INTERFACE

Innovation and Entrepreneurship for Fragile Communities in Europe

FRAGILE COMMUNITIES' COMPETENCE GAP ANALYSIS IN INTERFACE COUNTRIES

SYNTHESIS REPORT

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PREFACE

This Synthesis Report presents and discusses the findings of the Competence Gap investigation conducted in the fragile communities, selected for participation in the INERFACE project, in the partner countries – Iceland, Bulgaria, Greece, Ireland and Italy, based on the National Reports provided by partner organisations. The responses of project target groups, incl. fragile community members and local administrations, intermediary organisations working within these communities, etc. are analysed in the Report.

The investigation is based on both structured survey questionnaires and semi-structured interviews, aimed at identifying existing "problems" and future opportunities, and at the same time, map the need for "problem-solving" competences and training within the participating communities. In addition, questionnaires are structured to identify the needs of communities as a whole (public needs) as well as of individual community members (private needs) of competences for solving the practical problems of communities and empowering communities and community members to be active, or, in other words, build capacity for self-initiative within fragile communities.

The Competence Gap Analysis carried out serves to investigate the competences that INTERFACE target group representatives need in order to responsibly and autonomously use skills, which are crucial for the betterment of local communities, such as "creativity and innovation", "analytical thinking and resourcefulness", "leadership and resilience".

The Synthesis Report follows the structure, proposed by the IO1 'Competence Gap Analysis' leader – Tora Consult, in order to allow for comparability of reported findings across partner countries. The INTERFACE partner organisations would like to acknowledge the contribution of all individuals and entities in the explored fragile communities, who kindly assisted in conducting the Gap Analysis survey and interviews.

The INTERFAECE Consortium

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EXECUTIVE SUMMARY

The INTERFACE partnership acknowledges that in order to achieve a substantial and long-lasting effect for "fragile" communities in partner countries through creating and piloting coaching methods and tools, training materials and establishing community coaches' network and Learning platform, a comprehensive understanding of skill gaps of fragile community members should be in place. Such an approach ensures that the project adequately addresses the training needs of communities, whose members, despite the fact that their "environment" has been deteriorating and has reached a situation characterised as "fragile", still possess the potential to responsibly and autonomously employ innovation, creativity, analytical thinking, resourcefulness, leadership and resilience (hereinunder called 'INTERFACE' skills) for "reversing the trend" and work towards the betterment of their communities.

Thus, revealing fragile community members' competence gaps in the INTERFACE partner countries and exploring their preferences on how the upcoming training of community coaches could be organised and delivered most effectively were the main objectives of a Survey and In-depth interviews undertaken by project partners. The Synthesis Report presents, discusses and interprets the results of the Competence Gaps Survey and Semi-structured Interviews conducted in the consortium countries.

A total of 18 communities in the 5 partner countries (incl. 5 in Iceland, 3 in Bulgaria, 3 in Greece, 3 in Ireland and 4 in Italy) were selected for participation in the INTERFACE project. Distribution of the standardised Survey Questionnaire and approaching potential interviewees was initiated in early February 2018, addressing fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and local authorities in INTERFACE partner countries. The purpose was to obtain information regarding the need for "problem-solving" competences and training within the selected communities.

The total survey respondents' sample processed consists of 210 respondents (Iceland – 42, Bulgaria – 52, Greece – 41, Ireland – 47, Italy – 28), distributed quite evenly among the selected fragile communities in each partner country.

Regarding survey respondents' personal characteristics, the analysis of the partner countries' survey responses reveals that:

➢ Approximately 53% of the survey respondents were men, with highest male-to-female ratio observed in Greece (68% / 32%), lowest in Ireland (26% / 74%).

- ➤ The upper age groups: 40-49, 50-59 and 60+ years were predominant among the respondents in most INTERFACE countries, while some of the other age groups were also significantly represented (30-39 age range in Greece /34% of the total number/; 30-39 /46%/ and 20-29 age groups /29%/ in Italy).
- ➤ The majority of respondents possessed education below university level – either "secondary" or "vocational education and training", with the exception of Italy, where 61% of the respondents had university degree.
- ➤ Regarding affiliation, varying groups were most significantly represented in the survey respondents' sample in different countries: Iceland and Greece – business organisations; Bulgaria – community members; Ireland and Italy – non-profit (incl. voluntary and civil society) organisations.
- ➤ Most of the respondents have been living/working in the respective community for more than 20 years (most in Bulgaria: 77%, least in Ireland: 58%), with the exception of Italy, where the largest group of respondents (47%) included those, who have lived/worked in the respective community for less than 5 years.

Among the various categories, mentioned in the Survey Questionnaire, 'infrastructure facilities', 'business sector and jobs' and 'human resources' were generally considered problematic in all INTERFACE countries. Most survey participants indicated that they had already been involved in one or more activities, addressing the problematic areas above. Predominantly, the initiative for these activities, came from within the community, the main actors being 'local administration', 'business organisations', 'voluntary/civil society organisations', and in the case of Bulgaria and Greece – the respondents themselves. Survey participants were generally satisfied with their involvement in the activities above, claiming this was due to level of own competences and/or competences of people they worked with. Survey participants in all countries, were predominantly of the opinion, that the results of the initiatives, they have participated in, would have been better if the level of their 'own initiative' and the 'initiative of those they worked/lived with' were higher, and especially if the level of initiative 'within the entire community' were higher.

The survey data obtained on the reported usage, considered importance and estimated adequacy of the INTERFACE skills, were used to calculate the values of these skills' utilisation / significance / adequacy (SUSA) indicators. The SUSA Indicators were estimated as Weighted Averages of the "rating" indications provided by survey participants (on a 1-to-5 scale), weighted by the relative frequencies of such indications about each of the INTERFACE skills, found in the responses to the respective questions in the Survey Questionnaire. The values of SUSA Indicators for the whole survey sample indicate that 'leadership', 'resourcefulness' and 'resilience' are the skills most frequently applied by respondents and those they worked/lived with. The same set of skills, together with 'creativity' were considered by survey participants as most important for the

community, while the importance of the remaining 2 skills was also considered as quite high. The adequacy of all INTERFACE skills was indicated as insufficient and definitely below (in terms of SUSA indicators' values) their importance. This is indicative of existing skill gaps, which were most pronounced for 'innovation', 'analytical thinking' and 'leadership'.

Regarding the expressed interest and preferred training delivery modes, respondents were generally of the opinion that a training programme, packaging the above skills would benefit their communities, whereas in all INTERFACE countries, 'face-to-face training sessions', 'blended learning' (with the exception of Italy) and 'experience sharing' were most preferred by respondents as ways of delivering such a training programme. The majority of respondents indicated that they would be interested in taking part in a training programme of that sort, mostly as trainees.

In addition to the survey, a total of 51 semi-structured interviews (incl. 10 in Iceland, 9 in Bulgaria, 10 in Greece, 12 in Ireland and 10 in Italy) with individuals in the selected fragile communities were conducted. Generally, the interviews' results confirmed most of the survey findings related to 'community problems' and 'perceived competence needs'. There were still some new insights, that the interviews offered to the partnership, which are related to: various additional skills, identified as important for the communities, such as communication and listening skills (Iceland); the need to "inspire" potential beneficiaries to participate in upcoming INTERFACE training through information dissemination (Greece); illegal and criminal activities taking place as some of the problematic areas in the communities (Italy).

ÚTDRÁTTUR MEGINATRIÐA – EXECUTIVE SUMMARY IN ICELANDIC

Markmið aðila INTERFACE verkefnisins er að ná fram verulegum og langvarandi árangri í "brothættum" byggðarlögum þátttökulandanna með því að útbúa kennsluefni og nýta aðferðir markþjálfunar í tilraunaþjálfun, jafnframt því að koma á samstarfsneti nemenda. Aðilar verkefnisins gera sér grein fyrir að til að svo megi verða þarf að góða þekkingu og skilning á því hvað það er helst sem íbúa þessara byggðarlaga skortir er þjálfun og færni varðar. Sú nálgun að greina þörfina og hefja verkefnið á svokallaðri gloppugreiningu tryggir að verkefnið henti þörfum viðkomandi samfélags. Samfélags þar sem heimamenn hafa enn, þrátt fyrir hnignun byggðarlagsins og að það hafi fengið stimpilinn "brothætt", möguleika á að laða fram eiginleika eins og nýsköpun, sköpunargáfu, greinandi hugsun, útsjónarsemi, leiðtogahæfni og seiglu (það sem við köllum "INTERFACE" hæfniþætti) til að snúa þróuninni við og vinna að bættu samfélagi í heimabyggð.

Meginmarkmið spurningakönnunar og viðtala sem aðstandendur INTERFACE verkefnisins framkvæmdu var að sýna fram á hvar skortir á hæfni í þátttökulöndunum og kanna hvaða þjálfunaraðferðir henta best í hverju samfélagi í verkefninu og hvernig best má skipuleggja og framkvæma þá þjálfun. Í skýrslunni er farið í gegnum niðurstöður könnunarinnar og viðtalanna.

Alls 18 byggðarlög í fimm þátttökulöndum (þ.e. fimm á Íslandi, þrjú í Búlgaríu, þrjú í Grikklandi, þrjú á Írlandi og fjögur á Ítalíu) voru valin til þátttöku í INTERFACE verkefninu. Stöðluð spurningakönnun var send út og viðtöl skipulögð snemma í febrúar 2018. Markhópurinn var íbúar byggðarlaganna (almenningur, leiðtogar, mögulegir frumkvöðlar, fulltrúar fyrirtækja, samfélagsstofnana o.fl.) og sveitar- og bæjarstjórnir. Markmiðið var að afla upplýsinga um þörfina fyrir hæfni til að leysa úr brýnum málum og fyrir þjálfun í þeim efnum innan þessara völdu byggðarlaga.

Heildarfjöldi svarenda við könnuninni var 210 (Ísland 42, Búlgaría 52, Grikkland 41, Írland 47, Ítalía 28) og dreifing svara var tiltölulega jöfn innan valinna byggðarlaga í hverju þátttökulandi.

Hvað sérkenni svarenda varðar, kom í ljós í greiningunni að:

➢ Um það bil 53% svarenda voru karlar, með mesta kynjahallann (fleiri karlar en konur) í Grikklandi (68% / 32%), minnstan á Írlandi (26% / 74%).

➢ Eldri aldurshópar: 40-49, 50-59 og 60+ ára voru mest áberandi meðal svarenda í flestum INTERFACE löndunum, en einnig áttu sumir hinna aldurshópanna stóran hlut (34% af heildarfjölda í aldurshópnum 30-39 ára í Grikklandi, en 46% í aldurshópnum 30-39 ára og 29% í aldurshópnum 20-29 ára á Ítalíu).

> Meirihluti svarenda var ekki með háskólamenntun, en annað hvort framhaldsskóla eða starfs- eða iðnmenntun, með Ítalíu sem undantekningu þar sem 61% svarenda voru með háskólagráðu.

> Hvað tengsl og þátttöku varðar, voru mismunandi hópar mest áberandi meðal svarenda og mismunandi milli landa: Á Íslandi og í Grikklandi voru það aðilar í einkafyrirtækjum; Í Búlgaríu voru það starfsmenn sveitarfélagsins, á Írlandi og Ítalíu voru það fulltrúar frá félagasamtökum án hagnaðarmarkmiða (m.a. sjálfboðaliðar).

> Flestir svarenda hafa búið og starfað í viðkomandi samfélagi í meira en 20 ár (flestir í Búlgaríu eða 77%, fæstir á Írlandi, eða 58%), að Ítalíu undanskilinni, þar sem stærstur hluti svarenda (47%) hafa búið og starfað í viðkomandi samfélagi skemur en fimm ár.

Í spurningakönnuninni er komið inn á ýmsa málaflokka en í öllum INTERFACE löndunum voru þættirnir „innviðir", „atvinnugreinar og „störf", „mannauður", almennt álitnir erfiðir. Flestir svarendur gáfu til kynna að þeir hafi þegar tekið þátt í ýmsum verkefnum sem snerta þessa „erfiðu" málaflokka. Frumkvæðið kom aðallega frá samfélaginu, stærstan þátt þar áttu stjórnendur sveitarfélagsins, atvinnulífið, sjálfboðaliðasamtök. Auk þess svarendur sjálfir eins og var tilfellið í Búlgaríu og Grikklandi. Svarendur voru almennt sáttir við þátttöku sína í slíkum verkefnum og héldu því fram að það hvíldi á þeirra eigin hæfni eða hæfni samstarfsfólks þeirra. Meirihluti svarenda í öllum löndunum voru þeirrar skoðunar að árangur af verkefnum sem þeir tóku þátt í hefði orðið meiri ef frumkvæði þeirra sjálfra og samstarfsfólks þeirra hefði verið meira, en þó sérstaklega ef frumkvæði alls samfélagsins væri meira.

Upplýsingar úr könnunum um notkun INTERFACE hæfniþáttanna, mikilvægi þeirra og hversu miklu máli þeir skipta, voru notaðar til að reikna gildi hvers og eins þeirra á mælistiku hagnýtingar / mikilvægis / nægjanleika (SUSA vísar). SUSA vísarnir voru metnir sem vegið meðaltal af „einkunn" (skali 1 – 5) sem svarendur gáfu, vegið með hlutfallslegri tíðni viðkomandi vísa í svörum þátttakenda í viðkomandi spurningum um hvern INTERFACE hæfniþátt.

Útkoma SUSA mælikvarðanna fyrir þýði í allri könnuninni gefur til kynna að "leiðtogahæfni", "útsjónarsemi" og "seigla" séu þeir hæfileikar sem eru oftast nefndir af svarendum varðandi þá sjálfa sem og varðandi þá sem viðkomandi býr/starfar með. Svarendur töldu sömu hæfniþætti, auk „sköpunargáfu", vera mikilvægasta fyrir samfélagið en þó voru hæfniþættirnir tveir sem út af standa taldir nokkuð mikilvægir („nýsköpun" og „greiningarhæfni").

Það hversu vel INTERFACE hæfniþættir nýtast (e. adequacy) fékk einkunnina ófullnægjandi, sem var áberandi lægri einkunn en mikilvægi þeirra hlaut (m.v. SUSA gildi). Þetta bendir til skorts á færni og kom skýrast fram varðandi „nýsköpun", „greiningarhæfni" og „leiðtogahæfni".

Hvað áhugasvið/áherslur og þjálfunaraðferðir varðar voru svarendur almennt á þeirri skoðun að þjálfun sem hefði í för með sér aukna færni í INTERFACE-hæfniþáttunum yrði til þess að styrkja samfélög þeirra, en á hinn bóginn voru svarendur í öllum INTERFACE löndunum hlynntastir

kennsluaðferðum eins og „vinnustofum", „blönduðum aðferðum, þ.e. með vinnustofum í bland við fjarnám" (að Ítalíu undanskilinni) og „miðlun reynslu" á þjálfunartímanum. Meirihluti svarenda gaf til kynna að þeir hefðu áhuga á þátttöku í þjálfun af þessu tagi, þá í flestum tilvikum sem nemar en síður sem markþjálfar (e. coaches).

Til viðbótar við spurningakönnunina voru tekin 51 viðtöl með hálfstöðluðum spurningum (10 á Íslandi, 9 í Búlgaríu, 10 í Grikklandi, 12 á Írlandi og 10 á Ítalíu) við einstaklinga úr þeim byggðarlögum sem valin voru. Almennt má segja að niðurstöður viðtalanna staðfesti að mestu niðurstöður spurningakönnunarinnar hvað snertir úrlausnarefni samfélaganna og mögulega hæfniþörf. Viðtölin gefa þó aukna innsýn varðandi: ýmsa viðbótarfærni sem gæti verið mikilvæg fyrir samfélagið og varðar til dæmis samskipti og hlustun (Ísland); þörfina á að hvetja mögulega þátttakendur í að taka þátt í INTERFACE þjálfun með kynningu (Grikkland); ólöglega og glæpsamlega starfsemi sem skapar vanda í sumum byggðarlögunum (Ítalía).

