



DIGITAL WOMUNICATION
ID 101092394



ID: 101092394

Programme(s): Erasmus+

Topic(s): ERASMUS-EDU-2022-CB-VET

Type of action: ERASMUS Lump Sum Grants

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1. ABOUT THE PROJECT

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GENERAL OBJECTIVE

Increase the employability of women between 18 and 30 years old from rural contexts through the acquisition of digital communication skills to be used in third sector organizations.

SPECIFIC OBJECTIVES

- Transfer to learners digital skills related to basic communication strategies. At the end of the training course focused on "digital communication strategies", trainees will improve their communication skills by +60%;
- Enable trainees to adapt the acquired skills to the specificities of non-profit organizations. Through 6 months of practice in non-profit organizations, trainees will acquire specific skills in the field of digital communication for non-profit organizations.
- Develop the capacity of consortium and third sector entities active in VET by providing training pathways focusing on non-formal, innovative and dual approach methodologies that bring VET learners closer to the world of work.



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2. THE PARTNERSHIP



SOS EUROPA – ITALY

LEAD PARTNER

SOS EUROPA is an independent social promotion association based in Rome, born from the enthusiasm of its volunteers for European values, with its primary mission being to support the integration of young people within and outside the European Union. SOS Europa has always promoted and encouraged the exchange of cultures, knowledge, and experiences. For this reason, it is very active in the Erasmus+ framework, both as an applicant for projects and as a partner in exchanges and international projects. Additionally, for several years, it has been disseminating European policies at the local and national levels through numerous courses. These courses involve individuals from different backgrounds who work closely with young people from across the national territory. For several years, SOS Europa has been working in Rome and throughout Italy to spread the values promoted by the European Union, such as equality, non-discrimination, combating violence, and the effectiveness of fundamental human rights. Like many volunteer organizations, SOS Europa has been an incubator of virtuous examples of social integration, particularly concerning categories at high risk of social exclusion, such as immigrants and women from rural backgrounds. The objectives promoted by the association are as follows:

- Promoting participation in democratic life in Europe and the labor market, active citizenship, intercultural dialogue, and solidarity.
- Increasing the international dimension of activities in the youth sector and the role of socio-educational animators (Youth Workers) and youth organizations as support structures for young people.
- Combating violence and discrimination in all its forms, with a particular focus on high-risk targets such as immigrants, people with disabilities, and LGBTQI individuals.
- Integrating political reforms at the local, regional, and national levels and supporting the development of youth policy based on knowledge and concrete data.
- Promoting the recognition of non-formal and informal learning, particularly through strengthened political cooperation.
- Supporting the entrepreneurship and employability of young people by equipping them with the skills demanded by the labor market.

Its mission is to promote peace, social and economic justice, equality, citizenship rights, gender equality, democracy, grassroots participation, social inclusion, and intercultural dialogue. SOS Europa has experienced rapid growth and, in recent years, has demonstrated significant organizational and project management capabilities. This was evident in its latest project in the implementation phase, the “Young Leaders International Meeting” (October 27-31, 2017), presented within the framework of the Erasmus Plus Key Action 3. Importantly, it showcased the efficiency of the network it has created, not only at the international level.”



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DIDEAS - SPAIN

Dideas is an SME operating in the field of education and vocational training across various thematic areas, including entrepreneurship development, innovation, gender equality, LGBTQI discrimination prevention, social responsibility, and sustainability. With over 15 years of experience in training activities, the organization continually enhances its skills and capabilities for the writing and management of local and European projects. The entity provides training services for companies operating in the services sector (tourism, transportation, customer service, and education), as well as in productive sectors. There is a strong collaboration with local entities such as the Tourist Development Center of the Valencian Community, with whom projects are implemented to make education more accessible, raising the quality of vocational education for individuals with fewer opportunities. The organization comprises a team of 7 specialized employees engaged in the aforementioned sectors. They actively participate in research activities on entrepreneurship, innovation, and social inclusion and employment of individuals with fewer opportunities. Numerous publications on these topics are available in various scientific journals and education conferences. Dideas participates in numerous seminars, training events, and provides training to various public and private entities at the local level, thanks to cooperative relationships developed with various universities such as the Universitat Jaume I de Castellón and the Universitat de València, where staff members collaborate in training and research activities as associate professors. Having a 15-year experience in entrepreneurship, innovation, and training, Dideas has been involved in various local and European projects. Among the activities carried out are:

- Organization and delivery of vocational training courses for young people, adults, and companies.
- Collaboration with the University of Catalonia in the area of skills measurement software.
- Training courses on female entrepreneurship.
- Training on gender equality and prevention of LGBTQI discrimination for high school students.
- Diversity management programs for business leaders, aimed at developing skills necessary for corporate inclusion respecting individualities and diversity.
- Training courses on human rights protection and gender equality for professionals in the third sector.
- Participation in the development of an entrepreneurship and skills manual within the Erasmus+ KA2 project 'Creative InternPrize' (<http://creative.internprize.eu/Pages/Training>).
- Research within various Erasmus+ projects, including survey design, studies, and literature reviews on various topics.
- Entrepreneurship development and training for people with disabilities and socially excluded individuals in collaboration with NGOs such as Amics, Ilêwasi, or Novaterra.
- Coaching activities in the tourism sector for Tourist Centers of the Valencian Community.
- Development of the 'Business Simulation' program for the Council of Almazora, involving participants in a real business environment using software.



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PEL- NORTH MACEDONIA

PEL is a non-governmental, non-profit organization with the aim of improving the conditions of young people, women, and adults in all sectors of social life. Its focus is on promoting human rights, volunteerism, European values, and contributing to the effective realization of these rights for as many people as possible. PEL members belong to different ethnic, religious, or gender groups living in Macedonia, bringing diverse experiences, knowledge, and cultures. The organization primarily works in the following areas: the promotion of human rights, gender issues, community awareness, gender equality, social inclusion of migrants, and volunteering. PEL has been collaborating with the European Voluntary Service (EVS) since 2004, hosting and sending numerous volunteers as a sending, hosting, and coordinating organization (2013-SI-102). Some of the various activities undertaken by PEL include:

- Organization of workshops, training courses, seminars, roundtable discussions, and platforms promoting the advocated values, mainly targeting adults and young people.
- Conducting awareness campaigns at local and national levels.
- Coordinating exchanges between volunteers at local and national levels.
- Collaborating with other local and international organizations that promote similar values.
- Providing professional courses to enhance the employability of women and young people.

PEL staff members actively organize training programs based on non-formal and innovative methodologies, particularly targeting the field of vocational education, young people, and socio-educational animators. They participate as participants, coordinators, or organizers in various projects at the local, national, and international levels. This commitment has allowed the association to gain experience, knowledge, practices, tools, and techniques in non-formal education, socio-educational animation, and project management, working with individuals from diverse cultural and social backgrounds across Europe, promoting intercultural dialogue and multiculturalism. PEL has also developed consolidated expertise in writing, managing, and evaluating European projects focusing on human rights protection, gender equality, sustainable development, citizenship, and social inclusion of immigrants, with a particular focus on marginalized groups such as minorities, young people from rural areas, and those with challenging socio-economic backgrounds. The association consists of 12 permanent staff members and an annual fluctuating number of volunteers ranging from 50 to 70. Since its establishment, the organization has gained experience in writing, managing, and evaluating projects and has developed extensive expertise in training and facilitation, especially in the field of education and vocational training for young people, with a particular focus on socio-educational animation. It has participated in over 60 local and international projects involving young people, high school and university students, adults, youth work professionals, activists, members of political parties, and scholars on various topics such as human rights, democracy, youth participation, intercultural dialogue, cultural diversity, citizenship and European citizenship, gender issues, LGBTQI rights protection, and sustainable development. Local activities carried out by the association that are relevant to this proposal include:

- Vocational training activities for young people from rural backgrounds.
- Programs for acquiring and improving soft skills.
- Professional learning courses for acquiring hard and soft skills in line with the changing needs of the job market, with particular attention to individuals with fewer opportunities.



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BOSNIAN REPRESENTATIVE ASSOCIATION FOR VALUABLE OPPORTUNITIES- BOSNIA HERZEGOVINA

The Bosnian Representative Association for Valuable Opportunities (BRAVO) is a nonprofit and non-governmental organization. BRAVO is a professional organization based and focused on knowledge, entrepreneurship, civil society development, non-formal education, and innovative learning and development techniques for both young and adult individuals. The organization is attentive to European values and adheres to principles such as tolerance, democracy, diversity, voluntarism, and openness. BRAVO promotes partnerships between the private sector, public sector, and civil society to contribute to the sustainable development of local communities. Specifically, it aims to enable young people to acquire the necessary skills in the 21st century, promoting more accessible non-formal education that encompasses innovation and entrepreneurship. To achieve ambitious goals, accelerate necessary changes in various societal spheres, and assist as many people as possible, the BRAVO team works in the following key fields/themes/areas:

- Human rights, Anti-trafficking, Persons with disabilities
- Reproductive health and sexually transmitted diseases
- Gender equality and the fight against gender-based violence
- Daily sports, Audio and video production
- People with fewer opportunities, Event organization
- Entrepreneurship, IT and ICT, Technology
- Humanitarian actions, National and international projects
- Support in the fight against crime and corruption
- Startup acceleration, Industry 4.0, Entrepreneurship
- Project management, Refugees and migrants
- Creative actions

The primary target group consists of young individuals between 15 and 35 years old.



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MLADIINFO – MONTENEGRO

Mladiinfo Montenegro is a national non-profit organization born and coordinated by young people, founded on March 30, 2011, in Podgorica, Montenegro. The vision of Mladiinfo Montenegro is to make "youth key actors in the development of Montenegrin society." The mission is to improve the position of young people in Montenegro through information, education, and their active participation in society. Mladiinfo Montenegro is active in the field of youth mobility and has sent over hundreds of young people to various seminars, training courses, and exchanges across Europe. The main decision-making body of the organization is the Assembly, composed of all members. As the executive body, there are 5 program coordinators and the legal representative - president. The Mladiinfo Montenegro team also includes interns, trainees, as well as employees. At the moment, Mladiinfo Montenegro has 1 intern, 3 employees, and over 60 volunteers in 5 municipalities. Mladiinfo Montenegro has significant experience in informing and educating young people. It is a member of the Mladiinfo Network, which consists of branches in Macedonia, Albania, Austria, Slovenia, Slovakia, the Czech Republic, Poland, and Croatia. Additionally, it is a member of the European Youth Press, Centre for European Voluntarism, and the Anna Lindh Network in Montenegro. Mladiinfo Montenegro is one of the founders and members of the Montenegrin Youth Forum - an umbrella youth organization, and part of the Network for Education and Development of Social Services for Persons with Disabilities - MERSP, as well as the Mreza mladih network. The organization is actively involved in analysis and research activities in the region, with qualified professionals providing a clear picture of needs and social challenges to be addressed. Mladiinfo Montenegro also educates young people in journalism, media, youth work, entrepreneurship, human rights, soft skills, addiction prevention, antidiscrimination, and active participation. It participated in the creation of Montenegro's first youth law and continues to initiate and work on the establishment of local youth councils, promoting the participation of young people in decision-making processes, especially those with fewer economic, geographic, and social opportunities.



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KOSOVA YOUNG LAWYERS- KOSOVO

Kosova Young Lawyers - KYL was founded with the purpose of:

- Promoting cooperation with various organizations of Young Lawyers and Law Students, as well as with different universities worldwide.
- Educating young individuals on the principles and purposes of human rights, international organizations, and institutions.
- Engaging students/young individuals in international, national, regional, and local conferences to enhance the knowledge and experience of the Center's members and the legal profession in dealing with European and international law.
- Educating Kosovo citizens about legal systems and European law.
- Organizing Public Forums to stimulate discussions among different professionals and professors, especially in the areas of law and human rights.
- Establishing exchange programs between national and foreign schools and universities.
- Organizing courses on "Street Law" programs for Kosovo citizens.
- Organizing and encouraging debates with public officials, especially in the field of International Law and European Law.
- Organizing training sessions, various educational courses for law students, political science students, and advancing the level of professional-practical work among the youth.
- Providing support through knowledge and skills in the legal field within local and European projects covering legal issues and laws.

KYL has among its members many qualified trainers and experts in delivering training and content related to national, European, and international law. It adopts a highly social approach to law, considering it a tool in service of the European citizen to create awareness and personal development. There have been several contributions in the field of European projects, both as a partner entity and as an applicant, such as the Erasmus+ funded project "Think! Don't hate - Preventing and Countering Hate Speech," where the main goal is to combat hate speech online by deconstructing and discrediting the narratives on which it is based, giving young people the opportunity to become leaders in the fight against fake news, prejudices, and hatred on the internet. INCLUDE ME - The creation of the dropout prevention training program has been implemented since November 2015 simultaneously in Slovenia, Belgium, Bosnia and Herzegovina, Kosovo, Montenegro, Portugal, and Serbia. Since school dropout (APS) has been increasingly recognized as one of the main challenges faced by European societies. For most young people, prematurely leaving education and training is both the result of educational, psychological, and social problems and a cause of ongoing social insecurity. European education and training systems lose hundreds of thousands of young people each year, who are then equipped with inadequate skills for their subsequent lives. [<http://include-me.info>] KYL has also been a partner in "LAJK IT" created by Libero, Kosovo Law Centre - KLC, Kosovo Young Lawyers - KYL, and Balkan Urban Movement to promote intercultural dialogue among different ethnic and religious groups in Serbia and Kosovo, involving youth in online activism. [<http://lajkit.net>]



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3. KICK OFF MEETING



On February 13, 2024, the kick-off meeting for the DIGITAL WOMMUNICATION project (ID.101092394) took place in Rome. The project is funded by the European Commission and coordinated by the Italian association SOS EUROPA. The meeting was attended by two delegates from each NGO in the partnership, including DIDEAS from Spain, BRAVO from Serbia, PEL from North Macedonia, MLADIINFO from Montenegro, and KOSOVA YOUNG LAWYERS from Kosovo. In the preparatory phase of the kick-off meeting, work was done on preparatory activities to ensure a qualitative meeting, including:

- Collection of best practices by individual organizations to propose to the staff during the kick-off and introduce for the good governance of the project.
- Collection of methods and analysis indicators to propose within the kick-off meeting for use in preliminary analysis and subsequently in international and local activities aimed at testing the starting point and improvements achieved by the participants.
- Collection of proposals regarding impact indicators for the results of individual activities and the project to be proposed within the kick-off meeting.

The kick-off meeting was, first and foremost, an opportunity for the associations to get to know each other, share experiences, and discuss the upcoming project activities, sharing expectations and roles for each organization.

During the kick-off meeting, the involved organizations worked together on:

- Determining best practices within the staff for the good governance of the project.
- Defining methods and indicators to conduct preliminary/successive surveys after international and local activities aimed at testing the starting point and improvements achieved by the participants.
- Defining impact indicators for the results of individual activities and the project.

Further exploring the program of activities, learning outcomes, and the execution of tasks and responsibilities already defined in the identification and initiation phase.

The documents produced during the kick-off will be disseminated as project activity results and also to contribute to providing useful tools and inspiration for other organizations to use within their consortia and in the development of European project activity plans.



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4. DELIVERABLES OF THE KICK OFF MEETING

“Best practices within the staff for the good governance of the project.”

During the Kick-off meeting, the associations had the opportunity to share their collections of best practices for project governance, which they had developed during the meeting preparation phase. The gathered documents are all the result of past experience in Erasmus and non-Erasmus projects¹. Through a brainstorming session and by analyzing the needs of each association, the following best practices were formulated:

Best Practices Manual for Project Governance:

1. Project Definition:

1.1 Clear and Specific Objectives:

- Clearly define the project objectives.
- Ensure that the objectives align with the company's strategy.

1.2 Engaged Stakeholders:

- Identify and engage all key stakeholders.
- Understand the expectations and needs of each stakeholder.

2. Project Planning:

2.1 Realistic Planning:

- Develop a realistic plan, considering available resources.
- Account for the project's complexity and establish key milestones.

2.2 Competent Team:

¹ At the end of this document, the research on best practices conducted during the preparatory phase of the kick-off is attached.



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- Assemble a competent team with the right skills to tackle project challenges.
- Provide ongoing training and support to the team.

3. Organizational Structure:

3.1 Clear Roles and Responsibilities:

- Clearly define roles and responsibilities for each team member.
- Avoid overlaps and ensure clarity in the chain of command.

3.2 Effective Communication:

- Establish clear and regular communication channels.
- Ensure transparent information flow between the team and stakeholders.

4. Resource Management:

4.1 Efficient Allocation:

- Allocate resources efficiently, considering skills and workloads.
- Constantly monitor resource usage to avoid overutilization or underutilization.

4.2 Risk Management:

- Identify and evaluate project-associated risks.
- Implement mitigation plans to address identified risks.

5. Monitoring and Control:

5.1 Performance Indicators:

- Define key performance indicators (KPIs) to assess project success.
- Regularly monitor progress against established KPIs.

5.2 Periodic Reviews:

- Conduct periodic reviews of the project's status.
- Address deviations from the plan promptly.



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6. Transparency and Accountability:

6.1 Transparent Reporting:

- Provide regular and transparent reports on the project's status to stakeholders.
- Communicate openly about challenges and proposed solutions.

6.2 Taking Responsibility:

- Promote a culture of taking responsibility among team members.
- Address issues promptly and seek collaborative solutions.

7. Project Closure:

7.1 Project Evaluation:

- Conduct a comprehensive evaluation of the project upon its completion.
- Identify lessons learned and best practices for future projects.

7.2 Results Delivery:

- Deliver project results in a complete and documented manner.
- Seek feedback from stakeholders to enhance future processes.



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“Defining methods and indicators to conduct preliminary/successive surveys after international and local activities aimed at testing the starting point and improvements achieved by the participants.”

During the kick off meeting, to test the digital skills of the participants in the activities, the partnership decided to use the tools of the European Commission, in particular "Test your digital skills", available at <https://europa.eu/europass/digitalskills/screen/home?referrer=epass&route=%2Fen>

Before each activity, each organization will take care of making its participants take the test, will collect the reports of the results, to assess the starting level and be able to better structure the activity.

The same test, will be repeated at the end of each activity, the results will be analyzed compared to the initial ones, to verify if there was the actual increase in skills

Indicator: test the knowledge of copying and moving files, between folders, devices or to the cloud

Method:

1.I know how to copy and move files (e.g. documents, images, videos) between folders, devices or on the cloud.

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of all advanced features of a search engine.

Method:

2.When I use a search engine, I can take advantage of its advanced features.

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others



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Indicator: test knowledge of creation a profile in digital environments for personal or professional purposes.

Method:

3. I know how to create a profile in digital environments for personal or professional purposes.

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of use advanced videoconferencing features (e.g. moderating, recording audio and video).

Method:

4. I know how to use advanced videoconferencing features (e.g. moderating, recording audio and video).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of creation and editation digital text files

Method:

5. I know how to create and edit digital text files (e.g. Word, OpenDocument, Google Docs).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of creation something new by mixing different types of content

Method:



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6. I know how to create something new by mixing different types of content (e.g. text and images).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of protection themselves from unwanted and malicious online encounters and materials

Method:

7. I know how to protect myself from unwanted and malicious online encounters and materials (e.g. spam messages, identity theft e-mails).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: check the knowledge of how to verify the security of a website

Method:

8. I know how to check that the website where I am asked to provide personal data is secure (e.g. https sites, safety logo or certificate).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge of using online learning tools to improve my digital skills

Method:



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9. I know how to use online learning tools to improve my digital skills (e.g. video tutorial, online courses).

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test knowledge in finding solutions on the internet to solve a technical problem.

Method:

10. When I face a technical problem, I am able to find solutions on the Internet.

- I don't know how to do it
- I can do it with help
- I can do it on my own
- I can do it with confidence and, if needed, I can support/guide others

Indicator: test the knowledge of cloud computing

Method:

11. Cloud computing refers to the software and services installed locally on your computer, used via the internet.

- True
- False

Indicator: test the knowledge of the word “compressing”

Method:

12. Compressing means reducing the volume of processable data in order to represent specific information using less space.

- True
- False

Indicator: test knowledge on preventing damage to devices and data.



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Method:

13. How can you avoid damages to your devices and data caused by e-mail attacks?

- Choose one answer only
- I never open links sent by e-mail
- I open e-mails only after having disconnected my device from the internet
- I never open links in e-mails received from unknown people

Indicator: test knowledge about virus infection

Method:

14. Is it possible for a virus infection to occur simply through a USB being connected to our computer?

Choose one answer only

- Yes
- No. The infection occurs when copying infected files from the USB to the computer.

Indicator: test the knowledge about storing files in the cloud.

Method:

15. Select which is the right option for storing files in the cloud.

Choose one answer only

- Hard drive, OneDrive and USB
- Windows Explorer, OneDrive and Dropbox
- Google Drive, OneDrive and YouTube
- Google Drive, OneDrive and Dropbox

Indicator: test the knowledge about blog

Method:



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16. A blog is a regularly updated website presenting content relating to the author's or authors' interests, in the style of a personal diary, on which reader comments are not accepted.

- True
- False

Indicator: test the knowledge of applications on smartphones

Method:

17. With regard to applications on smartphones...

Choose one answer only

- We must close the applications when we are finished using them.
- They can be open or closed, provided that the brightness of the screen is close to the minimum.
- Leaving them open or closed is of no importance because if they are in the background, they will run in the same manner, wasting the battery.
- We must leave them open because the real waste of battery occurs when we open them.

Indicator: test the knowledge of Windows control panel

Method:

18. Which of these options is available on the Windows control panel?

Choose one answer only

- Create an HTML form.
- Create an XML form.
- Create an additional user account.
- Install WhatsApp.



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Indicator: test knowledge of the best way to print

Method:

19. If you need to print runs of short documents, with few pages, but on a frequent basis, what is the best option?

Choose one answer only

- The laser printer.
- The ink printer.

Indicator: test knowledge of the available options on a folder.

Method:

20. Which of the following options is NOT available when you right click on a folder?

Choose one answer only

- Open
- Sync
- Download

Indicator: test the knowledge of the word “formatting text”

Method:

21. What does “formatting text” mean?

Choose one answer only

- Removing those parts of the text which make it difficult to read
- Altering the appearance of the text without altering its content
- Resolving spelling and grammar mistakes in the text



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Indicator: test the knowledge of the files that you can attach in an email.

Method:

22. What kind of file can be shared as an attachment to an e-mail?

Choose one answer only

- Only text files
- Any file regardless of its size
- Any file, as long as the size of the file and the filetype are accepted by the email service provider and its security rules

Indicator: test the knowledge of the use of keywords in searches.

Method:

23. Which of the following statements is correct with regard to the use of keywords in searches?

Choose one answer only

- They are entered in the text boxes of search engines to indicate which terms are not to be included in a specific query.
- We should use keywords which are adapted as much as possible to the desired search result.
- We should not use keywords which are adapted as much as possible to the search result in order to avoid excluding results which could be interesting.
- Combining different keywords should be avoided, to prevent an unmanageable result volume.

Indicator: test the knowledge of sustainable development.

Method:

24. What is the objective of sustainable development?

Choose one answer only

- To encourage the use of electric cars in cities.
- To minimise the environmental impact of technologies.
- To control CO2 emissions in cities.
- The use of technology to increase quality of life.



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Indicator: test the knowledge of HD, Full HD or 4K.

Method:

25. To what do the terms HD, Full HD or 4K refer?

Choose one answer only

- To the central processing unit.
- To the screen resolution.
- To the type of memory supported by the motherboard.
- To the hard drive capacity.

Indicator: test the knowledge of Google search.

Method:

26. You need to check the location of the cinema in which you are going to watch a film. Which of the following options on the Google search engine could you use to see the exact address of the cinema?

Choose one answer only

- Images
- Maps
- Videos
- News

Indicator: test knowledge on Group of data describing the information content of an item called resource.

Method:

27. Group of data which describe the information content of an item referred to as a resource.

Choose one answer only

- Metadata
- IMEI
- Cookie
- Big data



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Indicator: test knowledge of Google Chrome

Method:

28. Today, Google Chrome is the most frequently used browser. Select which of the following statements is correct.

Choose one answer only

- It has an incognito browsing mode which makes it possible to browse the dark Web where illegal material is available, among other things.
- It can be expanded with a large number of additional applications. These can be downloaded from the Chrome Web Store and directly installed on the browser.
- It is available free of charge only for specific operating systems (Windows and Android).
- Until a few years ago, it was the default browser in Microsoft Windows and, therefore, one of the more frequently used and more popular browsers.

Indicator: test knowledge of dynamic and interactive presentations.

Method:

29. The main advantages of dynamic and interactive presentations are:

Choose one answer only

- They allow the use of various audiovisual high-impact resources (images, gifs, audios, videos, etc.) which maintain expectation and arouse emotions and feelings in the spectator.
- The incorporation of attractive images, even if they are not related to the text.
- They can help the presenter to come across as professional.
- All of the above options are correct.



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“Collection of proposals regarding impact indicators for the results of individual activities and the project.”

The last session of the kick-off meeting was dedicated to gathering impact indicators for the results of individual activities and the project as a whole. The partnership defined the following indicators:

➤ SHORT TERM IMPACT (end of the project)

1) The 80% of the participants will receive at least one job offer in a third sector organisation, and they will increase their level of self confidence.

KPIs:

- Number of job offers received (official documents provided by participants).
- Self-assessment level of the participants (questionnaire)

2) The VET providers will have a new, complete and innovative training program at their disposal which will guarantee an increment of the qualitative level of the educational offer.

KPIs:

- Number of VET who will adopt the new training program (form to be filled by VET).
- Percentage of people from the target group which will be enrolled on the total number of new enrolled people in each VET (form to be filled by new participants)

➤ MEDIUM TERM IMPACT (1 year later)

1) The number of people attending the new training program will increase of the 20% each year.

KPIs:

- Total number of people who will terminate the training program, considering all VET (form filled by VET)



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- 2) The 75% of the participants will find a job (trainship of fixed term or similar) in a third sector organisation.

KPIs:

- Number of contracts signed by the entire group of participants (provided by the participants)

- 3) The third sector will count on more specialised employees in Communication.

KPIs:

- General opinion of the HR in third sector organisation (survey conducted at local level).
- LONG TERM IMPACT (long after the end of the project)

- 1) Expected reduction of the target group unemployment.

KPIs:

- Number of VET which deliver the training program, plus number of people who will successfully complete the training and will find a job in the third sector. Questionnaire to evaluate if they think that the training was important in their hiring process.
- Number of third sector organisation who declared that the training course was effective in full fill their original needs

- 2) General increase of the perceived level of inclusion of the target group.

KPIs:

- Sentiment analysis on participants



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NOTE:

- 1) *Below is a collection of best practices for project governance, gathered by the associations during the preparatory phase of the kick-off meeting.*

FREE TO BE- FTB

Good Practices Manual of partnership

Project ID: 101081200

Start date: 01 December 2022

End date: 30 November 2025

Funded under: Erasmus+





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PARTNERSHIP



OUR WORDCLOUD





1. RESPECT EACH OTHER'S WORK

Respecting each other's work is essential because it fosters a positive and productive working environment. It encourages collaboration, builds trust among team members, and ensures that everyone's contributions are valued, ultimately leading to better outcomes and team cohesion.



2.ANSWER IN 24/48 TO EMAILS

Responding to emails within 24 to 48 hours is a good practice to maintain effective communication and professionalism in various contexts, such as work, business, or personal correspondence. This timeframe allows for timely information exchange and demonstrates respect for the sender's communication.





3. GIVE MUTUAL SUPPORT

Providing mutual support involves offering help, assistance, or encouragement to others, expecting the same in return when needed. It fosters strong relationships, teamwork, and a sense of community.





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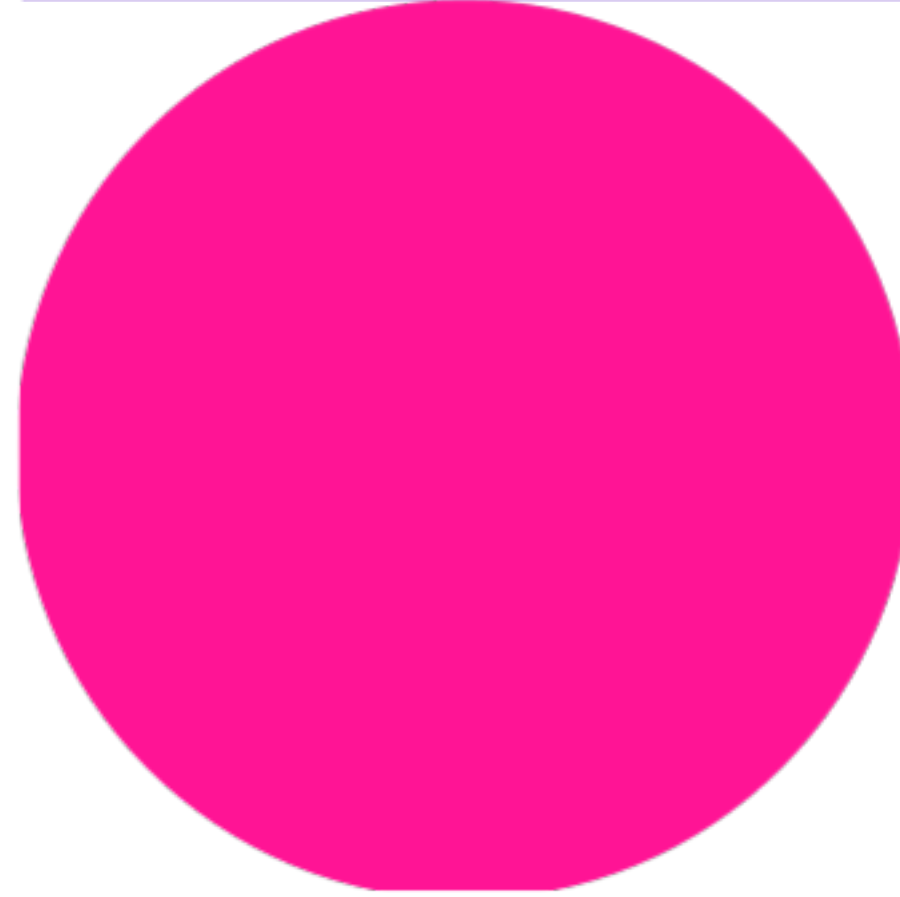
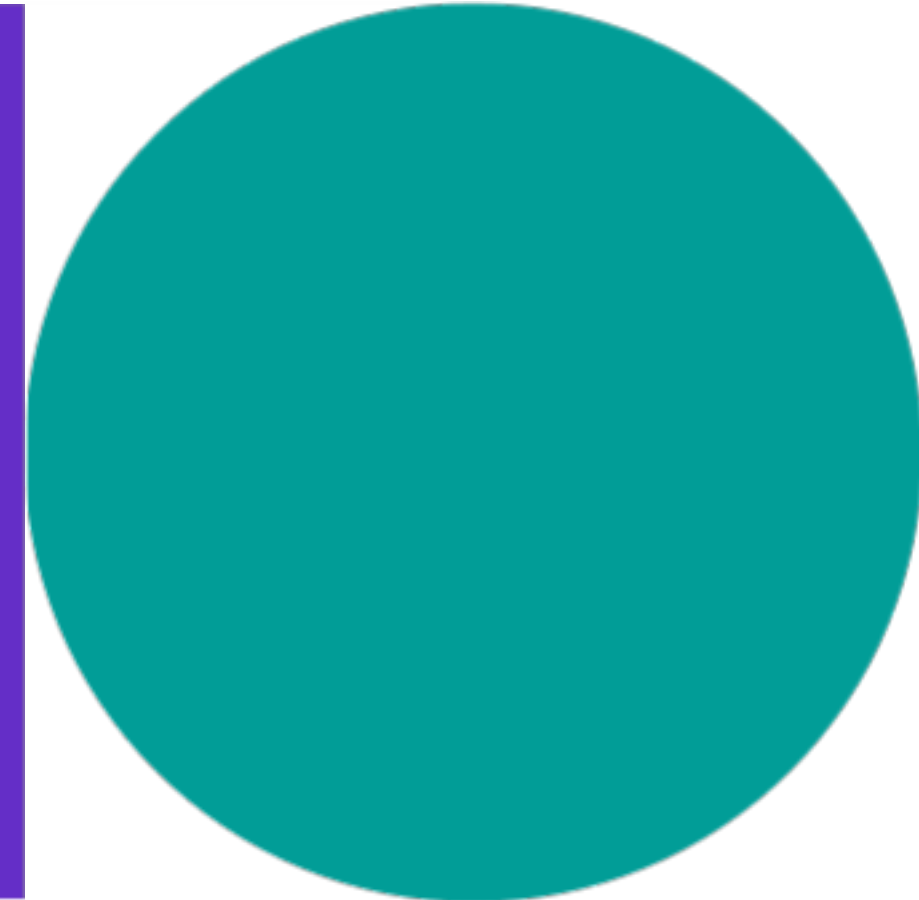
4. SHARED SUPPORT AND RESPONSIBILITY

Shared support and responsibility involve collaboratively taking on tasks, challenges, or goals while actively assisting and being accountable to one another. This approach enhances teamwork and ensures that individuals work together to achieve common objectives.



5. DEFINED THE COMMUNICATION CHANNELS

Defined communication channels refer to establishing clear and structured pathways for information exchange within an organization or project. This ensures that messages are efficiently transmitted, received, and understood by the appropriate parties, enhancing overall communication effectiveness.





6.OPENMINDED APPROACH

An open-minded approach refers to being receptive and accepting of different ideas, perspectives, and opinions. It involves being willing to consider alternatives, engage in constructive dialogue, and embrace diversity of thought, which can lead to better problem- solving and collaboration.



7. CLARIFIED RESPONSABILITIES

Clarified responsibilities entail clearly defining and assigning specific tasks, roles, and duties to individuals or teams within an organization or project. This clarity helps ensure everyone understands their role, reduces confusion, and improves accountability for achieving objectives.





8.ONLINE SHARED DRIVE

Having an online shared drive means utilizing a digital platform or service where multiple users can store, access, and collaborate on files and documents from anywhere with internet access. This fosters efficient information sharing and teamwork in both personal and professional settings.



9. DEFINED DEADLINES TO RESPECT

Having defined deadlines to respect is crucial for effective time management and project planning. Clear and agreed-upon timelines ensure that tasks are completed on time, enhance accountability, and contribute to overall project success.





10. FLEBIBILITY AND ADABTABILITY

In the context of a partnership for a project, flexibility and adaptability are essential qualities. They enable the collaborating parties to navigate changing project dynamics, modify strategies when necessary, and accommodate unexpected challenges or opportunities. This ensures the partnership's resilience and increases the likelihood of project success.





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11.CONSTUCTIVE FEEDBACKS

Constructive feedback is feedback that provides valuable insights and suggestions for improvement without being overly critical or negative. It aims to help individuals or teams enhance their performance, skills, or work quality in a positive and supportive manner.



12.SEND/RECEIVE CLEAR INSTRUCTIONS

Sending and receiving clear instructions is vital for effective communication and task execution. Clear instructions provide a detailed and unambiguous outline of what needs to be done, reducing the risk of misunderstandings and ensuring that tasks are completed accurately and efficiently.



13. MUTUAL RESPECT

Mutual respect in a partnership for a project or collaboration means that all involved parties acknowledge and value each other's contributions, ideas, and perspectives. It promotes a positive and productive working relationship, essential for the success of the partnership's goals.



14. MUTUAL HELP

Mutual help in a partnership means that each party provides assistance and support to the other when needed. It's a collaborative effort where all involved work together to achieve common objectives and overcome challenges, ultimately strengthening the partnership.





15.RESULT-ORIENTED FOCUS

A result-oriented focus in a partnership means that the primary objective is to achieve specific, measurable outcomes or results. This approach emphasizes setting clear goals, monitoring progress, and taking actions to ensure that the partnership's efforts lead to the desired results or impacts.



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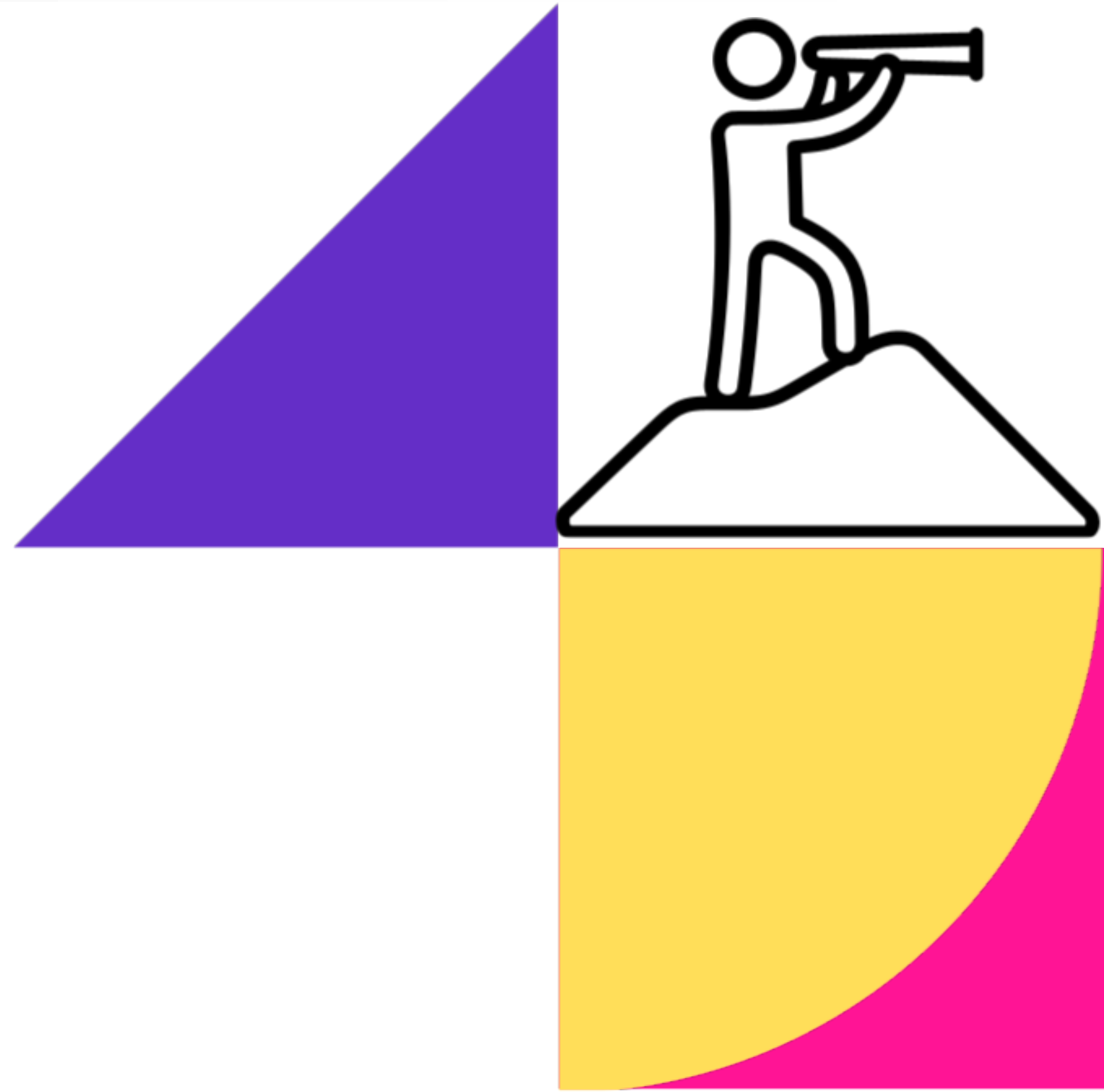
16.UNDERSTANDING

Understanding in a partnership context refers to the ability of all involved parties to comprehend each other's perspectives, needs, and goals. It is the foundation for effective communication, cooperation, and successful collaboration within the partnership.



17.SHARED VISION

A shared vision in a partnership represents a common, unified goal or aspiration that all parties within the partnership strive to achieve together. It serves as a guiding principle, aligning the efforts and actions of each member towards a mutually agreed-upon objective.





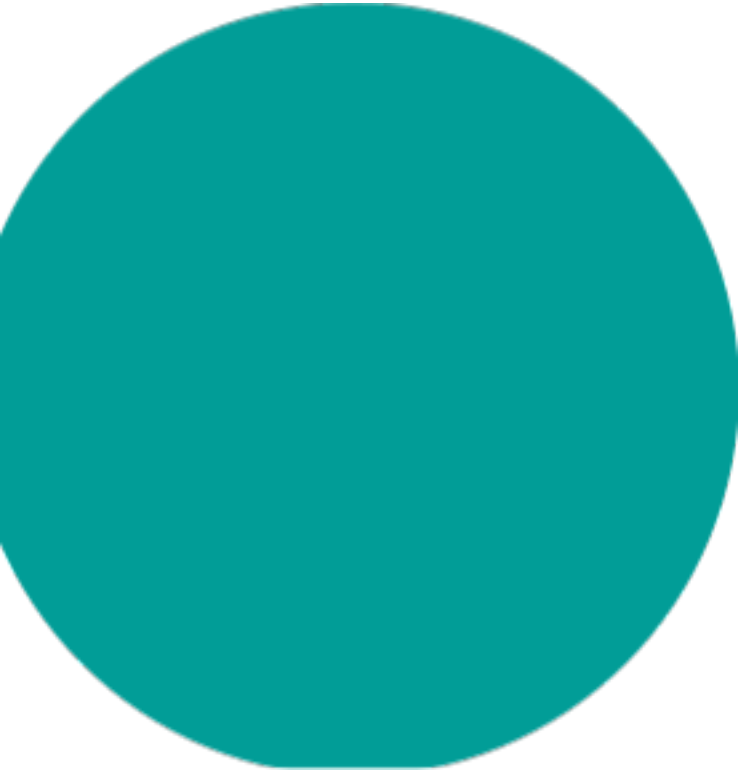
18.CATCHING -UP SESSIONS

Catching up sessions are meetings or gatherings held to update and inform participants about recent developments, progress, or changes related to a project, situation, or collaboration. These sessions help ensure that all stakeholders are on the same page and have a clear understanding of the current status.





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19.CURIOSITY

In a partnership for a social project, curiosity is a valuable trait that encourages members to explore new solutions, understand the needs of the community, and continuously seek ways to improve the project's impact.

It can lead to innovative approaches and a deeper understanding of the project's social context.



20.RESPECT FOR ERASMUS+ VALUES

Respecting Erasmus+ values is crucial for the success and integrity of the program. These values include promoting mobility, diversity, inclusion, and cooperation among participants. Upholding these values ensures that Erasmus+ projects create positive and meaningful experiences for individuals and contribute to broader societal benefits.



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Analysis of Good Practices



1.TITLE OF GOOD PRACTICE
<i>Young Business Explorers</i>

Partner: Dideas

2. Summary of the good practice

The Young Business Explorers project seeks to develop competences related to social entrepreneurship in high school students. This project was born in 2016, an edition is held annually.

Every year, secondary schools are invited to participate in this initiative, through which students must form groups of four people and must create a socially entrepreneurial project, developing a CANVAS model that details the business model and how they would benefit to society.

Out of all the projects presented, 10 are selected and passed to a final session held at the Jaume I University in Castellón. In this session, students must orally present their idea of social business and choose, through the votes of an expert jury and the students themselves, the winning project of the edition.

3. Tags:

a. Education type:

- Formal secondary school education
- Non formal education

b. Aim of the good practice:

- Teach/Learn social entrepreneurship
- Assess social entrepreneurship
- Support social entrepreneurship

4. Area of implementation:

The Young Business Explorers project is born from the need to bring social entrepreneurship to high school students. To this end, the collaboration of the company Foehn Desarrollo and the Universitat Jaume I of Castellón is a project that promotes social entrepreneurship among young people.

The project covers secondary schools in the province of Castellón, and has participated throughout these years secondary schools in Vila-real, Burriana, Castellón de la Plana, Onda and Almazora.

Country/ies:

Spain

City/ies: Vila-real, Burriana, Castellón de la Plana, Onda and Almazora.

Institution/Organization: Foehn Desarrollo and Universitat Jaume I of Castellón

5.Target group

Each year about 25 groups of four students participate, so that the 100 participating students are reached. Of these 100 participants, 10 groups of 4 students (that is, 40 students) participate in the final day. These students attend with their teachers, so the impacts multiply.

The age of the students is between 14-16 years old.

6.Methodological framework

For the development of this project, we focus on the methodology "learning by doing" and the use of methodological tools such as CANVAS or the business plan.

The methodology used was eminently practical, using an online platform to provide training to the students (so that the institute teachers did not have to interrupt their syllabus and classes to participate in the project), with online tutorials to clarify concepts and define the project by groups.

A specific training module was designed in techniques for generating ideas to try to awaken students' creativity.

7.Description of the good practice

The idea

The Young Business Explorers project seeks to train pre-university students in the necessary competencies when we talk about entrepreneurs. For this, a first phase is scheduled in Secondary Education Institutes, in which those interested in participating must form teams of three or four students.

These teams will have access through an online platform to a series of training materials (ideas generation techniques, economic viability, marketing, image development, customer segmentation, distribution channels, etc.) and a Business Plan template through which, through blocks, they will develop and build their business model related, for each edition, with different sectors.

In a second phase, a Commission will evaluate the projects submitted and will select from among all those 10 projects that stand out for their originality, functionality, problem solving and/or economic-financial viability. The final day will be held presencially at the Universitat Jaume I, where throughout the morning in the development of the II Conference Young Business Explorers will take place two communications of two young entrepreneurs alumni of the UJI and oral presentations (pitch style, maximum 6 minutes) of the finalist teams will be made The program of the Conference will be presented shortly.

At the end of that session, each team of "explorers" will select their favorite project, thus we will nominate the three winner teams of the 2018 edition of the "Young Business Explorers" initiative.

Objectives

- Promote social entrepreneurship among young people
- Develop analytical capacity
- Promote creativity
- Provide young people with tools such as the CANVAS method
- Promote teamwork
- Develop skills related to the creation of companies

Implementation

A working group was created that was in charge of the organization of the first edition. After this first edition, a permanent team was created to monitor the calls.

Actors involved

The program is organized by the Universitat Jaume I of Castellón (educational innovation group EduFin), with the collaboration of the Foehn Development consultancy and the Caja Rural Vila-real Foundation.

As necessary collaborators are the professors of the different institutes of the region.

8. List of social entrepreneurial competences (Knowledge, Skills, Competences) that the good practice is addressing

- Recognizing unjust social issues
- Identifying business opportunities
- Inspiring change through participation
- Taking direct action
- Public speaking
- Fighting adversity
- Creativity
- Knowledge about tools like empathy map, SWOT, CANVAS, business plan, etc.

9. Results

During the two editions of the program that have been carried out, we have obtained a very encouraging conclusion: if high school students are allowed to work on projects that really motivate them and have created themselves, the productivity, creativity and commitment put into them is superior to those projects imposed by the faculty.

A total of 20 projects have been exposed in the final two sessions of the program that have taken place at the Universitat Jaume I in Castellón, created by a total of 80 students. Among the projects created, there is a children's gym to eradicate childhood obesity and a collaborative messaging company.

10. Impact

Short-term impact: influencing the decision-making process of students on what grades to study, developing their entrepreneurial mentality

Long-term impact: developing a socially entrepreneurial mentality in high school students that promotes competencies that help create social projects

Social goal: improve certain aspects of society through social enterprises

Impact on local community: consolidating a socially entrepreneurial mentality among young people, who will be the entrepreneurs of tomorrow

11. Transferability

This same project could be replicated in primary education with younger students, as well as in other localities and areas of Spain or Europe.

The Moodle platform is created with all the training content, so to replicate, you should only appoint a coordinating team and make contact with secondary / elementary teachers in the area.

11.a Challenges during implementation

Perhaps, the biggest problem we encountered was having the commitment of the teachers, since there are usually few incentives to participate in projects outside the school setting.

Another problem was that teachers gave part of their classes to discuss aspects of Young Business Explorers, and that students were not used to working so freely.

The commitment of the teachers was achieved by trying to convince them about the benefits for their students. So that the teachers did not have to interrupt their classes, the platform with the content of virtual training was created, and the students were supported with virtual tutorials to direct and guide them.

11.b Key success factors

Part of the success was to hold the final session in the facilities of the Universitat Jaume I, creating a change of environment that motivates and encourages them.

In addition, being able to have the freedom to create allows them to develop projects that motivate them personally.

Part of the success was also having a structure of contacts with secondary school teachers that allowed to start with a base of participating schools.

Analysis of Good Practices



1.TITLE OF GOOD PRACTICE
<i>Young Business Explorers</i>

Partner: Dideas

 **dideas**
innovación educativa

2. Summary of the good practice

EnSoEd is an innovative teacher training in Social Entrepreneurship. It supports initial and continuous professional development of teachers' profiles in accordance with the European lifelong learning approach.

The goal is to promote social entrepreneurship education in secondary schools through the application of practical and innovative tools.

3. Tags:

a. Education type:

- Formal education
- Non formal education

b. Aim of the good practice:

- Teach/Learn social entrepreneurship
- Assess social entrepreneurship
- Support social entrepreneurship

4. Area of implementation:

The EnSoEd project was implemented in the area of school education. Specifically, in secondary school teachers related to the field of business and economics, although other teachers can also receive this training, as social entrepreneurship is also applicable to other subjects.

5. Target group

Direct target group: Secondary school teachers

The teachers' profile needs to be strengthened. With this key competence and with the adoption of innovative practices and resources that will consequently have a positive impact on the development/improvement of students' social entrepreneurial spirit.

Indirect target group: Secondary school students

6. Methodological

framework

This project firstly developed a competency framework on which to base the training content of the online classroom. This competence framework takes the approach to the teacher, but also to the learner.

Secondly, the training materials and the training platform for teachers were developed. This training allows teachers to be certified automatically.

Thirdly, a Toolkit is developed with a set of dynamics and an educational game for students.

Finally, a guide on the project concept was carried out.

This project combines tools for teachers and students, basing its methodological framework on a series of activities that were distributed equally among the project partners.

7. Description of the good practice

The idea

The idea came from an Italian institute in Rome (ITT Christoforo Colombo), which teaches hospitality-related subjects.

Given the need to instil values related to social entrepreneurship, the organisation started to define and draft an Erasmus+ project to train teachers on how to teach students about social entrepreneurship.

Objectives

- Develop training for teachers on how to teach social entrepreneurship.
- Develop a competence framework of its own
- Train at least 50 teachers across Europe.
- Develop entrepreneurial competences also for teachers.
- Raise awareness about social entrepreneurship
- Show students the possible career opportunities in social entrepreneurship.

- To expand this practice to other countries

Implementation

This project was developed through four Intellectual Outputs:

OUTPUT 1. EnSoEd Competences

- Methodology for collecting good practices of social entrepreneurship as competence in formal/informal education
- Interviews templates
- 12 examples of good practice selected
- 12 interviews with key stakeholders of social entrepreneurship education (2/Country)
- 1 EnSoEd Competence model
- 1 Open Badges mechanism
- 6 online focus groups with 6 participants/Country
- 6 national reports (1/Country)

OUTPUT 2. EnSoEd training programme

- 1 training curriculum
- Training materials related to the curriculum
- 2 FabLabs
- 6 Virtual Trips

OUTPUT 3. EnSoEd ToolKit

- Methodology of the educational ToolKit
- 1 educational ToolKit
- 1 educational game
- 4 FabLabs
- Step-by-step Guidelines for young social entrepreneurs
- 1 online self-assessment tool for students
- EnSoEd ToolKit Guidelines

OUTPUT 4. EnSoEd online environment

- 1 EnSoEd online environment
- 1 MOOC
- List of existing MOOCs
- Initial Supporting Network of 6 professionals of project supporters
- Guidelines for students and trainers
- 5 national workshops (in CY, ES, EL, NL, RO)

- 75 key stakeholders participating in national workshops (15/Country)
- 28 key stakeholders participating in Final Dissemination Conference (20 nationals, 8 foreigners)
- 30 teachers engaged in the testing activities of the training programme (5/Country)
- 6 national validation reports (1/Country)
- 1 European Report
- 1 Final Conference

Actors involved

Participants have been selected according to the “power-interest” grid of Ackermann (1998) and only stakeholders with a strong interest and relevant power related to the project have been identified as ‘key players’ and will be involved into the project activities.

These key players will be differentiated among two main categories: participants from the educational field, participants with expertise on social entrepreneurship.

Among the first group will be involved: secondary schools, VET institutes, teachers, students, parents, researchers, school staff, teachers training organisations, research institutes, local and regional educational offices, experts of digital education.

In the second group will be included: social enterprises, companies, HEIs, Incubators , NGOs, business hubs, chambers of commerce, experts in the field (e.g. JRC members, DG EMPL representatives).

In addition, also wider public composed by public authorities, policy makers, trade unions and all stakeholders with a great power but little direct interest on the topic will be also invited to take part to the project activities.

The two groups of key players will be involved into the project because single Partners have a direct contact with them (teachers/ school staff from secondary schools involved into the project, VET providers). Some others instead are indirectly linked to the entire Partnership as they signed a support letters and expressed their interest in the project’s dissemination (networks of social enterprises, regional education offices, experts of digital education, chambers of commerce’s office, hubs). Other stakeholders then, especially the wider public, will be also contacted and involved through Erasmus+ Platform like The School Education Gateway.

Because the project is aimed at promoting social entrepreneurship education in secondary schools through a collaborative approach, the two categories of key players will together participate to the development of some outputs but according to their expertise. As a result, stakeholders from the education field will bring their expertise in learner-centered pedagogy, while stakeholders with expertise in social entrepreneurship will bring their innovative point of view.

8. List of social entrepreneurial competences (Knowledge, Skills, Competencies) that the good practice is addressing

The reference point of O1 is the EntreComp Framework (JRC, 2016) that has developed a common definition of what entrepreneurship as a competence is, in order to foster entrepreneurial learning.

The Entrepreneurship Competence Framework (developed by JRC in 2015) presents a comprehensive set of skills, attitudes and values for the entrepreneurial mind-set required to overcome our current societal challenges. The EntreComp tool analyses three competence areas: 'Ideas and Opportunities', 'Resources' and 'Into Action'; and each one of them presents five competences which are important to develop an entrepreneurial mindset. It also has an 8-level progression model and a list of 442 learning outcomes to be used as a guide (Bacigalupo et al., 2016).

9. Results

A training platform was created as a result of this project: <http://ensoed.eu/>

10. Impact

More than 6 schools at regional level in Spain are using this platform in order to train their teachers. More than 100 teachers around all Europe have been trained by EnSoEd platform.

Further research is needed in order to assess the impact of the training.

11. Transferability

11.a Challenges during implementation

One of the most complicated parts of the project was the definition of the EnSoEd competences, done that partners had different approach because of their profile (private institution, schools, VET centers, etc.).

11.b Key success factors

The development of an intuitive platform, clear training combining practice and theory and the visual identity of the project were key in this regard.

ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment

PROJECT RESULT 1

A1. State of art: analyzing entrepreneurial
competences on rural youth

Complete report of the research



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Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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2 METHODOLOGY

3 GENERAL DATA ANALYSIS

4 DATA ANALYSYS PER COUNTRY

BULGARIA
SPAIN
ITALY
GREECE
CYPRUS
THE NETHERLANDS



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ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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1. ABOUT THE PROJECT

About the ruraLAB project

Background information

Since the economic crisis that began in 2008, unemployment rates in the European Union and Europe in general have increased greatly (depending on the country and regions to a lesser or greater degree). The increase has been even greater in terms of youth unemployment between 18 and 24 years old, reaching 2019 levels close to 40% in Greece, 33.8% in Spain or 30.3% in Italy, according to official data from Eurostat.

These levels of high youth unemployment are joined by the fact that early school leaving in rural areas is much higher than in urban areas. In the article "Early school leaving in rural areas of Europe and Spain", published in the "Journal of the Association of Education Inspectors of Spain", we observe that school dropout goes from 19% in rural areas of Greece, to 10% in urban areas. In the case of Spain, rural areas have a 35% dropout rate, with 27% in urban areas, and in Romania from 5.4% of urban areas to 24% of rural areas.

Both high levels of youth unemployment in rural areas and high dropout rates cause the rate of entrepreneurship in rural areas to fall compared to urban areas. Thus, according to data from Startup Europe, while Barcelona has entrepreneurship rates close to 3%, in areas of the interior of the province of Catalonia, this rate falls below 0.3%, the same thing happens in Greece, where in Athens we have rates close to 1% and in areas of the interior data that even fall below 0.1%. According to a detailed study by BBSR Bonn in 2016, the population of these areas has fallen by more than 10% in some cases over an interval of 10 years, with peripheral and rural areas being the most affected by these population movements.

Therefore, we have a context in rural areas with higher rates of youth unemployment, higher levels of school drop-out, lower rates of entrepreneurship and, as a consequence, youth movements towards cities, where they find greater job opportunities. Young people who maintain their residence in rural areas, therefore, may suffer exclusion for all these reasons. This project is about making these areas more attractive through active involvement of young.

Depopulation of rural areas may further aggravate the economic decline already faced by these regions and thus widen the gap between rich and poor regions in Europe. The European Commission has therefore identified depopulation as a priority.

To combat this depopulation, the ruraLAB project focuses on equipping young people in rural areas with tools and skills in social entrepreneurship, thus preventing them from leaving for urban areas and preventing these areas, which are rich in tourist and ecological resources and have economic potential, from becoming empty.

Objectives

The main objective is to provide young people in rural environments with tools that enable them to start their own social businesses, favouring the exchange of ideas and perspectives with social enterprises and other social entrepreneurs through the ruraLAB platform.

In addition, the employability of the participants will also be increased, given that training on social entrepreneurship will be developed with contents on social entrepreneurship, marketing, economic management, generation of ideas, etc.

The innovation and differentiation of this project comes from the ruraLAB platform, that creates a network of entrepreneurs and a channel to allow micro-investments.

This described objective will be achieved through the collaboration of 7 partners (UNIVERSITY OF NATIONAL AND WORLD ECONOMY, DIDEAS, CRES ASSOCIATION, EDU-EUROPE, UNIVERSITY OF ROME TOR VERGATA, INCUBATOR LEEYWARDEN and EMPHASYS CENTRE) from 6 different countries (Bulgaria, Spain, Italy, Greece, Netherland and Cyprus).



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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2. METHODOLOGY

1. INTRODUCTION

In this first activity of the first project result (PR1), we will define the methodology to carry out an analysis of the current competences related to social entrepreneurship that young people in rural areas have.

To do so, we will define the concept of rural area that we follow in this study (in line with the criteria of the European Commission), the specific target we are aiming at, the survey items and the scientific scale used, as well as how we will proceed to analyse the results.

This study forms the basis for defining the ruraLAB competence model, and will help us to design the PR2 training materials.

2. EUROPEAN DEFINITION OF RURAL AREA

The European Commission is following a system based on classification of territories: NUTs (Nomenclature of Territorial Units for Statistics) and LAUs (local administrative units).

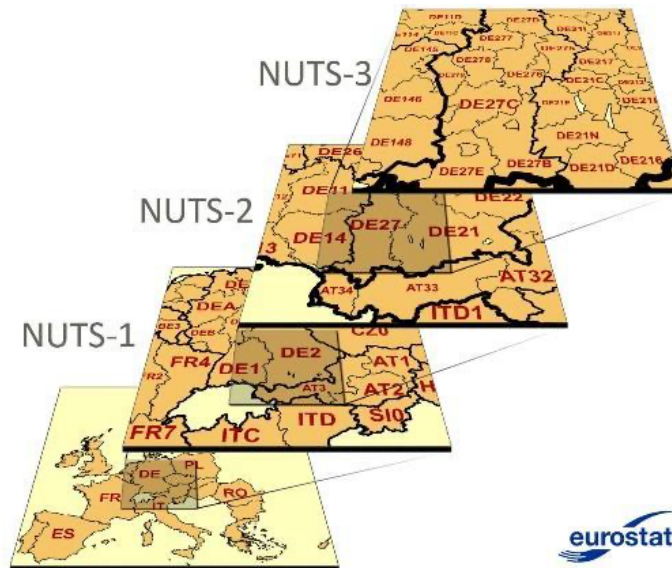
Nomenclature of Territorial Units for Statistics or NUTs is a geocode standard for referencing the subdivisions of countries for statistical purposes. The standard, adopted in 2003, is developed and regulated by the European Union, and thus only covers the member states of the EU in detail. The Nomenclature of Territorial Units for Statistics is instrumental in the European Union's Structural Funds and Cohesion Fund delivery mechanisms and for locating the areas where goods and services subject to European public procurement legislation are to be delivered.

For each EU member country, a hierarchy of **three NUTS** levels is established by Eurostat in agreement with each member state; the subdivisions in some levels do not necessarily correspond to administrative divisions within the country.

Level	Minimum	Maximum
NUTs 1	3 million inhabitants	7 million inhabitants
NUTs 2	800,000 inhabitants	3 million inhabitants
NUTs 3	150,000 inhabitants	800,000 inhabitants

A NUTS code begins with a two-letter code referencing the country, as abbreviated in the European Union's Interinstitutional Style Guide. The subdivision of the country is

then referred to with one number. A second or third subdivision level is referred to with another number each. Each numbering starts with 1, as 0 is used for the upper level. Where the subdivision has more than nine entities, capital letters are used to continue the numbering. **Below the three NUTS levels are local administrative units (LAUs).**



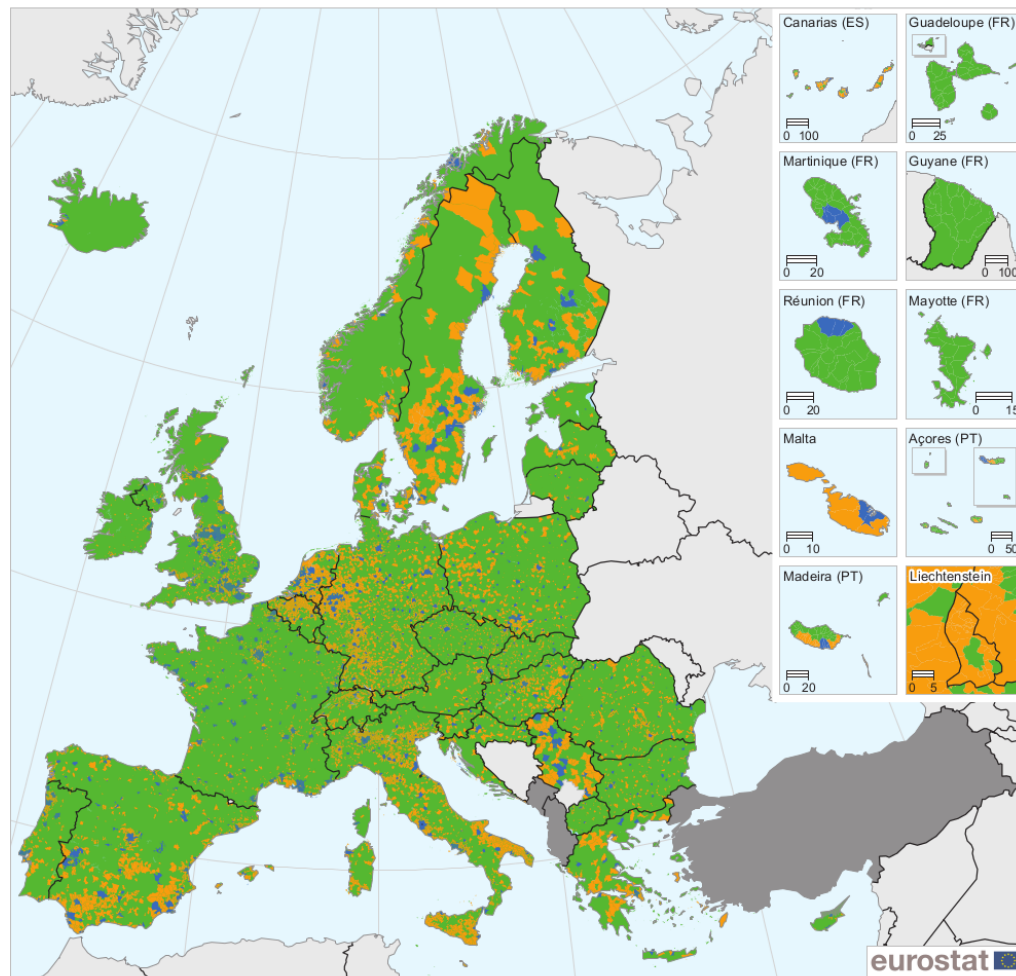
The LAUs are:

- administrative for reasons such as the availability of data and policy implementation capacity;
- a subdivision of the NUTS 3 regions covering the whole economic territory of the Member States;
- appropriate for the implementation of local level typologies included in TER CET, namely the coastal area and **DEGURBA** classification.

Based on the share of local population living in urban clusters and in urban centres, the indicator **DEGURBA** classifies Local Administrative Units (LAU or communes) into three types of area:

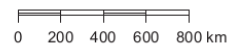
1. **Cities** (densely populated areas)
2. **Towns and suburbs** (intermediate density areas)
3. **Rural areas** (thinly populated areas)

Degree of urbanisation for local administrative units (LAU)



Administrative boundaries: © EuroGeographics © UN-FAO © Turkstat
Cartography: Eurostat — GISCO, 05/2018

- Cities**
(Densely populated areas: at least 50 % of the population lives in urban centres)
- Towns and suburbs**
(Intermediate density areas: less than 50 % of the population lives in rural grid cells and less than 50 % of the population lives in urban centres)
- Rural areas**
(Thinly populated areas: more than 50 % of the population lives in rural grid cells)
- Data not available**

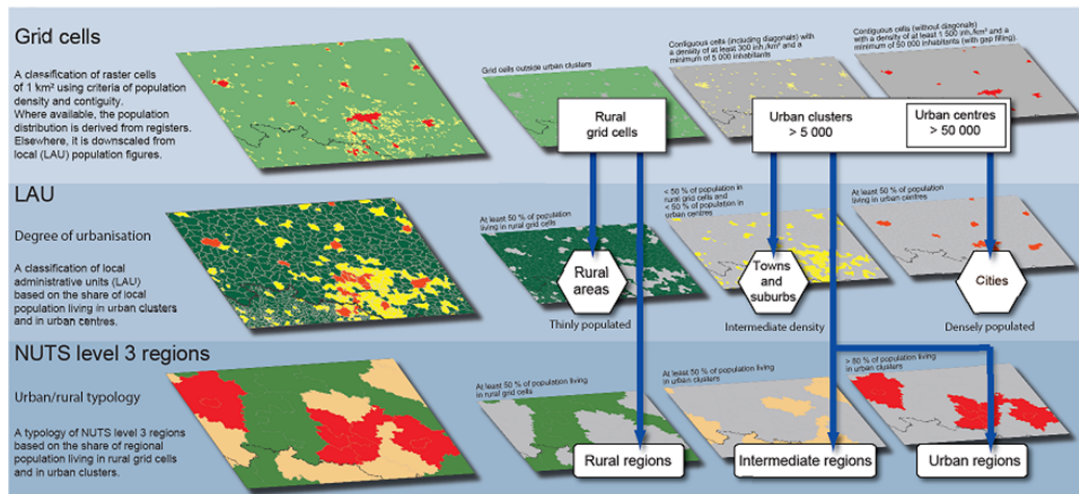


Note: based on population grid from 2011 and LAU 2016.
Source: Eurostat, JRC and European Commission Directorate-General for Regional Policy

The current NUTS classification, dated 21 November 2016 and effective from 1 January 2018 (now updated to current members as of 2020), lists 92 regions at NUTS 1, 244 regions at NUTS 2, 1215 regions at NUTS 3 level, and 99,387 local administrative units (LAUs).

To analyze the rural areas in which the partnership could do the fieldwork in this activity of the PR1, we have evaluated the LAUs classified as rural by the indicator DEGURBA (code number 3).

Schematic overview defining urban-rural typologies



Source: European Commission, Directorate-General Regional and Urban Policy, based on data from Eurostat, JRC, national statistical authorities, EFGS

eurostat

Example:

In order to find out all the rural villages in the province of Castellón in Spain, it is necessary to check first the code of classification of the NUT3 for Castellón. For that, the Excel file is used, the tab “NUTS & SR 2021”, looking for the country code (Spain in this case is ES). Then, using NUT1 (East, which is ES5) and NUT2 (Comunitat Valenciana, which is ES52), the exact code of the region could be found (NUT3, which is ES522).

Then the Excel file of LAUs is used, on the tab of the selected country (ES), where all the results are filtered by using the NUT3 (ES522) and “DEGURBA” number 3.

Finally, the list of all rural villages in Castellón is received.

4. RESEARCH TARGET GROUPS

The partnership has defined the target groups as follows:

- Young people living in rural areas between 16 and 28 years old
- Students with learning difficulties in formal training environments and who are more efficient learners in creative and practice industries

- Students in rural areas who study subjects like IT, marketing and management and who are unemployed
- Potential young social entrepreneurs
- Young coming back to rural areas from cities, due to covid or other reasons
- Private investors

Each of the 7 partners will have to achieve, at least, 150 responses to the questionnaire from these target groups. We will arrive to it through:

- Schools and High Schools in rural areas
- Youth Associations in rural Areas
- Municipalities/public bodies in rural areas
- Training centers or other education institutions in rural areas
- Stakeholders in rural areas

5. STRUCTURED QUESTIONNAIRE

In order to analyse in depth the current level of competences of young people in rural areas (both those who need to create their own business or those who wish to find a paid job in the sector of social entrepreneurship), a scientific scale has been used, namely the social entrepreneurship scale competency in higher education (SECS), developed in Development and Validation of a Scale to Assess Social Entrepreneurship Competency in Higher Education (SECS). It follows a Likert Scale of 5 points, and is composed by 30 items, linked with different competences:



Item	Competence EFA	Category
1. I like coordinating other people while working in collaboration	Leadership	Innovation
2. When working in groups I prefer to be the leader	Leadership	Innovation
3. I am determined to achieve my goals	Goal-oriented motivation	Personal
4. I think it is necessary to take risks to make progress	Ability to take risks	Personal
5. I think people who take risks are more likely to succeed than those who do no	Ability to take risks	Personal
6. I like to take calculated risks with new ideas	Ability to take risks	Personal
7. I believe I am capable of dealing with most situations	Confidence	Personal
8. I believe in my potential	Confidence	Personal
9. I consider myself self-sufficient in achieving my goals	Goal-oriented motivation	Personal
10. I take on the consequences of what I have said or done	Responsibility	Social
11. I do every job as thoroughly as possible	Responsibility	Social
12. I prefer to work in situations that involve more people	Belonging to well-informed social netw.	Innovation
13. I have access to the information required to become an entrepreneur	Belonging to well-informed social netw.	Innovation
14. I would rather collaborate for free in a non-governmental organisation	Social awareness	Social
15. I like helping my friends and classmates	Offering help and cooperation	Social
16. People who help others are an example to follow	Social awareness	Social
17. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social
18. Coexistence problems can be solved by dialogue	Coexistence and respect for public affairs	Social
19. I am able to do things imaginatively, in a different way from others	Creativity	Personal
20. I envision new uses for common objects	Creativity	Innovation
21. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation
22. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation
23. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation
24. I am able to formulate suggestions to improve projects in which I'm in	Ability to create ideas	Social
25. I enjoy finding effective solutions for problems nobody has looked at yet	Ability to create ideas	Social
26. I improvise without difficulty when plans change	Ability to change	Innovation
27. I am good at handling unforeseen situations	Ability to change	Innovation
28. I always look for the positive side in bad situations	Ability to learn and evolve	personal
29. I analyse my mistakes to learn from them	Ability to learn and evolve	Social
30. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social

As we are following the EntreComp model in ruraLAB 3.0, each of these competences of SECS were linked with EntreComp competences, as can be seen in this chart:

Item	Competence EFA	Category	Competence EntreComp	Category EntreComp
1. I like coordinating other people while working in collaboration	Leadership	Innovation	Mobilising others	Resources
2. When working in groups I prefer to be the leader	Leadership	Innovation	Mobilising others	Resources
3. I am determined to achieve my goals	Goal-oriented motivation	Personal	Motivation and perseverance	Resources
4. I think it is necessary to take risks to make progress	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
5. I think people who take risks are more likely to succeed than those who do not	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
6. I like to take calculated risks with new ideas	Ability to take risks	Personal	Coping with ambiguity, uncertainty and risk	Into action
7. I believe I am capable of dealing with most situations	Confidence	Personal	Self-awareness and self-efficacy	Resources
8. I believe in my potential	Confidence	Personal	Self-awareness and self-efficacy	Resources
9. I consider myself self-sufficient in achieving my goals	Goal-oriented motivation	Personal	Motivation and perseverance	Resources
10. I take on the consequences of what I have said or done	Responsibility	Social	Self-awareness and self-efficacy	Resources
11. I do every job as thoroughly as possible	Responsibility	Social	Self-awareness and self-efficacy	Resources

12. I prefer to work in situations that involve more people	Belonging to well-informed social networks	Innovation	Working with others	Into action
13. I have access to the information required to become an entrepreneur	Belonging to well-informed social networks	Innovation	Working with others	Into action
14. I would rather collaborate for free in a non-governmental organisation	Social awareness	Social	Ethical and sustainable thinking	Ideas and opportunities
15. I like helping my friends and classmates	Offering help and cooperation	Social	Working with others	Into action
16. People who help others are an example to follow	Social awareness	Social	Ethical and sustainable thinking	Ideas and opportunities
17. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social	Motivation and perseverance	Resources
18. Coexistence problems can be solved by dialogue	Coexistence and respect for public affairs	Social	Working with others	Into action
19. I am able to do things imaginatively, in a different way from how others do them	Creativity	Personal	Creativity	Ideas and opportunities
20. I envision new uses for common objects	Creativity	Innovation	Creativity	Ideas and opportunities
21. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation	Spotting opportunities	Ideas and opportunities
22. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation	Taking the initiative	Into action
23. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation	Taking the initiative	Into action
24. I am able to formulate suggestions to improve projects in which I participate	Ability to create ideas	Social	Spotting opportunities	Ideas and opportunities

25. I enjoy finding effective solutions for problems that nobody has looked at yet	Ability to create ideas	Social	Spotting opportunities	Ideas and opportunities
26. I improvise without difficulty when plans change	Ability to change	Innovation	Learning through experience	Into action
27. I am good at handling unforeseen situations	Ability to change	Innovation	Learning through experience	Into action
28. I always look for the positive side in bad situations	Ability to learn and evolve	personal	Learning through experience	Into action
29. I analyse my mistakes to learn from them	Ability to learn and evolve	Social	Learning through experience	Into action
30. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social	Learning through experience	Into action

After revising all the items, removing some of them to make a shorter and more appealing questionnaire, adding others to cover some EntreComp competences non covered and designing specific scales for people that want to start a social business and that want to find a job, this is the last version of the questionnaire (20 items for job seekers and 24 for potential/current Social Entrepreneurs)

Item	Competence EFA	Category	Competence EntreComp	Category EntreComp	Social Entrepreneur	Job Seeker
1. I am able to create business opportunities and to take advantage of them	Ability to identify opportunities	Innovation	1.1 Spotting opportunities	Ideas and opportunities	V	
2. I am able to formulate suggestions to improve projects in which I participate	Ability to create ideas	Social	1.1 Spotting opportunities	Ideas and opportunities	V	V
3. I am able to do things imaginatively, in a different way from how others do them	Creativity	Personal	1.2 Creativity	Ideas and opportunities	V	V

4. I am able to develop a vision to turn ideas into actions			1.3 Vision	Ideas and opportunities	V	V
5. I am able to recognise the potential of an idea and identify suitable ways to realize it			1.4 Valuing ideas	Ideas and opportunities	V	V
6. I would rather collaborate for free in an NGO or in a cause I believe in	Social awareness	Social	1.5 Ethical and sustainable thinking	Ideas and opportunities	V	V
7. I believe I am capable of dealing with most situations	Confidence	Personal	2.1 Self-awareness and self-efficacy	Resources	V	V
8. I take on the consequences of what I have said or done	Responsibility	Social	2.1 Self-awareness and self-efficacy	Resources	V	V
9. I do every job as thoroughly as possible	Responsibility	Social	2.1 Self-awareness and self-efficacy	Resources	V	V
10. I am determined to achieve my goals	Goal-oriented motivation	Personal	2.2 Motivation and perseverance	Resources	V	V
11. I usually perform very well in my role of any business project I am involved in	Commitment and coherence	Social	2.2 Motivation and perseverance	Resources	V	V
12. I am able to get and manage resources needed to turn ideas into action			2.3 Mobilising resources	Resources	V	V
13. I have adequate knowledge of financial and economic management			2.4 Financial & economic literacy	Resources	V	V
14. When working in groups I prefer to be the leader	Leadership	Innovation	2.5 Mobilising others	Resources	V	V

15. Sometimes I have participated in the implementation of group projects or collaborations	Initiative	Innovation	3.1 Taking the initiative	Into action	V	V
16. I have seriously considered starting my own business sometime after finishing my degree	Initiative	Innovation	3.1 Taking the initiative	Into action	V	
17. I like to plan my tasks and follow up on them properly			3.2 Planning and managing	Into action	V	V
18. I think people who take risks are more likely to succeed than those who do no	Ability to take risks	Personal	3.3 Coping with ambiguity, uncertainty and risk	Into action	V	V
19. I like to take calculated risks with new ideas	Ability to take risks	Personal	3.3 Coping with ambiguity, uncertainty and risk	Into action	V	
20. I prefer to work in situations that involve more people	Belonging to well-informed social networks	Innovation	3.4 Working with others	Into action	V	V
21. I like helping my friends and classmates	Offering help and cooperation	Social	3.4 Working with others	Into action	V	V
22. I improvise without difficulty when plans change	Ability to change	Innovation	3.5 Learning through experience	Into action	V	V
23. I analyse my mistakes to learn from them	Ability to learn and evolve	Social	3.5 Learning through experience	Into action	V	V
24. I believe that opportunities can be extracted from problems or difficult situations	Resilience	Social	3.5 Learning through experience	Into action	V	



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by
the European Union

3. GENERAL DATA ANALYSIS

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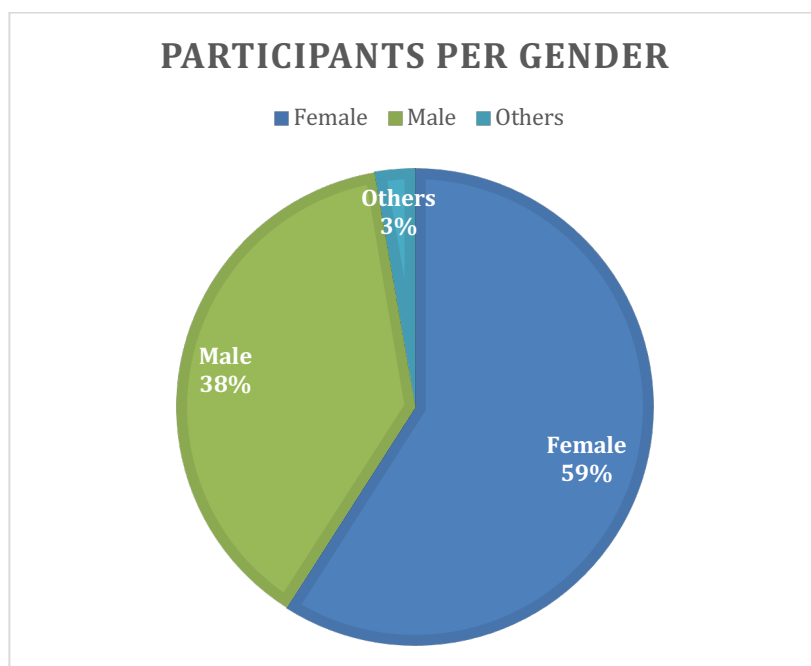
1. Profile of participants

The total number of responses was 823. In this section, we are going to analyze the profile of these 823 respondents.

a) Participants per gender

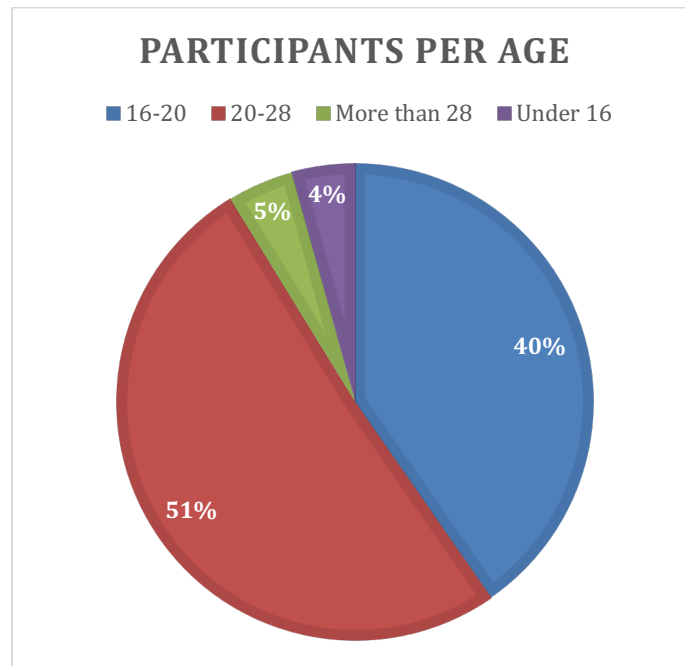
Female	486
Male	315
Others	22
Total	823

Of 823 respondents, 486 were female, 315 male and 22 others, as can be seen in the following graphic:



b) Participants per age

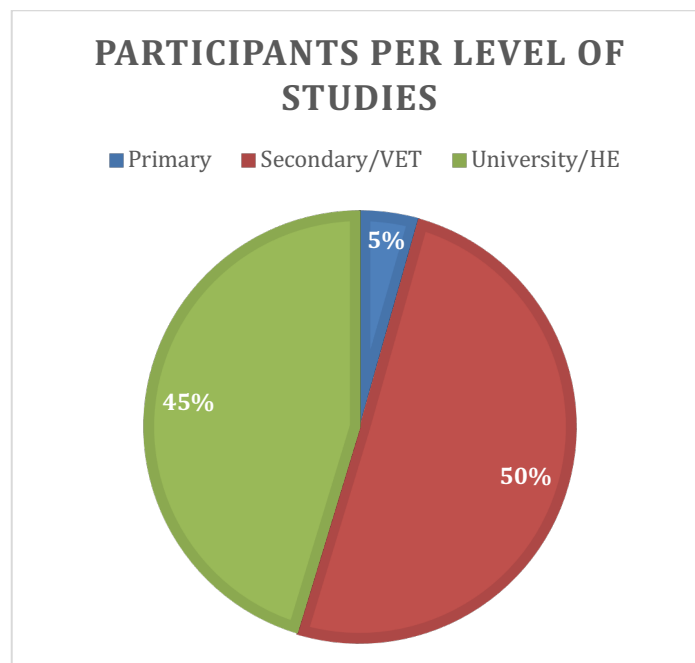
16-20	332
20-28	419
More than 28	37
Under 16	35
Total	823



51% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (40%).

c) Participants per level of studies

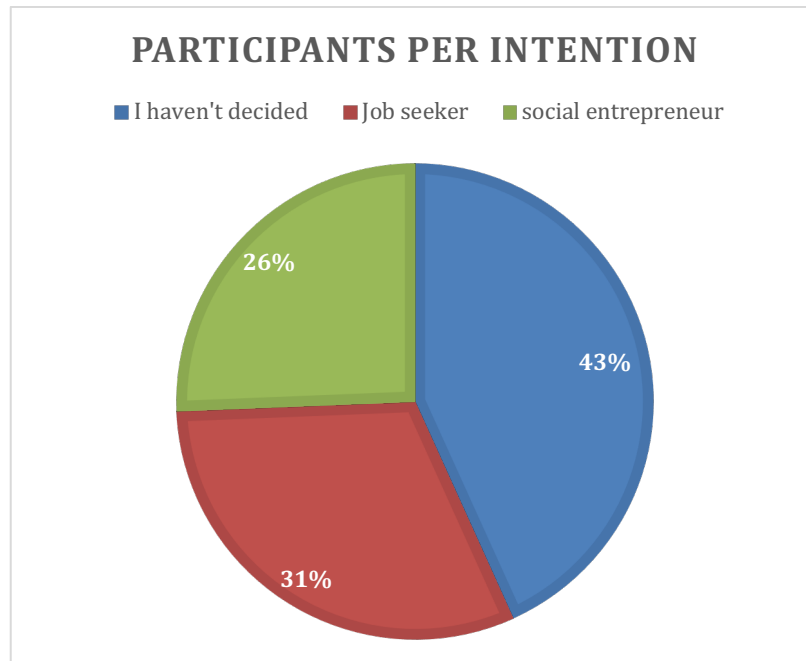
Primary	36
Secondary/VET	414
University/HE	373
Total	823



50% of the participants had secondary or VET studies, followed by University of Higher Education studies (45%) and primary studies (5%).

d) Participants per intention

I haven't decided	356
Job seeker	256
Social entrepreneur	211
Total general	823



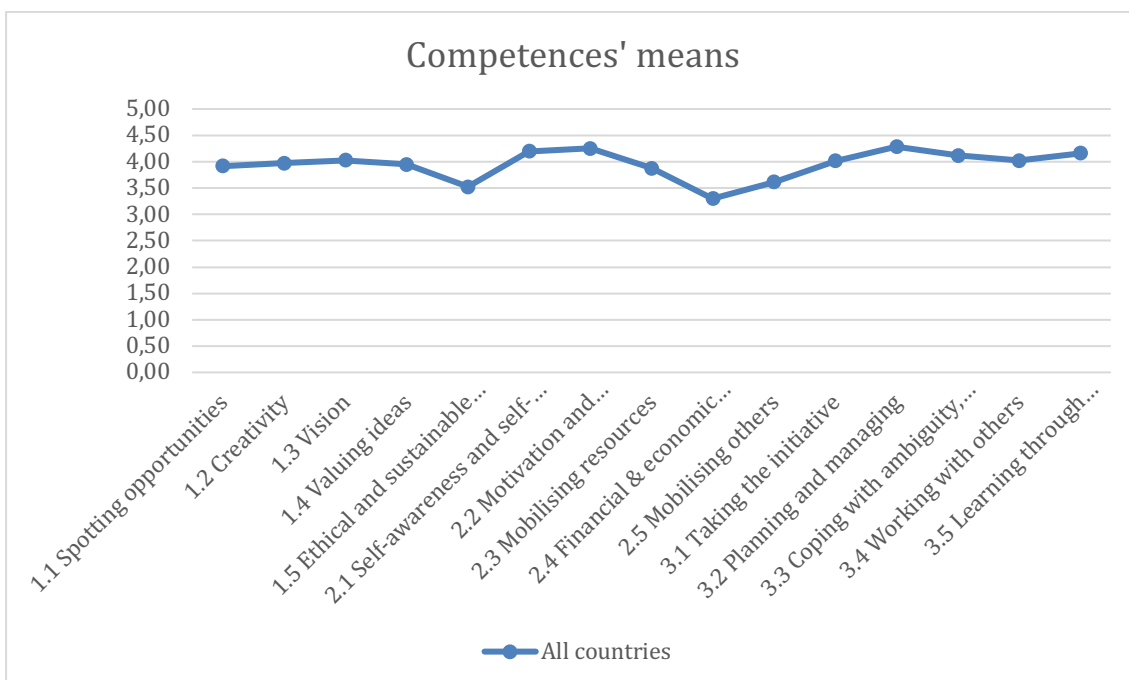
43% of participants declare that they haven't decided if they want to look for a job or start a social business, while 31% wants to look for a job and 26% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competences distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competences

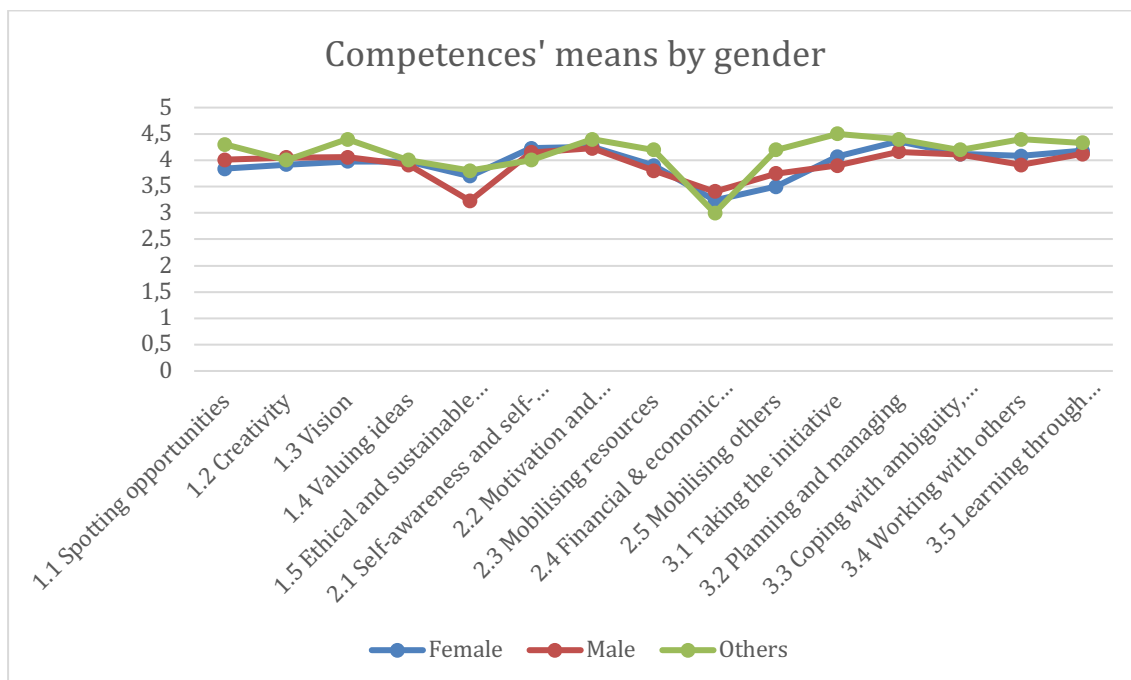
Competence	All countries
1.1 Spotting opportunities	3,92
1.2 Creativity	3,97
1.3 Vision	4,02
1.4 Valuing ideas	3,95
1.5 Ethical and sustainable thinking	3,52
2.1 Self-awareness and self-efficacy	4,20
2.2 Motivation and perseverance	4,25
2.3 Mobilising resources	3,87
2.4 Financial & economic literacy	3,30
2.5 Mobilising others	3,62
3.1 Taking the initiative	4,01
3.2 Planning and managing	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,12
3.4 Working with others	4,02
3.5 Learning through experience	4,16



In general, the study conducted in 6 countries has collected quite positive results for social entrepreneurs, insofar as the average of the results obtained exceeds the score of 3 on a Likert Scale of 5 points inspired by the Scale to Assess Social Entrepreneurship Competency in Higher Education. Many of the respondents perceive themselves as having a at least medium or high level of social entrepreneurship competency. The most valued competences were Planning and managing, Motivation and perseverance and Self-awareness and self-efficacy while those with medium scores were Financial & economic literacy and Ethical and sustainable thinking.

b) Means of competences by gender

Competences	Gender			Total
	Female	Male	Others	
1.1 Spotting opportunities	3,84	4,01	4,30	3,92
1.2 Creativity	3,92	4,05	4,00	3,97
1.3 Vision	3,98	4,06	4,40	4,02
1.4 Valuing ideas	3,97	3,91	4,00	3,95
1.5 Ethical and sustainable thinking	3,70	3,23	3,80	3,52
2.1 Self-awareness and self-efficacy	4,23	4,15	4,00	4,20
2.2 Motivation and perseverance	4,26	4,23	4,40	4,25
2.3 Mobilising resources	3,90	3,80	4,20	3,87
2.4 Financial & economic literacy	3,24	3,41	3,00	3,30
2.5 Mobilising others	3,50	3,75	4,20	3,62
3.1 Taking the initiative	4,07	3,90	4,50	4,01
3.2 Planning and managing	4,36	4,16	4,40	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,12	4,11	4,20	4,12
3.4 Working with others	4,08	3,91	4,40	4,02
3.5 Learning through experience	4,18	4,12	4,33	4,16

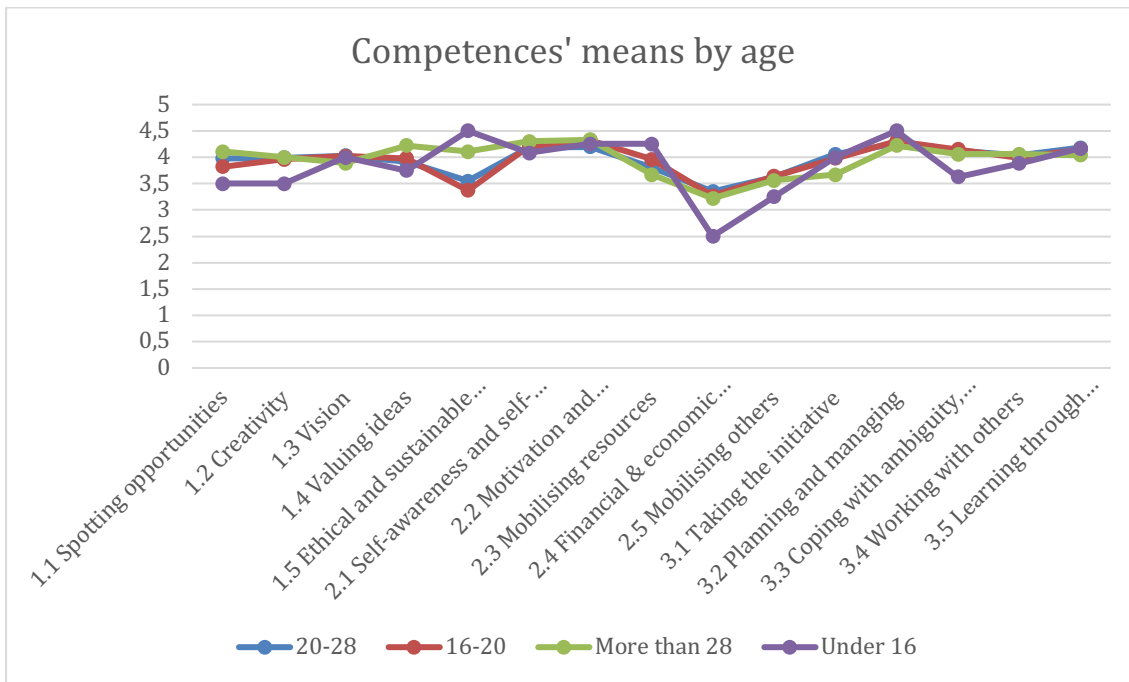


By analyzing the level of competences by gender for social entrepreneurs, most of them exceeded the average of 3, with females obtaining higher scores than their male

counterparts. Women perceive themselves as possessing the highest values in several competences, for example: first place for Planning and managing, second place for Self-awareness and self-efficacy and third place for Learning through experience. On the other hand, men agree on almost the same competences but with a different valuation, being the highest ranked Motivation and perseverance followed by Planning and managing and Self-awareness and self-efficacy. Both genders agree in valuing more negatively the following competences: Financial & economic literacy and Ethical and sustainable thinking. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

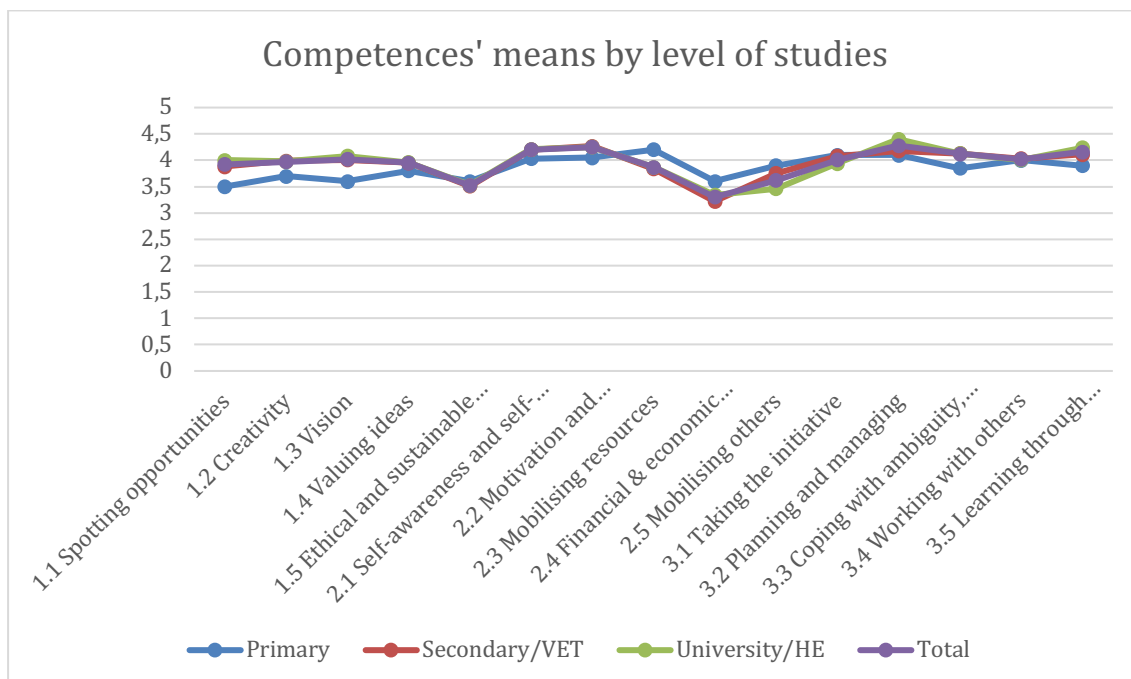
Valores	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,50	3,82	3,98	4,11	3,92
1.2 Creativity	3,50	3,96	3,99	4,00	3,97
1.3 Vision	4,00	4,02	4,03	3,89	4,02
1.4 Valuing ideas	3,75	3,98	3,91	4,22	3,95
1.5 Ethical and sustainable thinking	4,50	3,37	3,55	4,11	3,52
2.1 Self-awareness and self-efficacy	4,08	4,21	4,18	4,30	4,20
2.2 Motivation and perseverance	4,25	4,32	4,20	4,33	4,25
2.3 Mobilising resources	4,25	3,96	3,81	3,67	3,87
2.4 Financial & economic literacy	2,50	3,27	3,35	3,22	3,30
2.5 Mobilising others	3,25	3,64	3,62	3,56	3,62
3.1 Taking the initiative	4,00	3,98	4,06	3,67	4,01
3.2 Planning and managing	4,50	4,31	4,26	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,63	4,15	4,12	4,06	4,12
3.4 Working with others	3,88	3,99	4,04	4,06	4,02
3.5 Learning through experience	4,17	4,15	4,18	4,04	4,16



According to the level of competences by age for social entrepreneurs in 6 countries, it is possible to appreciate in the four ranges analyzed (Under 16, 16-20, 20-28, More than 28) several interesting behaviors. We observe a tendency for a positive increase or stabilization at higher values as people get older. The competences whose values begin to show a declining rating, especially when they exceed 28 years of age are Vision, Mobilising resources and Taking the initiative. In addition, Ethical and sustainable thinking presents an irregular behavior with high values in the ranges (above 4) under 16 and More than 28, while it reaches values above 3 for those between 16 and 18 years of age. On the other side, it shows an upward curve but with average values ranging from 2 and not exceeding 3 on the proposed scale, which shows the need to work for the improvement of these competences and the lack of information related to them.

d) Means of competences by level of studies

Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,50	3,88	4,00	3,92
1.2 Creativity	3,70	3,99	3,98	3,97
1.3 Vision	3,60	4,01	4,08	4,02
1.4 Valuing ideas	3,80	3,95	3,96	3,95
1.5 Ethical and sustainable thinking	3,60	3,51	3,53	3,52
2.1 Self-awareness and self-efficacy	4,03	4,20	4,21	4,20
2.2 Motivation and perseverance	4,05	4,27	4,25	4,25
2.3 Mobilising resources	4,20	3,84	3,87	3,87
2.4 Financial & economic literacy	3,60	3,22	3,34	3,30
2.5 Mobilising others	3,90	3,75	3,46	3,62
3.1 Taking the initiative	4,10	4,08	3,94	4,01
3.2 Planning and managing	4,10	4,18	4,40	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,85	4,13	4,13	4,12
3.4 Working with others	4,00	4,03	4,01	4,02
3.5 Learning through experience	3,90	4,11	4,24	4,16

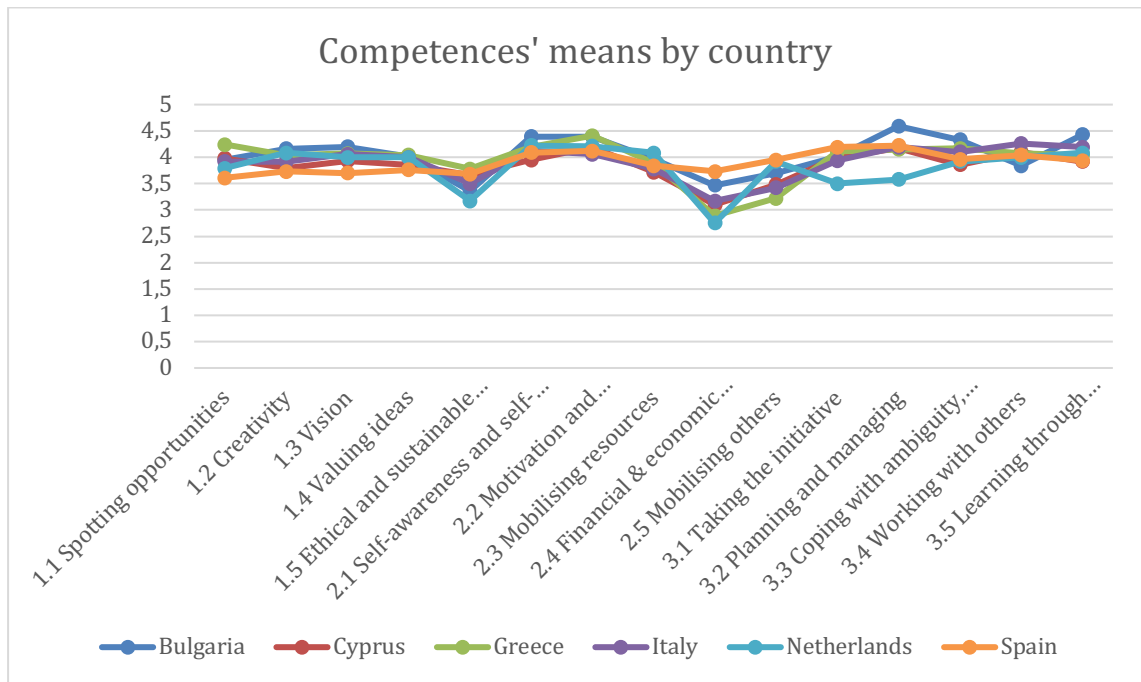


In general terms, we can observe a tendency to increase the perception of possession of competences as one progresses through the educational system, where university students (University / HE level) constitute the group with the highest score, generally close to 4 or exceeding this value. This allows us to assess the positive impact that the training received has on the perception of the competences acquired. On the other

hand, the competences that show a negative score (above 3) that increases with the passage from the primary level to university level are: Ethical and sustainable thinking, Mobilising resources and Mobilising others.

e) Means of competences by country

Competences	Country					Spain	Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands		
1.1 Spotting opportunities	3,95	3,98	4,24	3,92	3,79	3,61	3,92
1.2 Creativity	4,16	3,79	4,04	3,92	4,08	3,73	3,97
1.3 Vision	4,20	3,93	4,07	4,06	4,00	3,70	4,02
1.4 Valuing ideas	4,01	3,86	4,04	4,00	4,00	3,76	3,95
1.5 Ethical and sustainable thinking	3,36	3,66	3,78	3,50	3,17	3,68	3,52
2.1 Self-awareness and self-efficacy	4,39	3,95	4,19	4,12	4,22	4,09	4,20
2.2 Motivation and perseverance	4,39	4,19	4,41	4,06	4,21	4,12	4,25
2.3 Mobilising resources	3,96	3,72	3,89	3,78	4,08	3,84	3,87
2.4 Financial & economic literacy	3,47	3,10	2,89	3,17	2,75	3,73	3,30
2.5 Mobilising others	3,70	3,48	3,22	3,42	3,92	3,95	3,62
3.1 Taking the initiative	4,01	4,00	4,11	3,94	3,50	4,19	4,01
3.2 Planning and managing	4,59	4,17	4,15	4,19	3,58	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,33	3,86	4,17	4,10	3,92	3,96	4,12
3.4 Working with others	3,84	4,10	4,07	4,26	4,00	4,04	4,02
3.5 Learning through experience	4,43	3,92	4,04	4,19	4,08	3,94	4,16



When we analyze the results obtained by country for the social entrepreneurs, it is possible to note some interesting data related to the level of national competences among the surveyed participants. In the different countries we can detect trends that show strengths and weaknesses, always from an exploratory approach related with the surveyed sample and never as a generalization of the national situation.

