Ask4JOB

EUROPEAN AWARENESS SCENARIO WORKSHOP (EASW)

FINAL REPORT
- FINDINGS AND RESULTS -

Erasmus+

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1. Introduction

Low competences go in pair with poor job opportunities: this is the core concept at the basis of ASK4JOB, a project that aims at providing new instruments and strategies for fostering the creation of new job opportunities for low-skilled long term unemployed adults. Partners coming from different countries of the European Union joined their forces in order to understand which actions are needed to improve the possibilities of building up upskilling pathways for individuals that, due to a lack of competences and knowledge or the awareness of how to use them, are excluded from society.

As OECD reported, a number of factors – i.e. globalization, advent of new technologies, demographic shifts – are modifying on a continuous basis the nature of work. In this landscape, "digitalization is seen as a key influence on the future of work over the next decades" (OECD, 2016). Year after year, in such a landscape, it is possible to individuate in all Europe a continuous tendency towards the exclusion of those people who are not able to stand the changing pace of the world of employment, with the result of a growing impoverishment and increasing social exclusion.

The technology-driven world of employment requires growing flexibility from job-seekers, who are constantly asked to improve their capability of innovating themselves, in order to respond to the challenges of a changing job market. The automation of routine tasks continuously reshapes the position of labour force in companies, increasing the level of competitiveness and the risk of skills obsolescence, in particular for low-skilled adults.

Moreover, what we generally define as "digitalization" is a complex phenomenon, that has a variety of implications and different features, that could hardly be characterized in a homogeneous way: big data,

Internet-of-things, Artificial reality, development of computing power applied to workplaces. All these phenomena could not be faced through a uniform approach but require multiple answers and strategies, in order to adapt job offer to the prospects for type of jobs that will be needed in the future, reducing the risk of technological unemployment.

Within this framework, also jobs that require intermediate qualications (EQF4), such as administrative, clerks in the service area, or customer care, require increasing levels of digital skills. All this is leading to the need for every citizen to have at least basic digital skills in order to live, work, learn and participate in the modern society. The enhancement of digital skills strengthens human capital, employability and competitiveness. However, 43% of Europeans still do not have basic digital skills, with a 17% of them that do not have them at all (DESI, 2018a). Even if in a decreasing trend, these numbers remain alarming and require an immediate intervention to reduce their impact on the EU countries.

A similar discourse could be applied also to businesses, in particular SMEs, that could gain a strong benefit from a stronger use of digital technologies on the workplace: e-business and e-commerce open great opportunities for those companies who are able to digitalize their activities. However, always according to the DESI report of the European Community, only a fifth of companies in the EU-28 are highly digitized, with a significant internal lack of homogeneity. For instance, many companies (more than 50%) from Bulgaria, Italy and Greece don't have invested consistently in digital technologies, often having just a simple website and a few computers. Moreover, for what concerns the overall use of digital technologies on the workplace, Poland ranks at the second lowest place in EU-28 (DESI, 2018b).

Hence, the provision of new digital skills that could raise the employability of long-term unemployed adults may represent a

fundamental strategy to address both the aforementioned issues: the lack of digital alphabetization of many adults living in the countries of the consortium; the inhomogeneous application of digital technologies in SMEs environments. Adults who are able to use the instruments provided by ASK4JOB and are fully aware of their potential may support companies in being active on new e-marketplaces, increasing e-commerce across European borders.

In order to support the upskilling of adult learners, ASK4JOB will provide information on which educational pathways are required to increase employment opportunities for those individuals who are more at risk of exclusion from the world of employment and, in certain occasions, from society. This EASW report will provide important information on the general perceptions of a relevant number of stakeholders coming from Lithuania, Italy, Bulgaria, Spain, Sweden, Poland, Turkey and Greece. As reported from the 2018 DESI report on Human Capital and Digital Skills, some of these countries (Bulgaria, Italy and Greece) report some of the lowest level of digital skills. It is hence fundamental to support these countries in understanding how the increase of digital skills on the workplace could provide a widespread advantage

The results of this report, that was realized with the explicit purpose of valorizing the already mentioned transnational character of the ASK4JOB partnership, reveal a rich landscape, a mosaic of different perceptions concerning the potential shifts in occupations in the years ahead and a series of potential answers the could be provided by individuals in order to face them. The eight partner organizations that participated to the workshop – Bite SNC (LIT); ERIFO (IT); BFE (BU); FyG Consultores (ES); Foxpopuli (SWE); AHE Lodz (PL); Turgutlu Kaymakamligi (TK); DSEC (GR) - have been able to capture the opinion of different stakeholders concerning the situation in their country, revealing their ideas concerning the implications for workforce skills and wages of the aforementioned transformations.

On the basis of the collected information, the ASK4JOB partnership will produce a set of tools to assess educational pathway and value digital-literacy competences. This Kit will have as direct beneficiaries long term unemployed (2 years or more), low skilled people coming from previous work experiences which can be referenced to a EQF 3 or 4. It is indeed a fragile target since the more they stay unemployed the more it becomes difficult to find a job. ASK4JOB aims to strengthen and upskill this target in order to make them able to efficiently manage information technology for work, leisure time, and communication. The ASK4JOB kit addresses both public and private employment agencies as well as education providers for adults, who can incorporate the Kit within their upskilling pathways of adults' competences.

Bibliography

- European Commission (2018a), *Human Capital. Digital Inclusion and Skills*, Digital Economy and Social Index Report (DESI)
- European Commission (2018b), *Integration of Digital Technologies*, Digital Economy and Social Index Report (DESI)
- OECD (2016), *Automation and Independent Work in a Digital Economy*, Policy Brief on the Future of Work, May 2016

2. European Awareness Scenario Workshop (EASW)

2.1 Activities and objectives

Between the months of November 2018 and January 2019, the partners of the ASK4JOB consortium have realized eight meetings in different countries, with the objective of discussing the results of the IO1 research with a group of stakeholders, divided in different groups. The purpose of the laboratory was to set a number of priorities and needs that would support the partnership in shaping the following project outputs.

Before the start of the first meeting, the coordinator ERIFO delivered partners the general guidelines for the realization of the output, aimed to provide a degree of homogeneousness to the workshop. Partners were however left free to adapt contents and modes of realization, in order to match the features of their own participants and to create tailor-made situations that could create a more productive workshop environment.

The meetings were realized using the European Awareness Scenario Workshop technique, a set of procedures aimed at blending the ideas and opinions of the various stakeholders groups on a topic proposed by the moderator, with the objective of allowing a sharing of different understanding and a consistent action of cross-breeding. In this way, partners have been able to create a pilot experiment, aimed to guide long-term and low skilled unemployed users to an occupational target training (Skills Job Requirements) based on the reinforcement of cognitive skills.

The main purpose of the ASK4JOB project is in fact to empower low-skilled users cognitive skills, using the digital skills' domain as main field of application (DIGCOMP 2.1). Digital competences represents a

"Trojan horse" in the ASK4JOB logic, necessary to ferry EQF 3 and 4 cognitive abilities profiles toward the upper level 5, as well as to consolidate EQF5 skills in those users which have already showed cognitive abilities typical of this level.

Partner organizations were asked to involve a minimum of 20 people to the EASW, in order to guarantee the possibility of having a more productive exchange between the various groups and to foster a dialogue between stakeholders belonging to different sectors. If possible, partners received indication to individuate the workshop participants among the following social groups or groups of interest (a degree of flexibility was left to organizing partners, in order not to compromise their possibility to do the workshop) :

1. **long-term unemployed** (category: citizens);
2. **trainers and/or counselors** for the orientation (category: sector expertise)
3. **responsible for working and training policies** (category: public administrators)
4. **entrepreneurs** whose productive activity involve Administrative and Costumer Care profiles (category: representatives of companies)

Following the ASK4JOB logic, Level 5 is defined on the basis of the most requested tasks for two profiles: administrative and customer care. ASK4JOB is not aimed to directly reinforce technical skills of Administrative and Customer Care profiles, but to empower cognitive skills, considering that they represent the necessary precondition to put into practice technical skills. Given this, the ASK4JOB "Skills Job Requirements" are not represented by technical skills, but by cognitive ones, which are requested in workplaces where there are profiles such

as Administrative and Customer Care and the training framework is going to be the digital dominium.

Acquiring EQF 5 competences means being able to put in practice the following action verbs: to ensure, to safeguard, to protect, to verify, to assess, to control, to try, to find, to strengthen, to analyze, to examine, to identify, to regulate, to plan, to draw, to draw up. These action verbs, in order to be put in place in an effective way, require transversal skills, or executive functions which are identifiable in: analysis and assessment, accuracy, planning, cooperation. These action verbs and transversal skills may be identified in Level 5, according to the EQF dictionary.

In the next page, we present a list of the various workshops that have been held within the context of our project, with some general information. In the upcoming chapters of this report, we will present the general set of methodological indications that were provided to partner. After that, we will list the most interesting findings divided by workshop conducted in each nation and, at the end, a resume that provides a general comparison between the various experiences and a list of the most relevant findings for each nation, that will provide the framework for the realization of the First Intellectual Output of Ask4Job.

EASW – OVERVIEW				
Country	**Organization**	**Place**	**Date**	**Participants**
Bulgaria	**BFE**	Sofia	Dec 2018	30
Greece	**DSEC**	Chania	Nov 2018	20 (5 Entrepreneurs' representatives, 5 long-term unemployed, 5 responsible for working and training policies, 5 adult educators/career advisors)
Italy	**ERIFO**	Roma	Jan 2019	20 (6 Entrepreneurs from SME, 7 med/long-term unemployed, 2 representative of public authorities, 5 job counsellors/trainers)
Lithuania	**BITE AEC**	Vilnius	Dec 2018	29 (6 unemployed, 6 entrepreneurs/employers, 6 representatives of employees - legislators, 11 representatives of training providers)
Poland	**AHE LODZ**	Lodz	Jan 2019	22 (7 unemployed individuals; 10 trainers/counsellors for orientation; 8 entrepreneurs)
Spain	**FyG**	Valencia	Nov 2018	21 (7 unemployed, 8 entrepreneurs/employers, 6

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				training providers/counsellors for orientation)
Sweden	**Foxpopuli**	Eslov	Dic 2018	20 (adult unemployed; representatives of public authorities; entrepreneurs)
Turkey	**TK**	Turgutlu	Nov 2018	24 (2 unemployed; 7 trainers/job counsellors; 7 entrepreneurs; 3 heads of local institutions; 2 repr. of municipality; 2 repr. of Chamber of Commerce; 1 NGO member)

2.2 Selection of participants and preparation

As already specified in the previous chapter, ERIFO provided a series of methodological and practical indications to all partners who took part to the EASW, in order to guarantee a general degree of alignment between the various contributions.

