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BUCOLICO

HANDBOOK



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1. INTRODUCTION

IDRISI Cultura e Sviluppo ETS is the proponent and lead partner of BUCOLICO, a KA204 Erasmus+ Programme strategic partnership, bringing together the expertise of IWS Internet Web Solutions (Spain), Fundacja Ad Meritum (Poland) and Innovation Frontiers (Greece).

The aim is to engineer an adult education prototype designed to young adults aged (primary beneficiaries), mature and senior adults (secondary beneficiaries) living in socially and geographically marginal rural areas across the EU with a set of digital and entrepreneurial skills and to empower them in everyday life as well as in the working arena. This project runs from the 1st of September 2020 up to the 31st of August 2023.

The main subject of this project are NEETS (Not in Education, Employment or Training), population between 15 and 29 years old, not working or studying and not interested in being engaged in a working or training course. This problem has been rising during last 10 years all over the world, and especially in Europe due to economic general conditions and changes in working politics and dynamics: almost every country and the European Community itself are trying to fix this problem with several activities, both in young and adult Education subject.

This document is a general overview of the situation and its evolution about this population in all Europe, with a deepening in Italian, Spanish, Polish, Belgian and Greek areas with a focus in how rural activities could have helped this segment.

The main source of news is the **Rural Observatory of European Union**, a portal collecting a large number of specific data up to 2022 about rural activities all European Country (and region) long, to analyse, collect and disseminate information, statistics and indicators about this subject.

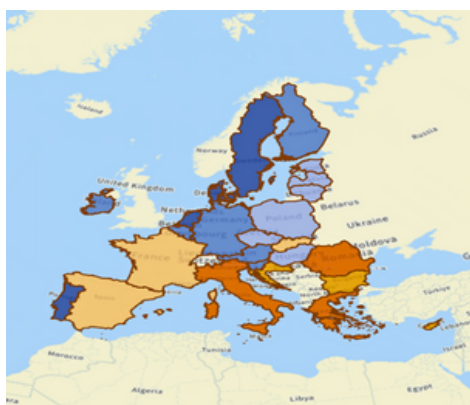
This portal provides four different areas to explore rural dimension and to evaluate and assess the impact of EU legislative initiatives on rural areas:

- **Rural Focus**, comparing areas classified “rural” and urban or suburban areas
- **My Place**, offering a 360 degrees overview of any place, be it a region, sub-region, district or municipality with flexible and wide choose of specific indicators
- **Trends**, an easy way to compare, for a specific indicator, all areas in Europe at a specific level of granularity (regions, sub-regions, municipalities) by displaying it in a map view
- **Thematic Analyses**, combining data with analytical capabilities, in a geospatial maps can be analysed

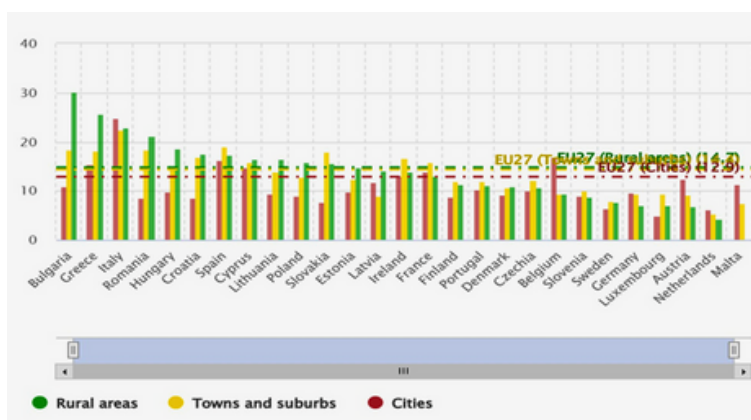
2. PRIMARY AND SECONDARY BENEFICIARIES: NEETS, MATURE ADULTS & SENIORS

In 2021, the EU's NEET rate for youths was 13.1%. This rate provides a useful measure for studying the vulnerability of young people in terms of their labour market and social exclusion.

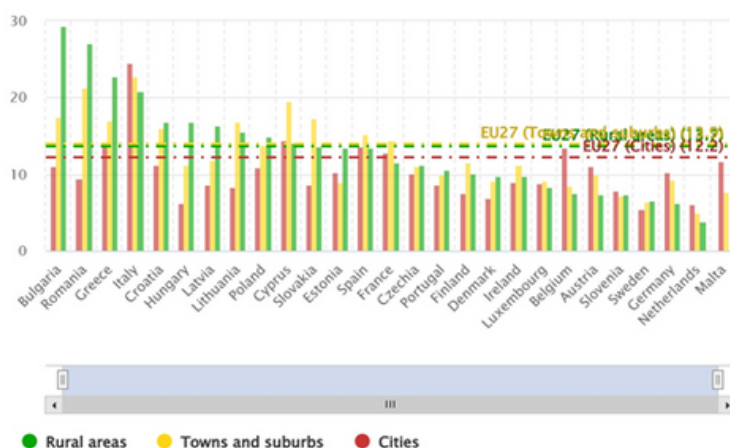
As NEET rate links to economic performance and the business cycle, with the onset of the COVID-19 crisis, the NEET rate increased 1.2 percentage points, from 12.6 % in 2019 to 13.8 % in 2020, but subsequently fell in 2021 to 13.1 %. Across the EU Member States, there are wide variations in 2021 when looking at youth NEET rates. The lowest rates were already below the 2030 EU target of 9.0 % and found in the Netherlands, Sweden, Slovenia, Denmark and Luxembourg. Furthermore, nine Member States recorded NEET rates above the EU average of 13.1 % in 2021. Among these, the highest rates were recorded in Italy and Romania, where more than 20 % of all young people aged 15-29 were neither in employment nor in education or training. In 2021, NEET rates for youth were lower in cities (12.2%) than in rural areas (13.7%) or in towns and suburbs (13.0%).



Maps of European States in 2022: red means High NEET rate, blue low one.



Distribution of NEET population (in percentage) in different local areas for each European Member States in 2020, sort by rural rate.



Distribution of NEET population (in percentage) in different local areas for each European Member States in 2021, sort by rural rate

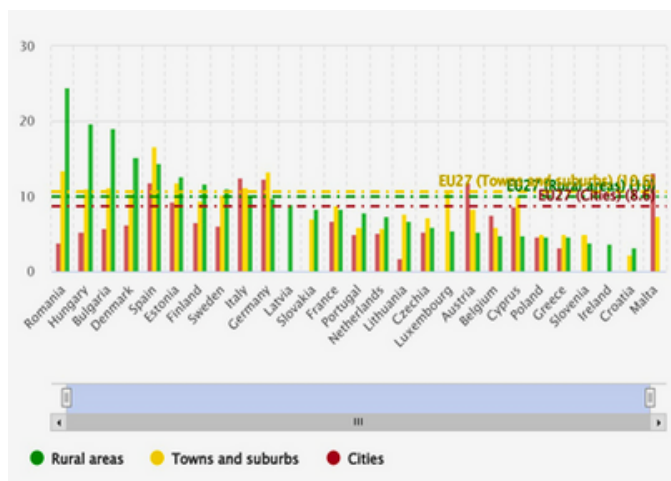
Just looking at these infographics is possible to value changes and trends in Europe about the diffusion of NEETS in rural areas, cities, town and suburbs. First image shows a coloured map of Europe according to NEET general Rate in 2022: looking for this trend in last 10 years there is no great difference between 2022 and 2012, with North Europe Countries with a low NEET rate and the South European countries with high rate. This means that NEET rate is closely related to and dependent on economic and social situation.

By the second and third images is possible to analyse the NEET rate in percentage of general population for each European country during 2020 and 2021: Bulgaria, Greece and Italy have the highest European NEET rate but just in Italy, this population is almost equally in rural, cities or suburban areas. These rates are still far away from the EU target of 2030 of 9%.

In Bulgaria and Greece, rural areas contains the most of NEET population, probably due to the economic and social characteristics of these countries, with large and more crowded rural areas compared to cities or urban and suburban areas.

In Belgium, instead, the rate is one of the lowest in Europe and there is no great difference between 2020 and 2021: the most is in cities.

On the other hands, Spain has significantly decreasing his NEET rate, gaining 5/6 position in this particular classification and lowering just the rural NEET rate in 2 years. However, Spain has high rate of Early leavers from education (18-24) in rural areas, more than other countries as Greece, Poland, Belgium and Italy itself:

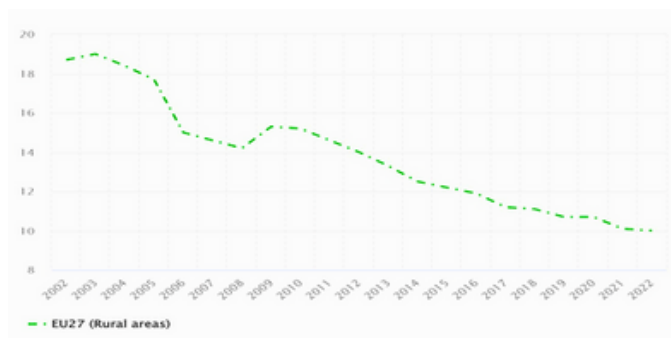


Percentage of early leaving studies comparing to general population in European Countries

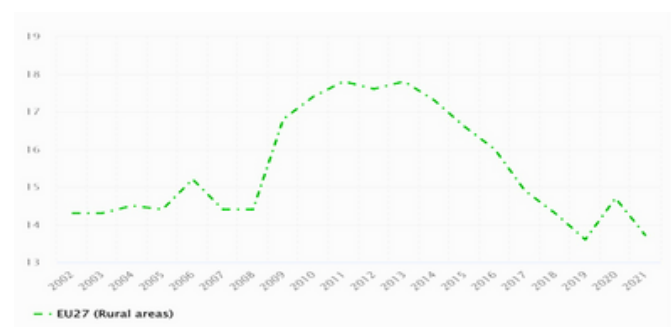
These data, accounting the previous ones, can suggest that there are some states with high levels of school educational activities but the low rate of job vacancies increase NEET rates.

Generally, European situation shows that the problem of Early leavers from education is being constantly solved although the Pandemic in 2019: many people deferred their entry into the labour market and sought instead education and training opportunities at the height of the pandemic.

In 2022 the EU percentage is 9.7%, just 0.7% more than EU target.



"Early leavers from education (18-24)" rate in Europe (in percentage) in 2022



Neet in Rural Areas in Europe (in percentage)

This last infographic shows how NEET rate in rural area is almost the same during last twenty years, although has increased in 2008 up to 2013/14 when it started to decline, rising up again in 2019 (due to Pandemic) and still declining in last years. As said, economic and social situation has always a huge impact in NEETS evolution and this is why states with a positive economic position have the lowest NEET rates (Germany, Sweden, Netherlands, Austria) and suburban and rural areas are common in the top. In 2008, where the NEET rate started to increase all the world and Europe had to face a global economic downturn that caused higher unemployment rates in every single state. In 2013, European Commission delivered a package of activities known as “Youth Guarantee” in order to harmonize and coordinate different national systems to help young people to find job and/or get on training courses in maximum four months.

The principal activities declared in the plan are:

- Employment
- Continued education
- Apprenticeship
- Traineeship

The effective impact of this action generated the decreasing NEET rate shown above, after 2013: only in rural areas, the most delicate ones, a marked improvement has been gone on up to 2019, when it stopped due to pandemic.

The European Commission has continuously expanded and improved the package from 2018 until now (it’s a main part of Next Generation EU programme), with apprenticeships, traineeships, job placements and further education leading to a qualification, lowering NEET rate in Europe to an all-time low of 14.9% just before the pandemic in 2020.

It is clear that just a direct action from EU Commission had a direct effect on this subject, considering both the money provided and the coordination activity among all European countries on defining their own plans.

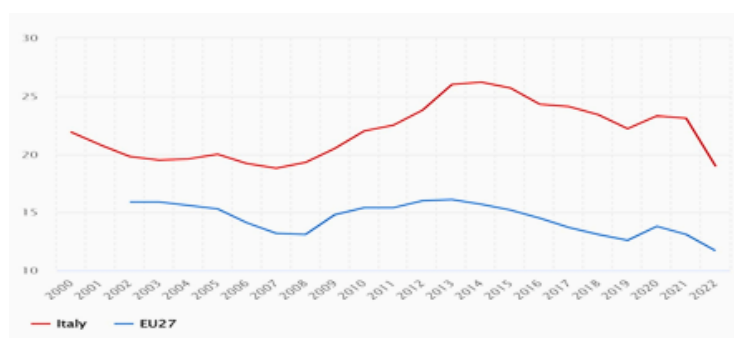
In addition, it seems that the more the European dissemination and culture spread, the more NEET rate decrease (such as in cities, different to local areas as towns or rural zone). Youth Guarantee costed about 9.8 billion of Euros in 2014-20 Programme, and has been and still is fundamental to face this huge problem affecting all European states in different grades, also because it requires each member state to define and implement policies that have an impact on the problem, allocating part of the European funding received.

Fix the NEET problem is mandatory because the negative aspects of this matter are widely applicable in almost every sector of national (and European) life.

Fewer workers mean a negative economic balance, less money for public services due to the necessary tax relief and greater spending on welfare intervention, less budget for pensions and a motivational, psychological and even physical deterioration of individual stakeholders: the more downtime passes, the more worn out the skills and abilities previously acquired.

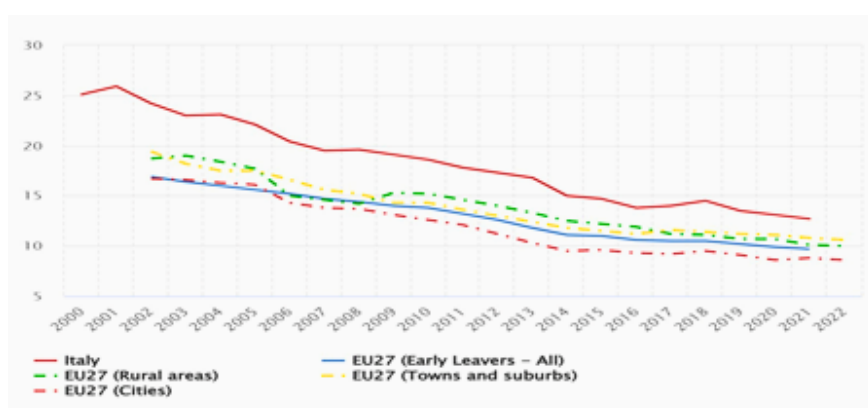
■ ■ An in-depth look at Italy

Italian situation is still by far not satisfying according to EU standard, and it is this way for a long time. It follows the same trend of European median values, but Italian data it's always quantitative higher:



Comparison of NEET value (in percentage) between Italy and EU

Quality and attendance at studies put Italy in a better situation than EU median rate regarding the Easy Leavers Education, but it means also that a significant educational experience doesn't assure employing and often means that, due to the lack of work offer, young people prefer to continue in studying for a longer period.



Comparison of Education Easy Leavers (18-24) value (in percentage) between Italy and EU in different areas

25 and 34 years is a crucial phase of life for the construction of life projects – and NEET percentage was 23.1% in 2008, at the beginning of the Great Recession, while it is 28.9% in 2019 (compared to a European average of 17.3%). It is among the highest in Europe also in the 15-24 range, although at lower values than the young adult (25-34 years) because the number of those still studying prevails among the under 25.

From 2008 to 2019 it rose from 16.6% to 18.1% (while the EU-27 figure in the same period rose from 10.9% to 10.1%). This means that Italy has not only remained at its lowest levels in Europe but has also widened the gap compared to the average of other countries. It is in total about 3 million under 35 in this condition, of which about 2 million available to work.

