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Literacy and numeracy training for young entrepreneurs (LiNT) project

IO1 - task 1.1

Focus Groups Synthesis Report

AFORMAC (France)

IPS at UNWE (Bulgaria)

KANE (Greece)

JOVESOLIDES (Spain)

09/12/2019 – 24/02/2020

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INTRODUCTION

In **France**, the focus-group was held on 09/12/2019 in Limoges. As planned, AFROMAC scheduled 2 hrs of group work in one of the organisation's centres. Three different groups of learners were gathered. The corresponding report sections below contain more detailed information.

The LiNT Project IO1 Focus Group was organized in **Bulgaria**, in the UNWE premises, on 19/12/2019. The target group participants were 12 in total, incl. 3 professors; 4 learners/students and 5 employers / CCI representatives. The total duration of the Focus Group was as planned – 2 hours, between 10.00 AM and 12.00 AM.

In **Greece**, the focus-group was held on 24/01/2020 in Kalamata. The total duration of the focus group was 2hrs and it was hosted in the Greek partner's premises.

The venue used for conducting the focus group in **Spain** was WAYCO Coworking, located on Calle gobernador viejo nº 29 in Valencia. The focus group activity was conducted on 28/01/2020 and lasted 120 minutes in total (from 12:00 to 14:00h).

1. METHODOLOGY

a. FOCUS GROUP

France:

The Focus group questionnaire translated in French can be found in appendix to this report. The questionnaire was translated with help from online translators but mostly done by one of the French partner's team members. Afromac also established a quick explanation of the goals of the day for the students, so the moderator could present with ease the project on the focus group day.

Bulgaria:

Due to the fact that all Focus Group participants used Bulgarian as their language of communication, the linguistic adaptation of the Focus Group included the translation of the questionnaire (participation form) and the discussion questions in Bulgarian (see Appendix 2 and 3 below).

The Focus Group started with short introduction, presenting the LiNT project, incl. its objectives, partnership, target groups, planned activities, foreseen results and source of financing. Then each participant introduced him/herself a several introductory questions were asked by the participants and answered by the moderators, participants filled-in their Participation forms, a discussion on pre-defined topics was held and conclusions of the event made.

Greece:

For the focus group KANE used the English version of the questionnaire. All participants were totally familiar with the English language therefore no translation was needed. A quick explanation of the focus group goals was given to all participants.

Spain:

The focus group activity was conducted in Spanish and started with a short, 10-minute introduction of the project and the topic of the focus group.

b. SETTING

France:

The focus-group was held on 09/12/2019 in Limoges. As planned, Afromac scheduled 2 hrs of group work in one of the organisation's training centres. The French partner used one of their classrooms and was assisted by one trainer who was there to help the young immigrants who they believed could have some issues in understanding the questions.

Bulgaria:

The LiNT Project IO1 Focus Group was organized, in the UNWE premises, on 19/12/2019. The UNWE Small Conference Hall with a capacity of 30 people was used for the purpose. The total duration of the Focus Group was as planned – 2 hours, between 10.00 AM and 12.00 AM.

Greece:

The focus-group was held on 24/01/2020 in Kalamata. The total duration of the focus group was 2 hrs and it was hosted in KANE premises.

Spain:

The focus group took place in the WAYCO Coworking venue in Valencia. The focus group activity was conducted on 28/01/2020 and lasted 120 minutes in total (from 12:00 to 14:00h).

c. MODERATOR SELECTION

France:

The moderator of the focus groups was Mathieu Schaefer, as he had the clearest view of the topics and needs. He was assisted by Yasmina an OFII trainer specialized in training immigrants upon arrival in France. She was there to help Mr. Schaefer with this public more difficult to apprehend and who might have more problems in understanding the questionnaire. The room was a classic Classroom with a total capacity of 30 people. The group discussed the 5 additional questions by putting each question on a table and asking people to give their opinion on post – for each question and to talk about it in groups.

Bulgaria:

For Moderator of the Focus Group was selected the LiNT IPS at UNWE team leader – Assoc. Prof. Dr Todor Todorov, assisted by one of the team members – Assoc. Prof. Ivan Stoychev. They both have vast (more than 20 years') experience in organising, facilitating and moderating trainings, discussion events and focus groups.

The room setting was oval-shaped, allowing for all the participants in the Focus Group to see each other and communicate effectively. Following the completion of the participation forms, the topics of interest were put forward for discussion, allowing everyone who wished to express their opinion on them. Overall, participants demonstrated serious interest and positive attitude to the discussed issues and expressed valuable opinions and suggestions regarding the literacy and numeracy skills of young entrepreneurs.

Greece:

The moderator of the focus groups was Mrs. Jelena Scepanovic. She was assisted by Ms. Nadiana Koutiva who is totally familiar with the project. During the focus group a questionnaire was filled in by all participants. That was followed by a discussion. The group discussed 5 additional questions and everyone had the opportunity to express his/her opinion.

Spain:

The focus group was conducted by Begoña Pastor (project manager at Jovesolidés) with the assistance of Amr Hassan (project manager at Jovesolidés).

d. PARTICIPANTS SELECTION AND PROFILE

France:

Afromac proposed to 3 classes to participate in the 2-hr focus group. Present were the classes of: OFII Immigrants, Learners in professional reconversion and other learners interested in the topic, as well as the trainers of Afromac present the respective day. The number of participants was 30 in total, of whom 10 immigrants + 5 trainers. It has to be noted that the immigrant's public was very interested in the entrepreneurship as many of them were looking forward to get self-employed in delivering food by bike (UberEATS, Deliveroo).

Bulgaria:

The participants in the Focus Group were selected based on their profile, matching the purposes of the activity in the framework of the LiNT project as well as on the basis on their expressed interest for participation in the activity. IPS at UNWE used their established networks to reach out to all potential participants in each of the 3 pre-defined groups.

Thus, the target group participants were 12 in total, incl. 3 professors; 4 learners/students and 5 employers / CCI representatives. The profile of the Focus Group participants was highly diversified, as they were between 21 and 67 years of age, 2/3 of them were female, their education profile included general secondary education, VET, BSc, MSc, Ph.D., whereas their work experience covered fields such as education, consulting, environment and innovations.

Greece:

The focus group was conducted in a way to ensure the best comprehensibility of the topic and to foster the discussion by every group of subjects, with different levels of education and experience. The selection of the participants was made according to the needs of the project.

Spain:

A total of 9 participants took part in the focus group of whom 4 professors (a Professor of Design at the Higher Technical School of Design Engineering, a Teacher of "Training and Labour orientation", a Trainer at VET training institute Vicente Blasco Ibáñez de Valencia, a Developer of social impact economy strategies for entrepreneurship), 2 entrepreneurs (a Manager in the Young entrepreneurs' association, a Graphic designer) and 3 learners/students enrolled in VET courses in entrepreneurship (1 VET trainee and 2 VET students).

2. RESULTS – QUESTIONNAIRES (PARTICIPATION FORMS)

The results from the filled-in questions in the 4 LiNT partner countries comprising the participation forms are presented below:

1. Have you any experience (positive or negative) in the field of entrepreneurship?

France:

Most of the respondents had no experience in the field of entrepreneurship, but some had an experience:

Positive experience:

- Artistic therapist (trainer)
- Online Secretary
- Party animation, shows, magician

Negative experience:

- Linked to informatic
- Negative economic surroundings

Bulgaria:

Focus Group participants expressed overall positive experience in the field of entrepreneurship, either as an entrepreneur/participant in entrepreneurship-related projects, or as working with young entrepreneurs.

Greece:

More than half of the responders had some experience in the field of entrepreneurship.

Positive experience:

- Marketing
- Commercial sector/Sale manager
- Wine bar
- Rental sector

Negative experience:

- Linked to commercial sector

Spain:

A total of seven people say they have experience in entrepreneurship, one says doesn't have it directly, and another says that her/his experience with entrepreneurship is from her/his role as trainer.

Seven people highlight positive aspects, which are listed below:

- The motivation of entrepreneurship towards students (trainer)
- Strengthening your communication and project management skills
- Culture of Overcoming
- The motivation for the achievements
- The learning that has meant
- Creation of collaborative networks and economic income.

Six people highlight negative aspects. They are listed below:

- Barriers to entrepreneurship
- Lack of information
- Unsuitable Partners
- Non compensation of efforts with results
- Lack of business knowledge to undertake

- Bureaucracy and taxes
- Necessity of multi-employment due to low income.

