PPY

Promote Education, Participation and Projects for Youth

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

O5 : Report of Recommandations for a New Pedagogical Dynamic Developing the Autonomy of Young People

Partner Responsible : SYNTHESIS Center for Research and Education.

May 2023.

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This content has been prepared within the PEPPY Project n°: 2020-1-FR01-KA 202-080314, financed under the Erasmus+ programme. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Introduction

Today's World

The world we live in is not as it was a century or even 10 years ago. Over the decades, humankind has taken huge steps ahead in all areas of life, health, work, technology, and education. Those advancements, however, do not come without a cost and for every step forward, there is a challenge to be addressed.

Industry 4.0 has led to the creation of smart factories, smart homes and smart cities with the use of Internet of Things, AI and cloud technologies and has paved the way for "increased automation, predictive maintenance, self-optimization of process improvements and, above all, a new level of efficiencies and responsiveness to customers not previously possible"[1]. Industry 4.0 comes with a set of conditions that also alter the labour market scenery since new job positions are created based on new technologies and unemployment looms over the heads of those who are working in the fields of manufacturing, technologies and industry.

The same applies with the international shift to sustainable development and green growth. The EU and all other continents, reflecting on the emerging problems of resources' scarcity, climate change, water and air pollution have sought out more environmentally friendly means of achieving financial development and societal growth. The successful transition towards greener economies, however, comes with a shift in skills' needs and career trends. "Skill shortages have already developed in certain sectors or occupations where green growth policies have created a need for new skills, or new combinations of familiar skills"[2]. Thus, dedicated green education programmes and training schemes need to be implemented in order to address the gaps created and enable people to be meet the labour market needs.

The rise of entrepreneurship is also a significant factor to take into consideration when setting the framework of the "new order" we live in. Entrepreneurship, as a terms stems from the French verb "entteprendre" which means "to undertake" and first made its appearance on the work of Irish Economist Richard Cantillon(1755) [3]. From its first appearance up to today, the term has evolved based on the influence of other social, political, financial, and other factors (see Smith, 1776; Say, 1803; Knight, 1821; Schumpeter 1934). Entrepreneurship is a force to be reckoned with since it shifted emphasis on innovation and creativity as a means to achieve financial and societal growth.

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[1] https://www.ibm.com/in-en/topics/industry-4-0
[2] https://www.oecd.org/greengrowth/greening-jobs-skills/greeningjobsandskills.htm#:~:text=There%20is%20also%20a%20need%20for,the%20shift%20to%20a%20greener%20economy.&text=There%20is%20also%20a,to%20a%20greener%20economy.&text=also%20a%20need%20for,the%20shift%20to%20a
[3] https://www.britannica.com/topic/entrepreneurship

All above conditions cannot of course be discussed without bringing into the fore the shift in pedagogy and the way learning is approached. New pedagogical forms have emerged to replace the existing ones based on experiential learning and hands-on training, while the insertion of technology in education has also led to learning based on new technologies and methods.

The Shift of Education

For societies and economies to thrive, under the above conditions, they need to invest in human capital and offer their youth, those tools, skills and mindsets that will help them adapt to the emerging trends and challenges. In doing so, education and pedagogical dynamics need to be altered in order to accommodate aforementioned trends and challenges.

After the abandonment of neoliberal educational policies, education is directly associated with human capital and economic growth. Through education individuals are equipped with the knowledge and skills that will make them more productive in the process of carrying out their work tasks and also adopting new ideas and make innovative achievements. In this context, the European Commission (1996) introduces the concept of Lifelong Learning for all European citizens promoting the need for development of human resources while the declaration is directly linked to the development of economy since the objective of Lifelong Learning is defined as the improvement of skills and competences of the individual that will increase his/her employment opportunities[4]. Taking it a step further, OECD, defines five reference axes of lifelong learning that are related to the utility of education, the recognition of informal learning, the recognition of the value of education, and the range of learning methods and media. As a result of the redefinition of education policies, the business education is being introduced into curricula and educational strategies both in the USA and European countries at all levels of education. The Report of the Eurydice Network titled 'Entrepreneurship Education' defines entrepreneurship education as a key element of all educational systems. As the report defines it:

Entrepreneurship education is about learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action. This is a key competence for all learners, supporting personal development, active citizenship, social inclusion and employability. It is relevant across the lifelong learning process, in all disciplines of learning and to all forms of education and training (formal, non-formal and informal) which contribute to an entrepreneurial spirit or behaviour, with or without a commercial objective[5].

[4] Gravaris & Papadakis 2005
[5] European Commission/EACEA/Eurydice, 2016. Entrepreneurship Education at School in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.

With the shift of policies in education, the shift of pedagogical approaches did not come as a surprise, pedagogical methods are altered, replaced or even drafted from scratch in order to accommodate the needs of young people and align with the newfound educational policies. Adding to these, the recent COVID19 pandemic outbreak, led to existing pedagogical methods accepting even further pressure. 21st century education, features 7 unique characteristics:

1. Personalized learning;
2. Equity, diversity and inclusivity;
3. Learning through doing;
4. Changed role of the teacher;
5. Community relationships;
6. Technology;
7. Teacher professionalization[6].

All above features are crucial for the pedagogical methods developed over the last decades which aim at helping young people entering the labour market and even adults who are already working, to develop the necessary skills and mindsets to accommodate labour marker needs and arising societal and financial challenges.

On the same line, Andreas Schleicher, a member of the OECD Education Directorate, supports that

Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration, as well as the tools they require, such as the capacity to recognise and exploit the potential of new technologies, or indeed, to avert their risks. And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen. These citizens influence what they want to learn and how they want to learn it, and it is this that shapes the role of educators[7].

And here precisely is where the PEPPY project and the PEPPY method come to offer a valuable tool reflecting not only on the new trends and challenges of modern economies and societies but also on the new pedagogical dynamics that are being currently shaped world-wide.

[6] https://helpfulprofessor.com/21st-century-learning/#:~:text=7%20Characteristics%20of%2021st%20Century%20Education%201%201.,6.%20Technology%20...%207%207.%20Teacher%20Professionalization%20

[7] OECD. The case for 21st-century learning. https://www.oecd.org/general/thecasefor21st-centurylearning.htm

The Peppy Project

The project's scope

PEPPY: Promote Education, Participation and Projects for Youth, is an ambitious EU Project aiming at turning the spotlight to non-recognized, non-formal learning and training opportunities offered to young people. In doing so, the project, approaches the subject under questions from two distinct perspectives:

1. The desire for creative freedom of young people in project mode in order to encourage and support their entrepreneurial skills and reveal their potential for skills acquisition and autonomy
2. The initiation of a territorial, collaborative and proactive educational and pedagogical dynamic in order to reinforce the evolution of teaching and training professions on the subjects and positions of tutoring to strengthen each young person's autonomy skills.

Namely, the project's objectives are:

- To reinforce/create pedagogical models that encourage youth autonomy and adaptability.
- To create a European resource platform for pedagogical innovation promoting informal learning as a factor in the development of skills and stimulation of young people.
- To offer young people an idea incubator and a digital space to help them carry out their projects.
- To promote innovation through the recognition and valorisation of learning elements and skills developed in non-formal or informal education.
- To encourage young people in their personal projects to enhance their skills.

PEPPY aims at directly and indirectly impacting two target groups through its activities and deliverables, not only during the implementation of the project but also well after its completion.

Target Group 1: Young people, aged 18 to 25, most of whom have left the system, NEET, young people without diplomas, trainees in vocational training;

Target Group 2: Adult educational and pedagogical actors working with young people, educational and pedagogical actors (consortium partners or local stakeholders associated with the project), both accompanying the young people's project approaches and direct recipients of the lessons learned in terms of posture and practices aimed at revealing and enhancing the skills of their audiences.

The PEPPY Approach

The PEPPY pedagogical approach draws from three major approaches, Learning by Doing, Capacity Building and Project Based Learning. All three approaches were selected based on their proven impact on gaining skills through creative learning processes that enhance the autonomy of learning subjects and can be easily adapted to suit the needs and purposes of the learning process. Additionally, the three approaches also reflect on the shift of pedagogical dynamics from learning in traditionally classroom settings outside of them.

Drawing from Personal Resources Management (PRM), the PEPPY method is a self-reflective methodological approach in learning, specifically designed for young people to facilitate them in planning their future career based on realistic goals influenced by their context and personal situation. What is more, the PEPPY method was designed in such a way as to safeguard that the learners have full realization and can describe what they are good at and what are the skills and competences they need to pursue for future success.

The ability to recognize and name one's strengths and skills and to reflect on the skills and competences that one lacks or needs to cultivate, is what makes the PEPPY approach a potent force to reckon with when it comes to new pedagogical strategies in learning and education in general. When prior acquired knowledge is brought into the fore in the learning process, it becomes more meaningful and purposeful for the learning subjects who can feel more autonomous regarding their personal learning and can determine their own needs and received tailored training and learning.

In parallel with offering a novel approach to learning, PEPPY also ensures that trainers, assessors, counselors, teachers and other learning facilitators will be equipped with the know-how of facilitating the learning process. For this reason, a thorough and extensive train-the-trainers handbook was developed in the framework of the project in order to support the trainers in their work (Methodological Guide). Based on the principle "practice what you train", the trainer takes the place of a mentor, a role model that supports learners in the process of realizing their potential and striving towards acquiring new skills and competences.

By embracing the characteristics of non-formal training approaches the PEPPY method has the potential of becoming a valuable tool in learning and training processes for young people who either want to gain skills that will make them competitive in the labor force market or want to upskill and strengthen their sustainable employability.

The Purpose and Structure of the Report of Recommendations

By putting forward this Report of Recommendations, the consortium of the PEPPY project, aims at reflecting on the process that took place during the lifespan of the project in order to attest to its transferability and provide evidence of the PEPPY method's ability to be applicable in various settings and contexts. By closely monitoring and evaluating the implementation of the PEPPY approach on an experimental level, the project partners aimed at addressing the issue whether the approach is transferable and reproducible in other territories. Additionally, the Report aims at putting forward suggestions and encouraging changes in teaching and learning practices that will work towards the benefit of autonomy and adaptability of the learners throughout the learning process.

With the focus on the assertion that young people acquire skills and knowledge that can be activated through the appropriate mechanisms of non-formal learning approaches the PEPPY consortium sets out to provide a novel, adaptable approach that can be exploited in educational and learning processes in various local settings. What follows are the lessons learnt from the experimental implementation of PEPPY in local communities of France, Italy and Cyprus and a thorough analysis of their impact and the potential of the developed approach.

The report is divided into three sections. The first section attempts an assessment on whether the PEPPY approach has improved the key digital and entrepreneurial competences of the participants (learners) in the experimentation phase of the project and an analysis of the overall feedback shared by the participants on the experimentation. The second section tackles the issue of the conclusions drawn by the experimental implementation of the PEPPY approach, what were the lessons learnt and what adaptation techniques were used to better suit the approach on a territorial level. For this purpose, input was received from project coordinators / trainers who participated in the experimentation and the partners of the PEPPY consortium. The last section of the Report of Recommendations will put forward the claim that the PEPPY approach has value and place outside the context of the project. By discussing the results drawn from the first two sections and drawing conclusions, the Report will offer evidence and suggestions as to the valorization of non-formal learning approaches like PEPPY and their ability to unlock the potential of young people and fortify the sustainability of their employability through boosting their autonomy and adaptability in the learning process.

PEPPY Approach and Key Competences Enhancement: The self-reflection process.

The experimentation phase in France, Italy and Cyprus was methodically planned and implemented by all partners taking into consideration local contexts and resources available on a territorial level. The entire implementation phase was separated into 4 Actions:

1. Action 1: Each partner performed a territorial analysis of the resources and partners outside the consortium that can be mobilized for supporting the teams to be formed for the experimentation process.
2. Action 2: The solicitation phase of actors and networks that can contribute in the process of recruiting and mobilizing young people from the target groups to participate in the experiments.
3. Action 3: Creation of a mobilization strategy to recruit young people.
4. Action 4: The implementation of the PEPPY experimentation.

During the experimentation phase partners had to oversee that young people participating (NEETs, young people aged 18 to 25 most of whom have left the system, young people without diplomas, trainees in vocational training) formed into project groups and after a team building process, they had to develop a project given to them by the project coordinators/trainers. Partners had to adhere to the planning and strategy laid out on the Methodological Guide on Engaging Strategy and Experimentation (https://peppy-project.eu/en/ressources/) while project coordinators/trainers were facilitated in their job by the Personal Resources Management for Young People, Training for Assessors, Guiders and Trainers[8].

Since the PEPPY project starts with self-reflection, learners participating in the experimentation were asked to reflect on their prior knowledge and skills and then compare them with the skills and competences attained through their participation in the experimentation.

All partner countries used the same questionnaires, translated on their national languages, amongst learners. The questionnaires focused on the competences of Creativity, Problem Solving, Self-Confidence, Collaboration and Digital Competences, using as a reference point both EntreComp and DigComp. Then, to determine the skills and competences attained or improved by the participation on the experiment, a follow-up questionnaire was distributed amongst the learners. In addition, a feedback questionnaire was distributed for participants to reflect on their experience. The follow up questionnaire also included open-ended questions to allow learners to reflect on their experience and their thoughts about the process.

As this Report, undertakes to draw clear conclusions as to the dynamics of the PEPPY approach and its transferability, results will be discussed per competence and responses to open-ended questions rather than analysing the results per country.

[8] https://ec-vpl.nl/view/downloads/

Entrepreneurial Competences

Based on EntreComp[9], a set of statements were included in the before and after self-assessment to measure the level of development of specific competences after the implementation of the experimentation phase and to validate the hypothesis that PEPPY approach can be employed for developing those competences.

Creativity

Participants were asked to state their degree of agreement or disagreement (1-5, using the Likert Scale) with the following statements:

- I am curious about new things.
- I can explore new ways to use existing resources.
- I can experiment with my skills and competences in situations that are new to me.
- I can search for new solutions according to my needs.
- I can develop innovative ideas and test them.
- I can transfer knowledge, ideas, and solutions across different areas.

I am curious about new things:

From the responses gathered and the comparison between the First and Second Questionnaire administered before and after the experimentation, we can safely argue that in most countries an increase was noticed regarding the above statement. In Italy there was a 65% (Gionet Experimentation and 25% (UNIBO Experimentation) increase of participants claiming that they most agree with the statement. The same holds for Cyprus with a 33,32% overall increase in the response "I most agree" (5/5). The only differentiation comes from the French Experimentation where there was no differentiation after the participation on the experiments.

I can explore new ways to use existing resources.

Participants were asked to state their level of agreement with the above statement before and after the experimentation and the results show that there was a noticeable increase in the level of agreement after the experimentation on all participating countries. In France, there was an increase on the average of the responses of 25% while in Italy partners reported that there was a 15% (Gionet) and 25% (UNIBO) increase on the "I most agree" statement. The same holds for Cyprus where both SYNTHESIS and UNIC report a significant increase in the "I most agree" responses after the completion of the experimentation (14,4% and 33,32% respectively).

[9] https://publications.jrc.ec.europa.eu/repository/handle/JRC101581

I can experiment with my skills and competences in situations that are new to me.

In the statement "I can experiment with my skills and competences in situations that are new to me", in all participating countries there was a significant increase in the level of agreement after the completion of the experimentation. In France there was a 32% increase on the participants selecting I most agree, while in Italy both partners recorded over than 37% of an increase with GIONET recording a 75% increase. In Cyprus, the increase in the level of agreement was also noted above 33%.

I can search for new solutions according to my needs.

Participants were also asked to state their level of agreement with the statement "I can search for new solutions according to my needs" before and after their participation in the experimentation. The responses received from all three countries were encouraging as to the influence of the PEPPY approach to the cultivation of this skill. In France, there was a 44% increase in the average of the responses while in Cyprus UNIC noted a 31,4% increase in the selection of the "most agree" statement while SYNTHESIS reports an increase in the average from 3,33 to 4,33. In Italy an increase is noted above 60% for both partners.

I can develop innovative ideas and test them.

Asked to state their level of agreement with the above statement, participants in three countries, were able to identify a significant increase in their ability to develop innovative ideas and test them. In France, there was a 41% increase to the participants selecting the option "I most agree". In Cyprus UNIC reports a 35.9% increase in the number of participants selecting the statement "I most agree" while SYNTHESIS notes an increase in the average of responses from 3,33% to 4,33%. In Italy Gionet reports 70 % of increase in participants selecting the "I most agree" option while UNIBO notes that from none of the participants selecting "I most agree" before the experimentation there was a 65% increase after the experimentation.

I can transfer knowledge, ideas, and solutions across different areas.

The last statement regarding the competence of Creativity was that of transferring knowledge, ideas and solutions across different areas. The increase in the level of agreement amongst participants in all countries was also encouraging as to the impact of the PEPPY method on the development of that skill. In France a 26% increase on the average was noted while SYNTHESIS in Cyprus shows a significant increase in the average from 2,33 to 4. UNIC records a 25% increase in the selection of the option "I most agree" while in Italy Gionet reports the same with an increase of 75% and UNIBO 37,5%.

On the overall, regarding the competence of Creativity all partner countries report a significant increase in the selection of the option "I most agree" (5/5) on all skills that partners were asked to reflect on their personal development. (for the result charts see Annex 3)

Problem Solving

Regarding the competence of Problem Solving, participants were asked to state their level of agreement on 5 statements covering five distinct skills:

- I approach problems with curiosity.
- I can generate multiple solutions for a problem.
- I see possibilities where others see problems.
- I can encourage others to approach problems in a creative way.
- I can take the initiative and deal with problems that affect my community.

I approach problems with curiosity.

Regarding the level of agreement on the above statement, for France, the experimentation shows that participants did not experience any improvement in that skill while for participants in Cyprus there was a significant increase in the responses average from a 2,83 before the experimentation to a 4,2 afterwards. In Italy partners note that there was an increase of 15% to the participants choosing the "I most agree" option for Gionet while UNIBO interestingly notes that from none of the participants choosing the "I most agree" option, before the experimentation, 50% of them responded that they mostly agree afterwards.

I can generate multiple solutions for a problem.

When asked to state their level of agreement with the statement that they can generate multiple solutions for a problem, participants from all three countries witness a significant improvement of the particular skill. In France there was an 11% increase on the average of the responses, in Cyprus there was a 40,9% increase in the participants answering "I most agree" for UNIC while for Synthesis there was a 33,2% increase respectively. In Italy Gionet responds that after the completion of the experiment 10% of participants selected the statement "I most agree" while beforehand, none of the participants selected that response while UNIBO notes that from none of the participants selecting the "I most agree" before their participation, 50% of the participants stated that they mostly agree.

I see possibilities where others see problems.

In the statement "I see possibilities where others see problems" the overall increase in the level of agreement is also encouraging for the degree as to how the PEPPY approach has enabled the development of that skill amongst participants. In France there was a 15% increase in the average of the statements while in Cyprus, SYNTHESIS reported that from the average of 2,8 before the experimentation, the average reached 4,3. In Italy for Gionet there was a 30% increase in the number of participants choosing the statement "I most agree" and UNIBO reported that from none of the participants choosing the statement "I most agree" before the beginning of the experiment, half of the participants chose that statement afterwards.

I can encourage others to approach problems in a creative way.

When asked to state their level of agreement with the statement that they can encourage others to approach problems in a creative way, participants from Cyprus and Italy witness a significant improvement of the skill. In particular, in Cyprus 20% of the participants chose the statement "I most agree" whereas before the experiment none did, while SYNTHESIS reports that the average of the responses increased from 2,5 to 4,3. In Italy UNIBO reports a 12,5% increase of the participants choosing "I most agree". On the other hand, partners from France and GIONET (Italy) report that there was no change in the responses before and after the experimentation.

I can take the initiative and deal with problems that affect my community.

Regarding the level of agreement on the above statement, for France, the experimentation show that there was an increase of 21% in the average and SYNTHESIS (Cyprus) reports that from 2.8 the average rose to 4,3. In Italy partners note that there was an increase of 35% to the participants choosing the "I most agree" option for Gionet while UNIBO interestingly notes that from none of the participants choosing the "I most agree" option, before the experimentation, 37,5% of them responded that they mostly agree afterwards. The same goes for UNIC (Cyprus) where from none, there were 30% of participants choosing "I most agree" after the completion of the experimentation. (for the result charts see Annex 3)

Self-Confidence

Self-confidence, as it is defined in EntreComp, is one of the major entrepreneurial competences, required for young people to acquire not only when involved in entrepreneurial activity but also in their adult social life. The questionnaire given to the young participants of the experimentations, included the following statements for which participants were asked to state their level of agreement before and after the experimentation:

- I know my strengths and weaknesses.
- I can complete tasks successfully.
- I can create value using my abilities.
- I can influence people and situations for the better.
- I can help other to identify their strengths.
- I can carry out what I have imagined and planned, despite obstacles.

I know my strengths and weaknesses.

The level of agreement for this statement before and after the experimentation shows the contribution of the PEPPY approach to the learner's ability to name his/her strengths and weaknesses. Specifically, in France there was a 20% increase on the average responses. In Cyprus both UNIC and SYNTHESIS report that after the experimentation a 20,9% and 33,32% increase respectively was noticed on those who selected the statement "I most agree" after the experimentation. In Italy UNIBO reports a 37,5% while Gionet reports 35% increase in the selection of the statement "I most agree".

I can complete tasks successfully.

The responses to the above statement are quite interesting if one takes under consideration that in France there was only a 5% increase on the average of the responses and while in Italy UNIBO reports a 25% increase for those who selected the "I most agree" statement. Similarly, UNIC reports a 26,9 increase while SYNTHESIS reports a huge increase from 0% to 66,64%. On the other hand, Gionet reports the there was a decrease of 15% on those who before the experimented selected the "I most agree" statement.

I can create value using my abilities.

Regarding the skill creating value using one's own abilities, responses follow the pattern of the responses to the statement "I can complete tasks successfully". In France there is a 20% increase on the average of the responses while UNIBO reports 12,5% increase of those selecting the highest level of agreement ("I most agree"). In Cyprus UNIC reports a 35,5% increase and SYNTHESIS reports that there is an increase in the average from 2,83 to 4. On the other hand, Gionet reports that there is a decrease of 10% on those participants who selected the statement "I most agree".

I can influence people and situations for the better

Participants were also asked to show their degree of agreement with the statement that they can influence people and situations for the better. Here the increase was not as high as in other statements, since France notes a 5% increase on the average responses while Gionet (Italy) states that there was a 15% increase to those selecting the "I most agree" statement and UNIC (Cyprus) 10,5%. SYNTHESIS reports a 33,2% increase of participants selecting the "I most agree" statement. On the contrary UNIBO reports that no participant selected the "I most agree" statement either before or after the end of the experimentation while there was a 25% increase on the statement "I agree"

I can help other to identify their strengths.

Regarding the skill of helping others to identify their strengths, responses follow the pattern of the responses to all skills under the Self-Confidence competence. In France there is a 22% increase on the average of the responses while UNIBO reports that there is no differentiation between the initial responses and the responses after the experimentation. In Cyprus UNIC reports a 10,9% increase in the selection of the "I most agree" response and SYNTHESIS reports that there is an increase in the average from 2,83 to 4. On the other hand, Gionet reports that there is a decrease of 10% on those participants who selected the statement "I most agree". Finally, SYNTHESIS reports that 33,32% responded with "I most agree" while before the experimentation none of the participants chose that statement.

I can carry out what I have imagined and planned, despite obstacles.

The responses to the above statement are also quite interesting if one takes under consideration that all above statements do not show significant increase. In France there was only a 33% increase on the average of the responses while in Italy Gionet reports a 15% increase for those who selected the "I most agree" statement. Similarly, UNIC reports a 11,4% increase while SYNTHESIS reports an increase from 0% to 33,32%. On the other hand, UNIBO reports the there was an increase of 25% of those who selected the "I most agree" statement. (for the result charts see Annex 3)

Collaboration

The last entrepreneurial competence included in the self-assessment questionnaire was that of Collaboration. Since learners were asked to work in groups, to tackle their projects, their responses carry a significant weight as to the extend which the PEPPY approach has enable them to improve that competence. Participants were asked to share their degree of agreement before and after the experimentation for the following of the statements:

- I can show empathy towards others.
- I can express my ideas assertively.
- I am able to actively participate in a team work.
- I am able to compromise when necessary.
- I am able to support others to do their best.
- I am able to manage conflicts within a group.
- I can contribute to group decision making constructively.

I can show empathy towards others.

Regarding the skill of showing empathy, responses vary per country. In France there is only a 5% increase on the average of the responses while UNIBO reports that there is a 25% increase on those selecting the "I most agree" statement and Gionet shows a 40% increase on the same. In Cyprus, UNIC reports a 36,8% increase in the selection of the "I most agree" response and SYNTHESIS reports that before the experimentation all participants selected "I agree" (4/5) while after the completion of the experimentation 66,64% selected the statement "I most agree".

I can express my ideas assertively.

Regarding the skill of expressing one's ideas assertively, responses are as follows. In France there is a 43 % increase on the average of the responses while UNIBO reports that there is a 25% increase on those selecting the "I most agree" statement and Gionet shows a 15% increase on the same and UNIBO 25%. In Cyprus UNIC reports a 20,5 % increase in the selection of the "I most agree" response and SYNTHESIS reports a huge increase to 83,3% after the completion of the experimentation to these who selected the statement "I most agree".

I am able to actively participate in a teamwork.

Participants were asked whether they can actively participate in a teamwork before and after the experimentation. In France there was no differentiation on the average of the responses while in Italy both UNIBO and Gionet report a 50% increase on those selecting the "I most agree" statement. In Cyprus, UNIC reports a 26,4 % increase in the selection of the "I most agree" response and SYNTHESIS reports a huge increase to 83,3% after the completion of the experimentation to those who selected the statement "I most agree".

I am able to compromise when necessary.

