



WP 2 Needs Analysis: Understanding the Employability and  
Training Skills Needs of Young Unemployed with Web 2.0  
Skills

PROJECT REPORT  
FINAL DRAFT

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31<sup>th</sup>May2013

Issued by CLP Genova, IT

## Contents

<b>LEARNING 2.0GETHER – OVERVIEW OF THE PROJECT</b> .....	<b>3</b>
<b>THE ROLE OF NEEDS ANALYSIS</b> .....	<b>3</b>
<b>UK - NATIONAL REPORT</b> .....	<b>4</b>
<b>UK MAIN CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>10</b>
<b>Spain - NATIONAL REPORT</b> .....	<b>13</b>
<b>SPAIN MAIN CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>18</b>
<b>Italy - NATIONAL REPORT</b> .....	<b>19</b>
<b>ITALY MAIN CONCLUSIONS AND RECOMMENDATIONS</b> .....	<b>24</b>
<b>WP 2 MAIN CONCLUSIONS AND RECOMMENDATIONS FROM FOCUS GROUPS</b> .....	<b>26</b>
<b>ANNEXES</b> .....	<b>28</b>

## LEARNING 2.0GETHER – OVERVIEW OF THE PROJECT

Learning 2.0gether is a LLP Leonardo TOI project that aims to 1) increase the ICT competencies of older workers (50+ years) in small and medium sized enterprises (SMEs) so they can use Social Media to improve and develop their business and on-line marketing and 2) support young people (18-27 years) out of employment or education that have experience in using Social Media to train the older workers, providing them with valuable experience and increasing their chances to gain employment. It will provide tailored training to the two user groups that focus upon their particular skills needs. Following the training, young people will be 'matched' with local SMEs to put their learning into practice and work with them to improve their on-line activities. In this way, young people will gain practical work experience and improve their skills and confidence in the workplace.

### THE ROLE OF NEEDS ANALYSIS

Learning 2.0gether relies on an extensive research phase, carried out in WP 2 and 3 (needs analysis), ensuring that the project is grounded in the evidenced data and needs of the **young unemployed to be recruited as trainers in each country (WP 2)** and SMEs/+50 workers (WP3) prior to beginning the adaptation of the Web 2.0 skills training, e learning platform & soft skills package. These WPs involved the target groups directly to ensure that the methodology is adapted based on current needs in the partner countries. In this perspective, **as for WP 2** partners from UK, ES and IT undertook desk research, a focus group and an on-line survey aimed at representatives of the target group to find out their needs and ideas on current gaps in training/learning provision from their perspectives of wanting to learn and utilize new technologies such as Web 2.0. The on-line survey was delivered in March 2013 through the SurveyMonkey platform, where partners uploaded the national versions of the jointly planned questionnaire. Similarly, during the focus groups partners used the same questions across countries in order to aid comparison of needs and share problems/issues and strategies for resolving these.

**This report represents a synthesis of the three national WP 2 reports (UK, ES, IT), which were planned according to a shared structure and set of headings to facilitate comparative reading. Thus, the complete national reports (and their attachments) are the annexes to this executive summary.**

**At the end of the sections dedicated to national reports, a specific section presents the main results and recommendations of the WP 2 needs analysis at project level**

## UK NATIONAL REPORT - SUMMARY

### 1 Background Information About Employability and Training Skills Needs of Young Unemployed with Web 2.0 Skills – national overview/data

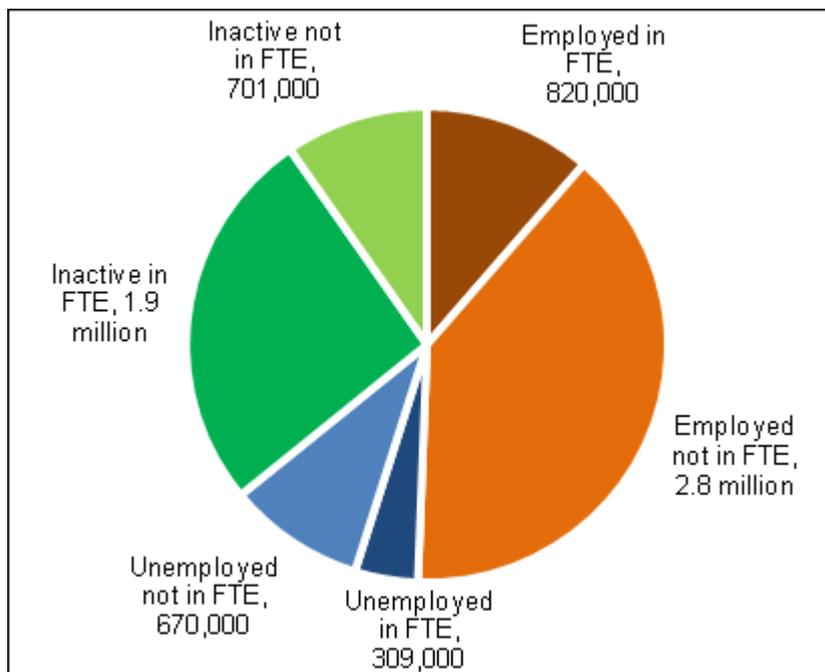
#### Youth Unemployment:

[Office for National Statistics, February 2013](#)

There were 3.66 million 16 to 24 year olds in employment, **down** 62,000 from September to November 2012.

21.1% (979,000) 16 to 24 year olds are not in work, **up** 20,000 from September to November 2012. Some of these are in full time education (see chart below).

19.1% (670,000) 16-24 year olds are 'NEET', an increase of 1.1% (36,000) from September to November 2012.



[April 2008](#) Ofcom Social Networking A quantitative and qualitative research report into attitudes, behaviours and use

[September 2008](#) DIUS How are young people using social media?

