



DIG IN Program Guide: PILOTING TOOLKIT



PILOTING PROCESS DESCRIPTION

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1. Introduction

A. Scope of the project

DIG IN strategic partnership offers new ways for NEETs outreach and engagement (via ICT & digital mentoring) and personal development (using collaborative learning, entrepreneurial competences and networking) to increase their possibility for employment and social inclusion.

DIG IN strategic partnership will offer a new strategy and tools useful to youth association and NGOs to plan new ways for engaging and reaching NEETs affected by socioeconomic barriers (migrants background, weak family support, early school leavers) and motivate them to take part in an empowerment program that will use entrepreneurship as motivation for participating in society and contributing to the labour market.

With the dynamically changing world of the working environment driven by technological advancement and global connectivity, youth remain confronted with a multifaceted employment challenge which includes unemployment, under-employment, and low job quality, as well as working poverty, job insecurity and long transitions to stable and satisfactory employment. These challenges are also connected with the issues related with engaging NEET youth and the one disconnected by society and the offering more outreach strategies more suited with the so-called “digital natives”.

According to the Digital Skills Indicator, in 2017, 43% of the EU young population had an insufficient level of digital skills and 17% had none at all (<https://ec.europa.eu/jrc/digcomp>) and young people despite being called ‘digital natives’ do not naturally possess the skills for an effective use of technologies, and the skills they acquired informally are likely to be incomplete and not applicable as ‘workplace skills’. The lack of proficiency in the use of digital tools needed for today’s workforce contributes to an increasingly lost generation, unable to realize their full potential as learners, employees, entrepreneurs or citizens.

On top of that, the disruption of the so-called 4th industrial revolution, will require future work force to ‘invent new ways for earn money’ and satisfy both society and companies needs in ways that cannot fully predict at the moment. In addition, concepts as entrepreneurial skills, digital skills, ability to cooperate, solve problems and make business sustainable are increasingly become necessary to engage in a knowledge-based economy.



Today, nearly 40% of employed people in the European Union are in atypical employment (not working under a full-time, open-ended contract) or self-employed. Globally, the McKinsey Global Institute estimates that by 2030, up to 375 million workers (14% of the workforce) will need to switch occupational categories in order to meet the needs of a shifting labour market. The change of working environment driven by technological advancement, global connectivity and information overload will require young people to develop a set of skills that will allow them to compete and survive in societies that are becoming more complex and unpredictable.

Given the rigidity of the education system and the already busy school calendar, youth associations and NGOs are best suited to offer youth a neutral ground, where they are not conditioned by the 'formal' school environment and where they can experiment new skills freely and learn in a more fostering environment. On the other hand, Youth organizations and NGOs lack the technical competency, but they already have the right competences in offering nurturing environment to disadvantaged youth and offer program that foster transversal skills with non-formal education techniques.

B. Project objectives

The project's aim is two folded:

- offer a new OUTREACH strategy that make use of ICT and new media to increase NGOs and youth associations' ability to reach, engage and motivate NEETs
- prepare a COLLABORATIVE LEARNING space where NEETs can create new opportunities for themselves and connecting with peers, while enhancing their employability and entrepreneurial skills

C. Project target group

The project will start with equipping educators with more sophisticated ICT skills and tools, to allow them to define the best blends among on/offline, individual or group activities, and allowing participants to control their own timing and schedule. As there is no single method that works best to reach, engage, and motivate young NEETs, different channels should be used depending on the specific group targeted using also different types of media including social media.



2. The process of piloting

The aim of the piloting is to ensure that the IO2 Guide and its contents and tools are concretely effective in meeting the demands of learning and guidance of the target groups, ensuring its take-up by other interested learners in partner countries and beyond.

The piloting will be consisted of 4 phases:

- Pre-assessment questionnaires that will evaluate the knowledge and skills of participants, both youth and educators, before the piloting phase.
- Local activities: 2 preparatory activities will be organized with the stakeholders, educators and mentors: one workshop will be for stakeholders, educators and mentors and one will involve only the educators to prepare them to deliver the local activities. During the local activities, each partner will test the workshops that they created for IO2.
- Focus groups with the educators. Halfway along the testing, a round of focus groups is organized by the partners with the participants and their educators, for a deep assessment of their progress and their satisfaction of the materials offered.
- Final assessment questionnaires that will evaluate the knowledge and skills of participants, both youth and educators, after they have completed the piloting phase.

Participants

Each partner should engage and motivate at least 20 youth to take part in the local activities. Part of the activities have to be conducted 'in person' during the workshops, while part of them will be conducted online, involving also mentors and educators that monitor the process and offer guidance during the collaborative learning activities. However, due to the covid-19 pandemic that has disrupted the implementation of face-to-face activities in many European countries, partner organizations are free to conduct all the activities online, if the national restrictions do not allow an offline implementation.

Duration

The local activities should last at least 5 months (March – June/July) and foresee that each organization will implement at least 3 local activities. The duration and the schedule of each local activity will be



decided by the educator of each partner organization with an intension to last from 2-3 hours. Photos should be taken as a proof of the activities' implementation.

Risk management

Withdrawal of participants: In the process of selecting participants, a respective number of runners-up will be selected as well. The purpose is for partners to create a runner-up base so that they can immediately replace a participant who will want to leave. In addition, declarations of review will be signed by mentors and educators for the review of the IOs as part of their engagement to the piloting phase.

Finalization and diffusion of the results

By the end of the process, the partnership will have relevant knowledge about the following topics:

- Content suitability of the Guide
- Transparency and ease of communication
- The effectiveness of the acquisition of knowledge
- Possible improvements
- Conclusions and recommendations

At the end of the piloting, KAINOTOMIA will collect the findings of local piloting reported by educators and participants' feedback, with a view to producing a report outlining the modifications to be applied to the program and a guidebook.

KAINOTOMIA will add at the guidelines the 'Lessons Learned' that have been emerged during the piloting phase. This section will contain suggestions on the best strategy to involve local stakeholders in the process of supporting young NEETs and regaining their motivation for improvement, preparing them to enter the labour market.



3. General Timetable

Phase of testing	Timeframe	Indicators
Pre – assessment questionnaires	March – September	At least 3 – 5 adult educators/ organization 8 mentors/ organization
Pre – assessment questionnaires	March – September	At least 20 young people/ organization
Local Activities	March – September	At least 3 – 5 adult educators & 8 mentors/ organization At least 20 young people/ organization
Focus Groups	March – September	At least 3 – 5 adult educators/ organization 8 mentors/ organization
Final assessment questionnaires	May – September	At least 3 – 5 adult educators/ organization 8 mentors/ organization
Final assessment questionnaires	May – September	At least 20 young people/ organization

4. National piloting

4.1. Poland

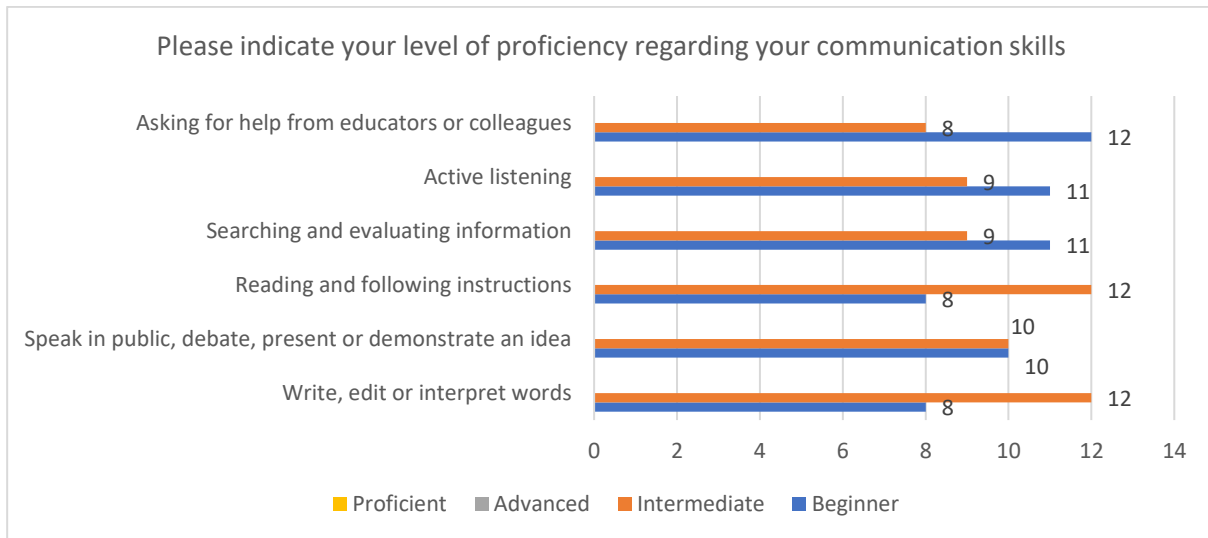
The piloting took place in June 2022 in Przemyśl (POLAND). In the piloting sessions participated 22 NEETs and 5 educators/mentors, while Foundation of the Solunian Brothers - Cyril and Methodius's staff organized a preparatory meeting with the educators the week before the piloting implementation and a focus group in-between the activities. The partnership implemented 10 workshops according to the IO2 'Guidebook for educators to deliver the DIG IN program'. Participants and mentors/educators received two questionnaires each – one pre-assessment and one post-assessment – to evaluate the content of the DIG-IN Programme Guide and spot areas for improvement. The results from the questionnaires are listed below.

A. Results from questionnaire for NEETs

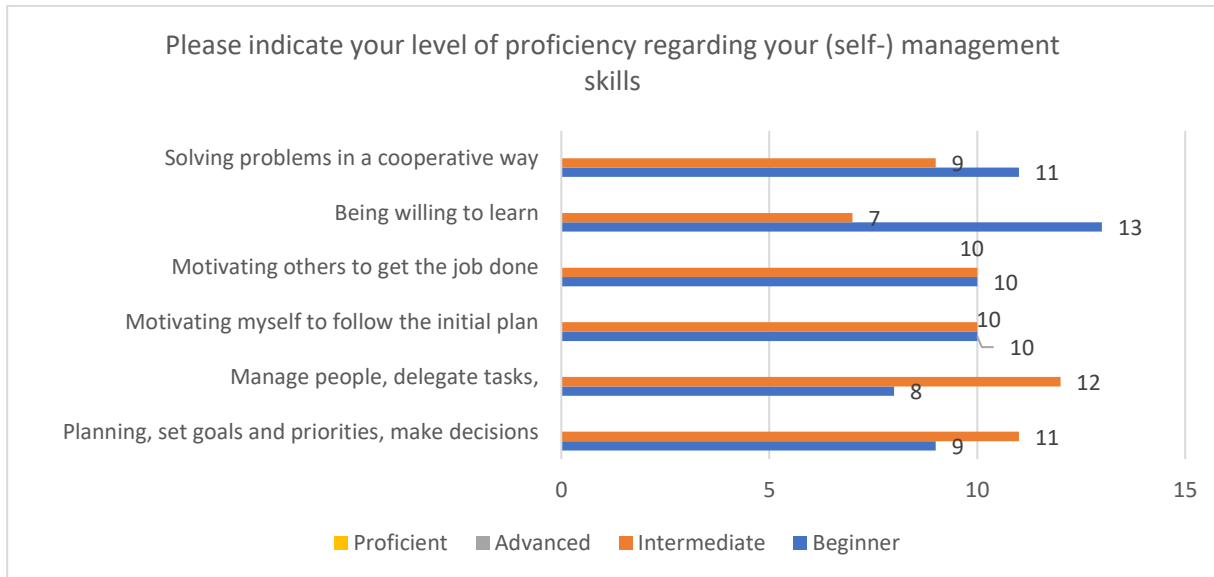
Pre- assessment questionnaires



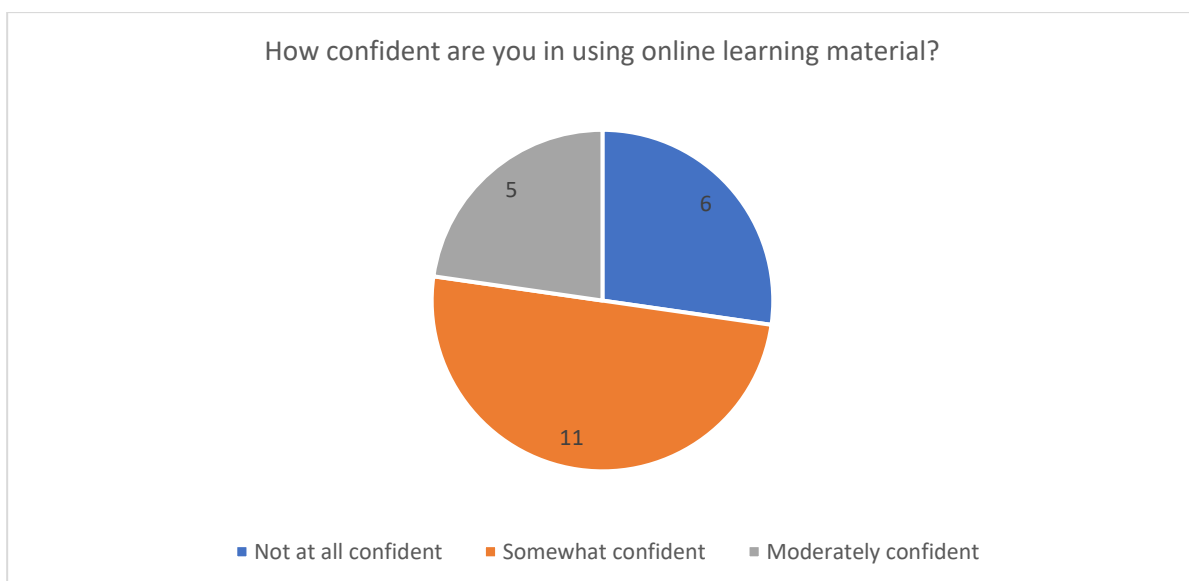
The majority of the participants selected more than one expectations from their involvement in the DIG-IN piloting. The most widely selected was “To increase my ability to cooperate with other in the workplace” (number of respondents - 12) following by the response “To increase my ability for self-regulated learning and planning” (number of respondents - 10), next responses “To increase my personal competences”, “To acquire knowledge about entrepreneurship”, “To know the skills required for entering the today's labor market” (with the same number of respondents – 9), “To increase my social competences” (number of respondents - 6).



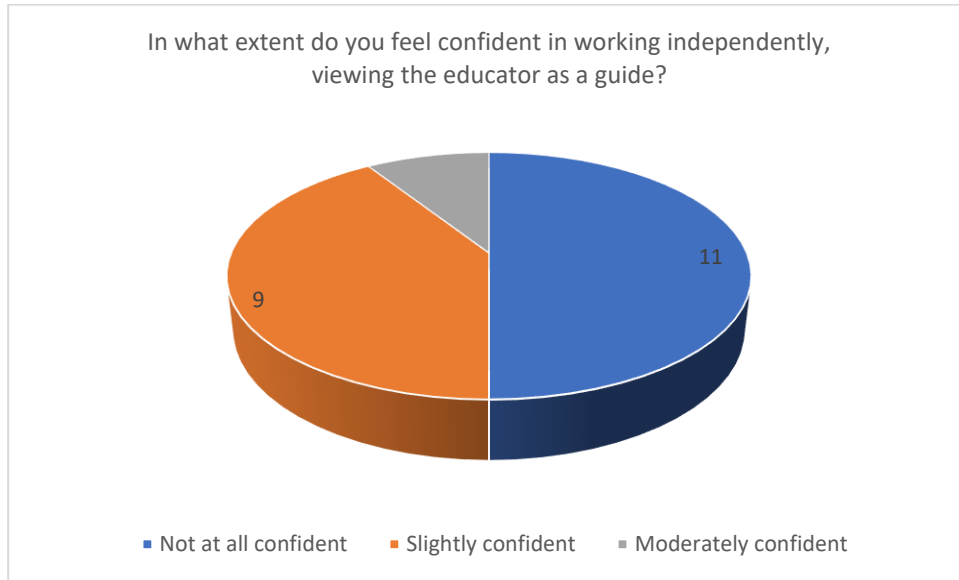
The majority of the participants consider themselves as intermediate and beginner users regarding their communication skills (writing, interpreting, public speaking, following instructions, evaluating information, active listening, asking for help). More specifically, 12 participants identify themselves as beginners in asking for help from educators or colleagues, 11 participants as beginners in searching and evaluating information and active listening, 10 participants as beginners in speak in public, debate, present or demonstrate an idea, 8 participants as beginners in write, edit or interpret words and reading and following instructions. 12 participants identify themselves as intermediate in write, edit or interpret words and reading and following instructions, 10 participants as intermediate in speak in public, debate, present or demonstrate an idea, 9 participants as intermediate in active listening and searching and evaluating information, 8 participants as intermediate in asking for help from educators or colleagues. Other considerable data is that none of the participants found themselves as proficient in any of the respective communications skills.



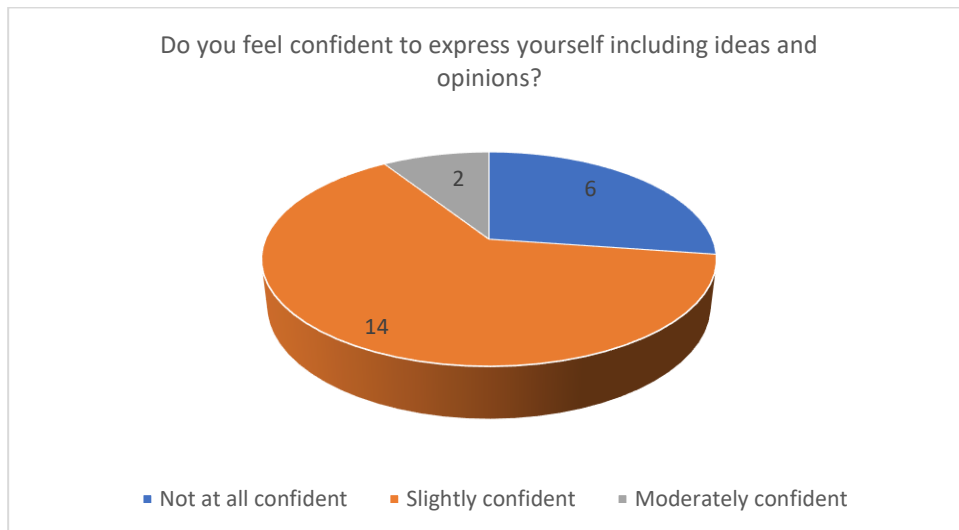
9 of the participants found themselves as intermediate users in solving problems in a cooperative way, while 11 participants consider themselves as beginners in the same skill. 7 of the participants found themselves as intermediate users in Being willing to learn, while 13 participants consider themselves as beginners in the same skill. The same number of respondents (10) rated themselves as as intermediate users and begginers in motivating myself to follow the initial plan and motivating others to get the job done. 12 of the participants found themselves as intermediate users in manage people, delegate tasks, while 8 participants consider themselves as beginners in the same skill. 11 of the participants found themselves as intermediate users in planning, setting goals and priorities, make decisions, while 9 participants consider themselves as beginners in the same skill.



5 out of the 22 participants responded that they are moderately confident in using online learning material, while 11 feel somewhat confident and 6 feel not at all confident.

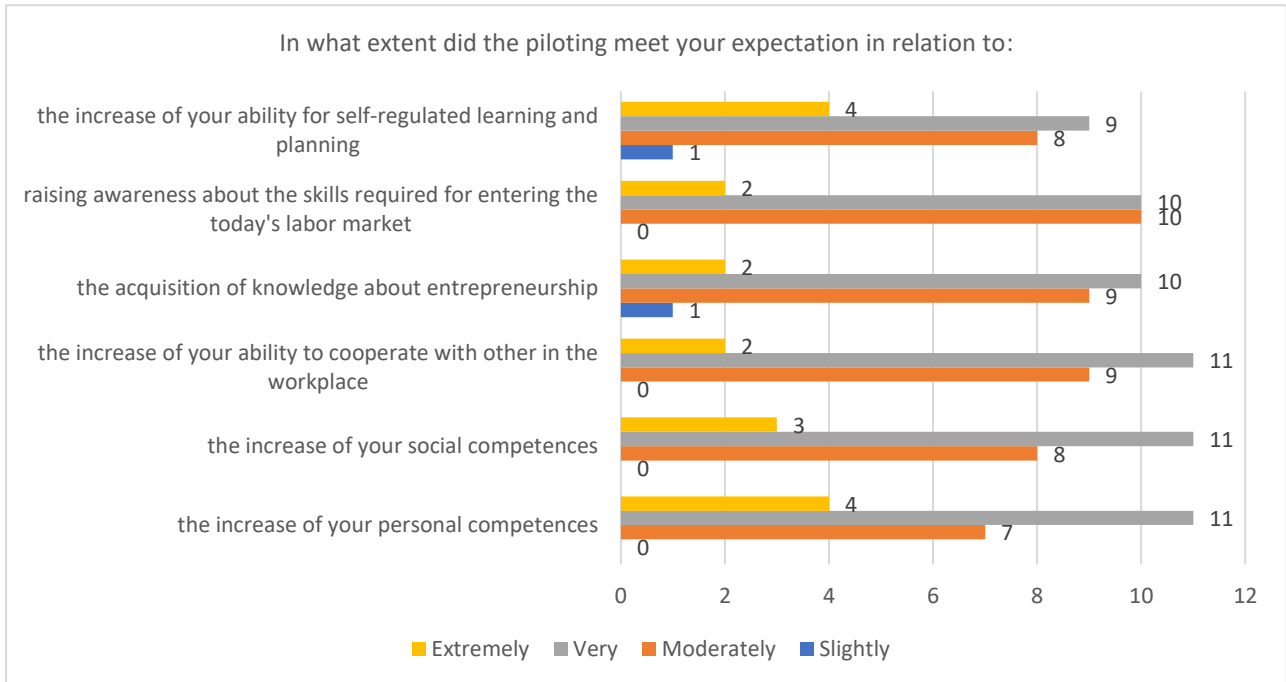


9 out of 22 participants feel slightly confident in working independently, viewing the educator as a guide, 11 participants responded that they are not at all confident in working independently and 2 participants responded that they are moderately confident in working independently.

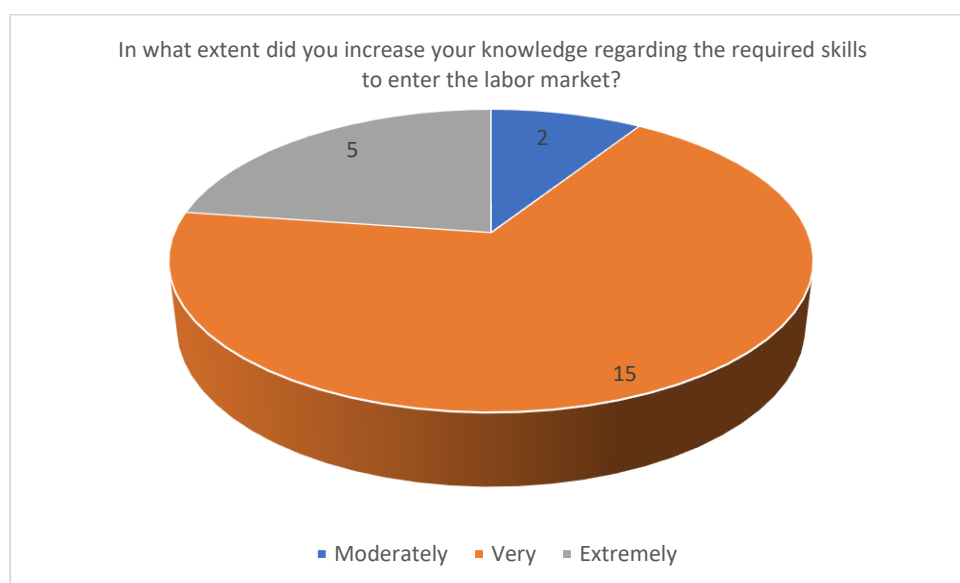


14 out of the 22 participants responded that they feel slightly confident to express themselves including ideas and opinions, while 6 stated that they are slightly confident in the respective skill. It has to be highlighted that 2 participants do not at all feel confident to express themselves.

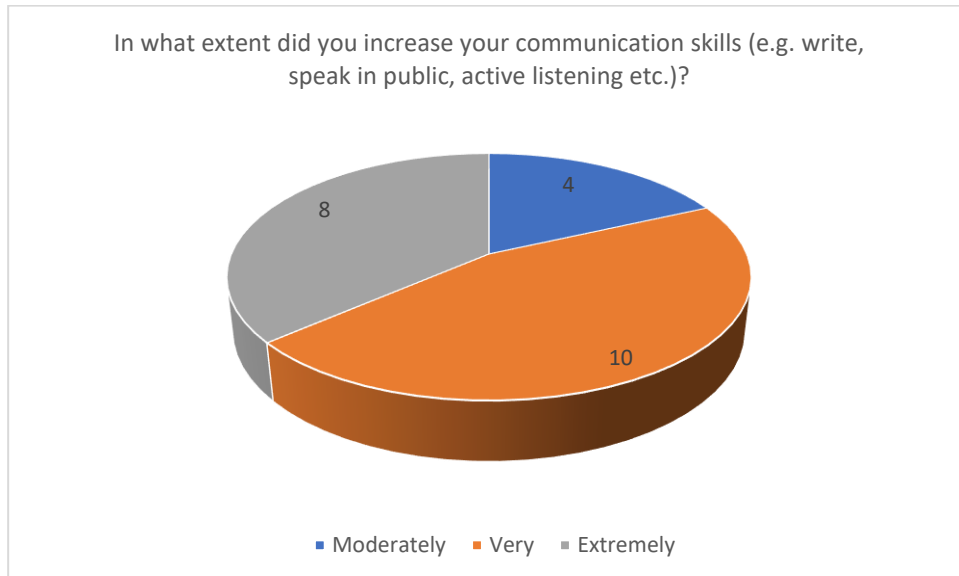
Post- assessment questionnaire



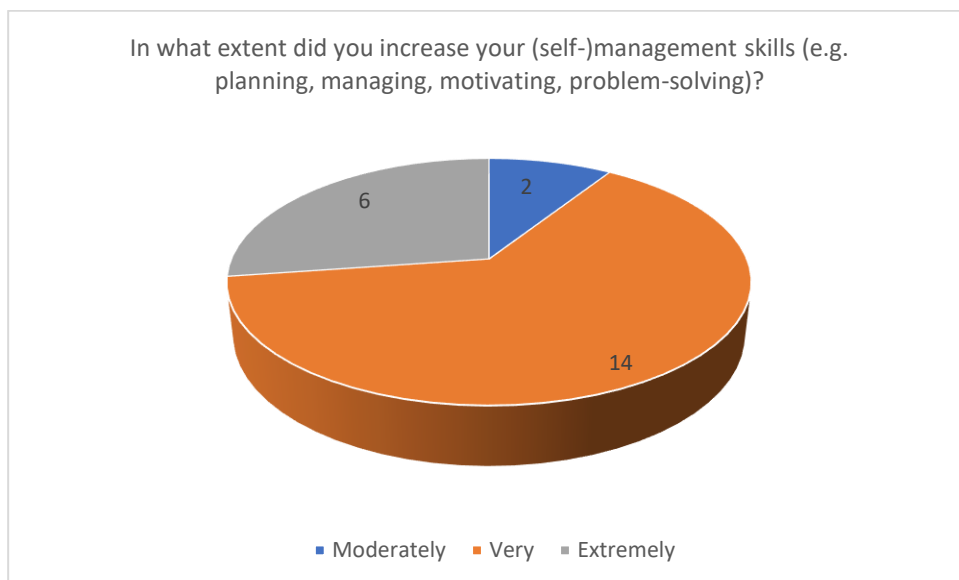
The majority of the participants responded that the piloting met their expectations in the respective sections as they are depicted on the diagram. In addition, 4 out of the 22 participants responded that the piloting extremely met their expectations regarding the increase of their personal competences and increase their ability for self-regulated learning and planning. From 9 to 11 participants stated that the piloting very met their expectations in relation to all aspects.



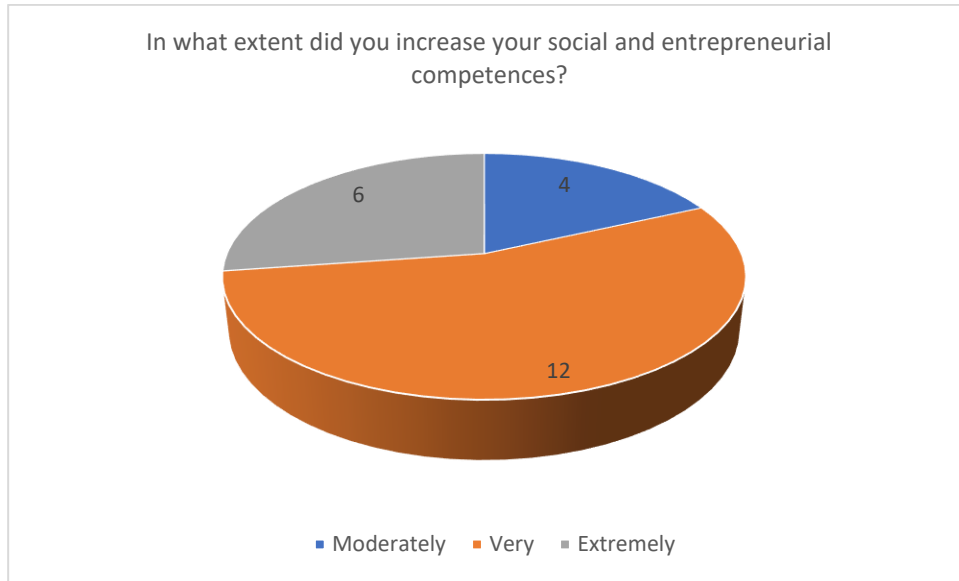
In the question “In what extent did you increase your knowledge regarding the required skills to enter the labor market?”, 15 participants responded “very”, 5 “extremely” and 2 “moderately”.



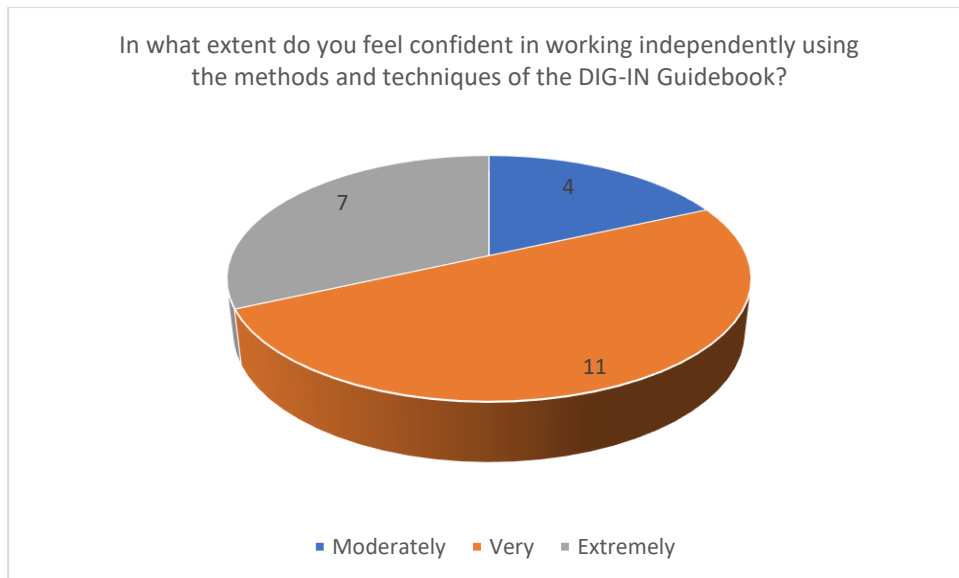
In the question “In what extent did you increase your communication skills (e.g. write, speak in public, active listening, etc.)?”, 10 participants responded “very”, 8 “extremely” and 4 “moderately”.



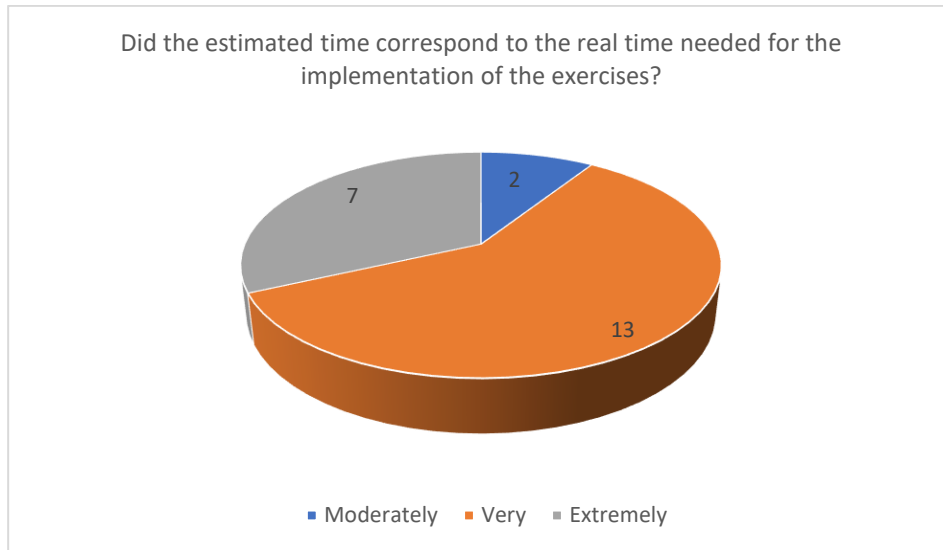
In the question “In what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving, etc.)”, 14 participants responded “very”, 6 “extremely” and 2 “moderately”.



In the question “In what extent did you increase your social and entrepreneurial competences?”, 12 participants responded “very”, 6 “extremely” and 4 “moderately”.



In the question “In what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?”, 11 participants responded “very”, 7 “extremely” and 4 “moderately”.



In the question “Did the estimate time correspond to the real time needed for the implementation of the exercise?”, 13 participants responded “very”, 7 “extremely” and 2 “moderately”.