2. *Do you think that literacy and numeracy are needed skills for young entrepreneurs? Give example why they are needed?*

France:

All of the respondent thought that literacy and numeracy were needed skills for young entrepreneurs. Some declared more important numeracy as business is linked to money and budget.

Among examples why they are needed were:

- Establish budgets, use money
- Declare taxes
- Make orders
- Transmit concepts and ideas
- Receipt measures
- Writing mails, office work
- Respond on phone
- Understand bills
- Eventually make contracts and hire others
- Stock planification
- Use of cash register

Bulgaria:

All participants expressed the opinion that literacy and numeracy are needed skills for young entrepreneurs.

Greece:

All respondents thought that literacy and numeracy were needed skills for young entrepreneurs.

Among examples why they are needed were:

- Establish budgets, use money
- Business plan
- Communication and teamwork
- Logistics
- Transmit ideas
- Writing
- Respond on phone
- Understand bills
- Eventually make contracts and hire others
- Ability to hire personnel
- Ability to follow the market trends

Spain:

Although the nine participants agree on the importance of both, more examples are provided in literacy skills.

Examples in relation to literacy skills:

- To be able to create effective networks (with suppliers, equipment and customers)
- Reach the objectives of the company in every way
- To develop organizational and coordination functions
- For the coherent transmission of information to stakeholders
- For the identification, analysis and understanding of one's own abilities
- For learning: it is the door to acquire new skills
- For the development of the strategy and objectives of the company
- Allows greater reach and dissemination of the business idea
- For the development of empathic capacity.

Examples in relation to numeracy competencies:

- These competences are key to entrepreneur's autonomy and the administration of the company's economic resources.

3. What kind of barriers impede acquiring literacy and numeracy skills by young entrepreneurs? (1 - low level, 5 - high level)

France:

Barriers to acquiring literacy and numeracy skills by young entrepreneurs	Level assigned				
	1	2	3	4	5
Situational barriers: arising from one's situation, such as lack of time because of work and family, undependable transportation, etc.	1	4	6	7	2
Institutional barriers: such as lack of appropriate provision, participation fees, entrance requirements	3	3	7	5	2
Dispositional/psychological barriers: such as negative attitudes to learning because of negative schooling experience	1	7	3	6	3
Informational barriers: such lack of appropriate information on learning offers and benefits	1	3	7	8	1
Financial constraints: lack of financial support or external incentives that do not work	2	4	1	6	7

A significant part of respondents evaluated as high the barriers linked to: Situational, Informational, Financial constraints. Less important seem to be the Institutional barriers. Dispositional/psychological barriers were mostly not seen as a huge barrier for acquiring literacy and numeracy skills by young entrepreneurs.

Bulgaria:

Barriers to acquiring literacy and numeracy skills by young entrepreneurs	Level assigned (number of responses)					Average score
	1	2	3	4	5	
Situational barriers: arising from one's situation, such as lack of time because of work and family, undependable transportation, etc.	1	1	4	5	1	3.33
Institutional barriers: such as lack of appropriate provision, participation fees, entrance requirements	2	3	4	2	1	2.75
Dispositional/psychological barriers: such as negative attitudes to learning because of negative schooling experience	1	1	2	4	4	3.75
Informational barriers: such lack of appropriate information on learning offers and benefits	1	2	3	2	4	3.58
Financial constraints: lack of financial support or external incentives that do not work	0	2	4	4	2	3.50

The estimated averages, calculated on the basis of the responses, provided by Focus Group participants on Question No.3, indicated that **Dispositional / psychological barriers** we most impeding for the acquisition of literacy and numeracy skills by young entrepreneurs, followed by **Informational barriers** and **Financial constraints**.

Greece:

Barriers to acquiring literacy and numeracy skills by young entrepreneurs	Level assigned				
	1	2	3	4	5
Situational barriers: arising from one's situation, such as lack of time because of work and family, undependable transportation, etc.	1	1	3	3	

Institutional barriers: such as lack of appropriate provision, participation fees, entrance requirements		2	4	1	1
Dispositional/psychological barriers: such as negative attitudes to learning because of negative schooling experience		4	3		1
Informational barriers: such lack of appropriate information on learning offers and benefits	2	1	1	4	
Financial constraints: lack of financial support or external incentives that do not work			2	2	4

A significant part of respondents evaluated as high the barriers linked to: Informational and Financial constraints. Less important seem to be the Institutional barriers. Dispositional/psychological barriers were mostly not seen as a huge barrier for acquiring literacy and numeracy skills by young entrepreneurs.

Spain:

Barriers to acquiring literacy and numeracy skills by young entrepreneurs	Level assigned				
	1	2	3	4	5
Situational barriers: arising from one's situation, such as lack of time because of work and family, undependable transportation, etc.	0	3	0	1	5
Institutional barriers: such as lack of appropriate provision, participation fees, entrance requirements	0	0	5	4	0
Dispositional/psychological barriers: such as negative attitudes to learning because of negative schooling experience	0	0	1	3	5
Informational barriers: such lack of appropriate information on learning offers and benefits	0	2	1	3	3
Financial constraints: lack of financial support or external incentives that do not work	0	0	2	5	2

4. *Comment one of the reasons for young entrepreneurs' dropout leading to low literacy and numeracy skills? What policies and instrument for overcoming this barrier are needed?*

France:

The respondents gave several reasons they believe to be the most important Dropout causes and which unfortunately lead to low literacy and numeracy skills:

- Socioeconomic reasons
- Need of money for living
- Lack of financing
- Lack of knowledge
- No adequate trainings to entrepreneurship
- Lack of motivation
- Lack of orientation in the correct field
- To long duration of trainings

For the respondents the following instruments or politics could help to either prevent or lower the risks of dropout as well increase in-fine the literacy and numeracy skills:

- More financing
- More psychological support
- Guidance
- Policies to motivate cultural change
- Continuous information
- Help for apprenticeship placements
- Afterschool activities
- More trainings related directly for dropout people
- Greater focus on numeracy and literacy

Bulgaria:

As reasons for young entrepreneurs' dropout leading to low literacy and numeracy skills, Focus Group participants indicated the following key factors:

- Lack of flexibility and practical orientation of training;
- Unsuitable approach and teaching methods;
- Family, situational, financial reasons;
- Low learning motivation due to the ineffective system or internal factors;
- Unwillingness to invest in education, preference to be involved in the family business instead.

Greece:

The respondents gave several reasons they believe to be the most important Dropout causes and which unfortunately lead to low literacy and numeracy skills:

- Lack of Courage
- To high level and speed of trainings
- Need of money for living
- Lack of financing during studies
- Lack of knowledge of the financing bodies (trainer)
- No adequate trainings to entrepreneurship
- No real certification
- Lack of motivation
- Lack of orientation in the correct field
- To long duration of trainings
- Not enough transportations to get to the trainings

For the respondents the following instruments or politics could help to either prevent or lower the risks of dropout as well increase in-fine the literacy and numeracy skills:

- More financing

- More communication/information from public bodies
- More moral support
- Help for apprenticeship placements
- Introduce modules for business creation to more inform into trainings (trainer)
- Propose more trainings on evenings to be accessible for workers
- More trainings related directly for dropout people
- Greater focus on numeracy and literacy
- Forster entrepreneurship from kindergarten on
- Make better transportation programs

Spain:

All responses are directed to the proposal of policies and measures to overcome these barriers.

All responses coincide in highlighting two measures: the need for guidance and self-knowledge (specific to self-confidence and self-esteem).

The following measures are also indicated:

- Remove or reduce barriers that provide the family context
- Promote reading habits
- Visibility of positive references
- Introduce the entrepreneurial economy in the standardized education system.

5. How much do you know about **LITERACY SKILLS**, needed for young entrepreneurs? (1 - low level, 5 - high level)

France:

Literacy skills	Level assigned (number of responses)				
	1	2	3	4	5

Understanding business regulations: reading and comprehension skills	1	3	4	5	7
Communication and interaction in the workplace: Active listening: recognizing the main idea	0	1	6	6	7
Improving writing: writing skills and written communication	1	4	5	7	3
Effective speaking: oral communication	1	1	4	6	8
Digital literacy: writing for social media and platforms, e-mail	1	1	10	3	5

A significant part of respondents evaluated that understanding business regulations, communication and interaction in the workplace, improving writing and Effective speaking were very much needed by young entrepreneurs. Digital literacy was judged less important than the others.

