



# TeleGrow

Enhancing the Teleworking Digital  
Skills for the Middle aged employees

## TeleGrow Report 2021

### Executive Summary



Co-funded by the  
Erasmus+ Programme  
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**2020-1-ES01-KA226-VET-096306**

**Erasmus+ KA226 – Partnerships for digital education readiness**

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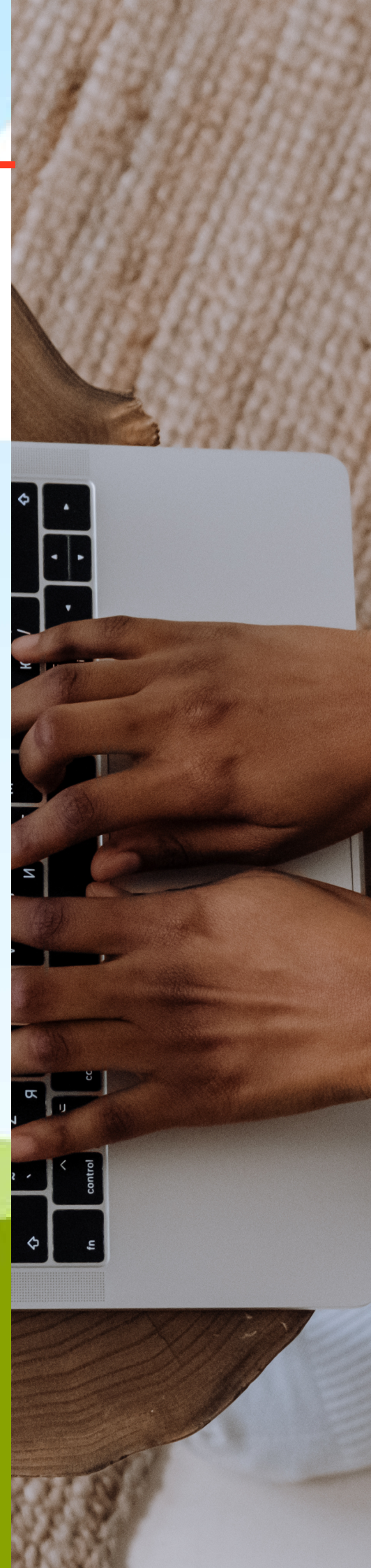
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# TeleGROW Project

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TeleGrow project aims to improve employability of VET Learners and employees 50+ upskilling their digital skills with the collaboration of VET Trainers and Providers to promote the adoption of teleworking as a new way of working.



## PROJECT DURATION

24 MONTHS (01/03/2021 - 28/02/2023)

## PARTNER COUNTRIES

ITALY - FRANCE - GREECE - POLAND - SPAIN



**TeleGrow seeks to upskill and provide more professional development opportunities for VET Learners and employees over 50+ to overcome the digital divide.**

Before COVID-19, teleworking was adopted by very few countries and in very few sectors and thus a great number of employees lacked experience in remote working. Current pandemic's changed our everyday life including our work environment.

Older employees aged over 50+ tend to have fewer ICT and digital skills than younger employees and face more challenges in terms of acquiring new digital knowledge. With about 30% of them starting working from home, as a result of the COVID-19 situation, there is a crucial need for acquiring some basic digital knowledge.

TeleGrow at its core is determined to enhance and develop Erasmus+ priorities to improve digital hard and soft skills.

<https://telegrow.erasmus.site/>

# The ultimate teleworking skills for 50+

Digital  
& Soft  
Skills

The TeleGrow project aims to deliver a useful training tool to help employees over the age of 50 develop their digital skills and adapt effectively in the new reality of remote working. The partnership seeks to enhance the skills and the training methods of VET trainers and offer support for the digital integration of older employees in the teleworking environment.



### TeleGROW Interactive Report

Interactive report with the results of the research phase that analyzes the context of teleworking, the digital skills gap for those over 50 years of age, and barriers and beliefs that will drive or limit the adoption of telework.



### Stay Gold Guide

A training guide with transversal soft skills applied to teleworking focusing on maintaining work-life balance.



### TeleGrow HUB

E-learning platform, designed in a dual format: one sub-platform for the VET learners and employees aged 50+ and one for the VET providers/trainers.



### TeleGrow Training Modules

A modular training tool with transversal digital skills that will equip the older professionals with the necessary skills in the digital era.

Target groups  
Vocational and  
Educational Training



VET Learners  
VET Trainers  
Employees  
Employers



# TeleGROW Interactive Report

TeleGrow Report is an interactive source that provides an extensive and useful outline of the overall framework that exists in each partner's country regarding teleworking.

