WOMANITY**LEAP**

Equipping youth workers to cultivate Multiple Intelligence competencies in young women for leadership and career readiness in the AI-dominated era



BRIDGING THE COMPETENCIES AND TALENTS OF YOUNG WOMEN AND THE DEMANDS OF THE JOB MARKET
NATIONAL REPORT: SPAIN

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

WOMANITYLEAP

BRIDGING THE COMPETENCIES AND TALENTS OF YOUNG WOMEN AND THE DEMANDS OF THE JOB MARKET

NATIONAL REPORT: SPAIN

CONTENTS

ABOUT THE PROJECT	2
ABOUT THE MULTIPLE INTELLIGENCE CONCEPT	3
INTRODUCTION OF THE CONDUCTED ACTIVITIES	4
NATIONAL CONTEXT	6
STRUCTURED INTERVIEWS INPUT	8
NATIONAL WORKGROUP SESSION INPUT	14
SUGGESTED CHANGES TO THE MI COMPETENCE FRAMEWORK BASED ON THE INPUT	20
CONSLUSIONS	25

WOMANITYLEAP IS BUILT AROUND ONE PRACTICAL MISSION: YOUTH WORKERS GET BETTER TOOLS TO RECOGNISE DIVERSE STRENGTHS, AND YOUNG WOMEN GET CLEARER, MORE CONFIDENT PATHWAYS FROM TALENT TO SKILLS TO OPPORTUNITIES.

ABOUT THE PROJECT

WomanityLEAP is a 24-month Erasmus+ project which supports youth workers to nurture every kind of talent based on an innovative Multiple Intelligence concept, and to help young women (16–29) grow into confident, capable leaders with real opportunities in a changing, AI-shaped world. It is ran by 6 partnering organizations located in Bulgaria, Belgium, Spain, Cyprus, Latvia & Serbia.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

ABOUT THE MULTIPLE INTELLIGENCE (MI) CONCEPT

Why Multiple Intelligences?

- AI and automation are reshaping jobs and skills requirements
- Human strengths become more valuable: creativity, judgment, empathy, collaboration, leadership
- Many young women still face barriers (confidence, stereotypes, access, and limited career exposure)
- Youth workers need a practical framework to recognise strengths fairly and translate them into opportunity

The traditional lens:

- Modern education has been heavily influenced by the IQ scale and narrow measures of “smart”
- This shaped testing, grading, and what society rewards
- Strengths that don’t fit IQ-style measurement often stayed invisible: creative, emotional, leadership and practical capabilities

The MI concept:

- MI reframes intelligence as multiple capacities, not one score
- Everyone has a unique profile of strengths that can be developed
- WomanityLEAP turns this into a youth work tool for guidance, confidence and career direction

THE QUESTION ISN’T IF I’M INTELLIGENT, BUT WHICH INTELLIGENCES I CAN GROW AND APPLY.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

INTRODUCTION OF THE CONDUCTED ACTIVITIES

Structured Interviews

The structured interviews were conducted online in order to ensure flexibility and accessibility for all participants. A total of five interviews were carried out: three with youth workers and two with young women, in accordance with the research guidelines established within Work Package 2 of the project.

Each interview had an approximate duration of around one hour, allowing sufficient time to explore the topics in depth. The interviews were conducted in a supportive and open environment, with the aim of creating a space of trust, proximity and active listening so that participants could comfortably share their experiences, perceptions and insights regarding employability, labour market changes and the impact of digitalisation and artificial intelligence.

Prior to the interviews, all participants received and signed the informed consent form, which was returned to the project team before the interview took place. Participants were clearly informed about the purpose of the research, the voluntary nature of their participation, and the anonymous treatment of the information collected. No personal identifying data were recorded, and all responses were treated confidentially and used exclusively for research purposes within the project.

The interviews followed the structured interview questionnaire provided by the project consortium, while allowing space for participants to elaborate on their experiences and perspectives. This approach ensured that the information collected remained comparable across interviews while also capturing qualitative insights and contextual details.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

First National Working Group Session

The first National Working Group session within the framework of the WomanityLEAP project was conducted on Wednesday, 25 February 2026, from 17:00 to 20:00 (CET). The session had a total duration of three hours and was held online via the Zoom platform in order to facilitate the participation of all invited experts.