For example, the highest scores detected in Bulgaria correspond with Planning and managing and Learning through experience while it should continue to work on Ethical and sustainable thinking. Cyprus records highest numbers in Motivation and perseverance and Planning and managing. In addition, Greece report more positive values in Motivation and perseverance and Spotting opportunities. In Italy, we can observe highest values in Working with others and Planning and managing. However, in all three countries, we must continue to work to improve Financial & economic literacy. For Netherlands the best results are in Self-awareness and self-efficacy and Motivation and perseverance but Ethical and sustainable thinking represent the competency with the lowest score. Finally, Spain registers their best numbers in Planning and managing and Taking the initiative, but it need to pay attention on Spotting opportunities.

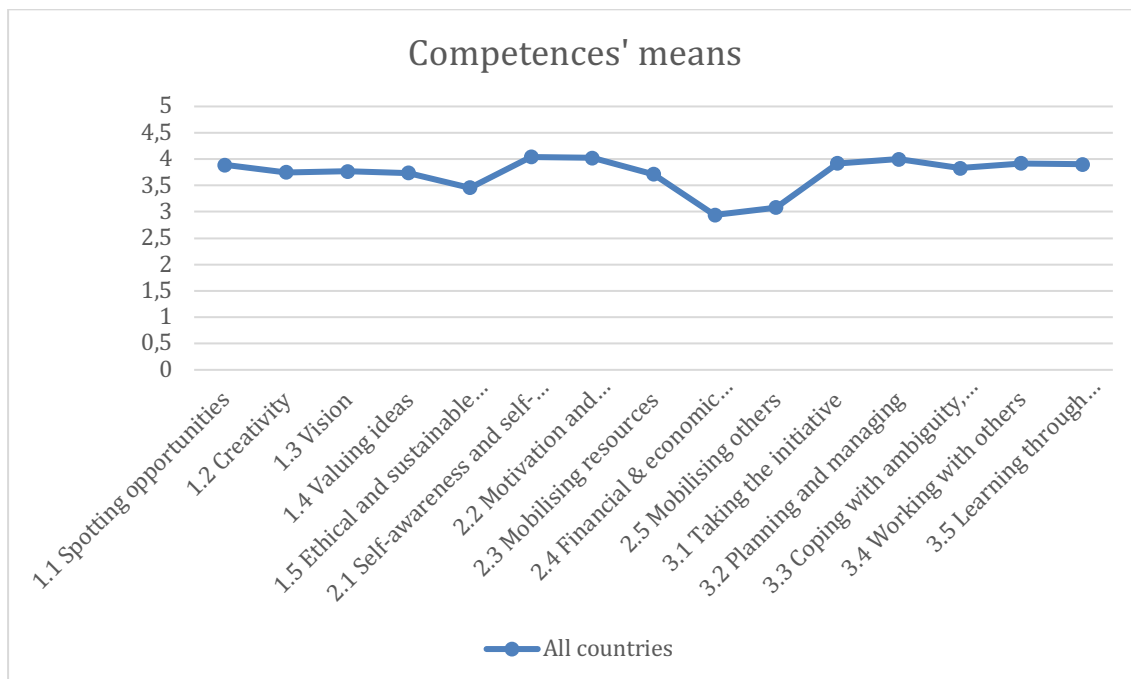
In terms of competences, Bulgaria recorded the highest values in Creativity, Self-awareness and self-efficacy, Motivation and perseverance, Planning and managing, Coping with ambiguity, uncertainty and risk and Learning through experience. Greece reports best numbers in Spotting opportunities, Vision, Valuing ideas and Ethical and sustainable thinking, Netherlands and Italy in Mobilising resources and Working with others, respectively. In addition, Spain registers the highest score in Financial & economic literacy, Mobilising others and Taking the initiative.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competences

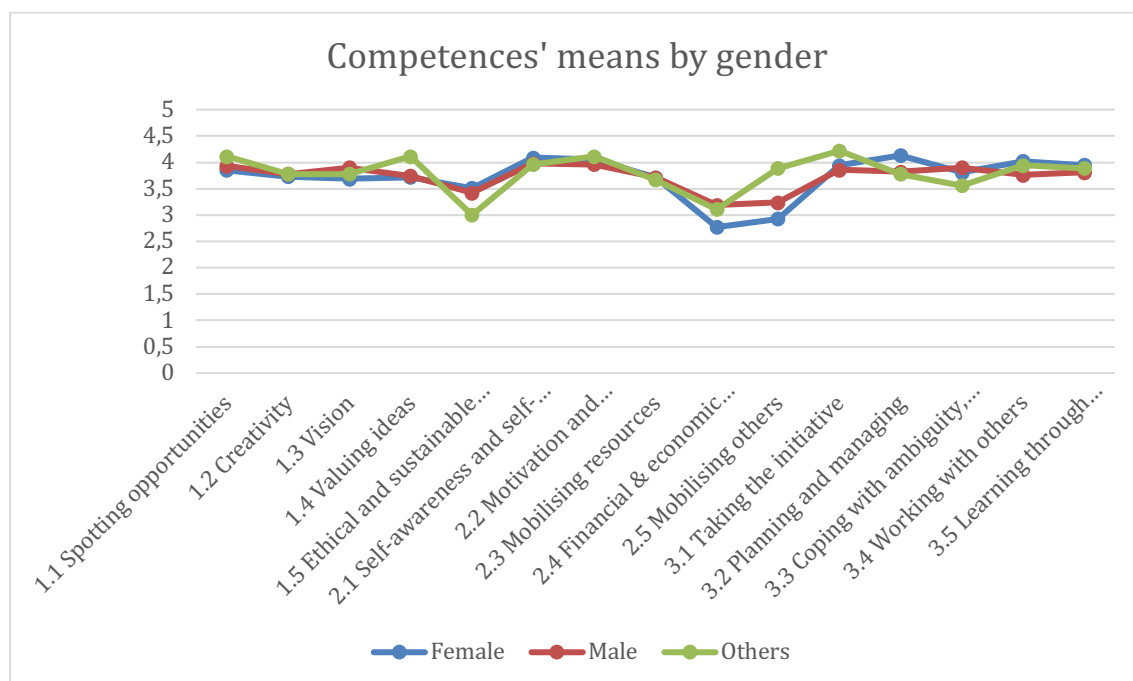
Competences	All countries
1.1 Spotting opportunities	3,89
1.2 Creativity	3,75
1.3 Vision	3,77
1.4 Valuing ideas	3,74
1.5 Ethical and sustainable thinking	3,46
2.1 Self-awareness and self-efficacy	4,04
2.2 Motivation and perseverance	4,02
2.3 Mobilising resources	3,71
2.4 Financial & economic literacy	2,94
2.5 Mobilising others	3,08
3.1 Taking the initiative	3,92
3.2 Planning and managing	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,83
3.4 Working with others	3,92
3.5 Learning through experience	3,90



We can perceive that the level of competences for job seekers in 6 countries surveyed, the most values are Self-awareness and self-efficacy and Motivation and perseverance, while the lowest rates are represented by Financial & economic literacy and Mobilising others.

b) Means of competences by gender

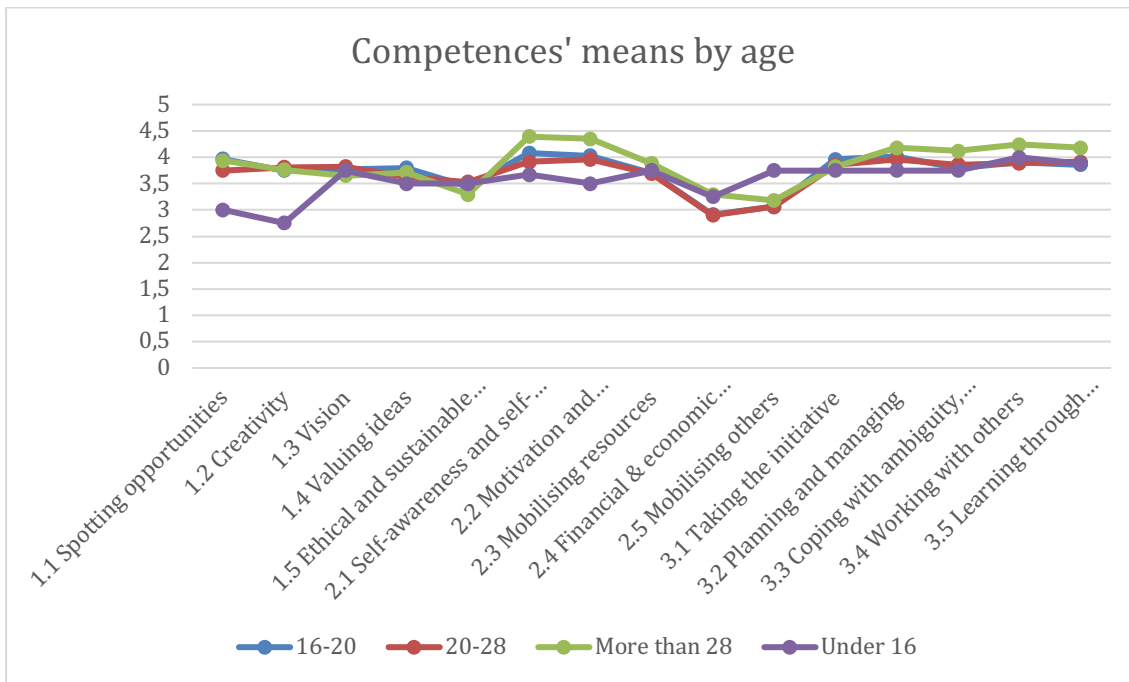
Competences	Gender			Total
	Female	Male	Others	
1.1 Spotting opportunities	3,85	3,93	4,11	3,89
1.2 Creativity	3,73	3,78	3,78	3,75
1.3 Vision	3,69	3,90	3,78	3,77
1.4 Valuing ideas	3,72	3,74	4,11	3,74
1.5 Ethical and sustainable thinking	3,51	3,42	3,00	3,46
2.1 Self-awareness and self-efficacy	4,09	3,98	3,96	4,04
2.2 Motivation and perseverance	4,05	3,96	4,11	4,02
2.3 Mobilising resources	3,71	3,71	3,67	3,71
2.4 Financial & economic literacy	2,77	3,19	3,11	2,94
2.5 Mobilising others	2,93	3,24	3,89	3,08
3.1 Taking the initiative	3,94	3,86	4,22	3,92
3.2 Planning and managing	4,13	3,82	3,78	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,81	3,90	3,56	3,83
3.4 Working with others	4,02	3,76	3,94	3,92
3.5 Learning through experience	3,95	3,81	3,89	3,90



By analyzing competences by gender in job seekers, we can detect disparate trends connecting or separating the two sexes in terms of perceived possession of competences. For example, male and female register very close values in Mobilising resources and Valuing ideas and both record the lowest numbers in Financial & economic literacy and Mobilising others. The most value competency by women was Planning and managing and the same for their counterpart masculine was Self-awareness and self-efficacy. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

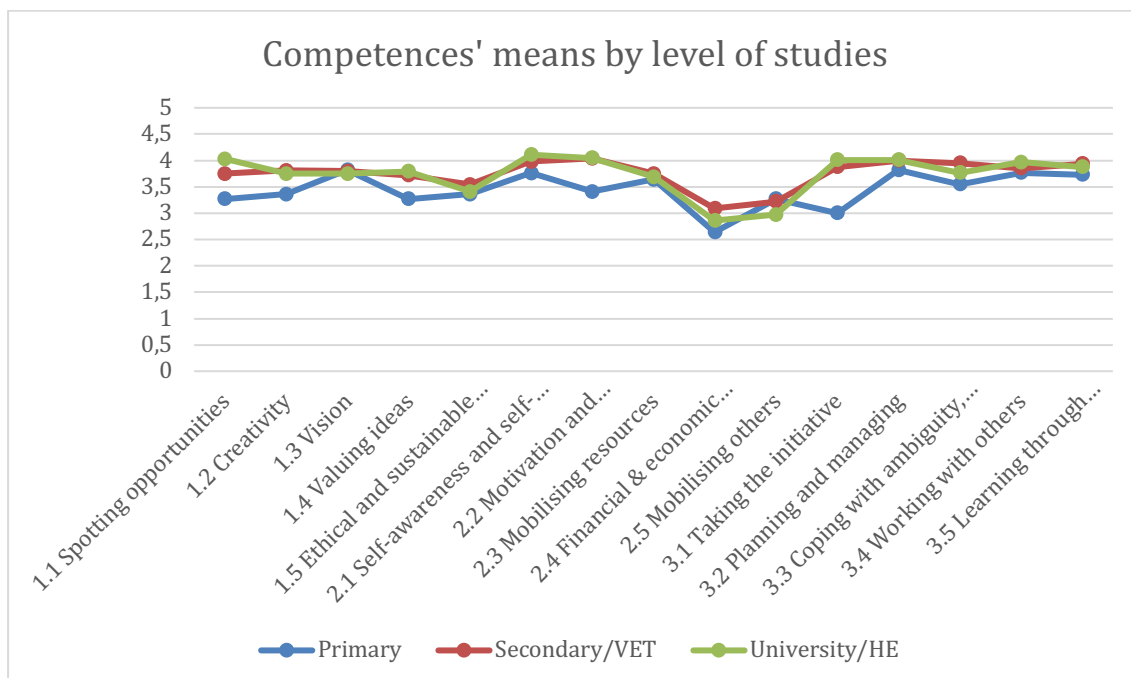
Competences	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,00	3,97	3,75	3,94	3,89
1.2 Creativity	2,75	3,75	3,81	3,76	3,75
1.3 Vision	3,75	3,77	3,82	3,65	3,77
1.4 Valuing ideas	3,50	3,80	3,63	3,71	3,74
1.5 Ethical and sustainable thinking	3,50	3,44	3,53	3,29	3,46
2.1 Self-awareness and self-efficacy	3,67	4,08	3,91	4,39	4,04
2.2 Motivation and perseverance	3,50	4,03	3,96	4,35	4,02
2.3 Mobilising resources	3,75	3,70	3,69	3,88	3,71
2.4 Financial & economic literacy	3,25	2,91	2,90	3,29	2,94
2.5 Mobilising others	3,75	3,06	3,06	3,18	3,08
3.1 Taking the initiative	3,75	3,96	3,85	3,82	3,92
3.2 Planning and managing	3,75	4,01	3,96	4,18	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,79	3,86	4,12	3,83
3.4 Working with others	4,00	3,90	3,89	4,24	3,92
3.5 Learning through experience	3,88	3,86	3,91	4,18	3,90



Regarding the level of competences by age for job seekers in the surveyed age ranges it is possible to appreciate data fluctuating between the values of 2,3 and 4. Due to these fluctuations, it is impossible to detect an upward or downward pattern in general terms. Learning through experience and Coping with ambiguity, uncertainty and risk describe a positive upward trend as the age range increases. The lowest values record by 16 to 28 years old are in Financial & economic literacy and Mobilising others, while Learning through experience and Motivation and perseverance represent the most value under 16 years old and for 20 to 28 years old, respectively. Self-awareness and self-efficacy, gains ground under 16 to 20 years old and for the more than 28 years old.

d) Means of competences by level of studies

Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,27	3,75	4,03	3,89
1.2 Creativity	3,36	3,81	3,75	3,75
1.3 Vision	3,82	3,80	3,75	3,77
1.4 Valuing ideas	3,27	3,72	3,79	3,74
1.5 Ethical and sustainable thinking	3,36	3,54	3,41	3,46
2.1 Self-awareness and self-efficacy	3,76	3,98	4,11	4,04
2.2 Motivation and perseverance	3,41	4,04	4,05	4,02
2.3 Mobilising resources	3,64	3,75	3,69	3,71
2.4 Financial & economic literacy	2,64	3,09	2,86	2,94
2.5 Mobilising others	3,27	3,22	2,97	3,08
3.1 Taking the initiative	3,00	3,88	4,01	3,92
3.2 Planning and managing	3,82	4,00	4,01	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,55	3,95	3,77	3,83
3.4 Working with others	3,77	3,85	3,97	3,92
3.5 Learning through experience	3,73	3,94	3,88	3,90

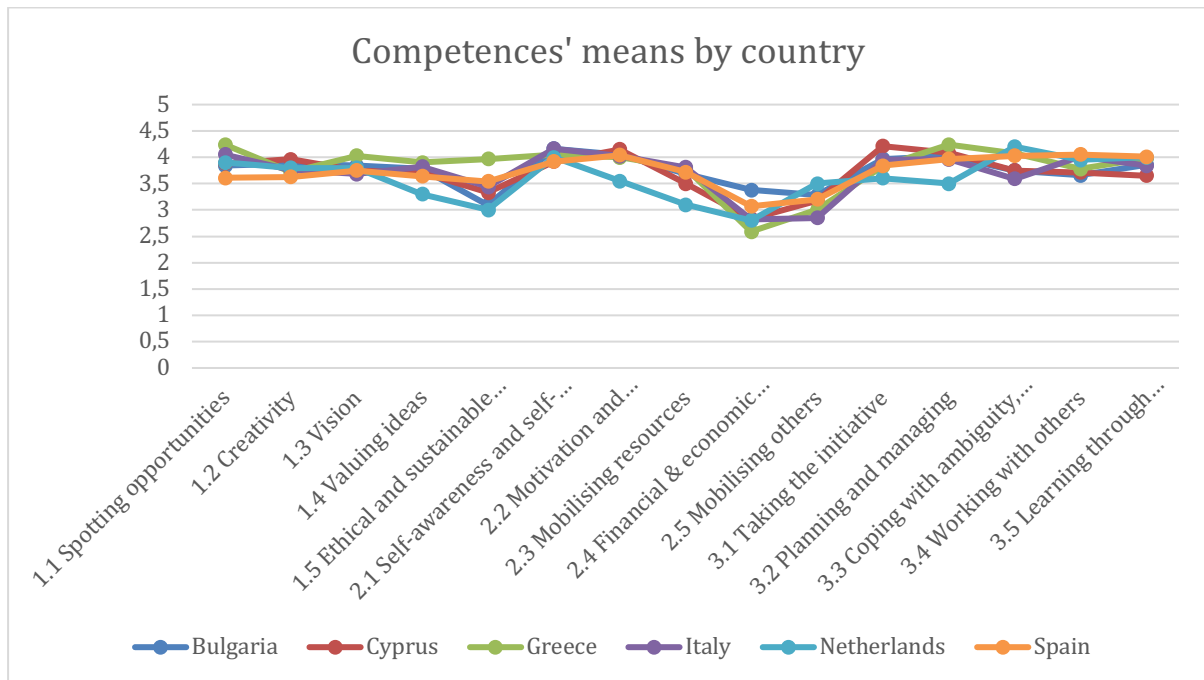


Regarding the competences by level of studies for job seekers it can be observed that the perception of the different competences describes an upward trajectory with positive values related to progress in educational training, such as: Spotting opportunities, Valuing ideas, Self-awareness and self-efficacy and Working with others.

On the other hands, Mobilising others shows a decreasing index, and it is positioned below 3 points at the university level (University/HE) with a difference of 0.30 percentage points. In addition, Financial & economic literacy registers negative scores below 2 in Primary and University and is the worst valued showing a worrying lack of knowledge or deficiency of acquired knowledge related to this subject.

e) Means of competences by country

Competences	Country						Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands	Spain	
1.1 Spotting opportunities	3,84	3,88	4,24	4,05	3,90	3,61	3,89
1.2 Creativity	3,88	3,96	3,72	3,76	3,80	3,63	3,75
1.3 Vision	3,84	3,75	4,03	3,68	3,80	3,75	3,77
1.4 Valuing ideas	3,78	3,71	3,90	3,82	3,30	3,64	3,74
1.5 Ethical and sustainable thinking	3,09	3,33	3,97	3,44	3,00	3,54	3,46
2.1 Self-awareness and self-efficacy	4,16	3,92	4,05	4,16	4,00	3,92	4,04
2.2 Motivation and perseverance	4,05	4,15	4,00	4,02	3,55	4,04	4,02
2.3 Mobilising resources	3,69	3,50	3,79	3,81	3,10	3,72	3,71
2.4 Financial & economic literacy	3,38	2,83	2,59	2,82	2,80	3,07	2,94
2.5 Mobilising others	3,28	3,17	3,00	2,85	3,50	3,20	3,08
3.1 Taking the initiative	3,97	4,21	3,83	3,95	3,60	3,84	3,92
3.2 Planning and managing	4,03	4,08	4,24	3,96	3,50	3,97	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,75	4,07	3,59	4,20	4,03	3,83
3.4 Working with others	3,66	3,71	3,78	4,01	3,95	4,05	3,92
3.5 Learning through experience	3,86	3,65	3,98	3,84	4,00	4,01	3,90



By analyzing the level of competences by country for the job seekers, among the six nations that participated in the study, it is possible to appreciate trends that show strengths and weaknesses, always from a conservative approach related to the size of the surveyed sample that does not allow a generalization of the national situation.

For example, Bulgaria records highest numbers in Self-awareness and self-efficacy and Motivation and perseverance while it should continue to work on Ethical and sustainable thinking. Cyprus report more positive values in Taking the initiative and Motivation and perseverance. In Greece, we can observe highest values in Spotting opportunities and Planning and managing. For Italy the best results are in Self-awareness and self-efficacy and Spotting opportunities. Spain registers their best numbers in Working with others and Motivation and perseverance. However, in all four countries, we must continue to work to improve Financial & economic literacy.

Finally, the highest scores detected in Netherlands correspond with Coping with ambiguity, uncertainty and risk and Learning through experience but it need to pay attention on Mobilising resources.

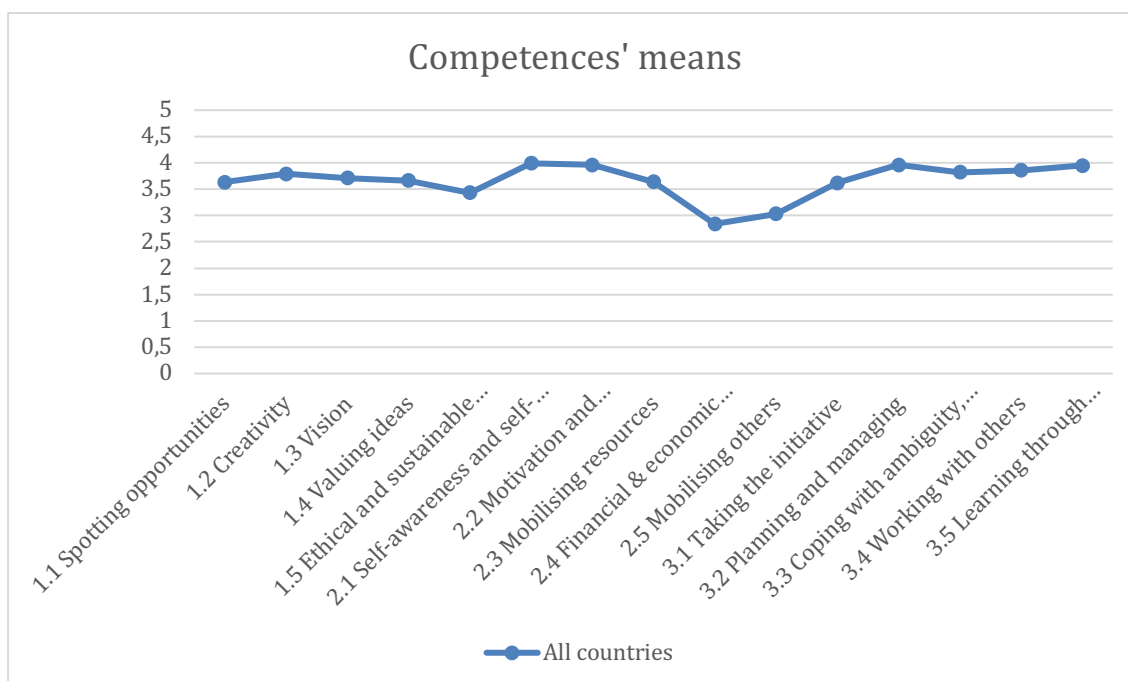
In terms of competences, Bulgaria recorded the highest values in Self-awareness and self-efficacy, Financial & economic literacy and Taking the initiative. Greece reports best numbers in Spotting opportunities, Creativity, Vision, Valuing ideas, Ethical and sustainable thinking and Planning and managing. Netherlands represent the highest score in Mobilising others and Coping with ambiguity, uncertainty and risk, Italy and Cyprus in Mobilising resources and Motivation and perseverance, respectively. In addition, Spain registers the highest numbers in Working with others and Learning through experience.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competences

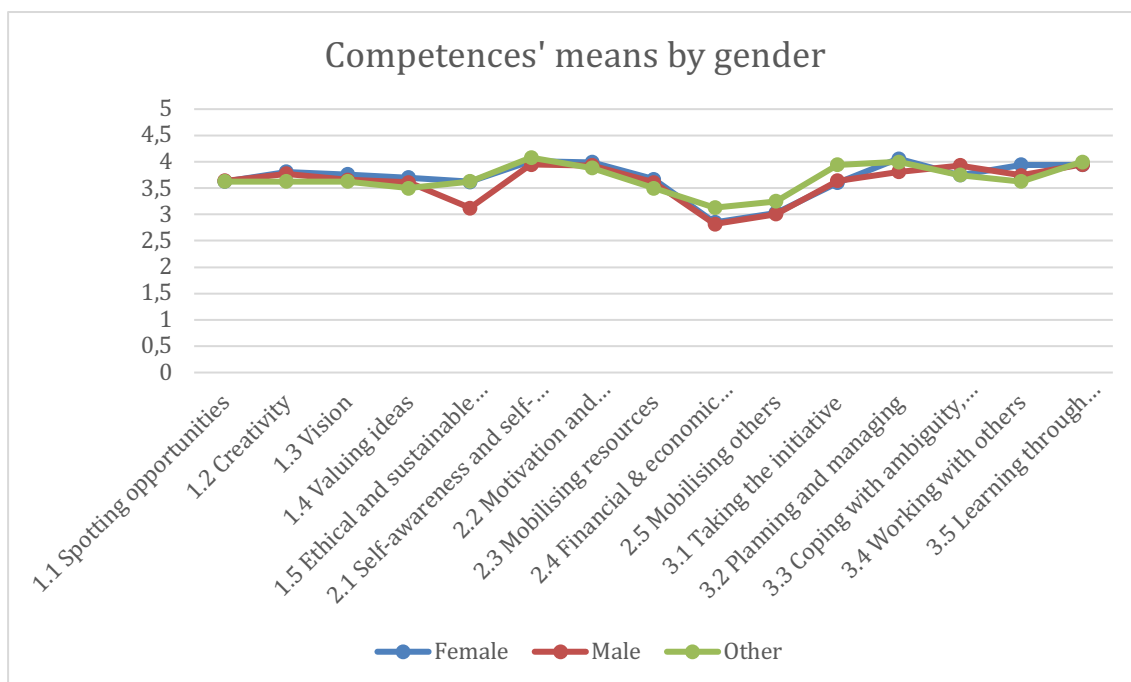
Competences	All countries
1.1 Spotting opportunities	3,63
1.2 Creativity	3,79
1.3 Vision	3,71
1.4 Valuing ideas	3,66
1.5 Ethical and sustainable thinking	3,43
2.1 Self-awareness and self-efficacy	3,99
2.2 Motivation and perseverance	3,96
2.3 Mobilising resources	3,64
2.4 Financial & economic literacy	2,84
2.5 Mobilising others	3,03
3.1 Taking the initiative	3,62
3.2 Planning and managing	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,82
3.4 Working with others	3,86
3.5 Learning through experience	3,95



The Undecided category represent 43% of the participants in 6 countries surveyed. When we analyze the level of competences for this group it is possible to appreciate that the score does not exceed the number of 3 of the established scale. The highest numbers correspond with Self-awareness and self-efficacy, Motivation and perseverance and Learning through experience, while the lowest score belong to Financial & economic literacy and Mobilising others.

b) Means of competences by gender

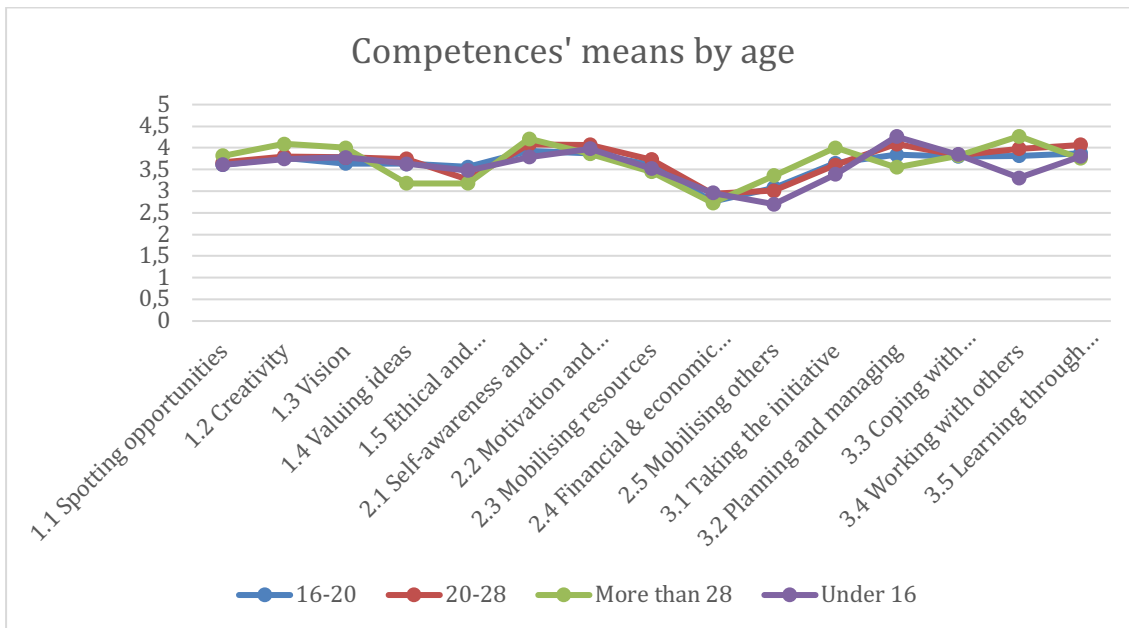
Competences	Gender			Total
	Female	Male	Other	
1.1 Spotting opportunities	3,63	3,64	3,63	3,63
1.2 Creativity	3,81	3,77	3,63	3,79
1.3 Vision	3,76	3,66	3,63	3,71
1.4 Valuing ideas	3,70	3,61	3,50	3,66
1.5 Ethical and sustainable thinking	3,62	3,12	3,63	3,43
2.1 Self-awareness and self-efficacy	4,01	3,95	4,08	3,99
2.2 Motivation and perseverance	3,99	3,93	3,88	3,96
2.3 Mobilising resources	3,67	3,61	3,50	3,64
2.4 Financial & economic literacy	2,85	2,82	3,13	2,84
2.5 Mobilising others	3,03	3,01	3,25	3,03
3.1 Taking the initiative	3,60	3,64	3,94	3,62
3.2 Planning and managing	4,06	3,81	4,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,93	3,75	3,82
3.4 Working with others	3,94	3,74	3,63	3,86
3.5 Learning through experience	3,94	3,95	4,00	3,95



When we analyze the competences by gender in Undecided, we can detect different behaviors connecting or separating the two sexes in terms of perceived possession of competences. For example, male and female record very similar values in Learning through experience, Motivation and perseverance and Spotting opportunities and both register the lowest figures in Financial and economic knowledge and Mobilizing others (with scores close to 2). The most value competency by men was Learning through experience and the same for their counterpart feminine was Planning and managing. Also for both, Self-awareness and self-efficacy obtained one of the highest estimates. Participants who identified themselves as "Other" only represent 3% of all respondents and this score is not significant enough to give an approximation of trend behavior.

c) Means of competences by age

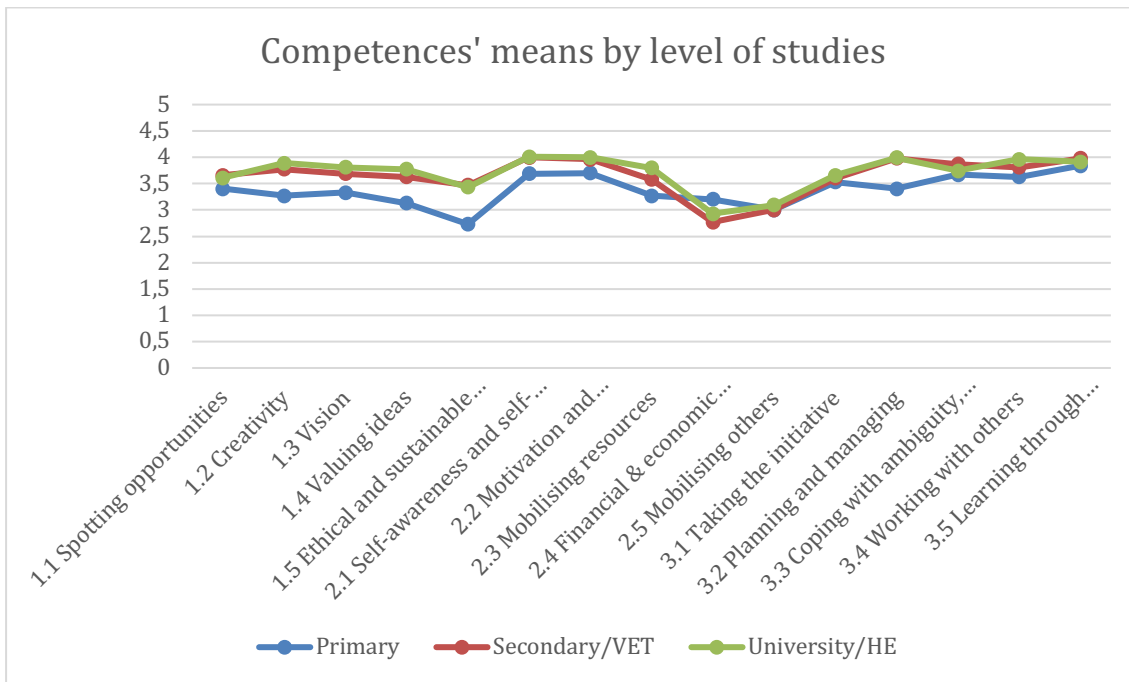
Valores	Age				Total
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,61	3,61	3,66	3,82	3,63
1.2 Creativity	3,74	3,77	3,80	4,09	3,79
1.3 Vision	3,78	3,64	3,78	4,00	3,71
1.4 Valuing ideas	3,63	3,63	3,74	3,18	3,66
1.5 Ethical and sustainable thinking	3,48	3,56	3,26	3,18	3,43
2.1 Self-awareness and self-efficacy	3,79	3,93	4,08	4,21	3,99
2.2 Motivation and perseverance	3,98	3,88	4,07	3,86	3,96
2.3 Mobilising resources	3,52	3,60	3,73	3,45	3,64
2.4 Financial & economic literacy	2,96	2,76	2,94	2,73	2,84
2.5 Mobilising others	2,70	3,08	3,01	3,36	3,03
3.1 Taking the initiative	3,39	3,65	3,60	4,00	3,62
3.2 Planning and managing	4,26	3,84	4,09	3,55	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,85	3,80	3,83	3,82	3,82
3.4 Working with others	3,31	3,82	3,98	4,27	3,86
3.5 Learning through experience	3,80	3,88	4,07	3,76	3,95



When we study the level of competences by age for Undecided in the surveyed age ranges, we can observe the prevalence of values around 3 with other score of 2 and some competences arrives to 4. Results alternate between downward and upward trajectories and values that take into account the growth and age group of respondents. For example, Self-awareness and self-efficacy and Working with others were the most value and describe a positive upward trend as the age range increases. The lowest values record were Financial & economic literacy and Mobilising others, while in all age group.

d) Means of competences by level of studies

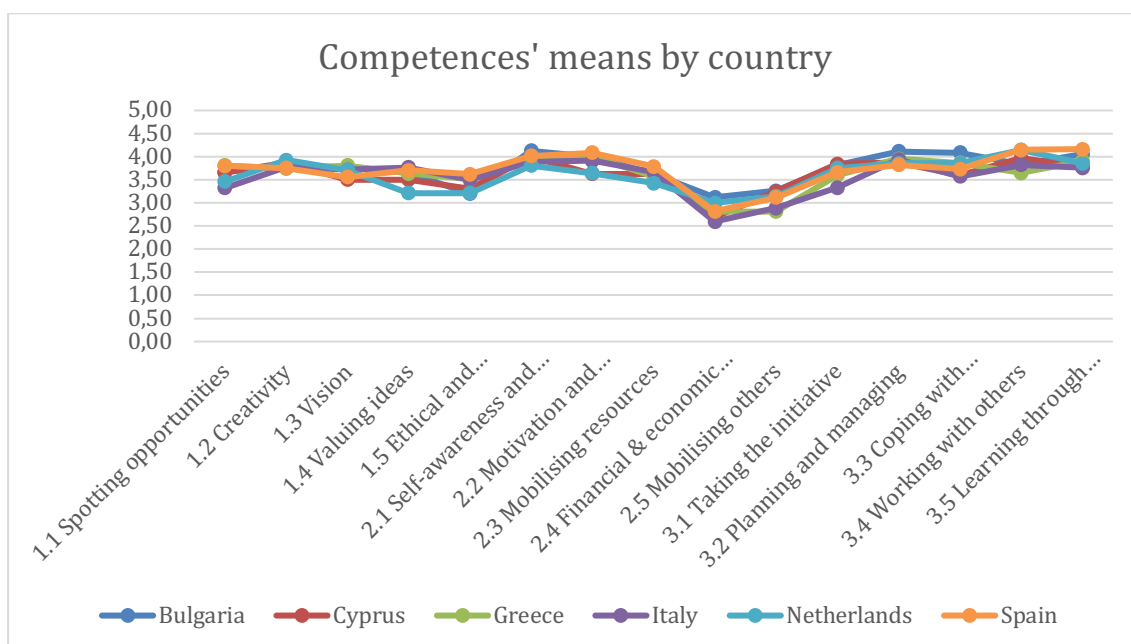
Competences	Level of studies			Total
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,40	3,66	3,61	3,63
1.2 Creativity	3,27	3,77	3,89	3,79
1.3 Vision	3,33	3,69	3,81	3,71
1.4 Valuing ideas	3,13	3,63	3,77	3,66
1.5 Ethical and sustainable thinking	2,73	3,47	3,43	3,43
2.1 Self-awareness and self-efficacy	3,69	4,00	4,01	3,99
2.2 Motivation and perseverance	3,70	3,96	4,00	3,96
2.3 Mobilising resources	3,27	3,58	3,80	3,64
2.4 Financial & economic literacy	3,20	2,77	2,93	2,84
2.5 Mobilising others	3,00	3,00	3,09	3,03
3.1 Taking the initiative	3,53	3,60	3,66	3,62
3.2 Planning and managing	3,40	3,98	3,99	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,67	3,87	3,74	3,82
3.4 Working with others	3,63	3,81	3,96	3,86
3.5 Learning through experience	3,84	3,98	3,91	3,95



Regarding the competences by level of studies for Undecided it can be observed that the perception of the different competences is directly proportional to progress in the higher education system, where the university level maintains the most positive numbers (almost 4 or 4). Financial & economic literacy describes an irregular downward trajectory and ends up with values below 3 even at the university level(University/HE). Planning and managing, Self-awareness and self-efficacy and Motivation and perseverance register the highest values of all competences.

e) Means of competences by country

Competences	Country						Total
	Bulgaria	Cyprus	Greece	Italy	Netherlands	Spain	
1.1 Spotting opportunities	3,66	3,66	3,81	3,32	3,46	3,80	3,63
1.2 Creativity	3,82	3,88	3,74	3,78	3,93	3,75	3,79
1.3 Vision	3,76	3,50	3,81	3,72	3,71	3,56	3,71
1.4 Valuing ideas	3,65	3,50	3,63	3,77	3,21	3,70	3,66
1.5 Ethical and sustainable thinking	3,20	3,31	3,51	3,50	3,21	3,62	3,43
2.1 Self-awareness and self-efficacy	4,12	4,00	3,96	3,88	3,81	4,02	3,99
2.2 Motivation and perseverance	3,99	3,63	4,01	3,91	3,64	4,08	3,96
2.3 Mobilising resources	3,63	3,63	3,57	3,67	3,43	3,79	3,64
2.4 Financial & economic literacy	3,12	2,69	2,81	2,60	3,00	2,82	2,84
2.5 Mobilising others	3,26	3,25	2,81	2,89	3,14	3,11	3,03
3.1 Taking the initiative	3,82	3,84	3,60	3,33	3,75	3,66	3,62
3.2 Planning and managing	4,11	3,88	3,96	3,94	3,86	3,82	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,08	3,59	3,87	3,57	3,86	3,73	3,82
3.4 Working with others	3,84	3,97	3,65	3,82	4,14	4,15	3,86
3.5 Learning through experience	4,05	3,77	3,91	3,76	3,86	4,16	3,95



By analyzing the results obtained by country for Undecided, it is possible to observe different relevant data related to the level of national competences among the surveyed participants. From the 6 countries we can detect trends that show strengths and weaknesses, always from an exploratory approach based on the possibilities offered by the size of the surveyed sample and never as a generalization of the national situation.

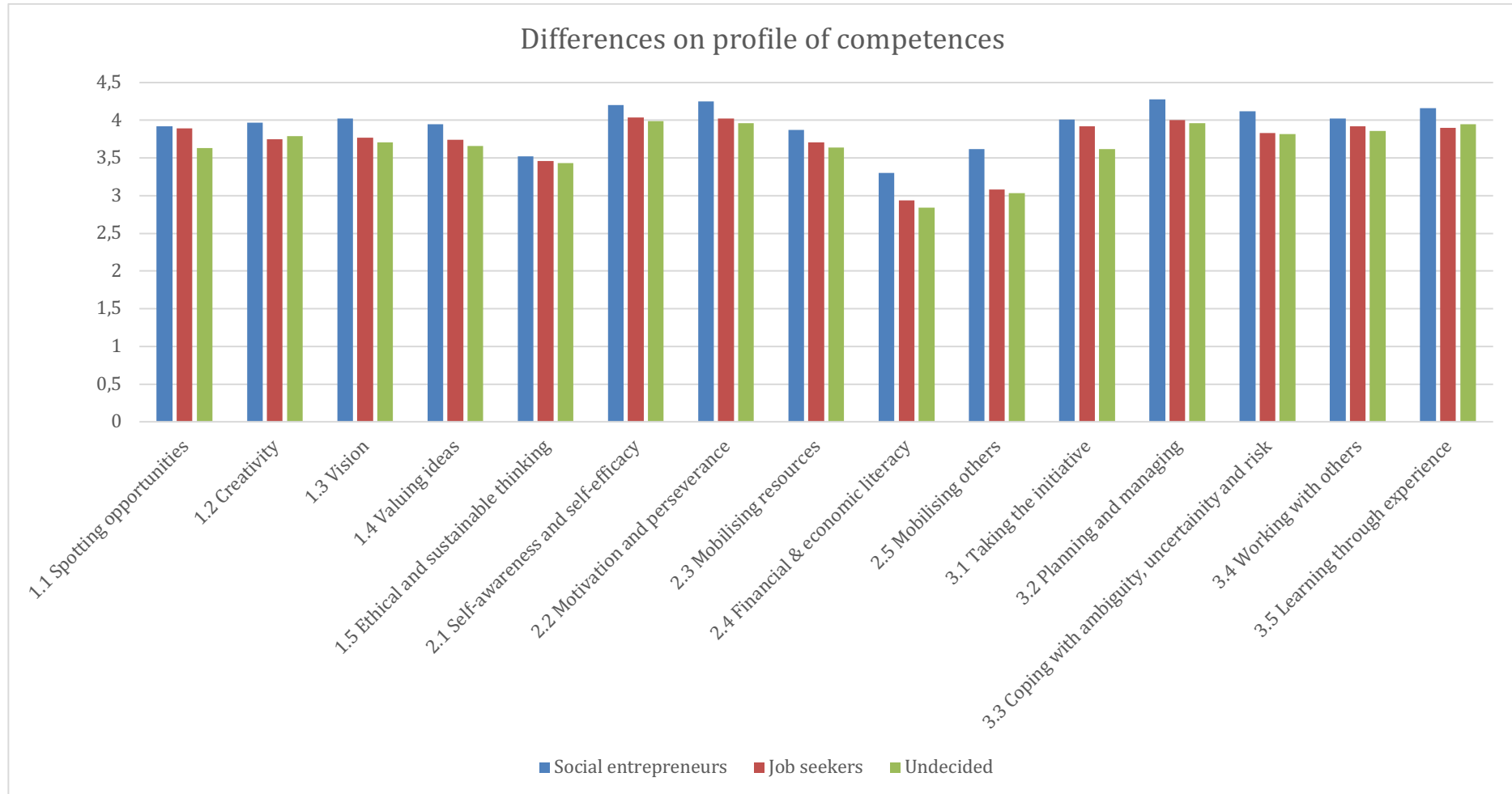
For Bulgaria the best results are in Self-awareness and self-efficacy and Planning and managing. Cyprus records highest numbers in Working with others and Self-awareness and self-efficacy. The highest scores detected in Greece correspond with Motivation and perseverance and also Self-awareness and self-efficacy. In addition, Italy reports more positive values in Planning and managing and Motivation and perseverance. In Netherland, we can observe highest values in Working with others and Creativity. Finally, Spain registers their best numbers in Learning through experience and Working with others. All countries must continue to work to improve Financial & economic literacy.

In terms of competences, Bulgaria recorded the highest values in Self-awareness and self-efficacy, Financial & economic literacy, Mobilising resources, Planning and managing and Coping with ambiguity, uncertainty and risk. Spain reports best numbers in Spotting opportunities, Ethical and sustainable thinking, Motivation and perseverance, Mobilising resources, Working with others and Learning through experience. In addition, Netherland registers the highest score in Creativity, Greece and Italy in Vision and Valuing ideas, respectively. Finally, Cyprus shows more positive score in Taking the initiative.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,92	3,89	3,63
1.2 Creativity	3,97	3,75	3,79
1.3 Vision	4,02	3,77	3,71
1.4 Valuing ideas	3,95	3,74	3,66
1.5 Ethical and sustainable thinking	3,52	3,46	3,43
2.1 Self-awareness and self-efficacy	4,20	4,04	3,99
2.2 Motivation and perseverance	4,25	4,02	3,96
2.3 Mobilising resources	3,87	3,71	3,64
2.4 Financial & economic literacy	3,30	2,94	2,84
2.5 Mobilising others	3,62	3,08	3,03
3.1 Taking the initiative	4,01	3,92	3,62
3.2 Planning and managing	4,28	4,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,12	3,83	3,82
3.4 Working with others	4,02	3,92	3,86
3.5 Learning through experience	4,16	3,90	3,95



The study of the level of competences of the three profiles analyzed for the report: Social entrepreneur, Job seeker and Undecided, shows in general terms an evolution that favors the social entrepreneurs in all the competences analyzed. This profile obtained the highest values in the overall computation of the sample investigated. Social entrepreneurs record the most positive numbers in Motivation and perseverance and Planning and managing. On the other hand, Job seekers and Undecided register the highest values in Self-awareness and self-efficacy and Motivation and perseverance. However, the three profiles describe a negative trend in Financial & economic literacy that represent the lowest valued of all competences analyzed. This situation highlights the lack of knowledge in economic and financial management among young people. It also shows the shortcomings of an educational system that does not respond correctly to all the needs of the new generations and that urgently needs to be updated in terms of methodology and training proposals, in order to better adapt to the changing labor market and the booming world of social entrepreneurship. Finally, the following competency with worrying values is Ethical and sustainable thinking This reality highlights the need to continue working to disseminate and imbue society and new generations with the ethical principles of sustainability in its social, economic and ecological dimensions that are inherent to the modern business world, especially in rural areas.



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4. DATA ANALYSIS PER COUNTRY



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BULGARIA

DATA ANALYSIS: BULGARIA

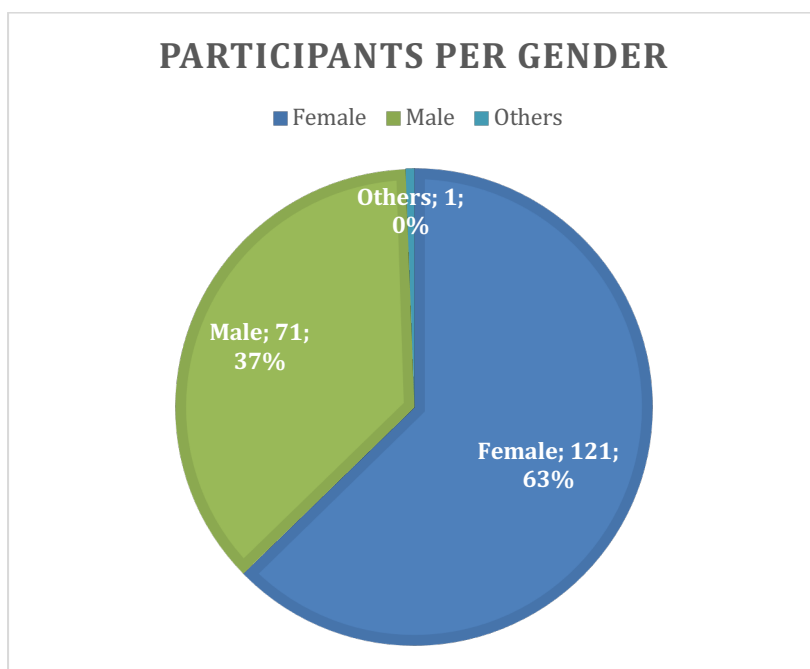
1. Profile of participants

The total number of responses in Bulgaria is 193. In this section, we are going to analyze the profile of these 193 respondents.

a) Participants per gender

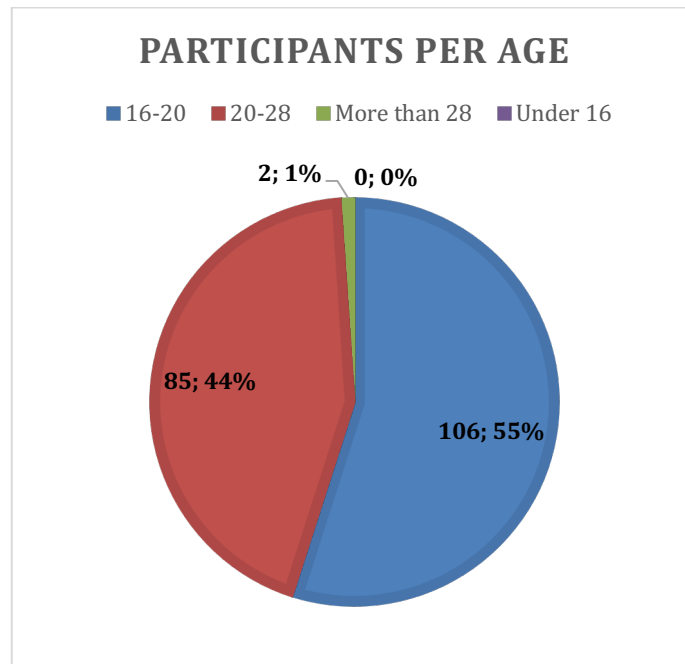
Bulgaria	193
Female	121
Male	71
Others	1

In Bulgaria, of 193 respondents, 121 are female, 71 male and 1 others, as can be seen in the following graphic:



b) Participants per age

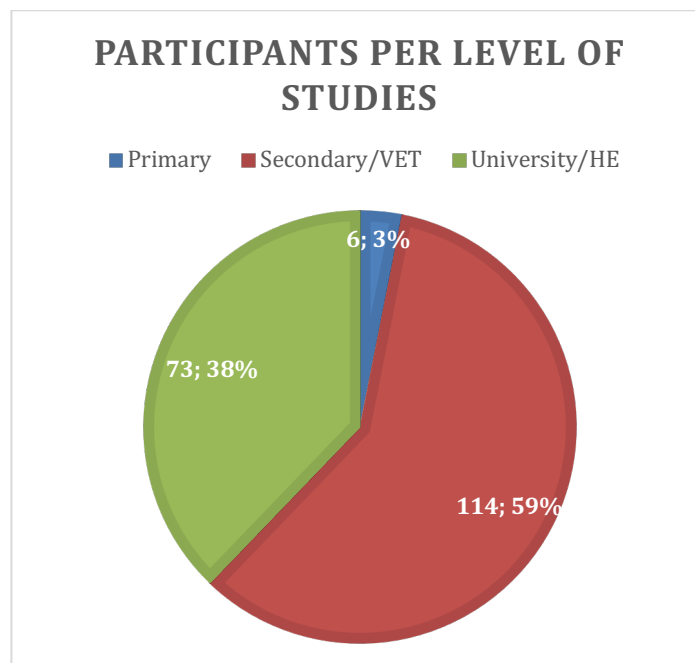
Bulgaria	193
16-20	106
20-28	85
More than 28	2
Under 16	0



55% of the participants are at the age between 16-20 years old, 44% of the participants are between 20 and 28 years old, and only 1% are more than 28 years old.

c) Participants per level of studies

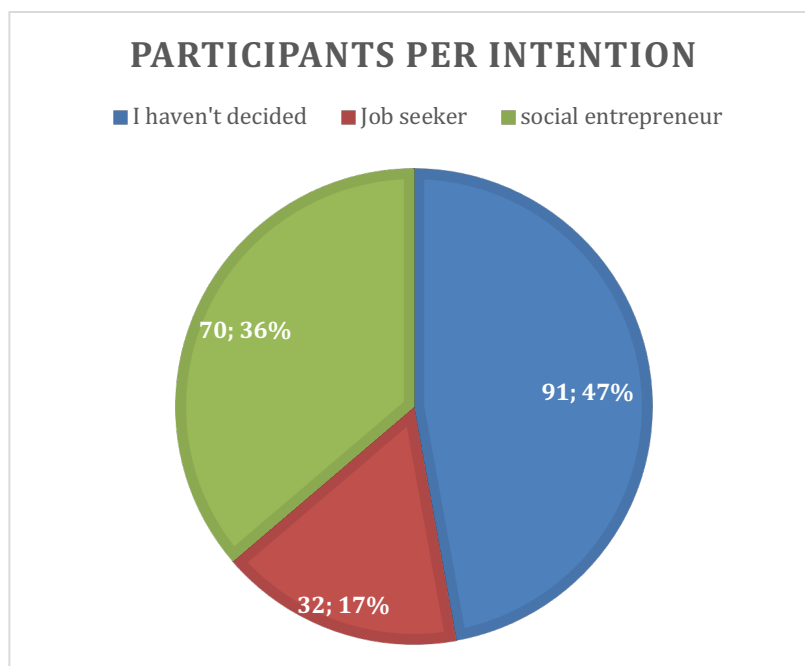
Bulgaria	193
Primary	6
Secondary/VET	114
University/HE	73



59% of the participants had secondary or VET studies, followed by University of Higher Education studies (38%) and primary studies (3%).

d) Participants per intention

Bulgaria	193
I haven't decided	91
Job seeker	32
social entrepreneur	70



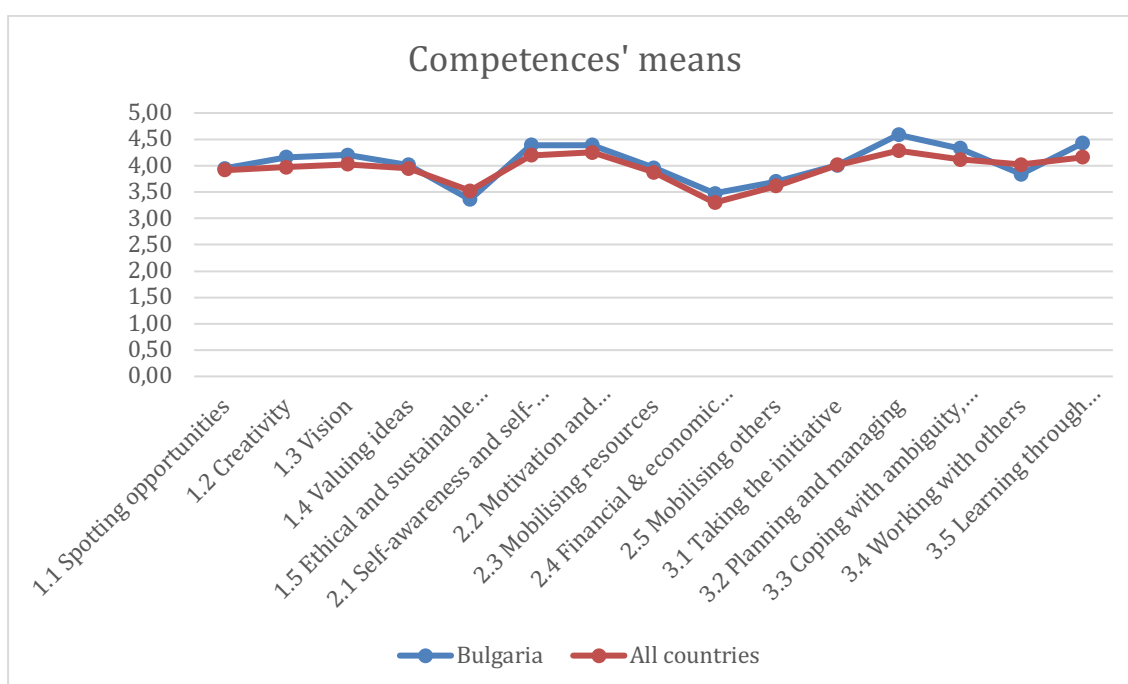
47% of Bulgarian participants declare that they haven't decided if they want to look for a job or start a social business, while 17% wants to look for a job and 36% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

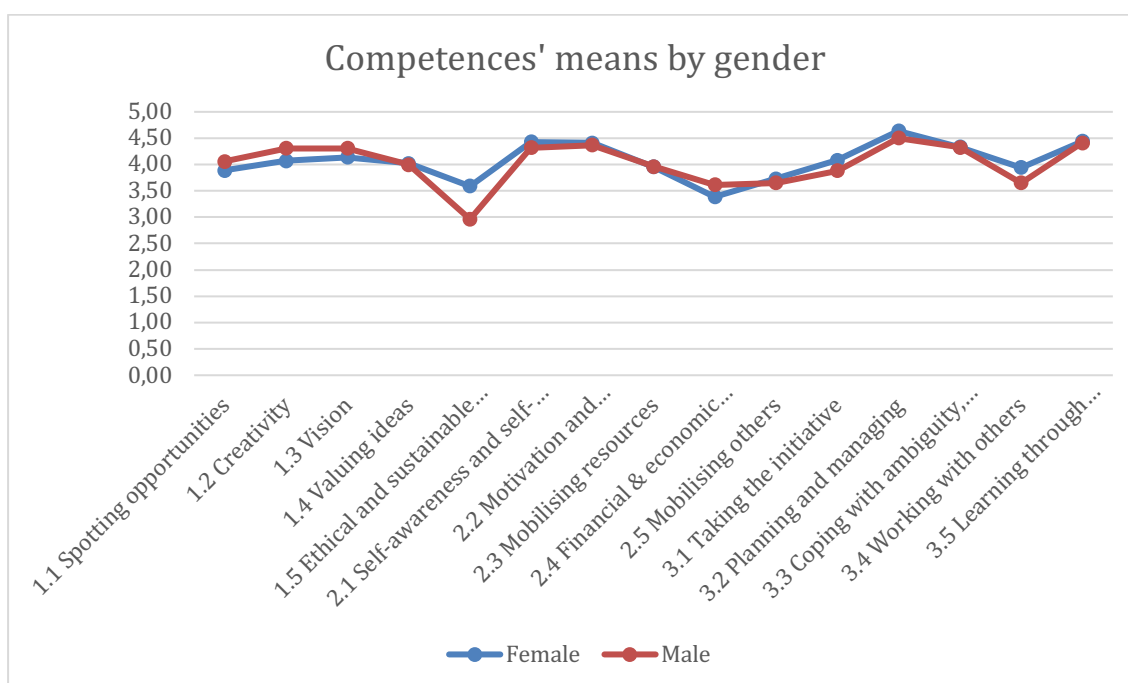
Competence	Bulgaria	All countries
1.1 Spotting opportunities	3.95	3.92
1.2 Creativity	4.16	3.97
1.3 Vision	4.20	4.02
1.4 Valuing ideas	4.01	3.95
1.5 Ethical and sustainable thinking	3.36	3.52
2.1 Self-awareness and self-efficacy	4.39	4.20
2.2 Motivation and perseverance	4.39	4.25
2.3 Mobilising resources	3.96	3.87
2.4 Financial & economic literacy	3.47	3.30
2.5 Mobilising others	3.70	3.62
3.1 Taking the initiative	4.01	4.01
3.2 Planning and managing	4.59	4.28
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.12
3.4 Working with others	3.84	4.02
3.5 Learning through experience	4.43	4.16



We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Planning and managing and Learning through the experience have higher values in Bulgaria, while Ethical and sustainable thinking and Financial & economic literacy have lower values in Bulgaria.

b) Means of competencies by gender

Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.89	4.06	3.95
1.2 Creativity	4.07	4.31	4.16
1.3 Vision	4.14	4.31	4.20
1.4 Valuing ideas	4.02	4.00	4.01
1.5 Ethical and sustainable thinking	3.59	2.96	3.36
2.1 Self-awareness and self-efficacy	4.43	4.32	4.39
2.2 Motivation and perseverance	4.41	4.37	4.39
2.3 Mobilising resources	3.95	3.96	3.96
2.4 Financial & economic literacy	3.39	3.62	3.47
2.5 Mobilising others	3.73	3.65	3.70
3.1 Taking the initiative	4.08	3.88	4.01
3.2 Planning and managing	4.64	4.50	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.33	4.33
3.4 Working with others	3.94	3.65	3.84
3.5 Learning through experience	4.44	4.41	4.43

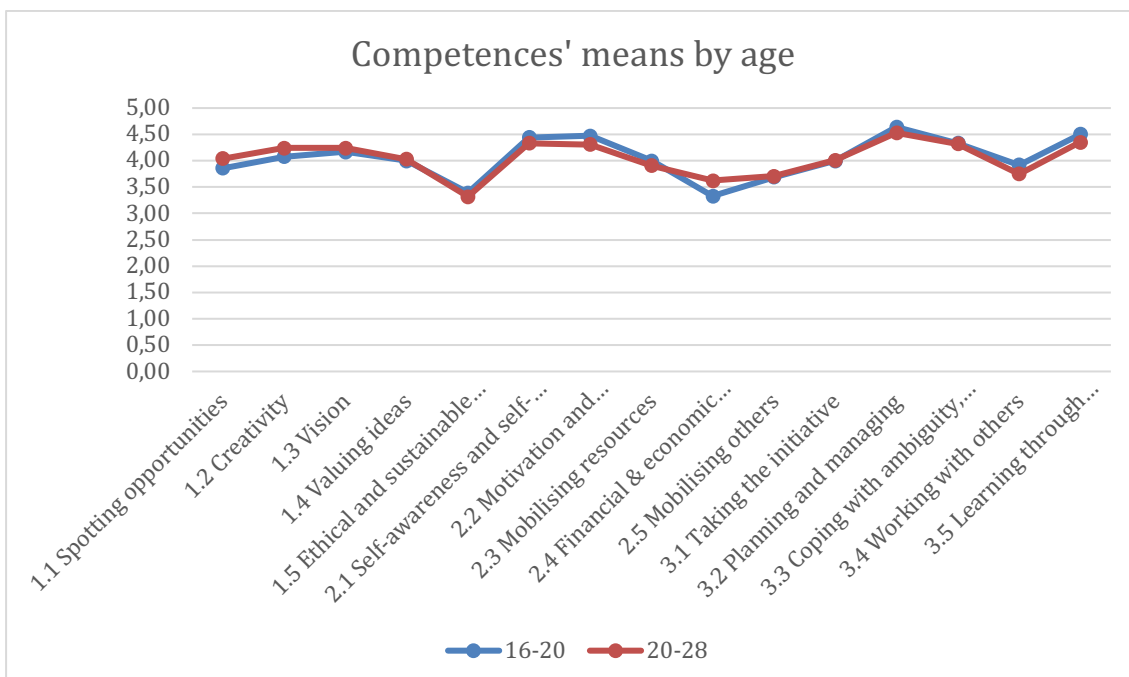


The results reveal that the highest level of competences in Bulgaria for both, males and females, are Planning and managing and Learning through experience. The lowest level

of competences are Ethical and sustainable thinking for males, and Financial & economic literacy for females.

c) Means of competencies by age

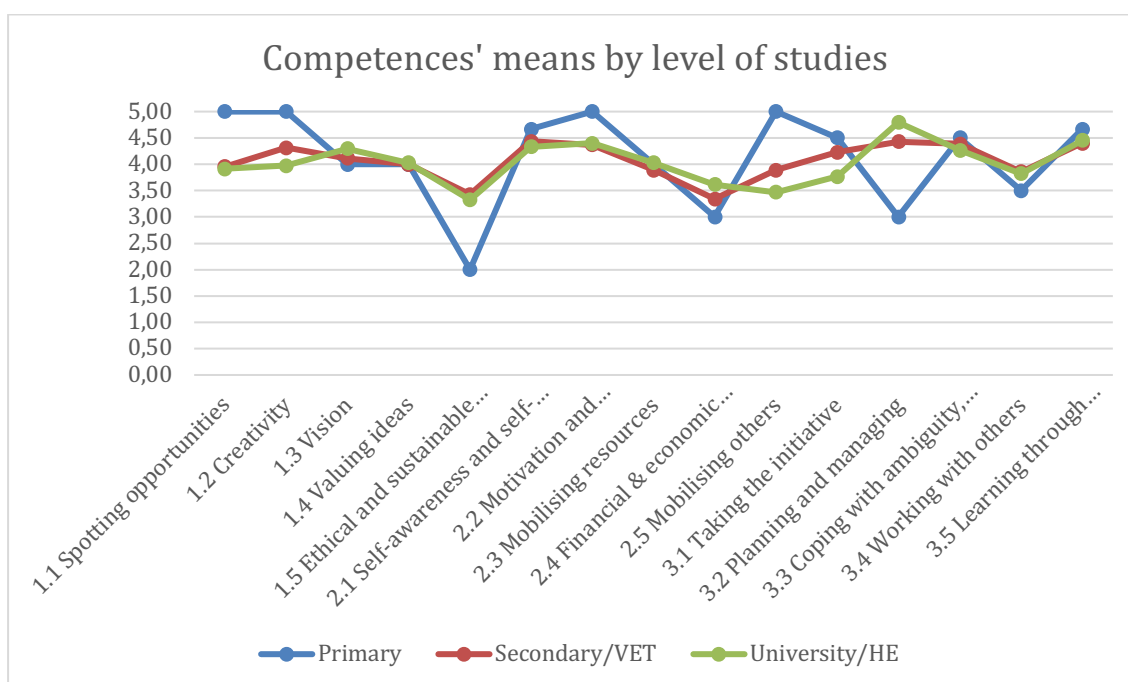
Competences	Bulgaria		Total Bulgaria
	16-20	20-28	
1.1 Spotting opportunities	3.86	4.04	3.95
1.2 Creativity	4.08	4.24	4.16
1.3 Vision	4.17	4.24	4.20
1.4 Valuing ideas	4.00	4.03	4.01
1.5 Ethical and sustainable thinking	3.39	3.32	3.36
2.1 Self-awareness and self-efficacy	4.44	4.33	4.39
2.2 Motivation and perseverance	4.47	4.31	4.39
2.3 Mobilising resources	4.00	3.91	3.96
2.4 Financial & economic literacy	3.33	3.62	3.47
2.5 Mobilising others	3.69	3.71	3.70
3.1 Taking the initiative	4.00	4.01	4.01
3.2 Planning and managing	4.64	4.53	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.33	4.32	4.33
3.4 Working with others	3.92	3.75	3.84
3.5 Learning through experience	4.50	4.35	4.43



The results reveal that the highest level of competences in Bulgaria for both age categories, are Planning and managing and Learning through experience. The lowest level of competences are Ethical and sustainable thinking for 20-28 years of age, and Financial & economic literacy for 16-20 years old.

d) Means of competencies by level of studies

Competences	Bulgaria			Total Bulgaria
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	5.00	3.96	3.91	3.95
1.2 Creativity	5.00	4.31	3.97	4.16
1.3 Vision	4.00	4.11	4.29	4.20
1.4 Valuing ideas	4.00	4.00	4.03	4.01
1.5 Ethical and sustainable thinking	2.00	3.43	3.32	3.36
2.1 Self-awareness and self-efficacy	4.67	4.44	4.33	4.39
2.2 Motivation and perseverance	5.00	4.37	4.40	4.39
2.3 Mobilising resources	4.00	3.89	4.03	3.96
2.4 Financial & economic literacy	3.00	3.34	3.62	3.47
2.5 Mobilising others	5.00	3.89	3.47	3.70
3.1 Taking the initiative	4.50	4.23	3.76	4.01
3.2 Planning and managing	3.00	4.43	4.79	4.59
3.3 Coping with ambiguity, uncertainty and risk	4.50	4.39	4.26	4.33
3.4 Working with others	3.50	3.86	3.82	3.84
3.5 Learning through experience	4.67	4.40	4.45	4.43



The results achieved for the Bulgarian respondents reveal that:

- **Primary education:** The highest level of competences are Spotting opportunities, Creativity, Motivation and perseverance and Mobilising others. The lowest level of competences is Ethical and sustainable thinking.
- **Secondary/VET:** The highest level of competences are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences is Financial & economic literacy.
- **University/HE:** The highest level of competences are Planning and managing and Learning through experience. The lowest level of competences is Ethical and sustainable thinking.

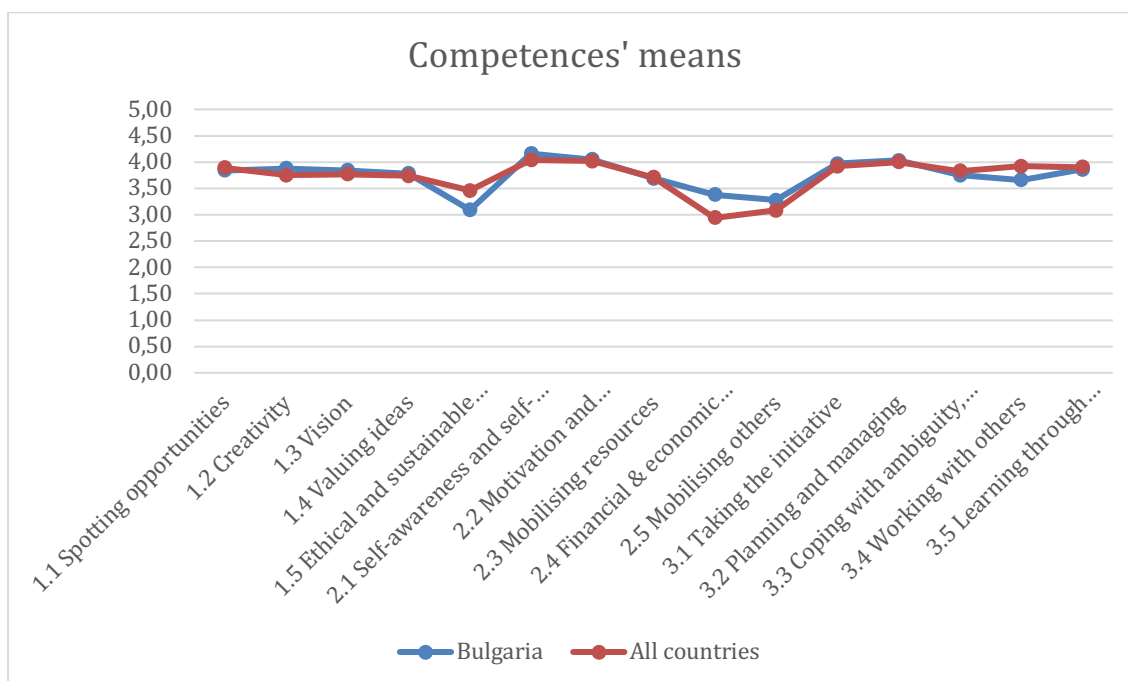
3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

Competences	Bulgaria	All countries
1.1 Spotting opportunities	3.84	3.89
1.2 Creativity	3.88	3.75
1.3 Vision	3.84	3.77
1.4 Valuing ideas	3.78	3.74
1.5 Ethical and sustainable thinking	3.09	3.46
2.1 Self-awareness and self-efficacy	4.16	4.04
2.2 Motivation and perseverance	4.05	4.02
2.3 Mobilising resources	3.69	3.71

2.4 Financial & economic literacy	3.38	2.94
2.5 Mobilising others	3.28	3.08
3.1 Taking the initiative	3.97	3.92
3.2 Planning and managing	4.03	4.00
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.83
3.4 Working with others	3.66	3.92
3.5 Learning through experience	3.86	3.90

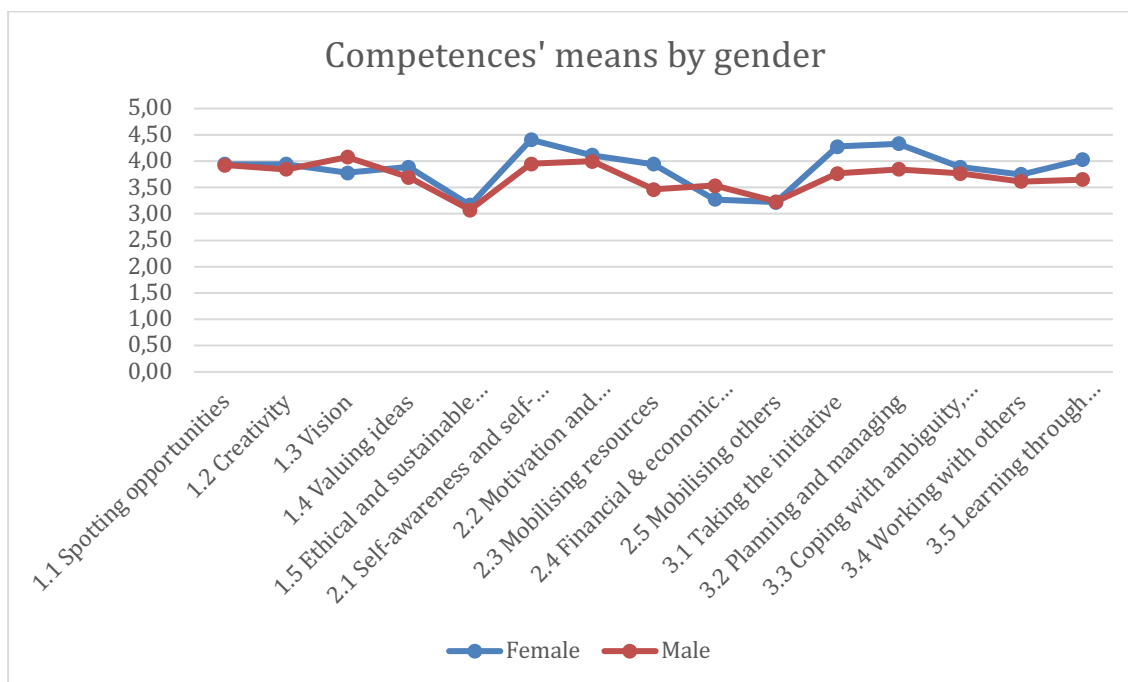


We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Self-awareness and self-efficacy and Motivation and perseverance have higher values in Bulgaria, while Ethical and sustainable thinking and Mobilizing others have lower values in Bulgaria.

b) Means of competencies by gender

Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.94	3.92	3.84
1.2 Creativity	3.94	3.85	3.88
1.3 Vision	3.78	4.08	3.84
1.4 Valuing ideas	3.89	3.69	3.78
1.5 Ethical and sustainable thinking	3.17	3.08	3.09
2.1 Self-awareness and self-efficacy	4.41	3.95	4.16
2.2 Motivation and perseverance	4.11	4.00	4.05
2.3 Mobilising resources	3.94	3.46	3.69
2.4 Financial & economic literacy	3.28	3.54	3.38

2.5 Mobilising others	3.22	3.23	3.28
3.1 Taking the initiative	4.28	3.77	3.97
3.2 Planning and managing	4.33	3.85	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.89	3.77	3.75
3.4 Working with others	3.75	3.62	3.66
3.5 Learning through experience	4.03	3.65	3.86

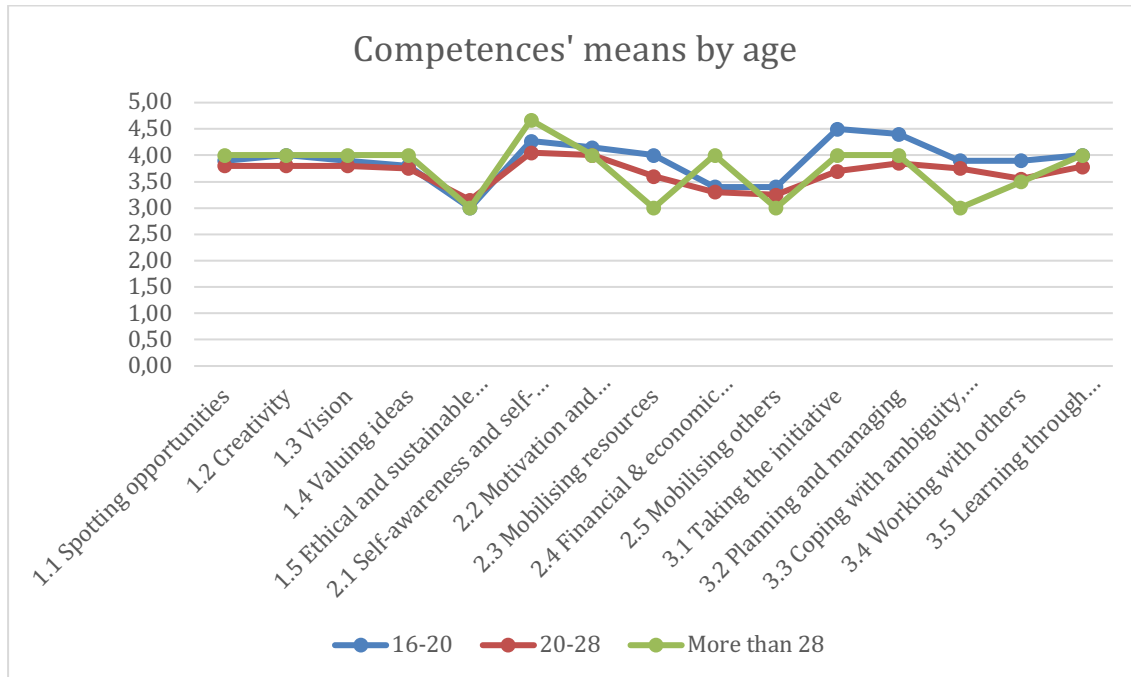


The results reveal that the highest level of competences in Bulgaria for males are Vision and Motivation and perseverance, and for females are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences for both, males and females, are Ethical and sustainable thinking and Mobilizing others.

c) Means of competencies by age

Competences	Bulgaria			Total Bulgaria
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.90	3.80	4.00	3.84
1.2 Creativity	4.00	3.80	4.00	3.88
1.3 Vision	3.90	3.80	4.00	3.84
1.4 Valuing ideas	3.80	3.75	4.00	3.78
1.5 Ethical and sustainable thinking	3.00	3.15	3.00	3.09
2.1 Self-awareness and self-efficacy	4.27	4.05	4.67	4.16
2.2 Motivation and perseverance	4.15	4.00	4.00	4.05
2.3 Mobilising resources	4.00	3.60	3.00	3.69
2.4 Financial & economic literacy	3.40	3.30	4.00	3.38

2.5 Mobilising others	3.40	3.25	3.00	3.28
3.1 Taking the initiative	4.50	3.70	4.00	3.97
3.2 Planning and managing	4.40	3.85	4.00	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.90	3.75	3.00	3.75
3.4 Working with others	3.90	3.55	3.50	3.66
3.5 Learning through experience	4.00	3.78	4.00	3.86

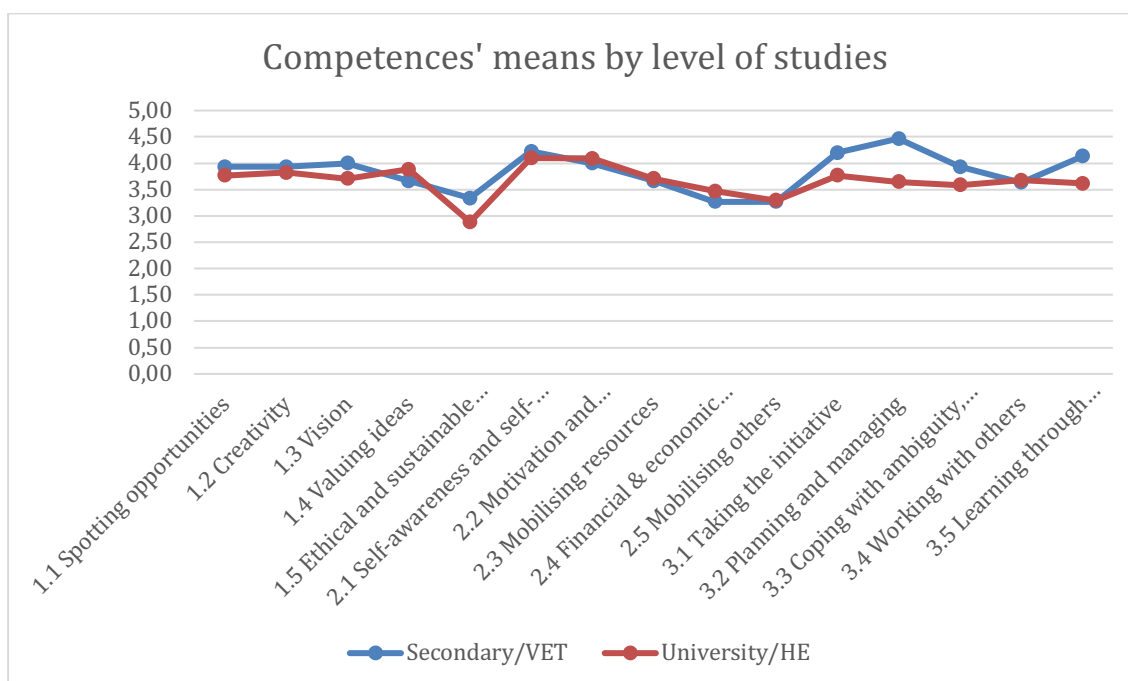


The results achieved for the Bulgarian respondents reveal that:

- *Age category 16-20*: The highest level of competences are Taking the initiative and Planning and managing. The lowest level of competences is Ethical and sustainable thinking.
- *Age category 20-28*: The highest level of competences are Self-awareness and self-efficacy and Motivation and perseverance. The lowest level of competences is Ethical and sustainable thinking.
- *Age category – more than 28*: The highest level of competences is Self-awareness and self-efficacy. The lowest level of competences are Ethical and sustainable thinking, Mobilising resources, Mobilising others, and Coping with ambiguity, uncertainty and risk.

d) Means of competencies by level of studies

Competences	Bulgaria		Total Bulgaria
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.93	3.76	3.84
1.2 Creativity	3.93	3.82	3.88
1.3 Vision	4.00	3.71	3.84
1.4 Valuing ideas	3.67	3.88	3.78
1.5 Ethical and sustainable thinking	3.33	2.88	3.09
2.1 Self-awareness and self-efficacy	4.22	4.10	4.16
2.2 Motivation and perseverance	4.00	4.09	4.05
2.3 Mobilising resources	3.67	3.71	3.69
2.4 Financial & economic literacy	3.27	3.47	3.38
2.5 Mobilising others	3.27	3.29	3.28
3.1 Taking the initiative	4.20	3.76	3.97
3.2 Planning and managing	4.47	3.65	4.03
3.3 Coping with ambiguity, uncertainty and risk	3.93	3.59	3.75
3.4 Working with others	3.63	3.68	3.66
3.5 Learning through experience	4.13	3.62	3.86



The results achieved for the Bulgarian respondents reveal that:

- **Secondary/VET:** The highest level of competences are Planning and managing and Self-awareness and self-efficacy. The lowest level of competences are Financial & economic literacy and Mobilizing others.

