

KA204 Potential Project: INTERGEN: European Inter-Generational Support Career Development Initiative

Needs Analysis Conclusions



The idea for INTERGEN comes partly from discussions at the ‘The Future of VET Conference’, in Helsinki 11-13 Nov 2019. Step by Step presented a project idea, built upon a small intergenerational pilot project in Iceland with highly positive results (<https://www.dropbox.com/s/zpzt6o3cnddjtfz/Senior%20support%20-%20pilot%20in%20Iceland%202019%20HBE.pdf?dl=0> 2019).

The INTERGEN project will develop innovative opportunities for young & senior adult learners to acquire & develop key competences, including entrepreneurial & digital competences, so as to facilitate employability, social & personal development.

It will promote social cohesion through the exchange of good practices & knowledge, the development of a European identity, combatting age-related discrimination through 2-way intergenerational learning.

Firstly, adult learners aged over 50 can share their experience, knowledge, networks & long-term learning skills with younger adult learners aged under 30 to open up fresh & exciting employment & entrepreneurial opportunities. Secondly, adult learners aged under 30 can share their awareness, knowledge & familiarity with digital tools & modern approaches to develop flexibility & a capacity for innovative thinking in older generations.

In short, this is a ‘win-win’ scenario – both target groups have skills & knowledge that other groups need.

We plan to make use of the Community of Practice model (CoP), developed by Wenger (1991). It emphasises the role of communities as a powerful source of knowledge & creativity. In order to become a source of knowledge & tool for learning, ‘proper communities should be created & facilitated for the active exchange for ideas & knowledge’.

The INTERGEN project aims to fill this gap by producing 4 outputs leading to a win-win scenario – both target groups have skills & knowledge that other group need to become more competitive in regard to job market access.

The project will suggest new ways to make use of the best current tools and materials, such as Europass CV and the and outputs developed in previous Erasmus+ projects & design a new, innovative INTETGEN BRIDGE Model & resources/

In order to test the accuracy of our observations and justify the need for the ‘INTERGEN project, we felt that it was necessary to complete a needs analysis.

According to the sources and the observations of project partners and the VET institutions that were consulted, the main identified obstacles that discourage or prevent companies from employing low skilled job seekers aged under 30 or aged over 50 include:

- Social Inclusion – Discrimination, e.g. Ageism considerations
- Competences considerations
- Qualifications Considerations
- Work -experience Considerations
- Cultural considerations
- Linguistic considerations

Through their wide-ranging experience in Adult Education, the 'INTERGEN' project partners have identified the following needs:

- The development of learning opportunities for key development of key competences for low-skilled adult job seekers from the target groups – aged under 30 and aged over 50.
- The development of careers development for adults from the target groups.
- Improve the number of adults not in employment from the target groups able to secure employment.
- Improve employer satisfaction due to increased availability of potential employees with the skills that they require, thereby increasing the degree of added-value to the company.
- Reduce the frustration and uncertainties felt by staff and job seekers in regard to their ambition for quality employment opportunities
- Provide focused pilot studies that show how put innovative solutions into practice in both face to face and online environments
- Maximise the benefits of training solutions and help participants to achieve their aims by securing fulfilling employment

In order to evaluate if these needs really exist, preliminary research was undertaken by APRECA, ERPN & Step by Step with the involvement of all other project partners in the seven EU member states involved in this project to be in a position to see an overview of the current situation and look at currently available resources. The questionnaire asked job centres, careers guidance centres, universities with programmes for life-long learning, adult education training organisations and educators for their observations on the current situation in regard to the strengths & weaknesses of members our 2 target groups and obstacles to their access to the job market

If our application for funding is successful. we plan to undertake more in-depth research, this time focusing on the views of employers as the first stage of work on Output 1 of the project.

There were 2 strands to this research:

a) ***Documentary research:***

In order to be of most value, resources needed to be relatively up to date and so we limited our research to resources produced since 2010 and in particular since 2015.