Percentuale NEET in età 25-34. Confronto Italia e Ue-27

	2008	2019	2020
UE-27	17,4	17,3	18,4
Italia	23,1	28,9	30,7
Divario	5,7	11,6	12,3

ISTAT analysis in 2020

According to European Commission, the rate of young people not in education, employment or training (NEET), at close to 20%, is the highest in the EU, and the share of early leavers from education and training increased to 14.5% in 2018.

Highskilled young people also face challenges, as the employment rate of tertiary graduates remains low. Limited employment prospects are leading a growing number of graduates to emigrate abroad or from the Mezzogiorno to the northern and central regions.

Fiscal incentives to hire young people are being extensively used (thanks to Youth Guarantee program), but their effectiveness and efficiency has not been yet sufficiently evaluated.

The analysis carried out by the Youth Observatory in the "Youth Report 2021" shows that unemployed people for over a year show lower levels of well-being than other NEETs having a lower level of life satisfaction than peers classified as students and/or workers.

Among who participated at Youth Guarantee program, only about half of the cases acknowledge that they have received benefits both in terms of improving skills and in knowledge of the labour market.

Giovani (20-34 anni) in condizione di NEET per genere e classi di età - confronto Italia e media UE
Fonte: Eurostat - Anno 2019

%	MASCHI			DONNE		
	20-24	25-29	30-34	20-24	25-29	30-34
UE	13,6	12,6	10,7	15,4	21,9	24,2
Italia	24,8	24,0	19,0	25,7	35,7	37,3

Giovani (20-34 anni) in condizione di NEET per livello di istruzione - confronto Italia e media UE
Fonte: Eurostat - Anno 2019

%	SECONDARIO DI PRIMO GRADO	SECONDARIO DI SECONDO GRADO	POST-SECONDARIO E SUPERIORE
	UE	37,6	14,3
Italia	46,8	24,1	18,0

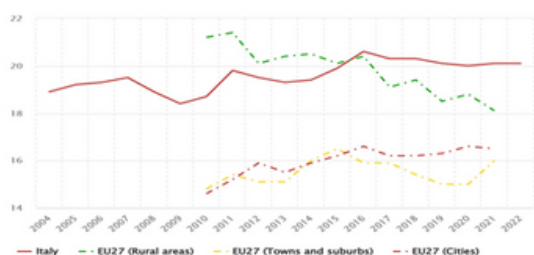
Eurostat 2019: comparison between Italian and European situation for NEET categories (gender and age / education)

The aim is to improve first of all the quality of the offer and to aim at a greater resilience of workers by creating professional figures with solid skills, in addition to the mere support of employability.

The relaunch of the Youth Guarantee program in Next Generation EU contest, must also involve the strengthening of territorial structures, in particular the employment and employment centres, through the creation of trained figures to guide and accompany young people towards their new working future: in fact, the main problem of Italian NEET is the link between education and work, with few points and systems of connection between supply and demand.

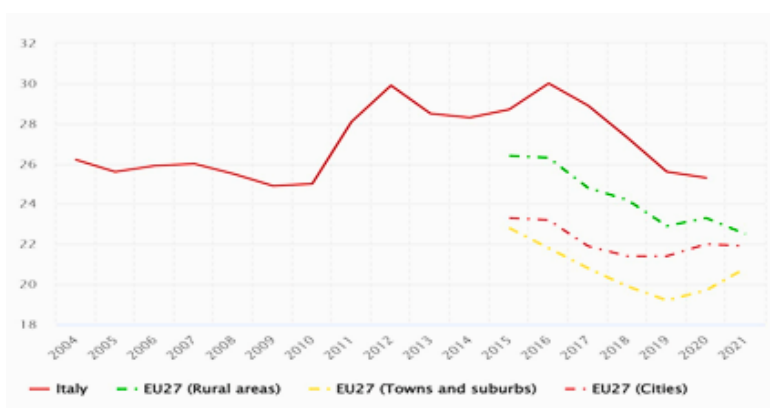
With regard to the labour market from the point of view of companies, the 2021 Budget Law provided for a recruitment bonus for those who have not yet reached the thirty-sixth year of age, through the zeroing of social security contributions for companies operating in the national territory. But bet just in this kind of bonus is not enough, as high unemployers rates highlights.

The poverty risk for person in Italy is one of the highest in Europe with Spain and Greece, and it's significant to note that it's at the same (high) level for 10 years, and it's higher than the rural EU median areas data:



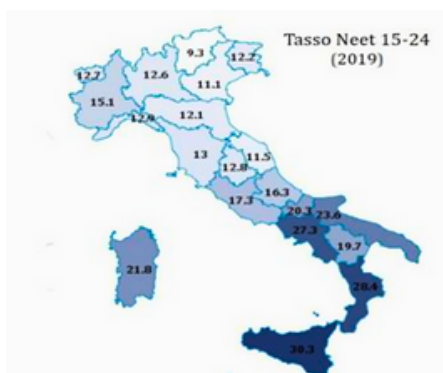
Poverty risk per person comparison between Italy and EU different areas

And about social poverty Italian situation is a few better than other EU countries, but not in EU median value:



Social exclusion per person comparison between Italy and EU different areas

Any consideration in Italy starts from the huge difference between north and south area of the country, with this one having the highest NEET rate:



NEET geographical distribution in Italy 2019 (INAPP)

In Italy 1 woman out of 2 is unemployed and the 25% of under 30 is not working: young from a family without great experience in education (just the lower level of school certificates) are the easiest leavers from school and the fastest to be enrolled in NEET population.

Last Italian government solution¹ to this problem is to use European suggestions and budget to create a new web of stakeholders actively collaborating in each of the identified phases:

1. Emergence: a serious problem is to have a quantitative and qualitative idea of people interested in this matter, not so easy to recognize because are "inactive" people neither looking for job or any education activity. They miss from any database or social/public office list.
2. Engagement: the need is to encourage interested parties to possible solutions, in the most innovative and engaging way.
3. Activation: building up improvement pathways to fix the problem

¹ Piano di emersione e orientamento dei giovani inattivi, Ministero per le Politiche Giovanili



1) First point activity is to build a network of collaboration between the subjects involved who know how to system the interventions already present and those coming, as the new **Guarantee Employability of Workers** (GOAL) that sees the NEET between beneficiaries of its services and funding. GOL, as well as the new Guarantee Young people, aims to make an assessment of the subject and the skills possessed, start updating and retraining paths where necessary, and finally proceed - or simultaneously through dual training tools - job placement.

The interconnection between the world of training and that of work, between realities public, between regional and municipal local authorities, a fundamental benchmark for assessing the success of these policies is the ability to create and exploit collaborative networks on NEET issues at all stages described above.

An important step forward for the construction of these networks has been taken in the **Budget Act 2022**, with the allocation of funds dedicated to the institution services for young people in the Employment Centres (ICC). Thanks to these funds, will create Youth Centres in all ICC with skills and professionalism to welcome young NEETs and manage their possible situations of social and/or psychological discomfort. In this way such figures, in addition to welcoming young people, will be able to direct them more effectively towards local resources more adapted to their situation and can network with public and private bodies training, with social services and the productive fabric of the territory to further bring out the NEET phenomenon and to start young people on pathways training or work placement.

The Plan will be accompanied by an awareness campaign of the **Department for Youth Policies** with the aim of implementing territorial animation aimed at intercepting/engaging/activating young NEETs.

2) For the second point, the Department intends to promote the organization of a tour information itinerant in different parts of the Italian territory characterized by a strong index of vulnerability.

The tour will take place in the first half of 2022 and will pass through about ten/twelve cities identified as those with the highest presence of young people in NEET condition according to data published in reports by the **National Agency Active Labour Policies**.

The goal of the campaign is to physically approach young people by bringing them information and knowledge tools to take advantage of opportunities public bodies at national and European level and to encourage meeting. One of the most critical aspects, in fact, also emerged from the consultation held in April 2021, through the **Youth Portal 2030**, to which participated over 15.000 young people between 14 and 35 years, is the difficulty - to the which was referred to earlier - to find information of interest because the fragmentation of interventions and actors in the territory.

3) Third point of the plan is **GIOVANI2030 (G2030)**, the online platform born with the goal of becoming the digital home for young people, or the single point of access for young people from 14 to 35 years, to all useful information to guide your choices future in the field of training, volunteering, work, initiatives international and cultural, throughout the country.

The platform - which already counts thousands of users - wants to constitute a "door unique" entry to the opportunities of projects and initiatives, collected in sections public institutions - both central and regional and local - the universities, third sector bodies and associations girls and boys; a platform, where young people can access data and information about university, volunteering, experiences international exchange, on professional tertiary education, on the market of on the expected evolution of labour demand.

To increase the supply of opportunities the Department for Youth Policies, in compliance with the general principles of economy, transparency and publicity, has promoted an event of interest aimed at identifying operators high level of expertise in the field of digital communication, public and private, operating nationally and internationally and under the YOUTH 2030 initiative, have an interest in a collaboration, free of charge, aimed at providing young users free courses of training, development and related certifications for digital skills.

Besides this, ANCI (Town Italian National Association) will be able to select municipal projects with the aim of including young NEETs, especially those most discouraged and vulnerable, within the radar of policies to offer experiences and attractive projects that lead to the engagement and activation of young people.

This policy intends to face the problem in a more reliable and longer way, building up a net of different stakeholders really engaged in specific activities to analyse and fix every little part of the NEET problem in Italy.

An in-depth look at other countries: the Bulgarian phenomenon

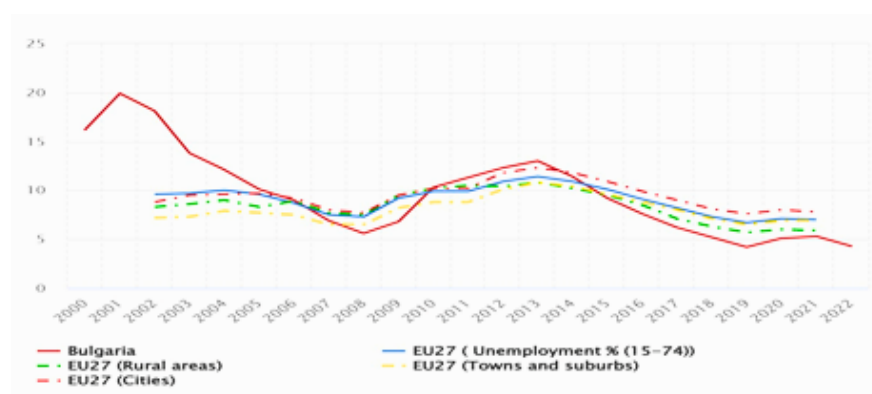
Bulgaria is a curious case in EU. Since the beginning of the 21st century, up to the negative economic downturn started in 2008, Bulgaria have pursued economic reforms designed to attract foreign direct investment and reduce the magnitude of informal economic activities.

This growth model relied on a high degree of liberalisation and openness in external and internal economic relations. On the external front trade was liberalised, there was a commitment to free international capital movements and financial markets were opened up to foreign financial institutions. As a result, foreign banks obtained a dominant position in the finance sector. Significant reforms were also made to the tax system over the last decade with a progressive reduction in payroll taxes.

The main goal of this strategy was to significantly reduce the proportion of the long-term unemployed receiving social assistance.

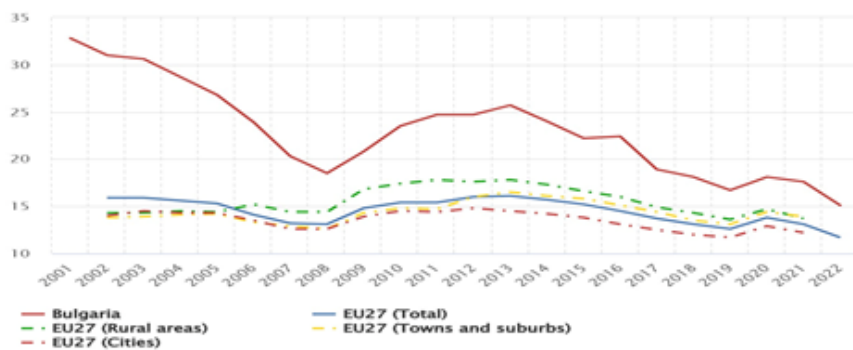
The stated objective was to provide incentives for such people to accept temporary employment opportunities, to improve employability of low skilled persons and facilitate transition of young people from school or inactivity to work. In the middle of 2000s this resulted in Bulgaria devoting a relatively high proportion of fiscal resources to Active Labour Market Policies (ALMPs). After 2008 and the international economic recession period, there was a worsening of the situation luckily mitigated by EU Commission action. During this period Bulgaria made significant progress in expanding employment and reducing unemployment. It would seem reasonable to conclude that ALMPs made an important contribution to this success.

This caused a very low rate of unemployees compared to EU median rates, since almost every person has more than 1 or 2 work at the same time:

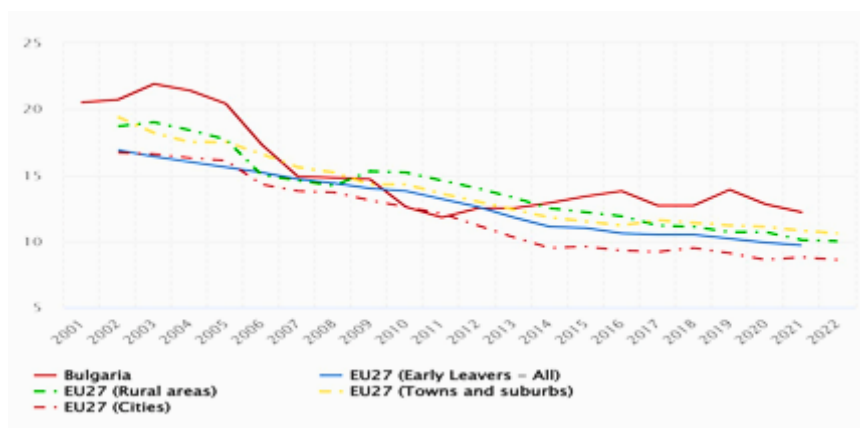


Unemployment in Bulgaria compared to EU different areas (in percentage)

And this is more evident about NEET rate and Easy Leavers Education, going on the same path. Since the 2000s these rates decreased a lot and even though in 2022 Bulgaria has not a good NEET rate, the path made is however appreciable:

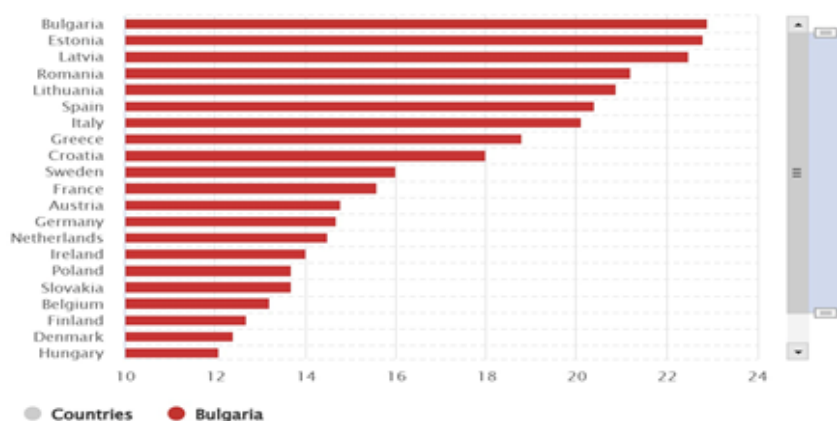


NEET rate in Bulgaria compared to EU different areas (in percentage)



Easy Leavers Education rate in Bulgaria, compared to EU different areas (in percentage)

However, the work frame in Bulgaria is not the best it could be considered, because although taxes and wages for employers and employees are the lowest in Europe, salaries are low too and this causes high rates of people in risk of poverty but not equal level of social exclusion, as almost every worker share this situation with others:



In order to make even better policies to take NEET under control, since 2021 Bulgaria has implemented its **National Youth Guarantee program** according with European Commission indications, and furthermore has been working on reforming its vocational education and training system (**VET**) to better align it with labor market needs. This includes updating and modernizing vocational training programs to enhance their relevance and attractiveness to young people. The goal is to provide NEETs with skills that are in demand by employers and increase their chances of finding employment.

