

CALL 2021 ROUND 1 KA2

KA220-SCH - COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

Project code: 2021-1-IT02-KA220-SCH-000027707



Report on the evaluation of the questionnaires' feedbacks and suggestions on the Innovative educational experiential path, confirming and choosing the topics of the new e-learning path.

3rd PROJECT RESULT

Summary

INTRODUCTION	3
THE QUESTIONNAIRE	5
ANALYSIS OF RESULTS	8
Italy.....	8
Poland.....	12
COMPARISON AND CONCLUSIONS	17
SOURCES.....	20

INTRODUCTION

Within the Erasmus+ project “TCE Skills”, a survey was conducted on the starting transversal skills possessed by students in the target groups who will be involved in testing the training modules of the innovative e-learning platform TCE Skills. The survey questionnaire was administered in February 2023, both in paper and digital format, to 89 students among Italians and Poles aged 15-18 (16-18 for the Polish target).

The research conducted in implementing the first project outcome enabled the partners to identify a common thematic focus related to education, culture and the need, in general, to expand skills and attitudes in line with the rapidly changing contemporary reality. It was observed how cultural heritage can be used as a means to develop young people's skills, enrich their individual private lives and help them find their way in society and the world of work. The intent of the experimental training is to broaden these young people's awareness of cultural heritage by bringing them closer to the values of relationships, communication, responsibility and reputation, as well as soft skills in relation to culture and democratic life for young European citizens. Young people and their skills are the greatest opportunity for renewal and growth.

3

The data collected also showed that the traditional form of enjoyment of culture, whether due to the Covid offensive or technological advancement, has given way to the digital, forcing many activities in the sector into an ambitious and unprecedented regeneration; this is where much of the national and EU economic aid is inserted.

In today's society, technology has now become an integral part of every aspect of human life: home, family, work, play, study, religion, sports, culture, and leisure; hence the decision to enable TCE's training at the click of a mouse through targeted, practical, and engaging content. Indeed, new technologies have the inherent power to stimulate the development of certain intellectual skills, including reasoning, problem solving, creativity and learning technique. The technological approach exhorts motivation, concentration, assimilation and involvement towards activities and knowledge, even more than the traditional approach. Technology, of course, enhances learning only where it supports sound teaching strategies and content.

The project's efforts at this stage of investigation are to be able to communicate with a wide target audience of students from different backgrounds to gather as much information as possible that will

be useful in constructing a final product in line with new needs and the technological, economic, labor and social advancement imposed by globalization and interconnection.

THE QUESTIONNAIRE

How can some soft skills, as opposed to others, play a key role for future generations in an ever-changing society such as ours? Can a growth path train on skills that are useful in seizing current opportunities? Can it, at the same time, provide for tools to be expanded in anticipation of future changes?

The TCE Skill pathway focuses on the real and current needs of students to have a concrete vision focused on transferability of values and self-direction, also in relation to future economic and social developments.

Certain soft skills, such as autonomy, creativity, innovation, problem solving, communication, organization, cooperation, flexibility, adaptability, precision, and resistance to stress, are among the most in demand by young people in the work environment. Engaging young people also means creating a bridge between the above-mentioned needs and their talent and ingenuity, helping them understand, among other things, how to enhance culture by using all the resources and common sense accessible to them.

5

The analysis on the students' opinions was conducted using the diagnostic survey method, as a classical social research method common to all partners. The questionnaire, developed by researchers from Italian partner Edotto, written in English and shared to all partners for its use, consisted of 30 closed questions with multiple answers provided. The CAWI (Computer Assisted Web Interview) method was used, a special computer program used for survey design and management that relies on web-based completion of a questionnaire provided through a link, panel or online site. The choice of the above criterion was dictated by the fact that it is considered one of the most convenient ways to collect survey data, as it does not require additional interviewers, equipment or tools. But, since the effectiveness of this method and the quality of the data collected is directly proportional to the quality of the questionnaire, Edotto paid special attention to the drafting of the questionnaire so that it would be tailored to the target audience and the project theme, clear in understanding and quick to complete.