Firstly, at European level, targets & priorities for lifelong learning are underlined within core strategies & initiatives, such as the ET 2020 Strategic Framework. Its 4 common objectives are to make lifelong learning a reality by strengthening the relevance of schemes & new initiatives. It seeks to promote equality, social cohesion, creativity & innovation.

It aims to raise the employment rate so that 75% of citizens aged 20-64 are in employment by encouraging the development of skills, competences & entrepreneurship to help them to access the job-market & secure fulfilling employment.

The Renewed European Agenda for Adult Learning defines the focus for European cooperation in adult education policies for the period to 2020. It is based on the identified need for all adults regularly to enhance their personal & professional competences. It aims to increase the possibilities for all adults to access flexible, high-quality learning at any time in their lives; develop new approaches to adult education focusing on learning outcomes; raise awareness that learning is a lifelong endeavour; develop effective lifelong guidance systems & systems for validating non-formal & informal learning.

Upskilling Pathways shows that almost 20% of adult Europeans struggle with basic reading, writing, calculation & using digital tools in everyday life. Without these skills & with low level of qualifications, there is a higher risk of unemployment, poverty & social exclusion. Upskilling pathways aims to help adults acquire a minimum level of key skills & progress towards an EQF level 3 or 4 qualification.

Upskilling pathways targets adults with a low skill level, employed or unemployed, with a need to strengthen basic competences. Support to individuals is provided in 3 key steps: skills assessment; learning offer; validation & recognition. Delivery is based upon: effective outreach, guidance, support measures.

We then looked at resources generated through EU funded projects, European Commission studies and reports, pilot studies, higher education studies, country-based resources and guidelines. We also researched the resources offered by major European bodies.

In 2019, Radu Szekely pointed out that the number of people aged 60 or over will reach more than 2 billion by 2050. He stated on EPALE 2017, 'the field of intergenerational learning is extremely complex, scattered and with very limited data in what has been done and the types of impact achieved'. Active stimulating, intergenerational contact can contribute significantly to young and old target groups and 'systematic intergenerational learning opportunities seem a promising solution to the current situation'.

In Iceland this situation is already having a profound effect on our labour market, and Iceland is facing a changing demographic composition. According to Oli Björn Kárasón, chairman of the Parliamentary Economic Committee the percentage of people, 67 years and older will, rise from 12% to 19% in 2040 and to 22% in 2060 (July 2019). This means that there will be more seniors outside of the labour market than young people in Iceland under 20 years old. A small country like Iceland must take decisive action now and the INTERGEN project can make a significant contribution here.

Simon Broek (2013) shows that intergenerational learning is an excellent methodology for enabling transformative education.' Brian Findes talked about the "forgotten generations and said on EPALE that colleagues differing in age learn from each other (2015).

Be active and activate. In the XXI century one of the buzz words is recycling, reusing, rethinking and redesigning. Why? Because we know is not smart to keep on using – buying everything – like there are no limitations.

In this project INTERGEN we have used this fact to create a project where the main target groups, which are facing "exclusions of the labour market "are trained to recycle & renew their knowledge by working together towards a much more flourish future. Exciting?

The main challenges we face in the labour market are said to be automation of jobs, flexible and global labour, changes in the age composition of the workforce and processing of data. It may not be surprising that the automation of jobs was what most considered to be one of the main subjects. We already see the example of the technology being used to resolve a project that the human beings undertook previously, like supermarkets checker's checkboxes are reduced and self-service terminals become increasingly more pronounced.

One Scandinavian research published in 2018 (KVOTE- SIGRUN) show that only 44% of those who took part in the survey consider their company ready to cope with this automation, but 66% of the respondents do not consider themselves ready.

Flexibility in employment and international Labour is another big challenge. Younger generations do not have the same values as previous generations and are unafraid of taking a shorter assignment and operating a scheme in every place, instead of hiring a single workplace and working there all their lives. Experience shows that companies will increasingly take advantage of contracting and loosing staff as well as cooperating with other parties in a similar industry. Only a third considered their company ready for these changes.

The third challenge is the change in the age composition of the workforce. Never before have as many generations been together in the labour market and with improved health and well-being, people are ready to act longer and that calls for diversified demands.

