

WP2

Methodological Framework and Digital Market Skills Ecosystem

A1. Methodological Framework and Guidelines





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Contents

1. Project overview	3
2. Methodological framework	4
2.1 The DigComp and EntreComp frameworks	4
2.2 The DigEnYou research design	6
3. Study circles implementation and guidelines	7
3.1 Guidelines for Desk research on good practices	8
3.1.1. Aim and Objectives of the desk research	8
3.1.2 Expected outcomes	8
3.1.3. Sources of information and template	8
3.2 Guidelines for focus groups.....	9
3.2.1 Aim and Objectives of the focus group research	9
3.2.2 Expected outcomes	9
3.2.3 Methodology for conducting interviews with focus groups	9
3.2.4 Guidelines for implementing in focus group discussion	10
3.2.5 Templates to be used for focus group discussion	11
4. Reporting the findings	11
5. References	12
ANNEX I – Template for the collection of good practices	13
ANNEX II – Focus groups interview questions	14
ANNEX III - Consent form	16



1. Project overview

The DigEnYou project (full title: Digital entrepreneurship for youth) aims to upskill youth in the field of digital entrepreneurship by providing a training programme to develop/enhance digital and entrepreneurial skills for young people. The project seeks to address the following main needs in the field of youth at a transnational level:

- Upskilling on digital skills incl. digital literacy and readiness
- Enhancement of transversal skills for digital business development
- Development of entrepreneurial skills

To respond to these needs and provide a holistic training programme to youth who wish to establish a digitally oriented business, in the context of the project, the following outputs will be developed:

- Methodological Framework and Digital Market Skills Ecosystem
- DigEnYou curriculum and model
- DigEnYou methodology and piloting
- DigEnYou Learning platform

The project is implemented by 5 organisations based in 3 countries of the Erasmus+ programme

- MOZAIK INSAN KAYNAKLARI GELISTIRME DERNEGI (Turkey)
- Yaygin Egitim ve Genclik Calismalari Dernegi (Turkey)
- ISKUR CARSAMBA HIZMET MERKEZI MUDURLUGU (Turkey)
- HAFELEKAR UNTERNEHMENSBERATUNG SCHOBER GMBH (Austria)
- ACADEMY OF ENTREPRENEURSHIP (Greece)

The DigEnYou Results will be structured in 2 ways:

A) Research

Digital Market Skills Ecosystem and Methodological Framework, with the literature review, analysis and evaluation of the existing learning environments in promoting digital literacy business skills, investigation of the learning and training needs, data analysis, etc.

B) Development and testing of new methodologies and tools

- a) Curriculum and Learning Modules, (distinguishing methodology, pedagogical approaches and specialized modules for the effective realization of the project's objectives)
- b) Digital tools, including the online platform, e-learning courses
- c) Pilot Testing & Implementation Reports with the methodological framework addressing the trainers



d) Tools for assessment, validation, and recognition skills in alliance with the EQF, ECVET, EQAVET context.

This document provides information and guidelines for the development of WP2-Methodological Framework and Digital Market Skills Ecosystem and will be used by the partnership in order to conduct the study circles in participating countries. Specifically, Chapter 2 provides information on the methodological framework and research design, while in Chapter 3 aims, objectives and tools for the study circles implementation and guidelines are depicted. Finally, chapter 4 outlines the reporting procedure for the research findings.

2. Methodological framework

2.1 The DigComp and EntreComp frameworks

The DigComp framework (Vuorikari, et al., 2022) describes what digital competence is and identifies 5 main areas of digital competences as follows:

1. Information and data literacy: To articulate information needs, to locate and retrieve digital data, information, and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information, and content.

2. Communication and collaboration: To interact, communicate and collaborate through technology while being aware of cultural and social diversity. To manage digital presence, identity, and reputation.

3. Digital content creation: To create and modify digital content to improve and integrate information and content, to understand how copyright and licenses must be applied and how to manage digital systems.

4. Safety: To protect devices, content, personal data, and privacy in digital environments. To be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.

5. Problem solving: To identify needs and problems, and to resolve them in digital environments. To use digital tools to innovate processes and products. To keep up to date with the developments in the digital sphere.