The first phase of Telegrow Project has consisted of the development of a research in each partner's country to obtain valuable insights for the project. The result of this research has been summarized on this report. The interactive version and the full report, are also available on the project website: <https://telegrow.erasmus.site/>

## Research Methodology

Implementation  
of the research phase:  
April to July 2021

## Desk Research

ITALY - FRANCE  
GREECE - POLAND - SPAIN

## VET Learners and VET Trainers Surveys

257

VET Learners and  
Employees responses

229

VET Providers and  
Trainers responses

## Focus Group Enterprise representatives

6

Focus Group  
Meetings

34

Focus Group  
Participants

### *In which models have we based our research?*

- Technology Acceptance Model (TAM)
- Digital Competence Framework for Citizens (DigComp 2.0)
- Digital Competence Framework for Educators (DigCompEdu)
- Other tested scales

### *Which is the situation of each country?*

- Level of adoption of Teleworking before and after pandemic
- Legislation that regulates Teleworking
- Digital skills and policies for development
- Good practices on Teleworking

### *VET Learners and employees & Teleworking*

- Barriers & Beliefs
- Digital soft and hard skills level perception.
- Digital soft and hard skills priority for teleworking

### *VET Trainers and providers & Teleworking*

- Digital soft and hard skills priority for teleworking
- Barriers and strategies to provide efficient digital training to learners from 50+

### *Which is the employers vision of Teleworking?*

- Advantages, barriers, needs and difficulties to foster teleworking
- Digital & Soft skills considered as essential
- Digital divide in 50+ and training
- Good practices

TeleGROW  
Report

<https://telegrow.erasmus.site/>

## Teleworking context

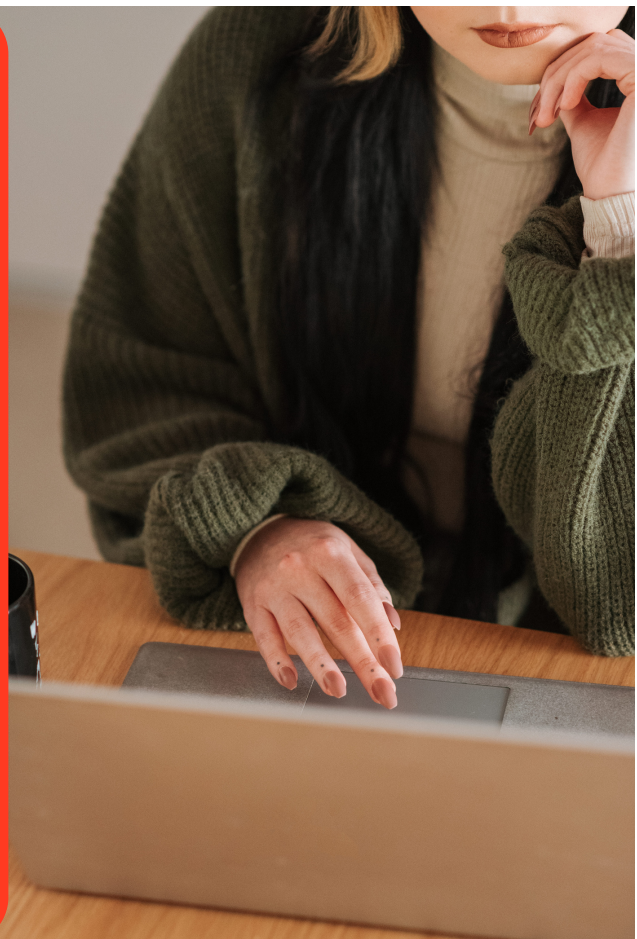
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Teleworking is a new way of working that is here to stay. Driven by the situation of the pandemic, most countries have adapted their legislation to promote teleworking and guarantee the rights and duties of employees and employers.

The concept of telework is defined in different ways according to the countries laws. They have in common the consideration of teleworking as a form of work organisation developed remotely with the prevalent use of technology (ICT).

### TELEWORKING CONCEPT IN LAWS

- A way of work carried out outside the employer's premises.
- It can be adopted partially or totally.
- Using computer, telematics and telecommunications means and systems.
- Developed on volunteer basis, with an agreement between the employee and the employer.
- Guaranteeing the same rights and obligations as employees within the company's premises.
- Providing facilities to employees to telework.



Italy is the country that has the more advanced concept called **SmartWorking** (or **Agile Work**) that is based on promoting flexibility and the autonomy of employees in the choice of spaces, times and tools to use, in the face of greater responsibility for results.