A total of 12 participants attended the session, including 10 expert participants, one young female intern accompanying one of the experts, and one facilitator. The group was composed of professionals representing different sectors relevant to youth employability, education and gender equality, ensuring a multidisciplinary perspective.

The participants experts included:

- 2 representative from the national business sector,
- 2 providers of non-formal education and youth work,
- 2 representatives from formal education institutions,
- 2 representatives of non-governmental organisations,
- 2 staff members of the partner organisations involved in the project.

The session was facilitated by the project team in a structured and participatory format. The facilitator guided the discussion following the agenda and discussion guide prepared by the project coordination within Work Package 2 (WP2). The methodology combined short presentations with moderated open discussion, allowing participants to share their professional experiences, insights and recommendations.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Participants were invited to actively contribute, exchange perspectives and provide feedback on the draft version of the Multiple Intelligence Competence Framework (v0.1). The discussion was guided through key questions previously prepared by the project coordination team to ensure that the insights gathered would contribute to the refinement and validation of the framework.

Following the session, all experts received a follow-up satisfaction survey to collect additional feedback regarding the session and their participation in the working group.

NATONAL CONTEXT

The Spanish labour market has experienced a significant improvement in recent years, although it still presents important structural imbalances. According to the Labour Force Survey (EPA) conducted by the Instituto Nacional de Estadística (INE), the unemployment rate stood at approximately 9.9% at the end of 2025, the lowest level since before the 2008 financial crisis. Nevertheless, Spain continues to record one of the highest unemployment rates in the European Union according to Eurostat, particularly among young people, with unemployment among those under 25 exceeding 20%. This situation reflects the persistence of structural unemployment factors, including labour market segmentation, skills mismatches between education and labour demand, and high levels of youth overqualification. Although job creation has been substantial in recent years, the transition from education to stable employment remains one of the main weaknesses of the Spanish labour system.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Within this context, gender inequalities remain a significant feature of the labour market. According to the Annual Wage Structure Survey of the Instituto Nacional de Estadística, women earn on average between 17% and 20% less in annual salary than men, although the gap decreases to approximately 8-10% when hourly wages are compared. This difference reflects structural factors such as the higher prevalence of part-time employment among women, career interruptions related to care responsibilities, and the concentration of female employment in lower-paid sectors. These inequalities are particularly evident among young women who, despite having higher average educational attainment than men, face greater levels of overqualification, job insecurity, and more limited access to leadership and decision-making positions. In addition, sociological factors such as corporate culture, unequal access to professional networks, and difficulties in work-life balance continue to shape their career trajectories.

Finally, the Spanish labor market is increasingly characterized by a paradox: the coexistence of relatively high unemployment with talent shortages in specific professional profiles, particularly in STEM fields such as programming, data analysis, cybersecurity and artificial intelligence, as well as in transversal competencies such as critical thinking, adaptability and collaborative work. This skills mismatch particularly affects women, who remain underrepresented in high-growth technological sectors that offer better salaries and career prospects. Additional barriers also affect young women in vulnerable situations - such as migrant backgrounds, low levels of education, or limited support networks - which increase their risk of labor precariousness. At the same time, the expansion of artificial intelligence is transforming tasks across many sectors, especially administrative and service occupations, creating both risks of partial automation and new opportunities in emerging digital professions. In this context, strengthening policies related to digital training, equal opportunities, and work-life balance will be essential to reducing gender gaps and improving youth employment outcomes.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

STRUCTURED INTERVIEWS INPUT

The findings reveal complementary perspectives: youth workers provide a structural and professional analysis of labour market changes, while young women highlight lived experiences related to migration, employment precarity, and personal aspirations.

1. *Finidings from Youth Workers*

Main challenges faced by young women

Across the interviews, youth workers consistently identified several structural and individual barriers affecting young women's employability.