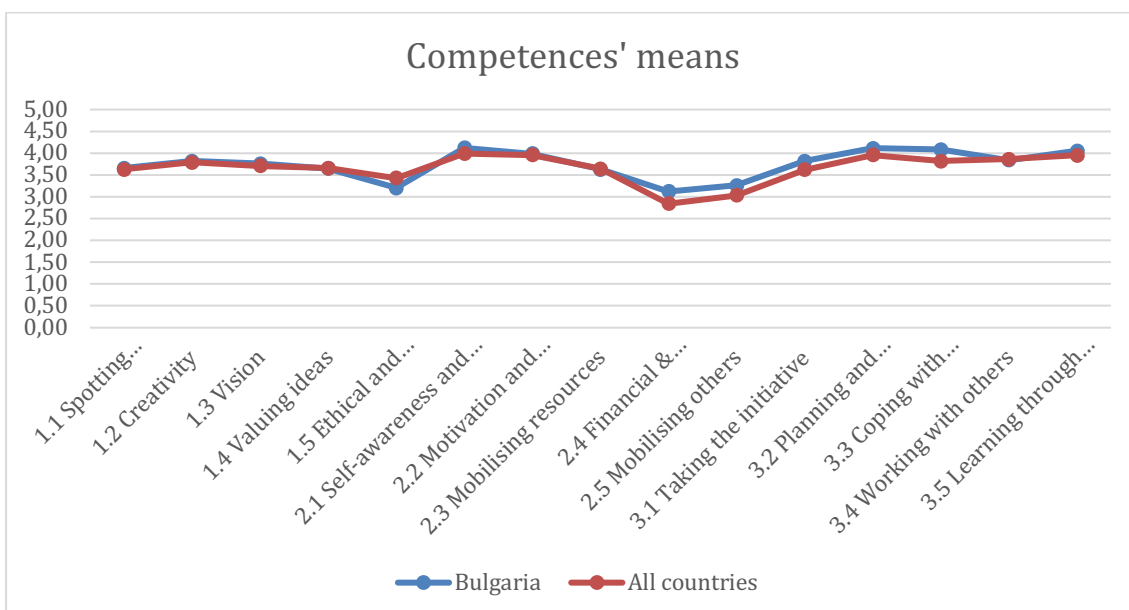
- **University/HE:** The highest level of competences are Self-awareness and self-efficacy and Motivation and perseverance. The lowest level of competences is Ethical and sustainable thinking.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that haven't made a decision about starting a social business or looking for a job yet.

a) General means of competencies

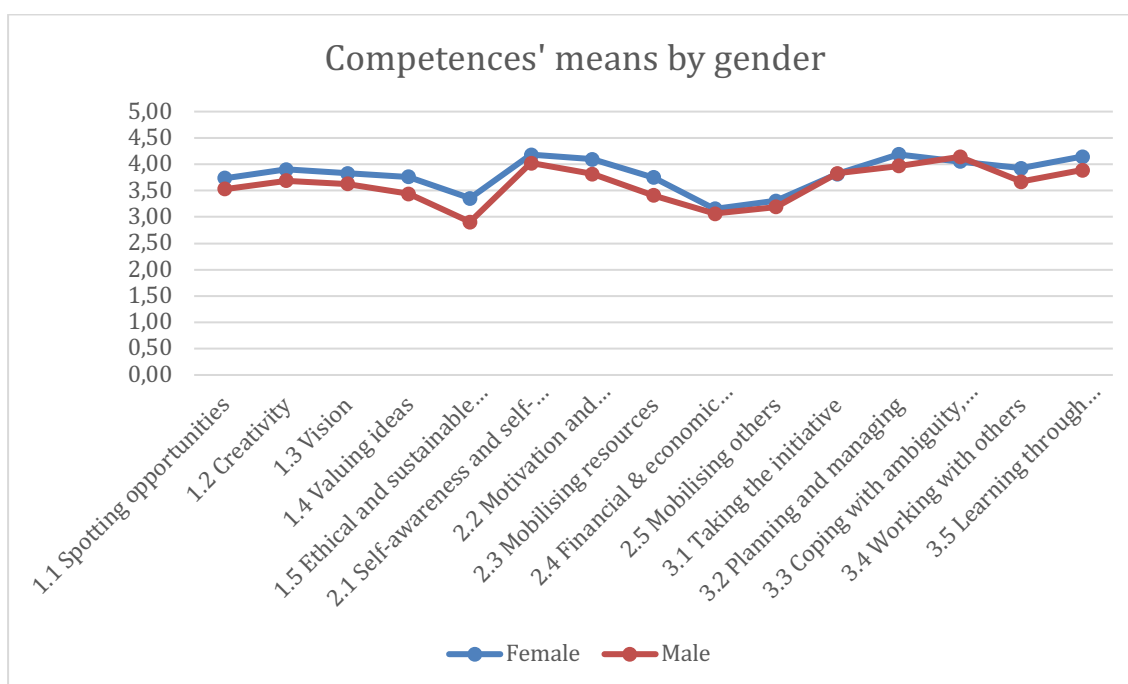
Competences	Bulgaria	All countries
1.1 Spotting opportunities	3.66	3.63
1.2 Creativity	3.82	3.79
1.3 Vision	3.76	3.71
1.4 Valuing ideas	3.65	3.66
1.5 Ethical and sustainable thinking	3.20	3.43
2.1 Self-awareness and self-efficacy	4.12	3.99
2.2 Motivation and perseverance	3.99	3.96
2.3 Mobilising resources	3.63	3.64
2.4 Financial & economic literacy	3.12	2.84
2.5 Mobilising others	3.26	3.03
3.1 Taking the initiative	3.82	3.62
3.2 Planning and managing	4.11	3.96
3.3 Coping with ambiguity, uncertainty and risk	4.08	3.82
3.4 Working with others	3.84	3.86
3.5 Learning through experience	4.05	3.95



We can observe that the level of competences in Bulgaria is similar to the general level of competences of all countries in the study. Self-awareness and self-efficacy and Planning and managing have higher values in Bulgaria, while Financial and economic literacy and Mobilizing others.

b) Means of competencies by gender

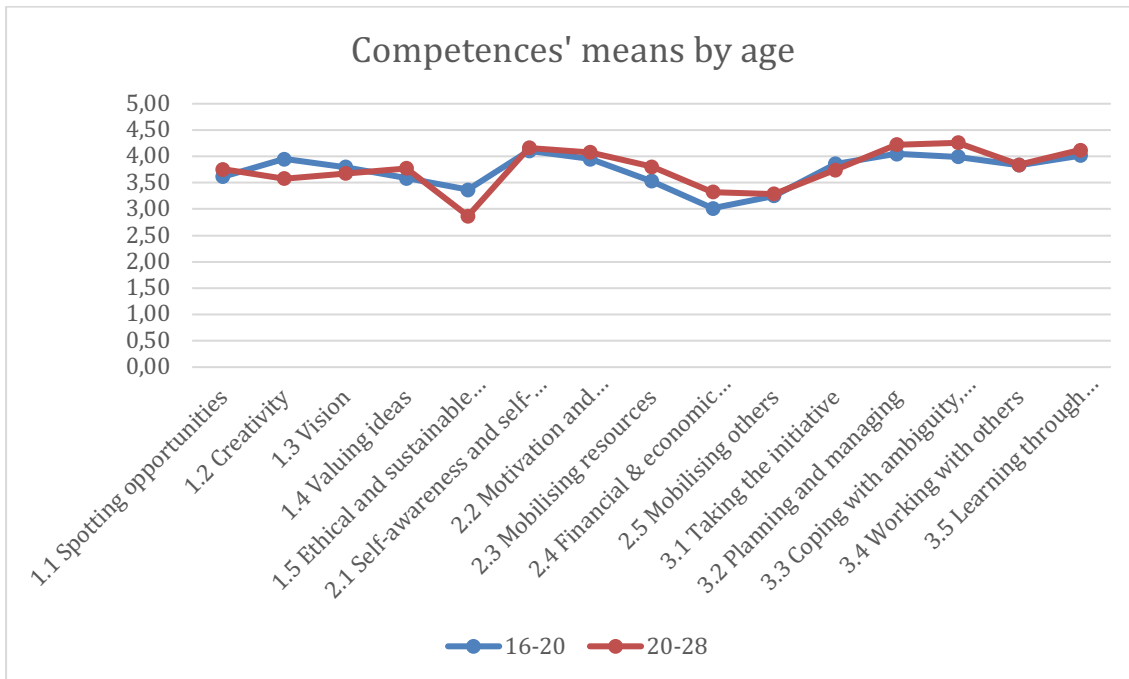
Competences	Bulgaria		Total Bulgaria
	Female	Male	
1.1 Spotting opportunities	3.74	3.53	3.66
1.2 Creativity	3.90	3.69	3.82
1.3 Vision	3.83	3.63	3.76
1.4 Valuing ideas	3.76	3.44	3.65
1.5 Ethical and sustainable thinking	3.36	2.91	3.20
2.1 Self-awareness and self-efficacy	4.18	4.02	4.12
2.2 Motivation and perseverance	4.09	3.81	3.99
2.3 Mobilising resources	3.75	3.41	3.63
2.4 Financial & economic literacy	3.15	3.06	3.12
2.5 Mobilising others	3.31	3.19	3.26
3.1 Taking the initiative	3.81	3.83	3.82
3.2 Planning and managing	4.19	3.97	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.05	4.14	4.08
3.4 Working with others	3.92	3.67	3.84
3.5 Learning through experience	4.14	3.89	4.05



The results reveal that the highest level of competences in Bulgaria for males are Coping with ambiguity, uncertainty and risk, and Self-awareness and self-efficacy, and for the females are and Planning and managing and Self-awareness and self-efficacy. The lowest level of competences are Ethical and sustainable thinking for males and Financial and economic literacy for females.

c) Means of competencies by age

Competences	Bulgaria		Total Bulgaria
	16-20	20-28	
1.1 Spotting opportunities	3.62	3.76	3.66
1.2 Creativity	3.95	3.58	3.82
1.3 Vision	3.80	3.68	3.76
1.4 Valuing ideas	3.58	3.77	3.65
1.5 Ethical and sustainable thinking	3.37	2.87	3.20
2.1 Self-awareness and self-efficacy	4.11	4.16	4.12
2.2 Motivation and perseverance	3.95	4.08	3.99
2.3 Mobilising resources	3.53	3.81	3.63
2.4 Financial & economic literacy	3.02	3.32	3.12
2.5 Mobilising others	3.25	3.29	3.26
3.1 Taking the initiative	3.86	3.74	3.82
3.2 Planning and managing	4.05	4.23	4.11
3.3 Coping with ambiguity, uncertainty and risk	3.99	4.26	4.08
3.4 Working with others	3.83	3.84	3.84
3.5 Learning through experience	4.02	4.12	4.05

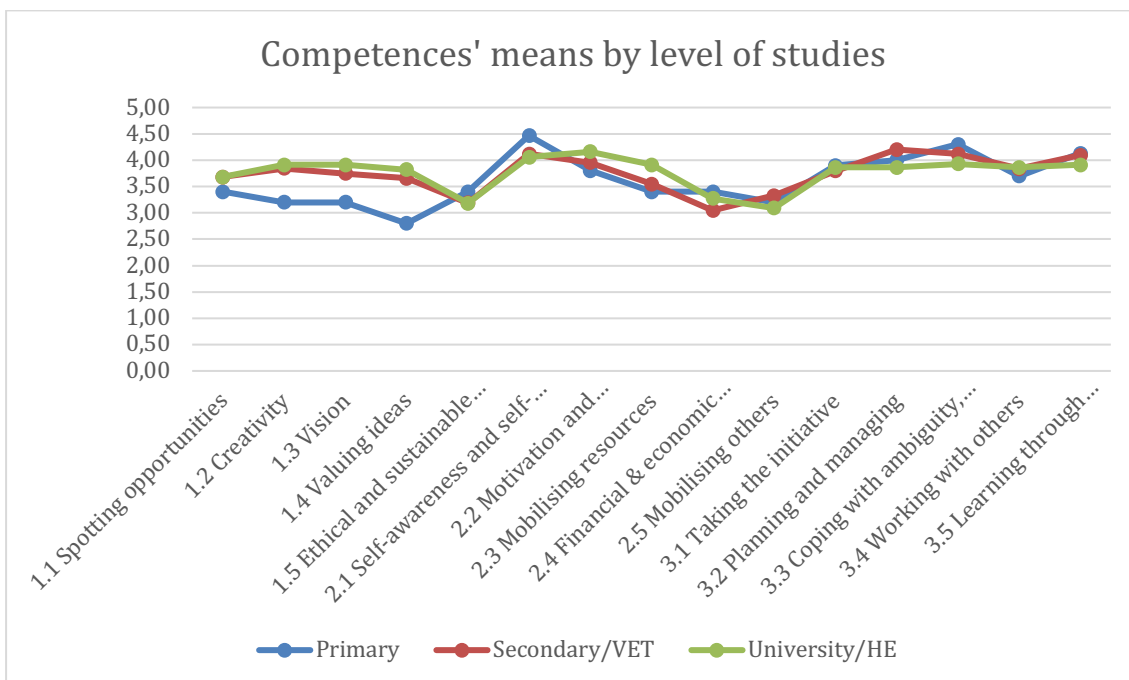


The results achieved for the Bulgarian respondents reveal that:

- *Age category 16-20*: The highest level of competences are Self-awareness and self-efficacy and Planning and managing. The lowest level of competences is Financial and economic literacy.
- *Age category 20-28*: The highest level of competences are Coping with ambiguity, uncertainty and risk, and Planning and managing. The lowest level of competences is Ethical and sustainable thinking.

d) Means of competencies by level of studies

Competences	Bulgaria			Total Bulgaria
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.40	3.68	3.68	3.66
1.2 Creativity	3.20	3.84	3.91	3.82
1.3 Vision	3.20	3.75	3.91	3.76
1.4 Valuing ideas	2.80	3.66	3.82	3.65
1.5 Ethical and sustainable thinking	3.40	3.19	3.18	3.20
2.1 Self-awareness and self-efficacy	4.47	4.12	4.06	4.12
2.2 Motivation and perseverance	3.80	3.95	4.16	3.99
2.3 Mobilising resources	3.40	3.55	3.91	3.63
2.4 Financial & economic literacy	3.40	3.05	3.27	3.12
2.5 Mobilising others	3.20	3.33	3.09	3.26
3.1 Taking the initiative	3.90	3.80	3.86	3.82
3.2 Planning and managing	4.00	4.20	3.86	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.30	4.12	3.93	4.08
3.4 Working with others	3.70	3.84	3.86	3.84
3.5 Learning through experience	4.13	4.09	3.91	4.05



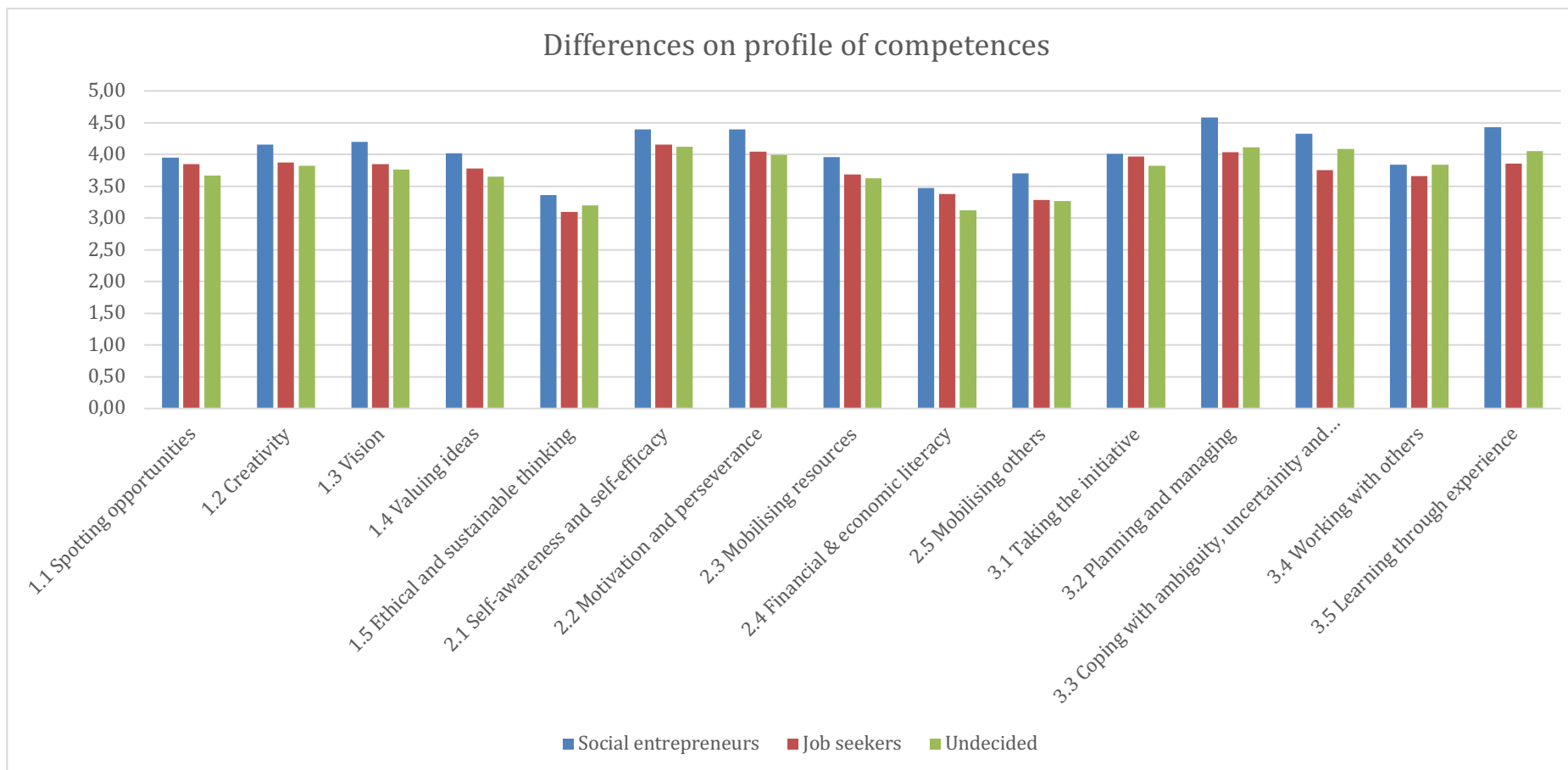
The results achieved for the Bulgarian respondents reveal that:

- **Primary:** The highest level of competences is Self-awareness and self-efficacy. The lowest level of competences is Valuing ideas.
- **Secondary/VET:** The highest level of competences is Planning and managing. The lowest level of competences is Financial & economic literacy.
- **University/HE:** The highest level of competences is Motivation and perseverance. The lowest level of competences is Mobilizing others.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3.95	3.84	3.66
1.2 Creativity	4.16	3.88	3.82
1.3 Vision	4.20	3.84	3.76
1.4 Valuing ideas	4.01	3.78	3.65
1.5 Ethical and sustainable thinking	3.36	3.09	3.20
2.1 Self-awareness and self-efficacy	4.39	4.16	4.12
2.2 Motivation and perseverance	4.39	4.05	3.99
2.3 Mobilising resources	3.96	3.69	3.63
2.4 Financial & economic literacy	3.47	3.38	3.12
2.5 Mobilising others	3.70	3.28	3.26
3.1 Taking the initiative	4.01	3.97	3.82
3.2 Planning and managing	4.59	4.03	4.11
3.3 Coping with ambiguity, uncertainty and risk	4.33	3.75	4.08
3.4 Working with others	3.84	3.66	3.84
3.5 Learning through experience	4.43	3.86	4.05



The achieved results reveal that in Bulgaria the level of all competences is highest for the social entrepreneurs.

The highest level of competences for the three respondent groups are Self-awareness and self-efficacy, Planning and managing, and Motivation and perseverance. The lowest level of competences are Ethical and sustainable thinking, and Financial & economic literacy.



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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SPAIN

DATA ANALYSIS: SPAIN

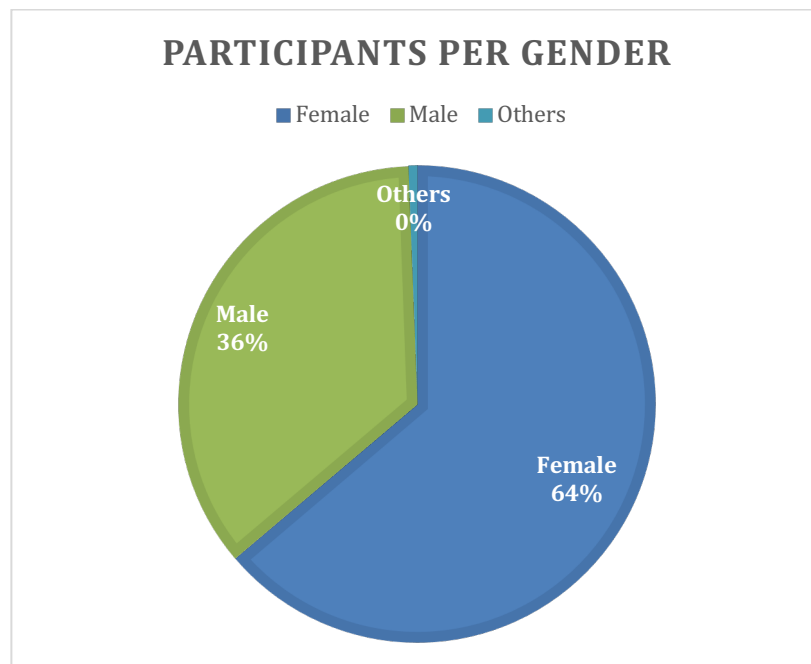
1. Profile of participants

The total number of responses in Spain was 174. In this section, we are going to analyze the profile of these 174 respondents.

a) Participants per gender

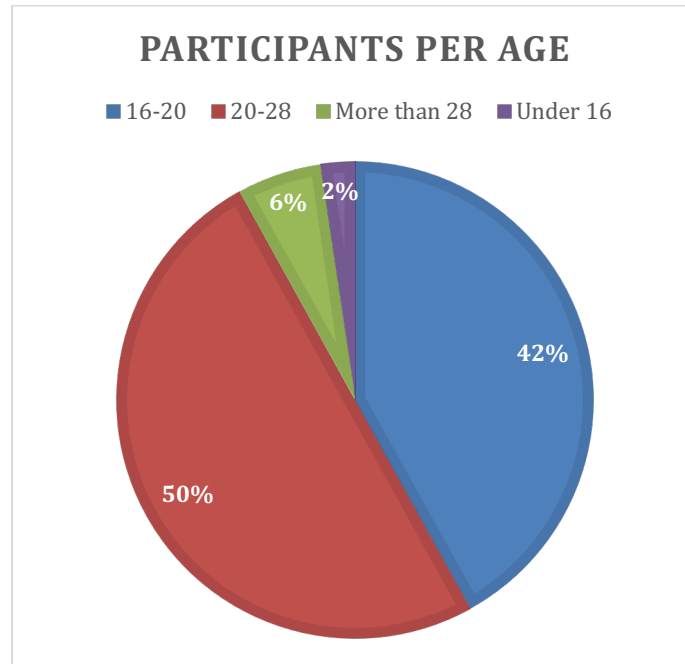
Spain	174
Female	111
Male	62
Others	1

In Spain, of 174 respondents, 111 were female, 62 male and 1 others, as can be seen in the following graphic:



b) Participants per age

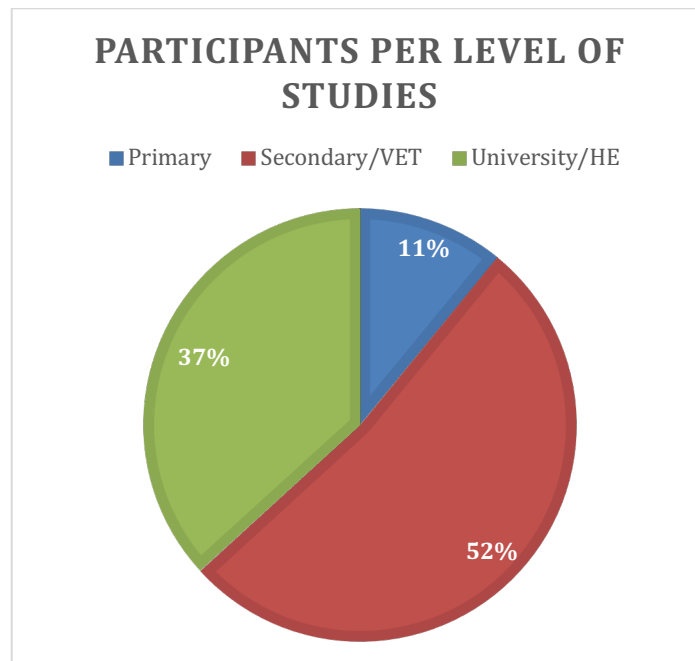
Spain	174
16-20	73
20-28	87
More than 28	10
Under 16	4



50% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (42%).

c) Participants per level of studies

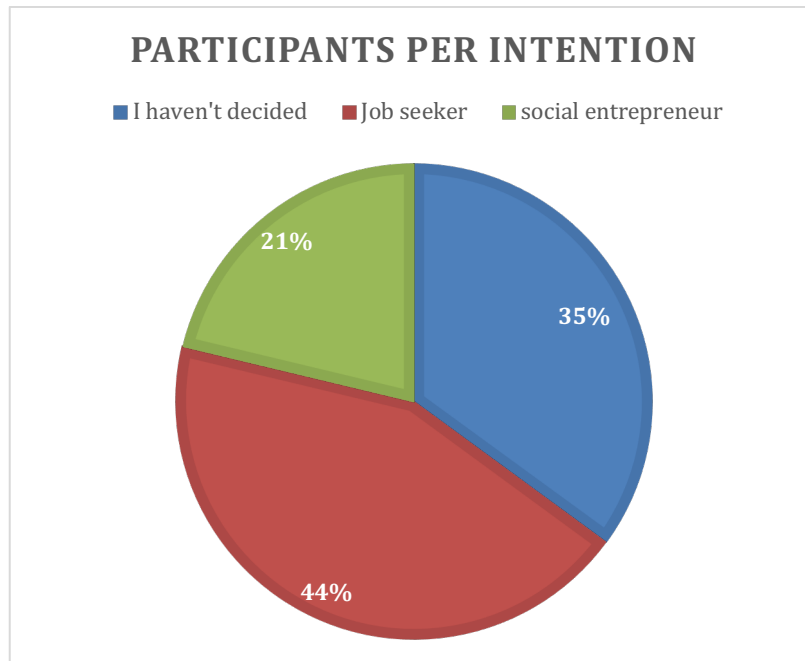
Spain	174
Primary	19
Secondary/VET	91
University/HE	64



52% of the participants had secondary or VET studies, followed by University of Higher Education studies (37%) and primary studies (11%).

d) Participants per intention

Spain	174
I haven't decided	61
Job seeker	76
Social entrepreneur	37



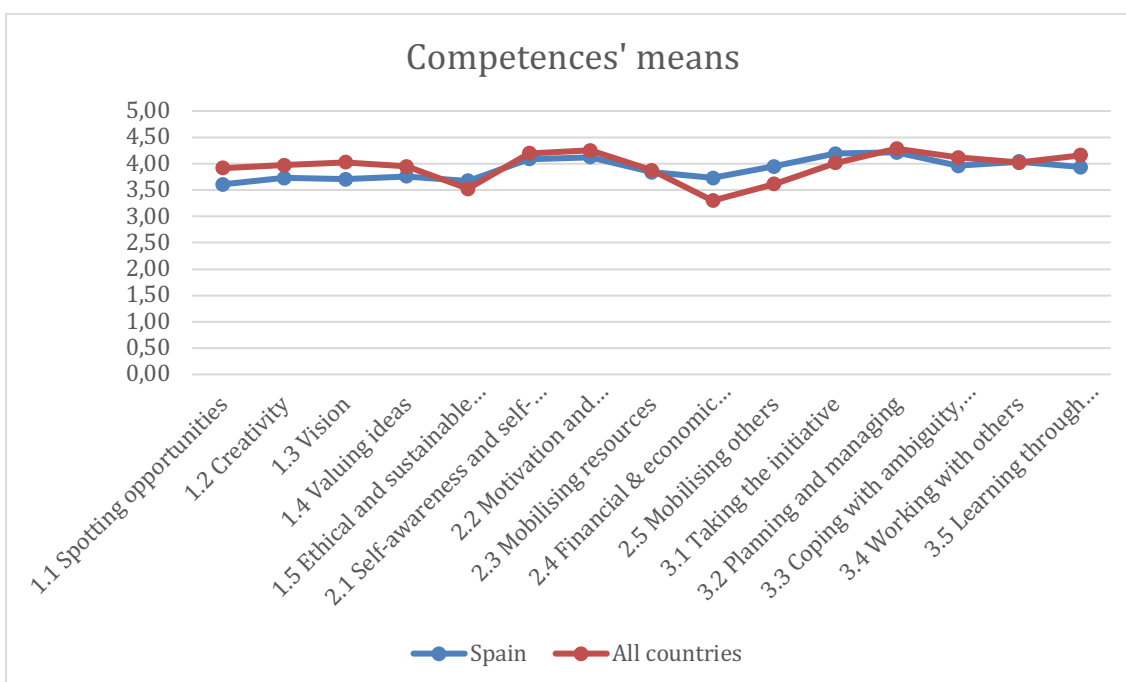
35% of Spanish participants declare that they haven't decided if they want to look for a job or start a social business, while 44% wants to look for a job and 21% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

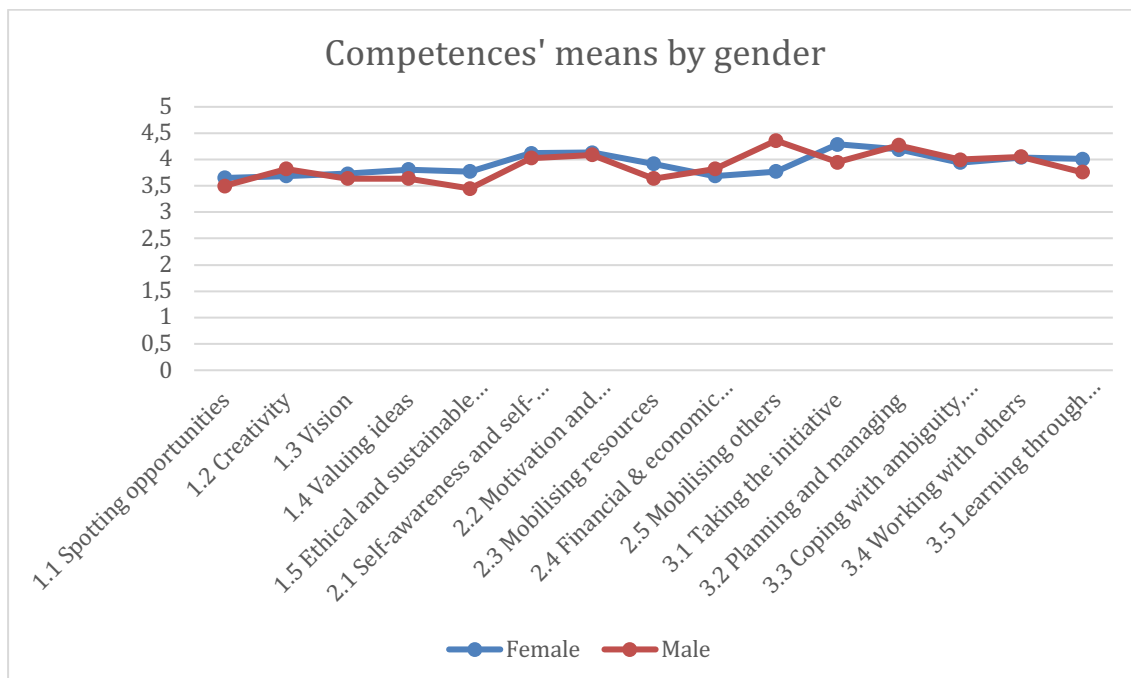
Competence	Spain	All countries
1.1 Spotting opportunities	3,61	3,92
1.2 Creativity	3,73	3,97
1.3 Vision	3,70	4,02
1.4 Valuing ideas	3,76	3,95
1.5 Ethical and sustainable thinking	3,68	3,52
2.1 Self-awareness and self-efficacy	4,09	4,20
2.2 Motivation and perseverance	4,12	4,25
2.3 Mobilising resources	3,84	3,87
2.4 Financial & economic literacy	3,73	3,30
2.5 Mobilising others	3,95	3,62
3.1 Taking the initiative	4,19	4,01
3.2 Planning and managing	4,22	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,96	4,12
3.4 Working with others	4,04	4,02
3.5 Learning through experience	3,94	4,16



We can observe that the level of competences in Spain is similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Spain, while vision and ethical and sustainable thinking have lower values in Spain.

b) Means of competencies by gender

Competences	Spain		Total Spain
	Female	Male	
1.1 Spotting opportunities	3,65	3,50	3,61
1.2 Creativity	3,69	3,82	3,73
1.3 Vision	3,73	3,64	3,70
1.4 Valuing ideas	3,81	3,64	3,76
1.5 Ethical and sustainable thinking	3,77	3,45	3,68
2.1 Self-awareness and self-efficacy	4,12	4,03	4,09
2.2 Motivation and perseverance	4,13	4,09	4,12
2.3 Mobilising resources	3,92	3,64	3,84
2.4 Financial & economic literacy	3,69	3,82	3,73
2.5 Mobilising others	3,77	4,36	3,95
3.1 Taking the initiative	4,29	3,95	4,19
3.2 Planning and managing	4,19	4,27	4,22
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,00	3,96
3.4 Working with others	4,04	4,05	4,04
3.5 Learning through experience	4,01	3,76	3,94

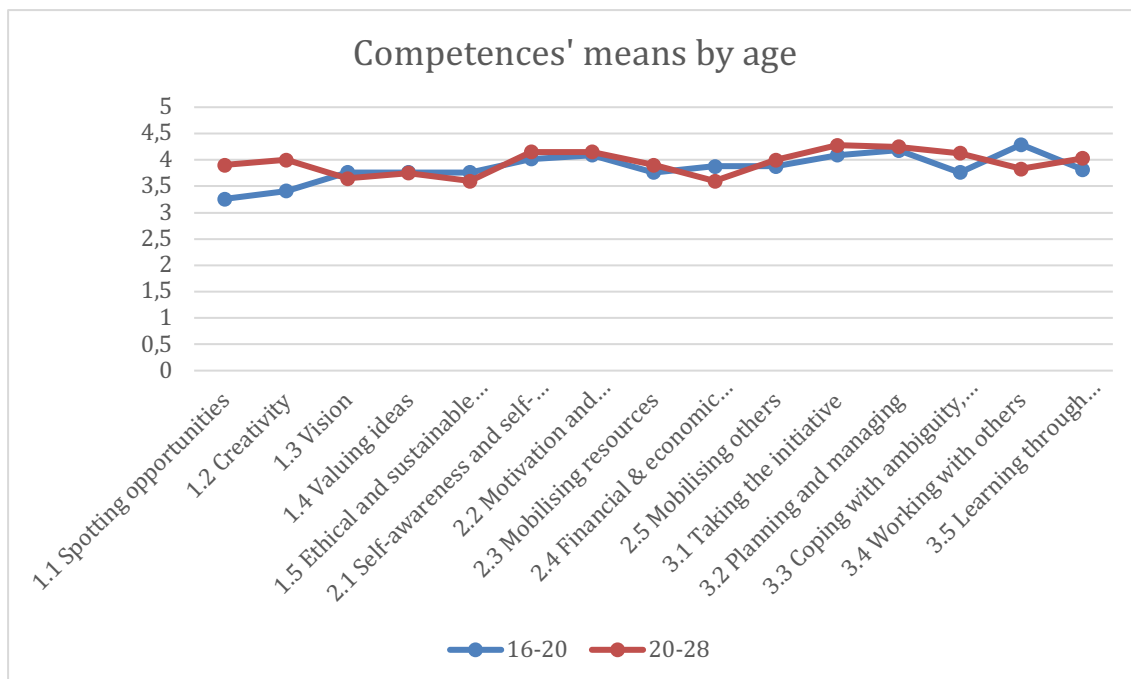


From the analysis of the data obtained with the questionnaire applied, it is possible to observe that the level of competencies by gender for social entrepreneurs manifests a balanced behavior between both sexes, when measuring as a difference between them 0.20 to 0.30 percentage points on average. It is important to highlight the differences

found in Mobilising others, where men are perceived as having greater aptitudes, while in Taking the initiative, women understand that they are ahead.

c) Means of competencies by age

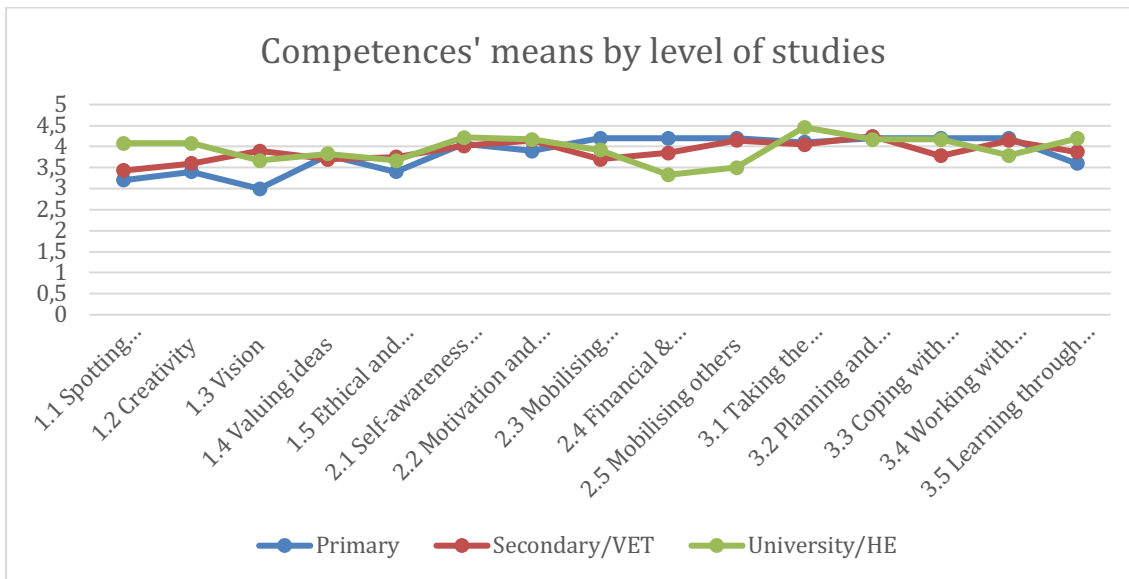
Competences	Spain		Total Spain
	16-20	20-28	
1.1 Spotting opportunities	3,26	3,90	3,61
1.2 Creativity	3,41	4,00	3,73
1.3 Vision	3,76	3,65	3,70
1.4 Valuing ideas	3,76	3,75	3,76
1.5 Ethical and sustainable thinking	3,76	3,60	3,68
2.1 Self-awareness and self-efficacy	4,02	4,15	4,09
2.2 Motivation and perseverance	4,09	4,15	4,12
2.3 Mobilising resources	3,76	3,90	3,84
2.4 Financial & economic literacy	3,88	3,60	3,73
2.5 Mobilising others	3,88	4,00	3,95
3.1 Taking the initiative	4,09	4,28	4,19
3.2 Planning and managing	4,18	4,25	4,22
3.3 Coping with ambiguity, uncertainty and risk	3,76	4,13	3,96
3.4 Working with others	4,29	3,83	4,04
3.5 Learning through experience	3,82	4,03	3,94



Regarding the level of competencies by age, it is possible to appreciate that according to the two age ranges analyzed (16-20 and 20-28) young people perceive themselves as having greater competences to the extent that they exceed 20 years old. Only in Ethical and sustainable thinking, Vision and Financial & economic literacy lower values are observed at the earliest ages. Taking the initiative and Planning and managing represent the competencies best valued by young people over 20 years old.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,20	3,43	4,08	3,61
1.2 Creativity	3,40	3,60	4,08	3,73
1.3 Vision	3,00	3,90	3,67	3,70
1.4 Valuing ideas	3,80	3,70	3,83	3,76
1.5 Ethical and sustainable thinking	3,40	3,75	3,67	3,68
2.1 Self-awareness and self-efficacy	4,07	4,02	4,22	4,09
2.2 Motivation and perseverance	3,90	4,15	4,17	4,12
2.3 Mobilising resources	4,20	3,70	3,92	3,84
2.4 Financial & economic literacy	4,20	3,85	3,33	3,73
2.5 Mobilising others	4,20	4,15	3,50	3,95
3.1 Taking the initiative	4,10	4,05	4,46	4,19
3.2 Planning and managing	4,20	4,25	4,17	4,22
3.3 Coping with ambiguity, uncertainty and risk	4,20	3,78	4,17	3,96
3.4 Working with others	4,20	4,15	3,79	4,04
3.5 Learning through experience	3,60	3,87	4,19	3,94



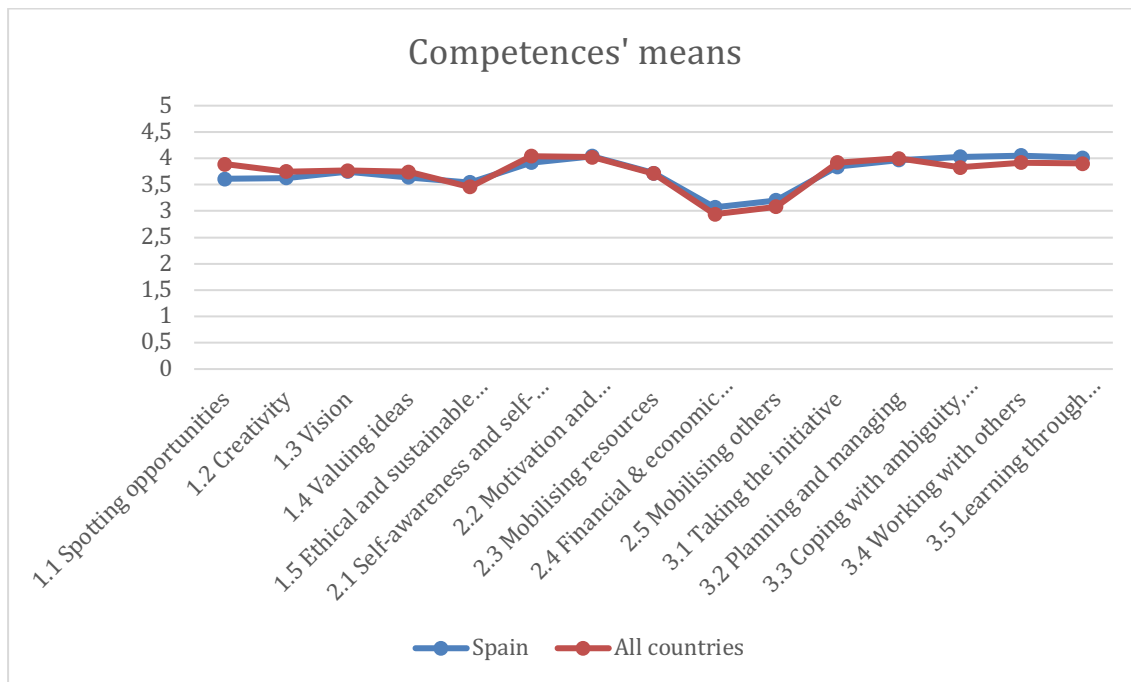
When we analyze the behavior of competencies by level of studies, we notice that there are three competences that register decreasing values at the University/HE level: Financial & economic literacy, Mobilising others and Working with others. On the other hand, Taking the initiative records higher data at all levels, reaching a difference of 0.41 percentage points in the University / HE. Another interesting fact, is that Coping with ambiguity, uncertainty and risk and Mobilising resources, record lower values during Secondary/VET.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

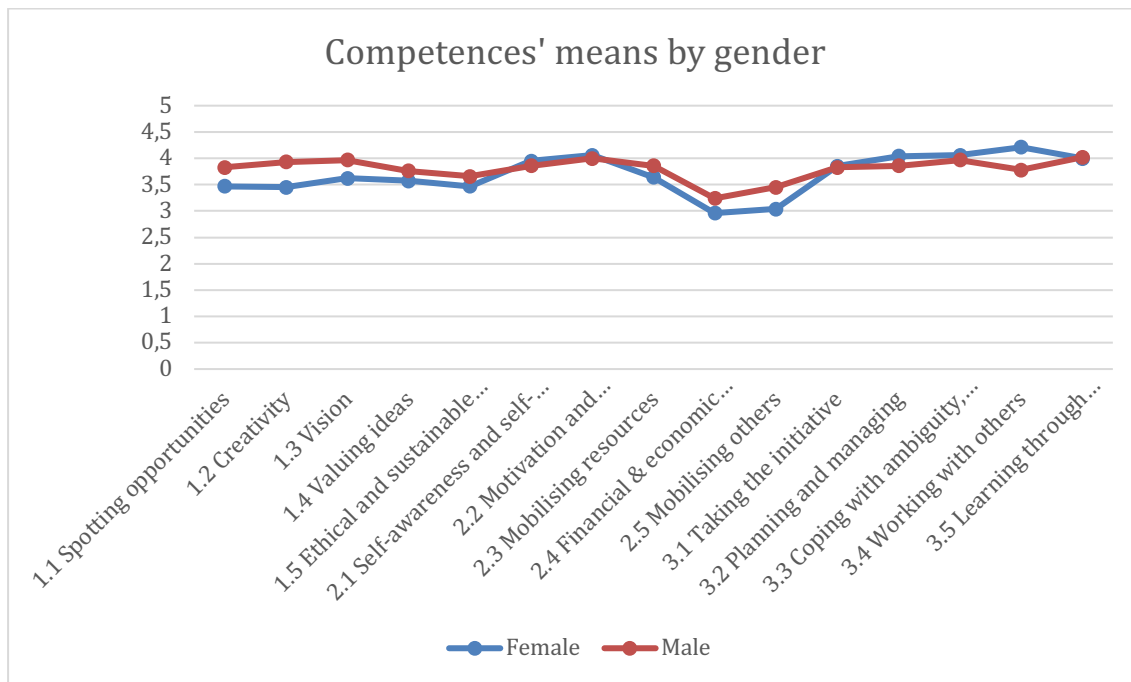
Competences	Spain	All countries
1.1 Spotting opportunities	3,61	3,89
1.2 Creativity	3,63	3,75
1.3 Vision	3,75	3,77
1.4 Valuing ideas	3,64	3,74
1.5 Ethical and sustainable thinking	3,54	3,46
2.1 Self-awareness and self-efficacy	3,92	4,04
2.2 Motivation and perseverance	4,04	4,02
2.3 Mobilising resources	3,72	3,71
2.4 Financial & economic literacy	3,07	2,94
2.5 Mobilising others	3,20	3,08
3.1 Taking the initiative	3,84	3,92
3.2 Planning and managing	3,97	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,03	3,83
3.4 Working with others	4,05	3,92
3.5 Learning through experience	4,01	3,90



We can perceive that the level of competences for job seekers in Spain is close than the general level of competences of all countries included in the study. It is interesting the higher values score bay Spain in Coping with ambiguity, uncertainty and risk, Working with others and Learning through experience. On the contrary, Spotting opportunities and Creativity registered lower values than the average of all the countries studied.

b) Means of competencies by gender

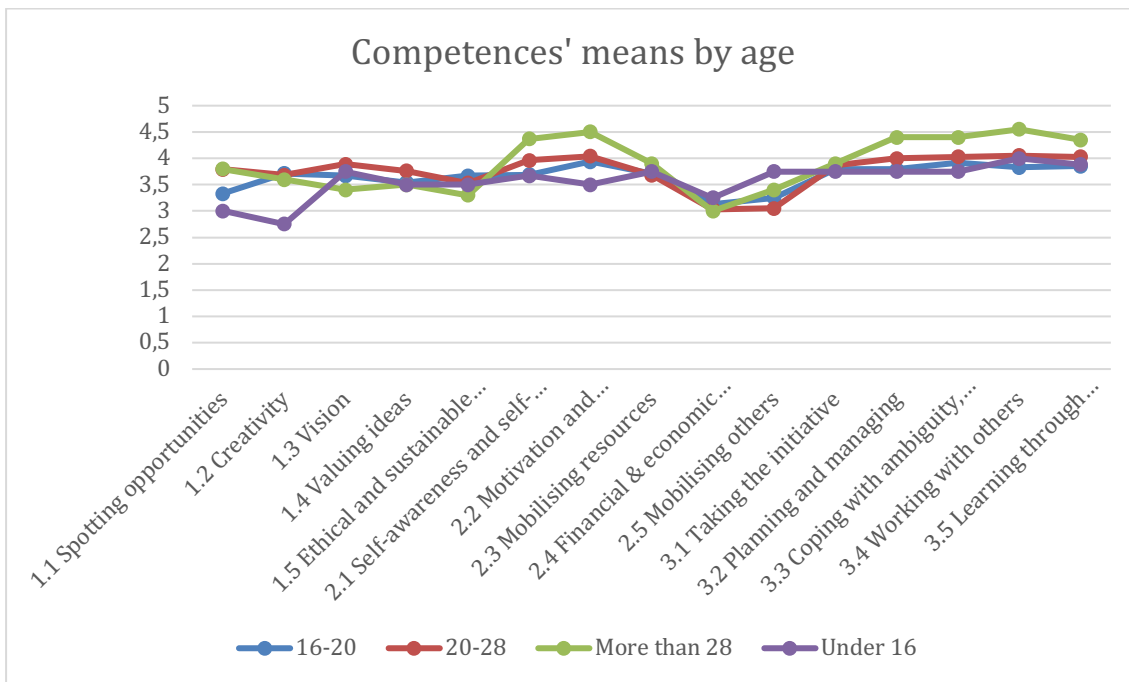
Competences	Spain		Total Spain
	Female	Male	
1.1 Spotting opportunities	3,47	3,83	3,61
1.2 Creativity	3,45	3,93	3,63
1.3 Vision	3,62	3,97	3,75
1.4 Valuing ideas	3,57	3,76	3,64
1.5 Ethical and sustainable thinking	3,47	3,66	3,54
2.1 Self-awareness and self-efficacy	3,95	3,86	3,92
2.2 Motivation and perseverance	4,06	4,00	4,04
2.3 Mobilising resources	3,64	3,86	3,72
2.4 Financial & economic literacy	2,96	3,24	3,07
2.5 Mobilising others	3,04	3,45	3,20
3.1 Taking the initiative	3,85	3,83	3,84
3.2 Planning and managing	4,04	3,86	3,97
3.3 Coping with ambiguity, uncertainty and risk	4,06	3,97	4,03
3.4 Working with others	4,21	3,78	4,05
3.5 Learning through experience	4,00	4,02	4,01



Regarding competencies by gender in job seekers, we can detect a balance behavior between female and male in Spain. Men achieve higher values in Creativity and Vision, surpassing their female counterparts by 0.48 and 0.35 percentage points, respectively. In the other hands, women achieve more outstanding values in Self-awareness and self-efficacy, Motivation and perseverance and Working with others.

c) Means of competencies by age

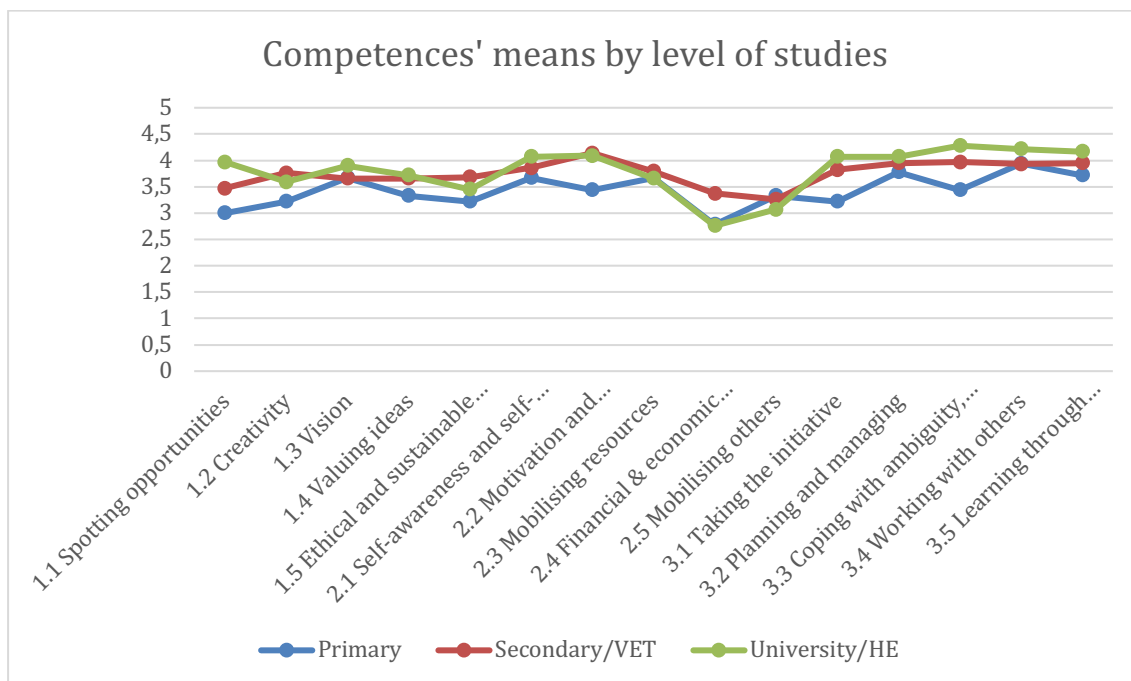
Competences	Age Groups				Total Spain
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,00	3,33	3,79	3,80	3,61
1.2 Creativity	2,75	3,71	3,68	3,60	3,63
1.3 Vision	3,75	3,67	3,89	3,40	3,75
1.4 Valuing ideas	3,50	3,54	3,76	3,50	3,64
1.5 Ethical and sustainable thinking	3,50	3,67	3,53	3,30	3,54
2.1 Self-awareness and self-efficacy	3,67	3,69	3,96	4,37	3,92
2.2 Motivation and perseverance	3,50	3,94	4,04	4,50	4,04
2.3 Mobilising resources	3,75	3,71	3,68	3,90	3,72
2.4 Financial & economic literacy	3,25	3,13	3,03	3,00	3,07
2.5 Mobilising others	3,75	3,25	3,05	3,40	3,20
3.1 Taking the initiative	3,75	3,79	3,87	3,90	3,84
3.2 Planning and managing	3,75	3,79	4,00	4,40	3,97
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,92	4,03	4,40	4,03
3.4 Working with others	4,00	3,83	4,05	4,55	4,05
3.5 Learning through experience	3,88	3,85	4,03	4,35	4,01



According to the level of competencies by age for job seekers, as a general rule, it is possible to appreciate in the four ranges analyzed (Under 16, 16-20, 20-28, More than 28) a tendency to positive increase or stabilization in higher values when the people become older. We want to point out that Motivation and perseverance reach the highest number with an increase of 1 percentage point, compared to the other competencies analyzed. Financial and economic education records the lowest score and a negative trend when participants are over the age of 28 years old.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,00	3,47	3,97	3,00
1.2 Creativity	3,22	3,76	3,59	3,22
1.3 Vision	3,67	3,66	3,90	3,67
1.4 Valuing ideas	3,33	3,66	3,72	3,33
1.5 Ethical and sustainable thinking	3,22	3,68	3,45	3,22
2.1 Self-awareness and self-efficacy	3,67	3,86	4,07	3,67
2.2 Motivation and perseverance	3,44	4,14	4,09	3,44
2.3 Mobilising resources	3,67	3,79	3,66	3,67
2.4 Financial & economic literacy	2,78	3,37	2,76	2,78
2.5 Mobilising others	3,33	3,26	3,07	3,33
3.1 Taking the initiative	3,22	3,82	4,07	3,22
3.2 Planning and managing	3,78	3,95	4,07	3,78
3.3 Coping with ambiguity, uncertainty and risk	3,44	3,97	4,28	3,44
3.4 Working with others	3,94	3,93	4,22	3,94
3.5 Learning through experience	3,72	3,95	4,17	3,72



In general lines we can observe that competencies by level of studies manifest, as a general behavior, a positive increase related to progress made in the educational system, reaching high values in the University / HE. Mobilising resources and Mobilising others record lower values in the University / HE. In the other hands, Financial &

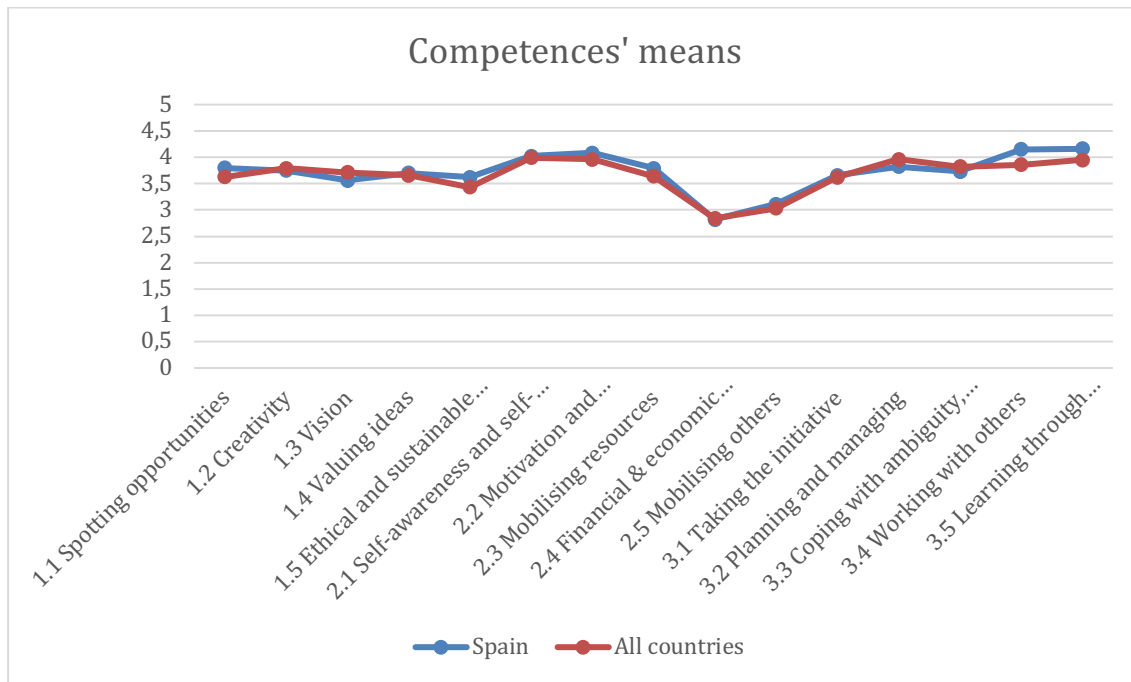
economic literacy present the lowest values of the study, it only reaches the 3.37 percentage points in Scondary /VET.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competencies

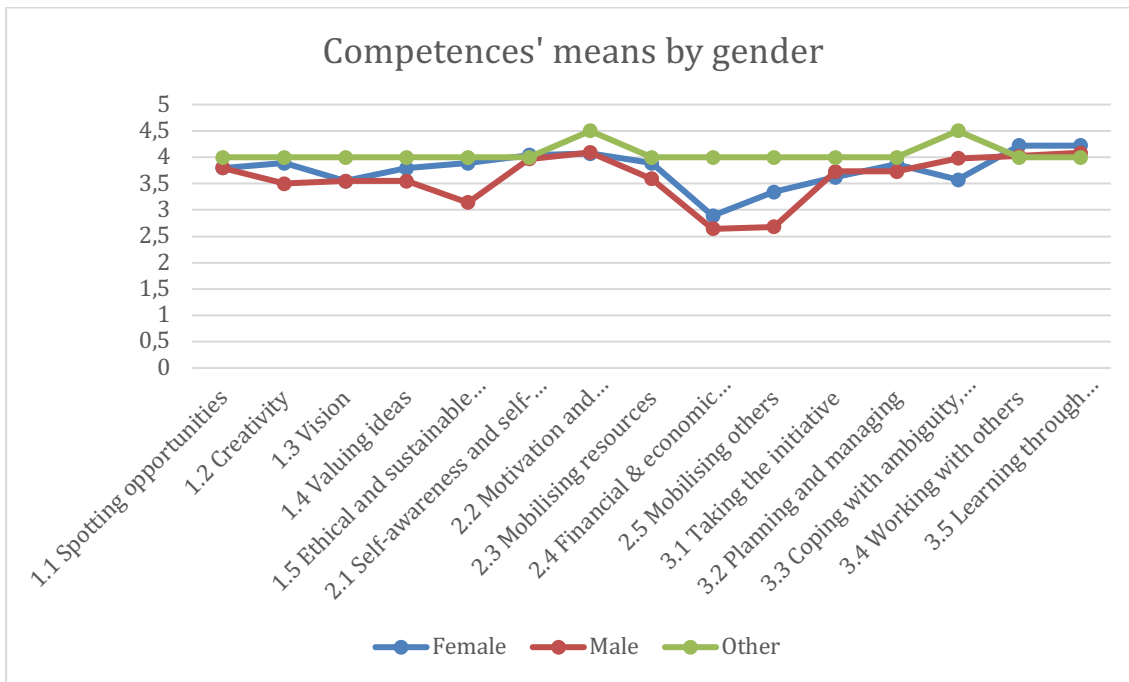
Competences	Spain	All countries
1.1 Spotting opportunities	3,80	3,63
1.2 Creativity	3,75	3,79
1.3 Vision	3,56	3,71
1.4 Valuing ideas	3,70	3,66
1.5 Ethical and sustainable thinking	3,62	3,43
2.1 Self-awareness and self-efficacy	4,02	3,99
2.2 Motivation and perseverance	4,08	3,96
2.3 Mobilising resources	3,79	3,64
2.4 Financial & economic literacy	2,82	2,84
2.5 Mobilising others	3,11	3,03
3.1 Taking the initiative	3,66	3,62
3.2 Planning and managing	3,82	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,73	3,82
3.4 Working with others	4,15	3,86
3.5 Learning through experience	4,16	3,95



When we analyze the general means of competence among the undecided in Spain, we observe a similar behavior related to the average of the countries included in the study. In Working with others, Learning through experience and Ethical and sustainable thinking, Spain surpass its counterparts by 0.29 percentage points, 0.21 percentage points and 0.19 percentage points, respectively. On the other hand, Vision and Plannings and managing record lower values.

b) Means of competencies by gender

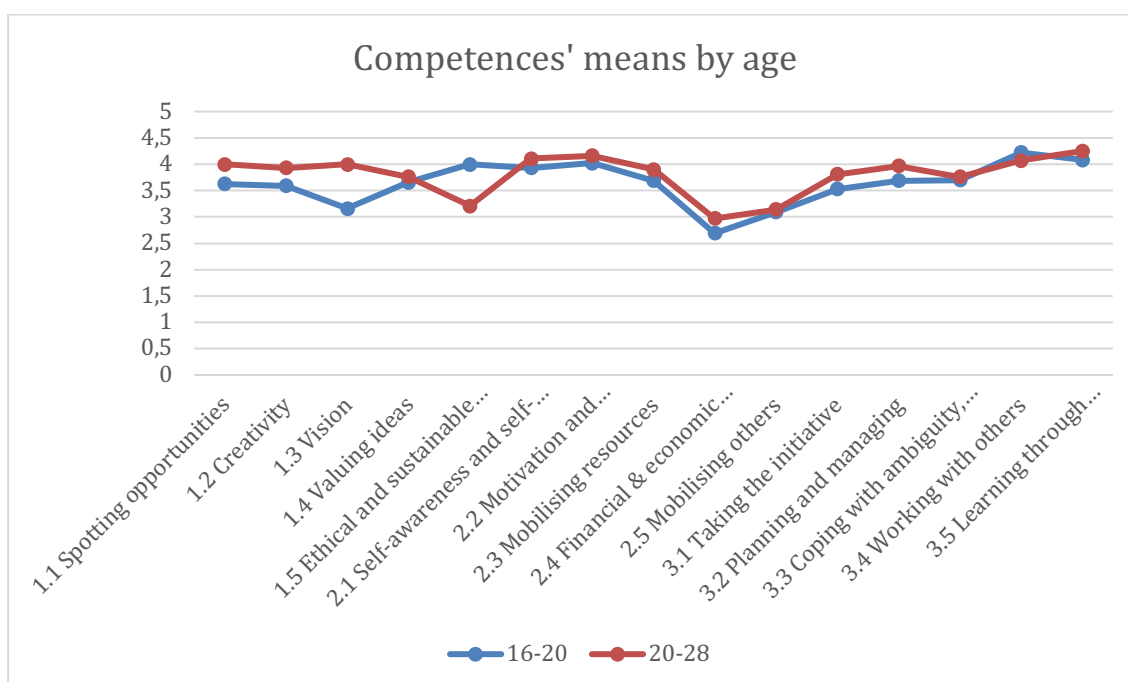
Competences	Spain			Total Spain
	Female	Male	Other	
1.1 Spotting opportunities	3,80	3,80	4,00	3,80
1.2 Creativity	3,89	3,50	4,00	3,75
1.3 Vision	3,55	3,55	4,00	3,56
1.4 Valuing ideas	3,79	3,55	4,00	3,70
1.5 Ethical and sustainable thinking	3,89	3,14	4,00	3,62
2.1 Self-awareness and self-efficacy	4,04	3,97	4,00	4,02
2.2 Motivation and perseverance	4,07	4,09	4,50	4,08
2.3 Mobilising resources	3,89	3,59	4,00	3,79
2.4 Financial & economic literacy	2,89	2,64	4,00	2,82
2.5 Mobilising others	3,34	2,68	4,00	3,11
3.1 Taking the initiative	3,62	3,73	4,00	3,66
3.2 Planning and managing	3,87	3,73	4,00	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,57	3,98	4,50	3,73
3.4 Working with others	4,22	4,02	4,00	4,15
3.5 Learning through experience	4,22	4,08	4,00	4,16



Regarding the competencies by gender of undecided, Ethical and Sustainable thinking Mobilising others and Creativity, reaches higher values in women that surpass the male average in 0.75 percentage points, 0.66 percentage points and 0.39 percentage points, respectively. In others, Coping with ambiguity, uncertainty and risk manifest more positive values to men that to women, but the sample is too small.

c) Means of competencies by age

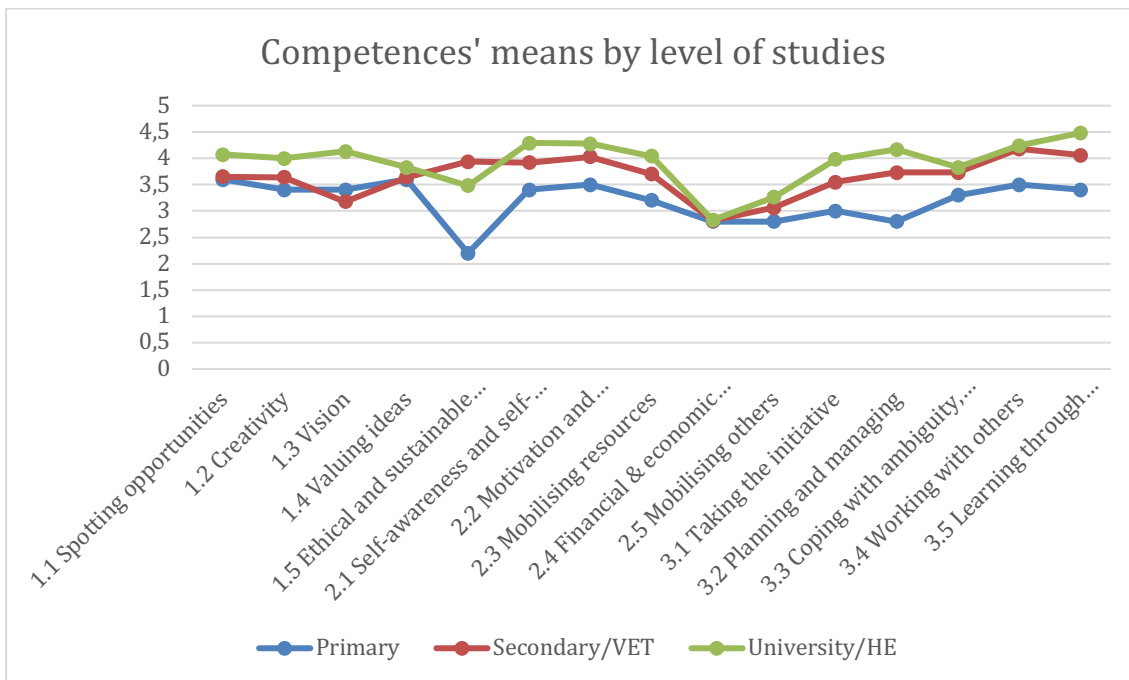
Competences	Spain		Total Spain
	16-20	20-28	
1.1 Spotting opportunities	3,63	4,00	3,80
1.2 Creativity	3,59	3,93	3,75
1.3 Vision	3,16	4,00	3,56
1.4 Valuing ideas	3,66	3,76	3,70
1.5 Ethical and sustainable thinking	4,00	3,21	3,62
2.1 Self-awareness and self-efficacy	3,93	4,11	4,02
2.2 Motivation and perseverance	4,02	4,16	4,08
2.3 Mobilising resources	3,69	3,90	3,79
2.4 Financial & economic literacy	2,69	2,97	2,82
2.5 Mobilising others	3,09	3,14	3,11
3.1 Taking the initiative	3,53	3,81	3,66
3.2 Planning and managing	3,69	3,97	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,70	3,76	3,73
3.4 Working with others	4,22	4,07	4,15
3.5 Learning through experience	4,08	4,25	4,16



According to the level of competencies by age, it is possible to appreciate that between the two age ranges analyzed (16-20 and 20-28) young people who exceed 20 years old consider themselves as having greater competences than they do not exceed this age average. Only in Ethical and sustainable thinking and Working with others values are observed more positive values for the youngest. They surpass in 0.79 percentage points and 0.15 percentage points respectively the elders.

d) Means of competencies by level of studies

Competences	Spain			Total Spain
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,60	3,65	4,07	3,80
1.2 Creativity	3,40	3,64	4,00	3,75
1.3 Vision	3,40	3,18	4,13	3,56
1.4 Valuing ideas	3,60	3,64	3,83	3,70
1.5 Ethical and sustainable thinking	2,20	3,94	3,48	3,62
2.1 Self-awareness and self-efficacy	3,40	3,92	4,29	4,02
2.2 Motivation and perseverance	3,50	4,03	4,28	4,08
2.3 Mobilising resources	3,20	3,70	4,04	3,79
2.4 Financial & economic literacy	2,80	2,82	2,83	2,82
2.5 Mobilising others	2,80	3,06	3,26	3,11
3.1 Taking the initiative	3,00	3,55	3,98	3,66
3.2 Planning and managing	2,80	3,73	4,17	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,30	3,73	3,83	3,73
3.4 Working with others	3,50	4,18	4,24	4,15
3.5 Learning through experience	3,40	4,06	4,48	4,16

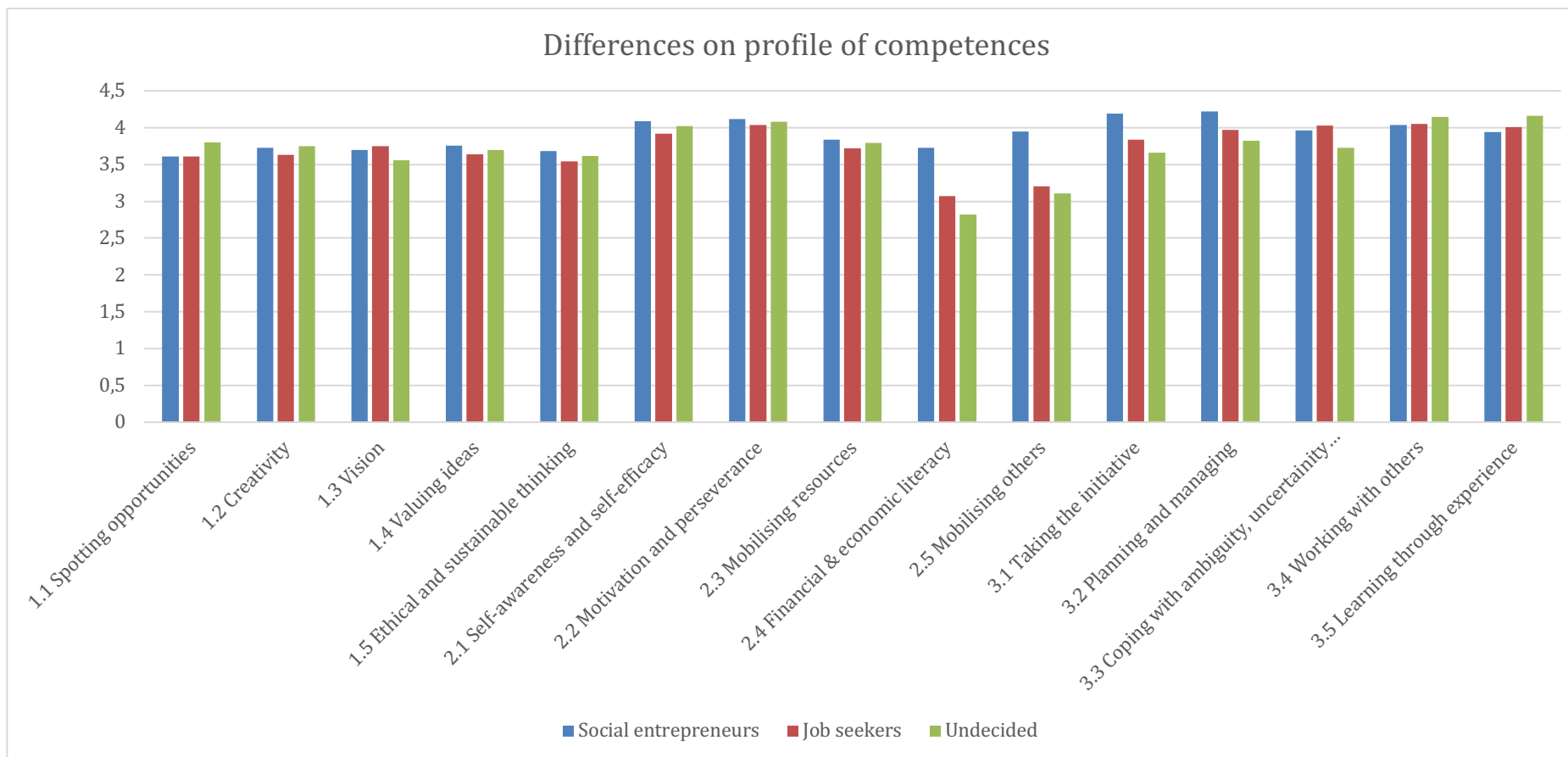


When we analyze the competencies by level of studies in the undecided, we observe that in a general way the values obtained increasing accordingly to the progress in educational system and we constate the highest numbers in University/HE. Vision is the competence that reaches the lower values in Secondary/VET and Ethical and sustainable thinking manifest an irregular behaviors with lowers numbers in Primary, higher values in Secondary /VET and it down again in University/ HE.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,61	3,61	3,80
1.2 Creativity	3,73	3,63	3,75
1.3 Vision	3,70	3,75	3,56
1.4 Valuing ideas	3,76	3,64	3,70
1.5 Ethical and sustainable thinking	3,68	3,54	3,62
2.1 Self-awareness and self-efficacy	4,09	3,92	4,02
2.2 Motivation and perseverance	4,12	4,04	4,08
2.3 Mobilising resources	3,84	3,72	3,79
2.4 Financial & economic literacy	3,73	3,07	2,82
2.5 Mobilising others	3,95	3,20	3,11
3.1 Taking the initiative	4,19	3,84	3,66
3.2 Planning and managing	4,22	3,97	3,82
3.3 Coping with ambiguity, uncertainty and risk	3,96	4,03	3,73
3.4 Working with others	4,04	4,05	4,15
3.5 Learning through experience	3,94	4,01	4,16



When we examine the overall of the data collected through the questionnaire for the National Spanish Report, we can notice that the social entrepreneurs manifest an average that always surpass the 3.5 percentage points and it represent the target group with the more positive obtained score. On the other hand, job seekers and Undecided record lower values for Financial & economic literacy and Mobilising others but for them the higher number prevail in Self-awareness and self-efficacy, Working with others and Learning through experience. No group falls below the two- points barrier.



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by
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ITALY

DATA ANALYSIS: ITALY

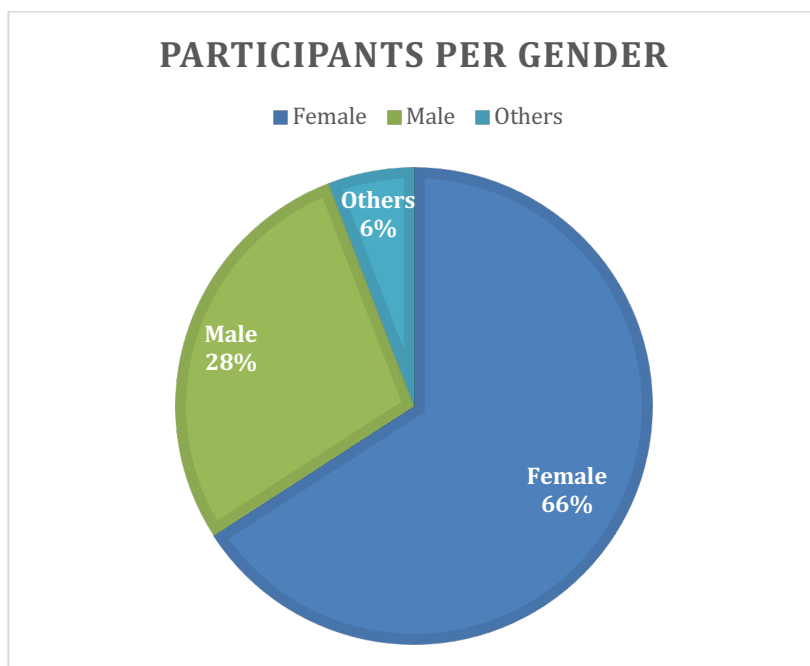
1. Profile of participants

The total number of responses in Italy was 205. In this section, we are going to analyze the profile of these 205 respondents.

a) Participants per gender

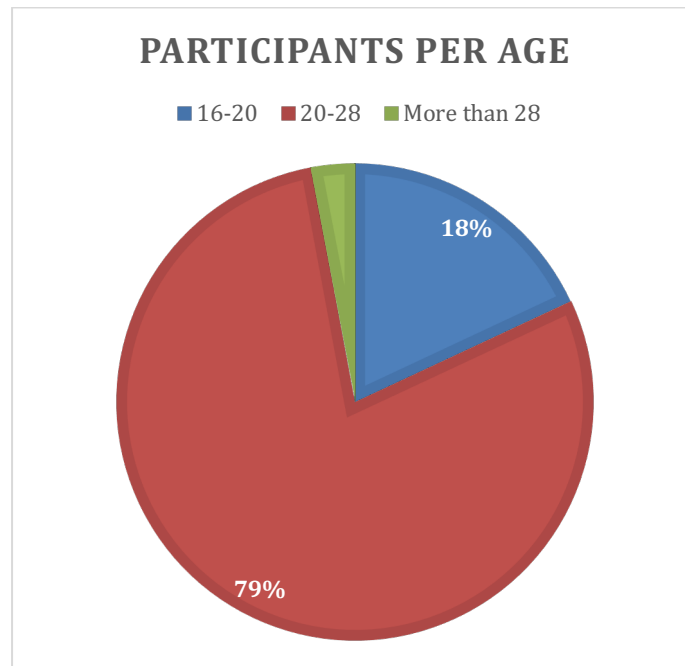
Italy	205
Female	135
Male	58
Others	12

In Italy, of 205 respondents, 135 were female, 58 male and 12 others, as can be seen in the following graphic:



b) Participants per age

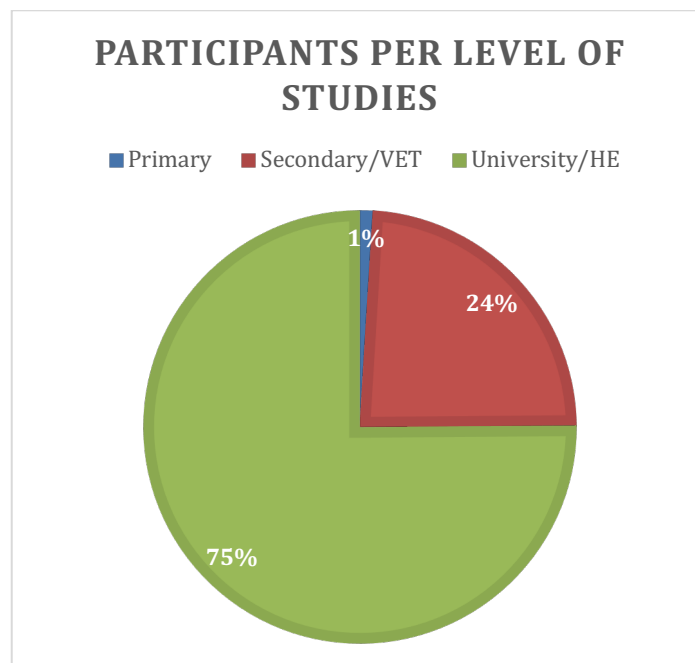
Italy	205
16-20	37
20-28	162
More than 28	6
Under 16	0



79% of the participants had between 20 and 28 years old, followed by participants between 16 and 20 years old (18%).

c) Participants per level of studies

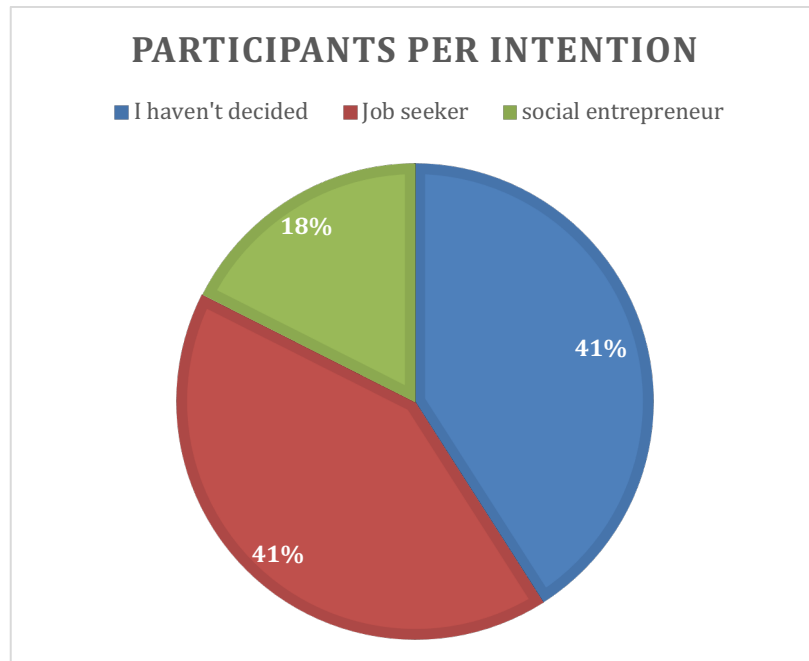
Italy	205
Primary	2
Secondary/VET	49
University/HE	154



75% of the participants had University of Higher Education studies, followed by secondary or VET studies (24%).

d) Participants per intention

Italy	205
I haven't decided	84
Job seeker	85
social entrepreneur	36



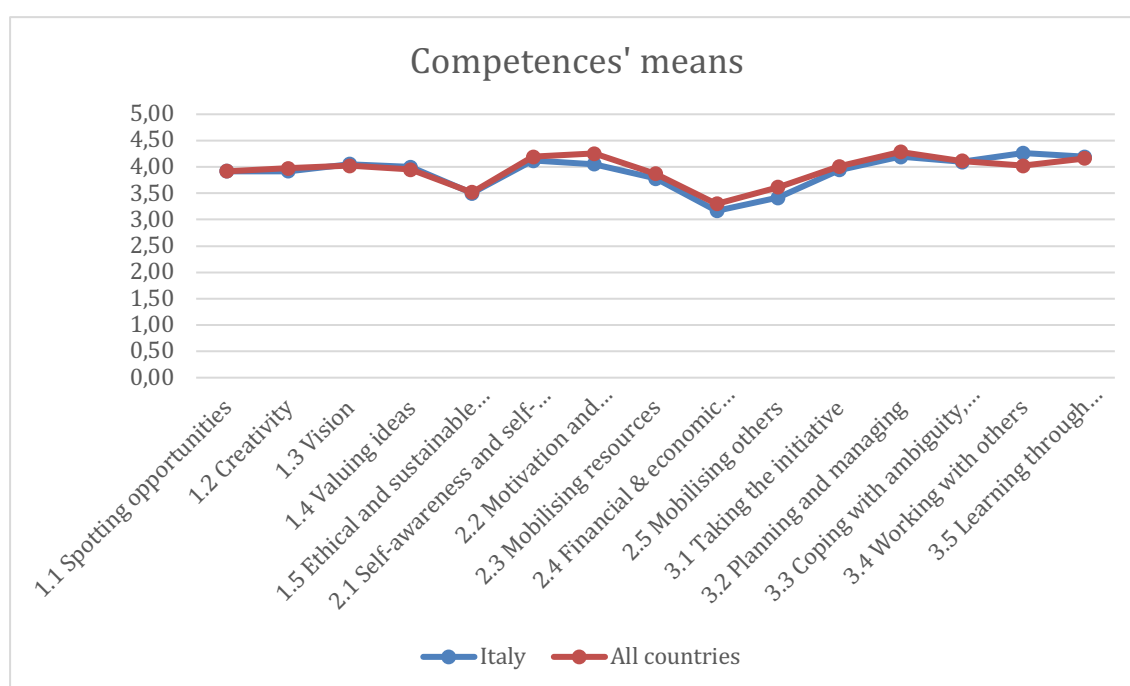
41% of Italian participants declare that they haven't decided if they want to look for a job or start a social business, and other 44% wants to look for a job. Only 21% intends to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyse the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competences distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competences

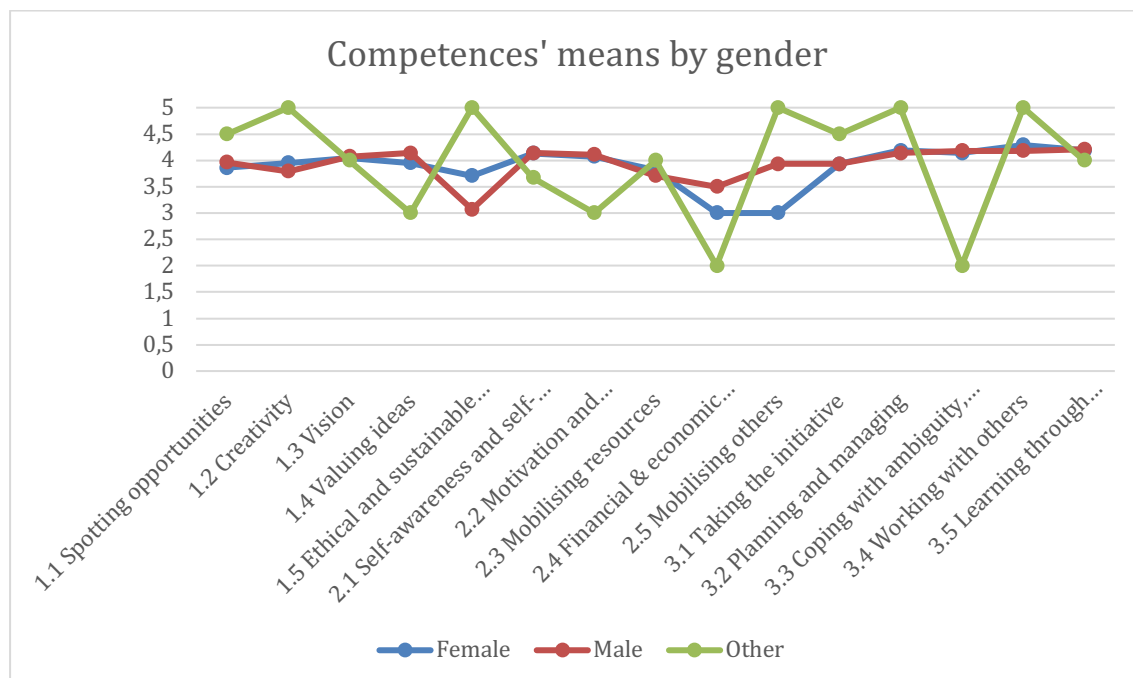
Competence	Italy	All countries
1.1 Spotting opportunities	3,92	3,92
1.2 Creativity	3,92	3,97
1.3 Vision	4,06	4,02
1.4 Valuing ideas	4,00	3,95
1.5 Ethical and sustainable thinking	3,50	3,52
2.1 Self-awareness and self-efficacy	4,12	4,20
2.2 Motivation and perseverance	4,06	4,25
2.3 Mobilising resources	3,78	3,87
2.4 Financial & economic literacy	3,17	3,30
2.5 Mobilising others	3,42	3,62
3.1 Taking the initiative	3,94	4,01
3.2 Planning and managing	4,19	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,10	4,12
3.4 Working with others	4,26	4,02
3.5 Learning through experience	4,19	4,16



The level of competences in Italy is similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Italy, while Financial & economic literacy have lower values in Italy.

b) Means of competences by gender

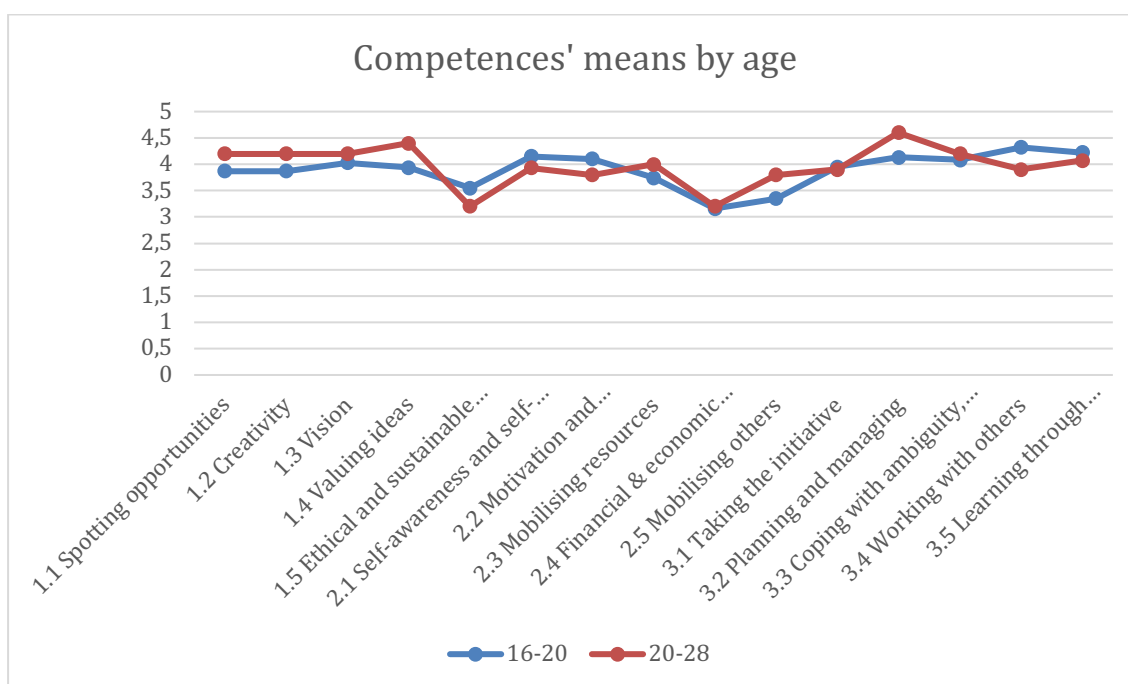
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	3,86	3,96	4,5	3,92
1.2 Creativity	3,95	3,79	5	3,92
1.3 Vision	4,05	4,07	4	4,06
1.4 Valuing ideas	3,95	4,14	3	4
1.5 Ethical and sustainable thinking	3,71	3,07	5	3,5
2.1 Self-awareness and self-efficacy	4,13	4,14	3,67	4,12
2.2 Motivation and perseverance	4,07	4,11	3	4,06
2.3 Mobilising resources	3,81	3,71	4	3,78
2.4 Financial & economic literacy	3	3,5	2	3,17
2.5 Mobilising others	3	3,93	5	3,42
3.1 Taking the initiative	3,93	3,93	4,5	3,94
3.2 Planning and managing	4,19	4,14	5	4,19
3.3 Coping with ambiguity, uncertainty and risk	4,14	4,18	2	4,10
3.4 Working with others	4,29	4,18	5	4,26
3.5 Learning through experience	4,19	4,21	4	4,19



On the one hand, the distribution of competences by gender is very similar between male and female (with a clear male prevalence as for Financial & economic literacy and Mobilising others, and a clear female prevalence as for Ethical and sustainable thinking). On the other hand, there is a substantial lack of homogeneity with regard to those who perceive themselves as "other" in terms of gender, but it is clear that part of this result depends on the lowest numbers that make up this group of respondents (12 against 135 females and 58 males).

c) Means of competences by age

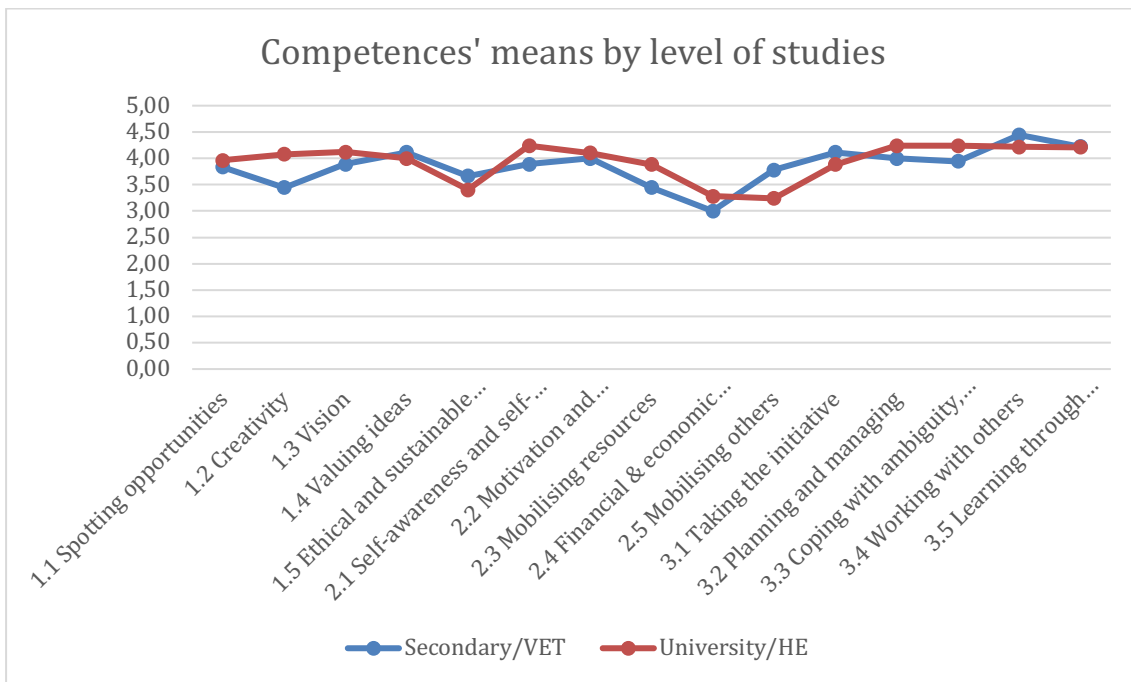
Competences	Italy		Total Italy
	16-20	20-28	
1.1 Spotting opportunities	3,87	4,2	3,92
1.2 Creativity	3,87	4,2	3,92
1.3 Vision	4,03	4,2	4,06
1.4 Valuing ideas	3,94	4,4	4
1.5 Ethical and sustainable thinking	3,55	3,2	3,5
2.1 Self-awareness and self-efficacy	4,15	3,93	4,12
2.2 Motivation and perseverance	4,10	3,8	4,06
2.3 Mobilising resources	3,74	4	3,78
2.4 Financial & economic literacy	3,16	3,2	3,17
2.5 Mobilising others	3,35	3,8	3,42
3.1 Taking the initiative	3,95	3,9	3,94
3.2 Planning and managing	4,13	4,6	4,19
3.3 Coping with ambiguity, uncertainty and risk	4,08	4,2	4,10
3.4 Working with others	4,32	3,9	4,26
3.5 Learning through experience	4,22	4,07	4,19



The answers show a substantial overlap between the two age groups. The competence most present for the 16-20 age group is Working with others; for the 20-28 age group it is Planning and managing.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,83	3,96	3,92
1.2 Creativity	3,44	4,08	3,92
1.3 Vision	3,89	4,12	4,06
1.4 Valuing ideas	4,11	4	4
1.5 Ethical and sustainable thinking	3,67	3,4	3,5
2.1 Self-awareness and self-efficacy	3,89	4,24	4,12
2.2 Motivation and perseverance	4	4,1	4,06
2.3 Mobilising resources	3,44	3,88	3,78
2.4 Financial & economic literacy	3	3,28	3,17
2.5 Mobilising others	3,78	3,24	3,42
3.1 Taking the initiative	4,11	3,88	3,94
3.2 Planning and managing	4	4,24	4,19
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,24	4,10
3.4 Working with others	4,44	4,22	4,26
3.5 Learning through experience	4,22	4,21	4,19



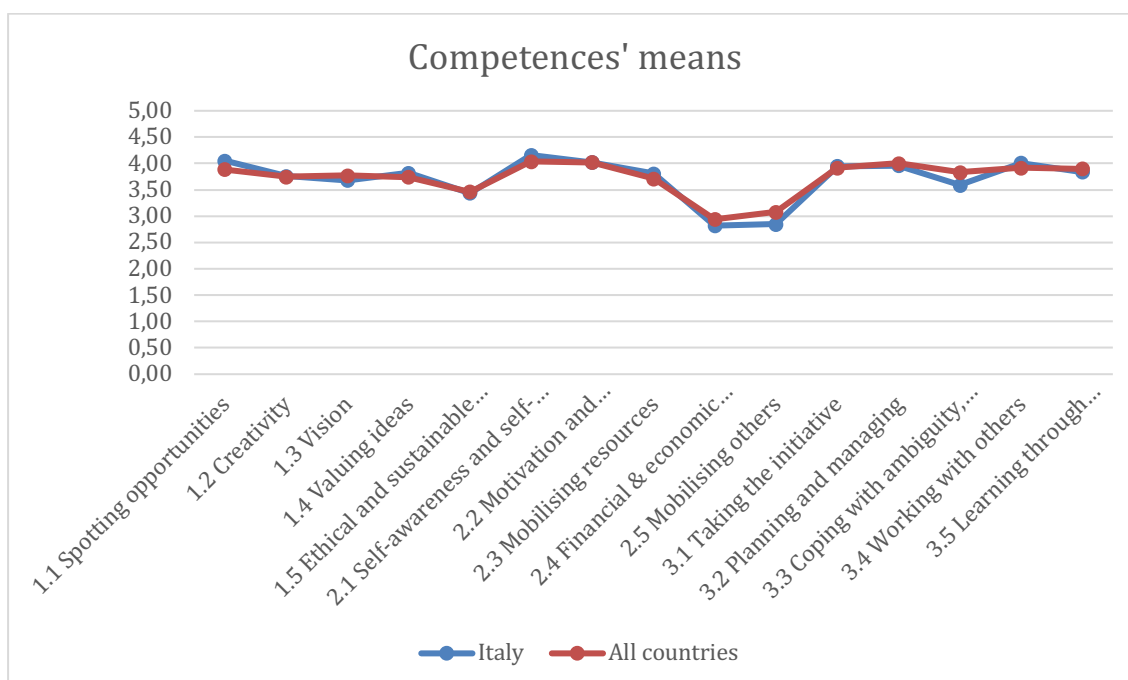
Primary school data have been removed because they are irrelevant here. Interesting to note the good level of Working with others for both levels. The biggest difference is in creativity, which is higher as the level increases.