The most up-to-date research comes from September 2011. Umpf, with Your Say Pays, conducted a survey of 2400 UK adults about their Social Media usage<sup>1</sup>: Of the respondents, 345 were in our target age group (see table). This link is for the full report [Full results](#)

<sup>1</sup>[https://docs.google.com/spreadsheet/ccc?key=0AtcWVu2MA4s7dEpnREJQQTf1a1hLUnpOR18zTzZzMkE&hl=en\\_US#gid=0](https://docs.google.com/spreadsheet/ccc?key=0AtcWVu2MA4s7dEpnREJQQTf1a1hLUnpOR18zTzZzMkE&hl=en_US#gid=0)Umpf research into Social Media Usage. Accessed Online 24/04/2013

<b>Age 18 to 24: Total 345</b>						
<b>How frequently do you use the following Social Media platforms?</b>	<b>Facebook</b>	<b>Twitter</b>	<b>Flickr</b>	<b>YouTube</b>	<b>Linkedin</b>	<b>Location-based platforms</b> e.g. Foursquare, Gowalla or Facebook Places
<b>Less than once a month</b>	<b>1.45</b>	<b>7.54</b>	<b>7.25</b>	<b>10.72</b>	<b>4.35</b>	<b>9.57</b>
<b>More than five times a day</b>	<b>44.35</b>	<b>8.12</b>	<b>2.61</b>	<b>8.7</b>	<b>2.03</b>	<b>4.93</b>
<b>Never/I do not have an account</b>	<b>5.22</b>	<b>57.1</b>	<b>82.03</b>	<b>11.3</b>	<b>86.09</b>	<b>71.01</b>
<b>Once a day or more</b>	<b>39.13</b>	<b>9.57</b>	<b>2.03</b>	<b>25.51</b>	<b>1.74</b>	<b>3.19</b>
<b>Once a month or more</b>	<b>1.74</b>	<b>7.25</b>	<b>2.32</b>	<b>14.2</b>	<b>2.9</b>	<b>5.51</b>
<b>Once a week or more</b>	<b>8.12</b>	<b>10.43</b>	<b>3.77</b>	<b>29.57</b>	<b>2.9</b>	<b>5.8</b>

Summary of usage Ages 18 – 24

95% - Facebook

43% - Twitter

18% - Flickr

89% - YouTube

14% - LinkedIn

29% - Foursquare and similar

### **UK (Sheffield) Focus Groups**

Focus Groups were organised by VAS (Voluntary Action Sheffield), an organisation that provides support to voluntary and community groups in Sheffield and district. Participants were contacted through networks at VAS, the two Sheffield universities and local organisations supporting young people to find work. The invitation was also re-tweeted by Sheffield4Jobs (the local JobCentre) and shared on Facebook.

The facilitator was Christine Healey, from Voluntary Action Sheffield, and a video record of discussions was made. Eleven young people accepted the invitation to participate in the Focus Groups, and attended in two groups on 28 February 2013, 4 in the morning group and 7 in the afternoon group. Across the two groups, 7 were male and 4 female, with an average age of 19.9. One person has a degree, and 3 people have a highest qualification below 'A' level (that is, below level 3). All attendees had some work experience, mainly voluntary (unpaid) or short-term paid work. All are currently seeking work.

Focus Group discussions followed the common prompts set for the Learning 2.0gether project partners. The Focus Groups opened with an overview of the Learning 2.0gether project, and then

the participants were asked to write all the social media they use onto post-it notes and put these onto three flipcharts, labelled 'often', 'sometimes', 'occasionally'.

Once this exercise was complete, the discussion was held as an open group prompted by the facilitator.

The online survey was promoted through email contacts with jobsearch organisations, the universities and personal contacts. 28 people participated in the survey and results are reported alongside a summary of the Focus Group discussion. 27 people responded to the request for personal information (although 2 of those 'skipped' the question about qualifications). Of those, 20 were under 25 years of age, and 11 were less than 22. 70% were female (an almost exact reversal of the Focus group profile) and 60% were educated to degree level. 82% of respondents have some work experience, mainly short-term.

### 1. Use of Web 2.0 skills for job searching and self marketing (from focus group and survey findings)

Social Medium	%
Facebook	97
Twitter	91
Google+	20
Blog Platforms (Blogger/Wordpress...)	37
Youtube	86
Flickr /Instagram	49
Whatsapp	43
Skype	71
Crowdstorm	3
Ning	3
Bebo	6
Pinterest	26
LinkedIn	37
Others (soundcloud, vine, viber, bandcamp, tagged, podcasts)	6

Facebook is primarily used to keep in touch with friends and as a place to upload photos.

Twitter is primarily used to monitor news and events, and for alerts about emerging products.

### **Using Web 2.0 tools in job searching**

31% of all respondents have used Web 2.0 for their job search at some time. 27% of all respondents currently use Web 2.0 in their job search. This somewhat reflects the 37% of respondents using LinkedIn, which is the social medium most geared to job searching.

Of the Focus Group, 18% (2 out of 11) actively use, or intend to use, Web 2.0 for job searches. 90% (10 out of 11) have used websites, and one person is not using any Web-based job search tools (although they are actively looking for work).

All Focus Group participants expect that potential employers will look up their profiles on-line, but most limit their response to protecting their privacy. Following discussion in the groups, some participants expressed an increased interest in using Web 2.0 more actively.

## **2. Awareness of the role of Web 2.0 in the life of companies marketing (from focus group and survey findings)**

### **Survey results:**

<b>How would you rate the importance of Web 2.0 skills for the success of a company, where 1 is not important and 5 is very important</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
1	0.0%	0
2	0.0%	0
3	25.0%	5
4	35.0%	7
5	40.0%	8

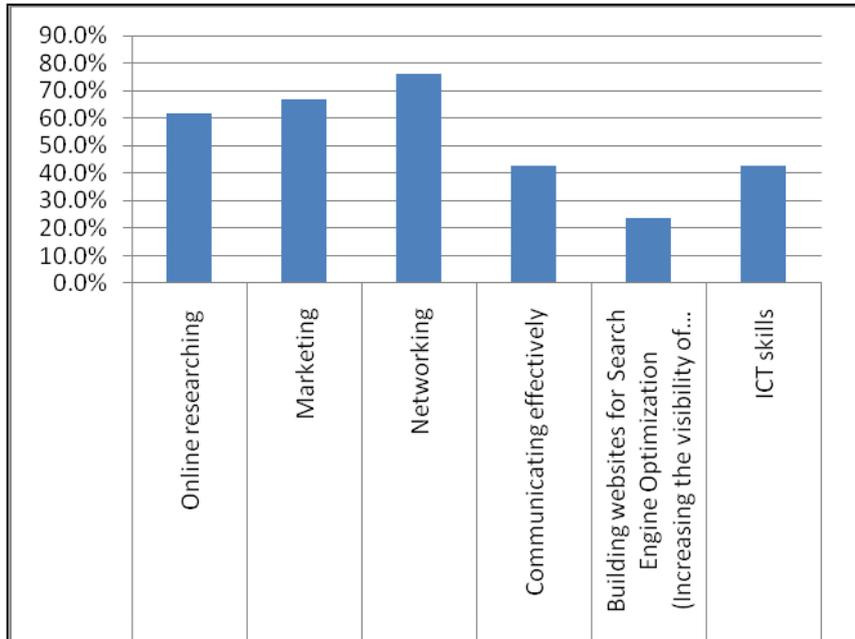
Of the 20 survey respondents to this question, 75% rate Web 2.0 as 'very important' with 25% being more cautious. 8 people 'skipped' this question in the survey, which may suggest that they did not know how to answer.