The decision of selecting EASW as the methodology for the inquiry was connected to the willingness of individuating an instrument that could help in delivering the aforementioned level of alignment and, at the same time, providing to all partner the possibility of personalizing the workshop methods and contents, in order to deliver information that would reproduce more effectively the different national scenarios.

A **European Awareness Scenario Workshop (EASW)** is a method that allows the promotion of an effective debate of various groups of interest, favoring the participation of different set of stakeholders, a solid balance between the contribution of all groups and a cross-breeding between different ideas and worldviews. EASW is particularly successful in local contexts, where it is extremely easy to match individual problems with their causes, making it easier to find a solution.

Due to its pluralistic and dialectical setting, EASW is the perfect instrument for fostering and stimulating democratic participation for what concerns choices which impact on living conditions. It allows an exchange of information between the beneficiaries, to discuss issues and influence the development, stimulating then the ability to identify and plan concrete solutions for real problems. Participants come together to exchange opinions, develop proposals for the benefit of their own community, propose ideas to overcome the obstacles which hamper the development of sustainable development models.

This method pushes people to confront over issues that influence their own lives. Participants are so considered as "experts", for what concerns:

- The knowledge of both the real opportunities of change and the obstacles caused by their conditions;
- How to become the actors of change.

A EASW is based on two main activities: the development and proposal of different ideas. In this development step, participants work in four interest groups, based on the belonging to the same social category. During the working group, participants are encouraged to look ahead in the future and to imagine how to motivate a re-skilling path and how to elaborate this pathway so it can answer to the needs of enterprises.

Participants should act considering as reference the different scenarios, namely the scouting analysis of each country. Different visions will subsequently be presented in a plenary session, from which we will obtain a common vision concerning the actions that should be engaged in order to achieve the best possible results.

We may therefore state that EASW method represents a tool to enhance participation among a community; participants are put in the position to exchange information, discuss issues and processes which impact development. In addition, it proposes a "guided" approach to the discussion with the aim of stimulating participants' ability to identify and propose concrete solutions to real problems, providing the community its knowledge and competences.

The proper identification of the participants represents a key element for a successful initiative.

- **The first criterion is representativeness**, which shall be understood as representativeness of the interests, needs and

differences which are expressed with regard to the problem. Thus, it is guaranteed the manifestation of the complexity of economic, cultural and social problems. Therefore, representativeness should be sought by taking into account the civil society, as a tool aimed to strengthen the different types of representation.

- **Second: openness to change and readiness for dialogue** with different subjects/entities, which need to be understood as the acceptation of common principles and rules, provision of ideas, propositions and professional experience
- **The third is about the readiness to listen**, intended as the attitude to discuss and assess heterogeneous points of view and identify also alternative to their own opinions.
- **The fourth is about the will to collaborate for the implementation of shared goals** and actions, and to the consequent assumption of responsibilities.

Actors should be people who, despite different roles, interpret and represent the different instances which affects, or they aspire to, the decision making process.We should recall that, in order to elaborate a process of change it is fundamental that actors come to **share a common development project**.

In other words, we may state that both the viability and expectation of success of an initiative for change depend on the actors capability to be agents of this change, namely to be able to identify the crucial elements which make it possible to face the future in a new participative way. Therefore, it is necessary an availability to change, and the ability to define the general framework itself and the awareness that this challenge requires the use of a variety of forces.

2.3 Workshop organization and methodology

Undoubtedly, workshop organization represents a sensitive stage. Indeed, it is necessary to guarantee for the entire duration of the event concentration and commitment by all the participants. The workshop length is directly connected to the needs of the various participants, and it could vary from one to five days.

Therefore, it is appropriate that the project team identifies a supervisor which is charged of the workshop organization. It is recommendable to select someone with enough experience in order to guarantee the proper conduct of the works.

A first issue is related to the preparation, made by the supervisor, of the activities connected to the workshop management. It is important to recall that the workshop provides moments of common work involving all the participants and group-works guided by the supervisor. Therefore, it is necessary that the supervisor shall be helped by a number of assistants at least equal to the number of the scheduled works.

It is hence necessary that the supervisor receives the assistance of a number of collaborators equal to the number of the established working groups, that is 4.

The third aspect concerns the participants' choice, which is subjected to three series of factors
1. representativeness
2. categorisation
3. numerical balance between categories .

Before the beginning of the workshop, participants should be invited to register to the EASW specifying, in addition to generalities, the organization to which they belong and the role played in it.

Plenary session – First phase

The workshop starts with the presentation between the various participants into the plenary session.
The supervisor introduces himself to the participants and introduces the project to the team, specifying roles and competences, as well as introducing the assistants which will support project works.

Immediately after the introduction, the supervisor yields the floor to the team expert charged to introduce the subjects covered by the workshop.

After, the activities will develop following this process:

1) creation of positive or negative views
2) SWOT analysis
3) ideas for the development

Working Group – First phase

The first step of the process foresees the establishment of homogeneous groups, based on competences and professional background.   To each group is requested to elaborate together, according to their own knowledge, a "positive" and a "negative" vision about the issues posed by ASK4JOB EASW:

- Which transversal competences are actually perceived by the enterprises as the most important for enterprises and which one are going to be in the future?
- Which executive functions are actually perceived as the most important in order to perform office job in the frame work of

Level 5, and which of these functions are going to be perceived as such in the future?

- How, at the moment, should long-term unemployed be involved in empowering cognitive skills courses and how will they be in the future?
- Which kind of actions are perceived, today and in the future, as the most efficient in order to motivate ASK4Job beneficiaries, namely long-term and low skills unemployed to participate in reskilling courses aimed to reinforce cognitive based skills necessary to live and work .

The objective of this exercise is to get out from ordinary life to focus attention on mid-term development. With the purpose to elaborating different perspectives, each group has the possibility to point out three positive and three negative elements maximum, each of which describe their personal optimistic and pessimistic vision about the future of the territory.

Plenary session – Second phase

Subsequently, each group speaker will point out strengths and weaknesses that he was able to identify in the working groups. For each group, these elements are going to be pointed out in a screen/blackboard, in order to show the overall of the previsions.

The scenarios produced are presented and discussed in plenary session. The collective discussion aims to identify constants and differences of the provisions in: homologies (and/or), similarities (and/or), consequentiality (and/or), contrast, (and/or), opposition (and/or). The ultimate aim of this plenary discussion is to focus, as clearly as possible, on the areas of consensus considering the different evolution of the territory. Another outcome of this exercise is the elaboration of a hierarchy of problems connected to the context.

4.4 Working Group – Second phase

The second step aims to create uneven groups, each one composed by all the representatives of all the groups which took part in the workshop.

This is a crucial step, considering that in inhomogeneous groups all diverging ideas concerning the problem come to light. In order to avoid the risk of an impasse, it is necessary to guide the discussion throughout an analysis method. It is recommendable to set up the discussion process through a SWOT analysis. In this case as well, it is appropriate that group moderators participate as supporter of discussion group. Therefore, the discussion will be oriented in identifying context strengths and weaknesses, as well as risks and opportunities which characterize the evolution of the phenomenon.

From an operational point of view, once the discussion is over, each participant will have to express in writing its own opinion and so, through a voting process , some ideas are going to be selected, namely those which better represents fears and hopes, possibility and ties.

At the end of the working group, participants are asked to do another selection: they will have to identify the three most important points in terms of opportunities and risks for the opening of a process of change between the various points emerged during the discussion. Basically, it will be necessary an additional discussion with the purpose of identifying a limited number of elements (three for each group) to be declined in a positive way, namely in "good practices" or action of a

possible social plan. In particular, in this step we ask ourselves about the three selected elements, to identify the objectives (what) and actions (how), as well as quantitative indicators of expected results, the times of realization and the intermediate and final procedures of verification.

Each group engages itself in the elaboration of a plan of (macro)activities, necessary to reach the selected objectives.

The latter aspect turns out to be particularly important, considering that it forces participants to deal with the real feasibility of the presented proposals.

1.4.5. Validation of the experience (during the final plenary session)

During the plenary session, there is the presentation of the different works carried out by the different groups. After this introductory step, all the participants are invited to vote the work made by the other groups. In this way, we adopt a mechanism of cross-voting, which is necessary to select the best combination between objectives (what) and actions (how).

The final result should represent a great range of possible choices and an agenda of priorities which identifies a development path achievable in the medium-term, as well as quantitative indicators of expected results, the deadlines for implementation, the medium and long term procedures of verification.

The final result will then be handed to the working team in charge of the realization of the program of change and of the development plan.

3. The Working Groups

Throughout the individuation and the selection of local actors it is possible to define the EASW group, which will define the criteria and trajectories of the project of change.

After having identified the subjects involved in the design of the action plan, and once defined the principles of participation, a real planning of the change should be carried out.

The various project phases could be identified as such:

- knowledge alignment
- actor sensibilisation over ASK4JOB goals and findings
- decision-making (comparative process, discussion and identification of development guidelines)
- decisions' implementation

The second step is the acquisition of the overall elements, both informative and cognitive, necessary to obtain a clear understanding of the context and the local situation. For this purpose, every EASW organizer will refer to the scouting analysis' results, at national and comparative level. This analysis could be integrated with both a description of the local context, and statistical data held to be important and useful for understanding ASK4JOB goals and purposes.