Analysis and processing of data is a big challenge because one is to provide data, but the second is to be able to utilize the predictive value that can be hidden. This work calls for better coordination of the available workforce – call for stronger integration of different generations.

Our project INTERGEN is focusing on these challenges.

Participation in the labour market has an overall positive impact on both the physical and mental health of individuals. Likewise, the results of studies in 2017 show that young men who have been without work for six months are six times more likely than others to take their own live (<https://healthydebate.ca/2017/08/topic/male-suicide>) Young people in EU today need different ways to be able to understand what is needed in the labour market and our project INTERGEN is planned to create several output that can useful for this purposes.

Our other target group are seniors 50 plus. This group is very fast-growing all-over EU. In most of our EU countries this group has many positive signs like better health, better educations and even stronger social network.

This project will have positive effect against stereotypes of seniors and ageism and might show this group of people in very different lights. As George Bernard Shaw said **'We don't stop playing because we are old, - we get old because we stop playing'**.

The Swedish Housing Experiment presented by the BBC (12 February 2020) where younger age groups share collective living in a house with older age groups to make a difference. "We try to work against loneliness, to make people be more socially included," ... improving the quality of life of senior residents like Ericsson, who lacked daily interactions, was the project's original goal. But once the team started their research, they realised how much many of the younger tenants could benefit too. "I think the project has some promise because it is directed to two specific groups of 'lonely living' people – young people and the elderly By being together – different categories of people - it decreases segregation and also gives a better quality of life." <https://www.weforum.org/agenda/2020/03/sweden-loneliness-housing-generations-elderly-youth/>

This project will have positive effect against ageism stereotypes for both younger & older job seekers by showing these groups in a very different light. The INTERGEN partners believe that because the problems of young & senior job seekers in securing employment are likely to increase dramatically over coming years; the urgent need for innovative solutions such as those that we plan to design is clearly demonstrated.

Dr Ros Altman points out: "Encouraging and enabling those who want to work longer has the power to increase our country's economic activity significantly in the future. The obvious solution is to embrace later life working, helping to realise the potential of older workers who have so much experience and talent to offer.

Prolonging average working life can mean:

- Higher national income, production and growth
- Lower unemployment and higher wages for younger generations
- Improved intergenerational cohesion
- Lower benefit spending and pensioner poverty
- Improved health and wellbeing and reduced health spending

However, age discrimination and unconscious bias remain widespread problems in the UK labour market and more action is needed to overcome this". (A UK Government Report, "A New Vision for Older Workers" (March 2015) by Dr Ros Altmann CBE)

ICTSkills4All (2019) aims to empower old citizens for a digital world aims at fostering digital skills, self-confidence and online safety of old adults aged 55 years and over who have minimal or no engagement with digital technology .In our transforming society lack of digital skills in the elderly population is synonymous to social isolation; inability to access information and services, including health services; loss of autonomy, and an increased sense of inadaptability.

Totaljobs' survey revealed startling results about how senior professionals are coping on the job hunt. We discovered that 88% of 51-60 year-olds believe that putting their date of birth on their CV makes it harder to get a job, while a further 73% believe they have been rejected for a job purely because of their age. (3 February 2020

<https://www.totaljobs.com/advice/is-it-harder-for-younger-or-older-jobseekers-to-find-work>

This research will enable us to compile a provisional list of current limiting factors facing low-skilled adults not in employment at opposite ends of the age spectrum in regard to potential opportunities to access the job market and prepare for additional research if our project application is successful.

The majority of studies and projects that we have researched cite 'lack of work experience' as the determining factor in a companies' decision not to employ adults aged under 30. For adults aged over 50, factors such as 'lack of digital skills', lack of 'adaptability' are cited. . It is our belief that by creating a model where these two groups can work together and gain mutual respect, they will be able to learn many of the competences that they lack from each other.

The resources that we aim to produce in the 'INTERGEN project will be open-source and freely available to download and use. Furthermore, the project partners have undertaken to keep the app current through regular updates for 5 years after the end of the project.

