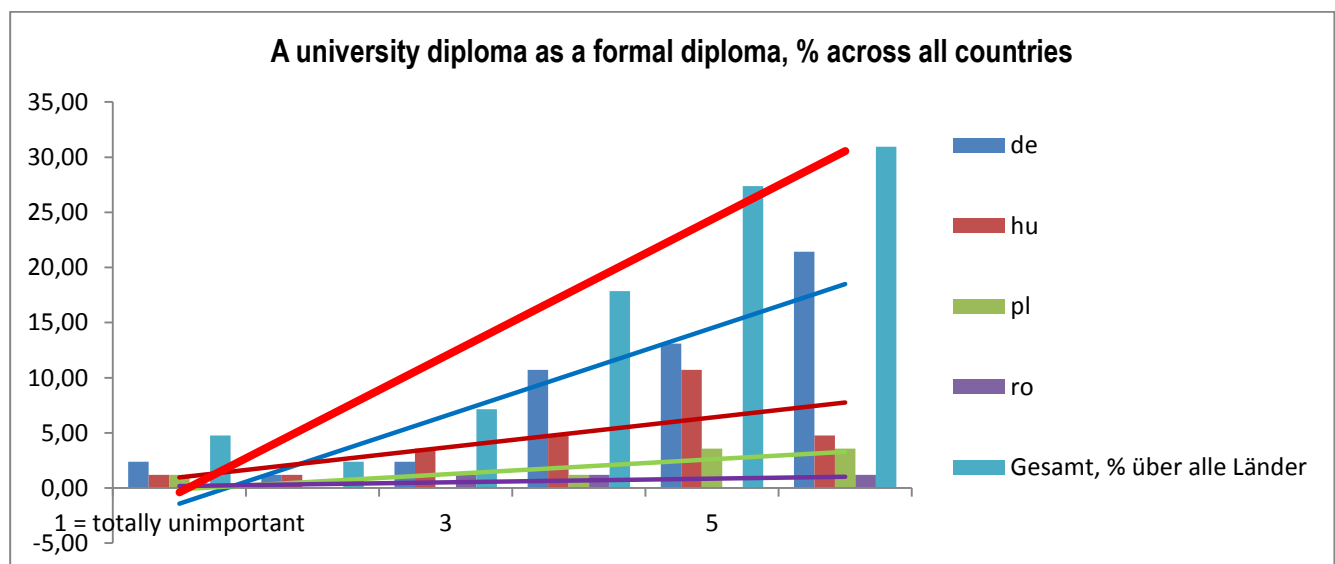
In the comparison by individual country: Germany indicates a strong trend towards "very important", Hungary and Poland with similar patterns and the maximum at "3" or "4" respectively. Romania with a strongly increasing trend with mentions at "5" and "6".

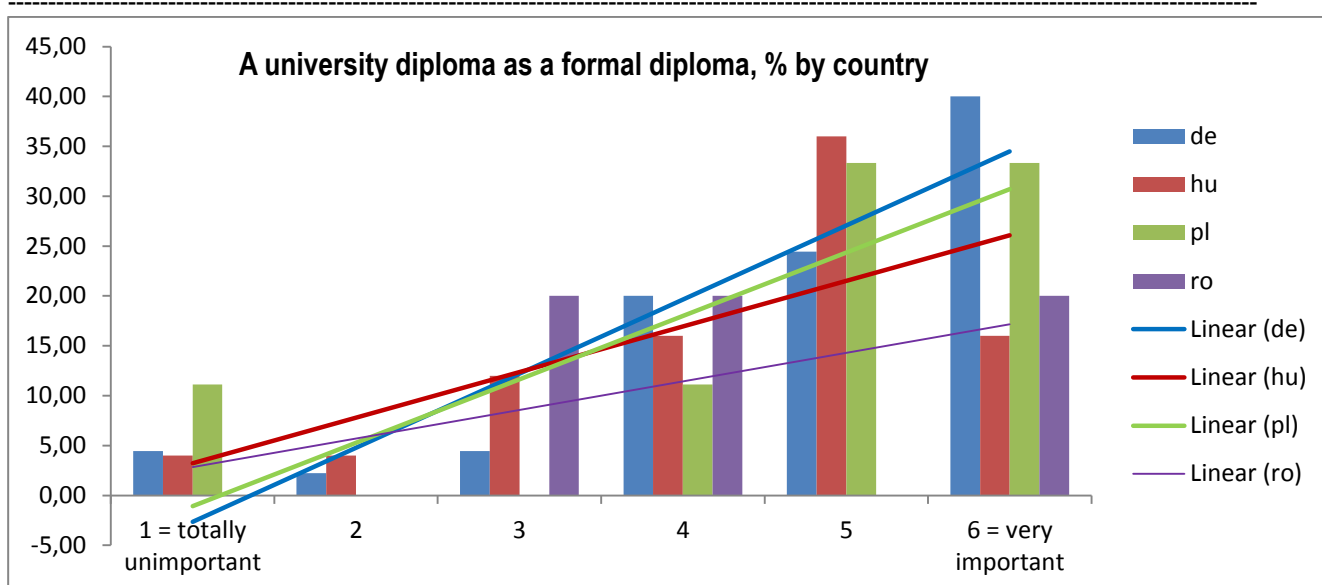


## 12.4 University diploma

Question 12.4	How important is a university diploma as employee qualification? 1= totally unimportant; 6= very important				
Mean	4.70	4.86	4.41	4.75	4.33
SD	1.37	1.34	1.33	1.67	1.53
Median	5.00	5.00	5.00	5.00	4.00
95% confidence	0.31	0.40	0.56	1.16	1.73
Confidence interval +	5.00	5.26	4.97	5.91	6.06
Confidence interval -	4.39	4.46	3.85	3.59	2.60
Skewness	-1.17	-1.36	-0.98	-1.94	0.94
n	76	43	22	8	3
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

A university diploma is important in all countries (>4). This is clearly shown by the measures as well as the trend lines in the overall comparison and the comparison by individual country.





Overall, all are towards “very important”.

How important is a university diploma as qualification for your staff?	de	hu	pl	ro	Total, % across all countries
Total, % across all countries	53.57	29.76	10.71	5.95	100.00
1= totally unimportant	2.38	1.19	1.19	0.00	4.76
2	1.19	1.19	0.00	0.00	2.38
3	2.38	3.57	0.00	1.19	7.14
4	10.71	4.76	1.19	1.19	17.86
5	13.10	10.71	3.57	0.00	27.38
6= very important	21.43	4.76	3.57	1.19	30.95
n.i.	2.38	3.57	1.19	2.38	9.52

In the comparison by individual country: Germany and Hungary indicate the strongest trend towards “very important”. Poland too, but also 11% mentioned "unimportant". Romania similar to Poland.

## 12.5 Dissertation (without illustration)

Similar patterns are shown in the overall view and in the comparison by individual country: Rather unimportant, Germany shows the maximum at "2" and "3". Hungary even at "1= totally unimportant". For the Polish institutions the dissertation was increasingly more important. But there are also answers in the middle. Also different subpopulations we possibly surveyed here. Romania is indifferent uniformly 2,3,6 in the middle, but has only 3 answered returns. .

### Question 13 Do you accept also informal training?

41% accepted informal training, 59% rejected it. In the individual countries, Hungary accepted informal training more often than average.



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Question 13	Do you accept also informal diplomas and further education? 59.26%				
	No 40.74% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	59.26%	67.44%	33.33%	77.78%	80.00%
Yes	40.74%	32.56%	66.67%	22.22%	20.00%

**Question 14 What informal training do you accept?**

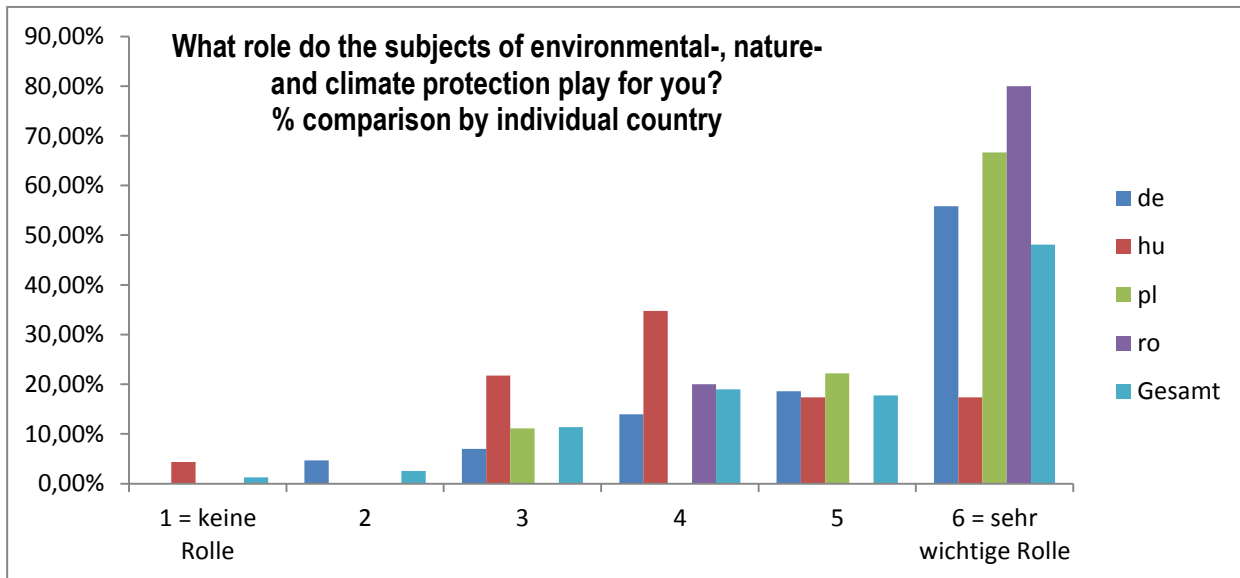
Country	What kind of degrees and which topics do you prefer? What knowledge and skills should they cover? Please list keywords that are important for you.	English
de	berufliche Themen ergänzend erweiternd zum Thema Nachhaltige Entwicklung. Transformationprozesse Methodenkenntnisse	specific topics and topics of Sustainable development, transformation processes, method knowledge
de	ergänzende passgenaue Weiterbildung zum Arbeitsgebiet	tailor-made update to the Professional field
de	freie Ausbildungen, anthrop. Hintergrund, Verbindung praktischer und theoretischer Fähigkeiten	free education, anthropologic background, linking practical and theoretical skills
de	Inter nationale Erfahrungen Engagement Soziale Kompetenz Verantwortungsbewusstsein	international experiences, engagement, social competencies, sense of responsibility
de	Natur- und Erlebnispädagogik, Klimawandel, Nachhaltigkeit	pedagogy for nature and adventure events. climate change, Sustainable development
de	PC-Kenntnisse Solar PC Programme Auto- Führerschein	Computer skills. Software knowledge, Driving license
de	Softwareschulungen, Schulungen im Mietrecht etc.	Software skills. tenancy law and others
de	soziale und emotionale Kompetenzen fachliche Spezialkenntnisse	social and emotional competencies. specific knowledge
de	Verwaltungs-, soziale und Methodenkompetenz	administration-, social and method knowledge
de	Zertifikate in den Arbeitsbereichen. z.B. BNE, Wildnispädagogik, Wald pedagogik. Ausbilderscheine usw.	certificates i.e. in Sustainable development, survival- and forest pedagogical knowledge, instructor certificates
hu	A szervezet feladatköreinek fontos vonatkozása a környezeti fenntarthatóság.	An important aspect of the Organisation is environmental sustainability.
hu	Az önkormányzatok által ellátandó feladatok közé tartoznak. E mellett a hétköznapi élet elengedhetetlen szükségessége.	They belong to the responsibilities of Selfgovernments. Besides this is essential in everyday life
hu	energiatakarékosság megújuló energ a használata	energy efficiency, the use of renewable energy
hu	energiatakarékosság pl. égők újrahasznosított anyagok pl. papír	energy efficiency e.g. light bulbs. recycled materials, e.g. paper
hu	helyi fenntarthatósági programok, energiatakarékos lakhatás	local sustainability Programmes, energy efficient housing
hu	Minden általunk kezelt program horizontális fenntarthatósági szempontja. A saját programjaink esetében is igyekszünk ilyen szempontokat figyelembe venni (akár tevékenységi, akár anyaghasználati szinten).	it is the horizontal sustainability aspect of every Programme handled by us. we try to takes similar aspects into account in our own Programmes, as well (either at die level of activities or the use of materials).
hu	Személtmentesség	waste management - doing without waste
hu	szemléletes gondolkodás	attitude and thinking
hu	takarékosság anyaggal, eszközzel, munkaerővel hatékonyság újrahasznosított papír energiatakarékos égők, fűtési rendszer	being economical with materials, tools, labour, efficiency, recycled paper, energy efficient light bulbs, heating system
hu	újrahasznosítás energiahatékonyság	Anlage 1.3
hu	vidékfejlesztés, területfejlesztés. terület rendezés, település fejlesztés, térségmarketing	rural development, regional development, scenery planning, settlement development. region marketing
hu	Vidékfejlesztésként foglalkoznunk kellene vele, de nem tesszük igazából.	as rural developers we should deal with it, but we do not really do it.
pl	Wykształcenie wyższe	higher education
ro	Inginerie aplicată. Ingeniozitate.	Applied engineering. Ingenuity

**Question 15 What role does environmental-, climate- and nature protection play?**

According to the measures, this subject is important everywhere, with Hungary evaluating it slightly below average.

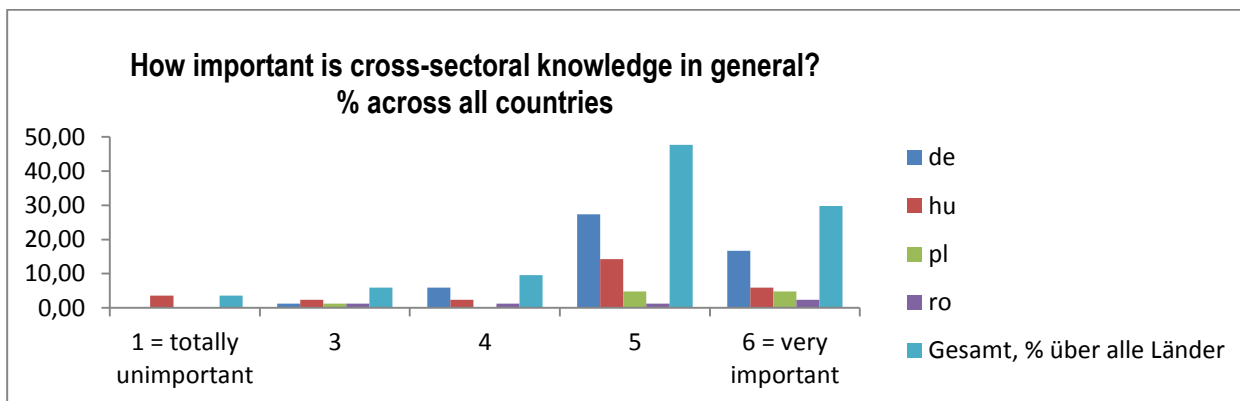
Question 15	What role do the aspects of environmental-, nature- and climate protection as well as sustainability play at your institution? 1= totally unimportant; 6= very important				
Mean	4.94	5.14	4.18	5.44	5.60
SD	1.25	1.19	1.26	1.01	0.89
Median	5.00	6.00	4.00	6.00	6.00
95% confidence	0.28	0.35	0.53	0.66	0.78
Confidence interval +	5.21	5.49	4.71	6.11	6.38
Confidence interval -	4.66	4.78	3.66	4.78	4.82
Skewness	-0.96	-1.27	-0.38	-2.12	-2.24
N	79	43.00	22.00	9	5
	all	de	hu	pl	ro

Also the histograms show the importance. Except for Hungary, where the maximum is at “4.”

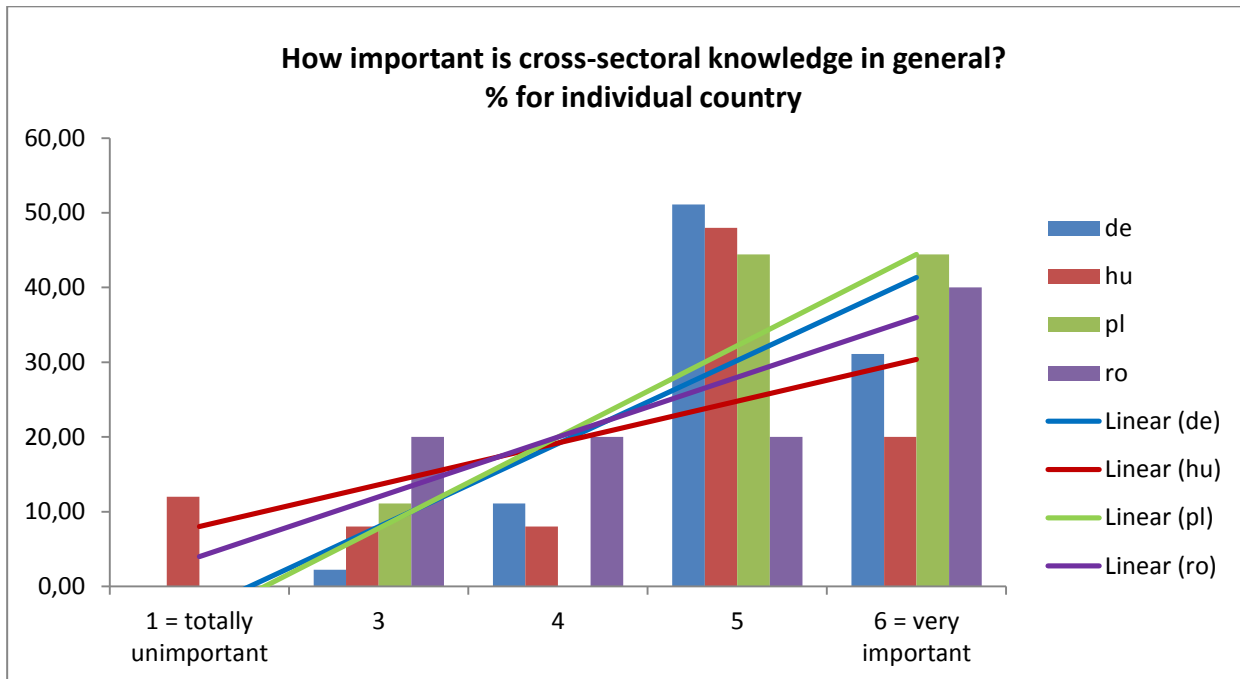


1= no role
6= very important role

**Question 16 How important is cross-sectoral knowledge?**

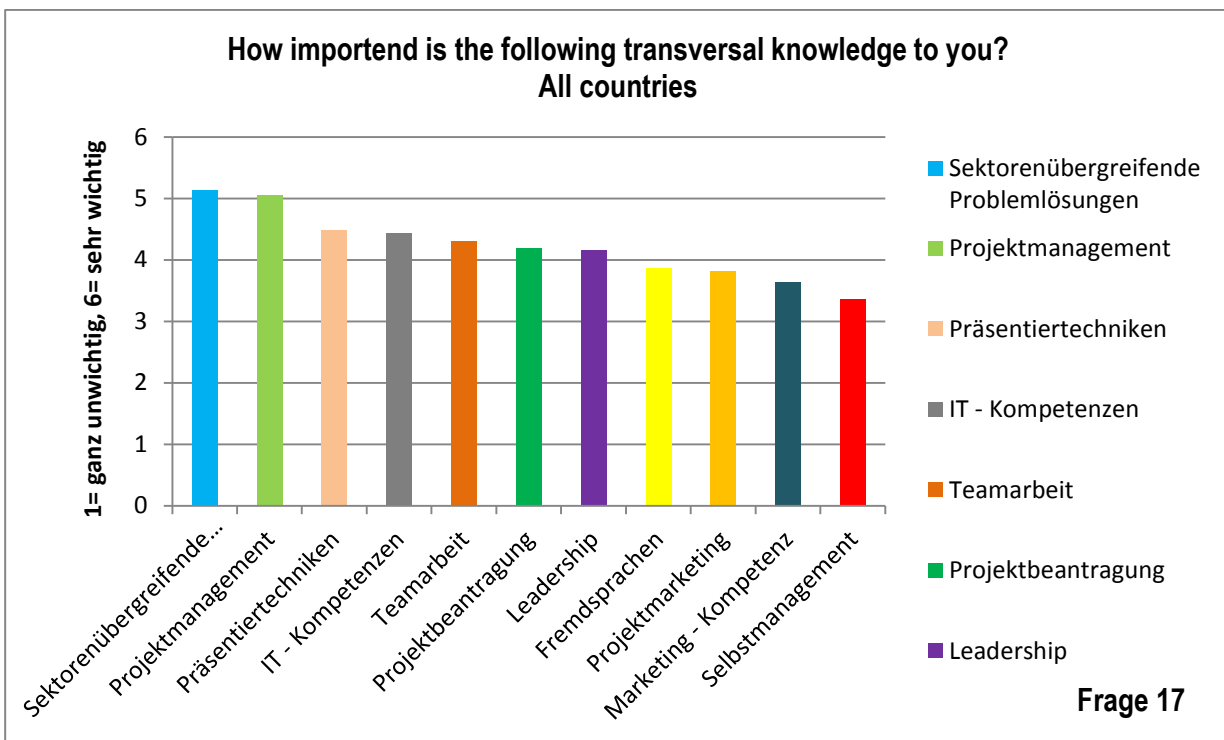


All countries indicate cross-sectoral knowledge as important to very important ("5 and 6"). In the individual countries, Poland shows the strongest trend to regard this knowledge as important (steepness of the regression line), followed by Germany, Romania and Hungary.

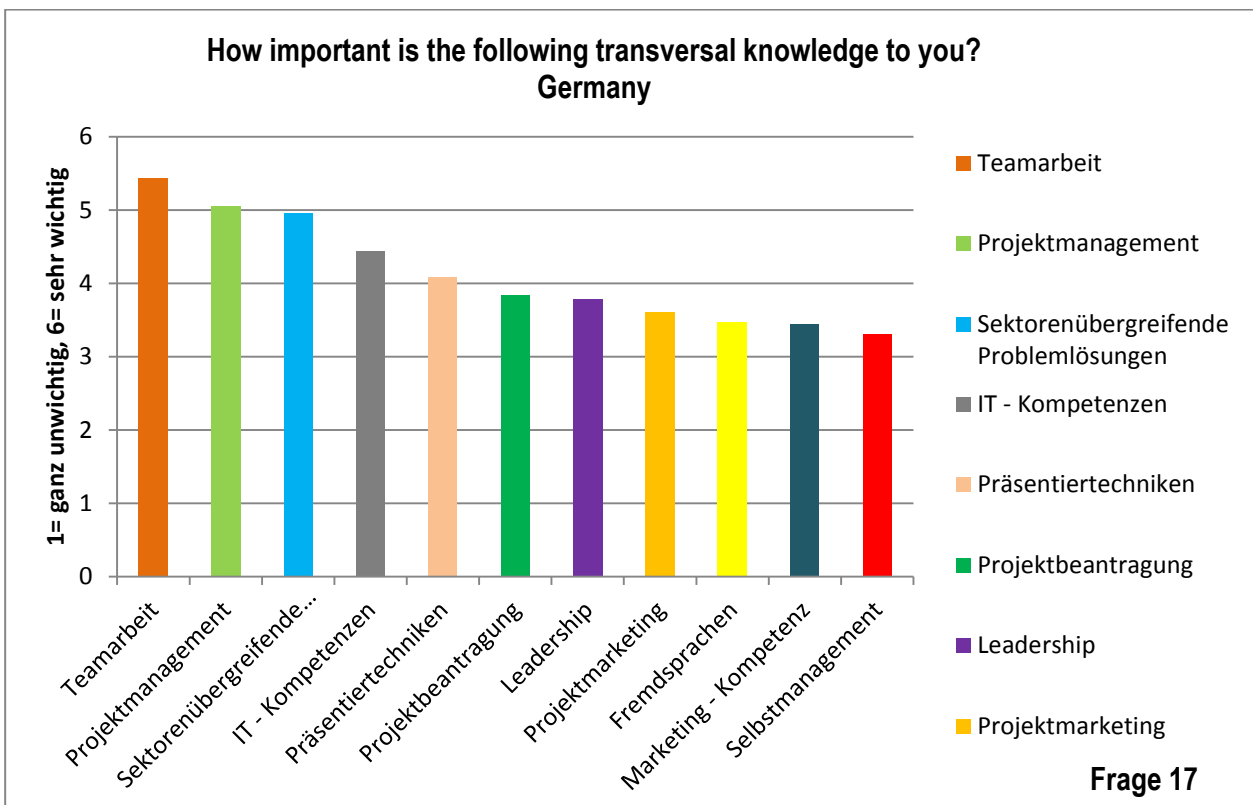


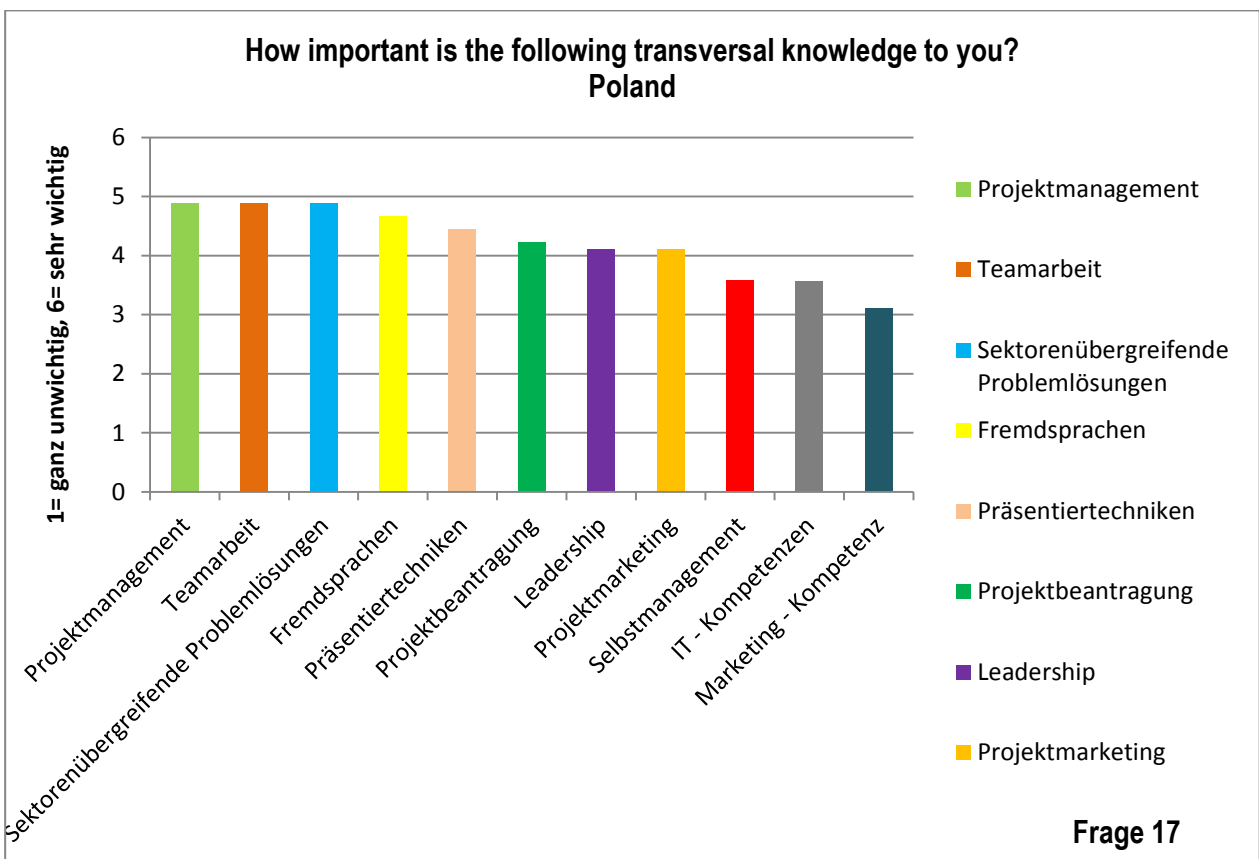
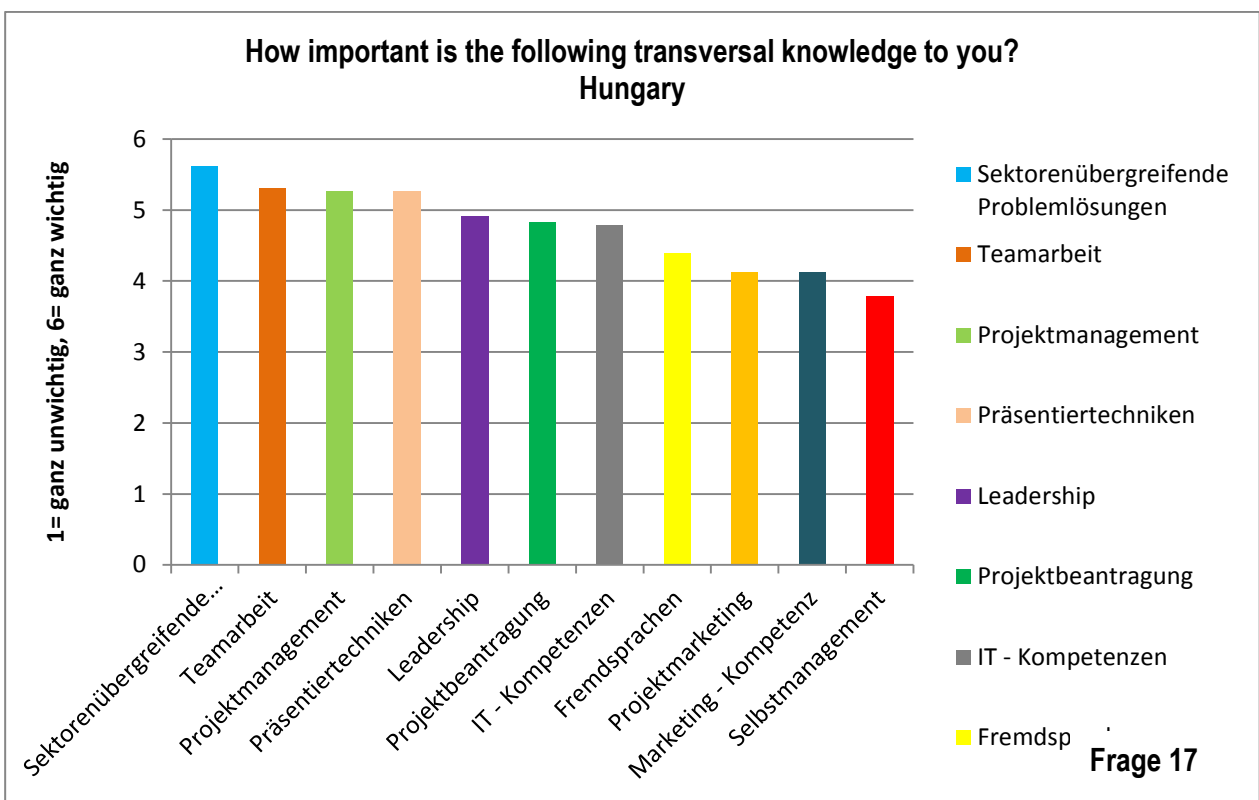
**Question 17 What cross-sectoral subjects do you find important?**

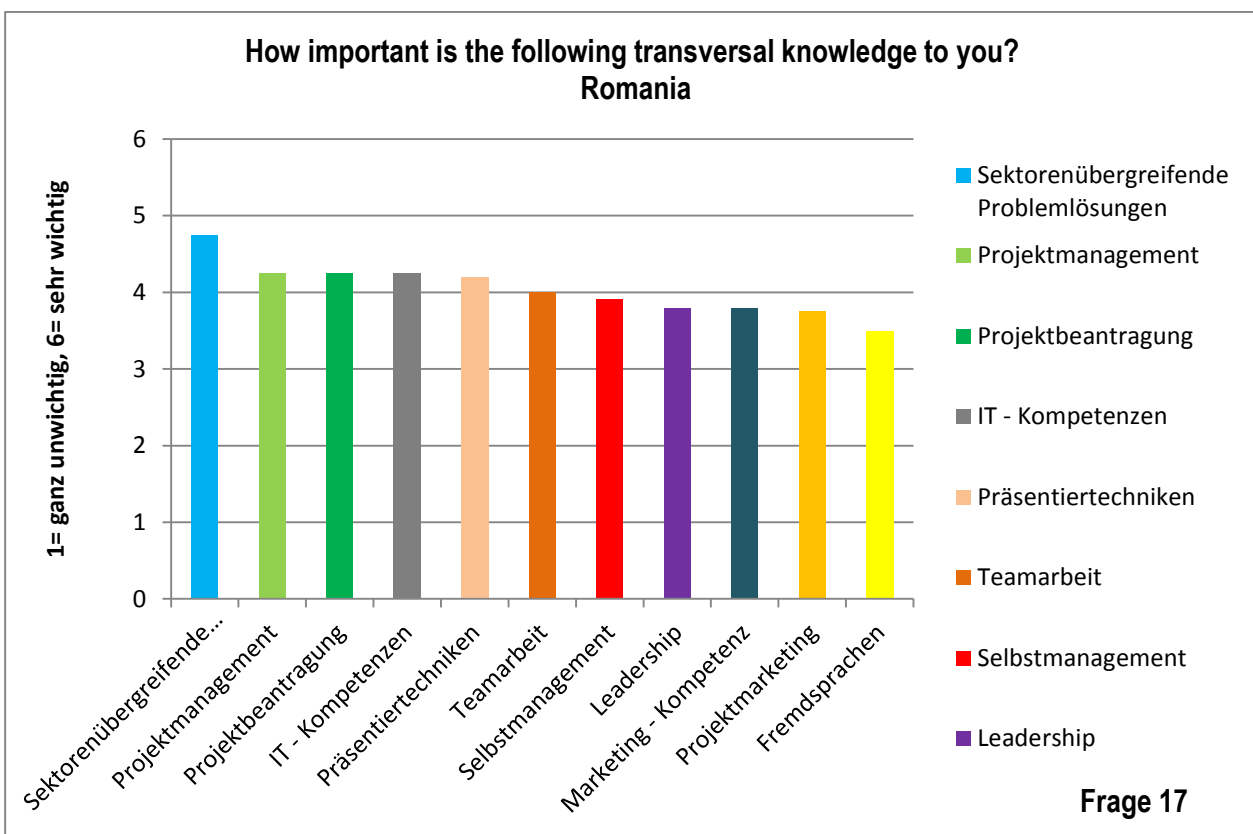
**17.1 Project management as cross-sectoral knowledge**



The ranking for all data is listed as an example. However, country-specific deviations are revealed. They are listed also in Appendix 1.10.

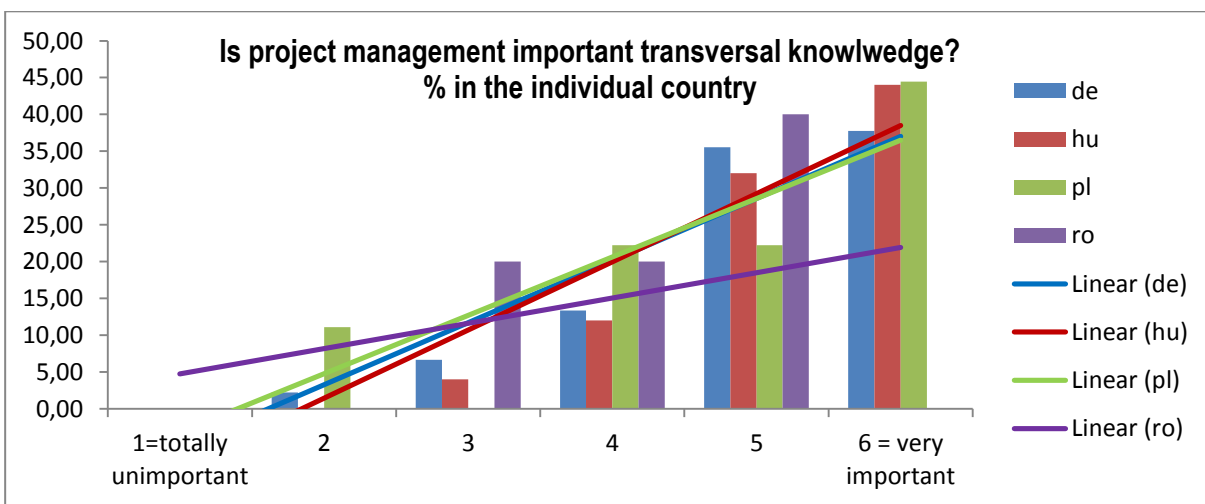
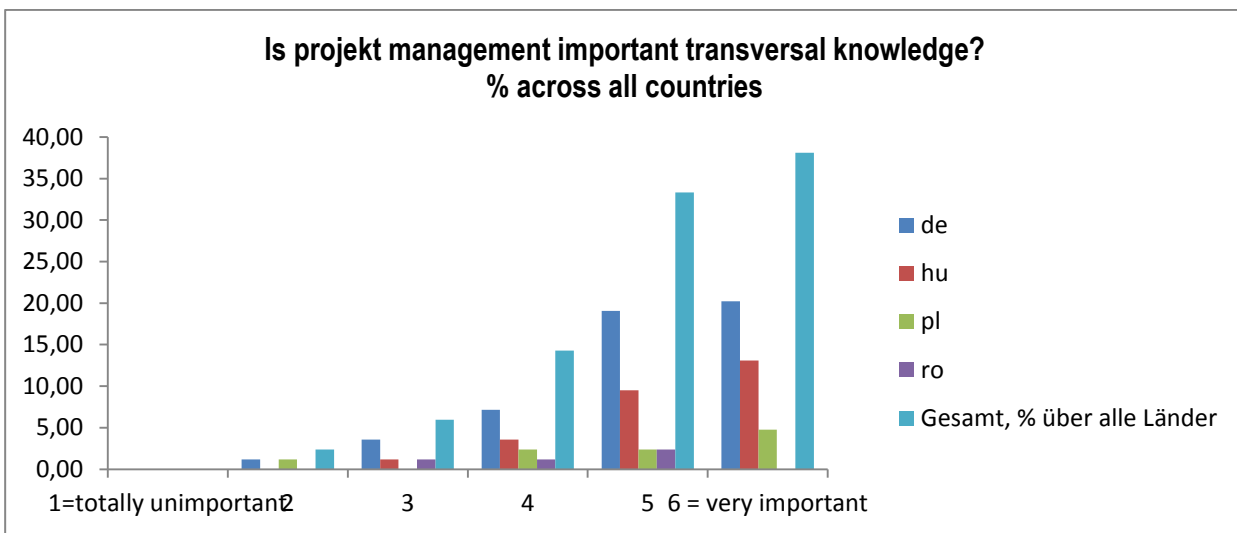






“**Cross-sectoral problem solving skills**“ seem to be most important. They are mentioned 3 times in first place by all, Hungary and Romania. Poland and Germany mention it twice in third place. **Project management** is 3 times in second place in All, Germany and Romania. Once first in Poland and third in Hungary. **Presentation techniques** are in the middle, in third place across all countries, in fifth place in Germany, Poland and Romania, and in fourth place in Hungary. **IT skills** were also in the middle or even low, similarly to **project marketing**.

**Teamwork**, on the other hand, is ranked high, first in Germany, twice second (Hungary, Poland), while low in All and Romania. **Proposal writing skills** ranked sixth, with Romania as the only country ranking them third and thus regarding them as important. **Leadership** skills were also evaluated in the middle or low. Foreign languages were ranked fourth by Poland, i.e. quite important, whereas low by all others. **Self-management** ranked from 7th to 11th, i.e. low.