Regarding their ability to compromise when necessary, before and after the experimentation the results were as follows. In France there was a 14% increase on the average of the responses while in Italy UNIBO and Gionet report a 25% and 15% increase on those selecting the "I most agree" statement, respectively. In Cyprus UNIC reports a 20,5 % increase in the selection of the "I most agree" response and SYNTHESIS reports a significant increase of 66,44% after the completion of the experimentation to those who selected the statement "I most agree".

I am able to support others to do their best.

Participants were asked to state their level of agreement with the statement "I am able to support others to do their best". In France there was a 14% increase on the average of the responses while in Italy UNIBO and Gionet report a 50% and 25% increase on those selecting the "I most agree" statement, respectively. In Cyprus, UNIC reports a 26,4 % increase in the selection of the "I most agree" response and SYNTHESIS reports a significant increase of the average from 3 to 4,83 after the experimentation.

I am able to manage conflicts within a group.

Participants were asked to state their level of agreement with the statement "I am able to manage conflicts within a group". In France there was a 28% increase on the average of the responses while in Italy Gionet reports a 5% and UNIBO reports that from the 12,5% of agreement with the "I most agree" statement before the experimentation none of the respondents chose the "I most agree" statement after the completion of the experiment. In Cyprus UNIC reports a 15,4 % increase in the selection of the "I most agree" response and SYNTHESIS reports a significant increase of the average from 2,7 to 4,5 after the experimentation.

I can contribute to group decision making constructively.

Participants were asked to state their level of agreement with the statement "I can contribute to group decision making constructively". In France there was a 25% increase on the average of the responses while in Italy Gionet reports a 5% and UNIBO reports that from none choosing the "I most agree" statement 50% selected it after the end of the experimentation. In Cyprus UNIC reports a 30,9 % increase in the selection of the "I most agree" response and SYNTHESIS reports a significant increase of the average from 3,33 to 4,83 after the experimentation. (for the result charts see Annex 3)

Digital Competences

Participants were also asked to reflect on their digital competences before and after the experimentation to determine the skills they have and the skills they must further pursuit. The statements included in this section were all adapted by The Digital Competence Framework (DigComp)[10]. Participants were given the following options to respond to 9 statements about their digital skills before and after the experimentation:

- I don't know how to do it (level 1/4)
- I can do it with help (level 2/4)
- I can do it on my own(level 3/4)
- I can do it with confidence, and if needed, I can support/guide others(level 4/4)

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

In France all participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before and after the experimentation. In Italy UNIBO reports that before the experiment 50% of the participants selected that they can do it with confidence (level 4 / 4) while after the experimentation this percentage fell to 37,5%. Decrease is also noted by Gionet that reports a minor decrease of 2% for those selecting the option "I can do it with confidence, and if needed, I can support/guide others". In Cyprus UNIC reports that 50% of the participants placed themselves on level 4/4 before and an increase of 5% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 33,3% of the participants selected that level.

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

In France 66,7% participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before and after the experimentation. In Italy UNIBO reports that before the experiment 25% of the participants selected that they can do it with confidence (level 4 / 4) while after the experimentation this percentage fell to 12,5%. Gionet notes an increase of 34% for those selecting the option "I can do it with confidence, and if needed, I can support/guide others" after the experimentation. In Cyprus, UNIC reports that 22,7% of the participants placed themselves on level 4/4 before and an increase of 40,5% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 33,3% of the participants selected that level.

[10] https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

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

In France 66,7% participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before and after the experimentation while the percentage of participants placing themselves in level 3 decrease from 33,3% to 16,7% after the experimentation revealing the possibility that some participants might have overestimated their skills on that area. In Italy UNIBO reports that before the experiment 25% of the participants selected that they can do it on their own (level 3 / 4) while after the experimentation this percentage increased to 62,5%, while the percentage of those claiming they can do it with confidence, remained the same. Gionet notes a decrease of 21% for those selecting the option "I can do it with confidence, and if needed, I can support/guide others" after the experimentation which can be compared to the French experimentations results that some participants might have overestimated their skills. In Cyprus UNIC reports that 13,6% of the participants placed themselves on level 4/4 before and an increase of 41,4% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 20% of the participants selected that level.

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

In France 66,7% participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before the experimentation which was decreased to 50% after the experimentation while the percentage of participants placing themselves in level 3 increased from 16,7% to 50% after the experimentation revealing the possibility that some participants might have overestimated their skills on that area while others gained autonomy on the skill without feeling entirely confident on it. In Italy UNIBO reports that before and after the experiment a percentage of 12,5% feels confident for mastering that skill while there is a noticeable increase for those who place themselves on level 3/4 (25%). Gionet notes an increase of 40% for those selecting the option "I can do it on my own". In Cyprus, UNIC reports that 4,8% of the participants placed themselves on level 4/4 before and an increase of 50,2% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 33,3% of the participants selected that level.

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

In France 66,7% of the participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before the experimentation which was decreased to 50% after the experimentation while the percentage of participants placing themselves in level 3 remained the same after the experimentation. In Italy UNIBO reports that before the experiment a percentage of 37,5% feels confident for mastering that skill (level 4/4) while there is a noticeable decrease after the experimentation (12,5%). Gionet notes an increase of 10% for those selecting the option "I can do it on my own". In Cyprus, UNIC reports that 22,7% of the participants placed themselves on level 4/4 before and an increase of 29,9% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 50% of the participants selected that level.

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

In France 83,3% of the participants selected the statement "I can do it with confidence, and if needed, I can support/guide others", before the experimentation which remained the same after the experimentation and the same goes for the percentage of participants placing themselves in level 3 before and after the experimentation. In Italy UNIBO reports that before the experiment a percentage of 12,5% feels confident for mastering that skill (level 4/4) which is the same with the percentage after the experimentation while there is a noticeable decrease after the experimentation for those supporting that they can do it on their own (level 3/4) from 25% to 12,5%. Gionet notes an increase of 5% for those selecting the option "I can do it on my own". In Cyprus UNIC reports that 19% of the participants placed themselves on level 4/4 before and an increase of 36% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 50% of the participants selected that level.

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

In France the percentage of those selecting the statement "I can do it with confidence, and if needed, I can support/guide others", before and after the experimentation remained the same while at the same time the percentage of those placing themselves in level 3/4 increased from 33,3% to 50%. In Italy, UNIBO reports an increase of 12,5% for those who feel confident for mastering that skill (level 4/4) while Gionet reports a respective 9% increase on level 3/4 and an increase of 28% on those placing themselves on level 4/4 . In Cyprus UNIC reports that 18,2% of the participants placed themselves on level 4/4 before and an increase of 21,8% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 33,3% of the participants selected that level.

I know how to protect myself from unwanted and malicious online encounters and materials (spam messages, identity theft emails).

In France the percentage of those selecting the statement "I can do it with confidence, and if needed, I can support/guide others", decreased from 50% before to 33,3% after the experimentation while at the same time the percentage of those placing themselves in level 3/4 increased from 33,3% to 50%. In Italy UNIBO reports a decrease of 12,5% for those who feel confident for mastering that skill (level 4/4) while Gionet reports an increase of 30% of those participants placing themselves on level 3/4. In Cyprus UNIC reports that 18,2% of the participants placed themselves on level 4/4 before and an increase of 21,8% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 33,3% of the participants selected that level.

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

In France the percentage of those selecting the statement "I can do it with confidence, and if needed, I can support/guide others", before and after the experimentation remained the same while at the same time the percentage of those placing themselves in level 3/4 increased from 33,3% to 50%. In Italy UNIBO reports a decrease of 12,5% for those who feel confident for mastering that skill (level 4/4) while the percentage of those placing themselves on level 3/4 remains the same after the experimentation. Gionet reports a significant increase of 65% for those stating that they can do it on their own (level 3/4). In Cyprus UNIC reports that 18,2% of the participants placed themselves on level 4/4 before and an increase of 21,8% took place after the experimentation. SYNTHESIS reports that before the experimentation none of the participants placed themselves in level 4/4 while after it, 50% of the participants selected that level. (for the result charts see Annex 3)

Discussion

From the analysis of the self-assessment questionnaires before and after the participation of young learners to the experimentation, one can draw valuable conclusions as to the impact of the PEPPY approach on the development of entrepreneurial and digital competences.

A first conclusion that can be drawn is that the PEPPY approach can be applicable in various territories, local communities without losing its ability to cultivate skills and competences. As it is seen from the above analysis France, Italy and Cyprus report significant skill development regarding both entrepreneurial and digital skills. Even though other countries report higher percentages that does not diminish the transferability of the PEPPY approach neither its potential to facilitate skills' attainment.

A second conclusion can be drawn as to the groups of competences with the highest and lowest degree of competence attainment. Regarding the entrepreneurial competences, from the analysis, it is revealed that certain competences are cultivated more systematically than others. For example, the competence of creativity and the competence of collaboration has been met with the highest level of positive results rather than the competence of self-confidence where the results at some points show a relative decrease. This can be explained by the fact that when placed within groups, individuals might feel intimidated on presenting their ideas and expressing their thoughts. What is more, the groups that were formed were heterogeneous with individuals from different backgrounds and different skills and this reflects on the abilities of the individuals to gain more self-confidence. Finally, the PEPPY experimentation phase took place within strict timeframes thus, groups did not have the chance to fully engage amongst themselves and form bonds that will make them feel safe enough to show initiative and boost their self-confidence.

A third conclusion reflects on the digital competences where it was observed that in many cases participants overestimated their knowledge before the experimentation whereas after the end of the experimentation, they became more self-aware of their skills and abilities. The fact that participants had the maturity to select a lower level of knowledge also shows the influence of the PEPPY approach on the young participants' self-reflective process of being able to know and name their strengths and weaknesses.

It is perdinent here to note that young people participating in the expérimentations belonging in the target group of NEETs, showed significant lack of digitial skills, even covering the basic skills which was a factor of not using the PEPPY platform as much as expected. Many of the project trainers report that it was really difficult to help NEETs acquire more digital skills and this is also reflected on the responses above.

Participating in the PEPPY Experimentation Phase: Young learners' feedback

The participants' overall feedback from their experience with the PEPPY approach can help with the overall evaluation of the approach and its possible adaptation to better serve its purpose. For this reason, young participants from the three countries were given an anonymous questionnaire upon the completion of the experimentation, containing both open-ended and close-ended questions for determining the following:

- Did the experience help them learn new things about themselves?
- What was their response to collaborative work?
- Did the experience help them identify resources or techniques not used in formal education settings?
- How can the competences they developed by transferred or exploited in their further training or professional future?

For the purposes of this Report, a grouping of the responses will be attempted based on the above broader questions.

How did participants evaluate the experiment?

To evaluate their participation in the project participants were asked 3 questions.

What challenges did you face in implementing the project?

In France participants mention the challenges of internal communication with the team, the language barriers with members of their team not speaking the same language, as well as challenges in relation to the sponsors who showcased lack of knowledge on the field of action to realize the project and to communicate in order to understand the group's needs. Partners from Italy also mention that one of their major challenges was that of "being able to "listen" and fully understand the thinking and way of communicating of others". Participants in Italy also draw attention to the challenges of working as a team and the trust they needed to build with other members of the team.

The issue of communication is also brought up by those participating in the Italian experimentation in the area of understanding the goal of the project and how it will assist participants in their future work life. Participants in Italy also mention the challenge of speaking in front of an audience.

In Cyprus, participants of SYNTHESIS experimentation focused their challenge on their personal status as migrants which was reflected on their low digital skills, poor internet connection, language barriers, and lack of motivation because of their uncertainty in the refugee status. On the other hand, participants of the UNIC experimentation (vocational students) even though they also mentioned the challenge of communication, they also mentioned the challenges of time management and limited time.

Another challenge mentioned by participants in France was that they faced when they were called to acquire new digital tools in order to implement the project which is similar to that reported by participants in Cyprus who mentioned their limited digital skills.

Which aspects in the project implementation did you enjoy the most?

Participants were also asked to identify the aspects of their experience with the experimentation they enjoyed the most. Responses here are grouped per country and topic.

In Italy participants stated that they enjoyed the fact that they could exchange ideas and points of view as well as their difficulties and emotions. They also highlighted the brainstorming sessions where they got the space to see the different visions of the group and the chance they got to work as a group. Additionally, they also mentioned that they enjoyed the fact that they got the chance to work on practical activities and experience the process of the realization of a real objective.

In France, participants mentioned the reflection phase, the ability to work on an entrepreneurial digital project and use their creativity, presenting and defending their work, producing a video for marketing purposes. Other responses were: "Performing different functions", "Communication with the association, the process of meeting and solving problems when creating a site.", " analysis of demand, getting to know the participants, solving a technical problem ", "Mastering the new tool", "Putting in place my skills, the fact of being from here, I had knowledge ".

In Cyprus participants' responses did not differ from those of participants in France and in Italy. They mentioned that they enjoyed the group activities, the ideation phase, the Hackathon, brainstorming, reaching agreement with the group members, teamwork, negotiations. synergy and motivation of the trainers and the team, collaboration with team members. Other responses were: "working as a team with other women in creating something artistic and entrepreneurial at the same time", "working with the other team members on something new and creative", the chance to work on something "real" and being responsible for the team and taking decisions when there were conflicts.

Which aspects in the project implementation did you enjoy the least?

When participants were asked to mention the aspects of the project implementation they enjoyed the least, the responses were similar in all three countries. Some participants claimed that they liked all aspects while others chose not to comment. The majority of the participants who commented mentioned the limited time they had, the online training, the challenging exercises and the demanding training. Another response was that participants did not enjoy the online training (due to Covid restrictions) and others also mentioned the aspect of speaking in public.

Please rate your overall level of satisfaction from participation in the project.

Participants were asked to state their satisfaction from the participation in the project from a scale of 1-5 with 1 being "Unsatisfied" and 5 being "Extremely Satisfied". The results are presented in the table below.

Partner/Country	1	2	3	4	5
France ANTI/GAÏDO			33%	17%	50%
France IUTUPPA	16,7%	16,7%	16,7%	33,,3%	16,7%
Italy UNIBO				33,3%	66,7%
Italy Gionet				40%	60%
Cyprus UNIC				26,7%	73,3%
Cyprus SYNTHESIS				16,7%	83,3%

Did the experience help participants learn new things about themselves?

Since the PEPPY approach is based first on the learners' being able to name their strengths and weaknesses, and their self-reflective ability, the question as to whether they were able to learn new things about themselves poses a great interest as to the participants' responses. The same holds for the question of what they have learnt by participating in the experimentation. The responses from the three countries were similar and can be grouped in the following statements.

What did you learn by participating in this project?

- Discovering and mastering new digital tools.
- Working as part of a team / communication within the team / ideas arising from a team / thinking within a group/initiating new and innovative ideas in groups/adapting to the dynamics of a group/diversity in the team is very important/the skills of individuals are enhanced within a group / delegation of tasks for time optimization/motivate the group.
- Planning / self-motivation/taking the initiative/thinking outside of the box/self-awareness/speaking in public/leadership.
- Job responsibility.
- Project management.
- Learnt about entrepreneurial skills and entrepreneurship and the idea of creating a job for myself.

What new things did you learn about yourself?

The responses received for this question showed that participation in the experimentation not only helped young participants to learn new things, but also to make assertions about themselves and name what they have learnt about themselves that they previously didn't know. The most common responses were:

- Speaking in public is not as scary or difficult as expected.
- I can help others feel secure and that they can count on me.
- I prefer freedom than stability.
- I can contribute in creative ideas.
- Leading a team was very easy for me.
- That I am ready to work in a similar position.
- I have the ability to negotiate.
- I found that I am a fast learner.
- I have the ability to communicate with others and to think about new scenarios.
- I have patient and self-confidence.
- I am more creative than I thought.
- I work well within a team.
- I have often felt like a project leader but sometimes being a leader is not very advantageous.
- I discovered that I was able to stay focused and motivated for a long time on a project by diversifying my work between what I like (video editing, idea research) and what I don't like (competitive analysis, deliverables).
- I learned that I can be good in learning something new and supporting others when feeling down.
- I can have nice ideas.
- I am smart, and I can think fast.
- I can inspire others and make them believe in themselves.
- I learned that I could cooperate well with others and support my ideas.

The big list of responses as well as the diversity of responses reveals that by their participation in the process, all learners gained insight as to their abilities. They not only learned new things but they also learned things about themselves that they ignored before. The responses vary from their ability to communicate to the realization that speaking in public is not as scary as they thought. It is interesting to note that none of the participants mentions that they have learned something bad or negative for themselves.

Can the developed competences be transferred or exploited in the participants' further training or professional future?

Participants were also asked to make statements and predictions as to how this experience will help them in improving their future career lives. Participants' responses showed that indeed by participating in the project will help them on their future careers in multiple ways. Again, no participant responded negatively and they all had to share an aspect that will be useful for them in seeking for a job or a career. The responses can be grouped as follows:

- Confidence and better negotiation skills: "It encourages me even more to be able to find a job", "boost my self-confidence", "Negotiating on my working contracts, communication with professionals (employees and managers)", "I will be more confident for myself I learned that I can also create a job for myself if I can't find one I can support better what I am and what I know", "I believe more in myself".
- Collaboration and communication: "I need not only professional knowledge, but also the ability to work in a team and communicate.", "organizing myself within a group", "Greater tolerance in comparison with others and less fear of expressing my opinions".
- Digital skills: "This will help me develop my computer knowledge for future work.", "The fact of having made creations and the video interview", "The software we were shown is useful in any country I might be leaving and working in the future".
- Language skills: "Allowed me to improve my level of French".
- At the moment, I don't think it will help me.
- Making decisions about the future "It is preparing me for what I should do maybe. I don't know yet what job I should go for", "This experience throws us into the world of work, into a design and development team. It made me realise that professional work is not so boring and that I was able to manage a team.", "It is clearer now what I want for my life, than before this project", "Open new opportunities", "I will look for opportunities to create something on my own".
- A lot as it provided me the opportunity to work with a real company and there is an opportunity to continue working for the theme park.
- Conducting brainstorming sessions, using my negotiation skills.
- Time management, determination, using some marketing strategies, being innovative, thinking outside of the box, project management and time management skills.

Participants' responses to collaborative work

Participants were also asked to assess their response to collaborative work, how did they cope when working with others and how did they resolve any conflicts or difficulties as a group.

It was reported that participants faced minor issues of communication but that was solved through discussion, one participant specifically mentioned "Difficult at first because different personalities, but after we decided to listen to each other without going over each other". Discussion was repeatedly mentioned by participants as a means through which they solved any issues arising and it was stressed that team members can overcome any difficulties. Discussion was also used as mechanism that helped in the decision-making process. Respect and listening were also mentioned as a means of collaborative work. Additionally, the fact that all members felt they were working towards a common goal helped them overcome any difficulties faced while working as a group. One participant also mentioned "I loved working in my team, there were some issues in communication but I figured out being transparent and taking leadership was effective" while others stressed being patient, having good negotiation skills, being explanatory. Others mentioned the importance of the role of the leader who, as they mentioned "would help us resolve any difficulties in a positive way". Another participant also mentioned the use of the voting process when an agreement could not be reached.

Lessons Learned from the Implementation of PEPPY

The experimentation phase of PEPPY was also utilized for drawing conclusions as to the value of the project as a non-formal method for acquiring entrepreneurial and digital competences and to determine the adaptability and transferability of the method in various settings. The piloting in all countries will also be used to gather information about aspects that may need to be adapted and fine tune aspects that need to be improved. A questionnaire was administered to the project coordinators/trainers after the completion of the experimentation and a written interview was conducted with the project partners for recording the lessons learned from the experimentation phase of PEPPY. What follows is an analysis of the most important parts of both questionnaires.

Project Coordinators/Trainers Response to PEPPY

Please describe in a few words the project the young people worked on.

Each project coordinator described the project that was assigned to their teams during the experimentation.

In France the projects were:

Atherbea Project: The project consisted in redesigning the website of the association Atherbea. This structure accompanies homeless people and in great precariousness.

Saint Jean De Luz Project: The early childhood, education and youth service of the town hall of Saint-Jean-de-Luz wanted to set up a mobile application for 12-25 year olds. This application should allow young people to have access to all kinds of information and services offered in the territory.

"BESTA" project aims to create a website to easily plan, organise and participate in parties for young people between 18 and 30.

"RIST" - the project consisted of positioning themselves as a startup proposing a new piece of software that they had to imagine. They then had to establish a specifications document and ensure the promotion of their application after conducting a competitive study.

In Italy the projects were:

Project 1: The participants rethought the website of the First Cycle Degree in Expert in Social and Cultural Education to make it more comprehensive and intuitive for new students.

Project 2: The young people work on a prototype of a new bin for the recycle system of Le Serre dei Giardini Margherita. The challenge that Kilowatt- the organization who manage the space- launched them was "how can we develop the recycle system of the space in order to make more people recycle correctly?".

In Cyprus the projects were:

Project 1: The plan's slogan was "Scent of Authenticity." The environmental aspect presented the idea of developing and protecting the existing ecosystem, as well as how to preserve this lovely experience in the perfumery park and keep the value of originality in mind. On an economic level, how to create job opportunities and how to develop the 4Ps concept (Price, Product, Place, and Promotion).

Also, the team discussed how to offer packages to future visitors and how to increase productivity. It was also suggested that future visitors be provided with transportation. The main idea is to form alliances with other organizations, such as Hermes Airport and Parklane Luxury Hotel, and to work on the perfumery park's communication and marketing strategies. Finally, the social aspect was developed, which presented social interaction on social media and how to develop it, as well as how to spread Cypriot culture through the offering of this product.

Project 2: The project was based on the creation of Digital content material for the Cyprus Perfumery Theme as well as the promotion of the Chypre Perfume. The youngsters focused on creating digital content material for the various social platforms as well as the Cyprus Perfumery Theme Park website. The result of their contribution leads to new ideas for the promotion of the Chypre Perfumery that is now available at the Cyprus Shop at the duty-free shop in Larnaka International airport. The learners create content material for the advertising campaigns on various social media platforms i.e Facebook, Instagram, and Linkedin.

Project 3: Based on the methodological guide developed for the project, the participants have worked on a project proposed by a Company engaged in the stakeholder net. This company which served as the Client, is the Cyprus Perfumery Theme Park. The project was based on the creation of a comprehensive experience provided to visitors at the perfumery theme park. The youngsters focused on developing visitor engagement in the process of making perfumes and ways to offer a unique and memorable experience to the theme park visitors (such as custom-made scent based on individuals' personality characteristics or zodiac sign).

Redesigning the HUB Nicosia logo: The project was about creating a three-version logo proposal for the NGO Hub Nicosia, based on the existing one but offering a different perspective. The logo was to encompass all elements of the original one without being a replica however and with the incorporation of new elements.

Tell us a few words about the young people you involved.

Even though the target group for the experiment was clearly defined but the PEPPY project proposal, the variations of young people participating in the group provide valuable insights as to how the PEPPY approach can be applicable and adaptable in order to embrace various needs.

France:

Project 1: A group of 4 young people. These 21 years old young people (3 boys and a girl) are Chinese students currently in their first year of engineering school. Their insufficient mastery of French did not allow them to find a job training at the end of the year, threatening their graduation.

Project 2: A group of 4 young people. These 21 years old young people - 3 boys and a girl.

2 boys are Chinese students currently in their first year of engineering school. Their insufficient mastery of French did not allow them to find a job training at the end of the year, threatening their graduation. The third boy stopped his first year of university and has not been "active" for more than 6 months. The girl is a person with a disability. She is looking for a job and wishes to work in the field of events, with youth.

Project 3: In this project there are 4 young people : Matteo, Valentin, Maxime and Remi. There are between 18 and 20 years old and they like to travel, do sport and the party.

Project 4: In this project there are 4 young people: Solène, Axel, Lucas and Julien. 18-year-old university students who have formed groups based on their affinities during hackathon sessions. Mix of girls and boys with various competency levels (heterogeneous group including people with poor motivation for their current studies).

Italy:

Project 1: The young people participants were heterogeneous in their personal characteristics and skills; particularly at a social and relational level (there were some leaders, some more practical, others more theoretical).

Project 2: The young people were a group aged 19-24, coming from different backgrounds in VET education. The participants had different kinds of disadvantages (social, cultural, physical) and were followed by social/educational services in their post-graduation path.

Cyprus:

Projects 1, 2 and 3: The young people involved were vocational students with 1 or 2 years of studies in Hospitality programs facing difficulties in pursuing further their studies. The PEPPY program was an opportunity to engage young learners with the industry and enhanced their entrepreneurial skills. Of the 19 students that completed the program 80% continue their studies and 20 % already is employed in the industry.

Project 4: The participants were migrant women from the Kofinou Migrants Reception Camp.

What challenges did the group face in implementing the project?

Project Coordinators were asked to name their observations regarding the challenges young participants faced, during the various stages of the project implementation. Challenges can be divided into two broader categories, one regarding challenges regarding the implementation of the project and the other on working together as a team.

On the first category, many reported the fact that they had to familiarize themselves with unknown digital/web tools and also the sector the project dealt with. Others mentioned the challenges of building effective prototypes, simplifying techniques, planning the activities.

Regarding the second category, coordinators drew attention to the challenges of getting to know each other and learning to become a team and work as a team with emphasis on the challenge to communicate their ideas, thoughts, and opinions within the team. There was also mention of the challenge of organizing themselves in teams based on their individual interests, and on setting a common goal. Another important challenge falling under this category is the lack of motivation and the need on behalf of the coordinators to find the means to motivate the participants.

Others mentioned the challenge of finding the time and meeting with the sponsors both digitally and physically and to keep participants engaged in the workshop for two months. As mentioned, it was challenging "to be sure they had all the information to be present at the meetings and to keep working on the project without losing their attention/engagement". Regarding the training coordinators mention that the training has been very intense for the learners and that there were too many exercises to be completed and they needed to be companied by examples to be understood.

What improvements did you apply in the implementation process?

