



# Report PR3.1

TRAINING NEEDS OF PEOPLE AT RISK OF  
EXCLUSION



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## INTRODUCTION

The goal of DRAGGING is to create job possibilities for those who are at risk of being excluded, to take advantage of new laws and public hiring opportunities, and to assist NGOs in diversifying their income sources.

This will be accomplished by mentoring and educating specialists in a variety of areas (business strategy, finance, marketing, etc.), while consulting work is done to determine the best business model to handle all administrative requirements. The purpose of this work is to assist Public Administrations (PAs) in working with those who are at risk of exclusion and who they already interact with as part of their regular duties. It also aims to assist these at-risk groups in creating employment while also attending to the service needs of the PAs.

"Online training course" is the project result number 3 for the DRAGGIN Project. The goal of this project's output is to offer fundamental knowledge and abilities on themes connected to entrepreneurship and business management as well as digital tools. The major goal is to provide assistance in any stage of the process that will benefit them in managing their own micro-companies as well as the mentoring process. Since it targets vulnerable entrepreneurs, the training strategy will be customized to meet their knowledge, skills, and needs. Modules on staff management and how to create favorable personal and professional environments will also be included. During the mentorship process, 20 new entrepreneurs will receive all the training materials to be evaluated and tested. Additionally, we will make these materials available to other stakeholders so we may receive their input. This outcome will be innovative and beneficial because of the tailored approach and complementarity with other incubation approaches already in use. To make the materials more transferable and easily distributed, they will first be developed in English and then, after being validated, in the native tongue of each partner. This course will be simple for other organizations to follow because stakeholders from each partner country will participate, and it will be offered online.

This report will focus on analyzing the training needs of people at risk of exclusion. Thus, we will create questionnaires through google form to assess these needs and the partners will distribute them amongst the NGOs to be fulfilled by persons in vulnerable situations. With the information gathered, we will provide the results in this report.

## CONSORTIUM SUMMARY



The **Dragging Consortium** is a collaboration of five partner organizations:

- **FI Group:** A global consulting company specializing in R&D financing management and consultancy. They help companies boost their technological and economic development by managing R&D&I tax incentives and public grants. They are also involved in social innovation projects and internationalization efforts.
- **PCG Polska:** Part of Public Consulting Group, offering professional services and project management, primarily in the public sector. They have extensive experience in sectors such as education, healthcare, and social care. PCG is leading a grant distribution project for social innovations supporting aging societies.
- **The Rural Hub:** An association established in response to the economic crisis's impact on rural communities in Ireland. They provide training and capacity development programs, focusing on community development and social inclusion initiatives. They work with various groups, employing creative approaches and digital media resources to enhance social cohesion in local communities.
- **Asociación con Valores (ACV):** A non-profit organization supporting work reintegration and social economy. ACV assists entrepreneurs at risk of exclusion through inclusive incubation models and professional support, designing new business models and incorporating agile methodologies.
- **RDA BSC SMEs (Regional Development Agency with Business Support Centre for Small and Medium-sized Enterprises):** Established in Bulgaria, this non-governmental, non-profit organization focuses on regional development, improving the economic environment, and supporting businesses, government, and NGOs at various levels. They actively participate in regional development initiatives, innovation policies, and more.

## METHODOLOGY

In order to formulate a comprehensive report on the analysis of training needs for individuals at risk of exclusion, we employed a meticulous methodology to gather relevant data and insights. The **primary objective** was to establish a specialized incubation program tailored to the unique requirements of the target audience. The data collection process was executed through **CAWI questionnaires**, ensuring accessibility and convenience for participants. The questionnaire comprised a combination of quantitative and qualitative inquiries designed to extract valuable information for course customization. The CAWI method differs from other types of methodologies such as CATI Surveys and CAPI Surveys due to the autonomy provided to the interviewer; it is usually a less invasive and impersonal process. The survey was then **distributed through various digital channels**, such as email invitations and social media platforms, reaching a diverse audience. As responses flowed in, we collected and organized the data, minimizing errors and streamlining the analysis process. In conclusion, the CAWI survey response collection process enabled a seamless and efficient gathering of diverse perspectives. The use of digital platforms and robust data management practices ensured accuracy, accessibility, and security throughout the entire survey administration and data collection journey.