With **Youth Entrepreneurship Support** Bulgaria has focused on promoting youth entrepreneurship as a means to tackle youth unemployment and NEET rates. The government, in collaboration with various organizations, offers training, mentoring, and financial support programs to encourage young people to start their own businesses.

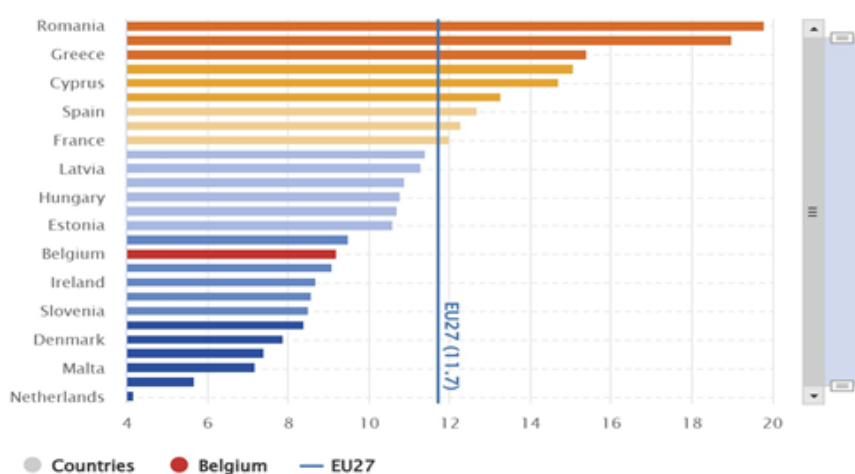
Bulgaria has utilized funding from the European Social Fund and other EU programs to support initiatives addressing youth unemployment and NEETs. These projects often involve partnerships with local authorities, educational institutions, and NGOs to provide training, counseling, and job placement services for NEETs.

The Bulgarian government has implemented employment support programs targeting NEETs, including job counseling, career guidance, and job placement services. These programs aim to facilitate the transition of NEETs into the labor market and offer support in finding suitable employment opportunities.

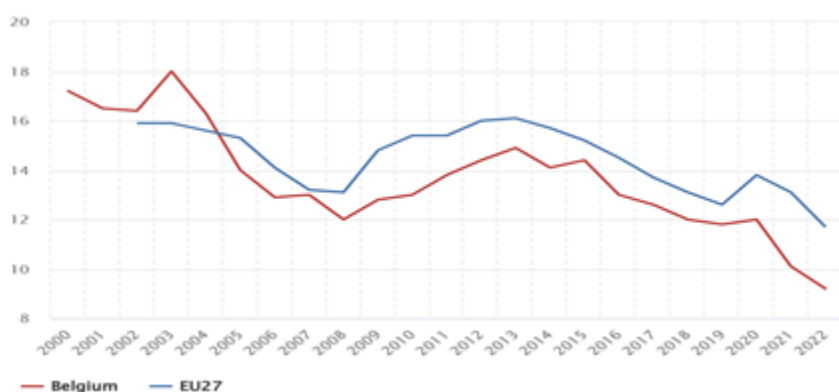
Last 3 years confirm a good trend about the NEET rate and the Easy Leavers Education, continuing in decrease, as the most of European countries.

An in-depth look at Belgium

Belgium is one of the best case in Europe for every rate analysed until now: in last period, it is always at the top for the best indicators such as Employment rate, Easy Leavers Education, NEETs, Poverty risk and Social Exclusion.



NEET rate in European Countries (in percentage)



NEET rate compared to EU median rate (in percentage)

There is a strong link between NEET rate and Unemployment situation.

The reason why Belgium is one of the best in this matter is that since 2011 the government strengthened the job search requirements in the Belgian version of the **Eurostat labor force survey (LFS)**.

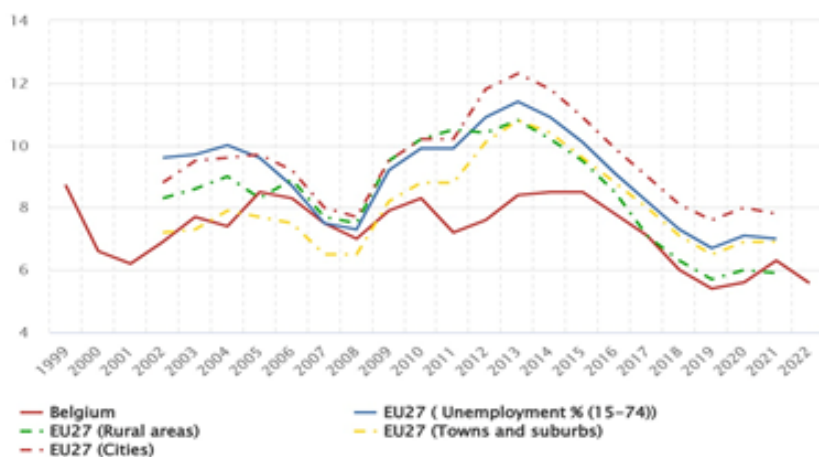
During the euro debt crisis of 2012-2013, the contraction of employment was less severe than during the Great Recession. In the second part of 2000s, industrial employment's share of total employment has decreased steadily over the period. Conversely, the share of employment in services has risen steadily, reaching 80.5% of total employment in 2016. A large part of this increase occurred before the Great Recession. After 2004, employment in technical and support services increased rapidly.

It was sustained by the so-called "titres-services" system, a service voucher scheme that was introduced in 2001 by the federal government but became truly effective only in 2004. The scheme is based on tax deductible vouchers that households can purchase at a fixed price and which they can use to pay for personal services (e.g. house cleaning, domestic help, garden maintenance, and home cooking). It is estimated that, between 2004 and 2016, this scheme led to the creation of about 175,000 jobs.

The Public Employment Service in Brussels implements a specific action, the Youth Guarantee Service, dedicated to assist young people at the end of their studies with a job, a traineeship or a training within four months after their registration. Benefiting from a total support of € 3.4 million, this service has accompanied 17.500 young people between 2014/2018. Likewise, TechnoCampus is a training center for future jobs in Hainaut-Namur. With a total cost of € 2.7 million it proposes a wide range of trainings covering the most important competences for the enterprises of the industrial sector.

Belgian consideration of its own NEET situation is that Belgium is well in advance in implementing the Youth Guarantee but there are still areas where challenges remain. Belgium has a very good overall performance in attracting NEETs to its regional Youth Guarantee schemes. Outreach activities to vulnerable and inactive NEETS have improved, yet challenges remain. Belgium needs to continue efforts towards establishing a systematic NEET tracking system in cooperation with the education sector, and further develop provision of individualised guidance, including to the most vulnerable job seekers. Monitoring and evaluation policies are in place, while partnerships have been reinforced and tailored to vulnerable job seekers. However, there is scope for drawing synergies from institutional and operational collaborations.

The traineeships that exist in the different regions and communities are good measures to provide young job seekers with hands-on work experience. However, the most vulnerable young people should be ensured also to participate in traineeships.

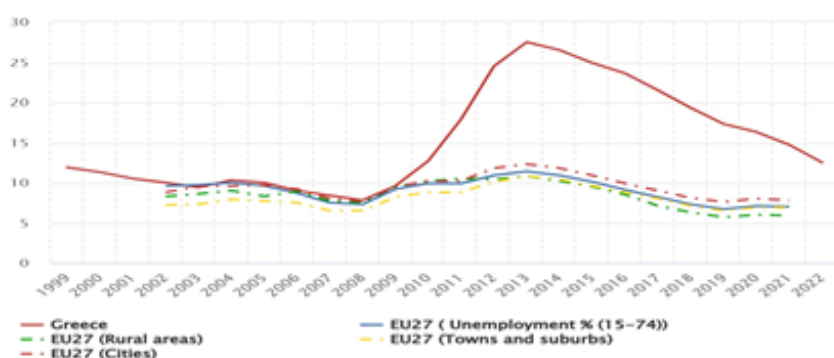


Unemployment rate in Belgium compared to EU different areas (in percentage)

In conclusion, Belgium seems to have done the right steps to face and fix NEET problem, using a lot of tools used by other countries (in example, Job voucher were used also in Italy with bad results), but managing in apply it widely to all his population, and using at the best all EU helps and suggestion, and it's evident looking to an already good trend about NEET rate, still decreasing up today.

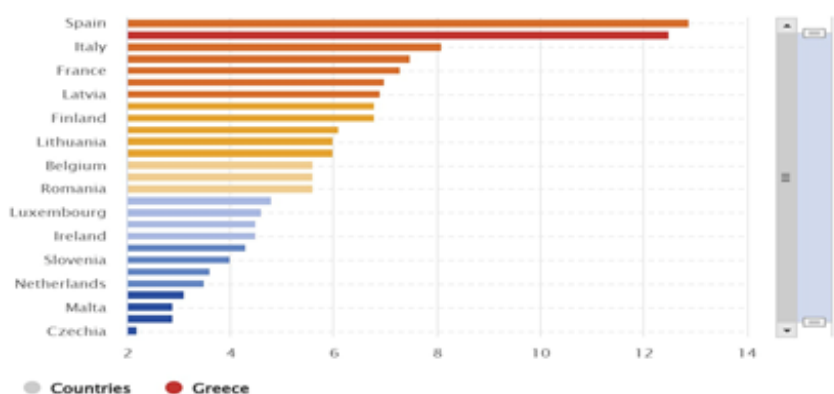
An in-depth look at Greece

Employing trend during last 20 years in Greece is not so dissimilar from other European countries, with a rapid increase in 2008 for the global financial recession and a decrease started in 2015 up to now.

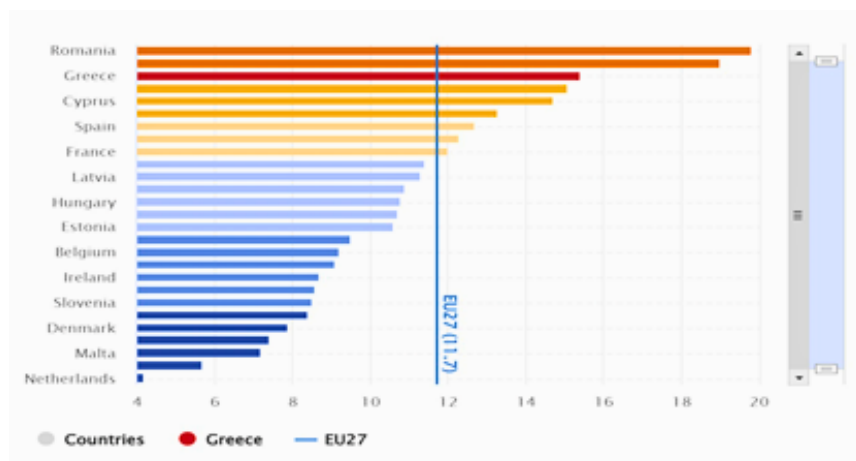


Unemployment rate in Greece compared to EU median rate (in percentage)

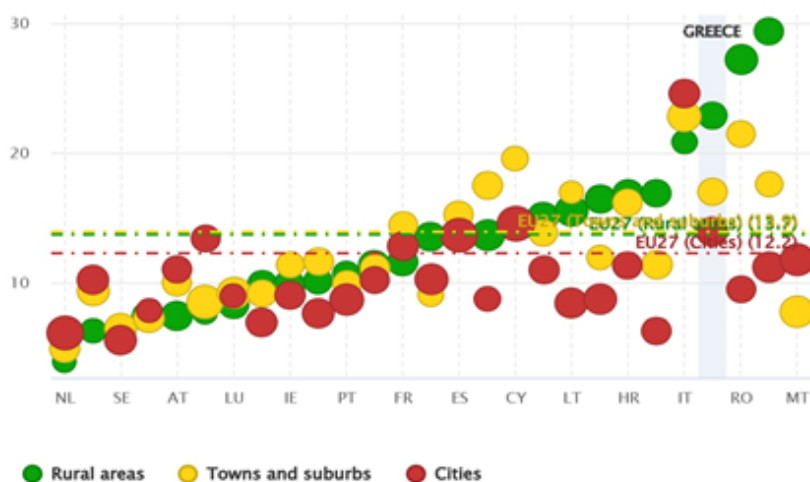
However, in 2022 Greece was one of the worst in Europe, second after Spain and just before Italy.



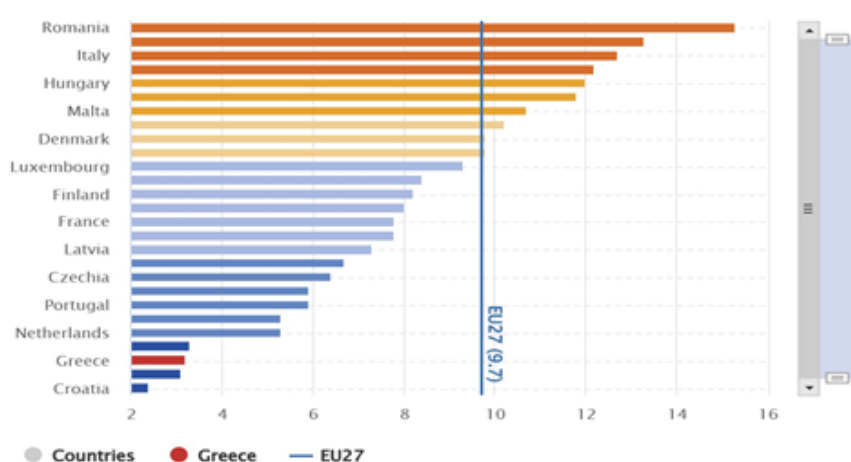
And in the particular case of NEET, it's only a few better compared with Italy but still far from EU median percentage:



The main difference respect Italy is that NEET population is less concentrated in cities or town and more in Rural Areas: the 22,8% of Population in rural areas and the 13,9% in cities in 2021.



Such an high level of NEET seems to suggest that in Greece the problem could be the educational matter, but it is not as the following image shows. Greece in one of the best countries in Europe for Easy Leavers from Education aged between 18 and 24, with just 3.2% of population. Only a small percentage of the NEET population are early school leavers, and the most of them are higher education graduates:



The problem is the step from the school to employment, the lack of capability and offering of job place.

The job young people had before their unemployment status was of semi-permanent, casual and seasonal nature. More specifically, the majority of NEETs has worked mainly in the tertiary sector, but their working experience does not exceed a six month period; furthermore they didn't seem attracted from training courses and generally they didn't think that the Greek educational organization and structure could help in employing.

Something has changed with the European programs such as the Youth Employment Initiative (YEI): launched in 2013 to fight youth unemployment in European countries with a budget of € 3.1 billion for the 2014-2020 period, it was just a third of the total budget that the Greek government spends against unemployment.