Резюме – Executive summary in Bulgarian

Партньорите по проект INTERACE застъпват мнението, че доброто разбиране на несъответствията в уменията на членовете на уязвимите общности в партньорските страни е от съществена важност за постигането на значим и дълготраен ефект за тези общности посредством разработването и валидирането на обучителни методи, средства и материали, както и чрез създаването на мрежа от ментори в общностите и обучителна платформа. Подобен подход гарантира, че проектът адекватно адресира нуждите от обучение на избраните за участие в проекта общности, чиито членове, независимо от факта, че тяхната среда се е влошила и е достигнала до състояние, което дава основание тя да бъде характеризирана като уязвима, все още имат потенциала за отговорно и автономно използване на иновациите, творчеството, аналитичното мислене, находчивостта, лидерството и гъвкавостта (наричани по-долу INTERFACE умения), с което да обърнат негативните тенденции и да съумеят да допринесат за подобряване на общностите, в които живеят.

С оглед на гореказаното, разкриването на несъответствията в уменията на членовете на уязвимите общности в партньорските страни по проект INTERFACE и проучването на техните предпочитания относно това, по какъв начин предстоящото обучение на ментори в общностите може да бъде организирано и изпълнено най-ефективно, бяха основните цели на анкетно проучване и дълбочинни интервюта, организирани от партньорите по проекта. Така, настоящият обобщаващ доклад представя и подлага на дискусия и тълкуване резултатите от проведеното анкетно проучване на недостига на умения и организираните полу-структурирани интервюта в страните от проектния консорциум.

Общо 18 общности в петте партньорски страни (вкл. 5 в Исландия, 3 в България, 3 в Гърция, 3 в Ирландия и 4 в Италия) бяха избрани да участват в проект INTERFACE. Разпространението на стандартизирания анкетен въпросник и осъществяването на контакти с потенциалните участници в интервютата стартира в началото на месец февруари 2018 г. и беше насочено към членовете на уязвимите общности (граждани, лидери на общността, бъдещи предприемачи, представители на бизнес организации, социални предприятия и др.) и местните власти в партньорските държави по проекта. Целта беше да се събере информация относно нуждите от обучения и компетенции, свързани с „разрешаване на проблеми" в обхванатите общности.

Общата извадка на участниците в анкетното проучване се състои от 210 респонденти (Исландия – 42, България – 52, Гърция – 41, Ирландия – 47, Италия – 28), разпределени равномерно сред обхванатите уязвими общности във всяка партньорска държава.

По отношение на персоналните характеристики на респондентите в анкетното проучване, анализът на получените отговорите в партньорските страни показва, че:

> ➢ Приблизително 53% от анкетираните са мъже, като най-високо е съотношението мъже – жени в Гърция (68% / 32%), а най-ниско в Ирландия (26% / 74%).

> ➢ Горните възрастови групи: 40-49, 50-59 и 60+ години преобладават сред респондентите в повечето INTERFACE държави, като някои от останалите възрастови групи са също сериозно представени (възрастовия диапазон 30-39 години в Гърция /34% от общият брой анкетирани/; възрастовите групи 30-39 г. /46%/ и 20-29 г. /29%/ в Италия).

> ➢ Преобладаващата част от респондентите притежават по-ниско от висше образование – „средно образование" или „професионално образование и обучение", с изключение на Италия, където 61% от анкетираните имат висша образователна степен.

> ➢ По отношение на местоработата, различни са групите, които са най-сериозно представени в извадката на анкетираните лица в отделните държави: Исландия и Гърция – бизнес организации; България – индивидуални членове на общността; Ирландия и Италия – организации с нестопанска цел (вкл. доброволчески организации и организации на гражданското общество).

> ➢ По-голямата част от респондентите живеят/работят в съответната общност повече от 20 години (най-много в България: 77%, най-малко в Ирландия: 58%), с изключение на Италия, където най-голяма (47%) е групата на анкетираните, които живеят/работят в съответната общност по-малко от 5 години.

Сред различните категории, упоменати в анкетния въпросник, „инфраструктурни съоръжения", „бизнес сектор и работни места" и „човешки ресурси" са идентифицирани като проблемни във всички INTERFACE държави. Повечето от участниците в анкетното проучване посочват, че вече са участвали в една или повече дейности, насочени към проблемните области по-горе. Преобладаващо, инициативата за тези дейности идва от самата общност, като основни инициатори са „местната администрация", „бизнес организациите", „доброволческите организации / организациите на гражданското общество", а в случая на България и Гърция – самите респонденти. Анкетираните като цяло са удовлетворени от участието си в тези дейности, като застъпват мнението, че това се дължи на нивото на собствените има компетенции и/или на компетенциите на хората от общността, с които са работили. Сред участниците в анкетата във всички страни преобладава мнението, че резултатите от дейностите, в които са участвали, биха били по-добри, ако нивото на тяхната „собствена инициативност" и „инициативността на тези, с които работят/живеят" са по-високи и особено ако равнището на инициативност „в цялата общност" е по-високо.

Данните от анкетното проучване, получени по отношение на прилагането, важността и адекватността на INTERFACE уменията, са използвани за изчисляване на стойностите на показателите за използване / значимост / адекватност на тези умения (skills' usage / significance / adequacy – SUSA индикатори). Тези индикаторите са изчислени като средно-претеглени стойности на отговорите за „рейтинга" на уменията, посочени от анкетираните (по скала от 1 до 5), претеглени спрямо относителната честота на тези отговори за всяко от INTERFACE уменията в съответните въпроси от анкетния формуляр. Стойностите на SUSA индикаторите за цялата извадка на анкетираните показват, че „лидерство", „находчивост" и „гъвкавост" са уменията, които най-често се прилагат от респондентите и онези, с които те работят/живеят. Същият набор от умения, заедно с „креативността" се считат от участниците в анкетата като най-важни за общността, докато значимостта на останалите две умения също се възприема като сравнително висока. Адекватността на притежаваните INTERFACE умения е отчетена като недостатъчна за всички умения и определено по-ниска (измерена със стойностите на SUSA индикаторите) от тяхната важност. Това е показателно за съществуващите несъответствия в уменията, които са най-сериозни за уменията „иновации", „аналитично мислене" и „лидерство".

По отношение на изразения интерес и предпочитаните начини за провеждане на обучения, респондентите като цяло считат, че една бъдеща обучителна програма върху INTERFACE уменията, както те са дефинирани по-горе, би била от полза за техните общности, като във всички INTERFACE държави присъственото обучение, смесеното (присъствено и онлайн) обучение (с изключение на Италия) и обмена на опит са най-предпочитани от респондентите като начини за провеждане на обучение по подобна програма. По-голямата част от участниците в анкетното проучване изразяват интерес да участват в обучителен INTERFACE курс върху гореспоменатите умения, повечето от които като обучаеми.

В допълнение към анкетното проучване, бяха проведени общо 51 полу-структурирани интервюта (10 в Исландия, 9 в България, 10 в Гърция, 12 в Ирландия и 10 в Италия) с лица в избраните уязвими общности. Като цяло, резултатите от интервютата потвърждават по-голямата част от резултатите от анкетното проучване, свързани с проблемите на общността и потребностите от умения. Независимо от това, интервютата генерираха нова за партньорството информация, свързана с: различни допълнителни компетенции, определени като важни за общностите, като умения за комуникация и слушане (Исландия); необходимостта от „окуражаване" на потенциалните бенефициенти за участие в предстоящото INTERFACE обучение чрез разпространение на информация (Гърция); извършване на незаконни дейности, като част от проблемните области в общностите (Италия).

ΠΕΡΙΛΗΨΗ – EXECUTIVE SUMMARY IN GREEK

Το εταιρικό σχήμα του Προγράμματος INTERFACE αναγνωρίζει ότι προκειμένου να επιτευχθεί ουσιαστική και μακροχρόνια επίδραση στις «εύθραυστες» κοινότητες των συμμετεχουσών χωρών, μέσω της δημιουργίας και καθοδήγησης εκπαιδευτικών μεθόδων και εργαλείων, εκπαιδευτικού υλικού και δημιουργίας δικτύου για τους εκπαιδευόμενους των κοινοτήτων καθώς και πλατφόρμα εκμάθησης, πρέπει να υπάρχει μια ολοκληρωμένη κατανόηση σχετικά με την έλλειψη ικανοτήτων των μελών στις εύθραυστες κοινότητες. Μια τέτοια προσέγγιση διασφαλίζει ότι το πρόγραμμα ανταποκρίνεται επαρκώς στις ανάγκες κατάρτισης των κοινοτήτων, των οποίων τα μέλη, παρά το γεγονός ότι το "περιβάλλον" τους επιδεινώνεται και έχει φτάσει σε μια κατάσταση χαρακτηριζόμενη ως "εύθραυστη", εξακολουθούν να διαθέτουν το δυναμικό για υπεύθυνη και αυτόνομη χρήση της καινοτομίας, της δημιουργικότητας, της αναλυτικής σκέψης, της ευρηματικότητας, της ηγετικής ικανότητας και της ελαστικότητας (στο εξής αποκαλούμενες δεξιότητες INTERFACE) για την "αντιστροφή της τάσης" και την προσπάθεια βελτίωσης των κοινοτήτων τους.

Έτσι, οι κύριοι στόχοι της έρευνας και των συνεντεύξεων που πραγματοποίησαν οι εταίροι του προγράμματος, αποκάλυψαν την έλλειψη ικανοτήτων των μελών των εύθραυστων κοινοτήτων στις συμμετέχουσες χώρες και διερεύνησαν τις προτιμήσεις τους για τον αποτελεσματικότερο τρόπο διοργάνωσης και υλοποίησης της επερχόμενης κατάρτισης των εκπαιδευόμενων στις κοινότητες. Η παρούσα Έκθεση παρουσιάζει και ερμηνεύει τα αποτελέσματα της Έρευνας έλλειψης ικανοτήτων και των ημι-δομημένων Συνεντεύξεων που διεξήχθησαν στις συμμετέχουσες χώρες.

Επιλέχθηκαν συνολικά 18 κοινότητες από τις 5 συμμετέχουσες χώρες (5 στην Ισλανδία, 3 στη Βουλγαρία, 3 στην Ελλάδα, 3 στην Ιρλανδία και 4 στην Ιταλία) για να συμμετάσχουν στο πρόγραμμα INTERFACE. Η διανομή του τυποποιημένου Ερωτηματολογίου για την Έρευνα και η προσέγγιση των δυνητικών ερωτηθέντων ξεκίνησε στις αρχές Φεβρουαρίου του 2018 και απευθύνθηκε σε ευάλωτα μέλη της κοινότητας (πολίτες, ηγέτες της κοινότητας, υποψήφιοι επιχειρηματίες, εκπρόσωποι επιχειρηματικών οργανώσεων, κοινωνικές επιχειρήσεις κλπ.) και στην τοπική αυτοδιοίκηση των συμμετεχουσών χωρών του προγράμματος INTERFACE.

Το συνολικό δείγμα των ερωτηθέντων στην έρευνα, αποτελείται από 210 ερωτηθέντες (Ισλανδία - 42, Βουλγαρία - 52, Ελλάδα - 41, Ιρλανδία - 47, Ιταλία - 28), ισόρροπα κατανεμημένο μεταξύ των επιλεγμένων εύθραυστων κοινοτήτων σε κάθε συμμετέχουσα χώρα.

Αναφορικά με τα προσωπικά χαρακτηριστικά των ερωτηθέντων, η ανάλυση των απαντήσεων των συμμετεχόντων στην έρευνα, αποκαλύπτει ότι:

➢ Περίπου το 53% των ερωτηθέντων ήταν άνδρες, με την υψηλότερη αναλογία αρρένων προς θηλέων (68% / 32%) στην Ελλάδα και την χαμηλότερη (26% / 74%) στην Ιρλανδία.

➢ Στις περισσότερες συμμετέχουσες χώρες κυριαρχούσαν οι ανώτερες ηλικιακές ομάδες: 40-49, 50-59 και 60+ ετών, ενώ υπήρχε σημαντική εμφάνιση και άλλων ηλικιακών ομάδων (ηλικιακό εύρος 30-39 στην Ελλάδα /34% του συνόλου/30-39/ 46% / και ηλικιακό εύρος 20-29 / 29% / στην Ιταλία).

➢ Η πλειοψηφία των ερωτηθέντων διέθετε εκπαίδευση κάτω του πανεπιστημιακού επιπέδου - είτε "δευτεροβάθμια" είτε "επαγγελματική εκπαίδευση και κατάρτιση", με εξαίρεση την Ιταλία, όπου το 61% των ερωτηθέντων είχε πανεπιστημιακό πτυχίο.

➢ Σχετικά με τη σύνδεση (φορέας εκπροσώπησης), οι διάφορες ομάδες αντιπροσωπεύονταν σημαντικά, στο δείγμα των ερωτηθέντων στην έρευνα, σε διαφορετικές χώρες: Ισλανδία και Ελλάδα - επιχειρήσεις, Βουλγαρία - μέλη της κοινότητας, Ιρλανδία και Ιταλία - οργανώσεις μη κερδοσκοπικού χαρακτήρα (συμπεριλαμβανομένων των εθελοντικών φορέων και των φορέων εκπροσώπησης της κοινωνίας).

➢ Η πλειοψηφία των ερωτηθέντων ζουν / εργάζονται στην αντίστοιχη κοινότητα για περισσότερο από 20 χρόνια (η πλειοψηφία συναντάται στη Βουλγαρία: 77% και οι λιγότεροι βρίσκονται στην Ιρλανδία: 58%), με εξαίρεση την Ιταλία, όπου η μεγαλύτερη ομάδα ερωτηθέντων (47%) περιλαμβάνει εκείνους που έχουν ζήσει / εργαστεί στην αντίστοιχη κοινότητα για λιγότερο από 5 χρόνια.

Μεταξύ των διαφόρων κατηγοριών που αναφέρονται στο Ερωτηματολόγιο Έρευνας, οι «υποδομές», «επιχειρηματικός τομέας και θέσεις εργασίας» και «ανθρώπινοι πόροι» θεωρήθηκαν γενικά προβληματικές σε όλες τις συμμετέχουσες χώρες του προγράμματος INTERFACE. Οι περισσότεροι συμμετέχοντες στην έρευνα ανέφεραν ότι είχαν ήδη συμμετάσχει σε μία ή περισσότερες δραστηριότητες, αντιμετωπίζοντας τις προαναφερόμενες προβληματικές περιοχές.

Η πρωτοβουλία για τις δραστηριότητες αυτές, προέρχεται κυρίως από την ίδια την κοινότητα, με κύριους παράγοντες την «τοπική αυτοδιοίκηση», τις «επιχειρήσεις», τους «εθελοντικούς φορείς και τους φορείς εκπροσώπησης της κοινωνίας» και στην περίπτωση της Βουλγαρίας και της Ελλάδας – τους ίδιους τους ερωτηθέντες. Οι συμμετέχοντες στην έρευνα ήταν γενικά ικανοποιημένοι με τη συμμετοχή τους στις παραπάνω δραστηριότητες, υποστηρίζοντας ότι αυτό οφείλεται στο επίπεδο των δικών τους ικανοτήτων ή / και των ικανοτήτων των ατόμων με τα οποία συνεργάστηκαν. Οι συμμετέχοντες στην έρευνα σε όλες τις χώρες, υποστήριξαν κατά κύριο λόγο, ότι τα αποτελέσματα των πρωτοβουλιών στις οποίες συμμετείχαν, θα ήταν καλύτερα αν το επίπεδο της «δικής τους πρωτοβουλίας» και της «πρωτοβουλίας όσων εργάστηκαν / έζησαν μαζί» ήταν υψηλότερο, και ειδικά αν το επίπεδο πρωτοβουλίας «σε ολόκληρη την κοινότητα» ήταν υψηλότερο.

