

E365

Entrepreneurship in 365 days

Nr.2019-1-LV01-K204-060354

Activity IO2 A3.3

Common report of the testing phase

Prepared under project activity IO2 A3.3.

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INTRODUCTION

The Common Report's main objective is to summarize the results of the testing phase of the training resources with end-users.

The Common report consist of three parts:

1. Description and results of the testing phase: the overall feedback received from 60 participants.
2. The testing phase's description and outcomes: the general feedback received from 10 adult educators guiding target group through E365 digital platform.
3. Summary.

The concept of this second testing phase was based on the necessities of extending the entrepreneurial competence (through the skills related to) and for this reason, to foster a more supportive entrepreneurial culture in the European Union that was realized through testing of 208 challenges *E365-Everyday challenges* by the end-users from 5 countries: Latvia, Spain, Greece, Slovenia and Poland.

As usually adult learners have the more passive role of a user, training resources *E365-Everyday challenges* as a self-directed learning possibility gives meaning to the autonomy, independence, and responsibility for the learning of the learners and attend the demand of improving and extending the supply of high-quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults.

The following steps were taken to accomplish the testing phase:

1. Lithuanian partner presented E365 digital environment <https://e365-project.eu/> to instruct other partners about the digital platform's usage- starting with the signing up to the E365 platform to possibilities and instructions to the testing phase educators and end-users.
2. Spanish partner and Polish partner prepared open-ended consultation questionnaires and evaluation worksheets for potential end-users and the educators who guide the target group through the E365 digital platform.
3. Testing phase of the training resources with the target group consisting of 60 adult learners and 10 adult educators, starting with the open-ended consultations and completed with the evaluation worksheets filled in and National Report prepared afterwards.

Description and results of open – ended consultations with the target group: adult learners that are searching for possibility to develop entrepreneurial skills

The testing phase took place in the period according to the provisions of the agreements from 01.12.2021 to 28.02.2022. After getting familiar with all the 208 Challenges, participants filled in evaluation forms online via Google forms and paper format.

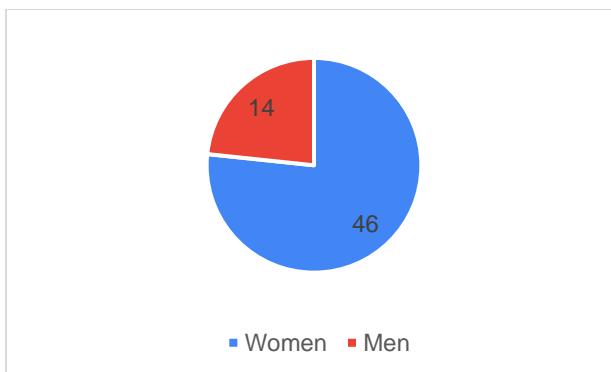
Here, we reflect on summary and conclusions from the testing phase and the feedback obtained during this process by 70 participants from Latvia, Poland, Spain, Greece and Slovenia together with statistical data.

The results and analysis of the open-ended consultation questionnaire of LEARNERS

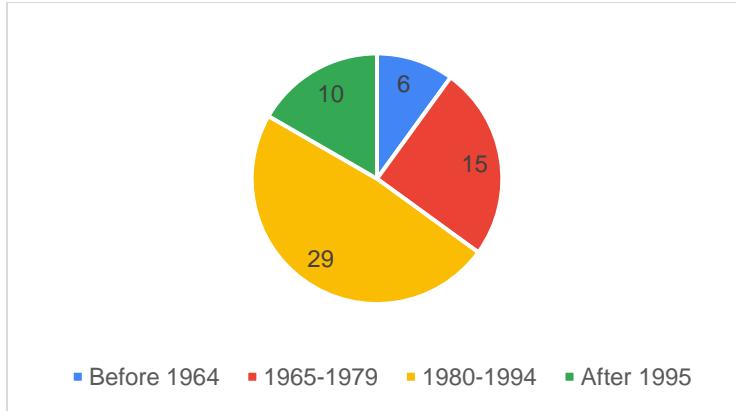
The purpose of the open-ended consultation questionnaire was to determine which topics the target group is most interested in and the interests and problems of the target group. Partners used online questionnaires as well as paper format. Totally 60 questionnaires were submitted.

Participants' profile who showed a willingness to participate in the testing process of training resources :

Divided by gender and age.



We can observe that there is a majority of female participants, 46 women compared to 14 men. From these results we can think that women are much more participatory in research tasks, collaborating with the development of different tests when they can.



As we can see, 48% of the participants correspond to an age group between 42 and 28 years of age (1980-1994). This can make us think that, within this group, the characteristics of the project are more interesting. Entrepreneurship and related skills can be a wake-up call for young adults.

	Are you happy with your participation/input to the project?	Does participation in the project help to improve entrepreneurship?	Has the content offered helped you to develop?
I fully agree	39	31	34
Agree	19	25	24
Disagree	0	2	0
Strongly Disagree	2	2	2

In general, we can observe very positive feedback from the vast majority of participants in the E365 project. This feedback makes us think that the skills worked on in the project for entrepreneurship are correct, that they show interest and that they can be useful.