The most frequently mentioned challenges include:

- Labour market precariousness, including temporary contracts, low wages, and unstable working conditions.
- Gender stereotypes that limit women's access to certain sectors, particularly STEM and technological professions.
- Lack of recognition of competencies and qualifications, especially among migrant women.
- Limited professional experience and reduced access to career opportunities.
- Low self-confidence and limited awareness of labour rights.
- Language barriers and administrative obstacles, particularly for migrant women.
- Difficulties balancing employment and family responsibilities.

Youth workers also stressed that many young women they support have experienced situations of vulnerability, including migration-related barriers, interrupted education, experiences of discrimination or violence, and limited support networks.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Impact of AI and digitalisation on the labour market

All youth workers agreed that AI and digitalisation are significantly transforming labour market dynamics.

Two main trends were identified:

- **Automation of routine tasks:** Many administrative, repetitive, and low-skill tasks are increasingly automated, reducing employment opportunities in sectors traditionally accessible to vulnerable young women.
- **Emergence of new digital job profiles:** At the same time, new professional opportunities are emerging in areas such as: digital content creation, social media management, data analysis, digital marketing, prompt design and AI supervision, digital entrepreneurship and online services. However, youth workers emphasised that these opportunities require digital competencies and continuous training, which many vulnerable young women currently lack.

Groups most ar risk

According to the interviews, the young women most vulnerable to labour market transformations include:

- women with low educational attainment
- migrant women facing language or credential recognition barriers
- women with irregular administrative status
- young mothers with caregiving responsibilities
- women working in informal or low-skilled sectors
- women with limited access to digital training and technological resources.

These factors contribute to a digital divide that risks increasing social and labour inequalities.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Key competencies for the future labour market

Youth workers consistently identified a combination of digital, cognitive, and socio-emotional competencies as essential for employability in an AI-driven labour market. The most relevant competencies mentioned include:

Digital and technological competencies

- digital literacy
- ability to interact with AI tools
- data and information management
- evaluation of digital sources
- strategic use of digital platforms

Cognitive competencies

- critical thinking
- problem solving
- adaptability
- capacity for continuous learning

Relational and social competencies

- communication skills
- teamwork
- leadership
- intercultural awareness

Personal competencies

- self-awareness
- emotional regulation
- resilience
- professional confidence

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Youth workers emphasised that these personal competencies are fundamental to sustaining training pathways and navigating labour market uncertainty.

Competencies currently underdeveloped

Several competencies were identified as insufficiently developed among young women:

- critical technological literacy
- advanced digital skills
- strategic use of digital tools beyond social media
- critical analysis of information
- leadership and self-confidence
- financial literacy

Needs identified by youth workers

The interviews also highlighted the need for:

- structured tools to assess soft skills and invisible competences
- frameworks connecting multiple intelligences with employability
- AI-related training for youth workers and employment specialists
- accessible digital training opportunities for vulnerable women
- stronger collaboration between education providers, labour market actors, and youth organisations

Youth workers considered the Multiple Intelligence Competence Framework highly relevant because it allows recognition of talents that are often not visible in traditional academic assessments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

2.Findings from Young Women

Two young migrant women living in Valencia participated in the interviews. Both are in situations of administrative vulnerability and labour instability, which strongly influence their career prospects.

Socio-economic context and employment situation

The first participant is a 20 year old migrant woman from Colombia who arrived in Spain seven months ago and currently works as a caregiver for an elderly woman. She does not have a residence or work permit and is at an early stage of social and professional integration.

The second participant is a 27 year old migrant woman from Ecuador who has lived in Spain for nearly three years. She currently does not work because she cares for her children and lacks childcare support. Her partner is the main income provider for the household.

Both participants reported experiences of informal employment, low wages, and limited access to stable job opportunities.

Main barriers affecting career development

The interviews reveal several barriers affecting young migrant women's employment opportunities:

- lack of legal documentation or residence permits
- limited knowledge of labour rights
- childcare responsibilities
- absence of support networks
- informal or precarious employment conditions
- limited access to professional training

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

One participant described situations where employers took advantage of her irregular status by paying extremely low wages.

Awareness of AI and labour market transformation

Both participants indicated very limited awareness of artificial intelligence and its potential impact on employment.

They were not familiar with AI-related labour market changes, which highlights a gap between policy discussions on digital transformation and the everyday experiences of vulnerable young women.