Although Focus Group participants were very aware that Web 2.0 is important for business, they felt that websites are the heart of a company's on-line presence, with Web 2.0 being used to raise awareness, or to 'spread the word'. 4 participants have helped companies to set up Social Media and they felt that many companies use Web 2.0 badly or inappropriately, and that traditional marketing techniques are often more effective.

### 3. Awareness of the transferability of skills from personal to professional contexts (from focus group and survey findings)

#### Survey Results

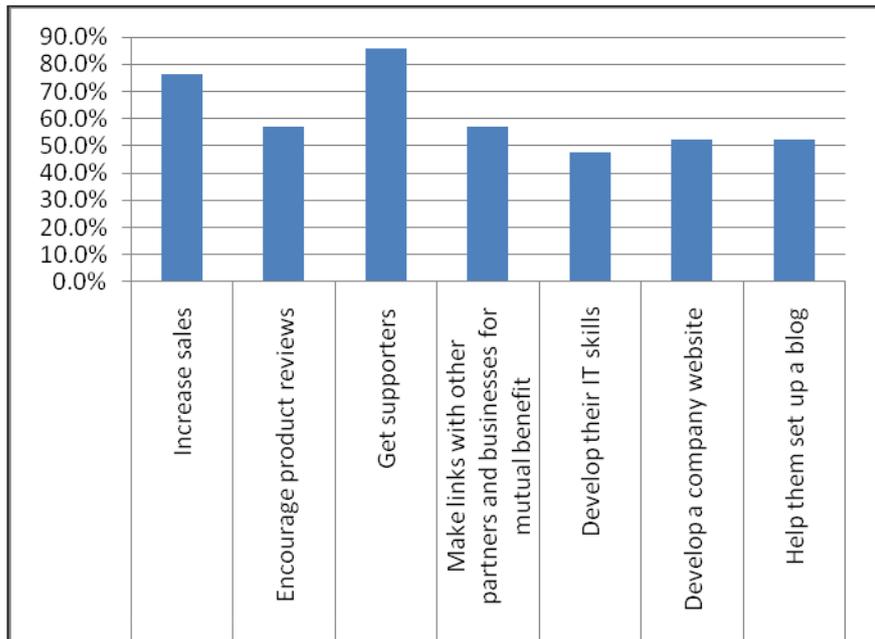
Which of your skills do you think you could develop through the use of Web 2.0?



7 people skipped this question in the on-line survey, and this reflects the difficulty experienced by the majority of Focus Group participants, who found this question difficult to answer until prompted. Even then, the facilitator had to explain how skills developed in Web 2.0 could be transferred to business use.

Skills acknowledged by Focus Group participants included writing for different audiences, self-management, research (both technical and knowledge-based).

**Thinking about the needs of small and medium sized businesses, what do you think you could help them use Web 2.0 for? (please tick all that apply)**



Focus Group participants talked about technical skills – the ‘how to’ of Social Media – but there was a clear message that the ‘why’ is a necessary precursor. Most of the participants knew that a marketing plan would be the first step. Only those with experience of Business, Marketing or PR courses (5 people) knew how to create a plan.

There was universal agreement that face-to-face communication skills, coaching skills, and negotiation skills would be training needs. Participants said that they are aware these skills are relatively poorly developed, due to their reliance on ‘the keyboard’ to communicate. This is not reflected in the on-line survey, where the majority of respondents grade themselves *at or above* median on all skills.

Focus group participants also wanted technical skills: No-one knew about SEO, or how to write a website. They also wanted better skills in IT applications (Microsoft Office, in particular). Most people can use WORD, but only at a basic level. No-one could use Excel.

**4. Interest in training to become a trainer (from focus group and survey findings)**

19% of survey respondents (4 out of 21) say they ‘have thought about’ becoming a Web 2.0 trainer. And 8 people left their contact details for information about training activities.

None of those in the Focus Groups was interested in becoming a Web 2.0 trainer, but most were cautiously positive about using this as a first step into business. In particular, they were interested in placements based on a skills exchange, with an agreed plan for their own development and (especially) if this were a first step into full employment. If they were to take up a position that uses their existing skills, they would expect this to be a paid post.

## Conclusions and recommendations

The results of the on-line survey and Focus Group activities reveal that young people are confident about the use of Social Media, and their ability to learn everything they need to know through on-line sources.

Their confidence is reflected in responses to questions about what they could take into an organisation, and what they would be looking for in exchange. Overwhelmingly, respondents want a clear progression path in exchange for sharing skills.

Those with experience of helping other people to 'get to grips' with Social Media expressed concerns that older people are less ready to try something new, and find Web 2.0 an alien environment. Motivation to use Social Media, combined with a more patient approach to training, are the key elements for success.

Although survey participants seem confident about most skills, more than 50% felt their training, coaching and negotiation skills were at median or below. This reflects the discussion in the Focus Groups. Focus Group participants have little or no experience of using business-based applications, and this is a technical skill they feel will be required for work.

## Attachments

### Fact sheet about focus group and surveys (dates, participants...)

Date and time of group	DOB	Sex	Employment status	Qualification
Thu 28/02/2013 11:00 13:00	12/07/1994	Female	Part Time Employed (temporary work)	Level 3 (A level, HNC, NVQ3)
Thu 28/02/2013 11:00 13:00	14/12/1989	Male	Looking for work	Level 3 (A level, HNC, NVQ3)
Thu 28/02/2013 11:00 13:00	31/05/1991	Female	Looking for work	Level 4 (degree)
Thu 28/02/2013 13:00 15:00	01/05/1990	Male	Part time employed (short contract) Looking for work	Level 4 (degree)
Thu 28/02/2013 13:00 15:00	06/03/1996	Male	Fixed term apprenticeship	Level 2 (GCSE)
Thu 28/02/2013 13:00 15:00	23/09/1990	Female	Looking for work	Level 4 (degree)

Thu 28/02/2013 13:00 15:00	07/08/1994	Male	Looking for work	Level 2 (GCSE)
Thu 28/02/2013 13:00 15:00	10/08/1994	Male	Part-time self-employed Looking for work	Level 4 (degree)
Thu 28/02/2013 13:00 15:00	07/02/1991	Male	Looking for work	Level 3 (A level, HNC, NVQ3)
Thu 28/02/2013 13:00 15:00	29/11/1993	Female	Looking for work	Level 1 (vocational training)