The survey conducted was mainly aimed at assessing the level of skills displayed by the target group in the following skill areas identified in the research phase:

1. Learning to learn,
2. Citizenship,
3. Leadership,
4. Teamwork,
5. Communication.

The following characterizing activities were identified for each of the soft skills categories listed above:

1. LEARNING TO LEARN

- Self-reflection: ability to reflect on personal characteristics by identifying areas for improvement.
- Planning: ability to research, select and evaluate data and information to achieve an end goal.
- Critical thinking: ability to objectively analyze information and situations, estimating their advantages and disadvantages.

2. CITIZENSHIP

- Group Involvement: ability to engage in inclusive behaviors toward peers and to consider different points of view while valuing personal and others' skills.
- Culture: ability to recognize and appreciate the arts and different cultural forms.
- Social engagement: ability to acquire and evaluate outside information to generate personal ideas and opinions.

3. LEADERSHIP

- Problem solving: ability to analyze and solve problems using specific techniques and tools.
- Proactivity: ability to operate with the support of useful methodologies and tools to anticipate future problems, trends, or changes in order to plan appropriate actions within the expected timeframe.
- Self-confidence: ability to operate with the support of useful methodologies and tools to anticipate problems, trends, or future changes in order to plan appropriate actions

within the expected timeframe.

4. TEAMWORK

- Creativity: ability to develop creative ideas while adding considerable value.
- Empathy: ability to share someone else's feelings and promote cooperation.
- Adaptability: ability to adapt personal knowledge and attitudes according to the context.

5. COMMUNICATION

- Communication skills: ability to adapt personal knowledge and attitudes according to the context.
- Digital skills: ability to develop digital content in line with the characteristics of different online operating systems; ability to create and manage personal profile on social networks; ability to interact with others by applying the logic of social networks.

For each activity there was a specific number of questions defined according to the greater or lesser importance attached to one specific skill rather than another.

For each question, four possible answers were provided to choose from and assigned a score from 1 to 4. By assigning a score to each question, it was possible to understand the level of competence of each participant, as specified below: the sum of the scores obtained from the responses collected for each activity corresponded to a specific level of preparedness, which could be basic, intermediate, or advanced, with the degree of autonomy, management, and application of the specific activity in real-world situations specified for each level.

Each response was analyzed by comparing the scores obtained with a scale of values established when the quiz was constructed.

In light of the above and the data collected, the analysis of the results is reported by comparing the levels recorded by students in different countries.

ANALYSIS OF RESULTS

In a first analysis, the results obtained from the targeted interviews with the targets by individual country are observed separately, after which a comparison between the two targets will be provided in view of the conclusions that will lead to the definition of the modules of the innovative pathway.

Italy

The Italian partner Edotto administered the questionnaire to 56 students (of which 53 responded) between the ages of 15 and 18, attending the following two high schools in Foligno:

- the Liceo Classico F. Frezzi - B. Angela
- the G. Marconi High School of Science and Art

In general, the participants all seem to possess a good level of transversal skills, a factor that in the absence of adequate prior education nevertheless indicates a broad mental elasticity and curiosity that can be expanded by the TCE Skills pathway. Specifically, however, weaknesses were found in individual areas, which will be discussed in the following paragraphs.

The first task that was considered was the **planning** activity, that is the skill of researching, selecting and evaluating data and information useful for achieving an end goal. The two questions inherent in this activity were about planning a trip to Greece (question No. 1) and choosing a vacation destination (question No. 13): in answering the first question, most students focused on researching historical places, putting sports activities and trendy clubs in the background; in the second question, the answers focused, on the other hand, on leisure and relaxation. The discrepancy between the two responses could be attributed to the fact that in the first case the goal was already known to the respondents while, in the second, the choice was less constrained. From this it can be deduced that, in relation to the age group involved, unless the choice is related to a direct interest, the preference tends toward fun and leisure.

