AXESS

Acquisition of Key Competences for Economic and Social Sustainability

2017-1-SK01-KA204-035371

Intellectual Output 2:

Mapping of digital skills and competences

Country Snapshots - KEY FINDINGS

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Acquisition of Key Competences for Economic and Social Sustainability

Erasmus+

Content

1. Introduction

Project AXESS is the concrete answer to specific needs in the field of upskilling adults, with focus on Digital Skills for low-skilled adult women.[1] The choice for the topic (Digital Skills) is due to the relevance of digital skills in modern social and economic environment.

This document is part of the output of work package Mapping of Digital Skills & Competences for Low Skilled Adults (Intellectual Output 2) and summarises the key findings from country snapshots.

The country snapshots outline real and perceived learning needs, through a series of qualitative and quantitative data and information. They include the analysis of training needs and recommendations of courses to be developed in IO3.

All project partners prepared Country Snapshots that mapped Digital Skills and Competences in individual countries and in the EU according to a common methodology (The common structure of Country Snapshots is in the Annex). The main sources for desk research were documents and data preferably not older than 2012: EU and national documents and initiatives such as Europa 2020 and ET 2020, Digital Agenda for Europe, Digital Skills and Jobs Coalition, Digital Competence Framework for Citizens, European e-Competence Framework, New Skills Agenda for Europe as well as statistical data. Some partners opted also for addditional sources, namely interviews and/or questionnaires for specific target groups. (Table with the data is in the Annex)

2. Key Findings

1. EU has issued a number of documents and initiatives on Digital Agenda and Digital Skills which outline the overall strategies. One element is training. As there is no direct EU funding for that, the Member States are expected to put these initiatives into practice.

2. A whole range of stakeholders take part and cooperate in implementation of digital agenda through training programmes. However, there is no large scale programme on digital skills that could be used across borders. In general, the states and businesses focus primarily on producing ICT professionals not on citizens. The Digital Competence Framework (DigComp) was developed as a reference for building digital competences.

3. According to the DESI index (Digital Economy and Society Index), the digital skills within the AXESS countries are below the EU average.

4. All of the AXESS project countries have national agencies that include the digital agenda in their titles – showing the importance of this issue. The informatisation / digital strategies concern mainly the economy and business (digital agenda), public administration (e-Governance) and schools

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[1] "Low-skilled" is understood throughout the project and this document as persons with minimum ISCED 3 level education who lack certain skills. "Low-skilled" here is not synonymous with „low-qualified".

(teacher skills, equipment). Only some of the national strategies include also building the digital skills of citizens.

5. Although there are differences in the countries, gender policies are still high on the agenda.

6. There is a number of studies that show that women are less represented in the digital area – overall there are fewer female ICT professionals, and also women use the ICT less as they have less confidence in using the technology in general. According to one of the studies, better digital skills help improve productivity, increase the opportunities of finding a job and helps balance personal and professional lives, that is a key issue for adult women.

7. The initiatives related to women in the digital area are typically motivated by economic reasons, i.e. they deal with increasing the numbers of female ICT professionals rather than with the digital skills of women in general.

8. Mobile phones / smartphones are largely used to access Internet today and make many operations. However, the use of smartphones is not equal to the digital competence.

9. It's noteworthy that the lack of appropriate digital skills is the fastest-growing factor deterring households from having internet access at home (+10% since 2010), meaning that society and job market are digitalising more than people are doing. According to the EU statistics, Europeans have the appropriate infrastructure but they do not have the digital skills needed to embrace and fully take advantage of the digital transformation.

10. 79% of Europeans go online regularly[2] even if 44% of them still do not have basic digital skills. Such circumstance leads to the conclusion that training courses addressed to low-skilled adults, notably women, can easily reach the target group if delivered online via OER Platforms.

3. Situation in the countries / State of play

3.1 Main documents and initiatives

Digital area

On the EU level, the digital policy is included into the "Europe 2020"[3] strategy as one of its seven flagship initiatives, bearing the name "Digital Agenda for Europe"[4].

The Digital Agenda consists of 7 pillars:
I. Digital Single Market
II. Interoperability & Standards
III. Trust & Security

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[2] At least once per week
[3] http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf
[4] https://ec.europa.eu/digital-single-market/en/europe-2020-strategy

IV. Fast and ultra-fast Internet access
V. Research and innovation
VI. Enhancing digital literacy, skills and inclusion
VII. ICT-enabled benefits for EU society

The most relevant pillar for the AXESS project is VI. Enhancing digital literacy, skills and inclusion, which calls on Member States to define appropriate actions to enhance digital competences and social inclusion through digital training and digital literacy.