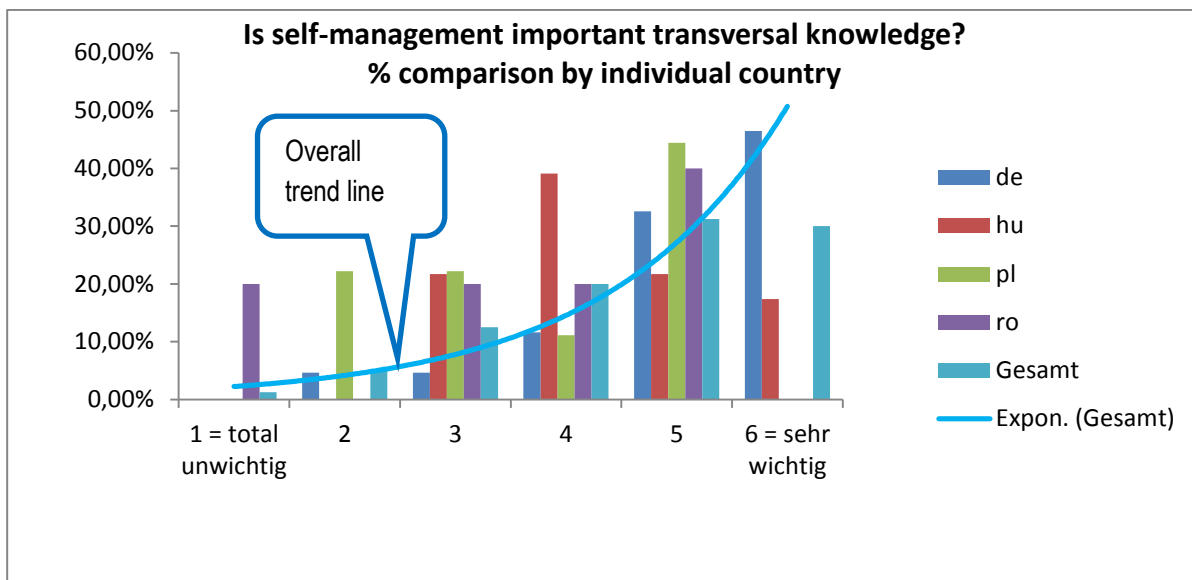
Project management displays a very strong rating, all regression curves rise to "6", with "1= totally unimportant" never being mentioned. The comparison by individual country shows that the slopes are almost identical.

### 17.2. Self-management

Overall, "Total" and Germany increase evidently to "6", both without a mention at "1", Hungary rather indifferent with the maximum at "4", Poland indifferent, max. at 5 and Romania completely indifferent.

These patterns are intensified in the comparison by individual country: Germany regards it as "very important", Hungary rather normally distributed with the maximum at "4", Poland as well with the maximum at "5", and Romania indifferent, but there are also 2 mentions at "5".

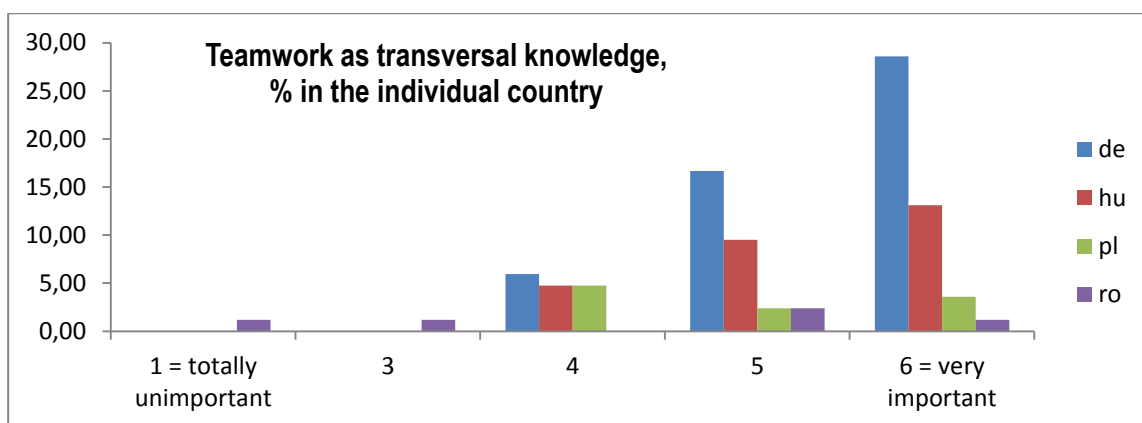
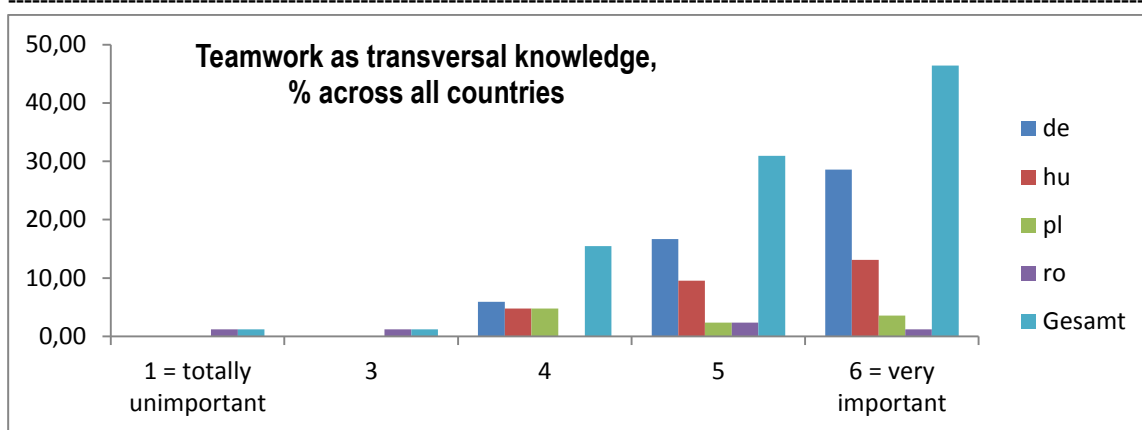




1= totally unimportant  
6= very important

Question 17.2	Is self-management important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	3.36	3.30	3.79	3.58	3.91
SD	2.92	2.65	2.92	2.28	5.13
Median	3.63	3.55	4.89	3.63	4.00
95% confidence	0.64	0.79	1.19	1.49	4.50
Confidence interval +	4.00	4.10	4.98	5.07	8.41
Confidence interval -	2.72	2.51	2.59	2.10	-0.59
Skewness	0.14	<b>0.14</b>	-0.27	0.24	4.00
n	80	43	23	9	5
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

### 17.3 Teamwork



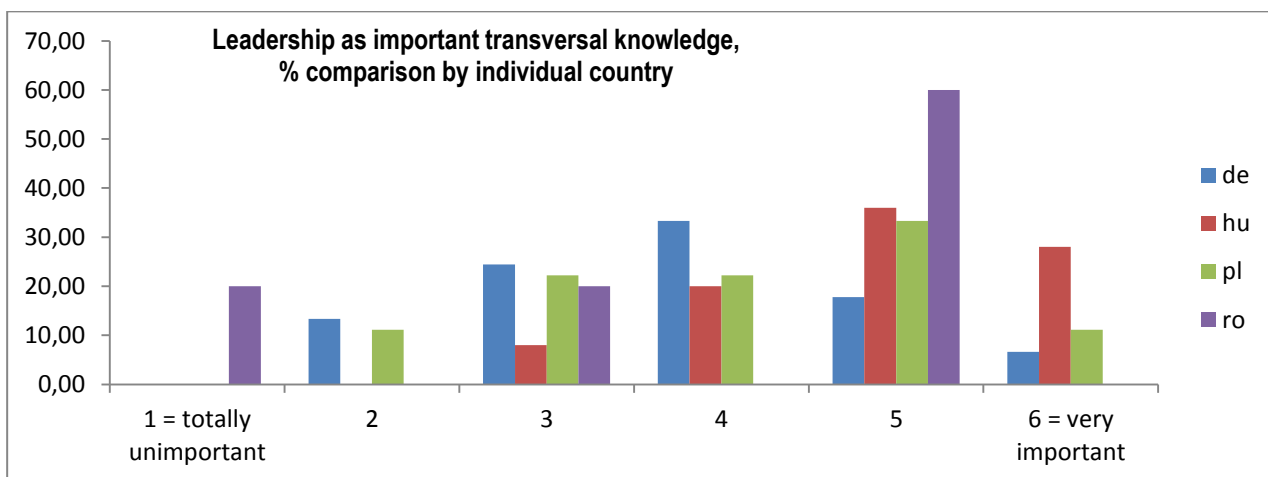
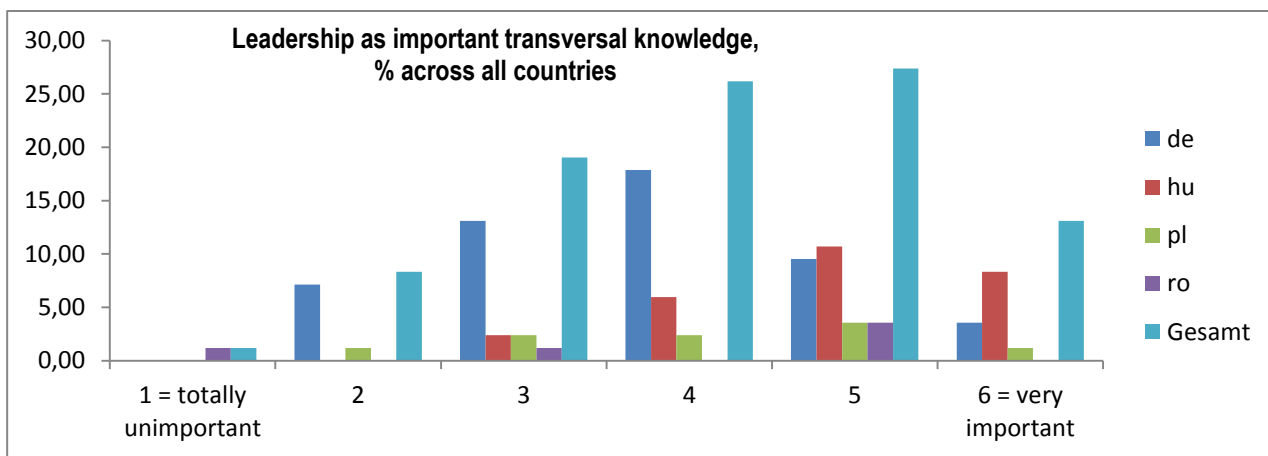
A clear trends towards "very important" in Total, Germany and Hungary. Poland and Romania are balanced and indifferent.

#### 17.4 Leadership

Question 17.4	Is leadership important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	4.15	3.79	4.91	4.11	3.80
SD	1.22	1.12	0.95	1.27	1.79
Median	4.00	4.00	5.00	4.00	5.00
95% confidence	0.27	0.34	0.39	0.83	1.57
Confidence interval +	4.42	4.13	5.30	4.94	5.37
Confidence interval -	3.88	3.45	4.53	3.28	2.23
Skewness	-0.29	0.12	-0.51	-0.20	-1.20
n	80	43	23	9	5
	all	de	hu	pl	ro

The measures on average demonstrate that leadership is important (4.15). Hungary is above the average, the others below. The histograms across all countries show a bell curve with the maximum at "5" and "4" in the overall view, in Germany and Hungary, not evident for Poland and Romania, with the maximum at "5." In the

comparison by individual country, Germany indicates a bell curve with the maximum at “4”, Hungary and Poland rather lognormal with the maximum at “5”, Romania indifferent but with the evident maximum at “5”



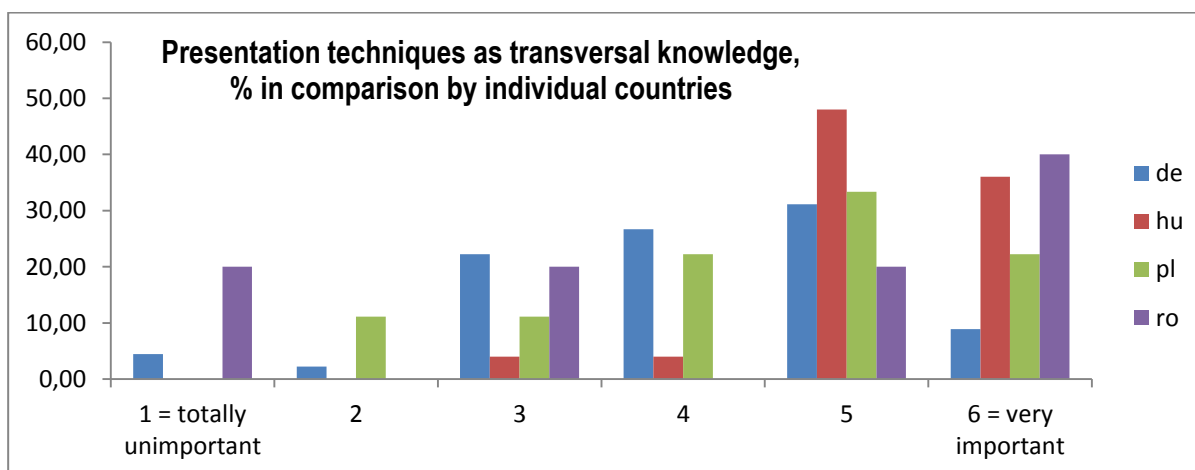
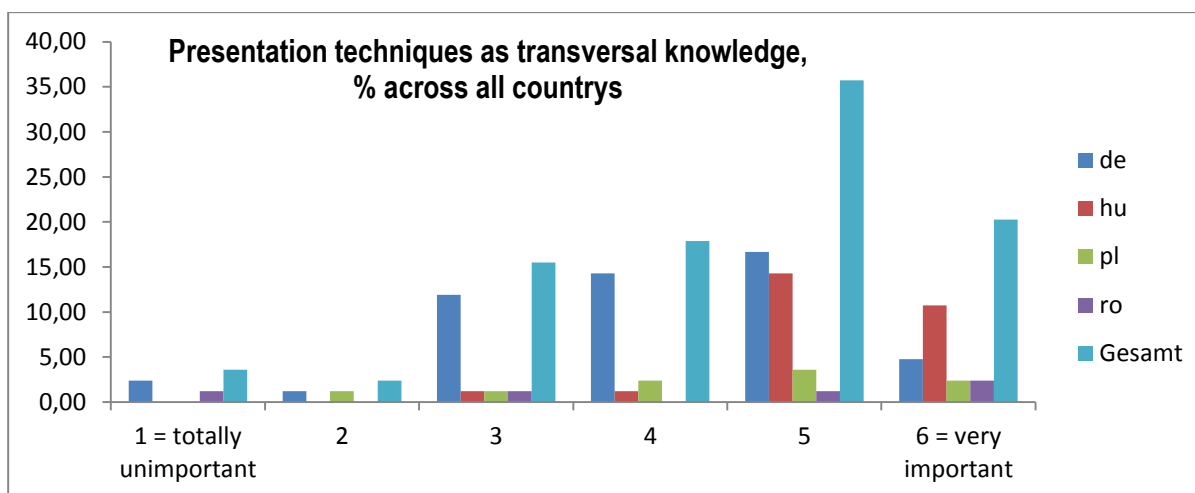
### 17.5 Presentation techniques

Question 17.5	Are presentation techniques important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	4.45	4.09	5.25	4.44	4.20
SD	1.27	1.21	0.75	1.33	2.17

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Median	5.00	4.00	5.00	5.00	5.00
95% confidence	0.28	0.38	0.31	0.87	1.90
Confidence interval +	4.75	4.40	5.57	5.32	6.10
Confidence interval -	4.20	3.73	4.95	3.57	2.30
Skewness	-0.85	-0.85	-1.19	-0.66	-0.91
n	80	43	23	9	5
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

The measures show a high importance, with Hungary at 5.26. The histograms show a strong trend towards "important" (5, 6) in the overall comparison, Germany with the maximum at "5", Hungary at "5", but also strongly at "6". Poland "4, 5, 6", maximum at "5", Romania balanced, with the maximum at "6".

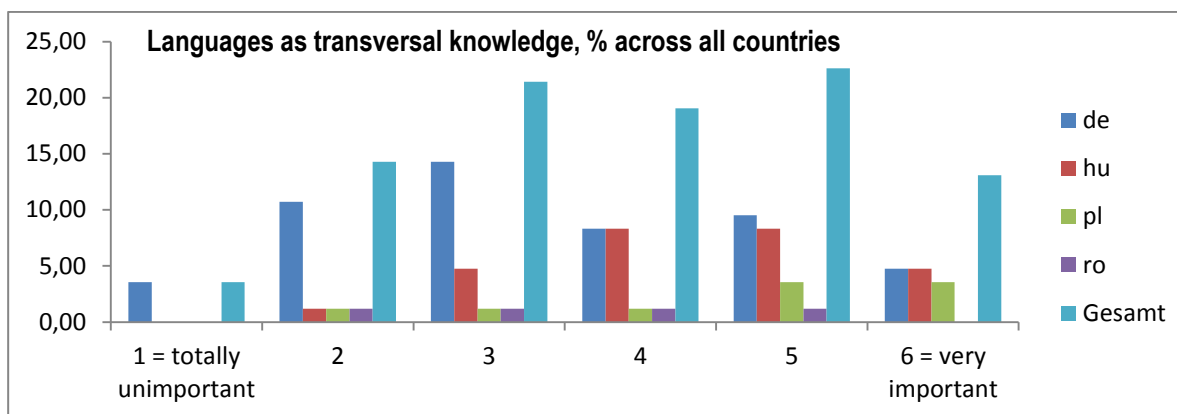


## 17.6 Languages

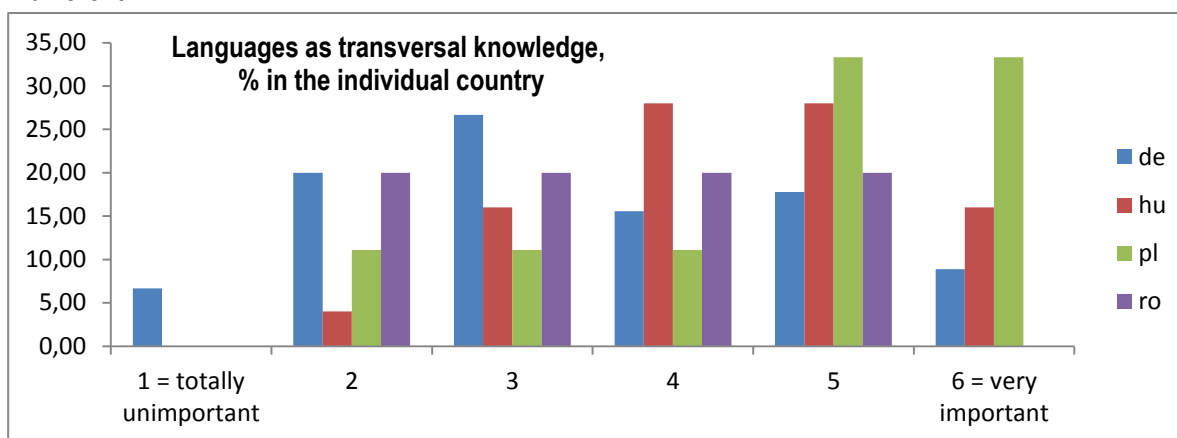
Question 17.6	Are foreign languages important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	3.87	3.47	4.39	4.67	3.50
SD	1.41	1.44	1.12	1.41	1.29

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Median	4.00	3.00	4.00	5.00	3.50
95% confidence	0.31	0.43	0.46	0.92	1.27
Confidence interval +	4.18	3.89	4.85	5.59	4.77
Confidence interval -	3.56	3.04	3.93	3.74	2.23
Skewness	-0.14	-0.14	-0.24	-0.95	0.00
n	79	43	23	9	4
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>



The total curve is close to the normal distribution, with the maximum at “3” and “5”. Germany indicates the maximum at “3”, “not so important”, Hungary at “4+5”. Poland tends towards “very important”, Romania is indifferent.



In the comparison by individual country, Germany is quite balanced with the maximum at “3”, Hungary at “4+5”, Poland at “5+6”. Romania indifferent.

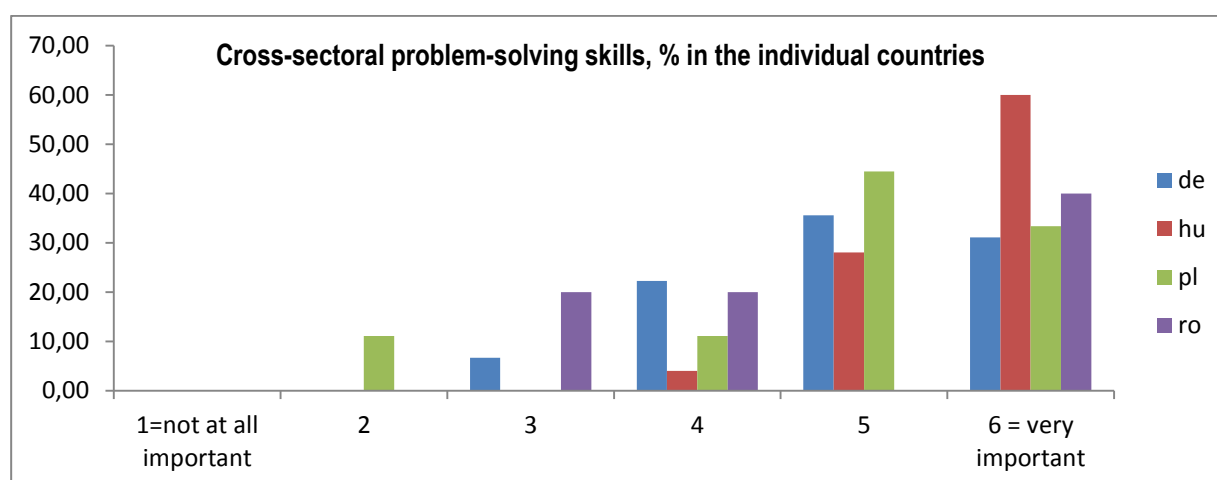
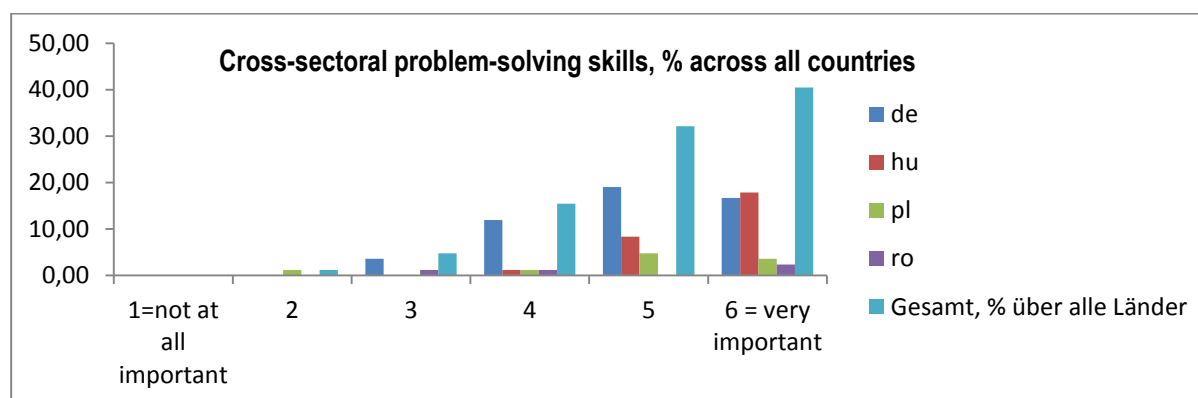
### 17.7 Cross-sectoral problem-solving skills

Question 17.7	Are cross-sectoral problem-solving skills important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	5.13	4.95	5.61	4.89	4.75
SD	0.95	0.92	0.58	1.27	1.50
Median	5.00	5.00	6.00	5.00	5.00

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95% confidence	0.21	0.28	0.24	0.83	1.47
Confidence interval +	5.34	5.23	5.85	0.72	6.22
Confidence interval -	4.92	4.68	5.37	4.06	3.28
Skewness	-0.99	-0.47	-1.22	-1.63	-0.37
n	79	43	23	9	4
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>

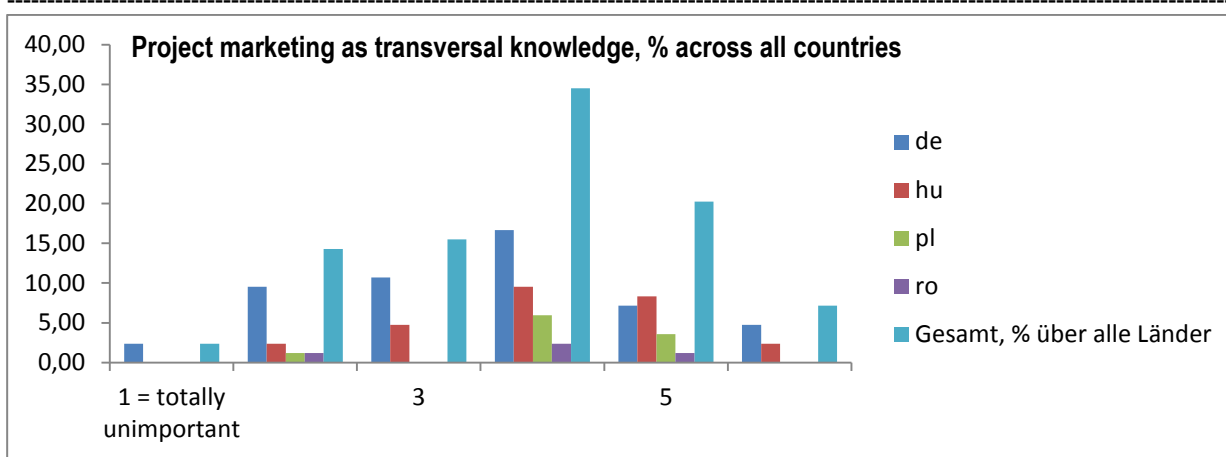
The measures show an overall average of 5.13, with Hungary even exceeding this value with 5.61. The other countries rate them just below 5. The histograms of the overall view show the same pattern. Germany displays a Gaussian curve with the maximum at 5, Hungary a clear trend towards 5, Poland weakly evident at 5 and 6. "1" and "2" are almost never mentioned.



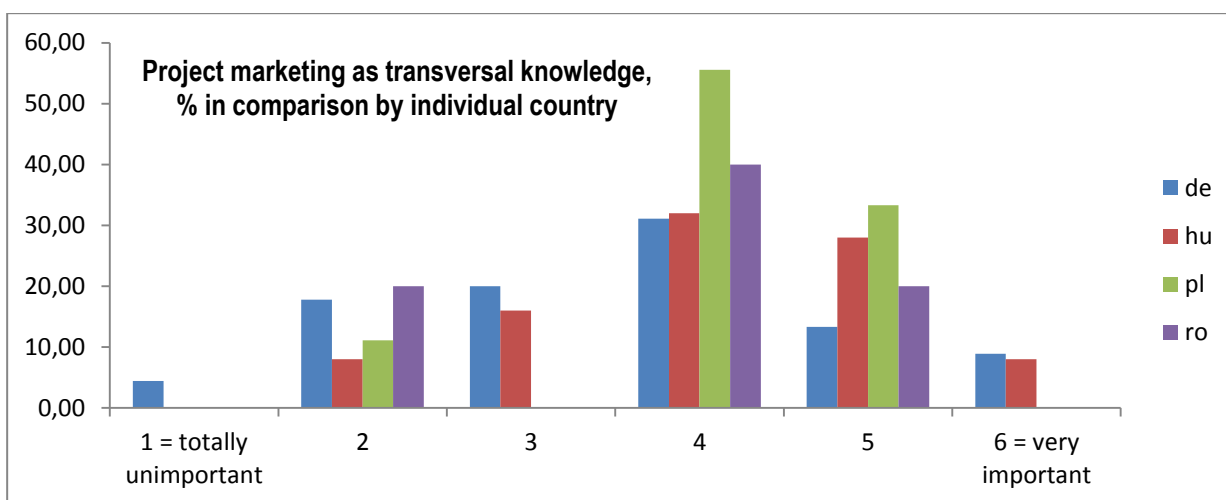
The comparison by individual country shows a strong focus on 5 and 6 in all countries. No mentions of "1= totally unimportant".

### 17.8 Project marketing

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The overall view is normally distributed with the maximum at 4, all countries except Romania display this pattern.



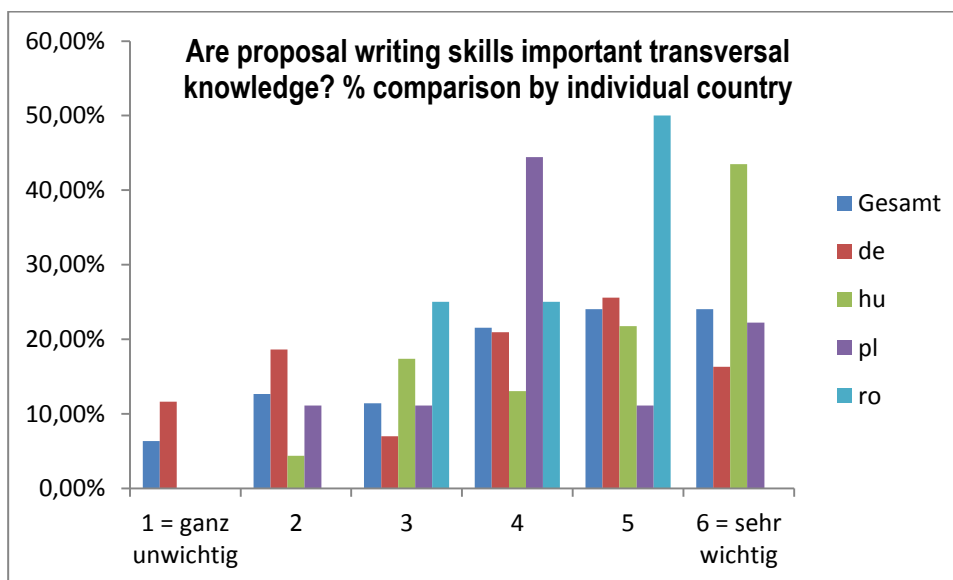
The same picture can be noticed in the comparison by country. "Totally unimportant" was mentioned only by Germany.

## 17.9 Proposal writing skills

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The measures show the average of 4.19, all countries except Germany rate it as even more important. Germany remains in the middle with 3.84.

Question 17.9	Are proposal writing skills important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	4.19	3.84	4.83	4.22	4.25
SD	1.56	1.70	1.56	1.56	0.96
Median	4.00	4.00	5.00	4.00	4.50
95% confidence	0.34	0.51	0.64	1.02	0.94
Confidence interval +	4.53	4.35	5.46	5.24	5.19
Confidence interval -	3.85	3.33	4.19	3.20	3.31
Skewness	-0.53	-0.34	-0.73	-0.08	-0.85
n	79	43	23	9	4
	<b>all</b>	<b>de</b>	<b>hu</b>	<b>pl</b>	<b>ro</b>



1= totally unimportant
6= very important

The histograms of the comparison by individual country show that Hungary attaches the greatest importance to proposal writing skills, and is followed by Germany, Poland and Romania.

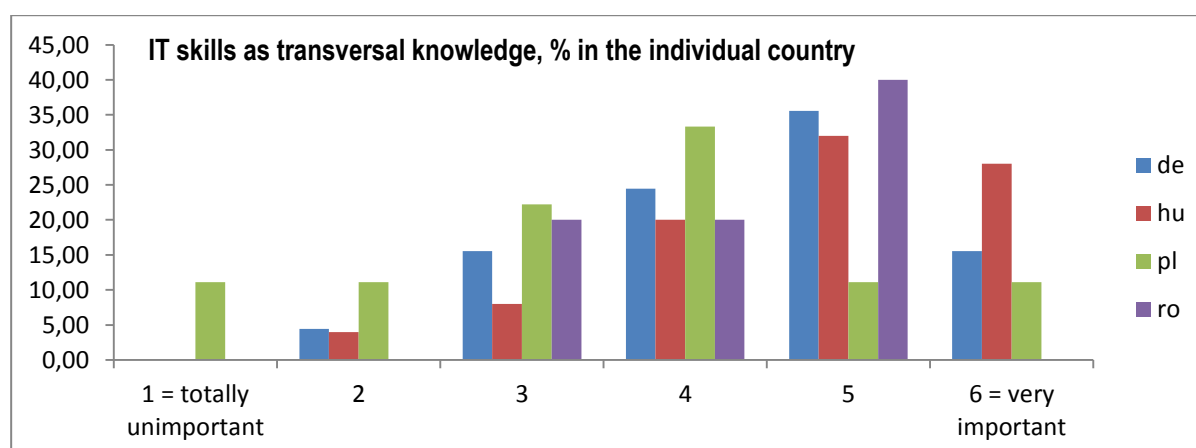
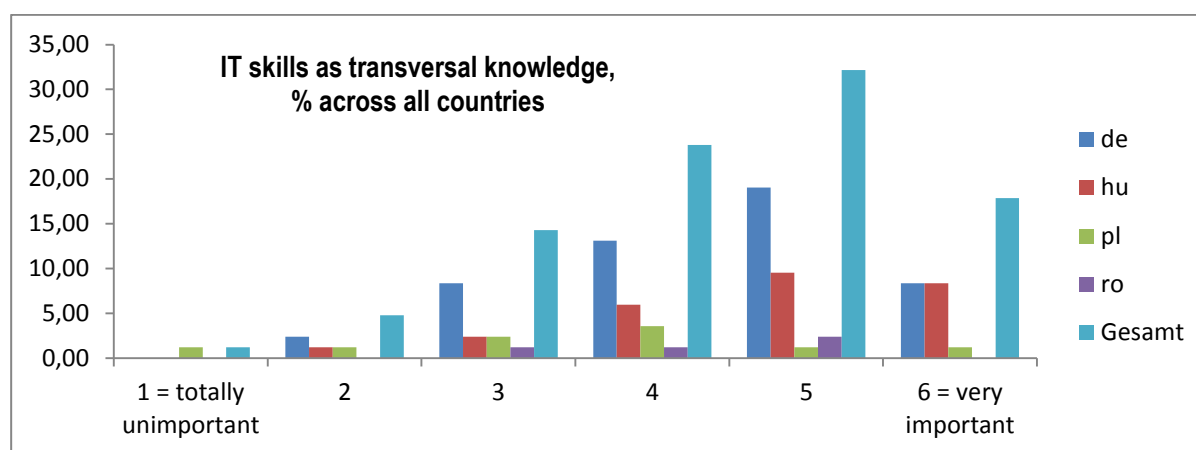
### 17.10 IT skills



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Question 17.10	Are IT skills important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	4.43	4.44	4.78	3.56	4.25
SD	1.18	1.10	1.13	1.51	0.96
Median	5.00	5.00	5.00	4.00	4.50
95% confidence	0.26	0.33	0.46	0.99	0.94
Confidence interval +	4.69	4.77	5.24	4.54	5.19
Confidence interval -	4.17	4.11	4.32	2.57	3.31
Skewness	-0.57	-0.41	-0.79	-0.14	-0.85
n	79	43	23	9	4
	all	de	hu	pl	ro

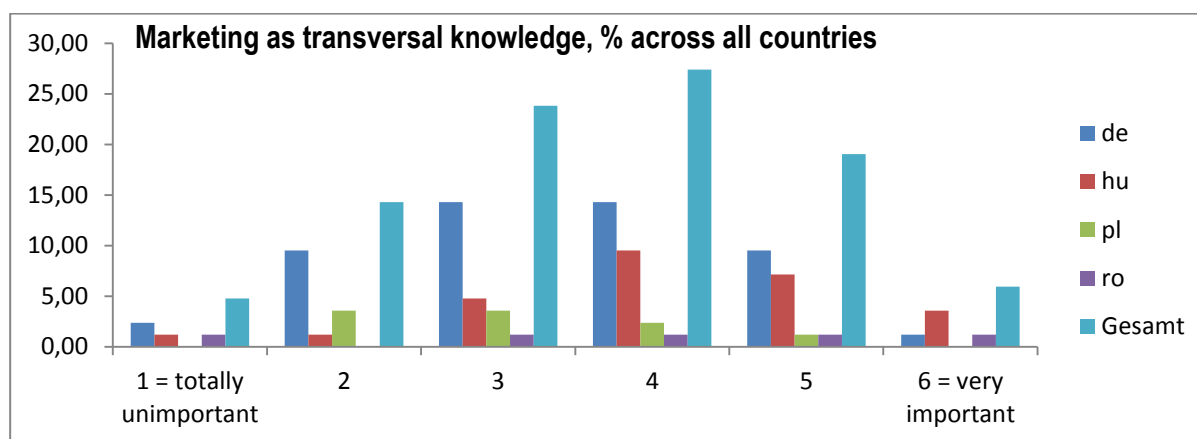
The measures show a strong focus on IT skills. Poland and Romania rate their importance as below average. The histograms in all countries show the focus on important (=5), Poland rates them somewhat weaker "4", Romania is indifferent.



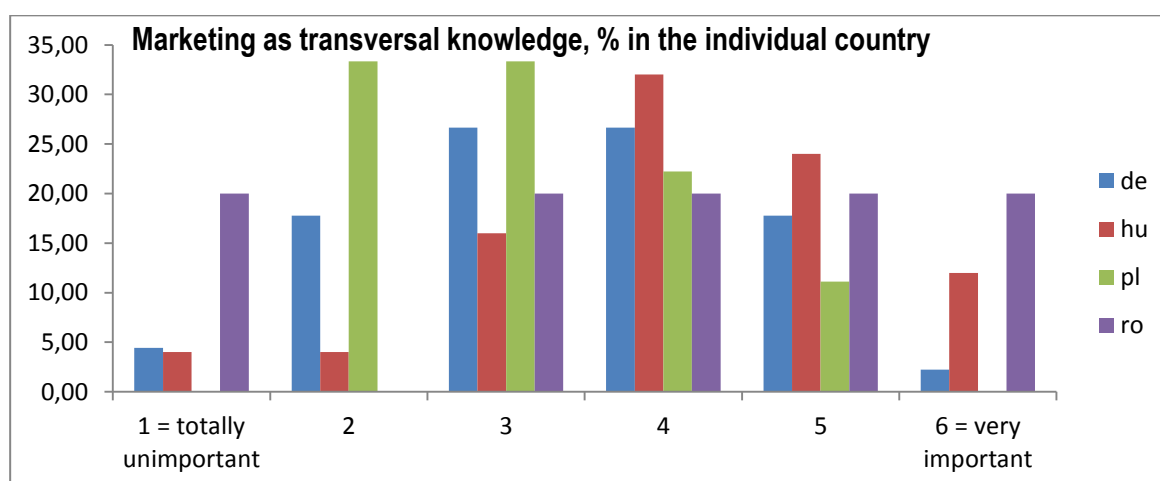
This pattern is also clear here, Romania shows a significant rating ("5"), regards IT skills as important (5).

### 17.11 Marketing

Question 17.11	Are marketing skills important cross-sectoral knowledge? 1= totally unimportant; 6= very important				
Mean	3.63	3.44	4.13	3.11	3.80
SD	1.28	1.20	1.25	1.05	1.92
Median	4.00	3.00	4.00	3.00	4.00
95% confidence	0.28	0.36	0.51	0.69	1.69
Confidence interval +	3.90	3.80	4.64	3.80	5.49
Confidence interval -	3.35	3.80	3.62	2.42	2.11
Skewness	-0.12	-0.07	-0.57	0.55	-0.59
n	80	43	23	9	5
	all	de	hu	pl	ro



The overall view is normally distributed with the maximum at 4= quite important. Germany's maximum is at 4, Hungary's at 4, Poland rates marketing as less important (2) and Romania is indifferently uniformly distributed. A comparison by individual country shows the same picture.