### On-line Survey statistics

<b>Age</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
18 - 21	40.7%	11
22 - 24	33.3%	9
25 - 27	25.9%	7
<b><i>answered question</i></b>		<b>27</b>
<b><i>skipped question</i></b>		<b>1</b>
<b>Gender</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Male	29.6%	8
Female	70.4%	19
<b><i>answered question</i></b>		<b>27</b>
<b><i>skipped question</i></b>		<b>1</b>
<b>Education</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Achieved 5 GCSEs at level 3 or above	52.0%	13
Achieved 'A' levels or similar at ages 17-19	52.0%	13
Achieved a Degree or HND	60.0%	15
Achieved a Vocational qualification	4.0%	1
Other (please specify)		3
<b><i>answered question</i></b>		<b>25</b>
<b><i>skipped question</i></b>		<b>3</b>

<b>Number</b>	<b>Response Date</b>	<b>Other (please specify)</b>	<b>Categories</b>
<b>1</b>	<b>Apr 18, 2013 7:44 AM</b>	Achieved an MA	
<b>2</b>	<b>Apr 11, 2013 12:42 PM</b>	MA	
<b>3</b>	<b>Apr 11, 2013 9:00 AM</b>	Achieved 9 Junior Certificate Examination passes (Irish equivalent to GCSE's)	

## SPAIN NATIONAL REPORT – SUMMARY

### 1. BACKGROUND INFORMATION ABOUT EMPLOYABILITY AND TRAINING SKILLS NEEDS OF YOUNG UNEMPLOYED WITH WEB 2.0 SKILLS – NATIONAL OVERVIEW/DATA

Young unemployment rates in Spain are the highest ones in all the EU countries. Different factors have contributed to this situation: structural problems but mainly the economic and financial crisis that Spain and the Eurozone has been facing for the last 5 years.

According to Eurostat, in February 2013, there were 932.000 young people between 15-24 years old in situation of unemployment. It means the 16,36% of all the young unemployed people in the whole UE 27 and is the highest amount in all these countries.

Regarding the national data, in the last quarter of 2012, the number of young unemployed being 15 to 24 years old were a 4% of the total active population and the 15,6% of the total population in situation of unemployment.

But if we consider only the group of active population between 15 to 24 years old, we have that **55% of the total 1.687.400 people in this group, were unemployed.**

On the other side of the coin, **the figures says that young people in Spain have a high qualification level:** 44,3% of the women and 34,4% of men in the age range 25 to 34 have a university degree or a Phd. People under this age are still finalising their University studies and 43% of the young people between 18 and 24 years old have completed secondary education

Against this background, many young people is forced to leave the country, looking for job opportunities abroad.

**The figures are really alarming and urgent measures are needed to solve this problem. Training has proved to be the most effective medicine,** since those skilled and qualified youths have much more chances to find a job.

And those skills that most of the young people already have, acquired probably in an informal or non-formal way, like the ability to perform well in an internet web 2.0 environment, must be empowered for the improvement of their employability.

Courses addressed to the acquisition of Web 2.0 skills are growing and growing in the last years. The most popular one has become the course on Community Manager.

These courses are mainly offers by private training companies and are not always officially recognised so the usefulness of these courses when looking for a job is not proven.

Another interesting data is that the use of mobile technologies for many different tasks of daily life is growing very, very fast, including the use of mobile technologies for geolocalization and B2C marketing. Spain is the country with a higher use of smartphones: 63,2% of mobile users are using a smartphone. Spain is at the top of the ranking of the 5 bigger countries in the EU: Germany, UK, Italy, France and Spain. This is a development opportunity that should be used by companies and people looking for a job in the current information society.

The Learning 2.0gether project aims to help both young people and small companies to make the most of the opportunities offered by web 2.0 tools in order to achieve their respective goals, namely finding a job and improving their business.

In order to better know the needs that Spanish young people have for making the most of their Web 2.0 skills and use them to increase their employability, two research techniques were implemented:

- A focus group was conducted last 6 of March 2013 at 11:30 in Granada, in the UPTA's provincial office. It was facilitated by Isabel Contreras, Researcher at UPTA Spain  
The focus group brings together an heterogeneous group of participants: total of 7 young people attended, 3 women and 4 men. Two of them were in the age range 18-21 and the rest were between 24 -27 years old. Regarding the training level, 3 out of 7 have a university degree, 1 of them has vocational training studies and the other 3 are students yet.  
The focus group last nearly 2 hours and it was developed in a friendly atmosphere in which all the participants felt free enough to actively participate and express their concerns and opinions about the main topic proposed for the focus group.
- An online survey was developed during March 2013 through survey monkey in Italy, Spain and United Kingdom. The Spanish survey has been answered by 45 young people between 18 and 27 years old.

54,5% of them were in the age bracket between 25 to 27 years old and 40,9% are in the 22-24 years old bracket.

Most of them were women, the 55,6% of the total so we can say that the respondents are balanced from a gender point of view.

71% of the respondents have a higher education degree and only 2,2% of them have just the title from the compulsory secondary school.

Regarding the labour experience, most of them declared to have previous professional experience, probably because most of them are in the upper age range. When analyzing the job they have developed, it can be realized that most of them are low qualified jobs, not corresponding to the high qualification level of the respondents. Most of them are jobs that they have probably developed to get some extra money for paying their studies: leisure instructors, trainers offering private lessons to children, shop assistant, hostess and promotion staff, etc.

## **2. USE OF WEB2.0 SKILLS FOR JOB SEARCHING AND SELF MARKETING**

The use of web 2.0 skills for job searching and self-marketing has been mainly analysed through the online survey results that at the end coincide with the opinions emerged in the focus group about this topic.

The following graph shows the Web 2.0 tools which are most used by the Spanish young people:

## WEB 2.0 TOOLS THAT YOU ARE USING



According to the survey results, the most used Web 2.0 tools are:

- **Facebook** – 95,5% of the respondents declared to use it. The 40,9% use it at least 4 times a day. Therefore, Facebook seems to be the clear winner in the ranking of popular and most used web 2.0 tools.
- **Youtube**– 90.9% of the respondents are using it and more than a half use it at least once a day
- **Whatsapp** – despite it has been recently introduced in the Spanish market, it is already used by 84,1% of the total. Moreover, 85,7% of them declare to used it more than 4 times a day so it has become the most used in terms of daily access.
- **Skype** – It is used by 63,3% of the youths who answered the survey and more sporadically: most of them (45%) declare to use it once a week.

The rest of social network for which the respondents were asked, twitter, Google+, Flickr/Instagram and the blog tools are less popular. Regarding blogs, that seems to be a quite important tool for business purposes, only 31,8% of them use these tools. The young people who use them, declare to do it just once a week (23,7%) or once a day(15,8%)

Other Web 2.0 tools like Crowdstorm, Ning, and Bebo are not known in the Spanish market and they are not used by the young people who answered the survey. The same happens with Pinterest that is used only by 2 people out of 45.