Coordinators were given the freedom to improve their methods and implementation process in order to best serve the needs of their participants. This is one of the most important aspects of the PEPPY approach since it leaves the space and freedom to coordinators/trainers to adapt based on their learners needs, abilities and chemistry.

In France, coordinators mention the following improvements:

"We adapted the support sequences according to the constraints linked to the time we had to carry out the experiment, to the availability of the sponsors and to the characteristics of the young people (weak capacity of some to concentrate, weak knowledge of the French language by others)".

In Italy, coordinators mention the following improvements:

"We have only added an explicit phase regarding teamwork and what it entails. To do this, we invested 3 hours of the laboratory to let the participants experience cooperative learning and the needs of its keywords (collaboration, responsibility, positive interdependence). We had to change some of the activities to make them quicker to implement".

"The biggest improvement needs to be done in the preliminary phase. Young people did not have a clear idea of what PEPPY was about and why it could have been useful for them. We need to improve the communication strategy on this side, to communicate better to them what it's about in order to get them more motivated".

Coordinators in Cyprus mention that:

- A detailed presentation of the general dynamics was clearly visible via PowerPoint and the online session. Each tutor presented the team of tutors, and the various steps of the Hackathon were clearly presented and discussed with the participants.
- The pre-hackathon training was delivered using the Moodle platform. The participants were familiar with this platform. We used the role-playing strategy and shared our experiences to explain the exercises to students and give them the chance to do it on their own.
- Another online session was held on March 24, 2022. A hybrid session was also held on April 7, 2022. Depending on the interaction of the participants, each tutor presented the exercises in his or her own unique way. We attempted to adapt the proposed exercises as much as possible to meet the needs of the participants. The proposed exercises were occasionally difficult to grasp. As a result, adaptation and modification of some exercises were required to achieve the PEPPY goals.
- In the hybrid session, some participants were taking part online and shared their own thoughts/experiences. They were able to hear their colleagues who were present on Campus. Although we completed all the session's exercises, we felt that more time for interaction was required. So, we were motivated for the next week when we will be experimenting in the perfumery park.
- Some laptops were used to help with the exercise. As previously stated, the framework was used by the tutor during project presentations.
- The importance of this framework in presenting the project and its challenges was emphasized by the participants. Each step was discussed, and they had the impression that they were building the project step by step. It provided the necessary motivation for them to improve their creativity and analytic skills. This exercise was very effective, especially because the participants had the opportunity to learn about the perfumery process, which increased their motivation to contribute on many levels.
- Following the brainstorming, the participants were given the opportunity to rethink their ideas. As a result, putting the key points after a long brainstorming session is critical to them. They felt they were able to define the priorities and main objectives while remaining aligned with the available resources.
- The duration of the workshops was adjusted according to the groups needs and selected the most important aspects whereas some activities/exercises were removed from the programme.

How did you adapt the project to the needs of your target group?

Following what was stated above, the PEPPY approach allows for adaptation to fully embrace the needs and skills of the learners, for this reason, coordinators were 8able to make various adaptation to their implementation of the project.

France

The following statements were recorded by project coordinators reflecting on the adaptations performed during the implementation of the project:

"The projects were proposed as desired by the sponsors. It is the youth who have adapted to the projects".

"We had to refocus the ideas, accompany them with simpler solutions and provide digital tools such as virtual machines and software such as Gantt project or Balsamiq + video tool ... for the realisation of certain phases of their project".

"Support sessions were set up to address the group's organizational issues and to help them make quick decisions imposed by the one-month implementation period".

Italy

In Italy coordinators report that they used the materials provided by the methodological guide and colleagues from IO4. As they mention, they didn't have to change drastically the project guidelines, but rather added some activities and icebreaker.

Other coordinators mentioned that they created an easier and simplified version of the tools and exercises and added warm-ups activities starting from the interests and attitudes of the participants.

Cyprus

In Cyprus the coordinators commented on the following, regarding the adaptations they performed:

"The experience of the instructor was valuable competence in delivering the training and explaining the various activities. We used the Moodle platform. This platform was well-known to the participants. We had to remind them via Moodle to complete the exercises prior to attending the session. It was critical to use Moodle. As tutors, we were able to learn more about the participants and engage them more deeply in the project. In addition, the participants were able to write down their thoughts/ideas/experiences on the printed-out exercises that we provided. During the session, there were numerous discussions. It was essentially an interactive session with the participants. The sponsor had an open communication channel with the young learners The brainstorming session was a valuable activity and one in that we spend a lot of time so young learners understood the importance of sharing ideas and the value of team projects. The visit to the sponsoring enterprise was very important for the development of the project ideas".

Another coordinator mentioned the use of a noteboard and colour markers so all team members could illustrate their ideas and a board so after completion all ideas were visible. Each participant felt contributing and motivated to perform at their best.

What were the lessons learned by implementing this project.

An important question asked to the coordinators/trainers, was that of what lessons they have learned during the implementation of the experimentation phase. Coordinators offered valuable insight which are cited below.

“Face-to-face support (not exclusive) throughout the project is essential”.

‘There is a risk of sponsor frustration. We must therefore strengthen the upstream work to make it a real partner”.

“It would be beneficial for the young learners that the sponsor is engaged in their future steps, providing support and feedback so as to get the projects and ideas into action”.

“The O4 tools (of the PEPPY project) for working on youth skills could not be implemented due to time constraints. However, this work is essential for young people who have left school. The development of a concrete project is not enough to prepare the future”.

“It is necessary to distribute the roles from the beginning and to modify them as one goes along”.

“If the phases of defining the project to be undertaken and forming the project group were able to take place over a sufficiently well-spaced period to facilitate creativity and group dynamics, the implementation of the project would have deserved more than a month of work. However, the highly motivated students, whatever their competency level were very responsible and managed to produce high-quality work nonetheless”.

“Participants understood what it takes to work together around a project/challenge to be completed. They had the opportunity to ask themselves where they are in their lives, what their strengths and weaknesses are. For us, as project coordinators, it was enriching to understand how the right training can help a subject to self-develop, self-evaluate and self-manage their daily and working life. The schedule (soft skills lab, hackathon, work on teamwork and on the realization and implementation of the project) was useful for achieving any goal/project. We learned that this type of formative course/experience is very interesting and innovative, helping people realistically to improve their skills that are fundamental in workplaces and be aware of their potential”.

“The most important lesson is that the methodology needs to be flexible: the target group is very wide, and for this reason it is important to reflect on the specificities of each group we have in front of us- in order to understand how our tools can be adapted to their needs/capabilities”.

“It was rewarding seeing these women feeling more confident for themselves and gaining back hope for their lives. Showing respect to them and recognizing their previous knowledge and experiences was the key to their successful participation”.

Please rate your overall level of satisfaction from participating in this project

Partner/Country	1	2	3	4	5
France ANTI/GAÏDO				100%	
France IUTUPPA					100%
Italy UNIBO				100%	
Italy Gionet				100%	
Cyprus UNIC				100%	
Cyprus SYNTHESIS				100%	

Coordinators were asked to rate their level of satisfaction from participating in the project and as it appears on the table above, all coordinators/trainers expressed that they feel satisfied or most satisfied, showing that the implementation of the project had a positive impact for both learners and those participating in the experimentation phase as coordinators/trainers.

Entrepreneurial Competences

Which entrepreneurial competences did the project address?

Coordinators were asked to identify the entrepreneurial competences their projects address.

Competence/Partner	France ANTI/GAÏDO	France IUTUPPA	Italy UNIBO	Italy Gionet	Cyprus UNIC	Cyprus SYNTHESIS
Taking the initiative	X	X	X		X	X
Planning and management	X	X	X			X
Coping with ambiguity, uncertainty and risk		X				
Working with others	X	X	X	X	X	X
Learning through experience	X	X	X			
Ethical and sustainable thinking	X					
Valuing ideas		X	X			X
Vision		X				x
Creativity		X	X	X	X	X
Spotting Opportunities	X		X			
Self-awareness and self-efficacy	X	X	X			x
Motivation and perseverance	X	X	X			
Mobilising resources	X					X

Financial and economic literacy						
Mobilising others	X	X				X

Other partners also mentioned the competences of

- Ideation of innovative solutions
- Project design and project presentation
- Critical thinking
- Communication,
- Presentation skills

Considering the entrepreneurial competences that this specific project addressed, in which ones did you see improvement among the young people?

Coordinators/trainers were then asked to give their opinion as to the competences they considered the learners improved after their participation in the project.

Competence/Partner	France ANTI/GAÏDO	France IUTUPPA	Italy UNIBO	Italy Gionet	Cyprus UNIC	Cyprus SYNTHESIS
Taking the initiative	X	X	X		X	X
Planning and management	X	X				
Coping with ambiguity, uncertainty and risk		X				
Working with others	X	X	X	X	X	X
Learning through experience	X	X				
Ethical and sustainable thinking						
Valuing ideas		X				

Vision		X				
Creativity		X		X	X	X
Spotting Opportunities						
Self-awareness and self-efficacy	X					X
Motivation and perseverance	X	X				
Mobilising resources	X	X				
Financial and economic literacy						
Mobilising others		X				X

Taking the initiative and working with others were the two competences that all coordinators believed the participants improved due to their participation in the project. Creativity was also on competence that most coordinators believed it was improved due to the participation in the project. It is worth noting here that it is not a requirement for all projects to cultivate all competences and variations in competence cultivation are welcome in the framework of the project.

Coordinators/ trainers also mentioned competences not included in the table such as:

- Teamwork
- Innovation
- Critical thinking,
- Communication
- Presentation skills.

What new skills have the young people acquired?

Beyond the entrepreneurial skills expected to be acquired through the participation in the project, coordinators/trainers were asked to identify other skills the participants have acquired through the process. The list provided below is not exhaustive but rather shows the variety of skills that can be acquired through a non-formal training approach such as PEPPY. Some of the skills mentioned are:

- Project management
- Website /application development, database creation,
- Data literacy
- Time management
- Critical thinking
- Creativity
- Problem solving
- Teamwork
- Values recognition
- Public speaking
- Present one's own ideas
- IT competencies
- Designing collaborative artefacts,
- Collaborative edition of documents and artefacts
- Innovation
- Communication

Digital Platform

The digital platform, designed to accompany the project's learning process was used as learning tool in the experimentation phase of the project. Coordinators were asked to give their opinions on the platform. It should be noted here that delays were reported and minor setbacks which did not enable participants to fully experience the platform and coordinators to utilized it. However, the value of the platform remains to be decided on a future point outside the project's lifespan.

Please rate your overall level of satisfaction for the digital platform you used.

Partner/Country	1	2	3	4	5
France ANTI/GAÏDO			100%		
France IUTUPPA				66,7%	33,3%
Italy UNIBO			100%		
Italy Gionet	80%				
Cyprus UNIC	-	-	-	-	-
Cyprus SYNTHESIS		100%			

The non-readiness of the platform is reflected on the results of this question where coordinators were asked to state their level of satisfaction with the platform. Only 33,3% of the coordinators stated that they are most satisfied with the platform while there were coordinators who claimed that they were not satisfied at all.

What would you improve in the digital platform?

Based on their usage of the platform and their navigation through it, coordinators were asked to offer suggestions as to what would they improve in the platform if they got the chance. Their suggestions are listed below.

- Improve the creation of the blazon tool.
- Management of user account rights - The UPPA Digital Work Environment password recovery system.
- I don't know if it is a problem due to the site or the devices, but we have noticed the lack of correlation between the different devices which do not always show the menus in the same way.
- The reduced ease of use of the platform (it is sometimes slow and difficult to use).
- The platform is not easy to use without the guidance of the developers. I would improve the usability.
- Young people were not used to working with such a platform. We have had to insist that they use it and, above all, that they benefit from the advantages it brings them. Single sign on, multi digital platform.

- The creation of a persona on the PEPPY website.
- Discussion forums on the PEPPY website.
- Data management by the tutors.
- The platform was heavy in uploading. The registration process must be improved especially in the part of creating a password which doesn't have the option to view it. I couldn't register my project in the platform. It wouldn't appear among the active projects.

Which digital tools did you use for the implementation of this project?

The next question, project coordinators and trainers had to respond to was that of the digital tools they used to reinforce the desired learning results. Their responses are recorded below:

- Teams as a collaborative workspace
- The Peppy Website
- The UPPA Digital Work Environment
- Office suite
- Google Drive and Google Meet, Google Presentation.
- Camtasia
- Discord,
- Office suite (Microsoft Word, PowerPoint etc)
- Multimedia edition tools
- Animation tools
- Moodle platform
- Projectors, laptops
- My Maps
- Canva
- Adobe InDesign/Illustrator

Which digital tools would you change and why?

The last question on the digital aspect of the project's implementation was that of asking coordinators/trainers to state the digital tools they would change in a future learning process with the PEPPY approach.

Some of the coordinators claimed that they wouldn't change any of them as long as there is a combination of both face-to-face and distance support. Others suggested that they would use fewer digital tools and more offline tools.

There were also those who claimed that they would add tools according to the project's scope and theme. Finally, there were also those coordinators who stress that they would improve the PEPPY website itself.

The Methodology

In the final section of the coordinators' questionnaire, coordinators/trainers were asked to offer their opinions and views about the methodology of PEPPY as a non-formal learning method.

Please rate your overall satisfaction for the PEPPY methodology used for the project's implementation.

Partner/Country	1	2	3	4	5
France ANTI/GAÏDO				100%	
France IUTUPPA				100%	
Italy UNIBO					100%
Italy Gionet				20%	80%
Cyprus UNIC					
Cyprus SYNTHESIS				100%	

Partners were asked to rate their overall satisfaction with the methodology and the results were very encouraging. The level of satisfaction was among levels 4 and 5 showing that the methodology as such is positively accepted by trainers and coordinators.

How would you improve the PEPPY Methodology?

When asked about how they would improve the PEPPY Methodology, coordinators and trainers came up with interesting improving strategies and techniques. Some suggested differentiation of tools and scenarios as well as tools according to the purpose and area of intervention the project aims at. In the same line there is also the suggestion for adapting the methodology to different target groups.

Other suggestions include the creation of a guide to "help PEPPY promoters to better manage the relations with the sponsors, upstream on the search for projects, during the project (availability for exchanges with the youth) and after the project to support its continuity in case of partial implementation". There was also a suggestion about improvement of the existing guide and creation of an easy-to-use version of tools and exercises.

Moreover, others mention the need to shorten the process and also the need for a working on collaborative, teamwork. On the same line, there was also a recommendation about reducing the number of included activities, especially those that might not be directly useful for the project.

An interesting suggestion for improvement is that of "building a platform that supports the entire methodology and links the youth in a way that fosters synergy between them and their tutors and increases their involvement in the project".

Which are the Strengths of the PEPPY methodology?

When asked to share their thoughts on the strengths of the PEPPY methodology, coordinators/trainers stated that PEPPY is an efficient/adapted methodology for higher education institutions wishing to remobilize their students at risk of dropping out. Coordinators gave various aspects that can be considered as the strengths of the methodology and the most common ones are listed below:

- The path that leads to the construction of the prototype: soft skills lab, hackathon and the project implementation phase.
- It connects various and efficient instruments and activities, making the formative process much more engaging.
- The development of skills, the different exercises to know each other better.
- Ability to select from multiple methodological tools that are well fitted to motivate youngsters.
- Planification
- Involvement of different stakeholders (practitioners, participants, tutors, coordinators, companies)
- Coordination and communication
- Accumulating new experiences with the corporate world
- The step-by-step guidelines.

Which are the Weaknesses of the PEPPY methodology?

Coordinators/trainers were asked to share their thoughts as to the weaknesses of the PEPPY methodology as they experienced it in this first round of experimentation. A coordinator mentioned "the strategies for mobilizing young people and youth-related actors, particularly in order to integrate PEPPY into existing dynamics (Pôle Emploi, Mission Locale) for supporting young people".

Another coordinator mentioned the difficulty of making the participants aware of the impact of the project while others repeated that fact that it is a bit long and it needs to be simplified for certain groups of learners like groups of NEETs. Communication with partners was also brought up as a weakness. Others talked about limited sharing of expertise and sharing of know-how when conducting the actual experimentation, since, as it was correctly mentioned, that was the first time the PEPPY methodology was implemented in the learning process.

Conclusions

Coordinators/trainers were finally asked to offer some concluding remarks about the implementation of the experimentation in order to make sure that all important opinions were recorded. Below are some of the most interesting concluding remarks as they were recorded.

"The overall experience was good for most of the participants, who learned new practical skills and had the opportunity to reflect on their own talents. Also, the opportunity to work in a group was a very important part of the project- and something that turned out to be fundamental for the learning process. In particular, while there is a clear improvement in skills related to creativity, problem solving, self-confidence, and collaboration, with respect to digital skills, there is a greater perception of one's own abilities on entry, and a greater awareness on exit, indicating that the project contributed to a better redefinition of one's own levels of awareness of digital skills".

"Finally, it should be noted how much this experimentation was appreciated by the course coordinator: the intention is to repeat it in the future to improve students' skills and empowerment and to ensure better access to the website content. In this sense, the sustainability of PEPPY would go far beyond the duration of the project".

"To put in practice and to adapt the PEPPY methodology gave us the possibility to improve the process and develop further the program. We also got the chance to learn more about NEETs and their diversity". "Overall, the methodology is interesting and can contribute to a better progression of young people in terms of digital, creative and entrepreneurial skills".

"The methodology should be simplified and shortened so that anyone can use it more easily".

"PEPPY aimed to promote activities that support young people to acquire sustainable coping skills and to engage them in a process that builds, strengthens, and continuously develops their skills to meet the ongoing challenge of employment. The tools that have been developed and the interaction that the young learners had with the Hackathon and the experimentation phases of the project created such dynamics that have positively influenced the career path of the participants".

"The training methodology and the tools that have been applied in order to bring young learners together in a new learning environment i.e. Moodle was a challenge but the perseverance of the tutors and the personalization of the various activities in order to reflect the needs of each learner made an amazing impact in the commitment of the youngsters in completing their tasks and engaged with the project".

"According to the results from the self-assessment questionnaires, the implementation of the project had a positive influence in all relevant with the project entrepreneurial skills and the digital skills. In addition, migrant women reported that they saw improvement in more skills that weren't anticipated by the project implementation such as leadership skills, organizational skills, communication, and negotiation skills".

"About the digital platform and the tools, there must be applied serious improvements as the trainer couldn't register the project and proceed properly with using any of the digital tools offered. There were more suggestions by the migrant women such as adding icons, more translations and colour to the platform. When it comes to the methodology, it was described by the trainer as quite demanding for NEETs, however there was flexibility in terms of the activities used and the experimentation's duration".

Partners' lessons learned from the PEPPY experiment.

Partners of the PEPPY consortium were given a small questionnaire as well for them to share their experience, lessons learnt and the impact of the PEPPY methodology and the project in general within their organizations.

Question 1: What lessons have you learnt by implementing the experimentation phase that can be of value to stakeholders outside the consortium?

Partners from GAÏDO mention that the experimentation has confirmed the relevance and complementarity of the tools that were developed within the framework of the project. They also draw attention to the need to train the project coordinators before the process begins. In addition, they draw attention to the need for prior work with the sponsors in order to ensure that they understand what PEPPY is all about.

Partners from UPPA also draw attention to the need for training of trainers before the implementation of the methodology. They also highlight the fact the PEPPY methodology has the ability to be adapted to different settings, according to the needs and backgrounds of the learners. The UPPA partners, also mention that digital abilities of the youngsters do not put the brakes on the development of a project as soon they are told that technology is a tool and that they are not going to be stigmatized on that. For young people that needed to develop public speaking skills, the process was useful to gain confidence and to experience public exposure.

UNIC partners mention that the territorial experimentation opens new paths for formal / no formal and informal education for young learners. The methodology applied focused on soft skills and entrepreneurial competencies that respond to the needs of the generation Z and are an essential toolkit for every tutor and trainer of young learners. The experiential learning and the utilization of technology are essential in developing an engaged and creative European youth. The experimentation can be adopted by community youth centers and support the policy makers in attracting more young learners that drop out from formal education.

A major lesson learnt by implementing the experimentation phase and that can be of value to stakeholders outside the consortium is that engaging young learners and getting them to share personal experiences as part of the training sessions, can prove to be very challenging and needs delicate handling. For this, tutors are required to be experienced and well trained. The experience of the instructor is a valuable competence in delivering training.

As the partners from UNIC claimed, by employing the PEPPY methodology it encouraged young participants in the process of ideation and developing their entrepreneurial skills and knowledge and engaged young participants in the decision-making process. Participants managed diversity in teams and in workplaces and maintained an open communication with different stakeholders especially between project coordinators, tutors, practitioners, and other young participants.

UNIBO partners mention the fact that testing the project in the university course was laborious (due to the request for permits, also for the involvement of institutional roles), but it produced the proposal for improving communications with students which will be able to continue in the years to come. They also highlight the fact that the division of the experimentation into three phases has favored participatory and collaborative work. Through stimulating and introspective activities, it was possible to bring out learners' tacit transversal skills during Hackathon and Project Work. In particular, the first phase of getting to know oneself and the other members of the group ensured a better success of the project. In addition, the introduction of self-awareness activities was very effective, allowing participants to be the actors of their own training experience, through active and semi-informal teaching. Finally, it was realized that if the people in groups are put in the right conditions to work, they can really create something innovative and useful in any field (in a working context rather than family or social).

Partners from GIONET also support what was argued by other partners that the methodology should be adjusted and rearranged based on the specific needs of the participants.

ANTIC partners also report that the tools that have been developed to strictly accompany young people (O1 - O2 and O4) are extremely varied and complementary so that the stakeholders of the project can draw from them to find ideas or techniques for accompaniment. They also mention their realization that the more excluded or socially disadvantaged the public was, the less digital tools were needed. ANTIC partners also draw attention to the need for stronger relations with the sponsors before, during and after the project.

Partners from SYNTHESIS draw attention to the fact that training in groups gives the learners the ability to develop certain skills and competences that they would be able to develop in formal training sessions, such as leadership, negotiation, discussion, opinion sharing and other. They also stress what was already stressed by other partners that the PEPPY methodology is a promising one since it can be adapted to fit the needs, skills and background of the learners.

Question 2. What, in your experience, are the innovations introduced by PEPPY that were the most valuable in the framework of the experimentation phase?

Partners from GIONET supported that the innovation introduced by PEPPY is the learning-by-doing approach combined with the collaboration of companies and organizations. The possibility to work on real project, to have a confrontation with professionals and to use a design thinking approach to create a project are the most innovative elements brought by PEPPY.

GAÏDO partners claim that the added value of the methodology is its adaptability. It allows to personalise the support for very different profiles of young people (NEET, dropout prevention, young people of foreign origin) not only during different experiments but also by associating them within the same project group.

UPPA Partners claim that by exposing young people to a motivating professional project and initiating the process by urging them to reflect on themselves (what motivates them, who they are, how others perceive them, etc.) gives them the trust that a young person can inspire when sharing personal information that can sometimes be intimate. Another innovative aspect as they mention is the act of getting young people out of their comfort zone. To get them to really meet, get to know each other, and at the same time be able to carry out a project together. Finally, they highlight the use of a step-by-step methodology that supports young people from the formation of the group to the tooling through collaborative work tools, to the production of the project deliverables.

UNIBO partners specify that there are no real innovations on the practices, but there is an accurate systematization of good practices in a synergistic way to achieve the objectives set by PEPPY. They go on to explain this statement by offering the following examples:

- The exercises of the first phase of Lab Soft Skills are not exactly new, as they can be used and invented constantly. The real value gained using these tools lies in being included in a larger design.
- The Hackathon phase is borrowed from the IT field, but probably it had never been dropped into a training course aimed at young people 18-25 years old. In fact, it has shown itself to be challenging and appropriate for them through an action of negotiation between the proposed ideas.

UNIC partners support that, the innovative aspect of the PEPPY methodology relies on developing a collaborative and co-constructed dynamic linking territorial experimentation for youth and innovative pedagogical practices. As they claim this aspect has been reinforced further by the dynamic project methodology which is based on an open innovation mode and the continuous integration of ideas and expertise from the different stakeholders of the project (within and outside the consortium). An additional innovation introduced by PEPPY, valuable most in the framework of the experimentation phase, is the commitment to pedagogy and to the permanent adaptation of the learner/trainer relationship, and a new valorization of non-formal and informal learning. The young person, has been placed at the centre of the pedagogical dynamic, working on his/her informal and non-formal competences. His/her choices and practical commitments in setting up a project, guide the provision of the skills needed. This approach of recognizing the values and potentially for each individual through design-project, is a primary lever in the construction of progressive autonomy.

ANTIC partners support that the choice in O3 to proceed with a hackathon phase and in the form of a challenge made it possible to energise the experimentation to attract young people. They support that the choice of adapting the CH-Q methodology to produce O4 was very relevant in terms of tackling vulnerable groups, putting the tutors in the position of helpers rather than solution providers, and creating a real group dynamic among the young people.

Partners from SYNTHESIS consider that one of the most innovative aspects of the PEPPY methodology is its non-formal approach to learning which, however, does not limit or diminish skills and competences attainment by the learners. The fact that learners can acquire competences that will help them being competitive in the labour market outside formal learning settings gives the method an extremely promising perspective. Another innovative aspect of the PEPPY methodology is self-reflection and the insistence of learners understanding and naming their skills before proceeding with acquiring new ones.

Question 3. Considering your experience in this specific project, what new or different elements would you suggest being introduced in the educational practices compared to those used so far?

GAIDO partners mention the following: The tools proposed by the methodology deployed in the O4 seem to me to be very relevant in order to build an adult/young person relationship based on a spirit close to that of peer to peer. They enable the young person to take responsibility and value and solicit his or her full involvement in the proposed workshops. These tools also allow the young person to take a step back from themselves and to project themselves into the future while questioning the coherence of their life project and their professional project.