The YEI, through skills and training programs combined with paid internships in the private sector, aims to give youths their first taste of the job market, and has been especially successful in the tourism sector, where 16,000 youths have found jobs.

The vast majority continues to work in the sector after their first experience, and thanks to YEI, the 60.2% of participants received a job offer or a traineeship, and the 54% completing the program got a job.

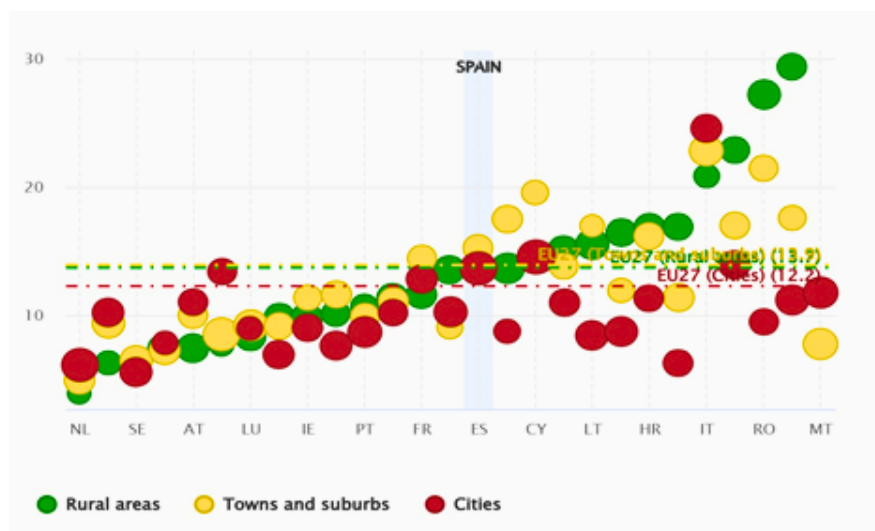
In last 3 years Greece is trying to raise its economy in order to achieve a significant level of wellness and guarantee better jobs and pays for young people, avoiding also an increasing phenomenon such the Brain Drain (emigration of young educated people): a precariousness of employment and above all a massive exodus of the population demoralized over 500,000 young people, mostly highly skilled, who have fled the country over the past decade. In 2022 Greece is the eurozone country with the highest proportion of people over 65 (22 percent).

According to several economists, Greece is stuck in a poverty trap, with underskilled, precarious and poorly paid jobs. The debt crisis has further amplified this trend. The governments that have taken turns in the country have done everything to accelerate the development of tourism, the simplest and fastest source of income. The sector is more than ever the main engine of the economy, but already weakly industrialized before the debt crisis, Greece has fallen further behind.

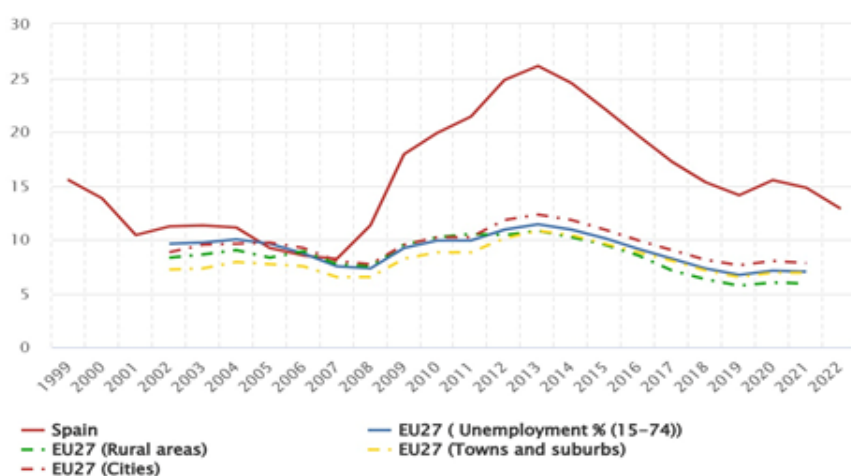
Since the default of the national economy in 2012, and despite the enormous efforts made by Athens, it seems difficult to get back on top also due to the enormous impact of the pandemic and the price increase due to the Ukrainian war.

An in-depth look at Spain

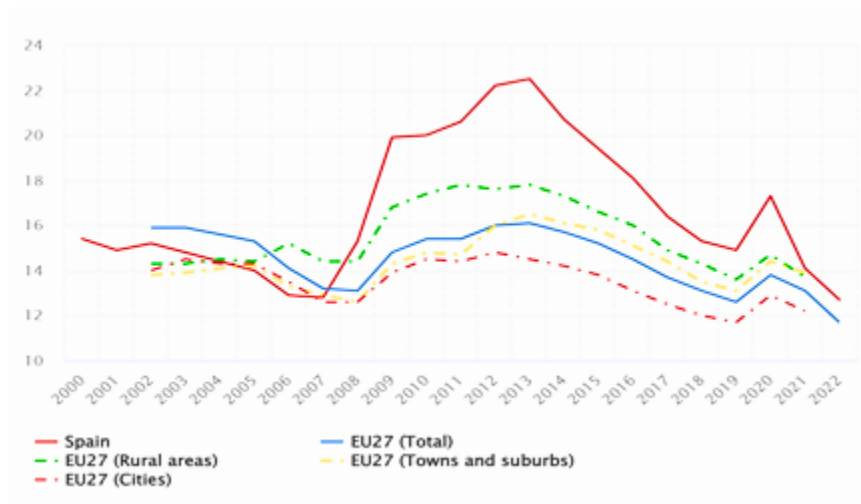
Spain has some particular data about the distribution of NEET population: in 2021 the NEET level was equal of the EU median data and its distribution was the same in cities and rural areas, and a little more in towns.



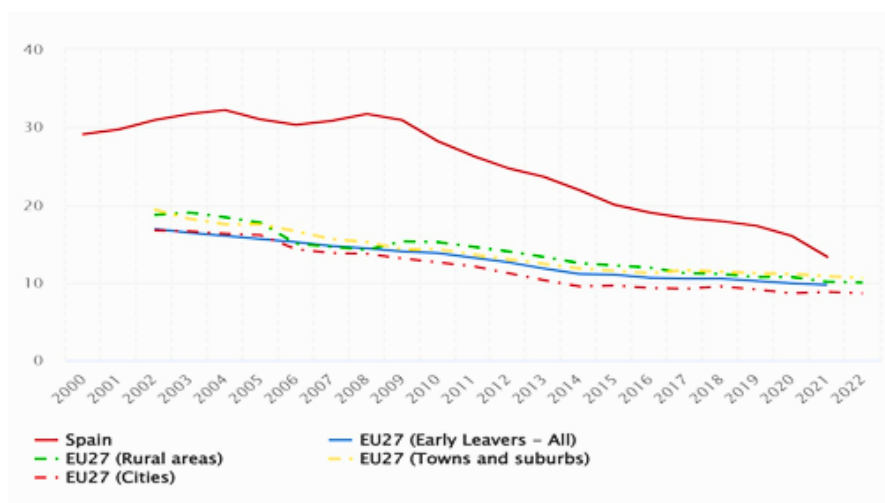
What data say is that before 2007 the unemployment rate in Spain was in line with EU median rate, but in 2007 there was a rapid increase of this rate up to 2013, when it started to decrease very suddenly until 2019, when the Pandemic stop this decrease, running up again in last 2 years.



Same trend about NEET population rate:



This effect of the global financial recession brought a lot of young people to continue their education and training, so the Easy Leavers Education rate started to decrease in the same moment the Unemployment rate started to increase. The most positive fact is that is going on decreasing up to now:



Easy Leavers Education in Spain compared to EU median rate (in percentage)

Comparing this last 2 graphics the period between 2007 and 2014 seems to be a paradox: a decreasing Easy Leavers Education rate and a quick increasing of NEET population. This suggests that the problem in this 7 years long period was not the education in Spain, but the lack of job offering that increased NEET rate although young people kept on study.

While Spain implemented various measures to address the NEET problem, it is important to note that the issue has not been completely fixed, and Spain is one of the worst countries in Europe for NEET population, a few better than Italy and a few worse than Greece.

To face the problem, initiatives and policies were introduced in Spain around 2010 to tackle youth unemployment and support NEETs, and now it seems to work: last data taken in the end of 2022 show a 11.5% rate of NEET.

As many other European countries, in 2013 Spain implemented the Youth Guarantee program, which aimed to provide young people aged 16 to 29 with a job offer, continued education, an apprenticeship, or a traineeship within four months of becoming unemployed or leaving formal education. Besides the economic support of EU Commission, the government set up a plan and economical support to encourage entrepreneurship among young people by providing financial incentives, mentorship programs, and access to resources and funding for starting businesses. These initiatives aimed to foster self-employment and job creation.

Spain implemented policies to stimulate job creation, such as reducing social security contributions for companies that hired young workers. The government also introduced temporary job subsidies to encourage companies to offer employment opportunities to NEETs: this has got the result that at the beginning of 2023 over a million more people got an employment with permanent contracts in the last year.

In addition, after a full analysis of the educational and work situation in the country, Spain focused on enhancing vocational training and education opportunities for young people. Initiatives included expanding vocational training programs, promoting apprenticeships, and establishing partnerships between educational institutions and businesses to align training with labor market needs. This evolution promoted by the government have linked more closely education to businesses and the labor market. Pupils enrolled in vocational training increased by 28.7% in 2020-21, compared to five years ago.

Has also created a plan for International Mobility, encouraging young people to seek employment or training opportunities abroad through programs like the "Your First EURES Job" initiative. This aimed to enhance the employability and skills of young individuals by providing them with international work experience.

It is important to note that the effectiveness and long-term impact of these measures can vary, and the NEET issue remains a complex challenge in Spain and many other countries.

3. TRADITIONAL ACTIVE LABOUR FORCE POLICIES, EDUCATION, AND TRAINING: IN-DEPTH LOCAL ANALYSIS

As previously presented NEETs (Not in Education, Employment, or Training) are individuals who are not currently enrolled in any educational institution, not employed, and not in any training or vocational programs. NEETs and its Spanish equivalent 'nini' (Ni estudia, Ni trabaja) have dominated youth policy discourses in recent years. Within the European Union, Spain is one of the countries with the highest proportion of young people in NEET situations. According to Eurostat data (2020), Spain is one of the countries with the highest proportion of young people in NEET situations. In Spain, in 2021, 14.1% of the total population aged between 15 and 29 years was in a NEET situation, whereas the average for the European Union was 13.1%. This group of individuals faces a range of challenges that can have significant societal and economic risks. It is each government duty to intervene in such challenges through appropriate labour force policies as well as education and training strategies. To better understand Spanish approach, it is important to have the big picture of what are the challenges and risks faced by NEETs, an in particular:

- **Social isolation:** NEETs often experience social isolation and lack of social networks. This can lead to mental health problems such as anxiety and depression, thus weighing on National welfare.
- **Low self-esteem:** NEETs often have low self-esteem due to their lack of opportunities and experiences. This can lead to a lack of motivation and difficulty in finding employment, burdening social security system.
- **Lack of skills:** NEETs often lack the necessary skills and qualifications required for employment, making it difficult for them to find work.

- **Financial difficulties:** NEETs often experience financial difficulties due to their lack of employment or training, which can lead to poverty and homelessness. Economic protection against the risk of poverty derived from unemployment has a limited scope (measured through the coverage rate) and is further reduced for the young population, given their difficulties in finding employment for the first time and the characteristics of the labour market, such as high turnover and intermittent employment. The lower protective effect on the young population is striking, even more so, when considering that unemployment protection is one of the few functions of social protection in which Spanish expenditure is above the European Union average (Spanish Economic and Social Council 2020, p. 149).
- **Increased social inequality:** The existence of a large number of NEETs can contribute to increased social inequality, as individuals without access to education or employment opportunities are more likely to be excluded from society. Following the socio-economic crisis resulting from the COVID-19 pandemic, inequalities in employment and working conditions have become even more accentuated for those in a vulnerable position.
- **Crime and anti-social behaviour:** NEETs are at an increased risk of engaging in criminal and anti-social behaviour due to their lack of structure and opportunities.
- **Strain on social welfare systems:** NEETs often rely on social welfare systems for support, which can strain resources and negatively impact the economy.
- **Reduced economic productivity:** The existence of a large number of NEETs can lead to reduced economic productivity, as individuals who are not employed or in training are not contributing to the economy.
- **Reduced tax revenue:** NEETs often do not pay taxes, which can lead to reduced tax revenue for the government.
- **Increased government spending:** Governments often need to spend more on social welfare programs to support NEETs, which can lead to increased government spending.

3.1 THE SPANISH AND GREEK CONTEXT

Spain

In this sense, as stated above in our European data analysis, Spain has implemented a range of active labour policies to promote employment and reduce unemployment, intervening precisely on NEETs to manage the situation. In particular the following measures have been taken:

Employment Plans: The Spanish government has implemented various employment plans to promote job creation, particularly for young people and long-term unemployed. These plans offer incentives for companies to hire workers, including wage subsidies and reductions in social security contributions.

Training programs: The Spanish government has implemented training programs to improve the skills and employability of workers. These programs provide vocational training and retraining opportunities for workers to gain new skills and transition to new industries.

Active labour market policies (ALMPs): Spanish ALMPs are policies designed to support individuals who are unemployed or at risk of becoming unemployed. These policies include job search assistance, job placement services, and career counselling.

Entrepreneurship programs: Spain has implemented various programs to support entrepreneurship and self-employment. These programs provide support for individuals starting new businesses, including access to funding, mentoring, and training.

Youth Guarantee: The Youth Guarantee is a European Union initiative that aims to provide all young people under the age of 25 with a good-quality offer of employment, education and in Spain it is often managed with the collaboration of social empowerment NGOs like our associate ARRABAL AID to make sure they actually hit the appropriate targets: marginalised, NEETs, migrants, unemployed and youth entering the job market.

In Spain the commitment to reduce unemployment of young people has been implemented through the Youth Guarantee Implementation Plan (YGIP) and later with the Youth Guarantee System implementation plan (YGS) (Law 18/2014 and Royal Decree-Law 6/2016). The YGIP focuses on the NEET population – from young people who had prematurely abandoned their studies and possessed neither qualifications nor work experience, to university graduates with a range of skills and even prior work experience who were unsuccessfully searching for jobs – without considering all the variables that would have been included in a more holistic approach. It should be noted that the aforementioned Plan was initially oriented towards all NEETs under 25; however, this age limit was increased in 2015 to 29. That is, during the first 2 years, the Plan was extended to a wider age range than the one set by the EU (youths aged 16 to 24), covering young people up to age 30. However, the YGIP programs have not been that effective as young beneficiaries felt back into their NEET situation according to evaluation statistics. To compensate such situation, in 2018, the Youth Employment Emergency Action Plan 2019-2021 (YEEAP) was approved to improve the management of the YGs, containing a set of measures and actions aimed at improving the quality of employment, redressing the gender gap in labour, and reducing youth unemployment with a more tailored definition of target group mainly focusing on 5 axis. The measures contained in axis 1 – orientation –, address the whole youth collective and they focus on setting up the ORIENTAJOVEN programme. This establishes a network of 3000 people responsible for the orientation and prospection of employment services, and 110 mediators of the SIJ-INJUVE Network to provide synergies with professionals from other institutions to achieve a one-stop-shop effect for young people. Regarding the measures in axis 2 – training –, training programmes address young people registered as unemployed: in key competences for those who left education early; in digital competences where digital divide is a higher risk;

in foreign language competences and second opportunity programmes for young people who have not completed their compulsory secondary education, especially the younger ones. The measures in axis 3 – employment opportunities – have the aim of boosting hiring, creating employment and maintaining jobs, placing special attention on young people in a situation of social exclusion. In general, these are booster measures and proposals of a regulatory nature, along the same lines as those in axis 4 – equal opportunities in accessing employment – and those in axis 5 – entrepreneurship. [Examining NEET situations in Spain: Labour Market, Discourses and Policies" by Tanja Strecker, Joffre López, and M. Àngels Cabasés, published in the Journal of Applied Youth Studies].

