



The Portuguese team analysis on the Survey

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1. Introduction

The following text is an analysis of the questionnaire requested to the Portuguese research team as well to all the other partners by the Coordination Board of the Oltre Il Giardino, but more than a simple numbering of the statistical data, we have dealt with the information as a reflexion of each of us write our individual statements about the series of questions found more suitable to be individually interpreted by our academic background. The early stage of this reflexion was individual, as referred, but all connected in the end. The comparison of data will be interesting in order to create profiles and models of populations fit to training and developing programmes in these areas of demanding expertise both in technical and theoretical approaches. We will see some converging data between the partner countries like the Portuguese and Spanish



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respondents have the trend of having the same positions and life strategies in several items of the questionnaire. More than sheer numbers we aim to build an interpretation of them.

2. Sample Description

In this questionnaire, the first 22 questions draw a general picture of the sample spread by the four partner countries – Italy, Spain, Portugal and Greece. They analyze the responses of the individual spots of each country, in proportion to their population in average numbers entered in the work Excel, namely: 263 for Italy, 222 for Spain, 66 for Portugal and 53 for Greece. Questions 1 to 22 define the base spots in the statistical analysis of Excel at work, and here the use of SPSS software would be justified to improve and increase a more secure interpretation of the data, even due to its quantity and diversity. All questions, individually, are subdivided into fields that always include percentage variables regarding country, gender, age group, schooling, school dropout, nationality, knowledge of native and non-native language, marital status, children and total households, in a reading horizontal which will be crossed with a vertical series of the first 22 questions. It should be noted that in each Question, the first field, Country, shows the sum of the variables that follow it. This apparent redundancy of data per question aims to draw profiles between constant variables and differences that are evident by country, which in fact is verified and even allows to draw readings of approximation or distance between the four partners. Sometimes and from a general perspective, there are statistical proximity between Portugal and Spain and between Italy and Greece, to which the proximity and geographic contexts are probably not strange, as well as the positioning of public and State policies regarding the variables of the questionnaire will not fail to have its influence. The first 22 questions trace a general profile of the samples by country, approaching successively from Q.1 to Q.22: Q.1 Country; Q.2 Gender; Q.3 Age; Q.4 Nationality; Q.5 Nationality of parents (father); Q.6 Nationality of parents (mother); Q.7 How many years have you lived in the Country?; Q.8 Which language do you mostly speak?; Q.9 How do you speak the local language?; Q.10 Marital status; Q.11 Have you got any children? Q.12 How many people are there in your household?; Q.13 Last qualification obtained? Q.14 In your school career, have you ever dropped out of school? ; Q.15 Why did you drop out of studies? Q.17 In your opinion, have you stopped studying influenced your life? Q.22 Do you think you will be able to finish the training course you are attending? Q.21 (ES / GR / PT) What would you like to do after finishing the training course? Q.23 On the other hand, if you can't finish the course, what would you like to do? This series of questions, which we consider introductory, try to draw a profile as close as possible to the social and population realities of four southern European countries, faced with a growing decrease in the birth rate of naturalized persons of each partner and at the same time to verify to what extent the migratory phenomena will be a replacement factor for

this population decline of the younger generations. On the other hand, the questionnaire will aim to assess whether the conditions and variables such as school dropout, cultural and digital literacy differentiate the younger populations of each partner country or whether the nationality or migration factor is indifferent in the questions answered, as each country reflects the reception of migratory phenomena and its ability to respond to the integration of these populations, both in social terms, in terms of training and supply of tools for labour markets, preferably deficient or potentially lacking in technicians. In this case, it will be the training for work in historic gardens, which enhances not only the maintenance work of these spaces, but the need to understand them in context, which will require a more specific training, which allows the gardener to understand what is involved to be working in a baroque garden, or the liberal bourgeoisie of the 19th century, as fundamental elements of the material and immaterial Cultural Heritage that shape the urban and environmental landscapes of Italy, Spain, Portugal and Greece. It will be interesting not only to evaluate the population phenomena, but also the contextual realities of each partner country, insofar as the garden itself represents, or not, a symbolic load in the landscape built or intervened by Man. Between the need to learn and apprehend the particularities of an organized and aesthetic environmental space such as a garden, the potential trainee, whether native or migrant in the process of integration, will have to acquire more skills than the already complex tasks of treating, caring for and manage plant species and their landscape – you will have to understand and understand why they are classified as. Renaissance or Baroque, requiring a more elaborate degree of specialization and in which the training teams themselves. The training teams themselves have to be multidisciplinary - not only with certified gardeners and specialists, but also with historians, art historians, architects, specialists in the fields of Heritage and all those who are relevant to provide a quality training framework, which we believe be the intention of the Oltre Il Giardino Project. Thus, and in a first analysis, without deepening these first questions, it is interesting to see the variations of each country according to their social, economic, educational, family, educational infrastructures, when looking at the percentage numbers by country and by cells. Despite its length, this questionnaire, in general terms, assesses and confirms some contexts that have characterized Southern Europe in the last 10 years, namely the increase in migratory flows, especially in Italy and Spain, and to a lesser extent Greece, given its positions in the Mediterranean. Portugal, on the other hand, due to its Atlantic position, leaves this guiding line, despite being a country with a well-studied population aging ratio.