Aspirations and perceived talents

Despite facing structural barriers, both young women expressed clear aspirations for economic independence and professional development.

The first participant expressed interest in developing skills related to: nail care, hairstyling, makeup, decoration and beauty services.

The second participant mentioned interests related to: sales and customer service, decoration, food preparation and food handling, eventually opening a small ice cream shop.

Both participants showed interest in practical vocational training opportunities that could help them access stable employment.

Personal motivation and resilience

The interviews also highlighted strong personal motivations. One participant described reading and spiritual reflection as sources of resilience during difficult moments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

The other participant emphasised that her children are her primary motivation to continue striving for a better future.

Both women expressed a desire to support and empower other women facing similar challenges.

NATIONAL WORKGROUP SESSION INPUT

The first National Workgroup session provided valuable insights regarding labour market transformations related to artificial intelligence, the barriers young women face in accessing employment, and the relevance of the Multiple Intelligence (MI) Competence Framework for supporting employability.

Understanding and relevance of the Multiple Intelligence concept

Participants demonstrated mixed levels of familiarity with the concept of multiple intelligences. Some were aware of the concept, particularly in educational contexts where it is sometimes used to support diverse learning styles. However, most participants indicated that although they recognize the idea conceptually, it is not explicitly used in their daily professional practice.

In employment guidance and youth work contexts, professionals often encourage young women to identify their interests, talents and motivations, which indirectly relates to the concept of multiple intelligences, even if the framework is not formally applied.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Participants also expressed skepticism regarding the use of IQ scores as a measure of intelligence or professional potential. They emphasized that standardized scores tend to reduce intelligence to a limited numerical indicator and fail to capture competencies that are highly relevant in real professional environments, such as creativity, collaboration, adaptability and emotional intelligence. For this reason, participants considered that professional potential is better observed through behaviour, practical work situations and interpersonal interactions rather than through standardized testing.

Impact of AI on employment and required competencies

Participants noted that artificial intelligence is increasingly influencing recruitment processes and labour market expectations. In some sectors, AI systems are already used to screen CVs and identify candidate profiles through keyword-based algorithms. As a result, the way candidates present their skills and professional experience has become more strategic.

AI is also transforming job structures. Tasks that are repetitive or procedural are more likely to be automated, while roles requiring analytical thinking, creativity and critical judgement are becoming more relevant. Participants highlighted that digital skills and technological competencies are increasingly required across many sectors.

New professional opportunities were identified particularly in fields related to technology, digital services, marketing and data analysis, where the ability to interpret information and support data-driven decision-making is increasingly valued. At the same time, professions based on human interaction, such as education, care services and counselling, are expected to remain highly relevant because they rely on empathy and relational competencies that cannot easily be replaced by AI.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Participants emphasized that as AI automates routine tasks, human competencies become even more important, particularly critical thinking, emotional intelligence, creativity, adaptability, empathy and communication skills. These competencies allow individuals to complement technological systems rather than compete with them.

Barriers affecting young women's employability

Participants identified a range of structural, cultural and psychological barriers affecting young women's participation in the labour market.

Structural barriers include:

- family and caregiving responsibilities, often appearing early in women's lives
- limited professional experience
- lack of mobility, such as not having a driving licence
- precarious employment conditions including temporary contracts and low wages
- difficulties accessing leadership or intermediate positions.

Participants also highlighted persistent gender stereotypes, particularly those associating women with care-related roles, which can influence career choices and professional progression.

In addition, digital skill gaps and unequal access to technological training were identified as important barriers in the context of increasing digitalisation of the labour market.

For migrant women, additional challenges were identified, including difficulties in the recognition of academic qualifications obtained abroad, complex administrative procedures related to migration status, and language barriers. These factors often lead to professional downgrading and limited access to employment opportunities aligned with women's qualifications.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Participants emphasized that many of these barriers are structural and difficult to overcome through existing support systems, particularly those related to childcare, labour market inequalities and institutional barriers affecting migrant women.

Personal intelligence competencies

Participants generally agreed that the proposed domains of intrapersonal, emotional, cognitive and purpose-oriented intelligence are relevant and important for young women's professional development.