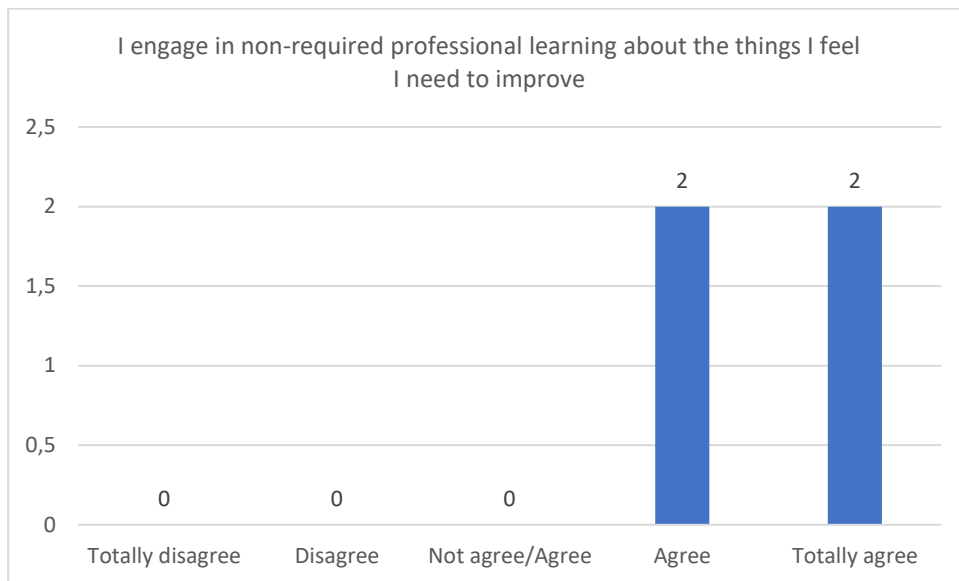
Finally, in the question “Would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the responses collected were the following:

- *The material was very useful for cultivating my social skills and acquiring knowledge of the labor market’s needs.*
- *Nothing to add. Thank you!*
- *I don’t have something to add.*
- *It would be better if each chapter was summarized through diagrams.*
- *I would suggest planning more time for the activities.*
- *I would prefer to include more diagrams and infographics in the Guide.*
- *I would prefer more pictures.*
- *I would like to add more visualized content.*
- *No. I am satisfied with the material of the Guidebook.*

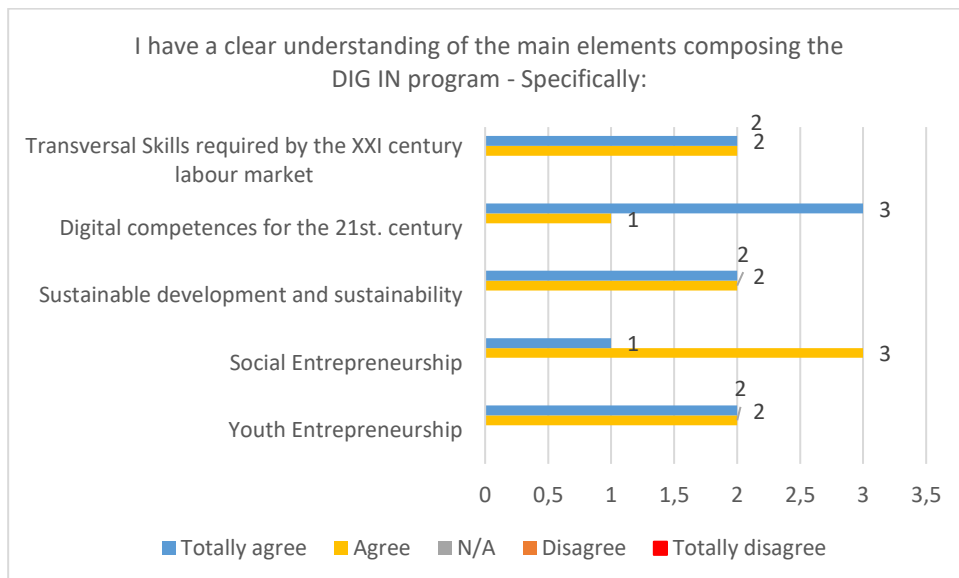


B. Results from questionnaire for Educators/ Mentors

Pre-assessment questionnaires

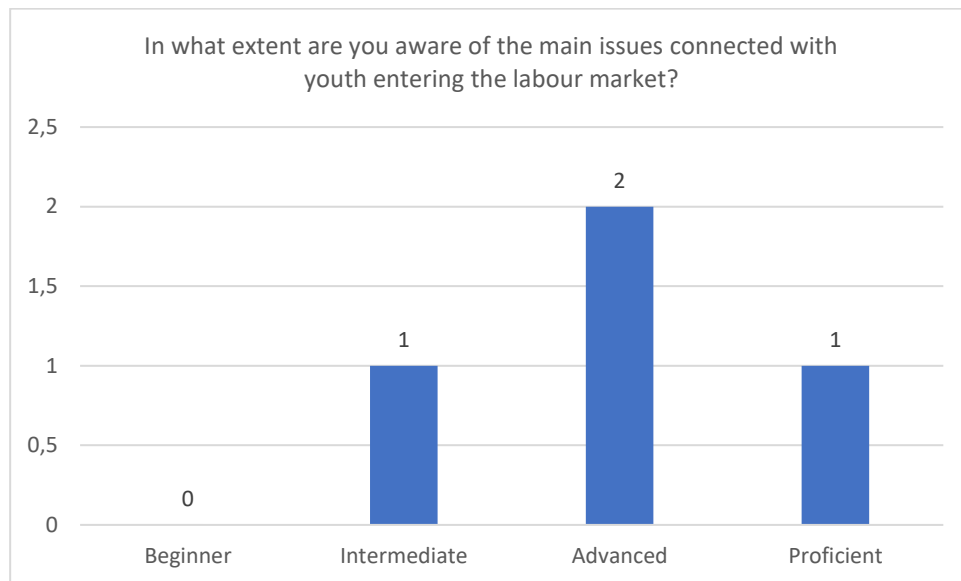


In the statement “I engage in non-required professional learning about the things I feel I need to improve”, 2 educators/mentors agreed and 2 totally agreed.

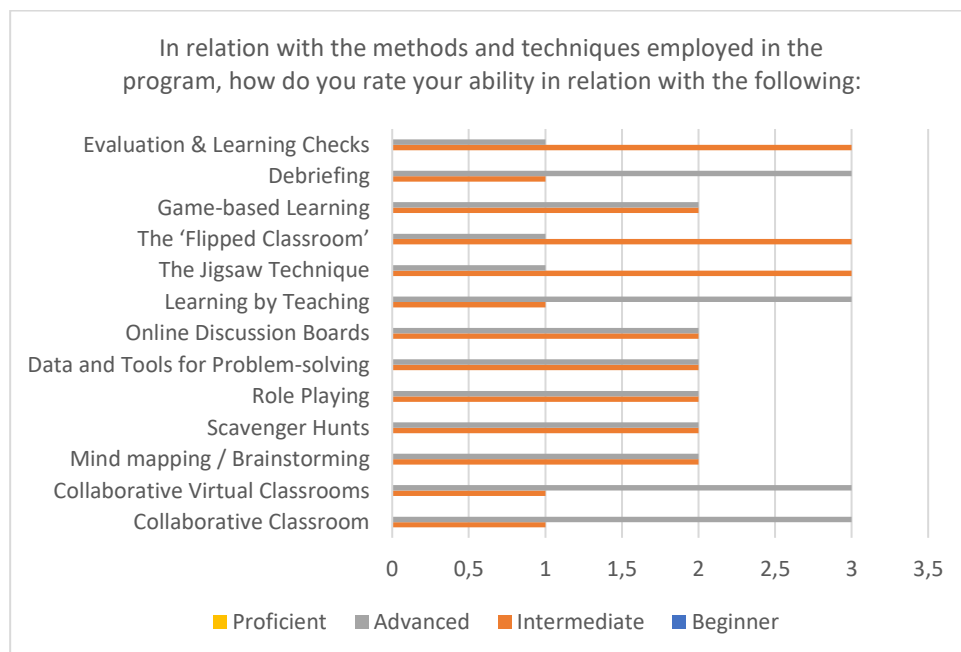


3 educators/mentors totally agreed that they have a clear understanding of digital competences for the 21st. century while 1 educator/mentor agreed that he has a clear understanding of this element composing the DIG-IN program. 2 educators/mentors totally agreed that they have a clear understanding of youth entrepreneurship, sustainable development and sustainability, transversal skills required by the XXI century labour market while 2 educators/mentors agreed that they have a clear understanding of this element composing the DIG-IN program. Moreover, 1 educator/mentor

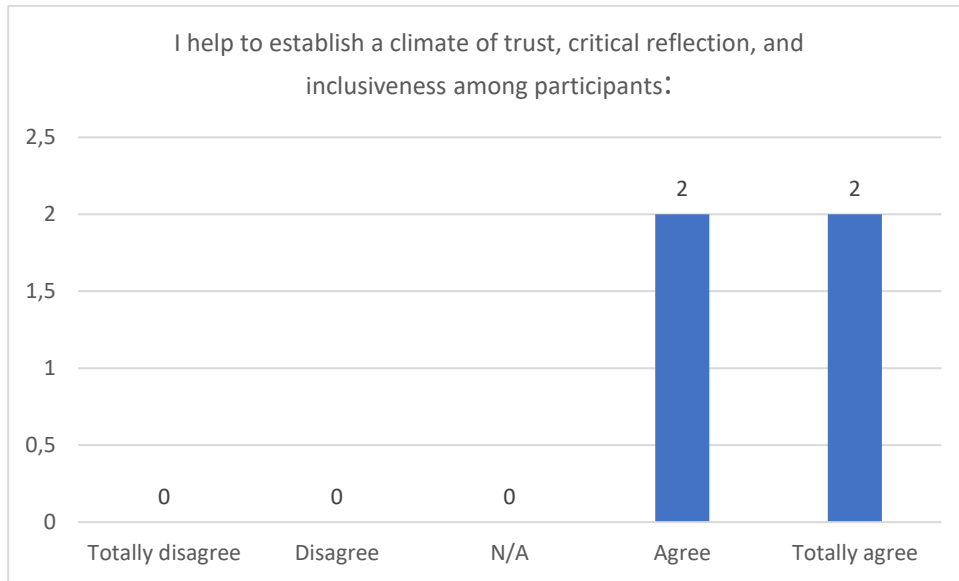
totally agreed that social entrepreneurship constitute element of the DIG-IN program, and respectively 3 educators/mentors agreed with the above statement.



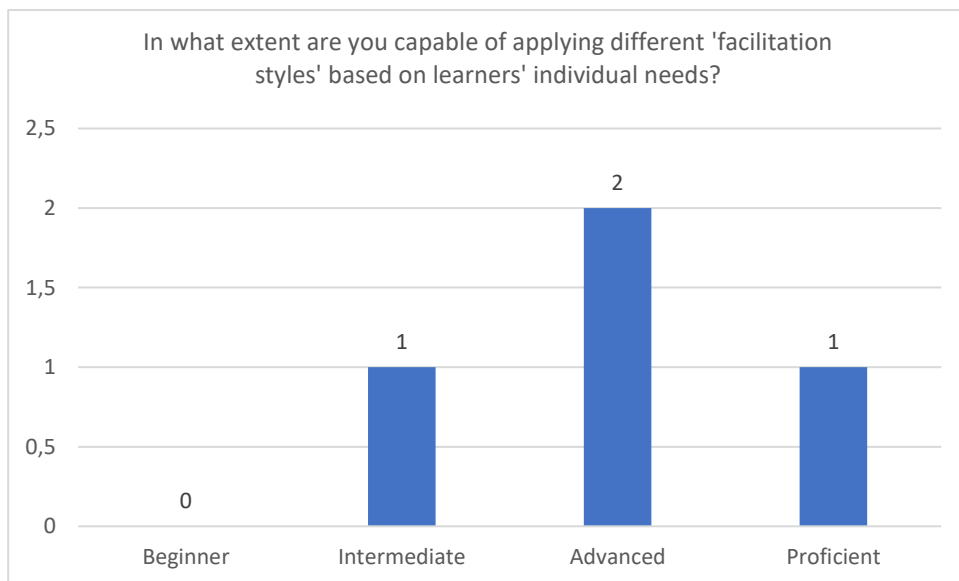
In the question “in what extent are you aware of the main issues connected with youth entering the labor market?”, 2 educators/mentors identified themselves at advanced level respectively, while only one educator/mentors consider himself/herself at a proficient and intermediate level appropriately.



In the question “In relation with the methods and techniques employed in the program, how do you rate your ability” in relation with the techniques depicted in the diagram, all educators/mentors consider themselves intermediate and advanced.

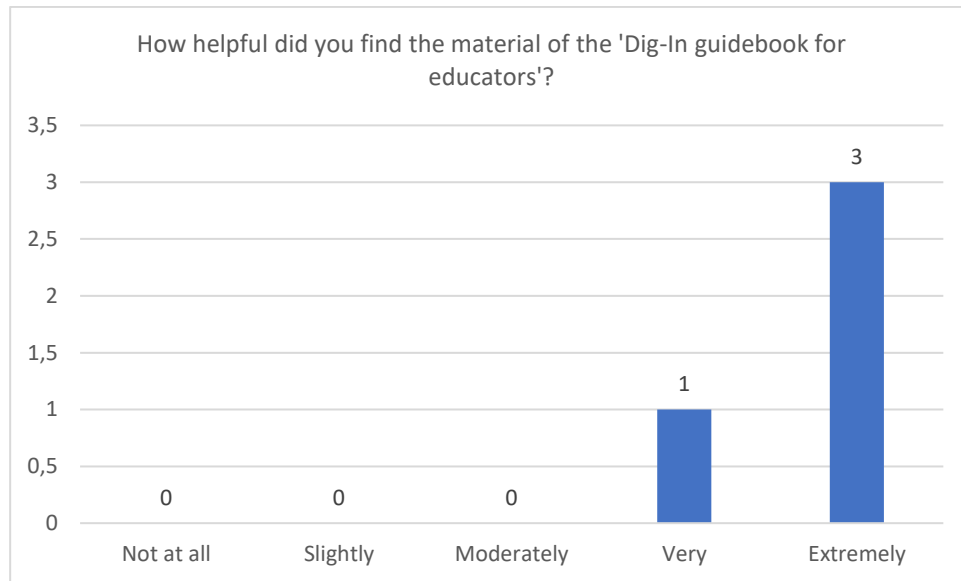


In the statement “I help to establish a climate of trust, critical reflection and inclusiveness among participants”, 3 educators/mentors responded that they agree and 2 that they totally agree.

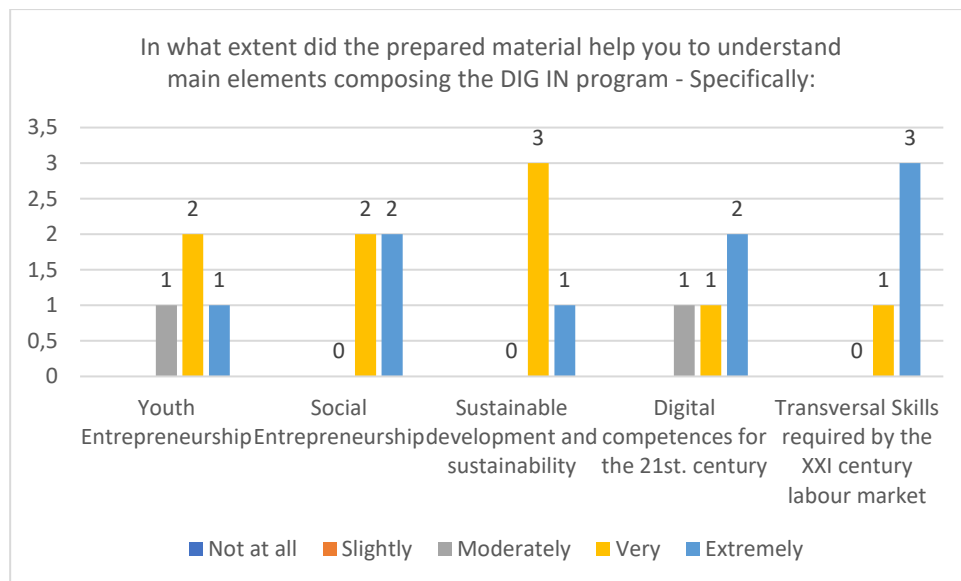


In the question “in what extent are you capable of applying different “facilitation styles” based on learners’ individual needs?”, 2 educators/mentors consider themselves as advanced while only one educators/mentors consider himself/herself as proficient and intermediate in the respective skill.

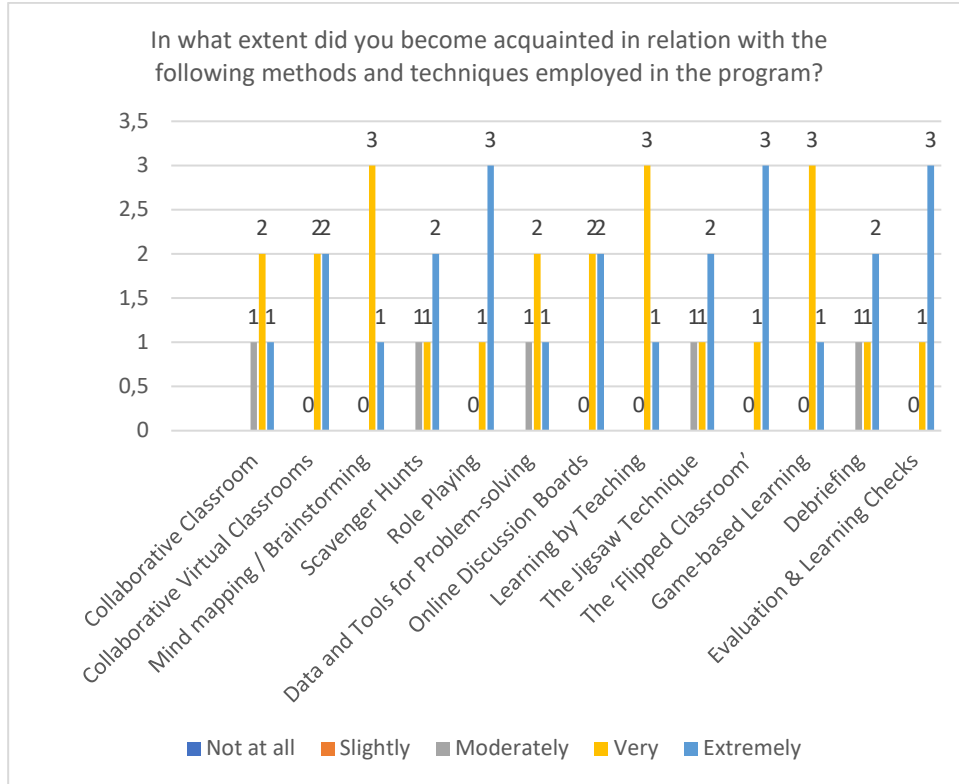
Post-assessment questionnaires



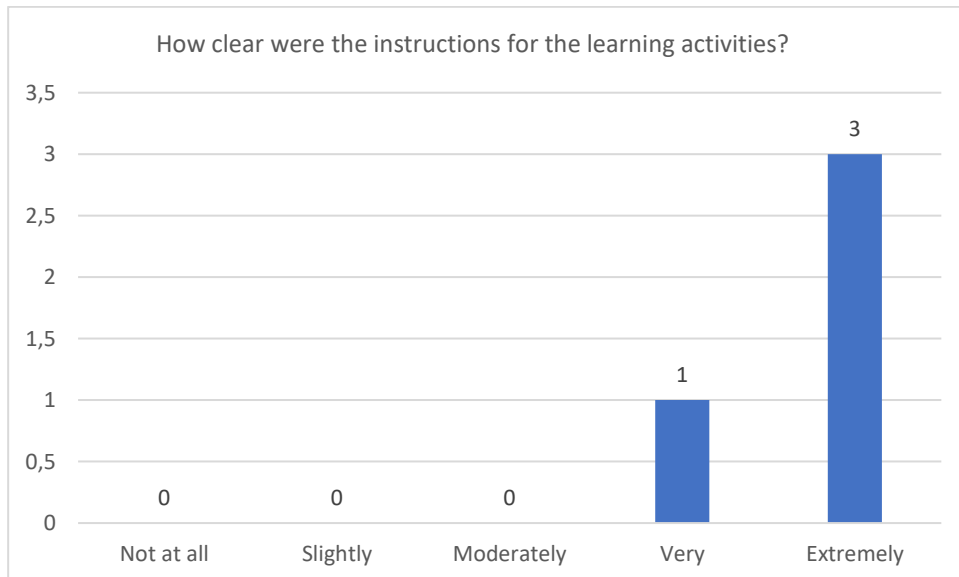
In the question “how helpful did you find the material of the DIG-IN Guidebook for educators?”, most of the educators/mentors (3) responded “extremely” and one educator/mentor responded “very”.



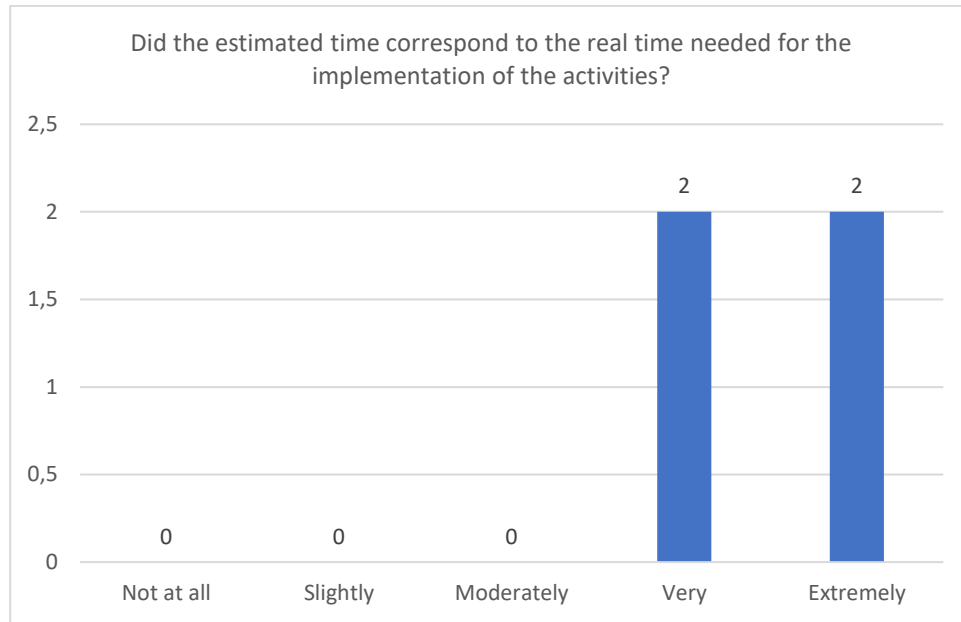
In the question “in what extent did the prepared material help you understand main elements composing the DIG-IN program?”, most of the educators responded “very” and “extremely” regarding the youth and social entrepreneurship, sustainable development and sustainability, digital competences, and transversal XXI century skills as main element of the DIG-IN program.



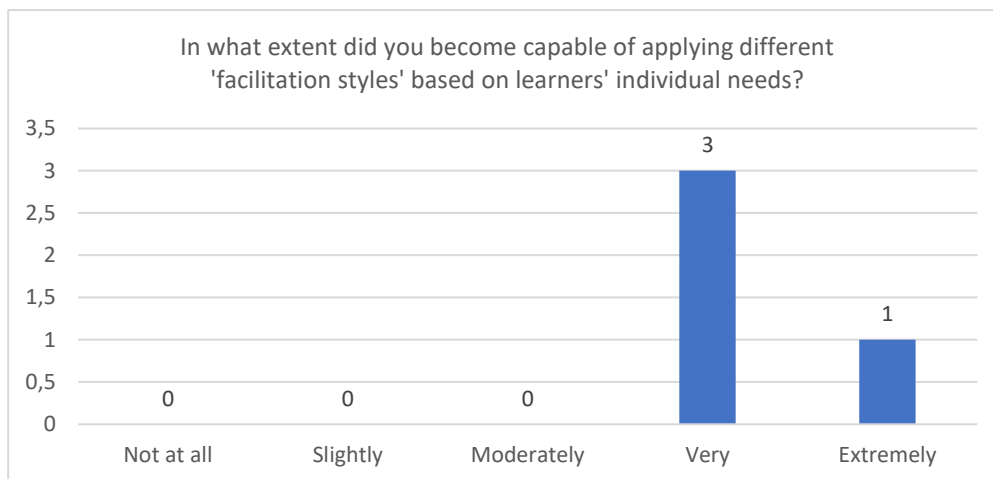
In the question “in what extent did you become acquainted in relation with the following methods and techniques employed in the program?”, most of the educators/mentors stated that they became “very” and “extremely” acquainted in the techniques depicted in the diagram.



In the question “how clear were the instructions for the learning activities?”, 3 educators/mentors responded “extremely”, and one responded “very”.



In the question “did the estimated time correspond to the real time needed for the implementation of the activities?”, 2 educators/mentors responded “very” and 2 responded “extremely”.



In the question “in what extent did you become capable of applying different “facilitation styles” based on learners’ individual needs?”, 2 educators/mentors responded “very” and 2 responded “extremely”.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the educators/mentors provided the following responses:

- *I prefer for the content to provide more information on Social Entrepreneurship and Sustainability.*
- *I think that the material was well-organized.*
- *I would add more interactive and technology-based activities.*



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4.2. Greece

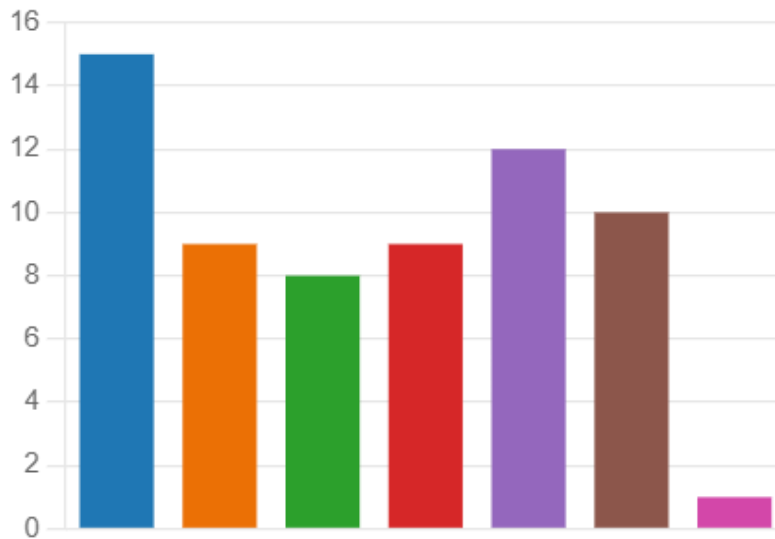
4.2.1 IED (Greece)

A piloting was organized and conducted by the **Institute of Entrepreneurship Development (IED)** targeting at youth and educators and mentors in the city of Larissa, Greece, where it is located. The piloting sessions lasted **from the 1st of September until the 16th of September 2022**. The piloting took place **online** both due to the covid-19 risks that are still affecting people and societies and because there were participants from remote areas that were not able to transfer in order to attend all the sessions. The piloting sessions that were organized focused on the topics: **HOW TO INNOVATE, EMOTIONAL INTELLIGENCE, DIGCOMP, and ENTRECOMP**. Apart from the main sessions with NEETs and mentors/educators, two meetings, an introductory and a preparatory one, were held only with educators/mentors before the launch of the meeting. Also, a focus group with mentors and educators took place in the middle of the piloting's duration to discuss the progress of the piloting and of materials. In the piloting session participated **20 NEETs and 13 educators/mentors**. All participants, young people and mentors/educators received a questionnaire for pre-assessment at the beginning of the piloting before the first session starts in order to submit their expectations from the piloting, and a questionnaire for post- assessment on the last day of the piloting to evaluate the materials they came in touch through the piloting sessions they attended. The assessment questionnaires for the piloting were created with **Microsoft forms** and were distributed online. The results from the questionnaires are listed below.

A. Results from evaluation by NEETs

Pre-assessment questionnaires

It is shown from the chart below that the NEETs' expectations were not focused only on one aspect of the fields offered for knowledge increase. All participants expected to strengthen their personal, social, and collaborative competences, as well as their entrepreneurial knowledge, the skills required for today's labor market, and their ability for self-learning. The most voted preferences in expectations were the enhancement of personal competences (15 votes) and the acquaintance with the skills required for entering today's labor market (12 votes).

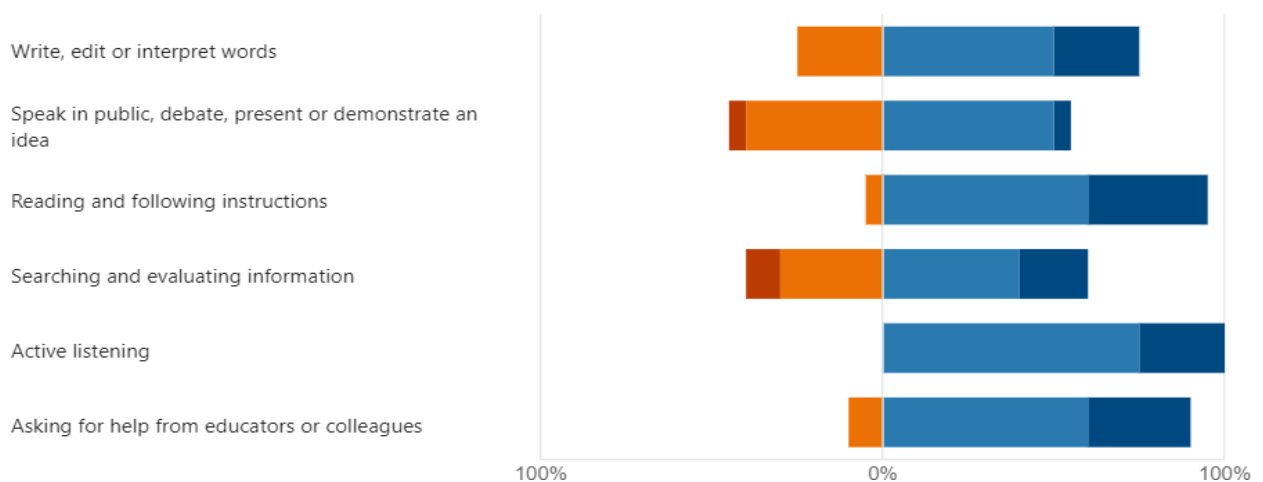


Next, the levels of proficiency regarding the communication and (self)management skills of NEETs were investigated. It appears in the following charts that most of the participants had advanced and proficient level in the communication and (self)management skills that were evaluated in the pre-assessment phase of the piloting. The **communication skills** “active listening” and “reading and following instructions” are the ones where NEETs were mostly advanced and proficient. Accordingly, in the **(self)management skills** “being willing to learn” and “motivating others to get the job done” the NEETs were mostly at an advanced and proficient level.

2. Please indicate your level of proficiency regarding your communication skills.

[More Details](#)

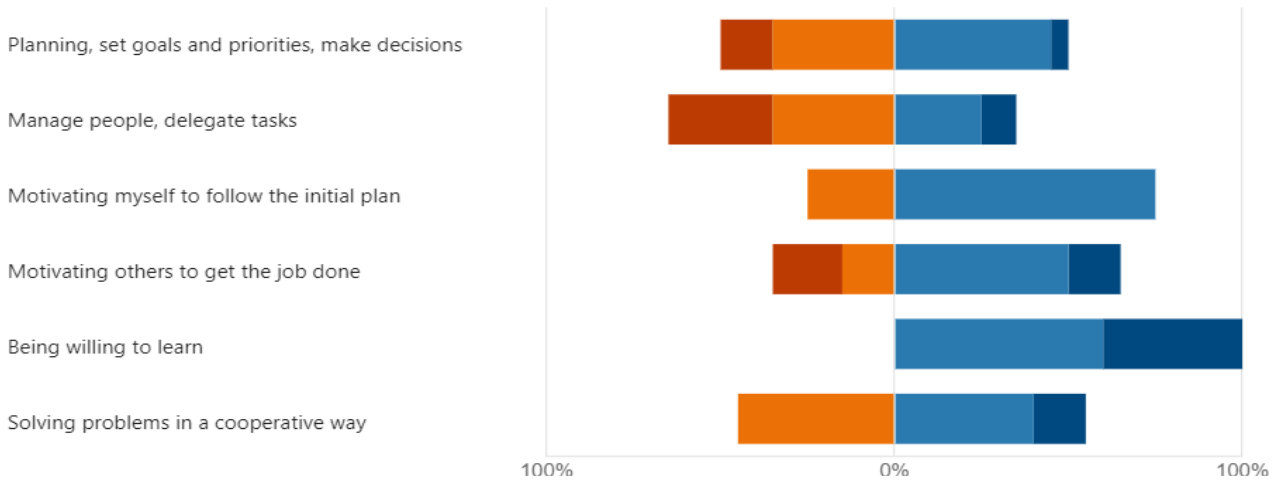
■ Beginner ■ Intermediate ■ Advanced ■ Proficient



3. Please indicate your level of proficiency regarding your (self)management skills.

[More Details](#)

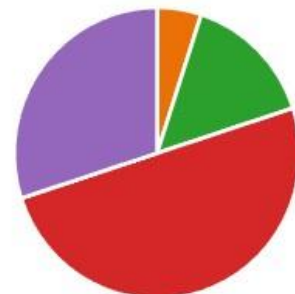
■ Beginner ■ Intermediate ■ Advanced ■ Proficient



4. How confident are you in using online learning material?

[More Details](#)

● Not at all	0
● Not much	1
● Neutral	3
● A lot	10
● Extremely	6



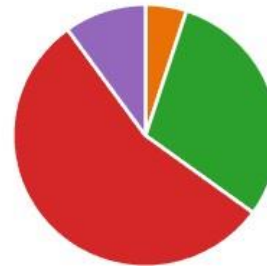
10 out of the 20 participants rated themselves as very confident in using online learning material while another 6 participants responded that they feel neutrally confident in the same field of the material.

Moreover, the results are similar in the question about NEETs' confidence in working independently, viewing the educator as a guide. 6 out of 20 participants feel somewhat confident in working in this way, 11 respondents state that they feel a lot confident in the respective skill, and only 2 feel extremely confident.

5. In what extent do you feel confident in working independently, viewing the educator as a guide?

[More Details](#)

● Not at all	0
● Not much	1
● Neutral	6
● A lot	11
● Extremely	2

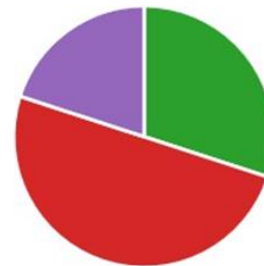


Finally, the attendees in the piloting were requested to assess how confident they feel to express themselves, including their ideas and opinions on several topics. Again, 10 out of 20 participants replied that they are very confident regarding this skill while 6 of them are only neutral in expressing themselves.

6. Do you feel confident to express yourself including ideas and opinions?

[More Details](#)

● Not at all	0
● Not much	0
● Neutral	6
● A lot	10
● Extremely	4

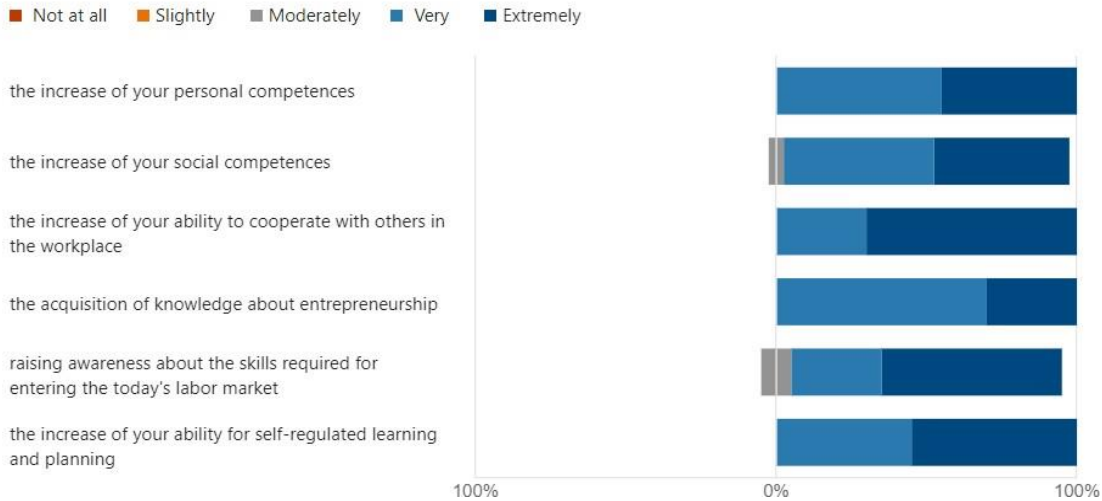


Post-assessment questionnaires

The post-assessment questionnaire starts with a question about the degree to which the DIG IN program met and fulfilled the participants' expectations. A general overview of the rates provided is that all participants are adequately satisfied with what they will be able to accomplish through this guidebook. Of the aspects to be enhanced through the DIG IN materials, "the increase in the ability to cooperate with others in the workplace" and "the increase in ability for self-regulated learning and planning" are those that were mainly addressed, according to the NEET participants in the piloting. On the other hand, there were moderate responses in the fields "social competences" and "the raising awareness about the skills required for entering the today's labor market".