Τα δεδομένα της έρευνας που προέκυψαν από την αναφερόμενη αξιοποίηση, την σημαντικότητα και την εκτιμώμενη επάρκεια των δεξιοτήτων του προγράμματος INTERFACE, χρησιμοποιήθηκαν για τον υπολογισμό των τιμών των δεικτών σχετικά με τις ίδιες τις δεξιότητες αξιοποίηση / σημαντικότητα / επάρκεια (ΔΑΣΕ). Οι Δείκτες ΔΑΣΕ υπολογίστηκαν ως σταθμισμένοι μέσοι όροι των ενδείξεων "διαβάθμισης" που παρείχαν οι συμμετέχοντες στην έρευνα (σε κλίμακα 1-5), οι οποίες ήταν σταθμισμένοι από τις σχετικές συχνότητες των ενδείξεων αυτών για κάθε μία από τις δεξιότητες του προγράμματος INTERFACE και απαντήθηκαν στις αντίστοιχες ερωτήσεις του Ερωτηματολογίου Έρευνας. Οι τιμές των δεικτών ΔΑΣΕ για το σύνολο του δείγματος της έρευνας καταδεικνύουν ότι οι δεξιότητες «ηγετική ικανότητα», «ευρηματικότητα» και «ελαστικότητα» είναι οι δεξιότητες που εφαρμόζονται συχνότερα από τους ερωτώμενους και από εκείνους με τους οποίους εργάζονταν/ζούσαν μαζί. Το ίδιο σύνολο δεξιοτήτων μαζί με τη «δημιουργικότητα» θεωρήθηκαν από τους συμμετέχοντες στην έρευνα, ως οι πιο σημαντικές για την κοινότητα, ενώ η σημαντικότητα των υπόλοιπων 2 δεξιοτήτων θεωρήθηκε επίσης αρκετά υψηλή. Η επάρκεια όλων των δεξιοτήτων υποδείχθηκε ως ανεπαρκής και σίγουρα κατώτερη (όσον αφορά τις τιμές των δεικτών ΔΑΣΕ) της σημαντικότητάς τους. Αυτό είναι ενδεικτικό των υφιστάμενων ελλείψεων ικανοτήτων, με πιο εμφανείς την «καινοτομία», την «αναλυτική σκέψη» και την «ηγετική ικανότητα».

Αναφορικά με το ενδιαφέρον και τις προτιμώμενες μεθόδους υλοποίησης της κατάρτισης, οι ερωτηθέντες θεώρησαν ότι ένα εκπαιδευτικό πρόγραμμα που θα συμπεριλάμβανε τις προαναφερόμενες δεξιότητες, θα ωφελούσε τις κοινότητές τους, ενώ σε όλες τις συμμετέχουσες χώρες, οι «προσωπικές εκπαιδευτικές συναντήσεις», η «μεικτή μάθηση (πρόσωπο με πρόσωπο και ηλεκτρονική) (με εξαίρεση την Ιταλία) και η «βιωματική ανταλλαγή εμπειριών» προτιμήθηκε περισσότερο από τους ερωτώμενους ως τρόπος παροχής ενός τέτοιου προγράμματος κατάρτισης. Η πλειοψηφία των ερωτηθέντων δήλωσε ότι θα ενδιαφερόταν να συμμετάσχει σε ένα τέτοιο πρόγραμμα κατάρτισης, κυρίως ως εκπαιδευόμενοι.

Εκτός από την έρευνα, διεξήχθησαν συνολικά 51 ημι-δομημένες συνεντεύξεις (10 στην Ισλανδία, 9 στη Βουλγαρία, 10 στην Ελλάδα, 12 στην Ιρλανδία και 10 στην Ιταλία) με άτομα από τις επιλεγμένες εύθραυστες κοινότητες. Γενικά, τα αποτελέσματα των συνεντεύξεων επιβεβαίωσαν τα περισσότερα ευρήματα της έρευνας σχετικά με τα «προβλήματα της κοινότητας» και τις «αντιλαμβανόμενες ανάγκες ικανοτήτων». Κάποιες νέες ιδέες που προέκυψαν από τις συνεντεύξεις αφορούν επιπλέον δεξιότητες που αναγνωρίστηκαν ως σημαντικές για τις κοινότητες, όπως δεξιότητες επικοινωνίας και ακρόασης (Ισλανδία), την ανάγκη να «εμπνεύσουν» πιθανούς δικαιούχους ώστε να συμμετάσχουν στην επικείμενη εκπαίδευση του προγράμματος INTERFACE μέσω της διάδοσης πληροφοριών (Ελλάδα), την μείωση των παράνομων και εγκληματικών ενεργειών που πραγματοποιούνται σε μερικές από τις προβληματικές περιοχές στις κοινότητες (Ιταλία).

SINTESI – EXECUTIVE SUMMARY IN ITALIAN

Il partenariato del progetto INTERFACE riconosce che per ottenere un effetto sostanziale e duraturo per le comunità "fragili" nei paesi partner attraverso la creazione e la sperimentazione di metodi e strumenti di coaching, materiali formativi e la creazione di una rete di coach comunitari e di una piattaforma di apprendimento, bisogna avere una comprensione completa dei limiti delle competenze dei membri delle comunità fragili. Tale approccio assicura che il progetto risponda adeguatamente ai bisogni formativi delle comunità, i cui membri, nonostante il fatto che il loro "ambiente" si sia deteriorato e abbia raggiunto una situazione caratterizzata come "fragile", possiedono ancora il potenziale per usare in modo responsabile e autonomo l'innovazione, la creatività, il pensiero analitico, l'intraprendenza, la leadership e la resilienza (qui di seguito chiamate le competenze "INTERFACE") per "invertire la tendenza" e lavorare per il miglioramento delle loro comunità.

Quindi, rivelare le lacune di competenze dei membri delle comunità fragili nei paesi partner di INTERFACE ed esplorare le loro preferenze su come la prevista formazione dei coach comunitari potrebbe essere organizzata ed erogata nel modo più efficace sono stati i principali obiettivi di un sondaggio e di interviste approfondite condotte dai partner del progetto. Il presente rapporto presenta, discute e interpreta i risultati del sondaggio sui divari di competenze, e delle interviste semi-strutturate condotte nei paesi del consorzio.

Un totale di 18 comunità nei 5 paesi partner (di cui 5 in Islanda, 3 in Bulgaria, 3 in Grecia, 3 in Irlanda e 4 in Italia) sono state selezionate per la partecipazione al progetto INTERFACE. La distribuzione del questionario standardizzato e dei potenziali intervistati è stata avviata all'inizio di febbraio 2018, rivolgendosi ai membri fragili della comunità (cittadini, leader della comunità, aspiranti imprenditori, rappresentanti di imprese, imprese sociali, ecc.) e alle autorità locali dei paesi partner di INTERFACE. L'obiettivo era quello di ottenere informazioni sul bisogno di competenze e di formazione per la "soluzione dei problemi" all'interno delle comunità selezionate.

Il campione totale degli intervistati è composto da 210 intervistati (Islanda - 42, Bulgaria - 52, Grecia - 41, Irlanda - 47, Italia - 28), distribuiti in modo abbastanza uniforme tra le comunità fragili selezionate in ciascun paese partner.

Per quanto riguarda le caratteristiche personali degli intervistati, l'analisi delle risposte dei paesi partner rivela che:

➢ Circa il 53% degli intervistati erano uomini, con il più alto rapporto tra maschi e femmine osservato in Grecia (68% / 32%), il più basso in Irlanda (26% / 74%).

➢ I gruppi di età superiore: 40-49, 50-59 e 60+ anni erano predominanti tra gli intervistati nella maggior parte dei paesi INTERFACE, mentre anche alcuni degli altri gruppi di età erano significativamente rappresentati (30-39 gruppi di età in Grecia /34% del numero totale/; 30-39 /46%/ e 20-29 gruppi di età /29%/ in Italia).

➢ La maggior parte degli intervistati possiede un livello di istruzione inferiore al livello universitario – "secondario" o "istruzione e formazione professionale", con l'eccezione dell'Italia, dove il 61% degli intervistati è laureato.

➢ Per quanto riguarda l'appartenenza, i gruppi più rappresentati nel campione degli intervistati nei vari paesi sono: Islanda e Grecia - imprese; Bulgaria - membri della comunità; Irlanda e Italia - organizzazioni senza scopo di lucro (comprese le organizzazioni di volontariato e della società civile).

➢ La maggior parte degli intervistati vive e lavora nella rispettiva comunità da più di 20 anni (la maggior parte degli intervistati in Bulgaria: 77%, meno in Irlanda: 58%), con l'eccezione dell'Italia, dove il gruppo più numeroso (47%) comprende coloro che hanno vissuto e lavorato nella rispettiva comunità per meno di 5 anni.

Tra le varie categorie, menzionate nel questionario del sondaggio, "infrastrutture", "settore imprenditoriale e occupazione" e "risorse umane" sono state generalmente considerate problematiche in tutti i paesi di INTERFACE. La maggior parte dei partecipanti al sondaggio ha indicato di essere già stata coinvolta in una o più attività, affrontando le aree problematiche di cui sopra. In generale, l'iniziativa per queste attività proveniva dalla comunità, i cui attori principali erano "amministrazione locale", "imprese", "organizzazioni di volontariato/società civile" e, nel caso della Bulgaria e della Grecia, gli stessi intervistati. I partecipanti all'indagine sono stati generalmente soddisfatti del loro coinvolgimento nelle attività di cui sopra, sostenendo che ciò è dovuto al livello di competenze proprie e/o delle persone con cui hanno lavorato. I partecipanti all'indagine in tutti i paesi erano prevalentemente dell'opinione che i risultati delle iniziative a cui hanno partecipato sarebbero stati migliori se il livello di "iniziativa propria" e di "iniziativa di coloro con cui hanno lavorato/vissuto" fosse stato più elevato, e soprattutto se il livello di iniziativa "all'interno dell'intera comunità" fosse stato più elevato.

I dati emersi dal sondaggio in merito all'utilizzo, all'importanza e all'adeguatezza stimata delle competenze INTERFACE sono stati utilizzati per calcolare i valori degli indicatori di utilizzo / significatività / adeguatezza (SUSA) di tali competenze. Gli indicatori SUSA sono stati stimati come medie ponderate delle indicazioni di "voto" fornite dai partecipanti al sondaggio (su una scala da 1 a 5), ponderate dalle relative frequenze di tali indicazioni su ciascuna delle competenze INTERFACE, trovate nelle risposte alle rispettive domande del questionario del sondaggio. I valori degli indicatori SUSA per l'intero campione di indagine indicano che "leadership", "intraprendenza" e "resilienza" sono le competenze più frequentemente applicate dagli intervistati e da coloro con cui hanno lavorato/vissuto. Le stesse competenze, insieme a

"creatività" sono state considerate dai partecipanti al sondaggio come le più importanti per la comunità, mentre l'importanza delle restanti due competenze è stata considerata piuttosto elevata. L'adeguatezza di tutte le competenze di INTERFACE è stata indicata come insufficiente e decisamente inferiore (in termini di valori degli indicatori SUSA) alla loro importanza. Questo è indicativo delle lacune di competenze esistenti, che sono state più evidenti per "innovazione", "pensiero analitico" e "leadership".

Per quanto riguarda l'interesse espresso e le modalità di erogazione della formazione preferite, gli intervistati sono generalmente dell'opinione che un programma di formazione, mettendo insieme le suddette competenze, andrebbe a vantaggio delle loro comunità, mentre in tutti i paesi di INTERFACE, "sessioni di formazione faccia a faccia", "apprendimento misto" (ad eccezione dell'Italia) e "condivisione di esperienze" sono stati preferiti dagli intervistati come modalità di erogazione di un tale programma di formazione. La maggior parte degli intervistati ha indicato che sarebbero interessati a partecipare a un programma di formazione di questo tipo, soprattutto come partecipanti.

Oltre all'indagine, sono state condotte 51 interviste semi-strutturate (di cui 10 in Islanda, 9 in Bulgaria, 10 in Grecia, 12 in Irlanda e 10 in Italia) con individui delle comunità fragili selezionate. In generale, i risultati delle interviste hanno confermato la maggior parte dei risultati dell'indagine relativi ai "problemi comunitari" e ai "bisogni di competenze percepiti". Ci sono state alcune nuove intuizioni che le interviste hanno fornito al partenariato, relative a: varie abilità aggiuntive identificate come importanti per le comunità, come le capacità di comunicazione e di ascolto (Islanda); la necessità di "ispirare" i potenziali beneficiari a partecipare alla prossima formazione INTERFACE attraverso la diffusione di informazioni (Grecia); attività illegali e criminali come alcune delle aree problematiche nelle comunità (Italia).

INTRODUCTION

A total of **18 communities** in the 5 partner countries (incl. 5 in Iceland, 3 in Bulgaria, 3 in Greece, 3 in Ireland and 4 in Italy) were selected for participation in the INTERFACE project. The INTERFACE **Competence Gaps Survey** was conducted among **210 respondents** (Iceland – 42, Bulgaria – 52, Greece – 41, Ireland – 47, Italy – 28) to explore the need for "problem-solving" competences and training within their communities. The respondents were distributed quite evenly among the selected fragile communities in each partner country. Circulation of the standardised Survey Questionnaire was initiated in early February 2018, addressing fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and local authorities in INTERFACE partner countries.

In-depth semi-structure interviews were conducted with a total of 51 (fifty-one) community members (incl. 10 in Iceland, 9 in Bulgaria, 10 in Greece, 12 in Ireland and 10 in Italy), who were previously contacted to explore their willingness to participate in the process. The interview questionnaire was well-accepted by the interviewees, who quite openly expressed their opinions on the questions asked. In general, the interviews' results confirmed most of the survey findings related to 'community problems' and 'perceived competence needs', whereas overall, they expressed genuine interest in the project and its goals and declared their willingness to participate in the upcoming stages of project implementation.

The Fragile Communities' Competence Gap Analysis **Synthesis Report's structure** is based on the two-fold approach, adopted by the INTERFACE partnership for exploring the competence gaps in the fragile communities, selected for participation in project activities. Thus, the report contains three Chapters, the first two of which present the results of the conducted Competence Gaps Survey and In-depth Interviews. Each Chapter contains three Sections, reflecting the respective sections in the Survey and In-depth Interviews questionnaires and presenting / discussing / interpreting the main findings therefrom. Each Section starts with a short half-page overview of key findings (in a box), formulated as bullet points. The presentation of findings in Chapter 1 is supported by tables / diagrams / charts with references to sources (survey data), found in Annex A to the Synthesis Report**.** The presentation of findings in Chapter 2 is mostly narrative, based on the In-depth Interviews' responses. Finally, Chapter 3 presents and discusses the implications, which the INTERFACE gap analysis survey indicators (found in Annex B), calculated for each of the explored skills, namely 'innovation', 'creativity', 'analytical thinking', 'resourcefulness', 'leadership' and 'resilience' (hereinunder called 'INTERFACE' skills) have for the community coaches' curriculum to be developed in the subsequent project stages.

CHAPTER 1. FRAGILE COMMUNITIES' COMPETENCE GAPS SURVEY IN THE INTERFACE PARTNER COUNTRIES – MAIN FINDINGS

1.1. SURVEY PARTICIPANTS' PERSONAL CHARACTERISTICS AND BACKGROUND INFORMATION

Key findings of Section 1.1:

➢ A total of 18 communities in the 5 INTERFACE partner countries (incl. 5 in Iceland, 3 in Bulgaria, 3 in Greece, 3 in Ireland and 4 in Italy) were selected for participation in project activities.

➢ The total survey respondents' sample processed consists of 210 respondents (Iceland – 42, Bulgaria – 52, Greece – 41, Ireland – 47, Italy – 28), distributed quite evenly among the selected fragile communities in each partner country.

➢ Approximately 53% of the survey respondents were men, with highest male-to-female ratio observed in Greece (68% / 32%), lowest in Ireland (26% / 74%).

➢ The upper age groups: 40-49, 50-59 and 60+ years were predominant among the respondents in most INTERFACE countries, while some of the other age groups were also significantly represented (30-39 age range in Greece /34% of the total number/; 30-39 /46%/ and 20-29 age groups /29%/ in Italy).

➢ The majority of respondents possessed education below university level – either "secondary" or "vocational education and training", with the exception of Italy, where 61% of the respondents had university degree.

➢ Regarding affiliation, varying groups were most significantly represented in the survey respondents' sample in different countries: Iceland and Greece – business organisations; Bulgaria – community members; Ireland and Italy – non-profit (incl. voluntary and civil society) organisations.

➢ Most of the respondents have been living/working in the respective community for more than 20 years (most in Bulgaria: 77%, least in Ireland: 58%), with the exception of Italy, where the largest group of respondents (47%) included those, who have lived/worked in the respective community for less than 5 years.

A total of 18 communities in the 5 partner countries (incl. 5 in *Iceland*, 3 in *Bulgaria*, 3 in *Greece*, 3 in *Ireland* and 4 in *Italy*) were selected for participation in the INTERFACE project. Circulation of the standardised Survey Questionnaire and approaching potential interviewees was initiated in early February 2018, addressing fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and

local authorities in INTERFACE partner countries. The purpose was to obtain information regarding the need for "problem-solving" competences and training within the selected communities.