However, they recommended strengthening certain elements within these domains. Emotional intelligence was considered particularly important, especially the ability to manage frustration, regulate emotions and maintain resilience in challenging situations. Participants emphasized that these competencies are essential for navigating labour market pressures and social expectations.

Intrapersonal intelligence was also highlighted as a key area, particularly regarding self-awareness and recognition of personal abilities. Participants noted that many young women underestimate their competencies due to low self-confidence or impostor syndrome.

For cognitive intelligence, participants emphasized the importance of critical thinking and the ability to evaluate information, particularly in a context where AI-generated information and digital content are increasingly present.

Regarding purpose-oriented intelligence, participants suggested emphasizing the importance of defining long-term goals and aligning career decisions with personal values and aspirations.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Relational intelligence competencies

Participants considered the domains of interpersonal, cultural, persuasive and leadership, and social-emotional intelligence to be relevant for young women's employability.

However, they highlighted that interpersonal competencies are often underestimated in professional contexts, even though they play an important role in collaboration and workplace communication. Many young women may hesitate to express their opinions due to fear of not being taken seriously.

Cultural intelligence was identified as increasingly important in diverse professional environments, particularly when working with migrant populations or multicultural teams.

Participants also emphasized that leadership should not be understood only in hierarchical terms but also through everyday opportunities to take initiative and assume responsibility in professional or community settings.

Social-emotional intelligence, including empathy and emotional awareness, was also identified as essential for effective collaboration and communication in professional environments.

Applied intelligence competencies

Participants reflected on the domains of creative, sensorimotor, naturalistic and technological/AI-interaction intelligence.

Creative intelligence was widely recognized as important, particularly in contexts where individuals must generate new ideas or solutions in dynamic work environments. Sensorimotor intelligence was associated with practical skills and hands-on activities relevant to vocational professions.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

The domain that generated the most discussion was naturalistic intelligence. Some participants considered it closer to environmental awareness than a traditional form of intelligence. Nevertheless, they acknowledged that sustainability awareness is becoming increasingly relevant, particularly among younger generations.

Technological and AI-interaction intelligence was identified as one of the most important competencies for the current labour market. Participants emphasized the importance of digital literacy, responsible use of technology, and awareness of issues such as data protection and digital security.

Some participants also suggested that the ability for self-directed learning could be considered within applied intelligence domains, given the importance of continuous learning in rapidly evolving labour market environments.

Methods to support young women's development

Participants highlighted several approaches that can support young women in developing different intelligence domains.

These include:

- participatory group dynamics and collaborative learning
- mentoring and emotional accompaniment
- empowerment and confidence-building strategies
- structured career guidance processes
- opportunities for leadership and participation in community activities.

Group-based learning and safe environments were considered particularly effective, as they allow young women to experiment, exchange experiences and receive feedback from peers.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Overall recommendations from participants

Participants emphasized the importance of making the concept of multiple intelligences more visible and understandable for young women, as many competencies they already possess are not always recognized in traditional educational or professional evaluation systems.

They also stressed that the development of these competencies should be integrated into practical learning experiences, such as training programmes, group activities, volunteering opportunities and employment guidance processes.

Participants concluded that strengthening awareness of personal abilities, promoting intercultural understanding and supporting structured self-reflection processes can significantly contribute to improving young women's confidence, empowerment and employability in the current labour market context.

SUGGESTED CHANGES OVER THE MI COMPETENCE FRAMEWORK BASED ON THE INPUT

The national workgroup session provided several reflections and suggestions regarding the Multiple Intelligence (MI) Competence Framework (v0.1). Overall, participants considered the framework relevant and useful for supporting young women's employability. However, they recommended clarifying certain concepts, strengthening specific competencies and ensuring that the framework reflects the realities of the current labour market, particularly in relation to digitalisation, artificial intelligence and social inequalities affecting young women.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Strengthening personal intelligence competencies

Participants generally agreed with the proposed domains under personal intelligence (intrapersonal, emotional, cognitive and purpose-oriented intelligence). However, they suggested reinforcing several elements within these domains.