The gap related to **critical thinking**, that is, the ability to analyze information objectively, weighing its advantages and disadvantages, emerges. Responses to questions related to this activity are fairly consistent, however, emphasizing the need to stimulate students to investigate reality with different eyes, moving away from the usual binaries. Most of them (question No. 2) would choose a book on the basis of the cover alone, thus limiting their choice to their first impression; while the remainder,

with a minimal gap, would consider the reviews of other readers, demonstrating greater analytical skills and taking into account different points of view that could provide food for thought. Very few would consider choosing a book based on a monthly ranking. Una buona capacità di valutazione è emersa, invece, sulla seconda domanda (domanda n.3) dove la maggior parte degli studenti, posta di fronte a un problema, si chiederebbe quale sia il modo migliore per risolverlo; in pochi si soffermerebbero sull'indagare sulla causa e nessuno rimarrebbe indifferente.

In contrast, students showed high levels of **self-reflection**. Many of them seemed to reflect on aspects of their person that could be improved (question No. 27) and on what would make them happy (question No. 29). Only two students said they did not think about it at all; it is also true that such an answer could be interpreted as provocative.

Overall, the “**Learning to Learn**” skill level revealed great self-reflection ability on the part of the students, followed by weaker planning ability and poor use of critical thinking.

The second area of interest is citizenship, of which the first task concerns the ability to **engage in groups**, that is, the capability to adopt inclusive behaviors toward peers, as well as to listen to and accept different points of view. Most of the students said (question No. 32) that they consider important to listen and understand each other within a group, which means that, despite the young age of the respondents, many of them perceive collaboration and sharing as moments of growth, accepting the existence of a multiplicity of opinions and preferring teamwork to individuality. Only one person stated that he/she would prefer to side with the majority in case of disagreement; always one would prefer there was a leader to whom he/she could delegate decisions to be made; while, the remaining small group, refrained from taking a position.

The questions related to **culture**, that is, the ability to recognize and appreciate the arts and different cultural forms, were more numerous than the others and had, overall, positive results. Most of the students stated that they had recently visited at least one museum (question No. 5), listened daily to music (question No. 6), knew how to recognize a Made in Italy brand (question No. 9), were very interested in taking a cultural trip (question No. 15), and preferred pizza to other foods (questions No. 8 and No. 17). What is particularly interesting is that none of the interviewees showed indifference to the idea of taking a cultural trip.

Regarding the **social engagement**, the responses collected showed that a considerable number of young people use social networks to keep updated on what is happening in the world (questions No.

4 and No. 14); only one person declared him/herself completely uninterested in the issue. Social networking platforms are often used as a leisure time by young people; some of them use social networks to meet new people; only two do not use them at all.

Overall, skill levels in the “**Citizenship**” area are homogeneous in terms of group involvement and social engagement, while interest in culture stands out.

Leadership, that is, the ability to analyze and solve problems using specific techniques and tools, also has weaknesses. Regarding the **problem-solving** (question No. 16), although most students said they would seek solutions when faced with critical situations, the opposite, an equally large number of respondents would shift responsibility to their work group in the event of delays in the delivery of a project. On the one hand, students showed an intention to want to control the situation and manage conflicts to achieve their goal at any price; and, secondly, they showed a reluctance to take responsibility as leaders (questions No. 11 and No. 31).

The **proactivity**, that is, the ability to operate with the support of useful methodologies and tools to anticipate problems, trends or future changes in order to plan appropriate actions over time, is certainly related to problem solving. Again, the results obtained from the questionnaire are positive: most students consider themselves proactive and often take the initiative (questions No. 21 and No. 30); none of them feel they lack initiative.

Responses to questions related to **self-confidence**, that is, the ability to believe in one's own potential and to work toward goals, show discrepancies. Most of the students, in case of failure (question No. 10), said that they would react, not give up and want to recover even if their expectations were disappointed; many would pause to analyze the situation in order to better identify room for improvement; while few would remain suspended brooding over what had happened; seven students, on the other hand, said that they passively accepted defeat and hoped, without doing anything to achieve it, for a new opportunity. The results are, therefore, positive with the only flaw being that many students (question No. 7) tend to give too much importance to the opinion of peers, what others do or what they possess, resulting in giving too much importance to their own weaknesses or shortcomings (question No. 25).