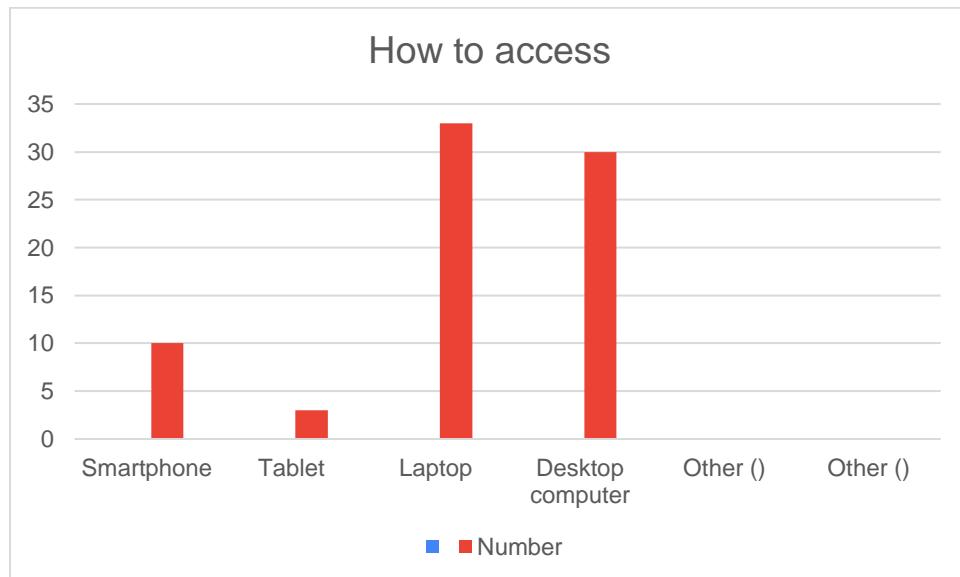
Only 2 participants are negative about the project. This may make us think that it is necessary to delve into what type of rejection has occurred, since it may be due to methodological factors, such as the correct understanding of the tasks to be carried out, the time invested, etc.

1. Description of participants' professional situation

The answers below describe the experience of the participants during the trial period, whether the participants have obtained sufficient support from the organisation and how they have managed to access the resources offered to them.

Did you receive sufficient support from the organisation?	Number
Yes	60
No	0

All the participants agree that they have received sufficient support, so it is not an aspect to improve.



We can observe that the laptop and the desktop computer have been the most used resources to carry out the tasks. From this we can extract that they are the resources that best allow us to work, so we should not try to spread the activities on other devices that cause greater discomfort at work, recommending the use of the laptop and the use of the desktop computer.

2. *What kind of support have you received (use of premises/equipment/motivational support, etc.)?*

During the test phase, the different partners involved had to be provided with a range of resources and support, including the use of premises/equipment/motivational support, etc. It is important when participating in an unfamiliar project or project phase to have the help and resources of the people who have implemented this project to ensure a correct understanding of all phases and thus favorable results.

3. Any problems with access?

None of the participants have reported access or support problems during this phase.

4. Analyses the degree of achievement of the competences, according to the participants' answers.

	1	2	3	4	5
Spotting opportunities	0	4	9	28	19
Creativity	0	4	9	14	33
Vision	0	0	6	12	30
Valuing ideas	0	1	4	23	20
Ethical & sustainable thinking	0	1	8	20	19
Self-awareness & self-efficacy	0	1	4	20	23
Motivation & perseverance	0	1	3	14	30
Mobilising resources	0	0	6	26	16
Financial & economic literacy	0	1	8	26	13
Mobilising others	0	1	10	23	14
Taking the initiative	0	1	4	20	23
Planning & management	0	0	3	23	22
Coping with uncertainty, ambiguity & risk	0	0	8	22	16
Working with others	0	1	2	23	22
Learning through experience	0	0	5	21	22

We can think that they are directly related to entrepreneurship and that the interest of the participants in it has made them stand out from the rest.

5. What were the most popular topics and challenges? Please include the number of participants who voted for each option.

What topics are most useful to you	
Name of the topic	Number
Page 1 of 365	5
Crossing the comfort Zone	14
Learn to learn	8
The art of asking questions and listening	4
Can i be expert in all areas ?	8

Memory training	5
Online learning and safe internet	7
Keep your eyes open	4
What kind of business is right for me	7
Think out of the box	12
Curiosity and competences	5
Analytical thinking	4
Planning	15
Budget	10
Start-up capital	6
One step ahead	8
Target group	3
Business psychology	10
Stock profitability	6
Say NO to blurred lines !	6
Be professional	7
Quick tool	5
Content creation	7
Hear a story	5
Mirror,Mirror on the wall	6
Self-aware	8
Etiquette and netiquette	5
Cultural stereotypes	4
No need of words	3
Negotiation	10
Lead on	0
Let's mingle	8
Human resources	7
Teamwork	11
Assertivity	7
Take the floor	2
Why workspace is so critical to one's success	9
Safety first	4

Interpersonal confrontation	9
Corporate connectivity	5
Step back and evaluate	3
Priorities	13
Test phase	3
Matter of attitude	3
Stress basic	5
Stay resilient	7
Personal versatility	4
Problem solver	13
Change management	10
All about the time and time thieves	6
Do entrepreneur have holidays ?	5
Page 365 of 365	7

All topics and challenges have been useful for the participants, except “load on”. Of these we highlight the topic “planning” (15) which was chosen as the most useful, followed by “crossing the comfort zone” (14), “priorities” (13), “problem solver” (13) and “think out of the box” (12).

These topics are directly related to entrepreneurship, the ability to solve problems, planning and divergent thinking. Therefore, we can think that it is logical that they have been considered the most useful, since the participants can relate them to a correct performance in their later functions.