In relation to **emotional intelligence**, participants emphasized the importance of highlighting competencies such as emotional regulation, resilience and the ability to manage frustration. They noted that young women often face structural pressures in the labour market and social environments, which require strong emotional coping skills in order to maintain motivation and professional engagement.

For **intrapersonal intelligence**, participants recommended placing greater emphasis on self-awareness and recognition of personal abilities. They observed that many young women underestimate their own strengths or experience impostor syndrome, which can limit their professional aspirations. Strengthening self-reflection and self-recognition processes within this domain was therefore considered essential.

Regarding **cognitive intelligence**, participants highlighted the need to strengthen elements related to critical thinking and analytical capacity. In particular, the ability to question information, verify sources and critically evaluate digital content was identified as increasingly important in a context where AI-generated information is becoming more widespread.

For **purpose-oriented intelligence**, participants suggested emphasizing the ability to define personal and professional goals and align career decisions with personal values. They noted that external pressures, including work-life balance challenges and labour market constraints, can influence young women's career decisions, making the ability to maintain a clear sense of purpose particularly important.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Clarifying and reinforcing relational intelligence domains

Participants generally supported the relational intelligence domains proposed in the framework (interpersonal, cultural, persuasive and leadership, and social-emotional intelligence). However, they recommended strengthening the definitions of these competencies.

In the case of **interpersonal intelligence**, participants suggested emphasizing the ability to express opinions confidently and participate actively in professional discussions. They observed that many young women hesitate to share their ideas due to fear of not being taken seriously in professional environments.

For **cultural intelligence**, participants highlighted the growing importance of intercultural awareness in increasingly diverse professional and social contexts. They recommended reinforcing elements related to openness, respect for diversity and the ability to navigate multicultural environments.

Regarding **persuasive and leadership intelligence**, participants suggested understanding leadership not only in formal hierarchical roles but also through everyday opportunities to take initiative, assume responsibility and contribute actively to group processes. Providing young women with opportunities to exercise leadership in volunteering, community or educational settings was considered particularly valuable.

For **social-emotional intelligence**, participants emphasized the importance of empathy, emotional awareness and the ability to understand how situations affect others. These competencies were considered essential for effective collaboration and communication in professional environments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Revisiting applied intelligence domains

Participants also reflected on the **applied intelligence domains** included in the framework (creative, sensorimotor, naturalistic, and technological & AI-interaction intelligence).

Creative intelligence was widely recognized as important and relevant, particularly in contexts requiring innovation, adaptability and problem-solving.
Sensorimotor intelligence was also considered appropriate, especially in professions that involve practical skills, hands-on activities and vocational training pathways.

However, the domain of **naturalistic intelligence** generated some discussion. Some participants found it difficult to relate this concept directly to professional competencies and suggested that it may be better understood as environmental awareness or sensitivity rather than a traditional form of intelligence. They recommended clarifying the definition of this domain within the framework.

Participants strongly emphasized the importance of **technological and AI-interaction intelligence**. They suggested reinforcing this domain to reflect the growing importance of digital competencies in the labour market. Competencies such as responsible use of digital tools, data protection awareness, and the ability to interact effectively with AI systems were highlighted as particularly relevant.

Some participants also proposed considering the inclusion of **self-directed learning (autodidactic ability)** within applied intelligence domains, and also suggested that musical intelligence could be considered within applied intelligence domains. The capacity to learn independently and adapt to new technologies was considered essential in rapidly changing labour market environments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Emphasizing practical application and visibility of competencies

Participants emphasized that the framework should not remain purely conceptual. Instead, they recommended integrating the development of intelligence domains into practical learning experiences, such as training programmes, group-based activities, mentoring processes and volunteering opportunities.

They also highlighted the importance of making the concept of multiple intelligences more visible to young women. Many competencies associated with different intelligence domains are already present in everyday learning or employment support activities, but they are not always explicitly identified or recognized as such. Increasing awareness of these competencies can help young women better understand their own strengths and build greater confidence in their abilities.

Overall recommendation

Overall, participants did not propose replacing or removing the existing domains of the MI Competence Framework. Instead, they recommended clarifying definitions, strengthening certain competencies-particularly emotional, critical and technological competencies-and ensuring that the framework reflects real labour market conditions and the lived experiences of young women.