**Question 18 Do you know any other cross-sectoral fields of knowledge?**

Other transversal subjects are predominantly unknown (ca. 90% "no" answers).

**Question 19 Which other cross-sectoral fields of knowledge are important to you?**

The following keywords were also mentioned

Country	What other types of cross-sector knowledge and abilities are important to you?	English
de	Fähigkeit, sich in neue Themen einzuarbeiten	ability to familiarise with new topics
de	Interdisziplinarität	interdisciplinarity
de	Kommunikation, Rhetorik Konfliktmanagement Stressbewältigung Networking	Communication, rhetoric, conflict management, coping with stress, networking
de	NGO Erfahrung Politikerfahrung Organisations- und Institutionserfahrung	NGO-Experience, experience in politics, organisations and institutions
de	Projektreporting und Projektdokumentation, Kommunikation, Öffentlichkeitsarbeit, Veranstaltungskoordination, Finanzcontrolling	project reporting and documentation, communication, public relations, event coordination, financial controlling
hu	timemenedzsment	Time management
pl	doświadczenie w zarządzaniu	experience in management

**Question 20 What laws do you need in your work?**

Country	Which laws, directives and norms are important in your field that your staff should be familiar with? Please list the important ones for you.	English
de	Umweltrecht	environmental law
de	Naturschutzgesetz und -richtlinien sofern sich der Arbeitsplatz in der entsprechenden Abteilung befindet.	environmental law and directives
de	Baugesetze, VSV, TVöD	Building Law, VSV, TVöD
de	DIN aus dem NAL Landwirtschaftliche Verordnungen zum Thema Düngemittel, Düngung, Futtermittel, etc.	DIN, agricultural directives to fertilizers, fertilizing, animal feed
de	Alle, die mit Entsorgung bzw. Umweltschutz zu tun haben.	waste management and environmental protection
de	Umweltrichtlinien; Förderrichtlinien Ministerien, Stiftungen	environmental law, funding, ministries, foundations

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de	EE-Gesetz BAFA-Förderungen PV+Solarthermie-Simulationenprogramme	EE-Law, BAFA-Funding, PV and solar heat
de	Normen und Verordnungen des Bauplanung EnEV, TA-Lärm, BImSchG HOAI	building law and directives, EnEV, Noise technical directives, BImSchG, HOAI
de	SGB XI SGB V SGB XII Tarifregelungen Arbeitsrecht	SGB XI SGB V SGB XII standard wage directives, Labour Law
de	Abfallgesetz	Waste Management law
de	Universitätsgesetz	University law
de	Code of Conduct	Code of Conduct
de	Bergbauspezifische	Mining issues
de	Bundesnaturschutzgesetz, Landesnaturschutzgesetze, Schutzgebietsverordnungen, Qualitätsstandards für Schutzgebiete	Federal Nature Conservation Law, Nature Conservation Law of the Länder, Directives on protected areas, Quality standards for protected areas
de	Natura 2000; FFH-RL; Vogelschutz RL, WRRL, HWRM-RL; nationale Gesetze zu den vorgenannten Themen. Bodenschutzgesetz, Abfall-Kreislaufwirtschaftsgesetz, Altlasten	Natura 2000, FFH-RL, Bird protection directive, WRRL, HWRM-RL, national laws on Soil protection, Waste and Circular Management Law, contaminated sites
de	Umweltrecht, Baurecht	Environmental Law, Building law
de	Umweltgesetze	Environmental Law
de	Energieeinsparverordnung, EU-Richtlinie zur Gesamtenergieeffizienz von Gebäuden, EeWärmeG, WEEE, EDL, TA-Luft, BImSchV, etc.	Energy saving directive, EU Directive to total energy efficiency in buildings, EeWärme G, WEEE, EDL, Technical instructions on air quality, Federal immission control Act and others
de	Natur-Tier- und Umweltschutzgesetze politische (Regierungs-)Strukturen	Laws on Nature-, Animal- and environmental protection
de	Naturschutzgesetz Natura-2000-Richtlinien Wassergesetz Immissionsschutzgesetz	Nature conservation Law, Natura-2000 Directives, Federal water law
de	GüKG AbfAEV BGB StGB TVG KrWG BImSchG StVO GBV	GüKG AbfAEV BGB StGB TVG KrWG BImSchG StVO GBV
de	Umweltgesetzgebung auf Landes, Bundes und EU Ebene, aktuelle Entwürfe von Gesetzen	Environmental protection laws of the Länder, federal and EU-level, actual law drafts
de	Arzneimittelgesetzgebung. Chemikaliengesetz. Tierschutzgesetz.	Prescription laws, laws on chemicals, law on Animal Protection
de	Mietrecht,	Tenancy Law
de	Mietrecht	Tenancy Law
de	Fachbezogene Richtlinien u d DIN-Normen	specific norms and directives
de	zu vielfältig hängt vom Aufgabenfeld im Referat ab	depending on topics of division
de	ANBest-P, Einschlägige Gesetze je nach Projekthalt	AN - Best Practice, specific laws according to project topic

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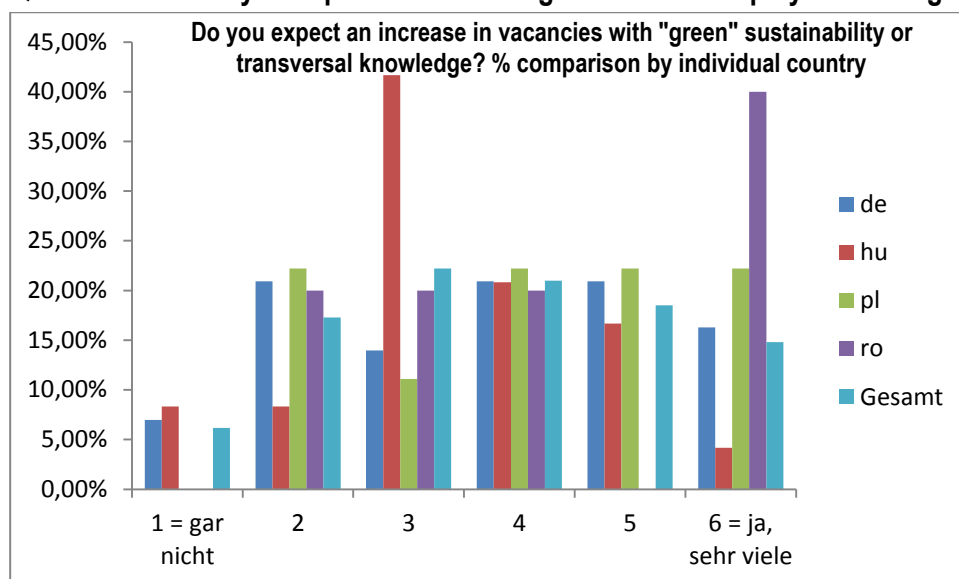
de	Bergrecht, Umweltgesetzgebung (Boden, Wasser, Luft betreffend), Arbeitssicherheit	Water Law, Soil Protection Law, Environmental Protection law, Mining law, Safety at work act
de	Wasserrecht, Bodenschutzrecht, Umweltrecht	Water Law, Soil Protection Law, Environmental Protection law
de	DIN, ISO, Naturschutzgesetze (EU, FFH, WRRL, etc.)	DIN, ISO, Nature conservation laws (EU, FFH, WRRL, etc.)
de	Agenda 21	Agenda 21
de	Brandenburgisches Naturschutzgesetz Grundsätze des Verwaltungshandelns	Brandenburg Nature Conservation Law, Directives of administrations
de	Qualitätsmanagement, Wissensmanagement, Umweltmanagement, Berichtspflicht, CSR, Nachhaltigkeitscodex	Quality-, Knowledge-, Environmental Management. Codex of Sustainability
de	eu ökoverordnung, Verbandsrichtlinien	EU ecological directive, Association directives
de	QM DQR EQR	QM DQR EQR
hu	közösségi szolgáltatások, önkormányzati feladatellátás CSR	community services, responsibilities of self-governments CSR
hu	integritás, etikai kódex	integrity, ethical code
hu	2012. évi I. törvény a munka törvénykönyvéről	Law I /2012. from the Labour Code of Hungary
hu	Agenda 2020 (ezen belül - CLIMAdapt)	Agenda 2020 (within it CLIMAdapt)
hu	KTTV:Környezetjogi alaptörvények - 1995. évi LIII. tv. („a környezetjog alkotmánya”) (Kvt.) Célok, alapelvek, szabályozási keretek meghatározása Alapintézmények Jogalkotási felhatalmazások 1996. évi LIII. tv. (környezetvédelem <sup>1</sup> természetvédelem) A természet védelmének sajátosságai	Basic law related to Environmental Legislation Law LIII. /1995. („the constitution of environmental legislation”) (Kvt.) determining objectives, guidelines, regulation frameworks basis institutions authorisations for creating laws
hu	Mötv: 2011. évi CLXXXIX. törvény Magyarország helyi önkormányzatairól KET, Kttv. Áhtv:Államháztartási törvény 2004. évi CXL.törvény a közigazgatási hatósági eljárás és szolgáltatás általános szabályairól <sup>1</sup>	MÖTV administrative authority procedures and services Law CLXXXIX/2011 about the self-governments in Hungary/ KET Public Finance Act Law CXL/2004. regarding the general regulations of /Law LIII. /1996. (environmental protection and nature conservation) characteristic features of nature conservation
hu	Az egyesület tevékenységét érintő EU-s és hazai jogszabályok, irányelvek.	
hu	felnőttképzési tv.	basis institutions
hu	Vonatkozó jogszabályi környezet ismerete.	authorisations for creating laws

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hu	őszinteség, hálózatokban való gondolkodási képesség közösségi tervezési módszertan alkalmazása nemzetköziség-jó gyakorlatokra való nyitottság önállóság, proaktivitás	honesty, ability to think in networks, application of community planning methodology , internationalism -openness to good practices, independence, proactivity
hu	TvT, KvT,	Basic law related to Environmental Legislation Law LIII. /1995. („the constitution of environmental legislation”) (Kvt.) determining objectives, guidelines, regulation frameworks basis institutions authorisations for creating laws
hu	ifjúsági stratégia kulturális tv. önkormányzati tv.	youth strategy, cultural law legislation regarding self-governments
hu	jövedéki tv. adózási kötelezettségek VÁM bejelentési dokumentumok	legislation regarding excise tax, tax duties, customs registration documents
hu	biztonságos működés felnőttképzési tv. energia takarékoság	safe operation, legislation regarding adult education, energy efficiency
hu	államigazgatás, önkormányzati szabályozás, szakágazati szabályozások	public administration, legislation regarding self-governments, legislation of different fields involved
hu	a stabil és nyugodt vállalkozási környezetet biztosító	cooperation to provide a safe and relaxed entrepreneurial environment
hu	együtműködés	cooperation
pl	prawo energetyczne (Energetic Law), prawo budowlane (Building Law), prawo wodne (Water Law)	Energetic Law, Building Law, Water Law
pl	Dyrektywy Parlamentu Europejskiego i Rady: 2010/31/UE, 2012/27/UE, 2009/28/WE, 2008/50/WE; Ustawa Prawo Energetyczne, Ustawa o Odnawialnych Źródłach Energii, Ustawa o efektywności energetycznej, Ustawa Prawo Ochrony Środowiska	Directives of the European Parliament and of the Council: 2010/31/UE, 2012/27/UE, 2009/28/WE, 2008/50/WE; Energy Law, Act on Renewable Energy Sources, The Energy Efficiency Act, The Environmental Protection Law
pl	ustawa o odnawialnych źródłach energii, Europejskie i krajowe normy w zakresie instalacji OZE, dyrektywa EPC	Act on Renewable Energy Sources, European and national standards for Renewable Energy Installations, EPC Directive
pl	ustawa o oze normy pomiarów elektrycznych	Act on Renewable Energy Sources, Standards for Electrical Measurements
pl	PROW 2014-2020, ustawy o samorządzie lokalnym, prawo o stowarzyszeniach, prawo zamówień publicznych	Rural Development Program 2014-2020, Act on Local Government, Association Law, Public Procurement Law
pl	Prawo Geologiczne i Górnicze	Geological and Mining Law
pl	Jest to zależne od realizowanego projektu. Pracownicy mogą się zapoznać z aktami normatywnymi w miarę potrzeb.	It depends on the project being carried out. Employees can read the normative acts as needed.
pl	Jest ich bardzo dużo	There are many of them

ro	legea apelor (107/1996) cu modificarile la zi OM 662/2006+OM 799/2015-pentru intocmirea si eliberarea avizelor/autorizatiilor de gospodarie a apelor, HG 930/2005+OM 1278/2011-pentru delimitarea zonelor de protectie sanitara a captarilor de apa	Water Law (107/1996) with updated modifications O.M. (Order of Ministry) 662/2006 and O.M. 799/2015 for the preparation and issuance of the permits/authorizations for water management G.D. (Government Decision )930/2005+OM. 1278/2011 for delimitation sanitary protection of water catchments
ro	Gestionarea Deseurilor, Directive UE	Waste management. E.U. Directives
ro	Legea 220/2008 Normativul C107/2005	Law 220/2008 NormativeC107/2005
ro	Legea bunului simț. Restul se învață pe parcurs.	Legea bunului simț. Restul se învață pe parcurs. The Law of good sense. The rest learns along the way
ro	ITI-PM -2001	ITI-PM -2001

**Question 21 Do you expect an increasing demand for employees with "green" skills?**



1= not at all
6= yes, a lot

In the histograms the opinions are not unambiguous, the expectations are rather lower (the maximum at "3"). The overall view is symmetrically close to a normal distribution with the maximum at 3, Germany is indifferent with a uniform distribution across all categories. Hungary is normally distributed with an inclination to 3, Poland and Romania are indifferently distributed.

In the comparison by individual country, the picture for Germany, Poland and Romania is indifferently uniformly distributed. However, Romania also shows mentions at 6= very important. But there are only 2 votes, because Romania has a very low number of returns. Hungary is normally distributed with a strong focus on 3.

The mean across all countries is 3.71, at "middle". The statistical measures for Poland and Romania show above-average expectations for the increase in "green" jobs.

Question 21	Do you expect an increase in jobs in the "green" area and with cross-sectoral requirements? 1= not at all; 6= yes, very much				
Mean	3.71	3.77	3.35	4.11	4.20
SD	1.49	1.57	1.23	1.54	1.79
Median	4.00	4.00	3.00	4.00	4.00
95% confidence	0.33	0.47	0.50	1.00	1.57
Confidence interval +	4.04	4.24	3.85	5.11	5.77
Confidence interval -	3.39	3.30	2.85	3.11	2.63
Skewness	-0.01	-0.14	0.06	-0.24	-0.05
n	80	43	23	9	5
	all	de	hu	pl	ro

**Question 22 What reasons are important for an increase in "green" jobs?**

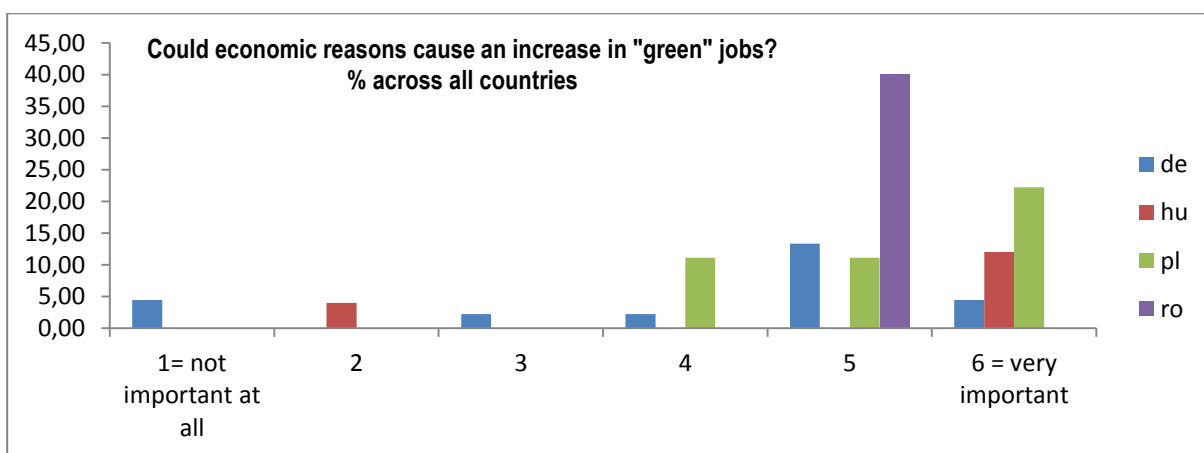
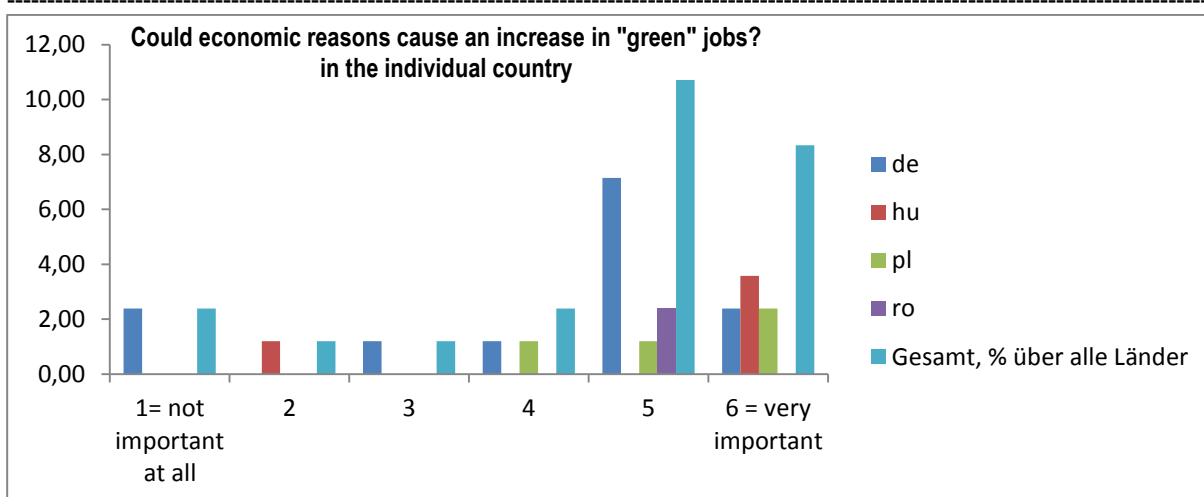
**22.1 Could economic reasons cause an increase in "green" jobs?**

A strong uncertainty is revealed in the answers here: This question was not answered by between 74% (total) and 84% (Hungary) respondents. The remaining evaluations must be perceived accordingly.

Could economic reasons be important for the increase in demand for "green" jobs?	de	hu	pl	ro	Total
<b>Total, % in the individual country</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
1= totally unimportant	4.44	0.00	0.00	0.00	2.38
2	0.00	4.00	0.00	0.00	1.19
3	2.22	0.00	0.00	0.00	1.19
4	2.22	0.00	11.11	0.00	2.38
5	13.33	0.00	11.11	40.00	10.71
6= very important	4.44	12.00	22.22	0.00	8.33
<b>n.i.</b>	<b>73.33</b>	<b>84.00</b>	<b>55.56</b>	<b>60.00</b>	<b>73.81</b>

In the overall view and in Germany, the economic reasons are rated as "5= quite important" and "6= very important". Hungary and Poland also rate them to a large extent as "very important".





The comparison by individual country is very incomplete, a trend towards "important" can be determined.

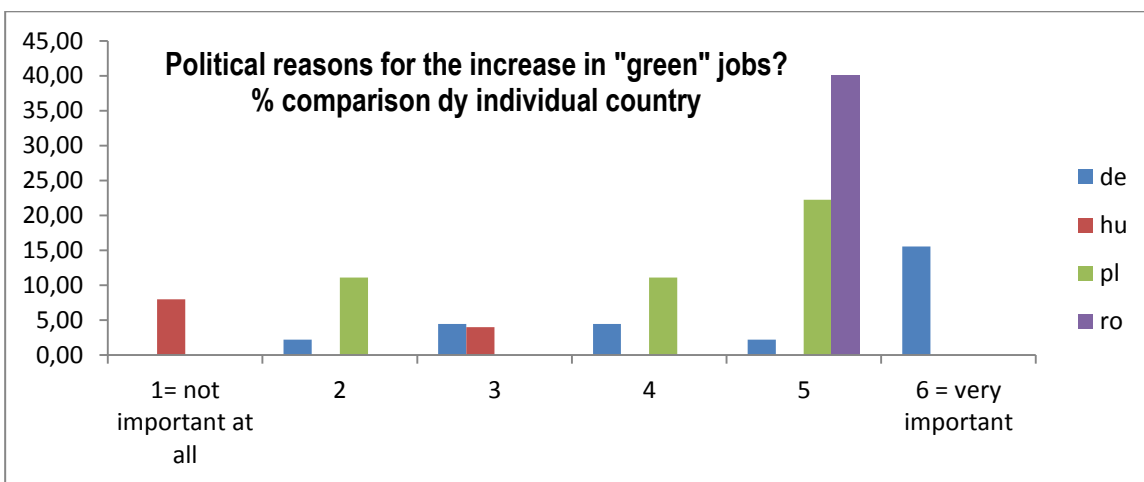
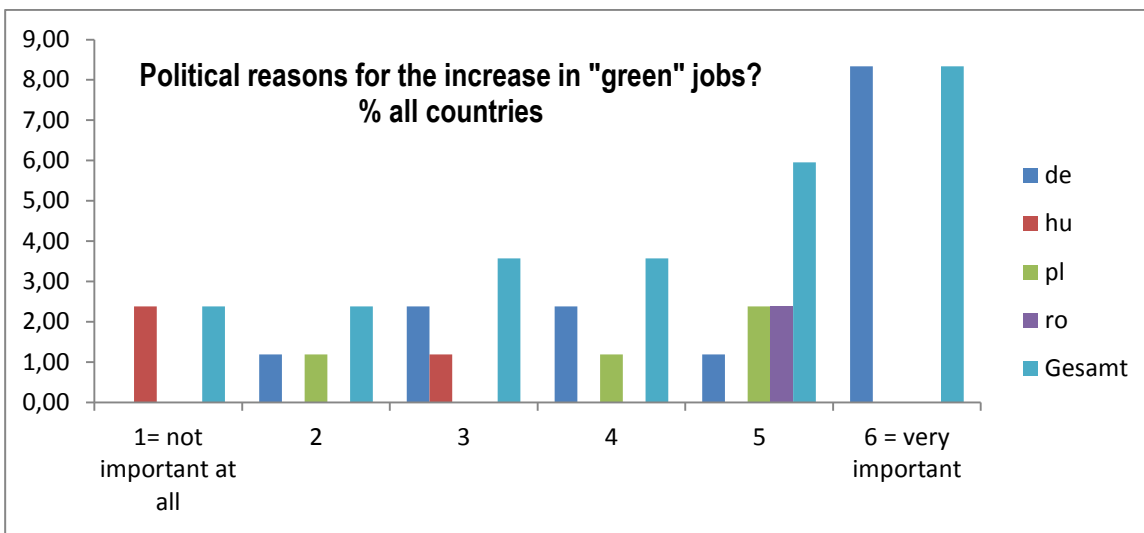
## 22.2 Are there political reasons for the increase in "green" jobs?

Could political reasons be important for the increase in demand for "green" jobs?	de	hu	pl	ro	Total
<b>Total, % in the individual country</b>	100.00	100.00	100.00	100.00	100.00
1= totally unimportant	0.00	8.00	0.00	0.00	2.38
2	2.22	0.00	11.11	0.00	2.38
3	4.44	4.00	0.00	0.00	3.57
4	4.44	0.00	11.11	0.00	3.57
5	2.22	0.00	22.22	40.00	5.95
6= very important	15.56	0.00	0.00	0.00	8.33
n.i.	71.11	88.00	55.56	60.00	73.81

Uncertainty is revealed also here, with "no information" selected in between 60% and 88% of the answers. Germany, Poland and Romania regard political reasons as important drivers, while Hungary not at all.

The overall view shows a strong trend of rating political reasons as "very important". Hungary, on the other hand, rates them as "totally unimportant" and once with 3. Poland is indifferent with a slight focus on "important".

**Hypothesis: This is where Orbán's policy of disregarding environmental thinking could be traced.**

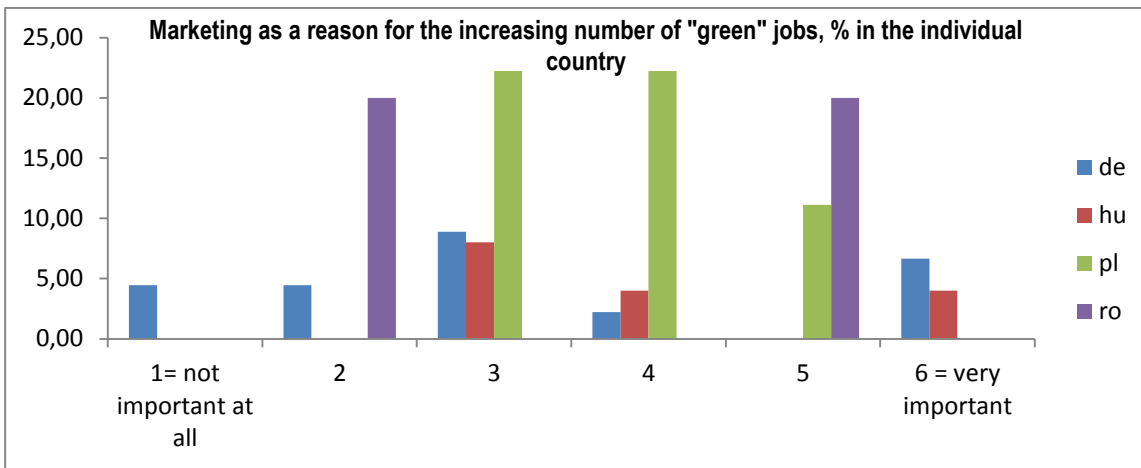


The comparison by individual country is incomplete; however, it confirms the patterns of the overall comparison. The outlier position of Hungary is demonstrated also here.

### 22.3 Are there marketing reasons for the increase in "green" jobs?

This question was answered with the same uncertainty factor (from 44% to 84% n.i.). The question was answered with indifference to a large extent. In the overall view, the focus was on 3 in the middle.

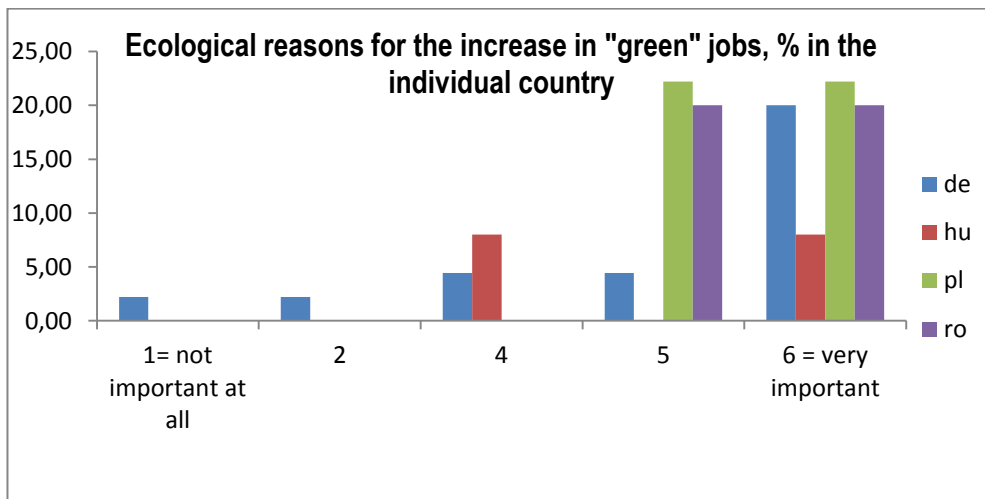




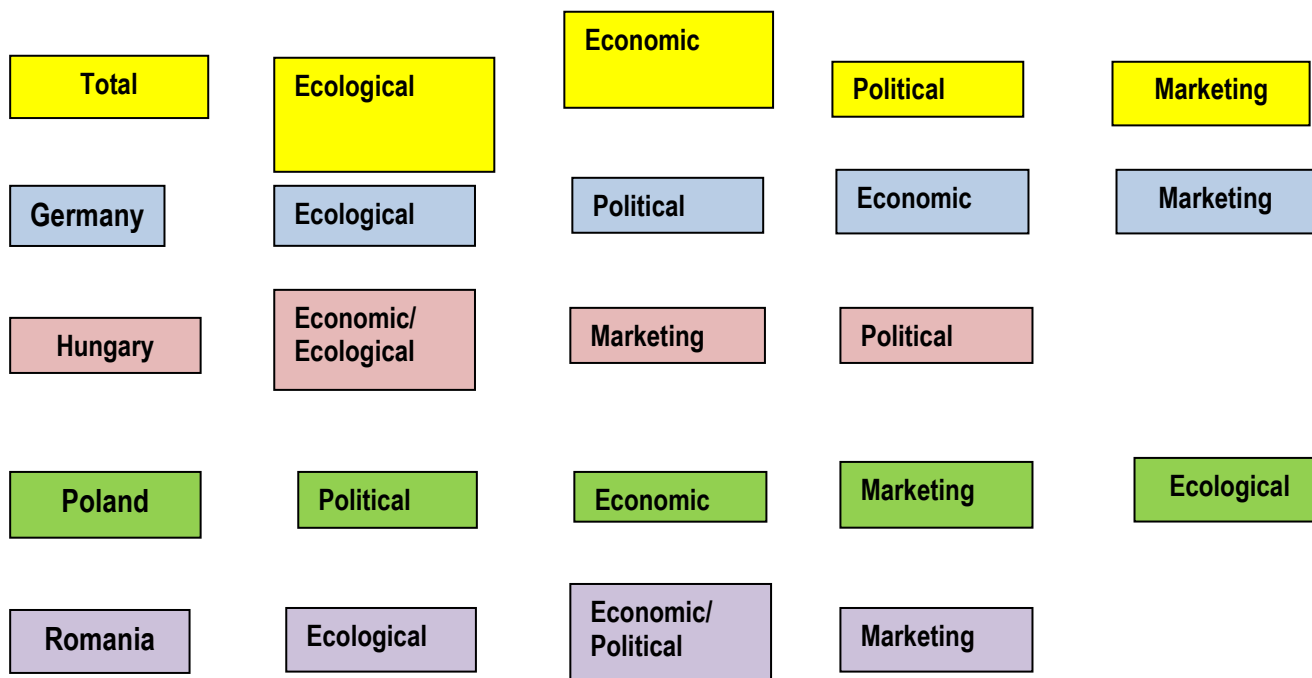
The comparison by individual country is incomplete, Germany is indifferent across almost all figures, Hungary very diverse, just like Poland and Romania. So no clear statement.

#### 22.4 Are there ecological reasons for the increase in "green" jobs?

The overall view and Germany unambiguously display "very important", while Poland, Romania and Hungary are ambiguous. The comparison by individual country reinforces this pattern very much. Only Hungary is ambiguous. The other countries are all close to "5" or "6".



Ranking of reasons



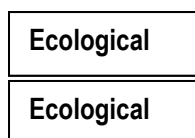
**Question 23** Do you know other recognised further education offers in the field of environmental-, nature- and climate protection?

To the major extent, no further education offers were known.

Question 23	Do you know recognised further education offers that cover the area of environmental-, nature- and climate protection for your demand? 67.90% no 32.10% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	67.90%	53.49%	79.17%	88.89%	100.00%
Yes	32.10%	46.51%	20.83%	11.11%	0.00%

About 70% of the respondents do not know any further training offers in the field of environmental-, nature- and climate protection. Even in the individual countries, such further education offers are unknown to a large extent.

**Good for us!!**



**Question 24** The following further education offers are additionally known

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Country	Please list further education trainings covering environmental, nature, and climate protection known to you	English
de	Leuphana Lüneburg	Leuphana Lüneburg
de	Klimaschutzmanager Umweltmanagementsysteme Nachhaltigkeitsmanagement	climate protection manager, Environmental management systems
de	durch die Zusammenarbeit in der ANU (Arbeitsgemeinschaft für Natur- und Umweltbildung) arbeiten wir mit diversen Akteuren zusammen, über die wir die Möglichkeit erhalten an Weiterbildungsangeboten teilzunehmen	Working group for Nature and Environmental education
de	Studiengängen im Bereich Bauphysik, Energietechnik, Bauen im Bestand Energieberater-Lehrgänge der Handwerkskammer und Ingenieurekammer Tagungen der Fachverbände Zertifizierung Passivhausplaner Ausbildung DGNB	Study topics in building physics, energy-consultant courses of chamber of crafts, chamber of engineers, expert conferences, certificate of passive house design, DGNB education
de	Angebote der Landes-Naturschutzakademien,	Nature protection academies of the Länder
de	DWA; LfULG-Sachsen einschließlich staatl. Fortbildungsstätte, LANU-Sachsen	DWA, LfULS Saxonia, state furthering education institutions, LANU Saxonia
de	Architektenkammern der Länder, Natur- und Umweltakademien der Länder, Berufsverbände für Natur- und Umweltschutz, Universitäten	chamber of architects of the Länder, Environmental academies of the Länder, professional associations for nature and environmental protection, universities
de	Umweltreferendar, Umweltinspektor, Strahlenschutzbeauftragter, Abfallbeauftragter, Energieberater	trainee teacher of environmental topics, inspector for environmental issues, radiation safety officer, waste management expert, energy saving consultant
de	Akademien Weiterbildungsmodul der eigenen Organisation Internat. Angebote Internat. Organisatoionen und Institutionen in versch. europäischen Ländern Erasmus	academies, internal furthering education topics, international organisations, in European countries
de	Umweltakademie BW	Academy of environmental issues, BW
de	Landeseigene Weiterbildungsangebote u.a. des Umweltministeriums, der Fortbildungsakademie Herne, des Bildungszentrum für Ver- und Entsorgungswirtschaft, der Natur- und Umweltschutzakademie, des Landesbetriebs Wald und Holz	Environmental engineer
de	IQ Bremen, energiekonsens Bremen, UNI Bremen, IHK Weiterbildungen	IQ Bremen, energiekonsens Bremen, UNI Bremen, Courses by Chamber of the crafts
de	Sächsische Landesstiftung Natur- und Umwelt, Nordum Akademie, IWU Magdeburg, DGFZ Dresden	Länder foundation Saxonia Nature and environmental protection, IWU Magdeburg, DGFZ Dresden
de	Naturschutzakademien der Länder, BfN, UBA, UBB,	Academies of environmental protection of the Länder, BfN, UBA, UBB
de	einschlägige Hochschulangebote	university courses
de	LAKÖV u.v.a.	LAKÖV

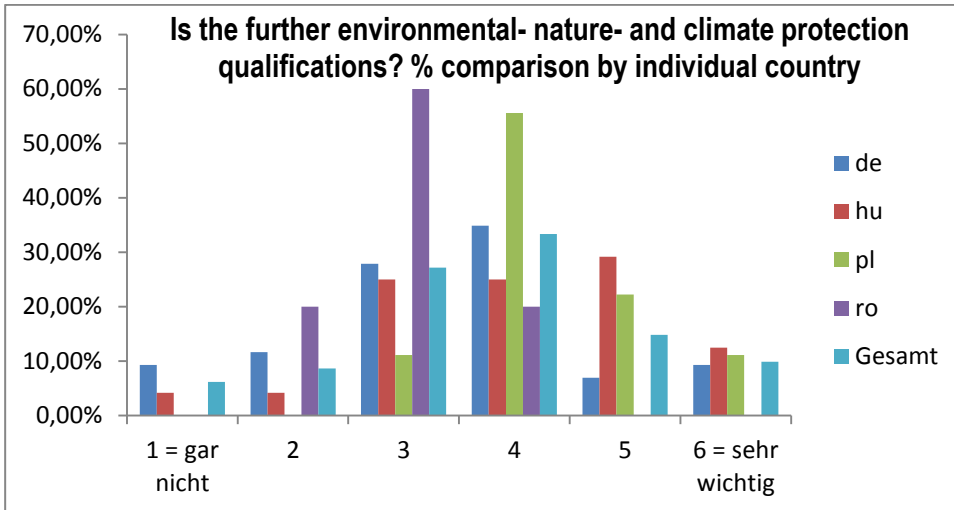
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de	Demeter, Binako, wissenstransfer Ökolandbau	Demeter, Binako, Ökolandbau
de	Weiterbildungsangebote der Fachverbände, - Gesellschaften, Universitäten	professional associations, universities
hu	térségi humán szakértő	regional human expert
hu	Tájgondnok képzés- Pl: Szent István Egyetem	Landscape Guardian training- e.g.: Szent István University
hu	Zöld-Híd Alapítvány	Green-Bridge Foundation
hu	tv-i mérnök, körny. mérnök, ....	environmental engineer
pl	audytorzy (auditors), specjalista ds. ochrony środowiska (environmental protection specialist), specjalista ds. OZE (RES specialist)	auditors, environmental protection specialist, RES specialist

### Question 25 Is there a necessity for further environmental-, nature- and climate protection qualifications?

Generally, a necessity is perceived, but not with top importance (3.72). Germany and Romania are below average, while Hungary and Poland perceive its importance as above average (4.09 / 4.33).

Question 25	Do you think there is a necessity for additional qualification in the field of environmental-, nature- and climate protection? 1= not at all; 6= of course				
Mean	3.72	3.47	4.08	4.33	3.00
SD	1.29	1.33	1.28	0.87	0.71
Median	4.00	4.00	4.00	4.00	3.00
95% confidence	0.28	0.40	0.51	0.57	0.62
Confidence interval +	4.00	3.86	4.60	4.90	3.62
Confidence interval -	3.44	3.07	3.57	3.77	2.38
Skewness	-0.13	0.02	-0.44	0.66	0.00
n	81	43	24	9	5
	all	de	hu	pl	ro



6= very important
1= not at all

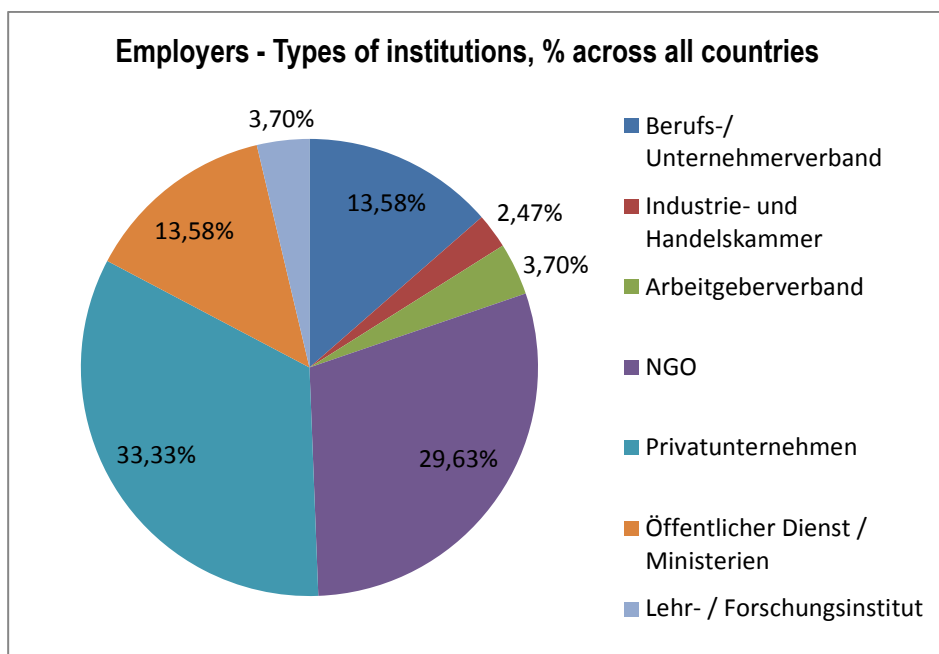
In the normally distributed overall view, the maximum reaches "4", Germany as well, Hungary is indifferent from "3" to "6", Poland has the maximum at "4", Romania is indifferent.