Bulgaria:

Literacy skills	Level assigned (number of responses)					Average score
	1	2	3	4	5	
Understanding business regulations: reading and comprehension skills	0	0	1	6	5	4.33
Communication and interaction in the workplace: Active listening: recognizing the main idea	0	0	0	6	6	4.50
Improving writing: writing skills and written communication	0	0	1	4	7	4.50
Effective speaking: oral communication	0	0	1	4	7	4.50
Digital literacy: writing for social media and platforms, e-mail	0	0	2	4	6	4.33

The estimated averages, calculated on the basis of the responses, provided by Focus Group participants on Question No.5, indicated that **Communication and**

interaction in the workplace (Active listening), Improving writing and Effective speaking were the areas where the knowledge of participants was highest, compared to **Understanding business regulations** and **Digital literacy**, where the level of knowledge was the lowest.

Greece:

Literacy skills	Level assigned (number of responses)				
	1	2	3	4	5
Understanding business regulations: reading and comprehension skills		1	4	2	1
Communication and interaction in the workplace: Active listening: recognizing the main idea			2	2	4
Improving writing: writing skills and written communication			1	4	3
Effective speaking: oral communication			1	4	3
Digital literacy: writing for social media and platforms, e-mail			1	5	2

A significant part of respondents evaluated that Digital literacy is the most important. Communication and interaction in the workplace, improving writing and Effective speaking are very much needed by young entrepreneurs.

Spain:

Literacy skills	Level assigned (number of responses)				
	1	2	3	4	5
Understanding business regulations: reading and comprehension skills	0	0	3	3	3
Communication and interaction in the workplace: Active listening: recognizing the main idea	0	0	0	3	6

Improving writing: writing skills and written communication	0	0	0	6	3
Effective speaking: oral communication	0	2	2	2	3
Digital literacy: writing for social media and platforms, e-mail	0	0	4	1	4

6. How much do you know about **NUMERACY SKILLS**, needed for young entrepreneurs? (1 - low level, 5 - high level)

France:

Numeracy skills	Level assigned (number of responses)				
	1	2	3	4	5
Financial literacy	0	4	4	2	10
Integrating mathematics and digital skills: creating a formula (using a spreadsheet if necessary)	1	3	5	5	6
Calculating and estimating: number skills, proportional reasoning, understanding percentages correctly, use of extrapolation	0	5	2	4	9
Modelling and multi-step decision: problem solving skills understanding thresholds and constraints, recognising anomalous effects and erroneous answers when monitoring systems	0	2	6	8	4
Communicating mathematics to other users and interpreting the mathematics of other users	1	2	6	8	3
Coping with the unexpected	0	2	5	6	7

A significant part of respondents evaluated that all numeracy skills were very much needed by young entrepreneurs. Digital skills were judged somehow little less important than the other for almost half of the respondents.

Bulgaria:

Numeracy skills	Level assigned (number of responses)					Average score
	1	2	3	4	5	
Financial literacy	0	0	3	5	4	4.08
Integrating mathematics and digital skills: <i>creating a formula (using a spreadsheet if necessary)</i>	1	0	5	2	4	3.67
Calculating and estimating: <i>number skills, proportional reasoning, understanding percentages correctly, use of extrapolation</i>	0	0	4	2	6	4.17
Modelling and multi-step decision: <i>problem solving skills understanding thresholds and constraints, recognising anomalous effects and erroneous answers when monitoring systems</i>	0	0	4	4	4	4.00
Communicating mathematics <i>to other users and interpreting the mathematics of other users</i>	0	1	3	4	4	3.92
Coping with the unexpected	0	0	1	5	6	4.42

The estimated averages, calculated on the basis of the responses, provided by Focus Group participants on Question No.6, indicated that **Coping with the unexpected**, **Calculating and estimating** and **Financial literacy** were the areas where the knowledge of participants was highest, compared to **Modelling and multi-step** decision, **Communicating mathematics** and **Integrating mathematics and digital skills**, where the level of knowledge was the lowest.

Greece:

Numeracy skills	Level assigned (number of responses)				
	1	2	3	4	5
Financial literacy		1	1	1	5

Integrating mathematics and digital skills: creating a formula (using a spreadsheet if necessary)		2		6	
Calculating and estimating: number skills, proportional reasoning, understanding percentages correctly, use of extrapolation			1	6	1
Modelling and multi-step decision: problem solving skills understanding thresholds and constraints, recognising anomalous effects and erroneous answers when monitoring systems			3	2	3
Communicating mathematics to other users and interpreting the mathematics of other users			2	6	
Coping with the unexpected			2	4	2

A significant part of respondents evaluated that all numeracy skills were very much needed by young entrepreneurs. Financial literacy is considered as the most important one. Integrating mathematics and digital skills, calculating and estimating and communicating mathematics are also very important.

Spain:

Numeracy skills	Level assigned (number of responses)				
	1	2	3	4	5
Financial literacy	0	2	4	3	0
Integrating mathematics and digital skills: creating a formula (using a spreadsheet if necessary)	1	3	1	2	2
Calculating and estimating: number skills, proportional reasoning, understanding percentages correctly, use of extrapolation	2	0	3	2	2
Modelling and multi-step decision: problem solving skills understanding thresholds and constraints, recognising anomalous effects and erroneous answers when monitoring systems	1	1	2	4	1

Communicating mathematics to other users and interpreting the mathematics of other users	1	3	2	1	2
Coping with the unexpected	0	1	3	2	3

7. Out of the competencies described in points 5 and 6 you have filled out, which one is the most challenging according to you? Why?

France:

For the respondents the most challenging competencies were: (reason)

- Calculate & estimate (to fulfill business needs, money is business)
- All literacy skills (French language is too complicated)
- Improving of writing & communication (to communicate better and essential to business creation)
- numeracy skills (they need more mental work to decide in several steps & model)
- Transmit and communicate (no real trainings for this / trainer)
- Regulations (information not well known and accessible in France)

Bulgaria:

According to Focus Group participants, the most challenging literacy and numeracy skills, were as follows:

- Coping with the unexpected (4 responses);
- Financial literacy (3 responses);
- Modelling and multi-step decision (3 responses);
- Integrating mathematics and digital skills (1 response);
- Understanding business regulations (1 response).

Greece:

For the respondents the most challenging competencies were: (reason)

- Digital and financial literacy, if you cannot calculate then you cannot organize
- Active listening to better understand the main idea
- Communication and interaction in the workplace in order to survive in any sector
- Numeracy skills, cannot act if there is a gap in mathematics knowledge

Spain:

- Four out of nine participants chose **Effective speaking**.
- One participant chose **Calculating and estimating**
- One participant chose **Modelling and multi-step decision**
- One participant chose **Coping with the unexpected**
- One participant chose **Financial literacy**
- One participant chose **Improving writing**

8. *How do you think of e-learning, as a training methodology, to acquire the knowledge/skills mentioned in the questionnaire? If it is not a good option, do you have other suggestions like blended learning?*

France:

Most of the respondents knew about e-learning and some (45%) thought it would be a good idea because it would help to:

- train freely, no concrete learning hours
- work without pressure
- greater flexibility

But some (45%) thought it wasn't a good idea and pointed out that:

- No trainers available for questions
- Sometimes not enough place for all students (limited participants in this case)

- It would be better to make a higher-grade course, university in management
- It would be better to have some concrete workshops to learn in real situation
- To make in situ learnings with an entrepreneur (real world experience)

Some others (10%) never experienced e-learning or MOOCS and couldn't response to the question or their responses were not accurate.

Bulgaria:

Overall, participants were supportive of e-learning as a literacy and numeracy skills training methodology, but often stated that it shall be combined with face-to-face learning.

Greece:

All of the respondents knew about e-learning and they consider it as ideal because it is:

- target group to reach knowledge from distance
- accessible and flexible
- effective, convenient

Suggestions:

- E learning should be combined with the typical lifelong learning model

Spain:

Most participants agree to highlight the risks of learning based solely on e-learning (risk of abandonment, learning from the face-to-face irreplaceable, especially for literacy skills).

Most of the proposals propose a combined/mixed learning (e-learning and face-to-face).

It is emphasized that e-learning tools can be useful in an informative pills approach and for the training of numerical skills.

9. *What features should a virtual learning environment have to help you develop the skills/ competencies described in the questionnaire?*

France:

The respondents who were feeling positive about an e-learning platform were bringing forward the following features a e-learning platform should have or look like:

- Calm (too fussy interfaces for the unqualified public)
- Demanding (not only basic content)
- Efficient tools (lack of quality content)
- Free & Freely available (too expensive for now and not always free)
- Simulation of business creation
- Focus on numeracy and literacy
- Certification
- Focus on accounting & financial questions

Bulgaria:

The most important virtual learning environment features, recommended by participants were as follows:

- User-friendly, easily accessible, informative, to the point;
- Combining theory and practice;
- Containing self-assessment tests, discussion forums
- Adapted to the users' characteristics
- Provoking the interest of the participants.