UPPA partners mention that it could be interesting to conduct an experiment targeting not only NEETs and failing students, but rather to experiment with the methodology, platform, and other deliverables of the PEPPY project with recent graduates who lack self-confidence and/or need to strengthen their professional skills to project themselves towards the job market. As they claim, this would lead us to further identify the link between "project implementation" and "skills development", which could lead us to evolve certain elements of the PEPPY methodology, of the digital platform (i.e., skills portfolio features), and of the coordinator training guide (the coordinator could establish diagnoses in terms of prescribing additional training for young people).

UNIC partners highlight the fact that the implementation phase of the experimentation involved a period during which Covid19 restrictions applied so a number if the training was delivered online. The blended learning method proved to be the best when you want to engage young learners in such activities. The methodology and activities developed need to be adjusted to reflect a hybrid delivery method (online and face to face and blended learning). They go on to argue that building a platform that could support the entire methodology and link the youth participants in a way that fosters synergy between them and their tutors and increases their involvement in the project, could be beneficial.

UNIBO partners argue that during the soft skills lab phase, it was decided to introduce a cooperative learning activity to enhance team spirit through teamwork. The latter was fundamental to making the participants aware of the difficulty and satisfaction in working together. Positive interdependence, individual and collective responsibility and cooperation are the key words that inspired the students during the laboratory.

GIONET partners support that the biggest development point should be to strength the communication and materials for the promotion of the PEPPY Lab in order to make the participants more aware of the objectives and goals of the project. As they argued, this will allow to find them more prepared and more aware of what they are going to do inside the laboratory.

ANTIC partners support that Peppy has demonstrated the effectiveness of transforming the posture of the teacher into that of a tutor. As they mentioned, with teachers the student are passive and wait for the teachers to pass on knowledge to them, while with tutors the young people feel freer to search, experiment and make mistakes.

SYNTHESIS partners argue that they wouldn't suggest anything in particular but rather keep options open based on the learners participating in the learning method. Additionally, as they argue, they consider that team building activities should be introduced before forming the project groups for better cooperation. What is more, members of the project groups might be selected based on the topic of the project in order to be motivated enough.

What is more, learners should be given the big picture before asked to participate in the project. In that way they will be able to fully grasp the goals of the learning process.

Question 4. How was your cooperation with the project coordinators and the young participants?

GAIDO partners mention that there was a close collaboration, from the preparation phase, during the development of the young people's projects to adjust our interventions, until the end of the experimentation to finalize the relationship with the sponsors.

They also mention that the relationship with the young people was very constructive because of their position as project coordinator (a guide who listens and not a knower).

UPPA partners support that cooperating with the other project coordinators was good. As they claim, they were able to draw inspiration from the first experiment for the setup and implementation of the second experimentation. Regarding young people, they mention that they were receptive, quite attentive and followed all the steps "religiously" even if some were a bit redundant. Most of the young people expressed themselves quite easily about what did not reassure them or what they had not understood well. As UPPA partners put it “the experience was rich in human terms. Working with young people was new in a way. To accompany/motivate them on a project was innovative”.

UNIC partners claim that cooperation with the project coordinators was very constructive. Support, clear instructions, and guidelines have been provided ensuring effective management and therefore the eventual success of the project. Regarding the cooperation with the young participants, they mentioned that it went through different phases. The young participants were committed and they showed a high level of enthusiasm, especially with the Hackathon and the project development idea. Young participants despite the challenges that they had to face with Covid19 restrictions they participate in the online and hybrid delivery of the training and the experimentation was competed with high success as the team developed products and services that are now available for sales and consumption. The young participants were able to take a step back and envision themselves into the future while questioning the coherence of their life project and their professional project. The PEPPY program was an opportunity to engage young learners with the industry and enhanced their entrepreneurial skills.

During the online session, they had the opportunity to interact. The interaction was very smooth, and some of them were enthusiastic. The main goal was to develop their innovative and creative skills using various frameworks (SMART, SWOT, etc.). The O4 exercises created synergy and motivation for participants to develop their soft and entrepreneurial skills gradually and smoothly. They discovered that these exercises were extremely beneficial to their personal and professional development.

In the hybrid session, some participants were taking part online and shared their own thoughts/experiences. They were able to hear their colleagues who were present on campus. Although we completed all the session's exercises, we felt that more time for interaction was required. So, we were motivated for the next week when we will be experimenting in the perfumery park. The opportunity for young students to work with innovators is very beneficial.

UNIBO partners highlight that cooperating with the other project coordinators was good, in particular with GioNet. They mention that they drew inspiration from the first experiment carried out in the Serre dei Giardini Margherita for setting up and implementing the second experiment at the University. As they claim, the atmosphere in the working group was always positive despite the differences of opinion, taken as an opportunity for discussion, generating ideas.

GIONET partners mention that the fundamental thing was to create trust and to understand the key for engaging them in the best way. As they argue, the cooperation with the project's tutor was also good: they collaborated and co-design the activities together and always be in touch for update and organization.

Partners from ANTIC mention the cooperation between project coordinators during the experimentation. As they argue, they helped each other because some of them were more at ease with different phases of the young people's support, which was reassuring. It was also interesting for the young people to have several referents to turn to. Regarding young people, ANTIC partners mention that the exchanges were also very pleasant and enriching because we were seen as facilitators and always listening to them, allowing them to put their skills into practice outside the school context.

SYNTHESIS partners, along the same lines mention that the relation with the young participants was one of mutual trust, respect and understanding. However, this was not the case at the beginning of the project were the coordinators had to gain the trust of the learners who were shy and wouldn't open up to them. Regarding the project coordinators, all coordinators were exchanging tips and insights during the implementation of the experimentation phase.

The PEPPY Methodology: A valuable tool at the service of young learners.

This report set to prove the value of the PEPPY methodology, its innovative nature and how it can be employed as a non-formal learning method for obtaining skills and competences necessary not only for finding a job but also for sustainable employability.

Even though not all responses were positive, and weaknesses were spotted, it should not be forgotten that this was just the initial experimentation phase of the methodology which served as a pilot for suggesting alterations, improvements, adaptations. In future implementations of the PEPPY methodology, it is certain that comments will be even more improved, since the methodology itself allows space for alterations and improvements.

With the implementation of the PEPPY methodology, learners are placed in the spotlight and their unique skills and competences are valorized. By implementing the self-reflection process, young people become able to see what they are good at and gain the necessary self-confidence that will enable them to move forward and master other necessary skills they are lacking. PEPPY faces young learners as entities full of potential who need the necessary tools and attention in order to move forward.

Another important potential that was ascertained through the experimentation phase of the PEPPY methodology, was that of informal, non-formal learning settings. In spite of traditional pedagogical methods and beliefs that considered that skill and competence attainment can be only achieved within traditional classroom settings, the PEPPY methodology has proven to be a valuable tool for gaining significant entrepreneurial and digital skills. Informal, non-formal learning settings not only contribute to the learning process but also enable the attainment of skills which are difficult to attain in normal classroom settings, such as working in a group, sharing thoughts, ideas and opinions with others, brainstorming, ideation etc.

What is more, informal-non-formal learning methods, give the ability to learners who do not respond well on typical learning settings to thrive and put themselves forward. Timid, shy people or migrants and NEETs can fully utilize the potential of the PEPPY methodology since for them it becomes easier to work within groups rather than within larger settings. Then there is also PEPPY's ability to be adapted based on the needs, skills and backgrounds of the groups, something which was made visible through the numerous adaptations the partners performed during this experimentation phase. The methodology not only can be adapted at the beginning of the learning process, in order to better suit the backgrounds of the learners, but it can also be adjusted at any point of the process, if necessary.

Another important aspect that makes the PEPPY methodology valuable is that of employing the local element into the learning process. As mentioned by many coordinators and project partners, the relation with the sponsors before, during and after the experimentation is of great importance for fully realizing the potentials of the methodology.

The added value the PEPPY methodology bears cannot however fully replace the formal learning and educational settings used at schools and university. PEPPY is rather a complimentary methodology to be employed in parallel with other educational methodologies in order to reach groups of learners that cannot be reached through other approaches and in order to help them develop skills and competences that are necessary for the labour market but cannot be attained through traditional settings. Skills like teamwork, presenting in public, allocating tasks, participate in brainstorming and ideation sessions, (also considered as soft skills) are skills to be developed especially when in non-formal learning settings and they are considered both as necessary and as valuably for young people who are looking for a job or aim at sustainable employability.

The PEPPY methodology can also be used as tool to reinforce capacity building in digital, oral and other skills since by putting those skills into use, the learners are able to enhance their capacity in them. For these reasons, the PEPPY methodology can be implemented both by educators and youth workers in order to help in skills attainment and capacity building.

The PEPPY methodology is also transferable and adaptable to other settings outside the countries and communities of the project's partners. The fact that each partner suggested their own projects, based on their available resources and the background of their learners, shows that the PEPPY methodology can be taken out of the context of this project and put into practice in any other country. Adaptations will be necessary of course but this does not minimize the project's impact on the learners nor its ability to help learners master their skills and work towards obtaining new ones.

ANNEXES

Annex 1

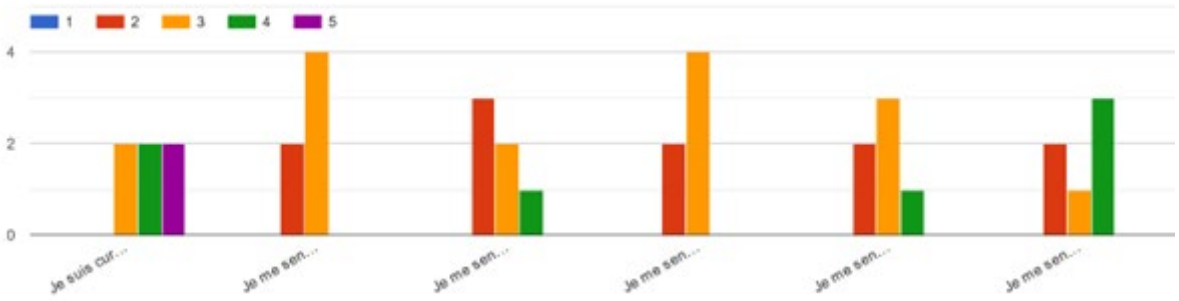
The French Experimentation

The charts analyzing the results of the French experimentation can be found below.

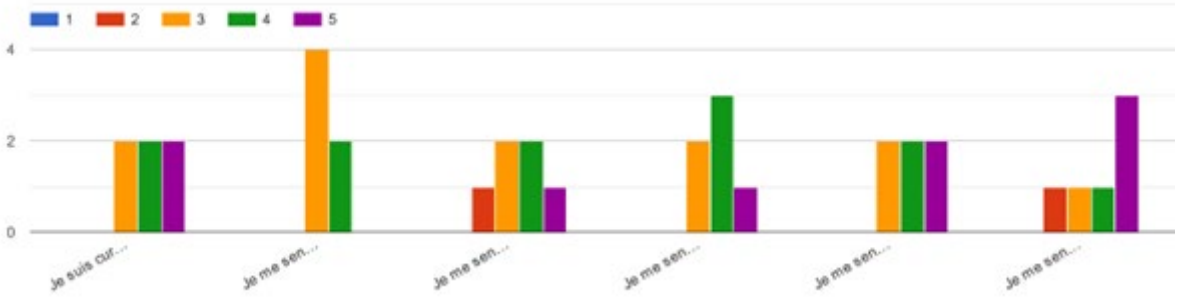
Self-Assessment Questionnaires Before and After

CREATIVITY

Creativity before

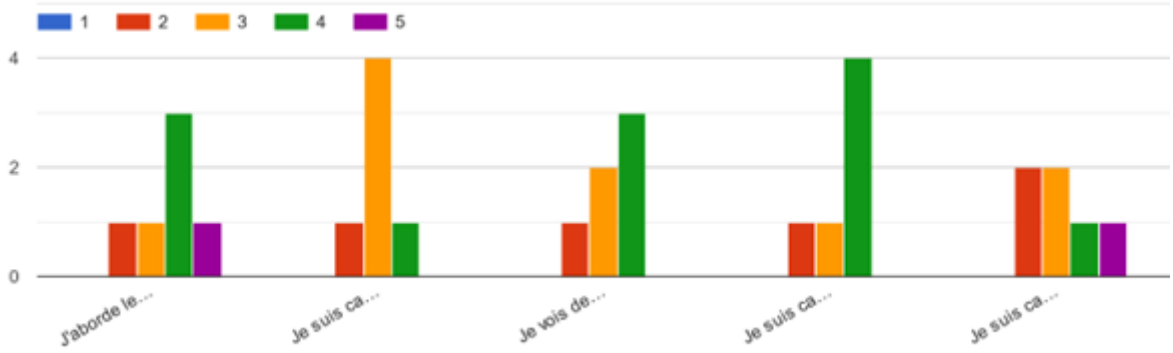


Creativity after

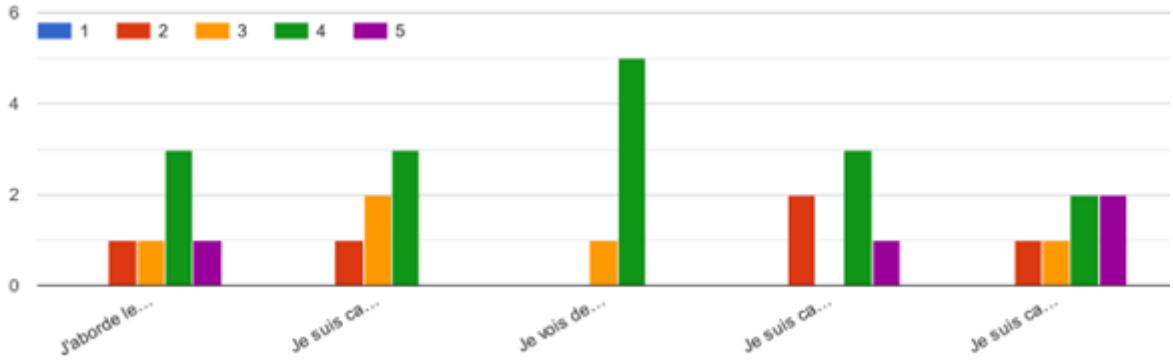


PROBLEM SOLVING

Problem solving before

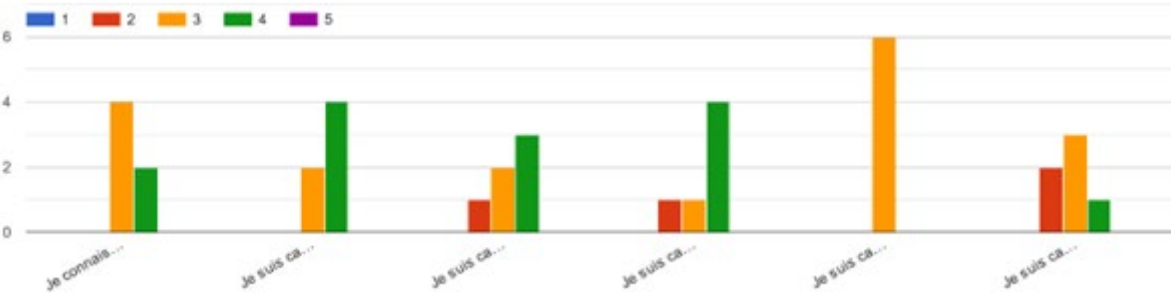


Problem solving after

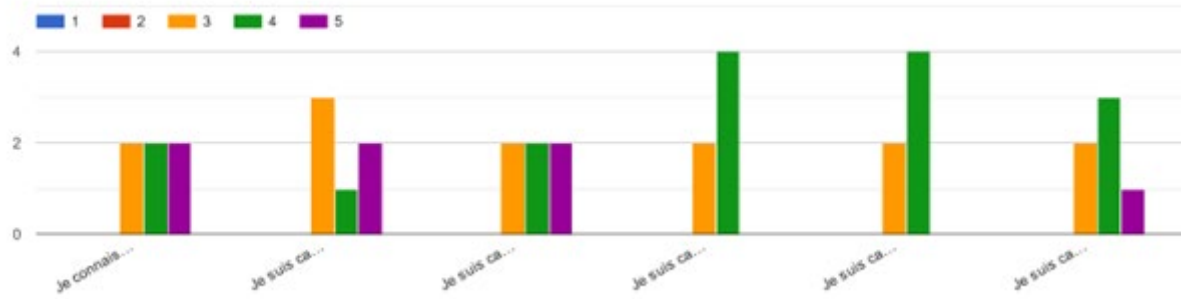


SELF-CONFIDENCE

Self-confidence before

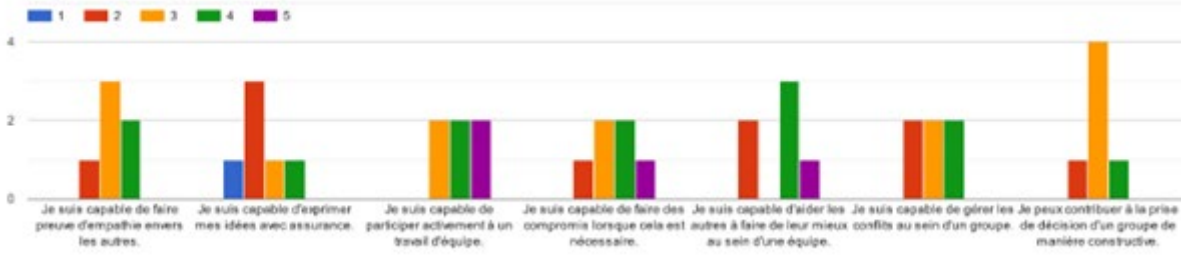


Self-confidence after

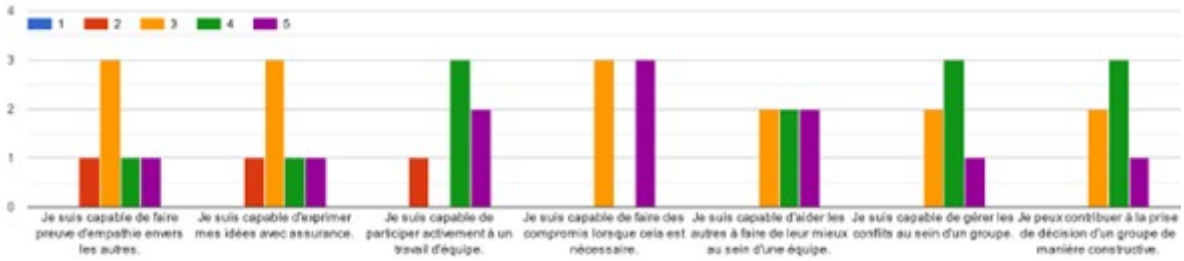


COLLABORATION

Collaboration before



Collaboration after



DIGITAL COMPETENCES

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

Before the initiation of the experimentation

After the initiation of the experimentation

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

Before the initiation of the experimentation

After the initiation of the experimentation

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

Before the initiation of the experimentation

After the initiation of the experimentation

I know how to create something new by mixing different type of contents (e.g. text and images).

Before the initiation of the experimentation

After the initiation of the experimentation

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

Before the initiation of the experimentation

After the initiation of the experimentation

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

Before the initiation of the experimentation

After the initiation of the experimentation

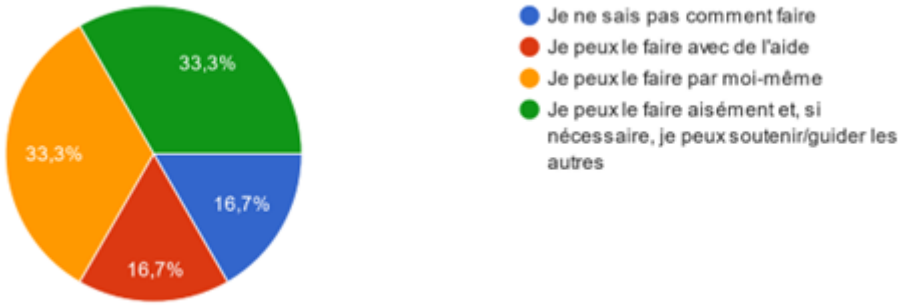
I know how to protect myself from unwanted and malicious online encounters and materials (spam messages, identity theft emails).

Before the initiation of the experimentation

After the initiation of the experimentation

When I face a technical problem I am able to find solutions on the internet.