In the comparison by individual country, Germany shows the normal distribution with the maximum at 4, Hungary as well, but with even more focus on importance, Poland shows "3-6" with the maximum at "4", a very evident pattern is revealed for Romania with the maximum at "3".

A necessity for the addressed subjects is affirmed clearly. But only as moderate importance (3-4).

### 4.3 Evaluation by type of organisation

Trade associations, the Chamber of Industry and Commerce, employers' associations, non-profit associations (NGOs), private enterprises, public service authorities as well as training and research institutions were mentioned. Private enterprises and associations each account for one third, public service authorities and enterprise associations each for 13.5%, the Chamber of Industry and Commerce for 2.5%, and employers' association and training and research institutions each just below 4%.



**Question 2 Number of employees**

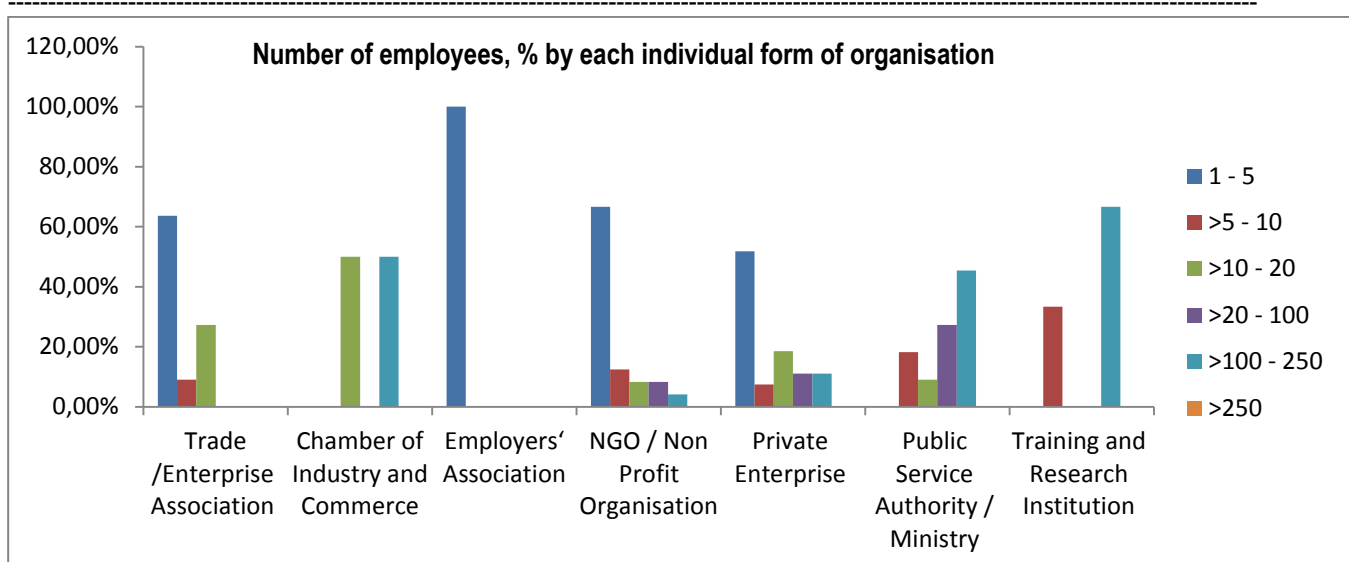
The Chamber of Industry and Commerce (but there are only two answers), public service authorities and training and research institutions have the most employees, while enterprise associations and NGOs the fewest. The mean is 2.3, i.e.

Question 2	How many employees do you have? (1= 1-5, 2= >5-10, 3= >10-20, 4= >20-100, 5= >100-250, 6= >250)							
Mean	2.30	1.64	4.00	1.00	1.71	2.22	4.00	4.00
SD	1.52	0.92	1.41	0.00	1.20	1.48	1.18	1.73
Median	2.00	1.00	4.00	1.00	1.00	1.00	4.00	5.00
95% confidence	0.33	0.55	1.96	n.a.	0.48	0.56	0.70	1.96
Confidence interval +	2.63	2.18	5.96	n.a.	2.19	2.78	4.70	5.96
Confidence interval -	1.97	1.09	2.04	n.a.	1.23	1.67	3.30	2.04
Skewness	0.71	0.91	n.a.	n.a.	1.62	0.75	-0.89	-1.73
n	81	11	2	3	24	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

slightly more than 10 >employees. No institution employed more than 250 people. Training and research institutions are heterogeneous, there are small (>5-10) and large (>100-250) organisations.



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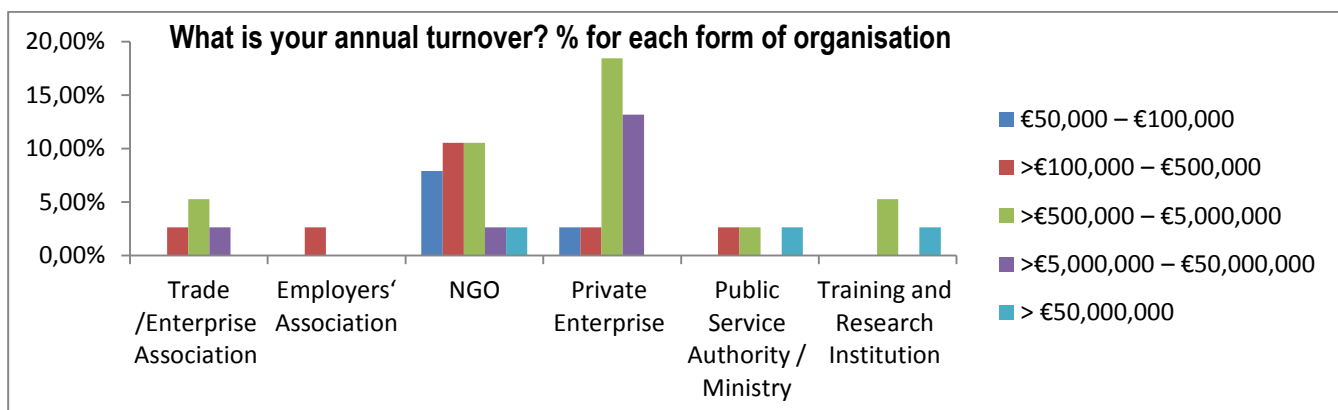


### Question 3 Annual turnover

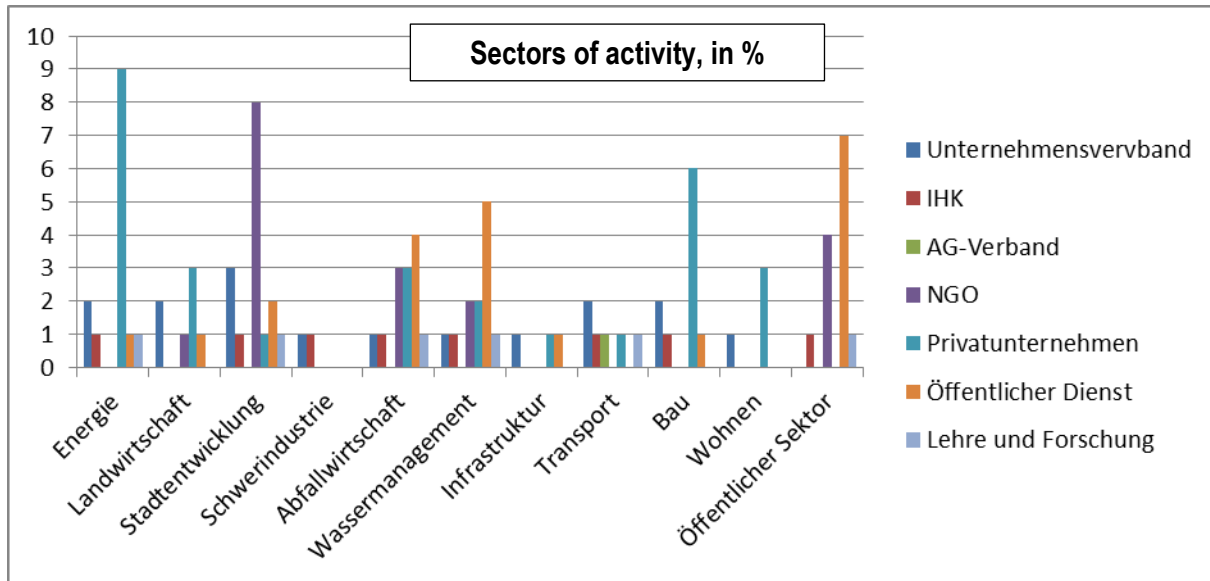
Only 45% (n=38) of the respondents answered this question. The statistical measures indicate 3.92 in the overall comparison, which corresponds to almost EUR 500,000. Employers' associations and NGOs are below the overall average being EUR 100,000 to EUR 250,000.

Question 3	What is your annual turnover? (1= < EUR 50,000, 2= > EUR 50,000 - 100,000, 3= > EUR 100,000 - 500,000, 4= > EUR 500,000 - 5 million, 5= > EUR 5 million - 50 million, 6= > EUR 50 million)							
Mean	3.92	4.00	n.a.	3.00	3.46	4.14	4.33	4.67
SD	1.08	0.82	n.a.	n.a.	1.20	0.86	1.53	1.15
Median	4.00	4.00	n.a.	n.a.	3.00	4.00	4.00	4.00
95% confidence	0.34	0.80	n.a.	n.a.	0.65	0.45	1.73	1.31
Confidence interval +	4.26	4.80	n.a.	n.a.	4.11	4.60	6.06	5.97
Confidence interval -	3.58	3.20	n.a.	n.a.	2.81	3.69	2.60	3.36
Skewness	0.03	0.00	n.a.	n.a.	0.62	-1.14	0.94	1.73
n	38	4	0	1	13	14	3	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

The histograms reveal the largest turnover in the case of public service authorities and training and research institutions. NGOs and private enterprises indicated a heterogeneously distributed turnover, from very small to EUR >50 million.



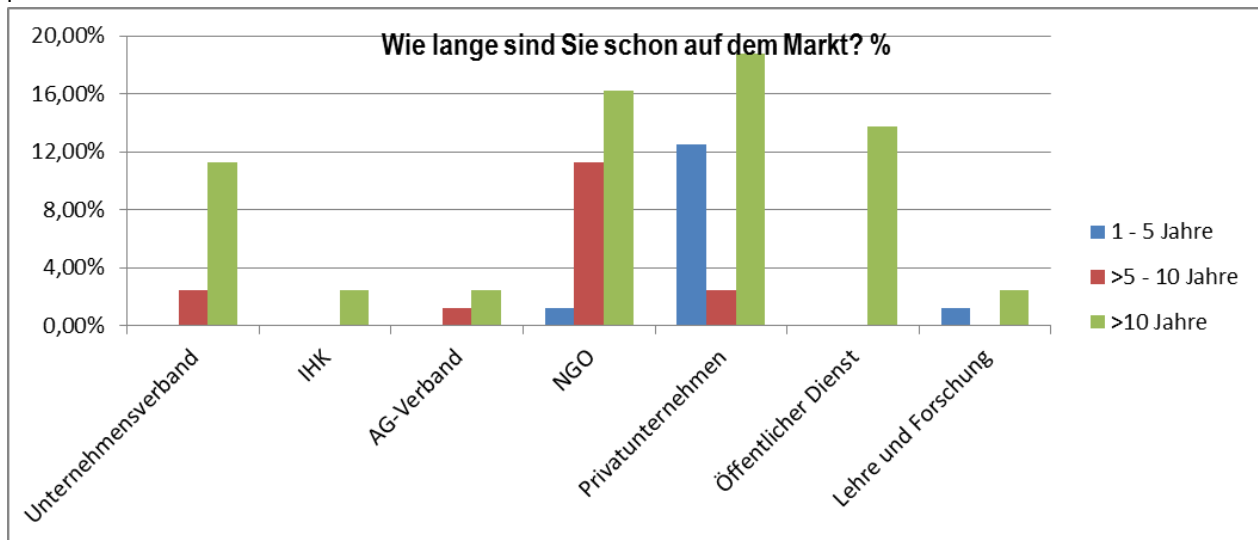
**Question 4 Activity in the following sectors**



Private enterprises were active mainly in the energy, construction and housing area, the Chamber of Industry and Commerce - waste management and water management, public service authorities - waste, water and public areas, training and research institutes - energy, urban development, waste, water, transport.

**Question 5 How long have you been operating on the market?**

Most enterprises have been operating on the market for a long time, and there are some younger enterprises among the NGOs, private enterprises and training institutions. On average, all of them have been operating on the market for more than 5 years (mean 2.30), with the Chamber of Industry and Commerce and public service authorities for the longest period.

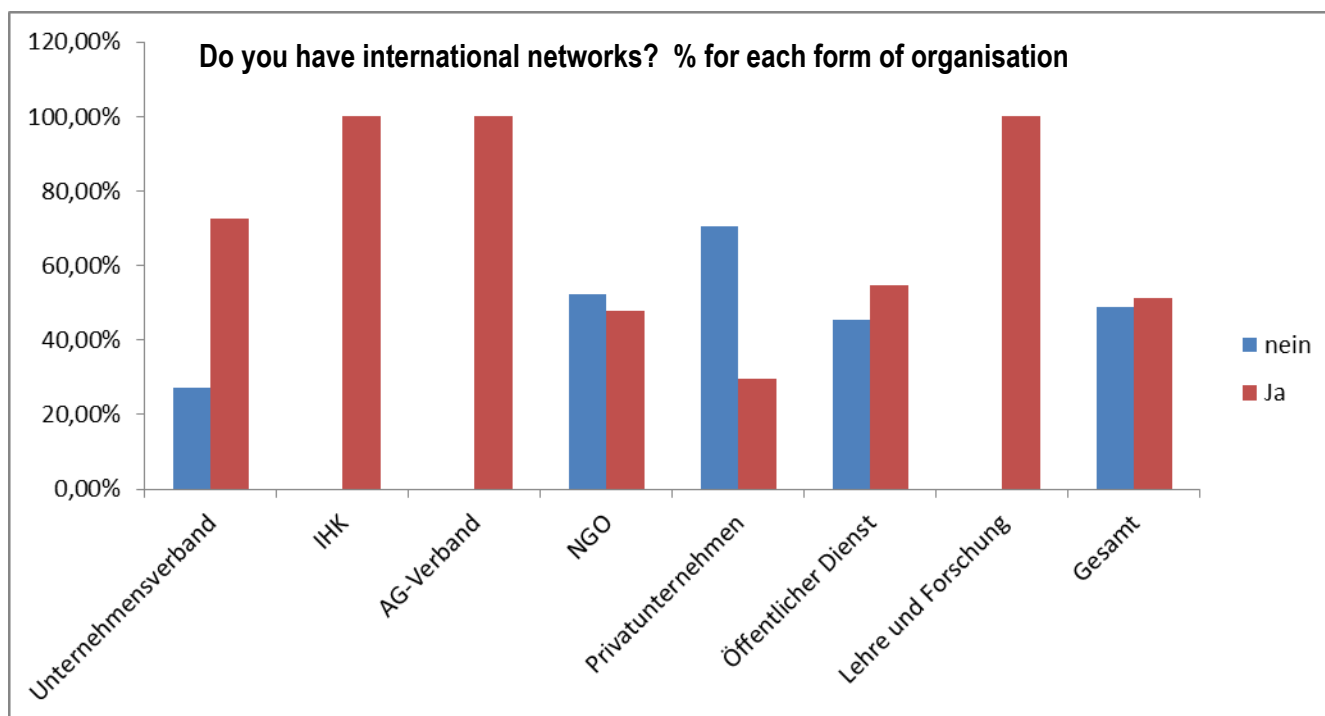


**Question 6 The question about networking**

was answered with "Yes" by just more than half of the enterprises. Private enterprises have networks in only ca. 30% of cases, while NGOs in 48% of cases. The entities with most networks are the Chamber of Industry and Commerce, employers' associations, training and research institutions with 100%, the associations with 73%, and public service authorities with 55%. This means that NGOs and private enterprises need to catch up, so projects like this might be good for them.

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Question 6	Do you have international networks? 51.25% Yes, 48.75% No							
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution
<b>Total</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
<b>No</b>	48.75%	27.27%	0.00%	0.00%	52.17%	70.37%	45.45%	0.00%
<b>Yes</b>	51.25%	72.73%	100.00%	100.00%	47.83%	29.63%	54.55%	100.00%



### Question 7 Where institutions have networks

is presented in the following table:

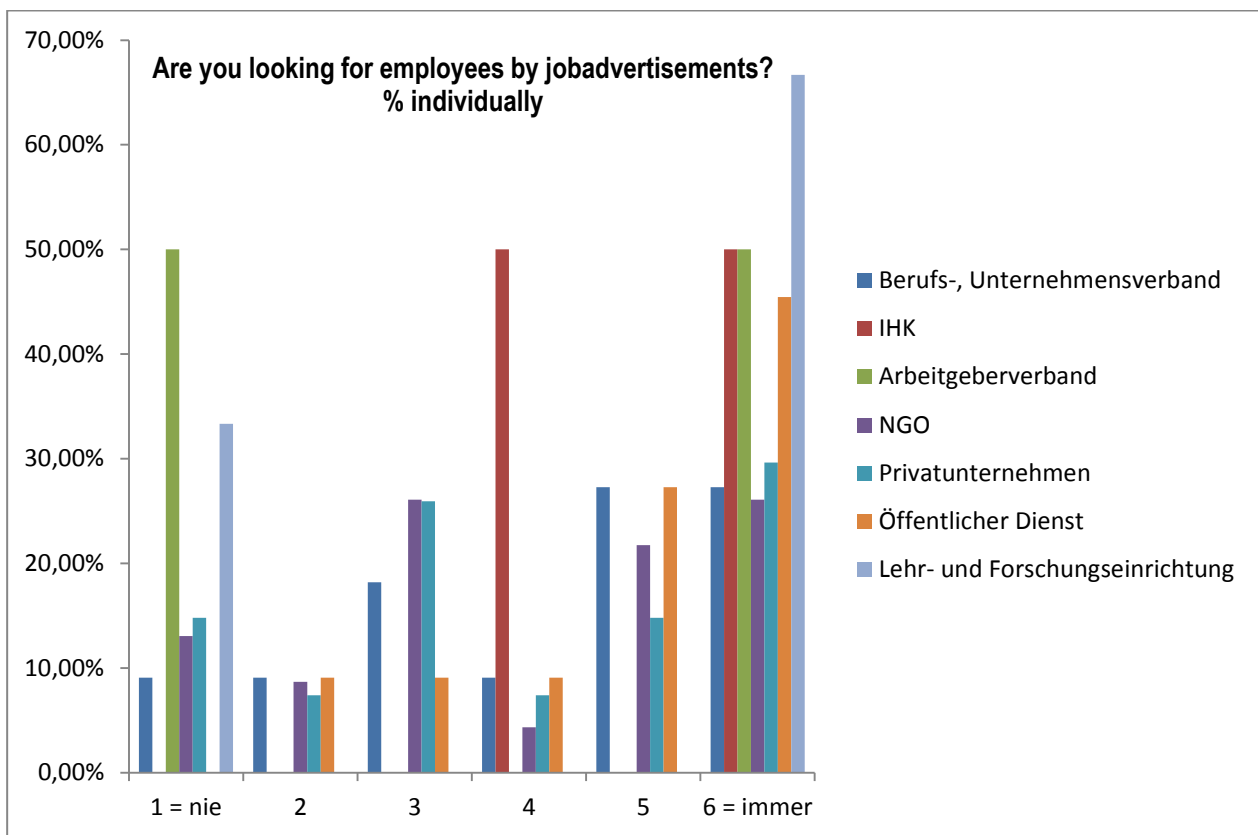
Type of organisation	In which region do you have networks?
Trade/enterprise association	EU, Russia, China and USA
Trade/enterprise association	Europe
Trade/enterprise association	Europe
Trade/enterprise association	Europe
Trade/enterprise association	European Union
Trade/enterprise association	Austria Switzerland Czech Republic Netherlands Belgium
Trade/enterprise association	mainly Europe
Trade/enterprise association	worldwide
Chamber of Industry and Commerce	worldwide

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<b>Chamber of Industry and Commerce</b>	Russia, China, United Arab Emirates,
<b>Employers' association</b>	China, Thailand, Vietnam, Philippines
<b>Employers' association</b>	worldwide
<b>NGO</b>	worldwide
<b>NGO</b>	Alps
<b>NGO</b>	Brazil, Cuba
<b>NGO</b>	ELARD - European Leader Network Calidad Rural programme - Quality of the countryside brand network, Spain (in several regions, almost 80 regions have joined, in Hungary 4 regions have joined the network)
<b>NGO</b>	Europe
<b>NGO</b>	Worldwide
<b>NGO</b>	Europe, Asia, America
<b>NGO</b>	France, Finland, Germany, Italy, Spain
<b>NGO</b>	worldwide
<b>NGO</b>	Lesser Poland
<b>NGO</b>	Russia, Austria, Chile, Vietnam
<b>Private enterprise</b>	All continents except Australia
<b>Private enterprise</b>	Germany, Portugal, Romania
<b>Private enterprise</b>	Germany, Romania
<b>Private enterprise</b>	Poland, UK, USA, Greece.
<b>Private enterprise</b>	Romania
<b>Private enterprise</b>	Romania
<b>Private enterprise</b>	Taiwan Switzerland Netherlands
<b>Private enterprise</b>	worldwide
<b>Public service authority</b>	Baranya county in Hungary
<b>Public service authority</b>	Europe
<b>Public service authority</b>	EUROPARC - EU
<b>Public service authority</b>	Central Europe
<b>Public service authority</b>	i.e. USA, Japan, China, BENELUX, Europe
<b>Public service authority</b>	worldwide
<b>Training and research institution</b>	Europe and worldwide
<b>Training and research institution</b>	Europe and global institutions
<b>Training and research institution</b>	whole Europe, a little bit North Africa

**Question 8**                      **How do you recruit your staff? - Questions about staff acquisition strategy**

**8.1**      **By job advertisements**



1= never
6= always

It is revealed that job advertisements are increasingly more important for all organisations as a staff recruitment strategy. Training and research institutions responded with both "never" and "always", which is reflected also in the high standard deviation (2.89). Employers' associations, NGOs and private enterprises are below average. The measures show an average of 4.11 "moderately often", trade associations and the Chamber of Industry and Commerce, public service authorities and training and research institutions recruit more often than average, NGOs and private enterprises rather less frequently.

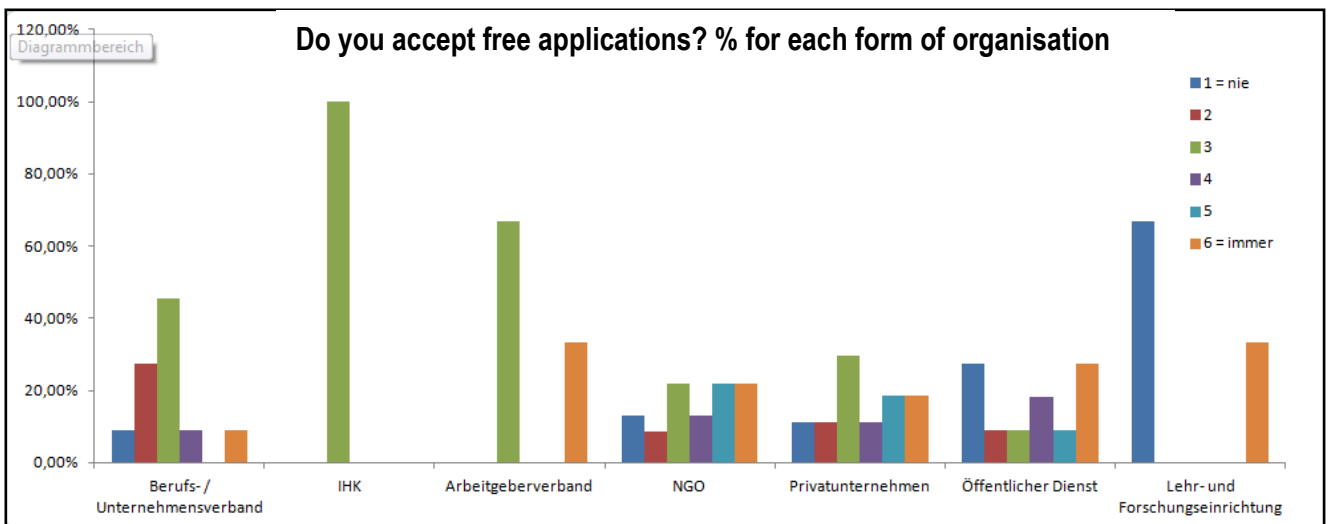
**Question 8.1** | **Are you looking for employees by job advertisements? 1= never; 6= always**

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Mean	4.11	4.18	5.00	3.50	3.91	3.89	4.91	4.33
SD	1.78	1.72	1.41	3.54	1.78	1.83	1.38	2.89
Median	5.00	5.00	5.00	3.50	4.00	4.00	5.00	6.00
95% confidence	0.39	1.02	1.96	4.90	0.73	0.69	0.81	3.27
Confidence interval +	4.51	5.20	6.96	8.40	4.64	4.58	5.72	7.60
Confidence interval -	3.72	3.16	3.04	-1.40	3.18	3.20	4.10	1.07
Skewness	-0.45	-0.63	n.a.	n.a.	-0.28	-0.23	-1.21	-1.73
n	79	11	2	2	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

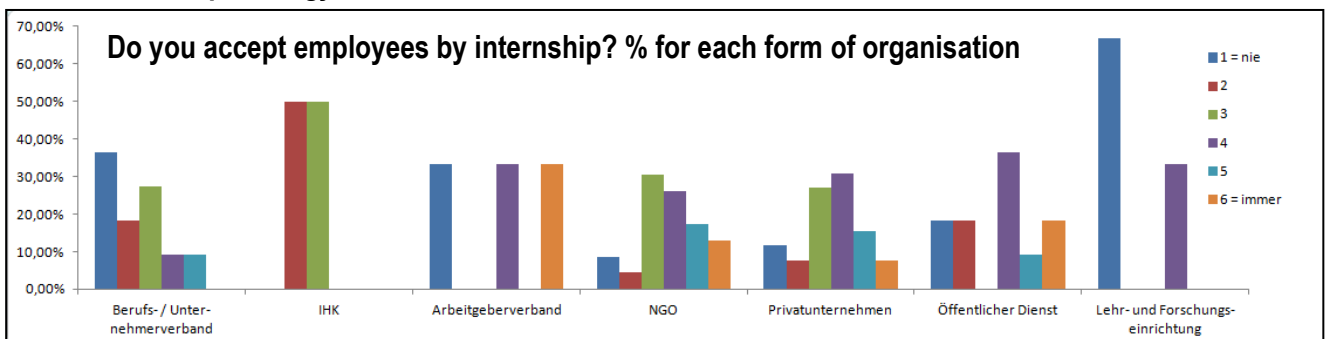
8.2 **By headhunters:** this strategy is almost never used.

8.3 **The question about free applications** resulted in an indifferent picture.



All organisations accept free applications only to some extent. Trade associations, the Chamber of Industry and Commerce as well as training and research institutions are still below average.

**8.4 Internship strategy**



1= never
6= always

Question 8.4	Do you accept internship for employee recruitment? 1= never; 6= always							
Mean	3.37	2.36	2.50	3.67	3.78	3.54	3.55	2.00

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SD	1.55	1.36	0.71	2.52	1.41	1.39	1.81	1.73
Median	3.00	2.00	2.50	4.00	4.00	4.00	4.00	1.00
95% confidence	0.34	0.80	0.98	2.85	0.58	0.54	1.07	1.96
Confidence interval +	3.71	3.17	3.48	6.51	4.36	4.07	4.61	3.96
Confidence interval -	3.03	1.56	1.52	0.82	3.21	3.00	2.48	0.04
Skewness	-0.04	0.64	n.a.	-0.59	-0.21	-0.23	-0.15	1.73
n	79	11	2	3	23	26	11	3
	all	Trade/ enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

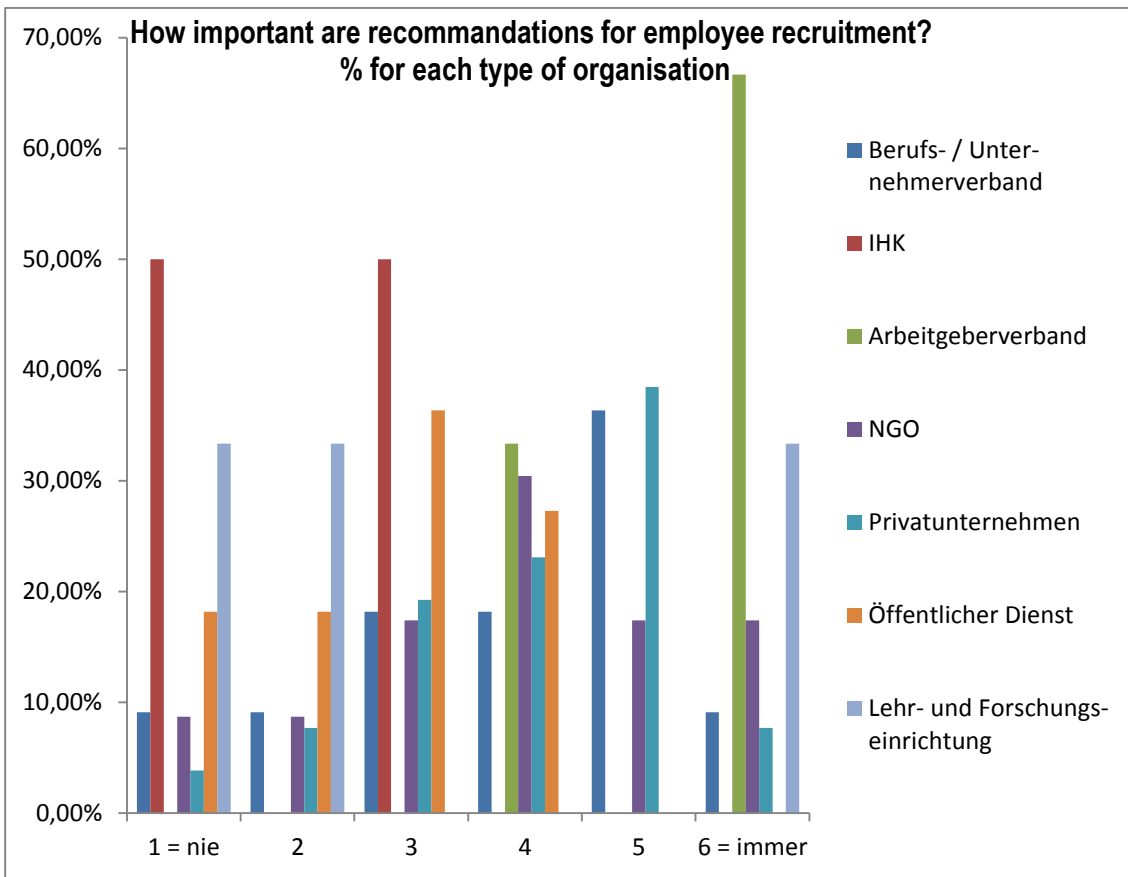
Generally, internship is not a very important criterion for employment. NGOs, private enterprises and public service authorities take advantage of internships a little more often than the overall average indicates. However, the histogram shows that definitely some respondents from employers' associations, NGOs, public service authorities and private enterprises use this strategy very frequently or always.

**So internships still pay off !!!**

### 8.5 By recommendations

Recommendations, i.e. word of mouth, are important for staff recruitment in general. The mean of all answers is 3.77, with trade associations, NGOs and private enterprises placed even higher. Public service authorities, the Chamber of Industry and Commerce and training and research institutions attach below-average importance to recommendations.

Question 8.5	Do you accept recommendations for staff recruitment? 1= never; 6= always							
Mean	3.77	3.91	2.00	5.33	3.91	4.08	2.73	3.00
SD	1.49	1.51	1.41	1.15	1.50	1.26	1.10	2.65
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution



6= always
1= never

The histograms reveal a more detailed picture: NGOs are normally distributed with the maximum at "4", public service authorities at "3" to "4", private enterprises are in the higher range from "4" to "5".

**Question 9 Further staff recruitment strategies**

In total, 90% say "no" to this question, only public service authorities, private enterprises and NGOs apply a few other strategies.

**Question 10 What other staff recruitment strategies do you apply?**

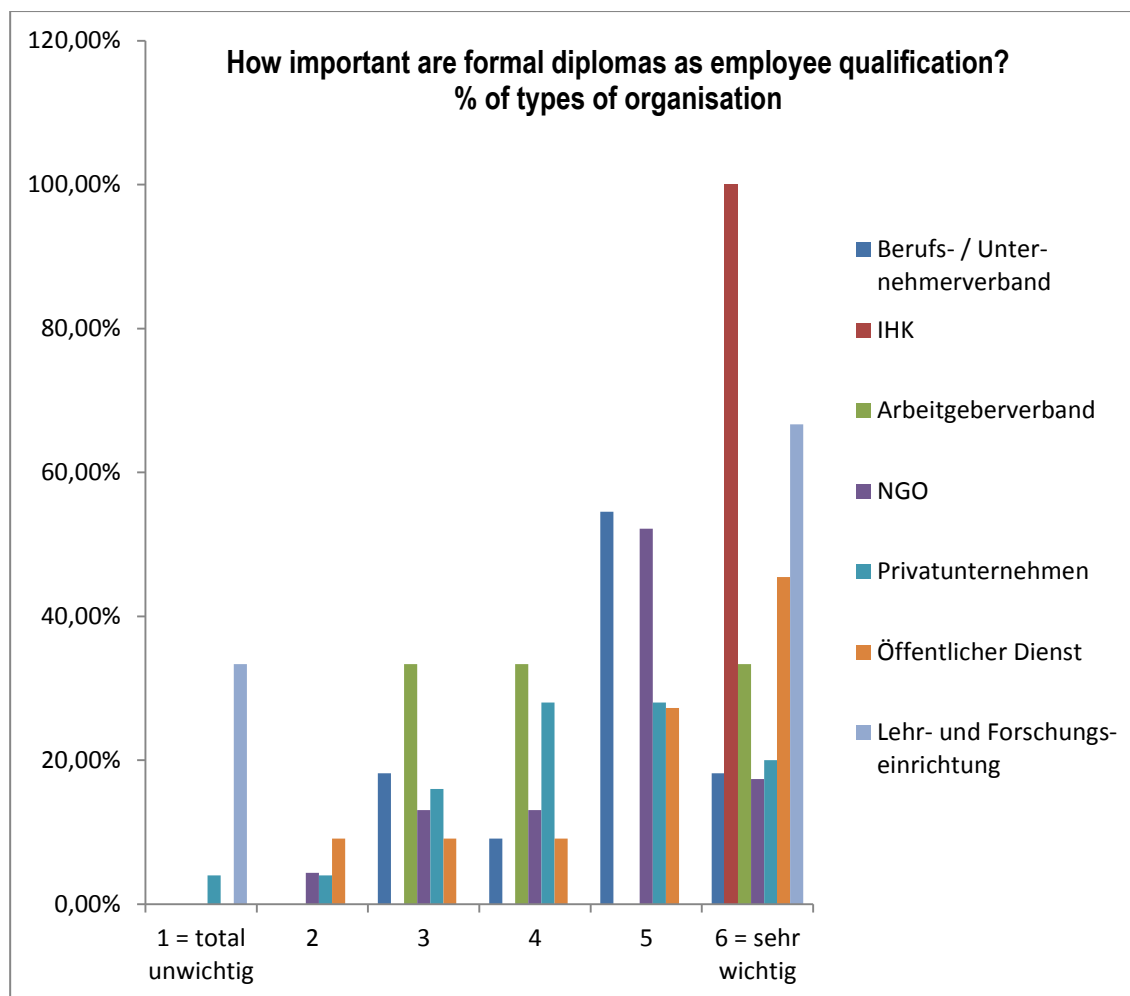
Other staff recruitment strategies are rarely applied and the additional ones mentioned are presented below.

Type of organisation	What other staff recruitment strategies do you apply?
NGO	Regional recommendation
NGO	Traineeships (1 year)
Public service authority	own staff development through qualification
Private enterprise	High employer attractiveness
Private enterprise	Through the employment agency
Private enterprise	Cooperation with universities of technology and universities



Question 11 What diplomas are important to you as an employer?

11.1 Formal diplomas



1= totally unimportant
6= very important

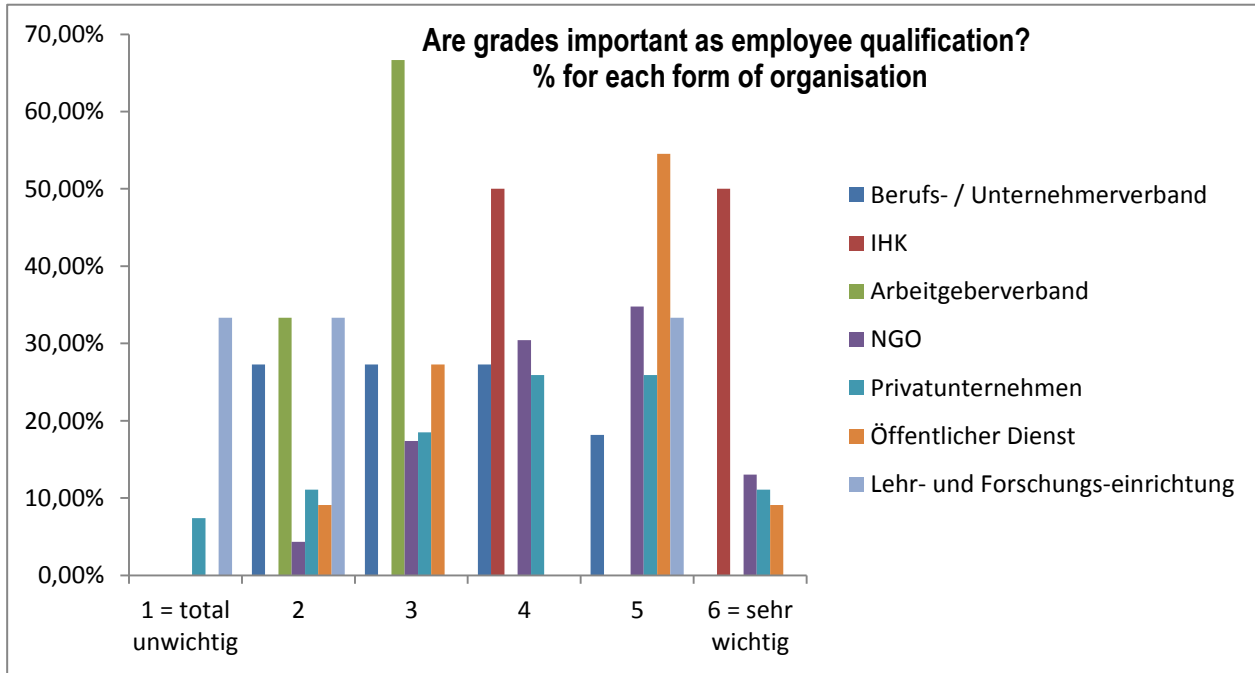
The answers are indifferent, no clear trends can be recognised. Private enterprises consider them important, "4", "5" and "6". Training and research institutions completely diverse (but also only 3 answers, also apparent from the high standard deviation), public service authorities consider them very important, just like the Chamber of Industry and Commerce and the trade associations.