## QUESTIONNAIRE

[https://docs.google.com/forms/d/e/1FAIpQLSf218SjBVkKgydhCWZ-qmKXjZBhcjuLpTPz90h3h982Hjx2fg/viewform?usp=share\\_link](https://docs.google.com/forms/d/e/1FAIpQLSf218SjBVkKgydhCWZ-qmKXjZBhcjuLpTPz90h3h982Hjx2fg/viewform?usp=share_link)

The questionnaire consists of 14 questions, although we will ask you for first and last name and country of origin at the beginning of the questionnaire.

### **Question 1 and 2: Work experience**

We ask them about their work experience so that we can adapt the course to some extent to the experience they already have and work from there.

### **Question 3 and 4: What is your educational background?**

Their educational level will be of great help to us when teaching the course. In this way we will be able to adapt to the knowledge they have and know from which base to start from.

### **Question 5: What skills do you have?**

It will help to know what skills they have from work experience and education; thus we will be able to adapt the training course.

**Question 6 and 7: Have you taken any training courses in recent years?**

It will help to know if they have taken courses in recent years, or if they have been several years without receiving training. If the answer is yes, they will explain very shortly what the subject of the course was.

**Question 8: For what reasons do you or would you undertake a training course?**

To find out the reasons that made them look for new courses, enroll in them and want to be trained.

**Question 9: If we proposed an online course, how long would you like the course to be?**

We will give them options for you to indicate what they consider to be the approximate appropriate time.

**Question 10 and 11: Please indicate the two main reasons that prevent or hinder you from attending training courses.**

To let us know if they have difficulties enrolling in an online training course.

**Question 12: Would you be interested in an entrepreneurship course?**

This will help us know how many people approximately will enroll in the training course.

**Question 13: What would you like to learn from an entrepreneurship course?**

We will give them several options on different themes they would like to learn from an entrepreneurship course.

**Question 14: Do you think that this course can pleasantly improve your knowledge about entrepreneurship?**

This question will let us have an insight if they feel motivated to enroll in the training course.

## TARGET GROUP

### BULGARIA

In analyzing the responses to Bulgaria's survey, we've compiled a comprehensive profile of the participants based on various demographic and professional characteristics. Here's a breakdown of the key findings:

#### **Age Distribution:**

- 6.6% of respondents fall within the 20-30 age group.
- 46.7% of participants are aged between 40-50.
- 26.7% of respondents are in the 50-60 age range.
- 20% of participants are over 60 years old.

#### **Work Experience:**

Most participants have diverse work experiences, with 13 individuals having a background as employees, 2 as self-employed, and 1 person having experience both as an employee and a manager. Work experience among respondents spans from 8 to 65 years, showcasing a broad range of professional backgrounds and expertise.

#### **Education Level:**

Most respondents exhibit a high level of education, representing a well-educated and diverse group. Educational backgrounds include disciplines such as engineering and economics, philology, accounting and control economy, engineer-economist, technical university, IT, journalism, physics, mathematics, economics, biology, economy, public administration, and management of medico-social activities and public health. The diversity of educational backgrounds highlights a broad spectrum of expertise among survey participants.

## SPAIN

In analyzing the responses to Spain's survey, we've compiled a comprehensive profile of the participants based on various demographic and professional characteristics. Here's a breakdown of the key findings:

### **Age Distribution:**

- 30 % of responding participants are between the ages of 30-40
- 40 % of responding participants are between the ages of 40-50
- 20 % of responding participants are between the ages of 50-60
- 10 % of responding participants are over +60

### **Work Experience:**

Participants bring a wealth of professional experience to the survey, with 6 individuals having work experience solely as employees and 4 navigating a dual role as both employees and self-employed. Impressively, work trajectories span from 20 to 30+ years, underlining the depth and diversity of professional backgrounds within the surveyed group. Notably, 40% of respondents have ventured into entrepreneurship, highlighting a significant entrepreneurial spirit within the participants' answers.

### **Education Level:**

The educational landscape of participants is high, with 40% holding university degrees, 20% having completed vocational training, 30% possessing secondary education qualifications, and 10% with primary education. This diverse educational background suggests a well-prepared and adaptable group ready to face the challenges and opportunities in their professional journeys. The majority's high level of education positions them as individuals equipped with a strong foundation for continuous learning and success in various domains.