To build the EU single digital market, Member States appointed Digital Champions, as ambassadors for the Digital single market. They are supposed to be creative and motivated people who lead innovative projects in ICT education, digital inclusion, access and e-government. Many actively promote the development of digital skills and entrepreneurship by young people, helping tackle youth unemployment by sharing innovative ideas which have worked in their own country.

Most AXESS countries have an overall national strategy on digital agenda. In Macedonia, they speak of e-inclusion and ICT Strategy, in Slovakia on informatisation of public administration. Some, like in Greece or Italy include building digital skills, literacy and/or competences.

Gender Equality and Women in Digital Age
The 2018 Report on Gender Equality between Men and Women in the EU summarizes that "An abundance of data and statistics show that women, who make up half of our population, are under-represented in decision-making positions in politics and in business and still earn on average 16 % less than men across the European Union. What is more, gender-based violence and harassment remain widespread."[5]

The project partner countries have developed their own gender equality strategies, confirming that the situation is not ideal yet - such as Macedonia, Greece (with the lowest Gender Equality Index).

Accenture in its study "*Getting to Equal; How Digital is Helping Close the Gender Gap at Work (2016)*"[6], shows a direct correlation between high rates of digital fluency among women and high rates of gender equality in the workplace.

The European Commission issued report (2018) Women in Digital Age[7] that shows that women tend to undermine their own capabilities and digital skills to a greater extent than men; they more often question their own skills than men do meaning that there is a psychological barrier for women.

Some AXESS countries specifically also aim at increasing the participation of women in the ICT sector and published strategic documents or set objectives to that end, for example Macedonia, Italy, Greece and Spain. Romania is among the countries with the highest share of female ICT specialists.

[5] https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwjJ7MOw_d_cAhWRC-wKHaKVATkQFjABegQICRAC&url=http%3A%2F%2Fec.europa.eu%2Fnewsroom%2Fjust%2Fdocument.cfm%3Fdoc_id%3D50074&usg=AOvVaw2TM8QDQ_zceH1TTTBHBJI4
[6] https://www.accenture.com/t00010101T000000__w__/ar-es/_acnmedia/PDF-9/Accenture-Getting-To-Equal.pdf
[7] European Commission (2018), Women in Digital Age, Luxembourg, Publications Office of the European Union, available from https://ec.europa.eu/digital-single-market/en/news/increase-gender-gap-digital-sector-study-women-digital-age

In Italy, the National Plan for Culture, Training and Digital Competences recognizes low-skilled adult women as a particular target group, those who are more exposed to digital exclusion.

3.2 Definitions used in policy areas

The definitions used in country snapshots show a great convergence of terms in relevant areas (such as adult education, formal education, non-formal education, informal education, digital literacy, digital competence), and for the most part their usage is governed by the EU documents.

Digital Competence is included as one of the eight essential skills, in the Recommendation on Key Competences for Lifelong learning[8].

It defines Digital competence as follows:

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

The most comprehensive source of terms is the updated DigComp 2.0 framework:

DigComp[9]: a tool to support the common understanding of digital competences and to enable people to develop digital competences to support their life chances and employability

DigComp 2.0 identifies the key components of digital competence in 5 areas and 21 competences:[10]

1. Information and data literacy
   a. Browsing, searching and filtering data, information and digital content
   b. Evaluating data, information and digital content
   c. Managing data, information and digital content
2. Communication and collaboration
   a. Interacting through digital technologies
   b. Sharing through digital technologies
   c. Engaging in citizenship through digital technologies
   d. Collaborating through digital technologies
   e. Netiquette
   f. Managing digital identity

3. Digital content creation:
   a. Developing digital content
   b. Integrating and re-elaborating digital content
   c. Copyright and licences
   d. Programming

4. Safety:
   a. Protecting devices
   b. Protecting personal data and privacy

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[8] https://www.ifap.ru/library/book386.pdf
[9] https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf
[10] For the full DigiComp framework please see https://ec.europa.eu/jrc/en/digcomp

c. Protecting health and well-being
d. Protecting the environment

5. Problem solving:
   a. Solving technical problems
   b. Identifying needs and technological responses
   c. Creatively using digital technologies
   d. Identifying digital competence gaps

3.3 National players / initiatives in related policy areas

On the EU level, the Digital Agenda is under the responsibility of the Commissioner for Digital Economy and Society. The Commissioner leads the Directorate General CONNECT (DG for Communication Networks, Content and Technology).