# Teleworking legislation references



ITALY	<a href="#">Law 22 May 2017, n. 81 - Normattiva</a>
FRANCE	<a href="#">Labour code 24th september, 2021 art. L1222-9 paragraph 1.</a>
GREECE	<a href="#">CHAPTER B: REGULATIONS FOR MODERN FORMS OF WORK</a>
	<a href="#">Article 66 Teleworking – Replacement of article 5 of Law 3846/2010</a>
POLAND	<a href="#">Labour code (1974), Art 67.5. (chapter 2b. Hiring staff in the form of teleworking</a>
SPAIN	<a href="#">Royal Decree-Law 28/2020, of September 22, on remote work</a>

## Good Practices on Teleworking

Some learnings and good practices from the experience of COVID'19

<b>CREDEM iBANK</b> <a href="https://www.credem.it/content/credem/it">https://www.credem.it/content/credem/it</a>	<ul style="list-style-type: none"> <li>• Full smart working adoption system, through a flexible and adaptive concept of work</li> <li>• Training and education for employees in order to give them a useful and concrete kit of digital competencies</li> </ul>	<b>FICANTIERI Manufacturing</b> <a href="https://www.ficantieri.com/it/sostenibilita/gestione-risorse-umane/le-nostre-iniziativa-per-il-covid-19/">https://www.ficantieri.com/it/sostenibilita/gestione-risorse-umane/le-nostre-iniziativa-per-il-covid-19/</a>	<ul style="list-style-type: none"> <li>• Ability to implement smart working into a productive company</li> <li>• Smart organization of work with the adoption of flexible strategies for each employee taking in account their personal situation</li> <li>• Education and training</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on employees' safety</li> <li>• <b>Balance</b> between personal and work life</li> <li>• Transformation of the workplace-Flexibility</li> </ul>	<b>BEAT</b> <a href="https://www.capital.g.r/epixeiriseis/3523707/beat-euelixia-gia-100-tilergasia-olo-to-2021">https://www.capital.g.r/epixeiriseis/3523707/beat-euelixia-gia-100-tilergasia-olo-to-2021</a>	<ul style="list-style-type: none"> <li>• Sharing good practices</li> <li>• Creation of a communication channel between the company and its customers</li> <li>• Teamwork building</li> <li>• Personal development</li> </ul>	<b>RESOLUTIONMKG</b> <a href="https://www.facebook.com/permalink.php?story_fbid=2647315385528947&amp;id=2102585396668618">https://www.facebook.com/permalink.php?story_fbid=2647315385528947&amp;id=2102585396668618</a>
<b>LA POSTE</b> <a href="https://www.laposte.fr/">https://www.laposte.fr/</a>	<ul style="list-style-type: none"> <li>• Health conditions are taken into account with ergonomic equipment provided</li> <li>• Offering e-learning courses to employees who are less familiar with new technologies</li> </ul>	<b>L'OREAL</b> <a href="https://www.loreal.com/fr/">https://www.loreal.com/fr/</a>	<ul style="list-style-type: none"> <li>• Offering e-learning trainings on the practice of remote work (on potential risks to their physical and mental health)</li> </ul>
<ul style="list-style-type: none"> <li>• Learning through an emotional bond within the society</li> <li>• Make the intergenerational bond possible so that the Target Group of our TeleGrow project (50+) feel comfortable while acquiring new (digital) competences</li> </ul>	<b>Latarnicy w akcji (Lamplighters at work)</b> <a href="http://Latarnicywakkji.pl">Latarnicywakkji.pl</a>	<ul style="list-style-type: none"> <li>• Support Line is easily accessible</li> <li>• The technical support team consists of people who obtained the necessary digital skills so that they can guide others – especially teachers, on how to use online teaching tools</li> </ul>	<b>A Polish Government's Project – Technical Support Line for Teachers</b>
<b>CAP GEMINI Spain</b> <a href="https://www.capgemini.com/es-es/">https://www.capgemini.com/es-es/</a>	<ul style="list-style-type: none"> <li>• Organizing regular online meetings, or activities that generate a feeling of "team", even remotely</li> <li>• Reinforce the feeling of belonging to the company, which will improve their results</li> </ul>	<b>ASTRAZENECA Spain</b> <a href="http://www.astrazeneca.es">www.astrazeneca.es</a>	<ul style="list-style-type: none"> <li>• The need to respect rest times in teleworking</li> <li>• The training and accompaniment of workers, so that they develop the skills and have the necessary tools</li> </ul>