Young people are very digitally aware and therefore we feel that encouraging them to become familiar and make best use of existing applications will not only help them but will allow them to pass on their knowledge to the older generation. In this way the 50+ age group will come to see digital applications as 'fun activities'.

b) Questionnaire-based research:

Project partners made use of their networks, including Adults Education providers and companies to evaluate the current state of play and whether there is a real and urgent need for the resources for organisers, host companies and trainees that we aim to design and create in the 'INTERGEN' project.

35 questionnaires were sent out to job centres, careers guidance centres, adult educators, Universities & Adult Training Organisations involved in life-long learning. 35 replies were received.

The results of the questionnaire-based research are analysed in detail in the Benchmarking Conclusions in the following section and they demonstrate the high degree of pertinence of the aims of the INTERGEN project and the significant gap between the current situation and what low skilled adults from both target groups actually require.

The INTERGEN project would therefore have positive effect on social inclusion, by increasing awareness and confronting discrimination, such as ageism stereotypes for both younger & older job seekers by showing these groups in a very different light.

The INTERGEN partners believe that because the problems of low-skilled young & senior adults in securing employment are likely to increase dramatically over coming years; the urgent need for innovative solutions such as those that we plan to design is clearly demonstrated.

INTERGEN Initial Documentary Sources:

A Strategic Approach to Employer Engagement 2013

ADDIE

Agenda for New Skills and Jobs

BBC, 12 February 2020

Be Smart Seniors (2018)

Brian Findes (2015).

DIAL (2019)

Education Culture Repository

Education to employment: getting Europe's youth into work

European Agenda for Adult Learning priorities

EQUAVET

Erasmus+ Projects

Erasmus+ App

Erasmus+ MATCHSI

Erasmus+ RMT

ET 2020 Strategic Framework

EU4EU

Europa.eu/Erasmus+

Europe 2020 Growth Strategy

Healthy Debate (2017)

ICT Skills 4 All (2019)

Labour Market Needs, Professional Profiles and Competences

Linking Education to Business

KVOTE- SIGRUN (2018)

[MATCHSI Compendium of Good Practice For Transnational Work Placements with 80+ sources](#)

OECD Skills Strategy Diagnostic Report Italy 2017

Oli Björn Kárasón (July 2019)

Professional Skills and Employment

Radu Szekely (2019)

Ros Altman (Match 2015)

Simon Broek (2013)

Step By Step (2019)

Together – Old 1 Young (2019)

Total Jobs (2020)

Upskilling Pathways: New Opportunities for Adults

We learn from our grandparents (2019) EPALE

YOMTOOL 2011-1-N01-LEO05-03276

<http://www.qqi.ie/Publications/Education%20and%20Employer%20-%20A%20Strategic%20Approach%20to%20Employer%20Engagement.pdf>

[Checklist with Key Actions - Before Mobility_Nov2013](#)

<http://edutechwiki.unige.ch/fr/ADDIE>

<http://ec.europa.eu/social/home.jsp?langId=en>

<https://www.totaljobs.com/advice/is-it-harder-for-younger-or-older-jobseekers-to-find-work>)

[short_summary_bess_en.pdf\(link is external\)](#)

EPALE -Forgotten Generations

https://ec.europa.eu/programmes/erasmus-plus/node_en

http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf

<https://www.mckinsey.com/industries/social-sector/our-insights/converting-education-to-employment-in-europe>

<https://epale.ec.europa.eu/en/policy-in-the-eu/implementing-the-european-agenda-for-adult-learning>

<http://www.eqavet.eu>

<https://ec.europa.eu/programmes/erasmus-plus/projects/>

<https://www.esn.org/erasmus-app>

http://www.matchsi.com/?lang=en_GB

<http://www.erasmusplus-rmt.net/en/>

http://ec.europa.eu/education/policy/strategic-framework_en

<https://www.eu4eu.org>

https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/annual-report-2016-stat-annex_en.pdf

https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en

<https://healthydebate.ca/2017/08/topic/male-suicide>

[https://up.pt/ictskills4all/\(link is external\)](https://up.pt/ictskills4all/(link is external))