1. In what extent did the piloting meet your expectation in relation to:

[More Details](#)

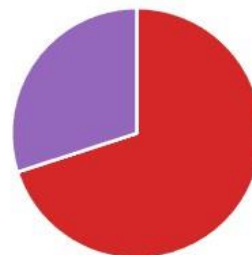


Furthermore, all 20 participants responded that they increased their knowledge on the required skills for entering the labor market on a great extent, with 14 of them answering “A lot” and 6 of them “Extremely” to the relevant question, as it is seen in the chart.

2. In what extent did you increase your knowledge regarding the required skills to enter the labor market?

[More Details](#)

● Not at all	0
● Not much	0
● Neutral	0
● A lot	14
● Extremely	6

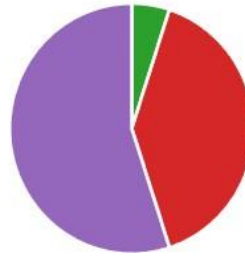


The participants’ assessment is even higher concerning the strengthening of communication skills among participants in the piloting. The majority of them (11 votes) answered that they increased their communication skills extremely and almost the rest of them (8 votes) increased their communication skills a lot.

3. In what extent did you increase your communication skills (e.g. write, speak in public, active listening etc.)?

[More Details](#)

● Not at all	0
● Not much	0
● Neutral	1
● A lot	8
● Extremely	11

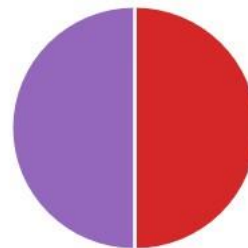


Half of the participants through their answers stated that they enhanced their (self)management skills a lot while the other half stated that they strengthened these skills of theirs extremely, demonstrating an overall and high satisfaction in this part.

4. In what extent did you increase your (self)management skills (e.g. planning, managing, motivating, problem-solving)?

[More Details](#)

● Not at all	0
● Not much	0
● Neutral	0
● A lot	10
● Extremely	10

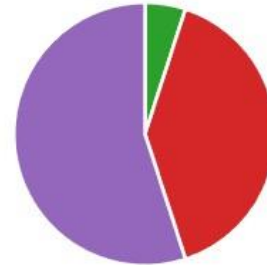


Another type of competences that were targeted to be enhanced through the DIG IN Guidebook were the social and entrepreneurial competences of NEETs. There was another satisfactory level of achievement here, as well, since 11 of the participants replied that they increased these competences extremely and another 8 replied a lot.

5. In what extent did you increase your social and entrepreneurial competences?

[More Details](#)

● Not at all	0
● Not much	0
● Neutral	1
● A lot	8
● Extremely	11



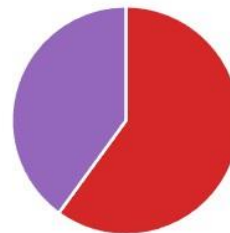
Last but not least, in the questions “In what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?” and “Did the estimated time correspond to the real time needed for the implementation of the exercises?” the ratings were also very positive since 12 respondents appeared very confident in working independently using the DIG IN Guidebook and 8 more respondents were extremely confident with that. This confidence is also depicted in the amount of allocated time to the exercises, since most of the participants replied that the time corresponded highly (10 votes), a lot (9 votes) or moderately (1 vote) to the implementation of the activities.

6. In what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?

[More Details](#)

Insights

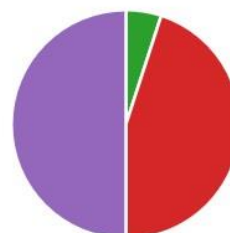
● Not at all	0
● Not much	0
● Neutral	0
● A lot	12
● Extremely	8



7. Did the estimated time correspond to the real time needed for the implementation of the exercises?

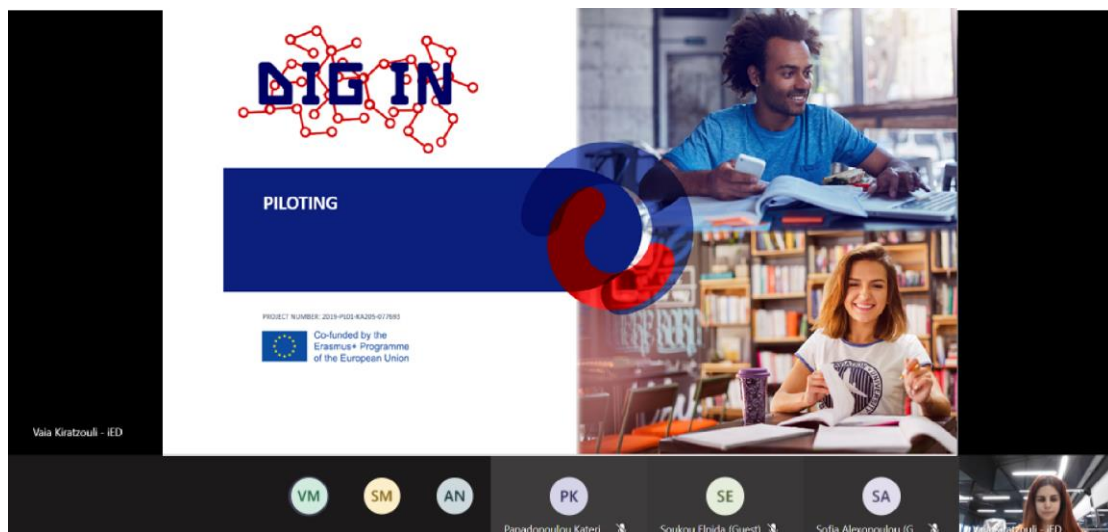
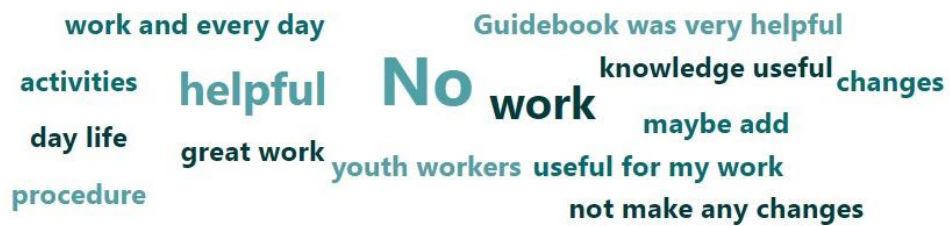
[More Details](#)

● Not at all	0
● Not much	0
● Neutral	1
● A lot	9
● Extremely	10



Finally, in the question asking for feedback and recommendations for improvement, the comments by the participants were also very encouraging, with the only changes proposed to be for adjustment to daily life.

respondents (50%) answered **No** for this question. ...



B. Results from evaluation by Educators/ Mentors

Pre-assessment questionnaires

Most educators and mentors that participated in the piloting sessions engaged in non- required professional learning regarding several topics that they believe that need improvement in their field. 5 of them are neutral about their engagement in non-required professional learning and 5 of them

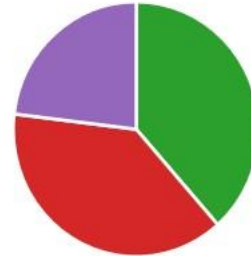
agreed with their engagement, only 3 of the participants fully agreed with this type of engagement.

1. I engage in non-required professional learning about the things I feel I need to improve.

[More Details](#)

Insights

● Strongly disagree	0
● Disagree	0
● Neutral	5
● Agree	5
● Strongly agree	3



In the question “In what extent are you aware of the main issues connected with youth entering the labour market?”, there is a variety of answers that depicts the various levels of mentors and educators in this field. 2 beginners, 5 attendees with intermediate level and 4 with advanced level, and only 2 with proficient level of awareness on labour market issues and youth took part in the piloting of the DIG IN Guidebook, as shown in the chart.

2. In what extent are you aware of the main issues connected with youth entering the labour market?

[More Details](#)

Insights

● Beginner	2
● Intermediate	5
● Advanced	4
● Proficient	2



Moreover, in the question examining the capability of mentors/educators’ applying different ‘facilitation styles’ based on learners’ individual needs, a low level of capability is inferred by the participants’ answers. More than half of the respondents are at a beginner level (2 answers) or at an intermediate level (6 answers) in that field, and only 5 participants feel that they have advanced (3 answers) or proficient (2 answers) capability in different facilitation styles’ application.

3. In what extent are you capable of applying different 'facilitation styles' based on learners' individual needs?

[More Details](#)

● Beginner	2
● Intermediate	6
● Advanced	3
● Proficient	2

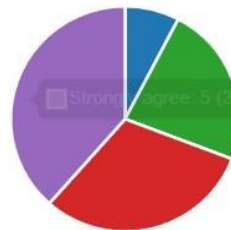


However, almost all participants recognize the necessity of a supportive environment for learners. 5 strongly agreed, 4 agreed, and 3 were neutral about establishing a climate of trust, critical reflection, and inclusiveness among participants in the learning procedure, as it is apparent in the chart below.

4. I must help to establish a climate of trust, critical reflection, and inclusiveness among participants.

[More Details](#)

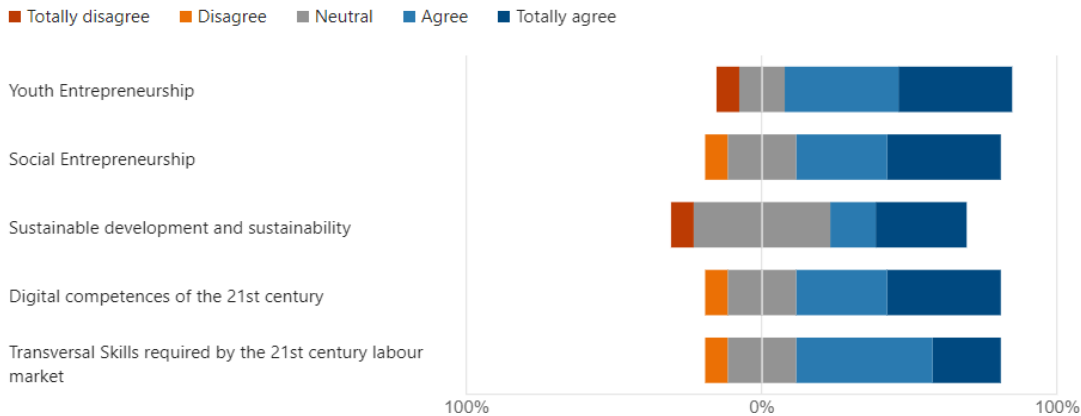
● Strongly disagree	1
● Disagree	0
● Neutral	3
● Agree	4
● Strongly agree	5



Next, the mentors and educators were asked about their understanding of the main elements composing the DIG IN program, namely Youth and Social Entrepreneurship, Sustainable development and sustainability, Digital competences of the 21st century, and Transversal Skills required by the 21st century labour market. It appears that most participants agreed and totally agreed that they have a clear understanding of all these parts of the DIG IN program, and their least clear understanding is spotted on the topic of Sustainable development and sustainability.

5. I have a clear understanding of the main elements composing the DIG IN program. Specifically:

[More Details](#)



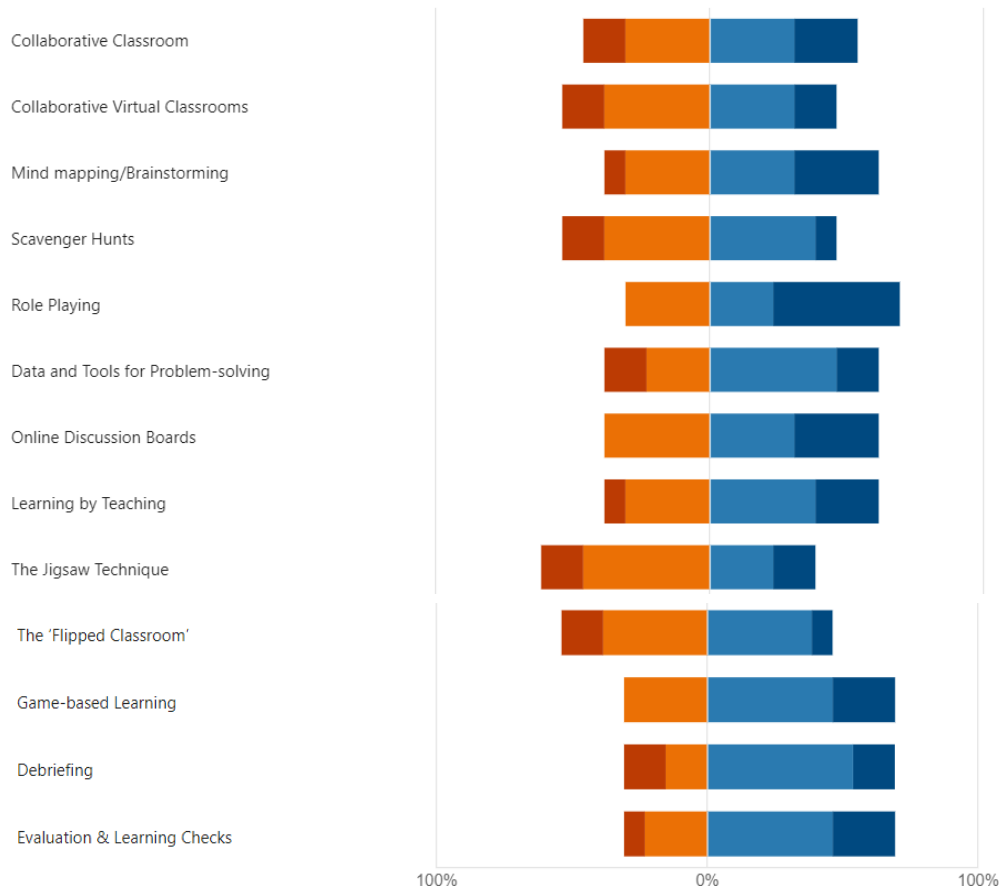
Last, the educators/mentors were required to rate their ability in relation with the methods and techniques employed in the program, and more specifically in the ones that are included in the following chart. Through the results, it can be concluded in which methods and techniques the participants are already at a good level (advanced or proficient) or where they feel they need enhancement of their knowledge (beginner or intermediate level). Role Playing, Game-based Learning, Debriefing, and Evaluation & Learning Checks are the elements that gathered the most “Advanced” and “Proficient” answers, showing that educators/mentors feel more confident with these techniques, which are prevailing in education nowadays and have been quite popular in learning for decades. On the contrary, The Jigsaw Technique, the ‘Flipped Classroom’, and Scavenger Hunts are the elements where participants seem to be the least knowledgeable of all.

6.

In relation with the methods and techniques employed in the program, how do you rate your ability in relation with the following:

[More Details](#)

■ Beginner ■ Intermediate ■ Advanced ■ Proficient










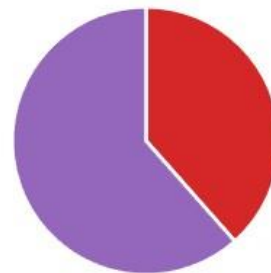
Post-assessment questionnaires

To begin with the post-evaluation of the sessions, all mentors and educators found the DIG IN material very helpful, with 5 of them answering “A lot” and the other 8 answering “Extremely” in the question “How helpful did you find the material of the 'Dig-In guidebook for educators'?”.

1. How helpful did you find the material of the 'Dig-In guidebook for educators'?

[More Details](#)

 Not at all	0
 Not much	0
 Neutral	0
 A lot	5
 Extremely	8








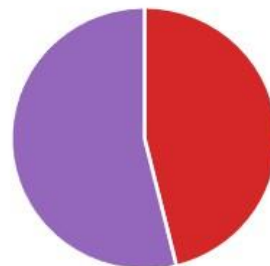
Next, the instructions for the learning activities were evaluated and it appears that the participants are satisfied since 7 of them replied that the instructions were extremely clear and 6 of them answered that the instructions were very clear.

2. How clear were the instructions for the learning activities?

[More Details](#)

 Insights

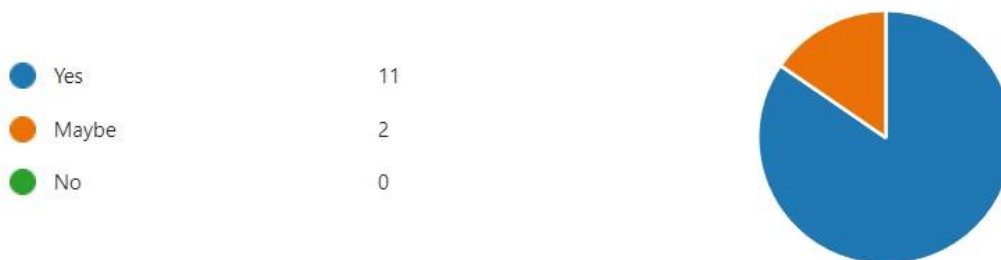
 Not at all	0
 Not much	0
 Neutral	0
 A lot	6
 Extremely	7



Also, the participants were satisfied with the time needed and provided for the implementation of the activities, with 11 positive (Yes) and only 2 moderate (Maybe) answers in the question “Did the estimated time correspond to the real time needed for the implementation of the activities?”.

3. Did the estimated time correspond to the real time needed for the implementation of the activities?

[More Details](#)



Another element that was rated positively after the piloting sessions were completed was the capability of mentors/educators’ applying different 'facilitation styles' based on learners' individual needs. The majority of the respondents (9 answers) stated they were a lot more capable applying different 'facilitation styles' in the learning procedure after the interaction with DIG IN program, while another 3 of them answered they felt extremely capable. Only 1 was neutral regarding their capacity in this aspect.

4. In what extent did you become capable of applying different 'facilitation styles' based on learners' individual needs?

[More Details](#)

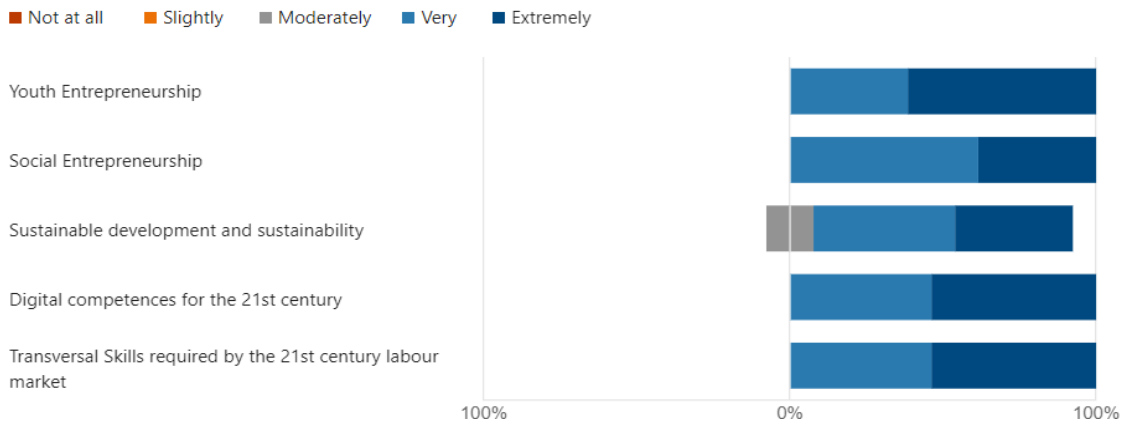


Accordingly, the participants were invited to rate the extent that the prepared material helped them to understand the main elements composing the DIG IN program, as they had done with their expectations on the same elements in the pre-assessment questionnaire. As it is presented in the chart below, there has been an improvement in the comprehension of these materials after the completion of the DIG IN piloting program. All participants feel very or extremely knowledgeable about these elements and

only in the topic “Sustainable development and sustainability” there are still participants that have a moderate understanding of it.

5. In what extent did the prepared material help you to understand main elements composing the DIG IN program? Specifically:

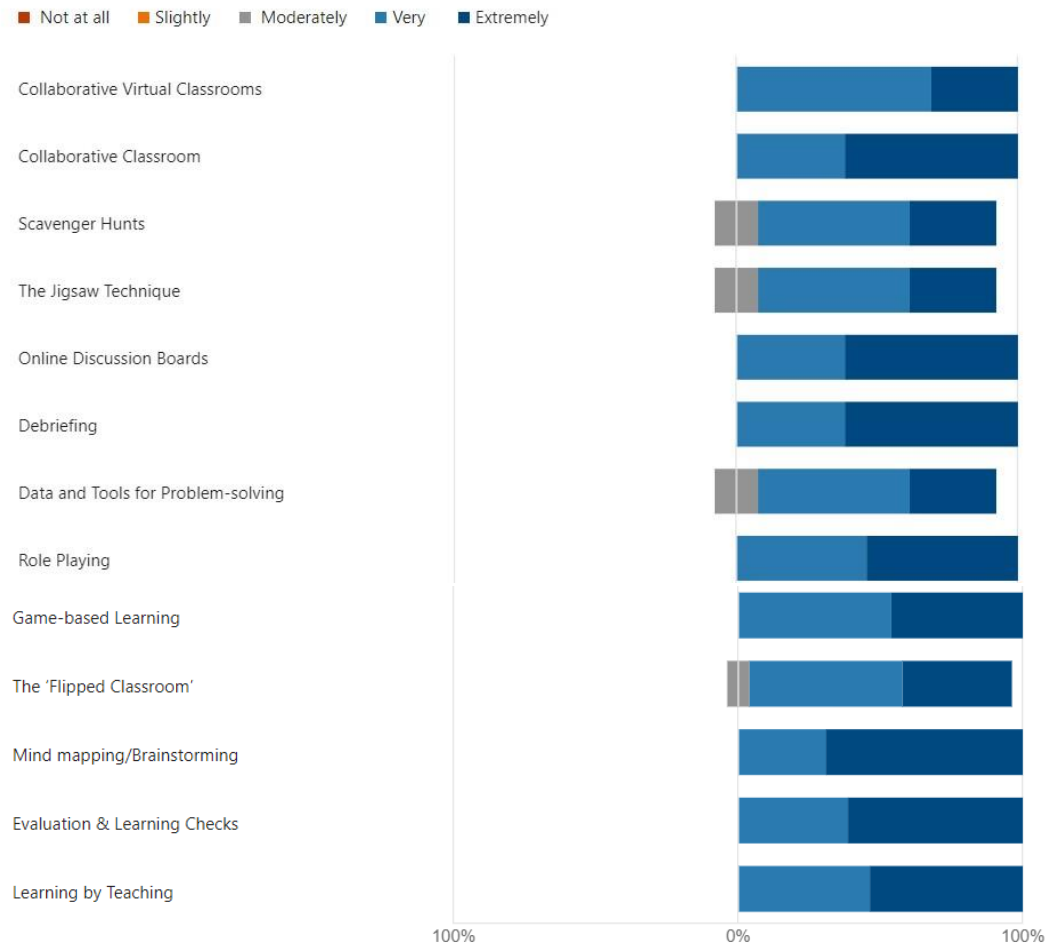
[More Details](#)



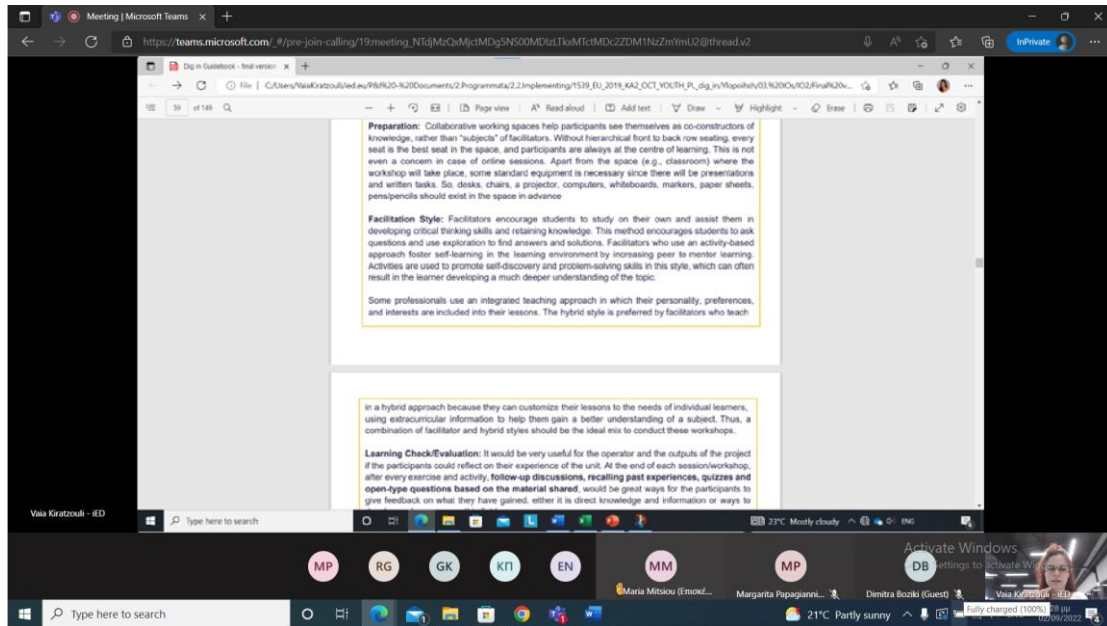
Finally, the extent in which participants became acquainted in relation with the below- mentioned methods and techniques employed in the program was rated. From this chart, another enhancement of knowledge becomes obvious since participants answered that they are now very or extremely acquainted with these methods and techniques. The enhancement of knowledge is found in all the elements included in the evaluation, compared to the pre- assessment answers for the same elements. Taking into account the “Moderately” answers by the participants, it can be estimated that the Scavenger Hunts, The Jigsaw Technique, the Data and Tools for Problem-solving, and The ‘Flipped Classroom’ were the elements that were enhanced only on a moderate level for participants.

6. In what extent did you become acquainted in relation with the following methods and techniques employed in the program?

[More Details](#)



Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the educators/mentors did not provide any feedback at all, probably because there had been discussion on the materials at the end of every piloting session among the moderator of the piloting and the participants. There was a positive overview on the material and they mentioned that they would try to implement the activities in learning sessions of their own.



The screenshot shows a Microsoft Teams meeting window. The main content is a document with the following text:

Preparation: Collaborative working spaces help participants see themselves as co-constructors of knowledge, rather than "subjects" of facilitators. Without hierarchical front to back row seating, every seat is the best seat in the space, and participants are always at the centre of learning. This is not even a concern in case of online sessions. Apart from the space (e.g., classroom) where the workshop will take place, some standard equipment is necessary since there will be presentations and written tasks. So, desks, chairs, a projector, computers, whiteboards, markers, paper sheets, pens/pencils should exist in the space in advance.

Facilitation Style: Facilitators encourage students to study on their own and assist them in developing critical thinking skills and retaining knowledge. This method encourages students to ask questions and use exploration to find answers and solutions. Facilitators who use an activity-based approach foster self-learning in the learning environment by increasing peer to mentor learning. Activities are used to promote self-discovery and problem-solving skills in this style, which can often result in the learner developing a much deeper understanding of the topic.

Some professionals use an integrated teaching approach in which their personality, preferences, and interests are included into their lessons. The hybrid style is preferred by facilitators who teach in a hybrid approach because they can customize their lessons to the needs of individual learners, using extracurricular information to help them gain a better understanding of a subject. Thus, a combination of facilitator and hybrid styles should be the ideal mix to conduct these workshops.

Learning Check/Evaluation: It would be very useful for the operator and the outputs of the project if the participants could reflect on their experience of the unit. At the end of each session/workshop, after every exercise and activity, **follow-up discussions, recalling past experiences, quizzes and open-type questions based on the material shared,** would be great ways for the participants to give feedback on what they have gained, either if it is direct knowledge and information or ways to

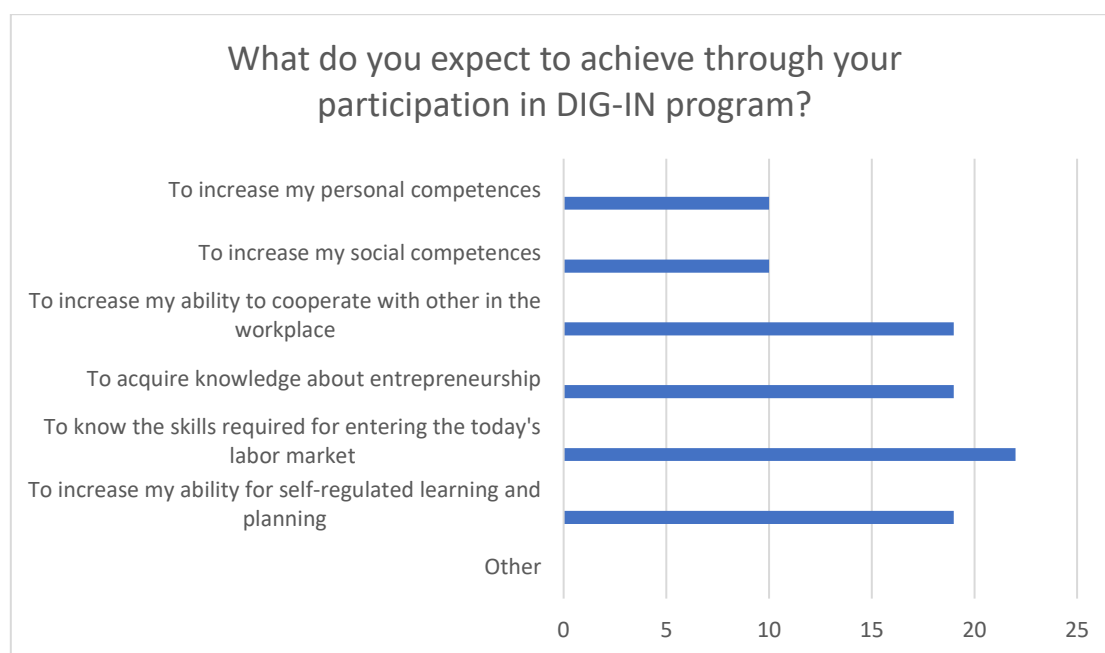
The Teams interface includes a search bar, a taskbar with icons for MP, RG, GK, KP, EN, MM, and MP, and a video gallery at the bottom right showing participants Vaa Kiratzouli, Maria Mitsou, Margarita Papagianni, Dimitra Boziki, and Vaa Kiratzouli. The system tray shows the date as 09/09/2022 and the weather as 21°C Partly sunny.

4.2.2 KAINOTOMIA (Greece)

The piloting took place on the first couple of weeks of June at KAINOTOMIA’s premises in Dimitras & Nikis 2-4, Larissa, 412 21. In the piloting sessions participated 23 NEETs and 5 educators/mentors, while KAINOTOMIA’s staff organized a preparatory online meeting with the educators the week before the piloting implementation and a f2f focus group halfway the testing. KAINOTOMIA implemented 6 of the workshops suggested in cooperation with iED who implemented 4 workshops, achieving the 10 workshops described in the project indicators. Indicatively, KAINOTOMIA tested: **‘Getting to know your local community’**, **‘How to be sustainable’**, **‘Agreeing to disagree’**, **‘The Mind Reboot’**, **‘Public speech’**, and **‘Strategy, company and me’**. Participants and mentors/educators received two questionnaires each – one pre-assessment and one post-assessment – in order to evaluate the content of the DIG-IN Guide and spot areas for improvement. The results from the questionnaires are listed below.

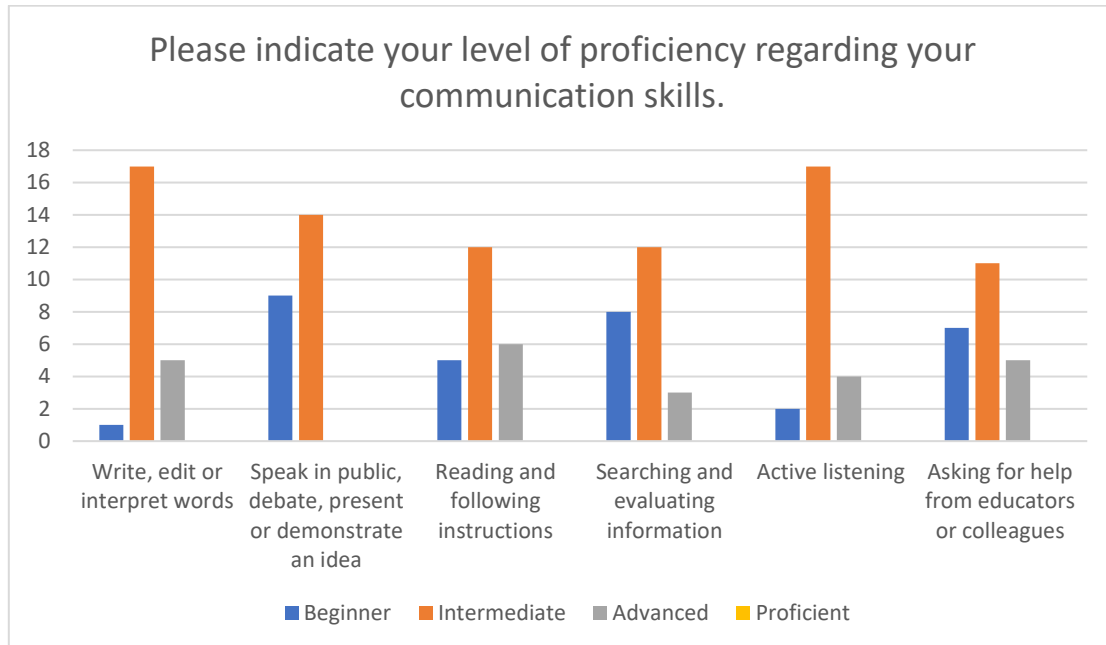
A. Results from questionnaire for NEETs

Pre- assessment questionnaires

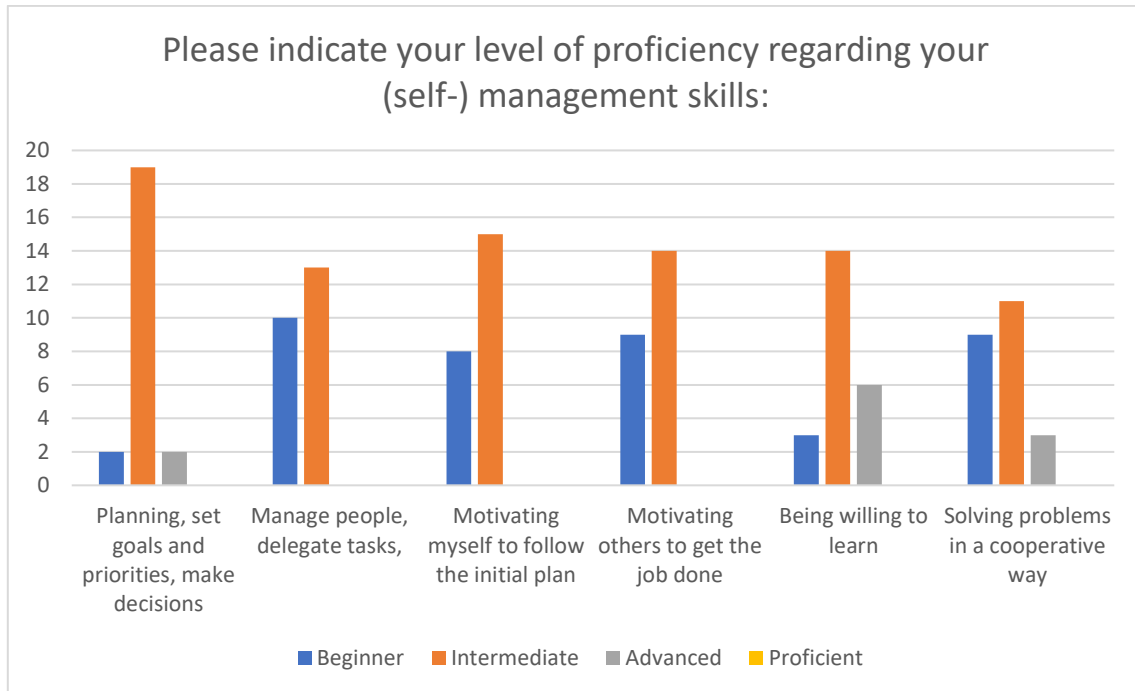


The majority of the participants selected more than one expectations from their involvement in the DIG-IN piloting. The most widely selected was “to know the skills required to enter the today’s labor market” following by the response “to increase my ability to cooperate with other in the workplace”,

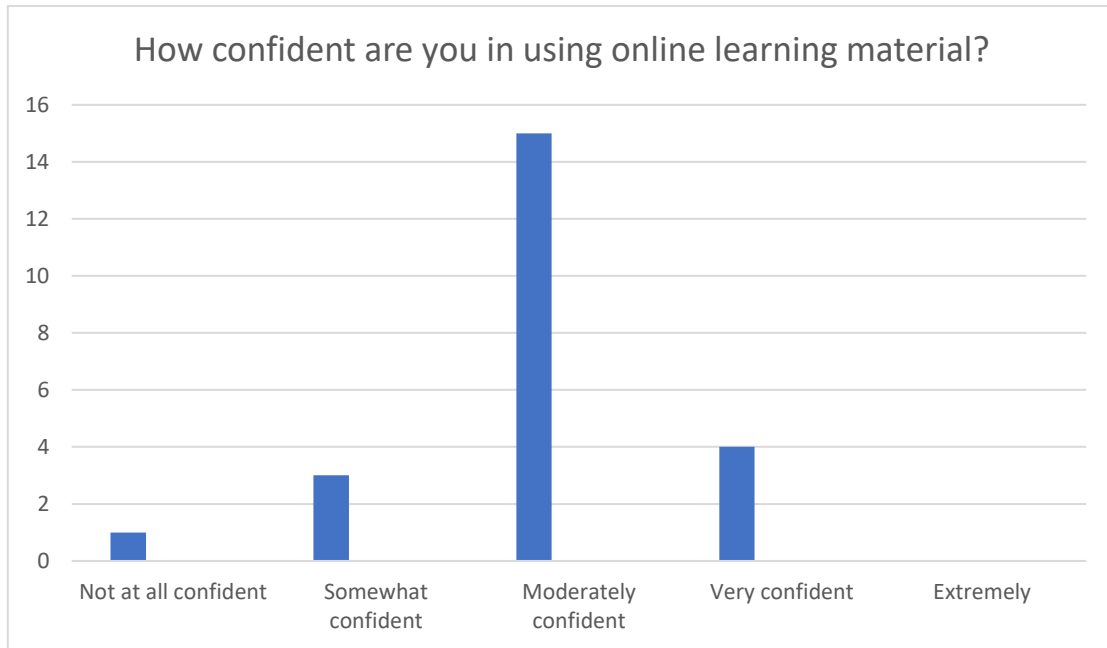
“to acquire knowledge about entrepreneurship” and “to increase my ability for self-regulated learning and planning” with the same number of respondents (19).