Digital Skills Training  
Health care and Safety  
Support and Accompaniment

Engagement and Communication  
Digital Disconnection  
Flexibility

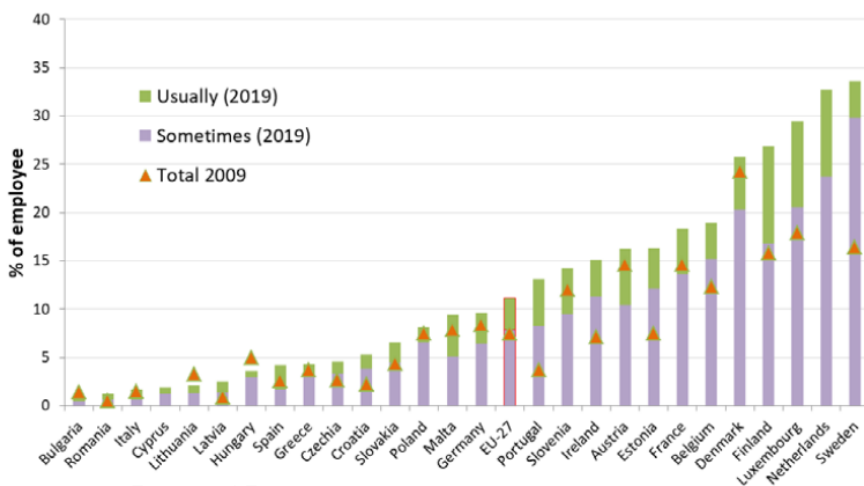
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# Teleworking Adoption

## COUNTRY ADOPTION & BARRIERS AND BELIEFS

The adoption of Teleworking has been accelerated due to the pandemic. This new way of working has demonstrated that improves work-life balance, productivity and satisfaction of both employees and companies. Evidence indicates that companies and workers will continue to bet on this new way of working. TeleGrow research analyzed the country adoption and the barriers and beliefs that can slow down the progress of teleworking.

Prevalence of telework across EU Member States

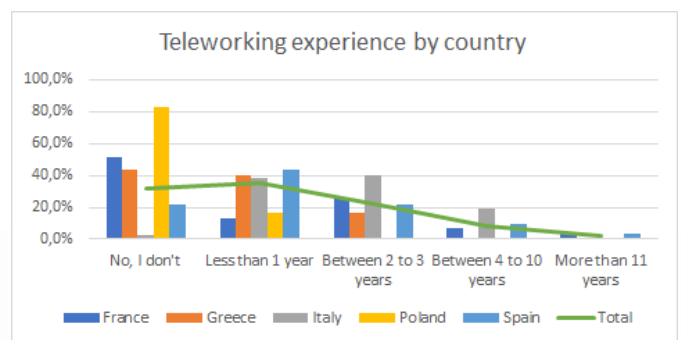
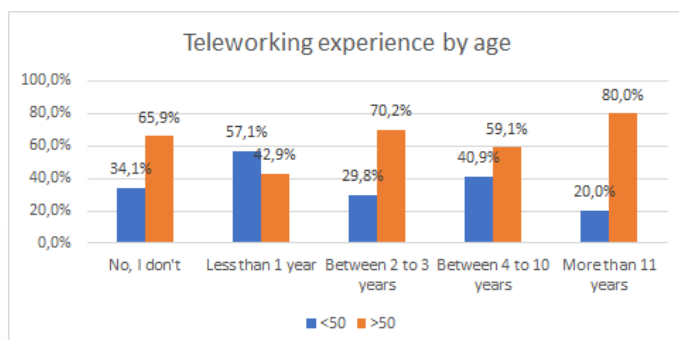


Source: Eurostat, LFS.

## TELEWORKING IN EUROPE

As of 2019, the share of employed working from home regularly or at least sometimes was above 30% in a handful of countries. It was below 10% in half of EU Member States including Italy, Spain, Greece and Poland. Only France was above the EU average. Countries in Northern Europe showed the largest growth of telework adoption over the past decade. Since the outbreak of the Covid-19 pandemic working from home has become the norm for 40%, Eurofound (2020)).