Source: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

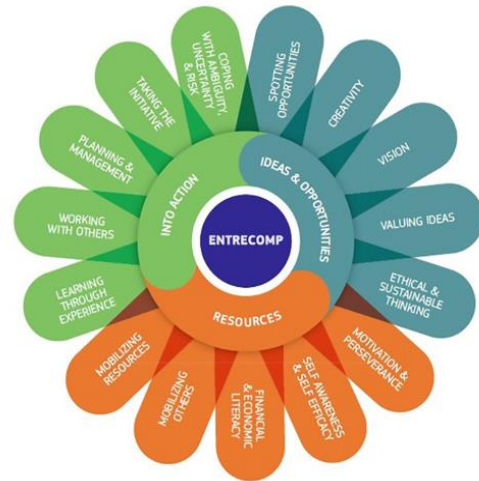


EntreComp is the European Entrepreneurship Competence Framework, as a reference framework to explain what is meant by an entrepreneurial mindset (Bacigalupo et al., 2016).

EntreComp offers a comprehensive description of the knowledge, skills, and attitudes that people need to be entrepreneurial and create financial, cultural, or social value for others. It is flexible reference framework that can be adapted to support development and understanding of entrepreneurial competence in any setting.

In the framework, the term entrepreneurship is defined as: “the capacity to act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social”.

The EntreComp framework identifies 15 key competencies divided in 3 areas as seen in the table below:



Source: <https://entre-comp.eu/>

Area	Competences
Ideas & Opportunities	<ul style="list-style-type: none"> ● Supporting opportunities ● Creativity ● Vision ● Valuing Ideas ● Ethical & sustainable thinking
Resources	<ul style="list-style-type: none"> ● Motivation & perseverance ● Self-awareness & self-efficacy ● Financial & economic literacy ● Mobilizing others ● Mobilizing resources
Into action	<ul style="list-style-type: none"> ● Learning through experience ● Working with others ● Planning & management ● Taking the initiative ● Coping with ambiguity, uncertainty & risk

Following the objectives of the DigEnYou project, these frameworks have been considered as the basis for the design of the research tools in the context of WP2 research with key stakeholders of the project (educators, digital business experts, unemployed youth) so as to



identify the needs of the prior targets and gain a deeper understanding on how the DigEnYou partnership can address those needs effectively through the project results and activities .

Through the research in participating countries, partners will be able to contextualize those sets of key competences via the compilation of national reports based on the research findings. Further analysis of the findings in each country will result to the identification of specific competences that should be targeted at a transnational level which will permit the development of the DigEnYou curriculum, ensuring relevance and impact for the target groups and other relevant stakeholders.

2.2 The DigEnYou research design

In the research phase of WP2, the partnership seeks to gain insights about:

- Good practices on digital entrepreneurship training programmes for youth
- Digital and entrepreneurial/transversal skills that youngsters need in order to create their own digital entrepreneurship initiatives

Through the analysis of those components, the partnership will be able to identify successful learning methods and the skills gaps of youth in this entrepreneurship context so as to create an evidence-based curriculum, in line with the project aims and objectives.

In the context of our research, the term digital entrepreneurship competence refers to the capacity of youth to **provide digital services and products to customers and embed digital practices and technologies in daily operations and business processes.**

For conducting the research, a study circle scheme is defined that will permit the data collection and analysis in accordance with the aims of the research and the integration of results in the development and testing of the DigEnYou curriculum and training tools.

The following table depicts the proposed methodology for the elaboration of WP2 research:

WHAT INFO TO COLLECT	HOW TO COLLECT THEM	TOOLS APPLIED
Good practices on digital entrepreneurship training programmes which have particular impact in the partner country/EU	Via desktop research on existing training initiatives (good practice in developing digital and entrepreneurship skills for youth)	Template for good practices description
Needs of digital and entrepreneurial/transversal skills for youth in order to become digital entrepreneurs.	Via focus groups with the target groups and relevant stakeholders	Template for focus group with youth educators/trainers



		<p>Template for focus group with youth unemployed</p> <p>Template for focus group with digital business owners/specialists</p>
<p>Identification of</p> <ul style="list-style-type: none"> ● Digital and entrepreneurial/transversal skills ● existing learning environments and training methods 	<p>Analysis of:</p> <ul style="list-style-type: none"> ● Good practices ● Focus group interviews 	<p>National report template</p>
<p>Insights on digital and entrepreneurial skills and training methods. Key outcomes for the development of the next WPs</p>	<p>Based on findings in national reports</p>	<p>Transnational report</p>

3. Study circles implementation and guidelines

The study circles are part of the foundation phase of the project so as to define the digital & transversal skills that will be targeted in the context of the DigEnYou but also to provide an in-depth analysis and evaluation of the existing learning environments. As part of the study, the partnership will perform a data analysis and provide suggestions, recommendations, and guidelines for the development of a user-friendly, adaptable, and widely accessible online training platform. The study circles will be based on peer learning methodology, which should be mutually beneficial and involve the sharing of knowledge, ideas and experience among the participants.