6. *What challenges are most useful to you?*

What challenges are most useful to you		
	Name of the challenge	Number
Page 1 of 365	The change of your life	3
	The season of life	2
	The art of getting to know new things	7
	Think of you	5
Crossing the comfort Zone	Draw four straight lines	11
	Power Zone	6
	Trigger and challenge	7

	Challenge accepted	11
Learn to learn	The best expert was also once an apprentice	5
	Find your mentor	8
	Characteristics of a good entrepreneur	7
	Change and improvement in continuous process	2
The art of asking questions and listening	Analysis of your questions	5
	Questions in action	5
	Paraphrase	2
	Active listening	8
Can i be expert in all areas ?	Are you an expert or not ?	10
	How much do you know about yourself ?	6
	Do you know your strengths ?	7
	Get out of your comfort zone	8
Memory training	Chain Method	6
	Chaining in action	5
	Crossword	6
	Counting by heart	7
Online learning and safe internet	How we learn On-line	5
	New passion	4
	Motivation	9
	Online security	9
Keep your eyes open	The most likely to succeed !	4
	Ways to identify an opportunity	5
	Know what customers need	4
	Learn from us	6
What kind of business is right for me	Career planning	7
	Personal qualities	8
	Life your envision	5
	Defining qualities of business	4
Think out of the box	Be creative	9
	Emotional intelligence on the workplace	5
	Let's boost your creativity	6
	Eureka	9

Curiosity and competences	The Most competitive company	5
	Would you make competition disappear	5
	Gather information	4
	Keeping our clients	5
Analytical thinking	Analysis and conclusions	3
	Play sudoku	7
	Create a diary	6
	Read before you think	6
Planning	Plan your day	7
	Priorities	10
	How to plan your week	6
	Improving the process	4
Budget	Incomes	6
	Analysis	4
	Expenses	7
	Future risks	5
Start-up capital	Planning funding	7
	Ways of funding	6
	Event capital	5
	Start-up motivation	8
One step ahead	Prepared entrepreneurs	0
	Make your business last	7
	The concept of risk management	2
	Be prepared	6
Target group	Identifying your market profile	2
	Writing a clarity statement	3
	Serving clients	4
	Creating clear vision	3
Business psychology	What do we understand by business psychology	1
	Measure it	1
	Work smarter, not harder	4
	How to motivate your team	6
Stock profitability	Profitability	4

	Levels of costs	4
	Return on assets calculation	5
	Efficient workflow	4
Say NO to blurred lines !	Towards new growth	2
	How are goals set	8
	Guidelines for achieving objectives	4
	Pursue your dreams	3
Be professional	Googling yourself	6
	Negative google search results	5
	Google alerts	4
	Let's have some fun !	6
Quick tool	Identity of business	5
	The checklist	4
	Business skills story	4
	My tools to success	7
Content creation	Create your own content	5
	Learning from text documents	3
	Learning new things	6
	Put yourself to the test	4
Hear a story	History vs story	2
	Storytelling	6
	My label	5
	Business idea	6
Mirror,Mirror on the wall	Body mirroring	6
	Identifying triggers	2
	Listen to your mind	5
	Observe and relate	3
Self-aware	Discover your skill	7
	Who am I	6
	What are your skills	6
	Get to know yourself	6
Etiquette and netiquette	Understanding the difference between etiquette and netiquette	2

	How to write politely	3
	Let us meet online	3
	Visual impact	3
Cultural stereotypes	The untouchables	4
	Positive stereotypes	5
	Break the norm	5
	Habits	7
No need of words	Body language: learn to read it	4
	How do you use your body language ?	4
	Self-analysis	4
	Silent movie	2
Negotiation	Everything is negotiable	4
	Learn to be a born negociator	6
	The art of communication	2
	Show your skills	4
Lead on	Be the best motivator	3
	Choose wisely	2
	Master persuasion	1
	Where does it lead	2
Let's mingle	Break down communication barriers	5
	Communication; a precious commodity	4
	Communication exellence	3
	Find out your communication option	5
Human resources	Define your needs	4
	Visual job descriptions	2
	Attract candidates working at a small buisiness	2
	What questions not to ask in interview	3
Teamwork	The best team player	6
	What makes a good team player	10
	Communication inside a team	8
	The value of a team payer	7
Assertivity	Are you assertive ?	3
	Inhibited, assertive or aggressive ?	2

	Meet assertive people	3
	Get to know a real experience	3
Take the floor	Become the focal point	4
	Communication is the key	3
	Stand out and shine	4
	Let me tell you a story	2
	Office of my life	5
Why workspace is so critical to one's success	My workspace	10
	Positive office	10
	Office location	4
	Are you informed about your industry and duty risks ?	4
Safety first	Are you as an employer ready to be lead by example ?	4
	What is personal data ?	4
	The rights of individuals	3
	Control of yourself	7
Interpersonal confrontation	Conflict resolution	8
	The negotiation	7
	What should I do	6
	Connecting with others	6
Corporate connectivity	Story of the photo	5
	Communication is the key	6
	Connections we need. Succed story	5
	Income sources	3
Step back and evaluate	Stepping back and review	5
	Review of business	4
	Cutting cost	4
	Define your objectives	8
Priorities	Share tasks	7
	Reinforces what has been learned	6
	Be a capable leader	7
	Defining your business	3
Test phase	Testing phase	3
	The right user	4