One of the main relevant initiatives taken on the EU level is the Digital Skills and Jobs Coalition[11]. It was launched in December 2016 and it brings together Member States, companies, social partners, non-profit organisations and education providers, who take action to tackle the lack of digital skills in Europe. It supports cooperation among education, employment and industry stakeholders with the goal of improving the digital skills of four broad groups:

- Digital skills for all – developing digital skills to enable all citizens to be active in our digital society
- Digital skills for the labour force – developing digital skills for the digital economy, e.g. upskilling and reskilling workers, jobseekers; actions on career advice and guidance
- Digital skills for ICT professionals – developing high level digital skills for ICT professionals in all industry sectors
- Digital skills in education – transforming teaching and learning of digital skills in a lifelong learning perspective, including the training of teachers.

Member States can support the collaboration between the different actors in their country on developing digital skills by bringing them together in national coalitions. All AXESS countries have established national coalitions for digital skills and jobs.

Depending on the internal structures of the country and the position of the digital agenda, a number of AXESS countries have institutions signalling by their names that they cover also the digital agenda, such as The Ministry of Communication and Informational Society (RO), Ministry of Energy, Tourism and the Digital Agenda (ES), Ministry of Information Society and Administration (MK), Ministry of Digital Policy, Media and Telecommunication and Ministry of Administrative Reform and e-Governance (EL), Agency for Digital Italy under the PM´s Office (IT) or Office of the Vice-PM for Investment and Informatisation (SK). Despite these different approaches, each country involves also the education ministry or education agencies via the preparation of teachers, bringing in ICT technology into schools or directly addressing the citizens.

From among other players, for example the Employment Agencies, Chambers of Commerce, lifelong learning or adult learning centres and schools are mentioned. In some countries the attention is paid also to certification of digital literacy and digital skills. These efforts are often connected to the DigComp framework.

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[11] https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition

3.4 Statistical data

The Digital Economy and Society Index (DESI) is "a composite index that summarises relevant indicators on Europe's digital performance and tracks the evolution of EU member states in digital competitiveness"[12].

The index is composed of 5 dimensions: Connectivity, Human Capital, Use of Internet, Integration of Digital Technology, Digital Public Services. In this composite index, all AXESS countries with the exception of Spain[13] are below the EU average.[14]

Digital Economy and Society Index (DESI) 2017 ranking

Source: https://ec.europa.eu/digital-single-market/en/desi
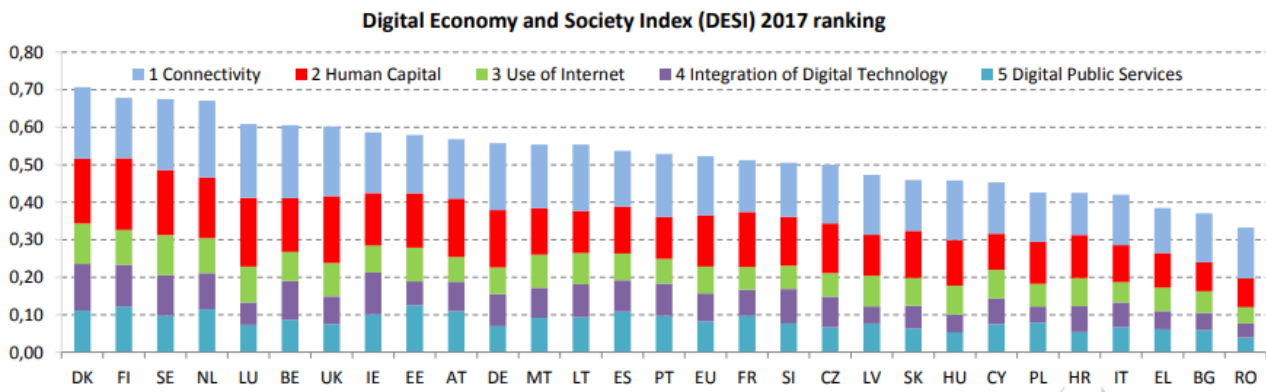
The most relevant to AXESS is the **Human Capital dimension**, that measures the skills needed to take advantage of the possibilities offered by a digital society (i.e. from basic needed for online interaction and digital goods and services consumption, to advanced able to enhance workforce productivity and economic growth). The Human Capital dimension of DESI has two sub-dimensions covering 'basic skills and usage' and 'advanced skills and development'.