3. Training and Development

Concerning the opinion of the respondents about the importance (past and future) in their life, 71% of the total sample considers that it has a relevant role (fundamental or very relevant). This opinion is transversal to all participating countries, although it is stronger in females (75,2%) than in males (65,5%), and less important for younger (up to 19 years old) and older (50-59 years old) cohorts. Favourable opinions also correlate with the increase in schooling level, with respondents with higher levels of education valuing the role of education. In the same line, **respondents with a previous history of school drop-out also tend to value the role of education less than the respondents without history of drop-out.** Curiously, the nationality is a factor that differentiates the value attributed to education (82,8% for persons from other nationalities and 64,8% for nationals). The same happens to the groups created from the mother language being the one spoken in the country. This demonstrates that persons with an experience of migration tend to value the role of school and education in their life.

3.1 Developing Skills

Skills	Owning	Improving	Difference
Having relationships with people	7.3	7.9	- 0.6
Problem-solving	7.2	8.3	- 1.1
Team work skills	7.6	7.8	- 0.2
Ability to use working time effectively	6.6	8.3	- 1.7
IT/ digital skills	6.3	8.2	- 1.9
Organizational, executive and managerial skills	5.5	7.4	- 1.9
Knowledge of foreign languages	6.0	8.6	- 2.6
Mathematical and statistical skills	5.0	6.8	- 1.8
Effective oral and written communication skills	7.3	8.5	- 1.2
Operational technical skills	6.0	7.4	- 1.4

Looking at the table above, which confronts the average score of the total sample to the two dimensions on which respondents had to evaluate the selected skills (the level at which they consider owning the skill and the level at which they consider important to improve it), we see that in all cases, the respondents believe there is the need to improve. In fact, in all skills,



the average score to the “owning” scale was inferior to the average score attributed to the

“improving” scale. The biggest difference can be found in the “knowledge of foreign languages” (2.6 average points of difference), “IT/ digital skills” (1.9 of difference) and “Organizational, executive and managerial skills” (1.9). Nevertheless, the answers seem to imply that this last skill is not as relevant as the other two (average score of 7.4 in the “improving” scale, while the other two scored above 8.0). In fact, the skills where the respondents put more emphasis are: “Knowledge of foreign languages” (8.6 average score), “Effective oral and written communication skills” (8.5 average score), “Problem-solving” and “ability to use working time effectively (8.3 average score, in both cases), and “IT/ digital skills” (8.2 average score). The least relevant seems to be “mathematical and statistical skills”, with an average score in the “improving” scale of 6.8, and a 5.0 in the “owning” scale. This means that, although the respondents, in general, consider lacking the skill, they don’t consider it very important in their future life.

The Italian sample did not answer the same questions, nor in the same format. In this case, it is possible to divide the skills into those where the majority considers owning the skill and not seeming to be interested in exploring it further, and those skills where the majority considers fundamental to invest. In the first case, are the following skills:

- **Having relationships with people**
- **Problem-solving**
- **Team work**
- **Respect working times**

This last skill is the one where respondents feel less need to invest (only 11,6% say they would like to improve the skill).

The skills where the Italian respondents would like to invest are:

- **Using the PC and other IT tools**
- **Being a manager**
- **Learn about foreign languages and cultures**
- **being able to perform mathematical operations**
- **Write texts and speak correctly**
- **Professional technical activities.**

From the results obtained from the total sample, **we can determine a set of skills that participants are interested in exploring further, namely, learning foreign languages and cultures, IT and other digital skills**, improving writing and oral skills in the countries language. On the other hand, there is a set of skills that don’t seem to interest or motivate



the respondents: having relationships with people, and teamwork the most visible and where

agreements exist between the Italian and the other countries' respondents. One should wonder, nevertheless, if all the skills were described in such a clear way that all respondents would easily understand what they were referring to. For instance, it is clear what "Learn foreign languages and cultures" is, but maybe it is not clear what is the meaning of "professional technical activities", "ability to use working time effectively" or "being a manager".