	Test phase	4
Matter of attitude	Business or friendship?	3
	Find the dilemma	4
	Get inspired by others	4
	Ethical decision making	4
Stress basic	Good stress and bad stress	5
	Calm down	5
	Exercice as stress relief	6
	How do you overcome stress ?	6
Stay resilient	Focus: the gateway to all thinking	6
	Let your humanity out	6
	Look at the bright side	8
	So what's next?	7
Personal versatility	Is your glass half full or half empty	1
	The issue of failure	4
	Choices vs options	4
	Fall seven times. Stand up eight	4
Problem solver	Reformulating	7
	Warm up your imagination	6
	Limitations	9
	Supporters of action	8
Change management	Private changes - profesional changes	6
	Reaction to change	6
	Observation of the moment	5
	Talk about change	5
All about the time and time thieves	What did you do yesterday?	3
	Time thefts	5
	Scheduling your rest breaks	4
	Healthy habits building	6
Do entrepreneur have holidays ?	Annual leave around the world	5
	Country-specific information	3
	Irreplaceable people	4
	Do not feel guilty!	5

Page 365 of 365	Do you remember?	4
	Counting hours	5
	Brightest moments of the year	4
	What's next?	3

All challenges were selected, except “prepared entrepreneurs”. The highlighted challenges were “draw four straight lines” (11) and “challenge accepted” (11). There were followed by “are you an expert or not?” (10), “priorities” (10), “what makes a good team player” (10), “my workspace” (10) and “positive office” (10).

As with the themes, we can think that these challenges are directly related to the capacity for entrepreneurship and management. Therefore, they may have been the most useful to the learners.

7. *How will the training influence your future?*

	I fully agree	Agree	Disagree	Strongly disagree
Training motivates to take action to change professional situation	30	19	4	7
Training shows tools for professional development	32	21	0	7
Training facilitates the implementation of actions in the field of self-development.	32	21	0	7

In general, the feedback on the project has been positive from the learners. Negative responses have been few. Based on the good general reception, we can consider analyzing more carefully the responses of the participants who have been dissatisfied, looking for an improvement of the project and correcting possible mistakes.

8. *What measures and actions have you taken during or after the training?*

Among the aspects to be highlighted in this section is the applicability found in the knowledge learned to the real life of the learners. Likewise, it highlights the importance of the idea of starting in the world of entrepreneurship through the creation of their own company. It is also important to highlight that the learners indicate the benefit of learning to have developed their reflection skills before action and to be aware of their strengths and weaknesses.

9. What measures do you intend to take in relation to the development of entrepreneurial skills?

In general, the apprentices indicate that they consider it necessary to find an appropriate training that allows the development of their entrepreneurial skills. Among other measures and needs, they name the search for training based on needs, working on open-mindedness and improving their work situation. It is also understood that it is necessary to become a good leader and participate in other similar projects that allow them to improve their skills.

10. What are your expectations of the project? *

In this answer, participants also referred to the previous two questions. Most of them pointed out the acquisition of new competencies and experience *regarding future professional steps, self-evaluation*, while some pointed out more knowledge by leading people and the company.

Some answers showed that some of the participants do not know what to expect and cannot determine their needs. From 60 open-ended consultations, we can see that a lot of participants are having problems with self-confidence. Therefore, education institutions need to provide support as well as an inclusive environment.

Conclusions

1. The purpose of the open ended consultation was to give specific directions about the training and to understand potential end-users: overall perceptions, view, and/or opinions about entrepreneurial competence education and learning possibilities based on their local realities.
2. The open ended consultation determined which topics the target group is most interested in and the interests and problems of the target group.
3. Of the 60 participants, there was a majority of women. The majority of the participants were aged between 1965 and 1994.
4. Participants are keen on developing entrepreneurship and starting their own business as well as to get inspiration from the project to gain new ideas for startups.
5. Most of the participants accessed the resources via laptops and desktops.
6. The degree of attainment of the competences, according to the participants' responses, highlights creativity, vision, valuing ideas, motivation and perseverance, mobilising resources, financial and economic literacy, planning and management, and finally, working with others.
7. Most of the participants agree that in the future, training will have an influence ya que, la formación motiva a tomar medidas para cambiar la situación profesional, training shows tools for professional development and training facilitates the implementation of actions in the field of self-development.

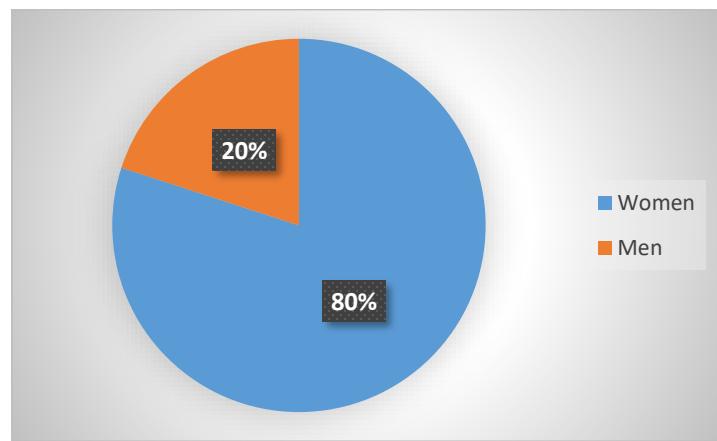
8. Participants, in most cases, recognized the acquisition of new competencies in the field of entrepreneurship. They realized that by acquiring these competencies, they would gain a better job or find it easier to lead people in their own company.