Before the initiation of the experimentation

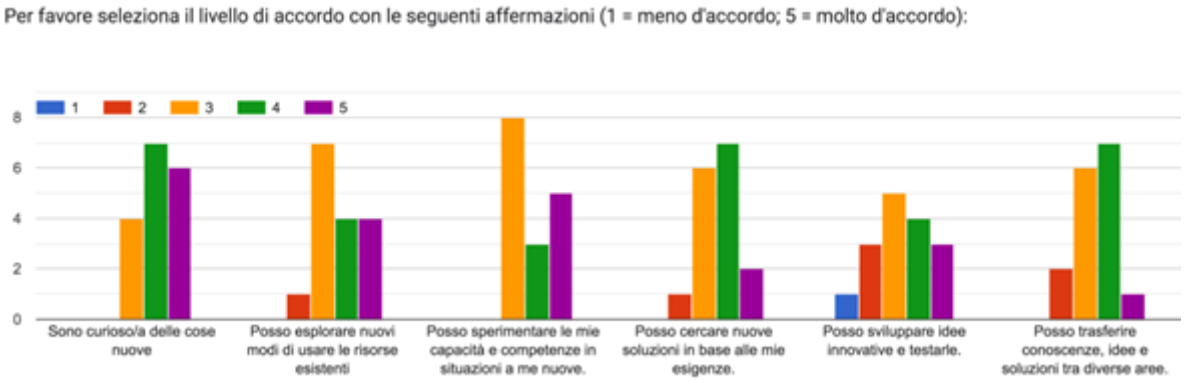


After the initiation of the experimentation

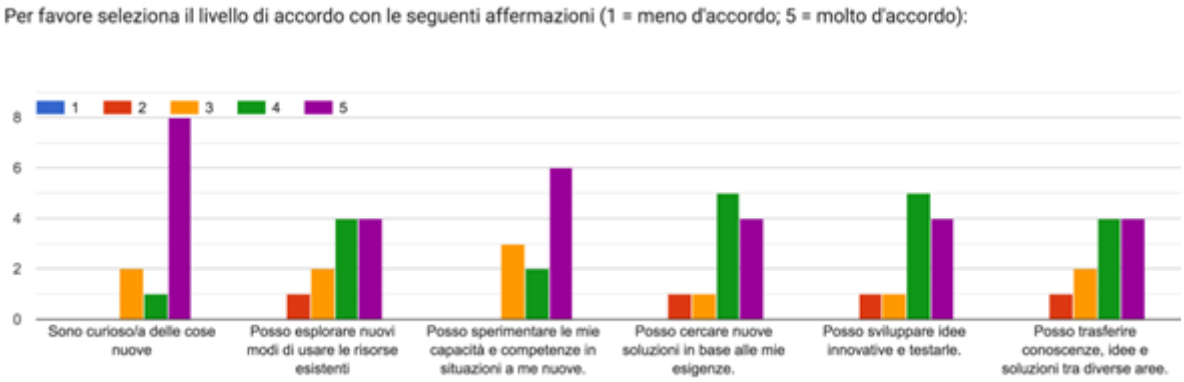
Italian Experimentation - Gionet

CREATIVITY

Creativity before

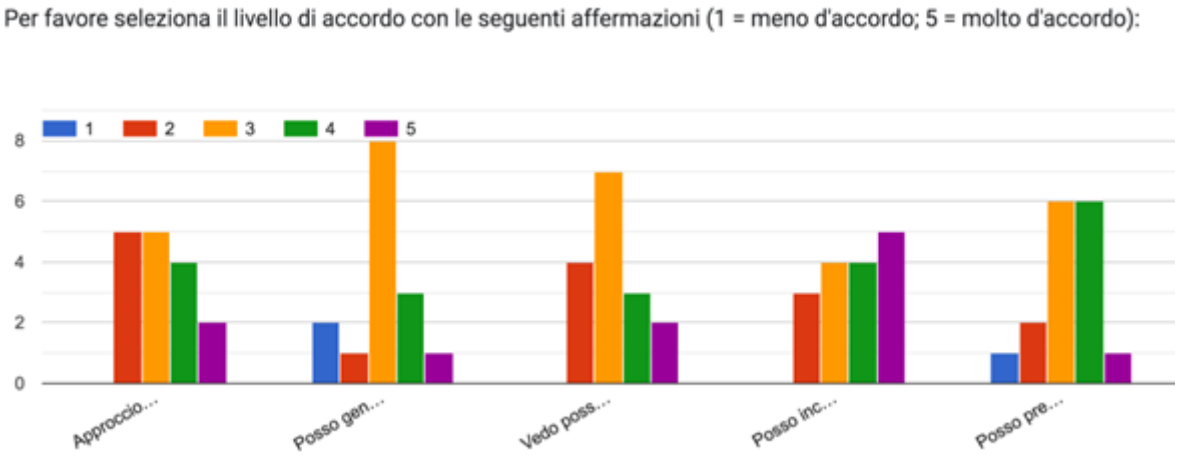


Creativity after

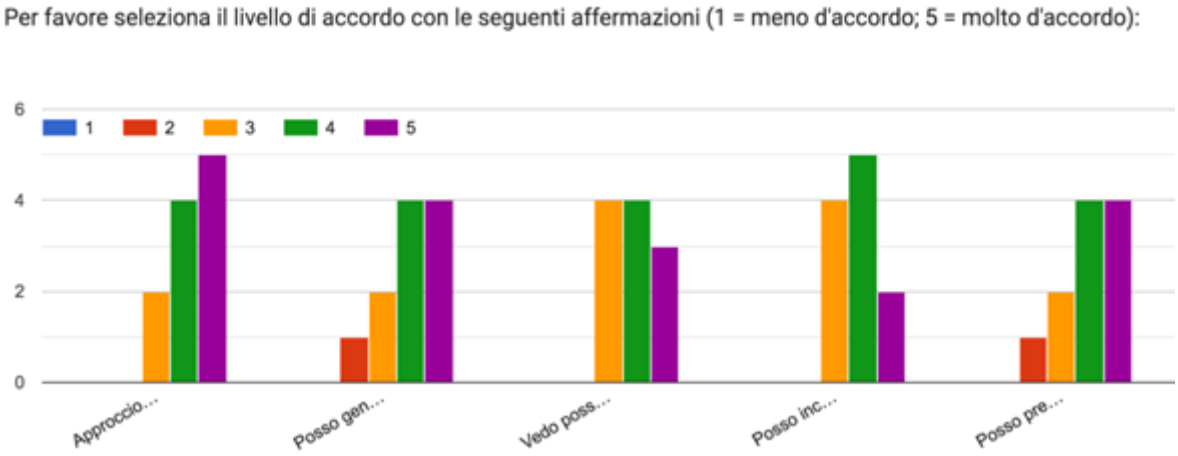


PROBLEM SOLVING

Problem solving before

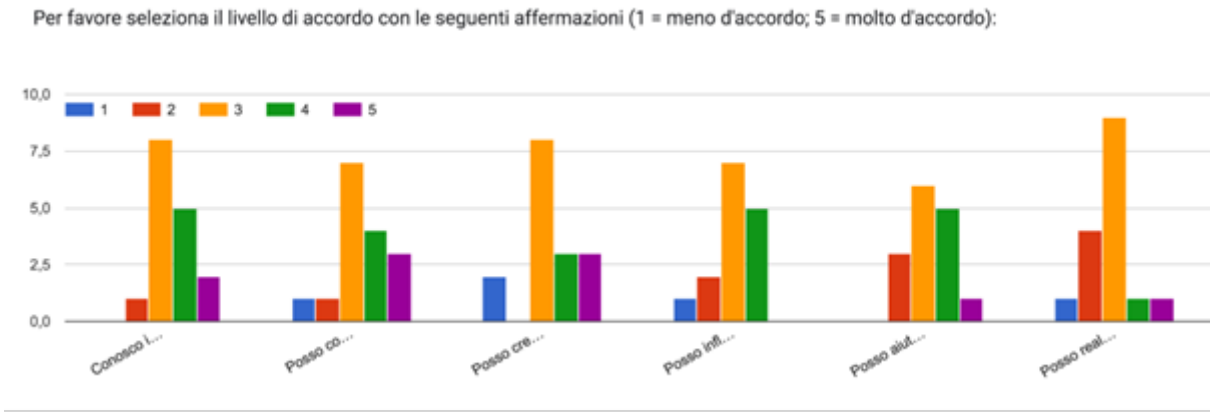


Problem solving after

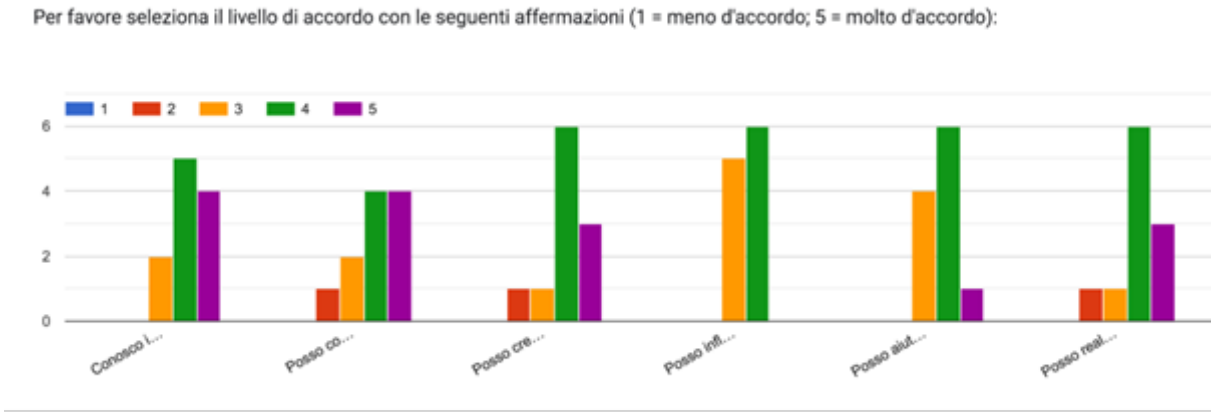


SELF-CONFIDENCE

Self-confidence before



Self-confidence after



COLLABORATION

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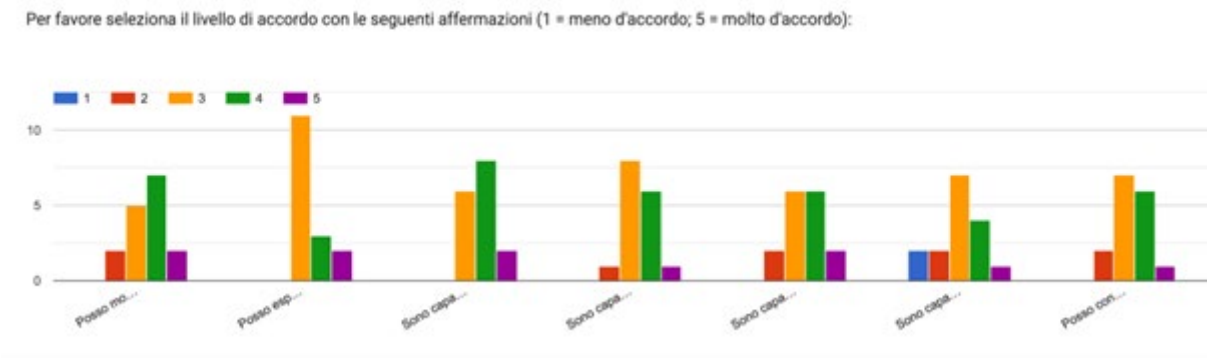

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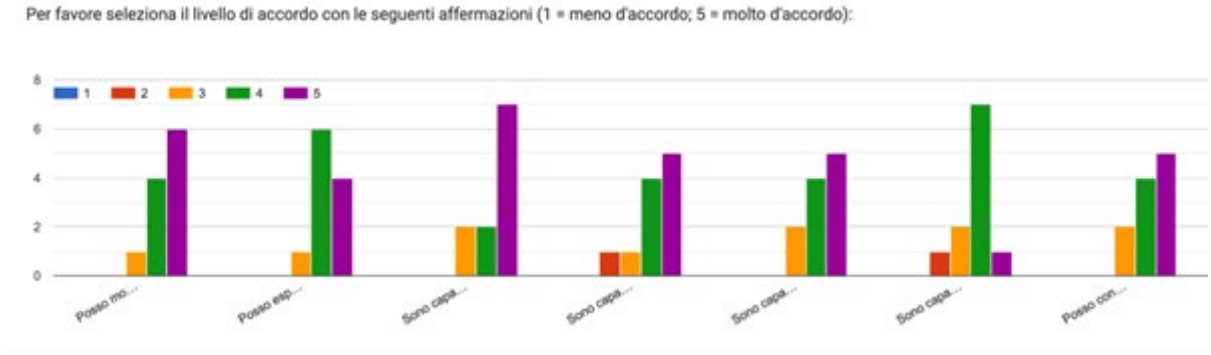

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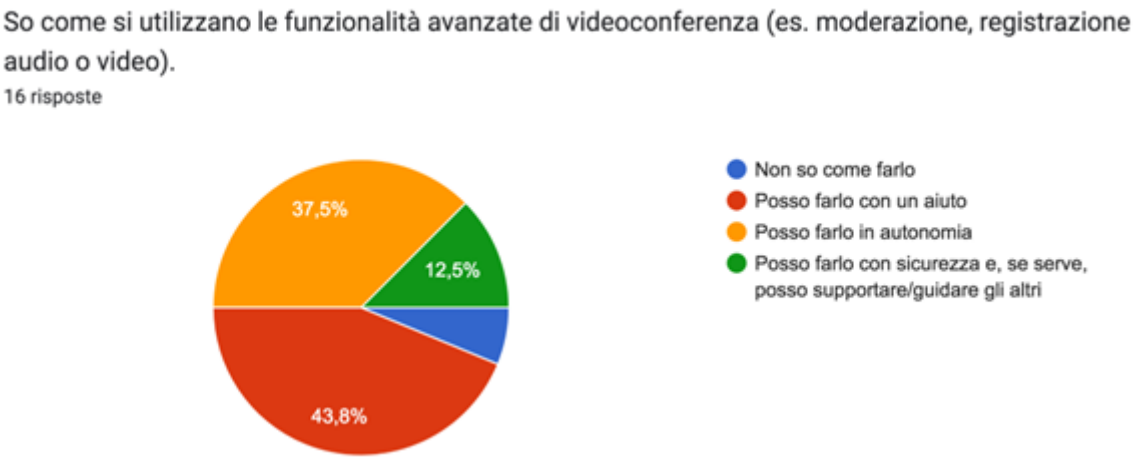

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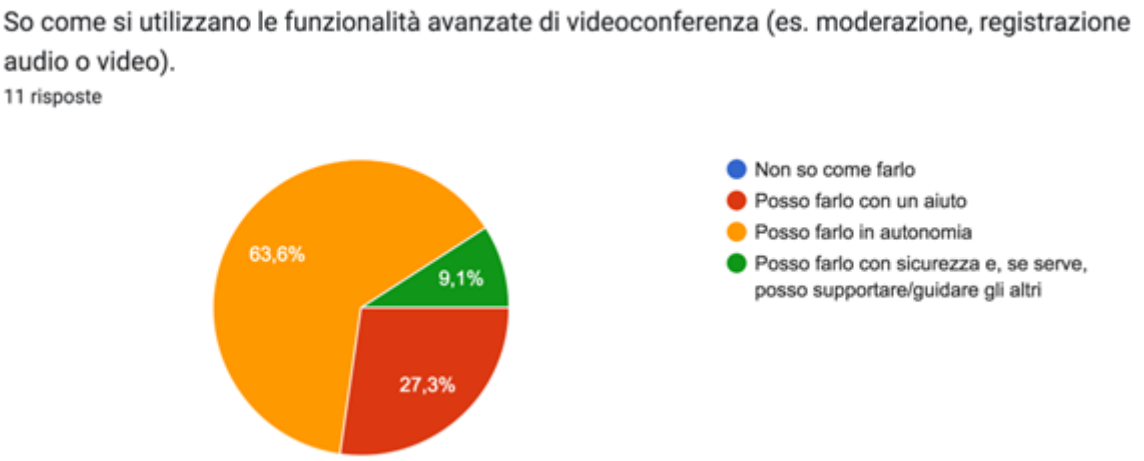

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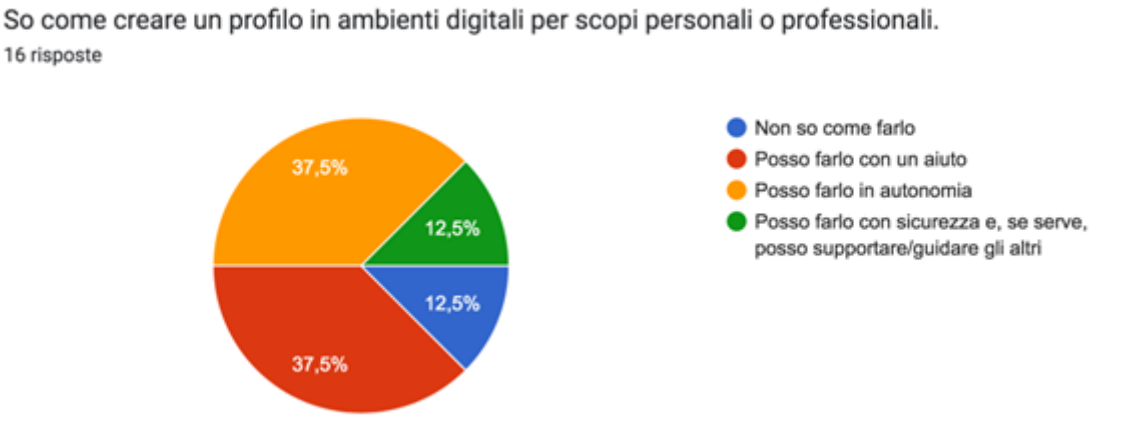

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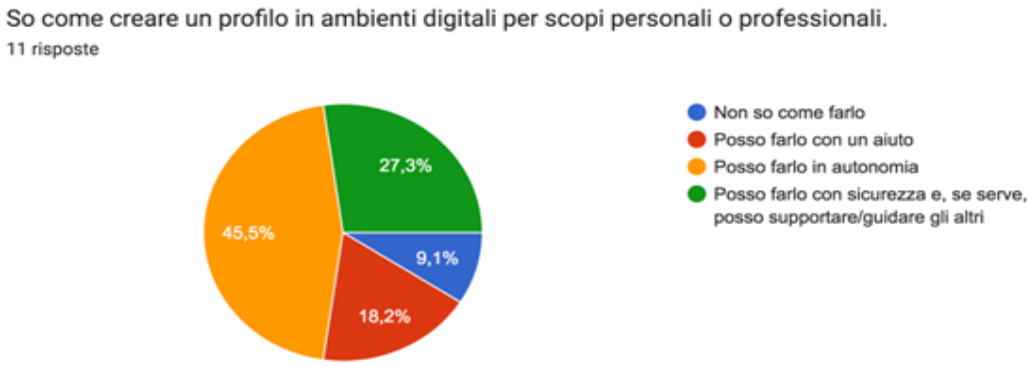

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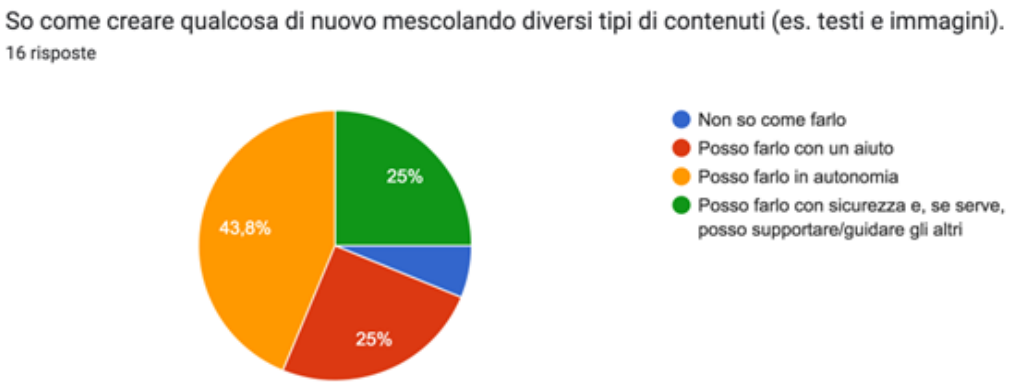

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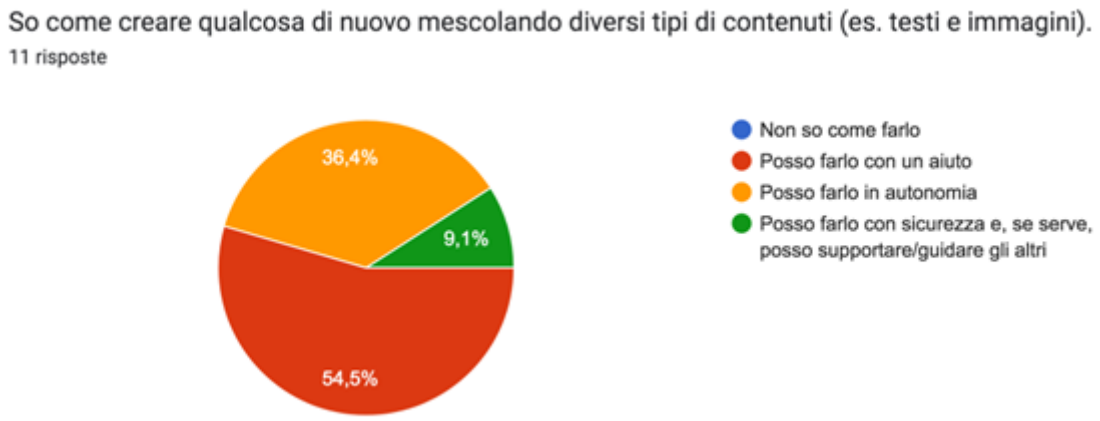

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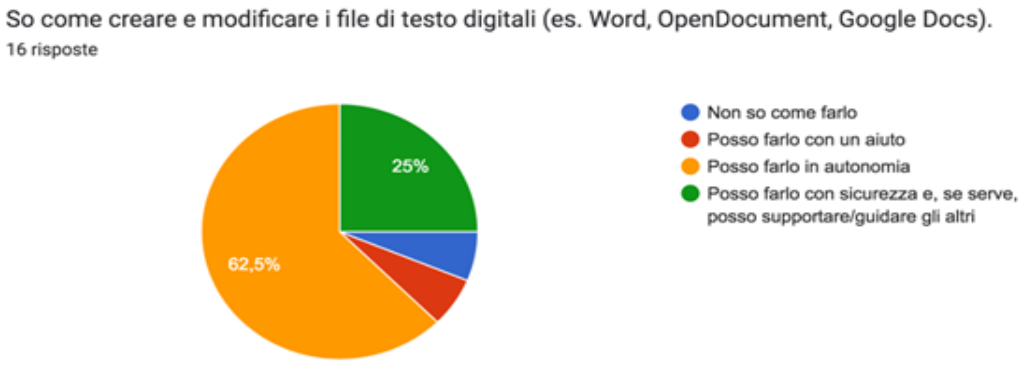
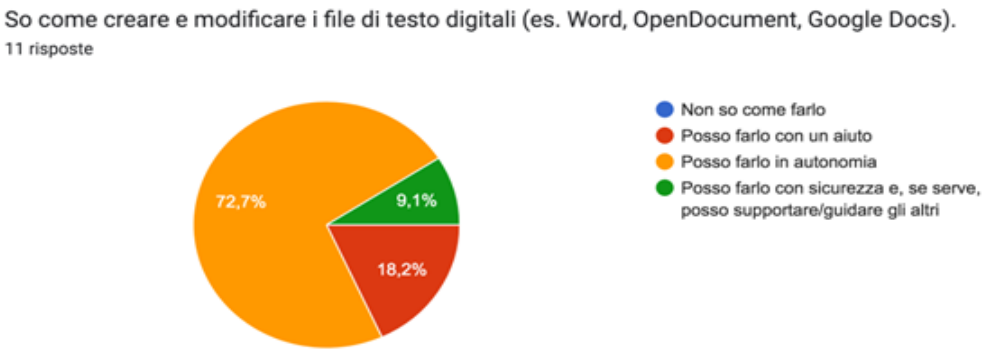


After the initiation of the experimentation



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Before the initiation of the experimentation

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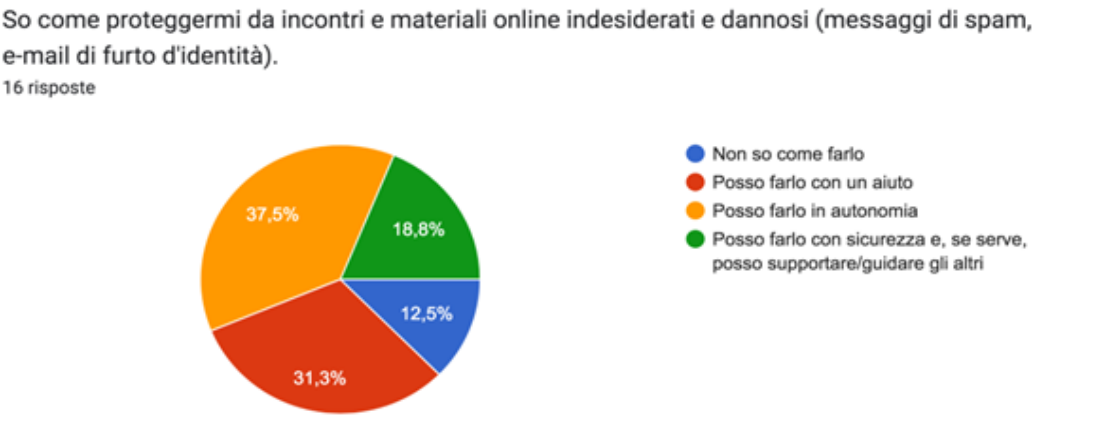
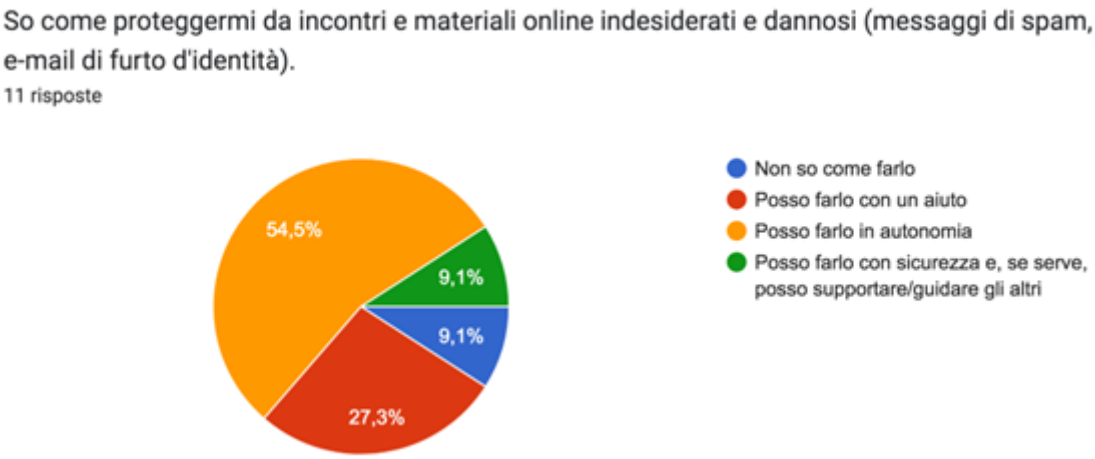


After the initiation of the experimentation



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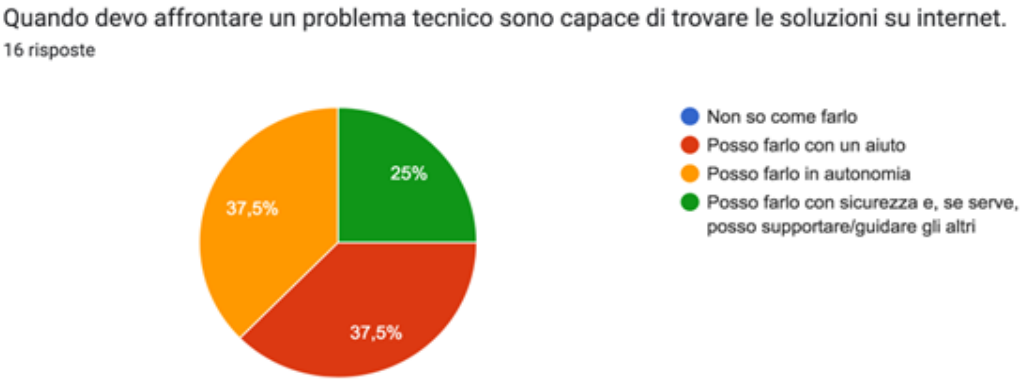
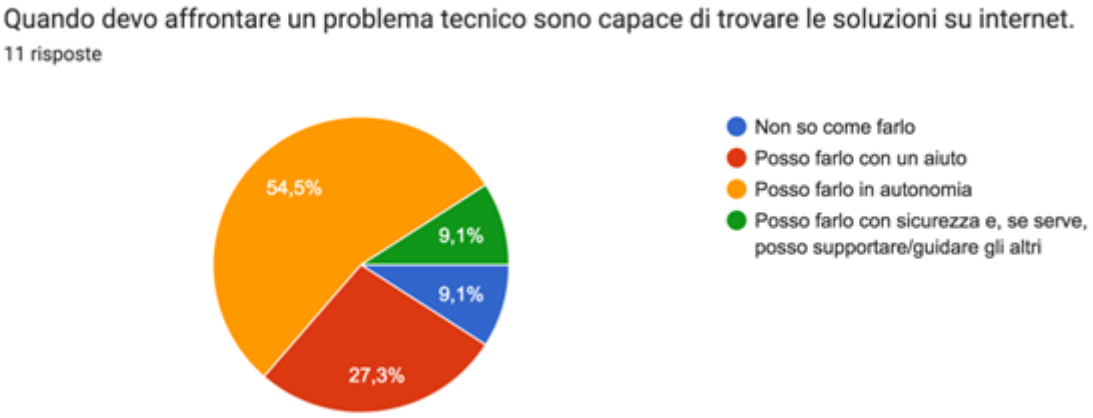
Before the initiation of the experimentation



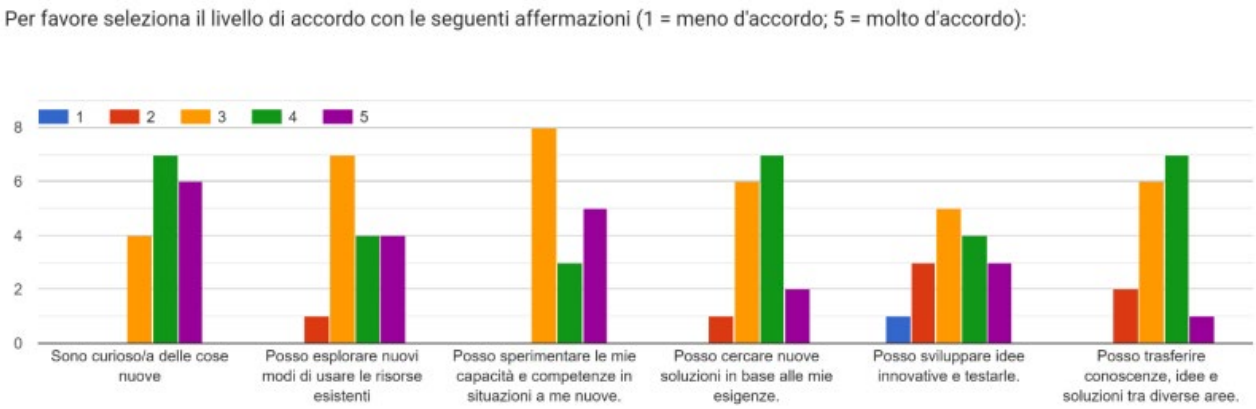
After the initiation of the experimentation