The total survey respondents' sample processed consists of 210 respondents (*Iceland* – 42, *Bulgaria* – 52, *Greece* – 41, *Ireland* – 47, *Italy* – 28), distributed quite evenly among the selected fragile communities in each partner country. Regarding survey respondents' personal characteristics, the analysis of the partner countries' survey responses reveals a number of findings, presented below.

With respect to **gender**, approximately 53% of the total population of survey respondents were men (see Figure 1 below). In *Iceland*, male respondents were 64% and female 36%, in *Bulgaria* men slightly prevailing with 52% over women, who were 48% of the respondents. In *Greece*, respondents were mostly male (slightly above 68%), while on the other extreme was *Ireland*, where a large majority of respondents, 74%, were female. In *Italy* 61% of the responses were from male community members.

Figure 1. INTERFACE survey participants by gender
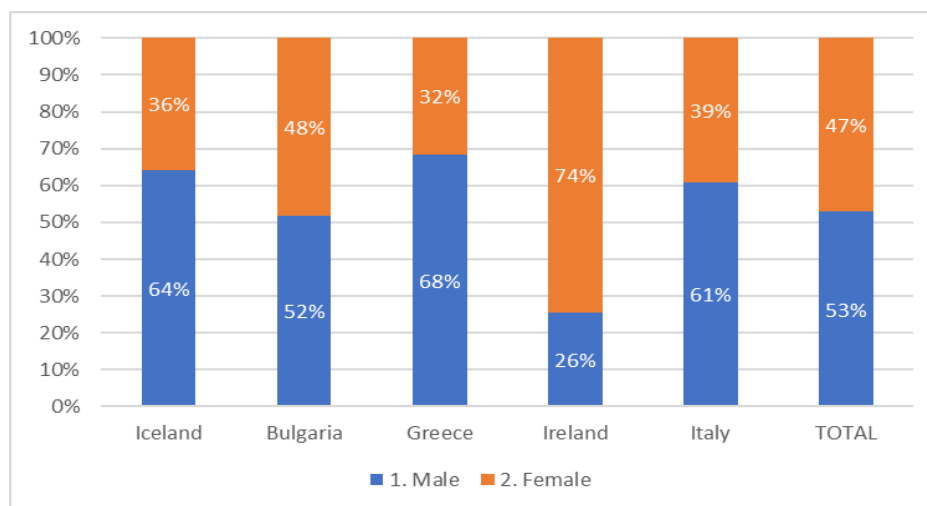
Source: Annex A, Table A.1

Regarding **age**, the upper age groups: 40-49, 50-59 and 60+ years were predominant among the respondents in most INTERFACE countries, while some of the other age groups were also significantly represented in *Greece* and *Italy* (20-29 and 30-39 age ranges). Thus, in *Iceland*, around 60% of responses came from individuals of 50 years of age or older, similarly to *Bulgaria*, where the largest group constituted those between 50 and 59 years (33%), reflecting the ageing

structure of the population in the surveyed fragile communities. In *Greece*, the largest group of respondents was that of 30-39 years of age (34%), followed by the age range 50-59 (27%). In *Ireland*, approximately 50% of the respondents were aged between 40-59 years, with the other half made up of survey participants aged 20-39 years and 60+ years, while in *Italy* most respondents were to be found in the age range between 30-39 years, and the next biggest group was between 20 and 29 years, but there were also some responses from people above that age range.

Figure 2. Survey participants by age
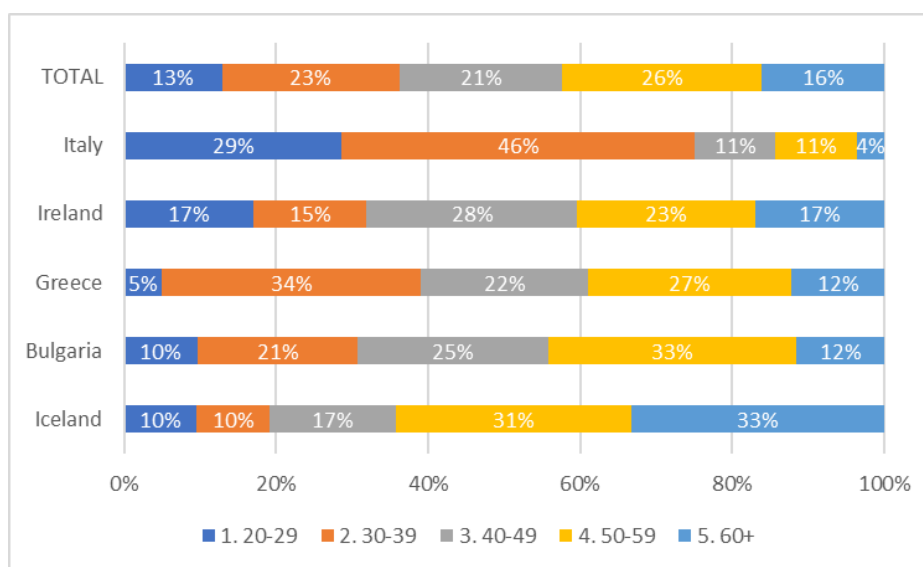
Source: Annex A, Table A.2

In terms of **educational background**, the majority of respondents possessed education below university level – either "secondary" or "vocational education and training", with the exception of *Italy*, where the predominant part of the respondents had university degree. In *Iceland*, the majority of participants (66%) had finished secondary, upper secondary or vocational education and training. In *Bulgaria*, the average educational level of survey participants was relatively low, dominated by secondary education with nearly 52% of the respondents, followed by vocational education and training (33%) and higher education (15%). In *Greece*, 68% of the respondents were below University level, while in *Ireland*, 43% of respondents were educated to either University or Post-Graduate level. In *Italy*, 90% of respondents have reached the educational level of secondary school or University diploma, of these 61% have finished university studies.

Figure 3. Education level of survey participants
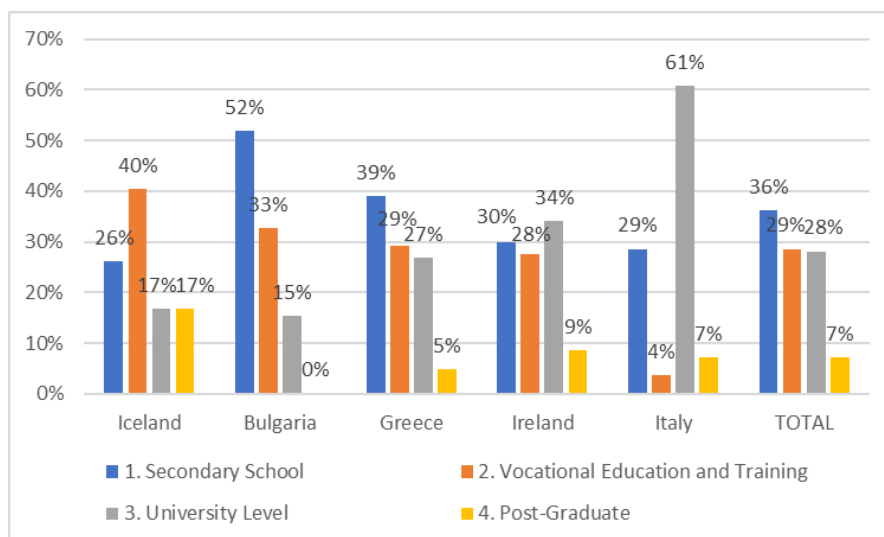
Source: Annex A, Table A.3

Regarding **affiliation**, varying groups were most significantly represented in the survey respondents' sample in different countries. In *Iceland* and *Greece* – business organisations, in *Bulgaria* – community members, while in *Ireland* and *Italy* – non-profit (incl. voluntary and civil society) organisations were the most common affiliation of survey participants (see Table 1 below).

Table 1. Affiliation of survey participants

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. Local administration	19%	13%	7%	7%	0%	10%
2. Business organisation	45%	31%	56%	9%	19%	32%
3. Business support organisation	0%	0%	0%	2%	0%	0%
4. Regional development organisation	0%	4%	0%	0%	10%	2%
5. Training organisation	0%	0%	0%	0%	3%	0%
6. Social enterprise	0%	4%	0%	5%	6%	3%
7. Voluntary organisation	2%	2%	2%	50%	19%	15%
8. Civil society organisation	7%	0%	2%	0%	32%	7%
9. Individual community member	26%	46%	32%	27%	10%	30%

Source: Annex A, Table A.4

With respect to **background**, the most significant group of respondents in all INTERFACE partner countries, with the exception of Italy, was that of 'citizens of the community' (ranging from 81% in *Iceland* to 51% in *Greece*), which is indicative of a strong feeling of community belonging among

survey participants. This can be explained by the fact that most of the respondents in 4 of the 5 INTERFACE partner countries have been living/working in their community for more than 20 years (most in *Bulgaria*: 77%, least in *Ireland*: 58%), while in *Italy*, the largest group of respondents (47%) included those, who have lived/worked in the respective community for less than 5 years (see Figure 4 below).

Figure 4. Background and years within the community
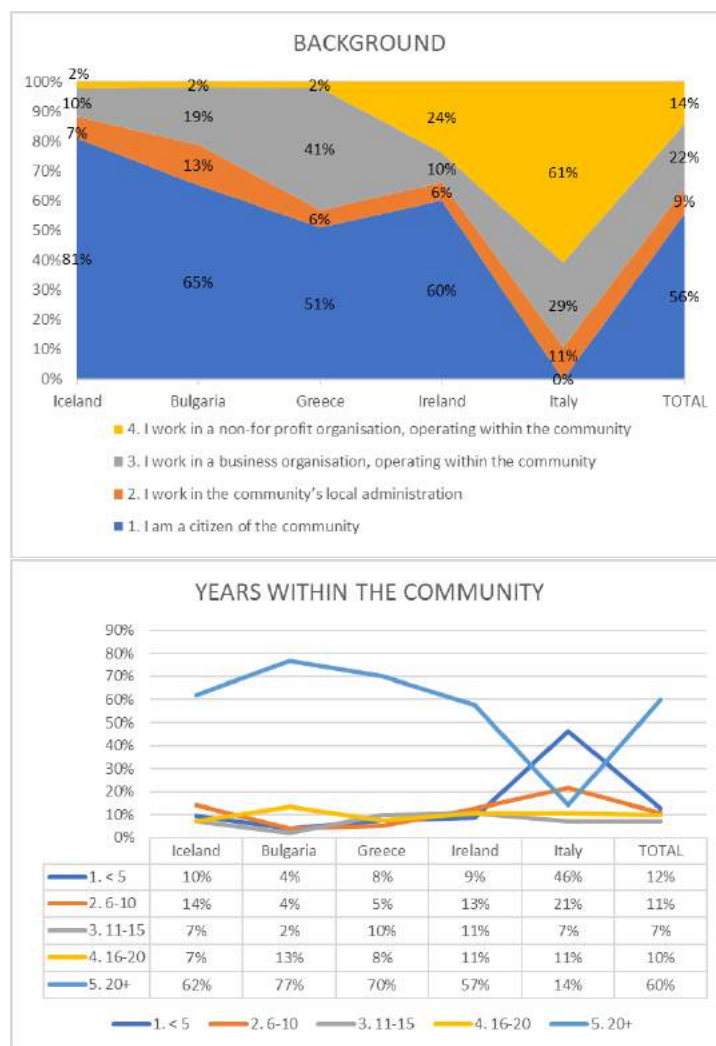
Source: Annex A, Tables A.5, A.6

1.2. COMMUNITY PROBLEMS AND PERCEIVED COMPETENCE NEEDS

> ***Key findings of Section 1.2:***
> - ➢ 'Infrastructure facilities', 'business sector and jobs' and 'human resources' were generally considered problematic in all INTERFACE countries.
> - ➢ Most survey participants indicated that they had already been involved in one or more activities, addressing the problematic areas above.
> - ➢ The activities addressed mostly the areas, earlier identified as problematic in the surveyed fragile communities.
> - ➢ Predominantly, the initiative for these activities, came from within the community, the main actors being 'local administration', 'business organisations', 'voluntary/civil society organisations', and in the case of Bulgaria and Greece – the respondents themselves.
> - ➢ Survey participants were generally satisfied with their involvement in the activities above, claiming this was due to level of own competences and/or competences of people they worked with.
> - ➢ Respondents in all countries were predominantly of the opinion, that the results of the initiatives, they have participated in, would have been better if the level of their 'own initiative' and the 'initiative of those they worked/lived with' were higher, and especially if the level of initiative 'within the entire community' were higher.
> - ➢ A substantial share of survey participants were neither aware nor previously involved in any training initiative in their community, addressing the skills 'innovation', 'creativity', 'analytical thinking', 'resourcefulness', 'leadership' or 'resilience'.

Among the various categories, mentioned in the Survey Questionnaire, 'infrastructure facilities', 'business sector and jobs' and 'human resources' were generally considered as **problematic areas** in all INTERFACE countries (see Figure 5 below).

It is interesting to note, that the total number of responses for the entire sample on this survey question was 743, meaning that each survey participant identified on average 3.5 problematic areas in his/her community. Other areas, except the ones mentioned above, considered as problematic in the different partner countries were, as follows: *Iceland* – natural resources and access to financial support for public and private projects; *Bulgaria* – regional and local development policy and access to financial support for public and private projects; *Greece* – regional and local development policy and access to financial support for public and private projects, external factors; *Ireland* – access to financial support for public and private projects; *Italy* – regional and local development policy.

Figure 5. Perceived problematic areas in the surveyed fragile communities
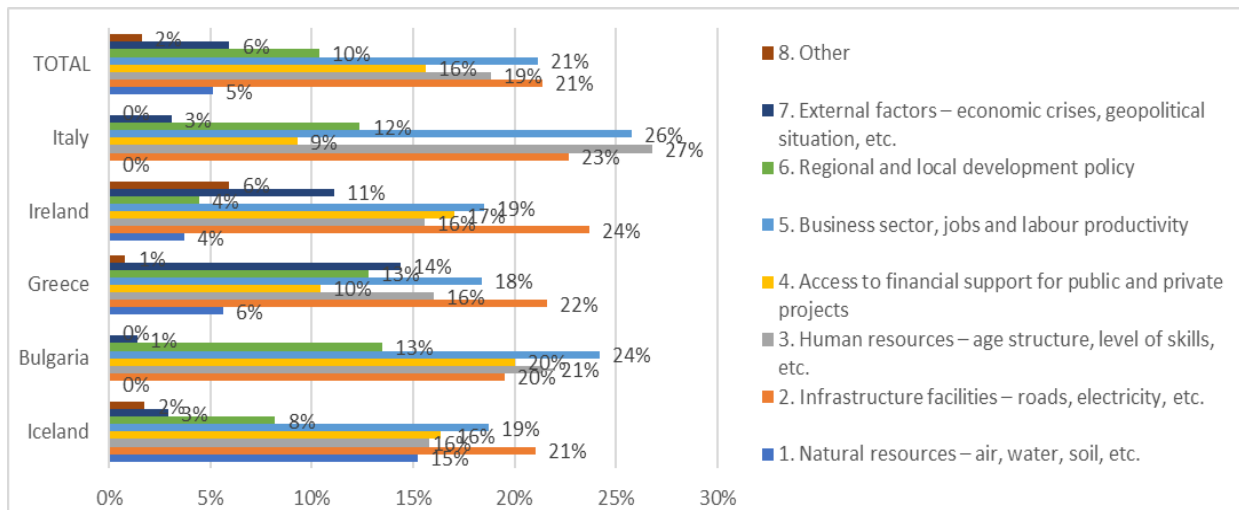
Source: Annex A, Table A.7

Most survey participants indicated that they had already been **involved in one or more activities, addressing the problematic areas above**. In *Iceland*, *Bulgaria* and *Greece*, the majority of survey participants were involved in activities addressing their own situation within the community (private needs), while in *Ireland* and *Italy*, the trend was the opposite – the predominant part of respondents had been previously involved in activities primarily addressing needs of a specific community group/entire community (public needs).

In *Iceland*, most of the respondents had already been previously involved in activities meant to address a community problem. Most of survey participants that had been involved in any activity, had been involved in more than one. Least of the respondents had taken part in the identification of funding opportunities.

In the case of *Bulgaria*, most respondents had taken part in the implementation of projects of various sorts (targeted at both public and private needs), application for grant funding (aimed at satisfying private needs) and putting entrepreneurial ideas to projects (again addressing private needs).