## POLAND

When examining the feedback from Poland's survey, we have created an extensive profile of the participants, considering a range of demographic and professional attributes. The subsequent breakdown outlines the significant discoveries derived from this analysis.

### **Age Distribution:**

- 57,1 % of responding participants are between the ages of 31-40
- 28,6 % of responding participants are between the ages of 41-50
- 14,3 % of responding participants are between the ages of 51-60

### **Work Experience:**

The professional background of participants includes 6 individuals with experience solely as employees and 1 person serving as a self-employed social entrepreneur. The majority of respondents boast work experience ranging from 10 to 30 years, showcasing a wealth of expertise and longevity in their respective fields.

### **Education Level:**

An impressive 80% of participants hold master's degrees, emphasizing a high level of education within the surveyed group. All respondents have graduated from higher education, with diverse academic backgrounds including pedagogy, marketing, history, international relations, law, and gerontology. This educational diversity signifies a well-educated and versatile group, poised to contribute valuable insights and expertise.

In conclusion, the survey data represents a picture of a diverse and experienced group of participants across different age brackets. The respondents bring a wealth of professional backgrounds, with varying degrees of work experience, from employees to entrepreneurs. Educational diversity is also present, showcasing most of the participants holding advanced degrees. This rich diversity of age, experience, and education enables us to collect the feedback of a group with a deep well of knowledge and diverse perspectives.

## RESULTS

The survey was conducted in Poland, Bulgaria and Spain. In total 32 people answered, 15 from Bulgaria, 10 from Spain and 7 from Poland.

In Poland the results analyzed were that the participants' reason for entering a training program are to seek personal growth and development. When choosing training programs, Polish participants prefer courses that have flexibility and user-friendly. Regarding the duration of the course, polish participants preferred 10-20 hours course the most voted for subjects were Business Management, Marketing, Sales and Soft skills. In Bulgaria the results analyzed were that the participants' reason for entering a training program are to seek personal growth and development.

Most participants prefer a more extensive training program of 30+ hours in an online format, except participants of Poland that prefer a 10h course, which allows them to balance their adult lives and other responsibilities effectively. The main obstacles to attending a training course include a lack of awareness and time constraints. Addressing these challenges by promoting courses more actively and providing flexible, online learning opportunities is essential.

In summary, the survey findings underline the significance of personal development as a key motivator for individuals seeking training, while also emphasizing the importance of offering a diverse range of course options to accommodate varying preferences and responsibilities. Additionally, addressing awareness and time-related challenges is crucial to ensure broader access to training programs in these countries.

Having all of the above in mind we present the final incubation proposal, tailored to address the identified needs and preferences of our diverse participant pool. The comprehensive insights obtained have guided the formulation of a robust plan, aligning with the aspirations and challenges expressed by the answers. The incubation proposal will be done online through a comprehensive and user-friendly platform where mentors will assist mentees. The subjects chosen, based on the feedback provided, are divided into 5 modules. The first module is **Introduction to Agile Methodologies**: Recognizing the crucial role and interest in Agile methodologies, our proposal includes a detailed introduction to Agile practices. This section aims to equip mentees with the tools and principles necessary for dynamic project management and adaptability in today's fast-paced business environment. The second module is **Personnel Management**: Acknowledging the significance of effective personnel management, our proposal emphasizes strategies for fostering a productive and motivated workforce. It delves into topics such as team building,

leadership development, and talent retention to ensure the success of emerging ventures. The third module is **Business Strategy and Marketing**: This crucial section encompasses a comprehensive Commercial Plan, providing insights into effective business strategies. It further explores communication strategies, ensuring entrepreneurs can effectively market their products and services in an increasingly competitive landscape. The fourth module is **Finances**: Understanding the pivotal role of financial management, our proposal covers the basics of financial literacy, emphasizing budgeting, and exploring various avenues for funding. This section aims to empower mentees with the financial knowledge needed for sustainable business growth. The fifth and last module is **Public Procurement**: Recognizing the importance of accessing public procurement opportunities to secure the future of own's venture, our proposal includes a dedicated section on navigating the intricacies of public procurement processes. This equips entrepreneurs with the knowledge and skills required to engage with government contracts and procurement opportunities effectively.