Public Employment Services: Spain has a network of public employment services that provide job seekers with job search assistance, training, and other employment services. These services help to match job seekers with suitable job opportunities and provide support to help job seekers find employment.

Unemployment Benefits: Spain provides unemployment benefits to individuals who are unemployed and actively seeking work. These benefits help to support individuals financially while they search for employment and provide an incentive to find work.

Temporary Employment Programs: Spain has implemented various temporary employment programs that provide incentives for companies to hire unemployed workers. These programs include wage subsidies and reductions in social security contributions. Yet these programs do not always relieve the problem as precariousness translates into multiple situations that feed each other; for example, contractual temporality, involuntary part-time hours, underemployment, overqualification, the proliferation of intermittent periods between unemployment and employment, low expectations of personal advancement, informal work

(and, consequently, not protected or recognized by public administrations) and, obviously, reduced wages (Spanish Economic and Social Council 2020). The problem is aggravated for young people who when they lose their job, they often do not meet the minimum requirements to receive unemployment benefit. (Strecker, López, & Cabasés, 2021)

In terms of education and training, Spain has implemented various education and training policies aimed at improving the skills and employability of workers. These policies include:

Vocational Training: Spain has a system of vocational training that provides individuals with the skills and qualifications needed to enter the workforce. These programs are designed to meet the needs of specific industries and are often provided in partnership with industry organizations.

Lifelong Learning: Spain has implemented various lifelong learning policies that provide individuals with opportunities to continue their education and training throughout their working lives. These policies aim to improve the skills and employability of workers and help them adapt to changes in the labour market.

Apprenticeships: Spain has a system of apprenticeships that provides individuals with on-the-job training and work experience. These programs are often provided in partnership with employers and help individuals gain the skills and experience needed to enter the workforce.

These policies help to support individuals while they search for employment and provide them with the skills and qualifications needed to enter the workforce.

The National Strategy for Active Employment Policies is a comprehensive text of a strategic nature for the development and implementation of active employment policies in Greece in the period 2022-2030, in combination with passive labor market policies, with the aim of strengthening employment and dealing with unemployment, enhancing the qualifications, skills and employability of the workforce, and more broadly improving data on the labor market and employment.

It constitutes a holistic strategic framework for the development and implementation of employment policies in Greece, targeted, reliable and with measurable results, based on existing needs and new challenges emerging at national, local and international levels. It updates and expands the existing Strategic Framework for the Redesign of Active Employment Policies (April 2018), while redefining priorities in terms of interventions that are expected to have a greater impact in terms of increasing employment and strengthening the employability of human resources, in the short, medium and long term.

The preparation of the National Strategy is based on the implementation of the principles of the European Pillar of Social Rights and the new Porto Declaration. It incorporates the three primary goals for 2030 that have been set by Greece in the context of the Action Plan for the European Pillar of Social Rights.

The National Strategy is structured in four strategic axes, each of which derives from a different strategic priority regarding employment and the labor market, as follows:

- **Strategic Axis 1:** Strengthening employment and tackling unemployment and long-term unemployment.
- **Strategic Axis 2:** Strengthening youth employment and facilitating the access of young people to the labor market.
- **Strategic Axis 3:** Developing the workforce and enhancing its employability.
- **Strategic Axis 4:** Inclusive Labor Market.

The above Strategic Axes are further supported by two Horizontal Axes:

- **Horizontal Axis A:** Systemic and Institutional Interventions to upgrade the employment policy framework.

- **Horizontal Axis B:** Governance of the National Strategy for Active Employment Policies.

Regarding the **Labour Policies**, essential is the “Digital Transition” 2021-2027 program.

Its sections include Innovative digital services & applications from the State and Local Government, eco-friendly “cloud” infrastructure, completion of the Public Sector Network, further strengthening of the Unified Digital Portal of the Government gov.gr, strengthening the National Alliance for Digital Skills and Employment and the National Digital Skills Academy, ultra-high-speed connectivity and expansion of wireless access points, and digital platforms to support business activity.

I suoi principali elementi includono il finanziamento per lo sviluppo dell'infrastruttura di banda ultra larga continua, il finanziamento della Rete del Settore Pubblico SYZEXIS II che sta per essere completata, la fornitura di servizi elettronici nella Sanità e il rafforzamento dell'indipendenza abitativa che sono finanziati, e la Trasformazione Digitale degli Enti Locali e la Cultura Digitale che sono rafforzate.

Its main elements include funding for Ultra-Fast Broadband Infrastructure Development continues, the financing of the Public Sector Network SYZEXIS II that is being completed, the provision of electronic services in Health and the strengthening of independent living that are being financed, and the Digital Transformation of Local Authorities and the Digital Culture that are being strengthened.

Regarding the digital transformation of the public sector, the Greek State funds digital services, products & processes for more than 341 public organizations, finances wireless-WiFi access in more than 1,600 regions of the country, creates more than 11,087,000 users of new & upgraded digital services, and finances the Digital Transformation of more than 318 LGOs (Local Government Organisations), as well as the telecommunications connection of more than 6,300 State buildings².

² Actions and funding so far: Applications and tools for Public Administration - € 85,000,000, entrepreneurship support - €35,000,000, strengthening of electronic Health and independent living services - € 46,529,787, digital transformation of Local Government Organizations - € 220,000,000, digitization actions - € 30,000,000, cloud ICT infrastructure, wireless access, SYZEUXIS, data centers - € 97,000,000.

Actions about boosting connectivity with high-speed broadband access include funding access to very high-capacity broadband services to over 669,000 homes & 97,900 businesses and creating subscriptions to very high capacity broadband network services for over 116,000 homes & 16,900 businesses. For the development of Ultra-Fast Broadband Infrastructure, there is infrastructure development in areas without Very High-Capacity Networks and Ultra-Fast Broadband coverage, including actions to support the design, development, management and monitoring of very high-capacity broadband networks.

The development of digital skills plan includes funding support for digital skills actions for more than 352 public administrations/services, funding the digital skills training of more than 92,560 employees and creating more than 74,100 trainees who gain expertise immediately after completing their training, while more than 534,100 people benefit from digital skills promotion actions. The reskilling-upskilling programs target General Government employees, while there are also upskilling actions in matters of utilization and management of innovative Digital Technologies, support of the National Alliance for Digital Skills and Employment, support of the National Academy of Digital Skills & the staff capacity of the Ministry of Digital Governance, development of basic digital skills in the general population, and development of the inter-ministerial branch of the Digital Policy Analyst.

The following five acts are of strategic importance:

- Modernization of the Integrated Information System of the State Legal Council and Upgrade of Digital Services, 2023-2025.
- Digital Upgrade of the Integrated Information System for the Management of Judicial Cases of Administrative Justice, 2023-2024.
- New unified Integrated Taxation Information System, 2025-2027.
- Ultrafast Broadband Infrastructure Development - Phase 2 UltraFast Broadband, 2022-2025.
- Digital Helper at Citizen Service Centers, 2023-2024.

4. THE SECOND MACHINE REVOLUTION, GENERATION Z'S WORK ARENA & BAUMAN'S LIQUID MODERNITY: RUNNING WITH TECH, NOT AGAINST

Aside of our European data analysis, what is the theoretical background of the **BUCOLICO** concept? Educating NEETs, senior citizens (and trainers as well) towards a digital, financial, entrepreneurial literacy means, above all, to face our contemporary reality which is deeply characterized by two significant phenomena: the pervasive presence of a new tech culture, namely the second machine revolution, and the significantly changed shape of the work arena & job market, not only for the younger generation (the so-called Gen Z). One significant concept, worth to be introduced and discussed, guided the partnership towards the implementation of our six Intellectual Outputs and so our educational work with NEETs, senior citizens and adult education's staff: the notion of **Liquid Modernity**.

What do we mean with it?

In his book "Liquid Modernity", Zygmunt Bauman presents an overview of how work has evolved in the context of our modern society. He claims that in this period of liquid modernity, the old concept of the employee as having a secure and permanent job in a set workplace is no longer the norm. Basically, Bauman claims that the essence of work has fundamentally changed. Work was once fully connected to the sense of community. In the past, a person's identity was frequently linked to their job and the company in which they worked. However, in today's world, people do not act like their job is the main source of their identity, since jobs frequently are temporary and employees are expected to adapt and move rapidly.

In our modern world, flexibility in terms of employment rises fast. For example, now more than ever temporary contracts and the gig economy seem to emerge. Companies are no longer expected to provide long-term employment prospects, and a position might terminate unexpectedly, leaving the worker without a sense of security. Thus, employees need to be adaptive and eager to take on new responsibilities and chances. Long-term job security, consistent pay, and a sense of permanence in the job position are becoming increasingly unusual. Work has instead become a fluid and ambiguous activity. In many cases, employees are feeling insecure and unstable as a result of this. For them, work is now seen as a fragile and precarious set of temporary jobs and contracts that offer little identity, restricted community membership and limited job security. In addition, this growing flexibility has resulted in many employees feeling isolated and having to adjust their work hours, expectations, and workload to meet the needs of their employers. According to Bauman, the emergence of work in its current form has generated a division in society. While some parts of society can benefit from the opportunities that come with the fluidity of work, others remain trapped in insecurity (Bauman, 2020).

In summary, Bauman's idea of liquidity is an informative insight into how today's work scene can be seen to be full of abrupt change and uncertainty, but also provides a framework for us to think about how this scene was reshaped during and after the COVID-19 pandemic. Essentially, based on the ideas of Bauman's, the pandemic has only aggravated the previous instabilities and fragilities of the work scene.

The COVID-19 pandemic has created an enormous and undeniable change in the way people work, with the most apparent one being the move to remote working modalities so as to be able to keep pace with socially distancing measures. However, the effects on the workplace are far more than just working from home.

Based on a study by Bick et al. (2020), a great percentage of employees started working from home since the pandemic. This shift has created the need for the companies to rethink about their office spaces and how they manage their employees. Since the start of the pandemic, when remote work was a necessity, a lot has changed. Even after the termination of the lockdowns, a large number of employees support the continuation of the working from home modality.

Important changes did also happen in terms of the organizational culture of companies. The impact of the COVID-19 pandemic on organizational culture was investigated by Tutupoho et al., (2021) and based on their findings, the pandemic pointed out a growing need for companies to develop an organization which is flexible, agile or adaptable as soon as possible. The study also indicates that employees' well-being and the importance of building a sense of belonging at work are given higher priority by companies, during these times.

Indeed, during and after the pandemic the focus shifted towards the well-being of employees. More specifically, the companies paid more attention to the promotion of the employees' mental health and the retention of work-life balance. Innovative policies to promote well-being in the workplace were implemented, such as discussing possible individualized work arrangements and also providing every employee with mental health resources (Gavin, et al., 2020).

Furthermore, skill development and the training of employees became a priority. In order to be more successful and productive the staff needs to acquire different competencies, such as digital skills and adaptability (Mikołajczyk, 2022). Therefore, new training programs are being put in place by companies aiming to facilitate employees to prepare these skills and maintain their competitive position in an evolving labor market.

It is also undeniable that the pandemic has accelerated the uptake of digital technologies at work and has sparked off a digital transformation (Bartik, et al., 2020). Although many companies were resistant in incorporating the new technologies into their daily practice, the pandemic has made this shift a priority, resulting in enhanced efficiency and productivity for these companies. In order to encourage teamwork among employees who work from home and to increase the efficiency of their teams, many leaders have invested in and continue to do so in digital solutions including cloud storage and collaboration tools (Ausat, 2023).

Last but not least, the COVID-19 pandemic significantly altered how the workplace addresses hygienic and health issues (Hou et al., 2021). Employers have put into practice measures to keep protecting their staff including regular cleaning and disinfection as well as physical distancing or use of masks, plexiglass dividers, etc. These measures have had a positive effect on reducing the spread of viruses at work and also on contributing to more comfortable and safe working conditions for employees.

5. DIDACTIC BACKGROUND TO THE BUCOLICO CONCEPT

E-Learning Platforms, Open-Source Online Training Resources, Serious Games, Self-Learning and Self-Evaluation (State of the art).

According to Michael Trucano's article "10 Global Trends in ICT and Education" published on the World Bank's EduTech blog, the top 10 Global Trends in ICT and Education are:

Mobile Learning: New advances in hardware and software are making mobile "smart phones" indispensable tools. Just as cell phones have leapfrogged fixed line technology in the telecommunications industry, it is likely that mobile devices with internet access and computing capabilities will soon overtake personal computers as the information appliance of choice in the classroom. In this sense Bucolico's platform has been developed to be mobile-friendly and user-friendly to ensure accessibility of contents to beneficiaries from every mobile device.

Cloud computing: Applications are increasingly moving off of the standalone desk top computer and increasingly onto server farms accessible through the Internet. The implications of this trend for education systems are huge; they will make cheaper information appliances available which do not require the processing power or size of the PC. The challenge will be providing the ubiquitous connectivity to access information sitting in the "cloud". In this sense Bucolico's OER Platform functions as an online cloud repository where useful training resources for NEETS are available in 6 languages.

One-to-One computing: The trend in classrooms around the world is to provide an information appliance to every learner and create learning environments that assume universal access to the technology. Whether the hardware involved is one laptop per child (OLPC), or - increasingly -- a net computer, smart phone, or the re-emergence of the tablet, classrooms should prepare for the universal availability of personal learning devices.

In Bucolico, students can freely create their training path visiting different resources and accessing training material. They are free to access any unit or section they are interested in without being forced to follow a predetermined path. The monitoring stats reflects such liberty and preferences as anonymous stats are collected of how many and which modules/units/sections have been read by the students, which were the most preferred modules and which were the most followed, thus demonstrating that our platform perfectly adapts to each individual need.

Ubiquitous learning: With the emergence of increasingly robust connectivity infrastructure and cheaper computers, learning opportunities shall be provided to students “anytime, anywhere”. That is why, Bucolico offers free access, anytime and anywhere to training contents developed, ensuring its availability not only from the online setting but also offline, as materials can be downloaded also in offline formats. Moreover, Text-to-speech functionalities ensure full accessibility and ubiquitous learning as it overcomes barriers making material available also for blind and illiterate people in different languages.

Gaming: Multiplayer and other online game experience is extremely common among young people and games offer an opportunity for increased social interaction and civic engagement among youth. The phenomenal success of games with a focus on active participation, built in incentives and interaction suggests that current educational methods are not falling short and that educational games could more effectively attract the interest and attention of learners. In this sense, Bucolico is perfectly aligned to this trend thanks to the development of BUCOLICO game app. The serious game is a sort of escape room and role play with 10 scenarios based on entrepreneurships. The game has 2 difficulty levels and each scenario has 3 possible answers, which are different possible actions the player chooses to take in order to escape the room and to find the best solution to entrepreneurship-based case studies in the different levels of the game each.