For *Greece*, the majority of survey respondents indicated that, in one way or another, they had been already involved in some activities primarily addressing their own situation, but much less the needs of the entire community (or those of a specific community group). The former were associated with various stages of setting up a small firm (from formation of entrepreneurial ideas, applying for funding, to project implementation and management).

In *Ireland*, only one-quarter of respondents had previously been involved in activities primarily addressing their own situation within the community, the majority of these having been involved in the setting up of social enterprises, micro or small firms. The predominant part (80%) of the respondents had previously been involved in activities primarily addressing needs of a specific community group/entire community, applications for grant funding being the activity-type which respondents had been involved in the most.

In *Italy*, more than 70% of the surveyed persons had been previously involved in various types of activities in the community (setting up social enterprises, micro or small firms, identification of funding opportunities, application for grant funding, etc.) that addressed "public needs", while only 29% of respondents had participated in activities primarily addressing their own situation (all indicated "setting up of social enterprises, micro or small firms").

Figure 6. Involvement in activities within the community, addressing private and public needs
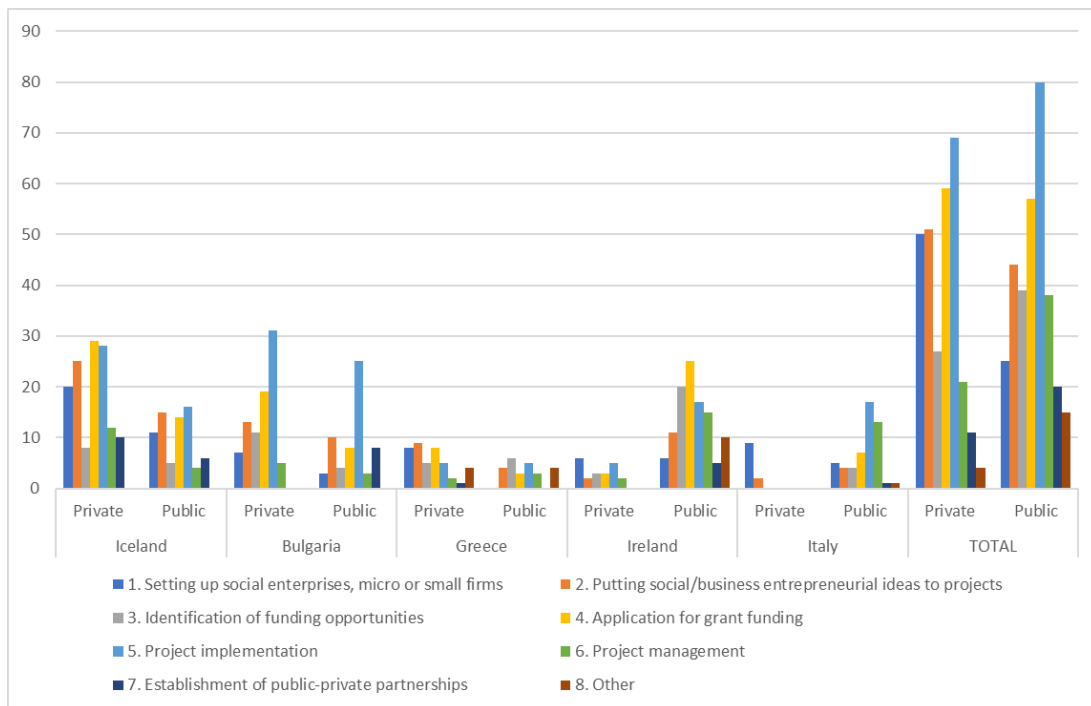
Source: Annex A, Tables A.8, A.9

The **above activities addressed** mostly the areas, earlier identified as problematic in the surveyed fragile communities. Thus, in *Iceland*, the activities were mostly aimed at addressing the business sector, jobs and labour productivity. Overall, activities address fields that are more manageable

by members of the community and can somewhat be addressed by hands-on community members (jobs, infrastructure, human resources) than other fields that are usually managed centrally (development policy, external factors).

Asked to identify the problematic areas, addressed by activities they have been involved in, survey respondents in *Bulgaria* indicated business sector and jobs, human resources and access to financial support for projects. This comes to show that the identified problematic areas, related to fragile community development, are actually being addressed by various actions, but the important question is whether these initiatives are sufficient and bring the desired results.

In *Greece*, the "problem areas" addressed by such activities were, as expected, also consistent with the problems identified earlier, i.e. most of the activities had to do either with access to sources of funding or were activities associated with jobs and labour productivity in the communities' business sector.

In *Ireland*, the areas covered by the activities in decreasing order of being addressed, according to level of responses, were access to financial support for public and private projects, human resources and regional and local development policy.

Finally, in *Italy*, the areas addressed by the activities, in which the respondents were involved, were (in decreasing order) human resources, business sectors, jobs and labour productivity, and infrastructure facilities.

Predominantly, the **initiative for the above activities**, came from within the community, the main actors being 'local administration', 'business organisations', 'voluntary / civil society organisations', and in the case of Bulgaria and Greece – the respondents themselves.

The main actors, both from within the community and from outside, who initiated the above-mentioned activities in *Iceland* vary but no training organisation nor social enterprises were involved. Within internal actors it was mostly local administration, civil society organisations and the citizen oneself that initiated the activity and within external actors it was mostly the citizen oneself, regional development organisations and national government that initiated the activity.

In *Bulgaria*, the majority of survey participants identified that these activities were undertaken by internal actors (mostly business organisations and respondents themselves and to a lesser extent local administration), while the identified external actors were business organisations followed by regional development organisations.

In the case of *Greece*, the main actors that initiated the above activities were mainly "internal ones" (from "within the community") and among them the majority were the interested survey participants themselves, with the local administration in the second place and some business organisation in the third. The role of "external actors" was much more limited (such actors were mentioned with less than half frequency compared to "internal" ones), with only regional

development organisations or the regional/national government being mentioned most frequently.

In *Ireland*, an overwhelming majority, 85%, of respondents said that the main actor from within (internal) the community that initiated activities was a voluntary organisation. The respondent him/herself was the next actor deemed mostly responsible for initiating activities. Local administration and social enterprise were each identified by circa 30% of respondents as being responsible. A voluntary organisation was again the main actor from outside the community (external) that initiated activities, though not as large a majority as internally. The respondent him/herself; regional/local government; and regional development organisation was the next external actors seen as mostly responsible for initiating activities.

In all of the activities in *Italy*, internal actors were involved according to respondents, and more than 70% of these activities were initiated by a voluntary organisation or a civil society organisation, whereas the majority of respondents were themselves actively engaged in initiating the actions. Other internal actors, but with significantly less importance, were: local administration; business organisation; social enterprise; regional development organisation. External actors involved in initiating the above-mentioned activities were: voluntary and civil society organisation (most answers received); social enterprise; regional development organisation.

Survey participants were **generally satisfied with their involvement** in the activities above. Regarding the variations in the degree of satisfaction in the different INTERFACE countries, a substantial part of respondents in *Iceland* were neutral about their satisfaction with the results achieved, while in the remaining partner countries the 'very satisfied' response was quite common. In *Ireland* and *Italy*, no respondent reported that he/she was either dissatisfied or very dissatisfied with the results achieved through their involvement in activities in their communities.

Overall, survey respondents claimed that the major factors affecting the degree of satisfaction with their involvement in activities addressing problematic areas in their communities were related to the level of **own competences** and/or **competences of people they worked with**. In *Iceland*, the latter response prevailed over the former, while 'support on part of local administration' was also among the key satisfaction underlying factors. Similar was the situation in *Bulgaria*, *Ireland* and Italy, where however the 'level of my own competences' prevailed.

Survey participants in all countries, were predominantly of the opinion, that the **results of the initiatives, they have participated in, would have been better** if the level of their 'own initiative' and the 'initiative of those they worked/lived with' were higher, and especially if the level of initiative 'within the entire community' were higher. Figure 7 below shows, that in *Greece* and *Bulgaria*, survey participants were absolutely unanimous that the initiative at individual and community level alike was a key factor for the success of activities, addressing community

problems. In the other three partner countries, the level of community initiative was seen as more important, whereas there was also some scepticism (most pronounced in *Iceland*), whether self-initiative could play a decisive role in solving community problems.

Figure 7. Importance of self-initiative for solving community problems
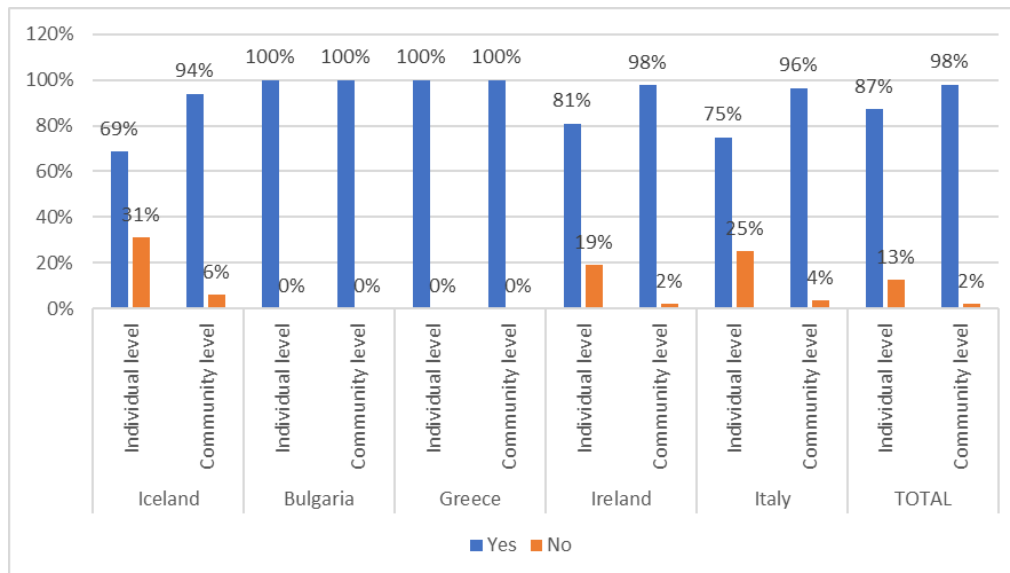
Source: Annex A, Tables A.10, A.11

Regarding respondents' **awareness and previous participation in training initiatives on the INTERFACE skills**, the results on the reported utilisation, considered importance and estimated adequacy of which are presented in Chapter 3 below, the predominant type of response for the entire INTERFACE survey sample was 'none'. In other words, a substantial share of survey participants were neither aware nor previously involved in any training initiative in their community, addressing the skills innovation, creativity, analytical thinking, resourcefulness, leadership or resilience. In *Iceland*, most of the respondents hadn't been aware of any training initiatives implemented within the community nor had they participated in such initiatives. In *Bulgaria* and in *Greece*, although similar, the situation was much more extreme in terms of the prevalence of negative responses. In *Ireland* (regarding awareness) and *Italy* (regarding both awareness and participation), those who indicated a negative ('none') response were not biggest group (see Figure 8 below).

Figure 8. Awareness and participation in training initiatives, addressing INTERFACE skills
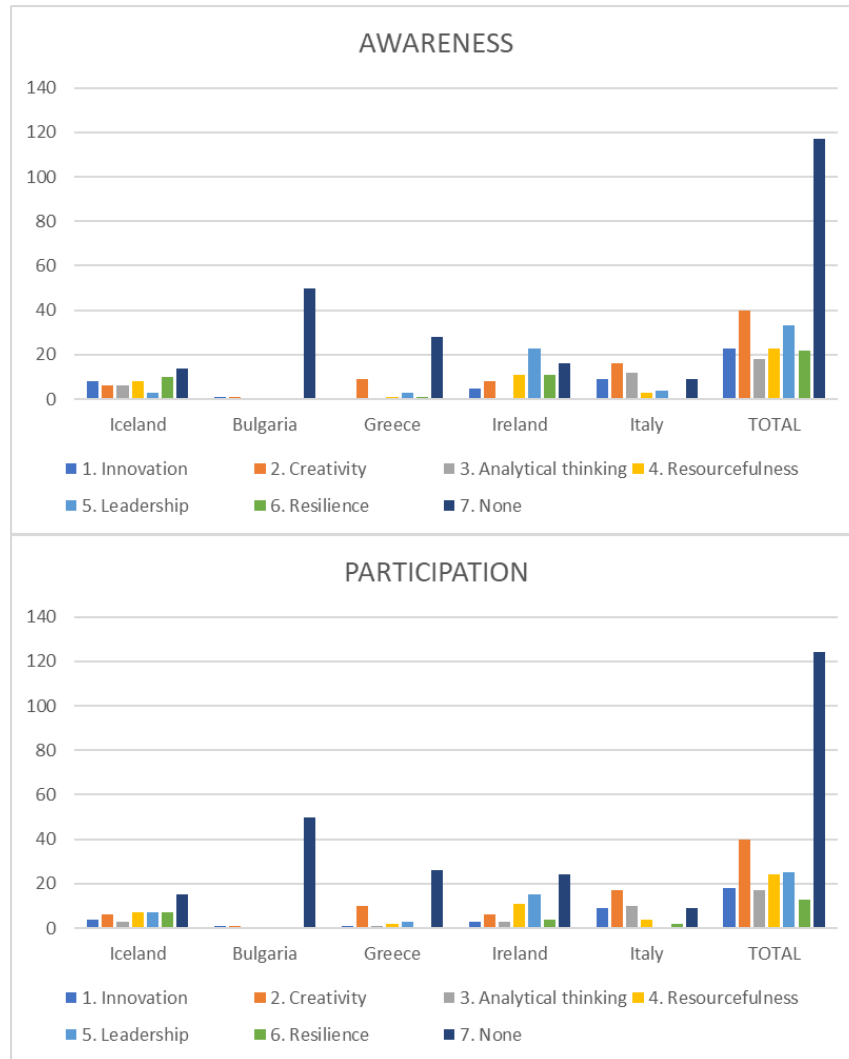
Source: Annex A, Tables A.12, A.13

1.3. CAPACITY-BUILDING FOR SELF-INITIATIVE WITHIN FRAGILE COMMUNITIES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

> ***Key findings of Section 1.3:***
> ➢ Respondents were generally of the opinion that a training programme, packaging the above skills would benefit their communities.
> ➢ In all INTERFACE countries, 'face-to-face training sessions', 'blended learning' (with the exception of Italy) and 'experience sharing' were most preferred by respondents as ways of delivering such a training programme.
> ➢ The majority of respondents indicated that they would be interested in taking part in the upcoming INTERFACE training course, mostly as trainees.

The vast majority of survey participants were of the opinion that a training programme, packaging the INTERFACE skills would benefit their communities (see Figure 9 below). Thus, in *Iceland*, a clear majority, 97%, of respondents believed that if all the above-mentioned skills were packaged into one training programme it would benefit the community. In *Bulgaria* and *Greece* alike this percentage was 100, while in *Ireland* and *Italy*, those who were not convinced in the benefits of a training course on innovation, creativity, analytical thinking, resourcefulness, leadership and resilience, were respectively only 7% and 11% of the survey sample.

Figure 9. Perceived benefits of a prospective INTERFACE training programme
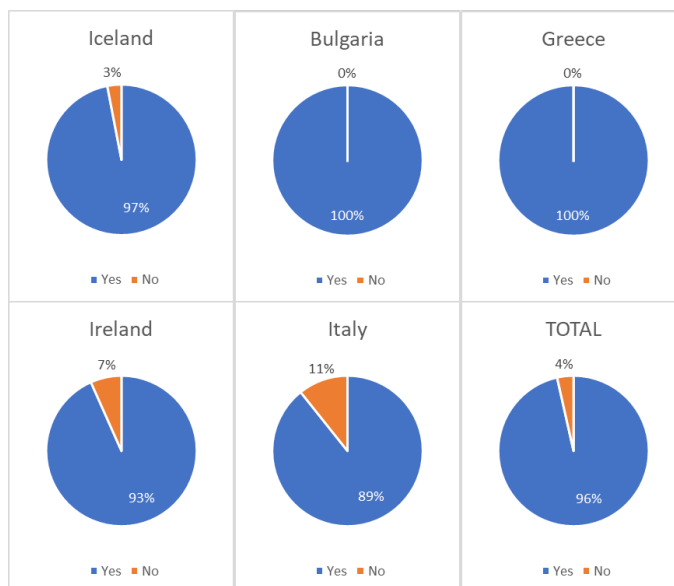
Source: Annex A, Table A.14

In all INTERFACE countries, 'face-to-face training sessions', 'blended learning' (with the exception of Italy) and 'experience sharing' were most preferred by respondents as ways of delivering a prospective training programme on the INTERFACE skills. There were some preferences' variations among partner countries however, as in *Bulgaria*, distant / online learning was also among the top choices of survey participants, while in *Italy* blended learning was not regarded as an attractive training delivery option.