The study circles consist of collection of good practices via a desk research, focus groups with relevant stakeholders, data analysis & reporting based on the research findings at a national level and the compilation of a transnational report summarizing the main research findings and key outcomes for the design and implementation of the next work packages of the project.



3.1 Guidelines for Desk research on good practices

3.1.1. Aim and Objectives of the desk research

The aim of this activity is to highlight pedagogical, training, methodological models for digital skilling towards market and labour access via the creation of digitally oriented businesses i.e. enterprises that offer products/services online and use strategically digital tools in daily operations to maximize performance and efficiency.

In alignment with the objectives of the project, the main research objectives of the desk research to be conducted are:

- to identify training needs, curricula and delivery methods of Digital & Entrepreneurship training at EU level training (e.g. methodology, tools).
- to assess and point out any gaps with regards to topics addressed within these training fields

All partners will collect 3 good practices implemented, from local to EU level. It is expected that each partner will collect and analyse 2 good practices from its national context and 1 good practice implemented at EU level. This collection does not claim to be exhaustive- it is meant as a part of the DigEnYou research to highlight good examples within the E+ countries and serve as basis for the proper creation and development of the DigEnYou training programme, complementary to the focus groups research activity.

3.1.2 Expected outcomes

By implementing this activity, it is expected that partners will get valuable information in order to:

- Identify potential gaps and get inspired for the development DigEnYou curriculum
- Define a theoretic background permitting to design modules with appropriate content.

3.1.3. Sources of information and template

The main sources of information that should be included for each of the partner countries are:

- **Internal data of the partner organizations** – each organization should profit of the already existing resources and use any data available on the research topic
- **Data from other research & training entities** conducted in the partner countries published by state or private entities – It is possible to find key data on education through public and private organizations in the country and more specifically through NGOs working in the field.
- **Online sources** – All data available online can be analysed and included in the desk research as long as it is from legit sources. An important aspect is to refine the search inputs so that the results are relevant to the scope of the desktop research.

The template to be used for the good practices collection is available in Annex I.



3.2 Guidelines for focus groups

3.2.1 Aim and Objectives of the focus group research

The aim of the focus group research is to define and analyse the learning and training needs of youth with regards to digital and entrepreneurial upskilling. The research will involve 3 distinct profiles related to the project target group:

- a) Trainers/youth workers
- b) Young job seekers
- c) Digital business owners/specialists

The main objectives of the focus groups research are as follows:

- To identify, describe and classify the training needs of the target group in each of the participating countries.
- To identify and define which training methodologies and topics should be addressed in the context of the DigEnYou training
- To attempt to highlight possible challenges and obstacles that the target group faces for establish their own digitally-oriented business.

Each partner will involve 12 participants divided into 3 groups as in the profiles defined above. The total expected duration for the focus groups interviews is 12 hours articulated in 3/4 hours meetings.

3.2.2 Expected outcomes

By implementing this activity, it is expected that partners will receive further insights in order to:

- Design effectively the DigEnYou curriculum to respond to the identified needs
- Define a detailed list of possible challenges and obstacles that the target group faces for establishing their own entrepreneurial idea in a digital setting.

3.2.3 Methodology for conducting interviews with focus groups

Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of a specific topic. The aim is to draw from the personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction.

Each partner will work with the three stakeholder profiles i.e. youth educators/trainers, youth jobseekers, and digital business owners/specialists to gain further insights on the needs of youth for establishing and running a business that is tech-savvy in its processes and offer digital services in the context of this project. All partners, need to recruit participants for this



activity, and it is recommended to aim for a purposive sampling since focus group discussion relies on the ability and capacity of participants to provide relevant information.

The selection of participants should be based according to the 3 distinct stakeholder profiles, as defined above. Potential participants may be found via partners' professional networks, personal contacts, or a call for participation (using targeted e-mails, social media etc.)

Keep in mind that the intent of focus groups is not to infer but to understand and provide insights about how assist young people to become digital entrepreneurs.