## TELEWORKING experience of VET Learners and Employees participants in TeleGrow research



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# 5.4%

employed in the EU-27  
**usually** worked from  
home in 2019

# 15%

of the employed in the  
EU **had ever teleworked**  
before the pandemic

# 40%

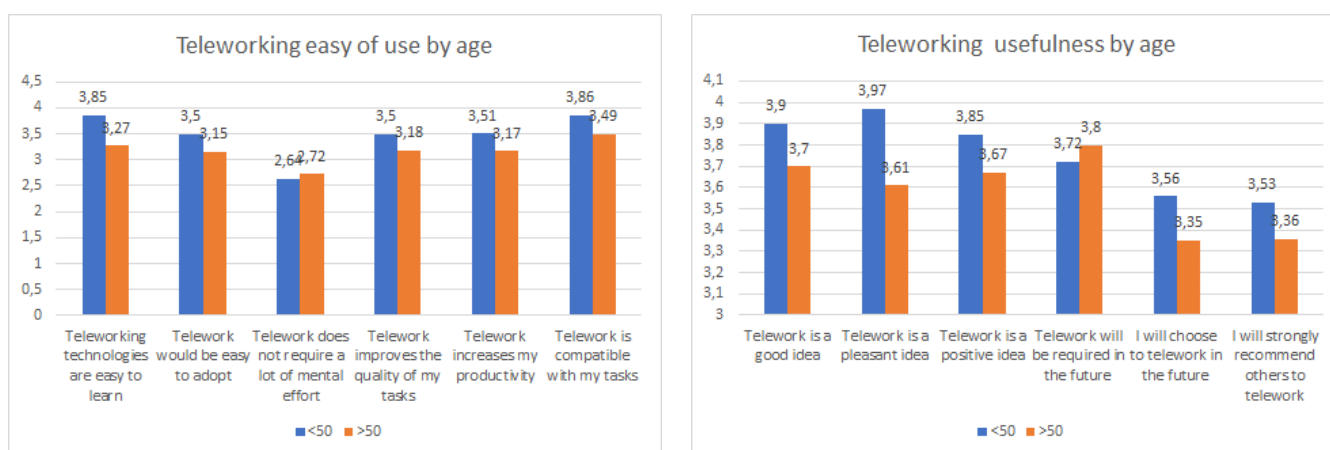
of those working in the EU  
**began to telework** fulltime  
as a result of the pandemic.



# Barriers & Beliefs

TeleGrow research has shown that while teleworking is seen as an easy-to-use and a useful way of work and there is a positive attitude towards teleworking, the intention of future use goes down in most countries. Although its use is comfortable, useful and a good idea, they do not believe that they will recommend it, or choose it, although, they do believe that companies will require it. This is also evident in an analysis by age, with those over and under 50, so regardless of age or country of origin, the results are similar within their differences.

## Technology Acceptance Model (TAM Model) by VET Learners and Employees



## Barriers and Beliefs about Teleworking of VET Learners and Employees

Regarding the barriers and beliefs about teleworking, age and country of origin are not decisive, but descriptively it can be indicated that the biggest barriers are that the work environment is completely open to the worker, followed by the fact that no one will control the health risks associated with teleworking.

Meanwhile, the greatest belief relates to the feeling of loneliness and being isolated when working in an environment without colleagues, while what they see less likely is that they must be available 24 hours a day because they are teleworking. On the other hand, the less important barriers are not having well defined responsibilities and tasks to be carried out from home, as this affects their possibilities of promotion and professional development.

BARRIERS (1 to 5)	<50	>50
The working environment will be under my responsibility and maintenance.	3,54	3,01
No one will make health surveillance or risk assessment in my work environment.	3,46	3,04
I would not have adequate equipment to telework if the company does not provide it to me.	3,3	2,86
I could feel less affinity with the company than in physical working.	3,4	3,03
I cannot reach supervisors so quickly and have more delays in decision takings.	2,91	2,82
I will need specific training and advice to do effective telework in my new job.	3,27	3,07
I will not have a clear definition of my responsibilities, or a well-defined instruction about my tasks.	2,71	2,55
It will hinder my professional development and promotion opportunities	2,91	2,67
BELIEFS (1 to 5)	<50	>50
I could be easily overworked: "labour on call" misuse.	3,51	3,3
I should be available 24 hours per day.	2,39	2,53
It would be stressful for me if my company constantly monitored my work.	3,21	3,11
I could have a tendency to overwork (workaholism).	3,11	3,11
I would feel more isolated while teleworking. I would miss fellow workers and other people.	3,78	3,48
I might feel a conflict between company and family loyalty while working from home.	3,29	3,03
I will not have technical assistance and I will have to solve the problems by myself.	2,89	3,01