Generally speaking, the “**Leadership**” area shows good and aligned levels of problem solving and proactivity, and less of self-confidence.



When dealing with the theme of **creativity**, that is, the ability to develop alternative ideas to create value, here is where the shortcomings increase. Most students show reluctance to apply lateral thinking to solve problems (question No. 20), and an equally large number prefer to have a confrontation before adopting a new method. The responses also show an aversion to creativity in everyday life experiences: few students are able to shape clouds by looking at the sky (question No. 19); there are eleven who said they have never tried to do so.

Pretty high levels of **empathy** and **adaptability** to different contexts were found. Responses to questions about these activities were strongly positive: students are attentive to the feelings and emotions of others and say they are willing to actively listen to provide support (question No. 12). Only two people said they were not involved in the situations and moods of others (question No. 18); as for adaptability (question No. 28), students were open to new experiences and able to handle sudden changes quite easily.

Overall, the activity levels that characterize **“Teamwork”** are lacking in creativity, offset by empathy and, even more so, adaptability.

Interesting data emerged from the responses related to communication, where questions covered both communication itself and computer skills. By **communication skills** is meant the ability to adopt appropriate communication strategies depending on the context and the interlocutor. Most students, in this case, said (question No. 26) that they care about the state of mind of the interlocutor and pay attention (question No. 24), therefore, to how the message is transmitted and received; only three people said they did not dwell too much on this aspect.

What is most surprising is the lack of **digital skills** among the students, meaning that they seem to be lacking in that skill which relates to developing digital content in line with the characteristics of the various technological platforms, knowing how to manage their identity on social networks, and establishing relationships following the logic of the web. The responses showed that most students (question No. 22) do not enjoy sharing content frequently on social; only very few of them post with regularity paying attention to the graphic features of different social networks (question No. 23).

The unconcern that emerged in the analysis of the results depends on the fact that although the target audience of the respondents belongs to Generation Z, which is the generation that has been using the Internet since childhood and does not know a world without the Internet, they need to gain more awareness regarding the use of the Internet and social platforms. Students are certainly familiar with

the use of new technologies and apps, but they need to be guided in the proper management of the tools available to them to make the most of the opportunities offered.

Overall, the levels of activities characterizing the “**Communication**” competency area are dissimilar and in favor of communication skills rather than digital skills.

Poland

The Polish partner Zespół Szkół Mistrzostwa Sportowego STAL in Rzeszów administered the questionnaire to 33 students (returned 33) from its school, aged between 16 and 18.

In general, the participants' level on soft skills exceeded the researchers' expectations and, as will be seen, proved its usefulness for the purpose of designing a targeted training path.

As for the **planning**, when faced with the request to plan a trip to Greece (question No. 1), the responses of the students focused mainly on finding the most beautiful beaches followed, with little detachment and similarly, by the search for historical places and sports activities they could do, putting trendy clubs in last place, as it was for the Italians.

When asked to plan a likely vacation (question No. 13), most of the students were inclined to view vacations as a time to relax, have fun and enjoy different types of entertainment. These people could be considered sociable, energetic, outgoing, and spontaneous in temperament. Students who chose a relaxing vacation (a few fewer than the former) probably conceive the vacation merely as a time to restore themselves, to take a break from daily responsibilities and stress; therefore, these people will be calmer and more likely to value their own well-being. Their temperament may be related to internal balance, the ability to handle stress, and the pursuit of mental peace. Just less than half of the students, potentially the most curious, determined and eager to learn, also requested nature and sports on vacation; while only three said they were interested in learning about and exploring other cultures, places and history.