[http://valenciaemprende.es/ayuntamiento/empleo.nsf/0/A6E0077A3C373744C1257948003DDA29/\\$FILE/PROGRAMA%20NEPCO%20ingles.pdf?OpenElement&lang=2](http://valenciaemprende.es/ayuntamiento/empleo.nsf/0/A6E0077A3C373744C1257948003DDA29/$FILE/PROGRAMA%20NEPCO%20ingles.pdf?OpenElement&lang=2)

<http://www.oai.ie/linking-education-business.php>

Report on ageism

<http://matchsi.com/files/matchsiresearchcompendiumofgoodpracticefortransnationalworkplacementsen.pdf>

<https://www.oecd.org/skills/nationalskillsstrategies/Diagnostic-report-Italy.pdf>

Parliamentary Economic Committee, Iceland

<http://es.slideshare.net/educacionenmalagavalores/proyecto-leonardo-miguel-romero-esteeo-2010121>

Demographic progression in the modern world

A New Vision for Older Workers

intergenerational learning & transformative education

<https://www.dropbox.com/s/zppt6o3cnddjtftz/Senior%20support%20-%20pilot%20in%20Iceland%202019%20HBE.pdf?dl=0>

<https://vimeo.com/333074244>

<https://www.totaljobs.com/advice/is-it-harder-for-younger-or-older-jobseekers-to-find-work>)

<https://ec.europa.eu/social/main.jsp?catId=1224>

<https://www.pegem.net/dosyalar/dokuman/1932016092929pdf.pdf>

<http://www.skillstools.eu/yomtool-top>

INTERGEN: Initial Benchmarking Exercise

The 'INTERGEN' project is born from discussions at the 'The Future of VET Conference', held in Helsinki 11-13 November 2019 & from observations that 2 groups of low-skilled job seekers at opposite ends of the age spectrum encounter significant difficulties in developing the necessary skills to access the job market.

As mentioned in the Needs Analysis, before the drafting of the project & the submission of the funding application, two-prong research was undertaken by EPN with the involvement of all project partners in the seven EU member states involved in this project. This entailed documentary research – and questionnaire-based research.

The results of the Questionnaire-based research have allowed us to undertake a benchmarking exercise to give a preliminary snapshot of the current situation and current needs as perceived by the organisations that replied to the questionnaire.

The objectives of this benchmarking are:

- To determine how relevant stakeholders & organisations view the competences & strengths/weaknesses of low skilled adults with limited qualifications from our 2 target groups
- To identify the most important limiting factors preventing them from accessing the job market
- To identify the factors that discourage potential employers
- To determine what potential resources would be helpful to counter these objections, allow our target groups to develop the formal/non-formal competences that they need to secure fulfilling employment

The benchmarking exercise concentrated on the responses 35 questionnaires received from the 35 questionnaires sent out. The replies were analysed by county & by category of organisation –Job Centres, Careers Guidance Centres, Adult Educators, Universities & Adult Training Organisations involved in life-long learning. The full analysis table is on page 9. An example of the questionnaire is on pages 10-11.

Please assess the strengths of Young Job Seekers aged 30 years of age or younger & of Senior Job Seekers aged 50 years of age or older

The strengths of Young Adults not in employment were Digital Competence, Multilingual Competences & Entrepreneurship Competence. For Senior Adults not in employment, Work experience was the most important strength, followed by Cultural awareness and expression competence. Next came Personal, social and learning to learn competence and Citizenship competence.

The strengths of adults from the two target groups are therefore completely different – underlining the potential for the to learn from each other through the CoP model and collaborative learning.

Please assess the weaknesses of Young Job Seekers aged 30 years of age or younger & of Senior Job Seekers aged 50 years of age or older

The weaknesses of Young Job Seekers were a lack of work experience, limited Cultural awareness and expression, and Personal, social and learning to learn competence. For Senior Job Seekers, Digital Competence, Entrepreneurial competence & Multilingual Competences were the most frequently cited weaknesses.