In the Human Capital dimension, all the AXESS countries scored below the EU average.

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[12] https://ec.europa.eu/digital-single-market/en/desi
[13] Spain scores high in the Digital Public Services dimension thanks to its policy on open data and eGovernment services that are widely used.
[14] As a non-EU country, Macedonia is not included in DESI. The national statistics say that 73.6% of the households had internet access, and similar percentage of population aged 15-74 actually used the internet.

Individuals who have basic overall digital skills by gender and country
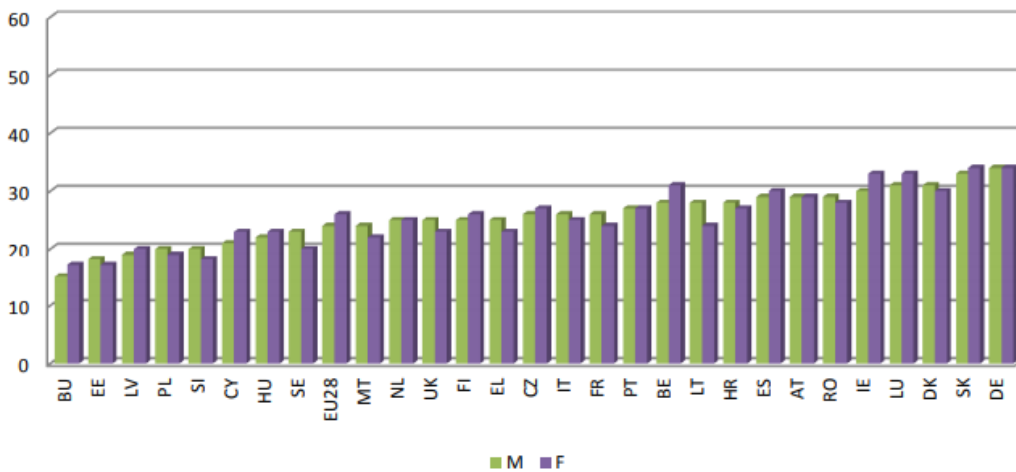
Source: Eurostat, 2017

When looking at the gender factor in digital skills, we see that the differences in skills between the men and women are not so big. However, looking at the usage of internet, the situation changes a bit.

The Use of Internet is another dimension of DESI, that is relevant for AXESS. It accounts for a variety of activities performed by citizens already online. Such activities range from consumption of online content (videos, music, games, etc.) to modern communication activities or online shopping and banking.

Internet users by gender in EU28 2013-2016 (% of individuals 16-74 years old)

Source: Eurostat, 2017

Frequency of internet access: once a week (including every day)