3. Competences of job seekers

In this section we are going to analyse profile of competences of Young people that wants to look for a job.

a) General means of competences

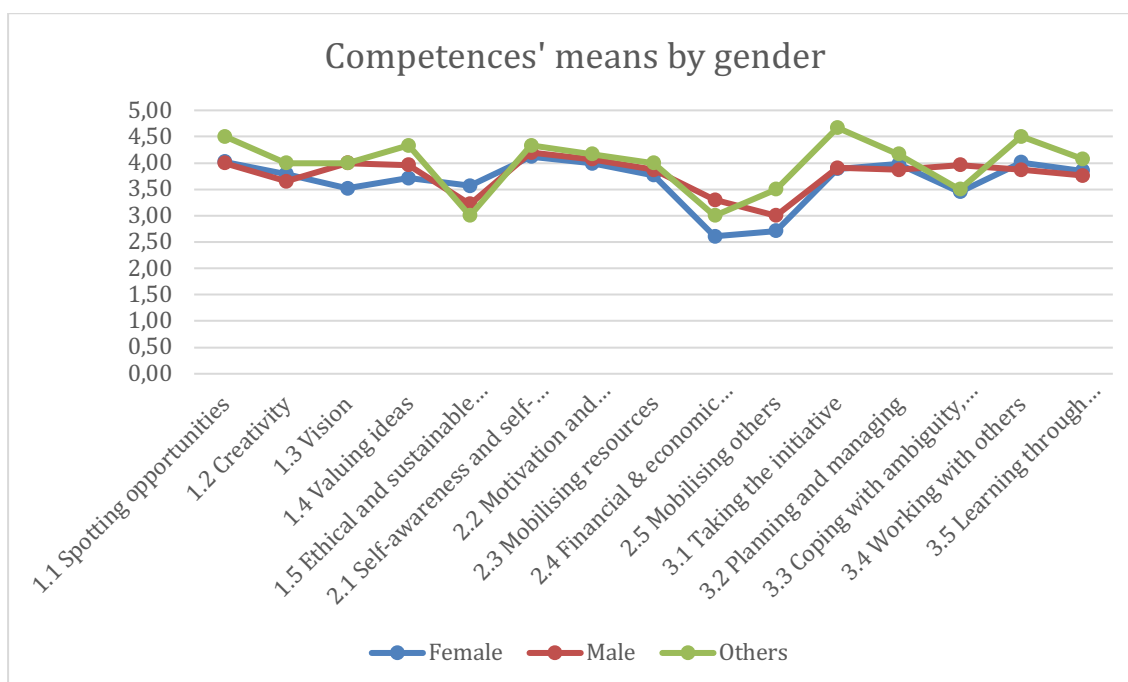
Competences	Italy	All countries
1.1 Spotting opportunities	4,05	3,89
1.2 Creativity	3,76	3,75
1.3 Vision	3,68	3,77
1.4 Valuing ideas	3,82	3,74
1.5 Ethical and sustainable thinking	3,44	3,46
2.1 Self-awareness and self-efficacy	4,16	4,04
2.2 Motivation and perseverance	4,02	4,02
2.3 Mobilising resources	3,81	3,71
2.4 Financial & economic literacy	2,82	2,94
2.5 Mobilising others	2,85	3,08
3.1 Taking the initiative	3,95	3,92
3.2 Planning and managing	3,96	4,00
3.3 Coping with ambiguity, uncertainty and risk	3,59	3,83
3.4 Working with others	4,01	3,92
3.5 Learning through experience	4,01	3,90



As for competences of job seekers, results of general means can almost overlap with the average of all countries.

b) Means of competences by gender

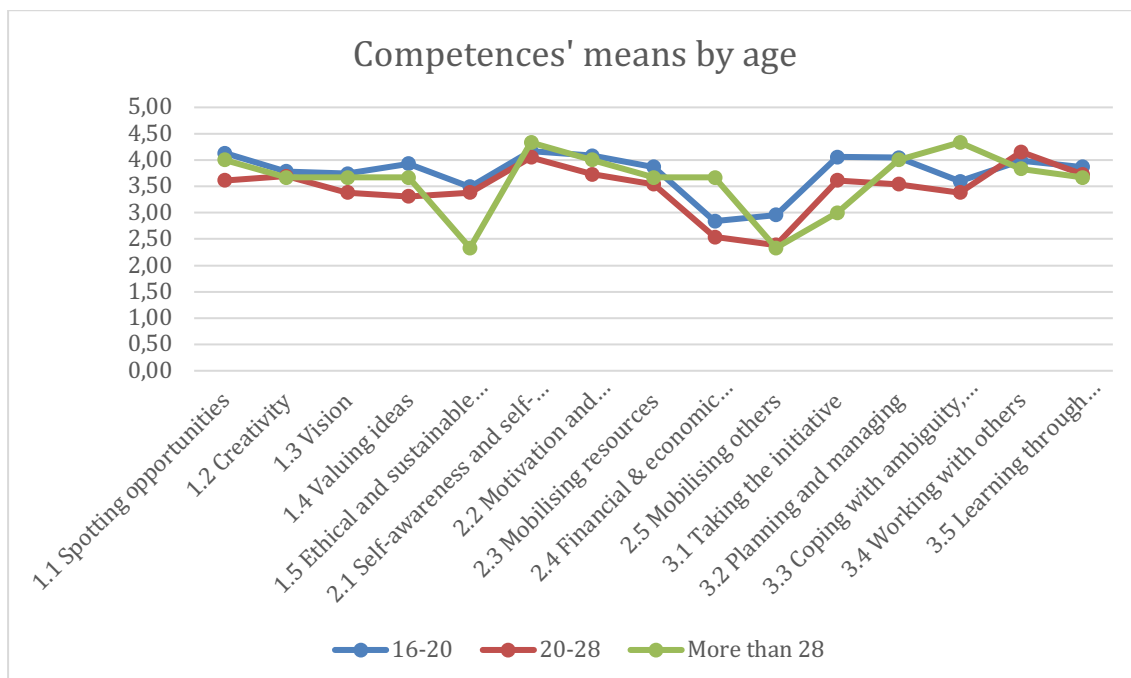
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	4,02	4	4,5	4,05
1.2 Creativity	3,79	3,65	4	3,76
1.3 Vision	3,52	4	4	3,68
1.4 Valuing ideas	3,71	3,96	4,33	3,82
1.5 Ethical and sustainable thinking	3,57	3,22	3	3,44
2.1 Self-awareness and self-efficacy	4,12	4,20	4,33	4,16
2.2 Motivation and perseverance	3,99	4,07	4,17	4,02
2.3 Mobilising resources	3,77	3,87	4	3,81
2.4 Financial & economic literacy	2,61	3,30	3	2,82
2.5 Mobilising others	2,71	3	3,5	2,85
3.1 Taking the initiative	3,89	3,91	4,67	3,95
3.2 Planning and managing	3,98	3,87	4,17	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,45	3,96	3,5	3,59
3.4 Working with others	4,01	3,87	4,5	4,01
3.5 Learning through experience	3,85	3,76	4,08	3,84



In terms of skills by gender, the most significant differences concern a certain male prevalence for Vision, Financial & economic literacy, Coping with ambiguity, uncertainty and risk. Those who define themselves as 'other' generally express higher levels of competence.

c) Means of competences by age

Competences	Italy			Total Italy
	16-20	20-28	More than 28	
1.1 Spotting opportunities	4,13	3,62	4	4,05
1.2 Creativity	3,78	3,69	3,67	3,76
1.3 Vision	3,74	3,38	3,67	3,68
1.4 Valuing ideas	3,93	3,31	3,67	3,82
1.5 Ethical and sustainable thinking	3,49	3,38	2,33	3,44
2.1 Self-awareness and self-efficacy	4,17	4,05	4,33	4,16
2.2 Motivation and perseverance	4,08	3,73	4	4,02
2.3 Mobilising resources	3,87	3,54	3,67	3,81
2.4 Financial & economic literacy	2,84	2,54	3,67	2,82
2.5 Mobilising others	2,96	2,38	2,33	2,85
3.1 Taking the initiative	4,06	3,62	3	3,95
3.2 Planning and managing	4,04	3,54	4	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,59	3,38	4,33	3,59
3.4 Working with others	3,99	4,15	3,83	4,01
3.5 Learning through experience	3,87	3,73	3,67	3,84

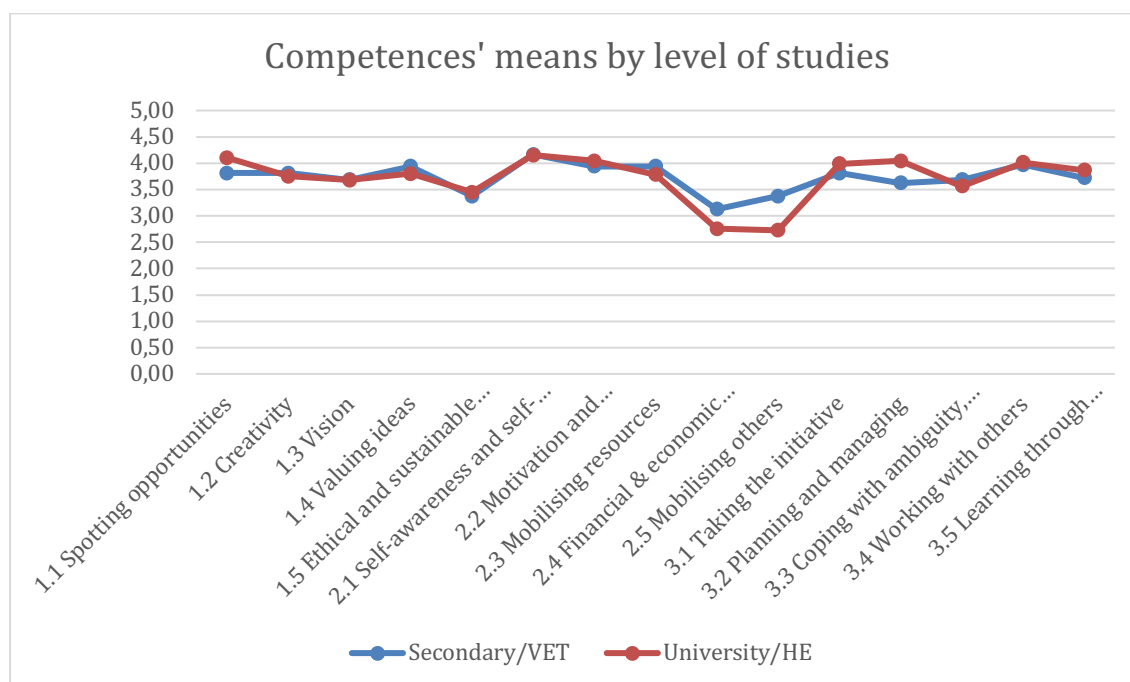


In terms of age, those over 28 years old report a lower level of ethical and sustainable thinking than the other groups, but a higher level of Financial & economic literacy and Coping with ambiguity, uncertainty and risk. The 20-28 range generally expresses lower levels than the 16-20 range, with the only exception of Working with others. In general,

the most critical competences are Financial & economic literacy and Mobilising others; the one considered most highly possessed is Self-awareness and self-efficacy.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,81	4,10	4,05
1.2 Creativity	3,81	3,75	3,76
1.3 Vision	3,69	3,68	3,68
1.4 Valuing ideas	3,94	3,80	3,82
1.5 Ethical and sustainable thinking	3,38	3,45	3,44
2.1 Self-awareness and self-efficacy	4,17	4,15	4,16
2.2 Motivation and perseverance	3,94	4,04	4,02
2.3 Mobilising resources	3,94	3,78	3,81
2.4 Financial & economic literacy	3,13	2,75	2,82
2.5 Mobilising others	3,38	2,72	2,85
3.1 Taking the initiative	3,81	3,99	3,95
3.2 Planning and managing	3,63	4,04	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,69	3,57	3,59
3.4 Working with others	3,97	4,01	4,01
3.5 Learning through experience	3,72	3,87	3,84



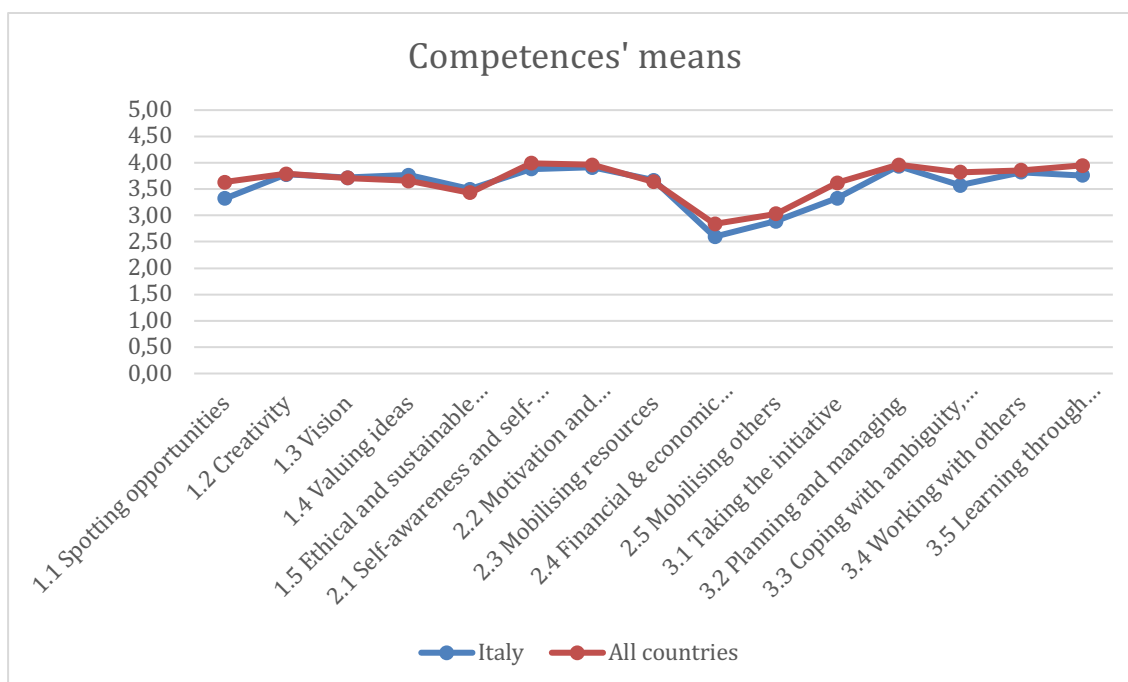
Again, the results of Primary Education are not considered. The results confirm the findings of the age distribution.

4. Competences of undecided

In this section, we are going to analyse level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competences

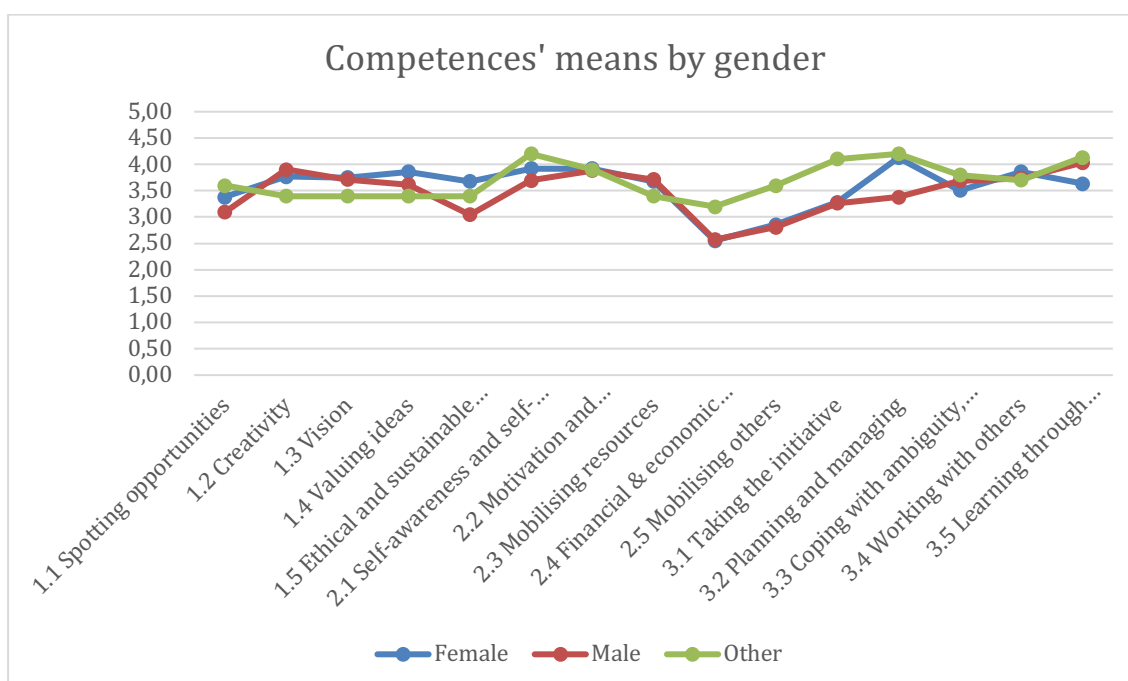
Competences	Italy	All countries
1.1 Spotting opportunities	3,32	3,63
1.2 Creativity	3,78	3,79
1.3 Vision	3,72	3,71
1.4 Valuing ideas	3,77	3,66
1.5 Ethical and sustainable thinking	3,50	3,43
2.1 Self-awareness and self-efficacy	3,88	3,99
2.2 Motivation and perseverance	3,91	3,96
2.3 Mobilising resources	3,67	3,64
2.4 Financial & economic literacy	2,60	2,84
2.5 Mobilising others	2,89	3,03
3.1 Taking the initiative	3,33	3,62
3.2 Planning and managing	3,94	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,57	3,82
3.4 Working with others	3,82	3,86
3.5 Learning through experience	3,76	3,95



Again, there is no significant deviation from the results of other countries.

b) Means of competences by gender

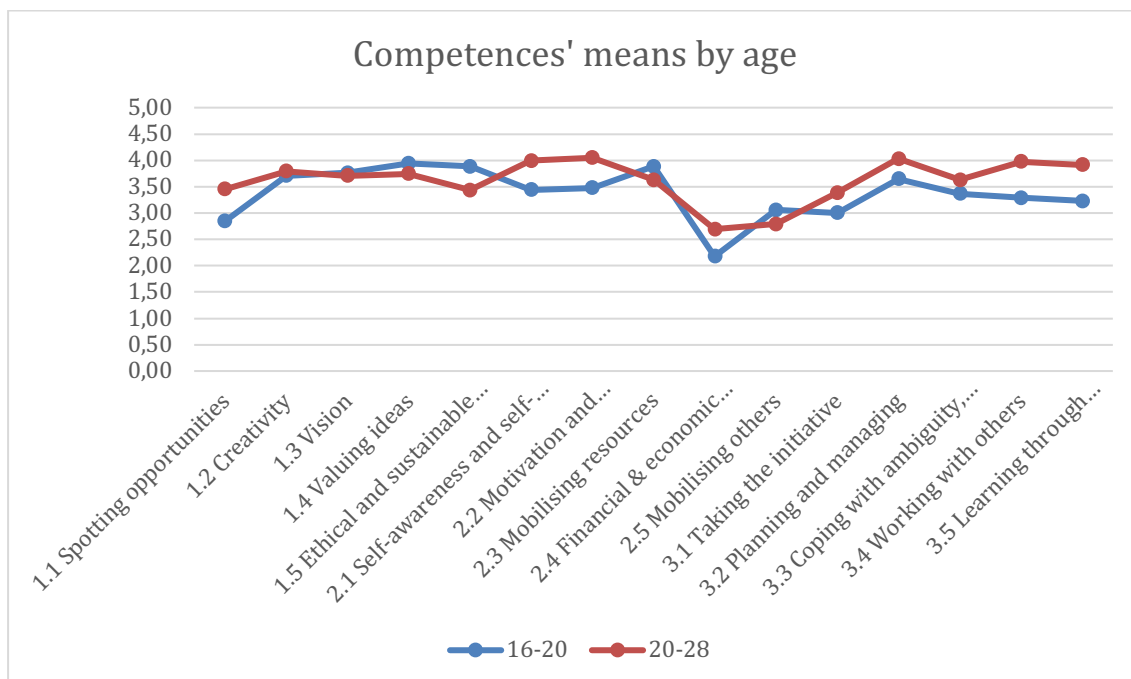
Competences	Italy			Total Italy
	Female	Male	Other	
1.1 Spotting opportunities	3,38	3,10	3,60	3,32
1.2 Creativity	3,77	3,90	3,40	3,78
1.3 Vision	3,75	3,71	3,40	3,72
1.4 Valuing ideas	3,86	3,62	3,40	3,77
1.5 Ethical and sustainable thinking	3,68	3,05	3,40	3,50
2.1 Self-awareness and self-efficacy	3,92	3,70	4,20	3,88
2.2 Motivation and perseverance	3,92	3,88	3,90	3,91
2.3 Mobilising resources	3,68	3,71	3,40	3,67
2.4 Financial & economic literacy	2,55	2,57	3,20	2,60
2.5 Mobilising others	2,86	2,81	3,60	2,89
3.1 Taking the initiative	3,28	3,26	4,10	3,33
3.2 Planning and managing	4,13	3,38	4,20	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,51	3,69	3,80	3,57
3.4 Working with others	3,86	3,74	3,70	3,82
3.5 Learning through experience	3,63	4,03	4,13	3,76



Even among the undecided, the perceived level of competence of those who define themselves as 'other' in gender is higher than that of males and females.

c) Means of competences by age

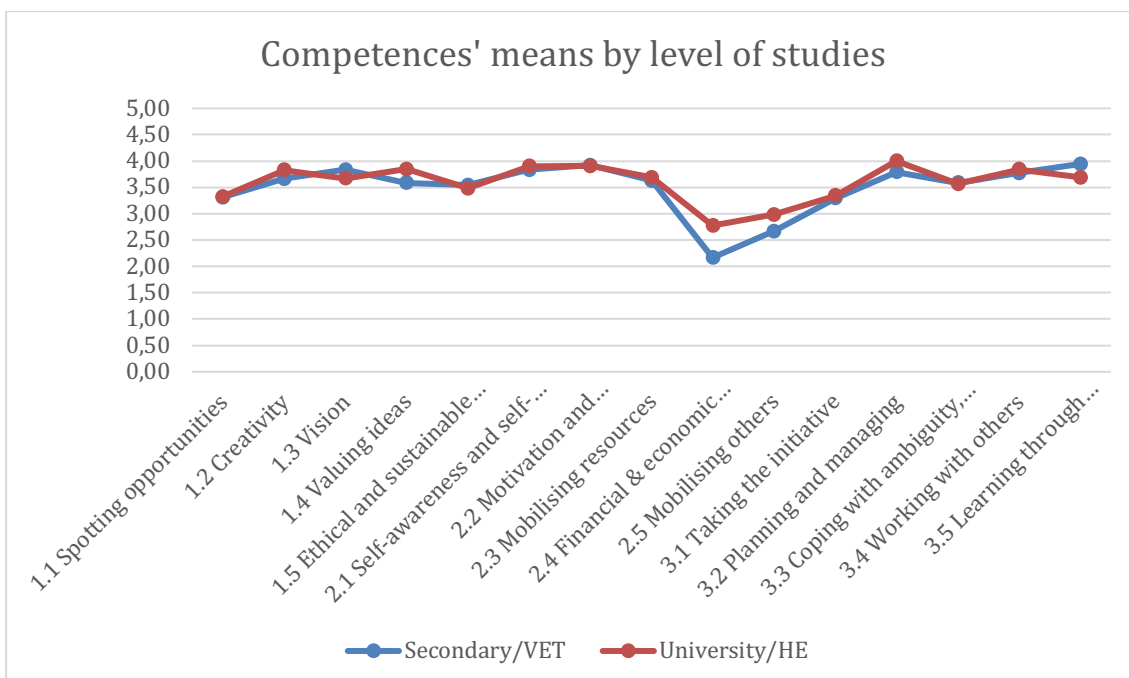
Competences	Italy		Total Italy
	16-20	20-28	
1.1 Spotting opportunities	2,84	3,45	3,32
1.2 Creativity	3,71	3,79	3,78
1.3 Vision	3,76	3,71	3,72
1.4 Valuing ideas	3,94	3,74	3,77
1.5 Ethical and sustainable thinking	3,88	3,44	3,50
2.1 Self-awareness and self-efficacy	3,44	3,99	3,88
2.2 Motivation and perseverance	3,47	4,05	3,91
2.3 Mobilising resources	3,88	3,63	3,67
2.4 Financial & economic literacy	2,18	2,69	2,60
2.5 Mobilising others	3,06	2,79	2,89
3.1 Taking the initiative	3	3,39	3,33
3.2 Planning and managing	3,65	4,03	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,37	3,63	3,57
3.4 Working with others	3,29	3,98	3,82
3.5 Learning through experience	3,23	3,91	3,76



Among the undecided, the higher age group influences the level of competence, which is generally higher than in the lower age group. The most significant exception in terms of variance is Ethical and sustainable thinking.

d) Means of competences by level of studies

Competences	Italy		Total Italy
	Secondary /VET	University/ HE	
1.1 Spotting opportunities	3,31	3,33	3,32
1.2 Creativity	3,67	3,83	3,78
1.3 Vision	3,83	3,67	3,72
1.4 Valuing ideas	3,58	3,84	3,77
1.5 Ethical and sustainable thinking	3,54	3,48	3,50
2.1 Self-awareness and self-efficacy	3,83	3,90	3,88
2.2 Motivation and perseverance	3,92	3,91	3,91
2.3 Mobilising resources	3,63	3,69	3,67
2.4 Financial & economic literacy	2,17	2,78	2,60
2.5 Mobilising others	2,67	2,98	2,89
3.1 Taking the initiative	3,29	3,34	3,33
3.2 Planning and managing	3,79	4	3,94
3.3 Coping with ambiguity, uncertainty and risk	3,58	3,57	3,57
3.4 Working with others	3,77	3,84	3,82
3.5 Learning through experience	3,94	3,69	3,76

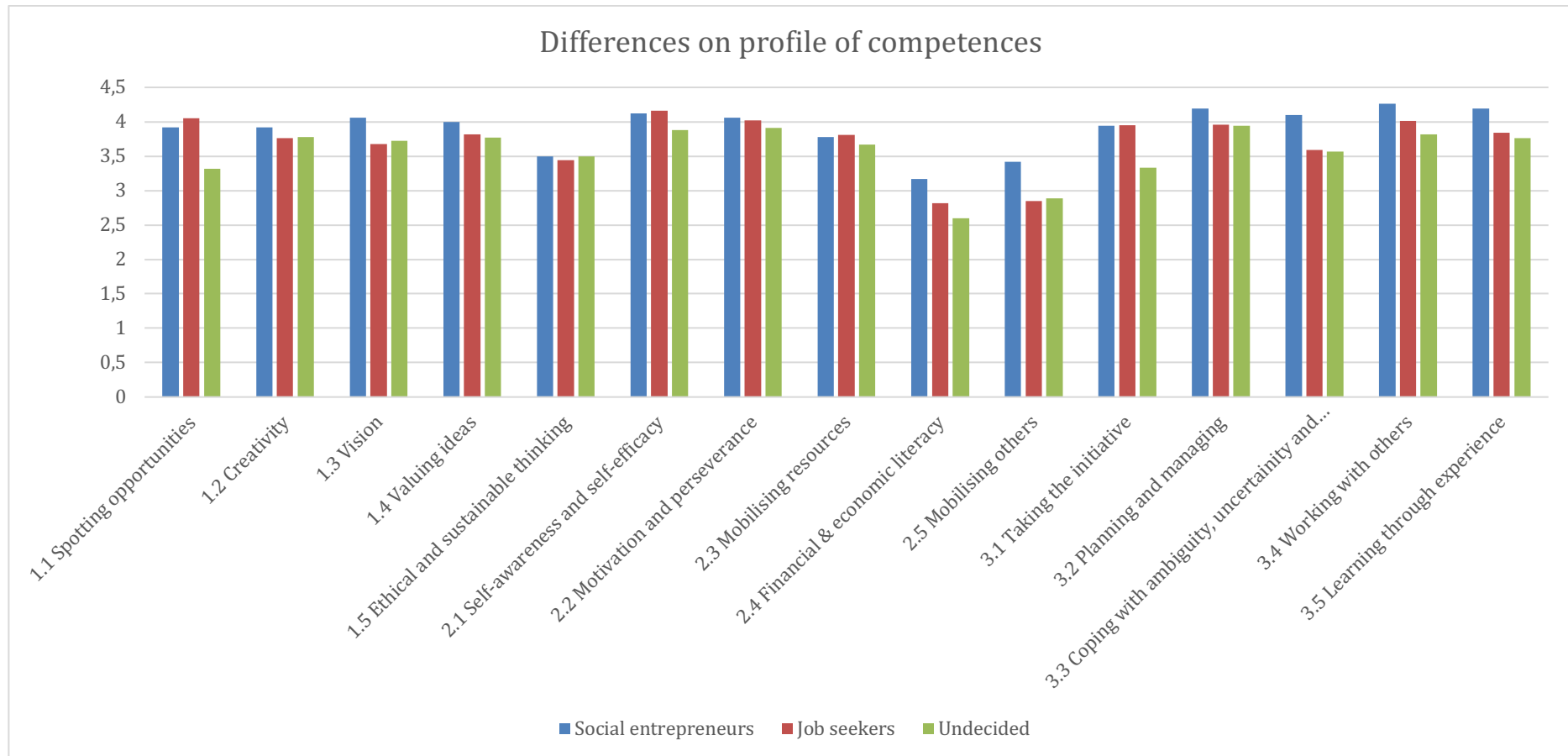


Among the undecided, the only significant difference with respect to educational level concerns the competency Financial & economic literacy, perceived to be higher at University/HE

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,92	4,05	3,32
1.2 Creativity	3,92	3,76	3,78
1.3 Vision	4,06	3,68	3,72
1.4 Valuing ideas	4,00	3,82	3,77
1.5 Ethical and sustainable thinking	3,50	3,44	3,50
2.1 Self-awareness and self-efficacy	4,12	4,16	3,88
2.2 Motivation and perseverance	4,06	4,02	3,91
2.3 Mobilising resources	3,78	3,81	3,67
2.4 Financial & economic literacy	3,17	2,82	2,60
2.5 Mobilising others	3,42	2,85	2,89
3.1 Taking the initiative	3,94	3,95	3,33
3.2 Planning and managing	4,19	3,96	3,94
3.3 Coping with ambiguity, uncertainty and risk	4,10	3,59	3,57
3.4 Working with others	4,26	4,01	3,82
3.5 Learning through experience	4,19	3,84	3,76



Overall, the difference between the three profiles shows a higher level of perceived competence in social entrepreneurs. The level of job seekers is close, and in three cases even higher (Spotting opportunities, Self-awareness and self-efficacy, Taking the initiative). For the undecided, on the other hand, the level of competence is always lower than for the other profiles, and the deviation is particularly significant for Spotting opportunities and Taking the initiative.



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by
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GREECE

DATA ANALYSIS: GREECE

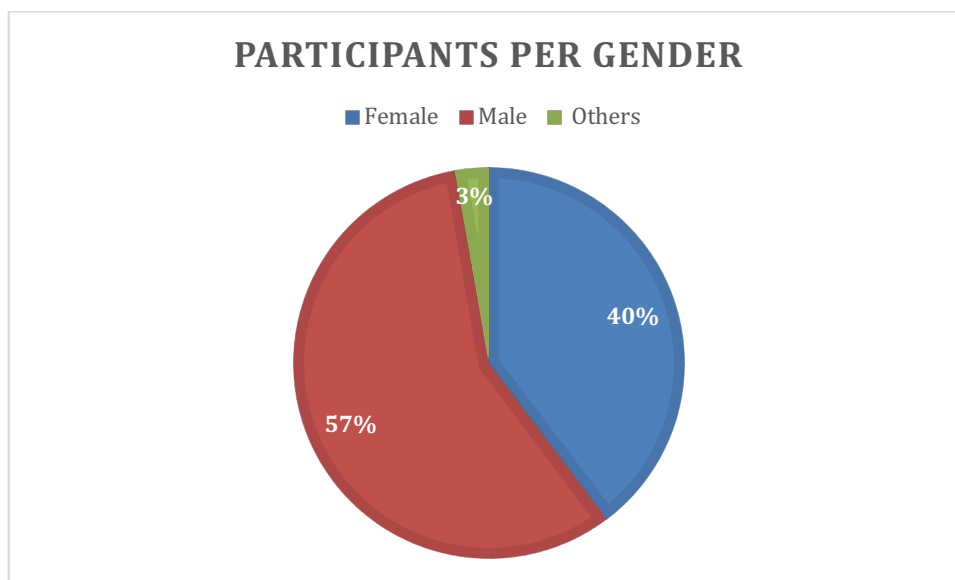
1. Profile of participants

The total number of responses in Greece was 146. In this section, we are going to analyze the profile of these 146 respondents.

a) Participants per gender

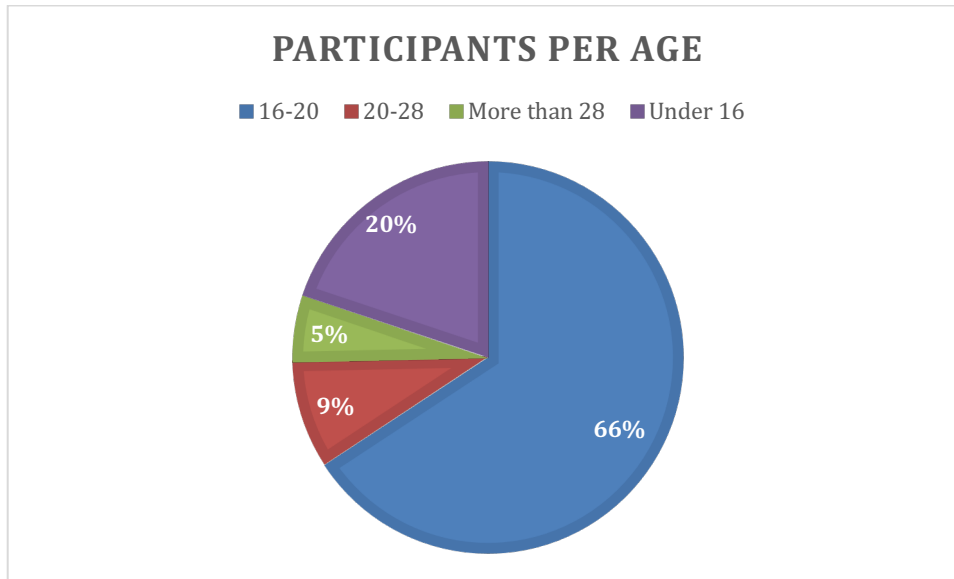
Greece	146
Female	58
Male	84
Others	4

In Greece, of 146 respondents, 58 were female, 84 male and 4 others, as can be seen in the following graphic:



b) Participants per age

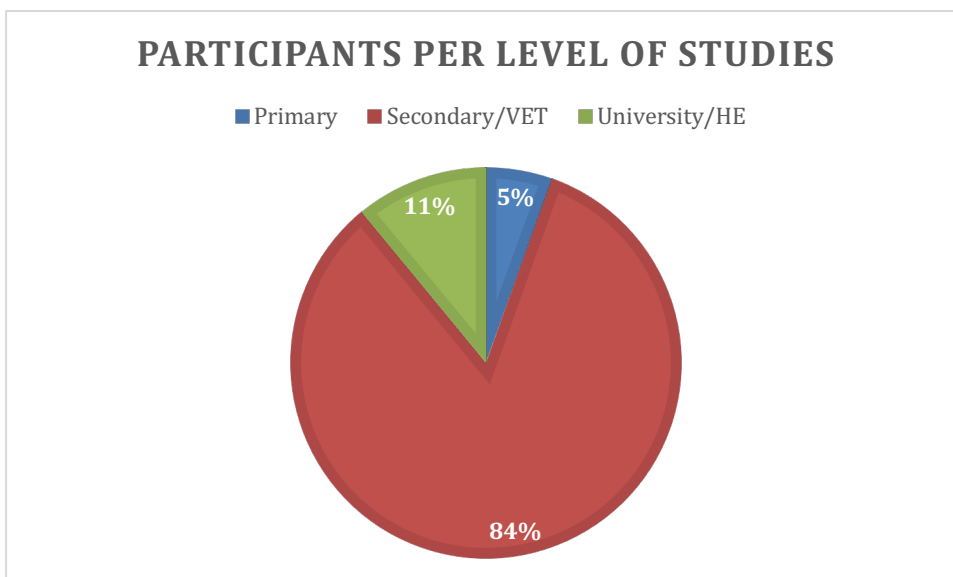
Greece	146
16-20	96
20-28	13
More than 28	8
Under 16	29



66% of the participants were between 16 and 20 years old, followed by participants under 16 (20%). Participants over 20 years old cover the rest 14%.

c) Participants per level of studies

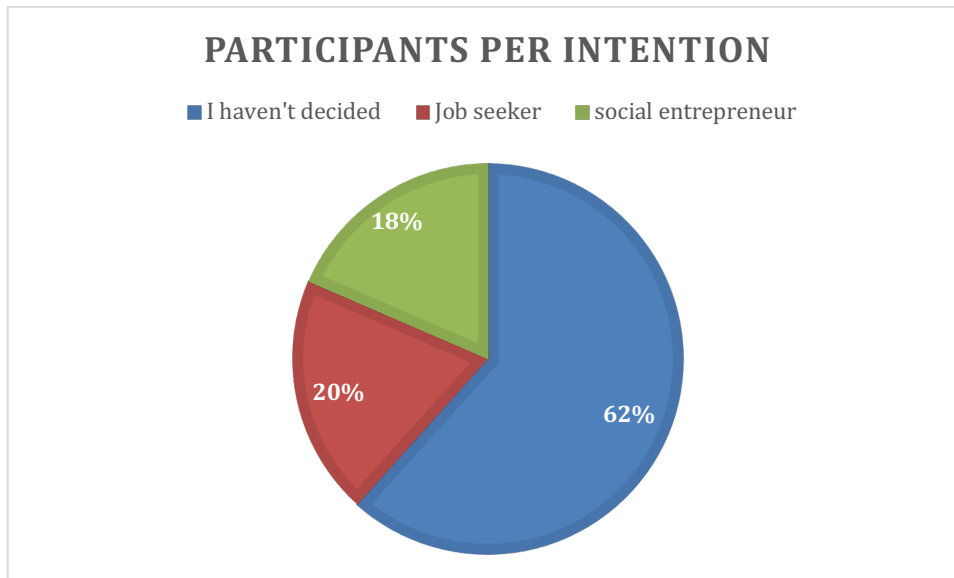
Greece	146
Primary	8
Secondary/VET	122
University/HE	16



84% of the participants had secondary or VET studies, followed by University of Higher Education studies (11%) and primary studies (5%).

d) Participants per intention

Greece	146
I haven't decided	90
Job seeker	29
Social entrepreneur	27



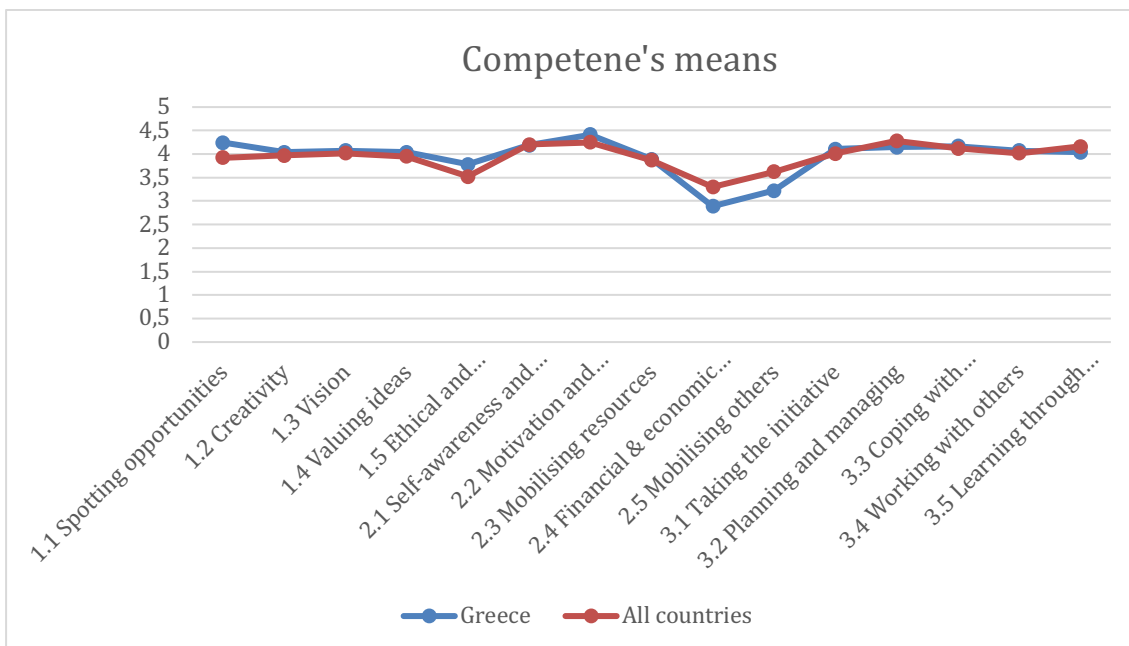
62% of Greek participants declare that they haven't decided if they want to look for a job or start a social business, while 20% wants to look for a job and 18% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

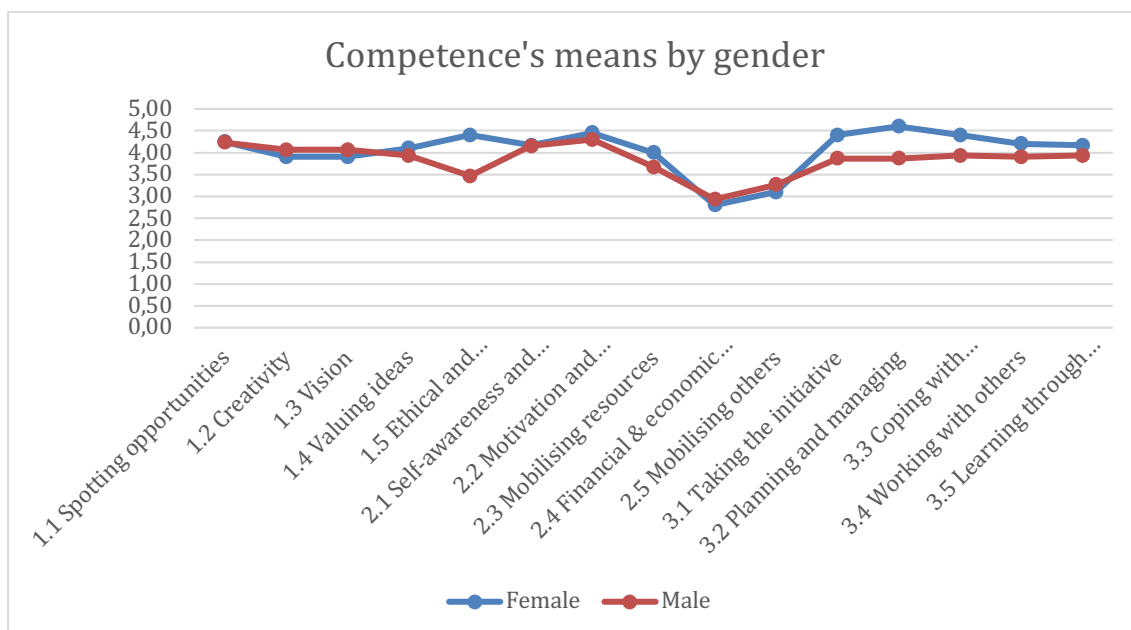
Competence	Greece	All countries
1.1 Spotting opportunities	4,24	3,92
1.2 Creativity	4,04	3,97
1.3 Vision	4,07	4,02
1.4 Valuing ideas	4,04	3,95
1.5 Ethical and sustainable thinking	3,78	3,52
2.1 Self-awareness and self-efficacy	4,19	4,20
2.2 Motivation and perseverance	4,41	4,25
2.3 Mobilising resources	3,89	3,87
2.4 Financial & economic literacy	2,89	3,30
2.5 Mobilising others	3,22	3,62
3.1 Taking the initiative	4,11	4,01
3.2 Planning and managing	4,15	4,28
3.3 Coping with ambiguity, uncertainty and risk	4,17	4,12
3.4 Working with others	4,07	4,02
3.5 Learning through experience	4,04	4,16



As we can see the level of competences in Greece is almost similar than the general level of competences of all countries in the study. Working with others and Learning through the experience have higher values in Greece, while vision and ethical and sustainable thinking have lower values in Greece.

b) Means of competencies by gender

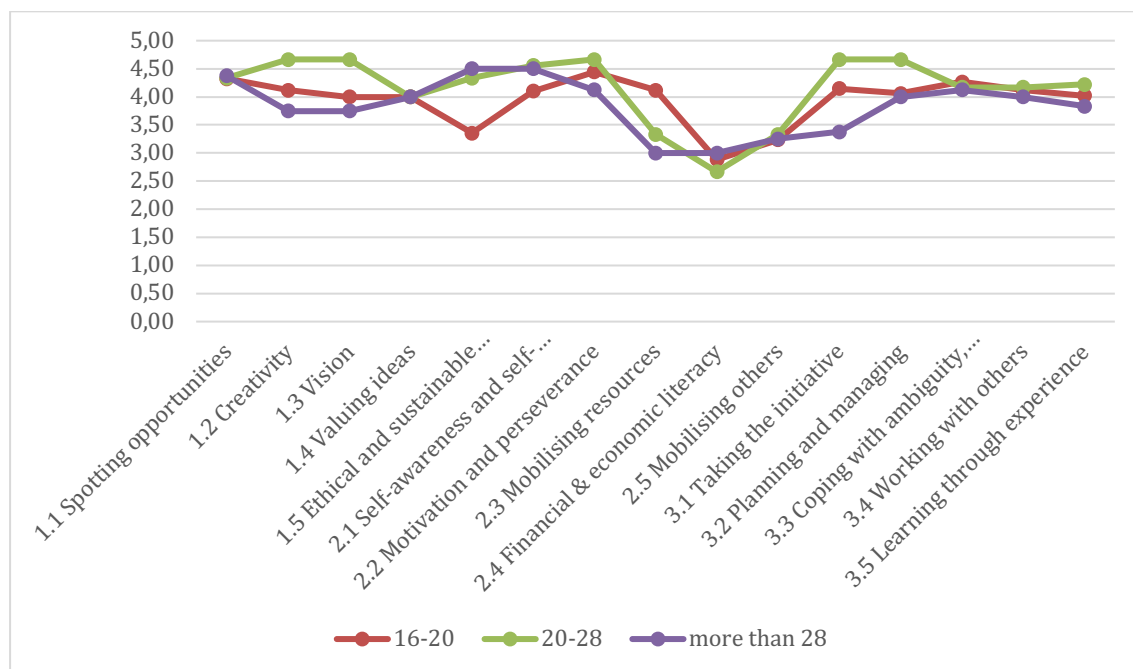
Competences	Greece		Total Greece
	Female	Male	
1.1 Spotting opportunities	4,25	4,23	4,24
1.2 Creativity	3,90	4,07	4,04
1.3 Vision	3,90	4,07	4,07
1.4 Valuing ideas	4,10	3,93	4,04
1.5 Ethical and sustainable thinking	4,40	3,47	3,78
2.1 Self-awareness and self-efficacy	4,17	4,16	4,19
2.2 Motivation and perseverance	4,45	4,30	4,41
2.3 Mobilising resources	4,00	3,67	3,89
2.4 Financial & economic literacy	2,80	2,93	2,89
2.5 Mobilising others	3,10	3,27	3,22
3.1 Taking the initiative	4,40	3,87	4,11
3.2 Planning and managing	4,60	3,87	4,15
3.3 Coping with ambiguity, uncertainty and risk	4,40	3,93	4,17
3.4 Working with others	4,20	3,90	4,07
3.5 Learning through experience	4,17	3,93	4,04



We observe that the distribution of competencies by gender is very similar between male and female. However, there is a clear male prevalence as for Ethical and sustainable thinking, Taking the initiative, Planning and managing and Coping with ambiguity, uncertainty and risk.

c) Means of competencies by age

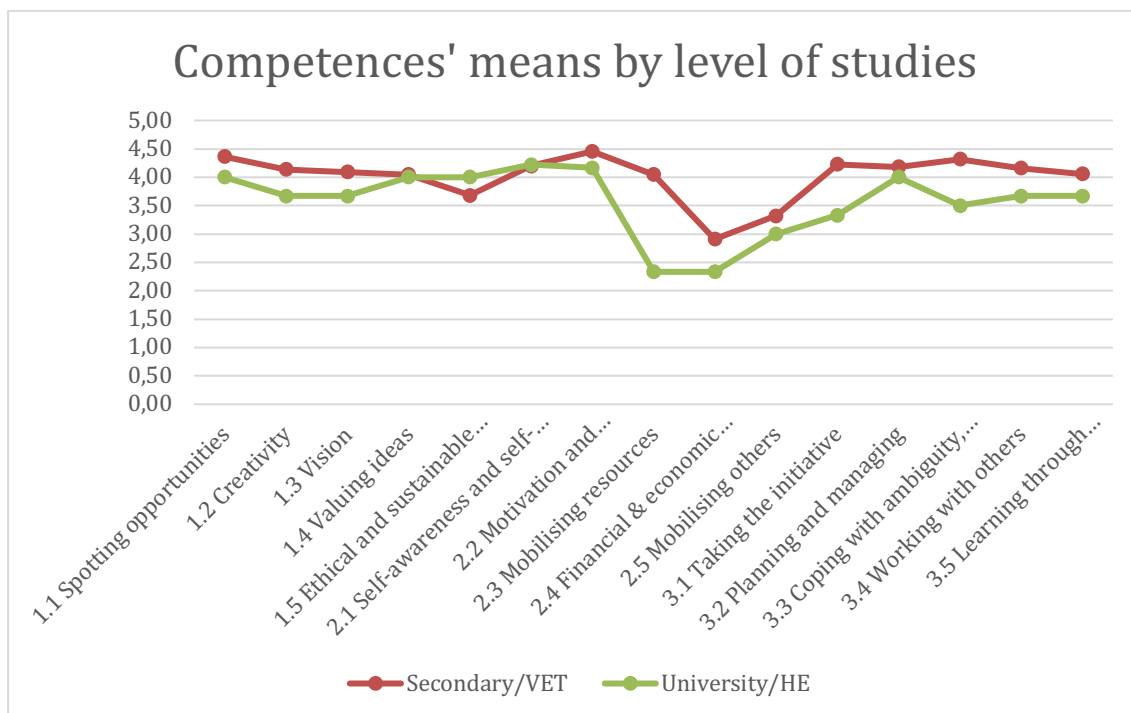
Competences	Under 16	Greece			Total Greece
		16-20	20-28	More than 28	
1.1 Spotting opportunities	3,50	4,32	4,33	4,38	4,24
1.2 Creativity	3,33	4,12	4,67	3,75	4,04
1.3 Vision	4,33	4,00	4,67	3,75	4,07
1.4 Valuing ideas	4,33	4,00	4,00	4,00	4,04
1.5 Ethical and sustainable thinking	4,67	3,35	4,33	4,50	3,78
2.1 Self-awareness and self-efficacy	3,89	4,10	4,56	4,50	4,19
2.2 Motivation and perseverance	4,33	4,44	4,67	4,13	4,41
2.3 Mobilising resources	4,33	4,12	3,33	3,00	3,89
2.4 Financial & economic literacy	3,00	2,88	2,67	3,00	2,89
2.5 Mobilising others	3,00	3,24	3,33	3,25	3,22
3.1 Taking the initiative	4,33	4,15	4,67	3,38	4,11
3.2 Planning and managing	4,33	4,06	4,67	4,00	4,15
3.3 Coping with ambiguity, uncertainty and risk	3,67	4,26	4,17	4,13	4,17
3.4 Working with others	3,83	4,12	4,17	4,00	4,07
3.5 Learning through experience	4,22	4,02	4,22	3,83	4,04



Ages under 16 were excluded as they are a small statistical sample. Analyzing the graf we can see that Creativity and Vision is rated higher at the ages 20-28 and also Planning and managing and Coping with ambiguity, uncertainty and risk. On the other hand, Ethical and sustainable thinking is rated with a lower value at the ages 16-20. Financial & economic literacy is rated with the lowest value by all the age groups.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,25	4,36	4,00	4,24
1.2 Creativity	3,50	4,14	3,67	4,04
1.3 Vision	4,50	4,09	3,67	4,07
1.4 Valuing ideas	4,00	4,05	4,00	4,04
1.5 Ethical and sustainable thinking	4,50	3,68	4,00	3,78
2.1 Self-awareness and self-efficacy	4,00	4,20	4,22	4,19
2.2 Motivation and perseverance	4,25	4,45	4,17	4,41
2.3 Mobilising resources	4,50	4,05	2,33	3,89
2.4 Financial & economic literacy	3,50	2,91	2,33	2,89
2.5 Mobilising others	2,50	3,32	3,00	3,22
3.1 Taking the initiative	4,00	4,23	3,33	4,11
3.2 Planning and managing	4,00	4,18	4,00	4,15
3.3 Coping with ambiguity, uncertainty and risk	3,50	4,32	3,50	4,17
3.4 Working with others	3,75	4,16	3,67	4,07
3.5 Learning through experience	4,33	4,06	3,67	4,04



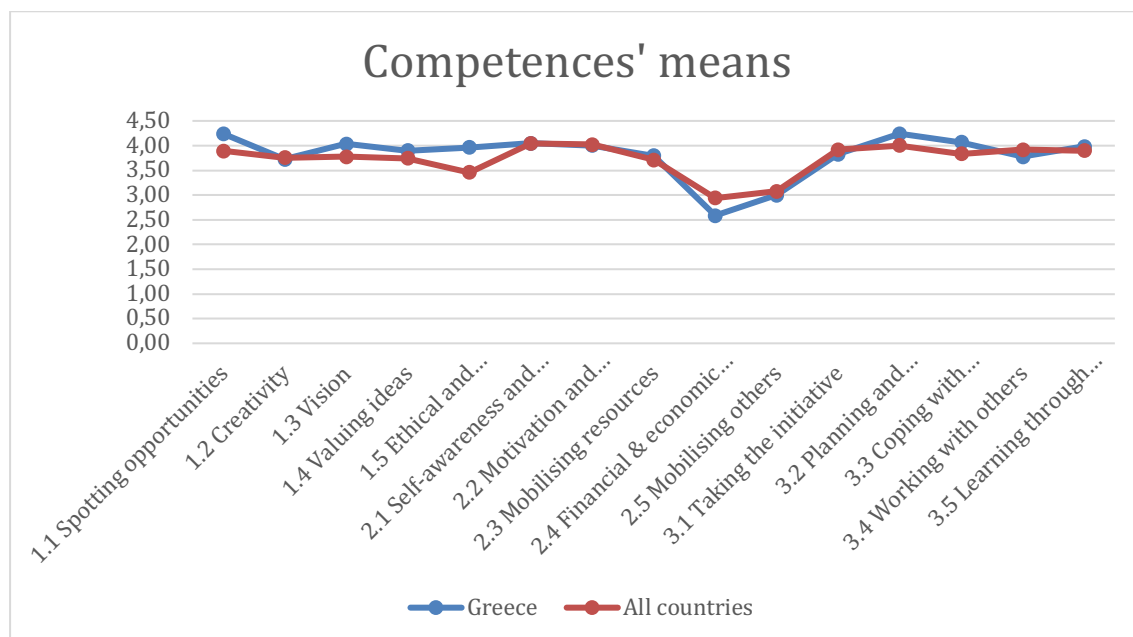
Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see the level of competences is almost similar for both level of studies, secondary/VET and Uni/HE. Mobilising resources, Financial & economic literacy and Mobilising others is rated with a lower value at both groups.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

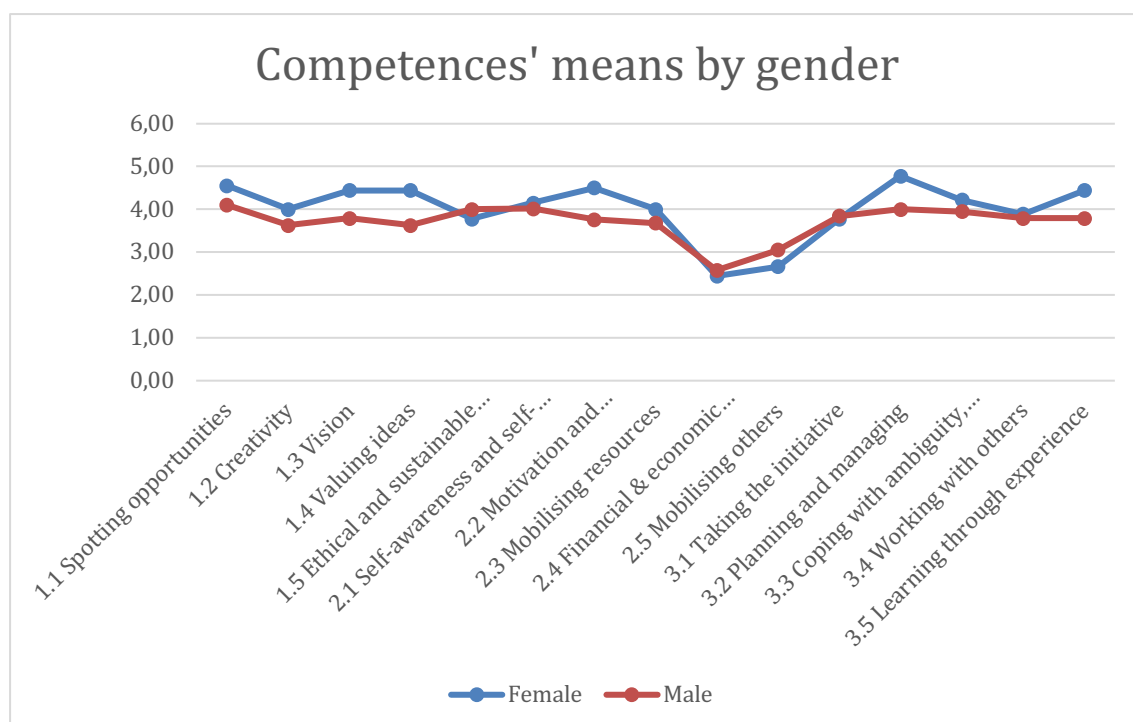
Competences	Greece	All countries
1.1 Spotting opportunities	4,24	3,89
1.2 Creativity	3,72	3,75
1.3 Vision	4,03	3,77
1.4 Valuing ideas	3,90	3,74
1.5 Ethical and sustainable thinking	3,97	3,46
2.1 Self-awareness and self-efficacy	4,05	4,04
2.2 Motivation and perseverance	4,00	4,02
2.3 Mobilising resources	3,79	3,71
2.4 Financial & economic literacy	2,59	2,94
2.5 Mobilising others	3,00	3,08
3.1 Taking the initiative	3,83	3,92
3.2 Planning and managing	4,24	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,07	3,83
3.4 Working with others	3,78	3,92
3.5 Learning through experience	3,98	3,90



As we can see the level of competences in Greece is almost similar than the general level of competences of all countries in the study. Spotting opportunities and Ethical and sustainable thinking have higher values in Greece, while Financial & economic literacy have lower values in Greece.

b) Means of competencies by gender

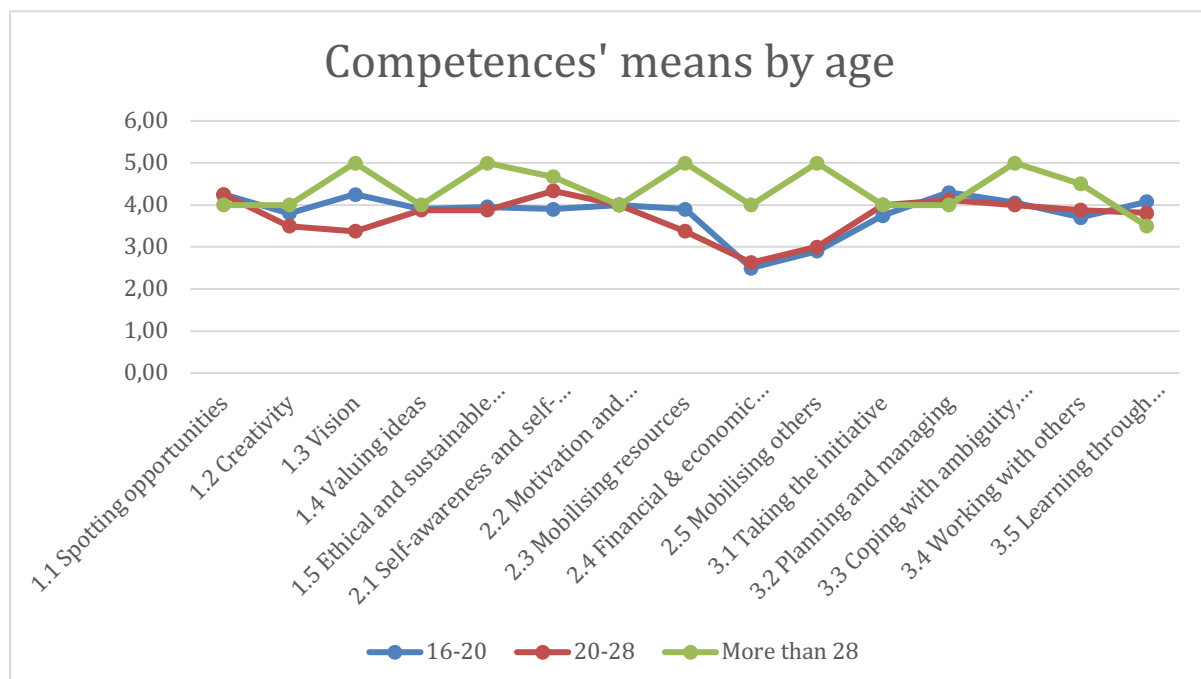
Competences	Greece		Total Greece
	Female	Male	
1.1 Spotting opportunities	4,56	4,11	4,24
1.2 Creativity	4,00	3,63	3,72
1.3 Vision	4,44	3,79	4,03
1.4 Valuing ideas	4,44	3,63	3,90
1.5 Ethical and sustainable thinking	3,78	4,00	3,97
2.1 Self-awareness and self-efficacy	4,15	4,02	4,05
2.2 Motivation and perseverance	4,50	3,76	4,00
2.3 Mobilising resources	4,00	3,68	3,79
2.4 Financial & economic literacy	2,44	2,58	2,59
2.5 Mobilising others	2,67	3,05	3,00
3.1 Taking the initiative	3,78	3,84	3,83
3.2 Planning and managing	4,78	4,00	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,22	3,95	4,07
3.4 Working with others	3,89	3,79	3,78
3.5 Learning through experience	4,44	3,79	3,98



We observe that the distribution of competences by gender is very similar between male and female. However, there is a clear female prevalence as for Vision, Valuing ideas, Motivation and perseverance, Planning and managing and Learning through experience.

c) Means of competencies by age

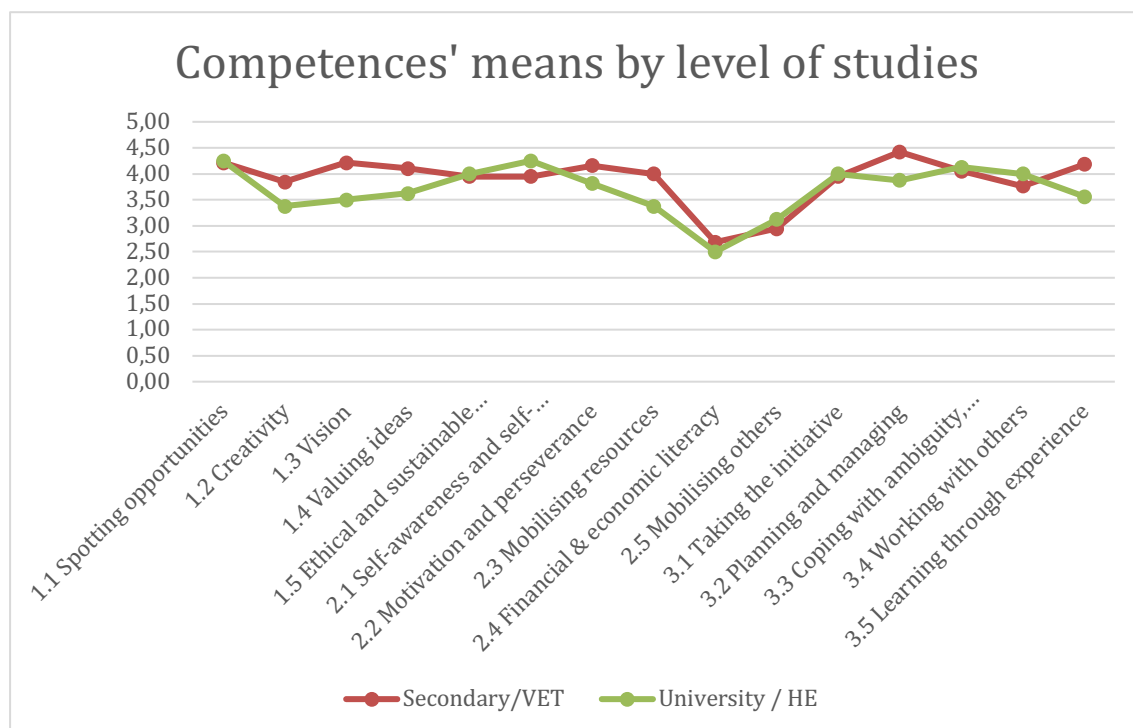
Competences	Greece			Total Greece
	16-20	20-28	More than 28	
1.1 Spotting opportunities	4,25	4,25	4,00	4,24
1.2 Creativity	3,80	3,50	4,00	3,72
1.3 Vision	4,25	3,38	5,00	4,03
1.4 Valuing ideas	3,90	3,88	4,00	3,90
1.5 Ethical and sustainable thinking	3,95	3,88	5,00	3,97
2.1 Self-awareness and self-efficacy	3,90	4,33	4,67	4,05
2.2 Motivation and perseverance	4,00	4,00	4,00	4,00
2.3 Mobilising resources	3,90	3,38	5,00	3,79
2.4 Financial & economic literacy	2,50	2,63	4,00	2,59
2.5 Mobilising others	2,90	3,00	5,00	3,00
3.1 Taking the initiative	3,75	4,00	4,00	3,83
3.2 Planning and managing	4,30	4,13	4,00	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,05	4,00	5,00	4,07
3.4 Working with others	3,70	3,88	4,50	3,78
3.5 Learning through experience	4,08	3,81	3,50	3,98



Analyzing the graf we can see that all competences is rated almost equal by the age groups 16-20 and 20-28. However Creativity, Valuing ideas, Mobilising resources, Financial & economic literacy, Mobilising others, Coping with ambiguity, uncertainty and risk and Working with others is rated higher at the ages more than 28.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	4,50	4,21	4,25	4,24
1.2 Creativity	4,00	3,84	3,38	3,72
1.3 Vision	4,50	4,21	3,50	4,03
1.4 Valuing ideas	3,00	4,11	3,63	3,90
1.5 Ethical and sustainable thinking	4,00	3,95	4,00	3,97
2.1 Self-awareness and self-efficacy	4,17	3,95	4,25	4,05
2.2 Motivation and perseverance	3,25	4,16	3,81	4,00
2.3 Mobilising resources	3,50	4,00	3,38	3,79
2.4 Financial & economic literacy	2,00	2,68	2,50	2,59
2.5 Mobilising others	3,00	2,95	3,13	3,00
3.1 Taking the initiative	2,00	3,95	4,00	3,83
3.2 Planning and managing	4,00	4,42	3,88	4,24
3.3 Coping with ambiguity, uncertainty and risk	4,00	4,05	4,13	4,07
3.4 Working with others	3,00	3,76	4,00	3,78
3.5 Learning through experience	3,75	4,18	3,56	3,98



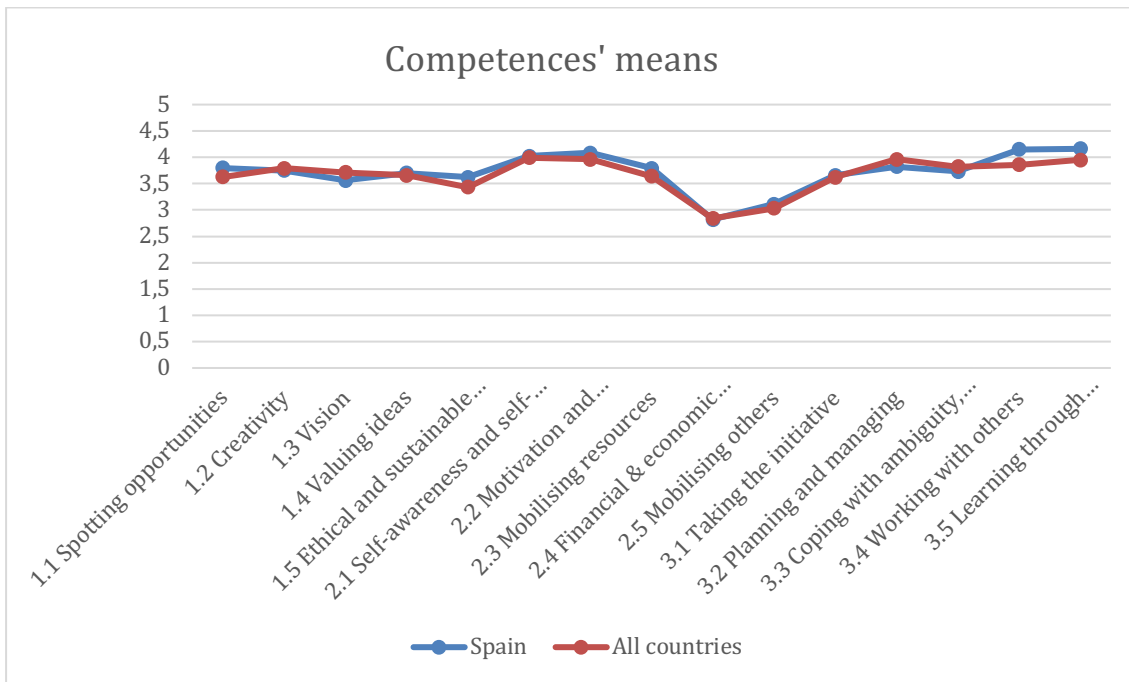
Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see the level of competences is almost similar for both level of studies, secondary/VET and Uni/HE. Mobilising resources, Financial & economic literacy and Mobilising others is rated with a lower value at both groups.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competencies

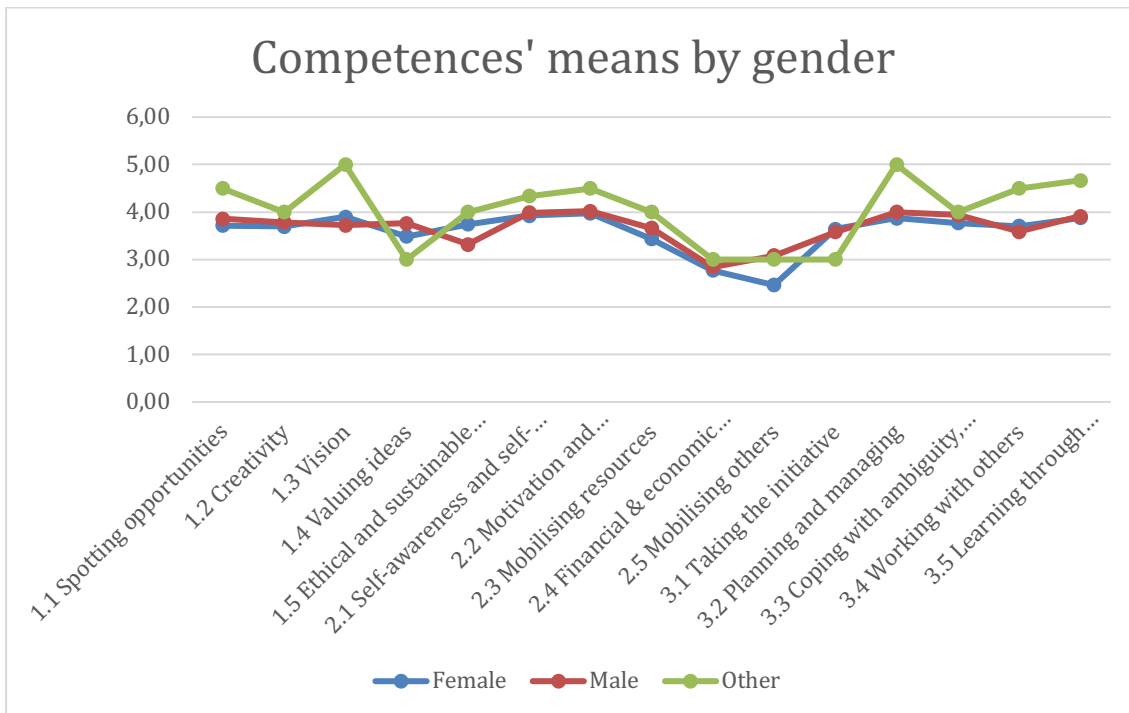
Competences	Greece	All countries
1.1 Spotting opportunities	3,81	3,63
1.2 Creativity	3,74	3,79
1.3 Vision	3,81	3,71
1.4 Valuing ideas	3,63	3,66
1.5 Ethical and sustainable thinking	3,51	3,43
2.1 Self-awareness and self-efficacy	3,96	3,99
2.2 Motivation and perseverance	4,01	3,96
2.3 Mobilising resources	3,57	3,64
2.4 Financial & economic literacy	2,81	2,84
2.5 Mobilising others	2,81	3,03
3.1 Taking the initiative	3,60	3,62
3.2 Planning and managing	3,96	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,87	3,82
3.4 Working with others	3,65	3,86
3.5 Learning through experience	3,91	3,95



As we can see the level of competences in Greece is absolutely similar than the general level of competences of all countries in the study.

b) Means of competencies by gender

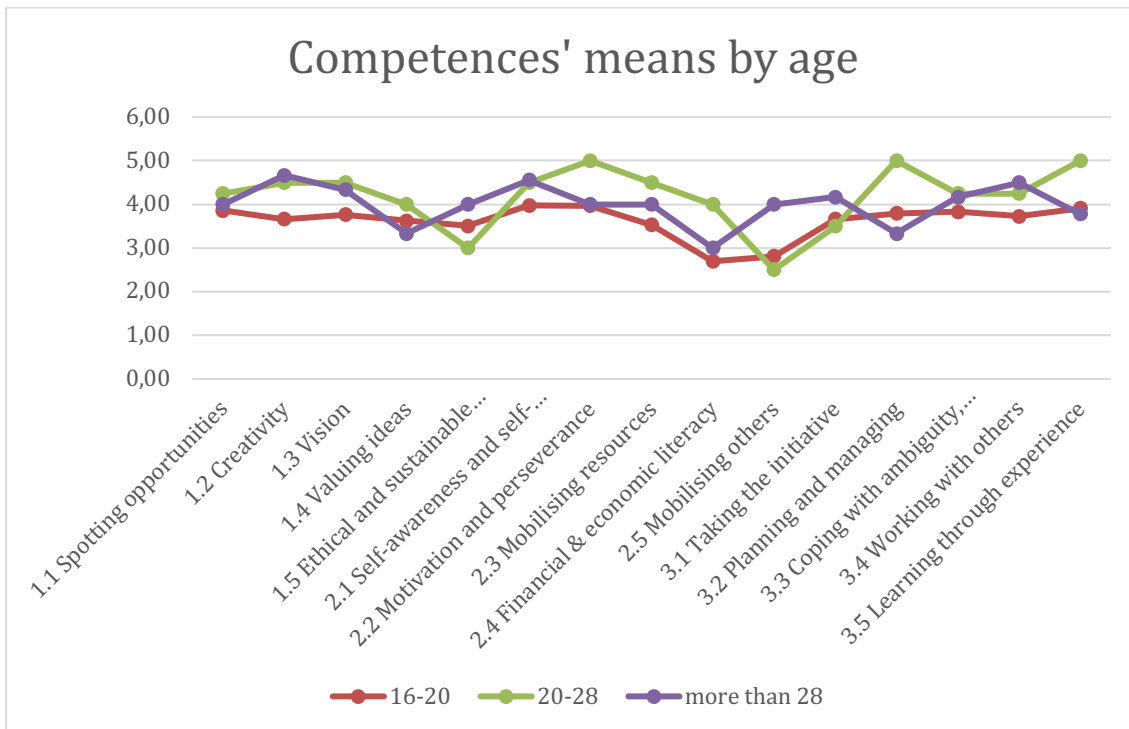
Competences	Greece			Total Greece
	Female	Male	Other	
1.1 Spotting opportunities	3,72	3,86	4,50	3,81
1.2 Creativity	3,69	3,78	4,00	3,74
1.3 Vision	3,90	3,72	5,00	3,81
1.4 Valuing ideas	3,49	3,76	3,00	3,63
1.5 Ethical and sustainable thinking	3,74	3,32	4,00	3,51
2.1 Self-awareness and self-efficacy	3,92	3,99	4,33	3,96
2.2 Motivation and perseverance	3,97	4,02	4,50	4,01
2.3 Mobilising resources	3,44	3,66	4,00	3,57
2.4 Financial & economic literacy	2,77	2,84	3,00	2,81
2.5 Mobilising others	2,46	3,08	3,00	2,81
3.1 Taking the initiative	3,64	3,58	3,00	3,60
3.2 Planning and managing	3,87	4,00	5,00	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,77	3,94	4,00	3,87
3.4 Working with others	3,71	3,59	4,50	3,65
3.5 Learning through experience	3,88	3,91	4,67	3,91



We observe that the distribution of competences by gender is very similar between male and female. There is a light male prevalence as for Mobilising others.

c) Means of competencies by age

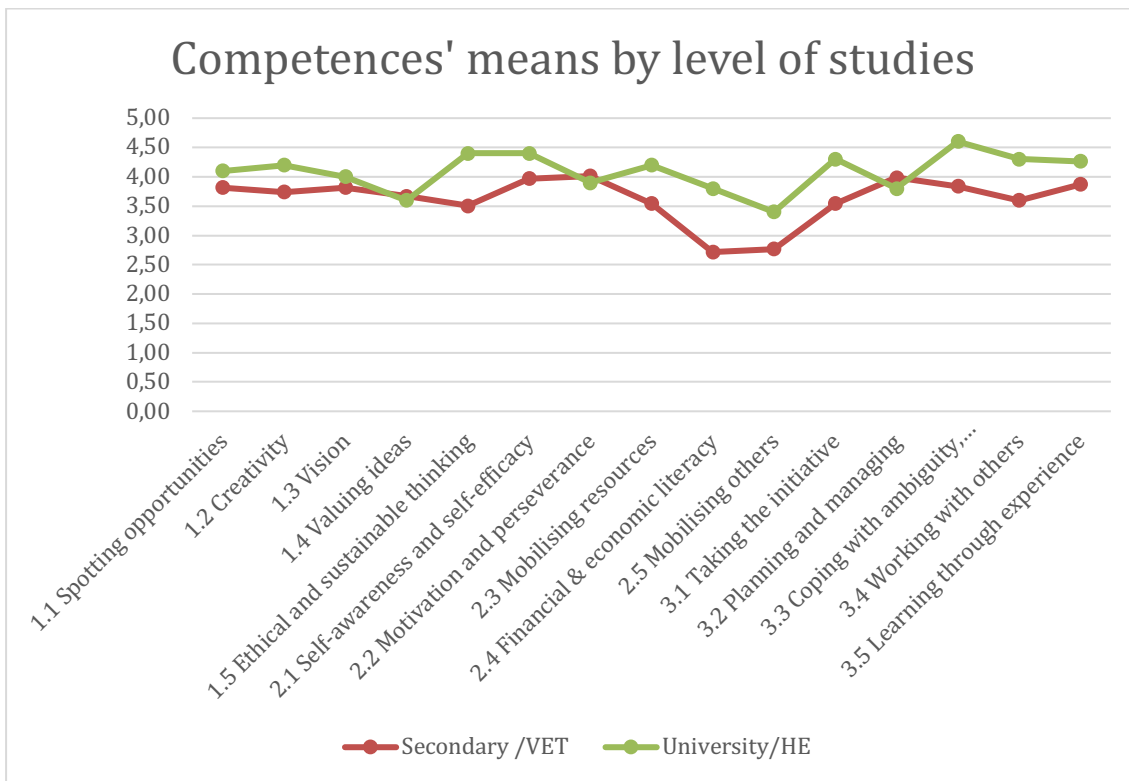
Competences	Greece				Total Greece
	Under 16	16-20	20-28	More than 28	
1.1 Spotting opportunities	3,63	3,86	4,25	4,00	3,81
1.2 Creativity	3,77	3,66	4,50	4,67	3,74
1.3 Vision	3,81	3,76	4,50	4,33	3,81
1.4 Valuing ideas	3,65	3,63	4,00	3,33	3,63
1.5 Ethical and sustainable thinking	3,50	3,51	3,00	4,00	3,51
2.1 Self-awareness and self-efficacy	3,82	3,98	4,50	4,56	3,96
2.2 Motivation and perseverance	4,02	3,97	5,00	4,00	4,01
2.3 Mobilising resources	3,54	3,53	4,50	4,00	3,57
2.4 Financial & economic literacy	2,96	2,69	4,00	3,00	2,81
2.5 Mobilising others	2,69	2,81	2,50	4,00	2,81
3.1 Taking the initiative	3,40	3,66	3,50	4,17	3,60
3.2 Planning and managing	4,31	3,80	5,00	3,33	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,88	3,83	4,25	4,17	3,87
3.4 Working with others	3,33	3,73	4,25	4,50	3,65
3.5 Learning through experience	3,83	3,91	5,00	3,78	3,91



Although there are differences, we can observe the superiority in the rating of Motivation and perseverance, Mobilising resources, Financial & economic literacy, Planning and managing and Learning through experience by the ages 20-28.

d) Means of competencies by level of studies

Competences	Greece			Total Greece
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,25	3,81	4,10	3,81
1.2 Creativity	3,25	3,74	4,20	3,74
1.3 Vision	3,50	3,81	4,00	3,81
1.4 Valuing ideas	3,00	3,67	3,60	3,63
1.5 Ethical and sustainable thinking	2,50	3,51	4,40	3,51
2.1 Self-awareness and self-efficacy	3,25	3,97	4,40	3,96
2.2 Motivation and perseverance	4,00	4,01	3,90	4,01
2.3 Mobilising resources	3,25	3,54	4,20	3,57
2.4 Financial & economic literacy	3,50	2,72	3,80	2,81
2.5 Mobilising others	3,00	2,77	3,40	2,81
3.1 Taking the initiative	3,88	3,54	4,30	3,60
3.2 Planning and managing	3,50	3,99	3,80	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,50	3,84	4,60	3,87
3.4 Working with others	3,88	3,60	4,30	3,65
3.5 Learning through experience	4,25	3,87	4,27	3,91

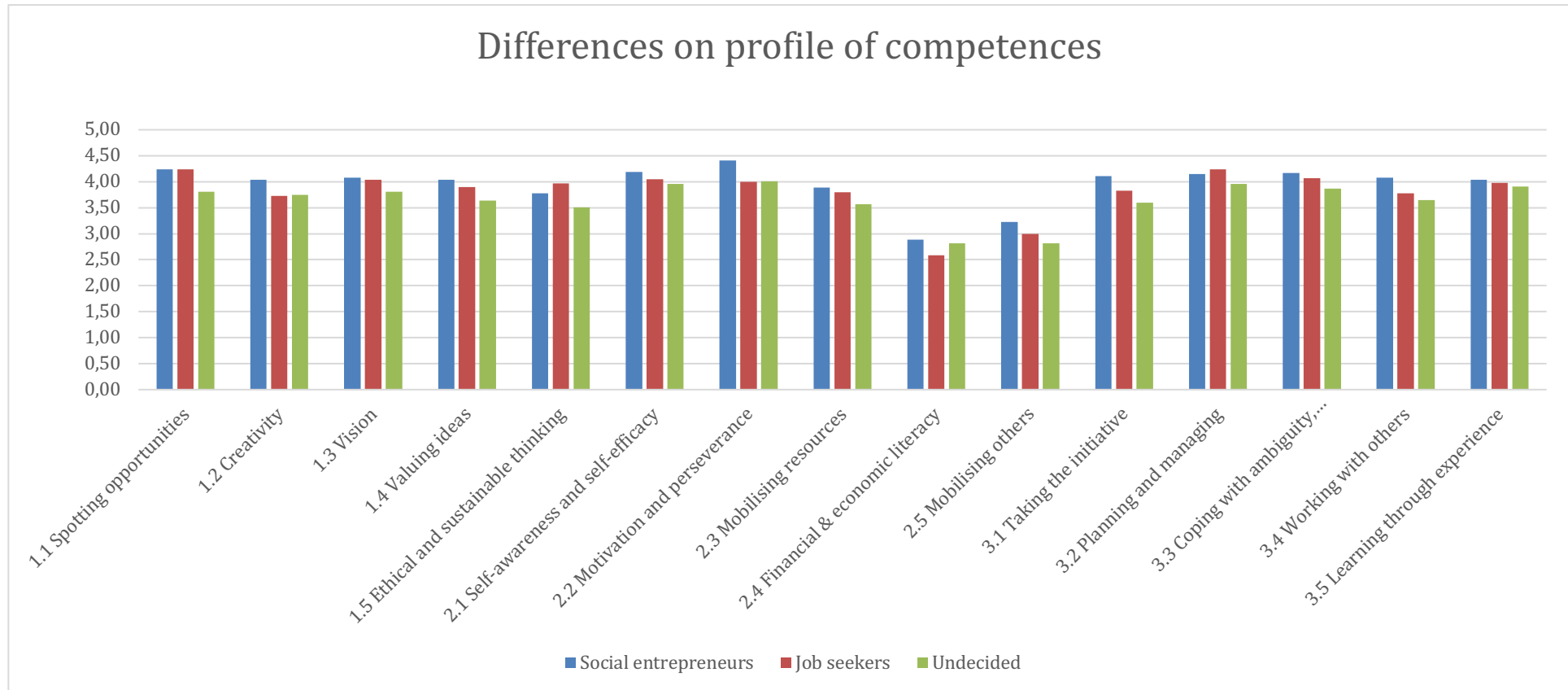


Obviously, the level of studies “primary” was set by mistake (as the level of education of all those who participated was secondary education and above), for this reason it was excluded from the graph. As we can see almost all the competences is rated with a higher value by the level of studies Uni/HE group.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	4,24	4,24	3,81
1.2 Creativity	4,04	3,72	3,74
1.3 Vision	4,07	4,03	3,81
1.4 Valuing ideas	4,04	3,90	3,63
1.5 Ethical and sustainable thinking	3,78	3,97	3,51
2.1 Self-awareness and self-efficacy	4,19	4,05	3,96
2.2 Motivation and perseverance	4,41	4,00	4,01
2.3 Mobilising resources	3,89	3,79	3,57
2.4 Financial & economic literacy	2,89	2,59	2,81
2.5 Mobilising others	3,22	3,00	2,81
3.1 Taking the initiative	4,11	3,83	3,60
3.2 Planning and managing	4,15	4,24	3,96
3.3 Coping with ambiguity, uncertainty and risk	4,17	4,07	3,87
3.4 Working with others	4,07	3,78	3,65
3.5 Learning through experience	4,04	3,98	3,91



Excluding the “Financial & economic literacy” and “Mobilising others”, which are not well ranked by almost anyone of the participants in Greece, all competences are ranked very positively (on average 3,70).

The graph also shows that the level of perceived ability in social entrepreneurs is higher. Job seekers are following and, in some cases, prevail (Ethical and sustainable thinking, Planning and managing).

As concerning the undecided, the level of competence is always lower than for the other profiles, and the deviation is particularly significant for Spotting opportunities, Taking the initiative, Mobilising and Working with others



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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CYPRUS



DATA ANALYSIS: CYPRUS

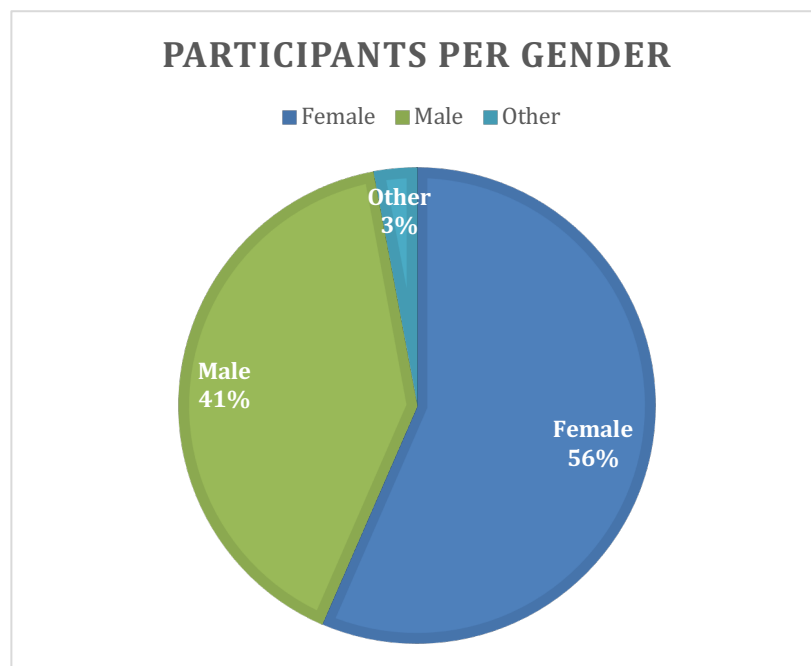
1. Profile of participants

The total number of responses from Cyprus was 69. In this section, we are going to analyze the profile of these 69 respondents.

a) Participants per gender

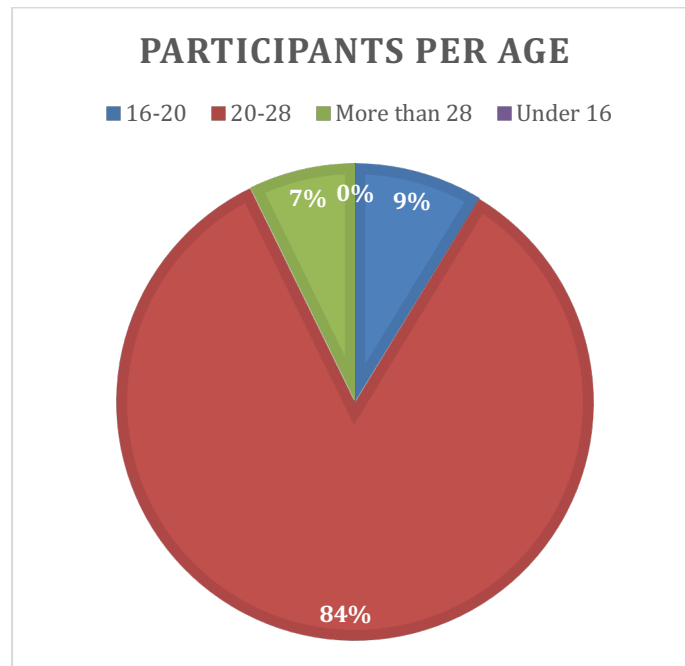
Cyprus	69
Female	39
Male	28
Other	2

In Cyprus, of 69 respondents, 39 identify as female, 28 as male and 2 as other, as can be seen in the following graphic:



b) Participants per age

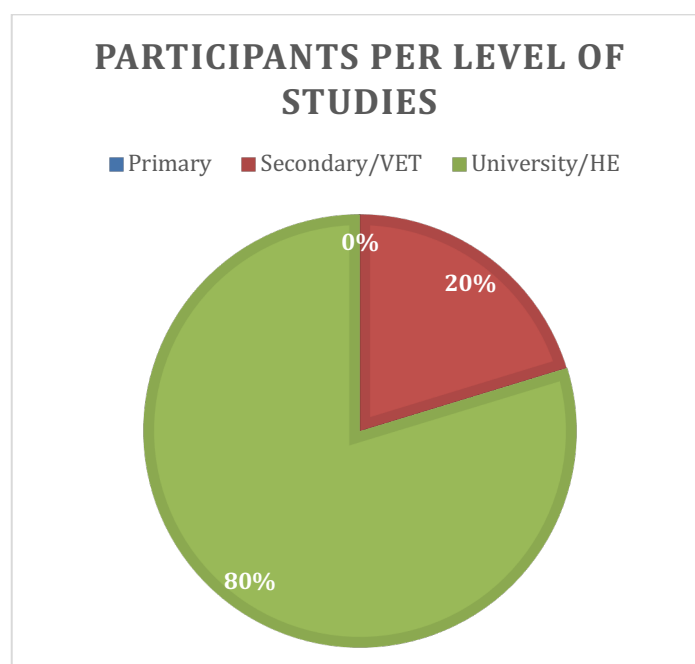
Cyprus	69
16-20	6
20-28	58
More than 28	5
Under 16	0



The majority of the participants (84%) are between the ages of 20-28 years old whereas the 9% of them are between the ages of 16-20. Only the 7% of the participants are more than 28 years old and no one who answered the questionnaire was under the age of 16.

c) Participants per level of studies

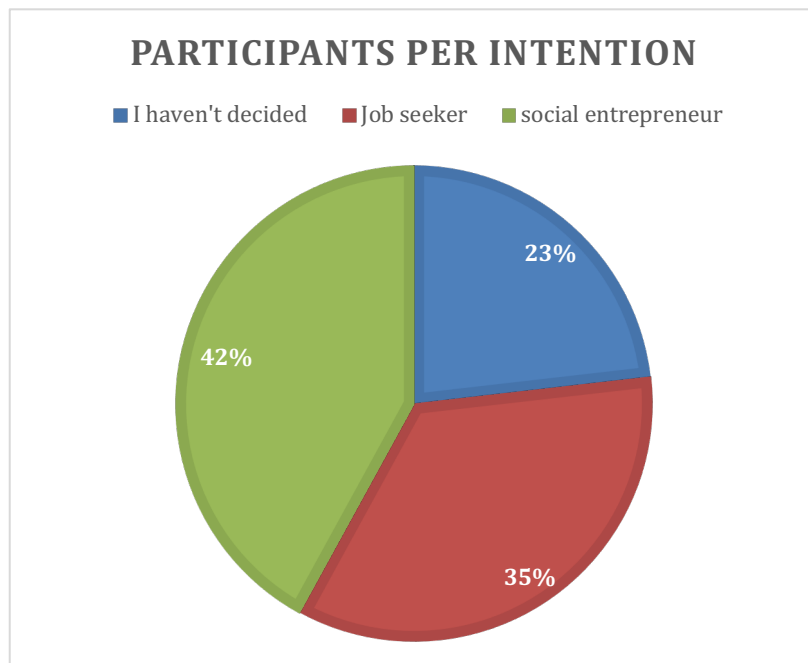
Cyprus	69
Primary	0
Secondary/VET	14
University/HE	55



The majority of the participants (80%) have followed HE studies and this corresponds also to the high percentage of participants who are between the ages of 20-28. The rest of the participants have reached a level of studies up to the Secondary/VET education. Lastly, no participants have chosen primary education as their highest level of education, which can be reinforced by the aforementioned comment that no one under the age of 16 participated in the questionnaire.

d) Participants per intention

Cyprus	69
I haven't decided	16
Job seeker	24
Social Entrepreneur	29



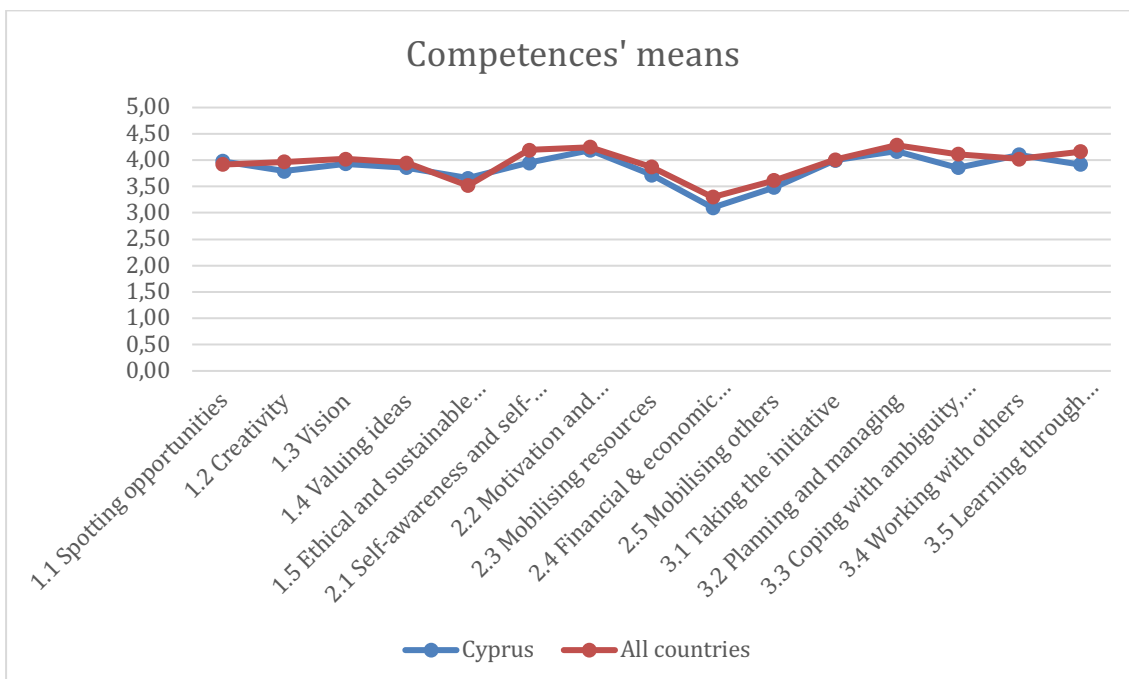
42% of the participants have answered that they would like to become social entrepreneurs, which is a rather surprising result since the concept of social entrepreneurship is a relatively new one in Cyprus. Then, 35% of the participants declared that they would like to look for a job (or they already are), and only 23% of them have not decided yet what they would like to do.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of social entrepreneurs. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

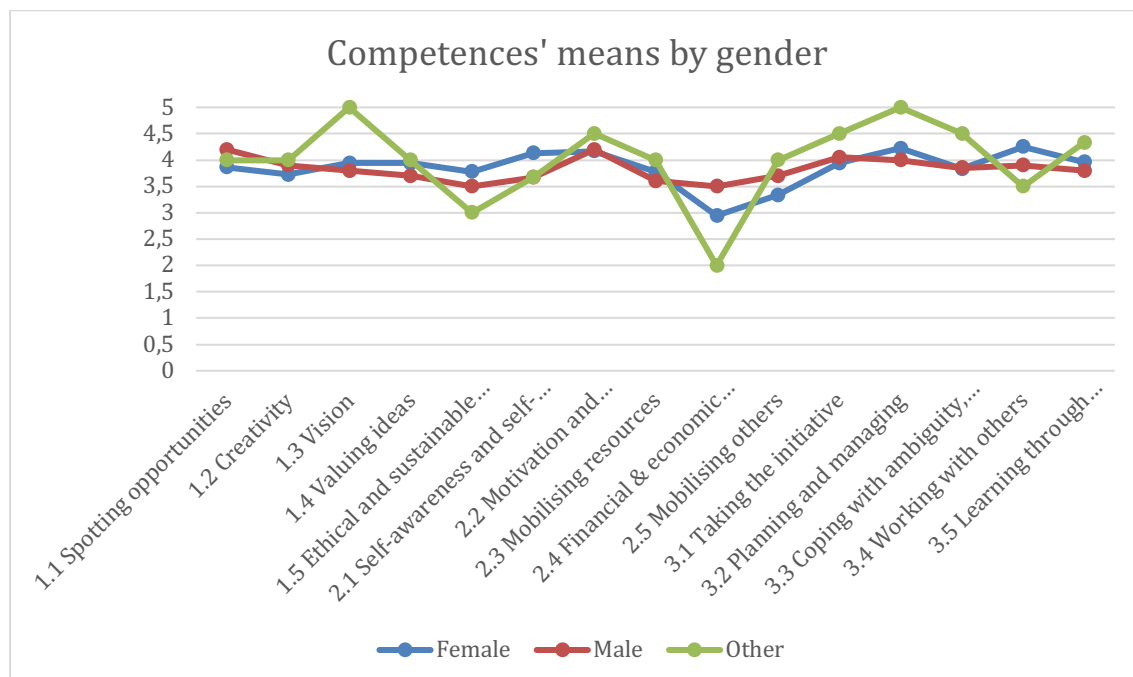
Competence	Cyprus	All countries
1.1 Spotting opportunities	3.9	3.92
1.2 Creativity	3.79	3.97
1.3 Vision	3.93	4.02
1.4 Valuing ideas	3.86	3.95
1.5 Ethical and sustainable thinking	3.65	3.52
2.1 Self-awareness and self-efficacy	3.95	4.20
2.2 Motivation and perseverance	4.18	4.25
2.3 Mobilising resources	3.72	3.87
2.4 Financial & economic literacy	3.10	3.30
2.5 Mobilising others	3.48	3.62
3.1 Taking the initiative	4	4.01
3.2 Planning and managing	4.17	4.28
3.3 Coping with ambiguity, uncertainty and risk	3.86	4.12
3.4 Working with others	4.10	4.02
3.5 Learning through experience	3.92	4.16



We can observe that the level of competences in Cyprus is similar to the general level of competences of all countries in the study. “Motivation and perseverance” as well as “Planning and managing” are the two competences with the highest value whereas “Financial and economic literacy” as well as “Mobilising Others” are the ones with the lowest value.

b) Means of competencies by gender

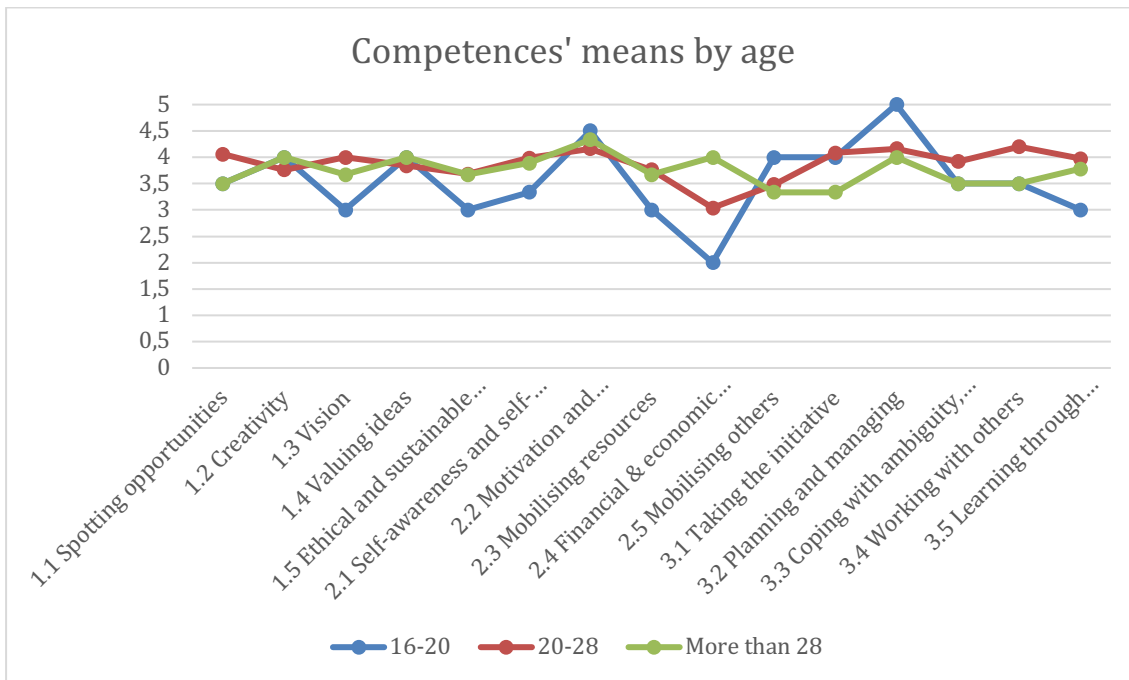
Competences	Cyprus			Total Cyprus
	Female	Male	Other	
1.1 Spotting opportunities	3.86	4.2	4	3.9
1.2 Creativity	3.72	3.9	4	3.79
1.3 Vision	3.94	3.8	5	3.93
1.4 Valuing ideas	3.94	3.7	4	3.86
1.5 Ethical and sustainable thinking	3.77	3.5	3	3.65
2.1 Self-awareness and self-efficacy	4.12	3.66	3.66	3.95
2.2 Motivation and perseverance	4.16	4.2	4.5	4.18
2.3 Mobilising resources	3.77	3.6	4	3.72
2.4 Financial & economic literacy	2.94	3.5	2	3.10
2.5 Mobilising others	3.33	3.7	4	3.48
3.1 Taking the initiative	3.94	4.05	4.5	4
3.2 Planning and managing	4.22	4	5	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.83	3.85	4.5	3.86
3.4 Working with others	4.25	3.9	3.5	4.10
3.5 Learning through experience	3.96	3.8	4.33	3.91



In regards to the level of competences in accordance to gender, the differences between men and women are not that big, except from some competences such as “Self-awareness and self-efficacy” (difference at 0,56 points) and “Financial and economic literacy” (difference at 0,56 points). “Financial and economic literacy” has been rated low also by the people that are identified with other gender, locating it only at the value of 2 out of 5. This big difference can also be identified in competences such as “Vision” and “Planning and managing” (which were rated with 5 by the participants who are identified as other).

c) Means of competencies by age

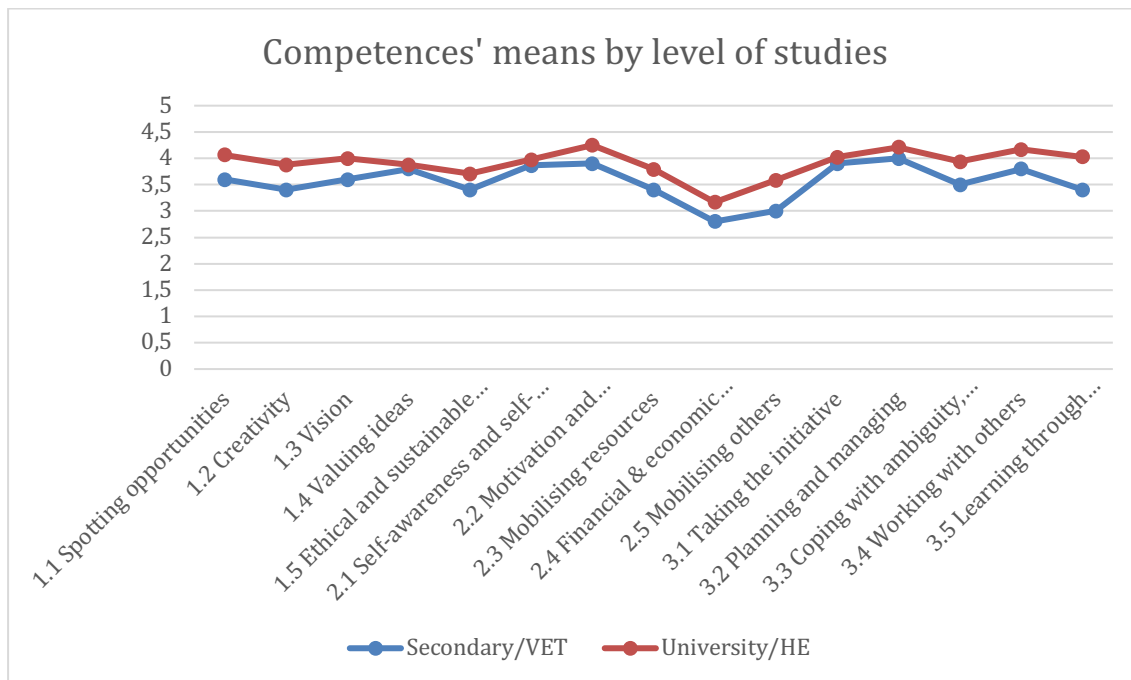
Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.5	4.06	3.5	3.9
1.2 Creativity	4	3.76	4	3.79
1.3 Vision	3	4	3.66	3.93
1.4 Valuing ideas	4	3.84	4	3.86
1.5 Ethical and sustainable thinking	3	3.68	3.66	3.65
2.1 Self-awareness and self-efficacy	3.33	3.98	3.88	3.95
2.2 Motivation and perseverance	4.5	4.16	4.33	4.18
2.3 Mobilising resources	3	3.76	3.66	3.72
2.4 Financial & economic literacy	2	3.04	4	3.10
2.5 Mobilising others	4	3.48	3.33	3.48
3.1 Taking the initiative	4	4.08	3.33	4
3.2 Planning and managing	5	4.16	4	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.5	3.92	3.5	3.86
3.4 Working with others	3.5	4.2	3.5	4.10
3.5 Learning through experience	3	3.97	3.77	3.91



If we take age as a factor, we can see that younger people (aged between 16-20 years old) have rated quite differently their competences than older people; there are still some differences between people of 20-28 years old and more than 28, but not that big. More specifically, “Financial and economic literacy” is once again an issue, since it is rated by the youngest group of participants with 2, whereas it is rated by 4 by the oldest group of participants. On the other hand, “Planning and managing” is rated by 5 from people between the age of 16-20 whereas the rest have rated it with a lower value (4,16 by people 20-28 years old and 4 by participants more than 28 years old).