Thus, a preliminary step consists in the alignment of the overall knowledge of the actors involved in the entire process, with the aim of guaranteeing the same participative opportunities.

It is important to remark that for "learning step" we refer to the overall activities of collection, elaboration and interpretation of necessary data

to reconstruct the map of the opportunities, restrictions, strengths and weaknesses of the ASK4JOB strategy.

The pathway that brings us to the knowledge alignment may be resumed in the following steps:

- collection of data and information about the territory
- analysis of tendencies and definition of the best cross-section, namely individuation of tendencies which may impact on the territory development tendencies.

Basing our considerations on the National and comparative scouting analysis, as well as on other relevant studies, we will have to move toward the definition of possible future scenarios with respect to:

- Which transversal competences are perceived as the most striking for the enterprises?
- Which executive functions are considered as primary to effectively carry out office task relating to level 5?
- How to involve long-term unemployed in courses for the empowerment of cognitive skills?
- Which actions are perceived as the most successful to motivate the final beneficiaries of ASK4Job, namely long-term and low-skilled unemployed, to participate in re-skilling courses aimed to reinforce based cognitive skills to live and work.

Different scenarios should present two main features in order to be acceptable: maintaining an internal coherence and resulting plausible and credible.

It is clear that these elaborates represent only the first instruments to become confident with the method and they do not represent an anticipation of the results and the choices which will emerge on a second step.

At this point, it is necessary to establish a first seminar step which allows to build a working relationship between the project team and the EASW participants, throughout presentation meetings of the provided documentation and methodological tools.

3.1 Working Group

SWEDEN

Organized by FOXPOPULI

Participants
The EASW was organized in Eslov on December 14, 2018. With respect to the key stakeholders in the ASK4JOB project it was decided to have the following three role groups to be present at the Scenario Workshop:
1. Entrepreneurs
2. Public organisations
3. Adult and vocal education organisations

There were 20 participants equally divided by women and men. All potential participants were first contacted personally, either by telephone or in person, and informed about the aims of the workshop and the ASK4JOB project. On showing interest they received further information via the internet

Organization of the workshop

There are three major elements that differentiate this workshop from the Basic Scenario Workshop Tool. These elements of adaptation are: the number of homogeneous interest groups (in our case three), the development of a positive and negative (worst-case scenario) and additional information material for the participants we called "inspiration material".

• The number of interest groups

• The development of a positive and negative scenario (worst-case scenario)

• The "inspiration material" (Since Sweden is the partnership "good practice" case, the Foxpopuli team decided to enrich the presentation session of the organizers by material called "inspiration material". This material contained information about the results of the Scouting Analysis as part one of IO1. It further illustrated experiences for the participants in order to be inspired and get an understanding of which influence and effect the ASK4JOB project can have on the involved actors and on societal development)

Plenary session – First Phase – The Scenario Workshop started with an introductory session in plenary, welcoming the participants and explaining them about the programme of the day.

• ***Working Group – First Phase***: The participants develop and discussed within their role group a positive scenario related to the scenario workshop focus question (the prospective question) reflecting their interests and future expectations. To support this process, it was helpful to provide the groups with handouts to help develop the scenario, pointing out the main questions to ask and what steps to take.
Each role group developed one common future scenario reflecting their interests and future expectations.

• ***Plenary session – Second Phase*** - The individual scenarios were presented by one spokesperson each and are compared with each other. Thus, one can learn to understand the ideas, fears and wishes of the participating role groups and identify common ground and conflicting issues. The discussion stimulates mutual understanding. Individual motives, backgrounds, intentions become visible and decisions are made transparent and comprehensible.

• ***Working group – Second phase*** - After a short brake the groups were working in heterogeneous teams, formed by the organizers. This discussion was related with building a SWOT analysis, based on the dialogues held in the previous session. After the discussion each working group identified three of the most important points in terms of strengths, weaknesses, opportunities and threats regarding the evolution of the phenomenon studied (transversal competences and executive functions valued by enterprises within the framework of EQF5).

• ***Final Plenary Session*** - This part of the participatory workshop brought participants back to reality. Based on the results of the thematic groups a plan is developed for the implementation of the results, i.e. what each participant or participating group can contribute to the realisation of the scenarios. This last step opens up perspectives for concerted action, shows practicable ways for implementation and can go as far as developing a strategic action plan. In some cases, an actual action plan was developed pointing out responsibilities of the different actors, and in other cases, the scenario workshop ends with several suggestions to change a given situation, but without pointing out responsibilities.

Research questions and scenarios:
In a first step a list of common topics and themes derived from the following four scenarios, albeit only scenario one and two were the key topics.

1. Which transversal competences are most valued by enterprises, now and in the future?

2. Which executive functions are actually perceived as the most important in order to perform an office job in the framework of Level 5 now and in the future?

3. How, at the moment, should long-term unemployed be involved in empowering cognitive skills courses?

4. Which kind of actions are perceived, today and in the future, as the most efficient in order to motivate Ask4Job beneficiaries to participate in reskilling courses aimed to reinforce cognitive based skills necessary to live and work?

Most interesting findings

Here is a list of the most interesting findings provided by the Swedish partner:

- According to unemployed individuals, to understand the modern ever-changing world, unemployed people have a need of enhancing their basic skills and nowadays there is a lot of information available on the Internet as well as focused educational courses in particular in the digital skills area.
- One of the most challenging issues is the lack of understanding of which digital competences are most requested for finding an employment. It would be important to have a structured education and guidance to find out which courses and skills could be more helpful
- New qualification pathways should create a bridge between traditional education and training institutions, in order to provide better support to learners.

3.2 Working Group

LITHUANIA

Organized by Bite AEC

Participants

The seminar was held in Bite AEC headquarters in Vilnius. The duration of the seminar was 8 hours, and there were 29 participants: 6 unemployed, 6 entrepreneurs/employers, 6 representatives of employees - legislators, 11 representatives of training providers.

All participants were invited through local public and adult educational centres, with whom Bite AEC usually collaborates. There was communication with learners from personal employees and learners' contacts. The most difficult thing was to find the people who work as public administrators responsible for working and training policies.

Organization of the workshop

This part of the report includes the summary with the conclusions coming from the phases of the workshops conducted with the three target groups, which are:

• **Plenary session – First Phase** – First of all, the aims and objectives of the "Erasmus+" project "Adult Skills for a Job Oriented Breakthrough" (Ask4Job) were introduced to the participants of the seminar. The participants of the seminar were presented with the project work which had already been carried out, as well as with the study of the digital competences necessary for administration and office staff by Kristina Martinavičiutė, a teacher and a psychologist responsible for the project activity in Bite AEC, and Rasa Dauguvietytė, the teacher of mathematics and information technologies and a career coordinator.

The participants were encouraged to propose their ideas for what key competencies are necessary for employees, how to organize training to help the unemployed to improve their general competencies, so that they could successfully integrate themselves into the labour market.

• **Working Group – First Phase**: All participants were divided into four different working groups: unemployed people, trainers or counsellors, entrepreneurs/managers, legislators. Then participants were asked to discuss and collectively elaborate a positive (best-case) and negative (worst-case) vision about the issues posed by the Ask4Job EASW. The potential positive and negative visions about the future should reflect the interests, expectations and concerns of participants regarding the topics presented. The potential positive and negative visions about the future should reflect the interests, expectations and concerns of participants regarding the topics presented:

1. Transversal competences most valuable by enterprises, now and in the future.
2. Executive functions perceived as the most important in order to perform an office job in the frame of EQF 5

• **Plenary session – Second Phase** - It was suggested to sit at the round table and agree on what issues would be relevant and what should be analysed in this seminar. The participants shared their

opinions and experiences. It was agreed to discuss the following questions and find the answers:

1.   Transversal competences most valuable by enterprises, now and in the future.

2.   Executive functions perceived as the most important in order to perform an office job in the frame of EQF 5.

•   **Working group – Second phase** - After a short brake the groups were working in heterogeneous teams, formed by the organizers. This discussion was related with building a SWOT analysis, based on the dialogues held in the previous session. After the discussion each working group identified three of the most important points in terms of strengths, weaknesses, opportunities and threats regarding the evolution of the phenomenon studied (transversal competences and executive functions valued by enterprises within the framework of EQF5).

•   **Final Plenary Session** - When participants had identified possible positive and negative scenarios and had performed the SWOT analysis, the working groups were working again and trying to develop practical proposals. Efforts were made to answer these questions

1.   How should the long-term unemployed be involved in empowering cognitive skills courses?

2.   Which kind of actions are perceived as the most efficient in order to motivate long term employers to participate in reskilling courses aimed to reinforce cognitive based skills necessary to live and work?

Most interesting findings

Here is a list of the most interesting findings provided by the Lithuanian partner:

- The main issues that need to be tackled are: high emigration; lack of specialists due to brain drain;
- Free courses, social and psychological support would help unemployed people to learn and increase their qualifications. The training providers expect state funding for training programs; effective tools would be free or employer-paid training courses, distance learning opportunities for learners, convenient course time.
- The following competences are the most important to unemployed people: achieving results, responsibility, problem-solving and critical thinking;
- According to trainers, counselors and legislators, in particular, it is also fundamental to support unemployed individuals through social and psychological assistance, in order to support them in solving emotional, personality and communication issues.
- Unemployed individuals recognized how often lack of motivation is at the basis of the difficulties in finding a good employment
- It is fundamental to understand how to create specific training programs that adapt to the needs of learners; however, often training providers have a lack of experience in organizing courses that enhance cognitive skills.
- According to entrepreneurs, together with digital skills it is important to help individuals also through a series of transversal skills as problem-solving, critical thinking in particular, in order to support them in becoming more oriented to results' achievement.

3.3 Working Group

ITALY

Organized by ERIFO

Participants

The EASW workshop has been organized in four categories of stakeholders for a total of 20 people:
1.   long-term unemployed (category: citizens);
2.   trainers and/or counselors for the orientation (category: sector expertise)
3.   responsible for working and training policies (category: public administrators)
4.   entrepreneurs whose productive activity involve Administrative and Costumer Care profiles (category: representatives of companies)

Each group was composed considering the principle of gender balance representation and the interest and willingness demonstrated in preliminary communications .