Once again, we can see that the weaknesses are different from each target group and that there is a high degree of correlation with the strengths, thereby confirming the value of an inter-generational learning programme and the mutually beneficial advantages and benefits.

These replies highlight the need for an in-dept research study to delve into the reasons and to allow INTERGEN project partners to imagine and design innovative solutions and resources that could help to change the current situation and encourage employers to offer employment opportunities for adults from both target groups.

Do Young / Senior Adults not in employment use Europass CV when making job applications

40% of organisations questioned use Europass with younger job seekers that they work with and only 9% with older job seekers (50+). This is disappointing & shows that organisations & Participants still need to be convinced of the value of presenting competences, skills, experience & qualifications in the user-friendly way that Europass CV allows. INTERGEN aims to make a contribution here so as to improve accessibility & in turn uptake in smaller organisations. The project is therefore in line with the priorities of the European Commission & the Erasmus+ Programme & will complement existing resources & materials.

Do Young / Senior Adults not in employment to use the European Skills Passport when making job applications

Only 23% of organisations make use of the European Skills Portfolio with Young Job Seekers and no organisations use the Skills Passport with Senior Job Seekers. This is once again very disappointing as employers are increasingly looking for the all-round representation of candidates qualities and abilities that the portfolio presents.

Are you aware of the existence of a pedagogical support programme that provides an opportunity for Young Adult Job Seekers to work with Senior Adult Job Seekers

Only 2 organisations of the 35 were aware of the existence of a pedagogical support programme that provides an opportunity for Young Job Seekers to work with Senior Job Seekers and both of these were from Iceland and had been involved in the short Icelandic Pilot Study.

Do you think that a pedagogical support programme that allows Young job seekers aged under 30 and Senior Job Seekers aged over 50 to work together and learn from each other would be of benefit to the participants?

97% of organisations that participated in the research said that a pedagogical support programme that allows young job seekers aged under 30 and senior Job Seekers aged over 50 to work together & learn from each other would be of benefit to the participants.

Do you think that such a programme would allow participants to learn from each other by helping to improve competences, entrepreneurial skills and knowledge?

94% said that this type of programme would allow participants to learn from each other by helping to improve competences, entrepreneurial skills and knowledge.

Do you think that such a programme would help to improve access to the job market and to secure employment?

91% felt that this type of programme would help to improve access to the job market and to secure employment.

These replies were very encouraging and clearly underline the potential benefits of the INTERGEN project outputs for the main target groups.

We of course accept that we have only undertaken preliminary research and that a sample of 35 is not large enough or not fully representative to be able to draw completely reliable and valid conclusions. However, the results obtained after this particular benchmarking exercise do allow us to establish tendencies and in turn make conclusions based on this sample.

It is thus abundantly clear that there are real and identifiable factors which limit the employability of low skilled adults from our target groups.

The 'INTERGEN' project aims to help to fill this gap between the needs of adults from both target groups and the current situation. The impact of our project will therefore be on three levels. Firstly, on the number of organisations offering specific pedagogical & careers development for low-skilled adult job seekers from the target groups. Secondly, on the number of job seekers from the target groups able to secure employment. Thirdly on employer satisfaction due to increased availability of potential employees with the skills that they require, thereby increasing the degree of added-value to the company.

INTERGEN will pull together & build on the most relevant & pertinent existing resources: for example, the pilot project in Iceland (2019). We will use the results of the Erasmus+ RMT project, which considered the employer's point of

view on employee competences. The Best Practice MATCHSI project produced a process & materials that will be of use to the INTERGEN project in designing resources for Online Training Modules to facilitate Job-market access:

The INTERGEN outputs could also be adapted for in use in countries not actively involved in the project, thereby dramatically increasing the impact of the resources that we will produce.

The project will also link with initiatives aimed at improving market access such as the Europe 2020 strategy & thus contribute to the mainstream utilisation of innovative resources, work methods & training for educators.