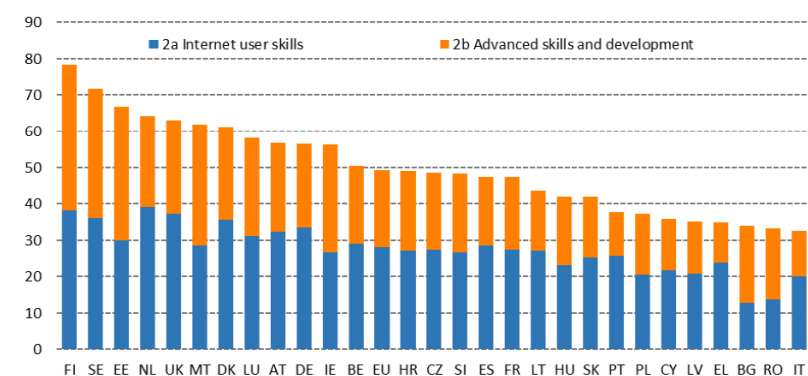
# Digital & Soft Skills

## TELEWORKABILITY AND DIGITAL DIVIDE

Teleworking requires a variety of different digital skills, and indeed, it is observed that the level of digital skills and the ICT training has a positive correlation with the quantity and quality of teleworking. ("JRC:Telework in the EU", 2020). TeleGrow's research analyzed the level of digital skills in Europe and in each participating country and which are the main policies and strategies to improve.

### DIGITAL SKILLS IN EUROPE

Human Capital Digital Economy and Society Index (DESI) 2020



Source: DESI 2020, European Commission.

58%

Individuals having at least basic digital skills

33%

Individuals above digital skills

61%

Individuals having at least basic software skills

35%

Individuals aged 55-74 having at least basic skills

### DIGITAL DIVIDE WORKERS OVER THE AGE OF 50 TENDS TO HAVE LOWER DIGITAL SKILLS

The skills indicators are strongly influenced by socio-demographic aspects. For example, 82% of young individuals (16-24), 85% of those with high formal education, 68% of employed or self-employed people and 87% of students have at least basic digital skills. By contrast, only 35% of those aged 55-74 and 30% of the retired and the inactive possess basic skills.

(DESI Human Capital Report 2020)



Developing the digital skills of the EU workforce is essential



Digital Skills and Jobs Coalition

## Policies to develop digital skills

National strategy for digital competencies

Digitalisation of the society: a political will

Digital skills for Digital Greece

The digitalised Poland

National Plan for Digital Competences

ITALY

FRANCE

GREECE

POLAND

SPAIN



<https://telegrow.erasmus.site/>

# Digital & Soft Skills

The core of TeleGrow's research was developed through questionnaires. The digital skills in which VET students and employees over 50 should be trained and what learning strategies VET trainers should use to teach them efficiently were analyzed.

## DIGITAL SKILLS

Employers participating in our research have considered that digital skills are essential and it is a barrier to foster teleworking if the employees do not have sufficient digital literacy.

- + Efficient communication
  - + Collaboration
  - + Project management
  - + Online safety
- are the most valued.

Nevertheless, they consider that soft skills are even more important:

- + Teamwork
  - + Autonomy
  - + Stress management
  - + Learnability
- are the most highlighted.



Digital Competence Framework for Citizens (DigComp 2.0)

## SOFT SKILLS

“  
Digital skills are essential to foster teleworking, but Soft skills are even more important for employers.”