4. Satisfaction with life and confidence in the future

One dimension studied with the surveys was the **satisfaction with life and confidence in the future**. In general, the answers suggest moderate satisfaction with life (average scores ranging from 6.3 in Italian respondents and 7.3 in the Portuguese ones). The lowest average scores were obtained in the subgroups of respondents above 50 years old, the subgroup of respondents whose mother language was from another country, and the subgroup whose marital status was "other". The subgroups with higher average levels of satisfaction with their life was composed of persons with a high educational level.

Concerning confidence in the future, in general, the answers were very positive, with 71,8% of the total sample believing that in five years their life would be better than today. The confidence, nevertheless, diminishes with age, with the higher levels of confidence in the subgroup up to 19 years old, and the lowest in the subgroups above 50 years old.

Respondents in general also believe that it is up to them to improve their life, demonstrating a strong internal locus of control. In fact, 81,1% of the total sample believe that they will be able to improve their life, 86,6% believe that it depends on them to take advantage of the opportunities of life. On the other hand, most respondents try to harmonize this internal control with the belief that it also depends on external factors. In fact, 79,9% believe that without the proper opportunities it is impossible to be successful, and 58,0% believe that it is a matter of being born lucky.

5. Culture

Regarding cultural aspects, the first thing to consider is the fact that this survey focuses on four countries in southern Europe, commonly known as belonging to Mediterranean Europe, and which for this reason have a common cultural heritage.

The second aspect is related to the territorial dimensions of these countries (Portugal, Spain, Italy and Greece) as well as the total population of each of them, which shows us very different realities: on the one hand, the similarity that exists in terms of population between the two extreme countries of this analysis, Portugal and Greece, the least populous and, on the other hand, the similarities between Spain and Italy, with the highest population index, the latter leading in terms of number. In addition, both Spain and Italy have the largest territorial extension, followed by Greece and Portugal, respectively. However, these four realities end up influencing the results, to which the number of respondents is added, since the extreme countries have fewer respondents, since the distribution of surveys will have been proportional to the geographic area of each of the territories.

In view of the table presented, we can conclude that, in Portugal, of the total number of individuals surveyed (66), 77.3% read at least one book in the last 12 months. If we compare this number with the other partner countries of this project, we attest that the percentage of literacy in Portugal is quite high. However, we cannot forget that the Portuguese sample corresponds to only 66 individuals, compared to the Spanish sample, where the total number of respondents (222) reveals this growing trend. Regarding other cultural indicators such as regular reading (4 to 5 days a week) of magazines and newspapers in the last 12 months, the trend of the two Iberian countries remains, with Spain registering a slightly higher number than Portugal. With regard to participation in cultural events in the last 12 months (visits to museums, book presentations, conferences and conventions), Portugal leads again with more than half of respondents responding that they usually participate in this type of initiative, followed by Spain.

Regarding reading habits, it appears that in all countries involved in the project, women read more books than men. In reading newspapers and magazines, men lead. We believe that these data are related to the more romanticized view of women and the fact that men dedicate a large part of their free time to sporting matters.

The presence of women is also felt more than that of men in participating in cultural activities, perhaps due to the fact that in these countries and for a long period, women did not have the same opportunities as men, since dictatorial regimes, present in all of them more or less at the same time, they relegated the role of women in society to a secondary level.

Regarding the age group, we can conclude that the 20-29 age group reads books the most and participates in cultural events and the 40-49 age group reads newspapers and magazines the most. This fact is certainly related to the greater free time of young people, many still at an advanced stage of studies and others entering the job market and, in the case of the 40-49 age group, the interest in various current affairs .

We also verified that those who have a higher level of education (secondary and higher) have intense cultural habits, either in terms of participation in cultural events or in the habits of reading books, newspapers and magazines. Still in terms of reading habits, it is curious that people with less schooling do not stop reading newspapers and magazines. We believe that this trend is due to the need to stay informed about the various current affairs. If a book is not able to hold them, a newspaper captures their attention due to the variety of news.

As for dropping out of studies, most of the people surveyed who dropped out of studying reveal, however, habits of reading and participating in cultural events, although in the latter case, their adherence is less significant.