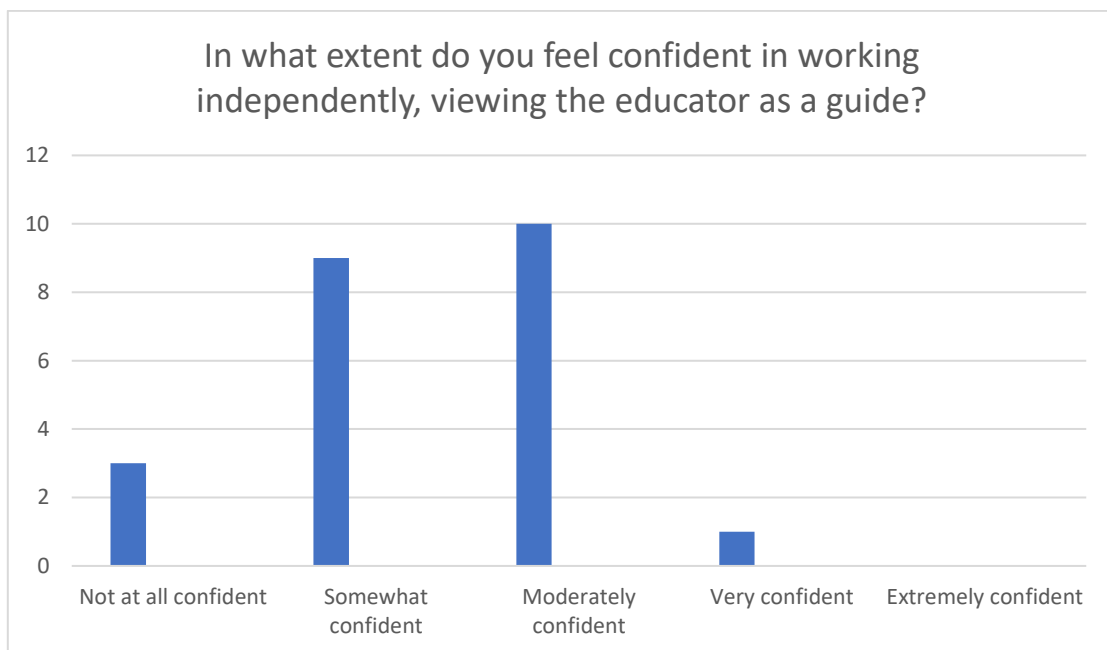
The majority of the participants consider themselves as intermediate users regarding their communication skills (writing, interpreting, public speaking, following instructions, evaluating information, active listening, asking for help). More specifically, 9 participants identify themselves as beginners in public speaking, 5 participants as beginners in reading and following instructions and 7 participants as beginners in asking for help from educators or colleagues. It has to be highlighted that only one participant consider himself/herself as beginner in writing, editing or interpreting words, and only two as beginners in active listening. Fewer participants, approximately 5, have acquired an advanced level in their communication skills. Other considerable data is that none of the participants found themselves as proficient in any of the respective communications skills.



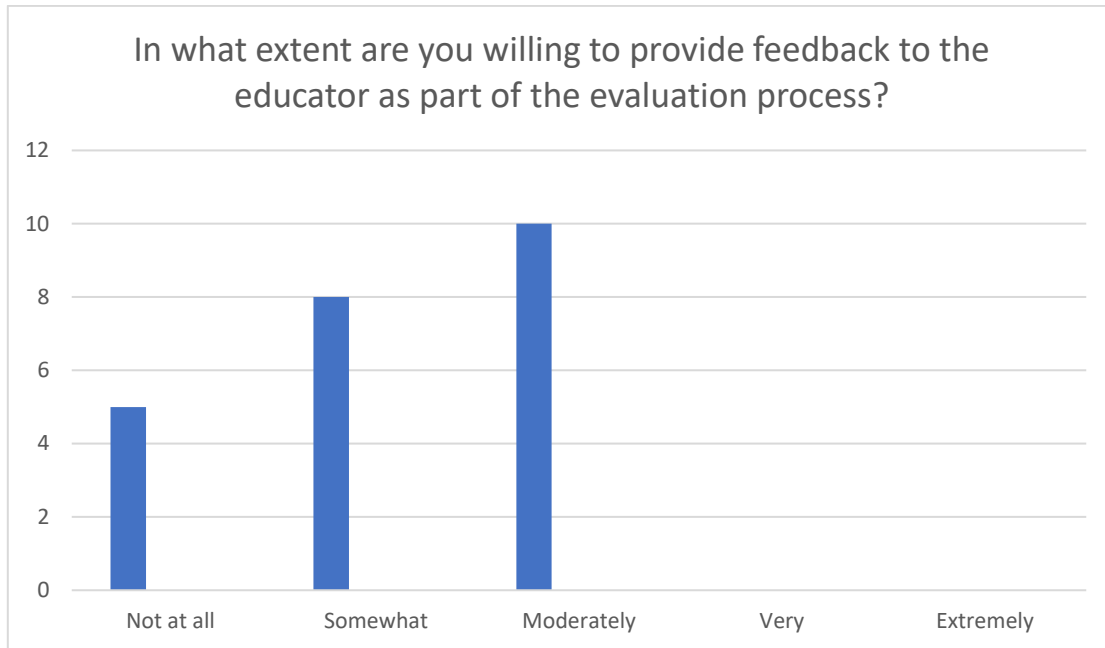
19 of the participants found themselves as intermediate users in planning, setting goals and priorities, while 2 participants consider themselves as beginners and advanced respectively in the same skill. Regarding human and tasks management 10 participants consider themselves as beginners and 13 as intermediate. Moreover, the majority of the young people (15) think that they are in an intermediate level in motivating themselves to follow the initial plan, while approximately the same number - 14 young people – found themselves as intermediate in motivating other to get the job done. 14 of the young people stated that they are willing to learn at an intermediate level, while 3 participants are beginners in this skill. Regarding the problem-solving skills, 9 young people are identified as beginners, 11 as intermediate and 3 as advanced.



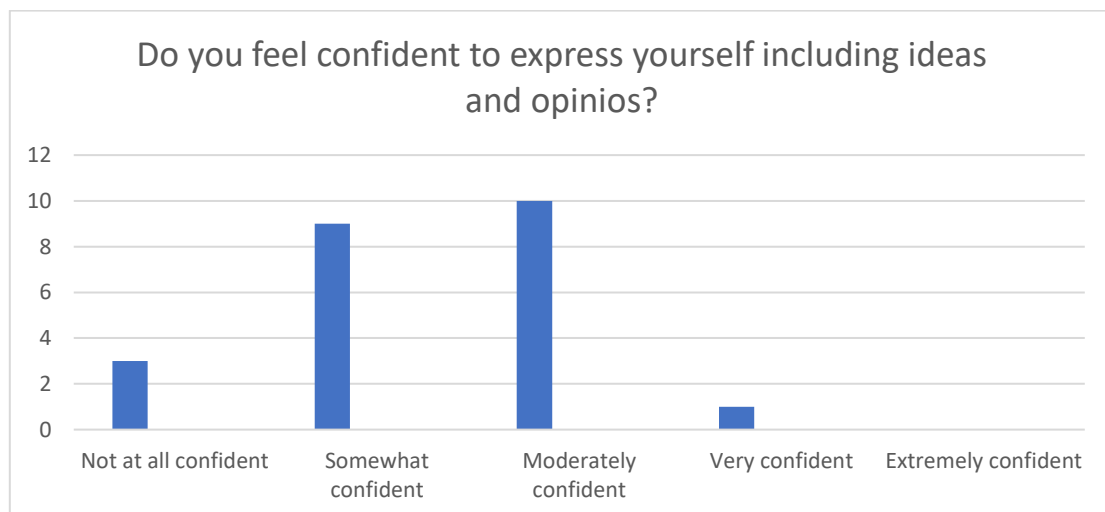
15 out of the 23 participants responded that they are moderately confident in using online learning material, while 3 feel somewhat confident and 4 feel very confident. However, there is one participant, who does not feel confident at all in using online learning material.



9 out of 23 participants feel somewhat confident in working independently, viewing the educator as a guide, and 10 participants feel moderately confident in the respective skill. 3 participants responded that they are not at all confident in working independently, and only 1 feels very confident.

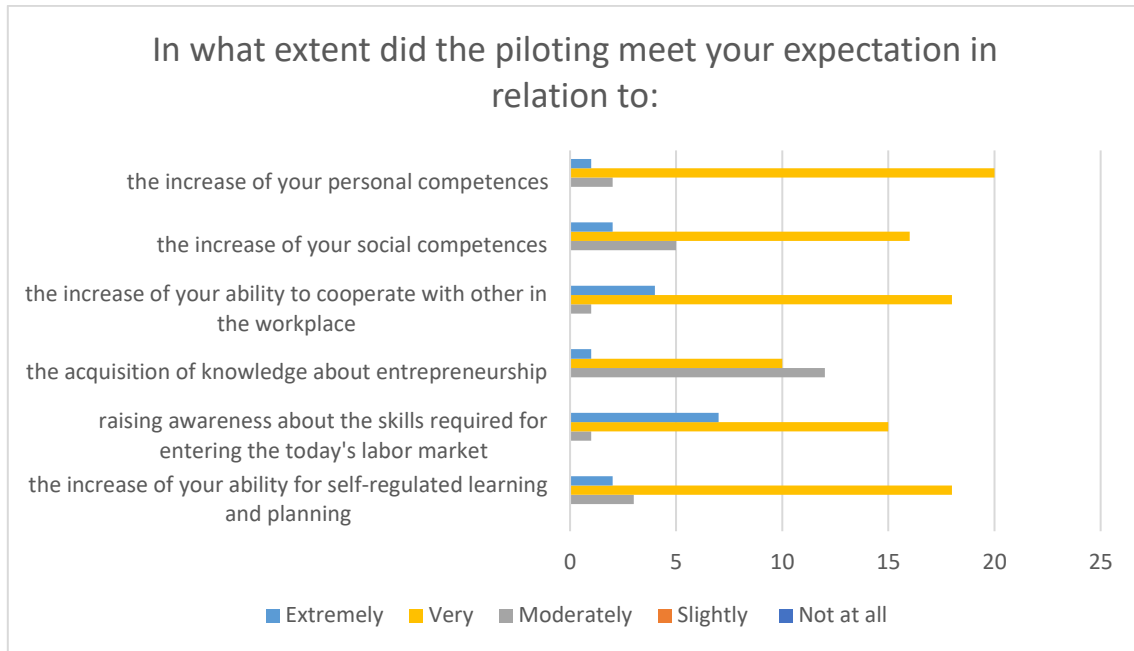


10 out of 23 participants are moderately willing to provide feedback to the educator as part of the evaluation process, and 8 participants are somewhat willing to provide feedback. A considerable number of 5 participants responded that they are not at all willing to provide feedback to the educator as part of the evaluation process.

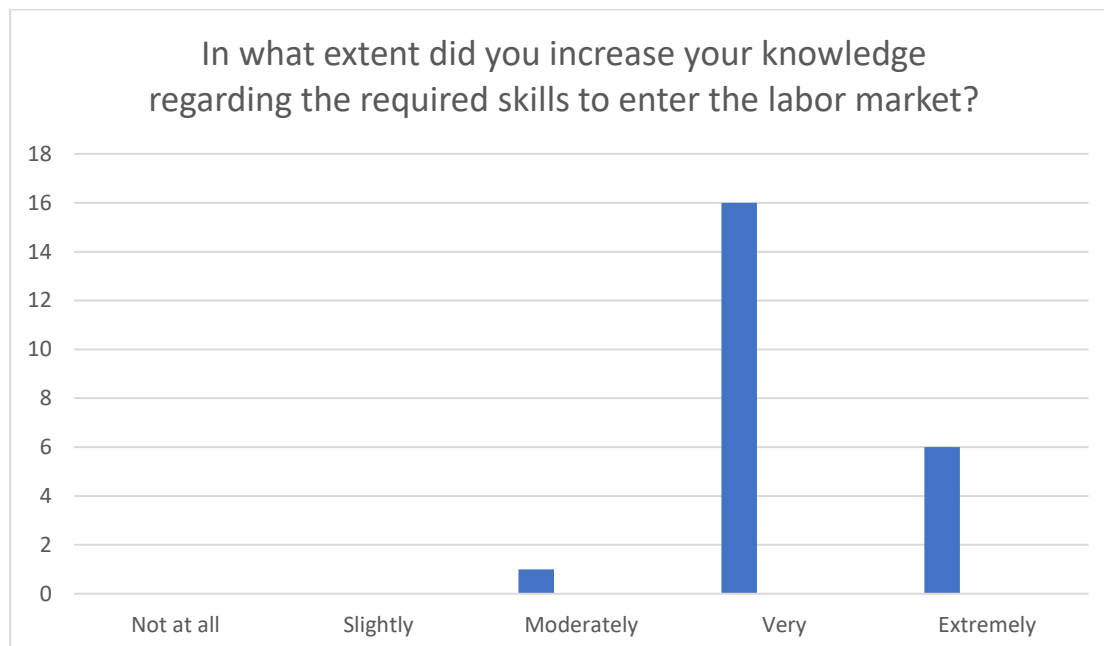


10 out of the 23 participants responded that they feel confident to express themselves including ideas and opinions, while 9 stated that they are somewhat confident in the respective skill. It has to be highlighted that 3 participants do not at all feel confident to express themselves, and only one participant feels very confident to perform this skill.

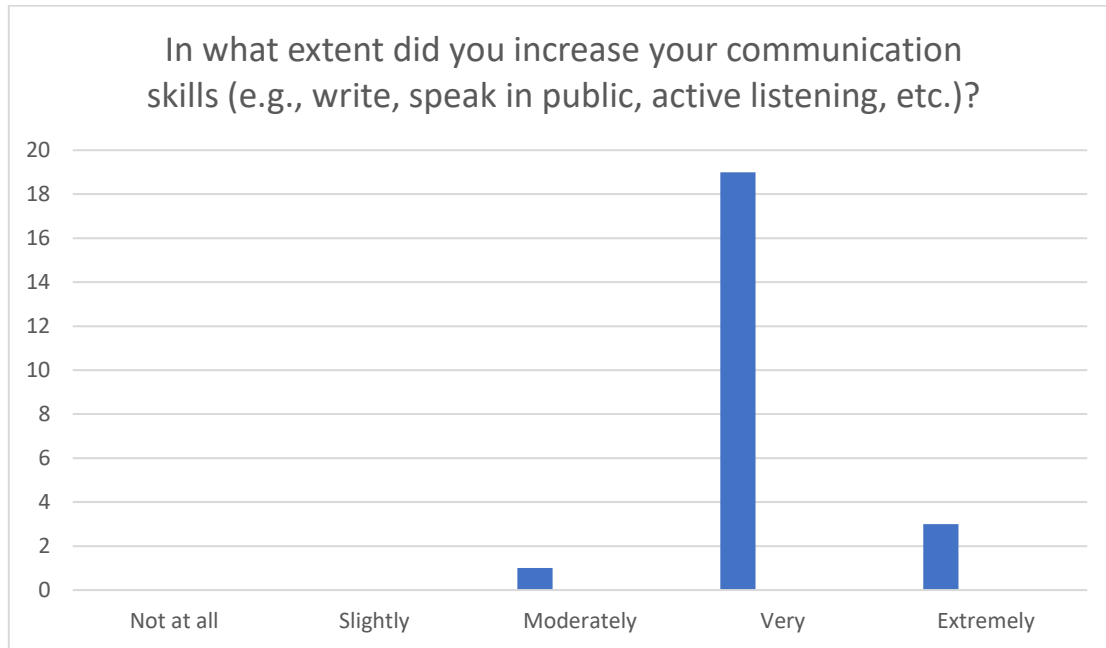
Post- assessment questionnaire



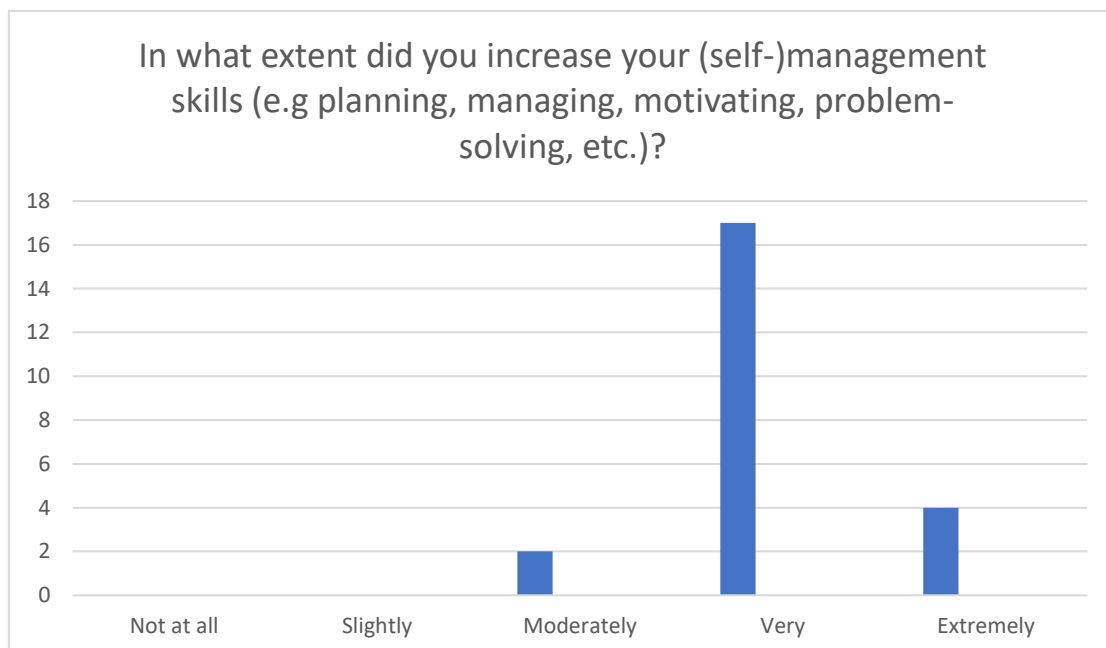
The majority of the participants responded that the piloting met their expectations in the respective sections as they are depicted on the diagram. In addition, 7 out of the 23 participants responded that the piloting extremely met their expectations regarding raising awareness about the skills required for entering the today's labor market. 12 out of the 23 participants stated that the piloting moderately met their expectations regarding the acquisition of knowledge about entrepreneurship.



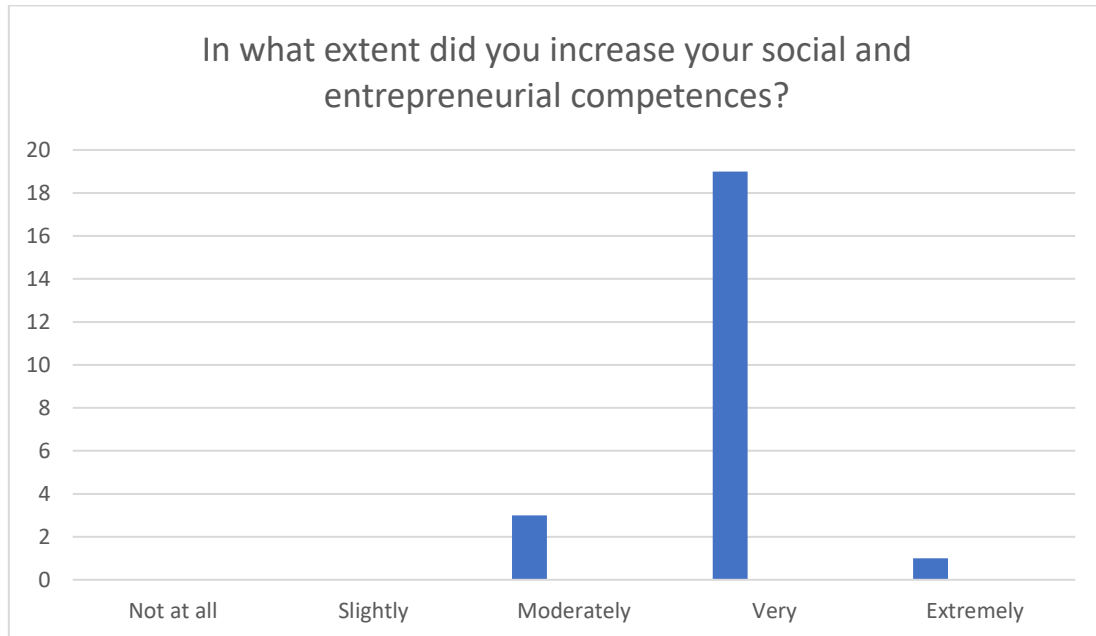
In the question “in what extent did you increase your knowledge regarding the required skills to enter the labor market?”, 16 participants responded “very”, 6 “extremely” and 1 “moderately”.



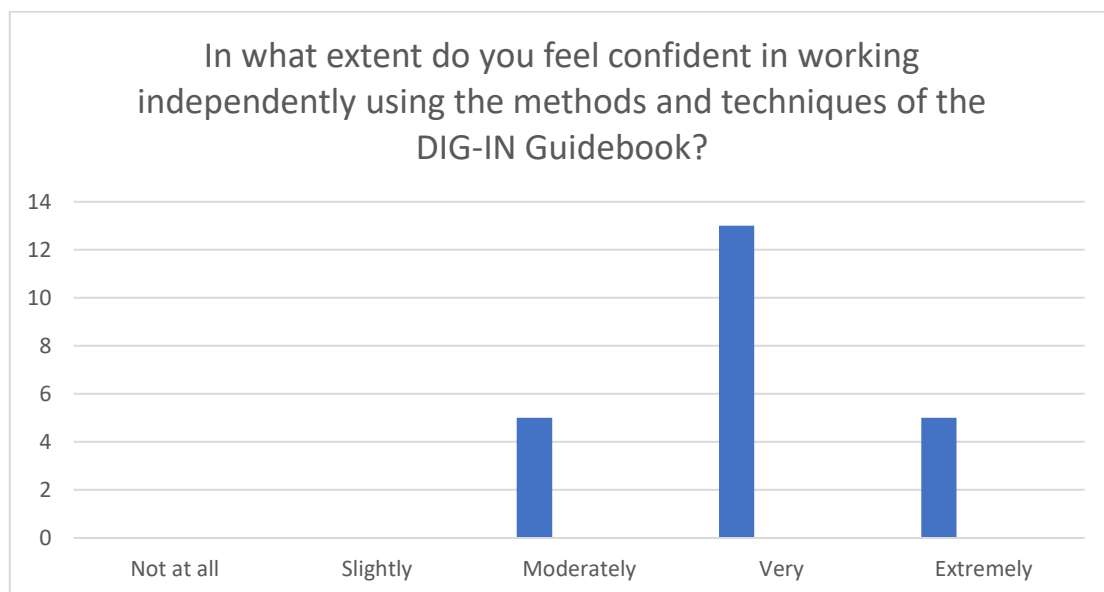
In the question “in what extent did you increase your communication skills (e.g. write, speak in public, active listening, etc.)?”, 19 participants responded “very”, 3 “extremely” and 1 “moderately”.



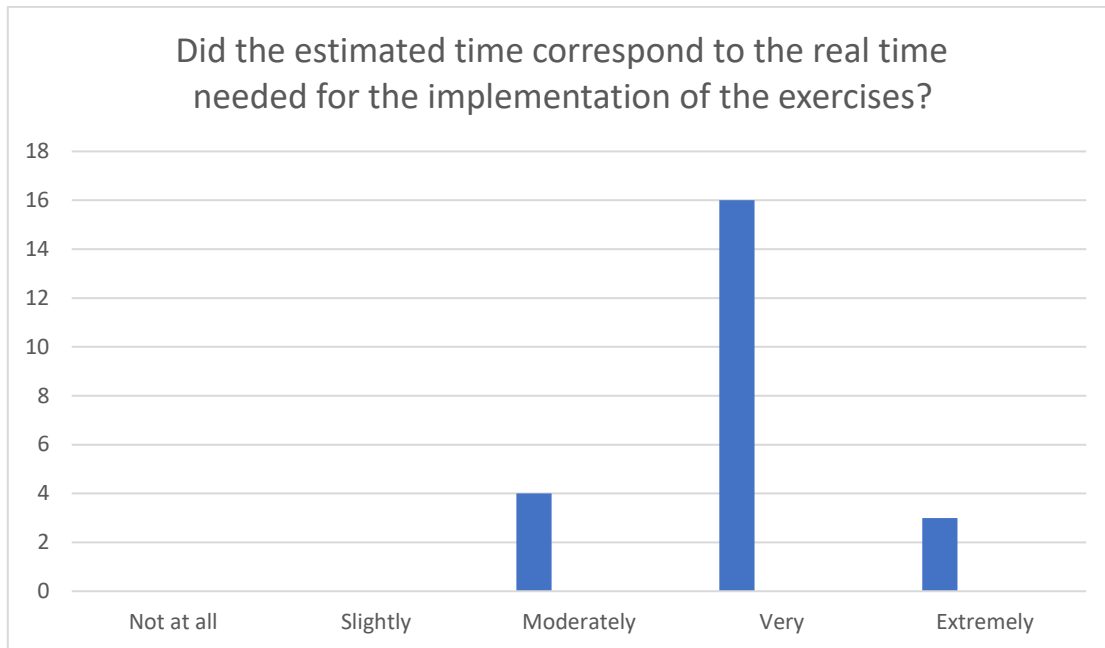
In the question “in what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving, etc.)”, 17 participants responded “very”, 4 “extremely” and 2 “moderately”.



In the question “in what extent did you increase your social and entrepreneurial competences?”, 19 participants responded “very”, 1 “extremely” and 3 “moderately”.



In the question “in what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?”, 13 participants responded “very”, 5 “extremely” and 5 “moderately”.



In the question “did the estimate time correspond to the real time needed for the implementation of the exercise?”, 16 participants responded “very”, 3 “extremely” and 4 “moderately”.

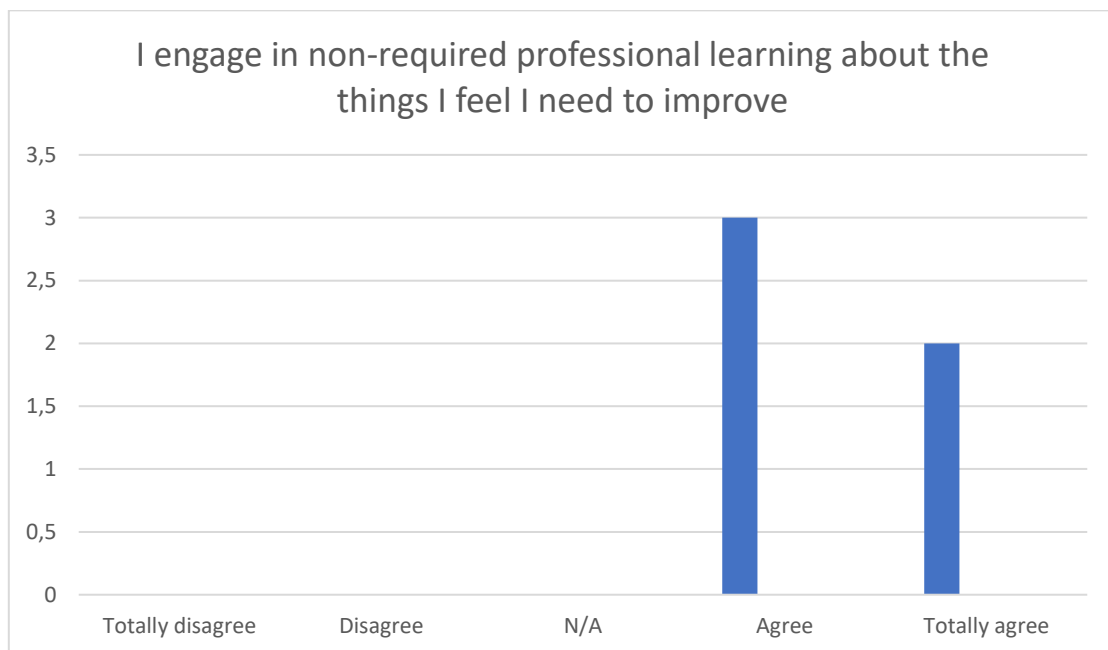
Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the responses collected were the following:

- *The material was very useful for cultivating my social skills and acquiring knowledge of the labor market’s needs.*
- *Nothing to add. Thank you!*
- *I don’t have something to add.*
- *Some of the activities could have a little bit more time that attributed to them.*
- *It would be better if each chapter was summarized through diagrams.*
- *I would suggest planning more time for the activities.*
- *I would prefer to include more diagrams and infographics in the Guide.*
- *I would prefer more pictures.*
- *I would like to add more visualized content.*
- *No. I am satisfied with the material of the Guidebook.*

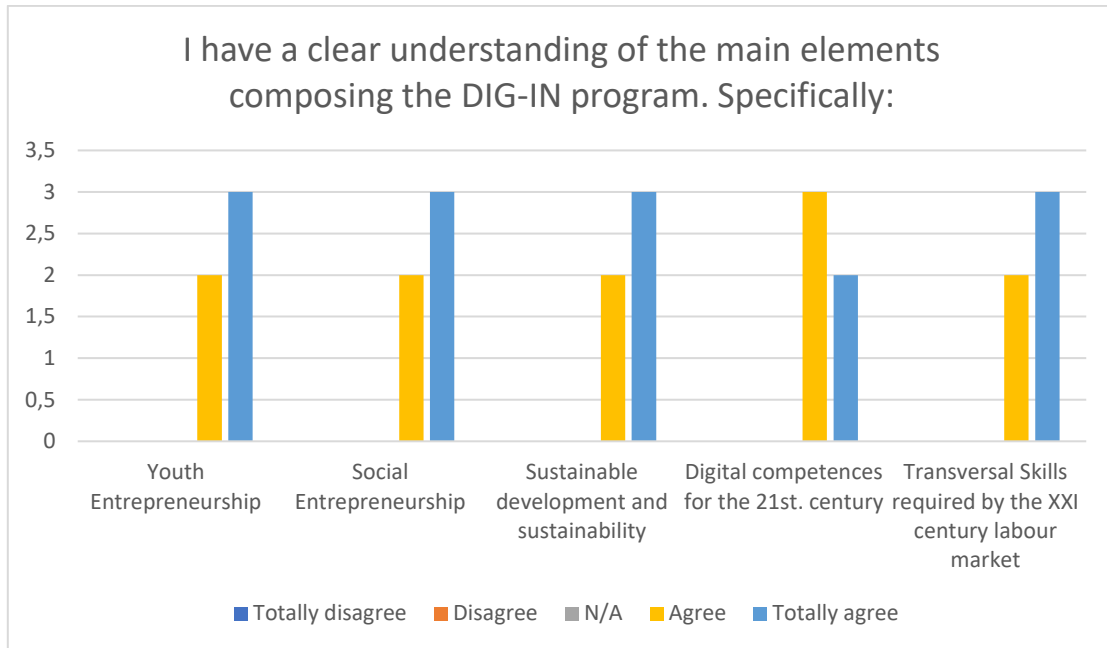


B. Results from questionnaire for Educators/ Mentors

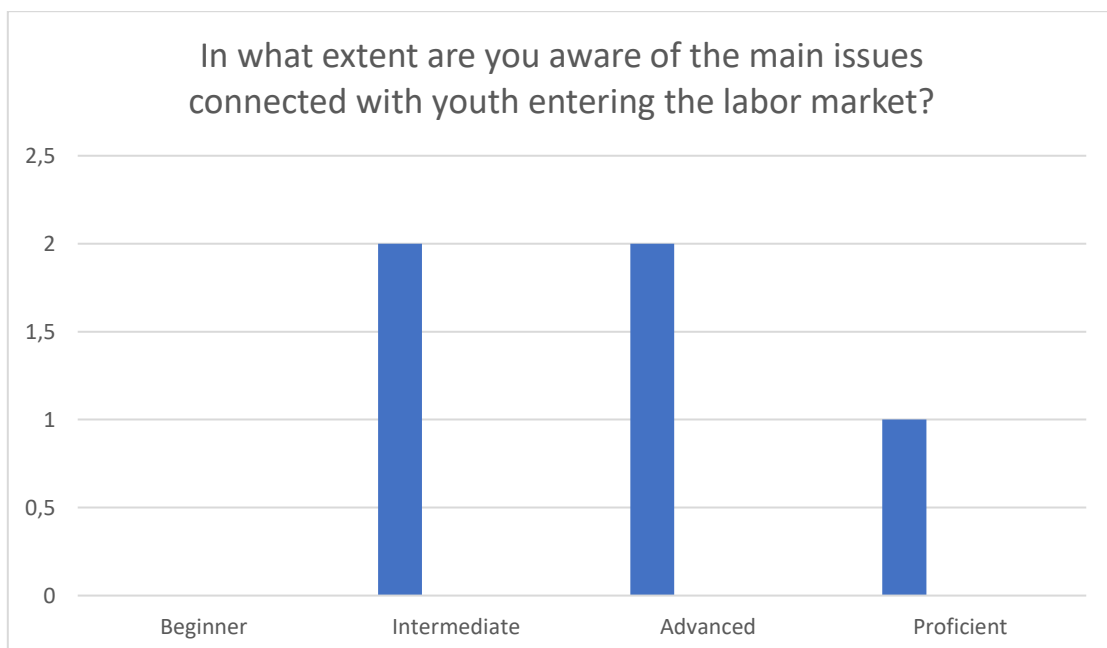
Pre-assessment questionnaires



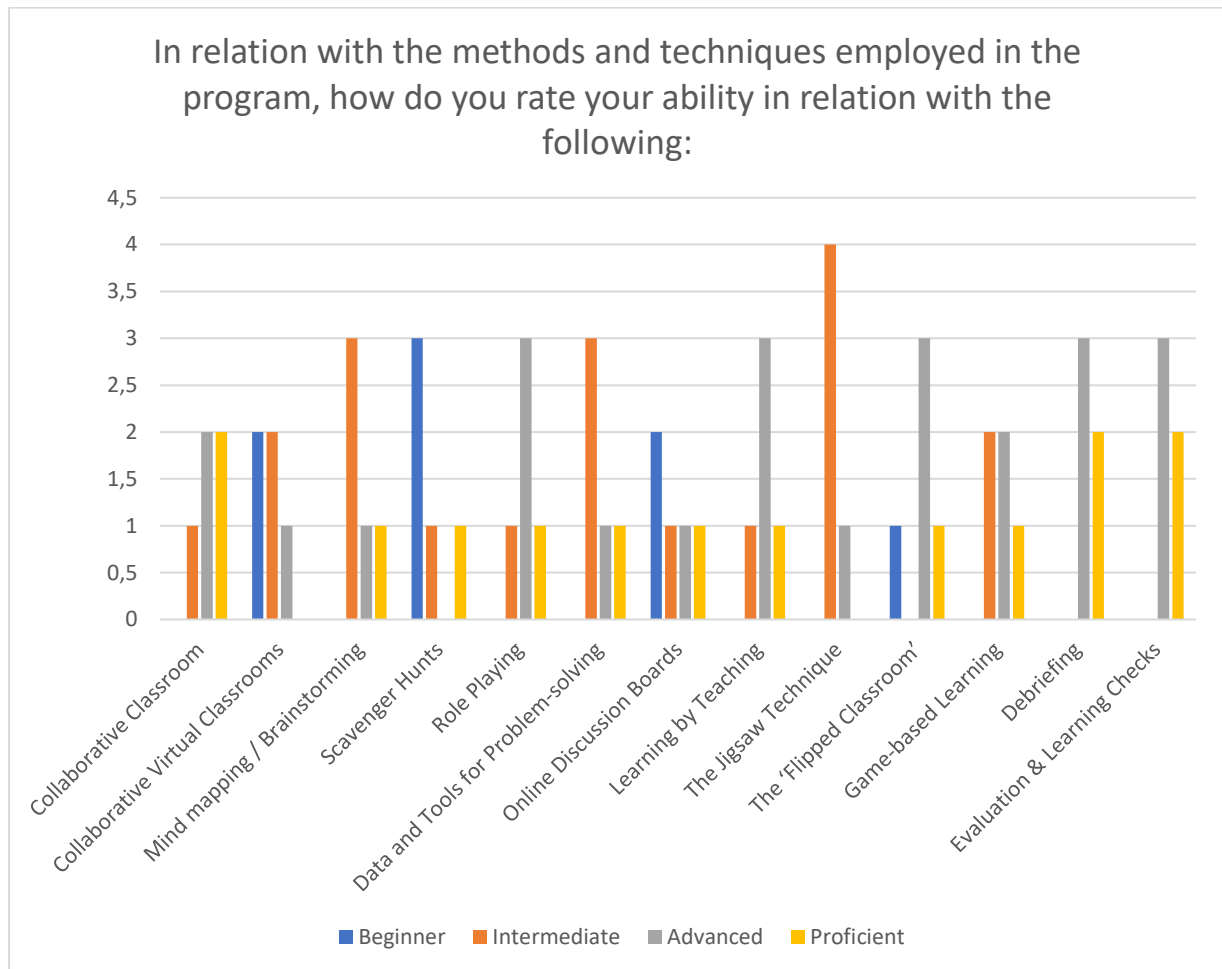
In the statement “I engage in non-required professional learning about the things I feel I need to improve”, 3 educators/mentors agreed and 2 totally agreed.