Greece:

- Be simple and understandable

- Online support
- Creation of interaction groups
- Additional material
- Videos, images and simulation
- Goals and challenges
- Certification

Spain:

The most indicated features tool must contain are the following:

- Make it attractive (simple, visually pleasing, intuitive, ...)
- Based on practical experiences, references (practical approach)
- Allowing customization (adaptation to individual needs)
- Allowing adequate monitoring of progress
- Fully adapted to the user's profile

3. RESULTS – DISCUSSION

The results from the discussions, conducted on the pre-defined topics, are presented below:

- 1. To what extent are literacy and numeracy skills necessary for young entrepreneurs to be successful in their business? Which group of skills of the two is more important? Why?*

France:

This was the easiest question of the lot. The responses were clear and all participants had a similar opinion.

All of them declared that literacy and numeracy skills were very necessary for young entrepreneurs to be successful in their business. It seemed obvious to all participants that it was the most important thing to have even in life.

30 persons out of 30 responded that they thought that the numeracy skills were the most important if they had to choose but 28 of 30 said that both were equally necessary.

Bulgaria:

The opinions, expressed by Focus Group participants can be summarised in the direction that the numeracy and literacy are interrelated, shall be developed in parallel and are absolutely critical and necessary for every entrepreneur to be successful in their business, no matter what sector it is in. Several opinions were shared that literacy skills were somewhat more important, as they formed the basis for all other types of competences. With the help of the literacy skills, young entrepreneurs can search for information in the right place, understand it and analyse it. Furthermore, the importance of the different types of competences – literacy and numeracy skills – might depend on the development stage of the respective business. Usually, at the beginning of the individual business development cycle, literacy skills might prove more important, while with the business growth and increasing complexity, numeracy skills might turn out to be more significant.

Greece:

All participants agreed that both literacy and numeracy skills are totally necessary for young entrepreneurs.

Literacy is the ability to read, write, speak and listen in ways that will allow them to communicate effectively to a variety of audiences. Reading and writing, when integrated with speaking, listening and viewing and critical thinking, constitutes valued aspects in working environment. Literacy is an important component to ensure all young entrepreneurs have the best chance to succeed in their businesses.

Numeracy was defined as the ability to access, use and interpret and communicate mathematical information, in order to engage in and manage the mathematical demands of various situations in the daily working life. To be numerate is to confidently and effectively use mathematics to meet the daily demands.

Spain:

They are valued as very important for their transversal value. The importance of these competencies for the entrepreneur's autonomy and their ability to run their own business and have control of it is highlighted.

They are basic skills for effective management tasks.

Its importance is also reflected in the "professional image" of the entrepreneur.

The group reflects the importance of both; however, literacy competencies are considered in some ways more basic because they are directly related to communication.

Numeracy competencies have a more specific character and are more likely to be supported by others.

- 2. Which are the most serious barriers to the acquisition of literacy and numeracy skills by young entrepreneurs? What are the key factors for the existence of such barriers? Do these barriers change over time or do they remain relatively stable for each young entrepreneur?*

France:

For the group the most serious barriers to the acquisition of literacy and numeracy skills by young entrepreneurs were linked to administrative public barriers such as working permits and paperwork to be filled out, followed by financial problems upon business creation and access to trainings. It not seems linked to the teaching program itself but the access to it.

The key factor of these problems laid on public policies and information of existing financial aids and administrative procedures which seem to not be available for more unskilled public.

These barriers were not sensed to evolve over time but remain intact trough the different age groups of the present persons.

Bulgaria:

Regarding the most serious obstacles that are faced by young entrepreneurs in their efforts for acquiring literacy and numeracy skills, the lack of adequate information and the weak links between education and business were identified as some of the key barriers in this respect. The insufficient business contacts and the scarce positive examples and good practices to encourage entrepreneurs

were also pointed out as serious obstacles, together with the disbelief of young people and entrepreneurs in particular in their own potential, the underestimation of the positive effects of learning on part of business practitioners and the lack of motivation in this regard, the time constraints, family duties, insufficient financing and organisation business activities, the inability to adapt to the changing environment, etc.

Greece:

The group has identified many types of barriers. We have managed to categorize them according to the list below:

- Educational issues
- Difficulties to access training issues
- Economic or social issues
- Attitude issues
- Public policies
- Lack of information

All attendees agreed that these kinds of barriers remain stable.

Spain:

The most marked barriers are the following:

- The education system: it is a structural situation. Competencies related to entrepreneurship are not a priority. The educational system has evolved little in Spain in comparison with the speed of the social changes. The system responds to an industrial system. There is a gap between the skills tackled in schools and those required in the labour market.
- These skills should be trained on a day-to-day basis and not as something exceptional. It should also start at very early ages.
- Cultural factors: At a social level there is a devaluation of these transversal competences (literacy and numeracy). The advancement of technology has meant a setback in literacy and numeracy competences owed to automation and the lack of practice without technologic support. If there is a digital divide, this lack of competences worsens.

- Family factors: Little family culture of supporting initiative and entrepreneurship because it is perceived as a risk for a "safe" job. The families are mostly oriented to work for others and transmit it to the next generations. The devaluation of these competences is at the social level, therefore we also find them in the family, where literacy and numeracy is of minor importance. In many cases children and youngsters are not educated for autonomy. This is especially sensitive in families in poverty or low-education level. The lack of these competences is "inherited" and the educational system is not able to address them.

The contributions of the focus group can be summarized in the following: The education system approach and the social devaluation of literacy and numeracy competences

Other contributions refer to the lack of training in the educational system of economics studies (it is not a priority in the education system or in VET). Need to work in very early stages, from everyday life, domestic economy, practical approach.

Do these barriers change over time or do they remain relatively stable for each young entrepreneur?

If they are not trained will remain stable or with little change. They can also be an extra effort to the already difficult path to entrepreneurship.

3. *How much do dropouts affect young entrepreneurs' levels of literacy and numeracy skills? Can policy measures and instruments at national and local level help to reduce the effect of dropouts on young entrepreneurs' literacy and numeracy skills? How?*

France:

The participants all agreed that dropouts highly affect young entrepreneurs' levels of literacy and numeracy skills especially if the dropout is before college grade. In France school is mandatory until 16, so most of the young people have the minimum literacy and numeracy skills.

Most participants agreed as well that policy measures and instruments at national and local level could help to reduce the effect of dropouts on young entrepreneurs' literacy and numeracy skills. They suggested following measures they sensed to be helpful in preventing this:

- More and better explanation to young people about different professions

- Start job orientated trainings earlier & increase apprenticeship
- Have more financial support for trainings
- Create a better school/training counselling
- Start trainings in sectors who have a good employment rate

Bulgaria:

Focus Group participants gathered round the opinion that although school dropouts are a crucial factor for young entrepreneurs' levels of literacy and numeracy skills, non-formal and self-learning in the framework of lifelong learning can do much to compensate some of the negative effects that early school dropouts. In this context, the family environment and the public virtues in the field of education and training are very important for preventing school dropouts. Policy measures to address the practical orientation of the whole educational system in Bulgaria are needed to battle not only school dropouts, but to improve the skills matching on the labour market, incl. through support for making education more interesting and appealing to young people and introducing practically-oriented approaches to the education such as dual learning.

Greece:

The participants agreed that the dropout phenomenon is totally linked and affects the level of the level of literacy and numeracy skills of the young entrepreneurs. They also agreed that policy measures at national and local level can reduce the effect of dropouts on young entrepreneurs.

Nevertheless, they all agreed that there must be a close cooperation from all interested parties in order to have good results. Parents, schools, colleges and students (young entrepreneurs) have to work together.

Parents: Effective communication, discussion about career realities, be in touch with the educational institution, encourage a break rather than quitting.

Schools: Adopt early-intervention strategies, develop mentoring/tutoring programs, create out-of-school programs, and introduce classroom coaches.

Colleges: Lower costs, teach them how to study, support their mental health, provide family support mechanisms, help students make informed decisions.

Spain:

Unanimously all participants agree that in a very significant way. School failure at an early age produces a deficit of these competences, which are not supplied by the family environment, since school failure is higher in unstructured families, in poverty and with a low educational level. Nor are they supplied at the social level because the general level of these competences has decreased in their social value due to the disruption caused by technology.

Structural and progressive changes in the approach of the education system are required. It is a basic problem.