6. Digital technologies and Social online platforms

Regarding **Technology**, data puts in evidence that most of the respondents use personal computer every day in the great majority of countries, except Italy. This makes us suppose that there are major differences in the identity of the groups chosen for questionnaire. Females tend to be more prone using the Pc, considering that there are more males that do not use it.

The data show an **intensive use of the internet in most countries** and in virtually all age groups. Spain registers a result of 0 percent of people who never "go" to the Internet. Once again, we found that female respondents are more assiduous and that it is the age group of 30 years that uses the most. It is also stated that the groups with more instruction are also those who "*navigate*" the most, with a similarity of numbers between singles and members of families with two or more children. We believe that for different reasons, there is a correlation between the use of technology and the way of living of the citizens. Again, we state here that groups belonging to European countries mentioned in the survey go beyond the groups of non-European countries, but by a small margin. In short, we can say that the internet seems to be widely disseminated by most citizens of the groups represented here.

Regarding the way **respondents feel about technologies**, the results show us a certain homogeneity, except for the data from Spain. This asymmetry leads us once again to the assumption that there is a correlation between the type of respondents who were selected in Spain, compared to the other countries. Here too, there are the same traits that point to a better relationship with technology among citizens of the age group of 30 years, noting that the same relationship goes down as the age increases, the level of education, whether or not they live in European countries also keeps records very similar to those of the previous questions. It should be noted, however, that married respondents here and mainly belonging to families with two or more children have a better confidence in their relationship with technology, but by little significant margins.

Most respondents do not express **feelings of great dependence** on the digital world when excluded from those contexts. In fact, those who think that being excluded from digital contexts would not be a bigger problem prevail over the other groups, but we also point out that around 30% would be uncomfortable with it. In this respect data appears to be relatively homogeneous.

As far as the use of social networks is concerned, we find that, although in general, the vast majority of respondents **participate in any social network**, Spain maintains a much higher

level than average. Maybe here there will be a correlation between the selected individuals and the results obtained, regarding, for example, their socio-economic status or up to the average age of the selected individuals. We've found that Facebook and Instagram are the most popular social networks, with Facebook being the most chosen by male individuals and Instagram by female. TikTok is most popular among younger groups, especially from European countries and single and without children. It should be noted the low penetration rate of social networks in older population groups, with 40% of respondents over 59 years of age indicating that they are not members of any social network. It is also interesting noting LinkedIn's low influence rate, except for groups with higher education and younger. Here too, Spain is represented more expressively. Regarding other social networks, the expression of interest is not very high.

While it is true that there is a wide generalization of the use of social networks, the **frequency with which respondents use them**, has interesting characteristics for analysis. In this respect it was clear that the youngest are the most present in these networks, that is, the age group up to 19 years, which is still expressive of today the way young people live the phenomena of digital. It is also verified that it is the respondents who are in the groups of medium education, which most accesses the social networks, with a clear correlation between age and their occupation. There do not seem to be much difference between the chosen countries, but on the other hand we find that it is clearly the childless respondents who spend the most time on social networks (70%)-. In general, the data point to a very strong presence of all individuals in these contexts, even though, except in Greece, practically all citizens attend social networks more or less frequently.

The **effects of this presence on social relations**, which we try to assess in question 109, are, on the other hand, not unanimous. The tendency is to assume that there are, in fact, consequences for an over-contact with the social networks, but there is a tendency not to value this fact: most respond that these practices have not altered many of their social relations, but it is also a fact that the choices spread over a diverse range of options. In Greece, for example, 15% of respondents answered this. And it is once again the young people in their 30s who most accuse this change, as opposed to older respondents who do not think they have been so affected. Singles are also more evident in this respect. although there are also some data that point to some change among respondents with one child.

The question of whether **social relations have changed with participation in social**



networks does not seem to be very clear. The vast majority say that they have not changed


their lives in terms of social relationships, there is some tendency to understand that if they did, it will have been for the better. Although some think that there were changes for the worse, especially among respondents with lower education and especially among older people, most do not see their participation in social networks as a negative or disturbing factor in their social relationships.

In summary, we can infer that **the use of digital tools and especially of the contexts linked to social networks** is already a practice, rooted in the majority of citizens, mainly in the selected European countries, with a clear tendency for the use by younger people, with intermediate schooling and with marital status of single.

We state it clearly, but we also can't avoid saying that there is a kind of homogenization of the results, except for some variables that we consider to have been influenced by external factors: we mean differences presented between countries such as Greece and Italy, for example, for which we can't find other justifications beyond the fact that there were differences between groups of respondents.



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