Italian Experimentation - UNIBO

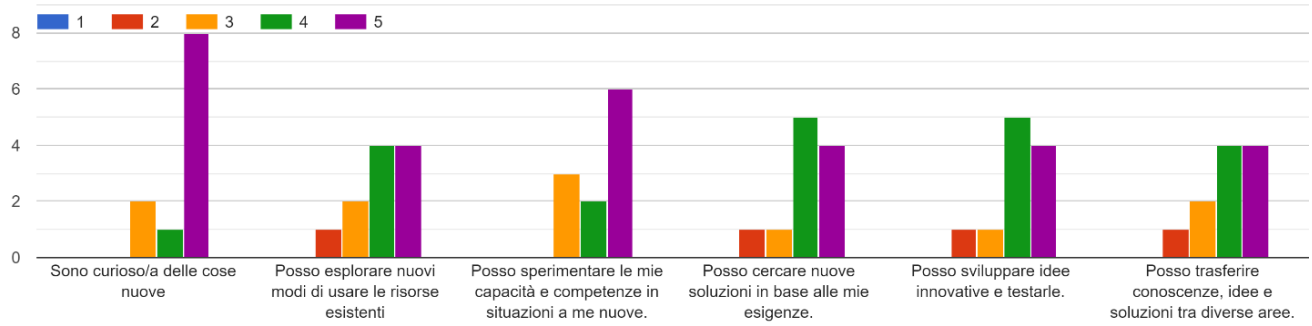
CREATIVITY

Creativity before



Creativity after

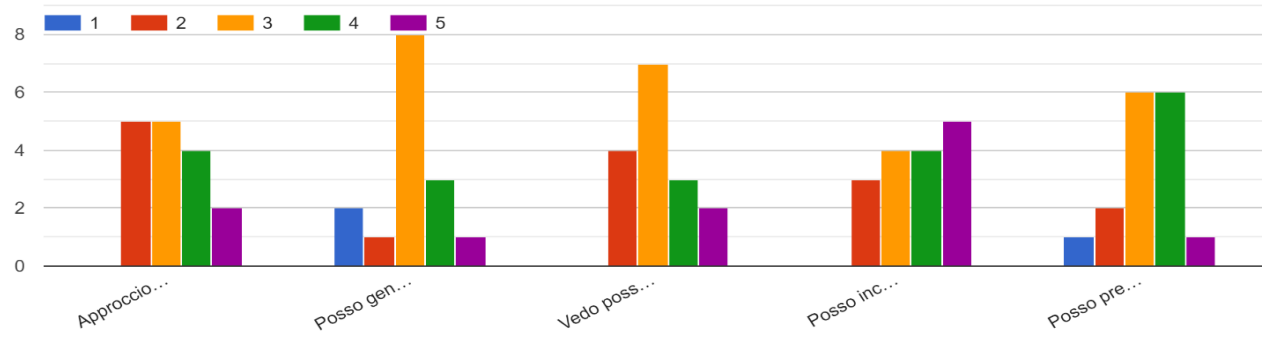
Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



PROBLEM SOLVING

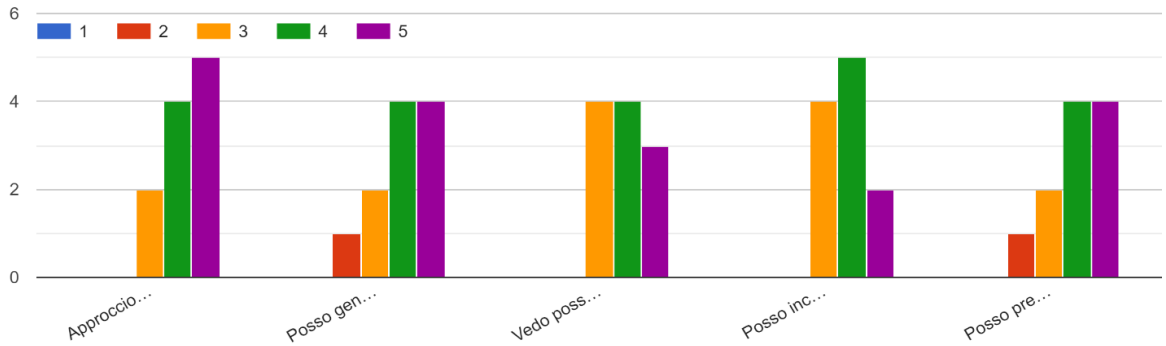
Problem solving before

Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



Problem solving after

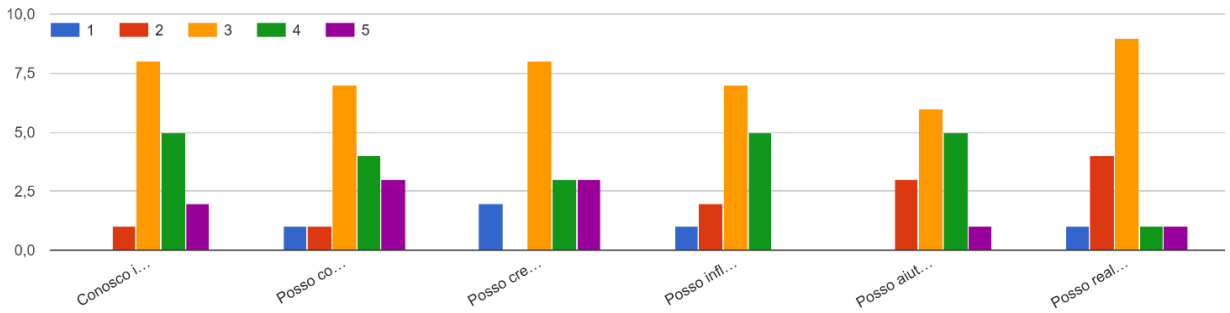
Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



SELF-CONFIDENCE

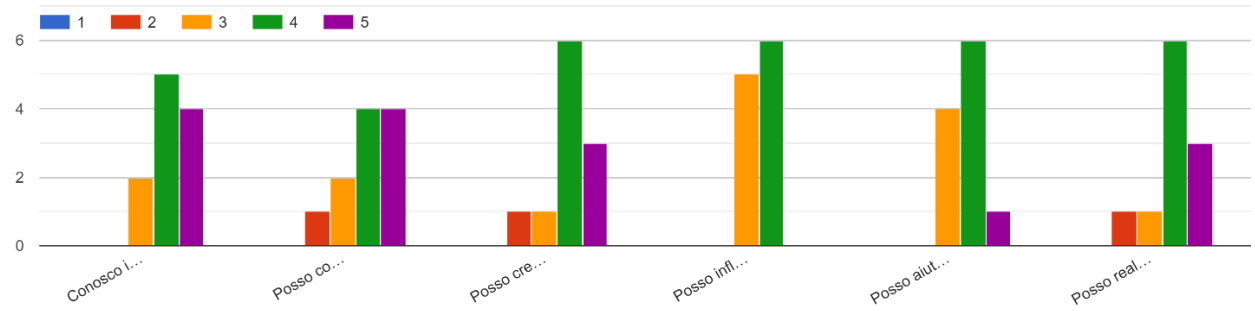
Self-confidence before

Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



Self-confidence after

Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



COLLABORATION

Collaboration before

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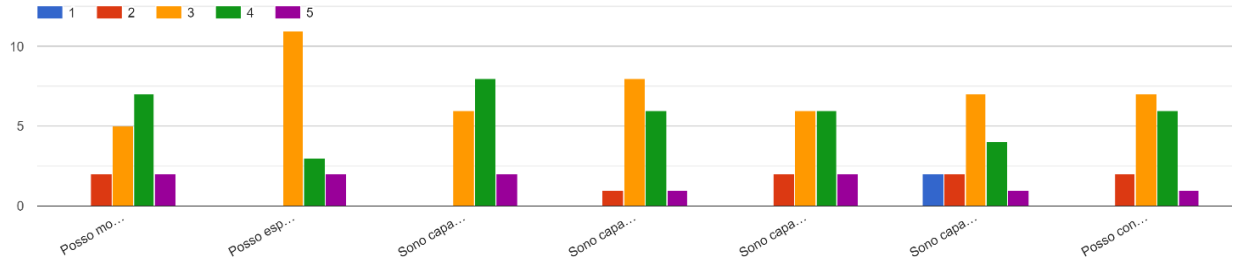
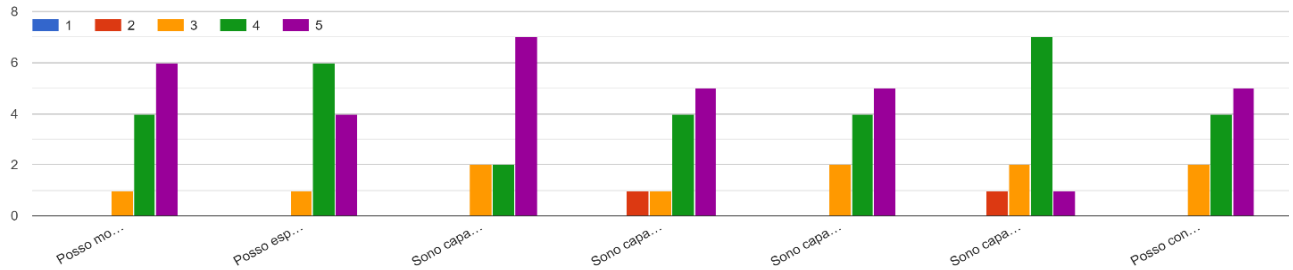


Collaboration after

Per favore seleziona il livello di accordo con le seguenti affermazioni (1 = meno d'accordo; 5 = molto d'accordo):



DIGITAL COMPETENCES

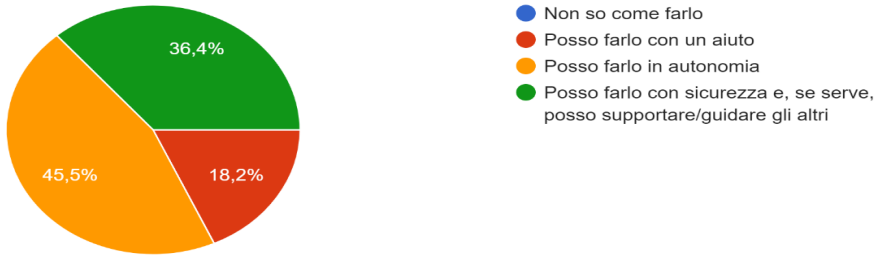
When I use a search engine I can take advantage of its advanced features.

Before the initiation of the experimentation

Quando uso un motore di ricerca, posso sfruttare le sue funzionalità avanzate.
16 risposte

After the initiation of the experimentation

So come copiare e spostare file (es. documenti, immagini, video) tra le cartelle, dispositivi o sui cloud.
11 risposte



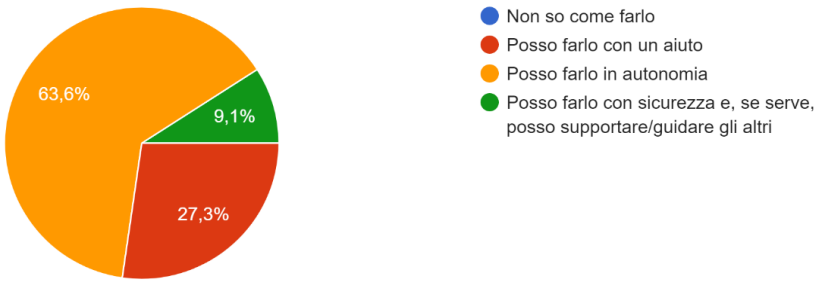
I know how to use advanced videoconferencing features (e.g. moderating, recording audio or video).

Before the initiation of the experimentation

So come si utilizzano le funzionalità avanzate di videoconferenza (es. moderazione, registrazione audio o video).
16 risposte

After the initiation of the experimentation

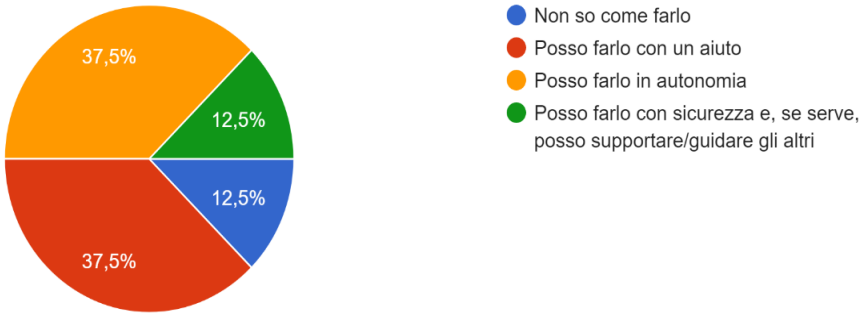
So come si utilizzano le funzionalità avanzate di videoconferenza (es. moderazione, registrazione audio o video).
11 risposte



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

Before the initiation of the experimentation

So come creare un profilo in ambienti digitali per scopi personali o professionali.
16 risposte



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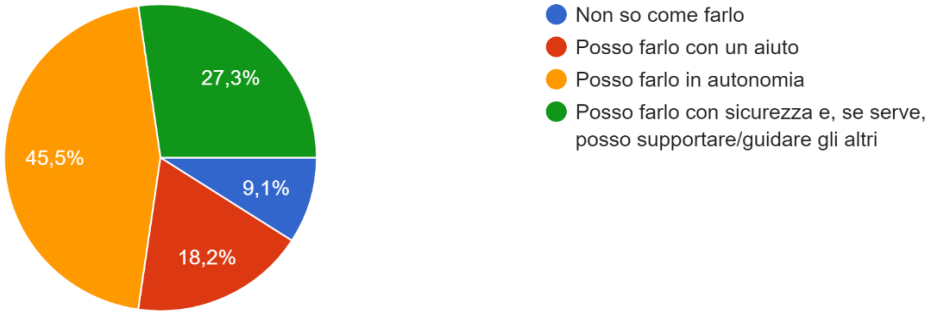
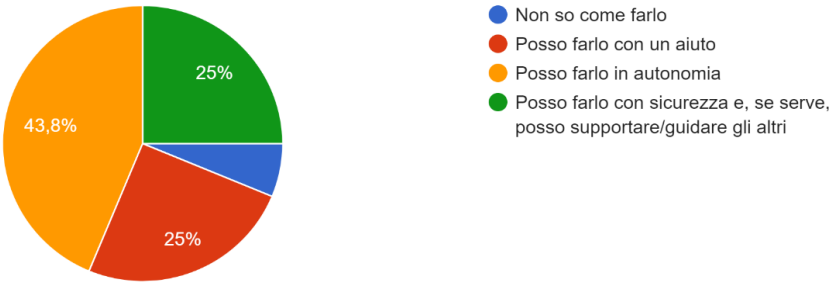


I know how to create something new by mixing different type of contents (e.g. text and images).

Before the initiation of the experimentation

So come creare qualcosa di nuovo mescolando diversi tipi di contenuti (es. testi e immagini).
16 risposte



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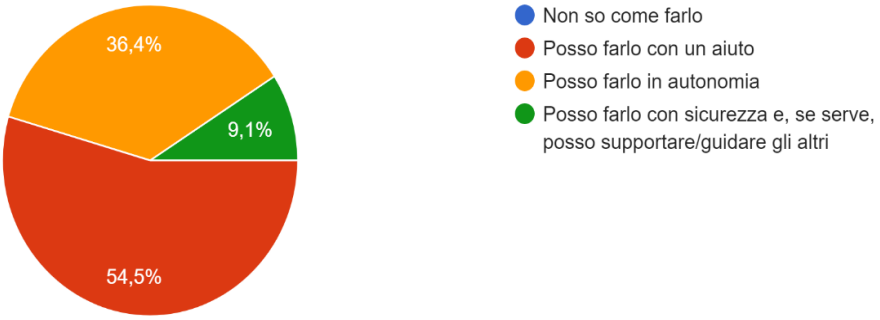
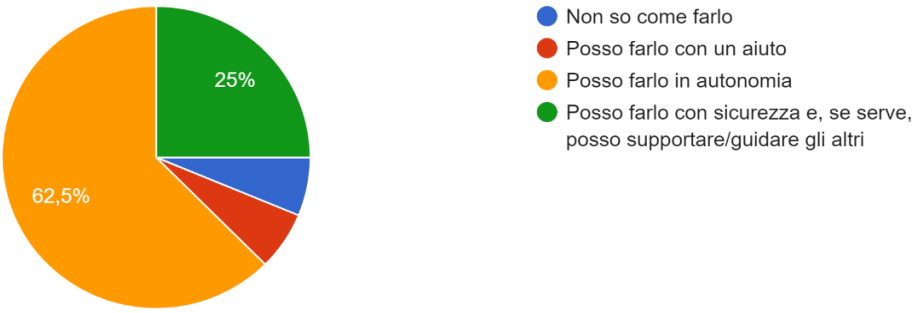


I know how to create and edit digital text files (e.g. Word, OpenDocument, Google Docs).

Before the initiation of the experimentation

So come creare e modificare i file di testo digitali (es. Word, OpenDocument, Google Docs).
16 risposte



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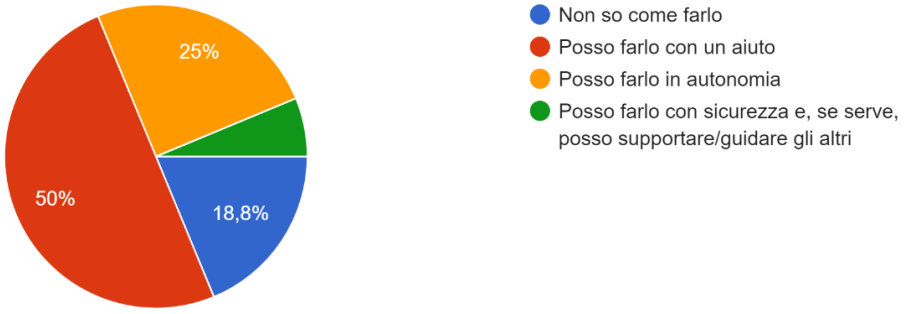
11 risposte

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

Before the initiation of the experimentation

So come verificare che il sito web in cui mi viene chiesto di fornire i dati personali sia sicuro (es. siti https, logo di sicurezza o certificato).
16 risposte



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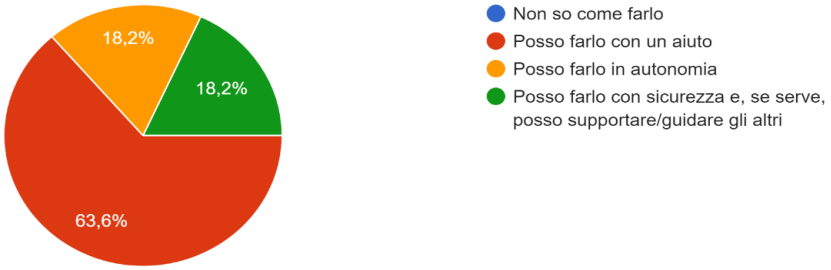

I know how to protect myself from unwanted and malicious online encounters and materials (spam messages, identity theft emails).

Before the initiation of the experimentation

So come proteggermi da incontri e materiali online indesiderati e dannosi (messaggi di spam, e-mail di furto d'identità).
16 risposte

After the initiation of the experimentation

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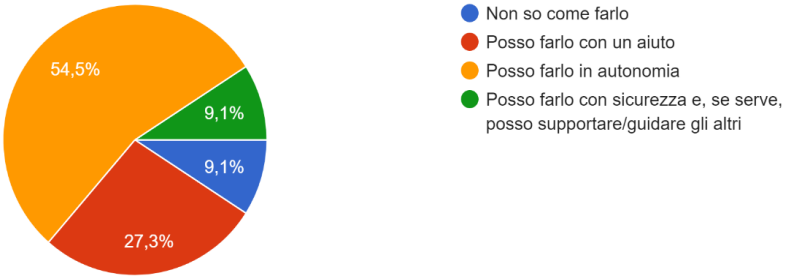
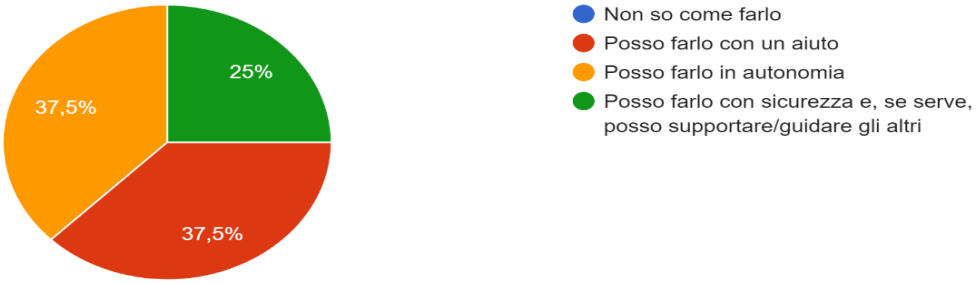
11 risposte



When I face a technical problem I am able to find solutions on the internet.

Before the initiation of the experimentation

Quando devo affrontare un problema tecnico sono capace di trovare le soluzioni su internet.
16 risposte



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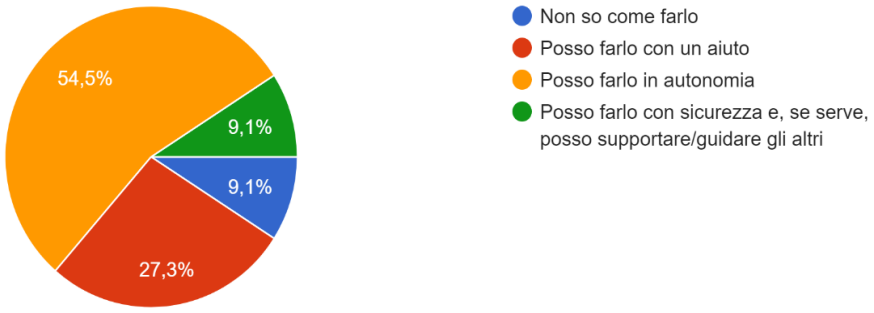
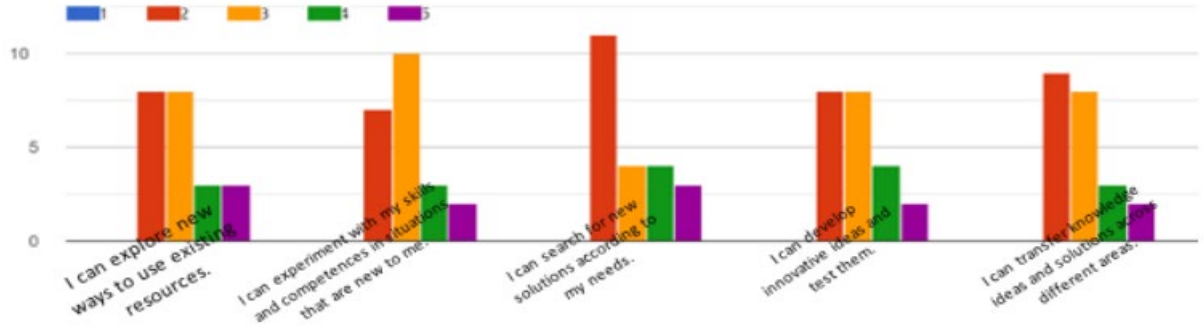


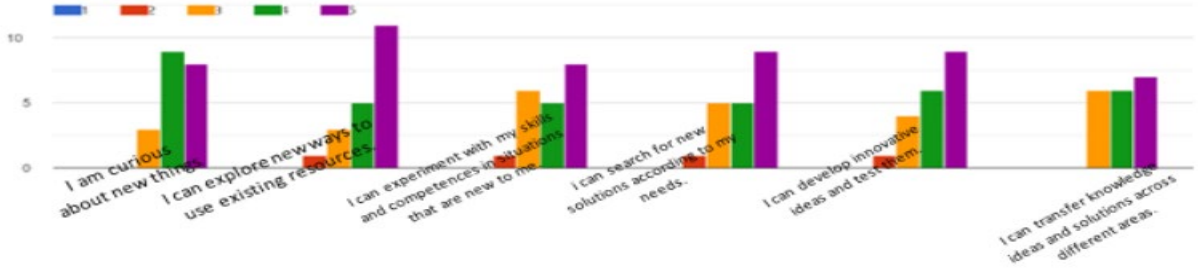
Cypriot Experimentation-UNIC

CREATIVITY

Creativity before



Creativity after

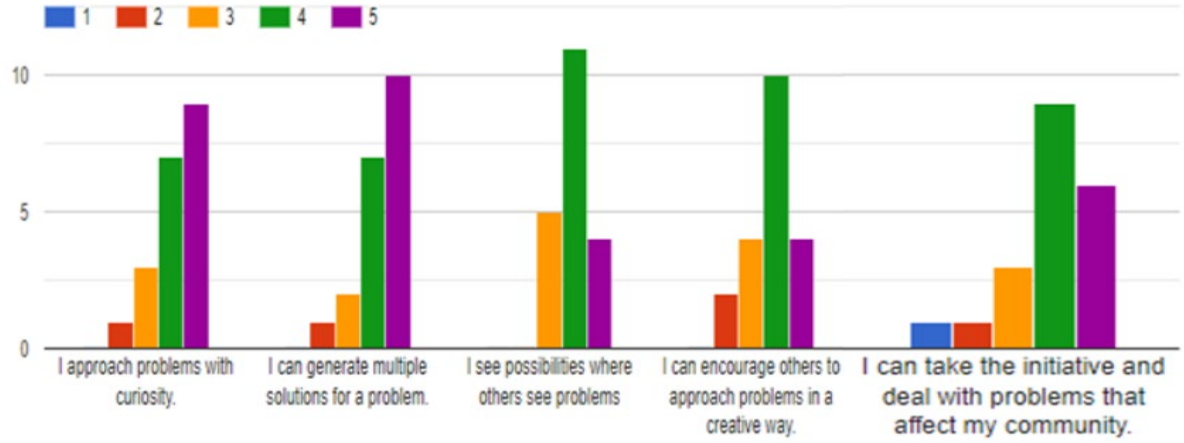


PROBLEM SOLVING

Problem solving before

15
10
5
0
1
2
3
4
5
I can generate multiple solutions for a problem.
I see possibilities where others see problems
I can encourage others to approach problems in a creative way.
I can take the initiative and deal with problems that affect my community.