Organization of the workshop

The four categories have organized each a group discussion, after a first meeting in plenary session within which has been discussed the basic information on the scouting analysis done in the Ask4job project framework.

A facilitator from ERIFO has been assigned to each group for the management and bureaucratic stuff as well as for explanation and clarification where was the case.

Each groups was asked to present three respectively negative and positive ideas regarding the future of the region where they live.

Plenary session – First Phase – At first a member of ERIFO staff has presented the scope and the goals of the EASW workshop and its methodology, within the wider activities of the Ask4job framework, and answered to questions about the project. It have been as well introduced each of the working groups.

• ***Working Group – First Phase***: The group sessions have been organized in form of a round table with an elected group coordinator with the task of managing the agenda and present the conclusions at the end of the respective session and in the final plenary.
These are the questions that were asked to stimulate the discussion:
1.	Which transversal competences are actually perceived by the enterprises as the most important for enterprises and which one are going to be in the future?
2.	Which executive functions are actually perceived as the most important in order to perform office job in the frame work of Level 5, and which of these functions are going to be perceived as such in the future?

3.   How, at the moment, should long-term unemployed be involved in empowering cognitive skills courses and how will they be in the future?

4.   Which kind of actions are perceived, today and in the future, as the most efficient in order to motivate ASK4Job beneficiaries, namely long-term and low skills unemployed to participate in reskilling courses aimed to reinforce cognitive based skills necessary to live and work?

•   *Working group – Second phase* - There was a short break after the presentations and the second session of the workshop started. During this session the groups worked in different heterogeneous teams, formed by the facilitators. The groups were asked to build a SWOT analysis of the labour market in the town, keeping in mind the discussions held in the previous session. Each group identified four important points in terms of strengths, weaknesses, opportunities and threats of the local labour market.

•   *Final Plenary Session* - After the discussion, through the vote, four ideas were chosen from each group that best express the group opinion regarding the strengths, weaknesses, opportunities and threats associated to the ASK4JOB approach.
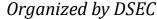
Most interesting findings

Here is a list of the most interesting findings provided by the Italian partner:

• After many years of unemployment, unemployed adults list the lack of confidence and motivation as a strong barrier against new job opportunities. It is hence fundamental to understand how to help these individuals, maybe through the use of tutors

• Entrepreneurs tent to be discouraged in hiring due to the lack of institutional support and inadequate contracts

- Bureaucratic issues tent to discourage entrepreneurs in hiring
- It is important to identify new flexible forms of training, creating training courses based on the real market demand of skills and defining tailor-made courses that support the real needs of trainees and SMEs
- According to policymakers, the digitalisation of the labour market together with active labour policies that protect human fundamental rights represents a new frontier of new opportunities which don`t affect the quality
- The policymakers have to understand that, to stimulate long-term and low-skilled unemployed people to be involved in reskilling courses, there are necessary a kind of citizenship income in order to offer a minimum of financial serenity to those involved in trainings;
- Training courses need to respond to real market demand in such manner that at the end of the training should be available a kind of paid traineeship;
- Entrepreneurs and companies should be stimulated with fiscal incentives in hiring long-term and low-skilled unemployed people.

3.4 Working Group

GREECE

Organized by DSEC

Participants

The process of inviting the participants also included providing the participants with enough information about the ASK4JOB project and the EASW workshop, in order to be able to decide whether they were interested in participating.

The preparation of the EASW workshop included the following steps: a) compiling a list of potential participants, b) contacting the organizations or the participants to inform them about the workshop and to verify their interest in participating, c) sending official invitations, d) compiling the final participants list.

The selection of the participants was a crucial parameter for the EASW workshop. Representativeness was the first criterion for inviting the participants. So our invitations were addressed to:

• organizations whose activities are relevant to the ASK4JOB project: Adults Education, Vocational Education, Career Counselling, ICT education, Apprenticeship, Special Needs Education.

• representatives of companies and entrepreneurs : Chamber of Commerce and Industry, Federation of Professionals, Craftsmen & Merchants of Chania etc.

• public body organizations such as the municipality of Chania, Directorate of Secondary Education, Hellenic Informatics Union. These organizations apart from being potential employers, they also could contribute to identify the competences that are needed for the citizens now and in the future.

There was equal participation of men and women (10 men and 10 women) at the EASW workshop.

Organization of the workshop

The European Awareness Scenario Workshop (EASW) described in this document, took place at Chania on 27 November 2018. It was organized by the Directorate of Secondary Education of Chania (DSEC), as part of the development of 1st Intellectual Output of the ASK4JOB project.

As the EASW workshop requires the participants to work in groups, at least four people are needed to assist/facilitate the work in groups.

The EASW workshop aimed at presenting the ASK4JOB methodology and first year results to the stakeholders but also to collect feedback from the stakeholders that will be used to guide the next steps of the design of the ASK4JOB educational program, tools and material. It was organized in two main parts:

a) The first part of the workshop focused on the analysis that has to take place in order to determine the contents of the ASK4JOB, self assessement tool and training program. (job description, tasks, required knowledge, skills and competences, executive functions corresponding to the targeted jobs). The participants had to describe

the requirements for the targeted jobs and also give their vision/prediction of the future requirements.

b)   The second part of the workshop focused on the ASK4JOB methodology and pathway to learning that is: the evaluation of current skills and competences via SASS online tool, online training course MOOC, capability laboratory and the validation process. The participants discussed and analysed the ASK4JOB approach, using the method of SWOT analysis. Finally the participants proposed a set of objectives and actions to be taken, in order to take advantage of the strengths and opportunities, to balance the weaknesses and eliminate the threats of the ASK4JOB approach, and to allow the ASK4JOB beneficiaries to make the most of this program.

• *Plenary session – First Phase* – The workshop started with the welcoming of the participants by the director of DSEC. The organizing team presented themselves and asked the participants to introduce themselves, as well. The purpose of this session was also to introduce the EASW methodology to the participants, to present the agenda and to provide the participants with the information required for the knowledge alignment. This was achieved by a number of presentations on the following topics:

•   Introduction of the ASK4JOB project (aims, outputs, methodology)

•   Introduction to the basic competences for Life Long Learning, and to the Digital Competence Framework for Citizens (DigComp 2.1), including proficiency levels, competence areas, examples of use.

•   Presentation of the results of the ASK4JOB scouting analysis for Greece and ASK4JOB partner countries, methodology and results.

• ***Working Group – First Phase***: The participants were divided into four homogeneous groups, based on their professional experience and the position they have in the sending organization. Participants worked in homogenous groups to identify the most important tasks performed by administrative and customer care workers. For these tasks the participants had to specify the most important digital competences and the associated cognitive skills or executive functions needed to perform these tasks. The following questions were raised to start the discussion:

• Which transversal competences are actually perceived by the enterprises as the most important and which ones are going to be in the future?

• Which executive functions are actually perceived as the most important in order to perform office job in the framework of Level 5, and which of these functions are going to be perceived as such in the future?

• ***Plenary session – Second phase*** - In the beginning, each group speaker presented the main transversal competences and executive functions that are perceived as the most important in order to perform office jobs in the framework of Level 5.

 Learning to learn competence was identified as the most important transversal competence, by three groups, except for the unemployed group, that identified language, digital and social competence as the most important. However the competences pointed out by the unemployed, especially literacy and ICT skills are considered as necessary for the development of the learning to learn competence. (European Parliament and the Council, 2006).

• ***Working group – Second phase*** - During the second phase the participants formed four heterogeneous groups of five members each. Each group had at least one participant from the four categories: unemployed, policy makers, entrepreneurs, educators/career advisors.

It was perhaps the most crucial step, as many interesting ideas emerged, as a result of the pluralism of the participants.

The aim of the ASK4JOB project is to upskill unemployed people to better correspond to the current and future needs and also to take part to social life and citizenship. The ASK4JOB methodology and the learners pathway was presented to the participants. This approach consists of 4 stages: a) the assessment of existing skills, b) the distant learning using the MOOC, c) the capability laboratory, d) Validation/Digital Badge.

From operational point of view, initially, a blank SWOT analysis matrix was given to each participant, and they were asked to point out, separately, what are the strengths and weaknesses of ASK4JOB approach, as well as what are the opportunities and the threats.

• *Final Plenary Session* - During the final plenary session, the presentations of the results produced by the heterogeneous groups took place. The results of the SWOT analysis of each group was presented to the plenary. After the end of each presentation the post-it notes were transferred in a common SWOT analysis matrix.

After the production of the final SWOT matrix all of the participants were invited to vote the objectives (what) and the actions (how) made by the other groups. In this way, we were able to select the best combination between the objectives (what) and actions (how).

The results of the SWOT validated the need for training programs that will reinforce the basic digital and cognitive skills of unemployed people to empower them to work, to learn and participate to social and political life (as citizens).

Research questions:
DSEC moderators and working team integrated the research questions suggested by ERIFO with a set of additional research topics, provided in order to enrich the discussion with more useful insights:
• How do you imagine midterm future for local and enterprises and public sector in your region/country?

- Is digital transformation going to affect your organization/company?
- How is going to affect the jobs of administrative and customer care workers?
- How is going to affect citizens and consumers?
- What will be the positives and the negatives related to this development

Moreover, the following questions were presented during the second group-session phase:
• How should long-term unemployed be involved in empowering cognitive skill courses both now and in the future?
• What actions should be taken in order to motivate ASK4JOB beneficiaries' namely long-term unemployed to participate in re-skilling courses aimed to reinforce life and work skills?
• What kind of skills required for taking Massive Open Online Course (MOOCs). What kind of support will be best of unemployed adults taking the MOOC?