Need to train those competitions at a very early stage. Confront the students to put them into practice (that they do not remain in the theoretical).

The measures must influence educational and social change at the same time, since both are related. There must be a change in social values, because the deficit of these competences has to do with their lower social value compared to other times.

Some measures named by the participants in the focus group:

- Emotional intelligence as a subject (self-knowledge, talents), will affect the scale of values and being competent in these areas for their own interest.
- Another measure to consider is to generate references that value these competencies. Currently the referents of young people (youtubers, TV programs ...) are not referents in this regard.
- Role of educational guidance from an early age, individualized orientation (path)
- New learning methods: learn by projects (allows these skills to be trained transversally), service learning.

4. *Which literacy / numeracy skill is most difficult for young entrepreneurs to acquire? What are the main reasons for that? How can such a challenge be adequately addressed?*

France:

The group had the opinion that the literacy / numeracy skill all were equally important and that there couldn't be any distinction between them.

For them the reason of the lack of basic skills in numeracy and literacy was linked to no or low school grade. Either because of dropout or arriving from another country.

Most participants agreed that it might be better to acquire first all literacy / numeracy skills and then eventually focus on entrepreneurship as they sense it very important to possess these skills in everyday life.

Some participants pointed out that on any financial and reglementary question, people could be helped by public services without possessing the skill themselves. (Accounting for example)

On one table the participants were asked to sort all skills from the most to the less important one. The most important one was: Understanding business regulations and the less important was: Communicating mathematics.

Bulgaria:

Regarding the literacy / numeracy skills, which are most difficult for young entrepreneurs to acquire, some of the Focus Group participants were of the opinion that the validation/approbation of information was one of the key competences in this regard, i.e., to be able to develop and put into practice an adequate system for filtering and analysis of the information coming from the surrounding environment. Financial literacy and reading comprehension, together with coping with the unexpected, effective speaking, writing skills and written communication, etc.

Greece:

All participants had the opinion that both literacy and numeracy skills are equally important so there can't be any separation between them.

The reason of lack of basic skills in literacy and numeracy is linked to socioeconomic issues plus the dropout phenomenon.

Participants agreed that if we want to make sure that young entrepreneurs will acquire all the needed skills (literacy and numeracy) firstly they have to acquire the basic skills.

Such challenges can be adequately addressed with some of the solutions mentioned in the question 3.

Spain:

The first step is to become aware of that deficit. In relation to specific literacy-related skills, the ability to construct and communicate meaning, written competence and the ability to speak in public (structure messages in a clear manner and use the appropriate language level, formal / non-formal) are highlighted.

In relation to numeracy, obtaining the quantitative information necessary to make a decision, and the ability to interpret, represent, and communicate: use formats to make and communicate decisions.

Increase the importance of practical training. It is necessary to put them into practice and training from very early ages and in all educational levels.

Internships in companies not only at the end of a training but every year. Select companies with an appropriate company culture in this regard.

Dual vocational education and training system (dual VET-system), is a good tool, however it does not usually end in a recruitment.

5. *What is the capacity of e-learning as a training methodology to address young entrepreneurs' literacy and numeracy skills shortages? What functionalities shall a virtual learning environment possess in order to help improve literacy and numeracy skills of young entrepreneurs? Would other training methods be more appropriate? Which? Why?*

France:

Some participants agreed that e-learning could be a good training methodology to address young entrepreneurs' literacy and numeracy skills shortages because it would help to train more freely with no concrete learning hours. They judged that it would give them greater flexibility in their day to day life and that they may work without pressure.

The platform then should contain quality and demanding content, be freely available. As well it should only focus on content in business creation context (numeracy, literacy, accounting & financial questions). There is also a need to reward them with a certificate which could help them on job search if the entrepreneurial experience would go wrong.

But they also highlighted that it couldn't be a complete solution for a training as they would miss the help from a teacher. The participants were mostly unskilled

themselves so they felt the need to have a person to whom to address their questions.

Around half of the participants even though it wasn't a good idea at all and pointed out in addition to the lack of a trainer/teacher during the MOOC that it would be better to have some concrete workshops to learn in real situation with an entrepreneur (real world experience) so they could learn more in less time.

Bulgaria:

The participants in the Focus Group defended the position that e-learning alone as a training tool is not enough to address young entrepreneurs' literacy and numeracy skills shortages. In this regard, blended (online and face-to-face) learning, being user-friendly and allowing for acquiring presentation skills and raising the level of motivation, necessary for learning, can be very helpful. In terms of useful functionalities, the e-learning platforms shall be catching the attention and interest of the end users, adapted for mobile use, allowing for implementation of group tasks and projects that students can complete together and providing feedback to its users.

Greece:

Participants agreed that e-learning is among the most important explosion propelled by the internet transformation. This allows users to gather knowledge and education both by synchronous and asynchronous methodologies and to effectively face the need to rapidly acquire up to date know-how. The three major e-learning tools can be

- curriculum tools
- digital library tools and
- knowledge representation tools

During the discussion the participants wrote down some of the functionalities that they believe that the virtual learning environment must possess.

- Online teacher support to the young entrepreneurs
- Testing engine, appropriate tests for the young entrepreneurs, based on their age and knowledge
- Flexible user organization, be trained freely

- Adaptable learning curve, the young entrepreneurs should be somehow involved in the process of learning
- Customizable grading system
- Content management system, saves all the documents in one place

Finally, the group had not expressed any thoughts about other appropriate training methods.

Spain:

Although it may seem a more flexible method, digital divide issues must be taken into account for the most vulnerable population: access to technology and the knowledge needed to use them.

Overcoming this situation may require special support

Take into account a mixed methodology: e-learning and face-to-face support to reduce these risks. Support is essential to maintain their motivation and help overcome some of the barriers that these young people have.

The importance of incorporating references and collaborative work for learning is also highlighted.

Virtual learning environment functionalities:

- Access the testimonies of others to face stereotypes linked to entrepreneurship and the skills that are really necessary. Entrepreneurs convey their practical experience (as peers). Provide shared learning.
- Possibility of developing a mentor program that provides the necessary support
- Work on the contents from positive references where they can make these competencies tangible and that are not only theoretical.
- Visually and language must be attractive for the target group.
- Open source
- Practical approach
- Collaborative Approach

4. CONCLUSIONS

The questionnaire but also the group discussion both pointed out that literacy and numeracy skills were very important to young entrepreneurs, the success of their businesses, but also for living a day-to-day life. It seemed difficult to categorize or chose one out of the list which could be more or less important as they were globally sensed equally important.

The public policies are very influent on the young entrepreneurs' literacy and numeracy skills but not only. Their own behaviour while following school or trainings influence greatly on their acquired skills. In any case school education is number one factor for having or not literacy and numeracy skills.

The group was shared opinion on the possibility to train these literacy and numeracy skills by e-learning, online or on MOOC's. As the concerned public is mainly composed by low- or un-skilled persons they felt it very important to have someone to address their questions during their trainings. These questions would go from their daily life questions to questions related to the course.

Thus, numerous barriers shall be overcome and various approaches have to be used for supporting young entrepreneurs to acquire literacy and numeracy skills, whereas e-learning platforms can be highly valuable in this respect, if combined with other learning approaches, such as face-to-face learning.

5. RECOMMENDATIONS

It seems important to the LiNT Partnership to provide a training capable of upskilling their public in literacy and numeracy skills. The use of online learning tools may be an efficient idea but has to be well thought to deliver the quality content needed for the addressed public and be administrated in presential and distance way. This will give the opportunity to have a teacher presence.

The content should be deeply focus on entrepreneurship and take full advantage of real-life examples. This seem to be the only way to sharp the interest of the apprentices and give them the quality content they would need. It should also be free to them.

It might be interesting to include in any case information about financing and administrative contacts in each country to redirect and inform the young entrepreneurs for their needs.

It seems necessary to determine the entry level of the course as it seems important to already have some basic skills to take full advantage of the training and to guaranty that the public is capable of following the whole program.

Furthermore, other recommendations can be formulated regarding the features that a virtual learning environment shall possess in order to effectively help young entrepreneurs develop the literacy and numeracy skills, necessary for their business success, such as: user-friendly, easily accessible, informative, to the point; combining theory and practice; containing self-assessment tests, discussion forums; adapted to the users' characteristics; provoking the interest of the participants, etc.