3.2.4 Guidelines for implementing in focus group discussion

- ✓ Focus group discussion requires a skilled facilitator and an assistant. The facilitator is central to the discussion not only by managing existing relationships but also by creating a relaxed and comfortable environment for the participants. Similarly, the assistant's role includes observing non-verbal interactions and the group dynamics and documenting the general findings of the discussion (Krueger, 2002).
- ✓ Provide a clear rationale for the choice of focus group discussion: 3 groups are identified for the project implementation.
- ✓ Focus on facilitator's skills: The facilitator must have a set of skills and techniques to ensure that the issues under discussion are addressed comprehensively, such as: Active listening skills, ability to build rapport by creating a warm, supportive and comfortable environment for participants, flexibility to adapt to the flow of the discussion, remain open to changes in the discussion guide, ability to remain impartial by getting involved while maintaining verbal and non-verbal objectivity.
- ✓ Select a quiet, comfortable room with enough place for all participants and cosy environment if the discussion is held onsite. If online, make should that you have a stable internet connection and proper equipment and you have given guidance to the participants for performing the discussion online.
- ✓ Each researcher is responsible for the ethical conduct of the interviews and the respect of legal norms of the country where is based and the EU.
- ✓ All interviews should be conducted in respect to the EU General Data Protection Regulation of the EU. In the case personal data is to be used, the request for consent must be given in an easily accessible form, that depicts the purpose for data processing.
- ✓ In the introductory part, provide an overview of the DigEnYou project and the definition of digital entrepreneurship in the context of the project (check subchapter 2.2).



- ✓ Make sure that the facilitator is well acquainted with the DigComp and EntreComp frameworks and there is sufficient time to present and explain it to participants.
- ✓ The role of the facilitator is to ask the questions, make sure all participants will intervene, gently stop redundant talkers and ask for clarifications if needed. Overall, he/she must keep the discussion on track, on time, and fair to all participants.
- ✓ The role of the assistant is to take notes and observe non-verbal interactions. It would be beneficial that the notes taking is visible to the group, so that the participants can see how their inputs have been noted and avoid any misinterpretations.
- ✓ The focus group facilitator, as well as the assistant, should not comment or guide the group's answers in any way.

[3.2.5 Templates to be used for focus group discussion](#)

Partners need to use a different template for the group discussion according to the participants' profile. The 3 templates to be used are available in Annex II.

4. Reporting the findings

Each partner will use the [national report template](#) to present the research findings. The report template contains specific instructions on how to display the research outcomes and provide concrete recommendations in line with the objectives of the WP2 research.

As proof documentation for implementing the research activity, each partner should include in their report as annexes the following elements:

- The completed good practice templates
- The focus groups transcripts
- The [participants' lists](#) from focus group meetings
- Photos/screenshots from focus groups meetings

After the finalisation of the research phase and the creation of the national reports, AKEP, as leader of WP2, will analyse all inputs and produce a transnational activity report to summarize all key outcomes from national research activities and draw specific recommendations and conclusions for the development of the DigEnYou training programme.



5. References

Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. EntreComp: The Entrepreneurship Competence Framework. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581

Krueger, R. (2002) Designing and Conducting Focus Group Interviews, University of Minnesota Press, USA

Vuorikari, R., Kluzer, S. and Punie, Y., DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes, EUR 31006 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-48882-8, doi:10.2760/115376, JRC128415.



ANNEX I – Template for the collection of good practices

GENERAL INFORMATION

Title	
Country	
Type of initiative	<i>Training programme, workshop, e-course etc.</i>
Training Provider/Actors involved	
Duration of the training	
Date/Year	
Geographical coverage	<i>Local/regional/national/transnational</i>
Source	<i>Web address/where to find information about it</i>
Motivation/Selection Criteria:	<i>why do you think that this practice is relevant for the research?</i>

METHODOLOGY AND CONTENT INFORMATION

Training aim/objectives	
Target population/beneficiary	
Training topics	<i>Main topics covered</i>
Mode of delivery	<i>Onsite/online/hybrid</i>
Short description of the practice	<i>Incl. delivery aspects, number and frequency of training sessions, duration of training sessions, trainers' profile etc.</i>
Training tools	<i>Case studies, group work, quiz, e-learning etc.</i>
Impact and results	
Key takeaways for the development of the DigEnYou Curriculum	
Notes/ Further comments:	<i>If applicable</i>