Every case study teaches a different basic principle of entrepreneurship. Each scenario has different items so that when the player clicks on an item, a new scenario appears. Five scenarios are of difficulty level 1 and five of level 2. The 3D environment is richly animated so that the game has the looks and the quality of commercial entertainment games that people are willing to pay for (even though this game will be available for free). The development has required a lot of technical input, creating game mechanics, building graphical design, animation, 3d design, audio design, programming, prototyping, testing and evaluation, revision, translations, as well as final development.

Personalized learning: Education systems are increasingly investigating the use of technology to better understand a student's knowledge base from prior learning and to tailor teaching to both address learning gaps as well as learning styles. This focus transforms a classroom from one that teaches to the middle to one that adjusts content and pedagogy based on individual student needs - both strong and weak.

Redefinition of learning spaces: The ordered classroom of 30 desks in rows of 5 may quickly become a relic of the industrial age as schools around the world are re-thinking the most appropriate learning environments to foster collaborative, cross-disciplinary, students centred learning. Concepts such as greater use of light, colours, circular tables, individual spaces for students and teachers, and smaller open learning spaces for project-based learning are increasingly emphasized. Moreover, as COVID has sadly demonstrated the use of online learning spaces has proved to be a useful tool to avoid learning barriers. E-learning platforms are web-based systems that provide online educational content and interactive tools for students to learn remotely. These platforms often include features such as interactive content, online assessments, and social learning tools. Some of the most popular e-learning platforms include:

Moodle: Moodle is an open-source e-learning platform that allows educators to create and deliver online courses. Moodle is highly customizable and includes features such as course management tools, discussion forums, and multimedia content.

Blackboard: Blackboard is a popular e-learning platform used by many educational institutions. It includes features such as course management tools, online assessments, and multimedia content.

Coursera: Coursera is an e-learning platform that partners with universities and organizations to offer online courses and certifications. Coursera includes features such as video lectures, interactive quizzes, and peer-reviewed assignments.

In Bucolico, the concept of E-platform has been applied to a specific target (NEETs) covering a range of topics from entrepreneurship and fostering entrepreneurial spirit to digital knowledge and upskilling, with a series of materials: video testimonials, case studies, training contents, serious game, Power Point Presentations, etc.

Teacher-generated open content: OECD school systems are increasingly empowering teachers and networks of teachers to both identify and create the learning resources that they find most effective in the classroom. Many online texts allow teachers to edit, add to, or otherwise customize material for their own purposes, so that their students receive a tailored copy that exactly suits the style and pace of the course. These resources in many cases complement the official textbook and may, in the years to come, supplant the textbook as the primary learning source for students. Such activities often challenge traditional notions of intellectual property and copyright. Open-source online training resources are educational resources that are freely available online and can be accessed by anyone. These resources often include tutorials, videos, and other educational materials. Just as edX (edX offers free online courses from top universities, including Harvard and MIT) or Coursera (Coursera offers free online courses and paid certificates from top universities and companies) BUCOLICO OER platform provides open access to open education resources specifically produced to meet NEETs needs, forgive the riddle.

Smart portfolio assessment: The collection, management, sorting, and retrieving of data related to learning will help teachers to better understand learning gaps and customize content and pedagogical approaches. Also, assessment is increasingly moving toward frequent formative assessments which lend itself to real-time data and less on high-pressure exams as the mark of excellence. Self-learning and self-evaluation are important aspects of online learning, as they allow students to learn at their own pace and assess their progress. Self-learning and self-evaluation refer to the process of learning and evaluating one's own knowledge and skills. These processes can be facilitated through a range of tools and resources, including:

- Online tutorials and courses: Online tutorials and courses can provide individuals with the opportunity to learn at their own pace and evaluate their own progress.
- Self-assessment tools: Self-assessment tools can help individuals evaluate their own knowledge and skills and identify areas where they need further development.
- Peer feedback and evaluation: Peer feedback and evaluation can provide individuals with valuable feedback on their own performance and help them identify areas where they can improve.

In this sense, Bucolico platform counts on self-assessment quizzes related to IO3 curriculum to help beneficiaries assess their knowledge and improve their skills.

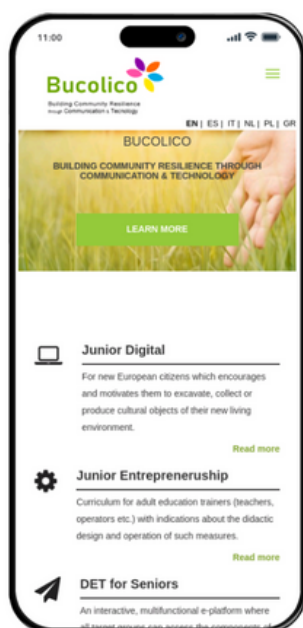
Teacher managers/mentors: The role of the teacher in the classroom is being transformed from that of the font of knowledge to an instructional manager helping to guide students through individualized learning pathways, identifying relevant learning resources, creating collaborative learning opportunities, and providing insight and support both during formal class time and outside of the designated 40 minute instruction period. This shift is easier said than done and ultimately the success or failure of technology projects in the classroom hinge on the human factor and the willingness of a teacher to step into uncharted territory. In Bucolico, the coaching has been carried out through face-to-face sessions where targets of different countries were presented with the material elaborated and their feedback was collected.

These trends are expected to continue and to challenge many of the delivery models fundamental to formal education as it is practiced in most countries. E-learning platforms, open-source online training resources, serious games, self-learning, and self-evaluation have all become increasingly popular in recent years as technology has advanced and the demand for flexible and accessible learning has increased.

6. BUCOLICO AT WORK: SHOWCASING IOS 1 TO 5

Intellectual output IO4

BUCOLICO's fourth output is the online ePlatform which functions as the Open Educational Resource (OER) for target groups to access BUCOLICO materials and resources produced in other intellectual outputs. It is a self-standing repository of training contents presenting them in an easy-to-use and effective way so that users can make the most out of this tool.



It is responsive and mobile-friendly in order to boost dissemination strategies and reach the highest number of users.

This OER platform hosts different prototypes of digital and entrepreneurial culture as case studies or best practices to enhance target groups competitiveness and empower local and rural ecosystems. Finally, there is a direct interaction between IO5 mobile app developed and BUCOLICO OER platform as it is possible to download the app directly from the OER platform.

The **OER Platform is multilingual** (English, Italian, Polish, Spanish, Greek and Dutch) covering the entire geographic area represented by the consortium or even further away, thanks to its availability online in English, world's lingua franca

EN | ES | IT | NL | PL | GR

BUCOLICO OER Platform is fully developed ad-hoc according to target needs and no preconfigured system has been used in order to extreme user-friendliness of this output and improve users' experience (UX).

OER Materials are categorised and structured so that they are easy to find, accessible and smartly searchable through dedicated browsing functionalities.



Related contents are suggested to users according to their UX experience to boost visibility of trainings. New training categories can be added at any time, thus guaranteeing future sustainability of BUCOLICO results.

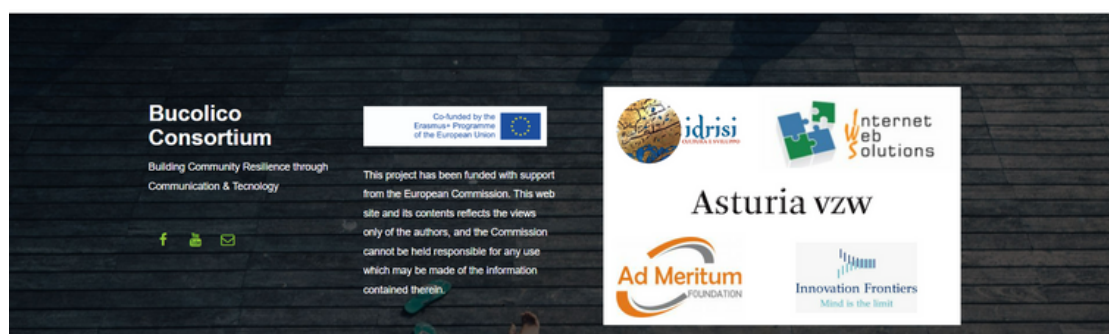
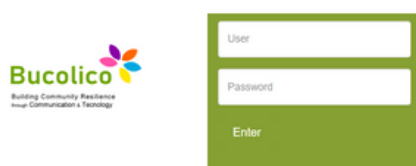
Related training material

WEB & SOCIAL MEDIA MANAGEMENT, ANALYTICS & MARKETING

BruFresh Food

8Web

Contents are easily uploaded and managed from the OER platform backoffice fostering adoption of the tool within the consortium and among associates partners.

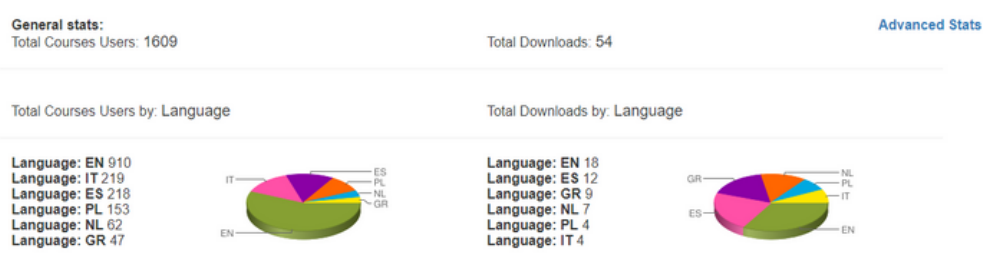


REF.	TITLE	LANGUAGE	DATE	
NEW UPDATE				
	Bucolico Multiplier Event Innovation Frontiers IKE, Greece Active: YES Section: NEWS	EN	14/07/2023	
	CYFROWE WIRTUALNE MUZEUM BUCOLICO ze studiami przypadków i najlepszymi praktykami Active: YES Section: NEWS	PL	20/06/2023	
	22 participantes internacionales reunidos en Málaga para el Evento Multiplicador Bucólico en mayo de 2023 Active: YES Section: NEWS	ES	09/05/2023	
	Un nuevo evento multiplicador Bucolico destinado a fomentar el espíritu empresarial entre los Neets de las zonas rurales Active: YES Section: NEWS	ES	15/05/2023	
	Internet Web Solutions es anfitrión del exitoso Evento Multiplicador de BUCOLICO Active: YES Section: NEWS	ES	13/12/2022	
	La APP demo de BUCOLICO ya está disponible para los jóvenes emprendedores en Europa Active: YES Section: NEWS	ES	09/09/2022	

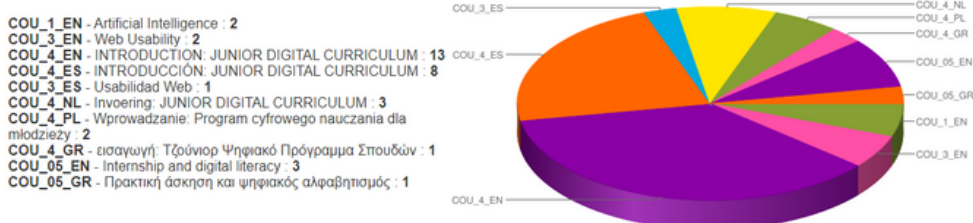
In terms of innovation, BUCOLICO Platforms' greatest innovation consists in the fact that it is an exclusive tool entirely dedicated to bridge the digital and entrepreneurial in NEET and senior target groups in rural contexts. Moreover, its bottom-up practical approach guarantees usefulness and appropriateness of contents developed and uploaded. The OER platform has been built using the most advanced PHP encoding and Mysql database, both licence-free to reduce costs and widen availability. The goal-oriented software uses advanced engineering technologies (Ajax, DHTML, javascript) to create an environment characterised by usability and user-friendliness. Text-to-speech functionalities has been applied to uploaded contents to make them available also in audio format thus amplifying availability and accessibility also to illiterate and blind people.



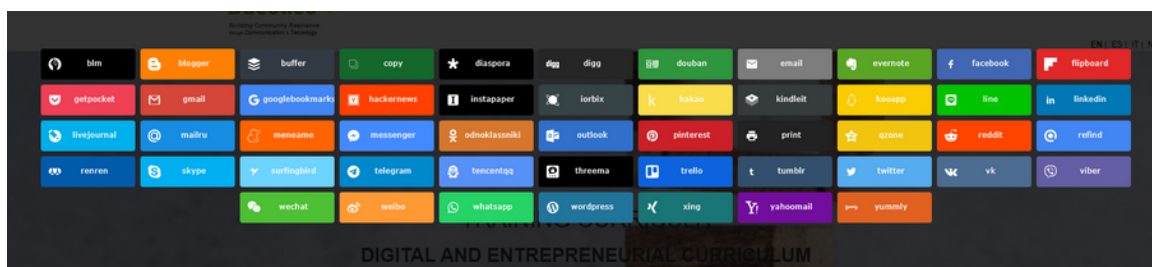
Usability and user-friendliness are key principles in BUCOLICO OER Platform development, it is the platform adapting to users' needs and not vice versa. In terms of impact, no login is required in order to avoid registration obstacles that could impede openness of the resource, yet learning stats of usage and download of contents are provided in order to monitor OER Platform usability and effectiveness.



Order by most followed: 36 (More than 50% completed)



Moreover, SEO strategies and positioning actions have been applied to BUCOLICO OER platform to foster dissemination and by the same token interactivity with the most important social networks such as facebook, twitter, linkedin and pinterest have been granted to reach the widest audience possible.



Currently it is possible to share Bucolico’s training material via more than 50 social networks.


BUCOLICO OER Platform is responsive and it will be adapted to be effectively displayed in any portable device (Pc, smartphones and portable devices), thus boosting availability, accessibility and impact. It is compatible with different browsers to enlarge target audience and increase its usefulness.

This platform is crucial for BUCOLICO’s impact as it will grant access to OER resources and promote the usage and mainstream of key outputs’ deliverables online without any time, geographic and language restrictions for target groups, which most of the time represent the worst inhibitors and barriers to proper digital and entrepreneurship development and growth in rural areas.

 **Junior Digital**

For new European citizens which encourages and motivates them to excavate, collect or produce cultural objects of their new living environment.

[Read more](#)

 **Junior Entrepreneurship**


Curriculum for adult education trainers (teachers, operators etc.) with indications about the didactic design and operation of such measures.

[Read more](#)

 **DET for Seniors**

An interactive, multifunctional e-platform where all target groups can access the components of the project and interact through collaborative online tools and mobile applications for the purposes of information sharing, learning and networking.

[Read more](#)

 **OER Platform**


A self-standing repository of training contents presenting them in an easy-to-use and effective way so that users can make the most out of this tool.

[Read more](#)

 **Gaming App**

A world in which players create their own avatars which they will find the best solution to entrepreneurship based case studies which will be a different level of the game each.

[Read more](#)

 **Handbook**

The BUCOLICO Handbook will provide an overview of the findings drawn from the early testing of this new learning standard in Italy, Belgium, Poland, Spain, and Greece.

[Read more](#)

In particular the results available on the OER platform are:

IO1: BUCOLICO JUNIOR DIGITAL CURRICULUM

With the impressive virtual museum



Training available online

BUCOLICO JUNIOR DIGITAL TRAININGS:

INTRODUCTION: JUNIOR DIGITAL CURRICULUM

[Read more](#)

Finances of the elderly

[Read more](#)

Internship and digital literacy

- 1) Information on training and job opportunities
- 2) Crescere in Digitale: the Italian program for young adults
- 3) The school-to-work transition and the Italian condition

[Read more](#)

Web Usability

[Read more](#)

WEB & SOCIAL MEDIA MANAGEMENT, ANALYTICS & MARKETING

[Read more](#)

Artificial Intelligence

[Read more](#)

Bucolico Training

Building Community Resilience through Communication & Technology

BUCOLICO JUNIOR DIGITAL CURRICULUM

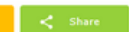
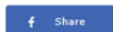


Guide



Play Audio

Download content:



The user and the web	
Objectives and goals	Click to read
Web Usability	Click to read
The success of a website: deep links	Click to read
How long do we have to convince a user to use our site	Click to read
The use of the search engine	Click to read
How does the user behave when surfing the internet?	Click to read
The arrival of the user from a search engine	Click to read
The search results page: SERP	Click to read
The design of a website	Click to read
The search for a 'typical' user	Click to read

Contents are available online in different formats: text, power point presentation, pdf, infographics, videos.