Most interesting findings

Here is a list of the most interesting findings provided by the Greek partner:

- A series of transversal competences have been identified and signaled as the most relevant for finding new employment opportunities by the various groups: according to entrepreneurs, policymakers and job counselors, motivation to learn and self-improvement are the most relevant to generate a spirit of persistence to learning; unemployed individuals seem to put before social skills, knowledge of Greek and English.
- Competences that have been indicated are: high-level communication skills; ability to collaborate and work in team

- The most relevant digital skills and competences are: ability to search, filter and evaluate information and digital contents.
- Digital skills should not to be limited to the use of specific software but the employees should be able to adapt to new versions of the software or different software tools that perform similar functions.
- According to entrepreneurs and policy makers, digital transformation – if well interpreted and fostered through the right policies – could lead to stronger economic development, providing faster and more reliable services. Organizations and companies will provide more services and thus will require a higher number of employees with relevant digital knowledge, saving time and guaranteeing a good organization. Also unemployed individuals seem to be confident that this progress will foster a reduction in job vacancies and seem hence to be more prone to follow upskilling courses
- Negative thoughts as expressed by stakeholders are: risk of increasing isolation for those individuals who fail at following the digital upgrade courses; risk that services that are now offered locally, by customer care or administrative workers will be replaced by online services, that the citizens/customers will access on their own.
- A strategy for including individuals who have low digital competences is requested, in order to help them in understanding market needs and continuous technological development; technological developments in ICT require constant updating of digital competence, which become obsolete fast.
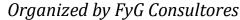
Proposed actions to support the partnership
The DSEC team completed the EASW by defining a set of actions that could be implemented in order to support the ASK4JOB project on their national side:

- To develop an on-site preparatory course in order to support the ASK4JOB learners who do not have the minimum required skills to to use the SASS tool or the e-learning platform.
- The organizations implementing the ASK4JOB educational program could provide accesses to computer lab to allow the learner, that do not have the appropriate equipment, to have access to the on-line material.
- To develop a reliable self-evaluation environment using methodologies such as game-based assessment or the creation of various (self-) assessment scenarios
- To promote the program to specific organasations (schools, municipalites) for the assessment and training of their staff.
- To provide a certificate that is recognised at least by local businesses.

3.5 Working Group

SPAIN

Organized by FyG Consultores

Participants

The identification of participants represented a critical step in the organisation of the workshop. This phase was led by four main criteria, stated in the document "General Guidelines of the EASW implementation". These include representativeness, openness to change, readiness to dialogue and willingness to collaborate for the implementation of shared goals. Apart from these aspects, we also sought a balanced group in terms of personal characteristics such as gender and age.

Bearing these criteria and the objectives of the workshop in mind, we tried to involve each of the most relevant social groups for the context of study. At the end, the following interest groups were present during the workshop:

- Unemployed (7 persons)
- Trainers/Counsellors for the orientation (6 persons)

- ▪ Entrepreneurs related to the field of Administration and Customer Care (8 persons)

Apart from FyG's organisational contact database, our broad network of local organisations and stakeholders allowed us to reach participants of each of the groups. For instance, stakeholders such as FEMEVAL or associated partners such as AJEV (Young Entrepreneurs Association from Valencia), were key to contact entrepreneurs and employees working in the fields of administration and customer care. Moreover, the strong focus of FyG on entrepreneurial education and training activities facilitated the communication with trainers and entrepreneurs. Trainers and people in a situation of unemployment were also invited through local public and adult educational centres, with whom FyG usually collaborates. Finally, we also tried to involve public administrators responsible for working and training policies. However, this profile was the hardest to reach due to availability constraints.

Organization of the workshop

The workshop was carried out on November 20, 2018 in Valencia, Spain. More specifically, it was held at the offices of the Valencian Employers' Federation of the Metal Sector (FEMEVAL), one of the project's main stakeholders in Spain. The whole event lasted around 8 hours, where a total of 21 participants gathered to exchange opinions and ideas.

The decision of making the EASW workshop in one day was guided by the realistic assumption that the 21 participants would face time and availability constraints in case the event would have been longer. Thus, we made the necessary changes in order to go through all the stages of the workshop, combining and adapting some of the activities.

Plenary session – First phase – The main aims of this section were three. Firstly, to raise awareness of the project within participants, as most of them were not familiar with Ask4Job. Secondly, to present the goals of the EASW workshop and its methodology, as well as to introduce each of the working groups who will participate on it. Thirdly, to present and systematize the results of the Scouting Analysis conducted in Spain in order to obtain a clear understanding of the local situation.

After the explanation, participants had the chance to directly ask questions and doubts about the project. Moreover, there were some reactions to the presentation of the Scouting analysis findings, which represented the perfect opportunity to validate research results and to introduce the discussion that would guide the second part of the workshop. More concretely, some participants pointed out the increasing need of professionals who are able to master competences related to data collection and management or the creative use of technologies in the work environment.

Working group – First phase At the beginning of the second session, participants were divided in three different working groups, according to their personal situation and professional background. The working groups corresponded to each of the three social actors invited to the workshop (unemployed, trainers or counsellors for the orientation and entrepreneurs). After the formation of the groups, participants were asked to discuss and collectively elaborate a positive (best-case) and negative (worst-case) vision about the issues posed by the Ask4Job EASW. The potential positive and negative visions about the future should reflect the interests, expectations and concerns of participants regarding the topics presented. These were:

1.   Transversal competences most valuable by enterprises, now and in the future.

2.   Executive functions perceived as the most important in order to perform an office job in the frame of EQF 5.

• **Plenary session – Second Phase**: After forty minutes of discussion, each group was asked to point out a positive and a negative scenario describing their view related to each of the topics. The issues presented in the plenary session by each of the groups are described in the following table.

After the presentation of the groups, a time for discussion was initiated, were the rest of participants had the chance to express their own opinion and to explain more in depth some of the ideas presented. This first session was useful to get a first contact with the topics of study, to understand the expectations and concerns of participants and to foster mutual understanding within the groups. In fact, the three groups converged in many ideas such as the importance of digital skills and the need to expand the training opportunities in this field.

• **Working group – Second Phase**:

The second session of the working groups started after a short break and, in this case, the groups worked in heterogeneous teams, formed by the facilitators. The second discussion was structured around the idea of building a SWOT analysis, based on the dialogues held in the previous session. In this case, three members of FyG moderated the work of each of the groups. At the end, each group identified three of the most important points in terms of strengths, weaknesses, opportunities and threats of the local and national context, regarding the evolution of the phenomenon studied (transversal competences and executive functions valued by enterprises within the framework of EQF5). The most relevant results are represented below.

Final plenary session:

In the final plenary session, a member of each team presented the main ideas of the SWOT analysis and the action plan elaborated
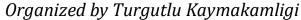
Most interesting findings

Here is a list of the most interesting findings provided by the Spanish partner:

- A practical methodological approach is more attractive and motivating for taking part in cognitive skills courses.
- According to unemployed learners, some of the most important transversal skills requested for finding new employment opportunities are: motivation to learn; commitment; adaptation to change. Entrepreneurs affirm that instead the most valuable competences are creativity, data analysis, problem-solving skills, decision-making and digital skills
- According to job counsellors, there is a consistent mismatch between competences requested from enterprises and those offered by job-seekers. This is also connected to the ineffectiveness of public educational policies, that are often out of date
- Workshop participants also pointed out the importance of the evaluation process, as being aware of the improvements experienced is key for their motivation.
- At the end of the course, a certificate should be provided. This certificate must be recognised by companies and organisations.
- It was possible to identify a lack of training courses as envisaged in the Ask4Job framework, while existing courses are not tailored on the needs of unemployed learners
- There is a general lack of confidence towards the effectiveness of the already existing courses. Adult learners should be helped to understand how technological development can bring about the improvement of online tools to assess competences and to help unemployed people to acquire the necessary ones to enter in the job market

3.6 Working Group

TURKEY

Organized by Turgutlu Kaymakamligi

Participants

24 participants attended the workshop. The selection of participants was led by four main criteria which were stated in the document "General Guidelines of the EASW implementation". These include representativeness, openness to change, readiness to dialogue and willingness to collaborate for the implementation of shared goals. Turgutlu Kaymakamligi is the highest public authority in the town of Turgutlu, which made it possible to reach a variety of institutions and people.

Unemployed	*2*
Trainers/Counsellors for the orientation	*7*
Entrepreneurs	*7*
Policy Makers (Head of local ins.)	*3*
Representatives of Municipality	*2*

Representatives of Chamber of Commerce	*2*
Member of NGO	*1*
Total	***24***

Organization of the workshop

The workshop was carried out on November 16, 2018 in Turgutlu, Turkey. The duration of the workshop was set as one day, because of time and availability constraints of the participants. The whole event lasted around 8 hours. The trainer was Haktan SEVSAY who has a doctorate degree in business management. Turgutlu Kaymakamligi was represented by Sebnem DURAN and ARİF GURLER, who work as project coordinators at the governorship and who also acted as facilitators during the workshop.

Plenary session – First phase – The first stage aimed to promote the project Ask4Job within participants to present the goals of the EASW workshop and its methodology, as well as to introduce each of the working groups who will participate in it. Thus, the trainer initiated the workshop by introducing himself and the facilitators. Afterwards, the participants were asked to introduce themselves.

Şebnem DURAN, who is responsible for running the project in the governorship, made a presentation of the project Ask4Job. The purpose of ASK4JOB was explained and the Scouting analysis findings were presented. An overview of the European Qualification Framework was also provided. The participants were interested as some of them did not know the project before and they had the chance to directly ask questions about the project too. The questions and reactions given to the project topic and the results of the Scouting Analysis started a discussion about how difficult it is to find professionals who had EQF 5 competences. Participants started to share their views about how these competences can be developed and how awareness can be raised among vocational students and job seekers.

Working group – First phase The discussion about how difficult it is to find professionals who had EQF 5 competences was interrupted by the trainer. The second session started by dividing the participants in three different working groups, by paying attention to the fact that each group contained a person from a different background and profession. After the formation of the groups, participants were asked 4 questions and they were asked to discuss them. After discussing them, each of the groups were to elect a group speaker, who would present the main conclusions to the rest during the next session. Each group had to provide their ideas concerning these following topics and a positive and a negative scenario describing their view related to each of the topics:

* Transversal competences most valuable by enterprises, now and in the future.