Description and results of the testing phase: the overall feedback received from 10 educators

Participants' profile

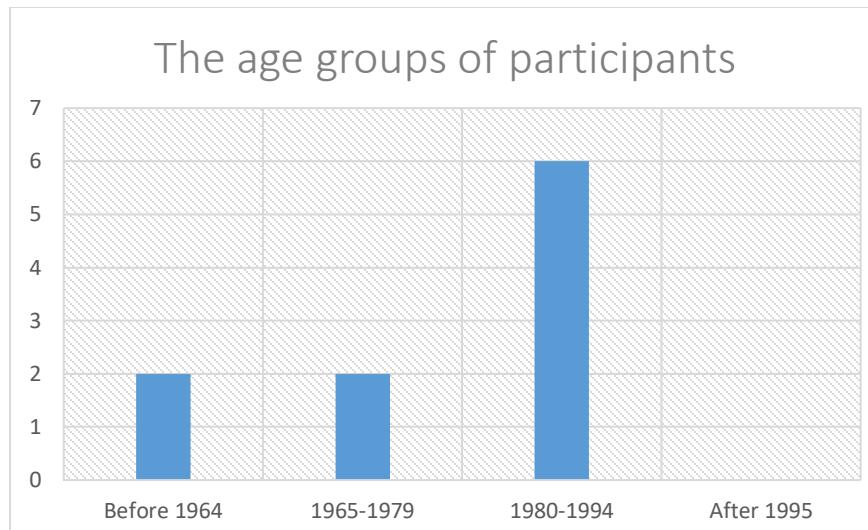
1. Division by gender:

8 female and 2 males participated in the Testing phase. We can observe that there are more female teachers than male teachers.

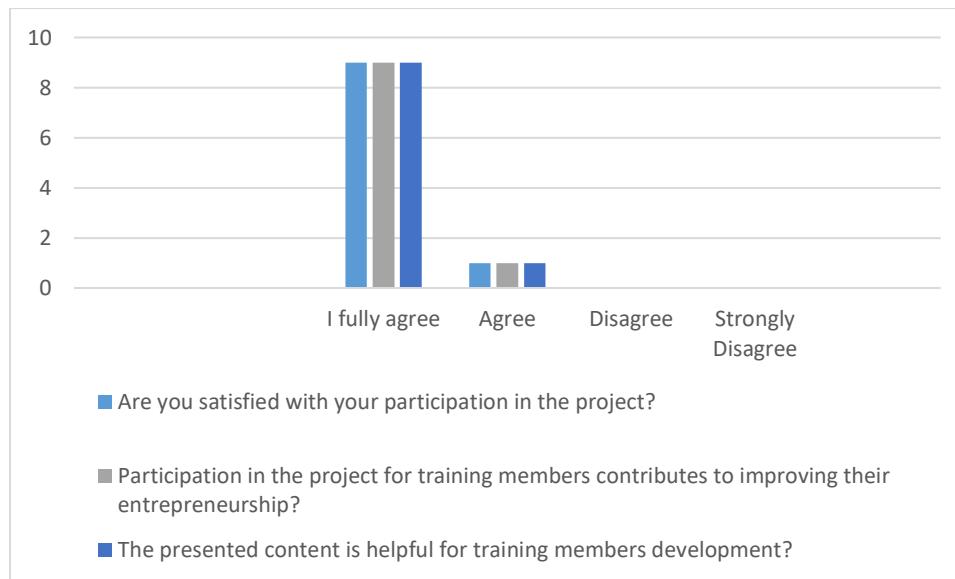


Age of the participants:

As the graph above shows, ages between 1980 and 1994 predominate, only 2 people of the participants were born before 1964. Two others were born between 1965 and 1979 and no one was born after 1995.



If more people were born between 1980 and 1994, it means that they are currently between 41 and 28 years old, therefore, it is considered that these were the earlier times when more teachers were promoted and then got jobs in this sector, since this is when there were more job openings for educators.

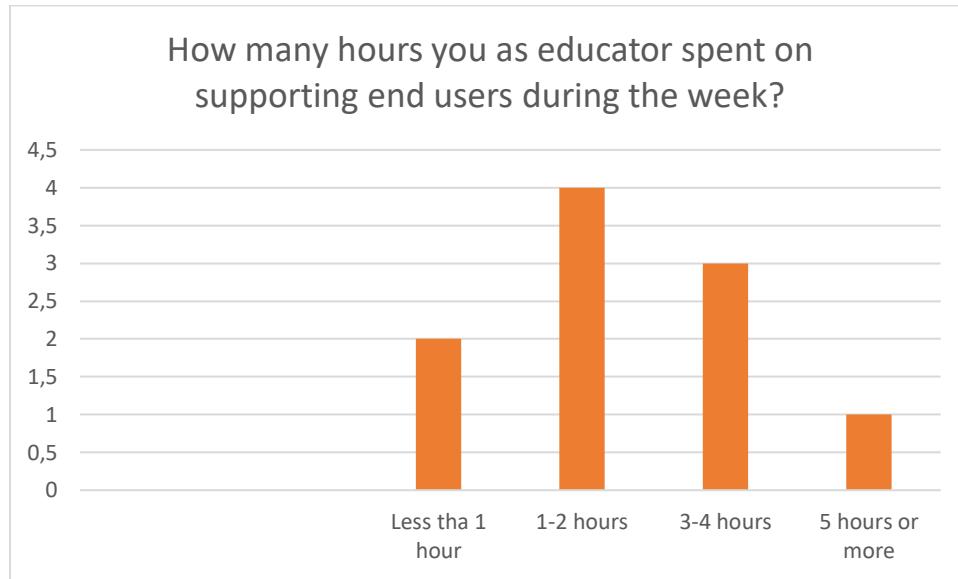


90% of the participants totally agree that it is satisfactory to participate in this project and only 10% only agree. At the same time, the same percentage thinks that participation in this project will contribute to improving their entrepreneurial spirit, with 10% also agreeing with this.