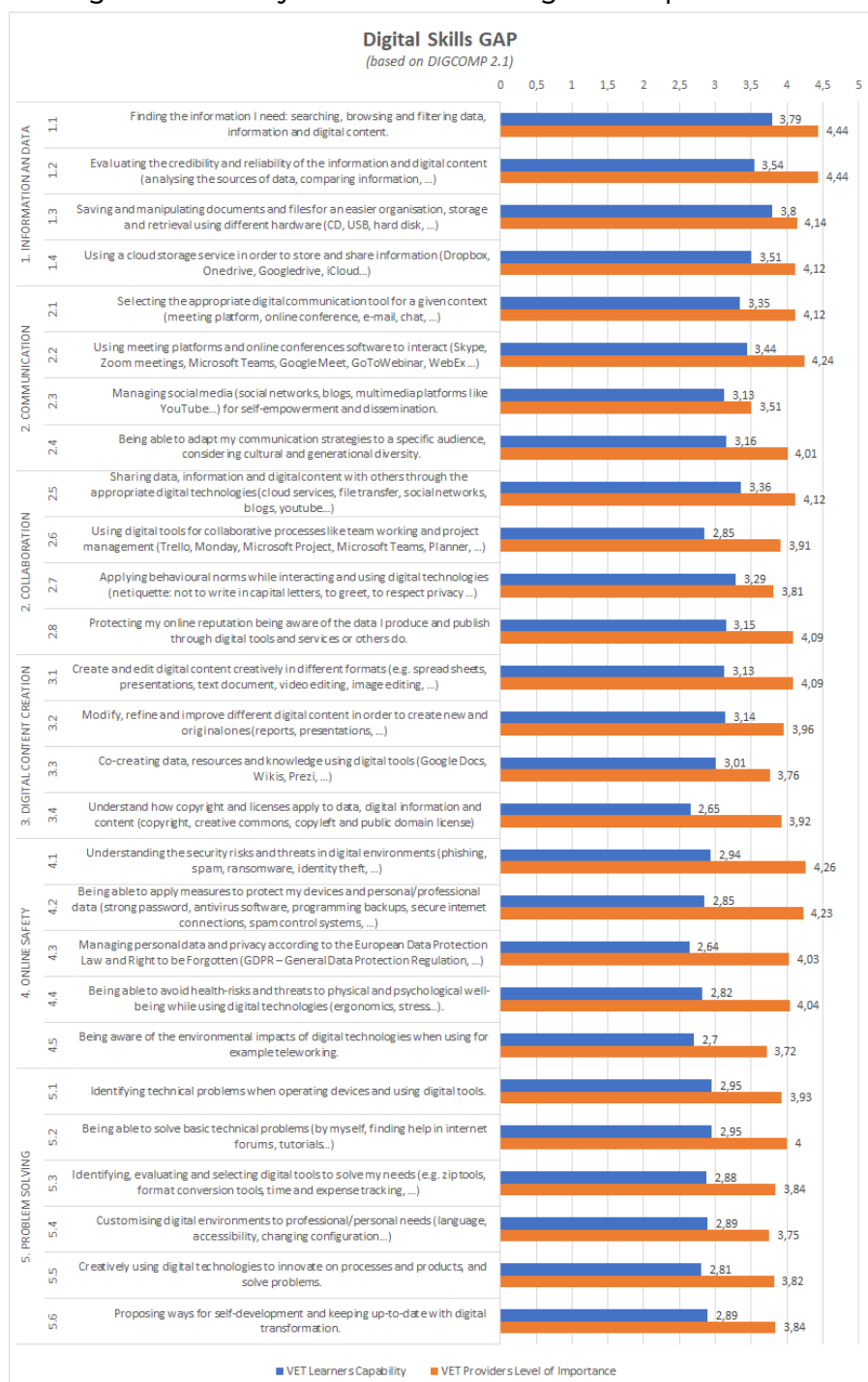
Emotional Control  
& Stress Management  
Physical and mental well-being  
Self-Management  
Flexibility & Agileness  
Caregiving & Household  
Responsibilities  
Learnability

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# Digital & Soft Skills Needs

There is a GAP between the level of importance given to Digital Skills by VET Providers and the self-assessed ability of VET Learners, regardless of their age or country origin. This gap shows the improvement in the skills that VET Learners and employees should develop.

Digital Skills analysis was based on Digital Competence Framework for Citizens (DigComp 2.0)



## DIGITAL SKILLS NEEDS

It is recommended that training in digital skills be carried out especially in the areas of **Online Safety** and **Problem Solving**, since the levels of competence in areas such as Communication, Collaboration, and Information Management are better. However, if we attend to age groups over 50 years of age, it is observed that they also require training in these areas to reach the level of competencies of the youngest VET Learners and employees.

## SOFT SKILLS NEEDS

Observing the results related to soft skills, it is very clear that all groups agree that the **learnability** and the **effective management and control of emotions and stress**, are the most important, but perhaps it should be noted that they are a type of skill difficult to practice. Therefore, an effort should be made in the VET educational communities to improve the level of soft skills of their students.

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# Digital & Soft Skills Learning Strategies

The survey carried out to VET providers has offered insights both on the skills needed but also on the main problems they face to approach learners over the age of 50 and to provide them efficient digital training.

## Barriers to develop learners over 50 digital skills by VET Providers country

What are the most important barriers you have encountered in adult digital skills training? (1 to 5)	France	Greece	Italy	Poland	Spain	Total
Lack of confidence	3,58	2,9	3,54	3,27	3,72	3,5
Lack of motivation	3,27	4	3,2	3,6	3,38	3,44
Time constraints	3,67	3,03	2,8	3,57	3,35	3,28
Lack of equipment	4	3,5	3,32	3,77	3,34	3,51
Negative attitudes towards the use of technology	3,82	2,7	3,54	3,33	3,41	3,39
Perception of irrelevance (lack of tangible benefits)	3,55	4,4	3,37	3,57	3,21	3,49
Financial constraints	3,67	3,6	2,83	3,37	2,83	3,12
Lack of basic digital literacy to learn effectively	4,03	2,8	3,88	3,53	3,71	3,64
Lack of support (from trainers, peers, family etc.)	3,88	3,07	3,78	3,47	3,47	3,53
Lack of suitable teaching courses (e.g. relevant syllabus & age friendly methodology)	4	3,73	3,68	3,5	3,43	3,61