Gender — Females — Males
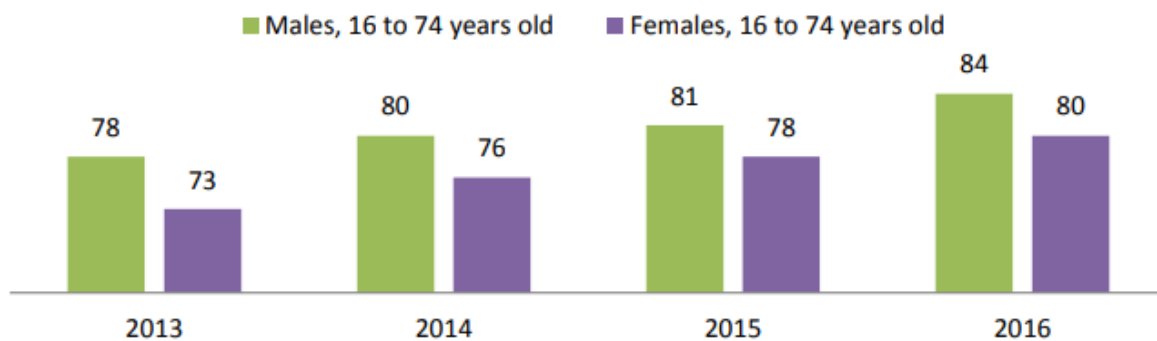
Source: Eurostat, 2017
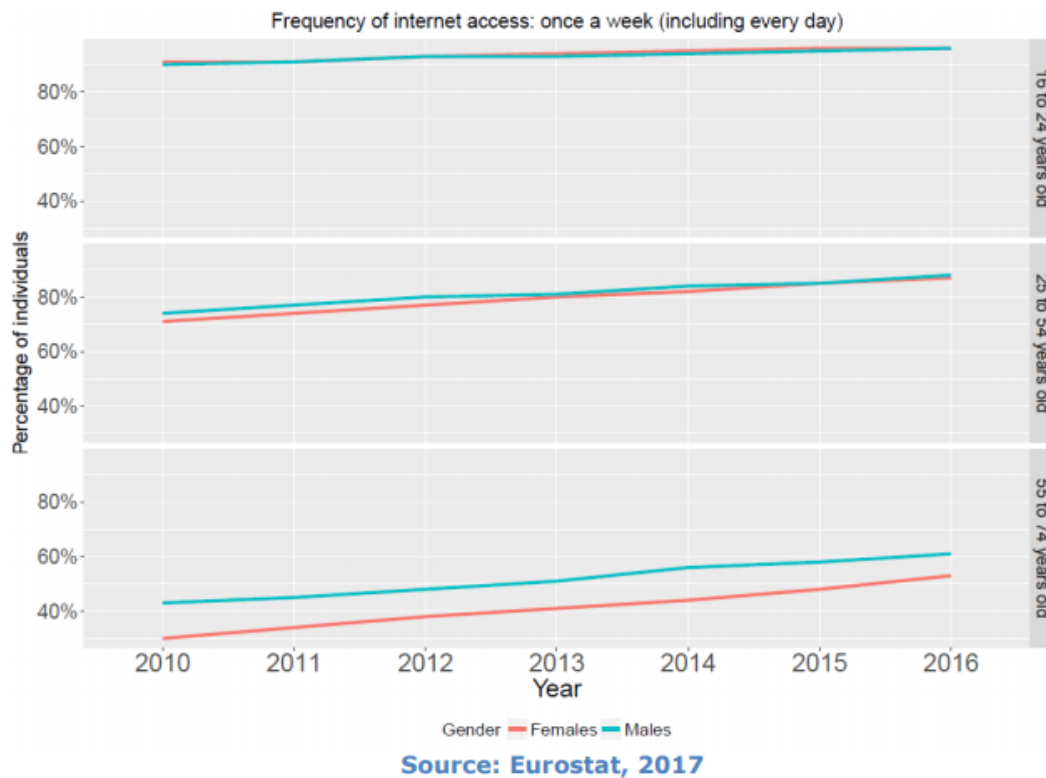
The above graphs clearly show that adult women is the category who have the minor frequency of internet access.

Specifically, the main reasons for not having internet access are the lack of need or interest (46% of households without internet access in 2016), insufficient skills (42%) and the high costs of equipment (26%).

It's noteworthy that the lack of appropriate digital skills is the fastest-growing factor deterring households from having internet access at home (+10% since 2010), meaning that society and job market are digitalising more than people are doing.

79% of Europeans go online regularly[15] even if 44% of them still do not have basic digital skills. Such circumstance leads to the conclusion that training courses addressed to low-skilled adults can easily reach the target group if delivered online via OER Platforms.

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[15] At least once per week

4. Mapping of courses offered/ provided according to the topics in project application

The European Union does not have a direct competence on training courses designing and delivering. It provides Member States with policy frameworks, recommendations and targets to tackle relevant issues and identified gaps. EU institutions and funding programmes support EU Member States' education and training systems by fostering cooperation through exchange of best practice, peer learning and evidence sharing.

In case of digital skills, for example, there are the following goals and targets for the Digital Skills and Jobs Coalition to be achieved by 2020:[16]

- Train 1 million young unemployed people for vacant digital jobs through internships/traineeships, apprenticeships and short-term training programmes.
- Support the upskilling and retraining of the workforce and in particular take concrete measures to support small and medium enterprises (SMEs) who face specific challenges in attracting and retaining digital talent as well as retraining their workforce.
- Modernise education and training to provide all students and teachers with the opportunity to use digital tools and materials in their teaching and learning activities and to develop and upgrade their digital skills.
- Reorient and make use of available funding to support digital skills and carry out awareness-raising about the importance of digital skills for employability, competitiveness and participation in society.

The Member States are now expected to organise training and launch initiatives leading to the fulfilment of these goals[17].

According to the findings in the AXESS countries, training initiatives focusing on digital skills in MS are taken up by various bodies – Chambers of commerce, Trade unions, professional associations, universities and schools, adult training centres. Also, they focus on diverse groups and topics – from basic digital literacy for citizens (women, unemployed), digital skills for SMEs to courses for ICT professionals.