Finally, 90% also affirm that the content presented is useful for the development of the members participating in the training.

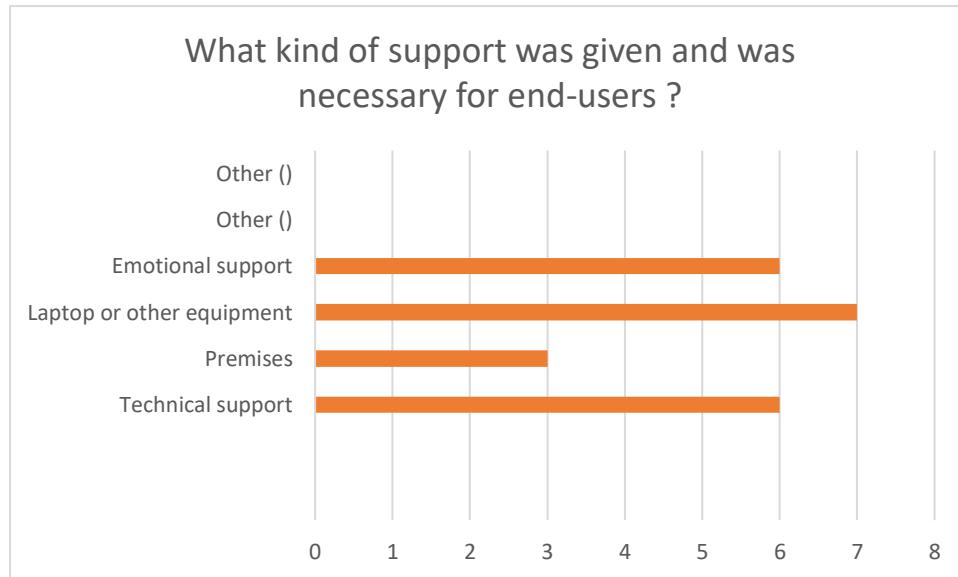
2. Experience during the test phase

How many hours you as educator spent on supporting end users during the week?



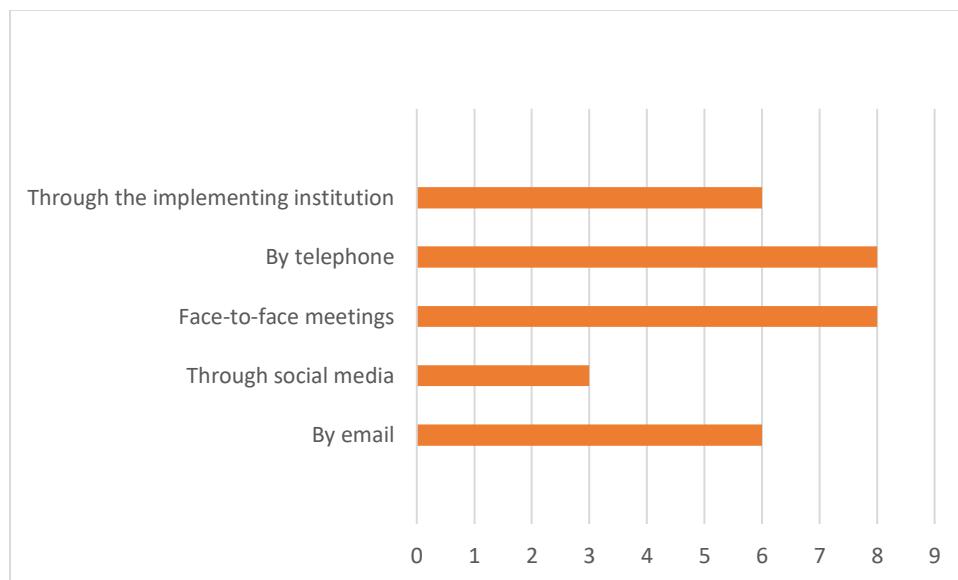
4 out of 10 participants have dedicated between 1 and 2 hours of work to support end users during the week. 3 participants from 3 to 4 hours, two of them less than 1 hour and only 1 participant spent 5 hours or more.

What kind of support was given and was necessary for end-users?



31.8% use a laptop or other equipment as support to assist end users. 27.2% used technical support and the same percentage used emotional support. On the other hand, only 13.6% used local support. We have checked that some students need some emotional support to motivate (mainly at the very beginning of the testing) because they thought in the number of challenges and feel afraid. We are more than happy to discover that the number of participants who need emotional support was low and that they reinforce their motivation when they start the project testing. We understand that the results developed help them to self-motivate and deep in their training development.

3. How did the participants reach you as an educator?



25.8% of the participants reached the educators through their cell phones. In turn, the same percentage did so face-to-face thanks to reunions. 19.3% did so by email and through implementing institutions. Finally, 9.6% were reached through social networks. We see that telephone and face-to-face contact are the easiest mechanisms to contact the participants.

4. What was the cooperation with the training members?

As for the cooperation with the users, Latvia states that it was very close and that the students were very present. The topics were discussed among all through debates and it was very successful. All participants took the issues and challenges presented by the project seriously and were interested in the tasks.