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.6	4.06	3.9
1.2 Creativity	3.4	3.87	3.79
1.3 Vision	3.6	4	3.93
1.4 Valuing ideas	3.8	3.87	3.86
1.5 Ethical and sustainable thinking	3.4	3.70	3.65
2.1 Self-awareness and self-efficacy	3.86	3.97	3.95
2.2 Motivation and perseverance	3.9	4.25	4.18
2.3 Mobilising resources	3.4	3.79	3.72
2.4 Financial & economic literacy	2.8	3.16	3.10
2.5 Mobilising others	3	3.58	3.48
3.1 Taking the initiative	3.9	4.02	4
3.2 Planning and managing	4	4.20	4.17
3.3 Coping with ambiguity, uncertainty and risk	3.5	3.93	3.86
3.4 Working with others	3.8	4.16	4.10
3.5 Learning through experience	3.4	4.02	3.91



As already mentioned, no participants have indicated their level of studies as primary education. When it comes to Secondary/VET and University/HE education, the differences are not that big yet there are some, with the highest being:

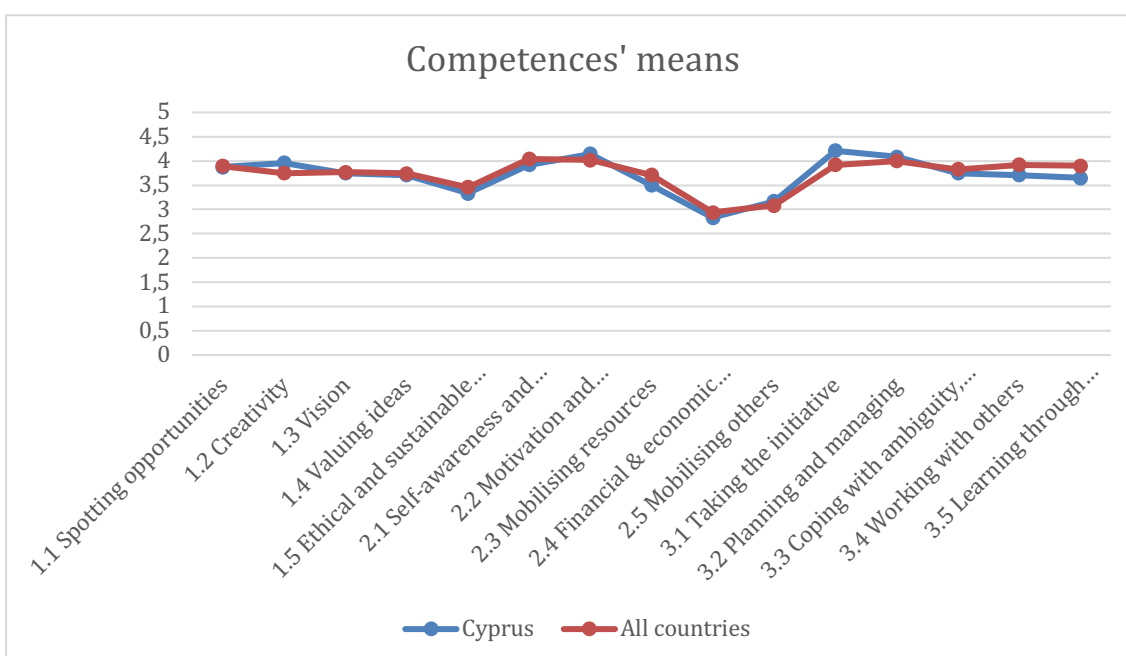
- Creativity: 0.47 points of difference
- Spotting opportunities: 0.46 points of difference
- Mobilizing others: 0.58 points of difference
- Learning through experience: 0.62 points of difference

3. Competences of job seekers

In this section we are going to analyze the profile of competences of young people that want to look for a job.

a) General means of competencies

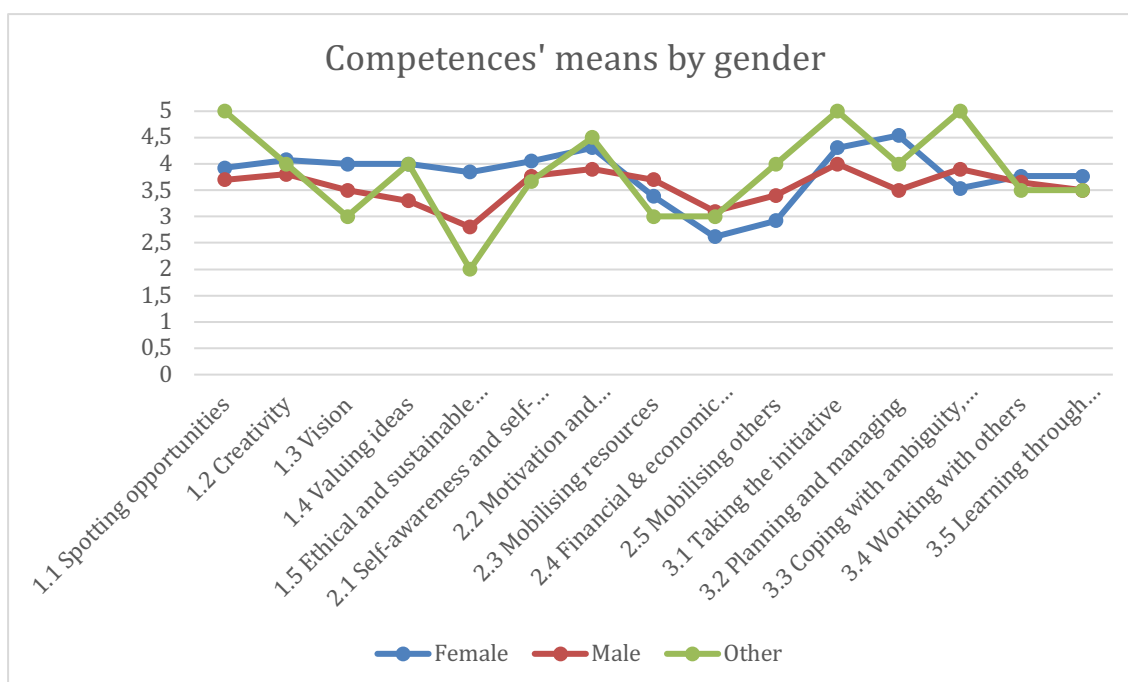
Competences	Cyprus	All countries
1.1 Spotting opportunities	3.87	3.89
1.2 Creativity	3.95	3.75
1.3 Vision	3.75	3.77
1.4 Valuing ideas	3.70	3.74
1.5 Ethical and sustainable thinking	3.33	3.46
2.1 Self-awareness and self-efficacy	3.91	4.04
2.2 Motivation and perseverance	4.14	4.02
2.3 Mobilising resources	3.5	3.71
2.4 Financial & economic literacy	2.83	2.94
2.5 Mobilising others	3.16	3.08
3.1 Taking the initiative	4.20	3.92
3.2 Planning and managing	4.08	4.00
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.83
3.4 Working with others	3.70	3.92
3.5 Learning through experience	3.6	3.90



It is evident that there is not a big difference between the ratings in regards to the level of competences between the participants from Cyprus and the (average of the) rest of the countries. The highest difference can be found in competences such as “Working with others”, “Taking the initiative” and “Learning through experience”.

b) Means of competencies by gender

Competences	Cyprus			Total Cyprus
	Female	Male	Other	
1.1 Spotting opportunities	3.92	3.7	5	3.87
1.2 Creativity	4.07	3.8	4	3.95
1.3 Vision	4	3.5	3	3.75
1.4 Valuing ideas	4	3.3	4	3.70
1.5 Ethical and sustainable thinking	3.84	2.8	2	3.33
2.1 Self-awareness and self-efficacy	4.05	3.76	3.66	3.91
2.2 Motivation and perseverance	4.30	3.9	4.5	4.14
2.3 Mobilising resources	3.38	3.7	3	3.5
2.4 Financial & economic literacy	2.61	3.1	3	2.83
2.5 Mobilising others	2.92	3.4	4	3.16
3.1 Taking the initiative	4.30	4	5	4.20
3.2 Planning and managing	4.53	3.5	4	4.08
3.3 Coping with ambiguity, uncertainty and risk	3.53	3.9	5	3.75
3.4 Working with others	3.76	3.65	3.5	3.70
3.5 Learning through experience	3.76	3.5	3.5	3.6

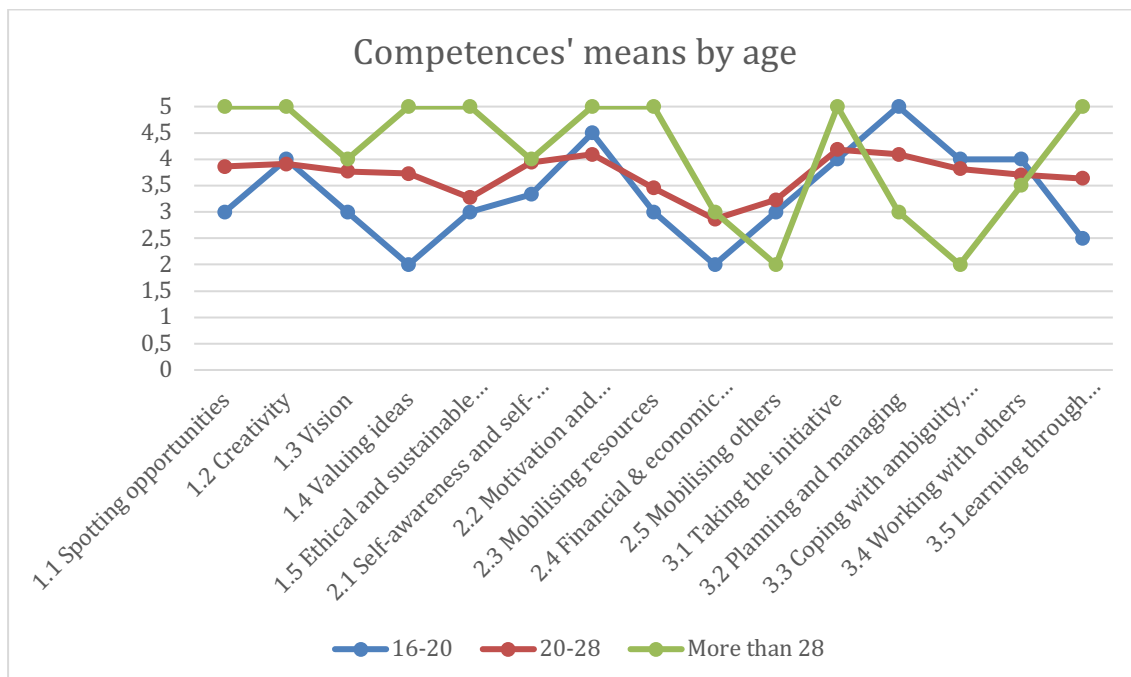


It is evident that here, the differences between female and male with people who identify as other are bigger than they were for people who would like to become social entrepreneurs. Two of the biggest differences is in regards to “Ethical and sustainable thinking”, as well as “Coping with ambiguity, uncertainty and risk”. On the other hand,

competences such as “Creativity” and “Motivation and perseverance” as well as “Working with others” have been rated quite similarly by all three groups of people.

c) Means of competencies by age

Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3	3.86	5	3.87
1.2 Creativity	4	3.90	5	3.95
1.3 Vision	3	3.77	4	3.75
1.4 Valuing ideas	2	3.72	5	3.70
1.5 Ethical and sustainable thinking	3	3.27	5	3.33
2.1 Self-awareness and self-efficacy	3.33	3.93	4	3.91
2.2 Motivation and perseverance	4.5	4.09	5	4.14
2.3 Mobilising resources	3	3.45	5	3.5
2.4 Financial & economic literacy	2	2.86	3	2.83
2.5 Mobilising others	3	3.22	2	3.16
3.1 Taking the initiative	4	4.18	5	4.20
3.2 Planning and managing	5	4.09	3	4.08
3.3 Coping with ambiguity, uncertainty and risk	4	3.81	2	3.75
3.4 Working with others	4	3.70	3.5	3.70
3.5 Learning through experience	2.5	3.63	5	3.6

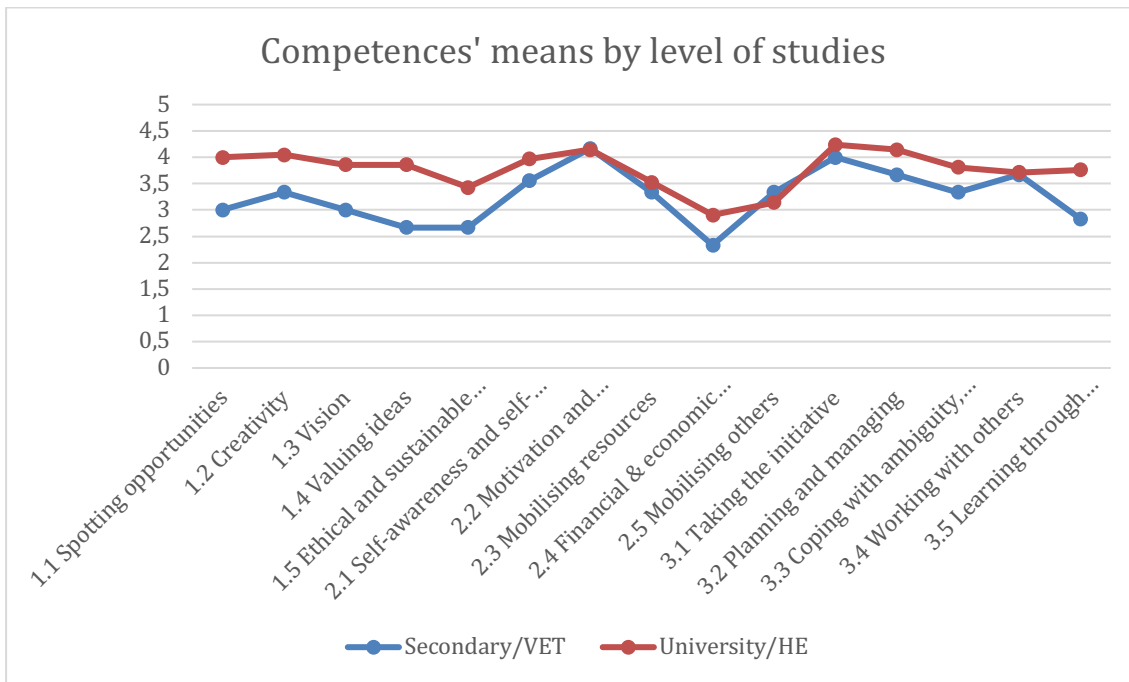


Based on the chart above, it is highly visible that there are major differences between the participants according to their age. Participants between the age of 20-28 years old

have mostly rated their competences in the middle in comparison with the other two groups, while participants over the age of 28, have rated 8 of their competences with the highest value, 5. Yet, competences such as “Mobilizing others” as well as “Coping with ambiguity” are ranked relatively low (2). On the other hand, participants between the age of 16-20 years old have ranked really high their competence of “Planning and managing” yet, not that much other competences such as “Valuing ideas” and “Learning through experience”. “Financial and economic literacy” is a competence that has been ranked with a low value by all participants, no matter their age.

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3	4	3.87
1.2 Creativity	3.33	4.04	3.95
1.3 Vision	3	3.85	3.75
1.4 Valuing ideas	2.66	3.85	3.70
1.5 Ethical and sustainable thinking	2.66	3.42	3.33
2.1 Self-awareness and self-efficacy	3.55	3.96	3.91
2.2 Motivation and perseverance	4.16	4.14	4.14
2.3 Mobilising resources	3.33	3.52	3.5
2.4 Financial & economic literacy	2.33	2.90	2.83
2.5 Mobilising others	3.33	3.14	3.16
3.1 Taking the initiative	4	4.23	4.20
3.2 Planning and managing	3.66	4.14	4.08
3.3 Coping with ambiguity, uncertainty and risk	3.33	3.80	3.75
3.4 Working with others	3.66	3.71	3.70
3.5 Learning through experience	2.83	3.76	3.6



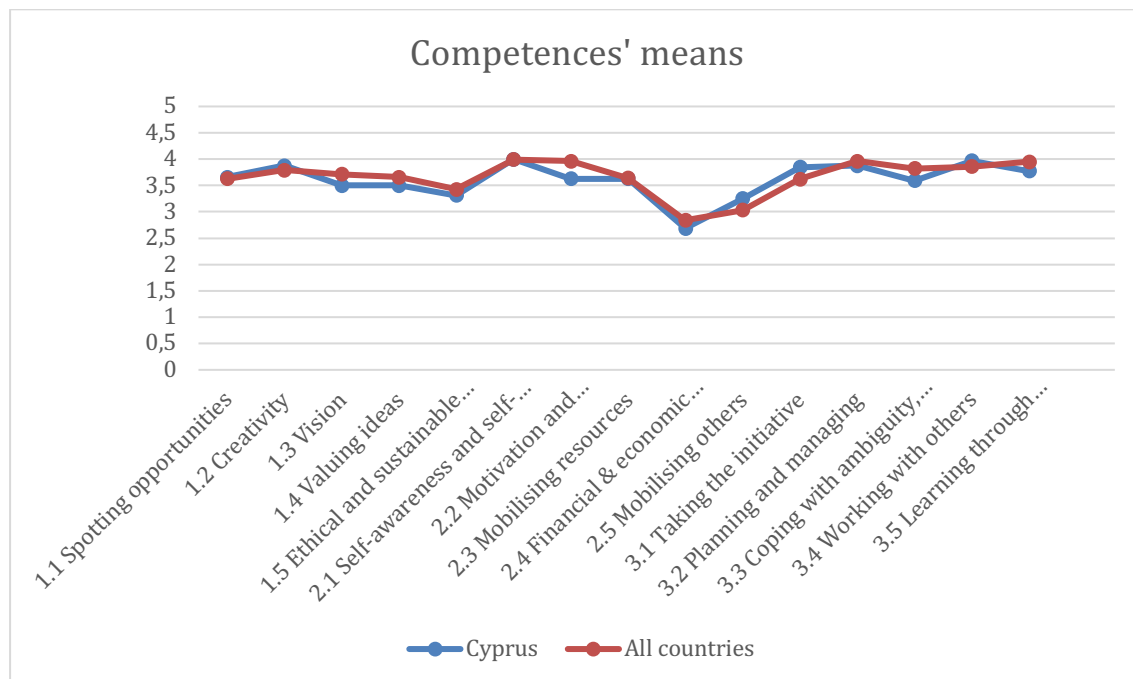
When it comes to the level of studies, it seems that this factor does not define major conclusions nor raise significant issues. What is evident is the fact that participants that have pursued academic studies have valued their competences with higher rates (with the exception of “Motivation and perseverance” and “Mobilising others”). Yet, the competence that has been rated the lowest is once again “Financial and economic literacy”, no matter the participants’ academic background.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job until now.

a) General means of competencies

Competences	Cyprus	All countries
1.1 Spotting opportunities	3.65	3.63
1.2 Creativity	3.87	3.79
1.3 Vision	3.5	3.71
1.4 Valuing ideas	3.5	3.66
1.5 Ethical and sustainable thinking	3.31	3.43
2.1 Self-awareness and self-efficacy	4	3.99
2.2 Motivation and perseverance	3.62	3.96
2.3 Mobilising resources	3.62	3.64
2.4 Financial & economic literacy	2.68	2.84
2.5 Mobilising others	3.25	3.03
3.1 Taking the initiative	3.84	3.62
3.2 Planning and managing	3.87	3.96
3.3 Coping with ambiguity, uncertainty and risk	3.59	3.82
3.4 Working with others	3.96	3.86
3.5 Learning through experience	3.77	3.95

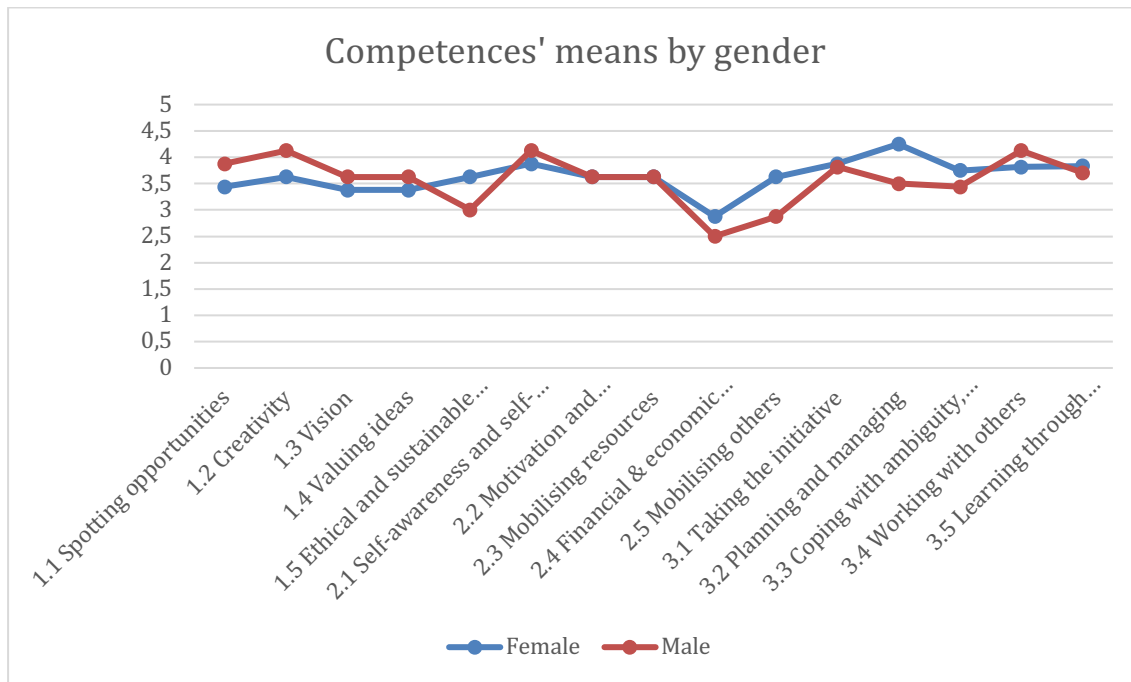


Cyprus has similar results with the rest of the countries. Once again, “Financial literacy” is the competence with the lowest ratings for both categories. In addition, the

competence with the biggest difference in ranking is “Motivation and perseverance”, with participants from Cyprus ranking it at 3.62 points whereas the rest of the countries at 3.96.

b) Means of competencies by gender

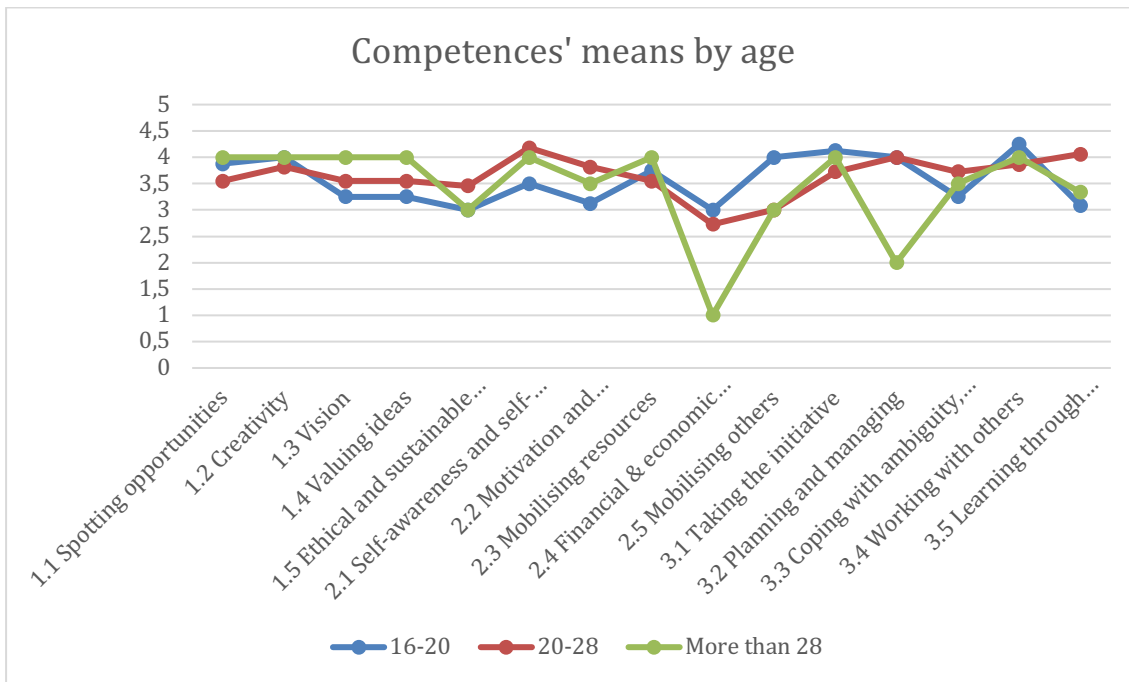
Competences	Cyprus		Total Cyprus
	Female	Male	
1.1 Spotting opportunities	3.43	3.87	3.65
1.2 Creativity	3.62	4.12	3.87
1.3 Vision	3.37	3.62	3.5
1.4 Valuing ideas	3.37	3.62	3.5
1.5 Ethical and sustainable thinking	3.62	3	3.31
2.1 Self-awareness and self-efficacy	3.87	4.12	4
2.2 Motivation and perseverance	3.62	3.62	3.62
2.3 Mobilising resources	3.62	3.62	3.62
2.4 Financial & economic literacy	2.87	2.5	2.68
2.5 Mobilising others	3.62	2.87	3.25
3.1 Taking the initiative	3.87	3.81	3.84
3.2 Planning and managing	4.25	3.5	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.75	3.43	3.59
3.4 Working with others	3.81	4.12	3.96
3.5 Learning through experience	3.83	3.70	3.77



There are some differences based on gender especially for “Ethical and sustainable thinking” as well as “Mobilising others” and “Planning and managing”. As shown also in previous graphics, “Financial and economic literacy” is ranked relatively low.

c) Means of competencies by age

Competences	Cyprus			Total Cyprus
	16-20	20-28	More than 28	
1.1 Spotting opportunities	3.87	3.54	4	3.65
1.2 Creativity	4	3.81	4	3.87
1.3 Vision	3.25	3.54	4	3.5
1.4 Valuing ideas	3.25	3.54	4	3.5
1.5 Ethical and sustainable thinking	3	3.45	3	3.31
2.1 Self-awareness and self-efficacy	3.5	4.18	4	4
2.2 Motivation and perseverance	3.12	3.81	3.5	3.62
2.3 Mobilising resources	3.75	3.54	4	3.62
2.4 Financial & economic literacy	3	2.72	1	2.68
2.5 Mobilising others	4	3	3	3.25
3.1 Taking the initiative	4.12	3.72	4	3.84
3.2 Planning and managing	4	4	2	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.25	3.72	3.5	3.59
3.4 Working with others	4.25	3.86	4	3.96
3.5 Learning through experience	3.08	4.06	3.33	3.77

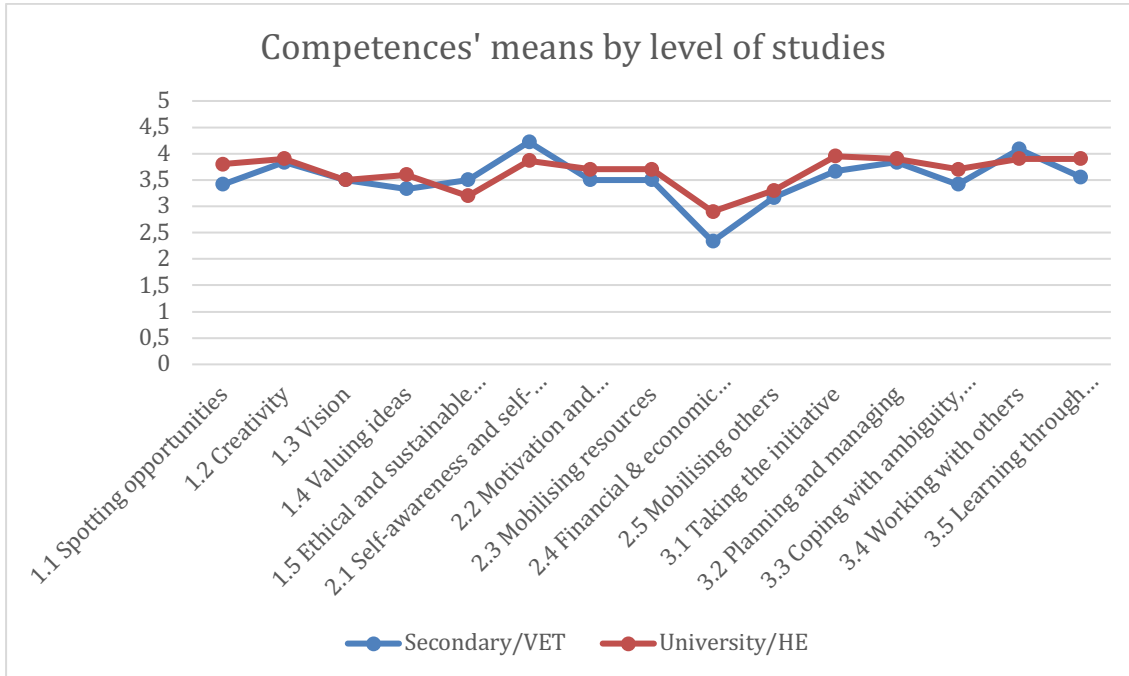


Many results vary according to this chart. The first conclusion that is highly visible is how low “Financial and economic literacy” is ranked for people more than 28 years old, as well as “Ethical and sustainable thinking” and “Planning and managing”. On the contrary, competences such as “Creativity”, “Vision”, “Spotting opportunities” and “Self-awareness and self-efficacy” are seen as almost perfect, (with 4). Competences such as “Coping with ambiguity, uncertainty and risk” as well as “Working with others” are not ranked the same between the different age groups but they are close to each other.

d) Means of competencies by level of studies

Competences	Cyprus		Total Cyprus
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3.41	3.8	3.65
1.2 Creativity	3.83	3.9	3.87
1.3 Vision	3.5	3.5	3.5
1.4 Valuing ideas	3.33	3.6	3.5
1.5 Ethical and sustainable thinking	3.5	3.2	3.31
2.1 Self-awareness and self-efficacy	4.22	3.86	4
2.2 Motivation and perseverance	3.5	3.7	3.62
2.3 Mobilising resources	3.5	3.7	3.62
2.4 Financial & economic literacy	2.33	2.9	2.68
2.5 Mobilising others	3.16	3.3	3.25
3.1 Taking the initiative	3.66	3.95	3.84

3.2 Planning and managing	3.83	3.9	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.41	3.7	3.59
3.4 Working with others	4.08	3.9	3.96
3.5 Learning through experience	3.55	3.9	3.77

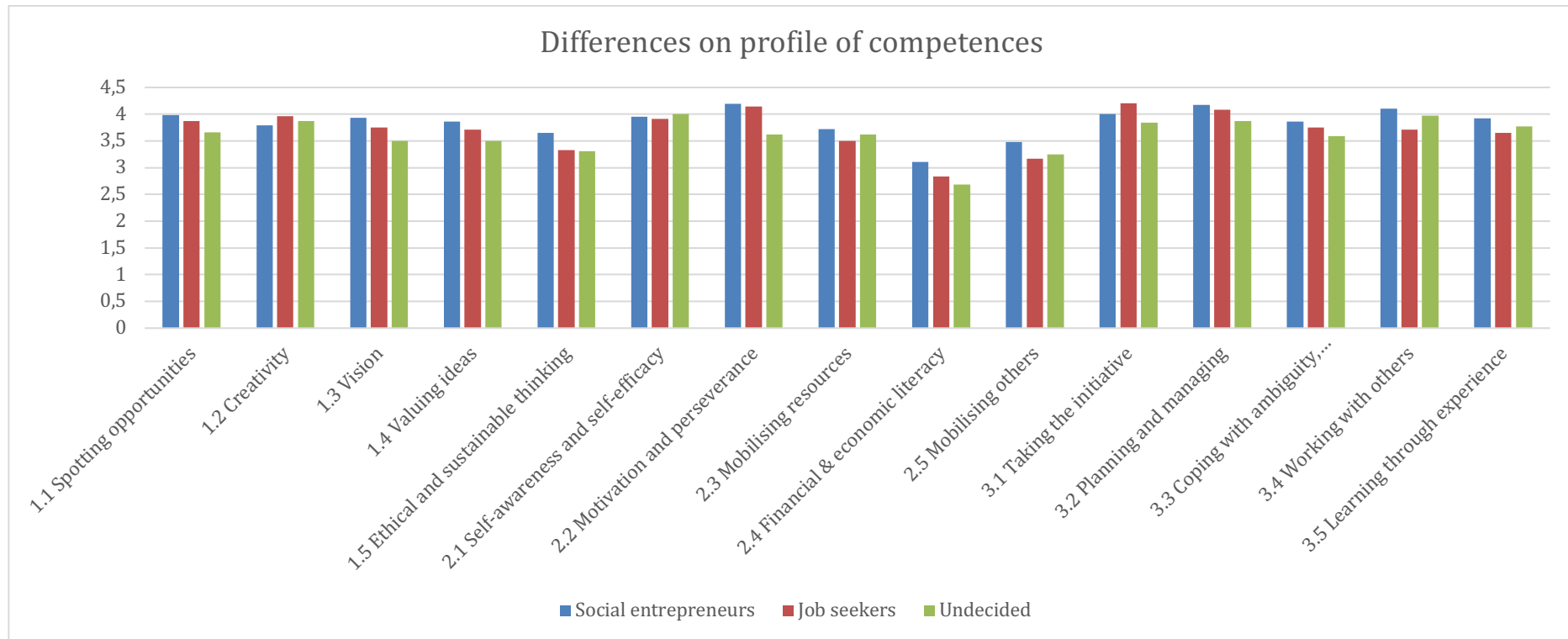


Once again, “Financial and economic literacy” is the lowest competence ranked and not many differences can be found between the two groups.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3.98	3.87	3.65
1.2 Creativity	3.79	3.95	3.87
1.3 Vision	3.93	3.75	3.5
1.4 Valuing ideas	3.86	3.70	3.5
1.5 Ethical and sustainable thinking	3.65	3.33	3.31
2.1 Self-awareness and self-efficacy	3.95	3.91	4
2.2 Motivation and perseverance	4.18	4.14	3.62
2.3 Mobilising resources	3.72	3.5	3.62
2.4 Financial & economic literacy	3.10	2.83	2.68
2.5 Mobilising others	3.48	3.16	3.25
3.1 Taking the initiative	4	4.20	3.84
3.2 Planning and managing	4.17	4.08	3.87
3.3 Coping with ambiguity, uncertainty and risk	3.86	3.75	3.59
3.4 Working with others	4.10	3.70	3.96
3.5 Learning through experience	3.91	3.64	3.77



- It is evident that all competences are ranked positively (more than the average 2.5).
- It was mentioned several times that “Financial and economic literacy” is not that well ranked by almost anyone from the participants of Cyprus and it can be seen also in this chart.
- Competences such as “Motivation and perseverance”, “Taking the initiative”, “Planning and managing” as well as “Working with others” are positively ranked by almost all participants.
- Social entrepreneurs (or the ones that would like to be social entrepreneurs) have ranked, most of the times, their skills higher than the other two groups (meaning the undecided and the job seekers).



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



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THE NETHERLANDS

DATA ANALYSIS: NETHERLANDS

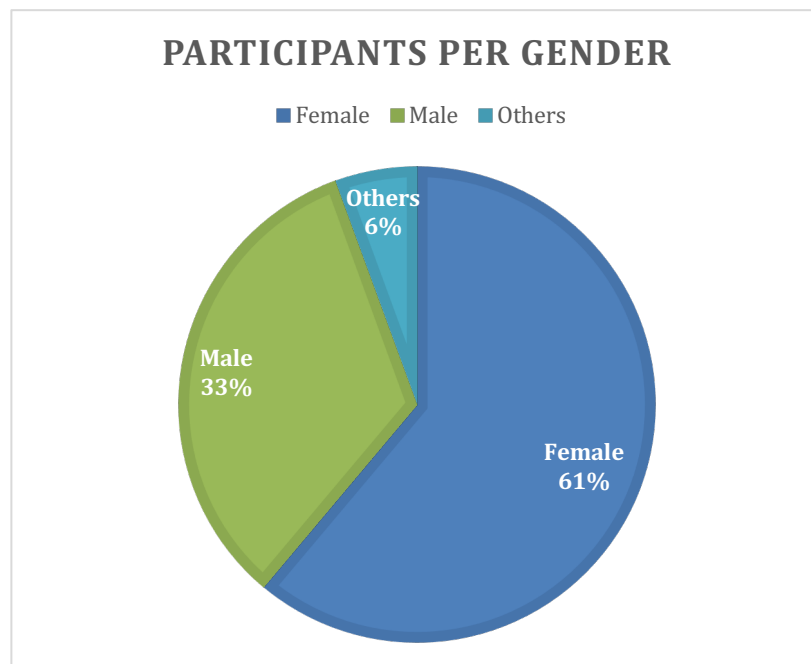
1. Profile of participants

The total number of responses in Spain was 36. In this section, we are going to analyze the profile of these 36 respondents.

a) Participants per gender

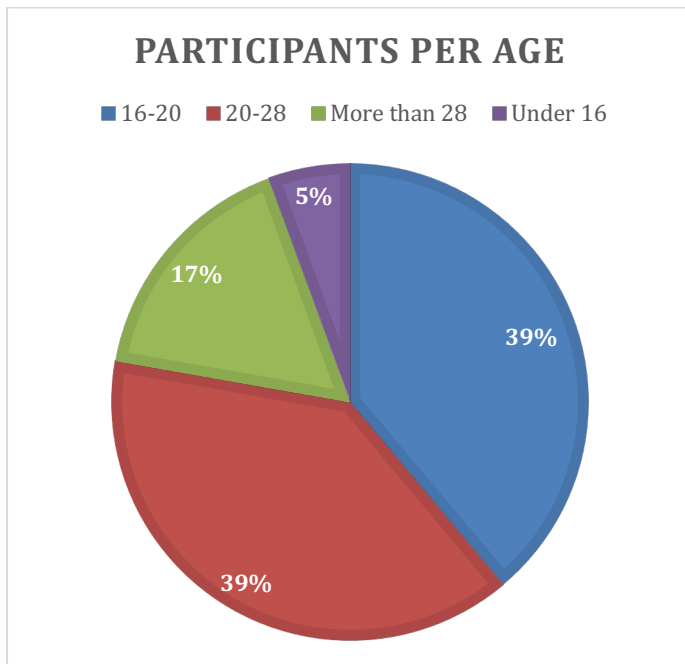
Netherlands	36
Female	22
Male	12
Others	2

In the Netherlands, of 36 respondents, 22 were female, 12 male and 2 others, as can be seen in the following graphic:



b) Participants per age

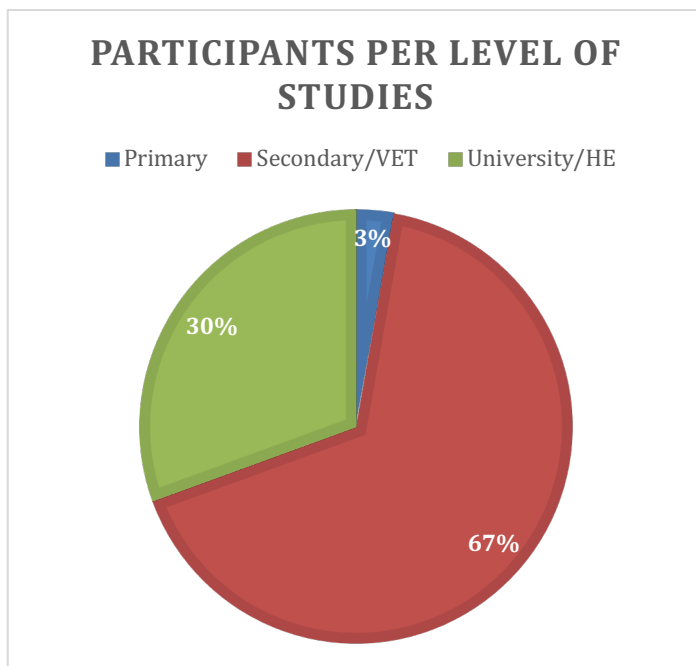
Netherlands	36
16-20	14
20-28	14
More than 28	6
Under 16	2



An equal share of 39% of the participants were between the 20 – 28 years old and 39% between the 16 and 20 years old. 17 % was over 28 and 5% under the age of 16.

c) Participants per level of studies

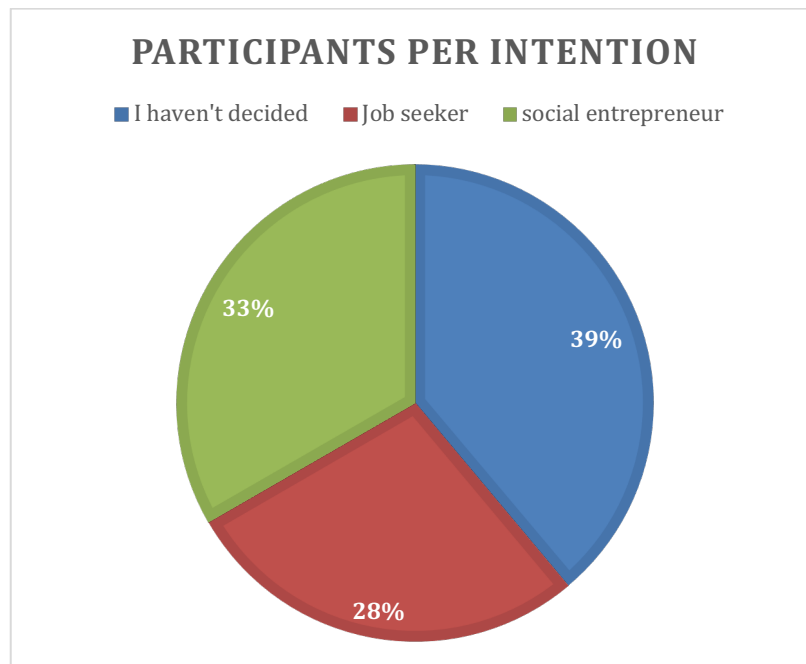
Netherlands	36
Primary	1
Secondary/VET	24
University/HE	11



67% of the participants had secondary or VET studies, followed by University of Higher Education studies (30%) and primary studies (3%).

d) Participants per intention

Netherlands	36
I haven't decided	14
Job seeker	10
social entrepreneur	12



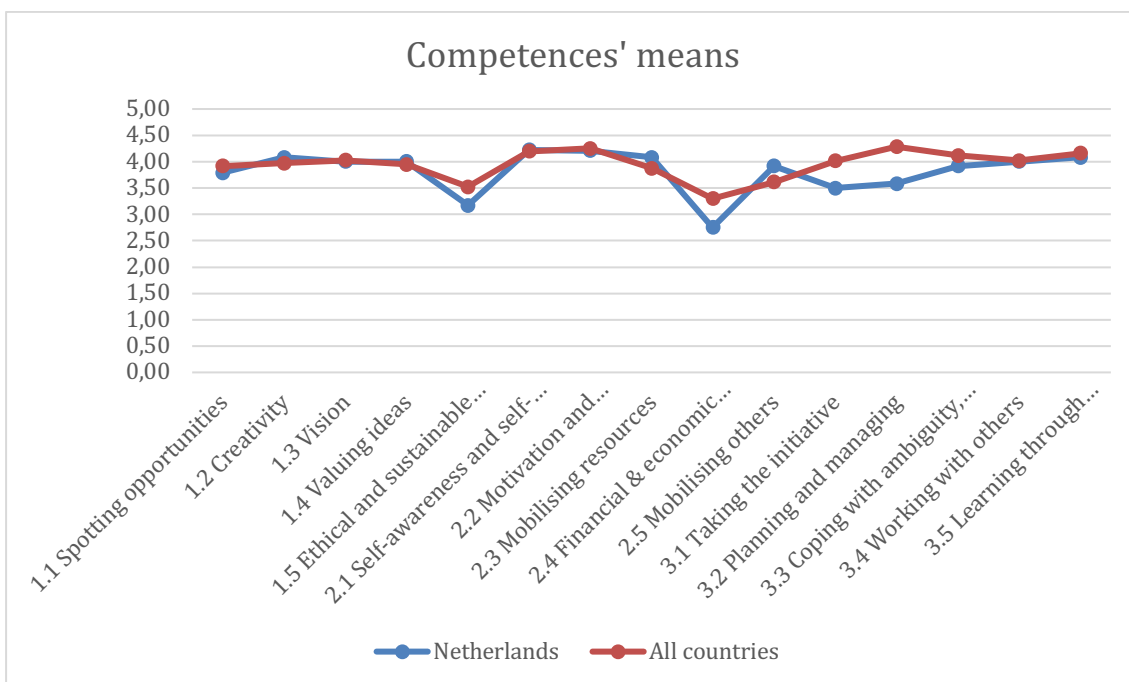
39% of the Dutch participants declare that they haven't decided if they want to look for a job or start a social business, while 28% wants to look for a job and 33% to start a social business.

2. Competences of social entrepreneurs

In this section, we are going to analyze the level of competences of this profile. Mean from 1 (lowest value) to 5 (highest value) is provided following the EntreComp competencies distributed in three levels: Ideas and Opportunities, Resources and Into Action.

a) General means of competencies

Competence	Netherlands	All countries
1.1 Spotting opportunities	3,79	3,92
1.2 Creativity	4,08	3,97
1.3 Vision	4	4,02
1.4 Valuing ideas	4	3,95
1.5 Ethical and sustainable thinking	3,17	3,52
2.1 Self-awareness and self-efficacy	4,22	4,20
2.2 Motivation and perseverance	4,20	4,25
2.3 Mobilising resources	4,08	3,87
2.4 Financial & economic literacy	2,75	3,30
2.5 Mobilising others	3,92	3,62
3.1 Taking the initiative	3,5	4,01
3.2 Planning and managing	3,58	4,28
3.3 Coping with ambiguity, uncertainty and risk	3,92	4,12
3.4 Working with others	4	4,02
3.5 Learning through experience	4,08	4,16



We can observe that the level of competences in the Netherlands is similar to the general level of competences of all countries in the study. Only Ethical and sustainable thinking is a bit lower in value than the general means, as well as the Financial and economic literacy, Taking the initiative and Planning and managing. Mobilizing others and resources are higher than the average.

b) Means of competencies by gender

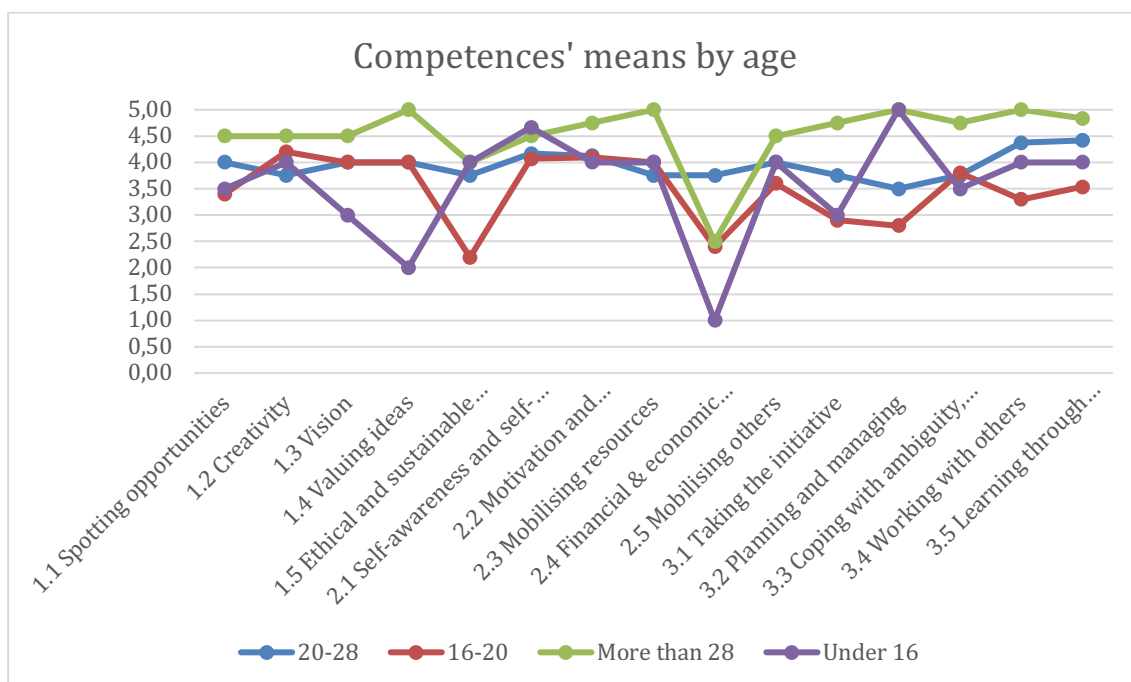
Competences	The Netherlands		Total the Netherlands
	Female	Male	
1.1 Spotting opportunities	3,58	3,9	4,5
1.2 Creativity	4,33	4,2	2
1.3 Vision	4	4,2	3
1.4 Valuing ideas	4,17	3,8	4
1.5 Ethical and sustainable thinking	2,67	3,4	5
2.1 Self-awareness and self-efficacy	4,11	4,47	3,67
2.2 Motivation and perseverance	4,33	4	4,5
2.3 Mobilising resources	4	4,4	3
2.4 Financial & economic literacy	2,67	2,4	5
2.5 Mobilising others	3,67	4	5
3.1 Taking the initiative	3,33	3,5	4,5
3.2 Planning and managing	3,67	3,4	4
3.3 Coping with ambiguity, uncertainty and risk	3,58	4,1	5
3.4 Working with others	3,75	4,3	4
3.5 Learning through experience	3,72	4,33	5



As can be seen in the chart above, female and male are quite similar. Only small differences can be seen in the following competences; Ethical and sustainable thinking, Coping with ambiguity , working with others and learning through experience.

c) Means of competencies by age

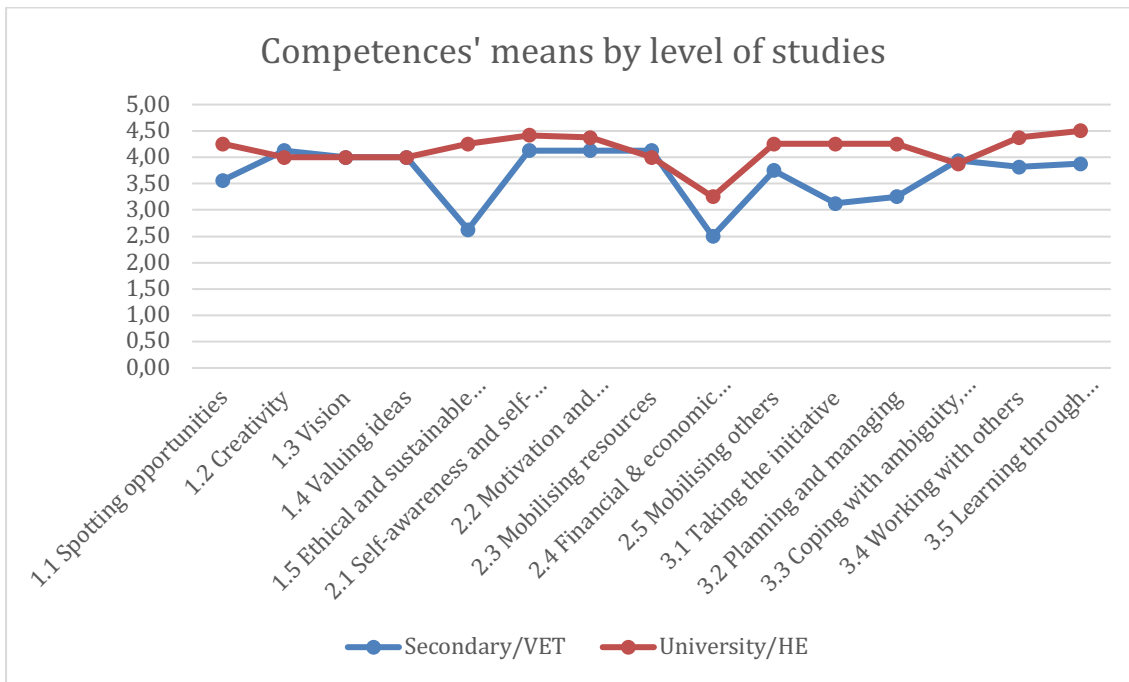
Competences	The Netherlands		Total The Netherlands		
	20-28	16-20	More than 28	Under 16	
1.1 Spotting opportunities	4,00	3,40	4,5	3,5	3,79
1.2 Creativity	3,75	4,20	4,5	4	4,08
1.3 Vision	4,00	4,00	4,5	3	4
1.4 Valuing ideas	4,00	4,00	5	2	4
1.5 Ethical and sustainable thinking	3,75	2,20	4	4	3,17
2.1 Self-awareness and self-efficacy	4,17	4,07	4,5	4,67	4,22
2.2 Motivation and perseverance	4,13	4,10	4,75	4	4,21
2.3 Mobilising resources	3,75	4,00	5	4	4,08
2.4 Financial & economic literacy	3,75	2,40	2,5	1	2,75
2.5 Mobilising others	4,00	3,60	4,5	4	3,91
3.1 Taking the initiative	3,75	2,90	4,75	3	3,5
3.2 Planning and managing	3,50	2,80	5	5	3,58
3.3 Coping with ambiguity, uncertainty and risk	3,75	3,80	4,75	3,5	3,92
3.4 Working with others	4,38	3,30	5	4	4
3.5 Learning through experience	4,42	3,53	4,83	4	4,08



It became clear from the responses that the survey was a bit difficult for the children under the age of 16. This can also be seen in the chart above, as they have more knowledge on the easier competences. The children between 16 – 20 find it difficult to think in an ethical and sustainable way and have less knowledge in financial and economic literacy. People older than 28 rates themselves higher on an average level on all competences than the ones below 28 years old. It seems like wisdom comes with the years.

d) Means of competencies by level of studies

Competences	The Netherlands		Total The Netherlands
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,56	4,25	3,79
1.2 Creativity	4,13	4,00	4,08
1.3 Vision	4,00	4,00	4
1.4 Valuing ideas	4,00	4,00	4
1.5 Ethical and sustainable thinking	2,63	4,25	3,17
2.1 Self-awareness and self-efficacy	4,13	4,42	4,22
2.2 Motivation and perseverance	4,13	4,38	4,21
2.3 Mobilising resources	4,13	4,00	4,08
2.4 Financial & economic literacy	2,50	3,25	2,75
2.5 Mobilising others	3,75	4,25	3,92
3.1 Taking the initiative	3,13	4,25	3,5
3.2 Planning and managing	3,25	4,25	3,58
3.3 Coping with ambiguity, uncertainty and risk	3,94	3,88	3,92
3.4 Working with others	3,81	4,38	4
3.5 Learning through experience	3,88	4,50	4,08



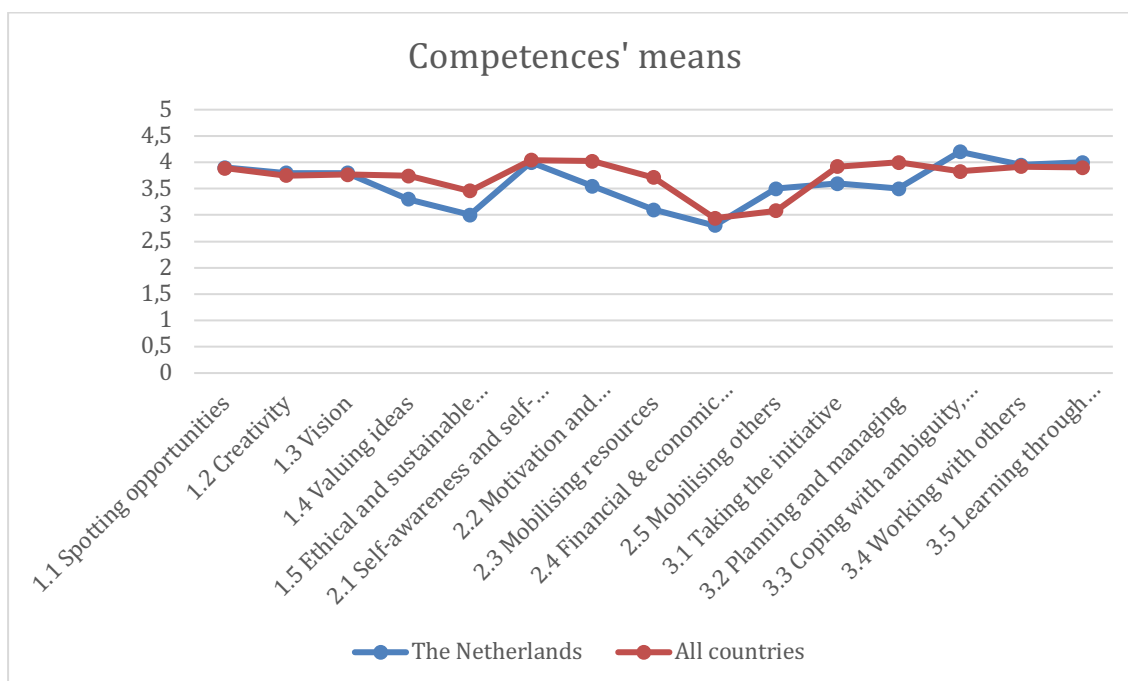
It seems like the people who have an higher degree (University/HE) rate themselves higher in owning entrepreneurial skills than secondary/VET. This is a logical conclusion as the people who have an higher degree are older than the ones with the secondary/VET degree.

3. Competences of job seekers

In this section we are going to analyze profile of competences of Young people that wants to look for a job.

a) General means of competencies

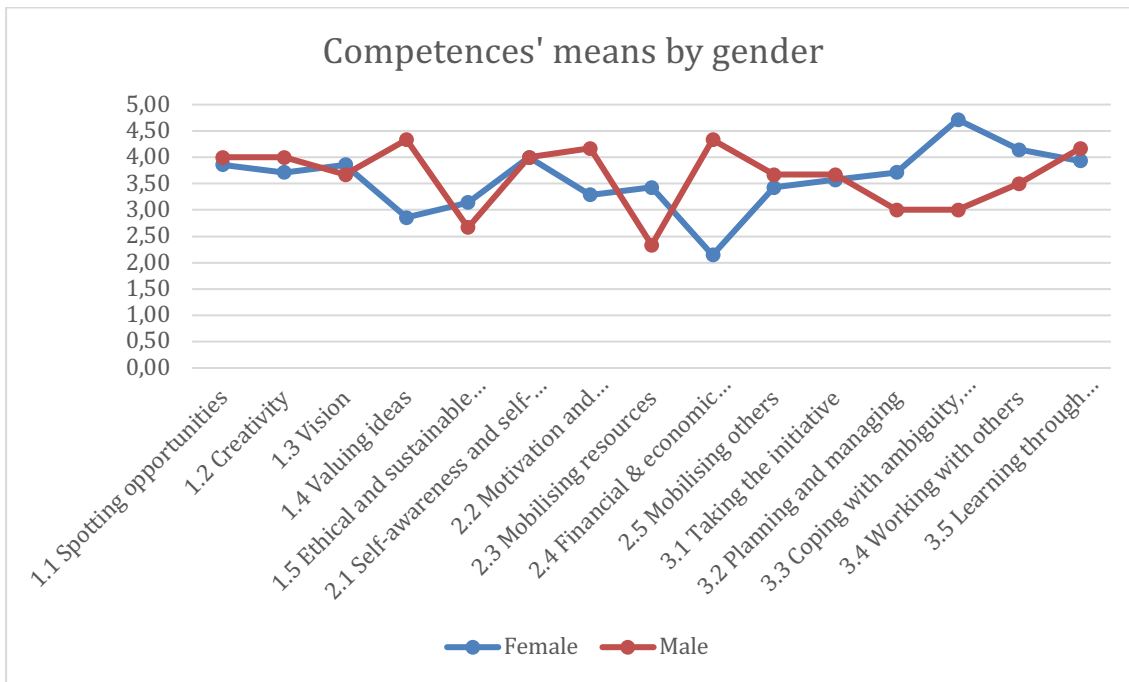
Competences	The Netherlands	All countries
1.1 Spotting opportunities	3,9	3,89
1.2 Creativity	3,8	3,75
1.3 Vision	3,8	3,77
1.4 Valuing ideas	3,3	3,74
1.5 Ethical and sustainable thinking	3	3,46
2.1 Self-awareness and self-efficacy	4	4,04
2.2 Motivation and perseverance	3,55	4,02
2.3 Mobilising resources	3,1	3,71
2.4 Financial & economic literacy	2,8	2,94
2.5 Mobilising others	3,5	3,08
3.1 Taking the initiative	3,6	3,92
3.2 Planning and managing	3,5	4,00
3.3 Coping with ambiguity, uncertainty and risk	4,2	3,83
3.4 Working with others	3,95	3,92
3.5 Learning through experience	4,01	3,90



No large differences can be defined in the chart above when comparing the Dutch and the overall rates.

b) Means of competencies by gender

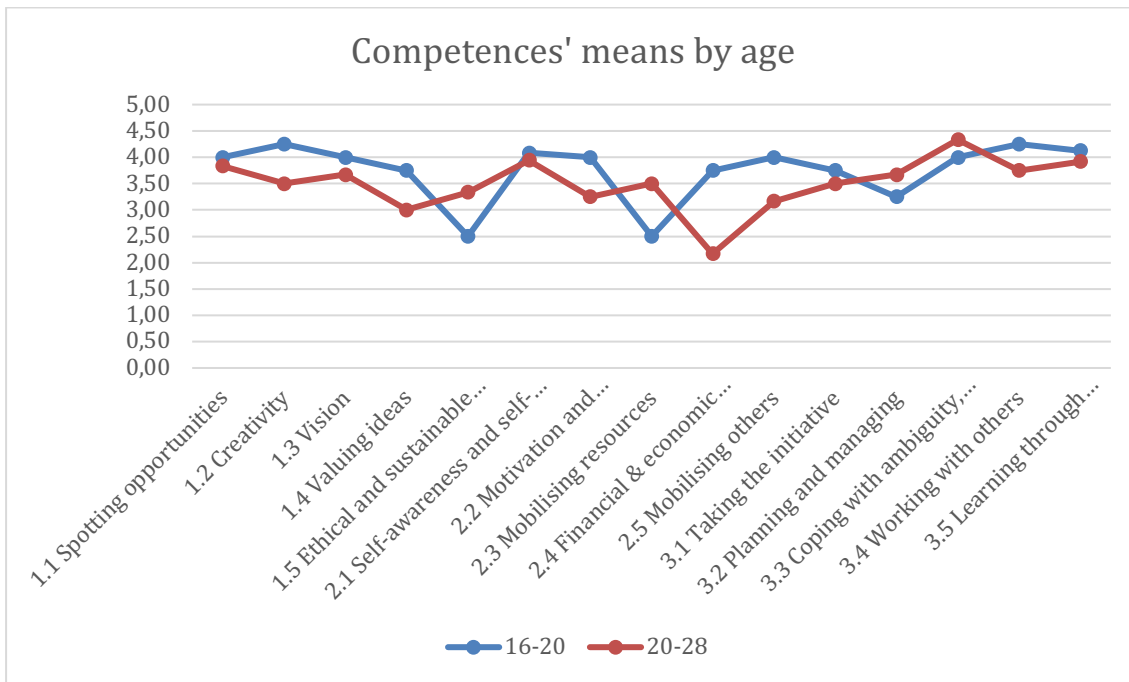
Competences	The Netherlands		Total The Netherlands
	Female	Male	
1.1 Spotting opportunities	3,86	4,00	3,9
1.2 Creativity	3,71	4,00	3,8
1.3 Vision	3,86	3,67	3,8
1.4 Valuing ideas	2,86	4,33	3,3
1.5 Ethical and sustainable thinking	3,14	2,67	3
2.1 Self-awareness and self-efficacy	4,00	4,00	4
2.2 Motivation and perseverance	3,29	4,17	3,55
2.3 Mobilising resources	3,43	2,33	3,1
2.4 Financial & economic literacy	2,14	4,33	2,8
2.5 Mobilising others	3,43	3,67	3,5
3.1 Taking the initiative	3,57	3,67	3,6
3.2 Planning and managing	3,71	3,00	3,5
3.3 Coping with ambiguity, uncertainty and risk	4,71	3,00	4,2
3.4 Working with others	4,14	3,50	3,95
3.5 Learning through experience	3,93	4,17	4



Rather large differences can be seen in the Financial & economic literacy, coping with ambiguity and valuing ideas when comparing female and male respondents.

c) Means of competencies by age

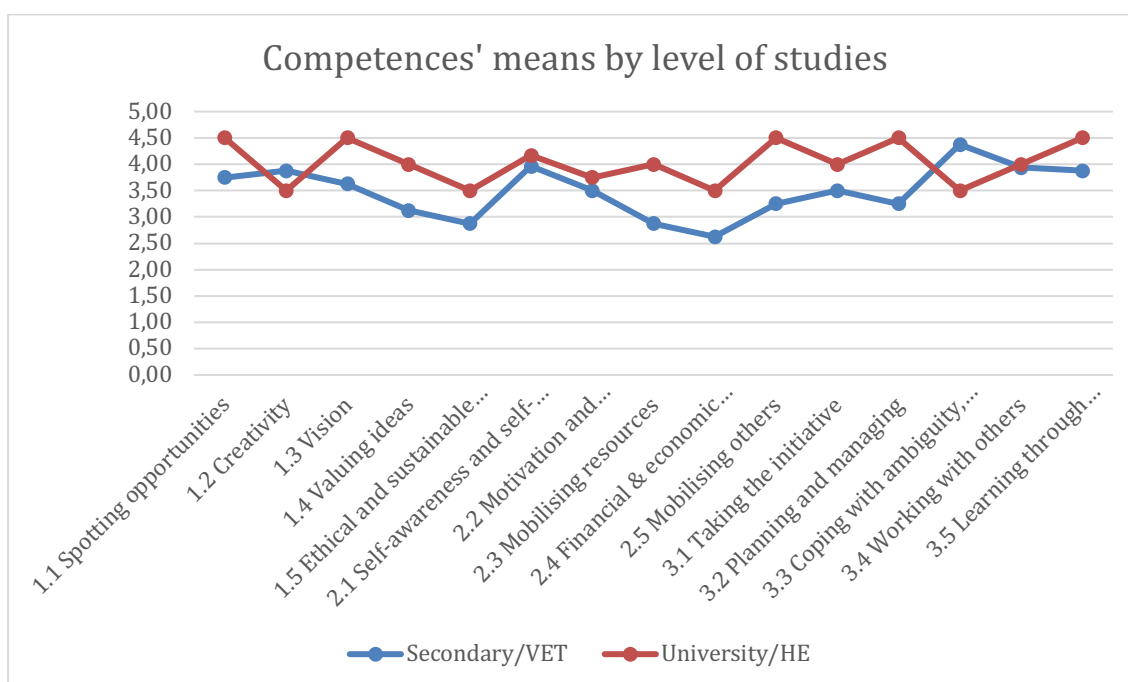
Competences	Total the Netherlands		
	16-20	20-28	
1.1 Spotting opportunities	4,00	3,83	3,61
1.2 Creativity	4,25	3,50	3,63
1.3 Vision	4,00	3,67	3,75
1.4 Valuing ideas	3,75	3,00	3,64
1.5 Ethical and sustainable thinking	2,50	3,33	3,54
2.1 Self-awareness and self-efficacy	4,08	3,94	3,92
2.2 Motivation and perseverance	4,00	3,25	4,04
2.3 Mobilising resources	2,50	3,50	3,72
2.4 Financial & economic literacy	3,75	2,17	3,07
2.5 Mobilising others	4,00	3,17	3,20
3.1 Taking the initiative	3,75	3,50	3,84
3.2 Planning and managing	3,25	3,67	3,97
3.3 Coping with ambiguity, uncertainty and risk	4,00	4,33	4,03
3.4 Working with others	4,25	3,75	4,05
3.5 Learning through experience	4,13	3,92	4,01



Differences can be seen in the financial and economic literacy and mobilizing others. The other competences are quite equal.

d) Means of competencies by level of studies

Competences	The Netherlands		Total The Netherlands
	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,75	4,50	3,00
1.2 Creativity	3,88	3,50	3,22
1.3 Vision	3,63	4,50	3,67
1.4 Valuing ideas	3,13	4,00	3,33
1.5 Ethical and sustainable thinking	2,88	3,50	3,22
2.1 Self-awareness and self-efficacy	3,96	4,17	3,67
2.2 Motivation and perseverance	3,50	3,75	3,44
2.3 Mobilising resources	2,88	4,00	3,67
2.4 Financial & economic literacy	2,63	3,50	2,78
2.5 Mobilising others	3,25	4,50	3,33
3.1 Taking the initiative	3,50	4,00	3,22
3.2 Planning and managing	3,25	4,50	3,78
3.3 Coping with ambiguity, uncertainty and risk	4,38	3,50	3,44
3.4 Working with others	3,94	4,00	3,94
3.5 Learning through experience	3,88	4,50	3,72



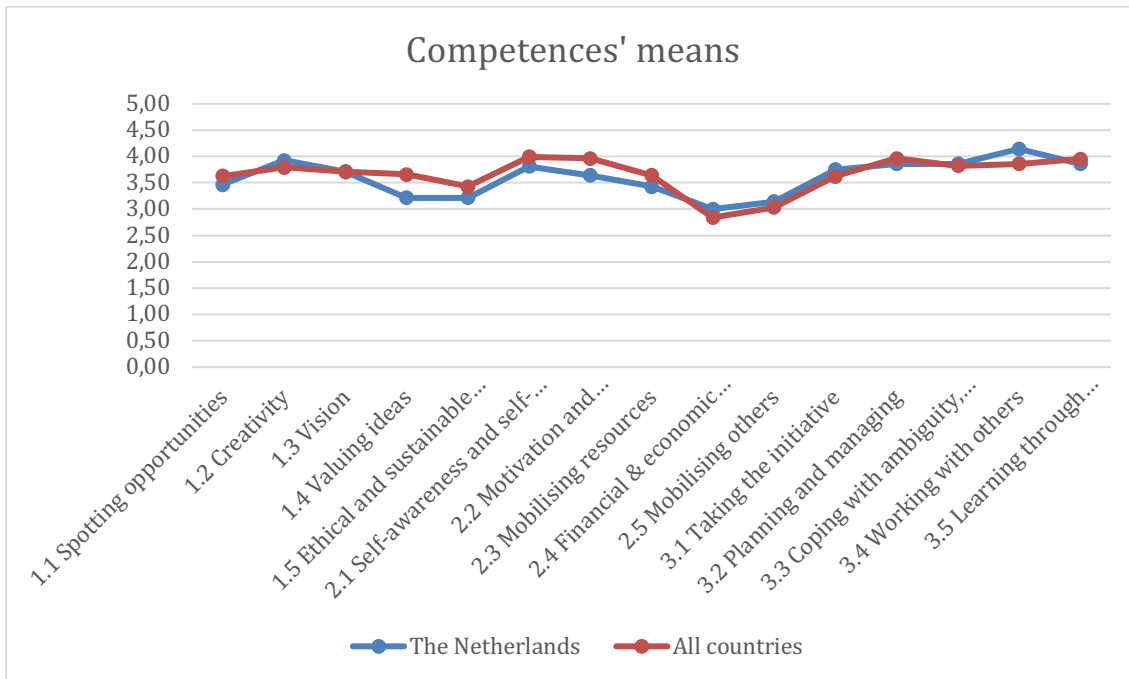
Again, as this conclusion can also be drawn in the other sections, it seems that University/HE students have a higher management of the competences in general than the ones with a secondary/VET background. Only coping with ambiguity and risk and Creativity is rated lower.

4. Competences of undecided

In this section, we are going to analyze level of competences of young people that didn't make a decision about starting a social business or looking for a job.

a) General means of competencies

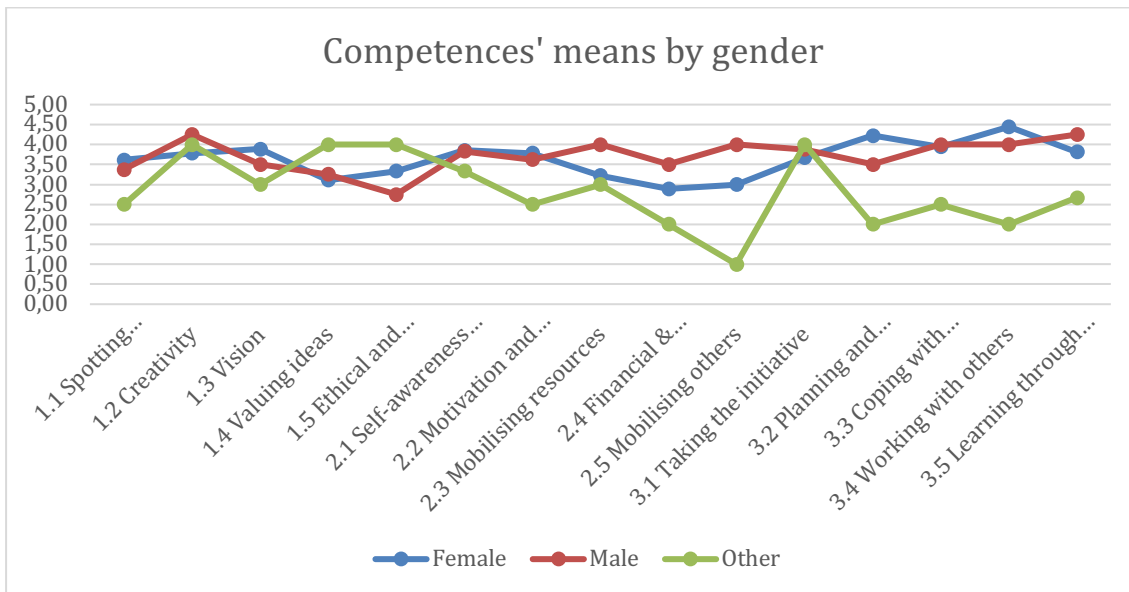
Competences	The Netherlands	All countries
1.1 Spotting opportunities	3,46	3,63
1.2 Creativity	3,93	3,79
1.3 Vision	3,71	3,71
1.4 Valuing ideas	3,21	3,66
1.5 Ethical and sustainable thinking	3,21	3,43
2.1 Self-awareness and self-efficacy	3,81	3,99
2.2 Motivation and perseverance	3,64	3,96
2.3 Mobilising resources	3,43	3,64
2.4 Financial & economic literacy	3,00	2,84
2.5 Mobilising others	3,14	3,03
3.1 Taking the initiative	3,75	3,62
3.2 Planning and managing	3,86	3,96
3.3 Coping with ambiguity, uncertainty and risk	3,86	3,82
3.4 Working with others	4,14	3,86
3.5 Learning through experience	3,86	3,95



Here, the Dutch numbers are almost identical with the average numbers of all countries, with a slight difference in valuing ideas.

b) Means of competencies by gender

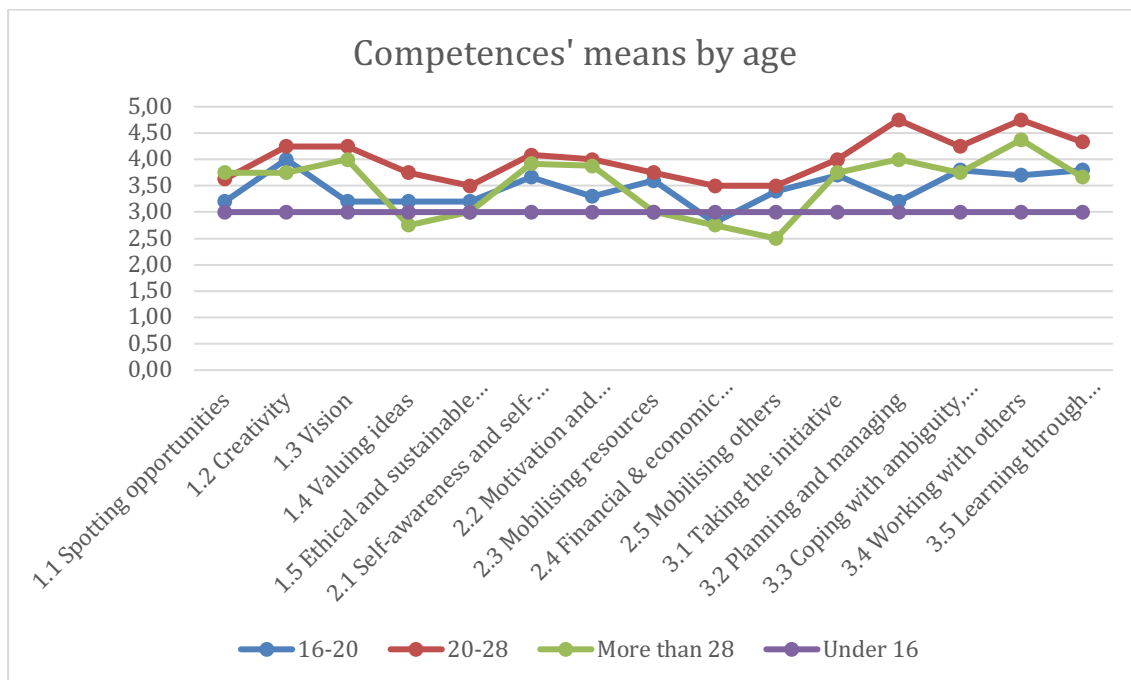
Competences	The Netherlands			Total The Netherlands
	Female	Male	Other	
1.1 Spotting opportunities	3,61	3,38	2,50	3,46
1.2 Creativity	3,78	4,25	4,00	3,93
1.3 Vision	3,89	3,50	3,00	3,71
1.4 Valuing ideas	3,11	3,25	4,00	3,21
1.5 Ethical and sustainable thinking	3,33	2,75	4,00	3,21
2.1 Self-awareness and self-efficacy	3,85	3,83	3,33	3,81
2.2 Motivation and perseverance	3,78	3,63	2,50	3,64
2.3 Mobilising resources	3,22	4,00	3,00	3,43
2.4 Financial & economic literacy	2,89	3,50	2,00	3,00
2.5 Mobilising others	3,00	4,00	1,00	3,14
3.1 Taking the initiative	3,67	3,88	4,00	3,75
3.2 Planning and managing	4,22	3,50	2,00	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,94	4,00	2,50	3,86
3.4 Working with others	4,44	4,00	2,00	4,14
3.5 Learning through experience	3,81	4,25	2,67	3,86



No significant differences can be seen in the chart above, except for the ones who didn't identified themselves as female or male. The ones from the 'other' category, which were only a few valued themselves low in the category spotting opportunities, motivation and mobilizing others. Overall, they have rated themselves lower than the average.

c) Means of competencies by age

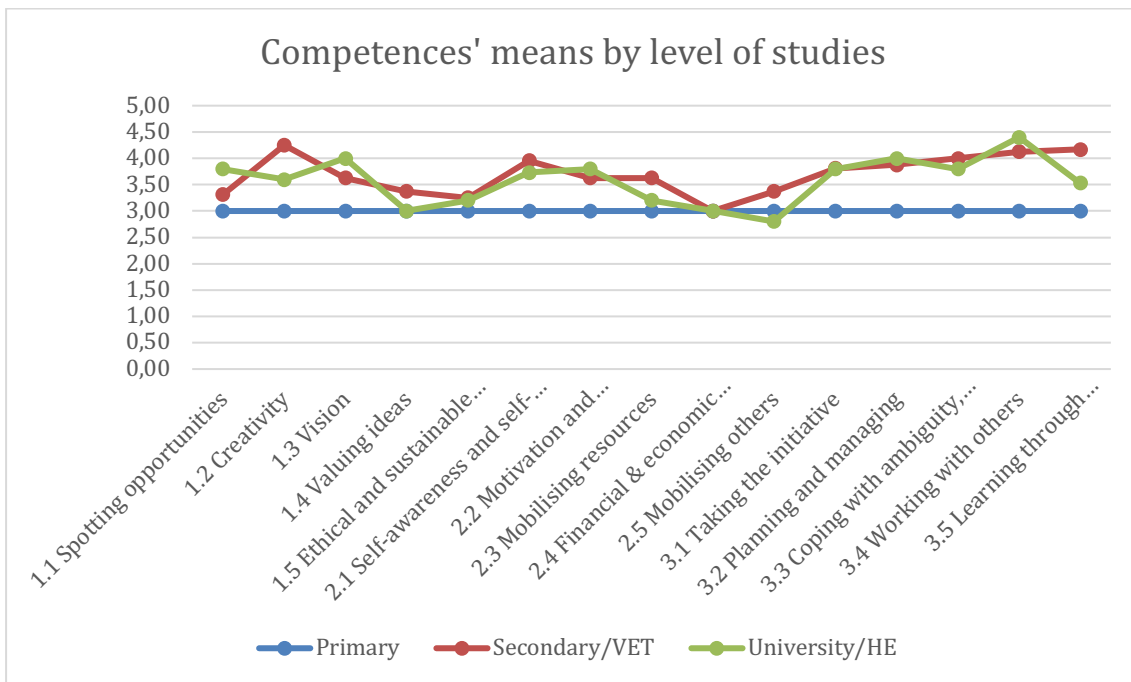
Competences	Under 16	The Netherlands			Total The Netherlands
		More than 28	16-20	20-28	
1.1 Spotting opportunities	3	3,75	3,20	3,63	3,80
1.2 Creativity	3	3,75	4,00	4,25	3,75
1.3 Vision	3	4,00	3,20	4,25	3,56
1.4 Valuing ideas	3	2,75	3,20	3,75	3,70
1.5 Ethical and sustainable thinking	3	3,00	3,20	3,50	3,62
2.1 Self-awareness and self-efficacy	3	3,92	3,67	4,08	4,02
2.2 Motivation and perseverance	3	3,88	3,30	4,00	4,08
2.3 Mobilising resources	3	3,00	3,60	3,75	3,79
2.4 Financial & economic literacy	3	2,75	2,80	3,50	2,82
2.5 Mobilising others	3	2,50	3,40	3,50	3,11
3.1 Taking the initiative	3	3,75	3,70	4,00	3,66
3.2 Planning and managing	3	4,00	3,20	4,75	3,82
3.3 Coping with ambiguity, uncertainty and risk	3	3,75	3,80	4,25	3,73
3.4 Working with others	3	4,38	3,70	4,75	4,15
3.5 Learning through experience	3	3,67	3,80	4,33	4,16



It can be concluded that the lines are quite similar and no special peaks can be seen in the chart above.

d) Means of competencies by level of studies

Competences	The Netherlands			Total the Netherlands
	Primary	Secondary/VET	University/HE	
1.1 Spotting opportunities	3,00	3,31	3,80	3,46
1.2 Creativity	3,00	4,25	3,60	3,93
1.3 Vision	3,00	3,63	4,00	3,71
1.4 Valuing ideas	3,00	3,38	3,00	3,21
1.5 Ethical and sustainable thinking	3,00	3,25	3,20	3,21
2.1 Self-awareness and self-efficacy	3,00	3,96	3,73	3,81
2.2 Motivation and perseverance	3,00	3,63	3,80	3,64
2.3 Mobilising resources	3,00	3,63	3,20	3,43
2.4 Financial & economic literacy	3,00	3,00	3,00	3
2.5 Mobilising others	3,00	3,38	2,80	3,14
3.1 Taking the initiative	3,00	3,81	3,80	3,75
3.2 Planning and managing	3,00	3,88	4,00	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,00	4,00	3,80	3,86
3.4 Working with others	3,00	4,13	4,40	4,14
3.5 Learning through experience	3,00	4,17	3,53	3,86

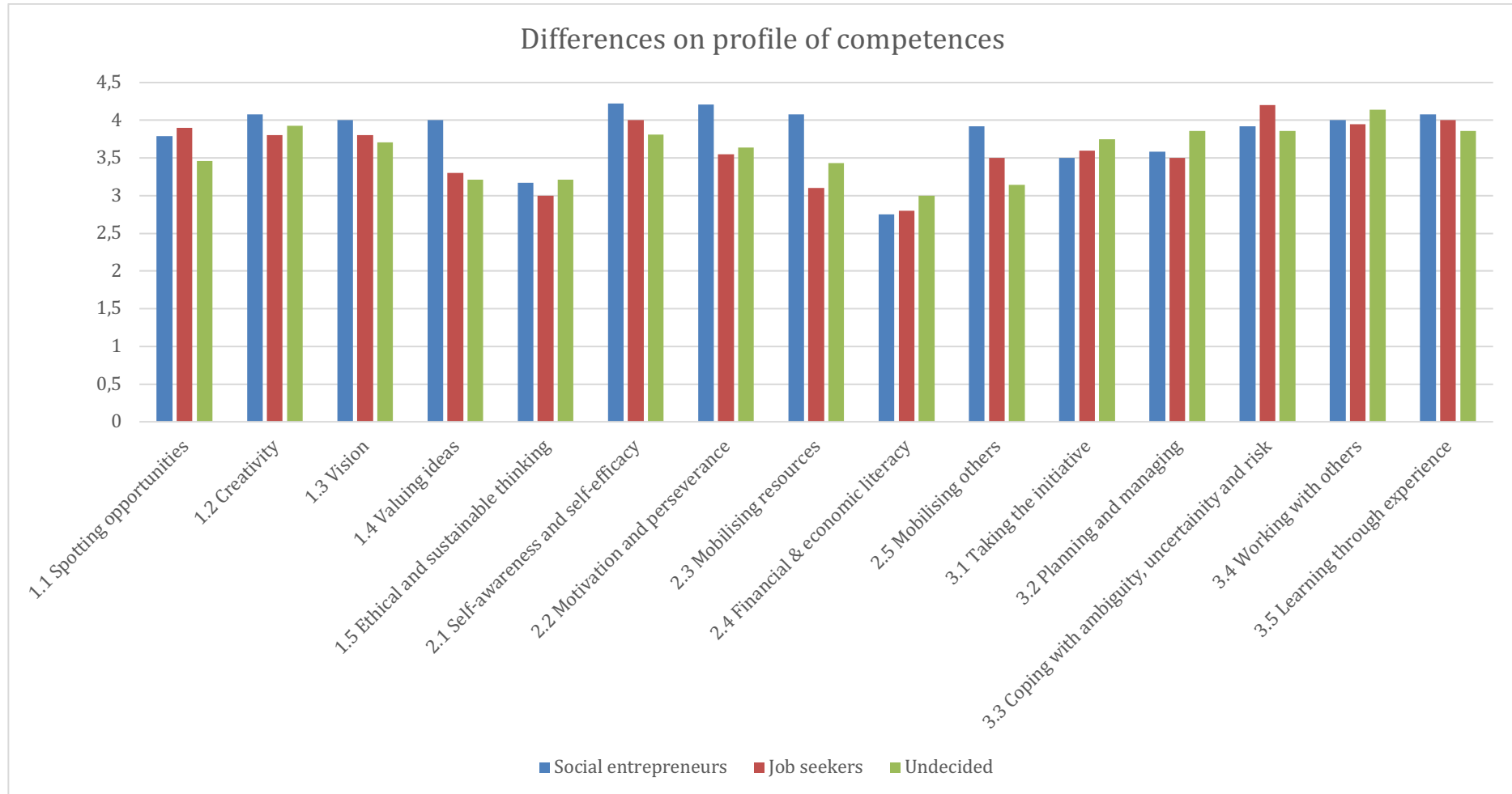


Also here, no specific peaks can be seen. The numbers are quite average in comparison with the total.

5. Conclusions

A comparative is presented between the level of competences of the three different profiles:

Competences	Social entrepreneurs	Job seekers	Undecided
1.1 Spotting opportunities	3,79	3,90	3,46
1.2 Creativity	4,08	3,80	3,93
1.3 Vision	4,00	3,80	3,71
1.4 Valuing ideas	4,00	3,30	3,21
1.5 Ethical and sustainable thinking	3,17	3,00	3,21
2.1 Self-awareness and self-efficacy	4,22	4,00	3,81
2.2 Motivation and perseverance	4,21	3,55	3,64
2.3 Mobilising resources	4,08	3,10	3,43
2.4 Financial & economic literacy	2,75	2,80	3,00
2.5 Mobilising others	3,92	3,50	3,14
3.1 Taking the initiative	3,50	3,60	3,75
3.2 Planning and managing	3,58	3,50	3,86
3.3 Coping with ambiguity, uncertainty and risk	3,92	4,20	3,86
3.4 Working with others	4,00	3,95	4,14
3.5 Learning through experience	4,08	4,00	3,86



As can be concluded from the graphic above, the respondents who want to be a social entrepreneur after they have finished school, have rated themselves as highest in most of the competences. This can be explained as the ones who tend to score high on the entrepreneurial competences might have been in contact with entrepreneurship (parents, friends, etc.) before. Perhaps, they have been inspired or they have a higher feeling for entrepreneurship, as they score high on the most valuable competences which they need in entrepreneurship. This might result in a higher ambition for entrepreneurship in general. Job seekers score higher on the competence of taking risks and deal with uncertainty and ambiguity and in general, the scores for Ethical and sustainable thinking & economic and financial literacy were the lowest, compared to the other competences.

Additionally, it seems that all respondents have medium confidence in management of all competences in general, as the lowest average rate didn't go under the 2,75 and total average off all scores is 3,25.

ANNEX I. ITEMS ON QUESTIONNAIRE FOR SOCIAL ENTREPRENEURS AND UNDECIDED

Item	1	2	3	4	5
1. I am able to create business opportunities and to take advantage of them					
2. I am able to formulate suggestions to improve projects in which I participate					
3. I am able to do things imaginatively, in a different way from how others do them					
4. I am able to develop a vision to turn ideas into actions					
5. I am able to recognise the potential of an idea and identify suitable ways to realize it					
6. I would rather collaborate for free in an NGO or in a in a cause I believe in					
7. I believe I am capable of dealing with most situations					
8. I take on the consequences of what I have said or done					
9. I do every job as thoroughly as possible					
10. I am determined to achieve my goals					
11. I usually perform very well in my role of any business project I am involved in					
12. I am able to get and manage resources needed to turn ideas into action					
13. I have adequate knowledge of financial and economic management					
14. When working in groups I prefer to be the leader					
15. Sometimes I have participated in the implementation of group projects or collaborations					
16. I have seriously considered starting my own business sometime after finishing my degree					
17. I like to plan my tasks and follow up on them properly					
18. I think people who take risks are more likely to succeed than those who do not					
19. I like to take calculated risks with new ideas					
20. I prefer to work in situations that involve more people					
21. I like helping my friends and classmates					
22. I improvise without difficulty when plans change					
23. I analyse my mistakes to learn from them					
24. I believe that opportunities can be extracted from problems or difficult situations					

ANNEX II. ITEMS ON QUESTIONNAIRE FOR JOB SEEKERS

Item	1	2	3	4	5
2. I am able to formulate suggestions to improve projects in which I participate					
3. I am able to do things imaginatively, in a different way from how others do them					
4. I am able to develop a vision to turn ideas into actions					
5. I am able to recognise the potential of an idea and identify suitable ways to realize it					
6. I would rather collaborate for free in an NGO or in a in a cause I believe in					
7. I believe I am capable of dealing with most situations					
8. I take on the consequences of what I have said or done					
9. I do every job as thoroughly as possible					
10. I am determined to achieve my goals					
11. I usually perform very well in my role of any business project I am involved in					
12. I am able to get and manage resources needed to turn ideas into action					
13. I have adequate knowledge of financial and economic management					
14. When working in groups I prefer to be the leader					
15. Sometimes I have participated in the implementation of group projects or collaborations					
17. I like to plan my tasks and follow up on them properly					
18. I think people who take risks are more likely to succeed than those who do no					
20. I prefer to work in situations that involve more people					
21. I like helping my friends and classmates					
22. I improvise without difficulty when plans change					
23. I analyse my mistakes to learn from them					



ruraLAB 3.0

Fostering Empowerment of Young People in Rural Areas
Through Social Entrepreneurship and Employment



Co-funded by the
European Union



State of art (WP2.1)
Level of knowledge of
digital entrepreneurship
between youth

Complete report of the research



Co-funded by
the European Union

**A NEW ENTREPRENEURSHIP APPROACH IN THE
DIGITAL AGE: DIGITAL ENTREPRENEURSHIP
NEWDIGISHIP**



WP2. Survey Report



Index

Introduction	2
Research methodology: the survey	3
Survey results	5
Conclusions	20

The results of the survey can be consulted at the following link:

<https://eu.jotform.com/report/23050255465004420>

Introduction

With digital change accelerated by the Covid-19 pandemic effect, consumers, customers, businesses, enterprises, supply chains, industries and the ecosystem are exposed to digital change much faster than the usual pace. These major changes are: new technologies such as mobile computing, data analytics, e-learning, cloud computing, blockchain, social media marketing and SEO, which have created the beginning of a new era in entrepreneurship.

NEWDIGISHIP was born to reduce the rising unemployment rates among youth in an ever-changing world; make young people aware of how social media and digital technology can be used for entrepreneurship opportunities and enable them to benefit from digital opportunities. This will consider that today's young people (digital natives) are both consumers and producers on the Internet and will take as a starting point the daily lives and experiences of young people, focusing on social, cultural, and critical thinking issues. This project covers the priority of strengthening the employability of young people, promoting active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship and addressing digital transformation through development of digital readiness, resilience, and capacity.

All young people and people interested in digital entrepreneurship and who want to have digital entrepreneurship opportunities must have ICT/digital competences. Since most of our unemployed youth admit that they lack digital job skills, with this project we will contribute to the development of their ICT/digital competences, i.e. relevant and high quality skills and competences. As mentioned in the EU Digital Education Action Plan (2021-2027), consolidating the digital market to adapt digital transformation and digital culture to the 21st century and compete in the digital age is one of Europe's priorities. The EU Digital Single Market strategy defines that the EU prioritizes digital transformation as the core of its actions. In the next five years, efforts will have to be redoubled to create digital opportunities in a cohesive European market.

NEWDIGISHIP will target young people aged 18-28, with a special focus on low-income households, women, and young people with fewer opportunities. Our NEWDIGISHIP project will bring an innovative approach to digital entrepreneurship

by focusing on the methods and effects of digital tools and entrepreneurship opportunities in different countries, which are indispensable for the digital world.

Research methodology: the survey

In order to develop WP2.1- Developing a curriculum for digital entrepreneurship for young people (promoting digital entrepreneurship start-ups among young people) of the NEWDIGISHIP project, a survey was developed and applied to establish starting points, lines of action and the state of the art of the topic in the consortium member countries.

