Once all the students involved in the project team filled in the final survey, we compared the results of the preliminary and final survey on "the skills required in the world of work and the study/work opportunities abroad”. As expected, the students improved themselves to a great extent thanks to the project. We realized that the students had deepened their knowledge on “the skills required in the world of work and the study/work opportunities abroad” substantially. We belive this is because they worked on many skills building actvities in between the preliminary and the final survey. We analysed all the questions one by one and noticed the following improvements:

* Before the project activities, only a few of the students had considered studying or working abroad while to the final survey all the students answered, they are thinking of studying or working abroad. When they were asked where they would like to study or work, almost all the students said, they wanted to study or work in the countries they had visited or wanted to visit within the project. High standards of education/ life and the positive experiences they had during the project meetings appeared to be the main reasons for their choices.
* About the reasons that would encourage our students to study or work abroad, we discerned a big difference between the responses before and after the project activities. In the preliminary survey many of the students answered “nothing”, which means they had no idea about the advantages of studying or working abroad. However, according to the final survey, better education and life standards, improving language skills, interest in different cultures, professional development and improving hard skills are the main factors that motivate our students to study or work abroad. A similar big difference applies to the reasons that would hold the students from studying or working abroad. We realized the students were prejudiced against studying or working abroad because the students had answered either “racism” or “religion” would hold them back from studying or working whilst in the final survey they responded, “poor language skills, cultural differences, being homesick” would be the reasons for not thinking of studying or working abroad.
* According to the preliminary survey, English, social and science skills would be essential if the students wanted to study or work abroad. When they were directed the same question in the final survey almost all the students answered, “ English skills” or “ communication skills”.
* Before the project activities, many of the students thougt they would socialize with people from their own country while after the project activities they answered, they would socialize with as many as local people as possible.
* When, in the preliminary survey, the students were asked what kinds of problems/challenges they wouls expect to need help with if they wanted to study or work, many of the students gave very superficial answers such as “nothing” or “language”, which reveals they had very little idea about the potential problems. However, in the final survey, almost all of the students responded, “communication” with detailed explanations. We observed a similar situation with the question, “ In what way can it be an advantage for the professional or personal development to study or work abroad?”. Many of the students gave superficial responses such as “responsibility, nothing, language” in the preliminary survey whereas in the final survey they explained the advantages they would gain, in detail. Some students even referred to the soft skills that our project focuses on.
* In the preliminary survey almost all the students filled in, “nothing” as an answer to the question about study opportunities in Turkey but in the final survey all the students filled in “Erasmus+”. Some students also filled, “Farabi”.
* In the preliminary survey, the students also gave very superficial answers such as racism, communication or language problems to the question, “What kind of problems could cultural differences cause in a workplace or at school?” whilst in the final survey they listed the potential problems in depth. For example, in the final survey the students said, cultural differences can cause conflicts, loss of motivation, lack of communication etc.
* The students declared that in case of studying or working in a far-away country very different from their own cultures, they would adapt as long as it doesn’t interfere with their religion or general values. The students’ opinion about this question doesn’t seem to have changed much since they more or less responded similarly to this question.
* We asked to the students, “If you were an employer, what skills would you look for in a job candidate? What is important regardless of the job?”. The differences between the answers before and after the project activities prove that the project made the students aware of the skills needed in the world of work. In the preliminary survey, they all gave very superficial answers such as talent, general knowledge, university degree while in the final survey all the students referred to hard or soft skills. In the final survey they also declared citizenship, adaptability, interpersonal skills are important regardless of the job.
* Before the project activities, the students had no idea about their own strengths or skills when applying for a job. In the preliminary survey, the students gave answers such as “nothing, justice, talent, knowledge”. The project seems to have made them aware about the hard and soft skills because in the final survey, they gave answers such as “ ICT, soft skills, social skills, entrepreneurship, adaptability, self-confidence, communication, interpersonal skills”, which are some of the skills our project have focused on. We observed a similar situation when analyzing the students’ responses to the question, “What skills do you still need to develop before applying for a job?” Before the project activities, almost all the students filled in, “language, ICT, responsibility, nothing etc.” whilst in the final survey they referred to “soft skills in general, communication, cooperation, creativity and language skills”. The students’ focus was on language skills, though. We believe this is because they consider themselves weak in terms of language skills.
* Before the project activities, the students had no idea what “learning to learn” means. However, after the project activities, the students described it as we had expected. Almost all the students described it as “realizing or discovering how you learn”.
* We asked the students “What is most important in writing a good CV?” before and after the project activities. That was a multiple choice question in the preliminary survey but we asked it in an open-ended form in the final survey. In the preliminary survey almost the students had chosen the option, “Adapt your CV to suit the post you are applying for”. Only two students had chosen, “focus on the layout”. In the final survey all the students declared they would refer to hard and soft skills they possess, which indicates the project has made the students aware of the hard/soft skills needed in the world of work.
* Nearly half of the students had been thinking of setting up their own firm/business before the project. After getting involved in the project all the students are considering setting up their own firm/business.
* The answers in the preliminary survey indicate none of the students had been aware of either advantages or disadvantages of being an entpreneur. They answered either, “ I don’t know” or “nothing. The project seems to have had a big impact so they wrote their opinions in long sentences after participating in the project activities. In the final report they declared the advantages as “being able to improving oneself, setting up own firm/business more enterprising in all fields of life”. They listed the disadvantages as risks, financial difficulties/bankruptcy or they said, there are no disadvantages.
* In the final survey, we asked the students to name one to three jobs that will be important in the future. All the students gave examples from the presentations in Denmark (The topic of the presentations in Denmark was, “future jobs”). As a result, the presentations seems to have increased the students’ knowledge about the project’s focus areas.

All in all, when we compared the results of the preliminary and the final surveys, we noticed a huge improvement in the students’ responses. This can be a good indicator of the project’s success. The students, themselves, confessed before the project they had very little knowledge about the skills (particularly soft skills) required in the world of work.