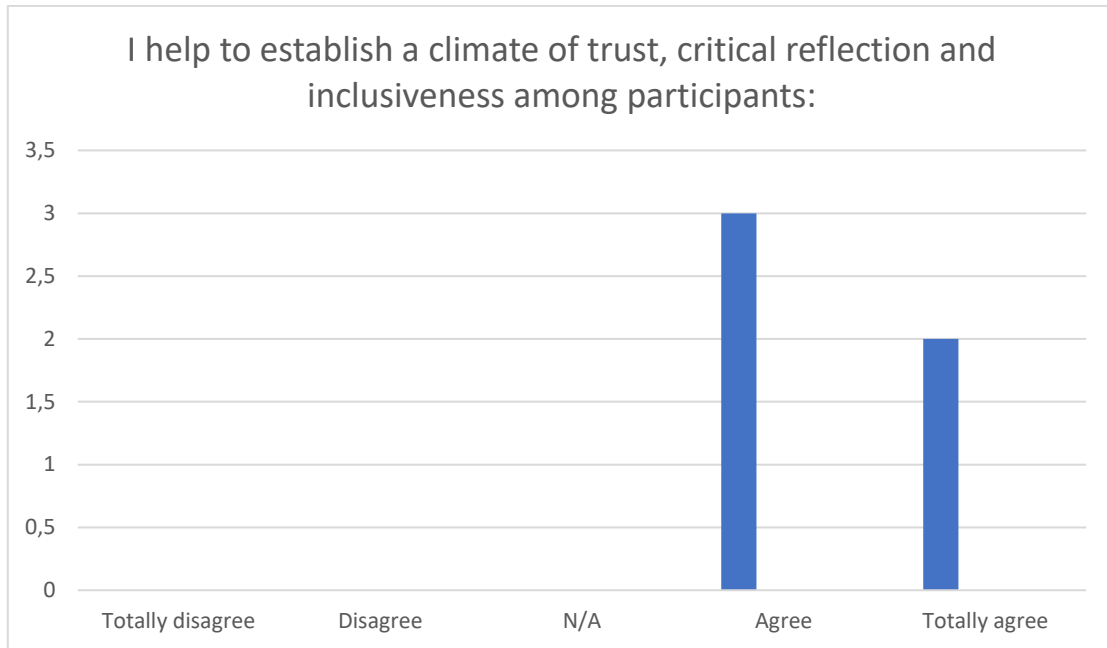
3 educators/mentors totally agreed that they have a clear understanding of youth and social entrepreneurship, sustainable development and sustainability, and transversal XXI skills as main elements of the DIG-IN program, while 2 educators/mentors agreed that they have a clear understanding of these elements composing the DIG-IN program. Moreover, 2 educators/mentors totally agreed that digital competences constitute element of the DIG-IN program, and respectively 3 educators/mentors agreed with the above statement.



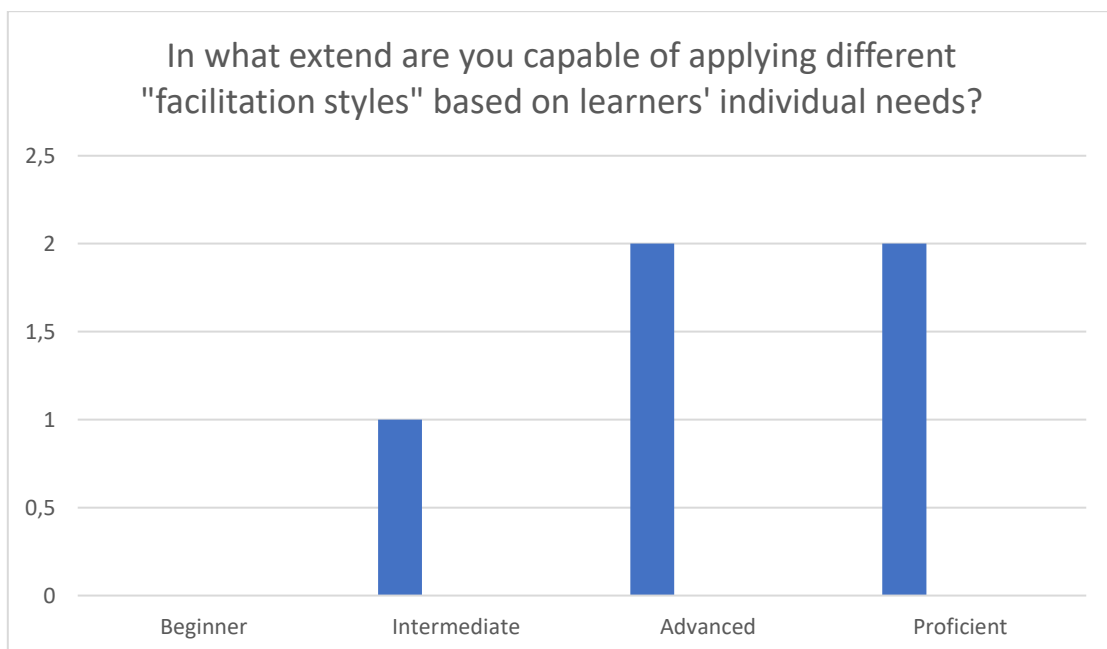
In the question “in what extent are you aware of the main issues connected with youth entering the labor market?”, two educators/mentors identified themselves at an intermediate and advanced level respectively, while only one educator/mentors consider himself/herself at a proficient level.



In the question “in relation with the methods and techniques employed in the program, how do you rate your ability” in relation with the techniques depicted in the diagram, most of the educators/mentors consider themselves intermediate and advanced. At lower rates are the responses that they identify themselves as either beginners or proficient.

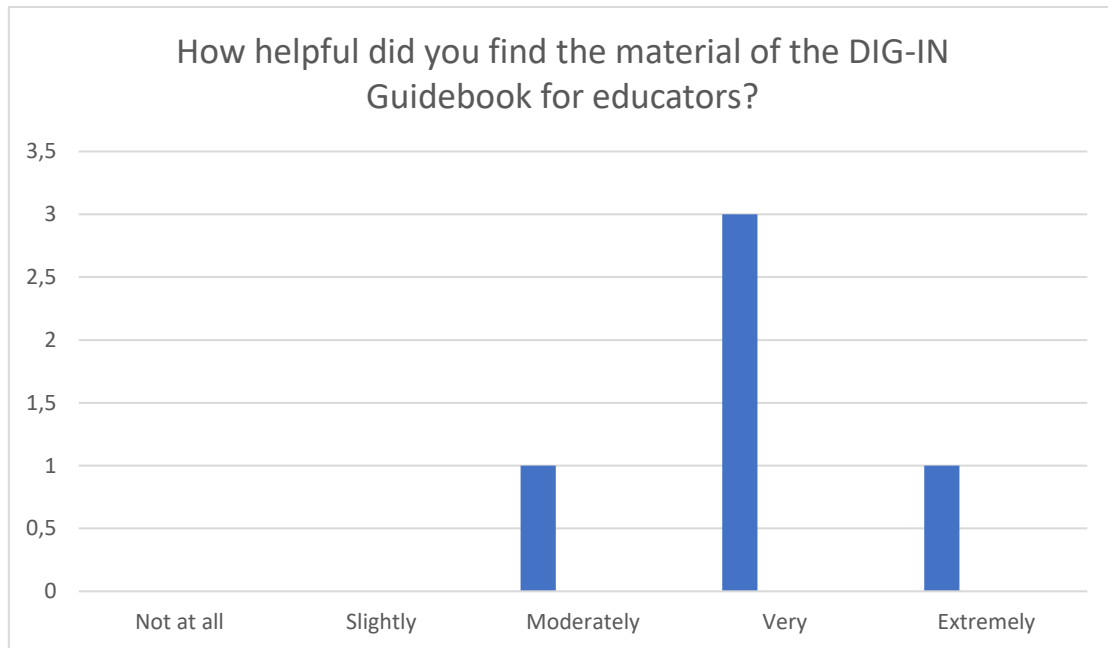


In the statement “I help to establish a climate of trust, critical reflection and inclusiveness among participants”, 3 educators/mentors responded that they agree and 2 that they totally agree.

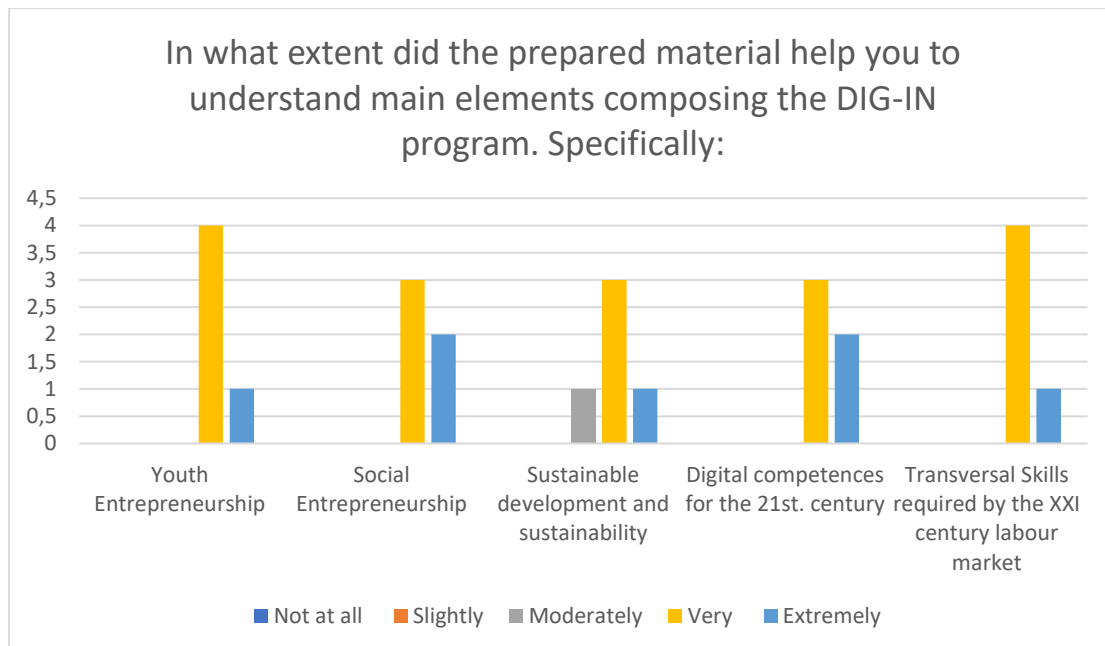


In the question “in what extent are you capable of applying different “facilitation styles” based on learners’ individual needs?”, 2 educators/mentors consider themselves as advanced and proficient in the respective skill, while only one educators/mentors consider himself/herself as intermediate.

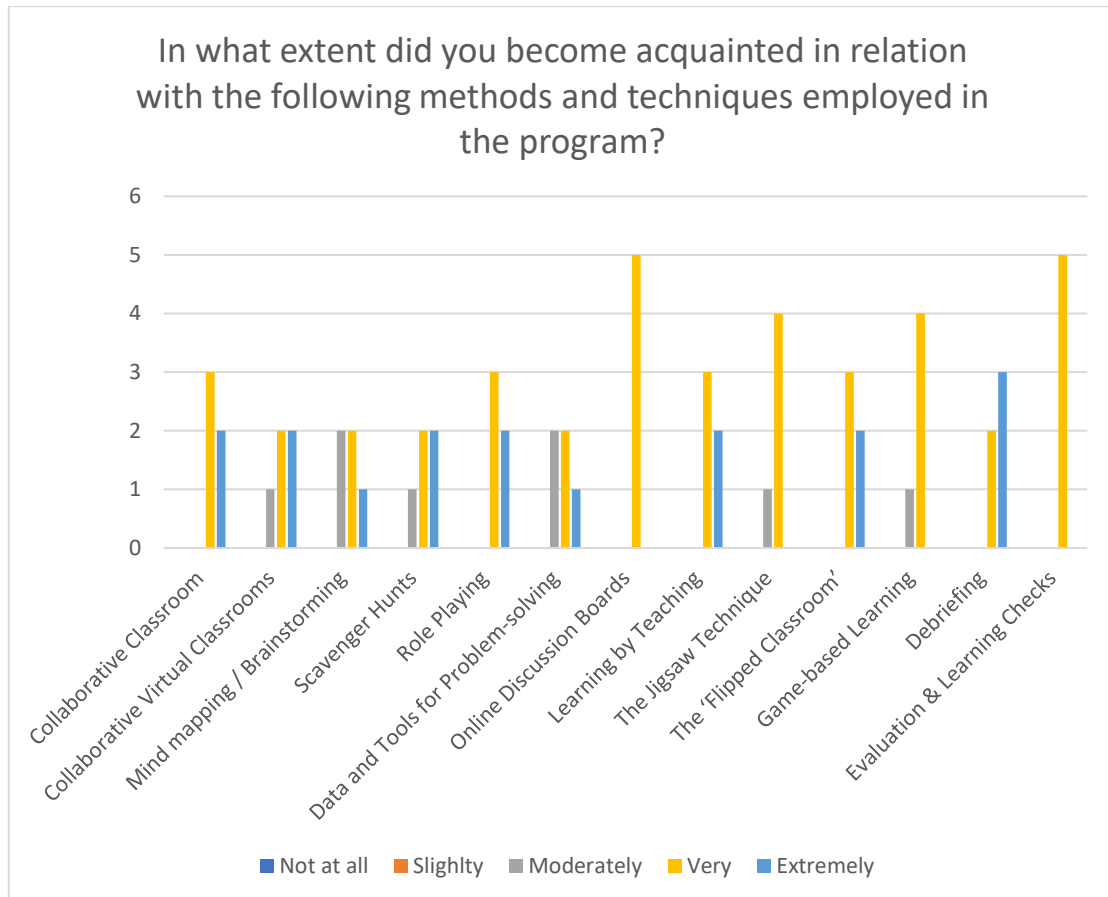
Post-assessment questionnaires



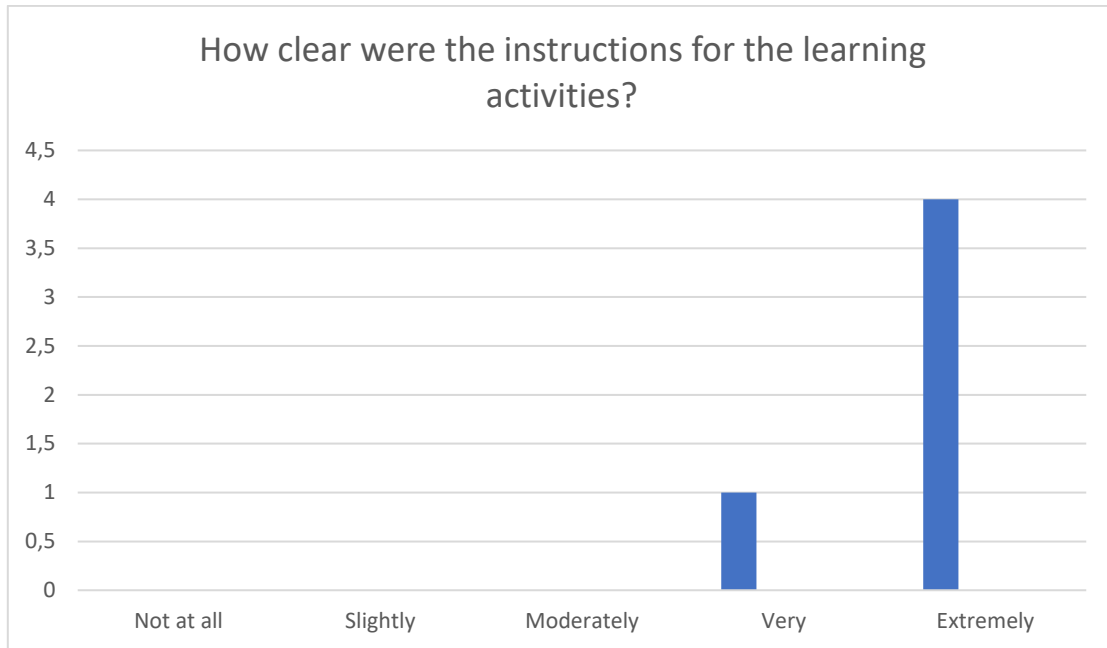
In the question “how helpful did you find the material of the DIG-IN Guidebook for educators?”, most of the educators/mentors (3) responded “very”, and one educator/mentor responded “moderately” and “extremely” respectively.



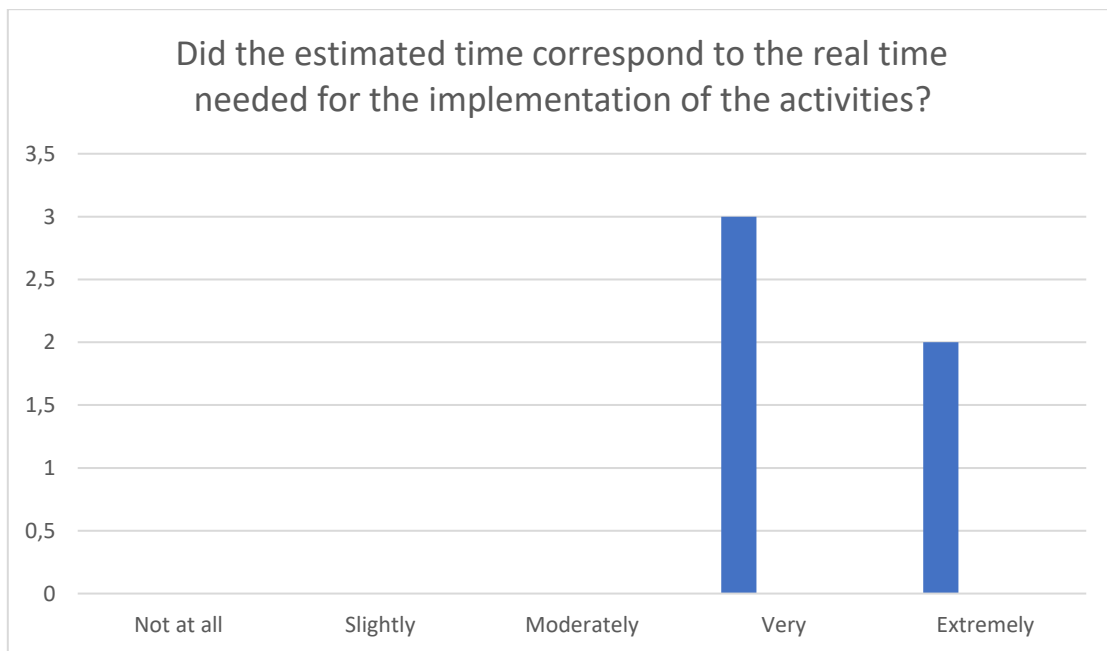
In the question “in what extent did the prepared material help you understand main elements composing the DIG-IN program?”, most of the educators responded “very” and “extremely” regarding the youth and social entrepreneurship, sustainable development and sustainability, digital competences, and transversal XXI century skills as main element of the DIG-IN program.



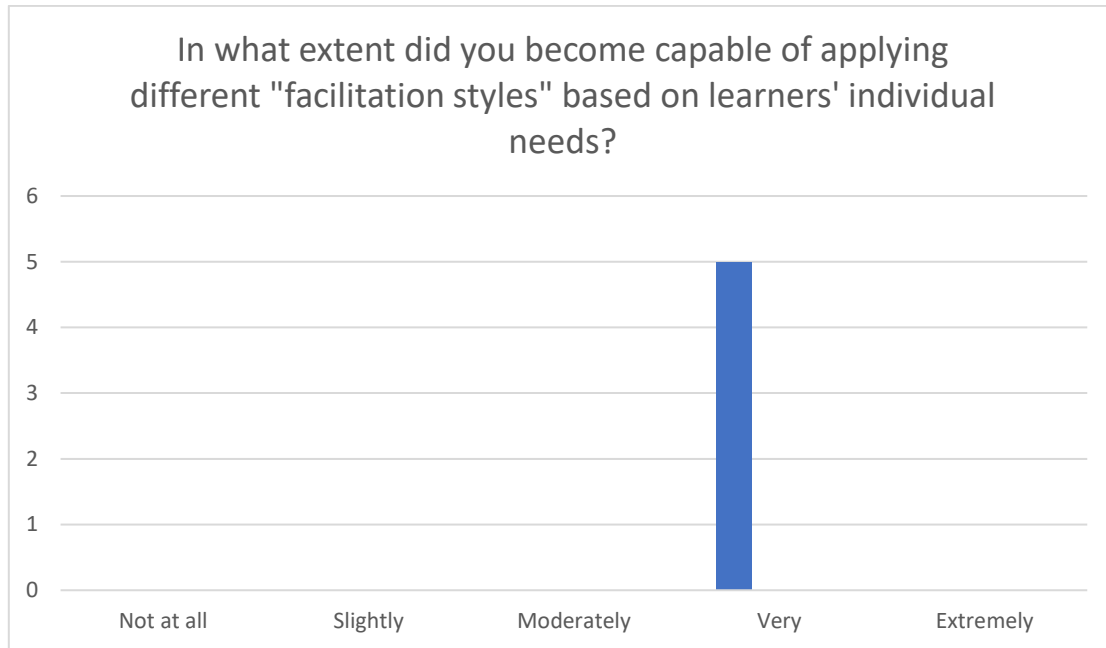
In the question “in what extent did you become acquainted in relation with the following methods and techniques employed in the program?”, most of the educators/mentors stated that they became “very” acquainted in the techniques depicted in the diagram.



In the question “how clear were the instructions for the learning activities?”, 4 educators/mentors responded “extremely” and one responded “very”.



In the question “did the estimated time correspond to the real time needed for the implementation of the activities?”, 3 educators/mentors responded “very” and 2 responded “extremely”.



In the question “in what extent did you become capable of applying different “facilitation styles” based on learners’ individual needs?”, all the educators/mentors responded “very”.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the educators/mentors provided the following responses:

- *I prefer for the content to provide more information on Social Entrepreneurship and Sustainability.*
- *I think that the material was well-organized. I wouldn't change anything!*
- *I would add more interactive and digital activities.*



4.3. Italy

From March 29 to May 30, 2022, MVNGO implemented the local piloting phase for the KA2 Youth DIG IN project. The piloting phase included the implementation of 10 Local Workshops of the 14 in total suggested in the Guidebook with an audience of **20 young NEETs** and **18 educators** to test the educational contents developed in the frame of IO2 “DIG IN Guidebook for educators”.

On March 29, **the first 3 workshops** implemented were focused on introducing the participants to each other-through icebreaking and team building NFE activities-and giving them relevant information about the DIG IN project and the piloting phase, the expected learning outcomes, and practical instructions on how to contact mentors, educators, and project managers in case of doubts or needs.

On April 26, **4 more workshops** were implemented, and trainers and participants were able to go into more detail through the analysis of the IPO Model using the Jigsaw technique, with a focus on the sustainable IPO model.

On May 24, the third and final meeting, was focused on the development of **3 final workshops** and more specifically on entrepreneurship and reflection on self-entrepreneurship, through the identification of each participant's skills and competencies and their goals.

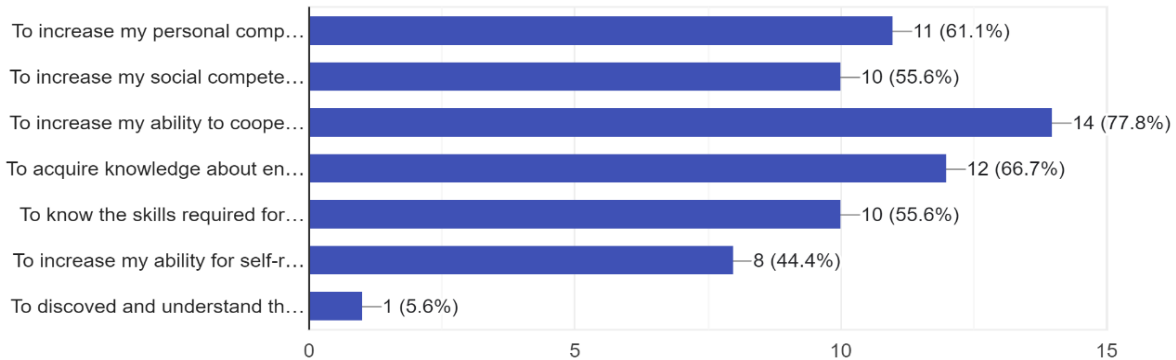
MVNGO has organized a focus group with the educators the week before the piloting implementation. Participants and mentors/educators received two questionnaires each – one pre-assessment and one post-assessment – to evaluate the content of the DIG-IN Guide and spot areas for improvement. The results from the questionnaires are listed below.

A. Results from questionnaire for NEETs

Pre-assessment questionnaires

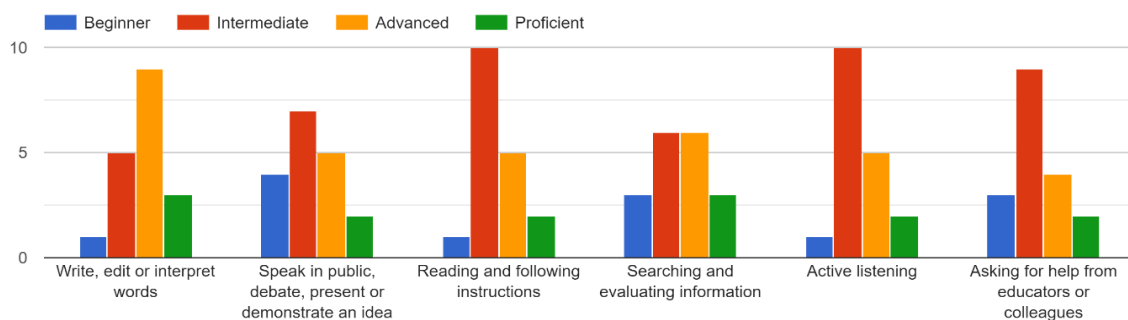
1. What do you expect to achieve through your participation in DIG IN programme? Please, tick the options (more than one is possible) you consider suitable for you.

18 responses



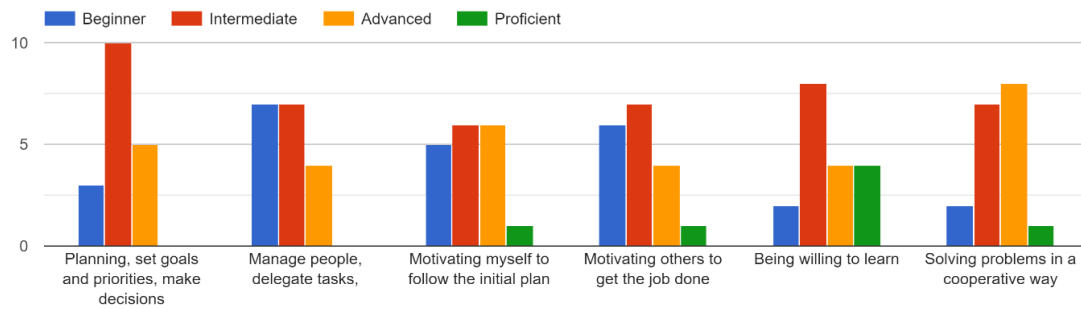
The majority of the participants were expecting to increase their ability to cooperate with in the workplace which mean is that they do not have enough ability to implement it. This highest selected response is following by the other responses “To acquire knowledge about entrepreneurship” and “To increase my personal competences”. 10 participants expected to achieve that “to increase social competences” and “To know the skills required for entering the today's labor market” important within DIG IN programme.

2. Please indicate your level of proficiency regarding your communication skills



10 participants, out of 18, consider themselves as intermediate users regarding their communication skills (writing, interpreting, public speaking, following instructions, evaluating information, active listening, asking for help). 9 of participants identified themselves as advanced user in communication skills. 3 participants, out of 18, are “beginner” user to search and evaluate information’s as well as 1 participant is beginner as active listening.

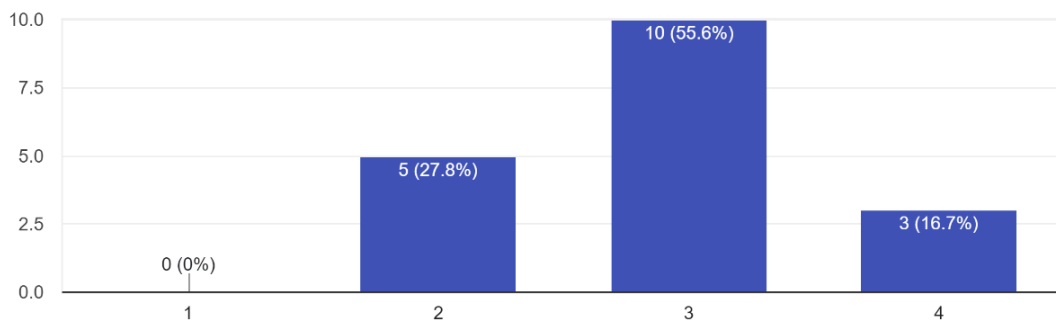
3. Please indicate your level of proficiency regarding your (self-) management skills:



10 of participants identified themselves that they are as intermediate user in planning, setting goals and priorities. In other hand, 3 participants found themselves as proficient for being willing to learn more in the field. Regarding human and tasks management 10 participants consider themselves as beginners and 10 as intermediate. Furthermore, 8 participants found themselves as advance in problem solving. 6 of them, found themselves as beginner to motivation others to get a job. Only one of participants is proficient for motivating himself/herself to follow initial plan.

4. How confident are you in using online learning material?

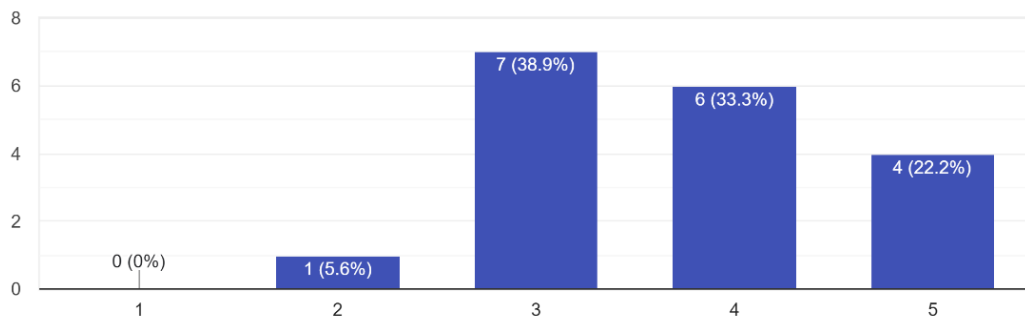
18 responses



10 out of the 18 participants replied that they are moderately confident in using online learning material, while 5 participants responded somewhat confident and 3 of them responses very confident.