* Executive functions perceived as the most important in order to perform an office job in the frame of EQF 5.

• **Plenary session – Second Phase**: After the discussion, each group speaker presented the views of the groups. Here are the views shared by the members of each group in a nutshell.

• **Working group – Second Phase**:
There was a short break after the presentations and the second session of the workshop started. During this session the groups worked in different heterogeneous teams, formed by the facilitators. The groups were asked to build a SWOT analysis of the labour market in the town, keeping in mind the discussions held in the previous session. Each group identified four important points in terms of strengths, weaknesses, opportunities and threats of the local labour market. After presenting the SWOT analysis of each group, participants voted and they selected the most relevant points, which are shown in the table below.

Final plenary session:

Having identified the possible positive and negative scenarios and having performed the SWOT analysis, the working groups proceeded to work on the final step, aimed at developing practical proposals with regard to the following questions:

1.   How, at the moment, should long-term unemployed be involved in empowering cognitive skills courses?

2.   Which kind of actions are perceived, today and in the future, as the most efficient in order to motivate Ask4Job beneficiaries to participate in reskilling courses aimed to reinforce cognitive based skills necessary to live and work?
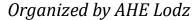
Most interesting findings

Here is a list of the most interesting findings provided by the Turkish partner:

- Long-term and low-skilled unemployed should be made aware of the fact that only mechanical and field knowledge is not enough for success in the labour market, but cognitive skills are also necessary. A system like mentorship can be applied for this; students who have vocational training could be matched with a mentor employer and thus, be trained about the needs of the labour market. This mentorship system was the most popular idea among the participants.
- The job market is currently in a phase of continuous transformation and change. It is important to develop instruments that could support employers and job-seekers in overcoming mismatches between qualification offer and demand
- The cognitive skills courses should be practical and hands-on courses rather than theoretical ones.
- The system of apprenticeship should be expanded so that employees should learn the job on the spot.

- Job seekers should be taught how to self-develop and how to analyse their needs.
- Entrepreneurship should be a part of the official curriculum and successful entrepreneurs in the town could visit schools and tell their stories.

3.7 Working Group

POLAND

Organized by AHE Lodz

Participants

The participants were invited to the event with the respect of the criteria described in the document "General Guidelines of the EASW implementation", which are:

- representativeness,
- openness to change,
- readiness to dialogue
- willingness to collaborate for the implementation of shared goals.

University of Humanities and Economics in Łódź has been cooperating with many institutions and organisations in the field of social service and support, including guidance and counselling for the unemployed. We have been involved in may activities dedicated both to

professionals and institutions providing support to the unemployed. Therefore, we selected the representatives for the workshops from our local stakeholders, including Labour offices, educational institutions, NGO`s, educational and training centres, from Łódź district. All the participants represent three groups:

- Unemployed
- Trainers/Counsellors for the orientation
- Entrepreneurs related to the field of Administration

Organization of the workshop

This part of the report includes the summary with the conclusions coming from the phases of the workshops conducted with the three target groups, which are:

• Plenary session – First phase – Knowledge alignment and systematization of results: AHE presented detailed information about the project, its objectives, methodologies, assumptions, and partners. The most common way of acquiring qualifications and raising qualifications by unemployed people in Poland as well as the path of education were discussed. Partners also talked about the tasks of labor offices, social assistance in the field of supporting long-term unemployed, presenting the latest data on the level of unemployment in Poland, and selected research results from the first part of the Ask4Job project.

After the explanation, the participants had the opportunity to ask questions and share with their opinions and doubts about the project, and the data presented. Some of the participants were surprised by the results of our research on digital competences of adults in Poland and in other countries.

• Plenary session – Second Phase: during this part of the workshop, each group had to describe positive and a negative scenario describing their view related to each of the topics.

• Final plenary session - in this part the participants were asked to discuss the previous session issues building a SWOT analysis. Each target group pointed to the most crucial areas in the specific fields of SWOT analysis.

Questions presented to participants

AHE Lodz moderators stimulated the debate between stakeholders by proposing the following questions:

- What kind of competencies do employers expect from modern employees?
- What are the minimum digital competences (EQF5) of adults to properly perform office work?
- How to motivate unemployed people to improve their qualifications, especially in the field of digital skills?
- What actions should be taken to support the unemployed in entering the labor market and taking up a job? How to help them to stay on the labor market?

Most interesting findings

Here is a list of the most interesting findings provided by the Polish partner:
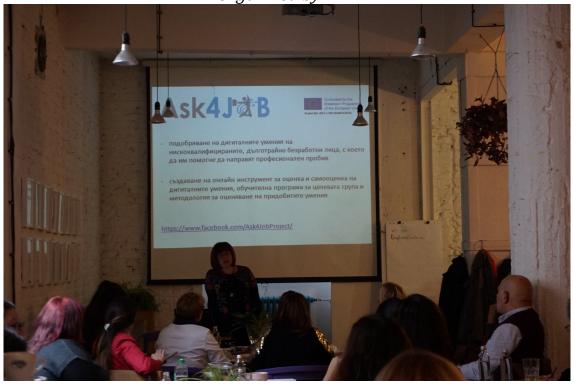
- For what concerns soft skills and transversal competences, unemployed individuals show high consideration of skills like creativity; team-work ability; openness to cooperation and networking.
- Unemployed adults outline how they recognize their difficulties with digital technologies and they hope that also potential employers may support them through learning courses. In fact,

the majority of training courses are not free of charge, and they cannot afford them

- Job counselors generally individuate a series of psychological barrier in unemployed adults, connected to "social isolation" and "digital isolation" that puts them in a vicious circle.

- A "small step method" in the delivery of digital courses may be better for adult learners, in order to motivate them in overcoming their barriers and issues. Overcoming the lack of motivation is in fact a fundamental issue for supporting unemployed adults with low skills.

- Unemployed individuals do not always have clear ideas concerning which are the most important digital skills that they need to achieve. They need a strong guidance in order to understand in which area they should develop better.

- Entrepreneurs who took part to the workshop affirmed that they think that digital skills are fundamental on the workplace and that they generally hire individuals with higher digital competences. They maintain that a stronger digital preparation would be recommended for workers.

- The digital skills expected from workers are: data storage; data processing; support in the realization and maintenance of websites; skills in using Office package.

3.8 Working Group

BULGARIA

Organized by BFE

Participants

The Bulgarian EASW workshop has been organized and conducted at the end of November, 2018 with 20 participants, around 30 took part as seen on the photos but due to GDPR influence we have collected 20 signatures:

1. public authorities, including National Employment Agency, National Revenue Agency - 4
2. private entities – 5
3. universities, schools - 4
4. trainers and career practitioners - 5
5. citizens - 2

Organization of the workshop

Business Foundation for Education organized a group presentation of the project and the scouting analysis, with detailed information about the interviews and questionnaires and the respective results.

Plenary session – First Phase – BFE representative presented the concept of the EASW workshop and what its importance and impact for the project implementation are. The participants asked questions and shared their interest in the topic of the project

Working Group – First Phase: The group work has been organized in the format of the World Café with 4 different round tables where participants have been provided the possibility to hear detailed information from the facilitator and share his/her opinion, personal experience and the viewpoint of the institution, entity he/she represents or his/her own viewpoint in the case of the citizens.

The round tables have been organized around the following questions/topics:

1. Transversal competences mostly demanded and valued by the employers – both public and private and how the labour market influences the future demands
2. Activities and responsibilities mostly put into real practice at the work places for employees corresponding to Level 5 and how the changes of the labour market and the aging population relate to them
3. Participation of adults in life-long learning, in particular in digital skills field – low percentage for Bulgaria compared to EU level and how this influences the adult education and training field
4. How to effectively influence the motivation of adults to enroll in the education and training activities

The facilitators of each round table presented the results and sharing in which all participants have been actively involved.

Working group – Second phase – The participants have been again divided into groups to elaborate more on the labour market realities through a SWOT analysis based on the First phase and their own knowledge and experience.

The discussions have been very active which have been provided through carefully planning the people to be invited so that their experience and expertise can be of highest benefit to the project aims.

Final Plenary Session – The Final Plenary Session served as a summarization of all the information and sharing of the whole Workshop with additional sharing about the threats the future may bring to not only low-skilled people if the work force as a whole is not aware and motivated to make certain steps for upskilling and reskilling in order to keep pace with the labour market tendencies and development processes.

Most interesting findings:

- People are afraid that rapid technological development will lead to their unemployment and/or social inclusion without taking relevant and adequate actions to improve what their offer on the labour market.
- Low-skilled unemployed need to receive psychological and other support to enhance their self-confidence and proactivity before the working with them on their digital skills. The role of the government is expected to be crucial but participants also underlined how important it is to make people aware that even if there are enough and adequate options to receive this support and enroll in certain trainings, their personal motivation and proactivity is the crucial factor for their own personal and professional realization.

- Participants also shared information about the jobs of the future and how important the cognitive competences will continue to be, in particular with emphasis on critical thinking, problem solving, communication, negotiations, etc. and that the fact the environment will be more digital and more online should not leave to underestimation of these skills.

- Participants spend a lot of time discussing the GDPR regulations and how they affect the operational work at every work place no matter public or private and how important it is getting to prepare all employees, in particular those on administrative and customers work positions to act adequately and follow the procedures and internal regulations too.

- Emphasis have been put on the need of online training options that allow people to control the time schedule of their training, that also provides evaluation and recognition and that have clear learning objectives and results corresponding to real working practice and needs.

4. Comparative Framework and Most Relevant Findings

As already mentioned in the previous chapters, the rationale behind the EASW research work was to create a solid basis for the realization of the Self-Assessment toolkit (SASS), understanding which information we need to collect from the participants to the ASK4JOB upskilling program. Moreover, we also want to understand on which basis we will build the training program that will give us the possibility to support low-skilled long term unemployed individuals, helping them in achieving new skills, knowledge and competences useful for finding new employment opportunities.