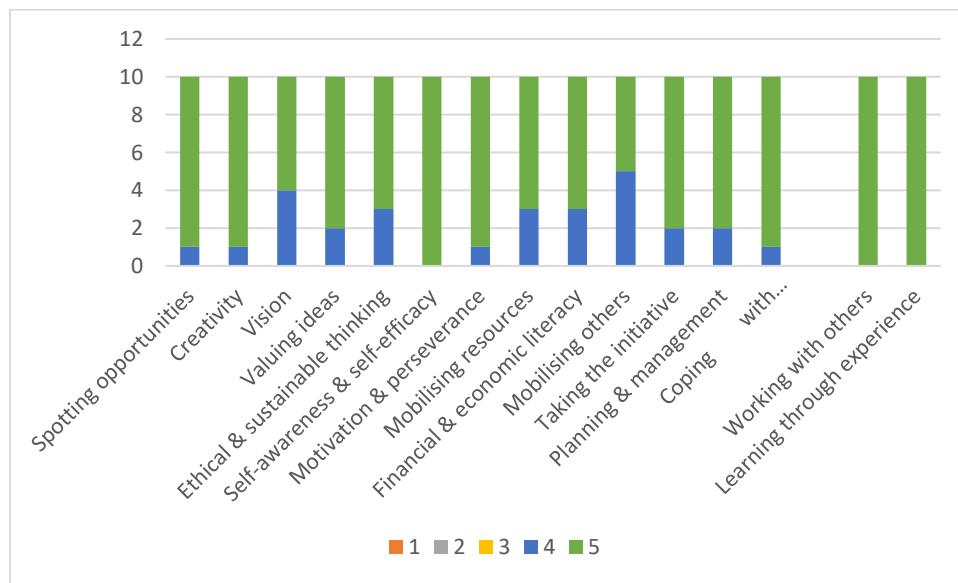
Spain says that the whole relationship with the Neotalentway team was pleasant and overall cooperation was good.

Poland explains that all the information was sent to the participants individually as everyone arrived at different times. Consultations were also done by e-mail and finally, after completing the questionnaires, they had the opportunity for personal contact with some of the participants which further enriched the feedback.

Slovenia speaks of a rather pleasant and good, positive and stimulating cooperation. The members were independent and needed few instructions.

Finally, Greece commented that it was excellent. The organization provided quite adequate and friendly information with great cooperation.

5. Degree of achievement of the competencies, according to the educator's answers



For this item, satisfaction with the competencies was asked, with 1 being not at all satisfactory and 5 being very satisfactory. For the item "Spotting opportunities" the educators voted the maximum, with the exception of one who voted with a 4, this being one place below the maximum.

For the item "Creativity" the participating educators voted with the maximum score, with the exception of one who voted lower. For the next item "Vision" six of them voted very satisfactory and four voted below the maximum.

In "Valuing ideas" eight voted with a 5, being the maximum, and two voted with a lower point, i.e. with 4. For "Ethical and sustainable thinking" the participants considered scoring this with the maximum, with the exception of two who saw fit to score it with one point less.

For the item "Self-awareness & self-efficacy" the educators all voted with the maximum score.

For the next item "Motivation & perseverance" most of them scored very satisfactory except for one educator who voted one point less than the maximum.

In "Mobilising resources" seven of them scored the highest, while three voted one point lower.

For "Financial & economic literacy" we found that seven of the educators voted with a five, and three of them with a four.

We found in the item "Mobilising others" that half of the educators gave a maximum score, and the other half with only one point lower. In "Taking the initiative" eight of the participants voted with the maximum score and two with one point lower. For the next "Planning & management" eight saw fit to vote very satisfactory and two one point below.

In "Coping with uncertainty, ambiguity & risk" most voted with the highest score and only one with a lower score. In the item "Working with others" all voted that it was very satisfactory. On the last item "Learning through experience" all voted with the highest score. For this question all educators voted 4-5, i.e., we found the training competencies generally very satisfactory.

6. Evaluation of the contents

Please write down - what you liked best - what part was challenging - what part needs to be refined, improved, etc.

Latvia comments that the educators involved responded that they were satisfied with the design and the fact that so many topics and challenges were addressed.

The educators noted that the diversity of the challenges addressed stimulates the development of the target group's personal and entrepreneurial competencies.

Spain responds on the one hand that in general all modules were on the right track and the modules where exciting when a "role play" should be simulated. On the other hand, another educator states that all parts were well developed and according to the requirements he has.

Poland writes that the participants lost enthusiasm after a part of the course, which required additional motivation to complete it, they think that the course should have been longer, then some topics could have been explored in more depth. It was possible to motivate the participants, who assured that their inactivity was due to lack of time rather than lack of interest in the content, and they were very pleased to learn that they could continue to access the course even after the trial phase, to rework some of the lost topics.

The first educator from Slovenia says that the tasks were interesting, simple and diverse. And he thinks it is very good that through the course the participant feels motivated, and has to use own means to find information. Another educator thinks it is great that various competencies can be developed. On the other hand, another one thinks that some tasks were a bit confusing but, in general, it is a good source of learning. Finally, the last person maintains that there is good guidance and support.

Finally, one educator from Greece states that the overall assessment was positive and there were no suggestions for modification. The other participant mentioned the aspect of fun and creativity in relation to the challenges.

Do you have any objections to content design, please write what kind of?

In the case of Latvia, he has commented that he has no objection to the content design, in fact, he says that the design is quite aesthetic and beautiful.

Spain has no objections. Poland comments that there are very diverse materials that can be used in many educational settings. Slovenia has nothing to say either, maintaining that the design is nice and clear and that there is no need to change anything as it is visually good. Greece has no objections either.

What was missing during the training, what topics did you not have, what should be improved, how?