Question 11.1	Are formal diplomas important for qualification of employees? 1= totally unimportant; 6= very important							
Mean	4.60	4.73	6.00	4.33	4.65	4.32	4.91	4.33
SD	1.27	1.01	0.00	1.53	1.07	1.31	1.38	2.89
Median	5.00	5.00	6.00	4.00	5.00	4.00	5.00	6.00
95% confidence	0.28	0.60	n.a.	1.73	0.44	0.51	0.81	3.27
Confidence interval +	4.88	5.32	n.a.	6.06	5.09	4.83	5.72	7.60
Confidence interval -	4.32	4.13	n.a.	2.60	4.21	3.81	4.10	1.07
Skewness	-0.88	-0.77	n.a.	0.94	-0.92	-0.65	-1.21	-1.73
1	78		2	3	23	26		3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

However, the mean values are consistently at a high level (>4), i.e. formal diplomas are important.

### 11.2 Are grades important?

No uniform picture or one typical of the organisation is revealed also here. The evaluations are distributed across the whole spectrum, but their average is in the higher area. The mean values vary from 2.76 to 5.00. The overall average is 3.93. The Chamber of Industry and Commerce, NGOs and public service authorities consider grades as more important than the overall average (>3.93 of the measures).



1= totally unimportant
6= very important

Question 11.2	Are grades important as employee qualification? 1= totally unimportant; 6= very important							
Mean	3.93	3.20	5.00	2.67	4.35	3.85	4.27	2.67
SD	1.33	1.03	1.41	0.58	1.07	1.43	1.27	2.08
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

### 11.3 Is professional experience important?

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In the overall view, professional experience is very important (without illustration). This refers to all organisations. The measures prove this as well.

Question 11.3	Is professional experience important as employee qualification? 1= totally unimportant; 6= very important							
Mean	4.98	4.91	5.50	5.67	5.17	4.78	5.00	4.33
SD	1.10	0.83	0.71	0.58	1.07	1.28	1.10	1.15
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution

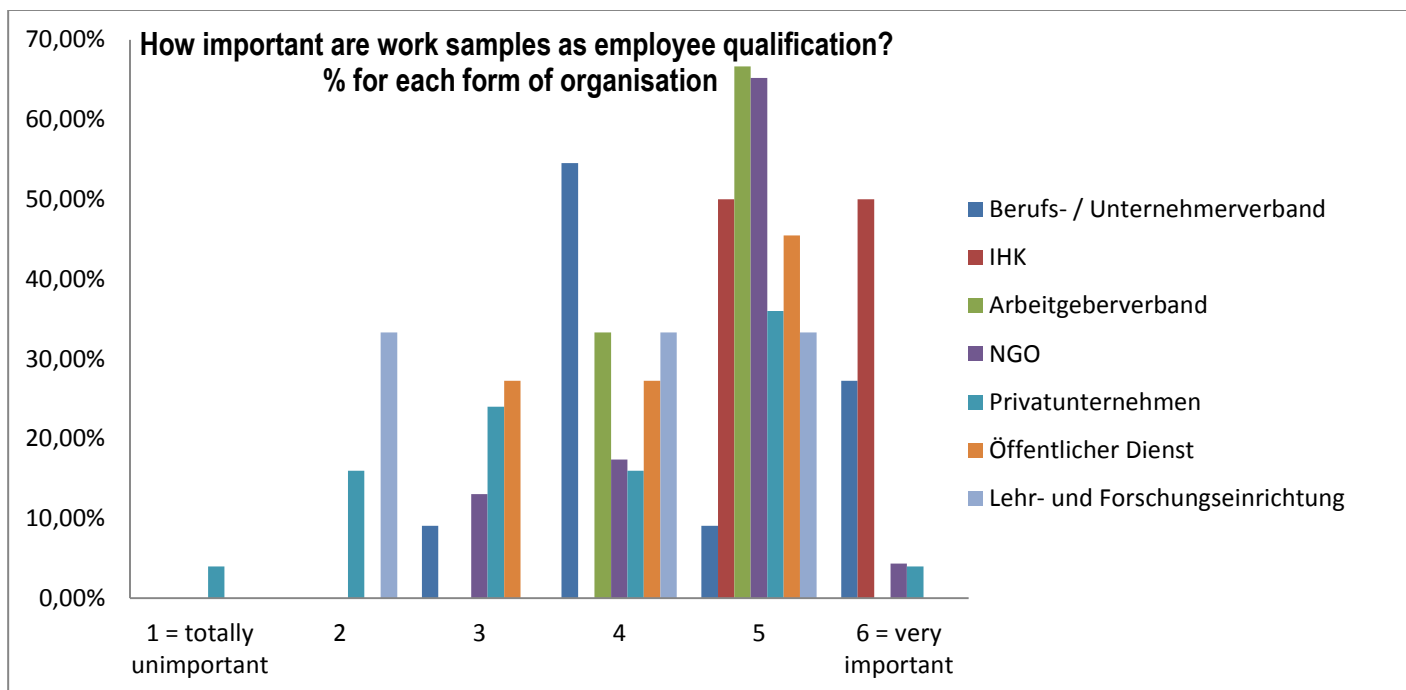
### 11.4 Letters of recommendation

References are considered as important, with the average being 4.18. Only private enterprises (3.81) and public service authorities are below that (4.00), but still at a high level.

Question 11.4	Are references important as employee qualification? 1= totally unimportant; 6= very important							
Mean	4.18	4.36	4.50	5.00	4.39	3.81	4.00	4.67
SD	1.20	1.36	2.12	1.73	1.12	1.17	0.89	1.53
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority / ministry	Training and research institution

### 11.5 Are work samples important?

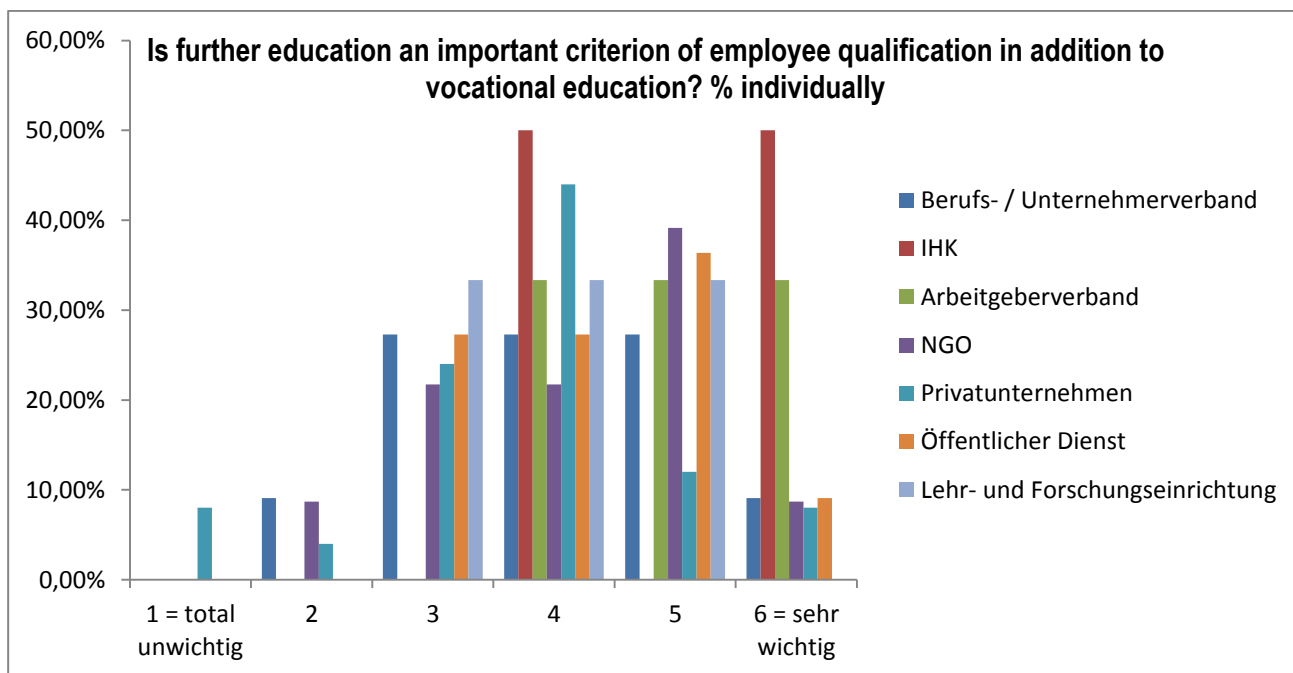
Work samples are very important, with the average being 4.05; the mean of the measures ranges from 3.72 (private enterprises) to 5.0 (the Chamber of Industry and Commerce and employers' associations). Training and research institutions are polarised at "2", "4" and "5".



### 11.6. Is further education important?

Question 11.6	Is further education important as employee qualification in addition to vocational education? 1= totally unimportant; 6= very important							
Mean	4.06	4.00	5.00	5.00	4.17	3.72	4.27	4.00
SD	1.17	1.18	1.41	1.00	1.15	1.24	1.01	1.00
Median	4.00	4.00	5.00	5.00	4.00	4.00	4.00	4.00
95% confidence	0.26	0.70	1.96	1.13	0.47	0.49	0.60	1.13
Confidence interval +	4.32	4.70	6.96	6.13	4.65	4.21	4.87	5.13
Confidence interval -	3.81	3.30	3.04	3.87	3.70	3.23	3.68	2.87
Skewness	-0.33	0.00	0.00	-0.37	-0.37	-0.41	0.05	0.00
n	78	11	2	3	23	25	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority / ministry	Training and research institution

In the overall view, further education is very important (4.06), ranging from 3.72 (private enterprises) to 5.0 (the Chamber of Industry and Commerce, employers' associations). In the histograms, "1" and "2" are almost never mentioned.

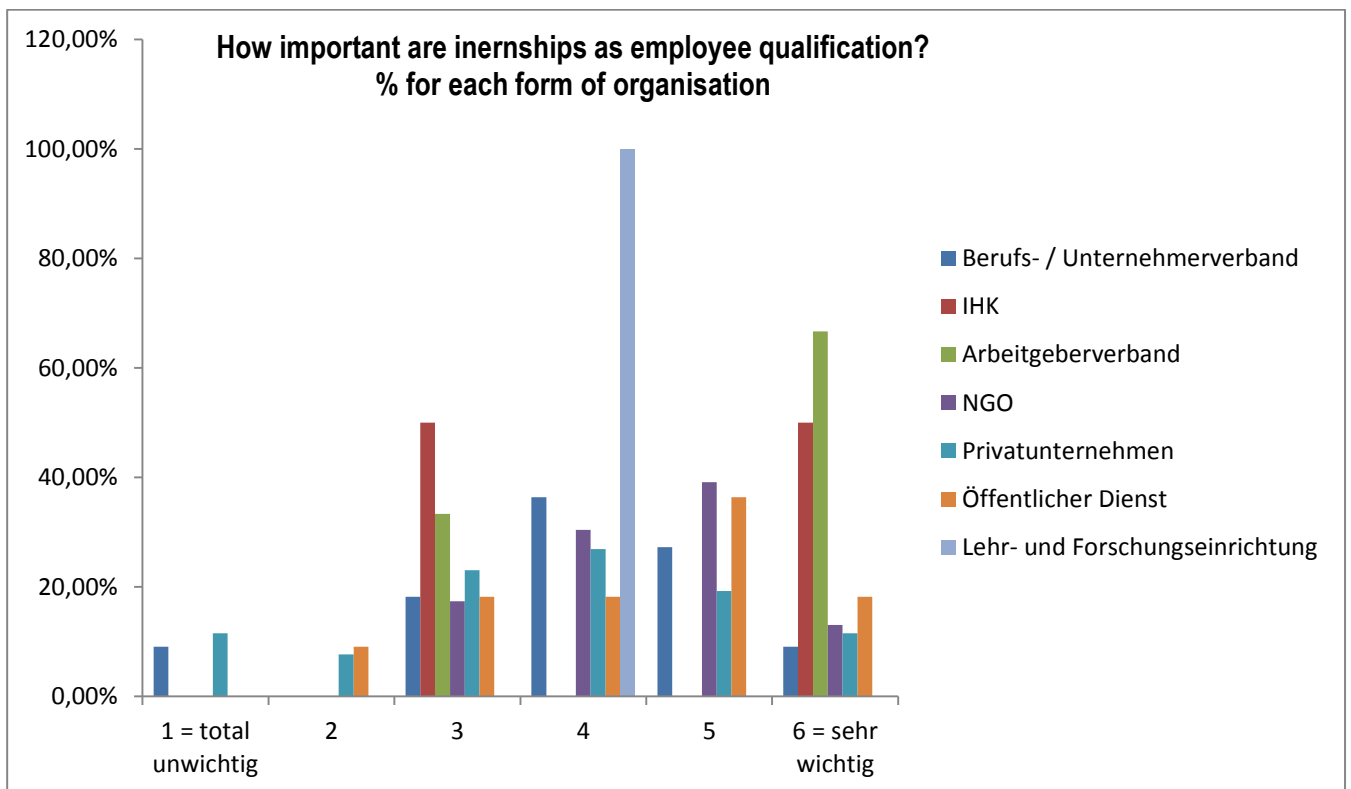


6= very important
1= totally unimportant

### 11.7 Are internships important?

**Internships are important !!** The measures show a country average of 4.06, with only private enterprises (3.72) below 4.0. All others regard internships as important. The mean values are at a high level (from 3.72 for private enterprises up to 5.0 for the Chamber of Industry and Commerce and trade associations).

Question 11.7	Are internships important as employee qualification? 1= totally unimportant; 6= very important							
Mean	4.06	4.00	5.00	5.00	4.17	3.72	4.27	4.00
SD	1.17	1.18	1.41	1.00	1.15	1.24	1.01	1.00
Median	4.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00
95% confidence	0.26	0.70	1.96	1.13	0.47	0.49	0.60	1.13
Confidence interval +	4.32	4.70	6.96	6.13	4.65	4.21	4.87	5.13
Confidence interval -	3.81	3.30	3.04	3.87	3.70	3.23	3.68	2.87
Skewness	-0.33	0.00	n.a	0.00	-0.37	-0.41	0.05	0.00
n	78	11	2	3	23	25	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	Non-profit organisation NGO	Private enterprise	Public service authority / ministry	Training and research institution



6= very important
1= totally unimportant

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The histograms for trade associations are distributed insignificantly, and polarised for employers' associations at "3" and "6"= very important. NGOs are distributed with the focus on "5", private enterprises and public service authorities also insignificant and distributed.

### 11.8 Foreign Languages

Question 11.8	Are foreign languages important as employee qualification? 1= totally unimportant; 6= very important							
Mean	3.89	3.73	4.50	4.67	4.00	3.65	3.82	4.67
SD	1.51	1.56	2.12	2.12	1.54	1.67	1.17	1.15
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority / ministry	Training and research institution

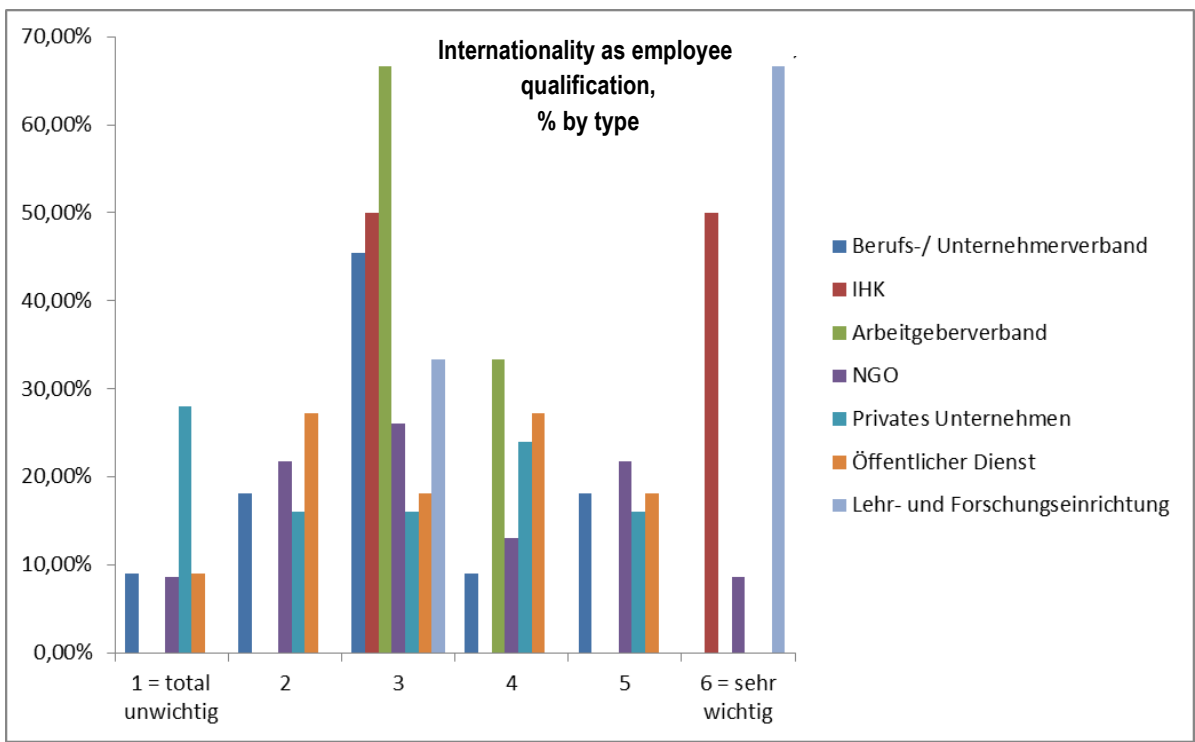
Foreign languages are considered important by all (without illustration). Trade associations, private enterprises and public service authorities evaluate them as somewhat less important.

### 11.9 Internationality

Question 11.9	Is internationality important as employee qualification? 1= totally unimportant; 6= very important							
Mean	3.24	3.09	4.50	3.00	3.43	2.84	3.18	5.00
SD	1.46	1.22	2.12	0.82	1.50	1.49	1.33	1.73
Skewness	0.13	0.20	n.a.	1.73	0.14	0.05	-0.09	-1.73
n	78	11	2	3	22	25	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority / ministry	Training and research institution

Internationality is rated as less important. The overall average of the measures is 3.24, with the Chamber of Industry and Commerce, NGOs and research institutions above that. All others evaluate it as rather less important.

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1= totally unimportant | 6= very important

The histogram shows the individual distributions; training and research institutions, the Chamber of Industry and Commerce and some NGOs rate internationality as "5" and "6"= "very important".

11.10 Personality

Personality is mentioned as very important (overall average of the measures is 5.35, minimum is 4.92)

Question 11.10	Is personality important as employee qualification? 1= totally unimportant; 6= very important							
Mean	5.35	5.64	6.00	5.67	5.70	4.92	5.00	6.00
SD	0.95	0.50	0.00	0.58	0.47	1.26	1	0.00
Median	6.00	5.00	6.00	6.00	6.00	5.00	5.00	6.00
95% confidence	0.21	0.30	n.a.	0.65	0.19	0.49	0.59	n.a.
Confidence interval +	5.56	5.93	n.a.	6.32	5.89	5.41	5.59	n.a.
Confidence interval -	5.15	5.34	n.a.	5.01	5.50	4.44	4.41	n.a.
Skewness	-1.98	-0.66	n.a.	-1.73	-0.91	-1.40	-0.73	n.a.
n	79	11	2	3	23	26		3
	all	Trade/enterprise association	Chamber of Industry and	Employers' association	NGO	Private enterprise	Public service authority / ministry	Training and research institution

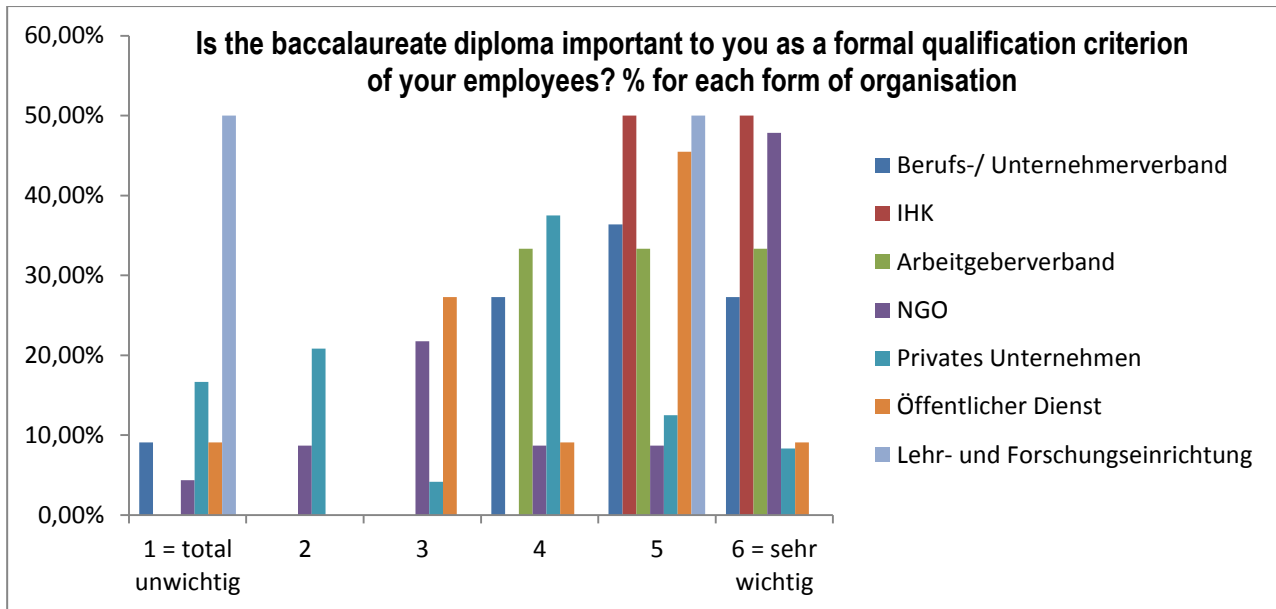
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**Question 12 How important are the following formal diplomas?**

Overall on average, formal diplomas are considered as very important (mean being 5.35), while slightly lower in the case of private enterprises and public service authorities.

Question 12.1	Is the baccalaureate diploma important as formal employee qualification? 1= totally unimportant; 6= very important							
Mean	4.11	4.64	5.50	5.00	4.52	3.33	4.09	3.00
SD	1.64	1.43	0.71	1.00	1.68	1.58	1.45	2.83
Median	4.00	5.00	5.50	5.00	5.00	4.00	5.00	3.00
95% confidence	0.37	0.85	0.98	1.13	0.67	0.61	0.85	3.92
Confidence interval +	4.47	5.48	6.48	6.13	5.19	3.94	4.95	6.92
Confidence interval -	3.74	3.79	4.52	3.87	3.85	2.73	3.24	-0.92
Skewness	-0.55	-1.70	n.a.	0.00	-0.61	-0.10	-0.92	n.a.
n	76	11	2	3	24	26	11	2
	all	Trade/enterpris e association	Chambe r of Industry and Commer ce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



1= totally unimportant
6= very important

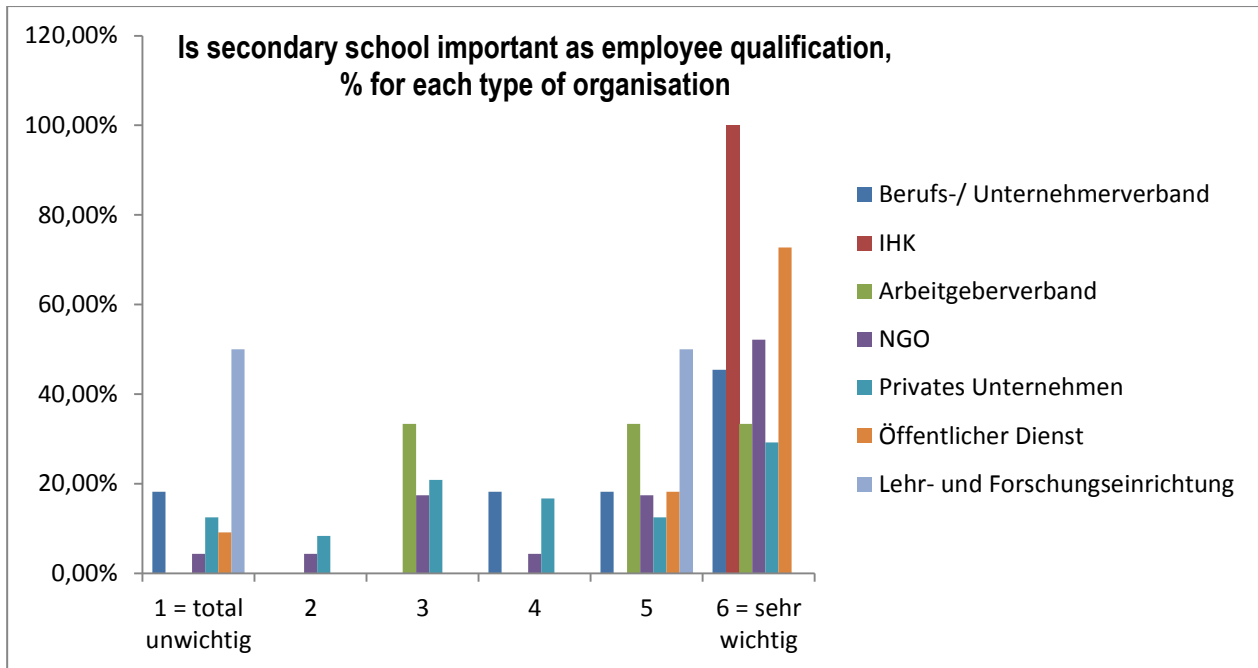
Training and research institutions give very diverse evaluations as always (but n=3), just like trade associations (from 1 to 6, but increasingly more often 6), NGOs attach great importance to this, while private enterprises are in the middle ("4"). Public service authorities have the focus on "5."



12.2 Secondary school

Question 12.2	Is vocational school important as formal employee qualification? 1= totally unimportant; 6= very important							
Mean	4.58	4.55	6.00	4.67	4.87	3.96	5.36	3.00
SD	1.71	1.92	0.00	1.53	1.49	1.76	1.44	2.83
Median	5.00	5.00	6.00	5.00	6.00	4.00	6.00	3.00
95% confidence	0.38	1.13	n.a.	1.73	0.61	0.70	0.85	3.92
Confidence interval +	4.96	5.68	n.a.	6.40	5.48	4.66	6.21	6.92
Confidence interval -	4.20	3.41	n.a.	2.94	4.26	3.26	4.52	-0.92
Skewness	-0.95	-1.28	n.a.	-0.94	-1.12	-0.30	-2.93	n.a.
n	76	11	2	3	23	24		2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Secondary school is very important for all. Training and research institutions regard it as less important. Just like private enterprises, but also here the mean is still 3.96. The histogram proves this as well.



6= very important
1= totally unimportant

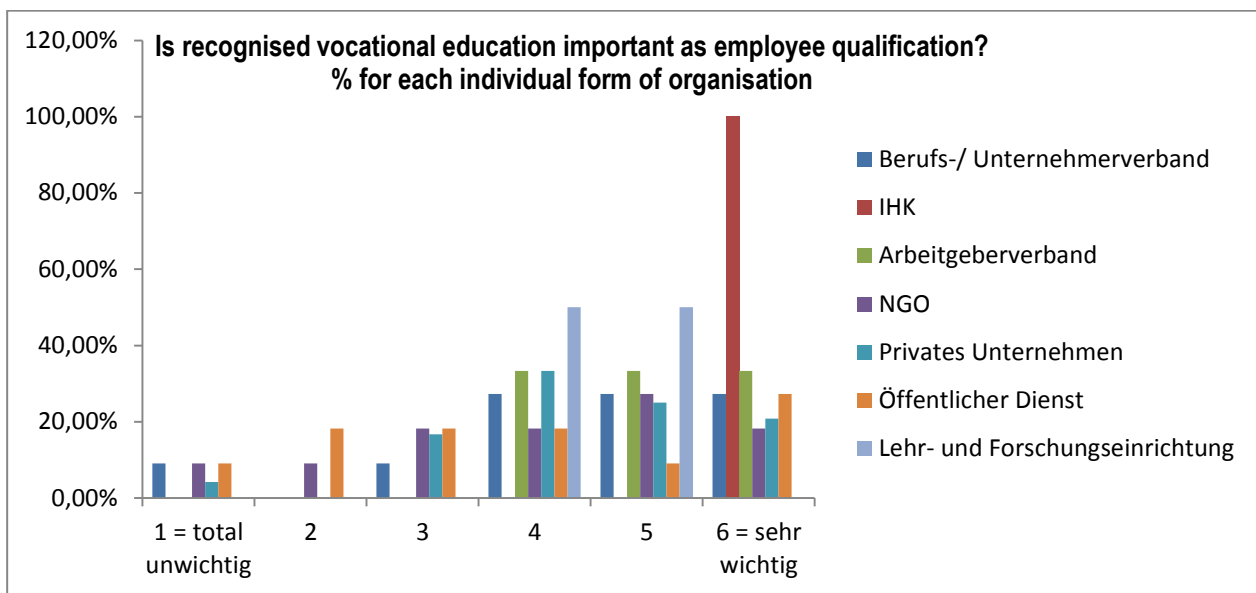
The focus is from important to very important. The majority of mentions are at "6".

12.3 Recognised vocational education

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Question 12.3	Is recognised vocational education important as formal employee qualification? 1= totally unimportant; 6= very important							
Mean	4.27	4.45	6.00	5.00	4.00	4.38	3.82	4.50
SD	1.46	1.51	0.00	1.00	1.57	1.24	1.78	0.71
Median	4.00	5.00	6.00	5.00	4.00	4.00	4.00	4.50
95% confidence	0.33	0.89	n.a.	1.13	0.64	0.50	1.05	0.98
Confidence interval +	4.59	5.35	n.a.	6.13	4.64	4.87	4.87	5.48
Confidence interval -	3.94	3.56	n.a.	3.87	3.36	3.88	2.77	3.52
Skewness	-0.64	-1.18	n.a.	0.00	0.48	-0.65	-0.06	n.a.
n	76	11	2	3	23	24	11	2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Overall, its importance is above average ("4.27"), with public service authorities slightly lower (3.82), just like NGOs (4.0). The histogram shows a clear increase in evaluations from "3" upwards.



6= very important
1= totally unimportant

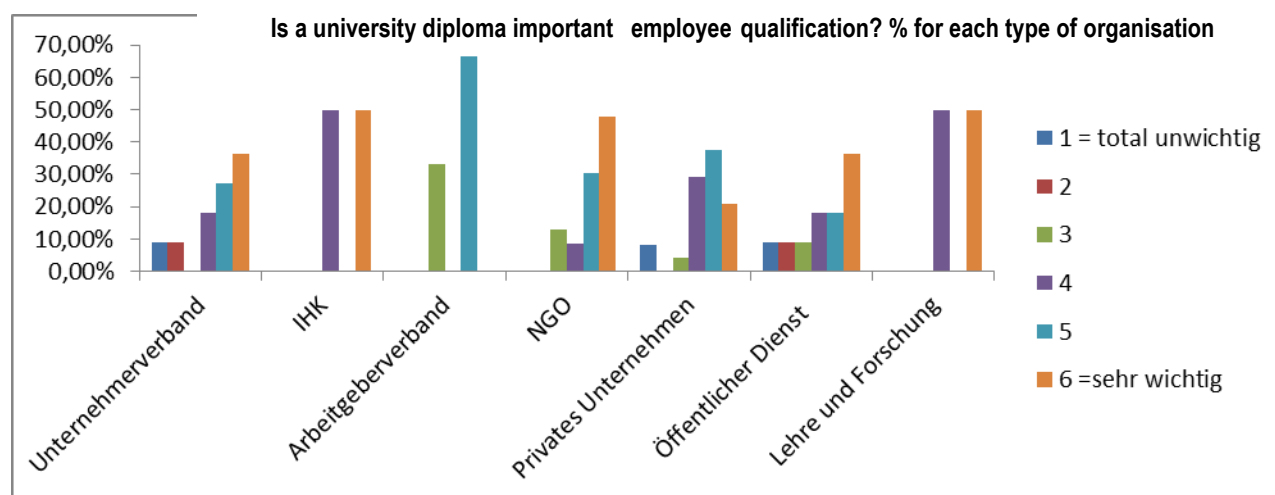
Trade associations are revealed as indifferent here, with the focus towards "important", just like public service authorities. Employers' associations and the Chamber of Industry and Commerce evaluate it as very important (from "4"), private enterprises (except for 1 outlier important from "3". It is also very important for training and research institutions ("4" and "5").

12.4 University diploma

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Question 12.4	Is a university diploma important as formal employee qualification? 1= totally unimportant; 6= very important							
Mean	4.70	4.55	5.00	4.33	5.13	4.50	4.36	5.00
SD	1.37	1.69	1.41	1.15	1.06	1.35	1.75	1.41
Median	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
99% confidence	0.31	1.00	1.96	1.31	0.43	0.54	1.03	1.96
Confidence interval +	5.00	5.55	6.96	5.64	5.56	5.04	5.40	6.96
Confidence interval -	4.39	3.54	3.04	3.03	4.70	3.96	3.33	3.04
Skewness	-1.17	-1.22	n.a.	-1.73	-1.04	-1.38	-0.82	n.a.
n	76	11	2	3	23	24	11	2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

A university diploma is consistently regarded as important to very important (mean values >4).



1= totally unimportant
6= very important

The individual comparisons show different pictures: Trade associations, the Chamber of Industry and Commerce, NGOs and training institutions evaluate it as very important, while private enterprises as rather less or even unimportant. However, all types of organisations clearly reveal the increasing importance of the university diploma.

Question 12.4: How important is a university diploma as employee qualification?	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution
Total result	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
1= totally unimportant	5.26%	9.09%	0.00%	0.00%	0.00%	8.33%	9.09%	0.00%
2	2.63%	9.09%	0.00%	0.00%	0.00%	0.00%	9.09%	0.00%
3	7.89%	0.00%	0.00%	33.33%	13.04%	4.17%	9.09%	0.00%
4	19.74%	18.18%	50.00%	0.00%	8.70%	29.17%	18.18%	50.00%
5	30.26%	27.27%	0.00%	66.67%	30.43%	37.50%	18.18%	0.00%

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6= very important	34.21%	36.36%	50.00%	0.00%	47.83%	20.83%	36.36%	50.00%
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In the overall view, all display a trend towards "very important".

### 12.5 Dissertation (without illustration)

Question 12.5	Is a dissertation important as formal employee qualification? 1= totally unimportant; 6= very important							
Mean	2.84	2.36	3.50	2.67	2.87	2.79	3.00	4.50
SD	1.49	1.12	0.71	2.08	1.58	1.56	1.41	2.12
Median	3.00	2.06	3.50	2.00	3.00	2.00	3.00	4.50
95% confidence	0.33	0.66	0.98	2.36	0.64	0.62	0.84	2.94
Confidence interval +	3.18	3.03	4.48	5.02	3.51	3.42	3.84	7.44
Confidence interval -	2.51	1.70	2.52	0.31	2.23	2.17	2.16	1.56
Skewness	0.00	0.16	n.a.	1.29	0.62	0.90	0.00	n.a.
n	76	11	2	3	23	24	11	2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Similar patterns are shown in the overall view and in the comparison by individual country: Rather unimportant (overall average 2.84), with training and research institutions demanding it more frequently (4.50).

### Question 13 Do you accept also informal training?

Question 13	Do you accept also informal diplomas and further education? 59.3% No 40.7% Yes							
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	59.26%	63.64%	100.00%	33.33%	52.17%	62.96%	63.64%	66.67%
Yes	40.74%	36.36%	0.00%	66.67%	47.83%	37.04%	36.36%	33.33%

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Informal training will rather be rejected (overall average just below 60%). Employers' associations are the only type of organisation to accept it predominantly ("Yes= 66.67%").

### Question 14 What informal training do you accept?

Only 32% of the respondents listed other subjects here.

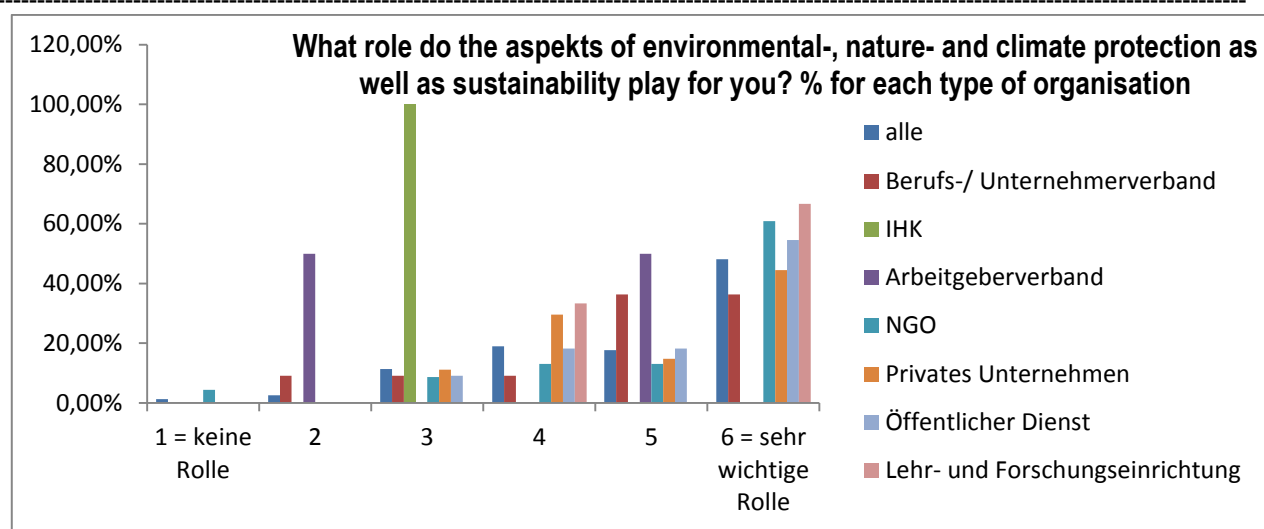
Type of organisation	What kind of informal diplomas should they be, what subjects should they cover?
Trade/enterprise association	free education, anthropologic background, linking practical and theoretical skills
Trade/enterprise association	international experiences, engagement, social competencies, sense of responsibility
Trade/enterprise association	as rural developers we should deal with it, but we do not really do it.
Employers' association	tailor-made update to the professional field
NGO	An important aspect of the organisation is environmental sustainability.
NGO	local sustainability programmes, energy efficient housing
NGO	it is the horizontal sustainability aspect of every programme handled by us. we try to take similar aspects into account in our own programmes, as well (either at the level of activities or the use of materials).
NGO	pedagogy for nature and adventure events, climate change, Sustainable development
NGO	Anlage 1.3
NGO	administration-, social and method knowledge
NGO	rural development, regional development, scenery planning, settlement development, region marketing
NGO	higher education
NGO	certificates i.e. in Sustainable development, survival - and forest pedagogical knowledge, instructure certificates
Private enterprise	energy efficiency e.g. light bulbs, recycled materials, e.g. paper

Private enterprise	energy efficiency, the use of renewable energy
Private enterprise	Applied engineering, Ingenuity
Private enterprise	Computer skills, Software knowledge, Driving license
Private enterprise	Software skills, tenancy law and others
Private enterprise	attitude and thinking
Private enterprise	being economical with materials, tools, labour, efficiency, recycled paper, energy efficient light bulbs, heating system
Public service authority	They belong to the responsibilities of self-governments. Besides this it is essential in everyday life
Public service authority	social and emotional competencies, specific knowledge
Public service authority	waste management – doing without waste
Training and research institution	specific topics and topics of Sustainable development, transformation processes, method knowledge

**Question 15 What role does environmental-, climate- and nature protection play?**

Question 15	What role do the aspects of environmental-, nature- and climate protection play for you? 1= totally unimportant; 6= very important							
Mean	4.94	4.82	3.00	3.50	5.13	4.93	5.18	5.33
SD	1.25	1.33	0.00	2.12	1.36	1.11	1.08	1.15
Median	5.00	5.00	3.00	3.50	6.00	5.00	6.00	6.00
95% confidence	0.28	0.78	n.a.	2.94	0.50	0.42	0.04	1.31
Confidence interval +	5.21	5.60	n.a.	6.44	5.69	5.34	5.82	6.64
Confidence interval -	4.00	4.03	n.a.	0.56	4.58	4.51	4.54	4.03
Skewness	-0.90	-1.16	n.a.	n.a.	-1.69	-0.40	-1.01	-1.73
n	79		2	2	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

They consistently play a very big role (measures - average 4.94). The Chamber of Industry and Commerce and employers' associations are slightly lower (mean 3.00-3.50). The histograms show that public service authorities, training and research institutions as well as NGOs attach a great importance to this also in the detailed view ("6"), private enterprises focus on "very important" also here, the Chamber of Industry and Commerce does not attach so much importance ("3"), and the overall view shows a clear trend towards "6"="very important".