They emphasized that combining conceptual clarity with practical application will make the framework more useful for youth workers, educators and employment support professionals working with young women

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

CONCLUSIONS

The activities conducted within the national research phase - including the structured interviews and the first national workgroup session - provided valuable insights into the competencies young women need in order to successfully navigate a labour market increasingly influenced by digitalisation and artificial intelligence. The discussions with youth workers, experts and young women highlighted both the opportunities emerging from technological change and the structural challenges that continue to shape young women's employability.

One of the main conclusions is that labour market transformations driven by AI are increasing the importance of transversal human competencies. While automation is likely to replace routine and repetitive tasks, skills such as critical thinking, creativity, emotional intelligence, adaptability and communication are becoming increasingly valuable. These competencies enable individuals to complement technological systems and respond effectively to changing professional environments.

At the same time, the discussions revealed that digital and technological competencies are becoming essential across most sectors. Participants emphasized that understanding how to interact with digital tools and artificial intelligence systems, as well as being able to critically evaluate information produced by such technologies, will be increasingly necessary. However, existing inequalities in access to digital education and training may limit some young women's opportunities to develop these competencies.

Another important conclusion relates to the structural barriers that continue to affect young women's labour market participation. Participants highlighted issues such as gender stereotypes, precarious employment conditions, caregiving responsibilities, and difficulties faced by migrant women in the recognition of foreign qualifications or administrative procedures. These barriers often intersect and influence career choices, sometimes leading women to accept employment conditions that do not fully reflect their skills or aspirations.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

The activities also demonstrated that many competencies associated with different forms of intelligence are already present in young women's everyday experiences but are not always recognized or explicitly valued within traditional educational or recruitment systems. Participants noted that many young women underestimate their abilities due to limited self-confidence or lack of awareness of their own strengths. Supporting processes of self-reflection and empowerment was therefore considered essential for improving career readiness.

From the perspective of youth work and education, participants emphasized that participatory and experiential learning methods are particularly effective in helping young women recognize and develop their competencies. Approaches such as group learning, mentoring, role-based activities and reflective exercises were identified as useful strategies for strengthening both personal and relational competencies.

Implications for the MI Competence Framework

The findings from the interviews and the national workgroup session confirm the relevance of the Multiple Intelligence (MI) Competence Framework as a tool for understanding and supporting the diverse competencies required in the contemporary labour market. Participants generally considered the proposed domains to be appropriate and useful for capturing a wide range of abilities beyond traditional academic measures.

However, the discussions also highlighted several areas where the framework can be further strengthened.

Firstly, the framework should emphasize competencies related to critical thinking, adaptability, resilience and emotional regulation, as these were repeatedly identified as essential for navigating uncertainty and labour market pressures.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

Secondly, technological and AI-interaction competencies should be reinforced within the applied intelligence domain, reflecting the growing importance of digital literacy and responsible use of technology across professional sectors.

Thirdly, participants stressed the importance of self-awareness and recognition of personal strengths within intrapersonal intelligence, as many young women underestimate their abilities or lack confidence in expressing their talents.

In addition, the framework should continue to highlight relational competencies, such as communication, empathy, intercultural understanding and leadership. These skills are increasingly relevant in collaborative and diverse professional environments and remain difficult to automate through technological systems.

Finally, participants emphasized that the MI Competence Framework should be implemented through practical and experiential learning activities, rather than remaining purely conceptual. Integrating the framework into training programmes, mentoring processes and youth work activities can help young women apply these competencies in real-life situations and develop greater confidence in their abilities.

Overall, the activities confirmed that a competency framework based on multiple intelligences can provide a valuable structure for recognizing diverse talents, supporting empowerment processes and strengthening young women's employability in a labour market shaped by technological transformation and social change.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066

WOMANITYLEAP

BRIDGING THE COMPETENCIES AND TALENTS OF YOUNG WOMEN AND THE DEMANDS OF THE JOB MARKET

NATIONAL REPORT: SPAIN

www.womanityleap.com

WomanityLeap

@womanityleap

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Project Number: 2025-1-BG01-KA220-YOU-000352066