The INTERGEN partners believe that because the problems of young and senior job seekers in securing employment are likely to increase dramatically over coming years; the urgent need for innovative solutions such as those that we plan to design is clearly demonstrated.

However, it is also clear that there is no need to reinvent the wheel. Relevant materials and resources already exist. It is more a question of looking for innovative ways to adapt these to improve the competences & employability of our target groups by working together and learning from each other and by reinforcing the links between EU tools such as Europass CV and the European Skills Passport.

[illegible]

	Work Experience	1	1	1	1	1	1	1	1	2	2	1	1	2	2	2	1	2	1	1	1	1	1	1	1	1	2	2	1	1	2	45	1.29	1						
	Citizenship competence	1	1	1	1	4	2	2	2	1	2	2	1	4	2	2	4	3	3	3	3	3	3	3	3	3	4	3	2	2	4	90	2.57	2						
	Cultural awareness and expression competence	3	4	4	3	4	2	1	1	2	3	3	2	2	4	3	3	3	1	3	2	1	2	2	3	3	4	3	4	4	2	4	1	3	90	2.57	3			
	Literacy competence	2	4	4	3	4	2	2	2	3	3	2	2	1	3	4	4	3	2	3	2	2	3	3	3	4	4	3	4	3	4	3	4	102	2.97	4				
	Personal, social and learning to learn competence	1	4	4	4	4	1	2	1	3	2	1	2	3	2	3	1	2	3	3	2	4	3	4	4	4	4	4	4	2	3	4	107	3.06	5					
	Mathematical competence and competence in science, technology, and engineering	4	3	3	2	4	2	1	5	4	4	2	3	3	4	4	4	4	3	4	3	2	4	4	4	4	3	3	5	4	4	123	3.51	6						
	Multilingual competence	2	4	4	3	2	4	4	5	4	4	4	3	3	4	4	4	5	4	5	3	2	4	4	4	4	4	4	4	4	4	130	3.71	7						
	Entrepreneurship competence	4	5	5	3	5	4	5	4	5	4	3	3	2	3	5	2	4	4	4	5	4	5	3	4	5	5	3	3	4	5	4	135	3.86	8					
	Digital competence	3	5	5	3	4	5	4	5	5	4	2	2	4	2	4	5	4	5	3	5	4	5	4	4	3	3	4	4	4	3	4	140	4.00	8					
	If yes, please assess their weaknesses and rank them with 1 as very important and 5 as less important																																							
2.b	Digital competence	1	1	1	1	1	1	1	1	1	4	1	2	2	2	3	3	3	2	1	1	1	1	1	1	1	1	1	1	1	4	57	1.63	1						
	Entrepreneurship competence	1	2	2	1	1	1	2	1	1	1	2	3	3	3	3	3	4	4	4	5	2	1	2	1	2	1	1	1	3	3	2	1	2	71	2.03	2			
	Multilingual competence	1	1	3	4	4	1	2	2	1	1	3	3	3	4	2	2	3	2	3	2	1	2	2	1	1	2	1	2	1	2	3	76	2.17	3					
	Mathematical competence and competence in science, technology, and engineering	2	2	2	3	3	2	1	2	1	1	4	3	3	4	2	2	3	2	3	2	1	2	1	2	2	2	2	4	3	1	2	3	77	2.20	4				
	Cultural awareness and expression competence	2	2	2	3	3	3	2	2	3	2	3	3	3	3	2	3	4	3	4	5	2	3	2	3	2	2	2	3	2	2	2	91	2.60	5					
	Literacy competence	3	3	3	3	3	3	3	3	3	4	5	5	4	3	3	2	3	3	4	3	3	3	3	3	3	3	3	4	3	4	4	110	3.14	6					
	Personal, social and learning to learn competence	3	2	4	4	2	3	4	4	3	3	3	4	5	2	4	3	2	2	3	3	3	3	4	4	3	3	4	3	3	4	114	3.26	7						
	Citizenship competence	4	3	3	4	5	4	4	5	4	5	4	4	4	4	5	4	5	5	4	4	5	4	4	4	5	4	4	4	5	4	2	4	145	4.14	8				
	Work Experience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	3	3	4	4	5	5	5	5	5	5	5	5	1	2	2	5	154	4.40	9				
2.c	If yes, Do Senior Job Seekers to use Europass CV when making Job applications? Yes/No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	3	0.09		9%		
2.d	If yes, Do Senior Job Seekers to use the European Skills Passport when making Job applications? Yes/No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00		0%
3	Are you aware of the existence of a pedagogical support programme that provides an opportunity for Young Job Seekers to work with Senior Job Seekers?	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0.06		6%	
4	Do you think that a pedagogical support programme that allows Young job seekers aged under 30 and Senior Job Seekers aged over 50 to work together and learn from each other would be of benefit to the participants?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	0.97		97%
5	Do you think that such a programme would allow participants to learn from each other by helping to improve competences, entrepreneurial skills and knowledge? Yes/No	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	0.97		94%
6	Do you think that such a programme would help to improve access to the job market and to secure employment? Yes/No	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	0.91		91%