In Spain, for example, there is a big training offer in line with the digital agenda 2020 and most of those courses are free or sponsored by public institutions. In Romania, and Greece there are many projects, smaller or bigger, that aim the development of digital skills, especially for the adults. ECDL scheme is used in many countries, too. In Italy, Macedonia and Slovakia there is no special public training scheme, but there is of course a range of courses offered by private providers.

Member States like Germany, Spain and Sweden have initiated policies to encourage a positive gender balance within Europe's ICT profession. These policies are primarily aimed at promoting ICT-related studies and career paths for girls and women from an early age. Also in Romania and Slovakia there are projects or private initiatives promoting the entrance of women in the world of programming, increasing this way their participating rate in the ICT sphere.[18]

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[16] https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition
[17] Nevertheless, there has been a number of Erasmus+ projects focused on building of digital skills. (See for example the Country Snapshot_EU or Country Snapshot Romania at http://www.axesslearning.eu/assessment.php)
[18] *https://womenpowercode.eu/*

5. Recommendations for course topics or course titles to be created in AXESS IO3

The individual recommendations based on country snapshots are summarized in an attached table.

Another table features the final selection of courses made by the project partners as the basis of the Intellectual Output 3 – AXESS Content.

The AXESS courses contribute to the digital competence as described above - namely being able to search for information and data and evaluate and judge it; being able to communicate and collaborate in various forms through digital means; being able to create, edit, and improve digital content in a variety of forms (from text to audio content to the ability to create computer programmes); keeping safe in the digital sphere and caring about the safety and well-being of others, of devices, and of the environment; being able to solve problems through digital means (from technical to conceptual ones) and to innovate through technologies.

6. Bibliography

- AXESS Country Snapshot – EU
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Spain
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Italy
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Romania
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Slovakia
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Macedonia
  http://www.axesslearning.eu/assessment.php

- AXESS Country Snapshot – Greece
  http://www.axesslearning.eu/assessment.php

7. Annexes

7.1 Structure of Snapshots

IO2: Mapping of digital skills and competences - Draft Structure

Goal of IO2: provide basis for determing the content of courses in IO3

General comments:

- IO2 is the only category which the project evaluators did not touch, so we need to produce a comprehensive document
- All information must be backed by reliable sources and correctly referenced
- Include documents produced in 2012 and later (in exceptional cases earlier)
- Reflecting EU documents[19] (Eg DigComp 2.0 - Framework for Digital Competences, EntreComp - Framework for Entrepreneurship Competences, National Digital Skills Strategy - Digital Jobs and Skills Coalition, E-Skills for the 21st century: Fostering competitiveness, growth and jobs)
- Target group is tracked along these lines: Adults - low-skilled adult - **low-skilled adult women** - low-skilled adult women in rural areas

STRUCTURE

1. Situation in the country / State of play

1.1 List of main documents (as main sources of national information) and their characteristics (in hierarchical order) such as strategy, law, other policy documents concerning gender equality policy, adult education policy, skills for employability, digital agenda - as related to the target group.

Each policy area should be described with the help of documents drafted by the following bodies:

  i.   Public sector (ministries, agencies, such as Labour Office)
  ii. Professional associations, NGOs, associations of target groups / providers, etc., (eg University of Third Age)
  iii. Research papers by universities, research centres

1.2 National definitions used in policy areas of adult education, skills for employability, digital skills, adults, low-skilled adults

1.3 National players, their role and activities / initiatives (eg trade unions) in related policy areas

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[19] IHF shall prepare an EU Snapshot describing relevant EU documents which form the national policies

1.4 Interesting national bodies, subjects (topics), initiatives in related policy areas

1.5 Statistical data (national statistics, from PIAAC – on digital skills in society in general, specifically for women, data on employment / skills – low skilled employed, unemployed – out of which women, DESI index Digital Economic and Social Index)

What seems to be the biggest challenge to address within our topic?