The majority of the total sample of respondents indicated that they would be interested in taking part in the upcoming INTERFACE training course, mostly as trainees. Here again, some differences could be observed in the responses coming from different partner countries, as in *Iceland* and *Greece*, although a training programme on the INTERFACE skills was earlier considered as beneficial for the entire community, less than half of the respondents indicated that they would be interested to take part in such a programme. In the other three partner countries, that share was above 50%, with the highest percentage in potential participants in the upcoming INTERFACE training course observed in *Bulgaria* – 86%.

CHAPTER 2. FRAGILE COMMUNITIES' COMPETENCE GAPS IN-DEPTH INTERVIEWS IN THE INTERFACE PARTNER COUNTRIES – MAIN FINDINGS

2.1. INTERVIEWEES' PERSONAL CHARACTERISTICS AND BACKGROUND INFORMATION

Key findings of Section 2.1:

➢ The INTERFACE partnership conducted a total of 51 semi-structured interviews (incl. 10 in *Iceland*, 9 in *Bulgaria*, 10 in *Greece*, 12 in *Ireland* and 10 in *Italy*) with individuals in the selected fragile communities.

➢ In all partner countries, there was at least one representative interviewed from each fragile community, selected to participate in project activities.

➢ Regarding gender, a relatively balanced male-to-female ratio was achieved in *Iceland* and *Bulgaria*, while in *Greece* and *Ireland* men and women respectively prevailed.

➢ In terms of age, there were considerable variations among INTERFACE countries: all interviewees were in the age span 30-59 years in *Iceland*, most of the interviewees were between 40 and 59 years of age in *Bulgaria* and *Ireland*, two age groups (30-39 and 60+) prevailed in *Greece*.

➢ The education level of interviewees in all partner countries was rather high, especially in *Iceland*, *Greece* and *Ireland* where most of them had university degree.

➢ On average, the most common group of interviewees across the different countries, was that of "citizen of the community", with the exception of *Ireland*, where the largest grouping under interviewee affiliation was "working in a non-profit organisation operating within the community".

➢ The number of years spent in the communities was largest in *Bulgaria* and in *Ireland*, where almost all interviewees had lived/worked in their communities for more than 20 years.

➢ Overall, interviewees in the INTERFACE partner countries identified various roles, that they performed in the community for quite some time, which had (in *Ireland* and *Italy*) or had not (in *Iceland* and *Bulgaria*) changed much in recent years.

The INTERFACE partnership conducted a total of 51 semi-structured interviews (incl. 10 in *Iceland*, 9 in *Bulgaria*, 10 in *Greece*, 12 in *Ireland* and 10 in *Italy*) with individuals in the selected fragile communities. In all partner countries, there was at least one representative interviewed from each fragile community, selected to participate in project activities.

In *Iceland*, a total of 6 female and 4 males were interviewed. Age distribution varied among 3 age groups between 30 and 59 years, while no interviewee was younger than 30 years old or older than 60 years old, 5 interviewees (or 50%) belonged to 40-49 age group. All interviewees had finished either bachelor´s or master´s university degree. Interviewees' affiliation was distributed rather evenly (20% for each of the local administration, non-profit organisations and business categories) with the exception of the largest group (40%), composed of individual community members. Representatives of non-profit organisations, had either just moved to the community, had not yet moved or were not living within the fragile community they worked for; only one had lived there for 6-10 years. Interviewees representing themselves as community members had lived or worked in the community for 6-10 years, 11-15 or 20+ years. Those that had lived or worked in the community the longest (for over 20 years) were the 2 representatives from local business.

Regarding the personal characteristics of interviewees from fragile communities in *Bulgaria*, quite a balanced male-to-female ratio was achieved with 56% men and 44% women. As with the Gap Analysis Survey, the predominant part of the interviewees was in the age span 40-59 years (67%). The prevailing educational degree among participants in the interviews was either general or vocational secondary education (67%), whereas the rest of the interviewees had university (22%) or postgraduate (11%) degree. The participants in the interviews self-identified themselves as citizens of the community (67%) or representatives of business organisations operating within the community (33%). All of them had been living / working within the community for more than 20 years.

Most of the participants in the INTERFACE interviews in *Greece*, were male (8, vs 2 female). In terms of age, the highest number was either 30-39 years old, or in the "above 60" age group. It is noted here that this sample's age structure was similar to that observed for the much larger survey sample. Most of the persons interviewed were of rather high educational level, with more than half being University Graduates (mostly in Business Administration and Engineering). Most interviewees indicated that their main affiliation with the community was that of being its "citizen". Of those who choose to also refer to other types of affiliation, this was mostly through Local Authorities. Two interviews were conducted with local business owners. Almost all of the interviewees were citizens of the specific community, either recent ones (lived/worked in the community for less than 5 years) or much older (more than 20 years).

Of the twelve persons interviewed in *Ireland*, nine were female and two were male. Age distribution was predominantly (75%) in the 40-49 and 50-59 age groups. There was person interviewed from each of the other three age groups. All of interviewees, except one, had completed education levels above secondary school level. The vast majority (91%) had university or post graduate level qualifications. The largest grouping (66%) under interviewee affiliation was "working in a non-profit organisation operating within the community". The next largest grouping

was individual community citizens. One interviewee worked "in a business organisation operating within the community". Nine of the twelve interviewees had lived or worked in their community for greater than 20 years. One interviewee had been in their community for less than 5 years.

Interviewees in *Italy* were of different age, starting from the age range of 20-29 years up to the range of 40-49 years and over 60 years. All interviewees had at least Secondary School education and experience working in the community: as member/director/founder of a civil society/volunteer organisation, or as professionals working in a business organisation inside the community, or as a school teacher.

Overall, interviewees in the INTERFACE partner countries identified various roles, that they performed in the community for quite some time, which had (in *Ireland* and *Italy*) or had not (in *Iceland* and *Bulgaria*) changed much in recent years. In performing these roles, respondents cooperated with various actors from within and outside community – both community members and organisations, such as personal friends/acquaintances, municipal administration, voluntary/community and public service organisations, business partnering organisations, local/regional development centres, etc. Regarding the most important part of their background, interviewees made reference mostly to their work/community experience, incl. to the skills acquired throughout their career (such as, for example, communication skills) and on rarer occasions – to their vocational/higher education.

2.2. COMMUNITY PROBLEMS AND PERCEIVED COMPETENCE NEEDS

> ***Key findings of Section 2.2:***
> ➢ Generally, the interviews' results confirmed most of the Gap Analysis Survey findings related to 'community problems' and 'perceived competence needs'.
> ➢ There were still some new insights, that the interviews offered to the partnership, related to various additional competences, identified as important for the communities, besides the INTERFACE skills, and some community-specific problematic areas.
> ➢ The ways the community problems are being tackled varied across the different partner countries and were mostly related to battling population ageing by attracting young people to the fragile communities, initiating and implementing EU-funded projects, establishment of local assemblies to address community problems through discussion and cooperation, etc.
> ➢ Numerous successful initiatives addressing community problems were identified by interviewees in fragile communities, among the main reasons for their success being strong leadership and effective management, initiation of new activities, good involvement/ participation by community members, etc.
> ➢ Overall, all INTERFACE skills were considered to have made a difference with regards to the success of the initiatives, which had failed in the past.
> ➢ The general opinion of interview respondents in fragile communities surveyed, was that boosting all INTERFACE skills would empower community members and local administration to be pro-active and hence contribute to the frequency and success of positive community initiatives.
> ➢ Regarding the adequacy of these skills, the responses varied from 'very adequate' or 'very strong' (in *Iceland* and *Ireland*), to 'very low'/'insufficient' (in *Bulgaria* and *Greece*).

Generally, the responses received by INTERFACE partners to the interviews conducted in the fragile communities confirmed most of the survey findings related to 'community problems' and 'perceived competence needs'. Still, interviewees identified some additional problematic areas, apart from those, mentioned in the Gap Analysis Survey Questionnaire, namely: need for the development of specific sectors, e.g. tourism, agriculture and food processing industry (*Iceland*), outward migration as a factor for population ageing and lack of qualified staff (*Bulgaria*), neglect of important historical sites (*Greece*), rural isolation and lack of suitable childcare facilities (*Ireland*), criminality, community fractures and lack of community engagement (*Italy*).

The ways the above and other community problems are being tackled varied across the different partner countries, incl. undertaking initiatives to attract young people and families to the fragile communities (*Iceland*), implementation of EU-funded projects by business organisations and local

administration, related to road system and schools' renovation (*Bulgaria*), advancement of various initiatives within the communities, e.g. play areas, sporting facilities (*Ireland*), establishment of a local assembly, where citizens meet regularly, problems are being brought on the table and solutions are searched (*Italy*).

Numerous successful initiatives addressing community problems were identified by interviewees in INTERFACE fragile communities, related to business undertakings in different economic sectors, key for community development, local festivals and cultural events, youth centres, LEADER Community Programme, initiatives on drug consumption/drug dealing, sports activities, etc. As reasons for the success of those activities were identified strong leadership and effective management, using innovation and creativity for initiation of new activities, good involvement/ participation by community members, access to financial resources, publicity of initiatives, social dialogue, etc.

Interviewees also identified a number of unsuccessful initiatives, directed at solving the community problems, identified earlier, the main underlying factors being funding, lack of professional support or involvement on part of the community, heavy bureaucracy, etc. All INTERFACE skills were considered to have the potential to make a difference with regards to the success of the initiatives, which had failed in the past, and hence as missing in the communities, with some variations in the different partner countries. Thus, the key skills to support the successful implementation of community initiatives were, as follows: 'resilience', 'resourcefulness' and 'leadership' in *Iceland*, 'innovation', 'creativity', 'analytical thinking' and 'leadership' in *Greece*, 'leadership', 'innovation' and 'analytical thinking' in *Italy*. There were also some new insights, that the interviews offered to the partnership, which are related to various additional skills, identified as important for the communities, such as communication and listening skills (*Iceland*).

The general opinion of interview respondents in fragile communities surveyed, was that boosting all INTERFACE skills would empower community members and local administration to be pro-active and hence contribute to the frequency and success of positive community initiatives. Nevertheless, it was also considered that improvement in skills alone is no good without the initiative\drive to use them. Regarding the adequacy of these skills, the responses varied from 'very adequate' or 'very strong' (in *Iceland* and *Ireland*), through adequate, but for only some of the skills, such as 'resilience' and 'creativity' (in *Italy*), to 'very low' or 'insufficient' (in *Bulgaria* and *Greece*).

2.3. CAPACITY-BUILDING FOR SELF-INITIATIVE WITHIN FRAGILE COMMUNITIES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

> **Key findings of Section 2.3:**
> ➤ Most interviewees in INTERFACE partner countries estimated the potential benefits of a training programme, "packaging" the INTERVACE skills for their communities, as rather high.
> ➤ Face-to-face learning was clearly the preferred option for delivering the INTERFACE training programme, combined with either distant learning (*Iceland*) or experience sharing (*Bulgaria*, *Greece* and *Italy*).
> ➤ The predominant part of the interviewees in all partner countries expressed their interest in participating in the upcoming INTERFACE training course, mostly as community coaches (in *Iceland* and *Ireland*) or as trainees (in *Bulgaria* and *Italy*).

Asked about the potential benefits of a training programme, "packaging" the skills 'innovation', 'creativity', 'analytical thinking', 'resourcefulness', 'leadership' and 'resilience' ('INTERFACE' skills) for the community, most interviewees estimated this as rather high. People coming together, young people being involved in community initiatives and engagement in community development were all mentioned as justifications of that opinion. In *Greece* however, the benefits of such a training were argued to be conditional on the initiators being able to "inspire" potential beneficiaries, through information dissemination and, as a result, motivate them to participate and claim the expected benefits.

In *Iceland*, all interviewees agreed that a workshop arrangement would be most suitable for the INTERFACE training programme delivery, perhaps mixed with distant learning. Half of the group mentioned the importance of learning by doing, allowing the training to focus on practical assignments. Similarly, in *Ireland*, all interviewees agreed that face-to-face learning was the most suitable way to deliver the training programme. Reasons given were it would allow group questions/facilitated sessions and that communities have a wide age profile and not all citizens are IT proficient to use for example distant or blended learning. In *Bulgaria* and *Italy*, face-to-face learning and experience sharing were most preferred, while in *Greece*, analysis of good practices complemented the preferred options for delivering the training programme.

The predominant part of the interviewees in all partner countries expressed their interest in participating in the upcoming INTERFACE training course. In *Iceland* and *Ireland* most of them ware willing to participate as community coaches, while in *Bulgaria* and *Italy* – most interviewees preferred to be involved in the training programme as trainees.

CHAPTER 3. INTERFACE GAP ANALYSIS SURVEY INDICATORS – IMPLICATIONS FOR THE COMMUNITY COACHES' CURRICULUM

> ***Key findings of Chapter 3:***
> ➢ The survey data obtained on the reported usage, considered importance and estimated adequacy of the INTERFACE skills were used to calculate the values of these skills' utilisation / significance / adequacy (SUSA) indicators.
> ➢ The SUSA Indicators were estimated as Weighted Averages of the "rating" indications provided by survey participants (on a 1-to-5 scale), weighted by the relative frequencies of such indications about each of the INTERFACE skills, found in the responses to the respective questions in the Survey Questionnaire.
> ➢ The values of SUSA Indicators for the whole survey sample indicate that 'leadership', 'resourcefulness' and 'resilience' are the skills most frequently applied by respondents and those they worked/lived with.
> ➢ The same set of skills, together with 'creativity' were considered by survey participants as most important for the community, while the importance of the remaining 2 skills was also considered as quite high.
> ➢ The adequacy of all INTERFACE skills was indicated as insufficient and definitely below (in terms of SUSA indicators' values) their importance, which is indicative of existing skill gaps, which were most pronounced for 'innovation', 'analytical thinking' and 'leadership'.

The survey data obtained on the reported usage, considered importance and estimated adequacy of the INTERFACE skills, were used to calculate the values of these skills' utilisation / significance / adequacy (SUSA) indicators, provided in Annex B to the Synthesis Report. The SUSA Indicators were estimated as Weighted Averages of the "rating" indications provided by survey participants (on a 1-to-5 scale), weighted by the relative frequencies of such indications about each of the INTERFACE skills, found in the responses to Questions II.9, II.10 & II.11 of the Gap Analysis Survey questionnaire (see Annex C). SUSA indicators may take values between 1 and 5 and are calculated separately for each of the INTERFACE skills in each of the aspects above: skills' utilisation (Question II.9), skills' significance/importance (Question II.10), skills' adequacy (Question II.11).

The values of SUSA Indicators for the whole survey sample indicate that 'leadership', 'resourcefulness' and 'resilience' are the skills most frequently applied by respondents and those they worked/lived with. The same set of skills, together with 'creativity' were considered by survey participants as most important for the community, while the importance of the remaining

2 skills was also considered as quite high. The adequacy of all INTERFACE skills was indicated as insufficient and definitely below (in terms of SUSA indicators' values) their importance. This is indicative of existing skill gaps, which were most pronounced for 'innovation', 'analytical thinking' and 'leadership' (see Figure 10 below).