## Strategies to provide efficient digital training by VET Providers country

Indicate your level of agreement with the following statements about how could we provide a more efficient digital training to learners over 50? (1 to 5)	France	Greece	Italy	Poland	Spain	Total
Making the learning relevant for their job and employability	4,39	4,7	4,1	4	4,41	4,34
Providing a flexible schedule	4,24	4,17	4,1	4,03	4,38	4,24
Promoting active participation and social interaction ( e.g. small group discussions, role playing, experiments, ...)	4,3	4,53	4,2	4,03	4,05	4,17
Integrating their life experiences and knowledge in the learning activities	4,27	4,7	4,2	3,97	4,31	4,29
Providing assistance and guidance in resolving problems and difficulties	4,36	4,57	4,15	4,23	4,48	4,38
Using a variety of teaching and learning methods, including hands-on learning (e.g. case studies, simulation, games, problem solving, ...)	4,36	4,73	4,17	4,03	4,34	4,32
Providing self-assessment tools	4,09	4,07	4,17	4	3,98	4,04
Providing a supportive learning environment with multiple resources and opportunities to ask questions and correct mistakes	4,39	4,53	4,15	4,13	4,31	4,3
Monitoring learners' progress and providing effective feedback	4,48	4,3	4,1	4,27	4,48	4,36

To overcome the digital divide of 50+ we need good training materials with good learning strategies tailored for adult learners.

The barriers that VET Providers/Trainers found when teaching learners over 50 reveals interesting issues, such as that their level of digital knowledge is lower, and they have been less trained in this digital area.

For this reason, VET providers think that the best way to teach digital skills to those over 50 is to motivate them by giving meaning to this knowledge in their work environment, while constant advice and guidance is provided during the learning process, as well as monitoring the progress of students and giving them feed-back.

# Boosting Teleworking

The spread of teleworking requires further improvements from both employees and employers' sides, as it offers great opportunities and benefits. We are moving towards a hybrid way of working that requires strengthening digital skills and cultural changes linked to digital transformation.

## PROs & NEEDs

- Increased Productivity
- Better work-life Balance
- Flexibility and autonomy
- Increased employee satisfaction and wellbeing
- Talent attraction for the companies
- Employees engagement and trust between company and worker
- Inclusivity for disadvantaged people
- Reduction of transport costs and travel time
- Less impact on environment

- Good equipment and investment of the companies
- Upskilling / reskilling of digital skills
- Continuous learning of digital skills with efficient training methods.
- Improvement of Soft Skills (team work, collaboration... in remote contexts)
- Clear policies in companies regarding teleworking
- Avoid emotional disengagement and isolation.
- Learn strategies for digital disconnection.
- Improvements on legislation
- Cultural change and leadership.

TeleGROW Project will contribute to EU objectives improving digital and soft skills of VET Learners and Employees and training VET Providers with efficient learning strategies to teach them.



Stay Gold  
Guide

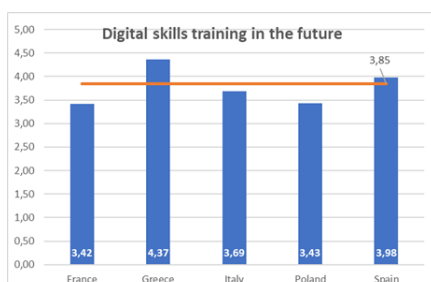


TeleGrow  
HUB



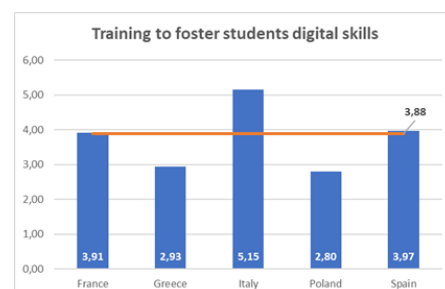
TeleGrow  
Training Modules

### VET LEARNERS AND EMPLOYEES



**HIGH LEVEL  
OF WILLINGNESS  
TO BE TRAINED  
ON TELEGROW  
TARGET GROUPS**

### VET TRAINERS



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# TeleGrow

Enhancing the Teleworking Digital Skills for the Middle aged employees

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Erasmus+ Partnership TeleGrow Project:  
Enhancing the TeleWorking Digital Skills for the Middle Aged Employees

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Erasmus+ KA226 – Partnerships for digital education readiness

**Thank you  
to all the  
participants!**

More information:  
<https://telegrow.erasmus.site/>

Erasmus+ Partnership TeleGrow Project



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