The user has the possibility to interact with each module and read only what really interests him/her. There is the possibility to download contents in pdf and ppt to read them offline, as well as listen to them in audio format. A demo video on how to use the OER platform is also provided to make sure users feel acquainted with online learning. At the end of each training module the user has the possibility to receive a customizable certificate as a recognition of the skills acquired.

Web Usability

Name:

Surname:



Among the resources developed within IO1, 47 downloadable case studies are available online.

Case studies:

Download all Case studies



EducationalInventions

At the end of 2016 two young people set up a company to launch their product called "HeroMask", a solution for children to learn languages through play. The idea for the project comes from two Andalusian boys Carlos and Mario who, working as Spanish and English teacher in China, observed that they devoted more than half of the class to teach vocabulary to children, without playing. They came up with the need for a toy with which the children could learn vocabulary at home while they are playing. This led them to attend the first "Google for Entrepreneurs Startup Weekend Education" organised in Spain in 2014.

[Read more](#)

Adopta un abuelo

Alberto Cabanes is founder and CEO of Adopta un abuelo (Adopt a grandparent), the social enterprise that has managed to put the emotional needs of the elderly on the board. Since 2013, the project faces the dream to make the elderly feel heard, accompanied and loved. That dream became a reality and today it is a social enterprise that connects more than 3,800 volunteers with 2,800 grandparents. 60% of the elderly who live in homes do not receive visitors. Alberto, founder and CEO of Adopta un abuelo, thinks that the figure of the elderly is a great social asset in this country and, unfortunately, the most undervalued.

[Read more](#)

Rete ovinicoltori siciliani, Cammarata



Description:

INTRODUCTION

Tonino Rizzico is a rare farmer, one of those who look far beyond the crests of the Leonardo Sciascia's sealess Sicily, where his company is based.

In 2006, with a degree in Agronomy (University of Palermo) in his pocket, he went off to London together with his friend and brother-in-law, who also just graduated in Economics (Bocconi University-Milan). In the British capital, Tonino ended up holding the reins of the kitchen at a small restaurant in South Kensington's Fulham Road, **The Aglio e Olio**.

When asked what he recalls about the United Kingdom he says the bad food on the one hand, and "**honesty in the workplace** and the praise given to **competence and merit**, instead of name or origin. As Italians - he holds – we have a lot to learn from the British in terms of **work ethics and management**. And then there's the language, which is essential if you want to seriously grow internationally".

This is perhaps the first stepping stone upon which Tonino built his own professional training path.

On returning to his Sicilian Peaks, he spent a decade managing relations with tour operators on behalf of **Villa Giatra** Hotel and restaurant.

SUSTAINABILITY

In 2015, he went back to his roots, taking over the company founded by his great-grandfather a century ago, which today is a family-run business assisted by 2 seasonal collaborators. **Social sustainability** at Agricola Rizzico e Giambone - he says – is guaranteed by "providing employees working conditions and sharing with them the company know-how. There are no business secrets here because we believe in the story of the farmer and his award-winning corn. Asked by a reporter: 'How can you afford to share your best corn seeds with your neighbours, if they compete with yours every year?', The farmer replied: 'the wind collects pollen from the ripening corn and it swirls it from field to field. If my neighbours grow lesser corn, cross-pollination will constantly degrade the quality of all corn, including mine.'"

IO2: BUCOLICO JUNIOR ENTREPREURSHIP CURRICULUM

3 training modules are available online with different training materials and formats

Module 1	Module 2	Module 3
Culture Heritage and entrepreneurship	My story	Brand your name
<ul style="list-style-type: none"> • Agenda • Business Model Canvas • Cases • Exercise • Handbook • Manual • Presentation 	<ul style="list-style-type: none"> • Agenda • Exercise • Handbook • Manual • Presentation • Resources 	<ul style="list-style-type: none"> • Agenda • Exercise • Handbook • Manual • Presentation



And educational field interviews to inspire entrepreneurial aptitude in NEETs in rural communities



IO3: BUCOLICO SENIOR DIGITAL & ENTREPRENEURSHIP PACKAGE

With training, legal framework in different languages, online survey and report

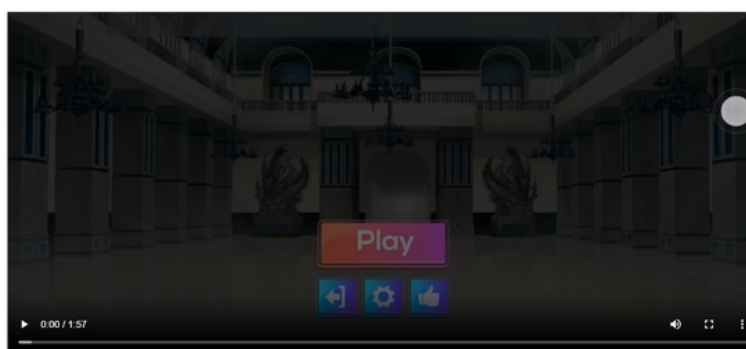
Legal framework survey:



IO5: BUCOLICO APP GAME

The BUCOLICO game is a sort of escape room and role play with 10 scenarios based on entrepreneurship. The game has 2 difficulty levels and each scenario has 3 possible answers, which are different possible actions the player chooses to take in order to escape the room and to find the best solution to entrepreneurship-based case studies in the different levels of the game each.

Bucolico Game



Downloads



Every case study teaches a different basic principle of entrepreneurship. Each scenario has different items so that when the player clicks on an item, a new scenario appears. Five scenarios are of difficulty level 1 and five of level 2. The 3D environment is richly animated so that the game has the looks and the quality of commercial entertainment games that people are willing to pay for (even though this game will be available for free). The development has required a lot of technical input, creating game mechanics, building graphical design, animation, 3d design, audio design, programming, prototyping, testing and evaluation, revision, translations, as well as final development.

The partnership will ensure full consistency, compatibility and connectivity with official and institutional Erasmus + and EACEA OER sources and resources.

IO6 HANDBOOK

It is available online in PDF format to help users make the most of BUCOLICO's deliverables and results.

In addition, BUCOLICO OER Platform also hosts a dedicated section for Associated Partners (public and private stakeholders, NGOs and social actors such as trade unions, social groups, digital and entrepreneurship operators and providers, interested parties) who have a chance to gain visibility at EU level and in turn they will multiply the impact of project's results and outputs.



Arrabal Aid

ARRABAL AID is a social and non-profit organization. Our FROM 1992, is to work for full employment and social integration of people, especially the most vulnerable, supporting them through measures and actions to impact on the social environment. We must take good care of all people and taking care of the qual...

[Read more](#)



ASIT

The Asociación al Servicio de la Investigación y la Tecnología (ASIT) / Association for the Service of Research and Technology is a private non-profit association which designs and manages projects related to technology development and local levels since 1989. Since its foundation in 1989, ASIT has fostered the...

[Read more](#)



Epicplatform

The European Platform for International Cohesion (EPIC) is an NGO that was established in Italy in early 2020 to build on the experience of its members coming from various social and educational backgrounds to promote the values of European integration in all its social and economic facets. The core of the association is to...

[Read more](#)



Fondazione Pietro Barbaro

Fondazione Pietro Barbaro was established in 2009 by members of a historic Sicilian family operating in the maritime transport sector. It promotes environmentally sustainable commercial procedures and the adoption of new technologies for the improvement of maritime traffic, while also being active in the field of education and...

[Read more](#)



Benvenuti nel sito web
Questo sito offre all'utenza tutti i
dal regolamento in materia. Ulterio
corso di realizzazione. La visuali

I.I.S.S. Pio La Torre

I.I.S.S. Pio La Torre is one of the main technical and professional secondary schools of Economics, Tourism, Art and Graphics in Palermo, Italy. It is named after the well-known Italian politician Pio La Torre. The school hosts about 1350 students aged between 14 and 18, 250 including teachers, educators, facilitators, technical...

[Read more](#)



IT Solutions for All

IT Solutions For All is a non-profit organization based in Malaga, Spain, that seeks promoting training on ICT technologies (Information and Communication Technologies) for low-skilled people in order to empower them and let them function comfortably in the technological world in which we live. IT Solutions For All...

[Read more](#)



Liceo Ginnasio di Sta
"Francesco"



Tribeka Training Lab



Co-funded by the
Erasmus+ Programme
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2020-I-IT02-KA204-079306

New associates can join the project at anytime during project lifetime.

Bucolico Associates

Building Community Resilience through Communication & Technology

BUCOLICO Platform is meant to serve as a Virtual Community.

The involvement of the associated partners is instrumental to increasing the impact and value of BUCOLICO Project. Associated partners will be offered, as a reward for their commitment and contribution, visibility through all project activities (in particular in Dissemination), early access to project results and being mentioned in the OER Platform.

Name of Associate

Email Address

Associate description

[Join the community](#)

Finally, as per transferability, BUCOLICO Platform has a vast transferability potential as it is built as a sustainable and durable platform to deliver digital and entrepreneurship skills to foster growth across NEETs and seniors in rural communities.

After the end of EU co-financing period, BUCOLICO's OER platform will be maintained for 2 more years, thus demonstrating partnership commitment to Project's sustainability.































Partners cooperated in the development of BUCOLICO OER Platform to ensure that it is fully compliant as an Open Education Resource, user friendly and fully tailored for the specific target group and stakeholders: the Platform makes the BUCOLICO resources available, visible and accessible to those groups.


BUCOLICO OER Platform has a public front-end and a private back-end through which online contents have been uploaded and edited, via PHP programming and advanced, largescale MySQL databases development and interaction.

The private backoffice has two main purposes:













- Allow general project management tasks like dissemination, deadlines monitoring, documents sharing etc.

Users section:

Bucolico Building Community Resilience through Communication & Technology				
USERS NEWS FAQs PARTNERS DOCS DEADLINES GLOSSARY COMMUNITY AREAS TRAINING STATS				
NAME	USER	SKYPE CONTACT	PASSWORD	
NEW USER				
	Alessandro Paladino	alessandrop		13YY7AAphHKZM 
	Alessandro Russel	alessandror		13YY7AAphHKZM 
	Ewa Kubel	ewa		133bY03YflHvc 
	Flavia Binenti	flavia		13ofC7OPiIYEw 
	Gert Hurkmans	gert		13OUcxmEAIxe2 
	Maria Cristina Scarano	cristina		131qDzGCdefA 
	Marcello Caruso	marcello		13nWuh9Yq0ai6 
	National Agency	nationalagency		135tDD6QW8NGU 
	Panagiotis Psomos	panagiotis		13cm8mYil9TSQ 
	Roberta Albertazzi	roberta		13Xgz32/nnPJ 

 Start a conference call with flavia binenti;

News Section:

Bucolico Building Community Resilience through Communication & Technology				
USERS NEWS FAQs PARTNERS DOCS DEADLINES GLOSSARY COMMUNITY AREAS TRAINING STATS				
REF.	TITLE	LANGUAGE	DATE	
NEW UPDATE				
	71 BUCOLICO V TRANSNATIONAL PROJECT MEETING IN ATHENS Active: YES Section: NEWS	EN	09/11/2022	
	70 BUCOLICO DIGITAL VIRTUEEL MUSEUM MET CASESTUDY'S EN BEST PRACTICES Active: YES Section: NEWS	NL	04/05/2023	
	69 MUSEO VIRTUALE DIGITALE BUCOLICO CON CASI DI STUDIO E MIGLIORI PRATICHE Active: YES Section: NEWS	IT	02/05/2023	
	68 ΨΗΦΙΑΚΟ ΕΙΚΟΝΙΚΟ ΜΟΥΣΕΙΟ BUCOLICO ΜΕ ΜΕΛΕΤΕΣ ΠΕΡΙΠΤΩΣΗΣ ΚΑΙ ΒΕΛΤΙΣΤΕΣ ΠΡΑΚΤΙΚΕΣ Active: YES Section: NEWS	GR	02/05/2023	
	67 BUCOLICO DIGITAL VIRTUAL MUSEUM WITH CASE STUDIES and BEST PRACTICES Active: YES Section: NEWS	EN	02/05/2023	
	66 BUCOLICO TEGEN TRANSNATIONALE PROJECTVERGADERING IN MÁLAGA Active: YES Section: NEWS	NL	07/10/2022	

FAQs section:

ID.	FAQ	ANSWER	LANGUAGE
NEW FAQ			
1	What is BUCOLICO objective?	Its main objective is to facilitate the transfer the BUCOLICO Concept to other organisations, regions and countries. It will also serve as excellent awareness-raising and dissemination tool.	EN ✖


Partners section:

NEW PARTNER			
26	ASTURIA VZW	https://asturia.weebly.com/	EN ✖
27	ASTURIA VZW	https://asturia.weebly.com/	NL ✖
29	Fundacja Ad Meritum	https://www.facebook.com/admeritumfoundation	PL ✖
28	Fundacja adMERITUM	https://www.facebook.com/admeritumfoundation	EN ✖
23	IDRISI Cultura e Sviluppo ETS	https://www.idrisiculturaesviluppo.org/en/	EN ✖
25	IDRISI Cultura e Sviluppo ETS	https://www.idrisiculturaesviluppo.org/	IT ✖
30	Innovation Frontiers IKE	https://innovationfrontiers.gr/eu-projects/	EN ✖
31	Innovation Frontiers IKE	https://innovationfrontiers.gr/eu-projects/	GR ✖
4	Internet Web Solutions	http://www.internetwebsolutions.es	ES ✖
24	INTERNET WEB SOLUTIONS	https://www.internetwebsolutions.es/	EN ✖

Docs section:

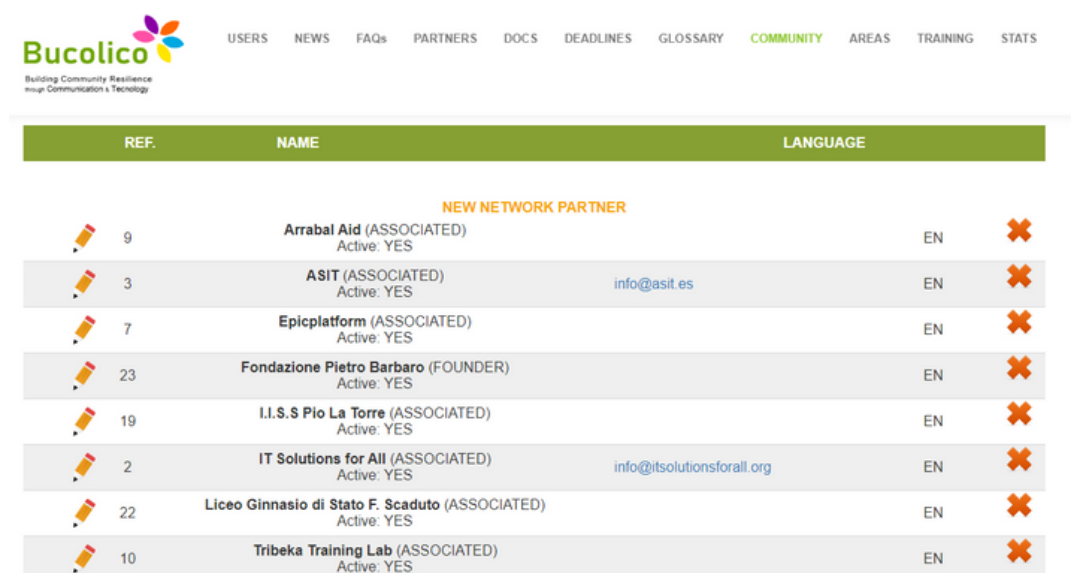
REF.	FILE NAME	DATE
NEW DOCUMENT		
Search for: <input type="text"/>		Search <input type="button" value=""/>
Show only Final Version <input type="checkbox"/>		
	2021-02-23-001-PDF Idrisi: Project's trifold brochure, printable and uploadable for events and dissemination activities Bucolico Leaflet	23/02/2021
	2020-04-06-001-EXCEL Idrisi: Template to be used for 6-month reporting Bucolico Timesheet Template	02/02/2020
	2018-01-01-001-PDF Idrisi: ds ds	01/01/2018

Deadlines section:



The screenshot shows the 'Deadlines' section of the Bucolico website. At the top, there is a navigation menu with the following items: USERS, NEWS, FAQs, PARTNERS, DOCS, DEADLINES (highlighted), GLOSSARY, COMMUNITY, AREAS, TRAINING, and STATS. Below the navigation, the page title 'Deadlines' is centered. A 'NEW DEADLINE' notification is present. A calendar for May 2023 is displayed, with the 7th of the month highlighted. To the right of the calendar, the text 'Next deadlines on schedule' is visible. Below the calendar, it states 'All deadlines due in: MAY 2023' and 'There are no deadlines due in this month.'