6. APPENDICES

APPENDIX 1: Focus groups' summaries

France:

<i>Institutions/Country</i>	AFORMAC FRANCE
<i>Number of participants</i>	Students (or entrepreneurs): 30 Professors: 5 Total: 35
<i>Date and time</i>	120 Minutes (30 min questionnaire, 60 min discussion, 30 min presentation of the project & final thanks)
<i>Moderators</i>	Moderator: Mathieu Schaefer Assistant moderator: Yasmina
<i>Age</i>	Students: 18-45 Professors: 28-55
<i>Gender</i>	Students: male (53%), female (47%); Professors: male (10%), female (90%)
<i>Education</i>	Students: from no education to Bac+2 Professors: High grade
<i>Languages spoken</i>	Students: French / Arab / Professors: French / English
<i>Experience with entrepreneurship</i>	10% experienced students, 80% inexperienced students, 10% - have not answered this question

Bulgaria:

<i>Institutions/Country</i>	IPS at UNWE Bulgaria
<i>Number of participants</i>	Students (or entrepreneurs): 4 Professors: 3 CCI & SMEs representatives: 5 Total: 12
<i>Date and time</i>	Date: 19/12/2019 Total duration – 2 hours (10.00 AM – 12.00 AM): <ul style="list-style-type: none"> ▪ Project introduction – 10 minutes; ▪ Participants' introduction – 10 minutes; ▪ Introductory questions – 10 minutes; ▪ Filling-out of the Participation form – 30 minutes; ▪ Discussion on the pre-defined topics – 50 minutes; ▪ Closure of the event and conclusions – 10 minutes.
<i>Moderators</i>	Moderator: Assoc. Prof. Dr Todor Todorov Assistant moderator: Assoc. Prof. Dr Ivan Stoychev
<i>Age</i>	Students: 21-32 years of age Professors: 35-42 years of age CCI & SMEs representatives: 22-67 years of age
<i>Gender</i>	Students: 25% male, 75% female; Professors: 33% male, 67% female; CCI & SMEs representatives: 40% male, 60% female.
<i>Education</i>	Students: Secondary general, VET, MSc Econ Professors: Ph.D. CCI & SMEs representatives: BSc, MSc, Ph.D.
<i>Languages spoken</i>	Students: Bulgarian Professors: Bulgarian CCI & SMEs representatives: Bulgarian
<i>Experience with entrepreneurship</i>	75% - experienced students, 25% - inexperienced students, 0% - have not answered this question

Greece:

<i>Institutions/Country</i>	KANE GREECE
<i>Number of participants</i>	Students (or entrepreneurs): 3 Professors: 5 Total: 8
<i>Date and time</i>	120 Minutes (30 min questionnaire, 60 min discussion, 30 min presentation of the project)
<i>Moderators</i>	Moderator: Jelena Scepanovic Assistant moderator: Nadiana Koutiva
<i>Age</i>	Students: 18-28 Professors: 40-55
<i>Gender</i>	Students: male (67%), female (33%); Professors: male (60%), female (40%)
<i>Education</i>	Students: from no education to Bac+2 Professors: High grade
<i>Languages spoken</i>	Students: Greek / English Professors: Greek / English / French / German
<i>Experience with entrepreneurship</i>	67% experienced 33% inexperienced

Spain:

<i>Institutions/Country</i>	Jovesolidés, Spain
<i>Number of participants</i>	9 in total, of whom: <ul style="list-style-type: none">- 4 professors- 2 entrepreneurs- 3 learners/students
<i>Date and time</i>	28/01/2020
<i>Moderators</i>	Begoña Pastor (project manager at Jovesolidés) Amr Hassan (project manager at Jovesolidés)
<i>Age</i>	Professors: 28-52 Entrepreneurs: 27-29 Learners/students: 21-27
<i>Gender</i>	Professors: male (50%), female (50%) Entrepreneurs: male (50%), female (50%) Learners/students: male (0%), female (100%)
<i>Languages spoken</i>	Professors: Spanish Entrepreneurs: Spanish Learners/students: Spanish
<i>Experience with entrepreneurship</i>	100% inexperienced students

APPENDIX 2.1: Focus group participation form – translated in French

Nom du participant	
Âge	
Sexe	
Enseignement (niveau du diplôme)	
Domaine d'expérience professionnelle	
Langues parlées	

Concept de littératie et de numératie entrepreneuriales

Terme	Définition
LITERATIE	<i>L'aptitude à comprendre et à utiliser l'information écrite dans la vie courante, à la maison, au travail et dans la collectivité en vue d'atteindre des buts personnels et d'étendre ses connaissances et ses capacités</i>
Sensibilisation à l'alphabétisation	Importance de l'alphabétisation : Les élèves reconnaissent que la littératie leur procure du plaisir et leur permet de comprendre le monde qui les entoure et d'y participer.
	Sensibilisation des apprenants : Les élèves déterminent ce qu'ils savent, ce qu'ils sont capables de faire et ce qu'ils doivent apprendre lorsqu'ils s'engagent dans des tâches qui impliquent la littératie.
	Sensibilisation aux tâches : Les élèves sont conscients des exigences en matière de littératie dans le cadre d'une tâche.
Connaissances et compréhension de l'alphabétisation	Règles de langage : Les élèves utilisent les règles du langage pour acquérir, construire et communiquer un sens.
	Acquérir de l'information : Les élèves utilisent des stratégies efficaces et efficientes pour acquérir et évaluer l'information sur l'utilisation éthique de la publicité.
	Construisez du sens : Les élèves utilisent des stratégies efficaces et efficientes pour construire un sens.
	Communiquer du sens : Les élèves communiquent pour transmettre des concepts, des idées et de la compréhension.
NUMÉRATIE	<i>La capacité d'une personne de comprendre et d'utiliser des données mathématiques à l'école, au travail et dans la vie de tous les jours; par exemple, pour utiliser de la monnaie et établir des budgets, pour utiliser des mesures en cuisine ou pour lire une carte.</i>
Sensibilisation à la numératie	Importance de la numératie : Les élèves reconnaissent que la numératie permet aux gens de prendre des décisions éclairées dans tous les aspects de la vie quotidienne.
	Sensibilisation des apprenants : Les élèves déterminent ce qu'ils savent, ce qu'ils sont capables de faire et ce qu'ils doivent apprendre lorsqu'ils s'engagent dans des tâches qui impliquent l'apprentissage du calcul.
	Sensibilisation aux tâches :

	Les élèves sont conscients des exigences en matière de littératie dans le cadre d'une tâche.
Connaissance et compréhension du calcul	Informations quantitatives Les élèves appliquent leurs connaissances de l'information quantitative pour prendre une décision éclairée.
	Information spatiale Les élèves appliquent leurs connaissances de l'information spatiale pour prendre une décision éclairée.
	Interpréter, représenter, communiquer Les élèves interprètent, représentent et communiquent dans une variété de formats numériques et non numériques pour appuyer les décisions dans des situations où la numératie est en jeu.
	Stratégies, méthodes et outils Les élèves utilisent des stratégies, des méthodes ou des outils efficaces et efficaces pour gérer l'information quantitative ou spatiale.

Source : D'après *Définition, composantes et éléments des progrès, gouvernement de l'Alberta, Canada, www.education.alberta.ca*)

1. Avez-vous une expérience (positive ou négative) dans le domaine de l'entrepreneuriat ? [En quelques mots]

2. Pensez-vous que les jeunes entrepreneurs ont besoin de compétences en littératie et en numératie (Compétences transversales)? Donnez un exemple des raisons pour lesquelles ils sont nécessaires. [En quelques mots]

3. Quels types d'obstacles empêchent les jeunes entrepreneurs d'acquérir des compétences en littératie et en numératie ? (niveau 1 bas, niveau 5 haut)

Obstacles à l'acquisition de compétences en littératie et en numératie par les jeunes entrepreneurs	Niveau attribué				
	1	2	3	4	5
Obstacles situationnels : découlant de la situation d'une personne, comme le manque de temps en raison de son travail et de sa famille, le manque de fiabilité du transport, etc.					
Obstacles institutionnels : tels que l'absence de dispositions appropriées, les frais de participation, les conditions d'admission, etc.					
Obstacles affectifs/psychologiques : tels que les attitudes négatives à l'égard de l'apprentissage en raison d'une expérience scolaire négative.					
Obstacles en matière d'information : tel manque d'information appropriée sur les offres et les avantages de l'apprentissage.					
Contraintes financières : manque de soutien financier ou d'incitations externes qui ne fonctionnent pas					

4. Commenter les raisons pour lesquelles des jeunes entrepreneurs abandonnent leurs études, ce qui peut entraîner un faible niveau de littératie et de numératie ? Quelles politiques et/ou quels instruments sont nécessaires pour surmonter cet obstacle ? [En quelques mots]