Regarding the purposes of using these tools, **all of them confirmed to use these tools for being in contact with friends.** The 81.4% declared to use them for sharing documents and pictures with friends and family.

**Only 63,6% of the total respondents admitted to have used these tools for job searching.** However, when asked for their intention to use their knowledge about Web 2.0 for job searching and self-marketing, most of them, 87,8% of them positively answered the question.

As already mentioned, the survey results are confirmed by the results of the young people focus group

### **3. AWARENESS OF THE ROLE OF WEB 2.0 IN THE LIFE OF COMPANIES MARKETING**

According to the results of the survey, **young people have a clear understanding on the importance of Web 2.0 in the life of companies.** In a scale of 1 to 5, 56,1% of the respondents gave a 5 to the importance of Web 2.0 for the development of a company and 24,4% gave it a score of 4.

In the focus group with young people, the participants were really aware of the fact that companies more and more need the internet for developing their businesses. They gave some examples on how companies are using web 2.0:

- *"Companies can create events in Facebook at local level to promote their products, etc."*
- *"Facebook acts as the traditional word of mouth but on the Internet"*
- *"Facebook is very useful to attend your clients' questions and requests"*

Young people seem to be aware of the importance of Web 2.0 in the life of companies nowadays. Most of them have born in the digital era and use the internet since they were a child, therefore, Internet is the natural environment in which daily life actions are developed. Therefore, a company that advertise their products in Facebook is a common situation for them.

### **4. AWARENESS OF THE TRANSFERABILITY OF SKILLS FROM PERSONAL TO PROFESSIONAL CONTEXTS**

Most of the young people who attended the focus groups confessed that they had not think that their Web 2.0 skills, specially using the social networks could be valuable skills for finding a job and developing a professional career. Only one of them was aware of it and has already received courses about community manager and online marketing.

The youths who answered the survey, assessed themselves in detail regarding the different skills that can be developed by means of using Web 2.0:

- Online search – 48,8% of the participants declared to be experts in this activity
- Marketing – Just the half of the respondents said that they are not bad but none of them consider him/herself an expert

- Networking -45% declared that they are not bad in networking, 40% claimed to be good at it and 13% think they are expert on the matter
- Communication – 16 out of the 41 who answered the question declared to be good and 12 of them claimed to be experts.
- SEO – Only 2 of the respondents are experts in this field while the great majority recognise not to be bad, a level which is far from the expert level.
- ICT- The answers are equally divided between those who think that they are not bad and those who think they are good at it. Only 1 of the respondents declared to be an expert.

Therefore, and according to the survey results **the young unemployed people are not experts in those competencies that would provide more added value to the companies and they would need further training to improve their expertise**

However, the majority of them feel prepared to help other to.

- Get supporters – 29 out of the 39 respondents to this question consider that they are able to
- To develop a company website – 25 of them consider that they are able to
- To help others to create a blog – 24 of the respondents feel able to do so

Finally, more than a half of the respondents (22 out of 39) feels able to.

- Increase sales
- Encourage product reviews
- Make links with other partners and businesses for mutual benefit

## **5. INTEREST IN TRAINING TO BECOME A TRAINER**

Courses addressed to the acquisition of Web 2.0 skills are growing and growing in the last years. The most popular one has become the course on Community Manager.

These courses are mainly offered by private training companies and are not always officially recognised so the usefulness of these courses when looking for a job is not proven.

Most of the respondents to the survey, 31 out of 45 declared to have ever trained a friend or relative on the use of Web 2.0 and 83,9% answered that they had not problems nor find it difficult.

They feel, however, that they would need further training to be completely able to teach other and help companies to manage their life in the Internet.

**They are conscious that learning to use the Web 2.0 is more difficult for older people than for young people:** 85,4% of the respondents agreed with this statement. They know that if they want to be able to train older people, they need to acquire some other training skills.

During the focus group some participants talked about their experiences in helping others to use the web 2.0. Two of them reported how difficult it was to teach their fathers to use Facebook and

they clearly illustrated to the others the difficulties and main problems when trying to explain those who are not digital natives those concepts that they take for granted.

When asked to assess themselves in the other skills that a trainer needs to have, they declared that:

- The skills for which most of them feel confident enough are problem solving (73,7% of them consider that they are good at it) and interpersonal skills (51,6% of them said that they are good and 22,6% consider them as experts)
- Regarding public speaking the answers were very heterogeneous: this is the skills for which more people marked that they are expert and also the one which more people recognize to completely lack it.
- As for the training and coaching skills the majority of the respondents declared not to be bad (44%) or to be good at it (38% for training and 34% for coaching skills)

Therefore, **the great majority of the young people who participated both in the survey and in the focus group declared to be interested in training to become a Web 2.0 trainer** despite most of them had never thought about this possibility (70,7%).

The participants in the focus group pointed out the topics that they would like to find in the training course:

- Most suitable social networks to be used for the promotion of every type of business
- How to help c
- Possibilities of Web 2.0 for the development of a company
- Rules of conduct / ethics in web 2.0
- Further Web 2.0 skills to be able to teach them also to the companies

## CONCLUSIONS AND RECOMMENDATIONS

Young people in Spain seem to be aware of the importance of Web 2.0 in the life of companies nowadays and they are very interested in the project. However, during the focus group, they pointed out some concerns that should be taken into account for the Learning 2.0gether project implementation:

- **They would like training to really help them becoming teachers but also giving them further Web 2.0 skills**, specially oriented to business, to be totally updated and confident that they are advising well to the companies.
- **The companies participating in the project should also show their commitment and be really interested in learning about 2.0.** they think that it is essential that the people to be trained believe in what they are talking about and not think that in the end it is a waste of time
- The certification that the young people would receive after training is a motivation element and **they expect this certification to be valid and useful for their CV.**

They really hope that the participation in the project can help them to improve their CV and find a job so they hope that the companies show some interest in contract them at the end, otherwise they feel that the companies can use them not to be trained but to have their websites or facebook pages developed for free.