The objectives of the survey were the following:

- To assess the knowledge that exists among the project's target group on issues related to digital entrepreneurship.
- To know their degree of familiarity with digital skills and their usefulness in the work environment.
- Obtain information regarding the digital competencies that need to be reinforced.
- To identify the teaching methods on digital entrepreneurship best suited to current needs.

The consortium decided to use the survey as a research tool because this technique is widely used as a research procedure since it makes it possible to obtain and process data quickly and efficiently. For Sierra Bravo¹, observation by survey, which consists of obtaining data of sociological interest by questioning members of society, is the most important and most widely used sociological research procedure. Among its characteristics we can highlight the following:

1. The information is obtained through an indirect observation of the facts, through the statements made by the respondents, so it is possible that the information obtained does not always reflect reality and only shows possible trends and lines of interpretation.

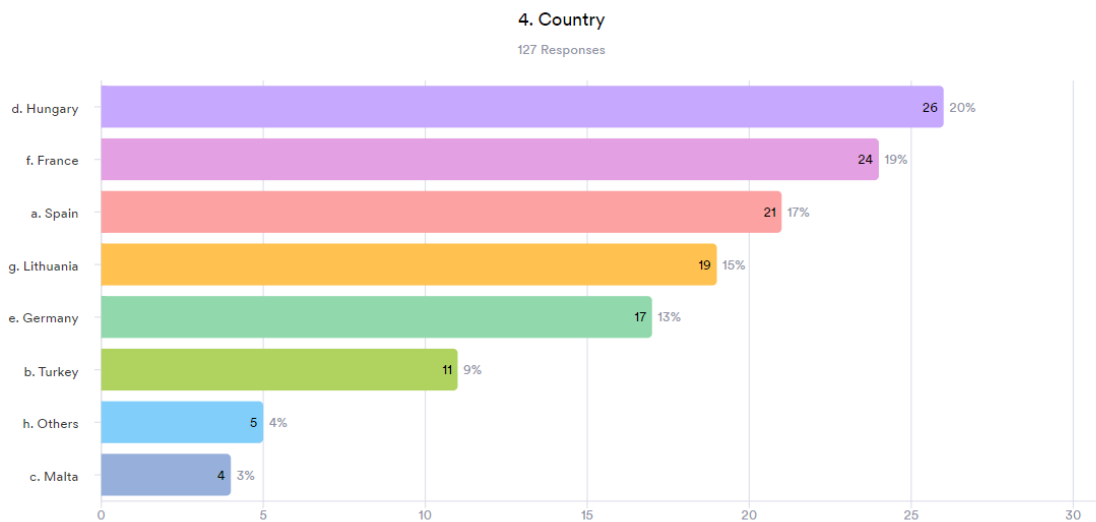
¹ Sierra Bravo, Restituto. Técnicas de Investigación social. Madrid: Paraninfo, 2001.

2. The survey allows massive applications, which by means of adequate sampling techniques can extend the results to entire communities.
3. The researcher's interest is not the specific subject who answers the questionnaire, but the population to which he/she belongs.
4. It allows the simultaneous collection of data on a wide variety of subjects.
5. The information is collected in a standardized way by means of a questionnaire (same instructions for all subjects, identical formulation of the questions, etc.), which makes it possible to make intra-group comparisons.
6. It is particularly suitable for collecting opinions, beliefs, or attitudes.
7. In general terms, this methodology is especially indicated in studies with descriptive objectives and where large samples are required for the study of some aspect of the population.

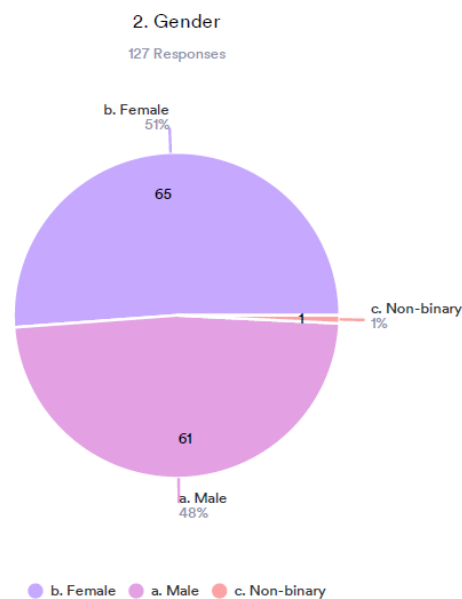
Among its disadvantages are the difficulties in establishing causal relationships, the fact that it does not consider contextual factors that may interfere with the subject's responses, and that depending on the size and diversity of the sample, it only allows us to speak of trends rather than generalizations of behavior.

Survey results

The NEWDIGISHIP survey was applied in 7 countries (Hungary, France, Spain, Lithuania, Germany, Turkey, Malta) and the sample reached 127 respondents. It is important to keep in mind that due to the small size of the sample it is not possible to make generalizations and it is necessary to speak at all times of trends detected among the surveyed population.

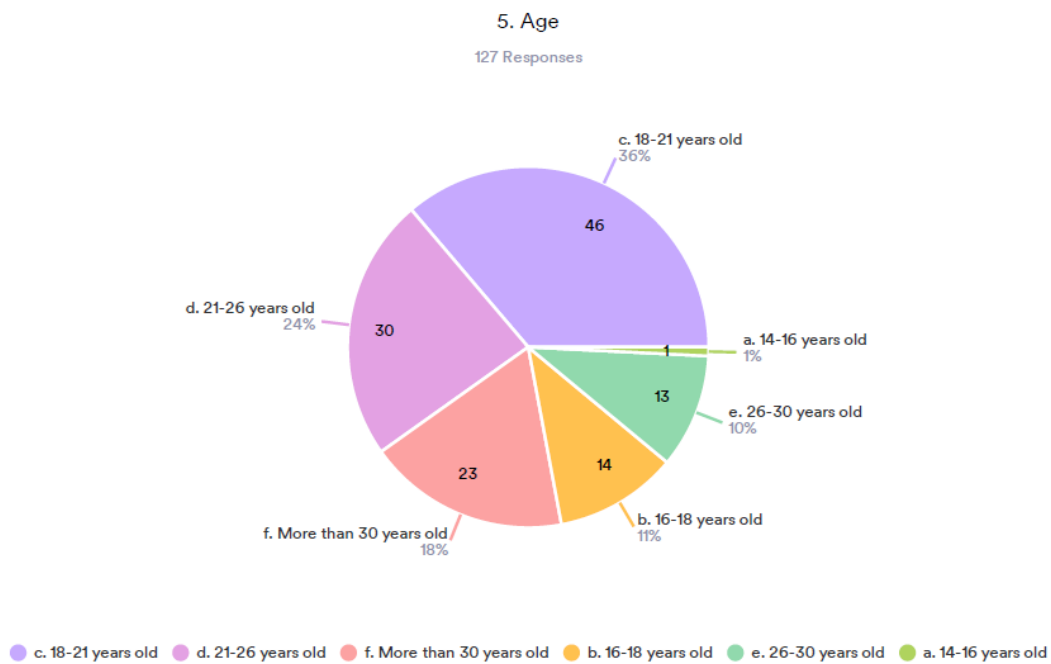


Fifty-one percent of the sample consisted of women while 48% were men and 1% were non-binary.



Eighty-two percent of the respondents were young people between the ages of 16 and 30. The age range of the respondents was as follows:

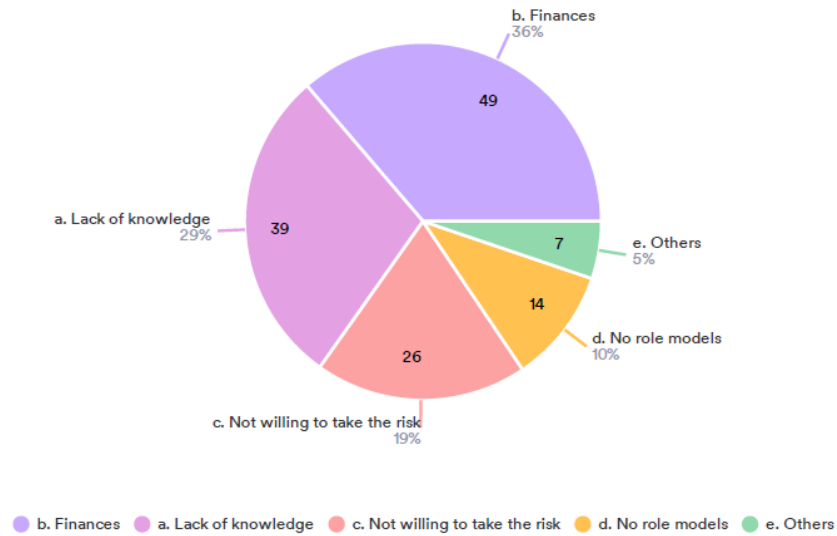
- 1% between 14-16 years old
- 11% between 16-18 years old
- 36% between 18-21 years old
- 24% between 21 and 26 years old
- 10% between 26 and 30 years of age
- 18% over 30 years old



Sixty-two percent of those surveyed responded that they had had an excellent business idea, while 38% claimed that they had not. Among the causes that hindered entrepreneurial initiatives, the issue of finances ranked first with 36%, followed by lack of knowledge with 29%, lack of willingness to take risks with 19% and lack of examples to follow within the scope of personal interaction with 10%.

7. What prevented you from realizing it?

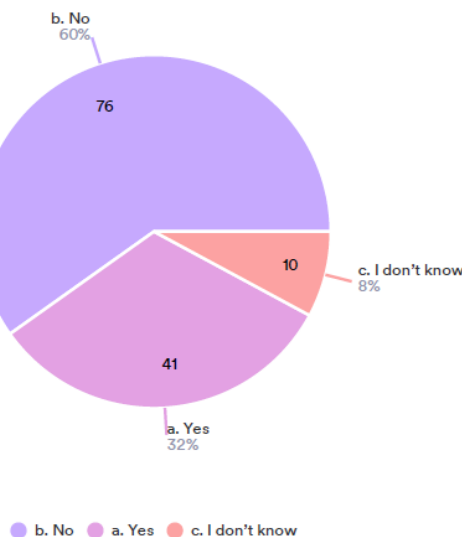
135 Responses- 49 Empty



When asked if they had an entrepreneur in the family or someone who carried out an entrepreneurial initiative, 60% of the respondents answered no, only 32% had a family member who was an entrepreneur and 8% did not know if they had a family member who carried out these tasks in their family circle.

9. Is somebody in your family an entrepreneur?

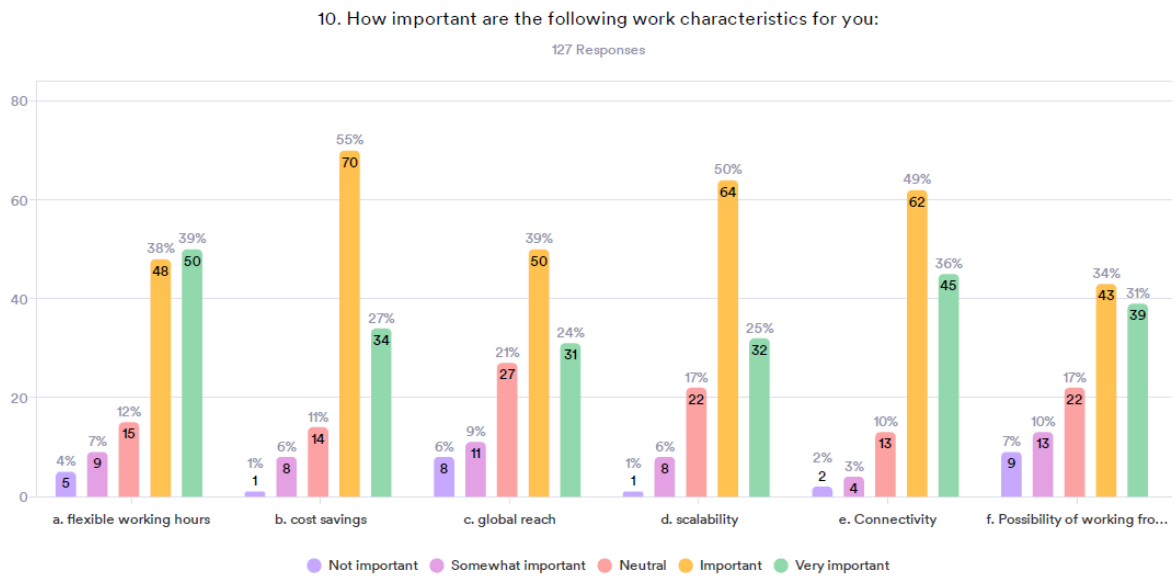
127 Responses



On a scale of 1 to 10, an average of 5.33 individuals surveyed were familiar with the idea of digital entrepreneurship, which is only slightly above the average and indicates that there is no solid knowledge of this modality among the surveyed population.

Regarding the following work characteristics, the respondents gave their assessment of the degree of relevance they attach to them in the work environment:

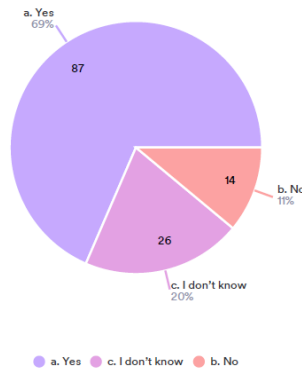
- a. 77% considered the flexible working hours as important and very important.
- b. 82% considered the cost savings as important and very important.
- c. 63 % considered the global reach as important and very important.
- d. 75% rated the scalability as important and very important.
- e. 85 % rated connectivity as important or very important.
- f. Finally, 65 % considered as important and very important the possibility of working from home.



Sixty-nine percent of respondents considered that digital entrepreneurship has advantages over traditional entrepreneurship, while 11% considered that it has no significant advantages and 20% said that they do not know if it has more merits.

11. Do you think there are advantages to Digital Entrepreneurship compared to traditional entrepreneurship?

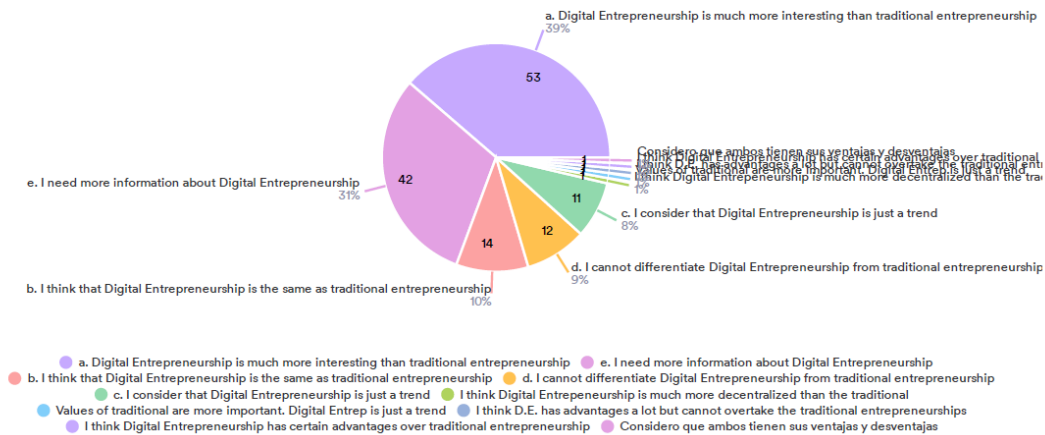
127 Responses



Regarding the relationship between traditional entrepreneurship and digital entrepreneurship, 39% considered that the latter is much more interesting than traditional entrepreneurship. On the other hand, 31% of the respondents claim to need more information about digital entrepreneurship. Ten percent believe that digital entrepreneurship is similar to traditional entrepreneurship and 9% are not able to differentiate between the two types of entrepreneurialships. All this indicates the need to continue working to increase the information and training available to promote knowledge of this type of entrepreneurship, considering its advantages and disadvantages.

12. What do you think about Digital Entrepreneurship compared with traditional entrepreneurship?

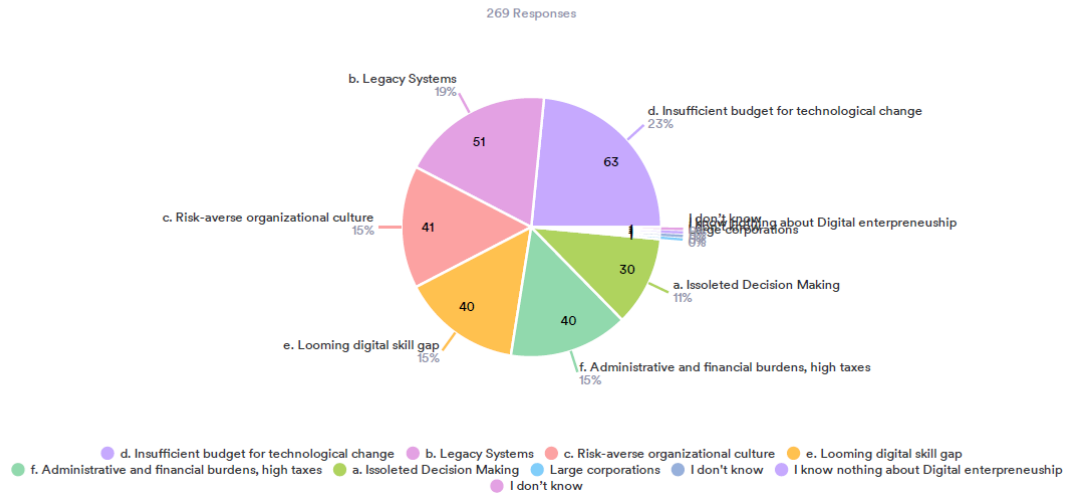
137 Responses- 11 Empty



In terms of the barriers or main obstacles mentioned by the respondents for the development of digital entrepreneurship, the first one is the insufficient budget for technological change, which was mentioned by 23% of the participants in the survey. This was followed by legacy systems, which was mentioned by 19%, followed by risk-averse organizational culture, which was mentioned by 15% of the respondents, as well as the looming digital skill gap and administrative and financial burdens, high taxes. Another barrier mentioned by 11% was the isolated decision

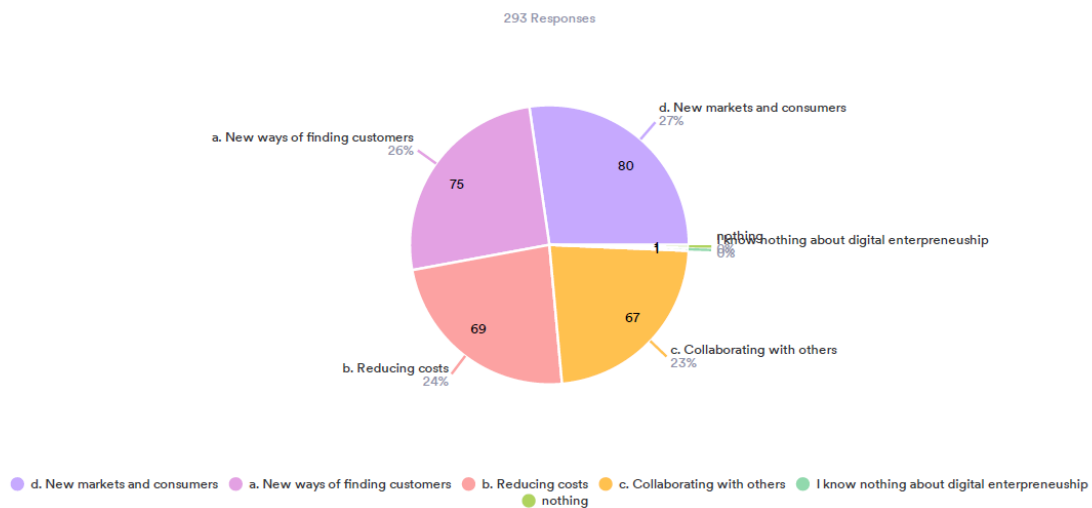
making.

13. What are the main barriers/obstacles for digital entrepreneurs?



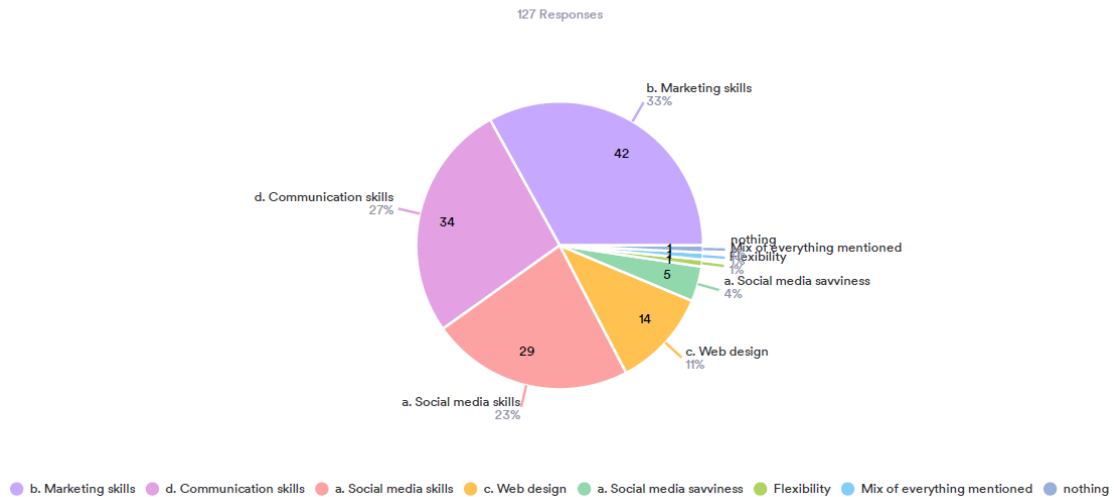
Regarding the main opportunities for digital entrepreneurs, 27% of respondents favored the existence of new markets and consumers, while 26% claimed the possibility of finding new ways of finding customers. On the other hand, 24% of the participants valued positively the possibility of reducing cost and 23% the idea of collaborating with others.

14. What are the main opportunities for digital entrepreneurs?



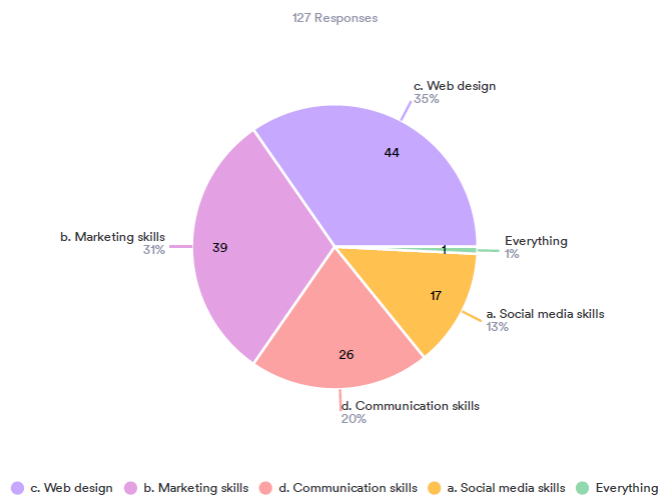
Respondents also rated the skills they consider most important to positively influence the development of the digital entrepreneur. In this case, 33% of the participants positively valued marketing skills and 27% communication skills. On the other hand, 23% considered social media skills to be very important and 11% considered web design skills to be very important.

15. In your opinion, what skills are most important for a successful digital entrepreneur?



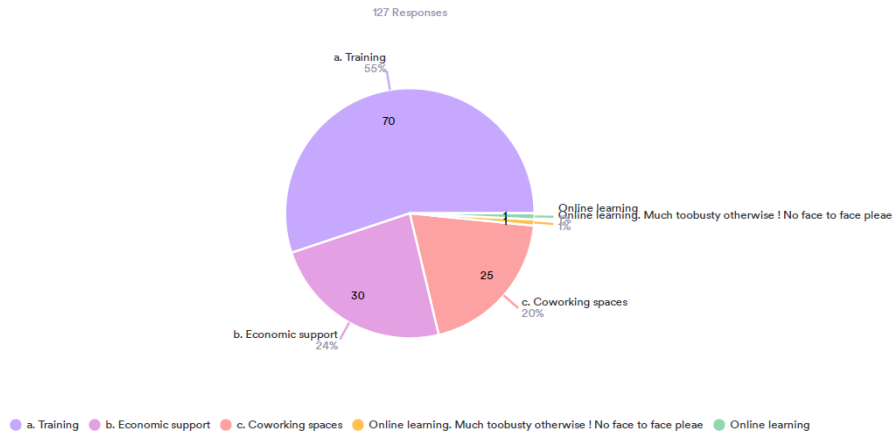
Similarly, the participants also evaluated the competencies on which additional work should be done to improve the results obtained. 35% considered that the skill that should be enhanced the most is web design, followed by marketing skills, pointed out by 31% of the participants. Also 20% highlighted the importance of working with communication skills and 13% did the same with social media skills.

16. Which of the above-mentioned would you like to work on the most?



Among the proposed ways to improve the different skills necessary for digital entrepreneurship, 55% of the participants opted to promote training, 24% to favor economic support and 20% to encourage coworking spaces.

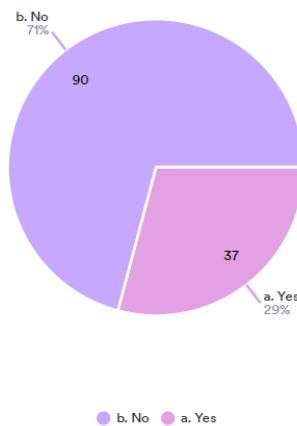
17. What would be a suitable form of help for improvement of the above-mentioned?



Seventy-one percent of the participants claimed that they had not participated in training on the use of digital/social media technology, compared to 29% who said they had participated in some training of this type. This illustrates the need for training offerings that meet this educational need with a high impact on employability and professional growth.

18. Have you participated in training for the use of digital/social media technology?

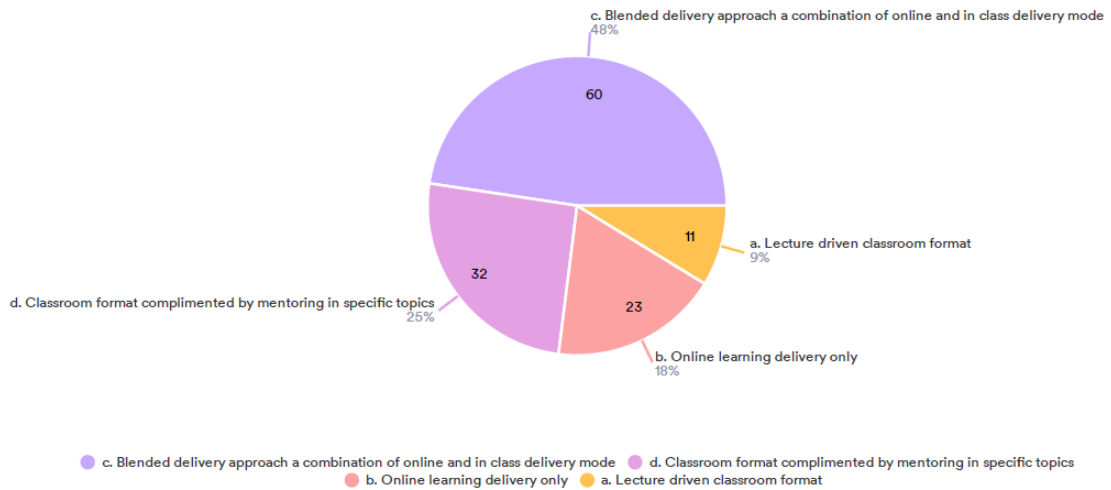
127 Responses



Concerning the type of training best adapted to meet these needs, 48% of respondents preferred the blended delivery approach a combination of online and in class delivery mode, while 25% considered the classroom format complimented by mentoring in specific topics to be the best option. On the other hand, 18% claimed that it would be more beneficial to use the online learning delivery only and 9% opted for the lecture driven classroom format.

19. What is your preferred mode of delivery of the training

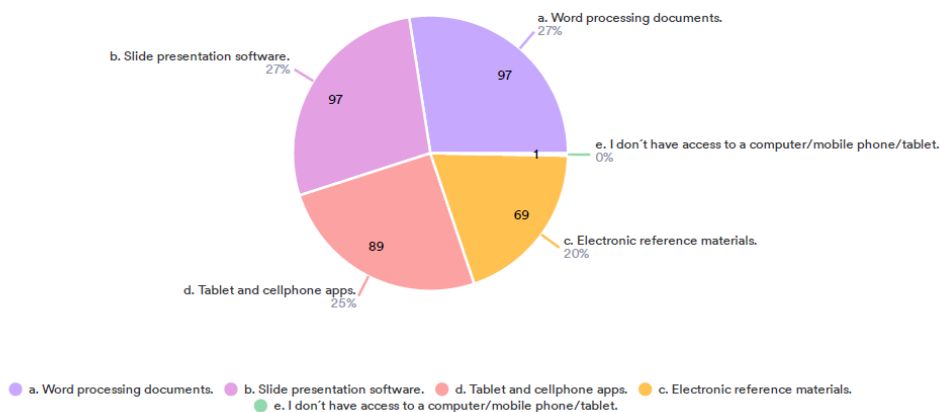
126 Responses- 1 Empty



The survey participants also had the opportunity to evaluate their own digital competencies and to highlight the digital tools with which they are most familiar. Twenty-seven percent claimed to be familiar with the Word processing documents and the slide presentation software. On the other hand, 25% stated to be familiar with the tablet and cellphone apps and 20% with the electronic reference materials. These results from the surveyed group point positively to the possibility of continuing to work for the development of digital competencies, in generational cohorts that have already lived most of their lives with digital technology and have basic knowledge in these matters.

20. What digital tools are you familiar with?

353 Responses

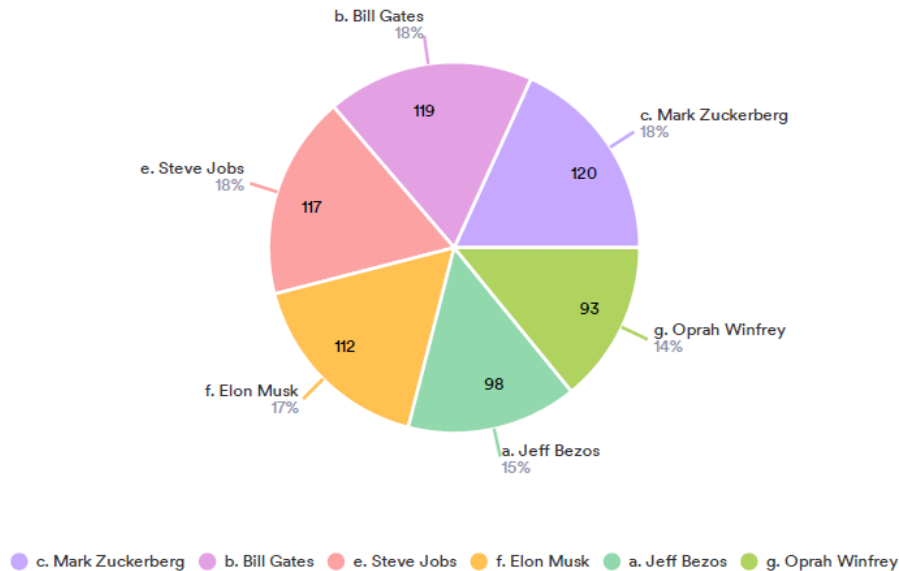


Most of the participants have recognized different personalities of the digital world linked to the most recent advances in technology, digital business, social networks, and communication. Among them 120 participants claim to know Mark Zuckerberg, 119 participants know who Bill Gates is, 117 participants are familiar with Steve

Jobs, 112 participants know Elon Musk, 98 participants know who Jeff Bezos is and 93 participants recognize Oprah Winfrey.

21. Which of the following names do you recognize?

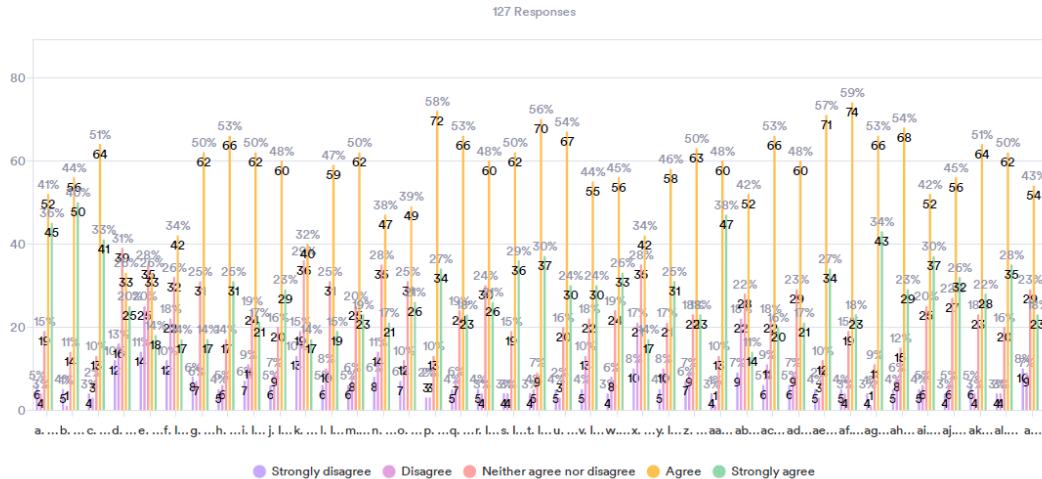
659 Responses- 1 Empty



To conclude the survey, respondents expressed their agreement or disagreement with the following statements related to digital entrepreneurship and digital competencies. In the data analysis, those statements that registered the highest acceptance ratios were very illustrative. In this case, we find the following statements that reflect the use of digital tools related to the work environment, such as: "I use digital tools to develop the skills required by my job". On the other hand, they also highlighted the assessment of other statements linked to creativity, adaptation to change and openness to embrace new opportunities in the workspace and business. Among the latter are: "It is necessary to use creativity in the work environment", "I do not hesitate to try things I have not tried in business life", "It is necessary to be ready for changes that may occur in the business environment", "I engage in projects and tasks that allow me to see things from a new perspective", and "I like to challenge old ideas and practices and look for better ones".

Similarly, they were also in favor of teamwork and collaboration in digital entrepreneurship projects, such as: "I can work with any team or individual while performing my job", "I can collaborate with people in a digital environment", and "I do not hesitate to participate in projects in the digital field from my friends". They also supported the use of social media tools for business promotion in general ("It is necessary to promote businesses using social media tools").

22. To finish, please express your agreement or disagreement with the following statements regarding Digital Entrepreneurship



The following table illustrates the highest and lowest values (by rank of importance) reflected in the above chart:

Statements	Agree	Strongly agree
I use digital tools to improve my job performance.	41%	36%
I use digital tools to make my job easier.	44%	40%
I use digital tools to develop the skills required by my job.	51%	33%
I use digital project design programs necessary for my job. (For example...).	31%	25%
I know what I need to start a business in the digital world.	14%	26%
I know what skills are needed to run my current/ future business on digital platforms.	42%	17%
I use digital world tool content to overcome the challenges of my job.	50%	14%
I can collaborate with people in a digital environment.	53%	31%
I do not hesitate to try things I have not tried in business life.	50%	17%
I feel the energy to do different jobs.	48%	23%

I tell my friends about my business ideas that can be done in the digital environment.	32%	14%
I am aware of digital areas where I can use my knowledge and skills.	47%	15%
I do not hesitate to participate in projects in the digital field from my friends.	50%	19%
I do not hesitate to take risks.	38%	17%
I ensure the security of the content I create in the digital space.	39%	26%
I think I can shape my life with my decisions.	58%	27%
I can see the future and make preparations for it.	53%	18 %
I renew myself for digital transformation.	48%	21%
I like working on digital projects that allow me to try something new.	50%	29%
I like to challenge old ideas and practices and look for better ones.	56%	30%
I engage in projects and tasks that allow me to see things from a new perspective.	54%	24%
I try new ways of working that haven't been used by others in the past.	44%	24%
I believe in going outside the comfort zone to solve problems encountered in business life.	45%	26%
I have the knowledge and skills to execute the digital business plans I make.	34%	14%
I have no problem adapting to a new situation and practice.	46%	25%
I do not hesitate to make mistakes in something I am working on.	50%	18%
There are also risks involved in digital businesses.	48%	38%
I know the appropriate methods and techniques to ensure success in the digital field.	42%	11%

I take advantage of digital opportunities that come my way.	53%	16%
I transform the resources I have into productivity by bringing them together.	48%	17%
It is necessary to be ready for changes that may occur in the business environment.	57%	27%
I can manage the changes that may occur in the work environment.	59%	18%
It is necessary to use creativity in the work environment.	53%	34%
I can work with any team or individual while performing my job.	54%	23%
I do not hesitate to take the lead in a job or practice.	42%	30%
I can make effective decisions about the future at work.	45%	26%
I have strong motivation and inclination towards different jobs.	51%	22%
It is necessary to promote businesses using social media tools.	50%	28%
Entrepreneurship skills are developed by using social media.	43%	18%

Similarly, the analysis of the statements that were rated with the lowest acceptance ratios was very interesting. In this case, a considerable number stated that they did not agree with the following statements: "I know what I need to start a business in the digital world", "I know what skills are needed to run my current/ future business on digital platforms", "I have the knowledge and skills to execute the digital business plans I make", and "I know the appropriate methods and techniques to ensure success in the digital field". This highlighted the lack of relevant knowledge to carry out digital entrepreneurship initiatives, as well as the need to create and propose a training offer capable of responding to these concerns. All this could have a direct impact on the increase of digital entrepreneurship or, at least, of experimentation among young people with digital entrepreneurship initiatives.

In addition, survey participants indicated that they are not very likely to share with their friends their business ideas that can be implemented in the digital world. On the other hand, a not insignificant number of surveyed people indicated that they were hesitant to take risks, which translates as a lack of much-needed business skills. Finally, another considerable number claimed that they do not ensure the security of the content they share in their digital space. The latter can have negative repercussions in terms of the management of the information received and shared through social networks and the absence of verification as a measure to ensure the reliability of information can affect the management of marketing and dissemination in its entirety, and fundamentally in the digital environment.

Conclusions

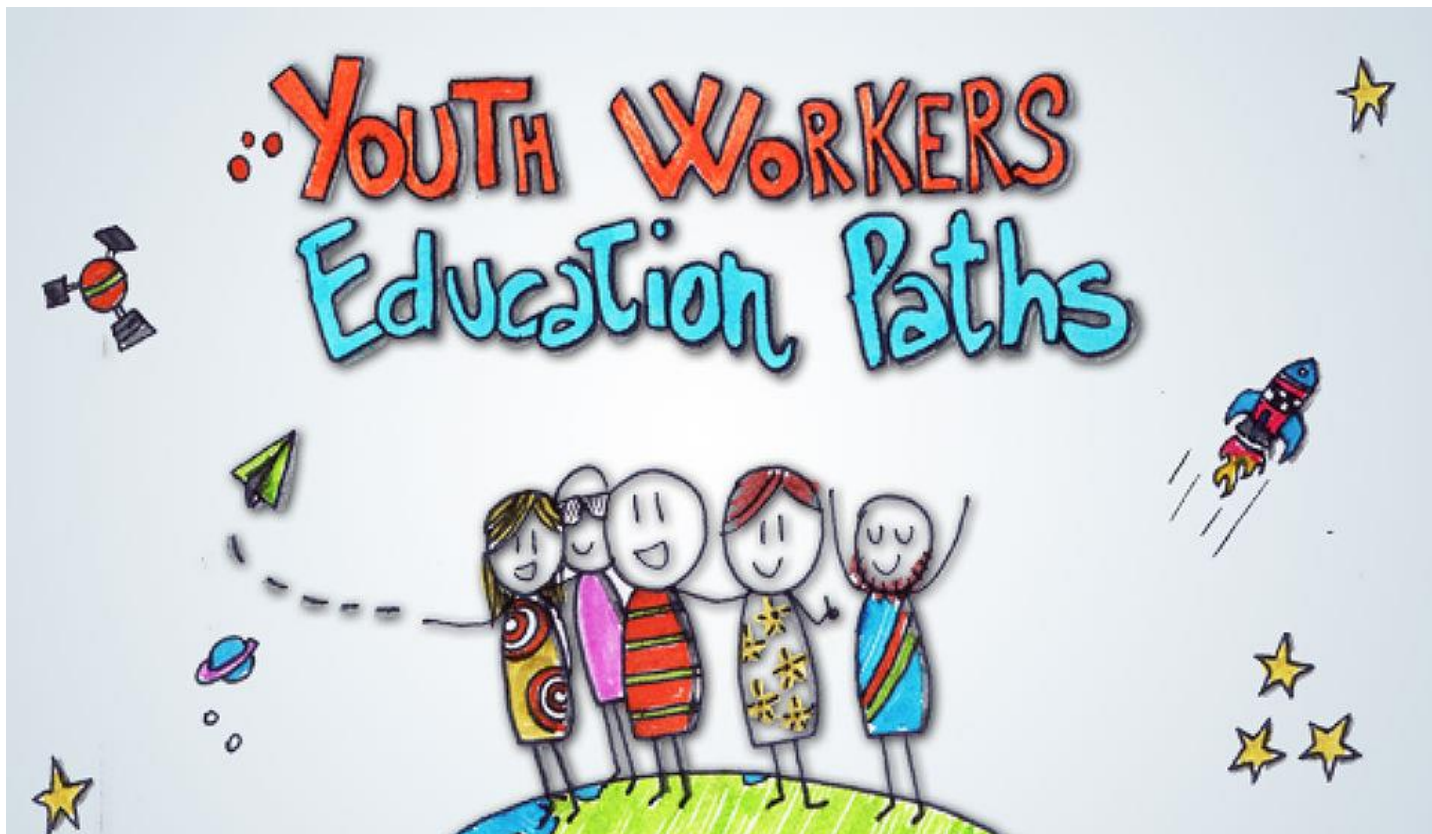
- Most of the people surveyed have had different business ideas that could be carried out through entrepreneurship.
- Financial resources and lack of adequate knowledge have been elements that have negatively influenced the development of these entrepreneurial initiatives.
- In general, the surveyed population is not clearly familiar with the notions and potential of digital entrepreneurship.
- It is essential to create accessible training and educational tools that make up for the lack of information available on digital entrepreneurship.
- Most of the participants opted for a hybrid training that includes fully digital training spaces and tools and, at the same time, an exchange in face-to-face mode.
- The training needs related to digital entrepreneurship most acclaimed by the participants were marketing and communication, social media skills and web design.
- Information should be provided on local, state, and European programs to help overcome the barriers to the development of digital entrepreneurship identified in the survey, in terms of funding opportunities, mentoring, legacy systems, administrative and financial burdens, taxes, etc.
- For most of the people surveyed, digital entrepreneurship becomes an opportunity to reach new markets and consumers, to find new customers, as well as to reduce investment and production costs, so it becomes a very beneficial alternative for young people who want to start a business, which results in an increase in their chances of professional integration.
- Most of the respondents (16-30 years old) are familiar with different digital tools, which is an advantage in terms of digital entrepreneurship compared to other generational cohorts that have more difficulties in approaching this medium.

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Youth workers learning in non-formal contexts

Working paper

Dunja Potočnik

Pool of European Youth Researchers and the Institute for Social Research in Zagreb

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



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1. Introduction

This analysis presents part of the research project on mapping the educational paths of youth workers, implemented within the youth partnership between the European Commission and the Council of Europe Work Plan 2018. It builds on the Council of Europe Youth Work Portfolio and on the first mapping exercise (O'Donovan 2018), which have been further analysed by focusing on diversity of practice architectures (Kiilakoski 2018). More specifically, this paper covers a review of the existing policies and practices in the field of non-formal learning, coupled with identification of the major obstacles to non-formal learning of youth workers and its validation and possible pathways for overcoming those issues. These insights are supplemented by the results of the original surveys conducted between June and November 2018, which aim to present a mosaic of the experiences, insights and attitudes of youth workers' non-formal learning. There are three components of the survey:

1. two focus groups – a national one held in September 2018 in Zagreb and an international one (conducted during the SEE Youth Work Seminar in November 2018 in Ljubljana);
2. ten interviews with youth worker educators and youth work managers supporting the Erasmus+ project Europe Goes Local, organised in June 2018;
3. an online survey of youth work managers and educators from across the member states of the Council of Europe.

This paper attempts to address the topic of youth workers and learning in non-formal contexts, which was set up as an important agenda with endorsement from the White Paper A new impetus for European youth (European Commission 2002), the adoption of the Youth in Action Programme, followed by the Erasmus+ programme, and the study Working with young people: the value of youth work in the European Union. Policy foundations were also framed by the Declaration of the 1st European Youth Work Convention, Declaration of the 2nd European Youth Work Convention and by the Council of Europe (2017) Recommendation of the Committee of Ministers to member States on youth work, which recognises that “youth work makes an important contribution to active citizenship by providing opportunities to acquire the knowledge, skills and attitudes for civic engagement and social action”.

Non-formal learning is at the heart of youth work and, as defined in Bridges for Recognition (Salto 2005: 49), non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily the sole or main activity. One of definitions that can also be employed when analysing non-formal learning in the youth civic sector is the following: “non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present” (Quality Youth Work: A common framework for the further development of youth work; European Commission 2015). Bechmann Jensen (2005: 64) accurately states that:

the complexity and mixture of formal, non-formal and informal agencies, competences and qualifications and learning processes make it difficult to draw an explicit line of whether a given example or category should be regarded as formal, non-formal or informal. In other words, non-formal and informal learning also takes place in formal educational agencies, whereas non-formal educational agencies may well employ formal learning processes and may produce learning outcomes that could be subject to formal evaluation or which are formally recorded and recognised.

The organisational level of educational provision (agencies) providing non-formal learning to young people¹ and youth workers is sometimes blurred as it can include civil society organisations, youth clubs, cultural clubs and sport and leisure organisations, as well as more formal structures like local government facilities. Sometimes the problem is partially resolved by drawing the line between “hard” and “soft” skills: hard skills are typically obtained through structured curricula, while soft skills acquisition happens in less structured contexts. Additionally, division between the two may be done by identification of the methods of facilitation of the learning, where we can refer to a list of key features of non-formal learning provided by Chisholm (2001): 1) balanced co-existing and interaction between cognitive, affective and practical dimensions of learning; 2) linking individual and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations; 3) participatory and learner-centred; 4) holistic and process-oriented; 5) close to real-life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices; 6) voluntary and (ideally) open-access; and 7) aims above all to convey and practise the values and skills of democratic life.

Fennes and Otten, in their 2008 study *Quality in non-formal education and training in the field of European youth work*, emphasise that:

a major objective of European-level training in the youth field is to develop competences of youth workers, youth leaders and multipliers in the youth field which enable and empower them for non-formal education activities with young people in view of the values and aims of youth work in a European context. (p. 13)

Demands in the civil sector underline a profile of youth workers who are equipped with skills, knowledge and attitudes that help them to provide support and social activities to young people, especially young people from poor backgrounds. These aims were endorsed by the Resolution on a renewed framework for European cooperation in the youth field (2010-2018) (Council of the European Union 2009b). Specifically, the goals stated by this resolution that resonate with fostering and facilitating non-formal learning are addressed by the following recommendations to member states:

1. support the development of youth work and other non-formal learning opportunities as one of a range of actions to address early school leaving;
2. fully use the range of tools established at the European level for the transparency and validation of skills and the recognition of qualifications;
3. promote learning mobility of all young people;

¹ A focus of this paper is on the non-formal learning of the youth workers, though where appropriate, non-formal learning of the young people will be mentioned as well.

4. use formal education and non-formal learning to promote cohesion and understanding across different groups, promote equal opportunities and narrow the gaps in achievement;
5. encourage formal education and non-formal learning in support of young people' innovation, creativity and entrepreneurship;
6. make a broader public aware of the value of non-formal learning outcomes.

Member states of the Council of Europe demonstrate very different results in accomplishing these six goals. Therefore, the sections in the next chapter will try to identify the recent developments in non-formal learning for youth workers, based on desk research and original surveys conducted to obtain insights into non-formal learning directly from youth workers, youth worker educators and youth work managers. The final part of the paper will offer an analysis of the challenges faced by the stakeholders and youth workers who carry out youth work.

2. Frameworks and content of youth workers' non-formal learning

2.1 Previous results of the Expert Group for Mapping Educational Paths of Youth Workers²

Generally speaking, non-formal learning is usually being facilitated by youth trainers, experts from national associations, youth workers who have training experience, experts from the national institutions in the field of youth, researchers, university staff and professionals from other areas. The "Mapping the educational and career paths of youth workers" (O'Donovan 2018) identified that in 18 out of 20 surveyed countries there was some kind of non-formal training provided to youth workers (pp. 22-23). The authors emphasise that "in almost half of the countries surveyed, the voluntary youth sector plays a defining role, and all these countries, with the exception of Iceland, are in either Eastern or Southern Europe" (p. 23). Furthermore, an analysis of non-formal learning opportunities (Kiilakoski 2018) identified 29 countries where the public authorities provide non-formal learning opportunities to youth workers: Armenia, Austria, Azerbaijan, Belarus, Belgium (both Flemish and German-speaking communities), Bulgaria, Croatia, the Czech Republic, Estonia, Finland, France, Germany, Ireland, Liechtenstein, Lithuania, Luxembourg, Malta, Republic of Moldova, Montenegro, the Netherlands, Portugal, the Russian Federation, Serbia, Slovakia, Slovenia, Sweden, Turkey, Ukraine, the UK (England and Wales).

On the other hand:

in those countries where voluntary youth organisations play the primary role in providing training, the nomenclature tends to vary. In most instances, NGOs are referred to; in some countries, such as the Republic of Moldova and Montenegro, CSOs [civil society

² I cordially express my gratitude to the colleagues in the Expert Group for critical thinking and advice given during the survey and writing of the paper.

organisations] are indicated, while in Portugal reference is made to youth associations. In Italy, third sector organisations, including faith-based and political ones, are indicated. In some instances, particular youth organisations are identified as playing a central role. In Azerbaijan, the National Assembly of the Youth Organisations (National Youth Council) is indicated as playing such a role. In Croatia the Youth Network (National Youth Council) provides a youth studies programme. Training courses are organised in Serbia by NAPOR – the national association of youth workers, which comprises 68 member organisations delivering youth work and services for young people. In Bulgaria, the National Youth Academy provides training for youth leaders and youth workers organised by the National Youth Forum. (O’Donovan 2018: 24)

The experts who authored “Mapping the educational and career paths of youth workers” further elaborate that:

most of these countries are heavily reliant on European funding programmes and in some (Bulgaria, Cyprus, Greece, Latvia and Romania) the National Agencies for Erasmus+ are the main funders of training. In other countries (Belarus, Croatia, Italy, Lithuania, Poland and Slovakia), the state does provide some funding at either central or local level. In Belarus, some funding is provided by the Union State of the Russian Federation and Belarus, the Commonwealth of Independent States and private donations, in addition to that provided by the state and European support programmes. Montenegro and Slovakia also receive funding from other international donors including the United Nations and the East Europe Foundation, as well as from individual countries such as Norway and private sector donors. (pp. 24-25)

As identified by this mapping, the education and training provided can be identified and defined in three contexts: 1) that provided by state-supported bodies or institutions; 2) that provided by the voluntary youth sector; and 3) that provided by European support programmes (p. 22). Differences in the sources of financial means for delivering training to youth workers and for accreditation of the obtained credentials are reflected in the final “product” of accreditation.

Where European funds are provided, Youthpass and Europass are commonly in use, particularly where no state accreditation is available. In some instances, courses are integrated into the national qualifications framework, as in Belarus, Estonia and Poland; but relatively few referred to employing the Council of Europe Youth Work Portfolio. Some NGOs provide certificates of participation as in Romania, while NAPOR in Serbia issues its own certificates, which are both recognised by its member organisations and the relevant ministry. NGOs in Iceland have their own systems of recognition. (p. 25)

The state, either centrally, regionally or locally, and through public bodies or institutions, plays a significant role in a number of countries, for instance, in Belgium, the Czech Republic, Luxembourg and Germany. “Mapping the educational and career paths of youth workers” has also reported on the themes and topics addressed by the training: “human rights, social inclusion, intercultural awareness, communication, information, counselling, participation

and advocacy, as well as conflict management, migration, radicalisation, safety and protection, drug prevention and unemployment” (p. 25). A survey by Kiilakoski (2018) on the content of the training received by youth workers in the member states of the Council of Europe has identified several types of methods:

1. national and international conferences, workshops and seminars;
2. national and international mobility experiences/volunteering;
3. peer learning;
4. issue-based training;
5. hands-on work;
6. job-shadowing;
7. cognitive behavioural therapy;
8. online courses.

The methods employed in a course of non-formal training range from courses, to seminars, projects, exchanges, peer learning, group work, networks, exchange of good practices and conferences (O’Donovan 2018: 25). This mapping has also identified topics addressed by non-formal training, as well as competences they are trying to develop, which include: human rights, social inclusion, intercultural awareness, communication, information, counselling, participation and advocacy, as well as conflict management, migration, radicalisation, safety and protection, drug prevention and unemployment. At the same time, massive open online courses (MOOCs) are becoming more prominent in providing young people and the youth workers with the opportunities to broaden their knowledge and enhance their professional networks. Recently, the partnership between the European Commission and the Council of Europe in the field of youth has organised two editions of its MOOC Youth policy essentials.

These results are based on the open questionnaires distributed to youth workers and other experts in the youth field. The analyses of the results that will be presented in the next chapter aim at gathering insights into the non-formal learning of youth workers, based on three surveys described in the introductory part of this paper. A basis for these surveys is found in the Council of Europe Youth Work Portfolio. The mapping project was done in collaboration with the Europe Goes Local Erasmus+ project, which focuses on youth work at the local level and a reference to the Council of Europe framework, as a self-assessment tool, is used.

2.2 Results of the online survey

An online survey of youth worker educators and youth work managers was conducted in November 2018. The respondents were asked a set of questions about their professional experience, participation in non-formal learning and their assessment of the skills,

knowledge and values that are taught to and acquired by youth workers. It has to be mentioned that the results are not completely conclusive, as the survey sample is small and the majority of respondents only took part in the section of the survey that asks for information on their private and professional profile.

Of the experts who answered the online questionnaire, 52% (43 respondents) were female, 44% (36 respondents) were male and three of them (4%) selected the answer “Other”. Some 89% were between ages 18-24, 40% aged 25-34, 20% 35-44, 18% 45-54 and 13% 55-64 years of age.³ The respondents came from Albania, Austria, Bosnia and Herzegovina, Bulgaria, Belarus, Croatia, Denmark, Estonia, Finland, “the former Yugoslav Republic of Macedonia”, Hungary, Georgia, Germany, Greece, Ireland, Iceland, Italy, Kosovo*⁴, Latvia, Lithuania, Luxembourg, Norway, Romania, Serbia, Slovenia, Spain and the UK. However, the majority of the questions were answered only by the respondents from Albania, Belarus, Croatia, Denmark, Estonia, Finland, “the former Yugoslav Republic of Macedonia”, Hungary, Georgia, Germany, Greece, Ireland, Iceland, Italy, Kosovo*, Latvia, Lithuania, Luxembourg, Norway and the UK.⁵

We can say that a majority of the respondents belong to a group of highly experienced youth work experts, as 13% have worked in the field of youth for 10 to 14 years, 21% of them have 15 to 24 years of experience in the field, a further 21% have worked in the field for more than 25 years, while 45% have less than 10 years’ experience in the youth field.⁶ As regards the status of the respondents, 23% are youth workers trainers/educators, 38% are youth work managers, while 39% hold a status that is a combination of both.⁷ A high majority of the respondents had finished higher education (91%), only one (1%) had a vocational school qualification and 8% had completed general higher education.⁸

Figure 1 presents the data on self-reported training delivered to youth workers, with scores given as between 1 (the lowest) and 5 (the highest) for each of the competence functions related to youth work, as defined by the Council of Europe Youth Work Portfolio.

It is interesting to see that the competences under Function 4. Support young people in actively and constructively addressing intercultural relation, followed by Function 3. Support and empower young people in making sense of the society they live in and in engaging with it and Function 6. Support collective learning in teams received most of the “5” scores. However, when looking at the top position by combining the number of “5” and “4” scores, there is Function 2. Provide learning opportunities for young people, while s Function 5. Actively practise evaluation to improve the quality of the youth work conducted represents

3. N=82.

4 *All references to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

5. N=80.

6. N=82.

7. N=82.

8. N=81.

an area where youth worker educators and youth work managers are the least experienced in training. Function 5. Actively practise evaluation to improve the quality of the youth work conducted. Function 7. Contribute to the development of their organisation and to making policies / programmes work better for young people was also less exercised in youth worker training. We may conclude that the youth worker educators and youth work managers have mostly acquired experience in training in the areas that can be subsumed under the title of “generic” competences that are required by youth workers on an everyday level. On the other hand, specialist competences, like evaluation and intercultural learning, require more knowledge and skills from the educators and are probably less interesting to those youth workers aiming to become involved in direct work with young people.

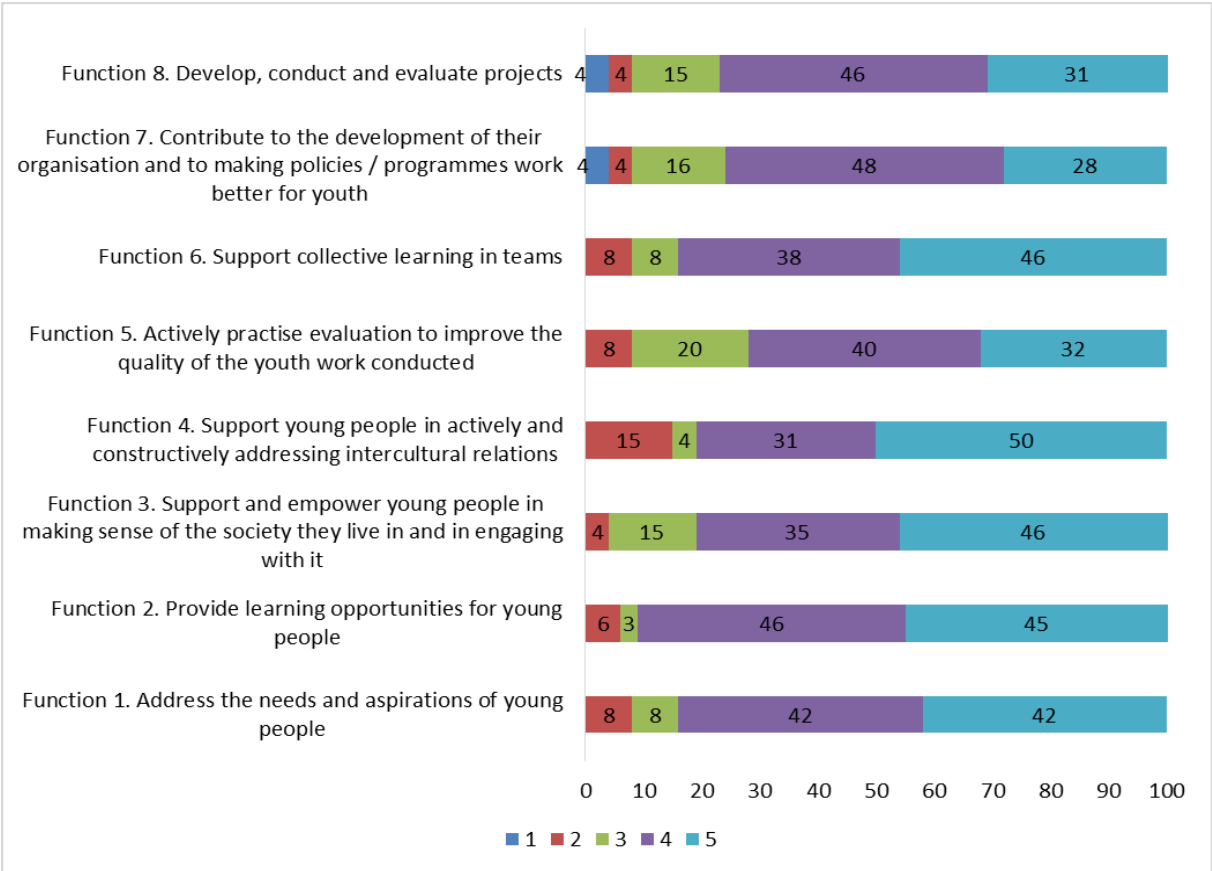


Figure 1: Self-reporting on the training delivered by youth worker educators and managers (%)^{9 10}

The following figure (Figure 2) outlines the competences taught during the training organised by the organisations currently working with the respondents of our survey. The data presented show us a somewhat different picture from Figure 1, which implies that the overall interests of civil society organisations differ to some extent from the experiences and activities of youth worker educators and youth work managers. In other words, there is a single function that gained more than half of “5” answers from the on behalf of the

9. “In this question we would like to ask you to assess to what extent have you have personally covered the listed skills, knowledge and attitudes when delivering training to youth workers. Before answering, please check the list of competences in the Council of Europe Youth Work Competence Portfolio. In case you have not delivered any training, please skip to the next question.”
 10. N=34.

organisations providing youth worker training – Function 3. Support and empower young people in making sense of the society they live in and in engaging with it , which was slightly less present in the training provided directly by the youth worker educators who answered the questionnaire.

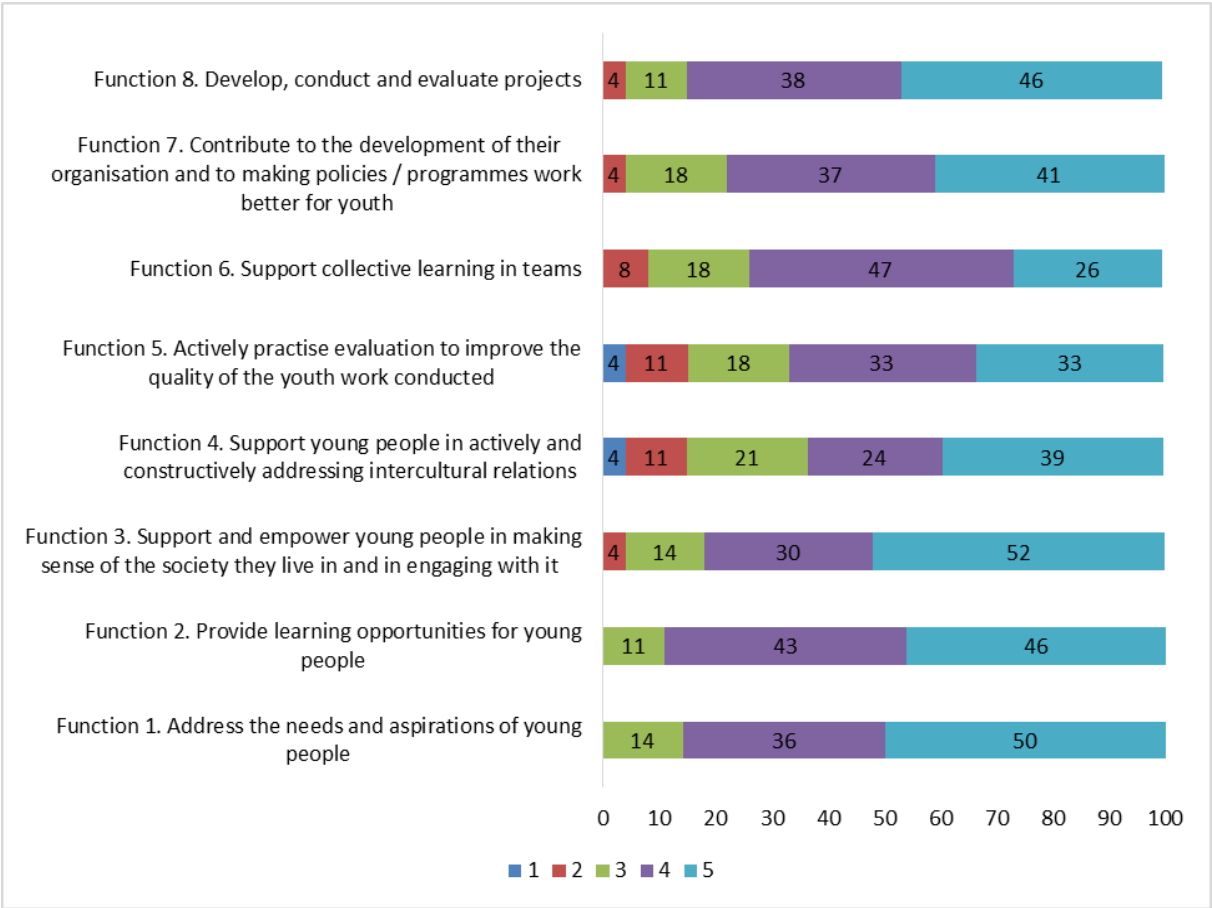


Figure 2: Training organised by the organisations the youth worker educators and managers currently work with (%)^{11 12}

When combining the number of “4” and “5” answers, the leading positions are held by Function 2. Provide learning opportunities for young people and Function 1. Address the needs and aspirations of young people, which is more in line with the training experiences of the youth worker educators and youth work managers who took part in the online survey. We also have to note that the organisations providing training to youth workers most probably organise courses in the areas of their own high proficiency, and the same can be applied to the self-reported training delivered by the youth worker educators. Nonetheless, as has already been highlighted, the results of this survey cannot be completely conclusive because of the relatively small sample, though these insights can serve as a basis for

11. “In this question we would like to ask you to assess to what extent the organisation you are currently working with has organised youth worker training covering the listed skills, knowledge and attitudes. Before answering, please check the list of competences in the Council of Europe Youth Work Competence Portfolio. In case the organisation has not organised any training, please move on to the next question.
 12. N=25-26, depending on a listed function.

remodelling training courses offered by the agencies in non-formal learning and delivered by the youth work trainers.

3. Recognition and validation of youth workers' non-formal learning

“Mapping the educational and career paths of youth workers” reveals one of the crucial issues of non-formal training for youth workers – the diversity of the non-formal training accreditation across Europe, with more reliable processes of accreditation in those countries that have well-established structures providing non-formal training to youth workers. The Non-formal education highlights an action plan that underpins the seven recommendations recognised by the Strasbourg Process, one of which is “making recognition of youth work and non-formal learning/education a priority of European cooperation in the youth sector, in both the European Union and the Council of Europe” (p. 15). Such aims are also supported by the Council Recommendation on the validation of non-formal and informal learning, which states that:

the validation of learning outcomes, namely knowledge, skills and competences acquired through non-formal and informal learning can play an important role in enhancing employability and mobility, as well as increasing motivation for lifelong learning, particularly in the case of the socio-economically disadvantaged or the low-qualified.

These aspects are of utmost importance when the European Union is confronted with a serious economic crisis that causes a surge in unemployment, especially among young people, when acquiring skills and their recognition should be facilitated as much as possible.

The Resolution on youth work calls for enhancing the quality of youth work, the capacity building and competence development of youth workers and youth leaders and the recognition of non-formal learning in youth work, by providing learning mobility experiences for youth workers and youth leaders. It also stresses the need to develop and support the development of user-friendly European tools (such as Youthpass). The commitment of the Council of Europe to the above-mentioned aims is also reflected by the facilitation of intergovernmental and international co-operation in relation to the development of youth policy and by offering member states support measures for youth policy development based on internationally recognised principles and standards. As listed in the Youth Policy Essentials, these measures include seminars and capacity building through non-formal educational activities, international reviews of national youth policies, secondments, peer-learning, independent expertise or assessment, study visits and advisory missions. Other measures can include funding for youth projects through the European Youth Foundation and capacity building programmes at the European Youth Centres.

The Council recommendation on the validation of non-formal and informal learning (Council of the European Union, 2012) urges the implementation of the goals underpinned by the

Europe 2020 strategy for smart, sustainable and inclusive growth that calls for the development of knowledge, skills and competences for achieving economic growth and employment. The accompanying flagship initiatives, Youth on the Move and the Agenda for new skills and jobs, emphasise the need for more flexible learning pathways that can improve entry into and progression in the labour market, facilitate transitions between the phases of work and learning and promote the validation of non-formal and informal learning. Moreover, a common framework for the provision of better services for skills and qualifications (Europass) established Europass, a European portfolio which citizens can use to better communicate, record and present their competences and qualifications throughout Europe. Following this, the Resolution on the recognition of the value of non-formal and informal learning within the European youth field invited member states to enable the identification of competences acquired through non-formal and informal learning, with a view to their recognition in the labour market. This is also embraced by the Statement by participants of the Symposium on “Recognition of youth work and non-formal learning/education in the youth field”, which stipulates that “non-formal learning/education should be recognised for all the competences gained and its benefit for the well-being of the society and individuals, and not only for its contribution to employability and the labour market”. Furthermore, the EU Strategy for Youth — Investing and Empowering. A renewed open method of coordination addresses youth challenges and opportunities and calls for better recognition of skills acquired through non-formal education. A renewed EU Youth Strategy proposed by the European Commission for 2019-2027 asks for a commitment to youth work in order to further improve its quality, innovation and recognition and to allow other sectors to capitalise on the potential of non-formal learning.

In the Council of Europe, the promotion of non-formal learning/education is a priority within its Agenda 2020 on youth policy, notably as a means of ensuring young people’s access to education, training and working life. Besides one of the pillars of the development of quality standards in education and training, the Youth Work Portfolio, the Youth Department of the Council of Europe has organised an event, Bridges for recognition, and published a corresponding publication. It has also published the first edition of the Council of the European Union working paper Pathways towards Validation and Recognition of Education, Training & Learning in the Youth Field, backed by the working paper Pathways 2.0 towards Recognition of Non-Formal Learning/Education and of Youth Work in Europe, updated by the youth partnership between the European Commission and the Council of Europe, the Council of Europe and the European Youth Forum.

According to Pathways 2.0, the recognition of non-formal learning/education tackles four different aspects or dimensions: self, social, formal and political recognition, which are usually combined, meaning that one course of training may result in several forms of recognition. At the time of conducting their analysis, Markovic and Paddison (2014) identified and counted the types of recognitions addressed by the tools and practices:

- 19 tools for self-recognition;
- 19 instruments for social recognition;
- 6 models of formal recognition;
- 11 tools for political recognition.

The following instruments, some of which have already been elaborated on in this paper, are not necessarily recognised in a formal manner; their value lies in the fact that they are being implemented and recognised internationally.

1. The Council of Europe Youth Work Portfolio developed by the Council of Europe in co-operation with experts and partners such as the European Commission and the European Youth Forum.
2. Competence-based recognition, like the Salto-Youth ETS Competence Model for Youth Workers to Work Internationally.
3. Youthpass developed by SALTO Training and Cooperation Resource Centre at JUGEND für Europa (German National Agency for Erasmus+ Youth in Action), commissioned by the European Commission.
4. UNIQUE Learning Badges developed by a European partnership of organisations: the Association of Non-formal Education in Lithuania, Tipovej! (Slovenia), GOEUROPE! (at.lkj), Sachsen-Anhalt (Germany), Cazalla Intercultural (Spain), Inducar (Portugal) and Think Forward (United Kingdom).
5. I'VE - I HAVE EXPERIENCED. A tested System for the Recognition of Competences developed in Workcamps and Voluntary Service Projects developed by Lunaria and I'VE Strategic Partnership.

Examples of formal and/or accreditation on a formal and/or political level applied at the national level (in alphabetical order by corresponding state) list the frameworks for accreditation and the bodies responsible for its implementation:¹³

1. Austria and Italy: aufZAQ – Certified Quality of Non-Formal Education in Youth Work – developed by the Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/Bolzano, South Tyrol (Italy).
2. Czech Republic: Keys for Life – Personal Portfolio of Competences – National Institute of Children and Youth, National Institute of Further Education and the Ministry of Education, Youth and Sports.
3. “The former Yugoslav Republic of Macedonia”: Quality Label for Youth Work Providers: Centre for Intercultural Dialogue in co-operation with Union for Youth Work in Macedonia and the Agency for Youth and Sports.

13. A complete list of the good practice examples of tools and practices in better recognition of youth work and non-formal learning/education at the national and international levels (compiled and written by Darko Marković and Nicholas Paddison) is available on the site of the youth partnership between the European Commission and the Council of Europe.

4. Luxembourg: Attestation et Portfolio de L'Engagement – Luxembourgish National Youth Service.
5. Slovakia: Accreditation Commission in the Field of Youth Work IUVENTA – Slovak Youth Institute.
6. Slovenia: My Experience (Moje Izkusnje) – Studentski Servis (ŠS d.o.o.).
7. UK: This is Youth Work: Stories from Practice – In Defence of Youth Work (IDYW).

We can supplement this list with the Final proposal on the Classification of Youth Worker Competences by YEU International, which has resulted from the project Certification of the qualifications of youth workers – road to greater recognition of youth work. This project was devised with the aim of providing a formal method of accrediting the qualifications of youth workers in NGOs. This proposal has developed qualification frameworks with the list of competences for 1) the Junior Youth Worker (EQF 4-5) and 2) Senior Youth Worker (EQF minimum 6), which would contribute to fine-tuning the competences required in the youth field with the European Qualifications Framework.

A valuable resource for analysis of the validation of non-formal learning lies with the CEDEFOP Validation of non-formal and informal learning Inventory, which was endorsed by the Council Recommendation of 2012 on validation of non-formal and informal learning and works together with the European guidelines for validating non-formal and informal learning as a tool to support countries to develop and implement validation arrangements. The 2016 update of the inventory provides a unique record of how validation is being used at national, regional and local level in Europe. Table 1 offers an overview of the existence of the uniform national system for validation and accreditation of non-formal learning, coupled by some examples of good practice in the field. The name of each country in the table leads to a web page detailing the full national report.

Table 1: An overview of the existence of the uniform national system for validation and accreditation of non-formal learning

COUNTRY	UNIFORM NATIONAL SYSTEM FOR VALIDATION AND ACCREDITATION OF NON-FORMAL LEARNING	GOOD PRACTICE EXAMPLES
Austria	No	What I can do through informal learning – WIK:I
Belgium-French	No	
Belgium-Flanders	Yes	Oscar
Bulgaria	No	
Croatia	No	
Cyprus	No	
Czech Republic	Yes	
Denmark	Yes	
Estonia	No	
Finland	Yes	Open badges
France	Yes	Bafa certificate
Germany	Yes	JuLeiCa (Jugendleiterkarte, Youth Leader Card)

Greece	No	
Hungary	No	
Iceland	No	
Ireland	Yes	
Italy	Yes	National Programme of Competence Validation for volunteers in the civil service under the Youth Guarantee
Latvia	No	
Liechtenstein	No	
Luxembourg	Yes	
Malta	No	
the Netherlands	Yes	
Norway	Yes	
Poland	No	
Portugal	Yes	
Romania	Yes	
Slovakia	Yes	
Slovenia	Yes	Nefiks
Spain	No	
Sweden	Yes	
Switzerland	Yes	
UK, England and Northern Ireland	Yes	The Soft Outcomes Universal Learning (SOUL) Record
UK – Scotland	No	
UK – Wales	No	
Turkey	No	

In light of the myriad of tools available for self-assessment, validation and recognition, it is very interesting to check the data of the Eurobarometer: European Youth (2017), presented in Figure 3.

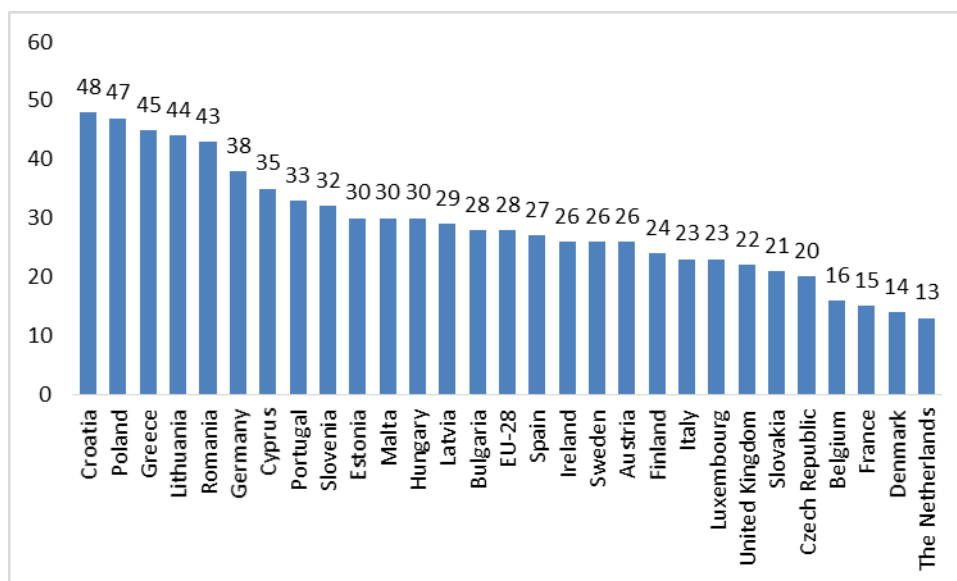


Figure 3: The share of young people (aged 15-30) who have received a certificate, diploma or other formal qualification for their participation in voluntary activities in the past 12 months prior to the survey (%) (European Commission 2017)

This report shows that among the young people who volunteered, the youth trainers and the youth leaders, respondents from Croatia (48%), Poland (47%) and Greece (45%) are the most likely to have received some kind of formal recognition for their activities, compared to 13% in the Netherlands, 14% in Denmark and 15% in France. These results contradict to a certain extent the insights gathered from the respondents, as some of the countries placed at the top of the Eurobarometer list do not have a coherent and nationally accepted system of youth work recognition and validation. This represents one of the major challenges to efficient and satisfactory provision and acquisition of non-formal learning in the youth field. The next chapter will present some of the challenges recognised by youth worker educators and youth work managers, revealed during the individual interviews held in June 2018 and the focus groups held in Zagreb in September 2018 and in Ljubljana in November 2018.

4. Challenges and ways forward for improving non-formal learning and its validation – Contributions from youth worker educators and youth work managers

4.1 Composition of the experts taking part in the qualitative surveys

Interviewees

The interviewees consisted of 10 experts supporting the Europe Goes Local Erasmus+ project, from Austria (two interviewees), Belgium, Croatia (two interviewees), Denmark, Finland, Norway, Portugal and Sweden. In this group eight experts held a higher education degree, while two were still in formal education. By their status, two interviewees were trainers and eight were youth work managers.

Zagreb focus group – experts based in Croatia

Six participants took part in this focus group, five held a higher education degree and one was still studying. Half of the group were trainers and half were youth work managers and trainers. Three participants had less than five and three had more than 15 years of experience in youth work.

Ljubljana focus group – an international group of experts

By the country of their primary youth work engagement, eight countries were represented by one participant – Belgium, Bosnia and Herzegovina, Bulgaria, Finland, Germany, Greece, Kosovo* and Serbia – two participants came from each of Albania, Croatia and Slovenia, while “the former Yugoslav Republic of Macedonia” and Romania were represented by three participants. There were nine policy officers, six youth work managers, four researchers and three representatives from national youth councils. Seven participants had less than five

years of experience, six had 5-10 years, seven had between 11 and 24 and two had 25 or more years of experience in the youth field.

4.2 Challenges and potential gateways recognised by the experts

There were clearly expressed challenges with regard to provision and recognition of non-formal learning and the inadequacy of the long-term vision and strategy for development at the national, regional and local level. These challenges included a lack of systemic education for youth workers, of the recognition of the learning outcomes of youth workers, of good will and of a long-term strategy:

There is no systemic education of youth workers. The only existing programme is of very limited capacities.

The youth work profession is not recognised in national classifications of occupations.

We have a system that lacks good will, the desire to make a change and capacities to work with the young people.

There is no long-term strategy, only one-time grants without long-term vision.

There are no clear expectations from the formal and non-formal sectors and education.

Accreditation at the supervision level is superficial – training that lasts for just a couple of days.

The experts were also very clear when addressing potential solutions to the identified challenges, which span from remodelling the system of recognition and accreditation and embracing lifelong learning:

We need to evaluate and reshape the system of accreditation and the process of gaining this recognition; it should not be only on the basis of one two day-long training [event].

Lifelong learning is important, plus checking whether the competences [youth workers] have acquired a couple of years ago are still in line with the needs of young people.

Youthpass could be revised and be widened and connected to the Erasmus+ and similar programme and the countries could follow and in this way youth workers training could be harmonised.

When asked how youth workers could be better prepared and supported in order to deliver quality youth work, the experts agreed, among other things, that:

Youth workers should be given the choice to engage in quality opportunities for their further development, including training at local, regional, national and European level, as well as online support such as webinars and MOOCs. At the moment, there's a multitude of great training opportunities for youth workers out there, many of which the majority of youth workers are unfortunately unaware of. The way training offers are communicated to youth workers needs to be improved, including why they should develop certain competences or increase their knowledge on a certain topic. Moreover, as most international seminars, training and events are in English, many youth workers who do not feel confident with their English skills and automatically reject the idea of going abroad for a training opportunity. Developing regional training courses (in northern and southern European countries) might be helpful, but only by providing on-the-spot translation will you solve the issue.

To conclude the presentation of these results, some very valuable insights came from an expert who spoke about youth workers who are over-burdened by their everyday work and their need to stay updated and knowledgeable:

What I noticed during my years as a youth worker is that youth workers rarely have the opportunity to take several days off to attend international training or even a national meeting. They are busy organising activities, taking care of problems, managing a youth club, etc. So, to better support youth workers in delivering quality youth work, it is necessary to set the right conditions for them to focus on their development. For youth workers who are unable or not willing to travel, MOOCs and webinars are becoming increasingly attractive, as they allow you to increase your knowledge and competences in your own time and at your own pace. The negative side to online training is that the learning-from-peers component, the intercultural dialogue, the human experience is lost. Lastly, it is important that training opportunities are offered to youth workers for free or with little costs, that should be covered by their employer or co-ordinating organisation.

The inputs from the participants of the qualitative part of the survey were very harmonised in terms of expressing the main shortcomings of the organisational aspects and support provided for training and learning in non-formal contexts. The main concerns can be categorised on the several levels: 1) on the level of a limited vision and strategy with regard to non-formal learning; 2) with regard to the provision of training; 3) in relation to the lack of recognition of learning outcomes; 4) on the level of support for youth workers who take part in non-formal training, either as the trainers or trainees; and 5) with regard to a lack of cross-sectoral, and even inter-sectoral, communication.

5. Conclusions and recommendations

Providers of youth work training and youth workers who are eager to learn more and acquire new skills, knowledge and attitudes, often on an everyday level, face multiple challenges that diminish their intention to engage in quality non-formal training and learning. The first challenge that can be recognised in this respect is the lack of a long-term strategy in the development of youth work standards and standards for non-formal learning of youth workers, which is reflected in inadequate learning processes and learning results that do not support the needs of the young people asking for help from or engaged with the civil society organisations.

The second challenge is a scarcity of mapping in terms of occupational profiles or data on structures and working conditions of the experts engaged in youth worker training. As a consequence, it has been difficult to establish statistical data on the labour market value of the non-formal youth learning sector.

The third challenge is a lack of public recognition of the value of non-formal learning in the youth sector, especially of its contribution to promoting active citizenship and preventing discrimination, violence and social exclusion. Although it has to be recognised that significant changes have been made by the Decision on a single Community framework for recognition of the value of non-formal and informal learning within the European youth field (Europass) and the Resolution on the recognition of the value of non-formal and informal learning within the European youth field. One of the major contributions by experts in the field, as part of the partnership between the European Commission and the Council of Europe in the field of youth, comes from Markovic and Paddison (2014), who authored *Visible Value: Mapping of tools and good practices for better recognition of youth work and non-formal learning/education at European and national levels*. Moreover, recent efforts have come from the European Platform on Learning Mobility supported by the partnership between the European Commission and the Council of Europe in the field of youth.

The fourth challenge is closely related to third, as it underlines the constant fight for validation of the skills and knowledge acquired through non-formal training. In addition to this, youth workers are often considered as “low-status” professionals who are merely making a transition to some “serious job”, which often undermines their efforts to provide quality non-formal training. However, it has to be noted that there is a growing number of well-established and functioning national and international frameworks for validation of the skills and knowledge acquired through non-formal learning, which are presented in the previous sections of this paper.

The fifth challenge lies in a lack of know-how about how to monitor and document activities, processes and those involved in non-formal learning in the youth sector, which requires more close co-operation between researchers and other stakeholders in the youth field. A body of knowledge and mapping are produced in these areas, though not in a systematic

continuous manner. Therefore, it is essential to set a clear set of indicators and a database that will serve as a focal point for gathering and updating information on non-formal training and learning and their outcomes and impact.

We can add some more challenges, such as the scarcity of horizontal co-operation in the provision of non-formal learning to youth workers, especially between the civil society organisations who work in the same field or on similar projects. This shortcoming reflects the sub-optimal allocation of resources required for quality non-formal training and in the relatively weak documenting of good practice examples in the field. Speaking about co-operation, there is a continuous shortage of co-operation between stakeholders in the youth field who could facilitate non-formal learning provision and recognition. This deficit is most evident when it comes to, on the one hand, the co-operation between the public administration and bodies responsible for providing the prerequisites for quality deliverance of non-formal training to youth workers and the recognition of it, and the organisations delivering non-formal training, mostly the education institutions and civil society organisations, on the other hand. Related to this are structural, more concretely, the financial and infrastructural struggles for stakeholders providing non-formal training to youth workers. A great number of civil society organisations are still project-funded, which means they have to plan for training well in advance and are often short of the financial means required for its implementation. This leads to a voluntary character of provision of non-formal training to youth workers, which causes a depletion of resources and a decrease in motivation among the civil society organisations and trainers. The last challenge to be mentioned here is insufficient outreach, meaning that there is much non-formal training offered to youth workers that is sometimes not followed up by adequate outreach and public visibility.

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An agenda for new skills and jobs

Attestation et Portfolio de L'Engagement

aufZAQ – Certified Quality of Non-Formal Education in Youth Work

CEDEFOP: Validation of non-formal and informal learning

Certification of the qualifications of youth workers in NGOs – Road to greater recognition of youth work

Classification of Youth Worker Qualifications

Council of Europe Youth Work Portfolio

Erasmus+ programme

Europass

Europe 2020

Europe Goes Local

European Youth Forum

Expert Group on mapping the educational pathways of youth workers

I'VE - I HAVE EXPERIENCED

Keys for Life – Personal Portfolio of Competences

MOOC Essentials of youth policy

My Experience (Moje Izkusnje) Quality Label for Youth Work Providers

Research project on mapping educational paths of youth workers

Salto-Youth

This is Youth Work: Stories from Practice

UNIQUE Learning Badges

YEU International

Youth Department of the Council of Europe

Youth in Action Programme

Youth on the Move

Youthpass



Project ID: 101092394

Programme(s): Erasmus+

Topic(s): ERASMUS-YOUTH-2022-CB

Type of action: ERASMUS Lump Sum Grants

Preparatory Activities

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1) Research of good practices of partnership

Our dedication to fostering learning and providing opportunities to youth has been made possible through the cultivation of important relationships. With over 600 foreign partners and 138 international projects currently underway, BRAVO is making steady progress towards achieving our objectives.

Over the years, BRAVO has emerged as one of the most successful platforms for engaging hundreds of members in learning and experiencing Erasmus Plus and other European programs. We have also implemented numerous local activities, established 200 local partnerships, and initiated a huge number of local projects.

The AY Institute in Lithuania put together a great article titled [“Good Erasmus partner for your project proposal?”](#) and the points listed are applicable to all of us:

- Be a leading youth NGO (in the country) with a huge member base & following on social networks;
 - ◆ For example, BRAVO is the leading NGO and most active NGO in Bosnia and Herzegovina in the scope of youth work. We have a huge social media following (10K followers on Facebook, 5K followers on IG, 1250 newsletter subscribers, use of LinkedIn, X, TikTok, YouTube).
- Must have a pool of volunteers and trainers to use for the project’s activities;
 - ◆ For example, BRAVO consists of a team of 60+ volunteers and trainers divided into specific teams that ensure the quality of work we output.
- Have extensive experience in big international projects both as a coordinator and a partner organization;
 - ◆ We have participated in over 350 projects to date and have extensive experience in all aspects from coordinating to participating.
- Have a professional approach to work;
 - ◆ We are always online and easily reachable (via phone, email or messaging).
 - ◆ We ensure that all the deadlines are met with a 100% guarantee.
 - ◆ Results/products are relevant and usable, as well as disseminated.
- Have digital skills;
 - ◆ In order to have the greatest reach we can, we need to be well versed in digital skills such as social media outreach, newsletter providers such as MailChimp, video editing, etc.
- Be able to speak several languages;
 - ◆ Fluency in English is key as we all come from different countries and need to work in a language that is accessible for all.



- Have relevant experience in the topic of the project:
 - ◆ Our teams work in the following fields/topics: Human Rights, Anti-Trafficking, People with disabilities, Reproductive health and STDs, Gender Equality and Combating Gender-Based Violence, Sports on a Daily Basis, Audio and Video Production, People with Fewer Opportunities, Organizing Events, Entrepreneurship, IT and ICT, Technology, Humanitarian Actions, National and International Projects, Support in Fight Against Criminal and Corruption, Accelerating Startups, Industry 4.0, Entrepreneurship, Project Management, Refugee and Migrants, Creative Actions, but at the same time we are working on publishing books, brochures, newsletters, flyers, affiliations and other publications, as well as a lot of others activities.

- Always ready to take on a challenge:
 - ◆ Nothing motivates us more than being presented with a challenge and we believe all partners should have the same approach! We get better by doing better and there is no better way to learn something new than to fully immerse yourself into a challenge and work towards a solution, together.

What we ask for in every project is complete and total transparency, constant communication, and for everyone to respect deadlines and the work packages assigned to them. We are all aware of what is expected of us in advance and as always, if any partner is struggling and needs help, they just need to let the rest of the consortium know. At the end of the day, we signed a partnership agreement and we uphold our position as a partner on this project and we are always willing and eager to help.



2) Research of good practices to measure the actual increase of competencies and skills before and after non-formal education training

One of the best practices we can implement throughout this project is a variety of assessments. Before each training, participants should receive a baseline assessment which they must fill out in order for us to know their current competencies and skills. Post-training assessments should be conducted accordingly following each mobility. It can be stated that participants will not receive a certificate of completion for example if they did not fill out the post-training assessment accordingly.

Trainees can keep a personal diary where they track their own progress when it comes to increasing their competencies and skills throughout the project. By compiling their own thoughts in an online format (through a cloud-based online notebook such as [Notion](#)), we can keep tabs on their progress and at the end of their internships at non-profit organizations, they can create a portfolio showing their progress and results.

At the 3-month mark of the trainees' internships, we could possibly implement a series of workshops/presentations where the trainees present to each other a specific topic related to the project that they learned and are actively working on. This will increase their communication and public speaking skills greatly but at the same time relay to the consortium and the other trainees that there is an increase of competencies and skills.

See the next section for more practical ways to measure impact.



3) Research of KPIs to be used for impact measurements to be applied at the project's activities

Based on the specific objectives for this project, here is a list of possible KPIs to be used for impact measurements for each:

Specific Objective:

1) Transfer to learners digital skills related to basic communication strategies. At the end of the training course focused on "digital communication strategies", trainees will improve their communication skills by +60%.

- Improvement of participants' digital skills related to basic communication strategies:
 - ◆ A quiz/survey should be conducted *before* the implementation of each training to record participants' knowledge of digital skills related to basic communication strategies.
 - ◆ A quiz/survey should be conducted *after* the implementation of each training to record participants' knowledge of digital skills related to basic communication strategies.
 - For each training, the improvement of digital skills related to basic communication strategies can be calculated this way.
- Participant satisfaction:
 - ◆ Questions pertaining to the satisfaction of participants can be included in the *after* quiz/survey mentioned above.
- Completion rate:
 - ◆ Keeping track of participants' retention by keeping organized lists of repeat participants for each training/activity/mobility/etc.

2) Enable trainees to adapt the acquired skills to the specificities of non-profit organizations. Through 6 months of practice in non-profit organizations, trainees will acquire specific skills in the field of digital communication for non-profit organizations.

- Quality of work:
 - ◆ A survey should be sent to the non-profit organizations at the 3-month and 6-month mark for them to provide input as to the quality of work of the trainees.
 - A rubric can be created for ease of use for the non-profit organizations involved.
- Impact of work:



- ◆ As part of the survey mentioned above, we can track the impact of work by the trainees by including questions for the non-profit organizations involved to answer.

→ Internship conversion:

- ◆ Calculating the number of trainees who successfully completed their 6 month training at a non-profit organization and then were offered a job.

3) To develop the capacity of the consortium bodies and organizations belonging to the non-profit sector active in the VET field by providing training courses focused on non-formal methodologies, innovative and based on a dual approach, bringing VET trainees closer to the world of work. Thanks to the workshop that will see the new professionals as protagonists in the realization of a video course on "communication strategies of non-profit organizations", which will be fully integrated within the training offer of the organizations of the consortium within online training platforms, the organizations will be able to increase the quality and accessibility of their training offer.

→ Improvement of consortium bodies' and organizations' non-formal and innovative methodologies:

- ◆ A quiz/survey should be conducted *before* the implementation of each training to record participants' knowledge of non-formal and innovative methodologies.
- ◆ A quiz/survey should be conducted *after* the implementation of each training to record participants' knowledge of non-formal and innovative methodologies.
 - For each training, the improvement of non-formal and innovative methodologies can be calculated this way.

→ Completion rate of the video course:

- ◆ Tracking the number of consortium bodies and organizations that successfully completed the video course.

→ Stakeholder satisfaction:

- ◆ Through the use of a survey, we can access the satisfaction levels of the relevant stakeholders (consortium bodies and organizations belonging to the non-profit sector) throughout the program and at the end.



Carry on-line



**Good practices and tools for the
development of digital competences and
creativity in adults**



Co-funded by the
Erasmus+ Programme
of the European Union

EN

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"Carry On-line"

Project created and coordinated by Iniciativa Internacional Joven (Malaga, Spain)

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Travelogue – (Marsciano, Italy)

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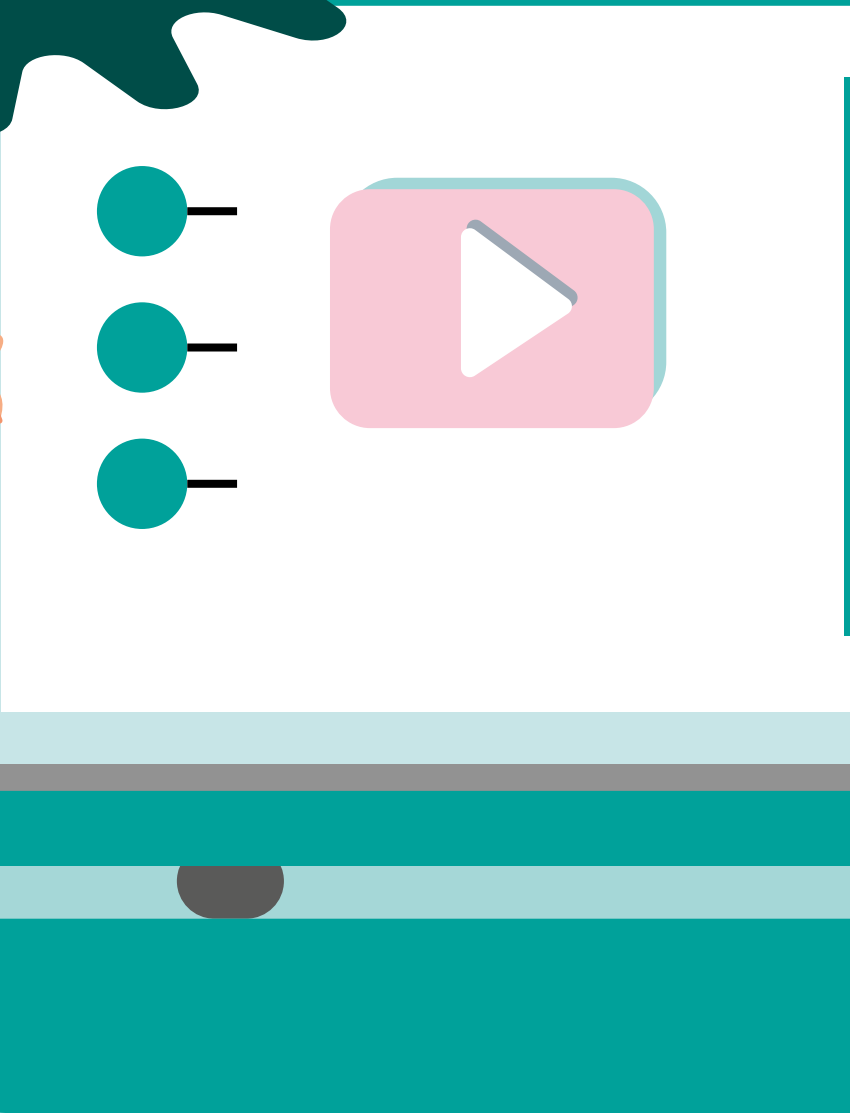
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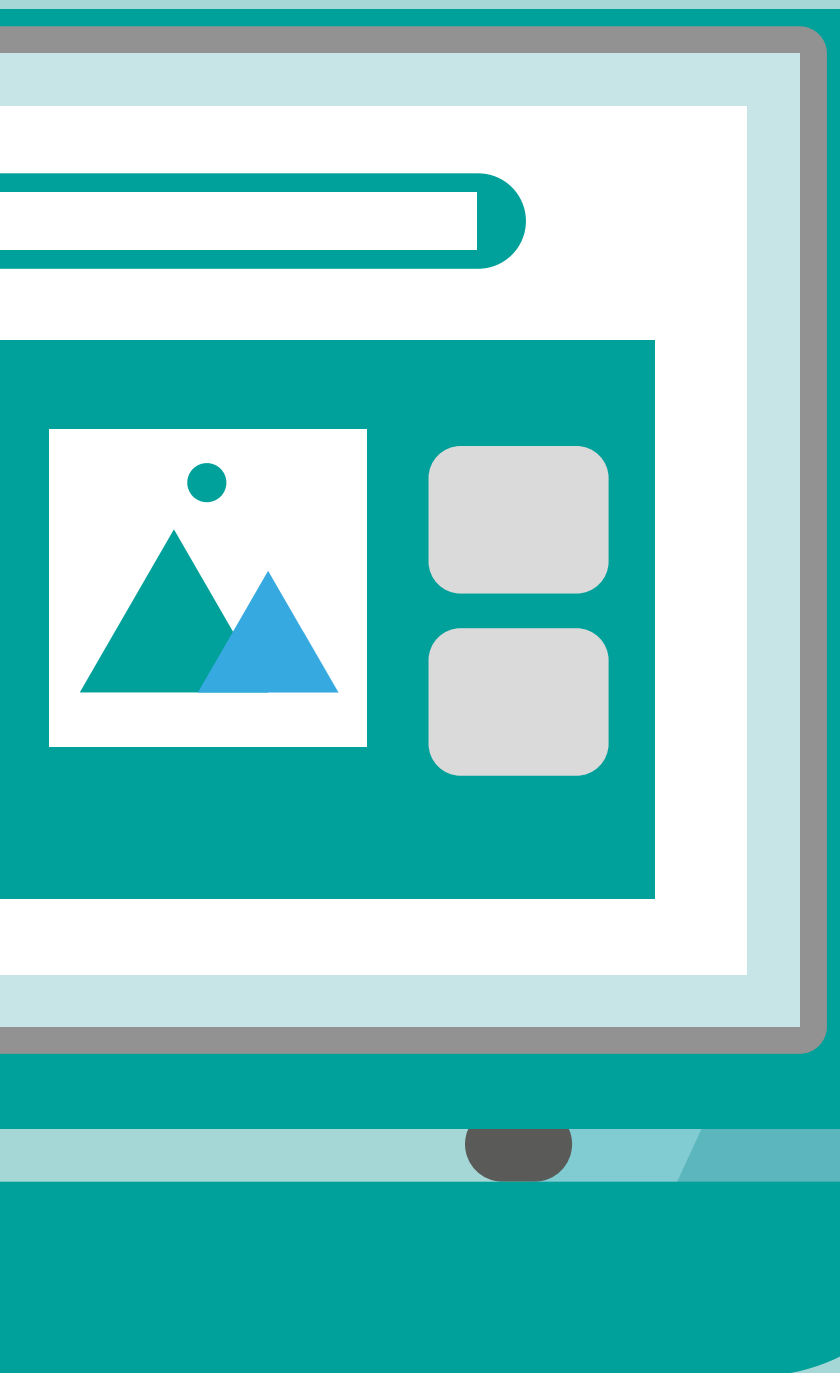
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Hello!