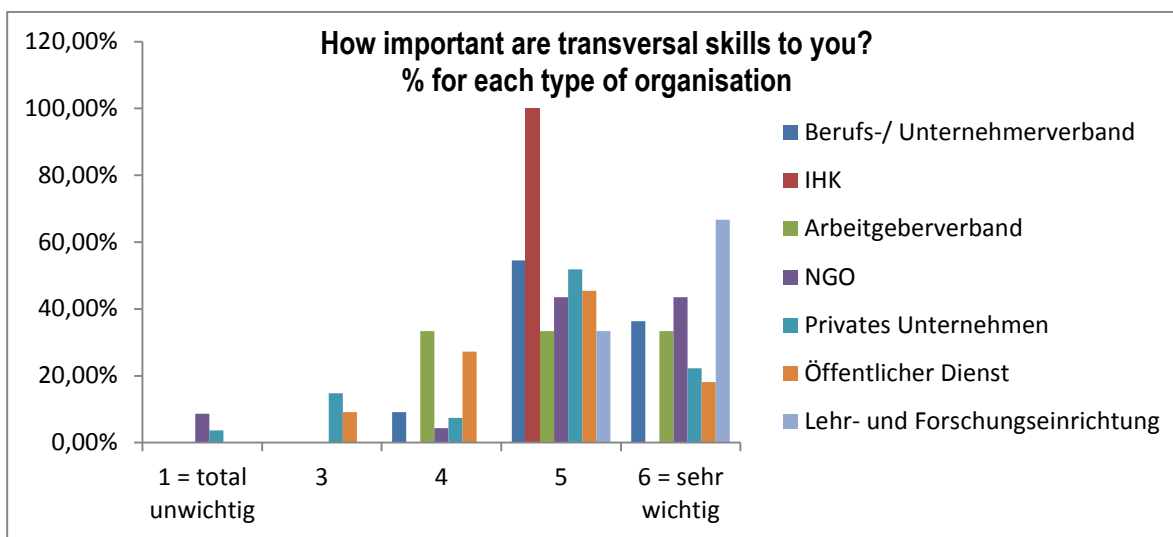


6= very
1= none

**Question 16 How important are transversal skills?**

Question 16	How important to you are transversal skills? 1=				totally unimportant;	6= very important		
Mean	4.94	5.27	5.00	5.00	5.04	4.70	4.73	5.67
SD	1.13	0.65	0.00	1.00	1.40	1.20	0.90	0.58
Median	5.00	5.00	5.00	5.00	5.00	5.00	5.00	6.00
95% confidence	0.25	0.38	n.a.	1.13	0.57	0.45	0.53	0.65
Confidence interval +	5.18	5.65	n.a.	6.13	5.61	5.16	5.26	6.32
Confidence interval -	4.69	4.89	n.a.	3.87	4.47	4.25	4.19	5.01
Skewness	-1.77	-0.29	n.a.	0.00	-2.27	1.38	-0.34	-1.73
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

In the overall comparison they are regarded as very important without exception. This is shown by both the measures and the histogram. Employers' associations are a little indifferent, with the evaluations mainly at "5" and "6".



1= totally unimportant
6= very important

**Question 17 What cross-sectoral subjects do you find important?**

Transversal skills	Total mean
Teamwork	5.25
Cross-sectoral problem-solving	5.13
Project management	5.05
Self-management	4.65
Presentation techniques	4.48
IT skills	4.43
Proposal writing skills	4.16
Leadership	4.15
Languages	3.37
Project marketing	3.82
Marketing	3.63

Table xy shows the ranking of transversal skills based on the respective average values. Teamwork, cross-sectoral problem-solving skills as well as project management are at the top of the list. Languages and (project) marketing are mentioned least often.

**17.1 Project management as cross-sectoral knowledge**

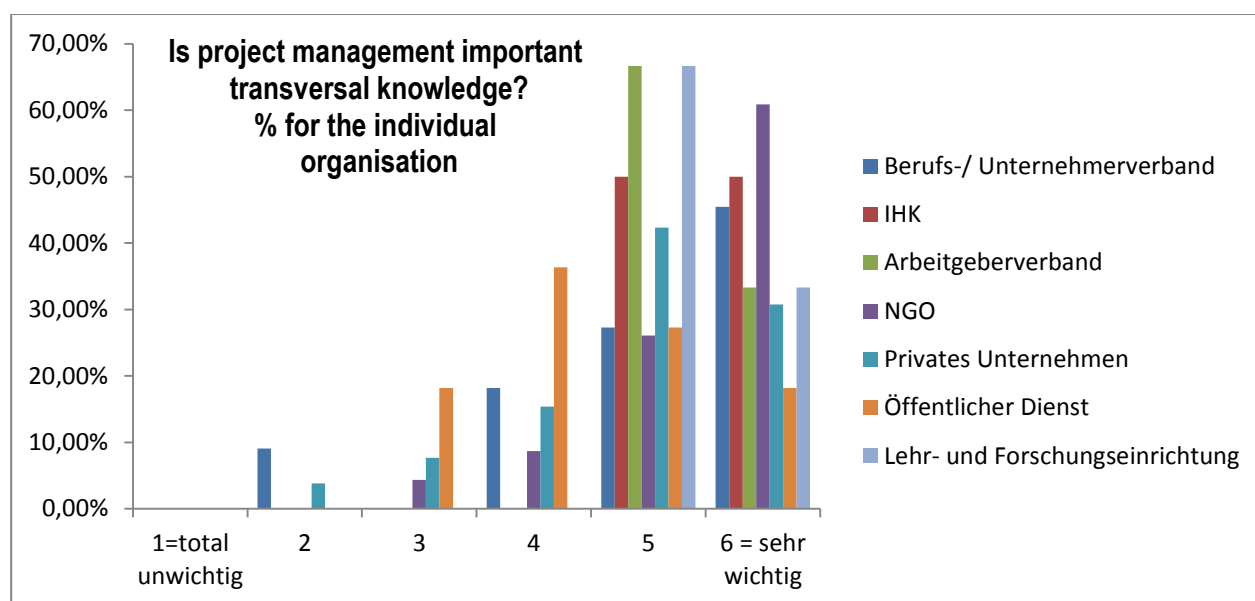
Question 17.1	Is project management important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	5.05	5.00	5.50	5.33	5.43	4.88	4.45	5.33



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SD	1.02	1.26	0.71	0.58	0.84	1.07	1.04	0.58
Median	5.00	5.00	5.50	5.00	6.00	5.00	4.00	5.00
95% confidence	0.23	0.75	0.98	0.65	0.34	0.41	0.61	0.65
Confidence interval +	5.28	5.75	6.48	5.99	5.78	5.30	5.07	5.99
Confidence interval -	4.82	4.25	4.52	4.68	5.09	4.47	3.84	4.68
Skewness	-1.06	-1.45	n.a.	1.73	-1.52	-1.03	0.15	1.73
n	70	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

All organisations consider transversal knowledge as very important (mean values from 4.45=public service authorities to 5.50=Chamber of Industry and Commerce). The histogram clearly shows that based on some evaluations, trade associations and private enterprises do not consider it so important (from "3" "quite important"). NGOs, public service authorities focus on "4" (=public service authorities), "5" and "6". Private enterprises display the maximum at "5".



6= very important
1= totally unimportant

## 17.2 Self-management as cross-sectoral knowledge

**Question 17.2** | Is self-management important transversal knowledge? 1= totally unimportant; 6= very important

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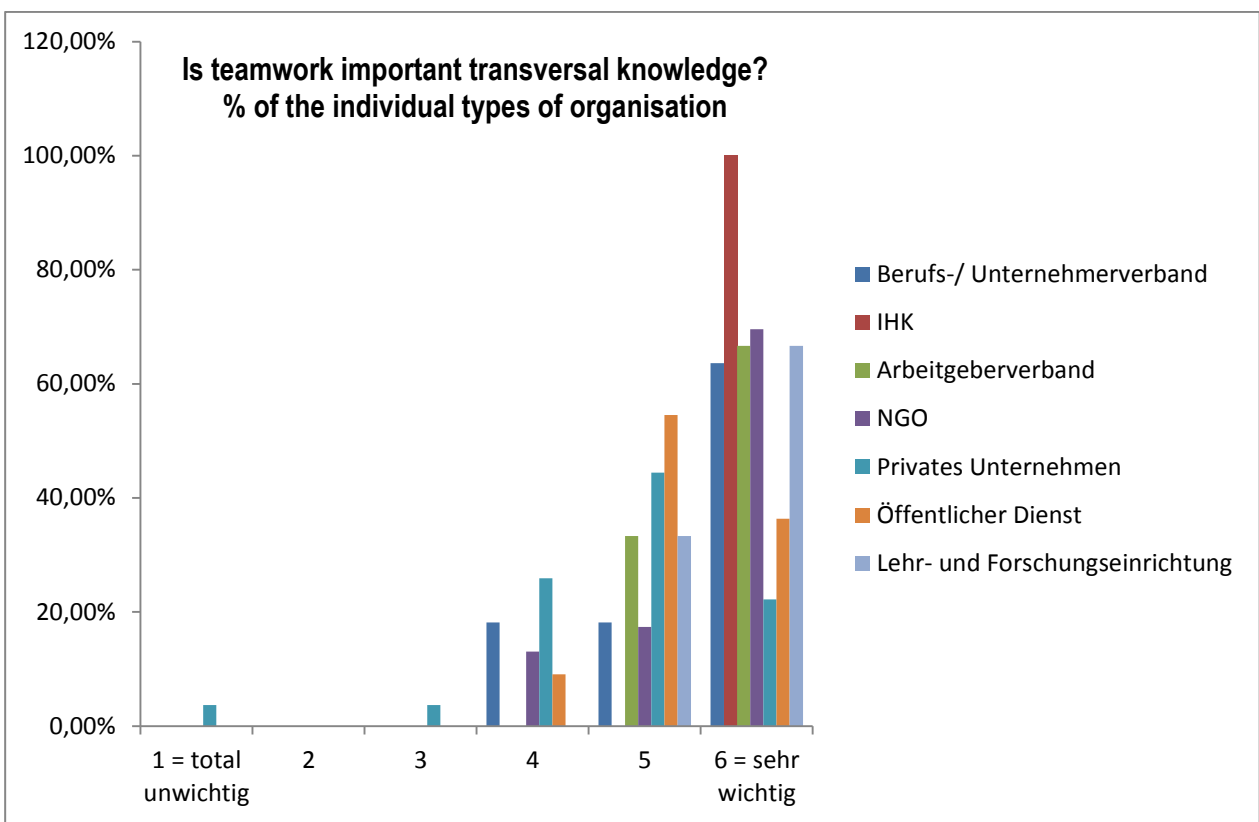
Mean	4.65	4.91	5.50	5.33	4.65	4.48	4.45	4.67
SD	1.24	1.45	0.71	0.58	1.23	1.34	1.04	1.53
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Self-management falls into the high range for all institutions.

### 17.3 Teamwork as cross-sectoral knowledge

It is considered the top 1 subject within transversal skills with the mean values between 4.74 (=private enterprises) and 6.00 (=Chamber of Industry and Commerce).

Question 17.3	Is teamwork important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	5.25	5.45	6.00	5.67	5.57	4.74	5.27	5.67
SD	0.92	0.82	0.00	0.58	0.73	1.10	0.65	0.58
Median	5.00	6.00	6.00	6.00	6.00	5.00	5.00	6.00
95% confidence	0.20	0.48	n.a.	0.65	0.30	0.41	0.38	0.65
Confidence interval +	5.45	5.94	n.a.	6.32	5.86	5.15	5.65	6.32
Confidence interval -	5.05	4.97	n.a.	5.01	5.27	4.33	4.89	5.01
Skewness	-1.62	-1.15	n.a.	-1.73	-1.41	-1.53	-0.29	-1.73
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



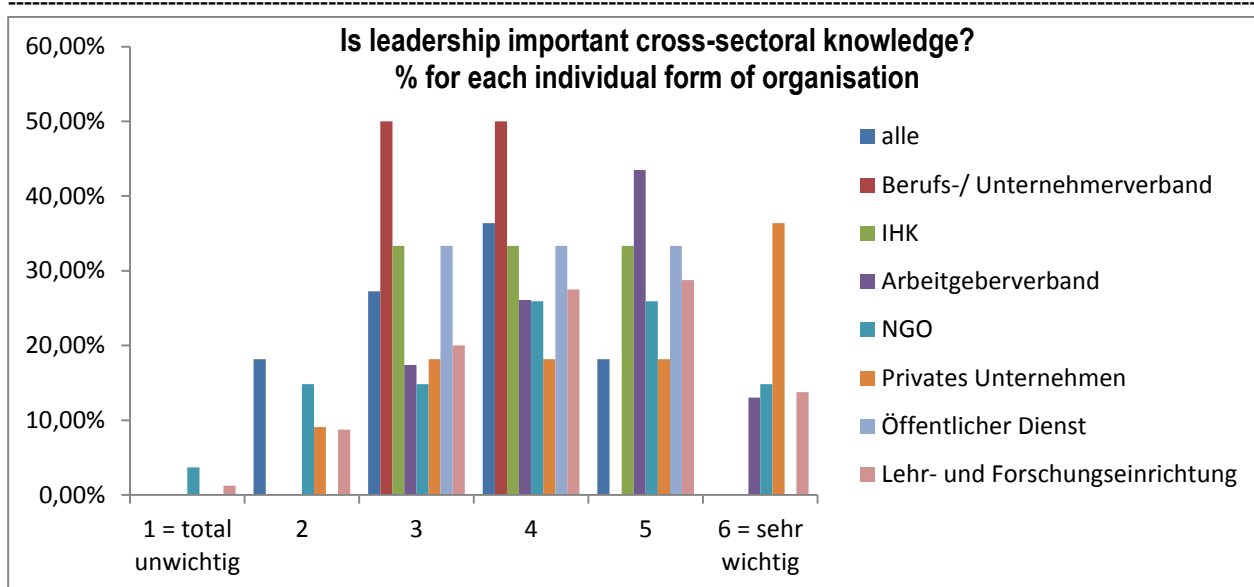
6= very important  
1= totally unimportant

In the histogram, the rating starts only at "4", except for 2 outliers being private enterprises. The Chamber of Industry and Commerce, NGOs, employers' associations as well as training and research institutions have the focus on "6"= very important, while private and public service authorities on "5".

### 17.4 Leadership

Question 17.4	Is leadership important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	4.15	3.55	3.50	4.00	4.52	4.00	4.55	4.00
SD	1.22	1.04	0.71	1.00	0.95	1.41	1.44	1.00
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Although it is present high with the average of 4.15, it is only ranked 8th out of 11. Most organisations are below the average, except NGOs with 4.52 and public service authorities with 4.55.



6= very important
1= totally unimportant

The bar chart shows a normally distributed pattern quite evenly around "4", private enterprises initially uniformly distributed, but show a strong focus on "6", public service authorities also uniformly distributed between 3-6, NGOs with the focus on 4-5, training and research institutions increasingly more from "4" to "5".

## 17.5 Presentation techniques

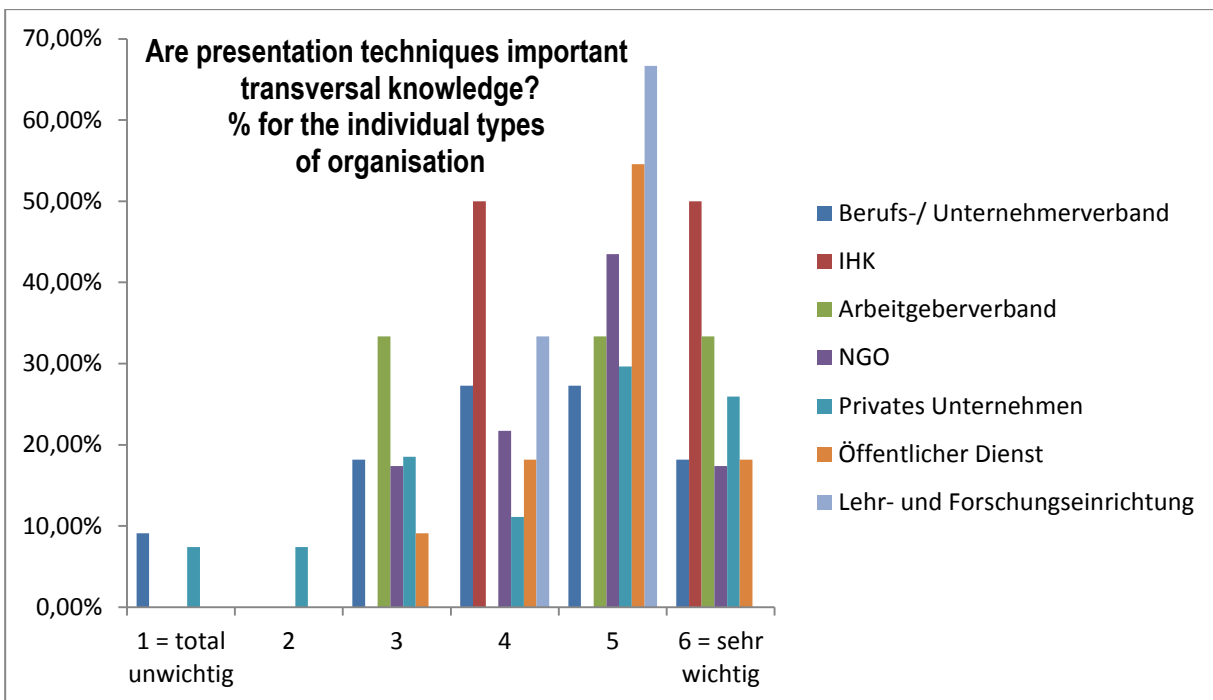
Question 17.5	Are presentation techniques important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	4.48	4.18	5.00	4.67	4.61	4.26	4.82	4.67
SD	1.27	1.47	1.41	1.53	0.99	1.58	0.87	0.58
Median	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00
95% confidence	0.28	0.87	1.96	1.73	0.40	0.60	0.52	0.65
Confidence interval +	4.75	5.05	6.96	6.40	5.01	4.86	5.33	5.32
Confidence interval -	4.20	3.31	3.04	2.94	4.20	3.66	4.30	4.01
Skewness	-0.85	<b>-0.84</b>	n.a.	-0.94	-0.33	-0.65	-0.69	-1.73
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

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It is rated at 4.48 across all organisations, with the Chamber of Industry and Commerce, employers' associations, public service authorities and training institutions rating it higher and trade associations and private enterprises slightly lower.

The bar chart shows the trend towards "important-very important" for public service authorities, employers' associations are indifferent from "3" upwards, private enterprises across all values, but increasingly more at "5" and "6", training and research institutions "4"- "5", NGOs from "3" to "6" with a strong focus on "5". "1" and "2" are almost never mentioned.

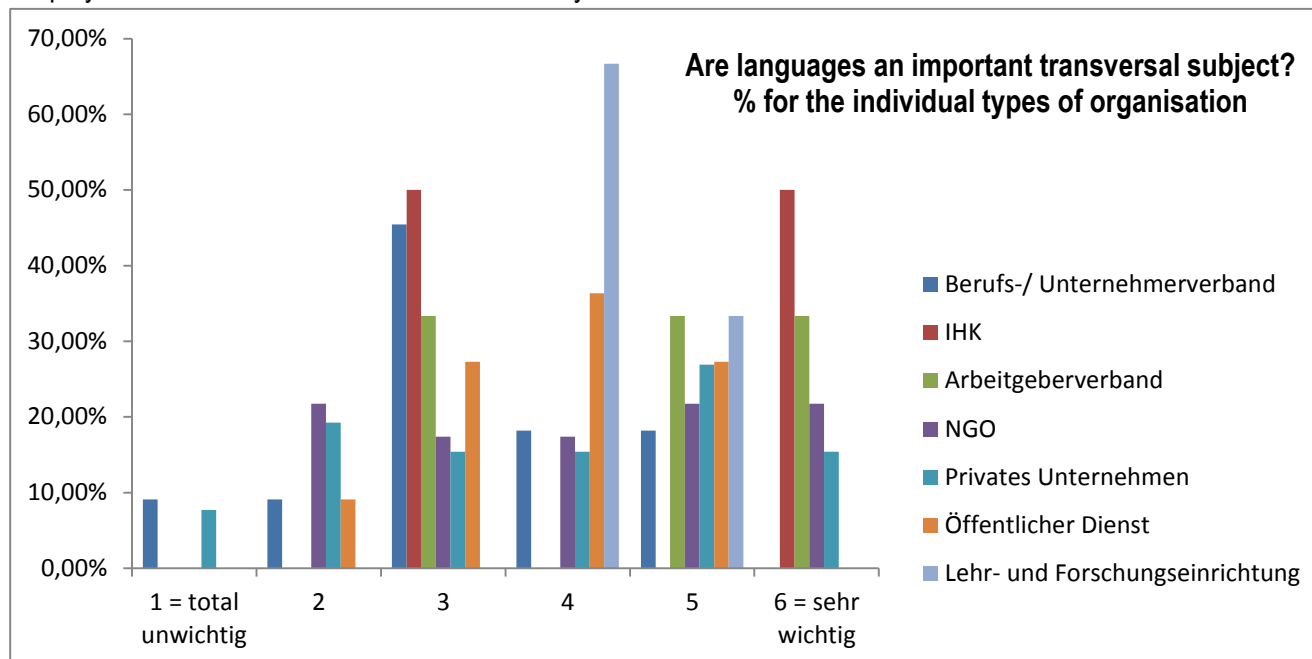


6= very important
1= totally unimportant

**17.6 Languages**

Question 17.6	Are languages important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	3.87	3.27	4.50	4.67	4.04	3.81	3.82	4.33
SD	1.41	1.19	2.12	1.53	1.49	1.60	0.98	0.58
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Languages do not seem to be very important (measures - mean values from 3.27 to 4.67). In the individual comparison, the mentions begin with "3". Public service authorities "3-5", training and research institutions strongly from "4" to "5", NGOs indifferent from "2" to "6", private enterprises indifferent across the entire range. Employers' associations and Chamber of Industry and Commerce also indifferent from "3" to "6"



1= totally unimportant
6= very important

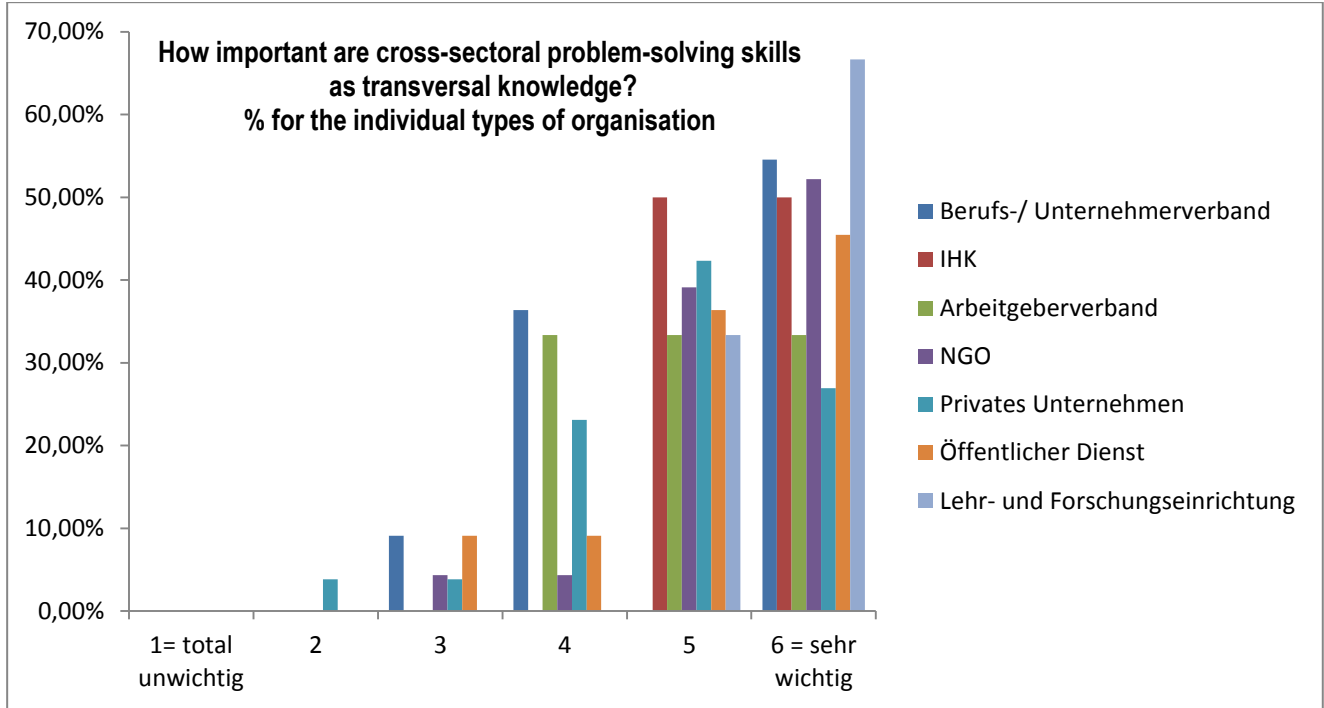
### 17.7 Cross-sectoral problem-solving skills

These skills are very important (mean values from 4.85 to 5.67, overall average 5.13), and the answers are also close to one another (=small standard deviations). This is revealed also in the bar chart.

Question 17.7	Are cross-sectoral problem-solving skills important transversal knowledge? 1= totally unimportant; 6= very important							
Mean	5.13	5.00	5.50	5.00	5.39	4.85	5.18	5.67
SD	0.95	1.18	0.71	1.00	0.78	1.01	0.98	0.58
Median	5.00	6.00	5.50	5.00	6.00	5.00	5.00	6.00
95% confidence	0.83	0.95	0.62	0.88	0.63	0.88	0.86	0.46
Confidence interval +	5.96	5.95	6.12	5.88	6.02	5.73	6.04	6.13
Confidence interval -	4.29	4.05	4.88	4.12	4.77	3.96	4.32	5.20
Skewness	-0.99	-0.44	n.a.	0.00	-1.47	-0.94	-1.20	-1.73
n	79	11	2	3	23	26	11	3

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	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution
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1= totally unimportant
6= very important

17.8 Project marketing (without illustration)

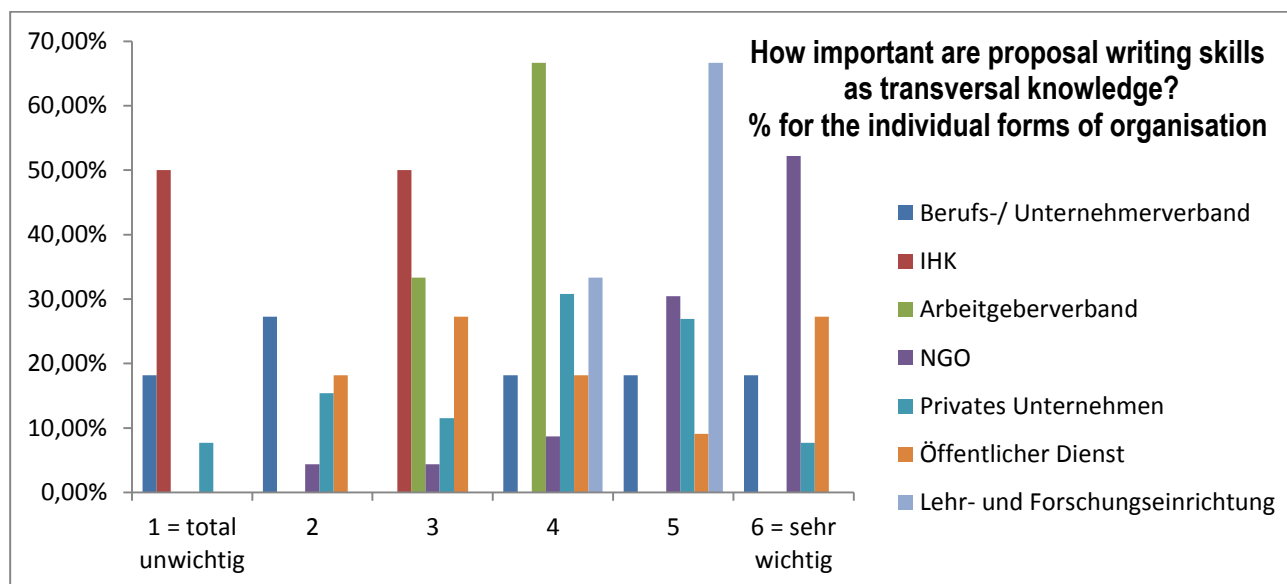
Question 17.8	How important is project marketing as transversal knowledge? 1= totally unimportant; 6= very important							
Mean	3.82	3.00	5.00	4.33	4.26	3.69	3.55	4.33
SD	1.23	1.41	1.41	0.58	1.18	1.12	1.21	0.58
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Project marketing - similar to languages - is not rated as so important as the aforementioned keywords. The standard deviations are also similarly high, so a greater diversity of answers can be recognised also here. The Chamber of Industry and Commerce, employers' associations, NGOs and training and research institutions rate it up to "5".

### 17.9 Proposal writing skills

Question 17.9	How important are proposal writing skills as transversal knowledge? 1= totally unimportant; 6= very important							
Mean	4.16	3.45	2.00	3.67	5.22	3.77	4.00	4.67
SD	1.55	1.92	1.41	0.58	1.09	1.42	1.55	0.58
Median	4.00	4.00	2.00	4.00	6.00	4.00	4.00	5.00
95% confidence	0.34	1.13	1.96	0.65	0.44	0.55	0.92	0.65
Confidence interval +	4.51	4.59	3.96	4.32	5.66	4.32	4.92	5.32
Confidence interval -	3.82	2.32	0.04	3.01	4.77	3.22	3.08	4.01
Skewness	-0.52	0.03	n.a.	-1.73	-1.64	-0.46	0.20	-1.73
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

The answers vary strongly (=high standard deviation), training and research institutions as well as NGOs rate them as very important (4.67-5.22), the others lower, with the overall average of 4.16. The bar chart shows evaluations by public service authorities uniformly from "2" to "6", employers' associations at "3" and "4"; private enterprises very variable. .



6= very important
1= totally unimportant

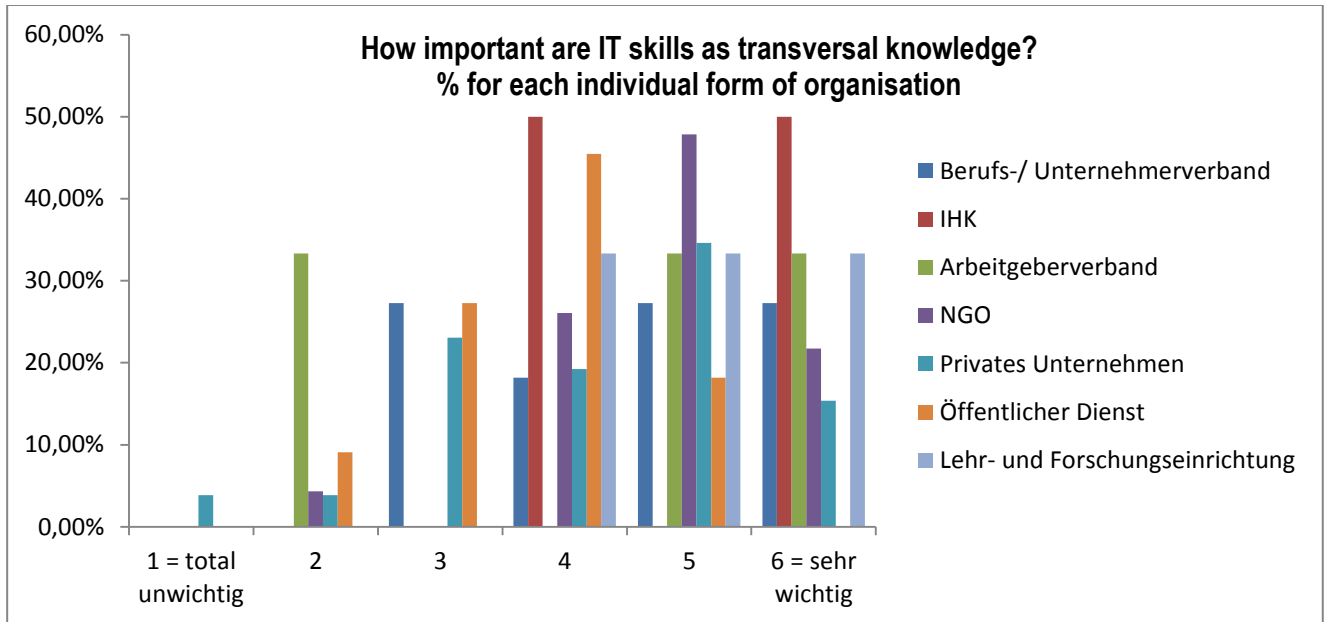
### 17.10 IT skills

With the average measure of 4.43, IT skills are the sixth most important factor. They are least important for public service authorities (3.73). The range begins with 3.73 (public service authorities) and ends with 5.00 (the Chamber of Industry and Commerce and training institutions).



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Question 17.10	How important are IT skills as transversal knowledge? 1= totally unimportant; 6= very important							
Mean	4.43	4.55	5.00	4.33	4.83	4.23	3.73	5.00
SD	1.18	1.21	1.41	2.08	0.94	1.31	0.90	1.00
Median	5.00	5.00	5.00	5.00	5.00	4.50	4.00	5.00
95% confidence	0.26	0.72	1.96	2.36	0.38	0.50	0.53	1.13
Confidence interval +	4.69	5.26	6.96	6.69	5.21	4.73	4.26	6.13
Confidence interval -	4.17	3.83	3.04	1.98	4.44	3.73	3.19	3.87
Skewness	-0.57	-0.13	n.a.	-1.29	-1.08	-0.58	-0.34	0.00
n	79	11	2	3	23	26	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



1= totally unimportant
6= very important

The histograms show ranges from "2" upwards, with the focus from "4" upwards.

**17.11 Marketing**

Question 17.11	How important is marketing as transversal knowledge? 1= totally unimportant; 6= very important							
Mean	3.63	3.09	2.50	4.33	4.09	3.48	3.45	4.00
SD	1.28	1.14	0.71	0.58	1.24	1.40	1.21	1.00
Skewness	-0.12	0.29	n.a.	1.73	-0.34	0.04	-0.69	0.00
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

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Marketing is evaluated as rather less important. The individual bar charts also reveal that.

**Question 18 Are still other transversal skills and abilities important?**

Question 18	Are still other transversal abilities important to you? 90% No 10% Yes							
	all	Trade/enterpri se association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	90.00%	90.91%	100.00%	100.00%	82.61%	96.30%	90.91%	66.67%
Yes	10.00%	9.09%	0.00%	0.00%	17.39%	3.70%	9.09%	33.33%

Almost no other transversal abilities were mentioned.