## ITALIAN NATIONAL REPORT - SUMMARY

### 1. Background Information About Employability and Training Skills Needs of Young Unemployed with Web 2.0 Skills – national overview/data

The latest official data regarding unemployment in Italy (Istat, November 2012) accounts for a rate of 11.1%. In the same month, the youth unemployment rate reached 37.1% (i.e. 641,000 people aged 15-24), the 4th worst quota of the Eurozone after Greece, Spain and Portugal. The most recent data about Italian NEETs (15-29) refer to 2011, with a 22.7% peak. The delivery of apprenticeships, traineeships as well as ESF qualification courses are the means already envisaged by the Italian government to face the phenomenon, especially with a view to provide the young with a set of employability skills fit to meet the requirements of SMEs, outlined yearly in the "Excelsior Survey": *"[...] the capability of team working and to the flexibility and adaptation of workers [...] Of particular importance were also the capability of working independently from others, problem-solving abilities, and communication skills (stated as unimportant in less than 10% of cases)"*. Yet, the most popular ESF courses among the young refer mainly to languages and ICT skills. The growing success of this last category is linked to the "osmotic" relationship between the Italian young and Web 2.0, which has been effectively outlined in the "**Generazione 2.0 made in Italy**" research (2012), focusing on the 18-30-agegroup and stating that: 91% are registered on a social network (the most visited websites are Youtube, Facebook and Wikipedia); 79% share links and content; 65% read posts and comments; 61% write about themselves. This information was confirmed by the results of the needs analysis carried out through the Italian focus group and the on-line survey of the WP2 of the L2G project. The following paragraphs outline the main findings of the research. Please note that full details about the on-line survey outputs are to be found in the attached Survey Summary file.

#### **WP2 needs analysis: focus and survey - participants at a glance**

The focus facilitated by Ms Luisa Puppo (CLP's European projects coordinator) was held on February 28<sup>th</sup> 2013 (8.30 – 10.30) in Genoa at the premises of FIRE, a vocational training centre specializing in the provision of ESF funded training courses for 18 +. In order to work with a reliable sample of the "2.0 Italian Generation", manager and tutors of the centre suggested to propose participation to the students of a 600 – h ICT ESF qualification course (Java Android Developer) for the unemployed: 9 people, 23% with work experience (mainly seasonal jobs, from

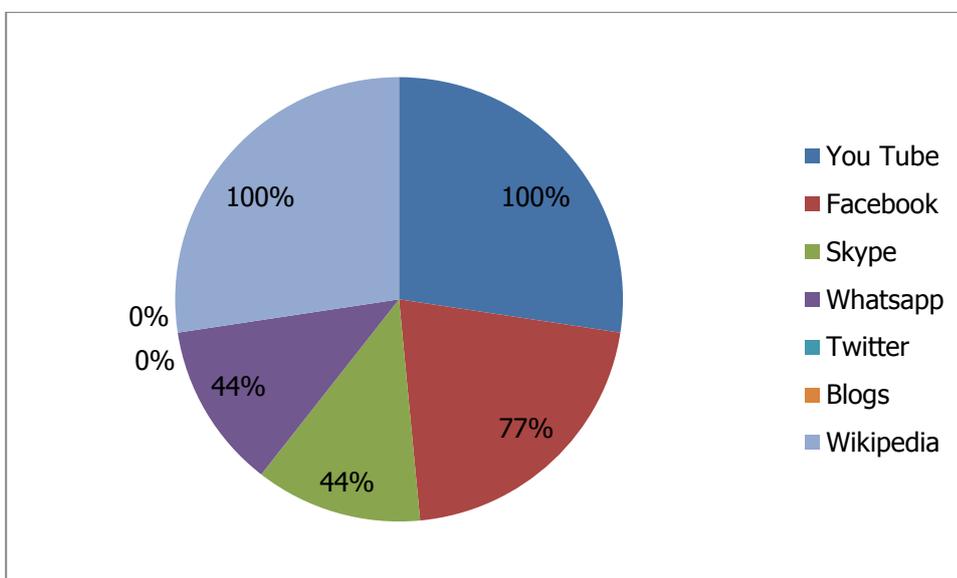
waiter to lifeguard), all with high school diploma, 1 female, 8 males, average age 22, all ICT oriented. MsPuppo opened the focus with an overview of the L2G project.

The on-line survey, delivered through the SurveyMonkey platform, was promoted mainly through emailing (150 addressees selected according to the research requirements from CLP's contact databases), website and Facebook (both project's page and CLP's FB page).

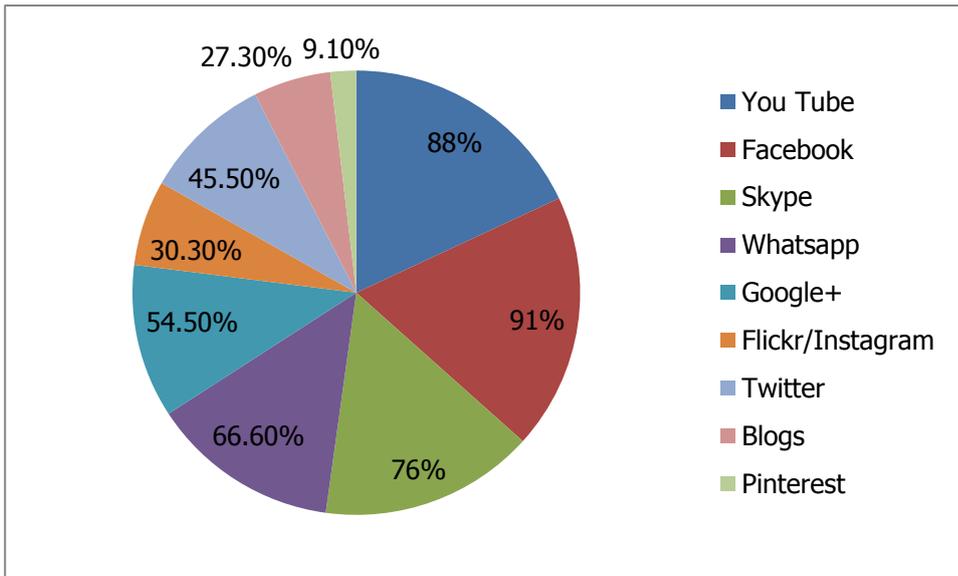
34 people participated: as for the 32 who filled in the personal data section, they were 18-27 (84.4% aged 22-27), unemployed, 17 males, 15 females, in possession of: a high school diploma (78.1%), a post training qualification diploma (25%), or compulsory education diploma (15.6%). 62.5 % have previous work experience (varied results, especially seasonal jobs in the tourism/retail sector).

## 2. Use of Web 2.0 skills for job searching and self marketing (from focus group and survey findings)

The **focus attendees** "live" the web through Youtube and Wikipedia (100%), Facebook (77%), Skype and Whatsapp (44%). None of them tweet.



As for the **participants** in the **on-line survey**, the use of Facebook reaches 90.9%, followed by Youtube (87.9%), Skype (75.8%), Whatsapp (66.6%), Google + (54.5%), Flickr/Instagram (30.3%) and Twitter (45.5%).