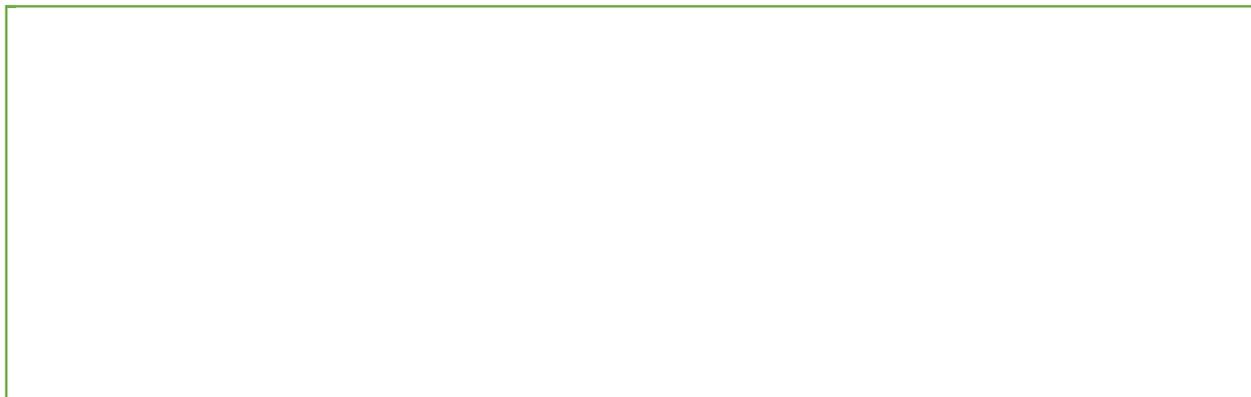
5. Quels sont les **compétences en ALPHABÉTISATION** dont les jeunes entrepreneurs ont besoin ? (niveau 1 - bas, 5 - niveau haut)

Compétences en littératie	Niveau attribué				
	1	2	3	4	5
Comprendre la réglementation des affaires : compétences en lecture et en compréhension de l'écrit					
Communication et interaction sur le lieu de travail : <i>L'écoute active : reconnaître l'idée maîtresse</i>					
Amélioration de l'écriture : compétences en rédaction et en communication écrite					
Expression orale efficace : communication orale					
Littératie numérique : écriture pour les médias sociaux et les plates-formes sociales, courrier électronique					

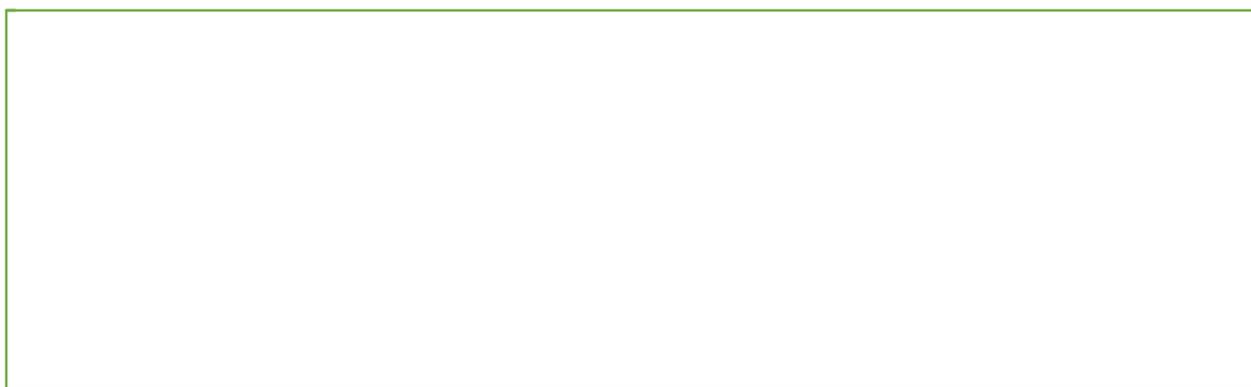
6. Quels sont les **compétences numériques** nécessaires aux jeunes entrepreneurs ? (niveau 1 - bas, 5 - niveau haut)

Compétences en numératie	Niveau attribué				
	1	2	3	4	5
Savoirs financiers					
Intégrer les mathématiques et les compétences numériques : création d'une formule (à l'aide d'un tableur si nécessaire)					
Calculer et estimer : compétences en calcul, raisonnement proportionnel, compréhension correcte des pourcentages, utilisation de l'extrapolation.					
Modélisation et décision en plusieurs étapes : compétences en résolution de problèmes, compréhension des seuils et des contraintes, reconnaissance des effets anormaux et des réponses erronées lors de la surveillance des systèmes.					
Communiquer les mathématiques à d'autres utilisateurs et interpréter les mathématiques des autres utilisateurs.					
Faire face à l'inattendu					

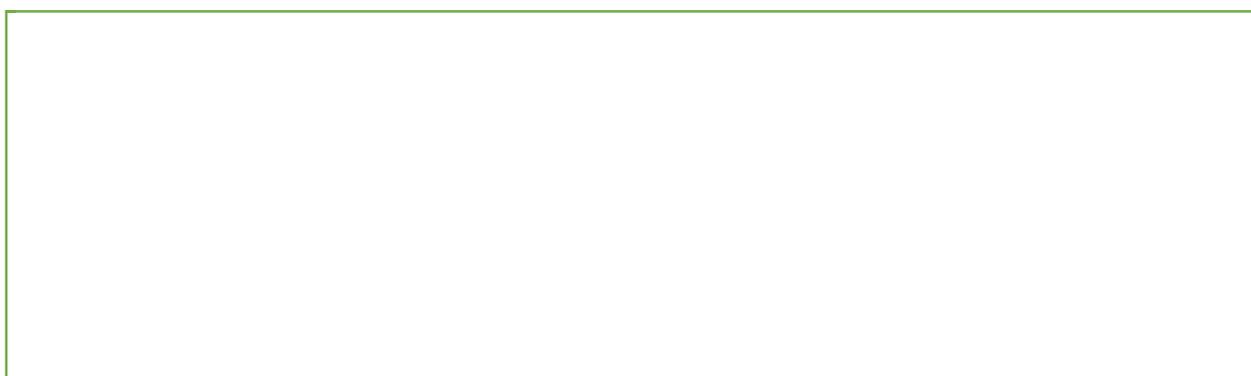
7. Parmi les compétences décrites aux points 5 et 6 que vous avez complétées, laquelle est la plus difficile selon vous ? [N'en nommer qu'une] Pourquoi ? [Fournir une brève justification]



8. Que pensez-vous de l'apprentissage en ligne (MOOC/Formation en ligne), en tant que méthodologie de formation, pour acquérir les connaissances/compétences mentionnées dans le questionnaire ? Si ce n'est pas une bonne option, avez-vous d'autres suggestions d'apprentissage ? [Fournir une brève justification]



9. Quel seraient les caractéristiques d'un environnement d'apprentissage virtuel qui devraient vous aider à développer les aptitudes/compétences décrites dans le questionnaire ? [Proposez les éléments qui devraient être inclus]



APPENDIX 2.2: Focus group participation form – translated in Bulgarian

Участник номер (попълва се служебно)	
Възраст	
Пол	
Образование (степен и специалност)	
Сфера на трудов опит	
Език на участие във фокус групата	

Концепции за езикова и цифрова грамотност в предприемачеството

Термин	Дефиниция
ЕЗИКОВА ГРАМОТНОСТ	Способност, увереност и желание за използване на езика за разбиране, формиране и предаване на смисъл във всички аспекти на ежедневието.
Осъзнаване важността на езиковата грамотност	Важност на езиковата грамотност: Обучаемите са наясно, че езиковата грамотност им осигурява удовлетвореност и им позволява да разбират и участват в обкръжаващия ги свят.
	Информираност от страна на обучаемите: Обучаемите идентифицират това, което знаят, умеят да правят и трябва да научат, когато се ангажират със задачи, включващи езикова грамотност.
	Осъзнаване на задачите, свързани с езиковата грамотност: Обучаемите са наясно с изискванията относно езиковата грамотност в рамките на дадена задача.
Познаване и разбиране на езиковата грамотност	Езикови правила и норми: Обучаемите използват езиковите правила и норми за разбиране, формиране и предаване на смисъл.
	Придобиване на информация: Обучаемите използват ефективни и ефикасни стратегии за придобиване, оценка и етична употреба на информацията.
	Формиране на смисъл: Обучаемите използват ефективни и ефикасни стратегии за формиране на смисъл.
	Предаване на смисъл: Обучаемите комуникират за предаване на концепции, идеи и разбираня.
ЦИФРОВА ГРАМОТНОСТ	Способност, увереност и желание за използване на количествена или пространствена информация за вземане на информирани решения във всички аспекти на ежедневието.
Осъзнаване важността на цифровата грамотност	Важност на цифровата грамотност: Обучаемите са наясно, че цифровата грамотност позволява на хората да вземат информирани решения във всички аспекти на ежедневието.