Regarding **critical thinking**, in contrast to the results obtained in Italy, the analytical ability and pragmatic attitude of many respondents emerged: most of them would choose a book (question No. 2) based on the reviews of other readers; a half of them would choose it based on the suggestion of friends, demonstrating an emotionally more open approach to life and linked to social values; only 10 of them would choose books by their cover, an indication of creativity, spontaneity and aptitude for

experimentation; very few would consider choosing a book based on a monthly ranking, perhaps driven by a desire to conform to what is popular.

The responses to the question that asked students what attitude they would take when faced with a problem (question No. 3) were in line with those of the Italian target audience; thus it was observed that most would seek a solution to the problem, showing determination and flexibility, few would pause to investigate the cause and only two would remain indifferent.

When confronted with questions on **self-reflection** (questions No. 27 and No. 29), many students showed that they reflect on aspects of themselves that can be improved and often think about what makes them happy, focusing on personal development and satisfaction with their lives. These individuals have strong motivation, open-mindedness and a firm determination essential to achieving their goals. Only one individual responded that he never thinks about his weaknesses, demonstrating a high level of self-esteem, but at the same time little flexibility.

Overall, the “**Learning to Learn**” competency level revealed a harmonious approach to life by the students, although, as recorded for Italy, with limited planning skills and use of critical thinking.

For the area dealing with citizenship, whose first activity is about the ability to **engage in groups**, most students responded (question No. 32) that they believe it is important to listen to and understand others within a group, and this means showing empathy, flexibility and tolerance in the face of group needs and expectations. Only three people said they would prefer to side with the majority in case of disagreement; and two Polish students, versus only one for Italy, would prefer to appoint a leader to whom they would delegate decisions to be made; finally, some (8) chose to share the same opinion as the group regardless of the topic, an indication of conformity and low self-confidence.

Questions related to the **culture**, with the exception of museum visits, had, as with Italy, positive results. Most students said they had visited at least one museum in the past year and a total of 7 in the past month (question No. 5), they listen to music every day (question No. 6), they know how to recognize a Made in Italy brand (question No. 9), they are very interested in taking a cultural trip (question No. 15), and they prefer pizza or burgers and fries to other foods (questions No. 8 and No. 17). The responses demonstrate these individuals' flexibility toward a variety of experiences, their sensitivity to art, awareness of and interest in fashion, and a remarkable openness to experience and desire to learn.



With regards to **social engagement**, the responses collected showed that a considerable number of young people use social networks to keep abreast of what is happening in the world (questions No. 4 and No. 14), while only two people do not use them at all. The other common use of social networking platforms is as a hobby in leisure time, while only a few (5) use them to meet new people. As it can be seen, the propensity reflects the Italian situation in this area, and the figure can be related to the adaptability and inclination of young people to follow trends.

Overall, the levels of competence in the “**Citizenship**” area of Italy and Poland are very similar in terms of involvement in groups and social engagement, while they differ slightly in terms of interest in cultural places.

On **problem-solving** (questions No. 16, No. 11 and No. 31), it can be seen that the tendency of Italian and Polish students is, in the first instance, to blame the group for a delay in completing a project, rather than to find responsible alternatives to solving the problem; this may indicate courage and assertiveness on the one hand, and little independence and determination on the other. On the other hand, only four students chose to wait for others to complete the work and resolve the situation, whose temperament may be associated with introversion, caution, and a desire for harmony. In general, Polish students gave responses demonstrating optimism, resilience and flexibility in pursuing goals despite obstacles, although, like Italians, they showed little aptitude for leadership with the responsibilities it would lead to.

The **proactivity** survey also produced positive results: most of students consider themselves proactive and often take the initiative (questions No. 21 and No. 30); none of them feel they lack initiative. There are also students who state that they take initiative only when they feel safe or when others do not. These individuals may be flexible and adaptive, but at the same time more inclined to react than to act.