Blogging is not practiced by the focus members, whereas the survey displayed a 27.3% result. 100% of both clusters use Web 2.0 to keep in touch with friends and comment on other people's posts and on news, an average 60% share documents, videos, photos. 100% of focus attendees use the web to "look for something" (including training opportunities - on and off line); 43.8% of those who were interviewed through the survey also spread the news about events/facts through the Internet, while an interesting 25% create special interest groups. As for the frequency of utilization, connection to Social Media takes place usually more than 4 times a day: as to this issue, Whatsapp ranks first with 60.9%, justified by its role as SMS deliverer, followed by Facebook (50% of users). Interesting to note, 2 participants in the focus group stated that they want to remove their profile from Facebook due to its excessively invasive "gossip" features.

Is the web a place for job search? Yes, according to 67% of focus group attendees, while the on-line survey displays different results (30.3%). The awareness of the full potential of these tools for self-marketing is low: the use of the web to this purpose, investigated during the focus, is limited to the browsing of classified generic ads portals such as [www.subito.it](http://www.subito.it) and [www.kijiji.it](http://www.kijiji.it). 100% have a CV (Europass plus other formats): 100% hard copy, only 11.1% create on-line demos to showcase their skills and achievements. 100% knew nothing about video curricula (indeed the subject did raise their interest), as well as about Social Media such as [www.catchawork.com](http://www.catchawork.com), video CV-based, or [www.egomnia.com](http://www.egomnia.com) (LinkedIn is known by a mere 22.2%). Blogging was put forward by the facilitator as a means of setting up one's personal on-line portfolio: information was asked about Tumblr, which that raised the participants' interest as a simple way to get accustomed to microblogging.

### **3. Awareness of the role of Web 2.0 in the life of companies marketing (from focus group findings)**

The survey featured a question about the level of importance of Web 2.0 for companies on a 1-5 scale: 5 rated 46.9%, 4 37.5%. The issue was treated in more depth during the focus group. 100% attendees generically pointed at visibility, while 66.6% also highlighted the possibility of carrying out research about actual and potential customers. 44.4% hinted at advertising (from Google Ads to FB ads) and e-commerce.

Asked to name companies whose success is also due to Web 2.0, the young quoted [www.beppegrillo.it](http://www.beppegrillo.it) (the blog of the founder of the Movimento 5 stelle), and music blockbusters such as Korean rapper Psy and American pop singer Justin Bieber, as well as the movie "The Blair Witch Project". Led to reflect on whether or not the above said were companies, one of them answered that he was sure they represent excellent examples of successful (web)marketing. None of them were able to quote examples taken from everyday local/regional contexts, though they were able to quote the names of some important Ligurian enterprises. Participants think that the main gap that prevents SMEs/microenterprises (77.7% didn't know the definitions, which were explained) from exploiting the full potential of the Web and Web 2.0 is the updating of information (88.8%), in terms of costs and lack of time, and the inadequacy of staff skills "*They miss the right person to plan things first and to keep them going after*".

### **4. Awareness of the transferability of skills from personal to professional contexts (from focus group and survey findings)**

A section of both focus and survey was reserved to the item of how skills can be developed through the use of Web 2.0. On line research and marketing (both rated 68.8%) followed by effective communication (62.5%) and networking (59.4%) were the top preferences signaled in the on-line survey, which also analyzed the self-esteem of participants to this regard: 79.7% declare good-excellent on-line research skills, 57.1% good - excellent networking skills, 78.3% good - excellent effective communication skills, 75% good - excellent SEO skills, 68.8% good - excellent ICT skills. It should be underlined that focus group's attendees were quite at a loss in identifying this skill set: in the end, effective communication, languages (again: English) and ICT skills were cited by 44% people who generically rated themselves as "*good at...*". Asked whether they thought these skills could be transferred from their personal life to a professional context,

100% answered positively. Yet, these findings – integrated by those illustrated in paragraph 2 – are the reflection of the participants' low awareness about the theme of self-marketing and competences.

## **5. Interest in training to become a trainer (from focus group and survey findings)**

45.5% participants in the survey have trained friends and/or relatives (esp. parents and grandparents) on the subject of Web 2.0, versus a total 100% of focus members (*"stuff like how to use a Smartphone or a PC"*). 40% of the first group did not meet problems in doing that, whereas 100% focus attendees did. Asked to give further information on the subject, they put the responsibility on over 50 learners, blaming – univocally - their scant flexibility and level of attention. *"They are hopeless cases because they lack an open mind and the concentration needed to learn"*. *"It seems they behave like that on principle, they are quite hostile - and they don't learn from doing, also because they never practice!"* *"Sometimes you get fed up of lowering yourself to that level"*. Comments of the same nature feature in the on-line survey: according to those (53.1%) who think 50+ have more problems with Web 2.0, criticalities are due (100%) to the resistance to changes and inadequate open-mindedness of those belonging to the *"paper generation"*. Focus attendees reached unanimous consent about how *"we were born into ITC, for us technology is as natural as breathing: how do you teach how to breathe?"* *"I speak Italian, but I'm not able to teach Italian"*. As for the qualities of a good trainer, communication (90.3%), didactic (83.9%) and public speaking (83.9%) skills scored best in the survey (followed by problem solving (48.4%) and team management (45.2%). As for the awareness of possessing them, all proposed answers were ticked with an average majority of "good" rating apart from "public speaking" (fairly good). The "scarce/absent" option for didactic skills was selected by 23.3% interviewees. Interesting comments regarding the "qualities" of a good trainer came up during the focus group. Patience, clarity, *"make yourself understood"*, *"knowing how to explain things"*, *"convincing people"*, *"conquering their confidence"*, *"selling yourself"*. *"I'm awful at public speaking"*, *"I don't know how to express myself"*, *"When I speak I'm often not effective"*, *"I totally miss patience"*: the comments made by 98.9% by the focus attendees differ drastically from those expressed by participants in the survey, who maybe overrated a bit their skills fearing to make a "bad impression". *"It would be useful to learn how to explain things, and get a grip of self marketing and public speaking as well. Not just for teaching, but for our job search"*, said one boy, soon to be followed by all his colleagues. As for the question "Have you ever thought of becoming a Web 2.0 trainer, the survey features 83.3% positive answers, whereas the focus marked 100%

negative replies. The Learning 2.0gether project was estimated to be a good opportunity to follow a “train the Web 2.0 trainer” path by 50% of Survey interviewees (93.75% people left personal contact details), whereas the focus group featured a 44.4% interest rate. Important to note, participants asked for details about their “status” inside the project – what they fear most is being “exploited” for free by businesses, so they want to know if there will be a possibility to be officially inserted at least as trainee: *“the word ‘volunteer’ sounds awful”*, said one attendee.