INTRODUCTION



This e-Book is one of the main results of the project “Carry ON-LINE”, that has been implemented by four organisations from 4 different European countries from May 2021 to November 2022 (18 months). The proposal to carry out this project arose from the exchange of opinions and needs these 4 organisations from Spain, Portugal, Italy, and Greece that work closely with adult population and have detected their learning needs in terms of the use and management of digital tools and platforms and the internet.

This need has been exacerbated during the Covid-19 pandemic, since the majority of the transactions that we used to do in person were moved to online platforms, due to the social distancing measures established in many countries. This mainly affected adults, as many of them lack an advanced level of digital competences.

Indeed, in all our countries we have witnessed situations such as the digitalisation of public administration and private companies which has highlighted the digital divide between the over and under 50s; exclusion of adults, mainly over 50s, from the system due to their lack of knowledge of new and imposed digital tools; in many cases, confinement and lack of knowledge of digital tools have prevented older people from having more continuous and closer contacts with their relatives, leading to greater levels of loneliness, lack of emotional nurturing and feelings of uprootedness; many adults have had many difficulties in adapting to the new forms of work that have been implemented during confinement (telecommuting); unemployed people with no or low digital skills are experiencing enormous difficulties in finding a job due to the low level of job offers; and many more.

Therefore, with this 18 month project in the field of Adult Education, the partners have aimed to develop the digital competences and creative thinking of the adult population to enable them to learn how to learn in a changing and dynamic environment that requires the use of digital and online systems.

To this end, throughout the project, the beneficiaries have been provided with new tools to develop their digital competences and creative thinking through a combined mobility, which included an online training process

thanks to the accompaniment and face-to-face tutoring of staff from the partner organisations, and a physical mobility to Spain. In this way, we aimed to develop their competence to learn to learn in a dynamic and changing environment that requires the use and constant updating of digital systems, applications and online platforms.

The organisations that make up this partnership wanted to take advantage of each other's potential, maximise our synergies and promote cooperation and exchange of good practices at European level. We believe that an Erasmus+ project of these characteristics is the ideal tool as it allows us to develop and strengthen networks, supporting "the implementation of joint initiatives to promote cooperation, peer learning and the exchange of experiences at European level", also promoting active citizenship, participation, social cohesion, peacekeeping and good governance as European values. It is a project where sharing the situation of the different countries stands out and is considered of great importance to learn together, join forces and go beyond national borders.

We now invite you to discover all activities and results that we have achieved during this 18-month project, with the hope that it can inspire more people and organization to work with the development of digital competences and creative thinking of adult population in an ever changing and constantly more digitalised world.





ORGANISATIONS



ASOCIACIÓN INICIATIVA INTERNACIONAL JOVEN – AIIJ (SPAIN)



Asociación Iniciativa Internacional Joven (International Youth Initiative Association) is an NGO from Málaga (Spain) created in 2003 from a group of youths who after participating in international programmes and activities, concluded that these experiences had been very important to change their life. Therefore, they decided to share them with other young people, collectives and associations, to enhance the interest in participating in international programmes and exchanges, learning languages, doing voluntary work, raising awareness, tolerance and respect for other cultures, etc., hence contributing to personal and professional development of young people and adults.

The mission of the organisation is to contribute to the comprehensive development and improvement of the quality of life of citizens, especially young people. We work at local and international level in the following areas of intervention:

- (1) Participation and Volunteering;
- (2) Culture of Peace and Interculturality;
- (3) Gender Equality;
- (4) Sport and Healthy Life;
- (5) Art and Creativity;
- (6) Personal development and entrepreneurship.

INTERACTIVE MEDIA KNOWLEDGE TRANSFER — INTERMEDIAKT (GREECE)



InterMediaKT is an NGO based in Patras (Greece) working since 2012 as an agent in the fields of vocational education, training and innovation at European level. It is specialized in ICT, digital competence development, e-learning activities and other online tools. Through technological tools, collaborations and exchange of good practices, it tries to achieve its main objective which is knowledge Transfer. Its means of communication include mainly web-based platforms and e-learning activities, Internet, social networks and mobile applications, as well as activities, training seminars, dissemination strategies and sustainability. InterMediaKT keeps abreast of the latest technological advances to provide portable and easily accessible information to its end users. In particular, it uses technology to develop tools that meet social needs and help the most vulnerable groups. In fact, they believe that technology should be at the service of people.

TRAVELOGUE ASSOCIAZIONE DI PROMOZIONE SOCIALE (ITALY)

Travelogue is a non-profit organization that has been working to promote the Umbria region and the territory of Central Italy since 2010. After starting with the organization of projects and thematic itineraries to promote the region of Umbria and its beauties to a local and international public, the association is currently developing activities to promote European partnerships, knowledge exchange between individuals and institutions, career guidance activities for young people and adults and opportunities to participate in educational mobility projects at European level. Its activities are related to the following topics: sustainable development, ecotourism, environmental protection, social entrepreneurship, social inclusion, employability, development of skills and competences for young people and adults.



EPRALIMA — ESCOLA PROFISSIONAL DO ALTO LIMA (PORTUGAL)

EPRALIMA is a private, non-profit educational institution that started operating in 1999. Its headquarters are located in Arcos de Valdevez and it also has two branches, one in Ponte da Barca and one in Ponte de Lima, a Centre for Recognition, Validation and Certification of Competences that offers adults the opportunity to receive academic equivalence through competences acquired in the framework of non-formal and informal education and a Technical Centre that works in the development and management of transnational and European projects. Its main purpose is to develop and enhance the training of people, particularly young people, by providing them with a quality vocational education that is appropriate to the needs of the world of work and the social reality of the Lima River Valley.





PROJECT DESCRIPTION



The situation generated by Covid-19 had a strong impact on the European population and it has highlighted the need to work to improve digital competences and develop creative thinking that will enable adults and Seniors to learn how to learn in a changing and dynamic environment. In all our countries, we have detected:

- Digitalisation of public administration and private companies which has emphasised the existing digital divide between the over-50s and under-50s;
- The lack of knowledge of new digital tools makes adults, mainly those over 50 years old, feel excluded from the system because they cannot access certain resources, now digitised, which they could access through face-to-face modalities and/or with the knowledge they had;
- Lockdown measures and the lack of knowledge of digital tools have prevented many older people from having more continuous and closer contact with their families, leading to higher levels of loneliness, lack of emotional nourishment and feelings of being uprooted;
- Many adults have had many difficulties in adapting to the new forms of work that have been introduced during lockdown (smart working);
- In addition to the limited possibilities of finding a job due to the low level of existing offers in the labour market, those unemployed people with no or low digital competences are experiencing difficulties since the search for employment is mainly done online;
- Those people who wish to recycle themselves in the labour market and seek to improve their knowledge and skills have to take courses through online training platforms, not being able to do it in person, so previous digital knowledge is required.

Duration of the project: 15/05/2021 – 14/11/2022 [18 months]

Aim of the project: To develop digital competences and creative thinking of adult population to allow them to learn how to learn in a changing and dynamic environment that requires the use of digital and online systems.

The main objectives of the project were:

- To facilitate the access to resources and opportunities offered by public and private entities through digital and online systems;
- To improve digital skills and competences of adults and Seniors in order to contribute to their employability;
- To develop adults and Senior creative thinking to allow them to learn how to learn in a changing and dynamic environment;
- To create educational tools for facilitating the development of creativity and the learning and access of adult population to the digital world;
- To strengthen the existing international network of organizations active in the field of adult education that work for the personal and professional development of population through the exchange and cooperation between Programme Countries.

The main activities of the project were:

- Transnational Coordination Meeting: to specify strategies, working methodologies and details of activities.
- Creation of common tools for next stage of the project;
- Analysis of digital learning needs and identification of existing resources and opportunities in each country to reduce the digital divide;
- Presentation of the project to local population. Development of the online educational tools for adult population according to a general and similar structure established by AIJ. Main content:
 - Introduction (AIJ);
 - Creative Thinking and Learning to Learn (EPRALIMA)
 - Functional literacy in the framework of ITCs (INTERMEDIAKT)
 - Digital competence for job search (TRAVELOGUE)
 - Creation of the digital material for the Training (AIJ)
- Translation of the material to the language of each partner and adaptation to its target;
- Dissemination of the Training and activity to make it visible and selection of participants;
- Online Training Course with guidance and support to adult and Senior population and facilitation of the material.
- Blended mobility for Adult Learners. 4 participants for each country. 5 working days + 2 travel days.
- Evaluation in each country and validation of acquired competences.
- Participants of the Blended Mobility share their learning experience through the project, using digital tools, to motivate other adults and Senior citizens to lose their fear of digital.
- Final Conference to present the video and eBook of the project and evaluation among partner organizations.
- Local activity for presenting project results in each country.

Now that the project has been developed, we consider that beneficiaries have acquired new digital competences and developed their creative thinking to contribute to their employability and learning how to learn in a changing and dynamic environment.

The methodology of the project was based on the principles of non-formal education, education for liberation and emotional intelligence where the knowledge has been built step by step, information and experiences have been shared, putting them into practice to experience and internalize what participants and organizations learnt in an environment of trust, tolerance and respect.

Non-formal education is a type of education that includes all processes and practices involving a heterogeneous social group, but whose institutional structure does not certify for school cycles. It has an educational purpose and a planning of the teaching-learning process. Knowledge, values and behaving forms are transmitted through active participation, learning by doing, emotions and the interaction of knowledge and different backgrounds

that generate a great educational richness, being participants the protagonists of their own learning process. Non-formal education is a continuous and reflective “learning to learn” process that results in the acquisition of competences (knowledge, skills and attitudes).

Education for liberation starts from the ideas of constructivism. The learner learns to understand the world through his/her interaction with it, he/she is a conscious subject of the world in constant evolution and the learning is more long-lasting because it encourages reflection and review. Education for liberation promotes the reflection of self-consciousness and thanks to the dialogue, the learners and the educator have the possibility to express their beliefs, opinions, and knowledge and with the discussion contributing to the critical thinking that allows to have a position on different subjects, getting to know the ideas of each one, respecting them but also having the right to criticize and question it in a respectful and intelligent way.

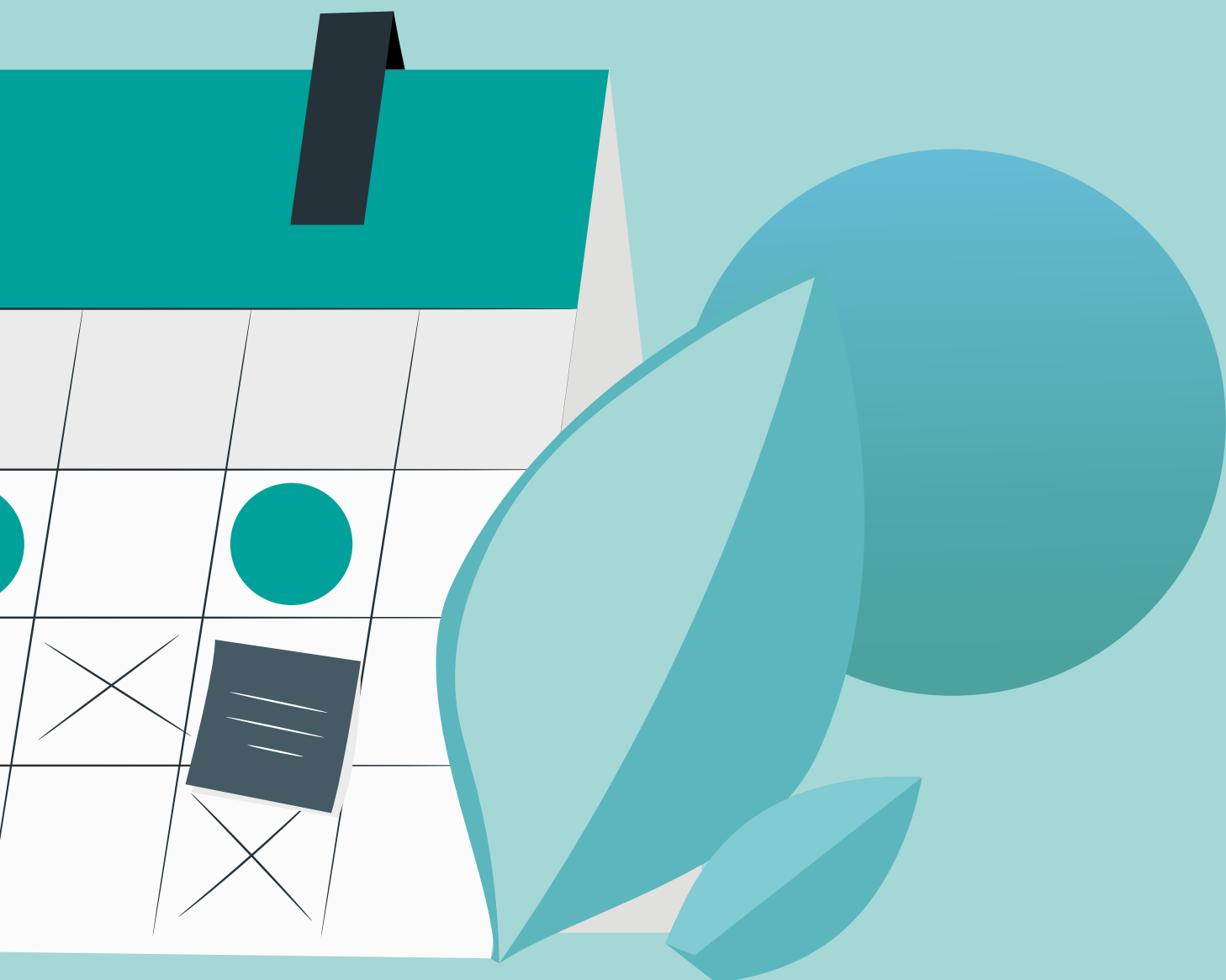
Finally, Emotional intelligence “involves the ability to perceive accurately, appraise, and express emotion: the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey).

The general methodological principles that have been used in this project are:

- Cooperation and teamwork to involve all actors in the whole project, from preparation to implementation and final evaluation. It is an educational and participatory process, and thus, alive and dynamic.
- Interaction of the work of facilitators, experts, participants and other organizations or entities;
- Adaptability in the techniques and concrete contents according to the interests and specific needs of each reality;
- Multilingualism: working in different languages adapting it to the communication needs that arise during the process;
- Inclusion and interculturality: a methodological line where the contrast of ideas/experiences in terms of cultures and capacities is enhanced;
- Use of ICT to facilitate contact, to create a virtual network of work and support for learning, as well as encouraging the exchange of experiences.



FIRST TRANSNATIONAL MEETING



The first international activity of this project was a transnational coordination meeting that took place in Arcos de Valdevez (Portugal) from 5th to 7th September. Participants for this meeting were one member per each partner organisation and two members for the coordinating organisation. All the participants had experience in the field, ability to make decisions for the partner organisation and preferably the coordinator of the project in its organisation/country.

The main **objectives** of the meetings were:

- To provide detailed information of the project to partner organisations;
- To plan the different phases of the project activities and monitoring systems;
- To present guidelines for project visibility and dissemination;
- To promote appropriate arrangements for the coordination between partners.

Among the main **results** of these meetings, we can underline:

Participants/organisations know the details of the project and its activities;

- Every participant/organisation can implement the project in the arranged way;
- Organisations established appropriate internal agreements;
- Logo, webpage and social networks have been set up and participants/organisations know how to exploit it;
- The project has been made visible on the partners' social media.







LOCAL ACTIVITIES I



Following the meeting in Portugal, all partners ventured into the first phase of local activities in their respective countries. During this phase, we carried out 3 main activities:

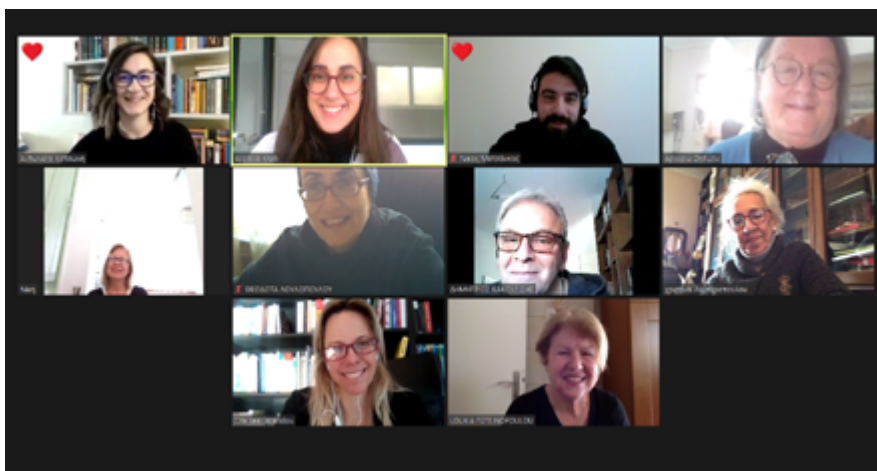
- Meeting in each country in a roundtable format to present and visibilise the project and get feedback from the participants
- Identification of the learning needs of the target group
- Identification of good practices in the field of investigation

In order to maintain coherence amongst each partners' results and obtain the same data for investigation, ALLJ, as project coordinator, created a set of tools for each activity to be used and adapted to the needs of each country. All the data gathered throughout this first phase of local activities was later used to create the material for the Blended mobility that took form of an Online Training Course followed by a training in Malaga and future activities in the framework of this project.

Here we share with you a short description of each activity and the results per country.

Meetings in each country

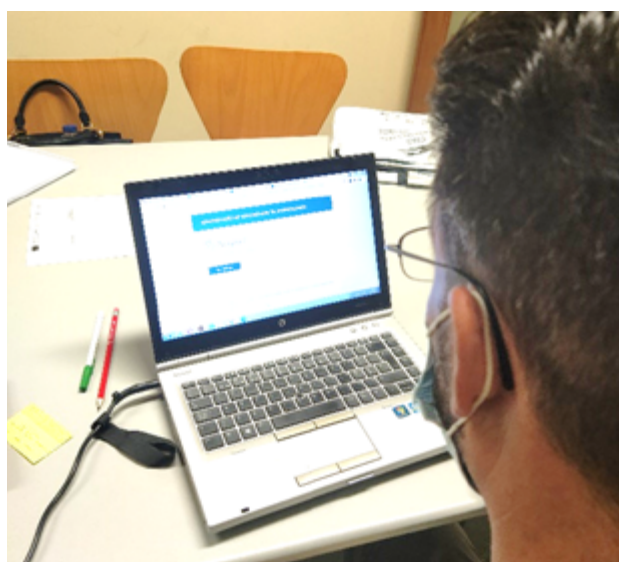
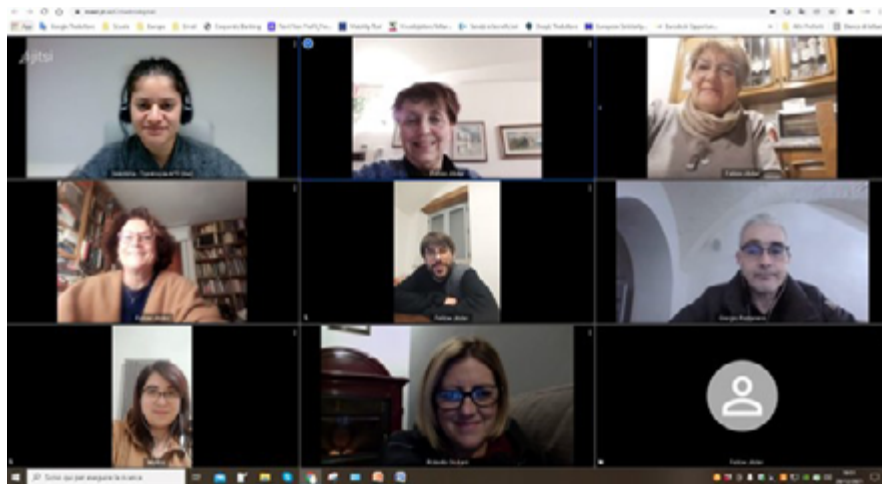
The aim of this activity was to hold meetings and contacts in each partner country with adults, seniors, artists, educators, trainers, managers and/or other professionals of public and private entities in the fields of adult education, training, art,



culture, citizen participation and new technologies, etc., to make the project public, increase its visibility and evaluate and reflect on the impact of Covid-19 on adults' lives and the development of creative and digital skills (roundtable).

Each partner country held at least 1 meeting. Because of Covid-19 and also to promote the use of digital tools, both face-to-face and virtual meetings were encouraged. In every event, "Carry ON-Line" project was presented to the partic-

ipants, the support of the Erasmus+ Programme of the European Union was mentioned, and a debate/analysis of the impact of Covid-19 on adults' lives and the development of creative and digital skills was held. When possible, partners also established some collaboration for the project (like engaging participants for future project meetings or creating alliances with other local organisations).



Identification of Good Practices

The aim of this activity was to identify at least 2 existing good practices at local level that can help reduce the digital divide that exists for adults and senior population. By good practices, we refer to any tool, learning game, project, activity, or a resource created or used by the partner organisation and/or a local partner organisation that the partners directly know.

TOOL N. 1

Name:	No hay edad para aprender, ¡digitalízate! (There is no age for learning, go digital!)
Purpose:	The main of the Project is to bring new technologies closer to people over 55 years of age, mainly in the use of mobile phones (smartphones), reducing the existing digital divide.
Learning objectives:	<ul style="list-style-type: none"> • To prevent social isolation of the elderly; • To achieve and maintain autonomy in the use of new technologies (ICT); • To improve universal accessibility to new technologies; • To promote active aging and personal autonomy; • To improve communication and intergenerational relations; • To enhance the active role of the elderly; • To create new meeting spaces between different groups of the population.
Detailed description of the development (basic contents, methodology and techniques):	<p>The main activities of the project are:</p> <p>A training course on daily uses of the internet and computers;</p> <p>Eight talks where participants are taught how to use smartphones.</p> <p>The Training Course is divided into two levels of knowledge. A more basic one to learn the concepts of a computer, the operating system, word processing and internet access and a more advanced one that focuses on the use of e-administration, administrative processes through internet, social networks, search engines and internet security.</p> <p>The activities are free of charge for participants.</p>
Duration (time schedule):	<p>It was a 9-months project.</p> <p>Each training course lasted 32 hours, whilst each talk two hour. The Training Course has been repeated four times.</p>
Size and characteristics of the group:	<p>Adult population over 55 years of age.</p> <p>A total of 400 people have participated in the activities.</p>
Tools and materials – Environment and context:	<p>Tools and materials – Environment and context:</p> <p>A room with a computer for each participant and a whiteboard with markers.</p>
Created or adapted by:	It is a project created and coordinated by Fundación Arena, funded by Fundación Vodafone and Fundación Harena.

Tips for facilitators / Observations:	<p>Since 2013, through this and similar projects developed by Fundación Harena, more than 10,000 older people have been trained in the use of smartphones and the workshops have been implemented in all 11 districts of Malaga city and in more than 90 municipalities in the province of Malaga.</p> <p>For more information:</p> <p>https://www.fundacionharena.org/no-hay-edad-para-aprender-digitalizate-4-ediciones/</p>
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TOOL N. 2

Name:	Pensa sin Edad (Ageless press)
Purpose:	The main of the Project is to bring media literacy closer to elder people, minimizing the possible existing digital divide.
Learning objectives:	<ul style="list-style-type: none"> • To improve digital competences of participants and citizens' access to information; • To encourage critical thinking to deal with the information content that reaches them; • To fight against loneliness through ICTs; • To strenghten the autonomy of elder people, active and healthy ageing. • To enhance the modernization of rural environments.
Detailed description of the development (basic contents, methodology and techniques):	<p>The project consists of workshops carried out in different municipalities of the province of Malaga. The workshops are a meeting point for people with common concerns who demand practical learning about the digital environment in which they are involved.</p> <p>The main contents covered during the workshops are: use of the media, social networks and the role of influencers, use of basic Apps (WhatsApp, Salud Responde- it is the App of the regional health system of Andalusia, Zoom, Meet and Gmail, etc.), news verification and how to identify fake news.</p> <p>The workshops are led by trained journalists who can focus on the importance of news verification and fighting against fake news.</p> <p>The activities are free of charge for participants and they receive a diploma at the end of the workshops.</p>
Duration (time schedule):	Each participant takes part in different workshops during a period of two weeks approximately.

Size and characteristics of the group:	Adult population over 65 years of age. Each workshop is for around 15 people.
Tools and materials – Environment and context:	A room with chairs and tables. A computer and projector. If possible, a whiteboard with markers. Each participant should bring his/her smartphone. The workshops are implemented in municipalities of the province of Malaga and in the city of Malaga.
Created or adapted by:	It is a project created and coordinated by Asociación de la Prensa de Málaga (Press Association of Malaga). The first edition has been funded by Diputación Provincial de Málaga (Malaga Provincial Council), whilst the second one by Fundación La Caixa.
Tips for facilitators / Observations:	For more information: https://aprensamalaga.com/prensa-sin-edad-portada

GREECE

TOOL N. 1

Name:	University of the Elderly
Purpose:	Digital Empowerment
Learning objectives:	<ul style="list-style-type: none"> • To acquire basic computer skills • To develop basic use of online services which will make their life easier during covid era
Detailed description of the development (basic contents, methodology and techniques):	<p>Digital Empowerment Workshops</p> <p>Weekly workshops to acquire some basic computer skills and learn how to use internet and online services.</p> <ul style="list-style-type: none"> • Basic computer skills • Google search • Email • Maps and GPS • YouTube • Online purchases • Transactions with public services • Translation • Using USB • Introduction to social media • Internet safety • Introduction to the Cloud

Duration (time schedule):	4 months (October 2021 – January 2022)
Size and characteristics of the group:	small groups with old people
Tools and materials – Environment and context:	-tablet -internet access
Created or adapted by:	People Behind https://www.peoplebehind.gr/
Tips for facilitators / Observations:	

TOOL N. 2

Name:	Resources for Adult Learning
Purpose:	When it comes to promoting social mobility for adult learners, technology is both a challenge and a solution. The Adult Learning Initiative explores the impact of digital tools and technologies on working-age adults today. We bring together researchers, learning providers, industry partners, and adult learners to reduce inequities, build stronger networks, and close the digital skills gap. We work to prioritize the inclusion of people who are most often excluded from education and career advancement opportunities.
Learning objectives:	<ul style="list-style-type: none"> • Leading and promoting equity-first research informed by, inclusive of, and relevant to the full spectrum of adult learners and workers. • Creating and collaborating in networks of educators and industry leaders with shared goals and values. • Expanding equitable access to the digital skills, tools, and credentials needed to succeed.
Detailed description of the development (basic contents, methodology and techniques):	<p>This list is intended to help educators, developers, and entrepreneurs learn about existing digital resources for adult learning. This list provides an overview of some of the digital tools that may be used to support adult language, literacy, and/or workforce learning.</p> <ul style="list-style-type: none"> • Some tools/products of the list: <ul style="list-style-type: none"> • Canvas • Duolingo • Edmodo • IPDAE • OER Commons • Skylab Learning <p>You can see the full list of all the tools here: https://digitalpromise.org/initiative/adult-learning/resources/</p>

Duration (time schedule):	There is no time limit and specific duration
Size and characteristics of the group:	Adult population over 55 years of age. A total of 400 people have participated in the activities.
Tools and materials – Environment and context:	-pc/laptop -internet access
Created or adapted by:	Digital Promise https://digitalpromise.org/
Tips for facilitators / Observations:	

ITALY

TOOL N. 1	
Name:	DigiPass digital facilitation centers
Purpose:	To offer public spaces, technical equipment, support and facilitation services in the use of digital technologies and platforms.
Learning objectives:	<ul style="list-style-type: none"> • To promote the growth of digital skills • To reduce the digital divide • To stimulate greater digital inclusion • To promote education on new technologies.
Detailed description of the development (basic contents, methodology and techniques):	<p>The DigiPass digital facilitation centers are an initiative of the Umbria Region financed with POR FESR 2014-2020 funds with the aim of promoting the growth of digital skills, reducing the digital divide, stimulating greater digital inclusion and promoting education on new technologies.</p> <p>Inaugurated in 2018, the DigiPasses are public spaces to support citizens in the use of digital services. They are characterized as public places, with free access, equipped with computers, wi-fi, workstations, multimedia equipment and video-conferencing systems where citizens find an expert, the "digital facilitator", able to help them in the use of digital services and new technologies.</p> <p>The name DigiPass comes from the fusion of the words "digital" and "passport": DigiPass represents a place and a way of accessing the possibilities offered by digital culture and citizenship.</p>

DigiPasses were created to offer new services and respond to new "digital needs": to support citizens, associations, schools and businesses in the use of digital services and therefore the growth of skills on issues related to digital to accompany and support the digital transformation process, to create an inclusive community capable of generating a high level of social added value and involving public and private actors in innovation and sustainable development. With this in mind, they represent places of meeting and comparison, of growth and education, of creativity and planning in which people, associations, companies, schools and training agencies are invited to collaborate and share experiences and good practices of digital citizenship to build a healthy and accessible innovation ecosystem.

Located in all social areas of Umbria, for their innovative value, the DigiPasses of the Umbria Region won in 2019 the national OpenGov Champion award for the "citizenship and digital skills" category.

To make citizens aware of the service offered by the DigiPass, a portal has been created (<https://digipass.regione.umbria.it>), with a widespread editorial staff, in which digital facilitators inform about the activities carried out and planned, in addition to communication actions developed through the web and social channels.

The DigiPass Media Valle del Tevere, inaugurated on 25 July 2018, was the first public space for digital facilitation open in Umbria. Marsciano is the main office and is also a reference point for the areas of Collazzone, Deruta, Fratta Todina, Massa Martana, Monte Castello di Vibio, San Venanzo and Todi, where there are local nodes made available by the Municipalities of the Social Zone 4 of the 'Umbria.

Through the synergies developed with various stakeholders, public and private, the DigiPass Media Valle del Tevere has become a reference point for schools, associations, citizens, businesses, freelancers, trade associations, public bodies and training agencies in the area, which have used the DigiPass public spaces to get information and support on online public services, to organize computer literacy meetings and events, to carry out digital teaching activities for students, vocational training workshops for job seekers, to host call presentations, incentives or support for businesses.

During the period of closure to the public due to the lockdown, the DigiPass Media Valle del Tevere did not stop and converted its activities and services to online mode, in order to support users of the various territories by providing information and remote support on use of digital services and online tools to be able to continue operating from home. Webinars and tutorials on digital-related topics and services were conceived and created.


From its opening, citizens have used the DigiPass to get support in the use of online services useful in daily life, such as requesting SPIDs, booking medical examinations via the online Umbria CUP, downloading medical reports online, consulting the Electronic Health Record, submitting online applications for participation in job selection notices through the ARPAL Umbria digital services portal, send online applications for job offers from the Lavoro per Te Umbria thematic portal, write a Curriculum Vitae in European format, use the online services provided by public administrations (INPS , INAIL, Agenzia delle Entrate, MIUR), enroll children in school, use the online public services available on the IO app, make online payments via PagoPA, receive assistance for videoconferencing or open an e-mail box.

In May 2020 the DigiPass Media Valle del Tevere joined the Manifesto of the "Digital Republic", an initiative promoted by the Department for the digital transformation of the Presidency of the Council of Ministers with the aim of fighting the digital divide of a cultural nature present in the Italian population, supporting digital inclusion and fostering education on the technologies of the future.

	<p>After the first phase of the DigiPass project (2018-2020), in 2021 the Municipalities of the Social Zone 4 of Umbria (Marsciano, Collazzone Deruta, Fratta Todina, Massa Martana, Monte Castello di Vibio, San Venanzo, Todi) wanted to give continuity to the project by implementing a functional reorganization of the digital facilitation service to offer adequate and consistent support to the needs of citizens both in the correct and responsible use of IT tools and to become familiar with the use of digital services and applications (eg: SPID, CUP online, app IO, SanitApp, PagoPA) increasingly necessary in daily life, study and work. With this in mind, the mission of the Digipass Media Valle del Tevere has been redefined which today is characterized as a "public service of digital social facilitation" capable of helping users in the use of online tools and services useful in daily life and favoring the digital inclusion of socially and economically weak groups.</p> <p>During 2021, among the most requested online services stand out those connected to the needs of the socially and economically most vulnerable categories, applications for access to measures to combat poverty, online applications for work, requests for information and support to access public tenders and grants that provide for forms of support for citizens and families at risk of social exclusion.</p>
Duration (time schedule):	Currently, in compliance with the anti-Covid19 provisions in force, the service is by appointment: to have the support of the digital social facilitator it is necessary to book by telephone or e-mail.
Size and characteristics of the group:	From 25 July 2018 to 31 December 2020, participation in activities and events, face to face and online, organized or hosted in the spaces of the DigiPass Media Valle del Tevere was very high, with over 3,000 users.
Tools and materials – Environment and context:	Public places, with free access, equipped with computers, wi-fi, workstations, multimedia equipment and videoconferencing systems.
Created or adapted by:	DigiPass digital facilitation centers of the Umbria Region.
Tips for facilitators / Observations:	

TOOL N. 2

Name:	Course for using the smartphone with high school students
Purpose:	Promote the development of digital skills of adults through the knowledge and use of mobile and multimedia devices.

Learning objectives:	<ul style="list-style-type: none"> • Promote lifelong learning of the participants and the comparison between different generational cultures; • Improve the use of modern mobile and multimedia devices by making use of the digital skills of High school students; • Acquisition of autonomy in the management of various IT tools, smartphones and tablets; • Development of basic digital competences for the use of everyday applications (Internet, WhatsApp, Facebook etc.).
Detailed description of the development (basic contents, methodology and techniques):	<p>The course, organized in collaboration by the UNITRE association and the Salvatorelli-Moneta Comprehensive Institute of Marsciano, consisted of training sessions for the development of digital skills and the use of mobile devices such as smartphones and tablets, as well as for improving the knowledge and use of applications and tools of daily use, such as WhatsApp, Facebook and the Internet.</p> <p>The course was aimed at adults over 50, members of the UNITRE association, and took place within the secondary school, organized by the students of some high school classes with the coordination, supervision and support of their teachers.</p> <p>The course was carried out 2 times in 2 following years.</p> <p>The innovative and successful element of the course has been the involvement of school students in the role of teachers, which fostered intergenerational dialogue, exploiting and enhancing the digital skills of youngsters. This also favored the development of transversal skills in the young students, who were directly involved as tutors during the lessons.</p> 
Duration (time schedule):	<p>The course consisted of 6-8 lessons of 1,5-2 hours each, for a total of 10/12 hours.</p>
Size and characteristics of the group:	<p>About 30 participants. Adults over 50 with limited digital skills.</p> <p>High school students involved as tutors, responsible teacher for coordination and planning of the course.</p>
Tools and materials – Environment and context:	<p>Spacious classroom, computer, projector, power point presentation, each participant must have their own smartphon /tablet.</p>
Created or adapted by:	<p>"Università della terza età - Unitre - università delle tre età", Association University of the third age.</p>
Tips for facilitators / Observations:	<p>It is necessary to involve teachers for the creation of the course and for supporting the students in the training course.</p>

TOOL N. 1

Name:	EPALE - Electronic Platform for Adult Learning in Europe
Purpose:	This initiative aims to promote more and better learning opportunities for all adults.
Learning objectives:	<ul style="list-style-type: none"> • Learning objectives: • It allows its members to dialogue and learn from colleagues across Europe through blog entries.
Detailed description of the development (basic contents, methodology and techniques):	These dialogues take place through blog entries, forums, partner search tool, in addition to face-to-face meetings.
Duration (time schedule):	Flexible with adult availability.
Size and characteristics of the group:	EPALE is a European, multilingual, open membership community for adult education professionals, including adult educators and trainers, guidance and support staff, researchers, academics and policy makers.
Tools and materials – Environment and context:	Computers, tablets, internet...
Created or adapted by:	EPALE is a European community funded by the Erasmus+ program.
Tips for facilitators / Observations:	Professionals should have team spirit and a willingness to learn and share experiences.

TOOL N. 2

Name:	“EU SOU DIGITAL” (I am Digital) initiative.
Purpose:	The EU SOU DIGITAL Program's major mission is to promote the digital literacy of one million adults in Portugal by the end of 2023.
Learning objectives:	<ul style="list-style-type: none"> • Turning elements of the teaching community, technicians and students into mentors after a period of training, with the purpose of supporting the local community in acquiring knowledge on how to use the Internet in a safe way and thus combat isolation and make their lives easier.

Detailed description of the development (basic contents, methodology and techniques):	It aims to create partnerships with several centers in the country, in which they train future mentors and, after that, adults who want to increase their digital skills are referred to these centers.
Duration (time schedule):	Flexible with adult availability.
Size and characteristics of the group:	Adults with learning needs in relation to digital skills.
Tools and materials – Environment and context:	Tools and materials – Computers, tablets e Internet. Environment and context - Center facilities/rooms
Created or adapted by:	This initiative brings together the Portuguese State through the Mission Structure Portugal Digital, Caixa Geral de Depósitos, and MADU - Movement for Active Digital Use, and is funded by Portugal 2020 and the European Union. (Epralima is one of the centers that has formalized its commitment to collaborate with this project).
Tips for facilitators / Observations:	Mentors must have the necessary digital skills. And they should maintain a simple and coherent dialog.

Identification of learning needs

Finally, each partner carried out a diagnosis and definition of the specific learning needs of adults and senior population regarding digital and online skills to better address the activities of this project that aims to improve their competences in this field. This was done through a survey questionnaire aimed exclusively at adult and senior population interested in acquiring new competences for using existing digital and online tools, with the desire of developing their creative thinking for learning to learn in a changing and dynamic environment.

Here are the results for each partner country:

SPAIN

From the answers extrapolated from the survey in Spain, as an overall analysis we can conclude that the vast majority of the respondents have little to no digital skills, particularly regarding those related to job search, even though most of them have some type of higher education degree (be it technical or University level). Seen as we only shared the survey with adults over 50 years of age, this reinforces the idea of this “digital divide” that exists between the younger generations and those over 50. On another hand, most respondents claimed to be very creative, however they feel that this creativity is mainly applied on their personal, showing a need to develop this aspect more in their professional lives as well.

Therefore, from the results of this questionnaire, the main identified learning needs of the respondents regarding creative thinking and learning to learn, referring to functional literacy in ICT and digital competence for job search, as a general consensus they need to improve their overall basic knowledge in these subjects.

- Some of the more specific learning needs were the following:
- Improve digital skills to foster independence and move forward
- Using the internet in general
- How to use APPs
- How to use day to day on-line administrative tools
- Learn about digital tools useful for jobsearch such as as LinkedIn, Canva, video CVs,
- Learn about ITCs to créate their own business (marketing tools, communication tools, etc.)
- Pensamiento disruptivo, mejora de las competencias creativas audiovisuales
- Disruptive thinking, enhancing creative audiovisual skills
- Vanquish fear of new digital tools
- Innovation

GREECE

In conclusion from the collected answers, we could say that most of the participants have many gaps in the subject of digital skills and knowledge about the subject of new technologies.

It is worth mentioning, that most participants want to learn more about the new digital tools that will help them in their daily lives. More specifically, tools related to e-banking or communication methods (such as social media, video conference tools) are the ones that are at the top of their list of needs. It should also be noted that Covid-19 has been an important factor, as both restrictions and lockdowns have made it imperative to learn new tools in order to use them in their daily lives.

Furthermore, the results from the questionnaire showed that participants do not know any specific platform or tool which is related to finding a job. From the discussion we had, it emerged that the common denominator is the dissemination of information and their need for communication so that they do not experience intense social exclusion. They mentioned that they want to be updated about the new trends regarding communication tools (e.g., social media) and how safe is to use them.

To sum up, it is important that the development of these skills is at regular intervals as pointed out by the participants so that they remain active and digitally informed, in order to develop their educational and professional skills.

In their own opinion, the main learning needs detected were:

"The further development of creative thinking is always in demand and interesting. I would really like to see with which methodology you intend to include it in the program".

"I want to update my general knowledge/skills in all the above fields (digital tools, trends, etc.).

"Some skills that I want to upgrade are interactivity, teamwork, information, learning and use of new tools and methods etc."

"I want to learn more about web searching in order to find more websites/web pages about job ads".

ITALY

From the data extrapolated from the questionnaire completed by the participants of the target group, it is clear that despite the high levels of education achieved for almost the total of the sample (graduation and high school diploma) and the self-assessment as creative people, the knowledge of online tools, in particular of the less mainstream ones it is poor. This is probably due to the age of the people interviewed (over 30) and the type of profession carried out (for example Physiotherapist, or for retirees) that does not require specific knowledge of some tools (for example CANVA, administrative management tools).

Despite this, the participants demonstrate a self-awareness of their own lacks and learning needs and of the specific skills they would like to acquire to improve their level of digital competence.

- In their opinion, for their learning needs in creative thinking and learning to learn, referring to functional literacy in ICT and digital competence for job search they need to:
- acquire IT skills
- learn how to create a video resume
- improve graphics and language skills
- learn more about the use of digital tools, improve communication and expression skills
- learn new technologies for fashion (field of interest)
- acquire greater computer skills
- focus synthesis
- improve literacy in many areas
- improve online marketing knowledge
- know online marketing tools
- acquire knowledge of several foreign languages
- learn digital skills, in creative thinking, problem solving
- use and knowledge of IT tools
- improve technical skills
- "I have an interest to go deep into the digital world, since I am almost totally ignorant about it, due to my previous negligence"

Evaluating the meetings held with the adult learners it can be concluded that there are indeed many gaps regarding digital skills. Despite the fact that most of them seem to have mastered social networks, most of them do not seem to have been very interested, so far, in extending this knowledge to other aspects, such as job search or other tools present in the questionnaire.

In conversation, several adults mentioned having felt this gap during the confinements from covid 19.

A positive aspect to highlight is the fact that adults are increasingly seeking to increase their educational and professional qualifications.

In their own opinion, the main learning needs detected were:

“One need that I have detected is when I needed to do my CV and I had to ask my son. I think I should try to learn more about using the internet.”

“Improve my resume because if I try to learn more about how to build a resume I will have a better chance of getting a job.”

“I think I have to focus on a certain area, which gives me pleasure, to unite the useful to the pleasant. Try to take more courses, to improve my resume, and I have to stop procrastinating and go in search of my goals. sos, better my CV, to stop procrastinating a little and go for the fight.”

“create the cv on video”

“Training in the new technologies area”

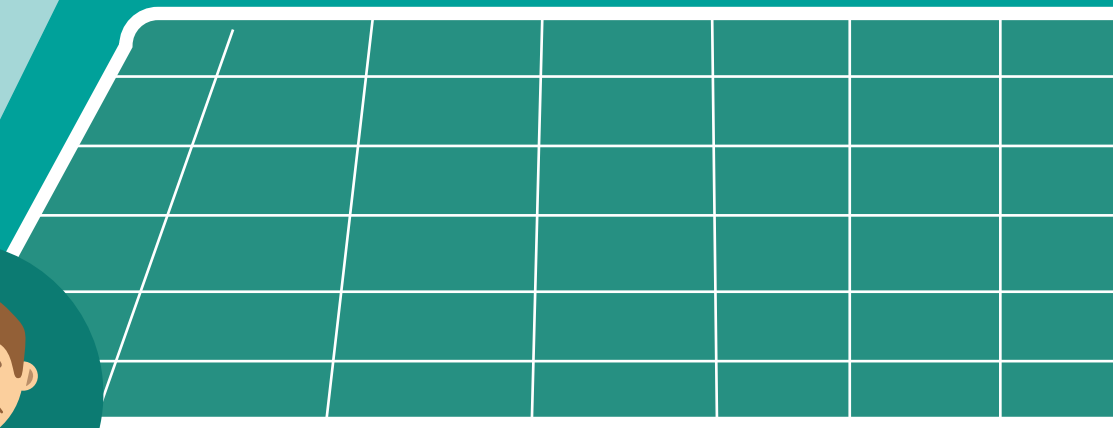
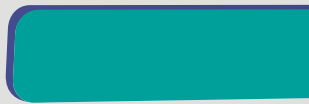
“Training in the new technologies area.”

“I have some things to improve.”

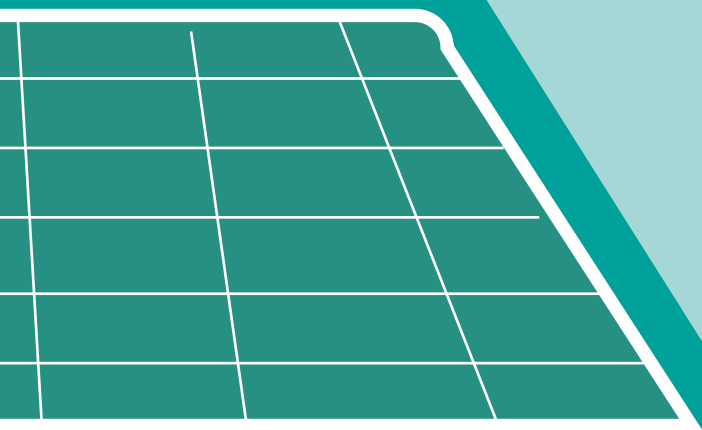




TikTok



LOCAL ACTIVITIES II



After the first phase of local activities was finished in each partner countries, we began developing the pedagogical material for the Online Training Course (OTC). To start this process, AIJ, as project coordinator, created a working methodological tool for each module, with the title, purpose and learning objectives, as well as the different aspects of the contents to be developed and shared it with each partner country. The three modules created during this phase by the partners were the following:

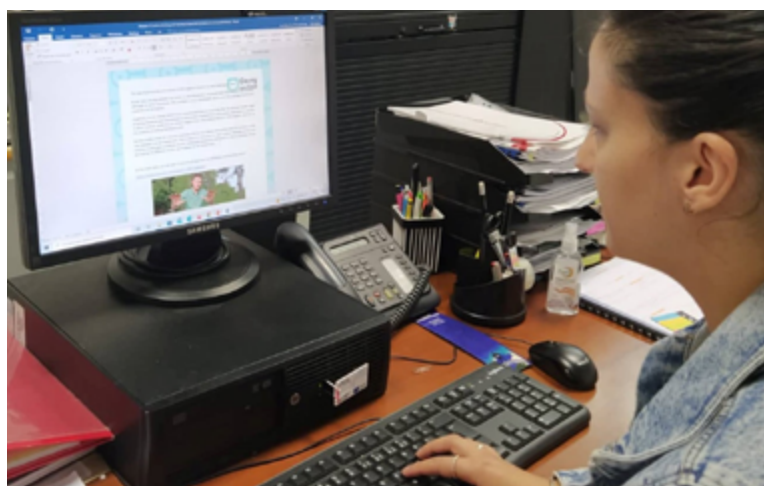
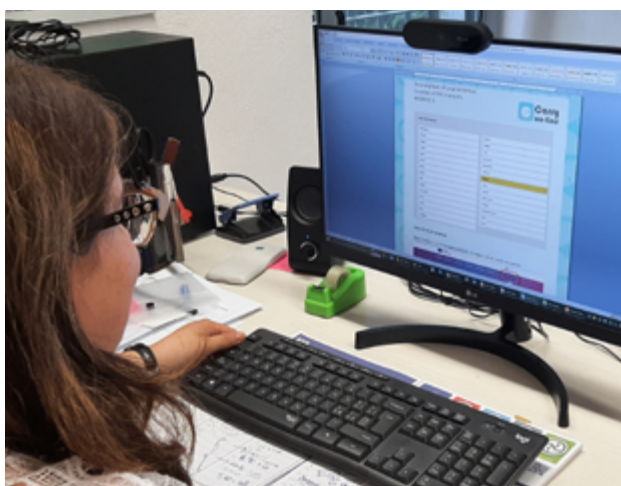
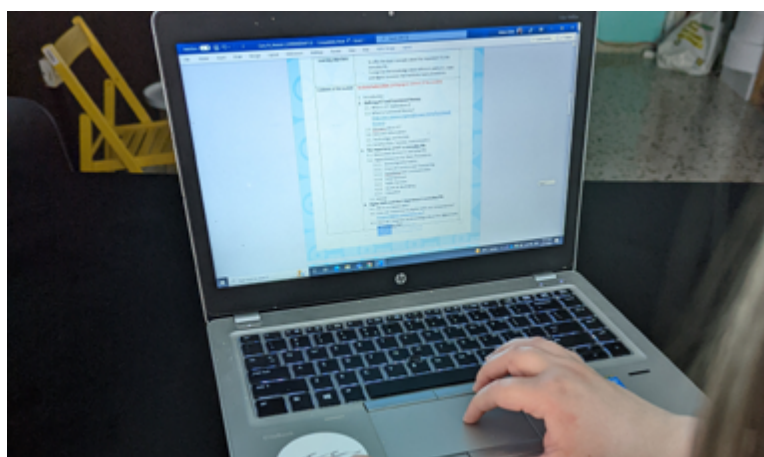
Introduction to the OTC: created by Iniciativa Internacional Joven (AIJ)

Module 1: Creative Thinking and Learning to Learn, content created by Escola Profissional Doalto Lima

Module 2: Functional literacy in the framework of ITCs, content created by Interactive Media Knowledge Transfer

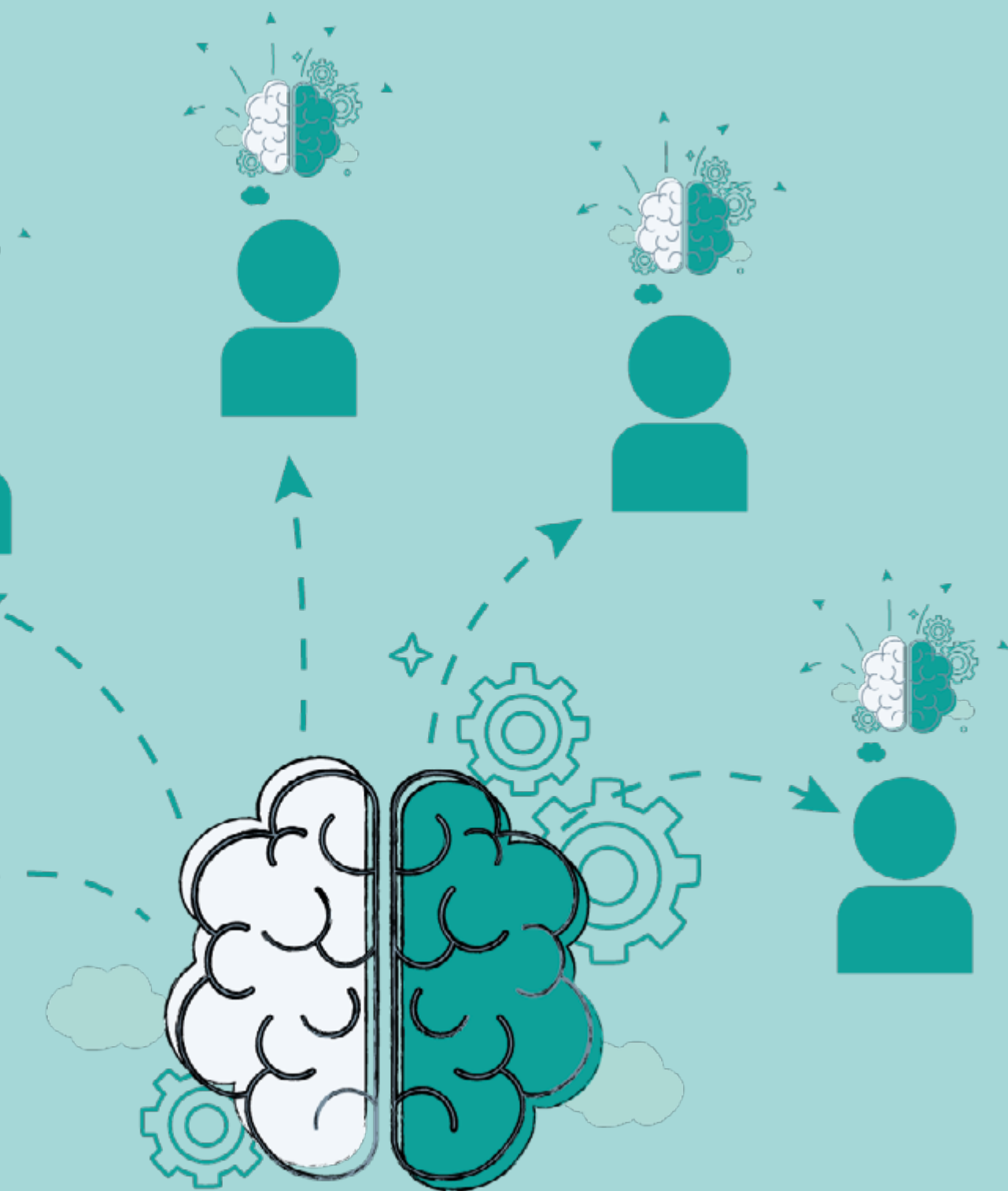
Module 3: Digital competence for job search, content created by Travelogue APS

Once the content for each module was created by the partners, AIJ had the task of editing all the content, creating the Graphic design of all modules and the final infographics for the OTC. Finally, all partners translated the material into their own languages.





BLENDED MOBILITY



The second international activity and main learning and teaching event of the project was a blended mobility which consisted of the implementation of the OTC locally in each partner country, followed by a face-to-face international training course in Malaga, Spain, with participants of the OTC.

Implementation of Online Training Course

Participant profile:

- At least 4 adult learners per partner organisation
- 50 or more years old (if under 50 they had to have little to no knowledge in digital skills);
- Respect of gender balance when possible;
- Formal link/relationship with the sending organization;
- Criteria for pre-selection: motivation, interest in improving and/or acquiring new competences, previous experience, leadership, and multiplier potential power.
- The participants had to carry out the entire online training course and subsequently participate in the Training Event held in Malaga, Spain (17th – 23rd October).

Contents of the OTC:

- Presentation/introduction session
- Module 1: Creative Thinking and Learning to Learn
- Module 2: Functional literacy in the framework of ITCs
- Module 3: Digital competence for job search
- Evaluation of the training course: ONLINE QUIZZ

The material for the OTC is available in the project webpage in all partner countries' languages here:

[Online Training Course](#)

Each partner organisation presented the material to their learners during the presentation/introduction session. The day and chosen platform for the meeting (online or in person) was decided and informed by the sending organisation. AIJ provided a PPT (if requested) for the OTC presentation and each partner is free to translate it for their meetings if they so see fit

Duration and schedule of the OTC:

The online training had an estimated duration of 30 hours spread out however each partner organisation chose to, as long as the participant finished the entire OTC before the mobility to Malaga.

The estimated amount of time was divided as follows:

Presentation/introduction: 30 mins (online or in person*)

Module 1: Approx. 8 hours

Module 2: Approx. 10 hours

Module 3: Approx. 11 hours

Final evaluation quiz: 30 mins

Training Course in Malaga, Spain

The second international activity of this project was an International Training Course that took place in Malaga (Spain) from 17th to 23rd October 2022. The hosting organisation was the Spanish partner and coordinator of the project, Iniciativa Internacional Joven, and a total of 12 learners participated in the activity, in addition to the two trainers/facilitators and one person in charge of the logistics, as well as support from volunteers, students and local collaborating organisations. The participants were the 4 learners that finished the OTC prior to the mobility and were selected by the sending organisation following the agreed upon criteria.

The main **learning objectives** of this TC were:

- To equip participants with new knowledge and skills on digital and online tools, enabling them to access resources and opportunities offered by public and private entities;
- To develop the creative thinking of adults and seniors so that they can learn how to learn in a changing and dynamic environment;
- To improve the digital skills and competences of adults and seniors to contribute to their employability;
- To promote intergenerational and intercultural encounters, through the exchange of knowledge and experiences between young people and adults from four European countries, thus strengthening European citizenship;

As the project was based on the framework of non-formal education, the seminar content has been worked on a dynamic and entertaining way through “learning by doing”, which emphasised on the active participation of all actors. The facilitators gave some inputs, but the knowledge came from the own knowledge and shared experiences of participants, through small groups activities, role-playings, dynamics, learning games, visits, visibility events, etc.

The first day, the Training began with the presentation of participants and team through group dynamics. Name games and team building activities helped to create a comfortable working atmosphere and supported the creation of a space of mutual exchange among participants. After the presentation of the Training Course, its objectives and activities, participants could express their expectations connected with this mobility and how they could contribute to it.

The next day, the session focused on Creative Thinking and Learning to Learn, where we

started with a brainstorming on digital vocabulary using a digital platform, followed by a practical exercise to better grasp the concepts. Later, the platform Zoom was explained while doing a Zoom videocall with another of the facilitators. This was followed by a cultural visit to Lagunillas neighbourhood with the cooperation of the local organisation INCIDE, and lunch in the city center. During the afternoon, the participants were split in groups of 4 to carry out interviews to their peers in the city of Malaga (people over 50) to learn their level of digital knowledge. For this practical exercise they had to use a specific digital tool that had been explained previously by the trainers: google forms. The learners particularly enjoyed this activity as they got to learn how to use this tool at the same time as they met other people and discovered the city of Malaga.

On day 3, we started with some functional literacy in the framework of ICTs where the trainers presented several digital tools useful for day to day life such online shopping, entertainment, social networks/communication platforms, health APPs, GPS and online banking. This was followed by practical activities where the learners got to apply the learnt knowledge by using an online shopping application, for example, and by creating their first ever Tik Tok videos! The session ended with a Treasure Hunt activity around the city of Malaga where learners had to use several of the tools presented in the morning, such as GPS systems, QR codes, creating videos with their social media APPs, etc.



Digital competence for job search was the main focus of the training on day 4. The first activity was the explanation of a presentation video for a job interview is, for which an interactive presentation was carried out in which the participants deduced the uses, purposes, tips and way of creating it. After a brief explanation, the activity to be carried out in the afternoon was presented, which consisted of a presentation video that invited other people their age to participate in training courses like this one. This was followed by a presentation on how to create your own personal brand and the different available online search engines for job search, such as Linkd'in, Infojob, etc. The day ended with the learners creating their own presentation videos with everything they had learnt in the previous session.



The final day of the training started with the use of a Mood Meter, a tool we use to measure

the energy of the group, which allowed the trainers to adapt the activities to the group energy. We then moved on to a presentation and explanation of the key competences, where the learners were able to reflect on all the competences they had acquired during the training. This was followed by a presentation of the results of the material created by the learners during the training (interview results, pictures, and videos of the Treasure Hunt, Tik Toks, video presentations). The training activities ended with an evaluation session. It was an emotional evaluation and closing session as many participants shared their feelings and underlined the great atmosphere and energy created within the group and how this Training has been a light in their path as individuals, and as senior population.



We closed the training with a joyful farewell party where all participants shared some homemade dishes and different traditional dances from their own countries. It was the perfect way to end the week.

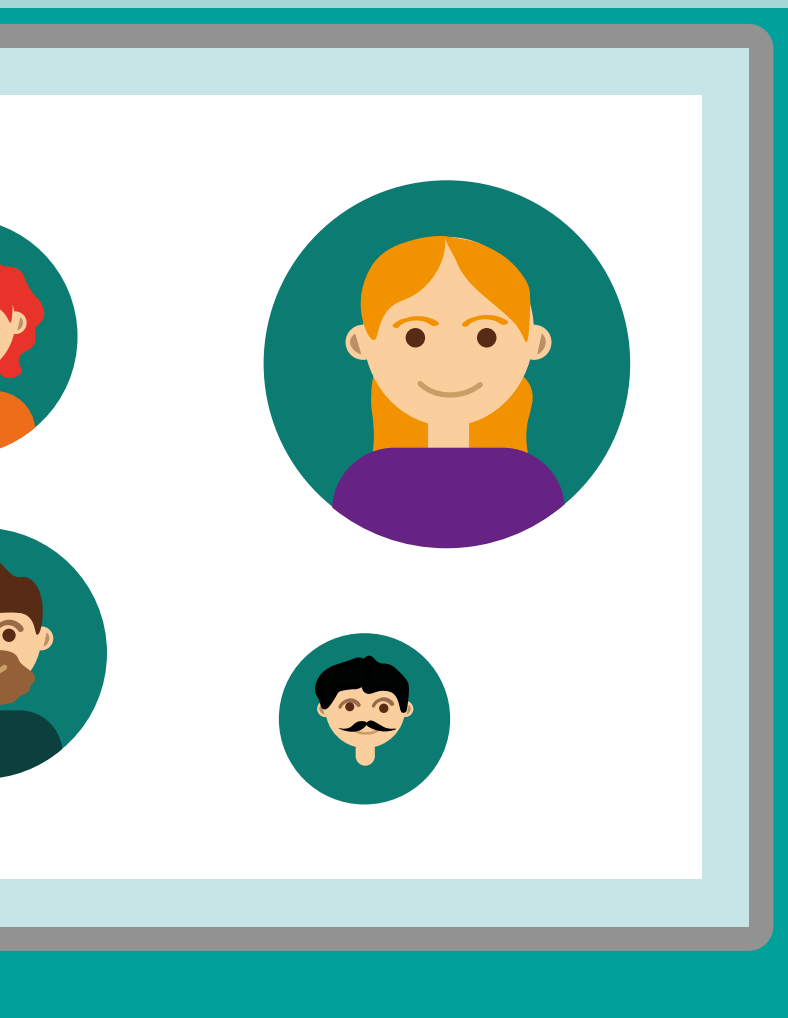
We are very grateful for the collaboration of the association INCIDE in the realisation of this on-site course as they hosted part of the sessions in their computer rooms and provided assistance.





FINAL C

FINAL CONFERENCE



ONFERENCE

The last international activity the framework of this project took the form of a Final Conference/Multiplier event in Marsciano (Italy) from 3rd-5th November 2022. The participants of this meeting were one project coordinator and one direct project participant (i.e. learners of the blended mobility, participants of local activities, etc.) per partner country.

The main objectives of this Final Meeting were:

- To evaluate the project, its activities and the achievement of results among project organisations;
- To present the project and its results to local population, promoting the importance of tackling the digital divide and learning at any age;
- To specify activities for the monitoring and sustainability of the project;
- To reflect on the future of our partnership.

The activity started with an internal meeting among project organisations where we reflected on all activities that have been carried out and the implementation of the project in each country. All participants presented the knowledge and learning acquired by the organisation thanks to the participation in this project, how they are using the new acquired and/or improved competences, the benefits the organisation received/had thanks to the project and the competences that direct participants affirm to have acquired and/or improved.

This was followed by a visibility event where we presented the project and main results to local authorities and members of UNITRE (a local third age University). During the event, direct participants of the blended mobility from every partner country shared their experiences to the UNITRE audience, which had a special impact on the audience being a pier to pier sharing of results. The visibility event was also done in a very interactive manner, where the audience was part of the session and got to experience first hand some of the tools and competences acquired during the project.







OUTPUTS AND ACHIEVEMENTS



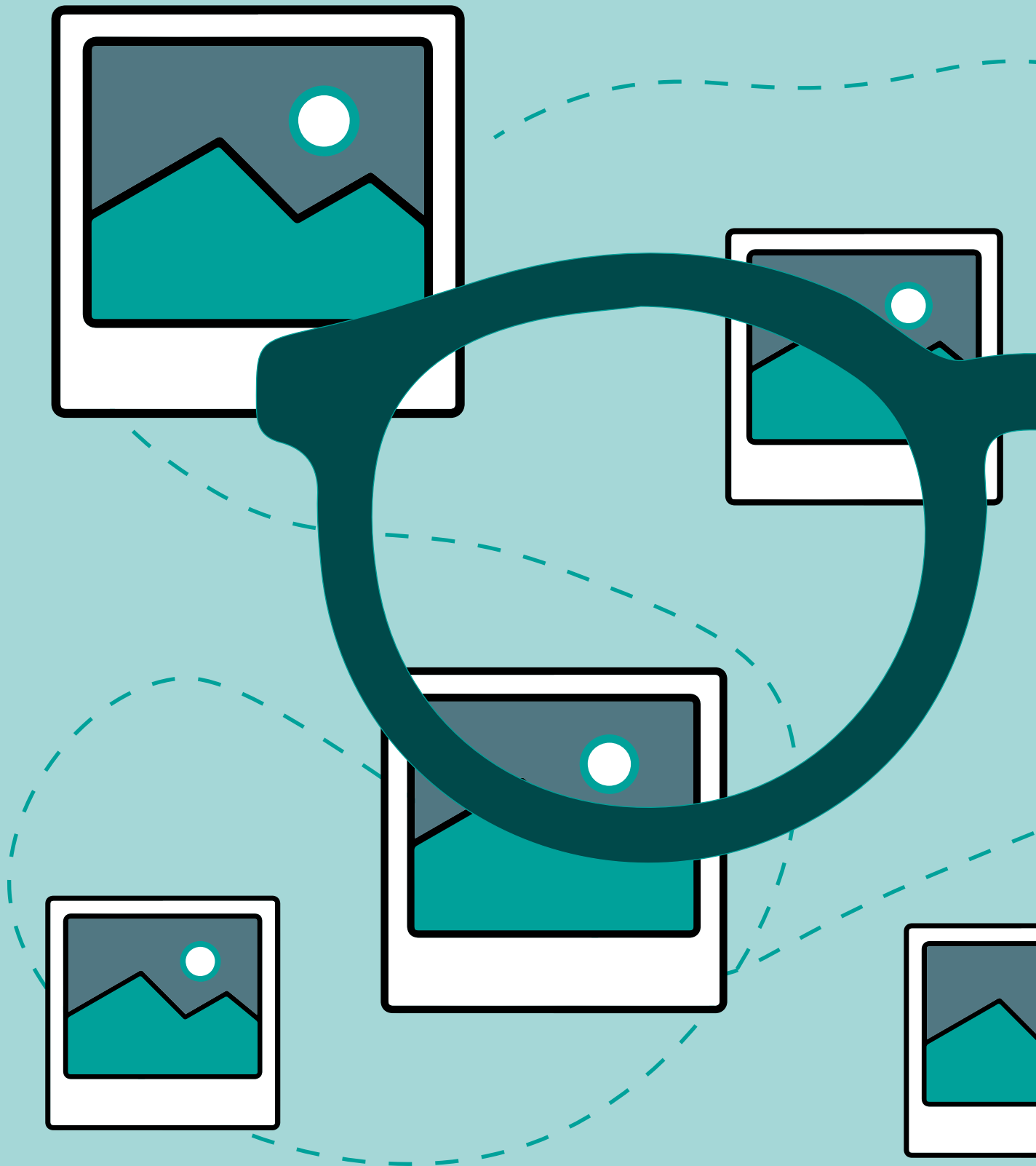
After implementing all the planned activities of the partner organisations, we can conclude that the expected results have been achieved with a high degree of satisfaction and the participation and communication between all partners have made the overcoming of difficulties easy. This has been specially rewarding for all partners and stakeholders involved, as part of the project activities were carried out during a global pandemic.

Although the outputs and results have already been mentioned throughout this entire document, they can be summarised following the indicators of the project:

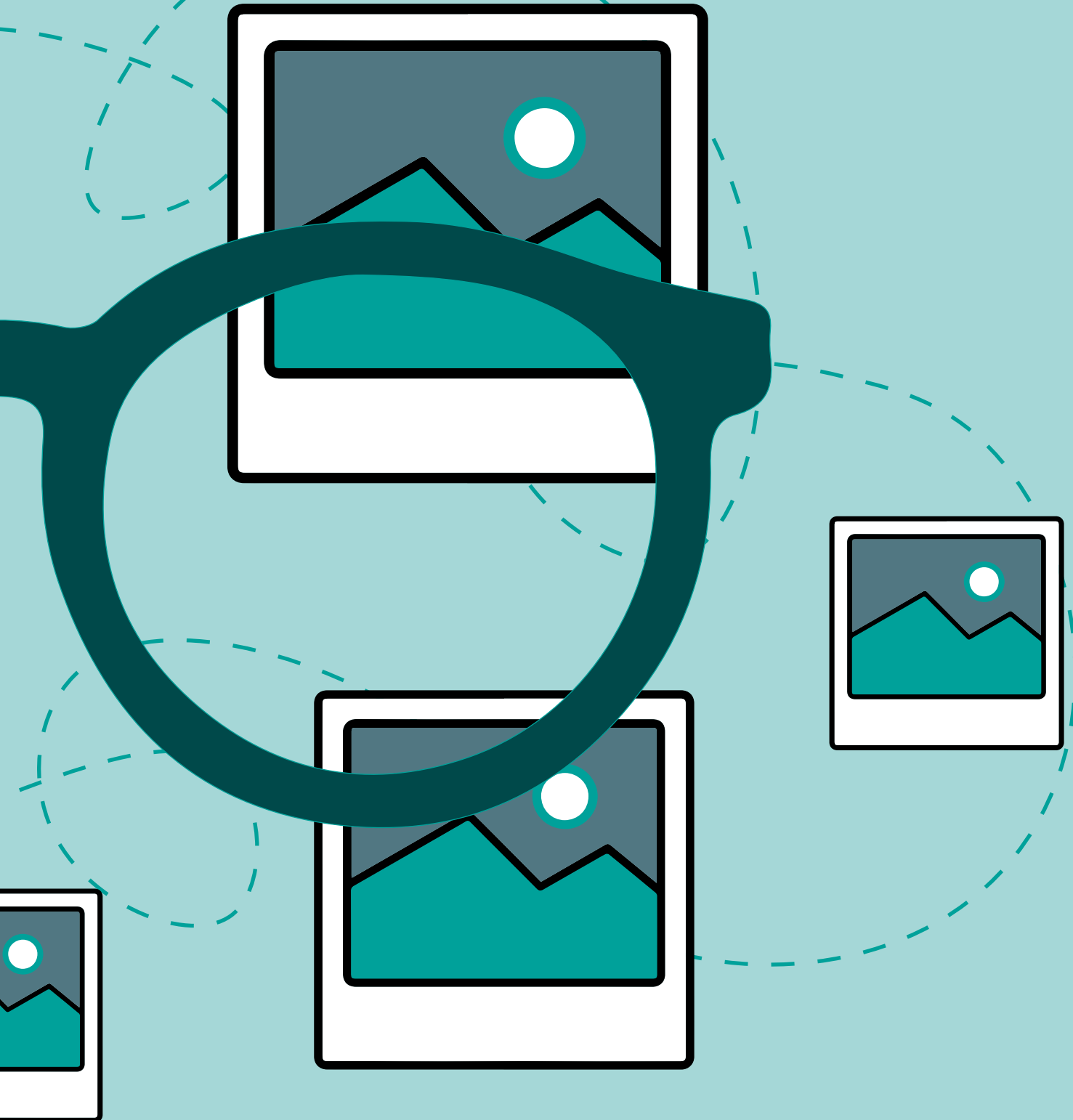
- This e-Book that collects the information provided by project organisations and systemises the knowledge, tools and experiences. It could be used as a model for similar projects by other people and/or interested organisations. It's available online for free in five different languages: English, Italian, Greek, Portuguese, and Spanish;
- Video summary of the project: a video that collects pictures and videos of the project to have a clearer idea of all activities that have been implemented at local and international level in the framework of this project;
- Website of the project and social network highlights;
- An Online Training Course to develop the digital competences and creative thinking of adult population to enable them to learn how to learn in a changing and dynamic environment that requires the use of digital and online systems, available for free in the project website in 5 different languages (English, Greek, Italian, Portuguese and Spanish);
- Motivational videos from 16 direct project participants from 4 different countries;
- Reports from local and international activities of the project written by project organisations, also useful for management and accountability, as well as a reference for similar activities in the future;
- One network of organisations has been established and more organisations expressed their interest in being part of it;
- New ideas have been generated for future collaborations and projects;
- Knowledge about the digital divide and the importance to tackle it amongst adult population has increased in four different countries has increased;
- Challenges and difficulties of the digital divide have been investigated;
- The learning needs of adult population concerning the digital divide have been analysed

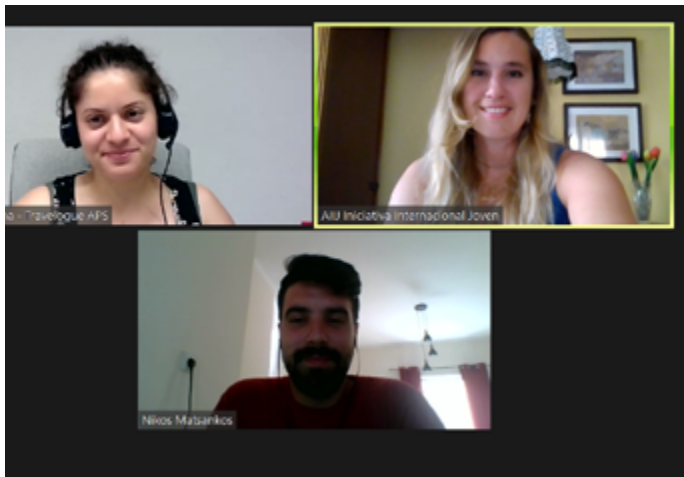
- Good practices for reducing the digital divide in adult population have been identified in 4 different countries;
- Activities with local population have been organised to make the project visible, put into practice the new competences acquired by participants;
- Participants gained a lot of experience and acquired competences that they can use in their daily life. Adult population with limited knowledge on technology and digital tools, acquired new digital competences and developed their creative thinking to contribute to their employability and learning how to learn in a changing and dynamic environment.
- Participants and organisations exchanged their ideas and good practices during the whole project, not only during face to face events, but also using digital tools and new e-learning platforms;
- Visibility and dissemination materials have been created, among them:
 - a) Webpage: carryonline.aiij.org;
 - b) Photos, videos and posters of the project;
 - c) e-Book;
 - d) Posters, leaflet and other materials for project visibility.





VISUAL RESOURCES





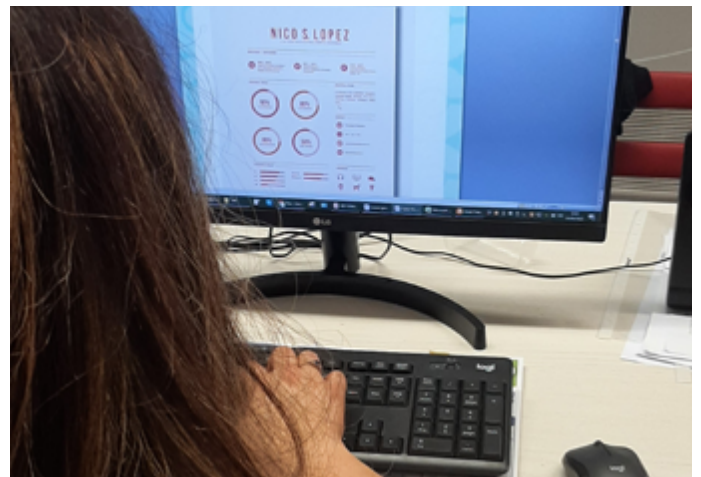
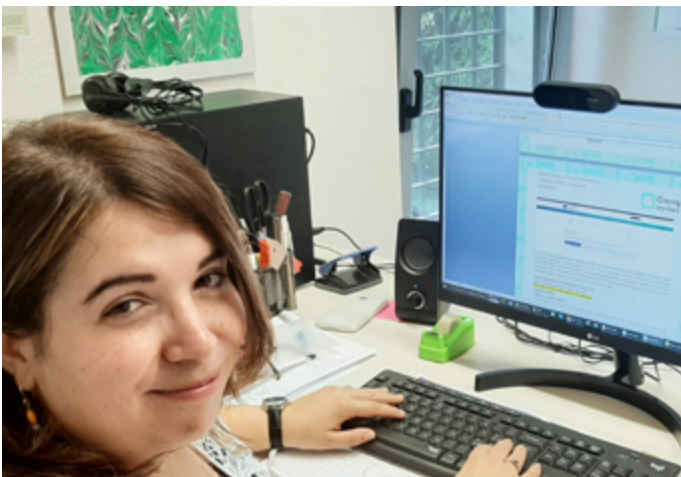


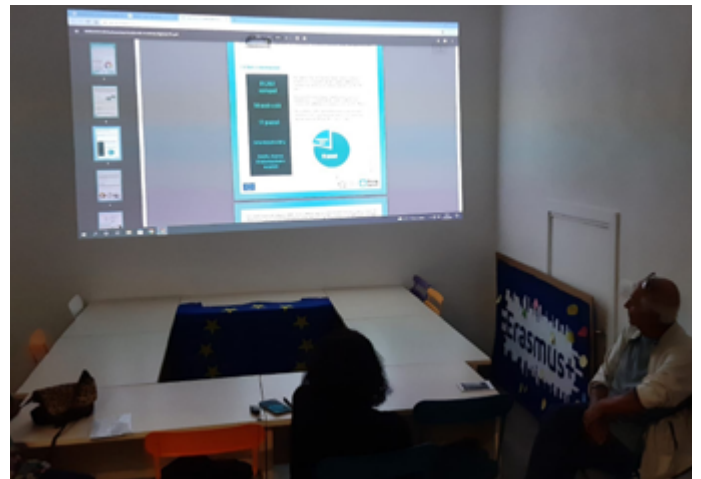
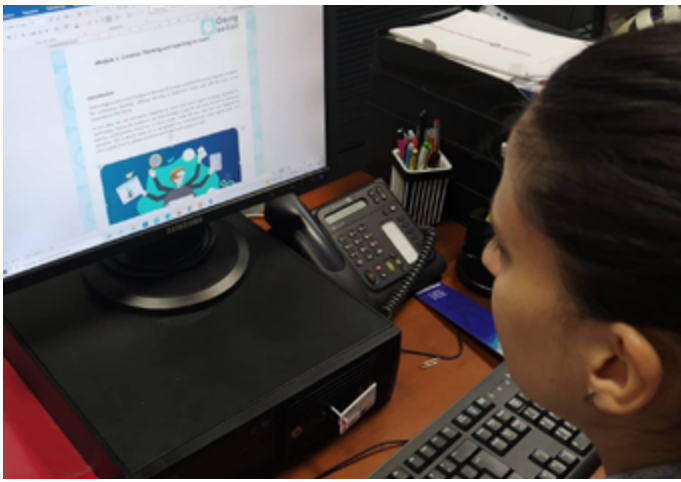
on-line

¿TE SIENTES DESCONECTAD@ PORQUE NO SABES MANEJAR BIEN LAS REDES SOCIALES O NO TE ADAPTAS A LAS NUEVAS HERRAMIENTAS DIGITALES?

FECHA : VIERNES 28 DE ENERO
HORA: 16H30
LUGAR: C. ARISTÓFANES, 4, 29010 MÁLAGA

¡VEN Y TE AYUDAREMOS A CONECTARTE!

















ACKNOWLEDGEMENTS

ANK
OUÉ



THANKS

Firstly we would like to thank the Erasmus+ programme of the European Union for co-funding this project, as well as all partners of this project for their efforts, dedication and contributions, to the participants and to the direct and indirect beneficiaries for their active participation and motivation. We also thank all collaborating entities for their support and interest in this project.

PROJECT ORGANISATIONS:



Co-funded by the
Erasmus+ Programme
of the European Union



COLLABORATORS:

Participants, professionals, volunteers, local partners and local population of the organisations of the project “Carry On-line”.

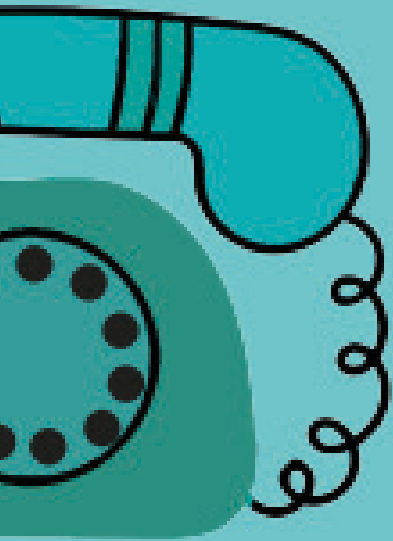
A special thanks to the local organisation INCIDE Malaga, for their support during the Blended Mobility in Spain.

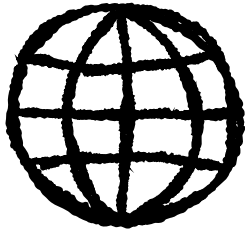




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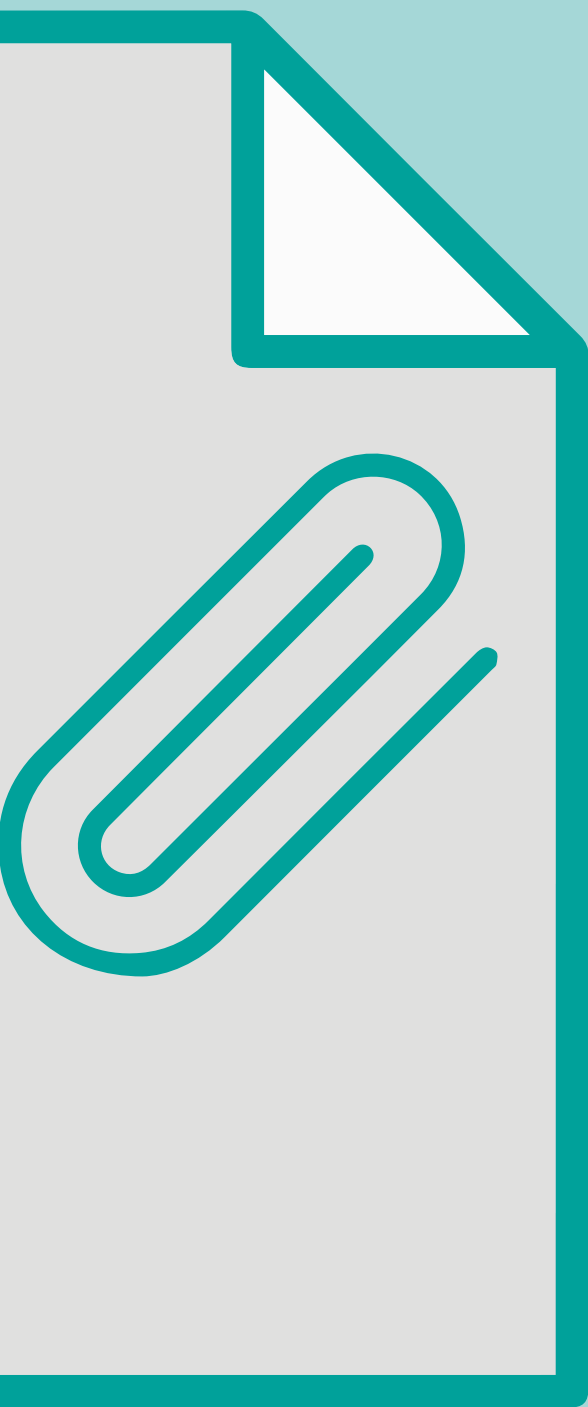
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ANNEXES





Carry On-line: Online Training Course



Co-funded by the
Erasmus+ Programme
of the European Union





Carry ON-Line: Online Training Course

This Online Training Course was created in the Framework of the Erasmus+: KA2 - Cooperation for Innovation and Exchange of Good Practices in the Field of Adult Education project:

“Carry On-line”

Project created and coordinated by Iniciativa Internacional Joven (Malaga, Spain)
Co-founded by the Erasmus+ Programme of the European Union

Partner organisations:

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Escola Profissional Doalto Lima – EPRALIMA (Arcos de Valdevez, Portugal)
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Content creation:

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Module 1: Escola Profissional Doalto Lima
Module 2: Interactive Media Knowledge Transfer
Module 3: Travelogue

Final editing and Graphic design of all modules: Asociación Iniciativa Internacional Joven

Collaborators:

Participants, professionals, volunteers, local partners, and local population of the organisations of the project “Carry On-line”.

Translation: Iniciativa Internacional Joven

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Module 2.- Functional Literacy in the framework of ICTs

Module 3.- Digital competence for job search.

Final Evaluation



Co-funded by the
Erasmus+ Programme
of the European Union



INTRODUCTION

Carry ON-line is a project born out of the learning needs of the adult population in terms of the use and management of digital tools and platforms and the internet. This need has been exacerbated during the Covid-19 pandemic, since the majority of the transactions that we used to do in person were moved to online, due to the social distancing measures established in many countries. This mainly affected adults, as many of them lack an advanced level of digital competences.

This 18-month project in the field of Adult Education aims **to develop the digital competences and creative thinking** of the adult population to enable them **to learn how to learn** in a changing and dynamic environment that requires the use of digital and online systems.

To this end, we have prepared an online training course, which can be taken by any English, Spanish, Italian, Greek and Portuguese speaker, as it will be translated into all these languages.

This online training course consists of **three modules**:

- ◇ **1.- Creative Thinking and learning to learn.**
- ◇ **2.- Functional Literacy in the framework of ICTs**
- ◇ **3.- Digital competence for job search.**

At the end of the online training course, you can take the evaluation questionnaire, in case you wish to receive your certificate of participation.

If you need support and/or further information about this project, please do not hesitate to contact the partner organisation of this Carry ON-line project in the country of your mother tongue.

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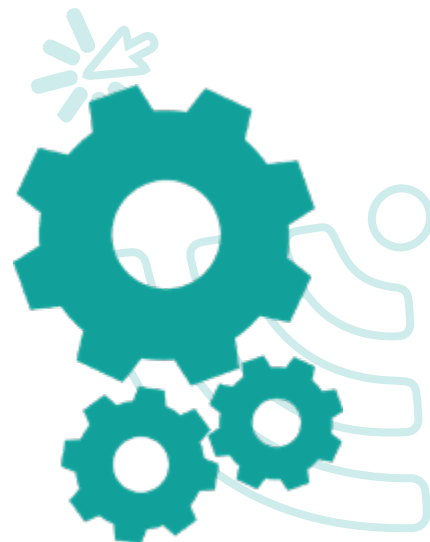
Enjoy this learning experience!

Module 1: Creative Thinking and Learning to Learn

Introduction

Technological and social changes in all areas of human activities force the majority of adults for continuous learning. Lifelong learning is important today and will be even more important in the future.

In our jobs, we are constantly adapting as more and more paper is being replaced by technology. During the pandemic we lived through, **Covid-19**, we were forced to overcome various confinements, however, in most cases, work did not stop but was adapted to telework. This is where many of us recognised our weaknesses in using digital tools.



It is then a good time to update ourselves and make technology our ally!

1.1: Conceptualization of creative thinking.

What is creativity?

The **concept of creativity**, by way of summary, and as Eulalio Ferrer points out, is to have the **power to create**. And to create is the ability to make something exist where it did not exist before.

Creativity is a key capacity in human beings that allows us to develop or improve ideas, products, services or solve problems.

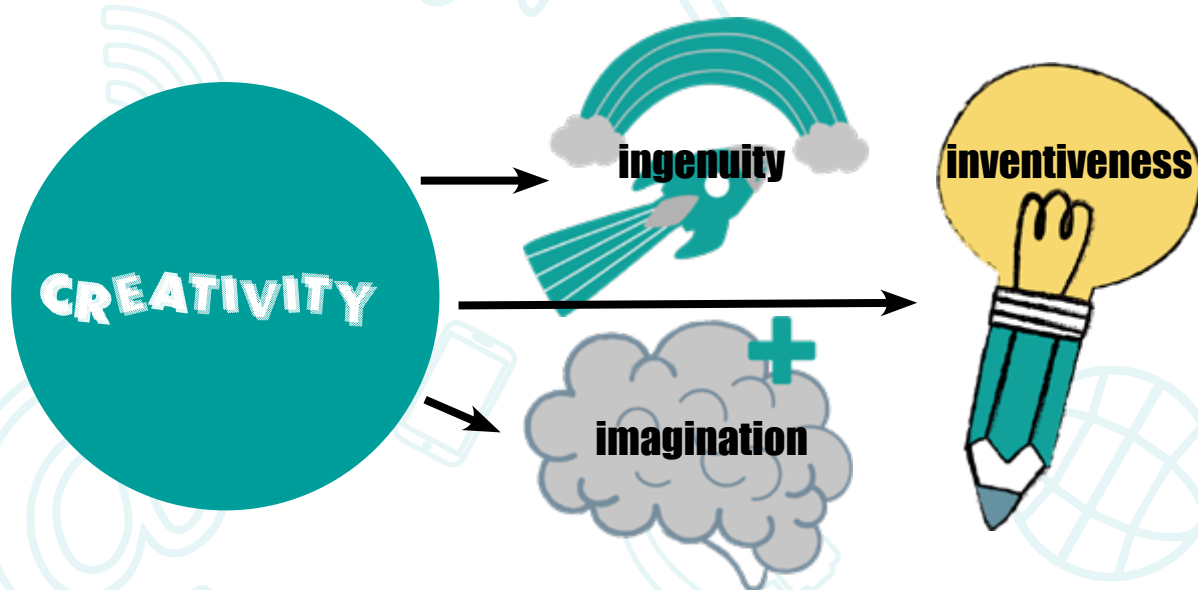


According to Ferrer himself, the creative act complies with the principle of **double genesis**: what is created is first born in our head and then, through some mediating process, emerges in reality.

We tend to relate this concept almost exclusively to any artistic situation, but creativity is not exclusive to art. It should be clarified that creativity manifests itself in the daily life of every human being and can appear at the moment of deciding how to arrange a shelf or solve a problem at the workplace. That is also creativity.



It is convenient to distinguish from creativity, three concepts that tend to be confused: **imagination, ingenuity and inventiveness**.



- ◇ **imagination:** The first consists of representing in the mind something that does not exist or is not present.
- ◇ **inventiveness:** The second is related to the ability to invent.
- ◇ **ingenuity:** The third is to find a way to make real or real things that do not exist or are not.



Thinking, expressing and doing are the elements that respectively nourish each of these words (Ferrer). All of them are dimensions of creativity.

Vigotski (1999), one of the first psychologists to theorize about creativity, argues that creativity arises thanks to the constant transformation of the environment in which humans inhabit. "If the life that surrounds him does not pose tasks to the human being, if the reactions he is accustomed to and inherited completely balance him with the surrounding world, then there is no basis for creation to emerge. A being completely adapted to the surrounding world could not desire anything, could not aspire to anything and, naturally, could

not create anything. That is why the basis of creation is always formed by the maladaptation from which needs, aspirations and desires arise" (Vigotski, 1999).

Although **creativity is innate in humans**, it is a capacity that is **developed** and there are different **methodologies** to achieve it. In our field, **theatrical improvisation** is a technique that helps to train creativity. The actors and actresses of theatrical improvisation, work from the beginning concepts related to it: listening, acceptance, spontaneity, facing the unexpected, among others. The technique of improvisation provides the person who practices it with various tools, which can later be externalized in their daily lives.

As any technique, it is necessary to train it constantly and, in doing so, the results show a higher imaginative level, due to its intimate relationship with the creative process that we will see below.

Types of creativity

1. Mimetic creativity

Taking an existing idea and copying it and adapting it to the needs of the moment, to what is being sought or needs to be solved.

2. Bisociative creativity

Part of many ideas or thoughts that may or may not make sense. The key is the ability to order, identify and classify all these ideas to obtain a totally new and innovative concept.

3. Analogical creativity

Identify similarities between things that are totally different. It allows us to compare and relate disparate ideas to find a new solution, especially when faced with unfamiliar problems.

4. Narrative creativity

Ability to tell and create stories with ease and confidence. Includes having the imagination to create a world with different stories and characters that others can understand and grasp the message of each plot.

5. Intuitive creativity

In this type of creativity, the imagination becomes more productive, ideas are born in an easy way and without being influenced by existing ideas or external situations. In some cases the practice of yoga or meditation makes this process easier, people manage to disconnect the mind and new ideas begin to emerge.

In theatrical improvisation, although the main creativity worked is the narrative, it is not the only one, since through the exercises proposed in the trainings, in one way or another the rest of the creativities are worked

Importance of creativity in personal development.

Creativity in personal development combines the individual's own experience with the information received from the outside, giving rise to a unique individual, with an independent way of being.

An individual who trains his creativity has the necessary tools to create, innovate and provide solutions not only to complex issues, but also to his own personal and daily issues.

Creativity, from the point of view of personal development, gives rise to people capable of thinking for themselves, who can create, rather than produce or reproduce. People who take advantage of what is special about them, who know how to make the most of their experiences, their values and their ideas (lamenteesmaravillosa.com).

Theatrical improvisation training, where the development of creativity is fundamental along with other concepts, is allowing them to discover unknown characteristics of themselves and train skills to apply both personally and professionally.



What is creative thinking?

The way of processing information to find original solutions to new challenges in life.

As we have already pointed out earlier in this document, all people have the ability to be creative, although in some individuals, this concept is more developed. But as we have already mentioned, creativity can be trained.

In general, human beings tend to use conventional lines of reasoning. We are already familiar ways of acting, based on past experiences or information received from third parties. But there is, and this is what creativity works on, an infinite range of new alternatives that we rarely explore,

because of the comfort of walking the known path.

But the reality is that the solutions we know well do not always adequately solve the problem or the new situation we are faced with. That is why it is necessary to train creative thinking to find new solutions to the given problems. As the saying goes (popularly attributed to Albert Einstein): **“If you are looking for different results, don't always do the same thing”**.



<https://www.youtube.com/watch?v=MFzDaBzBLO>

In the next video we can see in a practical way how our thinking and learning works.

<https://www.youtube.com/watch?v=MFzDaBzBLO>



That said, we must work on our mind and develop the creative spirit, so that our brain is open to new learning. In this way we learn how to learn.





<https://www.youtube.com/watch?v=8IHgzYMhffA>

1.2 Learning to learn

Learning to learn is more of an **attitude**. The learner must be willing to learn and to do so he/she must go after his/her knowledge in the way that suits him/her best. This means that there is no single way to attain knowledge, but several procedures that can be used to learn.

The need to learn how to learn often arises simultaneously with situations that lead us to a certain problem, which put our skills to the test. From them emerges **the ability to develop learning, knowledge, critical thinking and many other skills essential** for any future situation, whether professional or educational.

For example, this happened throughout the pandemic (Covid19) when the world was forced to **resort to teleworking**. Only then did many people realise how difficult it was for them to use the new technologies, because in their daily lives it was not normal for them to need to use them. It was only when they left their **comfort zone**, their routine, that they detected their **gaps** in relation to this theme. There was then a great **need for adaptation and new learning**.

Contemporary challenges raise great demands for adult learners: learning to learn or developing learning to learn abilities in order to learn faster and more efficient, using newest learning methods, acquiring new skills shaping attitudes, effectively applying innovations in practice and taking responsibility for the results of learning.

In conclusion, lifelong learning is fundamental:

- **Learning something for life;**
- **Reflecting about things;**
- **To talk about different things;**
- **It helps to assimilate new things and to receive information.**

Learning is development, if the one don't learn, this development process stops!

Learning to learn is a process of development and to stop the learning that stops development. Learning to learn means finding the will and motivation to learn. It means the ability to plan the actions; to find motivation to learn; the ability to remind what have been learnt and use this; to be self-directed learner.

The results and positive feedback stimulates learner to learn but also learning from mistakes. Important is the ability to make connection between new and existing knowledge - right timing.

What is a learning plan?

It is a script where contents are correlated with the goals to be achieved, describing methods and techniques to achieve the objectives.

How to draw up a learning plan?

Puede parecer fácil definir las ideas para la composición de un plan de aprendizaje, sin embargo, It may seem easy to define the ideas for the composition of a learning plan, however, when it is time to organise the plan doubts begin to arise.

There are several methodologies for creating a learning plan, so you should choose the one that best suits your reality.

What do I want to learn?	How do I want to learn it?	Who can help me to achieve it?	When do I plan to do it?	Which key competences are more connected with?

It helps for the adult to use a digital tool to develop their plan, since in this way they are training their knowledge in a digital tool at the same time that they plan the next learning.

Creating a learning plan helps us detect our difficulties, define priorities and strategies to overcome them. In this way we can achieve better results.

1.3. Digital Skills

Nowadays, there are few **jobs** where we don't need to deal with the **digital world**, so there is a great need to fight the resistance that many people still have. The **success** of any business is linked to the **ability of employees** to know how to deal with technologies and use them in their favour. This is where digital skills come in.

To be successful in the professional environment, it is essential to have digital skills. This is because they are what will facilitate a **continuous evolution**, as well as adaptation in different realities, such as the need for telework, for example.