Regarding the **self-confidence**, most students, in case of failure (question 10) stated, unlike the Italian target audience, that they would pause to analyze the situation to better identify room for improvement; some would instead remain suspended brooding over what happened or waiting for a new opportunity. While most Italians said they were reacting, not giving up and wanting to recover, this was the case for only three of the Polish respondents. On the judgment of others (question No. 7) many of them tended to meditate in a collaborative manner, and all of them (question No. 25) should work on their self-esteem by being open to confrontation but with an awareness of their own

resources and abilities.

Overall, the “**Leadership**” area presents good levels of problem solving and less of proactivity and self-confidence.

In relation to creativity, the Italy-Poland situation appears, once again, similar. Most students showed little inclination to use alternative problem solving procedures and, in any case, would prefer to have a supervisor's approval before adopting a new method; when addressing the issue of creativity, that is, the ability to develop alternative ideas to create value, here is where the weaknesses increase. Many students showed a reluctance to apply lateral thinking to solve problems (question No. 20), and an equally large number would prefer to have a confrontation before adopting a new method. The majority, in any case, would continue to follow the rules, albeit with a view to improvement by demonstrating moderate openness to experience, analytical and problem-solving skills. Only sometimes did the students interviewed happen, instead, to want to shape clouds by looking at the sky (question No. 19); six, compared to eleven for Italy, said they had never tried to do so and only two said they always did so demonstrating in this way a willingness to explore the world from an unusual perspective through a vivid of imagination.

15

In a similar way to the survey conducted by Edotto, the STAL survey recorded high levels of students' **empathy** and **adaptability** to different contexts. Students admitted to being very (13) or fairly (18) involved in the situations and moods of others (question No. 18) and to being interested in the feelings and emotions of friends, demonstrating an empathetic and affectionate approach to interpersonal relationships. As for adaptability (question No. 28), almost all students reported keeping calm and thinking about how to proceed in the face of a sudden change that disrupts their plans (27 responses); these people, able to make rational decisions, are likely to be characterized by an ability to control emotions and an analytical approach to crisis situations.

Overall, in the “**Teamwork**” area, the creative ability does not seem to be highly developed, while empathy, and even more so adaptability, strongly characterize the attitude of the target group.

Finally, the communication skills produced unexpected results. Regarding the **communication skills**, it was observed that most students (question No. 26) are paying attention to emotional and situational contexts, but they do not always do so before communicating, which may signify a certain balance between empathy and desire to achieve goals. Responses to the question that asked them whether or not they care about their interlocutor's state of mind and they pay attention (question No. 24), then,

to the ways in which the message is transmitted and received were really varied: six students said that they pay attention to the effectiveness of their communication and strive for the best possible communication results; up to 21 (those who answered "often" or "sometimes") pay attention to the effectiveness of communication, but do not always ask themselves this question before making contact with the interlocutor; there are 6 who risk not paying attention to the effectiveness of communication, or do not consider it important.

What is surprising again, for Poland as for Italy, is the lack of **digital skills** on the part of students, who despite extensive use of technology do not seem to possess the tools for conscious and practical use of the Internet and social networks. The answers showed that most students (question No. 22) share content on social networks either little or not at all (6); only very a few post regularly paying attention to the graphical features of different social networks (question No. 23), while all the others do not spend too much time doing so, perhaps focusing more on content than form, aiming for authenticity and naturalness of their posts, but risking not taking full advantage of the potential of the instrument available.

Overall, it is not possible to outline a guideline on the topic of "**Communication**" because the survey on communication and digital skills collected variegated data that tended to be unfavorable to students' level of preparation in using the digital tools available to them, contrary to what the researchers assumed in the initial phase.

COMPARISON AND CONCLUSIONS

All the students, both Italian and Polish, showed interest in participating in the project already from filling out the questionnaire, which most of them rated positively (question No. 33).

That said, in light of the results obtained from the interviews, the partners agreed that the results appear indispensable to the project, at this stage, in order to identify exactly those aspects on which it is necessary to intervene with training to enable the student to acquire the knowledge and skills necessary to play an active role in future society.