After having read and listed all the needs of different stakeholders (unemployed adults, job counsellors/trainers, representatives of institutions/public authorities, entrepreneurs' representatives, etc), we have gathered a consistent amount of information concerning the different perceptions that they have in each of the consortium countries regarding the strategies that need to be activated in order to support individuals in a situation of long-term unemployment in developing new skills that could foster their professional growth.

The collected information will be used to realize a tool characterized by a true transnational character, ready to be used with the same effectiveness by individuals living in different national contexts. The network of participants who were already involved in this phase of the realization of the project will guarantee us the possibility to rely on an already well-structured of interested referents, that have contributed to the ASK4JOB realization with their different insights and worldviews. Thanks to this approach, the project will be able to benefit not only adult job-seekers, but also among companies, VET providers, public authorities and institutions.

This last chapter of the report will present a general table, aimed at systematizing the most interesting results of the research divided by country, with a following table containing a list of priorities obtained in each of the involved nation, with the objective of defining a general framework for the alignment of the results obtained in all of the nations.

In next pages, we will present a selection of three transversal competences and three executive functions according to what was suggested by participants to the meeting in each country, unifying the perceptions of the various stakeholders who took place to our activities. After that, we will try to define a general set of international priorities that will act as a compass for the work of the partnership on all the different project outputs.

These findings will allow the partner organizations working on the various modules of the AS4JOB Self-assessment toolkit to understand and clearly respond the needs and suggestions made by stakeholders from the various nations. In the final part of the chapter, we will present a general structure of the EASW reports into different processes and sequences of processes that could be improved through the realization of SASS and inform the following programme for digital upskilling

COUNTRY	MOST VALUABLE TRANSVERSAL COMPETENCIES	MOST IMPORTANT EXECUTIVE FUNCTIONS
Bulgaria	- **Motivation:** need to receive psychological and other support to enhance their self-confidence and proactivity before the working with them on their digital skills - **Self-awareness and proactivity:** These factors are crucial for personal and professional realization - **Communication skills**: Ability to communicate with colleagues will remain fundamental also in the next future	- **Knowledge of regulations:** it is fundamental to know GDPR regulations and how they affect the operational work at every work place no matter public or private - **Ability to prepare colleagues/employees:** in particular those on administrative and customers work positions to act adequately and follow the procedures and internal regulations too.

Greece	- **Motivation to learn**: willingness to grow and spirit of self-improvement is extremely important. Updating knowledge constantly is a key for success - **Communication skills**: Ability to communicate (written and oral) in mother tongue is fundamental. They are fundamental also for dealing with customers - **Digital skills**: A set of skills in using online resources is essential: knowledge of modern digital environments; usage of data storage software; management of electronic documents; ability to evaluate and use information; data search and filtering	- **Flexible thinking**: fundamental to be effective in problem-solving, - **Prioritizing/planning**: understanding how to use information to prioritize tasks is an important step to be efficient in duties - **Emotional control**: Capability to deal with complaints and solve problems with calmness is important. Impulse control is one of the most important executive functions
Italy	- **Motivation to learn**: willingness to take part to upskilling courses and learn new information on a constant basis. This is fundamental to be able to get the best from training and reskilling plans - **Flexibility and spirit of adaptation**: capability of executing tasks that are different from those	- **Focus**: Individuals need to be able to keep high levels of attention on the workplace, adapting to changes - **Market knowledge**: it is fundamental to have a proper knowledge of active labour market policies, in order to lead properly a business

	foreseen in basic training - **Digital skills**: the digitalization of the labor market requires a growing ability to find new opportunities	
Lithuania	- **Motivation to learn**: willingness to take part to continuous learning is crucial for individuals, in order to succeed on the workplace and reach a good level of personal development - **Creativity**: higher attention will be reserved to personal quality of employees and their ability to think "outside the box" - **Responsibility**: personality and ability to solve problems under pressure is fundamental for succeeding and reaching specific objectives - **Digital literacy**: Knowledge of digital technologies and how to use them will be extremely important	- **Ability to work in team**: ability to direct and lead teams towards the right objective could be crucial for improving themselves and the activities of the others - **Responsibility and independence**: developing this spirit is fundamental to apply knowledge in a creative way and execute complex tasks under pressure
Poland	- **Ambition**: Readiness for change requires a high level of ambition and initiative on the	

	workplace, thanks to the improvement of social skills and interpersonal competences - **Adaptability**: Overcoming social and digital barriers and isolation is fundamental for building a future. Individuals should be open and ready to accept transformation, developing digital skills through a "small step" approach - **Digital skills**: using modern technologies and having the right digital skills is fundamental for modern workers, in order to succeed on the market. It is important to have skills like: data storage, website creation and maintenance, Office skills	
Spain	- **Motivation to learn**: willingness to grow is fundamental for the self-development of individuals - **Creativity**: in front of a growingly technological job market, individuals have to be more and more creative in finding their place in work environment	- **Shift**: The highly competitive job market requires individuals prepared to perform these executive functions, that could benefit all individuals - **Initiative**: The highly competitive job market requires individuals prepared to perform these executive functions, that could benefit all individuals

	- **Digital skills**: It is fundamental to increase digital skills and competences, in order to respond to the growing challenges of the job market	- **Focus**: The highly competitive job market requires individuals prepared to perform these executive functions, that could benefit all individuals - **Working memory**: The highly competitive job market requires individuals prepared to perform these executive functions, that could benefit all individuals

SWOT ANALYSIS				
Country	Strengths	Weaknesses	Opportunities	Threats
Bulgaria	- Training of cognitive competences will remain important also in the future	- No enough governmental engagement at support of unemployed adults	- Cognitive abilities and skills will remain central - More training options may enable unemployed adults to reach higher levels of confidence	- Quick technological progress may lead to more unemployment - No concrete options to improve personal skills without paying
Greece	- The training program could be adapted to the needs of all trainees - Openness of A4J to a wide audience - Possibility to involve employers in the development of the educational program	- Distance learning requires high level of self-discipline that sometimes lacks in adult learners - A4J does not provide a title or certificate recognized officially	- Service sector is very important in Greece - High unemployment opens up a big space for project testing and understanding the effectiveness of the proposal - Digital skills are today needed in all parts of daily life	- Risks connected to incorrect self-assessment - Rapid changes and shift in labor market and related needs - Decline in job offer for customer care and administrative services
Italy	- Support by tutors during job searching	- Bureaucratic issues - Little attention paid to	- Funds for training of unemployed individuals	- Difficulties in acceding the job market

	periods	the training phase - Fast change in job demand creates difficulties for low-skilled job-seekers		- Too much flexibility required
Lithuania	- High motivation of job-seekers - Willingness of trainers to adapt to learners' needs - Availability to provide social and psychological assistance	- Lack of self-esteem - Lack of experience of training providers to organize these courses - Bad attitude of employers	- Laws to reduce social exclusion - Benefits for unemployed learners - Solving the problem of brain drain	- Low wage - Poor working conditions - Social exclusion
Poland	- General interest in the upskilling process by participants, well appreciated by employers - Openness of companies to support employees in this process	- Small numbers of institutions organize IT courses - Generally training is paid - Lack of trust in possibility of finding a job after the course	- New competences will lead to new self-confidence for unemployed adults - European funds will be essential	- Poor development of new technologies in many companies - High competition on the labor market - Fast technological development leads to quick skills' obsolescence
Spain	- High motivation of	- Generalized lack of	- National and EU	- Ineffectiveness of the

	job-seekers - General positive attitude towards cooperation between participants - Companies have interest in providing the needed training	understanding concerning nature and meaning of cognitive skills and how to develop them - Scarce availability of inclusive and affordable training - Lack of confidence in the effectiveness of courses for job-seekers	funding opportunities create new tools and possibilities - Technological development could foster the creation of new tools for job-seekers	educational and training system - Competitive labour market - Fast technological development leads to quick skills' obsolescence
Sweden	- High motivation and creativity of learners and entrepreneurs - Great availability of accessible new technologies	- Absence of self-confidence and flexibility - Educational system creates skill mismatches - Abundance of new technologies creates confusion	- Lot of information is already available online and could be used with a correct guidance - Technological development could foster the creation of new tools for job-seekers	- Difficulty in finding the correct training pathway
Turkey	- Good	- Skill mismatch is very	- National and EU	- Ineffectiveness of

	communication between public authorities and local institutions and companies - Awareness of importance of technological development is growing in all sectors of population	strong - Employers don't have always a big consideration of cognitive skills' importance	funding opportunities create new tools and possibilities and there is growing awareness about this - Support by local development agencies -	educational system - Many traditional jobs are being substituted by technologies - Competitiveness of labour market

5. APPLICATION OF EASW RESULTS TO DIGCOMP's FIVE AREAS OF DIGITAL COMPETENCES AND PRACTICAL INDICATIONS

In this last chapter, we will provide some specific information that could realize a bridge between the EASW results and the final IO1, giving the partners a series of points of reference concerning the work that needs to be done in order to complete the work. Outcomes of the discussion held between stakeholders and other participants in the EASW will be used to shape the tools of assessment and, consequently, in the forthcoming training program that will be delivered to Ask4Job users through the IO2 a-MOOC.

In the following grills, we will present a series of information related on the connections that we have been able to find between the indications provided by stakeholders in the EASW and the five thematic areas of DIGCOMP 2.1, here put in reference with processes performed in technical jobs within commerce and service sectors. These information have already been processed according to their significance in the precedent part of this chapter and will now be put in reference with specific digital skills that could be used on the workplace.

This work will allow partners to set – under the guidance provided by AHE Lodz - a series of learning goals, identifying training opportunities for long-term unemployed adults. This assessment will help the individualised identification of skills gaps. The assessment will provide to each beneficiary personalised instructions on how to get access to a development programme of digital upskilling, designed specifically for technical professions (EQF 4) in commerce and services sectors. In other words, the self-assessment will produce a map of educational debts-credits for the competences related to digital-literacy, with regard to the job-related processes usually referenced at professions

EQF 4. The various quiz, questions and situational tests that will be provided by partners within this context, will then be channelled on the online platform for self-assessment, that will be elaborated by Best Cybernetics.