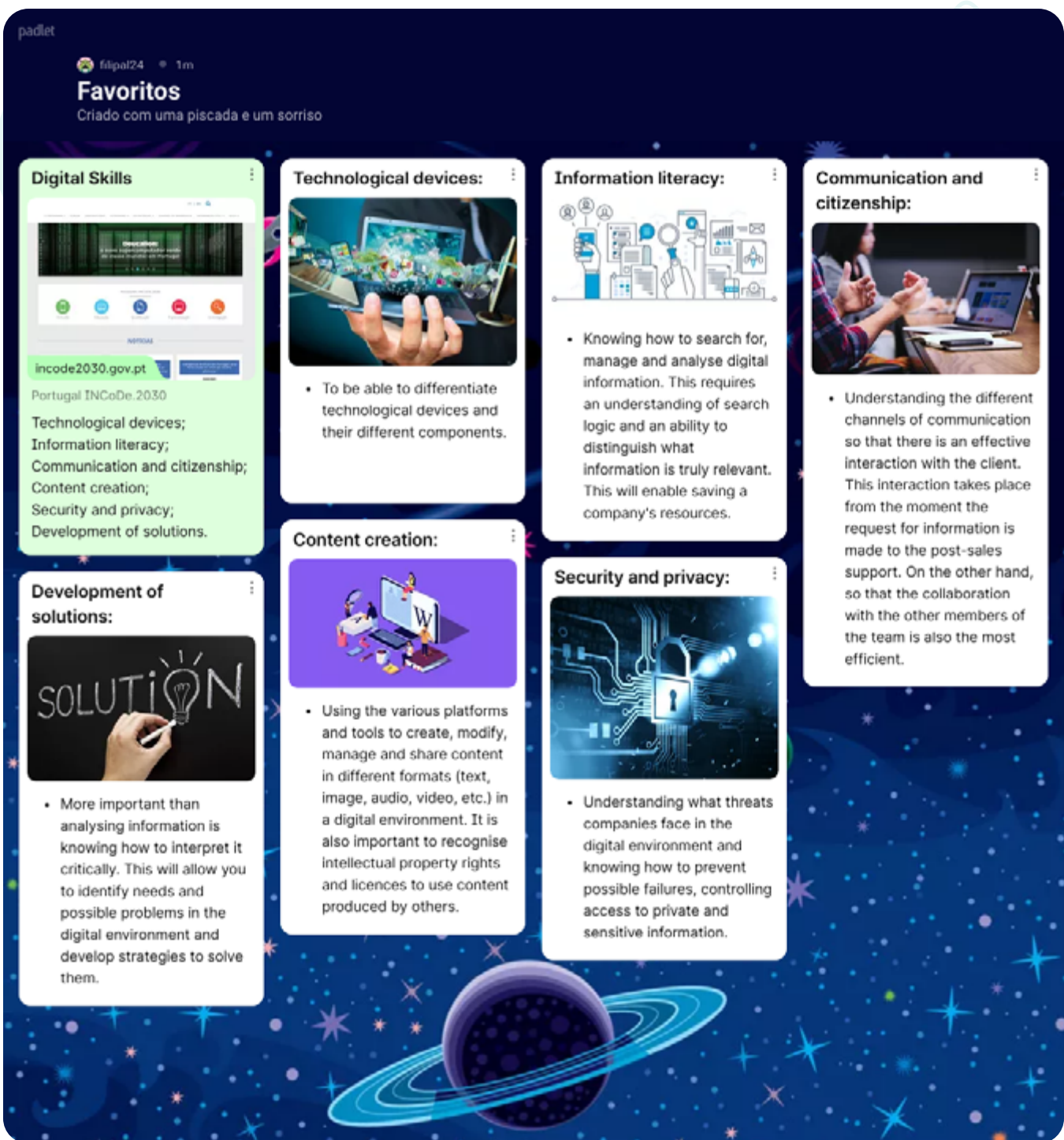
The technological revolution is creating new professions, and workers need digital skills if they are not to be left behind. The European Centre for the Development of Vocational Training (Cedefop) predicts that in the near future, 90% of vacancies in Europe will require some kind of digital knowledge.

Digital competence is not just about learning how to use a particular programme. It means having a set of skills and attitudes that allow an ease in dealing with various devices, systems and digital platforms. This is so that each person has more autonomy and versatility, whether at work or even in their personal life.

The labour market demands digital skills and workers who master, in addition to other languages or their academic speciality, the essential tools to develop fluently in technological era. We are talking about knowledge about electronic devices, networks, cyber security, communication systems or data analysis, among others.

Digital skills are thus divided into several areas which you can check here:

<https://padlet.com/filipal24/Bookmarks>



The tool we have just used to look at the main areas of digital skills is Padlet.

The most sought-after digital skills in the working world are:

- ☀ **Cybersecurity;**
- ☀ **Customer service;**
- ☀ **Web positioning;**
- ☀ **Marketing;**
- ☀ **Specific software;**
- ☀ **Social Networking;**



- ☀ **Digital image and video editing;**
- ☀ **Cloud technology and e-commerce.**

Have you heard of Cloud technology and e-commerce?

Cloud technology and e-commerce are not very old digital tools. Both emerged in the early 2000s, gaining notoriety with the evolution of the internet and today, even without us realising it, they are in our daily lives when we surf the web.

Cloud Computing is the technology that uses large remote structures to store data, run projects, and maintain corporate systems at various scales through internet connectivity. It can be anything from software that you access through an address, such as gmail.com, for example.

In the next submodule we can see how to learn to learn on various topics, including digital skills.

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MODULE 2: Functional literacy in the framework of ICTs

Introduction

As a society, we are encouraged to believe that more people than ever are technologically literate and connected through an array of smart devices on a daily basis. Particularly during the pandemic, it appeared as if everyone was online and learning new digital abilities. With the pandemic raging through 2020 and 2021, many businesses, public services and entertainment companies raced to put their products, services, advice, and procedures online. Increasingly, people's social lives, leisure time, medical or health services and communication with loved ones have moved online. But, without the appropriate aptitudes in digital technology, how can people access these services to overcome the challenges of entering a whole new digital world?

In this module we will offer the basic concepts about the important ICTs for everyday life and how to improve the knowledge about different platforms, apps, and digital resources that facilitate basic procedures.

Defining ICT and Functional literacy

2.1 What is ICT?

Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include **computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, visio/video-conferencing, etc.)**. ICT has become an integral part of everyday life for many people. It increases its importance in people's lives and it is expected that this trend will continue, to the extent that ICT literacy will become a functional requirement for people's work, social, and personal lives.

Components of ICT

The term information and communications technology (ICT) is generally accepted to mean all technologies that, combined, allow people and organizations to interact in the digital world.



2.2 What is Functional Literacy?

Functional Literacy refers to the capacity of a person to engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development. Functional literacy is about developing and enhancing the skills our whole society needs to function. If we don't have individuals with mathematical knowledge, reading and writing skills, or analytical abilities, we cannot have functioning communities, businesses, or governments. One of the functional skills that make society perform for efficiently is computer skills- the ability to use computers. This skill set can range from using applications like email, word processors and spreadsheets to advanced knowledge about programming and computer science. We also have to contend with digital literacy, information literacy and data literacy.

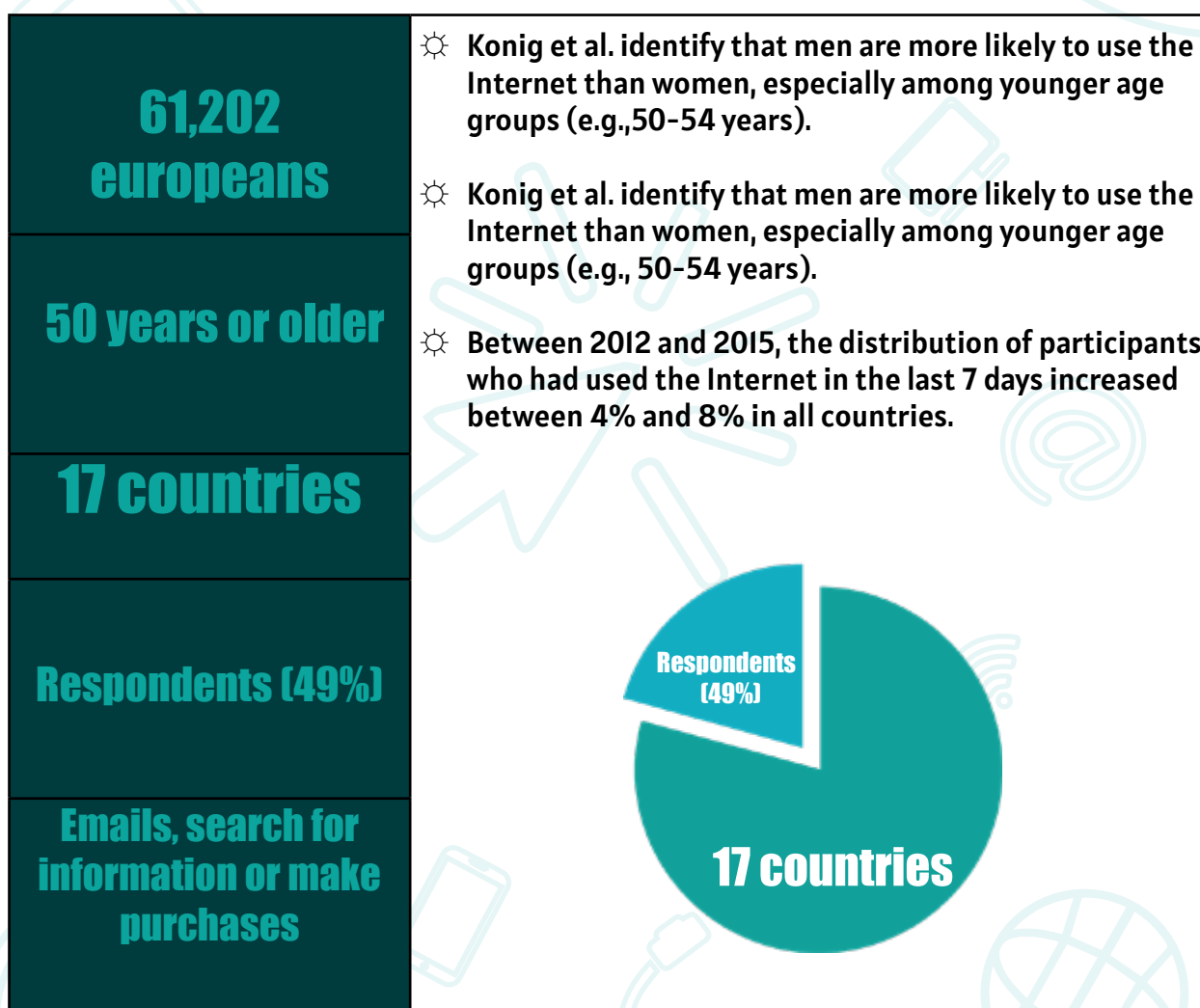
2.3 Glossary about ICT

- Ⓒ **Address bar:** The address bar is at the top of your web browser (such as Internet Explorer or Google Chrome). It's where the address of a webpage (or URL) appears. You can type a web address straight into the address bar.
- Ⓒ **Apps (applications):** A type of computer program that you can download for your computer, tablet, or mobile phone. There are hundreds of different apps available that do lots of different things, from playing games and puzzles, to allowing you to access your bank account. You download apps from Google Play Store if you have an Android phone or tablet, or the App Store if you have an Apple device.
- Ⓒ **Browser:** The computer software or app you use to access the internet. Examples include Internet Explorer, Google Chrome and Safari.
- Ⓒ **Cookies:** Most websites pop-up with a message asking you to 'accept cookies'. A cookie is a small piece of data that is stored on your computer, smartphone or tablet when you visit a website. They allow the website to track information about your activity on the website, such as how many times you have visited and how long you spent on the website. You don't have to accept cookies, but it might mean that you can't access some websites.
- Ⓒ **Data allowance:** It uses mobile data, measured in megabytes (MB) and gigabytes (GB), to use the internet on your phone or tablet if you aren't connected to Wi-Fi. Most phone and tablet contracts have monthly allowances for data usage. Once you use up your allowance, you might get charged for additional usage, or you might not be able to use mobile data until your allowance renews the next month.
- Ⓒ **Link (or Hyperlink):** Text, an image, or a button that you can click or tap on in order to access a website. The link may be blue in colour and underlined and may include wording such as 'click here for more information' or 'find out more'.
- Ⓒ **Log in:** If you have set up an online account for anything including email, banking, shopping or social media, you will need to use a username (often your email address) and password to access the account. This is known as logging in.
- Ⓒ **Phishing:** An attempt at identity theft in which criminals direct users to a fake website to trick them into disclosing private information, such as usernames or passwords.
- Ⓒ **Scroll :** To move text or other information on a computer screen up, down, or sideways, with new information appearing as the old disappears.



- ☞ **Search engine:** Search engines enable you to find websites and ask questions on the internet. Popular search engines include Google and Bing. You can type in some keywords to find out information or access websites. Someone might tell you to 'google' something, which means to look up information online using a search engine.
- ☞ **Social media:** Social media, or social networks, are online communities where you can connect with friends, family and other people who share your interests. Examples include Facebook, Twitter and Instagram.
- ☞ **Spam:** A commercial email that you did not request, also known as junk mail.
- ☞ **Tab:** Tabs are at the very top of your internet browser. You can click on the '+' symbol to open a new tab, where you can visit a different website without losing access to the webpage, you're on. Some apps might also have tabs at or near the top, which you can click or tap on to switch between different parts of the app.
- ☞ **Viruses:** Programmes that spread from one computer to another by email or through malicious websites. They can slow your computer down, display unwanted pop-up messages and even delete files.
- ☞ **Wi-Fi:** Wi-Fi is the wireless technology used to connect computers, tablets, smartphones and other devices to the internet.

2.4 Data and Information



A SHARE-based study explores the drivers of Internet use among Europeans aged 50+. The access to and use of new technologies is becoming ever more important for all generations. **But how often do older people use the Internet and its resources?** Researchers from Switzerland and Germany take on this question and explore the factors driving Internet use among Europeans aged 50+. König et al. base their analysis on data from the sixth wave of the Survey on Health, Ageing and Retirement in Europe (SHARE). The study population includes 61,202 Europeans aged 50 or older from 17 countries.

Nearly half of the respondents (49%) use the Internet – for e-mailing, searching information or making purchases. König et al. state that this proportion is considerably varying between countries, with respondents from Northern and Western countries (e.g. Denmark, Sweden, Switzerland) being far more often online than older people from the Southern and Eastern parts of the continent (e.g. Croatia, Greece, Poland). The immediate circumstances one lives in also showed to be influencing the likelihood of Internet use. Living in an urban area and having a partner who is a frequent internet user stimulate the use of the web. Still, individual circumstances also contribute to the frequency of Internet use.

König et al. identify that men are more likely to use the Internet than women, especially among younger age groups (e.g. 50–54 years). Furthermore, good health and well-being, higher education and socioeconomic status, better familiarity with new technology, especially through work, serve as factors increasing the personal Internet use. On the contrary, retiring from work appears to be decreasing one's frequency of going online. Overall, the authors observed an increase in the Internet use among older Europeans over time.

Between 2012 and 2015, the distribution of participants who had used the Internet within the past 7 days increased by 4–8% in all countries.

2.5 Technology and Society

The idea of **technological determinism** appeared in the latter half of the 19th century and has been a prevailing popular sentiment ever since, moreover numerous works of scientific importance also bear its marks. Its existence has significantly contributed to the endurance of some technology related misunderstanding. Technological determinism argues that technology is the principal driving force of society determining its mode of operation, development, course of history, structure and values in a decisive manner.

Converse effects are taken into account to a limited extent, fully disregarded or disclaimed. Technological development is thought to be propelled by the logic of science alone. Both technology and society are co-related, co-dependent, co-influence with each other. Technology lays an impact on society, including the potential for society to progress or decline, in both good and bad manner.

Our society is shaped by technology, which has both beneficial and harmful consequences. Human societies and technology have grown inextricably linked since technical systems like mobile phones, computers, TV, etc. are produced by humans and reflect the very basis of a population's needs and lifestyle.



2.6 Activity

Think of a question you would like an answer to. Use a search engine (e.g. Google) to find an answer.



3. The importance of ICT in everyday life

3.1 Networked devices in everyday life

IT systems are embedded in many everyday experiences and we have become so used to this that we hardly even realize we are using them. Whether we are aware of it or not, we are surrounded by networks through which information constantly flows. Our notions of time and place are changing. The world seems to have become a 'global village' where distance is no longer a barrier to commercial or social contact.

The terms information society and network society have been used to analyze the social and economic changes that are taking place along with technological advances. One of the discussions about IT concerns whether changes in society are driven by technological development or whether technologies are influenced and shaped by the society that produces them. This is a complex debate but an interesting idea to think about. On the one hand, if technologies are shaped by social conditions, they will inevitably reflect the values and norms of the particular society in which they are created.

On the other hand, if we believe that technology determines the way society develops, then we can feel very helpless and fatalistic. You could also think about this at the level personal. En su vida cotidiana, probablemente habrá experimentado



it happens to you. However, technologies are also shaped by the people who design and create them.

Societies and individuals can also control or influence how technologies are used. It seems like every month new mobile phones come out with extra features and the incessant advertising tries to persuade us that we need to have the latest version. However, as a consumer, you have ultimate control over whether or not you choose to purchase one. Some network devices that we use in our daily lives are computers, mobile phones, the Internet, tablets, Wi-Fi, ATMs, smart watches, and many more.



3.1 Digital Resources for Basic Procedures

To truly appreciate the importance of IT systems in our daily life we need to take a look at the major areas in our daily life that it can facilitate.

3.2.1 Accessing Information

Not only are there daily news updates available online, but access to information by anyone has become a simple process. One of the main and necessary uses of the Internet is a way of finding information, obtaining and processing information on the Internet. There are millions of web pages that provide free information and a search engine is one way to find the website you are looking for.

How to find information online? What are the ways to search for things online? What are “Keywords”? How not to get lost with the information available online?

These are some of the main questions of someone searching for information online.

What are the ways to search for things online?

The search engine: The gateway to the world of the internet, whether on your computer at home, or from your smartphone. To find what you are looking for in the large amount of content on the internet. There are search engines. Search engines are comparable to a type of information that searches the internet for you. The search engine provides you with the answers to your search in the form of Internet page references, which are so-called “links”.

How not to miss out on the information available online?

If search engines like Google do a lot for us, and already provide surprisingly good results with just a few search terms, you need to be familiar with the basic search options for your search to be successful. Keyword research is a search engine optimization technique that is used to identify the search terms that people type to locate information on a certain topic. This can be done through a variety of different methods.

Ask yourself what The key terms are important for your search and combine them with each other. Here are some tips on how to use keywords effectively.

1. **Concise keywords - Long phrases are not only unnecessary, but also do not offer additional guarantees at the level of results.**
2. **Be specific about what you're looking for - type more than one word, eg Holidays in Athens.**
3. **Do not ask questions, if you want to know the weather tomorrow, enter: Weather Tuesday**
4. **Use quotes if you are looking for a specific quote. Example: "I can't help but fall in love"**
5. **Use lowercase letters.**

How to safely browse the Internet without losing the experience of doing so - YouTube

Online security


<https://www.youtube.com/>

The subject of internet security is difficult to handle even for experts. Browse the web with a web browser and find interesting information. Sending and receiving emails. These are the basic possibilities offered by the Internet. Hackers and Virus writers can infect your computer if you set a low security level in your email application and web browser.



They can do this by sending a malicious email or by enticing you to visit a malicious site.

Fraudulent information is often based on links in emails, websites, or chat that appear to come from a service you trust, such as your bank, credit card provider, or social network. The goal of social engineering is often to silently install spyware and trick it into revealing your passwords or other financial or personal information. Never respond to unsolicited prompts to update your account information!

From: GlobalPay <VT@globalpay.com> 
 Subject: Restore your account
 Date: February 7, 2014 3:47:02 AM MST
 To: David

Hide

1 Attachment, 7 KB

Save ▾

Quick Look

Dear customer,

We regret to inform you that your account has been restricted.

To continue using our services please download the file attached to this e-mail and update your login information.

© GlobalPaymentsInc



[update2816.html \(7 KB\)](#)

3.2.2 Financial services and transactions

Every time you use a **credit or debit card**, the store uses a terminal connected to other computers through a network. Your identification details are automatically transferred from your card to your bank or credit card company for verification, and your balance is adjusted accordingly. It also applies

if you are buying online or by phone (when reserving a movie ticket for example). ATMs allow you to check your bank balance or withdraw cash from anywhere in the world. The machines are networked to a central computer, which keeps records of your account in a filing system known as a database.

Many banks also offer Internet banking services, minimizing the need for customers to visit a branch. Saving time and the possibility of making purchases at any time of the day or night are also very important. Here it is also important to take into account some rules:

- ⌋ **Check the credibility of online stores (via store reviews, discussion forums.)**
- ⌋ **Keep your device secure and up to date.**
- ⌋ **Use an antivirus**
- ⌋ **Check that your internet connection access is secure.**
- ⌋ **Do not enter private information from an untrusted store**
- ⌋ **Please read the terms and conditions before ordering.**

3.2.3. Socialization and communication

Sharing information quickly and easily around the world **crosses language and geographic barriers and allows people to continuously communicate with each other.** Share images and videos online or just a thought for the day. From sending messages to someone who lives on the other side of the map, the use of IT has made it possible to connect through internet rooms and open source applications. Online communication through the internet is very popular. Previously, sending email was one of the fastest communications. Now we can communicate in real time. The only lag is due to keyboard control practice or the speed at which we speak.



We can use tools like **Skype, Whatsapp, Messenger and others.** The biggest risk we can take on the internet is the **loss of privacy.** Keep in mind that what we post online can usually be undone and deleted. Information and passwords can be stolen

General contact online creates continuity in relationships, allowing frequent interaction that was not available in the days when letters or long-distance phone calls provided the only connection to distant friends and loved ones. Online communications provide **intellectual stimulation,** keeping seniors in touch not only with friends and family but with the world at large. These technologies can be a lifesaver for those with health issues that keep them confined at home.

Passwords

Passwords are keys that are used to access different types of accounts, whether on a computer, corporate network, services, companies and other online portals. If this data is stolen by criminals or other malicious users, they can access accounts and cause significant damage. These include, for example, gaining control of the computer, transferring money from a bank account, making online payments on behalf of the account

owner, identity theft and misuse for various types of crimes.

People don't like passwords. They must remember them by trying to use simple passwords, constantly repeating passwords. When they use them wrongly they are surprised and do not understand what happened. We must be able to use the computer keyboard which is a strong password. **The password must contain capital letters, numbers and special characters**, and when the user cannot use the keyboard, it is difficult to use these characters. **Do not share passwords with anyone, do not send passwords by email, messages or other communications!**

3.2.4. Entertainment

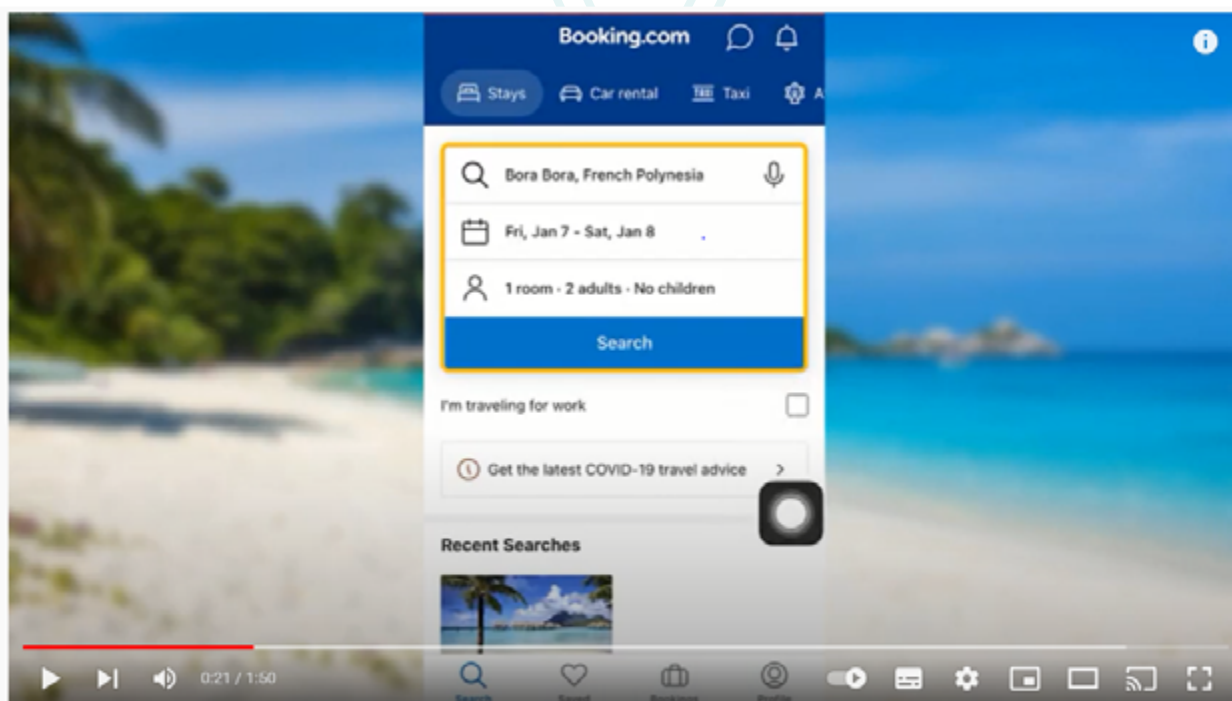
Digital media has transformed the entertainment industry in recent years. It has changed the way studios spread marketing content, artists engage with fans, and consumers engage with their content. Media entities have a digital presence and on social networks. Digital media have restructured working models for the music, television, film, and publishing industries.

As a result, **TV shows** and **movies** have gradually adopted the **on-demand mode** in all electronic devices. On the other hand, newspapers, magazines, books, and other publications are now available on interfaces like smartphones and tablets. People now have access to all kinds of entertainment resources like streaming music, movies, TV shows, podcasts, youtube, online app download. In addition to these resources, we have access to services that provide us with a more accessible and faster participation in experiences such as online reservations for travel, concerts, cinema, wellness, beauty and much more.



Here is an example on how to book a hotel through Booking.com:

https://www.youtube.com/watch?v=rEXXHxwaWOk&ab_channel=HowToGeek



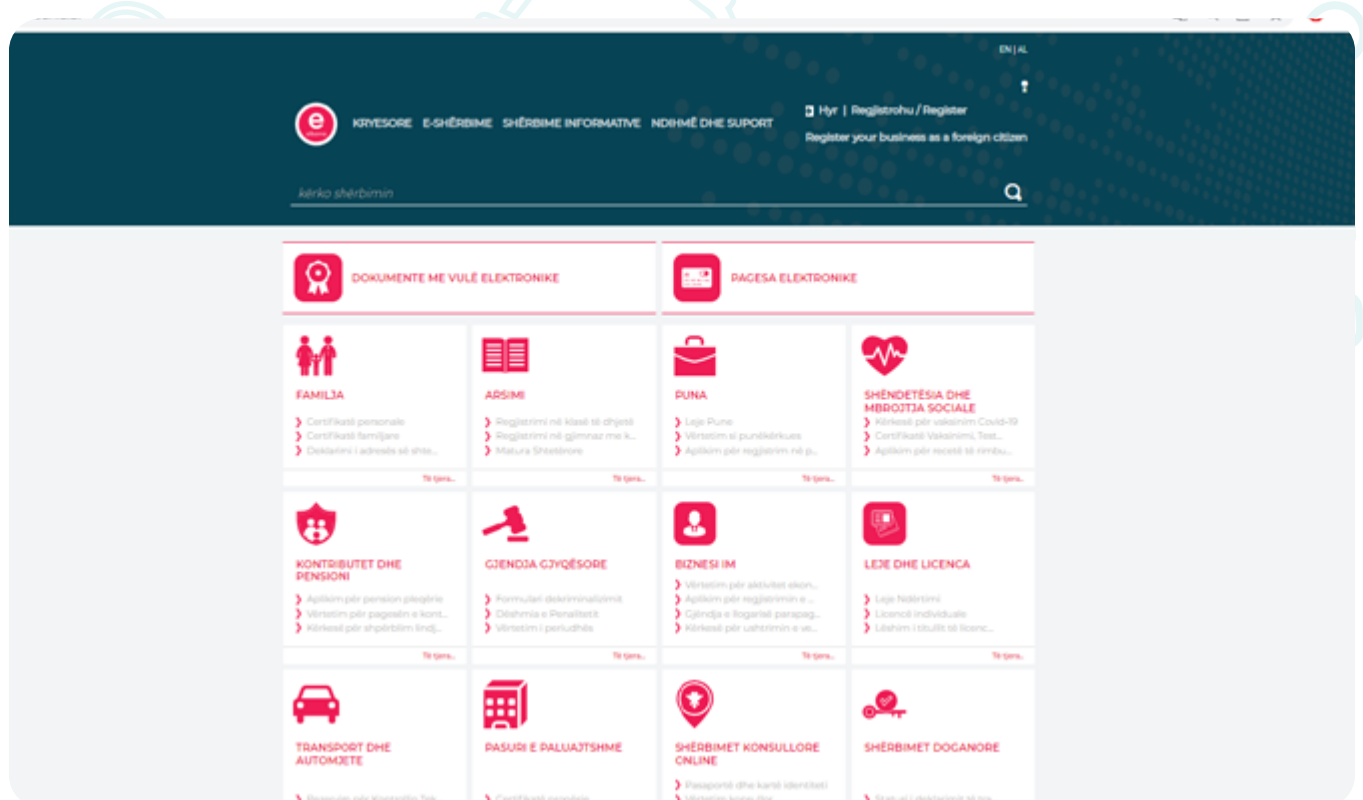
How to Book a Hotel Room on Booking.com

1,511 views · 26 Dec 2021

18 DISLIKE SHARE DOWNLOAD SAVE ...

Effective digital or eGovernment public services can provide a wide variety of benefits. These include more efficiency and savings for governments and companies, greater transparency and greater participation of citizens in political life. ICTs are already widely used by government agencies, but e-government involves more than just the tools. It involves rethinking organizations and processes, and changing behavior so that public services are delivered more efficiently to people. Well implemented, government enables citizens, businesses, and organizations to conduct their interactions with government more easily, quickly, and affordably. The government can achieve the use of information and communication technologies in all facets of the operations of a government organization, such as paying taxes, bills, fines, applying for certificates, licenses and social protection programs, registering on websites of public services and have a common goal. Database and more.

Here is an example of how E-Albania works primarily as a catalog and repository for services and information from all government branches. A "single window" also allows citizens to pay taxes and other fees.



3.2.6. Health & Wellness

Since the 1990s, access to health information has increased due to the development of information and communication technologies (ICTs), in the 2000s electronic health (e-health) defined the use of ICTs emerging markets, especially the internet, to improve or enable medical health care.

Today, eHealth has expanded to include content services, health care providers, health care consumers, and other systems. Therefore, the need for e-health has increased through the use of ICTs and the role of e-health in requesting information is increasing more and more, acquiring a certain relevance.

Older adults can use the Internet to help manage their health, make health-related decisions by searching for health information, communicating with medical professionals, seeking health services, and participating in health programs. Additionally, instead of meeting with healthcare professionals for limited information,

real-time hospital appointments, consultations, and confirmation of medical results online as of today are also available.

3.2.7. Education

Now more than ever, online learning allows older adults to continue their education, immerse themselves in their interests, or learn something completely new. When it comes to online courses there are a variety of benefits and the options for the types of courses to choose from are truly limitless. Thanks to modern technology and digital communication tools, many education providers, including lifelong learning entities, have been able to fully or partially transition to online learning.

As we get older, we may not be able to be as independent as before, for example: driving, shopping, going to the movies, theater, seeing friends, but with online learning we can continue to be active and learn new ways to maintain a healthy brain. Due to the existing online platforms today, without a doubt you will be able to find the information on those specific topics that you are looking for.

Take a look at some of the widely acclaimed educational platforms that might be helpful

- ☀ LinkedIn Learning
- ☀ YouTube
- ☀ EdX
- ☀ Coursera
- ☀ Skillshare
- ☀ Udemy
- ☀ Duolingo

3.3 Activity

-
- Check your passwords that you use to log in to emails, social networks, etc. Do you still think they are strong enough and well chosen? Try to create a really strong password.
-

4. Digital skills and their importance in everyday life

4.1 What are digital skills?

Digital competencies are defined as a range of skills to use digital devices, communication and network applications, communication and network applications to access and manage information. These allow people to create and share digital content, communicate, collaborate, and solve problems for effective and creative self-fulfilment in life, learning, work, and social activities in general.

Entry-level digital skills, that is, the basic functional skills required to make basic use of digital devices and online applications, are widely considered a critical component of a new set of digital literacy skills, with skills traditional reading, writing and arithmetic.

The DigComp identifies the key components of digital competence in 5 areas, which are shown below:

Information and data literacy: Articulate information needs, to locate and retrieve data, information and digital content. To judge the relevance of the source and its content. Store, manage and organize data, as well as information and digital content.

Communication and collaboration: Interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. Participate in society through public and private digital services of participatory citizenship. Manage your own digital presence, identity and reputation.

Digital Content Creation: To create and edit digital content to enhance and integrate information and content into an existing body of knowledge while understanding how copyright and licenses apply. Know how to give understandable instructions for a computer system.

Security: To protect devices, content, personal data and privacy in digital environments. Protect physical and psychological health, and learn about digital technologies for social well-being and social inclusion. Be aware of the environmental impact of digital technologies and their use.

Problem solving: Identify needs and problems, solve conceptual problems and problematic situations in digital environments. Use tools to innovate processes and products. To keep up with digital evolution.

4.2 How can I improve my knowledge of digital tools for everyday life?

Ensuring the digital inclusion of older adults means overcoming five key barriers such as: access, installation, knowledge, design and trust. Providing low-cost, high-speed internet and devices, along with installation and support, is critical to addressing connectivity.

Consumers need digital literacy programs and up-to-date information on relevant technology.






				
Design and User Experience	Awareness and Interest	Cost and Acquisition	Installation and Adoption	Trust and Privacy
Is it easy to use?	Why should I be interested in this technology?	Can I afford it?	How do I integrate it into my life?	Are my personal data secure?
Was it designed for people like me?	What new products exist?	How do I buy it?	Who can help me if I run into problems?	Are there any known privacy or identify theft issues?
Did they conduct UX testing with people like me?	Should I care?	How do I select the right product?	How difficult is it to set up?	What personal data does it collect?

Figure 2. Barriers to technology for older adults

The technology itself must be designed in an inclusive way for all, taking into account the unique needs of older adults. Finally, people must have confidence that their privacy and personal data will be secure and used ethically. No entity can solve these challenges alone, so collaboration and a public-private approach are essential to achieve digital equity.

4.3 Activity

Take this quiz and find out where you stand on the digital competition wheel:

<https://digital-competence.eu/dc/>

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MODULE 3: Digital competence for job search

1. Face-to-face and digital job search: the main differences, advantages and disadvantages

Virtual interviewing became essential in 2020 for most companies when in-person job interviews were suddenly stopped due to social distancing regulations.

Online recruitment opens up the door for a whole new means of communication. You can keep in contact with people via email, through job posting websites, or through video calls. With the current technology, interviews hardly take any time or effort.

Anyway, not everyone is convinced, face to face interaction is still valued by a lot of organisations, many companies still have on-site interviews, valuing personal interaction and evaluation

Experts believe a combination of the two interviewing methods will be the way recruiting and hiring is done post-pandemic as traditional hiring practices make a comeback alongside recently adopted virtual processes.

ADVANTAGES OF DIGITAL JOB SEARCH AND RECRUITMENT:

- ⌚ You can send applications to recruiters all over the world;
- ⌚ You can send more applications;
- ⌚ Saving time and money for the process.

DISADVANTAGES:

- ⌚ You must take into consideration the possibility of relocating when you apply for offers in different cities or countries;
- ⌚ More candidates will apply for online job offers;
- ⌚ Less personal interaction and communication with the recruiter, which can affect their perception of you.

TIPS:

- ⌚ Check your internet connection and set properly your technical equipment before any direct communication with the recruiter;
- ⌚ Adapt your resume to the job position you are applying for;
- ⌚ Indicate the role you want to apply for when writing to recruiters or employers, and mention if you are applying for a specific job offer.

How to prepare yourself for a video interview

2020 with the Covid-19 epidemic was the turning point (at least in Italy!) for the widespread use of tools to make video calls for every possible purpose. And so, if previously there were few recruiters who interviewed remotely, usually for large multinationals job positions, nowadays it is no longer so rare to show up remotely for a job while sitting comfortably at your desk.

In particular, even companies not far from the candidate can choose this method at least for the first screening of the people who have sent the application form.

However, physical distance hasn't changed the idea that first impressions are what matters, so even if remotely, you need to be careful to present yourself to the interviewer in the best possible way.



Source: pixabay.com

Preparation is key!

This includes **preparing your content as well as preparing both mentally and physically** maybe with warm up exercises.

To help you face your first online job interview follow these tips:

- ☀ You will likely be asked to provide your Skype contact in advance, make sure you have a professional nickname. Or if you have a link to enter an online platform, for example Zoom, try it before to get familiar with it and be ready to correctly access at the set time.
- ☀ Choose the best room to isolate yourself (you can also use headphones to focus better on the conversation), you have to make sure no one enters in it. As a background you should opt for a bookcase or a white wall, and pay attention to the lighting, preferably using an artificial and

- ☀ adjustable light to avoid annoying reflections. Always keep a pen and paper close at hand to take notes and all application documents, included your resume.
- ☀ Put your cell phone on silent mode and give/ask for a telephone number in order to get in touch with the interviewer in case of problems or unforeseen events.
- ☀ Dress carefully, choosing clothing suitable for the context and situation. For the video call interview you can also opt for an informal style, as long as it is adequate. For women, yes to makeup, but discreet and suitable for the occasion.
- ☀ Be on time! Connect early and be ready to answer the call. The advice is to always wait for the interviewer to call you.
- ☀ During all the conversation try to remain courteous and professional.
- ☀ Let your interlocutor speak, listen to him without interrupting him and do not be afraid if there is a few seconds of silence, the same must be done if it is an interview with several candidates at the same time, it's better a few seconds of uncertainty rather than crossing the voices with the others.
- ☀ Thank you for the time that has been dedicated to you and ask for feedback discreetly, asking, for example, what the company's timing might be to evaluate the interview and what are the next steps.

Pay attention to body language

An aspect to take into consideration also in the online interview is that of body language. What we don't say in words can be conveyed through the gestures of our body and create a discrepancy between what we are saying and what we are thinking. For this it is necessary to focus on gesticulation and body control before switching on the camera.

To keep in mind:

- ☞ Look in the right direction, ie towards the webcam
- ☞ Do not play with your hair, pens or diary, avoid keeping your arms crossed or assuming wrong postures. Try to stay composed but not rigid.
- ☞ Hands: remember that you are on video and that the space your interlocutor sees is reduced, so avoid raising your arms or moving them too much. But do not give up to emphasize the concepts with small gestures in the direction of the camera.

Golden advice

Try to simulate the interview with your friend as a recruiter or better sitting in front of a mirror, in this way you can also **correct your posture and do a self-assessment.**

Finally, we share with you this infographic on the benefits and perspective of candidates in relation to the video interview.

Insights into Video Interviewing; A Candidate's Perspective

Initial First Impressions



Excited/ Pleased/ Seen as an opportunity



Apprehensive / Nervousness / Unsure

What device?



Computer preferential opposed to a mobile or handheld device

Preferred location?



In the comfort of their home

Benefits of Video Interviewing

- Communication increases candidate satisfaction-
- New experiences gained
- Increased candidate engagement
- Improved candidate experience



Opportunity to show personality without added pressure of interview panel



Unconscious bias removed



Communication increases candidate satisfaction



Completed at a time suitable to the candidate, equally reviewed by a recruiter when convenient

http://adri2.hubspot.net/hubfs/433227/200K_WhitePaper_PDF/200000_Sonru_White_Paper.pdf

Source: tribepad.com



Co-funded by the
Erasmus+ Programme
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2. How to prepare yourself for the online/digital job market

2.1 Europass: a free, personal tool for learning and working in Europe

WHAT IS EUROPASS

Visit the website: <https://europa.eu/europass/en>

The Europass platform can help you to take the next step in your learning or career by:

- ⌚ Helping you reflect on your current skills and experiences;
- ⌚ Presenting you with tailored and trusted learning and job opportunities across Europe;
- ⌚ Simplifying the writing of CVs and Cover Letters through editable templates;
- ⌚ Providing you with accurate information on working and learning in Europe;
- ⌚ Giving links to appropriate support networks.

With this, the European Commission supports you in reaching your full potential and finding opportunities across Europe that match your skills and experiences.

Among the Europass tools that you can create and use there are:

- ⌚ **Europass CV:** one of the best-known CV formats in Europe. It is easy-to-use and familiar to employers and education institutions.
- ⌚ **Cover letter:** a document to send with your CV for a job application.
- ⌚ **The European Qualifications Framework:** The EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions.

The platform and all tools are available in **29 European languages**, which you can easily select by clicking on the top right menu of the website.

The screenshot shows the top of the Europass website. On the left, there is the European Union flag and the text 'europass European Union'. On the right, there is a language selection dropdown menu with 'EN English' selected and highlighted with a red box. Below the header, there is a navigation menu with links: 'europass', 'Europass tools', 'Learn in Europe', 'Work in Europe', 'About Europass', and 'Stakeholders'. A 'Login to Europass' button is located on the right side of the navigation menu. The main content area features a large banner with the Europass logo and the tagline 'Take the next step'. Below the banner, it says 'Your free, personal tool for learning and working in Europe'. On the left side of the banner, there is a vertical list of links: 'Create CV', 'Create Cover Letter', and 'Test your digital skills'. At the bottom of the page, there are three logos: the European Union flag with the text 'Co-funded by the Erasmus+ Programme of the European Union', the 'Iniciativa Internacional Joven' logo, and the 'Carry on-line' logo.

Select your language

български	Deutsch
français	română
Gaeilge	eesti
hrvatski	slovenčina
italiano	slovenščina
latviešu	ελληνικά
lietuvių	English ✓
magyar	suomi
Malti	svenska
español	српски језик
Nederlands	íslenska
polski	македонски јазик
čeština	norsk
dansk	türkçe
português	

2.2 ACTIVITY: CREATE YOUR PROFILE

When starting to use the Europass platform, we suggest you to create your profile.

europass European Union

English

europass | Europass tools | Learn in Europe | Work in Europe | About Europass | Stakeholders

○ Create CV
○ Create Cover Letter
○ Test your digital skills

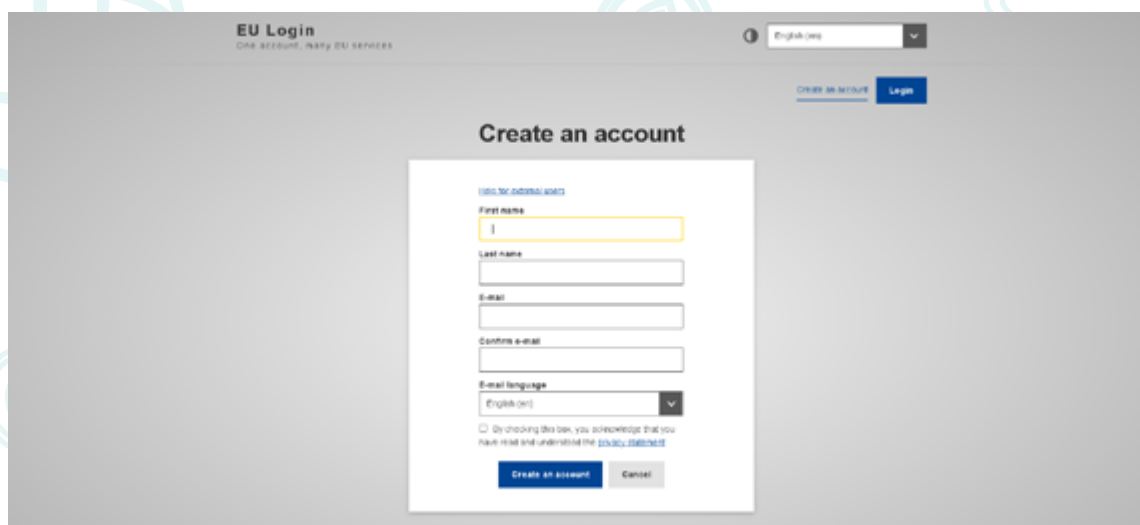
europass
Take the next step

Your free, personal tool for learning and working in Europe

Create your free Europass

Login to Europass

When you click on Login to Europass, you will be requested to login or to create an EU Login account. Here you can register with your first name, last name, e-mail and choose your language. Check the box for the privacy statement and click on "Create an account".



You will be then able to start creating your Europass profile or the different tools available, such as the CV or cover letter.

2.3 ACTIVITY: CREATE YOUR CV

Once you have completed your Europass profile with information on your education, training, work experience and skills, you can create as many CVs as you want with just a few clicks. Just select which information you want to include, pick your favourite design and Europass will do the rest. You can create, store and share CVs in 29 languages. You can download your Europass CV, store it in your Europass Library, share it with employers or other job boards.

Watch this tutorial for the creation of your CV:

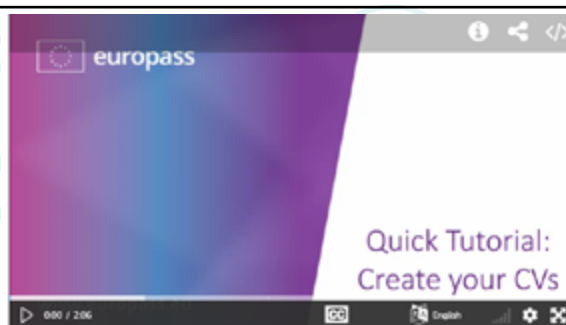
Quick Europass tutorial: create your CVs:

<https://audiovisual.ec.europa.eu/en/video/I-193054?lg=EN>

2.4 ACTIVITY: CREATE YOUR COVER LETTER

What is a cover letter?

A cover letter is a document you send with your CV (traditionally as the front cover or in the e-mail text). You should write it specifically for the job position you're applying for, highlighting certain areas you think would make you right for the role.



- ⌚ It should include the following things:
- ⌚ Your personal details (e.g. name, address, phone number, e-mail address);
- ⌚ The hiring manager's name (if you have it) and the details of the organisation you are writing to;
- ⌚ Where you found the vacancy;
- ⌚ Why you're suitable for the job;
- ⌚ Closing statements.

EXAMPLES OF COVER LETTERS

Tyler Vader

● Terryw, Inc.
Madrid
Spain

555-555-5555 ●
hello@kickresume.com

● 25/10/2019
Application for the position of Associate Sourcing Manager

Dear Sir/Madam,

With a great interest, I am writing in response to your advertisement for an Associate Sourcing Manager job at Terryw, Inc. which has been published and advertised on LinkedIn.com. Having extensive knowledge of business administration, exceptional work ethic, and strong determination to meet or surpass all targets and goals, I believe I could be a great contribution to your team and company.

My name is Tyler Vader and I am a fresh Supply Chain and Operations Management graduate with a master's degree from the University of Wisconsin - Milwaukee. Not only I was engaged in multiple clubs and societies but I also won the Academic Excellence Award for being a top achieving student. Moreover, I worked on multiple group and individual projects which helped me to develop important teamwork skills and the ability to remain calm in stressful situations. Also, I served as a Class Representative for one year which was an exceptional experience to further improve my leadership skills.

In addition, I worked as a Business Development Intern at two organizations during the summers. At these companies, I had a great chance to participate in the creation and implementation of new business processes and procedures and collaborated with the best industry professionals from around the globe. Finally, I am a hard-working and dedicated professional with a deep interest in technology and science. That being said, I think that the combination of my education, experience, and qualities make me an ideal candidate to fill this position. Feel free to contact me if you require any additional information.

Thank you for your time and consideration.

Kind regards,


Tyler Vader

Source: kickresume.com



Co-funded by the
Erasmus+ Programme
of the European Union





Nombre Apellidos Empresa
Calle Nombre de la calle, nº Pta.
Código postal Pueblo Ciudad
CIF
Teléfono

Lugar, fecha

Estimado/a Sr./Sra.,

Mi nombre es “Nombre Apellido”. He decidido a contactar con ustedes por (motivación personal para escribirles esta carta). Una vez finalizados mis estudios de (titulación) en (nombre del centro), busco donde profundizar y aplicar de modo práctico los conocimientos adquiridos.

Estoy muy interesada/o en trabajar en el (área profesional que te gustaría ocupar). Con mi formación y especialización académica creo que podría serles útil a la hora de mejorar (qué aportaría tu perfil - juventud-aprendizaje-facilidad de adaptación). Por lo que sé, en el desarrollo de su empresa (mostrar que conoces o has hecho un seguimiento de la empresa) y estimo que (destacar cuál sería tu aporte para la empresa). Además, aunque este sería mi primer puesto de trabajo, anteriormente, he tenido la oportunidad de hacer prácticas en (lugar), donde aprendí a (describir conocimientos aprendido relacionados con los intereses de la empresa).

Una oportunidad como ésta sería para mí, no sólo un paso más en mi desarrollo profesional, sino personal. Es por eso, que me gustaría tener la oportunidad de conversar con ustedes en una entrevista para demostrarles mis aptitudes.

Esperando sus noticias, les saluda atentamente.

Muchas gracias,

Nombre Apellidos

Source: commons.wikimedia.org

6/9/97

Dear Sir / Madam,

I'm writing in regards to your ad for Corporate Communications Production. I have all of the skills that you have requested. Therefore I know I can contribute in many productive ways.

At Admiral Typesetting I learned many organizational skills. I have experience with Windows, Word, Excel, and PageMaker. Also I can run special projects when requested. Please feel free to contact me with additional questions. I am extremely excited about the Internship in the Public Affairs Department.

Thanks,

Daniel Weing

Very personal hand written cover letter - Source: flickr.com

How to write a cover letter through the Europass platform

In the website you will be guided for the creation of an effective cover letter with all the relevant information divided into different sections. For each of them, you can see some suggestions.



Welcome



Edit



Select template



Select format and save

Select the language in which you want to create your cover letter

English

Date format *

23/04/2019

Edit cover letter

Fill the different sections of your cover letter

First name(s) *

First name(s)

Last name(s) *

Last name(s)

Address line 1

e.g: Street name, P.O. Box

Address line 2

Apartment, suite, unit, building, floor, etc.

Postal code

e.g: 0035482

City

e.g: Paris

Country ⓘ

Select

Phone number

Select

Select

Email

Email

Instant messaging ⓘ

✕ Exit

Next >

Details of the person/organisation to whom this document is addressed.

Edit

City, Date and Subject

Edit

Content

Edit

Closing

Edit

You can fill the different parts of the letter by clicking on the pencil "Edit" and opening the different fields. Remember to click save for the changes and be sure to fill all the mandatory fields. Then click on "Next" and you will be able to select the template and colour you prefer and to download the file in pdf format or to save it in your Europass Library.

Details of the person/organisation to whom this document is addressed.

 Edit

City, Date and Subject

City

e.g: Paris

Date

DD

MM

YYYY

Subject *

Ref: Vacancy notice 245/2019

This field cannot be empty

 Clear

 Cancel

 Save

Explore the [Europass portal](#) for more tips and watch this tutorial:

<https://audiovisual.ec.europa.eu/en/video/I-204554?&lg=EN>

3. Creative curriculum vitae: how to present yourself in an original way

When looking for a job, **the first impression is what counts!**

So why not stay etched in the interviewer's mind with your resume?

Personalising your CV can give you an extra chance to make yourself known even before being called up for the fateful job interview.

It is now well established that recruiters dedicate only a few seconds to the first screening of resumes, this is why proposing something original, in colours, in the form, in the formatting of the text, etc., **can be the winning card for your career.**

In particular, if you are looking for a job in the creative, communication, marketing or similar professions, presenting yourself in an original way becomes almost a must.

In fact, this first step will make the company you propose to understand what you can do and how you can communicate it.

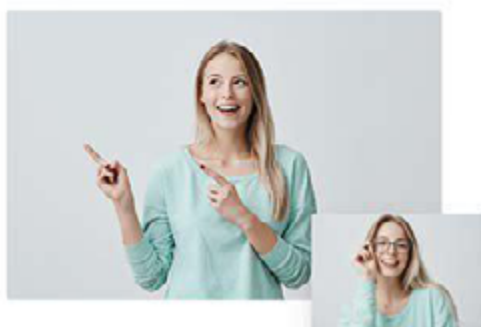
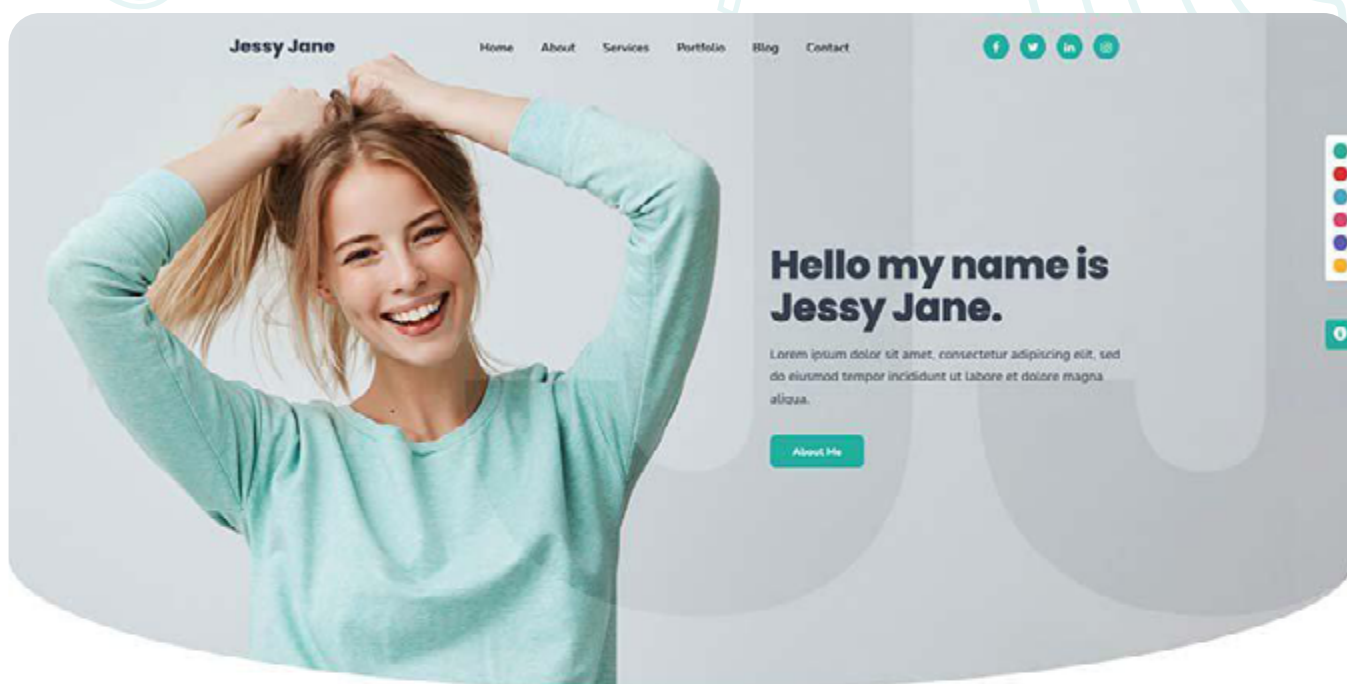
What is a creative CV?

Creative CVs are resumes that do not fit into the standard formats, both in terms of format and content and style, you can even forget the classic chronological curriculum or Europass and create a website in its place!

In this case you must give the green light to creativity and forget the classic A4 sheet curriculum created in Word, in black and white and in "times new roman" or "arial" format.

It is not just about changing the graphics but about creating a paper or digital product (for example website or online portfolio) that best represents you: your education, your skills, your aspirations and your past work experiences.

See examples below:



About Me

At vero eos et accusamus et iusto odio dignissimos ducimus qui blanditiis praesentium voluptatum deleniti atque corrupti quos dolores et quas molestias excepturi sint occaecati cupiditate non provident, similique sunt in culpa qui officia deserunt mollitia animi, id est laborum et dolorum fuga. Et harum quidem rerum facilis est et expedita distinctio.

Show My Skills

Source: business.tutsplus.com

hello



SAMANTHA OEHLEY
CURRICULUM VITAE

DETAILS

BCCO (with Distinction), PostGradDip/Edg
TechNZ Technology Scholarship winner

DOB 21.10.1989

A PO Box 12421

Christchurch

Hamilton 3248

P +64 027 6244100

E samanthaohley@gmail.com

W www.samantha.com

DESIGN EXPERIENCE

2009-12 Various work for Alpha Careers

including identity design

2011 Illustration for #supernet.com

2010-11 Various voluntary design for

branches of the National Party

2010 Voluntary work for Hamilton

West MP Jim Woodhouse

Menus, poster & ticket designs

for his 2011 Election campaign

PERSONAL STATEMENT

I am enthusiastic and motivated about entering the world of design. I have always loved to be creative, but I chose to pursue design as it helped me to explore and experiment with visual ideas and communicate for myself and for others. I believe the value of integrity, hard work and meeting the needs of the client are important to how as a designer, and I fervently work by these principles. I enjoy the release design gives me and look forward to gaining more skills through industry experience. *I'd love to work for you and I hope you will take me on!*

DESIGN SKILLS & STRENGTHS



INTERESTS

Illustration | Publication design | Craft || Blogging | Reading | Performing Arts | Travelling

Source: weare.guru

CV

ANALYTICAL ACHIEVER

EXPERTISE
Decisive, creative, dynamic

GROWTH
Impulsive, impatient, impractical

RELATIONSHIP MINDSET
Champion Leader

UFT2800 - Integrity matters 10

N-R-G INDICATOR
Body 9 / Mind 10 / Spirit 9

TALENT TYPES INDEX
9,25

JOHN SMITH
FASHION DESIGNER

SAX FIFTH AVENUE 2000
NORDSTROM 2008-2010
BLOOMINGDALES - 2007

FASHION INSTITUTE OF TECHNOLOGY
HARVARD UNIVERSITY
PHILIPS ANDOVER

CONTACT:
johnsmith@gmail.com

Source:
cvstandout.com

Here is an example of an original but at the same time professional CV:



Source: weare.guru

3.1 ACTIVITY: Create your creative resume in 3 steps

1. First of all, think about what you want capture and represent your contents visually
2. Make sure that your design is easy and appealing to the eye. Think about the layout and the overall look and feel of your message. Use space strategically as needed.
3. Start realizing your idea thanks to design softwares or other useful tools for the purpose.

Golden advice

Read the Creative CV Guide prepared by the University of the Arts London, University for the Creative Arts and University College Falmouth.

Please note:

If the job you're applying for is a very formal job or you are dealing with a non-youthful work environment, maybe a creative CV is not the right solution for you!

Useful resources for creating your creative resume:

- ☀ [Canva.com](https://www.canva.com)
- ☀ [Resume.io](https://www.resume.io)
- ☀ [Picktochart.com](https://www.picktochart.com)
- ☀ [Pinterest.com](https://www.pinterest.com) (Get inspired!)

4. Video CV

When applying for online job offers, you might be requested to send a video to present yourself, your previous experience and your motivation. You therefore may need to create a video CV, which in a few minutes can make a difference and positively influence the recruiters.

The video CV can be useful to arouse interest, curiosity, the desire to be reviewed or to be contacted in person. You can also use it as an annex to your cover letter or traditional resume, in order to better illustrate your professional profile and obviously your communication skills.

It can be a valid solution for creative, commercial, marketing and communication profiles, as well as for figures from the world of art and entertainment, in which expressiveness and creativity play a key role.

- ☾ Here are some tips to record an effective video CV:
- ☾ Dress appropriately;
- ☾ Don't speak too fast;
- ☾ Be concise: a couple of minutes are ideal for presenting yourself effectively;
- ☾ Choose a neutral background, without distracting elements;
- ☾ Briefly tell who you are and focus on the most relevant previous studies, training and experiences;
- ☾ Enhance your skills and competences;
- ☾ Do not recite, read or repeat in a mnemonic way;
- ☾ Don't just repeat the information inserted on your paper CV: introduce yourself spontaneously, enhancing your main skills.
- ☾ Say what you would like to do, what your professional ambitions are and how you are applying for the job offer.

For other useful tips, you can watch this video: [How to make an effective video cv](#)
In the [web](#) you can find many examples of video Cv, try to get inspired!

4.1 ACTIVITY: "SELF REFLECTION"

What do you think about the video CV? Would it suit you?

5. The most common tools and apps for digital job search

5.1. EURES: A European cooperation network of employment services

Launched in 1994, **EURES** is a European cooperation network of employment services, designed to facilitate the free movement of workers. The network has always worked hard to ensure that European citizens can benefit from the same opportunities, despite language barriers, cultural differences, bureaucratic challenges, diverse employment laws and a lack of recognition of educational certificates across Europe.

Watch the video:

<https://audiovisual.ec.europa.eu/en/video/1-181120?&lg=EN>

The image shows two screenshots of the EURES website. The top screenshot is the homepage for Jobseekers, featuring the European Commission logo, a search bar, and navigation menus. Below the header, there are three image-based buttons: 'Find a job', 'My CV', and 'My jobs'. The bottom screenshot shows the 'Job results' page, displaying the text 'There are currently 3 852 928 jobs waiting for you !' and a search bar with a 'Search' button and a link to 'Advanced search'.

You can filter the job vacancies for:

- ☀ Publication date,
- ☀ Location,
- ☀ EURES flag (which means that the employer is particularly interested in recruiting workers from other European countries),
- ☀ Work schedule,
- ☀ Language of the job vacancy,
- ☀ Sector,
- ☀ Education level,
- ☀ Experience,
- ☀ Contract type,
- ☀ etc.

More filters are available in the advanced search.

HINTS AND TIPS

At **this link** of the EURES platform, you can find useful Hints and Tips that you may want to consider before moving to another country:

- ☀ Finding information on jobs abroad
- ☀ Practical and legal aspects of mobility
- ☀ Applying for a job abroad
- ☀ The selection tests & the interview
- ☀ Moving abroad
- ☀ Setting in a new country

5.2. Public employment services in Europe

In EU countries, public employment services (PES) are the authorities that connect job seekers with employers.

Although structured differently in each country, all PES help match supply and demand on the labour market through information, placement and active support services at local, national and European level.

They offer a support intervention to the person in the construction of the professional growth project and is a valid accompaniment to the choices that must be made at school, training or professional level. The guidance service has the objective of favouring the meeting between demand and supply of work and contrasting unemployment and long-term unemployment, supporting the person in the active search for a job and/or in the choice of a training path. It serves to contribute and develop a full awareness of one's abilities and skills to activate a process of comprehensive growth.

These services can offer their support and activities also through online platforms, even if the procedures may differ from one country to another or even for the different regions in a country.

For example, in Italy, each region has its portal. In the Umbria Region, the website of the public employment services is Lavoro per Te, where you can take advantage of a range of administrative

services without having to go to the Employment Centre in person. From here you can view and print your employment status, check your career path and issue the Declaration of Immediate Availability. You can also find here some career guidance exercises useful for your professional orientation, grouped into three "rooms" that investigate different aspects: from the analysis of interests and skills, through the evaluation of how these can be integrated into specific professional profiles, up to the definition of activities and tools to be put in place for an effective job search. In the website you can fill in your Cv and cover letter and search and apply for job offers.

If you are looking for a job, check for the public employment services in your country or region, what services do they offer online?

5.3 Websites and apps for job search in Europe

Once you have a clear career goal, an effective resume and cover letter, you are ready to seek out and receive job offers that are right for you!

Websites like Indeed, Monster, LinkedIn, etc. are good places to find job offers, but you should first go directly to the companies you are interested in to search for open positions.

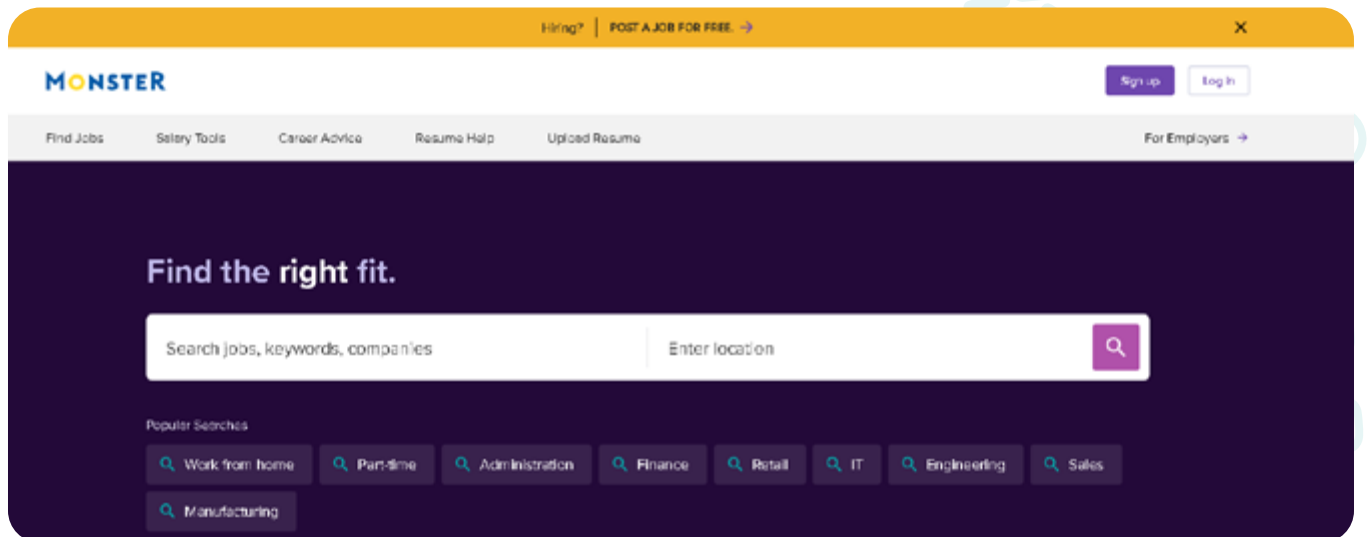
INDEED

Indeed.com is a search engine where you can look for work by consulting the many offers published by companies on different sites, which are indexed by sector and location.

The user can do their searches, save them, create alerts to receive new ads in their mailbox in line with their preferences and apply by sending their CV.

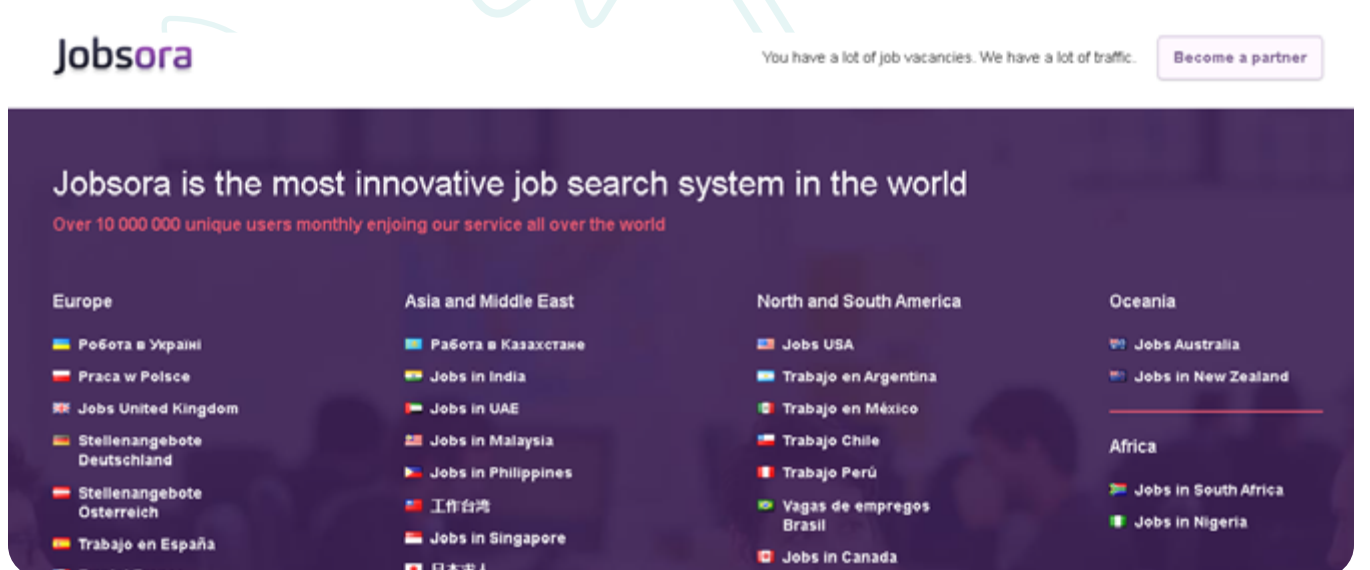
This site gives you the opportunity to upload your CV or create one online and also to publish it in a search engine where companies can actively search for it.

MONSTER



Monster is another very reliable site to search for job offers, a reference point for many years for job seekers on the web. By creating your own account you can search for offers by setting different filters, publish your CV (deciding to make it visible to companies or not) and apply for offers. With a Monster professional profile, you can showcase your skills and accomplishments and indicate your ideal job title, minimum salary, and preferred location. There is also a section of the site where you can find advice and information dedicated to job seekers, whether it's your first experience or if you want to relocate after several years of experience. It is available in various European countries and around the world.

JOBSORA



Jobsora is a multinational portal which currently gathers job offers from over 250 sites and employers. On Jobsora you can also create your own profile/CV and receive updates on the latest job offers in line with your characteristics and preferences.

In Italy: <https://it.jobsora.com/>

In Portugal: <https://pt.jobsora.com/>

In Spain: <https://es.jobsora.com/>

ACTIVITY: TRY ONE THE WEBSITE WE MENTIONED TO LOOK FOR YOUR DREAM JOB

5.4 Looking for a job on Facebook? Why not!

A very useful function, created a few years ago, made it possible to consult job offers from companies present with their page on Facebook, directly within the social network.

In this section you could scroll through hundreds of offers for different roles in which the skills required for the type of job offered, the type of contract and often also the monthly/annual gross salary were described. There was also the possibility to click the button "Apply now" on the post with the job offer, thus arriving at the overview of the details and directly to the application form.

In this way, Mark Zuckerberg wanted to give the channel a more professional look than before.



Source: facebook.com

However, since February 22, 2022, changes to the Jobs section on Facebook have meant that Zuckerberg's social network job search tool is no longer available outside the United States and Canada, so if you're looking for work outside of these two countries you can do it by peeking through the ads in the groups created ad hoc, or in the posts created directly on the pages of the companies.

Given the situation, is it still possible to find work on Facebook?

Yes, it is!

General groups on FB are very popular for job postings, where job ads are published as normal posts.

Groups are divided into locations and specialisations. The general rule is that the more members the group has, the more people can see the job offers or can create a new one, and therefore the greater the chance of acquiring a candidate or getting hired.

To find a job offer there is no need to enter the words "job postings etc." in the search field, you can also try in generic groups such as: ads + "location name".

Estágio em Portugal? Quero!

Private group · 4.4K members

Join Group

About Discussion

About this group

Grupo para partilha de oportunidades de ESTÁGIO (curricular, extracurricular, medidas estágio emprego e/ou outras em vigor) em Portugal.

Para empresas e para quem tenha vontade de frequentar.

Quando arranjam estágios ou estagiários façam o favor de dizer aqui no grupo! Só assim saberemos se este ENORME projecto vale a pena estar no ar! :) [See less](#)

Private
Only members can see who's in the group and what they post.

Visible
Anyone can find this group.

Matosinhos

General

If you are not a member of a group, you must join it first. Just click the "Join group" button. In some cases, in addition to clicking the button, you also need to answer a couple of questions, e.g., "Have you read the group rules?" Before you post something in a group, be sure to read its rules, which are usually available in the "About" tab, to avoid that the same is canceled or that you are banned.

Some examples below:



Πατρινες Αγγελίες

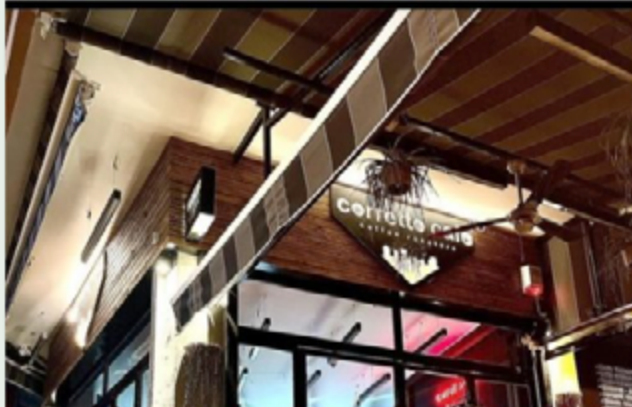
Join Group



Zwh Xalkidi

11 April at 12:03 · 🌐

- Η επιχείρηση <<Corretto Cafe vol6>> (ΑΚΡΩΤΗΡΙΟΥ 56) αναζητά έμπειρη συνεργάτη, στο πόστο του μπουφέ, για πλήρης απασχόληση
- - Πλήρεις αποδοχές!
 - Δώρα
- Χριστουγέννων/Πάσχα
 - Φίλικό κ υγιές περιβάλλον!
- ΠΛΗΡΟΦΟΡΙΕΣ 6939514684



they post.

Visible

Anyone can find this group.

Patras, Greece

Buy and sell

Popular topics in this group

#amazing

140 posts

#good

117 posts

#greece

110 posts

See All



anuncios de trabajo en españa



Search results

Filters

All

Posts

People

Photos

Videos

Marketplace

Pages

Places

Groups

<https://www.facebook.com/groups/fitriespana/>



Trabajo en Madrid, España

Public group · 43K members

Ofertas de empleo en Madrid, España. Comparte con la comunidad los trabajos que encuentres publicados en internet, periódicos o la calle.

4 posts a day



Ofertas de Empleo y Trabajo en Andalucía

Public group · 47K members

Estás en el grupo de ofertas de trabajo y empleo en Andalucía, si estas buscando empleo en la zona de Andalucía este es tu grupo. Gracia a nuestra...

5 posts a day



Ofertas de Empleo y Trabajo España

Public group · 77K members

Ayudarle a encontrar un Trabajo o un Empleo, ese es nuestro principal objetivo. Si está buscando un Trabajo o un Empleo, tiene que ser muy honesto(a) y decl...

10+ posts a day



Ofertas de Empleo y Trabajo España

Public group · 16K members

10+ posts a day



Group by Anonymous Italia

Freelance Italia

Public group · 10.2K members

Joined

Invite



Co-funded by the Erasmus+ Programme of the European Union



A good alternative is to consult the posts on the page of the company you would like to work for and check if they have reported any vacancies.



Quinta del Carmen

19 March at 00:00 · 🌐

JOB ALERT:

Quinta del Carmen is looking for a Waiter/Waitress.

MUST HAVE:

- Valid Work Permit
- Minimum of 1-year experience serving guests
- Open Mind, and willingness to learn

MUST SPEAK FLUENT ENGLISH!

And have an affinity for not only serving food/drinks/wine but also being able to create memories by accommodating a wonderful evening for our guests

To apply, email: dine@quintadelcarmen.com
or call us after 3.00 pm on 587-7200.



An even simpler way is to put the job you are looking for in the search field and consult the posts that have those words inside them, you can also filter them by setting the location or date of publication.



Co-funded by the
Erasmus+ Programme
of the European Union





Video editor job



Search results

Filters

Reset

All

Posts

Recent posts

Posts you've seen

Date posted ▼

Posts from ▼

London, United Kingdom

People

Photos

We are now recruiting new talent to be a part of Team REKO! Are you a talented individual that shares the same vision as us? If so, we are now recruiting for talent, to support them in finding their desired role. Whether you are a Script Writer, Camera Operator, Costume Designer or an Editor - we would love to work alongside you, in promoting your work across vast platforms! If you are interested in one of these positions, please email: enquiries@filmwithreko.com - with eithe... See more



A last useful channel to find work on Facebook are the pages of the employment agencies or, if present, the related groups.



REFEA - Agence française de recrutement et d'emploi

209 followers • 0 following

Follow

Contact Us

- Posts
- About
- Mentions
- Reviews
- Followers
- Photos
- More ▼

Intro

REFEA accompagne les entreprises dans la réussite de leurs recrutements. REFEA sécurise les recrut

Page · Recruter

fc@refea.fr

refea.fr

Posts

Filters

Pinned post



REFEA - Agence française de recrutement et d'emploi
26 January ·

OFFRE D'EMPLOI : REFEA, le recruteur des PME, renforce son équipe ! Pour notre cabinet parisien, nous recherchons un-e CHARGÉ-E DE RECRUTEMENT.

[#offre](#) [#emploi](#) [#recrutement](#) [#Paris](#) [#PME](#) [#Refea](#)

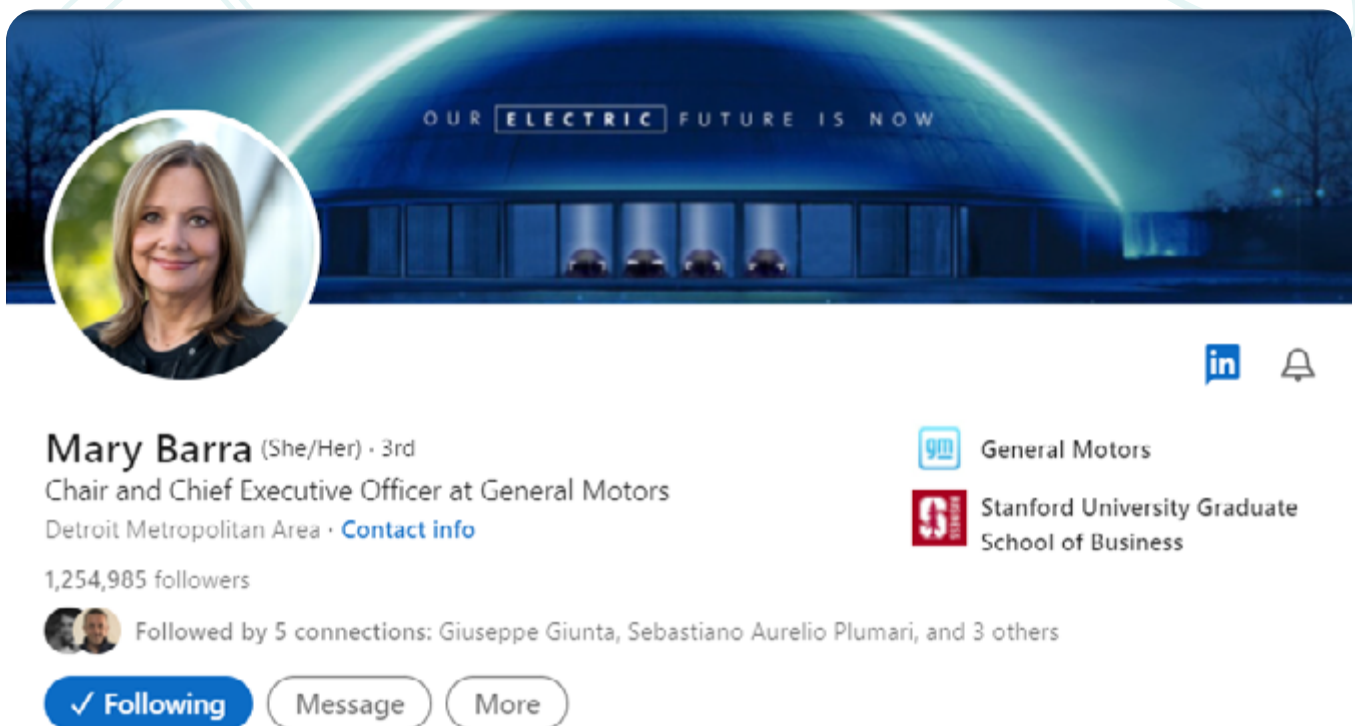
5.5 Be present on LinkedIn is a must

Launched on May 5, 2003, LinkedIn is an American business and employment-oriented online service that operates via websites and mobile apps, in particular this platform is used for professional networking and career development, and allows job seekers to post their CVs and employers to post jobs.

What makes LinkedIn so powerful?

In 2022 there are 600,000,000 users registered on LinkedIn including job seekers, recruiters, people interested in their personal branding and employed people in search of networking or new career opportunities. With this issue we understand how being present with your profile is now a must to give yourself an extra job opportunity.

As for the creative resume, even on LinkedIn you can customize your profile to get noticed and immediately send a message to those who come to find you online: you can choose your best photo, put a cover photo as the initial profile photo and choose a headline that grab attention and contain the right keywords you want to be found for.



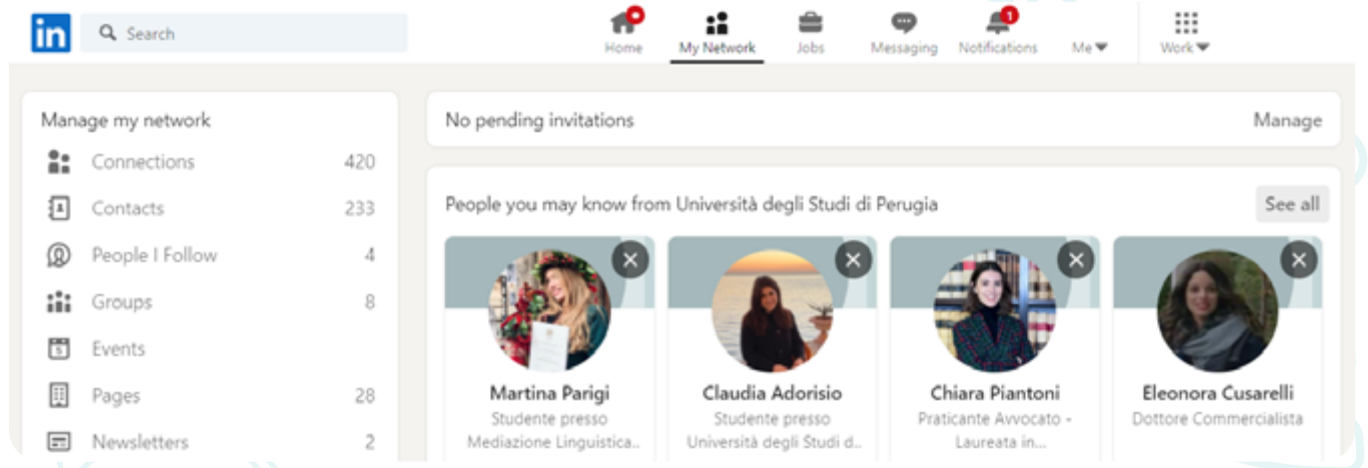
Another very important aspect to consider is the possibility of uploading different media and inserting external links to show documents, presentations, digital products that contribute to your personal branding.

Other very useful sections to present your skills are:

- ◀ Licenses & certifications

- ☞ Volunteering experiences
- ☞ List of skills (each of these can receive approval from your colleagues, friends, acquaintances or contacts)
- ☞ Recommendations (given and received)
- ☞ Projects (you have worked on or are currently working on)

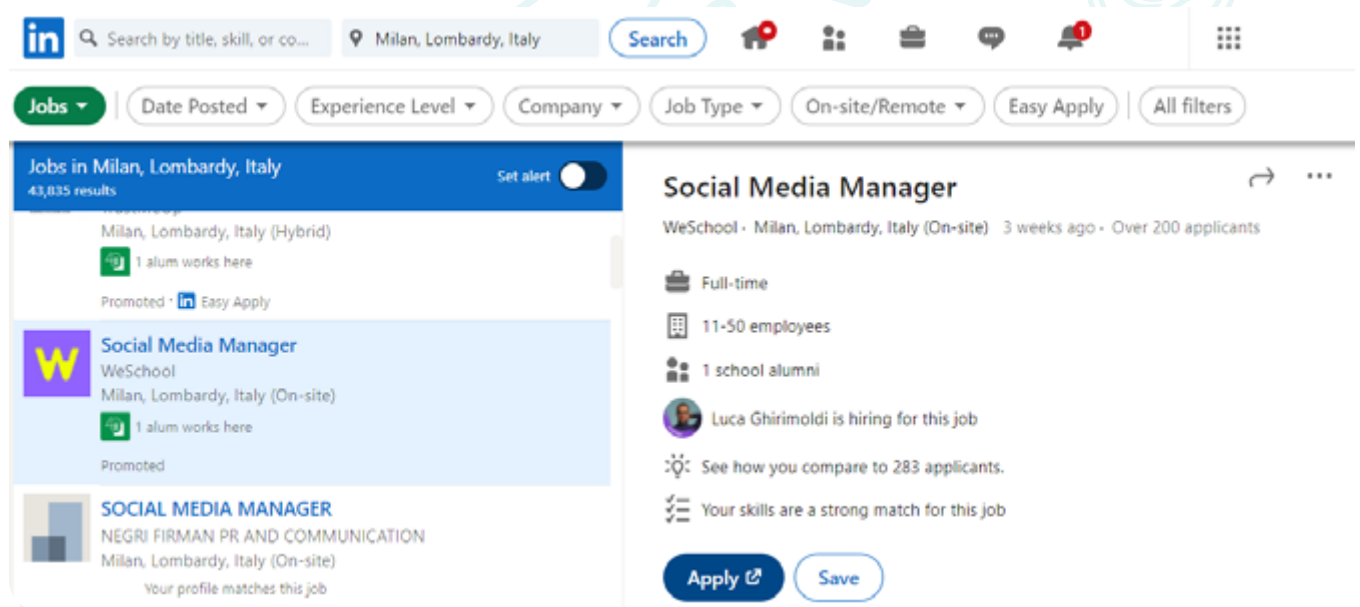
On the “Network” page, LinkedIn allows you to add your professional contacts, send a request to meet others, discover events that may interest you based on your professional preferences, subscribe to thematic groups and find company business pages on the platform.



After your profile page, surely **the most important part of the website is the “Jobs” section** where you can consult all the vacancies and choose the ones to apply for.

Here you will also find useful tips for the job interview, you can also create a Job alert that will notify you when an announcement regarding a job position of your interest will be published.

In each job advertisement, you will be able to read the company name, the description and all the details of the vacant role, find out the number of current employees and people who have already applied for the same position and understand if your skills are suitable, in some cases also know the proposed salary. You will also find the “Apply” button to go directly to the page with the application form.



How to create a profile that stands out your competitors in 5 steps

Read the latest edition of the unmissable Job Search Guide published by LinkedIn;

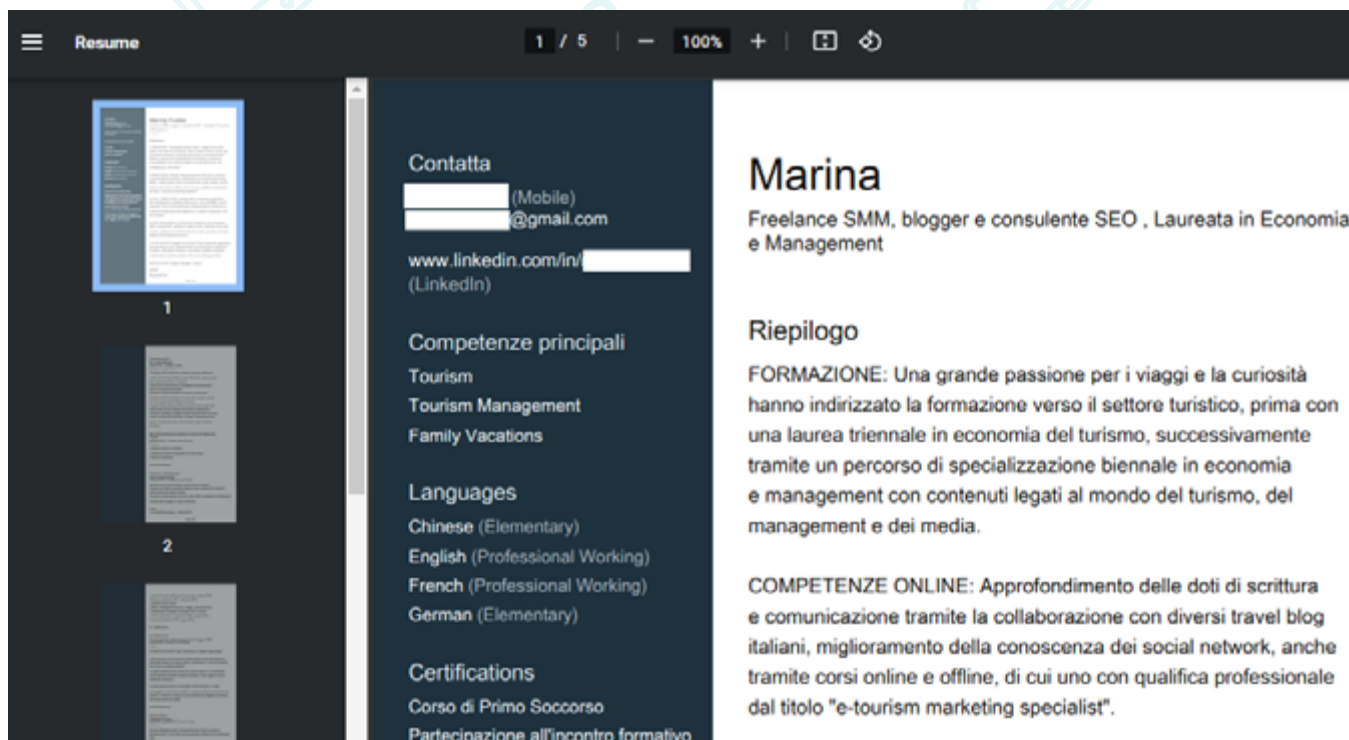
- ☀ Fill in the description under each job and the general summary; do not limit yourself to the tasks, also list the results obtained, publish links, PDFs and documents and, if it is worth it, also certificates from courses, certifications, patents, volunteering;
- ☀ Use status updates: they are a good opportunity to highlight some of your latest works, share an article or book reading, promote your presence at an event. LinkedIn is designed just like a social network ... but professional!
- ☀ Update your resume and LinkedIn profile, and change photos every now and then, taking care to always choose professional images;
- ☀ Translate your profile into at least another language. There is no need to do it all over again, there is a LinkedIn tool that can help you automatically.

Golden advice

According to LinkedIn, 80% of job positions are won thanks to online word of mouth so build your contacts network (not just with your friends and past or present colleagues!).

Download your CV for offline job interviews

A very useful function of your LinkedIn page is the possibility to save the profile in PDF, in this way, without having to do anything else, you will have your CV ready to be printed and shared.



The screenshot shows a LinkedIn profile for Marina. The page is titled "Resume" and shows a list of three resume documents on the left, with the first one highlighted and labeled "1". The main profile information is on the right, including contact details, main competencies, languages, and a summary.

Contatta
[Redacted] (Mobile)
[Redacted]@gmail.com
www.linkedin.com/in/[Redacted] (LinkedIn)

Competenze principali
Tourism
Tourism Management
Family Vacations

Languages
Chinese (Elementary)
English (Professional Working)
French (Professional Working)
German (Elementary)

Certifications
Corso di Primo Soccorso
Partecipazione all'incontro formativo

Marina
Freelance SMM, blogger e consulente SEO , Laureata in Economia e Management

Riepilogo
FORMAZIONE: Una grande passione per i viaggi e la curiosità hanno indirizzato la formazione verso il settore turistico, prima con una laurea triennale in economia del turismo, successivamente tramite un percorso di specializzazione biennale in economia e management con contenuti legati al mondo del turismo, del management e dei media.
COMPETENZE ONLINE: Approfondimento delle doti di scrittura e comunicazione tramite la collaborazione con diversi travel blog italiani, miglioramento della conoscenza dei social network, anche tramite corsi online e offline, di cui uno con qualifica professionale dal titolo "e-tourism marketing specialist".

Now all you have to do is run to LinkedIn and create your professional page!

ACTIVITY: CREATE YOUR LINKEDIN PROFILE

To start creating your profile on LinkedIn, we suggest you take a look at the website and maybe follow the advice you can find in the numerous video tutorials created for this purpose.

6. EUROPASS MOBILITY

Europass Mobility is a document which **describes the skills you develop on a particular mobility experience**, such as an Erasmus+ mobility.

The document will include your personal details and can include information on your roles and responsibilities, job-related skills, language skills, digital skills, organisation and managerial skills, communication skills. All the competences developed during the learning/teaching/training activity can be described in the certificate.

These skills can be very valuable when applying for jobs and courses in the future and you can include them in your CV.

How to obtain your Europass Mobility:

If you take part in an organised mobility experience in another country and would like to receive the Europass Mobility, you will need to ask the sending partner (e.g. the school or institution that organises your placement or mobility) to register with the **National Europass Centre in your country**.

The **sending partner** and the **host organisation** (the organisation or institution that you will be visiting when abroad) will complete and validate the relevant documents.

You will receive your Europass Mobility after you finish your experience abroad.

Discover more on the [website](#).

7. Bibliography

Canva – www.canva.com

CV stand out – www.cvstandout.com

Envatotuts+ - www.business.tutsplus.com

Europass - www.europa.eu

European Commission – www.ec.europa.eu

Facebook – www.facebook.com

Flickr – www.flickr.com

Guru – www.weare.guru

Indeed – www.indeed.com

Jobsora – www.jobsora.com

Kickresume - www.kickresume.com

Lavoro per te Umbria – www.lavoroperte.regione.umbria.it

LinkedIn – www.linkedin.com

Monster – www.monster.com

Piktochart – www.piktochart.com

Pinterest – www.pinterest.com

Pixabay - www.pixabay.com

Resume.io - www.resume.io

Ti consiglio un lavoro - www.ticonsiglio.com

Tribepad - tribepad.com

University of the Arts London - www.arts.ac.uk

Wikimedia Commons – www.commonswikimedia.org

YouTube – www.youtube.com

FINAL EVALUATION

For the final evaluation of the Online Training Course (OTC) each partner will create their own quiz in an interactive way made with the digital tool of their choice with the questions below (**correct answers are in bold and color**):

1. What is creative thinking?

- a. It is never making mistakes
- b. **The ability to question, imagine, create and experiment.**
- c. It is to always have good ideas
- d. It is to be able to learn everything that is proposed to me

2. What is narrative creativity?

- a. Identifying similarities between things that are totally different. It allows us to compare and relate disparate ideas to find a new solution, especially when faced with unfamiliar problems.
- b. Taking an existing idea and copying and adapting it to the needs of the moment, to what you are looking for or need to solve.
- c. **Ability to tell and create stories with ease and confidence. It includes having the imagination to create a world with different stories and characters that others can understand and grasp the message of each plot.**
- d. Taking an existing idea and copying it and adapting it to the needs of the moment, to what is being sought or needed to be solved.

3. What is a learning plan?

- a. It is a list of everything I have done during the day.
- b. It is a list of tasks
- c. **It is a script in which the contents are correlated with the objectives to be achieved.**
- d. It is an application

4. The questions to ask when creating a learning plan are “What”, “What for”, “How” and “With what”:

- a. True
- b. False

5. Digital competence is only about learning how to use a particular programme:

1. True
2. **False**

Answer: Digital competence means having a set of skills and attitudes that allow for ease in handling various digital devices, systems and platforms. This is so that each person has more autonomy and versatility, whether at work or even in his or her personal life.

6. LOGIN in is the process of entering your personal details on a website, so that you can use it.

- a. True
- b. **False**

Answer: You will need to enter your username and password to gain access to a computer system, database or website.

7. Which of the following is not a social network?

- a. Twitter
- b. LinkedIn
- c. **Booking**
- d. Facebook

Answer: Booking is not a social network. It is an online travel agency for booking accommodation and other services.

8. Trying to look something up on the internet yourself: What information can you look up online? (select the correct answers).

- a. The weather for the next 10 days in another city.
- b. Contact telephone number of the nearest clothes shop.
- c. My favourite song and the song I want to listen to right now.
- d. Very personal and private details of a celebrity.

Answer: All answers are correct. Thanks to the Internet search engine we can check almost anything that comes to mind wherever we are. Dangerous, forbidden, offensive and offensive content, content that violates personal dignity, very private personal data, etc. are quickly removed from the Internet.

9. What is the SPAM folder that appears in e-mails?

- a. A folder in your e-mail with promotional and newsletter e-mails.
- b. A folder with archived emails.
- c. **A folder with non-legitimate/unsolicited e-mail.**
- d. A folder with unread emails.

Answer: The location for storing unwanted emails as determined by a spam filter. Also referred to as a "junk mail folder" or "junk mailbox". Spam folders are created by mail servers as well

user's email program. Spam filtering can be configured to filter messages on a variety of criteria, including the sender's email address, specific words in the subject or body of the message by the type of attachment accompanying the message.

10. What password do you think would be sufficient to access your online banking?

- a. 1234567
- b. password1234567
- c. moneybank
- d. **Money@in@bank123321**
- e. 7654321password

Answer: We must be able to use the computer keyboard to create a secure password, the password must contain numbers, lowercase letters, uppercase letters and special characters. Do not share passwords with anyone, do not send passwords by email, messages or other means of communication.

11. You and your friend want to spend a weekend in Madrid but you are currently living in Athens. Here are the steps to follow to book the trip.

- a. Enter the flight booking website.
- b. Click continue. On the next page tick the box to accept the terms and conditions, and click continue again.
- c. Choose where you want to travel from, to and from, and a departure date for your return (add any other details you may need).
- d. Check the flight times and price, and when you are ready to book your ticket, click on select travel details.
- e. Enter your travel information and click continue.
- f. (optional) Decline, travel insurance/accommodation/car rental (if you don't need it) then scroll down to the bottom and click continue again. On the next page you will simply enter your credit card details to pay for the flight and then click to checkout.
- g. Select if you are taking baggage and click confirm.

C, B, F, G, A, D, E
A, C, D, B, E, F, G
B, A, F, C, G, D, E
E, B, C, A, D, F, G

12. Which social network is the most suitable for creating a professional network?

- a. Facebook
- b. Instagram
- c. **LinkedIn**

13. Where can you find job advertisements on Facebook?

- a. In groups
- b. On company pages
- c. **In both**

14. When is it not advisable to send a creative CV?

- a. When you are applying for a formal job in a non-youth company.
- b. When you are applying for a creative job
- c. When you're applying for a job in a very informal company

15. What type of clothing is appropriate to wear for a video interview?

- a. You should opt for bright clothing.
- b. You can opt for a casual/informal style.
- c. You should wear a formal jacket.

16. What is the suggested length of a video CV?

- a. 8 minutes
- b. **2 minutes**
- c. 15 minutes

17. What cannot you create using the Europass portal?

- a. Curriculum Vitae
- b. **Video CV**
- c. Cover letter

18. Which of these websites may you not use to search for job vacancies?

- a. **Europass**
- b. Monster
- c. EURES

19. How can I get a Europass mobility?

- a. To be filled in by the organisation hosting the mobility.
- b. Filling in a document on the Europass website.
- c. **To be filled in and validated by the sending and hosting organisations.**

TIPS FOR THE TRAINER:

The aim of this questionnaire is to assess what knowledge the participants have managed to acquire throughout the training course in an interactive and participant-friendly way. To achieve this goal, we advise that each country uses the most suitable digital tool for its target group and that it is carried out in game mode. For this, we recommend the following tools:

Quizizz: <https://quizizz.com/>

Kahoot: <https://kahoot.com/>

The final evaluation should also serve as a tool to confirm how many people have participated and who has completed the OTC, so it should be done **individually and with identification of the**



www.carryonline.aiij.org