5. In what extent do you feel confident in working independently, viewing the educator as a guide?

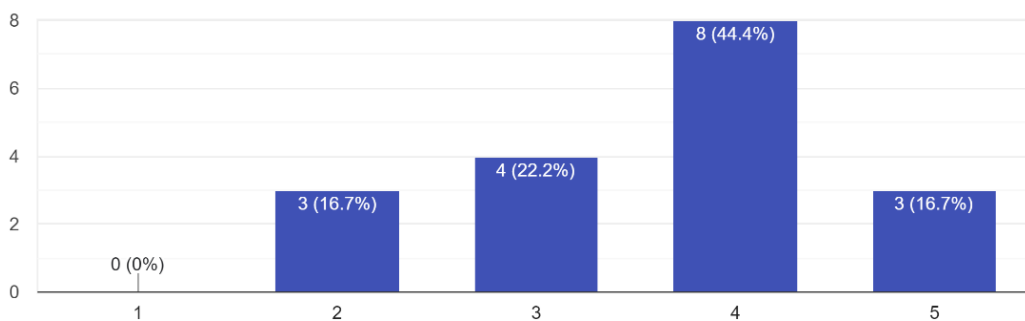
18 responses



7 out of 18 participants feel moderately confident in working independently, viewing the educator as a guide, and 6 participants feel very confident in the respective skill. 4 participants responded that they are very confident in working independently, and only 1 feels somewhat confident.

6. Do you feel confident to express yourself including ideas and opinions?

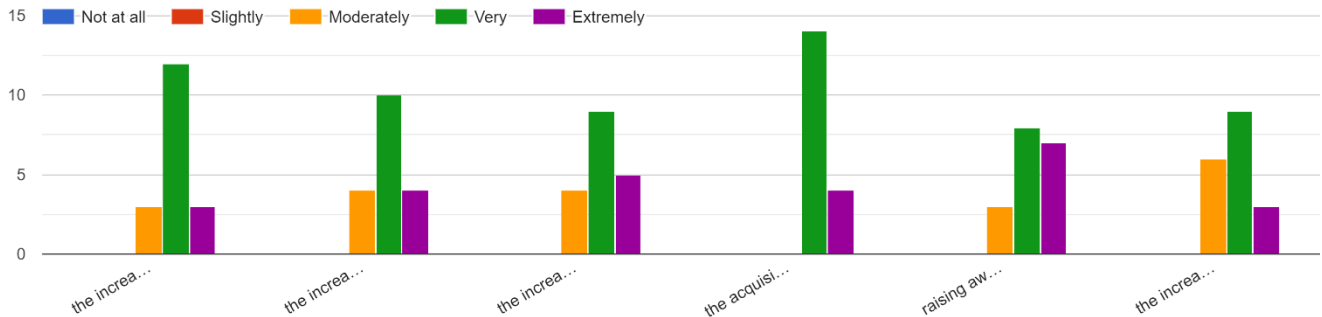
18 responses



8 out of the 18 participants responded that they feel very confident to express themselves including ideas and opinions, while 3 stated that they are extremely confident in the respective skill. Moreover, 4 participants feel moderately confident to express themselves, and 3 participants feel somewhat confident to perform this skill.

Post- assessment questionnaire for NEETs

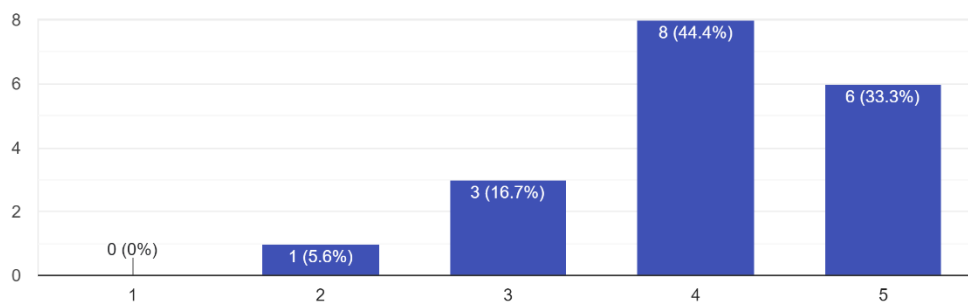
1. In what extent did the piloting meet your expectation in relation to:



As we can see above on the diagram, implemented piloting met participants' expectation as "very". Especially, "the increase of your personal competences" extent was highly met 12 participants expectations. The extent, raising awareness about the skills required for entering the today's labor market, was fully interested by 7 out of 18 participants and met their expectations. 6 out of 18 participants selected that "the increase of your ability for self-regulated learning and planning" was met their expectations as moderately while 3 out of 18 participants responses it as extremely.

2. In what extent did you increase your knowledge regarding the required skills to enter the labor market?

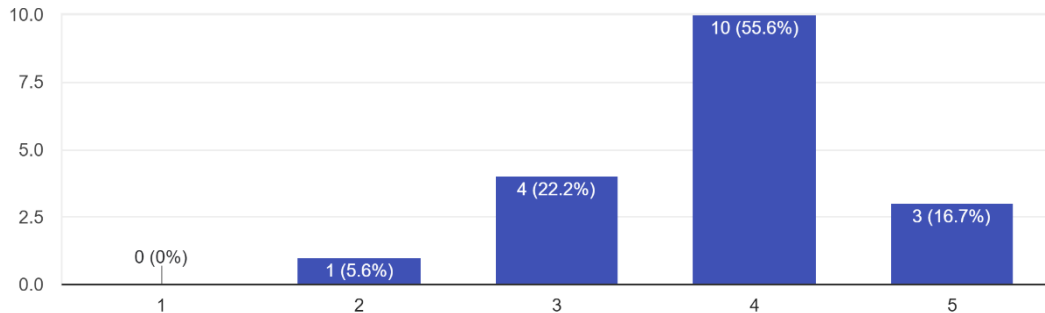
18 responses



8 out of 18 participants responded "very", 6 "extremely" and 3 "moderately". And 1 participant responded "slightly".

3. In what extent did you increase your communication skills (e.g. write, speak in public, active listening etc.)?

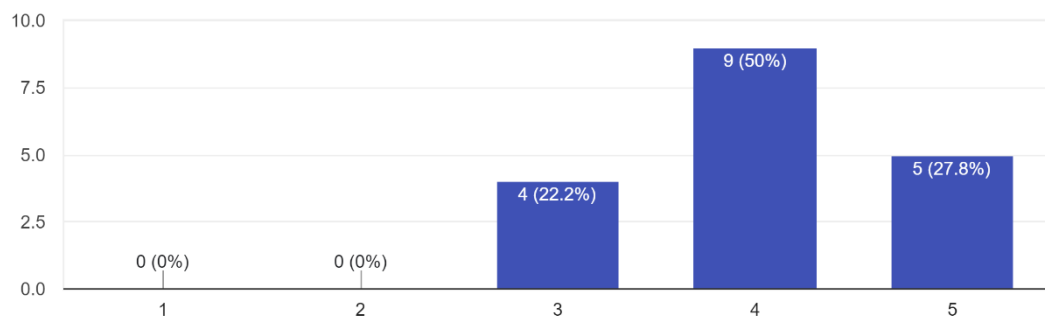
18 responses



10 participants responded this question: “ In what did you increase your communication skill (e.g. write, speak in public, active listening etc.) ? “ “very “. 4 out of 18 participants responded “moderately” , 3 “extremely” and 1 participant responded “slightly”.

4. In what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving)?

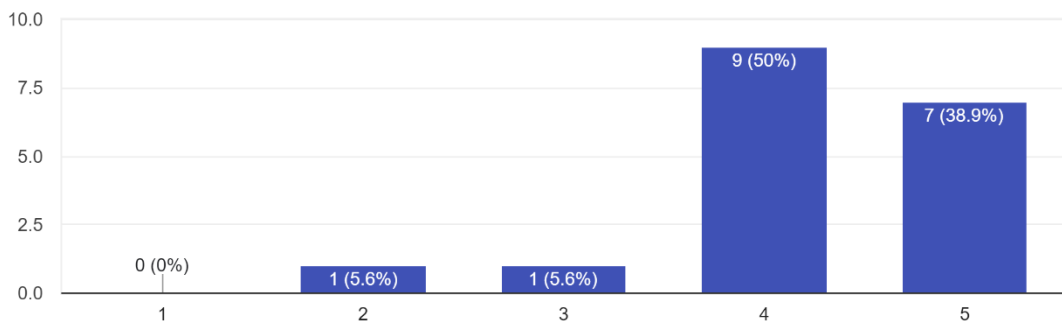
18 responses



In the question “in what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving, etc.)?”, 9 participants responded “very”, 5 “extremely” and 4 “moderately”.

5. In what extent did you increase your social and entrepreneurial competences?

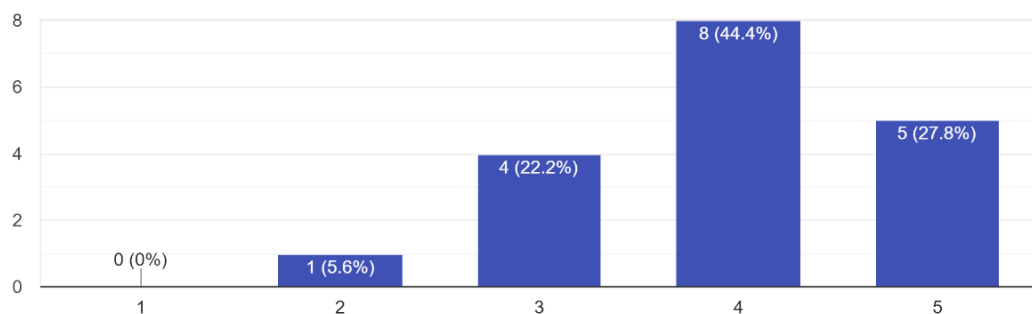
18 responses



In the question “in what extent did you increase your social and entrepreneurial competences?”, 9 participants responded “very”, 7 “extremely”, 1 “moderately” and 1 slightly.

6. In what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?

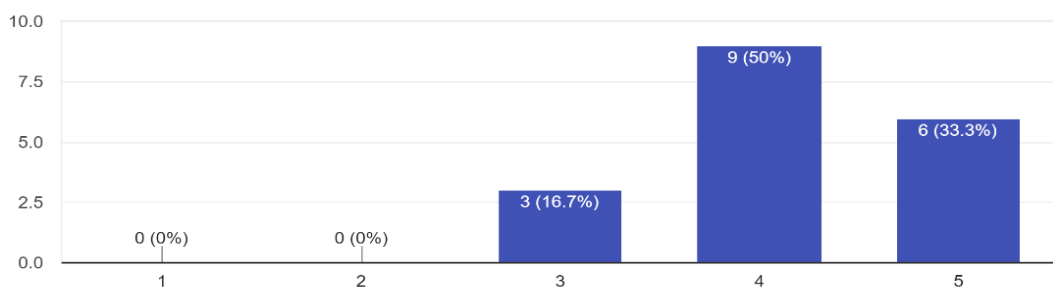
18 responses



In the question “in what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?”, 8 participants responded “very”, 5 “extremely”, 4 “moderately” and 1 “slightly”.

7. Did the estimated time correspond to the real time needed for the implementation of the exercises?

18 responses



In the question “did the estimate time correspond to the real time needed for the implementation of the exercise?”, 9 participants responded “very”, 6 “extremely” and 3 “moderately”.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the responses collected were the following:

- The DIG IN Guidebook is very useful! I will recommend it my surrounding!
- That’s really good tool with many diagrams!
- My best methodology is “role playing”!
- Not many things to add!
- I would suggest reviewing timing of activities!
- All is good!

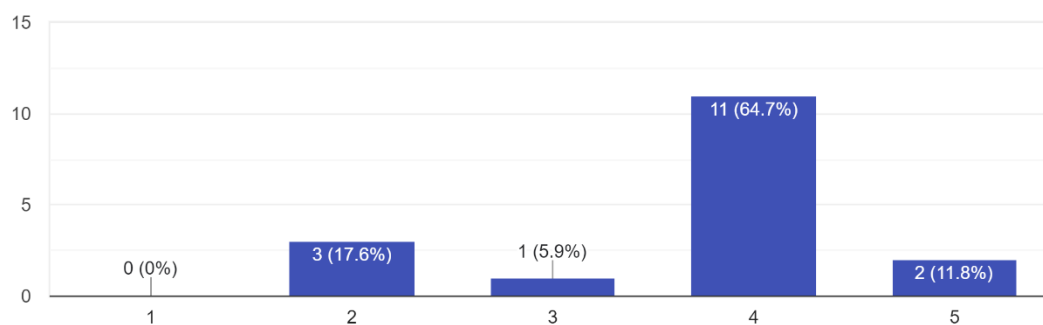


B. Results from questionnaire for Educators/ Mentors

Pre-assessment questionnaires

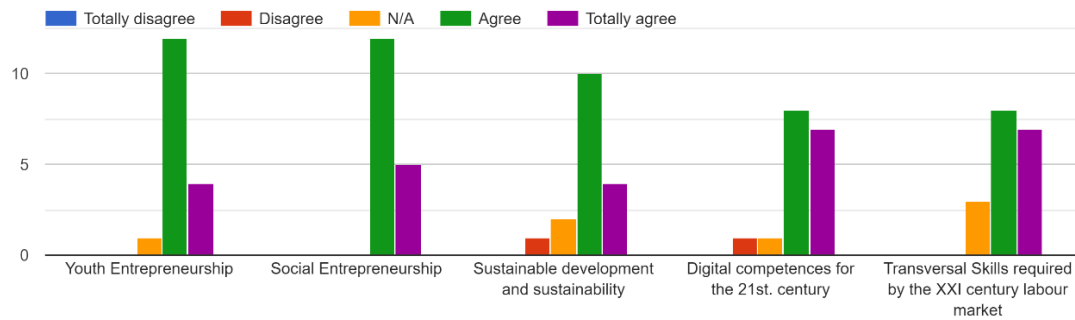
1. I engage in non-required professional learning about the things I feel I need to improve.

17 responses



In the diagram above, show that “I engage in non-required professional learning about the things I feel I need to improve”, 11 educators/mentors “agreed”, 2 “totally agreed” 1 N/A, 3” disagree”.

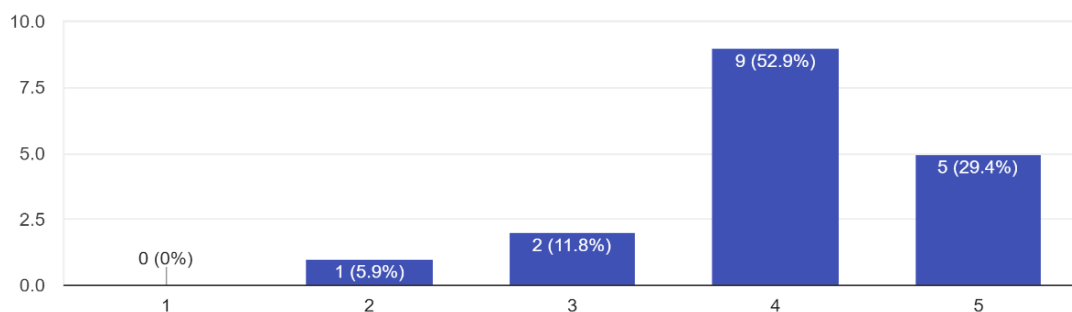
2. I have a clear understanding of the main elements composing the DIG IN program - Specifically:



12 educators/mentors agreed that they have a clear understanding of youth entrepreneurship and social entrepreneurship, 10 educators/mentors agreed that they have a clear understanding of sustainable development and sustainability, and 8 educators/mentors agreed that they have a clear understanding of transversal XXI skills and digital competences for the 21st. century as main elements of the DIG-IN program, while 3 educators/mentors totally agreed that they have a perfect understanding of social entrepreneurship in the DIG-IN program. Moreover, 1 educator/mentor disagreed that digital competences constitute element of the DIG-IN program.

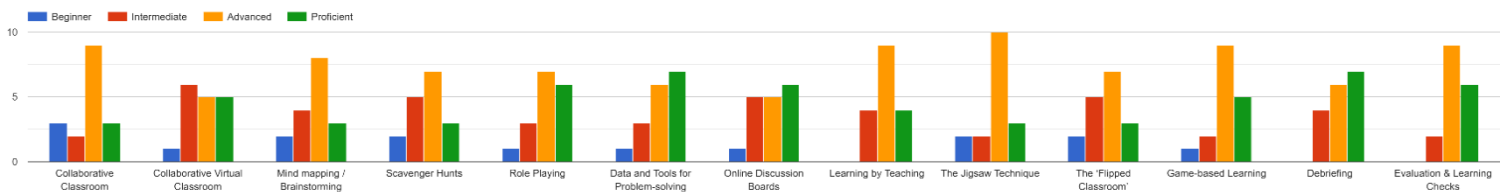
3. In what extent are you aware of the main issues connected with youth entering the labour market?

17 responses



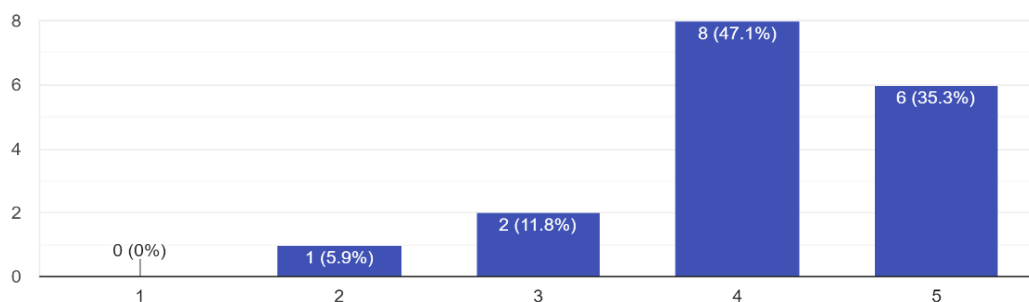
In the question “in what extent are you aware of the main issues connected with youth entering the labor market?”, 9 educators/mentors identified themselves at an “advanced level” and 5 educators/mentors identified themselves at “proficient level” respectively, while 2 educator/mentors consider himself/herself at an “intermediate”.

4. In relation with the methods and techniques employed in the program, how do you rate your ability in relation with the following:



In the question “in relation with the methods and techniques employed in the program, how do you rate your ability” in relation with the techniques depicted in the diagram, most of the educators/mentors consider themselves intermediate and advanced. At lower rates are the responses that they identify themselves as either beginners or proficient. Only in Collaborative Virtual Classroom, 8 educators/mentors consider themselves “Intermediate”.

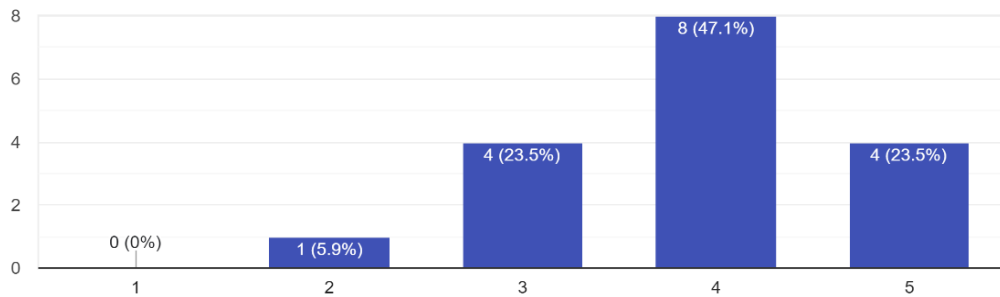
5. I help to establish a climate of trust, critical reflection, and inclusiveness among participants:
17 responses



In the statement “I help to establish a climate of trust, critical reflection and inclusiveness among participants”, 8 educators/mentors responded that they agree and 6 that they totally agree.

6. In what extent are you capable of applying different 'facilitation styles' based on learners' individual needs?

17 responses

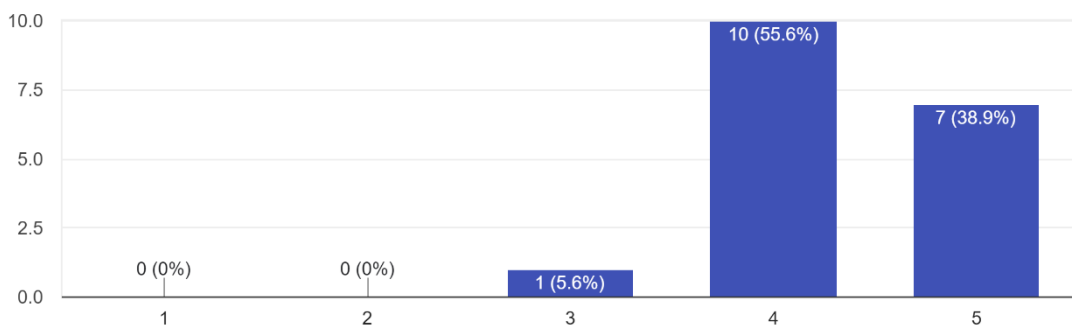


In the question “in what extent are you capable of applying different “facilitation styles” based on learners’ individual needs?”, 8 educators/mentors consider themselves as advanced and proficient in the respective skill, while only one educators/mentors consider himself/herself as intermediate.

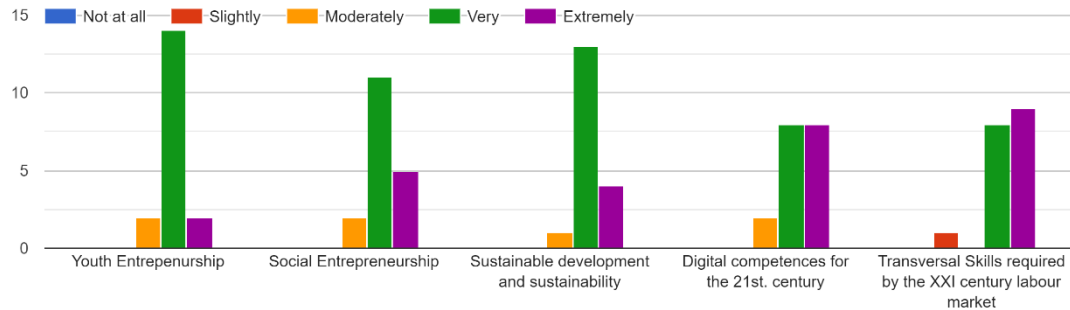
Post-assessment questionnaires for Educators/Mentors

1. How helpful did you find the material of the 'Dig-In guidebook for educators'?

18 responses



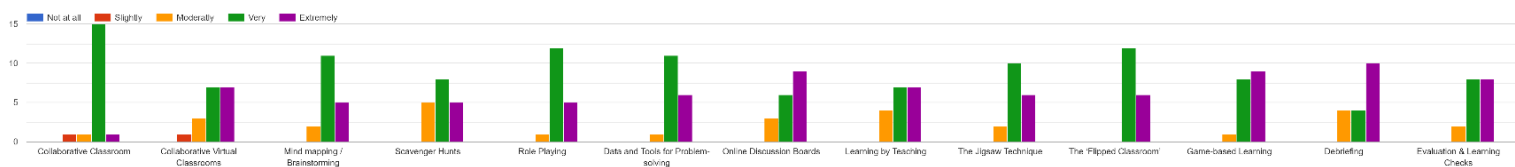
2. In what extent did the prepared material help you to understand main elements composing the DIG IN program - Specifically:



In the question “how helpful did you find the material of the DIG-IN Guidebook for educators?”, most of the educators/mentors (10) responded “very”, and 7 educator/mentors responded “moderately” and “extremely” respectively.

In the question “in what extent did the prepared material help you understand main elements composing the DIG-IN program?”, most of the educators/mentors responded “very” and “extremely” regarding the youth and sustainable development and sustainability. 8 educators/mentors responded “very” for the Digital competences for the 21st. century and Transversal Skills required by the XXI century labor market as main element of the DIG-IN program. 1 educator/mentor thought “Slightly” regarding the Transversal Skills required by the XXI century labor market.

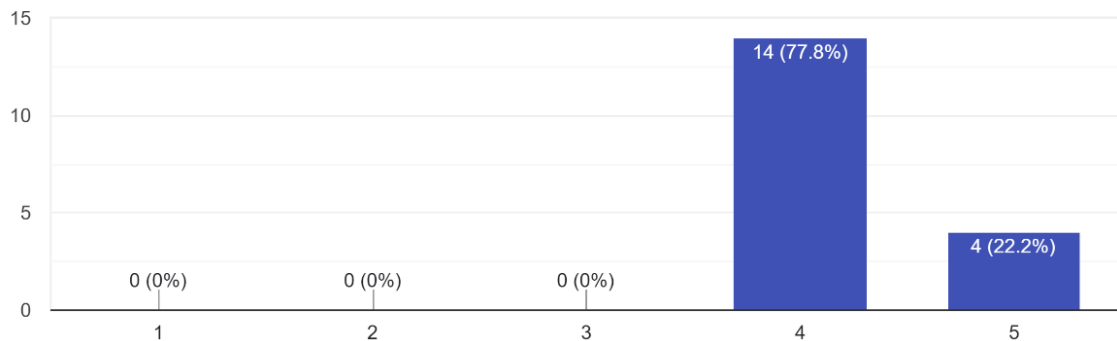
3. In what extent did you become acquainted in relation with the following methods and techniques employed in the program?



In the question, “in what extent did you become acquainted in relation with the following methods and techniques employed in the program?”, most of the educators/mentors stated that they became “very” acquainted in the techniques depicted in the diagram. Collaborative Classroom is responses mostly very.

4. How clear were the instructions for the learning activities?

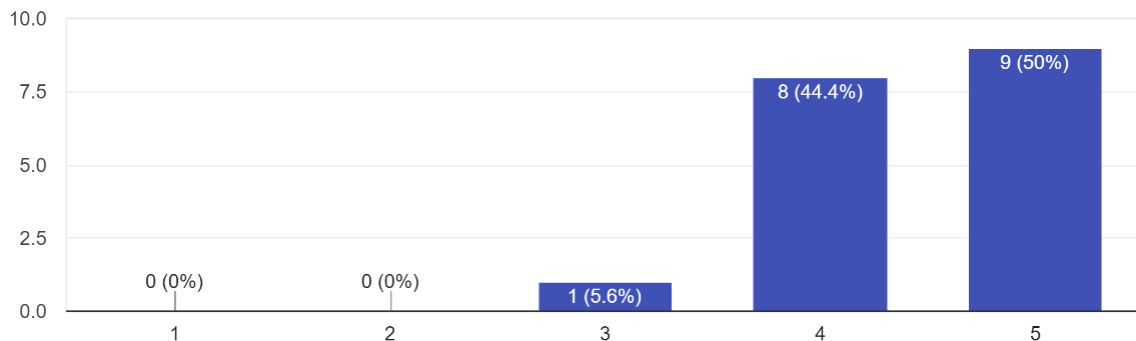
18 responses



In the question “how clear were the instructions for the learning activities?”, 14 educators/mentors responded “very” and 4 responded “very”.

5. Did the estimated time correspond to the real time needed for the implementation of the activities?

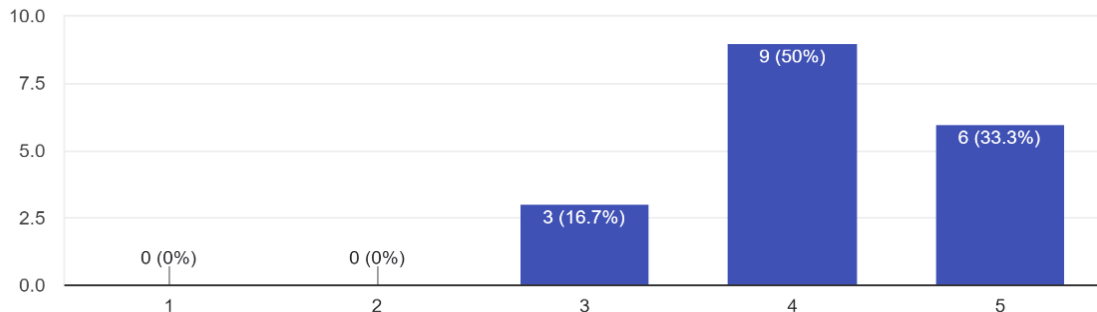
18 responses



In the question “did the estimated time correspond to the real time needed for the implementation of the activities?”, 8 educators/mentors responded “very” and 9 responded “extremely” while 3 responses N/A.

6. In what extent did you become capable of applying different 'facilitation styles' based on learners' individual needs?

18 responses



In the question “in what extent did you become capable of applying different “facilitation styles” based on learners’ individual needs?”, 9 educators/mentors responded “very” and 8 responded extremely while 3 responded N/A.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the educators/mentors provided the following responses:

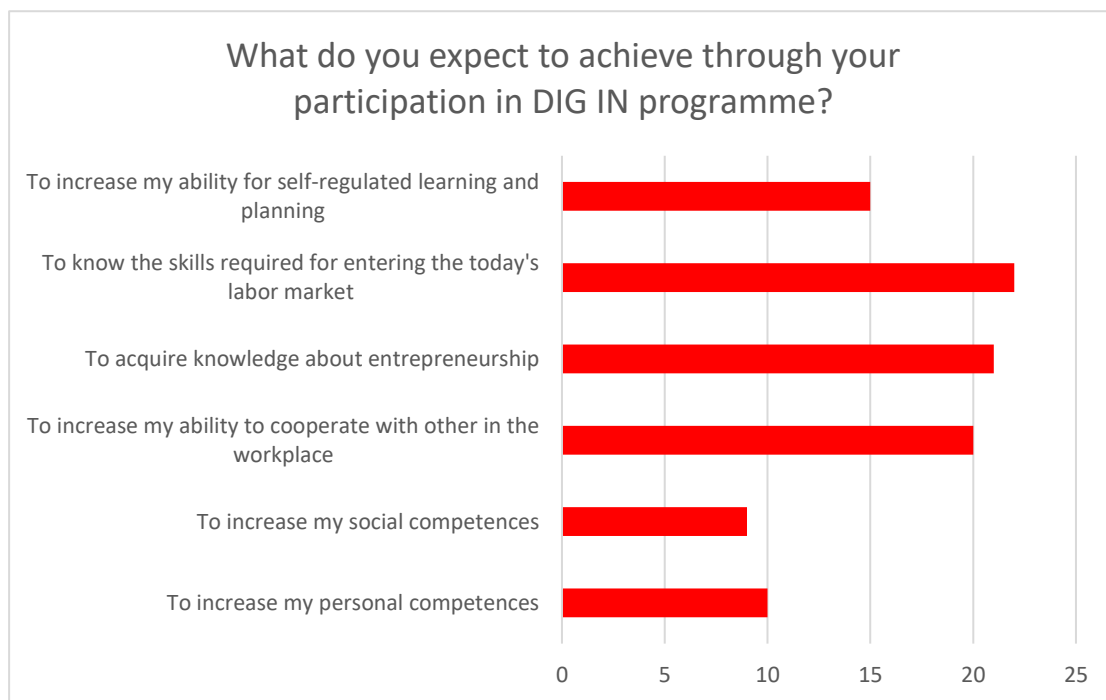
- I would suggest that guidebook should have included more information about Digital competences for the 21st. century. With new automation, we need to know more about it!
- Youth Entrepreneurship was interesting to read!
- Nothing to add!
- Very well- structured Guidebook!

4.4. The Republic of North Macedonia

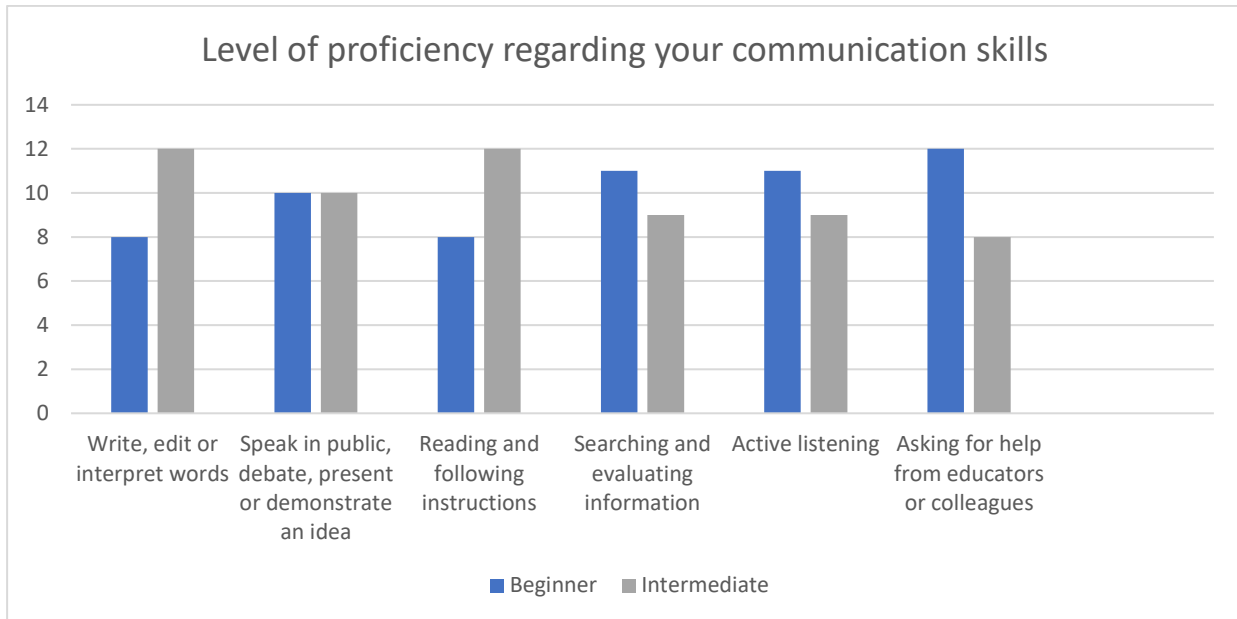
The piloting took place on the 1st - 3rd of June at RACIO's in High Schools "Zef Lush Marku", Skopje, 1010. In the piloting sessions participated 24 NEETs and 5 educators/mentors, while RACIO's staff organized a preparatory meeting with the educators the week before the piloting implementation and a focus group halfway along the testing. 10 workshops were held with the same participants with no dropouts. Participants and mentors/educators received two questionnaires each – one pre-assessment and one post-assessment – in order to evaluate the content of the DIG-IN Guide and spot areas for improvement. The results from the questionnaires are listed below.