3. Mapping of courses offered / provided according to the topics in project application (please specify in each category)

i. **Problem Solving** - problem solving thorugh digital means, as well as management skills aimed at problem solving such as project management, strategic planning, analytical tools (such as logical framework matrix, SWOT analysis...)

ii. **Digital Skills** - effective use of ICT tools and applications, according to DigComp framework[20] - information processing, communication (including social networking management, writing Europass CV, email marketing campaigns, selling on the net and making the most of internet, how to "obtain presence in the internet", SEO[21] and positioning), content creation, safety on internet, technological problem solving.

iii. Cognitive Skills in Digital Age / **Sense of entrepreneurship and initiative** - according to EntreComp Framework[22] there are 3 areas and 15 competences: Ideas and opportunities (Spotting opportunities, Creativity, Vision, Valuing ideas, Ethical and sustainable thinking), Resources (Self-awareness and self-efficacy, Motivation and perserverance, Mobilising resources, Financial and economic literacy, Mobilising others), Into action (Taking the initiative, Planning and management, Coping with uncertainty, ambiguity and risk, Working with others, Learning through experience)

iv. **Civic and Social Competences in Digital Age** - Digital Citizenship : Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. Nine elements of digital citizenship[23] - **1. Digital Access:** *full electronic participation in society.* **2. Digital Commerce:** *electronic buying and selling of goods.* **3. Digital Communication:** *electronic exchange of information.* **5. Digital Literacy:** *process of teaching and learning about technology and the use of technology.* **6. Digital law:** *electronic responsibility for actions and deeds*. **7. Digital Rights & Responsibilities:** *those freedoms extended to everyone in a digital world.* **8. Digital Health & Wellness:** *physical and psychological well-being in a digital technology world.* **9. Digital Security (self-protection):** *electronic precautions to guarantee safety.*

4. Findings from discussions with

    4.1   target groups representatives (interviews or questionnaires)

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[20] http://europass.cedefop.europa.eu/resources/digital-competences, http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf
[21] SEO Search Engine Optimisation
[22] https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework, p 12
[23] http://www.digitalcitizenship.net/nine-elements.html

4.2   employers

4.3   labour offices, offices for family affairs, etc.

4.4   other

5. Recommendations for course topics or course titles to be created in AXESS IO3

   i.   Problem Solving

  ii.   Digital Skills

 iii.   Cognitive Skills in Digital Age

  iv.   Civic and Social Competences in Digital Age

6. Bibliography

Questionnaire
Project AXESS – Acquisition of Key Competences for Economic and Social Sustainability.

Project Background

The ultimate goal of the project is to enhance employability of women through enhanced competences and more proactive social and civic engagement. The competences that the project is addressing are the sense of initiative and entrepreneurship, social and civic competences, digital competence. They are among 8 Key Competences of Lifelong Learning formulated by the European Commission. Also OECD deals with competences of adults, notably in the Programme for the International Assessment of Adult Competencies (PIAAC). The survey of problem solving in technology-rich environments, among other things, revealed that women in some countries have less developed digital skills than men. AXESS is designed to address the clearly identified need (in Slovakia and across Europe) to provide immediate and concrete training and educational resources for adult women to advance their **digital competencies and skills**.

In this questionnaire we would like to get the answers to questions about what training in the area of digital skills and related areas is needed.
Please read our questions and answer through a paper / electronic questionnaire. The questionnaire is anonymous. We are interested in receiving responses from women all over Slovakia.

Questions:

1/ Your age: .... region where you live ....

2/ What school you completed? (degree and field of your education):

- *Secondary school with school leaving exams, what kind?..*
- *Vocational school, what kind? ....*
- *College/university, bachelor degree, what kind?.................................……................*
- *College/university – master degree, engineer, what kind?...*
- *Other type of education..…*

3/ Did you work in the field studied?

- *yes*
- *no*

4/ If yes, how long?

...

5/ Was it necessary for you to take additional training course in some topics, e.g. in using ICT, language course, other?

- *yes*
- *no*

5a/ If yes, what kind of training courses did you take? Please, select from the table on pages 2-3 those training courses, which you completed, or fill in others:

- ....
....
....
- *other:* ....
- *none*

6/ If you did not work in the field of your study, where did you work? Please write down the type of industry/sphere, private/public sector and work position.

....
....

6a/ Did you take additional training courses?

- *yes*
- *no*
- *If yes, what kind? Please select from the table on pages 2-3 those training courses, which you completed, or fill in others that are not in the table:*
....
....

List of training courses focused on digital skills and some other related skills.