Figure 10. SUSA Indicators and INTERFACE Skill Gaps
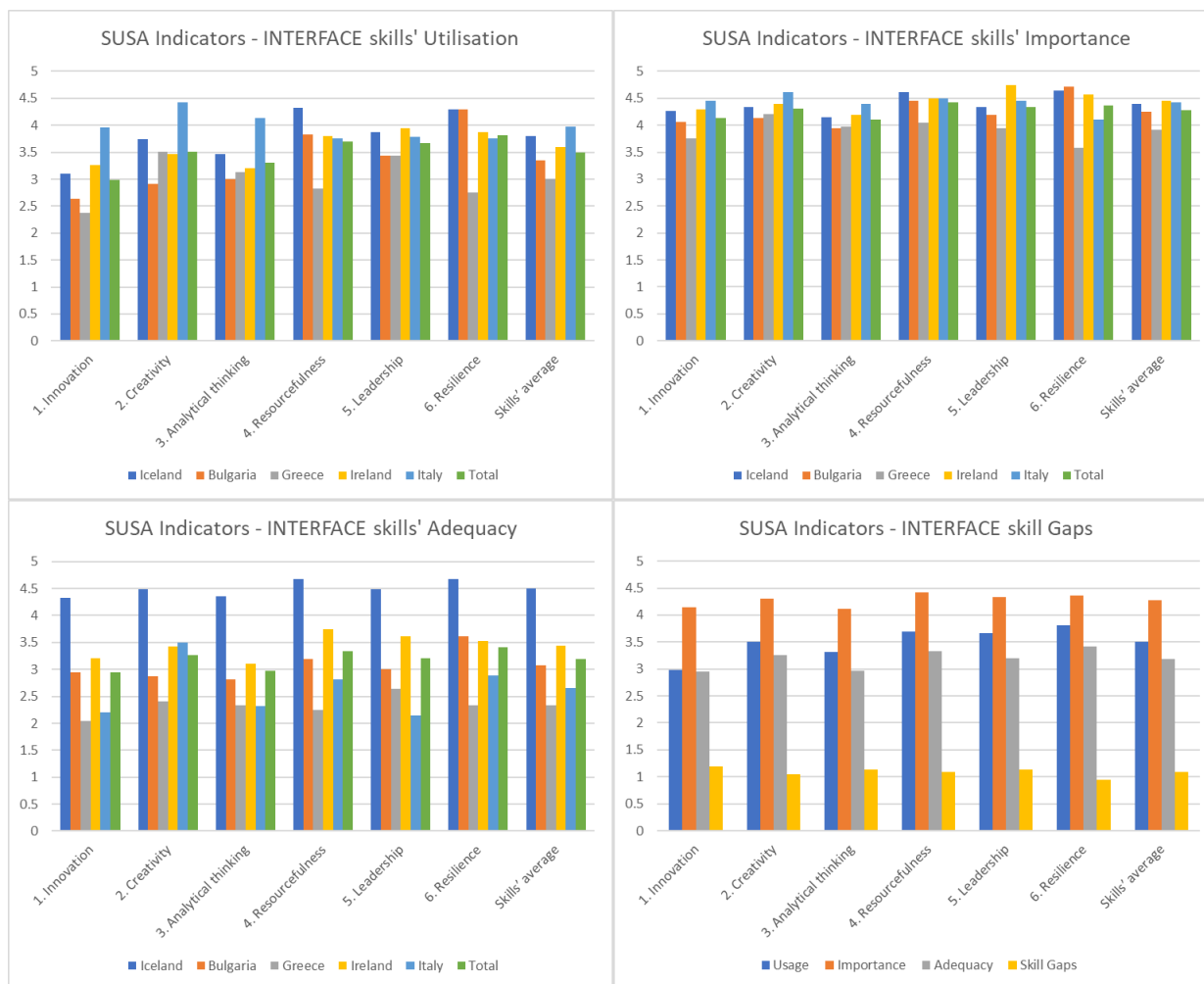
Source: Annex B, Tables B.1, B.2, B.3, B.4

When asked how often they applied the INTERFACE skills in their everyday life, all respondents in *Iceland* scored 3 or higher weighted average, which means all skills are applied occasionally or more often. Asked about the importance of the skills, all respondents scored a weighted average higher than 4, indicating that skills were all considered important or very important. When asked how adequate each skill was considered at community level for solving practical problems within the community and empowering community members to be pro-active, all survey participants

scored a weighted average higher than 4, which means that all INTERFACE skills were considered adequate or highly adequate. It is worth noting, that in terms of skills' adequacy, respondents in *Iceland* estimated, objectively or not, their own level of skills as markedly more adequate than the survey participants in the remaining INTERFACE countries did.

Requested to indicate how often they applied the INTERFACE skills, respondents in *Bulgaria* identified 'resilience' and 'innovation' as the skills that they use respectively most and least frequently. Below the average level of utilisation were 'creativity' and 'analytical thinking', while 'leadership' and 'resourcefulness' were identified as relatively more frequently used at individual level. Regarding the considered importance and estimated adequacy of possessed skills, survey respondents identified as relatively more important 'resilience', 'resourcefulness' and 'leadership' and as relatively less important 'creativity', 'innovation' and 'analytical thinking'. It should be noted, however, that all of the above skills' importance received an average rating of at least 4 ("important") on a 1-to-5 scale. Unlike importance, the adequacy of the possessed skills, was estimated to be quite lower, averaging a rating of 3 ("neutral") on a 1-to-5 scale. Here 'resilience' and 'resourcefulness' were estimated of a relatively high possessed adequacy, whereas the adequacy of 'leadership', 'innovation', 'creativity' and 'analytical thinking' was estimated to be relatively low. Survey results also show that for all skills, survey responses have led to the identification of skill gaps, which are wider for 'resourcefulness', 'creativity' and 'leadership', compared to the other 3 skills.

In *Greece*, the most often applied skills were (in descending order): 'creativity', 'leadership', 'analytical thinking', 'resourcefulness' and 'resilience'. In terms of importance/significance, the ranking emerging from survey participants' responses was: 'creativity', 'resourcefulness', 'leadership', 'analytical thinking', 'innovation' and 'resilience'. Finally, regarding skills adequacy, skills were ranked as follows: 'leadership', 'creativity', 'analytical thinking', 'resilience', 'resourcefulness' and 'innovation'. In addition, survey results indicate that: all skills' importance, as indicated by their indicators' values, are considered to be, at least, close to "important" and, for the two ranking in 1st and 2nd position ('creativity' and 'resourcefulness' respectively), as "very important"; skills considered are used, at best, "occasionally" only; and, most important, adequacy of all skills, without exceptions, is perceived as "inadequate" (indicators for all of them below 2).

In *Ireland*, survey results show clearly that the considered INTERFACE skills are used "occasionally" or, at best, "often" and that there is scope for greater use and application of these skills. In terms of importance, a clear majority of survey participants considered all skills to be "important" or "very important" at community level for solving the practical problems within their community and empowering community members to be pro-active. The combination of the "inadequate" and "neutral" responses to the survey question, regarding the view of respondents as to how adequately developed they consider the INTERFACE skills to be at community level for solving practical problems within their community and empowering community members to be

pro-active, illustrate that there exists the possibility to develop further these skills amongst communities.

In *Italy*, survey participants reported, that they and those they work with apply on the average "often" the considered skills, 'creativity' being the most frequently used among them, followed by 'analytical thinking' and 'innovation'. Regarding their importance, all INTERFACE skills were considered by the majority of respondents to be "very important" or at least "important", the top ranked skill here being again "creativity", this time followed by 'resourcefulness', 'innovation' and 'leadership'. In terms of how adequately developed respondents consider the single skills to be at community level for solving practical problems within their community and empowering community members to be pro-active, all skills scored below "neutral", with the exception of 'creativity', for which the value of the ranking indicator was between "neutral" and "adequate".

The survey results presented and discussed above, lead to the conclusion that self-initiative and the skills, which are considered by the INTERFACE partnership to be supportive thereof, are generally considered by community members as important for the wellbeing of their communities, but insufficiently developed within them. Thus, the results of the Survey and the Interviews conducted in the INTERFACE partner countries will be used to guide the partnership in designing a curriculum, training methodology and an e-Learning Platform for community coaches, as well as to review and adapt existing training content and modules to the competence needs of fragile communities, covered by INTERFACE project activities.

CONCLUSION

The INTERFACE Competence Gaps Survey and In-depth Interviews, conducted in the 18 fragile communities in the partner countries, chosen to participate in project activities, were undertaken in order to obtain information from fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and local authorities, regarding the need for "problem-solving" competences and training within the participating communities. The Survey and Interviews involved a total of 261 participants (210 in the survey and 51 in the interviews), who constituted a representative sample for the investigated fragile communities.

Of the considered six INTERFACE skills, 'leadership', 'resourcefulness' and 'resilience' are the skills most frequently applied by respondents and those they worked/lived with. The same set of skills, together with 'creativity' were considered by survey participants as most important for the community, while the importance of the remaining 2 skills was also considered as quite high. The adequacy of all INTERFACE skills was indicated as insufficient and definitely below (in terms of skills' utilisation / significance / adequacy (SUSA) indicators' values) their importance. This is indicative of existing skill gaps, which were most pronounced for 'innovation', 'analytical thinking' and 'leadership'.

Overall, the results obtained lead to the conclusion, that self-initiative and the skills supporting it are generally considered by community members as important for the wellbeing of their communities, but insufficiently developed within them. Thus, the results of the Survey and the Interviews from the INTERFACE partner countries will be used to guide the partnership in designing a curriculum, training methodology and an e-Learning Platform for community coaches, as well as to review and adapt existing training content and modules to the competence needs of fragile communities, covered by INTERFACE project activities.

ANNEXES

ANNEX A. SELECTED INTERFACE GAP ANALYSIS SURVEY RESULTS

Table A.1. Gender

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. Male	27	27	28	12	17	*111*
2. Female	15	25	13	35	11	*99*
Non-respondents	*0*	*0*	*0*	*0*	*0*	*0*
Total number of valid answers	**42**	**52**	**41**	**47**	**28**	**210**

Table A.2. Age

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. 20-29	4	5	2	8	8	*27*
2. 30-39	4	11	14	7	13	*49*
3. 40-49	7	13	9	13	3	*45*
4. 50-59	13	17	11	11	3	*55*
5. 60+	14	6	5	8	1	*34*
Non-respondents	*0*	*0*	*0*	*0*	*0*	*0*
Total number of valid answers	**42**	**52**	**41**	**47**	**28**	**210**

Table A.3. Education

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. Secondary School	11	27	16	14	8	*76*
2. Vocational Education and Training	17	17	12	13	1	*60*
3. University Level	7	8	11	16	17	*59*
4. Post-Graduate	7	0	2	4	2	*15*
Non-respondents	*0*	*0*	*0*	*0*	*0*	*0*
Total number of valid answers	**42**	**52**	**41**	**47**	**28**	**210**

Table A.4. Affiliation

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL

1. Local administration	8	7	3	3	0	*21*
2. Business organisation	19	16	23	4	6	*68*
3. Business support organisation	0	0	0	1	0	*1*
4. Regional development organisation	0	2	0	0	3	*5*
5. Training organisation	0	0	0	0	1	*1*
6. Social enterprise	0	2	0	2	2	*6*
7. Voluntary organisation	1	1	1	22	6	*31*
8. Civil society organisation	3	0	1	0	10	*14*
9. Individual community member	11	24	13	12	3	*63*
Non-respondents	*0*	*0*	*0*	*3*	*0*	*3*
Total number of valid answers	**42**	**52**	**41**	**44**	**31**	*210*

Table A.5. Background within the community

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
1. I am a citizen of the community	34	34	26	30	0	*124*
2. I work in the community's local administration	3	7	3	3	3	*19*
3. I work in a business organisation, operating within the community	4	10	21	5	8	*48*
4. I work in a non-for profit organisation, operating within the community	1	1	1	12	17	*32*
Non-respondents	0	0	0	0	0	*0*
Total number of valid answers	**42**	**52**	**51**	**50**	**28**	*223*

Table A.6. Years of living / working in the respective community

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
1. < 5	4	2	3	4	13	*26*
2. 6-10	6	2	2	6	6	*22*
3. 11-15	3	1	4	5	2	*15*
4. 16-20	3	7	3	5	3	*21*
5. 20+	26	40	28	27	4	*125*
Non-respondents	0	0	1	0	0	*1*
Total number of valid answers	**42**	**52**	**40**	**47**	**28**	*209*

Table A.7. Problematic areas in the communities

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
1. Natural resources – air, water, soil, etc.	26	0	7	5	0	*38*

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
2. Infrastructure facilities – roads, electricity, etc.	36	42	27	32	22	*159*
3. Human resources – age structure, level of skills, etc.	27	46	20	21	26	*140*
4. Access to financial support for public and private projects	28	43	13	23	9	*116*
5. Business sector, jobs and labour productivity	32	52	23	25	25	*157*
6. Regional and local development policy	14	29	16	6	12	*77*
7. External factors – economic crises, geopolitical situation, etc.	5	3	18	15	3	*44*
8. Other	3	0	1	8	0	*12*
Non-respondents	0	0	1	0	0	*1*
Total number of valid answers	**171**	**215**	**125**	**135**	**97**	***743***

Table A.8. Involvement in activities within the community, addressing private needs

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. Setting up social enterprises, micro or small firms	20	7	8	6	9	*50*
2. Putting social/business entrepreneurial ideas to projects	25	13	9	2	2	*51*
3. Identification of funding opportunities	8	11	5	3	0	*27*
4. Application for grant funding	29	19	8	3	0	*59*
5. Project implementation	28	31	5	5	0	*69*
6. Project management	12	5	2	2	0	*21*
7. Establishment of public-private partnerships	10	0	1	0	0	*11*
8. Other	0	0	4	0	0	*4*
Non-respondents	7	0	13	35	19	*74*
Total number of valid answers	**132**	**86**	**42**	**21**	**11**	***292***

Table A.9. Involvement in activities within the community, addressing public needs

	Iceland	Bulgaria	Greece	Ireland	Italy	TOTAL
1. Setting up social enterprises, micro or small firms	11	3	0	6	5	*25*

2. Putting social/business entrepreneurial ideas to projects	15	10	4	11	4	*44*
3. Identification of funding opportunities	5	4	6	20	4	*39*
4. Application for grant funding	14	8	3	25	7	*57*
5. Project implementation	16	25	5	17	17	*80*
6. Project management	4	3	3	15	13	*38*
7. Establishment of public-private partnerships	6	8	0	5	1	*20*
8. Other	0	0	4	10	1	*15*
Non-respondents	7	0	27	9	6	*49*
Total number of valid answers	**71**	**61**	**25**	**109**	**52**	*318*

Table A.10. Opinion on whether the achieved results would be better if the self-initiative of respondents and those they worked/lived with in the community were higher

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
Yes	22	52	41	34	21	*170*
No	10	0	0	8	7	*25*
Non-respondents	10	0	0	5	0	*15*
Total number of valid answers	**32**	**52**	**41**	**42**	**28**	**195**

Table A.11. Opinion on whether the achieved results would be better if the self-initiative in the entire community were higher

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
Yes	31	52	41	44	27	*195*
No	2	0	0	1	1	*4*
Non-respondents	9	0	0	2	0	*11*
Total number of valid answers	**33**	**52**	**41**	**45**	**28**	**199**

Table A.12. Awareness of training initiatives on the INTERFACE skills, implemented within the community

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
1. Innovation	8	1	0	5	9	*23*

2. Creativity	6	1	9	8	16	*40*
3. Analytical thinking	6	0	0	0	12	*18*
4. Resourcefulness	8	0	1	11	3	*23*
5. Leadership	3	0	3	23	4	*33*
6. Resilience	10	0	1	11	0	*22*
7. None	14	50	28	16	9	*117*
Non-respondents	12	0	3	0	0	*15*
Total number of valid answers	**55**	**52**	**42**	**74**	**53**	*276*

Table A.13. Participation in training initiatives on the INTERFACE skills, implemented within the community

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
1. Innovation	4	1	1	3	9	*18*
2. Creativity	6	1	10	6	17	*40*
3. Analytical thinking	3	0	1	3	10	*17*
4. Resourcefulness	7	0	2	11	4	*24*
5. Leadership	7	0	3	15	0	*25*
6. Resilience	7	0	0	4	2	*13*
7. None	15	50	26	24	9	*124*
Non-respondents	12	0	3	0	0	*15*
Total number of valid answers	**49**	**52**	**43**	**66**	**51**	*261*

Table A.14. Perceived benefits of a prospective training programme on the INTERFACE skills

	Iceland	Bulgaria	Greece	Ireland	Italy	*TOTAL*
Yes	32	52	41	42	25	*192*
No	1	0	0	3	3	*7*
Non-respondents	9	0	0	2	0	*11*
Total number of valid answers	**33**	**52**	**41**	**45**	**28**	*199*

ANNEX B. INTERFACE GAP ANALYSIS SURVEY INDICATORS

Skills' utilisation / significance / adequacy (SUSA) indicators as per the INTERFACE SURVEY QUESTIONNAIRE