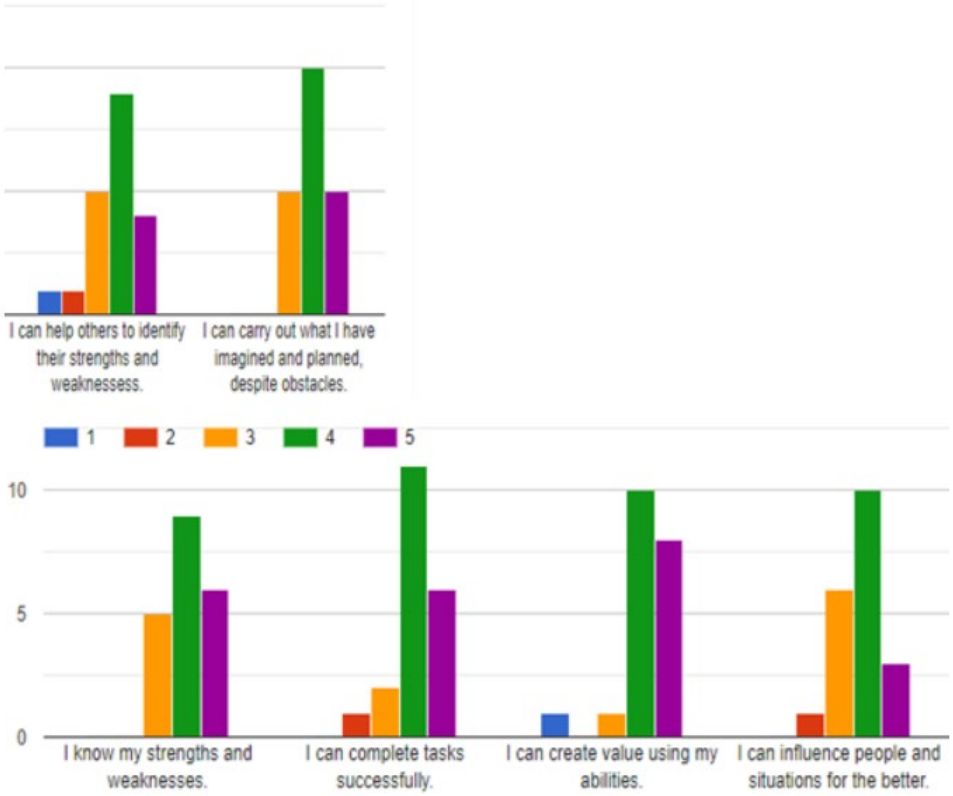
Problem solving after



SELF-CONFIDENCE

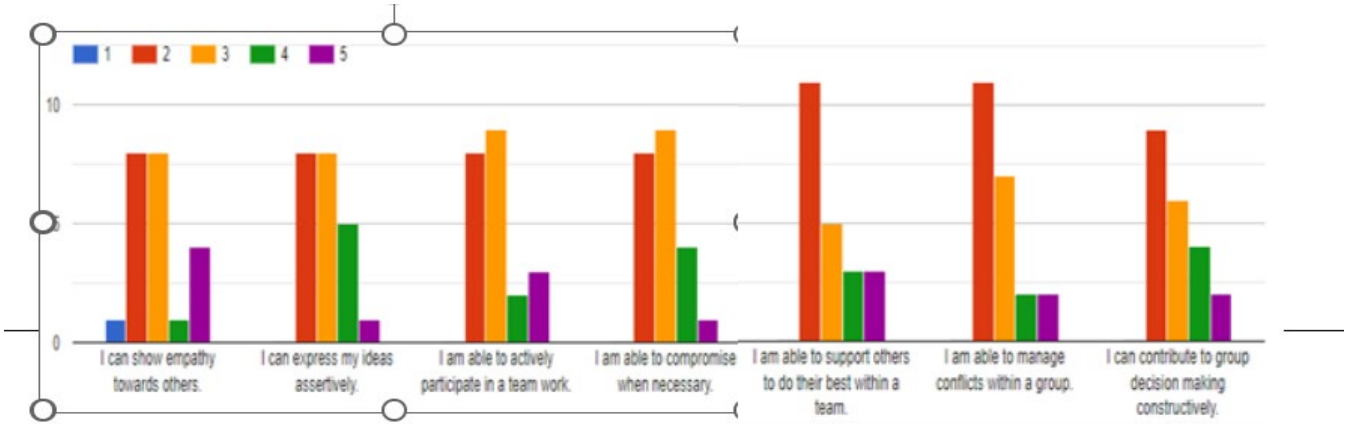
Self-confidence before

Self-confidence after

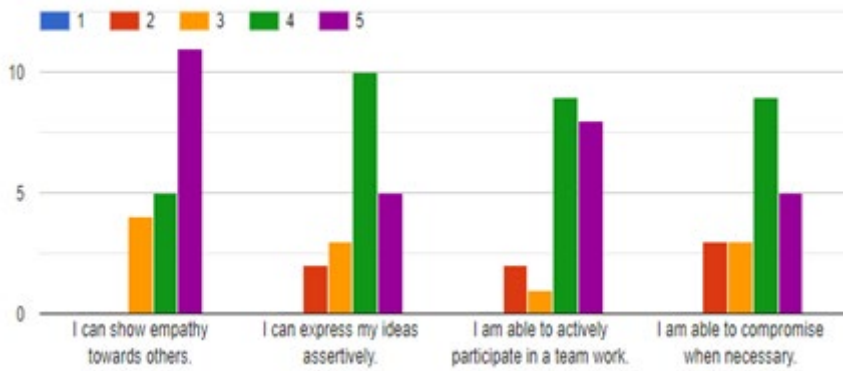


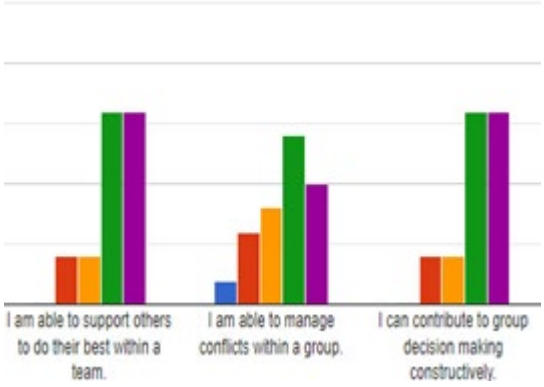
COLLABORATION

Collaboration before



Collaboration after





DIGITAL COMPETENCES

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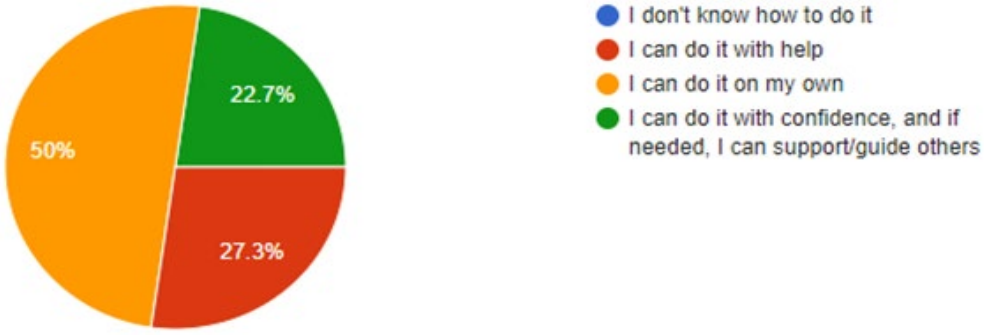
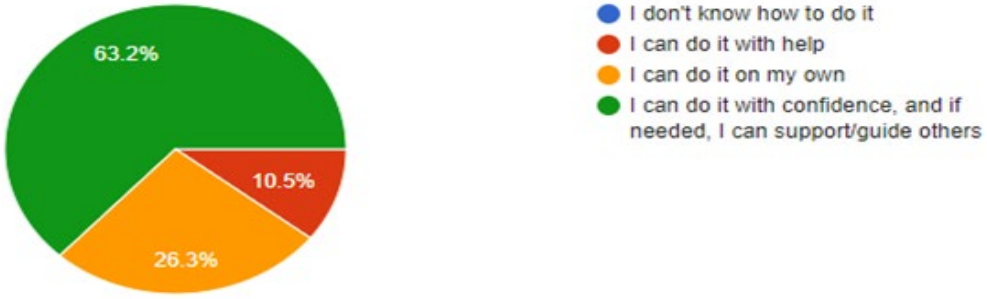


After the initiation of the experimentation



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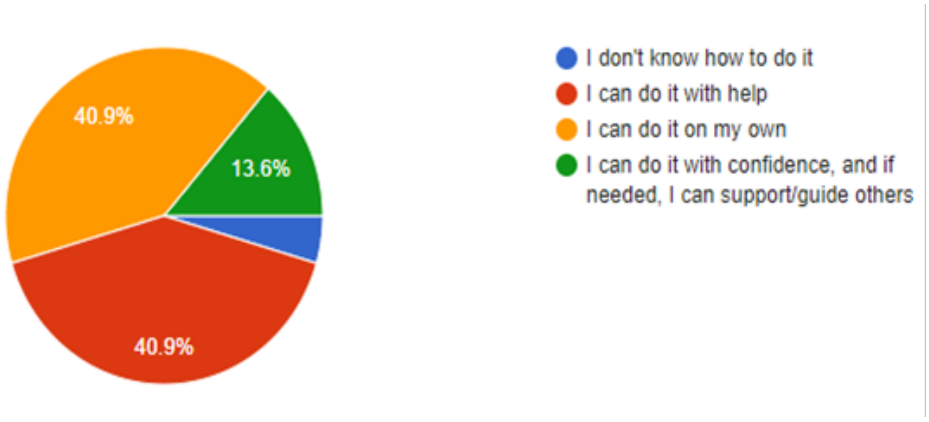
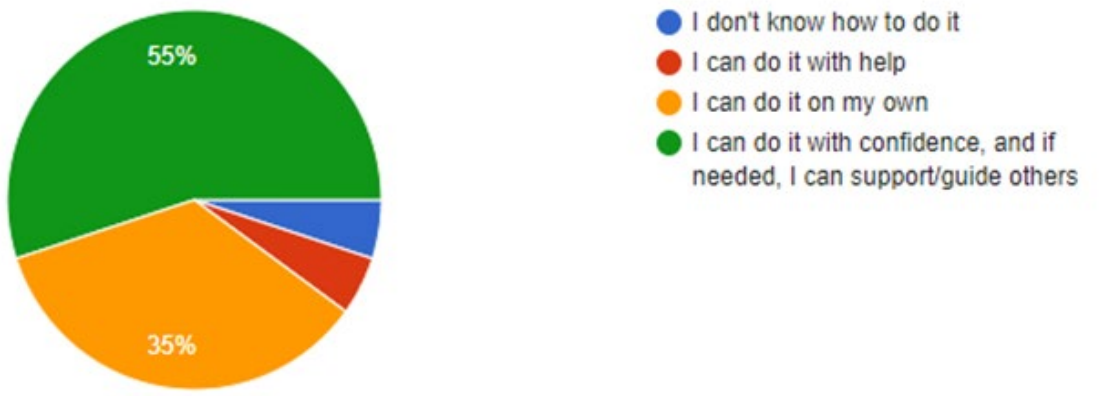


After the initiation of the experimentation



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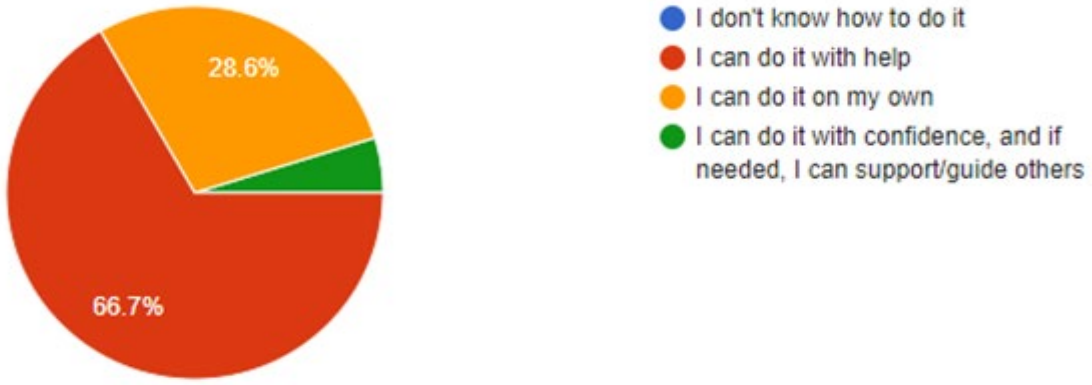
Before the initiation of the experimentation



After the initiation of the experimentation

I know how to create something new by mixing different type of contents (e.g. text and images).

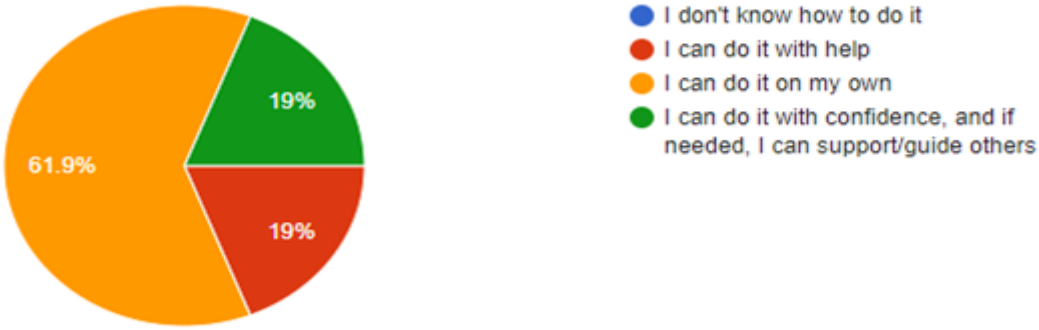
Before the initiation of the experimentation

22.7%
50%
27.3%
I don't know how to do it
I can do it with help
I can do it on my own
I can do it with confidence, and if needed, I can support/guide others

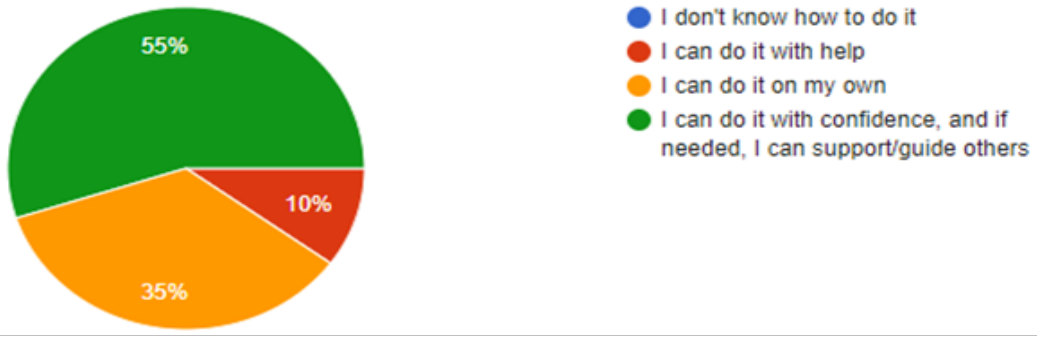
After the initiation of the experimentation

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

Before the initiation of the experimentation



After the initiation of the experimentation


55%
10%
35%
I don't know how to do it
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Before the initiation of the experimentation

After the initiation of the experimentation

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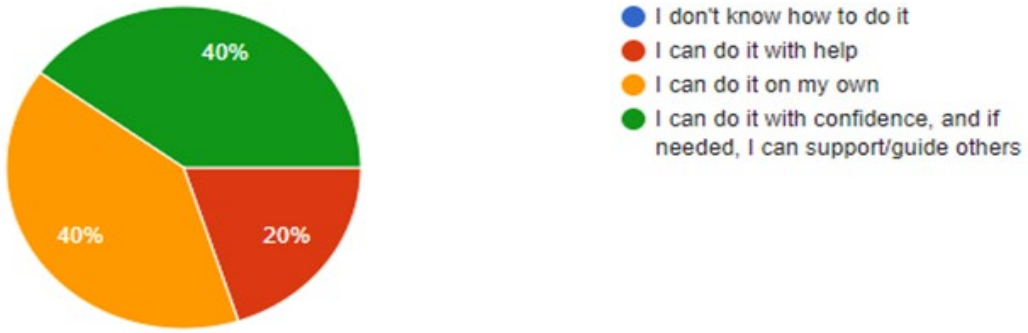
Before the initiation of the experimentation

After the initiation of the experimentation



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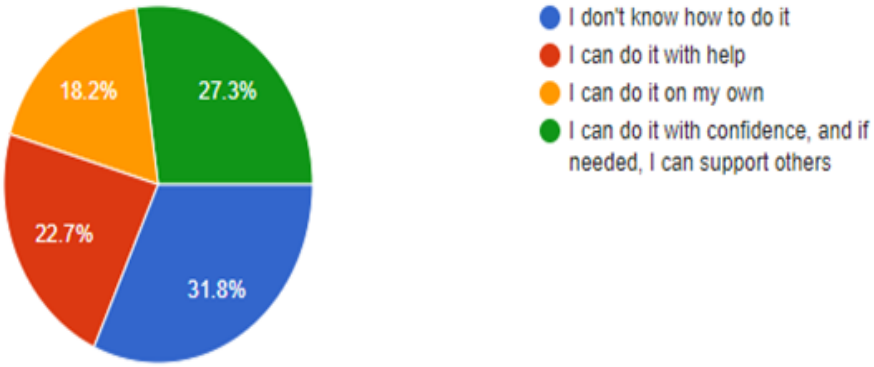
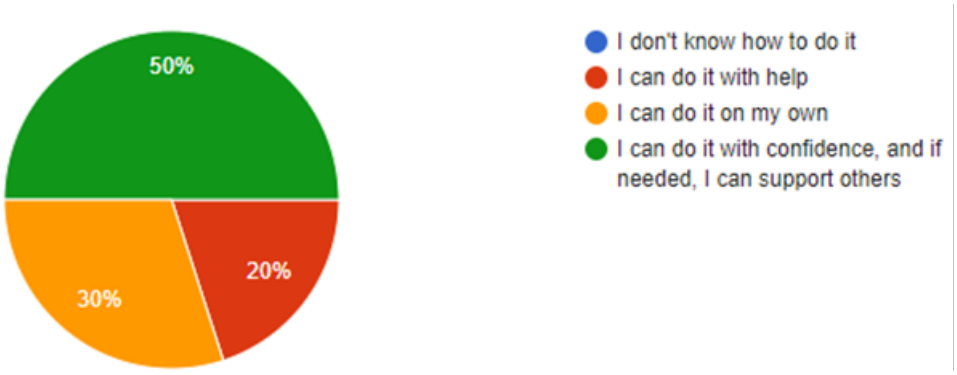
Before the initiation of the experimentation



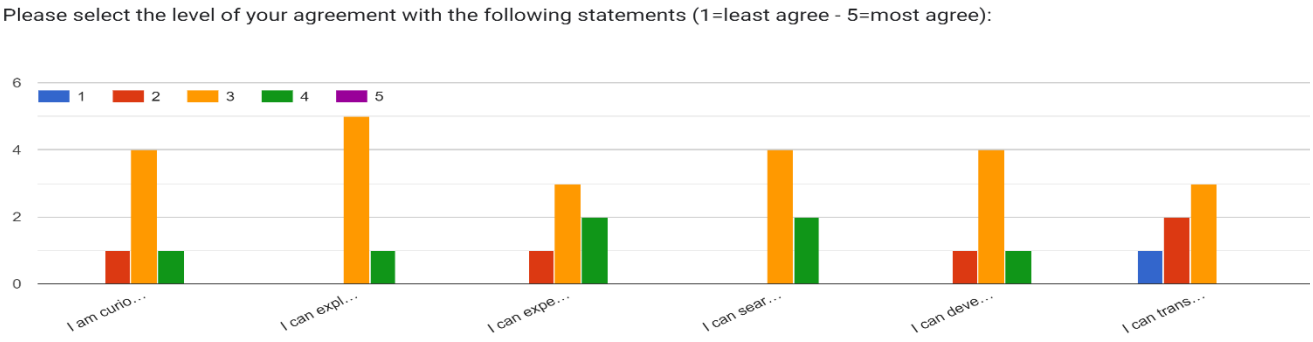
After the initiation of the experimentation



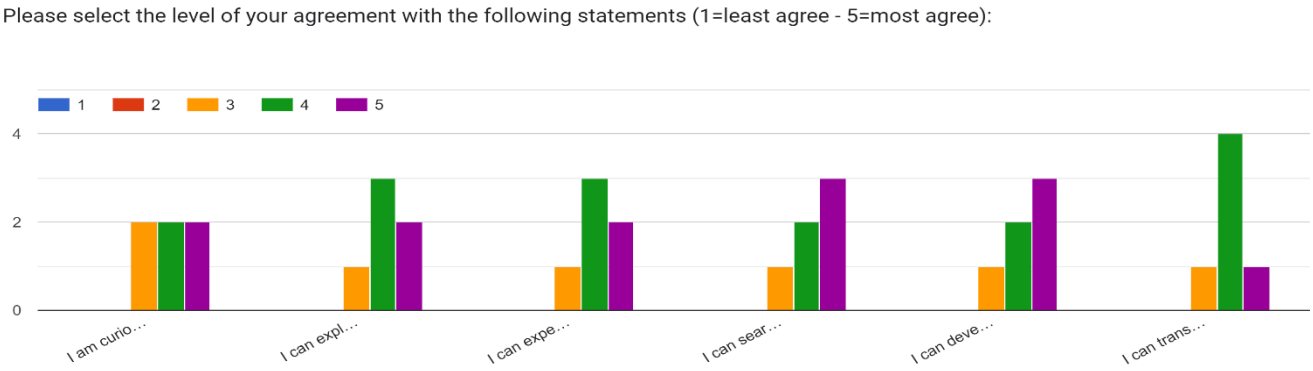
Cypriot Experimentation-SYNTHESIS

CREATIVITY

Creativity before

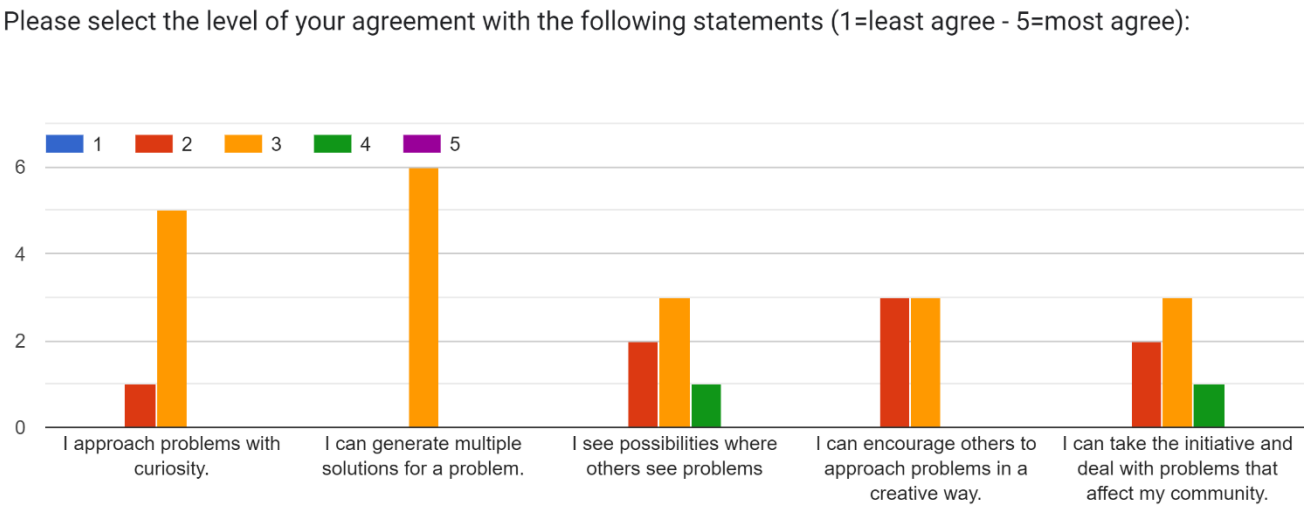


Creativity after

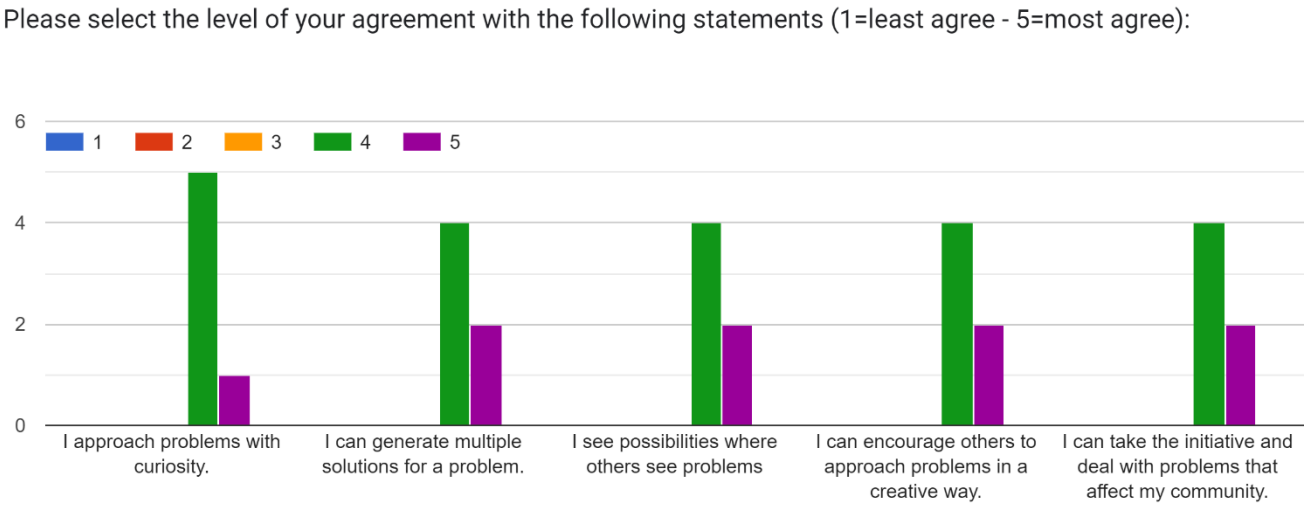


PROBLEM SOLVING

Problem solving before



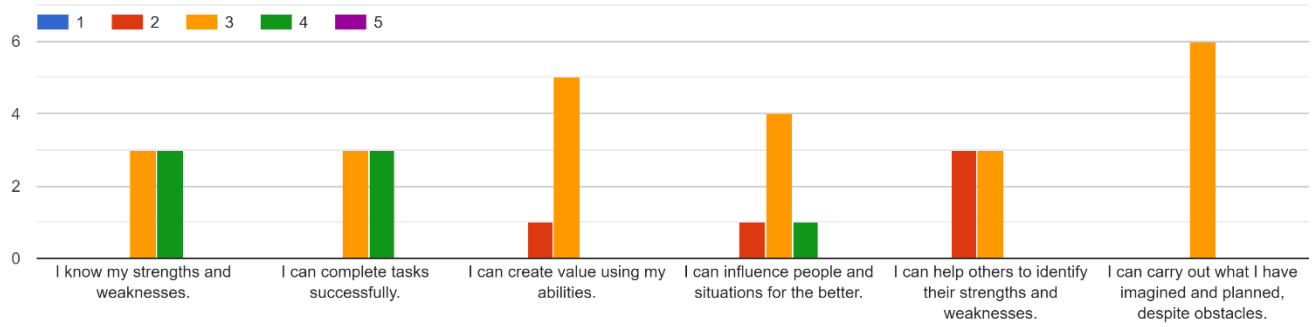
Problem solving after



SELF-CONFIDENCE

Self-confidence before

Please select the level of your agreement with the following statements (1=least agree - 5=most agree):