## Conclusions and recommendations

The findings of the L2G WP2 Italian focus group and on-line survey confirmed the pivotal role Web 2.0 plays in the life of young people, stated in the aforementioned “Generazione 2.0 made in Italy” research: more than a mere channel of communication, it represents a code, better still, a new alphabet for those who were “born digital”. As an alphabet, it is used with reference to any kind of information to be shared, commented, searched... Similarly to native speakers, the young are quite at a loss when it comes to teaching the rules and syntax of their “mother tongue” to “foreigners” – i.e. seniors, who seem to be ignorant of the concept of syntax itself. At the same time, the young seem not to understand the links between different “languages”, and – sometimes – even ignore the existence of other alphabets related to other “worlds” – the alphabet of soft skills and the word of self-marketing, the alphabet of work and the world of professionalism and career. Two distinct universes with common problems that can hopefully help one another through intergenerational learning/training, that is, the philosophy of L2G. The results of the WP2 needs analysis are helpful in fine tuning the contents and approaches of train the trainer packages which ought to:

- Increase the target’s awareness of the central role of transversal skills for effective self marketing
- Raise the target’s understanding and assessment of their own skills (transversal/technical) in terms of confidence and employability
- Increase the target’s awareness of the transferability of skills from personal to professional contexts
- Include specific contents dedicated to the development of hard skills (ICT, SEO, marketing...) fit to meet the skills demands of small/micro businesses and structured in progressive levels/modules
- Include specific contents dedicated to the development of the soft skills (training, coaching and negotiation skills, public speaking...) needed to transfer the hard skills in need of businesses and structured in progressive levels/modules

- Be based on a blended learning methodology, inclusive of on-line training (from Moodle to webinars) as well as face-to-face class/individual sessions with a coaching bias (public speaking, roleplaying, discussion of case studies...)
- Provide plenty of educational resources delivered also through a Web 2.0 approach (i.e. videos, blogs...) in order to stimulate the young towards active learning and sharing of information/learning outputs
- Develop the target's knowledge about job environments and work culture in order to support their job search
- Encourage the target's exploration of the different potentialities of Web 2.0 as regards self marketing and job search

## WP 2 MAIN CONCLUSIONS AND RECOMMENDATIONS FROM FOCUS GROUPS

The focus groups saw the participation of a total **26** people (10 in the UK, 7 in Spain, 9 in Italy). The on-line survey was filled in by a total 107 people (28 in the UK, 45 in Spain, 35 in Italy). This multifaceted group - in terms of nationality, gender, age, education history, work experience, skills, knowledge, preconceptions and expectations – effectively represents the variegated dimensions of the European “young” universe, where diversity (evident even in the differences between focus group and on-line survey answers, i.e. Spain and Italy) always meets similarities.

Facebook and YouTube, which feature as the preferred social tools in the 3 countries (Twitter and LinkedIn are popular in the UK, whereas Whatsapp is the emerging choice of Spanish and Italian interviewees): this provides helpful advice for the hard skills training: both as regards to the delivery of the training itself, but also as for the designing/setting of modular progressive paths which explain also the “connections” of the different tools with a view to amplifying the reach of business communication.

Though Social Media is an element of the young’s daily life and is used as the main channel to keep in touch with friends and share relevant information, the awareness of the potential of using Web 2.0 skills for job searching/career development – though not homogenous – is low.

Similarly, the theme of the self-assessment of skills (both hard and soft) and of their transferability is an “across the board” critical issue in all countries. Nevertheless, as for the context of the needs analysis, interviewees were able to recognize their gaps in terms of training skills, effective communication, negotiation and public speaking.

Participants in focus groups called for a post training certification which ought to be valid and useful for their CV as well as for a “win-win” agreement between the young trainers and SMEs.

The findings of the focus groups and of the on-line survey confirmed the pivotal role Web 2.0 plays in the life of young people: more than a mere channel of communication, it represents a code, better still, a new alphabet for those who were “born digital”. As an alphabet, it is used with reference to any kind of information to be shared, commented, searched... Similarly to native speakers, the young are quite at a loss when it comes to teaching the rules and syntax of their “mother tongue” to “foreigners” – i.e. seniors, who seem to be ignorant of the concept of syntax itself. The reference to languages may help foster the understanding of the difficulties faced by the “*paper generation*”, inexplicable for most young people: these last “get into Web 2.0” through a “natural” process, similar to first language acquisition (L1), whereas “the elder” follow a different track, akin to second language learning (L2) and further worsened by the fact that there are almost no parallels to be found between the “syntax” of the native language (i.e. the language of

daily work and personal life) and the “syntax” of the foreign language. And just like inadequate levels of language skills have represented one of the soft spots of competitiveness in several European countries for decades, the delays in practicing this new “literacy” are showing all their negative effects on the system. At the same time, the young seem not to understand the links between different “languages”, and – sometimes – even ignore the existence of other alphabets related to other “worlds” – the alphabet of soft skills and the word of self-marketing, the alphabet of work and the world of professionalism and career. Two distinct universes with common problems that can hopefully help one another through intergenerational learning/training, that is, the philosophy of L2G. Thus, the results of the WP2 needs analysis are helpful in fine tuning the contents and approaches of the training the trainer packages which ought to:

- Increase the target group’s awareness of the central role of transversal skills for effective self marketing
- Raise the target group’s understanding and assessment of their own skills (transversal/technical) in terms of confidence and employability
- Increase the target group’s awareness of the transferability of skills from personal to professional contexts
- Include specific contents dedicated to the development of hard skills (ICT, SEO, marketing etc.) fit to meet the skills demands of small/micro businesses and structured in progressive levels/modules.
- Include specific content dedicated to the development of the soft skills (training, coaching and negotiation skills, public speaking etc.) needed to transfer the hard skills in need of businesses and structured in progressive levels/modules.
- Be based on a blended learning methodology, inclusive of on-line training (from Moodle to webinars) as well as face-to-face class/individual sessions with a coaching bias (public speaking roleplaying, discussion of case studies)
- Provide plenty of educational resources delivered also through a Web 2.0 approach (i.e. videos, blogs) in order to stimulate the young towards active learning and sharing of information/learning outputs.
- Develop the target group’s knowledge about job environments and work culture in order to support their job search
- Encourage the target group’s exploration of the different potentials of Web 2.0 as regards self marketing and job searching, as well as seeing their skills in Web 2.0 as valuable in the work place.
- Develop the target group’s knowledge about job environments and work culture in order to support their job search

- Provide participants with a post training certification which ought to be valid and useful for their CV
- Be based on a “win-win” agreement between the young trainers and SMEs

## **ANNEXES**

UK NATIONAL REPORT

ES NATIONAL REPORT

IT NATIONAL REPORT