Table B.1. INTERFACE skills' Utilisation indicators' values

Type of skill	INTERFACE skills' _Utilisation_ indicators' value					
	Iceland	*Bulgaria*	*Greece*	*Ireland*	*Italy*	*Total*
1. Innovation	3.10	2.63	2.37	3.26	3.96	2.98
2. Creativity	3.74	2.92	3.51	3.47	4.43	3.51
3. Analytical thinking	3.47	3.00	3.13	3.21	4.14	3.31
4. Resourcefulness	4.33	3.83	2.82	3.80	3.75	3.70
5. Leadership	3.87	3.44	3.43	3.94	3.79	3.67
6. Resilience	4.30	4.29	2.75	3.87	3.75	3.81
Skills' average	**3.80**	**3.35**	**3.00**	**3.59**	**3.97**	**3.50**

*Note: The values in Table B.1. are calculated based on the responses provided to **Question II.9.** of the Fragile Communities' Competence Gap Analysis survey questionnaire (see Annex C).*

Table B.2. INTERFACE skills' Significance indicators' values

Type of skill	INTERFACE skills' _Significance_ indicators' value					
	Iceland	*Bulgaria*	*Greece*	*Ireland*	*Italy*	*Total*
1. Innovation	4.26	4.06	3.75	4.30	4.46	4.14
2. Creativity	4.33	4.13	4.20	4.40	4.61	4.31
3. Analytical thinking	4.15	3.94	3.98	4.19	4.39	4.11
4. Resourcefulness	4.61	4.46	4.05	4.49	4.50	4.42
5. Leadership	4.33	4.19	3.95	4.74	4.46	4.33
6. Resilience	4.64	4.71	3.58	4.57	4.11	4.36
Skills' average	**4.39**	**4.25**	**3.92**	**4.45**	**4.42**	**4.28**

*Note: The values in Table B.2. are calculated based on the responses provided to **Question II.10.** of the Fragile Communities' Competence Gap Analysis survey questionnaire (see Annex C).*

Table B.3. INTERFACE skills' *Adequacy* indicators' values

Type of skill	INTERFACE skills' *Adequacy* indicators' value					
	Iceland	Bulgaria	Greece	Ireland	Italy	Total
1. Innovation	4.33	2.94	2.05	3.20	2.21	2.95
2. Creativity	4.48	2.87	2.41	3.43	3.50	3.26
3. Analytical thinking	4.36	2.81	2.33	3.11	2.32	2.97
4. Resourcefulness	4.68	3.19	2.25	3.75	2.82	3.33
5. Leadership	4.48	3.00	2.64	3.61	2.14	3.20
6. Resilience	4.67	3.62	2.33	3.53	2.89	3.41
Skills' average	**4.50**	**3.07**	**2.34**	**3.44**	**2.65**	**3.19**

*Note: The values in Table B.3. are calculated based on the responses provided to **Question II.11.** of the Fragile Communities' Competence Gap Analysis survey questionnaire (see Annex C).*

Table B.4. Usage, importance and adequacy of INTERFACE skills for the participating communities

Type of skill	SUSA indicators' values			Skill Gaps (C – D)
	Usage	*Importance*	*Adequacy*	
A	B	C	D	E
1. Innovation	2.98	4.14	2.95	1.19
2. Creativity	3.51	4.31	3.26	1.05
3. Analytical thinking	3.31	4.11	2.97	1.14
4. Resourcefulness	3.70	4.42	3.33	1.09
5. Leadership	3.67	4.33	3.20	1.13
6. Resilience	3.81	4.36	3.41	0.95
Skills' average	**3.50**	**4.28**	**3.19**	**1.09**

Note: Table B.4. presents a comparative rating on a 1-to-5 scale for the total sample of respondents, based on the SUSA indicators' values contained in the previous three tables.

ANNEX C. INTERFACE SURVEY QUESTIONNAIRE

FRAGILE COMMUNITIES' COMPETENCE GAP ANALYSIS

INTERFACE SURVEY QUESTIONNAIRE

This Survey is being undertaken in order to obtain information from fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and local authorities in INTERFACE partner countries, regarding the need for "problem-solving" competences and training within the participating communities. The results of the Survey will be used to guide the INTERFACE partnership in designing a curriculum and training methodology for community coaches, as well as to review and adapt existing training content and modules to the competence needs of fragile communities, covered by INTERFACE project activities. The Survey respondents' identity will remain strictly CONFIDENTIAL.

Please, mark with an 'X' your responses to the closed-ended questions below and return the completed questionnaire to: *tora.consult@gmail.com*

SECTION I. PERSONAL CHARACTERISTICS AND BACKGROUND INFORMATION

I.1. Country of origin, community – please, indicate:

Country:	
Community (settlement/quarter):	

I.2. Gender:

	1. Male		2. Female

I.3. Age – select one of the ranges below:

	1. 20-29		2. 30-39		3. 40-49		4. 50-59		5. 60+

I.4. Education – select highest level of educational attainment:

	1. Secondary School		2. Vocational Education and Training
	3. University Level		4. Post-Graduate

I.5. Affiliation – select one of the following categories:

	1. Local administration
	2. Business organisation
	3. Business support organisation
	4. Regional development organisation
	5. Training organisation
	6. Social enterprise
	7. Voluntary organisation
	8. Civil society organisation
	9. Individual community member

I.6. Of what type is your background within the community?

	1. I am a citizen of the community
	2. I work in the community's local administration
	3. I work in a business organisation, operating within the community
	4. I work in a non-for profit organisation, operating within the community

I.7. For how many years have you been living / working in this community?

	1. < 5		2. 6-10		3. 11-15		4. 16-20		5. 20+

II.1. Which of the categories below do you consider most problematic for <u>your ENTIRE community</u>? (select all that apply)

	<u>1.</u> Natural resources – air, water, soil, etc.
	<u>2.</u> Infrastructure facilities – roads, electricity, etc.
	<u>3.</u> Human resources – age structure, level of skills, etc.
	<u>4.</u> Access to financial support for public and private projects
	<u>5.</u> Business sector, jobs and labour productivity
	<u>6.</u> Regional and local development policy
	<u>7.</u> External factors – economic crises, geopolitical situation, etc.
	<u>8.</u> Other (please, specify):

II.2. In what types of activities (of those listed below) have you been previously involved and were these activities primarily addressing <u>YOUR OWN</u> situation within the community (private needs) OR that of <u>a specific community GROUP</u> / <u>the ENTIRE community</u> (public needs)? (select all that apply)

Private needs	*Public needs*	
		<u>1.</u> Setting up social enterprises, micro or small firms
		<u>2.</u> Putting social/business entrepreneurial ideas to projects
		<u>3.</u> Identification of funding opportunities
		<u>4.</u> Application for grant funding
		<u>5.</u> Project implementation
		<u>6.</u> Project management
		<u>7.</u> Establishment of public-private partnerships
		<u>8.</u> Other (please, specify):

II.3. What problematic area(s) did these activities address? (select all that apply)

	1. Natural resources – air, water, soil, etc.
	2. Infrastructure facilities – roads, electricity, etc.
	3. Human resources – age structure, level of skills, etc.
	4. Access to financial support for public and private projects
	5. Business sector, jobs and labour productivity
	6. Regional and local development policy
	7. External factors – economic crises, geopolitical situation, etc.
	8. Other (please, specify):

II.4. Which were the main actors from within the Community ("Internal actors') and/or from outside ("External actors") that initiated the above activities?" (for each category, select all that apply)

	1. Internal actors		2. External actors
	1.1. Local administration		2.1. Regional/National Government
	1.2. Business organisation		2.2. Business organisation
	1.3. Business support organisation		2.3. Business support organisation
	1.4. Regional development organisation		2.4. Regional development organisation
	1.5. Training organisation		2.5. Training organisation
	1.6. Social enterprise		2.6. Social enterprise
	1.7. Voluntary organisation		2.7. Voluntary organisation
	1.8. Civil society organisation		2.8. Civil society organisation
	1.9. Yourself		2.9. Yourself

II.5. Are you satisfied with the results achieved through YOUR involvement in these activities?

	1. Very dissatisfied
	2. Dissatisfied
	3. Neutral

	4. Satisfied
	5. Very satisfied

II.6. For the cases that you feel, at least moderately satisfied, which were the factors, underlying your satisfaction with results achieved? (select all that apply)

	1. Level of my own competences
	2. Level of competences of people from the community that I worked with
	3. Support on part of local administration
	4. Social initiatives' support infrastructure at local level
	5. Business support infrastructure at local level
	6. Other (please, specify):

II.7. Do you believe that the results achieved by these and similar activities would have been better if the level of <u>YOUR OWN</u> self-initiative and the self-initiative of <u>THOSE YOU WORK/LIVE WITH in the community</u> were higher?

	1. Yes		2. No

II.8. Do you believe that the results achieved by these and similar activities would be better if the level of self-initiative in the <u>ENTIRE community</u> were higher?

	1. Yes		2. No

II.9. How often do <u>YOU</u> and <u>THOSE YOU WORK/LIVE WITH in the community</u> apply the following skills in their work/everyday life? *(1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often, 5 = Continuously)*

	1	*2*	*3*	*4*	*5*
1. Innovation					
2. Creativity					
3. Analytical thinking					
4. Resourcefulness					

5. Leadership					
6. Resilience					

II.10. For EACH of the skills listed below, indicate how IMPORTANT you consider it to be <u>at community level</u> for solving the practical problems within your community and empowering community members to be pro-active: *(1 = Not at all important; 2 = Not important; 3 = Neutral; 4 = Important; 5 = Very important)*

	1	2	3	4	5
1. Innovation					
2. Creativity					
3. Analytical thinking					
4. Resourcefulness					
5. Leadership					
6. Resilience					

II.11. For EACH of the above skills and independently of its estimated importance, indicate how ADEQUATE (adequately developed) you consider it to be <u>at community level</u> for solving practical problems within your community and empowering community members to be pro-active: *(1 = Highly inadequate; 2 = Inadequate; 3 = Neutral; 4 = Adequate; 5 = Highly adequate)*

	1	2	3	4	5
1. Innovation					
2. Creativity					
3. Analytical thinking					
4. Resourcefulness					
5. Leadership					
6. Resilience					

II.12. Identify in the list below one or more skills, specifically addressed by some TRAINING INITIATIVE that <u>you are aware of</u>, which has been implemented within your community: (select all that apply)

	<u>1</u>. Innovation
	<u>2</u>. Creativity
	<u>3</u>. Analytical thinking
	<u>4</u>. Resourcefulness
	<u>5</u>. Leadership
	<u>6</u>. Resilience
	<u>7</u>. None

II.13. Identify in the list below one or more skills, specifically addressed by some TRAINING INITIATIVE that <u>you have participated in</u>, which has been implemented within your community: (select all that apply)

	<u>1</u>. Innovation
	<u>2</u>. Creativity
	<u>3</u>. Analytical thinking
	<u>4</u>. Resourcefulness
	<u>5</u>. Leadership
	<u>6</u>. Resilience
	<u>7</u>. None

SECTION III. CAPACITY-BUILDING FOR SELF-INITIATIVE WITHIN FRAGILE COMMUNITIES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

III.1. If the skills above were "packaged" into one training programme, do you consider this would benefit <u>your ENTIRE community</u>?

	<u>1</u>. Yes		<u>2</u>. No

III.2. Which do you consider to be the best way of delivering such a type of training programme? *(1 = Not preferred, 2 = Low preference, 3 = Moderate preference, 4 = High preference, 5 = Very high preference)*

	1	*2*	*3*	*4*	*5*
1. Self-learning					
2. Face-to-face training sessions					
3. Distant / online learning					
4. Blended (face-to-face and online) learning					
5. Experience-sharing					

III.3. Would you be interested in taking part in such a training programme and, if YES, what role would you like to undertake – <u>coach</u> or <u>trainee</u>? *(please, enter your contact data below <u>only in case</u> you are interested in participating in the training programme)*

		E-mail	*Phone*
	1. Yes: coach		
	2. Yes: trainee		
	3. No		

Thank you for taking the time to complete this questionnaire!

Your contribution is highly appreciated!

ANNEX D. INTERFACE SEMI-STRUCTURED INTERVIEW QUESTIONNAIRE

FRAGILE COMMUNITIES' COMPETENCE GAP ANALYSIS

INTERFACE SEMI-STRUCTURED INTERVIEW

The semi-structured interviews are being conducted in order to obtain information from fragile community members (citizens, community leaders, would-be entrepreneurs, representatives of business organisations, social enterprises, etc.) and local authorities in INTERFACE partner countries, regarding the need for "problem-solving" competences and training within the participating communities. The results of the Interviews will be used to guide the INTERFACE partnership in designing a curriculum and training methodology for community coaches, as well as to review and adapt existing training content and modules to the competence needs of fragile communities, covered by INTERFACE project activities. The interviewees' identity will not be disclosed to any third parties.

SECTION I. PERSONAL CHARACTERISTICS AND BACKGROUND INFORMATION

I.1. Country of origin, community – please, indicate:

Country:	
Community (settlement/quarter):	

I.2. Gender:

	1. Male		2. Female

I.3. Age – select one of the ranges below:

	1. 20-29		2. 30-39		3. 40-49		4. 50-59		5. 60+

I.4. Education – select highest level of educational attainment:

	1. Secondary School		2. Vocational Education and Training
	3. University Level		4. Post-Graduate

I.5. Please indicate in which capacity are you giving this interview?

	1. I am a citizen of the community
	2. I work in the community's local administration
	3. I work in a business organisation, operating within the community
	4. I work in a non-for profit organisation, operating within the community

I.6. For how many years have you been living / working in this community?

	1. < 5		2. 6-10		3. 11-15		4. 16-20		5. 20+

I.7. Can you please briefly describe your and/or your organisation's role for the development of your community?

I.8. When was this role established and how?

I.9. How has it changed, if at all, in the past three years? Why?

I.10. With whom do you cooperate in performing this role? Do you cooperate with individuals and/or organisations? Do they come from within or outside the community?

I.11. What part of your educational or professional background, do you feel is most important for you in your current role within the community?

SECTION II. COMMUNITY PROBLEMS AND PERCEIVED COMPETENCE NEEDS

II.1. Please describe the areas, which you consider most problematic for the development of your community. Think about individual, organisational and community level.

II.2. How are these problems being tackled at community level and what is the effect for the citizens, organisations and the entire community?

II.3. Do you know of a community initiative which was beneficial/successful for certain individuals/organisations and/or the entire community? Who undertook this initiative (single citizen, group of citizens, organization, local administration)?

II.4. What in your opinion were the main reasons for that?

II.5. Do you know of a community initiative which seemed to be promising, but failed to achieve its goals? Who undertook this initiative (single citizen, group of citizens, organisation, local administration)?

II.6. What in your opinion were the main reasons for that?

II.7. In how far do you think the following skills would have made a difference in achieving the goals of this promising community initiative? Please, explain your answer.

  a) **innovation & creativity**

  b) **analytical thinking & resourcefulness**

  c) **leadership & resilience**

II.8. At which level do you consider self-initiative to be in most need of support in your community? Why? Think about individual, organisational and community level.

II.9. Can you give an example, when one or more of the skills mentioned in Q II.7 above were actually used for the improvement of the situation in your community at individual and/or organisational and/or community level? Think about which of the skills were used, who used these skills, and how they were used.

II.10. Do you consider such positive examples would be more frequent in your community following an initiative, directed towards empowering community members and local administration to be more active, through boosting the level of these skills at different levels within the community? Please, explain your answer.

II.11. How would you describe the adequacy of these skills within your community? Think about individual, organisational and community level.

II.12. Have you yourself led or been involved in a community initiative, aimed at developing your community or groups within your community? Can you describe the initiative, its objectives, results, as well as other people involved?

SECTION III. CAPACITY-BUILDING FOR SELF-INITIATIVE WITHIN FRAGILE COMMUNITIES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

III.1. If the skills mentioned in Q II.7 above were "packaged" into one training programme, do you consider this would benefit your community? Please, explain your answer.

III.2. Which do you consider to be the best way for delivering such a type of training programme (e.g. face-to-face learning, online learning, experience-sharing, etc.)? Please, explain your answer.

III.3. Would you be interested in taking part in such a training programme and, if YES, what role would you like to undertake – <u>coach</u> or <u>trainee</u>?

Thank you for taking the time to participate in this interview!

Your contribution is highly appreciated!

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