KA204 Potential Project: INTERGEN: European Inter-Generational Support Career Development Initiative

INTERGEN: Benchmarking Exercise Questionnaire:

Institution:	
Country:	

Please complete the Questionnaire below:

Q No	Question	Answer
1	Do you currently work with Young Adults not in employment aged 30 years of age or younger? <i>Yes/No</i>	yes
1.a	If yes, please assess their strengths and rank them with 1 as very strong and 5 as very weak	
	Literacy competence	
	Multilingual competence	
	Mathematical competence and competence in science, technology, and engineering	
	Digital competence	
	Personal, social and learning to learn competence	
	Citizenship competence	
	Entrepreneurship competence	
	Cultural awareness and expression competence	
	Work Experience	
1.b	If yes, please assess their weaknesses and rank them with 1 as very important and 5 as less important	
	Literacy competence	
	Multilingual competence	
	Mathematical competence and competence in science, technology, and engineering	
	Digital competence	
	Personal, social and learning to learn competence	
	Citizenship competence	
	Entrepreneurship competence	
	Cultural awareness and expression competence	
	Work Experience	
1.c	If yes, Do Young Job Seekers to use Europass CV when making job applications? <i>Yes/No</i>	
1.d	If yes, Do Young Job Seekers to use the European Skills Passport when making job applications? <i>Yes/No</i>	
2	Do you currently work with Senior Adults not in employment aged over 50 years of age? <i>Yes/No</i>	
2.a	If yes, please assess their strengths and rank them with 1 as very strong and 5 as very weak	
	Literacy competence	
	Multilingual competence	
	Mathematical competence and competence in science, technology, and engineering	
	Digital competence	
	Personal, social and learning to learn competence	
	Citizenship competence	
	Entrepreneurship competence	
	Cultural awareness and expression competence	
	Work Experience	

Q No	Question	Answer
1.b	If yes, please assess their weaknesses and rank them with 1 as very important and 5 as less important	
	Literacy competence	
	Multilingual competence	
	Mathematical competence and competence in science, technology, and engineering	
	Digital competence	
	Personal, social and learning to learn competence	
	Citizenship competence	
	Entrepreneurship competence	
	Cultural awareness and expression competence	
	Work Experience	
1.c	If yes, Do Senior Job Seekers to use Europass CV when making job applications? Yes/No	
1.d	If yes, Do Senior Job Seekers to use the European Skills Passport when making job applications? Yes/No	
3.	Are you aware of the existence of a pedagogical support programme that provides an opportunity for Young Adults not in employment to work with Senior Adults not in employment? Yes/No	
4.	Do you think that a pedagogical support programme that allows Young job seekers aged under 30 and Senior Job Seekers aged over 50 to work together and learn from each other would be of benefit to the participants? Yes/No	
5.	Do you think that such a programme would allow participants to learn from each other by helping to improve competences, entrepreneurial skills and knowledge? Yes/No	
6.	Do you think that such a programme would help to improve access to the job market and to secure employment? Yes/No	

Thank You for your help and for taking the time to complete this questionnaire