A. Results from questionnaire for NEETs

Pre- assessment questionnaires



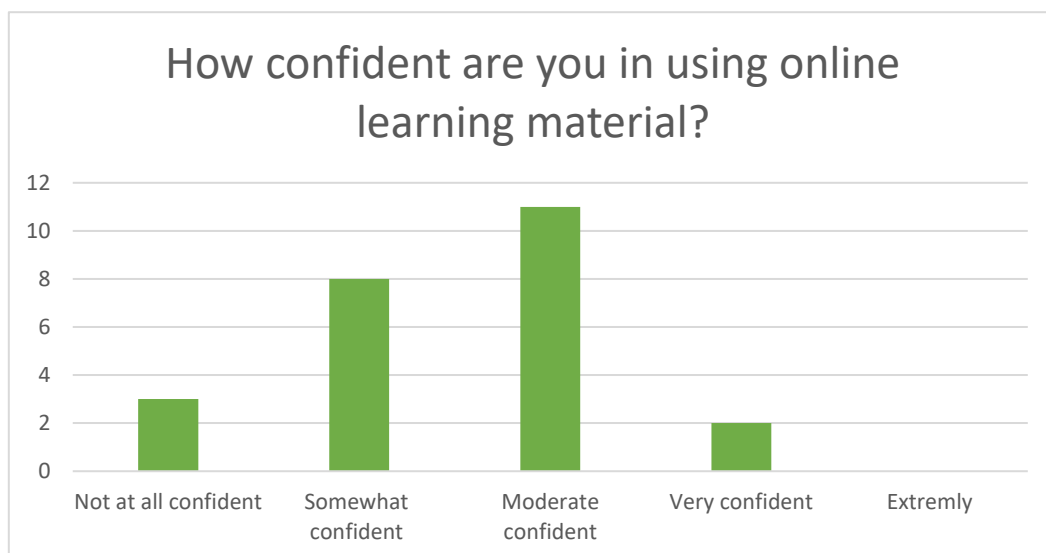
The majority of the participants selected more than one expectation from their involvement in the DIG-IN piloting. The most widely selected was “to know the skills required to enter the today’s labor market” following by the response “to increase my ability to cooperate with other in the workplace”, “to acquire knowledge about entrepreneurship” and “to increase my ability for self-regulated learning and planning” as you can following.



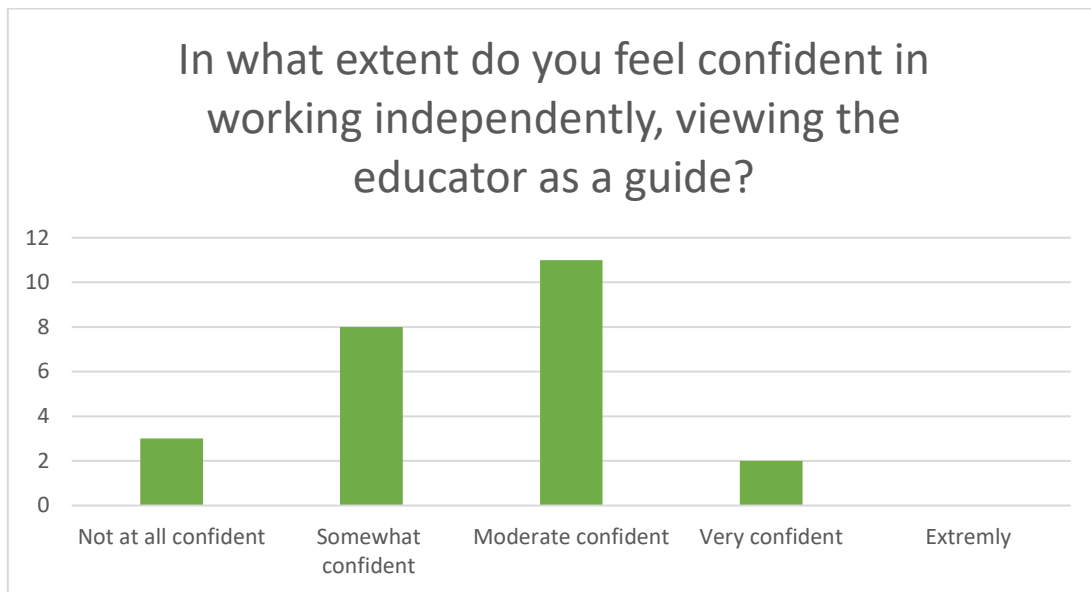
The majority of the participants consider themselves as intermediate users regarding their communication skills (writing, interpreting, public speaking, following instructions, evaluating information, active listening, asking for help). More specifically, 10 participants identify themselves as beginners in public speaking, 8 participants as beginners in reading and following instructions and 12 participants as beginners in asking for help from educators or colleagues. It has to be highlighted that 8 participants consider themselves as beginners in writing, editing or interpreting words, and 11 as beginners in active listening. Fewer participants, approximately 10, have acquired an advanced level in their communication skills. Other considerable data is that none of the participants found themselves as proficient in any of the respective communication skills.



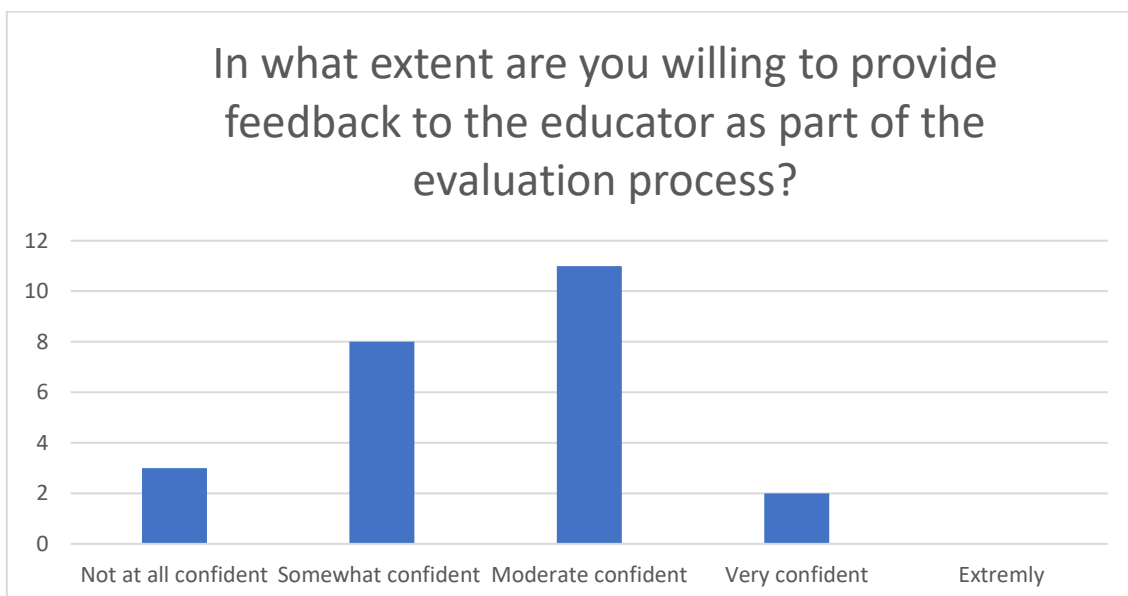
11 of the participants found themselves as intermediate users in planning, setting goals and priorities. Regarding human and tasks management 8 participants consider themselves as beginners and 12 as intermediate. Moreover, the majority of the young people (10) think that they are in an intermediate level in motivating themselves to follow the initial plan, while approximately the same number - 10 young people – found themselves as intermediate in motivating other to get the job done. 13 of the young people stated that they are willing to learn at an intermediate level, while 7 participants are beginners in this skill. Regarding the problem-solving skills, 11 young people are identified as beginners, 9 as intermediate.



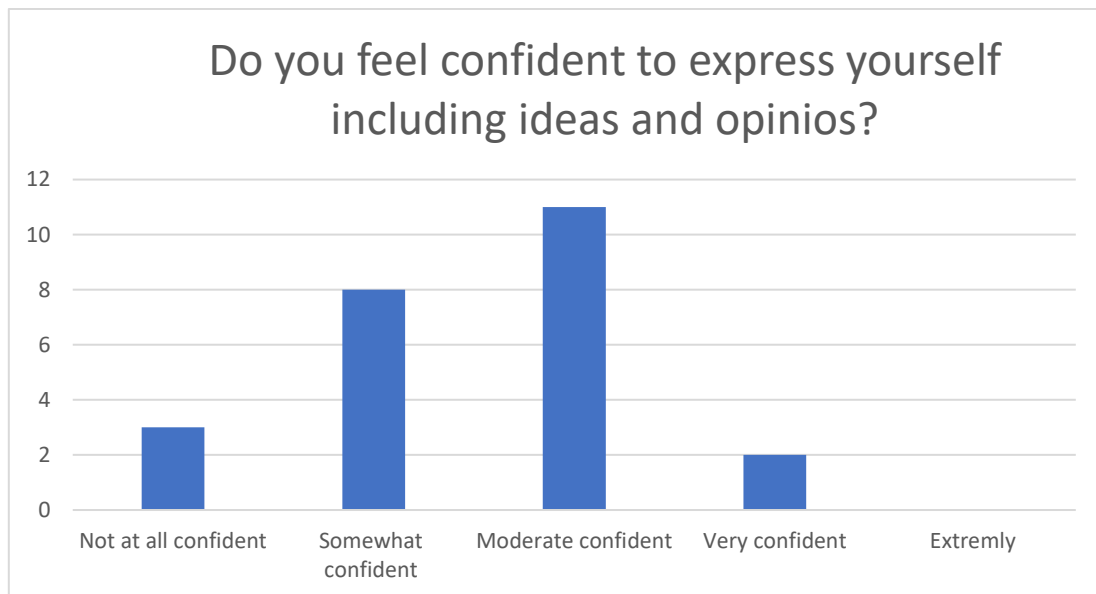
13 out of the 24 participants responded that they are moderately confident in using online learning material, while 3 feel somewhat confident and 7 feel very confident. However, there is one participant, who does not feel confident at all in using online learning material.



8 out of 24 participants feel somewhat confident in working independently, viewing the educator as a guide, and 12 participants feel moderately confident in the respective skill. 3 participants responded that they are not at all confident in working independently, and only 1 feels very confident.

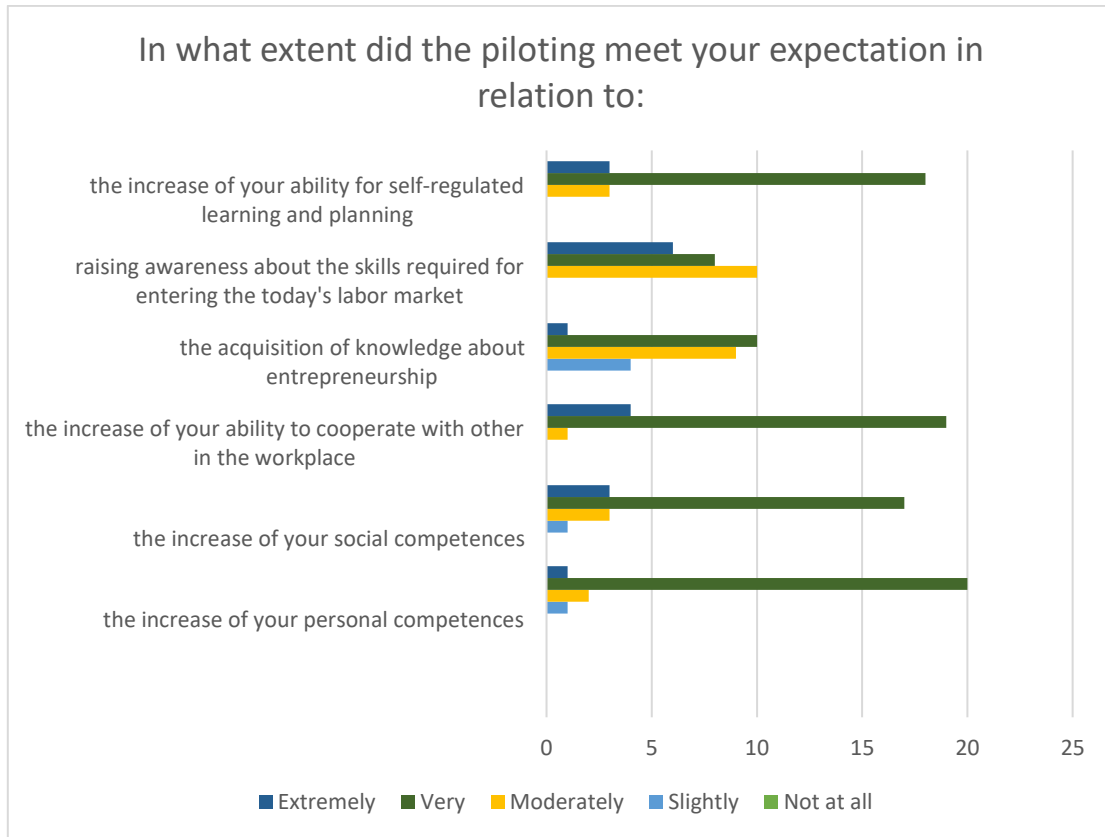


11 out of 24 participants are moderately willing to provide feedback to the educator as part of the evaluation process, and 10 participants are somewhat willing to provide feedback. 3 participants responded that they are at all willing to provide feedback to the educator as part of the evaluation process and one participant is very confident in working independently and provide feedback in the evaluating process.

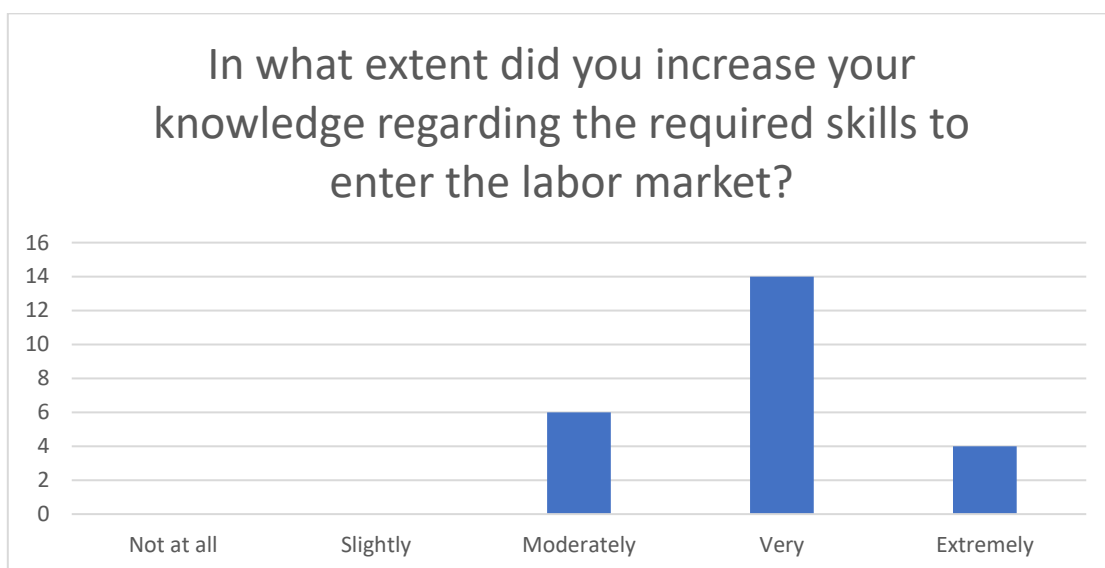


11 out of the 24 participants responded that they feel confident to express themselves including ideas and opinions, while 8 stated that they are somewhat confident in the respective skill. It has to be highlighted that 3 participants do not at all feel confident to express themselves, and 2 participants feel very confident to perform this skill.

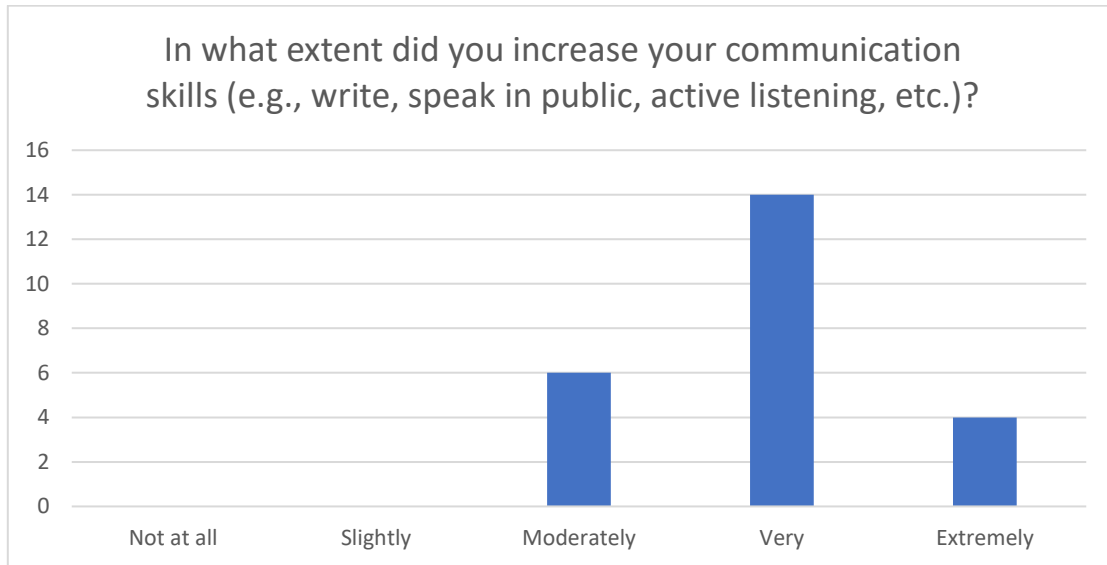
Post- assessment questionnaire



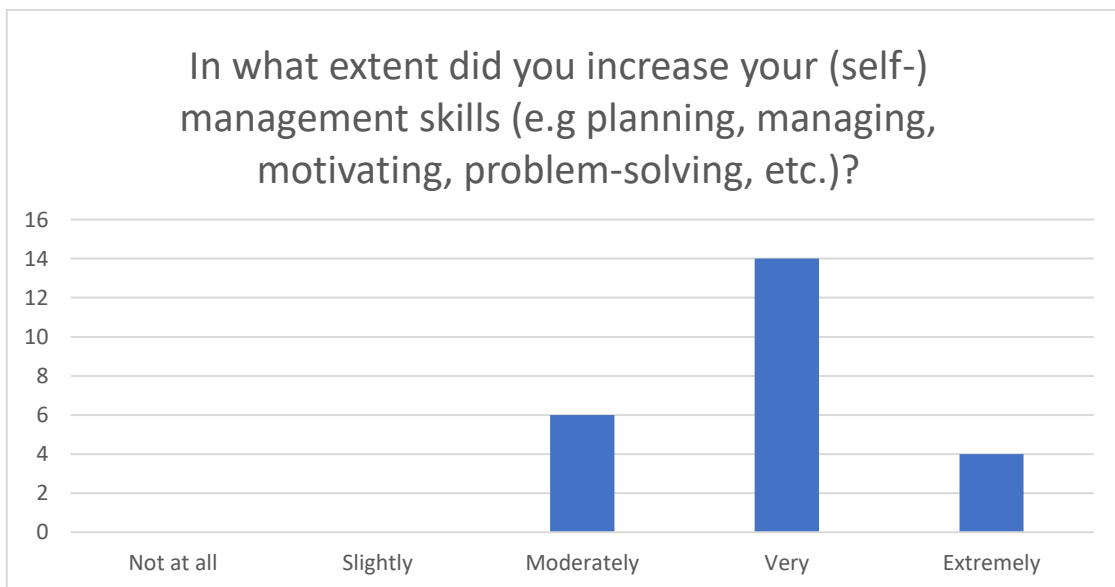
The majority of the participants responded that the piloting met their expectations in the respective sections as they are depicted on the diagram. In addition, 6 out of the 24 participants responded that the piloting extremely met their expectations regarding raising awareness about the skills required for entering the today's labor market. 9 out of the 24 participants stated that the piloting moderately met their expectations regarding the acquisition of knowledge about entrepreneurship.



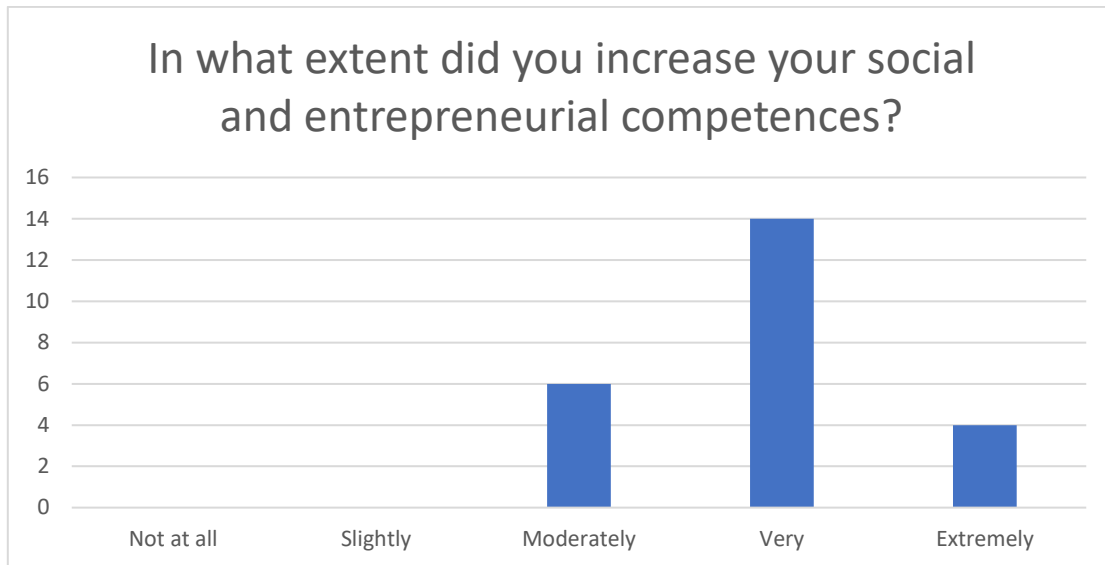
In the question “in what extent did you increase your knowledge regarding the required skills to enter the labor market?”, 16 participants responded “very”, 6 “extremely” and 2 “moderately”.



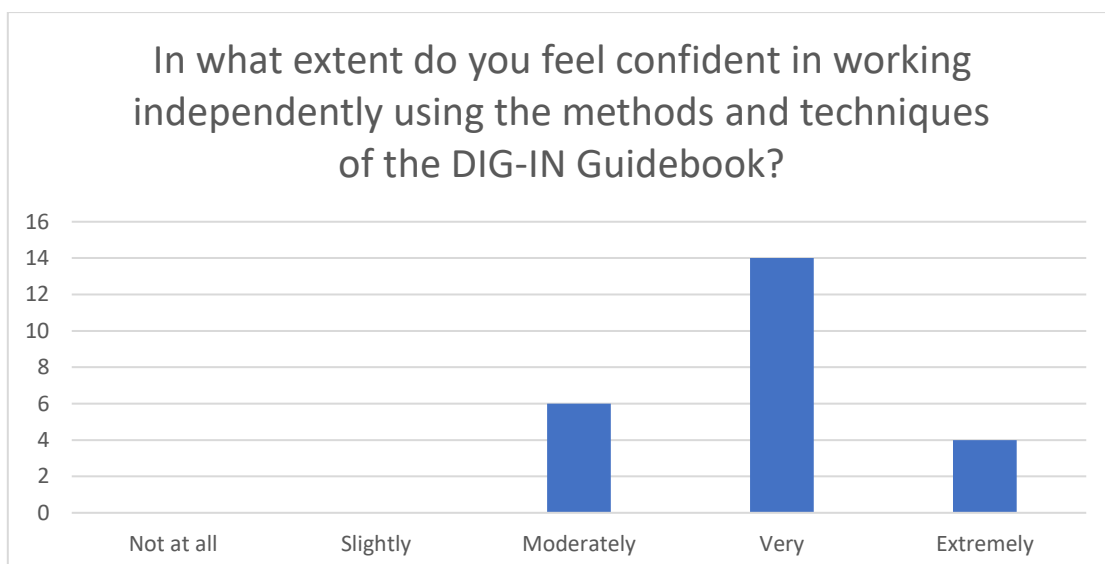
In the question “in what extent did you increase your communication skills (e.g. write, speak in public, active listening, etc.)?”, 18 participants responded “very”, 4 “extremely” and 2 “moderately”.



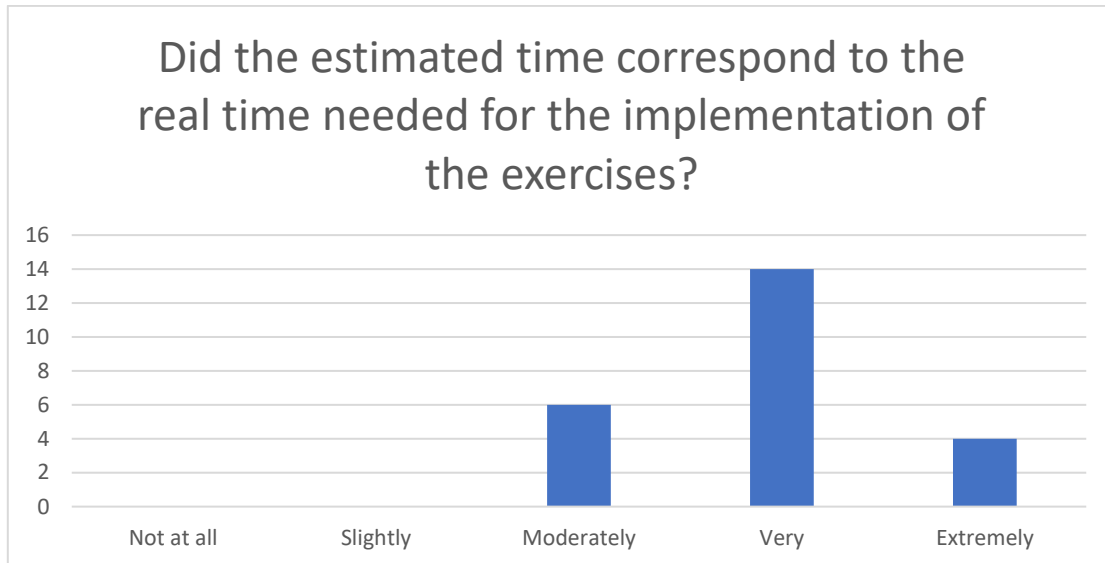
In the question “in what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving, etc.)”, 19 participants responded “very”, 3 “extremely” and 1 “moderately”.



In the question “in what extent did you increase your social and entrepreneurial competences?”, 19 participants responded “very”, 2 “extremely” and 3 “moderately”.



In the question “in what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?”, 14 participants responded “very”, 6 “extremely” and 4 “moderately”.



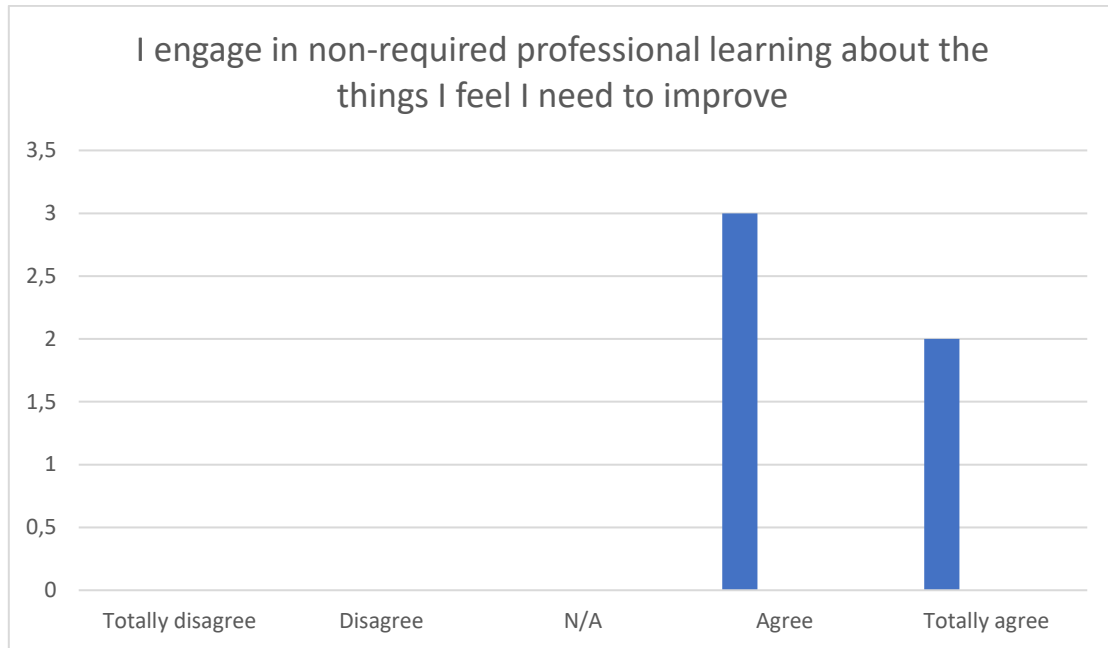
In the question “did the estimate time correspond to the real time needed for the implementation of the exercise?”, 14 participants responded “very”, 4 “extremely” and 6 “moderately”.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the responses collected were the following:

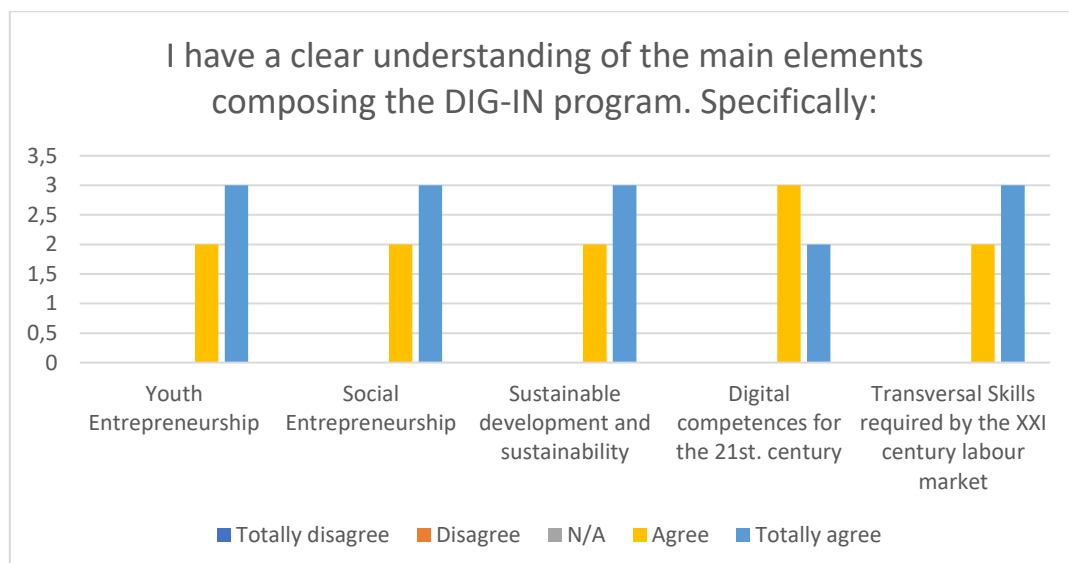
- *I gained more knowledge of the labor market’s needs*
- *I definitely practiced my social skills*
- *I don’t have something to add.*
- *Some of the activities could have a little bit more time that attributed to them.*
- *It would be better if each chapter was summarized through diagrams.*
- *I would suggest planning more time for the activities.*
- *I would prefer images and infographics in the Guide.*
- *I would prefer more pictures.*
- *I would like to add more visualized content.*

B. Results from questionnaire for Educators/ Mentors

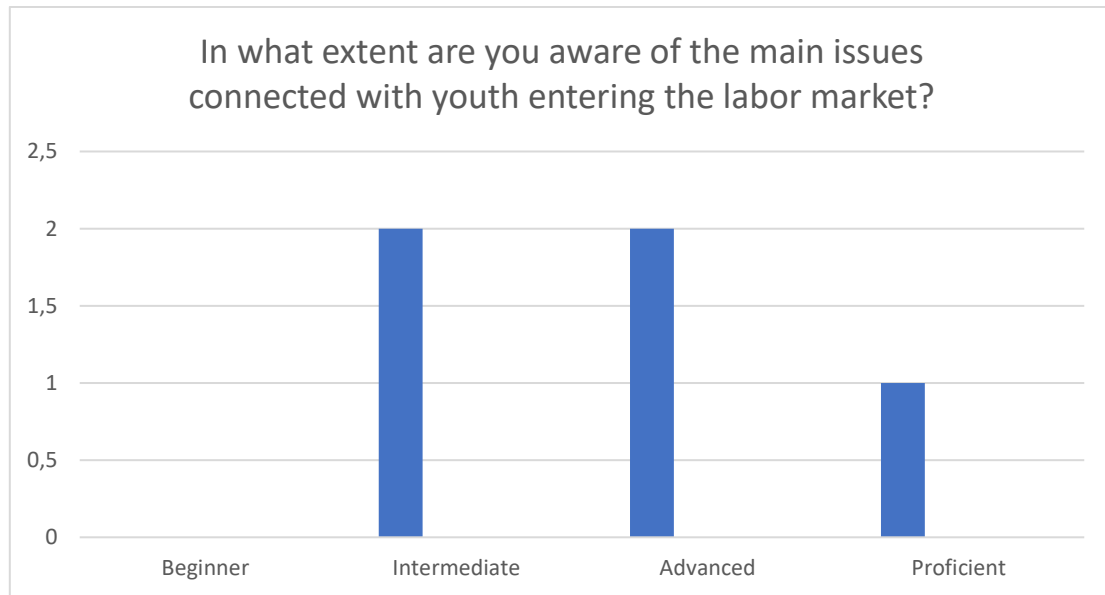
Pre-assessment questionnaires



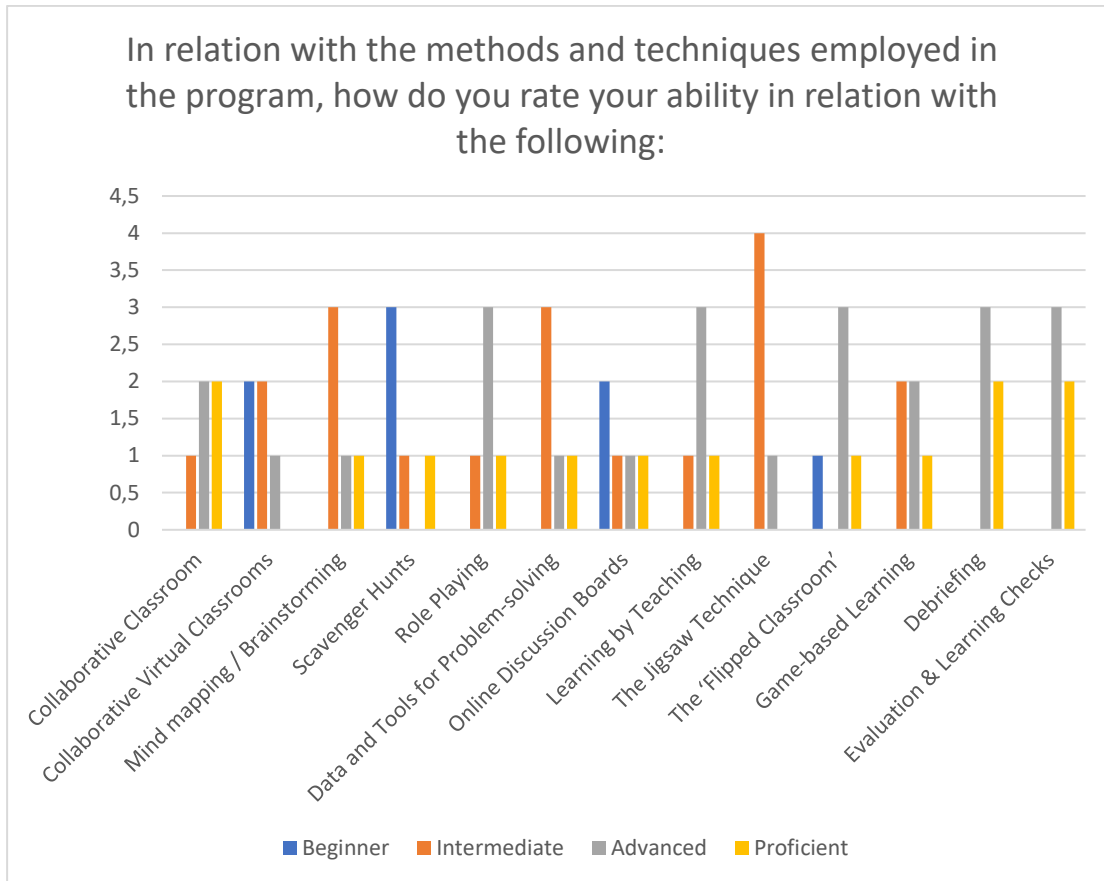
In the statement “I engage in non-required professional learning about the things I feel I need to improve”, 3 educators/mentors agreed and 2 totally agreed.