**Question 19 What other transversal skills are important for you?**

Institution	What other transversal subjects are important to you?	English
NGO	ability to familiarise with new topics	ability to familiarise with new topics
Teaching and research	interdisciplinarity	interdisciplinarity
Public service authority	communication, rhetoric, conflict management, coping with stress management, networking	Communication, rhetoric, conflict management, coping with stress, networking
NGO	NGO-Experience, experience in politics, organisations and institutions	NGO-Experience, experience in politics, organisations and institutions
NGO	project reporting and documentation, communication, public relations, event coordination, financial controlling	project reporting and documentation, communication, public relations, event coordination, financial controlling
Private enterprise	Time management	Time management
NGO	experience in management	experience in management

**Question 20 Are there laws, guidelines, standards that are important in your industry?**

Type of organisation	Which laws, guidelines and standards are important and should be known by your employees?
Employers' association	Water Law, Soil Protection Law, Environmental Protection law, Mining law, Safety at work act

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<b>Employers' association</b>	SGB XI SGB V SGB XII standard wage directives, Labour Law
<b>Trade/enterprise association</b>	Agenda 2020 (within it CLIMAdapt)
<b>Trade/enterprise association</b>	Prescription laws, laws on chemicals, law on Animal Protection
<b>Trade/enterprise association</b>	DIN, agricultural directives to fertilizers, fertilizing, animal feed
<b>Trade/enterprise association</b>	Energy saving directive, EU Directive to total energy efficiency in buildings, EEWärme G, WEEE, EDL, Technical instructions on air quality, Federal immission control Act and others
<b>Trade/enterprise association</b>	EU ecological directive, Association directives
<b>Trade/enterprise association</b>	GüKG AbfAEV BGB StGB TVG KrWG BImSchG StVO GBV
<b>Trade/enterprise association</b>	QM DQR EQR
<b>Trade/enterprise association</b>	environmental law
<b>Trade/enterprise association</b>	depending on topics in department
<b>Chamber of Industry and Commerce</b>	Environmental protection laws of the Länder, federal and EU-level, actual law drafts
<b>Training and research institution</b>	Quality-, Knowledge-, Environmental Management. Codex of Sustainability
<b>Training and research institution</b>	University law
<b>Training and research institution</b>	Act on Renewable Energy Sources, European and national standards for Renewable Energy Installations, EPC Directive
<b>NGO</b>	Law I /2012. from the Labour Code of Hungary
<b>NGO</b>	Agenda 21
<b>NGO</b>	AN - Best Practice, specific laws according to project topic
<b>NGO</b>	Az egyesület tevékenységét érintő EU-s és hazai jogszabályok, irányelvek.
<b>NGO</b>	Federal Nature Conservation Law, Nature Conservation Law of the Länder, Directives on protected areas, Quality standards for protected areas

## EUBILD UNAKLIM - Study on further education offers - Employers

NGO	DIN, ISO, Nature Protection Law (EU, FFH, WRRL, etc.)
NGO	cooperation
NGO	youth strategy, cultural law legislation regarding self-governments
NGO	There are many of them
NGO	community services, responsibilities of self-governments CSR
NGO	Nature conservation Law, Natura-2000 Directives, Federal water law
NGO	environmental law and directives
NGO	Laws on Nature-, Animal- and environmental protection
NGO	honesty, ability to think in networks, application of community planning methodology , internationalism -openness to good practices, independence, proactivity
NGO	Rural Development Program 2014-2020, Act on Local Government, Association Law, Public Procurement Law
NGO	Environmental Law, Building law
NGO	environmental law, funding, ministries, foundations
NGO	authorisations for creating laws
NGO	Water Law, Soil Protection Law, Environmental Protection law
Public service authority	public administration, legislation regarding self-governments, legislation of different fields involved
Public service authority	Building Law, VSV, TVöD
Public service authority	Brandenburg Nature Conservation Law, Directives of administrations
Public service authority	integrity, ethical code
Public service authority	KTTV
Public service authority	Mötv., KET, Kttv. Áhtv.
Public service authority	Natura 2000, FFH-RL, Bird protection directive, WRRL, HWRM-RL, national laws on Soil protection, Waste and Circular Management Law, contaminated sites
Public service authority	TvT, KvT,
Public service authority	environmental laws
Private enterprise	cooperation to provide a safe and relaxed entrepreneurial a environment
Private enterprise	Waste circular Management Law

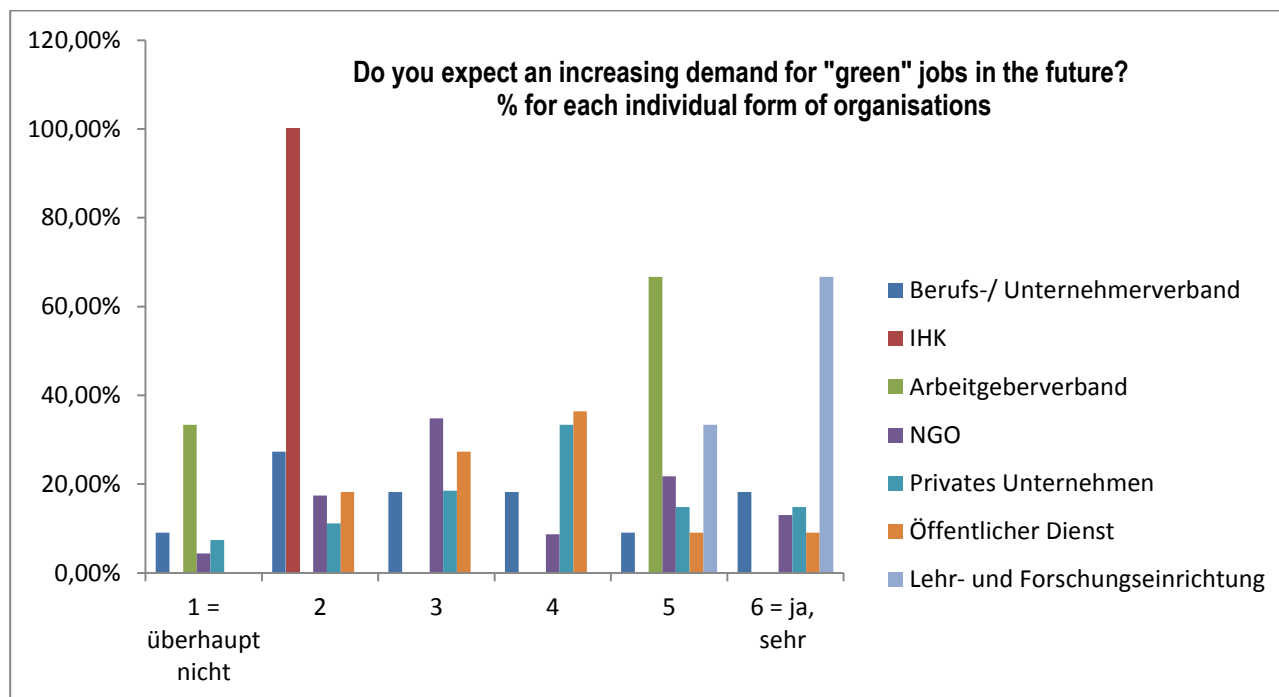
## EUBILD UNAKLIM - Study on further education offers - Employers

Private enterprise	Waste, environmental Laws
Private enterprise	Mining specific
Private enterprise	safe operation, legislation regarding adult education, energy efficiency
Private enterprise	Code of Conduct z.B.
Private enterprise	Directives of the European Parliament and of the Council: 2010/31/UE, 2012/27/UE, 2009/28/WE, 2008/50/WE; Energy Law, Act on Renewable Energy Sources, The Energy Efficiency Act, The Environmental Protection Law
Private enterprise	EE-Law, BAFA-Funding, PV and solar heat
Private enterprise	specific laws and directives, IN
Private enterprise	basis institutions
Private enterprise	Waste management. E.U. Directives
Private enterprise	ITI-PM -2001
Private enterprise	It depends on the project being carried out. Employees can read the normative acts as needed.
Private enterprise	legislation regarding excise tax, tax duties, customs registration documents
Private enterprise	Law 220/2008 NormativeC107/2005
Private enterprise	Water Law (107/1996) with updated modifications O.M. (Order of Ministry) 662/2006 and O.M. 799/2015 for the preparation and issuance of the permits/authorizations for water management G.D. (Government Decision )930/2005+OM. 1278/2011 for delimitation sanitary protection of water catchments
Private enterprise	Legea bunului simț. Restul se învață pe parcurs. The Law of good sense. The rest learns along the way
Private enterprise	Tenancy Law
Private enterprise	Tenancy Law
Private enterprise	building law and directives, EnEV, Noise technical directives, BImSchG, HOAI
Private enterprise	Energetic Law, Building Law, Water Law
Private enterprise	Geological and Mining Law
Private enterprise	Act on Renewable Energy Sources, Standards for Electrical Measurements

**Question 21 Do you expect an increasing demand for "green" jobs in the future?**

Question 21	Do you expect an increasing demand for employees with "green" or transversal skills in the future? 1= not at all; 6= yes, a lot							
Mean	3.71	3.45	2.00	3.67	3.65	3.81	3.64	5.67
SD	1.49	1.69	0.00	2.31	1.47	1.44	1.21	0.58
Median	4.00	3.00	2.00	5.00	3.00	4.00	4.00	6.00
95% confidence	0.33	1.00	n.a.	2.61	0.60	0.54	0.71	0.65
Confidence interval +	4.04	4.46	n.a.	6.28	4.25	4.36	4.35	6.32
Confidence interval -	3.39	2.45	n.a.	1.05	3.05	3.27	2.92	5.01
Skewness	-0.01	0.32	n.a.	-1.73	0.19	-0.23	0.45	-1.73
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

The measures show that training and research institutions and private enterprises expect an above-average demand (5.67 and 3.81); all others expect a below-average demand (3.71). However, also here the opinions differ, as can be seen from the high standard deviations.



1= no
6= yes

The bar chart shows that private enterprises optimistically expect (=“4”) that the demand will increase, in the histogram they are normally distributed across the whole range with the maximum at “4”. Public service authorities, starting with “2”, are also normally distributed with the focus on “4”, NGOs focus on “3”, i.e. somewhat less optimistic. Training and research institutions expect “green” skills a lot, the Chamber of Industry and

Commerce does not, employers' associations very diverse with "not at all" once and "5" once (but n=3, i.e. a very small number of returns).

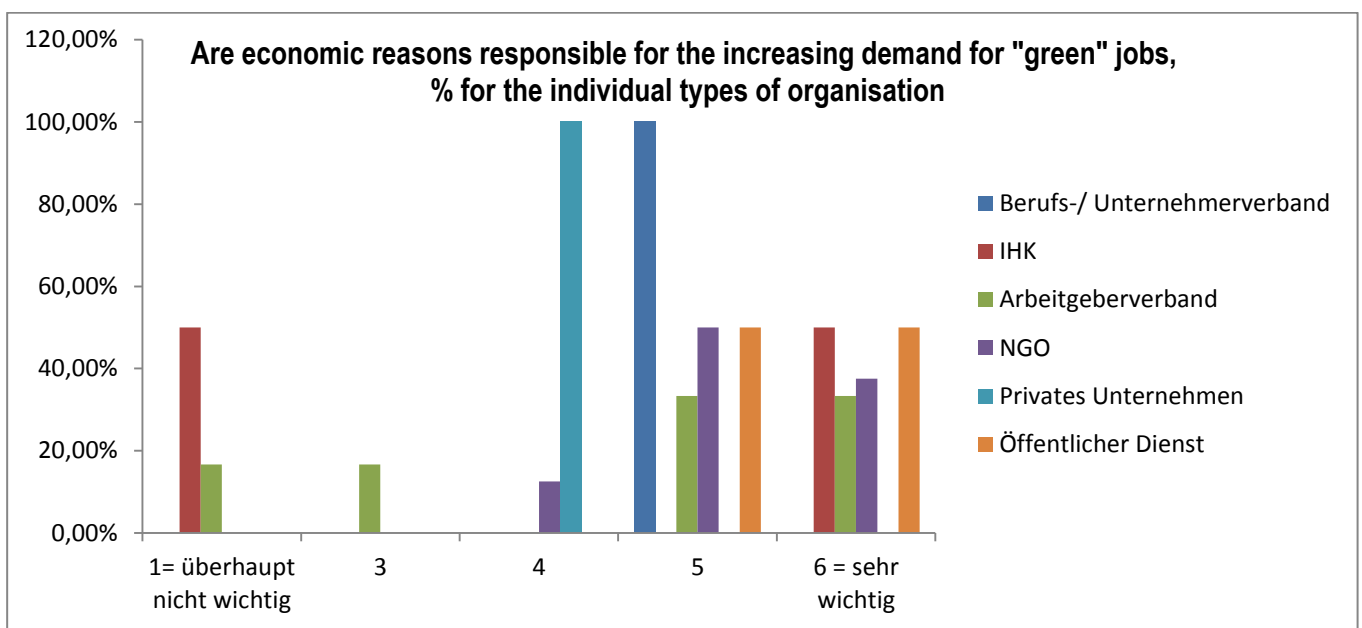
**Question 22 What reasons are important for an increase in "green" jobs?**

What are the reasons for the increasing demand for "green" skills in the future?	Average value
Ecological reasons	5.17
Economic reasons	4.76
Political reasons	4.27
Marketing reasons	3.64

The increasing demand is explained first of all with ecological reasons, which are followed by economic and political reasons. Marketing reasons are mentioned least often.

**22.1 Could economic reasons cause an increase in "green" jobs?**

Question 22.1	Are economic reasons important for the increasing demand for "green" jobs? 1= totally unimportant; 6= very important							
Mean	4.76	5.00	n.a.	3.50	4.33	5.25	4.00	5.50
SD	1.48	0.00	n.a.	3.54	1.97	0.71	n.a.	0.71
Median	5.00	5.00	n.a.	3.50	5.00	5.00	n.a.	5.50
95% confidence	0.63	n.a.	n.a.	1.51	0.04	0.30	n.a.	n.a.
Confidence interval +	5.39	n.a.	n.a.	5.01	5.17	5.55	n.a.	n.a.
Confidence interval -	4.13	n.a.	n.a.	1.99	3.49	4.95	n.a.	n.a.
Skewness	-1.69	n.a.	n.a.	n.a.	-1.17	-0.40	n.a.	n.a.
n	21	2	0	2	6	8	1	2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



1= totally unimportant

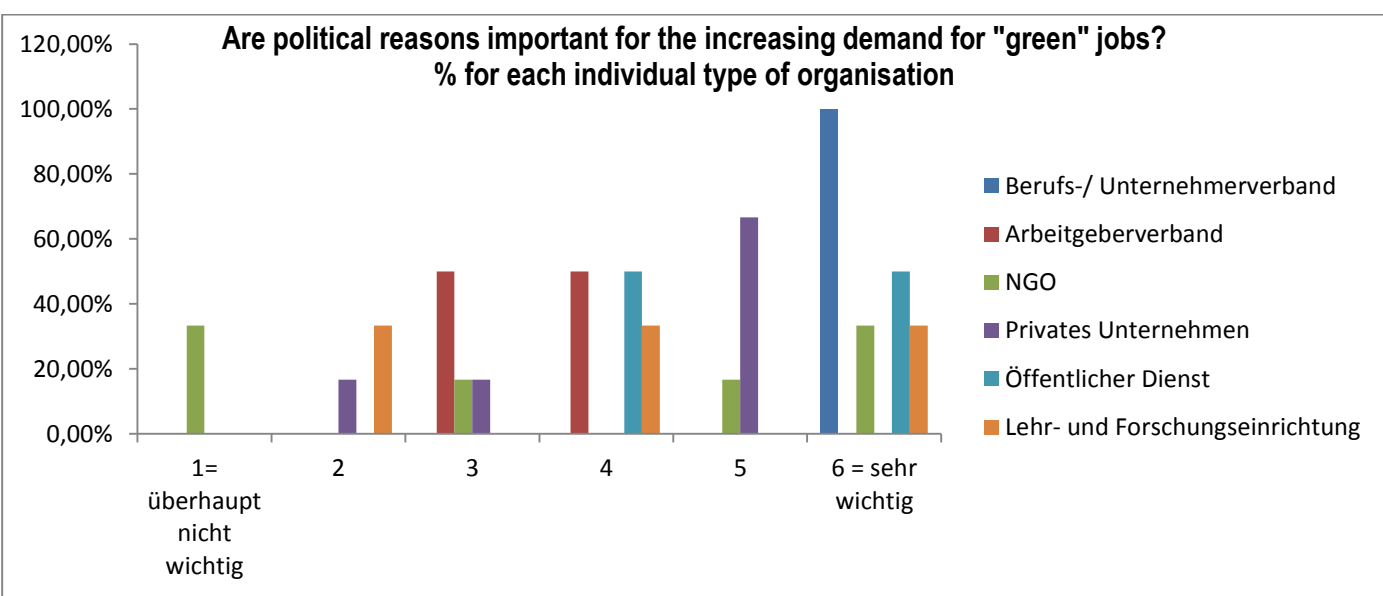
6= very important

Are economic reasons responsible for the increasing demand for "green" jobs, % for the individual types of organisation

Economic reasons are important drivers of the increasing demand for "green" knowledge. Employers' associations, NGOs and public service authorities regard their importance as just below average. The bar chart shows the focus from "4" to "very important", while the Chamber of Industry and Commerce regards them as totally unimportant, employers' associations are diversely distributed.

**22.2 Could political reasons cause an increase in "green" jobs?**

Question 22.2	Are political reasons important for the increasing demand for "green" jobs? 1= totally unimportant; 6= very							
Mean	4.27	6.00	n.a.	3.50	3.67	4.17	5.00	4.00
SD	1.70	0.00	n.a.	0.71	2.34	1.33	1.41	2.00
Median	5.00	6.00	n.a.	3.50	4.00	5.00	5.00	4.00
95% confidence	0.71	n.a.	n.a.	0.30	0.98	0.56	0.59	0.84
Confidence interval +	4.98	n.a.	n.a.	3.80	4.84	4.72	5.59	4.84
Confidence interval -	3.50	n.a.	n.a.	3.20	2.69	3.61	4.41	3.16
Skewness	-0.66	n.a.	n.a.	n.a.	-0.25	-1.21	n.a.	0.00
n	22	3	0	2	6	6	2	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



6= very important  
1= totally unimportant



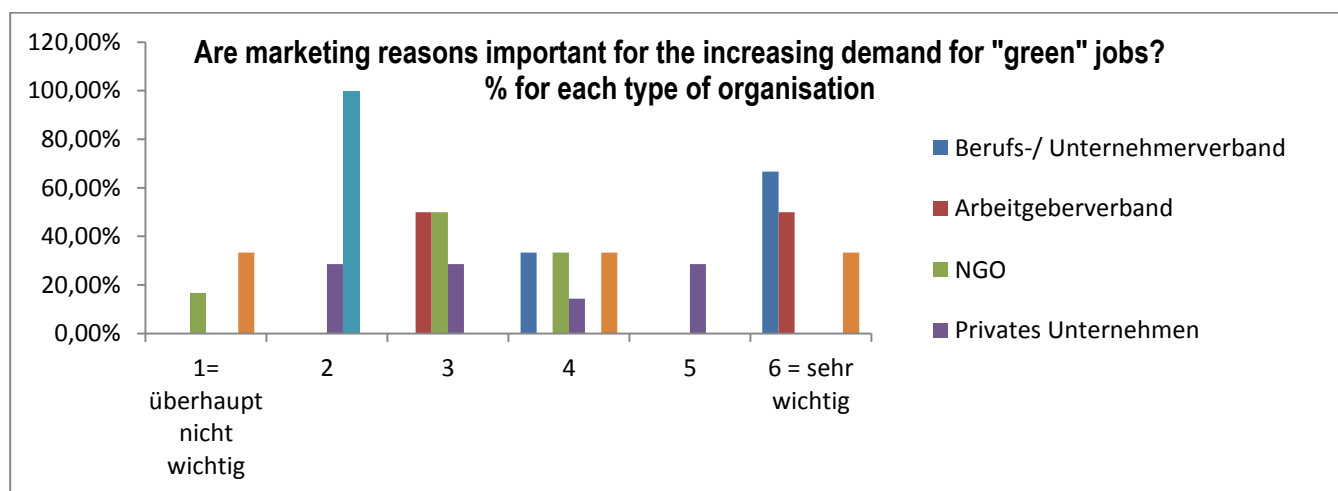
## EUBILD UNAKLIM - Study on further education offers - Employers

Political reasons are regarded as important by trade associations, private enterprises and public service enterprises, as well as partly by training institutions and NGOs. However, NGOs display a diverse distribution, ca. 30% of the respondents consider them as totally unimportant. Employers' associations regard them as less important.

### 22.3 Could marketing reasons cause an increase in "green" jobs?

The answers to this question were rather in the middle (mean= 3.64). Enterprises associations and employers' associations regard them as important, while the others as rather less important.

Question 22.3	Is marketing important for the increasing demand for "green" jobs? 1= totally unimportant; 6= very important							
Mean	3.64	5.33	n.a.	4.50	3.00	3.43	2.00	3.67
SD	1.56	1.15	n.a.	2.12	1.10	1.27	n.a.	2.52
Median	3.50	6.00	n.a.	4.50	3.00	3.00	n.a.	4.00
95% confidence	0.65	1.31	n.a.	2.94	0.88	0.94	n.a.	2.85
Confidence interval +	4.29	6.64	n.a.	7.44	3.88	4.37	n.a.	6.51
Confidence interval -	2.98	4.03	n.a.	1.56	2.12	2.49	n.a.	0.82
Skewness	0.09	-1.73	n.a.	#DIV/0!	-1.37	0.22	n.a.	-0.59
n	22	3	0	2	6	7	1	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



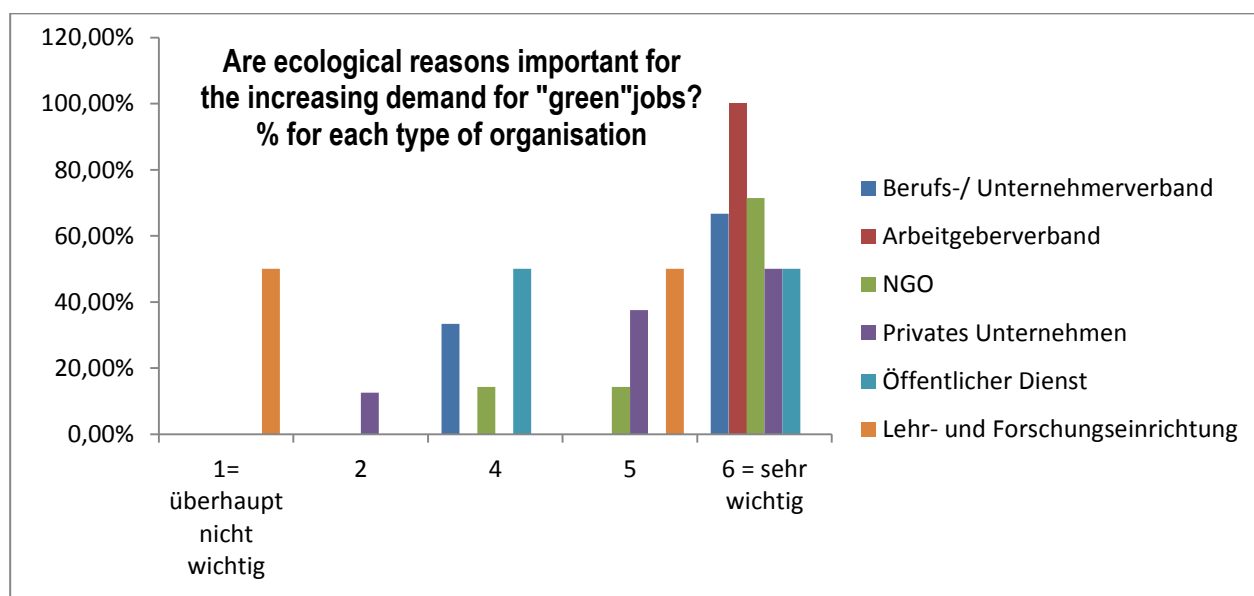
6= very important
1= totally unimportant

### 22.4 Could ecological reasons cause an increase in "green" jobs?

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Almost all respondents consider ecological reasons as very important. Training and research institutions are divided, with one half regarding them as totally unimportant. Public service authorities and certain trade associations consider them as less important.

Question 22.4	Are ecological reasons important for the increasing demand for "green" jobs? 1= totally unimportant; 6= very							
Mean	5.17	5.33	n.a.	6.00	5.57	5.13	5.00	3.00
SD	1.34	1.15	n.a.	0.00	0.79	1.36	1.41	2.83
Median	6.00	6.00	n.a.	6.00	6.00	5.50	5.00	3.00
95% confidence	0.54	1.31	n.a.	n.a.	0.58	0.94	n.a.	3.92
Confidence interval +	5.70	6.64	n.a.	n.a.	6.15	6.06	n.a.	6.92
Confidence interval -	4.53	4.03	n.a.	n.a.	4.99	4.19	n.a.	-0.92
Skewness	-1.98	-1.73	n.a.	n.a.	-1.76	-2.13	n.a.	n.a.
n	24	3	0	2	7	8	2	2
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution



6= very important
1= totally unimportant

**Question 23** Are you aware of recognised further education offers in the field of environmental-, nature- and climate protection?

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The majority of respondents did not know any further education offers in this field. Only in the case of public service authorities and NGOs there were more offers known than unknown ones.

Question 23	Are you aware of recognised further education offers in the field of environmental-, nature- and climate protection? 67.50% No 32.50% Yes							
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
No	67.50%	72.73%	50.00%	100.00%	43.48%	92.59%	36.36%	100.00%
Yes	32.50%	27.27%	50.00%	0.00%	56.52%	7.41%	63.64%	0.00%

**Question 24** Which other further education offers in the field of environmental-, nature- and climate protection do you know?

Institution	Please list other further education offers in the field of environmental-, climate- and nature protection that you know
Trade association	Demeter, Binako, organic farming
Trade association	Leuphana Lüneburg
Trade association	professional associations, universities
Chamber of Industry and Commerce	IQ Bremen, energiekonsens Bremen, UNI Bremen, Chamber of Industry and Commerce further education offers
NGO	academies, internal furthering education topics, international organisations, in European countries
NGO	Nature protection academies of the Länder
NGO	chamber of architects of the Länder, Environmental academies of the Länder, professional associations for nature and environmental protection, universities
NGO	Working group for Nature and Environmental education
NGO	university courses
NGO	climate protection manager, Environmental management systems
NGO	Academies of environmental protection of the Länder, BfN, UBA, UBB
NGO	Länder foundation Saxonia Nature and environmental protection, IWU Magdeburg, DGFZ Dresden
NGO	Landscape Guardian training- e.g.: Szent István University
NGO	regional human expert
NGO	Academy of environmental issues, BW
Private enterprise	auditors, environmental protection specialist, RES specialist
Private enterprise	Study topics in building physics, energy-consultant courses of chamber of crafts, chamber of engineers, expert conferences, certificate of passive house design, DGNB education
Public service authority	DWA, LfULS Saxonia, state furthering education institutions, LANU Saxonia
Public service authority	LAKÖV
Public service authority	Environmental engineer
Public service authority	environmental engineer
Public service authority	trainee teacher of environmental topics, inspector for environmental issues, radiation safety officer, waste management expert, energy saving consultant

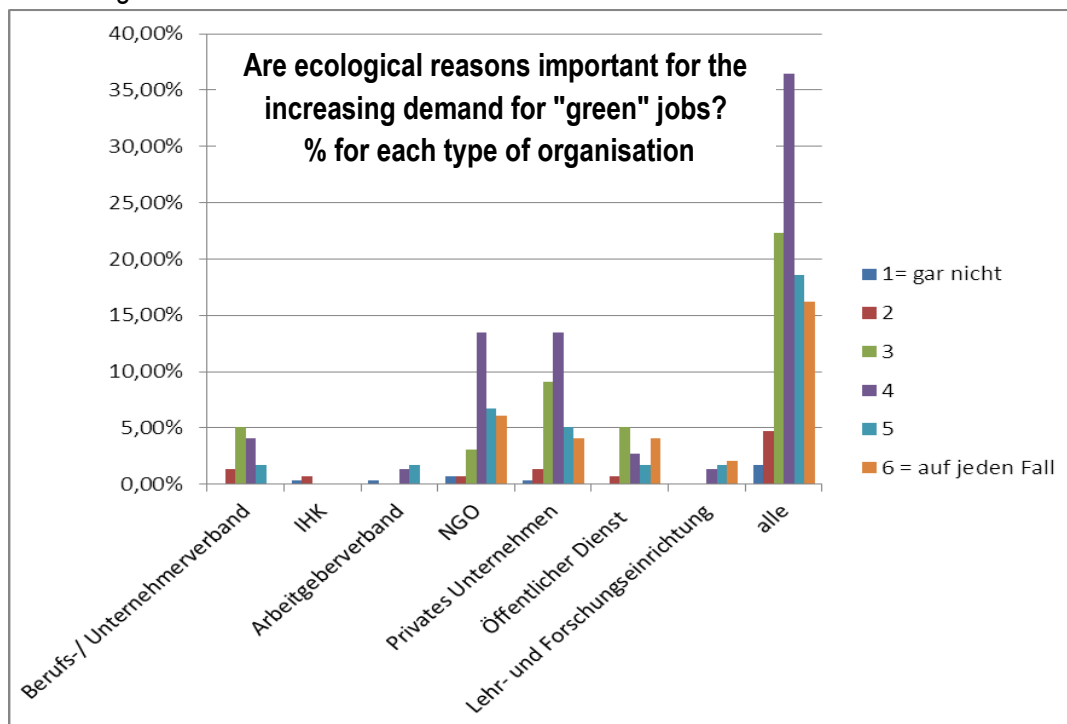
Public service authority	Green-Bridge Foundation
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**Question 25 Do you think additional qualifications in the field of environmental-, nature- and climate protection are required?**

On average, moderate importance is indicated (measures - average 3.70). NGOs, public service authorities and especially training and research institutions regard them as more than moderately important.

Frage 25	Gibt es Bedarf an zusätzlichen Kompetenzen Ihrer Mitarbeiter im UNAKLIM? 1= gar nicht; 6= auf jeden Fall							
Mittelwert	3,70	3,27	1,50	3,33	3,96	3,67	3,82	5,00
Stabw	1,29	0,90	0,71	2,08	1,36	1,14	1,33	1,00
Median	4,00	3,00	1,50	4,00	4,00	4,00	3,00	5,00
Konfidenz 95%	0,28	0,53	0,98	2,36	0,56	0,43	0,78	1,13
Vertrauensbereich +	3,98	3,81	2,48	5,69	4,51	4,10	4,60	6,13
Vertrauensbereich -	3,42	2,74	0,52	0,98	3,40	3,24	3,03	3,87
Schiefe	-0,11	0,34	n.a.	-1,29	-0,62	0,06	0,71	0,00
n	80	11	2	3	23	27	11	3
	alle	Berufs-/ Unternehmer- verband	IHK	Arbeitgeber- verband	NGO	Privates Unternehmen	Öffentlicher Dienst	Lehr- und Forschungs- einrichtung

The histograms confirm these measures.

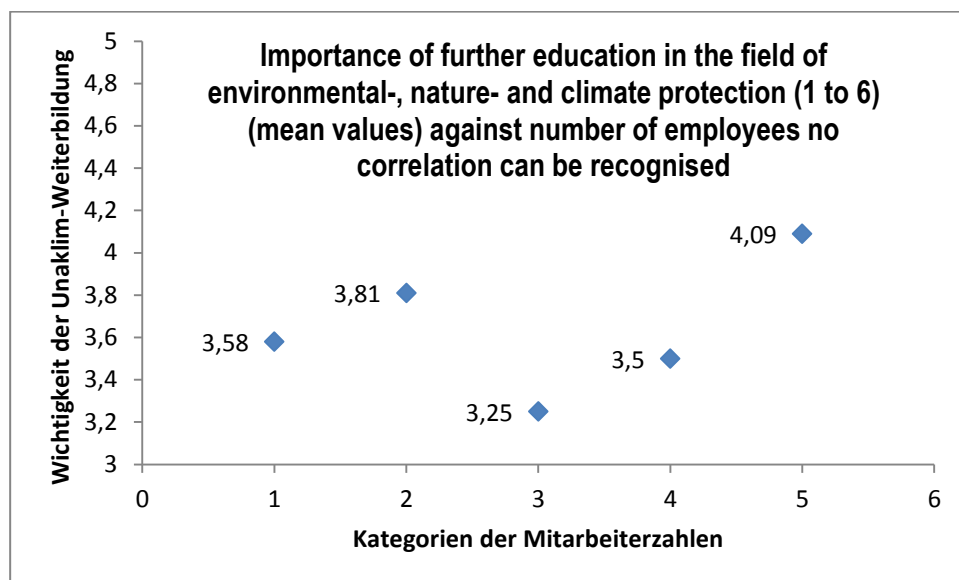


1= not at all
6= of course

5 Confrontation with our hypotheses

**Hypothesis 1: Bigger institutions need more qualification or new jobs in the field of environmental-, nature- and climate protection**

**The hypothesis is rejected. No correlation can be recognised between both positions.  $K=0.06$**



Correlation between size and demand for environmental-, nature- and climate protection							
Mean	3.70	3.58	3.81	3.25	3.50	4.09	n.i.
Categories	all	1	2	3	4	5	6

**Hypothesis 2: All demand qualifications in the field of environmental-, nature- and climate protection**

The measures show a bit ambiguous picture. Overall average indicates 3.72 and 3.70= quite important. All institutions except NGOs, public service authorities and training and research institutions are below average, while in the countries Hungary and Poland are above average. The Chamber of Industry and Commerce finds it very unimportant (1.50)

**The hypothesis cannot be completely rejected.**

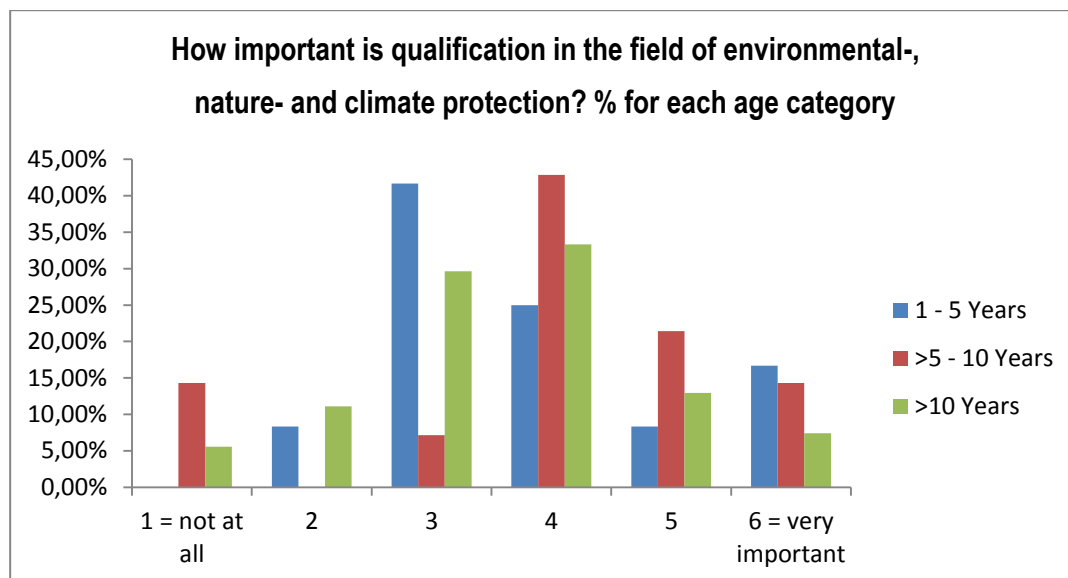
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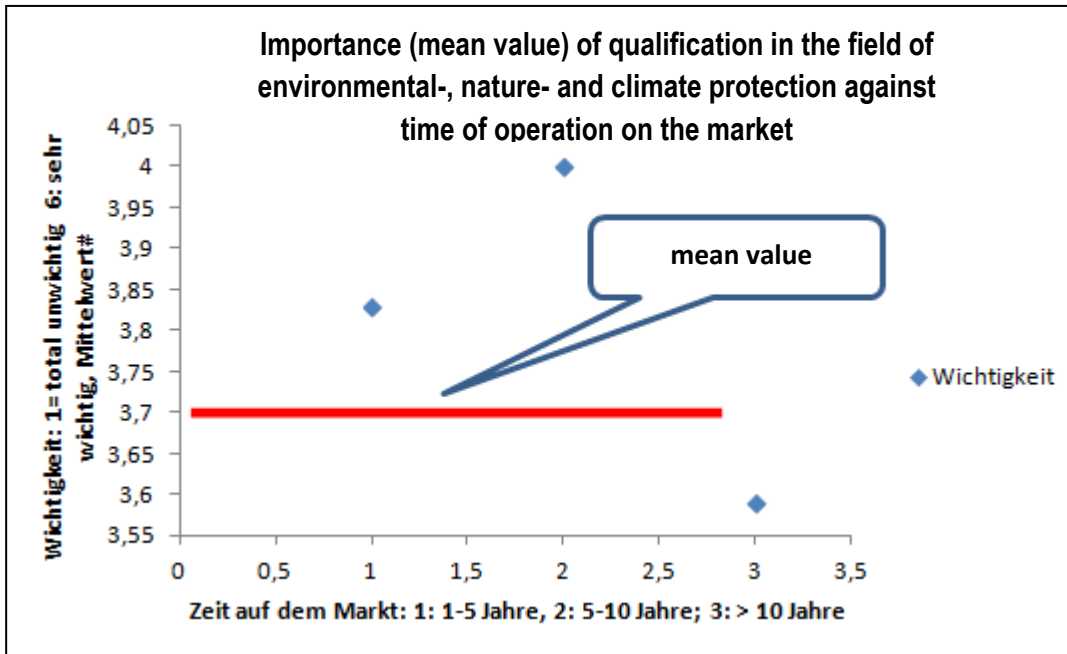
Question 25	Is there a demand for additional competencies of your employees in the field of environmental-, nature- and climate protection? 1= not at all; 6= of course							
Mean	3.70	3.27	1.50	3.33	3.96	3.67	3.82	5.00
SD	1.29	0.90	0.71	2.08	1.36	1.14	1.33	1.00
Median	4.00	3.00	1.50	4.00	4.00	4.00	3.00	5.00
95% confidence	0.28	0.53	0.98	2.36	0.56	0.43	0.78	1.13
Confidence interval +	3.98	3.81	2.48	5.69	4.51	4.10	4.60	6.13
Confidence interval -	3.42	2.74	0.52	0.98	3.40	3.24	3.03	3.87
Skewness	-0.11	0.34	n.a.	-1.29	-0.62	0.06	0.71	0.00
n	80	11	2	3	23	27	11	3
	all	Trade/enterprise association	Chamber of Industry and Commerce	Employers' association	NGO	Private enterprise	Public service authority	Training and research institution

Question 25	Do you think there is a necessity for additional qualification in the field of environmental-, nature- and climate protection? 1= not at all; 6= of course				
Mean	3.72	3.47	4.08	4.33	3.00
SD	1.29	1.33	1.28	0.87	0.71
Median	4.00	4.00	4.00	4.00	3.00
95% confidence	0.28	0.40	0.51	0.57	0.62
Confidence interval +	4.00	3.86	4.60	4.90	3.62
Confidence interval -	3.44	3.07	3.57	3.77	2.38
Skewness	-0.13	0.02	-0.44	0.66	0.00
n	81	43	24	9	5
	all	de	hu	pl	ro

**Hypothesis 3: The time of operation on the market is not connected with qualification or new jobs in the field of environmental-, nature- and climate protection**

**This hypothesis is rejected due to the lack of correlation.**





Correlation between years of operation on the market and importance of further qualification in the field of environmental-, nature- and climate protection				
Mean	3.70	3.83	4.00	3.59
SD	1.29	1.27	1.52	1.24
n	80	12	14	54
% of all employers	100.0%	15.2%	17.7%	68.4%
Categories	all	1-5 years	>5-10 years	>10 years

The importance is evaluated as high, evaluation from 3.6 to 4. Mean 3.70. However, there is no correlation,  $k = -0.6$ . The hypothesis is rejected.

**Hypothesis 4.1:** Also informal diplomas are taken into account for employee recruitment if the subject is right.

Question 13	Do you accept also informal diplomas and further education? 59.26% No 40.74% Yes				
	all	de	hu	pl	ro
Total	100.00%	100.00%	100.00%	100.00%	100.00%
No	59.26%	67.44%	33.33%	77.78%	80.00%
Yes	40.74%	32.56%	66.67%	22.22%	20.00%

**The hypothesis is rejected.**

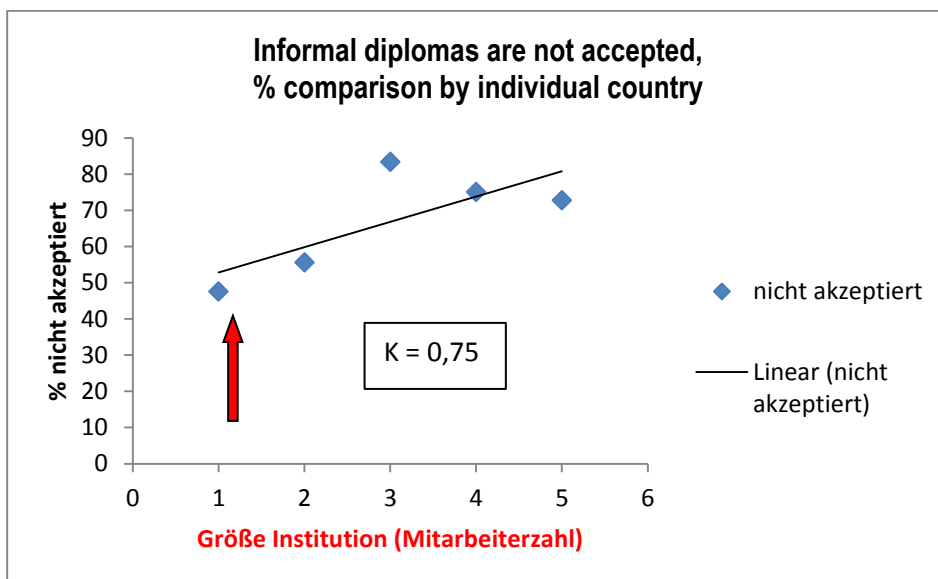
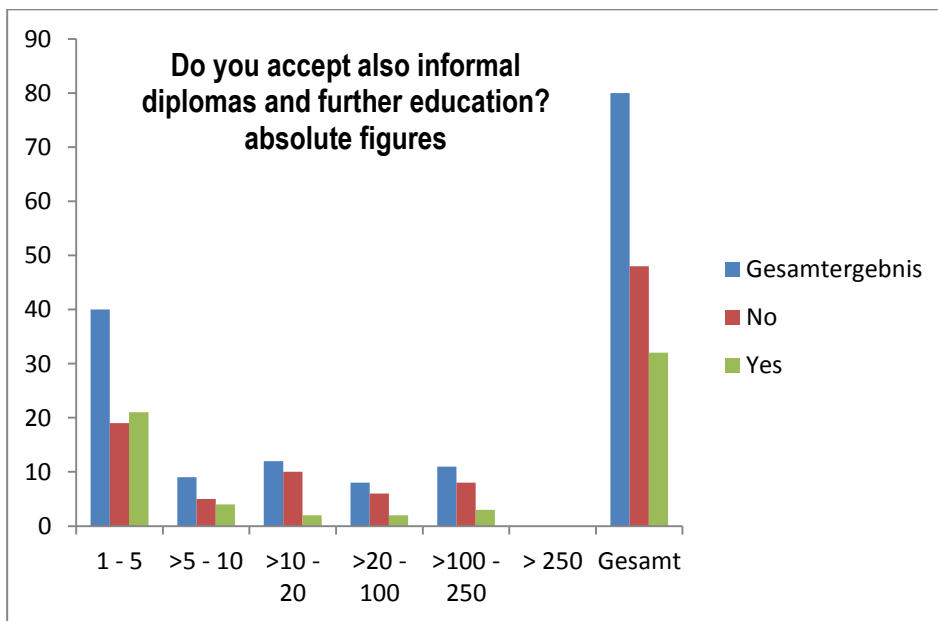
With the exception of Hungarian employers, informal diplomas are mainly not accepted.