1. **Management courses focused on problem solving**	▪ Project management ▪ Preparation of strategic plans for economic and social development ▪ Communication skills (formulate and express arguments relevant to the situation in oral and written form) ▪ Time management ▪ Team leading ▪ Critical thinking (selecting and using relevant arguments) ▪ Using of analytical tools, e.g. logical matrix (helps to identify key data about a project/activity); or SWOT analysis (planning tool used by individuals or companies to assess strengths and weaknesses, opportunities and threats of a business or a project) ▪ Preparation of decisions based on analysed situation ▪ Finding alternative solutions ▪ Identifying risks
2. **Digital competences for better use of ICT at work, or in private life**	▪ Effective use of ICT tools and applications (text and table softwares), processing of information (e.g. saving of information), ▪ On-line communication including social media, on-line marketing (maximum use of internet) ▪ Searching information and key words on internet ▪ Optimisation of web pages, creation of web content, blogging, on-line commenting, opening and adjusting an account on social media

	- Security on internet, responsible use of interactive media - Solving technical problems - Other examples: how to design a poster for promotion of an event, how to organise a marketing campaign with the help of social media, how to make a facebook status really attractive, how to create databases of contacts and keep them for networking, how to create a newsletter for donors and active / passive members - online selling
2. Sense for initiative and entrepreneurial competence Ability of individual to find and use possibilities, change ideas into actions, start to plan and organise own business activities in order to reach own goals (professional fulfillment, financial independence, etc.)	- <u>Ideas and opportunities</u> – spotting opportunities, creativity, ethics, see the importance of sustainability, to have a vision, valuing ideas. - <u>Sources</u> - self-awareness, self-efficacy, motivation and perseverance, mobilising resources, financial and economic literacy (accountancy, tax return), mobilising others. - <u>Realisation</u> – taking the initiative, planning and management, coping with uncertainty, ambiguity and risks, working with others, learning through experience.
4. Civic competences in digital age – digital citizenship is defined as a set of rules for responsible behaviour of citizens, which means to be active and participate in the life of society by using ICT.	- Contact of citizens with administration (submitting of various forms, communication with offices, etc.) - Voting in elections - Participation in online learning - Respect for human rights , minority rights, tolerance/non-discrimination based on gender, race, religion, health and social status, etc., gender equality - Behaviour respecting sustainable development of society (in economic, social and environmental sphere).

7/ Who recommended the training course to you?

- *I personally feel the need to participate in training courses, to learn*
- *Employer*
- *Labour Office*
- *Career counselor (at school, in company...)*
- *Others...*

8/ Who provided the training courses?

- *Labour Office*
- *Private educational institution*
- *Employer*
- *School (e.g. primary, secondary, tertiary level)*
- *Non-governmental organisation*
- *Others...*

9/ Did these courses help you in your current job, or in looking for a new job, e.g. after the maternity leave? Which training course, and how?

....

....

10/ Did the employer reward you somehow after you completed a training course. If yes, please specify how?

- *Promotion, Career advancement*
- *Increase of salary*
- *Others..*

11/ Do you feel unequal treatment between men and women by employers? If so, in which way?

....

....

....

12/ What kind of digital training course would you like to attend if you could decide freely? (such as digital skills to start an e-shop, to use free applications etc.)

....

....

....

13/ What do you think - what kind of skills do you need to gain, in order to find a job easier, keep the job or change the job. You can get some inspiration from the table on pages 2 – 3. Please name such skills or a training needed:

....

....

....

....

14/ If you would like to change the job, what would you do?

- *I will visit a recruitment agency*
- *I will take some training course/s*
- *I will visit a job fair or labour office*
- *I will learn further to reach a higher qualification*
- *I will search the internet to find a position*
- *Others....*

15/ Are you a free lancer or entrepreneur, or did you try to be in one of these positions?

- *yes*
- *no*

15a/ If yes, did you need to take any extra training courses to run your entreprise? Or did you need to learn any extra skills? What kind? Please write here:

....

....

Thank you!

7.3 Country Snapshots

The individual Country Snapshots can be found on the project website at
http://www.axesslearning.eu/assessment.php

7.4 Table 1: Summary of questionnaires

Country	Groups
Macedonia	Women in rural areas - 6 filled questionnaires, 6 interviews, 1 interview with representative of The Lifelong Learning Center, Macedonia and 1 interview with representative of an Open civic university for lifelong learning - Tetovo.
Slovakia	Women attending maternity centres (68 responses)
Spain	E-mail contact with 2 representatives of The Association of Professional Businesswomen in Malaga (AMUPEMA)
Romania	6 discussions /workshop sessions with over 100 women, out of 102 questionnaires distributed, 52 returned
Greece	More than 100 women interviewed at a VET institution

7.5 Table 2: Recommendations for courses from project partners

7.6 Table 3: Courses selected for the IO3 - AXESS Content