Latvia comments that it is easy to navigate and that the topics are comprehensive and well developed. He states that it is an excellent job.

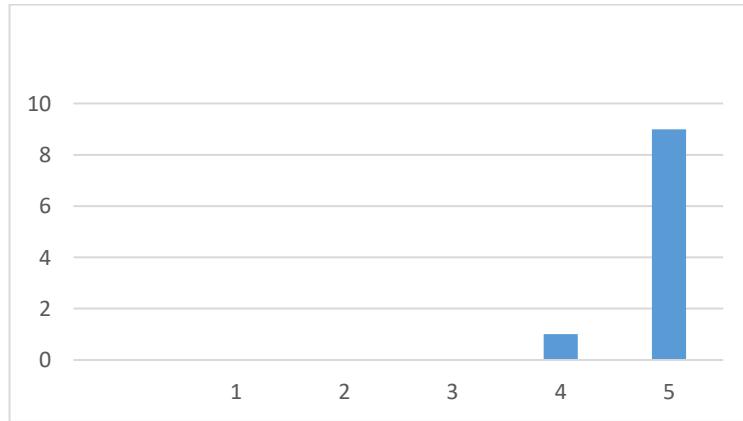
The first participant from Spain thinks that all the milestones are important and on the other hand, another participant thinks that all the important things are already included.

Poland thinks that the only part that caused some uncertainty was the submission of answers for evaluation, which resulted in course credits, and that some participants tried the training without this element.

Slovenia considers that there was no specific topic missing. In addition, the topics are very varied and the instructions are clear.

Finally, Greece is of the opinion that no topic was missing, as a wide range of topics was covered, but that some topics should be more in-depth.

How do you rate the materials in terms of appearance, whether they were clearly legible, easily accessible, ...?



Considering that 5 is the highest rank and 1 the lowest, 90% of the participants consider the materials in terms of appearance clearly legible and easily accessible and only 10% score it with a value of 4.

7. What were the most useful topics and challenges? Please include the number of participants who voted for each option.

THE MOST USEFUL TOPICS

70% of the topics and challenges have been useful for the participants. Of these we highlight the topic "crossing the comfort zone" which was chosen as the most useful for 5 people as well as the topic on "memory training".

On the other hand, 3 people chose as the most useful the topics of "online learning and Internet safety", "budgeting", "teamwork", "assertiveness" and "change management".

MOST USEFUL CHALLENGES

As for the challenges, out of 208, only 88 were the most relevant, i.e. the ones that the educators considered most important, which is more than a quarter of the challenges. Even so, we would like to mention the 5 most outstanding challenges, which were voted by between 3 and 4 educators.

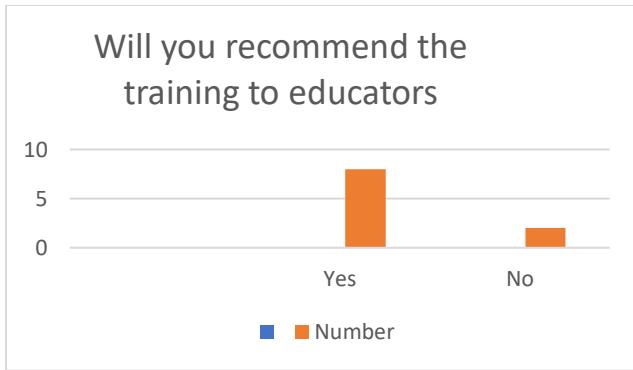
We found that one of these challenges is called "Draw four straight lines" and corresponds to the theme "Crossing the comfort Zone", where four of the educators have voted it as one of the best. The next activity with the most votes is found in the topic "Can i be expert in all areas?" and is named "How much do you know about yourself?", this was also the most voted among educators, with four educators voting for it.

In the topic "Self-aware" you can find one of these activities, which is called "Discover your skill" in this case it was not scored by four educators, but by three. The next challenge is called "Story of the photo" and is found within the theme "Corporate connectivity". This one, like the previous one, was voted by three educators, but we still see it convenient to highlight this one. And finally, in the theme "Problem solver" we find the activity "Limitations" which was also voted by only three educators. These were the activities most highlighted by the trainers.

8. How will the training influence your future?



Regarding the item on "Training motivates members to take action to change their professional situation", 70% of the educators think that they strongly agree with this statement and only 30% say they only agree. On the statement "Training shows tools for professional development," 90% strongly agree and 10% agree. Finally, as for "Training facilitates the implementation of actions in the field of professional development of the training members", the majority, in this case 80% of the participants strongly agree and only 20% agree.



Conclusion

1. A total of ten educators, eight women and two men, took part in the training. The ages of these educators range from pre-1964 to 1994, with the majority age range being 1980 to 1994.
2. In general, all members have rated the cooperation as good, being very satisfactory for them. None of the participants complained about this. They have used both the platform and email for this purpose, most of them being very close to the participants.
3. Educators mentioned that they liked the course, rated it as satisfactory, correct and exciting modules. Very few consider modifications, even so some stress the time, that it should be longer and that some questions were confusing.
4. As to whether they would object, they say no, that it is very nice aesthetically, very visual and clear.
5. To the question of whether any topic was missing or whether something should be improved, the educators commented that no, that the topics were broad and detailed, that much more was explained than they expected, but they did mention that some topics should be dealt with in greater depth.
6. Finally, the educators wrote several conclusions, from which the most important ones were that the materials are great, they do not see the need for any modifications, they are generally positive towards the training, but they do agree that more motivational support and guidance would be needed.

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