At the end of the survey, it has been possible to confirm as appropriate the pathway already identified in Project Result 1 as consistent with the training needs of the target groups, but with some due additional adjustments, which will be explained.

The key competencies that will be deepened through the innovative online training platform TCE will be related to communication and cultural heritage. The structure of the course will present six training modules, four of which are purely theoretical if challenging, as they are tailored to the assumed target audience. The 4 "theoretical" modules concerning the selected skills will be as follows:

- Module 1 **“Collaboration”** (by Zespół Szkół Mistrzostwa Sportowego STAL in Rzeszów), which will clarify the fact that one's success depends on working together to achieve a common goal;
- Module 2 **“Communication”** (by Edotto Srl), which will provide the tools for communicating effectively, establishing positivity in relationships and collaborating with different interlocutors through understanding the specific characteristics of the other, the context and the relationship in which a communication takes place;
- Module 3 **“Critical Thinking”** (by ITM group), which will enable objective analysis of questions, divide the work and tasks, leading to the production of the result and understanding of what are the crucial points in solving a problem and looking at problems from different viewpoints and perspectives;
- Module 4 **“Creativity”** (by Wide Srl), which will provide the tools to analyze and combine existing information to generate new information.

Each section will contain at least 3 instructional units with guided video lectures, a quiz to test what was learned in the instructional units related to the specific competency, and a folder containing 6

background papers that will give those who are curious or interested a chance to explore the topics covered in the module more deeply.

Module 5, which is a practical module entitled "Storytelling techniques" will be designed to give students the opportunity to practice the skills they have acquired through different storytelling techniques:

- *Hero's Journey,*
- *False Start,*
- *In media Res,*
- *Sparklines.*

For each storytelling technique associated with a specific skill of the course, insights will be provided to enable students to write their own stories and construct engaging and engaging experiences based on the examples provided.

Finally, Module 6 will be a toolkit for self-assessment and mapping of acquired knowledge, through which the groups involved in the experimentation will be able to gain full awareness of the course they have completed, the improvements they have learned, the results they have achieved, and their practical use in the real world.

The TCE Skills pathway aims to be useful, practical, expendable, replicable and engaging, so these are the motivations that prompted the partners to approach the young people by surveying their habits and initial knowledge; thus, by directly calling the beneficiaries to the active intervention of the construction of the training pathway, it was possible to understand where to insist on content terms.

The survey was an important comparison of two realities at the European level that are very similar yet culturally, at times, distant. Students from the two countries overall showed a commonality of strengths and weaknesses providing the project partnership with a defined profile to work on. What emerged was the strong empathy inherent in this generation, the predisposition to collaboration, self-reflection, and the aptitude to follow trends in both cultural and behavioral areas. Although the world of work in the near future will require entrepreneurial spirit and innovation, the generation interviewed showed to have deficiencies precisely in leadership and creativity, key skills to be necessarily deepened. The young people have a good flair for communication and the use of technology although they often said they were bewildered when faced with making conscious and

more structured use of it. The two skills, often interrelated and inescapable, lead the partners to want to raise youth awareness the conscious and up-to-date use of the powerful tools available to them.

The next project outcome will put into practice the valuable perceptions developed through the survey to elaborate the content of the TCE Skills online course modules. It will then be the target groups themselves, at the end of the online training pilot, who will be the judges of the partners' work, through their liking and growth.

SOURCES

- TCE Skills Evaluation Report for Italy, carried by Edotto Srl within the PR3 of the current project;
- TCE Skills Final Report PR2 questionnaire, carried by Edotto Srl within the PR2 of the current project;
- TCE Skills Closed Response Questionnaire, carried by Edotto Srl within the PR2 of the current project;
- TCE Skills Evaluation Grid, carried by Edotto Srl within the PR2 of the current project;
- TCE Skills Assessment Report for Poland, carried by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie within the PR3 of the current project;
- TCE Skills Questionnaire Final Report PR1, produced by Zespół Szkół Mistrzostwa Sportowego STAL w Rzeszowie within the PR1 of the current project.