**Hypothesis 4.2:** Smaller institutions are more likely to take into account informal diplomas than big ones

**This hypothesis is confirmed.**

**It is supported by the percentage answers and the histograms.**

Do you accept also informal diplomas and further education?	1-5	>5-10	>10-20	>20-100	>100-250	>250	Total, % of each size category
Total result	100.00%	100.00%	100.00%	100.00%	100.00%	n.a.	100.00%
No	47.50%	55.56%	83.33%	75.00%	72.73%	n.a.	60.00%
Yes	52.50%	44.44%	16.67%	25.00%	27.27%	n.a.	40.00%



% not accepted



Size of institution (number of employees)

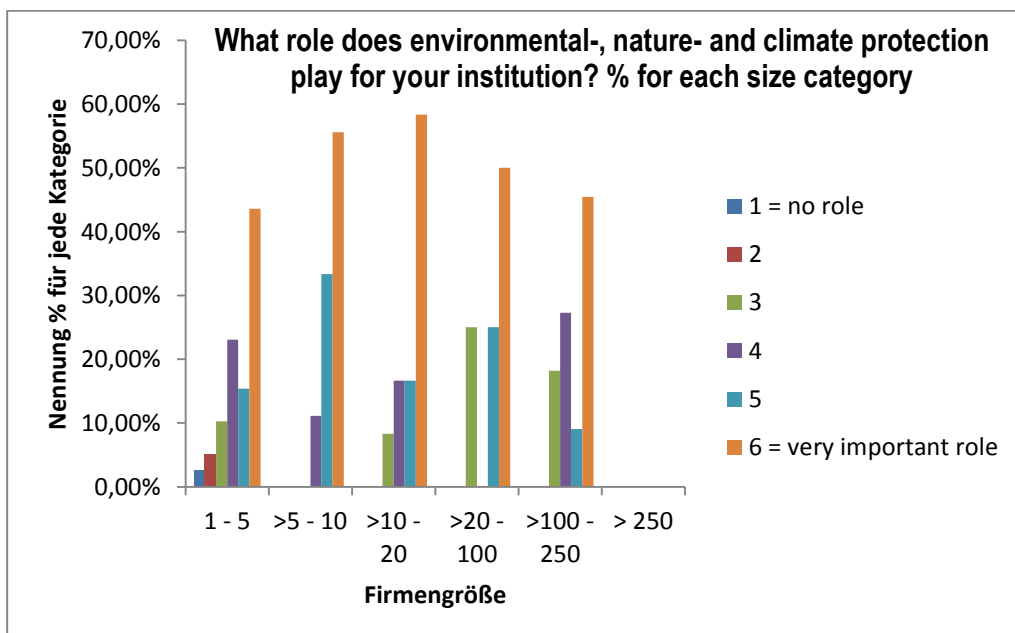
The larger the institution, the more often it **DOES NOT** accept.

**Hypothesis 5: Aspects of environmental-, nature- and climate protection play a big role at institutions of all sizes**

**This hypothesis is confirmed.**

Question 15	What role do the aspects of environmental-, nature- and climate protection as well as sustainability play at your institution? 1= totally unimportant; 6= very important				
Mean	4.94	5.14	4.18	5.44	5.60
SD	1.25	1.19	1.26	1.01	0.89
Median	5.00	6.00	4.00	6.00	6.00
95% confidence	0.28	0.35	0.53	0.66	0.78
Confidence interval +	5.21	5.49	4.71	6.11	6.38
Confidence interval -	4.66	4.78	3.66	4.78	4.82
Skewness	-0.96	-1.27	-0.38	-2.12	-2.24
n	79	43.00	22.00	9	5
	all	de	hu	pl	ro

Correlation between size of institution and environmental-, nature- and climate protection importance 1= totally unimportant; 6= very important							
Mean	4.94	4.74	5.44	5.25	5.00	4.82	n.a.
SD	1.25	1.39	0.73	1.06	1.31	1.25	n.a.
n	79	38	9	12	8	11	0
% of employers	100%	48%	11%	15%	10%	14%	0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250



Mentions, % for each category

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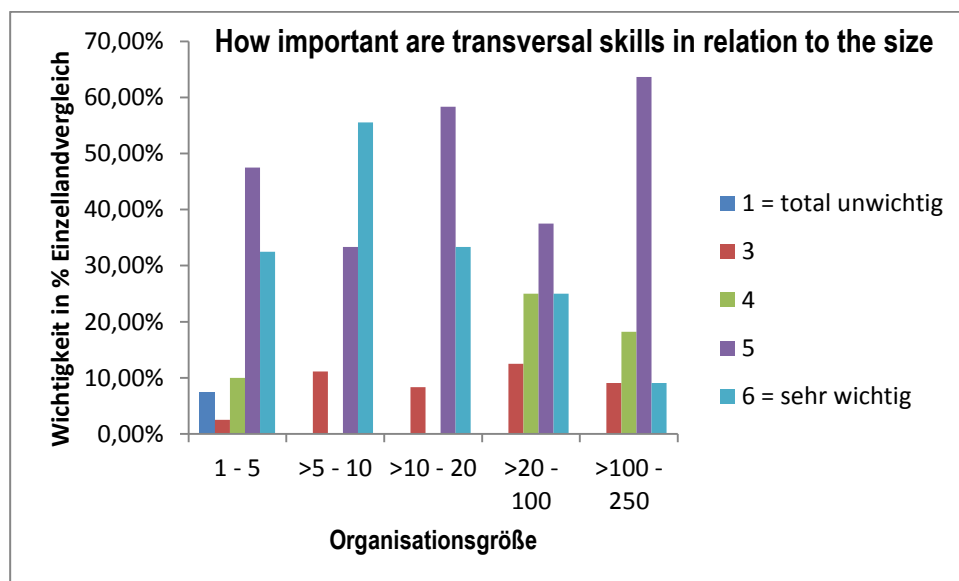
Enterprise size

It is clear that environmental-, nature- and climate protection plays a big role at all institutions, regardless of country and size. The minimum of mean measures is 4.18 and the maximum is 5.60.

**Hypothesis 6: The bigger the enterprise, the less important transversal skills become.**

**The hypothesis is rejected.**

How important are transversal skills to you apart from specialist subjects?	1-5	>5-10	>10-20	>20-100	>100-250	>250	Total
Total	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%
1= totally unimportant	7.50%	0.00%	0.00%	0.00%	0.00%	0.00%	3.75%
3	2.50%	11.11%	8.33%	12.50%	9.09%	0.00%	6.25%
4	10.00%	0.00%	0.00%	25.00%	18.18%	0.00%	10.00%
5	47.50%	33.33%	58.33%	37.50%	63.64%	0.00%	48.75%
6= very important	32.50%	55.56%	33.33%	25.00%	9.09%	0.00%	31.25%



1= totally unimportant  
6= very important

Correlation between size of organisation and importance of transversal subjects							
Mean	4.94	4.88	5.33	5.17	4.75	4.73	n.a.
SD	1.13	1.32	1.00	0.83	1.04	0.79	n.a.
n	80	40	9	12	8	11	0
Categories	all	1	2	3	4	5	6

Both sizes do not correlate.  $K = -0.52$

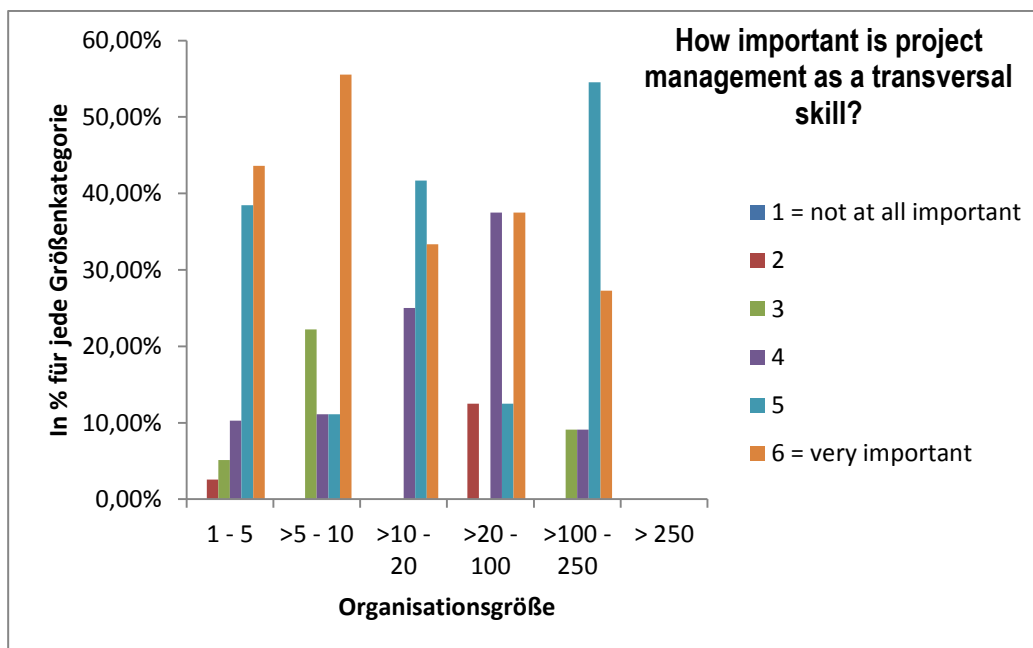
## EUBILD UNAKLIM - Study on further education offers - Employers

Transversal skills are very important "6" in particular at enterprises with 5-10 employees, while the importance decreases in line with the size of organisation. "5"= quite important is indifferently distributed across all enterprise sizes.

**Hypothesis 7.1: The bigger the enterprise, the more important project management is**

**The hypothesis is rejected.**

Correlation between size of organisation and project management as a transversal skill, 1= totally unimportant; 6= very important							
Mean	5.05	5.15	5.00	5.08	4.63	5.00	n.a.
SD	1.02	0.99	1.32	0.79	1.41	0.89	n.a.
n	79	39	9	12	8	11	0
% of all employers	100%	49%	11%	15%	10%	14%	0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250



1= totally unimportant
6= very important

No correlation can be noticed, the correlation coefficient is  $k = -0.53$ . The hypothesis is rejected.

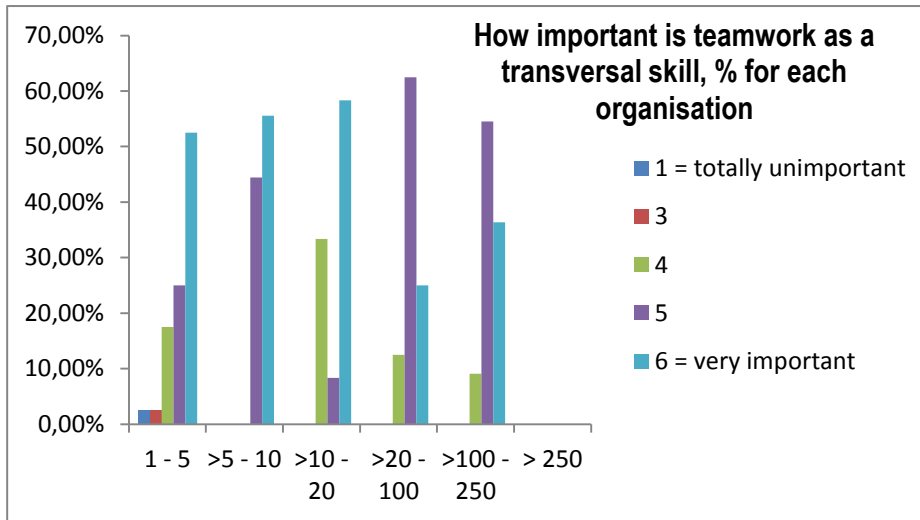
**Hypothesis 7.2: The bigger the enterprise, the more important teamwork is**

**The hypothesis is rejected.**

Correlation between size of organisation and importance of teamwork 1= totally unimportant; 6= very important	
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Mean	5.25	5.20	5.56	5.25	5.13	5.27	0
SD	0.92	1.09	0.53	0.97	0.64	0.65	n.a.
n	80	41	9	12	8	11	0
% of all employers	100.0%	51.3%	11.3%	15.0%	10.0%	13.8%	0.0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250

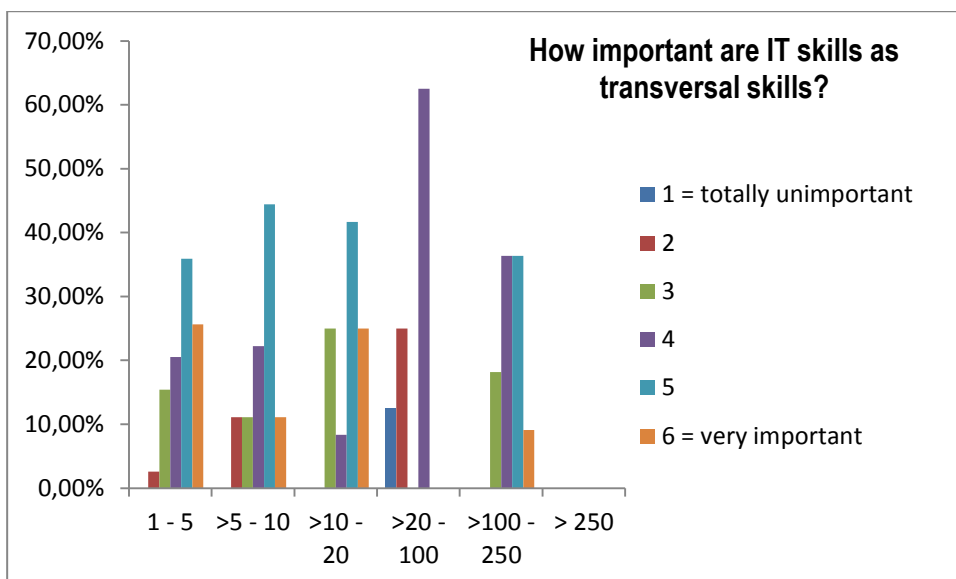


1= totally unimportant  
6= very important

The correlation coefficient is  $k = -0.3$ . There is no correlation. The hypothesis is rejected.

**Hypothesis 7.3: The bigger the enterprise, the more important IT is.**

**The hypothesis is rejected.**



1= totally unimportant  
6= very important

Correlation between size of organisation and importance of IT skills, 1= totally unimportant; 6= very important							
Mean	4.43	4.67	4.33	4.67	3.13	4.36	n.a.
SD	1.18	1.11	1.22	1.15	1.25	0.92	n.a.
n	79	39	9	12	8	11	0
% of all employers	100.0%	49.4%	11.4%	15.2%	10.1%	13.9%	0.0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250

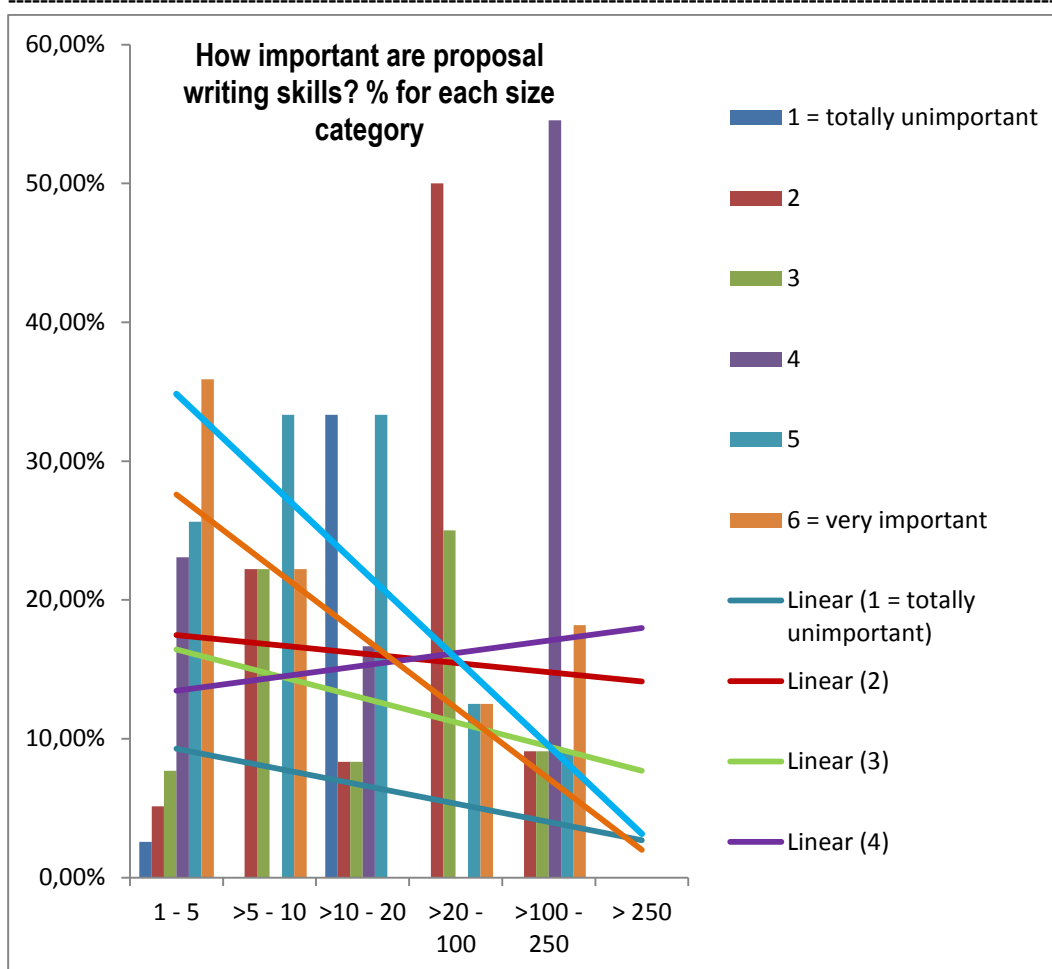
Correlation K= -0.45. There is no correlation. All answers are in the upper (=important) range. The hypothesis is rejected.

Hypothesis 7.4: The bigger the enterprise, the more important proposal writing skills are.

**The hypothesis is rejected.**

Correlation between size of organisation and importance of proposal writing skills							
Mean	4.16	4.72	4.11	3.08	3.13	4.18	n.a.
SD	1.55	1.32	1.62	1.78	1.55	1.17	n.a.
n	79	39	9	12	8	11	0
% of all employers	100.0%	49.4%	11.4%	15.2%	10.1%	13.9%	0.0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250

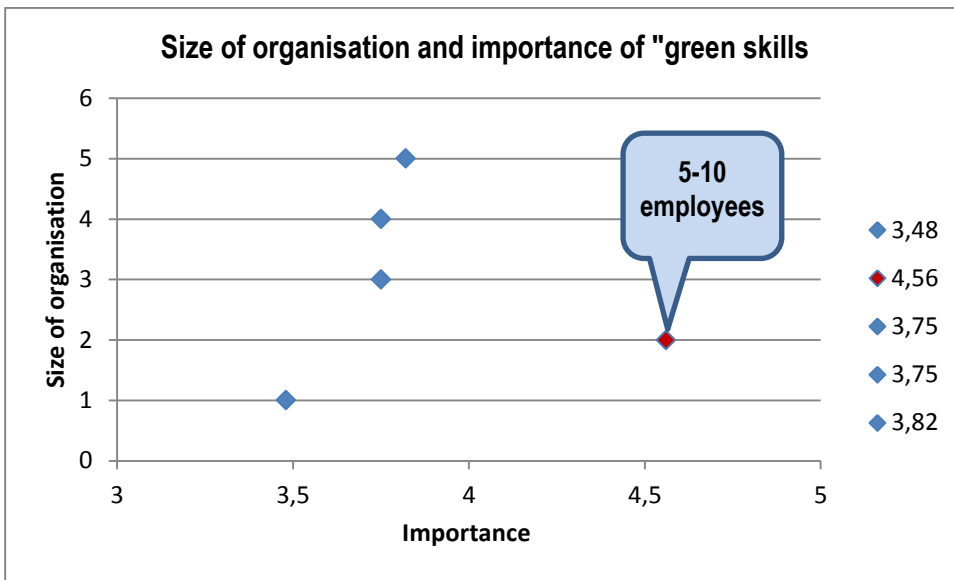
**The opposite is true: The smaller the enterprise, the more important proposal writing skills are.** See the trend lines for "6" and "5". But small enterprises focus also on the statement "1", "2", "3". "4" = quite important is indifferent with a weak increase towards big enterprises.



Hypothesis 8: The bigger the enterprise, the more demand for "green" skills it has.

**This hypothesis is confirmed with qualifications.**

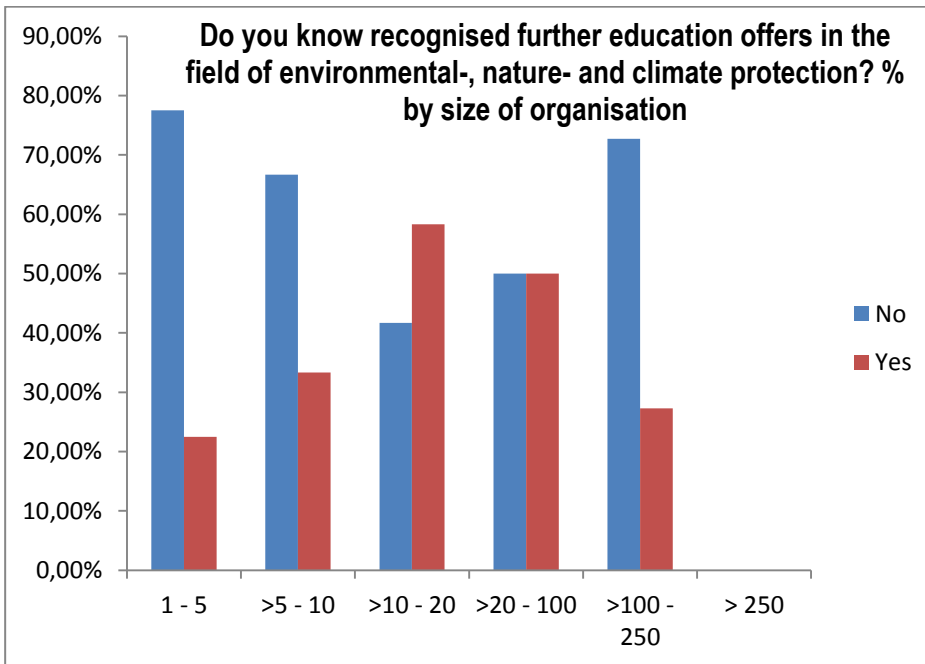
Correlation between size of organisation and increasing demand for "green" jobs							
1= not at all; 6= yes, a lot							
Mean	3.71	3.48	4.56	3.75	3.75	3.82	n.a.
SD	1.49	1.54	1.42	1.76	1.04	1.25	n.a.
n	80	40	9	12	8	11	0
% of all employers	100.0%	50.0%	11.3%	15.0%	10.0%	13.8%	0.0%
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250



Enterprises with 5-10 employees are an **outlier**. Without them the correlation would be  $K= 0.94$ , but with them it is  $K= -0.05$ . There seems to be a pattern, but it is weakly evident because of the small number of returns and also the narrow evaluation grid between 3.48 and 4.56 of the statistical measures.

**Hypothesis 9: Further education offers in the field of environmental-, nature- and climate protection are not known.**

**This hypothesis is confirmed.** This statement is supported by the histograms and the statistical measures.

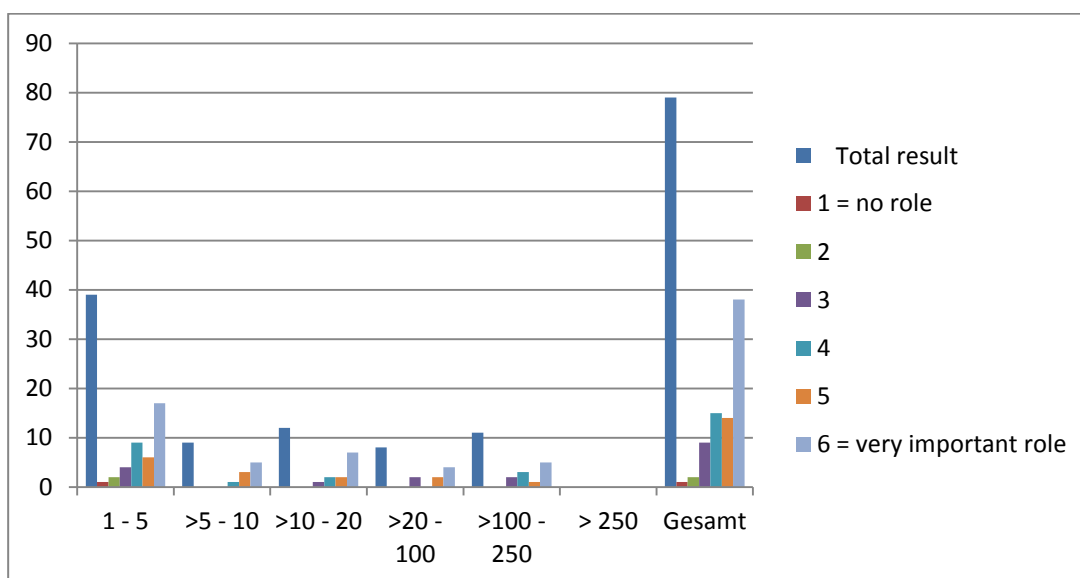


Do you know recognised further education offers in the field of environmental-, nature- and climate protection?	1-5	>5-10	>10-20	>20-100	>100-250	>250	Total, % of each
Total result	100.00%	100.00%	100.00%	100.00%	100.00%	n.a.	100.00%
No	77.50%	66.67%	41.67%	50.00%	72.73%	0.00%	67.50%
Yes	22.50%	33.33%	58.33%	50.00%	27.27%	0.00%	32.50%

It is clear that further education offers in the field of environmental-, nature- and climate protection are not known.

**Hypothesis 10: The bigger the enterprise, the more important environmental-, nature- and climate protection becomes**

**The hypothesis is rejected.**



What role do environmental-, nature- and climate protection and sustainability play for your institution?	1-5	>5-10	>10-20	>20-100	>100-250	>250	Total
Total result	39	9	12	8	11	n.a.	79

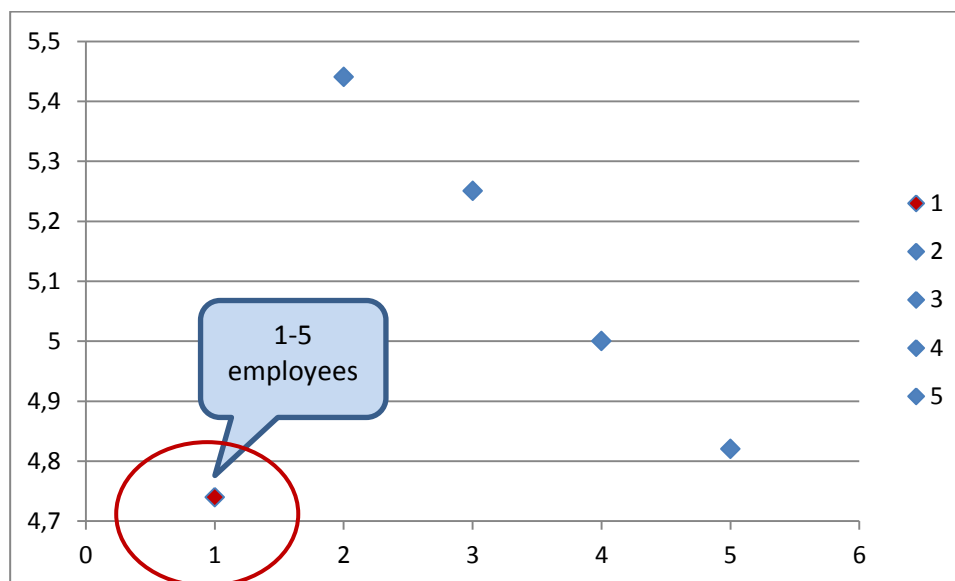


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1= no role	1					n.a.	1
2	2					n.a.	2
3	4		1	2	2	n.a.	9
4	9	1	2		3	n.a.	15
5	6	3	2	2	1	n.a.	14
6= very important role	17	5	7	4	5	n.a.	38

### Correlation between size of institution and environmental-, nature- and climate protection importance















Mean	4.94	4.74	5.44	5.25	5.00	4.82	n.a.
SD	1.25	1.39	0.73	1.06	1.31	1.25	n.a.
n	79	38	9	12	8	11	0
Categories	all	1-5	>5-10	>10-20	>20-100	>100-250	>250



The correlation of all categories is -0.15, i.e. it does not correlate at all, while without category 1 (1-5 employees) the correlation is -0.998, i.e. it correlates very well.

**The case is rather as follows: "The bigger the enterprise, the less important environmental-, nature- and climate protection is." But at a high level of importance (5.45 to 4.8).** This means that there seems to be a correlation from a certain number of employees upwards. Only small enterprises do not fit into the grid. Generally, many small enterprises think that environmental-, nature- and climate protection is important. But the number of small enterprises is also high (n=38), so it is a heterogeneous group. We certainly surveyed different populations here. Unfortunately, the number of returned answers does not permit further statistical tests to delineate subgroups.

An overview of the hypotheses is presented below.

Hypothesis 1:	Larger Institutions need more Qualification or new Staff in Environmental topics.		No correlation
Hypothesis 2:	Everyone needs qualification in environmental topics.		Statistical indices
Hypothesis 3:	The duration on the market does not correlate with more qualification / recruitment of personnel.		No correlation
Hypothesis 4.1:	In recruiting personnel, also non-formal certificates are accepted.		Statistical indices
Hypothesis 4.2:	Smaller institutions accept non-formal certificates better than large institutions.		Statistical indices, correlations, Histograms
Hypothesis 5:	At institutions of all sizes, environmental topics play a large role.		Statistical indices, correlations, Histograms
Hypothesis 6:	The larger an institution, the more unimportant become crosssectoral topics.		Statistical indices, correlations, Histograms
Hypothesis 7.1:	The larger the organisation, the more important is the Topic: "Project Management",		No correlation., Histograms
Hypothesis 7.2:	The larger the organisation, the more important is the Topic: "Team Work".		No correlation. Histograms
Hypothesis 7.3:	The larger the organisation, the more important are IT-Skills		No correlation, Histograms
Hypothesis 7.4:	The larger the organisation, the more important is the Topic: "Proposal Writing."	 !	Negative correlation, Histograms. Trend
Hypothesis 8:	The larger the organisation, the more they need "Green" Knowledge.		correlations, Histograms 1 outlier
Hypothesis 9:	Furthering education topics in the environmental frame are not known.		Statistical indices
Hypothesis 10:	The larger the organisation the more important are environmental topics.	 !	Negative correlation. Histograms. Trend

## 6 Comparison of employers and further education institutions

The questionnaire was designed to reflect important questions as far as possible for employers and further education institutions. They were supposed to work hand in hand as far as possible. This means that the wishes and the services were supposed to complement each other as much as possible. Surprisingly, certain strong differences in the assessment of employers and further education / financing institutions were revealed:

### Importance of further education in general:

Employers rated the importance of further education clearly higher than further education institutions did. Both the overall average values and the focal points in the histograms differ significantly. The comparison within the countries shows that **Germany** is well positioned in terms of the relationship between the employers' wishes and the further education services. In the case of **Hungary**, however, there is a large gap with a difference by 3 categories. Poland and Romania are indifferent.

### Completion through an officially recognised certificate / Importance of formal diplomas:

Here the difference in the total averages is more than 1 category on the evaluation scale. Employers regard it as clearly more important than educational institutions offer. The bar charts show significant differences for all countries, the importance of "5= quite important" on the part of employers is contrasted by evaluations of "1= totally unimportant" on the part of further education institutions.

### **Diplomas with own contributions (e.g. study, presentation) and recruitment by work samples:**

Employers evaluate own contributions and work samples significantly higher than educational institutions do. The overall average is 2.51 for educational institutions and 4.25 for employers. The histograms also reveal differences by up to 3 categories (for educational institutions "1= totally unimportant", for employers "4" + "5"). Poland is an exception here with "2".

### **How important is internship?**

Employers consider it as clearly more important - with almost 2 categories higher - than educational institutions. The overall average is 2.81 for educational institutions and 4.14 for employers. The overall trend for educational institutions is "1= totally unimportant", whereas for employers "4 to 5=important to very important". The histograms show much more for the German respondents ("4") than the educational institutions ("1"). The same picture can be noticed in Hungary. Poland and Romania are indifferent here.

**The importance of transversal skills** was evaluated very similarly by both groups as important: Project management as a transversal skill was also considered very consistently as important.

However, **employers** consider **self-management** as clearly less important than further education institutions. The mean values differ significantly by 1 category. In the comparisons by individual country, ratings by employers and further education institutions are similar.

**Teamwork** is evaluated similarly by both groups. Polish employers, on the other hand, rate teamwork as clearly less important ("4") than their educational institutions ("6").

**Leadership** is evaluated similarly in the country average value. However, German employers rate it clearly lower ("3, 4") than Hungarian and Romanian ones ("5, 6"). Poland is indifferent here.

**Presentation techniques** are rated as clearly more important by employers than by further education institutions. In particular the histograms of the distributions in the countries show significant differences. And the employers always rate presentation techniques as important, while the further education institutions as less important. It is particularly clear by the Hungarian figures.

**Languages** are less important for German employers than educational institutions evaluate. It becomes clear in the statistical measures. The histograms reveal significant differences, in particular in the case of Germany and Hungary. Poland is balanced: employers and educational institutions evaluate them very similarly. Romania is indifferent.

**Internationality** also received clearly higher ratings from employers than from educational institutions. Romania is indifferent here. Of course, this may be due to the small number of answers.

**Cross-sectoral problem-solving skills** are clearly more important for employers than for educational institutions. The trend becomes clear in the comparisons by individual country, but also in the statistical measures. The trend in Germany is somewhat weaker than in Hungary and Poland.

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**Proposal writing skills** were also rated as more important by employers than by educational institutions. The overall average differs. The comparison by individual country reveals that Germany and Hungary display more importance. Poland and Romania are distributed indifferently.

**Do you expect an increasing number of “green” jobs?** In Germany, educational institutions evaluate this more optimistically than employers. (6+5/2-6), Romania indicates the opposite (6 for employers, 3 for educational institutions). The other figures are comparable.

**Are further subjects demanded in the field of environmental-, nature- and climate protection?** Employers rate it significantly higher, “6= very important”. Statistical measures and histograms differ by more than one point. In Poland similar answers are given by employers and educational institutions.

The **illustration below** shows the differences in rating between employers and educational institutions / financing bodies.

What is important?	Employers	Further education and financing bodies	Remarks*
Further education is important			* more important less
An official Certificate is important			
Own Contributions of participants/Job Applicants are important (i.e. study, assessment, paper, presentation).			Poland
Internship			Hungary Poland, Romania less significant
Cross-sectoral knowledge is important			
Self-management is important			
Teamwork is important			Poland
Leadership is important			Germany < Hungary, Romania, Poland insignificant
Presentation skills are important			Hungary
Languages are important			Hungary Poland Romania insignificant
Internationalisation is important			
Cross-sectoral problem-solving skills are important			Hungary and Poland very significant
Proposal writing skills are important			Germany and Hungary: very important Poland/Romania: insignificant
An increase in jobs with "Green" skills and knowledge is expected			Romania
More topics in environmental further education are important			Poland

## 7 Interpretation and further thoughts

More than 50% of respondents gave the affirmative answer to the **question about networking**. Poland and Romania are characterised by a lower networking degree (Romania 20%, Poland ca. 33%). International training courses can certainly have a positive effect here. Most of the connections are inside Europe, but one third of the respondents also have worldwide connections.

**Staff recruitment** is carried out mainly by job advertisements ( $x_{\text{mean}} = 5.33$  of all countries), Poland recruits the same, all other countries are below the average, Romania only with  $x_{\text{Ro mean}} = 2.60$ . Free applications, recommendations and internships are also welcome, especially in the case of NGOs, private enterprises and public service authorities. Recommendations play a role for all. Other strategies for acquiring qualified staff in private enterprises are development of their own work and enterprise attractiveness as well as cooperation with job centres, universities of technology and universities.

**Criteria for qualifications** in all countries are first of all professional experience, formal diplomas, work samples, personality of applicants, and references. Germany and Hungary attach a particular importance to this. Grades, foreign languages and internationality are somewhat less important, internship is also important ( $x_{\text{mean}} = 4.14$ ), also for the different types of organisation. Training and research institutions and the Chamber of Industry and Commerce attach particular importance to this. Poland attaches particular importance to this. The order varies slightly from country to country.

Generally, **informal training** and knowledge enjoys little recognition. However, it is also recognised in Poland and Romania to a major extent. When informal knowledge is recognised, it usually refers to very specific skills, e.g. IT, social and methodological skills.

**Cross-sectoral knowledge** is very important for all employers. However, there are strong country-specific characteristics. The order for All is as follows: Cross-sectoral problem-solving skills, project management, presentation techniques, IT. Teamwork and leadership qualities are in the middle. Languages, marketing, self-management are less important. Germany mentions teamwork at the top, Poland and Hungary prefer cross-sectoral problem-solving skills while Poland - project management.

**Environmental-, nature- and climate protection** plays a **big role** for all. Especially for Romania and Poland. Also among the individual types of organisation. About 70% of the respondents do not know any **further education offers in the field of environmental-, nature- and climate protection**. Even in the individual countries such further education offers are mainly unknown. Therefore, a course with these subjects would have a high potential of achieving a unique position and perhaps also a high success potential.

Whether the demand for **staff with special "green" skills** will increase is evaluated with reservations and as not very strong. On the other hand, Poland and Romania provide more positive evaluations. The reasons are firstly ecological, then economic, political and marketing in the overall view. For Poland, politics is at the top, while for Hungary - at the bottom. The national political considerations may be noticed here. Training and research institutions expect the increase to an above-average extent ( $x_{\text{training mean}} = 5.67$ ).

**Necessity for further qualification in the field of environmental-, nature- and climate protection** is considered as important ( $x_{\text{mean}} = 3.72$ ). Hungary and Poland consider this as particularly important, while Germany and Romania to a lower extent.

**A further education course** that makes use of the present findings of the survey should put an emphasis on points where there are still few subjects and activities, in line with the wishes of the labour market. Starting points

for better and more tailor-made course subjects are present in particular where there are differences between the needs of the labour market and the subjects of the educational institutions or the financing bodies.