Self-confidence after

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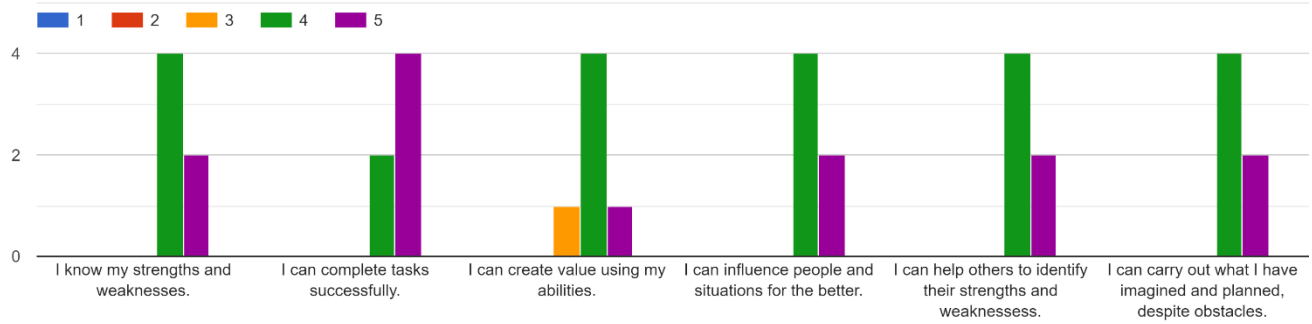
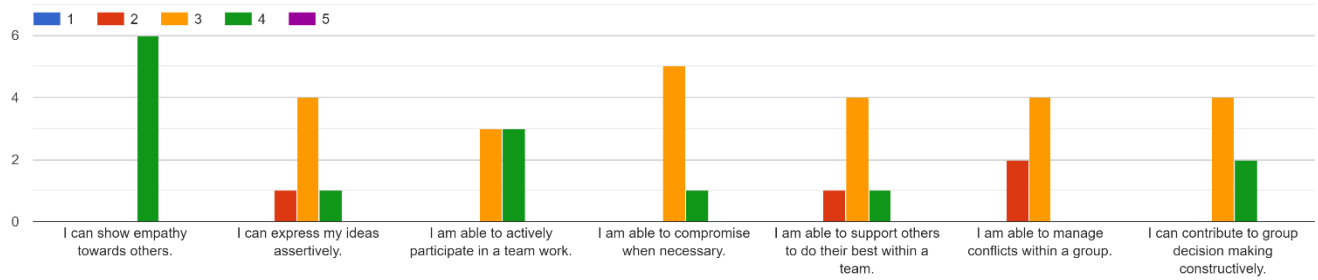


COLLABORATION

Collaboration before

Please select the level of your agreement with the following statements (1=least agree - 5=most agree):



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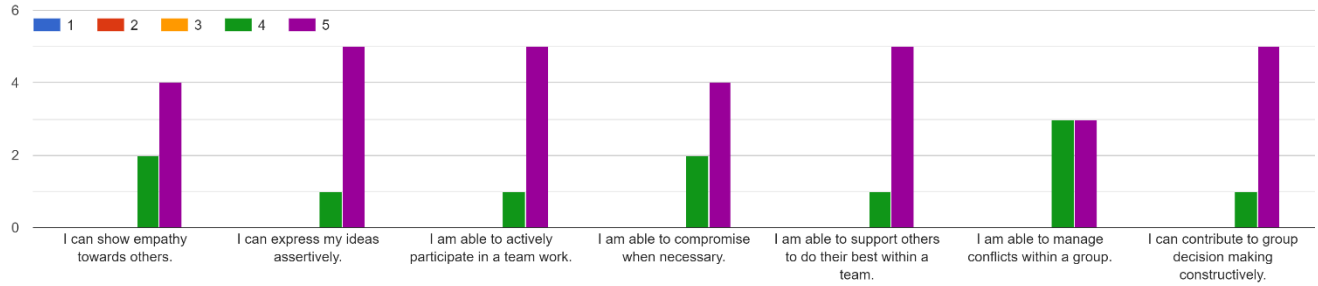


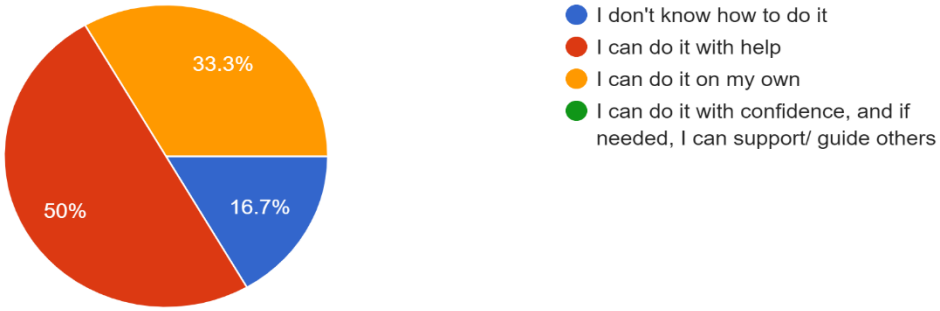
DIGITAL COMPETENCES

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

Before the initiation of the experimentation

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

6 responses



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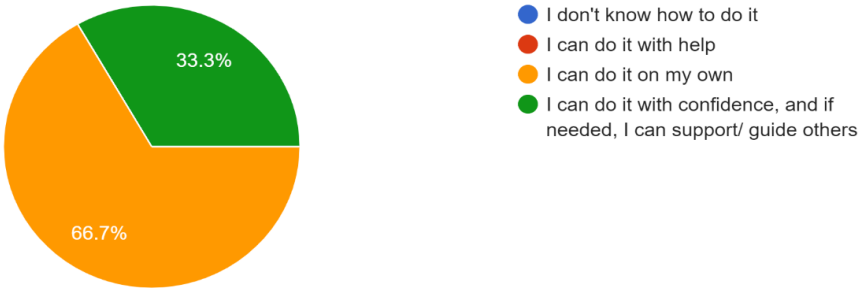
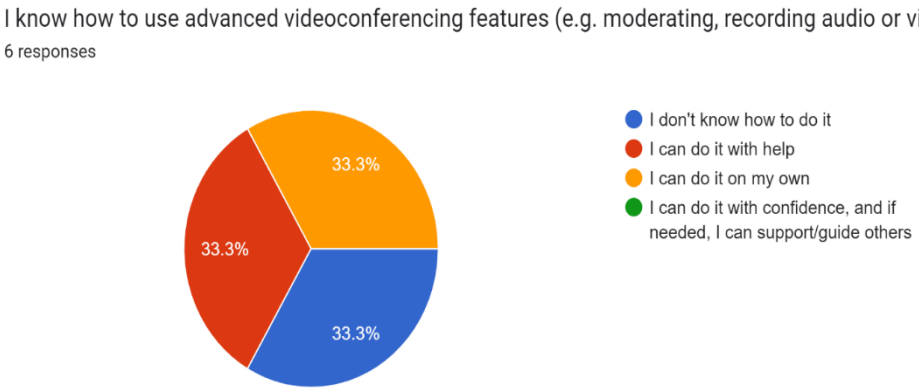
6 responses

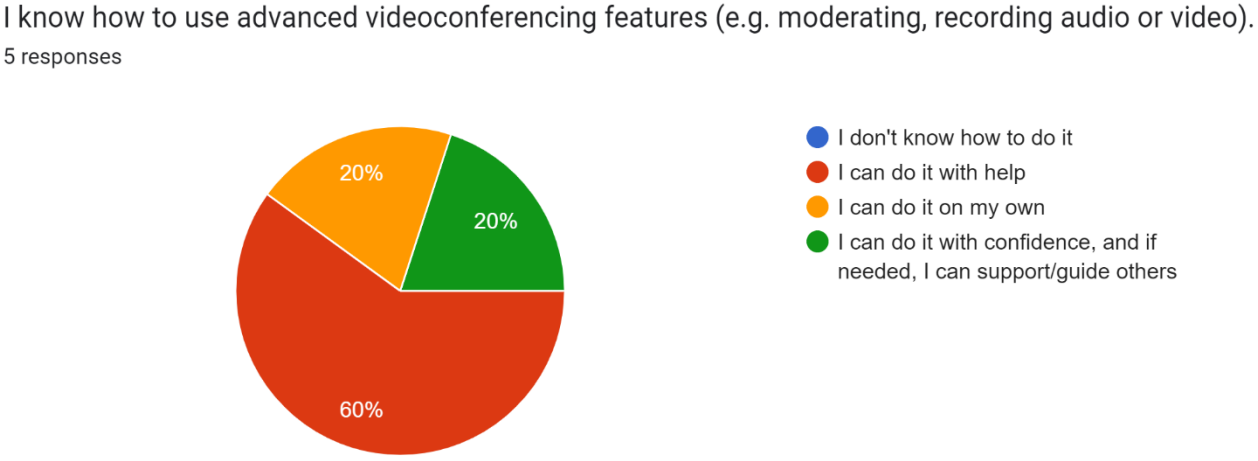


I know how to use advanced videoconferencing features (e.g. moderating, recording audio or video).

Before the initiation of the experimentation



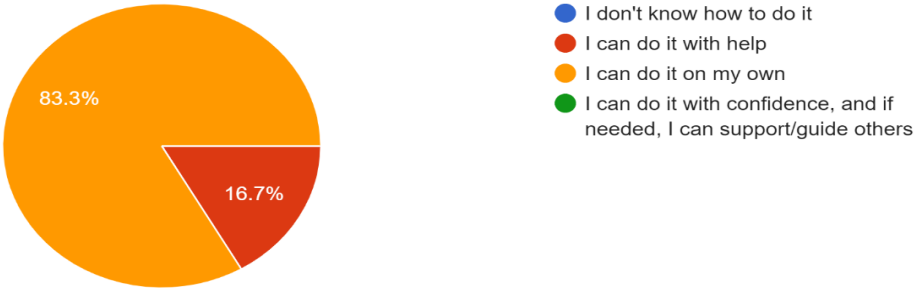
After the initiation of the experimentation



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

Before the initiation of the experimentation

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



After the initiation of the experimentation

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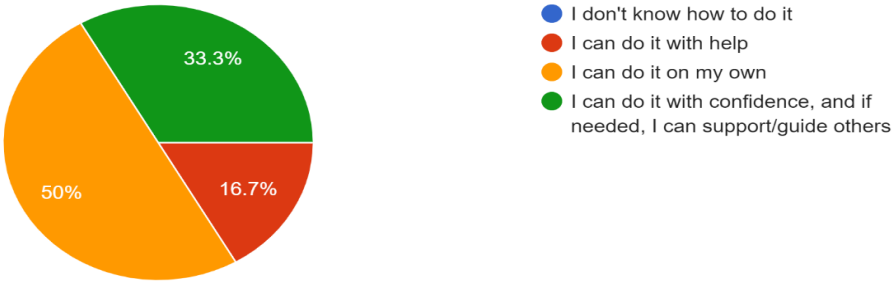
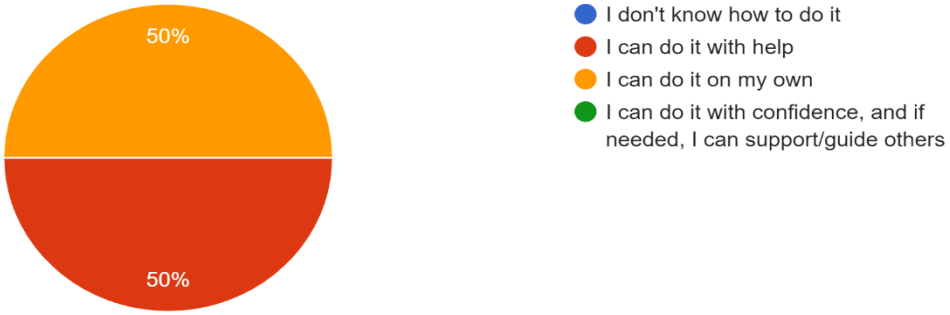
6 responses



I know how to create something new by mixing different type of contents (e.g. text and images).

Before the initiation of the experimentation

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



After the initiation of the experimentation

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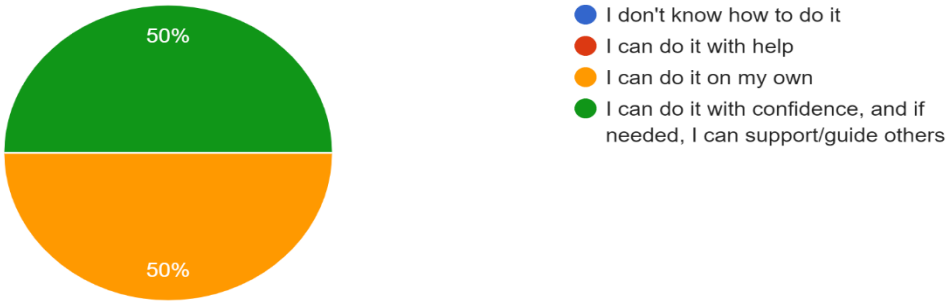
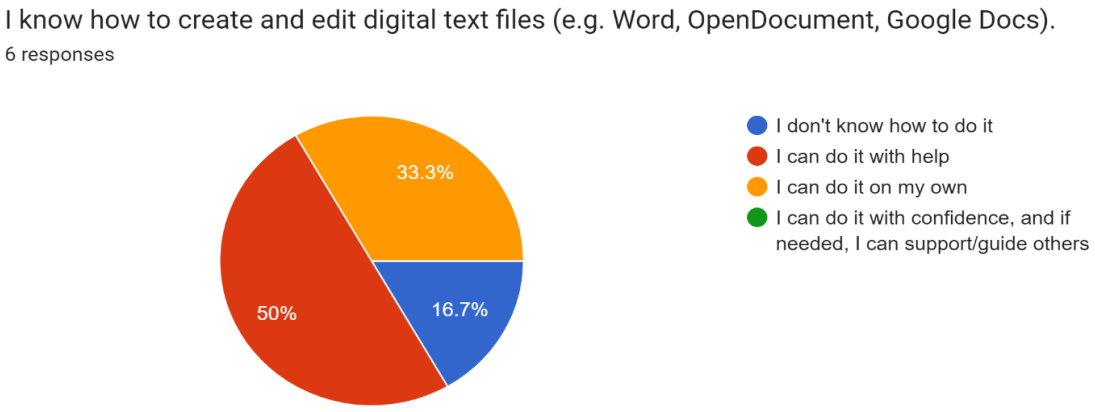
6 responses

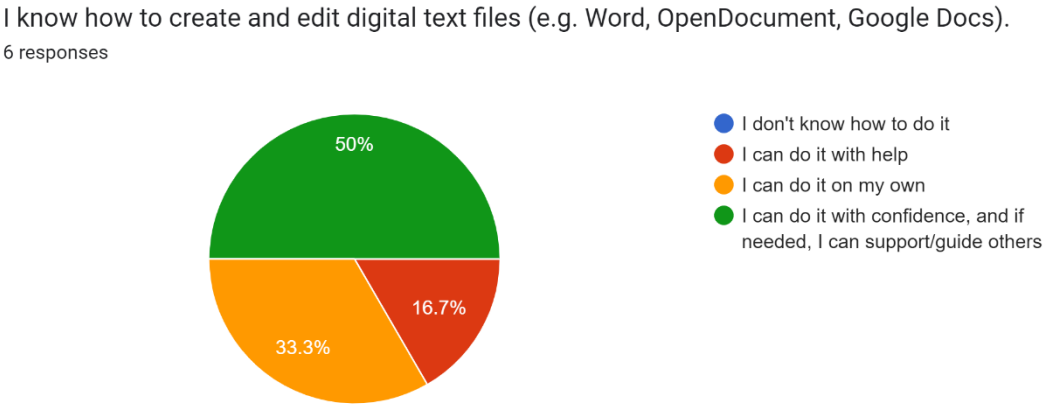


I know how to create and edit digital text files (e.g. Word, OpenDocument, Google Docs).

Before the initiation of the experimentation



After the initiation of the experimentation

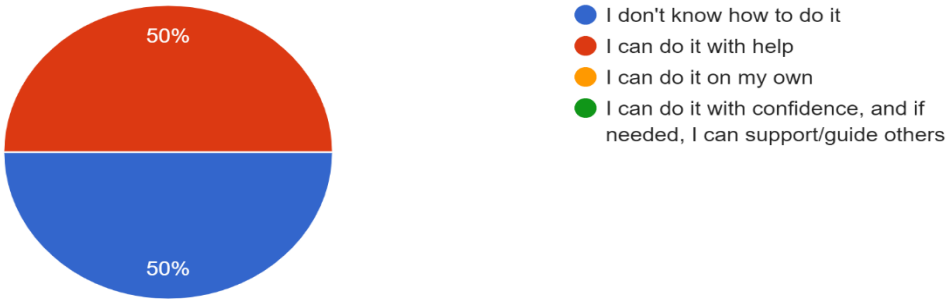


I know how to check that the website where I am asked to provide personal data is secure (e.g. https sites, safety logo or certificate).

Before the initiation of the experimentation

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

6 responses



After the initiation of the experimentation

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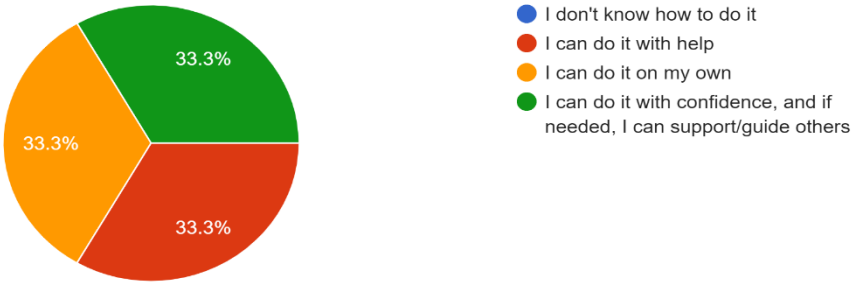
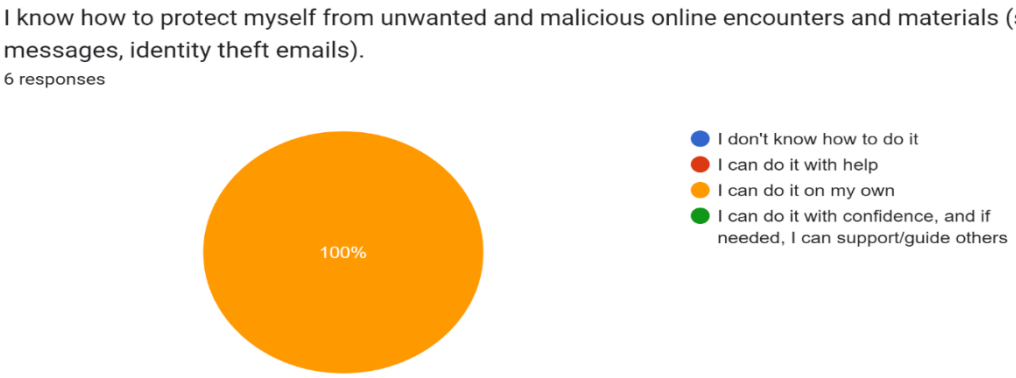
6 responses

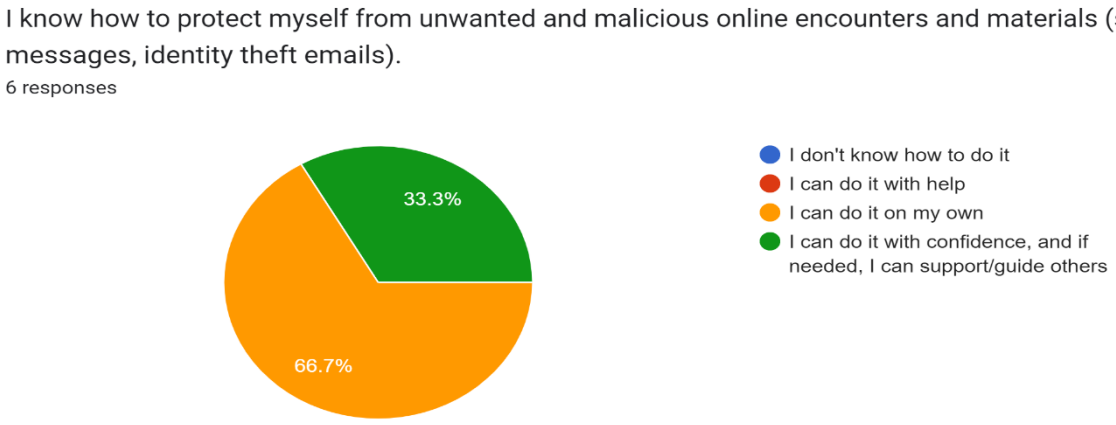


I know how to protect myself from unwanted and malicious online encounters and materials (spam messages, identity theft emails).

Before the initiation of the experimentation



After the initiation of the experimentation

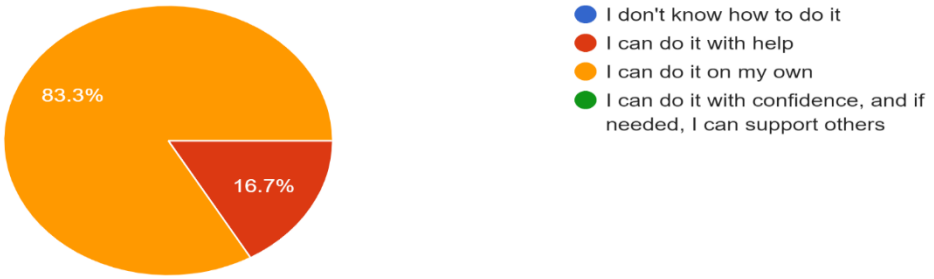


When I face a technical problem I am able to find solutions on the internet.

Before the initiation of the experimentation

When I face a technical problem I am able to find solutions on the internet.

6 responses



After the initiation of the experimentation

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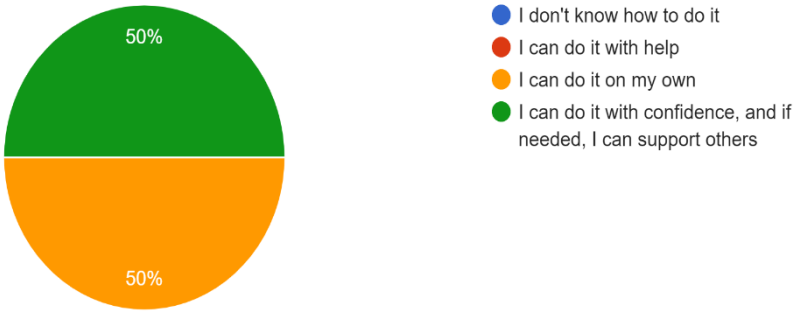
6 responses