Community section:

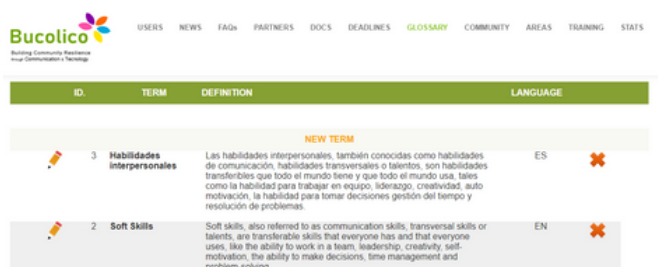


The screenshot shows the 'Community' section of the Bucolico website. At the top, there is a navigation menu with the following items: USERS, NEWS, FAQs, PARTNERS, DOCS, DEADLINES, GLOSSARY, COMMUNITY (highlighted), AREAS, TRAINING, and STATS. Below the navigation, the page title 'Community' is centered. A table lists network partners with the following columns: REF., NAME, and LANGUAGE. The table includes a 'NEW NETWORK PARTNER' header and several rows of partner information, each with a pencil icon, a reference number, a name, an active status, an email address, and a language code. Each row also features a red 'X' icon in the rightmost column.

REF.	NAME	LANGUAGE
NEW NETWORK PARTNER		
9	Arrabal Aid (ASSOCIATED) Active: YES	EN
3	ASIT (ASSOCIATED) Active: YES info@asit.es	EN
7	Epicplatform (ASSOCIATED) Active: YES	EN
23	Fondazione Pietro Barbaro (FOUNDER) Active: YES	EN
19	I.I.S.S Pio La Torre (ASSOCIATED) Active: YES	EN
2	IT Solutions for All (ASSOCIATED) Active: YES info@itsolutionsforall.org	EN
22	Liceo Ginnasio di Stato F. Scaduto (ASSOCIATED) Active: YES	EN
10	Tribeka Training Lab (ASSOCIATED) Active: YES	EN

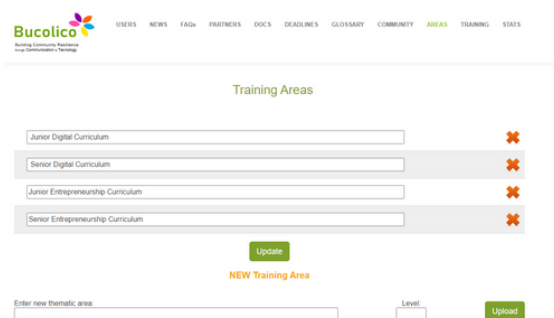
- A dedicated backend to upload and manage OER Platform contents. Contents will be easily uploaded and managed from the OER platform backoffice fostering the adoption of the tool within the consortium and among associates partners.

Glossary Section:



ID.	TERM	DEFINITION	LANGUAGE
NEW TERM			
3	Habilidades Interpersonales	Las habilidades interpersonales, también conocidas como habilidades de comunicación, habilidades transversales o talentos, son habilidades transferibles que todo el mundo tiene y que todo el mundo usa, tales como la habilidad para trabajar en equipo, liderazgo, creatividad, auto motivación, la habilidad para tomar decisiones gestión del tiempo y resolución de problemas.	ES ✖
2	Soft Skills	Soft skills, also referred to as communication skills, transversal skills or talents, are transferable skills that everyone has and that everyone uses, like the ability to work in a team, leadership, creativity, self-motivation, the ability to make decisions, time management and problem-solving	EN ✖

Training Areas section:



Training Areas

Junior Digital Curriculum ✖

Senior Digital Curriculum ✖

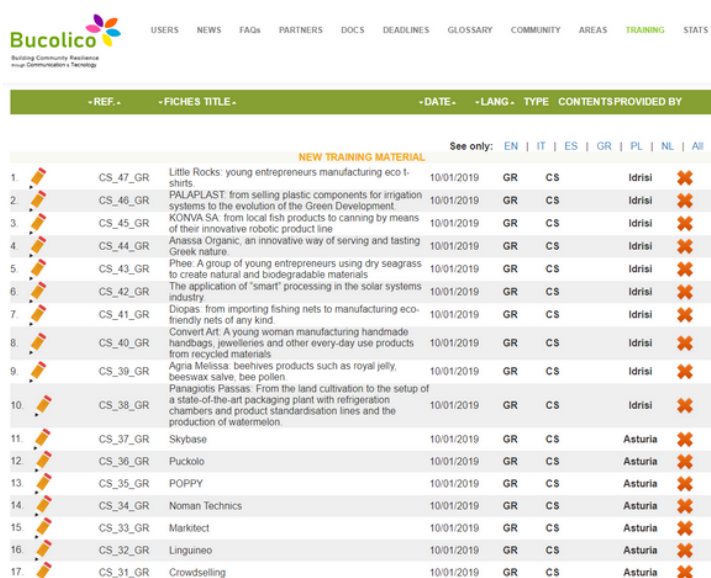
Junior Entrepreneurship Curriculum ✖

Senior Entrepreneurship Curriculum ✖

NEW Training Area

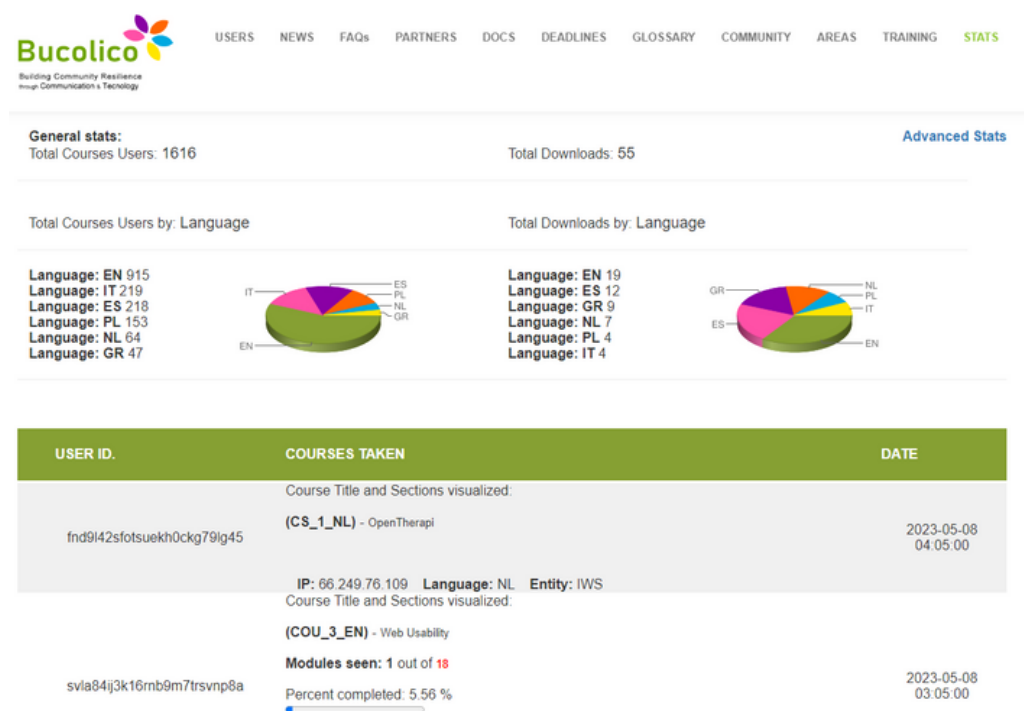
Enter new thematic area: Level:

Training section:



- REF. -	- FICHES TITLE -	- DATE -	- LANG -	TYPE	CONTENTS PROVIDED BY
NEW TRAINING MATERIAL					
1	CS_47_GR	Little Rocks: young entrepreneurs manufacturing eco t-shirts	10/01/2019	GR CS	Idrisi ✖
2	CS_46_GR	PALAPLAST: from selling plastic components for irrigation systems to the evolution of the Green Development.	10/01/2019	GR CS	Idrisi ✖
3	CS_45_GR	KONVA SA: from local fish products to canning by means of their innovative robotic product line	10/01/2019	GR CS	Idrisi ✖
4	CS_44_GR	Anassa Organic, an innovative way of serving and tasting Greek nature.	10/01/2019	GR CS	Idrisi ✖
5	CS_43_GR	Phree: A group of young entrepreneurs using dry seagrass to create natural and biodegradable materials.	10/01/2019	GR CS	Idrisi ✖
6	CS_42_GR	The application of 'smart' processing in the solar systems industry.	10/01/2019	GR CS	Idrisi ✖
7	CS_41_GR	Dropas: from importing fishing nets to manufacturing eco-friendly nets of any kind.	10/01/2019	GR CS	Idrisi ✖
8	CS_40_GR	Convert Art: A young woman manufacturing handmade handbags, jewellery and other every-day use products from recycled materials.	10/01/2019	GR CS	Idrisi ✖
9	CS_39_GR	Agria Melissa: beehives products such as royal jelly, beeswax salve, bee pollen.	10/01/2019	GR CS	Idrisi ✖
10	CS_38_GR	Panagotes Passas: From the land cultivation to the setup of a state-of-the-art packaging plant with refrigeration chambers and product standardisation lines and the production of watermelon.	10/01/2019	GR CS	Idrisi ✖
11	CS_37_GR	Skybase	10/01/2019	GR CS	Asturia ✖
12	CS_36_GR	Puckolo	10/01/2019	GR CS	Asturia ✖
13	CS_35_GR	POPPY	10/01/2019	GR CS	Asturia ✖
14	CS_34_GR	Noman Technics	10/01/2019	GR CS	Asturia ✖
15	CS_33_GR	Markitect	10/01/2019	GR CS	Asturia ✖
16	CS_32_GR	Linguneo	10/01/2019	GR CS	Asturia ✖
17	CS_31_GR	Crowdselling	10/01/2019	GR CS	Asturia ✖

Stats section:



All tasks have been organised under the monitoring, supervision and quality control of the Spanish Partner IWS. All partners provided inputs and actively participated in all activities during the project, providing content to be uploaded and disseminated and translating them into their own languages. The Spanish partner IWS has been in charge of defining the structure, layout, architecture and functionalities of the open OER ICT platform.

The OER platform gives answer to the needs of the following targets:

- Direct beneficiaries, who use BUCOLICO OER Platform to build their knowledge, enhance their entrepreneurial opportunities and improve their skills.
- Associates partners, who contribute to finetuning actions and boost project dissemination.
- Stakeholders and Entrepreneurship operators and suppliers who use BUCOLICO OER Platform as a reference hub for new policies and improvements.

- Public and EU institutions, as this platform fulfils their upskilling priorities.
- General Public and potential users who are massively reached through positioning.

All partners have access to the backoffice to empower them and give them the possibility of creating, managing and finetuning contents.

7. WHAT FUTURE FOR EU RURAL AREAS? CONCLUSIONS AND FORESEEABLE DEVELOPMENT

The European Union and its programmes play a crucial role in order to revitalize the numerous and diverse rural areas and rural contexts, especially in peripheral realities such as the ones addressed by BUCOLICO's partnership. Sadly, the original context of BUCOLICO has not significantly changed over the course of these three years (2020-2023). EU initiatives and active development policies still face numerous challenges, such as depopulation, difficult agricultural transitions, and limited access to services. What are the most relevant policies or programmes aimed at fostering EU rural areas?

The main starting point is of course the well-known **European Green Deal**, launched in 2019, whose aim is to transform Europe into a climate-neutral continent by 2050. The EU Green Deal has of course relevant implications for all EU rural areas, due to the importance of promoting sustainable agriculture, green approaches and infrastructures (e.g in the energy sector). The second policy here analyzed is the **CAP Reform**, acronym for **Common Agricultural Policy Reform**. This reform's principal aim is to support European farmers and food industry, addressing in detail its security and its necessary innovation.

In the BUCOLICO context, however, there are two significant actions which play, in theoretical terms, a even more significant role: the **Rural Development Policy** and the **European Digital Strategy**.

- The former aims to foster economic and social growth in rural regions through targeted investment programs. Funding is channelled to projects that promote diversification, innovation, and infrastructure development.

- The latter aims to harness the potential of digital technologies and create a digitally empowered society. In the rural context, it means for example expanding high-speed internet access and web services. In short, addressing and facing the well-known digital divide, acting in particular in the field of literacy and competences.

BUCOLICO's foreseeable applications are inherently related to the aforementioned active policies, due to the specific content addressed by our curricula and trainings, which are focused on entrepreneurial, digital, financial literacy, acting actively not only in rural areas and rural European regions, but above all on fragile targets, essentially characterized by the negative effects of digital divide, social exclusion, geographical remoteness. By offering digital courses, which will serve as a guidance also for trainers and not only for a direct consumption by learners, our aim and goal for the project's follow-up is indeed to transform the way we think about training and educational accessibility. In detail, the foreseeable goals of BUCOLICO are, for the upcoming years:

- **Fostering and promoting alternative ways of learning:** based on BUCOLICO's results as starting points, the goal is to promote in our local contexts the new, fully accessible and easy&ready-to-use educational formats and prototypes, which can be assumed also in a completely non-formal and informal way.

- **Promoting and supporting basic competences in our three core fields:** BUCOLICO's always meant to be a fully operative, open and transversal platform for both learners and trainers. The aim is to keep promoting its availability and effectiveness, stressing out the importance of immaterial, basic knowledge in the digital, entrepreneurial, financial fields: competences sadly taken for granted, which are on the other hand not so present in the most socially vulnerable groups: NEETs', remote areas' residents, senior citizens.

- **Aiming at new collaborative projects:** New collaborative projects can emerge from BUCOLICO's experience digitizing basic, useful and contemporary competences, always more required not only by the job market, but by the society as a whole, even just as consumers.

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