	<p>Информираност от страна на обучаемите: Обучаемите идентифицират това, което знаят, умеят да правят и трябва да научат, когато се ангажират със задачи, включващи цифрова грамотност.</p>
	<p>Осъзнаване на задачите, свързани с цифровата грамотност: Обучаемите са наясно с изискванията относно цифровата грамотност в рамките на дадена задача.</p>
<p>Познаване и разбиране на цифровата грамотност</p>	<p>Количествена информация: Обучаемите прилагат знания, свързани с количествена информация, за вземане на информирани решения.</p>
	<p>Пространствена информация: Обучаемите прилагат знания, свързани с пространствена информация, за вземане на информирани решения.</p>
	<p>Интерпретиране, представяне, предаване: Обучаемите интерпретират, представят и предават информация в различни цифрови и нецифрови форми, с оглед подпомагане вземането на решения в ситуации, свързани с използването на цифрови умения.</p>
	<p>Стратегии, методи и средства: Обучаемите използват ефективни и ефикасни стратегии, методи и средства за управление на количествената и пространствена информация.</p>

Източник: Базиран на „Definition, Components and Elements of the Progressions, Alberta Government“, Canada, www.education.alberta.ca

7. Имате ли опит (положителен или отрицателен) в областта на предприемачеството? [Моля за кратко обяснение]

8. Смятате ли, че уменията, свързани с езиковата и цифрова грамотност, са необходими за младите предприемачи? Дайте пример за това, защо според Вас са необходими? [Моля за кратко обяснение]

9. Какви видове бариери и до каква степен възпрепятстват младите предприемачи да придобият умения, свързани с езиковата и цифрова грамотност (1 - ниска степен, 5 - висока степен)

Бариери, които възпрепятстват младите предприемачи да придобият умения, свързани с езиковата и цифрова грамотност	Степен				
	1	2	3	4	5
Ситуационни бариери: произтичащи от ситуацията, в която се намира дадено лице, като напр. липса на време поради ангажираност с работа и семейство, ненадежден транспорт и т.н.					
Институционални бариери: като напр. липса на подходящи правила, наличие на такси и изисквания за участие					
Диспозиционни / психологически бариери: като напр. отрицателни нагласи за учене поради негативен опит в училище					
Информационни бариери: като напр. липса на подходяща информация за предложения за и предимства от участие в обучение					
Финансови ограничения: липса на финансова подкрепа или наличие на неефективни външни стимули					

10. Коментирайте една от причините за ранното отпадане от училище на младите предприемачи, водеща до ниска езикова и цифрова грамотност? Какви политики и инструменти за преодоляване на тази бариера са необходими? [Моля за кратко обяснение]

11. В каква степен сте наясно с уменията, свързани с **ЕЗИКОВАТА ГРАМОТНОСТ**, които са необходими на младите предприемачи? (1 – ниска степен, 5 – висока степен)

Умения, свързани с езиковата грамотност	Степен				
	1	2	3	4	5
Разбиране на нормативната база в сферата на бизнеса: умения за четене и разбиране					
Комуникация и взаимодействие на работното място – активно слушане: разбиране на основната идея					
Подобряване на уменията за писане: умения за писане и писмена комуникация					
Ефективно говорене: вербална комуникация					
Дигитална грамотност: изготвяне на писмени материали за социални медии и платформи, и-мейли					

12. В каква степен сте наясно с уменията, свързани с **ЦИФРОВАТА ГРАМОТНОСТ**, които са необходими на младите предприемачи? (1 – ниска степен, 5 – висока степен)

Умения, свързани с цифровата грамотност	Степен				
	1	2	3	4	5
Финансова грамотност					
Интегриране на математически и цифрови умения: съставяне на формули (използване на работни листа /в MS Excel/ при необходимост)					
Изчисления и оценки: умения за работа с числа и пропорции, правилно разбиране на процентните означения, използване на екстраполация					
Моделiranje и многостъпкови решения: умения за решаване на проблеми, разбиране на горни граници и ограничения, разпознаване на аномалии и грешни отговори при мониторинг на системи					
Предаване на математически резултати на други лица и интерпретация на математическите резултати, получени от други лица					
Справяне с неочаквани ситуации					

13. От компетенциите, описани в точки 5 и 6 по-горе, коя според Вас е най-трудната за усвояване? [Посочете само една] Защо? [Моля за кратка обосновка]

14. Какво мислите за електронното обучение като обучителен подход за усвояване на знанията / уменията, споменати в настоящия въпросник? Ако то не е подходящо, имате ли други предложения, като напр. смесено обучение? [Моля за кратка обосновка]



15. Какви функции трябва да притежава една виртуална обучителна платформа, за да спомогне за развитието на уменията / компетенциите, описани в настоящия въпросник? [Моля за кратка обосновка относно елементите, които трябва да бъдат включени]



Appendix 3.1: Focus group questions for discussion – translated in French

Les sujets suivants (questions de fond) liés aux compétences de base entrepreneuriales doivent être proposés aux participants du groupe de discussion pour discussion, une fois qu'ils ont rempli leur formulaire de participation ci-dessus :

1. Dans quelle mesure les compétences en littératie et en numératie sont-elles nécessaires aux jeunes entrepreneurs pour réussir dans leur entreprise ? Quel groupe de compétences des deux est le plus important ? Pourquoi ?
2. Quels sont les plus grands obstacles à l'acquisition de compétences de base par les jeunes entrepreneurs ? Pourquoi ces obstacles sont présents/existent ? Ces obstacles changent-ils avec le temps ou restent-ils relativement stables pour chaque jeune entrepreneur ?
3. Dans quelle mesure l'abandon des études influent-ils sur le niveau de littératie et de numératie des jeunes entrepreneurs ? Les mesures et instruments politiques aux niveaux national et local peuvent-ils contribuer à réduire l'effet des abandons scolaires sur les compétences des jeunes entrepreneurs en lecture, écriture et calcul ? Comment ?
4. Quelles compétences en littératie et en numératie sont les plus difficiles à acquérir pour les jeunes entrepreneurs ? Quelles en sont les principales raisons ? Comment un tel défi peut-il être relevé de manière adéquate ?
5. Quelle est la capacité de l'apprentissage en ligne comme méthode de formation pour remédier aux pénuries de compétences en littératie et en numératie chez les jeunes entrepreneurs ? Quelles fonctionnalités un environnement d'apprentissage virtuel doit-il posséder pour aider les jeunes entrepreneurs à améliorer leurs compétences en lecture, en écriture et en calcul ? D'autres méthodes de formation seraient-elles plus appropriées ? Lequel ? Pourquoi ?

Appendix 3.2: Focus group questions for discussion – translated in Bulgarian

Моля, след като попълните своите формуляри за участие, да свключите в обсъждането на следните **теми (въпроси по същество)**, свързани с езиковата и цифровата грамотност сред младите предприемачи:

1. В каква степен уменията, свързани с езиковата и цифрова грамотност, са необходими, за да бъдат младите предприемачи успешни в своя бизнес? Коя от двете групи умения е по-важна? Защо?
2. Кои са най-сериозните бариери пред придобиването на умения, свързани с езиковата и цифрова грамотност от младите предприемачи? Кои са основните фактори за съществуването на такива бариери? Променят ли се тези бариери с течение на времето или остават относително стабилни за всеки млад предприемач?
3. В каква степен ранното отпадане от училище оказва влияние върху равнището на уменията, свързани с езиковата и цифрова грамотност при младите предприемачи? Могат ли политиките на национално и местно равнище да помогнат за смекчаване на тези ефекти? Как?
4. Кое умение, свързано с езикова / цифрова грамотност, е най-трудно да бъде придобито от страна на младите предприемачи? Кои са основните причини за това? Как може по подходящ начин да се адресира подобно предизвикателство?
5. Какви са възможностите на електронното обучение, като обучителен подход, за справяне с недостига на умения, свързани с езиковата и цифровата грамотност сред младите предприемачи? Какви функционалности трябва да притежава една виртуална обучителна платформа, за да спомогне за справянето с този недостиг? Биха ли били други обучителни методи по-подходящи? Кои? Защо?