ANNEX II – Focus groups interview questions

Profile 1 : Trainers/youth workers

1. What is your name and what is your occupation?
2. What topics do you teach to students/youth?
3. For how long have you been teaching on topics related to digital skills or/and entrepreneurship?
4. Based on your experience, what are the skills that youth who wish to become digital entrepreneurs seek to acquire mostly? What skills are on demand?
5. What kind of digital skills do you think that are most important for young people to possess in order to start and run their company/project effectively? Select top 5.
6. (Before: Present the DigComp Framework areas to participants and describe them briefly). Based on this framework would you add/replace any of the skills in your top 5 list?
7. Let's discuss about entrepreneurial/transversal skills. What is your top 5 list?
8. (Before: Present the EntreComp competence areas to participants and describe them briefly). Based on this framework would you add/replace any of the skills in your top 5 list?
9. Let's discuss about delivery methods. From your experience, what delivery mode is more attractive to youngsters? (online/onsite/hybrid)
10. What kind of educational tools (e.g. games, videos online whiteboards, quizzes, role playing, simulations) spark the interest of youth? Which ones have you used in your training? What are your recommendations about creating an interest training programme for youth?
11. Would you like to add anything else?

Profile 2 : Young job seekers

1. What is your name and what is your background?
2. Why would you like to get involved in the field of digital entrepreneurship? What motivates you?
3. What is the potential of running a digital enterprise nowadays?
4. What do you think that you need to learn in order to start your own enterprise and offer digital services?
5. What are factors that demotivate you for starting your own entrepreneurial initiative?
6. Show the DigComp framework and explain each area briefly. In which areas do you believe that you need to receive training?
7. Show the EntreComp framework and explain each area briefly. In which areas do you believe that you need to receive training?



8. If you start your own enterprise, what expertise/characteristics should your team have? Why?
9. What are the elements that you like in a training programme? What are the elements that you don't like? (think about training approaches/methodologies)
10. According to your opinion, what topics should a training programme on digital entrepreneurship addressed to young people cover?
11. Would you like to add anything else?

Profile 3: Digital business experts/owners

1. What is your name and what is your position/professional profile?
2. For how long have you been working in the field of digital entrepreneurship?
3. What kind of skills do you think that a digital entrepreneur should possess before starting his company?
4. What are the necessary digital skills that someone needs to start his/her own digital entrepreneurship initiative?
5. (Before: Present the DigComp competence areas to participants and describe them briefly). Please comment on those competences that you believe are significant for a digital entrepreneur.
6. Based on the framework that we just discussed, would you add/highlight any other digital skill that you find important?
7. What about entrepreneurial/transversal skills? What mix of soft skills does one need to run a digital enterprise?
8. (Before: Present the EntreComp competence areas to participants and describe them briefly). Please select those competences that you believe are significant for a digital entrepreneur and justify your selection.
9. What kind of skills should a digital entrepreneur's team possess?
10. Do you think that outsourcing is a good practice for digital entrepreneurs? Why?
11. According to your opinion which barriers prevent youth to start their own business? (personal and external).
12. Would you like to add anything else?



ANNEX III - Consent form



CONSENT FORM for focus group

I agree to participate in the focus group carried out by(Name of partner organisation) for the purpose of conducting research in the framework of the ERASMUS+ project “**Digital entrepreneurship for youth**”, project number 2022-1-TR01-KA220-YOU-000085708”, co funded by the Erasmus+ Programme of the European Union.

I understand that statements from this focus group may be used, referencing my general characteristics, occupation and country, but not my name or any other personal information (including my specific title), in publications of this research project. I also understand that I have the right to refuse to participate in this focus group, that I have the right to access, rectify and to request the deletion of any of my personal data that I have provided during this focus group at any time.

I understand that the information I provide will only be used by the partnership for the above purpose, and is being collected today by [NAME OF INTERVIEWER/RESEARCHER and responsible organisation]. I also understand that [NAME OF INTERVIEWER and responsible organisation] and its partners will transmit this information to the EU confidentially and will not copy, store or transmit it for any other purpose than this.

I agree to record the focus group interview. The recording is only made for the purpose of data collection presented above, will be kept by the responsible organisation for a maximum of 48 months from this date. The information will be kept in a secure environment according to national and Community legislation in force. After this period, the information will be destroyed.

Participant’s signature _____

Participant’s fist and last name: _____

Date _____