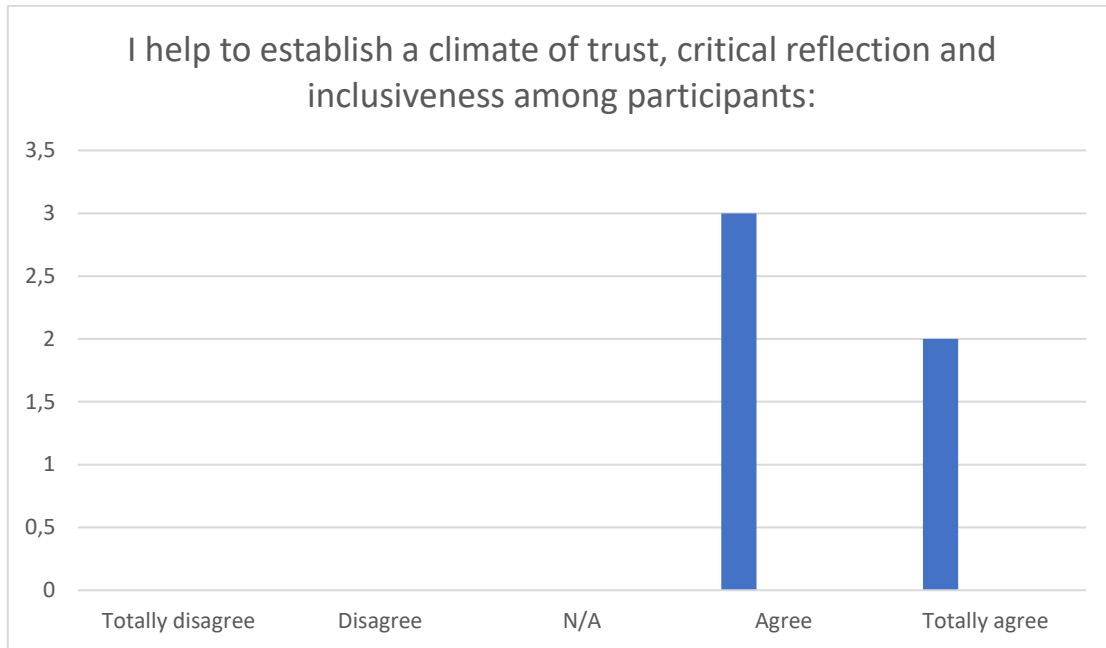
3 educators/mentors totally agreed that they have a clear understanding of youth and social entrepreneurship, sustainable development and sustainability, and transversal XXI skills as main elements of the DIG-IN program, while 2 educators/mentors agreed that they have a clear understanding of these elements composing the DIG-IN program. Moreover, 2 educators/mentors totally agreed that digital competences constitute element of the DIG-IN program, and respectively 3 educators/mentors agreed with the above statement.



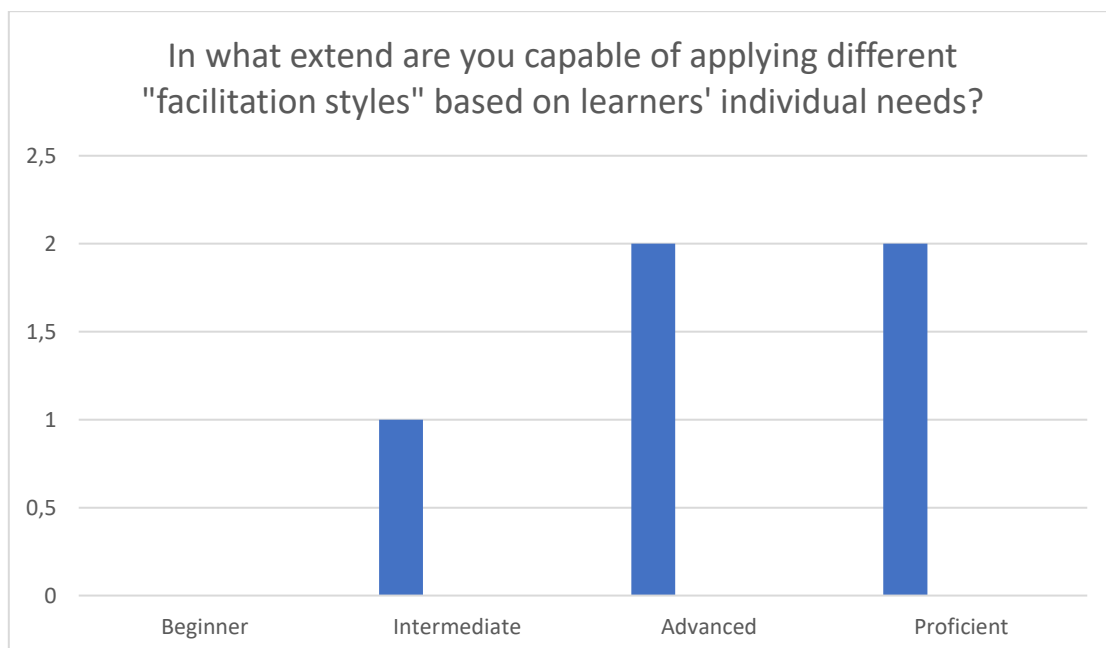
In the question “in what extent are you aware of the main issues connected with youth entering the labor market?”, two educators/mentors identified themselves at an intermediate and advanced level respectively, while only one educator/mentors consider himself/herself at a proficient level.



In the question “in relation with the methods and techniques employed in the program, how do you rate your ability” in relation with the techniques depicted in the diagram, most of the educators/mentors consider themselves intermediate and advanced. At lower rates are the responses that they identify themselves as either beginners or proficient.

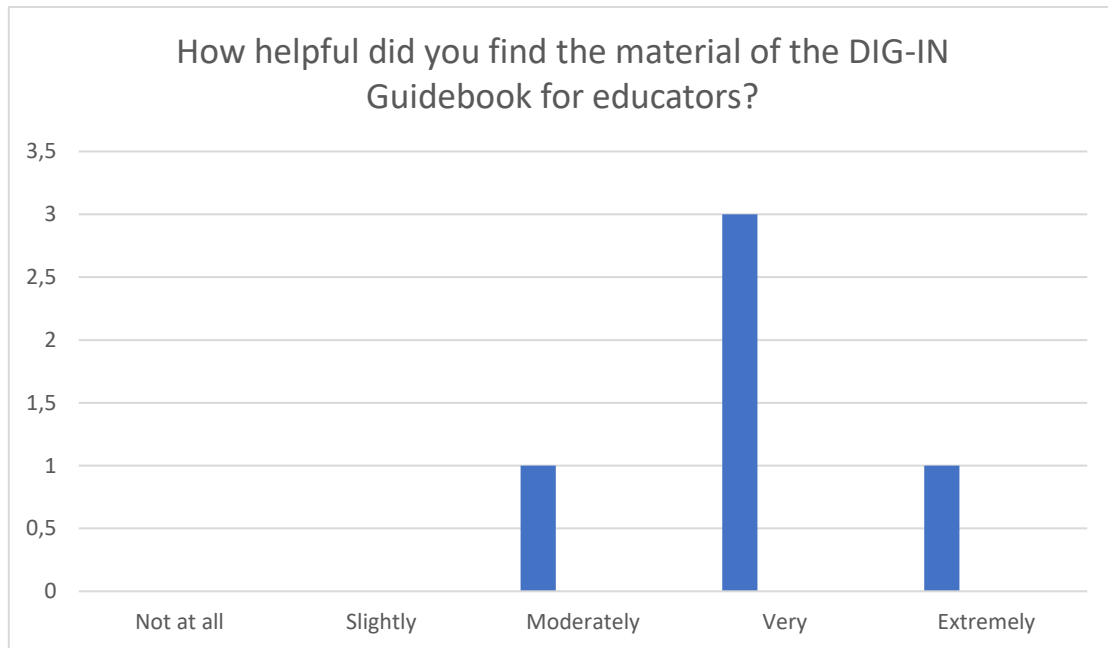


In the statement “I help to establish a climate of trust, critical reflection and inclusiveness among participants”, 3 educators/mentors responded that they agree and 2 that they totally agree.

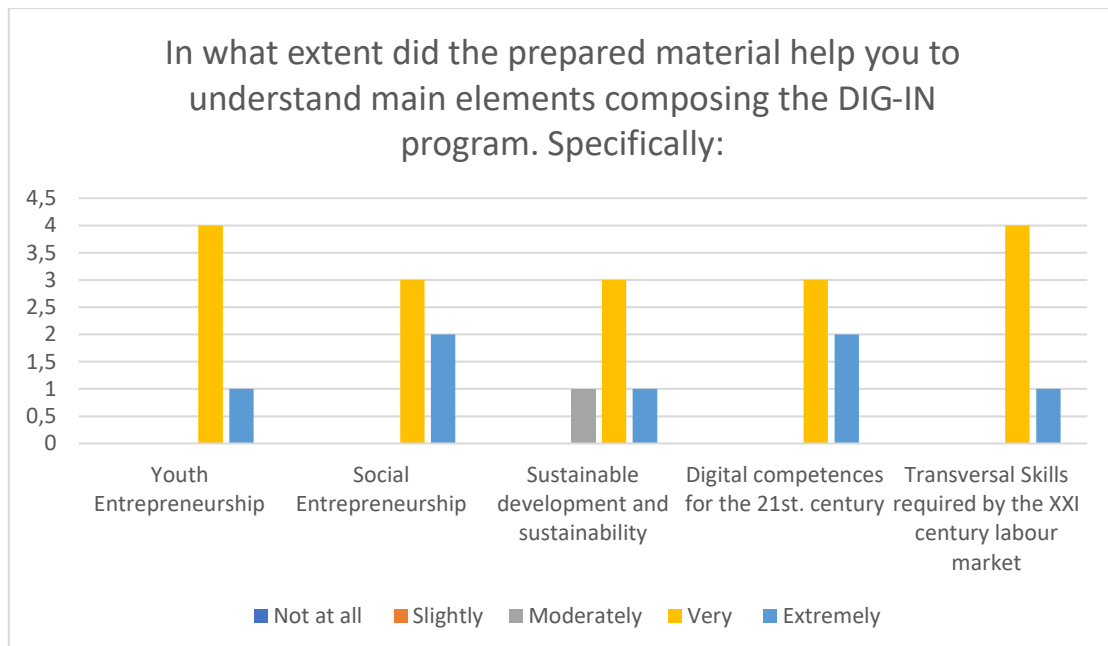


In the question “in what extent are you capable of applying different “facilitation styles” based on learners’ individual needs?”, 2 educators/mentors consider themselves as advanced and proficient in the respective skill, while only one educators/mentors consider himself/herself as intermediate.

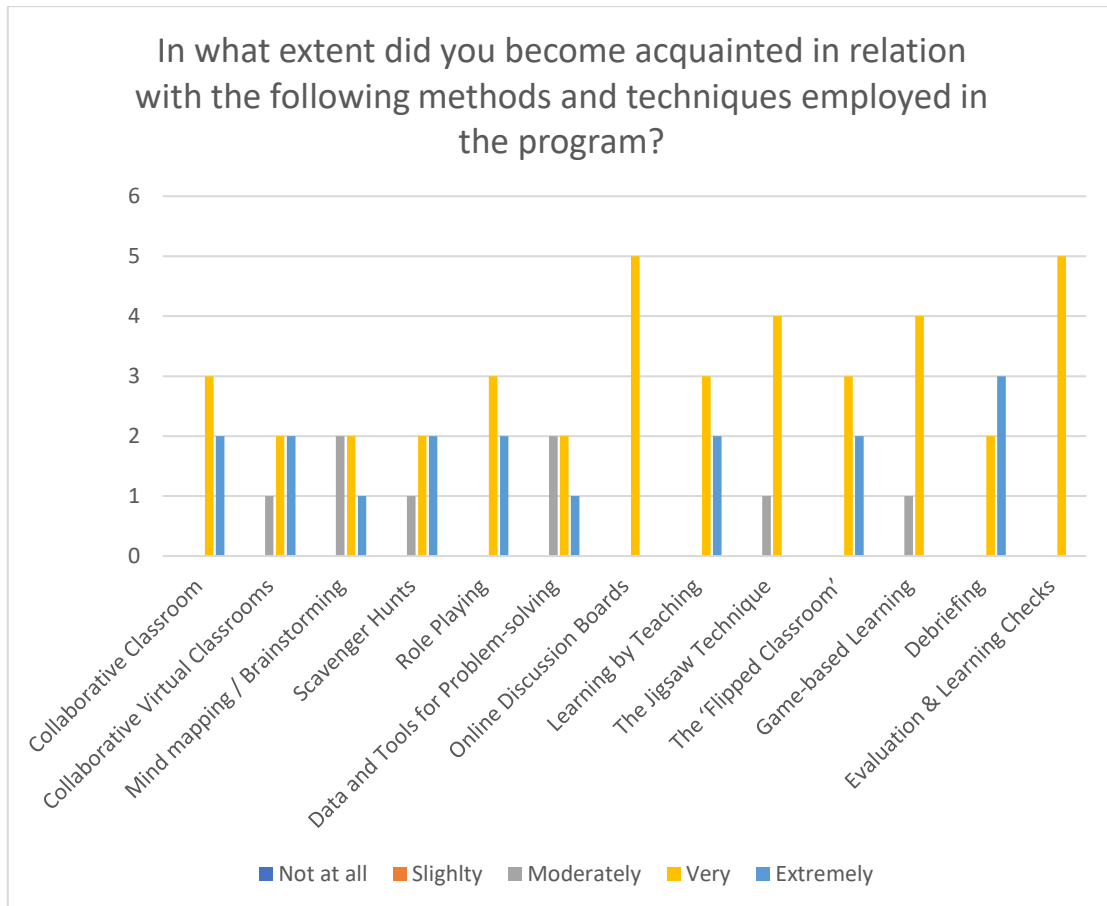
Post-assessment questionnaires



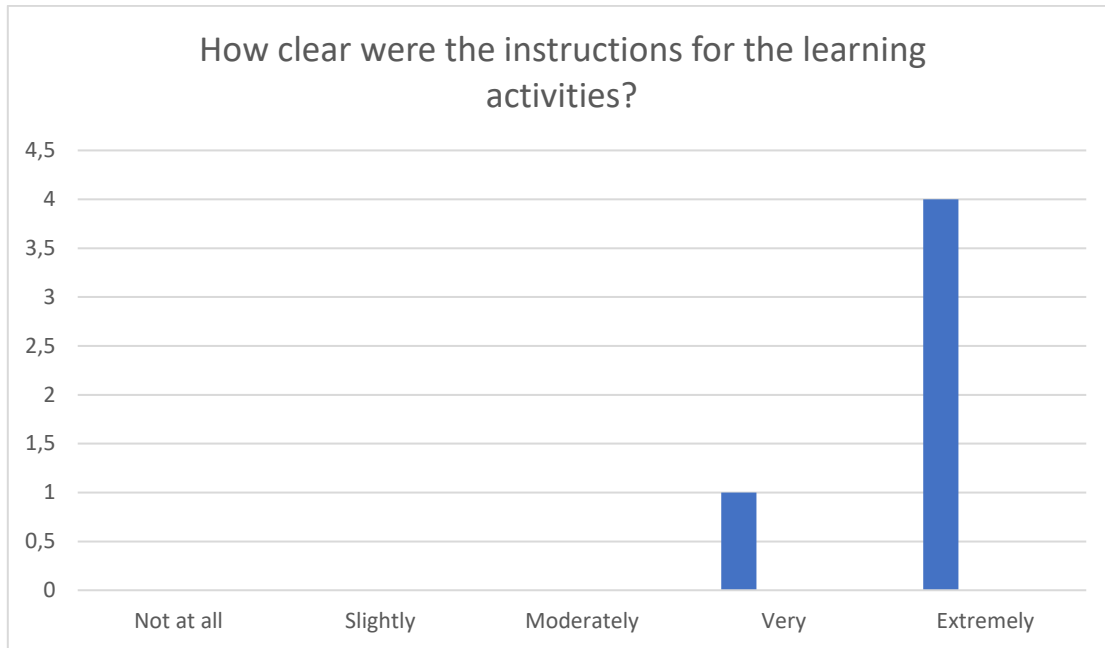
In the question “how helpful did you find the material of the DIG-IN Guidebook for educators?”, most of the educators/mentors (3) responded “very”, and one educator/mentor responded “moderately” and “extremely” respectively.



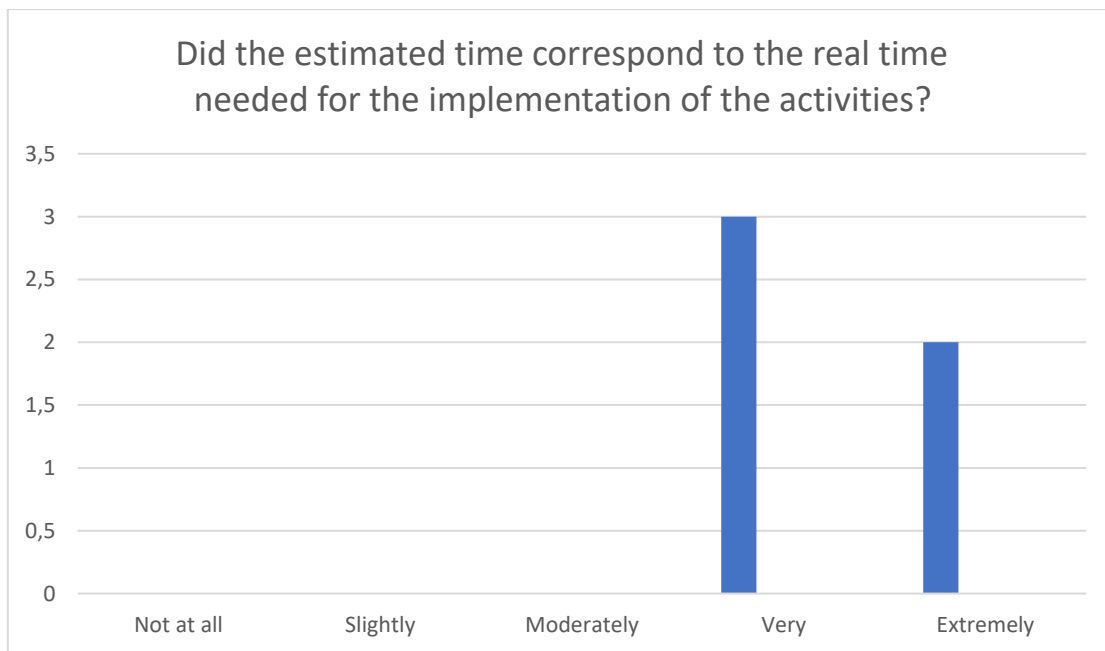
In the question “in what extent did the prepared material help you understand main elements composing the DIG-IN program?”, most of the educators responded “very” and “extremely” regarding the youth and social entrepreneurship, sustainable development and sustainability, digital competences, and transversal XXI century skills as main element of the DIG-IN program.



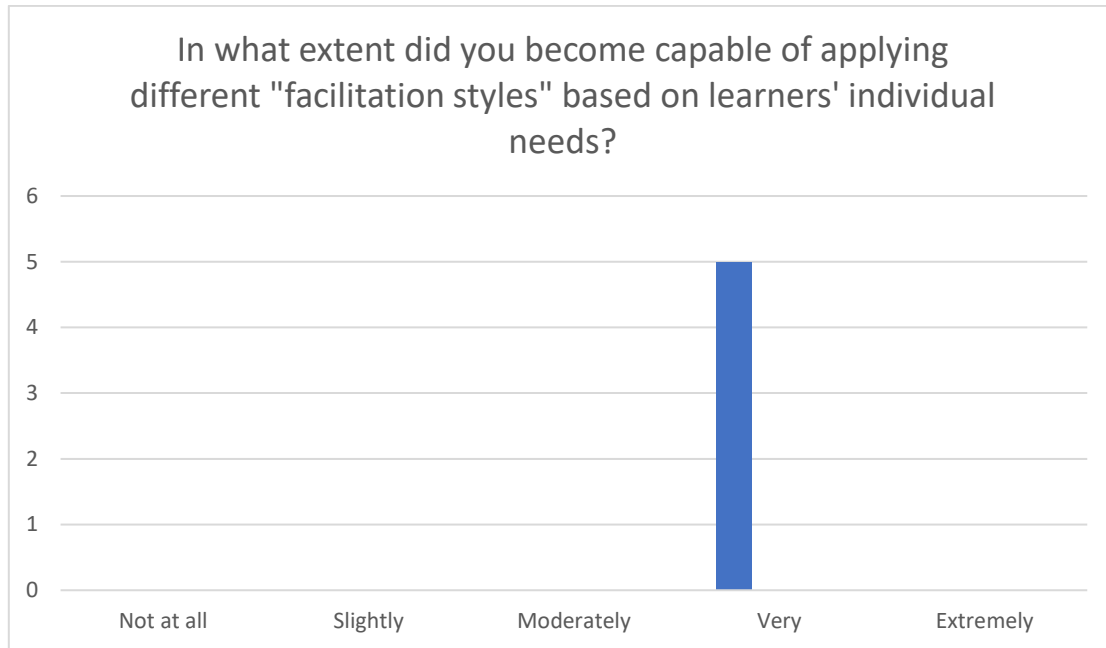
In the question “in what extent did you become acquainted in relation with the following methods and techniques employed in the program?”, most of the educators/mentors stated that they became “very” acquainted in the techniques depicted in the diagram.



In the question “how clear were the instructions for the learning activities?”, 4 educators/mentors responded “extremely” and one responded “very”.



In the question “did the estimated time correspond to the real time needed for the implementation of the activities?”, 3 educators/mentors responded “very” and 2 responded “extremely”.



In the question “in what extent did you become capable of applying different “facilitation styles” based on learners’ individual needs?”, all the educators/mentors responded “very”.

Finally, in the question “would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?”, the educators/mentors provided the following responses:

- *I would like to know more about Social Entrepreneurship and Sustainability.*
- *I think that the material was well-organized. I wouldn't change anything!*
- *I would prefer more pictures*
- *I would add more interactive and technology-based activities.*
- *I think with using the toolbox is going to be much clearer*

5. “Lessons Learned”: Recommendations and Improvements

The DIG IN partnership implemented national pilots to ensure that the IO2 Guide, its contents and tools are concretely effective in meeting the demands of learning and guidance of the target groups, ensuring its take-up by other interested learners in partner countries and beyond. The piloting took place in the four partner countries – Poland, Greece, Italy, the Republic of North Macedonia- lasted approximately 6 months (March 2022-September 2022), and the partners followed all steps of the piloting; pre-assessment questionnaires; local activities; focus groups with the educators; post-assessment questionnaires.

In total, **109 NEETs** and **46 Educators/Mentors** participated in the process accomplishing the initial goals and quantity indicators set both per country and per organization (in total 80 piloting participants, 40 educators). Some partners conducted the pilot activities in person, while others online, due to the Covid-19 risks and to accommodate participants from remote areas that were not able to attend all sessions in person. Regardless the method of conducting the activities, the partnership gained knowledge about the content suitability of the Guide and possible improvements.

The organized piloting sessions focused on topics developed in IO2: ‘Guidebook for educators’, as the initial aim was to test the workshops that partners created under IO2. In total **10 workshops** were implemented **per country** (accomplishing the KPIs), amounting to a total of 40 workshops that took place within the partnership. All partners included icebreaking, energizing and teambuilding activities, some of them focused, among others, on managerial and entrepreneurial skills, as demonstrated in the table below.

The facilitators used the learning methodologies developed in the IO2 ‘Guidebook for educators’ (e.g., collaborative classroom, mind mapping, roleplaying, jigsaw technique, etc.) and the facilitation styles suggested (directive, participative, interpretive, etc.). All activities focused on developing skills related to ICT, employability, entrepreneurship, communication, (self-) management and self-regulated learning and planning – thus, accomplishing the Key Performance Indicators (10 skills to be developed throughout the activities). The table presented below shows:

IO2 LEARNING OUTCOMES	SKILLS DEVELOPED
LINK WITH TERRITORY, CULTURE & LOCAL COMMUNITY	<ul style="list-style-type: none"> • Communication • Collaboration • Collaborative techniques • Interrelationship management
INNOVATION & IMPROVEMENT	<ul style="list-style-type: none"> • Team building • Emotional intelligence • Mediation • Negotiation • Conflict management
COMPETITIVENESS, CORRECTNESS, ECONOMIC SUSTAINABILITY	<ul style="list-style-type: none"> • Managerial skills • Critical thinking • Adaptability to change • Flexibility
ENVIRONMENTAL SUSTAINABILITY	<ul style="list-style-type: none"> • Ability to manage, prevent and analyze risk • Ability to use resources efficiently
TAKING CARE OF PEOPLE'S HEALTH & SOCIAL RESPONSIBILITY	<ul style="list-style-type: none"> • Commercial awareness • Social responsibilities • Accountability

The participants provided their feedback and suggestions answering the relevant questions to improve the content of the DIG-IN Guidebook. The vast majority was happy with the activities' implementation and methods used during the training delivery, providing positive feedback. Some of their responses were the following:

FEEDBACK	
NEETs	Educators/Mentors
<i>The material was very useful for cultivating my social skills and acquiring knowledge of the labour market's needs.</i>	<i>I think that the material was well-organized.</i>
<i>Some of the activities could have a little bit more time that attributed to them.</i>	<i>I prefer for the content to provide more practical information on Social Entrepreneurship and Sustainability.</i>

<i>I would prefer to include more diagrams and infographics in the Guide.</i>	<i>I would add more interactive and technology-based activities.</i>
<i>I would prefer more pictures.</i>	<i>I found the training content developed relevant and useful.</i>

➔ What went right

Overall, the material produced achieved its initial goals and offered new ways for NEETs outreach and engagement both online and offline, but also their personal development through the targeted workshops. Having tested NEETs and educators/mentors' previous knowledge with the pre-assessment questionnaires we can say that their level of knowledge in regard to online learning, communication skills and (self-) management skills have been increased thanks to the piloting, while their social and entrepreneurial competences have developed. In addition, NEETs reported that they strengthened their personal, social, and collaborative competences, as well as their entrepreneurial knowledge, the skills required for today's labor market, and their ability for self-learning. All participants reported in the post-assessment questionnaires being adequately satisfied with what they will be able to accomplish through this guidebook and revealed the extent of the increased newly acquired skills, as shown in the report. In addition, no one chose the 'not at all' (minimum) scale when filling in the questionnaire.

Educators and mentors were offered a new strategy and tools useful to youth association and NGOs to plan new ways for engaging, reaching, and motivating NEETs affected by socioeconomic barriers. Some educators were so excited that they wish to replicate the program in their practices.

On the whole, the feedback showed that the material produced was very useful for cultivating skills closely linked to the labour market and the ICT skills of the 21st century. Moreover, the material was found to be well-organized, the time accurately structured, and the Guidebook well-structured and useful training tool. The partnership collaborated well, followed a clear planning process, and produced a result of high quality. Finally, the partnership achieved all Key Performance Indicators, namely:

- **10 skills** developed in the course of the activities (thus described in the proposed contents and practices in the on/off-line activities)
- **10 external educators** involved in the independent evaluation
- **4 pilot testing**
- **10 workshops** organized in each pilot (**40 in total**)
- **80 participants** to the piloting
- **40 educators** in the piloting

→ What went wrong

Of course, there were some answers with negative connotation as well as some suggestions on behalf of the participants, something that the partnership really appreciated, as it showed increased participation and interest on behalf of the participants. There were a few NEETs who answered on the 'moderately' scale, for example that they moderately increased their knowledge regarding the required skills to enter the labour market, or that they moderately increased their communication and self-management skills and their entrepreneurial competences, and in regard to their confidence in working independently using the Guidebook. Also, there were a few comments that the estimated time moderately corresponded to the real time needed for the implementation of the exercises. However, the vast majority of the participants found the duration and time allocated to the training sessions to be adequate. In addition, there were a few suggestions regarding the enrichment of the Guidebook with some visualized content (such as infographics, pictures, diagrams) in order to create a more engaging and attractive to the user educational content.

→ What needs to be improved

The partnership will consider all comments and suggestions that came through internally (inside the partnership) and externally (from the participants through the pre and post assessment questionnaires) – and will plan what's next to follow. For instance, the DIG IN partnership will arrange a meeting to analyse the lessons learned and conduct a root cause analysis to better understand what aspects to improve. The partnership will proceed to alteration and optimisation of the training materials based on cost-effectiveness, budget allocated for these tasks and feasibility of the corrective actions. An important aspect that will be addressed is a more visualized content to be added in the Guidebook, following participants' suggestions. Only after joint agreement will the partnership proceed to its finalization, translation, and distribution, so that educators and mentors can use this great tool in their practices.

6. Annex

1. Pre-assessment Questionnaire for educators

In this Questionnaire, some questions are included regarding the piloting phase, before reading the 'Dig-In guidebook for educators'.

Please, provide your answers to the following questions.

I engage in non-required professional learning about the things I feel I need to improve.

Totally disagree 1 2 3 4 5 Totally Agree

I have a clear understanding of the main elements composing the DIG IN program - Specifically:	Totally disagree	Disagree	N/A	Agree	Totally agree
Youth Entrepreneurship					
Social Entrepreneurship					
Sustainable development and sustainability					
Digital competences for the 21st. century					
Transversal Skills required by the XXI century labour market					

I have a clear understanding of the main elements composing the DIG IN program - Specifically:	Totally disagree	Disagree	N/A	Agree	Totally agree
Youth Entrepreneurship					
Social Entrepreneurship					
Sustainable development and sustainability					
Digital competences for the 21st. century					
Transversal Skills required by the XXI century labour market					

In what extent are you aware of the main issues connected with youth entering the labour market?

Beginner 1 2 3 4 Proficient



In relation with the methods and techniques employed in the program, how do you rate your ability in relation with the following:	Beginner	Intermediate	Advanced	Proficient
Collaborative Classroom				
Collaborative Virtual Classrooms				
Mind mapping / Brainstorming				
Scavenger Hunts				
Role Playing				
Data and Tools for Problem-solving				
Online Discussion Boards				
Learning by Teaching				
The Jigsaw Technique				
The 'Flipped Classroom'				
Game-based Learning				
Debriefing				
Evaluation & Learning Checks				

I help to establish a climate of trust, critical reflection, and inclusiveness among participants:

Totally disagree 1 2 3 4 5 Totally agree

In what extent are you capable of applying different 'facilitation styles' based on learners' individual needs?

Beginner 1 2 3 4 Proficient

Thank you for your participation in the DIG-IN piloting phase!

2. Post-assessment Questionnaire for educators

In this Questionnaire, some questions are included regarding the piloting phase, after reading the 'Dig-In guidebook for educators'.

Please, provide your answers to the following questions.

How helpful did you find the material of the 'Dig-In guidebook for educators'?

Not at all 1 2 3 4 5 Extremely

In what extent did the prepared material help you to understand main elements composing the DIG IN program - Specifically:	Not at all	Slightly	Moderately	Very	Extremely
Youth Entrepreneurship					
Social Entrepreneurship					
Sustainable development and sustainability					
Digital competences for the 21st. century					
Transversal Skills required by the XXI century labour market					

In what extent did you become acquainted in relation with the following methods and techniques employed in the program?	Not at all	Slightly	Moderately	Very	Extremely
Collaborative Classroom					
Collaborative Virtual Classrooms					
Mind mapping / Brainstorming					
Scavenger Hunts					
Role Playing					
Data and Tools for Problem-solving					
Online Discussion Boards					
Learning by Teaching					
The Jigsaw Technique					
The 'Flipped Classroom'					
Game-based Learning					
Debriefing					
Evaluation & Learning Checks					

How clear were the instructions for the learning activities?

Not at all 1 2 3 4 5 Extremely

Did the estimated time correspond to the real time needed for the implementation of the activities?

Not at all 1 2 3 4 5 Extremely

In what extent did you become capable of applying different 'facilitation styles' based on learners' individual needs?

Not at all 1 2 3 4 5 Extremely

Would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?

Thank you for your feedback!

3. Pre-assessment Questionnaire for NEETs

In this Evaluation Questionnaire, some questions are included regarding the piloting phase. Please, provide your answers to the following questions.

What do you expect to achieve through your participation in DIG IN programme? Please, tick the options (more than one is possible) you consider suitable for you.

<input type="checkbox"/>	To increase my personal competences
<input type="checkbox"/>	To increase my social competences
<input type="checkbox"/>	To increase my ability to cooperate with other in the workplace
<input type="checkbox"/>	To acquire knowledge about entrepreneurship
<input type="checkbox"/>	To know the skills required for entering the today's labor market
<input type="checkbox"/>	To increase my ability for self-regulated learning and planning
<input type="checkbox"/>	Others (please specify)

Please indicate your level of proficiency regarding your communication skills	Beginner	Intermediate	Advanced	Proficient
Write, edit or interpret words				
Speak in public, debate, present or demonstrate an idea				
Reading and following instructions				
Searching and evaluating information				
Active listening				
Asking for help from educators or colleagues				

Please indicate your level of proficiency regarding your (self-) management skills:	Beginner	Intermediate	Advanced	Proficient
Planning, set goals and priorities, make decisions				
Manage people, delegate tasks,				
Motivating myself to follow the initial plan				
Motivating others to get the job done				
Being willing to learn				
Solving problems in a cooperative way				



How confident are you in using online learning material?

Not at all 1 2 3 4 5 Extremely

In what extent do you feel confident in working independently, viewing the educator as a guide?

Not at all 1 2 3 4 5 Extremely

Do you feel confident to express yourself including ideas and opinions?

Not at all 1 2 3 4 5 Extremely

Thank you for your participation in the DIG-IN piloting phase!

4. Post-assessment Questionnaire for NEETs

In this Evaluation Questionnaire, some questions are included regarding the piloting phase. Please, provide your answers to the following questions.

In what extent did the piloting meet your expectation in relation to:	Not at all	Slightly	Moderately	Very	Extremely
the increase of your personal competences					
the increase of your social competences					
the increase of your ability to cooperate with other in the workplace					
the acquisition of knowledge about entrepreneurship					
raising awareness about the skills required for entering the today's labor market					
the increase of your ability for self-regulated learning and planning					

In what extent did you increase your knowledge regarding the required skills to enter the labor market?

Not at all 1 2 3 4 5 Extremely



In what extent did you increase your communication skills (e.g. write, speak in public, active listening etc.)?

Not at all 1 2 3 4 5 Extremely

In what extent did you increase your (self-)management skills (e.g. planning, managing, motivating, problem-solving)?

Not at all 1 2 3 4 5 Extremely

In what extent did you increase your social and entrepreneurial competences?

Not at all 1 2 3 4 5 Extremely

In what extent do you feel confident in working independently using the methods and techniques of the DIG-IN Guidebook?

Not at all 1 2 3 4 5 Extremely

Did the estimated time correspond to the real time needed for the implementation of the exercises?

Not at all 1 2 3 4 5 Extremely

Would you make any specific changes or suggestions to improve the content of the DIG-IN Guidebook?

Thank you for your feedback!