1. INFORMATION AND DATA LITERACY	
Tasks and processes	**1.1 Browsing, searching and filtering data, information and digital content** To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies. **1.2 Evaluating data, information and digital content** To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content. **1.3 Managing data, information and digital content** To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.
Skills or Competences that could be strengthened (EASW outcome)	- Knowledge of modern digital environments (GR) - Use of data storage software (GR) - Management of electronic documents (GR) - Ability of evaluating and using information (GR) - Data search and filtering (GR) - Managing digital information in a growingly technological work environment (IT) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT) - Knowing how to use a data storage software (PL)

Learning goals	Basic	- Identifying basic information needs under the direct guidance of my boss - Identifying a set of keywords from a web document - Finding generic data through a simple search on digital environments - Collecting data in a .doc file - Identifying and mentioning a low number of research engines, portals and digital databases - Have a generic idea of the credibility of a source of data
	Autonomous	- Identify and explain the needs of a data search (information needs) - perform well-defined and routine searches to find data, information and content in digital environments - Detect the credibility of a source of data or information and propose a potential one that may be more reliable, excluding the less reliable - Perform an independent analysis of data of average complexity - Explain to a colleague how to access the data he needs and support him
	Advanced	- Propose a personal search strategy to colleagues or to your boss - respond effectively to information needs and assess them - Critically assess the collected data and digital contents - Carry out a comparative research

		between different data sources, identifying the most reliable - Adapting a search strategy according to the specific circumstances - Guide a team of colleagues in performing a data search

2. DIGITAL CONTENT CREATION	
Tasks and processes	**2.1 Interacting through digital technologies** To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context. **2.2 Sharing through digital technologies** To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices. **2.3 Engaging in citizenship through digital technologies** To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies. **2.4 Collaborating through digital technologies** To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge. **2.5 Netiquette** To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments **2.6 Managing digital identity** To create and manage one or multiple digital

	identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.	
Skills or Competences that could be strengthened (EASW outcome)	- Knowledge of modern digital environments (GR) - Management of electronic documents (GR) - Increasing creativity on the workplace (LT) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT) - Use modern technologies thanks to a small step approach (PL) - Being able to create and maintain a website (PL)	
Learning goals	*Basic*	- Identify simple ways to create a simple content in simple format, editing it and saving it - Choosing the best way to express myself through the instruments I know - Create basic contents after following the instructions provided by a colleague or by a video-tutorial - Pick a template from a list and update it to create my own basic contents - Select a way to modify and personalize contents, thanks to the support of a colleague - Have a general understanding of copyright rules and how to respect them on the internet -Follow simple instructions to perform a task on the web
	Autonomous	- Express myself autonomously through a relatively creative use of digital means I know

		- Indicate ways to create and edit contents in different formats - Explain how to modify a digital content or generate a new one - Discuss a way to modify creatively a digital content - Explain rules of copyright and licenses that apply to data and digital information - Identify symbols that indicate if an image is licensed - Solve simple issues of debugging - Use a simple graphical programming interface
	Advanced	- Apply ways to create and edit contents in different formats - Show a clearly creative intention in the realization and modification of digital contents - Use the most appropriate formats to express my creativity - Assess the most effective ways to modify and improve specific items - Operate with new different items of content and information, modifying and refining them in order to be original

3. COMMUNICATION AND COLLABORATION	
Tasks and processes	**3.1 Developing digital content** To create and edit digital content in different formats, to express oneself through digital means. **3.2 Integrating and re-elaborating digital content** To modify, refine, improve and integrate information and content into an existing body of

	knowledge to create new, original and relevant content and knowledge. **3.3 Copyright and licences** To understand how copyright and licences apply to data, information and digital content**.** **3.4 Programming** To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.	
Skills or Competences that could be strengthened (EASW outcome)	- Increasing capability of communicating (written and oral) both with colleagues and with customers (GR) - Understanding how to use information and prioritize tasks in a team (GR) - Increased ability to work in team and solve problems under pressure for succeeding and reaching specific objectives (LT) - Ability to work in team and lead colleagues towards objectives (LT) - Responsibility of executing tasks in cooperation with partners and colleagues (LT) -Improvement of social skills and interpersonal competences (PL)	
Learning goals	*Basic*	- Use the most common digital technologies utilized for interacting - Identify and use in a generic way the language and the communication text used to vehiculate contents - Recognize simple ways to share data and information and use them in an effective way to specific purposes - Identify simple practices that are common in a community - Use digital technology in a beginner's way to participate in

		society - Use digital services to do simple tasks - Use technologies (under guidance of colleagues or of a boss) for collaborative processes
	Autonomous	**-** Adopt the most effective strategy to communicate with a specific audience - Pick a behavioural norm that could be more effective to use a specific digital platform effectively - Discuss cultural and generational diversity to be adopted on digital platforms - Describe what a digital identity is and discussing ways to protect a reputation online - Select in a routine way the proper digital tools and technologies - Select digital services in order to participate in society - Indicate appropriate digital technologies to become active citizens
	Advanced	**-** Apply specific behavioural norms while interacting in digital environment - Propose a specific attitude and approach to reach a specific audience, keeping into account cultural peculiarities and explaining them to colleagues and leaders - Use a variety of digital identities independently - Propose different digital tools

		and technologies in collaborative processes and setting and explain advantages of picking the right one - Propose digital services to be applied in society - Share data and contents through a multitude of tools, showing others how to act properly in the field of information-sharing

4. SAFETY	
Tasks and processes	**4.1 Protecting devices** To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy. **4.2 Protecting personal data and privacy** To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used. **4.3 Protecting health and well-being** To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion. **4.4 Protecting the environment** To be aware of the environmental impact of digital technologies and their use.
Skills or	- Knowledge of modern digital environments

Competences that could be strengthened (EASW outcome)	(GR) - Achieving higher levels of digital literacy and knowing how to apply competences on the work environment (LT)	
Learning goals	*Basic*	- Identify elementary ways to protect my device and digital contents - Have a broad understanding of risks and threats that I face in digital environments - Adopt simple safety and security measures - Adopt simple ways to protect privacy in digital environments - recognize the environmental impact of digital technologies and their use - Understanding the positive impact of digital technologies for social inclusion
	Autonomous	- Identify and apply routine measures to protect my devices and digital contents thanks to different instruments and strategies - Select well-defined and routine safety and security measures - Indicate well-defined and routine ways to protect privacy, selecting the most effective strategies - Select safety and security measures choosing between a different number and being able to provide advice to less expert colleagues - Indicate well-defined and routine environmental impacts of digital technologies and their

		use.
	Advanced	- Apply safety and security measures and coordinate colleagues in doing the same - Evaluate the most appropriate ways of using and sharing information without exposing myself to damages - Explain privacy policy statements of how personal data is used in digital services - Show different technologies for social well-being and social inclusion - Apply different ways to protect myself and others from dangers in digital environments - Show different ways to protect the environment from the impact of digital technologies and their use.

PROBLEM-SOLVING	
Tasks and processes	**5.1 Solving technical problems** To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems). **5.2 Identifying needs and technological responses** To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility). **5.3 Creatively using digital technologies** To use digital tools and technologies to create knowledge and to innovate processes and

	products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments. **5.4 Identifying digital competence gaps** To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.	
Skills or Competences that could be strengthened (EASW outcome)	- Enhancing effective flexible thinking, a fundamental asset for problem solving (GR) - Capability of dealing with complaints and solve problems with calmness (GR) - Increased ability to work in team and solve problems under pressure for succeeding and reaching specific objectives (LT)	
Learning goals	*Basic*	- Identify and solve simple technical problems under the guidance or at basic level - Identify the most simple solution to solve problems, picking from a list - Understand what kind of IT support I need to overcome my issue - Identify simple tools that could help me in creating knowledge or sharing it - Show interest in understanding how to solve a specific problem in digital environment - recognize a lack of competences and a potential way to put remedy
	Autonomous	- Indicate a well-defined routine way to solve an issue, overcoming my problem

		- Select the most effective strategy to overcome an issue and prevent it from happening again - Differentiate technical problems according to the various device I am using for working and the related solutions - Indicate and explain routine in the use of digital tools to solve problems - Select the most effective tools to solve an issue - Use a forum to individuate information on a specific issue I need to solve - Understand and solve conceptual problems - Individuate an opportunity for growth and exploit it
	Advanced	- Assess technical problems in digital environment and apply related solutions - Assess my needs and the needs of my colleagues on the work place - Use different ways to adjust and customize digital environments to my needs - Demonstrate where my competence (or a colleague's) needs to be updated - Propose a strategy for improving the digital competences of all the office

Annex 1
DIGCOMP 2.1
Framework of reference

Level in DIGCOMP 2.0	Level in DIGCOMP 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2		Autonomy with guidance when needed	
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent according to my needs	
Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly Specialized	7	Resolve problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve problems with many interacting factors	Propose new ideas and processes to the field	

Source: Carretero Gomez, Vuorikari, Punie (2017), *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use,* Publications Office of the European Union.

Annex 2
EUROPEAN QUALIFICATION FRAMEWORK
General descriptors

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to level 1 are:	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to level 2 are:	basic factual knowledge of a field of work or study.	basic cognitive and practical skills required to use relevant information to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to level 3 are:	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	• take responsibility for completion of tasks in work or study • adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to level 4 are:	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	• exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities •

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	Knowledge	Skills	Responsibility and autonomy
Level 5 [26] The learning outcomes relevant to level 5 are:	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	• exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others
Level 6 [27] The learning outcomes relevant to level 6 are:	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	• manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts • take responsibility for managing professional development of individuals and groups
Level 7 [28] The learning outcomes relevant to level 7 are:	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research; critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields	• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 [29] The learning outcomes relevant to level 8 are:	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	• demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

NB: Compatibility with the framework for qualifications of the European higher education area. The framework for qualifications of the European higher education area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process and revised in 2018. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

Source: Council of the European Union, 2017.